No Internet? No Problem!
Leveraging Offline Technology to Prepare Inmates for Success Outside the Walls

Write! Not just research. Tell the library world “How you done it right… or wrong”
- Chuck Curran, professor University of South Carolina’s College of Library and Information Sciences.
My Story
Or, why I learned to care about Correctional Education

93.8 miles each way

Required?
Core requirement 2.9:

From SACS-COC:
Required?
Comprehensive standard: From SACS-COC:

3.8 Library and Other Learning Resources

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support teaching, research, and service missions. (Learning/information resources)

3.8.2 The institution ensures that users have access to regular, timely instruction in the use of the Library and other learning/information resources. (Instruction of library use)

3.8.3 The institution provides a sufficient number of qualified staff—those with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. (Qualified staff)

Required?
Comprehensive standard 3.4.12

3.4.12 The institution’s use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)

Texas Higher Education Coordinating Board

Courses with emphasis on research

- BIOL 1415, 2106, 2206, 2306
- DANC 1305, 1306
- EDUC/PSYC 1100, 1200, 1300
- ENGL 1301, 1302, 2321, 2323 . . .
- PHED 1301
- PSYC 2301, 2307, 2308, 2317
- SOCI 1301, 2336
- SPCH 1311, 1315, 1318
- Student Success Course
- Writing for Non-Native Speakers
How am I supposed to do that?
Read this article and write about it

• Database searching
• Internet searching
• "How can we better serve our prisoner students" email to library directors from Texas colleges also working with Texas Department of Criminal Justice
• "Do you have a prison campus" email to listservs
The image contains a webpage from the Expository Digital Library. The content is a text-based summary of the library's features and the types of resources available. The text is divided into sections with headings and bullet points, describing the library's content, use cases, and benefits. The website's layout includes a header with a logo and navigation options, and the main body contains paragraphs explaining the library's features and resources. The text is written in a standard, easy-to-read format, with no visible images or graphics included in the page. The document does not appear to contain any tables or complex diagrams.
To the rescue: our heroes

2016 Special Projects Grant

- eGranary/COEP servers in TDCJ’s Wynne, Ellis, and Ferguson Units
- Interactive electronic tutorials created
- Instruction for faculty, students, tutors.
This page is dedicated to the Corrections Off-line Education Platform.

Welcome these portals on the eGranary Digital Library to find useful resources about each of these topics.

- **Education Essentials**
  This collection contains resources geared toward the high school level and covers a wide variety of general educational subjects, including studying and test preparation.

- **Technology Training Resources**
  Learn computer technology (CT) skills, from beginner to advanced levels.

- **Life Skills**
  Career planning, communication, daily living, home life, housing and money management, self-care, social relationships, work and study skills, work life, pregnancy and parenting.

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**EDUCATION ESSENTIALS**

This collection contains resources geared toward the high school level and covers a wide variety of general educational subjects, including studying and test preparation.

- **Highlighted Links**
  - **Home Schooling**
  - **Science and Math**
  - **The History Guide**
  - **The Middle School Guide**
  - **The Middle School Guide for Students for History Classes**
  - **The Middle School Guide for Students for Social Studies Classes**

**LIFE SKILLS**

Career planning, communication, daily living, home life, housing and money management, self-care, social relationships, work and study skills, work life, pregnancy and parenting.

- **Highlighted Categories**
  - **Communication**
  - **Consumer Resources**
  - **Employment**
  - **Financial Planning**
  - **Health and Safety**
  - **Housing and Living**
  - **Injury Prevention**
  - **Legal Advice**
  - **Skills for Work and Transition**

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MAJOR setback

- Sexuality
- Weapons of Mass Destruction
- Gangs
- Pornography

Pipe bomb

Pipe bombs are commonly used in terrorist attacks. They are relatively easy to make and are effective in causing significant damage and fear. The design of a pipe bomb involves the following steps:

1. **Assemble the Pipe**: Gather a steel or copper pipe of the desired length and diameter. Make sure the pipe is clean and free of any debris.
2. **Insert the Fuse**: Insert a fuse made from a length of wire or a string. The fuse is lit using a lighter or match. The fuse length should be about 1 meter for optimal blast effect.
3. **Add the Explosive Mixture**: Fill the pipe with an explosive mixture. Common mixtures include
   - **RDX/TNT**: A high explosive
   - **Black Powder**: A black powder mixture
   - **Benzene and Benzene Cyanide**: A gelatinous mixture

4. **Seal the Pipe**: Use the 1x1 cm area to seal the pipe. You can use a plastic or rubber sealant to ensure a tight seal.

Once assembled, the pipe bomb can be used in various terrorist attacks. They are often used in bombings to create panic and fear. The explosion can be controlled by adjusting the amount of explosive used and the time of ignition. Pipe bombs are relatively easy to make and require minimal resources.
Disclaimer: this is not Erica, my grant administrator!

How we resolved our setback:
Classroom management software

• Control – power, log in and out, locking individual users’ screens and hardware
• Monitor Internet, applications, and more
• Log student activity
• Assessment – quizzes and surveys
• Journaling
• Sending files to students
• Collecting assignments
• Creating groups
• Functions off-line
NetSupport’s Internet Log

<table>
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<tr>
<th>Student identification</th>
<th>Computer name</th>
<th>Page name</th>
<th>URL</th>
<th>Start time</th>
<th>End time</th>
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<td>3</td>
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<td>7</td>
</tr>
</tbody>
</table>

But we’re not done yet . . .

To the rescue: our heroes . . .
2017 Special Projects Grant

- eGranary servers in Luther, Eastham, and Huntsville units
- Building a desktop lab
- Providing a mobile (laptop) lab in the Huntsville unit.
- More tutorials as requested/needed
- More instruction for faculty, students, tutors.
- Hope of growing the holdings to suit our needs

Collateral consequences

- My location: I office in/report to the Huntsville Center.
- My "librarian" job:
  - Reference
  - Library (Information Literacy) instruction
  - Interlibrary Loan
  - Collection development/management.

What could have improved the process:

- Ideal: dedicated tech person – one with programming experience.
- Ideal: dedicated, full-time librarian – one with programming experience.
- Ideal: early purchase of a demo version (external hard drive) for off-site configuration, learning.
- Ideal: dedicated (no other work than us) support from Wider Net.
- Nice: REGULAR, scheduled days/times for tech and for librarian to accomplish eGranary work (with no competition)
- Better documenting.
- Keeping notes is good. Being able to access them when needed is better.
- Time….more time.