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ABSTRACT

The Model Self-Improvement Program for Inmates (SIPI) was a joint effort of Northeast Texas Community College, the Lone Star Steel Company, and the sheriff's department of Morris County, Texas, to provide a model life skills program for incarcerated individuals. A curriculum that included life skills and vocational and academic training was developed with input from Lone Star employees and presented to 22 inmates. The inmates received 4 hours of basic instruction weekly. The life skills portion of the curriculum focused on computers and was based on the HyperGraphics computer-assisted instruction system. Several inmates used a self-paced computer typing program and achieved typing speeds of 20 wpm in less than 5 hours of practice time. Several inmates remained in class throughout the entire 9 months of the program. The biggest loss of students occurred when several students became trustees and were forced to leave the program because of scheduling conflicts. (Appendixes constituting approximately 75% of this document include the following: original and borrowed program forms; curriculum outline and materials; publicity materials and project-related correspondence; project advisory committee meeting agendas and minutes; and sample evaluation data.) (MN)

Model Self-Improvement Program for Inmates (SIPI)

Project No. 55140012

Northeast Texas Community College

Funded by the Texas Higher Education Coordinating Board

Community and Technical College Division

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Final Report

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Model Self-Improvement Program for Inmates

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TEXAS HIGHER EDUCATION COORDINATING BOARD
PY 95 END OF YEAR REPORT
JULY 1, 1994 - JUNE 30, 1995

EXECUTIVE SUMMARY

Northeast Texas Community College — Institution

55140012 — Project Number

PROJECT TITLE: Model Self-Improvement Program for Inmates

PROJECT DIRECTOR: Dr. Wanda Schindley

1. Purpose of Project:

Create a tri-partnership among industry, corrections, and education to develop and implement a self-improvement prog am for inmates that will ultimately reduce recidivism.

2. Summary of Goals and Objectives Accomplished:

A tri-partnership among Northeast Texas Community College, Lone Star Steel Company, and the Morris County Sheriff's Department was created to develop curriculum for inmates that included life skills, vocational, and academic training. The program was developed and implemented. Twenty-two inmates were served.

SUBCONTRACTORS:

Charles Richardson, Sandy Gibson/Security/Aides

CONSULTANTS:

Mary Hanson, Third-party Evaluator

COORDINATING AGENCIES:

Lone Star Steel Company, Morris County Sheriff's Department

PRODUCTS:

Technical Manual

Model Tri-Partnership Self-Improvement
Program for Inmates
Technical Report

The Model Self-Improvement Program for Inmates (SIPI) was funded by the Texas Higher Education Coordinating Board Community and Technical College Division under the Carl Perkins act. The project was to create a tri-partnership among education, industry, and corrections to provide a model life skills program for at least twenty participants. Participants were to be provided with support services, and the project findings were to be disseminated in a variety of ways.

Each participant was to receive at least 160 hours of instruction, which included basic, vocational, and life skills (see Appendix C). The curriculum was to be developed with input from the three partners. The goal of the project was to reduce recidism among participants by addressing the individual needs of participants to make positive attitude changes and equip

inmates with marketable job skills. The curriculum was to provide each participant with something that would make an appreciable difference in his life and the support to help each inmate realize a different life style after release.

The Roles of the Partners

Lone Star Steel Company

Lone Star Steel Company, the industry partner, played a crucial role in developing the curriculum. The goal of meetings with Lone Star Steel Personnel and Human Resources administrators was to establish what the company saw as skills most desirable in job applicants. Even though Lone Star Steel Company did not commit to hiring any of the participants, they did acknowledge that a criminal record did not preclude employment with the company. The bottom line was whether an applicant had a skill that was needed at the time.

An example of such a skill might be experience in operating some kind of heavy equipment. One suggestion that inmates might learn to operate a fork lift. That suggestions was incorporated into the curriculum, and attempts were made to coordinate such instruction by getting approval from the Sheriff, lining up an instructor for the course, and attempting to contact county commissioners to acquire the loan of equipment and coordinate work duty on other kinds of heavy equipment with road crews.

Although the planned training on heavy equipment was not implemented, in part because those participants who were most interested became trustees or were transferred, the training remains a possibility for future programs in the area.

Other information from Lone Star Steel Company employees helped develop the curriculum for the employment part of the program. The importance of being able to fill out an application was stressed as was the importance an applicant having a friendly and positive attitude. In addition, the importance of an applicant having a high school diploma or GED was stressed. One of the area's largest employers, Lone Star Steel now requires a diploma or GED for even labor jobs. This represents a change in policy from a time when Lone Star Steel hired anyone who had a strong back.

Perhaps the most valuable part of Lone Star Steel's involvement in the program, however, was in the fact that Lone Star Steel was willing to participate in the program. Although there were no direct acknowledgements of appreciation of that fact from the participants, their attentiveness and general questions when the industry partner was mentioned was telling.

The Morris County Sheriff's Department

The Morris County Sheriff's Department has a history of working with Northeast Texas Community College to provide educational services to inmates. A GED program has been in place for six years at the Morris County Jail. For the SIPI, jail employees, including the Sheriff himself, helped develop curriculum as well as providing essential coordination for the implementation of the program. The Sheriff and jailers contributed accurate input on inmates' skill levels and educational and vocational needs as well as information on the subtle workings of the inmate subculture and what is required to penetrate that subculture.

The Sheriff's support of the program provided leadership not only for jailers but also for inmates. Sheriff Blackburn gave an orientation for all interested inmates at the beginning of the program. He outlined the possible benefits of the program, made clear the behavioral expectations of participants, and offered his and the jailers' support and encouragement. As with the value of Lone Star Steel's involvement to participants, the Sheriff's support undoubtedly had an intrinsic value for inmates that was immeasurable.

Also crucial was Jailer Charles Richardson's involvement in the program. Mr. Richardson served as a security/instructor aid in both the GED classes and the life skills classes. He continued classes through college holiday periods and when the director/instructor had other commitments. His involvement fulfilled an early goal to make possible the institutionalization of the program.

Northeast Texas Community College

The education partner was responsible for administering, coordinating, and implementing the program. The college acted as fiscal agent and hosted the project advisory committee meetings. The SIPI program was coordinated with existing GED classes under the direction of the Department of Adult and Developmental Education.

The Program

As noted by George D. Nelson in the Texas Journal of Corrections, a program has a lasting affect only if the participant believes it will help "attain what he or she has determined to be most important" (Sept.-Oct. 1994). Only that belief assures a commitment to the program that can result in permanent change. Nelson also outlined in the article factors that contribute to a successful program. These factors were inherent in the SIPI.

The Selection of Participants

One of Nelson's factors was "We need to stop spending our precious resources on offenders who are trying to con the system." For educators, this is usually a hard lesson to learn. The pervasive notion has been that we should not give up on anyone nor give up hope in the ability of the system to affect change. The later part of the notion involves the educator's ego and calls for periodic reality checks. In fact, some people will not be helped by educational programs, yet the director's initial idea was to make the program available to anyone who wanted to participate. Tony Lyro with the Texas Department of Criminal Justice suggested that the program focus should be helping those who had a reasonable chance of being released in from four months to one year. His suggestion was based mainly on the fact that the program was to produce a model and research data that would support the idea that such a program could, in fact, reduce recidivism. Inmates who were serving long sentences would not be candidates for follow-up study after

release. (They also had plenty to time to get whatever educational services they needed at the Texas Department of Corrections.)

These realities, together with the classroom size and the number of response pads available for the delivery system, resulted in a decision to limit the number of participants. And of those participants, perhaps as many as half were "trying to con the system" in that they probably would not benefit from the program as they were intended to benefit: they would not change life styles and patterns sufficiently to preclude a return to prison. Although there is no doubt that even those inmates learned something, the goal of the program was not education for education's sake. In fact, such a goal would be palatable to only small a minority of taxpayers. (Yet a secondary benefit realized by those jailers who have daily contact with participants is a more cooperative attitude. This benefit, however insignificant to the general public, can be a goal of such a program.)

Reasons for Attrition

Although the program ran four months longer than originally scheduled, some inmates did remain in class throughout the entire nine months. Turnover in the classes was expected, but some of the reasons were unanticipated. The biggest loss of students was to the jail itself when participants became trustees. Because of the work load and scheduling of trustees, participants had to choose between the program and trustee status when offered. That program participants would be good candidates for trustee positions was not

surprising, however unforeseen. At least five participants opted out of the program for trustee status.

At least a couple of participants attended only a few classes before dropping out because they preferred sleeping during the morning class period. Other candidates for the program might have chosen not to participate for the same reason. The fact that some inmates sleep very little at night because they are afraid of being attacked by cellmates was unanticipated when the classes were scheduled. (Afternoon television shows that many of the inmates watched were considered in the decision to not reschedule classes.)

During the program period, two participants were transferred to TDC and four more were transferred to other area jails. These transfers were anticipated.

The Curriculum

The curriculum list included the following complete programs: Norton Introduction to Computers; Grob Math for Electronics; Beyond Words Math, Writing, and Reading; Lone Star Steel Math; Reading and Study Skills; Improve Your Paragraphs; and Applied Writing. An employment skills course included resources from a variety of sources, including the video "Putting the Bars Behind You" that was viewed by more than twenty inmates.

Even with the extension of the classes, however, it was necessary to narrow the focus of the program. The inmates were receiving four hours of basic

skills instruction weekly, so the life skills portion of the program focused on computers. (Several other courses were taught, but the Norton Introduction to Computers and the Grob Math for Electronics were the most popular courses with the participants.) All participants stated during the initial interview that they wanted to learn about computers.

Several of the inmates achieved typing speeds of 20 wpm in less than five hours practice time with the self-paced computer program Mavis Beacon Teaches Typing. Had computers been available earlier and more time scheduled for each participant, some inmates would have perfected a marketable skill. But even the limited exposure to keyboarding and to computer operations had a very positive effect on participants.

Delivery of the Curriculum

One of Nelson's factors was "Most criminal offenders are nontraditional learners." This point was addressed in the program by using a high-tech delivery system called HyperGraphics. Since offenders are often undereducationed and underskilled, it is clear that traditional methods used during their years of public schooling were not effective. Short attention spans, resentment of teacher/authority figures, and a general aversion to school are only a few of the characteristics associated with offenders. An innovative approach was needed, and the HyperGraphics delivery system provided key to that approach.

The HyperGraphics Delivery System

Inmates' interest in and demand for computer instruction was to be addressed through the HyperGraphics system. The high-tech delivery system would allow participants to be introduced to computer technology while being taught content area basic skills.

The HyperGraphics system is a complete educational delivery system which uses technology to involve learners while retaining the instructor involvement and direction that are absent with traditional computer-assisted instruction. Curricular materials are projected onto a wall-sized screen. The color and animation that are possible with the system enhance learning by decreasing learner "shut-down" and keeping attention focused and on-task.

The system reaches learners with diverse learning modalities: (1.) Auditory learners hear the teacher's augmentory lecture, instructions, and responses to queries from participants in addition to the interaction among participants. (2.) The color and movement on the large screen engage visual learners. (3.) Input from learners via the individual response pads involves kinesthetic learners. The technology itself provides a focus for the instructional material by engaging learners on a variety of levels.

In contrast to traditional computerized instruction, the HyperGraphics system retains teacher-facilitated learning and allows interaction among students and with the teacher. Since the system's remote control allows the teacher to move around the room as opposed to staying within range of a chalkboard, the

action and proximity to students increases participant attentiveness. The elements of guided and individual practice are uniquely related: the Hypergraphics system can be used for cooperative learning through group discussion of material; the instant feedback via the individual response pads tells the teacher whether a significant percentage of the group has mastered the concept or whether reteaching is necessary. And the immediate, computer evaluation of participant responses to questions provides a group goal. (HyperGraphics testing revealed a cooperation among classmates to achieve 100% success; test subjects demonstrated a group mindset that found satisfaction in discovering that the entire group had been correct in a response--they cheered and praised each other.)

Individual results from the numbered response pads allow the teacher to know which students have failed to master skills/concepts and need supplementary instruction appropriate to the population--one-on-one conferencing/tutoring and/or supplementary computer-assisted instruction or individual practice materials.

The HyperGraphics technology allows great flexibility in curriculum development. Content-area questions are integrated into the program, and additional instructor-generated questions can be inserted to check for mastery of skills and concepts. The HyperGraphics technology also provides the mechanics for unintimidating testing. Results can be presented as group results and used in group decisions about curriculum. Individual results are available for analysis and evaluation.

Evaluation of Model Adult Education Program Using Multimedia Technology to Provide Inmates with Individualized and Small Group Instruction in Math, Language Arts, and Life Skills

by

Mary Hanson
July, 1995

EVALUATION BY OBJECTIVES

The evaluation of this project was designed to address the objectives activities, and timeline in the grant application.

Objective 1.

Create a tri-partnership among education, industry, and corrections to provide a model Self-Improvement Program for Inmates.

1.1. Result: Initial meeting on September 15, 1994. (Minutes in appendix.)

1.2. Meet with industry representative to develop core curricula.

Result: Meeting with Lone Star Steel representatives in July and August.

1.3. Meet with advisory council review and revise curricula.

Result: Meeting on September 15, 1994. (Minutes in appendix.)

1.4. Design computer software for new curricula.

Result: Development of new curricula not necessary as curriculum was available. Purchased Life Skills Curricula.

Objective 2.

Implement the Self-Improvement Program for Inmates for at least 20 participants.

2.1. Conduct orientation with inmates to get input on curricula needs and sell program.

Result: Interview Sheets included in appendix.

2.2. Interview interested inmates and assess personal, educational, and job-related needs and goals.

Result: Student List including goals. (See appendix.)

2.3. Create Self-improvement Plans for each participant.

Result: Self-Improvement Plans. (See appendix.)

2.4. Begin classes and individual study programs.

Results: First class day on October 18, 1994. TABE test results and attendance sheets. (See appendix.)

2.5. Revise curricula as needed.

Result: Discussion of curricula in body of final report.

2.6. Meet with advisory council to evaluate and revise curricula/program.

Result: Minutes of meetings December 7, 1994, January 31, 1995, and June 27, 1995. (See appendix.)

2.7. Deliver 160 hours of life/work skills instruction and guided independent study.

Result: Attendance sheets. (See appendix.)

2.8. Collect evaluation data through pre- and post-tests and attitudes surveys.

Result: See data in appendix.

Objective 3.

Provide support services to inmates during incarceration and after release.

3.1. Counsel inmates about their personal, educational, and job-related needs.

Result: Interview sheets in appendix. Information given on college classes at Texas Department of Corrections. Coordination of literacy tutoring. Supplementary texts supplied for self study, e.g. ESL, GED. Programs on making decisions, addiction, stress and anger management.

3.2. Coordinate with JTPA, TEC, and DHS to assist released participants in finding assistance and employment.

Result: Inmates released before follow-up support services available.

Objective 4.

Disseminate model and report findings.

4.1. Collect and analyze data supporting the effectiveness of the project.

Result: Tracking data on Hypergraphic system. (See appendix.)

4.2. Submit evaluation data to third-party evaluator.

Result: Tracking data on Hypergraphic system. (See appendix.)

4.3. Prepare implementation manual, curriculum guides, and final report and submit to education clearinghouses.

Result: See appendix and final report.

4.4. Present project to at least four adult education conferences.

Result: Distance Learning/TTVN presentation October 25, 1994: Presented on integrating SCANS competencies and foundation skills into curriculum for special populations. Filmed in Dallas at the A &M Research Center for the Department of Commerce. Viewed in five locations.

TALAE state conference/Austin February 3, 1995: Presented on classroom research in corrections and other adult education settings.

Tech-Prep/School-to-Work consortium May 15, 1995: Presented on curriculum development for workplace education and high-tech delivery of curriculum to 9-county northeast Texas consortium.

Insufficient funds for COABE conference.

4.5. Submit at least two articles to adult education journals.

Result: When all data is collected and research is completed, articles will be submitted.

SUMMARY AND SUGGESTIONS

The county jail setting creates numerous obstacles to the most efficient use of this program. Inmates in county jails are there on a temporary basis; they may be released after a short time, or they may be forwarded to the Texas Department of Corrections in Huntsville. Of the sixteen original students, six went to Texas Department of Corrections during the year. In addition, even while still incarcerated, inmates may be unavailable for classes because they are trustees or have work detail or have court dates or must meet with lawyers. Four of the inmates students became trustees. The county jail in this study was, in fact, different from most county jails in that the sheriff and jail personnel were very cooperative and supportive. The Sheriff assisted in planning and curriculum development, and the Chief Jailer provided leadership in program coordination with the jail staff.

Observation of the group during class revealed that students were engaged and focused during the Hypergraphics lesson. Interaction with the screen through the response pads and class discussion encouraged student participation.

While all county jail inmates in a group may not be able to complete a course of study, the program is certainly worth while for individuals who are incarcerated for several months; and for those who have shorter time periods in the facility, the program will be useful in introducing them to new material, providing them with some new skills, and motivating them to continue their education in another facility or in the outside world.

Appendix A

Forms Created for Program

INITIAL INTERVIEW FOR PROSPECTIVE PARTICIPANTS

NAME_____ DOB_____ TDC#_____

Educational level (highest grade completed)_____

Reading skills_____

Writing skills_____

Math skills_____

Educational goals_____

_____

Work experience_____

_____

Special training courses_____

_____

Hobbies/talents_____

_____

Occupational goals_____

_____

Training needs_____

_____

Signature_____ Date_____

Signature of interviewer_____

January, 1995

Self-Improvement Program (SIP) and GED classes						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
		9:00 SIP class				
	1:00 GED class			1:00 SIP class	1:00 GED class	
8	9	10	11	12	13	14
		9:00 SIP class		9:00 SIP class		
	1:00 GED class				1:00 GED class	
15	16	17	18	19	20	21
		9:00 SIP class		9:00 SIP class		
	1:00 GED class				1:00 GED class	
22	23	24	25	26	27	28
		9:00 SIP class		9:00 SIP class		
	1:00 GED class				1:00 GED class	
29	30	31				
		9:00 SIP class				
	1:00 GED class					

Marques Fredrick

Typing Record

Date	Start Time	End Time	Total Time		WPM

Northeast Texas Community College
Department of Adult and Developmental Education
Corrections Projects

P. O. Box 1307
Mt. Pleasant, TX 75456

Disclosure of Information

_____ _____
Name of participant (print, last name first) Number

Consent for Disclosure of Information

I hereby authorize Northeast Texas Community College Department of Adult and Developmental Education to disclose and/or obtain information to and/or from the organization or agency below.

Organization/Agency: Morris County Adult Probation

Address: 500 Broadnax
City/State: Daingerfield, TX Zip: 75638

Contact Person: Charles Price, Rae Parrish
Telephone Number: 903/645-3166

I understand that the information released will be limited to the following types of relevant information regarding:

- Educationcal history/data
- Psychological data
- Employment history/data
- Criminal/social history/status
- Date of Birth/TDC and Social Security Number

This Consent for Disclosure of Information will terminate when I am discharged from probation.

Participant's Signature_____ Date: _____

Director's Signature_____ Date: _____

Northeast Texas Community College
Department of Adult and Developmental Education
Corrections Projects

P. O. Box 1307
Mt. Pleasant, TX 75456

Disclosure of Information

_____ _____
Name of participant (print, last name first) Number

Consent for Disclosure of Information

I hereby authorize Northeast Texas Community College Department of Adult and Developmental Education to disclose and/or obtain information to and/or from the organization or agency below.

Organization/Agency: Mt. Pleasant District Parole Office, Texas Department of Criminal Justice, Pardons and Paroles Division

Address: 206 S. Van Buren
City/State: Mt. Pleasant, TX Zip: 75455

Contact Person: Bill Boggs
Telephone Number: 903/572-1679

I understand that the information released will be limited to the following types of relevant information regarding:

Educationcal history/data
Psychological data
Employment history/data
Criminal/social history/status
Date of Birth/TDC and Social Security Number

This Consent for Disclosure of Information will terminate when I discharge parole or mandatory supervision.

Participant's Signature_____ Date: _____

Director's Signature_____ Date: _____

CONTRACTUAL AGREEMENT

I, **Johnny Evans**, agree to participate in the Self-Improvement Program for Inmates, beginning in October, 1994. Under this program, I will be provided educational and occupational counseling services. While in the Morris County Jail, I agree to attend classes, do out-of-class work as assigned, and complete assessment materials.

After my release, I will take advantage of the services coordinated by the Self-Improvement Program and notify program staff of educational and employment successes. I agree to sign a waiver to release information to the program for use in evaluating the effectiveness of the program.

If at any time I choose to end my participation in the program, I will give notice in writing to the instructor(s), stating my reasons. If at any time I violate the rules of the program or if the instructor(s) or Sheriff's staff chooses to end my participation in the program, I can be excluded from class and from all other services of the program.

Program rules

Active participation in the program, including paying attention and learning.

Model behavior, including talking only when you have the floor, avoiding close contact (horseplay, hand-shaking, etc.) with other students and instructors, remaining seated until you leave the class, giving other participants and instructors the respect you expect and deserve.

SIGNATORS

Participant:_____ Date:_____

Director:_____ Date:_____

P.O. BOX 1307 MT. PLEASANT, TEXAS 75456-1307 903-572-1911

Appendix B

Forms From Other Programs

FOR COLLEGE USE ONLY
Instructor:_____ Program:_____
Level:_____ Activity Number:_____
Scheduled GED Test Date:_____
Site:_____ ISD ____.
Educational Level: Beginning ABE 2. Beginning ESL 3. Intermediate ABE
4. Intermediate ESL 5. Advanced ESL 6. Adult Secondary Ed.(GED) 7. GED/Spanish

NORTHEAST TEXAS COMMUNITY COLLEGE

Adult & Developmental Education

STUDENT INFORMATION

PLEASE PRINT & COMPLETE IN FULL:

DATE OF APPLICATION: _____

SOCIAL SECURITY #: _____

NAME: _____
(Last) (First) (Middle)

ADDRESS: _____

_____ / _____ **TX** _____
(City) (Zip)

PHONE: _____

DATE OF BIRTH: _____

SEX: ___Male ___Female

AGE: ___15 & under ___16-24 ___25-44 ___45-59 ___60+

CITIZENSHIP: U.S.___ Resident Alien___ Other _____

ETHNIC GROUP: ___White ___Black ___Hispanic

___Am. Indian ___Alaskan Native ___Pacific Islander ___Other

EDUCATION AT ENTRY:
___High School Student ___Did Not Complete High School
___High School Graduate ___GED Graduate ___College Student

LAST GRADE COMPLETED: 1 2 3 4 5 6 7 8 9 10 11 12

SCHOOL ATTENDED: _____

HEALTH: ___Excellent ___Good ___Poor

SPECIAL HEALTH CONDITIONS: _____

FAMILY STATUS: ___Single ___ Married ___Separated ___Divorced

 # OF CHILDREN: _____ **CHILD CARE NEEDED:** ___Yes ___No

ARE YOU CURRENTLY ENROLLED IN COLLEGE? _____

IF YES, WHAT AREA? _____Vocational/Training _____Academic

Major _____ Minor _____

REFERRED BY: _____

PUBLIC ASSISTANCE RECEIVED BY FAMILY:

___Food Stamps ___Housing
___Medicaid ___None
___Aid to Families with Dependent Children
___Other (Please specify) _____

EMPLOYMENT:

___Employed by _____
___Unemployed, available for work
___Unemployed, not available for work
___Retired

BARRIERS TO EMPLOYMENT:

___Physically Handicapped ___Single Parent
___Learning Disability ___Offender
___Limited English Speaking ___Other

MILITARY STATUS:

___Veteran ___Registered

STUDENT GOAL:

(Check one or more)

___To Improve Adult Basic Skills
Reading, Writing and Math
___Take GED Practice Test
___To Obtain GED
___To Obtain High School Credit
___To Obtain Job
___To Obtain a Better Job
___To Be Instructed in Daily Living Skills
___To Obtain JTPA Certification
___To Receive Counseling and Advisement
___To Receive Tutoring for TASP
___To Receive Pre-employment Skills Training
___To Receive Non-Course Based Remediation
___To Be Academically and/or Vocationally Assessed
___To Receive Tutorial for College Course(s)
List _____

_____

JTPA Sponsorship Yes ☐ No ☐ Pending ☐

Signature: _____

Revised 8/94

NORTHEAST TEXAS ADULT EDUCATION COOPERATIVE PROGRAM

Page # _____

MONTHLY CLASS ATTENDANCE REPORT

MONTH & YEAR (Print)

TEACHER (Print)	CLASS	CLASS LOCATION (Address)	CIRCLE CLASS DAYS M T W TH F	CLASS TIME	Total Hours This Month

NAMES OF STUDENTS (Print)	NEW	SEP	ENTER NUMBER OF HOURS EACH STUDENT ATTENDS CLASS ON DATES BELOW																													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

# of GED Students _____ # of ESL Students _____ Total Student Hours

# of ABE Students _____ Other (Specify)_____

32 DATES OF CLASS SESSIONS / NUMBER OF STUDENTS PRESENT

33

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total

Student Enrollment This Month _____ ADA This Month _____ ADA = Total Students Present Divided By Number of Class Sessions

I CERTIFY THAT THE ABOVE INFORMATION IS COMPLETE AND CORRECT

Teachers Signature_____ Date_____ Supervisor's Signature_____

WHITE - Office File YELLOW - Teachers' Copy

NORTHEAST TEXAS COMMUNITY COLLEGE

Adult & Developmental Education

STUDENT PROFILE

STUDENT NAME: _____ CLASS SITE: _____

SS# _____ INSTRUCTOR NAME: _____

DIAGNOSTIC INFORMATION:

TABE

Form	Pre	Post
5 A D M E	✓	___
6 A D M E	___	✓
1	___	___
2	___	___
3	___	___
4	___	___
5	___	___
6	___	___
7	___	___

G E	Reading	___	___
	Language	___	___
	Math	___	___

PRACTICE GED

Form	Pre	Post
AA	✓	___
BB	___	✓
Writing	___	___
S.S.	___	___
Science	___	___
Reading	___	___
Math	___	___

PLACEMENT

Beginning Level

Completed Level

COMMENTS

GED retest _____

FOLLOW-UP

Date	Activity	Response	Initials

Profile at time of separation or End of Year

___Obtained GED
___Obtained High School Credit
___Obtained High School Diploma
___Was unemployed and obtained job
___Was employed and obtained better job or pay
___Removed from public assistance
___Voted for first time
___Received U.S. Citizenship
___Entered another education or training program
___Improved basic skills for personal satisfaction & confidence
___Was functionally illiterate (Level 1) and learned basic skills
___Learned English language when it was not primary language
___Separated Before Completing Level_____

Goals Achieved:

___Improved Adult Basic Skills
___GED Practice Test Taken
___Obtained GED
___Obtained High School Credit
___Obtained Employment
___Obtained Better Job
___Instructed in Daily Living Skills
___Obtained JTPA Certification
___Received Counseling & Advisement
___Received Tutoring for TASP
___Received Pre-employment Trng.
___Received Non-Course Based Rem.
___Academically and/or Vocationally Assessed
___Received Tutorial for College Course(s)

Reason for Separation:

___Completed objective
___Child Care
___Family Problems
___Lack of interest
___Time of class
___Address change (moved)
___Health problems
___Transportation
___Location of class
___Other known reason
___Other unknown reason

er ovided: ___Day Care ___Bilingual Instruction ___Transportation ___Other_____

Appendix C

Curriculum List/Materials

Curriculum List

	Date completed	Mastery
Computers		
These Amazing Machines	_____	_____
Computers in Business	_____	_____
Civilizing Cyberspace	_____	_____
Processing Data	_____	_____
Interacting with the Computer	_____	_____
Storing Information in a Computer	_____	_____
Networks and Data Communications	_____	_____
The Operating System and the User Interface	_____	_____
Word Processing and Desktop Publishing	_____	_____
Spreadsheets	_____	_____
Manipulating Data with a Database Manager	_____	_____
Management Information Systems	_____	_____
Creating Computer Programs	_____	_____
Computers and Your Career	_____	_____
Grob Math		
Decimal Numbers and Arithmetic	_____	_____
Negative Numbers	_____	_____
Fractions	_____	_____
Powers and Roots	_____	_____
Powers of 10	_____	_____
Logarithms	_____	_____
The Metric System	_____	_____
Algebra	_____	_____
Methods of Solving Equations	_____	_____

	Date completed	Mastery
Simultaneous Linear Equations		
Trigonometry		
Computer Mathematics		
Math/Laser (Glencoe)		
Addition and Subtraction of Fractions I		
Addition and Subtraction of Fractions II		
Mixed Number Problems		
Review		
Multiplication and Division of Fractions I		
Multiplication and Division of Fractions II		
Decimals and Graphs		
Ratio and Percentages		
Percentage Problems I		
Percentage Problems II		
Signed Numbers		
Algebra		
Geometry		
Measuring Problems		
Problem Solving		
Lone Star Steel Math		
Linear Measurements		
Reading a Micrometer		
Conversion of U.S. to Metric		
Measurements and Mathematics		
Reading/Laser (Glencoe)		
Lesson One: Reading		
Lesson Two: Reading		

	Date completed	Mastery
Lesson Three: Reading	_____	_____
Lesson Four: Reading	_____	_____
Lesson Five: Reading	_____	_____
Lesson Six: Science	_____	_____
Lesson Seven: Science	_____	_____
Lesson Eight: Science	_____	_____
Lesson Nine: Science	_____	_____
Lesson Ten: Science	_____	_____
Lesson Eleven: Science	_____	_____
Lesson Twelve: Social Studies	_____	_____
Lesson Thirteen: Social Studies	_____	_____
Lesson Fourteen: Social Studies	_____	_____
Lesson Fifteen: Social Studies	_____	_____
Lesson Sixteen: Social Studies	_____	_____
Reading and Study Skills		
Setting Goals	_____	_____
Staying Motivated	_____	_____
Developing Assertiveness	_____	_____
Dealing with "The System"	_____	_____
Assessing Your Learning Style	_____	_____
Assessing Your Study Skills	_____	_____
Managing Your Time	_____	_____
Developing a Personal Support System	_____	_____
Using Institutional Support	_____	_____
Learning Pre-Class Note-taking Strategies	_____	_____
In-Class Note-Taking Strategies	_____	_____
Using Notes After Class	_____	_____

	Date completed	Mastery
Improving Word Study Skills	_____	_____
Previewing Your Textbook	_____	_____
Identifying Main Ideas	_____	_____
Efficient Reading Techniques	_____	_____
Using Textbook Reading Strategies	_____	_____
Critical Thinking and Reading	_____	_____
Improving Your Memory	_____	_____
Taking Tests	_____	_____
Writing/Laser (Glencoe)		
Lesson One: Spelling	_____	_____
Lesson Two: Mechanics	_____	_____
Lesson Three: Nouns and Verbs	_____	_____
Lesson Four: Agreement	_____	_____
Lesson Five: Pronouns	_____	_____
Lesson Six: Modifiers	_____	_____
Lesson Seven: Sentences	_____	_____
Lesson Eight: Organization	_____	_____
Lesson Nine: Style	_____	_____
Lesson Ten: Review	_____	_____
Improve Your Paragraphs		
Paragraph Basics	_____	_____
Beginning the Writing Process	_____	_____
Completing the Writing Process	_____	_____
Writing to Describe and Narrate	_____	_____
Writing to Persuade and Inform	_____	_____
The Elements of Writing	_____	_____
Strategies for Developing Content: Part I	_____	_____

	Date completed	Mastery
Strategies for Developing Content: Part II	_____	_____
Organizing and Connecting Information	_____	_____
Descriptive Writing	_____	_____
Narrative Writing	_____	_____
Persuasive Writing	_____	_____
Informative Writing	_____	_____
Introduction to the Essay	_____	_____
Applied Writing/Lone Star Steel		
The Process of Writing	_____	_____
Eliminating Wordiness	_____	_____
Transitional Expressions	_____	_____
First, Second, and Third Person	_____	_____
Active and Passive Voice	_____	_____
Using Verbs	_____	_____
Summarizing, Paraphrasing, and Quoting	_____	_____
Be Kind to Your Reader	_____	_____
Writing Letters	_____	_____
Writing Memos	_____	_____
Writing Proposals	_____	_____
Writing Reports	_____	_____
Nuts and Bolts	_____	_____
Commonly Confused Words	_____	_____
Commonly Misspelled Words	_____	_____
General/Miscellaneous		
Operating a Fork Lift	_____	_____
Operating Heavy Equipment	_____	_____
Manufacturing Processes: Lone Star Steel	_____	_____

	Date completed	Mastery
Employment Series: Getting Ready	_____	_____
Employment: Getting a Job	_____	_____
Employment: Keeping a Job	_____	_____
Putting the Bars Behind You (video)	_____	_____
You and Your Money	_____	_____
Using Banks	_____	_____
You the Consumer	_____	_____
Making and Reading Graphs	_____	_____

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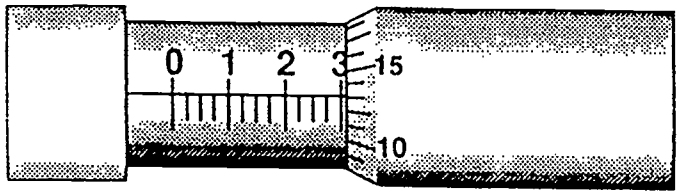

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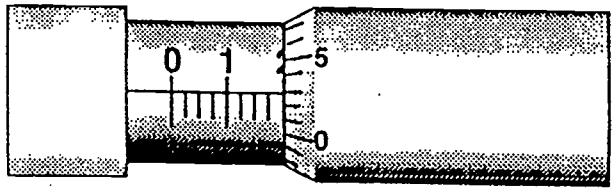

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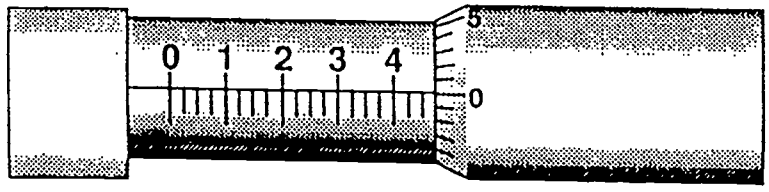

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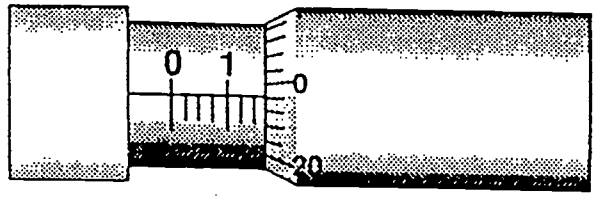

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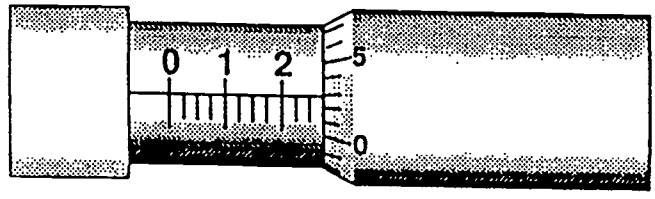

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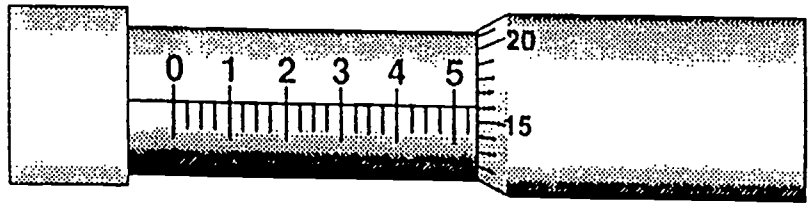

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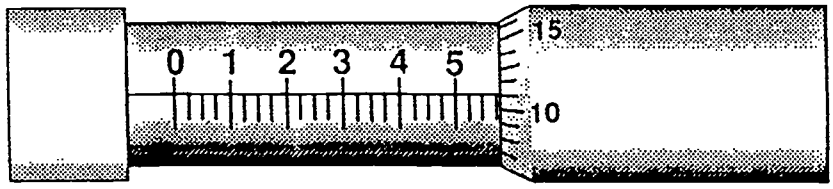

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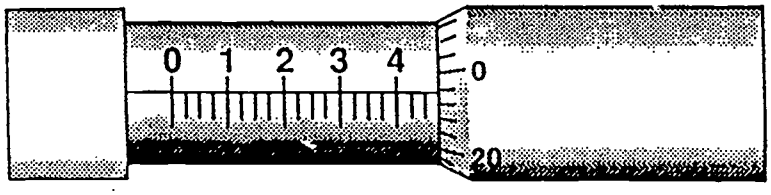

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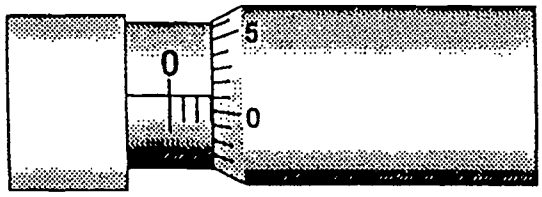

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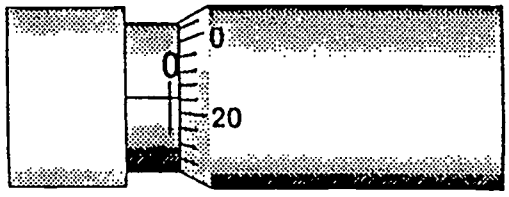

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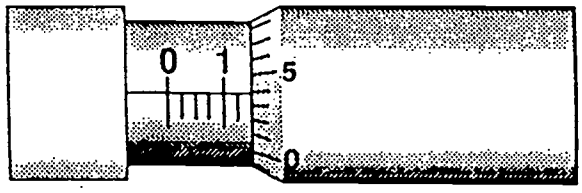

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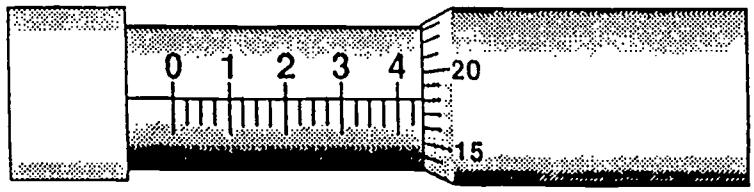

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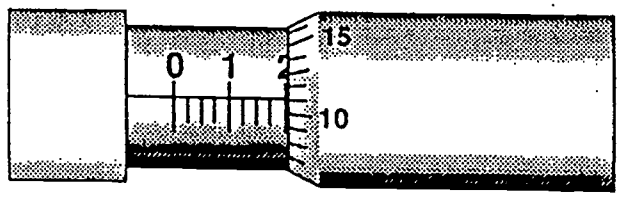

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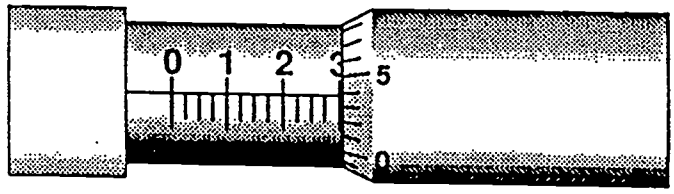

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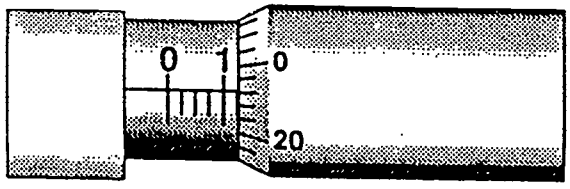

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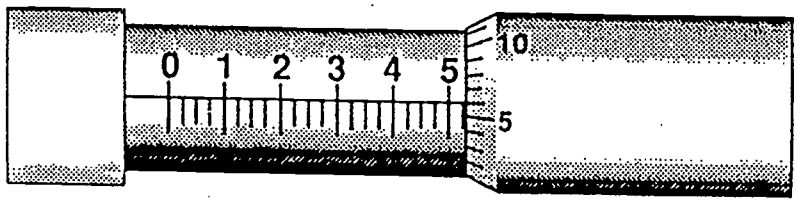

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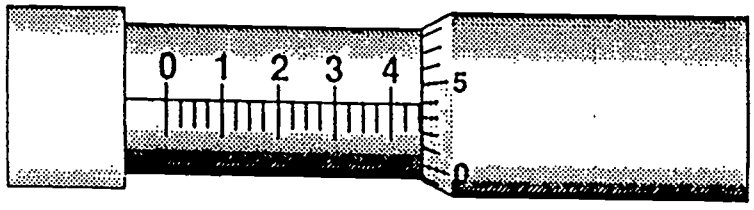

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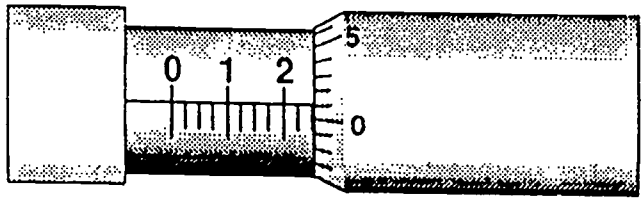

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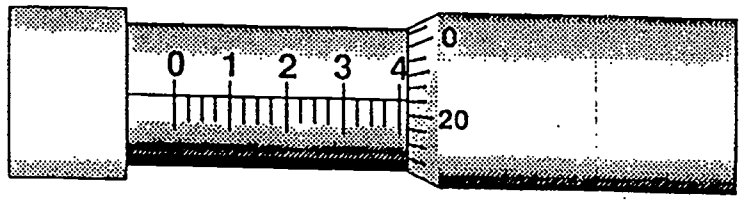

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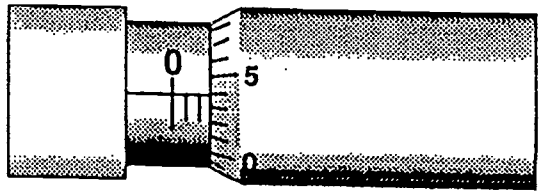

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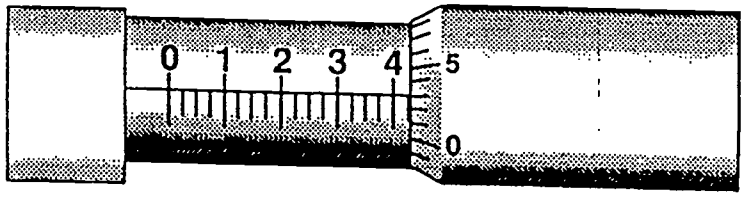

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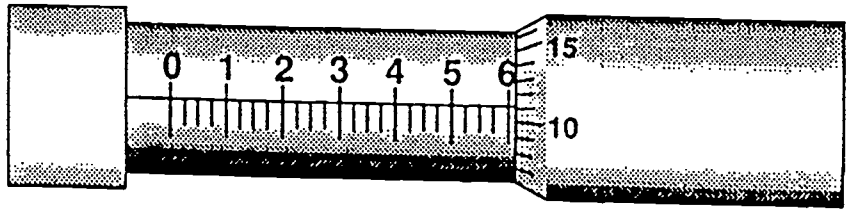

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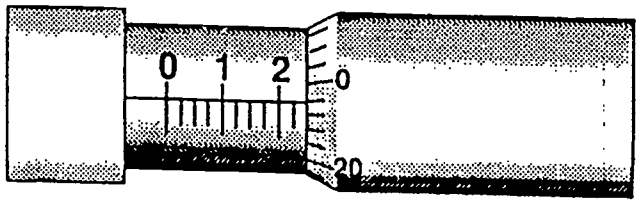

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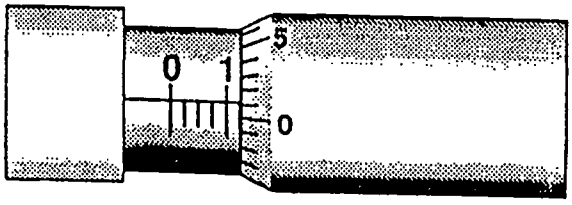

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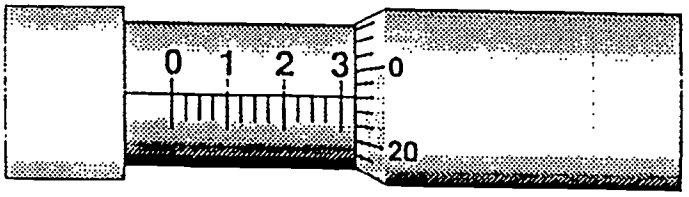

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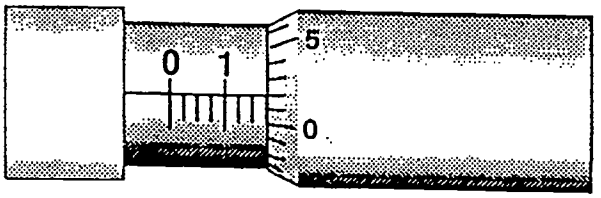

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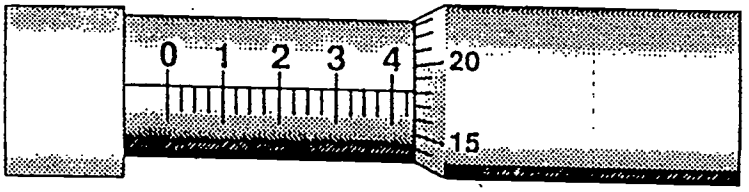

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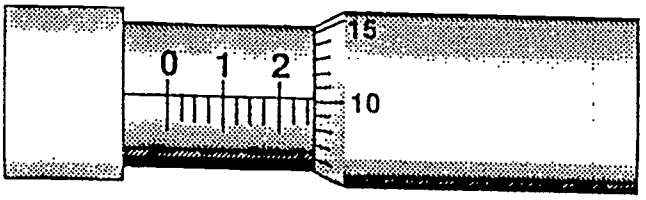

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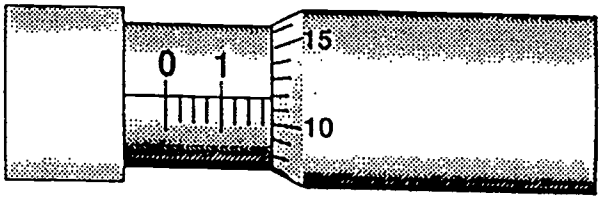

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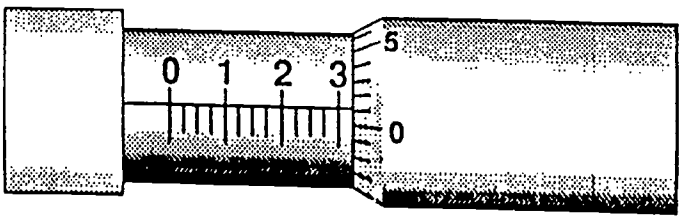

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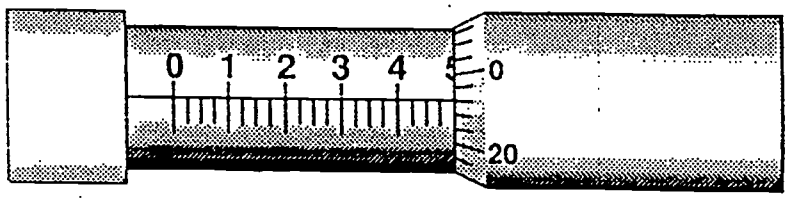

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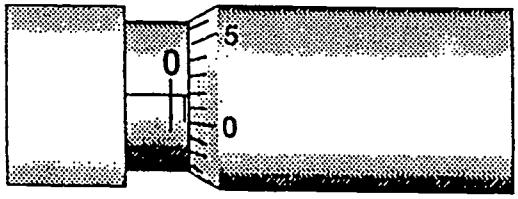

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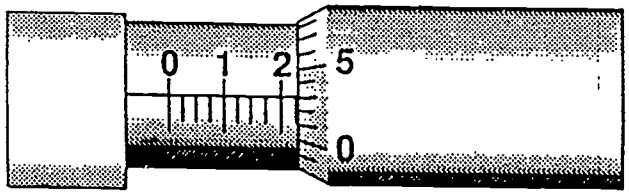

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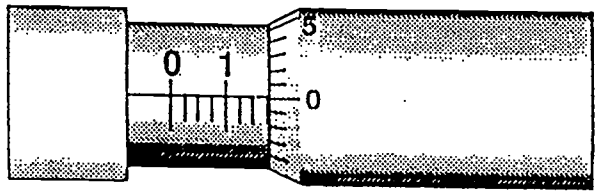

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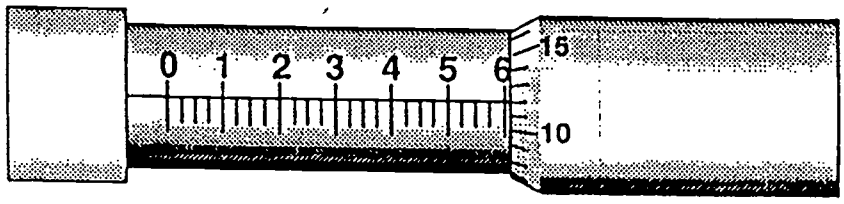

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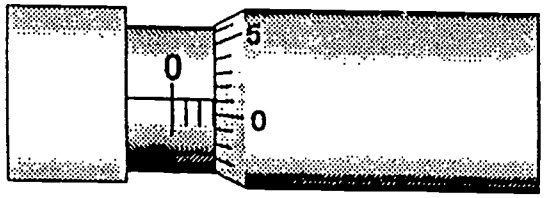
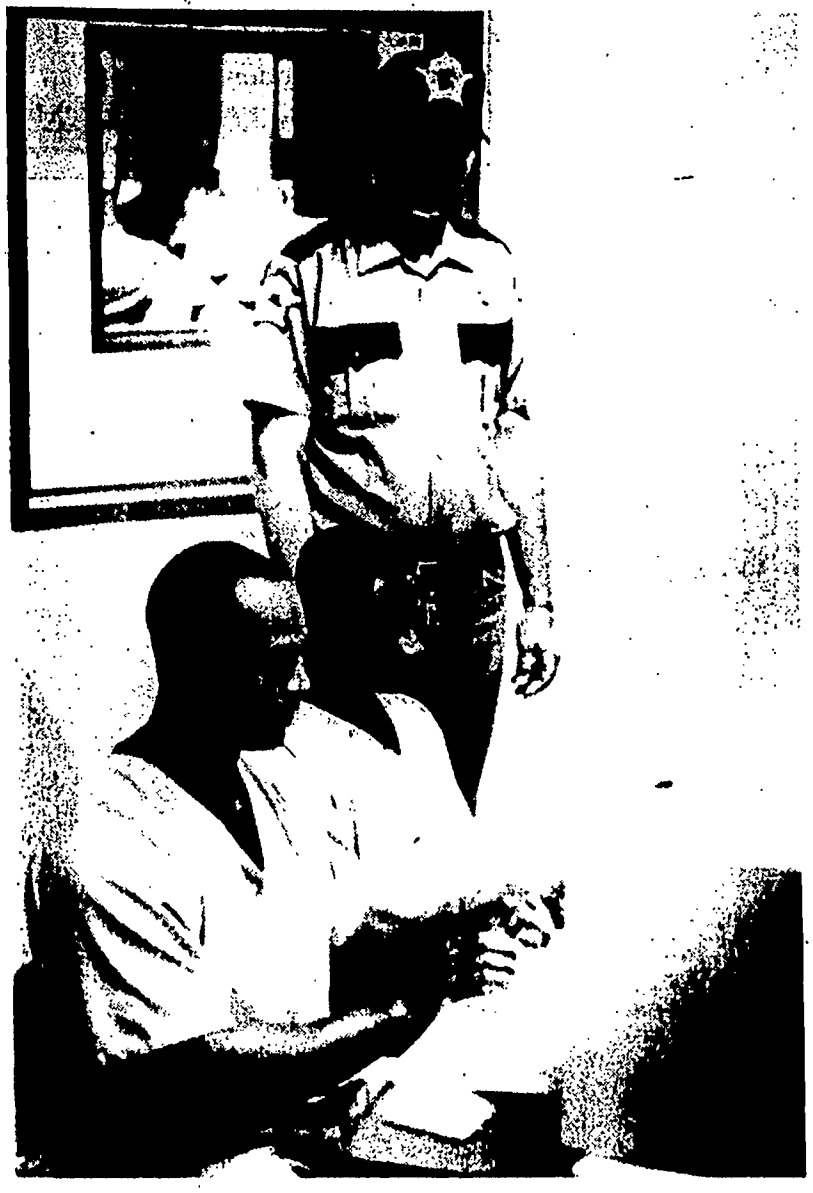


Appendix D

Publicity/Correspondence



Morrris County inmates Dion Williams and Leo Wright work on computer skills while county jailer Charles Richardson assists. *(Bee Photo / Renae Wilcox)*

Morris inmates learning skills

By Renae Wilcox
THE BEE

When people are convicted of crimes, they are punished according to the law. But the years have shown that people often return to commiting crimes even after punishment. Often, that's the only life they know.

That's why, in recent years, rehabilitation and self-improvement programs have been instituted in many federal, state, and local correctional facilities.

Morris County Jail inmates now have access to self-improvement classes through a grant involving Northeast Texas Community College, the Morris County Sheriff's Department and Lone Star Steel.

The Texas Higher Education Coordinating Board funded the Model Tri-Partnership for Inmate Self-Improvement. The purpose is to bring together industry, education, and corrections to reduce the number of of inmates who return to jail.

NTCC worked with Lone Star Steel and the sheriff's department to develop a curriculum that would include skills useful to inmates after their release from jail. Inmates learn basic math and writing, job application skills, computer keyboard and operation, as well as other important skills to help them become productive members of the community.

And the inmates seem to be making good progress.

"In one course on micrometers, all inmates scored from 90 to 100 percent on the mastery test," Schindley said. "None of the inmates had worked with micrometers before."

Lone Star Steel loaned the micrometers and training software to the program. The inmates learned the math involved in reading a micrometer and got an opportunity to use what they learned.

Dr. Wanda Schindley, who directed the grant, teaches the classes which are coordinated with the GED classes taught by Mamye Everett.

Morris County Jailer Charles Richardson works with the program.

"An instructor comes to the jail and I assist the instructor with security or as an educational aid," he said.

According to Schindley, the sheriff's department was very supportive of the program. Sheriff Ricky Blackburn assisted in planning and curriculum development; Chief Jailer Patsy Martin provided leadership in program coordination with the jail staff.

See INMATES, Page 2A.

From Page 1A

INMATES

Those working with the inmates call what they have seen incredible.

Schindley explains.

"The high-tech delivery system used in the program engaged participants on a variety of levels. The instructional material was projected on a wall-sized screen at a pace that allowed discussion. The inmates entered responses to test questions through remote response pads. The results were incredible."

She also feels that inmates are not the only people who could benefit from the classes.

"Perhaps if we had this equipment in the public schools, we wouldn't be educating so many inmates," she said.

Dennis Spisak
Vice-President
Glencoe
1415 Elbridge Payne Road, Suite 180
Chesterfield, MO 63017

December 11, 1994

Dear Mr. Spisak,

Thank you so much for your help in getting the full-motion video board so that we could run your Beyond Words program. We are pleased with the course and have had a good response to it from program participants. And Hugh Sitz has been very helpful and pleasant to work with. Thanks again.

Cordially,

Wanda Schindley

DATE: June 15, 1995
TO: Renee, The Bee
FROM: Wanda Schindley, Northeast Texas Community College

The Texas Higher Education Coordinating Board funded the Model Tri-Partnership for Inmate Self-Improvement to bring together industry, education and corrections to develop and implement a program to reduce recidivism (returning to jail) among inmates. The partners in the grant were Northeast Texas Community College, the Morris County Sheriff's Department, and Lone Star Steel Company.

The college worked with the sheriff's department and Lone Star Steel Company personnel to develop curriculum that would be useful to inmates when they are released from jail. Inmates were provided varied curricula, including basic math and writing, job application skills, and computer keyboarding and operations. The program coordinated with the GED classes taught by Mamye Everett.

Dr. Wanda Schindley directed the grant and taught classes. Charles Richardson worked with the program as a security/instructor aid. The Morris County Sheriff's Department was extremely supportive of the program. Sheriff Ricky Blackburn assisted in planning and curriculum development, and Chief Jailer Patsy Martin provided leadership in program coordination with the jail staff.

Quotations:

The high-tech delivery system we used in the program engaged participants on a variety of levels. The instructional material was projected on a wall-sized screen at a pace that allowed discussion. The inmates entered responses to test questions into the computer through individual remote response pads. The results were incredible. Perhaps if we had this equipment in the public schools, we wouldn't be educating so many inmates.

In one course on micrometers, all inmates scored from 90 to 100% on the mastery test. None of the inmates had worked with micrometers before. Lone Star Steel Company loaned us the training software and micrometers. The inmates learned the math involved in reading a micrometer and had a chance to apply their knowledge by actually using one.

Appendix E

PAC Agendas/Minutes

Corrections: Special Projects Advisory Committee

Agenda

September 15, 1995

Introductions

Overview of program

Carl D. Perkins: Model Tri-Partnership to Provide a Self-Improvement Program for Inmates

Demonstration of the HyperGraphics delivery system

Status/suggestions: curriculum development

Michael Dennehy, Director of Counseling
Update: on-site GED testing

Questions/answers

Project Advisory Committee

Morris County Sheriff's Department
500 Broadnax
Daingerfield, TX 75638

Charles (Ricky) Blackburn, Sheriff
Patsy Martin, Chief Jailor
Kathy Kimberly, Jailor
Charley Richardson, Jailor

Titus County Sheriff's Department
304 S. Van Buren
Mt. Pleasant, TX 75455

John A. Moss, Sheriff
Rick Poole, Chief Deputy

Camp County Sheriff's Department
126 Church St.
Pittsburg, TX 75686

Charles Elwonger, Sheriff
Jan Gray, Chief Jailor

Franklin County Sheriff's Department
P. O. Box 718
Mt. Vernon, TX 75457

Charles (Chuck) White, Sheriff
Ricky Jones, Jailor

Lone Star Steel Company
Hwy. 259 South
Lone Star, TX 75668

Billie Simpson, Personnel Director
Claudia Henderson, Training Administrator

Texas Board of Pardons and Parole
206 S. Van Buren
Mt. Pleasant, TX 75455

Bill Boggs, Supervisor
Jim Durrum, District Parole Officer
Les Montgomery, District Parole Officer
Cathy Worth, District Parole Officer

Community Volunteers

Verna Cornelius, Northridge Church of Christ
Danny Pat Crooks, Department of Public Safety (ret.)
Mike Pell, Asst. Chief, Mt. Pleasant Police Department
Sue Presley, Mt. Pleasant Police Department

JTPA Specialist
Morris County
Box 712
Daingerfield, TX 75638

Texas Employment Commission
P. O. Box 1288
Mt. Pleasant, TX 75456

Bryan Campbell, Area Manager IV
Desiree Brazzleton, Project Rio Coordinator

Department of Human Services
Morris County Representative

Morris County Adult Probation
500 Broadnax
Daingerfield, TX 75638

Charles Price, Supervisor
Rae Parrish, Probation Officer

Northeast Texas Community College
P. O. Box 1307
Mt. Pleasant, TX 75456

Lana Biggerstaff, Instructor
Criminal Justice Department

Sue Barker, Literacy Coordinator
Adult and Developmental Education

Michael Dennehy, Director
Department of Counseling

Mamye Everett, Instructor
Adult and Developmental Education

Bob Hedges, Instructor
Criminal Justice Department

Vicki Lawson, Director
Adult and Developmental Education

Dr. Susan McBride, Vice-President
Instructional Services

Dr. Wanda Schindley, Director
Corrections Projects

Jean Shelby, Instructor
Adult and Development Education

Dr. Eugenia Travis, Director
Tech-Prep

Dr. Judy Traylor, Dean
Adult and Developmental Education

Mark Warren, Counselor
Department of Counseling

Model Tri-Partnership for Inmate Self-Improvement
Project Advisory Committee
September 15, 1994
Minutes

Members present:	Ricky Blackburn	John A. Moss
	Charles Richardson	Ricky Poole
	Patsy Martin	Charles Elwonger
	Charles White	Jan Gray
	Bill Boggs	Verna Cornelius
	Jim Durrum	Mike Pell
	Les Montgomery	Sue Presley
	Desiree Brazzleton	Rosie Dominques
	Rae Parrish	Sue Barker
	Michael Dennehy	Mamye Everett
	Bob Hedges	Vicki Lawson
	Dr. Susan McBride	Dr. Wanda Schindley
	Dr. Eugenia Travis	Dr. Judy Traylor
	Mark Warren	

Wanda Schindley introduced those present and gave an overview of the program. The HyperGraphics delivery system was demonstrated, and participants had a chance to use the remote response pads to enter answers into the computer. Lone Star Steel's role in the partnership was explained, and samples from the math curriculum Lone Star is contributing to the project were shown.

An overview of statistical data related to inmate education was given and the need for an effective curriculum was discussed. Discussion included the importance of job application instruction as a part of the curriculum. Also discussed was the possibility of getting hands-on heavy equipment operations experience for inmates.

Michael Dennehy gave a report on the status of preparations to provide on-site GED testing for inmates.

Participants were asked to think about what training would best serve inmates and to call with their ideas prior to the next meeting.

Self-Improvement Program for Inmates
Project Advisory Committee
December 7, 1994
Minutes

Members present:
Dr. David Anthony
Sue Barker
William Boggs
Richard Bookout
Desiree Brazelton
Mamye Everett
Mary Hanson
Susan Johnson
Vicki Lawson
Billy Linson
John A. Moss
Bill Onley
Rae Parrish
Dr. Wanda Schindley
Betty Stewart
Dr. Eugenia Travis
Dr. Judy Traylor
Mark Warren

Wanda Schindley gave an overview of the program, outlined basic program philosophy, and showed transparencies of the experimental curriculum, contract agreements, and instruments to collect data to evaluate the program.

The HyperGraphics delivery system was demonstrated, and participants had a chance to use the remote response pads to enter answers into the computer.

A clip from the video "Putting the Bars Behind You" was shown. Members responded favorably to the clip.

Mary Hanson presented an overview of what she had observed as third-party evaluator for the program.

Mark Warren gave a status report on the effort to get GED testing in the area jails. Sheriff Moss discussed possibilities for paying for the GED tests.

Participants were asked to respond on an evaluation form (attached with average ratings and comments in bold type).

Project Advisory Committee
Evaluation Form

Rate the Self-Improvement Program for Inmates using the five-point scale:

1 not applicable
2 poor
3 average
4 good
5 excellent

		Rating
1.	Value and appropriateness of the program	_____
2.	Clarity of program goals and objectives	_____
3.	Potential effectiveness of program to reduce recidivism	_____
4.	Relevancy of curriculum and training materials	_____
5.	Value of HyperGraphics as teaching tool	_____

Most important part of curriculum_____

Additional skills that should be taught _____

Support services that should be offered_____

Comments/criticisms/suggestions _____

_____

_____

_____

Compiled Responses (14) to Evaluation Form

		Rating
1.	Value and appropriateness of the program	**4.7**
2.	Clarity of program goals and objectives	**4.6**
3.	Potential effectiveness of program to reduce recidivism	**4.5**
4.	Relevancy of curriculum and training materials	**4.6**
5.	Value of HyperGraphics as teaching tool	**4.6**

Most important part of curriculum

Hypergraphic illustrations
The video "Putting the Bars Behind You"
Technology component
Skills keyed to employment
Response pads
Academic/socialization
hands-on participation
training, job skills, interview skills
social skill improvement
interactive element
job training
Getting across "importance of learning"

Additional skills that should be taught

personal financial mgt.
Basic life skills program
thinking
parenting, substance abuse
resume writing, interview skills
Advanced writing and mathematical teaching
communication
relationships

Support services that should be offered

Parenting skills and day care needs
information on financial aid for furthering education, employment help
GED testing
Support group for those who have managed to become educated and not been resocialized into the prison world.
at a local site so inmates may continue studies until individual goals are achieved
more counseling, career choices
Follow-up to keep them in educational program; job counseling; job
bank

Comments/criticisms/suggestions

Group input provides information (resources) not previously shared
Involve more private companies in the program. Identify what the companies need and develop curriculum on the needs identified.
Focus very strongly on "How to conduct ones' self during a job interview"
Need to clarify the role of the teacher and emphasize the importance of teacher intervention
The program has potential, but you need additional support services for the inmates. You can't possibly address all the variables that impact the inmates' lives w/o additional assistance. Additional resources in terms of manpower and funds are necessary to the success of the program.
#5. Skills taught should be explained so the inmate realizes how each skill can be used in area job market.
Spark motivation to break "cycle" of drug/alcohol abuse; unemployment; illiteracy

Model Tri-Partnership for Inmate Self-Improvement Advisory Committee

Agenda

January 31, 1995

Annual Advisory Committee Banquet

Break-out to committees

Overview of Adult and Developmental Education programs

Overview of the Self-Improvement Program for Inmates

Status/suggestions: curriculum development

Update: on-site GED testing

Questions/answers

Annual Advisory Committee Banquet

Self-Improvement Program for Inmates
Project Advisory Committee
January 31, 1995
Minutes

Members present:

Sue Barker
Ricky Blackburn
Richard Bookout
Kathryn Burns
Charles Elwonger
Mamye Everett
Mary Hanson
Claudia Henderson
Susan Johnson
Vicki Lawson
Dr. Wanda Schindley
Betty Stewart
Jim Swann
Dr. Eugenia Travis
Dr. Judy Traylor
Kim Wommack

Dr. Susan McBride introduced Dr. Mike Bruner for opening remarks at 6:00 p.m. After dinner, the different committees broke out for brief meetings at 6:45 p.m. The corrections committee met with the Department of Adult and Developmental Education group.

Dr. Judy Traylor made introductions and presented an overview of various programs. Discussion of the various programs followed, including discussion of the various jail programs.

Sheriff Blackburn commented on the success of the Morris County inmate program.

Camp County's Sheriff Elwonger asked about getting a program with the technology used in the Morris County jail. He noted that he did have computers at the site but that they were not on-line.

Mayme Everett explained that the delay had resulted from the need to send a computer out of state to get a full-motion video card installed in order to run the laser disc GED program. Sheriff Elwonger noted that he understood.

Discussion of future plans included scheduling of a variety of workplace classes under the National Workplace Literacy grant. Meeting was adjourned at 7:15 p.m.

Appendix F

Sample Evaluation Data

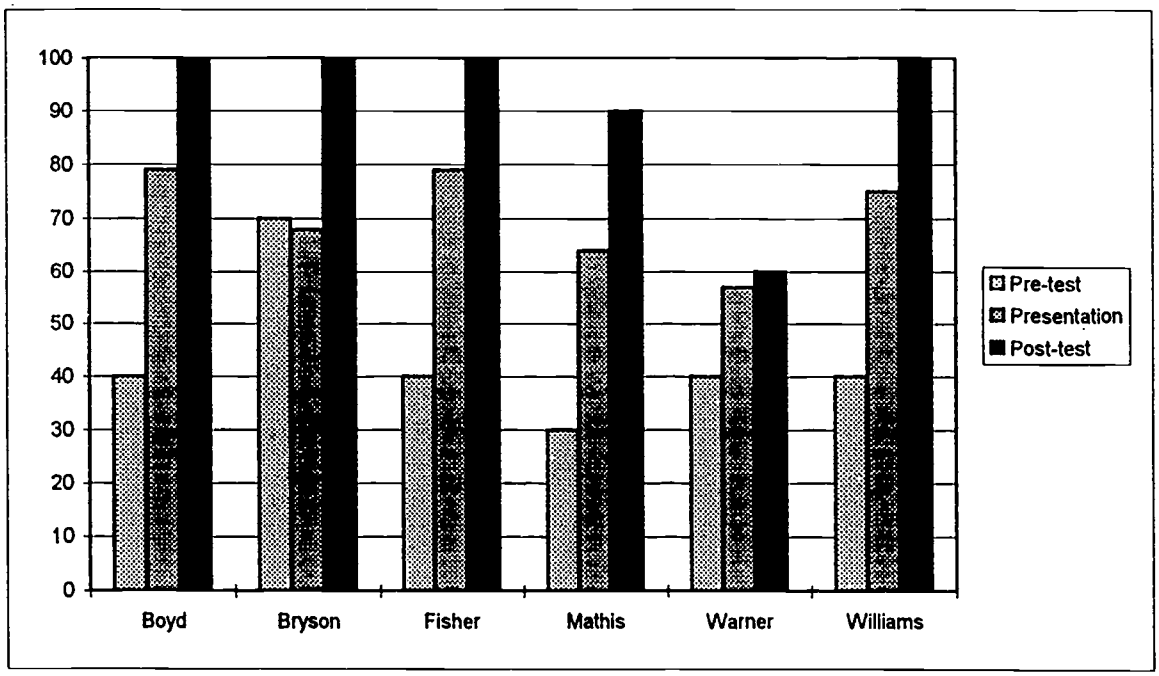
Norton Introduction to Computers

Chapter 5

Date: 4/4/95
Place: Morris County Jail

	Boyd	Bryson	Fisher	Mathis	Warner	Williams
Pre-test	40	70	40	30	40	40
Presentati	79	68	79	64	57	75
Post-test	100	100	100	90	60	100

Percentage scores



5/ 9/95

LSS Micrometer

Sample

Overall Average: 100.00

Respondent_1

Lesson:
Date of Lesson: Nov 16 1994
Score for Lesson: 100.00

Number of Questions Asked: 6
Number Attempted by Student: 6

Points Possible: 6
Points Received: 6

Question:

Correct Response	Student's Response	Response Time	Point Value
A	A	50.70	1

Question:

Correct Response	Student's Response	Response Time	Point Value
C	C	59.40	1

Question:

Correct Response	Student's Response	Response Time	Point Value
C	C	48.70	1

Question:

Correct Response	Student's Response	Response Time	Point Value
A	A	31.80	1

Question:

Correct Response	Student's Response	Response Time	Point Value
C	C	7.90	1

Question:

Correct Response	Student's Response	Response Time	Point Value
C	C	14.70	1

Project Advisory Committee
Evaluation Form

Rate the Self-Improvement Program for Inmates using the five-point scale:

1 not applicable
2 poor
3 average
4 good
5 excellent

		Rating
1.	Value and appropriateness of the program	_____
2.	Clarity of program goals and objectives	_____
3.	Potential effectiveness of program to reduce recidivism	_____
4.	Relevancy of curriculum and training materials	_____
5.	Value of HyperGraphics as teaching tool	_____

Most important part of curriculum_____

Additional skills that should be taught _____

Support services that should be offered_____

Comments/criticisms/suggestions _____

_____

_____

_____

Compiled Responses (14) to Evaluation Form

		Rating
1.	Value and appropriateness of the program	**3.9**
2.	Clarity of program goals and objectives	**3.8**
3.	Potential effectiveness of program to reduce recidivism	**3.3**
4.	Relevancy of curriculum and training materials	**3.6**
5.	Value of HyperGraphics as teaching tool	**3.8**

Most important part of curriculum

Three steps
Job training
3 steps
To learn how to answer questions
Improve my education
3 step program for the job interview
To farther my education
Job interviews
Be prepared
learning and knowing how to use what I learn

Additional skills that should be taught

Public relations
Auto mechanics
graphics teaching program
work with computer
more HyperGraphics
computer classes
computer skills and people skills

Support services that should be offered

stress management
training materials
more information
I think we need more support.
engineering classes
encouragement to do good

Comments/criticisms/suggestions

Rather than have a releasee look at a film before his release, he should attend classes for job interviews and act out the interview and be graded on it.

I believe that the Bible is the best way to rehabilitate people cause it teaches love for one another.

None what so ever. I think the program is very helpful to those who want to be helped.

More information

More information

I think we should be able to apply for pell grants to go to college when we get out.

Norton: Ch. 7

Overall Average: 85.00

Fisher, M.

Lesson: Chapter 7
Date of Lesson: May 11 1995
Score for Lesson: 85.00

Number of Questions Asked: 39
Number Attempted by Student: 39

Points Possible: 39
Points Received: 33

Question: Microwave communication links require an unobstructed line between two antenna

Correct Response	Student's Response	Response Time	Point Value
True	True	20.10	1

Question: One of the strongest incentives for business to use networks is the sharing of

Correct Response	Student's Response	Response Time	Point Value
True	True	12.80	1

Question: Which in NOT a general category used to describe a type of network?

Correct Response	Student's Response	Response Time	Point Value
C	C	18.60	1

Question: IBM's network protocol is the:

Correct Response	Student's Response	Response Time	Point Value
A	B	22.10	1

Question: A network's _____ refers to the physical layout of the wires that connect t

Correct Response	Student's Response	Response Time	Point Value
D	D	24.10	1

Question: A _____ network places a hub in the center of the nodes.

Correct Response	Student's Response	Response Time	Point Value
A	B	25.10	1

Question: A _____ network sends data along a common corridor.

Correct Response	Student's Response	Response Time	Point Value
C	C	16.70	1

Norton: Ch. 7

Overall Average: 85.00

Fisher, M.

Question: Sound waves and telephone signals are _____ signals.

Correct Response	Student's Response	Response Time	Point Value
A	A	18.70	1

Question: A(n) _____ modem is a circuit board that plugs into one of the computer's e

Correct Response	Student's Response	Response Time	Point Value
A	B	3.50	1

Question: The abbreviation Kbps stands for:

Correct Response	Student's Response	Response Time	Point Value
C	C	22.60	1

Question: Modems allow computers to utilize telephone lines and cellular connections to

Correct Response	Student's Response	Response Time	Point Value
True	True	22.10	1

Question: Coaxial cable can carry more data than twisted-pair wire because of its _____

Correct Response	Student's Response	Response Time	Point Value
C	C	11.80	1

Question: Coaxial cable transmits electronic frequencies.

Correct Response	Student's Response	Response Time	Point Value
False	True	29.50	1

Question: Microwave communication links require an unobstructed line between two antenna

Correct Response	Student's Response	Response Time	Point Value
True	True	10.30	1

Question: One of the strongest incentives for business to use networks is the sharing of

Correct Response	Student's Response	Response Time	Point Value
True	True	37.40	1

Norton: Ch. 7

Overall Average: 85.00

Fisher, M.

Question: Which in NOT a general category used to describe a type of network?

Correct Response	Student's Response	Response Time	Point Value
C	C	12.80	1

Question: Two or more LANs connected together across a large geographic area is called a

Correct Response	Student's Response	Response Time	Point Value
True	True	13.80	1

Question: A network's _____ refers to the physical layout of the wires that connect t

Correct Response	Student's Response	Response Time	Point Value
D	D	13.80	1

Question: A _____ network places a hub in the center of the nodes.

Correct Response	Student's Response	Response Time	Point Value
A	A	11.80	1

Question: A _____ network sends data along a common corridor.

Correct Response	Student's Response	Response Time	Point Value
C	C	3.00	1

Question: The device that performs the function of transmitting and receiving data is th

Correct Response	Student's Response	Response Time	Point Value
C	A	26.50	1

Question: Which of the following is the single most common network protocol?

Correct Response	Student's Response	Response Time	Point Value
B	B	9.40	1

Question: IBM's network protocol is the:

Correct Response	Student's Response	Response Time	Point Value
A	A	10.30	1

Norton: Ch. 7

Overall Average: 85.00

Fisher, M.

Question: Which of the following is not a characteristic of ARCNET?

Correct Response	Student's Response	Response Time	Point Value
D	D	4.50	1

Question: Sound waves and telephone signals are _____ signals.

Correct Response	Student's Response	Response Time	Point Value
A	A	13.80	1

Question: Sending a file to a remote computer is called _____.

Correct Response	Student's Response	Response Time	Point Value
B	A	5.40	1

Question: A(n) _____ modem is a circuit board that plugs into one of the computer's e

Correct Response	Student's Response	Response Time	Point Value
A	A	9.30	1

Question: The abbreviation Kbps stands for:

Correct Response	Student's Response	Response Time	Point Value
C	C	5.40	1

Question: When computers communicate through telephone lines, data

Correct Response	Student's Response	Response Time	Point Value
False	False	23.60	1

Question: Modems allow computers to utilize telephone lines and cellular connections to

Correct Response	Student's Response	Response Time	Point Value
True	True	12.80	1

Question: The device that performs the function of transmitting and receiving data is th

Correct Response	Student's Response	Response Time	Point Value
C	C	16.20	1

Norton: Ch. 7

Overall Average: 85.00

Fisher, M.

Question: IBM's network protocol is the:

Correct Response	Student's Response	Response Time	Point Value
A	A	10.80	1

Question: Coaxial cable can carry more data than twisted-pair wire because of its _____

Correct Response	Student's Response	Response Time	Point Value
C	C	5.90	1

Question: Which of the following is the single most common network protocol?

Correct Response	Student's Response	Response Time	Point Value
B	B	13.80	1

Question: Coaxial cable transmits electronic frequencies.

Correct Response	Student's Response	Response Time	Point Value
False	False	48.70	1

Question: Which of the following is not a characteristic of ARCNET?

Correct Response	Student's Response	Response Time	Point Value
D	D	11.30	1

Question: Two or more LANs connected together across a large geographic area is called a

Correct Response	Student's Response	Response Time	Point Value
True	True	9.30	1

Question: When computers communicate through telephone lines, data

Correct Response	Student's Response	Response Time	Point Value
False	False	11.30	1

Question: Sending a file to a remote computer is called _____.

Correct Response	Student's Response	Response Time	Point Value
B	B	10.30	1