

C-ROB

SEPTEMBER 15, 2016
C-ROB REPORT





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LIST OF COMMONLY USED ABBREVIATIONS

ABE	Adult Basic Education
ARCAID	Automated Rehabilitation Catalog and Information Discovery
ARMS	Automated Reentry Management System
BASS	Benefit Application Support System
CAADE	California Association for Alcohol/Drug Educators
CAL-ID	California Identification Card Program
CASAS	Comprehensive Adult Student Assessment System
CBT	Cognitive Behavioral Treatment
CCCCO	California Community College Chancellor's Office
CCCMS	Correctional Clinical Case Management System
CLA	California Library Association
COMPAS	Correctional Offender Management Profiling for Alternative Sanctions
CPC	Correctional Program Checklist
CRM	Community Resource Manager
CSRA	California Static Risk Assessment
CTE	Career Technical Education
DAPO	Division of Adult Parole Operations
DHCS	Department of Health Care Services
DRP	CDCR Division of Rehabilitative Programs
EOP	Enhanced Outpatient Program
EPF	Enhanced Programming Facilities
FOTEP	Female Offender Treatment and Employment Program
HSE	High School Equivalency
IEP	Industry Employment Program
ILTAG	Inmate Leisure Time Activity Group
iPTVI	Internet Protocol Television Integration
LTOP	Long-Term Offender Program (Pilot)
NCCER	National Center for Construction Education and Research
OCE	Office of Correctional Education
PRCS	Parole or Post Release Community Supervision
SDP	Step-Down Program
SHU	Security Housing Unit
SOMS	Strategic Offender Management System
SSA/SSI	Social Security Administration/ Supplemental Security Income
STOP	Specialized Treatment for Optimized Programming
SUD	Substance Use Disorder
TABE	Test of Adult Basic Education
TCMP	Transitional Case Management Program
VEP	Voluntary Education Program

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 includes 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) seventeenth report examining progress the California Department of Corrections and Rehabilitation (CDCR or the department) made in providing and implementing rehabilitative programming from July 1, 2015 to June 30, 2016.

In December 2015 and January 2016, then again in May and June 2016, 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.

During this cycle of *Blueprint* and C-ROB site visits, the OIG interviewed several levels of CDCR staff at the 35 adult institutions and found many successes and remaining challenges. While the culture between custody staff and rehabilitative programming has improved significantly, there is continued room for improvement, and that effort is perhaps best led by the executive management at each of the institutions. As rehabilitation programming continues to grow, additional resources including space, third watch¹ custody coverage, and enhanced communication between institution staff and management (including headquarters) will be necessary to promote effective and efficient programming opportunities. The Board commends the department for its responsiveness to requests from rehabilitative staff for additional clerical support, and is pleased to report that each of the Community Resources Managers (CRMs) have received, or will soon receive, a designated office technician; in addition, however, staff across education, vocation, and rehabilitative programming continue to express the need for additional analytical staff, and many of the CRMs commented on the need for additional self-help sponsors. Interviewees also stated that increased access to computers and upgraded technology, streamlined purchasing, procurement, and certification processes, and continued improvements to the Strategic Offender Management System (SOMS) will help improve access and quality of education and vocation classes. In addition, inmate classification, removal of disruptive inmates, and close custody designation continue to be barriers to effective rehabilitation. The librarians across the institutions, however, continue to offer innovative ideas to improve utilization of library resources, and while the effectiveness of the Enhanced Programming Facilities² (EPFs) remains uncertain, implementing improved procedures may better enhance the incentives needed to make EPFs successful.

The Board found that the department continues to ensure offenders and parolees receive risk and needs assessments, with 96 percent of the offender population and 97 percent of the parole population receiving a California Static Risk Assessment (CSRA). Additionally, the department

¹ A period of the day between 2 p.m. and 10 p.m.

² Appendix K contains the list of 13 institutions with Enhanced Programming Yards

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.

Notably there has been a significant increase in the number of rehabilitative programs at the institutions, which is a positive step toward the department's mission to provide effective rehabilitation and treatment. Site visits highlighted positive strides in providing rehabilitative programming, including additional support staff added to assist the community resource managers with the rehabilitative programs at each institution, updated software to improve inmate typing skills and High School Equivalent (HSE) preparation, improved culture for rehabilitative programming at many institutions, the creation of professional learning communities for academic and CTE instructors to share best practices and challenges, expansion of the internet protocol inmate television project, and improvements in the department's SOMS database. A notable success is the significant reduction in pending health benefit applications and corresponding increase in approvals, greatly improving the pre-release health benefit program which is a pivotal need for successful reentry.

One of the major challenges associated with the EPFs is the inability to transfer disruptive inmates off the yards. In many cases, there are inmates on the EPFs who do not qualify to be housed there, but due largely to logistic and infrastructure constraints, the inmates have not been transferred to other yards. This same concern regarding difficulty transferring disruptive inmates was voiced from a significant number of academic and CTE instructors. Inability to expeditiously transfer problematic inmates creates behavior challenges that impact the rest of the class. Some of these problematic inmates are not interested in being in a lower academic class than their ability, yet may have purposely TABE tested low initially to maximize the milestones available for incremental progress at retest. For the CTE inmates, they are assigned to all CTE programs and placed in the first available program, not necessarily the CTE requested. This can cause frustration because generally inmates are only reassigned out of a CTE program when the key components are finished, requiring inmates to test out of the program they are not interested in pursuing.

Finally, the Board commends the department for working to implement all four of the recommendations provided in the September 15, 2015, C-ROB Report:

- 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.

Current Recommendations

The following outlines the Board's five current recommendations:

- The Board recommends that the department consider strategies to expedite transfer of non-qualifying and disruptive inmates off of the EPFs.
- The Board also recommends that the department consider creating a tracking system to better determine whether there has been an increase in programming on the EPFs, and whether there has been a decrease in rules violation reports, use of force, and other measures of inmate behavior.
- The Board recommends the department consider strategies to increase the number of program sponsors and the feasibility of contracting with non-department individuals to maximize the rehabilitative programming access and maximize budget allotments.
- The Board recommends the department review the milestone criteria for both TABE testing and CASAS testing to remove the negative incentive for inmates to test low and receive placement in classes inconsistent with their actual academic need.
- The Board recommends the department reconsider its current close custody policies limiting access to rehabilitative programming.

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, 2007.³ 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.

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;

³ Assembly Bill 900 (Solorio), Chapter 7, Statutes 2007.

- **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 invested in rehabilitative programming for offenders reduces incarceration costs by \$4 to \$5 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.

The department was tasked to provide an updated comprehensive plan for the state prison system since the *Blueprint*, thus the department released a new report as part of the 2016-17 Governor's Budget. In January 2016, the department issued *An Update to the Future of California Corrections*. The department's updated report includes a summary of goals identified and progress made from the initial report, along with its future vision in rehabilitative programming and safety and security.

Preparing This Report and Disclaimer

The scope of this report is based on information received at the C-ROB meetings in March and June 2016 and subsequent information received by the report-writing subcommittee from the department. The department's data reflects information captured on offenders from July 2015 through June 2016.

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 2015 through January 2015 and May 2016 through June 2016.

2015–2016 SITE VISITS

In December 2015 and January 2016, and again in May 2016 and June 2016, C-ROB staff in collaboration with the Office of Inspector General's (OIG) *Blueprint* monitoring team conducted site visits at all California Department of Corrections and Rehabilitation's adult institutions.

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

Culture for Rehabilitative Programming

In this *Blueprint* cycle, interview questions were added to focus on not only the rehabilitative programming within the education and vocation classrooms, but also volunteer or inmate-led rehabilitation programs. During the interviews, executive staff provided feedback on the culture, success, and challenges surrounding volunteer and inmate-led programming, as well as general barriers to effective rehabilitation. The wardens at all of the institutions stated there is a positive culture between custody, education, and rehabilitative programming groups. Most of the wardens stated the culture is not perfect and there is still room for improvement. Many of the wardens noted there are still select custody staff who are not supportive of programming and believe inmates are receiving more support from CDCR than they deserve. Most of the wardens stated that custody staff has become more supportive, however, and see the benefits of rehabilitative programming. Some of the academic, vocation, and rehabilitative staff noted the culture between custody and rehabilitative programming is not the best, but explained that it has improved significantly over time and continues to get better.

A few of the wardens noted the importance of executive staff setting a clear standard on the importance of rehabilitative programming and serving as examples to their staff on how to promote a positive culture. Some wardens commented immediate action has been taken when select custody staff are not as supportive as expected. One remaining issue mentioned among education, vocation, and rehabilitation staff is the delay moving inmates to programs. There needs to be more accountability and a more efficient process by which inmates are released to attend rehabilitation programs. In some cases, inmates were up to an hour late for some programs, which is especially challenging for programs that have two hour time slots.

One of the reasons that custody may not appear as supportive of the increased focus on rehabilitative programming is the security concern, especially with outside volunteers. With an

increase in the number of volunteers entering the prisons, many of whom do not require an escort in certain areas of the prison, there is a heightened security concern and potential increase in workload for custody staff. This is especially true for third watch, which has less custody coverage, but higher numbers of rehabilitative programs. Limitation in third watch coverage was mentioned several times during the interviews as a significant barrier to effective rehabilitation.

Administrative Support for Educational and Rehabilitative Programming

Over the last several cycles of *Blueprint* and C-ROB interviews, rehabilitation staff have mentioned the need for additional administrative support, and this cycle of interviews revealed the issue still exists. However, the *Blueprint* Cycle 8 and C-ROB interviews were primarily conducted over the first few weeks of June, prior to the official announcement that all Community Resources Managers (CRMs) would be receiving an office technician (OT). During the interviews, the large majority of CRMs stated that they needed a dedicated OT to help with paperwork or other office duties. On June 24, 2016, the CRMs were notified via a memorandum from the department headquarters that effective July 1, 2016, CRMs at all institutions would be allotted one OT. The Board commends the department for providing OTs in response to the needs of the CRMs.

In addition to clerical support, however, the majority of CRMs expressed a need for staffing in the analytical classifications (i.e. Staff Services Analyst or Associate Governmental Program Analyst). The vast majority of principals interviewed also expressed the need for analytical staff, and several also mentioned the need for an additional vice principal position. During the interviews with the voluntary education program (VEP) instructors, however, the majority of the instructors stated that they receive enough support to effectively assist inmates in VEP courses.

Another significant staffing barrier to effective rehabilitative programming is that many of the institutions do not have enough staff sponsors (explained further below) to accommodate the demand for programming. Some CRMs suggested expanding the sponsor job opportunities to individuals who are not currently employees of the department, such as the volunteers who have facilitated rehabilitative programming in the institutions. Offering the sponsor job to outside contractors would likely reduce the cost associated with programming as well as expand the available times for inmate-led programs to occur (currently, sponsors are not authorized to hold inmate leisure time activity group (ILTAG) meetings during regular working hours), but contracting with non-department employees may prove logistically challenging.

New Rehabilitative Programs and Limitations

Over the last several years, there has been a significant increase in the number of rehabilitative programs at the institutions, which is a positive step toward the department's mission to provide effective rehabilitation and treatment. During this cycle of *Blueprint* interviews, the OIG found that the number of rehabilitative programs that have requested to program in the last year varies

widely depending on the institution, averaging about seven volunteer rehabilitation program requests per year. The majority of CRMs stated they have had to deny requests for new volunteer rehabilitative groups based on space or sponsor constraints, and those who have not turned groups away were often those who have not received requests or are at lower programming institutions.

Physical Building and Infrastructure Improvements

According to staff from education, vocation, and rehabilitation programming, one of the biggest challenges to successful rehabilitation is the lack of space available for programs; this finding is consistent with previous *Blueprint* and C-ROB reports. The specific issues with space vary depending on the institution, but more generally there is not enough space, the space that is available is unusable during extreme weather events, or the shortage in third watch custody during peak volunteer programming hours prevents programming due to security concerns. In addition, many of the rehabilitative programs often must compete for the same space, such as the chapels, which limits the number of rehabilitative programs and may create hostility between department staff and volunteers. One common concern among instructors is that some institutions are not equipped with heating or cooling systems, making it difficult or impossible to run programs in extreme temperatures. Though large fans operate in some facilities to address the heat, these devices are often insufficient and can impair inmates' ability to hear the instructor. The department is aware of these challenges and is considering strategies to address these issues.

Many institutions try to think outside the box when it comes to finding solutions to increase programming space. Some notable suggestions include sharing the classroom space with volunteer rehabilitative groups when the classrooms are not being utilized by education, increasing third watch custody coverage, enhancing outdoor lighting to allow programs to run later in the day, and utilizing temporary or mobile structures, such as tents or awnings, to expand existing programming space.

Close Custody Designation

Classification and duration of time in a Close A Custody designation largely depends on an inmate's offense type and length of sentence, as well as any disciplinary actions while in custody. Inmates with the most serious offenses, such as those resulting in life without the possibility of parole and with higher risk to pose security concerns, typically spend the most time under the Close A Custody designation. Among other restrictions, inmates with a close custody designation are only permitted to attend education and other programming during daytime hours, and only within designated areas of each prison. During the interviews, some staff in academic, vocation, and counseling noted close custody as a significant barrier to effective programming. In some cases inmates may not be permitted to attend Alcoholics Anonymous / Narcotics Anonymous (AA/NA) because at some institutions these programs only run in the evenings on

weekdays. The department has acknowledged a need to reconsider the current close custody practices, and recognizes that the current practice has put limitations on access to rehabilitative programming and some of the initial security concerns that justified the status may no longer exist.

Inmate Classification and Reassignment

As discussed in the September 15, 2015, C-ROB report, many academic staff expressed concerns about proper assignment of offenders to education and other programs, including the fact that many inmates were being assigned to academic levels that were too low or too high compared to their ability. This issue could be related to a concern with the TABE (Test of Adult Basic Education), in that inmates may purposely choose to test lower on the TABE to qualify for lower level academic classes in order to leave room for improvement in their scores when they retest. Inmates who show progress and move up through consecutively higher level academic classes qualify to earn milestone credits. Therefore, there is little incentive for inmates to put significant effort into the initial TABE; in other words, the higher the inmate scores, the less opportunity there is for inmates to earn milestone credits. Additionally, the milestone credit earning process with the TABE is duplicative with the milestones earned from the Comprehensive Adult Student Assessment System (CASAS) testing. According to the department, many inmates are essentially receiving twice the number of milestone credits for completing the same assessment.

In the past several C-ROB reports, the Board found that many academic and vocational instructors have difficulty removing disruptive inmates from programs. During this year's interviews, the Board found that this issue still persists. Many inmates choose to be disruptive in education classes and other programs as a result of lacking incentives or general disinterest.

In addition to the issue with TABE scoring and resulting milestone credit eligibility, some of the interviewees mentioned that older inmates past retirement age have little incentive other than personal growth to pursue obtaining an HSE. In response to many of the issues described above, some of the interviewees suggested that all education should be voluntary. The milestone credit eligibility process was originally established to incentivize inmates to obtain educational and vocational experience, ultimately promote successful reintegration into communities upon release. The department should consider the original intent of offering milestone credits as true incentives and develop strategies to improve the TABE scoring process, including expanding milestone credit eligibility for all education levels. One strategy could be to have a set maximum number of credits that can be obtained, and inmates can obtain that maximum by either testing high enough on the TABE to receive the credits from their initial testing, or by testing low on the TABE and receiving the credits incrementally through completing education classes and retesting. This approach may provide a disincentive for inmates to purposely test low on the initial TABE. Additionally, the department should consider revising the milestone credit earning process, to avoid duplicative awarding of milestones for the same assessments.

Purchasing and Procurement

Administrators and vocational instructors were split on the effectiveness of procurement's "canteen list" system for ordering supplies. The system has remained slow and burdensome for many, as half of the vocational instructors interviewed in June 2016 indicated that the process has not been working efficiently or effectively. Many administrators and vocational instructors reported outstanding issues with not having received ordered supplies and materials. Some instructors stated the inability to get the specific materials needed created feelings of hostility with the inmates. Some of the instructors commented on the constraints with the three-bid process, and while addressing the three-bid process would likely require a legislative remedy, many others believed the process could improve with the designation of one individual or analyst to handle all of the ordering and tracking of supplies. Others felt that headquarters involvement in the process unnecessarily stymied timeliness of the process and stated that a lack of communication and training with regards to the purchasing and procurement process exasperated delays. Many of the instructors suggested that there should be more control at the local, institution level and stated that instructors should be given more autonomy over budgetary decisions related to procurement for their specific vocational programs.

Upgrading Technology and Classroom Materials

Access to technology and materials has been a growing concern for instructors. There is often a significant lack of computer access, largely because the number of available computers is vastly disproportionate to the number of students who need to use them. In addition, while many institutions have computer labs, inmates are typically only given a couple hours to practice on those computers each week. The majority of instructors feel that increased access to computers for the inmates would benefit their learning experience. In some cases, technology is available, but nonoperational, either due to functional issues or the absence of critical software and relevant programs. This is the case with many of the SMART Boards, eReaders, and some computers.

Several instructors commented that limited online access to specific education and resource sites is essential for research in college courses. One instructor also suggested that access to non-internet-based reference databases, like encyclopedias, would be valuable. In addition to the technology needs, many instructors also commented that there is a need for other updated materials in the classroom, including newer books and supplemental materials that cater to inmates who speak different languages. Many instructors commented positively about the increase in technological devices and materials now available to them, most notably the dissemination of eReaders, which are also now available to some non-VEP inmates; however, some devices are still not functional, and the demand for accessibility continues to increase. The need for current technology and up-to-date materials will continue to be an important issue, especially with the expansion of college courses. The Board recommends that the department consider increasing the number of computers; as well the available times for students to practice

typing or other computer skills in the classrooms. The Board is encouraged by the significant expansion of eReaders and face-to-face college programs the department has accomplished.

Computer-Based HSE and Curriculum

The Cycle 8 *Blueprint* and C-ROB site visits revealed that academic instructors remain concerned that many of their students are unprepared for the computer-based High School Equivalent (HSE) because they do not have sufficient access to computers, and the computers that are available are not equipped with software for teaching computer and typing skills needed to pass the exam. While some instructors reported that their students had little to no computer access at all, others reported fewer than two computers available for classroom use, including limited shared access of computer labs. Although most of the students interviewed reported they had not yet taken any of the HSE exams, many indicated a desire to do so and some mentioned feeling unprepared due to concerns with limited practice on the computers.

Many instructors reported additional challenges associated with the new HSE format, including increased difficulty with the exam's Common Core State Standards related to enhanced critical thinking and math skills. Overall, most academic instructors indicated that the curriculum was meeting the needs of students. This was especially true for those who reported using various supplemental materials designed to accommodate varying student academic abilities.

The Board commends the department for offering curricula that seem to be meeting the needs of most of the academic instructors and their students, especially those who supplement with other resources. However, there is a remaining concern with computer literacy and an overall lack of student access to computers. This issue is expected to be a continuing major concern as more students move toward attempting the computer-based HSE. In its 2015 C-ROB report, the Board recommended the department consider strategies to increase the number of computers, as well as the available times for students to practice typing or other computer skills in the classrooms. Department responses are listed in the conclusion of this report.

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 staff stating 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. Also, the curriculum listed in SOMS did not match the curriculum taught in the classrooms. For example, the curriculum in SOMS for a Career Technical Education (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.

CTE Testing and Certification

Consistent with interviews from past *Blueprint* and C-ROB reports, vocational instructors mentioned several challenges with the testing and resulting certification process associated with different career technical education (CTE or vocation) classes. The testing process seems to work effectively when the instructors proctor their own tests, but many instructors cannot proctor their own tests largely due to constraints with the limited number of computers. In addition, when a testing coordinator is required to proctor the exams, which is required in courses for the National Center for Construction Education and Research (NCCER), the testing schedules are often irregular and inconsistent, which prevents timely testing of the students, and ultimately delays awarding of the course certificates. Furthermore, the Microsoft Certiport Certification process has not worked inside CDCR institutions for the last year. As a result, inmates currently completing Microsoft training programs are unable to receive their certificates. According to some interviewees, the process of issuing CTE certificates is also duplicative and lengthy. Once an inmate successfully completes a certification level, the request for the CTE certificate is sent from the institution to CDCR headquarters, then from headquarters to the NCCER national office in Florida. The certificate is validated, printed, and then mailed back to CDCR headquarters to mail to the requesting institution. Some offenders have transferred or paroled without receiving their certificates, which can affect their employability once out of prison.

Inmate Perspectives on Education, Vocation, and Rehabilitation Programs

During the site visits, some inmates are interviewed regarding their perspectives on the successes and challenges associated with education, vocation, and rehabilitation programming. Overall, the inmates stated that they are grateful for the educational opportunities provided in the institutions. Some inmates dropped out of high school, did not complete the necessary credits to graduate, or did not have time to attend high school, and therefore view the education courses as an opportunity to finally obtain an HSE. Because the inmates have different learning abilities and educational backgrounds, they appreciate the flexibility in course levels offered and instructors who support and encourage them to do well. Several inmates complimented the teachers' willingness to help the inmates by answering their questions and providing one-on-one assistance. Earning milestone credits is also a benefit that incentivizes participation in education programs.

Vocational programs are highly sought after by the inmates. Many stated that the hands-on work is more conducive to their learning abilities than typical bookwork. The inmates enjoy learning new skills and applying them to projects with tangible finished products. It was widely

recognized that the skills they learn in vocational programs are viable outside of the institution, and many hope to use these skills to obtain employment upon release. However, some inmates expressed concerns about the lack of necessary supplies in the classroom, and commented that not having appropriate materials hinders progress.

Overall, the inmates felt that the education and skills they obtain in these rehabilitative programs have helped them change their way of thinking. Many inmates observed they are more goal-oriented and have more positive attitudes and outlooks on their futures. The learning environment is healthy and encouraging, motivating the inmates to succeed, and providing them an opportunity to use their time constructively. The benefit of the social interaction, racial integration, and self-esteem boost that these programs provide is seen as invaluable by the inmates, both for their lives inside the institution and once they are reintegrated into society. Some inmates indicated there are disruptive students in the programs who do not want to be there, and therefore take spots away from others who do. They suggest having more input during counseling sessions to request desired vocational program placement would be an improvement, and commented that instructors should be able to remove disruptive inmates.

Libraries

During the interviews with librarians, many suggested that the library space could be utilized more effectively, and offered several creative ideas such as incorporating reentry workshops, creating education programs, hosting guest speakers, and offering computer classes. During the interviews, the OIG found that most of the libraries are providing reentry resource centers, which provide county-specific information on employment, health, housing, and other reentry services. Many of the librarians also suggested that they would like to see more collaboration between librarians, instructors, the substance use disorder programs, and correctional counselors. For example, a VEP instructor and librarian could create a research assignment together based on materials already available in the library. Some librarians also suggested there should be more collaboration between departments for reading materials to increase accessibility to students. In addition, many of the librarians mentioned other notable challenges such as lack of space for the amount of resources, inconsistent distribution of books and other materials from headquarters, and low salaries for library staff. Furthermore, some librarians suggested that senior librarians should be given more discretion over library budgeting to ensure correct purchases are made.

Enhanced Programming Facilities

In December 2013, the department implemented Enhanced Programming Facilities (EPFs), ranging in security levels from level II general to secure level IV facilities, and now total 13 institutions. The department stated it intended to cluster inmates who want to focus on rehabilitation and positive in-prison behavior by increasing programming opportunities and allowable inmate property. The department intends to evaluate its ability to sustain the enhanced program on its level IV facilities, which have been the most challenging to implement.

Blueprint and C-ROB site visits revealed that the wardens at the thirteen institutions with enhanced programming facilities have noticed varying degrees of change among the inmate population, with some wardens reporting little to no change in behavior, and other wardens noticing somewhat positive change at other institutions. Four of the thirteen wardens stated there had been little to no change and in some cases violence was still up. At these institutions, primarily at level IV facilities, gang activity was still rampant on the yards. Five of the thirteen wardens conversely cited positive changes, such as decreased incidents of violence, fewer inmate rules violation reports, better communication between inmates and staff, and generally a more positive environment. One of the major challenges associated with the EPFs is the inability to transfer disruptive inmates off the yards; in many cases, there are inmates on the EPFs who do not qualify to be housed there, but due largely to logistical and infrastructure constraints, the inmates have not been transferred to other yards.

Communication with Management and Headquarters Staff

Many academic staff and management mentioned a desire for more autonomy in decision-making and this request is largely related to the stated disconnect between academic and upper management at the institutions. However, this noted disconnect was not specific to academic staff; several of the CRMs also mentioned a disconnect with upper management, including staff at headquarters. CRMs have a dual reporting structure whereby they report to the warden or associate warden at the institution, but also must be responsive to staff in the Office of Policy Standardization (OPS). As a result, many CRMs stated that they receive conflicting work assignments. Some interviewees also mentioned there is a lack of communication with upper management in OPS, and direction often comes from lower-level management than the CRMs. In the past year, some of the CRMs have found new employment or mentioned a desire to do so in the immediate future. One CRM commented specifically on the low morale among staff due to the unmanageable workload and ineffective communication with management. Many of the CRMs noted they are lacking support from management, and as discussed further in the Administrative Support section of this report, they do not feel that they have the resources to provide effective rehabilitative programming.

In addition, some of the CRMs, similar to the academic staff, expressed an interest in having a larger role in decision-making. Since CRMs are likely the most knowledgeable about the volunteer-run rehabilitative programs at their specific institution, some of the CRMs believe they should have input on the programs that are approved at their institutions.

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, 2016, 99 percent of the inmate population has received a risk assessment, and of these, 51 percent have a moderate to high risk of reoffending. As of June 30, 2016, 97 percent of the parole population has received a risk assessment, and of these, 61 percent have a moderate to high risk to reoffend.⁴

Table 1: Offender Risk Assessments

Offender Population	124,081
Number of Assessments Completed	122,308
Offenders with a Moderate/High CSRA Score	63,060

Table 2: Parolee Risk Assessments

Parole Population	40,700
Number of Assessments Completed	39,658
Parolees with a Moderate/High CSRA Score	24,630

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. CDCR has determined that the Test of Adult Basic Education (TABE) assessment provides the best indicator of an offender's need for academic programming, with a TABE Reading score below 9.0 indicating a criminogenic need.⁵

Using June 30, 2016 statistical data from CDCR, COMPAS and TABE assessments across all institutions, including the out-of-state facilities, reflects the following for offenders who have a

⁴ The parole population was derived from SOMS, which reflects data as of June 30, 2016.

⁵ The criminogenic need categories can include any of the following: substance use disorder, anger, employment problems (incorporated academic and career technical needs), criminal personality (formerly "criminal thinking"), and support from family of origin (formerly "family criminality").

moderate to high risk to reoffend: 66.3 percent of offenders with a completed Core COMPAS assessment have a moderate-to-high need in the substance abuse domain (compared to 66.1 percent in December 2015, and 67.5 percent in June 2014) 45.6 percent of offenders have an identified need in the academic domain.

Some offenders are excluded from receiving a COMPAS assessment, such as those designated enhanced outpatient program (EOP) level of care or higher⁶, life without parole, and condemned. As of June 30, 2016, the total number of Core COMPAS assessments completed for general population offenders is 78,313. The department is averaging over 1,291 assessments per month. Of the total offender population, only 110,115 are eligible to receive a COMPAS assessment. Of the eligible offenders, 97,442 offenders have received a COMPAS assessment, which is 88.5 percent of the total eligible population. This represents a 7 percent increase in completed core COMPAS assessments since the last reporting period.

Table 3: Offender Core COMPAS Assessments

	Jan–June 2015	July 2015–June 2016
Core COMPAS Assessments Completed	59,190	78,313

Once an offender reaches 210 days to parole, the offender is given a Reentry COMPAS assessment. The resulting scores from this assessment are used to guide programming decisions upon parole. For the period of July 1, 2015 through June 30, 2016, 14,288 parolees were released from custody and 13,684 (96 percent) received a COMPAS Reentry Assessment.

Table 4: Parolee Reentry COMPAS Assessments

	July 2015–June 2016	FY 15/16 Paroling Population
Reentry COMPAS Assessments Completed	13,684	14, 288

⁶ Offenders designated EOP level of care or higher may receive a COMPAS assessment administered by mental health staff.

Needs Identified

Statistical data as of June 30, 2016, from CDCR, COMPAS and TABE assessments across all institutions, including the out-of-state facilities, reflects the following for offenders who have a moderate to high risk to reoffend: 66.3 percent of offenders with a completed Core COMPAS assessment have a moderate-to-high need in the substance abuse domain (compared to 66.1 percent in December 2015, and 67.5 percent in June 2014), and 45.6 percent of offenders have an identified need in the academic domain.

Table 5: Rehabilitative Needs of Offenders with a Completed Core COMPAS Assessment—Institution Population

Substance Use Disorder	Low	33.70%
	Mod/High	66.30%
Criminal Personality	Low	58.70%
	Mod/High	41.30%
Anger	Low	49.50%
	Mod/High	50.50%
Employment Problems	Low	61.50%
	Mod/High	38.50%
Support from Family of Origin	Low	77.90%
	Mod/High	22.10%

Table 6: Rehabilitative Needs of Offenders with a Completed Reentry COMPAS Assessment—Parole Population

Reentry Substance Use Disorder	Low	56.00%
	Mod/High	44.00%
Criminal Thinking Observation	Low	82.80%
	Mod/High	17.20%
Negative Social Cognitions	Low	79.60%
	Mod/High	20.40%
Reentry Financial	Low	46.90%
	Mod/High	53.10%
Reentry Employment Expectations	Low	46.00%
	Mod/High	54.00%
Reentry Residential Instability	Low	63.90%
	Mod/High	36.10%

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 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

Reentry services are currently provided to inmates based on an assessed need for services and their earliest possible release date. The CSRA score coupled with an assessment of the inmate's criminogenic needs (COMPAS assessment) established the priority placement in services, and type of program intensity. 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 substance abuse, academic, or employment domains, the inmate becomes part of CDCR's target population for rehabilitation.⁷

Table 7: Risk and Needs Assessment by Target Population⁸

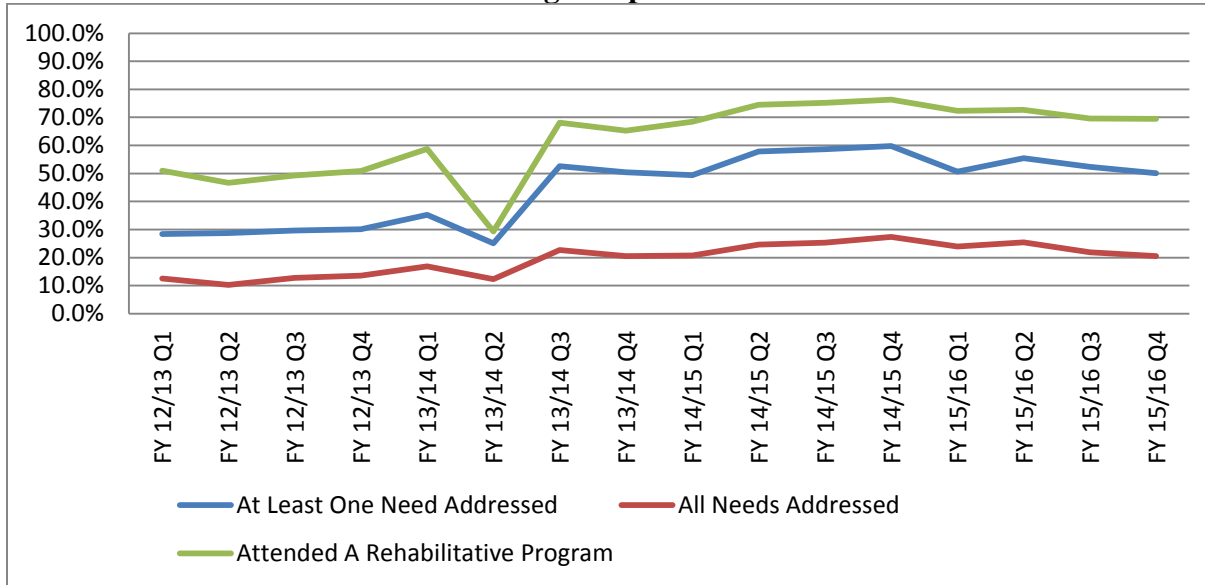
Total inmate population = 124,081		Data as of 6/30/16	
Inmates with completed CSRA	122,308	99%	Percent in relation to inmate population
Inmates with high/moderate CSRA score	63,060	51%	Percent in relation to inmates with CSRA
Inmates with core COMPAS assessment	101,207	82%	Percent in relation to inmate population
Target population (at least one need)	53,740	43%	Percent in relation to inmate population
% of inmates who receive core COMPAS assessment who become target		53%	Target population divided by COMPAS count

The 2010-2015 Strategic Plan had a goal that by June 30, 2015, at least 70 percent of offenders identified with moderate to high risk and needs would receive, prior to release, evidence-based rehabilitative programming in substance abuse, academic, and/or vocational education consistent with their criminogenic needs. Although the Strategic Plan has expired, CDCR continues to measure this benchmark pending new counting rules.

⁷ 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.

⁸ Source: CDCR Division of Rehabilitative Programs (DRP)

Table 8: In-Prison Target Population vs. Needs Addressed



Note: The chart above depicts the percentage of the target population that was involved in rehabilitative programming from the implementation of the Blueprint to June 2016.

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 to assist 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.

Under current practice, when inmates are released from the adult institutions, the alternative custody program staff, parole or probation agents, or other reentry staff does not receive information regarding inmates' risk to reoffend, assessed needs, or course completions from the department. Through the completion of the department's Strategic Offender Management System (SOMS) case plan module, an individual customized service plan for each offender will be available for applicable CDCR staff to access and follow. The department has also developed an option that makes the case plan available in a hardcopy printout to Male Community Reentry Programs⁹ (MCRPs) and the counties for inmates released to county probation. The SOMS Case

⁹ The Male Community Reentry Program (MCRP) is a voluntary program for male inmates who have approximately 120 days left to serve. The MCRP allow eligible inmates committed to state prison to serve the end of their sentences in the community in lieu of confinement in state prison.

Plan functionality of Recommended and Current/Completed Rehabilitative Programs Timelines is on schedule to deploy in September 2016. The goal is to provide a printed case plan that would reflect what the inmate has accomplished, including any certificates received from vocational courses, as well as assessed risk and criminogenic needs.

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, 62 percent of the department's target population is within 48 months of release.

Table 9: Target Population by Projected Release Date

Projected Release Timeframe	Inmates	Percent
0–6 Months	9,450	16.3%
7–12 Months	7,102	12.3%
13–24 Months	9,515	16.4%
25–36 Months	5,692	9.8%
37–48 Months	3,900	6.7%
49–60 Months	2,860	4.9%
61–120 Months	8,105	14.0%
Over 120 Months	11,051	19.1%
Unusable Data Regarding Release Date	239	0.4%
Total Target Population	57,914	100%*

* Total target population percentage may not total 100 due to rounding

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. Capacity¹⁰ 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 were primarily available at only the 13 institutions designated as reentry hubs, which were only geared toward medium and high risk offenders. In the next year, the department plans to expand reentry hub services to all 35 adult institutions, as discussed later in this report. In July 2016, the institutions

¹⁰ Appendix B lists the statewide programming summary totals for rehabilitation programs.

also began to move transition services to the education departments, as opposed to renewing their contracts with outside counselors.

Table 10: Adult Rehabilitative Program Capacity

Rehabilitative Program	June 2014	June 2015	June 2016
Academic Education	41,304	41,982	41,784
Career Technical Education	7,762	8,478	8,694
In-Prison Substance Use Disorder ¹¹	3,636	6,072	7,747
Post-Release Substance Use Disorder ¹²	4,236	5,020	4,020
In-Prison Employment Programs	2,430	6,885	7,380
In-Prison Cognitive Behavioral Treatment:			
Criminal Thinking	2,832	3,840	4,128
Anger Management	2,832	3,840	4,176
Family Relationships	1,248	1,684	2,272
Victim Impact	720	576	336
Post-Release Employment	6,620	5,801	6,050
Post-Release Education	7,500	6,414	7,134
Total Capacity for All Programs	81,120	90,592	93,721

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 2015–16 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 in-prison programs¹³ 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

¹¹ This figure does not include 88 slots for EOP inmates.

¹² 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.

¹³ Appendix C and D list the in-prison program matrix and current and proposed programming matrix, as of June 30, 2016.

the institutions, reviewed monthly attendance reports, and conducted random spot checks of classrooms. In order to be deemed fully operational, a course needed to have a corresponding instructor, an assigned classroom, and data showing monthly inmate attendance.

The OIG's fieldwork at all prisons found that 91 percent of the academic education programs were operational, 79 percent of the CTE programs were operational, and 80 percent of the substance use disorder treatment slots were filled. From the last OIG report issued in March 2016, this represents a 3 percent increase in academic education programs, a 4 percent decrease in CTE programs, and a 19 percent decrease in substance use disorder treatment participation. Although education figures only had a slight increase and a small decrease occurred in CTE participation, overall, since the *Blueprint* began, the number of program opportunities and participation continues to rise.

Staffing

As of June 30, 2016, the department reported 522 academic teacher positions (general population, alternative programming, and voluntary education program) and 289 CTE teacher positions. The OIG found that there were 47 academic teacher classes and 62 CTE teacher courses that were not fully operational. OIG determined that a course needed to have a corresponding instructor, an assigned classroom, and data showing monthly inmate attendance. The most common reason academic and CTE courses were not operational were due to teacher vacancies (retirement, recruitment, long-term sick, long-term disability, etc.).

Training Opportunities

During past site visits, instructors have expressed a desire for additional training opportunities and an enhanced network between the institutions for information sharing on best practices. The Office of Correctional Education (OCE) is developing T4T (Training for Trainers) to increase learning opportunities for instructors, as well as Professional Learning Communities that will empower staff to become instructional leaders and increase information sharing within and between the 35 adult institutions. Increasing training opportunities is expected to enhance the quality of education and information sharing will allow for more standardized best practices across all adult institutions. The Board commends the department for its efforts to increase training opportunities and networking opportunities for the academic staff at the institutions.

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 or High School Equivalency (HSE). 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 522 academic positions (general population, alternative programming, and VEP) to become operational during fiscal year 2015-16.

From May 2016 through June 2016, OIG staff reviewed the institutions' documents and performed 35 site visits to determine whether 522 academic positions, as provided by DRP, were fully operational, as shown in Appendix B. At the conclusion of the fieldwork, the OIG found 475 of the 522 positions were fully operational, which represents a 91 percent rate of compliance. This represents a 3 percent increase from what was documented in the OIG's March 2016 *Blueprint* Monitoring Report.

Academic Education Program Capacity, Enrollment, and Utilization

As of June 30, 2016, the academic education capacity is 41,784. The following graphs illustrate the academic education enrollment percent of capacity by month and utilization rates for the same period.¹⁴ Utilization is the percentage of available program hours an inmate actually spends in programming.

The department's capacity has increased since July 2015, but enrollment has fluctuated due to program and departmental changes. In July 2015, the enrollment rate was 79 percent, which dropped to 78.4 percent in December 2015, and began recovering through June 2016 to 82.2 percent. Utilization rates are fairly consistent around 72 percent to 77 percent this reporting period, with the exception of slight declines in April and May 2016, which the department attributes to changes in available programs.

¹⁴ Please refer to Appendix E for a complete breakdown of academic capacity, enrollment, and utilization rates.

Table 11: Academic Education Program Capacity and Enrollment

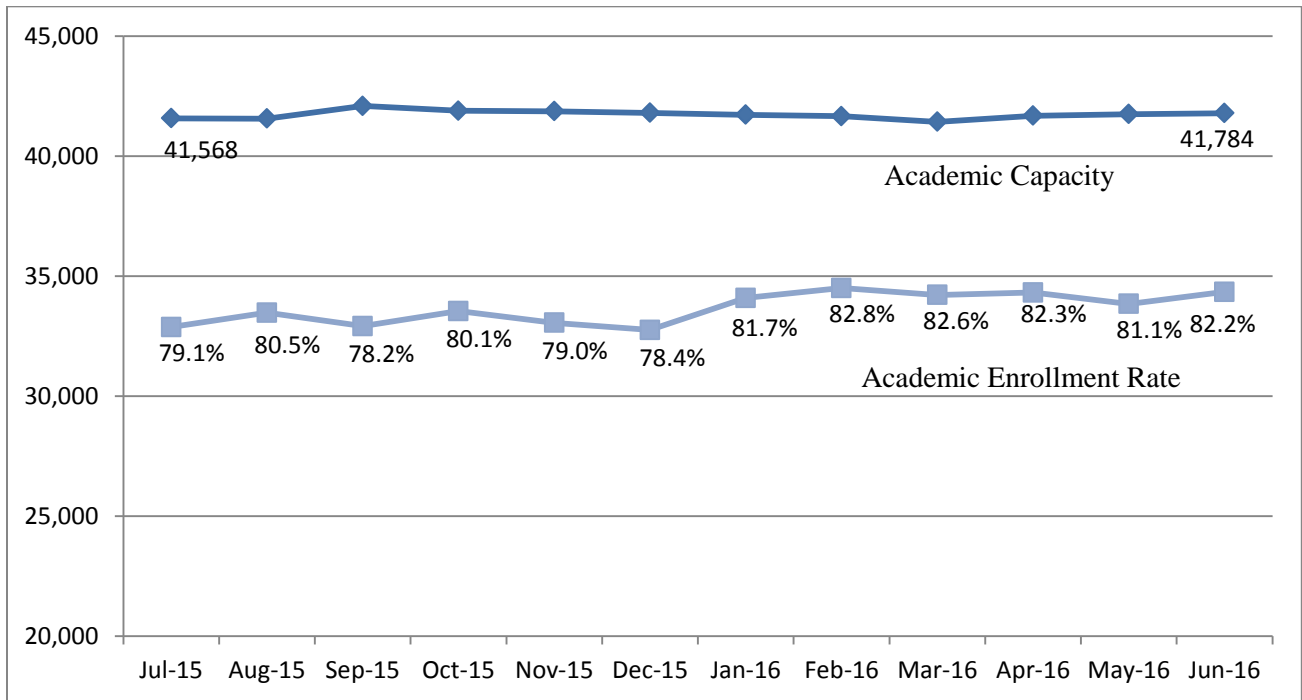
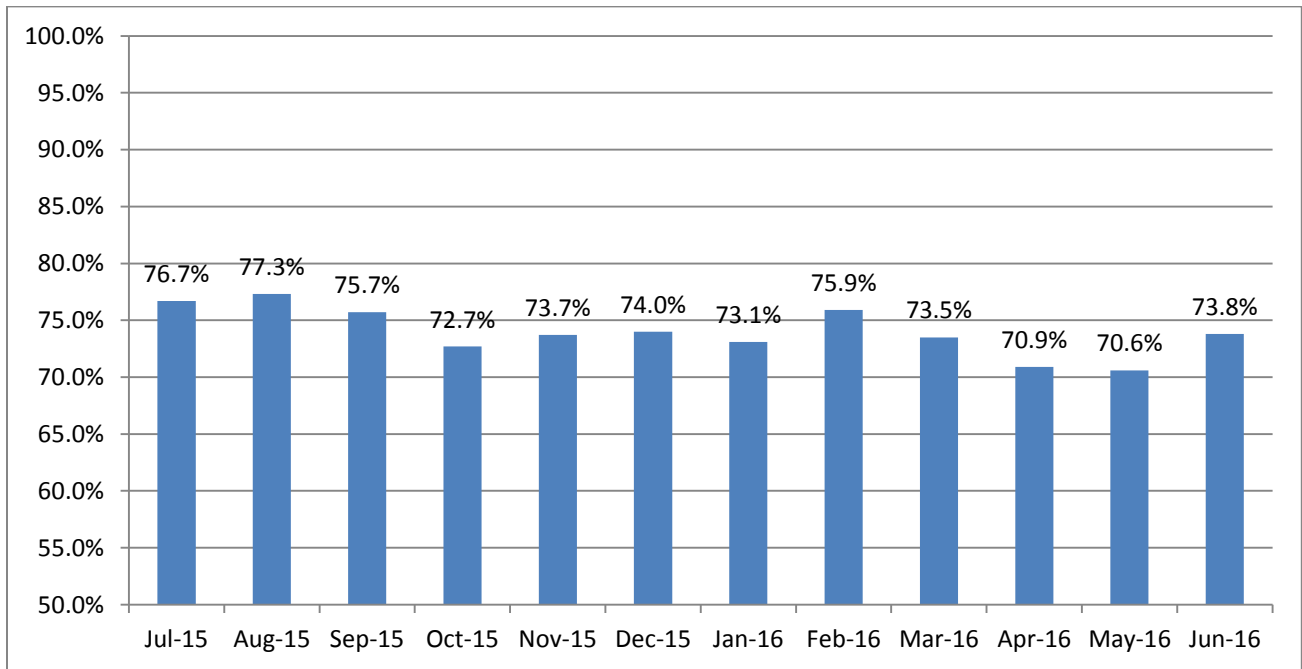


Table 12: Academic Education Program Utilization Rates



Academic Achievements and Program Completions

The department has continued to increase college course completions and the number of Associate of Arts (AA) and Bachelor of Arts (BA) 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. According to the department, there are currently 17 colleges (16 community colleges and one California State University) offering face-to-face instruction inside 27 prisons. The Board commends the department for its collaborations with community colleges in its efforts to expand access to both correspondence courses and face-to-face instruction at all of the institutions.

Table 13: Achievements and Completions

Academic Achievements and Program Completions	Jan–June 2014	July–Dec 2014	Jan–June 2015	July–Dec 2015	Jan–June 2016
CASAS Benchmarks	14,153	13,216	13,810	16,568	21,336
TABE Achievements	5,325	1,537	1,610	4,607	3,190
GED/HSE Sub-Tests					
Passed	10,433	12,631	1,552	3,232	5,174
GED/HSE Completions	1,908	2,758	237	601	1,311
High School Diplomas	54	60	67	74	126
College Course Completions	4,033	6,747	6,554	7,718	9,113
AA Degrees Earned	150	61	143	116	225
BA Degrees Earned	2	4	5	6	12
MA Degrees Earned	2	2	1	0	1

In addition, the department has begun looking into a process to better link inmates in the institutions to colleges in the community such that inmates have an opportunity to enroll in college prior to leaving the institution. This process will reduce the amount of time between inmates releasing and beginning college courses in the community. The Board commends the department for its forward-thinking plans for the next calendar year and will report on any updates in a future report.

Computer-Based GED and High School Equivalency Exams

The department reports that it completed implementation of the computer-based HSE for most of the prison population in early 2015. Furthermore, the department began offering the High School Equivalency Test (HiSET) as an alternative to the GED to provide a paper version of the High School Equivalency (HSE) exam to meet the needs of offenders within secure housing units. The department will also offer the HiSET as an alternative in the fire camps.

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. eReaders will also be made available to inmates for purchase and are now available to some non-VEP inmates. However, some devices are still not functional, and the demand for accessibility continues to increase. The need for current technology and up-to-date materials will continue to be an important issue, especially with the expansion of college courses. Since the inception of the eReader project (three semesters), CDCR has provided 33,721 pieces of educational content via eReaders. This includes CDCR purchased electronic books, booklets, and free open source materials. Use of free open source texts has reached 47 percent of total usage. The department currently has 10,419 students who are active in the eReader system. To date, 5,330 of the 7,500 (71 percent) of eReaders have been checked out. Additionally the Legislature provided the California Community College Chancellor's Office \$3 million in Proposition 98 General Funding to provide inmates enrolled in community colleges with access to e-textbook content.

Automated Rehabilitation Catalog and Information Discovery (ARCAID) Machine

ARCAID machines make comprehensive program and resource information easily accessible to inmates and parolees to help them successfully reintegrate into their communities. Each machine is a robust, durable kiosk featuring a user-friendly touch-screen interface, a dedicated printer, and access to a database of more than 800 community resources. Inmates at reentry hubs and parolees at select parole offices can select a nearby resource from the category of their choice, view maps and contact information for their selections, and print directions to help them on their way. The self-guided interface makes it easy for inmates and parolees to find resources without the need for assistance. CDCR anticipates the ARCAID machines will increase utilization of rehabilitative programs while reducing inmates' and parolees' dependence on staff for research and referrals.

ARCAID machines are optimized to search for the resources that are critical to an offender's successful reintegration into society, such as:

- Service Providers
- Substance Use Disorder Treatment
- Education Opportunities
- Life Skills Training
- Medical Services
- Birth Certificates
- Driver License/DMV Locations
- Tax/Legal Assistance
- Social Security Offices
- Employment Opportunities
- Housing
- Sober Living Support
- Child Services
- Veteran's Affairs Offices
- Public Libraries

As discussed later in this report, reentry hub services are in the process of being expanded to all adult institutions, and with that expansion ARCAID services will also be expanded.

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 289 CTE positions, including 19 fire camp positions that were to become operational during fiscal year 2015–16. From May 2016 through June 2016, OIG staff reviewed the institutions' documents and performed site visits to determine whether 289 CTE positions were fully operational. At the conclusion of the fieldwork, the OIG found 227 of the 289 were fully operational, which represents a 79 percent rate of compliance as shown in Appendix B. This represents a 4 percent decrease from what was documented in the OIG's March 2016 *Blueprint* Monitoring Report. As has been reported in the past, the most common reason CTE courses have not been operational is instructor vacancies.

Career Technical Education Program Capacity, Enrollment, and Utilization

As of June 30, 2016, there were 8,694 available CTE slots, and of those, approximately 74 percent were operational.¹⁵ The capacity of 8,694 slots for CTE programs represents an increase of 162, as reported in the September 15, 2015, C-ROB Report. 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 relatively level, however; basic increases and decreases in utilization rates are often due to changes in available programs.

¹⁵ Appendix F details the CTE program capacity, enrollment, and utilization.

Table 14: CTE Program Capacity and Enrollment

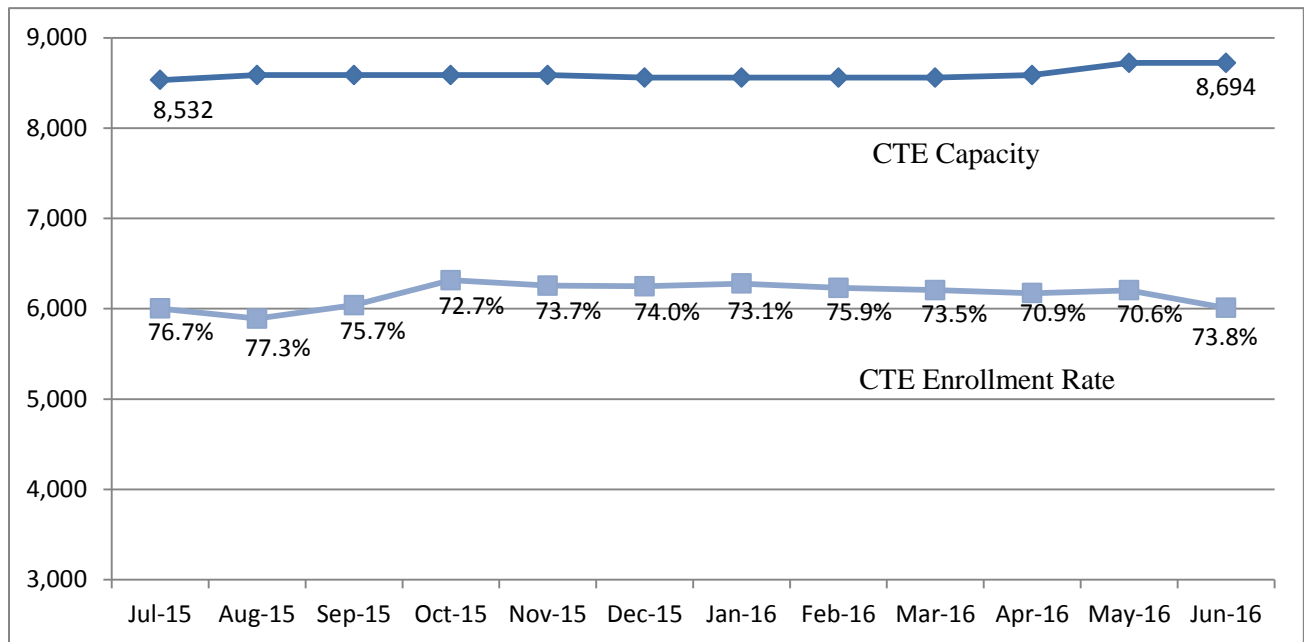
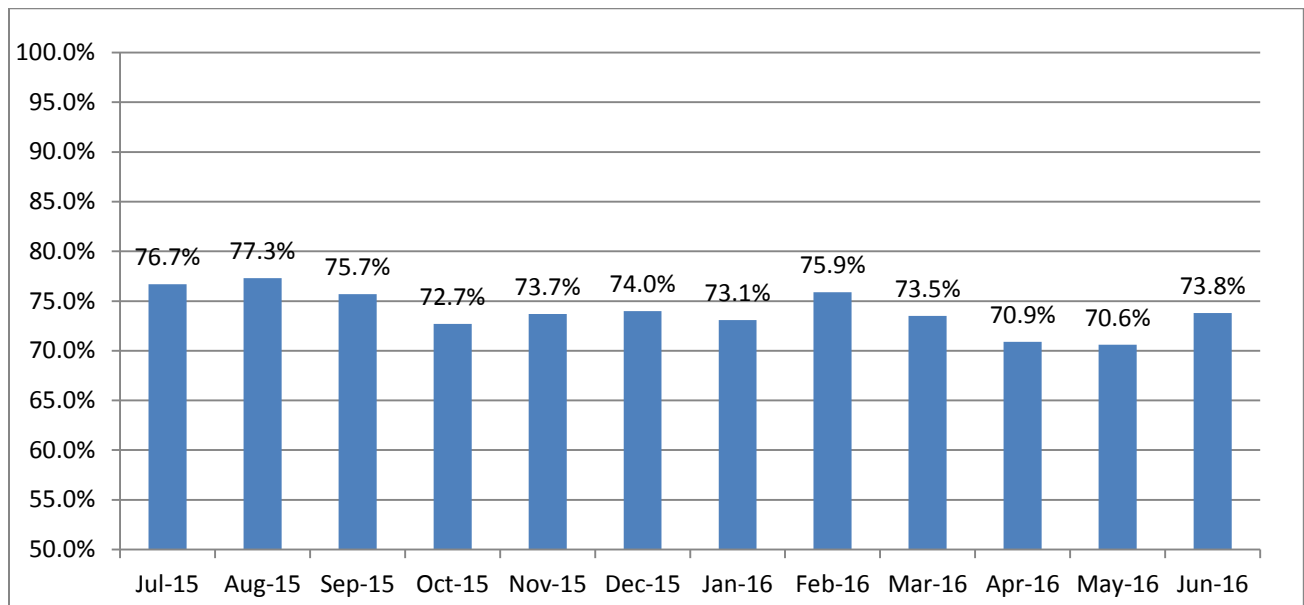


Table 15: CTE Program Utilization Rates



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 from prior fiscal years.

Table 16: CTE Achievements and Program Completions

Jan–June 2014	FY 2014-15		FY 2014-15 % change	FY 2015-16		FY 2015-16 % change
	July–Dec 2014	Jan–June 2015		July–Dec 2015	Jan–June 2016	
CTE Component Completions 6,930	10,827	9,184	-15.2%	3,364	5,665	+68.4%
CTE Program Completions 1,736	1,929	1,554	-19.4%	1,045	1,854	+77.4%
CTE Industry Certifications (without component or program completion) 3,046	2,583	2,853	+10.4%	4,532	3,817	-15.8%

Data compiled by OCE due to SOMS data entry errors.

In an effort to expand vocational opportunities, the department has added, or intends to add in the near future, several pilot programs including coding at San Quentin, Folsom Women’s Facility, and potentially California Institution for Women; sustainable ecological environmental design (SEED) at Folsom State Prison; and computer numeric control (CNC machining) at San Quentin. These new programs will provide additional opportunities to gain practical work experience which will better prepare these inmates for reentry upon release. In addition, the Office of Correctional Education (OCE) recently received funds to distribute two to three computers at each of the adult institutions specifically for online career technical education (CTE) testing stations. This change will allow inmates to complete certification tests in the classroom following completion of the vocational courses, without the often extensive delay that currently occurs.

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 use disorder treatment, criminal thinking, anger management, and family relations modality components. CBT programs will soon be available as part of DRP’s new reentry services model at all 35 institutions.

From May 2016 through June 2016, OIG staff reviewed the institutions’ documents and performed site visits to determine whether CBT programs were implemented. The OIG found that 2,153 of the planned 2,352 slots were fully operational, which represents a 92 percent rate of compliance, as shown in Appendix B. This is a decrease of 3 percent from the last report.

Substance Use Disorder Treatment Programs

The department offers evidence-based substance use disorder 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 department has updated the terminology for these substance use disorder treatment programs, which are now referred to as substance use disorder (SUD) treatment.

The *Blueprint* stated that the SUD treatment programs would be located at 13 reentry hubs; however, the department is working to complete contracts to expand SUD treatment to the remaining adult institutions that did not have programs before, as well as expanding CBTs, and Transitions programming for reentry. All will have similar programming as reentry hubs toward the end of the year. The remaining institutions with SUD contracts in process are:

- Duel Vocational Institution
- California Health Care Facility
- Kern Valley State Prison
- Mule Creek State Prison
- Salinas Valley State Prison
- California State Prison, Sacramento
- Pelican Bay State Prison
- North Kern State Prison
- Folsom State Prison
- San Quentin State Prison
- California Medical Facility
- Solano State Prison

The fiscal year 2016–17 State Budget provides on-going funding to expand Cognitive Behavioral Treatment programming (i.e. Criminal Thinking, Anger Management, and Family Relationships) to all institutions. Upon activation, all non-reentry hub institutions will offer the same programming opportunities as the previous reentry hub institutions. Additionally, the 11 institutions that currently do not have programming are scheduled to start programming in late 2016. All institutions will offer SUD treatment in addition to Criminal Thinking, Anger Management, and Family Relationships.

Single or multi-level modalities, i.e. outpatient, intensive outpatient, or modified therapeutic community treatment are available. The reentry hub and single-level SUD programs are five months in length, while the multi-level SUD programs vary in length from three to six months.

Substance Use Disorder Treatment Program Capacity, Enrollment, and Utilization

As of June 30, 2016, the capacity for SUD programming is 3,140, not including 88 enhanced outpatient program slots.¹⁶ This is an increase of 356 from June 30, 2015, when the SUD capacity was 2,784.¹⁷

From May 2016 through June 2016, OIG staff reviewed SUD programs at reentry hub institutions, Long Term Offender Pilot Program (LTOPP), and non-reentry hub institutions, to determine if its treatment slots were fully operational. In total, the OIG found that 1,883 offenders occupied the 3,140 operational slots. At its 13 reentry hubs for fiscal year 2015-16, 1,288 offenders occupied the 1,608 operational slots, which represent an 80 percent rate of compliance. This is a decrease of 19 percent from the last report. The additional SUD programs located at LTOPP institutions were serving 213 of the 288 offenders planned, which represents a 74 percent rate of compliance. At the 12 non-reentry hubs (stand-alone), the OIG found 382 out of 1,140 offenders planned were participating, which represents a 34 percent compliance rate.

The OIG found that SUD enrollment was below its target at non-reentry hub institutions due to multiple case factors. The primary contributing factor was a ramp-down process that began in March 2016, due to a transition in contract providers. Although new treatment providers were awarded contracts, the new contracts to provide SUD did not become effective until July 1, 2016 (fiscal year 2016-17). Thus, new inmates were not assigned to SUD until the contracts were in place, causing inmate attrition during the last few months of fiscal year 2015-16. Also, at some institutions, other factors included inmates who were on a waiting list already assigned to other rehabilitative programs or a limited number of SUD eligible inmates were available on facilities designated as a Sensitive Needs Yard.

¹⁶ This data includes SUD for non-reentry hubs, reentry hubs, and LTOPP programs.

¹⁷ Appendix G details SUD programs' post-realignment capacity, enrollment, and utilization rates.

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

Table 17: SUD Program Capacity and Enrollment

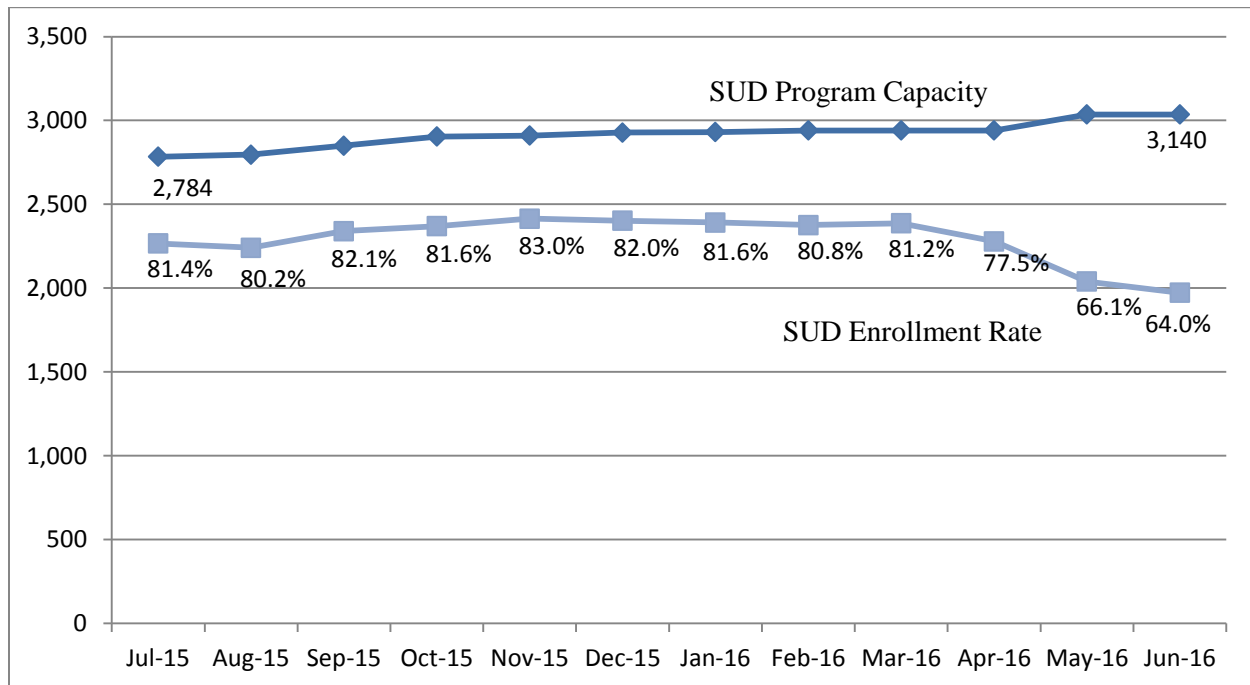
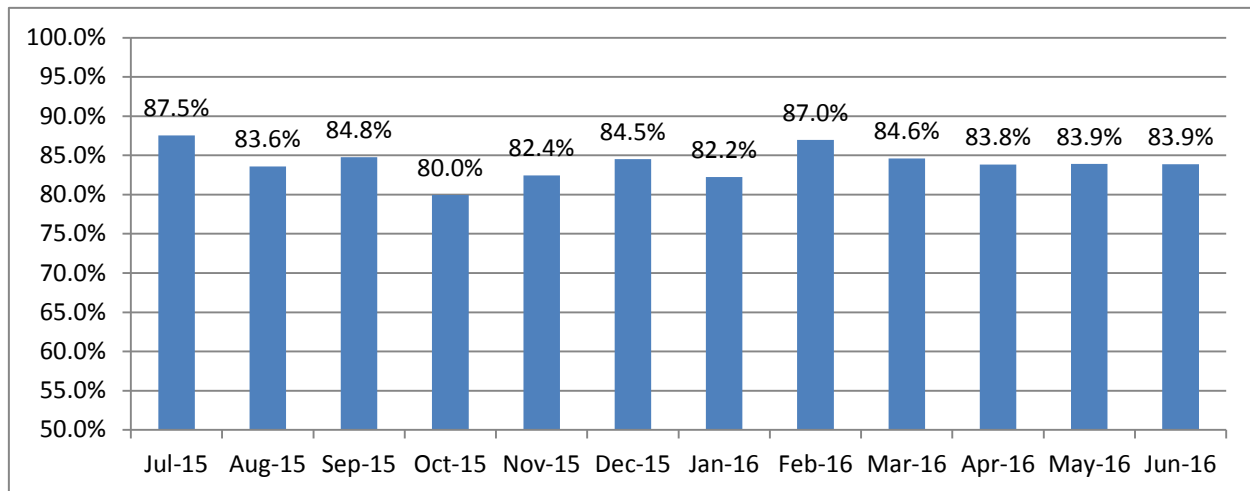


Table 18: SUD Program Utilization Rates



Substance Use Disorder Treatment Achievements and Program Completion

The following tables display the SUD completions and exit rates for March 2014 and June 2014, March 2015 and June 2015, and March 2016 and June 2016 for both in-prison and community aftercare programs. A non-completion exit from SUD 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.

Table 19: In-Prison SUD Completions and Exit Rates

	March 2014	June 2014	March 2015	June 2015	March 2016	June 2016
Total SUD Exits	124	18	517	695	613	621
Total Completions	83	12	261	308	361	423
Non-Completion Exits	41	6	256	387	252	198
Completion Rate	67%	83%	66%	44%	58.9%	68.1%

Table 20: Community Aftercare SUD Completions and Exit Rates

	March 2014	June 2014	March 2015	June 2015	March 2016	June 2016
Total SUD Exits	409	665	3,065	1,902	832	695
Total Completions	125	221	979	680	309	308
Non-Completion Exits	284	444	2,086	1,222	523	387
Completion Rate	31%	33%	32%	36%	37.1%	44.3%

Offenders who receive substance use disorder 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 did not receive services.

The DRP is working toward incentivizing substance use disorder 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 use disorder 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

Pre-Employment Transition Programs

The pre-employment transitions (PET) program is designated 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. Through existing data resources, the department is able to identify offenders with assessed needs for reentry-related services in each institution and yard.

The *Blueprint* called for the PET program to be expanded to all reentry hubs. From May 2016 through June 2016, OIG staff reviewed the institutions' documents and performed site visits to determine whether transitions programs were fully implemented at the reentry hubs. The OIG found 371 of the planned 745 slots were fully operational, which represents a 50 percent rate of compliance, as shown in Appendix B. This is a decrease of 22 percent from the last report. Similar to the substance use disorder treatment ramp-down process, this decrease was primarily due to a transition in contract providers in the latter part of fiscal year 2015–16.

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 evidence-based

treatment to offenders who are serving long-term sentences. The program was designed based on the reentry program model. The department implemented substance use disorder 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). The pilot period for the Long-Term Offender Program (LTOP) has ended. The California Men's Colony; California State Prison, Solano; and the Central California Women's Facility continue to operate as LTOP institutions. Additionally, the fiscal year 2016–17 State Budget provides on-going funding to expand LTOP to a Level III or Level IV institution. The department is currently researching institutions that would be viable options for the LTOP expansion.

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 use disorder treatment. There are 36 candidates per training session or 108 candidates annually, and the program rotates between the three sites during the year.

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 emphasizes skill-building activities to assist with cognitive behavioral treatment and social, emotional, and coping skills development. The department selected the Substance Abuse Treatment Facility (SATF) as the location for the sex offender treatment pilot.

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 Pilot Program Instructional Memorandum was approved by the Office of Administrative Law, and the Sex Offender

Management Pilot Program was activated on March 7, 2016, at the Substance Abuse Treatment Facility (SATF). Civil Service employees providing treatment services for the program have all been trained by the University of Cincinnati Corrections Institute on the Cognitive Behavioral Interventions for Sex Offending curriculum. The length of the program is 8 months and there are 80 treatment slots dedicated to the program (slots are currently filled to capacity).

Gang Prevention

The department's Step-Down Program (SDP) was initiated to provide inmates with increased incentives to promote positive behavior and discontinue participation in Security Threat Group (STG) activities, with the ultimate goal of release from the Security Housing Unit (SHU). The SDP was implemented at each SHU institution in October 2012: California Correctional Institution, California State Prison, Sacramento, Corcoran State Prison, and Pelican Bay State Prison. In December 2015, there were over 1,300 inmates in the SDP. However, as a result of the settlement agreement reached in January 2016 for *Ashker v. Brown*, the department expedited its review of SDP inmates to determine eligibility for release from SHU and transfer to a general population facility. Thus, a substantial decrease of SDP inmates has occurred, with approximately 90 SDP inmates remaining in SHU's as of May 2016.

The department currently has seven facilitators (correctional counselor IIs (specialists)) who primarily run a book club and facilitate small group sessions completing the Challenge series, where inmates write in their self-journaling workbooks and discuss what they have written. The journaling workbooks cover violence prevention, criminal lifestyle, rational thinking, living with others, substance use disorder, and social values. The SDP participants then meet in small groups 1 to 2 hours per week and may choose an elective, such as a book club for 1 hour per week (or month), depending on their reading level. SDP participants also attend self-help groups coordinated by a Community Resource Manager such as Alcoholics Anonymous and Celebrate Recovery. The facilitators and some inmates recently received training in facilitating a "Beyond Violence" program, in which inmates receiving the training will act as mentors and facilitate small groups on the general population yards, with the facilitators also attending. The SDP facilitators also run small groups in security housing units.

California Prison Industry Authority

The California Prison Industry Authority (CALPIA) offers programming at 34 institutions throughout the State, operating over 100 service, manufacturing, and consumable factories and providing over 6,500 offender assignments.

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. Similarly, CALPIA implemented the Industry

Employment Program (IEP) to improve the ability of offenders to effectively transition from prison to the community and obtain occupations 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. The current interagency agreement with PIA continues to remain in place through 2016-17 providing CTE courses. In fiscal year 2015-16, the department received \$2.6 million in ongoing funding to continue this agreement and provide CTE instruction at the five locations.

The California Prison Industry Authority offers 124 nationally recognized accredited certifications. In fiscal year 2014–15, over 3,100 participants successfully completed an accredited certification program, and over 880 participants received a certificate of proficiency or Standard Occupational Code Proficiency certification.

The California Prison Industry Authority will be partnering with the University of California, Irvine (UCI), Center for Evidence-Based Corrections to study the rates of recidivism among CALPIA participants. The tentative date for this study to begin is late 2016.

Fire Camps

There are 43 conservation camps for adults, three of which house female fire fighters, and one Division of Juvenile Justice conservation camp for juvenile offenders in California. Twenty camps (approximately 45 percent) offer both Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) programs. Six camps (14 percent) offer NA programs only, while five camps (11 percent) offer AA programs only. Approximately 82 percent of the camps offer one or both of the programs. The camps are jointly managed by CDCR and the California Department of Forestry and Fire Protection, known as Cal Fire. Up to 4,522 adult inmates and 80 juveniles participate in the Conservation Camp Program, which has approximately 219 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 removing 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 \$100 million annually.

A number of rehabilitative programs are also available at the fire camps. The fire camp programs are divided into three statewide areas: Northern programs, Southern programs, and Female programs. Some of the various programs Conservation Camps offer are Fire Brigade Training, Waste-Water Treatment, Water Distribution, Water Treatment, CPR & First Aid, Serve Safe Food Handling, Basic Helicopter, Wild Land Chain Saw Sawyer, Cabinetry, Fire Hose Repair, Hydro Testing, Fork Lift Operations, Radio Operation, Welding, Heavy Machine Mechanic, Small Engine Repair, Beetle Abatement, and Basic Firefighting. Some of these programs provide Milestone credits upon completion and many provide certificates.

Northern Programs

California Correctional Center (CCC) provides face-to-face instruction to inmates at five Northern California camps. These camps include Ishi, Parlin Fork, Antelope, Sugar Pine and Trinity River, offering programs in Adult Basic Education (ABE), High School Equivalency (HSE), and high school diploma programs. Moreover, all Northern California camps utilize the VEP program and provide instruction through correspondence. When students are ready for HSE testing, they are bussed to CCC where they are placed at the camp on grounds. When on fires, Cal Fire is allowing crews to stay back for education services.

Southern Programs

At Sierra Conservation Center (SCC) a resident VEP teacher serves four camps closest to SCC with direct instruction and assessment proctoring. A Southern Camp teacher was hired to target six camps closest to Ontario (Southern Camp Office). High school equivalency tests (GED, Test Assessing Secondary Completion (TASC) are available at all southern camps upon request. Recreational and law library services are provided to all 20 camps via the weekly bus and/or mail. Face-to-face college instruction will begin with Lake Tahoe Community College (Growlersberg), Antelope Valley Community College (Fenner Canyon, Acton, Francisquito) and Columbia Community College (Vallecito/Baseline). Furthermore, Columbia College collaborated with SCC to provide a culinary and small engine repair program at SCC to be taught prior to being sent to camp, preparing them for actual jobs when they arrive.

Female Programs

California Institution for Women (CIW) offers correspondence HSE and ABE instruction to inmates in the female camps. These include Rainbow, Malibu, and Puerta La Cruz. Once the inmate has completed the selected course work they are transferred back to the institution for any required testing or certification. Along with HSE courses the camps offer college courses through Pepperdine College, Coastline Community College, The University of California Los Angeles, Cal Poly Pomona, Loyola Marymount, and a Bachelor's Degree Program with California Coast University. Self-help and religious groups are available to the female offenders as well.

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. There are approximately 250 ITAGs currently programming in the adult institutions. 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.

Self-Help Sponsor Responsibilities

Self-help sponsors are full-time permanent department employees who assist inmate activity groups that are either led by volunteers who are not brown card holders (require custody escort on prison grounds), or groups that are led by the inmates themselves. The main roles of the sponsors are to provide supervision and to handle several administrative duties, as outlined in the Department Operations Manual (DOM) section 101030.8. Beyond the procedures described in the DOM, however, there is little to no consistency in the sponsor duty statements, which can potentially lead to disengaged sponsors and unclear standards on expectations. Based on interviews with some CRMs, the general expectation is that inmate-led groups should run a maximum of two hours a week and self-help sponsors should be allowed no more than 30 minutes of administrative time to make copies, review bylaws, or other appropriate duties consistent with the DOM procedures. Some CRMs also suggested that there should be a set minimum number of inmates who must attend the group regularly in order for the group to remain viable. Standardizing the duty statements for self-help sponsors and requiring a minimum number of inmates in each program before sponsors are assigned may lead to more fiscally responsible practices, and allowing the larger programming groups priority in the limited funding for sponsors may result in more inmates having access to this type of rehabilitative programming opportunity.

Innovative Programming Grants

In May of 2015, the Legislature provided an innovative programming grant for developing volunteer-based programs at institutions with a low volunteer base. The department provided \$2.5 million in grants to nonprofit organizations and eligible volunteers to encourage innovative

programs and volunteerism.¹⁸ Of the \$2.5 million, \$2 million came directly from the inmate welfare fund, which is a trust containing all of the proceeds from canteen and hobby shop sales. The remaining funds were 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. This funding is intended to increase the number of statewide innovative programming, which may ultimately increase the opportunity to earn milestone credits.

In March of 2016, the department provided an additional \$3 million for a second round of grants.¹⁹ Refer to Appendices H and I for complete lists of round I and round II grant recipients. In its Request for Applications Proposal, the department highlights its application evaluation rating factors (total possible points 225):

1. Need and Benefits of Program (50 points): Description of unique needs and benefits of the program, including criteria for inmate participation and benefits to the prison at which the program is provided.
2. Volunteer Resources and Sustainability (50 points): Description of measures and strategies to be employed during the grant period to identify and develop additional volunteer resources to sustain the program beyond the grant period.
3. Program Evaluation and Outcomes (20 points): Identification of strategies for determining project success/failure. At a minimum this must include inmate participation criteria, the number of inmates participating in the program, and how the program impacted those who participated as well as the impact on the prison in which the program is provided.
4. Implementation Plan (25 points): Description of specific sequence of steps to be used to implement the program (location, timeline, project activities).
5. Project Management Capability, Qualifications and Readiness to Proceed (25 points): Description of individuals involved in project management, oversight, and decision making processes.
6. Cost/Value Effectiveness and Budget Review (30 points): Description of the cost/value effectiveness of the proposed program, including rationale for the amount of funding requested.
7. Enhanced Outpatient Program (25 points): Indication of whether the proposed program location is at the Enhanced Outpatient Program (EOP).

¹⁸ Appendix H provides a list of round I innovative grant recipients, with a designation for programs that are also milestone eligible.

¹⁹ Appendix I provides a list of round II innovative grant recipients, with a designation for programs that are also milestone eligible.

While the initial rounds of innovative programming grants were only available on a one-time basis, the third round of innovative funding extended the grant funding to three years. The 2016-17 budget includes \$8.6 million General Fund for innovative programming grants that focus on offender responsibility and restorative justice principles. Of this amount, \$5.5 million is one-time to focus on programs that have proven successful in serving long-term or life-term inmates.²⁰ Trailer bill language states the \$3.1 million in grants shall be awarded for a three-year period and are designed as one-time in nature. The grants shall go to programs demonstrating they will become self-sufficient or will be funded in the long term by donations or another source of ongoing funding.²¹

The department should be commended on its efforts to reach more inmates by expanding rehabilitative programs to prisons that have typically been underserved. The Board encourages the department to take a more active role in promoting the successes of the grants, both to the public and potential program applicants. In addition, the Board suggests the department consider involving the Community Resource Managers in the process of selecting programs for innovative grant funding in order to increase the local institutional knowledge utilized in the process.

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 program. 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 J provides the department’s list of milestone eligible ILTAGs and Appendix L provides a complete credit-earning schedule.

While these programs provide important incentives for participation, the department does not currently 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 identify which inmates are 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.

In addition, as mentioned in the site visit summary section of this report, the milestone credit earning process with the TABE testing is duplicative with the milestones earned from the

²⁰ California State Budget 2016-17

²¹ Senate Bill 843, Section 5027 (b)

Comprehensive Adult Student Assessment System (CASAS) testing. According to the department, many inmates are essentially receiving twice the number of milestone credits for completing the same assessment. The department should consider revising the milestone credit earning process, such that there is not duplicative awarding of milestones for the same assessments, which does not provide appropriate incentives to inmates. Furthermore, the TABE testing process itself should be revised to award equal amounts of milestone credits to inmates who either complete education levels incrementally, or test directly into higher level education classes, in order to dissuade inmates from purposely testing into lower education levels. The milestone credit eligibility process was originally established to incentivize inmates to obtain educational and vocational experience to ultimately promote successful reintegration into communities upon release. The milestone credit earning process should be improved to better reflect this intent.

Internet Protocol Television Integration

In order to enhance and increase access to rehabilitative programming opportunities, the department has initiated the Internet Protocol Television Integration (IPTVI) project, with pilot programs currently live in 14 prisons and plans to expand to all 35 adult institutions. The IPTVI is a streaming network that delivers secure educational and rehabilitative television programming to inmates, with opportunities to stream in classrooms, dayrooms, and within inmates' cells depending, among other factors, on the infrastructure capabilities at each of the institutions.

There will be four channels dedicated to the following rehabilitative areas: wellness, which includes topics such as anger management, parenting, criminal thinking, and substance use disorder education, exercise, and nutrition; freedom, which includes topics such as successful reentry, community services, financial literacy, and family reunification; employment, which includes soft skills training, searching for a job, resume building, and interviewing skills; and education, which consists of college courses, vocational training, and other educational opportunities.

Furthermore, the television specialists at each of the institutions will have an additional two channels to stream information pertinent to the specific population needs at those prisons. The IPTVI Selection Committee continues to meet to discuss scheduling of programs, additional infrastructure and staffing needs, and the promotion of these additional channels to inmates, such as through milestone credit eligible programming. The Office of Correctional Education (OCE) is currently working on creating 15 milestone courses for the IPTVI television system, expected to become available in spring of 2017. Inmates may be able to check out a course from the library, sign up with a VEP teacher, and view video content through the institution's televisions. Once the independent study course is completed, the VEP teacher will proctor an exam and enter the completion in SOMS to generate a milestone. The IPTVI should improve dissemination of important information and is expected to enhance access to rehabilitative

programming. The Board commends the department for these efforts and will continue to monitor and report on any progress.

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, 2016. As seen below, the department has demonstrated a 52 percent rate of accomplishment (for all needs and one need met) during fiscal year 2015–16, a 4 percent decrease from the 56 percent rate for fiscal year 2014–15.

The following table identifies inmates who were released during fiscal year 2015–16 and whether the inmates received, prior to release, evidence-based rehabilitative programming in substance use disorder, academic, or career technical education consistent with their criminogenic needs. The numbers in the category of “one need met” indicate 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.

Table 21: Percent of Offenders Assigned to a Rehabilitative Program Consistent with an Identified Need Released During Fiscal Year 2015–16

	1st. Qtr.		2nd. Qtr.		3rd. Qtr.		4th. Qtr.		Totals	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All Needs Met	1191	23.5%	1170	24.1%	1073	22.9%	972	20.5%	4406	22.5%
One Need Met	1405	27.7%	1519	31.3%	1494	29.4%	1407	29.6%	5825	29.8%
No Needs Met	2481	48.9%	2163	44.6%	2329	47.7%	2368	49.9%	9341	47.7%
Total	5077	100.0%	4852	100.0%	4896	100.0%	4747	100.0%	19572	100.0%

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 these figures only pertain to offenders with a core COMPAS assessment, which as of June 30, 2016 was 78,313.

Additionally, separate from the department's goal of reaching 70 percent of the target population by June 30, 2016, 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 three quarters of fiscal year 2015-16, show more than 70 percent of the target attended a rehabilitative 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.

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.

Table 22: Offenders Released Post-Realignment with a Moderate to High CSRA Score and at Least One Criminogenic Need

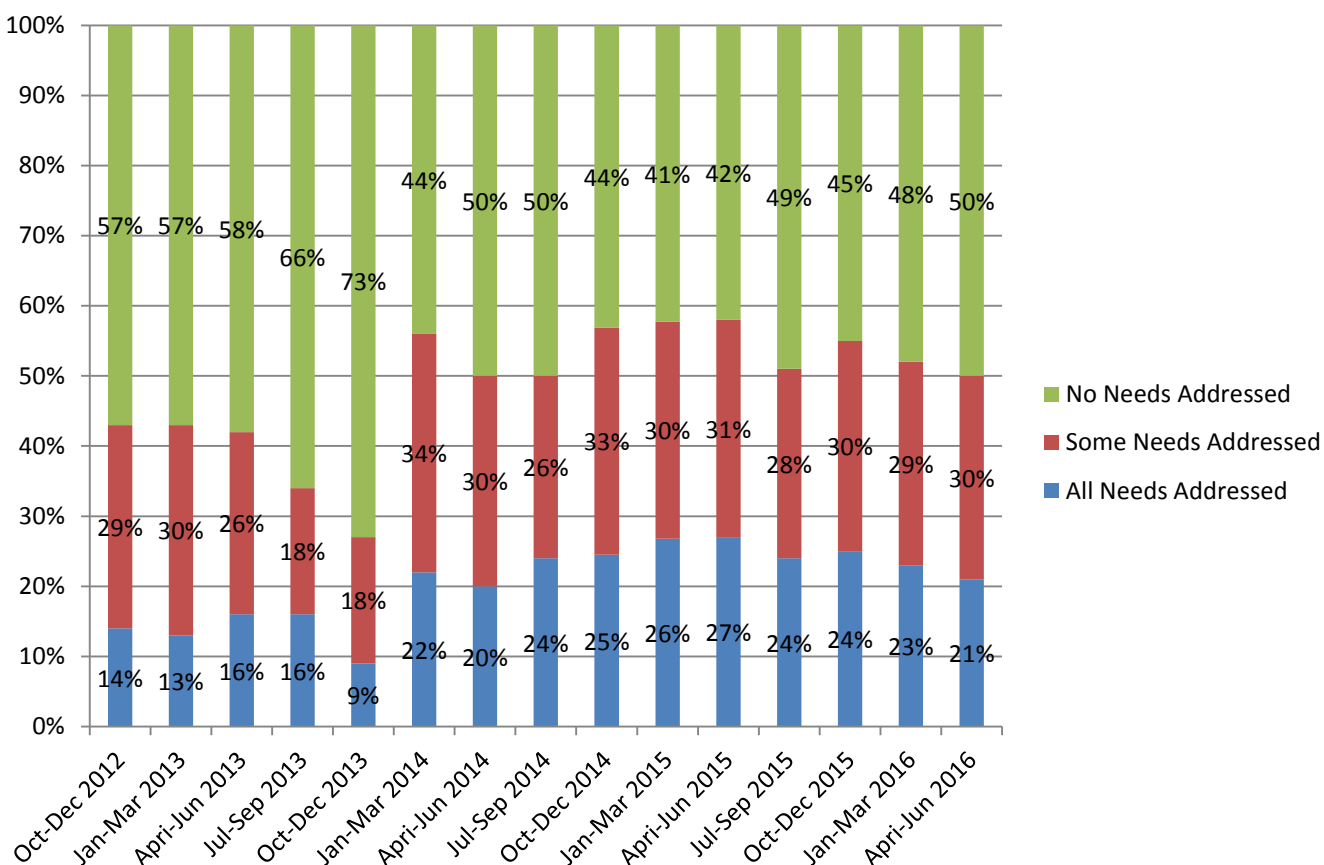
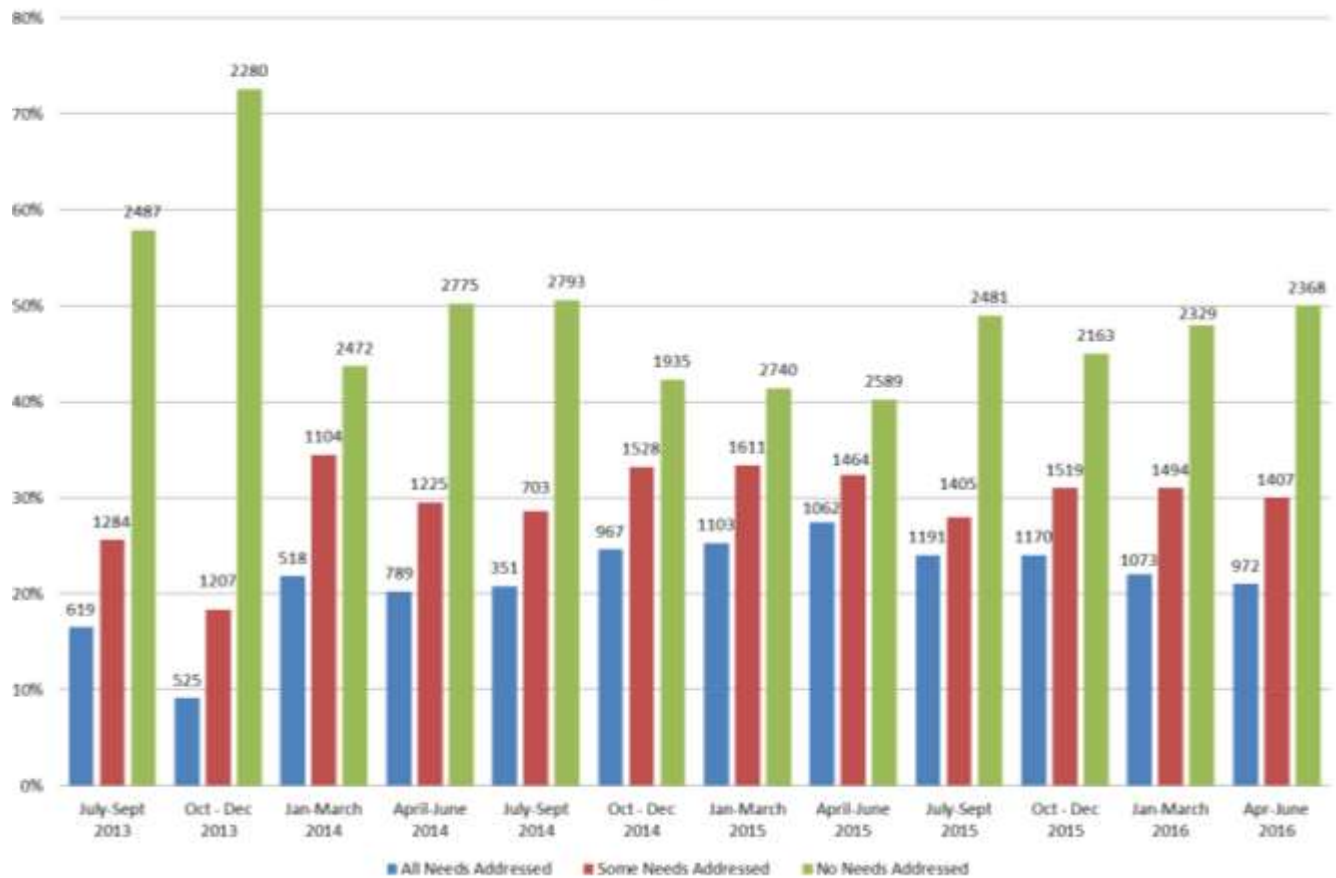


Table 23: Offenders Released with a Moderate to High CSRA Score and at Least One Criminogenic Need



Prepare for Reentry

Reentry Hubs

Among the adult institutions, there are currently 13 prisons designated as reentry hubs. Reentry hubs offer programming geared toward inmates within four years of release and who meet eligibility criteria to participate. Programs include substance use disorder treatment, Cognitive Behavioral Therapy (CBT) such as criminal thinking, anger management, and transitions, which is focused largely on employment services. In addition, the Substance Abuse Treatment Facility at Corcoran also has a pilot CBT program specifically targeting sex offenders. These programs are designated to assist inmates as they prepare to reintegrate back into society.

Contracts to provide enhanced reentry programming at the Golden State Modified Community Correctional Facility (MCCF), Desert View MCCF, and Central Valley MCCF were signed in June 2015, and programming began in August 2015. The MCCF's offer substance use disorder treatment, criminal thinking, anger management, family relationships, and employment readiness programming.

Reentry Hub Expansion

As of July 1, 2016, the department began offering reentry hub components at each of the department's 35 institutions upon completion of contract awards and once staffing is in place. This new statewide reentry model will remove the current criteria for entrance into reentry-related services and open it up to inmates with an assessed need for services.

Eliminating the current reentry hub programs by name and resetting each institution to provide evidence-based services will result in some cost avoidance through the reduction of inmate transfers from non-reentry hub institutions to reentry hubs. In addition, receiving reentry services at an offenders' "home" institution may alleviate the need to lose or vacate their current employment within the institution, ultimately allowing inmates to continue existing family reunification strategies.

Expanding the reentry programs to all 35 adult institutions provides a continuity of service and early intervention for offenders in need of programming. The CSRA score coupled with an assessment of the inmate's criminogenic needs (COMPAS assessment) established the priority placement in services, and type of program intensity. For this reporting period, 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.

The Board commends the department for its efforts to provide necessary reentry services to inmates across all adult institutions. Future *Blueprint* and C-ROB reports will discuss the progress of reentry hub expansion, along with the challenges and successes of the expansion.

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, 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 department reports 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. 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 all eligible offenders released from custody have valid identification cards.

From May through June 2016, OIG staff reviewed the institutions' documents and performed site visits to determine whether the CAL-ID program was implemented at the reentry hubs. Between July 2015 and June 2016, 12,035 applications were sent to DMV for processing. The DMV has approved and issued over 10,000 cards.

Pre-Parole Process Benefits Program

The 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 90-120 days prior to release from prison. TCMP benefit workers provide Medi-Cal, Social Security Administration and Veterans Administration benefit application assistance.

Assigned Benefit Workers

TCMP benefit workers are assigned to each CDCR adult institution and began providing coverage to all Modified Community Correctional Facilities (MCCF) in April 2015 and extended its capabilities to cover all CDCR Camps effective July 1, 2016. TCMP benefit workers also provide services for any referral received from Atascadero, Coalinga, and Patton State Hospitals. The department currently has 64 benefit workers statewide. The tables below indicate TCMP staffing by facility.

Institution	Benefit Staff
ASP	2
CAC	1
CAL	1
CCC	2
CCI	2
CCWF	2
CEN	1
CHCF	3
CIM	4
CIW	2
CMC	2
CMF	2

Institution	Benefit Staff
COR	1
CRC	2
CTF	3
CVSP	1
DVI	2
FSP	1
FWF	1
HDSP	1
ISP	1
KVSP	1
LAC	1
MCSP	1
Northern Fire Camps	1

Institution	Benefit Staff
NKSP	2
PBSP	1
PVSP	2
RJD	2
SAC	1
SATF	3
SCC	1
SOL	2
SQ	1
SVSP	2
VSP	2
WSP	3
Southern Fire Camps	1

Benefit Outcomes and TCMP Dispositions

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 displayed in tables 24 through 27 with the total inmate releases divided into subsets reflective of inmate status and identifiable areas of improvement.

CDCR has improved its internal benefit application outcomes by completing database improvements to its BASS system. This allows for screening of nearly 100 percent of all inmates for benefit eligibility, and provides benefit assistance to 73.2 percent of the inmate population prior to release. The BASS system also identified 3.2 percent of the inmate population as having access to other insurance, 8.3 percent identified as ineligible, and 1.9 percent denied services for a total of 85.9 percent.

Additionally, as of January 15, 2016, CDCR entered into a data sharing Memorandum of Understanding with the Department of Health Care Services (DHCS), to allow both departments to exchange information in an effort to reduce the reporting of a high number of "pending" benefit application outcomes. DAPO staff also participates in bi-weekly/monthly meetings with DHCS and the counties to address any specific issues the counties may be experiencing in facilitating the process²². In order to reduce the number of "pending" applications and to more accurately report all outcome numbers, CDCR is completely dependent upon each of the 58 counties to assist in completing the benefit application process timely and returning the approval or denied documentation to the prison prior to the inmate's release. The department began tracking county statistics in relation to applications submitted to assist in identifying gaps where DHCS, the County Behavioral Welfare Director's Association and CDCR could bridge gaps for reporting.

The following tables indicate there has been a slight decline in the number of benefit application submissions among all three benefit categories since July 2015. This reduction in overall submissions during this fiscal year is due in part to the number of releases, inmate reinstatements, and inmate access to other insurance for this time period. The Board commends the department for addressing the concern about the high number of offenders released without health benefits, or with benefit applications pending. This reporting period shows a significant decrease in the number of pending applications. Of the total number of applications submitted from July 2015 through June 2016, the average rate of pending applications for SSA/SSI and Medi-Cal is 47 percent and 29 percent, respectively, demonstrating a reduction in pending applications of 6 percent and 56 percent. This is the first time in recent years the rate of pending applications has been so dramatically reduced (especially for Medi-Cal recipients), and the

²² This process was detailed in DHCS's May 6, 2014, Letter No. 14-24, Subject: *State Inmate Pre-Release Medical Application Process*, including any additional operational processes for which we can be of assistance.

Board commends the department for pursuing strategies to effectively increase the rehabilitation opportunities in the pre-release benefits program.

The average rate of approval for SSA/SSI applications is 41 percent, and the average approval rate for Medi-Cal applications is 70 percent. Comparing this to the approval rates from July 2014 to June 2015, the department has made considerable progress ensuring inmates are released with benefits established. In the last reporting period the approval rate for SSA/SSI was only 34 percent, and the approval rate for Medi-Cal was only 14 percent. The number of approved applications this reporting period has increased by 7 percent for SSA/SSI, 56 percent for Medi-Cal, and 21 percent for VA applicants. Application outcomes for VA benefits for the July 2014 through June 2015 reporting period had an average approval rate of 27 percent, and average pending rate of 68 percent. This reporting period had an average approval rate of 48 percent and an average pending rate of 19 percent.

Benefit Type	Approval Rate FY 2014–15	Approval Rate FY 2015–16	Difference
SSA/SSI	34%	41%	+ 7%
Medi-Cal	14%	70 %	+ 56%
VA	27%	48%	+ 21%

The increase in the number of approved benefit applications is notable, and the Board is optimistic the upgraded BASS system in conjunction with the Department of Health Care Services MOU will continue to improve benefit application outcomes. The Board underscores the importance of ensuring benefits are established for offenders *prior* to release from prison. The Board recommends the department continue to examine the underlying reasons for the high number of pending benefit applications and work to ensure all eligible offenders are released with health benefits established.

Table 24: Benefit Applications Outcomes FY 2015-2016

Benefit	Status	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Total for FY 15/16	%
SSA/SSI	Submissions	824	816	809	725	3,174	
	Pending	385	148	599	367	1,499	47%
	Approved	300	613	144	239	1,296	41%
	Denied	139	55	66	119	379	12%
Medi-Cal	Submissions	7,042	6,910	6,631	6,518	27,101	
	Pending	5,374	916	876	791	7,957	29%
	Approved	1,644	5,984	5,739	5,710	19,077	70%
	Denied	24	10	16	17	67	1%
VA	Submissions	106	83	76	66	331	
	Pending	21	3	26	14	64	19%
	Approved	43	63	27	27	160	48%
	Denied	42	17	23	25	107	32%

Table 25: Statewide Inmate Releases and TCMP Service Dispositions FY 2015-2016

	Jul-Sep 2015		Oct-Dec 2015		Jan-Mar 2016		Apr-Jun 2016	
Total Inmate Releases	9,767		9,504		9,012		8,802	
Percent Screened	99.4%		100%		100%		99.9%	
	No.	%	No.	%	No.	%	No.	%
Submitted Applications	7,076	72.4	6,955	73.2	6,668	74.0	6,554	74.5
Access to Other Insurance	258	2.6	304	3.2	368	4.1	426	4.8
Ineligible (INS, Lifers)	916	9.4	786	8.3	633	7.0	584	6.6
Unavailable: Fire Camps	630	6.5	594	6.3	576	6.4	436	5.0
Unavailable: Late Referrals	395	4.0	435	4.6	327	3.6	286	3.2
Unavailable: Out to Court/Medical	278	2.8	246	2.6	282	3.1	312	3.5
Refused Services	149	1.5	176	1.9	158	1.8	181	2.1
Unknown (Improvement Area)	65	0.7	8	0.1	0	-	23	0.3

Table 26: Mental Health Subsets of Statewide Inmate Releases and TCMP Service Dispositions FY 2015-2016

		Jul-Sep 2015		Oct-Dec 2015		Jan-Mar 2016		Apr-Jun 2016	
	Total Inmate Releases	302		327		333		316	
	Percent Screened	99.7%		100%		100%		100%	
EOP									
		No.	%	No.	%	No.	%	No.	%
	Submitted Applications	259	85.8	272	83.2	283	85.0	263	83.2
	Access to Other Insurance	0	-	0	-	2	0.6	5	1.6
	Ineligible (INS, Lifers)	25	8.3	30	9.2	24	7.2	22	7.0
	Unavailable: Fire Camps	0	-	0	-	0	-	0	-
	Unavailable: Late Referrals	2	0.7	9	2.8	4	1.2	6	1.9
	Unavailable: Out to Court/Medical	6	2.0	4	1.2	6	1.8	5	1.6
	Refused Services	9	3.0	12	3.7	14	4.2	14	4.4
	Unknown	1	0.3	0	-	0	-	1	0.3
CCCMS	Total Inmate Releases	1637		1646		1650		1693	
	Percent Screened	99.7%		100%		100%		99.7%	
		No.	%	No.	%	No.	%	No.	%
	Submitted Applications	1391	85.0	1396	84.8	1408	85.3	1426	84.2
	Access to Other Insurance	33	2.0	43	2.6	51	3.1	81	4.8
	Ineligible (INS, Lifers)	95	5.8	88	5.3	78	4.7	73	4.3
	Unavailable: Fire Camps	6	0.4	5	0.3	0	-	5	0.3
	Unavailable: Late Referrals	48	2.9	61	3.7	44	2.7	34	2.0
	Unavailable: Out to Court/Medical	35	2.1	25	1.5	39	2.4	39	2.3
	Refused Services	24	1.5	28	1.7	30	1.8	28	1.7
	Unknown	5	0.3	0	-	0	-	7	0.4

Table 27: Benefit Applications Outcomes Mental Health Population FY 2015-2016

	Benefit Type	Status	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016
EOP	SSA/SSI	Submissions	232	244	255	221
		Pending	111	53	210	135
		Approved	57	165	18	36
		Denied	64	26	27	50
	Medi-Cal	Submissions	255	265	280	260
		Pending	172	29	34	37
		Approved	82	236	246	223
		Denied	1	0	0	0
	VA	Submissions	N/A	N/A	N/A	N/A
		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	SSA/SSI	Submissions	259	279	260	247
		Pending	135	46	190	114
		Approved	87	217	49	93
		Denied	37	16	21	40
	Medi-Cal	Submissions	1,387	1,382	1,391	1,409
		Pending	1,027	157	158	147
		Approved	349	1,224	1,228	1,259
		Denied	11	1	5	3
	VA	Submissions	35	30	21	19
		Pending	9	2	9	5
		Approved	15	23	7	7
		Denied	11	5	5	7

Reintegrate

Community Programs for Parolees

Similar to the in-prison rehabilitation program goals, the department's goal as stated in the *Blueprint* was to build program capacity for fiscal year 2013–14 to accommodate 70 percent of parolees who have a need for substance use disorder 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 following table 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.

Table 28: Community Programs for Parolees Available During June 2016

Post-Release: Adult Rehabilitative Programs	<i>Blueprint Slots</i> (FY2014–15) Planned Annual Capacity	June 2016 (FY2015–16) Annual Capacity
Education Programs	6,414	7,134
Employment Programs	5,801	6,050
Substance Abuse Treatment	8,764	4,020
Total Annual Capacity	20,979	17,204

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 to 25, helping to improve literacy, training, and life skills, as well as employment competencies. The department explained its decrease in annual capacity for post-release substance use disorder 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. The substance use disorder treatment program is expanding to meet the planned capacity need with new contracts in place.

Table 29: Total Number of Offenders Who Completed at Least One Year of Parole Supervision, with a High/Moderate CSRA Score, as of June 30, 2016

Parolees-Type of Criminogenic Risk and Need	Total Number of Offenders Released
Parolees released with a moderate-to-high CSRA score	12,044
And Parolees released with a moderate-to-high CSRA score and a reentry COMPAS	8,943
And Parolees released with a moderate-to-high CSRA score and at least one medium-to-high COMPAS reentry need	7,864

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 as the target population for

community based programming. In fiscal year 2015–16, the department identified 19,572 offenders released with a moderate to high risk 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.

The following table provided by CDCR identifies data from July 1, 2015 to June 30, 2016 for parolees who participated in a rehabilitative program consistent with their employment, education, or substance abuse needs.

Table 30: Total Number of Offenders Who Completed at Least One Year of Parole Supervision, with a High/Moderate CSRA Score, July 1, 2015 to June 30, 2016

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	5,440	3,198	2,242
Education Need	4,066	2,367	1,699
Substance Abuse Need	4,443	3,080	1,363
All Other Programs	7,864	1,145	6,719
Total percentage of offenders with at least one need who participated in at least one program consistent with their risk and need.			69.7%
Total percentage of offenders with a risk and need who participated in a program			77.7%

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

As mentioned previously, the department is in the process of completing the SOMS case plan module, which is an individual customized service plan for each offender that CDCR staff can access. The printouts from the system will allow Male Community Reentry Programs (MCRP), probation, and parole offices to have better access to information regarding the inmates while they are within any of the adult institutions, allowing staff to better cater to specific inmate risks and needs. This new development is expected to be a large step toward better reintegrating offenders into alternative custody, and eventually the community. In order to better enhance the benefits of this program, consideration should be given to sharing the individualized case plans with an entity such as the Board of State and Community Corrections (BSCC) for dissemination to county public safety entities, which play a key role in the successful reintegration of offenders into their communities.

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 use disorder 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 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 is the department's software solution that provides statewide offender reports for departmental constituents, including wardens and the classification and parole representatives at each institution. These reports include information on demographics and assessment scores. The Endeca 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 was implemented Statewide in August 2015. The ARMS system incorporates assessment data, session attendance, treatment plans, and case notes for in-prison contract service providers.

CONCLUSION

The California Rehabilitation Oversight Board's (C-ROB) seventeenth report is the second report that merges 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 2015 through January 2016, and again from May 2016 through June 2016.

Institution site visit successes were numerous this reporting period, including increases in volunteer programs and the expansion of reentry services to all institutions. The Board commends the department for successfully increasing its rehabilitative program capacity for the third year in a row. The department's Office of Correctional Education has also increased the number of colleges offering face-to-face instruction to 16 community colleges and one California State University, providing college courses to 27 institutions. Innovative grant funding for three year support has expanded volunteer-led rehabilitative programming, and the department has provided additional support staff to assist with programming coordination.

The Board also notes another major success to the pre-release health benefit program is the dramatic reduction in the number of health benefit applications pending upon release. The average rate for pending applications for SSA/SSI benefits dropped by 6 percent and the number of pending benefit applications for Medi-Cal dropped by 56 percent. Along with decreases in the number of pending applications, approval rates increased for SSA/SSI and Medi-Cal by 7 percent and 56 percent, respectively. The health benefit application outcomes for the VA population also had dramatic improvements, with the approval rate increasing by 21 percent, and the rate of pending applications dropping 49 percent. This is a marked improvement from prior reporting years, and signifies a very important achievement for rehabilitative services in the pre-release benefits program.

While the above successes very clearly demonstrate a strong commitment to improving rehabilitative outcomes, several challenges persist in rehabilitative programming. One of the major challenges associated with the Enhanced Programming Facilities (EPF) is the inability to transfer disruptive inmates off the yards; in many cases, there are inmates on the EPFs who do not qualify to be housed there, but due largely to logistic and infrastructure constraints, the inmates have not been transferred to other yards. This creates an impasse for successful rehabilitative programming, and is contrary to the very purpose of EPF creation. Additionally, the inability to transfer disruptive inmates was also echoed in both academic and CTE courses. Challenges have been voiced regarding the difficulty reassigning disruptive students from academic or vocational classes, lack of available space for programming, lengthy delays in the procurement process, lack of computer access for inmates preparing for the electronic HSE, and often times long waiting lists for programming.

The Board would also like to see an effectiveness study conducted to determine which of the rehabilitative programs currently offered at the institutions has a direct impact on recidivism reduction. As part of that effectiveness review, the Board would like to see innovative funding criteria designed around an evidence-based Correctional Program Checklist (CPC) or other measurement tool so volunteer-based programs can demonstrate their ability to address and reduce recidivism or RVRs as a condition of receiving funding.

Finally, as a result of program review, data analysis, and completed site visits, the Board presents the department with five formal recommendations to further programs and services and prepare offenders for reentry.

BOARD RECOMMENDATIONS

The following five recommendations are presented to the department for this reporting period.

The Board recommends the department consider strategies to expedite transfer of non-qualifying and disruptive inmates off of the EPFs.

The Board also recommends the department consider creating a tracking system to better determine whether there has been an increase in programming on the EPFs, and whether there has been a decrease in rules violation reports, use of force, and other measures of inmate behavior.

The Board recommends the department consider strategies to increase the number of program sponsors and the feasibility of contracting with non-department individuals to maximize the rehabilitative programming access and maximize budget allotments.

The Board recommends the department review the milestone criteria for both TABE testing and CASAS testing to remove the negative incentive for inmates to test low and receive placement in classes inconsistent with their actual academic need.

The Board recommends the department reconsider its current close custody policies limiting access to rehabilitative programming.

PRIOR BOARD RECOMMENDATIONS AND THE DEPARTMENT'S PROGRESS

The following are the Board's 2015 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 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 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 High School Equivalent (HSE) 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.

Department Response: The movement of inmates in the prison environment is a highly complex issue. Changes in classification level, medical and mental health status, custody factors (e.g., administrative segregation, enemy concerns, population management needs), and a variety of other variables continuously require inmate movement. To mitigate these issues the department is working to reduce the transferring of inmates to other institutions while enrolled in programming. The new Governor's budget provides for the expansion of reentry services to every prison yard, reducing the overall need to transfer inmates. Additionally, OCE has improved efforts to obtain and verify GEDs and high school equivalencies by training office technicians at reception centers to locate student transcripts and other educational records at intake. Since October 2015, OCE has provided ongoing training to education staff and developed "Onsite SOMS Supervisors" as well as a SOMS Education Advisory Committee to ensure that education data is entered correctly and timely in order for teachers to provide appropriate levels of instructions. Correctional Counselors and Inmate Assignment Lieutenants are also working collaboratively with education classification representatives to ensure inmates are placed on waiting lists for programs that best meet their academic and training needs.

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.

Department Response: A shift by the National Center for Construction Education and Research (NCCER) to complete certificates through internet has placed a significant challenge upon the department. The department continues to work toward ensuring internet capacity is available to address this issue while ensuring that access does not jeopardize necessary safety and security. The systemic issues surrounding the certificate backlog have been resolved. However, a backlog of completed certificates is still being processed for delivery to the inmate. The northern region back log is complete and we estimate the central and southern regions to be complete by September 2016. Instructor error in completing the Form 200 (application for certification) is an ongoing issue. Training is immediately provided as needed.

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

Instructors and offenders expressed concerns regarding the lack of computer access for offenders preparing to take the computer-based High School Equivalency (HSE). The new common core-aligned HSE is more challenging and instructors have HSE 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 HSE exams.

Department Response: OCE has installed Teknimedia software to improve typing skills and Aztec software to provide HSE preparation. HSE preparation classes are available at each prison. Part of this preparation includes the availability of specialized HSE preparation software (Aztec) that helps the student identify areas of weakness and customizes an academic program targeting specific learning objectives. Typing tutorial software (Teknimedia) is also available to provide students with the necessary computer literacy skills to effectively take the electronic HSE.

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.

Department Response: As discussed at the hearing on June 15, 2016, the CDCR has improved its internal benefit application outcomes by completing database improvements to its Benefit Application Support System (BASS), allowing for screening of nearly 100 percent of all inmates for benefit eligibility, and providing benefit assistance to 73.2 percent of the inmate population prior to release, as well as identifying 3.2 percent of the inmate population as having access to other insurance, 8.3 percent identified as ineligible, and 1.9 percent denied services for a total of 85.9 percent.

Additionally, as of January 15, 2016, the CDCR entered into a data sharing Memorandum of Understanding with the Department of Health Care Services (DHCS), to allow both departments to exchange information in an effort to reduce the reporting of a high number of “pending” benefit application outcomes. DAPO staff also participate in bi-weekly/monthly meetings with DHCS and the counties to address any specific issues the counties may be experiencing in facilitating the process as set forth in DHCS’s May 6, 2014, Letter No. 14-24, Subject: *State Inmate Pre-Release Medi-Cal Application Process*, or any additional operational processes for which we can be of assistance. In order to reduce the number of “pending” applications and to more accurately report all outcome numbers, the CDCR is completely dependent upon each of the 58 counties to assist in completing the benefit application process timely and returning the

approval or denied documentation to the prison prior to the inmate's release. The CDCR began tracking county statistics in relation to applications submitted to assist in identifying gaps where DHCS, the County Behavioral Welfare Director's Association and CDCR could bridge gaps for reporting.

Recommendations from 2014

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

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Appendix H— Innovative Grant Recipients Round I

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Appendix K— Enhanced Program Facility Locations

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Appendix M—List of Institution Acronyms

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, 2016.

Institution	Inmate Population	Inmates with Core COMPAS	Inmates Without COMPAS	Percent with Core COMPAS
Avenal State Prison	3,252	3,244	8	99.8%
California City Correctional Facility	1,810	1,805	5	99.7%
California Correctional Center	3,858	3,762	96	97.5%
California Correctional Institution	3,174	3,052	122	96.2%
California Health Care Facility	2,257	1,291	966	57.2%
California Institution for Men	3,763	3,308	455	87.9%
California Institution for Women	1,906	1,752	154	91.9%
California Medical Facility	2,607	2,028	579	77.8%
California Men's Colony	4,137	3,659	478	88.4%
California Rehabilitation Center	3,201	3,184	17	99.5%
California State Prison, Los Angeles County	3,564	2,734	830	76.7%
California State Prison, Corcoran	3,644	3,122	522	85.7%
California State Prison, Sacramento	2,401	1,659	742	69.1%
California State Prison, San Quentin	4,188	2,472	1,716	59.0%
California State Prison, Solano	3,875	3,290	585	84.9%
California Substance Abuse Treatment Facility and State Prison, Corcoran	5,306	4,685	621	88.3%
Calipatria State Prison	3,816	3,399	417	89.1%
Centinela State Prison	3,610	3,204	406	88.8%
Central California Women's Facility	2,848	2,048	800	71.9%
Chuckawalla Valley State Prison	2,361	2,311	50	97.9%
Correctional Training Facility	5,066	4,816	250	95.1%
Deuel Vocational Institution	2,404	1,478	926	61.5%
Folsom State Prison	2,605	2,587	18	99.3%
Folsom Women's Facility	509	507	2	99.6%
High Desert State Prison	3,713	3,543	170	95.4%
Ironwood State Prison	3,268	2,876	392	88.0%
Kern Valley State Prison	3,980	3,479	501	87.4%
Mule Creek State Prison	3,424	2,544	880	74.3%
North Kern State Prison	4,373	2,026	2,347	46.3%

APPENDIX A—CORE COMPAS ASSESSMENTS (CONTINUED)

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, 2016.

Institution	Inmate Population	Inmates with Core COMPAS	Inmates Without COMPAS	Percent with Core COMPAS
Out of State Correctional Facilities-Variou s	4,859	4,375	484	90.0%
Pelican Bay State Prison	2,280	1,899	381	83.3%
Pleasant Valley State Prison	3,244	3,003	241	92.6%
Richard J. Donovan Correctional Facility	3,110	2,332	778	75.0%
Salinas Valley State Prison	3,742	2,810	932	75.1%
Sierra Conservation Center	4,414	4,041	373	91.5%
Valley State Prison	3,408	3,059	349	89.8%
Wasco State Prison	5,204	2,498	2,706	48.0%
TOTALS	125,181	103,882	21,299	83.0%
* Miscellaneous-Special Housing, community correctional facilities, or special housing programs.	5,310			
TOTALS (including Miscellaneous-Special Housing)	130,491			

APPENDIX B—PROGRAMMING PLANS

The information displayed in the following page identifies the statewide operational status of the rehabilitation programs in summary format for each type of program. 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 2016 through June 2016, along with follow-up work in July 2016. 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 (CONTINUED)

STATEWIDE SUMMARY TOTALS - REHABILITATION PROGRAMS

	CDCR Figures FY 15-16		Actuals As of June 30, 2016		Differences (Actuals - Final)	
	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Academic Education						
General Population	302	15,935	283	14,391	-19	-1,544
Alternative Programming	14	756	10	540	-4	-216
Voluntary Educ. Program	206	24,720	182	21,600	-24	-3,120
TOTALS	522	41,411	475	36,531	-47	-4,880
Career Technical Education	Proposed Staff	Budgeted Capacity	Actual Staff (Programs)	Actual Student Capacity	Differences	Differences
Auto Mechanics	18	486	17	459	-1	-27
Auto Repair	15	405	12	324	-3	-81
Building Maintenance	26	702	23	621	-3	-81
Carpentry	16	432	10	270	-6	-162
Computer Literacy	34	1,822	29	1,552	-5	-270
CORE	2	54	1	27	-1	-27
Cosmetology	3	81	3	71	0	-10
Electrical Works	19	513	13	351	-6	-162
Electronics	32	864	23	621	-9	-243
HVAC	13	351	10	270	-3	-81
Landscaping	1	27	0	0	-1	-27
Machine Shop	4	108	2	54	-2	-54
Masonry	14	378	13	351	-1	-27
Office Services and Related Technology (OSRT)	45	1,215	40	1,107	-5	-108
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	6	162	-3	-81
Welding	23	621	14	378	-9	-243
TBD	0	0	0	0	0	0
TOTALS	289	8,707	227	6,915	-62	-1,792
Contract Treatment Programs	Student Capacity (/Program)	Student Capacity (Annual)	Actual Students in Program	Annual Student Capacity (Projected)	Differences	Differences
Substance Abuse	1,608	3,858	1,288	3,050	-320	-808
Substance Abuse-Stand Alone (Non-Reentry)	1,140	2,734	382	917	-758	-1,817
Cognitive-Behavioral	2,352	7,824	2,153	7,160	-199	-664
TOTALS	5,100	14,416	3,823	11,127	-1,277	-3,289
Employment Programs	Program Slots	Annual Served	Inmates Served (Actual)	Annual Served (Projected)	Differences	Differences
Transitions Program	745	6,705	371	3,339	-374	-3,366
TOTALS	745	6,705	371	3,339	-374	-3,366

APPENDIX C—IN-PRISON PROGRAMMING MATRIX

DIVISION OF REHABILITATIVE PROGRAMS

IN-PRISON PROGRAM MATRIX (as of 6/30/16)

INSTITUTION	REENTRY HUB								LONG TERM OFFENDER PROGRAM										STAND ALONE	
	Substance Abuse		Other CBT				Transitions		Substance Abuse		Other CBT						Transitions		Substance Abuse	
	Slots	Annual Capacity	CT	AM	FR	Annual Capacity	Slots	Annual Capacity	Slots	Annual Capacity	CT	AM	FR	VI	DM	Annual Capacity	Slots	Annual Capacity	Slots	Annual Capacity
ASP	192	461	96	96	96	960	60	540												
CAC	60	144	12	12	12	120	15	135												
CAL																			96	230
CCC																			96	230
CCWF	96	230	48	48	48	480	60	540	72	173	24	24	24	24		384				
CCI**																			120	288
CEN																			96	230
CIM	192	461	96	96	96	960	60	540												
CIW	108	259	36	36	48	384	60	540												
CMC	72	173	48	48	48	480	40	360	96	230	48	48	36	24	24	720	24	72		
CMF																				
COR																			96	230
CRC**																			120	288
CTF	120	288	48	48	48	480	60	540												
CVSP	96	230	48	48	48	480	60	540												
DVI																				
FSP																			12	29
FWF	48	115	24	24	24	240	30	270												
HDSP	96	230	48	48	48	480	60	540												
ISP	96	230	48	48	48	480	60	540												
KVSP																				
LAC	72	173	36	36	36	360	60	540											48	115
MCSP																				
NKSP																				
PBSP																				
PVSP**																			144	346
RJD																			96	230
SAC																				
SATF*	144	346	96	96	96	960	60	540												
SCC**																			120	288
SOL									120	288	60	72	60	36	48	1104	24	72		
SQ																				
SVSP																				
VSP	216	518	96	96	96	960	60	540												
WSP																			96	230
IN-STATE CONTRACT FACILITIES																				
FCRF	48	115	48	48	32	448	30	270												
GSMCCF	48	115	24	24	24	240	15	135												
CVMCCF	48	115	24	24	24	240	15	135												
DVMCCF	48	115	24	24	24	240	15	135												
TOTALS	1800	4320	900	900	896	8992	820	7380	288	691	132	144	120	84	72	2208	48	144	1140	2736

*Does not include 88 EOP designated programming slots

**Designated Modified Therapeutic Community Programs

Note: Capacity for SAT is considered the number of slots times 2.4. The multi-level programs will have some inmates who will only attend for 3 months.

APPENDIX D—CURRENT PROGRAMMING

Institution	Academic Education					Career Technical Education	Re-Entry Hub			DI-SAT		Other Models	
	GP	AP	VEP	EOP/DDP	Total	Total	SAP	Cognitive-Behavior	Employment	Single Level	Multi-Level	Sex Offender	Lifer
ASP	18	0	6	0	24	17	X	X	X				
CAC	2	0	5	0	7	2	X	X	X				
CAL	12	0	5	0	17	8				X			
CCC	9	0	5	0	14	8				X			
CCI	11	0	7	0	18	11					X		
CCWF	9	0	5	4	18	9	X	X	X				X
CEN	11	0	8	0	19	11				X			
CHCF	3	0	5	2	10	2							
CIM	14	0	6	2	22	14	X	X	X				
CIW^	6	0	4	1	11	5	X	X	X				
CMC	12	0	9	5	26	12	X	X	X				X
CMF	3	0	4	5	12	2							
COR	10	3	5	1	19	6				X			
CRC	10	0	5	0	15	9					X		
CTF	23	0	7	0	30	16	X	X	X				
CVSP	9	0	5	0	14	14	X	X	X				
DVI	1	1	5	0	7	4							
FSP	8	0	6	0	14	12							
FWF	2	0	1	0	3	1	X	X	X				
HDSP	5	2	4	0	11	7	X	X	X				
ISP	12	0	9	0	21	15	X	X	X				
KVSP	13	0	7	1	21	9							
LAC	6	0	6	1	13	7	X	X	X	X***			
MCSP**	9	0	5	4	18	10							
NKSP	2	0	4	0	6	2							
PBSP	0	6	5	1	12	2							
PVSP	11	0	6	0	17	9				X***	X		
RJD**^	4	2	6	3	15	6				X			
SAC^	6	0	5	3	14	4							
SATF^	17	0	12	7	36	17	X	X	X			X	
SCC	8	0	5	0	13	8					X		
SOL	13	0	5	0	18	8							X
SQ	6	0	7	0	13	5							
SVSP	8	0	6	3	17	4							
VSP	9	0	7	1	17	12	X	X	X				
WSP	0	0	4	0	4	1				X			
IN-STATE CONTRACT FACILITIES (CCF/MCCF)													
FCRF							X	X	X				
GSMCCF*							X	X	X				
CVMCCF*							X	X	X				
DVMCCF*							X	X	X				
TOTALS	302	14	206	44	566	289	18	18	18	9	4	1	3

* Number of In-State Contract Facility Reentry Hubs will be dependent on funding and contract amounts.

** Positions added for the In-Fill Project

*** Adding Single Level Substance Abuse slots for Drug Interdiction

^ Institutions with Co-Occurring Disorder Programs

APPENDIX D1—PROPOSED PROGRAMMING

Institution	Academic Education					Career Technical Education	Re-Entry Hub			DI-SAT		Other Models		
	GP	AP	VEP	EOP/DDP	Total	Total	SUD	Cognitive-Behavior	Employment	Single Level	Multi-Level	Sex Offender	OMCP	Lifer
ASP	18	0	6	0	24	17	X	X	X	X***				
CAC	2	0	5	0	7	2	X	X	X					
CAL	12	0	5	0	17	8				X				
CCC	9	0	5	0	14	8				X				
CCI	11	0	7	0	18	11					X			
CCWF	9	0	5	4	18	9	X	X	X	X			X	X
CEN	11	0	8	0	19	11				X				
CHCF	3	0	5	2	10	2				X				
CIM	14	0	6	2	22	14	X	X	X	X***				
CIW^	6	0	4	1	11	5	X	X	X					
CMC	12	0	8	5	25	12	X	X	X	X***				X
CMF	3	0	4	5	12	2				X				
COR	10	3	5	1	19	6				X				
CRC	10	0	5	0	15	9				X	X			
CTF	23	0	7	0	30	16	X	X	X					
CVSP	9	0	5	0	14	14	X	X	X	X				
DVI	1	1	5	0	7	4				X				
FSP	8		6		14	12				X***				
FWF	2	0	1	0	3	1	X	X	X	X				
HDSP	5	2	3	0	10	7	X	X	X	X				
ISP	12	0	9	0	21	15	X	X	X					
KVSP	13	0	7	1	21	9				X				
LAC	6	0	6	1	13	7	X	X	X	X**				
MCSP*	9	0	5	4	18	10				X				
NKSP	2	0	4	0	6	2				X				
PBSP	0	6	5	1	12	2				X				
PVSP	11	0	5	0	16	9				X***	X			
RJD*^	11	2	6	3	22	9				X				
SAC^	6	0	5	3	14	4				X				
SATF^	17	0	12	7	36	17	X	X	X			X		
SCC	8	0	7	0	15	8					X			
SOL	13	0	5	0	18	8				X			X	X
SQ	6	0	7	0	13	5				X				
SVSP	8	0	7	3	18	4				X				
VSP	9	0	7	1	17	12	X	X	X	X***			X	
WSP	0	0	4	0	4	1				X				
IN-STATE CONTRACT FACILITIES (CCF/MCCF)														
FCRF							X	X	X					
GSMCCF							X	X	X					
CVMCCF							X	X	X					
DVMCCF							X	X	X					
TOTALS	309	14	206	44	573	292	18	18	18	20	4	1	3	3

APPENDIX E—ACADEMIC PROGRAM CAPACITY, ENROLLMENT AND UTILIZATION

Month	Capacity	Enrollment	Utilization
Jul-15	41,568	32,871	76.7%
Aug-15	41,556	33,473	77.3%
Sep-15	42,084	32,910	75.7%
Oct-15	41,886	33,539	72.7%
Nov-15	41,862	33,056	73.7%
Dec-15	41,796	32,750	74.0%
Jan-16	41,718	34,086	73.1%
Feb-16	41,655	34,497	75.9%
Mar-16	41,424	34,213	73.5%
Apr-16	41,676	34,312	70.9%
May-16	41,742	33,838	70.6%
Jun-16	41,784	34,341	73.8%

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

Month	Capacity	Enrollment	Utilization
Jul-15	8,532	6,002	76.7%
Aug-15	8,586	5,891	77.3%
Sep-15	8,586	6,040	75.7%
Oct-15	8,586	6,315	72.7%
Nov-15	8,586	6,255	73.7%
Dec-15	8,559	6,248	74.0%
Jan-16	8,559	6,279	73.1%
Feb-16	8,559	6,230	75.9%
Mar-16	8,559	6,206	73.5%
Apr-16	8,586	6,173	70.9%
May-16	8,694	6,204	70.6%
Jun-16	8,694	6,009	73.8%

**APPENDIX G—SUBSTANCE USE DISORDER TREATMENT PROGRAM CAPACITY,
ENROLLMENT, AND UTILIZATION**

Month	Capacity	Enrollment	Utilization
Jul-15	2,784	2,267	87.5%
Aug-15	2,796	2,241	83.6%
Sep-15	2,850	2,340	84.8%
Oct-15	2,904	2,370	80.0%
Nov-15	2,910	2,414	82.4%
Dec-15	2,928	2,402	84.5%
Jan-16	2,931	2,392	82.2%
Feb-16	2,940	2,376	87.0%
Mar-16	2,940	2,387	84.6%
Apr-16	2,940	2,279	83.8%
May-16	3,140	2,039	83.9%
Jun-16	3,140	1,973	83.9%

APPENDIX H—GRANT RECIPIENTS ROUND I

Grant Recipient	Program	Institution(s)
International BodhiSUDva Sangha	Buddhism Education	ASP CHCHF DVI
Prison University Project/Anti-Recidivism Coalition	College Program	COR SUDF
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 SUDF HDSP MCSP PBSP PVSP
AI-Anon South	AI-Anon Family Program	LAC NKSP
Alternatives to Violence ²³	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

²³ Green highlight indicates program is milestone completion credit eligible.

APPENDIX I—GRANT RECIPIENTS ROUND II

Grant Recipient	Program	Institution(s)
Alternatives to Violence²⁴	Alternatives to Violence Program	HDSP MCSP
Buddhist Pathways Prison Project	Mindfulness Meditation and Movement	COR HDSP
CARE (formerly IMPACT)	Inmate Accountability Program	MCSP
Catalyst Foundation	Create a Healing Society	CAC LAC
Center for Council (Community Partners)	Inmate Council Program	ASP CCI PBSP
Center for Restorative Justice Works	Get on the Bus Program	HDSP
Defy Ventures Inc.	CEO of Your New Life	CAC, LAC VSP
Freedom Through Education Campus	Celebrate Recovery Inside	ASP PVSP
Getting Out by Going In	Getting Out by Going In Program	COR, NKSP PVSP, WSP
InsideOUT Writers	Creative Writing	VSP
Insight Garden Program	Prison Garden Program	CHCF LAC
Insight Prison Project	Victim Offender Education Group (VOEG)	CVSP PBSP
International BodhiSUDava Sangha	Buddhism Education	NKSP WSP
Karma Rescue	Paws for Life	MCSP
Marin Shakespeare Company	Shakespeare Prison Program	FWF
Tender Loving Canines Assistance Dogs	Prisoners Overcoming Obstacles and Creating Hope (POOCH)	MCSP
The Actor's Gang	Prison Project Acting Workshop	ASP KVSP
The GRIP Training Institute	GRIP Program	DVI
The Last Mile	Computer Coding and Technology Education	CVSP FWF
The Lionheart Foundation	Houses of Healing Self-Study Program	CCI COR PBSP
The Place 4 Grace	Father2Child Literacy Program	CAC, CCI KVSP, VSP
Veterans Healing Veterans from the Inside Out	Veterans Support Program	DVI
Yardtime Literary Program	Writing Program	CHCF

²⁴ Light green highlight indicates program is milestone completion credit eligible.

APPENDIX J—MILESTONE ELIGIBLE ILTAGS

Program
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)

APPENDIX K—ENHANCED PROGRAMMING FACILITIES

1. Avenal State Prison (ASP) – All Facilities, Level II
2. California City Correctional Center (CAC) – Facilities A, B, and C, Level II
3. California State Prison, Corcoran (COR) – Facility B, Level IV (SNY 270)
4. California Substance Abuse Treatment Facility and State Prison, Corcoran (SATF) – Facility E, Level III (SNY 270)
5. Calipatria State Prison (CAL) – Facility A, Level IV
6. High Desert State Prison (HDSP) – Facility C, Level IV (GP 180)
7. Kern Valley State Prison (KVSP) – Facility B, Level IV (GP 180)
8. Pleasant Valley State Prison (PVSP) – Facility C, Level III (GP 270)
9. Salinas Valley State Prison (SVSP) – Facility B, Level IV (GP 270)
10. Valley State Prison (VSP) – Facilities A, B, C, and D, Level II
11. California Institution for Women (CIW) – All Facilities
12. Central California Women’s Facility (CCWF) – All Facilities
13. Folsom Women’s Facility (FWF) – All Facilities

APPENDIX L—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

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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	I010100	1 week
IMPACT	Module 2	I010200	1 week
IMPACT	Module 3	I010300	1 week
IMPACT	Module 4	I010400	1 week
IMPACT	Module 5	I010500	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

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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

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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

APPENDIX M—LIST OF INSTITUTION ACRONYMS

List of Institution Acronyms	
Acronym	Title
ASP	Avenal State Prison
CAC	California City Correctional Facility
CAL	Calipatria State Prison
CCC	California Correctional Center
CCI	California Correctional Institution
CCWF	Central California Women's Facility
CEN	Centinela State Prison
CHCF	California Health Care Facility
CIM	California Institution for Men
CIW	California Institution for Women
CMC	California Men's Colony
CMF	California Medical Facility
COR	Corcoran State Prison
CRC	California Rehabilitation Center
CTF	Correctional Training Facility
CVSP	Chuckawalla Valley State Prison
DVI	Deuel Vocational Institution
FSP	Folsom State Prison
FWF	Folsom Women's Facility
HDSP	High Desert State Prison
ISP	Ironwood State Prison
KVSP	Kern Valley State Prison
LAC	California State Prison, Los Angeles County
MCSP	Mule Creek State Prison
NKSP	North Kern State Prison
PBSP	Pelican Bay State Prison
PVSP	Pleasant Valley State Prison
RJD	R.J. Donovan Correctional Facility at Rock Mountain
SAC	California State Prison, Sacramento
SATF	California Substance Abuse Treatment Facility and State Prison, Corcoran
SCC	Sierra Conservation Center
SOL	California State Prison, Solano
SQ	Salinas Valley State Prison
SVSP	San Quentin State Prison
VSP	Valley State Prison
WSP	Wasco State Prison

