



Changing Corrections, for Good

What is American Prison Data Systems (APDS)?



APDS is a B Corporation. We bring the transformative power of the digital revolution to correctional facilities by delivering individualized inmate education, job training, rehabilitation, and reentry plans.

Our vision is to end the revolving door of corrections by providing corrections officials with the solutions and tools designed to:

- Create better outcomes for inmates and staff via access to programs and support systems that are proven to reduce recidivism.
- Improve safety for corrections staff and inmates.
- Deliver significant cost savings to facility administrators and taxpayers.



Software as a Service Provider



PLATFORM FOR PROGRAMS

The APDS platform allows for the distribution of partner programs, and hosts a range of tools and services to support correctional programs.



SECURE DEVICES

APDS devices provide inmates with secure, monitored access to our digital education, rehabilitation, job training, and reentry programming



NETWORK SECURITY

APDS offers a private network that governs all functions of inmate tablets. A white hat hacking firm recently declared the APDS network to have "no vulnerabilities."



Connected Corrections Platform



APDS Delivers Positive Outcomes

APDS' highly successful partnerships with corrections show that APDS tablets are not only safe and secure but also improve outcomes for students.

Outcomes of tablet use:

- Improve security within our correctional institutions
 - APDS tablets have had over 9M hours of inmate tablet use and no safety and security incidents
- Educational outcomes vastly improved
 - Learners using APDS devices are 2x more likely to pass the GED when compared to non-users
 - Inmates using APDS devices improved reading comprehension by four grade levels in nine months of tablet use
- Inmates prepared for reentry
 - reentry plan completion rates have increased by 70%



Assess Individualized Needs



Assess Individualized Needs

Messages

PREA

Pathways

Forms

Forms

APDS Grievance

Inmate Request To Staff

Inmate Request To Staff - Solicitud de Preso al Personal

APDS Programming Intake for

APDS Programming Intake for

APDS Programming Intake for

This questionnaire is designed to help your program...

Have you completed your High School diploma?

☐ Yes

☐ No

If no, are you interested in programming to help prepare you to take the GED® test?

☐ Yes

☐ No

Are you interested in programming to enhance your skills?

☐ Yes

☐ No

Would you be interested in programming to help you find a job?

☐ Yes

☐ No

Are you interested in job-skill programming related to the following areas?

☐ Yes

☐ No

If yes to 6, which job skill area would you most like to learn more about?

☐ Business Communication

☐ Environmental Science

☐ I.T. (Information Technology)

☐ Industry Overviews (Learning about Food and Beverage, Health Care, Consumer Electronics, Automotive, Retail, & Telecommunications Industries, etc.)

Are you interested in programming about anger management skills?

☐ Yes

☐ No

GED Math - Activities

Mathematical Reasoning

Reference - START HERE: About the GED®

Reference - Test Taking Tips

Reference - Study Skills

Formative Assessment

Part 1: Formative Assessment 0%

Part 2: Formative Assessment

Reference - Mathematics Formative Assessment

Unit 1

Unit 2

Unit 3

Unit 4

Reference - Appendix

Summative Assessment

Part 2: Formative Assessment

Mathematical Reasoning > Formative Assessment

Target due: 8/29/18

MATERIALS

1. Question

The numbers 6 and 15 are factors of which of the following numbers?

☐ A. 15

☐ B. 24

☐ C. 45

☐ D. 60

2.



Question

Marina is making cone-shaped party hats for her little sister's birthday party. How much paper is used to construct 10 party hats with a base diameter of 6 inches and a height of 4 inches? (Hint: The party hat will not have a paper base.)

☐ A. 120π square inches

☐ B. 150π square inches

DESCRIPTION

SUBMIT



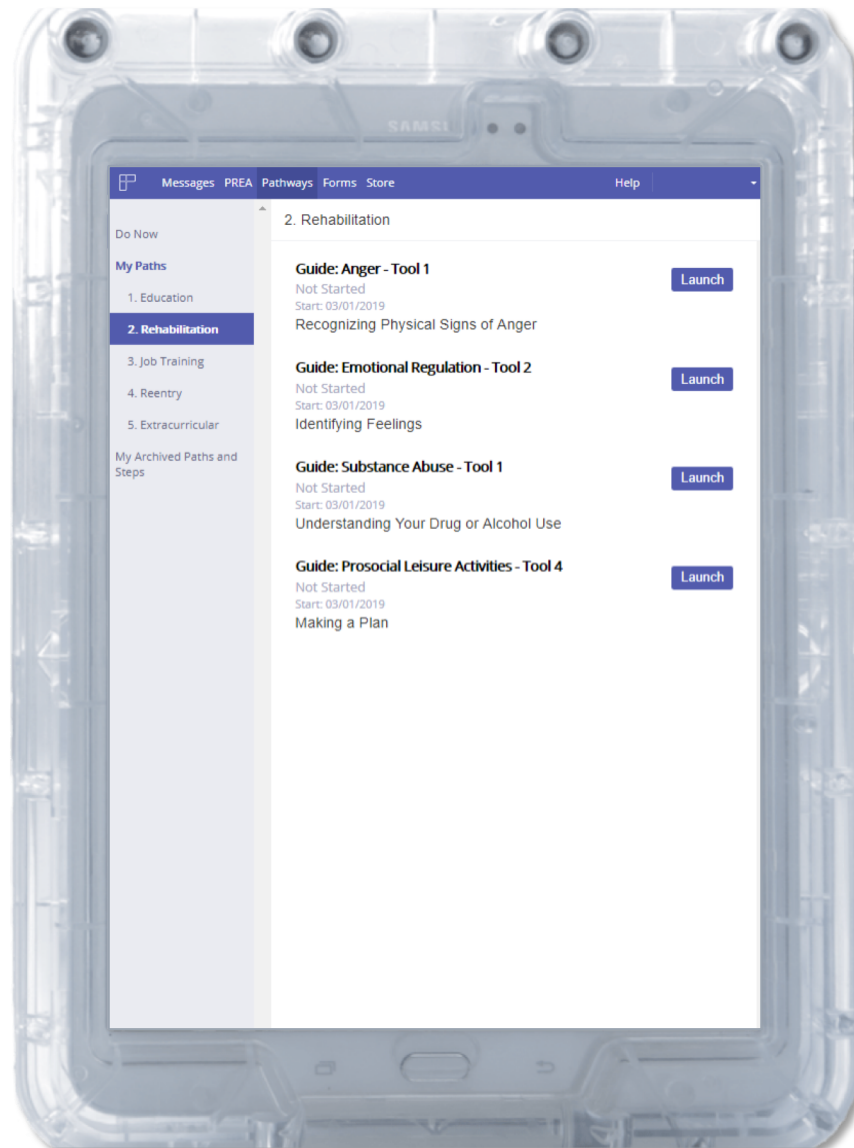
Personalized Learning Plans



Personalized Learning Paths

Personalized plans in four key areas:

- Education
- Rehabilitation
- Job Training
- Re-entry Support



Personalized Learning Paths

Education

Motivate and prepare for High School Equivalency

- Inspirational, motivational videos
- Adult Basic Education (ABE)
- Pre-HSE and HSE prep

Rehabilitation

Obtain Cognitive Behavior Training

- Address anti-social thinking, problem solving, emotional regulation

Job Training & Obtainment

Develop life skills and earn vocational certifications for employment

- Life Skills
- National Career Readiness Certification + vocational certification
- Resume creation, job search and obtainment

Reentry Support

Personalize reentry planning and monitor progress

- Create personalized reentry plans
- Connect with social service providers prior to release, monitor progress during incarceration and into release

Additional Premium Content/ Incentive Engine

- Edu-tainment, including movies and games
- Legal library
- Additional education, rehabilitation, job training, and reentry solutions



Standards-Based Programming



Education Services

Designed for adult learners at any level

- GED test prep (9-12)
- PreGED (6-9)
- ABE (0.1-5)
- TABE 11-12
- Common Core State Standards
- College & Career Readiness Standards

The top screenshot displays the 'GED Math - Activities' interface. The sidebar menu includes options for Student Book - L4 Fractions - Quiz, Workbook - L4 Fractions, Student Book - L5 Ratios and Proportions (highlighted), Student Book - L5 Ratios and Proportions, Workbook - L5 Ratios and Proportions (0%), Student Book - L6 Decimals (CS), Student Book - L6 Decimals (CS) - Quiz, Workbook - L6 Decimals, Student Book - L7 Percent (CS), Student Book - L7 Percent (CS) - Quiz, Workbook - L7 Percent (CS), and Quiz - Unit 1 Review. The main content area shows 'Student Book - L5 Ratios and Proportions (CS) Mathematical Reasoning > Unit 1 Lesson 5 Ratios and Proportions (CS) - Screen 4 of 5'. The title is 'Practice the Skill 1'. A blue box says '2 Practice the Skill'. Below, it states: 'By practicing the skill of solving ratios and proportions, you will improve your study and test-taking abilities, especially as they relate to the GED® Mathematical Reasoning Test. Study the information below.' Three examples are provided: a) A ratio is different from a fraction, b) A unit rate is a ratio with a denominator of 1, and c) In a proportion, the products are equal.

The bottom screenshot displays the 'PreGED Spanish Language Arts - Activities' interface. The sidebar menu includes options for Idea principal, Unidad 1 Lección 1: Idea principal - Prueba, Unidad 1 Lección 2: Detalles, Unidad 1 Lección 2: Detalles - Prueba, Unidad 1 Lección 3: Inferencias, Unidad 1 Lección 3: Inferencias - Prueba, Unidad 1 Lección 4: Secuencia de sucesos (highlighted), Unidad 1 Lección 4: Secuencia de sucesos, Unidad 1 Lección 5: Comparar y contrastar, Unidad 1 Lección 5: Comparar y contrastar, Unidad 1 Lección 6: Causa y efecto, Unidad 1 Lección 6: Causa y efecto - Prueba, Unidad 1 Lección 7: Conclusiones, and Unidad 1 Lección 7: Conclusiones - Prueba. The main content area shows 'Unidad 1 Lección 4: Secuencia de sucesos Razonamiento a través de las Artes del Lenguaje > Unidad 1'. It includes a 'CONSEJO' (Tip) box with advice on sequencing events. Below, it provides a reading passage about Marian Anderson and a listening exercise with a video player showing 0:00 / 1:04. The exercise asks: 'De todas las actuaciones que se describen en el pasaje, ¿cuál ocurrió primero?' and '¿Qué sucedió después de que el pedido de Anderson de cantar en Constitution Hall le fue negado?'. A button at the bottom says 'Comprueba tus respuestas en la siguiente diapositiva.'

*Courseware available in English and Spanish



APDS Learning Management System

- Interactive questions, including multiple choice, fill-in-the-blank, true/false, and open response
- Class calendar
- Multimedia images, videos, audio
- Home-grown courses served to more learners, with greater interactivity, and machine-grading.
- Supports self-paced and teacher-facilitated courses

The screenshot displays the APDS Learning Management System interface. At the top, the APDS logo is visible on the left, and a user profile with the text "welcome Skystudent1 my account | logout" is on the right. A left sidebar contains icons for "HOME" and "CALENDAR". The main content area shows a breadcrumb trail: "Home > 5 Keys - Math for Work > Lessons > 1.2 Worksheet #1 - Adding and Subtracting Decimals: Graded". Below this, the title "1.2 Worksheet #1 - Adding and Subtracting Decimals: Graded" is displayed. There are "View" and "Take" buttons. A progress bar indicates "Step 6 of 10". The question text reads: "Brandon has \$109.87 in his savings account. Dana has \$187.09 in her savings account. How much more money does Dana have than Brandon?". Below the question, it says "Choose (1 point)". A list of five multiple-choice options is shown, each with an unchecked checkbox: A. \$7.22, B. \$77.22, C. \$77.63, D. \$78.63, and E. \$707.22. At the bottom right, there are "Back" and "Next" navigation buttons.



Course Creation

The screenshot displays a web application for course management. The top navigation bar includes links for 'Add content', 'Structure', 'Administrative Reports', and 'Lesson'. A search bar and user information ('Hello Samantha.Bee', 'Log out') are also present. A sidebar on the left contains icons for 'MY COURSES', 'MY RESULTS', 'GRADE', and 'ADMINISTRATION'. The main content area is titled 'Course administration' and features a green button to 'Add a new course'. Below this, there are input fields for 'Title' and a 'Published' status dropdown set to '- Any'. An 'Apply' button is next to the dropdown. An 'Operations' section contains a dropdown for '- Choose an operation' and an 'Execute' button. At the bottom, a table lists existing courses with columns for selection, title, author, published status, and actions.

	Title	Author	Published	Actions
<input type="checkbox"/>	Training Course	ktripp	Yes	
<input type="checkbox"/>	Scorm Q	dclabcontent	Yes	
<input type="checkbox"/>	Five Keys - US History I new	cfraser	Yes	



Rehabilitation

Target criminogenic and recidivism risks identified by COMPAS:

- Cognitive Behavioral Therapy (CBT)
- Pro-social Skill Development
- Anger Management
- Substance Abuse
- Family Challenges
- Criminogenic Thinking
- Violence Reduction

Tool 1

Recognizing Physical Signs of Anger

When we experience anger, we feel an emotional and physical reaction. By learning to recognize the physical signs of anger, we can detect when we are becoming angry and change our responses to the situation. This tool will help you identify your physical signs of anger.

Part A

1 Think about a time when your anger got out of control. Select the words or phrases that describe what your body was doing at the time, or write your own words. If someone who knows you well can describe what your body does when you get angry, ask them what they see.

Posture	<input type="radio"/> Standing	<input type="radio"/> Sitting	<input type="radio"/> Lying down	<input type="text"/>
Breathing	<input type="radio"/> Fast			
Mouth	<input type="radio"/> Smiling			
Teeth	<input type="radio"/> Resting apart			
Eyes	<input type="radio"/> Wide open			
Voice	<input type="radio"/> Loud			
Hands	<input type="radio"/> Relaxed			
Legs	<input type="radio"/> Shaking			
Heartbeat	<input type="radio"/> Slow			
Face	<input type="radio"/> Frowning			

2 Describe anything else you noticed about your anger.

Parts of Your WRAP Plan

The plan you develop using the WRAP program is a game plan for your life, and it has several parts. You may find some parts more useful than others at certain times in your life. Which parts you create and how you use them is up to you. If WRAP is new to you, we invite you to create a full plan and then figure out how you want to use the different sections in your life.

Wellness Toolbox—Skills and strategies you have used or want to use to keep yourself well and help yourself feel better when you don't feel well or when things aren't going great for you. As you develop your plan, you'll refer to the toolbox to help you put together your various action plans. You'll also add to your toolbox regularly as you create your plan.

Daily Plan—A plan for the minimum things you need to do each day to maintain your wellness. This section includes three simple lists: (1) a description of how you feel when you are well, (2) a list of the minimum things you need to do every day to maintain your wellness, and (3) a list of additional things you may choose to do on any given day to stay well.

Stressors—These are "triggers" or "things that push your buttons." When they come up, they can make you uncomfortable or knock you off track. This section includes not only a list of what those things are but a plan for how you'll react if they come up so you can protect your wellness and stay on track with your recovery goals.

INTRODUCTION

Step 17 of 20

What Do I Want to Accomplish with My WRAP?

What do you want to accomplish with your WRAP? Some goals other people have set include things like:

- Quitting smoking, drinking, or using another substance
- Breaking habits and stopping compulsive behaviors
- Rebuilding a relationship with my family and others
- Getting depression under control
- Getting a decent job that pays well
- Losing weight

You can pick some of the goals listed above, and add any of your own that are important to you. Take a moment to type your goals below or write them in your personal notebook.

As you develop your WRAP, you'll incorporate tools that support your goals. Many people find it helpful to revisit their goals often so they keep them in mind. Some people add new goals from time to time.

Answer

Next



Job Search

- Resume building
- Career exploration
- Career education
- Local job search
- Potential for job application

NCW
NATIONAL CORRECTIONS WORKS

EXPLORE CAREERS SEARCH OPPORTUNITIES LEARN SKILLS LOGOUT HI Barbaral

HOME MANAGE MY PROFILE

← BACK

Paving, Surfacing, and Tamping Equipment Operator

MORE JOB INFO

AVERAGE SALARY: \$39,120

WHAT IT'S ALL ABOUT

As a Paving, Surfacing, and Tamping Equipment Operator you will, operate equipment used for applying concrete, asphalt, or other materials to road beds, parking lots, or airport runways and taxiways, or equipment used for tamping gravel, dirt, or other material and includes concrete and asphalt paving machine operators, form tampers, tamping machine operators, and stone spreader operators. On the job you would, operate machines to spread, smooth, level, or steel-reinforce stone, concrete, or asphalt on road beds, observe distribution of paving material to adjust machine settings or material flow, and indicate low spots for workers to add material and control traffic.

READ THIS PARAGRAPH TO ME **PLAY** **PAUSE** **STOP**

PERSONALITY

Maker

KNOWLEDGE

Business
Sales & Personal Service
Transportation, Distribution & Logistics
Manufacturing & Advanced Manufacturing
Building, Construction & Mechanics

SKILLS

Solving Problems
Noticing Details
Physical Activities
Responding Quickly
Making Decisions

COMPTIA A+ 220-901: BIOS MOTHERBOARDS

Step 1 of 1

Menu

- Completion Status
- Table of Contents
- Course Test
- Resources
 - About
 - General Settings
 - Take the Tour
 - Help

Primary Computing Functions

KEYBOARDS

SCANNERS

MICE

TOUCH SCREEN

DIGITAL CAMERA

JOYSTICK

What type of opportunities are you interested in?

CLICK ALL THAT APPLY

Architecture & Engineering	Arts, Music, Entertainment, Sports & Media	Business & Finance
Cleaning & Maintenance	Community & Social Work	Computers & Math
Construction & Extraction	Education, Training & Library	Farming, Fishing & Forestry
Food Preparation & Serving	Health Practitioners & Technical	Health Support
Installation, Maintenance & Repair	Law & Related	Life, Physical & Social Sciences



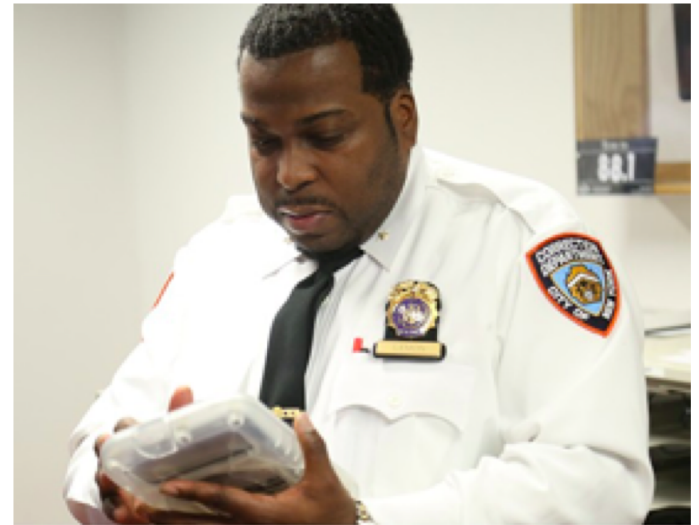
Enriched & Incentivized Learning



Professional Development

Familiarity with inmate programming means staff and officers possess the tools they need to better manage inmates and maintain safety

- Identify best-practice procedures and processes for program implementation and management.
- Provide step-by-step device and content overview training
- Staff will master how inmate programming works within positive behavior incentive system, resulting in improved program engagement
- CO Academy Training Program digitized for ease



Incentive Engine



Messages PREA Pathways Forms Store

Help

APDS Internal

Adam Henderson ▾

Store

My Rewards

Rewards Store

Access your Entertainment

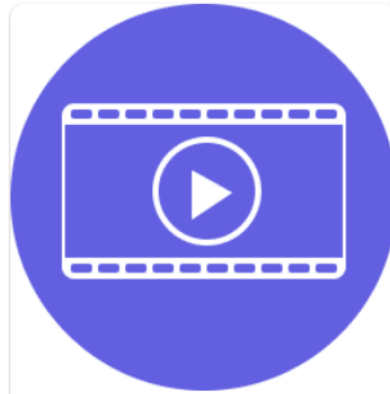


Games

10.00 Tokens

Redeem this to access a variety of games! Some of the games include Temple Run, Dots, 2048, among other amazing options!

Redeem

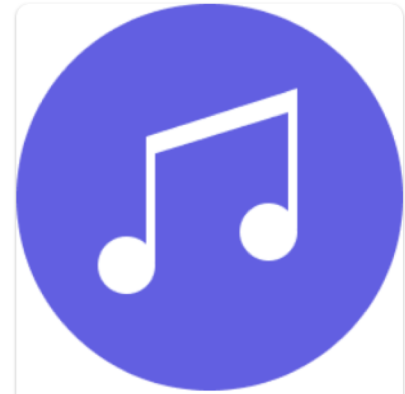


Movies

10.00 Tokens

If you redeem this you will unlock a variety of movies to watch during your entertainment hours!

Redeem



Radio

10.00 Tokens

If you redeem this you will get access to Connected Corrections radio during your entertainment hours today!

Redeem



0 APDS Tickets 0 Tokens 4

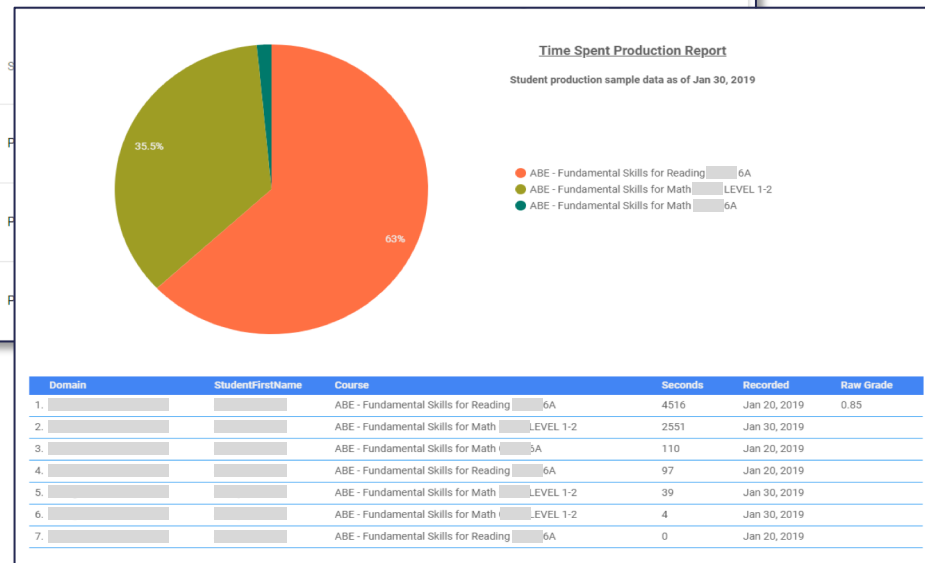
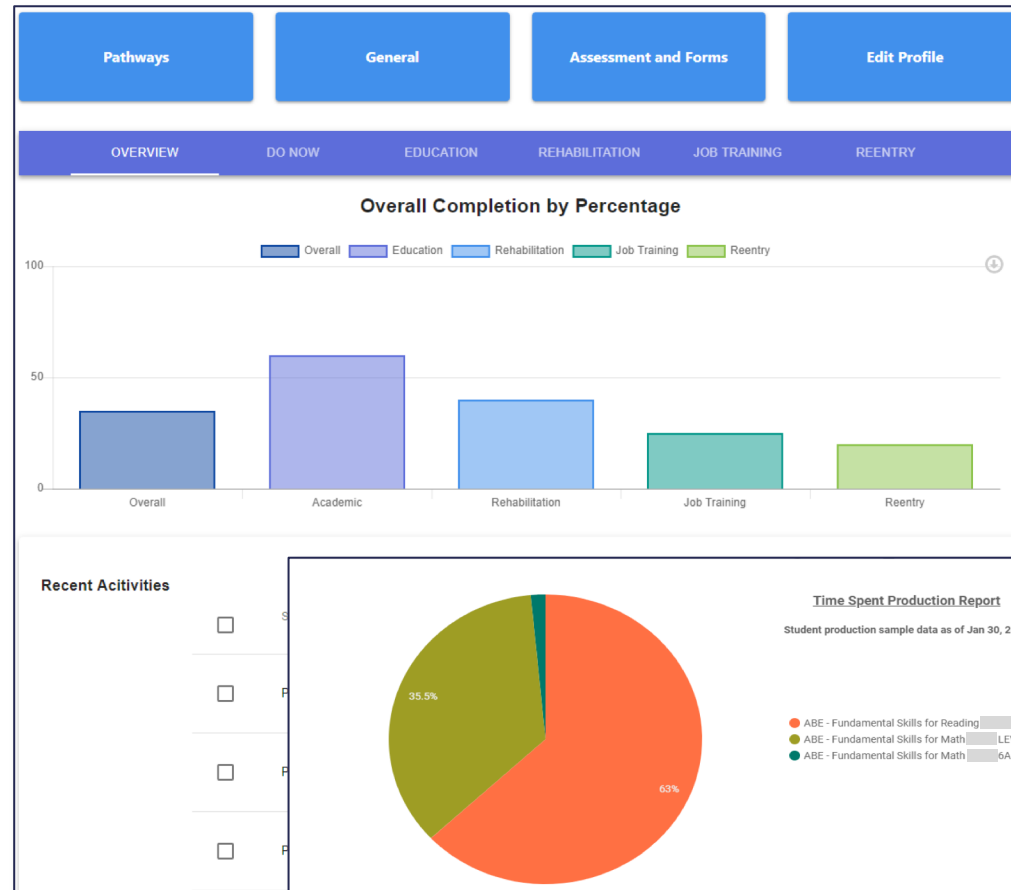


Data & Reporting



Reports for Program Staff

- By Learner
- By Program
- By Facility
- By Unit
- By Group



Reports for Administrative Staff

- Monitor **overall programming quality**, time on task, and progress towards goals
- **Adjust resourcing** based on facility and unit needs
- Report to internal and **external constituencies** for programming accountability
- Correlate programming outcomes to ultimate re-entry success and **reductions in recidivism**

