

MCCX Correctional Media:
The Potential and Power of Positive Persuasion

Garry W. Johnson,
Mountain Review Editor

Acknowledgments

Attempting to research any subject while incarcerated takes an extraordinary amount of help from outside sources and institutional staff. Eighteen letters were sent out to various organizations and entities, numerous phone calls were made, and several Web searches were done.

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Introduction

Propaganda, censorship, and persuasion are key elements of much utopian thought (or the result of its application) and have been employed for years to control or influence the masses. The systematic manipulation of public opinion is employed by most every political, economic, and social organization, and pressure group. After gaining power the first move in any revolution, coup, or conquering force is to gain control of the media.

Prison programming also has the objective to transform the thought process of its intended audience – to counteract the twisted mentality that produces criminal thinking. The same tools used to convince American society that “greed is good,” can also be used to teach “it is better to give than to receive.” If prisoners are to be bombarded with images and ideas, should not they generally be directed toward the goal of rehabilitation?

In this report I attempt to contrast the negative influence and social propaganda entertainment television promotes with the positive influence of educational media on the prisoner and to justify expanding the latter and halting expansion of the former.

Deliberate selectivity and manipulation distinguish propaganda from education. The educator tries to present various sides of an issue – the grounds for doubting as well as the grounds for believing the statement he makes, and the disadvantages as well as the advantages of every conceivable course of action. Education aims to induce the reactor to collect and evaluate evidence for himself and assists him in learning the techniques for doing so. Education, therefore, produces reform that is based on facts and not temporary delusions.

I reviewed several recent studies in preparation for this report, which clearly outline the various degrees of influence education has on recidivism. Within this mass of information, recidivism is calculated in every conceivable aspect: institutional behavior, parole violations, re-arrest, re-incarceration, new charges, and severity of charges. The benefits of education are also weighed by means of employment, wages, family unification, cognitive development, and continuation of education after release. In brief, the results were consistent in every aspect: the higher the education achieved, the better the results.

The premise behind Adult Basic Education (ABE) is that many inmates lack basic abilities in reading, writing, and mathematics, and if these skills are increased offenders have a better chance of avoiding criminal behavior when released from prison. The most rigorous and conservative research (Decker) shows lower recidivism rates for program participants versus non-participants (39 percent and 46 percent respectively). The same study shows an ever-increasing share of jobs in the U.S. economy require postsecondary preparation, and college-educated workers earn 26 to 36 percent more than individuals who have not attended college. This report assumes these underlying facts.

Inmate media (closed-circuit television and institutional publications), as a function of the Education department, should be dedicated to the goal of rehabilitation and serve as a counter-agent of commercial media influences. No other means at the administration's disposal has the potential to reach, influence, and shape the opinions, goals, and abilities of the prisoner population. No other avenue has the ability to disseminate the educational benefit and raise prisoner aptitude throughout MCCX.

Institutional Media Problems

Program and Educational Channel

There is currently no Program and Educational Channel at MCCX, as established by policy 510.01-4. The Education department depends on the Chaplain's Channel (channel 4) to broadcast the segregated closed-circuit television (CCTV) Education programs (2.5 hrs. of instruction per week, on average), Inmate Council Meetings (approx. 1 hr. of information per month), and a single HIV health video (15 mins. per week). Airtime is allotted and broadcasts are administered by the Main Compound Chapel clerks. The programs account for 10 hours, 12 hours, and 1 hour of weekly airtime respectively (programs air on a loop for the allotted time period). The MCCX Inmate News Editor (NEWO 0001) schedules and documents the Educational airings. The remaining 86 percent of regular programming on the Chaplain's Channel is religious, augmented by an occasional entertainment or music video.

The Chaplain's Channel is incorrectly referenced in *Inmate Rules and Regulations*, page 25, which states: "Channel 4 is your information channel from MCCX staff. Check your local bulletin board for scheduling information." There have only been two posted schedules for Channel 4 since at least 2005 and no broadcasts of institutional information (save the recent addition of inmate council).

The Chaplain's Channel is not currently utilized for these policy-mandated purposes of the Program and Educational Channel: to enable the Warden to communicate with the inmate population, to enable the Education department to develop broadcasts of educational programs, and to allow the medical department to broadcast community health training.

It is outside the scope of this report to analyze the benefit of religious broadcasting or to evaluate the Chaplain's Channel. The rehabilitative effect of sincere religious conviction within correctional facilities is well documented, as is that of Educational achievement. It should be noted, however, that MCCX's satellite television system currently includes three exclusively religious commercial channels while not incorporating any commercial education channels (e.g. Science, History, TLC, PBS, etc.).

There are numerous opportunities being missed for recording and documenting additional live instruction at MCCX. Parenting classes (T-POPS), Tennessee Career Center presentations, graduation commencement speakers, black history addresses, ongoing academic and vocational instruction, and exposure to other guest lecturers would be beneficial to the entire inmate population.

Purchases of educational and community-awareness material for the Chaplain's Channel evidently ceased prior to the advent of the DVD. The one accessible health-oriented video is brief (15 minutes, 11 seconds) and dated. The weekly Education programs were recorded from early 1980s-era VHS tapes, 30 minutes in length, and designed for the GED student of that time period (the GED has undergone numerous changes since 1980, the HiSET adheres to modern Common Core Curriculum).

Inmate Publications

As established by guidelines in policy 503.10, the Inmate Newspaper is understaffed and suffers from poor infrastructure, lack of TDOC information outlets and administrative contributions, and outdated documentation.

MCCX currently has an estimated 2,241-prisoners capacity and only two active NEWO positions. The following comparison of prisoner-population numbers and active NEWO positions illustrates the understaffing issue:

Facility	Population	Publication	NEWO Positions
RMSI	692	<i>The Maximum Times</i>	4 inmate workers
TCIP	1,247	<i>The Only Voice</i>	4 inmate workers
NECX	1,299	<i>The Scenic Outlook</i>	3 inmate workers
SCCF	1,700	<i>The South Central Times</i>	5 inmate workers
NWCX	2,053	<i>The Northwest Paragon</i>	3 inmate workers
MCCX	2,241	<i>The Mountain Review</i>	2 inmate workers

With computer technology integrated into the publishing process, it is difficult to find inmates who possess both the literary skills to communicate effectively and the computer skills to design and assemble a publication (one inmate Newspaper Worker position [“NEWO”] remained unfilled for over a year. The other position was unfilled for six months and remained intermittently vacant until 2012).

New security protocols hamper coverage of the much expanded prison complex, programs, and activities with the current infrastructure. An activation of one NEWO position in building 27 temporarily enhanced coverage, but was eventually vacated. Only two positions remain active, both on the Minimum Restricted compound.

In reviewing the current job sheet for the NEWO positions, it is readily apparent the need for updating and revising. The DUTIES and EXPECTATIONS section describes a camera-ready production method not used at Morgan County since early 2003. Inmates applying for the position are misinformed as to what will be expected of them, complicating the hiring process.

Educational Television in Prison

Audiovisual Advantages

Audiovisual methods in teaching are quickly becoming one of the most popular additions to standard teaching methods and have a major role to play in the modern classroom. New technologies and Internet resources have brought a resurgence of interest in audiovisual aids to the field of education and have proved to be exceptionally effective adjuncts to classroom instruction. Audiovisual methods in teaching keep an audience's attention throughout a presentation, help them remember particular information, and gain general knowledge quickly and easily. They further peak both the interest and participation of students and engage two major learning types: Auditory Learners and Visual Learners.

Auditory Learners are more focused on the spoken word than on the written. Recordings of lectures and films are useful for students in gaining the auditory nuances of the language, as well as the timbre and tone of a gathering. Audio instruction on the use of vocational machinery allows the ear to process and retain information better than reading a manual. When these instructions are televised, students with hearing impairments benefit from the ability to control volume levels on their personal televisions.

Visual education is one of the most rapidly developing aspects of teaching. The term is used to identify representational and experiential materials and techniques, which in one way or another are used in every effective school to clarify and intensify the learner's mental images of the object, process, or event being studied. Visual aids have been used by classroom teachers for generations; some forms, however, are relatively new.

Slide projectors have been replaced by Power Point presentations in the modern classroom, but the concept is the same. Students understand the importance of visual images such as charts, photographs, and graphics. Teachers know that if they take the time to write or find visual aids to accompany their lectures they significantly increase their student's potential for learning. The old adage that "a picture is worth a thousand words" still rings true, especially in today's image-submerged society.

Video Clips

Students acclimated to an age of YouTube and other social media, can greatly benefit from video clips of upcoming lesson plans and subjects. Instructional videos improve the understanding and enjoyment of learning, as recently highlighted in both a 60 Minutes news story and a CNN feature on Khan Academy (www.KhanAcademy.org).

With an average of 6.2 million users per month, this free Internet resource features over 3,000 ten-minute videos guiding students through high school equations and concepts. Using an interactive whiteboard-style teaching method, Khan Academy has proven highly successful and received national recognition and endorsements from educators and philanthropist like Bill Gates.

Videos downloaded from the Internet can be used in a Power Point presentation, as well as compiled by subject and televised over a CCTV system. The Khan Academy model uses these clips for instruction at home, then "homework" is conducted in the classroom, where teachers can assist in the application of the materials learned and lead discussions of issues related to the

curriculum in context. Other sites featuring high school level educational videos include Engineer Guy (www.engineerguy.com), Connexions (www.cnx.org), PBS Teachers (www.org/teachers), and YouTube Edu (www.youtube.com/edu).

One of the intriguing facts that has grown out of audiovisual education studies is that most visual aids can be used over a much wider scope of grade placements than verbal materials. One study showed by using a sound motion picture that even first-grade children, some of whom had not previously seen a squirrel, learned the concepts of gnawing, balancing, running, climbing, and sniffing the air better than through any other medium (Sherman). Two studies, one using 2,100 children, grades 3 through 12, concluded that films have a larger grade area than had been previously supposed (Rummel).

Studies have further proved the effect of the documentary film on social attitudes. One study using students from the sixth grade through college and non-college adults, revealed changed attitudes produced by motion pictures. Social awareness can be materially stepped-up. Furthermore, the changes wrought prevailed after a period of two months (Kinder).

No instance of scientific research has come to the present reviewer's attention which has shown a loss in the amount of learning by pupils when taught through the use of audiovisual media. Studies have showed definitely that visual aids are a distinct asset to effective teaching. Also, research shows that this statement holds for all, or practically all, curriculum subjects, including English, nature study and geography, history and social studies, science, and reading. Excellent results in reading have even been achieved with mentally challenged readers using simple filmstrips (Kinder).

Early CCTV Prison Applications

As far back as 1967, closed-circuit television has been employed in correctional education. The State Prison of Southern Michigan is believed to be the first to use the method, offering programs ranging from how to address a letter, to college-level mathematics. The prison employed a staff of two full-time teachers, a cameraman, a technician, and a director who worked out of four studios and broadcast six shows a day over two channels. The program used two-way communication between the prisoners and the teachers for testing and question and answer periods, and included credit courses for high school equivalency in American History, Geography, and Social Studies (Reagen).

Early on it was evident that educational television was well suited for the situation that confronts prison educators. It makes readily available to incarcerated persons a variety of instructional materials. While the program at Michigan focused on high school curriculum and was run by an "in-house staff," the Illinois State Prison at Joliet organized a college curriculum around courses broadcast from Wright Junior College in Chicago. San Quentin received broadcasts from San Mateo Junior College. A survey conducted in 1967, asserted that at least three prisons were using TV broadcast courses in their educational programs (ibid.).

It was thought that the success of these early innovations in prison education would have spawned replication across the country. Insufficient funds, minimal manpower, bureaucratic red tape and lack of interest and knowledge in exploiting television instruction tempered its expansion. It was not until 1977 that correctional education began making wide-spread use of educational technology through

computerized instruction, CCTV, the teaching machine, and other methods of increasing the speed and effectiveness of learning (Ryan).

The explosion of prison populations over the last two to three decades caused correctional systems to implement more technology as a way to track and store offender information. As computers, record-keeping systems, and instructional software became more commonplace, harnessing technology to enhance the toolboxes of educators and to serve the needs of individual offender students absorbed more budget and space, in hopes of rounding out inadequate resources. Vendors quickly discovered a lucrative market and heavily invested in correctional education technology development and sales, an increasingly frequent presence at correctional conferences. Corrections-specific technologies from vocational tools to satellite instruction flooded prison education and promised the answer to:

- reaching isolated or geographically remote populations
- addressing a broad range of learning styles and academic readiness
- providing corrections-specific content with security-conscious protocols
- serving segregated criminal subgroups

Schools with federal dollars to spend or under political pressure to expand technology training for both staff and offenders invested in these tools and services (Leone). Some turned out to be appropriate and successful strategies. Others faded in the light of practical security concerns, budget challenges, implementation barriers or neglect.

Modern Educational Television Applications

The current use of technology in correctional education has begun to swing away from the ultimate answer to a more practical enhancement of educational goals and practices. The proper implementation of technological programs should contribute to a balance of opportunities by expanding access, improving persistence, enhancing quality, and increasing completions in both vocational and academic pursuits.

With widespread acceptance of technology's stamina, many platforms have become commonplace in correctional schools. These include:

- CDs / DVDs
- CCTV
- Intranet
- File servers
- Computers, stand-alone or networked
- Local Area Networks
- Wide Area Networks
- Two-way audio/video conferencing
- Internet Protocol TV
- Satellite
- Instructional TV fixed Service (microwave)
- Learning content systems such as NovaNet, WebCT, or Blackboard

Today even the most remote and barren prison schools have some combination of these platforms. Each of these requires budgets, methodologies, infrastructures, and security approval, the latter of which presenting the greatest obstacle (Leone). Though some have overcome these issues, most Internet and web-based programs fall by the wayside due to costly IT monitoring, expensive infrastructure or the general apprehension of policy makers.

A combination of CCTV and DVD materials represent the lowest cost and most secure means of presenting educational programming to a general inmate population. However many point-to-multipoint programs exist which use other and diverse technologies to bring instruction into correctional facilities and elsewhere. Most of these programs could be replicated to some degree with a dedicated educational CCTV program at MCCX, should the content of the curriculum be secured:

- Eastern New Mexico University-Roswell delivers Internet-based college courses to nine New Mexico correctional facilities, each of which has been fitted with lab space, computers, and a secure, high-speed network connection to a computer server at the university. Prisoners enrolled in these classes are not able to actually access the Internet to send email or view external websites. Incarcerated students also do not have direct contact with their instructors. Instead, the Department of Corrections has hired 14 full-time facilitators with college degrees to monitor the classes, answer questions, and pass messages between faculty and students, if necessary (Erisman).
- The Georgia Tech Literacy Project uses a KU-band satellite (Georgia Tech Uplink) to conduct Adult Education classes at 63 state sites (75 classes). The versatility of this system allows for a variety of sites where classes can be held, including a pool hall, library and state prison. Using an interactive/live program, students have progressed better than in comparable classes with live instruction, even though the materials and procedures were the same. Dropout rates have been comparatively low and overall student attendance rates have been high. After 1.5 years of instruction, they expect students will have progressed two to four grade levels (Christopher).
- The Transforming Lives Network (TLN) provides education for incarcerated individuals and training for instructors and correctional staff via satellite. This distance learning project is managed by the Correctional Education Association (CEA) and funded by subscriptions from participating institutions. Through a partnership with the Wisconsin Department of Corrections and the Milwaukee Area Technical College's College of the Air program, TLN now offers courses for college credit (Brazzell).
- In the United Kingdom the BBC runs a television-based national adult literacy campaign. Supported by the Adult Literacy and Basic Skills Unit (ALBSU – the nation's adult literacy center), the BBC program is used to deliver heavy direct instruction of a range of basic skills and is built around the national certificate program (Wells).

On-site instruction is the most frequent instructional method used in prison college courses, but 60 percent of the Higher Enrollment Systems offer video or satellite instruction for some courses (Erisman). Even at those institutions which use instructional media extensively, it is almost always as an adjunct to constant personal contact with teachers.

Appendix A contains a "Description of Various Distance Learning Materials" as posted by The Urban Institute Justice Policy Center, Transition from Jail to Community Initiative. This site lists six commercial and government-funded agencies that supply professionally-produced, interactive, DVD, satellite, and television instructional programming designed for correctional facilities. Many of the offerings are free of charge (page 23).

The Prison Student

This report is written for educators and administrators who are well aware of the social structure under which most inmates exist. I have included the following excerpt from a 1967 study (Reagen) to illustrate just how little has changed, in prisons and prisoners, over the course of time. This article was edited for clarity:

Convicts in prison schools are dropouts from and have rejected traditional education. Clearly, for a variety of reasons, they did not accept, participate, or progress in the educational system outside prison. They see the traditional, middle class school as for “children,” not for men who can make it on “street smarts.” Traditional education, in retrospect, is rarely viewed as having been a positive or helpful experience. Prison schools typically remind convicts that the middle class never accepted them. It is foolish to assume they will accept and willingly participate in traditional programs in a hostile prison environment.

Moreover, many inmates are convinced they are going to “be smarter next time,” meaning they are not going to get caught in the future or return to prison. They see prison as a place to “run game,” study to be a better criminal, a better drug dealer, a smarter con-artist, learn to “negotiate the system.” They do not want to “sell out.” They devise routines, principals, and rules intended to keep them from returning to prison by “beating the system” through nefarious means.

The average prisoner lives “day-to-day.” They are concerned primarily with the present, not the future. Many are in prison because they sought immediate gratification of their desires. In the strained, discomfiting and dehumanizing prison environment, their prime concern is to make the experience as bearable as possible. Prison is drab. It crushes life. Convicts try to “escape” any way they can, to hide from the stark, grubby realities of serving time.

Prison education competes with these psychological and sociological constructs, as well as radio, leisure books, commercial television, sports, exercise, and hobby shop as avenues of escape. “Income” derived from trading and underground contraband are additionally far more important than learning. For education to play a role within the greater prison community it must be available at times when these distractions are minimal, privacy is at a maximum, and presented in such a way as to compete with the pull of available entertainment.

Educating the prison student is also hampered by restriction that are necessarily placed on the prisoner. The lack of Internet access eliminates independent research, property restrictions limit the number of books in an inmate’s cell, and labs as well as other educational equipment are prohibited. Inmates are further subjected to controlled movement, staff appointments (clinic, parole, disciplinary, etc.), unexpected counts, and lock-downs that can be disruptive to the educational process. CCTV allows an avenue for overcoming these constants.

Special Education Students

Another important facet of the educational profile of the incarcerated population is the higher prevalence of learning disabilities, emotional and behavioral disorders, and mental illness. In a 2003

survey of the National Assessment of Adult Literacy (NAAL), 17 percent of incarcerated individuals reported being diagnosed with some type of learning disability, compared with 6 percent of the general population (Greenberg et al.).

Students with special needs often require information in different formats before a proper understanding is achieved. For many concepts or processes to be completely understood by students with learning disabilities, information needs to be inculcated. A book read to students in the classroom, recorded, and later played back, is a good way to reinforce the material. Videos that focus on the issue of further improving the learning approach can also be presented.

CCTV's Prison Potential

Research done for the Ford Foundation found that several criteria are especially important in correctional education due to the disposition of inmates and the prison environment. Among other necessities, correctional education methods must be: information intensive, individualized, self-paced, referential, and replicable. In all, 22 criteria were identified and 17 ingredients, each of which were met by a combination of TV and video instruction (Reagen). With input, scheduling notes, classroom references and assignments, the educational CCTV program at MCCX will be a powerful teaching tool.

Self-paced learning through videos hold the potential of providing low cost, information- and experience-intense, highly profitable and flexible possibilities for making major breakthroughs in correctional education. It is a format which is conducive to prison life and could have an enormously positive impact on prisoner education.

The CCTV program will enable prison teachers to employ instructional innovations without taking away from class time or dealing with audiovisual equipment. This is particularly important in prisons that have a substantial prisoner education program, where the typical teaching load is spread out over an eight-hour day. Under these circumstances it is difficult to both carry on day-to-day teaching and coaching responsibilities and, at the same time, be innovative in the use of technology. The CCTV program will optimize the potential advantages of employing audiovisual instruction, while minimizing the planning and development necessary to use it.

Post-secondary Education Applications

Most colleges now offer credit by College-Level Examination Programs (CLEP) and other experience and knowledge-based testing programs. Students with the tenacity and wherewithal for independent study and/or experience in various fields can earn college credits through these programs at greatly reduced cost.

With numerous individuals seeking to audit classes for personal enrichment, many major universities post course content and lectures on the Internet. These materials are free to download through Courseware, Coursera, edX, and other MOOCs (massive open online courses). By broadcasting these materials over the CCTV program, it is conceivable that inmates could earn college-level credits through a combination of MOOCs and CLEP testing.

Appendix B contains a sample of links downloaded from the Online Educational Database. The Database contains over 230 Courseware links to university sites and other digital archives. Each site

contains extensive offerings of free educational TV episodes, Podcast, short-shorts, full-length movies, video lectures, or other educational materials. Appendix B contains 52 of the most pertinent Courseware sites (page 25).

Targeted Mailings

In March 2011, in conjunction with inmate German Fernandez, the newspaper department drafted letters to 28 religious organizations requesting materials for the Chaplain's Channel and literature for the inmate population. Seventeen organizations responded with substantial contributions.

Within the first five months these 17 organizations contributed 367 pieces of literature (books, booklets, magazines, and newsletters) and 81 DVD programs. At least four of these churches have included the Chapel's CCTV station in their regular monthly program distribution. Of the four organizations still sponsored by the newspaper department (including two of the ongoing monthly programs), over 200 television episodes have been contributed and hundreds of additional booklets and magazines.

Although religious organizations have a unique motivation for distributing free materials to prisons, many educational foundations and government entities would likely respond in kind to petitions for educational materials (the Education Publication Center of the U.S. Department of Education has already contributed multiple boxes of free college preparation materials). There are also several prisoner-support organizations who have proven helpful and generous in contributing resources to the inmate news publication, who could be employed in networking for educational contributions.

Low-Cost, High-Output Solutions

One of the critical benefits of any technological assistance that cannot be quantified into dollars is the corrections-specific nature of that technology. Closed-circuit television is one of those rare and perfect fits – time-tested and economical.

Several corrections cable providers offer a dedicated CCTV channel as part of their standard package and many secondary educational channels (www.correctionalcabletv.com, etc.). It is likely that a second CCTV channel could be obtained at little to no extra expense on the current MCCX contract.

With the multiple resources available free to correctional institutions, it would take only a small investment of time and resources to begin a dedicated educational CCTV program at MCCX.

Commercial Television in Prison

Commercial television is often thought of as the best peacekeeper in corrections. Frequently cited by prison officials and inmates alike are the beliefs that TV provides a sense of normalcy and is a good occupier of dead time. Gretl Plessinger, a spokeswoman for the Florida corrections department, said that TV is “important because it’s an inmate idleness issue ... (We’re) concerned about inmates acting up if they’re bored.” Television is further used in many prisons as a bargaining chip to encourage good behavior.

Though effective, this method of persuasion and entertainment is counterproductive, as the values and ideals promoted on network television are often at odds with rehabilitative objectives. Normalcy, for the average prisoner, is antisocial behavior tempered by the desire for immediate gratification. Studies show that commercial television reinforces, rather than discourages, these and other undesirable proclivities.

In the previous section we looked at television’s powerful ability to teach, its potential to disseminate rehabilitative materials, and the benefits of using it for productive ends. In this section we will examine its powerful ability in the negative – we will see what entertainment TV *is* teaching, and we will probe commercial television’s effect on the American population and, by extension, on U.S. prisoners.

References in this section are not cataloged, but most are cited within the text. Research in this area was conducted from written sources through the MCCX inmate news department. Studies noted herein are kept on file in the news office and can be accessed through the inmate editor.

What is “Normal?”

The average American adult spends over 1,700 hours a year watching television (compared to only 110 hours reading books). The authors of *How to Get the Best Out of TV*, tell us that millions of Americans are so addicted to television that they meet the criteria for “substance abuse” in the official psychiatric manual. Research shows that people “don’t respect themselves for watching television, don’t enjoy it much, and by and large wish they would quit” (ibid.). Yet, they do not.

The average American home has 2.9 televisions and almost all houses have at least one TV set (households with a television outnumber households with indoor toilets). The average 18 year old will statistically spend more time watching TV than doing any other activity, except sleeping. In the 2005-06 TV season “the average household had a television on for eight hours, eleven minutes per day, according to Nielsen Media Research. Individual viewers watched a record four hours and thirty-five minutes of television each day. Many media observers and critics had predicted that television viewing time would be eroded by time spent on new media. Since 1995-96, however, average household television viewing is up by nearly an hour per day, from seven hours and 15 minutes” (*The World Almanac*, 2007).

Media experts had thought that new media, personal computers, PDA’s, cell phones, and iPods, for example, would cut into people’s television time. If the average American is still consuming more and more TV each year, prisoners who have no “new media” options and much more idle time are likely far exceeding the national rates.

Violent Reactions

An anti-violence program initiated at an Escanaba, Michigan school, “Student Media Awareness to Reduce Television,” illustrates well the violent influence of commercial television. Designed by health specialists at Stanford University, the program challenged students to do without TV and all other screen entertainment for 10 days, then limit themselves to just seven hours a week. Approximately 90 percent of the 400 plus students took part to some extent. Over the next year the district’s other schools joined in.

Immediately before and after the program, observers charted aggressive playground incidents — shoving, hitting, obscene gestures, name calling — at eight elementary schools. The totals dropped at every school but one. The overall average decline was 52 percent. The district also compared standardized test scores of fourth-graders before and during the turnoff. Writing and math scores made double-digit leaps.

The research team leader, Dr. Thomas Robinson told the Associated Press by email, “I can’t speculate on every individual violent act, but we do know that exposure to violent content does cause more aggressive behavior overall and that reducing screen time does reduce aggression overall.”

A *Parents* magazine poll showed almost half of children (46 percent) have a television set in their rooms, putting them at higher risk for behavior problems, obesity and sleep disturbances. The American Academy of Pediatrics sights more than 1,000 studies establishing a connection between violent entertainment and youthful aggression, but notes that family breakdown and peer influence also play a role.

Reports to Congress by the Federal Communications Commission have asked for legislation to curb violence on television, but the problem keeps getting worse. The FCC points to TV bloodshed spurring more aggressive behavior in children and channel-blocking technologies such as the V-chip being largely ineffective.

In 2007, the Parents Television Council, a Los Angeles-based advocacy group, said violence on prime-time broadcast television has increased 75 percent since 1998. According to the group, the television season that began in the fall of 2005 was one of the most violent they ever recorded. A previous study by the same organization found in 443½ hours of children’s television in 2006, there were 3,488 occurrences of violence, averaging 7.86 instances per hour. The report went on to make clear that this was not “cartoon violence,” like an anvil falling on Wile E. Coyote’s head and gave the contrasting example of one character locking two others in a glass jail cell and releasing rats, “leaving them to psychological torture.”

Behavioral changes in viewers aren’t just brought on by violent scenes either, plain-old meanness and aggression can produce the same in viewers. Brigham Young University studied 53 college-aged women, exposing them to a knife-fight from *Kill Bill*, a montage from *Mean Girls* and a séance from *What Lies Beneath*. After later subjecting them to a rude researcher, the subjects who viewed movie clips from *Kill Bill* and *Mean Girls* reacted similarly combative on two commonly used aggression test. The study, which appeared in the *Journal of Experimental Social Psychology*, shows just how influential exposure to even “relational aggression” can be.

Sexual Content

Sandra Czaja, writing for *Scientific American Mind*, points out: “Many studies have demonstrated that exposure to sex, drugs, and violence on-screen can make all three seem more acceptable in real life.” Other studies quoted by Czaja show that heavy TV viewers among children and teens “tend to become sexually active younger.” They also indicate that openly homosexual characters tend to encourage acceptance of homosexuality among younger watchers (“Pop Star Psychology,” July/August 2011).

Researchers at the University of Wisconsin-Madison conducted a two-year study, asking 273 kids about sexual activity at age 13 and again two years later. They focused on the viewing of six kinds of programming and channels: MTV, BET, music videos, wrestling, daytime soap operas and sports shows. The results were consistent across all other risk factors: the more TV watched, the greater the likelihood of beginning sex between 13 and 15 years of age.

The types of shows kids choose to watch are also evidenced in their actions. Teens who watched the raciest shows were twice as likely to become pregnant over the next three years as those who viewed few such programs, according to a November 2008 study in *Pediatrics*. The programs sighted were, “Sex and the City,” “That 70’s Show” and “Friends,” programs that highlight the perceived “positive” aspects of sexual behavior while rarely, if ever showing the risk of pregnancy, disease, and disrupted relationships. Those shows are now considered tame compared to the current prime-time lineups.

American television delivers over 65,000 references to sexual behavior each year. Every major network today has shows, often in prime time, featuring homosexual characters and several more glamorizing extramarital sex, which is shown five times more often than sex between married couples. (The second-most commonly depicted sexual experience is with prostitutes.) Partial nudity and graphically depicted sex scenes are also becoming more common place on network channels as they compete for viewers with satellite and cable.

Advertising Influence

Advertisers target younger people with the hope of getting them hooked on certain products while their preferences are still forming, making them loyal customers for life. According to Nielsen Media Research, advertisers will pay \$335 for every million people in the 18-to-24 age group a network delivers. Viewers ages 55 to 64 are only worth \$119 for every million. That is why ABC and NBC conduct all of their business with advertisers in the 18-to-49 demographic. For FOX, the CW, MTV, BET, and countless others, even 40 is too old.

A Schneider Associates/Stagnito survey of 1,001 consumers found TV commercials to be a major purchasing influence, with 67 percent of respondents watching the ads. The top five purchasing influences are: TV commercial (28 percent); store display (22 percent); product itself (15 percent); family or friend recommendation (13 percent); item needed (10 percent). (It is worth noting that people believe the TV 15 percent more than family and friends.)

Among heavy television users, the feeling is strong that certain material goods are necessities, whereas light TV users usually consider the same goods luxuries. Thus, television can breed into the average consumer a dissatisfaction with what they have – no matter how lavish. This dissatisfaction likely spawns additional frustration in prisoners whose purchase options are so severely limited.

Antisocial Outcomes

It is the purpose of commercial television to make money, not to build character. In fact it does the exact opposite. One of the most commonly televised messages is that authority is evil. Anti-government messages saturate television: from sitcom depictions of the immature, bumbling husband incapable of leading to the “watchdog” news media suspiciously tracking those “no-good rich and powerful businessmen and politicians.”

In the world of television women are objectified, leaders are undermined, the youth are venerated and sexualized, violence is acceptable, religion is devious or ridiculous, cops are crooked, bad guys are heroes, and lies are mandated by political correctness. In the book *Saving Childhood*, Michael and Diane Medved show how TV additionally “bombards [us] with messages encouraging impatience, self-pity, insecurity and pessimism.”

The state of Tennessee spends millions on programs each year, trying to turn around the devious, criminal mindset prisoners learned in the free world. At the same time it allows those same convicts to feed unabated on programming pumped directly into their living quarters that promotes and glamourizes the lifestyles that brought them into the correctional system. The reasoning tools educational TV promotes, would help blunt this effect.

Television is a powerful teaching tool, it gradually, incessantly, inescapably sculpts and shapes the way we think and how we behave. It shapes our sense of what is normal, what is funny, what is beautiful, what is cool – what is right and what is wrong. What we see on TV is called “programming” for a reason. Jim Henson said that “Television is ... teaching – whether you want it to or not.”

MCCX Inmate Publications

As digital media threatens hard-copy newspapers and magazines worldwide, there is still one bastion where printed media is king: Prison Publications.

Morgan County Correctional Complex has a long history of producing quality inmate publications, as far back as the early 1990s. The *Mountain Review* once served as the principle publication for both Brushy Mountain Correctional Complex and MCCX. Though much of the recorded history of the publication has been lost, the new generation of publications has garnered the attention of outside publishers, church groups, Nashville and private prison officials, and even a TDOC library consultant.

Now produced entirely in-house, the Education department has eliminated the need for outside printers by utilizing existing equipment and suppliers. The paper is printed directly from PDF files using a Canon ImageRunner, which was installed as a printer to the CCO workstation in the O-building library. The software and copier were part of a preexisting lease, though the software was not previously being utilized. Paper is also purchased through state contract.

The inmate news office is also located in the O-building library, giving workers access to current news publications, reference materials, compound staff, and the prison's largest inmate security-class population, minimum-restricted custody. This central location is ideal for distribution, as the medium and annex units are accessible through Education's CCO library staff.

The inmate news staff has obtained several independent resources, utilizing free publications offered to inmates and/or correctional institutions and garnering support from select commercial publications. Currently on file, the paper has responses from 29 publications representing several prison-oriented fields: legal, prisoner rights, prison issues, in-house prison publications (both in-state and out-of-state), religious, and political. Many of the resources are utilized in newspaper research projects.

The newspaper staff also maintains contact information for college correspondence programs. The central location of the office makes it ideal for the dissemination of educational resources. Though most post-secondary institutions have gone exclusively on-line for their distance education programs, some still offer print-based courses. The paper has current contact information and prices for 26 distance-learning programs.

As newspaper editor I come across many resources that are helpful to the incarcerated, subjects that include: publishers and distributors, personal health and nutrition, writers and artist, family and friends, pen pals, prisoner support, legal information and education, ethnic groups, prerelease, parole and reentry, important documents, housing, employment, addiction treatment, veterans, mental health and victim support. In 2010, I began compiling these listings into a comprehensive directory, the *Prisoner Resource Guide*. The guide has undergone continuous expansion and revision, the 2013 edition comprising over 130 pages. It is distributed through the news office to counselors, instructors, and administrators yearly, and made available to the inmate population through the institution libraries.

The newspaper also produces programs for the MCCX school graduations, designed the *Discovery for Recovery* newsletter for the A&D program, and has been called on over the years to produce several other pamphlets, posters, booklets, certificates, and newsletters.

Inmate Media Recommendations

Commercial Television

Given the persistent climate of unrest, the current satellite television contract at MCCX should remain unchanged, as permitted by policy 510.01. At each contract renewal, every effort should be made to replace the least popular entertainment channels with the maximum number of educational channels available. Liberal media outlets should be replaced with conservative media outlets. No additional non-educational channels should ever be added.

Inmates accessing the television service should be billed a maximum \$2 per month. Connection cables (from wall to TV) should be tagged and temporarily confiscated from inmates refusing payment. Inmates caught stealing service should be issued a disciplinary write up for larceny. Fees should be waved for consistently indigent inmates.

Revenue generated from the sale of recyclable aluminum produced by the inmate population should be mandated exclusively for the funding of television programs (minus institutional cost of collection and shipping), as well as profits from the MCCX commissary. Excess monies not consumed by the satellite contract should be mandated for funding the Program and Educational Channel and the Chaplain's Channel.

Program and Educational Channel

MCCX should purchase or lease equipment (or use decommissioned equipment from BMCX) to establish the Program and Educational Channel as described in institutional policy 510.01-4. The channel will be administered by the Education department as specified in section five of the policy, and facilitated by an inmate Media Production Worker ("MPWO"), as described below.

The new MCCX closed-circuit channel will operate independent of the Chaplain's Channel and focus all of its air time on policy-mandated (non-religious) instruction. The Chaplain's Channel will relinquish all of its non-religious materials to the Program and Educational Channel. The Chaplain's Channel will continue to operate unchanged, dedicating all of its airtime to religious programming.

All current instructional materials on VHS will be consolidated by subject matter and archived on DVD. These recordings will be utilized in the production of daily programming.

The purpose of the new CCTV system will be to set up constructive activities to utilize and occupy the talents, learning potential, and idle time of many prisoners, both enrolled in the MCCX Educational program and otherwise. Surveys will be conducted throughout the prison to establish areas of educational interest. These areas will be considered by MPWO when pursuing new media materials.

MPWO will be tasked with development and performance of institutional news programs, documentation and broadcasts of visiting program lecturers, commencement speakers, volunteer instructors, and the pursuit of educational films, documentaries, governmental and foundational educational materials, specific ACA and policy objectives, and the acquisition (through prison staff) and airing of free instructional materials offered on the Internet (Courseware, Khan Academy, etc.).

Restructure of Institutional Newspaper

The inmate Newspaper Worker positions (“NEWO”) will be expanded to three (3) active workers, each at a separate security level (medium, minimum-restricted, and minimum-trusty). The medium security worker will be tasked with covering buildings 21, 22, and 23; the minimum-trusty worker will cover building 27.

Newspaper workers will be directed to type their submissions and assignments on standard school or inmate computers, with their supervisor forwarding the finished articles by Outlook for submission to the paper (detailed job descriptions to follow). Layout, artwork, typesetting, and production of the newspaper will be handled by the MPWO position.

The Education department will oversee each NEWO worker through an academic instructor – the medium and minimum-restricted workers through an academic teacher in the school building, and the annex reporter through an academic teacher in building 27. Working under the supervision of this existing staff infrastructure will allow these three inmate reporters to cover the majority of MCCX (excluding maximum security).

Media Production Worker

A new inmate position will be created in Education: “Media Production Worker” (MPWO). The position is outlined as follows:

1. The MPWO will work under the supervision of the MCCX Principal and consult with program counselors and vocational and academic instructors.
2. The Media Office will be located in the O Building library, overtaking the current Newspaper office (or possibly the current chapel aide office, if security is available after the chapel moves).
3. MPWO will handle scheduling and distribute schedule postings for the Program and Educational Channel through Educational staff supervisors (of NEWO) at each security level.
4. MPWO will pursue donations, acquisitions, purchases, and donations of new educational programming and coordinate with school staff to duplicate and broadcast current vocational and academic audiovisual instruction materials.
5. MPWO will coordinate with appropriate staff to facilitate photo and/or video coverage of Inmate Council Meetings, Health and Administrative announcements, and institutional news updates and events.
6. MPWO will do the graphic design and typesetting work required by the Programs department (fliers, certificates, programs, newsletters, and booklets).
7. MPWO will be responsible for the design, layout, charts, and graphics used to produce the inmate news publication.

The following are mockups of the new job descriptions. The three “NEWO” positions will be designated one each to the annex, compound, and building 22. Newspaper computer K35061 will be assigned to the MPWO position. The NEWO compound position will remain unchanged. The NEWO annex position will be reactivated and, along with the medium-security worker, the satellite positions will use standard school computers with a basic word-processing program to submit their reports. All three will operate under the supervision of an academic school teacher.

The revamped NEWO positions carry the same requirements, duties, and expectations as the current jobs, with the elimination of redundancy, typesetting, and the antiquated layout requirements. The monthly word count has also been doubled. The new MPWO position encompasses the Senior Editor position of the newspaper and has extended requirements, new responsibilities, and a higher skill level (Level IV).

ACA Objectives

A properly executed Program and Education Channels as outlined in this proposal will meet the following ACA Standards: To better establish a system of two-way communication between all levels of staff and inmates (ACA Standard 4-4016); To facilitate planned leisure-time activities (ibid. 4-4481, 4-4484); To provide educational television to supplement traditional teaching methods (4-4466), including off-peak program hours (4-4477); To expand coordination of educational instruction with social services, leisure-time activities, and religious programs (4-4478); To increase inmate work opportunities (4-4451–4-4454; 4-4483); To support activities that are initiated by inmates and carried out under staff supervision (4-4486).

INSTITUTION:	MCCX	
TDOC/DOT POSITIONS:	Newspaper Worker	132.017-014
INSTITUTIONAL POSITIONS:	Newspaper Worker	"NEWO"
DEPARTMENT/SUPERVISOR:	Education	Designated School Staff
POSITION TYPE/PAY RATE:	Program Service/Skilled	

REQUIREMENTS:

- ✓ Must be medium, minimum trusty or minimum restricted custody.
- ✓ Must pass supervisor's interview.
- ✓ Must have a high school diploma or GED and be able to function educationally on that level.
- ✓ Must have typing skills.
- ✓ Must demonstrate writing and interviewing skills to the supervisor by submitting one (1) print-worthy article.
- ✓ Must not have any indication in file of not being able to function with staff and inmates.
- ✓ Must be able to work unsupervised as proven by previous jobs at the institution.
- ✓ No Class A disciplinary in the past 18 months.
- ✓ No Class B disciplinary in the past 12 months.
- ✓ Any Class A or B disciplinary conviction will result in immediate job dismissal.
- ✓ Dismissal will be determined on Class C write-ups, depending on disciplinary incident.

DUTIES and EXPECTATIONS:

- ✓ Collect picture releases and draft articles submitted by staff and inmates in designated custody level.
- ✓ Type, proofread and correct submitted articles in Microsoft Word.
- ✓ Meet with supervisor and decide what additional articles, reports and/or editorials to do for the current issue.
- ✓ Author at least three (3) 600-word articles, or their equivalent each month.
- ✓ Research articles, conduct interviews and gather necessary information.
- ✓ Read policies and procedures, newspaper or magazine articles, watch TV news and conduct staff interviews to gain facts and familiarization with subjects assigned.
- ✓ Submit rough draft of articles to supervisor for corrections/clarification.
- ✓ Meet all writing and production deadlines as determined by supervisor and outlined in job description.
- ✓ Submit a final draft of all articles to supervisor, typed in Microsoft Word, before the 20th of each month.
- ✓ Maintain a filing system.
- ✓ Meet with staff supervisor and determine what pictures are needed to go with that month's articles.

INSTITUTION:	MCCX	
TDOC/DOT POSITIONS:	Newspaper Worker	132.017-014
INSTITUTIONAL POSITIONS:	Newspaper Worker	"NEWO"
DEPARTMENT/SUPERVISOR:	Education	Designated School Staff
POSITION TYPE/PAY RATE:	Program Service/Skilled	

DUTIES and EXPECTATIONS:

- ✓ Distribute an appropriate number of finished newspapers to each housing unit/pod in designated security level.
- ✓ Report to work as directed by supervisor or work area as needed to complete assignments and articles.
- ✓ Return to unit for meals and counts unless otherwise instructed by supervisor.
- ✓ Inmates will not take unnecessary articles to work site such as radios, tape players, recreational games, cards, excess clothing or food.
- ✓ **Sentence credits will be awarded according to the following:**
 - ✓ Arrives to work on time. Reports to work site in a timely manner. Is not late or absent without an official excuse. Returns to work within a reasonable amount of time after appointments. (2 days)
 - ✓ Applies himself to work at hand. Remains at work site. Does not visit and is not distracted by others. (2 days)
 - ✓ Accepts supervision well, listens and carries out instructions, ask questions when needed. Accepts orders without an argument, (2 days)
- ✓ **Any supervisor may take sentence credits if job performance is unsatisfactory.**

HOURS/DAYS:

- ✓ Hours will be 7:30am-3:00pm
- ✓ **Per policy 504,04; Inmates who are required to work more than the normal numbers of hours in any work day shall be excused from working for a corresponding number of hours subsequently during that pay period, if possible.**

COMMENTS:

Inmates will sign the job description and schedules/expectations to indicate that he has read or had been explained to him the duties and that he fully understands them.

Staff Signature

Date

Inmate Signature

Date

INSTITUTION: MCCX

TDOC/DOT POSITIONS: Media Productions Worker

INSTITUTIONAL POSITIONS: Media Productions Worker "MPWO"

DEPARTMENT/SUPERVISOR: Education Teacher Supervisor Mike Napier

POSITION TYPE/PAY RATE: Program Service/Highly Skilled

REQUIREMENTS:

- ✓ Must be minimum trusty or minimum restrict custody.
- ✓ Must pass supervisor's interview.
- ✓ Must have a high school diploma or GED and be able to function educationally on that level.
- ✓ Must demonstrate writing and interviewing skills to the supervisor by submitting one (1) print-worthy article.
- ✓ Must have education and/or experience in electronic page assembly, graphic design, and/or publication design.
- ✓ Must be computer literate and able to operate necessary word processing and desktop publishing programs.
- ✓ Must be able to plan, layout, and produce multiple page publications to printer's specifications.
- ✓ Must be able to operate audiovisual equipment.
- ✓ Must not have any indication in file of not being able to function with staff and inmates.
- ✓ Must be able to work unsupervised as proven by previous jobs at the institution.
- ✓ No Class A disciplinary in the past 18 months.
- ✓ No Class B disciplinary in the past 12 months.
- ✓ Any Class A or B disciplinary conviction will result in immediate job dismissal.
- ✓ Dismissal will be determined on Class C write-ups, depending on disciplinary incident.

DUTIES and EXPECTATIONS:

- ✓ Plan, layout, and assemble the institutional newspaper, meeting all deadlines.
- ✓ Assemble all pre-press artwork, charts, and graphics for the institutional newspaper.
- ✓ Crop, edit, and arrange all photographic contributions for institutional newspaper.
- ✓ Plan, layout, and assemble fliers, certificates, programs, newsletters, and booklets as directed by supervisor.
- ✓ Type, proofread, and correct submitted articles in Microsoft Word.
- ✓ Research articles, conduct interviews, and gather necessary information.
- ✓ Maintain a filing system and reference library.
- ✓ Perform graphic design and layout work as assigned by supervisor.
- ✓ Submit a finished draft of the institutional newspaper to the staff sponsors for proofreading.
- ✓ Make all corrections to publications as directed by supervisor.
- ✓ Submit proofread and corrected draft to Warden or designee for approval.

INSTITUTION: MCCX

TDOC/DOT POSITIONS: Media Productions Worker

INSTITUTIONAL POSITIONS: Media Productions Worker "MPWO"

DEPARTMENT/SUPERVISOR: Education Teacher Supervisor Mike Napier

POSITION TYPE/PAY RATE: Program Service/Highly Skilled

DUTIES and EXPECTATIONS:

- ✓ Make corrections and changes as directed by Warden or designee and submit final draft of the newspaper to supervisor for printing.
- ✓ Forward appropriate number of newspapers to NEWO in each security level.
- ✓ Meet with the school Principal or designee to discuss schedule and programming for the Closed Circuit Program and Educational Channel.
- ✓ Post schedules in all housing units for the Program and Educational Channel
- ✓ Pursue donations, downloads, and recordings of new educational programming from staff.
- ✓ Organize Inmate Council, event, and staff announcement coverage for broadcast.
- ✓ Report to work as directed by supervisor or work area as needed to complete assignments, articles, and programs.
- ✓ Return to unit for meals and counts unless otherwise instructed by supervisor.
- ✓ Inmates will not take unnecessary articles to work site such as radios, tape players, recreational games, cards, excess clothing, or food.
- ✓ **Sentence credits will be awarded according to the following:**
 - ✓ Arrives to work on time. Reports to work site in a timely manner. Is not late or absent without an official excuse. Returns to work within a reasonable amount of time after appointments. (2 days)
 - ✓ Applies himself to work at hand. Remains at work site. Does not visit and is not distracted by others. (2 days)
 - ✓ Accepts supervision well. Listens and carries out instructions, ask questions when needed. Accepts orders without an argument. (2 days)
- ✓ **Any supervisor may take sentence credits if job performance is unsatisfactory.**

HOURS/DAYS:

- ✓ Hours will be 7:30am-3:00pm
- ✓ **Per policy 504.04; Inmates who are required to work more than the normal numbers of hours in any work day shall be excused from working for a corresponding number of hours subsequently during that pay period, if possible.**

COMMENTS:

Inmates will sign the job description and schedules/expectations to indicate that he has read or had been explained to him the duties and that he fully understands them.

Staff Signature

Date

Inmate Signature

Date

Appendix A

A “Description of Various Distance Learning Materials” as posted by The Urban Institute Justice Policy Center, Transition from Jail to Community Initiative. www.jailtransition.com/toolkit, accessed March 27, 2012.

Correctional Learning Network: The Correctional Learning Network is a distance learning initiative administered by Educational Service District 101, (which also operates the STEP Star Network) and funded through the U.S. Department of Education, providing interactive instructional programming for correctional facilities.

Transition/Reentry Material

- WA JRA: Anger Control Training for Youth
 - Targeted for youth
 - Free of charge
- Transition: Life Skills, Anger Management
 - Free of charge
- Transition: Employment
 - \$129.00 for the set
- Five Secrets to Finding a Job
 - \$79.00
- There are a number of GED preparation courses at the site below ranging from \$89.00 to \$149.00

http://scripts.cln.esd101.net/courses/offender_courses.html

STEP Star Network (SSN): STEP Star Network (SSN) is one of the nation’s oldest and largest distance learning networks, providing interactive classroom instruction through television, computers, the Internet, and other technologies. SSN is administered by Education Service District 101 (ESD 101) and funded through a Star Schools grant from the U.S. Department of Education. Course companion websites offer additional information, resources, and extension activities. The network offers a vast array of programs geared to all ages and levels of ability, including elementary through secondary education, alternative education, adult basic education, literacy programming, and professional development.

The Correctional Learning Company (formerly The Correctional Education Company): They have DVD materials that are expensive – ranging from \$200.00 to just under \$1,000.00. Founded by Errol Craig Sull in 1990, they produce correctional educational materials and programs that are used extensively in correctional institutions and community organizations throughout the United States. Their specialty is in assisting inmates and ex-inmates, as well as youthful offenders, make the successful transition from the inside to the outside with an approach that is results- and action-oriented. They develop materials and training with the goal of most efficiently and successfully assisting the client in being adequately prepared to make it on the outside.

<http://www.prisonedu.com/index.html>

Prison Television Network (PTN): The Prison Television Network, a privately funded program based in Clearwater, Florida, is “designed and programmed specifically to help meet the spiritual and educational needs of the growing prison population.” On November 1, 2003, PTN aired its first program schedule, though actual broadcasting did not begin until February 2004. PTN is currently working with Dr. Gail C. Arnall, of the SAFETY-NET distance-learning program, to develop a second channel completely devoted to juvenile audiences.

<http://www.ptnoutreach.org/>

LiteracyLink, TV411, and Other Programs by KET Enterprise: LiteracyLink’s goal is to use technology to link underserved and hard-to-reach adults and their teachers with quality adult basic education and GED preparation tools. Combining video, the Internet, and print materials, LiteracyLink programs target the needs of the individual learner, adult instructional programs, and the work force. LiteracyLink is a joint project of PBS Adult Learning Service, the National Center on Adult Literacy of the University of Pennsylvania, Kentucky Educational Television (KET), and the Kentucky Department of Education. The project began in July 1996 in response to the growing nationwide demand for basic skills training. The project is funded by a grant from the U.S. Department of Education through the Star Schools program.

NIC: These materials are mostly related to employment and are free of charge to corrections agencies. NIC also provides an on-site week-long training program for employment specialists. You can reach them by calling 1-800-995-6429, wait for the prompt for the information center.

Building Bridges 021698

Building Future Offender Job Retention

Career Resource Center

<http://nicic.gov/>

Appendix B

The following information and links are available through the Online Education Database at <http://oedb.org/library/features/236-open-courseware-collections>, accessed April 2012.

Archives: Archival materials are easier than ever to access now that most institutions have begun to digitize their materials. The University of Virginia Library, for example, has compiled the Jefferson Digital Archive based upon their internal collections and other resources. The following is a “short list” of archival materials, but you can find several search engines and directories that will lead you to hundreds of regional and international archives and their online materials.

1. [American Memory](#) – The Library of Congress provides extensive multimedia offerings on various topics through their American Memory Collection, including their outstanding Built in America project that showcases historical buildings through photographs.
2. [Fathom](#) – This archive, provided by Columbia University, offers access to the complete range of free content developed for Fathom by its member institutions. The archives include online learning resources including lectures, articles, interviews, exhibits, and seminars.
3. [Internet Archive](#) – A digital library of Internet sites and other cultural artifacts in digital form.
4. [National Archives](#) – Provides primary source materials from NARA along with lesson plans for teaching with those sources.
5. [National Climatic Data Center](#) – The NCDC, a division of NOAA, maintains climatic archives, including lists of storms in given counties, and records about global extremes, etc.
6. [North American Computing and Philosophy](#) – Archival material from 2001, 2002, 2003, and 2005 conferences.
7. [Open Society Archives](#) – These archives and collections relate to the period after the Second World War, mainly The Cold War, the history of the formerly communist countries, human rights, and war crimes.
8. [The Rosetta Project](#) – A global collaboration of language specialists and native speakers building a publicly accessible online archive of all documented human languages.
9. [September 11 Digital Archive](#) – This site uses electronic media to collect, preserve, and present the history of the 9/11 attacks.
10. [U.S. Census Bureau](#) – If you think the Census Bureau is all about numbers, you might be surprised to learn about their archived photographs, daily radio features, and more available through their Newsroom.

Broadcast Learning: Turning off the television has become a mantra. But, when it comes to educational TV, maybe too much isn’t enough. The following broadcasting companies maintain websites that carry Podcasts, videos, and articles. Some sites maintain special sections expressly for students and teachers.

11. [ABC Australia](#) – This site offers various educational categories, including archives and the Big Ideas Wisdom Interview Podcasts.
12. [BBC Learning](#) – Online learning, support, and advice. This site offers internal and offsite links to a vast amount of materials.
13. [BBC Video Nation](#) – Current news in many categories.
14. [Biography](#) – The site holds videos to past interviews and biographies on people in topics that

range from Black history to women's history.

15. [Book TV](#) – This is the companion site to Book TV on C-Span2. The site holds some current interviews with authors, many past interviews, opinions, reviews, and featured programs through online video.
16. [CBC Archives](#) – Relive Canadian history through thousands of available radio and television clips.
17. [Discovery](#) – This channel is home to several different networks that focus on the military, animals, travel, etc. The Discovery site offers a “Video of the Day” from its home page, a separate online video section, and a Discover Education center where teachers can accumulate materials for K-12 teaching. It's impossible to list all their offerings here, so go discover!
18. [History Channel](#) – Visit the Video Gallery for a selection on historical topics. Like the Discovery Channel, this network provides many opportunities for you to gain access to information and reference materials.
19. [NOVA](#) – Watch current science shows or browse by categories. PBS sponsors this channel.
20. [PBS](#) – The Public Broadcasting Service brings great shows to television (other than Nova, listed above), and they also offer research capabilities, information, and Podcasts to their viewers online.
21. [Research Channel](#) – Speakers, researchers and professors present revolutionary thoughts and discoveries. Use their Webstreams and an extensive video-on-demand library for research.
22. [TVO](#) – Canada's largest educational broadcaster brings Podcasts, video, educational television, and a special program entitled, “Learn with TVO” for parents and teachers of K-12 students. For older learners, TVO offers “course connections” listed at bottom left on the home page.
23. [Weather Channel](#) – You can learn about weather all over the world, but the Weather Channel also offers dynamic content based upon seasons and special conditions and a special multimedia and education section.

Videos – University: The list of video collections below are either hosted or generated by a school of higher learning. Some resources also include Podcasts or other educational materials, so look around when you head to a specific site.

184. [Berkeley Multimedia Research Center](#) – Six videos that mainly focus on the university's multimedia presentation capabilities. You'll also find a chemistry lecture.
185. [Butte College](#) – Televised courses and events such as workshops, meetings, and conferences. All sent to you via streaming video.
186. [CalTech Today](#) – “Streaming Theater” for science and technology, society and culture, and campus life.
187. [Carleton University Television \(CUTV\)](#) – Two courses only: Introductory Chemistry, CHEM 1000 taught by 3M teaching award winner Robert Burk, and Natural History, BIOL 1902, taught by highly respect naturalist and wildlife photographer Michael Runtz.
188. [Case School of Law](#) – Lecture series dating from 2001 to current year.
189. [Dartmouth Chance](#) – Chance is a quantitative literacy course, and Dartmouth offers video lectures and more to help conduct your own Chance course.
190. [Duke University Multimedia](#) – Classroom video archives produced in the Duke University Mathematics Department Multimedia Classroom.
191. [Georgetown University Webcasts](#) – Current critical intellectual and social issues debated and discussed.
192. [Harvard@Home](#) – The mission of Harvard@Home is to provide the Harvard community and

the broader public with opportunities for rich in-depth exploration of a wealth of topics through Web-based video programs of the highest caliber.

193. [Harvard Law School](#) – Events and lectures online.
194. [Homeric Odyssey and the Cultivation of Justice](#) – If you want to get to know this classic in depth, this is where you need to go – online text, video lectures, the works. Brought to you by Professor Gregory Nagy. He is the Francis Jones Professor of Greek Literature and Professor of Comparative Literature at Harvard University.
195. [Kennedy School of Government Video Archive](#) – From Harvard University.
196. [Landon Lecture Series](#) – Gain live access on day of lecture or view archived lectures on public issues, thanks to Kansas State University.
197. [Mathematical Sciences Research Institute](#) – MSRI streaming video lectures.
198. [MIT World Video Index](#) – Search, or sort by title, date, or MIT host for videos on the sciences and arts.
199. [Oxford Internet University Webcasts](#) – Live and on-demand Webcasts of prominent speakers from events and conferences organized or recorded by the Oxford Internet Institute.
200. [Princeton University's New Media Center](#) – Student and faculty projects, including lectures, speakers, interviews, etc.
201. [Princeton University Web Media](#) – Includes events, lectures and a small selection of Podcasts.
202. [Rice University Webcasts](#) – Live and archived events, speakers, and lectures at Rice.
203. [Rockefeller University](#) – A small collection of Flash videos.
204. [St. Edward's University](#) – Philosophy audio and video lectures.
205. [Stanford University Audio and Video](#) – Selections from the Graduate School of Business.
206. [UC Berkeley Resources](#) – Links to many resources online and at Berkeley. Some resources for students only, others open to the public.
207. [UCLA Webcasts](#) – UCLA Instructional Media Production (IMP) provides live Webcasts of important and interesting campus events, archives them, and makes them available for on-demand viewing.
208. [University of California TV Video on Demand](#) – Lectures, seminars, and talks on a variety of topics.
209. [University of Connecticut](#) – A video lecture series from this university's School of Medicine.
210. [University of Texas at Dallas](#) – UT Dallas brings a list of online neuroscience lectures to the table.
211. [Webcast Berkeley](#) – Courses and events offered by the University of California (UC) Berkeley. Also offered as Podcasts.

Video – Other: The following list contains collections that are not maintained by a school of higher learning. But many of these resources offer great opportunities to learn through videos that range from short-shorts to entire movies.

212. [2007 Exploring Space Lectures](#) – Brought to you via Smithsonian Institute.
213. [Atom Film Documentaries](#) – Short film genre.
214. [Center for Economic Studies \(CES\)](#) – Lecture series from 2001 forward.
215. [Cern Webcast Service](#) – CERN lectures and seminars to universities, schools and to the general public.
216. [Exploratorium](#) – This is a Webcast archive filled with selected videos that date back to 1996.
217. [Free Documentaries](#) – Mostly political films.
218. [Free Movies and Documentaries](#) – Videos embedded from other sites, but worth a look for

- various categories under documentaries, news items, etc.
219. [Free to Choose](#) – TV series by economist Milton Friedman along with interviews.
 220. [Google Video](#) – Educational lecture options from Google. Search for other genres, like documentaries.
 221. [Howard Hughes Medical Center Lectures](#) – Gain access to information on everything from evolution to RNA.
 222. [Indymedia](#) – The San Francisco Bay Area Independent Media Center is a non-commercial, democratic collective of bay area independent media makers and media outlets. This site also serves as the local hub for the global Indymedia network, and offers archival materials as well.
 223. [Lifesign](#) – A short list of medical genre videos. It appears that this site, funded and maintained by the Department of Creative Technologies, University of Portsmouth, intends to grow.
 224. [Link TV](#) – Current perspectives on international news, current events, and diverse cultures, presenting issues not often covered in the U.S. media.
 225. [Moving Image Archive](#) – Internet Archive’s collection of classic full-length movies, daily alternative news broadcasts, and user-uploaded videos of every genre. This is a mega-source.
 226. [National Archive](#) – Over 250 titles collected by the NASA Office of Public Affairs between 1962 and 1981.
 227. [Nobel Prize Lectures](#) – Provide a wealth of background to every Nobel Prize since 1901. You can find biographies, interviews, photos, articles, video clips, press releases, educational games and a great deal more information about the Nobel Laureates and their work.
 228. [ScienceLive](#) – Free popular science videos.
 229. [The Royal Society](#) – Video lectures on topics from biology and climate science to physics. They also maintain a short list of Podcasts.
 230. [Vega Science Trust](#) – The Vega Science Trust aims to create a broadcast platform for the science, engineering and technology (SET) communities. Learn from seminars, lectures, and more (they have four priceless archival recordings delivered by Nobel prize-winning physicist Richard Feynman at the University of Auckland, New Zealand).
 231. [Webcasts](#) – From the Library of Congress.
 232. [WGBH Forum Network](#) – The WGBH Forum Network is an audio and video streaming Website dedicated to curating and serving live and on-demand lectures given by some of the worlds foremost scholars, authors, artists, scientists, policy makers and community leaders.

Video Directories & Searches: Finally, this is a short list of directories and search engines dedicated to free online videos.

233. [Ethics Videos on the Web](#) – Compiled by Lawrence M. Hinman from the University of San Diego.
234. [Mathematics Videos](#) – A list of online lectures and videos compiled by Jean-Marc Gulliet and hosted at New York University.
235. [Open Video Project](#) – This repository provides video clips from a variety of sources, especially various video programs obtained from U.S. government agencies such as the National Records and Archives Administration and NASA.
236. [Web Lecture Archive Project \(WLAP\)](#) – Browse through lectures by category, or conduct an advanced search.

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