

On-Line Education and Training Connection

By

Sherry Lynne Cunningham

Submitted to
the Faculty of the Information Engineering Technology Program
in Partial Fulfillment of the Requirements for
the Degree of Bachelor of Science
in Information Engineering Technology

University of Cincinnati
College of Applied Science

June 2001

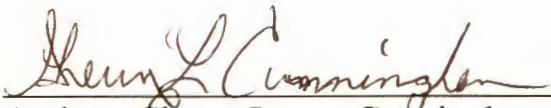
On-Line Education and Training Connection

By

Sherry Lynne Cunningham

Submitted to
the Faculty of the Information Engineering Technology Program
in Partial Fulfillment of the Requirements for
the Degree of Bachelor of Science
in Information Engineering Technology

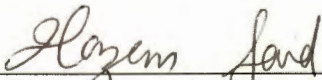
© Copyright 2001 Sherry Lynne Cunningham



Author: Sherry Lynne Cunningham



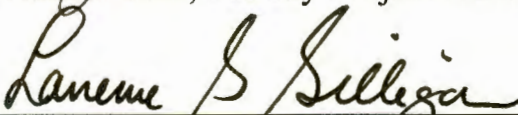
Date



Dr. Hazem Said, Faculty Project Advisor



Date



Lawrence G. Gilligan, Department Head



Date

Dedication

To my Mother who told me “if at first you don’t succeed try, try, and try again”.
To Margie my best friend, who believed I could do anything. To Maria and Adbul-Bari who never let me give up. To the staff at OCAS: Kathy, Nancy, Pam, Scott, Minnie, and Bob who always had a smile or a kind word. To the Humanities Dept. and the Library whose resources I used up. To Prof. Ed. Turner whose soft voice and friendly smile I counted on. To Prof. Sandy Franz who cheered me on every step of the way. To Prof. Russ McMahon, my friend who let me be myself. To Prof. Robert Schlemmer and Dr. Sam Geonetta, you have been with me from the beginning and I made it to the end; you always took the time to listen and always reminded me of my determination, thank you. To Shannon McClintock thanks for letting me chill, to Prof. Prabhakar for your smile and nod. To Dr. Hazem Said for looking a little deeper and believing in me. To Dean Cheryl Dunn, who said, “Just do it” and knew I could. To my kids, Bryan, Sher’e, and Sherica. To Cookie and Angie, my sisters, who were always proud of me. To Kevin Loney, AJ Youmans, and William Woods true friends. To the Senior Class of 2001, special thanks Jason, John and to my work buddies Kevin, Pam, Steve and Tony. To God for never leaving me along.

Table of Contents

Section	Page
Dedication	I
Table of Contents	ii
List of Figures	iii
Abstract	iv
1. Statement of the Problem	1
1.1 Need for On-Line Training	2
1.2 Solution/Course of Action	3
2. The User Profile	4
3. Design Protocols	5
3.1. Organizational scheme in the form of a flowchart	5
3.2. Interface design/navigation	5
3.3. Icons/graphical symbols	8
3.4. Color scheme	9
3.5. Instruction:	9
4. Deliverables	9
5. Design and Development	11
5.1. Timeline	12
5.2. Hardware	12
5.3. Software	12
5.4. Budget	12
6. Proof of Design	12

6.1. Web Page Design	14
6.2. Path 1 The Women	15
6.3. Path 2 The Employer and Service Provider	19
6.4. Path 3 The Case Manager	21
7. Conclusion and Recommendations	28
References	29
Appendix A	30
Appendix B	31
Appendix C	36

List of Figures

Figures	Page
Figure 1. Careers	8
Figure 2. Home	8
Figure 3. Exit	8
Figure 4. Next	8
Figure 5. Reference	9
Figure 6. Training	9
Figure 7. Users	9
Figure 8. Welcome	9
Figure 9. Instructions	9
Figure 10. Logo	10
Figure 11. Flowchart of the On-Line Education and Training Connection	14
Web Site	
Figure 12. The Home Page	15
Figure 13. Select Statements	16
Figure 14. The Welcome Women	17
Figure 15. The Women Instructions	18
Figure 16. The Training Selections	19
Figure 17. The Employers and Service Provider Frame	21
Figure 18. The Case Manager Frame	22
Figure 19. The Choice of Information	23

Figure 20. The Training Selections	24
Figure 21. The Web Users	25
Figure 22. The Record Update Form	26
Figure 23. The Careers Update Form	27
Figure 24. The On-Line Training Update Form	28
Figure 25. Women's Update Form	29
Figure 26. The On-Line Training Table	33
Figure 27. The Career Listing Table	34
Figure 28. The Women's Table	35

Abstract

Welfare reform is now law in Ohio and it is called Ohio Works First. Ohioans formerly receiving Aid to Families with Dependent Children are now part of the Ohio Work First emphasizes employment, training, education, and support services. Many individuals affected by the new change in public welfare find themselves in low-wage earning jobs. In order to effectively meet the challenge of integrating people into the ever-demanding work force innovative training vehicles must be introduced and tried. During the next decade, states will face increasing pressure to generate good jobs and help many people navigate a complex labor market for which their education, training, and experience leave them ill-prepared.

There are stringent guidelines that govern the number of hours these women have to work thereby decreasing educational time that would be traditionally spent in a week and up to 10 hours may be donated to education or development. This transformation, coupled with rapid changes in the structure of the labor market, is transition to employment and work their way out of poverty. State policymakers, program administrators, and frontline workers are realizing that a "work first" approach is not simply about placing welfare recipients into entry-level jobs. It is about working with people after they are employed to help them keep their jobs and to advance within the labor market.

The majority of the households affected by these changes are female-headed households. The Web Site developed in this work target these women. It allows caseworkers, welfare recipients, and service providers and employers access to on-line educational opportunities that will create a promising program to help facilitate job users with the most efficient access to educational advancement courses than what currently exist. Frequent users of Web browsers spend hours locating information, and opportunities. With the use of the On-Line Education and Training Connection, learning will be facilitated. Innovative on-line educational resources would certainly address time constraints issues, as well, as the need for self-paced educational advancements for the women affected by the Personal Responsibility and Work Opportunity Reconciliation Act.

On-Line Education and Training Connection

1. Statement of the Problem

The high-value, niche-oriented goods and services produced for demanding and volatile global markets require the application of advance technologies and sophisticated business strategies. The distribution of good jobs that provide a sufficient income has long been strongly biased by educational attainment, and income is now influenced by education more than ever. The jobs with wages and benefits that can support a family increasingly require educated workers who can adapt their skills to meet the changing demands of the workplace. A growing number of low-wage workers are trapped by limited skills and education, limited knowledge of how to advance, and limited access to skill development opportunities. So these jobs seem beyond the reach of the undereducated and inexperienced. (6) This focus requires that the system caseworkers that are responsible for tracking the individual's progress as well as the individual are able to access and utilize information in the most effective manner.

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 is considered “a comprehensive bipartisan welfare reform plan that dramatically changed the nation’s welfare system into one that requires work in exchange for time-limited assistance.” (5) Over two million families affected by this change are single head of household families (5). In the Tri-State area there are over two hundred thousand families affected by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. One of the fundamental purposes of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 is to reduce dependency on federal assistance through job promotion.

Job promotion for the many people affected by this change can only occur with the provision of resources for individuals to pursue education and training. A significant percentage of these individuals lack basic educational resources to be competitive in today’s high-paced

work environment. According to the federal government, provision of resources for education and training is necessary in order to ensure that the affected individuals become competitive in the current workforce. (4)

1.1 Need for On-line Training

During the next decade, states face increasing pressure to generate good jobs and help many people navigate a complex labor market for which their education, training, and experience leave them ill-prepared. Many of the individuals affected by the new change in public welfare find themselves in low-wage paying jobs. In order to effectively meet the challenge of integrating people into the ever-demanding work force innovative training vehicles must be introduced and tried. (2) The majority of the households affected by these changes are female-headed households. (6) The majority of these women have no or very little computer skills. The lack of skills only further adds to the vicious cycle of poverty these women face with their families. In-order to effectively begin to move these families out of this cycle they must be prepared to be competitive in a technically advanced work environment. (2)

Unprecedented changes are underway as the nation's welfare system converts from an income support-based system to a work-based system with time limits on benefits. This transformation, coupled with rapid changes in the structure of the labor market, is creating a new and challenging environment for welfare recipients struggling to make the transition to employment and work their way out of poverty.

Welfare reform is now law in Ohio and it is called Ohio Works First. Ohioans formerly receiving Aid to Families with Dependent Children are now part of the Ohio Works First program. Ohio Works First emphasizes employment, training, education, and support services. There are stringent guidelines that govern the number of hours these women have to work thereby decreasing educational time that would be traditionally spent in a classroom. All participants in Ohio Works First are required to work at least 30 hours per week (two-parent

households: 35 hours) or be involved in specially sanctioned work activities. Up to 10 hours of the 30 hour-per-week work requirements may be devoted to “educational” or “developmental” needs. (3) Innovative on-line educational resources certainly address time constraints issues, as well, as the need for self-paced educational advancements for the women affected by The Personal Responsibility and Work Opportunity Reconciliation Act. (2)

State policymakers, program administrators, and frontline workers are realizing that a "work first" approach is not simply about placing welfare recipients into entry-level jobs. It is about working with people after they are employed to help them keep their jobs and to advance within the labor market (5).

1.2 Solution/ Course of Action

I have developed an integrated education site that tailors the access to educational advancement of the people affected by the new changes in the public welfare system. Community Centers and neighborhoods in the Cincinnati Area such as Millvale, English Woods, North Fairmount, Faye Apartments, the Urban League, and Winton Terrace have established computer centers for the purpose of getting residents familiar with computers.

The Urban League’s Project SCORE provides advancement opportunities to those seeking fulltime employment. Participants in the program undergo computer skills training, job readiness preparation and resume building, an eight week program. Cincinnati Metropolitan Housing Authority (CMHA), Cincinnati’s largest housing development, offers a Bridge program in partnership with Mercy Franciscan at St. John; a social service agency in Cincinnati which provides computer skills training for low income residents. Residents of CMHA receive a free computer, printer and computer installation at home after completion of the program.

In the community centers, residents are taught the basic computer skills, such as keyboarding and surfing the Web. Residents receive large amounts of information to search on the Web. Frequent users of Web browsers spend hours locating information, and this timely and

cumbersome process act as a barrier to promoting learning opportunities. With the use of the *On-line Education and Training Connection*, learning is facilitated. The Web site adheres to the following guidelines:

- **Easily accessible:** All government agencies, private agencies and employers who encountered the recipients, along with the recipients have information on this Web site. The Web site is located quickly and easily.
- **User friendly and Interactive:** The Web site consists of chunks of information that are simple to navigate through. The user is able to choose a category or request a category from which to begin training.
- **Contains different levels of training:** The Web site is connected to a database server that consists of many types and levels of on-line training and education.
- **Able to track the individual's progress:** The Web site integrates the database technology for managing, measuring, tracking and reporting.

2. The user profile.

- **Client:** Should display a novice level of computer experience. The user should understand: How to enter a user name and password to gain access to the Web Application. How to navigate through the Web site.
- **Employer or Service Provider:** The current user should display a moderate level of computer experience. The user should understand: How to enter a user name and password to gain access to the Web Application. How to navigate through the Web site.
- **The Case Manager:** Should display a moderate level of computer experience. The user should understand: How to enter a user name and password to gain access to the Web application. Navigate through the Web

site. Input request to locate client information, generates reports, and update records.

3. Design protocols.

3.1. Organizational scheme in the form of a flowchart.

See Figure 9

3.2. Interface design/navigation:

- a. The Web application interface runs on Netscape and Explorer browsers above 4.x version.
- b. The user navigates through the application using hyperlinks and command buttons and a few check boxes.

The first page in the On-Line Education and Training Connection Web Site is the Logon Screen, see attachment 2 Logon Screen. Each page contains an exit button, and all pages after the logon screen contains a home, back, and next button.

- **Logon Screen** – A user name and password are entered in order to proceed to the next screen. Three different paths may be taken.
- **Path 1 – The Women path** leads women who are interested in receiving training to a variety of training sites. The site also has a listing of study aids, reference material and career listings.
 - **Welcome Women screen**, which tells them about the Web site, attached to the Welcome page and all pages that relate to the women is a study aid listing. The user selects the next button to enter the next screen, which is the instruction page. To choose a certain study aid the user selects the hyperlink for that study aid.
 - **Instruction Page** – The user is instructed on how to proceed through the site. The user selects the next button to go to the next page.

- **Selection of Training Screen** – The Training page is divided into categories such as math, reading, spelling, and writing along with other courses. Once a type of training is selected, the selection leads the user to a screen with the types of math or reading courses called the Training Site.
- **Training Site** – The user picks the hyperlink choice to start training.
- **Career Listing** – The Career Listing is attached as a link to all the pages for the women. The user selects the Career Listing and the link lead them to a page of a variety of Career Listing from which to choose.
- **Reference Material** – The Reference Material Screen is attached to all the pages associated with the women. The user selects the links for reference material and a screen filled list links to online reference material ranging from acronyms, government, public records, to ZIP codes appear. The user selects the on reference material of choice.

Path 2 – The Employer/Service Provider path lead employers to the training site that the women use, it is intended to let the employers pick some sites that they feel help the employee advance.

- **Welcome Employers/Service Providers** - Screen welcome employers and service providers to the site.
- **Instruction Page** – The user is instructed on how to proceed through the site. The user selects the next button to go to the next page.
- **Selection of Training Screen** – The Training page is divided into categories such as math, reading, spelling, and writing along with other courses. Once a type of training is selected, the selection leads the user to a screen with the types of math or reading courses called the Training Site.

- **Training Site** – The user picks the hyperlink choice to start training.

Path 3 – The Case Manager path leads case managers to the training sites for women which allows case manager to tailor training to certain individuals if needed. The Case Manager path also allows the case manager to update records and to see who is using the Web site and how often it is being used.

- **Welcome Case Manager** – Screen welcome case manager to the site.
- **Instruction Page** – The user is instructed on how to proceed through the site. The user selects the next button to go to the next page.
- **Selection Page** – The user has a choice of selecting Training Sites, Client Listing and Record update are made here. The user selects the button, which leads to the choice.
- **Selection Page – Selection of Training** – The Training page is divided into categories such as math, reading spelling and writing along with other courses. Once a type of training is chose, this leads the user to a screen with the types of math or reading courses called the Training Site.
- **Training Site** – The user picks the hyperlink choice to start training.
- **Client Listing** – The user only looks at this page for information on who is using the site.
- **Record Update** – Screen to update records

3.3 Icons/graphical symbols

This application makes minimal usage of graphical symbols and icons. Figures 1 – 6 are used as icons and are called Windings. I use these figures to represent buttons to navigate through the Web site. They seem to extract comments from all that see them. The Careers icon for example has a light bulb, which represents a spark for something

new such as a new Career choice. The Home and Exit icon seem to be running to get away. They take you back to the home page. The Next icon seems to be making a decision rather to move or stay. The Reference icon is tossing up paper as if to thank God for the Internet and no more papers. The Training icon represents someone making a choice on what to learn first. The Users icon represents several people using the On-Line Education and Training Connection Web site. The Welcome icon represent myself welcoming users to the On-Line Education and Training Web site. The Instructions icon represents users wanting instruction on how to proceed through the On-Line Education and Training Web site.



Figure 1. Careers, and the word “Career” is used to navigate to the Careers Listing Page of the Web site.

Figure 1. Careers



Figure 2. Home, and the word “Home” are used to navigate to the Home Page of the Web site.

Figure 2. Home



Figure 3. Exit, and the word “Exit” are used to navigate to the Home Page of the Web site.

Figure 3. Exit



Figure 4. Next, and the word “Next” are used to navigate to the next Page of the Web site.

Figure 4. Next



Figure 5. Reference, and the word “Reference” are used to navigate to the Reference Page of the Web site.

Figure 5. Reference



Figure 6. Training, and the word “Training” are used to navigate to the Training Selection Menu Page of the Web site.

Figure 6. Training



Figure 7. Users and the word “Users” are used to navigate to the User Page of the Web site.

Figure 7. Users



Figure 8. Welcome and the word “Welcome” are used to navigate to the Welcome Page of the Web site.

Figure 8. Welcome



Figure 9. Instructions and the word “Instructions” are used to navigate to the Instruction Page of the Web site.

Figure 9. Instructions

3.4. Color scheme:

Figure 7. below represents the logo for the “On-Line Education and Training Connection” designed using Word Art in Microsoft Word and Paint Shop Pro. The pictures on both side of the title are mirror images of each other. The figures are called Windings. The color orange is used for the logo.



Figure 10. Logo

3.5. Instruction: Online instructions are provided for all workflow processes.

3.6. Font: The Font used throughout the Web site is Comic Sans Bold, with heading set at 6 (24 pt) bold and the text at 6 (24 pt) bold.

4. Deliverables:

- Logon Screen – A user name and password is entered in order to proceed to the next screen. Choice of Women, Employer or Case Manager screen shows depending on logon.
- Study Aids – Online links to dictionaries, encyclopedias, thesauri and study aids. This frame is included every page.
- Welcome Women – Screen welcomes the user to the site and explains a little about the site.
 - Instruction Page – Instruction on how to proceed through the site.

- Selection of Training – Training divided into categories.
- Training Site – Link to Training site selection.
- Career Listing – Links to job sites
- Reference Material – Screen list links to online reference material ranging from acronyms, government, public records, to ZIP codes.
- Welcome Employers/Service Providers - Screen welcomes employers and service providers to the site.
 - Instruction Page - Instruction on how to proceed through the site.
 - Selection of Training – Training is divided into categories.
 - Training Site – Link to Training site selection.
- Welcome Case Manager – Screen welcomes case manager to the site.
 - Instruction Page - Instruction on how to proceed through the site.
 - Selection Page – Choices of Training Sites, Client Listing and Record update are be made here.
 - Selection of Training – Training is divided into categories.
 - Training Site – Link to Training site selection.
 - Client Listing – A list indicating who is using the site.
 - Record Update – Screen to update records

5. Design and Development

5.1 Timeline

Senior Design I	
Weeks 1- 5	
Mar 29, 2000	Gather information on On-line training programs
Apr 12, 2000	Literature review of On-line training programs
	Decide on project
Weeks 6 -10	Research software and hardware
May 17, 2000	Prepare Presentation
Jun 02, 2000	Prepare proposal
Jun 02, 2000	Demonstration of presentation
Senior Design II	
Weeks 1 – 5	
Jan 05, 2001	Locate Training Sites, Study-aids
	Generate Tables for Database
Feb 05, 2001	Design User Interface
Mar 05, 2001	Work on InterDev skills
	Consult with Advisor
Weeks 6 – 10	
	Work on Design Freeze
	Research on On-line training programs
	Consult with Advisor
	Present Design Freeze
	Interface Design
Mar 5, 2001	Develop Tab program
Senior Design III	
Weeks 1 – 5	
	Meet with Dr. Geonetta concerning Interface
	Final touches on Database
	Worked on numbering instructions
	Converted VB project into ActiveX project
Weeks 6 – 10	
	Compile and deployed VB into InterDev project
	Study ASP
	Consultation with Advisor
	Develop feedback forms for testing
	Test project
Jun 05, 2001	Deliver Presentation of Project

Table 1. Timeline

5.2 Hardware

- Web Server
- Database Server
- PC

5.3 Software

- MS InterDev
- SQL Server 7.0
- MS Visual Studio Enterprise
- MS Office 2000 products

I used the servers in the fourth floor lab, which are loaded with the software along with my home PC as I develop my project. I own the above-mentioned software. As of now the only cost involved are reference books, spending between \$100 and \$150.

5.4 Budget

The College of Applied Science, in the Information Engineering Technology Lab, made the hardware and software available. A cost table is shown in Appendix A.

6. Proof of Design:

This project has three major components: The Web site, the Visual Basic program and the database. The Web page provides smooth navigation throughout the site. There are three paths within the Web site. Figure1. Flowchart below shows a roadmap to each path. While the Visual Basic program provides the selection and hyperlinks for the training sites. The Database consists of tables to store information on the training, users, and careers.

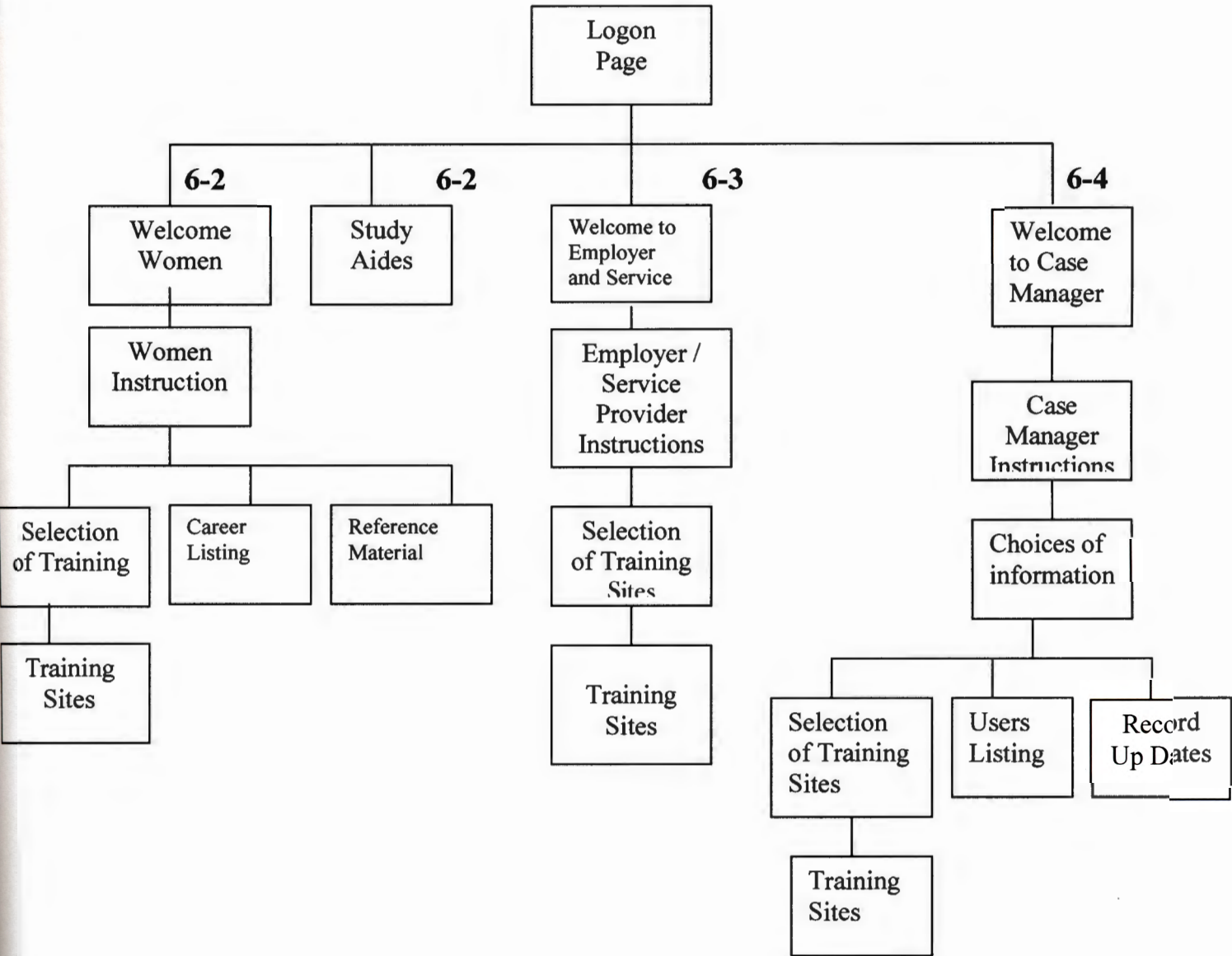


Figure 11. Flowchart of the On-Line Education and Training Connection Web Site

6.1. Web Page Design

The first page in the On-Line Education and Training Connection Web Site consists of a Logon Screen; Index.htm.

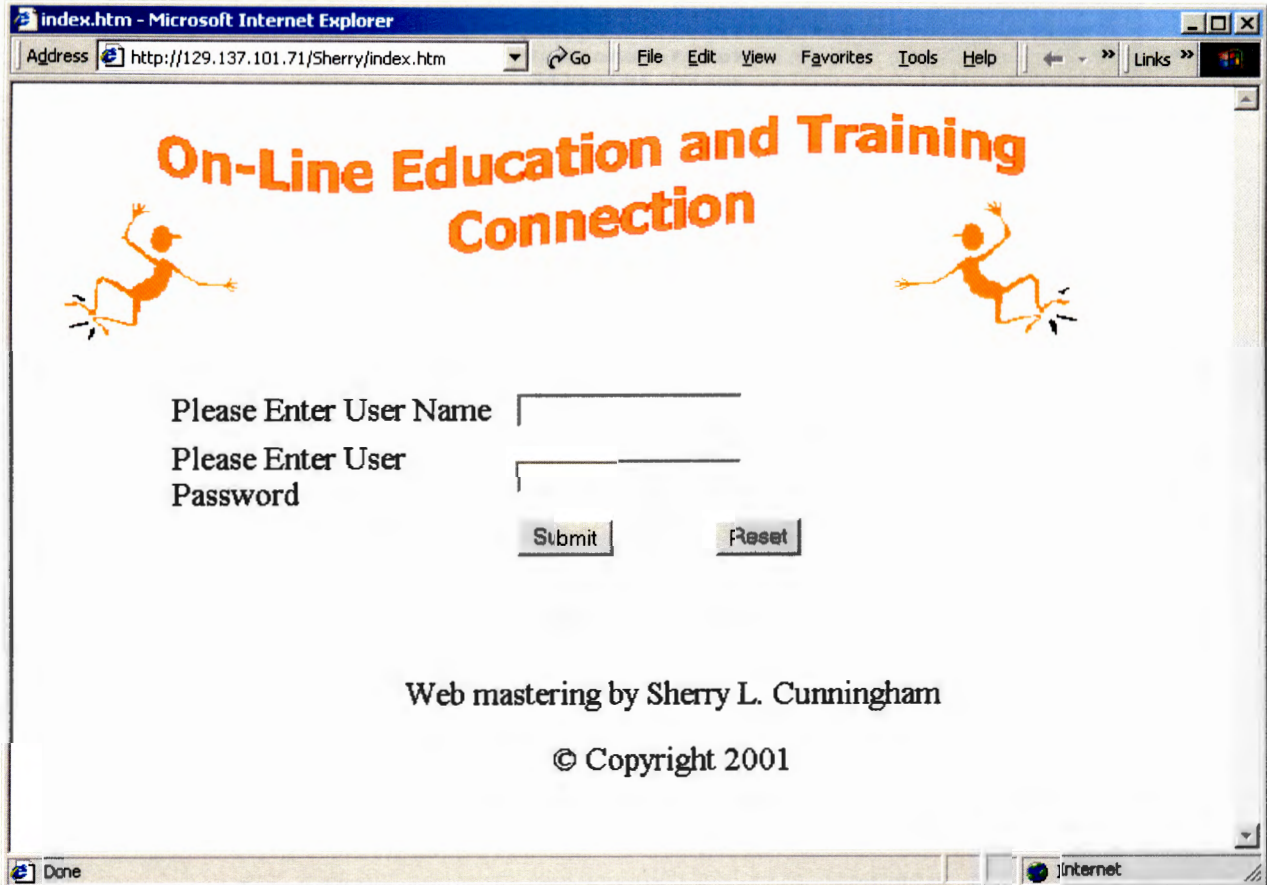
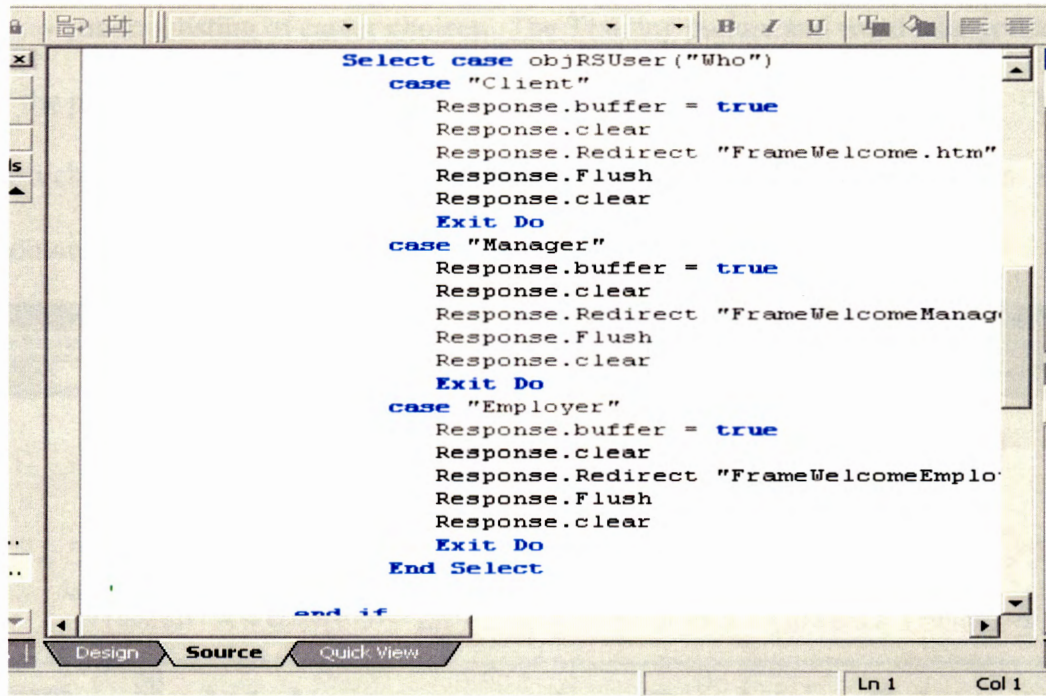


Figure 12. Home Page

Located on the Logon screen is the banner, designed in Paint Shop Pro 7, which contains the Logo and the title of the Web Site. The Logon on screen also contains two text boxes that allow the user to enter their name and password. The first name is used as the user's name and who the user is, is used as the password, such as client, employer, social worker or case manager. Once the user types in the information they select the submit button in order to move to the next page. Depending on "Who" the user is determines the path that he/she takes. The figure below

shows a listing of the code used in making the select case choice, which determines which path, the users takes.



```
Select case objRSUser ("Who")
  case "Client"
    Response.buffer = true
    Response.clear
    Response.Redirect "FrameWelcome.htm"
    Response.Flush
    Response.clear
  Exit Do
  case "Manager"
    Response.buffer = true
    Response.clear
    Response.Redirect "FrameWelcomeManag"
    Response.Flush
    Response.clear
  Exit Do
  case "Employer"
    Response.buffer = true
    Response.clear
    Response.Redirect "FrameWelcomeEmplo"
    Response.Flush
    Response.clear
  Exit Do
End Select

end if
```

Figure 13. Select Statements

**“I’m out of the loop....
False
Please try again.**

The Logon page also contains a reset button, which clears out any information located in the text boxes. The Web Mastering and copyright information is also located on the Logon page.

6.2 Path 1 – The Women Path

The Women path leads women who are interested in receiving training to a variety of training sites; the site also has a listing of study aids, a link to reference material and careers for interested users. Each page in the Women’s path contains a page with three frames. The top frame consists of the logo and the title of the Web site. Also included in the top frame are navigation buttons to navigate through the site. You can either point to the picture or the word to move to the desired location. There are six choices to choose from. The Home and the Exit

picture and words take you back to the logon on page. The Reference picture and word take you to a list of references such as maps, zip codes, and the white pages. The Careers picture and word takes you to a listing of career choices. The Training picture and word take you to the heart of the project; the training site, here you find at least sixty-three training sites. The side frame, which is located on all pages pertaining to the Women, has links to study-aids. The Main frame contains changing information

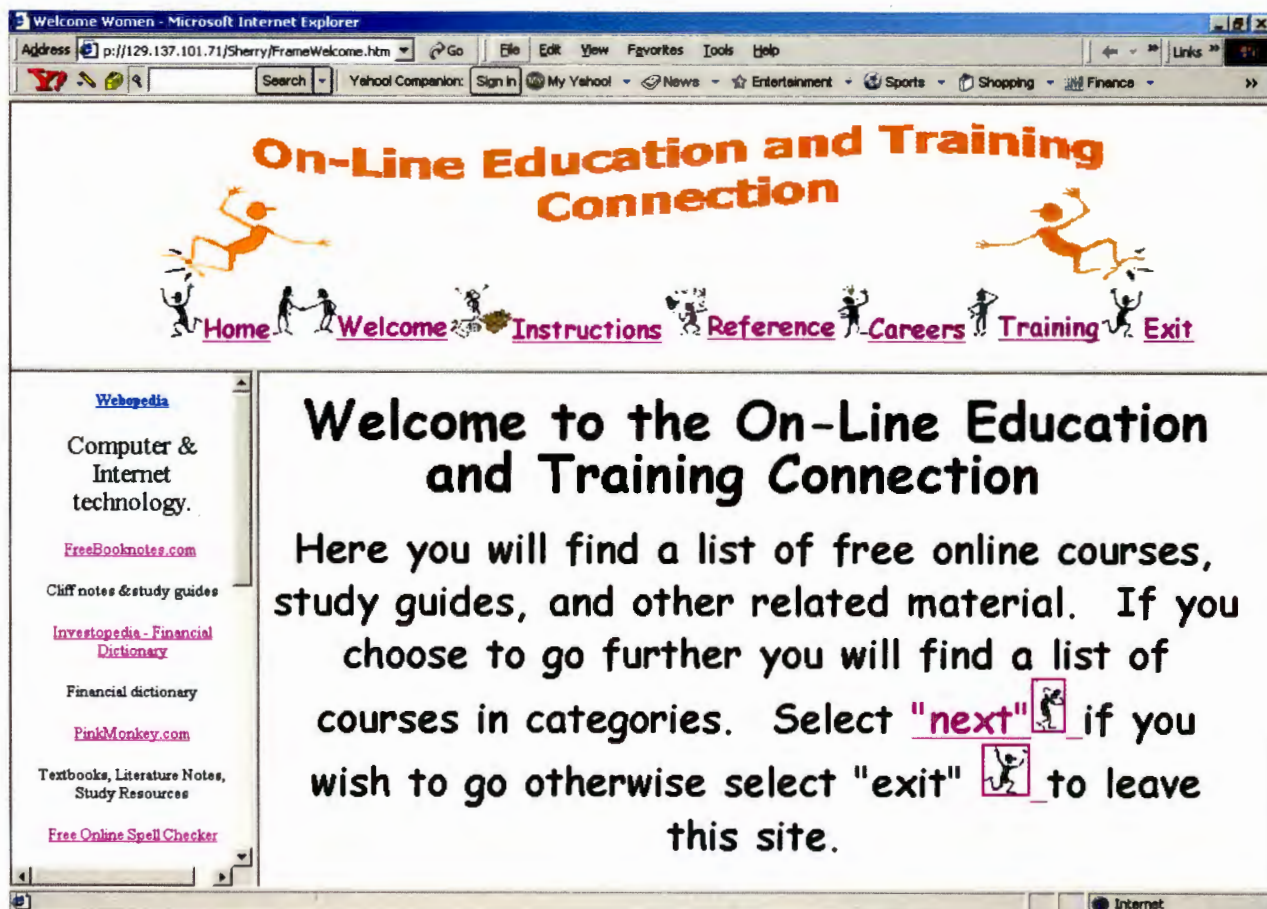


Figure 14. Welcome Women

As you can see in Figure 14, Welcome Women page contains a logo frame, the study-aid and the changing main frame. The changing main frame on this page is the Welcome to the Women. The page informs the user about the Web site and the information contained on the site. It gives the user to option to go on to the next page for instruction or to exit the site. Every time

you see the word exit, next, home, reference, training or careers you also see a related picture, giving the user the option to select on the picture or the word.

The next page the Women encounter is an instruction page Figure 15. Here step-by-step instructions are explained, detailing how to navigate through the site. Explaining how to make selections once you reach the Selection of Training page, explains the reference, and career listing pages.

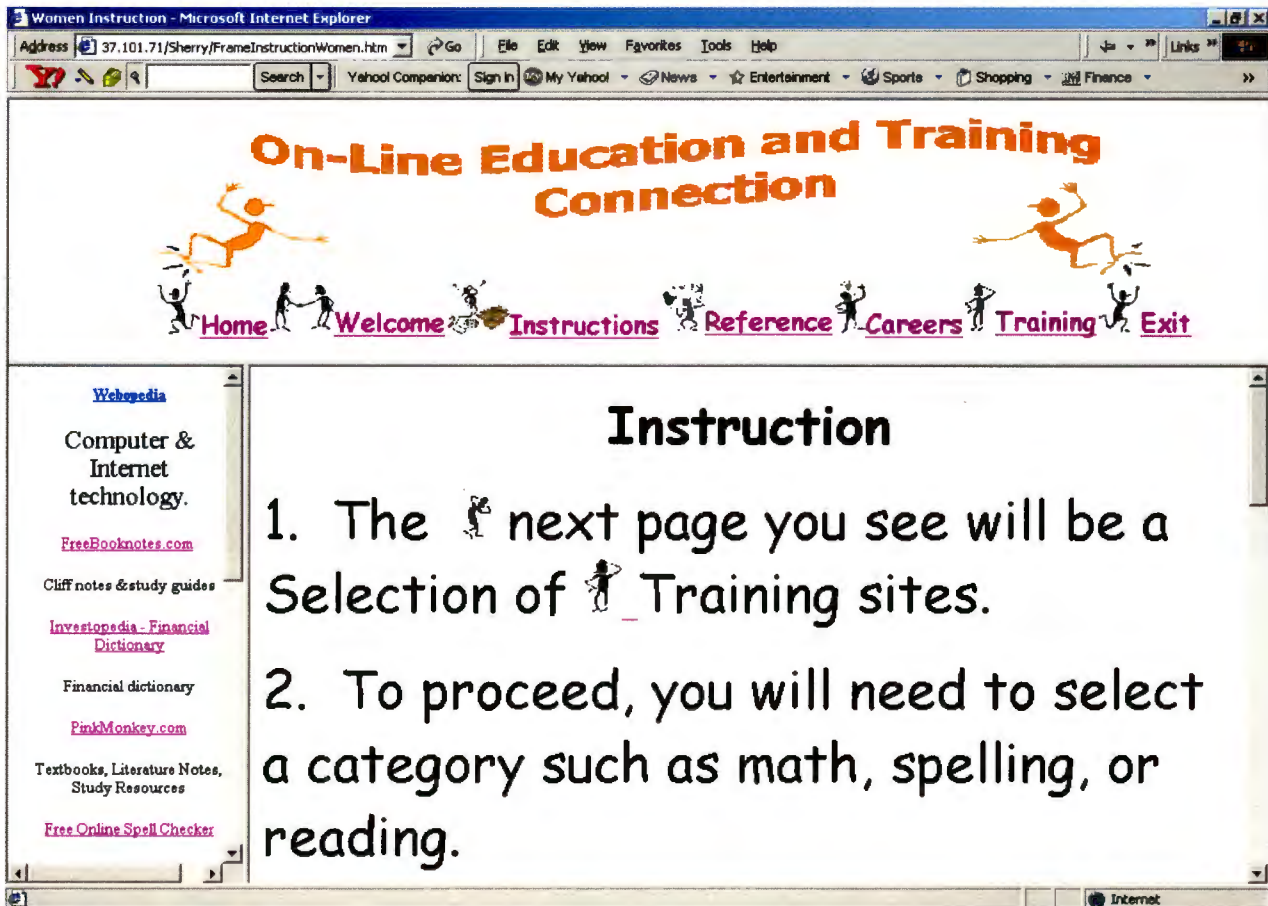


Figure 15. Women Instructions

Training Selections

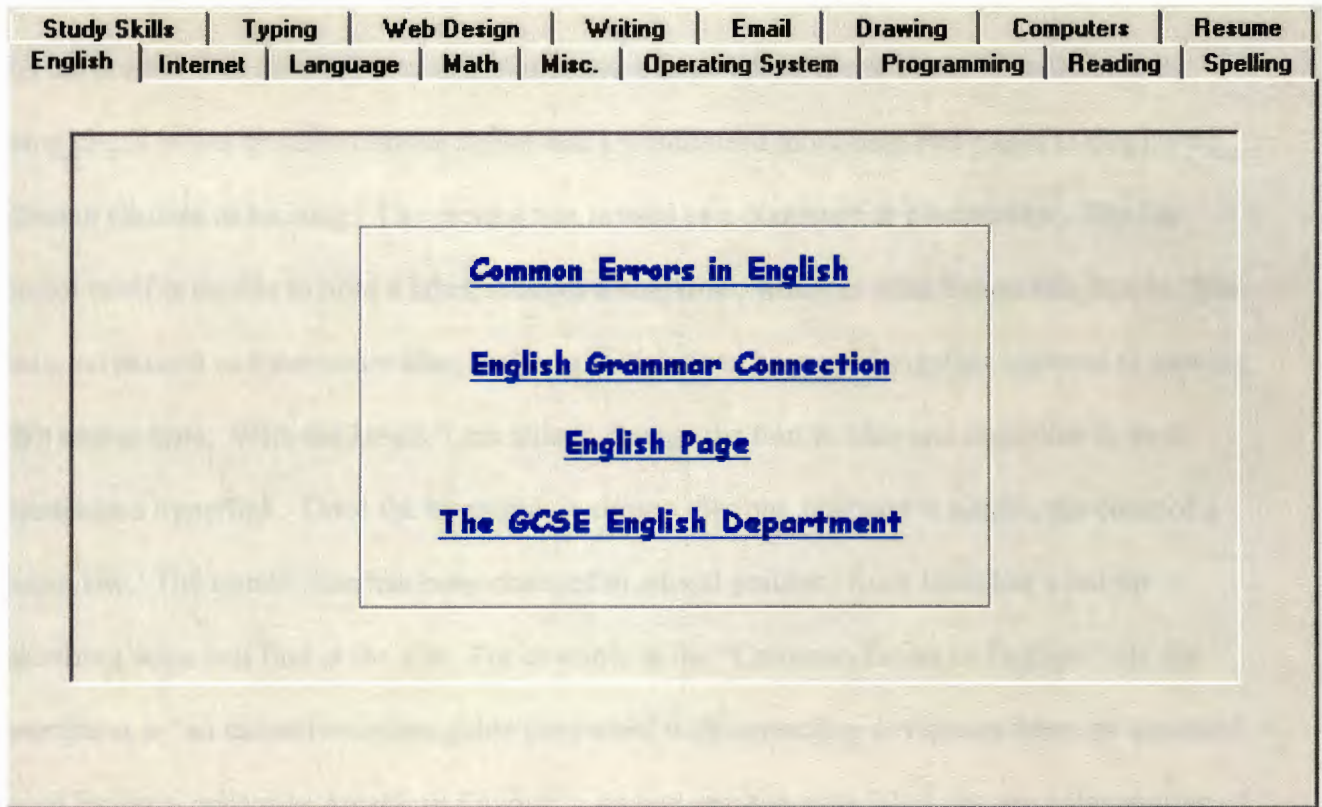


Figure 16. Training Selections

This page is the reason and the heart of the Web site. The Training Selections page is divided into sixteen categories. The categories are located on tabs. Each tab has several choices to choose from; rather it is English, Math, or Spelling. As you can see the English tab has four selections to choose from. Once the user makes a choice, selects the on the selection, a page open for that course. The Training Selections page was made using Visual Basic programming. Once the program was complete, the next step was to make the project an ActiveX project. That is the only way a Visual Basic program can be inserted into a Web project. Next I compiled and packed the project using the Visual Basic Package and Deployment Wizard, which completed the steps necessary for Deployment. The Visual Basic Package and Deployment Wizard copies

all the necessary files for your ActiveX project in a folder that can be placed on a CD or the Internet, which is the choice I made.

The Training Selections page consists of the tab control, picture boxes, frames and labels. The tab control was chosen because it eliminated a large list of check boxes or radio buttons. Using check boxes or radio buttons meant that I would need more than two pages to display 63 different choices of training. The picture box is used as a container or placeholder. The tab control itself is unable to hold a label; it needs a container, which is what the picture box is. The frame set is used as a container also; it allows the labels to be moved together as opposed to moving them one at a time. With the labels, I am able to change the font to blue and underline it, so it appears as a hyperlink. Once the hyperlink is chosen the font changes to purple, the color of a visited site. The mouse icon has been changed to a hand pointer. Each label has a hot tip describing what you find at the site. For example at the "Common Errors in English" site the description is "an extensive online guide concerned with correcting deviations from the standard use of English, primarily American English". As you point to each label you see a description of each site.

The listing for the Reference Material, On-line Training site, and the Careers are located in Appendix B.

6.3 Path 2- The Employer and Service Provider

As stated earlier the first page that all users come to is the Logon page. From there the Employer and Service Provider is directed to a welcome page, which explains what the site is about. For the Employer and Server Provider the welcome page tells about the training site; which is mainly for the Client and that they should view the site if they are interested in setting up a training plan for their employee or client. Next the Employer or Service Provider is directed to an Instruction page. Again step-by-step instructions are given as how to proceed to

the training site. The Employer and Service Provider page is divided into two frames. The top frame is the logo with the title attached. The main frame is the changing frame.

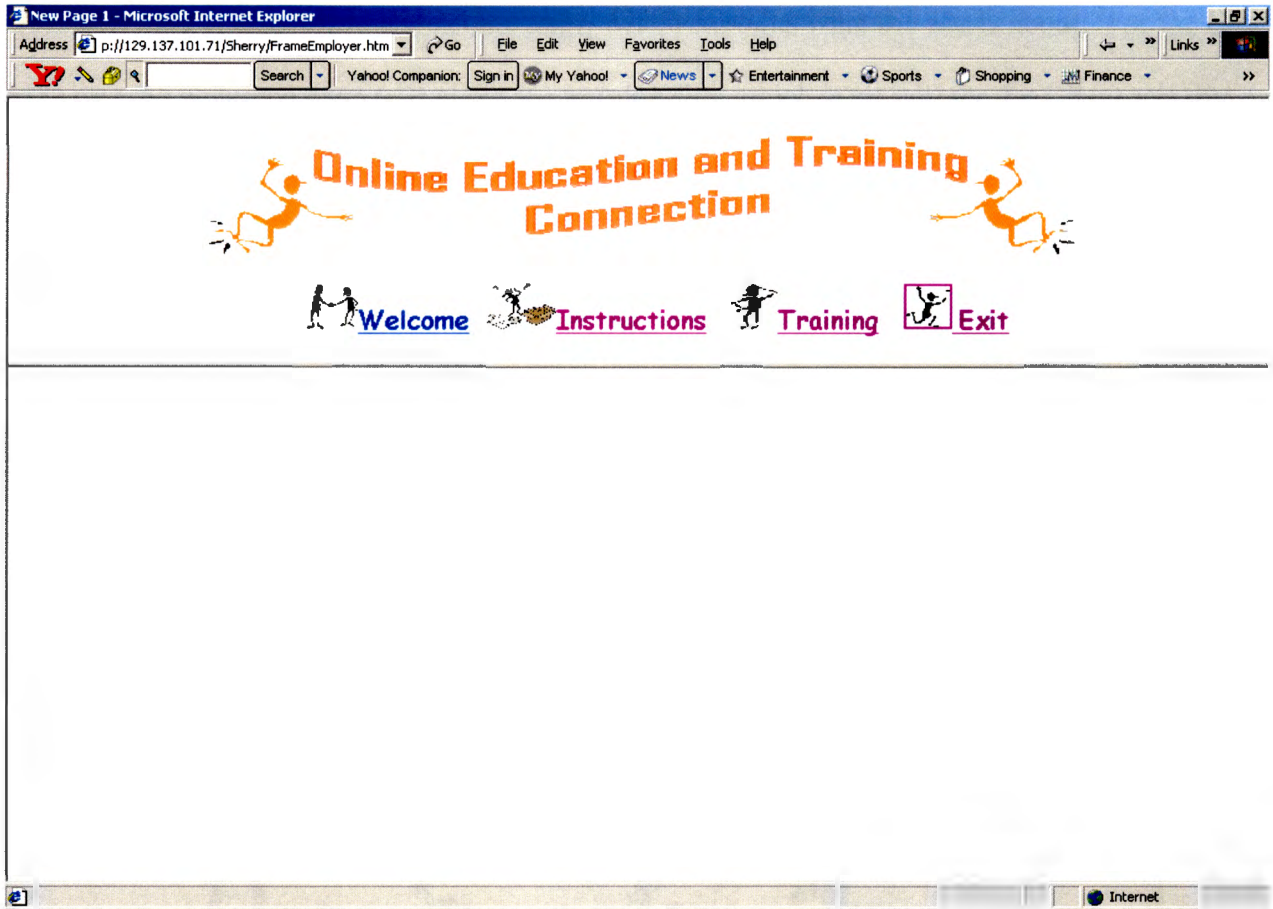


Figure 17. Employers and Service Provider Frame

6.4 Path 3- The Case Manager

As stated earlier the first page that all users come to is the Logon page, from there the Case Manager is directed to a welcome page, which explains what the site is about. For the Case Manager the welcome page tells about the training site; which is mainly for the Client and that they should view the site if they are interested in setting up training plan for their client. Next the Case Manager is directed to an Instruction page. Again step-by-step instructions are given as how to precede, the next page for the Case Manager is a Selection Page, here the Case Manager has selections such as Training Sites, Client Listing to choose from. The forms for updating record are managed in Visual Basic. The Case Manager's Page is also divided into two frames, the logo section and the main or changing section as shown in Figure 7 Case Manager Frame.

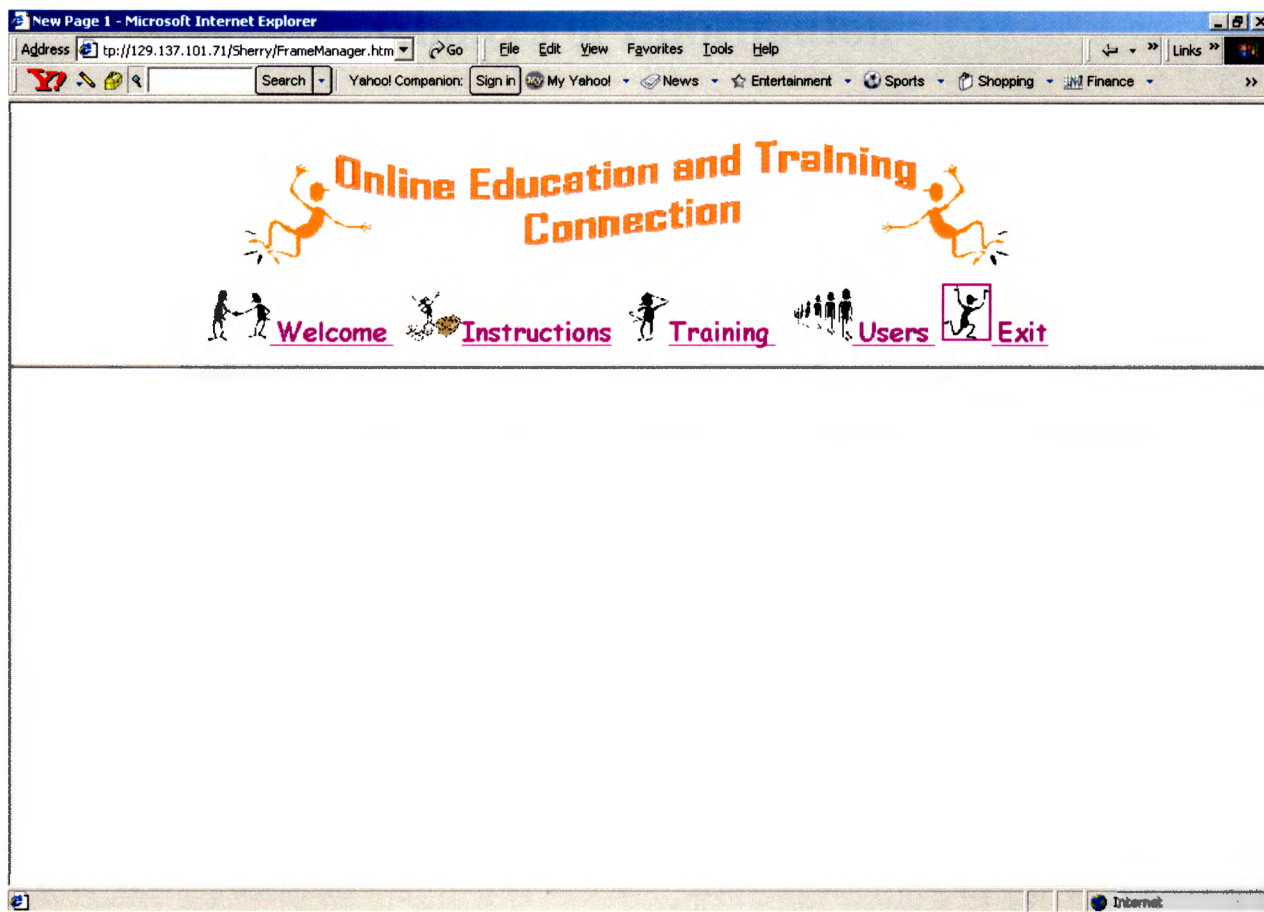


Figure 18. Case Manager Frame

The Choice of Information Page, Figure 16 allows the Case Manager, to decide rather they want to link to the Selection of Training for developing a training plan for the client. Check to see who is using the Web site. Along with a link to update the tables of the Training sites, the Career listing and the Women's table, which has a list of clients, employer, service providers and case manager.

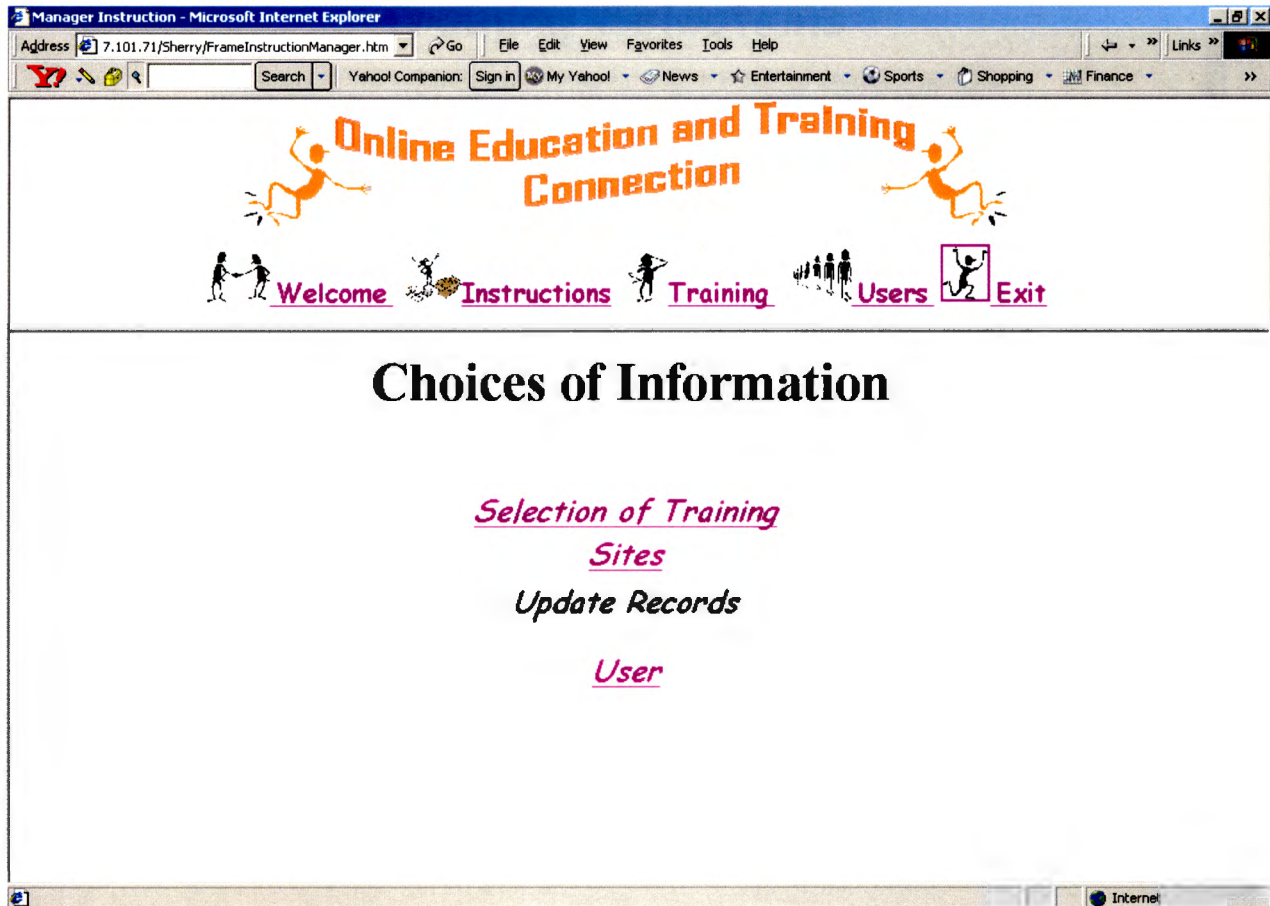


Figure 19. Choice of Information

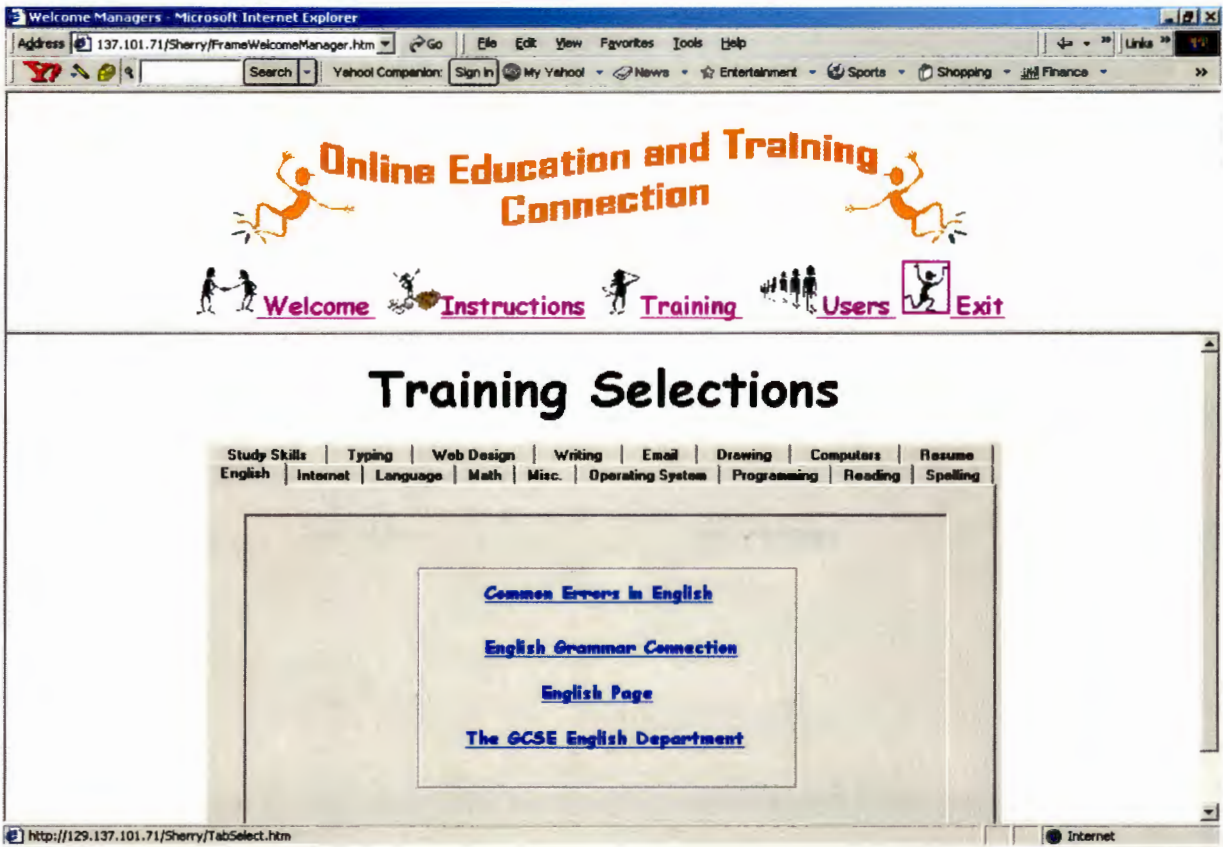


Figure 20. Training Selections

Figure 20. Training Selections is where the Case Manager picks a training plan for his/her client.

The Record Update forms are created using Visual Basic. Visual Basic allowed me to connect to the database to change or add new records. Each form has a dark orange background and a light orange foreground. Each form has a image, with labels and command buttons.



Figure 22. Record Updates

Figure 22. Record Update Page allows the Case Manager to choose from updating the training sites, the Women's table or the Career listing. The Record Update form contains three labels, Careers Update Form, On-Line Training Update Form, and Women Update Form. Once selected you are lead that particular form. The Record Update form contains one command button, "Exit" which is the only way to exit from the program.

The screenshot shows a web browser window titled "Careers Update Form". The main content area has an orange background with a white dotted pattern. At the top center, there is a white rectangular box containing the text "Careers Update Form". Below this, the form is organized into several sections:

- Left Section:** A vertical frame containing three labels: "Id Number", "Name", and "Site".
- Center Section:** A vertical frame containing a black silhouette of a person with a lightbulb above their head, pointing upwards.
- Right Section:** A vertical frame containing three input fields: a text box, another text box, and a text box with a vertical scrollbar.
- Bottom Left:** A navigation bar with four buttons: a double left arrow, a single left arrow, a single right arrow, and a double right arrow.
- Bottom Right:** A frame containing two buttons: "ADD" and "Admin".

Figure 23. Careers Update Form

Figure 23. Careers Update Form, allows the Case Manager to page through the database table to change any needed information, delete or add a record this is also true of Figure 24. On-Line Training Update Form and Figure 25. Women's Update Form. The Careers Update Form contains three labels inside of a frame used as a placeholder. Three-text boxes are contained in a second frame. The site text box contains a vertical scroll bar to scroll through the Web site address. The third frame on the form contains two command buttons, the Add and the Admin buttons. A Navigation bar is included for paging through the record set. Also include on the form is an image.

On-Line Training Update Form

Id Number

Type

Title

Description

Site

Add Admin

Figure 24. On-Line Training Update Form

Figure 24. On-Line Training Update Form contains five labels inside of a frame used as a placeholder. Five-text boxes are contained in a second frame. The description text box has horizontal scroll bar to scroll through the description. The site text box contains a vertical scroll bar to scroll through the Web site address. The third frame on the form contains two command buttons, the Add and the Admin buttons. A Navigation bar is included for paging through the record set. Also include on the form is an image.



Figure 25. Women's Update Form

Figure 25. Women's Update Form contains six labels inside of a frame used as a placeholder. Six text boxes are contained in a second frame. The third frame on the form contains two command buttons, the Add and the Admin buttons. A Navigation bar is included for paging through the record set. Also include on the form is an image.

7. Conclusion and Recommendations

The *On-Line Education and Training Connection* provides ease of access, is user friendly and interactive, and contains multi-tier training levels. This accessibility is the essential factor in solving the current training crisis, along with a self-paced, on-demand training. The importance of skill training for personal success cannot be minimized. This project shows the application of Information Technology in achieving that success.

In the near future I plan on expanding the Visual Basic tabs program to update directly on the Web site without needing to recompile and reload the ActiveX program every time a change is made. Also I would like to use the Multi Flex Grid in Visual Basic to update the database. I also plan on expanding the entire project, maybe having my own server and contracting with Service Agencies, since they seem to have an interest in my project.

References

1. Partee, Mary. President, Millvale Community Council, Self Sufficiency Program Coordinator
Personal interview. May 4, 2000.
2. Pesante, Marie. President, Cincinnati Metropolitan Housing Authority, Self Sufficiency Program Coordinator
Personal interview. June 2000.
3. State of Ohio U.S., Ohio Department of Human Services, Ohio Works First
<http://www.state.oh.us/odhs/owf/09chkstf.htm>
4. U.S. Department of Health and Human Service, *Characteristics and Financial Circumstances of the TANF Recipients*,
<http://www.acf.dhhs.gov/programs/opre/charateristics/fy98/sum.htm>
5. U.S. Department of Health and Human Service, *The Welfare To Work Partnership Facts and Stats*,
<http://www.welfaretowork.org/wtwpapps/wtwphome.nsf/FactsAndStats?opendocumen>

Appendix A.

Budget

5. Budget:

a. Specific software needs.

1. Visual InterDev 6.0	500
2. Microsoft Office	819
3. Internet Information Server	Free
4. Windows NT Server and Workstation	89
5. Internet Explorer 4.X and Netscape 4.x	
6. Paint Shop Pro	100
7. Books	150

b. Specific hardware needs.

1. Pentium III Processor	399
2. Web Server	3,500
3. Database Server	<u>3,500</u>

Total Cost **\$ 9,057**

I used the servers in the fourth floor lab, which are loaded with the software along with my home PC as I develop my project. I own the above-mentioned software. As of now the only costs involved are reference books, spending between \$100 and \$150.

Appendix B.

Id Number	Type	Title	Description	Site
1	Computer	Learnthenet.com	Anyone new to the internet can definitely benefit from the free	Learnthenet.com
2	Cooking	Online Cooking Classes	Receive an E-school Diploma after successful completion	www.comingware-eschool.com
3	Variety	Free-ad.net	Loads of courses covering entire vocational and academic top	Free-ad.net
4	Variety	Learn2.com	Lots of short study courses on many subjects	Learn2.com
5	Writing	Learn to write	Short study course	learn2.com/browse/channel.asp?ch_id=12
6	Spanish	Study Spanish	Spanish lessons	StudySpanish.com
7	Anthropology	Anthropology Courses	If you are interested in studying anthropology, look no further t	daphne.palomar.edu/anthro/tutorial.htm
8	Rugs	Learn about rugs	If you are interested in interior design or just have a thing for r	www.eruggallery.com/cgi-bin/erug/learnrugs/learn.ht
9	Sewing	Learn to sew	Learn to sew with step by step lessons	www.sewing.org/learn.html
10	PhotoShop	Learn PhotoShop	a sizable collection of step-by-step, illustrated tutorials on sp	www.rku.com/gshoptutorials.html
11	AutoCAD	AutoCad	These tutorials consist of information about AutoCAD combin	www.arch.usyd.edu.au/~paul/courses/dc-c/intro_ac
12	AutoCAD	AutoCad	AutoCAD tutorials	www.wannalearn.com/Computers_and_the_Internet/
13	E-mail	Fighting E-mail Spammers	a tutorial in fighting annoying unsolicited email advertisers, cc	eddie.cis.uoguelph.ca/~tburgess/local/spam.html
14	E-mail	The Art of Writing E-mail	- a guide to the finer points of email, teaching you about usin	www.net-market.com/email.htm
15	E-mail	Stop Junk Email	- a collection of instructional resources about preventing, das	www.mcs.com/~jcr/funkemail.html
16	Typing	TypingWeb - The Best Online T	- an online course in typing with the more efficient Dvorak ke	www.typingweb.com/
17	Typing	Learn Typewriting!	- a short instructional article providing an overview on learnin	12ghosts.com/public/typewriting.htm
18	Marketing	Direct Marketing 101	- a text-based instructional guide on the basics of the direct	www.listsnow.com/dm-101.htm
19	Resume	Career Magic	- guides to interviews, resumes, cover letters and job searchi	www.liglobal.com/b_c/career/
20	Resume	Career Services	: Handouts & Tips - online "handouts" for career/job seekers,	condor.stcloudstate.edu/~careers/handouts.html
21	Internet	Advanced Surfing Tips & Tricks	- a detailed, thoroughly illustrated instructional aid to Web su	www.botos.com/train/tips3a.html
22	Internet	Internet 101	- a guide to the Internet for beginners, covering, how the Inter	www2.famvid.com/101/internet101.html
23	Internet	Learn the Net: Internet Basics	an Internet guide for beginners, covering the history and future	www.learnthenet.com/english/section/intbas.html
24	Internet	Web Search Strategies	interactive tutorial on using search engines and subject direct	home.sprintmail.com/~deblfanagan/main.html
25	DOS	DOS: A Beginner's Guide	a short tutorial in the essential basics of DOS, covering file na	www.muc.edu/cis/HelpDesk/tutorial/msdos62.htm
26	Windows 2000	Microsoft TechNet - Windows 2	support material from Microsoft, covering such topics as Win	
27	Windows NT	All Roads Lead To Windows NT	a set of step-by-step instructions for routine Windows NT Wo	www.globetrotting.com/windowsnt
28	Windows 98	A Visual Guide to Windows 98	an illustrated overview to the main features of Windows 98, wi	www.winmag.com/library/1998/0801/fea0061d.htm
29	Windows 98	Windows 98 Tutorial	a basic, thoroughly illustrated tutorial on the Win 98 operatin	www.barstow.pvt.k12.mo.us/On-Line/Course/tutorial-wi
30	Windows 95	Introduction to Windows 95	an online, sequential workshop for beginners to Windows 95,	www.library.ucsb.edu/dolphin/classes/win95/001.htm
31	Windows 95	Windows 95 Annoyances	a comprehensive set of tips aimed at intermediate to advance	www.annoyances.org/win95/
32	Programming	Teach Yourself C in 21 Days	a complete, online book designed so that beginners can lea	www.ktwi-magic.com/dev/c/
33	Programming	Teach Yourself C++ in 21 Days	an entire online book designed to help beginner and advance	www.quanmongmo.net/computer/c++/html/mvucloc.i
34	Programming	Microsoft Visual C++: Tutorials	a collection of Visual C++ tutorials on varies topics from Micr	msdn.microsoft.com/visualc/technical/training.asp
35	Programming	Programming in C	a comprehensive, straight-forward online course in C program	www.cm.cf.ac.uk/Dave/C/CE.html
36	Internet	What is XML?	a collection of text-based guides and tutorials on learning lea	www.geocities.com/SiliconValley/Peaks/5957/xml
37	Web Design	A Beginner's Guide to HTML	a straight-forward, comprehensive guide to HTML from NCSA	www.ncsa.uiuc.edu/General/Internet/WWW/HTMLP
38	Web Design	How Do They Do That with HTM	a comprehensive collection of HTML tips and tricks, covering	www.telalink.net/~carl/htmlguide
39	Web Design	HTML 4 Rookies: A Softer And I	a complete HTML tutorial starting at square one and requiring	all-html.com

Figure 26. On-Line Training Table

Id Number	Name	Site
1	Ohio Job Bank	http://www.ajb.org:81/oh/
2	OBES/Labor Market Information	OBES/Labor Market Informationhttp://lmi.state.oh.us/
3	America's Job Bank	http://www.ajb.dni.us/
4	America's Employers	http://www.net-temp.com/
5	Best Jobs U.S.A.	http://www.bestjobsusa.com/
6	Careers/Wall Street Journal	http://www.careerjournal.com/Default.asp
7	Career Builder	http://www.careerbuilder.com/
8	Career File	http://www.careerfile.com/
9	Career Magazine	http://www.careermaq.com/
10	Career Mosaic	http://www.workrover.com/
11	Career Path	http://www.careerpath.com/
12	Career Shop	http://www.careershop.com/
13	Career Web	http://www.cweb.com/
14	Computer Jobs Store	http://www.computerjobs.com/
15	E-Span	http://ww1.joboptions.com/jo_main/index.jsp
16	Federal OPM jobs	http://www.usajobs.opm.gov/
17	Head Hunter Net	http://www.headhunter.net/JobSeeker/Index.htm
18	Hot Jobs	http://www.hotjobs.com/
19	Internet Career Connections	http://www.iccweb.com/
20	Job Link (for Journalists)	http://ajr.newslink.org/joblink.html
21	Online Career Connections	http://www.occ.com/
22	Career Highway	http://www.careerhighway.com/
23	The Internet Job Locator	http://www.joblocator.com/

Figure 27. Career Listing



Id Number	Last Name	First Name	MI	Education Level	Who
1	Jones	Doris	J	12	Client
2	Jackson	Delores		12	Client
3	Cunningham	Sherry	L	12	Client
4	Witcher	Angela		11	Client
5	Jones	Darlene		12	Client
6	Smith	Karen	A	10	Client
7	Daber	Pam		8	Client
8	Wheeler	Kristy		7	Client
9	Brown	Shere	L	12	Client
10	Black	Sherica	L	9	Client
11	Hodges	Kevin	B	0	Manager
12	Chanmbers	Karen		0	Employer
13	Red	Lisa		0	Manager
14	Robinison	Shawn		0	Manager
15	Clark	Gina		0	Service Provider
16	Combs	Glenda		0	Service Provider
17	Orange	Mary		0	Employer

Figure 28. Women's Table


These tables contain information that I use in my site links. They have no relationship to each other, other than holders of information.



Appendix C



Welcome Women to the On-Line Education and Training Connection


Here you will find a list of free online courses, study guides, and other related material. If you choose to go further you will find a list of courses in categories. Select  ["next"](#) if you wish to go otherwise select  ["exit"](#) to leave this site.

Women Instruction

1. Whenever you see an icon or a word surrounded by "" such as  ["training"](#) you may click on it to move you to that page.

2. The  ["next"](#) page you see will be a Selection of  ["Training"](#) sites.
3. To proceed, you will need to select a category such as math, spelling, or reading.
4. When you decide on a topic select the tab.
5. Once you make a choice you will be lead to a list of math courses, or a list of spelling or reading courses depending on the path you chose.
6. Once you decide on a selection scroll the mouse over the selection a description of the course.
7. Click on your selection and your will be lead to that site for training. You may try it out, look at it, or come back and select another selection.
8. The rest is up to you.
9. If at any time you need to go back to the "Welcome Page" or the "Instruction Page"

click on the  "Welcome" icon or  [Instructions](#) icon.

10. In you decide to exit or leave the program, just click the  ["exit"](#) button at the top of the page.

11. To continue select  ["next"button](#).

Welcome Employer and Service Providers



In this Web site you will find a variety of "training" sites for your interested clients. Feel free to browse the training sites. Set up a special training schedule for your employee



or client if you wish. If you wish to continue press the "next" button otherwise press



the [exit](#) button.

Employee Instructions



1. Whenever you see an icon or a word surrounded by "" such as ["training"](#) you may click on it to move you to that page.



2. The ["training"](#) site is dividing into categories such as math, reading, spelling, and writing.

3. When you decide on a topic click on that tab.

4. You will be provided with a list of choices such as math, algebra or calculus.

5. If you decide on the math choice for example, you will select that link which will take you directly to the course and you may try it out, look at it, or come back and chose another selection.

6. If at any time you need to go back to the Welcome Page or the Instructions Page click on



the "Welcome" icon or the



"Instructions" icon.




7. If you wish to continue select the ["next"](#) button other wise select the ["exit"](#) button.





"exit"


Welcome Case Manager


In this Web site you will find a variety of  "training" sites for your interested clients.

Feel free to browse the  "training". Set up a special training schedule for your client if you wish.

You will also have the choice to view visitors who enter the Web site, and the ability to update records if needed. If you wish to continue press the  "next" button otherwise press the  "exit" button.

Case Manager Instructions

1. Whenever you see an icon or a word surrounded by "" such as  ["training"](#) you may click on it to move you to that page.



2. The  ["training"](#) site is dividing into categories such as math, reading, spelling, and writing.


3. Once you decide on a topic click on that tab.

4. You will be provided with a list of choices such as with the math choice, algebra or calculus.

5. Once you decide on the math choice for example, you will click on that link which will take you directly to the course. You may try it out, look at it, or come back and chose another selection.

6. If at any time you need to go back to the Welcome Page or the Instructions Page click on

the  ["Welcome"](#) icon or the  ["Instructions"](#) icon.

7. The  ["next"](#) page will give you a selection of training sites, visitors log or Record Update.

8. If you wish to continue press the  ["next"](#) button other wise press the  ["exit"](#) button.