

Mar 30th, 9:30 AM - 10:30 AM

Improving Educational Delivery and Content in Juvenile Detention Centers

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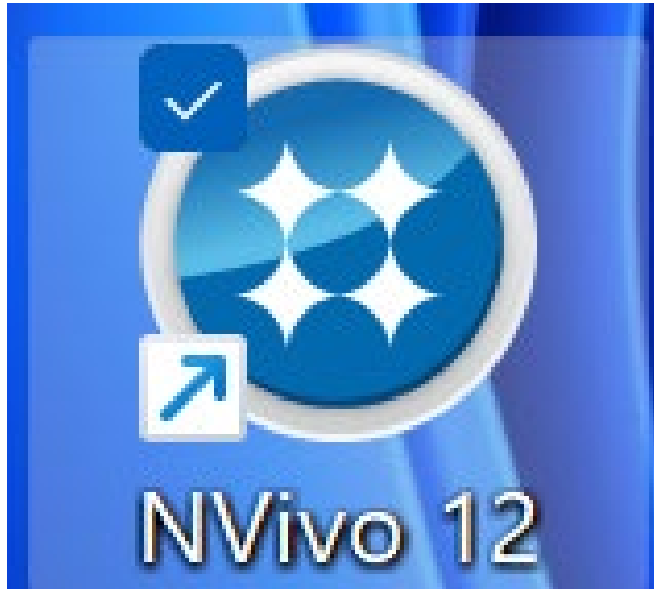


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NVivo



- Software that aids in qualitative Analysis
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 **Tutorials**

New



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Sample Project



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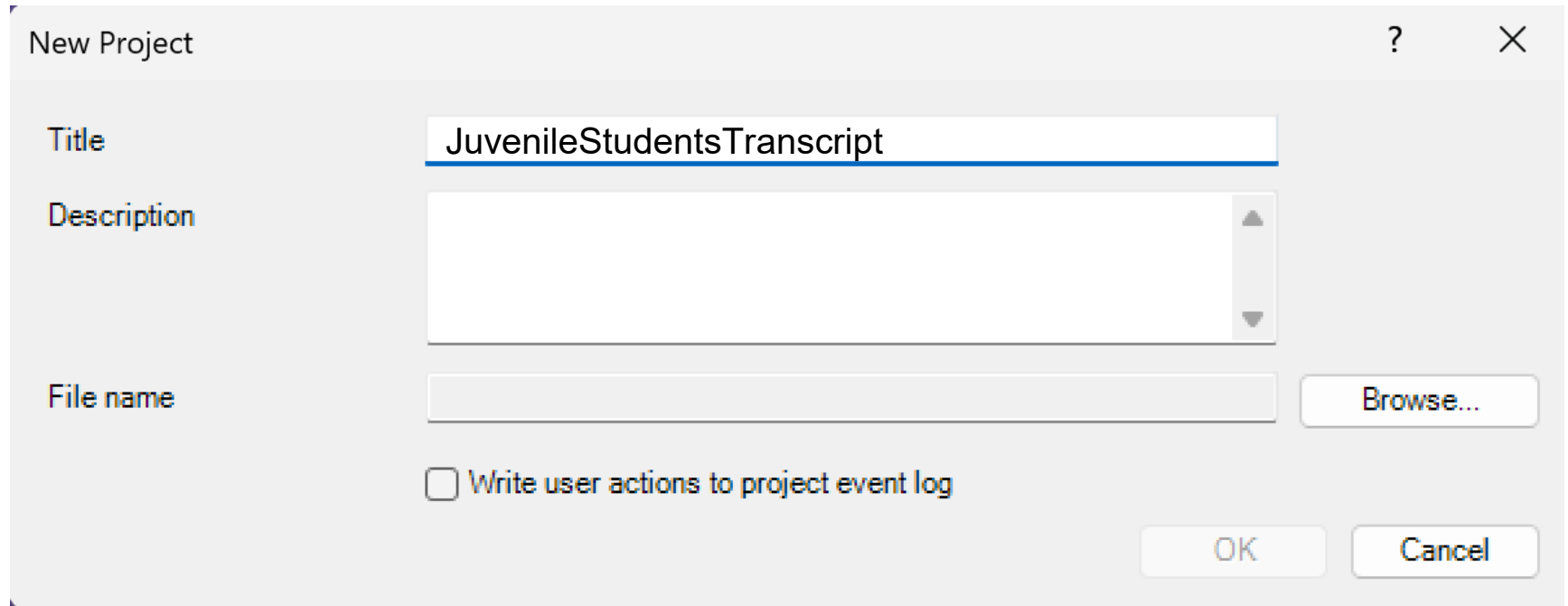

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Name your Project



A dialog box titled "New Project" with a question mark and close button in the top right corner. It contains three input fields: "Title" with the text "JuvenileStudentsTranscript", "Description" which is empty, and "File name" which is also empty. To the right of the "File name" field is a "Browse..." button. Below these fields is a checkbox labeled "Write user actions to project event log" which is currently unchecked. At the bottom right are "OK" and "Cancel" buttons.

New Project ? X

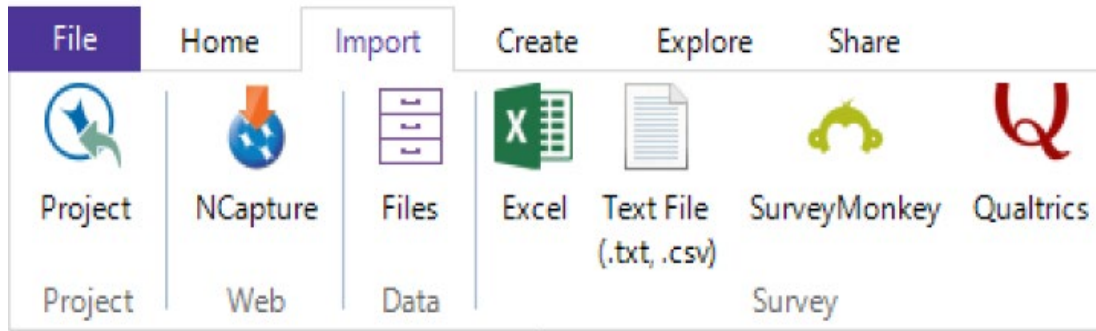
Title JuvenileStudentsTranscript

Description

File name Browse...

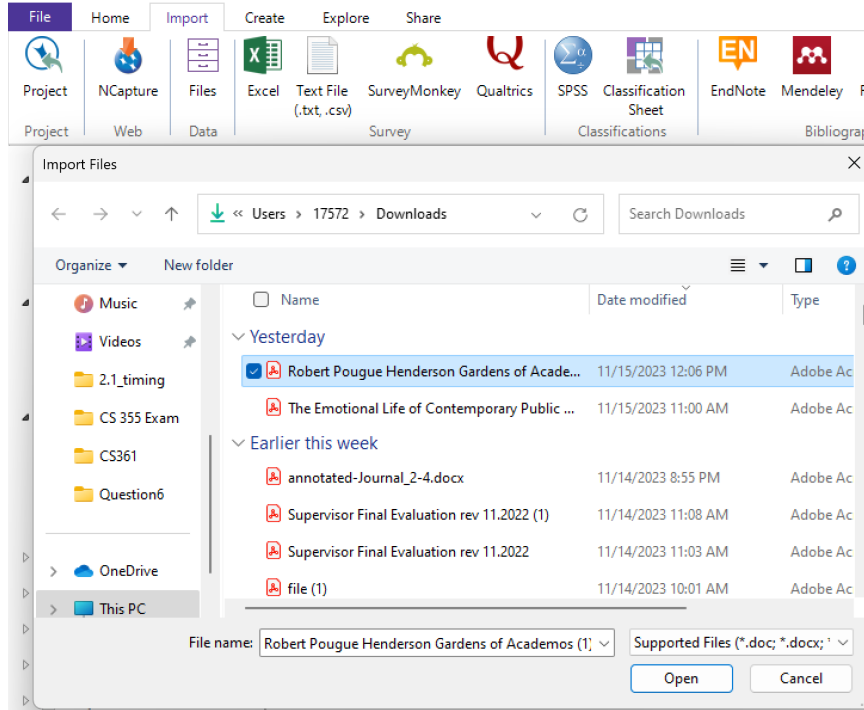
☐ Write user actions to project event log

OK Cancel



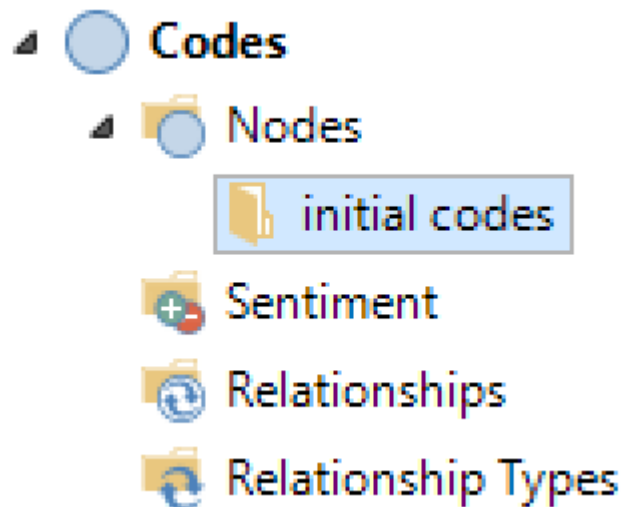
- Transcripts (PDF, Excel)
- Audio Files
- Surveys

Import a File

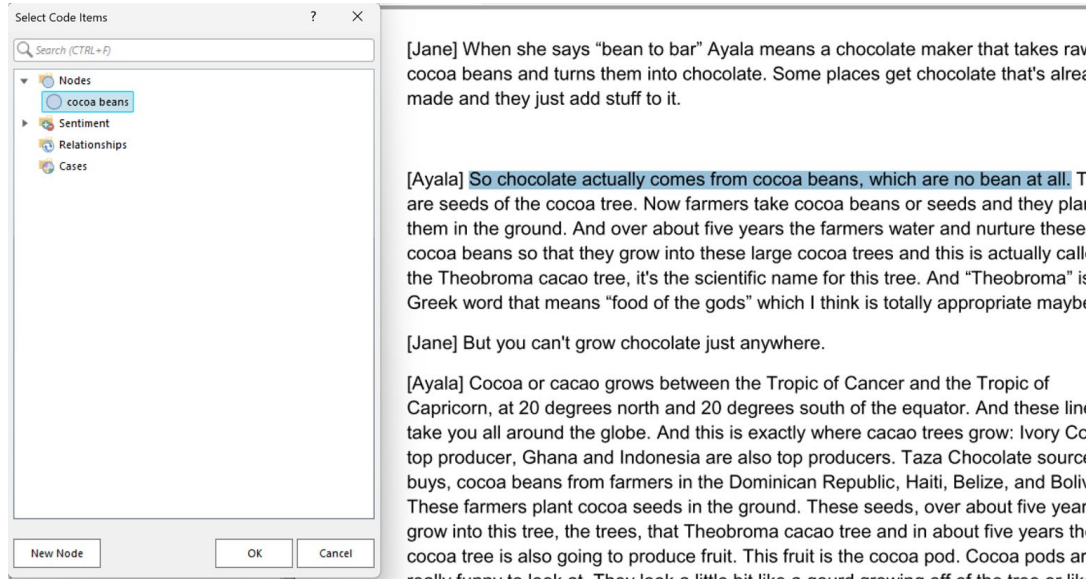


- Select “Import”
- Select “Files”
- Select desired file
- Click “Open”
- Click “Import”
- For PDF properties, click “OK”

Initial Codes

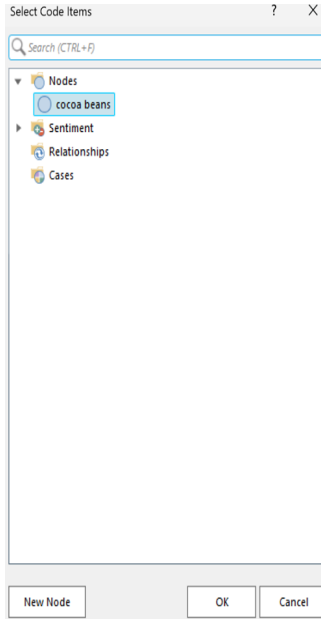


Add Codes from PDF Transcript



- Highlight desired text
- Right-Click on Text
- Select “Code”
- Click “New Node”
- Name your code
- Click “OK”

Add onto existing codes



[Jane] When she says “bean to bar” Ayala means a chocolate maker that takes raw cocoa beans and turns them into chocolate. Some places get chocolate that’s already made and they just add stuff to it.

[Ayala] So chocolate actually comes from cocoa beans, which are no bean at all. They are seeds of the cocoa tree. Now farmers take cocoa beans or seeds and they plant them in the ground. And over about five years the farmers water and nurture these cocoa beans so that they grow into these large cocoa trees and this is actually called the Theobroma cacao tree, it’s the scientific name for this tree. And “Theobroma” is a Greek word that means “food of the gods” which I think is totally appropriate maybe.

[Jane] But you can’t grow chocolate just anywhere.


[Ayala] Cocoa or cacao grows between the Tropic of Cancer and the Tropic of Capricorn, at 20 degrees north and 20 degrees south of the equator. And these lines take you all around the globe. And this is exactly where cacao trees grow: Ivory Coast, top producer, Ghana and Indonesia are also top producers. Taza Chocolate sources, or buys, cocoa beans from farmers in the Dominican Republic, Haiti, Belize, and Bolivia. These farmers plant cocoa seeds in the ground. These seeds, over about five years will grow into this tree, the trees, that Theobroma cacao tree and in about five years the cocoa tree is also going to produce fruit. This fruit is the cocoa pod. Cocoa pods are


- Highlight desired text
- Right-Click on Text
- Select “Code”
- Click on existing Node: “cocoa beans”
- Click “OK”

Code Analytics

Quick Access

 Files



 Memos

 Nodes

- Under Quick Access, Select “Nodes”
- Delete codes: right click on node and “Delete”

 Search Project

Nodes

	Name	Files	References
	cocoa beans	1	2

Focus Group Interview Codes

Nodes							
Search Project							
Name	Files	References	Created On	Created By	Modified On	Modified By	
AWOL		1	5 10/26/2023 11:26 AM	YE	11/22/2023 11:34 AM	YE	
Bypass internet restrictions		1	3 10/26/2023 11:55 AM	YE	11/9/2023 12:00 PM	YE	
CANVAS		1	1 10/26/2023 12:35 PM	YE	10/26/2023 12:35 PM	YE	
career interest test		1	1 10/26/2023 12:16 PM	YE	10/26/2023 12:16 PM	YE	
certified teachers		1	4 10/26/2023 11:18 AM	YE	10/26/2023 12:24 PM	YE	
community college		1	2 10/26/2023 11:36 AM	YE	10/26/2023 12:13 PM	YE	
concurrent classes		1	1 10/26/2023 12:32 PM	YE	10/26/2023 12:32 PM	YE	
COVID disruptions		1	1 10/26/2023 11:15 AM	YE	10/26/2023 11:17 AM	YE	
COVID in-person		1	3 10/26/2023 12:03 PM	YE	10/26/2023 12:06 PM	YE	
COVID pods		1	1 10/26/2023 12:05 PM	YE	10/26/2023 12:05 PM	YE	
COVID zoom		1	2 10/26/2023 12:04 PM	YE	10/26/2023 12:04 PM	YE	
delinquency		1	6 10/26/2023 11:04 AM	YE	11/14/2023 9:41 AM	YE	
desire for transition		1	2 11/9/2023 10:23 AM	YE	11/9/2023 10:24 AM	YE	
disruptive behavior		1	2 11/8/2023 12:16 PM	YE	11/22/2023 11:35 AM	YE	
early graduation		1	1 11/14/2023 9:40 AM	YE	11/14/2023 9:40 AM	YE	
educational ecosystem		1	4 11/14/2023 9:49 AM	YE	11/14/2023 9:52 AM	YE	
firewall		1	2 11/9/2023 11:49 AM	YE	11/14/2023 9:29 AM	YE	
GED		1	4 10/26/2023 11:27 AM	YE	11/14/2023 9:39 AM	YE	
graduate assistance		1	1 11/9/2023 11:53 AM	YE	11/22/2023 11:45 AM	YE	
graduates assisting NTC		1	2 10/26/2023 12:47 PM	YE	10/26/2023 12:50 PM	YE	
Hampton classes		1	1 10/26/2023 11:45 AM	YE	10/26/2023 11:45 AM	YE	
hold back		1	1 11/9/2023 10:00 AM	YE	11/9/2023 10:00 AM	YE	
hopelessness		1	1 10/26/2023 11:27 AM	YE	10/26/2023 11:27 AM	YE	
in-person learning		1	1 10/26/2023 11:53 AM	YE	10/26/2023 11:53 AM	YE	
in-person positives		1	3 10/26/2023 12:01 PM	YE	10/26/2023 12:05 PM	YE	
internet restrictions		1	1 10/26/2023 11:56 AM	YE	10/26/2023 11:56 AM	YE	
job gaps		1	1 10/26/2023 9:45 AM	YE	10/26/2023 9:45 AM	YE	
job training		1	2 10/26/2023 9:47 AM	YE	10/26/2023 11:37 AM	YE	
juvenile classes		1	4 10/26/2023 11:43 AM	YE	10/26/2023 11:48 AM	YE	

Focus Group Interview Codes

juvenile school hours	1	2	10/26/2023 11:17 AM	YE	10/26/2023 11:19 AM	YE
lacking hs credits	1	1	10/26/2023 12:21 PM	YE	10/26/2023 12:21 PM	YE
learning disinterest	1	2	10/26/2023 11:25 AM	YE	11/9/2023 9:46 AM	YE
LMS STEM	1	1	11/9/2023 11:38 AM	YE	11/9/2023 11:39 AM	YE
lockdown browser	1	1	11/9/2023 11:46 AM	YE	11/9/2023 11:46 AM	YE
low reading	1	3	10/26/2023 11:20 AM	YE	11/8/2023 12:09 PM	YE
Madison	1	3	11/8/2023 12:18 PM	YE	11/9/2023 10:02 AM	YE
Madison curriculum	1	1	11/9/2023 10:03 AM	YE	11/9/2023 10:03 AM	YE
Madison staff	1	2	11/9/2023 10:04 AM	YE	11/9/2023 11:31 AM	YE
medical aid	1	1	10/26/2023 11:05 AM	YE	10/26/2023 11:05 AM	YE
no technology	1	1	10/26/2023 11:48 AM	YE	10/26/2023 11:48 AM	YE
NPS classes	1	1	10/26/2023 11:46 AM	YE	10/26/2023 11:46 AM	YE
NPS curriculum	1	5	10/26/2023 11:18 AM	YE	11/9/2023 11:33 AM	YE
NPS STEM	1	2	11/8/2023 12:11 PM	YE	11/9/2023 11:33 AM	YE
NPS transition	1	2	11/9/2023 9:25 AM	YE	11/9/2023 9:28 AM	YE
NSF	1	4	10/26/2023 10:59 AM	YE	10/26/2023 11:31 AM	YE
NSF STEM	1	2	10/26/2023 10:59 AM	YE	11/9/2023 11:22 AM	YE
NTC	1	5	10/26/2023 12:39 PM	YE	11/9/2023 9:39 AM	YE
offline LMS	1	1	11/14/2023 9:34 AM	YE	11/14/2023 9:34 AM	YE
Pods	1	3	10/26/2023 11:19 AM	YE	11/8/2023 12:09 PM	YE
poor math	1	2	10/26/2023 11:20 AM	YE	11/9/2023 12:00 PM	YE
popularity desire	1	2	10/26/2023 11:38 AM	YE	10/26/2023 12:51 PM	YE
post-covid ged	1	1	10/26/2023 12:10 PM	YE	11/22/2023 11:34 AM	YE
post-covid scores	1	2	10/26/2023 12:38 PM	YE	11/14/2023 9:29 AM	YE
post-grad goals	1	2	10/26/2023 12:15 PM	YE	11/14/2023 9:46 AM	YE
provide connection	1	9	11/9/2023 11:01 AM	YE	11/9/2023 11:22 AM	YE
provide teacher funding	1	2	11/14/2023 9:54 AM	YE	11/14/2023 9:55 AM	YE
remove disruptions	1	1	11/9/2023 11:10 AM	YE	11/9/2023 11:10 AM	YE
repetitive juvenile visits	1	1	10/26/2023 11:28 AM	YE	10/26/2023 11:30 AM	YE

Focus Group Interview Codes

Nodes

View Content of Each Code

The screenshot shows a software window titled "firewall" with a close button. The main content area displays a transcript from a file named "Focus Group Interview Recording - Transcript". The transcript includes two references that have been coded. Reference 1, with 0.26% coverage, spans from 00:57:57.130 to 00:58:17.190 and discusses the difficulty of accessing STEM activities due to a "sail-proof firewall". Reference 2, with 0.14% coverage, spans from 01:08:21.200 to 01:08:32.350 and discusses security and the "perfect world" of being able to get around the firewall. On the right side of the window, there is a vertical sidebar with three buttons: "Summary", "Reference", and "PDF".

firewall

<Files\Focus Group Interview Recording - Transcript> - 5 2 references coded [0.40% Coverage]

Reference 1 - 0.26% Coverage

And I think you know a lot of that difficulty comes. You know we can find a
814 00:57:57.130 --> 00:58:01.460 sail-proof firewall, which is probably near possible, because
815 00:58:01.730 --> 00:58:12.390 to be anyone that kids especially can get through to where they want to
get through, but not being able to access, because there are plenty of STEM activities
816 00:58:12.480 --> 00:58:17.169 as far as coding and other options that students would have. It's just
that issue of.
817 00:58:17.190 --> 00:58:21.040 We can't have our students here sending snapchats out.

Reference 2 - 0.14% Coverage

I've already talked a lot about security and rise out of the ship.
935 01:08:21.200 --> 01:08:25.810 You know what I'm saying. I have the proxy and the perfect word that
heaven on that.
936 01:08:26.160 --> 01:08:32.350 Okay, in the perfect world, not being able to get around the the firewall
that actually works.


Summary
Reference
PDF


- In the “Nodes” section double click on a node.
- Clicking “PDF” highlights where you got the code


Thematic Framework


Codes


Nodes

 initial codes

 Thematic Framework

 Sentiment

 Relationships

 Relationship Types

Themes

	★ Name	
+ -	<input type="radio"/> Behavioral Issues are present among juvenile students	
	<input type="radio"/> Families of juvenile students do not prioritize education (Family history)	
+ -	<input type="radio"/> In-person learning is more effective than remote learning	
+ -	<input type="radio"/> Integrating Technology in Juvenile Detention Centers	
+ -	<input type="radio"/> Juvenile students are disinterested in learning school material	
+ -	<input type="radio"/> Juvenile students have fewer classes, required school hours, and class sizes than in	
	<input type="radio"/> Juvenile students lack job preparation skills after high school	
+ -	<input type="radio"/> Lack of Technology due to student delinquent behavior and security concerns	
+ -	<input type="radio"/> Low Graduation Rates Among Juvenile Students	
+ -	<input type="radio"/> Low Test Scores among Juvenile Students	
+ -	<input type="radio"/> Options for Juvenile Students in Norfolk, VA who want to succeed after high school	
	<input type="radio"/> Provide mentors with similar backgrounds for juvenile students to bond with	
+ -	<input type="radio"/> Small class sizes are more effective than larger class sizes	
+ -	<input type="radio"/> Success Stories of Juvenile Students who chose to turn their life around	
+ -	<input type="radio"/> There is limited staffing in juvenile detention centers	
	<input type="radio"/> Transient population in juvenile detention centers (don't enroll in home schools)	