



C-ROB



California Rehabilitation Oversight Board

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STATE OF CALIFORNIA

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PREFACE

Pursuant to Penal Code section 6141, the California Rehabilitation Oversight Board (C-ROB or the board) is mandated to regularly examine and report biannually to the Governor and the Legislature regarding rehabilitative programming provided to inmates and parolees by the California Department of Corrections and Rehabilitation (Corrections).

C-ROB held its first meeting on June 19, 2007.

According to statute, C-ROB must submit reports on March 15 and September 15 to the Governor and the Legislature. These biannual reports must minimally include findings on:

- ✓ Effectiveness of treatment efforts
- ✓ Rehabilitation needs of offenders
- ✓ Gaps in rehabilitation services
- ✓ Levels of offender participation and success

As required by statute, this report uses the findings and recommendations published by the Expert Panel on Adult Offender and Recidivism Reduction Programs. In addition, this report reflects information that Corrections provided during public hearings as well as supplemental materials that it provided directly to C-ROB. The report format was altered to reflect the massive changes adult rehabilitative programming faces as a result of the \$250 million budget cut adult programs received in this current year.

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EXECUTIVE SUMMARY

This is the California Rehabilitation Oversight Board's (C-ROB) sixth biannual report, which examines the progress the California Department of Corrections and Rehabilitation (Corrections) made in implementing and providing rehabilitative programming between July and December 2009. C-ROB's prior biannual reports have examined Corrections' progress in developing an effective treatment model by evaluating Corrections' efforts to implement the Expert Panel's recommendations. This included evaluating the progress to meet the Governor's Rehabilitation Strike Team Report recommendations, which serve as guidelines for implementing the Expert Panel Report, examining Corrections' progress toward implementing the California Logic Model, and tracking Corrections' progress for programming outside of the California Logic Model target population (low risk to reoffend inmates).

The report format differs from past practice as a result of the drastic \$250 million cut to adult programs that Corrections received in the current year. This cut came at a time when Corrections had transitioned from more than two years of intense planning to implementation of the demonstration project at California State Prison, Solano. In effect, this meant Corrections was forced to completely restructure the rehabilitative programming model it created in response to Assembly Bill (AB) 900 in its demonstration phase and before C-ROB could evaluate the model's service delivery and effectiveness.

The question of whether Corrections can realistically provide rehabilitative programming resulting in reduced recidivism after laying off approximately 800 teachers, severely restricting the time spent in class, eliminating many vocational programs, and cutting in-prison substance abuse programming to 90 days has been posed rhetorically many times over the last six months. Based on recent experience Corrections has had in implementing the requirements of AB 900, the enormity of the issues involved with the organization and start up of the new programming models give the Board great pause because of the sheer size and magnitude of the tasks.

Corrections' work during this reporting period has been necessarily focused on revising its education, vocation, and substance abuse programming models to comply with the budget cuts. This concentrated effort resulted in reduced programming over the last six months as Corrections prepares to implement the new program models in May 2010. Throughout this difficult time, Corrections states that it remains committed to evidence-based programming, the California Logic Model, and maximizing program capacity.

This report details the limited progress Corrections made during the reporting period in implementing the California Logic Model, a description of the new programming models, and concerns raised by board members and teachers about the new models. It does not include an analysis of the data in the appendices, which covers the period from April to September 2009. Since Corrections has stopped its pilot implementation of the previous rehabilitative programming model, this data will be used as the baseline for subsequent C-ROB reports. C-ROB will compare this baseline data to the data from the new rehabilitative programming models to assess service delivery.

As a result of the budget cut, Corrections' staff is working through the multiple challenges of providing evidence-based programming, decreasing program duration and options, and

maximizing the number of inmates with access to programs. Full implementation of the new education models is staggered over the next three months and scheduled for May 2010. Because Corrections lacks a comprehensive data system and the resulting four-month time lag from the end of a reporting period to providing data to C-ROB, the board has requested but realistically expects to receive little data from the new models in time for the next report to be published in September 2010. Practically, this means that C-ROB could go almost one year, from January 2010 to January 2011, before receiving any meaningful data with which to start evaluating the implementation of the new models.

C-ROB acknowledges that Corrections' staff is working toward an interim data solution that aims to reduce the data reporting lag time to one month. This would allow for a timely analysis of the new program elements and their implementation, which is crucial since the reduction in program length may have an impact on outcomes. Corrections' target for interim data availability is May 2010; however, this date is dependent on Corrections' Enterprise Information Services being able to support the solution.

The board cannot provide an analysis of the effectiveness of the previous rehabilitative programming model in comparison to the new model because data is not available. Without data, there is no basis to make a comparison and draw conclusions on the outcomes. At the time of the budget cut to adult programs in August 2009, the previous model was not completely developed and had been only partially implemented for a brief time at the Solano demonstration project. There is no evidence to indicate whether the pilot was successful before Corrections turned its attention to developing the new service delivery models. Despite the evidence that Corrections cites to support the new model being developed in response to the budget cuts, C-ROB members are concerned that the new model may prove ineffective because of the drastic reductions to programming scope, length, frequency, and staffing.

As is obvious from the evidence cited in this report, there are critical budget, data, and policy factors that could well override Corrections' best efforts to realize its objectives. C-ROB is committed to evaluating Corrections' progress within this broader context as well as the requirements set out by AB 900. It remains to be seen if the changes to rehabilitative programming will allow Corrections to achieve lasting reform that reduces recidivism and increases public safety. As Corrections moves to implement the new models, C-ROB has a number of concerns that it will monitor carefully through site visits to institutions and data analysis over the next 12 months. Listed below is a summary of the board's major concerns about the new service delivery models that can be found throughout the report.

C-ROB CONCERNS

- In August 2009, Corrections temporarily suspended administering COMPAS (needs assessment instrument) at the male reception centers and plans to resume in March 2010. The board is concerned that, at a minimum, there will have been a six-month hiatus in administering COMPAS, which has the potential to affect Corrections' priority placement of inmates in the new service delivery model programming.

- Because of budget constraints, Corrections has had to take a different approach to case management than originally planned. While Corrections has made some progress in developing the revised case management process, as of December 2009, there were no case plans in place. The board is concerned about the lack of case planning because it is one of the eight basic components of the California Logic Model.
- Teacher layoffs, increased class sizes, reduced time in class, administrative paperwork, and inmate homework are among the board's concerns with the new education models. The new education models are drastically different from the previous ones calling for fewer credentialed teachers and adding hundreds of teaching assistants. Theoretically, the new education models allow Corrections to maximize programming opportunities for inmates while staying within its budget. However, with little evidence-based research specific to education in prison, Corrections may have had inadequate guidance for curriculum, dosage, and staffing.
- At its meeting on February 3, 2010, board members expressed concern that the new education models may not adequately address the needs of inmates with learning disabilities and inmates who are English language learners. Although Corrections has indicated that there are programs available for these inmates, some teachers believe there are larger numbers of inmates with learning disabilities and who are English language learners than Corrections has documented. With the new education models, these students may not receive enough classroom attention or one-on-one time to make adequate progress.
- Under the new education models, teachers will be required to teach multiple models each week to large numbers of students who may have very different learning levels. Preparation time, in reality, may exceed the amount Corrections allocates.
- Teachers are now responsible for completing paperwork for the credit earnings under Senate Bill X3 18. This is an additional requirement on top of the increased preparation time and administrative workload resulting from the new education models. Corrections' plan calls for hiring teaching assistants (TAs) to assist with administrative tasks and oversee study hall. Board members are concerned about how effective the TAs will be and whether they will be able to relieve the teachers of enough administrative work so that the teachers will be able to focus on teaching.
- The board is concerned about the logistics behind the new models and the extent to which the right inmate can be placed in the right program at the right time. This concern includes how transitions will occur from one program to another. Corrections plans to use waitlists since adequate capacity may not exist as inmates progress from one level to the next. Corrections also has tasked each institution with planning for future program need by looking at the needs of the inmates on the waitlist. The board questions whether the capacity exists to determine future programming needs from the waitlists.
- Some of the new education models have extensive homework requirements. C-ROB is concerned that inmates are typically not self-motivated students. Homework could therefore become a commodity with inmates paying other inmates to complete the work for them.

- Some teachers have raised the question of whether institutions can maintain Western Association of Schools and Colleges (WASC) accreditation for the new education models. WASC accreditation is important to the board because it conveys a standardized measure of accepted organizational capacity, curriculum, and service delivery and allows graduates to receive financial assistance from the federal government if they pursue higher education.
- The new substance abuse program model lasts only 90 days and will occur just prior to an inmate's release allowing the inmate to transition to a community-based aftercare program. According to Corrections, all of the feedback it received stated that gains would not be lost by shortening the in-prison component but success rates would be compromised if it shortened the community-based aftercare component. However, C-ROB is concerned that even with community-based aftercare, 90 days of substance abuse programming may be insufficient for adults with long histories of addiction.
- Currently, there is a four-month delay between the end of a reporting period and when Corrections can provide rehabilitative programming data to C-ROB. For education, although information exists on paper in an inmate's individual file, the existing data system does not capture information at the student level. The long-term solution is the Strategic Offender Management System (SOMS), which is being developed in phases, with the phase affecting Adult Programs unavailable until Spring 2012. Corrections is working on an interim data solution to provide individual level data. The board expects to receive information on how Corrections will implement an interim data solution and the timeline before the new programs are implemented. Without accurate and timely data, C-ROB cannot evaluate service delivery and program success.

BACKGROUND

C-ROB AND ASSEMBLY BILL 900

The California Rehabilitation Oversight Board was established by Assembly Bill (AB) 900, the Public Safety and Offender Rehabilitation Services Act of 2007.¹ C-ROB is a multidisciplinary public board with members from various state and local entities. Pursuant to Penal Code section 6141, C-ROB is mandated to examine and report on March 15 and September 15 to the Governor and the Legislature on rehabilitative programming provided by Corrections to the inmates and parolees under its supervision. The biannual C-ROB reports must minimally include findings on the effectiveness of treatment efforts, the rehabilitations needs of offenders, gaps in rehabilitation services, and levels of offender participation and success. The board is also required to make recommendations to the Governor and Legislature with respect to modification, additions, and eliminations of rehabilitation and treatment programs and, in doing its work, use the findings and recommendations published by the Expert Panel on Adult Offender and Recidivism Reduction Programs.

Assembly Bill 900 was enacted to address the serious problem of overcrowding in California's prisons and to improve rehabilitative outcomes among California's inmates and parolees. It gave Corrections the authority and funding to construct and renovate up to 40,000 state prison beds and funding for approximately 13,000 county jail beds. Assembly Bill 900 requires, however, that any new beds constructed must be associated with full rehabilitative programming.² Moreover, AB 900 provides funding in two phases: Phase I funding allowed for immediate bed expansion and requires Corrections to meet certain benchmarks, some of which are related to rehabilitative programming, before Corrections can obtain the second phase funding.³ Specifically, AB 900, as set forth in Penal Code section 7021, states that phase II of the construction funding (as outlined in section 15819.41 of the Government Code) may not be released until a three-member panel, composed of the State Auditor, the Inspector General, and an appointee of the Judicial Council of California, verifies that all 13 benchmarks, which are outlined in paragraphs 1 to 13 of Penal Code section 7021, have been met.

There is an assumption by some that the board's mandate is to oversee the implementation of AB 900. However, this is not the case. The board is mandated to examine and report on rehabilitative programming and the implementation of an effective treatment model *throughout* Corrections, including programming provided to inmates and parolees, not just rehabilitation programming associated with the construction of new inmate beds.

In performing its duties, C-ROB is required by statute to use the work of the Expert Panel on Adult Offender and Recidivism Reduction Programs.⁴ Corrections created the Expert Panel in response to authorization language placed in the Budget Act of 2006-07. The Legislature

¹ Assembly Bill 900 (Solorio), Chapter 7, Statutes 2007.

² Government Code section 15819.40 (AB 900) mandates that "any new beds constructed pursuant to this section shall be supported by rehabilitative programming for inmates, including, but not limited to, education, vocational programs, substance abuse treatment programs, employment programs, and pre-release planning."

³ Penal Code section 7021 (AB 900), paragraphs 1 to 13.

⁴ Specifically, Penal Code section 6141 requires: "In performing its duties, the board shall use the work products developed for Corrections as a result of the provisions of the 2006 Budget Act, including Provision 18 of Item 5225-001-0001."

directed Corrections to contract with correctional program experts to assess California's adult prison and parole programs designed to reduce recidivism.

In addition, Corrections asked the Expert Panel to provide it with recommendations for improving the programming in California's prison and parole system. The Expert Panel published a report in June 2007, entitled, *A Roadmap for Effective Offender Programming in California* (Expert Panel Report). Corrections adopted the recommendations of the Expert Panel Report, except for the recommendation and discussion on reducing the offender population. Inmate population reduction is before the Three Judge Court, which has demanded a plan from Corrections and is monitoring the implementation of it.

The Expert Panel Report stresses that the well established means of program provision called "Evidence-Based Programming" is essential to the success of these suggested programs. Briefly, evidence-based programming assumes that programs are appropriate to the needs of the offender, that the programs are well conceived, administered and staffed, and that they are continuously evaluated for effectiveness. Not all substance abuse programs, or work preparation programs are alike. Evidence-based programming allows agencies to select the most appropriate and potentially effective programs to meet the needs of offenders under their supervision.

The Expert Panel identified eight evidence-based principles and practices collectively called the California Logic Model. The California Logic Model shows what effective rehabilitation programming would look like if California implemented the Expert Panel's recommendations.⁵ The California Logic Model provides the framework for effective rehabilitation programming as an offender moves through the state correctional system.

The eight basic components of the California Logic Model include:

Assess high risk. Target offenders who pose the highest risk to reoffend.

Assess needs. Identify offender's criminogenic needs/dynamic risk factors.

Develop behavior management plans. Utilize assessment results to develop an individualized case plan.

Deliver programs. Deliver cognitive behavioral programs, offering varying levels of duration and intensity.

Measure progress. Periodically evaluate progress, update treatment plans, measure treatment gains, and determine appropriateness for program completion.

Prep for reentry. Develop a formal reentry plan prior to program completion to ensure a continuum of care.

Reintegrate. Provide aftercare through collaboration with community providers.

Follow up. Track offenders and collect outcome data.

In May 2007, Governor Arnold Schwarzenegger created two strike teams to assist Corrections in implementing AB 900. The Facilities Strike Team focused on prison construction issues and the Rehabilitation Strike Team focused on developing and implementing prison and parole programs. The Rehabilitation Strike Team issued a final report in December 2007, entitled, *Meeting the Challenges of Rehabilitation in California's Prison and Parole System* (the Strike

⁵ A copy of the Expert Panel's California Logic Model is included as Appendix H.

Team Report). The report provides a four-pronged strategy for improving rehabilitative programs in the California correctional system:

- Develop an Offender Accountability and Rehabilitation Plan (OARP) designed to assess inmates' needs at intake and direct inmates to appropriate rehabilitation programs and services in prison and on parole;
- Identify rehabilitation-oriented training curriculum for correctional and rehabilitation staff, and a method of delivering that curriculum;
- Install a Prison to Employment Program designed to facilitate offenders' successful employment after release; and,
- Implement parole reform based on the structural possibility of earned discharge from parole or "banked" caseloads, and guided by a new risk assessment tool and a parole violation decision-making matrix.

Corrections has developed a comprehensive Master Work Plan for Rehabilitative Programming that details an exhaustive list of steps necessary for fully implementing the California Logic Model throughout the correctional system. The Master Work Plan provides Corrections with three tracks for implementing the California Logic Model.

The first track is aimed at improving utilization of existing programs. The second track established a demonstration project to implement the full scope of the California Logic Model using a selected inmate population in Northern California, as recommended by the Rehabilitation Strike Team. Corrections chose California State Prison, Solano as the site for the demonstration project. As noted in the October 2007 Rehabilitation Strike Team Report, at least one core program in each of the six major offender programming areas needed to be included in the demonstration project. These programming areas, which were defined in the Expert Panel Report, are:

- Academic, vocational, and financial;
- Alcohol and other drug;
- Aggression, hostility, anger, and violence;
- Criminal thinking, behaviors, and associations;
- Family, marital, and relationships; and
- Sex offending

The third track details how Corrections intends to roll out the California Logic Model statewide once it is implemented, tested, and re-tooled through the demonstration project. The three tracks are not sequential: there are tasks associated with each track that are being pursued simultaneously by Corrections.

PREPARING THIS REPORT

The scope of this report is based primarily on information received up to the board's meeting on February 3, 2010. This report includes appendices that display various programming data. As Corrections begins to transition to the new programming models, C-ROB will use the data in this report as a baseline to compare against the rehabilitative progress Corrections makes under the new models.

THE EXPERT PANEL REPORT

OVERARCHING RECOMMENDATIONS

“Reduce overcrowding in its prison facilities and parole offices.”

“Enact legislation to expand its system of positive reinforcements for offenders who successfully complete their rehabilitation program requirements, comply with institutional rules in prison, and fulfill their parole obligations in the community.”

Both of these recommendations were partially addressed with the passage of Senate Bill (SB) X3 18, which took effect January 25, 2010. The Administration and Corrections have proposed to meet the \$1.2 billion current year budget reduction made by the Legislature through a number of population reduction tactics. The package is expected to reduce the average daily prison population by:

- Granting non-revocable parole to eligible inmates;
- Making credits now start post sentence and not at prison arrival;
- Granting up to 6 weeks of credit for completing programs;
- Updating property crime thresholds;
- Developing community corrections programs;
- Soliciting requests for proposals for 7 reentry court sites; and
- Codifying the Parole Violation Decision Making Instrument.

These provisions are expected to reduce the prison population and also reduce the number of parolees a parole agent must supervise. The board will be asking Corrections to provide evidence related to the impact of SB X3 18 on the correctional population.

CALIFORNIA LOGIC MODEL IMPLEMENTATION PROGRESS

Corrections' work for most of the reporting period was focused on revising its education, vocation, and substance abuse programming models to comply with the budget cuts. This concentrated effort resulted in reduced programming over the last six months as Corrections prepares to implement the new program models in May 2010. This section of the report describes the limited progress Corrections made during the reporting period in implementing the California Logic Model.

Assess High Risk

Corrections continued to use the California Static Risk Assessment (CSRA) tool to assess an inmate's risk to reoffend. Data provided by Corrections indicates that 92% of inmates and 97% of parolees have a CSRA score.⁶ There is now a CSRA electronic link available to prison and parole staff to assist with programming decisions based on the priority placement list for the models.

Assess Needs

Over two years ago Corrections adopted the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) as the risk assessment tool to determine offender rehabilitation treatment programming needs. Last year Corrections completed a statewide rollout of COMPAS at all Reception Centers and implemented the COMPAS Reentry tool for parolees and the COMPAS Female instrument. In August 2009, after the riot at the California Institution for Men, Corrections temporarily suspended administering COMPAS at the male reception centers and plans to resume in March 2010. In its September 2009 biannual report, the board reported that Corrections has administered 49,219 Core COMPAS assessments.

Corrections is deploying laptops to the reception center correctional counselors so that the assessments can be entered when they are administered. This eliminates the redundancy of administering the assessment and then entering the information later on a computer in the office. Corrections expects to have the laptops in place at all the male reception centers in March and will then resume the assessments. The board is concerned that, at a minimum, there will have been a six-month hiatus in administering COMPAS to inmates in reception centers, which has the potential to affect Corrections' priority placement of inmates in the new service delivery model programming.

Develop a Case Plan

Because of budget constraints, Corrections has had to take a different approach to case management than originally planned. Most of the reductions in this area affected vacant positions that were budgeted as part of AB 900. While Corrections is still developing the revised case management process, it will include:

- a new assignment process with priority placements (risk, need, time left to serve), the CSRA link described above, Test for Adult Basic Education (TABE) scores, and the inmates' classification levels to make program placements; and
- reviewing progress and reassessing inmates at an annual review.

Training on the new assignment process was completed in January 2010. As of December 2009, there were no case plans in place.

⁶ An inmate may not have a CSRA score for a variety of reasons: county law enforcement data may have errors; the criminal investigation and identification (CII) number is inaccurate; or the time lag in data transfer prevented Corrections from having the CII at the time the inmate is at the Reception Center (RC).

Deliver Programs

Corrections staff was forced to abandon most of the program development it had spent the better part of two years planning and developing. Currently, the institutions are in the process of developing their interim and final implementation plans for the five new education models. On December 18, 2009, Corrections suspended intake into the existing education and certain vocational programs in order to minimize the disruption to students when the new models are implemented. As described above, training for the new assignment process was completed in January 2010 and when program assignment resumes, those inmates who were previously in programs will get priority assignment in the new programs. Full implementation of the new academic models is planned for May 2010.

Vocational programs have been reduced to those that are industry certified, market driven, and can be completed within 12 months. Market driven is defined as over 2,000 entry level jobs annually and a starting pay rate of at least \$15 per hour. The 11 programs that are being discontinued have been suspended permanently. Corrections has temporarily suspended intake for the remaining 15 vocational programs until the new capacity levels are reached (total vocational program capacity has been reduced from 9,300 slots to 4,800 slots) Please refer to page 15 for a list of the vocational programs retained and cut.

The new substance abuse program contracts became effective in January 2010 with full implementation scheduled for March 2010. At the Solano demonstration project, the contracts for the anger management (CALM) and criminal thinking (Thinking for A Change) programs expired in September 2009. Corrections expects to issue an *invitation for bid* in Summer 2010 for Solano. Corrections also is in the process of implementing the lifer mentor certification program for substance abuse at Solano and at Valley State Prison for Women. Lifers are being certified as alcohol and drug counselors to assist fellow inmates with recovery.

Measure Progress

When the revised case management process is in place, Corrections will review progress by reassessing inmates at their annual reviews. As of January 2010, individual learning gains, GEDs, vocational certificates, and other program completions are being tracked for program milestone credits under SB X3 18. C-ROB is concerned that the reporting times for educational programs are slow in coming to the board and encourages Corrections to speed up the delivery of program participation data and outcomes so that C-ROB has accurate and timely data upon which to evaluate program success. Recognizing that there are difficulties with Corrections' long term data system implementation, it would seem in the short term that the use of laptops for data collection, such as are being deployed for the needs assessment process deserve consideration..

Prep for Reentry/Reintegration

The transitions program pilot, funded with federal Workforce Investment Act (WIA) dollars, began at Folsom in January 2010. Corrections plans to expand the program to RJ Donovan, Valley State Prison, and Solano in July 2010.

Corrections was also allocated \$8.3 million in WIA funds for community based one-stop career centers that will provide unemployment services to parolees. The interagency agreement through the Employment Development Department is in place, and Corrections will begin to refer parolees in the near future.

Corrections is authorized to construct, establish, and operate secure reentry program facilities throughout the state that will house up to 6,000 inmates within one year of being released from custody and which must be approved through the State Public Works Board process. There are 11 counties that have entered into agreements with Corrections to site eight secure facilities, two of which will be regional.

Follow-Up

Corrections' Fidelity Unit is establishing assessment tools to monitor and track implementation of the new models. Key performance indicators will be available for the new models by May 2010 to coincide with full implementation. The four key areas are enrollment and assignment; utilization and attendance; completion; and recidivism. This is the first time that Corrections will attempt to tie program participation to recidivism. These changes necessitate revisions to the Education Monthly Reports. Currently the data system does not capture information at the student level. The long-term solution is the Strategic Offender Management System (SOMS), which is being developed in phases, and the phase affecting Adult Programs will not be available until Spring 2012. Corrections is working on an interim data solution to provide individual level data.

The Solano demonstration project fidelity review reports of CALM and Thinking for A Change, as well as a snapshot of who attended both programs based on risk (CSRA) scores and COMPAS criminogenic needs, will be available for the board by the end of March. According to Corrections, these reports will be critical for quality improvement and lessons learned from the Solano as the Office of Substance Abuse Treatment implements the new 90-day substance abuse programs. Thinking for A Change is the cognitive behavioral curriculum addressing *criminal thinking* within the new 90-day model.

SUMMARY OF BUDGET CUTS TO ADULT PROGRAMMING

BUDGET CUTS

The \$1.2 billion budget reduction, which included a \$250 million cut to Adult Programs, came with specific guidelines as part of the Budget Act:

- prioritize the preservation of rehabilitative programs based on evidence that they are effective in reducing recidivism;
- prioritize the elimination of vacancies;
- maximize the use of federal or other funds;
- achieve savings through more efficient operation;
- maximize the number of offenders who have access to programs;
- prioritize program placement based on risk, need, and time left to serve. The latter adheres to the California Logic Model target population: moderate-to-high risk to reoffend, 7-36 months to serve, and a moderate-to-high criminogenic need in that program area. According to the latest data provided by Corrections, there are 36,714 inmates who are now in the target population.

Corrections used the guidelines to make the \$250 million reduction by adult program area:

Education	30% reduction
Office of Substance Abuse and Treatment Services	40% reduction
Assessments	40% reduction
Headquarters	63% reduction

For current year, Adult Programs takes a \$100 million budget cut with the remainder of the reduction coming from the Female Offender Program and Services and the Division of Adult Parole Operations. The total dollar reduction for Adult Programs in fiscal year 2010/2011 is projected to be \$200 million with the remaining \$50 million cut to come from the Division of Adult Parole Services and the Female Offender Program and Services.

TARGET POPULATIONS FOR NEW PROGRAMMING MODELS

To stay within the revised current year budget, meet the Budget Act reduction guidelines, and maintain the principles of the California Logic Model, Corrections' staff have developed five new education models, reduced the number of vocational programs, redesigned the in-prison substance abuse programs, and eliminated approximately 800 teaching positions.

The target populations for the revised programming models have changed while remaining consistent with the California Logic Model target population. Priority placement within each program requires a moderate-to-high risk to reoffend.

- For education programs, an inmate also must have a Test for Adult Basic Education (TABE) score indicating a need for an education assignment or be without a GED and have 12-48 months left to serve. Lifers must be within 24 months of a parole suitability hearing.
- Priority enrollment in vocational programs requires a high school diploma/GED and 12-48 months left to serve. Lifers must be within 24 months of a parole suitability hearing.
- Substance abuse treatment programs require a moderate-to-high need on COMPAS or the Addiction Severity Index and 5-6 months left to serve. Lifers must be within 5-12 months of a parole suitability hearing.

Inmates who do not meet the target criteria would be lowest on the priority lists and depending on capacity could be assigned to programming.

CAPACITY FOR NEW PROGRAMMING MODELS

Among the enormous challenges faced by Corrections' staff was how to reduce programming costs while maximizing the number of inmates who have access to programs. By changing program duration, Corrections believes that the estimated total capacity reduction will be 20% from 77,600 down to 62,800. For example, the current education model meets for 6.5 hours a day, five times a week. One of the new education models meets three hours a day, once a week, which allows for two sessions during the day. Inmates can attend education programming for part of the day and participate in work assignments during the other part. The current substance abuse program allows inmates to remain anywhere from six to 36 months. The new model is only 90 days and will be provided just before an inmate is paroled, which Corrections believes

will provide for a smooth transition to community-based aftercare. By focusing on maintaining programming for as many inmates as possible, Corrections indicates the reduction in capacity is not proportionate to the reduction in spending.

In the community substance abuse programs, Corrections was unable to reduce the program duration and maintain its effectiveness. Instead, Corrections plans to maintain the capacity for which this component has traditionally been funded: 50% of the inmates leaving an in-prison substance abuse program will be able to enter community after care.

The annual capacity breakdown by program is listed below. The capacity is the number of inmates who can be served in each program area.

Adult Rehabilitative Programs	Baseline Capacity	New Model Capacity
Academic Education	47,900	44,600
Vocational Education	9,300	4,800
In-Prison Substance Abuse	12,200	8,500
Community Substance Abuse	8,200	4,900

THE NEW REHABILITATIVE PROGRAMMING MODELS

EDUCATION

Corrections conducted a review of educational and research documents on best practices to develop the new models for correctional education. The research is summarized in a document Corrections provided to C-ROB and is included in this report as Appendix I.

Corrections has developed five education models to stay within its budget and maximize program availability to as many inmates as possible. In addition to these models, according to Corrections, institutions with high school diploma programs will be allowed to retain them. The human cost to the new models is the hundreds of teachers who have lost their jobs. The practical question is whether the new models are enough to ultimately contribute to a reduction in recidivism.

Unlike the other five areas of inmate needs identified by the Expert Panel, there is little evidence-based research specific to education in prison and therefore little guidance for curriculum, dosage, and staffing for prison education programs. In creating the new education models Corrections used adult education best practices and those evidence-based elements that do exist. There is evidence that shows that a minimum amount of programming must exist for employment outcomes to be different between an inmate who participates in educational programs and one who does not. Outcomes are also better when program participation is not interrupted for any length of time.⁷ Under the new models these principles will be tested because some inmates will only receive minimum classroom time of three hours per week.

⁷ "Prison-Based Adult Basic Education (ABE) and Post Release Labor Market Outcomes" by Rosa Cho and John Tyler (2008)

In the previous education models, teachers were responsible for an average of 36 inmate students who attended class 6.5 hours a day, five days a week. As the chart below indicates, under the new models teachers will be responsible for anywhere between 84 and 195 student inmates. Time in class varies by model and ranges from three hours a week up to 15 hours a week depending on assessment levels. According to documentation Corrections provided to C-ROB and included in this report as Appendix I, under the new education models the total number of students a teacher provides instruction to per week increases, which closely aligns with California adult schools. However, for each class session taught the number of students receiving instruction is lower than in the previous education models. When the students are not directly in the classroom with the teacher, they are in close proximity in a study hall that is supervised by a teaching assistant (TA). During these study hall sessions, the student may receive one-on-one tutoring and individual assistance from a designated inmate tutor who will assist with reading.

Teachers are now responsible for completing paperwork for the credit earnings under SB X3 18 and fear that this additional requirement on top of the already magnified paperwork resulting from increased numbers of students will greatly diminish their face-to-face time with students. Corrections' plan calls for hiring TAs to oversee study hall activities and assist with administrative work, but some teachers are openly skeptical about how quickly the TAs will be able to master the administrative tasks and whether there is space available for study hall. Some teachers have described the tracking systems currently used as very finicky and taking years to master. Board members are concerned about how effective the TAs will be and whether the TAs will be able to relieve the teachers of enough administrative work so that the teachers will be able to focus on teaching.

New Education Models

Model #	Educational Program	Total Inmates in Program	Total Inmates in Class at Once	Inmate Class Hours/Week	TAs	Inmate Tutors
1	Literacy	195	39	6	1	26
2	ABE I, II & III	135	27	6	2	Optional
3	ABE I, II & GED	162	27	ABE-15 GED-3	2	Optional
4A	GED-Independent Study (voluntary)	120	12	3	1/2	Optional
4B	GED-Independent Study (assigned)	120	12	3	1/2	Optional
5i	ABE I, II & GED	84-108	6-12	3 or 4.5	1/2	Optional
5ii	ABE I, II & GED	84-108	6-12	3 or 4.5	1/2	Optional

Corrections also used evidence-based principles in its plan for program placement criteria: placing the right inmate, in the right program, at the right time. The new education models place inmates with 12-48 months remaining on their sentences in specific programs based on the inmate's Test for Adult Basic Education (TABE) score. The amount of classroom time an inmate will have depends on the inmate's current TABE score. For instance, an inmate who can read and write at an 11th grade level may only have three classroom hours a week, while an inmate who reads and writes at a 4th grade level

may have 12 classroom hours per week. Inmates will be given homework to complete when they are not in the classroom, and the homework is a required part of earning completion credits under SB X3 18.

The board is concerned about the logistics behind the new models and the extent to which the right inmate will be placed in the right program at the right time. At its meeting on February 3, 2010, board members questioned Corrections' staff on how transitions from one program to another will work. Corrections explained that waitlists will be used since capacity may not be enough to allow students to move to the next level without waiting for a seat to open. The models give each institution the task of planning for future specific program need by looking at the needs of the inmates on the waitlist. The board wonders whether the capacity exists to determine future programming needs from the waitlists.

This task becomes even more daunting given that inmate data exists on paper in that inmate's individual file. The Strategic Offender Management System is currently being implemented with the component specifically related to Adult Programs not available until Spring 2012. In the meanwhile, Corrections' staff is working on an interim solution that would make data available with a one-month lag beginning in May 2010. Corrections needs to clarify whether this is a one-month lag between the end of the reporting period and the time Corrections can provide the data to C-ROB or a one-month lag between the end of the reporting period and the time the data is available to Corrections headquarters. Program completion data is especially important on an individual level now that inmates have the ability to earn up to six weeks credit for completing specified rehabilitative programs. Corrections staff has been working to determine if the interim data solution is supportable. If it is not, the board expects to receive information on how Corrections will implement an interim data solution and the timeline before the new programs are implemented.

A September 2009 report by the Bureau of State Audits (BSA) found that Corrections could not provide information about the length of time inmates were on a waiting list for a program, whether inmates were paroled before getting into the program for which they were waiting, whether inmates were denied access to programs, whether inmates are assigned to the programs their assessments indicate they should attend, and the length of time inmates are in programs. BSA also reported that under the current system "Corrections also stated that correctional education is unable to demonstrate improvements in reading scores." Without inmate data, the BSA found "Corrections cannot ensure that the inmates currently assigned to literacy programs are the ones in need of such programs." C-ROB members reiterate again that an interim data solution regarding participation and program outcomes must exist before the new models are implemented.

That being said, the board acknowledges that Corrections made very difficult but necessary changes to try and ensure that program capacity stays as high as possible. Research shows that success on parole is often tied to employment and an education makes obtaining employment more likely.⁸ If Corrections made no structural changes related to the budget cut, educational capacity would have been reduced by 60%. With recidivism rates at 67%⁹ in California, it could easily be argued that the previous educational and vocational models were not working.

⁸ "From Classroom to the Community" by the Urban Institute at John Jay College (2009)

⁹ As reported by Corrections' Office of Research.

In a February 2008 report, the Legislative Analyst's Office (LAO) found that spending money to expand the capacity of education programs could be a poor expenditure because there is little evidence that Corrections would be putting that money into effective programs. The LAO recommended Corrections structurally fix its education programs before expanding them. Whether Corrections has accomplished this with the new models remains to be seen.

At the C-ROB meeting on February 3, 2010, teachers expressed many concerns about why the new models will not work in a correctional setting. Teacher layoffs, increased class size, reduced time in class, administrative paperwork, and inmate homework are among the biggest concerns. The board shares these concerns. Teachers fear that generally inmates are not self-motivated students and homework could become a commodity like anything else in prison with inmates paying other inmates to complete the work for them. Teachers were doubtful on whether homework could be done in a prison setting especially in a place like a woman's prison where eight women are housed together. They also worry that inmates will be targeted and attacked by other inmates for doing homework.

With the new earned credits from program completions, the teachers are also concerned that inmates will intentionally fail their initial TABE and when they are retested and promoted to a new class, they will receive the time credit without actually having received an educational gain. Teachers also think that there are more inmates with learning disabilities and who are English language learners than Corrections believes. Teachers voiced that these students will not be receiving enough classroom attention or one-on-one time to advance in the programs and will essentially stall at the lowest programming level. Teachers also expressed their concerns about the amount of class preparation time needed to teach multiple models to a large number of students with different learning levels each week.

Some teachers expressed concern that the new educational models will not be approved by the Western Association of Schools and Colleges (WASC). If a school does not have WASC accreditation its graduates cannot receive financial assistance from the federal government if they pursue higher education. The WASC constitution states that, "Its purpose is to promote the welfare, interests, and development of elementary, secondary, and higher education." Corrections explained that it worked with WASC and took their guidelines under consideration when creating the new models. Corrections believes the new models will pass the WASC accreditation process. Maintaining WASC accreditation is important to the board because it conveys a standardized measure of accepted organizational capacity, curriculum, and service delivery.

The teachers agreed that implementing a half-day educational model was a positive step. The half-day model allows inmates to attend educational classes for half of the day and participate in other rehabilitative programs such as substance abuse treatment and/or work during the other half. Receiving wages from a job may deter inmates from performing illegal activities for money. In the previous full day model receiving an education meant an inmate could not work. Some teachers believe that being in a classroom for only a half day also allows the inmates to concentrate for the entire time they are in the classroom.

The teachers closed their presentation to the board by making recommendations on how to keep quality in the classroom:

- Move to a 184-day school year with tracks (currently 220 days).
- Save experienced correctional teachers by not hiring 335 teacher's assistants.
- Implement a 1:54 model with more face-to-face and instructional time.

SUBSTANCE ABUSE PROGRAM

For substance abuse programming (SAP) to be effective with the inmate population, studies have shown that inmates best success rates occur when they complete in-prison followed by community-based aftercare services. A three-year recidivism study¹⁰ found that over 36 months, a reduction in recidivism exists for inmates who completed an in-prison therapeutic community (TC) SAP program followed by an aftercare program. Inmates who only completed the in-prison TC SAP program showed a lower recidivism rate over 12 and 24 month spans but those gains disappeared at the 36-month mark. Therefore, it appears that the way to achieve long-term recidivism reduction is to deliver the in-prison TC SAP and community-based aftercare. Corrections developed its new SAP model in cooperation with its consortium of treatment provider representatives and the UC San Diego Center for Criminality & Addiction Research, Training & Application. The biggest change with the new model is the length of the in-prison treatment component. Formerly the program duration was 6-36 months, and Corrections struggled to define completion for data purposes. The new model lasts only 90 days and will occur just prior to an inmate's release allowing the inmate to transition to a community-based aftercare program. According to Corrections, all of the feedback it received stated that gains would not be lost by shortening the in-prison component but success rates would be compromised if it shortened the community-based aftercare component.

For the male inmates, the new model is aimed at moderate-to-high risk offenders and includes a cognitive behavioral therapy (CBT) treatment design within a modified TC. Corrections recognizes that female offenders' pathways into crime and their addiction issues are gender specific. The female trauma informed substance abuse treatment program that was piloted at Leo Chesney beginning last year will be expanded to the other three institutions for women. At Leo Chesney, the treatment program duration will continue to be six months; however, Corrections will implement a 90-day model at the other women's institutions.

The new SAP model will serve 8,500 inmates per year and 4,900 parolees in community-based aftercare. The in-prison model will be available at nine male and four female institutions. The new substance abuse program contracts include increased measures for accountability. Providers will be required to regularly report on utilization and must prepare individualized plans for participants within 10 days of program entrance and transition plans as participants exit. Corrections has developed completion definitions required for earning credits and will implement accountability reviews that allow Corrections' staff to evaluate performance measures.

¹⁰ "3-Year Reincarceration Outcomes for Amity In-Prison Therapeutic Community and Aftercare in California" by Harry Wexler (1999) in The Prison Journal Vol. 99 p. 321-336

VOCATIONAL PROGRAMS

Corrections eliminated many of its longstanding vocational training programs in response to the budget cut. Vocational programs that were retained had to meet three criteria: they had to be industry certified, market driven, and completed within 12 months. Market driven is defined as over 2,000 entry level jobs annually and a starting pay rate of at least \$15 per hour. Below is Corrections' list of those programs retained and cut.

Programs Retained

Auto Body
Auto Mechanics
Building Maintenance
Carpentry
Cosmetology
Electronics
Electrical Works
HVAC
Machine Shop Practical
Masonry
OSRT
Plumbing
Sheet Metal
Small Engine Repair
Welding

Programs Cut

Drywall
Eyewear
Graphic Arts
Household Repair
Janitorial
Landscape
Machine Shop Auto
Mill & Cabinet
Office Machine Repair
Painting
Roofing

FIDELITY

Since AB 900, Corrections had made a good deal of progress assuring the fidelity of the programs offered to inmates. For the previous models, Corrections was in the process of implementing its fidelity and operational toolkit, and the Office of Program, Policy, Development and Fidelity had conducted site visits to reception centers, held COMPAS, CALM and T4C focus groups, and created guidelines for secondary assessments. Corrections was also finalizing key performance indicators (KPIs), conducting program evaluations using the Correctional Program Checklist, and developing performance indicators for the California Logic Model.

The Fidelity Unit is currently establishing assessment tools to monitor and track implementation of new models. Key Performance Indicators have been established and will be available for the new educational models by May 2010 when the new models are slated to be fully operational. These KPIs are enrollment/assignment, utilization/attendance, completion, and recidivism. The timeframes to assess the new KPIs will vary by program. Along with the changes to the specific programs also come changes to the fidelity plan and operations. Under the new substance abuse program contracts, a performance accountability review will be used to evaluate performance measures.

The reduction of rehabilitative programs may have a positive effect on fidelity by enabling Corrections to direct its scarce resources to fewer programs to ensure that they are implemented properly, staff is adequately trained, materials are proper, and the desired outcomes of the specific program are being achieved.

CONCLUSION

It is the responsibility of C-ROB to report to the executive and legislative branches on the implementation of the California Logic Model as called for in AB 900. The recent budget cut to inmate programming may well mean that the hoped for reduction in recidivism will not be achieved any time soon. Without some reduction in the parole return rate it seems likely that California will be unable to get control of the inmate population crisis. While the Board understands the budget situation, it remains committed to the improvement of inmate rehabilitative programming and again cautions both the Governor and the Legislature that the drastic reductions in programming funds may well imperil the important work of finally improving rehabilitation and reducing recidivism.

As the board stated at the conclusion of its September 15, 2009 report, improving public safety by transforming the state's correctional system into a sustainable and effective rehabilitation-based model will require substantial investment and many years of committed leadership and political will. Maintaining the political will in the face of the budget crisis may well be the biggest challenge to lasting reform.

Appendix A: Summary Identifying the Rehabilitative Needs of Offenders

Location	Total Population ¹	Risk to Recidivate (CSRA) ²		Academic/Vocational ³		Substance Abuse ³		Anger ³		Criminal Thinking ³		Family Criminality ³		Sex Offending ⁴	
		Total	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High
All Institution's Total	155,932	143,089	108,294	44.6%	55.4%	34.2%	65.8%	55.8%	44.2%	49.8%	50.2%	63.8%	36.2%	*	*

¹The Institution Population is 170,004 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010 as of September 30, 2009. The data has been collected and reported for only the main institutions. The inmate population that is omitted from this report is: 14,072. The breakout of the omitted population comprises from the following entities: Community Correctional Facilities (CCF) 4,352, California Out-of-state Correctional Facility Program (COCF) 7,878, Legal Processing Unit (LPU) -1, Legal Processing Unit - 18 (LPU18) 1, LPU/Family Foundation Program (LUPFP) 77, LPU Female Rehabilitative Program (LPUFR) 73, LPU Prisoner Mother Programs (LPUPM) 68, Re-entry Program-Region 1 (RENT1) 74, Re-entry Program-Region 2 (RENT 2) 12, Re-entry Program Region 3 (RENT 3) 89, Re-entry Program Region 4 (RENT 4) 89, Rio Consumnes Correctional Facility (RIOCC) 482, Santa Rita County Jail (SRITA) 863, Sacramento Central Office Unit (SACCO) 13, for a total of 14,072. Total inmate population, for both prison institutions and non-prison entities is: 170,004 for September 30, 2009.

²The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 27, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³Criminogenic needs were extracted from 'Correctional Offender Management Profiling for Alternative Sanctions' (COMPAS) dataset January 27, 2010.

⁴Programming for institution's population not available at this time.

Location	Total Parole Population ¹	Risk to Recidivate (CSRA) ²		Academic/Vocational ³		Substance Abuse ³		Anger ³		Criminal Thinking ³		Family Criminality ³		Family Support ³		Sex Offending ⁴	
		Total	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High
All Parole Region's Total	126,007	122,766	97,841	46.1%	53.9%	32.7%	67.3%	60.4%	39.6%	51.4%	48.6%	63.6%	36.4%	35.0%	65.0%	*	*

¹The Parole Population is 126,007 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010, as of September 30, 2009.

²The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 27, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³Needs assessment was derived from the 'Correctional Offender Management Profiling for Alternative Sanctions' (COMPAS) dataset January 27, 2010.

⁴Programming for institution's population not available at this time.

Appendix A: Institution Identifying the Rehabilitative Needs of Offenders

Location	Total Population ¹	Risk to Recidivate (CSRA) ²		Academic/Vocational ³		Substance Abuse ³		Anger ³		Criminal Thinking ³		Family Criminality ³		Family Support ⁴		Sex Offending ⁴	
		Total	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High
All institution's Total	155,932	143,089	108,294	44.6%	55.4%	34.2%	65.8%	55.8%	44.2%	49.8%	50.2%	63.8%	36.2%	*	*	*	*
ASP	6,374	6,013	3,711	49.3%	50.7%	33.8%	66.2%	50.5%	49.5%	53.9%	46.1%	65.4%	34.6%	*	*	*	*
CAL	4,330	4,214	3,359	46.9%	53.1%	49.4%	50.6%	55.1%	44.9%	46.3%	53.7%	68.6%	31.4%	*	*	*	*
CCC	5,710	5,520	4,537	56.9%	43.1%	25.7%	74.3%	63.0%	37.0%	57.7%	42.3%	69.5%	30.5%	*	*	*	*
CCF-Leo Chesney	310	304	222	57.2%	42.8%	31.3%	68.7%	80.8%	19.2%	64.4%	35.6%	68.7%	31.3%	*	*	*	*
CCI	5,793	5,059	3,899	42.9%	57.1%	34.6%	65.4%	52.8%	47.2%	52.3%	47.7%	61.9%	38.1%	*	*	*	*
CCWF	3,943	3,372	1,774	48.4%	51.6%	35.7%	64.3%	67.4%	32.6%	56.3%	43.7%	70.1%	29.9%	*	*	*	*
CEN	4,617	4,481	3,663	42.1%	57.9%	43.4%	56.6%	50.8%	49.2%	42.8%	57.2%	67.4%	32.6%	*	*	*	*
CIM	5,633	5,369	4,549	42.9%	57.1%	32.2%	67.8%	50.5%	49.5%	47.6%	52.4%	63.3%	36.7%	*	*	*	*
CIW	2,715	2,439	1,527	47.1%	52.9%	30.8%	69.2%	69.4%	30.6%	54.3%	45.7%	69.2%	30.8%	*	*	*	*
CMC	6,684	6,368	4,464	52.7%	47.3%	36.0%	64.0%	55.1%	44.9%	53.0%	47.0%	65.8%	34.2%	*	*	*	*
CMF	2,881	2,666	1,812	38.6%	61.4%	36.3%	63.7%	44.8%	55.2%	44.2%	55.8%	65.4%	34.6%	*	*	*	*
COR	5,315	5,167	4,030	42.4%	57.6%	27.8%	72.2%	52.8%	47.2%	51.1%	48.9%	66.2%	33.8%	*	*	*	*
CRC	4,329	3,851	2,749	47.0%	53.0%	43.8%	56.2%	53.5%	46.5%	51.6%	48.4%	68.0%	32.0%	*	*	*	*
CTF	5,679	5,384	3,643	45.6%	54.4%	34.5%	65.5%	54.7%	45.3%	51.5%	48.5%	65.9%	34.1%	*	*	*	*
CVSP	3,484	3,339	2,036	57.1%	42.9%	38.7%	61.3%	60.8%	39.2%	55.5%	44.5%	69.3%	30.7%	*	*	*	*
DVI	3,979	3,219	2,806	37.2%	62.8%	23.8%	76.2%	50.5%	49.5%	49.8%	50.2%	55.4%	44.6%	*	*	*	*
FOL	4,037	3,878	3,188	42.0%	58.0%	35.4%	64.6%	52.9%	47.1%	45.6%	54.4%	62.9%	37.1%	*	*	*	*
HDSP	4,511	4,247	3,518	42.6%	57.4%	36.5%	63.5%	51.6%	48.4%	45.1%	54.9%	56.6%	43.4%	*	*	*	*
ISP	4,163	4,027	3,208	46.7%	53.3%	38.5%	61.5%	57.2%	42.8%	47.7%	52.3%	65.2%	34.8%	*	*	*	*
KVSP	4,739	4,623	3,977	40.0%	60.0%	32.9%	67.1%	45.7%	54.3%	40.7%	59.3%	61.2%	38.8%	*	*	*	*
LAC	4,782	4,219	3,399	38.6%	61.4%	35.7%	64.3%	51.2%	48.8%	45.0%	55.0%	66.6%	33.4%	*	*	*	*
MCSP	3,776	3,628	2,327	47.2%	52.8%	46.7%	53.3%	52.3%	47.7%	46.1%	53.9%	53.3%	46.7%	*	*	*	*
NKSP	5,596	3,778	3,177	40.6%	59.4%	37.5%	62.5%	53.8%	46.2%	46.0%	54.0%	67.4%	32.6%	*	*	*	*
PBSP	3,207	3,092	2,665	36.2%	63.8%	49.3%	50.7%	49.3%	50.7%	45.7%	54.3%	59.8%	40.2%	*	*	*	*
PVSP	5,017	4,852	3,517	40.3%	59.7%	35.1%	64.9%	45.2%	54.8%	46.2%	53.8%	60.0%	40.0%	*	*	*	*
RJD	4,790	4,217	3,448	34.3%	65.7%	25.0%	75.0%	53.4%	46.6%	43.4%	56.6%	65.2%	34.8%	*	*	*	*
SAC	2,936	2,807	2,347	42.3%	57.7%	38.6%	61.4%	59.0%	41.0%	52.1%	47.9%	63.5%	36.5%	*	*	*	*
SATF	6,941	6,685	4,779	44.2%	55.8%	41.8%	58.2%	51.1%	48.9%	50.1%	49.9%	62.0%	38.0%	*	*	*	*
SCC	5,627	5,470	4,372	50.8%	49.2%	30.9%	69.1%	59.1%	40.9%	54.7%	45.3%	64.1%	35.9%	*	*	*	*
SOL	5,058	4,780	3,279	47.2%	52.8%	35.9%	64.1%	50.0%	50.0%	50.1%	49.9%	64.0%	36.0%	*	*	*	*
SQ	5,348	4,515	3,451	39.2%	60.8%	35.5%	64.5%	50.8%	49.2%	46.7%	53.3%	59.9%	40.1%	*	*	*	*
VSP	3,727	3,534	2,850	40.3%	59.7%	34.6%	65.4%	52.6%	47.4%	45.9%	54.1%	62.4%	37.6%	*	*	*	*
VSPW	3,921	3,435	2,047	46.7%	53.3%	28.7%	71.3%	69.0%	31.0%	55.5%	44.5%	62.5%	37.5%	*	*	*	*
WSP	5,980	4,537	3,964	39.7%	60.3%	28.8%	71.2%	53.3%	46.7%	42.8%	57.2%	56.3%	43.7%	*	*	*	*

¹The Institution Population is 170,004 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010 as of September 30, 2009. The data has been collected and reported for only the main institutions. The inmate population that is omitted from this report is: 14,072. The breakout of the omitted population comprises from the following entities: Community Correctional Facilities (CCF) 4,352, California Out-of-state Correctional Facility Program (COCF) 7,878, Legal Processing Unit (LPU) -1, Legal Processing Unit - 18 (LPU18) 1, LPU/Family Foundation Program (LUPFP) 77, LPU Female Rehabilitative Program (LPUFR) 73, LPU Prisoner Mother Programs (LPUPM) 68, Re-entry Program-Region 1 (RENT1) 74, Re-entry Program-Region 2 (RENT 2) 12, Re-entry Program-Region 3 (RENT 3) 89, Re-entry Program Region 4 (RENT 4) 89, Rio Consumes Correctional Facility (RIOCC) 482, Santa Rita County Jail (SRITA) 863, Sacramento Central Office Unit (SACCO) 13, for a total of 14,072. Total inmate population, for both prison institutions and non-prison entities is: 170,004 for September 30, 2009.

²The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of July 9, 2009 for only those that we were able to ascertain criminal record data from the Department of Justice.

³'Correctional Offender Management Profiling for Alternative Sanctions' (COMPAS) dataset January 27, 2010.

⁴Programming for institution's population not available at this time.

Appendix A: Parole Identifying the Rehabilitative Needs of Offenders

Location	Total Parole Population ¹	Risk to Recidivate (CSRA) ²		Academic/Vocational ³		Substance Abuse ³		Anger ³		Criminal Thinking ³		Family Criminality ³		Family Support ³		Sex Offending ³	
		Total	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High	Low	Mod/High
All Parole Region's Total	126,007	122,766	97,841	46.1%	53.9%	32.7%	67.3%	60.4%	39.6%	51.4%	48.6%	63.6%	36.4%	35.0%	65.0%	31.6%	68.4%
Parole Region I	29,301	28,461	22,634	44.4%	55.6%	26.9%	73.1%	58.4%	41.6%	52.6%	47.4%	56.9%	43.1%	35.7%	64.3%	33.1%	66.9%
Parole Region II	23,359	22,752	18,433	46.6%	53.4%	28.8%	71.2%	58.6%	41.4%	52.7%	47.3%	61.5%	38.5%	37.3%	62.7%	28.4%	71.6%
Parole Region III	33,158	32,402	25,588	44.6%	55.4%	40.9%	59.1%	62.0%	38.0%	48.0%	52.0%	69.7%	30.3%	35.0%	65.0%	28.5%	71.5%
Parole Region IV	40,189	39,151	31,186	48.2%	51.8%	32.7%	67.3%	61.6%	38.4%	52.4%	47.6%	64.8%	35.2%	33.5%	66.5%	35.0%	65.0%

¹The Parole Population is 126,007 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010, as of September 30, 2009. ²The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 29, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice. ³Needs assessment was derived from the 'Correctional Offender Management Profiling for Alternative Sanctions' (COMPAS) dataset on January 27, 2010.

Appendix B: Determining Gaps in Rehabilitative Services

All Institutions	Institution Population ¹	CSRA Score Low ²	CSRA Score Mod/High High ²	-----Moderate/High CSRA Scores----->									
				0-6 Months to Serve ²		7-12 Months to Serve ²		13-24 Months to Serve ²		25-36 Months to Serve ²		Over 36 Months to Serve ²	
				#	%	#	%	#	%	#	%	#	%
Total	155,932	34,795	108,294	20,012	18.5%	16,636	15.4%	9,431	8.7%	10,647	9.8%	12,857	11.9%
Serious or Violent³	82,649	22,594	53,994	4,402	8.2%	4,608	8.5%	3,355	6.2%	4,852	9.0%	8,256	15.3%
Sex Registrants⁴	18,228	8,930	8,029	1,217	15.2%	769	9.6%	477	5.9%	654	8.1%	998	12.4%
Enhanced Out-Patients (EOPs)⁵	11,617	2,704	8,431	1,471	17.4%	1,038	12.3%	595	7.1%	794	9.4%	1,076	12.8%
Immigration & Customs Enforcement (ICE holds)⁶	15,553	5,814	8,427	1,011	12.0%	842	10.0%	610	7.2%	724	8.6%	1,129	13.4%
Inmates Serving a Life Sentence⁷	25,826	8,664	15,170	91	0.6%	129	0.9%	157	1.0%	261	1.7%	632	4.2%
Inmates with Needs Assessments⁸	51,680	8,475	39,644	14,890	37.6%	10,255	25.9%	3,753	9.5%	3,420	8.6%	2,732	6.9%

Rehabilitative Program Areas (I-VII)	A	B	C	D	E
	Assessed Need COMPAS	Treatment Slots	Average Length of Program	Annual Capacity	Potential Participants
I. Academic/Vocational Programs^{8,9,7}	20,339				
Traditional Education Programs					
ELD		1,005	12 MONTHS		
ABE I		2,508	12 MONTHS		
ABE II		3,950	12 MONTHS		
ABE III		3,151	12 MONTHS		
GED		1,872	6 MONTHS		
HIGH SCHOOL		250		693	
COMPUTER LAB		876		2,592	
Alternative Education Delivery Models					
INDEPENDENT STUDY		5,701		16,697	
DISTANCE LEARNING		2,730		6,809	
Bridging Education Programs		12,987		120,111	
Vocational Programs					
AUTO BODY		606	10-13 MONTHS		
AUTO MECHANICS		634	14-20 MONTHS		
BUILDING MAINTENANCE		308	3-6 MONTHS		
CARPENTRY		305	5-7 MONTHS		
COSMETOLOGY		81	12-17 MONTHS		
DRY CLEANING		27	4-5 MONTHS		
DRYWALL INSTALLER/TAPER ⁹		54		153	
ELECTRICAL CONSTRUCTION (WORK)		359	10-18 MONTHS		
ELECTRONICS		553	18-21 MONTHS		
EYEWEAR		108	2-3 MONTHS		
GRAPHIC ARTS		656	4-6 MONTHS		
HOUSEHOLD REPAIR ⁹		27		73	
JANITORIAL		624	4 MONTHS		
LANDSCAPE GARDENING		710	8-13 MONTHS		
MACHINE SHOP (AUTOMOTIVE)		81	7 MONTHS		
MACHINE SHOP (PRACTICAL)		135	7 MONTHS		
MASONRY		273	6-9 MONTHS		
MILL & CABINET WORK		443	5-7 MONTHS		
OFFICE MACHINES ⁹		27		75	
OFFICE SERVICES & RELATED TECHNOLOGIES		1,960	8-10 MONTHS		
PAINTING		117	8-12 MONTHS		
PLUMBING		253	5-8 MONTHS		
REFRIGERATION		277	18-26 MONTHS		
ROOFER ⁹		0		45	
SHEET METAL WORK		54	6-9 MONTHS		
SMALL ENGINE REPAIR		243	5-7 MONTHS		
WELDING		593	6-9 MONTHS		
II. Substance Abuse Programs¹⁰	24,158				
Average Length of Program for Full and Partial Completers (Code 1 and 2)		10,833	33.2 weeks	16,967	
III. Criminal Thinking, Behavior, Skills, & Associations¹¹	18,430				
Thinking for a Change (T4C)	215	116	8 weeks	754	
Sub Total Criminal Thinking					
IV. Aggression, Hostility, Anger & Violence¹¹	16,308				
CALM	217	116	8 weeks	754	
Sub Total Anger					
V. Family Criminality¹²	13,290				
Sub Total Family Criminality					
VI. Family Support¹²					
Sub Total Family Support					
VII. Sex Offending¹²					
Sub Total Sex Offending					

Appendix B: Determining Gaps in Rehabilitative Services

SUMMARY

1 The Institution Population is 170,004 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010 as of September 30, 2009. The data has been collected and reported for only the main institutions. The inmate population that is omitted from this report is: 14,072. The breakout of the omitted population comprises from the following entities: Community Correctional Facilities (CCF) 4,352, California Out-of-state Correctional Facility Program (COCF) 7,878, Legal Processing Unit (LPU) -1, Legal Processing Unit - 18 (LPU18) 1, LPU/Family Foundation Program (LUPFP) 77, LPU Female Rehabilitative Program (LPUFR) 73, LPU Prisoner Mother Programs (LPUPM) 68, Re-entry Program-Region 1 (RENT1) 74, Re-entry Program-Region 2 (RENT 2) 12, Re-entry Program Region 3 (RENT 3) 89, Re-entry Program Region 4 (RENT 4) 89, Rio Consumnes Correctional Facility (RIOCC) 482, Santa Rita County Jail (SRITA) 863, Sacramento Central Office Unit (SACCO) 13, for a total of 14,072. Total inmate population, for both prison institutions and non-prison entities is: 170,004 for September 30, 2009.

2 The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 27, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

3 Criminogenic Needs were extracted from 'Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) dataset January 27, 2010. At the time the data was extracted, 24.3% of the population did not have a projected release date calculated. Projected release dates are contingent upon a variety of factors that may change. Please note that the offender's central file is the most accurate source for release dates.

C-ROB Counting Rules

Footnotes

¹ The Institution Population is 170,186 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 28, 2010, as of September 30, 2009. The data has been collected and reported for only the main institutions.

² The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 27, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice. At the time the data was extracted, 13.8% of the population did not have a projected release date calculated. Projected release dates are contingent upon a variety of factors that may change. Please note that the offender's central file is the most accurate source for release dates.

³ Some offenders may be represented in more than one program/placement criteria.

⁴ 51,680 Assessments were completed. Assessments were completed on the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) dataset on January 27, 2010.

5 Treatment Slots: is calculated by adding FullTime Quota to HalfTime Quota

6 Average Length of Program: Factors such as Institutional setting, lockdowns, Academic calendar year, etc. are factored in to the pacing scales. Academic program pacing was only calculated for mandatory programs.

7 Annual Capacity for those programs without pacing scales are calculated by taking the average turnover rates of the reporting period to estimate for a 12 month cycle. The number of enrolled/assigned students at the beginning of the reporting period are then added in order to obtain the annual capacity for the program.

8 Drywall/Installer Vocational program has an incomplete curriculum, as such no program pacing was available at this time. The Annual Capacity was calculated by the process mentioned in footnote 6.

9 These various Vocational programs have no standard curriculum as this time, therefore program pacing was also not available. The Annual Capacity was again calculated by the process mentioned in footnote 6.

¹⁰ Capacity (quota) is not standardized among all SAP programs due to limited programming space, population movement, intensity of treatment, or number of staff. The discrepancy of treatment slots between April 1, 2009 to September 30, 2009 is from deactivation of treatment slots due to contractual obligations.

¹¹ Program has been contracted, but not implemented.

¹² Rehabilitation Program has not been implemented. Data has not been collected at this time.

Columns (A-D)

Column A: 'Assessed Need COMPAS' This number was derived from the Target Population as of September 30, 2009 (Target Population is defined as: Projected Release date of between 7 and 36 months with a CSRA Score of Moderate/High ONLY) Total number, per program, was extrapolated by the percentage of those that had been assessed with a Moderate/High need multiplied to the total Target population. Column A was derived from the 'Correctional Offender Management Profiling for Alternative Sanctions' (COMPAS) dataset dataset on January 27, 2010.

Column B: Treatment Slots: is calculated by adding FullTime Quota to HalfTime Quota

Column C: Average Length of Program: VocEd average length of program is 9 months. SAP average length of program is 33.2 weeks.

Column D: Annual Capacity: is determined by two different formulas, monthly and weekly. 1. (Monthly) 12(months of the year)/(divided by) number of program months (*) times capacity. 2. (Weekly) 52 (weeks in a year) /(number of weeks in the program) (*)times capacity.

Column E: 'Potential Participants' is determined by subtracting the number of students in Column D:Enrolled/Assigned from Column A: Assessed Need COMPAS. These totals are listed within each Rehabilitative Program section.

Data Source: September 2009 Education Monthly Report, DARS monthly contractor reports, Offender Base Information Systems (OBIS)

Appendix B: Determining Gaps in Rehabilitative Services

All Parole Regions I-IV	Parole Population ¹	CSRA Score Low ²	CSRA Score Mod/High ²
Totals	126,007	24,925	97,841

Rehabilitative Program Areas (I-IV) ³	A	B
	Capacity (Quota) ¹⁰	Enrolled/Assigned
I. Residential Programs		
Residential Multi-Service Centers ⁴		
Total RMSC	570	1140
Parolee Service Centers ⁵		
Total PSC	764	1899
Total Residential Programs	1334	3039
II. Day Center Programs		
Day Reporting Centers ⁶		
Total DRC	700	1246
Community-Based Coalition ⁷		
Total CBC	450	847
Total Day Center Programs	1150	2093
III. Substance Abuse Program		
Substance Abuse Treatment & Recovery ⁸		
Total STAR	521	4810
Total Substance Abuse Program	521	4810
IV. Education Program		
Computerized Literacy Learning Centers ⁹		
Total CLLC	375	1006
Total Education Program	375	1006

¹ The Parole Population is 126,007 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010, as of September 30, 2009.

² The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 29, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations.

⁴ RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁵ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

⁶ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing.

⁷ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services.

⁸ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

⁹ CLLC provides a computer assisted instructional program focusing on basic proficiency in reading, writing, and computational skills. CLLC enrollments may exceed capacity due to open entry/open exit program and multiple parolees may utilize the same work station in one day.

¹⁰ Capacity total does not include expired contracts, only currently active contracts.

Appendix B: Determining Gaps in Rehabilitative Services

Parole Region I	Parole Population ¹	CSRA Score Low ²	CSRA Score Mod/High ²
Totals	29,301	5,827	22,634

Rehabilitative Program Areas (I-IV) ³	A	B
	Capacity (Quota) ¹⁰	Enrolled/Assigned
I. Residential Programs		
Residential Multi-Service Centers ⁴		
New Directions	25	40
New Directions	25	51
New Directions	20	45
Turning Point Kennemer I (Expired 6/30/09)	25	31
Turning Point Kennemer I (Started 7/1/09)	65	45
Turning Point Kennemer II (Expired 6/30/09)	25	31
Turning Point Kennemer III (Expired 6/30/09)	15	20
Turning Point Kennemer IV	25	55
West Care I (Expired 6/30/09)	25	18
West Care II (Expired 6/30/09)	60	54
West Care (Started 7/1/09)	85	74
Cache Creek	25	46
Center Point Inc. (Expired 6/30/09)	10	5
Sub-Total RMSC	270	515
Parolee Service Centers ⁵		
Turning Point Bakersfield	79	253
Turning Point Visalia	25	48
Turning Point Visalia (Expired 6/30/09)	6	0
Turning Point Fresno	75	267
Shasta Sierra	12	30
Sub-Total PSC	191	598
II. Day Center Programs		
Day Reporting Centers ⁶		
Behavioral Interventions - Stockton	100	163
Behavioral Interventions - Fresno	100	196
Sub-Total DRC	200	359
Community-Based Coalition ⁷		
Sacramento County Office of Educ.	100	299
Sub-Total CBC	100	299
III. Substance Abuse Program		
Substance Abuse Treatment & Recovery ⁸		
Contra Costa Office of Education	175	1494
Sub-Total STAR	175	1494
IV. Education Program		
Computerized Literacy Learning Centers ⁹		
Contra Costa Office of Education	108	351
Sub-Total CLLC	108	351

¹ The Parole Population is 126,007 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010, as of September 30, 2009.

² The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 29, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations.

⁴ RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁵ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

⁶ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing.

⁷ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services.

⁸ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

⁹ CLLC provides a computer assisted instructional program focusing on basic proficiency in reading, writing, and computational skills. CLLC enrollments may exceed capacity due to open entry/open exit program and multiple parolees may utilize the same work station in one day.

¹⁰ Capacity sub-total does not include expired contracts, only currently active contracts.

Appendix B: Determining Gaps in Rehabilitative Services

Parole Region II	Parole Population ¹	CSRA Score Low ²	CSRA Score Mod/High ²
Totals	23,359	4,319	18,433

Rehabilitative Program Areas (I-IV) ³	A	B
	Capacity (Quota) ¹⁰	Enrolled/Assigned
I. Residential Programs		
Residential Multi-Service Centers ⁴		
Allied Fellowship Services	30	55
Allied Fellowship Services (Expired 6/30/09)	25	47
Allied Fellowship Services (Started 7/1/09)	40	65
Walden House I (Expired 6/30/09)	25	7
Walden House II (Expired 6/30/09)	15	5
Sub-Total RMSC	70	179
Parolee Service Centers ⁵		
CCCI San Francisco	60	95
Turning Point Salinas	45	97
VOA Elsie Dunn	48	112
VOA Oakland West	72	184
Sub-Total PSC	225	488
II. Day Center Programs		
Day Reporting Centers ⁶		
Northern California Service League	100	208
Sub-Total DRC	100	208
Community-Based Coalition ⁷		
East Palo Alto Police Dept.	50	75
Sub-Total CBC	50	75
III. Substance Abuse Program		
Substance Abuse Treatment & Recovery ⁸		
Contra Costa County Office of Education	85	840
Sub-Total STAR	85	840
IV. Education Program		
Computerized Literacy Learning Centers ⁹		
Contra Costa County Office of Education	16	81
Sub-Total CLLC	16	81

¹ The Parole Population is 126,007 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010, as of September 30, 2009.

² The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 29, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations.

⁴ RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁵ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

⁶ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing.

⁷ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services.

⁸ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

⁹ CLLC provides a computer assisted instructional program focusing on basic proficiency in reading, writing, and computational skills. CLLC enrollments may exceed capacity due to open entry/open exit program and multiple parolees may utilize the same work station in one day.

¹⁰ Capacity sub-total does not include expired contracts, only currently active contracts.

Appendix B: Determining Gaps in Rehabilitative Services

Parole Region III	Parole Population ¹	CSRA Score Low ²	CSRA Score Mod/High ²
Totals	33,158	6,814	25,588

Rehabilitative Program Areas (I-IV) ³	A	B
	Capacity (Quota) ¹⁰	Enrolled/Assigned
I. Residential Programs		
Residential Multi-Service Centers ⁴		
Amistad De Los Angeles	100	192
Weingart Foundation (Expired 6/30/09)	167	67
Weingart Foundation (Started 7/1/09)	95	86
Sub-Total RMSC	195	345
Parolee Service Centers ⁵		
Behavioral Systems SW Orion	100	198
Behavioral Systems SW Hollywood	63	135
CEC, Inc	45	131
Hoffman House (Started 8/1/09)	15	11
Sub-Total PSC	223	475
II. Day Center Programs		
Day Reporting Centers ⁶		
Human Potential Consultants, LLC - Los Angeles	100	131
Behavioral Systems Southwest - Van Nuys	100	162
Sub-Total DRC	200	293
Community-Based Coalition ⁷		
Human Potential Consultants, LLC - Los Angeles	300	473
Sub-Total CBC	300	473
III. Substance Abuse Program		
Substance Abuse Treatment & Recovery ⁸		
Contra Costa County Office of Education	120	1242
Sub-Total STAR	120	1242
IV. Education Program		
Computerized Literacy Learning Centers ⁹		
Contra Costa County Office of Education	152	574
Sub-Total CLLC	152	574

¹ The Parole Population is 126,007 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010, as of September 30, 2009.

² The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 29, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations.

⁴ RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁵ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

⁶ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing.

⁷ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services.

⁸ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

⁹ CLLC provides a computer assisted instructional program focusing on basic proficiency in reading, writing, and computational skills. CLLC enrollments may exceed capacity due to open entry/open exit program and multiple parolees may utilize the same work station in one day.

¹⁰ Capacity sub-total does not include expired contracts, only currently active contracts.

Appendix B: Determining Gaps in Rehabilitative Services

Parole Region IV	Parole Population ¹	CSRA Score Low ²	CSRA Score Mod/High ²
Totals	40,189	7,965	31,186

Rehabilitative Program Areas (I-IV) ³	A	B
	Capacity (Quota) ¹⁰	Enrolled/Assigned
I. Residential Programs		
Residential Multi-Service Centers ⁴		
Health Care Services (Expired 6/30/09)	36	40
VOA Southwest (Started 8/1/09)	35	61
Sub-Total RMSC	35	101
Parolee Service Centers ⁵		
W & B Facilities	45	143
National Crossroads	40	81
VOA San Diego	40	114
Sub-Total PSC	125	338
II. Day Center Programs		
Day Reporting Centers ⁶		
Human Potential Consultants, LLC - Riverside	100	201
Behavioral Interventions - San Diego	100	185
Sub-Total DRC	200	386
III. Substance Abuse Program		
Substance Abuse Treatment & Recovery ⁸		
Contra Costa County Office of Education	141	1234
Sub-Total STAR	141	1234
IV. Education Program		
Computerized Literacy Learning Centers ⁹		
Contra Costa County Office of Education	99	405
Sub-Total CLLC	99	405

¹ The Parole Population is 126,007 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010, as of September 30, 2009.

² The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 29, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations.

⁴ RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁵ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

⁶ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing.

⁷ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services.

⁸ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

⁹ CLLC provides a computer assisted instructional program focusing on basic proficiency in reading, writing, and computational skills. CLLC enrollments may exceed capacity due to open entry/open exit program and multiple parolees may utilize the same work station in one day.

¹⁰ Capacity sub-total does not include expired contracts, only currently active contracts.

**Appendix C: Determining Levels of Offender Participation and Offender Success
Substance Abuse Programs**

SAP ¹	Activated slots at start of reporting period (April 1, 2009 Quota) ²	Beginning population as of April 1, 2009 ³	Admissions during reporting period (April 1, 2009 to September 30, 2009) ³	Program exits during reporting period (April 1, 2009 through September 30, 2009) ³			Ending population as of September 30, 2009 ⁵	# of program hours per period (XSEA) ⁶	Participant hours* per period (X-Time) ⁶	Participation Rate (Monthly Average of X/XSEA Time for this period) ⁶
				Total Number of Program Exits ³	Number of Completions ⁴	% of Program exits due to Completions ⁴				
All Institution's Total	10,833	9,852	7,803	9,057	4,852	53.6%	8,598	2,117,656	1,468,764	69.4%
ASP	600	600	316	355	122	34.4%	561	165,815	75,383	45.5%
CAL										
CCC										
CCI	211	207	114	159	8	5.0%	162	88,843	55,646	62.6%
CCWF	606	569	489	606	286	47.2%	452	149,596	112,803	75.4%
CEN										
CIM	436	425	420	467	172	36.8%	378	147,960	80,662	54.5%
CIW	752	721	325	486	182	37.4%	560	122,179	91,365	74.8%
CMC	180	170	102	128	60	46.9%	144	28,064	20,625	73.5%
CMF										
COR	190	160	115	117	54	46.2%	158	37,277	31,413	84.3%
CRC	1,314	1,214	1,068	1,091	619	56.7%	1,191	136,663	86,167	63.1%
CTF	458	421	354	481	340	70.7%	294	84,508	54,040	63.9%
CVSP	340	278	164	217	111	51.2%	225	74,545	54,637	73.3%
DVI										
FOL ⁷	403	338	518	646	480	74.3%	210	79,629	72,601	91.2%
HDSP										
ISP										
KVSP	256	230	66	65	15	23.1%	231	58,298	18,599	31.9%
LAC										
MCSP										
NKSP ⁸	200	200	565	708	377	53.2%	57	12,507	9,972	79.7%
PBSP										
PVSP	400	306	96	140	53	37.9%	262	73,042	32,742	44.8%
RJD	450	325	281	360	99	27.5%	246	51,645	37,243	72.1%
SAC										
SATF	1,878	1,738	819	980	735	75.0%	1,577	377,415	311,120	82.4%
SCC	520	497	334	371	191	51.5%	460	108,085	82,274	76.1%
SOL	521	397	343	187	70	37.4%	553	72,226	46,909	64.9%
SQ										
SVSP										
VSPP	618	612	533	479	209	43.6%	666	188,440	140,847	74.7%
WSP ⁸	300	300	581	820	531	64.8%	61	22,421	20,197	90.1%
Leo Chesney	200	144	200	194	138	71.1%	150	38,503	33,521	87.1%

¹ SAP is a Substance Abuse Program. SAP counts do not include offenders participating in the Drug Treatment Furlough program.

As of April 1, 2009, the Office of Substance Abuse Treatment Services had 44 Substance Abuse Programs in 20 institutions and 1 Community Correctional Facility.

² Activated slots include 2,000 slots implemented in Phase I of AB900 rollout.

³ Beginning population, program admissions, and program exit figures obtained from Offender Substance Abuse Tracking (OSAT) database on January 7, 2010.

Population counts do not include participants in the Drug Treatment Furlough program.

⁴ Completion or incompleteness of a SAP program is reported by the SAP treatment provider to DARS. Completion Percentage is the calculated figure taken from the sums of full and partial program completions divided by total program exits.

⁵ Ending population is a derived figure taken from adding the beginning population and the admissions and subtracting program exits.

⁶ The Office of Substance Abuse Treatment Services began collecting utilization data on its programs on July 1, 2009.

⁷ The Folsom Transitional Treatment Facility (FTTF) is on the grounds of Folsom State Prison. FTTF hosts the Transitional Treatment Program and the Parolee Substance Abuse Program. Both programs are included in the SAP counts.

⁸ Substance abuse programming at the NKSP and WSP were scheduled to end on October 19, 2009.

**Appendix C: Determining Levels of Offender Participation and Offender Success
Office of Substance Abuse Treatment Services (OSATS) Contracted Community Programs**

Academic, vocational, and SAP program (by individual programs or aggregated) ¹	Activated slots at start of reporting period (April 1, 2009 Quota) ²	Beginning population as of April 1, 2009 ³	Admissions during reporting period (April 1, 2009 to September 30, 2009) ³	Program exits during reporting period (April 1, 2009 to September 30, 2009) ³			Ending population as of September 30, 2009 ⁴	# of program hours per period (XSEA) ⁵	Participant hours per period (X-Time) ⁵	Participation Rate (Monthly Average of X/XSEA Time for this period) ⁵
				Total Number of Program Exits ⁵	Number of Completions ⁶	% of Program exits due to Completions				
All Parole Regions		5,770	8,091	8,277	4,294	51.9%	5,584			
Parole Region I		2,202	2,444	2,390	1,556	65.1%	2,256			
Parole Region II		777	1,235	1,211	695	57.4%	801			
Parole Region III		1,393	2,359	2,526	1,109	43.9%	1,226			
Parole Region IV		1,398	2,053	2,150	934	43.4%	1,301			
Rehabilitation Programs not yet implemented:										
Alcohol and other drugs (by individual programs or aggregated)										
Aggression, hostility, anger, and violence (by individual programs or aggregated)										
Criminal thinking, behaviors, and associations (by individual programs or aggregated)										
Family, marital, and relationships (by individual programs or aggregated)										
Sex Offending (by individual programs or aggregated)										

¹ Community-based substance abuse programs are managed by Substance Abuse Service Coordination Agencies (SASCA). There is one SASCA for each parole region.

² DARS does not maintain a specific number of community-based treatment slots. They are allocated by the SASCA as parolees enter community-based treatment. DARS is required to maintain funding for an amount of community-based slots equal to 50% of the number of in-prison SAP program slots.

³ Beginning population, program admissions, and program exit figures obtained from Offender Substance Abuse Tracking (OSAT) database on January 7, 2010. Population counts include participants in the Drug Treatment Furlough program.

⁴ Ending population is a derived figure taken from adding the beginning population and the admissions and subtracting program exits.

⁵ OSATS does not have hourly attendance or utilization data for this time period.

⁶ Completion or incompleteness of a SAP program is reported by the SAP treatment provider to OSATS. Completion Percentage is calculated by taking the number of full program completions and partial completions during this time period divided by the total number of program exits during the time period.

Appendix C: Determining Levels of Offender Participation and Offender Success
Academic

Academic ¹	Budgeted slots at start of reporting period (April 1, 2009 Quota) ²	Beginning student population (as of April 1 2009) ³	Admissions during reporting period (April 2009 thru September 2009) ⁴	Program exits during reporting period (April 2009 thru September 2009)			Ending population as of September 30, 2009 ⁷	# of program hours per period (XSEA) ⁸	Participant hours* per period (X-Time) ⁹	Participation Rate (Monthly Average of X/XSEA Time for this period) ¹⁰
				Total Number of Program Exits ⁵	Number of Completions ⁶	% of Program exits due to Completions				
All Institution's Total	15,600	14,565	21,006	21,551	5,005	23.2%	57,122	8,428,549	5,364,472	63.6%
ASP	1,227	1,132	1,086	894	78	8.7%	907	654,988	368,904	56%
CAL	562	531	338	291	28	9.6%	486	335,564	212,465	63%
CCC	434	365	1,762	1,863	984	52.8%	323	272,225	163,404	60%
CCI	506	373	773	715	295	41.3%	477	241,358	166,921	69%
CCWF	844	785	2,412	2,357	127	5.4%	769	451,710	282,987	63%
CEN	486	421	377	393	66	16.8%	404	288,069	198,176	69%
*CIM	351	325	395	496	67	13.5%	338	138,937	77,869	56%
GIW	577	590	1,092	1,090	185	17%	570	214,514	153,556	72%
CMC	568	561	916	1,014	92	9.1%	448	342,934	234,123	68%
CMF	225	214	184	203	15	7.4%	162	111,178	68,394	62%
COR	586	575	506	593	42	7.1%	507	382,830	299,721	78%
CRC	502	487	447	516	112	21.7%	419	237,092	148,900	63%
CTF	543	523	625	726	61	8.4%	440	323,324	173,105	54%
CVSP	295	294	343	362	85	23.5%	260	165,245	106,559	64%
*DVI	0	0	0	0	0	0%	0	0	0	0%
FOL	387	384	483	565	50	8.8%	376	263,291	197,734	75%
HDSP	618	611	523	553	83	15%	609	425,956	306,952	72%
ISP	216	196	169	153	13	8.5%	207	120,255	68,875	57%
KVSP	384	370	213	240	15	6.3%	376	220,995	87,712	40%
*LAC	81	75	60	49	4	8.2%	79	56,462	34,135	60%
MCSP	505	460	389	401	66	16.5%	427	303,388	193,966	64%
*NKSP	27	22	33	34	3	8.8%	20	16,132	12,534	78%
PBSP	153	125	222	174	10	5.7%	200	56,509	44,625	79%
PVSP	676	664	523	545	39	7.2%	563	406,975	244,611	60%
*RJD	255	229	206	201	8	4%	240	81,689	38,643	47%
SAC	243	232	274	255	17	6.7%	210	148,064	112,800	76%
SATF	1,593	1,611	2,244	2,475	964	38.9%	1,480	884,077	606,340	69%
SCC	458	435	1,368	1,368	899	65.7%	419	287,920	209,162	73%
SOL	1,004	709	735	682	64	9.4%	783	273,378	136,665	50%
*SQ	240	223	509	509	14	2.8%	231	140,423	75,894	54%
SVSP	302	302	215	228	10	4.4%	280	191,811	73,529	38%
WSPW	729	718	1,456	1,465	393	26.8%	669	391,256	265,211	68%
*WSP 11	23	23	98	141	116	82.3%	0	0	0	0%

¹ Academic programs include traditional programs (i.e. ELD, ABE I, ABE II, ABE III, High School, GED, Computer Lab) as well as Supplemental programs (i.e. Pre-Release, CALM, Estelle, BMU, and PFT). Acronyms used: ELD - English Language Development, ABE - Adult Basic Education, CALM - Conflict Anger Lifetime Management, BMU - Behavior Modification Unit, PFT - Physical Fitness Training.

² Office of Correctional Education (OCE) determined Full Time plus Half Time Student figures gives a more accurate picture of the total number of students served rather than the figures for Full Time Equivalent Student. Derived from the Education Monthly Reports Rollup line 28 (Full Time and Half Time Quota).

³ Derived from the Education Monthly Reports Rollup line 63 (Beginning Assignments - Full Time and Half Time students).

⁴ Derived from the Education Monthly Reports Rollup line 64 (Students Added - Full Time and Half Time Students).

⁵ Total Number of Program Exits include those who have completed the program and therefore exited. Derived from the Education Monthly Reports Rollup line 65 (Students Dropped - Full Time and Half Time Students).

⁶ Program Completions are deemed as a program exit since the student is unassigned upon completion of a program. This figure includes those who have completed a traditional program as well as those who have completed a supplemental program (whose rate of completion may be higher). Derived from the Education Monthly Reports Rollup line 72 (Termination Code 1A - Completion of Program).

⁷ Ending population is a derived figure taken from the last month of the reporting period and adding the beginning population with any student admissions and subtracting program exits.

⁸ Total hourly attendance for this time period is illustrated through XSEA-time. XSEA-time is defined as the following: The combined hourly total of X-time, S-time, E-time, and A-time. Each hour an inmate spends in a classroom or academic program represents a particular programming type and is catalogued in X,S,E, or A-times (or hours). Terms and definitions of XSEA-time are defined in the following: S-time: the total number of hours of programming lost due to circumstances that prevented students to attend class. This includes teacher illnesses, institutional lock-downs, medical/dental issues, attorney visits, remove to out-to-court status, program modifications, late-feeding, inclement weather, or any other event that restricts regular inmate programming. (Source: Title 15 § 3045.3). E-time: 3045.2 Excused time off is defined as an excused time for the inmate for personal reasons, i.e., family visitations, special religious functions, etc. (Source: EMR Counting Rules). A-time: allocates unexcused inmate attendance. (Source: EMR Counting Rules; Title 15 § 3041 Performance & § 3040 Participation).

⁹ X-time is the total amount of actual hours and time an inmate attends the classroom they are assigned (Data Source: EMR Counting Rules).

¹⁰ X/XSEA-time is the actual programming hours an inmate spent in class divided by the combined total of hours lost due to other circumstances (SEA-time). This formula calculates actual program participation (i.e., utilization).

¹¹ Wasco State Prison does not have any traditional Academic programs, the data entered reflects the Pre-Release class that generates no X times.

*Note: Institutions designated as Reception Centers are CIM, DVI, LAC, NKSP, RJD, SQ and WSP. Reception Centers have higher rates of inmate turnover as these Institutions are designated with the task of placing incoming inmates in appropriate level Institutions. As such there are generally few Academic programs functioning in these Institutions due to the dynamic environment. DVI has no Academic programs.

Appendix C: Determining Levels of Offender Participation and Offender Success
Vocational

Vocational ¹	Budgeted slots at start of reporting period (April 1, 2009 Quota) ²	Beginning student population (as of April 1, 2009) ³	Admissions during reporting period (April 2009 thru September 2009) ⁴	Program exits during reporting period (April 2009 thru September 2009)				Ending population as of September 30, 2009 ⁷	# of program hours per period (XSEA) ⁸	Participant hours* per period (X-Time) ⁹	Participation Rate (Monthly Average of X/XSEA Time for this period) ¹⁰
				Total Number of Program Exits ⁵	Number of Completions (Termination Code - 1A) ⁶	Number of Course (Partial) Completions (Termination Code - 1B) ⁶	% of Program exits due to partial and full Completions				
All Institution's Total	10,059	9,293	7,632	8,018	499	547	13.0%	8,732	5,875,032	3,556,512	60.5%
ASP	704	701	444	605	6	16	3.6%	474	400,676	232,447	58.%
CAL	351	296	209	204	1	4	2.5%	244	215,495	101,287	47.%
CCC	289	288	434	458	90	38	27.9%	243	201,229	107,033	53.2%
CCI	533	384	281	348	28	61	25.6%	382	212,279	139,320	65.6%
CCWF	366	362	433	436	0	0	0.0%	355	226,593	147,018	64.9%
CEN	540	525	372	420	72	26	23.3%	505	358,709	232,341	64.8%
CJIM	189	173	84	117	0	0	0.0%	157	122,219	71,741	58.7%
CIW	135	134	158	168	5	4	5.4%	134	53,907	41,678	77.3%
CMC	303	303	254	246	22	60	33.3%	273	191,334	140,530	73.4%
CMF	121	121	84	86	11	2	15.1%	119	93,986	60,041	63.9%
COB	264	244	260	277	16	7	8.3%	245	155,683	104,091	66.9%
CRC	409	376	301	331	3	0	0.9%	330	186,510	113,512	60.9%
CTF	356	333	166	251	5	15	8.%	221	216,094	130,160	60.2%
CVSP	324	303	190	169	0	12	7.1%	265	214,612	129,540	60.4%
DVI	0	0	0	0	0	0	0.0%	0	0	0	0.0%
FOL	459	437	334	308	24	4	9.1%	428	301,563	222,301	73.7%
HDSP	54	54	18	16	0	0	0.0%	54	38,308	10,644	27.8%
ISP	594	527	367	367	23	69	25.1%	501	343,648	192,959	56.2%
KVSP	270	270	148	159	10	24	21.4%	251	190,685	73,319	38.5%
LAC	78	76	39	53	3	4	13.2%	67	51,327	28,904	56.3%
MCSP	297	259	134	126	2	21	18.3%	251	182,677	125,700	68.8%
NKSP	0	0	0	0	0	0	0.0%	0	0	0	0.0%
PBSP	27	21	12	17	4	0	23.5%	15	15,827	10,715	67.7%
PVSP	651	574	362	378	8	28	9.5%	555	390,045	220,811	56.6%
RJD	108	37	96	61	0	0	0.0%	81	46,005	22,172	48.2%
SAC	81	76	62	58	9	2	19.9%	76	56,598	39,780	70.3%
SATF	1,026	1,005	847	964	94	105	20.6%	928	600,818	367,289	61.1%
SCC	288	273	306	259	7	13	7.7%	296	181,707	124,089	68.3%
SOL	594	503	349	292	11	7	6.2%	664	254,255	143,259	56.3%
SQ	135	129	173	178	0	3	1.7%	104	82,550	36,315	44.%
SVSP	54	53	54	53	0	0	0.0%	54	38,480	24,985	64.9%
VSPW	459	456	661	613	45	22	10.9%	460	251,213	162,531	64.7%
WSP	0	0	0	0	0	0	0.0%	0	0	0	0.0%

¹ Traditional Vocational is any adult rehabilitative program or class instructing vocational trades in the Office of Correctional Education (OCE) or the Division of Education, Vocation, for Offenders Program (DEVOP) in Adult Programs.

² OCE determined Full Time plus Half Time Student figures gives a more accurate picture of the total number of students served rather than the figures for Full Time Equivalent Student. Derived from the Education Monthly Reports Rollup line 500 (Full Time and Half Time Quota).

³ Derived from the Education Monthly Reports Rollup line 535 (Beginning Assignments - Full Time and Half Time students).

⁴ Derived from the Education Monthly Reports Rollup line 536 (Students Added - Full Time and Half Time Students).

⁵ Total Number of Program Exits include those who have completed the program and therefore exited. Derived from the Education Monthly Reports Rollup line 537 (Students Dropped - Full Time and Half Time Students).

⁶ OCE has determined the need to include both partial and full program completion as Vocational programs include multiple course and/or components which can be taught and certified individually. Students completing a course may still obtain skills and certification necessary for specific jobs. Termination Code 1A represents the full program completion; Termination Code 1B represents course (partial) completion of a program. OCE acknowledges potential discrepancies that may exist as Vocational Instructors are unfamiliar with Termination codes. Prior Education Monthly Reports did not require teachers to list the termination code used for a student exit. This item will be brought forth in future training sessions to insure all teachers understand and report termination codes in a consistent manner.

⁷ Ending population is a derived figure taken from the last month of the reporting period and adding the beginning population with any student admissions and subtracting program exits.

⁸ Total hourly attendance for this time period is illustrated through XSEA-time. XSEA-time is defined as the following: The combined hourly total of X-time, S-time, E-time, and A-time. Each hour an inmate spends in a classroom or academic program represents a particular programming type and is catalogued in X,S,E, or A-times (or hours). Terms and definitions of XSEA-time are defined in the following: S-time: the total number of hours of programming lost due to circumstances that prevented students to attend class. This includes teacher illnesses, institutional lock-downs, medical/dental issues, attorney visits, remove to out-to-court status, program modifications, late-feeding, inclement weather, or any other event that restricts regular inmate programming. (Source: Title 15 § 3045.3). E-time: 3045.2 Excused time off is defined as an excused time for the inmate for personal reasons, i.e., family visitations, special religious functions, etc. (Source: EMR Counting Rules). A-time: allocates unexcused inmate attendance. (Source: EMR Counting Rules; Title 15 § 3041 Performance & § 3040 Participation).

⁹ X-time is the total amount of actual hours and time an inmate attends the classroom they are assigned (Data Source: EMR Counting Rules).

¹⁰ X/XSEA-time is the actual programming hours an inmate spent in class divided by the combined total of hours lost due to other circumstances (SEA-time). This formula calculates actual program participation (i.e., utilization).

*Note: Institutions designated as Reception Centers are CIM, DVI, LAC, NKSP, RJD, SQ and WSP. Reception Centers have higher rates of inmate turnover as these Institutions are designated with the task of placing incoming inmates in appropriate level Institutions. As such there are few if any Vocational programs functioning in these Institutions due to the dynamic environment. DVI, NKSP and WSP has no Vocational programs.

Appendix C: Determining Levels of Offender Participation and Offender Success

PAROLE REGION I

PAROLE REGION I	Capacity ¹	Beginning Pop. ¹ April 1, 2009	Referrals ^{1,2} Apr '09 - Sep '09	Enrollments ^{1,3} Apr '09 - Sep '09	Exits ^{1,4} Apr '09 - Sep '09	Ending Pop. ^{1,11} Sept 30, 2009
I. Residential Programs						
Residential Multi-Service Centers ⁵						
New Directions	25	25	98	40	40	25
New Directions	25	25	76	51	51	25
New Directions	20	6	28	45	31	20
Turning Point Kennemer I (Expired 6/30/09)	25	24	44	31	30	0
Turning Point Kennemer I (Started 7/1/09)	65	0	130	45	49	62
Turning Point Kennemer II (Expired 6/30/09)	25	24	44	31	30	0
Turning Point Kennemer III (Expired 6/30/09)	15	15	42	20	20	0
Turning Point Kennemer IV	25	24	87	55	55	24
West Care I (Expired 6/30/09)	25	25	18	18	18	0
West Care II (Expired 6/30/09)	60	57	197	54	54	0
West Care (Started 7/1/09)	85	0	194	74	77	80
Cache Creek	25	23	134	46	45	24
Center Point Inc. (Expired 6/30/09)	10	9	0	5	6	0
Sub-Total RMSC	270	257	1,092	515	506	260
Parolee Service Centers ⁶						
Turning Point Bakersfield	79	83	367	253	252	84
Turning Point Visalia	25	23	110	48	45	26
Turning Point Visalia (Expired 6/30/09)	6	7	0	0	7	0
Turning Point Fresno	75	66	177	267	261	72
Shasta Sierra	12	12	63	30	30	12
Sub-Total PSC	191	191	717	598	595	194
II. Day Center Programs						
Day Reporting Centers ⁷						
Behavioral Interventions - Stockton	100	69	237	163	153	79
Behavioral Interventions - Fresno	100	114	206	196	200	110
Sub-Total DRC	200	183	443	359	353	189
Community-Based Coalition ⁸						
Sacramento County Office of Educ.	100	234	696	299	301	232
Sub-Total CBC	100	234	696	299	301	232
III. Substance Abuse Program						
Substance Abuse Treatment & Recovery ⁹						
Contra Costa County Office of Education	175	179	1512	1494	1480	193
Sub-Total STAR	175	179	1512	1494	1480	193
IV. Education Program						
Computerized Literacy Learning Centers ¹⁰						
Contra Costa County Office of Education	108	450	664	351	342	459
Sub-Total CLLC	108	450	664	351	342	459

¹ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations. Capacity sub-total does not include expired contracts, only currently active contracts.

² Referrals - The total number of verifiable voluntary and remedial sanction placements inquiries received by the program.

³ Enrollments - The number of voluntary and remedial sanction parolees placed/enrolled into the program.

⁴ Exits - The number of parolees who have completed the program or left for voluntary or involuntary reasons.

⁵ RMSC numbers are by site location. All other categories are by contract. RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁶ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

There may be more beds at the facility that is utilized as overflow, but contract dollars may not be exceeded. The programs duration is 90 days to 1 year.

⁷ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing. DRC capacity is based on the total number of parolee-participants that may receive services at the facility at one time based on local jurisdiction health and safety codes and Conditional Use Permits (CUP). The DRCs must serve a minimum number of parolees annually; however, there is no limit to the maximum number served. DRC enrollments may exceed capacity due to parolee participation at different times during the day.

⁸ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services. CBC capacity is based on the total number of parolee-participants that may receive services at the facility at one time based on local jurisdiction health and safety codes and CUP. The CBCs must serve a minimum number of parolees annually; however, there is no limit to the maximum number served. CBC enrollments may exceed capacity due to parolee participation at different times during the day.

⁹ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

¹⁰ CLLC provides a computer assisted instructional program focusing on basic proficiency in reading, writing, and computational skills. CLLC enrollments may exceed capacity due to open entry/open exit program and multiple parolees may utilize the same work station in one day.

¹¹ Exited participants are occasionally readmitted to the respective program but not necessarily counted as a new enrollment. Thus, the ending population does not equate to the exact methodology of "Beginning Pop + Enrollments - Exits = End Pop"

Appendix C: Determining Levels of Offender Participation and Offender Success

PAROLE REGION II

PAROLE REGION II	Capacity ¹	Beginning Pop. ¹ April 1, 2009	Referrals ^{1,2} Apr '09 - Sep '09	Enrollments ^{1,3} Apr '09 - Sep '09	Exits ^{1,4} Apr '09 - Sep '09	Ending Pop. ^{1,11} Sept 30, 2009
I. Residential Programs						
Residential Multi-Service Centers ⁵						
Allied Fellowship Services	30	29	77	55	54	30
Allied Fellowship Services (Expired 6/30/09)	25	24	70	47	46	0
Allied Fellowship Services (Started 7/1/09)	40	0	83	65	54	40
Walden House I (Expired 6/30/09)	25	25	11	7	22	0
Walden House II (Expired 6/30/09)	15	15	5	5	14	0
Sub-Total RMSC	70	93	246	179	190	70
Parolee Service Centers ⁶						
CCCI San Francisco	60	60	217	95	95	60
Turning Point Salinas	45	45	236	97	96	46
VOA Elsie Dunn	48	48	289	112	112	48
VOA Oakland West	72	72	190	184	184	72
Sub-Total PSC	225	225	932	488	487	226
II. Day Center Programs						
Day Reporting Centers ⁷						
Northern California Service League	100	138	210	208	259	87
Sub-Total DRC	100	138	210	208	259	87
Community-Based Coalition ⁸						
East Palo Alto Police Dept.	50	48	83	75	69	54
Sub-Total CBC	50	48	83	75	69	54
III. Substance Abuse Program						
Substance Abuse Treatment & Recovery ⁹						
Contra Costa County Office of Education	85	78	839	840	814	104
Sub-Total STAR	85	78	839	840	814	104
IV. Education Program						
Computerized Literacy Learning Centers ¹⁰						
Contra Costa County Office of Education	16	69	167	81	67	83
Sub-Total CLLC	16	69	167	81	67	83

¹ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations. Capacity sub-total does not include expired contracts, only currently active contracts.

² Referrals - The total number of verifiable voluntary and remedial sanction placements inquiries received by the program.

³ Enrollments - The number of voluntary and remedial sanction parolees placed/enrolled into the program.

⁴ Exits - The number of parolees who have completed the program or left for voluntary or involuntary reasons.

⁵ RMSC numbers are by site location. All other categories are by contract. RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁶ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

There may be more beds at the facility that is utilized as overflow, but contract dollars may not be exceeded. The programs duration is 90 days to 1 year.

⁷ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing. DRC capacity is based on the total number of parolee-participants that may receive services at the facility at one time based on local jurisdiction health and safety codes and Conditional Use Permits (CUP). The DRCs must serve a minimum number of parolees annually; however, there is no limit to the maximum number served. DRC enrollments may exceed capacity due to parolee participation at different times during the day.

⁸ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services. CBC capacity is based on the total number of parolee-participants that may receive services at the facility at one time based on local jurisdiction health and safety codes and CUP. The CBCs must serve a minimum number of parolees annually; however, there is no limit to the maximum number served. CBC enrollments may exceed capacity due to parolee participation at different times during the day.

⁹ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

¹⁰ CLLC provides a computer assisted instructional program focusing on basic proficiency in reading, writing, and computational skills. CLLC enrollments may exceed capacity due to open entry/open exit program and multiple parolees may utilize the same work station in one day.

¹¹ Exited participants are occasionally readmitted to the respective program but not necessarily counted as a new enrollment. Thus, the ending population does not equate to the exact methodology of "Beginning Pop + Enrollments - Exits = End Pop"

Appendix C: Determining Levels of Offender Participation and Offender Success

PAROLE REGION III

PAROLE REGION III	Capacity ¹	Beginning Pop. ¹ April 1, 2009	Referrals ^{1,2} Apr '09 - Sep '09	Enrollments ^{1,3} Apr '09 - Sep '09	Exits ^{1,4} Apr '09 - Sep '09	Ending Pop. ^{1,11} Sept 30, 2009
I. Residential Programs						
Residential Multi-Service Centers ⁵						
Amistad De Los Angeles	100	97	297	192	191	98
Weingart Foundation (Expired 6/30/09)	167	162	124	67	134	0
Weingart Foundation (Started 7/1/09)	95	0	147	86	91	95
Sub-Total RMSC	195	259	568	345	416	193
Parolee Service Centers ⁶						
Behavioral Systems SW Orion	100	101	290	198	204	95
Behavioral Systems SW Hollywood	63	56	264	135	130	61
CEC, Inc	45	42	273	131	128	45
Hoffman House (Started 8/1/09)	15	0	25	11	10	12
Sub-Total PSC	223	199	852	475	472	213
II. Day Center Programs						
Day Reporting Centers ⁷						
Human Potential Consultants, LLC - Los Angeles	100	65	199	131	96	100
Behavioral Systems Southwest - Van Nuys	100	89	169	162	155	96
Sub-Total DRC	200	154	368	293	251	196
Community-Based Coalition ⁸						
Human Potential Consultants, LLC - Los Angeles	300	193	651	473	489	177
Sub-Total CBC	300	193	651	473	489	177
III. Substance Abuse Program						
Substance Abuse Treatment & Recovery ⁹						
Contra Costa County Office of Education	120	140	1154	1242	1218	164
Sub-Total STAR	120	140	1154	1242	1218	164
IV. Education Program						
Computerized Literacy Learning Centers ¹⁰						
Contra Costa County Office of Education	152	96	824	574	586	84
Sub-Total CLLC	152	96	824	574	586	84

¹ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations. Capacity sub-total does not include expired contracts, only currently active contracts.

² Referrals - The total number of verifiable voluntary and remedial sanction placements inquiries received by the program.

³ Enrollments - The number of voluntary and remedial sanction parolees placed/enrolled into the program.

⁴ Exits - The number of parolees who have completed the program or left for voluntary or involuntary reasons.

⁵ RMSC numbers are by site location. All other categories are by contract. RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁶ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

There may be more beds at the facility that is utilized as overflow, but contract dollars may not be exceeded. The programs duration is 90 days to 1 year.

⁷ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing. DRC capacity is based on the total number of parolee-participants that may receive services at the facility at one time based on local jurisdiction health and safety codes and Conditional Use Permits (CUP). The DRCs must serve a minimum number of parolees annually; however, there is no limit to the maximum number served. DRC enrollments may exceed capacity due to parolee participation at different times during the day.

⁸ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services. CBC capacity is based on the total number of parolee-participants that may receive services at the facility at one time based on local jurisdiction health and safety codes and CUP. The CBCs must serve a minimum number of parolees annually; however, there is no limit to the maximum number served. CBC enrollments may exceed capacity due to parolee participation at different times during the day.

⁹ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

¹⁰ CLLC provides a computer assisted instructional program focusing on basic proficiency in reading, writing, and computational skills. CLLC enrollments may exceed capacity due to open entry/open exit program and multiple parolees may utilize the same work station in one day.

¹¹ Exited participants are occasionally readmitted to the respective program but not necessarily counted as a new enrollment. Thus, the ending population does not equate to the exact methodology of "Beginning Pop + Enrollments - Exits = End Pop"

Appendix C: Determining Levels of Offender Participation and Offender Success

PAROLE REGION IV

PAROLE REGION IV	Capacity ¹	Beginning Pop. ¹ April 1, 2009	Referrals ^{1,2} Apr '09 - Sep '09	Enrollments ^{1,3} Apr '09 - Sep '09	Exits ^{1,4} Apr '09 - Sep '09	Ending Pop. ^{1,11} Sept 30, 2009
I. Residential Programs						
Residential Multi-Service Centers ⁵						
Health Care Services (Expired 6/30/09)	36	36	110	40	40	0
VOA Southwest (Started 8/1/09)	35	0	109	61	21	35
Sub-Total RMSC	35	36	219	101	61	35
Parolee Service Centers ⁶						
W & B Facilities	45	44	187	143	145	40
National Crossroads	40	35	119	81	80	36
VOA San Diego	40	43	296	114	117	41
Sub-Total PSC	125	122	602	338	342	117
II. Day Center Programs						
Day Reporting Centers ⁷						
Human Potential Consultants, LLC - Riverside	100	102	308	201	147	156
Behavioral Interventions - San Diego	100	111	236	185	199	97
Sub-Total DRC	200	213	544	386	346	253
III. Substance Abuse Program						
Substance Abuse Treatment & Recovery						
Contra Costa County Office of Education ⁸	141	160	113	1234	1247	147
Sub-Total STAR	141	160	113	1234	1247	147
IV. Education Program						
Computerized Literacy Learning Centers ⁹						
Contra Costa County Office of Education	99	447	607	405	455	397
Sub-Total CLLC	99	447	607	405	455	397

¹ All programs are accessible to mentally ill parolees. Participants must meet the program requirements for participation, and must be capable of functioning effectively and independently in the program. Reasonable accommodations will be made based on the need and evaluated on a case by case basis. Division of Adult Parole Operation provides both interdisciplinary and holistic life skills to assist Parolees to cope in the community. All data for programs was provided by the Division of Adult Parole Operations. Capacity sub-total does not include expired contracts, only currently active contracts.

² Referrals - The total number of verifiable voluntary and remedial sanction placements inquiries received by the program.

³ Enrollments - The number of voluntary and remedial sanction parolees placed/enrolled into the program.

⁴ Exits - The number of parolees who have completed the program or left for voluntary or involuntary reasons.

⁵ RMSC numbers are by site location. All other categories are by contract. RMSC provides housing, drug counseling, literacy training, job preparation/placement, anger management, and counseling.

⁶ PSC provides employment assistance, substance abuse, stress management, victim awareness, computer supported literacy, and life skills.

There may be more beds at the facility that is utilized as overflow, but contract dollars may not be exceeded. The programs duration is 90 days to 1 year.

⁷ DRC provides substance abuse education, anger management, domestic violence awareness, life skills, parenting, money management, GED preparation, transitional housing. DRC capacity is based on the total number of parolee-participants that may receive services at the facility at one time based on local jurisdiction health and safety codes and Conditional Use Permits (CUP). The DRCs must serve a minimum number of parolees annually; however, there is no limit to the maximum number served. DRC enrollments may exceed capacity due to parolee participation at different times during the day.

⁸ CBC provides substance abuse counseling, employment assistance, domestic violence, general education, parenting for fathers, mental health services. CBC capacity is based on the total number of parolee-participants that may receive services at the facility at one time based on local jurisdiction health and safety codes and CUP. The CBCs must serve a minimum number of parolees annually; however, there is no limit to the maximum number served. CBC enrollments may exceed capacity due to parolee participation at different times during the day.

⁹ STAR provides substance abuse education including addiction/recovery, 12-step methodology, relapse prevention, community transition, healthy relationships, and health education. STAR enrollments may exceed capacity due to parolee participation exceeding designated capacity.

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¹¹ Exited participants are occasionally readmitted to the respective program but not necessarily counted as a new enrollment. Thus, the ending population does not equate to the exact methodology of "Beginning Pop + Enrollments - Exits = End Pop"

Appendix D: Program Completion

	April	May	June	July	August	September	Totals
Academic Program Completion¹:							
ELD	20	15	13	20	9	14	91
ABE I	73	57	41	37	17	50	275
ABE II	128	72	93	120	67	58	538
ABE III	62	43	42	57	50	25	279
Certifications/Diplomas:							
GED ²	308	303	445	344	270	190	1,860
High School Diploma	8	14	11	13	16	7	69
Vocational Program Completion:							
NCCER ³	35	42	23	67	52	85	304
Non-NCCER ⁴	128	119	120	145	155	163	830
Certifications:							
NCCER Certifications ⁵	443	348	229	272	356	424	2,072
Industry Certifications ⁶	373	309	262	427	238	241	1,850
Professional Licenses ⁷	75	35	35	99	23	59	326

Datasource: Education Monthly Report; Counting Rules

¹The student has completed the program when all requisite assignments have been passed, and the student is promoted to the next level of instruction.

²GED or General Education Development certificate, is viewed as an adult equivalent to a high school diploma.

³The total number of students who have completed all required the National Center for Construction Education and Research (NCCER) components during the reporting month. (Example: If the program has 5 components and the student had completed 4 components prior to this month and he/she completed the last required component this month, this would constitute 1 NCCER Program Completion).

⁴Each non-NCCER program contains a series of four-digit curriculum courses. A student has completed the program when all required courses have been passed.

⁵The total number of NCCER Certifications awarded to inmates during the reporting month. For Example: Building Maintenance, Carpentry, Drywall Installer/Taper, etc. Note: A student does not have to complete a program to obtain certification.

⁶The total number of Industry Certifications awarded to inmates during the reporting month. For example: Automotive Service Excellence (ASE), C-Tech I, C-Tech II, C-Tech

⁷The total number of professional licenses awarded inmates during the reporting month by the Board of Barbering and Cosmetology, Department of Pesticide Regulations,

Appendix E: Totals for Appendix A (Institution)

Location	Academic/Vocational ^{1,2}	Substance Abuse ^{1,2}	Criminal Thinking ^{1,2}	Anger ^{1,2}	Family Criminality ^{1,2}	Sex Offending ³
All Institution's Total	51,680	51,679	37,415	19,973	50,788	4,596
ASP	2,291	2,291	1,610	1,063	2,291	555
CAL	967	967	749	468	967	25
CCC	2,791	2,791	2,406	1,638	2,791	39
CCF-Leo Chesney	166	166	149	104	166	0
CCI	2,270	2,270	1,544	805	2,270	309
CCWF	1,708	1,708	1,167	973	1,305	20
CEN	1,164	1,164	835	500	1,164	13
CIM	3,156	3,156	2,401	808	3,156	413
CIW	1,230	1,230	868	654	1,014	17
CMC	1,855	1,855	1,317	840	1,855	138
CMF	609	609	403	223	609	66
COR	1,067	1,067	812	466	1,067	41
CRC	1,467	1,467	966	557	1,467	232
CTF	1,655	1,655	1,156	658	1,655	181
CVSP	1,428	1,428	1,065	628	1,428	314
DVI	2,331	2,331	1,663	471	2,331	338
FOL	1,689	1,689	1,279	835	1,689	16
HDSP	1,231	1,231	932	494	1,231	93
ISP	1,150	1,150	816	456	1,150	14
KVSP	745	745	558	254	745	26
LAC	1,589	1,589	1,232	412	1,589	166
MCSP	407	407	206	88	407	95
NKSP	2,271	2,270	1,492	507	2,270	186
PBSP	572	572	385	225	572	12
PVSP	1,104	1,104	801	485	1,104	63
RJD	1,605	1,605	1,102	298	1,605	179
SAC	515	515	328	188	515	16
SATF	1,987	1,987	1,359	803	1,987	221
SCC	1,765	1,765	1,427	753	1,765	60
SOL	1,500	1,500	1,309	1,147	1,500	75
SQ	2,245	2,245	1,427	400	2,245	336
SVSP	657	657	436	234	657	25
VSP	1,802	1,802	1,365	1,108	1,530	20
WSP	2,691	2,691	1,850	430	2,691	292

¹ The Institution Population is 170,004 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010 as of September 30, 2009. The data has been collected and reported for only the main institutions. The inmate population that is omitted from this report is: 14,072. The breakout of the omitted population comprises from the following entities: Community Correctional Facilities (CCF) 4,352, California Out-of-state Correctional Facility Program (COCF) 7,878, Legal Processing Unit (LPU) -1, Legal Processing Unit - 18 (LPU18) 1, LPU/Family Foundation Program (LUPFP) 77, LPU Female Rehabilitative Program (LPUFR) 73, LPU Prisoner Mother Programs (LPUPM) 68, Re-entry Program-Region 1 (RENT1) 74, Re-entry Program-Region 2 (RENT 2) 12, Re-entry Program Region 3 (RENT 3) 89, Re-entry Program Region 4 (RENT 4) 89, Rio Consummes Correctional Facility (RIOCC) 482, Santa Rita County Jail (SRITA) 863, Sacramento Central Office Unit (SACCO) 13, for a total of 14,072. Total inmate population, for both prison institutions and non-prison entities is: 170,004 for September 30, 2009.

² The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 27, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³ Criminogenic needs were extracted from 'Correctional Offender Management Profiling for Alternative Sanctions' (COMPAS) dataset January 27, 2010.

Appendix F: Totals for Appendix A (Parole)

Location	Academic/Vocational ^{1,2}	Substance Abuse ^{1,2}	Criminal Thinking ^{1,2}	Anger ^{1,2}	Family Criminality ^{1,2}	Family Support ^{1,2}	Sex Offending ³
All Regions	70,728	70,726	53,732	7,472	70,722	22,878	6,501
Region I	17,275	17,275	13,684	2,079	17,274	5,334	1,791
Region II	12,403	12,402	9,553	1,025	12,402	3,796	1,564
Region III	18,402	18,402	13,607	1,748	18,402	6,157	1,268
Region IV	22,648	22,647	16,888	2,620	22,644	7,591	1,878

¹ The Parole Population is 126,007 this was derived from the Offender Base Information Systems (OBIS) dataset created on January 29, 2010, as of September 30, 2009.

² The risk to recidivate was derived from California Static Risk Assessment (CSRA) as of January 27, 2010 for only those that we were able to ascertain criminal record data from the Department of Justice.

³ Needs assessment was derived from the 'Correctional Offender Management Profiling for Alternative Sanctions' (COMPAS) dataset January 27, 2010.

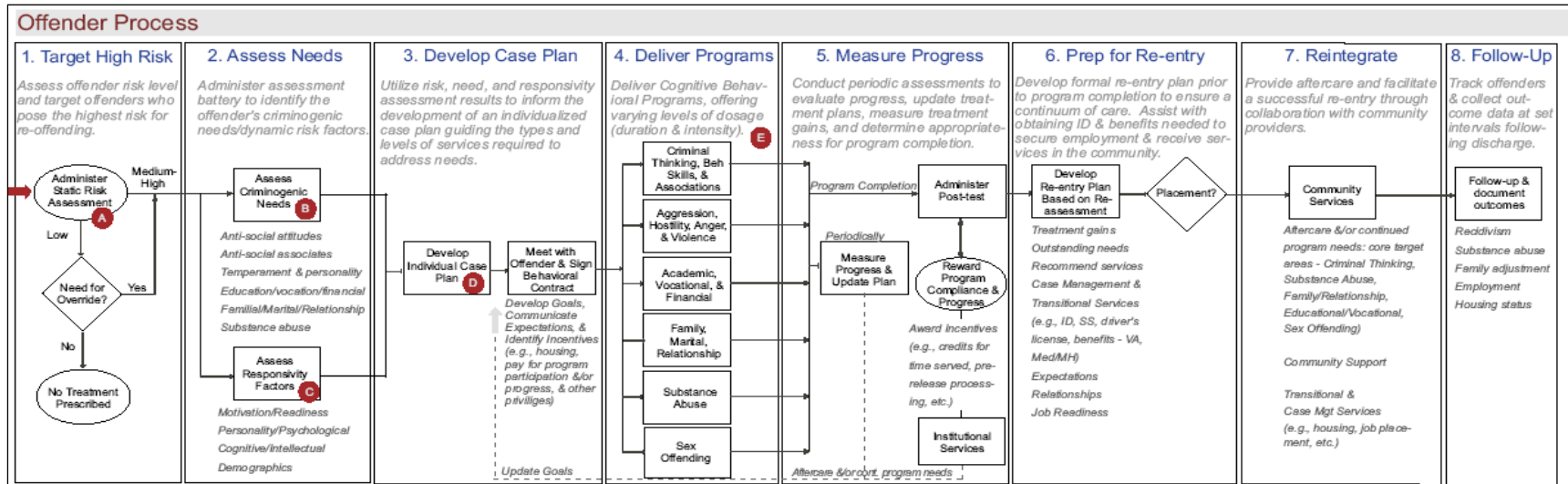
Appendix G: Status of Expert Panel Recommendations

Future C-ROB biannual reports will track CDCR's progress in responding to the Expert Panel recommendations.

Expert Panel Recommendation	Status of Recommendation
Recommendation 1: Reduce overcrowding in CDCR prison facilities and parole offices.	<i>In process</i>
Recommendation 2: Enact legislation to expand the system of positive reinforcements for offenders who successfully complete their rehabilitation program requirements, comply with institutional rules in prison, and fulfill their parole obligations in the community.	<i>Completed</i>
Recommendation 2a: Award earned credits to offenders who complete any rehabilitation program in prison and on parole.	<i>Completed</i>
Recommendation 2b: Replace Work Incentive Program (WIP) credits with statutorily-based good time incentive credits.	<i>Completed</i>
Recommendation 2c: Implement an earned discharge parole supervision strategy for all parolees released from prison after serving a period of incarceration for an offense other than those listed as serious and violent under California Penal Code section 1192.7(c) and 667.5(c) criteria.	<i>Pilot Project no Longer Operating</i>
Recommendation 3: Select and utilize a risk-assessment tool to assess offender risk to reoffend.	<i>Completed</i>
Recommendation 3a: Adopt a risk-assessment instrument for the prison population.	<i>Completed</i>
Recommendation 3b: Utilize COMPAS or a similar assessment tool for the parolee population.	<i>Completed</i>
Recommendation 3c: Develop a risk-assessment tool normed for female prisoner and parolee populations.	<i>Completed</i>
Recommendation 3d: Develop a risk-assessment tool normed for young adult prisoner and parolee populations.	<i>Work Plan Developed</i>
Recommendation 3e: Norm and validate all the selected risk-assessment instruments for CDCR's adult offender population and validate these tools at least once every five years.	<i>Partially Completed</i>
Recommendation 3f: When assigning rehabilitation treatment programming slots, give highest priority to those offenders with high and moderate risk-to-reoffend scores.	<i>In Process</i>
Recommendation 3g: Provide low-risk offenders with rehabilitation programs that focus on work, life skills, and personal growth rather than rehabilitation treatment programs.	<i>In Process</i>
Recommendation 3h: Provide short-term prisoners with reentry services and reintegration skills training rather than rehabilitation treatment programs.	<i>In Process</i>
Recommendation 4: Determine offender rehabilitation treatment programming based on the results of assessment tools that identify and measure criminogenic and other needs.	<i>In Process</i>
Recommendation 4a: Do not assess the criminogenic needs of offenders at low risk to reoffend (identified in the tools in recommendation #3).	<i>In Process</i>
Recommendation 4b: Utilize additional evidence-based tools to supplement criminogenic needs assessments.	<i>In Process</i>
Recommendation 5: Create and monitor a behavior management plan for each offender.	<i>On Hold</i>
Recommendation 6: Select and deliver in prison and in the community a core set of programs that covers the six offender programming areas: (a) academic, vocational, and financial; (b) alcohol and other drugs; (c) aggression, hostility, anger, and violence; (d) criminal thinking, behaviors, and associations; (e) family, marital, and relationships; and (f) sex offending.	<i>In Process</i>
Recommendation 6a: Develop and offer rehabilitation treatment programs to those offenders with high and moderate risk-to-reoffend scores and lengths of stay of six months or more.	<i>In Process</i>
Recommendation 6b: Develop and offer rehabilitation programs focused on work, life skills, and personal growth for all prisoners and parolees at low risk to reoffend who have lengths of stay of six months or more.	<i>In Process</i>

<u>Recommendation 6c:</u> Develop and offer reentry programming for all offenders who have lengths of stay less than six months.	<i>Work Plan Developed</i>
<u>Recommendation 6d:</u> Develop and offer “booster” programs before reentry and within the community to maintain treatment gains.	<i>Work Plan Developed</i>
<u>Recommendation 6e:</u> Assign offenders to programs based on responsivity factors relating to their motivation and readiness, personality and psychological factors, cognitive-intellectual levels, and demographics.	<i>In Process</i>
<u>Recommendation 6f:</u> Develop and offer a core set of programs that is responsive to the specific needs of female offenders.	<i>In Process</i>
<u>Recommendation 6g:</u> Develop and offer a core set of programs that is responsive to the specific needs of youthful offenders.	<i>Work Plan Pending Development</i>
<u>Recommendation 7:</u> Develop systems and procedures to collect and utilize programming process and outcome measures.	<i>In Process</i>
<u>Recommendation 7a:</u> CDCR should develop a system to measure and improve quality in its adult offender programming.	<i>In Process</i>
<u>Recommendation 7b:</u> CDCR should develop the capability to conduct internal research and evaluation that measures and makes recommendations to improve the quality of its programming.	<i>In Process</i>
<u>Recommendation 7c:</u> The Legislature should create an independent capability to assist with developing and monitoring CDCR’s quality assurance system.	<i>Unknown</i>
<u>Recommendation 8:</u> Continue to develop and strengthen CDCR’s formal partnerships with community stakeholders.	<i>In Process</i>
<u>Recommendation 8a:</u> Develop formal reentry plans for those offenders with high and moderate risk-to-reoffend scores.	<i>Work Plan Developed</i>
<u>Recommendation 8b:</u> Provide offenders who have high risk to reoffend with intensive treatment services for at least their first 90 days on parole.	<i>Work Plan Pending Development</i>
<u>Recommendation 8c:</u> Ensure that transition and reentry programming includes family member participation and addresses family unit integration skills development.	<i>In Process</i>
<u>Recommendation 8d:</u> Ensure that parole programming and transition services respond to the specific needs of female offenders.	<i>In Process</i>
<u>Recommendation 9:</u> Modify programs and services delivered in the community (parole supervision and community based programs and services) to ensure that those services: (a) target the criminogenic needs areas of high- and moderate-risk offenders; (b) assist all returning offenders to maintain their sobriety, locate housing, and obtain employment; and (c) identify and reduce the risk factors within specific neighborhoods and communities.	<i>In Process</i>
<u>Recommendation 9a:</u> Based on a normed and validated instrument assessing risk to reoffend, release low-risk, non-violent, non-sex registrants from prison without placing them on parole supervision.	<i>Completed</i>
<u>Recommendation 9b:</u> Focus programs and services on the highest criminogenic needs.	<i>In Process</i>
<u>Recommendation 9c:</u> Ensure that community-based providers develop and deliver programming that addresses criminal thinking for male offenders.	<i>In Process</i>
<u>Recommendation 9d:</u> Train parole agents how to deal with unmotivated and resistant offenders.	<i>Implementation Begun</i>
<u>Recommendation 9e:</u> Train parole agents how to mitigate the community risk factors.	<i>Implementation Begun</i>
<u>Recommendation 10:</u> Develop the community as a protective factor against continuing involvement in the criminal justice system for offenders reentering the community on parole and/or in other correctional statuses (probation, diversion, etc.).	<i>In Process</i>
<u>Recommendation 10a:</u> Develop a strategy for ensuring that the community is able to provide the necessary health and social services to prisoners and parolees after they are discharged from the criminal justice system.	<i>In Process</i>
<u>Recommendation 11:</u> Develop structured guidelines to respond to technical parole violations based on the risk-to-reoffend level of the offender and the seriousness of the violation.	<i>Completed</i>
<u>Recommendation 11a:</u> Restrict the use of total confinement for parole violators to only certain violations.	<i>Implemented</i>
<u>Recommendation 11b:</u> Develop a parole sanctions matrix that will provide parole agents with guidelines for determining sanctions for parole violations.	<i>Completed</i>

Appendix H: The California Logic Model



The California Department of Corrections and Rehabilitation (CDCR) conducted a review of existing educational and research documents pertaining to best practices in order to develop the new models for correctional education. The research is summarized below along with a description of how the new academic models align with these principles and best practices.

Principles of Effective Practice

Based on the report “From the Classroom to the Community: Exploring the Role of Education during Incarceration and Reentry,” most evaluations of correctional education programs do not provide information on program characteristics – such as curricula, dosage, and staffing. However, scholars have identified some general principles of effective practice in correctional programming broadly (not specific to education) and in adult education in the community (not specific to corrections) that can provide a framework of what works in correctional education.¹

1. Emphasis on individual rehabilitation through skills building, cognitive development, and behavioral change.²
2. Multimodal programs that address multiple needs are highly effective.³
3. Programs need to be implemented with integrity, meaning the program model is based on a clear theoretical framework, the program elements and methods are grounded in research, and programming is provided by qualified, trained staff following standardized protocols.⁴

The new academic models meet the above criteria as follows:

- ✓ By the very nature of education and the Office of Correctional Education’s approved curriculum, correctional education provides skill building, cognitive development and behavioral change.
- ✓ The new academic models schedule allows opportunities for inmates to participate in other adult programs. In the previous models, academic education was scheduled for 6.5 hours a day based on a 5 day work week. With this schedule it was difficult for inmates to participate in other rehabilitative programs such as substance abuse treatment or other programming opportunities, when assigned to an all day educational program. The new scheduling allows inmates to participate in other programming when not required to physically attend school.
- ✓ The integrity of the new models is based on California adult school models established under the guidelines documented in the Adult Education Handbook for California 2005 Edition.⁵
 - Alternative and single day sessions are normal scheduling for California adult education programs.
 - The new CDCR academic models were reviewed by the California Department of Education, Adult Education Office.

¹ Brazzell, Diana, Anne Crayton, Debbie A. Mukamai, Amy L. Solomon, and Nicole Lindahl, 2009, p. 20

² MacKenzie, March 31, 2008, cited in Brazzell et al, p. 20

³ ibid

⁴ ibid

⁵ Adult Education Handbook for California, 2005,

- All CDCR academic teachers must maintain valid single subject or multiple subject teaching credentials.
- All CDCR vocational instructors must maintain valid designated subjects or career technical teaching credentials.

Structure and Components of Successful Correctional Educational Programs

According to “From the Classroom to the Community: Exploring the Role of Education during Incarceration and Reentry,”⁶ education programs in general should also include the following:

1. Programs should have clearly defined recruitment and hiring processes for instructors and policies that identify what constitutes qualified program staff. Instructional staff should have access to professional development opportunities and support services.⁷
2. Programs should have comprehensive student recruitment and orientation components. Before participation, staff should assess the goals, skill level, and needs of each student and develop an individual learning plan based on these assessments.⁸
3. Programs should be provided in environments supportive of learning in which students feel physically safe and comfortable. Programs should use materials and activities that have been designed especially for adult learners and are “relevant and meaningful to students’ life context.” In addition to printed materials, programs should use computers and individual tutoring.⁹
4. Strong management systems should incorporate data collection and evaluation processes to ensure program effectiveness and accountability.¹⁰

Accordingly, the new academic models meet the above guidelines as follows:

- ✓ CDCR academic teachers are required to maintain valid single subject or multiple subject teacher credentials and vocational instructors are required to maintain a valid designated subjects or career technical teaching credential.
- ✓ The CDCR 220 calendar provides for professional development day on the 1st Wednesday of each month.
- ✓ All CDCR students are required to be assessed with the standardized, nationally recognized Test of Adult Basic Education prior to placement into an academic program. Once assigned each student is assessed with a pre- and post-Test of Adult Basic Education and with the standardized and nationally recognized Comprehensive Adult Student Assessment System at standardized intervals.
- ✓ CDCR new academic models continue to use the classroom environment as the primary location for teaching students.

⁶ Brazzell et al, p. 21

⁷ Comings, John P., Lisa Soricone, and Maricel Santos, 2006, 2007, cited in Brazzell et al, p. 21

⁸ Ibid

⁹ Ibid

¹⁰ Ibid

- ✓ CDCR new academic models continue to use the same California Department of Education approved curriculum to meet State education standards.
- ✓ CDCR new academic models continue to use the approved California Department of Education textbooks to meet the established standards.
- ✓ Literacy labs will continue to be used in conjunction with the new models.
- ✓ Paraprofessional teaching assistants and inmate tutors will serve to provide individual tutoring to students.
- ✓ Currently data collection instruments are being augmented or developed.

Staff to Student Ratios and Mixing Different Skill Levels

1. Programs should have appropriate staff-to-student ratios.¹¹
- ✓ Overall the total number of students a teacher provides instruction to per week increases, which closely aligns with California adult schools. However, for each class session taught the number of students receiving instruction is lower than in the previous education models. When the students are not directly in the classroom with the teacher, they are in close proximity in a study hall that is supervised by a paraprofessional teaching assistant. During these study hall sessions the student receives one-on-one tutoring and individual assistance from a designated inmate tutor.
2. Programs should avoid mixing different skill levels within the classroom.¹²
- ✓ The new academic models allow for homogeneous skill groupings by class session. Although the models may authorize the enrollment of students with multiple skills into a specific model, the sessions are based on groups with the same skill levels.

Program Dosage

1. Individuals who participate in adult basic education have better employment outcomes than comparable non-participants, but only if they receive 313 hours or more of educational programming. In addition, students experience better outcomes if there is little or no interruption in their program participation. These findings suggest that both quantity and continuity of programming are important factors in program effectiveness.¹³
- ✓ CDCR's new academic models exceed attendance standards for adult students based on California Education Code 52616.2.¹⁴ CDCR's new academic models are based on a minimum of 3 hours of classroom instruction per week based on a 220 school year which equates to 660 hours per year. Students with lower reading levels may receive classroom instruction more frequently than those students with higher reading levels. CDCR models are based on a minimum of 3 hours of instruction per week to a maximum of up to 15 hours per week depending on the model design. Classroom sessions are augmented with prescribed hours of independent study to equate to 15 hours of attendance and school work per inmate per week.

¹¹ Comings, John P., Lisa Soricone, and Maricel Santos, 2006, 2007

¹² Ibid

¹³ Cho, Rosa and John H. Tyler, April 1, 2008

¹⁴ California Education Code, 2010

- ✓ Based on these changes, the CDCR adult basic education students participating in an academic program will receive approximately 660 - 825 hours of classroom instruction based on 1 year of enrollment. This is above the 313 or more hours of adult basic education programming necessary to effect increased employment.
- ✓ The new academic models target inmates with 12 – 48 months remaining on their sentences for priority placement into an educational program. This allows sufficient time to improve their academic skills prior to release, which research indicates improves their employment opportunities.
- ✓ Although the new models provide the number of student hours needed to benefit from an educational program, interruptions in program participation will occur due to factors outside the control of education such as inmate transfers, lockdowns, medical unassignments, long term illness of the instructor, etc.

Peer Tutoring

1. Research shows that Peer Tutoring with large and small groups of students works in the following capacities:¹⁵
 - (1) Helpful to students in reading, spelling, math and writing.
 - (2) Helpful for different groups of students (e.g. white, African American, Asian, and Hispanic).
 - (3) Helpful for students identified with disabilities (e.g. autism, learning disabilities, emotional and behavioral disabilities, mild mental retardation, and hearing impairments).
2. In comprehensive reviews of tutoring programs, researchers found:
 - (a) when students participated in the role of reading tutor, improvement in reading achievement occurred.
 - (b) when tutors were explicitly training in the tutoring process, they were far more effective and their tutees experienced significant gains in achievement.
 - (c) most of the students benefited from peer tutoring in some way, but same-age tutors were as effective as cross age tutors.
 - (d) reading was the most researched content area in the field of peer tutoring.¹⁶
3. Peer tutors can build their own self-esteem, serve as role models, and relate directly to learner's experience of incarceration.¹⁷

Accordingly the New Academic Education Program Model 1, which focuses on literacy and uses peer tutors, meets the above criteria as follows:

- ✓ Inmate tutors will receive training in one-on-one tutoring.
- ✓ Peer tutors will be trained to assist with reading.

¹⁵ (DuPaul, 2010)

¹⁶ (Miller, Fall 2005)

¹⁷ (Boudin, Summer 1993)

Paraprofessional Teaching Assistants

1. In 2001 the No Child Left Behind Act¹⁸ (Public Law 107-110, 115 Statute 1425, enacted January 8, 2002) is intended as a means to improve academic education the disadvantaged students. The act also includes provisions for using paraprofessionals in the classrooms in conjunction with the teacher. No Child Left Behind requires that paraprofessionals meet higher standards of qualification. Currently, only teaching assistants working under the Elementary, Secondary Education Act are required to meet the these higher standards; however, the new academic models allow teaching assistants the ability to go to school to meet the higher requirements through the following:
 - ✓ Paraprofessional teaching assistants under Bargaining Unit 20 are authorized to use the 20/20 program in which to meet the high standards to qualify under the No Child Left Behind Act.

¹⁸ (No Child Left Behind - ED.gov, 2010)

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