



# C-ROB



## *California Rehabilitation Oversight Board*

### NOTICE OF PUBLIC MEETING

#### **California Rehabilitation Oversight Board**

The California Rehabilitation Oversight Board (C-ROB) will meet on Wednesday, April 4, 2018, from 9:30 a.m. to 3:30 p.m. at California District Attorneys Association, The Training Center at CDAA, (3<sup>rd</sup> Floor of the Elks Tower Building), 921 11th Street, Suite 300, Sacramento, CA 95814.

A map and parking suggestions are attached to this notice.

This notice can be accessed electronically through the Office of the Inspector General's internet address: <http://www.oig.ca.gov>.

A copy of the Agenda is enclosed.

If you would like to submit written materials pertaining to an agenda item for distribution to board members in advance of the meeting, please submit the materials to the address below no later than twelve o'clock noon (12:00 p.m.) on Thursday, March 29, 2018, to allow staff time to distribute them to interested persons who have requested notice of board meetings.

**Fax: (916) 255-1403**

**Mail: See address listed below.**

If you need additional information, please call (916) 255-1391 or write to:

**Linda Whitney, Board Secretary  
Office of the Inspector General  
10111 Old Placerville Road, Suite 110  
Sacramento, CA 95827**

The meeting location is architecturally accessible to persons with physical disabilities. Persons who need auxiliary aids or other assistance for effective participation, should phone Linda Whitney at (916) 255-1391 or TTY (800) 735-2929 no later than five (5) working days prior to the board meeting.

# C-ROB Meeting

April 4, 2018 at 9:30 a.m.

The Training Center at CDAA

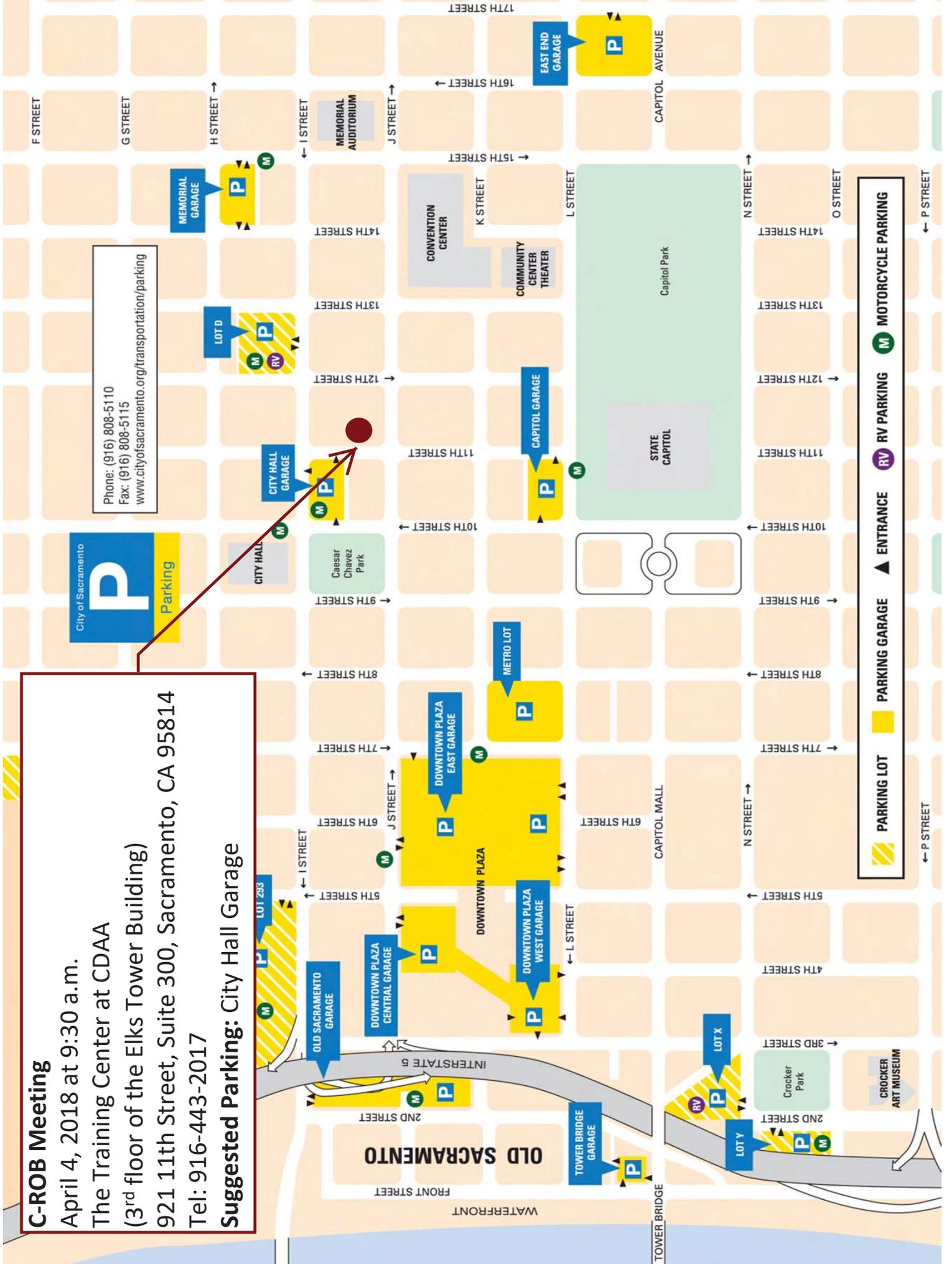
(3<sup>rd</sup> floor of the Elks Tower Building)

921 11th Street, Suite 300, Sacramento, CA 95814

Tel: 916-443-2017

**Suggested Parking: City Hall Garage**

Phone: (916) 808-5110  
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# **Agenda Item #3**



# C-ROB



## *California Rehabilitation Oversight Board*

### AGENDA

**Date:** Wednesday, April 4, 2018

**Time:** 9:30 a.m. to 3:30 p.m.

**Location:** California District Attorneys Association  
The Training Center at CDAA  
(3<sup>rd</sup> floor of the Elks Tower Building)  
921 11th Street, Suite 300  
Sacramento, CA 95814

#### Open Session

1. Call to order
2. Introduction and establish quorum
3. Review agenda
4. Review and approve minutes from the August 30, 2017, board meeting
5. Executive Director updates
  - Correspondence
6. Presentation: California Department of Corrections & Rehabilitation
  - Transitional Case Management Program Update
  - Division of Rehabilitative Programs Update
  - Long Term Offenders
  - Innovative Grant Recipients and Research Advisory Council
7. Presentation: Cal-PIA Program Update
8. Presentation: Break it to Make it Program
9. Presentation: Center for Council program evaluations and data collection
10. Future board meeting schedule
11. Future agenda items

*Edmund G. Brown, Jr., Governor*

**12. Public comment**

- The board will accept public comment on any matter under its jurisdiction. Speakers are asked to limit their comments to three (3) minutes. The board cannot act on any public comment or other matters not on the agenda.

**13. Adjournment**

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. The board will recess for a lunch break, if necessary.

Additional information on the California Rehabilitation Oversight Board and all public notices for meetings may be viewed and downloaded from the Office of the Inspector General's website at [www.oig.ca.gov](http://www.oig.ca.gov).

Individuals requiring accommodation for disabilities (including interpreters and alternative formats) should contact Linda Whitney at (916) 255-1391 or TTY (800) 735-2929 at least five (5) working days prior to the scheduled meeting.

# **Agenda Item #4**

**California Rehabilitation Oversight Board Minutes  
August 30, 2017 Meeting**

The California Rehabilitation Oversight Board (C-ROB) met in open session at 9:30 a.m. on August 30, 2017, at the California State University, Sacramento, Harper Alumni Center, 7490 College Town Drive, Sacramento, CA 95819.

**Board Members present:** **Robert Barton**, Inspector General (Chairman); **William Arroyo, M.D.**, Regional Medical Director, Los Angeles County Department of Mental Health (Speaker of the Assembly Appointee) (PM Session); **Michael Daly**, Chief Probation Officer for the County of Marin (Senate Committee on Rules appointee); **Brenda Grealish**, Assistant Deputy Director, Mental Health and Substance Use Disorder Services, (Designee for Jennifer Kent, California Department of Health Care Services) (PM Session); **Scott Kernan**, Secretary, Department of Corrections and Rehabilitation (CDCR); **Jeff Mrizek**, Dean, Effective Practices, Workforce and Economic Development Division (Designee for Eloy Ortiz Oakley, Chancellor, California Community Colleges); **Carolyn Zachry**, Administrator, Adult Education Office, Career and College Transition Division, (Designee for Tom Torlakson, Superintendent of Public Instruction); **Jennie Singer**, Professor, California State University, Sacramento (Chancellor of California State University appointee) (AM Session); and **Darren Thompson**, Sheriff, County of San Benito (Governor Appointee); **Susan Turner**, Professor, University of California, Irvine (President of the University of California appointee).

**Board Members absent:** **Pam Ahlin**, Director, California Department of State Hospitals;

**Office of the Inspector General staff:** Misty Polasik, Executive Director; James C. Spurling, Counsel to the Board; Micah Flores, Rehabilitation Analyst; Nico Gilbert-Ingelsrud, Rehabilitation Specialist; Roy Wesley, Chief Deputy Inspector General; and Linda Whitney, Board Secretary.

**Presenters:**

**CDCR:**

Ryan Souza  
Lisa Heintz  
Monica Campos  
Kevin Hoffman

**CalPIA:**

Chuck Pattillo

**Project Avary:**

Zach Whelan  
Lizbett Elias

**Public Comments:**

none

**Item 1. Call to order**

Chairman Barton called the meeting to order at 9:34 a.m.

**Item 2. Introduction and establish quorum**

Chairman Barton introduced the Office of the Inspector General staff participating in the meeting and that his term as Inspector General (IG) is ending, so this would be his last meeting. He introduced the current Chief Deputy Inspector General Roy Wesley, who will become the acting IG

until a new IG is appointed. Mr. Barton then asked the Board Members to introduce themselves. It was noted that a quorum was established.

### **Item 3. Review agenda**

There were no comments concerning the agenda.

### **Item 4. Review and approve minutes from the June 20, 2017 board meeting**

The minutes were approved without changes. Darren Thompson moved to approve the minutes and Secretary Kernan seconded the motion. J. Singer, C. Zachry, S. Turner, M. Daly, S. Kernan, J. Mrizek, and D. Thompson voted to approve the minutes.

### **Item 5. Executive Director updates**

Ms. Polasik reported that a few articles were submitted by board members as potential future agenda items.

Mr. Barton explained the overlap of information the OIG collects for both C-ROB and Blueprint; and the institution site visits completed twice each year. Ms. Polasik reported the summary of the site visits. She stated that we ask questions that cover nine main areas and we note the successes and challenges of each area. The site visits showed the department's increased commitment to rehabilitation and rehabilitative programming; and communication. Some of the challenges were inmate classification; lack of enough support staff; and paper testing and certification.

### **Item 6. Board discussion regarding the September 15, 2017 draft report**

The board discussed the edits and reviewed the updated tables provided by the department. Dr. Singer proposed changes in the language on pages 3 and 62. The board also discussed that some of the proposed recommendations will take significant time for the department to implement.

### **Item 7. Board decision regarding the September 15, 2017 draft report**

The report was approved with the discussed changes. D. Thompson moved to approve the report and J. Singer seconded the motion. J. Singer, C. Zachry, S. Turner, M. Daly, B. Grealish, S. Kernan, J. Mrizek, and D. Thompson voted to approve the report.

### **Item 8. Presentation: California Department of Corrections & Rehabilitation**

#### **• Health Benefit Enrollment Outcomes**

Lisa Heintz and Monica Campos reported on the health benefit outcomes. Ms. Heintz provided a brief overview of the Division of Adult Parole Operations (DAPO) and the Transitional Case Management Program (TCMP). She stated that prior to 2014, the focus was on those with HIV and now the focus is on mental health benefits.

Ms. Heintz reported the goal in 2015-2016 was to screen 100% of inmates and to achieve this they began implementing changes. Their data shows that now 90% of the participants have some kind of benefit assistance prior to release. DAPO also has a data-sharing agreement with Department of Health Care Services to obtain more complete information regarding the benefit application process.

#### **• Long Term Offender Assessment Data: Programs Prior to Release**

Kevin Hoffman and Ryan Souza reported on this topic. Mr. Souza stated that in fiscal year 2016-17, 924 inmates were released. Of the 924, 194 were housed at the three institutions that provide the reentry lifer assessment and received the assessment. The lifer assessment looks at

the inmate's current needs and incarcerated history. The planned expansion will bring the long term offender programming to 30 of the prisons (because the other five do not have a significant lifer population) and will increase treatment slots from 880 to 3496.

- **SOMS Update: Overview of Data Collected and Report Capability**

Kevin Hoffman and Ryan Souza reported on this topic. Mr. Souza reported that SOMS collects a significant amount of inmate data such as: inmate education levels and demographics; prior criminal history and substance abuse; and prior treatment program information (assignments, attendance and completions) for RAC and MCP education credits. SOMS does not track absences since program attendance is voluntary. Division of Rehabilitative Programs is working with other departments to collect and validate different information to insure accuracy.

- **Career Technical Digital Certification Labs: Plan for NCCER and Statewide Expansion**

Ryan Souza reported that the career technical labs at 20 institutions are not sustainable. The 20 trades have online certifications. The goal is to have the classrooms near the career technical trades, so the inmates can receive the online certifications. A pilot will rollout at Folsom for five trades. The security issues will be addressed during the pilot. The goal is to provide access to online curriculum, certifications and exam proctoring in the classrooms.

- **SUD Treatment Plans: Completion Rates**

Ryan Souza reported that the department is working on a better method for collecting completions. Current problems affecting collection of accurate information is the number of inmate transfers, pre-parole issues and inmates assigned to different positions. Assignment and un-assignment reasons are also analyzed for clarity.

- **Cal-PIA Program Update**

Chuck Pattillo reported that significant changes have been made at CalPIA since they last presented at C-ROB. He shared a video that showcases some of CalPIA's programs including: computer coding, underwater welding, coordinating with unions, optical and dental labs and braille programs. CalPIA provides industry certifications and employment connections. Mr. Pattillo stated that they are working to have the counties be part of a joint vendor program using offender labor. The PIA board authorized all PIA jobs to be ½ time to double programming opportunities.

### **Item 9. Presentation: Project Avary**

Zach Whelan and Lizbett Elias reported on Project Avary. Mr. Whelan stated that the program reviews the negative impacts on children of incarcerated parents. The project was founded in 1999 at San Quentin and provides a week-long family summer camp for incarcerated parents and their children. Nearly half of the current camp counselors are previous campers. The innovative grants they received allow teens to visit the institutions to help their incarcerated parents understand the impacts of their incarceration. Later this year, Project Avary will publish an anthology of poems written by the children.

Ms. Elias shared her personal experience with the board. She stated that she was very angry for having to grow up without her father while he was incarcerated. Project Avary reminded her that she could do differently than her parents and provided her an outlet to share with other inmates what it was like to have an incarcerated parent.

**Item 10. Future board meeting schedule**

Ms. Whitney read the proposed meeting dates for 2018 and the board agreed to meet next on March 7, 2018.

**Item 11. Future agenda items**

Mr. Barton solicited future agenda items. Ms. Polasik proposed a presentation by COMIO and Dr. Arroyo proposed a presentation on the process of information sharing among, DAI, DAPO and the communities.

**Item 12. Public Comment**

None.

**Item 13. Adjournment**

The meeting was adjourned at 2:36 p.m.

\_\_\_\_\_  
C-ROB Secretary

\_\_\_\_\_  
Dated

**Agenda Item  
#6**

CALIFORNIA REHABILITATION OVERSIGHT BOARD

DIVISION OF ADULT PAROLE OPERATIONS

TRANSITIONAL CASE MANAGEMENT PROGRAM

UPDATE

**April 4, 2018**

*University of California San Diego  
Department of Psychiatry*

# PROGRAM HISTORY:

- Prior to 2014, the Transitional Case Management Program (TCMP) focused on providing benefit assistance to inmates with Human Immunodeficiency Virus (HIV), and Mental Health diagnosis to include CDCR's Correctional Clinical Case Management System (CCCMS) and Enhanced Outpatient Program (EOP) participants.
- Following the implementation of the Affordable Care Act (ACA) in January 2014, the TCMP program expanded, provided benefit assistance to **all** inmates who met the income requirements (*less than \$16k*).
- The ACA expansion allowed TCMP to assess **all** releasing inmates for possible Medi-Cal eligibility and submitting Medi-Cal applications on their behalf.

# PROGRAM OVERVIEW:

- The Division of Adult Parole Operations (DAPO)'s TCMP provides pre-release benefit application assistance to all eligible inmates releasing to Parole or Post-Release Community Supervision (PRCS).
- TCMP has 65 benefit workers, located and working throughout all CDCR institutions to assist in providing inmates with Medi-Cal, Social Security Administration (SSI/SDI) and Veterans Administration (VA) benefit application assistance.
- In light of Proposition 57 increases, on January 2018, DAPO increased TCMP service delivery, establishing a mobile strike team of 5 additional benefit workers for a total of 70 benefit workers statewide.

# PROCESS OVERVIEW

- Each week, TCMP Benefit Workers obtain an automated list of inmates who will be releasing within the next 120 days from CDCR's Strategic Offender Management System.
- TMCP Benefit Workers review the United States Department of Veterans Affairs secure website: *Veteran's Re-Entry Search Services (VRSS)*; allowing correctional and other criminal justice system entities to identify inmates who have served in the U.S. Military, who may be eligible for VA benefit assistance.
- Benefit Workers review each inmate's case file and conduct a face-to-face interview to complete Medi-Cal, SSI/SDI, and/or VA benefit applications.
- Benefit Workers gather all required information and proper consent forms from inmates and case file reviews to complete and submit appropriate benefit applications on behalf of each inmate.

# CURRENT PROGRAM STATUS FY 2017-2018

**Table 1. Total TCMP Service Dispositions for Inmates Oct.-Dec. 2017**

	Jul-Sep 2017		Oct-Dec 2017		Jan-Mar 2018		Apr-Jun 2018	
	No.	%	No.	%	No.	%	No.	%
<b>Total Inmate Releases</b>	9,517		9,930					
<b>Percent Screened</b>	99.8		99.9					
	No.	%	No.	%	No.	%	No.	%
<b>Submitted Applications</b>	7,554	79.4	7,986	80.4				
<b>Access to Other Insurance<sup>1</sup></b>	430	4.5	409	4.1				
<b>Ineligible (i.e., Holds)<sup>2</sup></b>	497	5.2	529	5.3				
<b>Unavailable: Late Referrals<sup>3</sup></b>	276	2.9	331	3.3				
<b>Unavailable: Reentry Programs<sup>4</sup></b>	274	2.9	141	1.4				
<b>Unavailable: Fire Camp</b>	19	0.2	41	0.4				
<b>Unavailable: Out to Court/Medical/Other<sup>5</sup></b>	145	1.5	228	2.3				
<b>Refused Services<sup>6</sup></b>	298	3.1	259	2.6				
<b>Unknown (Improvement Area)<sup>7</sup></b>	24	0.3	6	0.1				

<sup>2</sup>Inmate ineligible for TCMP services (e.g., INS and MDO holds).

<sup>3</sup>Unable to meet inmate prior to release due to late referral (e.g., application of credits or short-notice releases).

<sup>4</sup>Inmate located at a community reentry program (e.g., MCRP, CCTRP).

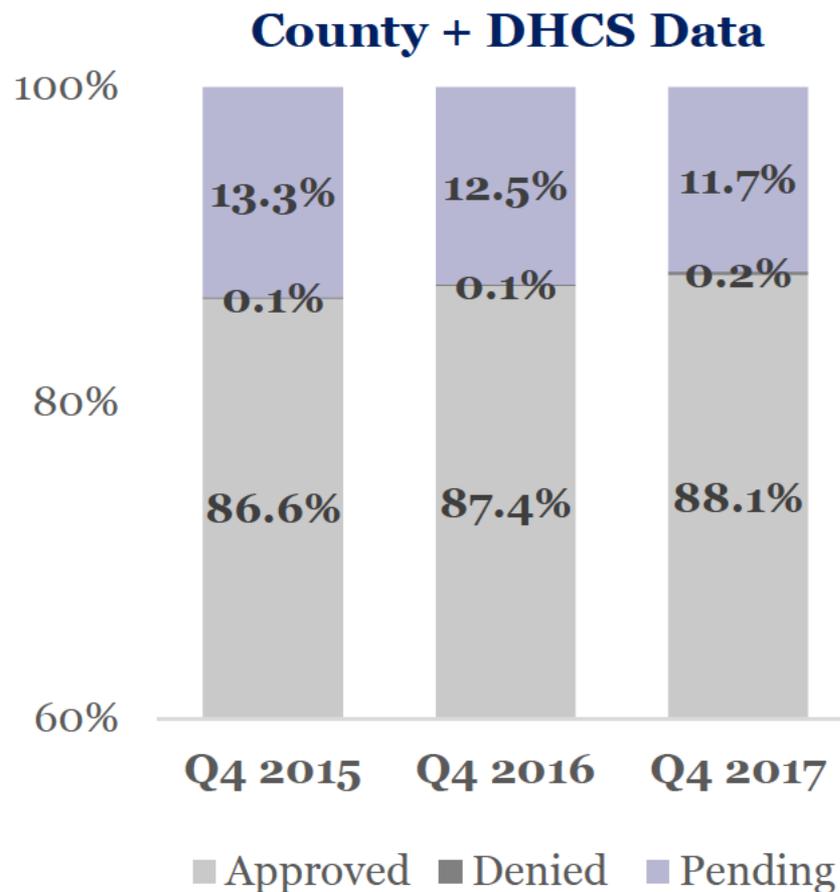
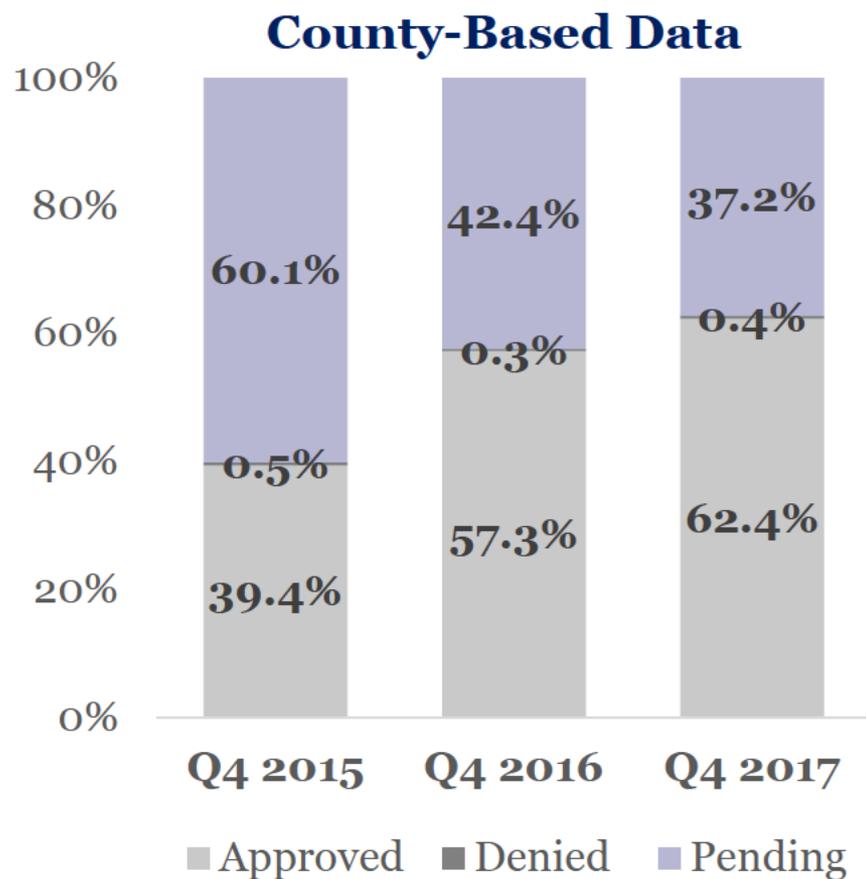
<sup>5</sup>Unable to meet inmate prior to release (e.g., out to court or at medical facilities).

<sup>6</sup>Inmate did not want to receive TCMP services (e.g., refused to meet, did not agree to receive TCMP services during interview).

<sup>7</sup>Inmate did not have a TCMP service disposition in BASS.

## Data Sharing Improvements

### Trends in Medi-Cal Application Outcomes: 2015-2017



# REQUESTED UPDATES:

- 1. Please provide an update regarding counties not meeting the application processing timeline for submitting benefits, and the barriers and solutions to address this gap.***
  - TCMP continues to cultivate its relationship with DHCS and county representatives by meeting quarterly to address any gaps in processing times or any issues the counties may have.
  - Currently, for all persons released during the quarter with TCMP submitted Medi-Cal applications, the overall MC approval rate is 88.0%. There is essentially no difference in the overall MC approval rate between submissions from inmates with 90+ days' notice pre-release (88.1%) and submissions from inmates with <90 days' notice pre-release (87.7%).
- 2. Has DAPO scheduled meetings regarding information requests by counties to share what benefits were started at the institution?***
  - DAPO is currently working with Los Angeles County and Sacramento County to identify protocols that will provide benefit information cross-over.
- 3. CCJBH to determine how many participants have utilized benefits after release:***
  - Dawnte Early, Ph.D., will be providing a utilization overview.



TEAM DRP  
**GETS IT  
DONE**

Brant Choate, Director

[brantley.choate@cdcr.ca.gov](mailto:brantley.choate@cdcr.ca.gov)

Kevin Hoffman, Deputy Director, Program Operations

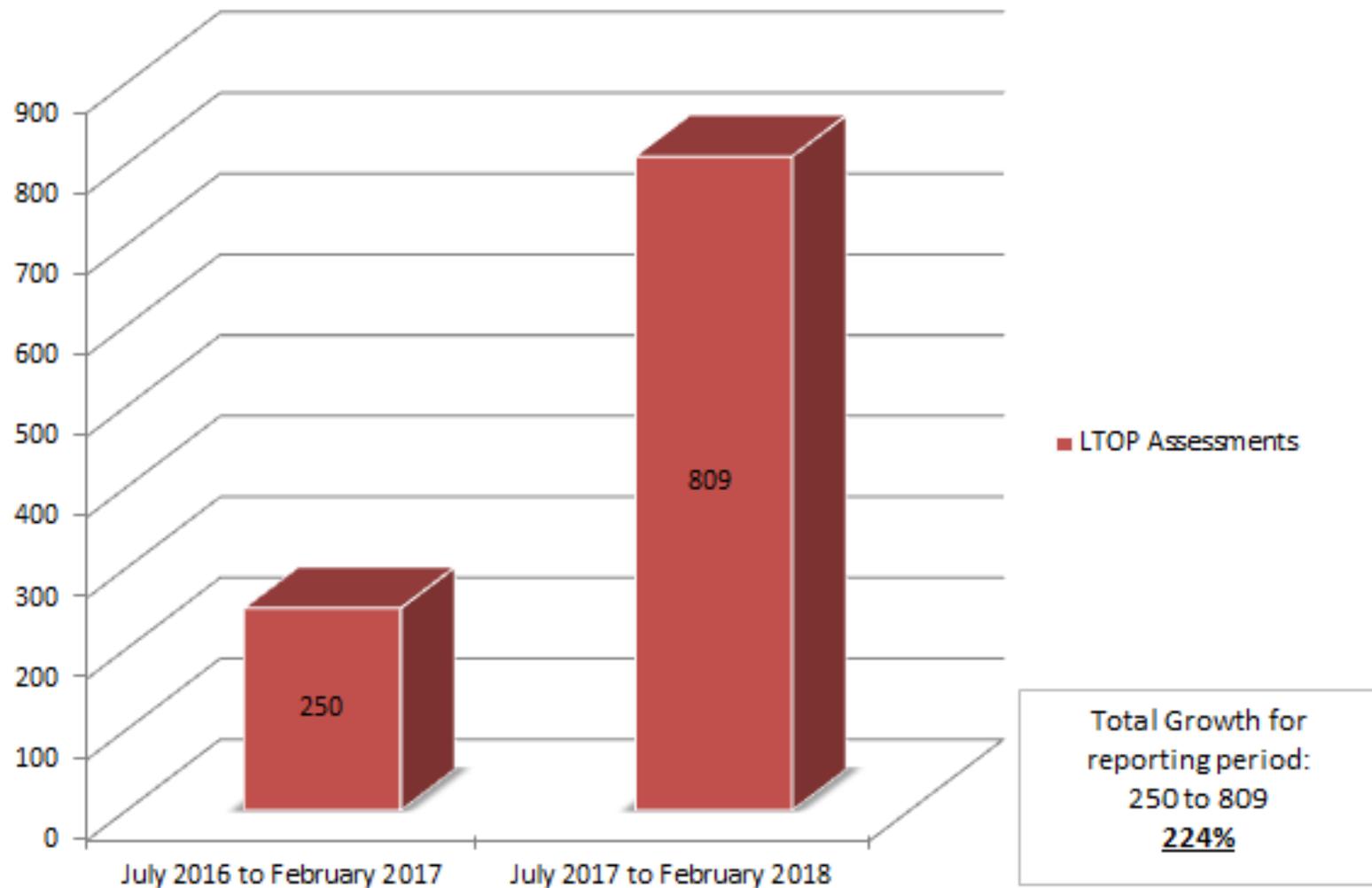
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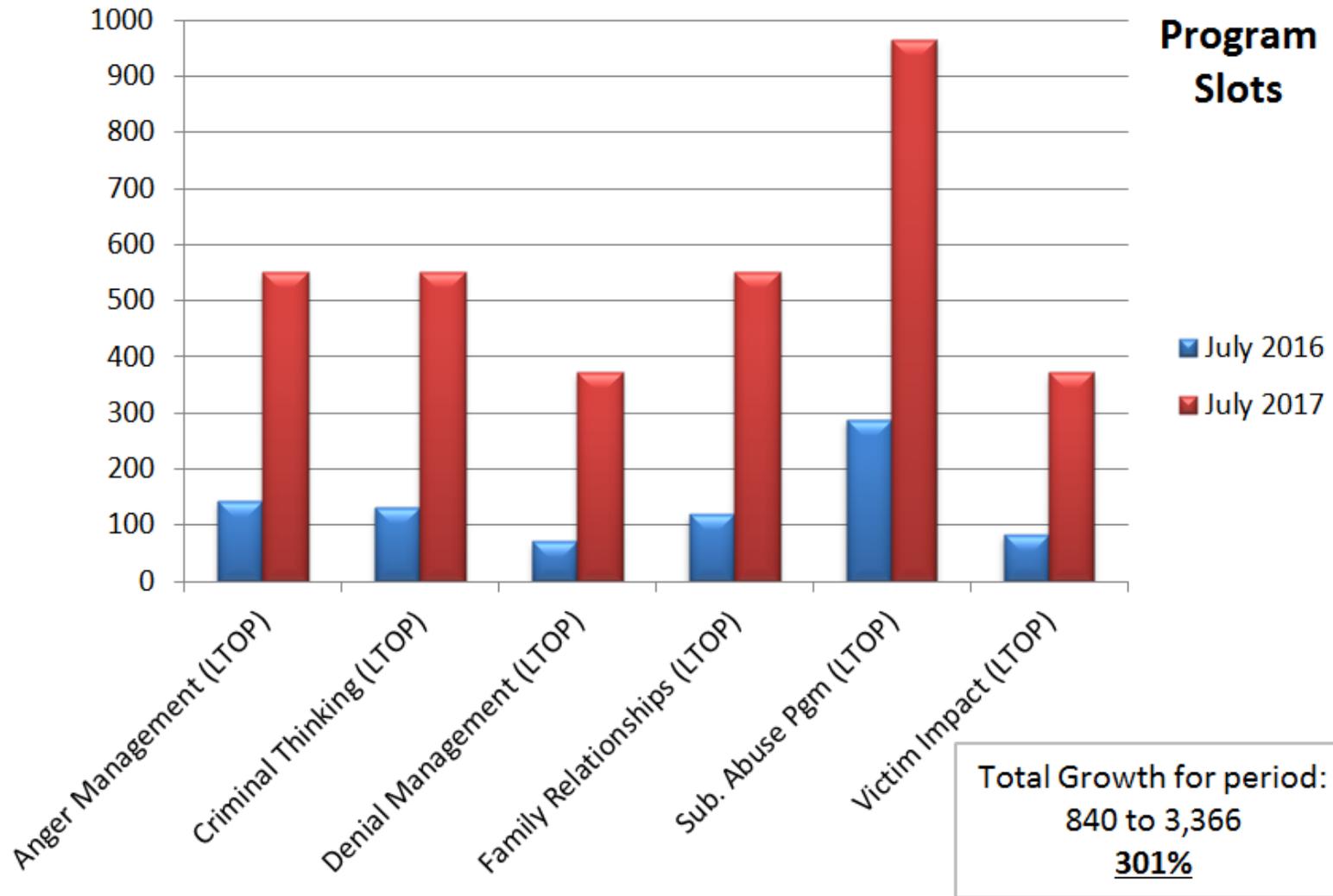
Ryan Souza, Deputy Director, Program Support

[ryan.souza@cdcr.ca.gov](mailto:ryan.souza@cdcr.ca.gov)

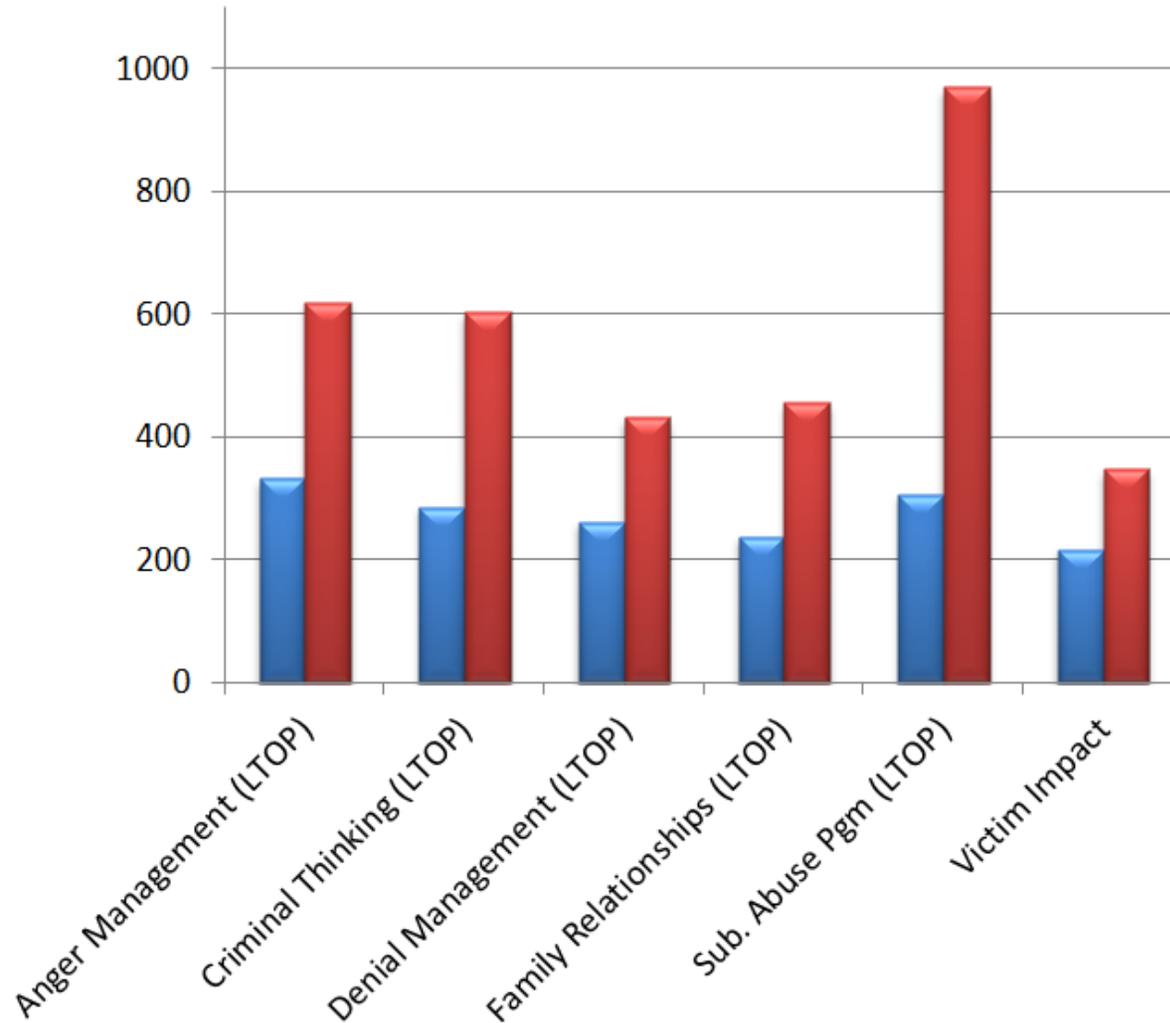
# Cognitive Behavioral Treatment for Long-Term Offenders

## LTOP Assessments





## ASSIGNMENTS



■ July 2016 to February 2017  
■ July 2017 to February 2018

Total Growth for reporting period:  
 1,647 to 3,431  
**108%**

## Notable Issues:

- LTOP Programming was “ramped up” slower than anticipated due to state contracting delays.
  - 163 total AOD certified counselors and facilitators funded at the 30 different sites:
    - At the end of November there were 61 vacancies
    - At the end of February there were 23 vacancies

## Facilities Without Designated Long-Term Offender Programming

California City (CAC) – no life-term offenders

California Rehabilitation Center (CRC) – no life-term offenders

Folsom Women's Facility (FWF) – no life-term offenders

North Kern State Prison (NKSP) – no life-term offenders

California Correctional Center (CCC) – 24 offenders have BPH hearings in the next 5 years.

➤ Of the 24:

➤ 15 have a moderate to high criminogenic need for one or more CBT programs

➤ 2 of 15 have completed one or more CBT programs

Wasco State Prison (WSP) – 73 offenders have BPH hearings in the next 5 years.

➤ Of the 73:

➤ 43 have a moderate to high criminogenic need for one or more CBT programs

➤ 9 of 43 have completed one or more CBT programs

➤ 1 of the 9 is currently assigned to two CBT programs (FR/SUDT)

➤ 3 of the remaining 43 are currently assigned to one or more CBT programs



# Innovative Programming Grant Research Projects

## Approved Grants

1. Center for Council – Inmate Council Program
2. Center for Gender & Justice – Moving Beyond Violence
3. Center for Gender & Justice – Healing Trauma
4. GRIP Training Institute – GRIP (Guiding Range into Power)
5. Prison of Peace – Prison of Peace
6. The Lionheart Foundation – Houses of Healing Self-Study Program

## Research Projects

- 2 programs are doing self-assessments at the end of programming aimed to allow qualitative insight into their programming.
  - Includes open-ended questions
- 4 programs are doing pre-and-post assessments administered by staff on a voluntary basis aimed to assess behavior change and impacts on rules violation reports.
  - Some assessment tools include:
    - Brief Resilience Scale
    - Active-Empathic Listening Scale
    - Cognitive and Affective Mindfulness Scale
    - Kessler Psychological Distress Scale
    - Correctional Offender Management Profiling for Alternative Sanctions
    - State-Trait Anger Expression Inventory-2



Questions?

## 9

*This chapter describes the contribution of art education to the wider project of prison education, and posits a “natural partnership” between prison arts and community college programs in prisons.*

## Prison Fine Arts and Community College Programs: A Partnership to Advance Inmates’ Life Skills

*Larry Brewster*

Leon is an excellent example of an inmate who chose to take a different path by way of the California Arts-in-Corrections program, which in turn gave him the confidence to complete his GED and enroll in college courses. At an early age, Leon expected to end up in prison, as had his father, two uncles, and so many other Black brothers from his south Los Angeles ’hood. He not only expected to go to prison, but looked forward to it. He romanticized prison as a place where real men earned their badges of courage and respect. His role models served time, and it was expected that he would do the same. He did. Leon served more than 20 years, during which he eventually decided he wanted a better life for himself and his seven children.

Leon started reading on his own and then enrolled in Arts-in-Corrections, a fine arts program. Through the program he discovered his talents as a songwriter, playwright, actor, and painter. His arts education and practice also gave him the work ethic, discipline, and confidence to earn his GED and pursue a college education. Since his release nearly six years ago, he has completed a novel and cowritten and acted in a play. He continues to write, paint, and play music while working a full-time job to support his wife and children. In our interview, Leon spoke with great passion about the satisfaction he receives from completing projects and the importance of teaching his children that they too can do anything they set their minds to, as long as they are willing to work hard and especially complete what they start. In his words,

The combination of the arts program and college education taught me above all else the importance of completing projects. I think one of the problems with young people today is that they don’t finish what they start. They may

get interested in something but often don't follow through. I was like that for most of my life. But not anymore. I've learned with the help of others, especially my teachers, how satisfying it is to complete tasks and get better at my writing in the process. (Interview with Leon, October 3, 2010)

The irony for Leon, and so many others like him, is that for the first time in their lives prison provides the opportunity to reflect on why they are so self-destructive and to question what they can do to change their lives for the better. A common refrain heard over and over again when interviewing incarcerated and formerly incarcerated men and women who were involved in prison arts education was that the arts program helped to light a spark of self-worth and served as a gateway and catalyst in pursuit of other academic or vocational programs (Brewster, 2014).

Educating the whole person is achieved in a learning environment that integrates rigorous inquiry, creative imagination, and reflective engagement within self and society. This goal is ever more critical in an age with a growing education and achievement gap in preparing people, including prisoners, for employment and a meaningful life. Community colleges especially play an ever-more-important role in preparing the incarcerated for employment by offering academic and vocational programs inside the walls. Community colleges are uniquely positioned for this role considering their mission to serve the greater community through open access admission and their close proximity to prisons. A 2005 study by the Institute for Higher Education Policy reported in a 50-state analysis that 68% of all postsecondary correctional education is provided by community colleges.

In addition to the growing number of community college prison programs, there are fine arts programs in at least 41 state correctional systems, as well as in many federal prisons. Art programs for inmates are becoming more common, and research provides compelling evidence that the arts can and do serve as champions of change in learning. Prison fine arts programs provide incarcerated men and women with authentic learning experiences that engage their minds and hearts. Arts education and practice involve multiple skills and abilities and nurture the development of cognitive, personal, and social competencies (Brewster, 2014; Langelid, Maki, Raundrup, & Svensson, 2009). Further, fine arts prison programs act to heal and bring communities together.

## The Intersection of Prison Arts and Academic Programs

The growth of prison-based community college academic and vocation programs, as well as fine arts instruction are critical steps in the direction of preparing inmates for life after prison. Further, these programs help to relieve tension and improve inmate behavior while incarcerated. Unfortunately, these programs most often are administered separately, with little or no coordination or integration of curriculum. Prison arts programs, usually

classified as leisure-time activities, do not earn college credits even though many classes are taught by professional artist-teachers who have MFA or other academic degrees. On the other hand, community colleges offer for-credit, degree-granting, and vocation certificate programs.

We argue in this paper that a partnership between community college and arts education prison programs would enhance academic offerings, motivate and better prepare inmates for their educational journey, improve program efficiency and administrative support, and help to justify additional funding. Interdisciplinary research supports the idea of marrying arts education and practice with other academic disciplines. Studies show that training in the arts can improve academic performance; motivate students to complete their education (Brewster, 2012a; Jiang & Winfree, 2006; Silber, 2005); enhance interpersonal, critical thinking, and verbal skills (Langelid et al., 2009; Winner & Hetland, 2007); and provide a safe and acceptable way to express, release, and deal with potentially destructive feelings such as anger and aggression (Blacker, Watson, & Beech, 2008), which helps to reduce the number and severity of disciplinary actions.

Creativity, self-expression, and a greater sense of self-worth and competence are also important outcomes of art learning (Sautter, 1994; Stevens, 2000). Equally important, art is a form of work. Through art, inmates like Leon learn the meaning and joy of work, especially high-quality work that challenges them to do their very best for its own sake. Work is one of the noblest expressions of the human spirit, and art is the visible evidence of work carried to the highest level (Directorate General for Education and Culture, European Commission, 2011).

A recent quantitative evaluation of California Arts-in-Corrections courses, as well as actor and director Tim Robbins's Actors' Gang prison project (offering theater workshops), confirmed the findings of other research, showing a statistically significant correlation between arts education and the motivation to successfully pursue other educational opportunities in prison. Further, those who had participated in the long-running Arts-in-Corrections program compared with those who were untrained in the arts showed significant improvement in behavior as well as better time management, self-confidence, greater intellectual flexibility, social competence, achievement motivation, and emotional control, as measured through the nationally tested "Life Effectiveness Questionnaire." We also found that inmates who had participated in the program for two or more years were far more likely to complete their GED, earn an associate's degree, and/or acquire vocational training and certification than were those inmates surveyed who were untrained in the arts (Brewster, 2014).

## Prison Arts Programs

Prisoners have expressed themselves in writing, poetry, music, drawing, painting and other art forms for as long as men and women have been

locked up. Prison arts programs offer inmates the opportunity to study and practice their art with the guidance of professional artists and the necessary supplies and equipment. The American painter Robert Henri believed each of us desires to create, to be creative. Art and life, he wrote, are tightly intertwined, and given the opportunity and encouragement, the “art spirit” in each of us can be unleashed, freeing us to become “an inventive, searching, daring, self-expressing creature” (Henri, 2007, p. 11). He understood that the creative life is a desirable one and is possible for every person who is willing to work at it.

The artistic process is one path to an understanding of self and our world. We know, for example, that art as part of a general education program enables students to perform better in all their other subjects. Why? Because they discover that there is an inner voice with which they can speak. They show us themselves in a positive way, giving pleasure and gaining self-awareness. They also learn something as simple and profound as discipline. By doing something over and over again, you become better at it, whether you are trying to learn where to put your fingers on a keyboard for a C-sharp minor scale or trying to master the history of the United States (Sautter, 1994).

Prison arts programs take many forms, with some specializing in theater, music, or creative writing, while many other programs offer a comprehensive selection of fine arts instruction. The granddaddy of modern prison arts programming, and a model for many programs across the country, is the California Arts-in-Corrections, founded in 1977 and closed in 2010—a victim of the Great Recession and California’s budget crisis. Now that better times have returned to the Golden State, and based on the findings of recently completed program evaluations, the Department of Corrections and Rehabilitation announced on May 3, 2014 that \$1 million would be awarded to prison arts programs for the remainder of this fiscal year, and an additional \$1.5 million would be awarded in the 2014–2015 fiscal year. The funds will support theater, music, visual arts, and creative writing programs offered by the William James Association, The Actors’ Gang (under the direction of Academy Award–winning actor and director Tim Robbins), the Marin Shakespeare Company, and other arts organizations.

Eloise Smith, the inspiration and architect of Arts-in-Corrections, wanted to

... provide an opportunity where a man [or woman] can gain the satisfaction of creation rather than destruction, earn the respect of his [or her] fellows, and gain recognition and appreciation from family and outsiders . . . provide the professional artist as a model of creative self-discipline, and show the making of art as work which demands quality, commitment, and patience. (Brewster, 2012b, p. 2–3)

The program was state funded and included a program manager and full-time civil service artist-facilitators who were located at each of the

prisons. Artist-facilitators were responsible for recruiting, supervising, and evaluating artist-instructors, enrolling and monitoring inmates, scheduling classes, and purchasing art supplies, as well as navigating the prison bureaucracy and its complex and ever-changing rules and regulations. The facilitators became the first resident artists to be hired under California's civil service system.

Arts-in-Corrections provided inmates with instruction and mentoring in the performing arts as well as in the visual, literary, and fine craft disciplines. An important goal of the program was to provide inmates with a constructive leisure-time activity to help relieve tensions created by confinement, spur the passage of time, and promote the physical and mental health of inmates. Artist facilitators and instructors had to be trained, active, and successful artists who, it was believed, would most benefit inmates as mentors and inspirational role models. Professional artists shared with inmates through their own experience the demands of the artistic process and the hard work and self-discipline required of artists.

Eloise Smith believed that the artistic process could provide inmates with heightened opportunities for problem-solving, developing self-discipline, exercising impulse control, and improving confidence and self-esteem—all important building blocks in preparing inmates for life after prison. Arts-in-Corrections offered a unique and bold approach to prison arts programming and served as the standard bearer for programs elsewhere.

Wayne Kramer, cofounder of Jail Guitar Doors and a highly respected guitarist and songwriter, provides inmates with donated Fender guitars and offers music workshops as payback for the time he served in federal prison for possession of drugs in the early 1970s. He knows the power of art—music in his case—while doing time. In his words,

A change of heart is what art, music, writing, theater, painting, sculpture, poetry and dance can produce, leading to a fundamental change in the way an offender sees himself. Art is anger management. I know from my years in prison that prison is a world designed to reinforce the feeling that you are worthless. Being able to create something where there was nothing is a great argument against that worthlessness. The self-discipline required to create a song teaches the songwriter that change is possible. Something from nothing. That you can make it in the world. (Hearing of the Joint Committee on the Arts, 2013)

Just as in community colleges, arts programs in prison can be a public expression of a higher education community, allowing students to share their vision and work with others, making it possible for the entire prison population to benefit and be inspired by those who choose to use their incarceration as an opportunity for growth and change. This model for self-improvement exists in stark contrast to the lowest common

denominator—tough guys, gang grouping, and an antiauthoritarian ethos that restrains personal growth.

### **Community College and Prison Arts Programs: A Natural Partnership**

The ultimate goal of a partnership between prison arts and community college academic programs is to provide intellectually stimulating educational experiences that foster human connection, an appreciation for the arts, and resources for positive self-expression and personal growth. It is assumed that such a collaboration will be an evolutionary and dynamic process fueled by a dedicated group of artists, writers, and scholars who believe that knowledge and creative development can be a life-changing experience. Four conditions that promote the partnerships were identified in a U.S. Department of Education study. They are: affordability as compared with other higher education institutions, geographical distribution of community colleges placing them in close proximity to prisons, institutional accreditation, and the mission of open access (Office of Vocational and Adult Education, 2009). We also believe the partnerships will yield administrative and fiscal benefits in support of both programs.

**Recruiting New and Motivated Students.** Prison arts programs are fertile ground for preparing and then recruiting inmates into community college academic programs. It is reasonable to assume that many more inmate-artists would enroll in community college courses if they were given at least some college credits for their art classes. It is understood that this requires an evaluation of artist-teachers and their courses to determine if they are worthy of college credits—a process facilitated by a formal partnership agreement. Ideally, the community college and prison arts programs would share responsibility in planning, marketing, and scheduling, with final evaluation of academic quality by the college administration.

We know from prison arts program evaluations that most artist-teachers are academically trained, professional artists who teach outside of prison and who often favorably compare inmate students with their other students. They tell us that most inmates demonstrate a greater appreciation for education than the average student, and almost always come to class prepared and motivated to learn. Multidisciplinary research confirms that arts education serves to attract and enable incarcerated students who have experienced little academic success and may otherwise be reluctant to participate in educational programs (Clements, 2004; Gussak & Ploumis-Devick, 2004).

**Proposed Program of Study.** The ultimate goal of a partnership between prison arts and community college programs is for inmates to complete their associate's degree and eventually their bachelor's degree. A logical course of study for these inmates might well be an associate of arts in general studies, or a liberal arts degree with an arts and humanities emphasis.

The program could include courses in English (prison arts programs often include creative writing and poetry courses), humanities, and art history. The combined programs would strive to prepare students with academic skills and methods of critical analysis that will help them negotiate some of the tensions that shape their everyday existence; expand their personal horizons; structure professional ambitions; and prepare them to join the workforce as informed citizens. These degree programs are also designed to satisfy the core curriculum for most bachelor's degrees.

**Shared Administrative Responsibilities.** Very often prison arts and community college academic programs are understaffed and underfunded. We believe a partnership will facilitate sharing staff and jointly pursuing additional state and foundation funding. Prison arts programs usually are run by nonprofit organizations consisting of paid and volunteer staff. Artist-teachers are usually paid hourly or a per-course stipend. Most community college prison programs are overseen by full-time staff and faculty. While we do not propose a formal, contractual blending of staff and faculty, we do think there are opportunities for staff and faculty in both programs to assist one another in navigating the labyrinth of rules and procedures that define prison life.

Although there are many different models for delivering prison arts programming, an ideal approach for the type of partnership we are proposing is that of the California Arts-in-Corrections program. Arts-in-Corrections employed civil service staff (the first prison arts program in the country to do so) in the role of director, and artist-facilitators (in some programs they are called lead artist-teachers) who were responsible for the day-to-day program operations at each of the prisons. The skills and training required of artist-facilitators, or lead artist-teachers, would prepare them to assist community college staff and faculty. For example, artist-facilitators are responsible for coordinating arts professionals, arts organizations, and vendors, as well as recruiting, training, and evaluating artist-teachers. They also need to have general knowledge of the goals and objectives of a multidisciplinary arts program to develop a plan that meets the needs of a correctional facility.

Further, it is important that the artist-facilitator or lead artist-teacher have general knowledge of management, for example, budgets, marketing, public relations, contracts, program evaluation, planning and development, and the classroom environment. They must be knowledgeable about classroom instructional techniques and mentoring students and faculty. The ability to supervise contract artist-teachers and inmate work crews is essential as well. They must also develop and maintain cooperative relationships with institutional staff, artists, inmates, and relevant community organizations, as well as interpret and apply rules, regulations, policies, and procedures for the safety and security of the institution.

**Mentoring.** Studies show that students in art programs—particularly those who are alienated from the formal education system—form positive

relationships with their art instructors. Why? Perhaps their relationship is based on mutual respect as artists, rather than on authority (Dean & Field, 2003, p. 7). It is, therefore, common for artist-instructors in prison arts programs to become important mentors, offering guidance and serving as role models beyond the art room. It is reasonable to expect that this positive and motivating relationship would be extended to encouraging and assisting their students who decide to pursue a college education. This mentoring role would be particularly helpful when community college programs are offered in a distance-learning modality, such as video or online courses.

**Potential for Increased Funding.** A mutually supportive partnership can help to justify additional funding for the two programs. An obvious benefit for community college programs would be additional enrollments resulting from joint marketing and articulation agreements leading to college credits for approved arts courses. The reverse is true as well. Presumably, inmates will be more likely to enroll in art courses with earned college credits.

A partnership can facilitate joint lobbying efforts to persuade lawmakers, foundations, and Department of Corrections administrators to earmark additional funds in support of both programs. There is ample research evidence to suggest that the programs are natural partners in encouraging inmates to pursue higher education, and in the process, developing life-effective skills, self-confidence, discipline, and a work ethic to succeed outside prison walls. There are many Leons in prison who are eager for the opportunity to find their hidden talents and learn the pleasure and satisfaction found through completing projects.

## Summing Up

There are many reasons why community colleges and prison arts organizations should explore partnerships to advance their respective missions and goals in service to the incarcerated. Compelling evidence suggests that the artistic process and arts education help motivate and prepare inmates for academic and vocational programs. Interdisciplinary research, for example, shows that training in music, poetry, creative writing, visual, or performing arts is correlated with improved interpersonal, critical thinking, and verbal skills. Prison arts education helps inmates develop a disciplined work ethic and enjoy a greater sense of self-worth, competence, and accomplishment. These life-effectiveness skills are the essential building blocks for success in academic studies, and in life after prison.

Community colleges are the backbone of higher education in the United States. They serve nearly half of all undergraduate students at reasonable cost, and offer a wide range of academic and vocational courses to a diverse student population in urban, suburban, and rural locations. Community colleges are in many important ways the perfect provider of

higher education to prisoners. The open-door mission, flexible curriculum, institutional accreditation necessary to qualify for Department of Education Grants to States for Workplace and Community Training for prisoners, and broad geographical distribution make them the perfect provider of higher education in prisons, as evidenced by the growing number of community colleges offering academic and vocational programs in correctional facilities (Office of Vocational and Adult Education, 2009).

There are also increasing numbers of nonprofit organizations delivering arts education inside the walls. The ultimate, shared, goal of these academic and arts programs is to prepare inmates for reintegration back into society, thereby reducing recidivism. These programs are particularly important when we consider that inmates are less educated than the general population, and those who have earned college credits or degrees are much less likely to return to prison once released.

A dynamic collaboration between community colleges and prison arts programs will contribute to greater efficiencies and resources for both programs while encouraging better prepared inmates to pursue their education. A partnership would facilitate recruitment of inmate-artists into associate's degree programs by developing a mutually agreed upon program of study, granting college credit for art courses taught by qualified artist-instructors, and sharing staff responsibilities for recruiting and advising students, training and assisting faculty in navigating prison rules and regulations, and the myriad other tasks required of staff.

Prison arts program evaluations have found that artist-instructors often serve as important mentors, especially for the many inmates who as children and adolescents struggled in school. One reason inmate-artists form positive relationships with their art instructors is that they experience the instructor as an artist, and not so much as an authority figure. As mentors and role models, artist-instructors may play an important role in encouraging their students to advance their education in partnership with a community college.

A national trend is to look to public, private, and nonprofit partnerships as a possible solution for many of the intractable problems confronting the country today. Community colleges and prison arts organizations are one example of a partnership that can result in a more efficient and effective delivery of educational services to inmates eager to acquire life-effectiveness skills and a college education.

It is time we teach inmates how to live in the outside world, rather than simply exist on the inside. In her insightful book *The New Jim Crow*, Michelle Alexander (2010) writes that the one thing prisons do create is more inmates. She refers to a National Advisory Commission on Criminal Justice Standards and Goals report that argued, "The prison, the reformatory and the jail have achieved only a shocking record of failure. There is overwhelming evidence that these institutions create crime rather than prevent

it.” A partnership between prison arts and community college programs is one path toward self-discovery and preparation for a successful transition from prison life to life after incarceration.

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*LARRY BREWSTER is a professor of public administration at the University of San Francisco, and a tireless advocate of the Arts-in-Corrections program in California state prisons.*

**Agenda Item**  
**#7**

# California Prison-to-Employment Initiative

FY 2018-19 thru FY 2020-21



**CALPIA**  
Quality Products ★ Changed Lives ★ A Safer California



# Initiative Summary

## **Initiative Goal:**

Reduce statewide recidivism through improved alignment of correctional education and training and increased workforce system collaboration.

# Initiative Summary

## Partnership between 3 State Agencies:



# Initiative Summary

## Funding:

- Year 1: FY 2018-19 \$16.0 million
- Year 2: FY 2019-20 \$20.0 million
- Year 3: FY 2020-21 \$1.0 million

# Funding

\$36 million over first 2 years will fund:

- Regional and local workforce planning
- Implementation of regional and/or local plans to integrate reentry and workforce services
- Direct services to the formerly incarcerated
- Post-release supportive services grants to Regional Planning Units and their partners to accelerate the alignment of correctional education and training and the increased workforce system collaboration

# Initiative Summary

The funding is intended to achieve the following objectives:

- Better link from education, job training, and work experience in prison to post-release jobs
- Integrated services of 181 reentry service providers and 200 America's Job Centers of California (AJCC) career centers using regional plans from the 14 Regional Planning Units

# Initiative Partners

## **California State Workforce Board**

Responsible for development, oversight, and continuous improvement of California's workforce development system.

# Initiative Partners

## **California Department of Corrections and Rehabilitation**

Responsible for:

- Protecting the public by safely and securely supervising adult and juvenile ex-offenders
- Providing effective rehabilitation and treatment
- Integrating ex-offenders successfully into the community

# Initiative Partners

## **California Prison Industry Authority**

Self-supporting, customer-focused business that reduces recidivism, increases, prison safety, and enhances public safety by providing ex-offenders with productive work and training opportunities, leading to employment upon parole.

# Policy Objectives

## **1. Foster demand-driven skills attainment**

- Align workforce and education programs with the needs of the State's industry sector.
- Provide California's employers and businesses with the skilled workforce it needs to compete in global economy.

# Policy Objectives

## **2. Enable upward mobility for all Californians.**

- Eliminate barriers to employment; ensure workforce and education programs are accessible to all Californians
- Ensure everyone has access to marketable skills and educational opportunities to ensure economic self-sufficiency and security

# Policy Objectives

## **3. Align, coordinate, and integrate programs and services.**

- Eliminate barriers to employment; ensure workforce and education programs are accessible to all Californians
- Ensure everyone has access to marketable skills and educational opportunities to ensure economic self-sufficiency and security

# Corrections-Workforce Partnership Mission

The State Board, CDCR, and CALPIA will partner to reduce recidivism by addressing the following gaps that most hinder ex-offenders in the 14 workforce regions and 45 local areas:

- Limitations on direct job placement upon release
- Lack of coordination between reentry services and workforce services
- Insufficient parole, probation, and workforce coordination
- Limited post-release supportive services for the formerly incarcerated and other justice-involved individuals

# State Workforce Plan Strategies

## 1. Sector Strategies

CDCR and CALPIA will identify existing relevant training and workforce education programs and evaluate their alignment with existing labor market needs in each of the 14 Regional Planning Units

# State Workforce Plan Strategies

## **2. Regional Partnerships**

CDCR and CALPIA will build regional partnerships with the Regional Planning Units or work primarily with Local Boards in Local Areas

# State Workforce Plan Strategies

## **3. Earn & Learn**

The State Board will build on the grant work it does concerning special populations to include grants that serve ex-offenders.

This work will be built into existing grant programs, including those pertaining to pre-apprenticeships in the Building and Construction Trades

# State Workforce Plan Strategies

## **4. Supportive Services**

Services, such as transportation, child care, dependent care, housing, and needs-related payments

# State Workforce Plan Strategies

## **5. Integrated Service Delivery**

Education, training, and employability skills are taught to ex-offenders while in custody and may also be offered post-release

Ensure there is a bridge to employment through job placement activity and other approaches that foster improved emotional and mental health

Will require regional coordination, shared case management

# State Workforce Plan Strategies

## **6. Cross-system Data Capacity**

State Board, CDCR, and CALPIA will work together to integrate CDCR and CALPIA into the CAAL-Skills workforce data-sharing project.

# Outcomes and Accountability

## **Launch of Statewide Prison-to-Employment Initiative**

The Direct Job Placement workgroup (includes CDCR, CALPIA, GovOps, CalHR, Caltrans, DGS, and DIR) will identify direct employment strategies, hire staff, and provide guidance to Local Boards and AJCC operators.

# Outcomes and Accountability

## Grants

State Board will design regional planning, regional implementation, and supportive services grants that will place approx. 1,000 ex-offenders in jobs, with employment and income gains tracked through the State's workforce data-reporting system.

State Board and EDD to monitor and track offender success, with the State Board to issue regular updates to grantees on system innovation, lessons learned, and best practices to encourage program expansion, replication, and continuous improvement.

# Outcomes and Accountability

## **6. Program Evaluation**

State Board will provide suitable grant and program evaluation regarding grant funds and workforce training outcomes.

# Contacts and Resources



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March 5, 2018

Roy W. Wesley, Inspector General  
Chair, California Rehabilitation Oversight Board  
10111 Old Placerville Road, Suite 110  
Sacramento, California 95827

Dear Chair Wesley:

This letter is in response to several questions posed by California Rehabilitation Oversight Board (C-ROB) Member Dr. William Arroyo at the last C-ROB meeting held on August 30, 2017, in Sacramento. Dr. Arroyo posed the questions during the California Prison Industry Authority (CALPIA) presentation to the Board. Below are the questions he presented and CALPIA's responses to them.

1. ***Q: State Workforce Plan: Dr. Arroyo asked for a collection of all data sources statewide that have to do with employment and that supported the new State Workforce Plan.***

A: The Cal Skills Initiative, led in partnership between the California Workforce Development Board and the California Department of Corrections and Rehabilitation (CDCR) Office of Planning and Research, will attempt to provide initial information on employment of formerly incarcerated offenders.

In addition, CALPIA has contracted with the University of California, Irvine, to assess the recidivism rates among former offenders who have participated in a CALPIA program during their incarceration versus those who have not. Upon completion of the study, CALPIA will receive employment information on released CALPIA offenders through the Employment Development Department's (EDD) Labor Market Information Division. CALPIA will be able to track participants for defined periods of time in the future.

2. ***Q: Has CALPIA done any correlation studies relating CSRA or COMPAS scores to CALPIA offenders? Do those with moderate to high criminogenic needs benefit from certain skill-building training opportunities that CALPIA provides, or are they excluded from participation?***

A: As part of CALPIA's case-planning pilot initiative at five institutions (San Quentin State Prison, Folsom Women's Facility, Folsom State Prison, California Institution for Women, and Central California Women's Facility), CALPIA determined that, among all inmates assigned to a CALPIA training or work program, the average California Static Risk Assessment (CSRA) score (70%) was 1 out of 5.

CALPIA's Case Managers, who have been charged with deploying the pilot, have all been trained in case-planning and in the use of the Ohio Risk Assessment System (ORAS), developed by the University of Cincinnati, Ohio. Additionally, they have been trained in the administration of the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment, the use of Strategic Offender Management System (SOMS), and in the use of Motivational Interviewing techniques to ensure that the offenders are placed in programs appropriate to their skills, needs, and interests.

As you may know, inmates are currently only assessed twice during their custody period, once at reception and then just before release. Believing that risks, needs, and responsivity change over time, the Case Managers will start administering to offenders the ORAS assessment. Each Case Manager will carry a caseload of 25 to 30 CALPIA offenders. As part of the case work, offenders will be referred and assigned to evidence-based programs already implemented at the institutions commensurate with their assessed needs. Offenders will be able to participate in these assignments using ducats or by receiving half-time assignments, which is authorized.

**3. Q: What are the characteristics of offenders who would not be eligible for placement into CALPIA programs?**

A: CALPIA limits the participation of eligible lifers in programs. Condemned inmates and offenders serving life without the possibility of parole cannot participate. For all other inmates applying to participate in CALPIA programs, they must have a Test of Adult Basic Education (TABE) minimum score of 7.0, be free of discipline (if not, how long ago was the discipline), and physically able to do the job. In addition, those who have Arson as a commitment offense or a crime in the background that relates to the job applying for will not be considered.

I hope the questions posed by Dr. Arroyo have been thoroughly answered here. If you or the Board Members have any additional questions, please do not hesitate to contact me at [Chuck.Pattillo@calpia.ca.gov](mailto:Chuck.Pattillo@calpia.ca.gov) or (916) 358-2699. Thank you, and I look forward to seeing you at the next C-ROB meeting on March 7, 2018.

Sincerely,



CHARLES L. PATTILLO  
General Manager

**Agenda Item  
#8**

# Break It to Make It



## **THE STRINDBERG LABORATORY:**

MICHAEL BIERMAN, BART LANNI, MERI  
PAKARINEN

## **LOS ANGELES MISSION:**

STEVEN SCHULTZE, NADIA PARADA

## **LOS ANGELES CITY COLLEGE:**

CAROL KOZERACKI, MARIO ESCALANTE

# COLLABORATION



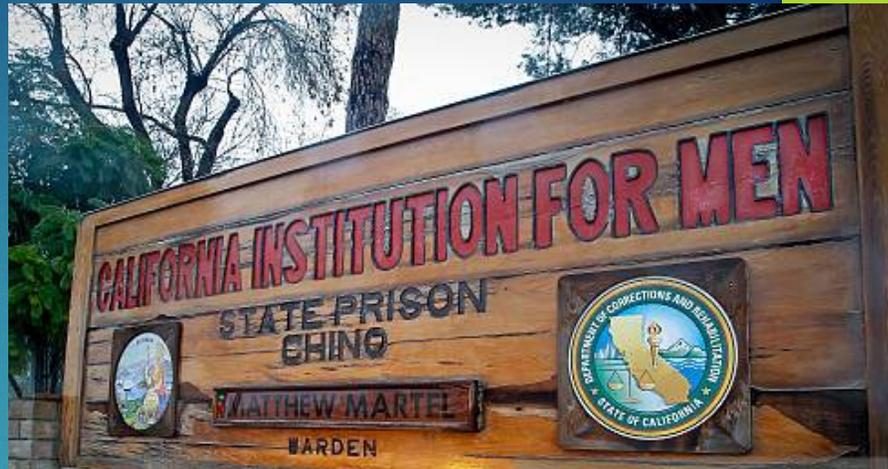
# Program Purpose and Partners

- ▶ **Break It to Make It** is a collaboration to help formerly incarcerated individuals successfully reintegrate into their communities and achieve long-term self-sufficiency through the **ARTS, REHABILITATIVE SERVICES, and HIGHER EDUCATION.**
- ▶ **The Strindberg Laboratory** creates original theater productions featuring incarcerated and formerly incarcerated individuals. They have offered accredited theater classes in California State Prisons since 2016 and in the jails and on Skid Row since 2013. Their “Jails to Jobs” prepares people who participated in their correctional programming to teach community theater workshops.
- ▶ **Los Angeles Mission** is a faith-based organization providing help, hope and opportunity to those in need since 1936. Services include shelter, food, clothing, and long-term residential rehabilitation services.
- ▶ **Los Angeles City College** is the oldest community college in Los Angeles, providing basic skills, career, and transfer-focused education to a student population that is mostly low-income & first-generation students of color.

# Program Features



- ▶ **Overview Video – <https://vimeo.com/225629777>**
- ▶ The holistic model includes both corrections- and community-based programming to address the complex challenges facing formerly incarcerated individuals when integrating back to their communities, including:
  - ▶ Homelessness
  - ▶ Low education levels
  - ▶ Limited employment experience
  - ▶ Employer stigma
  - ▶ Substance abuse
  - ▶ Mental health issues



# Corrections-Based Activities

- ▶ The Strindberg Laboratory has offered **100** theater workshops in jails and **104** in prisons through this program – and counting!!
- ▶ Two full-semester theater classes were offered in prisons, resulting in original shows, “Fathers and Sons” and “California Dreaming,” which were performed in front of more than 500 inmates and guests. Students received **two college credits** for these classes.
- ▶ Eleven cognitive behavioral workshops were given in prison to promote positive mindsets and behaviors

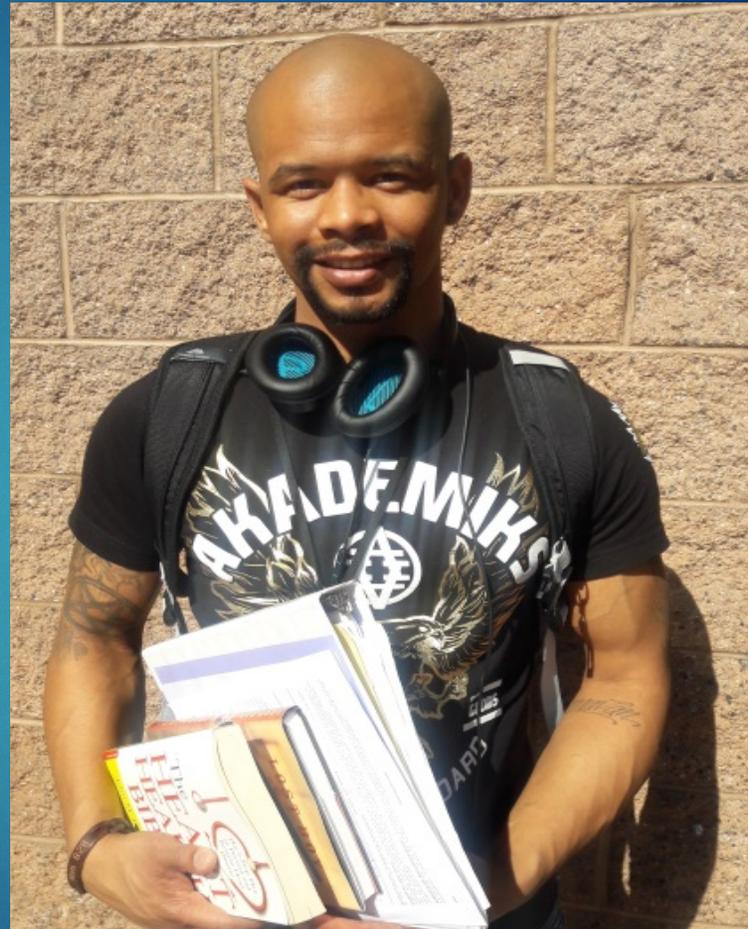
# Corrections-Based In-reach Efforts

- ▶ LA Mission staff interviewed the people in the prisons and jails who were enrolled in Strindberg's classes and workshops and were able to pick up the person from the correctional facility in a "warm handoff."
- ▶ LA Mission staff also interviewed people in the prison reentry classes and SAP rooms. In total, LA Mission staff, using guidance and screening provided by Five Keys Charter School, have interviewed more than 350 inmates to discuss the program and determine their eligibility for BITMI.
- ▶ LACC staff attended resource fairs at the prisons to share information about the program to inmates approaching their release date.



# Kieron: From Prisoner to Producer

- 7+ times incarcerated
- F/T student at LACC
- Communications Major



*"This program is what I need to help me transition back to society. Going to school gives me a better sense of direction in life."*

# Community-Based Activities

- ▶ LA Mission provides comprehensive case management to its clients, beginning with the essential needs of food, housing, and clothing, and continuing with substance abuse and mental health counseling, as well as legal assistance, life skills, spiritual support, GED courses, and financial literacy. Programs may last from 3 months to 12 months, depending on the need of the individual.
- ▶ The Strindberg Laboratory conducts a for-credit theater class and cognitive behavioral workshops for Mission students
- ▶ The LACC Counselor spends two afternoons per week at the Mission to provide a 3-credit Counseling Class and individual academic counseling sessions
- ▶ The LACC Peer Mentor visits the Mission weekly and hosts an informal discussion session focused on the value of education with Mission residents



# Community-Based Activities (cont'd)



Approximately **90** formerly incarcerated students have been identified as participants in the LACC Break It to Make It cohort over the past 18 months.

- ▶ Participants have access to their own counselor, who provides them with academic and emotional support, an educational plan, regular reminders about deadlines and important college events, and book vouchers (amounting to as much as \$300 per semester)
- ▶ BltMI participants meet twice monthly for updates on college events and to talk with representatives from support and academic programs
- ▶ The Counselor and Peer Mentor have begun to establish relationships with local reentry and sober living homes to identify students who may be interested in college courses



# Freedom Festival

- ▶ A two-day festival was held at LACC on September 28 and 29, 2017 to **highlight the role of the arts and education in helping to reintegrate formerly incarcerated people back into society**. The festival also brought awareness to the need for basic human rights, social justice and equality, and stigmas associated with incarceration.
- ▶ The performance of “Free Yo Mind” by the LA Mission theater class students attracted more than 300 audience members
- ▶ LACC art students painted a 100-foot banner depicting their vision of freedom, which was carried in a Freedom March during the festival
- ▶ LACC theater students performed “Stand Up (Comedy) for Freedom,” “Songs of Freedom,” and read “Words from the Inside” that were written by inmates

# Freedom Festival



# Freedom Festival (cont'd)

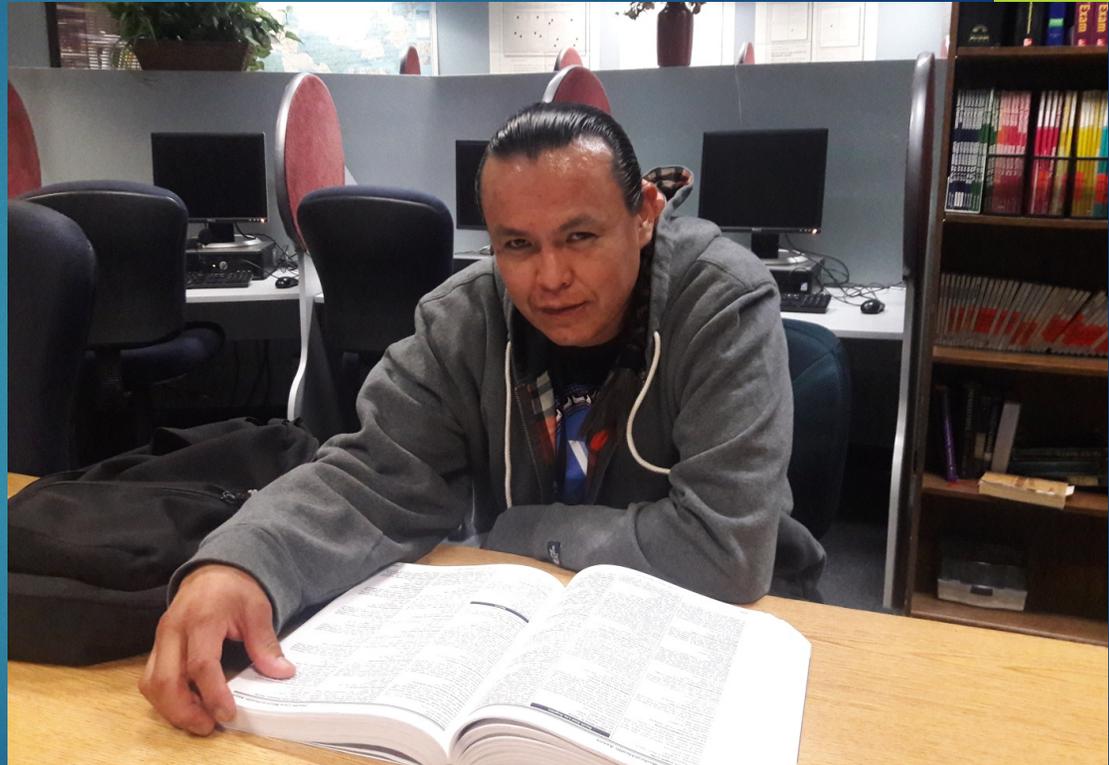
- ▶ Community organizations, including Homeboy Industries, the Anti-Recidivism Coalition, Friends Outside, and Centro CHA provided information to students about services available to support them
- ▶ Peter Merts, who documents the art, music, theater, and creative writing classes taught in California state prisons, conducted a workshop as did the Cal State San Bernardino's Prison Art Collective
- ▶ Performances were staged by the Playwrights Project and TheatreWorkers Project
- ▶ The festival was attended by more than 100 men from the Mission, some of whom were able to take a tour of the campus, and all of whom attended the "Free Yo Mind" performance
- ▶ **Freedom Festival Video - <https://vimeo.com/250708023>**

# By the Numbers

- ▶ More than 200 theater workshops have been conducted in the prisons and jails, reaching more than 1000 inmates
- ▶ 92 students have received college credit for completing a full-semester theater course in the prisons or at the Mission
- ▶ More than 350 inmates have received information about the BltMI program from LA Mission Staff. We have received 26 individuals who have accessed services at the Mission and 12 of them are currently enrolled. An additional 10 Mission participants have been referred to LACC for courses.
- ▶ 90 students have become part of the BltMI cohort at LACC since the inception of the program. The most popular majors are **Human Services – Drug/Alcohol Studies, Cinema, and General Education**. Students' GPAs average between 2.5 and 3.0 and five students are awaiting responses from universities to which they applied for fall.
- ▶ More than 600 people attended one or more activities at the two-day Freedom Festival

# Nicholas: From Prisoner to Counselor

- 20+ times incarcerated
- F/T student at LACC
- Navajo Tribe (AZ)



***“There are people I can reach that others can’t”***

# What's Working

- ▶ The impact of the theater classes in the Prisons and at the Mission – their ability to inspire the students and audience members – has been tremendous
- ▶ **The collaboration** between Strindberg Laboratory, LA Mission, and Five Keys Charter School to inform inmates about Break It to Make It and to identify candidates for the programs at the Mission and LACC. **This builds familiarity and provides a sense of “what’s next” after release, leading to success!**
- ▶ The Mission’s ability to provide transportation from institutions to the Mission to ensure the men will arrive quickly and safely after they are released.
- ▶ The embedding of a college counselor and the availability of a peer mentor from LACC to meet weekly with residents at the LA Mission has become the foundation of the pathway from the Mission to the College.
- ▶ The Break It to Make It cohort at LACC has grown tremendously over the last 14 months – to almost 90 students - and the academic performance of the individuals at the college is solid.

# What's Evolving

- ▶ Because of the intensity of the rehabilitation programs at LA Mission, their students need additional time to be immersed in those programs before many of them are ready to focus on the academic requirements of the LACC Counseling Course. While a small number of students completed the class in the Fall, there should be a cohort of approximately 22 that will begin the course later this Spring. This will build on the 14 students who received college credit for the Theater class in the fall.
- ▶ Limitations existed for the LA Mission staff to gain access to the students who were enrolled in Strindberg's classes in the jails to interview them and pick them up upon release. Access to the students in some of these classes was recently granted and should result in more of the Strindberg students transitioning to BITMI.
- ▶ Reentry homes have become an additional pathway for recruiting BITMI participants. The Delancey Street Foundation has already referred a dozen men to the program.

# What's Next



- ▶ Continue to build partnerships with similarly-focused community organizations, including the Midnight Mission and local reentry and sober living homes in LA, that serve formerly incarcerated individuals
- ▶ Build on the success of the theater classes by exploring additional creative courses, such as music, art, or creative writing, to offer in the jails and at the Mission to give students a means of experiencing college classes that are inspiring and allow them to succeed in an academic context
- ▶ Seek additional funding to cover continuing expenses, including the assignment of a dedicated college counselor to serve this population at the college and at the Mission, book vouchers for students, instructor costs for classes in Prisons and at the Mission, and transportation vouchers between the Mission and the college.

# Evaluation Process

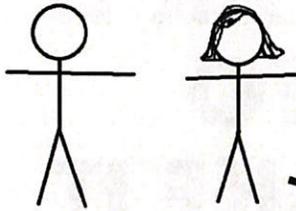


- ▶ The evaluation is being conducted by a research team from USC's Pullias Center of Higher Education and Cal State San Diego.
- ▶ The focus of the evaluation is to explore which socio-ecological factors of the Break It to Make It program:
  - ▶ Promote successful community reintegration,
  - ▶ increase positive social behaviors and academic outcomes, and
  - ▶ decrease recidivism.
- ▶ A mixed methods design is being used, which includes surveys, interviews, focus groups, and reflective journals.

# Break It to Make It



Thank you



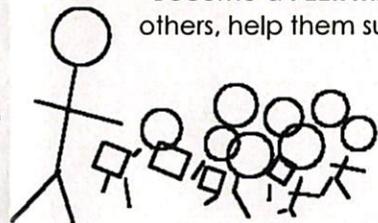
I might have college credit from taking a class with Strindberg Laboratory.

**start here  
BREAK IT TO MAKE IT**



**What else?**

- Counseling Services
- Health Services
- Legal Services
- Tutoring
- Job search assistance and training



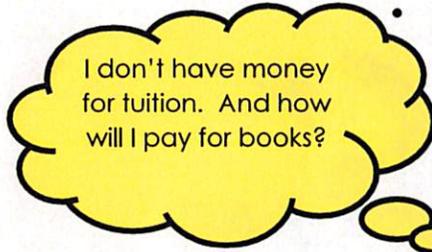
I want to help others like me...

Become a **PEER MENTOR!** Mentor others, help them succeed like you!



**The Los Angeles Mission**

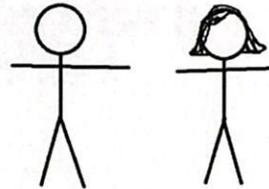
- Housing
- Food
- Job Training and Services
- Spiritual Growth



I don't have money for tuition. And how will I pay for books?

You may be eligible for **Financial Aid** and other programs to help you pay for your tuition.

And...did you know that you can receive a **FREE book voucher** to get textbooks?



Take a college course and theater class while at the LA Mission

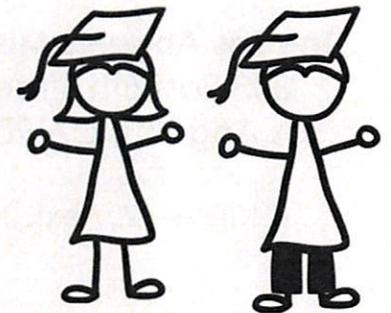
Take the train to...



**The City's College.**

**Los Angeles City College (LACC)**

- Find your passion
- Take college classes
- Pursue your degree



**end here  
GRADUATION AND SUCCESS**

## CONTACTS

For more information, please email:  
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(323)953-4000 ext. 2024

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P.O. Box 29824  
Los Angeles, CA 90029

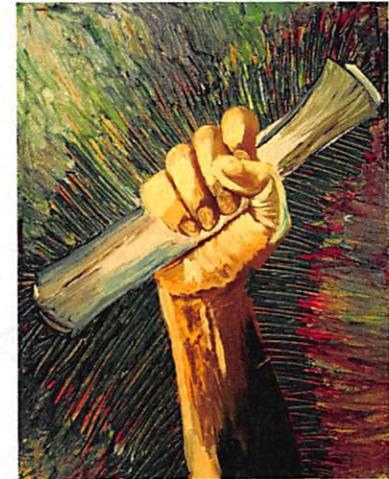
(213)265-6313

**The Los Angeles Mission**  
303 East 5th Street  
Los Angeles, CA 90013

(213)629-1227 ext. 309



# BREAK IT TO MAKE IT



*Break It To Make It* (BITMI) is a unique program that assists incarcerated and formerly incarcerated individuals successfully reintegrate into their communities and achieve long-term self-sufficiency through the arts, higher education, and rehabilitative services. This program provides a variety of support and services using a collaborative model composed of three organizations: Los Angeles City College, The Strindberg Laboratory, and The Los Angeles Mission.

With guidance and support focused on education, rehabilitation, and re-entry, BITMI participants will *break* free from the negative stigmas associated with incarceration to empower and *make* themselves successful in their academic careers and as productive citizens of their communities.

# BREAK IT TO MAKE IT

*A Partnership of*



**Funded by**

California Department of Corrections and Rehabilitation

With the assistance of

Assembly Member Mike Gipson

A collaboration of **The Strindberg Laboratory, Los Angeles Mission, and Los Angeles City College**, Break It to Make It (BITMI) is designed to help formerly incarcerated individuals successfully reintegrate into their communities and achieve long-term self-sufficiency through the ARTS, REHABILITATIVE SERVICES, and HIGHER EDUCATION.

The Strindberg Laboratory creates original theater productions featuring incarcerated and formerly incarcerated individuals. They have offered accredited theater classes in California State Prisons since 2016 and in the jails and on Skid Row since 2013. Their "Jails to Jobs" prepares people who participated in their correctional programming to teach community theater workshops.



Los Angeles Mission is a faith-based organization providing help, hope and opportunity to those in need since 1936. Services include shelter, food, clothing, and long-term residential rehabilitation services.

Los Angeles City College is the oldest community college in Los Angeles, providing basic skills, career, and transfer-focused education to a student population that is mostly low-income & first-generation students of color.

The partnership follows a holistic model that includes both corrections- and community-based programming to address the complex challenges facing formerly incarcerated individuals when integrating back to their communities, including: Homelessness, Low education levels, Limited employment experience, Employer stigma, Substance abuse, and Mental health issues

**Activities taking place within the prisons and jails:**

- 100 theater workshops in jails and 104 in prisons through this program by Strindberg
- Two full-semester theater classes offered in prisons, resulting in original shows, "Fathers and Sons" and "California Dreaming," which were performed in front of more than 500 inmates and guests. Students received two college credits for these classes.
- Eleven cognitive behavioral workshops were given in prison to promote positive mindsets and behaviors
- LA Mission staff interviewed people in the prison reentry classes and SAP rooms. In total, LA Mission staff, using guidance and screening provided by Five Keys Charter School, have

interviewed more than 350 inmates to discuss the program and determine their eligibility for BITMI.

- LACC staff attended resource fairs at the prisons to share information about the program to inmates approaching their release date.

### **Once inmates are released:**

- LA Mission provides comprehensive case management to its clients, beginning with the essential needs of food, housing, and clothing, and continuing with substance abuse and mental health counseling, legal assistance, life skills, spiritual support, GED courses, and financial literacy. Programs may last from 3 months to 12 months, depending on the need of the individual.
- The Strindberg Laboratory conducts a for-credit theater class and cognitive behavioral workshops for Mission students
- The LACC Counselor spends two afternoons per week at the Mission to provide a 3-credit Counseling Class and individual academic counseling sessions
- The LACC Peer Mentor visits the Mission weekly and hosts an informal discussion session focused on the value of education with Mission residents
- At LACC, participants have access to their own counselor, who provides them with academic and emotional support, an educational plan, regular reminders about deadlines and important college events, and book vouchers (amounting to as much as \$300 per semester)
- The LACC Counselor and Peer Mentor have begun to establish relationships with local re-entry and sober living homes to identify students who may be interested in college courses

A two-day ***Freedom Festival*** was held at LACC on September 28 and 29, 2017 to highlight the role of the arts and education in helping to reintegrate formerly incarcerated people back into society. The festival also brought awareness to the need for basic human rights, social justice and equality, and stigmas associated with incarceration. More than 600 students, community members, and LA Mission residents attended one or more Freedom Festival events. A highlight of the Festival was the performance of "Free Yo Mind" by the LA Mission theater class students, which attracted more than 300 audience members.



In total, more than 1000 inmates have attended at least one theater workshop or class from The Strindberg Laboratory and 100 current and former inmates have received two college credits for successfully completing theater class.

LA Mission staff has talked with more than 350 inmates about BITMI and has accepted about 65 for the program, about half of whom have accessed services at the Mission.

More than 90 former inmates are part of the BITMI cohort at LACC. They receive counseling, book vouchers (up to \$300 per person), and opportunities to visit universities and support each other. Their GPAs average between 2.5 and 3.0 and five of them are currently waiting to hear back from universities about their transfer applications for the fall.

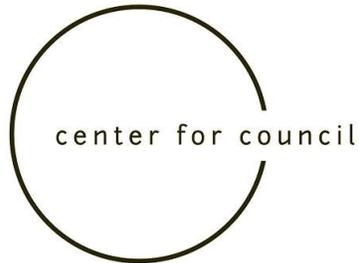
The infographic is titled "FACES OF HOPE & OPPORTUNITY" in white text on a dark blue background. It features four portrait photos of men, each with a caption and a statistic. The statistics are displayed in large yellow numbers with the word "Over" above and "times In the system" below.

Name	Age	Location	Over [Number] times In the system
Nicolas	31	Peter Pitches Detention Center	9
Casey	42	California Institution for Men	7
Leo	27	Men's Central Jail	12
Michael	35	California Rehabilitation Center	7

**Plans moving forward:**

- Continue to build partnerships with similarly-focused community organizations, including the Midnight Mission and local reentry and sober living homes in LA, that serve formerly incarcerated individuals
- Build on the success of the theater classes by exploring additional creative courses, such as music, art, or creative writing, to offer in the jails and at the Mission to give students a means of experiencing college classes that are inspiring and allow them to succeed in an academic context
- Seek additional funding to cover continuing expenses, including the assignment of a dedicated college counselor to serve this population at the college and at the Mission, book vouchers for students, instructor costs for classes in Prisons and at the Mission, and transportation vouchers between the Mission and the college.

**Agenda Item  
#9**



## **Inmate Council Program (ICP)**

### **ICP Programming Sites**

*(4 rounds of state grant funding + private foundation resources)*

Salinas Valley State Prison (SVSP)  
North Kern State Prison (NKSP)  
Wasco State Prison (WSP)  
Pleasant Valley State Prison (PVSP)  
Substance Abuse Treatment Facility (SATF-CSP)  
Avenal State Prison (ASP)  
California City Correctional Facility (CAC)  
Calipatria State Prison (CAL)  
California Institution for Men (CIM)  
RJ Donovan (RJD)  
California State Prison, Los Angeles County (CSP-LAC)  
Ironwood State Prison (ISP)  
Folsom State Prison (FSP)  
California Institution for Women (CIW)  
Pelican Bay State Prison (PBSP)  
California Correctional Institution (CCI)  
California City Correctional Facility (CAC)  
California Health Care Facility (CHCF)  
Mule Creek State Prison (MCSP)  
California Men's Colony (CMC)  
California State Prison, Corcoran (COR)  
Deuel Vocational Institute (DVI)  
High Desert State Prison (HDSP)  
Valley State Prison (VSP)

## Council

**“Council” is a mindfulness-based practice that involves bringing individuals together in a circle, under the guidance of a trained facilitator, for candid, heartfelt and intentional conversation.** Within the circle, participants learn to listen without judgment and to talk, one-at-a-time, with the intent to speak from one’s personal experience rather than opinion. This simple shift fosters a safe and intentional container for individuals to give voice to their stories and to discover commonality in the experiences and values they share, supporting community, cooperation and wellbeing.

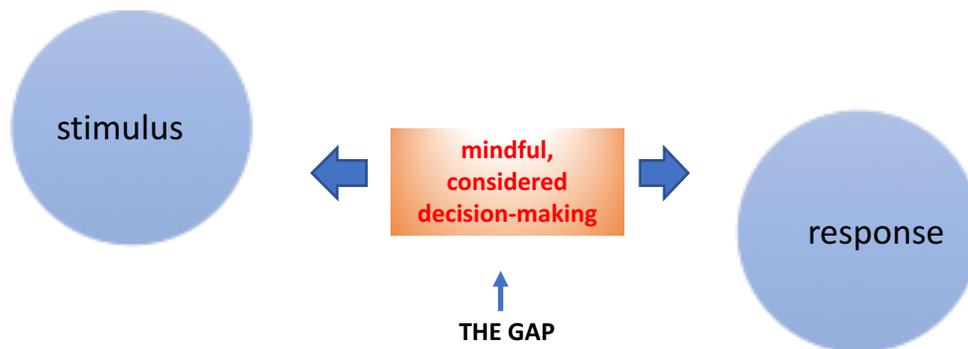
Council provides a compassionate, non-judgmental space for the emergence of empathy, understanding, healing and community. The practice of deep listening without judgment fosters an atmosphere of respect for ourselves and for others and promotes empathy, dissolving barriers to cooperation, understanding and community.

The Inmate Council Program in prisons teaches inmates to participate in and facilitate Council circles for others and has resulted in tangible and meaningful shifts in behavior, including deeper collaboration between ethnic groups, inmates taking steps to be accountable and seeking forgiveness and improved regulation of impulsive and reactive communication styles, leading to reduced incidents of violence, according to prison officials. Recent program evaluation conducted by researchers from the RAND Corporation and University of California have demonstrated that participation in Council programs decreases aggression and hostility and increases communication skills, pro-sociality and engagement.

Mindfulness

=

paying attention  
to the present moment  
without judgment



## 5 Dynamic Criminogenic Factors

per Edward Latessa, PhD., *“What Works and What Doesn’t in Reducing Recidivism: Applying the Principles of Effective Intervention”*

- Lack of empathy
- Impulsive behavior
- Anti social attitudes
- Anti social friends
- Substance abuse (indirect)

## ICP Program Objectives:

- Inmate Rehabilitative Outcomes
  - Improve Insight and Empathy
  - Improve Communication Skills
  - Decrease Impulsivity and Dysregulation
  - Decrease Antisocial Attitudes and Behavior
- Prison Culture Change
  - Safety & Security
  - Reduce Violence and Improve Cooperation with Custody Staff
  - Improve Respectful, Skillful Communication
  - Train Inmate Facilitators to Lead Council Groups and Expand Program



Watch this video @:

<https://www.centerforcouncil.org/meet-joseph.html>

ICP Research Team:

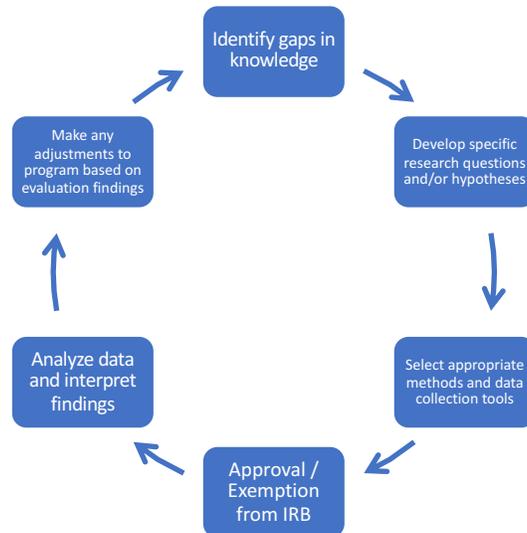
Sarah B. Hunter, Ph.D., RAND Corporation

**Stacy Calhoun, Ph.D., UCLA – project lead**

Claire Samuelson, UCLA

Shirley Yang, UC Santa Barbara

## Evaluation Process



## Phases 1 and 2

- Initial research questions
  - Do ICP participants show increases in **mindfulness, empathy, resilience, and social connectedness** after completing the program?
  - Do ICP participants show reductions in **anger/aggression** and **hostility** after completing the program?
- Research methods
  - Single group, pre- and post-intervention assessment
  - Validated, standardized scales to measure main outcomes
  - Focus group interviews to complement quantitative data

## Validated Measurement Scales Used

Mindfulness	Five Facet Mindfulness Questionnaire and Mindfulness Process Questionnaire
Empathy	Interpersonal Reactivity Index
Social Connectedness	Social Connection Scale-Revised
Communication	Active-Empathic Listening Scale
Resilience	Brief Resilience Scale
Mental Health/Emotional Functioning	Mental Health Inventory - 5
Anger/Aggression	Short-Form Buss-Perry Aggression Questionnaire (BPAQ-SF)
PTSD	SPAN Questionnaire

## Research Findings from Phases 1 and 2

### Survey data results (N=98)

- Reductions in:
  - overall anger/aggression
  - hostility
  - physical aggression
  - verbal aggression
- Increases in:
  - empathy / perspective-taking
  - resilience

### Focus group findings (N=48)

- Participants believed that ICP helped them to improve their communication skills, coping skills, and ability to connect with others.

## Looking Ahead

### Phase 3 Additions:

- **New Outcome Measurement**
  - new scales to measure mental health, dysregulation and impulsivity, emotional functioning and PTSD, *based on findings from focus group discussion*
- **Research Design Development**
  - Conducting a Randomized Controlled Trial at three-year sites that includes a waitlist comparison group
  - Longer follow-up period for the two-year sites

### Planning for Future Phases:

- Inclusion of post-release assessments
- Develop metrics for assessing change in antisocial attitudes, behavior and associations
- Exploring development of biometric measures (heart-rate variability, cortisol levels, etc.)



Watch this video @:

<https://www.centerforcouncil.org/icp-video.html>



"Before Council, I would never speak in front of people, never in front of a group... And, you know, I had to prepare for my parole hearing and **Council played probably the biggest role in helping me get my parole.** Being able to open up and sit there in front of people and talk about my struggles in life, in terms of the abuse I went through, growing up with my parents, being involved in gangs. Council brought that out in me in a way that I would not have ever done had I not participated. **It helped me tremendously.**"



*Edward R (released from Ironwood in 2017)*

## Rehabilitative Program Success: *Recidivism Figures are Not Accurate Measures of Efficacy*

mitigating factors to consider:

- Housing
- Family Support
- Employment Opportunities
- Financial Hardship
- Access to Behavioral Health Treatment
- Exposure to Multiple Rehabilitative Program Strands

*...all of which impact recidivism outcomes*

## Program Challenges

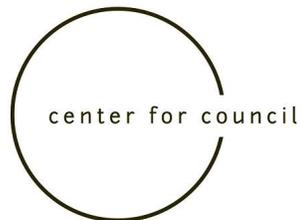
- difficultly meeting target enrollment goals, despite interested inmates
  - coordination of process regarding communication, application, selection, permission
- loss of participants due to prison transfers
- participant restrictions due to SOMS, RACs, Milestones
  - mixed-messages around credit for program participation/completion
- inconsistent Self-Help Sponsor coordination & supervision
- unclear facility/departmental resources for/commitment to continued group meetings
- strategic implementation - site operational policy impact on inmate participation
  - scheduling of ILTAG sessions around inmate movement
  - volunteer clearance policy inconsistencies
  - opportunities for inmate-facilitation outside of ILTAG sessions
  - programming consistency and communication around schedule changes
- internal organizational challenges for non-profits, sustaining and supporting programming with short-term funding commitment

*one spoke of the wheel...*



## Systemic Context

- Center for Council is increasing programming for:
  - **Schools** / Restorative Justice Programs
  - **Courts** / Alternatives to Sentencing
  - **Community Based Organizations** / Reentry Support
  - **Faith Based Groups** / Reconciliation & Forgiveness Workshops
  - **Law Enforcement Officers**
    - Mindfulness-Based Wellness & Resiliency Skills Program for Officers
      - Local Police (LAPD, Watts Division, 2018)
      - Bureau of Prisons (Metropolitan Detention Center, LA, 2018)
      - CDCR Correctional Officers (*proposed*)



### Contact info:

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213-377-5747  
PO Box 292568, Los Angeles, CA 90029

**Agenda Item  
#10**

# California Rehabilitation Oversight Board Meeting Calendar

## 2018

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
<b>JANUARY</b>							<b>FEBRUARY</b>							<b>MARCH</b>							<b>APRIL</b>						
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<b>MAY</b>							<b>JUNE</b>							<b>JULY</b>							<b>AUGUST</b>						
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<b>SEPTEMBER</b>							<b>OCTOBER</b>							<b>NOVEMBER</b>							<b>DECEMBER</b>						
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■ C-ROB meeting    
 ■ Mandated report date    
 ■ Report Writing Committee