

C-ROB

SEPTEMBER 15, 2015
C-ROB REPORT





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September 2015



TABLE OF CONTENTS

Foreword	iii
Executive Summary	iv
Background	vi
The Future of California Corrections: A <i>Blueprint</i>	vii
2014–2015 Site Visits	1
California Logic Model Implementation Progress	5
Assess High Risk	5
Assess Needs	5
Needs Identified	6
In-Prison Target Population	7
Develop Case Management Plan	8
Deliver Programs	9
Capacity for Rehabilitative Programming	9
In Prison Programs—Miscellaneous Benchmarks	10
Staffing	11
Academic Education Programs	11
Academic Education Program Capacity, Enrollment, and Utilization	12
Academic Achievements and Program Completions	13
Career Technical Education Programs	15
Career Technical Education Program Capacity, Enrollment, and Utilization	15
Career Technical Education Achievements and Program Completions	16
Substance Abuse Treatment Programs	17
Substance Abuse Treatment Program Capacity, Enrollment, and Utilization	17
Substance Abuse Treatment Program Achievements and Program Completion	19
Cognitive Behavioral Treatment Programs	20
Pre-Employment Transition Programs	20
Long Term Offender Model	21
Designated Enhanced Programming Yards	22
Additional Program Models and Opportunities	23
Sex Offender Treatment	23
Gang Prevention	23

California Prison Industry Authority.....	24
Fire Camps	24
Inmate Activity Groups	25
Milestone Credits	26
Measure Progress	26
Ensure Program Accountability	26
Prepare for Reentry	28
Reentry Hubs	28
California Identification Card Project	29
Pre-Parole Process Benefits Program.....	29
Reintegrate.....	32
Community Programs for Parolees	32
Follow Up.....	35
Data Solutions	35
Conclusion	36
Board Recommendations	39
Prior Board Recommendations and the Department’s Progress.....	41
Appendices.....	43
Appendix A—Core COMPAS Assessments.....	44
Appendix B—Programming Plans	45
Appendix C—Academic Program Capacity, Enrollment and Utilization	83
Appendix D—Career Technical Education Program Capacity, Enrollment, and Utilization	84
Appendix E—Substance Abuse Treatment Program Capacity, Enrollment, and Utilization	85
Appendix F—Grant Recipients	86
Appendix G—Milestone Completion Credit Schedule.....	87

FOREWORD

Rehabilitation continues to be of paramount importance for the long-term success of California's criminal justice system. The California Rehabilitation Oversight Board (C-ROB or the Board) was created to provide guidance and recommendations to the California Department of Corrections and Rehabilitation (CDCR or the department) in this critical area. The Inspector General sits as chairperson to the Board and provides the staff to conduct reviews of all 35 CDCR adult institutions.

Subsequent to the creation of the Board, the department published *The Future of California Corrections: A Blueprint to Save Billions of Dollars, End Federal Court Oversight, and Improve the Prison System* (the *Blueprint*), with goals enumerated in five distinct areas. One of those areas was the improvement of rehabilitative services. The Office of the Inspector General (OIG), as part of its regular monitoring functions, was tasked with assessing and reporting on the department's ability to adhere to its *Blueprint* goals. This resulted in some overlap in the review of rehabilitative programs work of C-ROB.

This C-ROB report is the first attempt at merging the ongoing fieldwork performed by the OIG in assessing rehabilitative efforts in the *Blueprint* with the similar task performed by OIG staff during annual site visits to the institutions for the purposes of C-ROB reviews. It is hoped that by combining the two efforts, even more information can be provided on the progress being achieved in rehabilitation, and more informed guidance can be given to the department.

EXECUTIVE SUMMARY

This is the California Rehabilitation Oversight Board's (C-ROB) sixteenth report examining progress the California Department of Corrections and Rehabilitation (CDCR or the department) made in providing and implementing rehabilitative programming from July 1, 2014, to June 30, 2015.

In December 2014 and January 2015, then again in May and June 2015, C-ROB staff, in collaboration with the Office of Inspector General's (OIG's) *Blueprint* monitoring team, visited all 35 adult institutions. This report examines data obtained during the site visits as well as information provided by the department.

The Board found that the department continues to ensure offenders and parolees receive risk and needs assessments, with 98 percent of the offender population and 97 percent of the parole population receiving a California Static Risk Assessment (CSRA). Additionally, the department is making progress administering the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment to determine offender and parolee needs, with the majority of the offender and parole populations receiving COMPAS assessments.

The department continues to expand its capacity for rehabilitation programming and increase access to college courses and career technical education programs. While there was an increase in GED completions during the last half of 2014, the department had a drop in GED testing and completions from January through June 2014 due to the implementation of the computer-based GED, which includes new testing standards for which the offender students do not believe they are currently prepared. The Board is pleased that the department has tripled the number of college course completions since 2013 by adding the voluntary education program (VEP) and increasing college course availability. The department also added substance abuse treatment programs at 11 non-reentry-hub institutions.

The department is making progress addressing some of the barriers to effective programming reported in last year's C-ROB report. Institution staff reported improvements with the purchasing process, citing the new "canteen list" as a major advancement. Institution staff expressed enthusiasm when discussing the effect of reentry hubs and enhanced programming facilities and were supportive of new programming opportunities. The majority of institution staff interviewed reported that violence had decreased on many of these yards and noted the positive culture change. Some of the barriers that persisted appeared to be a result of process deficiencies. For example, career technical education (CTE) instructors still reported long delays in receiving National Center for Construction Education and Research (NCCER) certificates, which sometimes resulted in inmates being released without evidence of their certification. The OIG's

Blueprint monitoring team and C-ROB staff still found that delays in confirming an inmate's GED or high school diploma resulted in duplicative academic programming, and institution staff still noted challenges with the assignment and reassignment process.

This reporting period reflects many positive changes for the department's Division of Rehabilitative Programs (DRP). The Legislature provided an innovative programming grant resulting in 18 institutions receiving additional volunteer programs. The DRP worked to create additional milestone credit earning opportunities by adding seven ILTAGs to the list of milestone credit-eligible programs. Although the OIG's *Blueprint* monitoring team and C-ROB staff were not able to visit the additional reentry hubs during this reporting period, the DRP did expand its reentry hub programming to the Female Community Reentry Facility and three modified community correctional facilities. Additionally, the California Identification Card program was expanded to all institutions.

The Board commends the department for working to implement all four recommendations provided by in the September 15, 2014, C-ROB Report. The following outlines the Board's current recommendations:

- The Board recommends the department address the challenges surrounding reassigning or removing offenders from academic and career technical education classes to enhance learning and improve classroom participation and management.
- The Board recommends the department address the challenges surrounding obtaining career technical education certificates from the NCCER to ensure offenders have copies of their certificates prior to release.
- The Board recommends the department work to increase access to computers and typing programs for offenders preparing to take the electronic GED.
- The Board recommends the department improve its benefit application outcomes for offenders prior to release to ensure that eligible offenders have their benefits established prior to release. The Board would like more information to explain why there is such a high number of pending benefit applications, including when benefit applications are being submitted.

BACKGROUND

The California Rehabilitation Oversight Board (C-ROB or the Board) was established by Assembly Bill 900, the Public Safety and Offender Rehabilitation Services Act of 2007 (the Act) and held its first meeting on June 19, 2007.¹ The Act was intended to address the serious problem of overcrowding in California's prisons and to improve rehabilitative outcomes among California's offenders and parolees.

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 rehabilitative programming provided to offenders and parolees by the California Department of Corrections and Rehabilitation (CDCR or the department) and the implementation of an effective treatment model throughout the department, including rehabilitation programming associated with the construction of new inmate beds. According to statute, C-ROB must submit an annual report on September 15 to the Governor and the Legislature. This report must minimally include findings on the following:

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

The Board is also required to make recommendations to the Governor and Legislature with respect to modifications, additions, and eliminations of rehabilitation and treatment programs by the department and, in doing its work, use the findings and recommendations published by the Expert Panel on Adult Offender and Recidivism Reduction Programs.

The Expert Panel identified eight evidence-based principles and practices, collectively called the California Logic Model. This model shows what effective rehabilitation programming would look like if California implemented the Expert Panel's recommendations.

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

The eight basic components of the California Logic Model are:

- **Assess high risk.** Target offenders who pose the highest risk to reoffend;
- **Assess needs.** Identify offenders' criminogenic needs and 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;
- **Prepare 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; and
- **Follow up.** Track offenders and collect outcome data.

National research has produced evidence that every \$1.00 invested in rehabilitative programming for offenders reduces incarceration costs by \$4.00 to \$5.00 during the first three years post-release. The Expert Panel produced the evidence that supported the cost-effectiveness of rehabilitative programming, and the C-ROB report details the framework and implementation status of the California Logic Model.

The two overarching recommendations of the Expert Panel Report are to reduce overcrowding in CDCR's institutions and parole offices, and to expand CDCR's 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.

The Future of California Corrections: A *Blueprint*

In July 2012, the oversight role of the OIG was expanded when the Legislature tasked the OIG with monitoring the CDCR's adherence to *The Future of California Corrections: A Blueprint to Save Billions of Dollars, End Federal Court Oversight, and Improve the Prison System* (the *Blueprint*).

To monitor implementation of the *Blueprint*, the Legislature passed and the Governor signed legislation adding language to Penal Code, Section 6126, mandating that the OIG periodically

review delivery of the reforms identified in the *Blueprint*, including, but not limited to, the following specific goals and reforms described in the *Blueprint*:

- Whether the department has increased the percentage of offenders served in rehabilitative programs to 70 percent of the department's target population prior to the offenders' release;
- The establishment of and adherence to the standardized staffing model at each institution;
- The establishment of and adherence to the new inmate classification score system;
- The establishment of and adherence to the new prison gang management system, including changes to the department's current policies for identifying prison-based gang members and associates and the use and conditions associated with the department's security housing units; and
- The implementation of and adherence to the comprehensive housing plan described in the *Blueprint*.

One of the major goals of the *Blueprint* was in the area of rehabilitation. The OIG and the stakeholders realized there was a duplication of efforts and resources in monitoring this goal. Therefore, to more efficiently use the resources of both the OIG and CDCR, the C-ROB requirement for assessment and reporting was decreased from two biannual reports to one report annually. The C-ROB's September 15, annual report is supplemented with the OIG's *Blueprint* monitoring fieldwork and assessments, and the OIG's *Blueprint* report fulfills the rehabilitation-monitoring role each spring.

Preparing This Report and Disclaimer

The scope of this report is based on information received at the C-ROB meetings in April and June 2015 and subsequent information received by the report-writing subcommittee from the department. The department's data reflects information captured on offenders from June 2014 through June 2015.

These data have not been audited by the Board. The Board does not make any representation to the accuracy and materiality of the data received from the department. This report is not an audit, and there is no representation that it was subject to government auditing standards.

The OIG contributed data from site visits in December 2014 through January 2015 and May through June 2015.

2014–2015 SITE VISITS

In July and August 2014, C-ROB staff in collaboration with the Office of Inspector General's (OIG) *Blueprint* monitoring team conducted its first round of site visits at all California Department of Corrections and Rehabilitation's adult institutions. The second and third round of visits occurred in December 2014 and January 2015, and in May and June 2015. These collaborative efforts were the result of the C-ROB chairperson allocating additional resources in 2014 to conduct institution site reviews, which streamlined contact with the department and enabled all reviews to occur in a 60-day timeframe.

Institution site visits consisted of the C-ROB and *Blueprint* monitoring team meeting with executive staff, academic and vocational instructors, librarians, and correctional counselors. The team also observed classroom and volunteer service programming. During the visits, the team employed an assessment questionnaire with approximately 70 items addressing custody, education and classification meetings, budget, hiring and retention of academic staff, curriculum, procurement, data solutions, IT support, space utilization, and any identified issues or barriers to rehabilitative programming or treatment efforts.

Academic and Career Technical Education

Almost three quarters of the instructors interviewed felt that the prescribed curricula met the needs of their students, but several instructors expressed needs for supplemental materials, especially for English language learners and students with special education needs. Most interviewees expressed concerns about proper and sufficient assignment of offenders to education and other programs, citing that there were not enough qualified offenders to participate and that some offenders were assigned to academic levels that were too high or too low compared to their ability, or that offenders were assigned to career technical education (CTE) programs they did not wish to be enrolled in. Many instructors were frustrated by the difficulty of removing offenders from classes, even for behavioral issues. Instructors echoed many assignment and reassignment concerns during the third round of visits in June and July 2015, and the OIG and C-ROB team heard repeatedly that offenders were on wait lists for long periods and that many offenders were inappropriately assigned based on their transcripts. In addition to the long waiting lists, programs' criteria made it difficult to place offenders. Some programs required gate passes, which not all students were permitted to have. Further, the substance abuse, education, and work programs were competing for students since they were pulling from the same population. Many institutions reported problems with space, limiting the ability to provide academic and vocational instruction and testing as well as group programming. All but one institution, however, reported that education is administered to remote areas, such as security housing units.

Computer-Based GED

The third round of site visits revealed apprehensions among academic instructors about the computer-based GED, with nearly half of those interviewed saying they felt their students were unprepared. The content of the test became more challenging, including common core standards that are not a part of the instructors' curriculum. Many instructors reported they had not been given the opportunity to preview the test, and some instructors had not received the new GED preparation software. Additionally, some instructors reported they have had little time to prepare for the implementation of the computer-based GED. Most students interviewed stated they also felt unprepared for the new more challenging, computer-based GED. While most instructors felt students had enough access to learn the computer skills required for the electronic GED, most said that more practice time would be helpful. Most classrooms only had a few computers available to students. One teacher had only two computers, allowing each student to practice computer skills for only one hour each week. The lack of practice was the main reason students feel intimidated by the electronic test.

CTE Certificates

During the third round of site visits, May and June 2015, the process of issuing CTE certificates from the National Center for Construction Education and Research (NCCER) was a common concern. Several CTE instructors expressed frustration about the multistep, six-month-plus process of actually receiving the NCCER certificate once earned by an offender. Some offenders have transferred or paroled without receiving their certificates, which can affect their employability once out of prison.

Substance Abuse Treatment

Interviewees in the third round of visits revealed issues with placing the "right inmate" into substance abuse treatment (SAT) programs. For example, one general population yard did not have the sufficient population to fill its allocated 270 general population SAT slots. Furthermore, offenders in the fire camps were not able to participate in SAT programs as there were no after-hour programs available. The contracted substance abuse treatment providers also had staffing problems, so if a contracted staff member called out sick, the program was canceled for the day.

Purchasing and Procurement

Many staff members expressed increased satisfaction regarding some administrative and logistical issues since the first round of visits. A new process for bulk ordering through the Office of Correctional Education (OCE) somewhat streamlined the procurement process. The second round of site visits, December 2014 to January 2015, revealed some logistical challenges that were consistent with those reported in June and July 2014. Procurement, while improved with the new "canteen list" system for ordering supplies, remained too slow and burdensome. Often, too few vendors offered bids at all, bids expired during the long process, and too few vendors were willing to rebid. Many academic and vocational instructors and administrators

commented that procurement required too many signatures and too much bureaucracy in general, and that designating one individual to handle all the ordering of supplies would probably improve the process. In the third round of visits in June and July 2015, more than half of those interviewed stated that procurement improved over the past year, but complaints about the new canteen list process remained. Some instructors cited that materials are not always what they needed (the right kind of wood, gloves, etc.), and there was little communication with the teachers regarding what materials were actually required. In addition, some instructors did not have the physical space to house bulk orders.

Strategic Offender Management System

The rollout of the Strategic Offender Management System (SOMS) to replace the Education Classroom Attendance Tracking System (EdCATS) has been well received by at least half of the users interviewed during the second round, with many employees saying that they saw the new system's potential. During the third round of visits, a large majority of staff found SOMS efficient, but most staff recognized the need for additional improvements. Data entry into SOMS was cumbersome and time consuming. One instructor stated it took an average of an additional 30 minutes a day to enter SOMS data. Also, the curriculum listed in SOMS did not match the curriculum taught in the classrooms. For example, the curriculum in SOMS for a CTE course listed 57 chapters, but the CTE course had only 12 chapters taught in the classroom. SOMS curriculum was also inflexible. For example, if an offender was performing at a lower level in one subject area but doing well in another, instructors had no way of indicating this in SOMS. Additionally, the education department discovered that SOMS did not keep historical data. One institution had more success with the system when it began holding biweekly meetings to discuss SOMS issues with staff. Staff also stated a SOMS user handbook would be a beneficial resource.

Staffing Concerns

During the third round of site visits, interviewees at the vast majority of the institutions (31 of the 35) stated they need additional administrative staff, including analysts to help with SOMS data input reports as well as testing. A lack of administrative staff contributes to the challenges of purchasing and procurement. Turnover among assistant and technician staff was an ongoing problem, which may be alleviated by expanding the number of analyst positions. Some institutions are in need of supervisors of academic instruction (SAIs) and supervisors of vocational instruction (SVIs). Recruitment for these positions is difficult because the salary and work schedule for these positions are not as appealing as those of the instructors. Additionally, while about two thirds of the correctional counselors I (CCIs) feel their caseloads are manageable, one third feel additional hires are needed. The high caseload number, along with special assignments and SOMS issues, has caused backlog for some CCIs.

Most interviewees felt that there was a positive and effective relationship between custody and education or programming staff, as well as effective communication between management and

staff. There were notable exceptions, including one instructor who claimed that the supervisor was not at all engaged with the instructors, as well as concerns about safety and accountability.

Roughly half of the institutions stated their libraries were understaffed. One institution was operating with only half as many staff members as it was allocated. While there were a number of library staff out due to long-term sick leave, the main cause was vacancy. Recruitment for library positions is challenging due to the required minimum qualifications and salary. The staffing dearth caused modified operations for some of the libraries, with one institution not having had its regular library open for over two months. Another institution alternated the days it operated libraries.

Reentry Hubs

Interviewees reported that offenders who were at first reluctant to participate in reentry programs typically changed their views after participating, often motivating other offenders with their enthusiasm for the programming. Some institutions even reported that paroled offenders had contacted them giving thanks and updates on how they were reintegrating into their communities. More prison libraries had created reentry resource centers since the previous round of site visits, and one institution implemented a “positive chrono” program, whereby an inmate could earn privileges by reading.

Management at each of the 13 reentry hubs reported during the third round that the reentry programs were meeting the needs of the offender population. Offenders were very receptive to the reentry programs; many offenders volunteered to participate in the program even if they did not meet the criteria for participation. Paroled offenders (including several paroled “lifers”) have written letters to the institutions detailing how the programs helped them successfully reintegrate back into society. There were 12 non-reentry hubs that also reported being able to assist offenders with reentry services.

Enhanced Programming Facilities

Lastly, the third round of site visits revealed that overall, staff in most institutions with enhanced programs facilities (EPFs) noted positive change on these yards. Most offenders on these yards were changing for the better. In addition, violence had decreased on most of these yards. Moreover, many offenders were appreciative of the additional benefits and privileges associated with being on an EPF (for example, larger TVs, microwaves, tablets). There were some EPFs where yard politics were still a large influence, as not all offenders on these yards were eligible for or wanted to be a part of the EPF. The offenders wishing to transfer off the yard had long wait times, which caused them to become frustrated and disruptive to the other EPF programming offenders.

CALIFORNIA LOGIC MODEL IMPLEMENTATION PROGRESS

This section describes the progress the department made implementing the eight components of the California Logic Model this reporting period.

Assess High Risk

The department uses the results of the California Static Risk Assessment (CSRA) tool to assess an inmate's risk to reoffend. The CSRA uses an offender's past criminal history and characteristics to predict the risk to reoffend.

Data summarized in the following tables indicate that as of June 30, 2015, 97 percent of the 126,069-offender population has received a risk assessment, and of these, 64,519 offenders (52.5 percent) have a moderate to high risk of reoffending. As of June 26, 2015, of the 46,750-parole population, 97 percent have received a risk assessment, and of these, 28,075 offenders (62.0 percent) have a moderate to high risk to reoffend.²

Offender Risk Assessments

Offender Population	126,069
Number of Assessments Completed	122,928
Offenders with a Moderate/High CSRA Score	64,519

Parolee Risk Assessments

Parole Population	46,750
Number of Assessments Completed	45,265
Parolees with a Moderate/High CSRA Score	28,075

Assess Needs

The department uses the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) as the needs assessment tool to determine offender rehabilitation programming needs.^{3, 4} Some offenders are excluded from receiving a COMPAS assessment, such as those designated enhanced outpatient program (EOP) level of care or higher, life without parole, life-term, condemned, and those housed in conservation camps, community correctional facilities,

² The parole population was derived from the Parole Data Nexus Monthly All Active Parolees report, which reflects data as of June 26, 2015.

³ The department uses Test of Adult Basic Education (TABE) results to determine educational needs.

⁴ The criminogenic need categories can include any of the following: substance abuse, anger, employment problems (incorporated academic and career technical needs), criminal personality (formerly "criminal thinking"), and support from family of origin (formerly "family criminality").

and out-of-state facilities.⁵ As of June 30, 2015, 74,367 offenders have received a Core COMPAS assessment, which is 59 percent of the total offender population. Of the total offender population, only 70,857 are eligible to receive a COMPAS assessment. Of the eligible offenders, 60,116 offenders have received a COMPAS assessment, which is 85 percent of the total eligible population. The department continues to make progress in completing COMPAS assessments for incoming offenders.

Offender Core COMPAS Assessments

	Jan–June 2014	Jan–June 2015
Core COMPAS Assessments Completed	21,750	59,190

Once an offender reaches 210 days to parole, the offender is given a Reentry COMPAS assessment and the resulting scores from this assessment are used to guide programming decisions after parole. As of June 30, 2015, 32,181 parolees have received a Reentry COMPAS assessment, which is 69 percent of 46,750, the total parole population.

Parolee Reentry COMPAS Assessments

	Jan–June 2014	Jan–June 2015
Reentry COMPAS Assessments Completed	33,767	32,181

Needs Identified

Statistical data provided by the department from June 30, 2015, for Core COMPAS and TABE assessments across all institutions, including the out-of-state facilities, reflects the following:

- 65.8 percent of offenders with a completed Core COMPAS assessment have a moderate to high need in the substance abuse domain (compared to 67.5 percent in June 2014).
- 46.0 percent of offenders have an identified need in the academic domain (compared to 44.2 percent in June 2014).

⁵ Offenders designated EOP level of care or higher may receive a COMPAS assessment administered by mental health staff.

Rehabilitative Needs of Offenders with a Completed Core COMPAS Assessment—Institution Population

Substance Abuse	Low	34.2%
	Mod/High	65.8%
Criminal Personality	Low	57.0%
	Mod/High	43.0%
Anger	Low	50.7%
	Mod/High	49.3%
Employment Problems	Low	57.7%
	Mod/High	42.3%
Support from Family of Origin	Low	77.3%
	Mod/High	22.7%

Rehabilitative Needs of Offenders with a Completed Reentry COMPAS Assessment—Parole Population

Reentry Substance Abuse	Low	56.7%
	Mod/High	43.3%
Criminal Thinking Observation	Low	81.6%
	Mod/High	18.4%
Negative Social Cognitions	Low	79.3%
	Mod/High	20.7%
Reentry Financial	Low	46.4%
	Mod/High	53.6%
Reentry Employment Expectations	Low	45.6%
	Mod/High	54.4%
Reentry Residential Instability	Low	64.2%
	Mod/High	35.8%

Once rehabilitative programming functions at full operational capacity and reaches a maintenance phase with stable service delivery, over a two- to three-year period, the Board expects to see reductions in the percentage of offenders with moderate to high needs when they are reassessed before parole. The Board will continue to look for improvement in long-term longitudinal COMPAS data on offenders in assessing the impact of rehabilitative programs on the recidivism of parolees.

The department previously reported that it does not have sufficient resources to provide reentry COMPAS assessments to all offenders prior to release. However, the Board would like to see progress in this area as it provides valuable information regarding the effectiveness of rehabilitative programming and helps identify programming needs upon an offender's release.

In-Prison Target Population

The department uses the calculation of an inmate's risk to reoffend (CSRA score) coupled with an assessment of the inmate's criminogenic needs (COMPAS assessment) to determine whether an inmate is included in the target population.

If the CSRA results show a high or moderate risk to reoffend, and the results of the COMPAS identify a high or medium criminogenic need in the substance abuse, academic, or employment domains, the inmate becomes part of CDCR's target population for rehabilitation.⁶

Data summarized in the following table indicate that as of June 30, 2015, 98 percent of the 126,069-offender population received a CSRA risk assessment, and 67 percent received a COMPAS assessment. Of those offenders with a CSRA assessment, 64,519 (52 percent) have a high or moderate risk to reoffend. Of those, 53,701 offenders (43 percent) were identified as having a high or medium criminogenic need, thus representing the target population on that day.

Risk and Needs Assessment by Target Population⁷

Total inmate population	126,069	Data as of 6/30/15	
Inmates with completed CSRA	122,928	98%	Percent in relation to inmate population
Inmates with high/moderate CSRA score	64,519	52%	Percent in relation to inmates with CSRA
Inmates with core COMPAS assessment	84,138	67%	Percent in relation to inmate population
Target population (at least one need)	53,701	43%	Percent in relation to inmate population
% of inmates who receive core COMPAS assessment who become target		64%	Target population divided by COMPAS count

Develop Case Management Plan

A case management plan (or behavior management plan) is an integral part of effective rehabilitation programming. Case management plans ensure that offenders are assigned to the appropriate programs based on the relative strengths identified on their criminogenic needs assessments. Case management plans help staff determine the type, frequency, and timing of programming an inmate should receive to most effectively reduce the likelihood of reoffending. This case plan should also transfer with the inmate upon release to parole or to county supervision as it assists with identifying the most effective follow-up programming based on programming received at the institution, individual goals met, symptoms of behavior conditions, and other vital information collected during the course of incarceration.

The department is currently managing cases by assessing inmates' needs at reception centers and using an assignment process based on priority placements, TABE scores, and the offenders' classification levels to make program placements through its standard classification process, wherein inmates' individual case factors are reviewed and assessed by a classification committee, which in turn decides on program and housing placements.

⁶ Being included in the target population does not necessarily trigger the placement of an inmate into specific programs. The results of COMPAS assessments are used for placement into cognitive behavioral treatment and employment programs, but CDCR uses individual case factors for placement into other programs, such as TABE results for placement into academic programs.

⁷ See Appendix A for a breakdown of the percentages of inmates with core COMPAS assessments.

In June 2015, the department reported that the Strategic Offender Management System (SOMS) case plan module was in development. The department's Division of Rehabilitative Programs' Rehabilitative Case Plan (ReCaP) project team is developing the business and functional requirements for the program. The prototype utilizes risk and needs assessments, time to serve, and program profiles to develop an individual case plan that will follow an offender throughout his or her incarceration. The project team anticipates that ReCaP development will take approximately eight months. The Board is pleased the department is working to establish a case management plan and applauds the department for its progress. The Board will continue to report on the development and implementation of the case management plan.

Deliver Programs

The department is working to increase the percentage of offenders served in rehabilitative programs to 70 percent of the department's target population prior to their release. The department implemented the *Blueprint* priority placement criteria that selects program placement based on an offender's risk status. Offenders who do not meet the target criteria are lowest on the priority lists and, depending on enrollment, may be assigned to programming. Priority placement criteria are not exclusionary and allow lifers to be prioritized and participate in programming if they meet the criteria. As illustrated in the chart below, 63 percent of the department's target population is within 48 months of release.

Target Population by Projected Release Date

Projected Release Timeframe	Inmates	Percent
0–6 Months	9,370	17.4%
7–12 Months	6,903	12.9%
13–24 Months	8,776	16.3%
25–36 Months	5,278	9.8%
37–48 Months	3,639	6.8%
49–60 Months	2,770	5.2%
61–120 Months	7,563	14.1%
Over 120 Months	8,770	16.3%
Unusable Data Regarding Release Date	632	1.2%
Total Target Population	53,701	100.0%

Capacity for Rehabilitative Programming

The *Blueprint* calls for an increase in academic and career technical education (CTE) instructors over a two-year period to increase its program capacity. Capacity is the maximum number of offenders who can be served in each program area in a year. While academic education and CTE programs are available at adult institutions statewide, the other programs are primarily available at 13 institutions designated as reentry hubs, which are geared toward the target population. As

part of its *Blueprint* goals, the department has added in-prison and post-release rehabilitative programs. The Board is pleased to report that department has increased its capacity for rehabilitative programs by close to 30 percent since December 2013.

Adult Rehabilitative Program Capacity

Rehabilitative Program	December 2013	June 2014	June 2015
Academic Education	40,992	41,304	41,982
Career Technical Education	7,627	7,762	8,478
In-Prison Substance Abuse. ⁸	2,572	3,636	6,072
Post-Release Substance Abuse. ⁹	4,201	4,236	5,020
In-Prison Employment Programs	1,080	2,430	6,885
In-Prison Cognitive Behavioral Treatment:			
Criminal Thinking	720	2,832	3,840
Anger Management	720	2,832	3,840
Family Relationships	384	1,248	1,684
Victim Impact	N/A	720	576
Post-Release Employment	5,516	6,620	5,801
Post-Release Education	6,987	7,500	6,414
Total Capacity for All Programs	70,799	81,120	90,592

In Prison Programs—Miscellaneous Benchmarks

The *Blueprint* identified miscellaneous benchmarks in its narrative and Appendix B (through fiscal year 2013–14). Thus, the OIG obtained rehabilitative programming figures for fiscal year 2014–15 from the DRP and Office of Correctional Education (OCE) to continue monitoring its benchmarks of measurable figures.

The OIG performed fieldwork to determine the operational status of the various programs at each institution. In order to determine the operational status, the OIG acquired the final rehabilitation authorized position counts and the detail of the authorized positions per institution from CDCR. The OIG then reviewed payroll reports of rehabilitation employees, reconciled the budgeted positions, discussed any discrepancies with the education managers at the institutions, reviewed monthly attendance reports, and conducted random spot checks of classrooms. In order to be

⁸ This figure does not include 88 slots for EOP inmates.

⁹ Decrease in Specialized Treatment for Optimized Programming (previously SASCA) capacity due to a continuing decline in the number of Board of Parole Hearings referrals to the community portion of the in-custody drug treatment program post-realignment.

deemed fully operational, a course needed to have a corresponding instructor, an assigned classroom, and data showing monthly inmate attendance.

Appendix B provides a detailed comparison of the rehabilitation programs provided at each institution, identifying the programs as planned for by the department and their operational status based on visits occurring from May 2015 through June 2015, along with follow-up work performed during July 2015. Additionally, the following summary discusses the current status of various programs identified in the *Blueprint* and DRP's fiscal year 2014–15 data.

The OIG's fieldwork at all prisons found that 90 percent of the academic education programs were operational, 82 percent of the CTE programs were operational, and 93 percent of the substance abuse treatment slots were filled. From the last OIG report issued in March 2015, this represents a 1 percent increase in academic education programs, a 6 percent increase in CTE programs, and a 5 percent increase in substance abuse treatment participation. Overall participation has increased with continued capacity growth. Although education figures only had a slight increase and a small increase occurred in CTE and substance abuse treatment participation, overall, since the *Blueprint* began, the number of program opportunities and participation continues to rise.

Staffing

As of June 30, 2015, the department has 615 academic and testing teacher positions and 283 CTE teacher positions. There were 39 vacant academic teacher positions (30 vacant positions in the previous report) and 34 vacant CTE teacher positions (21 vacant positions in the previous report).

Academic Education Programs

Academic education programs are offered throughout an inmate's incarceration and focus on increasing an offender's reading ability to at least a 9th-grade level. For offenders reading at 9th-grade level or higher, the focus is to help them earn a general education development (GED) certificate. Support for college programs is offered through the voluntary education program (VEP). While education is available for all eligible offenders, priority is given to offenders with a reading level below 9th grade.

The department utilizes three academic structures: 1) general population, consisting of 27-student morning and afternoon classes, with a ratio of 54 offenders per teacher; 2) alternative programming, occurring outside the traditional morning and afternoon schedule, also with a ratio of 54 offenders per teacher; and 3) voluntary education program with a ratio of 120 offenders per teacher. The department identified a total of 520 academic positions (general population, alternative programming, and VEP) to become operational during fiscal year 2014–15.

From May 2015 through June 2015, OIG staff reviewed the institutions' documents and performed 35 site visits to determine whether 520 academic positions, as provided by DRP, were fully operational, as shown in Appendix B. At the conclusion of the fieldwork, the OIG found 467 of the 520 positions were fully operational, which represents a 90 percent rate of compliance. The two most common reasons academic courses were not operational were teacher vacancies (long-term sick, retirement, recruitment, long-term disability, etc.) and zero student-inmate enrollments (lack of eligible inmate-students for ABE-I, II, and III and GED). This represents a 1 percent increase from what was documented in the OIG's March 2015 *Blueprint* Monitoring Report.

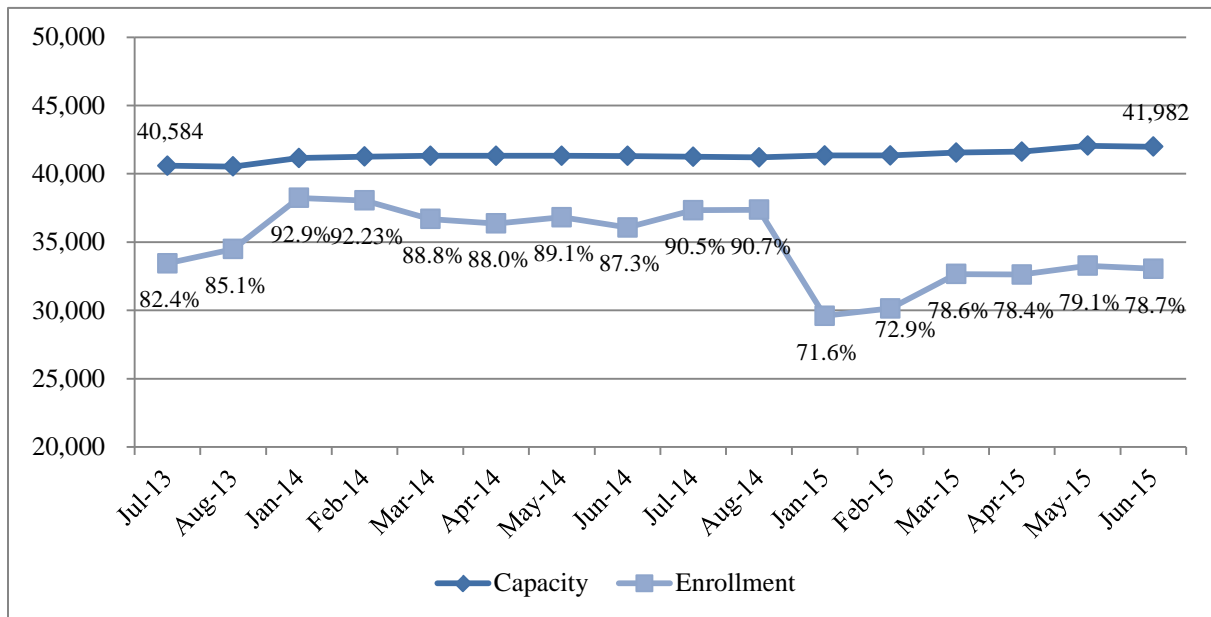
Academic Education Program Capacity, Enrollment, and Utilization

As of June 30, 2015, the academic education capacity is 41,982. The following graphs illustrate the academic education enrollment percent of capacity by month and utilization rates for the same period.¹⁰ Utilization is the percentage of available program hours an inmate actually spends in programming.

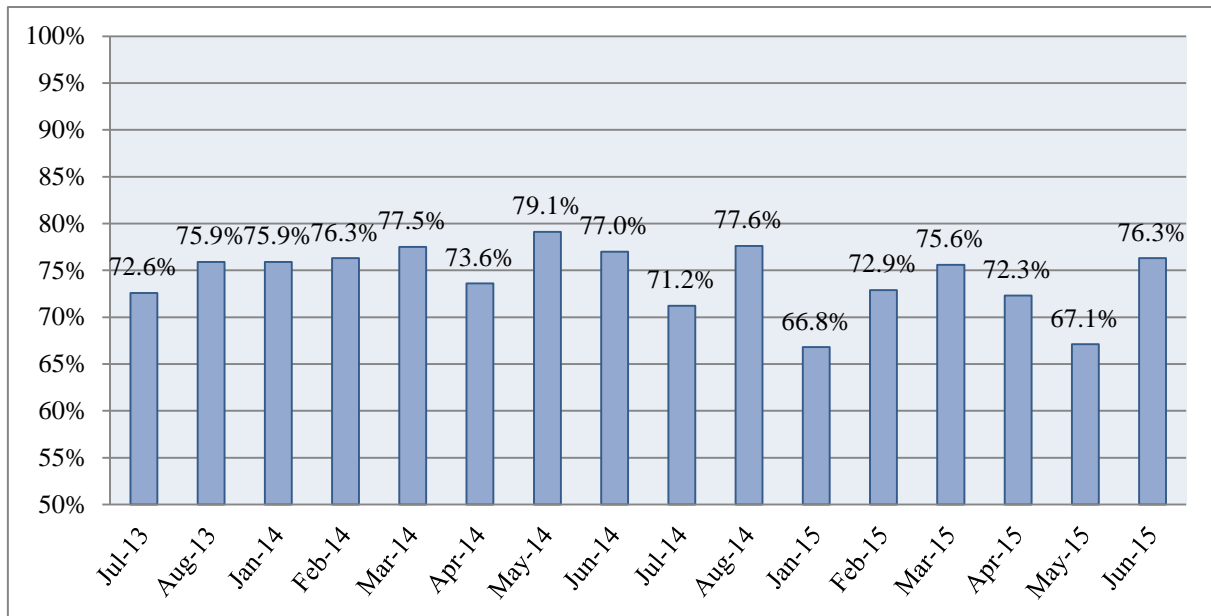
The department's capacity has remained stable since July 2013, but the number of enrollments has fluctuated due to program and departmental changes. In August 2014, the enrollment rate was 91 percent, which dropped significantly to 72 percent in January 2015, and began recovering through June 2015. Utilization rates remained consistent with the exception of dips in January and May 2015, which the department attributes to changes in available programs.

¹⁰ Please refer to Appendix C for a complete breakdown of academic capacity, enrollment, and utilization rates.

Academic Education Program Capacity and Enrollment



Academic Education Program Utilization Rates



Academic Achievements and Program Completions

As illustrated in the following table, Comprehensive Adult Student Assessment Systems (CASAS) benchmarks have remained consistent since January 2013. However, since July 2014 the number of Test for Adult Basic Education (TABE) achievements has dropped significantly. There was a massive drop in the number of GED sub-tests and completions in early 2015

because of the transition to the computer-based GED. This was following a surge in achievements during the last half of 2014 as the department prepared to phase out the paper exam. The department's Office of Correctional Education (OCE) monitors passage rates of the GED subtests. The department reports that in academic year 2013–14, 28,867 GED subtests were administered with 22,529 passing, a passage rate of 78 percent. In academic year 2014–15, 19,903 GED subtests were administered with 14,578 passing, a passage rate of 73 percent. The fluctuation in GED completions is due to the transition from paper-based to computer-based GED testing.

The department has continued to significantly increase college course completions and the number of Associate of Arts degrees earned. The department reports that participation in college courses has increased because of the additional VEP teachers and increased college course availability. The department expects the number of college course completions to continue to increase because of the partnership with the California Community College Chancellor's Office (CCCCO) to expand and increase inmate access to community college courses. This expansion will lead to degrees, certificates, and transfers to four-year universities. The contract was made possible by Senate Bill 1391, which provided CCCCCO up to \$2 million to create and support at least four pilot sites to allow inmate students to earn college credits and access to counseling, placement, and disability support services.

Achievements and Completions

Academic Achievements and Program Completions	Jan–June 2013	July–Dec 2013	Jan–June 2014	July–Dec 2014	Jan–June 2015
CASAS Benchmarks	12,710	14,120	14,153	13,216	13,810
TABE Achievements	3,854	4,847	5,325	1,537	1,610
GED Sub-Tests Passed	9,065	12,036	10,433	12,631	1,552
GED Completions	1,833	2,536	1,908	2,758	237
High School Diplomas	49	81	54	60	67
College Course Completions	1,815	1,692	4,033	6,747	6,554
AA Degrees Earned	53	34	150	61	143
BA Degrees Earned	2	1	2	4	5
MA Degrees Earned	1	0	2	2	1

Computer-Based GED and High School Equivalency Exams

The department reports that it completed implementation of the computer-based GED for most of the prison population in early 2015. The department continues contract negotiations with the Educational Testing Service (ETS) for the High School Equivalency Test (HiSET), an alternative paper version of the high school equivalency exam, to meet the needs of offenders within secure housing units.

Rehabilitative Advancement Project—eReaders

The department is working to maximize opportunities for eligible offenders to obtain milestone completion credits and is implementing information technology programs at institutions. The department purchased and deployed 7,500 eReaders across the state for offenders participating in college correspondence programs. A pilot program was conducted during the summer semester at seven institutions. The goal is to provide eReaders with a student's semester textbook curricula, reducing textbook costs and enhancing access to technology.

Career Technical Education Programs

The goal of career technical education (CTE), or vocational programs, is to ensure that offenders leave prison with a marketable trade. These programs target offenders with a criminogenic need for employment services who are closer to release. The department's CTE programs are industry certified and market driven, and can be completed at the institution. "Market driven" is defined as generating over 2,000 entry-level jobs annually and providing a livable wage (currently about \$13.50 per hour).

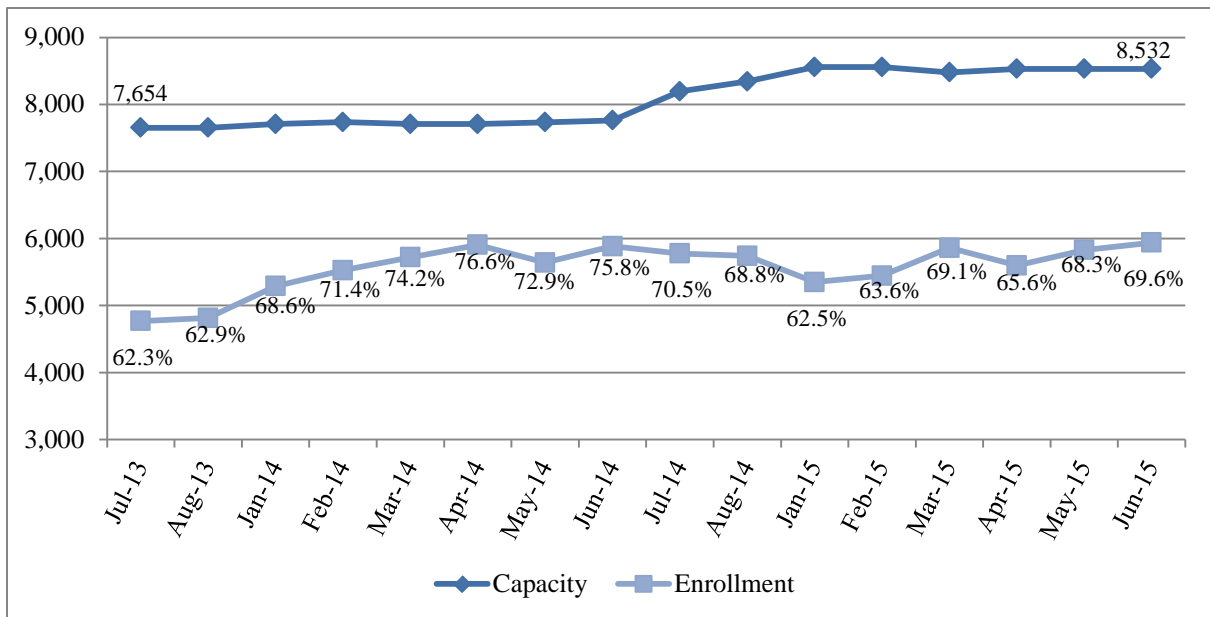
The department identified a total of 283 CTE positions to become operational during fiscal year 2014–15. From May 2015 through June 2015, OIG staff reviewed the institutions' documents and performed site visits to determine whether 283 CTE positions were fully operational. At the conclusion of the fieldwork, the OIG found 233 of the 283 positions were fully operational, which represents an 82 percent rate of compliance. The most common reason CTE courses were not operational was instructor vacancies (recruitment, workers' compensation, long-term sick, retirement, etc.). Also, many vacancies were undergoing various phases of the recruitment process (advertising, pending interview, acceptance, or start date) or had no viable candidates in several skilled trade positions, including auto mechanics, carpentry, and masonry. This represents a 6 percent increase from that identified in the OIG's last report.

Career Technical Education Program Capacity, Enrollment, and Utilization

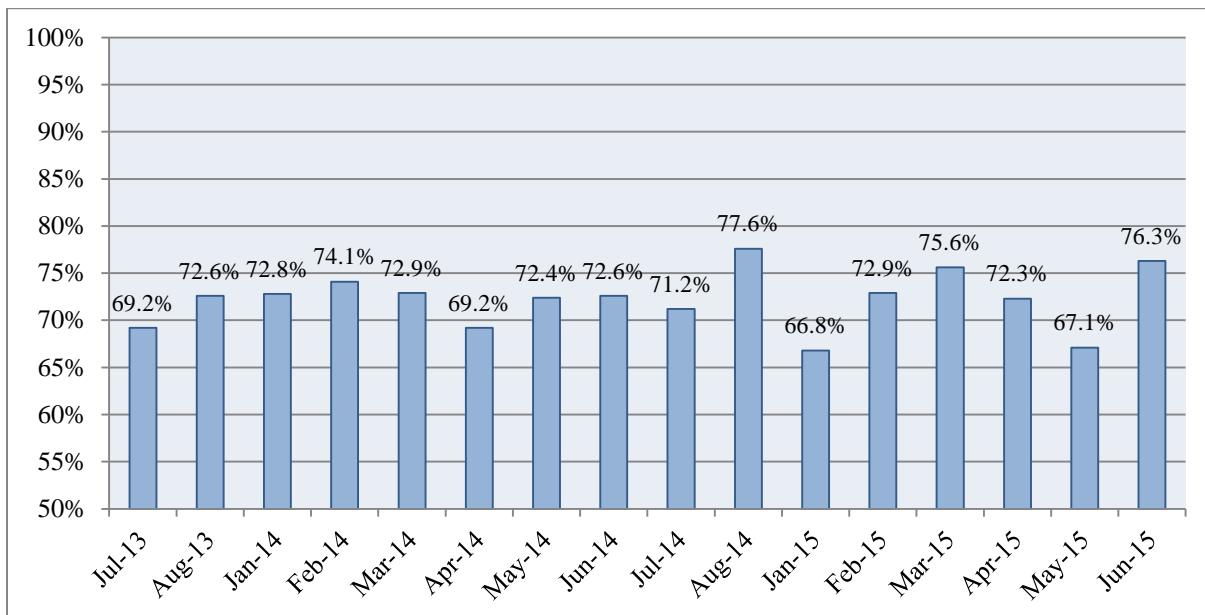
As of June 30, 2015, there were 282 available CTE programs, and of those, 251 were operational. The current capacity for CTE programs is 8,532 offenders, which is an increase of 770 as reported in the September 15, 2014, C-ROB Report.¹¹ The following graphs illustrate the CTE enrollment percent of capacity by month and utilization rates for the same period. The department's CTE capacity and enrollment have remained stable with the exception of a slight dip in January 2015. The department reports that basic increases or decreases in utilization rates are often due to changes in available programs.

¹¹ Appendix D details CTE programs' post-realignment capacity, enrollment, and utilization rates.

CTE Program Capacity and Enrollment



CTE Program Utilization Rates



Career Technical Education Achievements and Program Completions

The following table displays the CTE component and program completions, and industry certifications. The department continues to increase CTE component completions, program completions, and industry certifications.

CTE Achievements and Program Completions

	July–Dec 2013	Jan–June 2014	July–Dec 2014	Jan–June 2015
CTE Component Completions	5,735	6,930	10,827	9,184
CTE Program Completions	1,388	1,736	1,929	1,554
CTE Industry Certifications (without component or program completion)	2,185	3,046	2,583	2,853

Data compiled by OCE due to SOMS data entry errors.

Substance Abuse Treatment Programs

The department offers evidence-based substance abuse treatment programs that prepare offenders for release by developing the knowledge and skills necessary to avoid substance use relapse and successfully integrate back into the community.

The *Blueprint* stated that the substance abuse treatment programs would be located at 13 reentry hubs; however, DRP expanded its SAT programs as part of its Long Term Offender Pilot Program (LTOPP) to 11 non-reentry hub institutions through single or multi-level modalities, i.e. outpatient, intensive outpatient, or modified therapeutic community treatment. The reentry hub and single-level SAT programs are five months in length, while the multi-level SAT programs vary in length from three to six months.

Substance Abuse Treatment Program Capacity, Enrollment, and Utilization

As of June 30, 2015, the capacity for SAT programming is 3,036, not including 88 enhanced outpatient program slots.¹² This is an increase of 1,218 from June 30, 2014, where the SAT capacity was 1,818.¹³ Although the department's contracted capacity is 3,036, the department reports it currently has an operational capacity of 1,374 programming slots with an annual capacity of 2,748. The department reports that the difference in contracted capacity and operational capacity is due to space limitations pending the arrival of program modular buildings, construction, and space repurposing to accommodate the contracted capacity.

The DRP planned to provide 1,512 treatment slots at 13 reentry hubs for fiscal year 2014–15. From May 2015 through June 2015, OIG staff reviewed SAT programs at reentry hub institutions' documents and performed site visits to determine whether 1,512 substance abuse treatment slots were fully operational. At the conclusion of the OIG's fieldwork, 1,412 offenders occupied the 1,512 operational slots at the 13 reentry hubs, which represent a 93 percent rate of

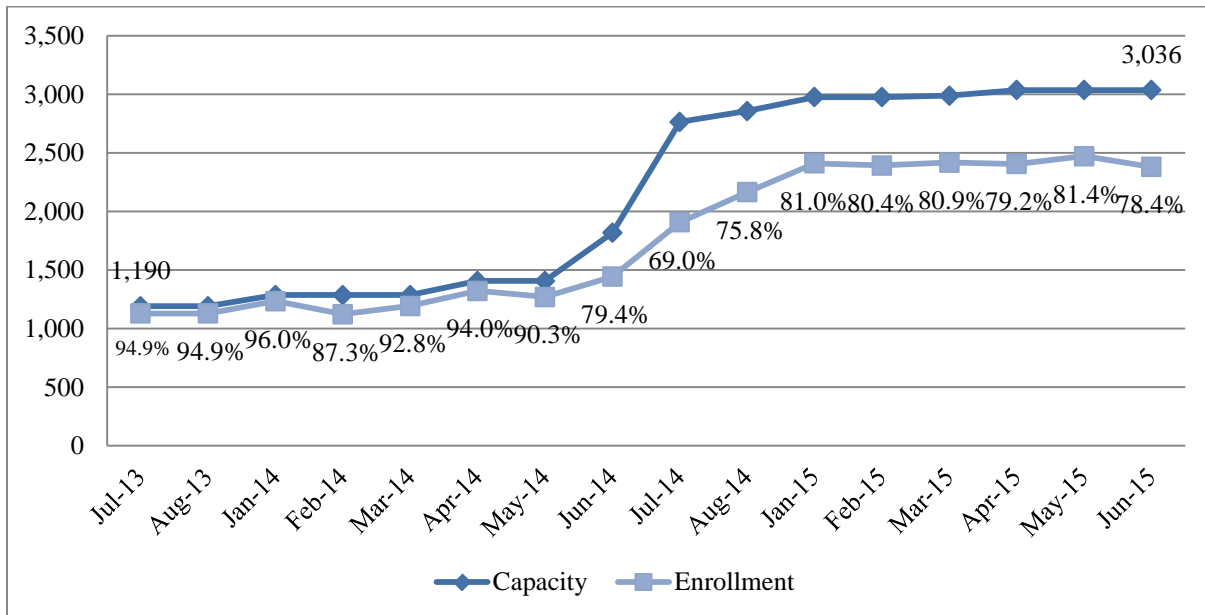
¹² This data includes SAT for non-reentry hubs, reentry hubs, and LTOPP programs.

¹³ Appendix E details SAT programs' post-realignment capacity, enrollment, and utilization rates.

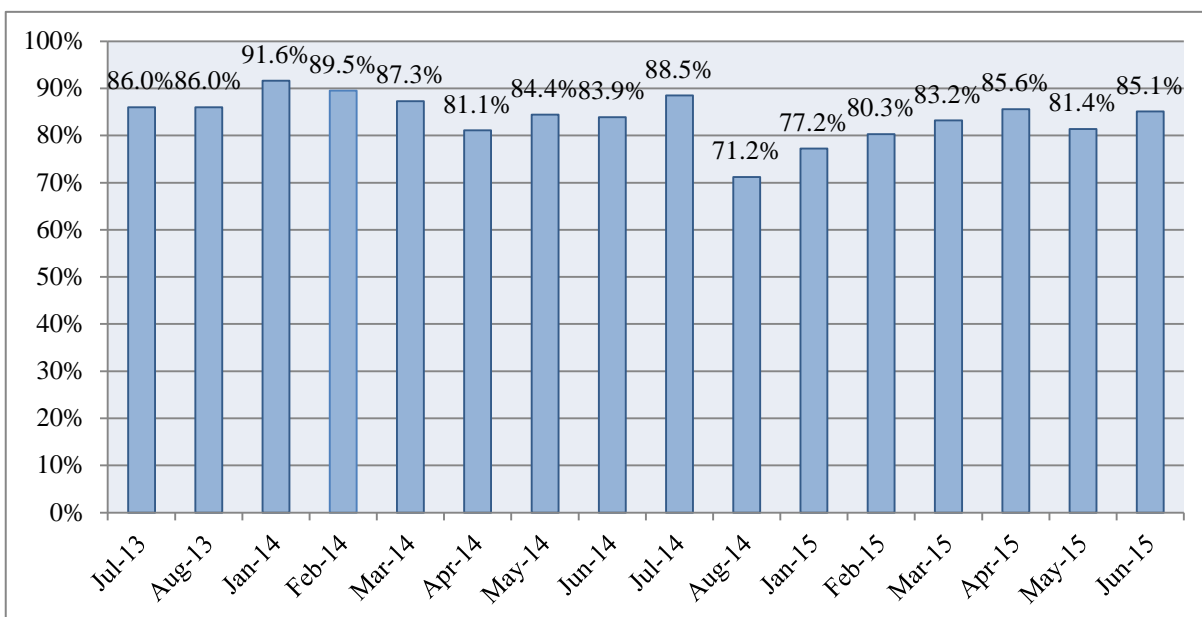
compliance. This is an increase of 5 percent from the last report. The additional SAT programs located at LTOPP institutions were serving 195 of the 240 offenders planned, which represents an 81 percent rate of compliance. At the 11 non-reentry hubs, the OIG found 840 out of 984 offenders planned were participating, which represents an 85 percent compliance rate.

The following graphs illustrate the SAT program enrollment percent of capacity by month and utilization rates for the same period.

SAT Program Capacity and Enrollment



SAT Program Utilization Rates



Substance Abuse Treatment Program Achievements and Program Completion

The following tables display the SAT completions and exit rates for December 2013 through June 2015 for both in-prison and community aftercare programs. A non-completion exit from SAT means the inmate or parolee attended but did not complete the program. These exits occur due to transfers, refusal to attend the program once assigned, behavioral issues necessitating removal from treatment, or other issues preventing an inmate from attending and completing the treatment program. The department reports that the increase in in-prison non-completion exits for this reporting period is largely attributed to the resentencing and release of inmates under Proposition 47.

In-Prison SAT Completions and Exit Rates

	Dec 2013	March 2014	June 2014	Dec 2014	March 2015	June 2015
Total SAT Exits	235	124	18	624	517	695
Total Completions	196	83	12	438	261	308
Non-Completion Exits	39	41	6	186	256	387
Completion Rate	83%	67%	83%	70%	66%	44%

Community Aftercare SAT Completions and Exit Rates

	Dec 2013	March 2014	June 2014	Dec 2014	March 2015	June 2015
Total SAT Exits	516	409	665	5,457	3,065	1,902
Total Completions	187	125	221	2,027	979	680
Non-Completion Exits	329	284	444	3,428	2,086	1,222
Completion Rate	36%	31%	33%	37%	32%	36%

Offenders who receive substance abuse treatment in prison followed by aftercare services upon release recidivate at approximately 20.3 percent, which is markedly lower than the 65.3 percent recidivism rate for those who receive no substance abuse services.

The DRP is working toward incentivizing substance abuse treatment completions and has engaged an ad hoc committee as part of the Director's Stakeholder Advisory Group (DSAG) to make recommendations to the department. The committee's recommendations included the need for programs to have appropriate client-matching methods to ensure the right incentive for the right person or program is used and that incentives are incorporated into a program in a structured, meaningful way. DRP has incorporated allowable incentives into the Specialized Treatment for Optimized Programming (STOP) and Female Offender Treatment and

Employment Program (FOTEP) substance abuse treatment network contracts, which include the following:

- Contingency Management/Emotional Incentives: Systematic positive reinforcement acknowledging participants' success.
 - Awards ceremonies and certificates/public acknowledgement
 - Positive evaluations
 - Social passes
 - Leadership positions
- Tangible Incentives:
 - Welcome packages for joining (basic hygiene supplies, work supplies, interview clothing, etc.)
 - Merit rewards for reaching milestones (vouchers, event tickets, travel passes)
 - Reduction of parole supervision (change in conditions)
- Educational Incentives:
 - Registration/tuition assistance
 - Books, computers

Cognitive Behavioral Treatment Programs

Cognitive behavioral treatment (CBT) takes a hands-on, practical approach to problem-solving by working to change patterns of thinking or behaviors. Offenders have access to CBT programs that include substance abuse treatment, criminal thinking, anger management, and family relations modality components.

The *Blueprint* identified these programs to be implemented during fiscal year 2013–14, and the DRP continued these programs during fiscal year 2014–15. From May 2015 through June 2015, OIG staff reviewed the institutions' documents and performed site visits to determine whether CBT programs were implemented. The OIG found that 2,221 of the planned 2,328 slots were fully operational, which represents a 95 percent rate of compliance, as shown in Appendix B. This is an increase of 7 percent from the last report, as the OIG found CBT programs operational in each of the 13 reentry hubs.

Pre-Employment Transition Programs

The pre-employment transitions (PET) program is designed to provide offenders employment preparation skills to ensure successful reentry into society, primarily during the last six months of incarceration. The PET program teaches job-readiness and job search skills, and provides offenders with community resources that can assist in their transitions back into the community.

The *Blueprint* called for the PET program to be expanded to all reentry hubs. From May 2015 through June 2015, OIG staff reviewed the institutions' documents and performed site visits to

determine whether transitions programs were implemented at the reentry hubs. The OIG found that 501 of the planned 696 slots were fully operational, which represents a 72 percent rate of compliance, as shown in Appendix B. This is an increase of 18 percent increase from the last report, as the PET programs are operational in each of the 13 reentry hubs.

Long Term Offender Model

The *Blueprint* called for the development of a long-term offender reentry model to be piloted at three institutions projected to have a substantial population of long-term offenders. The Long Term Offender Pilot Program (LTOPP) is a voluntary program that provides evidenced-based treatment to offenders who are serving long-term sentences. The program was designed based on the reentry program model. The department implemented substance abuse treatment, criminal thinking, anger management, victim's impact, and family relations cognitive behavioral modalities.

On February 11, 2014, the Office of Administrative Law authorized the LTOPP, and it has been implemented at the California Men's Colony (CMC), California State Prison, Solano (SOL), and the Central California Women's Facility (CCWF).

From May 2015 through June 2015, OIG staff confirmed implementation of the following for the LTOPP institutions: cognitive behavioral treatment programs, serving 418 of the 456 offenders planned (92 percent); and pre-employment transitions programs, serving 36 of the 36 offenders planned (100 percent).

Additionally, the Offender Mentor Certification Program continues to provide an opportunity for long-term offenders to complete a certification program in alcohol and other drug counseling. Offenders are recruited from various institutions and transferred for training at one of three sites: the Central California Women's Facility (CCWF), Valley State Prison (VSP), or California State Prison, Solano (SOL). Once the candidates pass the written California Association for Alcohol/Drug Educators (CAADE) examination, the inmate-mentors are transferred back to their original institutions and are paid to obtain their 4,000 hours of work experience by co-facilitating substance abuse treatment. There are 36 candidates per training session or 108 candidates annually, and the program rotates between the three sites during the year.

Designated Enhanced Programming Yards

On January 1, 2014, the department designated enhanced programming facilities (EPFs) to incentivize positive behavior at eight institutions.¹⁴ The designated EPFs are located at the following institutions and security levels:

- California State Prison, Corcoran, level IV
- California Substance Abuse Treatment Facility, level III
- High Desert State Prison, level IV
- Kern Valley State Prison, level IV
- Pleasant Valley State Prison, level III
- Salinas Valley State Prison, level IV
- Valley State Prison, level II

From May 2015 through June 2015, the OIG performed site visits and interviewed CDCR management responsible for the designated EPFs, which, in most cases, have been in place for more than 18 months. The department recently designated a new EPF at California City Correctional Facility (CAC), with approximately 2,200 offenders.

The OIG found that most institutions face delays when transferring ineligible EPF offenders to a non-EPF institution. At three EPF institutions, there were a total of 340 ineligible offenders awaiting transfer, primarily due to a backlog of classification staff representative (CSR) reviews, while other reasons included waiting to be seen by a unit classification committee (UCC) or waiting to be transferred (lack of available bed space at new location). In most cases, offenders failed to meet the behavioral (possession of any controlled substance) or programming (program with all inmate groups) expectations in order to remain on an EPF, while some offenders were being reassigned for other reasons, such as being geographically closer to family members. One EPF institution noted that it was taking approximately five to six months before offenders were transferred to another institution.

In June 2014, the department issued a management memo titled “Enhanced Program Facility Transfers for Program Failure” to act “as a directive to secure a successful transfer for an inmate’s endorsement to a Non-EPF facility.” The memo emphasizes that offenders shall be scheduled for the next UCC, reviewed, and transferred, for those offenders whose behavior is contrary to allow for the EPF’s success. However, no suggested or required timeframes were

¹⁴ The department designated two EPF facilities at California City Correctional Facility on January 1, 2015. Also, there is only one EPF (or yard) at six of eight institutions, while Valley State Prison’s entire institution of approximately 3,400 inmates was included as an enhanced programming facility.

provided in the memo for an inmate's eventual transfer. As mentioned in the OIG's *Blueprint* Monitoring Report in March 2015, since the intent of the EPFs is to incentivize and reinforce positive life choices, allowing other non-eligible offenders to remain for extended periods defeats the purpose of the program. The department should examine this issue with input from the affected facilities and find solutions to the housing problem that will not adversely impact the success of the EPF program.

Additional Program Models and Opportunities

Sex Offender Treatment

The *Blueprint* called for the development of services for sex offenders and the piloting of the model at one institution in fiscal year 2013–14. The treatment program will place a heavy emphasis on skill-building activities to assist with cognitive behavioral treatment and social, emotional, and coping skills development. There were 80 slots planned for participants, and the program length was to be 18 months. The department selected the Substance Abuse Treatment Facility (SATF) as the location for the sex offender treatment pilot and began the bid process in September 2013. However, the department did not receive any bids for the contract. The department then began working on an interagency agreement with the Department of State Hospitals for the delivery of the programs. After preliminary discussions, DSH determined it would not be able to provide the services for the department.

The department was granted permission to hire civil service employees to facilitate the program and has established and filled five new positions: one supervising clinical social worker and four clinical social workers. The department has entered into agreement with the University of Cincinnati Corrections Institute to provide training and coaching in the utilization of their Cognitive Behavioral Treatment for Sexual Offenders curriculum. The initial training session was conducted from June 30, 2015 to July 3, 2015. The DRP is currently finalizing the Pilot Program Instructional Memorandum for filing with the Office of Administrative Law for official pilot authority. The DRP anticipates the pilot program will be activated by the end of the year.

The department has been working diligently to establish a sex offender treatment pilot program for over two years and has faced many unanticipated challenges developing the pilot. The Board acknowledges the DRP's efforts in working to address the needs of this population and looks forward to reporting on the program development and implementation.

Gang Prevention

The department's step-down program (SDP) provides offenders placed in the security housing unit (SHU), due to security threat group (STG) validation or documented STG behaviors, a program that includes increased incentives for positive behavior, including discontinuing participation in STG activities, with the ultimate goal of release from the SHU. The SDP has

been implemented at each SHU institution: California Correctional Institution (CCI), California State Prison, Sacramento (SAC), Corcoran State Prison (COR), and Pelican Bay State Prison (PBSP). The department reports that the SDP is currently not being implemented in female institutions because no female STG members or affiliates are in the SHU based on an STG validation.

The program components include pro-social videos, voluntary education programs, self-journaling workbooks, interactive journaling workbooks, “thinking for change,” and conflict resolution. The journaling workbooks cover violence prevention, criminal lifestyle, rational thinking, living with others, substance abuse, and social values. In order to implement the SDP, the DRP has hired seven correctional counselor IIs (specialists) to provide facilitation of the program.

California Prison Industry Authority

The California Prison Industry Authority (CALPIA) offers programming at 34 institutions throughout the State, operating over 65 service, manufacturing, and agricultural industries. In addition, the department’s inmate-ward labor program trains and utilizes offenders to facilitate cost-effective construction of the department’s State-owned facilities. These programs provide hundreds of offenders work opportunities year-round and the potential for learning trade skills for meaningful employment upon release.

Beginning in fiscal year 2013–14, the department’s DRP entered into an interagency agreement with the CALPIA to provide career technical education (CTE) at five institutions. This DRP-funded agreement provides 12 CTE programs with courses in construction labor, carpentry, computer-aided design (AutoCAD), iron works, facilities maintenance, marine technology, and computer coding.

Fire Camps

There are 42 adult and 2 Division of Juvenile Justice conservation camps in California. Nearly 4,000 offenders participate in the Conservation Camp Program, which has approximately 200 fire crews. This program provides the State’s cooperative agencies with an able-bodied, trained workforce for fire suppression and other emergencies such as floods and earthquakes. Fire crews also work on conservation projects on public lands and provide labor on local community service projects, including the clearing of firebreaks, restoration of historical structures, park maintenance, and the clearing of fallen trees and debris. In an average year, offenders provide approximately three million person hours in firefighting and other emergencies and seven million person hours in community service project work, and save California taxpayers an average of more than \$80 million annually.

Inmate Activity Groups

Inmate leisure time activity groups (ILTAGs), self-help programming groups, and faith-based programming groups are expanding significantly in all adult institutions, as encouraged by CDCR in 2010 as a measure to add innovative low-cost programs. These volunteer activity groups are defined in the Title 15, California Code of Regulations, Section 3233, as groups that “promote educational, social, cultural, and recreational interests of participating inmates.” These activity groups offer additional rehabilitative programming through an array of nonprofit volunteer-led groups providing cognitive-behavioral services, religious services, higher education, and social awareness programs, in addition to cultural and recreational programs. Activity groups offer a variety of services, including behavior management, victim’s impact, mentor programs, community reintegration, transitional housing, employment, and community connections.

Recently, the Legislature provided an innovative programming grant for developing volunteer-based programs at institutions with a low volunteer base. In May 2015, the department provided \$2.5 million in grants to nonprofit organizations and eligible volunteers to encourage innovative programs and volunteerism. Some recipients received grants to implement their programs at multiple institutions; there are 18 institutions receiving new programs. Appendix F provides a complete list of grant recipients.

Of the \$2.5 million in grants, \$2 million comes directly from the inmate welfare fund, which is a trust containing all of the proceeds from canteen and hobby shop sales. The remaining funds are from the Recidivism Reduction Fund created by Senate Bill 105. At the end of the grant period, the department expects that the programs will continue.

Additionally, the Division of Rehabilitative Programs has worked to ensure that offenders can earn milestone completion credits through participation in certain ILTAG programs. Seven ILTAGs are now milestone completion credit eligible:

- Inmates Putting Away Childish Things (IMPACT)
- Victim Offender Education Group (VOEG)
- Addiction Recovery Counseling (ARC)
- Guiding Rage Into Power (GRIP)
- Golden Gate Baptist Theological Seminary (GGBTS)
- The Urban Ministry Institute (TUMI)
- Alternatives to Violence Program (AVP)

Milestone Credits

As an offender progresses through the various programs, certain components or “milestones” of the program are completed. Varying amounts of credits are awarded upon completion of the specific milestone. These credits can reduce the amount of time the offender spends in prison; incarceration time may be reduced up to six weeks in a 12-month calendar period. Appendix G provides the department’s complete credit-earning schedule.

While these programs provide important incentives for participation, the department does not have a system to track and accurately report on milestones earned. The department was previously unable to determine which offenders were eligible to earn milestone credits and how many weeks were applied as a result of the milestone incentive program. The department reports it is now able to report who is eligible and how many weeks of milestone credits were earned. However, the department is unable to determine how many weeks of sentence reductions were applied during a specific period of time. The Board acknowledges the department’s efforts in working to provide measurable outcomes and will expand its reporting of milestone credits in future reports.

Measure Progress

Ensure Program Accountability

The department’s goal is to ensure that at least 70 percent of offenders identified as having moderate to high risk and needs receive evidence-based programming consistent with their criminogenic needs prior to release.

While the department has made progress in implementing some measures to reach some benchmarks identified in the *Blueprint*, it was unable to attain its goal of reaching 70 percent of the target population by June 30, 2015. As seen below, the department has demonstrated a 56 percent rate of accomplishment (for all and some needs met) during fiscal year 2014–15, which represents an 11 percent increase from the 45 percent rate for fiscal year 2013–14.

The following tables identify inmates who were released during fiscal year 2014–15, and the results for fiscal year 2013–14 and whether the inmates received, prior to release, evidence-based rehabilitative programming in substance abuse, academic, or career technical education consistent with their criminogenic needs. The numbers in the category of “one need met” indicate that offenders had criminogenic needs in multiple categories and participated in a rehabilitative program that was consistent with at least one, but not all, identified needs. The department considers “all needs met” for inmates who have participated in rehabilitative services in each of their criminogenic needs.

It should also be noted that whether the inmate attended only one day of class or completed the entire program, the department counts that attendance as participation. The department's DRP is currently working with the OIG to determine a more meaningful measure of participation, such as a reasonable program completion percentage or an average number of days in a program, to count as successfully addressing an offender's needs. Additionally, it is important to note that these figures only pertain to offenders with a Core COMPAS assessment, which as of June 30, 2015, is approximately 59 percent of the total inmate population or 85 percent of the eligible population.¹⁵

Percent of Offenders Assigned to a Rehabilitative Program Consistent with an Identified Need Released During Fiscal Year 2014–15

	1st Qtr.		2nd Qtr.		3rd Qtr.		4th Qtr.		Totals	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All Needs Met	1,328	24%	1,644	26%	2,074	27%	1,577	28%	6,623	56%
One Need Met	1,491	26%	1,906	30%	2,410	31%	1,863	32%	7,670	
No Needs Met	2,802	50%	2,722	44%	3,271	42%	2,309	40%	11,104	
Total	5,621	100%	6,272	100%	7,755	100%	5,749	100%	25,397	100%

Percent of Offenders Assigned to a Rehabilitative Program Consistent with an Identified Need Released During Fiscal Year 2013–14

	1st Qtr.		2nd Qtr.		3rd Qtr.		4th Qtr.		Totals	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All Needs Met	789	16%	351	9%	967	22%	1,103	20%	3,210	45%
One Need Met	1,225	26%	703	18%	1,528	34%	1,611	30%	5,067	55%
No Needs Met	2,775	58%	2,793	73%	1,935	44%	2,740	50%	10,243	
Total	4,789	100%	3,847	100%	4,430	100%	5,454	100%	18,520	

Additionally, separate from the department's goal of reaching 70 percent of the target population by June 30, 2015, the department analyzed its target population to determine if those inmates were assigned to a rehabilitative program, whether it was consistent with an assessed need or not. This data is displayed below and shows steady improvement, as the last three quarters of fiscal year 2014–15, show more than 70 percent of the target attended a program. The department predominantly attributes this to offenders who may not have an assessed academic need, but who continued with their pursuit of higher education.

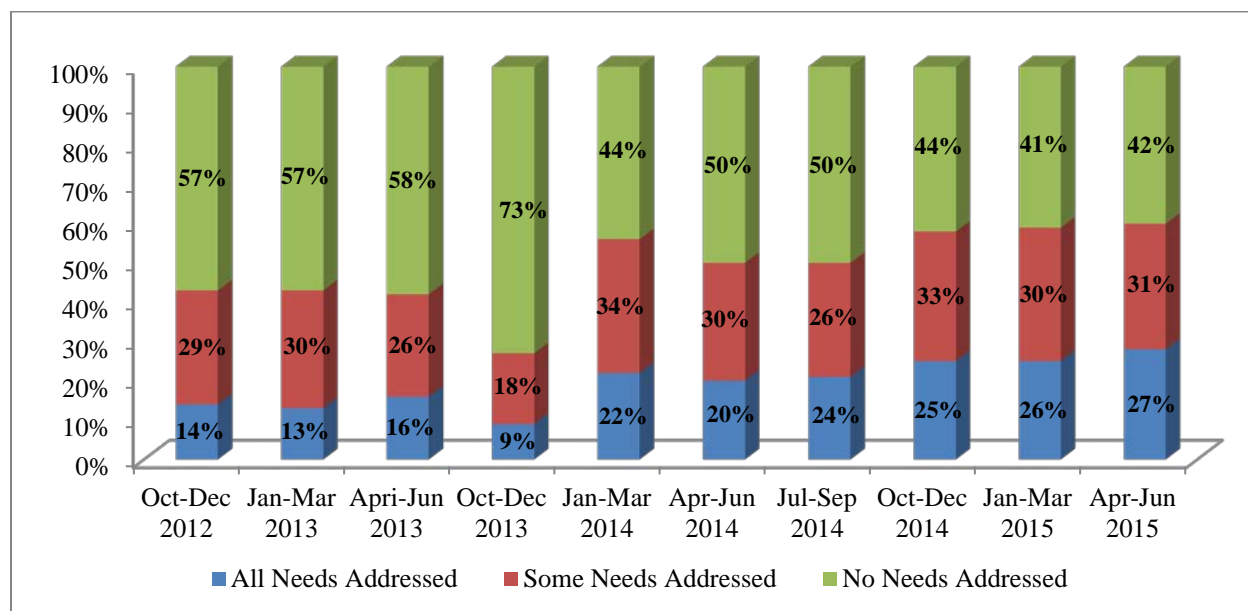
Percent of Offenders Attended Any Rehabilitative Program Whether it was Consistent with an Assessed Need or Not During Fiscal Year 2013-14 and 2014–15

	1st Qtr.		2nd Qtr.		3rd Qtr.		4th Qtr.		Totals	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FY2013-14: Attended Any Rehabilitative Program	2,953	59%	1,096	29%	2,933	53%	2,746	50%	10,542	57%
FY2014-15: Attended Any Rehabilitative Program	3,516	69%	4,277	75%	5,429	75%	4,389	76%	17,611	74%

¹⁵ "Eligible population" refers to those offenders not excluded from receiving a COMPAS assessment, such as those designated enhanced outpatient program (EOP) level of care or higher, life-without-parole, life-term, condemned, and those housed in conservation camps, community correctional facilities, and out-of-state facilities.

The following chart illustrates the number of offenders released post-Realignment who had all, some, or no needs addressed prior to their release. Although the number of offenders released with no needs addressed has remained consistently higher than those with some or all needs addressed, the chart indicates that the department is making progress in increasing the number of offenders released with all needs addressed and is working to reduce the percentage of offenders being released with no needs addressed.

Offenders Released Post-Realignment with a Moderate to High CSRA Score and at Least One Criminogenic Need



Prepare for Reentry

Reentry Hubs

Reentry hubs are established to provide relevant rehabilitation services to offenders who are within 48 months of being released and have demonstrated a willingness to take advantage of such services. The *Blueprint* identified 13 institutions to be designated as reentry hubs by providing education, employment, cognitive behavioral treatment, and substance abuse programs. In determining the current operational status for each of the 13 reentry hubs, as of June 30, 2015, the OIG determined that a course needed to have a corresponding instructor, an assigned classroom, and data showing monthly inmate attendance. OIG fieldwork from May 2015 through June 2015 showed that, the department fully implemented all types of programming at each of its 13 designated reentry hubs.

The department reports that it expanded reentry hub programming to the Female Community Reentry Facility in March 2014. The department plans to further expand reentry hub programming to several in-state contract facilities, including Desert View Modified Community Correctional Facility (MCCF), Central Valley MCCF, and Golden State MCCF in August 2015.

California Identification Card Project

The *Blueprint* stated the California Identification Card program (CAL-ID) would be implemented to assist eligible offenders in obtaining State-issued identification (ID) cards to satisfy federal requirements for employment documentation. According to the department, in November 2013, the DRP entered into a contract with the California Department of Motor Vehicles (DMV) through June 30, 2015, to process CAL-IDs for offenders who are being released from custody.

The interagency agreement allows up to 12,000 ID cards annually with a maximum of 1,000 cards per month. The ID cards are being offered to offenders at a reduced fee, and senior ID cards are offered at no cost. In September 2014, the Governor signed legislation expanding the CAL-ID program to mandate that all eligible offenders released from custody have valid identification cards.

From May 2015 through June 2015, OIG staff reviewed the institutions' documents and performed site visits to determine whether the CAL-ID program was implemented at the reentry hubs. The OIG found that the CAL-ID program was implemented at each of the 13 reentry hubs. The department reports that between July 1, 2014 and June 30, 2015, more than 4,800 applications have been sent to the DMV for processing. The DMV has approved approximately 4,200 applications and sent these cards to the institutions for issuance. The average eligibility rate is 88 percent.

The department reports that on July 1, 2015, it entered into an interagency agreement with the DMV in order to comply with Penal Code Section 3007.05. The agreement expanded the CAL-ID Program to all 35 CDCR institutions.

Pre-Parole Process Benefits Program

The department's Division of Adult Parole Operations (DAPO) Transitional Case Management Program (TCMP) provides pre-release benefit assistance to all eligible inmates releasing to parole or post release community supervision (PRCS) approximately 90 to 120 days prior to release from prison. TCMP benefit workers provide Medi-Cal, Social Security Administration, and Veterans Administration benefit application assistance. Benefit workers are assigned to all adult institutions and their full-time duties are to provide assistance with the benefit application process. The department currently has 59 benefit workers statewide.

The DAPO completed rebuilding its existing Benefit Application Support System (BASS) in April 2015. The upgraded BASS allows for a comprehensive assessment of data collected in the TCMP benefit assistance program. Specifically, the new BASS allows for a monthly statewide population assessment identified by an inmate's earliest possible release date (EPRD) at each of CDCR's adult institutions. The data is compartmentalized in the tables below with the total number of inmate releases broken down into subsets that are reflective of inmate status and identifiable areas of improvement.

The tables below indicate that there has been a significant improvement in the number of benefit application submissions since July 2014. The Board commends the department's efforts to increase the number of application submissions. The Board is concerned, however, with the large number of offenders released with pending applications. Of the total number of applications submitted from July 2014 through June 2015, the average rate of pending applications for SSA/SSI and Medi-Cal is 53.3 percent and 85.9 percent, respectively. The average rate of approval for SSA/SSI applications is 33.3 percent, and the average approval rate for Medi-Cal applications is 13.7 percent. Furthermore, due to the Affordable Care Act, this benefit provides for 100 percent federal funding. Application outcomes for VA benefits for that same period had an average approval rate of 26.9 percent and an average pending rate of 68 percent. The vast majority of offenders are released with their applications pending. The Board underscores the importance of ensuring benefits are established for offenders *prior* to release from prison. The Board recommends the department examine the underlying reasons for the high number of pending benefit applications and develop a plan to address this issue.

Statewide Inmate Releases and TCMP Service Disposition

	Jul-Sep 2014		Oct-Dec 2014		Jan-Mar 2015		Apr-Jun 2015	
Total Inmate Releases	9,777		9,719		10,654		10,225	
	No.	%	No.	%	No.	%	No.	%
Submitted Applications	3,252	33.3	3,933	40.5	5,140	48.2	6,520	63.8
Access to Other Insurance	56	0.6	96	1.0	221	2.1	325	3.2
Ineligible (INS, Lifers)	160	1.6	277	2.9	710	6.7	948	9.3
Unavailable: Fire Camps	616	6.3	636	6.5	683	6.4	612	6.0
Unavailable: Late Referrals	16	0.2	30	0.3	737	6.9	469	4.6
Unavailable: Out to Court/Medical	37	0.4	85	0.9	377	3.5	270	2.6
Refused Services	56	0.6	72	0.7	134	1.3	142	1.4
Unknown (Improvement Area)	5,584	57.1	4,590	47.2	2,652	24.9	939	9.2

Benefit Applications Outcomes

Benefit	Status	Jul-Sep 2014	Oct-Dec 2014	Jan-Mar 2015	Apr-Jun 2015
SSA/SSI	Submissions	470	535	644	728
	Pending	260	302	285	415
	Approved	135	151	263	258
	Denied	75	82	96	55
Medi-Cal	Submissions	3,149	3,849	5,061	6,464
	Pending	2,839	3,229	4,289	5,475
	Approved	304	607	756	976
	Denied	6	13	16	13
VA	Submissions	81	74	90	104
	Pending	38	48	68	88
	Approved	37	25	18	9
	Denied	6	1	4	7

Mental Health Subsets of Statewide Inmate Releases and TCMP Service Dispositions

		Jul-Sep 2014		Oct-Dec 2014		Jan-Mar 2015		Apr-Jun 2015	
	Total Inmate Releases	202		193		244		283	
EOP		No.	%	No.	%	No.	%	No.	%
	Submitted Applications	119	58.9	153	79.3	179	73.4	236	83.4
	Access to Other Insurance	1	0.5	0	0.0	3	1.2	2	0.7
	Ineligible (INS, Lifers)	9	4.5	6	3.1	18	7.4	17	6.0
	Unavailable: Fire Camps	0	0.0	0	0.0	0	0.0	0	0.0
	Unavailable: Late Referrals	1	0.5	1	0.5	12	4.9	5	1.8
	Unavailable: Other	3	1.5	5	2.6	1	0.4	4	1.4
	Refused Services	3	1.5	7	3.6	5	2.0	7	2.5
	Unknown	66	32.7	21	10.9	26	10.7	12	4.2
CCCMS	Total Inmate Releases	1,449		1,450		1,550		1,591	
		No.	%	No.	%	No.	%	No.	%
	Submitted Applications	887	61.2	1,030	71.0	1,086	70.1	1,260	79.2
	Access to Other Insurance	5	0.3	13	0.9	28	1.8	41	2.6
	Ineligible (INS, Lifers)	28	1.9	52	3.6	67	4.3	83	5.2
	Unavailable: Fire Camp	4	0.3	5	0.3	4	0.3	2	0.1
	Unavailable: Late Referrals	3	0.2	7	0.5	135	8.7	68	4.3
	Unavailable: Other	10	0.7	14	1.0	30	1.9	32	2.0
	Refused Services	11	0.8	18	1.2	35	2.3	15	0.9
	Unknown	501	34.6	311	21.4	165	10.6	90	5.7
Non-EOP/ Non-CCCMS	Total Inmate Releases	8,126		8,076		8,860		8,351	
		No.	%	No.	%	No.	%	No.	%
	Submitted Applications	2,246	27.6	2,750	34.1	3,875	43.7	5,024	60.2
	Access to Other Insurance	50	0.6	83	1.0	190	2.1	282	3.4
	Ineligible (INS, Lifers)	123	1.5	219	2.7	625	7.1	848	10.2
	Unavailable: Fire Camp	612	7.5	631	7.8	679	7.7	610	7.3
	Unavailable: Late Referrals	12	0.1	22	0.3	590	6.7	396	4.7
	Unavailable: Other	24	0.3	66	0.8	346	3.9	234	2.8
	Refused Services	42	0.5	47	0.6	94	1.1	120	1.4
	Unknown	5,017	61.7	4,258	52.7	2,461	27.8	837	10.0

Benefit Applications Outcomes Mental Health Population

	Benefit Type and Status	Jul-Sep 2014	Oct-Dec 2014	Jan-Mar 2015	Apr-Jun 2015
EOP	SSI Submissions	80	126	141	212
	Pending	46	82	75	151
	Approved	16	22	32	45
	Denied	18	22	34	16
	Medi-Cal Submissions	109	145	176	232
	Pending	95	115	141	180
	Approved	14	30	35	50
	Denied	0	0	0	2
	VA Submissions	0	0	0	0
	Pending	N/A	N/A	N/A	N/A
	Approved	N/A	N/A	N/A	N/A
	Denied	N/A	N/A	N/A	N/A
CCCMS	SSI Submissions	150	154	153	214
	Pending	95	85	58	126
	Approved	25	46	71	67
	Denied	30	23	24	21
	Medi-Cal Submissions	869	1,005	1,068	1,251
	Pending	786	856	889	1,064
	Approved	81	144	174	185
	Denied	2	5	5	2
	VA Submissions	24	27	26	22
	Pending	10	17	18	19
	Approved	13	10	6	2
	Denied	1	0	2	1
Non-EOP /Non-CCCMS	SSI Submissions	240	255	350	302
	Pending	119	135	152	138
	Approved	94	83	160	146
	Denied	27	37	38	18
	Medi-Cal Submissions	2,171	2,699	3,817	4,981
	Pending	1,958	2,258	3,259	4,231
	Approved	209	433	547	741
	Denied	4	8	11	9
	VA Submissions	57	47	64	82
	Pending	28	31	50	69
	Approved	24	15	12	7
	Denied	5	1	2	6

Reintegrate

Community Programs for Parolees

Similar to the in-prison rehabilitation program goals, the department's goal as stated in the *Blueprint* is to build program capacity for fiscal year 2013–14 to accommodate 70 percent of parolees who have a need for substance abuse treatment, employment services, or education

within their first year of being released from prison. The *Blueprint* identified capacity benchmarks by type that the department intended to meet in order to accommodate the parolee needs. The table below identifies the number of parolees identified for each program type shown in the *Blueprint* and the number of parolees served as reported by the department. During June 2015, the department exceeded the total annual program capacity (parolees who can be served in each program area in a year) identified in the *Blueprint* for fiscal year 2013–14. Many of the programs available offer multiple types of services at a single site.

Community Programs for Parolees Available During June 2015

Post-Release: Adult Rehabilitative Programs	Blueprint Slots (FY2013–14) Planned Annual Capacity	June 2015 (FY2014–15) Annual Capacity
Education Programs	6,219	6,414
Employment Programs	5,915	5,801
Substance Abuse Treatment	5,172	8,764
Total Annual Capacity	17,306	20,979

According to the department, the community and reentry programs expanded education to parolees by increasing the number of day reporting centers (DRCs) across the State, thereby increasing job readiness and employment skills services. There are currently 24 DRCs and community-based coalitions operating statewide. Along with day reporting centers, the department has also increased the number of computer literacy learning centers from 21 in 2012 to 25 centers currently, helping to improve literacy skills and focusing on training skills, life skills, and employment competencies. The department explained that its decrease in annual capacity for post-release substance abuse treatment was due to a decline in the number of Board of Parole Hearings referrals to the community portion of the in-custody drug treatment program.

Additionally, the department is in the process of developing a tracking mechanism to identify the percentages of first-year parolees who have participated in community-based programming based on their assessed needs. In the interim, the department has provided data identifying the number of parolees released who were in the target population and participated in a rehabilitative program consistent with their employment, education, or substance abuse needs within their first year of release. This data can be used to track the department’s progress in meeting its goal as stated in the *Blueprint*, which is to build program capacity by fiscal year 2013–14 to accommodate 70 percent of parolees who have a need for substance abuse treatment, employment services, or education within their first year of being released from prison. Again, the *Blueprint* does not identify a milestone for when the goal is to be met; however, CDCR identifies June 30, 2015, as its projected completion date. The following table represents a snapshot of data provided by CDCR, as of June 23, 2015, to show how the department identified its target parolee population.

Total Number of Offenders Paroled or Discharged with a High/Moderate CSRA Score, as of June 23, 2015

Parolees—Type of Criminogenic Risk and Need	Total Number of Offenders Released
Parolees released with a moderate-to-high CSRA score	702
And Parolees released with a moderate-to-high CSRA score and a reentry COMPAS	578
And Parolees released with moderate-to-high CSRA score and at least one medium-to-high COMPAS reentry need	465

Similar to how it calculates its target population for offenders, the department uses the results of parolees who have shown a moderate-to-high risk to reoffend (702) according to the California Static Risk Assessment (CSRA), and at least one medium-to-high need, as identified by the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Reentry assessment tool. In the table above, there were 113 parolees (578 minus 465) who did not have at least one medium-to-high COMPAS reentry need. Thus, the target population for parolees during June 2015 was 465.

The following table provided by CDCR identifies data as of June 23, 2015, for parolees who participated in a rehabilitative program consistent with their employment, education, or substance abuse needs. The department calculated that 72 percent of parolees participated in programs for parolees that addressed at least one, but not all, of the categories, above its goal of accommodating 70 percent of parolees. Additionally, the department indicates that 80 percent of parolees participated in a rehabilitative program, which may not have been in a program for an assessed need.

Percent of Parolees Receiving Services Consistent with Their Needs as of June 23, 2015

Individual Need (Offenders may be in multiple categories)	Total Number of Offenders By Need*	Parolees with a Risk and Need Who Participated in Programming Consistent with Their Needs	Parolees with a Need Who Did <u>Not</u> Participate in Programming Consistent with Their Needs
Employment Need	309	205	104
Education Need	243	155	88
Substance Abuse Need	233	154	79
All Other Needs	465	24	441
Total percentage of offenders with at least one need who participated in at least one program consistent with their risk and need.			71.8%
Total percentage of offenders with a risk and need who participated in a program.			79.6%

* = The data provided by CDCR includes offenders with multiple needs.

Follow-Up

Program outcomes are closely monitored to determine the effectiveness of the department's rehabilitation programs. Key performance indicators include program enrollment, attendance, and completion rates, as well as regression, which the department currently has available only for substance abuse programs but anticipates eventually being available for education and other programs in future reports. Key performance indicators are reviewed monthly by executive staff, and results are shared with wardens and institutional program staff. Quarterly meetings are conducted with institution staff to discuss performance in all of these areas. Significant improvements have been made as a result of the focus on performance measures, especially in the increase in college course availability and degree completions.

Data Solutions

The department implemented the Strategic Offender Management System (SOMS) classification and programs modules and transitioned successfully from its legacy systems. The DRP Data Unit continues to investigate data shifts from the previous year and facilitate training sessions with the field to ensure effective data capture and integrity.

Endeca currently schedules statewide offender reports for departmental constituents including wardens and the classification and parole representatives at each institution that include information on demographics and assessment scores. This system serves as a useful tool for quickly analyzing the offender population and their needs. Also, DRP's collaborative partnership yields an expansion of the department's reporting capability including interactive dashboards, ad hoc queries, and search and collaboration through the implementation of the Oracle Business Intelligence Enterprise Edition software.

The Automated Reentry Management System (ARMS) project will pilot in July 2015. The department reports that statewide roll-out will begin in August 2015. The ARMS system incorporates assessment data, session attendance, treatment plans, and case notes for contract service providers. ARMS will be deployed to community service providers by the end of fiscal year 2015–16.

CONCLUSION

The California Rehabilitation Oversight Board's (C-ROB) sixteenth report is the first attempt at merging its rehabilitation monitoring efforts with the ongoing fieldwork performed by the Office of the Inspector General's (OIG) *Blueprint* monitoring team. C-ROB staff and the *Blueprint* monitoring team visited all 35 adult institutions from December 2014 through January 2015, and again from May through June 2015.

The department has shown progress in certain areas in meeting its rehabilitative benchmarks and was able to increase its percentage of offenders served in rehabilitative programs; however, it did not meet its goal of reaching 70 percent of its target population by June 30, 2015. The department, during fiscal year 2014–15, was able to serve 56 percent of its target population, which is a 13 percent increase from fiscal year 2012–13, by having either all of an inmate's rehabilitative needs met or at least one identified need met. The department is working to determine a more meaningful measure of participation, but does not have the ability to provide statistics showing the amount of the time spent in programs for the offenders being counted.

During its *Blueprint* monitoring, the OIG found that 90 percent of the academic education programs were operational, which represents a 1 percent increase from the OIG's March 2015 *Blueprint* Monitoring Report; 82 percent of the career technical education programs were operational, a 6 percent increase; and 93 percent of the substance abuse treatment slots were filled, a 5 percent increase. A significant increase was found in the cognitive behavioral treatment slots, which increased by 7 percent to 95 percent compliance from the OIG's March 2015 *Blueprint* Monitoring Report.

Institution site visits revealed many positive changes occurring within the department, particularly in its efforts to expand reentry services and substance abuse treatment. Some challenges persist, such as those found in purchasing and procurement. However, the department is working to address these challenges, as shown in its implementation of a "canteen list" system for ordering supplies and preparing. While not yet perfected, this new system provides a streamlined approach to purchasing supplies.

The Board commends the department for successfully increasing its rehabilitative program capacity by nearly 30 percent in less than two years. Although academic and career technical education capacity had slight increases, the most notable growth occurred in the in-prison cognitive behavioral treatment capacity, which went from approximately 1,800 to more than 9,000, and in in-prison substance abuse treatment capacity, which more than doubled.

The department's Office of Correctional Education (OCE) is increasing participation in college courses. The Board commends these efforts and notes the increase in college course completions from approximately 1,800 from January through June 2013 to more than 6,500 from January

through June 2015. The department's partnership with the California Community College Chancellor's Office following the passage of Senate Bill 1391 will continue to increase access to college courses. The Board is concerned about the decline in GED completions from January through June 2015, due to the implementation of the more challenging computer-based GED. Institution site visits revealed that many teachers have concerns that their students are unprepared for the computer-based GED.

Also, regarding enhanced programming facilities (EPFs), the OIG found a large number of offenders ineligible for EPF housing due primarily to a backlog of classification staff representative reviews. These offenders do not meet the criteria for EPF placement, and the department has noted an emphasis on reviewing and transferring those offenders whose behavior is contrary to the EPFs' success. Since the intent of the EPFs is to incentivize and reinforce positive life choices, allowing other non-eligible offenders for a significant time period defeats the purpose of the program. As noted previously, the department has pledged to examine this issue with input from the affected facilities and find solutions to the housing problem, but improvement is still needed in this area.

One significant area of concern is the pre-release benefits program. The Division of Adult Parole Operations (DAPO) has made progress in its reporting mechanisms and increased the number of benefit application submissions. However, the Board is concerned that the majority of offenders are released from prison with their benefit applications pending. The Board would like more information to explain why there is such a high number of pending benefit applications, including when benefit applications are being submitted.

The Board notes several major highlights, including the development of a case management plan, which is a critical component of the California Logic Model. The Board is pleased to report the department's progress in this key area. Also, after many challenges and barriers, the department is preparing to activate its in-prison sex offender treatment pilot program. The department has hired and filled five new positions to facilitate the program and has contracted with the University of Cincinnati Corrections Institute to provide staff training. Additionally, the Innovative Programming Grant increased programming opportunities and volunteerism to institutions with a low volunteer base. As a result, 18 institutions received new inmate leisure time activity groups (ILTAGs). Moreover, the department's Division of Rehabilitative Programs created additional milestone credit-earning opportunities by adding seven ILTAGs to the milestone credit eligible programs.

The department has successfully addressed or implemented all four of the Board's recommendations from the 2014 C-ROB Report, and is continuing to make positive strides in program capacity, rehabilitation services, levels of offender participation and success, and innovative programming.

The institution site visits conducted this reporting period identified successes and challenges. The department should address the identified challenge areas and devise solutions to reduce their impact on program participation and success. Finally, as a result of program review, data analysis, and completed site visits, the Board presents the department with four formal recommendations to further programs and services and prepare offenders for reentry.

BOARD RECOMMENDATIONS

The Board recommends the department address the challenges surrounding reassigning or removing offenders from academic and career technical education classes to enhance learning and improve classroom participation and management.

During the 2014-2015 site visits conducted by the OIG's *Blueprint* monitoring team and C-ROB staff, many academic and career technical education instructors discussed the difficulties of removing and reassigning offenders from classes. Instructors and administrators explained that there are a variety of factors contributing to this issue. In some cases, this was attributed to an incomplete Test for Adult Basic Education (TABE) assessment. In other cases, this was due to the lack of available school records for some offenders. For example, an offender may have already earned a GED or high school diploma but education staff at the institution is unable to obtain a copy to verify completion. Education staff expressed concerns about the difficulties of removing these students from class, as they often become disruptive and make classroom management more challenging.

The Board recommends the department address the challenges surrounding obtaining career technical education certificates from the National Center for Construction Education and Research (NCCER) to ensure offenders have copies of their certificates prior to release.

During the site visits, many career technical education instructors expressed concerns about the long delays when obtaining certifications from NCCER. This becomes a challenge when offenders are released or transferred from prison without copies verifying they have completed an NCCER certification. Currently, institutions submit NCCER certification requests to headquarters, and headquarters then forwards the request to NCCER. NCCER then sends the certification to headquarters, which then returns the certificate to the institution. Education staff did not understand the reason for the delay and explained the process can take over six months.

The Board recommends the department work to increase access to computers and typing programs for offenders preparing to take the computer-based GED.

Instructors and offenders expressed concerns regarding the lack of computer access for offenders preparing to take the computer-based GED. The new Common Core-aligned GED is more challenging and instructors have GED preparation materials to ensure their students are prepared for the new content. However, many institutions lack available computers, making it difficult for offenders to develop the computer and typing skills essential to success on the new computer-based GED.

The Board recommends the department improve its benefit application outcomes for offenders prior to release to ensure that eligible offenders have their benefits established prior to release. The Board would like more information to explain why there is such a high number of pending benefit applications, including when benefit applications are being submitted.

Establishing benefits for offenders prior to release has the potential to decrease recidivism and criminal justice costs, while also improving the health and safety of communities. This population is far more likely to have substance use disorders, serious mental illness, and chronic medical conditions compared to the general population. Research demonstrates that significant decreases in recidivism can be realized when substance abuse and mental health issues are treated. The Affordable Care Act (ACA) coverage expansions, particularly the Medicaid expansion, provide new opportunities to increase health coverage for this population, which may contribute to improvements in their ability to access care as well as greater stability in their lives and reduced recidivism rates.

The Division of Adult Parole Operations (DAPO) has made progress in its reporting mechanisms through its rebuild of the Benefit Application Support System (BASS). Moreover, DAPO has made significant improvement in the number of benefit application submissions. From July through September 2014, 33.3 percent of offenders released had submitted benefit applications compared to 63.8 percent from April through June 2015. While this is a substantial improvement, the majority of offenders are released with their benefit applications pending. The Board realizes there are many challenges processing benefit applications for offenders prior to release and would like more information about the underlying reasons for the high number of pending benefit applications.

PRIOR BOARD RECOMMENDATIONS AND THE DEPARTMENT'S PROGRESS

The following are the Board's findings and the department's progress in response to those findings regarding effectiveness of treatment efforts, rehabilitation needs of offenders, gaps in rehabilitation services, and levels of offender participation and success.

The Board recommends the department provide accurate milestone data depicting how many milestones were earned during 2014, including what percentage of the inmate population is eligible to earn milestones, and total weeks of credits earned that were applied to sentence reduction.

The department has partially implemented this recommendation. The department has the ability to identify which offenders are eligible for milestone credits and how many weeks of milestone credits have been earned. Based on the SOMS programming for milestone credits, the department is unable to state how many weeks were actually applied to sentence reduction during a specific period of time.

The Board recommends the department implement a more meaningful measure of participation to ensure the data captured accurately reflects the challenges and successes of addressing offenders' needs, such as a reasonable program completion percentage or a minimum number of days in a program counting as "participation."

The department is currently working to implement this recommendation. The department does not consider either participation or completion as "meeting" an offender's need. Instead, the department considers participation as assignment to a program consistent with an assessed need. The department agrees that "one day" of programming does not equate to meaningful participation. The DRP is currently working with the OIG to develop an appropriate counting rule to determine what constitutes meaningful participation in order to count towards the 70 percent goal.

The Board recommends the department develop a strategy to address the chronic staffing shortages of CDCR librarians across the state.

The department is currently working to implement this recommendation. In October 2014, the vacant principal librarian position was filled. One of the functions of the principal librarian is to assist with recruitment and retention efforts of librarians in the field. In November 2014, the OCE attended the California Library Association (CLA) conference in Oakland with the primary purpose of recruitment. In November 2014, the OCE started to post open librarian positions on the CLA listserv. These efforts have resulted in 33 applications submitted to the Office of Workforce Planning. One candidate was interviewed and accepted a position at California Correctional Institute. In June 2015, the OCE operated a booth at the American Library Association Annual Conference in San Francisco and conducted extensive recruitment. The OCE continues to work with the Office of Workforce Planning to ensure all qualified applicants are properly screened and allowed to interview.

The Board recommends the department implement a pre-release program at every institution, to include reentry services and transitions programs.

The department has partially implemented this recommendation. The department has expanded from 13 reentry hubs to 18 reentry hubs. The department assists offenders with signing up for pre-release benefits and applying for a California Identification Card at all institutions.

APPENDICES

Appendix A—Core COMPAS Assessments

Appendix B—Programming Plans

Appendix C—Academic Program Capacity, Enrollment and Utilization

Appendix D—Career Technical Education Program Capacity, Enrollment and Utilization

Appendix E—Substance Abuse Treatment Program Capacity, Enrollment and Utilization

Appendix F—Grant Recipients

Appendix G—Milestone Completion Credit Schedule

APPENDIX A—CORE COMPAS ASSESSMENTS

The following displays the department's status in completing core COMPAS assessments for each inmate to assess his or her rehabilitative needs. The data is as of June 30, 2015.

Institution	Inmate Population	Inmates with Core COMPAS	Inmates Without COMPAS	Percent with Core COMPAS
Avenal State Prison	2,726	2,240	486	82.2%
California City Correctional Facility	2,357	2,318	39	98.3%
California Correctional Center	4,132	3,957	175	95.8%
California Correctional Institution	4,004	3,033	971	75.7%
California Health Care Facility	1,987	822	1,165	41.4%
California Institution for Men	3,993	3,296	697	82.5%
California Institution for Women	1,874	1,421	453	75.8%
California Medical Facility	2,276	1,166	1,110	51.2%
California Men's Colony	3,813	2,434	1,379	63.8%
California Rehabilitation Center	2,437	2,402	35	98.6%
California State Prison, Los Angeles County	3,515	1,779	1,736	50.6%
California State Prison, Corcoran	4,438	2,760	1,678	62.2%
California State Prison, Sacramento	2,319	1,055	1,264	45.5%
California State Prison, San Quentin	3,773	1,474	2,299	39.1%
California State Prison, Solano	3,885	2,270	1,615	58.4%
California Substance Abuse Treatment Facility and State Prison, Corcoran	5,595	3,824	1,771	68.3%
Calipatria State Prison	3,796	2,590	1,206	68.2%
Centinela State Prison	3,507	2,412	1,095	68.8%
Central California Women's Facility	3,104	1,857	1,247	59.8%
Chuckawalla Valley State Prison	2,278	1,932	346	84.8%
Correctional Training Facility	5,164	3,581	1,583	69.3%
Deuel Vocational Institution	2,199	1,235	964	56.2%
Folsom State Prison	2,391	1,430	961	59.8%
Folsom Women's Facility	473	473	0	100.0%
High Desert State Prison	3,322	2,480	842	74.7%
Ironwood State Prison	3,441	2,461	980	71.5%
Kern Valley State Prison	3,647	2,411	1,236	66.1%
Mule Creek State Prison	2,948	1,498	1,450	50.8%
North Kern State Prison	4,498	2,189	2,309	48.7%
Out of State Correctional Facilities-Various	7,494	5,524	1,970	73.7%
Pelican Bay State Prison	2,745	1,580	1,165	57.6%
Pleasant Valley State Prison	2,266	1,677	589	74.0%
Richard J. Donovan Correctional Facility	3,169	1,732	1,437	54.7%
Salinas Valley State Prison	3,708	2,082	1,626	56.1%
Sierra Conservation Center	4,392	3,610	782	82.2%
Valley State Prison	3,390	2,521	869	74.4%
Wasco State Prison	5,013	2,612	2,401	52.1%
TOTALS	126,069	84,138	41,931	66.7%

* Miscellaneous pertains to special non-state prison housing such as community correctional facilities or special housing programs.

* Miscellaneous-Special Housing / Non-State Prisons	4,675
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APPENDIX B—PROGRAMMING PLANS

The following pages display the information the OIG summarized after assessing whether the department has implemented the rehabilitation programs scheduled to be underway in fiscal year 2014–15 as identified by the department. The OIG performed the fieldwork to assess the operational status of each program at each institution.

The information displayed in the following page identifies the statewide operational status of the rehabilitation programs in summary format for each type of program. An individual page for each prison is provided after the summary page. The first columns identify the numbers in terms of teacher positions and the numbers in terms of student inmates as they were identified by the department. As described earlier, the numbers were allowed to be changed as long as they met the total departmental numbers. The next set of columns displays the results of the OIG fieldwork identifying the number of programs that were actually fully operational when the fieldwork was performed. The last set of columns identifies the differences between the number of courses that were supposed to be operational (and related available inmates served) and the number of courses that the OIG actually found to be operational during the site visits.

The fieldwork performed in this exercise was conducted from May 2015 through June 2015, along with follow-up work in July 2015. Therefore, the numbers may have changed since the time of the report. Additionally, some of the detail of the specific courses may have changed from institution to institution, but the departmental totals in terms of scheduled courses still match the original *Blueprint* numbers.

APPENDIX B—PROGRAMMING PLANS

STATEWIDE SUMMARY TOTALS - REHABILITATION PROGRAMS

	CDCR Figures FY 14-15		Actuals As of June 30, 2015		Differences (Actuals - Final)	
	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Academic Education						
General Population	310	16,398	282	14,660	-28	-1,738
Alternative Programming	9	486	10	606	1	120
Voluntary Educ. Program	201	24,000	175	20,830	-26	-3,170
TOTALS	520	40,884	467	36,096	-53	-4,788
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	18	486	15	405	-3	-81
Auto Repair	15	405	14	378	-1	-27
Building Maintenance	25	675	21	567	-4	-108
Carpentry	16	432	14	378	-2	-54
Computer Literacy	34	1,822	31	1,714	-3	-108
Cosmetology	3	81	3	81	0	0
Electrical Works	19	513	15	405	-4	-108
Electronics	33	891	27	729	-6	-162
HVAC	14	378	8	216	-6	-162
Machine Shop	4	108	2	54	-2	-54
Masonry	15	405	12	324	-3	-81
Office Services and Related Technology (OSRT)	42	1,161	38	1,018	-4	-143
Painting	3	81	2	54	-1	-27
Plumbing	10	270	8	216	-2	-54
Roofing	1	27	0	0	-1	-27
Sheet Metal	1	27	1	27	0	0
Small Engine Repair	9	243	7	189	-2	-54
Welding	21	567	15	405	-6	-162
TBD	0	0	0	0	0	0
TOTALS	283	8,572	233	7,160	-50	-1,412
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	1,512	3,024	1,412	2,824	-100	-200
Cognitive-Behavioral	2,328	7,728	2,221	7,387	-107	-341
TOTALS	3,840	10,752	3,633	10,211	-207	-541
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	696	6,264	501	4,509	-195	-1,755
TOTALS	696	6,264	501	4,509	-195	-1,755

APPENDIX B—PROGRAMMING PLANS

AVENAL STATE PRISON (ASP)

ASP is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	18	972	17	918	-1	-54
Voluntary Educ. Program	7	840	6	720	-1	-120
TOTALS	25	1812	23	1638	-2	-174
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	2	54	2	54	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	2	108	2	108	0	0
Electrical Works	1	27	1	27	0	0
Electronics	2	54	2	54	0	0
HVAC	1	27	0	0	-1	-27
Machine Shop	0	0	0	0	0	0
Masonry	1	27	0	0	-1	-27
Office Technologies	3	81	3	81	0	0
Plumbing	1	27	1	27	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	1	27	1	27	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	17	513	15	459	-2	-54
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	192	384	174	348	-18	-36
Cognitive-Behavioral	288	960	265	883	-23	-77
TOTALS	480	1343.904	439	1231	-41	-113
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	28	252	-32	-288
TOTALS	60	540	28	252	-32	-288

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA CITY CORRECTIONAL CENTER (CAC)

CAC was activated as a Standard Program Site in December 2013.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	2	108	2	108	0	0
Voluntary Educ. Program	3	360	3	360	0	0
TOTALS	5	468	5	468	0	0
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	1	54	1	54	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
OSRT	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	2	81	2	81	0	0

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA CORRECTIONAL CENTER (CCC)

CCC is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	11	540	9	396	-2	-144
Voluntary Educ. Program	4	480	4	480	0	0
TOTALS	15	1020	13	876	-2	-144
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0
Electrical Works	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	1	27	1	27	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
OSRT	1	27	1	0	0	-27
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	0	0	-1	-27
TBD	0	0	0	0	0	0
TOTALS	8	216	7	162	-1	-54

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA CORRECTIONAL INSTITUTION (CCI)

CCI was designated as a Standard Program Site on 12/4/12 although it was originally designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area (programs have been minimally updated since the change in designation):

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Academic Education						
General Population	10	526	8	418	-2	-108
Voluntary Educ. Program	9	1080	8	960	-1	-120
TOTALS	19	1606	16	1378	-3	-228
Career Technical Education						
Auto Mechanics	2	54	2	54	0	0
Auto Repair	1	27	0	0	-1	-27
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	0	0	0	0	0	0
Electric Work	0	0	0	0	0	0
Electronics	2	54	1	27	-1	-27
HVAC	1	27	1	27	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	2	54	1	27	-1	-27
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	11	297	8	216	-3	-81

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA HEALTH CARE FACILITY (CHCF)

CHCF is designated as a Standard Program Site. It was recently activated in July 2013.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	4	216	4	216	0	0
Voluntary Educ. Program	3	360	2	240	-1	-120
TOTALS	7	576	6	456	-1	-120
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	2	108	1	54	0	-54
Electric Work	0	0	0	0	0	0
Electronics	0	0	0	0	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	2	108	1	54	0	-54

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA INSTITUTION FOR MEN (CIM)

CIM is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	13	702	12	582	-1	-120
Voluntary Educ. Program	8	960	3	360	-5	-600
TOTALS	21	1662	15	942	-6	-720
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	2	54	2	54	0	0
Carpentry	2	54	2	54	0	0
Computer Literacy	1	54	1	54	0	0
Electrical Works	2	54	1	27	-1	-27
Electronics	1	27	1	27	0	0
HVAC	1	27	0	0	-1	-27
Machine Shop	0	0	0	0	0	0
Masonry	1	27	1	27	0	0
Office Technologies	1	27	1	27	0	0
Plumbing	1	27	1	27	0	0
Sheet Metal	1	27	1	27	0	0
Small Engine Repair	1	27	0	0	-1	-27
Welding	1	27	0	0	-1	-27
TBD	0	0	0	0	0	0
TOTALS	15	432	11	324	-4	-108
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	192	384	171	342	-21	-42
Cognitive-Behavioral	288	960	285	950	-3	-10
TOTALS	480	1344	456	1292	-24	-52
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	57	513	-3	-27
TOTALS	60	540	57	513	-3	-27

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA INSTITUTION FOR WOMEN (CIW)

CIW is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	8	432	5	270	-3	-162
Voluntary Educ. Program	2	240	3	360	1	120
TOTALS	10	672	8	630	-2	-42
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0
Cosmetology	1	27	1	27	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
OSRT	2	81	2	81	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	5	162	5	162	0	0
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	96	192	96	192	0	0
Cognitive-Behavioral	120	384	120	384	0	0
TOTALS	216	576	216	576	0	0
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	53	477	-7	-63
TOTALS	60	540	53	477	-7	-63

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA MEDICAL FACILITY (CMF)

CMF is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	2	108	3	162	1	54
Voluntary Educ. Program	4	480	4	480	0	0
TOTALS	6	588	7	642	1	54
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	1	54	1	54
Electric Work	0	0	0	0	0	0
Electronics	0	0	0	0	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	2	54	1	27	-1	-27
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	2	54	2	81	0	27

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA MEN'S COLONY (CMC)

CMC is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	13	702	12	563	-1	-139
Alternative Programming	0	0	0	0	0	0
Voluntary Educ. Program	10	1200	9	1080	-1	-120
TOTALS	23	1902	21	1643	-2	-259
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	2	108	1	54	-1	-54
Electrical Works	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	1	27	0	0	-1	-27
Masonry	1	27	1	27	0	0
Office Technologies	2	54	2	54	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	0	0	-1	-27
TBD	0	0	0	0	0	0
TOTALS	12	378	9	270	-3	-108
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	72	144	72	144	0	0
Cognitive-Behavioral	144	480	144	480	0	0
TOTALS	216	624	216	624	0	0
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	30	270	30	270	0	0
TOTALS	30	270	30	270	0	0

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA REHABILITATION CENTER (CRC)

CRC was designated as a Standard Program Site on 9/20/13 although it was originally designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	9	486	11	594	2	108
Voluntary Educ. Program	5	600	4	480	-1	-120
TOTALS	14	1086	15	1074	1	-12
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	1	54	1	54	0	0
Electrical Works	1	27	0	0	-1	-27
Electronics	1	27	1	27	0	0
HVAC	1	27	0	0	-1	-27
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	2	54	2	54	0	0
Plumbing	1	27	1	27	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	9	270	7	216	-2	-54

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA STATE PRISON, CORCORAN (COR)

COR is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	10	540	10	540	0	0
Alternative Programming	3	162	3	162	0	0
Voluntary Educ. Program	5	600	5	600	0	0
TOTALS	18	1302	18	1302	0	0
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	1	27	0	0	-1	-27
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	1	27	1	27	0	0
Masonry	0	0	0	0	0	0
Office Technologies	2	54	2	54	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	6	162	5	135	-1	-27

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA STATE PRISON, LOS ANGELES COUNTY (LAC)

LAC was designated as a Re-Entry Hub on 12/4/12 although it was originally designated as a Standard Program Site.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area (programs have been minimally updated since the change in designation):

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	7	378	6	324	-1	-54
Voluntary Educ. Program	5	600	6	720	1	120
TOTALS	12	978	12	1044	0	66
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	1	54	1	54	0	0
Electrical Works	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	1	27	1	27	0	0
Office Technologies	1	27	1	27	0	0
Painting	1	27	1	27	0	0
Plumbing	1	27	1	27	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	7	216	7	216	0	0
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	48	96	48	96	0	0
Cognitive-Behavioral	120	384	108	360	-12	-24
TOTALS	168	480	156	456	-12	-24
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	36	324	30	270	-6	-54
TOTALS	36	324	30	270	-6	-54

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA STATE PRISON, SACRAMENTO (SAC)

SAC is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	4	216	5	270	1	54
Voluntary Educ. Program	7	840	6	720	-1	-120
TOTALS	11	1056	11	990	0	-66
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	1	27	0	0	-1	-27
Carpentry	0	0	0	0	0	0
Computer Literacy	1	54	1	54	0	0
Electrical Works	0	0	0	0	0	0
Electronics	0	0	0	0	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	2	54	2	54	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	4	135	3	108	-1	-27

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA STATE PRISON, SAN QUENTIN (SQ)

SQ is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	7	378	6	324	-1	-54
Voluntary Educ. Program	6	720	3	360	-3	-360
TOTALS	13	1098	9	684	-4	-414
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	1	54	1	54	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	1	27	0	0	-1	-27
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	1	27	0	0	-1	-27
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	5	162	3	108	-2	-54

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA STATE PRISON, SOLANO (SOL)

SOL was designated as a Standard Program Site on 12/4/12 although it was originally designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area (programs have been minimally updated since the change in designation):

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	14	608	11	466	-3	-142
Voluntary Educ. Program	4	480	3	360	-1	-120
TOTALS	18	1088	14	826	-4	-262
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	1	54	1	54	0	0
Electrical Works	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	1	27	1	27	0	0
Office Technologies	1	27	1	27	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	8	243	8	243	0	0

APPENDIX B—PROGRAMMING PLANS

CALIFORNIA SUBSTANCE ABUSE TREATMENT FACILITY (SATF)

SATF is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Academic Education						
General Population	19	1026	18	972	-1	-54
Voluntary Educ. Program	10	1200	11	1200	1	0
TOTALS	29	2226	29	2172	0	-54
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	2	108	2	108	0	0
Electrical Works	2	54	2	54	0	0
Electronics	1	27	1	27	0	0
HVAC	1	27	1	27	0	0
Machine Shop	0	0	0	0	0	0
Masonry	1	27	1	27	0	0
Office Technologies	2	54	2	54	0	0
Painting	1	27	1	27	0	0
Plumbing	1	27	1	27	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	1	27	1	27	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	17	513	17	513	0	0
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	144	288	112	224	-32	-64
Cognitive-Behavioral	288	960	263	877	-25	-83
TOTALS	432	1248	375	1101	-57	-147
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	28	252	-32	-288
TOTALS	60	540	28	252	-32	-288

APPENDIX B—PROGRAMMING PLANS

CALIPATRIA STATE PRISON (CAL)

CAL is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	12	648	9	486	-3	-162
Voluntary Educ. Program	5	600	5	600	0	0
TOTALS	17	1248	14	1086	-3	-162
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	0	0	-1	-27
Auto Repair	1	27	1	27	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	2	108	2	108	0	0
Electrical Works	1	27	0	0	-1	-27
Electronics	1	27	1	27	0	0
HVAC	1	27	1	27	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	8	270	6	216	-2	-54

APPENDIX B—PROGRAMMING PLANS

CENTINELA STATE PRISON (CEN)

CEN is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	13	702	11	594	-2	-108
Voluntary Educ. Program	6	720	5	600	-1	-120
TOTALS	19	1422	16	1194	-3	-228
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	0	0	-1	-27
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0
Electrical Works	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	3	81	2	54	-1	-27
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	1	27	0	0	-1	-27
Welding	1	27	0	0	-1	-27
Roofing	1	27	0	0	-1	-27
TOTALS	11	297	6	162	-5	-135

APPENDIX B—PROGRAMMING PLANS

CENTRAL CALIFORNIA WOMEN'S FACILITY (CCWF)

CCWF is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	11	594	10	540	-1	-54
Voluntary Educ. Program	4	480	4	480	0	0
TOTALS	15	1074	14	1020	-1	-54
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	1	54	1	54	0	0
Cosmetology	1	27	1	27	0	0
Electric Work	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	1	27	1	27	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	2	54	2	54	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	10	297	10	297	0	0
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	96	192	96	192	0	0
Cognitive-Behavioral	144	480	144	480	0	0
TOTALS	240	672	240	672	0	0
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	30	270	-30	-270
TOTALS	60	540	30	270	-30	-270

APPENDIX B—PROGRAMMING PLANS

CHUCKAWALLA VALLEY STATE PRISION (CVSP)

CVSP is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	Final Blueprint		Actuals		Differences	
	FY 13-14 (Version 5)		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	10	540	10	540	0	0
Voluntary Educ. Program	4	480	4	480	0	0
TOTALS	14	1020	14	1020	0	0
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	0	0	-1	-27
Carpentry	1	27	1	27	0	0
Computer Literacy	1	54	1	54	0	0
Electric Work	1	27	1	27	0	0
Electronics	1	27	0	0	-1	-27
HVAC	1	27	0	0	-1	-27
Machine Shop	0	0	0	0	0	0
Masonry	1	27	1	27	0	0
Office Technologies	2	54	2	54	0	0
Painting	1	27	0	0	-1	-27
Plumbing	1	27	0	0	-1	-27
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	14	405	9	270	-5	-135
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	96	192	89	178	-7	-14
Cognitive-Behavioral	144	480	134	447	-10	-33
TOTALS	240	672	223	625	-17	-47
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	28	252	-32	-288
TOTALS	60	540	28	252	-32	-288

APPENDIX B—PROGRAMMING PLANS

CORRECTIONAL TRAINING FACILITY (CTF)

CTF is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	18	972	18	929	0	-43
Voluntary Educ. Program	10	1200	7	840	-3	-360
TOTALS	28	2172	25	1769	-3	-403
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	2	54	2	54	0	0
Carpentry	1	27	0	0	-1	-27
Computer Literacy	2	108	1	54	-1	-54
Electric Work	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	1	27	1	27	0	0
Machine Shop	0	0	0	0	0	0
Masonry	2	54	1	27	-1	-27
Office Technologies	1	27	1	27	0	0
Plumbing	1	27	1	27	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	1	27	1	27	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	16	486	13	378	-3	-108
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	120	240	116	232	-4	-8
Cognitive-Behavioral	144	480	121	403	-23	-77
TOTALS	264	720	237	635	-27	-85
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	41	369	-19	-171
TOTALS	60	540	41	369	-19	-171

APPENDIX B—PROGRAMMING PLANS

DEUEL VOCATIONAL INSTITUTION (DVI)

DVI is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	1	54	1	32	0	-22
Voluntary Educ. Program	6	720	3	360	-3	-360
TOTALS	7	774	4	392	-3	-382
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	1	54	1	54	0	0
Electric Work	0	0	0	0	0	0
Electronics	0	0	0	0	0	0
HVAC	1	27	1	27	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	4	135	4	135	0	0

APPENDIX B—PROGRAMMING PLANS

FOLSOM STATE PRISON (FSP)

FSP is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	9	450	8	396	-1	-54
Voluntary Educ. Program	7	840	7	774	0	-66
TOTALS	16	1290	15	1170	-1	-120
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	1	54	1	54	0	0
Electric Work	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	1	27	1	27	0	0
Office Technologies	1	27	1	27	0	0
Plumbing	1	27	1	27	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	2	54	2	54	0	0
TBD	0	0	0	0	0	0
TOTALS	11	324	11	324	0	0

APPENDIX B—PROGRAMMING PLANS

FOLSOM WOMEN'S FACILITY (FWF)

FWF is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	1	54	1	54	0	0
Voluntary Educ. Program	1	120	1	120	0	0
TOTALS	2	174	2	174	0	0
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	1	40	1	40	0	0
Electric Work	0	0	0	0	0	0
Electronics	0	0	0	0	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	1	40	1	40	0	0
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	48	96	47	94	-1	-2
Cognitive-Behavioral	72	240	63	210	-9	-30
TOTALS	120	336	110	304	-10	-32
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	30	270	27	243	-3	-27
TOTALS	30	270	27	243	-3	-27

APPENDIX B—PROGRAMMING PLANS

HIGH DESERT STATE PRISON (HDSP)

HDSP was designated as a Re-Entry Hub on 9/20/13 although it was originally designated as a Standard Program Site.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	8	432	5	270	-3	-162
Alternative Programming	0	0	1	120	1	120
Voluntary Educ. Program	4	480	3	360	-1	-120
TOTALS	12	912	9	750	-3	-162
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	0	0	-1	-27
Carpentry	0	0	0	0	0	0
Computer Literacy	4	216	4	216	0	0
Electric Work	0	0	0	0	0	0
Electronics	0	0	0	0	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	6	270	5	243	-1	-27
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual))	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	96	192	80	160	-16	-32
Cognitive-Behavioral	144	480	142	473	-2	-7
TOTALS	240	672	80	160	-16	-32
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	30	270	-30	-270
TOTALS	60	540	30	270	-30	-270

APPENDIX B—PROGRAMMING PLANS

IRONWOOD STATE PRISON (ISP)

ISP was designated as a Re-Entry Hub on 12/4/12 although it was originally designated as a Standard Program Site.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area (programs have been minimally updated since the

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	12	648	12	648	0	0
Voluntary Educ. Program	9	1080	7	840	-2	-240
TOTALS	21	1728	19	1488	-2	-240
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	2	54	1	27	-1	-27
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	2	108	2	108	0	0
Electric Work	0	0	0	0	0	0
Electronics	2	54	1	27	-1	-27
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	2	54	2	54	0	0
Office Technologies	2	54	2	54	0	0
Plumbing	1	27	1	27	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	15	459	13	405	-2	-54
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	96	192	95	190	-1	-2
Cognitive-Behavioral	144	480	144	480	0	0
TOTALS	240	672	239	670	-1	-2
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	59	531	-1	-9
TOTALS	60	540	59	531	-1	-9

APPENDIX B—PROGRAMMING PLANS

KERN VALLEY STATE PRISON (KVSP)

KVSP is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	13	702	11	594	-2	-108
Voluntary Educ. Program	7	840	7	840	0	0
TOTALS	20	1542	18	1434	-2	-108
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0
Electric Work	0	0	0	0	0	0
Electronics	2	54	2	54	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	1	27	0	0	-1	-27
Office Technologies	2	54	1	27	-1	-27
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	1	27	1	27	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	8	216	6	162	-2	-54

APPENDIX B—PROGRAMMING PLANS

MULE CREEK STATE PRISON (MCSP)

MCSP is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	8	432	7	378	-1	-54
Voluntary Educ. Program	4	480	4	480	0	0
TOTALS	12	912	11	858	-1	-54
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	1	27	0	0
HVAC	1	27	0	0	-1	-27
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	1	27	1	27	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	4	108	3	81	-1	-27

APPENDIX B—PROGRAMMING PLANS

NORTH KERN STATE PRISON (NKSP)

NKSP is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	3	162	2	108	-1	-54
Voluntary Educ. Program	2	240	3	360	1	120
TOTALS	5	402	5	468	0	66
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0
Electric Work	1	27	1	27	0	0
Electronics	0	0	0	0	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	1	27	1	27	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	2	54	2	54	0	0

APPENDIX B—PROGRAMMING PLANS

PELICAN BAY STATE PRISON (PBSP)

PBSP is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	0	0	0	0	0	0
Alternative Programming	4	216	4	216	0	0
Voluntary Educ. Program	6	720	6	720	0	0
TOTALS	10	936	10	936	0	0
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	1	54	1	54	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	0	0	-1	-27
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	2	81	1	54	-1	-27

APPENDIX B—PROGRAMMING PLANS

PLEASANT VALLEY STATE PRISON (PVSP)

PVSP is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	12	648	11	594	-1	-54
Voluntary Educ. Program	5	600	5	600	0	0
TOTALS	17	1248	16	1194	-1	-54
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	0	0	-1	-27
Computer Literacy	0	0	0	0	0	0
Electric Work	1	27	0	0	-1	-27
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	1	27	1	27	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	1	27	1	27	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	9	243	7	189	-2	-54

APPENDIX B—PROGRAMMING PLANS

RICHARD J. DONOVAN CORRECTIONAL FACILITY (RJD)

RJD is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	4	216	4	216	0	0
Alternative Programming	2	108	2	108	0	0
Voluntary Educ. Program	6	720	5	600	-1	-120
TOTALS	12	1044	11	924	-1	-120
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	1	54	1	54	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	1	27	0	0
HVAC	1	27	1	27	0	0
Machine Shop	1	27	1	27	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	6	189	6	189	0	0

APPENDIX B—PROGRAMMING PLANS

SALINAS VALLEY STATE PRISON (SVSP)

SVSP is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	7	378	7	378	0	0
Voluntary Educ. Program	4	480	3	360	-1	-120
TOTALS	11	858	10	738	-1	-120
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	1	54	1	54	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	0	0	-1	-27
HVAC	1	27	0	0	-1	-27
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	0	0	0	0	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	0	0	-1	-27
TBD	0	0	0	0	0	0
TOTALS	4	135	1	54	-3	-81

APPENDIX B—PROGRAMMING PLANS

SIERRA CONSERVATION CENTER (SCC)

SCC is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	10	396	8	348	-2	-48
Voluntary Educ. Program	5	600	4	480	-1	-120
TOTALS	15	996	12	828	-3	-168
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	1	27	1	27	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	0	0	0	0	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	1	27	1	27	0	0
Office Technologies	1	27	1	27	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	1	27	1	27	0	0
TBD	0	0	0	0	0	0
TOTALS	8	216	8	216	0	0

APPENDIX B—PROGRAMMING PLANS

VALLEY STATE PRISON (VSP)

VSP is designated as a Re-Entry Hub.

Programs at this institution are to include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), Employment Training, and a cognitive behavioral based program for life-term inmates. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	8	432	8	432	0	0
Voluntary Educ. Program	9	1080	8	960	-1	-120
TOTALS	17	1512	16	1392	-1	-120
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	1	27	1	27	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	1	27	1	27	0	0
Carpentry	1	27	1	27	0	0
Computer Literacy	1	54	1	54	0	0
Cosmetology	1	27	1	27	0	0
Electric Work	1	27	1	27	0	0
Electronics	1	27	1	27	0	0
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	1	27	1	27	0	0
Office Technologies	2	54	2	54	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	1	27	1	27	0	0
Welding	1	27	0	0	-1	-27
TBD	0	0	0	0	0	0
TOTALS	12	351	11	324	-1	-27
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	216	432	216	432	0	0
Cognitive-Behavioral	288	960	288	960	0	0
TOTALS	504	1392	504	1392	0	0
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	60	540	60	540	0	0
TOTALS	60	540	60	540	0	0

APPENDIX B—PROGRAMMING PLANS

WASCO STATE PRISON (WSP)

WSP is designated as a Standard Program Site.

Programs at this institution are to include Academic Education and Career Technical Education. The tables below illustrate the planned and actual staffing and student capacities by program area:

	CDCR Figures		Actuals		Differences	
	FY 14-15		As of June 30, 2015		(Actuals - Final)	
Academic Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
General Population	0	0	0	0	0	0
Voluntary Educ. Program	4	480	4	496	0	16
TOTALS	4	480	4	496	0	16
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	0	0	0	0	0	0
Auto Repair	0	0	0	0	0	0
Building Maintenance	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0
Electric Work	0	0	0	0	0	0
Electronics	1	27	0	0	-1	-27
HVAC	0	0	0	0	0	0
Machine Shop	0	0	0	0	0	0
Masonry	0	0	0	0	0	0
Office Technologies	1	27	1	19	0	0
Plumbing	0	0	0	0	0	0
Sheet Metal	0	0	0	0	0	0
Small Engine Repair	0	0	0	0	0	0
Welding	0	0	0	0	0	0
TBD	0	0	0	0	0	0
TOTALS	2	54	1	19	-1	-27

APPENDIX C—ACADEMIC PROGRAM CAPACITY, ENROLLMENT AND UTILIZATION

Month	Capacity	Enrollment	Utilization
Jul-13	40,584	82.4%	72.6%
Aug-13	40,530	85.1%	75.9%
Sep-13	40,596	86.2%	74.2%
Oct-13	40,992	86.2%	75.2%
Nov-13	40,992	89.4%	73.7%
Dec-13	40,992	88.2%	68.9%
Jul-14	41,250	90.5%	71.2%
Aug-14	41,196	90.7%	77.6%
Jan-15	41,340	71.6%	66.8%
Feb-15	41,340	72.9%	72.9%
Mar-15	41,550	78.6%	75.6%
Apr-15	41,616	78.4%	72.3%
May-15	42,057	79.1%	67.1%
Jun-15	41,982	78.7%	76.3%

**APPENDIX D—CAREER TECHNICAL EDUCATION PROGRAM CAPACITY,
ENROLLMENT, AND UTILIZATION**

Month	Capacity	Enrollment	Utilization
Jul-13	7,654	62.3%	69.2%
Aug-13	7,654	62.9%	72.6%
Sep-13	7,627	64.9%	70.8%
Oct-13	7,627	66.7%	72.5%
Nov-13	7,627	67.0%	64.8%
Dec-13	7,627	68.3%	67.0%
Jul-14	8,194	70.5%	72.6%
Aug-14	8,343	68.8%	71.2%
Jan-15	8,559	62.5%	63.8%
Feb-15	8,559	63.6%	70.1%
Mar-15	8,478	69.1%	72.3%
Apr-15	8,532	65.6%	71.5%
May-15	8,532	68.3%	65.1%
Jun-15	8,532	69.6%	77.2%

**APPENDIX E—SUBSTANCE ABUSE TREATMENT PROGRAM CAPACITY, ENROLLMENT,
AND UTILIZATION**

Month	Capacity	Enrollment	Utilization
Jul-13	1,190	94.9%	86.0%
Aug-13	1,190	94.9%	86.0%
Sep-13	1,286	87.6%	85.0%
Oct-13	1,286	91.5%	90.0%
Nov-13	1,286	93.2%	83.1%
Dec-13	1,286	91.1%	89.4%
Jul-14	2,764	69.0%	88.5%
Aug-14	2,856	75.8%	71.2%
Jan-15	2,976	81.0%	77.2%
Feb-15	2,976	80.4%	80.3%
Mar-15	2,988	80.9%	83.2%
Apr-15	3,036	79.2%	85.6%
May-15	3,036	81.4%	81.4%
Jun-15	3,036	78.4%	85.1%

APPENDIX F—GRANT RECIPIENTS

Grant Recipient	Program	Institution(s)
International Bodhisattva Sangha	Buddhism Education	ASP CHCHF DVI
Prison University Project/Anti-Recidivism Coalition	College Program	COR SATF
The Last Mile	Technology Education	ISP
The Actor's Gang	Prison Project Acting Workshop	ISP
University Enterprises Corp at CSUSB	Community-Based Art Program	LAC
AI-Anon North	AI-Anon Family Program	ASP COR SATF HDSP MCSP PBSP PVSP
AI-Anon South	AI-Anon Family Program	LAC NKSP
Alternatives to Violence	Alternatives to Violence Program	COR CVSP HDSP
Canine Companions for Independence	Prison Puppy Program	CHCF
Center for Council	Inmate Council Program	NKSP WSP
Getting In by Going Out	Getting In by Going Out Program	CCI KVSP PBSP PVSP WSP
IMPACT	IMPACT Accountability Program	CMF MCSP
Insight-Out	GRIP Program	CMF LAC
Insight Garden Program	Prison Garden Program	CVSP HDSP LAC
The Place 4 Grace	Father2Child Literacy Program	CVSP HDSP ISP
Insight Prison Project	Victim Offender Education Group	CVSP ISP
Jesuit Restorative Justice Initiative	Restorative Justice Program	HDSP PBSP
Yardtime Literary Program	Writing Program	CHCF DVI

APPENDIX G—MILESTONE COMPLETION CREDIT SCHEDULE

Incorporated by reference into CCR Title 15 section 3043

MILESTONE COMPLETION CREDIT SCHEDULE

No milestone completion credits shall be awarded for incomplete performance milestones under any circumstances.

Career Technical Education Milestone Descriptions and Codes			
Auto Body			
Auto Body	Detailing/Painting/ Refinishing	V01L100	2 weeks
Auto Body	Non-Structural Damage	V01L200	3 weeks
Auto Body	Structural Damage	V01L300	2 weeks
Auto Body	Mechanical and Electrical	V01L400	3 weeks
Auto Mechanics			
Auto Mechanics	Basic Auto	V02L100	2 weeks
Auto Mechanics	Engine Service Repair	V02L200	2 weeks
Auto Mechanics	Auto Trans and Transaxles	V02L300	2 weeks
Auto Mechanics	Man. Trans and Transaxles	V02L400	2 weeks
Auto Mechanics	Suspension and Steering	V02L500	3 weeks
Auto Mechanics	Brake Installation	V02L600	2 weeks
Auto Mechanics	Electrical Systems	V02L700	2 weeks
Auto Mechanics	Heating and A/C	V02L800	2 weeks
Auto Mechanics	Engine Performance	V02L900	3 weeks
Nail Care (400 hrs)			
Manicuring	Manicuring	V03L100	2 weeks
Manicuring	License Award	V03L200	3 weeks
Cosmetology (1600 hrs)			
Cosmetology	Health and Safety/State Cosmetology Act/Anatomy	V03L300	1 week
Cosmetology	Hair Styling	V03L400	2 weeks
Cosmetology	Hair Treatments/Coloring/P-Wave/Relaxing	V03L500	2 weeks
Cosmetology	Manicuring/Skin Care	V03L600	1 week
Cosmetology	License Award	V03L700	3 weeks
Electronics			
Electronics	Core	V0400C0	1 week
Electronics	Level I	V0400L1	2 weeks
Electronics	Level II	V0400L2	2 weeks
Electronics	Level III	V0400L3	2 weeks
Electronics	Level IV	V0400L4	2 weeks
Machine Shop			
Machine Shop	Quality Control	V050I00	1 week
Machine Shop	Material Cutting	V050200	1 week
Machine Shop	Drill Press Operator	V050300	1 week
Machine Shop	Lathe Operator	V050400	1 week
Machine Shop	Milling Machine Operator	V050500	1 week
Machine Shop	Tool Grinder Operator	V050600	1 week
Machine Shop	CNC Mill & Lathe Operator	V050700	1 week
Office Services and Related Technology			
OSRT	Microsoft Level 1	V060101	1 week
OSRT	Microsoft Level 2	V060200	2 weeks
OSRT	Microsoft Level 3	V060300	2 weeks

Career Technical Education Milestone Descriptions and Codes <i>Continued</i>			
Small Engine Repair			
Small Engine Repair	Equipments Operation & Service Electrical	V07L100	2 weeks
Small Engine Repair	4 Cycle	V07L200	3 weeks
Small Engine Repair	2 Cycle	V07L300	2 weeks
Small Engine Repair	Diesel	V07L400	2 weeks
Carpentry			
Carpentry	Core	V0801C0	1 week
Carpentry	Level I	V0801L1	2 weeks
Carpentry	Level II	V0801L2	2 weeks
Carpentry	Level III	V0801L3	2 weeks
Carpentry	Level IV	V0801L4	2 weeks
Building Maintenance			
Building Maintenance	Core	V0906C0	1 week
Building Maintenance	Level I	V0906L1	2 weeks
Building Maintenance	Level II	V0906L2	2 weeks
Building Maintenance	Level III	V0906L3	2 weeks
Building Maintenance	Level IV	V0906L4	2 weeks
Electrical			
Electrical	Core	V1005C0	1 week
Electrical	Level I	V1005L1	2 weeks
Electrical	Level II	V1005L2	2 weeks
Electrical	Level III	V1005L3	2 weeks
Electrical	Level IV	V1005L4	2 weeks
HVAC			
HVAC	Core	V1107C0	1 week
HVAC	Level I	V1107L1	2 weeks
HVAC	Level II	V1107L2	2 weeks
HVAC	Level III	V1107L3	2 weeks
HVAC	Level IV	V1107L4	2 weeks
Masonry			
Masonry	Core	V1202C0	1 week
Masonry	Level I	V1202L1	2 weeks
Masonry	Level II	V1202L2	2 weeks
Masonry	Level III	V1202L3	2 weeks
Masonry	Level IV	V1202L4	2 weeks
Plumbing			
Plumbing	Core	V1304C0	1 week
Plumbing	Level I	V1304L5	2 weeks
Plumbing	Level II	V1304L6	2 weeks
Plumbing	Level III	V1304L7	2 weeks
Plumbing	Level IV	V1304L8	2 weeks
Sheet Metal			
Sheet Metal	Core	V1402C0	1 week
Sheet Metal	Level I	V1402L1	2 weeks
Sheet Metal	Level II	V1402L2	2 weeks
Sheet Metal	Level III	V1402L3	2 weeks
Sheet Metal	Level IV	V1402L4	2 weeks

REV 04/15

Page 2

Career Technical Education Milestone Descriptions and Codes <i>Continued</i>			
Welding			
Welding	Core	V1503C0	1 week
Welding	Level I	V1503L1	2 weeks
Welding	Level II	V1503L2	2 weeks
Welding	Level III	V1503L3	2 weeks
Welding	Level IV	V1503L4	2 weeks
Computer Literacy			
Computer Literacy	Core	V160100	1 week
Industrial Painting			
Industrial Painting	Core	V1703C0	1 week
Industrial Painting	Level I	V1703L1	2 weeks
Industrial Painting	Level II	V1703L2	2 weeks
Industrial Painting	Level III	V1703L3	2 weeks
Industrial Painting	Level IV	V1703L4	2 weeks
Roofing			
Roofing	Core	V1903C0	1 week
Roofing	Level I	V1903L1	2 weeks
Roofing	Level II	V1903L2	2 weeks
Roofing	Level III	V1903L3	2 weeks
Roofing	Level IV	V1903L4	2 weeks
Drywall			
Drywall	Core	V2003C0	1 week
Drywall	Level I	V2003L1	2 weeks
Drywall	Level II	V2003L2	2 weeks
Drywall	Level III	V2003L3	2 weeks
Drywall	Level IV	V2003L4	2 weeks

Academic Milestone Descriptions and Codes			
ABE I			
ABE I	0.0 - 1.9 grade point level	A010100	2 weeks
ABE I	2.0 - 2.9 grade point level	A010200	2 weeks
ABE I	3.0 - 3.9 grade point level	A010300	2 weeks
ABE II			
ABE II	4.0 - 4.9 grade point level	A020400	2 weeks
ABE II	5.0 - 5.9 grade point level	A020500	2 weeks
ABE II	6.0 - 6.9 grade point level	A020600	2 weeks
ABE III			
ABE III	7.0 - 7.9 grade point level	A030700	2 weeks
ABE III	8.0 - 8.9 grade point level	A030800	2 weeks
ABE III	9.0 - 9.9 grade point level	A030900	2 weeks
High School Equivalency			
HSE	Language Arts, Reading and Writing subtest	G010101	2 weeks
HSE	Social Studies subtest	G010200	1 week
HSE	Mathematics subtest	G010300	1 week
HSE	Science subtest	G010400	1 week
HSE			
HSE	HSE Completion	G020100	1 week
High School			
HS	English 1 st course	H010100	1 week
HS	English 2 nd course	H010110	1 week
HS	English 3 rd course	H010120	1 week
HS	Mathematics	H010300	1 week
HS	Algebra I	H010210	1 week
HS	General/or Life Science	H010401	1 week
HS	Earth or Physical Science	H010402	1 week
HS	U.S. History or Geography	H010501	1 week
HS	World History or Geography/Culture	H010502	1 week
HS	American Government and Economics	H010600	1 week
HS	Visual and Performing Arts /Fine Arts	H010800	1 week
HS	Health	H010900	1 week
HS	Job/Career Exploration	H011000	1 week
HS	Elective completed	H011201	1 week
HS	High School Diploma Awarded	H011300	1 week
College			
College	Each 3 Semester or 5 Quarter units completed	C010101	1 week
Literacy			
Literacy	CASAS Benchmark 1	L010101	2 weeks
Literacy	CASAS Benchmark 2	L010102	2 weeks
Literacy	CASAS Benchmark 3	L010103	2 weeks
Literacy	CASAS Benchmark 4	L010104	2 weeks
Literacy	CASAS Benchmark 5	L010105	2 weeks
Literacy	CASAS Benchmark 6	L010106	2 weeks
Literacy	CASAS Benchmark 7	L010107	2 weeks
Literacy	CASAS Benchmark 8	L010108	2 weeks
Literacy	CASAS Benchmark 9	L010109	2 weeks
Literacy	CASAS Benchmark 10	L010110	2 weeks
Literacy	CASAS Benchmark 11	L010111	2 weeks
Literacy	CASAS Benchmark 12	L010112	2 weeks

Academic Milestone Descriptions and Codes			
<i>Continued</i>			
Math			
Math	CASAS Benchmark 1	M010101	2 weeks
Math	CASAS Benchmark 2	M010102	2 weeks
Math	CASAS Benchmark 3	M010103	2 weeks
Math	CASAS Benchmark 4	M010104	2 weeks
Math	CASAS Benchmark 5	M010105	2 weeks
Math	CASAS Benchmark 6	M010106	2 weeks
Math	CASAS Benchmark 7	M010107	2 weeks
Math	CASAS Benchmark 8	M010108	2 weeks
Math	CASAS Benchmark 9	M010109	2 weeks
Math	CASAS Benchmark 10	M010110	2 weeks
Math	CASAS Benchmark 11	M010111	2 weeks
Math	CASAS Benchmark 12	M010112	2 weeks
Substance Abuse Program			
SAP	3 month Course Completion	S010300	2 weeks
SAP	5 month Course Completion	S010500	6 weeks
SAP	6 month Course Completion	S010600	6 weeks
Core Programs			
Criminal Thinking	Thinking for Change (T4C) Course Completion	T4C0100	1 week
Anger Management	Controlling Anger – Learning to Live with It (CALM) or Aggression Replacement Training (ART) Course Completion	CLM0100	1 week
EOP group module treatment	EOP Benchmark 1	E010100	2 weeks
EOP group module treatment	EOP Benchmark 2	E010200	2 weeks
EOP group module treatment	EOP Benchmark 3	E010300	2 weeks
EOP group module treatment	EOP Benchmark 4	E010400	2 weeks
Reception Center EOP group module treatment	RC EOP Benchmark 1	E010500	1 week
Reception Center EOP group module treatment	RC EOP Benchmark 2	E010600	1 week
FOPS Community Beds	Wrap Around Services Course Completion	WR10100	6 weeks
Reentry Hub Programs			
Reentry Hub	Cognitive Behavior Therapy – Substance Abuse Treatment	RH10100	6 weeks
Reentry Hub	Cognitive Behavior Therapy – Anger Management	RH10200	1 week
Reentry Hub	Cognitive Behavior Therapy – Criminal Thinking	RH10300	1 week
Reentry Hub	Cognitive Behavior Therapy – Family Relationships	RH10400	1 week
Reentry Hub	Transitions	RH10500	1 week

General Milestone Description and Codes			
Inmates Putting Away Childish Things (IMPACT)			
IMPACT	Module 1	IO10100	1 week
IMPACT	Module 2	IO10200	1 week
IMPACT	Module 3	IO10300	1 week
IMPACT	Module 4	IO10400	1 week
IMPACT	Module 5	IO10500	1 week
Victim Offender Education Group (VOEG)			
VOEG	Section 1	OE10100	1 week
VOEG	Section 2	OE10200	1 week
VOEG	Section 3	OE10300	1 week
VOEG	Section 4	OE10400	1 week
Addiction Recovery Counseling (ARC)			
ARC	Certification	RC10100	6 weeks
Guiding Rage Into Power (GRIP)			
GRIP	Course Completion	GR10100	4 weeks
Golden Gate Baptist Theological Seminary			
GGBTS	Diploma Christian Ministries	TS10100	6 weeks
GGBTS	Diploma Theology	TS10200	6 weeks
The Urban Ministry Institute (TUMI)			
TUMI	Module 1	TM10100	1 week
TUMI	Module 2	TM10200	1 week
TUMI	Module 3	TM10300	1 week
TUMI	Module 4	TM10400	1 week
TUMI	Module 5	TM10500	1 week
TUMI	Module 6	TM10600	1 week
TUMI	Module 7	TM10700	1 week
TUMI	Module 8	TM10800	1 week
TUMI	Module 9	TM10900	1 week
TUMI	Module 10	TM10110	1 week
TUMI	Module 11	TM10111	1 week
TUMI	Module 12	TM10112	1 week
TUMI	Module 13	TM10113	1 week
TUMI	Module 14	TM10114	1 week
TUMI	Module 15	TM10115	1 week
TUMI	Module 16	TM10116	1 week
Alternatives to Violence Program (AVP)			
AVP	Basic Completion	AV10100	1 week
AVP	Advanced Completion	AV10200	1 week
AVP	Facilitator Training	AV10300	1 week
AVP	Facilitator Certification	AV10400	3 weeks
Inmate Ward Labor			
Inmate Ward Labor	Multi-Craft Core Curriculum	W01L100	2 weeks
Institution Firefighters			
Firefighting (Inst)	Basic Firefighter Block Training	FH10100	2 weeks
Firefighting (Inst)	State Fire Marshal-approved Firefighter 1 Training	FH10200	2 weeks
Firefighting (Inst)	First Responder Medical Training	FH10300	1 week
Firefighting (Inst)	Hazardous Materials/Confined Space Training	FH10400	1 week

General Milestone Description and Codes			
<i>Continued</i>			
Camp Firefighters			
Firefighting (Camp)	Physical Fitness/Firefighter Training*	FC10100	1 week
Firefighting (Camp)	Fire Brigade Training	FC10200	1 week
Firefighting (Camp)	Waste-Water Certificate-Grade 1	FC10300	4 weeks
Firefighting (Camp)	Waste-Water Certificate-Grade 2	FC10400	4 weeks
Firefighting (Camp)	Water Treatment Certificate – Grade 1	FC10500	1 week
Firefighting (Camp)	Water Treatment Certificate – Grade 2	FC10600	1 week
Firefighting (Camp)	Distribution Certificate – Grade 1	FC10700	1 week
Firefighting (Camp)	Distribution Certificate – Grade 2	FC10800	1 week
Firefighting (Camp)	Basic Helicopter S-271	FC10900	2 weeks

*Credit will be awarded upon assignment to camp.

California Prison Industry Authority - Milestone Descriptions and Codes			
Am. Board of Opticianry	Optician	PBOPT01	6 weeks
Am. Institute of Baking	Bread/Rolls	PIBAK01	1 week
Am. Institute of Baking	Cake/Sweet Goods	PIBAK02	1 week
Am. Institute of Baking	Foundations	PIBAK03	1 week
Am. Institute of Baking	Ingredient Technician	PIBAK04	1 week
Am. Institute of Baking	Science of Baking	PIBAK05	1 week
Am. Welding Society	MIG – GMAW-1	PWEL001	1 week
Am. Welding Society	TIG – GTAW-1	PWEL002	2 weeks
Am. Welding Society	TIG – GTAW-2	PWEL003	2 weeks
Am. Welding Society	TIG – GTAW-3	PWEL004	2 weeks
Braille – Library of Congress	Level I – Literary Braille Transcribing	PBRAL01	4 weeks
Braille – Library of Congress	Level II – Literary Braille Proofreading	PBRAL02	4 weeks
Braille – Library of Congress	Level III – Music Braille Transcribing	PBRAL03	4 weeks
Braille – Library of Congress	Level IV – Mathematics Braille Transcribing	PBRAL04	4 weeks
Braille – Library of Congress	Level V – Mathematics Braille Proofreading	PBRAL05	4 weeks
CA Dept. Food & Ag.	Artificial Insemination License	PFOOD01	1 week
CA Dept. Food & Ag.	Pasteurizer License	PFOOD02	2 weeks
CA Dept. Food & Ag.	Sampler/Weigher License	PFOOD03	1 week
Electron Tech Assn	Customer Service Specialist	PELEC01	1 weeks
Electron Tech Assn	Certified Electronics Technician	PELEC02	3 weeks
Electron Tech Assn	Journeyman (Industrial)	PELEC03	8 weeks
Overton Safety Training, Inc.	Forklift - Industrial	PFORK01	1 week
Overton Safety Training, Inc.	Forklift – Hand Truck	PFORK02	1 week
Overton Safety Training, Inc.	Forklift - Construction	PFORK03	2 weeks
Nat Assn Linen Mgt	Certified Linen Technician	PLIN001	2 weeks
Nat Assn Linen Mgt	Certified Washroom Technician	PLIN002	2 weeks
Nat Assn Linen Mgt	Certified Laundry Linen Manager	PLIN003	3 weeks
Nat Inst Metal Skills	Machining, Level I	PMET001	2 weeks
Nat Inst Metal Skills	Metal Forming, Level I	PMET002	2 weeks
Nat Inst Metal Skills	Metal Stamping, Level II	PMET003	2 weeks
Nat Restaurant Assn	ServSafe Essentials	PREST03	2 weeks
Nat Restaurant Assn	ServSafe Food Handler	PREST04	1 week
No Am Tech Excellence	Installation: HVAC – A/C	PHVAC01	2 weeks
No Am Tech Excellence	Installation: HVAC – Air Distribution	PHVAC02	2 weeks
No Am Tech Excellence	Installation: Pumps – Heat Pumps	PHVAC03	2 weeks
No Am Tech Excellence	Installation: Pumps – Gas Heat	PHVAC04	4 weeks
No Am Tech Excellence	Installation: Pumps – Oil Heat	PHVAC05	2 weeks

California Prison Industry Authority - Milestone Descriptions and Codes (continued)

No Am Tech Excellence	Service HVAC – A/C	PHVAC06	2 weeks
No Am Tech Excellence	Service: HVAC – Air Distribution	PHVAC07	2 weeks
No Am Tech Excellence	Service: Pumps – Heat Pumps	PHVAC08	2 weeks
No Am Tech Excellence	Service: Pumps – Gas Heat	PHVAC09	4 weeks
No Am Tech Excellence	Service: Pumps – Oil Heat	PHVAC10	2 weeks
Print Indust of America	Sheet-fed Offset Press	PPRNT01	2 weeks
Print Indust of America	Web Offset Press	PPRNT02	2 weeks
Print Indust of America	Pre-Press	PPRNT03	2 weeks
Print Indust of America	Bindery	PPRNT04	2 weeks
Product. Training Corp	Dental Technician	PDTEC01	6 weeks
Stiles Machinery Inc	Intermed. Weeke Machining Center Prog.	PSTIL01	2 weeks
Career Tech Ironworker	Core-Classroom Curriculum	PCIRN01	3 weeks
Career Tech Ironworker	Horizontal Welding	PCIRN02	1 week
Career Tech Ironworker	Vertical Welding	PCIRN03	1 week
Career Tech Ironworker	Overhead Welding	PCIRN04	1 week
Career Tech Ironworker	Pipe Welding	PCIRN05	1 week
Career Tech Carpentry	Core-Classroom Curriculum	PCCAR01	3 weeks
Career Tech Laborer	Lead Worker/Mentor Training	PCCAR03	1 week
Career Tech Dive	Rigger Course Program	PCDIV01	1 week
Career Tech Dive	Top Side Welder Course Program	PCDIV02	1 week
Career Tech Dive	Dive Tender Course Program	PCDIV03	2 weeks
Career Tech Dive	Mixed Gas Rack Operator Course Prog.	PCDIV04	2 weeks
Career Tech Dive	Commercial Diver/Commercial Dive Insp.	PCDIV05	7 weeks
TPC Training System	Reading Blueprints	PTPC101	1 week
TPC Training System	Reading Schematics and Symbols	PTPC102	1 week
TPC Training System	Mathematics in the Plant	PTPC103	1 week
TPC Training System	Making Measurements	PTPC104	1 week
TPC Training System	Metals in the Plant	PTPC105	1 week
TPC Training System	Nonmetals in the Plant	PTPC106	1 week
TPC Training System	Hand Tools	PTPC107	1 week
TPC Training System	Portable Power Tools	PTPC108	1 week
TPC Training System	Industrial Safety and Health	PTPC109	1 week
TPC Training System	Troubleshooting Skills	PTPC110	1 week
TPC Training System	Basic Electricity and Electronics	PTPC201	1 week
TPC Training System	Batteries and DC Circuits	PTPC202	1 week
TPC Training System	Transformers and AC Circuits	PTPC203	1 week
TPC Training System	Electrical Measuring Instruments	PTPC204	1 week
TPC Training System	Electrical Safety and Protection	PTPC205	1 week
TPC Training System	DC Equipment and Controls	PTPC206	1 week
TPC Training System	Single Phase Motors	PTPC207	1 week
TPC Training System	Three Phase Systems	PTPC208	1 week

REV 04/15

Page 9

California Prison Industry Authority - Milestone Descriptions and Codes (continued)			
TPC Training System	AC Control Equipment	PTPC209	1 week
TPC Training System	Electrical Troubleshooting	PTPC210	1 week
TPC Training System	Electrical Safety – Understanding NFPA 70E	PTPC211	1 week
TPC Training System	Basic Mechanics	PTPC301	1 week
TPC Training System	Lubricants and Lubrication	PTPC302	1 week
TPC Training System	Power Transmission Equipment	PTPC303	1 week
TPC Training System	Bearings	PTPC304	1 week
TPC Training System	Pumps	PTPC305	1 week
TPC Training System	Piping Systems	PTPC306	1 week
TPC Training System	Basic Hydraulics	PTPC307	1 week
TPC Training System	Hydraulic Troubleshooting	PTPC308	1 week
TPC Training System	Basic Pneumatics	PTPC309	1 week
TPC Training System	Pneumatic Troubleshooting	PTPC310	1 week
TPC Training System	Introduction to Packaging	PTPC311	1 week
TPC Training System	Packaging Machinery	PTPC312	1 week
TPC Training System	Casing Machinery	PTPC313	1 week
TPC Training System	Machine Shop Practices	PTPC315	1 week
TPC Training System	Machine Shop Turning Operations	PTPC316	1 week
TPC Training System	Machine Shop Shaping Operations	PTPC317	1 week
TPC Training System	Machine Shop Shaping Operations	PTPC323	1 week
TPC Training System	Lathe - Turning Work Between Centers	PTPC324	1 week
TPC Training System	Lathe - Machining Work in a Chuck	PTPC325	1 week
TPC Training System	Basic Milling Procedures	PTPC326	1 week
TPC Training System	Indexed Milling Procedures	PTPC327	1 week
TPC Training System	Multiple-Machine Procedures	PTPC328	1 week
TPC Training System	Mechanical Drive Maintenance	PTPC341	1 week
TPC Training System	Mechanical and Fluid Drive Systems	PTPC342	1 week
TPC Training System	Bearing and Shaft Seal Maintenance	PTPC343	1 week
TPC Training System	Pump Installation and Maintenance	PTPC344	1 week
TPC Training System	Maintenance Pipefitting	PTPC345	1 week
TPC Training System	Tubing and Hose System Maintenance	PTPC346	1 week
TPC Training System	Valve Maintenance & Piping Sys. Protection	PTPC347	1 week
TPC Training System	Introduction to Carpentry	PTPC361	1 week
TPC Training System	Constructing the Building Shell	PTPC362	1 week
TPC Training System	Finishing the Building Interior	PTPC363	1 week
TPC Training System	Structural Painting	PTPC364	1 week
TPC Training System	Flat Roof Maintenance	PTPC366	1 week
TPC Training System	Plumbing Systems Maintenance	PTPC367	1 week
TPC Training System	Landscaping Maintenance	PTPC375	1 week
TPC Training System	Blueprint Reading for Welders	PTPC416	1 week
TPC Training System	Welding Principles	PTPC417	1 week
TPC Training System	Oxyfuel Operations	PTPC418	1 week
TPC Training System	Arc Welding Operations	PTPC419	1 week
TPC Training System	Cleaning Chemicals	PTPC451	1 week
TPC Training System	Floors and Floor Care Equipment	PTPC452	1 week

REV 04/15

Page 10

California Prison Industry Authority - Milestone Descriptions and Codes (continued)			
TPC Training System	Maintaining Floors and Other Surfaces	PTPC452	1 week
TPC Training System	Rest Room Care	PTPC454	1 week
TPC Training System	Carpet and Upholstery Care	PTPC455	1 week

Community Correctional Facilities Administration (CCF) Milestone Completion Credit Schedule			
Career Technical Education Milestone Descriptions and Codes			
Electronics			
Electronics	Core	V0400C0	1 week
Electronics	Level I	V0400L1	2 weeks
Electronics	Level II	V0400L2	2 weeks
Electronics	Level III	V0400L3	2 weeks
Electronics	Level IV	V0400L4	2 weeks
Office Services and Related Technology			
OSRT	Microsoft Level 1	V060101	1 week
OSRT	Microsoft Level 2	V060200	2 weeks
OSRT	Microsoft Level 3	V060300	2 weeks
Graphic Arts			
Graphic Design	Graphic Design Core	V0701C0	1 week
Graphic Design	Graphic Design Level I	V0701L1	2 weeks
Carpentry			
Carpentry	Core	V0801C0	1 week
Carpentry	Level I	V0801L1	2 weeks
Carpentry	Level II	V0801L2	2 weeks
Carpentry	Level III	V0801L3	2 weeks
Carpentry	Level IV	V0801L4	2 weeks
Building Maintenance			
Building Maintenance	Core	V0906C0	1 week
Building Maintenance	Level I	V0906L1	2 weeks
Building Maintenance	Level II	V0906L2	2 weeks
Building Maintenance	Level III	V0906L3	2 weeks
Building Maintenance	Level IV	V0906L4	2 weeks
Electrical			
Electrical	Core	V1005C0	1 week
Electrical	Level I	V1005L1	2 weeks
Electrical	Level II	V1005L2	2 weeks
Electrical	Level III	V1005L3	2 weeks
Electrical	Level IV	V1005L4	2 weeks
HVAC			
HVAC	Core	V1107C0	1 week
HVAC	Level I	V1107L1	2 weeks
HVAC	Level II	V1107L2	2 weeks
HVAC	Level III	V1107L3	2 weeks
HVAC	Level IV	V1107L4	2 weeks
Plumbing			
Plumbing	Core	V1304C0	1 week
Plumbing	Level I	V1304L5	2 weeks
Plumbing	Level II	V1304L6	2 weeks
Plumbing	Level III	V1304L7	2 weeks
Plumbing	Level IV	V1304L8	2 weeks
Computer Literacy			
Computer Literacy	Core	V160100	1 week

CCF Academic Milestone Descriptions and Codes			
ABE I			
ABE I	0.0 - 1.9 grade point level	A010100	2 weeks
ABE I	2.0 - 2.9 grade point level	A010200	2 weeks
ABE I	3.0 - 3.9 grade point level	A010300	2 weeks
ABE II			
ABE II	4.0 - 4.9 grade point level	A020400	2 weeks
ABE II	5.0 - 5.9 grade point level	A020500	2 weeks
ABE II	6.0 - 6.9 grade point level	A020600	2 weeks
ABE III			
ABE III	7.0 - 7.9 grade point level	A030700	2 weeks
ABE III	8.0 - 8.9 grade point level	A030800	2 weeks
ABE III	9.0 - 9.9 grade point level	A030900	2 weeks
High School Equivalency			
HSE	Language Arts, Reading and Writing subtest	G010101	2 weeks
HSE	Social Studies subtest	G010200	1 week
HSE	Mathematics subtest	G010300	1 week
HSE	Science subtest	G010400	1 week
HSE			
HSE	HSE Completion	G020100	1 week
High School			
HS	English 1 st Course	H010100	1 week
HS	English 2 nd Course	H010110	1 week
HS	English 3 rd Course	H010120	1 week
HS	Mathematics	H010300	1 week
HS	Algebra I	H010210	1 week
HS	General or Life Science	H010401	1 week
HS	Earth or Physical Science	H010402	1 week
HS	U.S. History or Geography	H010501	1 week
HS	World History or Geography/Culture	H010502	1 week
HS	American Government	H010600	1 week
HS	Visual and Performing Arts/Fine Arts	H010800	1 week
HS	Health	H010900	1 week
HS	Job/Career Exploration	H011000	1 week
HS	Elective Completed	H011201	1 week
College			
College	Each 3 Semester or 5 Quarter units completed	C010101	1 week

CCF Academic Milestone Descriptions and Codes			
<i>Continued</i>			
Literacy			
Literacy	CASAS Benchmark 1	L010101	2 weeks
Literacy	CASAS Benchmark 2	L010102	2 weeks
Literacy	CASAS Benchmark 3	L010103	2 weeks
Literacy	CASAS Benchmark 4	L010104	2 weeks
Literacy	CASAS Benchmark 5	L010105	2 weeks
Literacy	CASAS Benchmark 6	L010106	2 weeks
Literacy	CASAS Benchmark 7	L010107	2 weeks
Literacy	CASAS Benchmark 8	L010108	2 weeks
Literacy	CASAS Benchmark 9	L010109	2 weeks
Literacy	CASAS Benchmark 10	L010110	2 weeks
Literacy	CASAS Benchmark 11	L010111	2 weeks
Literacy	CASAS Benchmark 12	L010112	2 weeks
Math			
Math	CASAS Benchmark 1	M010101	2 weeks
Math	CASAS Benchmark 2	M010102	2 weeks
Math	CASAS Benchmark 3	M010103	2 weeks
Math	CASAS Benchmark 4	M010104	2 weeks
Math	CASAS Benchmark 5	M010105	2 weeks
Math	CASAS Benchmark 6	M010106	2 weeks
Math	CASAS Benchmark 7	M010107	2 weeks
Math	CASAS Benchmark 8	M010108	2 weeks
Math	CASAS Benchmark 9	M010109	2 weeks
Math	CASAS Benchmark 10	M010110	2 weeks
Math	CASAS Benchmark 11	M010111	2 weeks
Math	CASAS Benchmark 12	M010112	2 weeks
Substance Abuse Program			
CSAP (CCF)	Course Completion	S020100	6 weeks

California Out-of-State Correctional Facilities (COCF) Milestones Credit Earning Schedule			
COCF Academic Milestone Descriptions and Codes			
ABE I			
ABE I	0.0 - 1.9 grade point level	A010100	2 weeks
ABE I	2.0 - 2.9 grade point level	A010200	2 weeks
ABE I	3.0 - 3.9 grade point level	A010300	2 weeks
ABE II			
ABE II	4.0 - 4.9 grade point level	A020400	2 weeks
ABE II	5.0 - 5.9 grade point level	A020500	2 weeks
ABE II	6.0 - 6.9 grade point level	A020600	2 weeks
ABE III			
ABE III	7.0 - 7.9 grade point level	A030700	2 weeks
ABE III	8.0 - 8.9 grade point level	A030800	2 weeks
ABE III	9.0 - 9.9 grade point level	A030900	2 weeks
High School Equivalency			
HSE	Language Arts, Reading and Writing subtest	G010101	2 weeks
HSE	Social Studies subtest	G010200	1 week
HSE	Mathematics subtest	G010300	1 week
HSE	Science subtest	G010400	1 week
HSE	HSE Completion	G020100	1 week
English as a Second Language (ESL) Programs			
ESL	Beginning ESL I	COCESL1	2 weeks
ESL	Beginning ESL II	COCESL2	2 weeks
ESL	Intermediate ESL	COCESL3	2 weeks
ESL	Advanced ESL	COCESL4	2 weeks
Adult Education in Spanish Programs			
INEA	Primaria	COCINE1	weeks
INEA	Secundaria	COCINE2	3 weeks
COBACH	Colegio de Bachilleres	COCINE3	3 weeks
College			
College	Each 3 Semester or 5 Quarter units completed	COCFC01	1 week
COCF Cognitive Behavioral Milestone Descriptions and Codes			
Criminal Thinking	Thinking For A Change (T4C)	COCT4C1	1 week
Anger Management	Understand and Reducing Anger Feelings (TCU)	COCTCU1	1 week
Criminal Thinking	Unlock Your Thinking, Open Your Mind	COCUYT1	1 week
COCF Substance Abuse Program			
RDAP	Level I Course Completion	COCFRD1	1 week
RDAP	Level II Course Completion	COCFRD2	1 week
RDAP	Level III Course Completion	COCFRD3	1 week
RDAP	Level IV Course Completion	COCFRD4	1 week
RDAP	Level V Course Completion	COCFRD5	1 week
RDAP	Level VI Course Completion	COCFRD6	1 week

COCF Career Technical Education Milestone Descriptions and Codes			
Braille – Library of Congress	Level I – Literary Braille Transcribing	COCBRA1	4 weeks
Braille – Library of Congress	Level II – Literary Braille Proofreading	COCBRA2	4 weeks
Braille – Library of Congress	Level III – Music Braille Transcribing	COCBRA3	4 weeks
Braille – Library of Congress	Level IV – Mathematic Braille Transcribing	COCBRA4	4 weeks
Braille – Library of Congress	Level V – Mathematics Braille Proofreading	COCBRA5	4 weeks
Carpentry	Core	COCCAR1	1 week
Carpentry	Level I	COCCAR2	2 weeks
Carpentry	Level II	COCCAR3	2 weeks
Carpentry	Level III	COCCAR4	2 weeks
Carpentry	Level IV	COCCAR5	2 weeks
CAD	Blueprint Reader	COCCAD1	1 week
CAD	Drafting Assistant	COCCAD2	2 weeks
CAD	Architectural Detailer	COCCAD3	1 week
CAD	Architectural CAD Drafter 1	COCCAD4	1 week
CAD	Architectural CAD Drafter II	COCCAD5	1 week
CAD	Drafter Architectural I	COCCAD6	1 week
CAD	Drafter Architectural II	COCCAD7	1 week
Computer Literacy	Core	COCOSR0	1 week
Computer/OSRT	Microsoft Level 1	COCOSR4	1 week
Computer/OSRT	Microsoft Level 2	COCOSR2	2 weeks
Computer/OSRT	Microsoft Level 3	COCOSR3	2 weeks
Electrical	Core	COCELE1	1 week
Electrical	Level I	COCELE2	2 weeks
Electrical	Level II	COCELE3	2 weeks
Electrical	Level III	COCELE4	2 weeks
Electrical	Level IV	COCELE5	2 weeks
Master Gardener	Level I	COCGAR1	1 week
Master Gardener	Level II	COCGAR2	1 week
Master Gardener	Level III	COCGAR3	1 week
KY Workpl. Essentials	Business Reading	COCWPE1	2 weeks
KY Workpl. Essentials	Business Math	COCWPE2	2 weeks
KY Workpl. Essentials	Business Communication and Writing	COCWPE3	2 weeks
KY Workpl. Essentials	Employment Readiness	COCWPE4	2 weeks
Masonry	Core	COCMAS1	1 week
Masonry	Level I	COCMAS2	2 weeks
Masonry	Level II	COCMAS3	2 weeks
Masonry	Level III	COCMAS4	2 weeks
Masonry	Level IV	COCMAS5	2 weeks
Painting	Core	COCPNT1	1 week
Painting	Level I	COCPNT2	2 weeks
Painting	Level II	COCPNT3	2 weeks
Painting	Level III	COCPNT4	2 weeks
Painting	Level IV	COCPNT5	2 weeks
Plumbing	Core	COCPLU1	1 week
Plumbing	Level I	COCPLU4	2 weeks
Plumbing	Level II	COCPLU5	2 weeks
Plumbing	Level III	COCPLU6	2 weeks
Plumbing	Level IV	COCPLU7	2 weeks