

Online Resource for Formerly Incarcerated Women

FINAL REPORT

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MILWAUKEE SCHOOL OF ENGINEERING USER EXPERIENCE SENIOR DESIGN PROJECT FALL 2024

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Proposal

Background

The Women's Storybook Project of Texas (WSP) connects incarcerated mothers with their children through literacy. The mothers' voices are recorded reading books to their children, and these recordings are sent to their families.

Currently, WSP has resources and information available on their website on the benefits of the program to children and how having incarcerated mothers read to their children reduces the risk in reoffending.

Seniors at the Milwaukee School of Engineering (MSOE) are tasked by an external organization with a problem to solve or a process to improve. Seniors work with faculty advisors, apply knowledge and skills acquired over their time at MSOE, and present their process and final deliverable to the client, advisors, and peers.

This project will serve as the basis for the four team members' Senior Design course at MSOE. The students will be advised by a faculty member and will have course-specific deliverables separate from the client deliverables.

Problem Statement

Many mothers have approached WSP for help in other important tasks relating to reentry and post-incarceration life, including food, housing, and employment. WSP is looking to create a community resource hub connected to their existing site with information on what resources are available to women and all individuals post-incarceration.

Our team will research existing post-incarceration resource hubs similar organizations that provide assistance for formerly incarcerated individuals, gather resources for reentry and post-incarceration life, and design a method for connecting people to the resources.

Project Objectives

Our final product will be a populated, live website will be ready to transfer ownership to WSP.

The site will contain a list of resources: the type of resource, the location, contact details, and a description of what the resource offers will be included in each listing. The site will also have a search function to search by resource type, resource name, and potentially a distance-based search.

There will be other information provided about resources that have multiple functions; libraries, for example, could provide voter registration information or various services.

This solution will be designed mobile-first and be easily accessible, as the target audience is likely to primarily use a smartphone and have less time to spend searching for resources.

Project Scope

This project will only cover resources in Travis County, with the idea of expanding to Texas' other counties in the future, and potentially other states. This project will only focus on presenting resources, and not connecting women to each other.

Our final product will be a live website populated with resources and information, ready to be given to WSP. This site will be created using a third-party website builder with little to no proprietary code written. We will focus on presenting a prototype that can be implemented and expanded upon as an extension of the WSP site.

Resources available in Spanish and other languages will be noted if applicable, but translation of the site will fall out of scope.

Additional items that could be expanded upon in the future that fall out of this project's scope would be any marketing or advertising of the final site as well as the development of an AI chatbot to help connect users to resources and services they need.

Anticipated Methodology/Tools

Our team will use an agile-waterfall hybrid methodology. This project has some of linear and strict deadlines that work well with the waterfall methodology, while having major unknowns and change that works well with agile philosophies.

Some key components of Agile are a collaborative and self-motivated team and incremental testing. Several major project checkpoints are noted in the Anticipated Schedule section of this document on page 5 to gather feedback on the direction of our project, as well as planned usability evaluations of the wireframes and site before it is finalized.

Our team will communicate internally over Microsoft Teams, and use the Teams chat to share documents. We will meet three to four times each week, both in-person and virtually. We will hold bi-weekly check-in meetings virtually over Teams with the client, with additional communications being done over email by the project manager.

A living Gantt chart will be kept in a Microsoft Excel file accessible by all team members to help with planning and keeping track of tasks. Additionally, the team will use a Trello board to keep track of subtasks and additional to-dos. The Trello board is available [here](#).

Low to medium fidelity wireframes will be created in Figma to test out the viability of site layouts, graphic design, and content structure.

Our final site will be created in the WordPress.com website builder. This will allow for our team to design and populate the site, then transfer admin access to WSP where they can migrate the WordPress.com site to a WordPress.org site to act as a companion or extension to the WSP site, should they choose.

Anticipated Schedule

We have planned four phases to this project: Planning & Research, Writing & Design, Coding, and Administrative. Key milestones include the Project Proposal Presentation in early October, presenting a low-fidelity wireframe or mock-up of the site's structure in late October, presenting a fully functional site in mid-November, and presenting the entire process and final result in early December.

This plan is elaborated in Appendix A. Gantt Chart on page 20. Details in the planning tool will most likely change in that additional tasks may get added and dates shifted around.

Team Member Roles

Jalen Akinsanya, Writing Lead

Primary responsibilities will be content writing, conveying information to the audience in the most efficient and effective manner. Will assist in website building.

Alex Fuchs, Design Lead

Primary responsibilities will be guiding design, balancing visual aspects and usability of the final product. Will assist in content writing.

Debra Nygren, Project Manager

Primary responsibilities will be creating a project plan and helping the team reach their goals. Will be the point person between the client and the team.

Aidan Regan, Research Lead

Primary responsibilities will be organizing and conducting user research, gathering valuable feedback to drive design decisions. Will assist in website building.

Anticipated Deliverables

Class Deliverables

- Weekly meeting minutes with agendas
- Weekly status reports from PM
- Literature Review
- Final Report
- Final Poster
- Final Presentation

Client Deliverables

- Annotated list of resources and services
- Key findings from UX evaluations
- Low-fidelity Wireframes
- Live WordPress.com site
- Final Presentation

Anticipated Benefits

Our final product will be something that members of WSP can point to when mothers ask them about where to go to find certain resources and a place where reentry programs can find services they don't provide. This solution will be made to meet the individuals' needs, providing an easy to use and accessible method of connecting the people to the resources they need.

Having one website that lists available programs and services in an area will hopefully ease the transitional anxiety of reentry and combat feelings of being overwhelmed by having to do so many things in a short period of time.

This community resource hub will also be valuable to parole officers, social workers, and volunteers assisting someone with reentry in the county or surrounding counties.

Having a team of budding UX professionals will ensure that the final product will be founded on user research, match WSP's current branding and look polished, as well as follow current web design/interaction design best practices. This will also take the burden of getting a project like this started off the shoulders of WSP members, giving them more time to focus on their current work.

Resource Requirements

We would like to ask WSP for any brand or style guidelines that our final product should follow. At some time in the future, we may ask for assistance sending out a survey or questionnaire to formerly incarcerated women and/or mothers who have been a part of WSP to gather information about the site's target audience.

Confidentiality

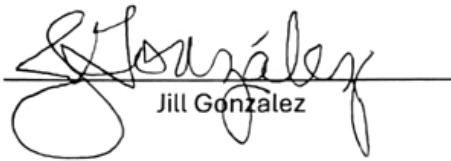
All team members have agreed to not share any confidential information obtained from WSP to anyone unless WSP has authorized it. Signed confidentiality agreements from WSP are signed by each team member and will be sent with this document to the client.

Documents created and used by the team for this project will only be shared and available to those on the team and the course instructor. Team members are expected to follow MSOE's Information Technology Acceptable Use Policy in order to protect their computer and data, available [here](#).

Endorsements

The signatures below acknowledge receipt and acceptance of this senior design project proposal. The project will be executed on a 'best effort' basis and no warranty is stated or implied. Any modifications to this proposal shall be presented to all signatories for approval and acceptance.

On Behalf of Women's Storybook Project of Texas

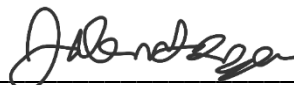


Jill Gonzalez


10-1-24

Date

On Behalf of MSOE UX Program Senior Design Team



Jalen Ankinsanya



Alexander Fuchs



Debra Nygren



Aidan Regan

Literature Review

Introduction

The creation of an online community resource hub for formerly incarcerated women will need to be informed by the challenges people face during reentry, the effects of parents being incarcerated has on children and families, as well as following best practices for online resource hubs in order to best serve the intended audience.

A major focus in this literature review is the effects of incarceration and experiences during reentry and post incarceration life, as the team lacks extensive background knowledge in this area. The inclusion of secondary research on the previously listed topics will influence the success of this project.

Challenges Relating to Reentry

Salem et al. (2021) identifies three major themes of barriers that formerly incarcerated homeless women face during reentry. During community transition the themes that emerged were access to resources, familial reconciliation, and trauma and self-care support. Formerly incarcerated homeless women face greater challenges than those who have a home on reentry, but some experiences and implications found in the study can be extrapolated to formerly incarcerated women as a whole.

The themes of trauma and self-care are expanded upon in Hyde et al. (2022). Formerly incarcerated veterans had transitional anxiety related to reentry partially because of the lack of positive experiences in normal social activities prior to incarceration, like finding housing and employment. The authors noted that very few incarcerated individuals would experience social reintegration and be able to attain and maintain a basic level of wellbeing (Hyde et al, 2022).

Challenges related to reentry are interconnected, and forgetting this often increases the risk for reincarceration. Participants were aware of community resources but felt paralyzed by the amount of information. Hyde et al. (2022) recommends the creation of peer specialists, people who had experienced reentry and getting back on their feet that could talk to people going through the reentry process.

According to Seo et al. (2021), many women who were formerly incarcerated lack technology knowledge and struggle to find jobs and opportunities when they are released, and they tend to feel left behind by society since they are lacking in technological knowledge. Without this knowledge, they are more likely to be reincarcerated and unemployed.

The majority of incarcerated women contacted in the study reportedly spend less than an hour online with many using public libraries as places to access the internet; feeling overwhelmed and unconfident navigating the internet and are skeptical of the internet due to privacy issues (Seo et al, 2021). This information will be important to keep in mind when creating an online resource hub.

A local organization was identified that provides reentry services. The Benedict Center aids women affected by the criminal justice system and serves Milwaukee County ("Benedict Center," n.d.). Information on this site provides background knowledge to the team on what kinds of services and information is important for formerly incarcerated women to know.

Effects of Incarcerated Parents on Children

Furst and Collica-Cox (2020) examine the effects of incarceration on families and how they can improve relationships through education. If a child's parent is incarcerated, the authors say, they are more likely to be incarcerated themselves and the parents are also at high risk of recidivism. After taking educational courses the incarcerated mothers found that their communication skills and relationships were strengthened between in their families.

The findings of Furst and Collica-Cox (2020) mirror the information that the Women's Storybook Project of Texas reports and further solidifies the importance that connecting incarcerated mothers with their children with reducing recidivism ("Women's Storybook Project of Texas," n.d.).

Martin (2017) discusses how children of incarcerated parents face hardships, including things like emotional and psychological stress, economic challenges and social stigma. They also cover how criminal justice focuses on punishment over family rehabilitation which affects the child. This information will influence what language to use and information to include in a resource hub.

Shaw (2019) highlights the consequences of mass incarceration and how it contributes to an educational demobilization, especially against marginalized groups. Similar to Martin (2017), Shaw (2019) includes multiple statistics about the current state of mass incarceration and how the incarceration of parents negatively affects happiness and success when it comes to their children's education.

Digital Information Hubs

Crooks et al. (2017) discuss the creation of an online resource hub for people with epilepsy and depression. The authors interviewed people with epilepsy and depression and found that participants would gather information from multiple sources online because the time they had at a doctor's appointment was too short to answer all their questions.

Participants in noted that they preferred receiving information from community organizations rather than social media. The authors note the challenge of participants with depression had trouble getting motivated to look for resources, and that these feelings were connected to a lack of control, social isolation, and stigma. Additional things that would lead to a good resource hub is thoughtful organization and accessibility of resources (Crooks et al., 2017).

These themes are also found by Shea et al. (2024), where the authors reflect on the creation of an online resource hub for COVID information in multiple languages. The authors got feedback

from community-based organizations and end users, and noted that people wanted information that was reliable, easy-to-understand, accurate, and up-to-date. It was noted to include images that immigrants can quickly relate to, such as images of people that look like them. The authors restructured their website several times to address user comments, as well as improved the search function to meet the user's needs.

Additionally, an example of an online resource hub was identified. The South Carolina Child Care Resource and Referral (2024) search page is an example of how to create a portal to find childcare resources in South Carolina with a location-based search function. The site is an example of a mobile-first layout with a map, providing a reference for our potential site design.

Conclusion

These sources stand to be a reference point to experiences during reentry, the affects of incarceration on families, and other online resource hubs. The background knowledge on the many effects of incarceration and the many challenges of returning to independent living will build empathy for the target audience of the project and aid in the project's success.

Sources cited in this literature review are available in Appendix B. Works Cited on page 21.

Design Work

Our design process consisted of three main phases: writing, design, and coding.

Writing

We were given a Microsoft Excel sheet with more than 3,000 reentry resources in Texas. We had identified that this project would focus on Travis County first with plans to expand to all Texas counties in the future, so we examined the list of over 300 reentry resources in Travis County.

Items in this Excel sheet were originally labeled with the following 14 categories:

- Housing
- Employment
- Education
- Food
- Clothing
- Medical Care
- Mental Health Care
- Substance Abuse
- Support System
- Financial
- Transportation
- Veterans
- Identification
- Social services

We condensed this list into nine categories to better fit with Miller's Law, being that people can best remember lists of information with seven plus or minus two items. Reducing the list from 14 to nine also was an effort to make the list of categories less overwhelming.

Our condensed categories are:

- Housing
- Employment
- Education
- Goods
- Physical & Mental Health
- Financial
- Transportation
- Veterans
- Legal

Our initial plan was to use these categories to sort resources and to have an additional section under the heading "Checklist" on the home page to provide direction to users who are unsure of where to start.

We met with a subject matter expert (SME), a social worker, and she informed us about the Five Pillars of Stability. It is a framework used to help at-risk families survive and thrive, and we adjusted our plan to incorporate these five pillars to replace the checklist idea. Notes taken from this meeting with the SME is available in Appendix C. Five Pillars of Stability Notes on page 22. We wrote some text that gave a brief overview about each pillar and some key steps that should be taken during the reentry process and included these on our final deliverable.

Design

All figures referenced in the Design and Final Deliverable section are located Appendix D. Figures on page 24.

Ideation

We had started some ideation and sketches of what the site's home page might look like around the same time that we decided the nine categories we were going to use. This first sketch in Figure 1 has several key design features.

There are spaces for happy pictures, ones that have positive imagery and are something the target users can relate to. There is a section on the page for the "Checklist" heading that gets changed up in the next design stage.

Other notable features are the inclusion of an interactive map element, along with some sketches for subpages. One idea is that each checklist item would have its own subpage with more information and links to resources that meet the requirements for that list item.

Medium Fidelity Wireframes

After meeting with the SME, we changed the checklist idea to just displaying information on the Five Pillars. We designed a clickable medium-fidelity wireframe on Figma with both a desktop and mobile view. In this wireframe we introduced colors and typography from WSP's guidelines to build a branding connection, demonstrating that this new subsite is connected to WSP.

In Figure 2, in place of a checklist section we planned for a brief introduction to the Five Pillars and moved it to the top of the page, next to a happy picture and a call-to-action (CTA). A key design feature on the home page is the tabbed section for information on each pillar as well as a CTA to view a selection of resources that help fulfill that pillar.

There is also use of iconography linked with each of the pillars to help users digest the information easier, as humans process information in images 60,000 times faster than text. These new icons are all from the same set and have rounded features. These rounded features match with other rounded corners present on the site and match the rounded buttons present of WSP's current site. Additionally, these icons have the same line weight and are all lined. This

is because brains process lined and filled icons differently, so it was important that all the icons were the same style.

In Figure 3, the same icons are used to help unify the page design. These icons are used along with a text label for buttons that would sort the entire list of resources by resource type. Each resource item in the list has a title and a brief explanation, along with a link to the external site from the resources/search results page. In addition to the information viewable on this resources/search page, each resource listing would link to a page with more information about that resource.

The design elements present in Figure 2 and Figure 3 are then adapted to fit onto a mobile view. We had identified that individuals in the reentry process are likely to only have access to the internet through a smartphone at first, so we made design choices that translated well from desktop to mobile. The wireframes for the mobile version of each page are in Figure 4 and Figure 5. Areas for growth were identified with self-evaluation and peer usability testing were:

- a more cohesive header
- unify icon line width and size
- change the housing icon to something that looks less like a “home” icon
- change the “map” page to “about”
- make the tabbed section more obvious
- change the location of the search bar on the desktop resources page
- increase padding on mobile

Coding

We created a WordPress.com site to use their free website builder and to ensure an easy way to migrate our work to WSP’s site, which uses WordPress.org’s site builder. Because WordPress is an easy-to-use block-based website builder, not everything is able to be fine-tuned. Other pain points inherent to WordPress is that custom colors and fonts are locked behind a paywall of \$18 a month when paying monthly, or \$8 a month when paying yearly.

Our plan for a tabbed information section to display information about all five pillars in less vertical space had to be adjusted when creating our live website. There is no tab block available in WordPress.com, however we did find some plugins that allow for tabbed sections, however we would need to upgrade to the next highest plan to use plugins, but we decided against this because we weren’t sure if the plugin was going to work.

On the Home page in Figure 4 are happy images that target users can relate to and see themselves in like we had planned in our initial sketches. We unified and updated the iconography for the five pillars as well and kept the WSP branded colors tied to each pillar to add visual interest. Figure 7 shows an approximate view of the page on mobile. On this page is the information we wrote about each pillar in the Writing phase, with the extra paragraphs behind “read more” dropdowns.

On the About page in Figure 8 is some information explaining that this site was created for WSP, along with a feedback form. This form would be used by users who noticed if a resource needed to be updated or have other information they would like to share. Figure 9 shows an approximate view of this page on mobile.

Our plan was to have each resource have its own page with its details, along with a quick summary of the resource appearing on a search page. The way we chose to do this on WordPress was by having each resource page be formatted as a blog post. Blog posts on WordPress can be searched and filtered by category and tags. The search results query or a query of posts in a certain category or tag are collected by in a WordPress block called a query loop.

To have a different button be highlighted in red for each category being filtered as seen in Figure 10, a different page template had to be created for each category. In WordPress, there are Pages, Posts, and Templates. Page templates have a different attributes and a slightly different editor to Pages and Posts.

Additional page templates were created for search and tag queries. The Search Query template is similar to the All Resources page with the addition of a Search Results heading block that displays "Search results for: [phrase]" where [phrase] is whatever the user searched for. The Tag query template is nearly identical to the Search Query template where instead of a Search Results heading block there is instead a Tag Index heading that displays "Items tagged with: [tag]" where [tag] is whatever tag has been clicked on.

The Post template also had to be updated to remove the Featured Image block, the Comments block, and the Share Post block, as these are not appropriate for an informational resource hub. The Tag Index and Category Index blocks that display what tags and categories are assigned to that post also had to be reformatted to better fit with the purpose of our site.

The Resources page in Figure 10 displays the filter options to display all resources. Figure 11 shows an approximate view of the Resources page on mobile. There are buttons at the top of the page to filter the resources list by each pillar the resource meets using the category functionality in WordPress. The currently selected filter option is surrounded in red, while the other categories are surrounded in light gray. This is to give the appearance of buttons that can be clicked on.

Below the buttons is a list of all resources. In each listing of a resource is the title of the resource, what categories its in, and keywords it is tagged with, followed by an excerpt. In our user testing we found that the search functionality in WordPress only searches the titles and excerpts of posts, so any work selecting the category or entering tags into a post cannot be searched. This forced the inclusion of keywords into the excerpt of the sample resource post creating a visual duplication of the keywords.

An example of how a resource listing page would look is in Figure 12. This page displays a summary of the services that the resource offers, a link to their website, their location, a map of the location, and hours of operation. Figure 13 shows what this page would approximately look like on mobile.

Pivot Point

The time it took to put together one sample resource page was an issue. Creating a unique page manually for each resource in the list of 300 for Travis County would take a considerable time commitment, and expanding this list to other counties in the future would also take time. Keeping the resources list up-to-date would also take resources from WSP.

Around the time that we had made the sample resource page, we had identified another website. Findhelp.org is a site that collects reentry-related resources and indexes them with an easy-to-use search engine and navigation that is mobile-friendly. A search results page is shown in Figure 14. This website frequently ensures that the resources they list are up to date, and users can print out pages, share them, and save them to their account if they choose. A resource details page example is shown in Figure 15. This site also works for every zip code in the United States, so all formerly incarcerated women that WSP serves in Texas can use this site to find resources near them.

So we abandoned the plans to manually make 300+ pages for each resource and rethought how best to incorporate what we learned in this process and share this amazing website we found.

Final Deliverable

All figures referenced in this section are located in Appendix D. Figures on page 24.

We created one page that links to FindHelp.org and has information about the Five Pillars of Stability that can be added to the WSP site.

Thinking about information architecture, the most important things are at the top of the page. As seen in Figure 16 on the left half of the screenshot, the FindHelp section is the first thing users see. We included a brief paragraph introducing FindHelp that describes how to use it. This description of what to expect when visiting the site and how to use it provides valuable direction to users who have no mental model of a similar site. To the right of this text is the logo for FindHelp. The logo not only provides visual interest to our page, but also adds to the preparation of the user when traveling from our page to FindHelp.org. Underneath this logo is a CTA button that links to FindHelp. This button is labeled, letting users know where they are going before they click the link.

The next thing on the page is an introduction to the Five Pillars of Stability. The top of this section is even visible before the fold/on the first screen, meaning that users will be able to read the heading and a bit of the section before needing to scroll, indicating that this information is key and invites users to read more.

The introduction page to the Five Pillars section as seen in Figure 16 has a photo of a mother and child. This image was chosen to be something that the target users of the site can relate to, as WSP is looking to support formerly incarcerated mothers. Using photos of real people that show their face drives users to feel more connected to content. The text for this section describes an overview of the Five Pillars and includes a link to read more about them on another site.

Underneath the introduction are the pillars, represented by an icon and a label. As mentioned previously, icons were included because the brain processes images 60,000 times faster than text. These icons and the labels also function as links that bring the user's screen down to HTML anchors in the headings that describe each pillar.

In Figure 16 on both the left and right screenshots are sections on each pillar. Each section has a relevant image with a relatable figure that help communicate the idea that our page's users can achieve a stable and thriving life. Each section has the corresponding icon for the pillar next to the heading. The use of the same icon in both places helps with wayfinding, connecting the section about the pillar to the introductory paragraph near the top of the page. Each icon was also colored in one of WSP's brand colors to make them stand out from the heading.

Lastly, at the very bottom of the page as seen in the screenshot to the right in Figure 16 is a brief statement about the creation of the page. This section is placed last as it is the least

important information on the page, compared to the most important information to the target users being placed at the top.

This page is responsive to changes in the window size and is device agnostic, meaning that the page is fully functional and readable no matter what device the user is visiting from, being a desktop computer, a tablet, or a smartphone. Figure 17 shows screenshots of how the page might look on a phone. The responsive window sizing also ensures that users can still read everything on the page at any zoom level, making the page accessible to more people.

Next Steps

We recommend that WSP add the page we created to their site. This new page could be added in the dropdown menu under “Get Involved” on the WSP website, or it could be linked in the box titled “Re-entry Resources” on the “Resources” page under the “Get Involved” link in the header.

In WordPress, a selection of blocks can be saved as a Pattern, and this pattern can be exported as a JSON file. This file can then be imported onto another WordPress page on a different account. We have written instructions on how to do this that are available in Appendix E. Implementation Instructions on page 34, and are also available [here](#) in the PROJECT MSOE Google Drive folder that WSP shared with us.

Our final deliverable is only one page that can easily be added to WSP’s site and doesn’t require maintenance. Because the search engine for reentry resources is an external site that is updated by that site’s team, WSP doesn’t have to spend their own time finding resources, keeping them updated, or expanding out to new counties in the future.

How We Would Continue

If we had more time to work on our deliverable, we would first revise the descriptions about each of the five pillars. We would make them easier to read at a glance and have them better communicate the key actions that individuals need to take to best support themselves. Currently, users have to read a paragraph to do this. Jakob Nielsen, an influential person in the UX field, famously answered the question of “How do people read on the internet?” with the simple answer of “They don’t.” Adding bullet points or changing up the text for each pillar would likely invite more users to read the content.

We would prefer to use photos that WSP or ourselves had taken instead of relying on free stock photos. Although the images we chose are relevant to the text they accompany, using our own photos and/or photos of women that WSP has assisted we feel would be more impactful.

Lastly, we would want to try different combinations and settings of blocks to better format the page on mobile. We use the Media & Text block in WordPress as it is a simple method of displaying an image next to text. The Media portion of the block has the option to be fit in “cover” mode, meaning that the image border is automatically resized to align with whatever height the text block takes, resulting in a clean final design. The block also translates to mobile effortlessly. This block doesn’t have many customization options, so there are gaps in the margins that don’t match with the alignment of the extra paragraphs on the page, and this gap persists on the mobile version of the block. We would have liked to spend more time trying to find a better solution for this.

Team Members



Jalen Akinsanya - UX Writer

User Experience student thinking about going into UI design and passionate about the UX of video games.

Drafted copy that clearly and effectively communicated important information to the user.



Alexander Fuchs - UX Designer

User Experience student with background in computer science. Looking for work opportunities in UX related front-end development.

Lead design discussions that resulted in a balance between visual design and usability.



Debra Nygren - Project Manager

4th year User Experience student at MSOE. Currently a Tech Writer intern at New World Now. Hopes to go into Tech Writing or UX Design upon graduation.

Helped team reach project goals & communicated with client on behalf of team.



Aidan Regan - UX Researcher

Senior User Experience student currently interning at MGIC. Also plays for MSOE's NCAA Lacrosse team. Interested furthering UX Research skills.

Coordinated and executed user testing at multiple stages of design that delivered key insights.

Appendix A. Gantt Chart

WSP Community Resource Hub

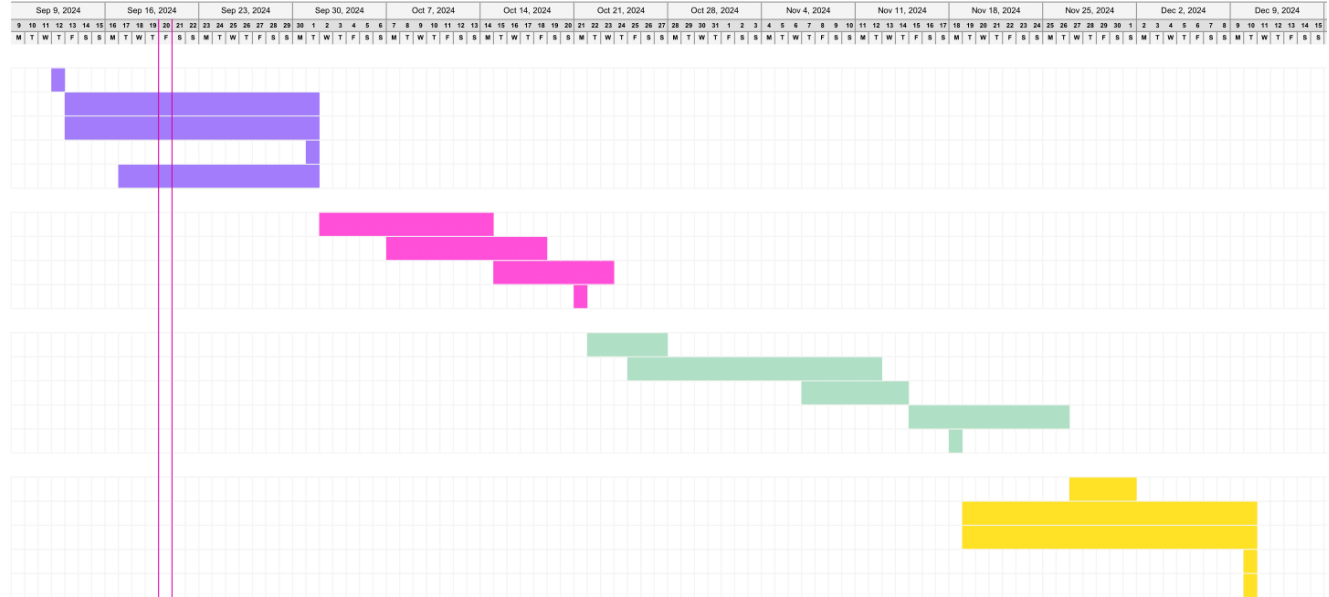
Jalen Akinsanya
Alex Fuchs

Debra Nygren
Aidan Regan

Project start: **Tue, 9/10/2024**

Display week: **1**

TASK	ASSIGNED TO	START	END
Planning & Research			
First client meeting	All	9/12/24	9/12/24
Conduct Li Review	All	9/13/24	10/1/24
Write Proposal	All	9/13/24	10/1/24
Present Proposal	All	10/1/24	10/1/24
Primary Research	Aidan	9/17/24	10/1/24
Writing & Design			
Compile resources and ensure currency	Jalen	10/2/24	10/14/24
Work on lo-5 wireframe	Alex	10/7/24	10/18/24
Evaluate UX of lo-6 wireframe	Aidan	10/15/24	10/23/24
Present lo-6 wireframe to client	Debra	10/21/24	10/21/24
Coding			
Set up site	Alex, Jalen	10/22/24	10/27/24
Populate site	All	10/25/24	11/12/24
Evaluate UX of site	Aidan	11/7/24	11/14/24
Revise based on feedback	Alex, Jalen	11/15/24	11/26/24
Present site to client	Debra	11/18/24	11/18/24
Administrative			
Break		11/27/24	12/1/24
Create final poster/presentation	All	11/19/24	12/10/24
Write final report	All	11/19/24	12/10/24
Final Presentation [final date TBD]	All	12/10/24	12/10/24
Written report [final date TBD]	All	12/10/24	12/10/24



Appendix B. Works Cited

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- Women’s Storybook Project of Texas*. (n.d.). <https://storybookproject.org/>

Appendix C. Five Pillars of Stability Notes

- Women are worried about themselves AND their children
- Like Maslow's
- 1. Employment
 - Career/job fair
 - SSI & SSDI (Supplemental security income & Supplemental security disability income)
 - How to apply, who to go to or who to call
 - For themselves and their children
 - Veteran Affairs
 - DVR - Division of Vocational Rehabilitation
 - People with disabilities
 - Organizations that help people who have felonies on records get jobs
 - Nonprofits & community advocates can help w resume, clothing banks to borrow clothes for interview
- 2 Education
 - Might not have GEDs, or if they do have GED need help connecting it
 - How to get a GED/ HS equivalent
 - Getting good GED will help them get a better job
 - Make education a priority
 - School District info for Travis County
 - IEP information
 - What it is, how to get one
 - Early Childhood education/ Head Start
 - V important, not just daycare
 - Set a kid up for success later in life
 - Head start is for low income families/family w disability
 - Parent doesn't have to pay for head start, child is given meals
 - Also checks their health and helps get the kids what they need
 - ECE is good, don't have to pay for daycare
 - Head start can take 6 week olds
 - Links to local libraries , museums, educational websites - PBS Kids & Sesame St
 - Libraries have lots of things you can check out - baking stuff, zoo passes
 - Parenting classes - can get vouchers for it
- 3 Housing
 - Voucher programs
 - Disability, veteran, low-income
 - There are specialized social workers to help find housing
 - Low income housing
 - Energy assistance - help to pay energy and water costs or things to make your home more energy efficient
 - Lead - older homes have lead in reach of children
 - City should have money to check for lead or get rid of lead
 - Water - make it safe,
 - City can mail filter things
 - Halfway housing
 - Step between incarceration and probation
 - Sometimes they let kids in

- Specific housing for addiction issues
 - This might be a Parole officer responsibility- maybe not
 - Look at county website for more info
- 4 Health
 - Insurance!!!!
 - Are they automatically put on medicaid/medicare?
 - Medicaid is income based and disability, medicare is 65+
 - Children with disability can get medicaid, or children without disability can get put on it if the parents have low or no income
 - What is the poverty line in TX? Based on how many people there are
 - Who should they call for medicaid?
 - Once they have medicaid, they can access medical services
 - Clinics - free or reduced price clinics if they need something before medicaid
 - Medical, dental, mental health
 - Step 1, get medicaid, step 2 find clinics that take medicaid
 - Individual therapy and family therapy is important to have
 - Meds
 - Pharmacies, how does the parent get medication for their children
 - How to get to medical appointments
 - If parent has medicaid, they qualify to have free transportation to medical appointments
 - Special system depending on the location (don't know what it's called in TX) Medical Transport Management
 - Can be rides, bus tickets, reimbursement
 - Home visiting programs
 - Help you learn how to be a parent if you were away from the child for a long time
 - Help taking parenting classes
 - EBT/food stamps
 - WIC - women, infants, and children, can get formula and stuff for kids
- 5 Caring connections
 - Still important
 - The people just need someone to talk to who understands
 - Support groups
 - Alcoholics Anonymous, Narcotics Anonymous,
 - For people with a loved one or ex with: Alanon, Naranon
 - Play groups
 - Parent involvement at school, parent touchpoint at school (parent education, parent liaison)
 - Domestic violence/SA groups
- Free or very reduced price internet based on income

Appendix D. Figures

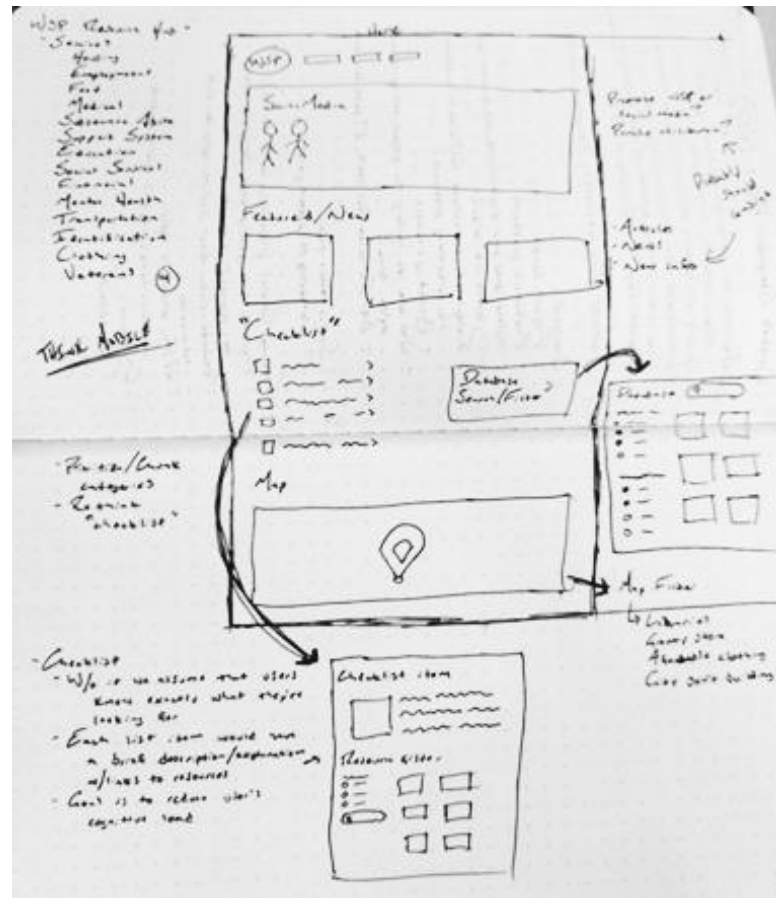


Figure 1: Initial Ideation Sketches

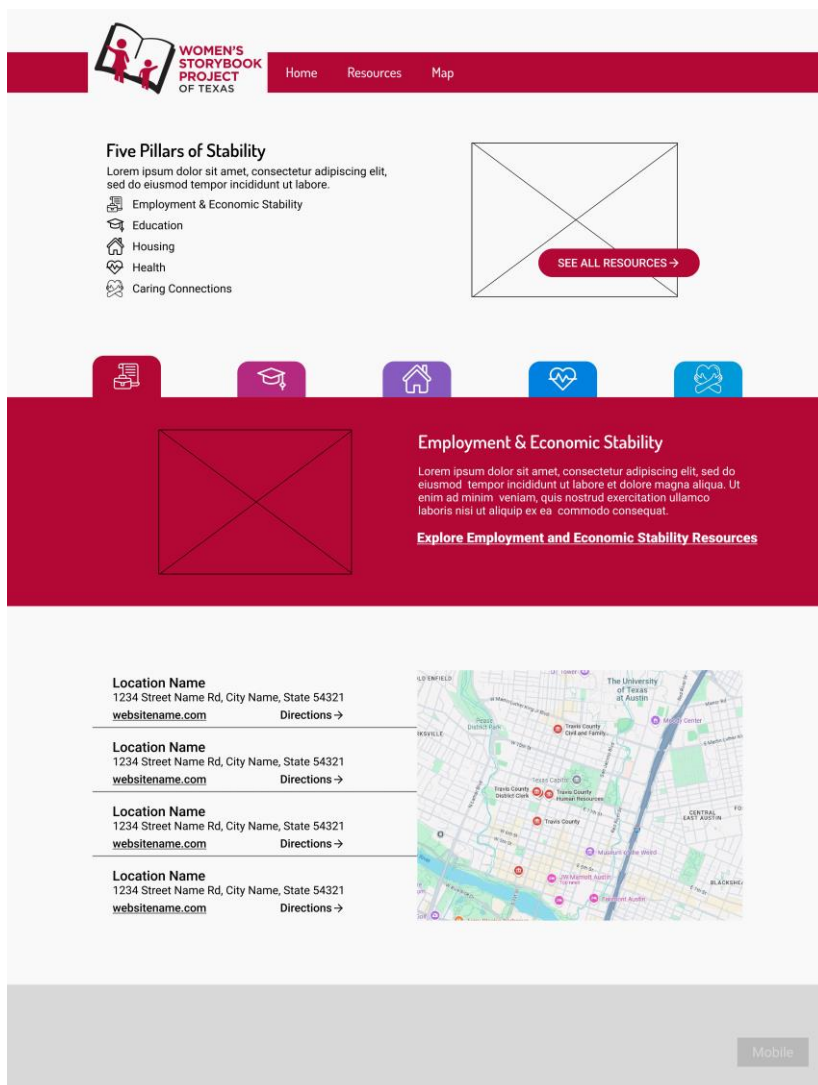


Figure 2: Home Page Desktop Mid-Fi Wireframe

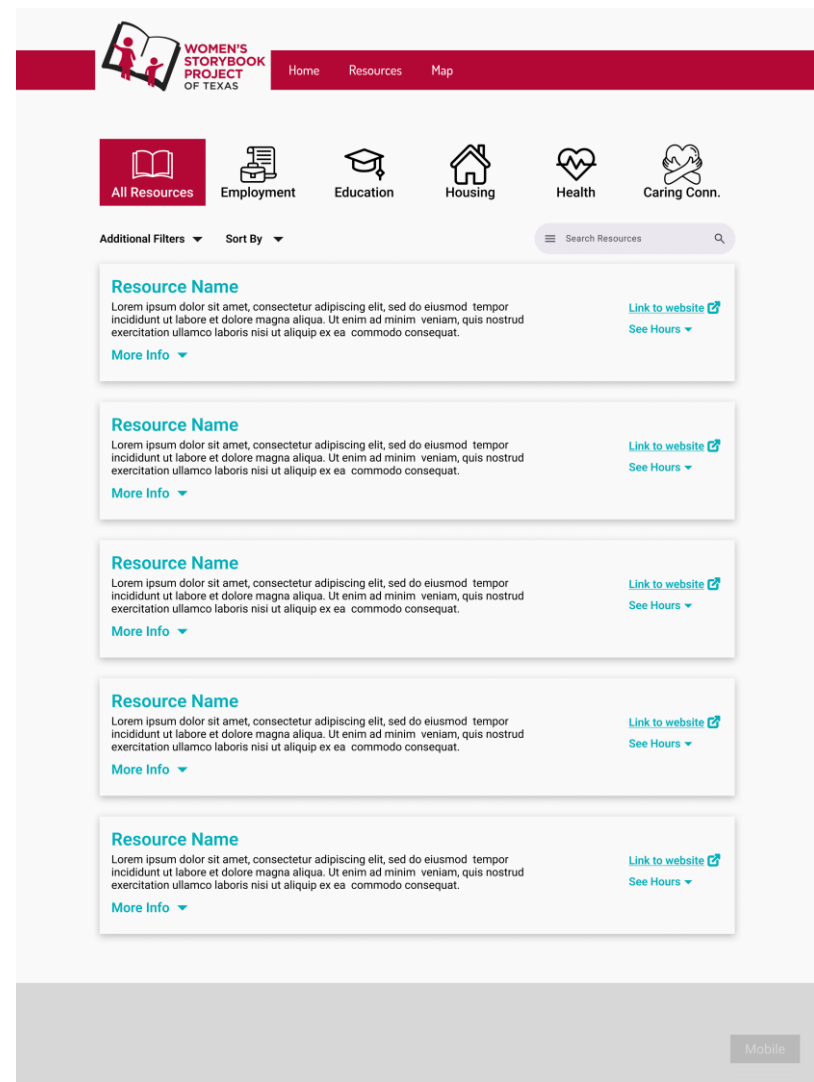


Figure 3: Resources Page Desktop Mid-Fi Wireframe

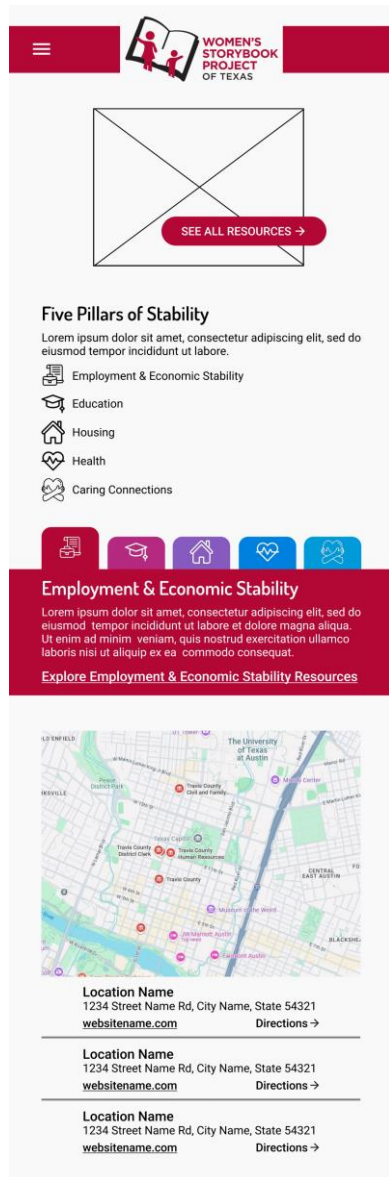


Figure 4: Home Page Mobile Mid-Fi Wireframe

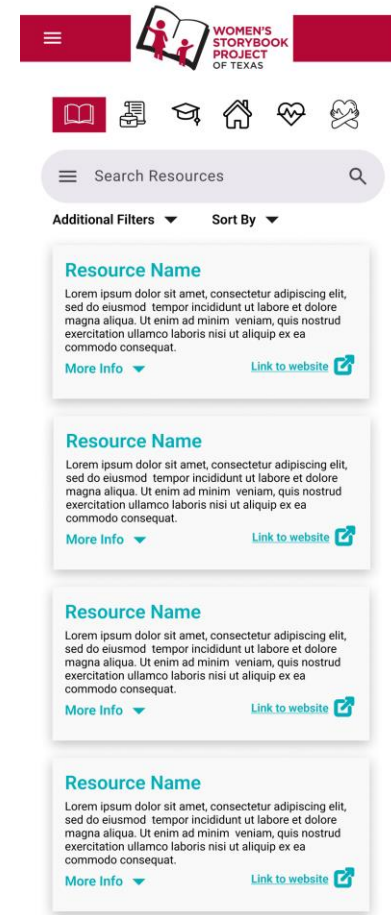


Figure 5: Resources Page Mobile Mid-Fi Wireframe

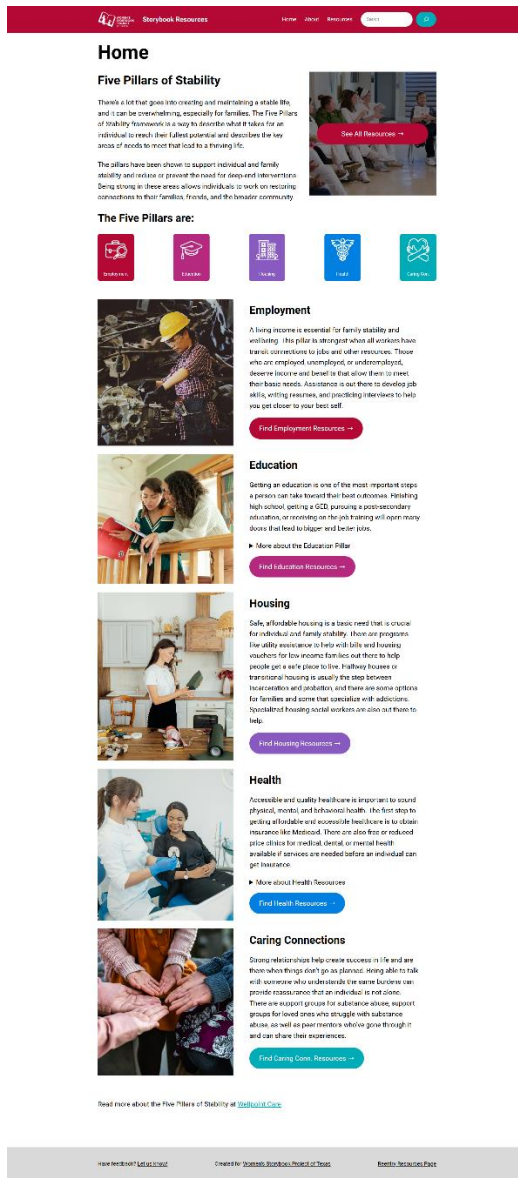


Figure 6: Home Page on Desktop



Figure 7: Home Page on Mobile

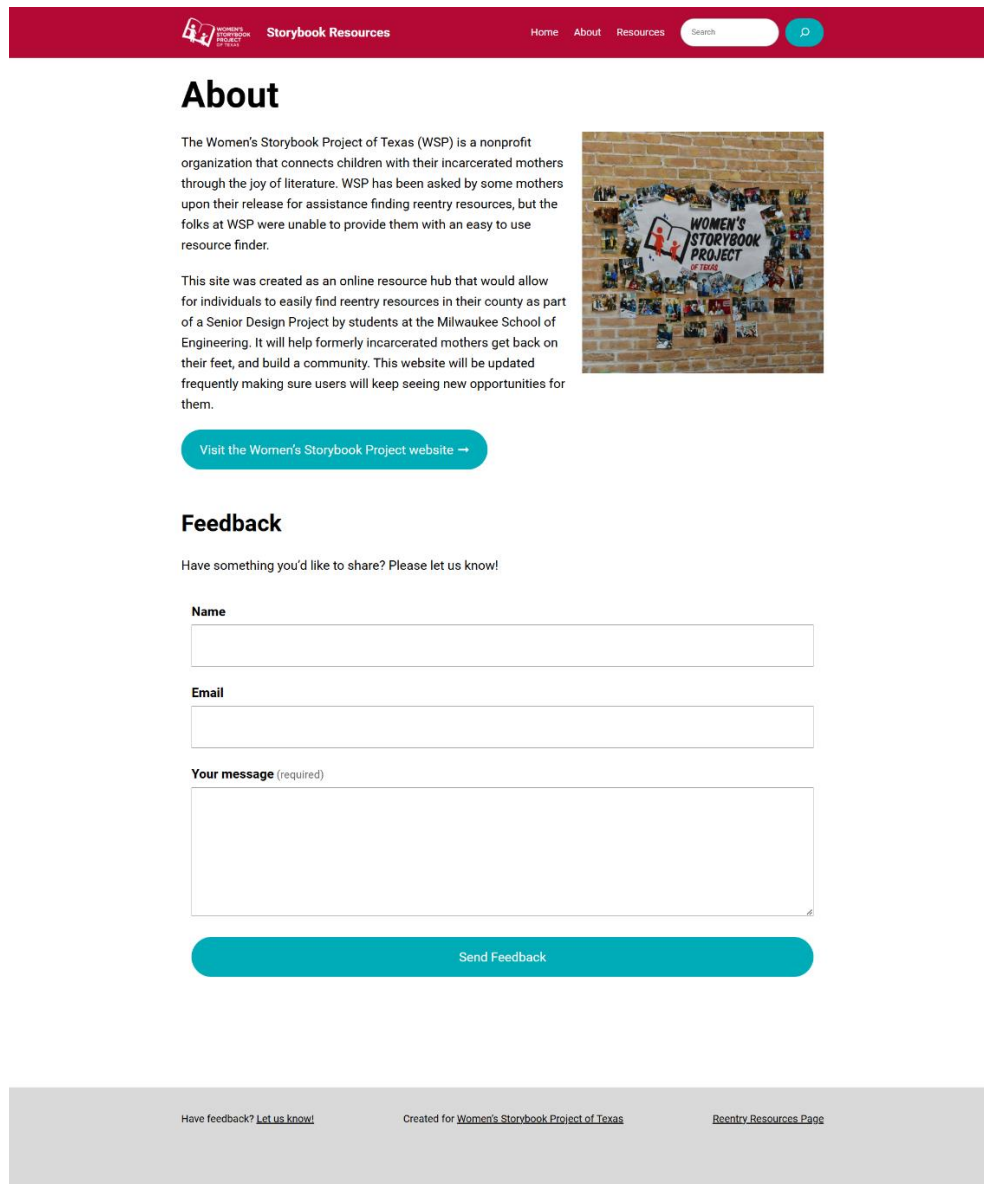


Figure 8: About Page on Desktop

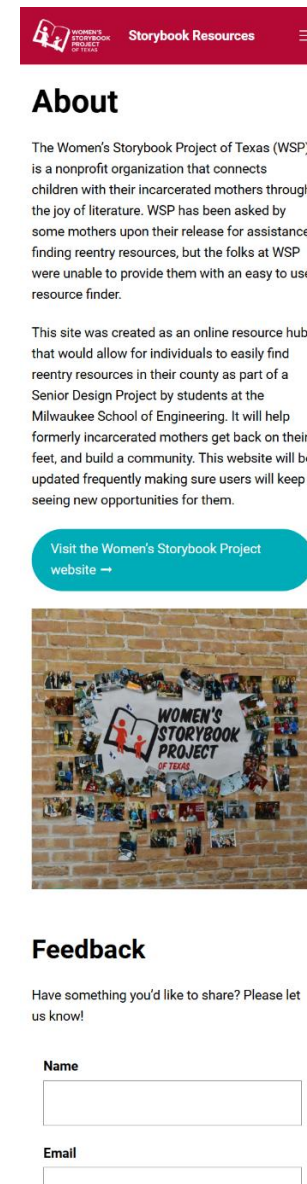


Figure 9: About Page on Mobile

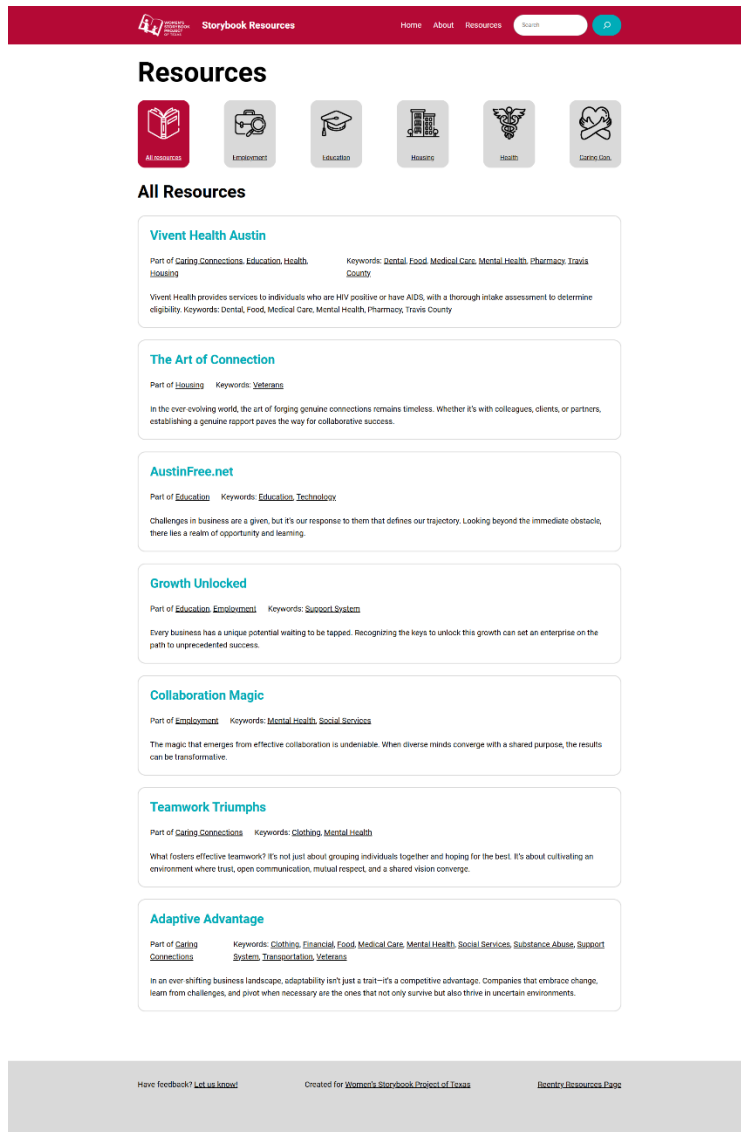


Figure 10: Resources Page on Desktop

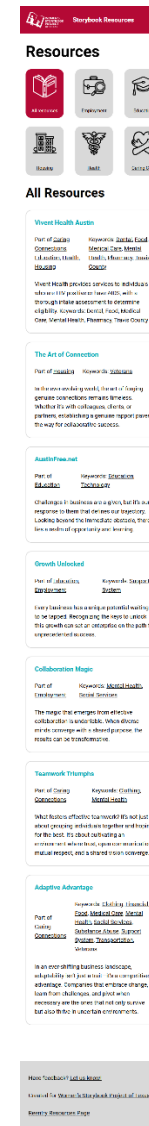


Figure 11: Resources Page on Mobile

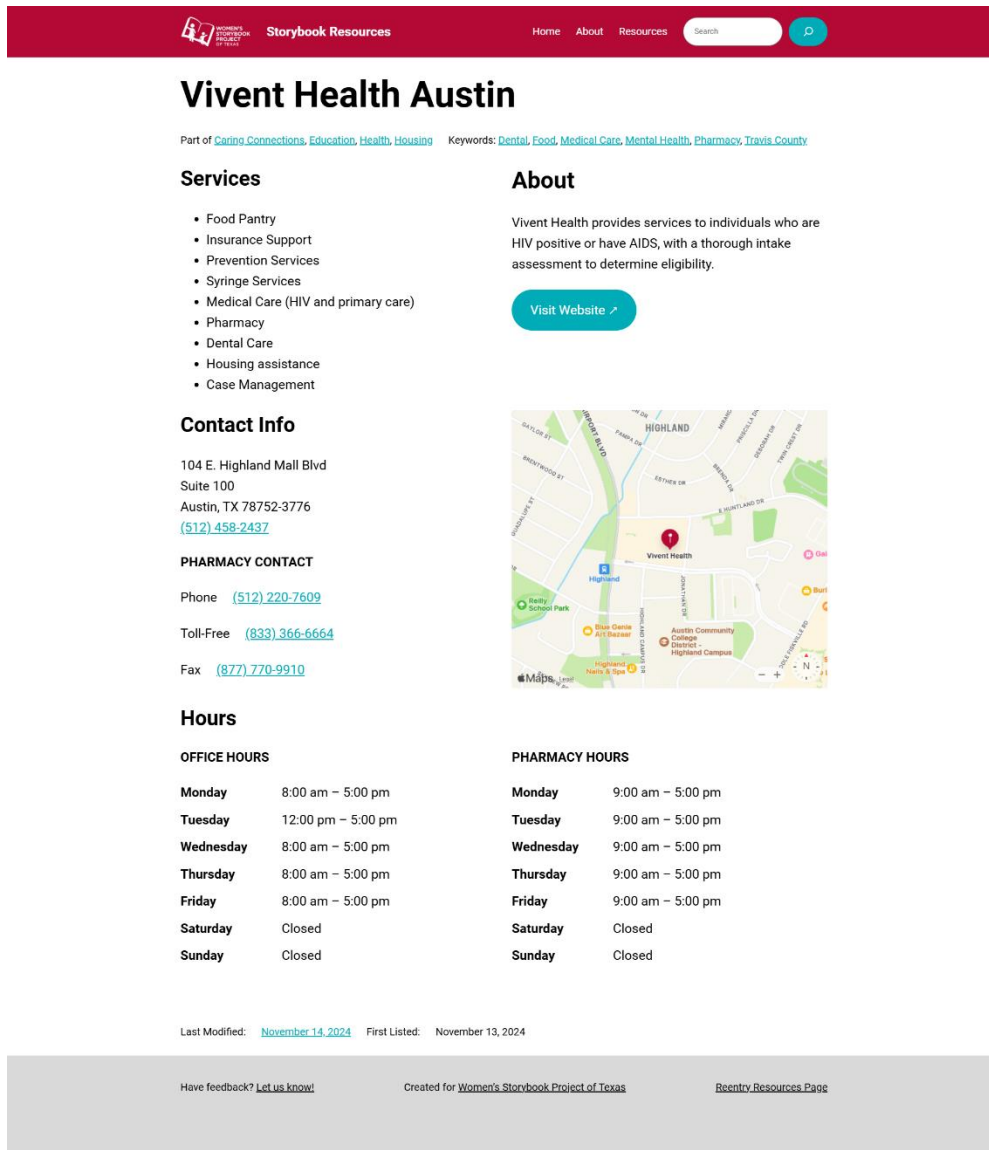


Figure 12: Example Resource Page on Desktop

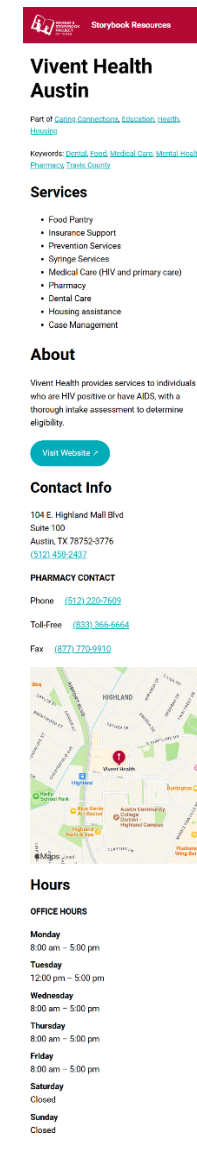


Figure 13: Example Resource Page on Mobile

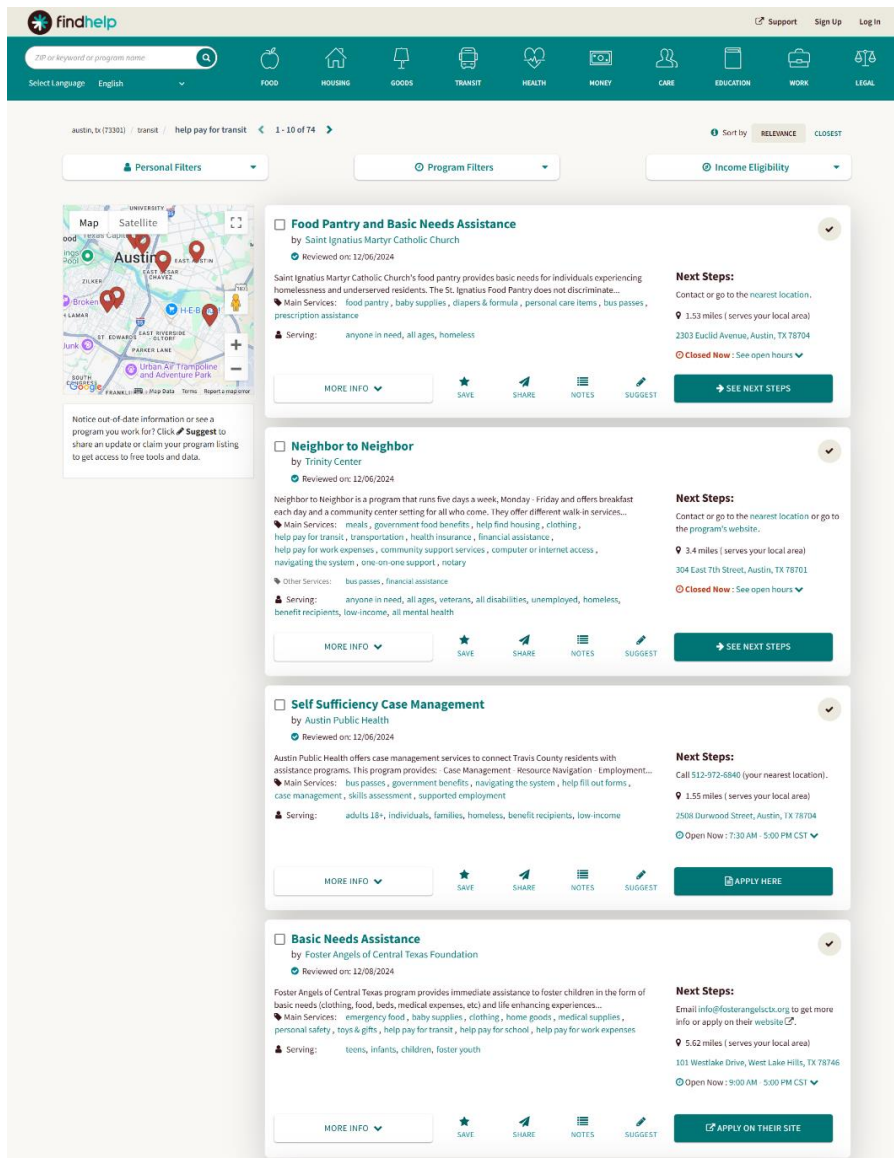


Figure 14: FindHelp.org Search Results

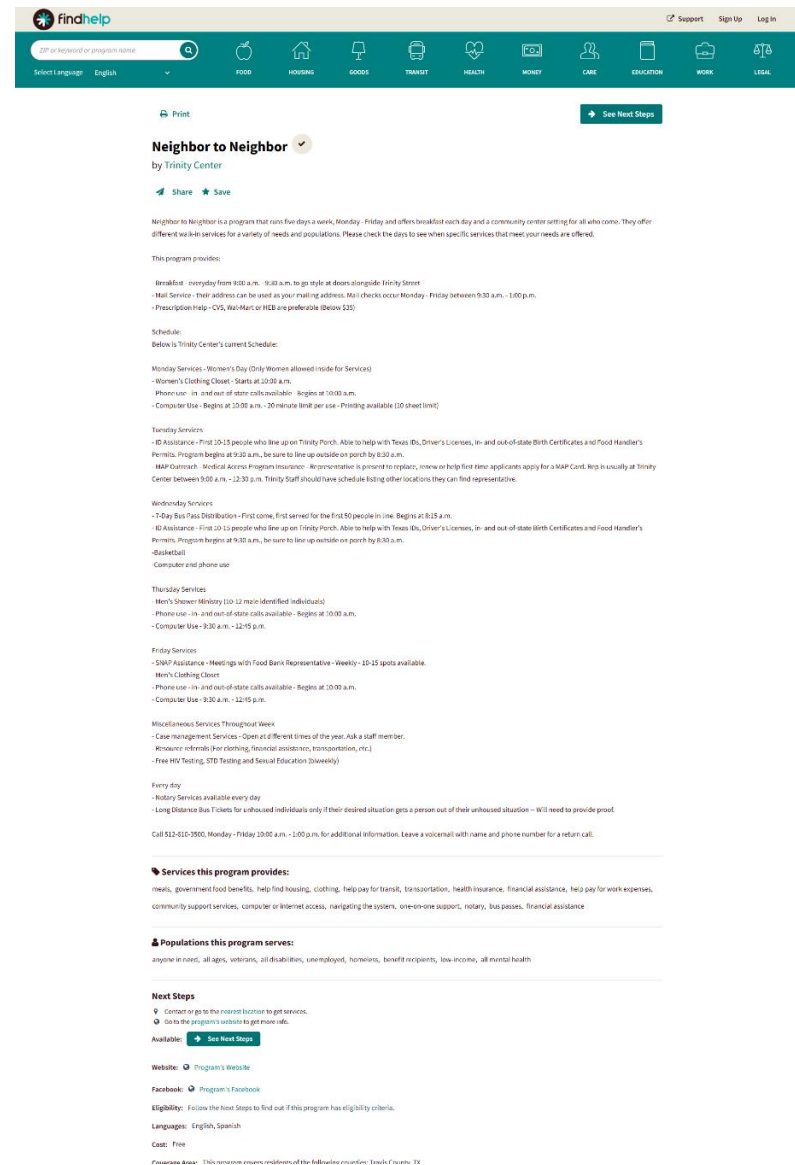


Figure 15: FindHelp.org Resource Page

Storybook Resources
Home About Resources

Reentry Resources

Looking for resources and services to help you thrive? Visit [FindHelp.org](https://findhelp.org) and enter your zip code to find what you need.

This frequently updated database has an easy-to-use search and navigation system that you can use on a phone, tablet, or desktop computer.

Don't know what all you need yet? Learn about the Five Pillars of Stability to help you continue your journey to a happy and healthy life.

findhelp

Go to FindHelp.org →

Five Pillars of Stability

There's a lot that goes into creating and maintaining a stable life, and it can be overwhelming, especially for families. The Five Pillars of Stability framework is a way to describe what it takes for an individual to reach their fullest potential and describes the key areas of needs to meet that lead to a thriving life.

The pillars have been shown to support individual and family stability and reduce or prevent the need for deep-end interventions. Being strong in these areas allows individuals to work on restoring connections to their families, friends, and the broader community.

Read more about the Five Pillars of Stability at [Wellpoint Care](#)

The Five Pillars are:

[Employment](#)

[Education](#)

[Housing](#)

[Health](#)

[Caring Con.](#)

Employment

A living income is essential for family stability and wellbeing. This pillar is strongest when all workers have transit connections to jobs and other resources. Those who are employed, unemployed, or underemployed, deserve income and benefits that allow them to meet their basic needs. Assistance is out there to develop job skills, writing resumes, and practicing interviews to help you get closer to your best self.

Education

Getting an education is one of the most important steps a person can take toward their best outcomes. Finishing high school, getting a GED, pursuing a post-secondary education, or receiving on-the-job training will open many doors that lead to bigger and better jobs.

Ensuring your children an education will set them up for success later in life, giving them academic knowledge and social skills. Early Childhood Education/Head Start programs are available for children as young as six weeks old and is more than just a daycare. Head Start programs are free for low-income families and provide meals.

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Libraries are often a great place to find programs and events for children and teens, as well as services and resources for adults. Get access to computers, classes on how to use computers and common computer programs, job and career services, assistance in obtaining government identification, as well as many programs and activities for adult learners.



Housing

Safe, affordable housing is a basic need that is crucial for individual and family stability. There are programs like utility assistance to help with bills and housing vouchers for low-income families out there to help people get a safe place to live. Halfway houses or transitional housing is usually the step between incarceration and probation, and there are some options for families and some that specialize with addictions. Specialized housing social workers are also out there to help.



Health

Accessible and quality healthcare is important to sound physical, mental, and behavioral health. The first step to getting affordable and accessible healthcare is to obtain insurance like Medicaid. There are also free or reduced-price clinics for medical, dental, or mental health available if services are needed before an individual can get insurance.

Getting to appointments can be a challenge, but there services and programs to get free or reduced-cost transportation (rides, bus tickets, or reimbursement) to medical appointments

Food assistance is available with Supplemental Nutrition Assistance Program (SNAP) benefits for individuals and families, as well as Women, Infants and Children (WIC) to help with infant and child nutrition

Home visiting programs are ways to develop the parent-child relationship, bonding and attachment, understanding child development, and learning about community resources. These programs can also provide assistance finding parenting classes.



Caring Connections

Strong relationships help create success in life and are there when things don't go as planned. Being able to talk with someone who understands the same burdens can provide reassurance that an individual is not alone. There are support groups for substance abuse, support groups for loved ones who struggle with substance abuse, as well as peer mentors who've gone through it and can share their experiences.

About this page

This site was created as an online resource hub that would allow for individuals to easily find reentry resources in their county as part of a Senior Design Project by students at the Milwaukee School of Engineering.

Have feedback? [Let us know!](#)

Created for [Women's Storybook Project of Texas](#)

[Reentry Resources Page](#)

Figure 16: Reentry Resources Page on Desktop


Storybook Resources

Reentry Resources


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[Reentry Resources Page](#)

Figure 17: Reentry Resources Page on Mobile

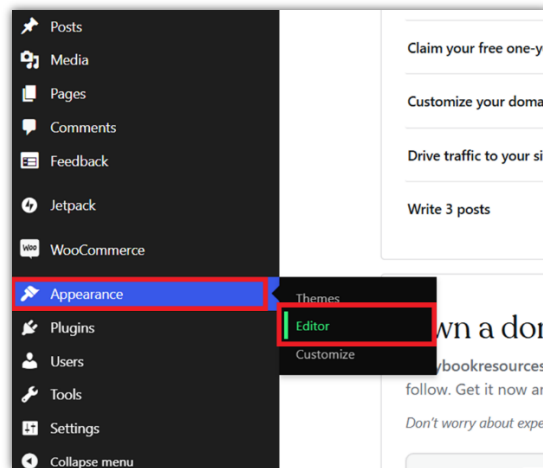
Appendix E. Implementation Instructions

This process should work with WordPress.org. The content on our team's Reentry Resources page is built using the Wordpress.com block editor and is saved as a pattern. This pattern can be imported to other sites.

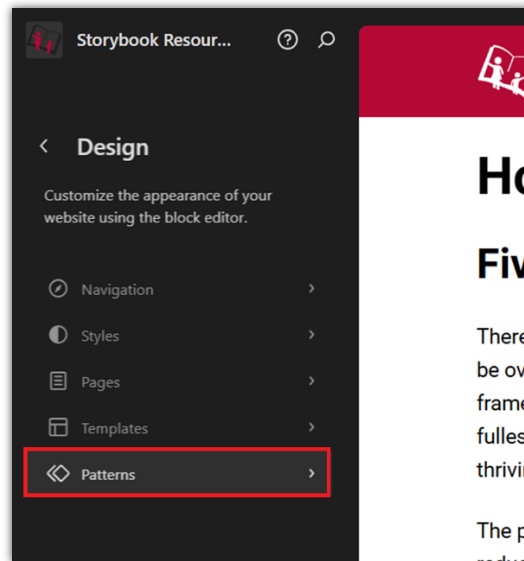
[Here is a link](#) to a Google Drive containing all image files used on the page if there are issues implementing the pattern. This folder is within the PROJECT MSOE folder that WSP shared with us.

We are unsure what the interface and process looks like exactly when using WordPress.org, but this document will go over the steps in the WordPress.com editor.

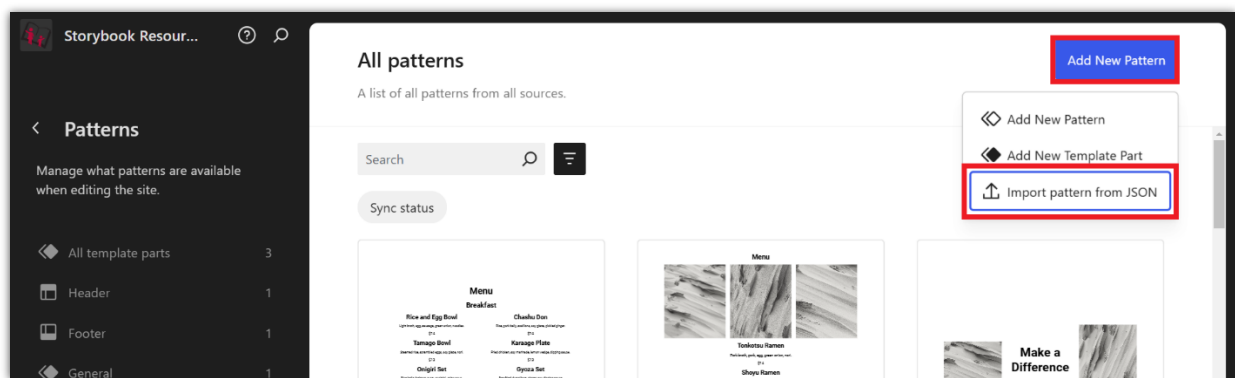
1. Download [this JSON file](#) from the Google Drive
2. Go to your Site Settings > **Appearance** > **Editor**



3. Go to **Patterns**

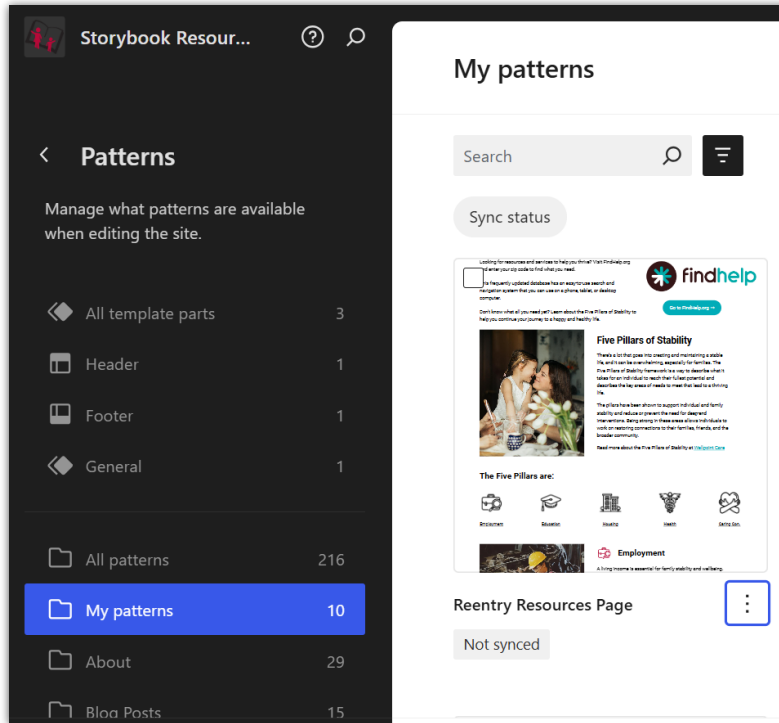


4. Click **Add New Pattern > Import pattern from JSON**

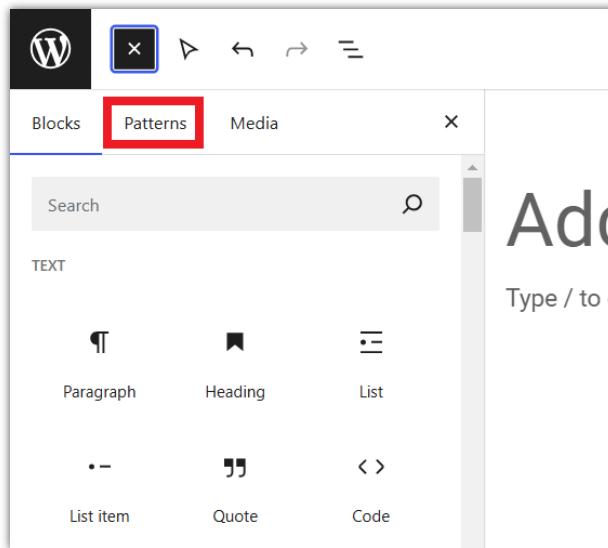


5. Select the downloaded JSON file from earlier

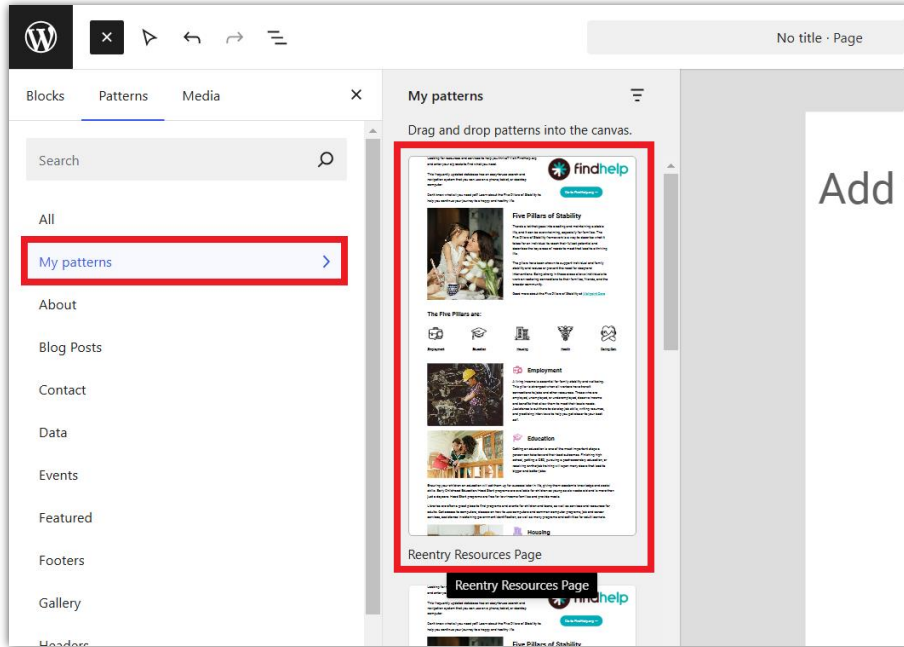
The new pattern should be in the My Patterns category. You can exit the Patterns panel and the Design panel.



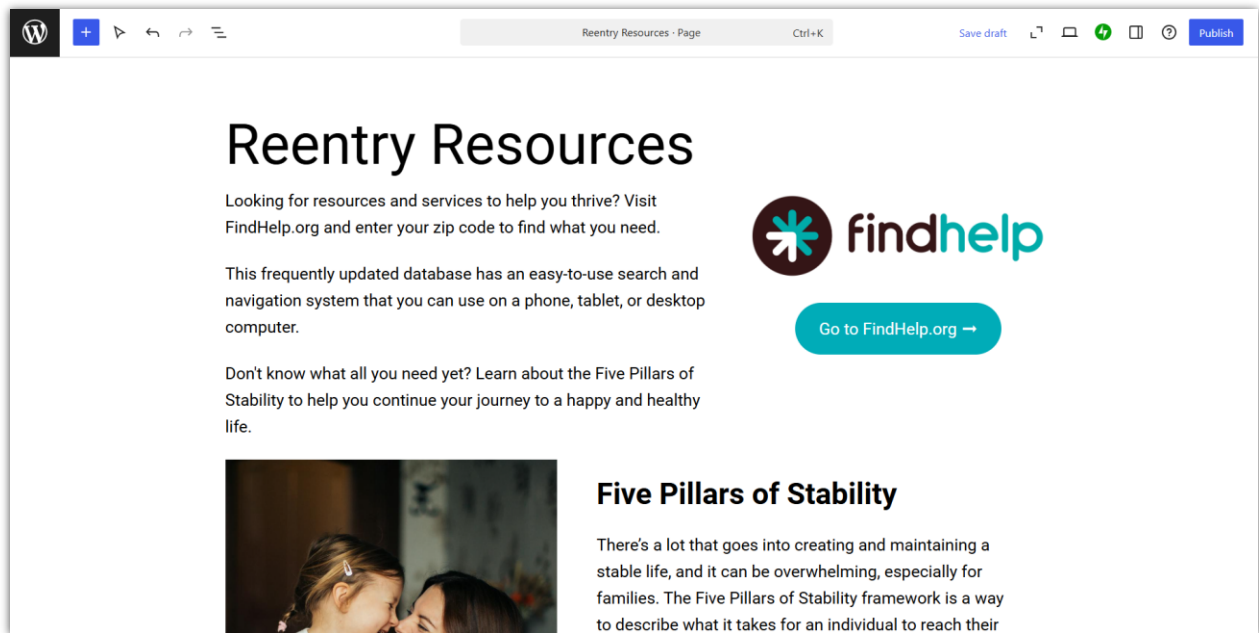
6. To add the pattern to a new page, open the Block Inserter panel and open the **Patterns** tab



7. Click **My patterns** and then **Reentry Resources Page**



You can close the Block Inserter panel and title the page.



We were running into a situation where the FindHelp logo would display a bit too large at first, but would return to normal after you clicked it. Feel free to edit any blocks to better fit into WSP's site.