

Group 3 narrative with writing coach comments

by Heather Michel

FILE	REVIEWED.ASSIGNMENT_3_-_GROUP_3_-_WRITING_COACH_DRAFT.DOCX (33.22K)		
TIME SUBMITTED	22-NOV-2015 07:01PM	WORD COUNT	2190
SUBMISSION ID	604384517	CHARACTER COUNT	13702

Technology Education for Incarcerated Persons

Group 3 Team Members

Heather Michel, Leslie Pope, Matt Montemurno,

Shannon Johnson, Pamela Lopez, Vanita Murray

University of Maryland University College

OMDE 606 - Fall 2015

Group Member Contributions

Small Group Formations

- Shannon and Matt - Narrative and Ingredient List Writing
- Leslie and Heather - Spreadsheet, BE Point, Charts
- Vanita and Pamela - Powerpoint and Powerpoint Audio Narration

Technology-Enabled Project Calls

- 2 team Meetings - Google Hangouts
- Partial Team Meetings/Small Team Meetings - 2 each mini team across project

Additional Collaboration Efforts

- All Team - Group Discussion
- All Team - Narrative Brainstorming, All Documents Editing, Draft Review

Individual Contributions

Heather Michel was present at all virtual meetings, contributing to the brainstorming and decision-making process. She participated in the initial research and presentation of ideas for creating a course for delivery in the prison environment. Heather worked with Leslie to create the spreadsheet part of this costing assignment, focusing on the calculations. She also facilitated discussion in the last virtual meeting concerning program details that had to be agreed upon before she could represent the details in the spreadsheet. Heather contributed to the proofreading and editing of the narrative and the PowerPoint after other group members created them and she read and responded to the group discussion threads and emails in a timely fashion.

Leslie Pope - provided the general idea of the program and e-mailed it to the group. Leslie created a Google Drive/ Google Docs tutorial for the group (for those not expert with it). She suggested technology elements for the Ingredients Sheet. Leslie worked with Heather on the

spreadsheets. She manipulated the Course Overhead costs to try to be within budget of the initial grant amount in the narrative. Leslie worked on the line graphs. She initiated a spontaneous Google Hangout with entire group on November 11 and for clarification of issues and Hangouts with Heather.

Matt Montemurno - Matt Montemurno was one of six team members. ~~His contributions are ranged in the following.~~ Matt proctored and initiated two Google Hangouts for the entire team at the onset of the project and ~~at~~ near the ~~near~~ end of the project. He was also an incremental team member in the brainstorming process that lead the single mode prison assistant online program. Directly, he was responsible for the co-construction of the Narrative Document and Ingredient List spreadsheet. He was also the lone man in the group.

Comment [P1]: Instrumental?

Comment [P2]: led

Pamela Lopez - She worked with Vanita to successfully create the group's PowerPoint presentation. She was responsible for adding and creating the audio narration for the group's PowerPoint presentation. One of the first to provide brainstorming ideas prior to the final group's topic. She Participated in Google group hangout meetings and also helped to proofread narrative, ~~and~~ added ~~added~~ comments and suggestions within Google docs.

Comment [P3]: Fragment. Please revise

Comment [P4]: participated

Shannon Johnson - Shannon Johnson's contributions to this project included participating in two Google Hangout sessions, various discussion board posts, and a list of resources for initial research after the topic was proposed. Shannon spent a great deal of time researching education in prison and translating that research into co-writing the narrative paper with Matt and editing

the content. Additionally, she created the narrative document and assigned dollar amounts for the grant award.

Vanita Murray - Vanita Murray's contributions included constructing the timeline for the project.

Comment [P5]: Vanita constructed the timeline for the project.

She sent multiple reminders to group members regarding the project deadlines. She provided brainstorming ideas at the beginning of the project. In addition, she provided editing suggestions and comments regarding the narrative and spreadsheet. She attended and participated in all Google Hangout sessions. Directly, she was responsible for construction of the PowerPoint presentation. Pamela and I worked on the look and feel of the PowerPoint presentation.

Comment [P6]: Who is the "I" here? Matt?

Technology Education For Incarcerated Persons

Comment [P7]: for

This report describes the research results of an assessment of the viability, costs, and economics of developing a technology career training program for incarcerated persons within the Maryland State Prison System. The program would be based on a distance education learning environment that would be similar to GED classes currently available at most state and federal prison facilities.

Justification

There are currently ⁹ 2.2 million people incarcerated in the United States prison system (Incarceration, 2015). In the state of Maryland, there are approximately 24,796 incarcerated individuals, in 27 departments of corrections institutions, serving an average sentence of 68.4 months (Prison Overcrowding: Maryland, 2015). Maryland's operational prison capacity is 23,016. It has been shown that incarcerated people who have taken academic or vocational courses were 46% less likely to return to criminal behavior than inmates that have not taken college courses ("Benefits of higher education", 2012). ⁶ Inmates who have participated in ⁷ academic or vocational programs while incarcerated have a 13% higher rate of employment than those that did not participate in educational offerings while in the prison system (Davis, Bozick, Steele, Saunders, & Miles, 2013).

Comment [P8]: No need for quotes

Program Scope

In a combined effort to reduce the number of inmates returning to the Maryland State Prison system after release, a technology career training program has been proposed with a partnership between several Maryland-based dual-mode community colleges and the Maryland State Prison System. The technology career program would be offered to inmates who currently

hold a GED or high school diploma. To participate in the program, eligible inmates must be in the last 6-24 months of their sentence.

Planned Enrollment and Budget

The course is expected to attract 210 students per year. Through the Pell Grant system over \$535,518 in grant monies from the National Reentry Resource Center (NRRC) Second Chance Act Technology Career Training Grant Program have been awarded. Demonstration grants provide funding to state and local government agencies to plan and implement comprehensive strategies that address the challenges faced by adults and youth returning to their communities after incarceration ("Second Chance Act", 2015). The awarded funds will be used to establish this technology career training program that will train inmates for technology-based jobs after they are released from incarceration.

Comment [P9]: After they are released

Course Management

The course development process extends over one year, and during this time the program will absorb two thirds of the annual staff time of a course manager, the full-time commitment of one administrative staff member, and the full-time commitment of one correctional facility staff member. The program will also absorb one third of the per annual staff time of an instructional designer. Over the next six years in which the course will be presented, the course will be tied to management time at the reduced rate of one-third, and it will continue to require the full-time commitment of one administrative staff person, one correctional facility staff member, and two online tutors.

Course Delivery & Course Materials

The course, offered three times a year, will be worth three credits and require 170 hours of study time (17 weeks at 10 hours per week). The course material is developed by a number of consultants who are renowned experts in the technology field. Materials consist of a reader including twelve study guides of about 75 pages and an additional reader consisting of 200 pages. Layout and design of the study guides and copyright clearance will all be done in-house. Course videos will be developed to allow learners to view techniques for using the various technologies. The course materials embedded into the learning management system (LMS) will include case studies of the prison program with descriptions and data, including interviews with administrators, faculty and students. They also include data and scenarios for fictitious case studies with tasks and assignments as well as video-podcasts with quizzes. The budget set aside money for updating the twelve modules. In the budget simulation it is assumed that the updated material will be developed in year three and presented from year four onwards to six years total.

Comment [P10]: They will also

Comment [P11]: This is not very clear

Student Support

Students can ask questions and receive assistance on exercises or mock assignments wherein 45 hours of tutorial time are calculated. Students are supported by two tutors who will extensively comment on and mark seven assignments during the course. The assignments will be made available online within the LMS and accessed using secure tablet computers.

Comment [P12]: This is unclear

Ten inmates would be able to work on online schoolwork at once due to restrictions by the correctional institute on size of gatherings. There will be seven daily shifts of students to allow for 70 students per session.

Technology

Tablet technology will be introduced as a supplement to the existing library and computer services department within the prison facility. Staff members will maintain the hardware and software of the technology used, as needed. In addition to the hardware and software, online video-conferencing tools and networking tools will be enabled in partnership with Cisco Webex and the technology career program to meet all security and privacy measures. Cisco Webex Online Training Room (<https://signup.webex.com/webexmeetings>) is an enterprise level corporate and educational level video conferencing and whiteboarding session room developed in partnership with Cisco and Microsoft for enterprise and remote clients.

In this scenario it will allow for a secure online learning environment for recorded education tools and tutoring sessions. Ten (10) Incarcerated Persons Education Pads (iPEP), a secure tablet computer developed by Union Supply in collaboration with the Correctional Education Association, will be used by the inmates to access the program's LMS ("CEA Secure Prison", n.d.). This tablet was selected because it has been created specifically for inmates in correctional facilities. Inmates cannot access internal controls or download software or applications that are not approved. Since these tablets can be restored to original configurations, it is expected these tablets will last for the duration of the projected six year course duration.

Learners will be able to access a LMS to download course materials and view course videos. The need for paper materials will be eliminated, thus reducing the need to reprint materials when the course is revised. The courses will be accessed by the learners using Moodle as the LMS. Moodle is an open source platform that will allow for the courses to be developed and managed online (Moodle, 2015). The Moodle LMS will be hosted on the GoDaddy hosting platform under the website techprep.mdtctp.org. Technology used for the online program will

not leave the aforementioned facilities. The Moodle LMS will be secured with a inmate id and generic password. It will be a functional tool for the students to track and measure their progress for the course as well as the instructors and prison staff to review completions as well. Lastly, all of the online resources, readers, workbooks, and other downloadable items will all be stored through Dropbox.com as a cloud-based repository that has a free version that will well meet the needs of this program.

Comment [P13]: An inmate

Challenges

The main challenge is integrating this program into the multitude of existing prison education program (Fabelo, T. 2002). Although a GED program is cemented into most prison facilities, the extension of further college level or graduate level courses are not as easily available for inmates. Furthermore, the validity of the program will be based on the passion of the staff members within the facility and the connection to outside-of-prison job placement. The biggest financial hurdle will be the status of the Second Act Bill that could be repealed by Congress at any time.

Conclusion

With the prison system in Maryland facing overcrowding, it is imperative that the correctional system turn its focus to rehabilitating our incarcerated population with education. Studies have shown, by introducing inmates to academic or vocational education, we can actively reduce the number of inmates that return to prison after release. This program will reach its breakeven point in the middle of its third year and continue to profit for years after. This break even point will be for 508.1 students and will occur in the third trimester of the third year. The proposed technology career training program will assist with that effort by reducing the

Comment [P14]: The

Comment [P15]: Would be useful to state the studies Murray, 2015, Brown 2014 etc.)

Comment [P16]: How many years

Comment [P17]: Either hyphenate or make it one word

overcrowding situation and by giving inmates a second chance to be financially-independent, productive members of society.

Appendix

Use the following list to complete a cost analysis

11

Ingredient List - (Stored in Google Sheets)

https://docs.google.com/spreadsheets/d/1GLQFrIwBWWcJUhr_9UaWPgw-wbnuvXxFeyy30ZWG-f4/edit#gid=0

References

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- 2 Prison overcrowding: Maryland. (2015). Retrieved from <http://www.alec.org/initiatives/prison-overcrowding/prison-overcrowding-maryland/>
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Comment [P18]: I would use Moodle Pty Ltd as the author here rather than Moodle. I pulled this from the web site

As an explanation of what you have done this is good from a language point of view.
I have made a few suggestions with regard to citations and language.
Not sure you need to document the work done by everyone unless you want to call this
acknowledgement which is not common with academic papers.
Good luck with your final project.
Pleasure working with you this semester!
Paul

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13	"Localizing Prison Higher Education : Localizing Prison Higher Education", New Directions for Community Colleges, 2015. Publication	<1%

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