

C-ROB

SEPTEMBER 15, 2020

C-ROB REPORT



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INTRODUCTION

Approximately 100,000 people are incarcerated in prisons within the California Department of Corrections and Rehabilitation (the department) as of the publishing of this report in September 2020. Of these individuals, at least 90,000 will likely eventually be released back into the communities of this State.¹ Just in the few months recent to this report's publication, in response to the novel coronavirus disease known as COVID-19, the department planned to release a record 8,000 people from prison up to a year before their regular parole dates.² This dramatic action served to provoke public interest in the fundamental purposes of the department itself: to *correct*, and to *rehabilitate*. It is vital for the long-term success of the State's criminal justice system that Californians are secure in the belief that an individual leaving prison is in a position to be a productive, law-abiding member of society. The California Rehabilitation Oversight Board (C-ROB, or the Board) was created to provide guidance and recommendations to the department in this critical area. The Inspector General sits as chairperson to the Board and provides staff to conduct reviews of all 35 departmental adult institutions.

This is the Board's 21st report. For the past several years, the C-ROB report addressed data gleaned from the combined fieldwork performed by the OIG in assessing rehabilitative efforts in the *Blueprint*³ with the similar task performed by C-ROB staff during annual site visits to the institutions. In contrast, this report does not include *Blueprint* data. The *Blueprint* addresses staffing and enrollment of rehabilitation programming, but does not evaluate the content or the completion rate of those programs. The Board addresses these issues in this report.

BACKGROUND

The California Rehabilitation Oversight 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. The Act was intended to address the serious problem of overcrowding in California's prisons and to improve rehabilitative outcomes among California's incarcerated people and parolees.

¹ United States Department of Justice, Office of Justice Programs, Bureau of Justice Statistics: <https://www.bjs.gov/content/reentry/reentry.cfm>.

² National Public Radio, *California Will Release Up To 8,000 Prisoners Due To Coronavirus*, July 10, 2020: <https://www.npr.org/sections/coronavirus-live-updates/2020/07/10/889861014/california-will-release-up-to-8-000-prisoners-due-to-coronavirus>.

³ California Department of Corrections and Rehabilitation, *The Future of California Corrections: A Blueprint to Save Billions of Dollars, End Federal Court Oversight, and Improve the Prison System*, 2012.

C-ROB is a multidisciplinary public board with members from various State and local entities. California Penal Code section 6141 mandates C-ROB to examine and report on rehabilitative programming provided to incarcerated people and parolees by the the department. The Board examines and reports on the implementation of an effective treatment model throughout the department, including evidence-based rehabilitative programming. 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 incarcerated individuals;
- Gaps in rehabilitation services; and
- Levels of incarcerated individuals' participation and success.

The Board is also required to make recommendations to the Governor and the 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 as follows:

- **Assess high risk:** Target incarcerated individuals who pose the highest risk to reoffend.
- **Assess needs:** Identify incarcerated individuals' criminogenic needs and dynamic risk factors.
- **Develop behavior management plans:** Utilize assessment results to develop an individualized case plan.
- **Deliver programs:** Deliver cognitive behavioral programs offering varying levels of duration and intensity.⁴
- **Measure progress:** Periodically evaluate progress, update treatment plans, measure treatment gains, and determine appropriateness for program completion.

⁴ Assembly Bill 900 (Solorio), Chapter 7, Statutes 2007. California Rehabilitation Oversight Board, page 6, September 13, 2019, State of California.

- **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.
- **Follow up:** Track incarcerated individuals and collect outcome data.

National research has produced evidence that every \$1 invested in rehabilitative programming for incarcerated individuals reduces incarceration costs by \$4 to \$5 during the first three years of postrelease. 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 the department's institutions and parole offices and to expand the department's system of positive reinforcements for incarcerated individuals who successfully complete their rehabilitation program requirements, comply with institutional rules in prison, and fulfill their parole obligations in the community.

Preparing This Report and Disclaimer

The scope of this report is based entirely on information gleaned during C-ROB visits to the institutions in February, March, July, and August 2020, and requested in writing from the department. The department's data reflect information concerning incarcerated individuals from July 2019 through June 2020, and we collected these data in July 2020.

This information has 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.

C-ROB MEETINGS

During this reporting period, C-ROB did not hold any Board meetings due to COVID-19.

CALIFORNIA LOGIC MODEL IMPLEMENTATION PROGRESS

The department's goal, as addressed by the California Logic Model, is to ensure that incarcerated people identified as having moderate to high risk and needs receive evidence-based programming consistent with their criminogenic needs prior to release. This section describes the progress the department made implementing the eight components of the California Logic Model during this reporting period.

Assess High Risk

The department uses the results of the California Static Risk Assessment (CSRA) tool to assess an incarcerated person's risk to reoffend. The CSRA uses an incarcerated person's past criminal history and characteristics to predict the risk to reoffend. Data provided by the department indicate that as of July 1, 2020, 99 percent of both incarcerated people and parolees have been tested and have CSRA scores.

Table 1. Risk Assessments (Fiscal Year 2019–20)

Total Institutional Population	112,249
Risk to Recidivate (CSRA)	111,468
Parolees with a Moderate/High CSRA Score	50,835

Table 2. Parolee Risk Assessments (Fiscal Year 2019–20)

Total Parole Population	52,131
Risk to Recidivate (CSRA)	51,410
Parolees with a Moderate/High CSRA Score	29,039

As shown in Table 1, of the 99 percent of the incarcerated population who have received a risk assessment, 45 percent have a moderate to high risk of reoffending. As shown in Table 2, of the 99 percent of the parole population who have received a risk assessment, 56 percent have a moderate to high risk to reoffend.

Assess Needs

The department uses the Core Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) as the needs assessment tool to determine the rehabilitation programming needs of incarcerated people. The department has determined that the Test of Adult Basic

Education (TABE®) assessment provides the best indicator of an individual’s need for academic programming, with a TABE® reading score below 9.0 indicating a criminogenic need.⁵

Some incarcerated people are excluded from receiving a Core COMPAS assessment, such as those designated at an EOP level of care or higher, incarcerated people at a reception center who are unclassified (pending COMPAS), and condemned individuals. Table 3 shows that, as of August 13, 2020, the total number of Core COMPAS assessments completed for general population individuals was 89,029. Of the total inmate population of 112,249, 90,209 were eligible to receive a Core COMPAS assessment. Of the eligible inmates, 85,590 received a Core COMPAS assessment, which was 95 percent of the total eligible population, a two percentage point increase from last year’s 93 percent of inmates who completed a Core COMPAS assessment.

Table 3. Core COMPAS Assessments (Fiscal Years 2018–19 and 2019–20)

	July 2018–June 2019	July 2019–June 2020
Core COMPAS Eligible Individuals	110,954	90,209
Core COMPAS Assessments Completed for General Population Individuals	87,764	89,029
Percentage	93%	95%

Once an individual reaches 210 days to parole, he or she is given a reentry COMPAS assessment. The resulting scores from this assessment are used to guide programming decisions upon parole. As shown in Table 4, for the period of July 1, 2019, to June 30, 2020, 96 percent of the parolee population received a reentry COMPAS assessment, which did not change from the last reporting period.

Table 4. Parolee Reentry COMPAS Assessments (Fiscal Year 2019–20)

	July 2018–June 2019	July 2019–June 2020
Parole Population	47,649	52,131
Core COMPAS Assessments Completed for Parolees	45,682	51,111
Percentage	96%	96%

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

Needs Identified

Using July 1, 2020, statistical data from the department regarding Core COMPAS and TABE® assessments across all institutions, including the out-of-state facilities, Tables 5 and 6 reflect the rehabilitative needs for individuals with completed Core COMPAS assessments.

Table 5. Rehabilitative Needs of Individuals With a Completed Core COMPAS Assessment—Institutional Population (Fiscal Years 2018–19 and 2019–20)

Institutional Population		FY 2018–19	FY 2019–20
Substance Abuse	Low	38.75%	33.19%
	Mod/High	61.25%	66.81%
Criminal Personality	Low	57.92%	57.77%
	Mod/High	42.08%	42.23%
Anger	Low	51.27%	48.28%
	Mod/High	48.73%	51.72%
Employment Problems	Low	57.70%	62.02%
	Mod/High	42.30%	37.98%
Support From Family of Origin	Low	80.33%	76.50%
	Mod/High	19.67%	23.50%

Table 6. Rehabilitative Needs of Parolees With a Completed Reentry COMPAS Assessment—Parole Population (Fiscal Years 2018–19 and 2019–20)

Parole Population		FY 2018–19	FY 2019–20
Reentry Substance Abuse	Low	44.52%	44.43%
	Mod/High	55.48%	55.57%
Criminal Thinking Observation	Low	83.22%	85.90%
	Mod/High	16.78%	14.10%
Negative Social Cognitions	Low	77.82%	81.70%
	Mod/High	22.18%	18.30%
Reentry Financial	Low	47.65%	51.19%
	Mod/High	52.35%	48.81%
Reentry Employment Expectations	Low	48.08%	52.41%
	Mod/High	51.92%	47.59%
Reentry Residential Instability	Low	59.10%	60.83%
	Mod/High	40.90%	39.17%

In the department's review of provided COMPAS information, released incarcerated persons' needs are generally consistent from fiscal year 2018–19 to 2019–20. Reflecting on the department's 2017 Outcomes Evaluation Report, the importance of substance use disorder treatment has had a profound effect on reducing recidivism. The department's evaluation report noted that individuals who received in-prison substance use disorder treatment and completed aftercare had a lower three-year conviction rate than those who received in-prison substance use disorder treatment, but little or no aftercare.

The department should continue in its efforts to provide all incarcerated individuals a reentry COMPAS needs assessment prior to release. As in prior reports, the Board hopes to see reductions in the percentage of incarcerated persons with moderate to high needs upon parole, with an emphasis on reducing the moderate to high need for reentry substance use disorder treatment.

AVAILABLE REHABILITATIVE PROGRAMS

Academic Education Programs

Academic education programs are offered throughout an incarcerated person's incarceration and focus on increasing a student's reading ability to at least a 9th-grade level. For students reading at 9th-grade level or higher, the focus is to help them earn a high school diploma or high school equivalency. In early January 2020, the department discontinued the following educational delivery models: general population, voluntary education program, and alternative programming. On January 9, 2020, the department implemented the following new delivery models: traditional education (similar to general population), postsecondary and continuing education (similar to voluntary education program), and alternative education (similar to alternative programming). The delivery model for the enhanced outpatient program had no change.

With COVID-19 restrictions beginning in March 2020, all programming, including academic and vocational education, changed dramatically. Testing ceased entirely, rendering credit-earning opportunities unavailable.

Academic Achievements and Program Completions

Due to COVID-19, the department reported a reduction of completion rates for most programs. However, as shown in Table 7, the department continued to increase college course completions, from 22,786 during fiscal year 2018–19, to 27,455 for fiscal year 2019–20.

The department has face-to-face college programs at 34 institutions and four inmate fire camp sites. According to the department, there are currently 24 colleges (23 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. In addition to its

collaboration with the California Community College Chancellor's Office to deliver face-to-face college courses leading to an associate's degree for transfer, the California State University, Los Angeles, provides the only face-to-face pathway to a bachelor's degree.

In addition, the department has begun looking into a process to better link incarcerated individuals in the institutions to colleges in the community, so they have an opportunity to enroll in college prior to leaving the institution. This process will reduce the amount of time between an incarcerated person's release and the beginning of 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 general education development (GED) assessment or the high school equivalency test (HiSET) is provided to incarcerated students who possess neither a high school diploma nor a high school equivalency certificate. Students who are enrolled in a GED program are provided subject matter preparation to take the HiSET. The HiSET is offered as an alternative to the GED to provide a paper version of the test to meet the needs of students within secure housing units. The department also offers the HiSET as an alternative test for students housed in the fire camps.

Table 7. Achievements and Completions (Fiscal Years 2018–19 and 2019–20)

Academic Achievements and Program Completions	FY 2018–19 Totals	FY 2019–20 Totals
CASAS Benchmarks	14,836	9,285
HSE Subtests Passed	3,007	1,832
HSE Completions	2,952	1,716
High School Diplomas	271	262
College Course Completions	22,786	27,455
AA Degrees Earned	215	349
BA Degrees Earned	5	8
MA Degrees Earned	2	3
Academic Milestone Credits Earned	38,007	23,999

Rehabilitative Advancement Project—e-Readers

The department is working to maximize opportunities for eligible students to obtain milestone completion credits and is implementing information technology programs at institutions. E-readers provide students' semester textbook curricula, reducing textbook costs and enhancing

access to technology. E-readers will also be made available to incarcerated persons for purchase and are now available to some non-PSCE students. However, some devices are still not functional, and the demand for accessibility continues to increase. The need for current technology and up-to-date materials will continue to be an important issue, especially with the expansion of college courses.

The department is continuing to seek opportunities to increase educational engagements. Since 2017, the department has monitored and viewed assessments and improvements needed in the current e-reader tablets. Based on new technology applications and recommendations, future improvement efforts are being developed for upgrading the teacher interface, providing an easier-to-use e-reader application, and increasing flexibility when assigning open-source or free textbooks.

Career Technical Education Programs

In June 2020, Career Technical Education was operational in 34 institutions. The following table displays the CTE component and program completions and industry certifications. The department showed a sharp decrease in the number of CTE component completions (17 percent decrease) and CTE industry certifications (47 percent decrease) from the prior fiscal year. In addition, the overall CTE program completions decreased, after showing a slight increase in the previous fiscal year.

**Table 8. CTE Achievements and Program Completions
(Fiscal Years 2017–18 Through 2019–20)**

CTE Completions and Industry Certifications	FY 2017–18 Totals	FY 2018–19 Totals	FY 2019–20 Totals
CTE Component Completions	19,991	13,859	11,564
CTE Program Completions	2,361	2,377	2,432
CTE Industry Certifications (without component or program completion)*	18,086	12,555	6,622

* In fiscal year 2018–19, the SOMS-reported figure is capturing all CTE certifications, which can include both final industry certifications and certifications achieved in the course of program completion.

The department reported that the decrease in completions was partially due to COVID-19 as physical access to CTE courses decreased since March 2020, although this does not explain the dramatic decrease since 2018. In order for a teacher to award program completion certificates, most trades require that students physically demonstrate skill mastery in addition to a final exam. CTE coursework can be completed via independent study, which accounts for the significant

increase in attendance between March and April 2020 as teachers began providing independent study assignments to a largely confined population.

Transition Reentry Program

The transitions reentry program was designed to provide students employment preparation skills required for successful reentry into society, primarily during the last 24 months of incarceration. The transitions reentry program teaches job readiness, job search skills, financial literacy, and provides students with community resources which may assist in their transitions back into the community. Through existing data resources, the department is able to identify individuals 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. The curriculum teaches 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. In addition to employment preparations, another focus is financial literacy and educational curricula called “Money Smart.” The Division of Rehabilitative Programs believes financial education fosters financial stability for individuals and for entire communities upon a student’s release.

Table 9. Adult Rehabilitative Annual Program Capacity (2018–2020)

Rehabilitative Program	June 2018	June 2019	June 2020
Academic Education*	45,030	45,432	44,901
Career Technical Education	9,052	9,423	10,719
In-Prison Employment Program	20,734	20,734	23,392
Total Education Program Capacity	74,816	75,589	79,012
In-Prison Substance Abuse	13,603	13,574	5,592
In-Prison Cognitive Behavioral Treatment			
Anger Management	9,840	9,792	3,792
Criminal Thinking	9,840	9,888	3,840
Family Relationships	4,936	4,936	1,916
Victim Impact	1,488	1,488	744
Denial Management	1,488	1,488	744
Total In-Prison CBT Program Capacity	27,592	27,592	11,036
In-Prison Cognitive Behavioral Interventions (CBI):			
CBI – Intensive Outpatient	-	-	6,240
CBI – Outpatient	-	-	2,316
CBI – Life Skills	-	-	2,460
Total CBI Program Capacity	-	-	11,016
Total Annual Capacity for All Programs	116,011	116,755	106,656

* 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).

Table 10. Postrelease Annual Program Capacity (2018–2020)

Rehabilitative Program	June 2018	June 2019	June 2020
Postrelease Substance Abuse	9,975	9,573	8,036
Postrelease Employment	6,162	5,727	8,400
Postrelease Education	7,841	6,146	8,036
Total Capacity for All Programs	23,978	21,446	24,472

Cognitive Behavioral Interventions and Substance Use Disorder Treatment Programs

The department moved away from the cognitive behavioral treatment (CBT) model at the end of 2019 and replaced it with the cognitive behavioral interventions (CBI) model as part of the integrated substance use disorder treatment (ISUDT) program.

In January 2020, the department began implementation of the ISUDT program, replacing its previous SUDT and CBT programs. This comprehensive and evidence-based cross-divisional ISUDT program was developed to address the needs of incarcerated individuals suffering from a substance use disorder (SUD) in addition to their identified criminogenic needs with the ultimate goal of providing the incarcerated individual with the knowledge, skills, and tools to successfully reintegrate back into their community.

The ISUDT program identifies incarcerated individuals at risk for harm related to SUD and provides treatment that reduces the risk of overdose or other complications related to SUD. Treatment integrates the newly designed cognitive behavioral interventions (CBI) model, in all the department’s adult institutions. Treatment may include medication assisted treatment (MAT), as clinically indicated.

The department reports that in fiscal year 2019–20, there were 1,195 overdoses resulting in emergency department encounters or hospitalizations. Forty-four deaths occurred, of which 42 had evidence of opioids, either alone or in combination with other drugs.⁶

The department places incarcerated individuals in one of three evidence-based program models: CBI-Intensive Outpatient (ISI), CBI-Outpatient (ISO), or CBI-Life Skills (CBI 2). Incarcerated individuals assigned to an ISI or ISO group will also receive substance use disorder programming. CBI aims to eliminate patterns of criminal behavior, reduce substance use, abuse, and dependency, and create an opportunity for success upon release.

⁶ California Correctional Health Care Services, Risk Management Branch.

The lengths of these programs are as follows:

- CBI – Intensive Outpatient (ISI): Five days per week, two hours per day, for approximately 12 months
- CBI – Outpatient (ISO): Three days per week, two hours per day, for approximately 12 months
- CBI – Life Skills (CBI 2): Three days per week, two hours per day, for approximately seven months

Substance Use Disorder Treatment and Program Completion

The following tables display the substance use disorder treatment (SUDT) completions and exit rates for fiscal year 2019–20 for both in-prison and community aftercare programs. A noncompletion exit from SUDT means the incarcerated person 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 incarcerated person from attending and completing the treatment program. When the program ended in December 2019, the average in-prison monthly completion rate was 64.3 percent. In March 2020, the completion rate fell to zero as programming ceased due to COVID-19.

Table 11. In-Prison SUDT Completions and Exit Rates (Fiscal Year 2019–20)

Month	Total Exits	Completions	Other Exits	% Completions
July 2019	1,066	600	466	56.3%
August 2019	1,109	638	471	57.5%
September 2019	809	749	330	59.2%
October 2019	896	579	317	64.6%
November 2019	725	503	222	69.4%
December 2019	583	458	125	78.6%
January 2020	120	30	90	25.0%
February 2020	4	1	3	25.0%
March 2020	122	0	122	0.0%
April 2020	73	0	73	0.0%
May 2020	51	0	51	0.0%
June 2020	96	0	96	0.0%
Average Completions Fiscal Year 2019–20				36.3%

**Table 12. Community Aftercare SUDT Completions and Exit Rates
(Fiscal Year 2019–20)**

Month	Total Exits	Completions	Other Exits	% Completions
July 2019	1,561	460	1,101	29.5%
August 2019	1,521	455	1,066	29.9%
September 2019	1,440	434	1,066	30.1%
October 2019	1,657	513	1,144	31.0%
November 2019	1,300	412	888	31.7%
December 2019	1,532	486	1,046	31.7%
January 2020	1,573	460	1,113	29.2%
February 2020	1,557	433	1,124	27.8%
March 2020	1,574	470	1,104	29.9%
April 2020	1,208	390	818	32.3%
May 2020	1,246	391	855	31.4%
June 2020	1,484	458	1,026	30.9%
Average Completions Fiscal Year 2019–20				30.4%

Long-Term Offender Program

The long-term offender program (LTOP) was phased out in December 2019 with the implementation of the ISUDT program. The victim impact and denial management programming components within LTOP were specifically incorporated into the ISUDT program.

Offender Mentor Certification Program

The offender mentor certification program (OMCP) provides long-term offenders and individuals serving life sentences without the possibility of parole with education, training, and the opportunity to earn a certification in alcohol and other drug (AOD) counseling from a certifying organization recognized and approved by the California Department of Health Care Services.

As of July 2020, the number of OMCP training locations increased from three to seven. Incarcerated individuals are recruited from institutions statewide and are transferred to one of the seven training sites for AOD training: Central California Women’s Facility; Valley State Prison; California State Prison, Solano; California State Prison, Los Angeles County; California State Prison, Corcoran; California Correctional Institution; and California Men’s Colony.

During the approximately year-long OMCP training, participants complete an ISI program, receive 350 hours of formal classroom AOD education, complete 255 hours of practicum training, and take an AOD certification exam. Upon being AOD-certified, the individual is

transferred back to his or her original institution and has the opportunity to cofacilitate CBI groups as a mentor.

Each OMCP training location is designed to provide two training sessions per fiscal year, and each training session may include up to 36 participants per session. As of August 2020, there were approximately 140 OMCP mentors statewide, a significant increase from the 89 mentors identified in the 2019 C-ROB report.

ADDITIONAL PROGRAM MODELS AND OPPORTUNITIES

California Prison Industry Authority

Industry Employment Program

The California Prison Industry Authority (CALPIA) offers programming at 35 institutions throughout the State, operating more than 100 service, manufacturing, and consumable enterprises and providing approximately 7,800 assignments for incarcerated individuals for fiscal year 2019–20. In addition, CALPIA offers 144 nationally recognized accredited certifications through its industry employment program (IEP). CALPIA’s IEP is focused on improving the ability of incarcerated people to effectively transition from prison to the community and successfully obtain jobs when they are released.

In fiscal year 2019–20, more than 12,009 participants successfully completed an accredited certification program.

The IEP completed the implementation of State apprenticeship programs statewide at all 35 adult institutions. Completion of an apprenticeship program includes required on-the-job training hours for the enrolled apprenticeship occupation. In addition, each registered participant must complete 144 annual hours of course-related curriculum. Upon completion of a program, CALPIA participants earn State apprenticeship certificates. During fiscal year 2019–20, there were 2,510 participants registered in the State apprenticeship program, and 916 individuals completed the apprentice program.

Career Technical Education Program Expansion

CALPIA established its Career Technical Education (CTE) program in 2006. The program began as a preapprenticeship program with instruction administered by journey-level instructors under contract from local trade-labor unions. CALPIA’s CTE programs include preapprentice carpentry, preapprentice construction labor, preapprentice iron working, commercial diving, facilities maintenance, AutoCAD (Computer-Aided Design), Code.7370 (computer coding), and culinary skills. CALPIA offers 23 CTE programs at nine locations.

Recidivism Study

CALPIA has formed an advisory committee in collaboration with the University of California, Irvine, to refine the scope of the recidivism study. The study will provide the necessary data elements and detailed analysis to help guide CALPIA's ongoing focus for improved outcomes for the individuals in its programs. Due to COVID-19, the anticipated completion date for the recidivism study is fiscal year 2021–22.

Conservation Camps

The Office of Correctional Education provides educational opportunities to students housed at 43 conservation camps for adults, three of which house female firefighters. There are three designated institutions that act as base facilities: California Correctional Center, California Institution for Women, and Sierra Conservation Center.

Under the Alternative Education format, teachers provide Adult Basic Education and Adult Secondary Educational distance learning. Through the Postsecondary and Continuing Education format, incarcerated individuals housed at conservation camps may enroll in college correspondence and eLearning courses. Face-to-face college courses are provided by college professors from local community colleges at the Baseline, Growlersburg, Mount Bullion, and Vallecito camp sites. Twenty camps offer both Alcoholics Anonymous and Narcotics Anonymous programs. Some of these programs are eligible for milestone credits upon completion, and many provide certificates.

The camps are jointly managed by the department and the California Department of Forestry and Fire Protection (CAL FIRE). The conservation camps can house up to 4,522 adult incarcerated persons who constitute 219 firefighting 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 for local community service projects, including the clearing of firebreaks, restoration of historical structures, park maintenance, and removal of fallen trees and debris. According to the department, in an average year, incarcerated people provide approximately three million person hours in firefighting and other emergencies, and seven million person hours in community service project work, saving California taxpayers an average of more than \$100 million annually.



Proposition 57—Public Safety and Rehabilitation Act of 2016

In November 2016, California passed Proposition 57, the California Parole for Non-Violent Criminals and Juvenile Court Trial Requirements Initiative, requiring the department to adopt regulations implementing new parole and sentence credit provisions to enhance public safety, and authorizing the department to award sentence credits for rehabilitation achievement, good conduct, or educational merit. The department continues to offer rehabilitative achievement credits, good conduct credits, educational merit credits, and milestone credits to incarcerated individuals. Due to COVID-19, however, access to these credits may not be available at every institution.

Inmate Activity Groups

Inmate activity groups (IAGs) have expanded significantly in all adult institutions, as encouraged by the department in 2010 as a measure to add innovative, low-cost programs. There were approximately 1,300 individual inmate activity groups available in the adult institutions with more than 3,800 program sessions running before COVID-19. The department plans to safely and responsibly phase in these group sessions. These volunteer activity groups are defined in Title 15 of the *California Code of Regulations*, Section 3233, as groups that “promote educational, social, cultural, and recreational interests of participating inmates.” These activity groups offer additional rehabilitative programming through an array of nonprofit volunteer-led groups providing cognitive behavioral services, religious services, higher education, and social awareness programs, in addition to cultural and recreational programs. Activity groups offer a variety of services, including behavior management, victim impact, mentor programs, community reintegration, and transitional housing, employment, and community connections.

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 incarcerated persons with opportunities to stream in classrooms, dayrooms, and cells. This network was built through the IPTVI project, which was completed in fiscal year 2017–18. All 35 adult institutions are fully operational with four exclusive DRP-TV channels focused on education, wellness, employment, and reentry. A typical month of scheduling airs approximately 25 unique shows, including three eLearning video series used in conjunction with classroom education. In fiscal year 2019–20, 7,723 unique students participated in the eLearning courses via DRP TV, resulting in 2,023 class completions.

During COVID-19, DRP worked with multiple divisions and units to secure critically needed rehabilitative-based content, which was added to DRP-TV for viewing. The content was centered

on rehabilitative treatment and education, health and wellness, specifically COVID-19 health updates, religious, self-help, incarcerated person-activity centered content and meditation/therapeutic content.

DRP TV continues to expand video-on-demand (VOD) capabilities at all departmental institutions. VOD gives teachers access to a large repository of educational videos and allows them to play, pause, and rewind videos in a classroom setting. To date, there are more than 2,000 videos in the VOD library for instructional use. The use of DRP TV should continue to improve dissemination of important information to the incarcerated person population and is expected to enhance access to rehabilitative programming.

Innovative Programming Grants

The State of California Budget Act of 2019 included \$4 million in annual funding for additional rehabilitative programming grants. The grants will be awarded for three-year periods, for a total of \$12 million per round. These grants were awarded and began on May 1, 2019, and will end on April 30, 2022. Eligibility includes nonprofit organizations that currently provide programs in an adult correctional setting and that have demonstrated success and focus on individual responsibility and restorative justice principles.

The department requested input from the Division of Adult Institutions and California Correctional Health Care Services to identify the target populations or underserved institutions for innovative programming grants. The request for applications lists five targets: programmatically underserved institutions, level IV 180-design facilities, nondesignated facilities, enhanced outpatient program, and youth program.

Applicants were allowed to submit a single grant application to provide a program at one or more prison locations by completing one application and noting at which institutions/yards the program would be located. Applications were accepted for 39 locations (35 adult institutions and four in-state contract bed locations). Twenty-seven locations were identified as target locations and 12 were nontarget locations. Applications for target locations received additional points in the evaluation process.

In total, 33 applicant awards were provided, totaling more than \$11.8 million over the three-year period.

Round VI/VII: Victim Impact and California Reentry and Enrichment Grants

In the Budget Act of 2019, an additional \$6 million was awarded to further innovative grants. These will be delivered through (1) a \$1 million request for applications that will award grants to victim-focused programming and (2) \$5 million for California Reentry and Enrichment (CARE) Grants subject to Penal Code section 5007.3.

According to the department, due to challenges encountered as a result of COVID-19, the 2019–20 fiscal-year funding will revert to the General Fund monies as the grants cannot be awarded by the end of the year.

Victim Impact Grants

In the Budget Act of 2019, an additional \$2 million was awarded to deliver victim-focused services. The Division of Rehabilitative Programs released a request for application (RFA) in July 2019 for grant funds focused on Victim Impact Programs for a two-term grant cycle. The Office of Victim and Survivor Rights and Services (OVSRS) released an RFA July 2019 to solicit grants focused on Victim Offender Dialogue (VOD) Programs for a two-term grant cycle. Eligibility for both RFAs included nonprofit organizations that currently provide victim impact programs in an adult correctional setting and that have demonstrated success and focus on individual responsibility and restorative justice principles. DRP made awards in November 2019 to 12 applicants to provide programming at 14 institutions, totaling 23 program awards. OVSRS made awards in September 2019 to four applicants providing services throughout the State of California.

California Reentry and Enrichment Grants

In the Budget Act of 2019, an additional \$5 million was awarded for California Reentry and Enrichment (CARE) Grants subject. Senate Bill 94 added Section 5007.3 to the California Penal Code that required the department to develop a 10-member CARE grant steering committee in consultation with the Legislature. The steering committee was established in February 2020.

Utilizing a steering committee to award grant funds for rehabilitative programs was a new process for DRP. The steering committee established grant criteria and released an RFA to solicit grants in April 2020, and completed award selections in July 2020 totaling approximately \$9.7 million over the two-term grant cycle. Eligibility included nonprofit organizations that currently provide programs in an adult correctional setting and that have demonstrated success and focus on insight-oriented restorative justice, transformative, and healing programs. In total, 25 applicants were selected to provide programming at 25 institutions totaling 77 program awards.

California Identification Card Project

The California Identification Card program (CAL-ID) was implemented to assist eligible individuals in obtaining State-issued identification cards to satisfy federal requirements for employment documentation. The department is working with the California Department of Motor Vehicles (DMV), so a DMV-eligible camera can be provided inside institutions to use in obtaining photographs of individuals who have been incarcerated for more than 10 years. This would potentially increase the number of eligible participants for the CAL-ID program. In addition, in July 2019, CAL-ID program eligibility was expanded by increasing the screening

period of incarcerated individuals from four to seven months prior to release to a screening period of zero to 13 months prior to release. This change proved to be effective and allowed the program to increase eligibility, application screenings, and ultimately submit more applications to DMV for processing.

For the period of July 1, 2019, to June 30, 2020, among all incarcerated persons released, there were 16,654 applications sent to the DMV for processing (indicating that the individual was both interested in and eligible to receive an identification card), and the DMV approved and issued 13,005. Of those issued, 10,460 persons were released with an identification card (80 percent of approved applications) and 596 identification cards were held at the institution to be released (5 percent of the approved applications).

Preparole Process Benefits Program

The Division of Adult Parole Operations Transitional Case Management Program (TCMP) provides prerelease benefit assistance to all eligible individuals releasing to parole or postrelease community supervision (PRCS) within 120 days of release from prison. TCMP benefit workers provide Medi-Cal, Social Security Administration (SSA), and Department of Veterans Affairs (VA) benefit application assistance.

Benefit Outcomes and TCMP Dispositions

The Division of Adult Parole Operations (DAPO) continues to strengthen its relationship with all counties through its continued participation in monthly meetings with the Department of Health Care Services (DHCS) and counties to address any specific issues the counties may be experiencing in facilitating the application review process. The department recently renewed its data-sharing agreement with DHCS for an additional five years. This agreement allows both departments to track and exchange the Medi-Cal application status for individuals serviced through the TCMP. This data-sharing agreement has assisted the department in more accurately reporting information related to benefit application outcomes. As a result, pending benefit application outcome numbers have been significantly reduced. The department is dependent upon the 58 counties to complete the benefit application process timely and return the approval or denial documentation to each prison prior to the incarcerated person's release.

As shown in Table 13, the number of benefit applications, as reported by the DAPO TCMP, decreased by 14 percent for SSA/SSI, 4 percent for Medi-Cal, and decreased by 7 percent for the VA in relation to the prior fiscal year. The department reported the reduction in total number of individuals released from departmental custody affected the overall application submissions.

Table 13. Benefit Applications Submissions (Fiscal Years 2018–19 and 2019–20)

Benefit Type	Total Submissions FY 2018–19	Total Submissions FY 2019–20	Change in Total Submissions	Change as a % in Total Submissions
SSA/SSI	4,112	3,544	–568	–13.8%
Medi-Cal	31,127	29,859	–1,268	–4.1%
VA	416	386	–30	–7.2%

As shown in Table 14, according to the department, it was screening nearly 100 percent of incarcerated persons for benefit eligibility. Compared with the prior fiscal year, the TCMP increased by 1.2 percentage points in providing benefit assistance services (“Submitted Applications”) to 82.5 percent of the incarcerated person population prior to release. In addition, during fiscal year 2019–20, the TCMP identified that 5.0 percent of the incarcerated person population had access to other insurance, 4.5 percent was unavailable due to participation in a reentry program, and 3.1 percent refused transitional services.

Table 14. Statewide Incarcerated Person Releases and TCMP Service Dispositions (Fiscal Years 2018–19 and 2019–20)

	FY 2018–19		FY 2019–20		Differences	
Total Incarcerated Person Releases	38,467		36,358		2,109	
Percent Screened	99.9%		99.9%		0.0%	
	No.	%	No.	%	No.	%
Submitted Applications	31,298	81.3	30,007	82.5	–1,291	1.2
Access to Other Insurance	1,884	4.9	1,808	5.0	–76	0.1
Ineligible (i.e., Holds)	799	2.1	411	1.1	–388	–1.0
Unavailable: Late Referrals	790	2.1	579	1.6	–211	–0.5
Unavailable: Reentry Programs	1,542	4.0	1,640	4.5	98	0.5
Unavailable: Fire Camp	170	0.4	23	0.1	–147	–0.3
Unavailable: Out to Court/Medical/Other	596	1.5	657	1.8	61	0.3
County Incarcerated Person	108	0.3	84	0.2	–24	–0.1
Refused Services	1,258	3.3	1,139	3.1	–119	–0.2
Unknown (Improvement Area)	22	0.1	10	0.1	–12	0.0

The Board is interested in obtaining and reviewing the benefit applications’ outcomes—the actual number of benefit approvals for released individuals from the applications submitted for each benefit type listed in Table 15—SSA/SSI, Medi-Cal, and the VA. The reasons for the decreases in approval rates for Medi-Cal and VA applications are unknown; however, each of the categories in Table 16 had a high number of pending submissions. To obtain these data moving forward, there must be an exchange of information and partnerships established between the department, the Social Security Administration, and the VA. The goal in obtaining these data is to assist in identifying strategies to better link released individuals to the various services available. The TCMP has renewed its data-sharing agreement with DHCS to exchange information pertaining to Medi-Cal benefit application statuses monthly, rather than quarterly, starting with fiscal year 2020–21.

Table 15. Benefit Application Outcomes (Fiscal Years 2018–19 and 2019–20)

Benefit	Status	FY 2018–19		FY 2019–20		Differences	
		No.	%	No.	%	No.	%
SSA/SSI	Submissions	4,112		3,544		568	
	Pending	2,239	54.5	2,001	56.5	–238	2.0
	Approved	1,177	28.6	992	28.0	–185	–0.6
	Denied	696	16.9	551	15.5	–145	–1.4
Medi-Cal	Submissions	31,127		29,859		1,268	3
	Pending	4,161	13.4	5,739	19.2	1,578	5.8
	Approved	26,869	86.3	24,030	80.5	–2,839	–5.8
	Denied	97	0.3	90	0.3	–7	0.0
VA	Submissions	416		386		30	
	Pending	229	55.1	187	48.4	–42	–6.7
	Approved	95	22.8	79	20.5	–16	–2.3
	Denied	92	22.1	120	31.1	29	9.0

Table 16. Mental Health Subsets of Statewide Incarcerated Person Releases and TCMP Service Dispositions (Fiscal Year 2019–20)

		FY 2018-19		FY 2019–20		Differences	
EOP	Total Incarcerated Person Releases	1,405		1,316		–89	
	Percent Screened	100%		100%		0.0%	
		No.	%	No.	%	No.	%
	Submitted Applications	1,196	85.1	1,143	86.9	–53	1.8
	Access to Other Insurance	38	2.7	54	4.1	16	1.4
	Ineligible (i.e., Holds)	18	1.3	12	0.9	–6	–0.4
	Unavailable: Late Referrals	20	1.4	6	0.5	–14	0.9
	Unavailable: Reentry Programs	13	0.9	11	0.8	–2	–0.1
	Unavailable: Fire Camps	-	-	-	-	-	-
	Unavailable: Out to Court/Medical	9	0.7	20	1.4	11	0.7
	County Incarcerated Person	4	0.3	1	0.1	–3	0.2
	Refused Services	107	7.6	68	5.2	–39	–2.4
	Unknown	0	0	1	0.1	1	0.1
CCCMS	Total Incarcerated Person Releases	7,719		7,625		–94	
	Percent Screened	99.9%		100%		0.1%	
		No.	%	No.	%	No.	%
	Submitted Applications	6,533	84.6	6,541	85.7	8	1.1
	Access to Other Insurance	367	4.8	406	5.3	39	0.5
	Ineligible (i.e., Holds)	89	1.1	51	0.7	–38	–0.4
	Unavailable: Late Referrals	174	2.2	107	1.4	–67	–0.8
	Unavailable: Reentry Programs	212	2.7	163	2.1	–49	0.6
	Unavailable: Fire Camps	-	-	-	-	-	-
	Unavailable: Out to Court/Medical	130	1.7	154	2.0	24	0.3
	County Incarcerated Person	1	0.1	154	2.0	24	0.3
	Refused Services	211	2.7	198	2.6	–13	–0.1
	Unknown	2	0.1	3	0.1	1	0.0

Non-EOP/ Non-CCCMS	Total Incarcerated Person Releases	29,343		27,417		-1.9	
	Percent Screened	99.9%		99.9%		0.0	
		No.	%	No.	%	No.	%
	Submitted Applications	23,569	80.3	22,323	81.4	-1,246	1.1
	Access to Other Insurance	1,479	5.0	1,348	4.9	-131	-0.1
	Ineligible (i.e., Holds)	692	2.3	348	1.3	-344	-1.0
	Unavailable: Late Referrals	596	2.0	466	1.7	-130	-0.3
	Unavailable: Reentry Programs	1,317	4.5	1,466	5.3	149	0.8
	Unavailable: Fire Camps	170	0.6	23	0.1	-147	-0.5
	Unavailable: Out to Court/Medical	457	1.6	483	1.7	26	0.1
	County Incarcerated Person	103	0.4	81	0.3	-22	-0.1
	Refused Services	940	3.2	873	3.2	-67	0.0
	Unknown	20	0.1	6	0.1	-14	0.0

**Table 17. Mental Health Subsets and Benefit Applications Outcomes
(Fiscal Year 2019–20)**

	Benefit Type	Status	FY 2018–19		FY 2019–20		Difference	
			No.	%	No.	%	No.	%
EOP	SSA/SSI	Submissions	950		856		-94	
		Pending	576	60.6	529	61.8	-47	1.2
		Approved	169	17.8	122	14.3	-47	-3.5
		Denied	205	21.6	205	23.9	0	2.3
	Medi-Cal	Submissions	1,174		1,113		-61	
		Pending	161	13.8	216	19.4	55	5.6
		Approved	1,009	85.9	896	80.5	-113	-5.4
		Denied	4	0.3	1	0.1	-3	-0.2
	VA	Submissions	2		4		2	
		Pending	0	0	2	50.0	2	50.0
		Approved	0	0	1	25.0	2	25.0
		Denied	2	100	1	25.0	-1	-75.0
CCCMS	SSA/SSI	Submissions	1,527		1,223		-304	
		Pending	829	54.3	737	560.3	-92	6.0
		Approved	422	27.6	326	26.6	-96	-1.0
		Denied	276	18.1	160	13.1	-116	-5.0
	Medi-Cal	Submissions	6,472		6,488		16	
		Pending	786	12.1	1,189	18.3	403	6.2
		Approved	5,667	87.6	5,280	81.4	-387	-6.2
		Denied	19	0.3	19	0.3	0	0
	VA	Submissions	105		91		-14	
		Pending	57	54.3	46	50.5	-11	-3.8
		Approved	26	24.8	15	16.5	-11	-8.3
		Denied	22	20.9	30	33.0	8	12.1
			No.	%	No.	%	No.	%
Non-EOP/ Non-CCCMS	SSA/SSI	Submissions	1,635		1,465		-170	
		Pending	834	51.0	735	50.2	-99	-0.8
		Approved	586	35.8	544	37.1	-42	1.3
		Denied	215	13.2	186	12.7	-29	-0.5
	Medi-Cal	Submissions	23,481		22,258		-1,223	
		Pending	3,214	13.7	4,334	19.5	1,120	5.8
		Approved	20,193	86.0	17,854	80.2	-2,339	-5.8
		Denied	74	0.3	70	0.3	-4	0.0
	VA	Submissions	309		291		-18	
		Pending	172	55.7	139	47.8	-33	-7.9
		Approved	69	22.3	63	21.6	-6	-0.7
		Denied	68	22.0	89	30.6	21	8.6

Reintegration

Community Programs for Parolees

In fiscal year 2019–20, the Division of Rehabilitative Programs administered community and reentry programs through the following contracts:

- Specialized Treatment for Optimized Programming to serve high/medium-risk individuals;
- Day Reporting Centers (DRC) and Community-Based Coalitions (CBC) to serve low-risk individuals; and
- Transitional Housing and parolee service centers to serve long-term offenders.

In addition, the Life Skills Training program and the CAL FIRE Ventura Training Center program were developed in collaboration with CAL FIRE and DAPO, and implemented in fiscal year 2018–19. These parolees have been through the fire camp programs while incarcerated, and this program extends that training. The program runs for 18 months and includes six months of education, plus 12 months of on-the-job training at CAL FIRE base camps. As of July 1, 2020, 41 individuals have completed this program, 34 of whom have been offered careers with CAL FIRE or federal agencies.

During fiscal year 2019–20, DRP developed the Long-Term Offender Reentry Recovery program for the long-term offender/lifer population. DRP continues offering similar services through nine Transitional Housing Programs. To ensure the placement of individuals in these programs, DRP works directly with DAPO to coordinate the placements and ensure they meet the conditions of parole, mandated by the Board of Parole Hearings.

Due to COVID-19, the department responded with the early discharge of incarcerated individuals who were already within 365 days of their scheduled release for the health and safety of staff and incarcerated individuals.⁷ In addition, the department deployed the Emergency Housing Placement Strike Team comprising staff from DRP and DAPO, DRP community contract providers, county probation offices throughout the State, and Project Hope. This strike team worked collaboratively to secure additional housing for those being released early, both to parole and county probation supervision. This included housing through DRP's Specialized Treatment for Optimized Programming Reentry Recovery Housing provider network, and a Day Reporting Center provider in San Bernardino.

⁷ For more information, see <https://www.cdcr.ca.gov/news/2020/07/10/cdcr-announces-additional-actions-to-reduce-population-and-maximize-space-systemwide-to-address-covid-19/>.

The department completed development on a process of producing a tracking mechanism to identify the percentages of first-year parolees who have participated in community-based programming based on their assessed needs. The information is provided in Table 18.

Table 18. Total Number of Individuals Who Completed at Least One Year of Parole Supervision, With a High/Moderate CSRA Score (Fiscal Year 2019–20)

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 <i>Not</i> Participate in Programming Consistent With Their Needs
Employment Need	6,053	2,769	3,284
Education Need	5,089	2,635	2,454
Substance Abuse Need	6,132	3,332	2,800
Total percentage of individuals with at least one need who participated in at least one program consistent with their risk and need			52.2%
Total percentage of individuals with a risk and need who participated in a program			57.2%

Table 19. Total Number of Individuals Released With a High/Moderate CSRA Score

Parolees: Type of Criminogenic Risk and Need	Total Number of Offenders Released
Parolees released with a moderate-to-high CSRA score	10,590
Parolees released with a moderate-to-high CSRA score and a Reentry COMPAS	10,437
Parolees released with a moderate-to-high CSRA score and at least one medium-to-high COMPAS reentry need	9,380

In fiscal year 2019–20, as shown in Table 19, the department identified 9,380 individuals 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.

In fiscal year 2018–19, the department identified that 52.2 percent of individuals with at least one need participated in at least one program consistent with their risk and need. The percentage did not change from the 2019 C-ROB report. The total percentage of individuals with a risk and need participating in a program was 57.2. The percentage did not change from the 2019 C-ROB report.

2020 FINDINGS

From February to March 2019, and again from July through August 2020, OIG staff, on behalf of C-ROB, conducted site visits at all 35 California adult institutions or sent surveys to various employees. Institutional site visits consisted of interviews of individuals throughout the institutions regarding rehabilitation programs. The team also observed educational, vocational, and activity group programs, including innovative and inmate-led endeavors. During the visits, the team employed an assessment questionnaire addressing custody, education and classification meetings, caseload, curriculum, procurement, data solutions, information technology (IT) support, space utilization, and any identified issues or barriers to rehabilitative programming or treatment efforts.

“Many men will end up homeless when released from here. They don’t have anywhere to go in many of the counties. I’d say 65 percent are older with medical and mental health conditions with no family. We need a statewide, county by county, list of transitional housing.”

—Inmate advisory council member

The following are summaries of the most common issues related to rehabilitation as reported by the individuals interviewed during the visits. We have taken care to highlight specifically the concerns discussed by many different employees with varying perspectives to address issues with broad impact within the institutions, and our recommendations reflect this approach.

Inmate Advisory Councils

The majority of Inmate Advisory Council (IAC) members stated all self-help and rehabilitative programs had ceased and in-cell programs, which offered the ability to earn credits, were almost nonexistent. The IAC members also stated many rehabilitative programs took a significant amount of time to complete, and waitlists to get into classes took six months to a year.

Reentry resources normally included parole planning, résumé-writing classes, job placement classes, and information about how to file for a Social Security card or obtain a California identification card; however, inmate advisory council members reported all these reentry resources have been unavailable since COVID-19. Many IAC members stated they would like to see more information on transitional housing. They also reported wanting more job training involving technology and other trades, and expanded mentorship programs as well as education about what life is likely to look like outside the prison walls.

Students learned about new programs through educational staff and teachers. Institutions also typically posted flyers and sign-up sheets at each building. Some information was distributed through council meeting minutes or on institutional television. About half of the prisons had an

inmate-run newspaper or newsletter with information about goings-on within their prison. Often, the inmate advisory council members wrote the newsletter.

Students

Many students reported having less motivation to do the homework and missed interaction with other students. Students stated the only good thing was they had more time to do their work, but the advantages of in-person education, direct assistance, and fewer distractions were unavailable. Multiple students discussed a critical need for students to receive in-person education.

“Why do the homework packets and work if you can’t get a GED?”

—Student

Multiple students said many of the instructors did not have time for cell-front instruction or to assist and answer questions; rather, the teachers dropped off educational packets each week.

“[I miss] the environment, and the teacher actually cares. She makes sure that they understand. When you have someone who cares about their job like the teacher does, it makes a world of a difference.”

—Student

Some students expressed a need for cell-front visits with instructors to ask questions and receive answers. Students also noted there was no access to any computers to prepare for the GED because in-class education was not available.

Many students missed the assistance offered in the classroom by their teachers and its associated

increased motivation. Multiple students reported the need for structure that having a teacher in the classroom offered. There were many distractions in cells. Multiple students expressed they missed having to physically come to the classroom as it required dedication, which increased their personal accountability and positive identity.

The majority of students reported no reentry resources were available during the ordered in-cell quarantine, and a few students reported scarce reentry resources available to them at their institution. Multiple students desired additional trade and parenting classes, and stated they were not mentally prepared for release.

“It’s ineffective, it’s important we have the book work, but if we can’t do the hands-on we can’t learn.”

—Student

Academic Instructors

When asked about the new educational model, which added additional classes, but reduced class time and the number of students per class, many instructors were positive about the change. They reported that classes were more focused and that they were better able to help the students in class. While the questions on the new model yielded mostly positive answers, the one negative trend for almost all instructors was that the time spent between classes was inadequate for them

to complete their administrative duties. Many instructors reported coming early and staying late to complete these required tasks.

The majority of instructors reported using the in-cell education format during COVID-19, which consisted of disseminating educational materials and correspondence homework packets weekly to students in their housing units. More than half of instructors believed the in-cell education was worse than interactive or in-class education. Many instructors noted that students were unable to receive one-on-one instruction and were not able to receive feedback in real time. Many instructors indicated students' need to be in a classroom setting to maximize learning opportunities as there were often too many distractions in the housing units and dorms for students to learn effectively. Further, multiple instructors felt that direct instruction and consistent communication with students was vital to educational success.

When discussing educational materials, most instructors indicated that their students had access to sufficient educational materials; however, their students required additional access to digital materials. Multiple instructors noted a need for the students to have calculators and computer programs in order to become comfortable with online testing. Multiple instructors reported that student testing had ceased since the transition to in-cell education and that they had heard many unfavorable comments from students who were ready or close to testing. We also asked instructors if their students were able to access computers to prepare for the GED test during the in-cell educational format, to which the majority answered no.

Regarding materials the instructors utilized during instruction, the majority reported that they had adequate resources, but several would like access to more electronic learning systems. When asked the same question regarding materials specific to English-as-a-second-language students, multiple instructors reported a need for Spanish-to-English dictionaries. In addition, instructors indicated a need for more teaching resources and materials in Spanish and more materials specific to teaching adults rather than children.

Career Technical Education Instructors

Career Technical Education transitioned to an in-cell format along with Adult Basic Education. Again, instructors reported creating packets of materials and delivering them to students. Echoing their academic counterparts, CTE instructors reported that this format was inferior for students. A clear majority of instructors indicated that hands-on training was not possible, which prevented their students from fully grasping the trade for which they were being trained. Some instructors also expressed concerns that books were not available for their students. At some institutions, students were not allowed to have textbooks in their cells. At others, there were not enough textbooks for each student. Instructors reinforced what the students reported regarding the lack of access for students to ask questions of their instructors regarding the trade.

On a positive note, some instructors indicated that students had more time to study the materials since they were able to keep study materials in their cell. Some instructors also indicated that cheating diminished with in-cell assignments.

Because hands-on education was not available at many institutions, students were unable to test for and earn certifications or milestone credits. Most instructors who were unable to test students indicated this was detrimental to student education and postrelease employment outcomes. Many instructors requested that the department find a way to provide hands-on training and testing.

When we asked about resources and materials, CTE instructors echoed the academic teachers and requested access to digital media, video or audio, to supplement their instruction. Some instructors indicated the class sizes were too large to effectively teach the students at disparate levels, and that digital media would help address this challenge. Roughly one-third of instructors indicated they did not have enough books or that their books were out of date. Many instructors expressed frustration with budget decisions for their programs; they were unable to make decisions regarding materials required for their program. They were dissatisfied with material choices that did not match the needs of their workshops. A clear majority asked the department to return the decision-making process to the instructors, a sentiment the Board has heard for several reporting periods.

Most computer and related technology instructors reported that the computers in their labs did not have the appropriate software to use for training their students. Specifically, many instructors indicated the software was outdated and did not match the version referenced in their textbooks. Instructors also noted their computers did not have programs that students could use specifically to improve their computer literacy, such as typing training.

When asked about employment training and resources available to their students, most instructors indicated that students had access to résumé-building and interview guides. Less than half the respondents indicated that their students had access to career search information or connections to employers in the field.

Transitions Reentry Program Instructors

Similar to academic and CTE instructors, many transitions instructors reported they were using worksheets and hand-outs, distributed and collected weekly, in lieu of in-person instruction. The majority felt it was an inadequate method of education: students were not able to have class discussions, clarify materials, view videos associated with the lessons, or receive added value provided by the instructors.

Overall, transitions instructors felt they had adequate supplies, materials, and coursework. While most said they had access to county-specific postrelease resources, about one-third reported otherwise. Of those who did have county-specific resources, some lacked resources for some counties. While instructors were able to obtain some information from the internet, it was not

consistent among all counties. Instructors reported that mental health and disability resources were particularly deficient for the counties.

Postsecondary and Continuing Education Instructors

The instructors indicated that college programs had moved to a correspondence format. For some colleges this was not new, but for many this required a modification to assignments and testing. Many instructors received support from the external colleges to move testing to an in-cell format; however, for some institutions and courses this was not possible, forcing students to withdraw.

The instructors generally found this format to be worse for their students. This was especially true for students who were required to watch videos for their classes. Many instructors expressed concerns that students no longer had access to videos for their classes, or the institution did not have enough portable video players for all their students. To address this challenge, some institutions placed the videos on the prison's television network, but not all students had access to a television in their cell. Many students no longer had access to computers to type their papers. Communication with students was much more complicated. Instructors requested access to clerks and tutors, but some noted that fellow students were assisting their classmates in the housing units.

Some PSCE instructors reported challenges with providing assignment packets to their students. Instructors received many documents from the colleges that required printing or copying before delivery to the students. With education across the institution providing homework packets, some instructors found there were not enough copiers or scanners to prepare assignments packets in a timely manner. Some institutions used the internal mail system or housing unit staff for the deliveries, which caused delays. At other institutions, PSCE instructors delivered the packets individually to the students. Many of these instructors requested a cart or trolley to assist in the delivery process.

For college education overall, many instructors reported having enough supplies for their students. Roughly one-third of instructors requested additional textbooks for their students. They also reported that many students could not afford to purchase textbooks on their own and the department was unable to purchase these books for the students, which caused frequent dropping out of classes. Some colleges provided books, avoiding this problem altogether. Some instructors indicated that e-readers alleviated some textbook-access issues, but most instructors reported the e-readers did not function properly, and the institution was unable to repair the devices. While some institutions attempted to acquire books through nonprofit support, several instructors requested additional funding and support to provide books for their students.

Beyond textbooks, instructors also requested computer lab access for students to type essays and conduct research. In addition, instructors stated they were receiving many requests for paper and writing utensils from their students.

Librarian

Librarians provide many essential services to incarcerated persons, including information about legal services, housing, transportation, and more. When asked what kind of rehabilitation information was available to the incarcerated population, many librarians indicated that the information was only available on the internet, which was inaccessible to incarcerated people, who must then request such information from the librarians. The difficulty of fulfilling these requests due to understaffing was an overwhelming sentiment among the respondents to our survey.

Librarians reported that the minimum qualifications required for library positions, combined with the low salary relative to outside librarian positions, accounted for the understaffing. Essentially, librarians' pay did not reflect their professional credentials. Many also felt that they were held to a higher standard than that of other educators through the hiring process, but then not treated as educators after starting in their positions. Librarians also reported that the department should increase library funding to update books and other resources.

Television Specialist

Most television specialists believed that rehabilitative programming met the needs of the students at their institutions. However, when asked if the available DRP television programs matched the needs of instructors, more than half stated no. They reported that the content did not correlate to educational instruction. Television specialists requested more programming aimed at teaching mathematics, English, job interview techniques, computer skills, vocational trades, and additional skills needed for reentry.

Many specialists stated they received DVDs from colleges, but they were unable to stream these classes on the television system for participating students. Some television specialists indicated that their prisons created their own channels for e-learning. This assisted in controlling the pace and content of the programs. The programming shown on these channels was related to mathematics, English, vocational skills, college courses, fitness, local inmate programs, parenting, TED talks, physical education, movies, and inspirational material. However, a common obstacle stated was the length of time needed to edit and add closed-captioning.

Further, some television specialists specified that the cable infrastructure at most prisons limited access to television services for their population. Cable complications contributed to a large percentage of the incarcerated population who did not receive a clear enough signal to watch the content. More than half the television specialists stated they did not have adequate resources and equipment to provide educational and rehabilitative programming to the entire incarcerated population. Many television specialists requested that a budget be established to procure equipment that would improve the television signal, and they requested teleprompter equipment.

Supervisor of Correctional Education Programs

Most respondents indicated that Adult Basic Education and Career Technical Education took place through weekly packets for students during COVID-19. The principals reported different delivery methods at different institutions. At some institutions, the instructors delivered the packets to the student in person, which allowed for one-on-one time to answer questions or provide feedback. Some instructors were also conducting one-on-one tutoring in the dayroom. Other principals indicated the instructors routed the packets through the institutional mail system or custody staff, not allowing for cell-front instruction or direct communication. One institution reported video-recording instruction from their teachers and providing the videos to their population through the television system. Most institutions continued to provide academic testing in a limited group setting, but CTE testing was not readily available. For college education, the principals reported that instruction was continuing through correspondence methods or small, socially distanced groups.

Most principals indicated that they received enough leadership and direction to transition into a distance-learning format. For those who indicated otherwise, they generally expressed two concerns. First, they did not receive enough communication from their institution or from the Office of Correctional Education. Second, they lacked sufficient resources to transition effectively, which most often meant having the equipment for their instructors to effectively telework. The department was not prepared to transition to a telework format for its instructors.

More than half the responding principals indicated that, when hiring new employees, insufficient salaries and a lack of applicants were the biggest challenges they faced. Although not as common, the location of their institutions also contributed significantly to hiring challenges. Many principals also noted delays at various stages throughout the hiring process, which sometimes led to qualified candidates accepting positions elsewhere. When the delays caused the hiring process to not match the academic calendar, principals reported a reduction in quality applicants. A limited but not insignificant number of principals reported that the job requirements did not align with the position in which the applicant had shown interest. This was most often the case with CTE and library positions, as principals reported the requirements were too strict or applicants could not use self-employment experience. Since the start of COVID-19, a small number of principals reported that hiring had become even more difficult.

The department tracks education time as X-time (actual classroom time), S-time (time missed due to institutional requirements), and E/A (individual excused or unexcused absence) time. The department reports three categories of S-time: education, custody, and medical. Principals report that the most frequent reasons for S-time are instructor absences and custody issues. Some principals requested the ability to hire substitute teachers to help address challenges associated with instructor absences. Principals reported different challenges that caused S-time from custody. They most often reported lockdowns and modified programs as the cause for custody S-time. Principals also reported multiple issues with housing unit officers. Some reported

scheduling conflicts with various custody operations such as meal times or counts. Others reported a lack of commitment to education from custody staff. These challenges often led to a late release for students either to or from their education programs. During COVID-19, some principals reported challenges with delays in assignment packet delivery from housing unit staff. Outside of education and custody causes for S-time, medical appointments are a leading cause for S-time. Departmental policy requires individuals to attend these appointments, which are often scheduled during students' educational class time. Principals expressed frustration that medical staff did not consider an individual's educational schedule when creating appointments.

For Adult Basic Education, principals noted an average of around 100 students on the waitlist for ABE I classes and an average of around 130 students on the waitlist for ABE II, ABE III, and GED classes. This may indicate an insufficient number of classes offered at many institutions. Most institutions reported that it took less than one month for an individual to start the next level of education after completing a course.

Community Resource Managers

Although in-person programming had ceased due to COVID-19, 12 out of 33 community resource managers (CRMs) stated they still held distanced inmate activity groups (IAGs) via mail correspondence. Due to the programs being correspondence only, individuals who continued their participation were not earning any credits to aid in their release. Most reported that religious services were done cell-front or on a one-on-one basis in the chapel if confidentiality was needed. Although the community resource managers were inundated with work on their current programs, their passion for rehabilitation was evident in their consistent desire to expand inmate activity groups. When asked which programs they would like to see started at their institutions, the three main responses were dog programs, release and reentry programs, and art programs.

As in previous years, CRMs requested additional staff. A trend among their responses referenced the 10 to 12 institutions that had received a management services technician (MST) position in 2018. Many staff members at institutions without an MST stated there was still a need for more staff and that an MST position would be highly beneficial. Another continued struggle reported by CRMs was space for inmate activity groups. During COVID-19 there were additional concerns with space because of social distancing. To comply with proper social distancing without added space, CRMs would need to reduce the number of individuals able to attend programs, which in turn would render them unable to attend to a large number of individuals' rehabilitation needs before release. While staffing and space were the major reported concerns, most CRMs expressed high praise for departmental headquarters. Many felt supported by headquarters with mentions made that the new chief of the office of community partnerships was a supportive and understanding leader.

Correctional Counselor III (Case Managers)

In the beginning of 2020, the Substance Abuse Disorder Treatment program was undergoing a transition to the new Integrated Substance Abuse Disorder Treatment (ISUDT) program. During our visit in February, the majority of counselors stated their new program was not up and running yet. Consequently, there were not many suggestions offered concerning the new program.

“We are unable to provide the skills which enhance and inmate’s opportunity to be successful upon release.”

—Correctional Counselor III

COVID-19 put a halt to programming within corrections. When the counselors were asked what voluntary credit-earning opportunities were available to individuals currently, all respondents said none. Nonexistent programming would affect the incarcerated population negatively, according to many of the counselors. A few expressed concerns with incarcerated persons not receiving rehabilitation before the mass releases happened as a result of COVID-19.

Wardens

Many wardens indicated that they had modified how programs ran to continue programming at their institutions. These changes included shifting to an in-cell programming format for education and some voluntary self-help groups, or reducing class sizes to allow small groups to meet under social distance guidelines. At many institutions, wardens reported a severe reduction in available programming or no programming at all. Several wardens believed this reduction in programming had decreased morale for the incarcerated individuals at their institution; however, some wardens reported it had also led to a decrease in disciplinary actions.

Outside of addressing COVID-19, wardens reported several general challenges which impede the ability to provide programming to their population. The most common challenge is a lack of space. Wardens are working to utilize nonstandard programming space, but suggested more modular building space and repairs to current space are needed to increase program availability. This is especially important to provide programming with social distance precautions. The second most common challenge is a lack of staff. As institutions expand programming into new space and into third watch, the wardens request additional custody staff to monitor programs and protect volunteers. Wardens also requested additional technology to help provide programs via video formats. Wardens requested technological solutions to bring voluntary program providers back in a remote capacity.

Division of Rehabilitative Programs

Division of Rehabilitative Programs representatives told us that educational success is based on State and national standards for adult education teaching, leadership, and curricula. They further reported that the methodologies to measure this success had not changed during COVID-19, but

the method in which education and programs were provided had changed. Program fidelity was tracked and monitored by a standardized course curriculum and materials. The department reported plans to expand program tracking and monitoring in the upcoming year.

When asked about in-cell programming, the representatives stated they were addressing changes weekly in conference calls with correctional educational administrators and the superintendent of correctional education. They further stated they had developed a phased plan to open classrooms again responsibly in the future. There were also plans to begin an in-cell format for ISUDT and CBI, which had been closed since COVID-19, in the upcoming month.

BOARD RECOMMENDATIONS

1. The Board recommends the Office of Correctional Education and all institutions find a method to deploy interactive learning for times when in-class education is unavailable. An interactive learning method would greatly expand the learning opportunities during lockdowns, S-time, and other times when programming is unavailable. Interactive distance learning has now become a standard throughout the educational system in California. The Board recognizes that excessive S-time significantly reduces the effectiveness of educational programming. The amount of time spent learning during the academic year would greatly improve if interactive distance learning were available.
2. The Board recommends that the Office of Community Partnerships pursue expanding credit-earning opportunities for correspondence-based rehabilitative programs. A number of institutions indicated some rehabilitative programming continued only through correspondence. Incarcerated persons who are voluntarily continuing their rehabilitative efforts through correspondence are currently earning no credit. Incarcerated persons should have the opportunity to receive credit correspondence-based programming. As with interactive learning, this would expand the availability of programming when in-person programs are unavailable. Incarcerated persons would have the opportunity to continue their rehabilitative progress and get their credit for it.
3. The Board recommends that the Office of Correctional Education make available county resources in libraries and the Transitions program, specifically in areas of mental health and disabilities. Many librarians and Transitions instructors indicated their only access to county information was via the internet. They also indicated that each county website was different, and information was scarce on certain county sites. Mental health and disability resources were among the most cumbersome to obtain. According to the department, in December 2018, there were more than 35,000 incarcerated persons with mental health problems. This information would greatly help this population upon release.

APPENDICES

Appendix A. Rehabilitative Case Plan

Appendix B. In-Prison Programming Matrix

Appendix C. Academic and CTE Teacher Distribution and Budgeted Capacity

Appendix D. Grant Recipients Rounds I Through VI

Appendix E. Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups

Appendix F. List of Institutional Abbreviations

Appendix G. Milestone Completion Credit Schedule (MCCS)

Appendix A. Rehabilitative Case Plan

Rehabilitative Case Plan

Logout

Name: _____ CDC#: _____ PID #: _____ CPED: _____

Curr. Loc.: CCWF-Facility A Control Date: _____ Control Date Type: EPRD

Area/Bed: _____ Housing PGM: Administrative Segregation Unit (ASU) Job Title: UNA / Unassigned

Custody: Maximum (C7) Security Level: Level 4 (63) WK/PV Group: D1 / D

DOB: _____ Ethnicity: Hispanic () TABE (Read): 02.0

DDP: Adequate Cognitive Functioning (NCF) Mental Health: CCCMS - Correction Clinical Case Mgt System (B) DPPV: None

Date: 8/26/2020

Risk (CSRA Score): 2 (M)

TABE Reading Score: 02.0 TABE Math: Score Not Available

Verified GED: N Verified HS Diploma: N

Needs (from COMPAS)

Assessment Date: 01/04/2019 Version: Core Women's v.7 Needs Assessment

Substance Abuse: 100 - High Educational Problems: 0 - Low

Criminal Personality: 100 - High Employment Problems: 100 - High

Anger: 100 - High 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	2020	2021	2022	2023	2024	2025	2026	2027
Adult Basic Education II	08/26/2020	02/17/2022								
Adult Basic Education III	02/18/2022	02/13/2023								
General Education Dev	02/14/2023	08/13/2023								
College (Correspondence)	08/14/2023	08/18/2026								
Transitions	08/18/2024	09/22/2024								
Criminal Thinking (Reentry)	08/18/2025	11/16/2025								

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	2013	2014	2015	2016	2017	2018	2019	2020
Adult Basic Education I	08/10/2019	08/23/2019								

Certificates and Diplomas

Date Completed	Certificate or Diploma Name	Program Name
08/23/2019	Adult Basic Education I	Adult Basic Education I

Milestones

No data available.

Appendix B. In-Prison Programming Matrix, Fiscal Year 2019–20

2019-20 DIVISION OF REHABILITATIVE PROGRAMS						
IN-PRISON PROGRAM MATRIX (7/1/20) ¹						
INSTITUTION	REHABILITATIVE SERVICES					
	Counselors	All Daily Capacity	Cognitive Behavioral Treatment			Annual Capacity
			ISI (Intensive)	ISO (Outpatient)	CBI (Non-SUD)	
ASP	13	234	138	48	48	268
CAC*	8	144	84	30	30	165
CAL*	9	162	90	36	36	187
CCC*	0	0	0	0	0	0
CCI*	12	216	120	48	48	250
CCWF	8	144	84	30	30	165
CEN*	10	180	108	36	36	205
CHCF	0	0	0	0	0	0
CIM*	9	162	90	36	36	187
CIW*	7	126	66	30	30	147
CMC	11	198	114	42	42	227
CMF*	0	0	0	0	0	0
COR	10	180	108	36	36	205
CRC*	17	306	174	66	66	352
CTF	12	216	120	48	48	250
CVSP*	8	144	84	30	30	165
DVI	0	0	0	0	0	0
FSP	0	0	0	0	0	0
FWF	0	0	0	0	0	0
HDSP*	0	0	0	0	0	0
ISP*	9	162	90	36	36	187
KVSP	11	198	114	42	42	227
LAC*	9	162	90	36	36	187
MCSP	0	0	0	0	0	0
NKSP	4	72	36	18	18	85
PBSP*	0	0	0	0	0	0
PVSP	12	216	120	48	48	250
RJD*	9	162	90	36	36	187
SAC	0	0	0	0	0	0
SATF	14	252	144	54	54	290
SCC	0	0	0	0	0	0
SOL*	0	0	0	0	0	0
SQ*	0	0	0	0	0	0
SVSP	6	108	60	24	24	125
VSP	10	180	108	36	36	205
WSP	4	72	36	18	18	85
IN-STATE CONTRACT FACILITIES						
FCRF		0	0	0	0	
GSMCCF		0	0	0	0	
CVMCCF		0	0	0	0	
DVMCCF		0	0	0	0	
TOTALS	222	3996	2268	864	864	4601

¹Utilizing 1:6 ratio for counselors to students due to social distancing protocol

Note: Annual capacity represents the daily capacity multiplied by the average number of times the program can be completed in one year

Appendix C. Academic and CTE Teacher Distribution and Budgeted Capacity

INSTITUTION	ACADEMIC EDUCATION																			CAREER/TECHNICAL EDUCATION					
	Traditional Education		Alternative Education		Enhanced Outpatient		Post-Secondary & Cont.		TRANSITIONS		PEER LITERACY		Total No Tester	TESTING	PE	DDP/DPP	ESSA / WIOA	Total All	Vacant Academic Teachers ¹	Total Daily Budgeted Capacity ²	Authorized CTE Programs	Vacant CTE Teachers ¹	Budgeted CTE Capacity		
	Authorized Staff	Budgeted Capacity	Authorized Staff	Budgeted Capacity	Authorized Staff	Budgeted Capacity	Authorized Staff	Budgeted Capacity	Authorized Staff	Budgeted Capacity	Authorized Staff	Peer Mentors		Authorized Staff	Authorized Staff	Authorized Staff	Authorized Staff								
ASP	21	1134	0	0	0	0	4	720	2	108	1	20	28	2	1	0	0	31	1	1,982	17	0	567		
CAC	6	324	0	0	0	0	1	180	1	54	1	20	9	1	1	0	1	12	2	578	2	0	81		
CAL	15	810	0	0	0	0	2	360	1	54	1	20	19	2	1	0	0	22	4	1,244	9	0	324		
CCC	10	540	1	120	0	0	2	360	1	54	1	20	15	4	3	0	0	22	1	1,094	9	0	270		
CD	14	756	1	120	0	0	3	540	2	108	1	20	21	2	2	0	0	25	1	1,544	14	3	432		
CCWF	10	540	1	120	2	54	3	540	2	108	1	20	19	2	1	2	1	25	1	1,382	9	2	297		
CEN	16	864	1	120	0	0	2	360	1	54	1	20	21	2	1	0	0	24	2	1,418	12	2	405		
CHCF	2	108	0	0	1	27	2	360	0	0	1	20	6	2	1	1	0	10	2	515	1	1	54		
CIM	16	864	0	0	0	0	3	540	2	108	1	20	22	2	1	2	0	27	3	1,532	13	4	405		
CIW	8	432	1	120	1	27	2	360	1	54	1	20	14	1	2	0	0	17	1	1,013	6	2	216		
CMC	17	918	0	0	2	54	5	900	2	108	1	20	27	3	2	2	0	34	0	2,000	12	0	432		
CMF	6	324	0	0	2	54	1	180	1	54	1	20	11	1	1	3	0	16	2	632	3	0	162		
COR	14	756	1	120	2	54	4	720	1	54	1	20	23	2	1	0	1	27	1	1,724	8	0	297		
CR	11	594	0	0	0	0	5	900	3	162	1	20	20	2	1	0	1	24	1	1,676	9	0	324		
CTF	26	1404	0	0	0	0	3	540	3	162	1	20	33	3	3	0	0	39	1	2,126	17	1	567		
CVSP	11	594	0	0	0	0	4	720	1	54	1	20	17	2	1	0	0	20	1	1,388	14	2	459		
DVI	2	108	2	240	0	0	1	180	1	54	1	20	7	3	1	0	0	11	0	602	6	2	189		
FSP	11	594	0	0	0	0	2	360	1	54	1	20	15	3	1	0	0	19	1	1,028	12	0	378		
FWF	4	216	0	0	0	0	0	0	1	54	0	0	5	0	0	0	0	5	0	270	2	0	81		
HDSP	10	540	0	0	0	0	4	720	1	54	1	20	16	2	1	1	0	20	2	1,334	8	1	324		
ISP	13	702	0	0	0	0	8	1,440	2	108	1	20	24	2	1	0	1	28	5	2,270	15	3	459		
KVSP	18	972	0	0	1	27	2	360	1	54	1	20	23	2	1	0	0	26	2	1,433	10	3	324		
LAC	9	486	0	0	1	27	2	360	1	54	1	20	14	2	1	0	0	17	0	947	7	2	243		
MCSP	17	918	0	0	3	81	6	1,080	3	162	1	20	30	2	2	1	0	35	4	2,261	10	1	351		
NKSP	1	54	4	480	0	0	1	180	1	54	1	20	8	4	1	0	0	13	0	788	2	0	54		
PBSP	8	432	1	120	0	0	4	720	1	54	1	20	15	2	1	0	0	18	0	1,346	7	3	270		
PVSP	16	864	0	0	0	0	2	360	2	108	1	20	21	2	1	0	1	25	1	1,352	10	1	324		
RID	17	918	0	0	3	81	2	360	1	54	1	20	24	2	2	1	0	29	5	1,433	8	1	270		
SAC	5	270	4	480	2	54	2	360	1	54	1	20	15	1	1	1	0	18	1	1,238	6	1	243		
SATF	23	1242	0	0	2	54	5	900	3	162	1	20	34	3	2	5	0	44	4	2,378	17	1	540		
SCC	8	432	3	360	0	0	3	540	2	108	1	20	17	2	3	0	0	22	2	1,460	7	2	216		
SOL	14	756	0	0	0	0	4	720	2	108	1	20	21	2	2	0	1	26	0	1,604	10	2	324		
SQ	7	378	2	240	0	0	3	540	1	54	1	20	14	3	1	0	0	18	3	1,232	5	0	162		
SVSP	12	648	1	120	2	54	2	360	1	54	1	20	19	2	1	1	0	23	1	1,256	6	2	189		
VSP	11	594	0	0	1	27	5	900	3	162	1	20	21	2	1	0	0	24	1	1,703	12	1	405		
WSP	2	108	2	240	0	0	1	180	1	54	1	20	7	3	1	0	0	11	0	602	2	0	81		
HQ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0		
TOTALS	411	22,194	25	3,000	25	675	105	18,900	54	2,916	35	700	655	77	48	20	9	809	56	48,385	317	43	10,719		

1/ As of June 30, 2020

2/ Total AE, EOP Post Secondary & Cont., Transitions & Peer Literacy

3/ OSRT and Computer Literacy became one program beginning September 30

the program is called Computer & Related Technology and is based upon the

Comp Lit Model (27 students, 3 hours, 2x/day)

GRAND TOTAL PY's	1,126
GRAND TOTAL BUDGETED CAPACITY	59,104

Appendix D. Grant Recipients Rounds I Through VI

	Institution	Innovative Programming	Estimated Offenders Served*	Training-for-Trainers**
Round One Grants Yearly Schedule (16 Month Term) \$2.5 M 4/15/2016 - 6/30/2016	ASP	1. International Bodhisattva Sangha	25	3
	ASP	2. GRIP	25	
	CCI	1. GOGI (In Cell)	200	
	CCI	2. GOGI (Spanish In Cell)	100	
	CHCF	1. International Bodhisattva Sangha	25	3
	CHCF	2. Canine Comp for Independence	8	1
	CHCF	3. Yard time Literary Program	60	
	CMF	1. IMPACT	96	12
	CMF	2. Insight Garden Program	125	
	COR	1. ARC/PUP College Program	54	
	COR	2. Alternatives to Violence	900	20
	LAC	1. Community-Based Arts Program	960	
	LAC	2. Insight Garden Program	125	
	SATF	1. Center for Council	20	
	SATF	2. ARC/PUP College Program	54	
	CVSP	1. Alternatives to Violence	900	20
	CVSP	2. The Place4Grace	400	
	CVSP	3. Insight Prison Project (VOEG)	52	
	DVI	1. International Bodhisattva Sangha	25	3
	DVI	2. Yard time Literary Program	60	
	HDSP	1. Alternatives to Violence	900	20
	HDSP	2. The Place4Grace	400	
	HDSP	3. Jesuit Restorative Justice Initiative	200	
	ISP	1. The Actors' Gang Prison Project	360	4
	ISP	2. The Last Mile	52	
	ISP	3. The Place4Grace	400	
	ISP	4. Insight Prison Project (VOEG)	72	
	KVSP	1. GOGI (In-Cell)	200	
	MCSP	1. IMPACT	110	
	MCSP	2. International Bodhisattva Sangha	25	3
	MCSP	3. GRIP	25	
	NKSP	1. Center for Council	20	2
	NKSP	2. Freedom Through Education Campus	400	
	PBSP	1. GOGI (In Cell)	200	
	PBSP	2. Jesuit Restorative Justice Initiative	200	
	PVSP	1. Center for Council	20	
	PVSP	2. GOGI	100	15
	WSP	1. Center for Council	20	
	WSP	2. GOGI	100	
	Totals	39	8018	106
<i>*Estimated number of offenders served based upon grant application period.</i> <i>**Estimated number of training-for-trainers based upon grant application period with no designated limit/estimate for number of offenders that could be served.</i>				

Appendix D. Grant Recipients Rounds I Through VI (continued)

	Institution	Innovative Programming	Estimated Offenders Served*	Training-for-Trainers**
Round Two Grants Yearly Schedule (16 Month Term) \$3.0 M 3/2016 - 6/2017	ASP	1. The Actors' Gang Prison Project	25	
	ASP	2. Center for Council		20
	ASP	3. Freedom Through Ed Campus	400	
	CAC	1. Defy Ventures, Inc.	115	
	CAC	2. The Place4Grace	400	
	CAC	3. Catalyst Foundation	125	
	CCI	1. Center for Council		20
	CCI	2. The Place4Grace	400	
	CCI	3. The Lionheart Foundation	150	
	CHCF	1. Insight Garden Program	125	
	CHCF	2. Yard time Literary Program	60	
	COR	1. GOGI (EOP)	100	
	COR	2. The Lionheart Foundation (SHU)	150	
	COR	3. Buddhist Pathways Prison Project (EOP)	200	6
	LAC	1. Defy Ventures, Inc.	300	
	LAC	2. Insight Garden Program	125	
	LAC	3. Catalyst Program	125	
	CVSP	1. The Last Mile	48	
	CVSP	2. Insight Prison Project (VOEG)	52	
	DVI	1. GRIP	200	
	DVI	2. Veterans Healing Veterans from the Inside Out	24	
	FWF	1. The Last Mile	48	
	FWF	2. Marin Shakespeare Company	72	
	HDSP	1. Alternatives to Violence	264	10
	HDSP	2. Get on the Bus Program	40	
	HDSP	3. Buddhist Pathways Prison Project	175	6
	KVSP	1. The Actors' Gang Prison Project	25	
	KVSP	2. The Place4Grace	400	
	MCSP	1. Alternatives to Violence	240	20
	MCSP	2. CARE Accountability Program	480	12
	MCSP	3. Karma Rescue Paws for Life Program (EOP)	45	
	MCSP	4. Tender Loving Canines Assistance Dogs	15	
	NKSP	1. GOGI (RC)	300	
	NKSP	2. International Bodhisattva Sangha	100	
	PBSP	1. Center for Council		20
	PBSP	2. The Lionheart Foundation (SHU)	150	
	PBSP	3. Insight Prison Project (VOEG)	52	
	PVSP	1. Freedom Through Education Campus	400	
	PVSP	2. GOGI (Lifer)	320	
	VSP	1. Defy Ventures, Inc.	300	
	VSP	2. The Place4Grace	400	
	VSP	3. InsideOUT Writers	54	
	WSP	1. GOGI (RC)	100	
	WSP	2. International Bodhisattva Sangha	125	
	Totals	44	7229	114
<i>*Estimated number of offenders served based upon grant application period.</i> <i>**Estimated number of training-for-trainers based upon grant application period with no designated limit/estimate for number of offenders that could be served.</i>				

Appendix D. Grant Recipients Rounds I Through VI (continued)

	Institution	Innovative Programming	Estimated Offenders Served*	Training-for Trainers**
Round Three Grant Awards Yearly Schedule (3, 12-Month Terms) \$3 M/term 3/2017 - 2/2018 3/2018 - 2/2019 3/2019 - 2/2020	ASP	1. Insight Garden Program	450	
	ASP	2. Project Avary	120	
	CAC	1. Center for Council	330	
	CAC	2. GOGI (Peer Mentor)		300
	CCC	1. Root & Rebound	900	
	CCC	2. Get on the Bus Program	240	
	CCI	1. Catalyst Foundation	1500	
	CHCF	1. Center for Council	110	
	CHCF	2. GOGI (Peer Mentor)		300
	COR	1. Anti-Recidivism Coalition	1924	
	COR	2. Moving Beyond Violence		90
	LAC	1. Karma Rescue	99	
	LAC	2. Buddhist Pathways Prison Project	600	
	SAC	1. IMPACT/CARE	350	
	SAC	2. The Place4Grace	1200	
	SAC	3. Buddhist Pathways Prison Project	225	
	CVSP	1. GOGI (Peer Mentor)		300
	CTF	1. Defy Ventures, Inc.	600	
	CTF	2. GRIP	180	
	CTF	3. Project Avary	120	
	CTF	4. Insight Prison Project (VOEG)	336	
	DVI	1. Insight Prison Project (VOEG)	336	
	FWF	1. Marin Shakespeare Company	108	
	FWF	2. Insight Garden Program	240	
	FWF	3. Yard time Literary Program	2160	
	HDSP	1. The Place4Grace – Camp Grace	30	
	HDSP	2. GOGI (Peer Mentor)		300
	KVSP	1. Anti-Recidivism Coalition	1924	
	KVSP	2. The Actors' Gang Prison Project	90	
	MCSP	1. Alternatives to Violence	420	
	MCSP	2. Center for Council	110	
	MCSP	3. Tender Loving Canines Assistance Dogs	90	
	NKSP	1. Alternatives to Violence	420	
	NKSP	2. Marley's Mutts	288	
	PBSP	1. The Place4Grace	1200	
	PVSP	1. Defy Ventures, Inc.	1035	
	PVSP	2. Buddhist Pathways Prison Project	600	
	SVSP	1. Project Avary	120	
	SVSP	2. The Place4Grace – Camp Grace	30	
	SVSP	3. The Place4Grace	1200	
	WSP	1. Alternatives to Violence	420	
	WSP	2. Prison of Peace	380	
	WSP	3. Marley's Mutts	288	
	Totals	43	20773	1290
<i>*Estimated number of offenders served based upon grant application period.</i> <i>**Estimated number of training-for-trainers based upon grant application period with no designated limit/estimate for number of offenders that could be served.</i>				

Appendix D. Grant Recipients Rounds I Through VI (continued)

	Institution	Innovative Programming	Estimated Offenders Served*	Training-for Trainers**
Round Three Grant Awards Yearly Schedule (2, 16-month Terms) \$5.5M/term 3/2017 - 6/2018 (Original) 7/2018 - 10/2019 (Ext Yr)	ASP	1. GOGI (In Cell Anger Management)	300	
	ASP	2. GRIP	150	
	CCI	1. GOGI (In Cell Anger Management)	300	
	CHCF	1. GOGI (In Cell Anger Management)	300	
	CHCF	2. IMPACT/CARE	120	
	CIM	1. Catalyst Foundation	250	
	CIM	2. Moving Beyond Violence	255	
	CIM	3. The Place4Grace	400	
	CIW	1. The Last Mile	48	
	CIW	2. Moving Beyond Violence	255	
	CIW	3. Freedom to Choose Foundation	200	
	CIW	4. The Place4Grace	400	
	CMF	1. Self Awareness and Recovery	140	
	CMF	2. The Place4Grace	400	
	CMF	3. Yard time Literary Program	75	
	CMC	1. Center for Council		20
	CMC	2. Prison of Peace		160
	COR	1. Center for Council		20
	COR	2. GOGI (In Cell Anger Management)	300	
	COR	3. Prison of Peace		100
	LAC	1. Youth Law Center	280	
	SAC	1. GOGI (In Cell Anger Management)	300	
	SAC	2. The Lionheart Foundation		64
	SAC	3. Insight Prison Project (Apology Project)	60	
	SATF	1. GOGI (In Cell Anger Management)	300	
	SATF	2. Get on the Bus Program	80	
	CAL	1. Anti-Recidivism Coalition		54
	CAL	2. The Place4Grace	400	
	CAL	3. Giving Life Back to Lifers	120	
	CAL	4. Mothers with a Message	750	
	CAL	5. Prison Education Project	720	
	CEN	1. The Old Globe – Reflecting Shakespeare	55	
	CEN	2. Anti-Recidivism Coalition		54
	CEN	3. Giving Life Back to Lifers	120	
	CEN	4. Mothers with a Message	750	
	CCWF	1. The Actors' Gang Prison Project	30	
	CCWF	2. Healing Trauma	255	
	CCWF	3. IMPACT/CARE	120	
	CCWF	4. Insight Garden Program	45	
	CCWF	5. Yard time Literary Program	75	
	CVSP	1. Prison of Peace	160	
	CVSP	2. Community-Based Art Program	20	
	DVI	1. Center for Council		20
	HDSP	1. Center for Council		20
	HDSP	2. GOGI (Anger Management)	2000	
	ISP	1. Anti-Recidivism Coalition		54
	ISP	2. Prison of Peace		160
	ISP	3. Community-Based Art Program		20
	ISP	4. Youth Law Center	280	
	KVSP	1. Catalyst Foundation	250	
	KVSP	2. GOGI (In Cell Anger Management)	300	
	MCSP	1. IMPACT/CARE	120	
	MCSP	2. Lionheart Foundation	644	
	NKSP	1. GOGI (In Cell Anger Management)	300	
	PBSP	1. GOGI (In Cell Anger Management)	300	
	PVSP	1. Prison of Peace		160
	RJD	1. Anti-Recidivism Coalition		54
	RJD	2. Tender Loving Canine Assistance Dogs	30	
	RJD	3. Insight Prison Project (Spanish VOEG/Next Step)		52
	RJD	4. Prison Yoga Project	45	
	SVSP	1. GOGI (In Cell Anger Management)	300	
	SVSP	2. Operation New Hope	400	
	SVSP	3. Insight Prison Project (VOEG)	160	
	VSP	1. Center for Council		20
	VSP	2. GOGI (In Cell Anger Management)	300	
	VSP	3. Insight Prison Project (VOEG)	160	
	Totals	66	14122	1032
*Estimated number of offenders served based upon grant application period.				
**Estimated number of training-for-trainers based upon grant application period with no designated limit/estimate for number of offenders that could be served.				

Appendix D. Grant Recipients Rounds I Through VI (continued)

	Institution	Innovative Programming	Estimated Offenders Served*	Training-for-Trainers**
Reception Center Grants Yearly Schedule (3, 12-Month Terms) - \$1M/term 3/2018 - 5/2019 6/2019 - 5/2020 6/2020 - 5/2021	CCWF	1. Options Recovery Services	250	
	DVI	2. In-Cell / In-Dorm	1000	
	DVI	3. Options Recovery Services	450	
	NKSP	1. Anti-Recidivism Coalition	720	
	NKSP	2. In-Cell / In-Dorm	5000	
	SQ	1. Options Recovery Services	400	
	SQ	2. Lionheart Foundation	150	
	WSP	1. In-Cell / In-Dorm	5000	
	Totals	8	12970	0
Round Five Grants Yearly Schedule (3, 12-Month Terms) \$4.0M/Year 5/2019 - 4/2020 5/2020 - 4/2021 5/2021 - 4/2022	ASP	1. Center for Gender and Justice-Moving Beyond V	600	
	ASP	2. Little Angels Service Dogs	90	
	ASP	3. The Actors' Gang	120	
	CAC	1. Defy Ventures, Inc.	420	
	CCC	1. The Place4Grace - Father2Child Literacy	912	
	CCI	1. Prison of Peace	180	
	CCI	2. The Place4Grace - Camp Grace	54	
	CHCF	1. Canine Companions for Independence	24	
	CHCF	2. Insight Garden Program	90	
	CIW	1. Center for Gender and Justice - Helping Women	750	
	CMF	1. Paws for Life K9 Rescue - Canine Good Citizen	180	
	CMF	2. The Lionheart Foundation	288	
	CMC	1. Freedom to Choose Project	1500	
	CMC	2. Prison Yoga Project	150	
	CMC	3. Son Care Foundation	900	
	CRC	1. ReEvolution	48	
	COR	1. Center for Restorative Justice Works	102	
	COR	2. GOGI - Peer Mentor	246	
	LAC	1. Jail Guitar Doors Yard A	180	
	LAC	2. Jail Guitar Doors Yard C	180	
	LAC	3. Paws for Life - Canine Good Citizen	180	
	LAC	4. Paws for Life - Shelter Program	120	
	SAC	1. Concerned About Recovery Education-IMPACT	300	
	SAC	2. Yardtime Literary Program	180	
	SATF	1. Freedom to Choose YOP	1500	
	SATF	2. GOGI - Peer Mentor	102	
	CCWF	1. Little Angels Service Dogs	90	
	CCWF	2. Root and Rebound	450	
	CTF	1. Son Care Foundation	900	
	CTF	2. Veterans Healing Veterans from the Inside Out	60	
	DMCCF	1. Success Stories	600	
	FWF	1. Canine Companions for Independence	12	
	FWF	2. Concerned About Recovery Education	300	
	HDSP	1. Center for Restorative Justice Works	246	
	HDSP	2. Choices of Freedom	1500	
	HDSP	3. GOGI - Peer Mentor	102	
	HDSP	4. The Place4Grace-Camp Grace	54	
	KVSP	1. Center for Gender and Justice-Moving Beyond V	120	
	KVSP	2. Healing Dialogue and Action	210	
	KVSP	3. Prison of Peace	180	
	MCSP	1. GRIP Institute	216	
	MCSP	2. Insight Garden Program	90	
	MCSP	3. Paws for Life K9 Rescue - PTSD for Veterans	42	
	MCSP	4. Tender Loving Canines Assistance Dogs	114	
	NKSP	1. The Place4Grace-Father2Child Literacy	912	
	PBSP	1. Anti-Recidivism Coalition	1080	
	PBSP	2. GOGI - Peer Mentor	102	
	PVSP	1. Son Care Foundation	900	
	PVSP	2. West Hills Community College District	90	
	SVSP	1. Project Avary	90	
	SVSP	2. The Place4Grace-Camp Grace	54	
	SMCCF	1. Success Stories	600	
	SCC	1. Friends of the Animal Community	48	
	TMCCF	1. CSU Fresno Foundation	720	
	TMCCF	2. Success Stories	600	
	Totals	55	19878	0

*Estimated number of offenders served based upon grant application period.

**Estimated number of training-for-trainers based upon grant application period with no designated limit/estimate for number of offenders that could be served.

Appendix D. Grant Recipients Rounds I Through VI (continued)

	Institution	Innovative Programming	Estimated Offenders Served*	Training-for-Trainers**
Round Six Grants Term Schedule (2, 13-Month Terms) \$1.0M/Year 3/2020 - 3/2021 4/2021 - 4/2022	CRC	1. ReEvolution	200	
	CRC	2. The Prison Education Project	650	
	SOL	1. Marin Shakespear Company	100	
	SATF	1. Center for Council	400	
	SATF	2. GOGI - Victim Impact	1200	
	SATF	3. ReEvolution	200	
	CCWF	1. Envisioning Justice Solutions, Inc.	800	
	CCWF	2. The Ahimsa Collective	120	
	CVSP	1. Partnership for Reentry Program	400	
	CTF	1. GOGI - Victim Impact	1200	
	CTF	2. The Ahimsa Collective	120	
	DMCCF	1. Latino Coalition for Community Leadershi	1000	
	FSP	1. Center for Restorative Justice Works	200	
	FSP	2. Prison from the Inside Out, Inc.	240	
	FWF	1. Marin Shakespear Company	100	
	ISP	1. Center for Council	400	
	ISP	2. Healing Dialogue and Action	480	
	NKSP	1. Prison from the Inside Out, Inc.	240	
	PVSP	1. Latino Coalition for Community Leadershi	1000	
	PVSP	2. Prison from the Inside Out, Inc.	240	
	RJD	1. Healing Dialogue and Action	240	
	WSP	1. GOGI - Victim Impact	1200	
	WSP	2. Prison from the Inside Out, Inc.	240	
	Totals	23	10,970	0
<i>*Estimated number of offenders served based upon grant application period.</i> <i>**Estimated number of training-for-trainers based upon grant application period with no designated limit/estimate for number of offenders that could be served.</i>				

Appendix E. Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Avenal State Prison (76)	Actor's Gang Prison Project	African Drumming Class	Alcoholics Anonymous	Celebrate Recovery	Choir
	Citizenry Duty & Pride	Creative Song Writing	Criminal Gang Member Anonymous	DEFY	Drawing
	Gavel Club	Graphic Design	Insight Garden Program	Intellimen	KID Cat
	Latin Drumming	Man Means Mind	Mariachi	Mexican Folk Guitar Class	Mural
	Narcotics Anonymous	Oil Painting	Phoenix Alliance	Poetry	Prep Workshop Forum
	Prison Fellowship 2 Day Academy	Realize	Song Writing	Ten Toes In	Timeless
	Veterans Support Group	White Bison	Youth Adult Awareness		
California City Correctional Facility (73)	AIC Making Murals	AIC Story Telling	AIC Give A Beat	Alcohol Anonymous	AVP
	Biblical Leadership	Bridge to Freedom	Celebrate Recovery	Circuit Training	Criminal Gangs Anon. (Youth)
	Criminal Gangs Anonymous	DEFY Student	DEFY YOP	Father 2 Child	GOGI
	Inmate Council	Inside Out Dads	Inside Out Writers	IOD-Christian	Kairos
	Malachi Dads	Narcotics Anonymous	Positive Parenting	Pre-TUMI	Prison Fellowship Academy
	Toastmasters	Veterans	WOYL Literary Arts	WOYL Performing Arts	WOYL Visual Arts
	Yoga				
California Correctional Center (75)	AIC Creative Writing	AIC Painting Workshop	AIC Theatre	Alcoholic Anonymous	Alpha Program
	Arts in Corrections-Choir	Arts in Corrections-Drawing	Audio Journalism	AVP	Celebrate Recovery
	Criminals & Gangs Anonymous	GOGI	GOGI Leadership	Guitar	Healing Meditation
	Ideal	Life Ring	Lifer	Lifer Support Group	Literacy I
	Literacy II	Narcotics Anonymous	Not in My Life	Place4Grace-Father to Child	Prison Fellowship
	Pups on Parole	Purpose Driven Life	Root & Rebound	Stand Up	Toastmasters
	Veterans	Veterans in Prison			
California Correctional Institution (111)	A New View	Actor' Gang	AI Anon	Alcoholics Anonymous	Anger Management
	Camp Grace	Catalyst Foundation	Celebrate Recovery	Center 4 Council	Criminal Gangs Anonymous
	Drawing	GOGI	Healing Choices	Hustle 2.0	Inside Out Writers
	Jesuit Restor. Justice Init.	Kairos Retreat	Lifers Program	Lifers and Long Term	Mental Health/Debate
	Mental Health/Shakespeare Exp.	Narcotics Anonymous	Place 4 Grace/Session 1	Place 4 Grace/Session 2	Prison of Peace
	Retreat	Songwriting	Understanding My Addictions	Veterans Group	Victims Impact
California Health Care Facility (241)	Alcoholics Anonymous	AMI White Bison Teaching	Aztec Dancing	Best Jobs for Ex-Offenders	Book Club
	Cage Your Rage	Celebrate Recovery	Center for Council	Center for Council II	Center for Council Training
	Centering Prayer	Community Meeting	Creative Conflict Resolution	Criminal & Gang Members	Dog Handler Program
	Expressive	GOGI	Hands Down: A DVT Program	Heartfulness Meditation	Houses of Healing
	How to Be a Responsible Father	Insight Garden Prog	Job Interview Guide	Kairos	Life Skills
	Lifeboat Job Close to Home	Lifer Support Group	Malachi Dad's	Marin Shakespeare	MH and Wellness
	Music Group-Beginners	Music Group-Experienced	Narcotics Anonymous	Parenting	PH and Wellness
	Prison Fellowship Academy	Quick Job Hunting Guide	Red Ladder Theater	Smart Choices for Making it	Veterans Group
	Victim Awareness	Yard Literary			

Appendix E. RAC Eligible Inmate Activity Groups (continued)

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
California Institution for Men (72)	AA	Actor's Gang	Afro Columbian Drumming	ASL Culinary	Celebrate Recovery
	Centers for Council	CGA Group	Con Ex	Creating Healing Society	Creative Conflict Resolution
	CSU SBD Arts	Culture Awareness General Ed	Drawing & Painting Participant	Fellowship Workshop	Forgiveness & Healing
	Fugitive Kind Theatre	GOGI	Imagination Project	Intro to Creative Writing	IOW
	Jail Guitar Doors Participant	Kairos	Landscape & Architect	Lifers Group	Lift Class
	Live, Learn & Prosper	Malachi Dad	Moving Beyond Violence	NA	Pawz Behind Wallz
	PEP Faculty Forum	PEP Intro to College	Place for Grace	Positive Parenting Participant	Pre Release Academy
	Pre Release Reentry	Prison Fellowship	Ripple Effect	Ripple Effect Facilitator	Son Jericho Guitar
	Toastmasters	VIP	Written Word		
California Institution for Women (77)	2nd Call Anger Mgmt	2nd Call Domestic Violence	Actor's Gang	Addiction Recovery	Arts in Corrections
	AIC Painting Class	Al-Anon	Alcoholics Anonymous	Alpha Life Skills	Beyond Violence
	Black Cultural Education Awareness	Bridges To Life Class	Celebrate Recovery	CODA Program	Community Based Art
	Compassionate Companions	Creative Conflict	Defy Ventures	Expressive Therapeutic Art	Freedom to Choose
	Genesis	Golden Girl	Grief and Loss	Happy Hats	Healing Trauma
	Helping Women Recover	Imagination Project	Jail Guitar Doors	LGBTQ Group	Life Scripting
	Long Termers	Mara	Mindful Meditation	Mothers Edu Mothers	Narcotics Anonymous
	Parenting From a Distance-Mali	Paroles Lifer Group	Pathways to Wholeness	Paws United Rescue And Release	Peace Education
	Prison Education Project	Prison Fellowship	Prison of Peace	Puppy Program	Recreational Activity Grp Aud
	Reentry Preparation Programs	Renewing Lives	Restorative Justice	Roots and Wings Project	Self-Reliance Initiative
	Sharing our Stitches	TOASTMASTERS	Veterans	Visual Poetry and Assemblage	White Bison Recover
	Windows Between Worlds Art	Writing Workshop	Youth Mentor Organization		
California Medical Facility (124)	Al-Anon	Alcoholics Anonymous	Alcoholics Anonymous Facilitator	Boys II Men 1	Cancer Support Group
	Celebrate Recovery	Controlling Anger	Creative Writing	Crim. Gangs anon advanced	Crim. Gangs anon facilitator
	Debate	Dev. Of Healthy Rel.	Domestic Violence Prevention	Drumming 1	Expressive Group
	Financial Peace University	Gym Yoga	Healthy Living Initiative	House of Healing	Insight Garden Project
	Katargeo Basic	Katargeo Facilitator	Katargeo Fathers	Katargeo Going Home	Katargeo Marriage
	Life Skills	Long Term Com.	Marin Shakespeare Company	Men's Support	Mental Health & Wellness
	Music Program Jazz	Music Program Rock-Po	Music Theory	Narcotics Anonymous	Narcotics anon. Facilitator
	Physical Health & Wellness	Place4Grace	Power Source	Reboot	Restorative Justice
	Rise	Self-Awareness & Recovery	Substance Abuse	Toastmasters	Unity
	Unity Experience	Veterans Helping Veterans	Victim Offender Insight Group	Visual Art Drawing	Visual Art Drawing Hospice
	Yard Time Literary				
California Men's Colony (73)	A New View	Abstract Art	Alcoholics Anonymous	Beginning Guitar	Center for Council
	Creating Awareness Together	Criminal Gangs Anonymous	Freedom to Choose	Gavel Club - Toastmasters	Intermediate Guitar
	Lifers Awareness Program (LAP)	Literacy	Malachi Dads	Narcotics Anonymous	Parents Against Child Abuse (PACA)
	Page to Stage	Poetry	Prison Fellowship	Prison of Peace	Prison Yoga Project
	Quest	Veterans	Yokefellow		

Appendix E. RAC Eligible Inmate Activity Groups (continued)

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
California Rehabilitation Center (83)	Actors' Gang Prison Project	Addiction Recovery Program	Alcoholics Anonymous	Afro-Colombian Drumming Cumbia	Anger Management - Youth Offender Program
	Anger Management - Coping Skills	Anger Management - Cause and Effect	Beginning Printmaking	Bridges to Freedom	Celebrate Recovery Class
	Collage/Mixed Media class	Creative Writing Class	Criminal Gang Member Anonymous	Criminal Gang Member Anonymous - Youth Offender Program	Debate
	Diabetes Educational Program	Domestic Violence Program	Fight the Good Fight of Faith	Forgiveness and Healing	Freedom Through Music
	Handicraft	Health to Happiness 2.0	Hip Hop Dance	Home Study Seminary - New Testament	Home Study Seminary - Old Testament
	Inside/Out DAD class	Intro to Creative Writing 626	Intro to Journalism class	Intro to Soft Skills 626	Introduction to Chemistry
	Introduction to College CLASS	Introduction to College Math	Introduction to Physics Class	Introduction to Shakespeare	Introduction to Soft Skills
	Junior Mentor	Just Show Up	Mathematical Problem Solving	Men of Purpose	Modern Dance Class
	Narcotics Anonymous	New Testament Seminary	Old Testament Seminary	Paper Sculpture Class	Patterns Around the World
	Positive Parenting	Pre-Release	Self-Empowerment Class	Service Dog Program	Son Jericho and Fandango
	Song Writing Class	Step Out Approved and Renewed	Storytelling	Theatre Arts	Toastmasters
	Traditional Yoruban Rhythms	Veterans	Visual Arts Class	Yoga and Meditation Class	Youth Offender Program Anger Management
	Youth Offender Mentor Class				
California State Prison Corcoran (69)	Alcoholics Anonymous	Anger Management	Board of Parole Hearing Program	Center for Council	Choir
	Criminal Gangs Anonymous	Domestic Violence Prevention	Drumming Prog Class	Gangs Awareness	Getting Out By Going In
	Guitar Class	Life and Beyond	Lifer Group	Narcotics Anonymous	Positive Parenting
	Veterans Group	Youth Offender Program			
California State Prison Los Angeles County (58)	10 P Program	Actors' Gang Prison Project	Alcoholics Anonymous	Alternative to Violence Project	Convicts Reaching Out to People
	Community Based Art - CSUSB	Creating a Healing Society	Creative Art Program	Creative Conflict Resolution	Creative Writing
	Criminal Gangs Anonymous	Defy Ventures	For Our Local Community Charity	Footprints	Freedom Through Music
	Fugitive Kind Theater	Getting Out by Going In	Healing Dialogue and Action	Helping Hands	Helping Youth
	Inmate Council Program	Insight Gardening Program	Islamic Theology	Jail Guitar Doors	Live, Learn, and Prosper
	M.U.S.I.C.	Mucken: African Drumming	Mucken: Paint & Sculpt	Mucken: Storytelling	Narcotics Anonymous
	New Choices Different Direction	No Joke Theatre	Paving The Way	Pen America	Personal Development
	POSITIVE PARENTING	Prison Arts Program	Prison Yoga and Mediation	Strindberg Laboratory	The Academy
	Theater Workers Project	Transformative Justice	Veterans Embracing Truth	Victim Sensitivity	Visionary Art Program (VAP)
California State Prison Sacramento (76)	Actor's Gang	Alcoholics Anonymous	Arts in Corrections - Art Workshop	Arts in Corrections - Creative Writing Poetry	Art Class - Painting
	Beginning Guitar	Beginning Classical Guitar	Buddhist Pathways	Celebrate Recovery Inside	Classical Guitar Intermediate
	Enhanced Out Patient - Impact/Care	Faith Groups not Worship Services	Fine Arts Drawing	Fine Arts Poetry	Impact/Care
	LIFER AND LONG-TERMER PROGRAMS	Lion Heart	Men's Fraternity	Music Class	Narcotics Anonymous
	Kairos Prayer and Share	Substance Abuse Recovery Group	Toastmasters	Veteran Support Groups	Visual and Performing Arts
	White Bison	Yard Time Literary	Yoga		

Appendix E. RAC Eligible Inmate Activity Groups (continued)

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
California State Prison Solano (74)	Alcoholics Anonymous	Al-Anon	Celebrate Recovery Group	Centering Prayer, Meditation	Constructive Criticism
	Creative Writing	DENIAL MANAGEMENT	Development of Healthy Relationships (DOHR)	Fight the Good Fight	Gavel Club
	Insight Garden - Meditation	Interpersonal Relations	KALW Audio Prod and Journalism	Men of Purpose	Narcotics Anonymous
	Saints with a Purpose	Shakespeare - Advanced	Shakespeare - Beginner	Toastmasters	Transformational Meditation
	Truth Project	Unchained - Christian Recovery	Veterans in Prison	Vets Healing Vets	Victim Awareness
	W. M. James: Music Development	WM James: Musicianship/Theory	Yoga		
California Substance Abuse Treatment Facility (303)	African Drumming	Ahimsa Collective Realize Program	Al-Anon	AIC - Poetry Class	Alcoholics Anonymous
	Arts in Corrections - Choir	Arts in Corrections - Painting Class	Aztec Dance	Celebrate Recovery	Criminal Gangs Anonymous
	Changing Within	Expressive Group	Get It Right	Getting Out by Going In	How It Works
	Inside Out Writers	Life Skills	Lifer Support Group	LSG - Rebound	LSG - Starting Over
	LSG- Lifers R Us Group	Mental Health and Wellness	Narcotics Anonymous	Physical Health and Wellness	Prison Education Project
	Prison Arts Collective	Prison Fellowship Academy	Pushing Forward	Ramp - Sharpening Mind	Ramp - Skills Development
	Reflection	Resilience	Second Chance	Substance Abuse	TALS Group
	Tops - 12 Steps with Jesus	Transcendent	Turning Point - Prep Self-Focus	Veteran Brothers in Arms	Veterans Embracing Truths
	Youth Offender Program				
Calipatria State Prison (108)	Actors' Gang	African Drumming	Alcoholics Anonymous	Alternatives to Violence	Anger Management
	Arts in Corrections	Board of Parole Hearing	Bridges to Freedom	Cage Your Rage	Council Inmate Program
	Creative Conflict Res Prog	Criminals & Gangs Anonym	Fathers Behind Bars	Giving Life Back to Lifers	Life Without a Crutch
	LWOP Alliance	Men of Vision	Narcotics Anonymous	Positive Interventions	Positive Parenting
	Social Insight Lifer	Straight Life Program (SLP)	Victim Impact	Visual Storytelling	Youth Offender Program
	Straight Life Program (SLP)	Victims Impact	Visual Storytelling	Youth Offender Program	
Centinela State Prison (69)	Actor's Gang	Alcoholics Anonymous	Anti-Recidivism Coalition	Beyond Bars	Cage Your Rage
	Celebrate Recovery	Common Ground	Criminal Gangs Anonymous	Friends Outside Pos Parenting	Life Without a Crutch
	Lifers Program	Narcotics Anonymous	Pep Intro to College	Pep Intro to Psychology	Pep Intro Soft Skills
	Pep Self-Empowerment	Playwrights	Prison Education Project	Prison Fellowship Academy	Project Paint
	Reflecting Shakespeare	Speech & Debate Club	VETS	West African Drumming Grp	Yoga/Meditation

Appendix E. RAC Eligible Inmate Activity Groups (continued)

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Central California Women's Facility (60)	A Women's Way 12 Steps	A.W.A.R.E. (JOC)	Al-Anon	Alcoholics Anonymous	Anger Management
	Batterer's Perspective	Beyond Violence	Bridges to Life	Cage your Rage	Calm
	Cancer Support Group	Choir	Comfort Care	Criminal Gangs Anonymous	Emotions Anonymous
	From the Inside Out-Relations	Girls Advocating New Greatness	Grief Share	Healing and Trauma	Houses of Healing
	Inside Out Relationship	Insight Garden Program	Life Skills	Live, Learn, Prosper	LWOP - Support Group
	Mentor Group	Narcotics Anonymous	Parenting Class	Patterns for Change	Personal Empowerment
	Physical Health & Wellness	Prison Art Collective	Prison Fellowship Academy	Red Ladder Theatre	Relapse Prevention
	Roadmap to Reentry	Songwriting	Survivors of Incest and Rape	The Actors' Gang	Trans Plan
	Versatility Group (G2G)	Veterans Support Group	Victim Impact	Voices of Unity Community - Choir	Yard Time Literary
Chuckawalla Valley State Prison (59)	Afro-Caribbean Drumming	Alcoholics Anonymous	Celebrate Recovery	Choir and Songwriting	Community Based Art Sup Group
	Criminal Gangs Anonymous	Fight the Good Fight of Faith	Getting Out By Going In	Inside Out Writers	Intro to Conquering Substance Abuse
	Lifer Activity Group	Lifer Program	Marin Shakespeare Group	Muckenthaler Group	Muckenthaler Storytelling
	Muckenthaler Visual Arts	Narcotics Anonymous	Positive Parenting Program	Prison Arts Collective Group	Prison of Peace Support Group
	Rock Support Group	Self-Confrontation	The Write of Your Life	Toastmasters	The Write of your Life (TWOYL) Literary Arts
	The Write of your Life (TWOYL) Performing Arts	The Write of your Life (TWOYL) Visual Arts	Veterans Group		
Correctional Training Facility (112)	Al-Anon	Alcoholics Anonymous	Avatar - Alternative to Family Violence	Alternatives to Violence Program - Mini Workshop	Avatar - Relapse Prevention
	Balanced Reentry Activity Groups (BRAG)	Balanced Reentry Activity Groups (BRAG) - By Degrees	Brag and Aida	Brag OVC	BRAG ADA
	BRAG Lifer	Brag and Aida	Caribbean Drum	Celebrate Recovery Inside	Cemanahuac Cultural Group
	Center for Council	Criminal Gangs Anonymous	Defy Ventures	Father's Behind Bars	Father's Behind Bars - Domestic
	Father's Behind Bars - Word Weave	Father's Behind Bars - Effective Parents	Fresh Start	Gavel Club Road to Excellence	Gavel Club Smooth Talkers
	Getting Out By Going In	Glossophobics Anonymous Gavel	Improvisational Theater Workshop	Incarcerated Vietnam Vets of America	Inmate Peer Education Program - Facilitator Training
	Inmate Peer Education Program - Insight Workshop Class	Inmate Peer Education Program - Peer Health	Inmate Peer Education Program - Relationship Growth and Development	Inmate Peer Education Program - Anger Management	Inmate Peer Education Program - Truck Driving Class
	Inmate Peer Education Program - Alcoholics Anonymous	Addiction Recovery - LDS	Life Cycle	Life Cycle I	Life Cycle II
	Music and Songwriting Class	Narcotics Anonymous	Operation New Hope	Phoenix Alliance	Prison Fellowship Academy
	Self-Edification Learning Fellowship	Soledad Arts	Soledad Arts Lifelink	Soledad Arts Reality Check	Storytelling
	Success Stories	Toastmasters Talk the Line	The Work for Inmates	Toastmasters Glossophobics	The Urban Ministry Institute
	United Veterans Group	Victims Impact	White Bison	Work for Inmates	
Deuel Vocational Institution (72)	AIC Afro-Cuban Percus-Drum	Al-Anon	Alcoholics Anonymous	Amends	American Intel History
	Arts in Corrections - Dance	Arts in Corrections - Drawing	Arts in Corrections - Marin Shakespeare	Arts in Corrections - Painting Workshop	Arts in Corrections - Red Ladder Theatre
	Bridges to Freedom	Buddhist Participant	Business Intelligence	Cage Your Rage	Celebrate Recovery
	Center for Council	Centering Prayer	Creative Writing Participant	Criminal Gangs Anonymous	Fresh Start Thinking
	Gavel Club Volume Participant	Getting Out By Going In	History Participant	How to Be A Responsible Father	Kid C.A.T.
	Life Skills	Life-2-Life Vol. Participant	Malachi Dads	Mending Fences Participant	Millati Isami
	Motivational Program Participant	Narcotics Anonymous	Overcoming Resentment	Philosophy Participant	Positive Parenting
	Prison Fellowship Academy	Road to Reentry	Straight Life Participant	Timelist	Veterans Healing Veterans
	Veteran Support Groups	Victim Awareness-Impact Programs			

Appendix E. RAC Eligible Inmate Activity Groups (continued)

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Folsom State Prison (96)	7 Habits on the Inside	Al-Anon	Alcoholics Anonymous Al-Anon	Alpha Faith Based	Anger Management
	Authentic Manhood	Beyond Violence	Celebrate Recovery	Criminal Gangs Anonymous	Domestic Violence
	Gavel Club	Grief and Loss	Hooks and Needles	IF Project	Incarcerated Veterans Support Group
	Insight Gardening	Lifescrpting	Literacy Project	Marin Shakespeare	Millati
	Music Program	Music Program - Music Theory	Narcotics Anonymous	New Hope Reentry	Pace Life Skills
	Positive Parenting	Prison Fellowship - Reentry	Puppy Program	Red Ladder Theatre	Seven Steps to Freedom
	Sexual Health Awareness Rehabilitation Program	Spiritual Development and Growth	Taybah Class	Youth Diversion Program	
High Desert State Prison (77)	A Chapel Initiate Justice	Actors' Gang Prison Project	Al-Anon	Alcoholics Anonymous	Arts in Corrections - Advanced Guitar
	Arts in Corrections - Advanced Song Writing	Arts in Corrections -Beginning Guitar	Arts in Corrections - Beginning Song Writing	Basic Drawing	Beginning Writing
	Books Without Bounds Literacy	Center for Council	Choices	Criminal Gangs Anonymous	Fatherless Fathers
	Getting Out by Going In	Houses of Healing	Hustle 2.0	Initiate Justice	Juvenile Diversion Program
	Kid C.A.T.	Liberating Library Club	Life Skills	Lifer's Group	Marin Shakespeare Program
	Music Inspires Change	Narcotics Anonymous	New H.E.A.R.T.S.	Path2Restoration	Place4Grace
	Place for Grace Father 2 Child	Peer Literacy	Playwriting	Poetic Justice Club	Pos. Parenting-Friends Outside
	Power Up	Prep Turning Point	Prison Fellowship Academy	Song Writing	The Game Plan 1
	The GAME Plan 2	Truly Redefine Yourself	Veteran Groups	Victims Impact	
Ironwood State Prison (119)	A&C – Guitar Program	Acrylic Paint	Actors' Gang Prison Project	Addiction Counseling Program	African Drumming
	Alcoholics Anonymous	Alternative to Violence Project	Anti-Recidivism Coalition	Arts in Corrections	Arts in Corrections - Hip Hop
	Big House Book Club	Center for Council	Criminal Gangs Anonymous	Father 2 Child Place 4 Grace	Fight the Good Fight of Faith
	Friend Outside	Getting it Right	Great Dads Group	Healing Dialogue and Action	Hip Hop
	Inmate Peer Education	I-For Sight	Inside Out Writers	Kairos	Kairos Retreat
	Kairos Reunion	Lifers Group	Life's Too Short	Marin Shakespeare	Meditation Buddhist Pathways
	Music Arts Program	Narcotics Anonymous	Partnership for Reentry Prgm	Place 4 Grace	Pop Circle Keepers Workshop
	Positive Parenting Prgm Wrkshp	Power of Forgiveness	Prison Arts Collective SDSU #1	Prison Arts Collective SDSU #2	Prison of Peace Group
	Restorative Justice Group	Siddh Ayoga Meditation	Veterans Group	Youth Offender Program - Alcoholics Anonymous	
Kern Valley State Prison (85)	Actors' Gang Prison Project	Alcoholics Anonymous	Anger Management	Avatar	Compassion Project
	Criminal Gangs Anonymous	Cutting Edge	Defy Ventures - Peer Facilitators	Defy Ventures - Ventures Program	EDGE
	Give a Beat	Guitar Group	Healing Dialogue & Action	Inside Out Writers	Keyboard
	Lifers for Change	Moving Beyond Violence	Mural Painting	Narcotics Anonymous	Parenting
	Portrait Drawing	Prison of Peace	The Ground	Toastmasters	Ukulele Group
	Veterans	Youth Offender Program Mentorship Program			

Appendix E. RAC Eligible Inmate Activity Groups (continued)

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Mule Creek State Prison (149)	Al-Anon	Alcoholics Anonymous	Anger Management	Arts in Corrections	Arts in Corrections Art Group
	Arts in Corrections - Poetry	Breaking Barriers	Celebrate Recovery	Center for Council	Christian 12 Step
	Creative Writing	Criminal Gangs Anonymous	Fatherless Fathers	Fight the Good Fight	Flute Class
	Freedom Writers	Gavel Club	Guitar Group	Insight Garden Program	Islamic 12 Step
	Juvenile Diversion Program	Kid C.A.T.	Lifer Support Group	Marin Shakespeare	Narcotics Anonymous
	New Options for Wellness	Now Batterer's Intervention	Now Sharp	Paws for Life	Power Source
	Prison Fellowship Academy	Realize	Self Awareness and Recovery	Self-Exploration Through Writing (SEW)	Ukulele Class
	Victim Awareness Program	Veteran Support Group	Visual Performing Arts		
North Kern State Prison (56)	Alcoholics Anonymous	Anger Management	Battling Addiction	Celebrate Recovery	Center for Council
	Creative Alternatives	Dads Against Drugs	Father 2 Child	Getting Out by Going In - Leadership	Incarcerated Veterans
	Kid C.A.T.	Learn to Play Guitar	Leave the Keys	Malachi Dads	Meditation Buddhist
	Mural and Painting	Narcotics Anonymous	Passages	Pathways to Hope and Redemption	Prison Fellowship Academy
	Quest for Personal Change	Spoken Word/Poetry	Ukulele		
Pelican Bay State Prison (113)	Alcoholics Anonymous	Arts and Beautification	Arts in Corrections - Audio Journalism	Arts in Corrections - Intro to Guitar	Book Club
	Building Resilience	Celebration Recovery	Choices	Cognitive Behavioral Therapy	Communication Skills
	Coping Skills Group	Crafts for Community - Beading	Crafts for Community - Crochet	Creative Writing	Criminal Gangs Anonymous
	Del Arte	Drawing/Painting	Faith Support Group	Flashpoint	Gardening Club
	Getting Out by Going In	Guitar	Hip Hop 101 and Culture	Lifers Group	Musical Learning Institution
	Narcotics Anonymous	P.E.A.C.E.	Personal Insight Explorer	Pelican Bay Garden Club	Personal Insight Exploration
	Power Up	RCGP-GPS	Recreation Therapy	Rock Program	SHU Book Club #1
	SHU Book Club #2	Spanish Class	Stress Mgmt Grp 1	Stress Mgmt Grp 2	Symptom Management Group
	Talk of the Bay	Theatre	Veterans Group	Wisdom Lifers Group	
Pleasant Valley State Prison (73)	12 Step Program	Abstract Painting	African Drumming	Al-Anon	Alcoholics Anonymous
	American Guitar	AMP Music Theory	Buddhist Pathways	Celebrate Recovery	Criminal Gangs Anonymous
	Defy Ventures	Early Risers	Equine Program	Freedom of Choice	Getting Out by Going In
	Inside Out Writers	Lifers Group	Mariachi	Music	Music Theory
	Oil Painting	Poetry Class	Poetry: Song of Life	Prison of Peace	Song Writing
	TEN TOES IN	Turning Point	Veterans Support Group	YAAP Group	

Appendix E. RAC Eligible Inmate Activity Groups (continued)

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Richard J. Donovan Correctional Facility (134)	Alpha Course	Alcoholics Anonymous	Alternatives to Violence Program	Anger Management	Anti-Recidivism Coalition - Youth Offender
	Becoming Christlike	Board of Parole Hearing Preparation	Boundaries	Celebrate Recovery	Change Plan
	BRAG	Christianity Explored	Community Freedom	Conflict Resolution	Criminal Gangs Anonymous (CGA)
	Defy Ventures	Faith Based Non-Worship Kairos	Freedom In Christ	Infectious Disease Awareness	Inside Out Dads
	Inside Out Writers	Jail Guitar Doors	Kairos	Lifecare and Hospice	Lifer and Long Term Programs
	Medication Project	Meditation Project	Mental Health First Aid	Narcotics Anonymous	Non-Violent Communication
	NT Greek	Parenting/Family Support	Playwright	Pre-The Urban Ministry Institute	Prison Fellowship Academy
	Prison Yoga Project	Project paint	Reclaiming a Pure Life	Retreat	Seeking Recovery
	Self Awareness and Improv Group	Self-Confrontation	Shine	Ted-X	Veterans
	Veterans Activity	Visual and Performing Arts			
Salinas Valley State Prison (83)	Alcoholics Anonymous	Alternatives to Violence Program - Mini	Anger Management	Arts and Music	Arts in Corrections - Art
	Arts in Corrections - Creative Writing	Arts in Corrections - Drumming/Dance	Arts in Corrections - Improvement Theatre	Arts in Corrections - Music Program	Bridges to Freedom
	Center for Council	Choir	Choir, Mexican Fold and Popular Music	Creative Writing	Criminal Gang Anonymous
	Faith non-Worship	Freedom Within Prison Project	Gavel Club	Getting Out by Going In	Grief Support
	Improv Theatre	Kid C.A.T.	Lazarus Christian Recovery	LDS Addiction Recovery	Lifer Support Group
	Lit. Students Session	Malachi Dads	Meditation	Mindful Meditation	Narcotics Anonymous
	Prison Fellowship Academy	Self-Awareness and Improve	Lifers	The Work	Theatre
	Trendsetters - Self-Awareness	Veteran's Support Group	Victim Impact		
San Quentin State Prison (104)	Academic Peer Ed. Program	Acting with Compassion and Truth	Addiction Recovery Counseling	Al-Anon	Alcoholics Anonymous
	Alcoholics Anonymous - Big Book Study	APEP Inmate Facilitator	Artistic Ensemble	Arts in Corrections - Two Dimensional Art	Band Practice - Hip Hop
	Band Practice - Jazz	Band Practice - R & B	Band Practice - Rock	Brothers' Keepers	Centerforce - Back to Family
	Centerforce - Peer Health Education	Coalition for Social Justice	Creating Awareness Together	Criminal Gangs Anonymous	Developing Positive Attitude
	Diabetes Program	Diabetic Class	E.L.I.T.E.	Enneagram Prison Project	Hope for Lifers
	House of Healing	Insight Garden Program	Kid C.A.T.	Managing Anger and Practice Peace	Marin Shakespeare
	Men Creating Peace	Narcotics Anonymous	No More Tears	Non-Violent Community - Basics	Non-Violent Community - Next
	Origami Workshop Step	Overcomers	Pen Pals of SQ - Humane Society	Prison to Employment Connection	Prison Yoga Project
	Project Reach	Quentin Cooks Program	Roots Multicultural Groups	Squires	The Green Life
	The Work	Toastmaster International	Trust	Trust Health and Wellness Workshop	Trust Project L.A.
	Trust Anger Management	Trust Workshop	Veterans Healing Veterans	Veterans Healing Veterans - Yoga	Veterans Information Group
	Vets Healing Vets - PTSD Trauma	VGSQ General Membership	Will James - Beginning Drawing	William James - 3D Project	William James - Creative Writing
	William James - Guitar	William James - Open Studio	William James - Painting	William James - Piano	William James - Poetry
	William James - Printmaking	William James - Water Color			

Appendix E. RAC Eligible Inmate Activity Groups (continued)

Institution	Rehabilitative Achievement Credit (RAC) Eligible Inmate Activity Groups				
Sierra Conservation Center (75)	12-Step Program	Al-Anon	Alcoholics Anonymous	Amends	Anger Management
	Apprenticeship Readiness Program	Arts in Corrections	Arts in Corrections - Drama	Arts in Corrections - Music	Camp
	Celebrate Recovery	Christianity Explored	Community Betterment	Creative Writing	Criminal Gangs Anonymous
	Dog Program	Domestic Violence	Father 2 Child	Freedom and Choice	Going Out By Going In
	Hospitality Management	Leadership Development	Life Skills Development	Logo Mentoring	NA
	Old School Gangs Anonymous	Parenting - Friends Outside	Peer Mentor Program	Power Up by Getting Out by Going In	Prison of Peace
	Responsible Fatherhood	Responsible Parenting	Self-Awareness and Recovery	Veterans Incarcerated	Victims Impact
	Yoga				
Valley State Prison (126)	AL-ANON	Alcoholics Anonymous	Alternative to Violence Program	Anger Management	Arts and Music Programs
	Beadwork	Celebrate Recovery	Choir	Conflict/Anger: Lifelong Management	Creative Write
	Criminal Gangs Anonymous	DEFY	Domestic Violence Prevention	Drumming	Father 2 Child
	Freedom Choose	Friends Outside Conflict Resolution	Friends Outside Parenting	Gavel Club	Getting Out by Going In
	Grief Recovery	Hope	Houses of Healing	Inmate Council	Journey to Wellness
	Kairos	Life and Beyond	Maturity Accountability Growth Inspiration Change (MAGIC)	Narcotics Anonymous	Pain Management Support Group
	Painting/Drawing/Mural	Parenting	Peer on Peer Certification	Peer on Peer Workshop	Prison Arts Collective
	Prison Education Project - Peace Program	Prison Education Project - Vets	Prison Fellowship Academy	Prison of Peace	POETRY
	Realize Family	Realize Mentors	Reboot Combat Recovery	Red Ladder Theatre	Self-Awareness and Recovery
	Self-Help Awareness Rehabilitation Program	Self-Image Alignment Group Gathering	Serenity Yoga Society	Sobriety Recovery	Story Creation
	Support and Recovery Narcotics	Timeliest	VAMP-AIC	Veteran Participant	Victim Impact
	Victim Offenders Hope	VSD Classroom	Youth Offender Program	Youth Diversion-Redirect	Youth Offender Program Junior Mentors
Wasco State Prison (75)	Al Anon	Alcoholics Anonymous	Alternatives to Violence Programs - Support Group	Anger Management	Buddhist Meditation
	Celebrate Recovery	Creative Conflict Resolution	Criminal Gang Member Anonymous	Criminal Rehabilitative Anonymous	Gavel Club
	Getting Out by Going In	Inmate Council Program	Inmate for Christian Living	Lifer Support Group	Malachi Dads
	Mastering Oral Presentation	Narcotics Anonymous	Painting Kern	Passages	Peer on Peer - Support Group Workshop
	Poetry	Positive Parenting	Prison for Peace	Prison of Peace - Support Group	Prison of Peace II
	Veteran Support Group	Victims Impact			

Appendix F. List of Institutional Abbreviations

List of Institutional Abbreviations	
Abbreviation	Institution
ASP	Avenal State Prison
CAC	California City Correctional Facility
CAL	Calipatria State Prison
CCC	California Correctional Center
CCI	California Correctional Institution
CCWF	Central California Women's Facility
CEN	Centinela State Prison
CHCF	California Health Care Facility
CIM	California Institution for Men
CIW	California Institution for Women
CMC	California Men's Colony
CMF	California Medical Facility
COR	Corcoran State Prison
CRC	California Rehabilitation Center
CTF	Correctional Training Facility
CVSP	Chuckawalla Valley State Prison
DVI	Deuel Vocational Institution
FSP	Folsom State Prison
FWF	Folsom Women's Facility
HDSP	High Desert State Prison
ISP	Ironwood State Prison
KVSP	Kern Valley State Prison
LAC	California State Prison, Los Angeles County
MCSP	Mule Creek State Prison
NKSP	North Kern State Prison
PBSP	Pelican Bay State Prison
PVSP	Pleasant Valley State Prison
RJD	R.J. Donovan Correctional Facility
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

Appendix G. Milestone Completion Credit Schedule (MCCS)

MILESTONE COMPLETION CREDIT SCHEDULE – Schedule 1 Division of Rehabilitative Programs (DRP)

Incorporated by reference into CCR Title 15 section 3043.3

Academic Milestone Descriptions and Codes			
Adult Basic Education (ABE) I			
Reading	Educational Function Level (Test Range 150-160)	EFL0R01	2 weeks
Reading	Educational Function Level (Test Range 161-170)	EFL0R02	2 weeks
Reading	Educational Function Level (Test Range 171-180)	EFL0R03	2 weeks
Reading	Educational Function Level (Test Range 181-190)	EFL0R04	2 weeks
Reading	Educational Function Level (Test Range 191-200)	EFL0R05	2 weeks
Math	Educational Function Level (Test Range 150-160)	EFL0M01	2 weeks
Math	Educational Function Level (Test Range 161-170)	EFL0M02	2 weeks
Math	Educational Function Level (Test Range 171-180)	EFL0M03	2 weeks
Math	Educational Function Level (Test Range 181-190)	EFL0M04	2 weeks
Math	Educational Function Level (Test Range 191-200)	EFL0M05	2 weeks
ABE II			
Reading	Educational Function Level (Test Range 201-210)	EFL0R06	2 weeks
Reading	Educational Function Level (Test Range 211-220)	EFL0R07	2 weeks
Math	Educational Function Level (Test Range 201-210)	EFL0M06	2 weeks
Math	Educational Function Level (Test Range 211-220)	EFL0M07	2 weeks
Adult Secondary Education (ASE)			
Reading	Educational Function Level (Test Range 221-235)	EFL0R08	2 weeks
Reading	Educational Function Level (Test Range 236-240)	EFL0R09	2 weeks
Reading	Educational Function Level (Test Range 241-245)	EFL0R10	2 weeks
Reading	Educational Function Level (Test Range 246 and above)	EFL0R11	2 weeks
Math	Educational Function Level (Test Range 221-235)	EFL0M08	2 weeks
Math	Educational Function Level (Test Range 236-240)	EFL0M09	2 weeks
Math	Educational Function Level (Test Range 241-245)	EFL0M10	2 weeks
Math	Educational Function Level (Test Range 246 and above)	EFL0M11	2 weeks
High School Equivalency (HSE)*			
HSE	Language Arts, Reading and Writing Subtest (Electronic GED only)	HSE0001	2 week
HSE	Language Arts Reading Subtest (Paper based only – HiSET or TASC) Cannot be issued in conjunction with HSE0001	HSE0005	1 week
HSE	Writing Subtest (Paper based only – HiSET or TASC) Cannot be issued in conjunction with HSE0001	HSE0006	1 week
HSE	Social Studies subtest	HSE0002	1 week
HSE	Mathematics subtest	HSE0003	1 week
HSE	Science subtest	HSE0004	1 week
High School Diploma (HSD)			
HS	English 1 st course	HS10101	3 weeks
HS	English 2 nd course	HS10111	3 weeks
HS	English 3 rd course	HS10121	3 weeks
HS	Mathematics	HS10301	3 weeks
HS	Algebra I	HS10211	3 weeks
HS	General/ Life Science	HS10403	3 weeks
HS	Earth / Physical Science	HS10404	3 weeks
HS	U.S. History or Geography	HS10503	3 weeks
HS	World History or Geography/Culture	HS10504	3 weeks
HS	American Government and Economics	HS10601	3 weeks
HS	Visual and Performing Arts /Fine Arts	HS10801	3 weeks
HS	Elective completed	HS11220	3 weeks *R1
College			
College	Each 3 semester unit course or 4-5 quarter unit course completed	COL0110	3 weeks *R1

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

Appendix G. MCCS (continued)

Adult Continuing Education Milestone Descriptions and Codes			
eLearning			
Education	Math	IP10100	2 weeks
Education	Economics	IP10101	2 weeks
Education	History	IP10102	2 weeks
Education	Sociology	IP10103	2 weeks
Education	Science	IP10104	2 weeks
Education	Psychology	IP10105	2 weeks
Education	Communications	IP10106	2 weeks
Education	Writing	IP10107	2 weeks
Education	English	IP10108	2 weeks
Education	Language	IP10109	2 weeks
Education	Art	IP10110	2 weeks
Employment	Workforce Readiness	IP10500	2 weeks
Freedom	Anger Management	IP10115	2 weeks
Freedom	Financial Security and Money Management	IP10116	2 weeks
Freedom	Preparing For Success After Prison	IP10117	2 weeks
Wellness	Leadership	IP10118	2 weeks
Wellness	Life Skills	IP10119	2 weeks
Wellness	Health	IP101120	2 weeks
Wellness	Parenting	IP101121	2 weeks
Blind and Visually Impaired			
DPV	Basic English Skills I	DPV1100	2 weeks
DPV	Basic English Skills II	DPV1110	2 weeks
DPV	Practical Math I	DPV1120	3 weeks
DPV	Practical Math II	DPV1130	3 weeks
DPV	Managing Personal Finances	DPV1140	2 weeks
DPV	Braille Literacy I and II	DPV1150	1 week
DPV	Going Places	DPV1160	2 weeks
DPV	Personality Psychology	DPV1170	2 weeks
Lifelong Learning			
Lifelong Learning	Second Careers for Seniors	VLL1100	1 week
Lifelong Learning	Aging and Social Interaction for Seniors	VLL1110	1 week
Lifelong Learning	Healthy Moves for Aging Well	VLL1120	1 week
Lifelong Learning	Senior Nutrition	VLL1130	1 week
Lifelong Learning	Senior Health Concerns	VLL1140	1 week
Preparing for Release			
Rehabilitative Programs	Transitions	RP10500	2 weeks

Appendix G. MCCC (continued)

Career Technical Education Milestone Descriptions and Codes			
Auto Body			
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 – Refinish Technician – ProLevel 1	V01L416	2 weeks
Auto Mechanics			
Auto Mechanics (1)	Basic Auto	V02L101	7 weeks
Auto Mechanics (2)	Engine Service Repair	V02L201	4 weeks
Auto Mechanics (3)	Suspension and Steering	V02L501	4 weeks
Auto Mechanics (4)	Brake Installation	V02L601	5 weeks
Auto Mechanics (5)	Electrical Systems	V02L701	4 weeks
Auto Mechanics (6)	Heating and A/C	V02L801	4 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
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
Computer Aided Design and Manufacturing (CAD/CAM)			
CAD – 1	Level 1 CAD Basic	V23L100	5 weeks
CAD – 2	Level 2 CAD MFG Process and Application	V23L200	7 weeks
CAD – 3	Level 3 CAD Advance Modeling	V23L300	7 weeks
CAM – 1	Level 1 CAM Basics	V23L400	5 weeks
CAM – 2	Level 2 MFG Process and Application	V23L500	7 weeks
CAM – 3	Level 3 CAM Coding and File Posting Processes	V23L600	7 weeks
Autodesk Certified Professional	ACP – CAD Certification	V23L301	2 weeks
Autodesk Certified Professional	ACP – CAM Certification	V23L601	2 weeks

Appendix G. MCCS (continued)

Career Technical Education Milestone Descriptions and Codes (continued)			
Career Core			
Career Core	Career Core Basics	V00L100	4 weeks *R9
Career Core	Job Readiness	V00L200	4 weeks *R10
Career Core – NCCER	NCCER Core Certification	V00L101	2 weeks *R9
Career Core	OSHA Certification	V00L300	2 weeks *R10
Career Core	EPA Certification	V00L400	2 weeks *R10
Career Core	Forklift Certification – Industrial Certification	V00L500	2 weeks *R10
Career Core	Forklift Certification – Construction Certification	V00L600	3 weeks *R10
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
Computer and Related Technology			
CRT	Computer Literacy Core	V060103	4 weeks
CRT – S 1	STRAND 1 Productivity	V060401	4 weeks
CRT – S 2	STRAND 2 Business Operations and Software	V060501	4 weeks
CRT – S 3	STRAND 3 Industrial Processes and Management Software	V060601	4 weeks
CRT – S 4	STRAND 4 Intro Software Development	V060700	4 weeks
CRT – S 5	STRAND 5 Intro to Computer Aided Design and Machining (Cad/CAM)	V060800	4 weeks
CRT – S 6	STRAND 6 Service Industry Digital Business Processes	V060900	4 weeks
Core	IC3 Certification Computer Literacy Level 1	V06C001	2 weeks
MS Office Specialist	MOS Certification Word Level 2	V06C002	2 weeks
MS Office Specialist	MOS Certification Excel & PowerPoint Level 3	V06C003	2 weeks
Microsoft	Microsoft Technology Associate Certification	V06C004	2 weeks
Business Operations	Business Accounting Certification	V06C005	2 weeks
Industrial Software	Inventory/Process Management Certification	V06C006	2 weeks
Basic Coding	Computer Coding Certification	V06C007	2 weeks
Autodesk	Autodesk Certified Professional Certification	V06C008	2 weeks
Auto/Service Industry	ALLDATA/AutoTech Certification	V06C009	2 weeks
Coding			
TLM Coding	Track 1	IP10401	7 weeks
TLM Coding	Track 2	IP10402	7 weeks
Cosmetology			
Cosmetology	Health and Safety/State Cosmetology Act/Anatomy	V03L301	3 weeks
Cosmetology	Hair Styling	V03L401	3 weeks
Cosmetology	Hair Treatments / Coloring / P-Wave / Relaxing	V03L501	4 weeks
Cosmetology	Manicuring / Skin Care	V03L601	3 weeks
Cosmetology	License Award	V03L701	3 weeks

*R9 = All NCCER courses require Career Core Basics (V00L100) and NCCER Core Certification (V00L101) as pre-requisites. These may be earned once (1) regardless of program.

*R10 = May be earned with approved equipment and training via OCE Administration.

Appendix G. MCCC (continued)

Career Technical Education Milestone Descriptions and Codes (continued)			
Drywall			
Drywall	Level I	V20L100	4 weeks
Drywall	Level II	V20L200	4 weeks
Drywall - NCCER	NCCER Drywall – Level 1	V2003L5	2 weeks
Drywall - NCCER	NCCER Drywall – Level 2	V2003L6	2 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
Electrical			
Electrical	Level I	V10L100	6 weeks
Electrical	Level II	V10L200	4 weeks
Electrical	Level III	V10L300	4 weeks
Electrical	Level IV	V10L401	5 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
Heating Ventilation & Air Conditioning (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
Heavy Equipment Operator			
Heavy Equipment Operator	Career Construction Core – Level 1 (Core prerequisite)	V24L100	4 weeks
Heavy Equipment Operator	Career Construction Core – Level 2 (Core prerequisite)	V24L200	5 weeks
Heavy Equipment Operator	Career Construction Core – Level 3 (Core prerequisite)	V24L300	6 weeks
NCCER Heavy Equipment Operations	NCCER Heavy Equipment Operations – Level 1	V24L101	2 weeks
NCCER Heavy Equipment Operations	NCCER Heavy Equipment Operations – Level 2	V24L201	2 weeks
NCCER Heavy Equipment Operations	NCCER Heavy Equipment Operations – Level 3	V24L301	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

Appendix G. MCCC (continued)

Career Technical Education Milestone Descriptions and Codes (continued)			
Manufacturing Engineering and Design Practices (Machine Shop) (continued)			
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
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
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
Plumbing			
Plumbing	Level I	V13L500	6 weeks
Plumbing	Level II	V13L600	5 weeks
Plumbing	Level III	V13L701	4 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
Small Engine Repair			
Small Engine Repair	Small Engine Basics	V07L001	4 weeks
Small Engine Repair	Equipment Operation & Service Electrical	V07L102	5 weeks
Small Engine Repair	4 Cycle	V07L201	4 weeks
Small Engine Repair	2 Cycle	V07L301	4 weeks

Appendix G. MCCC (continued)

Career Technical Education Milestone Descriptions and Codes (continued)			
Small Engine Repair (continued)			
Small Engine Repair	Diesel	V07L402	6 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
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
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
Roofing			
Roofing	Level I	V19L100	3 weeks
Roofing	Level II	V19L200	5 weeks
Roofing	Level III	V19L300	5 weeks
Roofing	Level IV	V19L400	4 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
Sustainable Ecological Environmental Design (SEED)			
SEED	SEED – Level I	V2101L1	4 weeks

Appendix G. MCCA (continued)

Career Technical Education Milestone Descriptions and Codes (continued)			
Sustainable Ecological Environmental Design (SEED) (continued)			
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	Industry Standard -Landscape Design Principals	V2101L6	2 weeks
SEED	Industry Standard -Landscape Plumbing and Irrigation	V2101L7	2 weeks
SEED	Industry Standard -Landscape Lighting and Control Systems	V2101L8	2 weeks
SEED	Industry Standard -Hardscape Design and Installation	V2101L9	2 weeks
SEED	Industry Standard - Plant Selection Identification and Planting	V210110	2 weeks

Appendix G. MCCC (continued)

General Milestone Descriptions and Codes			
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
eReader			
Education	Step Down Literature	IP10115	3 weeks
Male Community Reentry Program (MCRP)/Custody to Community Transitional Reentry Program (CCTRP) Community Prisoner Mother Program (CPMP)			
MCRP/CCTRP/CPMP	Each 3 months of program plan activities completed	ITRP100	3 weeks *R8
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
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
Offender Mentor Certification Program / Recruit			
Offender Mentor Recruit	Cognitive Behavioral Treatment Substance Use Disorder – 5 Months	OM10100	4 weeks *R3
Offender Mentor Recruit	OMCP – Program Completion	OM10200	6 weeks *R3

*Effective 05/01/18

*R3 = Repeatable during new term

*R8 = Repeatable during same or new term for MCRP/CCTRP

Appendix G. MCCC (continued)

General Milestone Descriptions and Codes			
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
Certifications			
ARC	Addiction Recovery Counseling (ARC) Certification	RC10101	7 weeks
Culinary Arts	Culinary Arts Certification	FC10110	4 weeks
Waste-Water	Waste-Water Certificate-Grade 1	FC10301	8 weeks
Waste-Water	Waste-Water Certificate-Grade 2	FC10401	8 weeks
Water Treatment	Water Treatment Certificate – Grade 1	FC10501	8 weeks
Water Treatment	Water Treatment Certificate – Grade 2	FC10601	8 weeks
Distribution	Distribution Certificate – Grade 1	FC10700	1 week
Distribution	Distribution Certificate – Grade 2	FC10800	1 week
DSP	Each 3 months of program plan activities completed	DS10100	3 weeks *R7
Canine Programs			
NLK9	Course Completion	NL10100	8 weeks
Marley's Mutts	Course Completion	MM10100	6 weeks
POOCH	Course Completion	ILTG002	5 weeks
Firefighting (Camp)	Physical Fitness Training and Fire Training Program	FC10101	3 weeks
Firefighting (Camp)	Fire Brigade Training	FC10202	1 week
Firefighting (Camp)	Basic Helicopter S-271	FC10902	3 weeks
Firefighting (Camp)	Wildland Chain Saw Sawyer Level A	FC10901	3 weeks
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
Forklift			
Overton Safety Training, Inc.	Forklift – Industrial	FL10100	2 weeks
Overton Safety Training, Inc.	Forklift – Hand Truck	FL10200	2 weeks
Overton Safety Training, Inc.	Forklift – Construction	FL10300	2 weeks
Golden Gate Baptist Theological Seminary (Northbay School of Theology)			
GGBTS	Diploma Christian Ministries	TS10101	5 weeks
GGBTS	Diploma Theology	TS10201	5 weeks
Guiding Rage Into Power (GRIP)			
GRIP	Course Completion	GR10101	2 weeks
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
Inmate Ward Labor			
Inmate Ward Labor	Multi-Craft Core Curriculum	W01L101	7 weeks
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

Appendix G. MCCC (continued)

Milestone Descriptions and Codes			
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
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
Career Tech			
Career Tech Carpentry	Pre-Apprentice	PCCAR05	7 weeks
Career Tech Laborer	Pre-Apprentice	PCCAR046	7 weeks
Career Tech Dive	Commercial Welder Course Program	PCDIV11	4 6 weeks
Career Tech Dive	Dive Top Side Tender Course Program	PCDIV12	4 6 weeks
Career Tech Dive	Commercial Diver/Commercial Dive Insp.	PCDIV13	6 weeks
Career Tech 7370 Computer Coding	Code 7370 Computer Coding Track 1	PCT0107	7 weeks
Career Tech 7370 Computer Coding	Code 7370 Computer Coding Track 2	PCT0108	7 weeks
Career Tech 7370 Computer Coding	Code 7370 Computer Coding Track 3	PCT0109	7 weeks
Career Tech 7370 Computer Coding	Code 7370 Computer Coding Design Track	PCT0110	7 weeks
Career Tech AutoCAD	AutoCAD Drafting	PCT0301	4 weeks
Career Tech AutoCAD	Inventor	PCT0401	4 weeks
Career Tech AutoCAD	Revit	PCT0501	7 weeks
Career Tech Culinary	Intro to Culinary Arts/Culinary Sanitation and Safety	PCT0601	2 weeks
Career Tech Culinary	Culinary Customer Service	PCT0602	2 weeks
Career Tech Culinary	Food Theory and Preparation/Financial Management	PCT0603	2 weeks
Career Tech Culinary	Quantity Food Production/Purchasing	PCT0604	2 weeks
Career Tech Ironworker	Pre-Apprentice	PCIRN06	7 weeks
Career Tech Roofing	Pre-Apprentice	PROOF01	7 weeks

Appendix G. MCCC (continued)

Milestone Descriptions and Codes (continued)			
Dental			
Product. Training Corp	Dental Technician	PDTEC02	4 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
Food and Agriculture			
CA Dept. Food & Ag.	Pasteurizer License	PFOOD04	1 week
CA Dept. Food & Ag.	Sampler/Weigher License	PFOOD05	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
Heating Ventilation and Air Conditioning (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
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
Machinery			
Stiles Machinery Inc	Intermed. Weeke Machining Center Prog.	PSTIL02	3 weeks
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

Appendix G. MCCA (continued)

Milestone Descriptions and Codes (continued)			
Optical			
Am. Board of Opticianry	Optician	PBOPT02	4 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
Restaurant Association			
Nat Restaurant Assn	ServSafe Essentials	PREST05	3 weeks
Nat Restaurant Assn	ServSafe Food Handler	PREST04	1 week
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

Appendix G. MCCA (continued)

Milestone Descriptions and Codes (continued)			
TPC Training Systems (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
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

Appendix G. MCCA (continued)

Milestone Completion Credit Schedule			
Career Technical Education			
Refer to Schedule 1 of the Milestone Completion Credit Schedule, titled Division of Rehabilitative Programs (DRP) Career Technical Education Milestone Descriptions and Codes.			
Computer Repair			
COMPTIA	Core	V3003C0	3 weeks
COMPTIA	Level I	V3003L3	3 weeks
Graphic Arts			
Graphic Design	Graphic Design Core	V07C000	5 weeks
Graphic Design	Graphic Design Level I	V07L000	5 weeks
Horticulture/Landscaping			
Horticulture/Landscaping	Core	V3004C0	5 weeks

Academic Milestone Descriptions and Codes			
Academic Programs			
Refer to Schedule 1 of the Milestone Completion Credit Schedule, titled Division of Rehabilitative Programs (DRP) Academic Milestone Descriptions and Codes.			

General Milestone Descriptions and Codes			
General Programs			
Refer to Schedule 2 of the Milestone Completion Credit Schedule, titled Division of Adult Institutions (DAI) General Milestone Descriptions and Codes.			
Rehabilitative Programs			
Refer to Schedule 1 of the Milestone Completion Credit Schedule, titled Division of Rehabilitative Programs (DRP) General Milestone Descriptions and Codes.			
Substance Abuse Transitions Pre-Release Program			
CSAP (CCF)	Course Completion	S020101	8 weeks
The Urban Ministry Institute (TUMI)			
Refer to Schedule 2 of the Milestone Completion Credit Schedule, titled Division of Adult Institutions (DAI) General Milestone Descriptions and Codes.			

Appendix G. MCCC (continued)

Academic Milestones Credit Earning Schedule			
Academic Programs			
Refer to Schedule 1 of the Milestone Completion Credit Schedule, titled Division of Rehabilitative Programs (DRP) Academic Milestone Descriptions and Codes.			
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

Cognitive Behavior Milestones Credit Earning Schedule			
General Programs			
Refer to Schedule 2 of the Milestone Completion Credit Schedule, titled Division of Adult Institutions (DAI) General Milestone Descriptions and Codes.			
Rehabilitative Programs			
Refer to Schedule 1 of the Milestone Completion Credit Schedule, titled Division of Rehabilitative Programs (DRP) General Milestone Descriptions and Codes.			
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

Appendix G. MCCA (continued)

Career Technical Education Milestones Credit Earning Schedule			
Refer to Schedule 1 of the Milestone Completion Credit Schedule, titled Division of Rehabilitative Programs (DRP) Career Technical Education Milestone Descriptions and Codes			
Gardening			
Master Gardener	Level I	COCGAR4	5 weeks
Horticulture/Landscaping			
Horticulture/Landscaping	Core	V3004C0	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
General Milestones Credit Earning Schedule			
The Urban Ministry Institute (TUMI)			
Refer to Schedule 2 of the Milestone Completion Credit Schedule, titled Division of Adult Institutions (DAI) Milestone Completion Credit Schedule.			