California Rehabilitation Oversight Board

C-ROB

SEPTEMBER 15, 2017
C-ROB REPORT

CALIFORNIA REHABILITATION OVERSIGHT BOARD

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September 2017

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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
SUDT	Substance Use Disorder Treatment
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 or the Board) eighteenth report. It examines progress the California Department of Corrections and Rehabilitation (CDCR or the department) made in providing and implementing rehabilitative programming from July 1, 2016 to June 30, 2017.

In December 2016 and January 2017, then again in May and June 2017, 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.

The Board found that the department continues to ensure offenders and parolees receive risk and needs assessments, with 98 percent of the offender population and 98 percent of the parole population receiving a California Static Risk Assessment (CSRA). The Board would like to see similar progress administering the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment to determine offender and parolee needs. Currently, 70 percent of the total parole population received a reentry COMPAS assessment; 97.5 percent of those released onto active parole supervision and eligible for a reentry COMPAS assessment received a reentry assessment. Three categories of reentry COMPAS assessments are still reporting a moderate to high need of approximately 50 percent of the paroling population. The Board would like to see the department address this high percentage of parolees released with a moderate to high need in several key areas.

The completion rate of less than 50 percent for this fiscal year for in-prison substance abuse is concerning. The aftercare completion rate averaging only 29 percent for the fiscal year is a red flag to effective reentry efforts and recidivism reduction strategies. The Board underscores the importance of an effective SUDT program both in-prison and community aftercare, and is hopeful the department will take measures to increase the number of completions in both areas.

Effective June 15, 2017, the department extended its data sharing agreement with the Department of Health Care Services (DHCS) through June 20, 2019, to allow both departments to continue to exchange the Medi-Cal application status for inmates served through the transitional case management program (TCMP). The Board commends the department for screening 100 percent of inmates for health benefit eligibility.

Rehabilitative programs have greatly expanded as a result of Proposition 57 and innovative programming grants. Hundreds of inmate activity groups are now eligible for rehabilitative achievement credits (RAC), incentivizing programming statewide. Expansion in programs has

posed some challenges as summarized in the site visits summary. Reentry programming at each institution combined with the rehabilitative case plan provided to both parole or post release community supervision (PRCS) and parole furthers transition efforts and is a noted progress for successful reentry.

Current Recommendations

The following outlines the Board's current recommendations:

- The Board recommends the department issue a training or memorandum clarifying the use of split-shift programming for milestone, educational merit, or rehabilitative achievement credit-eligible programs, allowing eligible inmates to attend all credit-earning rehabilitative programs with a flexible work schedule.

- The Board recommends the department take the next steps to implement a data collection plan to document the effectiveness of current and future programming. At this time, the Strategic Offender Management System (SOMS) has data that includes the following for each correctional client referred to at least one program:
  - Pre- and post-program risk assessment scores
  - Demographic information (age, ethnicity, and gender)
  - Education level
  - Criminal history
  - Substance abuse history
  - Prior treatment programs
  - Times/hours attended program
  - Absences (excused or not)
  - Program start and graduation date, and
  - Program completion or reason for dropout

The Board would like to reiterate the importance of measuring program implementation and outcomes, and to the extent possible, longer term outcomes after offenders have been released to the community. We would like to see the department work toward cleaning the SOMS data for program measures, such as institutional behavior, educational attainment, and individual offender progress in rehabilitation programming. Outcome measures, such as recidivism and other measurable goals, such as housing after release, employment, income, transportation, pro-social support, substance use, and educational attainment should be collected for parolees after they parole to their community.

BACKGROUND

The California Rehabilitation Oversight Board (C-ROB or the Board) was established by Assembly Bill 900, the Public Safety and Offender Rehabilitation Services Act of 2007 (the Act) and held its first meeting on June 19, 2007.[1] The Act was intended to address the serious problem of overcrowding in California's prisons and to improve rehabilitative outcomes among California's offenders and parolees.

C-ROB is a multidisciplinary public board with members from various state and local entities. Pursuant to Penal Code, Section 6141, C-ROB is mandated to examine and report on rehabilitative programming provided to offenders and parolees by the California Department of Corrections and Rehabilitation (CDCR or the department) and the implementation of an effective treatment model throughout the department, including rehabilitation programming associated with the construction of new inmate beds. According to statute, C-ROB must submit an annual report on September 15 to the Governor and the Legislature. This report must minimally include findings on the following:

- Effectiveness of treatment efforts

- Rehabilitation needs of offenders

- Gaps in rehabilitation services

- Levels of offender participation and success

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

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

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;

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[1] 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 their 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 February and June 2017 and subsequent information received by the report-writing subcommittee from the department. The department's data reflects information captured on offenders from July 2016 through June 2017.

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 2016 through January 2017 and May 2017 through June 2017.

2016–2017 SITE VISITS

In December 2016 and January 2017, and again in May 2017 and June 2017, 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, vocational, and activity group programs, including innovative and inmate-led. 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.

Rehabilitative Opportunities/Programming
During the site visits the OIG met with academic staff, including vocational instructors, inmates enrolled in academic and vocational programs, correctional counselors, community resource managers, and librarians. General questions regarding academic and rehabilitative programming were asked, including what improvements (in their opinion) needed to be made to run more successful education, VEP, or rehabilitation programs at that institution.

Academic staff (includes instructors of adult basic education, voluntary education program instructors, principal or vice principals):
The OIG's site visits with academic staff yielded positive feedback in education programs, with some suggestions for improved programming. Academic staff was very pleased with the professional learning communities (PLC), stating these sessions provided a communication opportunity to other instructors statewide, and is a great tool for sharing best practices and teaching strategies. Most instructors suggested additional PLC hours (eight hours per month instead of four) are needed to cover the wide-range of information shared at each PLC.

Access to educational videos on a closed internet system was a suggestion shared by numerous instructors. This would be especially helpful to illustrate academic concepts and lessons for visual learners. Online access for simulated general education development (GED) testing would also greatly enhance the preparatory work taught for inmate students preparing for the GED, especially since the Test of Adult Basic Education (TABE) assessment does not include algebra and geometry. Inmates can score a twelfth-grade reading level on TABE but fail the GED because the standardized test did not measure aptitude in math.

Access to more computers would improve computer literacy opportunities. Some of the computers currently in use in the classrooms are not compatible with the smart boards so this important teaching resource remains unused.

An overarching concern shared among the majority of academic staff is the difficulty un-assigning disruptive inmates that do not want to program in academic classes. The process to remove a disruptive inmate is lengthy and interferes with teaching. This process should be streamlined to open up a programming spot to an inmate motivated to program. Another concern is inmate students suffering from mental illness creating behavioral problems in the mainstream classroom setting. Staff commented additional resources to assist these inmates, such as social workers or psychologists, are needed.

Vocational staff (includes instructors teaching career technical education programs)
Ordering of supplies and timely receipt of materials is an ongoing challenge. Many vocational instructors commented that requests for supplies and materials to teach various CTE courses took six months to a year to receive. Another suggestion for improvement was to address the oftentimes lengthy delay between CTE testing and receiving the certificate. In some instances inmates completed the module (or program) and had pending parole dates but had not received their completion certificates.

Correctional counselors (mainly correctional counselor I case managers)
The majority of counselors suggested more discretion in the assignment process would allow them to move inmates to better fitting programs, remove disruptive inmates from classes, and allow inmates to begin a new program as soon as one is completed. Some counselors also suggested including an inmate's interest when determining programming. By reducing the amount of time spent in committees and review boards, counselors suggest that the inmate assignment process could be streamlined. Many counselors found the assignment process works well and is efficient. Many inmate program assignments are processed quickly; however, counselors overwhelmingly requested more vocational and rehabilitation programs and program opportunities. Some also suggested additional opportunities for "lifers." A number of counselors believe that additional facilitators would help increase the availability of program opportunities.

Counselors suggested that inmates be allowed to participate in split assignments, allowing them to work in a job program and a rehabilitation program at the same time. One counselor noted that inmates are less likely to participate in rehabilitation when they lose out on their income.

The OIG received mixed reaction from counselors regarding their caseload. Some found their caseload to be manageable while others reported an unmanageable caseload. For some, caseload was manageable in previous years, but additional requirements, fewer staff, and less time have made it difficult to manage. A few counselors reported that delays in receiving inmate reports from reception centers delayed their initial meeting and others reported difficulties in accessing

inmates. Many counselors found their caseload increase due to additional and changing requirements, policy, and programs. Counselors also reported receiving increased caseload due to extended absences from colleagues or fewer staff. Additional staff was requested to fill vacancies or provide more time for staff to meet with inmates.

Counselors reported that they meet with inmates at least annually. Many counselors will also meet with inmates at intake, before committee, when inmates become eligible for parole or before their release. Many counselors have open door hours where inmates are free to meet with or call them. Some counselors suggested that hiring additional staff would allow them to meet with inmates more frequently and be more responsive to case planning.

Generally, counselors consider volunteer programs when assigning inmates to programs. Due to limited space or number of programs, sometimes they are only able to add inmates to waitlists. Some counselors noted that they have not received enough information or training about available programs.

Many counselors believe the reentry programs are successful and meet the needs of the inmates. Training was suggested to help counselors understand the available programs. Counselors reported factors such as program eligibility requirements or qualifications limit the ability for inmates to participate in programs. A dozen counselors responded that the assignment process was slow, leaving numerous inmates unassigned, while other program spots remained unfilled. Along with more program opportunities, many counselors believe the process could be improved by allowing greater discretion over inmate assignments.

Communication was also a concern for counselors, as many suggested improved communication between, inmates and counselors, administration, staff, and the Division of Rehabilitative Programs (DRP). Some counselors stated they needed more training in SOMS and new regulations. They also requested more information on available programs. More transparency in the waitlist process was also requested in order to allow counselors and inmates to request a different program when waitlists are too long.

Community Resource Managers
Community resource managers (CRMs) are juggling an influx of new milestone-eligible and rehabilitative achievement credit (RAC)-eligible programs and expansions to rehabilitative groups as a result of Proposition 57 and innovative programming. Some CRMs have dozens of programs that require support from staff/self-help sponsors to complete the tasks required for milestone-eligible and RAC-eligible programs and they are swamped with innovative program space requests. Some CRMs carry the workload almost exclusively as they do not have a sufficient number of support staff or self-help sponsors to manage the programs, especially the volunteer-led and contract programs. The majority of CRMs expressed a need for additional analytical support, as only some institutions received both office technician and analyst positions

to support rehabilitative programming. At some institutions CRMs coordinate a dozen or more staff/self-help sponsors, dozens of religious groups, workshops, special events, and 30 to 50 or more rehabilitative groups in addition to managing chaplains, contractors, volunteers, and outside community networks. In addition the Arts in Corrections contract programs rely on the CRMs to input all ducats and/or voluntary work card requests, attendance data, program meeting scheduling, and escort (sponsor) requirements, as do the volunteer programs and the Family Liaison Services contract programs. Another impact to the CRM workload is much of the duties in implementing the volunteer and contract programs occur during business hours, when the self-help sponsors are not available. The duties and responsibilities are then shifted to the CRMs who already have extensive workloads. This ultimately decreases the quality of the programming and the number of programs that can be offered, and makes it more challenging or not feasible to accomplish other obligations of the position.

The increase in programming heralded the rehabilitative efforts of the department but in some institutions the workload is reportedly not sustainable. Other CRMs are facing a backlog of volunteer training, clearances, application processing, operational procedure and bylaw updates, and programming outreach. A noted improvement in culture surrounding rehabilitative programming pertaining to volunteers is the video message released by the department to all CDCR positively recognizing rehabilitative programs and volunteer support in prisons. It was reported the in-service training segment related to volunteer service awareness is being eliminated in 2018 as a training requirement for staff. With CDCRs continued focus on rehabilitation, eliminating this message during mandated training should be reconsidered. Although the training video reportedly has made a positive impact, some institutions report the change in culture is not occurring as rapidly as would be expected and some counterproductive changes are being experienced. With the change in inmate population, some institutions are experiencing a shift in the perception of programming by staff and inmates. General population institutions now house previous level IV inmates from the Security Housing Units (SHUs), some include validated gang members. The presence of these inmates on the level III facilities has changed the culture, as has occurred for the level III security inmates transferring to level II. Staff report some inmates are not as willing to participate as they were previously, and others report inmates are being instructed by other inmates they can no longer participate. Some institutions have experienced a decrease in the number of inmates enrolling in programs. Higher security protocols, such as searching inmates as they leave their housing units, are being implemented for safety measures as a result of increased violence and the presence of contraband. These necessary precautions decrease available programming hours which has an impact on the volunteers and self-help sponsors.

Some suggestions to improve rehabilitative opportunities are to increase the sponsor support network to not only CDCR institution staff, but contractors or brown card volunteers that are already overseeing programming at that institution. Recruiting and maintaining self-help sponsors is a challenge due to the programming hours. Most programming hours are in the

evening. Many self-help sponsors feel it is not worth their time or the overtime pay they will receive to wait several hours between the time their primary job duties end and the time they start working as a self-help sponsor. The general sentiment from many CRMs is that the department is scrutinizing the number of hours paid to self-help sponsors because it impacts the budget due to the increased pay rate (sponsors are working at overtime pay outside of and in addition to their regular work hours). Allowing current rehabilitative program volunteers and contractors to apply to become self-help sponsors for other programs will extend the budget allotment. Other suggestions include allowing self-help sponsors to work split-shifts for their primary position. This flexibility would allow for increased programming as some self-help sponsors could be available to coordinate rehabilitative programs during regular business hours. This would maximize the use of available space and increase the number of programs that could be offered. Another option is to hire a part-time self-help sponsor or hire an additional Office Technician in highly programming institutions to perform these duties.

Other suggestions to improve rehabilitative opportunities is to allow self-help sponsors to oversee self-help programs in addition to those deemed to be an inmate activity group (IAG). Many programs are facilitated by contractors and volunteers. The tasks to coordinate and manage these programs mirror that which is required of an IAG. Instead of having the CRM be responsible for these duties, consideration should be given to expand the use of self-help sponsors to all self-help programs and not just those defined as IAGs. This also applies to the utilization of the materials and supplies budget afforded for the IAG programs. The budget allocation should be permissible to use for any self-help/rehabilitative program, including those that are operated as non-IAGs such as the volunteer-led programs.

With the expanded use of the Strategic Offender Management System (SOMS) and the implementation of RAC-eligible programs, inmate waitlists by program category codes were implemented. This presents a difficult challenge as various factors need to be considered and evaluated prior to enrolling an inmate into a program. It is not feasible to enroll the first inmate listed on the waiting list. For example, an inmate on the 109-substance abuse recovery waiting list may wish to enroll in Alcoholics Anonymous (AA) due to his issues with alcohol abuse, but instead he may be enrolled in Narcotics Anonymous (NA) even though he might not have a drug abuse issue, or he may be enrolled in Celebrate Recovery Inside, which is a religious-based program, even though the inmate may not be religious. For these reasons and more, it is not practical to utilize or populate the waiting lists in SOMS; they must be managed independently. Waiting lists in SOMS need to be established for each particular/specific program, and not by category. This will ensure inmates are enrolled in programs in which they desire to participate and learn the content and will find useful for their rehabilitative efforts, and not simply to attend to earn rehabilitative achievement credit (RAC).

The CRMs and their support staff, including staff from the Inmate Assignment Office, are spending a substantial number of hours verifying inmates do not have a schedule conflict prior to

enrolling each inmate into a voluntary rehabilitative program. Instead of staff performing these checks manually by comparing multiple screens/data, SOMS should be updated to automatically check for schedule conflicts with academic or vocational education, work or medical assignments and alert staff as inmates are enrolled into a particular program.

Librarians
Librarians expressed concerns with lack of equipment and technology in their libraries. During interviews, the OIG found the lack of internet access/databases and computers for both staff and inmates makes it difficult to perform research or complete coursework. Many librarians noted that hardcopy materials are outdated and damaged at many locations. Small budgets and issues with procurements prevent librarians from obtaining up-to-date materials. Damaged and missing materials are also a concern. While some librarians expressed positive feedback regarding the law portion of the libraries, concerns were expressed regarding the lack of non-fiction, study materials, fiction, and casual reading materials available to inmates. Rehabilitation could be improved by having a college library section with more access to academic textbooks, research materials, and college course books.

Staffing shortages and lack of time are a concern for most librarians. More staff was requested in order to fill empty positions, with many locations dealing with multiple vacancies. Additional staff would also allow for the library to be open for a longer duration of time. It was suggested that closed internet and computer access for inmates would free up staff time for other library projects and help inmates learn critical research skills.

Librarians asked for more space and time for inmates to access materials. Lack of space limits the number of inmates that can access materials at the same time. Furthermore, librarians expressed concerns with the poor utilization of space. For example, space could be used in conjunction with more education or rehabilitation programs. Librarians requested more communication and inclusion with other programs, such as education, so they can provide the most useful materials. Similar to previous site visits, requests for creative programs, like reentry workshops, computer classes, and guest speakers for inmate groups, were suggested to expand and better utilize library services.

Inmates (enrolled in either vocational or academic programming):
Many inmates expressed a desire for more outside community volunteer groups. The inmates interviewed were appreciative for the self-help groups and volunteers offering programming. The volunteer groups are seen as interaction with the "outside world," and foster an appreciation for community. Inmates feel this "connection to society" helps them prepare for reintegration back into their communities. Many requests were voiced for additional activity groups, sponsors, and pre-release programs.

Inmates also voiced a need for one-on-one counseling or small group support services in conjunction with improved substance abuse programs. Many inmates struggle with substance abuse and psychological problems.

One of the overarching recommendations received from the inmates interviewed this reporting cycle was for education to be voluntary. Inmates placed into academic or vocational classes that do not want to attend are reported as the segment causing disruption in the learning environment. Those that refuse to participate should not be forced to continue through a series of "write ups." Some of the older inmates without parole possibility lack incentive to receive program completions, and may create dissension for other inmates willing to program. Inmates unwilling to participate in education should be offered the opportunity to choose education, not forced to attend. Another idea shared by the inmates to improve academic programming is a class designed specifically for passing the general education development (GED). Not all inmate students were prepared after the adult basic education (ABE) courses, and some commented an additional preparatory class focused solely on how to succeed on the GED would be beneficial.

Inmates want additional programs, especially those with lengthy waitlists for some credit-earning programs. Students wait up to a year or more before being placed into the program. The other problem with getting into additional programming classes is work assignments do not allow split-shift schedules to attend activity groups, even rehabilitative groups. The inmates that want to attend rehabilitation programs should not be excluded because of a work schedule. Consider allowing split-shifts for those positions that can accommodate such a work schedule or allowing work supervisors to modify work hours to allow for participation in both opportunities.

Many inmates expressed a desire for more cooperation between administration and custody staff. At some institutions there is unwillingness among some custody staff to timely release inmates for programming or to timely process-in inmates to the program locations, interfering with program attendance and decreasing programming hours. Such challenges have resulted in the resignation of some self-help sponsors and the refusal of a handful of volunteers to continue offering programs on those facilities. Other inmates commented on the lack of access to classroom textbooks outside of class for studying or independent review. Many of the academic texts used in the ABE learning classes are not available to be checked out by the inmate students. Also, some of the curriculum could be updated, with more access to learning resources and research textbooks.

Most of the inmates interviewed requested more computers in classes and controlled internet access to enhance the office skills programs and computer literacy opportunities. Infrastructure updates are also necessary to run classes year-round. In multiple institutions, programs are cancelled in winter or summer as the buildings are not equipped with a cooling or heating system to allow use during extreme temperatures.

Overall the college-enrolled inmates were highly complementary about the face-to-face learning environment. Face-to-face provides more instructor feedback, faster answers to questions, and creates a feeling of learning at a public school.

Career Technical Education Inmates
Many inmates requested additional CTE programs that reflect industry need in job-growth areas and emerging technology (solar for example) to increase employment opportunities upon release. Many inmates commented about lack of materials or long wait times to receive required supplies for some CTE courses such as automotive repair, plumbing, welding, and carpentry. Another area that needs improvement as voiced by multiple inmates enrolled in vocational programs was to expedite the process for receiving the completion certificate. Some inmates have been waiting over a year and have parole dates in the near future.

DRP TV
Institution site visits assessed the status of the department's recently implemented DRP TV initiative. Formerly referred to as the Internet Protocol Television Integration "iPTVI" project, this internet-based television system is designed by OCE to enhance the current inmate television system. This update plans to deliver educational and rehabilitative television programming to classrooms, dayrooms, and inmate cells at the institutions. The content will consist of four channels originating from OCE headquarters in Sacramento, which in turn works with the department's 35 television specialists in the field to develop and formalize educational content. OCE also helps with the production of mandatory videos sent out to viewing inmates.

The majority of principals reported DRP TV channels were operational, but only in a very limited capacity due to the program still being in its infancy. They described a variety of content offerings, including GED/college-related instruction, a running list of inmate leisure time activity group IAG opportunities, and health and reentry related program offerings. While some said only two educational channels were available, others said up to four or five were available. But many reported there were too few drops throughout the institutions, leading to mixed reviews and a diverse range of opinions as to the overall effectiveness of educational television. For example, the majority of principals said the program could be greatly improved by expanding and increasing access, especially to classrooms, inmate dayrooms, and to the cells for personal in cell viewing. Other principals said hiring more TV specialists, upgrading existing infrastructure, like old cable systems and dated TV equipment, would make it so that if and when additional drops are laid that the programming would be better quality and more enjoyable to watch.

Inmates mostly confirmed what the principals had reported. While some noted that educational TV was available in a limited number of classrooms, others said it was limited to dayrooms and in the housing unit cells only. While most thought the programming was effective in that it enhanced the learning process, many observed that the content was ineffective compared to classroom instruction.

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.

Another barrier to effective rehabilitative programming is that many of the institutions do not have enough self-help sponsors to accommodate the demand for programming. Some CRMs suggested expanding the self-help sponsor job opportunities to individuals who are not currently employees of the department, such as the volunteers and contractors who facilitate rehabilitative programming in the institutions. Offering the sponsor job to outside contractors would likely reduce the cost associated with programming and expand the available times for activity group programs. Currently, self-help sponsors are not authorized to hold inmate activity group meetings during regular working hours.

DRP has continued discussions regarding the potential for other grant-like opportunities to have non-department individuals provide rehabilitative programming with a focus on sustainability following funding. Further, as CDCR moves forward with implementation of Proposition 57, the needs related to self-help sponsors for RACs will be closely monitored. The Division of Adult Institutions (DAI) has also provided direction to the institutions to maximize the utilization of self-help sponsors by implementing a roving sponsor when feasible.

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. The department continued to use the California Static Risk Assessment (CSRA) tool to assess an inmate's risk to reoffend. Data provided by the department indicates that as of June 30, 2017, 98 percent of inmates and 98 percent of parolees have CSRA scores.

Table 1: Inmate Risk Assessments (as of June 30, 2017)

Total Institution Population	125,779
Risk to Recidivate (CSRA)	123,033
Offenders with a Moderate/High CSRA Score	62,893

Table 2: Parolee Risk Assessments (as of June 30, 2017)

Parole Population	40,854
Number of Assessments Completed	39,836
Parolees with a Moderate/High CSRA Score	24,031

Of the 98 percent of the inmate population that has received a risk assessment, 51 percent have a moderate to high risk of reoffending. As of June 30, 2017, 98 percent of the parole population has received a risk assessment, and of these, 60 percent have a moderate to high risk to reoffend.[2] Similar to the previous fiscal year as displayed in tables 1A and 2A, the percentage of the inmate and parolee population with risk assessments completed was 98.5 and 97.4 percent respectively. Fifty percent of inmates with a CSRA score had a moderate to high risk to reoffend, and 60.5 percent of parolees.

Table 1A: Inmate Risk Assessments (July 2015-June 2016 Data)

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

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

Table 2A: Parolee Risk Assessments (July 2015-June 2016 Data)

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.[3]

Some inmates are excluded from receiving a COMPAS assessment, such as those designated enhanced outpatient program (EOP) level of care or higher, life without parole, and condemned.[4] As of June 30, 2017, the total number of Core COMPAS assessments completed for general population inmates is 82,925. The department is averaging over 1,091 assessments per month. Of the total inmate population, only 111,201 are eligible to receive a COMPAS assessment. Of the eligible inmates, 101,928 have received a COMPAS assessment, which is 91.7 percent of the total eligible population, a 3 percent increase in completed core COMPAS assessments since the last reporting period.

Table 3: Inmate Core COMPAS Assessments (July 2016–June 2017 Data)

	July 2015–June 2016	July 2016–June 2017
Core COMPAS Assessments Completed for General Population Inmates	78,313	82,925

Once an inmate reaches 210 days to parole, the inmate 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, 2016 to June 30, 2017, 70 percent of the paroling population received a reentry COMPAS assessment.

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[3] 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").

[4] Inmate designated EOP level of care or higher may receive a COMPAS assessment administered by mental health staff.

Table 4: Parolee Reentry COMPAS Assessments (July 2016–June 2017 Data)

	July 2016–June 2017	FY 16/17 Paroling Population	Percent of Parolee Population with a reentry COMPAS
Reentry COMPAS Assessments Completed	28,776	40,854	70%

Table 4a: Parolee Reentry COMPAS Assessments (July 2015–June 2016 Data)

	July 2015–June 2016	FY 15/16 Paroling Population	Percent of Parolee Population with a reentry COMPAS
Reentry COMPAS Assessments Completed	28,795	40,700	71%

Needs Identified

Using June 30, 2017, 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 moderate to high risk to reoffend: 66.4 percent of offenders with a completed Core COMPAS assessment have a moderate-to-high need in the substance abuse domain (compared to 66.3 percent in June 2016, and 66.1 percent in December 2015) and 45.5 percent of offenders have an identified need in the academic domain.

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

Institution Population		FY 2015–16	FY 2016–17
Substance Abuse	Low	33.70%	33.62%
	Mod/High	66.30%	66.38%
Criminal Personality	Low	58.70%	58.66%
	Mod/High	41.30%	41.34%
Anger	Low	49.50%	49.42%
	Mod/High	50.50%	50.58%
Employment Problems	Low	61.50%	62.11%
	Mod/High	38.50%	37.89%
Support from Family of Origin	Low	77.90%	77.76%
	Mod/High	22.10%	22.24%

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

Parole Population		FY 2015–16	FY 2016–17
Reentry Substance Abuse	Low	56.00%	52.88%
	Mod/High	44.00%	47.12%
Criminal Thinking Observation	Low	82.80%	84.58%
	Mod/High	17.20%	15.42%
Negative Social Cognitions	Low	79.60%	80.20%
	Mod/High	20.40%	19.80%
Reentry Financial	Low	46.90%	47.99%
	Mod/High	53.10%	52.01%
Reentry Employment Expectations	Low	46.00%	47.39%
	Mod/High	54.00%	52.61%
Reentry Residential Instability	Low	63.90%	63.71%
	Mod/High	36.10%	36.29%

Once rehabilitative programming functions at full operational capacity and reaches a maintenance phase with stable service delivery, over a two-year 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 the department's review of provided COMPAS information, offenders released are relatively consistent from 2015-16 and 2016–17. The department explained it is characteristically difficult to make definitive assumptions based upon the reentry COMPAS not decreasing over the last two fiscal years alone. When reviewing the data, this could simply mean that the population type has stabilized but the full impact on the expansion of rehabilitative services (executed in the latter part of the fiscal year) had yet to be fully realized by those offenders scheduled to leave in Fiscal Year 2016–17; although a number of variables could potentially impact any simple assumptions made by the review of the data.

The Board agrees with the department's statement that other variables can impact single assumptions of data; however, the number of offenders released with moderate to high needs in substance abuse, reentry financial, and reentry employment expectations are near or exceed 50 percent of the paroling population that has received a reentry COMPAS. Although, as indicated above, other factors may impact simple assumptions of data, the reality is the reentry COMPAS data is only available for approximately 70 percent of offenders. With 30 percent of the parole population not included in an assessment of need, these issues could be potentially much greater. Reflecting on the department's 2015 Outcomes Evaluation Report, the importance of substance abuse treatment has a profound impact on reducing recidivism. This factor, while possibly

related to negative financial or employment needs, cannot be ignored. COMPAS reentry needs assessments must be provided to all offenders prior to release, and the Board expects to see reductions in the percentage of offenders with moderate to high needs upon parole.

In-Prison Minimum Participation and Counting Rule for Program Completion

Reentry services are currently provided to inmates at all 35 adult institutions 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 receives priority in program placement.

The department has developed a new counting rule to track program information for all offenders. Instead of focusing on a target population, minimum participation in a program is defined as the number of offenders who have been enrolled in a program for a minimum of 30 calendar days. This information allows DRP to monitor a threshold for the amount of programming received by offenders. The department counts as a completion a SOMS program assignment with a status of completed regardless of the reason for termination, and a SOMS program assignment of unassigned or reassigned with a reason for termination of program completion. DRP has expanded rehabilitative services to all CDCR adult institutions, allowing the DRP to seek and define a new strategy in both the target population and placement of the offender population in these programs. This expansion of rehabilitative services to all prisons effectively allows significantly more offenders to participate in programming annually. With newly developed counting rules, DRP anticipates using the cohort of offenders included in "minimum participation" to define who has "participated" in programming. This definition and counting measure was developed to mitigate prior counting rule concerns surrounding participation.

Although there are numerous variables that ultimately determine programmatic placement, DRP prioritizes placement by the offenders assessed level of need for services (COMPAS), their assessed risk to recidivate (CSRA), and their earliest possible release date (focusing on offenders within five years of their earliest possible release date). While the aforementioned criterion remain DRPs target prioritization – importantly – Title 15, Section 3375(b), states that the classification process shall take into consideration an inmate's needs, interests, and desires, the behavior and placement score ultimately make the placement based upon the outcome of the individual's classification committee. This classification process can supersede any assessment-based prioritization. As DRP develops a cohort of offenders under the new counting

rules (beginning July 1, 2017), DRP anticipates analyzing and redefining any prior goals related to offender participation/target populations.

Minimum participation is defined as the number of offenders who have been enrolled in a program for a minimum of 30 *calendar* days. This counting rule, as a simple validation, also requires that there be associated "X-time," which represents an offender's in-classroom time. As discussed, this counting rule was developed to mitigate prior counting rule issues related to program participation. Because this rule covers 30 *calendar* days, it can translate to various estimated programming days depending upon the program type (number of times/week and overall length of program). For a five-month substance use disorder treatment (SUDT) program, it would relate to enrollment for one month (or approximately 20 percent of total program time an offender should be enrolled) before being considered as participating. Comparably, for a cognitive behavioral treatment component such as criminal thinking, which meets twice weekly for three months, it would equate to enrollment for 30 calendar days, represent a minimum of eight days of programming (2 days/week for 30 calendar days), or approximately 30 percent of total program time an offender should be enrolled before being considered as participating.

The Board acknowledges the department's effort to quantify a level of participation to count as meeting a need or benefitting from a program. This is a definite progression from the former "one day" counting rule, where an inmate would be counted as having a need met through program attendance even if the inmate had only attended one day of the class. While the new minimum participation measure is forward progress, the Board would like to encourage the department to develop future meaningful measures pertaining to program participation and completion. As stated in the Board's second recommendation of this report, once the department implements a data collection plan to document the effectiveness of current and future programming, measurements can be applied to further classify program participation as meaningful, in addition to the minimum required attendance for program completions.

To have meaning, there must be something meaningful about the data (for example, it is meaningful to have completed a program, or to have three of four criminogenic needs met, as these have important connotations in the criminal risk literature). Once it is found that a certain number of hours/days in a program leads to reductions in institutional behaviors, that number would then be meaningful in measuring program effectiveness and optimal outcomes.

Develop Case Management Plan

A case 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 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.

The department implemented a SOMS case plan functionality of recommended and current/completed rehabilitative programs timelines in September 2016. The goal was 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. The Rehabilitative Case Plan (RCP) is currently utilized for various purposes. Correctional counselors and other in-prison program staff are using the RCP as a tool to assist with determining assessed needs for possible program placement into various rehabilitative programs prior to an offender's committee actions. Correctional counselors assigned to the Male Community Reentry Programs (MCRP) provide the RCP to the appropriate stakeholders to assist in developing a participant's Individual Reentry Plan while at the MCRP.

For informational purposes on an offender's prior in-prison plan and program accomplishments, the RCP is also included in all Post Release Community Supervision (PRCS) packets. The department is in the process of including the RCP in the Division of Adult Parole Operations (DAPO) parole packets; currently DAPO agents have access to SOMS and can use the system remotely to review the RCP while an offender is still in prison. In order to ensure the relevant information on the case plan is still available should a hard-copy not be received, SOMS end users can still access a summary of the offender's educational history, course transcripts, test scores, previous programming, and job assignments, any achievements earned, certificates or diplomas awarded, and a summary of any institutional work skills. Appendix A provides an example of a rehabilitative case plan.

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 program capacity. Capacity[5] 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, transitions programs were primarily at the 13 institutions designated as reentry hubs, geared toward medium and high risk offenders. The department has expanded reentry hub services to all 35 adult institutions, and in July 2016, the institutions began moving transition services to the education departments, as opposed to renewing contracts with outside counselors.

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[5] Appendix B, the in-prison programming matrix, lists the programming summary totals for at all adult institutions and in-State contract facilities.

Table 7: Adult Rehabilitative Program Capacity

Rehabilitative Program	June 2015	June 2016	June 2017
Academic Education[6]	41,982	41,784	44,365
Career Technical Education	8,478	8,694	9,045
In-Prison Substance Abuse	6,072	7,747	11,645
In-Prison Employment Programs	6,885	7,380	21,553
In-Prison Cognitive Behavioral Treatment:			
Anger Management	3,840	4,176	8,208
Criminal Thinking	3,840	4,128	8,160
Family Relationships	1,684	2,272	4,312
Victim Impact	576	336	336
Post-Release Substance Abuse	5,020	4,020	8,926
Post-Release Employment	5,801	6,050	5,940
Post-Release Education	6,414	7,134	6,999
Total Capacity for All Programs	90,592	93,721	129,489

In Prison Programs—Miscellaneous Benchmarks

The OIG obtained rehabilitative programming figures for Fiscal Year 2016–17 from the department's Division of Rehabilitative Programs (DRP) and Office of Correctional Education (OCE) and performed fieldwork to determine the operational status of the various in-prison programs at each institution.[7] In order to determine the operational status, the OIG acquired the rehabilitation authorized position counts per institution, discussed any discrepancies with education managers at 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. Solely having an instructor hired does not deem a course as fully operational.

The OIG's fieldwork at all prisons found that 84 percent of the academic education programs and 79 percent of the CTE programs were operational. From the last OIG report issued in March 2017, this represents a 2 percent increase in academic education programs and a 1 percent decrease for CTE programs. Although education figures only had a slight increase and CTE had a slight decrease, overall, since the *Blueprint* began, the number of program opportunities and participation continues to rise. For the remaining in-prison programs, 71 percent of the SUDT

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[6] Academic and CTE report as a daily budgeted capacity. All other programs report the average number of times a program can be completed in one fiscal year (annualized).
[7] Appendices, B, C, and D list the in-prison programming matrix, current programming, and proposed programming for FY 2017–18.

slots are filled, 80 percent of the cognitive behavioral therapy (CBT) slots are filled, and 84 percent of the pre-employment transitions (PET) classes are fully operational. From the last OIG report issued in March 2017, participation in each of these areas increased significantly – 21 percent in SUDT, 28 percent in CBT, and 24 percent in PET.

Staffing

As of June 30, 2017, the department reported 550 academic teacher positions (general population, alternative programming, and voluntary education program) and 301 CTE teacher positions. The OIG found that there were 86 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.

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) has developed Training for Trainers (T4T) to increase learning opportunities for instructors, as well as Professional Learning Communities (PLC) that will empower staff to become instructional leaders and increase information sharing within and between the 35 adult institutions.

An overview of the T4T and PLCs has been provided to principals during quarterly meetings. The Professional Learning Communities (PLCs) pilot was conducted at Folsom State Prison (FSP) during Fiscal Year 2016–17. During Fiscal Year 2017–18, 12 prisons will receive the PLC training and OCE plans to expand PLC training to all prisons in the future.

OCE has trained 87 participants for T4T, in Transformative Correctional Communications (TCC). Regional Trainings blend best and evidence-based correctional rehabilitative practices with adult learning theory. The goal is to improve communication, inmate/student motivation and positive interactions between OCE staff and justice-involved individuals.

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 ninth-grade level. For offenders reading at

ninth-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 ninth 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) VEP with a ratio of 120 offenders per teacher. Modifications to the daily student-inmate capacity for classrooms may also be modified due to restrictions by the Fire Marshall.

The department identified a total of 550 academic positions (general population, alternative programming, and VEP) to become operational during Fiscal Year 2016–17. From May 2017 through June 2017, OIG staff reviewed the institutions' documents and performed 35 site visits to determine whether 550 academic positions, as provided by DRP, were fully operational. At the conclusion of the fieldwork, the OIG found 464 of the 550 positions were fully operational, an 84 percent rate of compliance. This represents a two percent increase from what was documented in the OIG's March 2017 *Blueprint* Monitoring Report.

Academic Education Program Capacity, Enrollment Utilization, and Attendance

As of June 30, 2017, the academic education capacity is 44,365. The following graphs illustrate the academic education enrollment utilization (percent of budgeted capacity by month) and attendance rates for the same period. [8] Attendance (formerly termed utilization) is the percentage of available program hours an inmate actually spends in the program.

Enrollment rates are fairly consistent in the low 80 percent range. The department now tracks "active capacity," a more precise operational measure. Active capacity discounts for vacancy and space restrictions on programming, reflecting the actual number of enrolled participants for the available program slots and teachers currently available. The active capacity percentages are higher than budgeted capacity for these reasons. The next reporting period will include active capacity measures related to programs.

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[8] Please refer to Appendix E for academic and CTE teacher distribution and budgeted capacity.

Table 8: Academic Education Program Capacity and Enrollment Utilization (FY 2016–17)
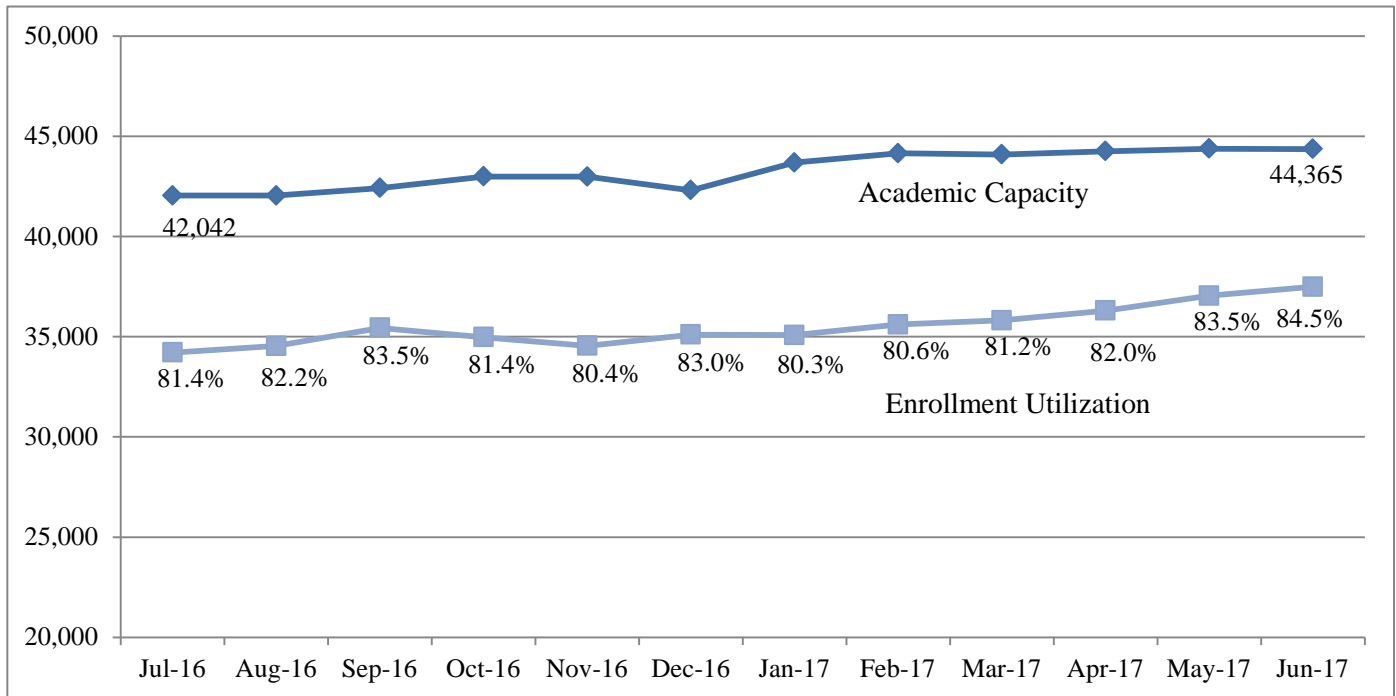
Table 9: Academic Education Program Attendance Rates (FY 2016–17 Data)
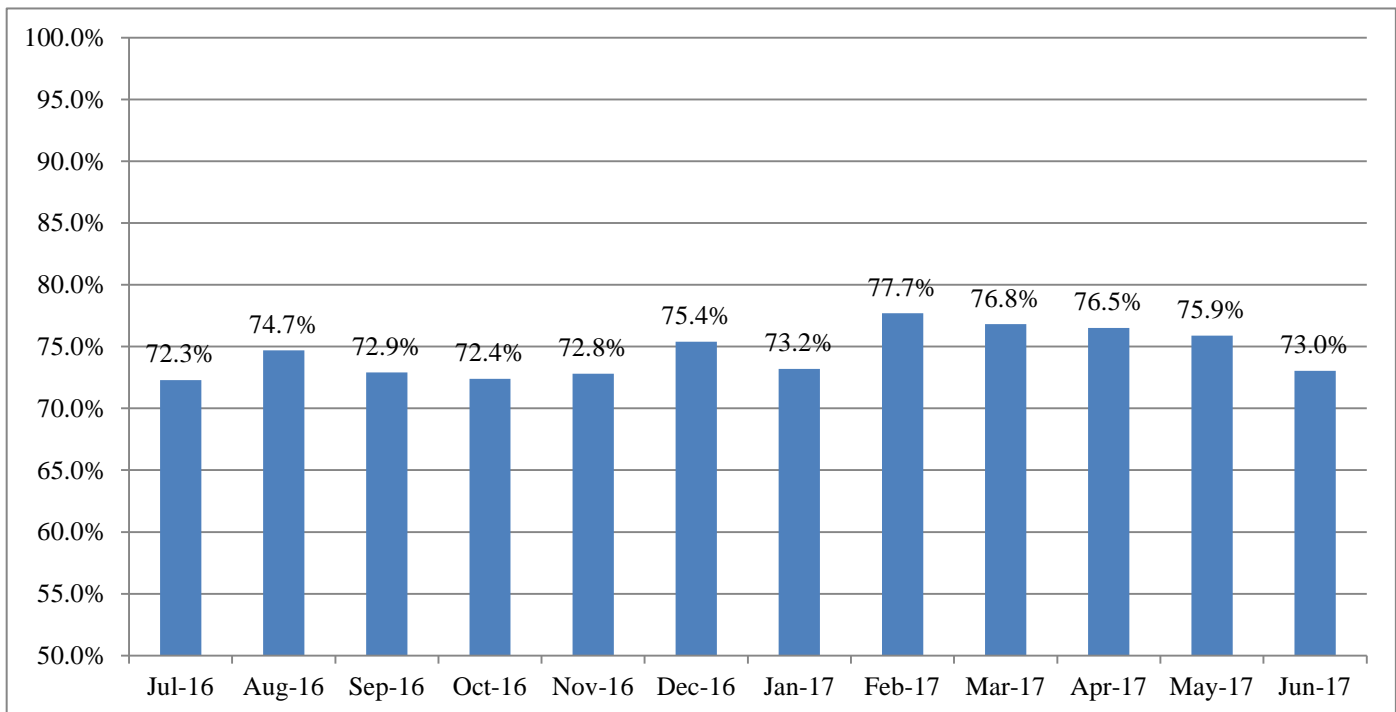
Academic Achievements and Program Completions

The department has continued to increase college course completions and reports that participation 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. In 2014, the department only had one face-to-face college program at one institution. As of June 30, 2017, the department has face-to-face college programs at 32 institutions with two additional institutions starting face-to-face college programs in Fall 2017. According to the department, there are currently 17 colleges (16 community colleges and one California State University) offering face-to-face instruction. 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 10: Achievements and Completions (July 2016–June 2017 Data)

Academic Achievements and Program Completions	Jan–June 2015	July–Dec 2015	Jan–June 2016	July–Dec 2016	Jan–June 2017
CASAS Benchmarks	13,810	16,568	21,336	9,128	9,977
TABE Achievements	1,610	4,607	3,190	1,131	1,370
GED/HSE Sub-Tests Passed	1,552	3,232	5,174	5,698	6,772
GED/HSE Completions	237	601	1,311	2,008	1,998
High School Diplomas	67	74	126	30	66
College Course Completions	6,554	7,718	9,113	6,135	4,330
AA Degrees Earned	143	116	225	265	200
BA Degrees Earned	5	6	12	4	1
MA Degrees Earned	1	0	1	1	0

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 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 also offers 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. eReaders provide 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 CDCR has provided 45,544 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 60 percent of total usage. The department currently has 14,581 students who are active in the eReader system. Additionally, the department now offers academic milestones for eReader programs.

Career Technical Education Programs

The department identified a total of 304 CTE positions to become operational during Fiscal Year 2016–17. From May 2017 through June 2017, OIG staff reviewed the institutions' documents and performed site visits to determine whether 304 CTE positions were fully operational. At the conclusion of the fieldwork, the OIG found 239 of the 304 were fully operational, a 79 percent rate of compliance. This represents a 1 percent decrease from what was documented in the OIG's March 2017 *Blueprint* Monitoring Report. As has been reported in the past, the most common reason CTE courses have not been operational is due to instructor vacancies. One example of a position with a high vacancy rate is the heating, ventilation and air-conditioning (HVAC) position, which had only 6 of 14 positions (43 percent) filled and operational during the OIG's review.

Career Technical Education Program Capacity, Enrollment Utilization, and Attendance

As of June 30, 2017, there were 9,045 available CTE slots, and of those, approximately 70 percent were operational.[9] The capacity of 9,045 slots for CTE programs represents an increase of 351 CTE slots as reported in the September 15, 2016 C-ROB Report. The following graphs illustrate the CTE enrollment utilization (percent of budgeted capacity by month) and attendance

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[9] Appendix E details the Academic and CTE Teacher Distribution and Budgeted Capacity.

rates for the same period. The department's CTE capacity and enrollment have remained relatively level, however, basic increases and decreases in attendance rates are often due to changes in available programs.

Table 11: CTE Program Capacity and Enrollment (July 2016–June 2017 Data)
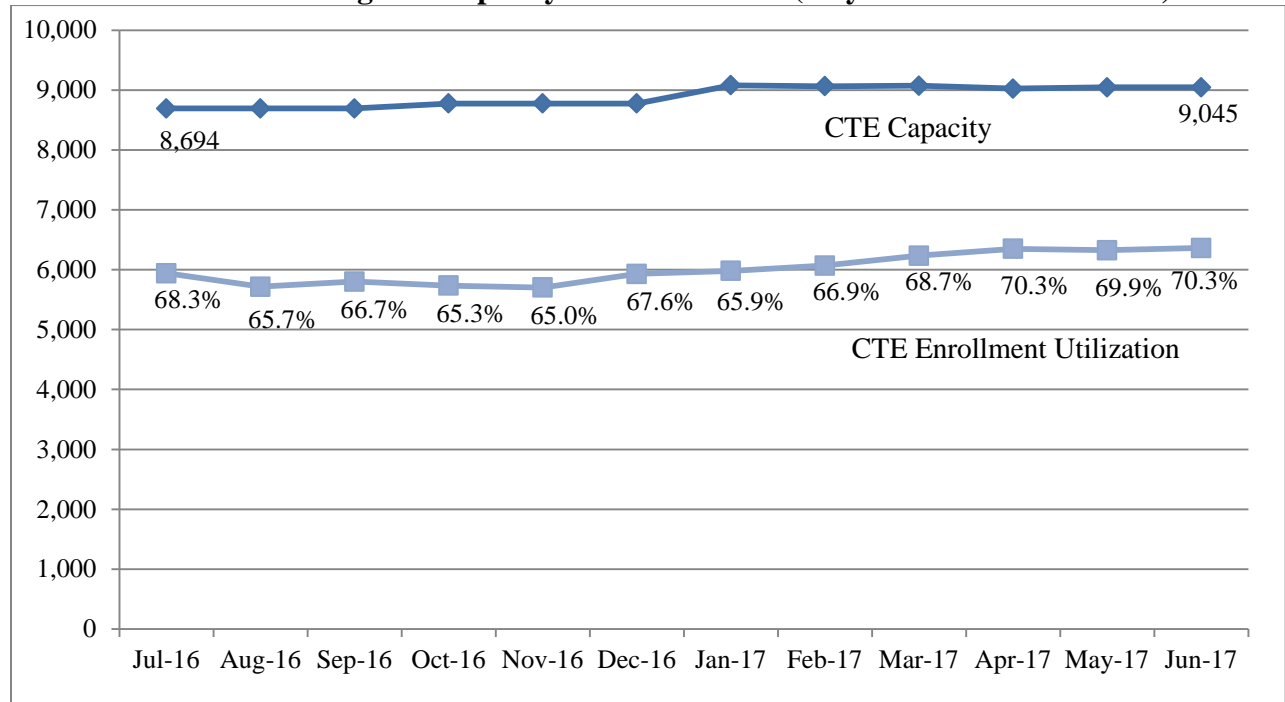
Table 12: CTE Program Attendance Rates (July 2016–June 2017 Data)
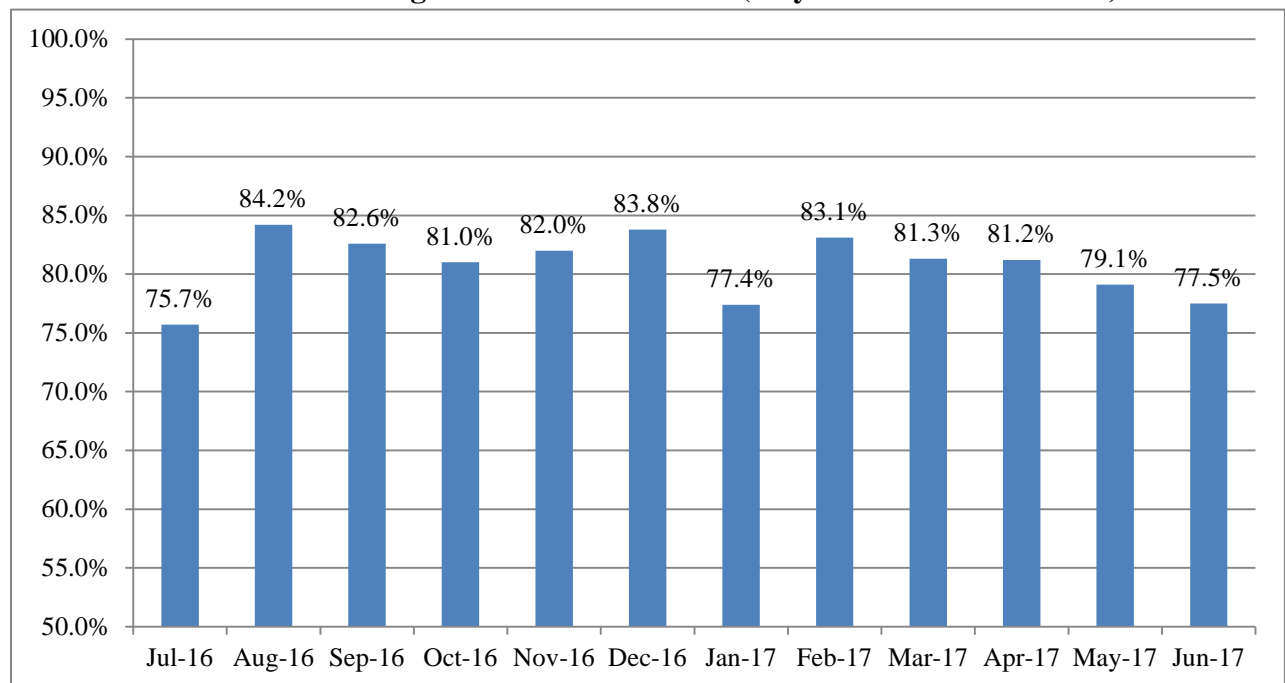
Career Technical Education Achievements and Program Completions

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 13: CTE Achievements and Program Completions

	FY 2015-16		FY 2015-16 Totals	FY 2016-17		FY 2016–17 Totals
	July-Dec 2015	Jan-June 2016		July-Dec 2016	Jan-June 2017	
CTE Component Completions	3,364	5,665	**9,029**	4,669	5,721	**10,390**
CTE Program Completions	1,045	1,854	**2,899**	1,481	1,780	**3,261**
CTE Industry Certifications (without component or program completion)[10]	4,532	3,817	**8,349**	9,829	11,271	**21,100**

Over the past several years, vendors of career technical certification examinations have migrated from paper and stand-alone processes to on-line, cloud-based methods. The two highest volume trades, Office Services and Related Technologies and Computer Literacy, could no longer certify. As an interim solution, CDCR installed Digital Certification Labs at 23 institutions for wired access to those specific CTE certifications (Digital Literacy, Microsoft Office Specialist Certification Word 2010, Excel 2010, and PowerPoint 2010) via two to three hardwired computers, but this does not create a sustainable or ideal solution regarding online certification. Following the interim solution, funding was received via the 2016–17 Budget Act to both update CTE curricula and develop secure wireless online access for additional online certifications. Although this is expected to be fully rolled out over multiple fiscal years, DRP began the first phase by implementing a pilot of 13 wirelessly connected classrooms for 11 trades at Folsom State Prison/Folsom Women's Facility. In its finality, components of online curriculum, practice tests, and certifications will be rolled out for up to 20 trades at 35 Institutions via wireless access.

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. The department has moved from the previous Reentry Hub

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[10] In Fiscal Year 2016–17, this SOMS-reported figure is capturing all CTE certifications, which can include both final industry certifications and certifications achieved in the course of program completion.

model programming at specific institutions and has successfully implemented CBT programming in all CDCR adult institutions. This continuity of care based model aims to provide access to offenders with an assessed need for services and allows them to receive services within their current yard and institution without interruption to other existing offender activities (employment, family reunification strategies, education, etc.).

From May 2017 through June 2017, OIG staff reviewed the institutions' documents and performed site visits to determine whether CBT programs were implemented. The OIG found that 4,720 of the planned 5,940 slots were fully operational, an 80 percent rate of compliance. This is an increase of 28 percent from the last report.

Substance Use Disorder Treatment Programs

The department offers evidence-based SUDT 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.

In order to ensure appropriate flexibility to best serve the offender population, DRP has allowed enrollment practices to vary for SUDT/CBT services from institution to institution based on the best fit for that population and the ability of the curricula to fit open-enrollment. Institutions that are able to house and or filter SUDT/CBT eligible offenders in a primary location can have an open enrollment (e.g., A-facility and B-facility population intermingle because of custody and classification, all programs in A/B complex visiting room, and curricula appropriately allows for it). Open enrolled courses allow slots to be backfilled when vacated with the curriculum provided continuously. Institutions that move the programs from yard to yard based on offender assessed needs and time to serve will generally have closed courses. Closed courses activate slots and complete the SUDT/CBT course. After completion of the program, the SUDT/CBT course rotates to a different yard (e.g., A-facility and D-facility population cannot intermingle). Any initial lower enrollment should purely be related to hiring treatment facilitators/counselors. In either case, beyond flexible, open-enrollment curricula, backfilling enrollment if a participant vacates the program would only occur within a small window at the beginning of the program and is dependent on whether the offender will be able to make up the curricula appropriately during the course timeframe.

Program Capacity, Enrollment Utilization, and Attendance

As of June 30, 2017, the capacity for SUDT programming is 4,852, including 88 enhanced outpatient program slots.[11] This is an increase of 1,712 from June 30, 2016, when the SUDT capacity was 3,140. From May 2017 through June 2017, OIG staff reviewed the institutions' documents and performed site visits to determine whether SUDT programs were implemented,

[11] This data includes SUDT for non-reentry hubs, reentry hubs, and LTOPs.

including long-term offender programs (LTOPs). In total, the OIG found that 3,316 offenders occupied the 4,660 operational slots, a 71 percent rate of compliance. This is an increase of 21 percent from the last OIG report issued in March 2017. This increase is also due to the statewide reentry model as SUDT programs were previously primarily only offered at one of CDCR's 13 reentry hubs. The following graphs illustrate the SUDT program enrollment utilization (percent of budgeted capacity by month) and attendance rates for the same period.

Table 14: SUDT Program Capacity and Enrollment (July 2016–June 2017 Data)
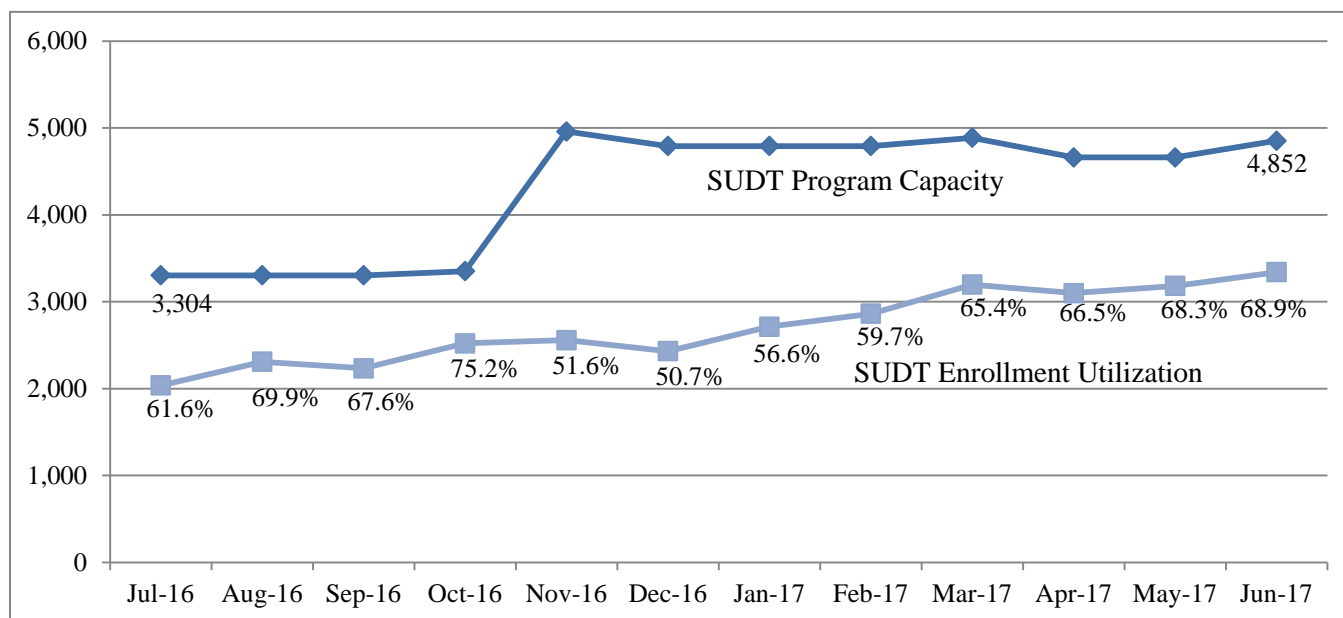
Table 15: SUDT Program Attendance Rates (July 2016–June 2017 Data)
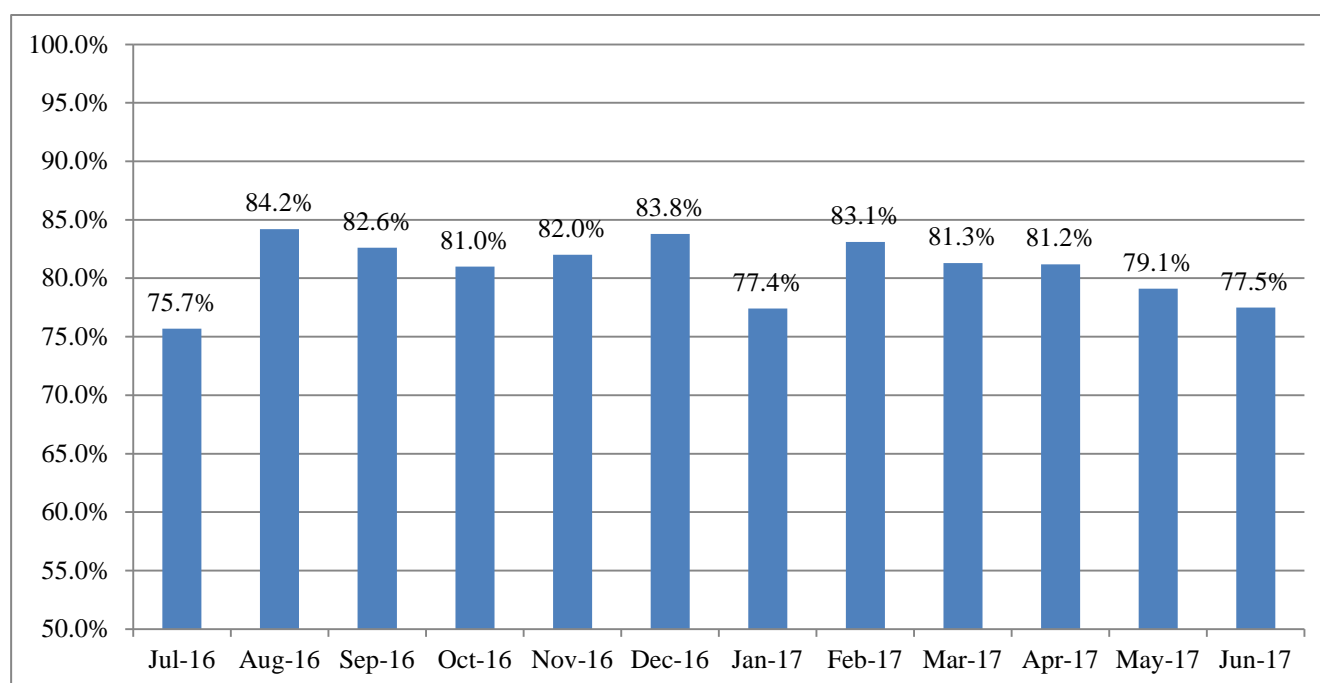
Substance Use Disorder Treatment (SUDT) and Program Completion

The following tables display the SUDT completions and exit rates for Fiscal Year 2016–17 for both in-prison and community aftercare programs. A non-completion exit from SUDT 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.

Table 16: In-Prison SUDT Completions and Exit Rates (FY 2016–17)

Month	Total Exits	Completions	Other Exits	% Completions
Jul-16	587	361	226	61.5%
Aug-16	561	292	269	52.0%
Sep-16	600	286	314	47.7%
Oct-16	505	242	263	47.9%
Nov-16	590	285	305	48.3%
Dec-16	572	329	243	57.5%
Jan-17	789	412	377	52.2%
Feb-17	792	322	470	40.7%
Mar-17	813	391	422	48.1%
Apr-17	1,004	413	591	41.1%
May-17	996	408	588	41.0%
Jun-17	918	540	378	58.8%
Average Completions FY 16/17				**49.7%**

Table 17: Community Aftercare SUDT Completions and Exit Rates (FY 2015–16)

Month	Total Exits	Completions	Other Exits	% Completions
Jul-16	853	291	562	34.1%
Aug-16	912	315	597	34.5%
Sep-16	844	270	574	32.0%
Oct-16	1,016	367	649	36.1%
Nov-16	1,004	321	683	32.0%
Dec-16	1,099	350	749	31.8%
Jan-17	1,164	382	782	32.8%
Feb-17	1,084	262	822	24.2%
Mar-17	1,424	275	1,149	19.3%
Apr-17	1,270	217	1,053	17.1%
May-17	813	196	617	24.1%
Jun-17	372	114	258	30.6%
Average Completions FY 16/17				**29.1%**

Offenders who received in-prison SUDT and complete aftercare have the lowest return-to-prison rate (15.3 percent).[12] The three-year return-to-prison rate increases by nearly 20 percentage points if an offender only receives some aftercare. Among offenders who received in-prison SUDT, offenders who do not receive aftercare return to prison at the highest rate (41.3 percent). Overall, offenders who received in-prison SUDT, regardless of aftercare, have a lower return-to-prison rate than the state-wide rate percent.

The completion rate of less than 50 percent for this fiscal year for in-prison substance abuse is concerning. The aftercare completion rate averaging only 29 percent for the fiscal year is a red flag to effective reentry efforts and recidivism reduction strategies. The Board underscores the importance of an effective SUDT program both in-prison and community aftercare, and is hopeful the department will take measures to increase the number of completions in both areas.

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.

"Another Chance, a Better Choice," was developed by the Sacramento Employment and Training Agency (SETA). The curriculum is designed to teach job readiness, job search skills, and prerequisite skills needed for today's competitive job market. It includes practical and strategic information, hands on activities, individual and team oriented exercises, role playing, and motivational information for encouragement. In addition to employment preparations, another focus is financial literacy and education curricula, called "Money Smart." DRP believes financial education fosters financial stability for individuals and for entire communities upon an offender's release. With the recognition from the department that poor financial decisions could result in years of financial pain, the more offenders know about credit and banking services, the more likely they are to make informed decisions on money matters, save money, and improve their financial health and well-being. The Money Smart curriculum helps individuals build financial knowledge, develop financial confidence, become more money-savvy, and use banking services effectively. It consists of 11 modules developed by The Federal Deposit Insurance Corporation (FDIC). Money Smart was designed for adults who are unbanked and under-banked and who would like to improve their financial lives and credit histories.

From May 2017 through June 2017, OIG staff reviewed the institutions' documents and performed site visits to determine whether transitions programs were fully implemented. The

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[12] CDCR's 2015 Outcome Evaluation Report

OIG found that 2,141 of the planned 2,536 slots were fully operational, an 84 percent rate of compliance. This is a 24 percent increase from the last report. This increase is due to the statewide reentry model implemented during Fiscal Year 2016–17 as PET programs were previously only offered at one of CDCR's 13 reentry hubs.

Long Term Offender Model

The Long Term Offender Program (LTOP) 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 SUDT, criminal thinking, anger management, victim's impact, and family relations cognitive behavioral modalities.

Expansion contracts for cognitive behavioral treatment (CBT) LTOP were executed on July 17, 2017. The CBT-LTOP will occur at 30 CDCR institutions that have an appropriate offender population with long-term sentences. The programming consists of SUDT, Anger Management, Criminal Thinking, Family Relationships, Victim Impact, and Denial Management. Currently, the programming is just beginning as contractor staffing is hired. CBT-LTOP is a voluntary program that provides evidenced-based programming to offenders who are subject to the Board of Parole Hearings (BPH) parole suitability process. Similar to other DRP CBT programming, the goal of the LTOP is to provide CBT programming to address criminogenic needs and risk, thereby reducing the likelihood of reoffending. Specific programs and locations are listed in Appendix B, the in-prison programming matrix.

Additionally, the Offender Mentor Certification Program (OMCP) continues to provide an opportunity for long-term offenders to complete a certification program in alcohol and other drug counseling. There are currently 31 mentors statewide who have fully completed the curricula and required certification. 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 SUDT programs. 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 CBT 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 CBT 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 eight 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 in *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, and now SDP inmates are only located at two institutions.

California State Prison Corcoran

There are currently three SDP inmates housed at CSP-Corcoran. There are three SDP facilitator positions currently filled by one fulltime employee, one is in process of being filled, and one is filled by a retired annuitant. The SDP facilitators provide the evidence-based rehabilitative programs Building Resilience and Bridges to Freedom to approximately 200 inmates on the level III sensitive needs yard (SNY), level IV SNY, and approximately 70 security housing unit and debriefing unit inmates. In the Detention Processing Unit (DPU), these facilitators coordinate the use of space with education, self-help and other program providers.

Pelican Bay State Prison

There are a total of four inmates in security housing units at PBSP currently assigned to the SDP. Three additional inmates who have minimum eligible release dates (MERD) in 2018/2019 will be placed in Step 1 of the SDP at the expiration of their MERDs. There is one fulltime employee and one vacancy due to retirement. Currently in the PBSP security housing unit groups meet on a weekly or bi-weekly basis. Current groups in the security housing unit provide programming for approximately 70 inmates on a weekly basis. All of the groups have waitlists. The groups include communication skills, creative writing, art class, building resilience, book club and religious studies. Currently in the restricted custody general population the department offers a book club. Additionally, six inmates in the restricted custody general population voluntarily complete the SDP workbooks. Workbooks are issued on a monthly basis and their progress is reviewed with them when their next workbook is delivered.

SDP

At Pelican Bay there are a total of four inmates in PBSP SHU currently assigned to the SDP.

- Step 1 = 2 inmates
- Step 2 = 0 inmates
- Step 3 = 1 inmate
- Step 4 = 1 inmate

The Step 1 inmates are issued workbooks in cell; the facilitator meets with them monthly to discuss their progress and discusses any questions or concerns they might have. The next workbook is also issued at that time. Additionally, these inmates are eligible to participate in other groups that are being held in the SHU. The Step 3 inmates are also issued a workbook. Weekly, the Step 3 inmates are brought out of the cell and go to the SHU group room for two hours to discuss their progress and future goals. Step 3 inmates are also eligible to participate in the groups offered in SHU. Step 4 inmates are also issued a workbook and are eligible to participate in SHU groups.

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 enterprises and providing over 7,735 offender assignments.
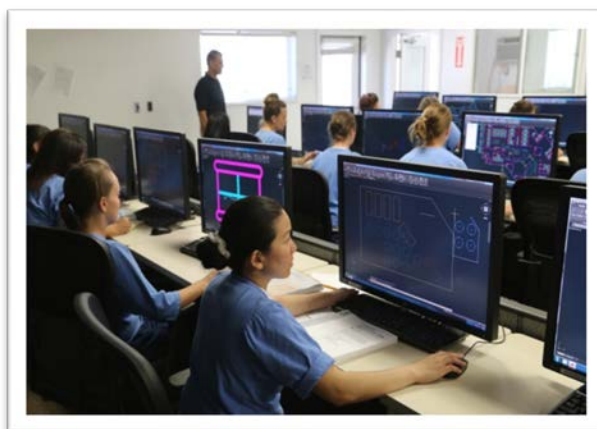
CALPIA offers 125 nationally recognized accredited certifications. In Fiscal Year 2016–17, over 4,540 offenders successfully completed an accredited certification program, and over 559 received a certificate of proficiency or Standard Occupational Code Proficiency certification. When offenders are released, CALPIA's Industry Employment Program (IEP) is focused on improving the ability of offenders to effectively transition from prison to the community and successfully obtain jobs when they come home.

Career Technical Education Program Expansion

Beginning in Fiscal Year 2013–14, the California Department of Corrections and Rehabilitation's (CDCR) Division of Rehabilitative Programs (DRP) entered into an interagency agreement with the CALPIA to implement Career Technical Education (CTE) programs at five institutions. This DRP-funded agreement provides for 14 CTE programs, with courses in construction labor, carpentry, ironworker, facilities maintenance and repair, culinary, marine technology, computer-aided design (AutoCAD), and computer-coding. The current interagency agreement between CDCR and CALPIA continues to remain in place through 2016–17 and reimburses CALPIA $2.6 million annually. In Fiscal Year 2017–18, CALPIA will receive an additional $2.6 million in ongoing funding to expand CTE instruction at an additional five sites for a total of ten locations under this DRP-CALPIA agreement.

CALPIA has also begun partnering with CDCR's Division of Juvenile Justice to implement new programs for the youth correctional facilities. Starting in Fiscal Year 2017–18, CALPIA will deploy a new CTE Construction Laborer program at N.A. Chaderjian Youth Correctional Facility and a CTE Computer-coding program at Ventura Youth Correctional Facility.

Recidivism Study

CALPIA partnered with the University of California, Irvine (UCI), and Center for Evidence-Based Corrections, to study the rates of recidivism among CALPIA participants. The study began in May 2017 and will examine the return-to-custody rates within a two-year period among offenders who have participated in a CALPIA program. The full milestone completion credit schedule for programs is listed in Appendix I.

Arts in Corrections

Arts in Corrections is a partnership between CDCR and the California Arts Council (CAC) to combat recidivism, enhance rehabilitative goals, and improve the safety and environment of state prisons. Arts programming now reaches all 35 state adult correctional institutions—a significant increase from the 20 institutions served by the program in the previous fiscal year.

Administered by CAC, the Arts in Corrections program enhances rehabilitative goals, improves the safety and environment of state prisons, and combats recidivism. Services provided span the full spectrum of art disciplines, with organizations offering instruction in theater, guitar, dance, creative writing, and Native American beadwork, among many others.

California's Arts in Corrections program is funded by DRP. Since the program's re-launch in 2013, CDCR's investment has increased from $2.5 million in the first two years to an $8 million annual commitment. California's Arts in Corrections program has become internationally renowned for its high-impact, innovative approach to addressing the state's critical public safety needs and rehabilitative priorities through the arts.

Reentry Through the Arts (RTA) is a new, two-year pilot grant program rooted CACs belief that the arts are a powerful vehicle for positive change in people, communities and society. RTA was initiated in response to the Senate Budget Act of 2016 that states "The Arts Council shall develop a reentry or bridging program to facilitate and expand arts programs designed to help inmates transition from incarceration back into their communities and prevent those on probation, parole, or post-release community supervision from being incarcerated."

For this pilot program, RTA grants will support high quality arts programs for people who have been convicted of a criminal offense and have served time in correctional institutions. The proposed grant project must have the arts as a central component of a holistic and integrated approach to reentry that also identifies other community-based support services including but not limited to job skills training, job placement, mental health and wellness, drug treatment, and/or case management.

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, including CBT, 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, 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) now collectively referred as Inmate Activity Groups (IAGs), 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 300 IAGs currently programing 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, victims' 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 IAGs 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 group's priority in the limited funding for sponsors may result in more inmates having access to this type of rehabilitative programming opportunity.

One of the recommendations from the 2016 report was to increase program sponsors consistent with the rapid program expansion and demand. The department replied that collaboration with Arts in Corrections and innovative grants remains a priority. Included in the 2017–18 Budget Act was a provision that allows the department to internally redirect one-time funding to support Innovative Grants for Long-Term Offenders for an additional year. Additionally, the department has continued discussions regarding the potential for other grant-like opportunities to have non-department individuals provide rehabilitative programming with a focus on sustainability

following funding. Further, as CDCR moves forward with implementation of Proposition 57 the needs related to self-help sponsors for Rehabilitative Achievement Credits (RACs) will be closely monitored. The Division of Adult Institutions (DAI) has also provided direction to the institutions to maximize the utilization of self-help sponsors by implementing a roving self-help sponsor when feasible.

Innovative Programming Grants

Round I and II

In May 2015, the Legislature provided the first innovative programming grants for developing volunteer-based programs at institutions with a low volunteer base. As a result of round I grant funding, the department awarded $2.5 million in grants to nonprofit organizations and eligible volunteers to encourage innovative programs and volunteerism. The grant period was from April 20, 2015 through June 30, 2016 and the funding was received June 30, 2016. Of the $2.5 million, $2 million came directly from the inmate welfare fund, 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 programs were expected to continue. As of June 2017, of the 39 grants awarded, 34 have sustained their programs.

In March 2016, the Legislature provided the department an additional $3 million for a second round of grants (round II). The grant period was from March 1, 2016 through June 30, 2017 and the funding was received June 30, 2017.

Current Round III Innovative Programming Grants

While the initial rounds of innovative programming grants were only available on a one-time basis, the third round of innovative funding was unique as it extended the grant funding to three years. The grant period for Fiscal Years 2016–17, 2018–19, and 2019–20 is March 1, 2017, through February 28, 2020. The 2016–17 budget also included $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.[13] The grant period for these programs is from March 1, 2017, through June 30, 2018. Trailer bill language states the $3 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.[14]

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[13] California State Budget 2016-17
[14] Senate Bill 843, Section 5027 (b)

In June 2017, the Legislature also authorized CDCR to utilize $5.5 million to be redirected for one year to continue innovative programming for long term offenders.[15] The Legislature additionally authorized CDCR to utilize $500,000 to be redirected for the purpose of implementing an innovative grant program within DJJ. Grants will be provided to all three juvenile justice facilities and are to be used to provide funding to not-for-profit organizations wishing to expand programs currently provided in either California state prisons, county juvenile facilities, or in schools and communities targeting at-risk juveniles. The one-time grants will be awarded for a three-year period and will fund programs that demonstrate that they will become self-sufficient or will be funded in the long term by donations or another source of ongoing funding. DJJ will work with DRP to award the grants, with any unspent funds revering back to CDCR's fund source at the end of three years. Refer to Appendix F for complete lists of round I, II, and III 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, 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 an Enhanced Outpatient Program (EOP).

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[15] Assembly Bill 97, 5225-008-001, Provision 2

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 I provides a complete milestone credit-earning schedule.

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.

Proposition 57 — Public Safety and Rehabilitation Act of 2016

In November, California voters passed Proposition 57, the Public Safety and Rehabilitation Act of 2016. The ballot measure's objectives are to enhance public safety, emphasize rehabilitation, and prevent federal courts from indiscriminately releasing prisoners. CDCR has drafted regulations and communicated with stakeholders to establish the Proposition 57 process. It will require judges, rather than prosecutors, to determine whether juveniles charged with certain crimes should be tried in juvenile or adult court. It establishes a parole consideration process for non-violent offenders who have served the full term for their primary criminal offense and who demonstrate that they should no longer be considered a current threat to public safety. It also gives inmates the opportunity to earn additional credits for good behavior and participation in rehabilitative, educational, and career training programs, so they are better prepared to succeed and less likely to commit new crimes when they reenter their communities. The changes proposed in the Proposition 57 regulations require CDCR to properly provide training to staff, as well as update information technology systems, and revise credit calculations systems.

Expanded Credit Earning Opportunities

Under the Proposition 57 regulations, inmates will be able to earn credits if they complete approved rehabilitative programs and activities. Credit-earning opportunities are available to all inmates with the exception of those who are condemned or serving life sentences without the possibility of parole. Credits will be applied prospectively with the exception of Educational Merit Credit, which will apply retrospectively if earned during the inmate's current term of incarceration.

CDCR can revoke credits, with the exception of Educational Merit Credits, if an inmate violates prison rules. Inmates have the right to appeal any revocation of credit and the credits will be restored if the disciplinary action is reversed as a result of a successful administrative appeal or court action. Inmates who perform a heroic act in a life threatening situation may be eligible to receive the Extraordinary Conduct Credits.

Good Conduct Credits

Most inmates currently receive some form of Good Conduct Credit (GCC) if they comply with prison rules and perform duties as assigned. Effective May 1, 2017, GCCs have been awarded as follows:

Inmates Eligible	Prior GCC Credits	GCC Changes
• Violent offenders serving determinate sentences or indeterminate life sentences	0 to 15%	20%
• Nonviolent second- and third-strikers	0 to 33.3%	33.3%
• Day-for-day offenders	50%	50%
• Offenders with violent offenses serving in fire camps	15%	50%
• Day-for-day minimum-custody offenders • Nonviolent offenders serving in fire camps	33.3% to 66.6%	66.6%

Milestone Completion Credits

The Milestone Completion Credits are an existing type of credit awarded to eligible inmates for successful completion of a specific education, career training or self-help program that has attendance and performance requirements. Milestone Completion Credits will be awarded for achievement of a specific objective based on instruction and classwork time. Milestone Completion Credits are currently capped at a maximum of 6 weeks in a 12-month consecutive period. Proposition 57 increases Milestone Completion Credits to 12 weeks in a 12-month consecutive period, starting on August 1, 2017. The updated milestone program schedule is attached in Appendix I.

Rehabilitative Achievement Credits

Hundreds of self-help and inmate-activity programs offered in California prisons are intended to promote rehabilitation or positive change in behavior of CDCR inmates. Some examples include alcohol and substance abuse prevention, anger and stress management, anti-gang life skills, victim awareness, communication skills through public speaking groups, family reunification, faith-based programs, service dog training, arts in corrections, and best parenting practices, among many others. With a few notable exceptions, there was not a credit-earning opportunity attached to completion of self-help programs before Proposition 57. Beginning on August 1, 2017, Proposition 57 provides one week of credit per 52 hours of programming time up to four

weeks per year and up to 208 hours. No partial credit can be awarded as credit can only be awarded in full one-week increments, based on completion of a qualifying RAC program.

Appendix G lists the names of each RAC eligible program and the corresponding institutions offering each program. To date there are 379 unique RAC-eligible inmate activity groups providing a total of 2,051 program class opportunities available across all 35 California prisons. These programs offer classes on different yards and multiple times per institution, providing hundreds of program slots per institution for inmates to participate in milestone-earning programs. Of the 2,051 program opportunities, outside community volunteers (most from non-profit organizations) lead 66 percent (700) of the RAC-eligible program opportunities.

Inmates assigned to RAC-eligible programs receive an Inmate Assignment Card, issued through the Inmate Assignment Office. The card lists the days and hours of the program and inmates will be entered into the respective waiting lists within SOMS. Inmates cannot be excused or removed from a priority assignment, such as a job assignment or educational placement, to participate in RAC-eligible programs, as the department considers participation in these programs a voluntary privilege. Inmates who complete a RAC-eligible program will be placed at the bottom of the waitlist and the self-help sponsor will assign from the top of the waitlist to participate in the activity. Some RAC-eligible programs, such as AA/NA, will be ongoing. Although most self-help and inmate-activity groups may quality for RAC eligibility, approved programs must be organized to achieve educational or rehabilitative goals, sponsored by department staff or volunteers, and approved by the DAI. Self-help programs funded with innovative grants, including Arts in Corrections, are expected to qualify as RAC-eligible programs.

The RAC approval process will be ongoing and annual reviews for eligibility will be conducted. Inmate-activity programs will be determined at the local level by utilizing the warden's recommendation form RAC. Each facility program will be reviewed with warden's recommendations. A course can only be eligible for milestone completion credits or rehabilitative achievement credits, not both. However, inmates can earn both types of credit.

Educational Merit Credits

Starting on August 1, 2017, Educational Merit Credits will recognize the achievements of inmates who earn a high school diploma or GED, higher education degrees, and the offender mentor certification program available at several adult institutions. This one-time credit may be awarded for each level of educational achievement earned during the inmate's term. At least 50 percent of the credit toward a college-level degree must be earned from a regionally accredited institution while an inmate is in prison on his or her current term. Because it can take years to earn an educational degree, inmates who achieve that goal will be given 3-6 months of credit, which will be applied retroactively if the degree has been completed during the inmate's current term of incarceration.

Internet Protocol Television Integration: DRP TV

In order to enhance and increase access to rehabilitative programming opportunities, the department has initiated the Internet Protocol Television Integration (iPTVI) project, or DRP TV. DRP TV 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 35 adult institutions.

There are 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 Office of Correctional Education (OCE) has established milestone courses for the DRP TV television system, available in summer 2017. Inmates may 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. DRP TV 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 the progress.

Measure Progress: Ensure Program Accountability

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

Prepare for Reentry

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 removed the past criteria for entrance into reentry-related services and opens it up to inmates statewide with an assessed need for services.

Eliminating the current reentry hub programs by name and resetting each institution to provide evidence-based services is anticipated to 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 offender's "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.

California Identification Card Project

The DRP in conjunction with the DAI recently changed the process for providing screening lists. The screening lists now are provided to the warden, facility captains, and correctional counselor staff. There were gaps identified in the delivery of the screening lists and the broader distribution will help to close the information gap that was identified. DRP and the Division of Adult Parole Operations (DAPO) are currently working on a process to deliver identification cards (IDs) to parole offices for those individuals that paroled before their IDs arrived at the institution. DRP anticipates that all policy and procedures should be finalized within the 2017 calendar year.

For the period of July 1, 2016 to June 30, 2017, of the total number of offenders released, there were 9,189 applications that were sent to the DMV for processing (indicating that both the offender was interested and eligible in receiving a California ID), and for this group of offenders, the DMV approved and issued 7,562. Of those issued, 5,760 were released with an ID (76 percent of approved applications). These figures may fluctuate slightly as DRP continues to audit year-end reports related to the issuance of California IDs.

Pre-Parole Process Benefits Program

DAPOs Transitional Case Management Program (TCMP) provides pre-release benefit assistance to all eligible inmates releasing to Parole or Post Release Community Supervision (PRCS) 120 days or less, prior to release from prison. TCMP benefit workers provide Medi-Cal, Social Security Administration (SSA) and Veterans Administration (VA) benefit application assistance.

Assigned Benefit Workers

Benefit workers are assigned to all CDCR adult institutions, Modified Community Correctional Facilities (MCCF) and CDCR Fire Camps. TCMP benefit workers also provide services for any referral received from Atascadero, Coalinga and Patton State Hospital. Benefit workers work a full-time schedule at their assigned institution. Their full-time duties are to provide assistance with the benefit application process. The University of California, San Diego (UCSD) currently has 64 benefit workers and is in the process of hiring one additional benefit worker for SVSP. The tables below indicate TCMP staffing by facility.

Institution	Benefit Staff	Institution	Benefit Staff	Institution	Benefit Staff
ASP	2	COR	1	NKSP	1
CAC	1	CRC	2	PBSP	1
CAL	1	CTF	2	PVSP	2
CCC	1	CVSP	1	RJD	2
CCI	1	DVI	2	SAC	1
CCWF	2	FSP	1	SATF	3
CEN	1	FWF	1	SCC	1
CHCF	3	HDSP	1	SOL	2
CIM	4	ISP	1	SQ	1
CIW	2	KVSP	1	SVSP	2
CMC	2	LAC	1	VSP	2
CMF	2	MCSP	2	WSP	3
Community Benefit Worker	1	Northern Fire Camps	1	Southern Fire Camps	1
				Strike Team	2

Benefit Outcomes and TCMP Dispositions

DAPO continues to strengthen its relationship with all counties through its continued participation in bi-weekly/monthly meetings with Department of Health Care Services (DHCS) and the counties to address any specific issues the counties may be experiencing in facilitating the application review process. On June 15, 2017, the CDCR extended its Data Sharing Agreement with the DHCS through June 20, 2019. This extension will allow both departments to continue to exchange the Medi-Cal application status for inmates served through the TCMP. This information will continue to allow CDCR to more accurately report information related to the high number of "pending" benefit application outcomes, as CDCR is dependent upon the 58 counties to assist in completing the benefit application process and returning the approval or denied documentation to the prison, prior to the inmate's release.

CDCR is currently screening 100 percent of all inmates for benefit eligibility, and is providing benefit assistance services to 77.6 percent of the inmate population prior to release. Additionally,

TCMP identified 3.6 percent of the inmate population as having access to other insurance, 5.4 percent ineligible, and 3.4 percent denied services, for a total of 90 percent.

The average rate of approval as known by TCMP this reporting period for SSA/SSI applications is 30 percent, and the average approval rate for Medi-Cal applications is 86.4 percent. The approval rate for SSA/SSI has dropped 10 percent from the 2015/2016 reporting period, but the approval rate for Medi-Cal increased by 16.4 percent. The number of approved applications this reporting period decreased 30.7 percent for VA applicants. Application outcomes for VA benefits for the July 2015 through June 2016 reporting period had an average approval rate of 48 percent.

Benefit Type	Approval Rate FY 2015–16	Approval Rate FY 2016–17	Difference
SSA/SSI	41%	31%	−10.4%
Medi-Cal	70%	86%	+16.4%
VA	48%	17%	−30.7%

The Board recommends the department examine the reasons for the significant decrease in approved VA applications and low approval rates for SSA/SSI application benefit outcomes.

Table 18: Statewide Inmate Releases and TCMP Service Dispositions FY 2016–17

	Jul-Sep 2016		Oct-Dec 2016		Jan-Mar 2017		Apr-Jun 2017	
Total Inmate Releases	8,722		8,805		8,195		8,646	
Percent Screened	99.9%		99.6%		100%		100%	
	No.	%	No.	%	No.	%	No.	%
Submitted Applications	6,803	78.0	6,987	79.4	6,640	81.0	6,709	77.6
Access to Other Insurance	411	4.7	435	4.9	369	4.5	316	3.6
Ineligible (i.e., Holds)	521	6.0	486	5.5	452	5.5	463	5.4
Unavailable: Fire Camps	190	2.2	0	-	0	-	0	-
Unavailable: Late Referrals	231	2.6	276	3.1	326	4.0	447	5.2
Unavailable: Out to Court/Medical	356	4.1	413	4.7	177	2.2	138	1.6
Unavailable: Reentry Programs	-	-	-	-	-	-	275	3.2
Refused Services	187	2.1	169	1.9	220	2.7	295	3.4
Unknown (Improvement Area)	23	0.3	39	0.4	11	0.1	3	0.1

Table 19: Benefit Applications Outcomes FY 2016–17

Benefit	Status	Jul–Sep 2016	Oct–Dec 2016	Jan–Mar 2017	Apr–Jun 2017	Total
SSA/SSI	Submissions	821	819	923	1,048	3,611
	Pending	350	439	505	618	1,912
	Approved	292	257	276	279	1,104
	Denied	179	123	142	151	595
Medi-Cal	Submissions	6,770	6,962	6,608	6,660	27,000
	Pending	904	867	905	947	3,623
	Approved	5,860	6,088	5,698	5,695	23,341
	Denied	6	7	5	18	18
VA	Submissions	86	110	96	107	399
	Pending	49	81	74	61	265
	Approved	20	17	12	20	69
	Denied	17	12	10	26	65

Table 20: Mental Health Subsets of Statewide Inmate Releases and TCMP Service Dispositions FY 2016–17

		Jul–Sep 2016		Oct–Dec 2016		Jan–Mar 2017		Apr–Jun 2017	
EOP	**Total Inmate Releases**	347		379		305		235	
	Percent Screened	100%		100%		100%		100%	
		No.	%	No.	%	No.	%	No.	%
	Submitted Applications	300	86.5	314	82.8	247	81.0	191	81.3
	Access to Other Insurance	3	0.9	4	1.1	1	0.3	3	1.3
	Ineligible (INS, Lifers)	16	4.6	30	7.9	21	6.9	21	8.9
	Unavailable: Fire Camps	-	-	-	-	-	-	-	-
	Unavailable: Late Referrals	8	2.3	5	1.3	11	3.6	6	2.6
	Unavailable: Out to Court/Medical	6	1.7	11	2.9	12	3.9	1	0.4
	Unavailable: Reentry Programs	-	-	-	-	-	-	2	0.9
	Refused Services	13	3.7	15	4.0	13	4.3	11	4.7
	Unknown	1	0.3	0	-	0	-	0	-
CCCMS	**Total Inmate Releases**	1,789		1,752		1,631		1,202	
	Percent Screened	100%		99.9%		100%		100%	
		No.	%	No.	%	No.	%	No.	%
	Submitted Applications	1,533	85.7	1,501	85.7	1,402	86.0	990	82.4
	Access to Other Insurance	81	4.5	74	4.2	77	4.7	34	2.8
	Ineligible (INS, Lifers)	55	3.1	64	3.7	65	4.0	41	3.4
	Unavailable: Fire Camps	-	-	-	-	-	-	-	-
	Unavailable: Late Referrals	27	1.5	34	1.9	23	1.4	44	3.7

		No.	%	No.	%	No.	%	No.	%
	Unavailable: Out to Court/Medical	50	2.8	44	2.5	24	1.5	31	2.6
	Unavailable: Reentry Programs	-	-	-	-	-	-	27	2.2
	Refused Services	39	2.2	31	1.8	40	2.5	35	2.9
	Unknown	4	0.2	4	0.2	0	-	0	-
Non-EOP/ Non-CCCMS	**Total Inmate Releases**	6,586		6,674		6,259		7,209	
	Percent Screened	99.9%		99.5%		100%		100%	
		No.	%	No.	%	No.	%	No.	%
	Submitted Applications	4,970	75.5	5,172	77.5	4,991	79.7	5,528	76.7
	Access to Other Insurance	327	5.0	357	5.3	291	4.6	279	3.9
	Ineligible (INS, Lifers)	450	6.8	392	5.9	366	5.8	401	5.6
	Unavailable: Fire Camps	190	2.9	-	-	-	-	-	-
	Unavailable: Late Referrals	196	3.0	237	3.6	292	4.7	397	5.5
	Unavailable: Out to Court/Medical	300	4.6	358	5.4	141	2.3	106	1.5
	Unavailable: Reentry Programs	-	-	-	-	-	-	246	3.4
	Refused Services	135	2.0	123	1.8	167	2.7	249	3.4
	Unknown	18	0.3	35	0.5	11	0.2	3	0.1

Table 21: Benefit Applications Outcomes Mental Health Population FY 2016–17

	Benefit Type	Status	Jul-Sep 2016	Oct-Dec 2016	Jan-Mar 2017	Apr-Jun 2017
EOP	SSA/SSI	**Submissions**	250	273	224	161
		Pending	131	172	132	109
		Approved	52	44	35	17
		Denied	67	57	57	35
	Medi-Cal	**Submissions**	296	311	245	188
		Pending	37	37	35	27
		Approved	259	273	210	160
		Denied	0	1	0	1
	VA	**Submissions**	-	-	-	-
		Pending	-	-	-	-
		Approved	-	-	-	-
		Denied	-	-	-	-
CCCMS	SSA/SSI	**Submissions**	296	284	338	335
		Pending	119	144	200	221
		Approved	106	101	95	71
		Denied	71	39	43	43
	Medi-Cal	**Submissions**	1,517	1,491	1,388	975
		Pending	164	151	146	107
		Approved	1,353	1,339	1,241	867
		Denied	0	1	1	1
	VA	**Submissions**	24	41	28	24
		Pending	10	34	20	15
		Approved	5	4	3	6
		Denied	9	3	5	3
Non-EOP/ Non-CCCMS	SSA/SSI	**Submissions**	275	262	361	552
		Pending	100	123	173	288
		Approved	134	112	146	191
		Denied	41	27	42	73
	Medi-Cal	**Submissions**	4,957	5,160	4,975	5,497
		Pending	703	679	724	813
		Approved	4,248	4,476	4,247	4,668
		Denied	6	5	4	16
	VA	**Submissions**	62	69	68	83
		Pending	39	47	54	46
		Approved	15	13	9	14
		Denied	8	9	5	23

Reintegrate

Community Programs for Parolees

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 22: Community Programs for Parolees Available During June 2016

Post-Release: Adult Rehabilitative Programs	June 2016 (FY2015–16) Annual Capacity	June 2017 (FY2016–17) Annual Capacity
Education Programs	7,134	6,999
Employment Programs	6,050	5,940
Substance Abuse Treatment	4,020	8,926
Total Annual Capacity	17,204	21,865

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 25 computer literacy learning centers statewide providing education services to improve literacy and life skills. There are 24 day reporting centers (DRCs) and community-based coalitions (CBCs) operating statewide. Parolees enrolled in the DRCs and the CBCs receive programming in both education and employment. In addition to the DRCs and CBCs there are eight parolee service centers (PSC) providing employment programming. The number of employment slots decreased slightly due to a loss in the number of PSC facilities. Substance abuse programs include both treatment and education specifically there are 5,206 substance abuse treatment slots and 3,720 substance abuse education slots available statewide. The increase in substance abuse treatment programming is due to the six Male Community Reentry Programs (MCRPs) statewide.

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 23: Total Number of Offenders Who Completed at Least One Year of Parole Supervision, with a High/Moderate CSRA Score, as of June 30, 2017

Parolees-Type of Criminogenic Risk and Need	Total Number of Offenders Released
Parolees released with a moderate-to-high CSRA score	11,319
Parolees released with a moderate-to-high CSRA score and a reentry COMPAS	8,412
Parolees released with a moderate-to-high CSRA score and at least one medium-to-high COMPAS reentry need	7,456

In Fiscal Year 2016–17, the department identified 18,775 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, 2016 to June 30, 2017, for parolees who participated in a rehabilitative program consistent with their employment, education, or substance abuse needs.

Table 24: Total Number of Offenders Who Completed at Least One Year of Parole Supervision, with a High/Moderate CSRA Score, as of June 30, 2017

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 Not Participate in Programming Consistent with Their Needs
Employment Need	5,176	3,463	1,713
Education Need	3,582	2,435	1,147
Substance Abuse Need	4,243	3,075	1,168
All Other Programs	7,456	492	6,964
Total percentage of offenders with at least one need who participated in at least one program consistent with their risk and need.	71.2%		
Total percentage of offenders with a risk and need who participated in a program	80.1%		

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 MCRPs, 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.

The Board would like to see information gathered before the inmate enters a program, and at minimum, each correctional program should collect individual data on each correctional client referred to a program. The data collected should include:

- Pre- and post- program risk assessment scores that include dynamic risk
- demographic information including age, ethnicity, and gender
- educational level
- prior criminal history
- prior substance abuse history
- prior treatment programs
- times/hours attended program
- absences (excused or not)
- start date/ date of graduation from the program, and
- program completion or reason for dropout

The Board would like to reiterate the importance to measure program outcomes. These outcomes should include institutional behavior, recidivism, and other measurable goals such as current housing situation, employment, income, transportation, prosocial support, substance abuse, and educational attainment.

Data Solutions

The department implemented a SOMS case plan functionality of recommended and current/completed rehabilitative programs timelines in September 2016. This data solution, the Rehabilitative Case Plan (RCP), provides 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.

Correctional Counselors (CCs) and other in-prison program staff are using the RCP as a tool to assist with determining offenders assessed needs for possible program placement into various rehabilitative programs prior to offender's committee actions. Additionally, the MCRPs provide the RCP to the appropriate stakeholders to assist in developing a participant's Individual Reentry Plan (IRP) while at the MCRP.

For informational purposes on an offender's prior in-prison plan and program accomplishments, the RCP is also included in in all Post Release Community Supervision (PRCS) packets. To help ensure that the RCP is included in these packets, it is on the PRCS checklist as an item provided by case records staff. The department is in the process of including the RCP in the DAPO parole packets; currently DAPO agents have access to SOMS and can use the system remotely to review the RCP while an offender is still in prison. In order to ensure the relevant information on the RPS is still available should a hard-copy RPS not be received, SOMS end users can still access a summary of the offender's educational history, course transcripts, test scores, previous programming, and job assignments, any achievements earned, certificates or diplomas awarded, and a summary of any institutional work skills.

CONCLUSION

The California Rehabilitation Oversight Board's (C-ROB) eighteenth report is the third 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 2016 through January 2017, and again from May 2017 through June 2017.

Institution site visit successes were numerous this reporting period, including increases in volunteer programs, credit-earning opportunities and the expansion of face-to-face college programs in all 35 institutions. The Board commends the department for successfully increasing its rehabilitative program capacity for the fourth year in a row. 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 completion rate of less than 50 percent for this fiscal year for in-prison substance abuse is concerning. The aftercare completion rate averaging only 29 percent for the fiscal year is a red flag to effective reentry efforts and recidivism reduction strategies. The Board underscores the importance of an effective SUDT program both in-prison and community aftercare, and is hopeful the department will take measures to increase the number of completions in both areas.

Reentry COMPAS data is only available for approximately 70 percent of the parole population. With 30 percent of the paroling population not included in an assessment of need, these issues could be potentially much greater. Reflecting on the department's 2015 Outcomes Evaluation Report, the importance of substance abuse treatment has a profound impact on reducing recidivism. This factor while possibly related to negative financial, or employment needs cannot be ignored. COMPAS reentry needs assessments must be provided to all offenders prior to release, and the Board expects to see reductions in the percentage of offenders with moderate to high needs upon parole.

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 two formal recommendations to further programs and services and prepare offenders for reentry.

BOARD RECOMMENDATIONS

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

- The Board recommends the department issue a training or memorandum clarifying the use of split-shift programming for milestone, educational merit, or rehabilitative achievement credit-eligible programs, allowing eligible inmates to attend all credit-earning rehabilitative programs with a flexible work schedule.

- The Board recommends the department take the next steps to implement a data collection plan to document the effectiveness of current and future programming. At this time, the Strategic Offender Management System (SOMS) has data that includes the following for each correctional client referred to at least one program:
  - Pre- and post-program risk assessment scores
  - Demographic information (age, ethnicity, and gender)
  - Education level
  - Criminal history
  - Substance abuse history
  - Prior treatment programs
  - Times/hours attended program
  - Absences (excused or not)
  - Program start and graduation date, and
  - Program completion or reason for dropout

The Board would like to reiterate the importance of measuring program implementation and outcomes, and to the extent possible, longer term outcomes after offenders have been released to the community. We would like to see the department work toward cleaning the SOMS data for program measures, such as institutional behavior, educational attainment, and individual offender progress in rehabilitation programming. Outcome measures, such as recidivism and other measurable goals, such as housing after release, employment, income, transportation, pro-social support, substance use, and educational attainment should be collected for parolees after they parole to their community.

PRIOR BOARD RECOMMENDATIONS AND THE DEPARTMENT'S PROGRESS

The following are the Board's 2016 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 consider strategies to expedite transfer of non-qualifying and disruptive inmates off of the EPFs.

The department has discontinued the EPF pilot program, nullifying this recommendation.

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 department has discontinued the EPF pilot program, nullifying this recommendation.

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.

Department Response: DRP continues to ensure that collaboration with Arts-in-Corrections and Innovative Grants remain a priority of the Division. Included in the 2017–18 Budget Act was legislative language that allows DRP to internally redirect one-time funding to support Innovative Grants for Long-Term Offenders for an additional year. Additionally, DRP has continued discussions regarding the potential for other grant-like opportunities to have non-department individuals provide rehabilitative programming with a focus on sustainability following funding. Further, as CDCR moves forward with implementation of Proposition 57, needs related to Self Help Sponsors (SHS) for Rehabilitative Achievement Credits will be closely monitored. The Division of Adult Institutions has also provided direction to the institutions to maximize the utilization of SHS by implementing a Roving SHS when feasible.

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.

Department Response: In response to CROB's prior recommendation, the Office of Correctional Education has removed the first 6 CASAS milestone completion credits from CASAS literacy and math testing for CDCRs adult institutions. The intent, as recommended by CROB, was to mitigate incentive for offenders to purposefully test low and earn milestone completion credits.

Inmates are placed in classes based on the most recent TABE Reading Test score. Upon being assigned to education, additional assessments are completed and inmates are reassigned, based on written teacher request and upon administrator approval, to ensure that placement into programs is consistent with actual academic needs and based on standardized testing results.

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

Department Response: CDCR concurs with this recommendation. On February 20, 2017, CDCR implemented new classification regulations which revised existing close custody policies. The separate Close A and Close B Custody designations have been replaced with a single designation of Close Custody. Close Custody inmates may be assigned to rehabilitative programs and jobs beyond the work change area within the facility security perimeter providing them access to additional programming opportunities. All Close Custody inmates shall be counted at noon each day. Additionally, some of the minimum time requirements for Close Custody have been reduced.

Recommendations from 2015

<u>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.</u>

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.

<u>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.</u>

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 participates 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.

APPENDICES

Appendix A—Rehabilitative Case Plan

Appendix B—In-Prison Programming Matrix

Appendix C—Current Programming FY 2016-17

Appendix D—Proposed Programming FY 2017-18

Appendix E—Academic and CTE Teacher Distribution and Budgeted Capacity

Appendix F—Grant Recipients Round I, II, and III

Appendix G—Milestone Eligible Inmate Activity Groups (Rehabilitative Achievement Credit)

Appendix H—List of Institution Acronyms

Appendix I—Milestone Completion Credit Schedule

SOMS

Strategic Offender Management System

Innovation - Automation - Integration

Rehabilitative Case Plan

Logout

Name:	**CDC#:**	**PID #:**	**CPED:** 08/20/2017 (EPRD)
Curr. Loc.: CCWF-Facility B	**Control Date:** 08/20/2017	**Control Date Type:** EPRD	
Area/Bed: B 508 1 / 023003U	**Housing PGM:** General Population (GP)	**Job Title:** TRN / Transitions	
Custody: Medium (A) (C4)	**Security Level:** Level 2 (20)	**WK/PV Group:** A1 / A	
DOB: 04/20/1993 (23)	**Ethnicity:** Hispanic ()	**TABE (Read):** 09.9	
DDP: Adequate Cognitive Functioning (NCF)	**Mental Health:** GP - General Population (A)	**DPPV:** None	

Date: 12/1/2016

Risk (CSRA Score): 2 (M)		
TABE Reading Score: 09.9	**TABE Math:** 03.4	
Verified GED: N	**Verified HS Diploma:** N	

Needs (from COMPAS)

Assessment Date: 12/10/2015	**Version:** Core Women's v.7 Needs Assessment
Substance Abuse: 100 - High	**Educational Problems:** 0 - Low
Criminal Personality: 0 - Low	**Employment Problems:** 0 - Low
Anger: 0 - Low	**Support from Family of Origin:** 100 - High

Recommended Rehabilitative Programs Timeline

Color Legend

| Current | | Future Recommended Program | | Current Recommended Program | | After CPED |

Program Name	Program Start Date	Program End Date	2016	2017	2018	2019	2020	2021	2022	2023
General Education Dev	12/01/2016	05/30/2017								
College (Correspondence)	05/31/2017	08/20/2017								

Current and Completed Rehabilitative Programs Timeline

Color Legend

| Current | | Current or Completed Program | | Before Start of Term |

Program Name	Program Start Date	Program End Date	2009	2010	2011	2012	2013	2014	2015	2016
Transitions	10/19/2016									
Adult Basic Education III	09/13/2016									
Anger Management (Reentry)	04/29/2016	08/03/2016								
Criminal Thinking (Reentry)	04/22/2016	07/26/2016								
Family Relationships (Reentry)	03/04/2016	08/31/2016								
Sub. Abuse Pgm (Reentry)	03/04/2016	08/03/2016								

Certificates and Diplomas

No data available.

Milestones

Date Completed	Milestone Name (MCC)	Milestone Credit Value in weeks
07/26/2016	Criminal Thinking	01
08/03/2016	Anger Management	01
08/03/2016	Substance Abuse Treatment	06
08/31/2016	Family Relationships	01

Administration

APPENDIX B—IN-PRISON PROGRAMMING MATRIX

	DIVISION OF REHABILITATIVE PROGRAMS																	
	IN-PRISON PROGRAM MATRIX (as of 6/30/17)																	
	REHABILITATIVE SERVICES								LONG TERM OFFENDER PROGRAM									
	Cognitive Behavioral Treatment						Transitions		Cognitive Behavioral Treatment								Transitions	
INSTITUTION	SUDT	Annual Capacity	CT	AM	FR	Annual Capacity	Slots	Annual Capacity	SUDT	Annual Capacity	CT	AM	FR	VI	DM	Annual Capacity	Slots	Annual Capacity
ASP	204	490	96	96	96	960	96	782										
CAC	60	144	12	12	12	120	48	391										
CAL	96	230	48	48	48	480	48	391										
CCC	96	230	48	48	48	480	48	391										
CCI	132	317	48	48	48	480	96	782										
CCWF	120	288	48	48	48	480	96	782	72	173	24	24	24	24		384		
CEN	96	230	48	48	48	480	48	391										
CHCF	24	58	24	24	24	240	48	391										
CIM	216	518	96	96	96	960	96	782										
CIW	108	259	36	36	48	384	48	391										
CMC	96	230	48	48	48	480	96	782	96	230	48	48	36	24	24	720	24	72
CMF	48	115	24	24	24	240	48	391										
COR	108	259	48	48	48	480	48	391										
CRC	168	403	48	48	48	480	144	1174										
CTF	120	288	48	48	48	480	144	1174										
CVSP	144	346	48	48	48	480	48	391										
DVI	96	230	48	48	48	480	48	391										
FSP	108	259	48	48	48	480	48	391										
FWF	48	115	24	24	24	240	48	391										
HDSP	144	346	48	48	48	480	96	782										
ISP	96	230	48	48	48	480	96	782										
KVSP	144	346	48	48	48	480	48	391										
LAC	144	346	36	36	48	384	48	391										
MCSP	144	346	48	48	48	480	96	782										
NKSP	96	230	48	48	48	480	48	391										
PBSP	144	346	48	48	48	480	48	391										
PVSP	144	346	48	48	48	480	96	782										
RJD	96	230	48	48	48	480	48	391										
SAC	96	230	48	48	48	480	48	391										
SATF*	232	557	96	96	96	960	144	1174										
SCC	120	288	48	48	48	480	48	391										
SOL	96	230	48	48	48	480	96	782	120	288	60	72	60	36	48	1104	24	72
SQ	120	288	48	48	48	480	48	391										
SVSP	144	346	48	48	48	480	48	391										
VSP	228	547	96	96	96	960	96	782										
WSP	96	230	48	48	48	480	48	391										
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	4564	10954	1908	1908	1916	19096	2619	21,409	288	691	132	144	120	84	72	2208	48	144

*Includes 88 EOP designated programming slots

Note: Annual Capacity is considered the number of slots multiplied by the average number of times the program can be completed in one year.

Transitions programs are budgeted through academic programs taught by civil-service employees. SUD, CT, AM, and FR are in-prison contract providers.

APPENDIX C—CURRENT PROGRAMMING FY 2016–17

Institution	Academic Education						Career Technical Education	Rehabilitative Services		Other Models		
	GP	AP	VEP	Transitions	EOP/DDP	Total	Total	SUDT	CBT	Sex Offender	OMCP	LTOP
ASP	18	0	6	2	0	26	17	X	X			
CAC	2	0	5	1	0	8	2	X	X			
CAL	12	0	5	1	0	18	9	X	X			
CCC	9	0	6	1	0	16	8	X	X			
CCI	13	0	6	2	0	21	12	X	X			
CCWF	9	0	5	2	4	20	9	X	X		X	X
CEN	13	0	6	1	0	20	12	X	X			
CHCF	2	0	5	1	2	10	2	X	X			
CIM	15	0	6	2	2	25	14	X	X			
CIW	5	0	5	1	1	12	5	X	X			
CMC	11	0	11	2	4	28	12	X	X			X
CMF	3	0	4	1	5	13	3	X	X			
COR	11	3	5	1	2	22	7	X	X			
CRC	10	0	5	3	0	18	9	X	X			
CTF	21	0	8	3	0	32	16	X	X			
CVSP	9	0	5	1	0	15	14	X	X			
DVI	1	0	4	1	0	6	4	X	X			
FSP	10	0	5	1	0	16	12	X	X			
FWF	2	0	1	1	0	4	1	X	X			
HDSP	4	3	5	2	1	15	8	X	X			
ISP	12	0	9	2	0	23	16	X	X			
KVSP	11	0	9	1	1	22	10	X	X			
LAC	6	0	6	1	1	14	7	X	X			
MCSP	15	0	10	2	4	31	10	X	X			
NKSP	1	0	6	1	0	8	2	X	X			
PBSP	0	6	6	1	0	13	4	X	X			
PVSP	12	0	5	2	0	19	10	X	X			
RJD	14	0	6	1	3	24	9	X	X			
SAC	6	0	5	1	3	15	5	X	X			
SATF^	17	0	12	3	7	39	17	X	X	X		
SCC	7	0	7	1	0	15	7	X	X			
SOL	14	0	4	2	0	20	8	X	X		X	X
SQ	5	0	8	1	0	14	5	X	X			
SVSP	9	0	6	1	3	19	4	X	X			
VSP	9	0	7	2	1	19	12	X	X		X	
WSP	0	0	4	1	0	5	2	X	X			
IN-STATE CONTRACT FACITILITIES (CCF/MCCF)												
FCRF								X	X			
GSMCCF								X	X			
CVMCCF								X	X			
DVMCCF								X	X			
TOTALS	318	12	218	53	44	645	304	40	40	1	3	3

Institution	Academic Education						Career Technical Education	Rehabilitative Services		Other Models		
	GP	AP	VEP	Transitions	EOP/DDP	Total	Total	SUDT	CBT	Sex Offender	OMCP	LTOP
ASP	17	0	7	2	0	26	17	X	X			X
CAC	1	0	6	1	0	8	2	X	X			
CAL	12	0	5	1	0	18	9	X	X			X
CCC	9	0	6	1	0	16	8	X	X			
CCI	13	0	6	2	0	21	12	X	X			X
CCWF	9	0	5	2	4	20	9	X	X		X	X
CEN	12	0	7	1	0	20	12	X	X			X
CHCF	1	0	5	1	2	9	2	X	X			X
CIM	15	0	6	2	2	25	14	X	X			X
CIW	5	0	5	1	1	12	5	X	X			X
CMC	12	0	10	2	4	28	12	X	X			X
CMF	3	0	4	1	5	13	3	X	X			X
COR	11	3	5	1	2	22	7	X	X			X
CRC	10	0	5	3	0	18	9	X	X			
CTF	21	0	8	3	0	32	16	X	X			X
CVSP	9	0	5	1	0	15	14	X	X			X
DVI	1	0	4	1	0	6	4	X	X			X
FSP	10	0	5	1	0	16	12	X	X			X
FWF	2	0	1	1	0	4	1	X	X			
HDSP	4	3	5	2	1	15	8	X	X			X
ISP	12	0	9	2	0	23	16	X	X			X
KVSP	11	0	9	1	1	22	10	X	X			X
LAC	6	0	6	1	1	14	7	X	X			X
MCSP	14	0	10	2	4	30	10	X	X			X
NKSP	1	0	5	1	0	7	2	X	X			
PBSP	3	1	8	1	0	13	4	X	X			X
PVSP	12	0	5	2	0	19	10	X	X			X
RJD	13	0	9	1	4	27	9	X	X			X
SAC	6	0	5	1	3	15	5	X	X			X
SATF^	17	0	12	3	7	39	17	X	X	X		X
SCC	7	0	7	1	0	15	7	X	X			X
SOL	14	0	4	2	0	20	8	X	X		X	X
SQ	5	0	8	1	0	14	5	X	X			X
SVSP	9	0	6	1	3	19	4	X	X			X
VSP	9	0	7	2	1	19	12	X	X		X	X
WSP	0	0	4	1	0	5	2	X	X			
IN-STATE CONTRACT FACILITIES (CCF/MCCF)												
FCRF								X	X			
GSMCCF								X	X			
CVMCCF								X	X			
DVMCCF								X	X			
TOTALS	316	7	224	53	45	645	304	40	40	1	3	30

^ Institutions with Co-Occurring Disorder Programs

APPENDIX E—ACADEMIC & CTE TEACHER DISTRIBUTION AND BUDGETED CAPACITY

INSTITUTION	ACADEMIC EDUCATION																CAREER TECHNICAL EDUCATION				
	GP		AP		EOP		VEP		TRANSITIONS		Total, No Tester	TESTING	DDP/DPP	Total All	Vacant Academic Teachers [1]	Total Daily Budgeted Capacity [2]	Authorized CTE Programs	Vacant CTE Teachers [1]	Budgeted CTE Capacity	Operational CTE Capacity	COMP LIT
	Authorized Staff	Budgeted Capacity	Authorized Staff	Budgeted Capacity	Authorized Staff	Budgeted Capacity	Authorized Staff	Budgeted Capacity	Authorized Staff	Budgeted Capacity		Authorized Staff	Authorized Staff								
ASP	17	918	0	0	0	0	7	840	2	96	26	2	0	28	3	1854	17	3	513	459	2
CAC	1	54	0	0	0	0	6	720	1	48	8	1	0	9	1	822	2	0	81	81	1
CAL	12	648	0	0	0	0	5	600	1	48	18	2	0	20	3	1296	9	1	297	243	2
CCC	9	486	0	0	0	0	6	720	1	48	16	2	0	18	1	1254	8	0	216	216	0
CCI	13	702	0	0	0	0	6	720	2	96	21	2	0	23	2	1518	12	3	324	216	0
CCWF	9	486	0	0	1	15	5	600	2	96	17	2	3	22	0	1197	9	3	270	189	1
CEN	12	648	0	0	0	0	7	840	1	48	20	2	0	22	3	1536	12	1	324	297	0
CHCF	1	54	0	0	1	15	5	600	1	48	8	2	1	11	2	717	2	0	108	108	2
CIM	15	810	0	0	0	0	6	720	2	96	23	2	2	27	5	1626	14	2	405	351	1
CIW	5	270	0	0	1	15	5	600	1	48	12	2	0	14	0	933	5	0	135	135	0
CMC	12	648	0	0	2	30	10	1200	2	96	26	3	2	31	3	1974	12	2	351	324	1
CMF	3	162	0	0	2	30	4	480	1	48	10	1	3	14	1	720	3	0	108	108	1
COR	11	594	3	162	2	30	5	600	1	48	22	2	0	24	1	1434	7	1	189	135	0
CRC	10	540	0	0	0	0	5	600	3	144	18	2	0	20	0	1284	9	0	270	216	1
CTF	21	1134	0	0	0	0	8	960	3	144	32	3	0	35	5	2238	16	0	486	378	2
CVSP	9	486	0	0	0	0	5	600	1	48	15	2	0	17	3	1134	14	3	405	297	1
DVI	1	54	0	0	0	0	4	480	1	48	6	3	0	9	1	582	4	0	108	81	0
FSP/FWF	12	648	0	0	0	0	6	720	2	96	20	2	0	22	1	1464	13	0	405	405	2
HDSP	4	216	3	162	0	0	5	600	2	96	14	2	1	17	0	1074	8	0	324	297	4
ISP	12	648	0	0	0	0	9	1080	2	96	23	2	0	25	3	1824	16	3	486	324	2
KVSP	11	594	0	0	1	15	9	1080	1	48	22	2	0	24	0	1737	10	0	270	270	0
LAC	6	324	0	0	1	15	6	720	1	48	14	2	0	16	2	1107	7	0	216	135	1
MCSP	14	756	0	0	3	45	10	1200	2	96	29	3	1	33	5	2097	10	1	270	243	0
NKSP	1	54	0	0	0	0	5	600	1	48	7	3	0	10	0	702	2	0	54	54	0
PBSP	3	162	1	54	0	0	8	960	1	48	13	2	0	15	0	1224	4	0	135	108	1
PVSP	12	648	0	0	0	0	5	600	2	96	19	2	0	21	1	1344	10	1	270	243	0
RJD	13	702	0	0	3	45	9	1080	1	48	26	2	1	29	1	1875	9	4	270	135	1
SAC	6	324	0	0	2	30	5	600	1	48	14	1	1	16	1	1002	5	0	162	162	1
SATF	17	918	0	0	2	30	12	1440	3	144	34	3	5	42	1	2532	17	1	513	486	2
SCC	7	378	0	0	0	0	7	840	1	48	15	2	0	17	1	1266	7	3	189	135	0
SOL	14	756	0	0	0	0	4	480	2	96	20	2	0	22	7	1332	8	0	216	216	0
SQ	5	270	0	0	0	0	8	960	1	48	14	3	0	17	4	1278	5	0	162	162	1
SVSP	9	486	0	0	2	30	6	720	1	48	18	2	1	21	0	1284	4	2	108	108	0
VSP	9	486	0	0	1	15	7	840	2	96	19	2	0	21	0	1437	12	0	351	351	1
WSP	0	0	0	0	0	0	4	480	1	48	5	4	0	9	0	528	2	0	54	54	0
TOTALS	316	17,064	7	378	24	360	224	26,880	53	2,544	624	76	21	721	61	47,226	304	34	9,045	7,722	31

1/ Vacancies as of 7/27/17
2/ Total GP, AP, EOP, VEP, Transitions

GRAND TOTAL PY's	1,025
GRAND TOTAL BUDGETED CAPACITY	56,271

APPENDIX F—GRANT RECIPIENTS ROUND I, II, AND III

Institution	Institution	Round One Grants Innovative Programming	Round Two Grants Innovative Programming	Round Three Grant Awards Innovative Programming	Round Three Grant Awards Long-Term Inmate Programming ($5.5M)
Avenal State Prison	ASP	1. International Bodhisattva Sangha	1. The Actors' Gang Prison Project	1. Insight Garden Program	1. GOGI (In Cell Anger Management)
	ASP	2. GRIP	2. Center for Council	2. Project Avary	2. GRIP
	ASP		3. Freedom Through Ed		
California City Correctional Center	CAC		1. Defy Ventures, Inc.	1. Center for Council	
	CAC		2. The Place4Grace	2. GOGI (Peer Mentor)	
	CAC		3. Catalyst Foundation		
California Correctional Center	CCC			1. Root & Rebound	
	CCC			2. Get on the Bus Program	
California Correctional Institution	CCI	1. GOGI (In Cell)	1. Center for Council	1. Catalyst Foundation	1. GOGI (In Cell Anger
	CCI	2. GOGI (Spanish In Cell)	2. The Place4Grace		
	CCI		3. The Lionheart Foundation		
California Health Care Facility	CHCF	1. International Bodhisattva Sangha	1. Insight Garden Program	1. Center for Council	1. GOGI (In Cell Anger Management)
	CHCF	2. Canine Comp for Independence	2. Yardtime Literary Program	2. GOGI (Peer Mentor)	2. IMPACT/CARE
	CHCF	3. Yardtime Literary Program			
California Institution for Men	CIM				1. Catalyst Foundation
	CIM				2. Moving Beyond Violence
	CIM				3. The Place4Grace
California Institution for Women	CIW				1. The Last Mile
	CIW				2. Moving Beyond Violence
	CIW				3. Freedom to Choose
	CIW				4. The Place4Grace
California Medical Facility	CMF				1. Self Awareness and
	CMF				2. The Place4Grace
	CMF				3. Yardtime Literary Program
California Mens Colony	CMC				1. Center for Council
	CMC				2. Prison of Peace
California Rehabilitation Center	CRC				
California State Prison Corcoran	COR	1. ARC/PUP College Program	1. GOGI (EOP)	1. Anti-Recidivism Coalition	1. Center for Council
	COR	2. Alternatives to Violence	2. The Lionheart Foundation	2. Moving Beyond Violence	2. GOGI (In Cell Anger
	COR		3. Buddhist Pathways Prison		3. Prison of Peace
California State Prison Los Angeles County	LAC	1. Community-Based Arts	1. Defy Ventures, Inc.	1. Karma Rescue	1. Youth Law Center
	LAC	2. Insight Garden Program	2. Insight Garden Program	2. Buddhist Pathways Prison	
	LAC		3. Catalyst Program		
California State Prison Sacramento	SAC			1. IMPACT/CARE	1. GOGI (In Cell Anger
	SAC			2. The Place4Grace	2. The Lionheart Foundation
	SAC			3. Buddhist Pathways Prison	3. Insight Prison Project
California State Prison Solano	SOL				
California Substance Abuse Treatment Facility	SATF	1. Center for Council			1. GOGI (In Cell Anger
	SATF	2. ARC/PUP College Program			2. Get on the Bus Program
Calipatria State Prison	CAL				1. Anti-Recidivism Coalition
	CAL				2. The Place4Grace
	CAL				3. Giving Life Back to Lifers
	CAL				4. Mothers with a Message
	CAL				5. Prison Education Project

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Appendix F—Grant Recipients Round I, II, and III Continued

Facility	Code				
Centinela State Prison	CEN				1. The Old Globe – Reflecting
	CEN				2. Anti-Recidivism Coalition
	CEN				3. Giving Life Back to Lifers
	CEN				4. Mothers with a Message
Central California Womens Facility	CCWF				1. The Actors' Gang Prison
	CCWF				2. Healing Trauma
	CCWF				3. IMPACT/CARE
	CCWF				4. Insight Garden Program
	CCWF				5. Yardtime Literary Program
Chuckawalla Valley State Prison	CVSP	1. Alternatives to Violence	1. The Last Mile	1. GOGI (Peer Mentor)	1. Prison of Peace
	CVSP	2. The Place4Grace	2. Insight Prison Project		2. Community-Based Art
	CVSP	3. Insight Prison Project			
Correctional Training Facility	CTF			1. Defy Ventures, Inc.	
	CTF			2. GRIP	
	CTF			3. Project Avary	
	CTF			4. Insight Prison Project	
Deuel Vocational Institution	DVI	1. International Bodhisattva	1. GRIP	1. Insight Prison Project	1. Center for Council
	DVI	2. Yardtime Literary Program	2. Veterans Healing Veterans from the Inside Out		
Folsom State Prison	FSP				
Folsom Womens Facility	FWF		1. The Last Mile	1. Marin Shakespeare	
	FWF		2. Marin Shakespeare	2. Insight Garden Program	
	FWF			3. Yardtime Literary Program	
High Desert State Prison	HDSP	1. Alternatives to Violence	1. Alternatives to Violence	1. The Place4Grace – Camp	1. Center for Council
	HDSP	2. The Place4Grace	2. Get on the Bus Program	2. GOGI (Peer Mentor)	2. GOGI (Anger Management)
	HDSP	3. Jesuit Restorative Justice	3. Buddhist Pathways Prison		
Ironwood State Prison	ISP	1. The Actors' Gang Prison			1. Anti-Recidivism Coalition
	ISP	2. The Last Mile			2. Prison of Peace
	ISP	3. The Place4Grace			3. Community-Based Art
	ISP	4. Insight Prison Project			4. Youth Law Center
Kern Valley State Prison	KVSP	1. GOGI (In Cell)	1. The Actors' Gang Prison	1. Anti-Recidivism Coalition	1. Catalyst Foundation
	KVSP		2. The Place4Grace	2. The Actors' Gang Prison	2. GOGI (In Cell Anger
Mule Creek State Prison	MCSP	1. IMPACT	1. Alternatives to Violence	1. Alternatives to Violence	1. IMPACT/CARE
	MCSP	2. International Bodhisattva	2. CARE Accountability	2. Center for Council	2. Lionheart Foundation
	MCSP	3. GRIP	3. Karma Rescue Paws for Life	3. Tender Loving Canines	
	MCSP		4. Tender Loving Canines		
North Kern State Prison	NKSP	1. Center for Council	1. GOGI (RC)	1. Alternatives to Violence	1. GOGI (In Cell Anger
	NKSP	2. Freedom Through Education	2. International Bodhisattva	2. Marley's Mutts	
Pelican Bay State Prison	PBSP	1. GOGI (In Cell)	1. Center for Council	1. The Place4Grace	1. GOGI (In Cell Anger
	PBSP	2. Jesuit Restorative Justice	2. The Lionheart Foundation		
	PBSP		3. Insight Prison Project		
Pleasant Valley State Prison	PVSP	1. Center for Council	1. Freedom Through Education	1. Defy Ventures, Inc.	1. Prison of Peace
	PVSP	2. GOGI	2. GOGI (Lifer)	2. Buddhist Pathways Prison	
R J Donovan Correctional Facility	RJD				1. Anti-Recidivism Coalition
	RJD				2. Tender Loving Canine
	RJD				3. Insight Prison Project
	RJD				4. Prison Yoga Project
Salinas Valley State Prison	SVSP			1. Project Avary	1. GOGI (In Cell Anger
	SVSP			2. The Place4Grace – Camp	2. Operation New Hope
	SVSP			3. The Place4Grace	3. Insight Prison Project
San Quentin State Prison	SQ				
Sierra Conservation Center	SCC				
Valley State Prison	VSP		1. Defy Ventures, Inc.		1. Center for Council
	VSP		2. The Place4Grace		2. GOGI (In Cell Anger
	VSP		3. InsideOUT Writers		3. Insight Prison Project
Wasco State Prison	WSP	1. Center for Council	1. GOGI (RC)	1. Alternatives to Violence	
	WSP	2. GOGI	2. International Bodhisattva	2. Prison of Peace	
	WSP			3. Marley's Mutts	

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Avenal State Prison	1. Actor's Gang Prison Project	5. Celebrate Recovery	9. Insight Garden Program (IGP)	13. PREP Workshop Forum	17. White Bison
	2. Alcoholics Anonymous (AA)	6. Criminals and Gangs Anonymous (CGA)	10. International Bodhisattva Sanga (IBS)	14. Prison Fellowship	18. Youth Adult Awareness Program (YAAP)
	3. Alliance for CA Traditional ARTS- African Drum	7. Defy Ventures	11. Narcotics Anonymous (NA)	15. Timeless	
	4. Arts and Council	8. Inmate Council Program (Center for Council)	12. Peace Education Program	16. Veterans Program	
California City Correctional Center	1. Alcoholics Anonymous (AA)	4. Create a Healing Society, Catalyst Foundation	7. Fathers2child Literacy Project	10. Inside Out Dads	13. Marley's Mutts
	2. Alternative to Violence	5. Criminals and Gangs Anonymous (CGA)	8. Getting Out By Going In (GOGI)	11. Inside Out Writers	14. Narcotics Anonymous (NA)
	3. Celebrate Recovery	6. Defy Ventures	9. Inmate Council Program (Center for Council)	12. Kairos	15. Veterans Group
California Correctional Center	1. Alcoholics Anonymous (AA)	4. Celebrate Recovery	7. Pups on Parole		
	2. Alternatives to Violence Project (AVP)	5. Getting Out By Going In (GOGI)	8. Purpose-Driven Life		
	3. Arts in Corrections	6. Narcotics Anonymous (NA)	9. Transformational Ministries - Prison Fellowship		
California Correctional Institution	1. Actor's Gang Prison Project	6. Creative Expression/Writing	11. Inside out Writers	16. Place4Grace	21. Songwriting
	2. Alcoholics Anonymous (AA)	7. Criminals and Gangs Anonymous (CRA)	12. Jesuit Restorative Justice Initiative (JRJI)	17. Prison Fellowship	22. Storytelling
	3. Catalyst Foundation	8. Delta Veterans' Group	13. Lifer's Support Group	18. Purpose-Driven Life	23. Transformative Drawing
	4. Celebrate Recovery	9. Diabetic Support Group	14. Mental Health Management	19. Refuge Recovery	
	5. Center for Council	10. Getting Out By Going In (GOGI)	15. Narcotics Anonymous (NA)	20. Shakespearian Experience/Theater	
California Health Care Facility	1. Aging with Distinction	8. Effective Decision Making	15. Lifer's Support Group	22. Nutrition and Health	29. The Holocaust
	2. Alcoholics Anonymous (AA)	9. Four Famous Battles	16. Malachi Dad	23. Positive Parenting	30. Veterans Group
	3. Cage Your Rage	10. Heartful Meditation	17. Marin Shakespeare Group	24. Promoting the Positive You to Get the Job	31. Victim Awareness Offender Program
	4. Celebrate Recovery	11. History Through the Lense of Baseball	18. Medical Literacy	25. Reading Clubs	32. Westward Expansion 1850-1900
	5. Center for Council	12. Houses of Healing	19. Music Program	26. Red Ladder Theatre	33. White Bison
	6. Coaches Physical Fitness Program	13. IMPACT/CARE	20. Narcotics Anonymous (NA)	27. Special Populations in WWII USA Military Units	34. Yardtime Literacy
	7. Criminals and Gangs Anonymous (CGA)	14. Insight Garden Program (IGP)	21. Natural Disasters	28. The History of American Jazz	
California Institution for Men	1. Alcoholics Anonymous (AA)	5. Con-Ex Restorative Justice	9. Inside Out Writers	13. Lifer's Support Group	17. Place4Grace
	2. Arts in Corrections	6. Create a Healing Society, Catalyst Foundation	10. International Bodhisattva Sanga (IBS)	14. Malachi Dad	18. Pre-Release/Re-Entry Program
	3. Celebrate Recovery	7. Criminals and Gangs Anonymous (CGA)	11. Kairos	15. Moving Beyond Violence	19. Prison Fellowship
	4. Center for Council	8. CSU San Bernardino Based Art Program	12. Leash on Life (Dog Program)	16. Narcotics Anonymous (NA)	20. Veterans In Prison
California Institution for Women	1. 2nd Call	10. Choice Theory	19. Happy Hats	28. Native American Cultural Society	37. Toastmasters
	2. A Window Between Worlds Art Class	11. Co-Dependents Anonymous (CODA)	20. Jail Guitar Doors	29. Parole Lifer Group	38. Veterans In Prison
	3. Actor's Gang Prison Project	12. Community Based Art	21. LGBTQ Support Group	30. Pawsitivity United Rescue and Release	39. White Bison
	4. Alcoholics Anonymous (AA)	13. Compassionate Companions	22. Life Scripting Cohort	31. Prison Education Project (PEP)	40. Woman of Wisdom (WOW)
	5. Alpha	14. Convicted Women Against Abuse (CWAA)	23. Long Termers Organization (LTO)	32. Prison Fellowship Academy Pre-release Class	41. Writing Workshop and Newsletter
	6. Arts in Corrections	15. Creative Conflict Resolution	24. Mexican American Resources Association (MARA)	33. Prison Puppy Program	
	7. Beyond Violence	16. Defy Ventures	25. Mindful Meditation	34. Recreational Activities Group (RAGS)	
	8. Black Cultural Education Awareness (BCEA)	17. Genesis Singing Group	26. Mothers Educating Mothers	35. Restorative Justice	
	9. Chaffey College	18. Golden Girls	27. Narcotics Anonymous (NA)	36. Sharing our Stitches Program (SOS)	

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
California Medical Facility	1. Alcoholics Anonymous (AA)	8. Creative Humanity Building	15. Katargeo	22. Positive Parenting	29. Yardtime Literacy
	2. Anger Management	9. Creative Writing	16. Long Term Commitment Group (LTCG)	23. Reboot	30. Yoga
	3. Boys II Men	10. Criminals and Gangs Anonymous (CGA)	17. Men's Support Group	24. Self-Awareness and Recovery	
	4. Chess Club	11. Debate	18. Music Program	25. Toastmasters	
	5. Choice & Change	12. Development of Healthy Relationships	19. Music Theory	26. Unity	
	6. Controlling Anger	13. Domestic Violence Prevention Program	20. Narcotics Anonymous (NA)	27. Veterans Helping Veterans	
	7. Creative Conflict Resolution	14. Insight Garden Program (IGP)	21. Place4Grace	28. Victim Offender Insight Group	
California Men's Colony	1. Alcoholics Anonymous (AA)	4. Intermediate Guitar	7. Literacy Group	10. Prison of Peace	13. Yokefellows
	2. Beginning Guitar	5. Jewish Alcoholics Anonymous	8. Narcotics Anonymous (NA)	11. Quest	
	3. Center for Council	6. Lifeskills	9. Parents Against Child Abuse (PACA)	12. Toastmasters	
California Rehabilitation Center	1. Actor's Gang Prison Project	6. Canine Support Teams (Service Dog Program)	11. Handicraft	16. Pre-Release/Re-Entry Program	21. Toastmasters
	2. Afro- Columbian Drumming	7. Celebrate Recovery	12. Hip Hop Dance	17. Son Jarocho and Fandango	22. Veterans Support Group
	3. Alcoholics Anonymous (AA)	8. Debate	13. Labyrinth Walking	18. Songwriting	23. Visual Arts
	4. Anger Management	9. Fight the Good Fight of Faith	14. Narcotics Anonymous (NA)	19. Storytelling	24. Yoga
	5. Beginning Printmaking	10. Freedom of Music	15. Patterns Around the World	20. Theater Arts	25. Youthful Offender Program Mentor Class
California State Prison Corcoran	1. Alcoholics Anonymous (AA)	4. Center for Council	7. Getting Out By Going In (GOGI)	10. Positive Parenting	
	2. Anger Management	5. Criminal Gangs AWS	8. Life and Beyond	11. Transformative Drawing	
	3. Building Resilience	6. Domestic Violence Prevention Program	9. Narcotics Anonymous (NA)		
California State Prison Los Angeles County	1. Actor's Gang Prison Project	6. Criminals and Gangs Anonymous (CGA)	11. Healing Dialogue & Action	16. Men Utilizing Sound to Incorporate Collaboration	21. Strindberg Laboratory
	2. Alcoholics Anonymous (AA)	7. Criminals Reaching Out to People	12. Helping Hands	17. Narcotics Anonymous	22. Veterans Embracing the Truth
	3. Create a Healing Society, Catalyst Foundation	8. Defy Ventures	13. Helping Youth	18. New Choices, Different Direction	23. Youth Offenders United N' Growth
	4. Creative Arts Program	9. Freedom Through Music	14. Houses of Healing	19. Paving the Way Foundation	
	5. Creative Writing	10. Getting Out By Going In (GOGI)	15. Insight Garden Program (IGP)	20. Prison Art Program (PAP)	
California State Prison Sacramento	1. Actor's Gang Prison Project	6. Beginner's Classical Guitar	11. Fine Art Drawing	16. Intensive Journaling	21. Toastmasters
	2. Alcoholics Anonymous (AA)	7. Beginning Guitar	12. Fine Arts Icon Projects	17. Lifer Empowerment Group	22. Veterans Group
	3. Art Workshop	8. Buddhist Pathways Prison Project	13. Fine Arts Poetry	18. Men's Fraternity Prison Fellowship	23. Victim Offender Education Group
	4. Arts in Corrections	9. Celebrate Recovery	14. Icon Art Painting	19. Narcotics Anonymous (NA)	
	5. Bass Guitar Workshop	10. Creative Writing	15. Incarcerated Veterans Support Group	20. Power Source	
California State Prison Solano	1. Alcoholics Anonymous (AA)	3. Drama Therapy for Re-Entry	5. Kingdom Inheritance	7. Shakespeare at Solano	
	2. Celebrate Recovery	4. Insight Garden Program (IGP)	6. Narcotics Anonymous (NA)	8. The Truth Project	
California Substance Abuse Treatment Facility	1. Alcoholics Anonymous (AA)	3. Getting Out By Going In (GOGI)	5. Narcotics Anonymous (NA)		
	2. Criminals and Gangs Anonymous (CGA)	4. Lifer's Support Group			
Calipatria State Prison	1. Alcoholics Anonymous (AA)	4. Bridges to Freedom	7. Criminals and Gangs Anonymous (CGA)	10. Narcotics Anonymous	13. PEP - Human Development
	2. Alternatives to Violence Project (AVP)	5. Cage Your Rage	8. Fathers Behind Bars	11. PEP - Academic Orientation	14. PEP - Introduction to Soft Skills
	3. Anger Management	6. Council Inmate Program	9. Life Without a Crutch	12. PEP - Creative Writing	15. Straight Life Program

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Centinela State Prison	1. Alcoholics Anonymous (AA)	4. Cage Your Rage	7. Life Without a Crutch	10. Narcotics Anonymous (NA)	13. Veterans Empowered to Serve (VETS)
	2. Anti-Recidivism Coalition Workshops	5. Celebrate Recovery	8. Lifer's Support Group	11. Playwrights Project	
	3. Biblical Self	6. Giving Life Back to Lifers	9. Mothers With a Message	12. Reflecting Shakespeare	
Central California Womens Facility	1. Actor's Gang Prison Project	8. Celebrate Recovery	15. Healing/Trauma	22. Life Without Parole Support Group	29. Storybook Project
	2. AIC	9. Comfort Care	16. Houses of Healing	23. Live, Learn, Prosper	30. Veterans Support Group
	3. Alcoholics Anonymous (AA)	10. Creative Conflict Resolution	17. HOWL	24. Long Termers Organization (LTO)	31. Voice of Unity Community Choir
	4. Arts in Corrections	11. Criminal & Addictive Thinking	18. Insight Garden Program (IGP)	25. Narcotics Anonymous (NA)	32. Yardtime Literacy
	5. Asian Pacific Islander Culture Group	12. Freedom to Choose	19. JOC	26. Parenting Class	
	6. BIP	13. G2G	20. L.O.V.E.	27. Prison of Peace	
	7. Cancer Support Group	14. General Education	21. Life Planning	28. Step Out Approved & Renewed	
Chuckawalla Valley State Prison	1. Alcoholics Anonymous (AA)	3. Criminals and Gangs Anonymous (CGA)	5. Narcotics Anonymous (NA)	7. Veterans Support Group	
	2. Celebrate Recovery	4. Lifer Improvement Group	6. Toastmasters		
Correctional Training Facility	1. Alcoholics Anonymous (AA)	6. Criminals and Gangs Anonymous (CGA)	11. Incarcerated Vietnam Veterans of America	16. Phoenix Alliance	21. Toastmasters
	2. AVATAR	7. Fathers Behind Bars	12. IPEP	17. Road to Excellence - Gavel Club	22. United Veteran Group
	3. Balance Reentry Activity Group (BRAG)	8. Fresh Start	13. Life Cycle	18. S.E.L.F. (ESL)	
	4. Cemanahuac Cultural Group (CCG)	9. Getting Out By Going In (GOGI)	14. Narcotics Anonymous (NA)	19. Smooth Talkers - Gavel Club	
	5. Center for Council	10. Glossophobics Anonymous Gavel Club	15. Operation New Hope (ONH)	20. The Work for Inmates	
Deuel Vocational Institution	1. Alcoholics Anonymous (AA)	8. Centering Prayer	15. History (African American)	22. Music Program	29. Straight Life Program
	2. Arts in Corrections	9. Computer Aided Design (CAD)	16. Life 2 Life Mentoring	23. Narcotics Anonymous (NA)	30. Timelist
	3. Bridges to Freedom	10. Creative Conflict Resolution	17. Life Skills Group	24. Outbound	31. Veterans Healing Veterans
	4. Buddhist Pathways Prison Project	11. Criminals and Gangs Anonymous (CGA)	18. Malachi Dad	25. Overcoming Resentment	32. Veterans Support Group
	5. Business Intelligence	12. Denial Management	19. Mending Fences	26. Parenting Class	33. Victim Impact
	6. Celebrate Recovery	13. Gavel Club (Toastmasters)	20. Milati Islami	27. Philosophy	34. Victim Offender Education Group
	7. Center for Council	14. Getting Out By Going In (GOGI)	21. Multicultural Motivational Development Group (MMDG)	28. Prison Fellowship	35. Yardtime Literacy
Folsom State Prison	1. Alcoholics Anonymous (AA)	7. Contemplative Lectio Divina	13. Insight Garden Program (IGP)	19. Narcotics Anonymous (NA)	25. Self Help Awareness Rehabilitation Program (SHARP)
	2. Alpha	8. Criminals and Gangs Anonymous (CGA)	14. Leadership Development (Training)	20. PACE	26. Spiritual Development and Growth
	3. Anger Management	9. Domestic Violence Prevention Program	15. Marin Shakespeare Group	21. Pagan 9 Step	27. Tyba
	4. Authentic Manhood	10. Gavel Club (Toastmasters)	16. Milati Islami	22. Prison Fellowship	28. Yardtime Literacy
	5. Celebrate Recovery	11. Hebrew Studies	17. Moving Meditation	23. Red Ladder Theatre	
	6. Choir	12. Incarcerated Veterans Support Group	18. Music Program	24. Restorative Justice	

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Folsom Womens Facility	1. 7 Steps to Freedom	5. Gavel Club (Toastmasters)	9. Narcotics Anonymous (NA)	13. Pursuit of Positive Change	
	2. Alcoholics Anonymous (AA)	6. Grief and Loss	10. New Hope Re-Entry	14. Red Ladder Theatre	
	3. Alpha	7. Incarcerated Veterans Support Group	11. Prison Fellowship	15. Restorative Justice	
	4. Criminals and Gangs Anonymous (CGA)	8. Marin Shakespeare Group	12. Prison Puppy Program	16. Yardtime Literacy	
High Desert State Prison	1. Actor's Gang Prison Project	3. Arts in Corrections	5. Creative Conflict Resolution	7. Narcotics Anonymous (NA)	9. Veterans Support Group
	2. Alcoholics Anonymous (AA)	4. Cage Your Rage	6. Family Liaison Services (Friends Outside)	8. Positive Parenting	10. Victim Impact
Ironwood State Prison	1. Actor's Gang Prison Project	6. Community Based Art	11. Inmate Peer Education Program (IPEP)	16. Meditation Buddhist Pathways Prison Project	21. Seven Areas of Life Training (SALT)
	2. Addiction Counseling Program Ironwood (ACPI)	7. Family Liaison Services (Friends Outside)	12. Inside Out Writers	17. Narcotics Anonymous (NA)	22. Siddah Yoga Meditation
	3. Alcoholics Anonymous (AA)	8. Fight the Good Fight of Faith	13. Kairos	18. Partnership for Re-Entry Programs (PREP)	23. Veterans Group
	4. Anti-Recidivism Coalition Workshops	9. Great Dads	14. Lifer's Support Group	19. Prison of Peace	
	5. Arts in Corrections	10. Healing Dialogue & Action	15. Life's Too Short	20. Restorative Justice	
Kern Valley State Prison	1. Actor's Gang Prison Project	5. Criminals and Gangs Anonymous (CGA)	9. Getting Out By Going In (GOGI)	13. Relapse Prevention for Crime & Drugs	
	2. Alcoholics Anonymous (AA)	6. Cutting Edge	10. Lifers for Change	14. Toastmasters	
	3. Anger Management	7. Defy Ventures	11. Narcotics Anonymous (NA)	15. Veterans Group	
	4. Art Appreciation	8. Education, Diversion, Goals, Endeavor (EDGE)	12. Parenting Class	16. White Bison	
Mule Creek State Prison	1. Alcoholics Anonymous (AA)	4. Breaking Barriers	7. Gavel Club (Toastmasters)	10. Narcotics Anonymous (NA)	13. Veterans Support Group
	2. Anger Management	5. Christian 12 Step	8. Juvenile Diversion Program	11. Power Source	14. Victim Awareness Offender Program
	3. Arts in Corrections	6. Criminals and Gangs Anonymous (CGA)	9. Lifer's Support Group	12. Self-Exploration Through Writing	
North Kern State Prison	1. Afro-Columbian Drumming	6. Celebrate Recovery	11. Incarcerated Veterans Support Group	16. Narcotics Anonymous (NA)	21. Storytelling
	2. Alcoholics Anonymous (AA)	7. Center for Council	12. Inmate Council Program (Center for Council)	17. Passages	22. Traditional Mexican Folk Guitar
	3. Anger Management	8. Creative Alternatives	13. Malachi Dad	18. Quest for Personal Change	
	4. Arts in Corrections	9. Dads Against Drugs (DAD)	14. Marley's Mutts	19. Road to Sobriety and Men with Second Changes	
	5. Buddhist Education	10. Getting Out By Going In (GOGI)	15. Mural & Painting	20. Sobriety First	
Pelican Bay State Prison	1. Alcoholics Anonymous (AA)	3. Center for Council	5. Getting Out By Going In (GOGI)	7. Peace Education Program	9. Reaching Out Convicts to Kids (ROCK) (Youth Diversion)
	2. Arts in Corrections	4. Choices for Common Ground	6. Narcotics Anonymous (NA)	8. Prisoner's Anti-Recidivism Committee	10. Victim Offender Education Group
Pleasant Valley State Prison	1. Alcoholics Anonymous (AA)	3. Celebrate Recovery	5. Getting Out By Going In (GOGI)	7. Narcotics Anonymous (NA)	9. Visual Arts
	2. Buddhist Pathways Prison Project	4. Criminals and Gangs Anonymous (CGA)	6. Lifer's Support Group	8. Veterans Group	10. Youth Adult Awareness Program (YAAP)
R J Donovan Correctional Facility	1. Alcoholics Anonymous (AA)	5. Defy Venture	9. Kairos	13. Playwrights Project	17. Showing How Insight Never Ends (SHINE)
	2. Anti-Recidivism Coalition Workshops	6. Emotional Literacy	10. Life Care	14. Prison Yoga Project	18. The Mast You Live In
	3. Celebrate Recovery	7. Infectious Disease	11. Live, Love, Explore	15. Project Paint	
	4. Criminals and Gangs Anonymous (CGA)	8. Inside Out Dads	12. Narcotics Anonymous (NA)	16. Self-Confrontation	

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Salinas Valley State Prison	1. Addiction Counselor Training	10. Criminals and Gangs Anonymous (CGA)	19. Inside Circle Program	28. New Leaf On Life/Annengram Project	37. The Green Life
	2. Addiction to Recovery Counseling (ARC)	11. Day of Peace	20. Insight Garden Program (IGP)	29. No More Tears Workshop	38. The Work for Inmates
	3. Alcoholics Anonymous (AA)	12. Develop Positive Attitude	21. IPP ACT Program	30. Non-Violent Communication	39. TRUST
	4. Alliance for Change	13. Diabetic Class	22. IPP Artistic Ensemble	31. Overcomers	40. Veterans Group of San Quentin
	5. Band	14. Diabetic Program	23. KID Creating Awareness Together	32. Pen Pals of SQ Firehouse (Humane Society)	41. Veterans Healing Veterans
	6. Brother's Keeper	15. ELITE	24. Managing Anger & Practicing Peace	33. Prison Yoga Project	42. Veterans Information Group
	7. CA Re-Entry Program	16. Financial Literacy Group	25. Marin Shakespeare Group	34. R.E.A.P. Re-Entry	43. Williams James
	8. Centerforce Back to Family	17. Hope for Lifers	26. Men Creating Peace	35. Roots	
	9. Creative Writing	18. Houses of Healing	27. Narcotics Anonymous	36. SQUIRES	
San Quentin State Prison	1. Alcoholics Anonymous (AA)	6. Creative Writing	11. Lazarus Christian Recovery Program	16. Mormon Addictive Recovery	21. Trendsetters
	2. Alternatives to Violence Project (AVP)	7. Criminals and Gangs Anonymous (CGA)	12. Life Cycle	17. Narcotics Anonymous (NA)	22. Veterans Support Group
	3. Arts in Corrections	8. Freedom Within Prison Project	13. Lifer's Support Group	18. Operation New Hope (ONH)	23. Victim Impact Group
	4. Arts Music Program	9. Getting Out By Going In (GOGI)	14. Malachi Dad	19. Ruff Start	24. Visual and Performing Arts
	5. Center for Council	10. Grief Workshop	15. Meditation	20. The Work for Inmates	
Sierra Conservation Center	1. Alcoholics Anonymous (AA)	5. Career Development, New Professionals	9. Dog Program	13. Leadership Development (Training)	17. Self-Awareness and Recovery
	2. Anger Management	6. Celebrate Recovery	10. Effective Communication	14. Narcotics Anonymous (NA)	18. Veterans Incarcerated
	3. Art & Healing Through Music	7. Community Betterment Program	11. Freedom of Choice	15. Peer Mentor	19. Victim Impact
	4. Arts in Corrections	8. Criminals and Gangs Anonymous (CGA)	12. Introduction to Hospitality	16. Seeking to Educate Endangered Kids	
Valley State Prison	1. Alcoholics Anonymous (AA)	9. Drawing	17. Inmate Council Program (Center for Council)	25. Prison of Peace	33. Timelist
	2. Anger Management	10. English 12	18. Kairos	26. REALIZE	34. Valley Adult Music Program (CAMP)
	3. Celebrate Recovery	11. Family Liaison Services (Friends Outside)	19. Mural & Painting	27. Self-Awareness and Recovery	35. Victim Impact
	4. Choir	12. Father2Child Literacy Project	20. Narcotics Anonymous (NA)	28. Society of Legendary Gaveliers - Gavel Club (Toastmasters)	36. Victim Offender Education Group
	5. Criminals and Gangs Anonymous (CGA)	13. Freedom to Choose	21. Native American Beadwork	29. Songwriting	
	6. Defy Ventures	14. Getting Out By Going In (GOGI)	22. Parenting Program	30. Step Out Approved & Renewed	
	7. Djembe African Drumming	15. Guitar	23. Peace Education Program	31. Story Creation	
	8. Domestic Violence Prevention Program	16. Houses of Healing	24. Poetry Class	32. The Art of Recovery & Therapy (ART)	
Wasco State Prison	1. Alcoholics Anonymous (AA)	5. Drawing	9. Inmates for Christian Living	13. Painting	
	2. Celebrate Recovery	6. Gavel Club (Toastmasters)	10. Lifer's Support Group	14. Passages	
	3. Choir	7. Getting Out By Going In (GOGI)	11. Malachi Dad	15. Poetry Class	
	4. Criminal Rehabilitation Anonymous (CRA)	8. Inmate Council Program (Center for Council)	12. Narcotics Anonymous (NA)	16. Veterans Moving Forward	

APPENDIX H—LIST OF INSTITUTION ACRONYMS

Acronym	Title
	List of Institution Acronyms
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	California State Prison, Centinela
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	California State Prison, Corcoran
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	Richard J. Donovan Correctional Facility
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	San Quentin State Prison
SVSP	Salinas Valley State Prison
VSP	Valley State Prison
WSP	Wasco State Prison

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			
COURSE	COURSE DESCRIPTION	COURSE CODE	COURSE VALUE
Auto Body	Auto Body Basics	V01L401	6 weeks
Auto Body	Auto Body Level 1	V01L402	4 weeks
Auto Body	Auto Body Level 2	V01L403	4 weeks
Auto Body	Auto Body Level 3	V01L404	5 weeks
Auto Body	Auto Body Level 4	V01L405	3 weeks
Auto Body (ASE)	ASE – Non-Structural Analysis and Repair	V01L406	2 weeks
Auto Body (ASE)	ASE – Painting and Refinishing	V01L407	2 weeks
Auto Body (ASE)	ASE – Structural Analysis and Repair	V01L408	2 weeks
Auto Body (ASE)	ASE – Mechanical and Electrical Analysis and Repair	V01L409	2 weeks
Auto Body (I-CAR)	I-CAR – Non-Structural Technician – ProLevel 1	V01L410	2 weeks
Auto Body (I-CAR)	I-CAR – Non-Structural Technician – ProLevel 2	V01L411	2 weeks
Auto Body (I-CAR)	I-CAR – Non-Structural Technician – ProLevel 3	V01L412	2 weeks
Auto Body (I-CAR)	I-CAR – Steel Structural Technician – ProLevel 1	V01L413	2 weeks
Auto Body (I-CAR)	I-CAR – Steel Structural Technician – ProLevel 2	V01L414	2 weeks
Auto Body (I-CAR)	I-CAR – Steel Structural Technician – ProLevel 3	V01L415	2 weeks
Auto Body (I-CAR)	I-CAR – Refinish Technician – ProLevel 1	V01L416	2 weeks
Auto Body (I-CAR)	I-CAR – Refinish Technician – ProLevel 2	V01L417	2 weeks
Auto Body (I-CAR)	I-CAR – Refinish Technician – ProLevel 3	V01L418	2 weeks
Auto Mechanics			
Auto Mechanics	Basic Auto	V02L101	7 weeks
Auto Mechanics	Engine Service Repair	V02L201	4 weeks
Auto Mechanics	Auto Trans and Transaxles	V02L301	4 weeks
Auto Mechanics	Man. Trans and Transaxles	V02L401	4 weeks
Auto Mechanics	Suspension and Steering	V02L501	4 weeks
Auto Mechanics	Brake Installation	V02L601	5 weeks
Auto Mechanics	Electrical Systems	V02L701	4 weeks
Auto Mechanics	Heating and A/C	V02L801	4 weeks
Auto Mechanics	Engine Performance	V02L910	5 weeks
Auto Mechanics (ASE)	ASE Maintenance and Light Repair	V02L901	2 weeks
Auto Mechanics (ASE)	ASE Auto Engine Repair	V02L902	2 weeks
Auto Mechanics (ASE)	ASE Auto Brakes	V02L903	2 weeks
Auto Mechanics (ASE)	ASE Auto Steering and Suspension	V02L904	2 weeks
Auto Mechanics (ASE)	ASE Auto HVAC	V02L905	2 weeks
Auto Mechanics (ASE)	ASE Auto Electrical and Electronics	V02L906	2 weeks
Auto Mechanics (ASE)	ASE Engine Performance and Drivability	V02L907	2 weeks
Auto Mechanics (ASE)	ASE Manual Drive Trans and Axles	V02L908	2 weeks
Auto Mechanics (ASE)	ASE Auto Drive Trans and Axles	V02L909	2 weeks
Nail Care			
Manicuring	Manicuring	V03L101	4 weeks
Manicuring	License Award	V03L201	5 weeks

Career Technical Education Milestone Descriptions and Codes (continued)			
Cosmetology			
Cosmetology	Health and Safety/State Cosmetology Act/Anatomy	V03L301	3 weeks
Cosmetology	Hair Styling	V03L401	4 weeks
Cosmetology	Hair Treatments/Coloring/P-Wave/Relaxing	V03L501	4 weeks
Cosmetology	Manicuring/Skin Care	V03L601	3 weeks
Cosmetology	License Award	V03L701	5 weeks
Career Core			
Career Core	Career Core Basics	V00L100	4 weeks
Career Core	Job Readiness	V00L200	4 weeks
Career Core	OSHA	V00L300	2 weeks
Career Core	EPA	V00L400	2 weeks
Career Core	Forklift Certification – Industrial	V00L500	2 weeks
Career Core	Forklift Certification – Construction	V00L600	3 weeks
Electronics			
Electronics	Level I	V04L101	4 weeks
Electronics	Level II	V04L201	4 weeks
Electronics	Level III	V04L300	4 weeks
Electronics	Level IV	V04L400	5 weeks
Electronics – NCCER	NCCER Electronics – Level 1	V0400L5	2 weeks
Electronics – NCCER	NCCER Electronics – Level 2	V0400L6	2 weeks
Electronics – NCCER	NCCER Electronics – Level 3	V0400L7	2 weeks
Electronics – NCCER	NCCER Electronics – Level 4	V0400L8	2 weeks
Manufacturing Engineering and Design Practices (Machine Shop)			
CNC Machine Shop	Basic Engineering, Design and CNC Programming	V150100	4 weeks
CNC Machine Shop	Engineering, Design and CNC Programming – Level I	V150200	4 weeks
CNC Machine Shop	Engineering, Design and CNC Programming- Level II	V150300	4 weeks
CNC Machine Shop	Engineering, Design and CNC Programming- Level III	V150400	4 weeks
CNC Machine Shop	Engineering, Design and CNC Programming- Level IV	V150500	4 weeks
CNC Machine Shop	Engineering, Design and CNC Programming- Level V	V150600	4 weeks
CNC Machine Shop - TCNC	Basic Engineering, Design and CNC Programming- Level I	V150700	2 weeks
CNC Machine Shop - TCNC	Engineering, Design and CNC Programming- Level II	V150800	2 weeks
CNC Machine Shop - TCNC	Engineering, Design and CNC Programming- Level III	V150900	2 weeks
CNC Machine Shop - TCNC	Engineering, Design and CNC Programming-Level IV	V151000	2 weeks
CNC Machine Shop - TCNC	Engineering, Design and CNC Programming-Level V	V152000	2 weeks

Career Technical Education Milestone Descriptions and Codes (continued)			
Office Services and Related Technology			
OSRT	Microsoft Level 1	V060102	4 weeks
OSRT	Microsoft Level 2	V060201	4 weeks
OSRT	Microsoft Level 3	V060301	4 weeks
OSRT - MS	Microsoft STRAND 1	V060401	4 weeks
OSRT - MS	Microsoft STRAND 2	V060501	4 weeks
OSRT - MS	Microsoft STRAND 3	V060601	4 weeks
OSRT - MS	Microsoft STRAND 4	V060700	4 weeks
OSRT - MS	Microsoft STRAND 5	V060800	4 weeks
OSRT - MS	Microsoft STRAND 6	V060900	4 weeks
Small Engine Repair			
Small Engine Repair	Small Engine Basics	V07L001	4 weeks
Small Engine Repair	Equipment Operation & Service Electrical	V07L101	4 weeks
Small Engine Repair	4 Cycle	V07L201	4 weeks
Small Engine Repair	2 Cycle	V07L301	4 weeks
Small Engine Repair	Diesel	V07L401	4 weeks
Small Engine Repair - EETC	EETC – Two Stroke	V07L500	2 weeks
Small Engine Repair - EETC	EETC – Four Stroke	V07L600	2 weeks
Small Engine Repair - EETC	EETC – Electrical	V07L700	2 weeks
Small Engine Repair - EETC	EETC – Drive Line	V07L800	2 weeks
Small Engine Repair - EETC	EETC – Compact Diesel	V07L900	2 weeks
Small Engine Repair - EETC	EETC – Generator	V07L901	2 weeks
Small Engine Repair - EETC	EETC – Reel Tech	V07L902	2 weeks
Carpentry			
Carpentry	Level I	V08L100	5 weeks
Carpentry	Level II	V08L200	6 weeks
Carpentry	Level III	V08L300	4 weeks
Carpentry	Level IV	V08L400	5 weeks
Carpentry - NCCER	NCCER Construction – Level 1	V0801L5	2 weeks
Carpentry - NCCER	NCCER Construction – Level 2	V0801L6	2 weeks
Carpentry - NCCER	NCCER Construction – Level 3	V0801L7	2 weeks
Carpentry - NCCER	NCCER Construction – Level 4	V0801L8	2 weeks
Building Maintenance			
Building Maintenance	Level I	V09L100	4 weeks
Building Maintenance	Level II	V09L200	6 weeks
Building Maintenance	Level III	V09L300	4 weeks
Building Maintenance	Level IV	V09L400	5 weeks
Building Maintenance - NCCER	NCCER Building Maintenance – Level 1	V0906L5	2 weeks
Building Maintenance - NCCER	NCCER Building Maintenance – Level 2	V0906L6	2 weeks
Building Maintenance - NCCER	NCCER Building Maintenance – Level 3	V0906L7	2 weeks
Building Maintenance - NCCER	NCCER Building Maintenance – Level 4	V0906L8	2 weeks
Building Maintenance - NCCER	NCCER Weatherization Tech	V0906L9	2 weeks

Career Technical Education Milestone Descriptions and Codes (continued)			
Electrical			
Electrical	Level I	V10L100	6 weeks
Electrical	Level II	V10L200	4 weeks
Electrical	Level III	V10L300	4 weeks
Electrical	Level IV	V10L400	4 weeks
Electrical - NCCER	NCCER Electrical – Level 1	V1005L5	2 weeks
Electrical - NCCER	NCCER Electrical – Level 2	V1005L6	2 weeks
Electrical - NCCER	NCCER Electrical – Level 3	V1005L7	2 weeks
Electrical - NCCER	NCCER Electrical – Level 4	V1005L8	2 weeks
HVAC			
HVAC	Level I	V11L100	4 weeks
HVAC	Level II	V11L200	6 weeks
HVAC	Level III	V11L300	4 weeks
HVAC	Level IV	V11L400	4 weeks
HVAC - NCCER	NCCER HVAC – Level 1	V1107L5	2 weeks
HVAC - NCCER	NCCER HVAC – Level 2	V1107L6	2 weeks
HVAC - NCCER	NCCER HVAC – Level 3	V1107L7	2 weeks
HVAC - NCCER	NCCER HVAC – Level 4	V1107L8	2 weeks
HVAC - NCCER	NCCER Weatherization Tech	V1107L9	2 weeks
Masonry			
Masonry	Level I	V12L100	4 weeks
Masonry	Level II	V12L200	5 weeks
Masonry	Level III	V12L300	5 weeks
Masonry	Level IV	V12L400	4 weeks
Masonry - NCCER	NCCER Masonry – Level 1	V1202L5	2 weeks
Masonry - NCCER	NCCER Masonry – Level 2	V1202L6	2 weeks
Masonry - NCCER	NCCER Masonry – Level 3	V1202L7	2 weeks
Masonry - NCCER	NCCER Masonry – Level 4	V1202L8	2 weeks
Plumbing			
Plumbing	Level I	V13L500	6 weeks
Plumbing	Level II	V13L600	5 weeks
Plumbing	Level III	V13L700	5 weeks
Plumbing	Level IV	V13L800	5 weeks
Plumbing - NCCER	NCCER Plumbing – Level 1	V1304L9	2 weeks
Plumbing - NCCER	NCCER Plumbing – Level 2	V130410	2 weeks
Plumbing - NCCER	NCCER Plumbing – Level 3	V130411	2 weeks
Plumbing - NCCER	NCCER Plumbing – Level 4	V130412	2 weeks
Sheet Metal			
Sheet Metal	Level I	V14L100	4 weeks
Sheet Metal	Level II	V14L200	4 weeks
Sheet Metal	Level III	V14L300	5 weeks
Sheet Metal	Level IV	V14L400	4 weeks
Sheet Metal – NCCER	NCCER Sheet Metal – Level 1	V1402L5	2 weeks
Sheet Metal – NCCER	NCCER Sheet Metal – Level 2	V1402L6	2 weeks
Sheet Metal – NCCER	NCCER Sheet Metal – Level 3	V1402L7	2 weeks
Sheet Metal – NCCER	NCCER Sheet Metal – Level 4	V1402L8	2 weeks

Career Technical Education Milestone Descriptions and Codes (continued)			
Welding			
Welding	Level I	V15L100	7 weeks
Welding	Level II	V15L200	4 weeks
Welding	Level III	V15L300	8 weeks
Welding	Level IV	V15L400	4 weeks
Welding - NCCER	NCCER Welding – Level 1	V1503L5	2 weeks
Welding - NCCER	NCCER Welding – Level 2	V1503L6	2 weeks
Welding - NCCER	NCCER Welding – Level 3	V1503L7	2 weeks
Welding - NCCER	NCCER Welding – Level 4	V1503L8	2 weeks
Welding – AWS	AWS - MIG	V1503L9	2 weeks
Welding – AWS	AWS - Flux Core	V151310	2 weeks
Welding – AWS	AWS - Stick	V151311	2 weeks
Welding – AWS	AWS - Pipe	V151312	2 weeks
Welding – AWS	AWS - Aluminum	V151313	2 weeks
Welding – AWS	AWS - Stainless	V151314	2 weeks
Computer Literacy			
Computer Literacy	Core	V160101	4 weeks
Computer Literacy - MS	Digital Literacy	V160200	3 weeks
Industrial Painting			
Industrial Painting	Level I	V17L100	4 weeks
Industrial Painting	Level II	V17L200	4 weeks
Industrial Painting	Level III	V17L300	4 weeks
Industrial Painting	Level IV	V17L400	4 weeks
Painting - NCCER	NCCER Painting – Level 1	V1703L5	2 weeks
Painting - NCCER	NCCER Painting – Level 2	V1703L6	2 weeks
Painting - NCCER	NCCER Painting – Level 3	V1703L7	2 weeks
Painting - NCCER	NCCER Painting – Level 4	V1703L8	2 weeks
Roofing			
Roofing	Level I	V19L100	3 weeks
Roofing	Level II	V19L200	5 weeks
Roofing	Level III	V19L300	5 weeks
Roofing	Level IV	V1903L4	2 weeks
Roofing - NCCER	NCCER Roofing – Level 1	V1903L5	2 weeks
Roofing - NCCER	NCCER Roofing – Level 2	V1903L6	2 weeks
Roofing - NCCER	NCCER Roofing – Level 3	V1903L7	2 weeks
Roofing - NCCER	NCCER Roofing – Level 4	V1903L8	2 weeks
Drywall			
Drywall	Level I	V20L100	4 weeks
Drywall	Level II	V20L200	4 weeks
Drywall	Level III	V20L300	4 weeks
Drywall	Level IV	V20L400	4 weeks
Drywall - NCCER	NCCER Drywall – Level 1	V2003L5	2 weeks
Drywall - NCCER	NCCER Drywall – Level 2	V2003L6	2 weeks
Drywall - NCCER	NCCER Drywall – Level 3	V2003L7	2 weeks
Drywall - NCCER	NCCER Drywall – Level 4	V2003L8	2 weeks

Career Technical Education Milestone Descriptions and Codes (continued)			
Sustainable Ecological Environmental Design (SEED)			
SEED	SEED – Level I	V2101L1	4 weeks
SEED	SEED – Level II	V2101L2	4 weeks
SEED	SEED – Level III	V2101L3	4 weeks
SEED	SEED – Level IV	V2101L4	4 weeks
SEED	SEED – Level V	V2101L5	4 weeks
SEED - UCD	SEED UCD – Level 1	V2101L6	2 weeks
SEED - UCD	SEED UCD – Level 2	V2101L7	2 weeks
SEED - UCD	SEED UCD – Level 3	V2101L8	2 weeks
SEED - UCD	SEED UCD – Level 4	V2101L9	2 weeks
SEED - UCD	SEED UCD – Level 5	V210110	2 weeks

Academic Milestone Descriptions and Codes			
ABE I			
ABE I	0.0 - 1.9 grade point level	A010101	4 weeks
ABE I	2.0 - 2.9 grade point level	A010201	4 weeks
ABE I	3.0 - 3.9 grade point level	A010301	4 weeks
ABE II			
ABE II	4.0 - 4.9 grade point level	A020401	4 weeks
ABE II	5.0 - 5.9 grade point level	A020501	4 weeks
ABE II	6.0 - 6.9 grade point level	A020601	4 weeks
ABE III			
ABE III	7.0 - 7.9 grade point level	A030701	4 weeks
ABE III	8.0 - 8.9 grade point level	A030801	4 weeks
ABE III	9.0 - 9.9 grade point level	A030901	4 weeks
High School Equivalency			
HSE	Language Arts, Reading and Writing subtest (Electronic GED only)	G010503	4 weeks
HSE	Language Arts Reading Subtest (Paper based only – HiSET or TASC) Cannot be issued in conjunction with G010503	G010501	3 weeks
HSE	Writing Subtest (Paper based only – HiSET or TASC) Cannot be issued in conjunction with G010503	G010502	3 weeks
HSE	Social Studies subtest	G010201	3 weeks
HSE	Mathematics subtest	G010301	3 weeks
HSE	Science subtest	G010401	3 weeks
High School			
HS	English 1st course	H010101	4 weeks
HS	English 2nd course	H010111	4 weeks
HS	English 3rd course	H010121	4 weeks
HS	Mathematics	H010301	4 weeks
HS	Algebra I	H010211	4 weeks
HS	General/Life Science	H010403	4 weeks
HS	Earth / Physical Science	H010404	4 weeks
HS	U.S. History or Geography	H010503	4 weeks
HS	World History or Geography/Culture	H010504	4 weeks
HS	American Government and Economics	H010601	4 weeks
HS	Visual and Performing Arts /Fine Arts	H010801	4 weeks
HS	Elective completed	H010220	4 weeks *R1
College			
College	Each 3 Semester or 4-5 Quarter units completed	C010110	2 weeks *R1

*R1 = Repeatable during same or new term for different classes/degrees

MCCS: Academic Milestones Continued

Academic Milestone Descriptions and Codes (continued)			
Literacy			
Literacy	CASAS Benchmark 7	L010B07	4 weeks
Literacy	CASAS Benchmark 8	L010B08	4 weeks
Literacy	CASAS Benchmark 9	L010B09	4 weeks
Literacy	CASAS Benchmark 10	L010B10	4 weeks
Literacy	CASAS Benchmark 11	L010B11	4 weeks
Math			
Math	CASAS Benchmark 7	M010B07	4 weeks
Math	CASAS Benchmark 8	M010B08	4 weeks
Math	CASAS Benchmark 9	M010B09	4 weeks
Math	CASAS Benchmark 10	M010B10	4 weeks
Math	CASAS Benchmark 11	M010B11	4 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
Mental Health			
EOP Mental Health Treatment Plan	Each 60 hours of treatment plan activities completed	MH10100	1 week *R2
In-Patient Mental Health Treatment Plan	Each 60 hours of treatment plan activities completed	MH10200	1 week *R2
DDP Group Assignments	Each 60 hours of group assignments completed	MH10300	1 week *R2
EOP Core	Aggression Replacement Training	MH10400	1 week
EOP Core	Thinking For Change	MH10500	1 week
EOP Core	Illness Management and Recovery	MH10600	1 week
Rehabilitative Programs			
Rehabilitative Programs	Cognitive Behavioral Treatment – Anger Management	RP10200	2 weeks
Rehabilitative Programs	Cognitive Behavioral Treatment – Criminal Thinking	RP10300	2 weeks
Rehabilitative Programs	Cognitive Behavioral Treatment – Family Relationships	RP10400	2 weeks
Rehabilitative Programs	Transitions	RP10500	2 weeks
SUDT	Cognitive Behavioral Treatment Substance Use Disorder – 3 Months	S030300	3 weeks *R3
SUDT	Cognitive Behavioral Treatment Substance Use Disorder – 5 Months	S040500	4 weeks *R3
SUDT	Cognitive Behavioral Treatment Substance Use Disorder – 6 Months	S050600	5 weeks *R3
Long Term Offender Program			
LTOP	Cognitive Behavioral Treatment – Substance Use Disorder	LT10100	4 weeks
LTOP	Cognitive Behavioral Treatment – Anger Management	LT10200	2 weeks
LTOP	Cognitive Behavioral Treatment – Criminal Thinking	LT10300	2 weeks
LTOP	Cognitive Behavioral Treatment – Family Relationships	LT10400	2 weeks
LTOP	Cognitive Behavioral Treatment – Victim Impact	LT10500	2 weeks
LTOP	Cognitive Behavioral Treatment – Denial Management	LT10600	2 weeks

*R2 = Repeatable, up to a maximum of six weeks per 12 months for inmates participating in the EOP, Mental Health Treatment Plan, In-Patient Mental Health Treatment Plan and DDP Group Assignments,
*R3 = Repeatable during new term

Academic Milestone Descriptions and Codes (continued)			
Internet Protocol Television Milestone Descriptions and Codes			
Education			
Education	College Preparatory Algebra I and II	IP10100	2 weeks
Education	College Preparatory Micro & Macro Economics	IP10200	3 weeks
Education	College Preparatory US History 1850-1950 Bundle	IP10300	2 weeks
Education	English Language Acquisition	IP10400	3 weeks
TLM Coding	Track 1	IP10401	7 weeks
TLM Coding	Track 2	IP10402	7 weeks
Employment			
Employment	Workforce Readiness	IP10500	2 weeks
Freedom			
Freedom	Anger Management	IP10600	1 week
Freedom	Financial Security and Money Management	IP10700	3 weeks
Freedom	Preparing for Success After Prison	IP10800	3 weeks
Freedom	Preparing For Success After Prison – Edited Version	IP10900	1 week
Wellness			
Wellness	Leadership	IP10111	1 week
Wellness	Life Skills	IP10112	1 week
Wellness	Nutrition	IP10113	1 week
Wellness	Parenting	IP10114	1 week
e-Reader Milestone Descriptions and Codes			
Education			
Education	Step Down Literature	IP10115	3 weeks

MCCS: General Milestones

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	Sections 1 and 2	OE10500	1 week
VOEG	Sections 3 and 4	OE10600	1 week
Addiction Recovery Counseling (ARC)			
ARC	Certification	RC10101	7 weeks
Guiding Rage Into Power (GRIP)			
GRIP	Course Completion	GR10101	2 weeks
Golden Gate Baptist Theological Seminary (Northbay School of Theology)			
GGBTS	Diploma Christian Ministries	TS10101	5 weeks
GGBTS	Diploma Theology	TS10201	5 weeks
The Urban Ministry Institute (TUMI)			
TUMI	Modules 1 and 2	TM10117	1 week
TUMI	Modules 3 and 4	TM10118	1 week
TUMI	Modules 5 and 6	TM10119	1 week
TUMI	Modules 7 and 8	TM10120	1 week
TUMI	Modules 9 and 10	TM10121	1 week
TUMI	Modules 11 and 12	TM10122	1 week
TUMI	Modules 13 and 14	TM10123	1 week
TUMI	Modules 15 and 16	TM10124	1 week
Alternatives to Violence Program (AVP)			
AVP	Basic and Advanced Completion	AV10500	1 week
AVP	Facilitator Training and Certification	AV10600	1 week
AVP	Lead Team Coordinator	AV10700	2 weeks
Verb Braille Program			
Verb Braille Program	Course Completion	ILTG001	3 weeks
Prisoners Overcoming Obstacles & Creating Hope (POOCH) Dog program			
POOCH	Course Completion	ILTG002	5 weeks
Peacemaker's Alliance			
Peacemaker Alliance	Peacemakers Alliance Critical Literacy and Peace Education	ILTG003	2 weeks
Peacemaker Alliance	Peacemakers Alliance Community Transformation (PACT) and Building Peaceful Communities Retreat	ILTG004	1 week
The Last Mile			
The Last Mile	Track 1	ILTG006	7 weeks
The Last Mile	Track 2	ILTG007	7 weeks
Delancey Street Program (DSP)			
DSP	Each 3 months of program plan activities completed	DS10100	3 weeks *R7
Male Community Reentry Program (MCRP)/Custody to Community Transitional Reentry Program(CCTRP)			
MCRP/CCTRP	Each 3 months of program plan activities completed	ITRP100	3 weeks *R8
Inmate Ward Labor			
Inmate Ward Labor	Multi-Craft Core Curriculum	W01L101	7 weeks

*R7 = Repeatable during same or new term for Delancey Street Program
*R8 = Repeatable during same or new term for CCTRP/MCRP

General Milestone Description and Codes			
Institution Firefighters			
Firefighting (Inst)	Basic Firefighter Block Training	FH10101	1 week
Firefighting (Inst)	State Fire Marshal-approved Firefighter 1 Training	FH10201	7 weeks
Firefighting (Inst)	First Responder Medical Training	FH10301	2 weeks
Firefighting (Inst)	Hazardous Materials/Confined Space Training	FH10401	2 weeks
Camp Firefighters			
Firefighting (Camp)	Physical Fitness/Firefighter Training	FC10101	3 weeks
Firefighting (Camp)	Fire Brigade Training	FC10201	2 weeks
Firefighting (Camp)	Waste-Water Certificate-Grade 1	FC10301	8 weeks
Firefighting (Camp)	Waste-Water Certificate-Grade 2	FC10401	8 weeks
Firefighting (Camp)	Water Treatment Certificate – Grade 1	FC10501	8 weeks
Firefighting (Camp)	Water Treatment Certificate – Grade 2	FC10601	8 weeks
Firefighting (Camp)	Distribution Certificate – Grade 1	FC10700	1 week
Firefighting (Camp)	Distribution Certificate – Grade 2	FC10800	1 week
Firefighting (Camp)	Basic Helicopter S-271	FC10902	3 weeks
Firefighting (Camp)	Wildland Chain Saw Sawyer Level A	FC10901	3 weeks

California Prison Industry Authority - Milestone Descriptions and Codes			
Optical			
Am. Board of Opticianry	Optician	PBOPT02	4 weeks
Baking			
Am. Institute of Baking	Bread/Rolls	PIBAK06	3 weeks
Am. Institute of Baking	Cake/Sweet Goods	PIBAK07	3 weeks
Am. Institute of Baking	Foundations	PIBAK08	3 weeks
Am. Institute of Baking	Ingredient Technician	PIBAK09	3 weeks
Am. Institute of Baking	Science of Baking	PIBAK10	3 weeks
Welding			
Am. Welding Society	MIG – GMAW-1	PWEL005	3 weeks
Am. Welding Society	TIG – GTAW-1	PWEL006	3 weeks
Am. Welding Society	TIG – GTAW-2	PWEL007	3 weeks
Am. Welding Society	TIG – GTAW-3	PWEL008	3 weeks
Braille			
Braille – Library of Congress	Level I – Literary Braille Transcribing	PBRAL07	5 weeks
Braille – Library of Congress	Level II – Literary Braille Proofreading	PBRAL08	5 weeks
Braille – Library of Congress	Level III – Music Braille Transcribing	PBRAL09	5 weeks
Braille – Library of Congress	Level IV – Mathematics Braille Transcribing	PBRAL10	5 weeks
Braille – Library of Congress	Level V – Mathematics Braille Proofreading	PBRAL11	5 weeks
National Braille Association, Inc.	Braille Formats - Textbook Formatting	PBRAL06	5 weeks
Food and Agriculture			
CA Dept. Food & Ag.	Pasteurizer License	PFOOD04	1 week
CA Dept. Food & Ag.	Sampler/Weigher License	PFOOD05	3 weeks
Electronics			
Electron Tech Assn	Customer Service Specialist	PELEC04	2 weeks
Electron Tech Assn	Certified Electronics Technician	PELEC02	3 weeks
Electron Tech Assn	Journeyman (Industrial)	PELEC06	3 weeks
Forklift			
Overton Safety Training, Inc.	Forklift – Industrial	PFORK04	2 weeks
Overton Safety Training, Inc.	Forklift – Hand Truck	PFORK05	2 weeks
Overton Safety Training, Inc.	Forklift – Construction	PFORK03	2 weeks
Linen			
Nat Assn Linen Mgt.	Certified Linen Technician	PLIN004	3 weeks
Nat Assn Linen Mgt.	Certified Washroom Technician	PLIN005	3 weeks
Nat Assn Linen Mgt.	Certified Laundry Linen Manager	PLIN003	3 weeks

California Prison Industry Authority - Milestone Descriptions and Codes (continued)			
Metal Skills			
Nat Inst Metal Skills	Machining, Level I	PMET004	4 weeks
Nat Inst Metal Skills	Metal Forming, Level I	PMET005	4 weeks
Nat Inst Metal Skills	Metal Stamping, Level II	PMET006	4 weeks
Restaurant Association			
Nat Restaurant Assn	ServSafe Essentials	PREST05	3 weeks
Nat Restaurant Assn	ServSafe Food Handler	PREST04	1 week
HVAC			
No Am Tech Excellence	Installation: HVAC – A/C	PHVAC11	3 weeks
No Am Tech Excellence	Installation: HVAC – Air Distribution	PHVAC12	3 weeks
No Am Tech Excellence	Installation: Pumps – Heat Pumps	PHVAC13	3 weeks
No Am Tech Excellence	Installation: Pumps – Gas Heat	PHVAC14	3 weeks
No Am Tech Excellence	Installation: Pumps – Oil Heat	PHVAC15	3 weeks
No Am Tech Excellence	Service HVAC – A/C	PHVAC16	3 weeks
No Am Tech Excellence	Service: HVAC – Air Distribution	PHVAC17	3 weeks
No Am Tech Excellence	Service: Pumps – Heat Pumps	PHVAC18	3 weeks
No Am Tech Excellence	Service: Pumps – Gas Heat	PHVAC19	3 weeks
No Am Tech Excellence	Service: Pumps – Oil Heat	PHVAC20	3 weeks
Print			
Print Indust of America	Sheet-fed Offset Press	PPRNT05	4 weeks
Print Indust of America	Web Offset Press	PPRNT06	4 weeks
Print Indust of America	Pre-Press	PPRNT07	4 weeks
Print Indust of America	Bindery	PPRNT08	4 weeks
Dental			
Product. Training Corp	Dental Technician	PDTEC02	4 weeks
Machinery			
Stiles Machinery Inc	Intermed. Weeke Machining Center Prog.	PSTIL02	3 weeks
Career Tech			
Career Tech 7370 Computer Coding	Code 7370 Computer Coding Track 1	PCT0100	3 weeks
Career Tech 7370 Computer Coding	Code 7370 Computer Coding Track 2	PCT0200	3 weeks
Career Tech AutoCAD	Auto CAD Drafting	PCT0300	3 weeks
Career Tech AutoCAD	Inventor	PCT0400	3 weeks
Career Tech AutoCAD	Revit	PCT0500	3 weeks
Career Tech Culinary	Core-Classroom Curriculum	PCT0600	3 weeks
Career Tech Ironworker	Core-Classroom Curriculum	PCIRN01	3 weeks

California Prison Industry Authority - Milestone Descriptions and Codes (continued)			
Career Tech (continued)			
Career Tech Carpentry	Core-Classroom Curriculum	PCCAR01	3 weeks
Career Tech Laborer	Lead Worker/Mentor Training	PCCAR04	3 weeks
Career Tech Dive	Rigger Course Program	PCDIV06	4 weeks
Career Tech Dive	Top Side Welder Course Program	PCDIV07	4 weeks
Career Tech Dive	Dive Tender Course Program	PCDIV08	4 weeks
Career Tech Dive	Mixed Gas Rack Operator Course Prog.	PCDIV09	4 weeks
Career Tech Dive	Commercial Diver/Commercial Dive Insp.	PCDIV10	5 weeks
TPC Training Systems			
TPC Training System	Reading Blueprints	TPC1010	3 weeks
TPC Training System	Reading Schematics and Symbols	TPC1020	3 weeks
TPC Training System	Mathematics in the Plant	TPC1030	3 weeks
TPC Training System	Making Measurements	TPC1040	3 weeks
TPC Training System	Metals in the Plant	TPC1050	3 weeks
TPC Training System	Nonmetals in the Plant	TPC1060	3 weeks
TPC Training System	Hand Tools	TPC1070	3 weeks
TPC Training System	Portable Power Tools	TPC1080	3 weeks
TPC Training System	Industrial Safety and Health	TPC1090	3 weeks
TPC Training System	Troubleshooting Skills	TPC1100	3 weeks
TPC Training System	Basic Electricity and Electronics	TPC2010	3 weeks
TPC Training System	Batteries and DC Circuits	TPC2020	3 weeks
TPC Training System	Transformers and AC Circuits	TPC2030	3 weeks
TPC Training System	Electrical Measuring Instruments	TPC2040	3 weeks
TPC Training System	Electrical Safety and Protection	TPC2050	3 weeks
TPC Training System	DC Equipment and Controls	TPC2060	3 weeks
TPC Training System	Single Phase Motors	TPC2070	3 weeks
TPC Training System	Three Phase Systems	TPC2080	3 weeks
TPC Training System	AC Control Equipment	TPC2090	3 weeks
TPC Training System	Electrical Troubleshooting	TPC2100	3 weeks
TPC Training System	Electrical Safety – Understanding NFPA 70E	TPC2110	3 weeks
TPC Training System	Basic Mechanics	TPC3010	3 weeks
TPC Training System	Lubricants and Lubrication	TPC3020	3 weeks
TPC Training System	Power Transmission Equipment	TPC3030	3 weeks
TPC Training System	Bearings	TPC3040	3 weeks
TPC Training System	Pumps	TPC3050	3 weeks
TPC Training System	Piping Systems	TPC3060	3 weeks
TPC Training System	Basic Hydraulics	TPC3070	3 weeks
TPC Training System	Hydraulic Troubleshooting	TPC3080	3 weeks
TPC Training System	Basic Pneumatics	TPC3090	3 weeks

California Prison Industry Authority - Milestone Descriptions and Codes (continued)			
TPC Training System (continued)			
TPC Training System	Pneumatic Troubleshooting	TPC3100	3 weeks
TPC Training System	Introduction to Packaging	TPC3110	3 weeks
TPC Training System	Packaging Machinery	TPC3120	3 weeks
TPC Training System	Casing Machinery	TPC3130	3 weeks
TPC Training System	Machine Shop Practices	TPC3150	3 weeks
TPC Training System	Machine Shop Turning Operations	TPC3160	3 weeks
TPC Training System	Machine Shop Shaping Operations	TPC3170	3 weeks
TPC Training System	Machine Shop Job Analysis	TPC3230	3 weeks
TPC Training System	Lathe - Turning Work Between Centers	TPC3240	3 weeks
TPC Training System	Lathe - Machining Work in a Chuck	TPC3250	3 weeks
TPC Training System	Basic Milling Procedures	TPC3260	3 weeks
TPC Training System	Indexed Milling Procedures	TPC3270	3 weeks
TPC Training System	Multiple-Machine Procedures	TPC3280	3 weeks
TPC Training System	Mechanical Drive Maintenance	TPC3410	3 weeks
TPC Training System	Mechanical and Fluid Drive Systems	TPC3420	3 weeks
TPC Training System	Bearing and Shaft Seal Maintenance	TPC3430	3 weeks
TPC Training System	Pump Installation and Maintenance	TPC3440	3 weeks
TPC Training System	Maintenance Pipefitting	TPC3450	3 weeks
TPC Training System	Tubing and Hose System Maintenance	TPC3460	3 weeks
TPC Training System	Valve Maintenance & Piping Sys. Protection	TPC3470	3 weeks
TPC Training System	Introduction to Carpentry	TPC3610	3 weeks
TPC Training System	Constructing the Building Shell	TPC3620	3 weeks
TPC Training System	Finishing the Building Interior	TPC3630	3 weeks
TPC Training System	Structural Painting	TPC3640	3 weeks
TPC Training System	Flat Roof Maintenance	TPC3660	3 weeks
TPC Training System	Plumbing Systems Maintenance	TPC3670	3 weeks
TPC Training System	Landscaping Maintenance	TPC3750	3 weeks
TPC Training System	Blueprint Reading for Welders	TPC4160	3 weeks
TPC Training System	Welding Principles	TPC4170	3 weeks
TPC Training System	Oxyfuel Operations	TPC4180	3 weeks
TPC Training System	Arc Welding Operations	TPC4190	3 weeks
TPC Training System	Cleaning Chemicals	TPC4510	3 weeks
TPC Training System	Floors and Floor Care Equipment	TPC4520	3 weeks
TPC Training System	Maintaining Floors and Other Surfaces	TPC4530	3 weeks
TPC Training System	Rest Room Care	TPC4540	3 weeks
TPC Training System	Carpet and Upholstery Care	TPC4550	3 weeks

Community Correctional Facilities Administration (CCF) Milestone Completion Credit Schedule			
Career Technical Education Milestone Descriptions and Codes			
Office Services and Related Technology			
OSRT	Microsoft Level 1	V060102	4 weeks
OSRT	Microsoft Level 2	V060201	4 weeks
OSRT	Microsoft Level 3	V060301	4 weeks
Graphic Arts			
Graphic Design	Graphic Design Core	V07C000	5 weeks
Graphic Design	Graphic Design Level I	V07L000	5 weeks
Carpentry			
Carpentry	Core	V0801C0	1 week
Carpentry	Level I	V08L100	5 weeks
Carpentry	Level II	V08L200	6 weeks
Carpentry	Level III	V08L300	4 weeks
Carpentry	Level IV	V08L400	5 weeks
Building Maintenance			
Building Maintenance	Core	V0906C0	1 week
Building Maintenance	Level I	V09L100	4 weeks
Building Maintenance	Level II	V09L200	6 weeks
Building Maintenance	Level III	V09L300	4 weeks
Building Maintenance	Level IV	V09L400	5 weeks
Electrical			
Electrical	Core	V1005C1	2 weeks
Electrical	Level I	V10L100	6 weeks
Electrical	Level II	V10L200	4 weeks
Electrical	Level III	V10L300	4 weeks
Electrical	Level IV	V10L400	4 weeks
HVAC			
HVAC	Core	V1107C1	2 weeks
HVAC	Level I	V11L100	4 weeks
HVAC	Level II	V11L200	6 weeks
Plumbing			
Plumbing	Core	V1304C1	3 weeks
Plumbing	Level I	V13L500	6 weeks
Plumbing	Level II	V13L600	5 weeks
Plumbing	Level III	V13L700	5 weeks
Plumbing	Level IV	V13L800	5 weeks
Painting & Drywall			
Painting/Drywall	Core	V3001C0	3 weeks
Painting/Drywall	Level I	V3002L1	2 weeks
Painting/Drywall	Level II	V3003L2	3 weeks
Computer Literacy			
Computer Literacy	Core	V160101	4 weeks
Computer Repair			
COMPTIA	Core	V3003C0	3 weeks
COMPTIA	Level I	V3003L3	3 weeks
Horticulture/Landscaping			
Horticulture/Landscaping	Core	V3004C0	5 weeks

CCF Academic Milestone Descriptions and Codes			
ABE I			
ABE I	0.0 - 1.9 grade point level	A010101	4 weeks
ABE I	2.0 - 2.9 grade point level	A010201	4 weeks
ABE I	3.0 - 3.9 grade point level	A010301	4 weeks
ABE II			
ABE II	4.0 - 4.9 grade point level	A020401	4 weeks
ABE II	5.0 - 5.9 grade point level	A020501	4 weeks
ABE II	6.0 - 6.9 grade point level	A020601	4 weeks
ABE III			
ABE III	7.0 - 7.9 grade point level	A030701	4 weeks
ABE III	8.0 - 8.9 grade point level	A030801	4 weeks
ABE III	9.0 - 9.9 grade point level	A030901	4 weeks
High School Equivalency			
HSE	Language Arts, Reading and Writing subtest	G010503	4 weeks
HSE	Social Studies subtest	G010201	3 weeks
HSE	Mathematics subtest	G010301	3 weeks
HSE	Science subtest	G010401	3 weeks
High School			
HS	English 1st Course	H010101	4 weeks
HS	English 2nd Course	H010111	4 weeks
HS	English 3rd Course	H010121	4 weeks
HS	Mathematics	H010301	4 weeks
HS	Algebra I	H010211	4 weeks
HS	General or Life Science	H010403	4 weeks
HS	Earth or Physical Science	H010404	4 weeks
HS	U.S. History or Geography	H010503	4 weeks
HS	World History or Geography/Culture	H010504	4 weeks
HS	American Government	H010601	4 weeks
HS	Visual and Performing Arts/Fine Arts	H010801	4 weeks
HS	Health	H010901	3 weeks
HS	Job/Career Exploration	H011001	3 weeks
HS	Elective Completed	H011220	4 weeks *R4
College			
College	Each 3 Semester or 4-5 Quarter units completed	C010102	2 weeks *R4
Literacy			
Literacy	CASAS Benchmark 1	L010B01	4 weeks
Literacy	CASAS Benchmark 2	L010B02	4 weeks
Literacy	CASAS Benchmark 3	L010B03	4 weeks
Literacy	CASAS Benchmark 4	L010B04	4 weeks
Literacy	CASAS Benchmark 5	L010B05	4 weeks
Literacy	CASAS Benchmark 6	L010B06	4 weeks
Literacy	CASAS Benchmark 7	L010B07	4 weeks
Literacy	CASAS Benchmark 8	L010B08	4 weeks
Literacy	CASAS Benchmark 9	L010B09	4 weeks
Literacy	CASAS Benchmark 10	L010B10	4 weeks
Literacy	CASAS Benchmark 11	L010B11	4 weeks
Literacy	CASAS Benchmark 12	L010B12	4 weeks

*R4 = Repeatable during same or new term for different classes/degrees

CCF Academic Milestone Descriptions and Codes (continued)			
Math			
Math	CASAS Benchmark 1	M010B01	4 weeks
Math	CASAS Benchmark 2	M010B02	4 weeks
Math	CASAS Benchmark 3	M010B03	4 weeks
Math	CASAS Benchmark 4	M010B04	4 weeks
Math	CASAS Benchmark 5	M010B05	4 weeks
Math	CASAS Benchmark 6	M010B06	4 weeks
Math	CASAS Benchmark 7	M010B07	4 weeks
Math	CASAS Benchmark 8	M010B08	4 weeks
Math	CASAS Benchmark 9	M010B09	4 weeks
Math	CASAS Benchmark 10	M010B10	4 weeks
Math	CASAS Benchmark 11	M010B11	4 weeks
Math	CASAS Benchmark 12	M010B12	4 weeks
Rehabilitative Programs			
Rehabilitative Programs	Cognitive Behavior Treatment - Substance Use Disorder	RP10101	4 weeks
Rehabilitative Programs	Cognitive Behavior Treatment - Anger Management	RP10200	2 weeks
Rehabilitative Programs	Cognitive Behavior Treatment - Criminal Thinking	RP10300	2 weeks
Rehabilitative Programs	Cognitive Behavior Treatment - Family Relationships	RP10400	2 weeks
Rehabilitative Programs	Cognitive Behavior Treatment - Transitions	RP10500	2 weeks
Substance Abuse Transitions Pre-Release Program			
CSAP (CCF)	Course Completion	S020101	8 weeks
Internet Protocol Television Milestone Descriptions and Codes			
Education			
Education	College Preparatory Algebra I and II	IP10100	2 weeks
Education	College Preparatory Micro & Macro Economics	IP10200	3 weeks
Education	College Preparatory US History 1850-1950 Bundle	IP10300	2 weeks
Education	English Language Acquisition	IP10400	3 weeks
TLM Coding	Track 1	IP10401	7 weeks
TLM Coding	Track 2	IP10402	7 weeks
Employment			
Employment	Workforce Readiness	IP10500	2 weeks
Freedom			
Freedom	Anger Management	IP10600	1 week
Freedom	Financial Security and Money Management	IP10700	3 weeks
Freedom	Preparing for Success After Prison	IP10800	3 weeks
Freedom	Preparing For Success After Prison – Edited Version	IP10900	1 week
Wellness			
Wellness	Leadership	IP10111	1 week
Wellness	Life Skills	IP10112	1 week
Wellness	Nutrition	IP10113	1 week
Wellness	Parenting	IP10114	1 week
e-Reader Milestone Descriptions and Codes			
Education			
Education	Step Down Literature	IP10115	3 weeks

CCF General Milestone Descriptions and Codes			
The Urban Ministry Institute (TUMI)			
TUMI	Modules 1 and 2	TM10117	1 week
TUMI	Modules 3 and 4	TM10118	1 week
TUMI	Modules 5 and 6	TM10119	1 week
TUMI	Modules 7 and 8	TM10120	1 week
TUMI	Modules 9 and 10	TM10121	1 week
TUMI	Modules 11 and 12	TM10122	1 week
TUMI	Modules 13 and 14	TM10123	1 week
TUMI	Modules 15 and 16	TM10124	1 week

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	A010101	4 weeks
ABE I	2.0 - 2.9 grade point level	A010201	4 weeks
ABE I	3.0 - 3.9 grade point level	A010301	4 weeks
ABE II			
ABE II	4.0 - 4.9 grade point level	A020401	4 weeks
ABE II	5.0 - 5.9 grade point level	A020501	4 weeks
ABE II	6.0 - 6.9 grade point level	A020601	4 weeks
ABE III			
ABE III	7.0 - 7.9 grade point level	A030701	4 weeks
ABE III	8.0 - 8.9 grade point level	A030801	4 weeks
ABE III	9.0 - 9.9 grade point level	A030901	4 weeks
High School Equivalency			
HSE	Language Arts, Reading and Writing subtest	G010503	4 weeks
HSE	Social Studies subtest	G010201	3 weeks
HSE	Mathematics subtest	G010301	3 weeks
HSE	Science subtest	G010401	3 weeks
English as a Second Language (ESL) Programs			
ESL	Beginning ESL I	COCESL5	3 weeks
ESL	Beginning ESL II	COCESL6	3 weeks
ESL	Intermediate ESL	COCESL7	3 weeks
ESL	Advanced ESL	COCESL8	3 weeks
Adult Education in Spanish Programs			
INEA	Primaria	COCINE4	3 weeks
INEA	Secundaria	COCINE2	3 weeks
COBACH	Colegio de Bachilleres	COCINE3	3 weeks
College			
College	Each 3 Semester or 4-5 Quarter units completed	COCFC10	2 weeks *R5

*R5 = Repeatable during same or new term for different classes/degrees COCFC10

COCF Academic Milestone Descriptions and Codes continued			
Internet Protocol Television Milestone Descriptions and Codes			
Education			
Education	College Preparatory Algebra I and II	IP10100	2 weeks
Education	College Preparatory Micro & Macro Economics	IP10200	3 weeks
Education	College Preparatory US History 1850-1950 Bundle	IP10300	2 weeks
Education	English Language Acquisition	IP10400	3 weeks
TLM Coding	Track 1	IP10401	7 weeks
TLM Coding	Track 2	IP10402	7 weeks
Employment			
Employment	Workforce Readiness	IP10500	2 weeks
Freedom			
Freedom	Anger Management	IP10600	1 week
Freedom	Financial Security and Money Management	IP10700	3 weeks
Freedom	Preparing for Success After Prison	IP10800	3 weeks
Freedom	Preparing For Success After Prison – Edited Version	IP10900	1 week
Wellness			
Wellness	Leadership	IP10111	1 week
Wellness	Life Skills	IP10112	1 week
Wellness	Nutrition	IP10113	1 week
Wellness	Parenting	IP10114	1 week
e-Reader Milestone Descriptions and Codes			
Education			
Education	Step Down Literature	IP10115	3 weeks

COCF COGNITIVE BEHAVIORAL MILESTONE DESCRIPTIONS and CODES			
Rehabilitative Programs			
Rehabilitative Programs	Cognitive Behavior Treatment - Substance Use Disorder	RP10101	4 weeks
Rehabilitative Programs	Cognitive Behavior Treatment - Anger Management	RP10200	2 weeks
Rehabilitative Programs	Cognitive Behavior Treatment - Criminal Thinking	RP10300	2 weeks
Rehabilitative Programs	Cognitive Behavior Treatment - Family Relationships	RP10400	2 weeks
Rehabilitative Programs	Cognitive Behavior Treatment - Transitions	RP10500	2 weeks
Criminal Thinking	Thinking For A Change (T4C)	COCT4C2	3 weeks
Anger Management	Understand and Reducing Anger Feelings (TCU)	COCTCU2	3 weeks
Criminal Thinking	Unlock Your Thinking, Open Your Mind	COCUYT2	3 weeks
COCF Substance Abuse Program			
RDAP	Level I Course Completion	COCRD01	3 weeks *R6
RDAP	Level II Course Completion	COCRD02	3 weeks *R6
RDAP	Level III Course Completion	COCRD03	3 weeks *R6
RDAP	Level IV Course Completion	COCRD04	3 weeks *R6
RDAP	Level V Course Completion	COCRD05	3 weeks *R6
RDAP	Level VI Course Completion	COCRD06	3 weeks *R6

*R6 = Repeatable during new term Substance Abuse Programs

COCF Career Technical Education Milestone Descriptions and Codes			
Carpentry			
Carpentry	Core	COCCAR6	3 weeks
Carpentry	Level I	COCCAR7	3 weeks
Carpentry	Level II	COCCAR8	3 weeks
Carpentry	Level III	COCCAR4	2 weeks
Carpentry	Level IV	COCCAR5	2 weeks
Computer Literacy / Office Service Related Technology			
Computer Literacy	Core	COCOSR0	1 week
Computer/OSRT	Microsoft Level 1	COCOSR7	5 weeks
Computer/OSRT	Microsoft Level 2	COCOSR8	1 week
Computer/OSRT	Microsoft Level 3	COCOSR9	1 week
Electrical			
Electrical	Core	COCELE6	3 weeks
Electrical	Level I	COCELE7	3 weeks
Electrical	Level II	COCELE3	2 weeks
Electrical	Level III	COCELE4	2 weeks
Electrical	Level IV	COCELE5	2 weeks
Gardening			
Master Gardener	Level I	COCGAR4	5 weeks
KY Workplace Essentials			
KY Workpl. Essentials	Business Reading	COCWPE5	1 week
KY Workpl. Essentials	Business Math	COCWPE6	1 week
KY Workpl. Essentials	Business Communication and Writing	COCWPE7	1 week
KY Workpl. Essentials	Employment Readiness	COCWPE8	1 week
Masonry			
Masonry	Core	COCMAS6	2 weeks
Masonry	Level I	COCMAS2	2 weeks
Masonry	Level II	COCMAS3	2 weeks
Masonry	Level III	COCMAS4	2 weeks
Masonry	Level IV	COCMAS5	2 weeks
Plumbing			
Plumbing	Core	COCPL10	3 weeks
Plumbing	Level I	COCPL40	3 weeks
Plumbing	Level II	COCPL50	3 weeks
Plumbing	Level III	COCPL60	3 weeks
Plumbing	Level IV	COCPL70	3 weeks

COCF General Milestone Descriptions and Codes			
The Urban Ministry Institute (TUMI)			
TUMI	Modules 1 and 2	TM10117	1 week
TUMI	Modules 3 and 4	TM10118	1 week
TUMI	Modules 5 and 6	TM10119	1 week
TUMI	Modules 7 and 8	TM10120	1 week
TUMI	Modules 9 and 10	TM10121	1 week
TUMI	Modules 11 and 12	TM10122	1 week
TUMI	Modules 13 and 14	TM10123	1 week
TUMI	Modules 15 and 16	TM10124	1 week