

146089

FINAL REPORT
of
Client Participation
at the
EAST DAY REPORTING CENTER
Education Program

The FRANK X. GORDON, JR.
Education and Learning Center

September 1992 - May 1993

Paul O'Connell Robert Cherkos
Program Supervisor DRC Program Supervisor

Michael McCarthy
Literacy Coordinator

Erin Halk
DRC Education Program Manager

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10/1/93

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DAY REPORTING CENTER MISSION STATEMENT

The mission of the Maricopa County Adult Probation Department Day Reporting Center is to furlough selected offenders from incarceration into a program of strict community supervision and structured reintegration services.

146089

U.S. Department of Justice
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EXECUTIVE SUMMARY

- * A total number of 133 clients were assessed from 8/24/92-5/31/93.
- * 46 clients were in need of a GED.
- * 86% of those who needed a GED did participate in the DRC Education Program at the Frank X. Gordon Education Center.
- * There was a 75% pass rate among DRC clients who GED tested: 20 DRC clients GED tested - 15 clients passed, and 5 are awaiting results or in the process of testing.
- * A noted improvement in attitude took place in clients who participated in the DRC Education Program.
- * Average level of education of all DRC clients assessed here: 10th grade 9th month.
- * 712 combined total hours of attendance.
- * The East DRC is the hosting site of the first Arts and Education Contest where highest preGED score or essay on "What education means to me" can win cash for probationers.

NARRATIVE

In August of 1992, the Maricopa County Adult Probation Department opened its first Day Reporting Center (DRC) in the Mesa office. The main purpose of the DRC program is to successfully re-integrate adult offenders into society and to thereby reduce jail overcrowding.

Education is a key component in the successful re-integration of adult offenders. An old adage says "Educate them or support them." This would certainly apply to probationers. To educate probationers is far less costly than to support them. Current data reveals that it costs \$13,052 per year to incarcerate one person in a county jail versus \$400 per year to educate one adult.

"Education for offenders makes sense" says U.S. Chief Justice Warren Burger, "because how many opportunities are available to illiterates with a criminal record?" Part of the DRC's re-integration process requires that clients participate in education programs such as GED classes, parenting classes, anger control, and alcohol support groups to name a few.

These classes are important not only for the recovery of the client, but for the families, and especially the children of the clients. Education and support groups can be instrumental in helping to break any inter-generational illiteracy, child-abuse, and drug abuse patterns.

The DRC target population is comprised of nonviolent probationers who:

- are currently serving jail time as a term of probation
- have 60 days or less remaining on the jail term
- have educational, vocational, and/or serious employment needs
- would benefit from structured reintegration services

This report will deal with client participation in the East Day Reporting Center at the Frank X. Gordon Education and Learning Program.

COMMENTS ABOUT DRC:

"My experience at the DRC Education Center has helped me out a great deal. One thing that makes this program so helpful is the friendly and very helpful people working there. They treat you like a special person. This is good."

- William P.

"I have decided to continue with the literacy program even when I'm released from the Day Reporting Center. I will do this because of the many positives I have received and will continue to receive from the literacy program."

- James D.

"Thank you for helping me. I'm glad to see that people really do care."

- John C.

"Most of the DRC clients do well on probation because the foundation has been set and they are already headed on the right track. It makes my job a lot easier."

- Margaret Francis, P.O.

Probation officer, Steve Lessard, has observed that when DRC clients of his (as well as other clients) pass their GED, their self-esteem "goes through the roof". This good feeling carries over into other aspects of their lives and of probation. For example, after earning a GED, many are feeling so good about themselves that they "often quit using drugs, find employment, and start paying their fines."

EDUCATIONAL RESULTS
at the
DAY REPORTING CENTER
FRANK X. GORDON EDUCATION AND LEARNING CENTER

Erin Halk

NUMBER OF STUDENTS:

Total number of DRC students assessed from 9/1/92 to 5/31/93: 133

GEDs:

Total number of DRC students in need of a GED: 47

Total number of DRC students who GED tested: 20

Total number of DRC students who passed GED; 15

Total number of DRC students testing or awaiting results: 5

LEVEL OF EDUCATION:

Average level of education of all DRC clients assessed: 10.9
grade

Average level of education of DRC clients with diploma: 12.5
grade

Average level of education of DRC clients without GED; 9.5 grade

AGE:

Average age of DRC clients: 29

ATTENDANCE:

Total number of hours of all students combined: 712

Average number of hours spent in class per student: 17.8

ACADEMIC IMPROVEMENTS AMONG GED STUDENTS:

READING:

Average grade level at start: 8.7 grade level

Average grade level at exit: 9.2 grade level

Average growth in reading: .5 grade level

Average number of hours to attain growth: 17.8

MATH:

Average grade level at start: 7.2 grade level

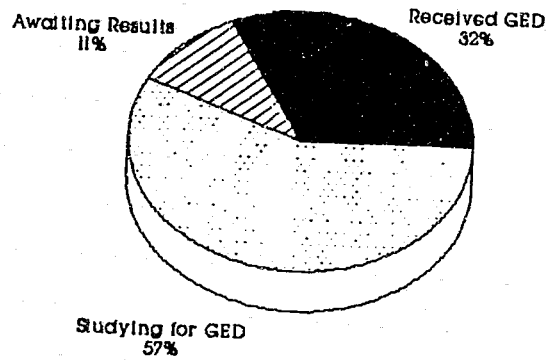
Average grade level at exit: 8.3 grade level

Average growth in math: 1.1 grade level

Average number of hours to attain growth: 17.8

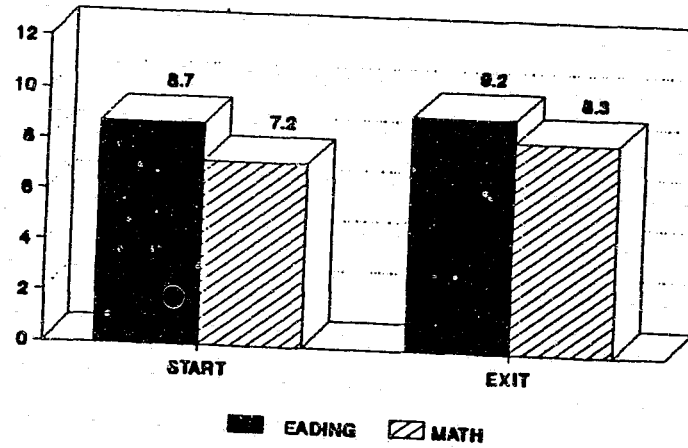
EAST DRC EDUCATION PROGRAM

**EAST DRC
GED PROGRAM**



SEPTEMBER, 1992 - MAY 1993

**EAST DRC
ACADEMIC IMPROVEMENTS**



(AVG. GRADE LEVEL) 8-92 TO 8-93

SUMMARY OF EVENTS

September 1, 1992 through May 31, 1993

TRIAL RUN:

These first few months served as a pilot project for the DRC Education Program. The original plan called for daily classes to be held Monday through Thursday from 1:00 to 3:30 p.m. (Appendix I) It was soon observed that the varied schedules of the DRC students rendered this schedule unusable. For example, some students could attend only in the evenings, while others could attend only mornings or afternoons. This led to the development of an individual education plan for each DRC student.

INDIVIDUAL SCHEDULES:

The challenge to meet the varied needs of DRC students was done on a case by case basis. Each student was assessed and interviewed to determine what they wanted to learn. A schedule was made to meet the desires and time restrictions of each individual students. This process worked well enough that students responded. One student expressed his experience at the Frank X. Gordon Learning and Education Center this way:

"Even though I have four years of college, I was made aware of some problem areas that I have. My punctuation and grammar usage was of major concern. While attending the learning center, I feel that I have made progress with my grammar usage which has begun to boost my self-esteem. However, what I'm really feeling good about is that I have begun to learn to type and I'm becoming computer friendly."

OTHER COURT-ORDERED SERVICES

Another factor that influenced participation in the DRC education program was student involvement in other court-ordered services. These include chemical dependency groups, alcoholics anonymous, and counselling to name a few. (Appendix VI). When a student is withdrawing from drugs or working through personal issues in counselling, their educational goals often must take a back seat until they become more stabilized. This can take several months. Take for example, the case of the two students who were undergoing intensive counselling for substance abuse. They were so weighed down with personal issues that it was not possible for any educational progress to take place at this time in their lives.

NON-COOPERATIVE DRC STUDENTS:

A number of DRC students who were in need of a GED simply refused to participate in any way (5 clients or 10%).

They simply would not attend the learning center even though ordered to do so by a probation officer. While our philosophy is not to force anyone into a learning environment, we just wanted a chance to talk with these resistant learners to see if there was anything we could do to advance their level of education.

Some were convinced that they did not need a GED; some said that the emphasis was more on gaining employment than on gaining a GED, while others never followed through with the GED test even though they had wonderfully promising assessment scores.

Every effort was made to contact these students: friendly phone calls to their homes and work, letters to them in jail or at home to encourage them to pursue a GED, notes to inform their probation officers of client non-compliance, and as a final resort: requests to their probation officers to order them to test as a condition of probation. In some of these cases, the "resistant learner" never once entered the learning center. Some were returned to jail for not following DRC rules. A fear of failure can sometimes come across as belligerence.

ENCOURAGEMENT PAYS OFF



Other times, efforts of encouragement did pay off. DRC client Al H., for example, was extremely resistant to the idea of getting a GED. He insisted he did not need it and he didn't want it. One day, reluctantly, he came in to the learning center under orders from his probation officer, Marla Denham. He was visibly angry. I sat with him and listened as

he blew off steam. Finally, he agreed to take some preGED tests. His scores were high, so he signed up for - and passed-his GED in April 1993. He was so happy about his success that he came in to thank us.

Another client, John C. was sent back to jail for non-compliance of his probation. He has a serious anger-control problem that stems from the recent murder of his mother. His pattern has been to turn to alcohol to numb his pain, but the alcohol triggers rage. He had been to the learning center to study and seemed very bright. I wrote to him in jail to encourage him to take his GED in jail. He did and he passed! He expressed his gratitude in the letter on page 15, Appendix III.

AMAZING TRANSFORMATIONS:

Earning a GED may not seem like a life changing event, but for many of our clients, it is the catalyst that gets them headed in the right direction. Probation officer Steve Lessard has observed that when clients of his, particularly young men, pass their GED Test, their self-esteem "goes through the roof". This good feeling carries over into other aspects of their lives and into their success on probation. For example, after earning a GED, most of them have higher self-esteem and "often quit doing drugs, find employment, and start paying their fines."

DRC client, William P. is a good example of how a GED was the start of an improved self image. He has been on probation for a number of years. He was a heroin addict, then went to methadone, became homeless and lost his hope that life would improve. His former probation officer, Laurie Baterman, noted that William was terribly depressed, had a bad attitude, and smelled awful when he came in for monthly visits. He ended up back in jail until he was selected for participation in the DRC program in March of 1993. He still had a bad attitude and still was not big on personal hygiene, but he had a glimmer of hope that things could improve. They did! He earned a GED, but more importantly made a major turn-around in terms of self-esteem. He started coming in all cleaned up and smiling. Current P.O. Mary Foster mentioned that William was dressed professionally with a new clean-cut look and smelled good for a change. She complimented him on his new image and he told her of his volunteer work in a real estate office and of a job offer as a draftsman once he completes some classes. Earning a GED was one step in a process that improved the self image of this probationer and truly did turn his life around.

DRC CLIENT TUTORS

K , Chris: A dedicated tutor, helps on Saturdays with paperwork, registration, and computer questions.

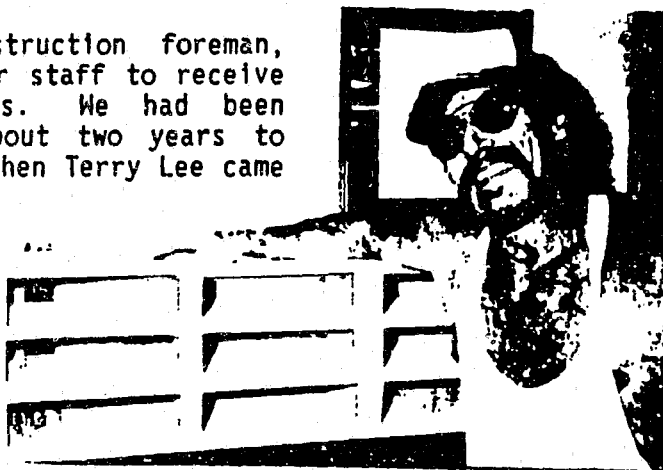
H , Howard: Has B.A. in Business Administration, but is looking into social work as a second career because of his involvement in tutoring here at the Learning Center.

B , Aaron: Accounting student at Arizona State University, tutored math here four afternoons a week.

T , Lincoln: Receives rave reviews from students as an excellent math tutor. Currently, his wife is expecting a baby, he just finished final exams at Arizona State University, and is tending to his terminally ill grandmother.

OTHER HELP RECEIVED FROM DRC STUDENTS

TERRY LEE M , a construction foreman, built mailbox slots for our staff to receive mail, memos, and messages. We had been waiting and hoping for about two years to have a mailbox unit built when Terry Lee came to the rescue in June 1993.



KARL H , our first DRC GED graduate, built a sturdy pair of picnic tables and benches for use by students outside during breaks or lunch. Once in awhile, teachers will hold class outside in nice weather which gives tables further use.

APPENDICES

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APPENDIX I
DRC CLASS SCHEDULE:

1:00 - 2:00 MATH
 2:00 - 2:30 WRITING, etc.
 2:30 - 3:30 COMPUTERS

ORIENTATION/GUIDELINES:

1. Bring a pen, pencil and paper each day.
2. Sign in and out each day (in book near door).
3. Come to class drug-free and alcohol-free.
4. Dress appropriately (see guidelines below).

DRESS FOR SUCCESS

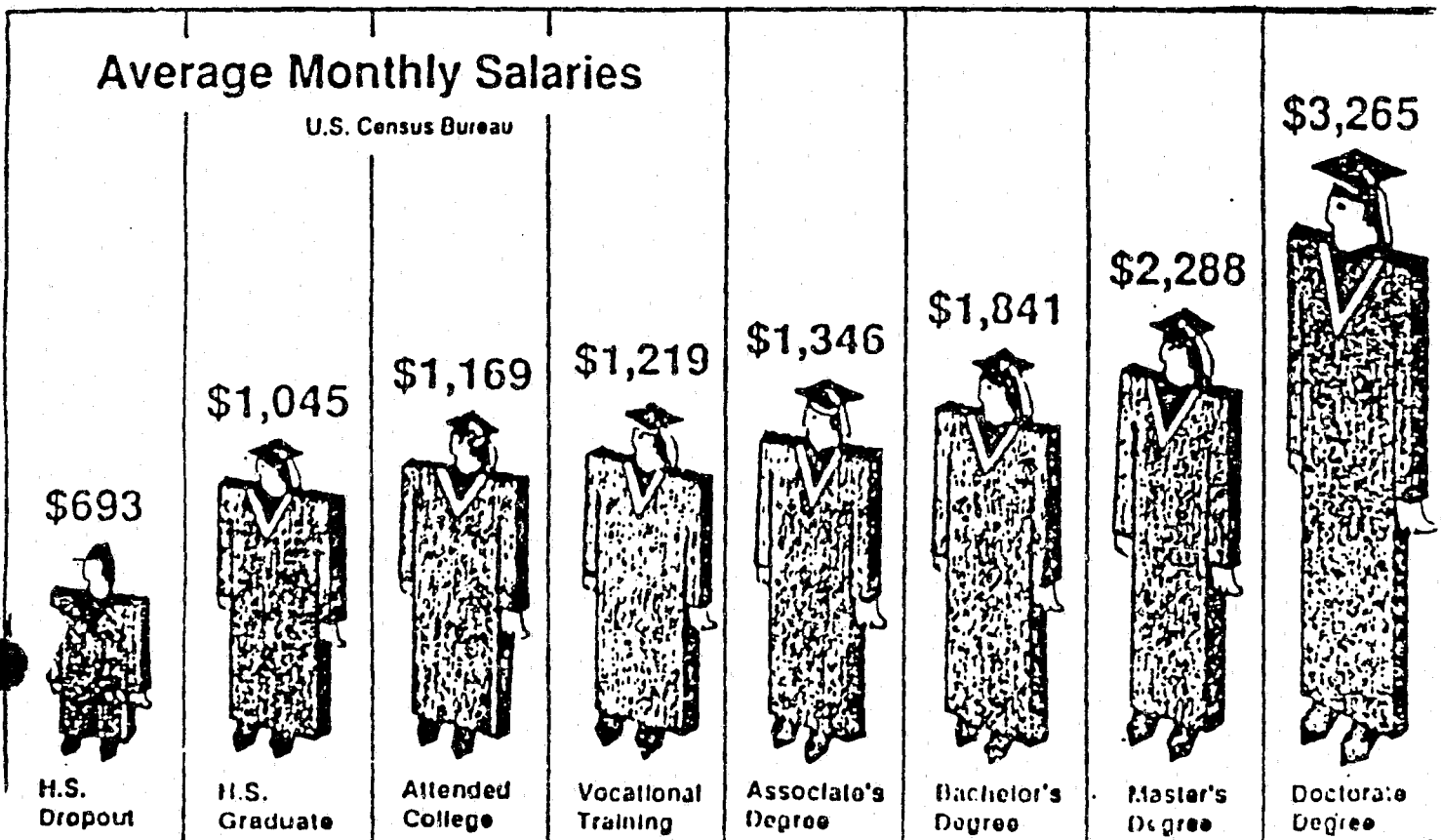
* Dress as though you are "on the job" and successful. A recent survey found that employers felt **personal appearance** was a major factor in deciding who to hire. Neat and clean is the main rule.

* Be sure your appearance makes the right impression. Clothing such as tank tops, old t-shirts, and ragged jeans would not create a positive impression.

* Dressing up can make you feel good about yourself. When you feel good about yourself, chances are you will have greater success reaching the goals that you are working toward.

**** BY DRESSING PROFESSIONALLY, YOU PROJECT A POSITIVE IMAGE TO OTHERS. IF YOU LOOK PROFESSIONAL, YOU WILL FEEL PROFESSIONAL AND WILL BE TREATED PROFESSIONALLY. TRY IT -- IT WORKS! ***

THE MORE EDUCATION YOU HAVE, THE BIGGER YOUR PAYCHECK (See below)



Oct '92**PROVIDER OF THE MONTH**

BY KYLE MICKEL

Terros has entered the second year of a federally-funded coed intensive substance abuse treatment program in which participants can earn up to \$250.00. Women aged 18 to 50 with a significant drug or alcohol problem must be involved in a committed relationship, with their partner willing to attend couples counseling. Phase One of the PASA Program (Primary Alcohol and Substance Abuse) involves eight weeks of three-hour sessions every Monday, Tuesday, Wednesday and Thursday. Day and evening treatment is available. Clients are also expected to attend three NA, CA, AA or RR classes per week. Phase Two includes six months of post-acute withdraw awareness run by a trained therapist. Following six to eight months of sobriety, Phase Three focuses on family origin issues in a group setting. A year's worth of aftercare accompanies Phase Four.

Offered on a sliding fee scale, treatment through PASA can last up to two years. The National Institute on Drug Abuse will fund PASA for two more years. PASA is run through Terros at 2830 W. Glendale and services clients Valley-wide. Call Mac, Barb or Al at 995-1486 for details.

In order to earn the \$250.00, clients must complete five periodic assessments with their significant other. The assignments include interviews and questionnaires and pay \$50.00 per session.

SUCCESS OF THE MONTH

BY ERIN HALK

The following is an unsolicited essay written by a D.R.C. student. When this student first began his studies at the Frank X. Gordon Literacy Center, he could conjugate one out of fifteen verbs and was unable to write an essay. After three weeks of one-on-one tutoring, James can now conjugate correctly fourteen out of fifteen verbs and has written the following essay. It is written in his own words, so you may notice a few errors, but the improvement over his first effort is remarkable.

When I entered the adult probation and literacy program, I was given an assessment test. Even though I have four years of college, I was made aware of some problem areas that I have.

Because I would like to someday have my own business, my punctuation and grammar usage was of major concern. I feel these are some of the things needed to be successful in today's business world as well as being computer friendly and some typing skills.

While attending the literacy program, I feel that I have made progress with my grammar usage which in turn has begun to boost my self-esteem. However, what I'm really feeling good about is that I have begun to learn to type and I'm becoming computer friendly.

The people that runs the program really seems to have their student best interest at hand. I have decided to continue with the literacy program even when I'm released from the D.R.C. program. I will do this because of the many positives I have received and will continue to receive from the literacy program.

-James Daniel

September 17, 1992

**FLASH FLASH
FLASH**BY GLORIA WASHINGTON AND
FAYE MASSAHOS

The time is quickly approaching for the Department's annual holiday benefit -- "FOOD BASKETS." Considering the number of families we served last year, we can expect an increase of needy families in 1992. Therefore, all efforts to support this worthy cause will be appreciated. This year we will be raising funds by

case donations, a raffle, and a fun-filled cake walk. In preparation for the raffle, we are seeking specialty items from all the talented people department-wide that can be won as prizes. Tickets for the raffle will go on sale November 1, 1992. More detailed information is forthcoming. Additionally, any staff person wishing to volunteer their time and energy to this deserving project please contact Gloria Washington at 440-4400 or Faye Massahos at 440-4443.



1-10-93

Dearest Erin

Thank you for helping me. I'm glad to see that people really do care. I think this world needs more people like you! Yes, I am in the process right now in taking my tests. I have already taken the first two yesterday. I feel pretty confident in myself. When I get out of jail I am going to a rehab center to help me with my drinking problem. Well anyway. I just trying to say thank you for caring!

Thank You
John M. C

P.S. sorry if you have trouble reading my writing!



6-4-93

My experience at the D.R.C. education center has helped me out a great deal. One thing that makes this program so helpful is the friendly & very helpful people working there. They treat you like a special person. This is good. I was there about 2 weeks & in that time I took my pre G.E.D. test & was ready for the real thing. In my opinion this is the only program in the probation dept. worth a damn. It is the only program that has allowed me to get my life back on track. Since getting my G.E.D. I have decided to ~~the~~ education dept. on my own & take advantage of the computer courses they offer. Now that I have my G.E.D., going to collage is a reality rather than a thought or a dream. If only I can swing the funding.

Thank you for
your help. Wm.C.

Gordon Literacy Center helps adults turn their lives around

By Bob Petrio
Staff writer

MESA — Not even the promise of a new Corvette by his parents could persuade Bill Patterson to get his high school diploma and go on to college.

He was having way too good a time drinking, doing drugs and skipping school. By the time graduation rolled around for the Tempe High class of 1975, Patterson was a half-credit short.

"I guess I blew the Corvette," said Patterson, who drifted into a series of low-paying mechanic and construction jobs before he hurt his back.

Then, about two years ago, he was convicted on a felony charge of robbery. The five months he spent in the county jail, coupled with the years of crummy + jobs, got Patterson thinking that he should try school again.

On Thursday, Patterson joined 150 graduates of the Frank X. Gordon Literacy and Education Center, receiving his general equivalency diploma.

He plans to continue taking computer classes this summer at the center, 245 N. Centennial Way, and enroll in a computer or drafting program this fall at Mesa Community College.

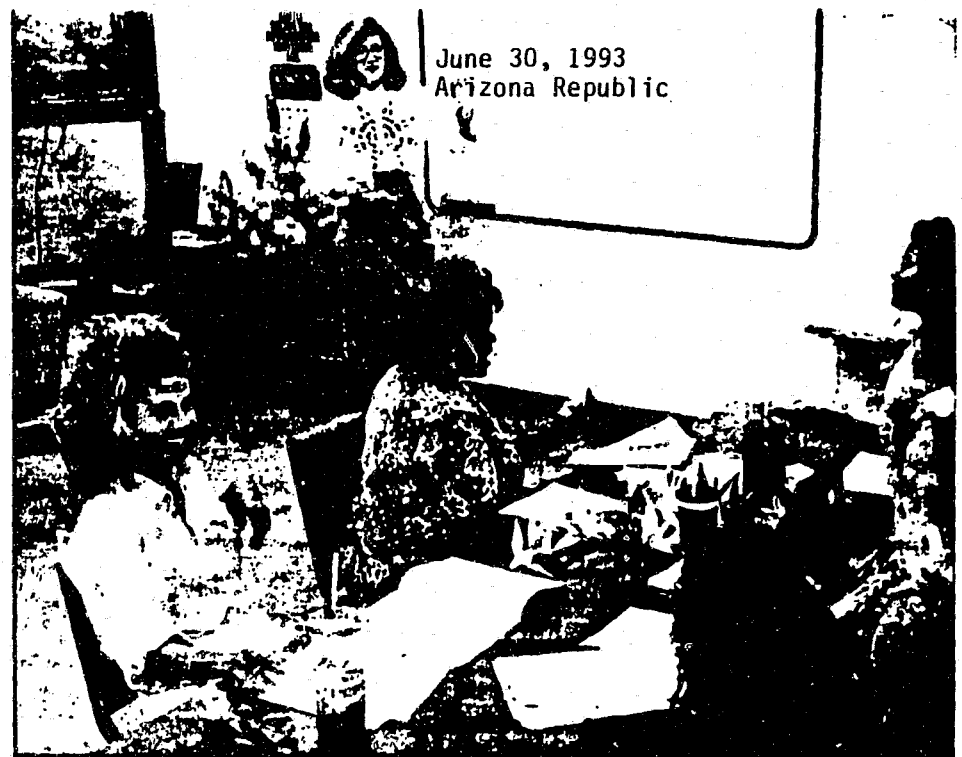
"For a long time, I thought you can't teach old dogs new tricks, and I wasn't open-minded at all," Patterson said. "I'm just now realizing, at age 35, there's a lot out there."

The program is free and open to adults who want get their GED, pick up basic computer skills or learn to read. The center opened in 1989, and more than 1,200 adults have attended classes over the past school year.

It's operated by the Maricopa County Adult Probation Department along with Mesa Unified School District and the Literacy Volunteers of America. About 40 percent of those attending are probationers.

"I feel like it's successful because we're meeting the needs of the people who come

See GED, Page 5



June 30, 1993
Arizona Republic

Russell Gates /

here," said Sue Johnson, an instructor. "We try to make people feel comfortable about adult education."

The realization that things just weren't getting better also brought 24-year-old Carla Maldonado, a mother of four preteen children, to the center for her GED.

She was in a street gang in Santa Ana, Calif. "I wasn't a leader, but a sergeant-at-arms," she said. "I was the one with the guns in my car."

A stint in a juvenile facility at 14 was the first of many brushes with the law for Maldonado. "I was in and out of prison," she said, mostly for robbery or drug offenses. She never did return to school.

After being released from the state correctional facility at Perryville last year, she moved in with

her mother and father in Tempe.

In January, Maldonado enrolled at the literacy center, with thoughts of getting to college and learning to become a drug rehabilitation counselor.

It wasn't easy.

"I came in with this attitude, a real nasty attitude," she said. "I thought I knew it all."

That all changed in the first few weeks, working with instructor Cheryl Wohlgamuth, on loan to the program from the Mesa school district.

"She encouraged me a lot," Maldonado said. "She told me I was smart and that I was bright. I didn't believe it. Now I do."

Wohlgamuth, who works mostly with unwed mothers who want to finish school and get on the job market and off welfare, said what's important is making the

learning environment as pleasant as possible.

"A lot of our people had a bad experience at their schools, and when they come here we tell them this is different than any other school you've ever been to before."

For some enrollees, being at the center can be the least stressful part of the day, away from the children or tough situations at home.

"It can be up to six hours out of the day they can relax and not worry about what's happening in their lives," Wohlgamuth said.

With so many people enrolling at different grade levels of competency, Wohlgamuth said finding a common ground to teach everyone is a challenge. To pass the GED, they need to be accomplished in math, writing, literature, science and social science.

"It's sort of like being in a one-room schoolhouse, where everybody is on a different level, and I have to teach everybody," she said.

"But when they learn something, learn how to do, say, geometry, they'll say, 'That's what the smart kids did in school,' and they feel good about that."

Both Maldonado and Patterson, who were awarded \$100 community college scholarships through the program, say they're ready to turn the page and get started on a new career.

"I'm tired of blowing it, man," Patterson said. "I don't want to end up where I've been. If I can get off the ground here on the computers and go on to, say, Mesa Community College, I've got a pretty fresh start."

APPENDIX IV

FOLLOW UP REPORT
FOR DRC GED GRADUATES

- David A.: Meeting probation terms, working in construction.
- Joe B.: Awaiting GED results. Working at auto parts service counter. Aspires to a management position.
- John C.: Making steady progress at alcohol rehabilitation center. Attends anger control groups and counselling four times a week to deal with murder of his mother. Attended GED graduation ceremony.
- Beryl E.: Has plans to attend college. Is meeting probation terms.
- Karen G.: Working as cashier at toy store since February 1993. Hopes to advance to customer service counter as a manager.
- Glenn H.: Works as a residential building supervisor. Is meeting all terms of probation successfully as reported by his probation officer.
- Al H.: Working as dry-wall installer. P.O. Steve Lessard has noted a definite improvement in Al's attitude since earning his GED. Al now pays fines on time and enjoys better self-esteem.
- Karl H.: Working as a surveyor. Built a set of picnic tables for the Education Program, see photo, p.11. Awaiting financial aid for culinary arts school in Scottsdale.
- Ray M.: Completed DUI support group. Counsellor says Ray is "a pleasure to have in class" and that he is successful in his efforts to stay away from alcohol. Ray also finished parenting classes just in time to become a new father.
- Terry L.: Awaiting GED results. Works a building supervisor in high-rise construction. Built mailbox slots for our staff (see photo, p.11).
- William C: Received scholarship at GED graduation in June 1993 to attend drafting classes. His P.O. has noticed a big improvement in attitude since he earned a GED.
- Karen E.: Awaiting GED results. Works at the Phoenix Zoo. Interested in horses, is a former rodeo barrel racer, and was offered a job in Nevada at Wayne Newton's horse ranch.
- Brian G.: Working full time and meeting terms of probation.
- Russell K. On IPS, earned GED in January 1993.



**Estate Planning
Workshop**

Saturday, December 12

1pm to 2pm

at the

Frank X Gordon, Jr.

Education Center

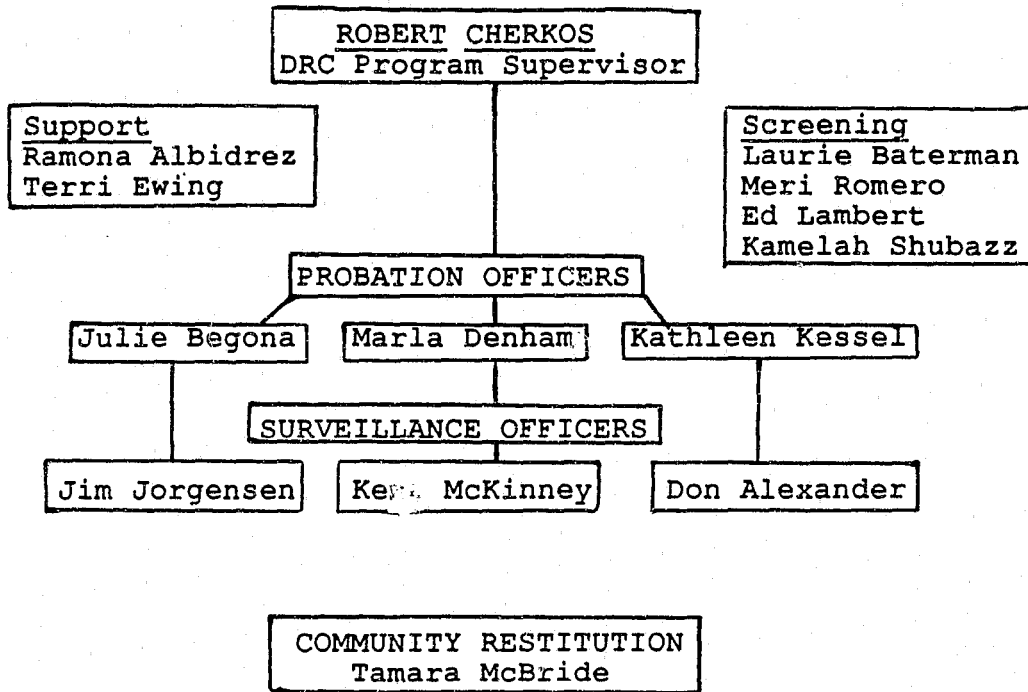
presented by

Carl Brueggen

Attorney at Law

APPENDIX VI

DAY REPORTING CENTER FLOW CHART



Once clients are assigned to a PO/SO Team, they are directed to one or more of the following providers as per their needs:

GED Education

• Frank X. Gordon
Education Services
Maricopa Skills
Center

Support Groups

-Rational Self-Help
-Parents Anonymous
-Alcoholics Anonymous
-Narcotics Anonymous

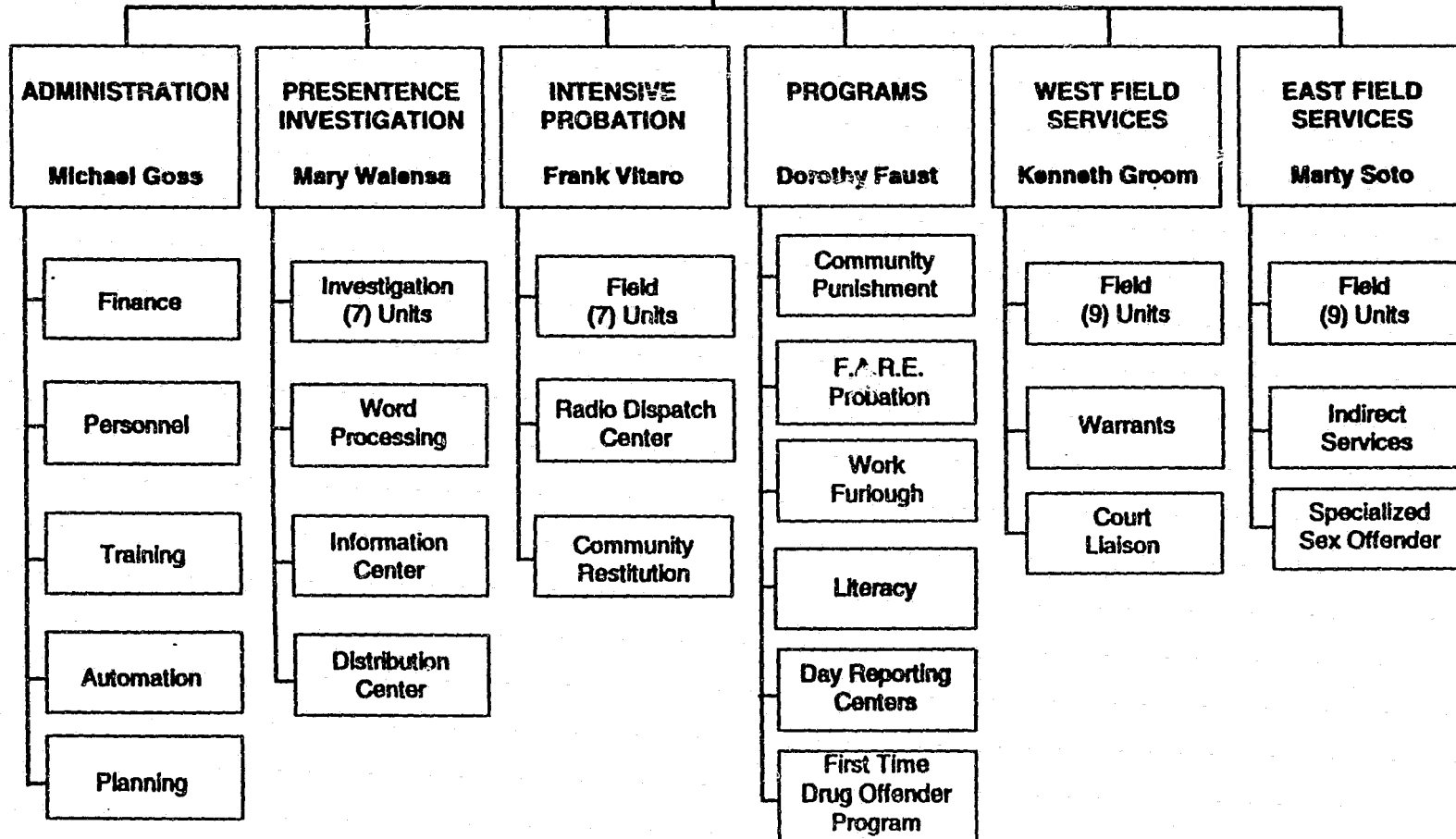
Treatment Programs

-PreHab
-East Valley
Family Services
-TriCITY
Counselling

ADULT PROBATION of the SUPERIOR COURT MARICOPA COUNTY, ARIZONA



CHIEF PROBATION OFFICER
Norman L. Helber



APPENDIX VII

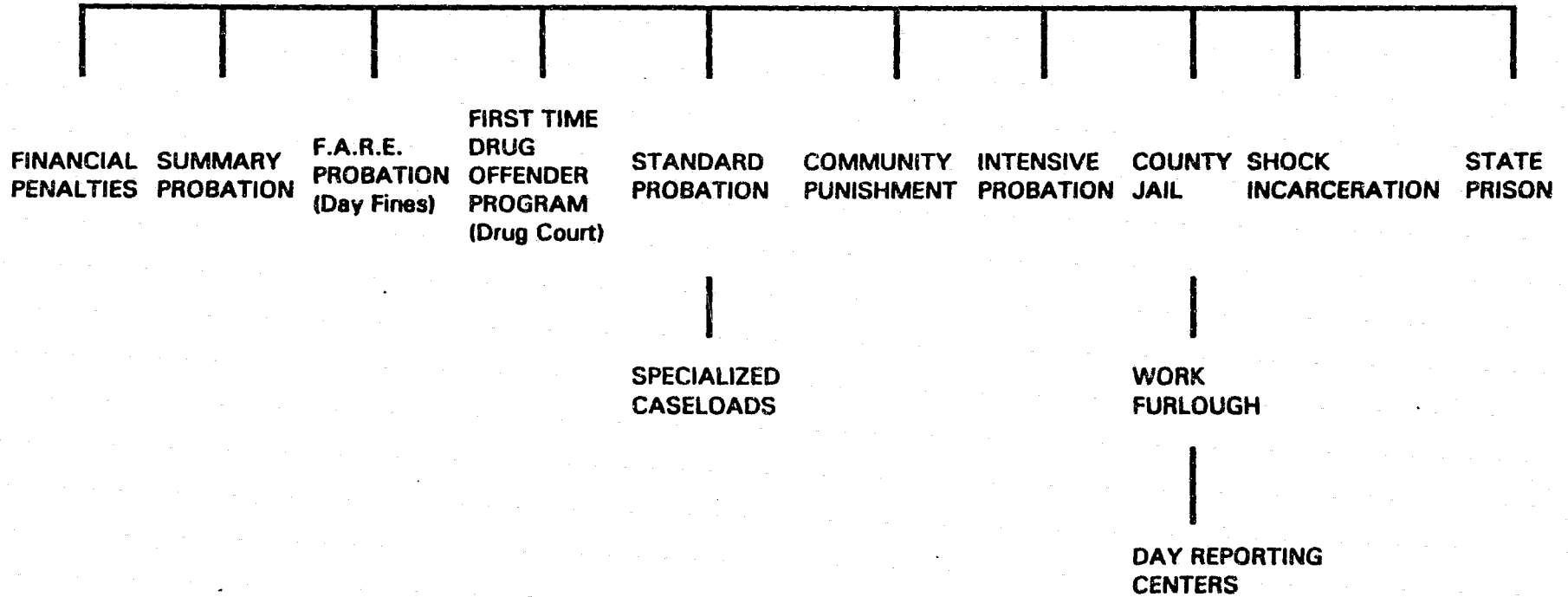
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and 8/99

Superior Court in Maricopa County



Sentencing Continuum

More Control →



APPENDIX VIII

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Revised September 1992

graphics by OI
PPDD

Day
Reporting
Center

**IN THE
SUPERIOR COURT
OF MARICOPA COUNTY**

**PROGRAM
DESCRIPTION**

DAY REPORTING CENTER PROGRAM DESCRIPTION

by Robert Cherkos

Adult probationers will be screened after sentencing for possible participation in the Day Reporting Center. If an incarcerated, furlough-eligible probationer appears motivated to change negative behavior, is a nonviolent offender, and has a residence which can be verified, he or she will be eligible to participate in the program during the final sixty days of a jail sentence. While in the program, the probationer will follow a structured daily itinerary and be required to remain at home in the evenings. During the day, the participant will follow an hour-by-hour schedule of courses offered at the Day Reporting Center and other community-based agencies and/or participate in a job search program until employed. Participants with employment will follow daily itineraries which include their jobs.

Courses offered at the Day Report Center program will address a variety of needs, including drug and alcohol counseling, literacy and G.E.D. classes, family and health issues, behavioral health counseling, etc. These courses will focus on assisting the probationer in the development of skills to successfully integrate into society. The most efficient and cost-effective means to offer these services is through the use of private, non-profit vendors. In order to attract these agencies, space will be provided at the Day Reporting Center to conduct group and individual counseling services. Providers will be allowed to offer these services to non-probation clients as well. In return, they will be required to offer Day Reporting Center clients: priority to service access; deferred payments for services; reduced payment for services; and scholarships for the most needy clients.

Probationers participating in the Day Reporting Center program will be monitored by probation officer/surveillance officer teams, with each handling a caseload of up to thirty probationers. They will be responsible for developing treatment plans, conducting individual and group counseling sessions, and formulating participants' daily itineraries. The case managers will be assisted by intake screeners, job developers, literacy teachers, and community service coordinators. Participants will be confined to their homes under house arrest. They will be monitored by surveillance officers making unscheduled home visits and random phone calls during the day, night and on weekends. The behavior of participants will also be scrutinized through regular urinalysis and breathalyzer testing.

Participants will remain in the Day Reporting Center program until the completion of their original jail sentence. Upon successful completion of the program, participants will continue under standard or intensive probation supervision. If a participant fails to complete the program, he or she will be returned to jail to complete his/her original jail sentence.

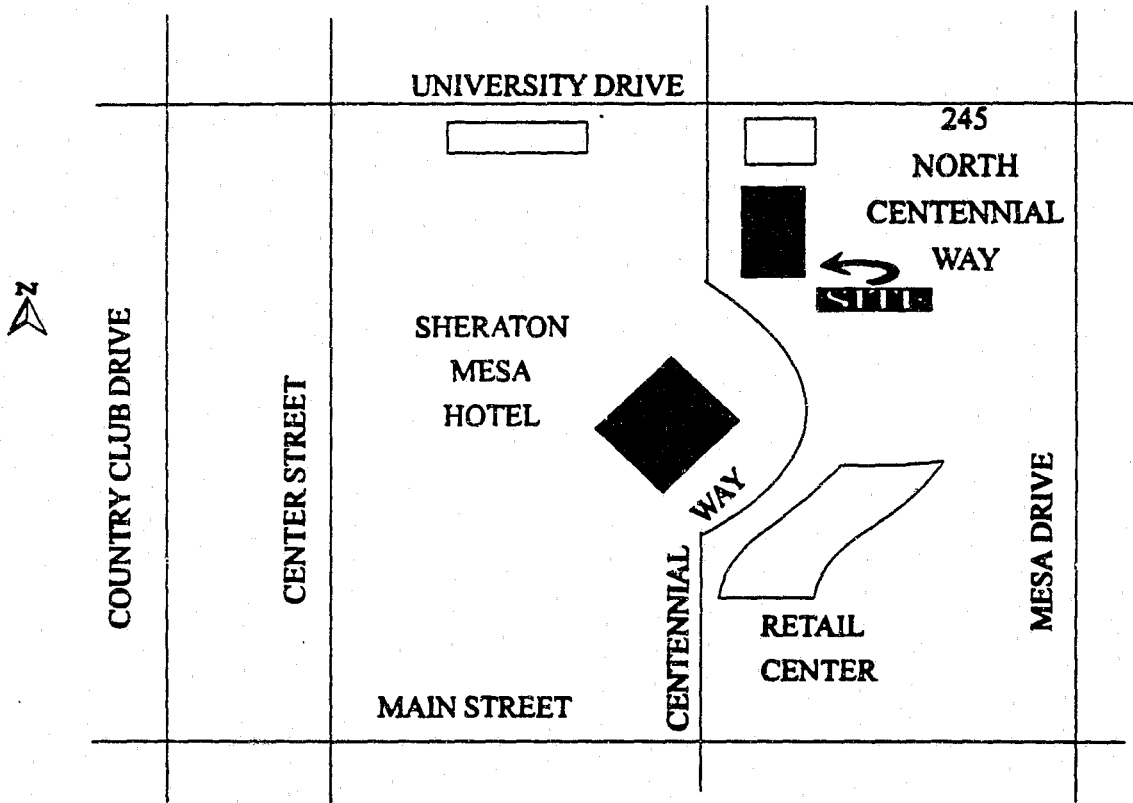
In immediate terms, Day Reporting Center programs will provide a cost effective and productive alternative to incarceration for probationers destined to be released into the community. Day Reporting Centers will provide Maricopa County with a structured framework of supervision and reintegration programs for nonviolent probation inmates. More importantly, over time Day Reporting Centers will provide the Courts with an effective reintegration program to assist adult probationers in breaking the cycle of recidivism by establishing a productive foothold in society.

The first Day Reporting Center is located at the Maricopa County Adult Probation Service Center, 245 North Centennial Way, Mesa, Arizona, and became operational on October 15, 1992. Day Reporting Centers servicing the Central and West portions of Maricopa County are under development. They will become operational during the 1993 - 1994 fiscal year.

DAY REPORTING CENTER

LOCATION

FIRST FLOOR
MARICOPA COUNTY
ADULT PROBATION SERVICE CENTER
245 NORTH CENTENNIAL WAY
MESA, ARIZONA 85201

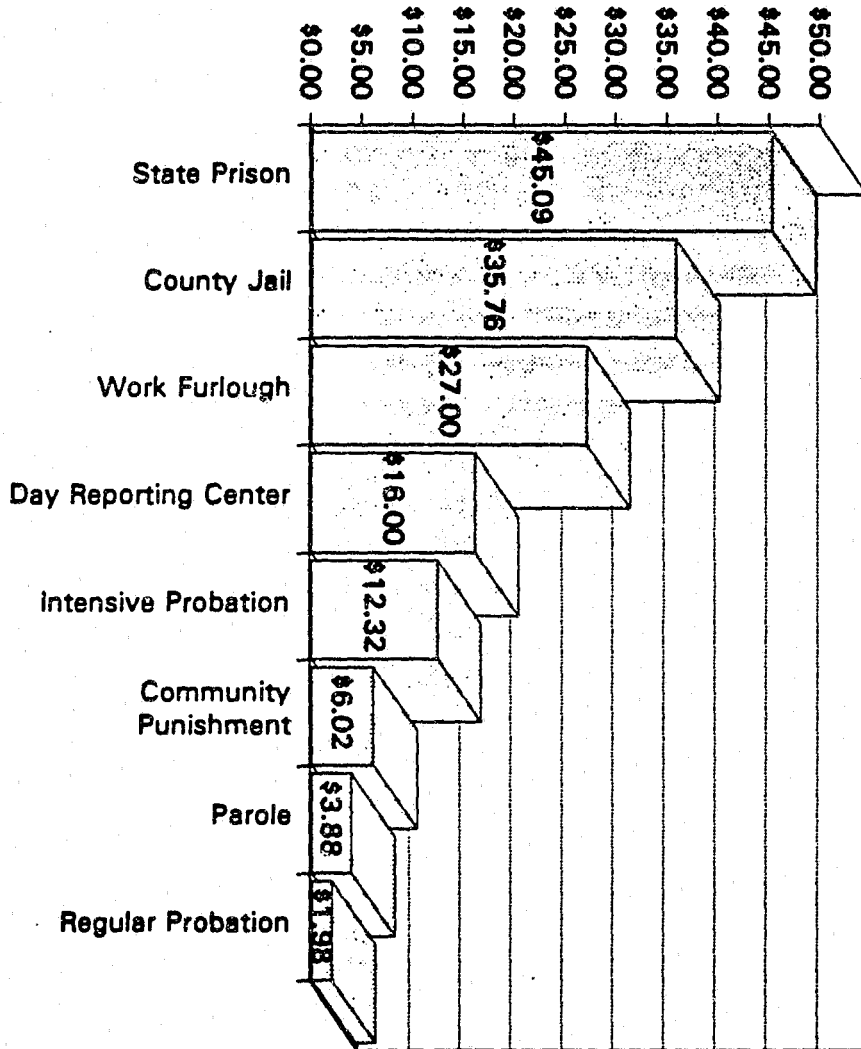


DRC CONTACT

Robert Cherkos
DRC Program Manager
461-4500

CORRECTIONAL COST COMPARISON

(Daily Cost per Individual)



APPENDIX XII (a)

GED INDIVIDUAL EDUCATION PLAN

NAME _____

PHONE (H) _____ (W) _____

ENTRY DATE _____ GED DATE _____

SCHEDULE:

DAY - - MON TUES WED THUR FRI SAT

TIME - - _____

TABE - FORM _____ LEVEL _____

READING _____ VOC _____ MATH _____ CONCEPTS _____

PROGRAM OF STUDY:

MATH -
Decimals _____
Fractions _____
Percent _____
Area _____
Perimeter _____
Volume _____
Signed
Numbers _____
Equations _____
a + b = c _____

READING -
Main Idea _____
Details _____
Inference _____
Poetry _____
Prose _____

SOCIAL STUDIES
History _____
Political _____
Science _____
Behavioral
Science _____
Economics _____
Geography _____

SCIENCE -
Biology _____
Earth Science _____
Physics _____
Chemistry _____

WRITING -
Punctuation _____
Capitalization _____
Sentences _____
Paragraphs _____
Essay _____

GED PRACTICE TESTS:

AA
Reading _____
Writing _____
Math _____
Science _____
Social Studies _____

BB
Reading _____
Writing _____
Math _____
Science _____
Social Studies _____

COMMENTS _____

APPENDIX XII (b)

ABE INDIVIDUAL EDUCATION PLAN

NAME _____

PHONE (H) _____ (W) _____

ENTRY DATE _____

ESTIMATED DATE TO BEGIN GED STUDIES: _____

SCHEDULE:

DAY - -	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THUR</u>	<u>FRI</u>	<u>SAT</u>
TIME- -	_____	_____	_____	_____	_____	_____

TABLE - FORM _____ LEVEL _____

READING _____ VOC _____ MATH _____ CONCEPTS _____

PROGRAM OF STUDY:

<u>MATH</u>	<u>READING</u>	<u>WRITING</u>
Whole Numbers _____	Comprehension _____	Punctuation _____
Adding _____	- Main Idea _____	Capitals _____
Subtracting _____	- Details _____	Sentences _____
Multiplying _____		Paragraphs _____
Dividing _____		
Decimals _____		
Fractions _____		

COMMENTS _____

APPENDIX XII (c)

PALS INDIVIDUAL EDUCATION PLAN

NAME _____

PHONE (H) _____ (W) _____

ENTRY DATE _____

TUTOR NAME _____

SCHEDULE:

DAY --	MON	TUES	WED	THUR	FRI	SAT
TIME	_____	_____	_____	_____	_____	_____

TABE - FORM _____ LEVEL _____

READING _____ VOC _____ MATH _____ CONCEPTS _____

PALS

READING HORIZON

	DATE COMPLETED
PHASE I	_____
PHASE II	_____
PHASE III	_____

	DATE COMPLETED
PRE-TEST	_____
TEST I	_____
TEST II	_____
TEST III	_____
FINAL TEST	_____

COMMENTS _____

