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same and Sliders lose proficiency. The evaluation tool is color coded to visually emphasize student performance and readily identifies high-performing schools and teachers. The District uses the report to track ELL student academic progress over sequential years.

## **SCHOOL CLIMATE**

Collaboration is a key element for successful schools. It creates a culture that generates commitment, encourages teamwork, and positively impacts the school climate. Shared professional development strategies integrated into the activities of teaching enables lesson planning to accelerate student achievement.

Teachers and instructional aides need time to collaborate, share and implement goals district-wide in order to achieve mutual accountability. A shared commitment enables ordinary people to share extraordinary things for the betterment of student outcomes. The best teachers become mentors and coaches.<sup>11</sup> “It is interesting to note that the world’s top-performing school systems... set aside significant and frequent time for teacher collaboration and preparation.”<sup>12</sup>

The collaborative approach gets high marks from US teacher unions,<sup>13</sup> however, in the SCESD it may be harder to achieve due to restrictions included within the teachers’ Master Agreement. As noted in the Master Agreement, the instructional period per day is: preschool is less than 360 minutes, K is 200 minutes, 1<sup>st</sup>-3<sup>rd</sup> is 285 minutes and 4<sup>th</sup>-6<sup>th</sup> is 305 minutes. The workday begins 30 minutes before the first regularly scheduled

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<sup>11</sup> Melinda Burns, “Teacher Collaboration Gives Schools Better Results,” *Pacific Standard Magazine*, August 22, 2011, <https://psmag.com/teacher-collaboration-gives-schools-better-results-8e2ca35991dc#.gnskhb899>

<sup>12</sup> Ed 100, California’s Education System 100% Demystified, 3.6 *Collaboration: How Do Teachers Work Together*, accessed April 14, 2016, <http://ed100.org/teachers/collaborate/>

<sup>13</sup> Melinda Burns, “Teacher Collaboration Gives Schools Better Results.” *Pacific Standard Magazine*, August 22, 2011, <https://psmag.com/teacher-collaboration-gives-schools-better-results-8e2ca35991dc#.gnskhb899>

class, and ends when the required instructional time has been worked.<sup>14</sup> However, the instructional period does not include time for collaboration among teachers.

SCESD fosters an atmosphere of collaboration and mutual respect between the students, as well as between the student, teacher, staff and administrators. Students learn to collaborate by working with and learning from each other. Collaboration was reflected in the classrooms visited by the placement of desks and tables to encourage small group interaction. The classrooms were clean, colorful, and well organized with positive messages and student work displayed on the walls. According to the Association for Supervision and Curriculum Development,<sup>15</sup> the following are necessary characteristics of high performing schools:

- The belief that all students can succeed at high levels
- High expectations
- Collaborative decision making
- Teachers accept their role in student success or failure
- Strategic assignment of staff
- Regular teacher-parent communication
- Caring staff and faculty
- Dedication to diversity and equity

SCESD schools reach out to parents via newsletters, at the school-site ELAC (English Learner Advisory Committee) and DELAC meetings. DELAC (a district-wide forum) and ELAC (the school-based forum), are offered as an avenue for two-way communication between SCESD, the school, and parents regarding their children's education. DELAC serves as an avenue of training and information for parents. Agenda items may include effectiveness of educational programs, parent involvement at home and school, infor-

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<sup>14</sup> Master Agreement by and between Salinas City Elementary School District Board of Education and Salinas Elementary Teachers' Council, July 1, 2014 – June 30, 2015, <http://www.salinascityesd.org/human-resources/>

<sup>15</sup> Patricia J. Kannapel and Stephen K. Clements with Diana Taylor and Terry Hibpshman, "Inside the Black Box of High-Performing, High-Poverty Schools: A report from the Prichard Committee for Academic Excellence," *Association for Supervision and Curriculum Development*, February 2005, <http://people.uncw.edu/kozloffm/highperforminghighpoverty.pdf>

mation on student academic progress, educational topics and leadership. DELAC also offers computer training, math, nutrition, and health information. DELAC advises the Board of Education, conducts a district-wide needs assessment and establishes goals and objectives for programs. In addition to DELAC and ELAC, some SCESD schools provide federally funded eight-week educational programs for parents. Currently, a limited number of parents participate in these meetings and programs.

SCESD offers an after-school grant-funded program, Best of Education and Safety Time (BEST), also known as After School Education & Safety program (ASES). “The BEST program involves collaboration among parents, youth, representatives from schools and government agencies, and individuals from community-based organizations and the private sector. The program is offered at eleven of our school sites. Programs provide literacy, academic enrichment, and safe, constructive alternatives for students in transitional kindergarten<sup>16</sup> through sixth grade (TK-6) during non-school hours.”<sup>17</sup>

SCESD offers two preschool programs; State Preschool, free preschool for children meeting income eligibility funded by the California Department of Education, and Smart Start Preschool, a fee based program. “SCESD Preschool Programs are designed to develop the whole child, including social and emotional development and self-regulation. Preschool curriculum is designed to establish early academic capabilities that serve as the foundation for a lifetime of learning...”<sup>18</sup>

Preschool plays an important role in preparing the child to enter school. This is especially true for children who have language deficiency. According to First 5 Monterey County; “In the first 5 years of a child's life, critical brain connections are made that shape lifelong learning. Incredibly, by age 3 a child's brain has grown to 80 percent of that of an adult. How we nurture and support our children today will impact their suc-

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<sup>16</sup> A two-year kindergarten program that uses a modified curriculum that is age and developmentally appropriate; <http://www.montereycoe.org/>

<sup>17</sup> SCESD, BEST After School Program, accessed April 14, 2016, <http://www.salinascityesd.org/best-page/>

<sup>18</sup> SCESD, Preschool, accessed April 14, 2016, <http://www.salinascityesd.org/preschool-page/>

cess in school and in life.”<sup>19</sup> And, “Chronic stress from growing up in poverty can physiologically impact children’s brains, impairing their working memory and diminishing their ability to develop language, reading and problem-solving skills, reports a new Cornell study.”<sup>20</sup>

The average number of children attending the preschool programs is 250 to 300 (approximately 30% of the average SCESD kindergarten population). The currently available SCESD State Preschool program offers two sessions, 8:00 – 11:00 am and noon – 3:00 pm. The limited hours of these sessions may contribute to the inability of children of low-income working parents to participate in this invaluable resource, because many are unable to leave work to take or pick up their children.

## **HOME ENVIRONMENT**

Educational obstacles in the home include poverty, generational poverty, no home stability, lack of nutrition and sleep, parent literacy and limited exposure to books. In 2013 the percentage of children living in the SCESD below the federal poverty level (FPL) is 28.1%. The current FPL for a family of four is \$24,300 annually.

Generational poverty leads to a tremendous deficit in vocabulary, and a lesser variety of words spoken in the home affects both ELL and English students. “Children from low-income families hear, on average, 13 million words by age 4. In middle-class families, children hear about 26 million words during that same time period. In upper-class families, they hear a staggering 46 million words by age 4 – three times as many as their lower-income counterparts (Hart & Riley, 1995)... This language difference is not subtle; it’s a mind boggling, jaw-dropping cognitive chasm.... When children aren’t familiar with

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<sup>19</sup> First 5 Monterey County, Who We Are, accessed April 14, 2016, <https://www.first5monterey.org/who-we-are.htm>

<sup>20</sup> “CU study: Poverty can physically impair brain, reducing children’s ability to learn,” *Cornell Chronicle*, April 22, 2016, <http://www.news.cornell.edu/stories/2009/04/poverty-changes-brain-reduces-childrens-learning>

words, they don't want to read, often tune out, or feel like school is not for them."<sup>21</sup> This background is a very powerful determiner of how well students do in school.

Parents respect the educational institution, its teachers and administrators. However, "Because of the high respect with which the teacher is held, parents will be reluctant to question the teacher, to give suggestions, or to appear to be interfering in the educational process."<sup>22</sup>

"Families are the primary socializing agents for their children... Early parent-child interactions help children learn regulatory process and socialize them into the rhythm of their family and culture."<sup>23</sup>

### **OBSTACLES TO LEARNING**

Many children in the SCESD experience poverty. Their limited exposure to books, coupled with their parent's literacy barriers, results in a deficient vocabulary that places them at a major learning disadvantage. Although there are federally funded preschools, only a small number of children currently attend. When these children enroll in the SCESD, they are not prepared to enter the educational environment and, in many cases, to learn a new language.



**“Education is not received,  
it is achieved.”**

**Albert Einstein**

Courtesy of Shutterstock

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<sup>21</sup> Eric Jensen, “How Poverty Affects Classroom Engagement,” *United Way, Reading for All*, <http://reading4all.com/entries/page/1156>

<sup>22</sup> “Understanding Cultural Aspects of the Hispanic Culture,” *In SlideShare*, accessed April 14, 2016, <http://www.slideshare.net/kmeza/hispanic-culture-11218506>

<sup>23</sup> Patrice L. Engle and Maureen M. Black Wiley, “The Effect of Poverty on Child Development and Educational Outcomes,” *Online Library*, July 25, 2008, <http://onlinelibrary.wiley.com/doi/10.1196/annals.1425.023/full>

## **FINDINGS**

- F1. Many children enter school with a limited vocabulary and lack of school readiness.
- F2. There are no District preschool programs that provide aftercare.
- F3. Grades 2–6 do not have aides who can provide teacher assistance in classroom tasks and small-group work.
- F4. Students who are not reclassified to Fluent English Proficient status prevents them from taking the high school courses necessary to meet college entrance “a to g” requirements.
- F5. There is low parent participation in school meetings, programs and activities.
- F6. Insufficient time is available for collaboration between District teachers and administration.
- F7. Inadequate time is allocated to parent/teacher conferences to enable parents to be involved and support their child in school.
- F8. The shortage of credentialed teachers has resulted in the District hiring not-yet-credentialed and substitute teachers to fill the vacant teaching positions.

## **RECOMMENDATIONS**

All the following recommendations are for action by the Salinas City Elementary School District, under the direction of the Salinas City Elementary School Board.

- R1. Provide affordable on-site aftercare for preschool and pre-K classes.
- R2. Increase parent(s) participation and awareness of school meetings, programs and activities by requiring a parent orientation when a new student is registered for school. This orientation should be included in the 2016-17 student registration.
- R3. Hire aides to work in grade 2-6 classrooms who can provide teacher assistance with small-group work and other non-credentialed tasks. Hiring of these aides should be accomplished in the 2016-17 school year.
- R4. Compensate teachers for the additional time spent outside their designated instructional period to collaborate with parents, and other teachers.

- R5. Make reclassification to Fluent English Proficiency status a priority by the end of 6<sup>th</sup> grade, and stress the importance of this in teacher in-service trainings beginning in the 2016-17 school year.
- R6. Seek and encourage partnerships with community agencies, civic groups, local business and foundations (e.g. First 5 Monterey County, Salinas City Library “paleteros”) to sponsor school readiness services and student academic support.

### **REQUEST FOR RESPONSES**

Pursuant to Penal Code section 933.05, the Monterey County Civil Grand Jury requests responses as follows:

Martha L. Martínez, Superintendent, Salinas City Elementary School District  
All Findings and Recommendations

Salinas City Elementary School District Board of Education  
All Findings and Recommendations

Reports issued by the Grand Jury do not identify individuals interviewed. Penal Code section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Grand Jury.
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## **GLOSSARY:**

**Annual Measureable Achievement Objective (AMAO)** - All public schools in California use three measures to track English Learner progress towards proficiency. AMAO 1 is the percentage of English Learners moving up one CELDT performance level, becoming and maintaining proficiency. AMAO 2 is the percentage of English Learners who have attained English proficiency level. AMAO 3 is the percentage of English Learners meeting No Child Left Behind requirements for English language arts and math.

**Academic Performance Index (API)** - The centerpiece of the California Public Schools Accountability Act of 1999. A measurement of academic performance and improvement of individual schools in California. API scores range from a low of 200 to a high of 1000. The statewide performance target for all schools is 800. API has been discontinued as of March, 2014.

**California Assessment of Student Performance and Progress (CAASPP)** - Established on January 1, 2014, the CAASPP System replaced the prior Standardized Testing and Reporting (STAR), which became inoperative on July 1, 2013. CAASPP will focus on achievement using the newly adopted Common Core Standards.

**California English Language Development Test - (CELDT)** - A test administered to any student from Kindergarten to 12th Grade who has a home language other than English. The CELDT identifies students who are English learners, determines their level of proficiency, and assesses their progress toward acquiring English proficiency.

**District English Learner Advisory Committee (DELAC)** - Each California public school with more than 51 English Learners must have a DELAC. It advises the district's local government board on programs, conducts assessments, and establishes goals and objectives for services to English learners.

**English Learner Advisory Committee (ELAC)** - Committee of parents, school staff, and community members who advocate for English Learners at a school level. They are responsible for advising the school on programs and services for English Learners

**English Language Development (ELD)** - Formerly known as English as a Second Language (ESL), a program model to teach English to non-English speakers with a focus entirely on language development. ELD refers to the curriculum and course materials used to instruct students learning English.

**English Language Learner (ELL)** - A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language (K-12) assessment procedures and literacy (3-12), has been determined to lack the clearly-defined English language skills of listening comprehension, speaking, reading and writing necessary to succeed in the school's regular instructional programs.

**Fluent English Proficient (FEP)** - Students whose primary language is other than English and who have met the district criteria for determining proficiency in English.

**Federal Poverty Level (FPL)** - FPL guidelines are used to determine eligibility for certain Federal Programs

**Guided Language Acquisition Design** - A K-12 instructional model consisting of 35 well-articulated strategies. It is particularly designed for teachers who have a significant number of ELLs in their mainstream classrooms.

**Initial Fluent English Proficient (IFEP)** - Newly enrolled students who "passed" the CELDT are designated as IFEP. They will be placed in regular instruction rather than an English Learner Program

**Long-term English Learners** - Students, who have been enrolled in school for more than six years, are not progressing toward English proficiency, and are struggling academically due to their limited English skills.

**Monterey County Office of Education (MCOE)** - Provides vital resources to support Monterey County's 24 school districts, two colleges and one university. It serves as a connection between schools, State and Federal governments. It offers its staff as a resource to inform and train district administrators, guide certification of teachers and helps schools stay current with changing laws that affect education.

**Policy Analysis for California Education (PACE)** - An independent non-partisan research center that seeks to define and sustain a long-term strategy for comprehensive policy reform, and continuous improvement in performance at all levels of the California Educational System. It works with local school districts and professional organizations aimed at supporting policy innovation, data use and rigorous evaluations.

**Reclassified Fluent English Proficient (RFEP)** - The designation for students who were initially classified as English Learners but passed both CELDT and local district criteria as fluent in English. They no longer participate in the English Language Learner program and join their peers in the regular classes.

**Salinas City Elementary School District (SCESD)** - One of the school districts in Monterey County that was chosen for this report.

**Specially Designed Academic Instruction in English (SDAIE)** - A methodology (set of specific strategies) designed to make instruction comprehensible and grade-level academic accessible for English Learners. It is a teaching approach intended for teaching academic content (such as social studies, science, and math) using English language to students who are still English learners.

**Structured English Immersion (SEI)** - A basic core program that provides instruction of all subjects in English for students with less than fluency in English.

**Title III** - Officially known as the English Language, Language enhancement and Academic Achievement Act. The purpose is to ensure that Limited English Proficient (LEP) students, called English Learners under California law, including immigrants and youths, attain English proficiency. It provides grants to the State based on the number of LEP and immigrant students enrolled. The school districts must meet reporting requirements to continue receiving the grants.

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**OPPORTUNITIES FOR A NEW LIFE:  
INMATE EDUCATIONAL, VOCATIONAL AND BEHAVIORAL  
TRAINING AT SOLEDAD'S CORRECTIONAL TRAINING FACILITY**



Photo courtesy of A Bridge of Hope Ministries, <http://abridgeofhope.org/>



# **OPPORTUNITIES FOR A NEW LIFE: INMATE EDUCATIONAL, VOCATIONAL AND BEHAVIORAL TRAINING AT SOLEDAD’S CORRECTIONAL TRAINING FACILITY**

## **SUMMARY**

Each year the Civil Grand Jury tours each of the jail and prison facilities within Monterey County. This year, while touring the Correctional Training Facility (CTF) in Soledad, the jury noticed that there appeared to be a number of inmate classroom and shop activities in progress. Wondering about the nature and extent of all academic, vocational and rehabilitative programs that were made available to CTF inmates, the Jury decided to investigate. The results of that investigation were surprisingly impressive.

## **BACKGROUND**

Every year, thousands of inmates leave California prisons and jails and return to their families and communities. While some are able to reintegrate into their communities, find jobs, and become useful members of society, others commit new crimes and end up being reincarcerated. Although a number of factors account for why some ex-prisoners succeed and some don’t, experts believe that a lack of education and skills is one key reason. For that reason, correctional education programs—whether academically- or vocationally-focused—are a particularly important service when made available by correctional facilities.

In August 2013, the RAND Corporation released its 85-page report entitled *Evaluating the Effectiveness of Correctional Education, A Meta-Analysis of Programs That Provide Education to Incarcerated Adults*.<sup>1</sup> The study was funded

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<sup>1</sup> Davis, Lois M., Robert Bozick, Jennifer L. Steele, Jessica Saunders and Jeremy N. V. Miles. Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That

by the Bureau of Justice Assistance, U.S. Department of Justice, with the assistance of the Office of Vocational and Adult Education. After conducting a comprehensive literature search, the authors undertook a meta-analysis<sup>2</sup> to examine the association between correctional education and reductions in recidivism, improvements in employment after release from prison, and learning in math and in reading. They summarized their key findings as follows:

- “Our meta-analytic findings provide additional support to the premise that receiving correctional education while incarcerated reduces an individual’s risk of recidivating after release. After examining the higher-quality studies, we found that, on average, inmates who participated in correctional education programs had 43 percent lower odds of recidivating than inmates who did not.... This translates as a reduction in the risk of recidivating of 13 percentage points for those who participate in correctional education programs versus those who do not.”
- “We found that inmates who participated in high school/GED programs had 30 percent lower odds of recidivating than those who had not.”
- “When examining the relationship between correctional education and post-release employment, one might expect vocational training programs to be more adept than academic education programs at imparting labor market skills, awarding industry-recognized credentials, or connecting individuals with prospective employers. And, indeed, when we looked at the relationship between vocational training—versus academic correctional education programs—and post release employment, we found that individuals who participated in vocational training programs had odds of obtaining post release employment that

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Provide Education to Incarcerated Adults. Santa Monica, CA: RAND Corporation, 2013.  
[http://www.rand.org/pubs/research\\_reports/RR266.html](http://www.rand.org/pubs/research_reports/RR266.html).

<sup>2</sup> A meta-analysis uses a statistical approach to combine the results from multiple studies in an effort to increase power (over individual studies), improve estimates of the size of the effect, and/or to resolve uncertainty when reports disagree.

were 28 percent higher than individuals who had not participated in vocational training.”

- “In comparison, individuals who participated in academic programs (combining ABE, high school/GED, and postsecondary education programs) had only 8 percent higher odds of obtaining post release employment than individuals who had not participated in academic programs.”
- “State policymakers, corrections officials, and correctional education administrators are asking a key question: How cost-effective is correctional education? In other words, although our findings clearly show that providing correctional education programs is more effective than not providing them, such programs have costs. Thus, to place our meta-analytic findings into context, we undertook a cost analysis using estimates from the literature of the direct costs of correctional education programs and of incarceration itself, and using a three-year reincarceration rate. Our estimates show that the direct costs of providing education to a hypothetical pool of 100 inmates would range from \$140,000 to \$174,400 with three-year reincarceration costs being between \$0.87 million to \$0.97 million less for those who receive correctional education than for those who do not.”

This grand jury report reviews the nature and scope of the Soledad Correctional Training Facility’s (CTF’s) academic, vocational and behavioral treatment programs. The report then tries to determine the degree to which these programs meet CTF’s primary rehabilitative and re-entry mission objectives.

## **METHODOLOGY**

Jury members toured the academic and vocational training facilities at CTF, met with training instructors, met with inmate personnel at the Veterans Services office, met with Reentry Hub Program leaders, reviewed the RAND report, and

received and reviewed correspondence and documentary materials from CTF's warden, training instructors and education department personnel.

## **DISCUSSION**

The Correctional Training Facility (CTF) in Soledad, California, is a Level 2 prison. Its primary mission is to provide custody, care, treatment, and rehabilitative programs for minimum- and medium-security inmates. CTF is designated as a "Re-entry Hub" whose stated focus is to provide life skills for inmates through academic and vocational education classes, behavioral therapy, and paid work assignment experiences in Prison Industries Authority (PIA) projects. The ultimate goal of these programs is successful inmate re-integration into California communities at the time of their release.

All CTF inmates are required to take a TABE® reading test as part of the facilities reception process. TABE<sup>3</sup> is an academic assessment product used in adult basic education. Educators use TABE testing to help assess the skills and knowledge of adult learners. Based on the test results, the inmate's educational level and CTF program requirement, the inmate is given an education "assignment." There may be a significant wait between testing and finding the appropriate assignment level, especially when the inmate lacks sufficient English skills.

Inmates also take CASAS tests<sup>4</sup> to assess literacy development and employability skills awareness. The results of these tests and the TABE test are reviewed with the inmate to assess strengths, areas for improvement and the potential need for ESL support.

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<sup>3</sup> Test of Adult Basic Education (TABE).

<sup>4</sup> The Comprehensive Adult Student Assessment System (CASAS) is employed in California to provide assessments, data collection, software and materials, as well as technical assistance to meet the accountability requirements for federally supported California basic and literacy education programs for adults who lack basic skills, a high school diploma, or proficiency in English.

California law<sup>5</sup> requires that prisons provide literacy programs for inmates who score below a ninth grade reading level as assessed by the TABE testing. For any inmate enrolled in an academic or vocational program, the Statewide Literacy Plan requires that they receive daily literacy instruction until their reading level reaches the TABE reading level 9.0. At CTF, improved literacy skills are gained through its Adult Basic Education (ABE) program.

CTF programs and services fall into one of four general categories: Academic, Vocational, Reentry Hub, and Veteran's Services. While the latter service is not, primarily directed toward obtaining employment skills, it nevertheless plays an important educational role as will be explained later in this discussion.

#### **A. ACADEMIC PROGRAMS**

This category includes three programs: Mandatory Adult Basic Education (3 ABE levels), Voluntary Education and College. Students can move between programs as their skills allow.

##### **1. Mandatory Adult Basic Education**

Inmates who receive a TABE score of 0.0 to 3.9 are enrolled in ABE I. These students lack basic skills in math, English, and/or reading or they may be English Language Learners. These students require special support and tutoring to develop basic academic, language and life skills.

Inmates who receive a TABE score of 4.0 to 6.9 are enrolled in ABE II. They have acquired sufficient basic English and math skills to enhance their academic development, and they may be able to work more independently than ABE I students.

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<sup>5</sup> The Prison Literacy Act (Penal Code sections 2053 and 2053.1) and the California Statewide Literacy Plan (SB949).

Inmates who receive a TABE score of 7.0 to 8.9 are enrolled in ABE III. These students are encouraged to further develop their math and language skills in order to move up to the general educational development (GED) coursework.

After students attain a 9.0 TABE reading score they are eligible for the GED testing process, which includes targeted tests to determine areas needing improvement. A course of study with GED teachers is then developed. After a student demonstrates competency in the five GED subject areas, he/she takes a pre-GED examination to pinpoint any remaining areas of weakness. When a student completes the pre-GED test successfully, he/she can take the on-line five-subject GED examination.

## **2. Voluntary Education Program (VEP)**

This program offers inmates access to educational programming when a formal educational assignment is not currently available. It also serves as a supplement to traditional educational programming, GED preparation, and support for college students.

## **3. College**

College education is offered at CTF through Coastline Community College, Lassen Community College, Palo Verde Community College and Feather River College. Two hundred ninety-four (294) students were enrolled in the fall of 2015. In addition, inmates can also independently correspond with those colleges to pursue college degrees in a broad choice of majors.

## **B. REENTRY HUB: BEHAVIORAL THERAPY**

The goal of Reentry Hub therapy is to provide inmates with the skills and tools they need to successfully reenter society, find employment and eliminate or reduce their risk for recidivism following their release.

Inmates approaching their release date are separately housed as a group in a specially designated area of the CTF facility. There, over the course of a year, they cycle through the following Reentry Hub programs: Substance Abuse Treatment, Anger Management, Criminal Thinking Behavior, Family Relations, Transitions/Employability, and the California Identification Program. Placement in each program is based on the inmate's remaining time to serve and a Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) needs assessment.

**1. Substance Abuse**

This program uses the substance abuse intervention program developed by the University of Cincinnati. The curriculum is designed for individuals who have substance abuse issues of the type that often lead to criminal behavior. The program is 150 days in length and meets 5 days each week.

**2. Anger Management**

This program curriculum addresses aggression, impulse control, hostility, anger and tendencies toward violence. The program is 90 days in length and meets 2 days per week.

**3. Criminal Thinking**

This program curriculum addresses behaviors and associations regarding criminal thinking, including moral development, narcissism, low ego, resistance to change, defensive attitudes and reasoning, and other behavioral traits that lead to criminal activity. The program is 90 days in length and meets 2 days per week.

**4. Family Relations**

This program curriculum addresses family and marital relationships. Also included are parenting, domestic violence, and family reunification for inmates

who have had limited contact with family members. The program is 6 months in length and meets 1 day per week.

## **5. Transitions**

This program addresses transitions planning, job searching, job applications, winning resumes, job interviewing skills, one-stop career center orientation, and financial literacy. The program is 5 weeks in length and meets 5 days per week.

## **6. California Identification Program**

All inmates approaching their release date are screened 6 months prior to parole and, if eligible, receive a State of California Identification Card (CAL-ID) when released in order to satisfy federal requirements for obtaining employment. The CAL-ID Card Program provides a valid California identification card to eligible inmates in accordance with California Penal Code Section 3007.05. Possession of a CAL-ID card is a critical component for employment and other services. Employment increases an ex-offender's opportunities to obtain housing and health care, comply with court-ordered debts, such as restitution and child-support, and support him or her and family.

In order to participate in THE CAL-ID program, offenders must:

- Be within 120-210 days of release;
- Have no active felony hold, warrant, or detainer that may result in additional incarceration following release;
- Not have an active Immigration and Customs Enforcement hold, which would result in deportation;
- Provide a valid Social Security number;
- Have been issued a California identification card or driver's license from the Department of Motor Vehicles within the previous 10 years; and
- Provide a physical address, including a zip code.

### **C. VETERANS SERVICE CENTER**

While technically not a program designed by CTF to educate or provide vocational re-entry skills to inmates, the broad scope of services offered at this center is available to both veterans and non-veterans alike, according to their individual needs. The CTF Veterans Service Center was the first of its kind established in any prison in the United States. The Center is operated on a daily basis by long-term dedicated CTF inmates.

The Veterans Service Center was first established in 2005, following federal enactment of Public Law 107-95 (2001). The stated goal of that act was to end chronic homelessness among veterans. Then, in 2012, California enacted AB 2490<sup>6</sup>, which directed the California Department of Corrections and Rehabilitation to establish programs to assist incarcerated U.S. military veterans and their families in obtaining access to veterans' benefits and services available through the United States Department of Veterans Affairs, the State, and California Counties. Since then, the scope of services offered through the center has expanded to provide access to comprehensive benefit counseling, V.A. medical care, educational benefits (including those for eligible dependent children), V.A. claims assistance, public assistance, transitional housing, V.A. disability claims, dependent indemnity compensation and assistance, compensation apportionment for eligible spouse, dependent children and dependent parents, requests for military records, State veterans homes, burial benefits, pension benefits and parole planning.

At the end of November 2015, the Veterans Service Office reported that it had assisted in the recovery of over \$15,069,340 in earned disability compensation. In addition, \$14,289,278 was made available to the families of incarcerated veterans through the VA program of apportionment of benefits. In addition to CTF, the Veterans Service Office now serves 33 California Prisons, 41 prisons in

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<sup>6</sup> An act to add Chapter 4 (commencing with Section 1840) to Division 8 of the Military and Veterans Code, and to add Article 6 (commencing with Section 2695) to Chapter 4 of Title 1 of Part 3 to the Penal Code, relating to veterans.

23 other states, 4 federal prisons, and the U.S. Army Disciplinary Barracks, located at Fort Leavenworth, Kansas.

#### **D. VOCATIONAL TRAINING COURSES**

Vocational training opportunities at CTF are quite varied and offer surprising subject-matter depth. Most vocational courses require students to first complete an introductory “CORE” level of training appropriate to the selected vocation before moving on to more in-depth subject matter.

The selection of vocational courses includes Auto Body, Auto Mechanics, Carpentry, Computer Literacy, Office Services, Construction Technology, Electrical Works, Electronics, HVAC, Masonry, Plumbing, Small Engines, and Welding. Most of these programs enable students to obtain national certifications in their chosen field. More detailed information regarding each course of vocational training follows.

##### **1. Auto Body And Paint**

The Auto Body & Paint vocational training consists of two module levels for course completion and two additional advanced levels that are electives. Inmates (students) need a minimum of 1100 hours for basic program completion. The student may then continue on to complete advanced elective module levels 3 & 4, which require an additional 900 hours of training. Industry certification as a Master Collision Repair Technician is available through the National Institute for Automotive Service Excellence (ASE) for students who successfully test in all four levels.

This course teaches students those physical tasks and skills necessary for performing auto body and paint repair work in a commercial body shop setting. Students learn the use of hand and power tools associated with cutting, welding, and grinding sheet metal, and to cut, remove and replace damaged sections of sheet metal. They become familiar with those techniques necessary to measure

and straighten auto body frames with the use of hydraulic equipment. Finally, students learn how to finish (sand and fill), prime and paint the completed body repairs. Apart from mechanical skills, students develop essential active listening skills to be applied while working with their supervisor(s) and customers. Other critical skills include complex problem solving, speaking, and working with others. This course prepares a student to become an Auto Body and Related Repairer<sup>7</sup>, capable of repairing and refinishing automotive vehicle bodies and straightening vehicle frames. A worker in this position is expected to be able to do this job after 12 months of on-the-job training. The mean hourly wage for the occupation of body & paint technician in California is \$22.00 per hour, with average job openings of 410 per year from 2012 to 2022. Detailed course content is set forth in **FIGURE 1**.

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<sup>7</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 49-3021 in California.

## FIGURE 1 - AUTO BODY COURSE CONTENT

### LEVEL 1

Shop & Site Safety  
Tools & Equipment  
Job Preparation  
Automotive Detailing  
Estimating  
New Technology Students will Demonstrate Knowledge and Understanding of Units 2-6  
Painting & Refinishing- Safety Precautions  
Painting & Refinishing- Surface Preparations  
Painting & Refinishing- Spray Gun & Related Equipment Operation  
Painting & Refinishing- Paint Mixing, Paint Matching & Applying  
Painting & Refinishing- Paint Defects, Causes & Cures  
New Technology Students will Demonstrate Knowledge and Understanding of Units 8-12

### LEVEL 2

Non Structural Analysis & Damage Repair (Body Component) Preparation  
Non Structural Analysis & Damage Repair (Body Component) Outer Body Panel Repair  
Non Structural Analysis & Damage Repair (Body Component) Metal Body & Body Filling  
Non Structural Analysis & Damage Repair (Body Component) Moveable Glass and Hardware  
Non Structural Analysis & Damage Repair (Body Component) Metal Welding & Cutting  
Non Structural Analysis & Damage Repair (Body Component) Plastics & Adhesives  
New Technology Students will Demonstrate Knowledge and Understanding of Units 14-19

### LEVEL 3

Structural Analysis & Damage Repair- Frame Inspection & Repair  
Structural Analysis & Damage Repair- Unibody Inspection, Measurement, & Repair  
Structural Analysis & Damage Repair- Fixed Glass  
Structural Analysis & Damage Repair- Metal Welding and Cutting  
New Technology Students will Demonstrate Knowledge and Understanding of Units 21-24

### LEVEL 4

Mechanical & Electrical Components- Suspension and Steering  
Mechanical & Electrical Components- Electrical  
Mechanical & Electrical Components- Brakes  
Mechanical & Electrical Components - Heating & Air Conditioning  
Mechanical & Electrical Components- Cooling Systems  
Mechanical & Electrical Components- Drive Train  
Mechanical & Electrical Components- Fuel, Intake and Exhaust Systems  
Mechanical & Electrical Components- Restraint Systems (Active Restraint Systems)  
Mechanical & Electrical Components- Restraint Systems (Passive Restraint Systems)  
Mechanical & Electrical Components- Restraint Systems (Supplemental Restraint Systems SRS)  
New Technology Students will Demonstrate Knowledge and Understanding of Units 26-35

## 2. Auto Mechanics

The Auto Mechanics vocation consists of a CORE level and three (3) advanced levels and takes at least one year for the student to complete. The inmate (student) must be dedicated and possess above average mechanical aptitude. The student will learn all phases of automotive repair and maintenance. Upon completion of the course the

student will be eligible to apply for national certification by the National Association for Automotive Service Excellence (ASE). The textbooks are from the NCCER Content Learning Series called Auto Mechanics, volume levels one, two and three.

The National Institute for Automotive Service Excellence (ASE) is a voluntary certification program established to provide certification in eight areas of specialization, at the journeyman level of certification, and at the Master Automobile Technician level. It was founded to address the severe shortage of trained automotive technicians and to develop a standardized training process and curriculum. Today, ASE is recognized by hundreds of leading manufacturers, dealers, service stations, independent shops, and other national associations.

Students will study in depth analysis and troubleshooting techniques. They will use assorted hand and power tools, develop use of computer-aided diagnostic equipment, and learn spatial problem-solving skills. The course prepares students to become Automotive Service Technicians and Mechanics,<sup>8</sup> able to diagnose, adjust, repair and overhaul automotive vehicles. The mean hourly wage for the occupation of Automotive Service Technician in California is \$27.34 per hour, with projected average annual job openings of 2,590. Detailed course content is set forth in **FIGURE 2**.

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<sup>8</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 49-3023 in California.

## FIGURE 2 – AUTO MECHANICS COURSE CONTENT

### LEVEL 1 -Introduction to the Automotive Industry

Safety  
Shop Orientation  
Basic Technician Skills  
Wheels, Tires, and Wheel Bearings  
Suspension System Principles  
Suspension System Service  
Steering System Principles  
Steering Service  
Brake System Principles  
Brake System Service  
Drum Brake System Principles  
Drum Brake System Inspection and Service  
Disc Brake System Principles  
Disc Brake System Inspection and Service  
Antilock Brakes, Electronic Stability Control, and Power Assist  
Electrical/Electronic System Principles  
Basic Electrical/Electronic System Service  
Starting and Charging System Principles  
Starting and Charging System Service  
Lighting and Electrical Accessories  
Engine Performance Principles  
Engine Mechanical Testing and Service  
Engine Performance Service  
Automatic and Manual Transmissions  
Heating and Air Conditioning  
Vehicle Maintenance

### LEVEL 2 - Introduction to Brakes

Shop Safety and Environmental Protection  
Brake Tools, Shop Equipment & Service Information  
Hydraulic System Fundamentals  
Master Cylinders, Calipers, and Wheel Cylinders  
Master Cylinder, Caliper, and Wheel Cylinder Service  
Power Assist Units  
Power Assist Service  
Hydraulic Valves, Switches, Lines, and Hoses  
Hydraulic Valve, Switch, Line, Hose Service  
Friction Brake Theory  
Disk Brake System Components and Operation  
Disk Brake Service  
Drum Brake System Components and Operation  
Drum Brake Service  
Wheel Bearings and Oil Seals  
Wheel Bearing and Oil Seal Service  
Parking Brakes  
Parking Brake Service  
Brake System Electrical and Electronic Components  
Anti-Lock Brake and Traction Control System Components and Operation

Anti-Lock Brake and Traction Control System Service  
Troubleshooting Brake Systems and Steering.

### LEVEL 3 - Basic Suspension and Steering Systems Operation

Shop Safety and Environmental Protection  
Special Service Tools and Equipment  
Common Suspension System Components  
Front Suspension Systems  
Front Suspension System Service  
Rear Suspension Systems  
Rear Suspension System Service  
Steering Systems  
Steering Linkage and Manual Steering Gear Service  
Power Steering and Four-Wheel Steering Service  
Driveline and Wheel Components  
Driveline and Wheel Service  
Electronic Suspension and Steering Systems  
Electronic Suspension and Steering Service  
Wheel Alignment Principles  
Wheel Alignment Procedures  
Suspension and Steering Troubleshooting

### LEVEL 4 - Introduction to Automotive Heating, Air Conditioning, and Ventilation

Shop Safety and Environmental Protection  
HVAC Tools, Equipment, and Service Information  
AC Electrical and Electronic Fundamentals  
Principles of Refrigeration  
Refrigerants, Refrigerant Oils, and Related Chemicals  
Hoses, Lines, Fittings, and Seals  
Compressors, Clutches, and Drives  
Evaporators, Condensers, Accumulators and Receiver-Driers  
Control Valves and Switches  
Engine Cooling Systems and Vehicle Heaters  
Air Delivery Systems  
Manual HVAC Controls  
Automatic Temperature Control Systems  
Refrigeration System Diagnosis and Leak Detection  
Refrigerant Recovery, Recycling and Handling  
Hose, Line, Fitting and O-Ring Service  
Compressor and Clutch Service  
Valve, Evaporator, Condenser, and Related Parts Service  
Heater and Engine Cooling System Service  
Air Delivery and Manual HVAC Control Service  
Automatic Temperature Control System Service  
Air Conditioning System Installation and Retrofitting

### 3. Carpentry

Carpentry is a one year program during which the student learns basic carpentry skills such as framing, construction laboring, drywall and suspended ceiling installing, tapering, site helping, and some cabinet making. Upon completion of the course, the student will be eligible to apply for national certification in carpentry by the National Center for Construction and Education Research (NCCER). The Carpentry vocation consists of a CORE level and three (3) advanced levels for the student to complete. The textbooks are from the NCCER Contren Learning Series called Carpentry, volumes level one, two, & three. NCCER is a not-for-profit 501(c) (3) construction education foundation created in 1996. Students are currently being assigned. The class will be filled with twenty-seven (27) students, taught by an instructor and three teacher's aides. Details of course content are set forth in **FIGURE 3**.

The successful completion of this course prepares students for employment as Carpenters<sup>9</sup> and Construction Laborers<sup>10</sup>. Employers typically expect Carpenters to be able to do the job after a minimum of 12 months of on-the-job training. The mean rate of pay for this occupation is \$25.97 per hour in California, where it was projected to have 3,970 openings per year between 2012 and 2022.

Employers usually expect Laborers to be able to do the job after Moderate-term on-the-job training (1-12 months). The mean rate of pay for this occupation is \$20.35 per hour in California, where it was projected to have 5,510 openings per year between 2012 and 2022.

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<sup>9</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 47-2031 in California.

<sup>10</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 47-2061 in California.

## **FIGURE 3 – CARPENTRY COURSE CONTENT**

### **CORE**

Basic Safety  
Introduction to Construction Math  
Introduction to Hand Tools  
Introduction to Power Tools  
Introduction to Construction Drawing  
Basic Rigging  
Basic Communication Skills  
Basic Employability Skills  
Introduction to Materials Handling

### **LEVEL ONE**

Orientation to the Trade  
Building Materials, Fasteners, &  
Adhesive  
Hand & Power Tools  
Reading Plans and Elevations  
Floor Framing  
Wall and Ceiling Framing  
Roof Framing  
Introduction to Concrete &  
Reinforcing Material  
Windows and Exterior Doors  
Basic Stair Layout

### **LEVEL 2**

Commercial Drawings  
Roofing Applications  
Thermal and Moisture Protection  
Exterior Finishing  
Cold-Formed Steel Framing  
Drywall Installation  
Drywall Finishing  
Doors and Door Hardware  
Suspended Ceiling s  
Window, Door, Floor, and Ceiling  
Trim  
Cabinet Installation  
Cabinet Fabrication

### **LEVEL 3**

Rigging Equipment  
Rigging Practices  
Properties of Concrete  
Reinforcing of Concrete  
Handling and Placing Concrete  
Trenching and Excavating  
Foundations and Slab-on-Grade  
Vertical Formwork  
Horizontal Formwork  
Tilt-up Wall Panels

#### **4. Computer Literacy**

In this course the instructor lectures and trains the students to meet the basic requirements for employability in today's high tech world, where digital literacy is a requirement. The program is structured to graduate students having at least 255 hours of training over the course of six (6) months. It involves a total of fifty-four (54) students split into two daily classes of 3.25 hours/day.

Successful course graduates can earn an Internet and Computing Core Certification (IC3®) by Certiport. Established in 1997, Certiport provides complete career-oriented certification solutions to academic institutions and IT Professionals. These services encompass test development, psychometrics, program management, sales and marketing for the official Microsoft® Office certification program, the Microsoft® Technology Associate certification program, the Adobe® Certified Associate certification program, the Adobe® Certified Expert program, the HP Accredited Technical Associate, the CompTIA Strata™ IT Fundamentals, the Autodesk® Certified User certification program, the Intuit® QuickBooks Certified User certification program and the IC3 Digital Literacy certification.

This IC3 Internet and Computing Core Certification Guide program is rigorously applied in the Computer Literacy classrooms and its protocols are followed exactly in daily instruction. The curriculum consists of systematic instruction, using visual (Smart Board), auditory (Learn Key Training), readings in the IC3 curriculum book and student demonstration exercises that verify student aptitude to successfully execute each objective of the curriculum. The Certiport Certification that students earn is an internationally recognized qualifying standard of computer literacy useful to potential employers, since the course covers a wide range of critical “real world applications” for use in today's business world.

Successfully completing this course enables students to be employed as General Office Clerks<sup>11</sup>. However, they are able to perform duties more varied and diverse than those needed for this occupational classification. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include, among other things, a combination of answering telephones, bookkeeping, typing or word processing, office machine operation, and filing. The mean hourly rate for those classified as General Office Clerks is \$16.24 per hour in California, where it was projected to have an average of 9,950 openings per year. Details of the Computer Literacy course content are set forth in **FIGURE 4**.

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<sup>11</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 43-9061 in California.

## FIGURE 4 – COMPUTER LITERACY COURSE CONTENT

<u>Module</u> <u>V01.02.</u>	<u>Educational Component</u> <u>Instructional</u>	<u>Instructional Method</u>
01.	Orientation	Orientation Packet
02.	Shop and Site Safety	Introductory Power Point Presentation and Safety Orientation
03.	Employer Expectations	Text and Quiz, Writing a Resume
04.	Finding and Applying for a Job	Text and Quiz
05.	CPU Hardware, Peripherals and Troubleshooting	Learn Key Systems Audio/Visual Program
06.	CPU Software	Learn Key Systems Audio/Visual Program
07.	CPU Operating Systems	Learn Key Systems Audio/Visual Program
08.	Keyboarding	Mavis Beacon Software Training
09.	Applications - Program Functions	Learn Key Systems Audio/Visual Program
10.	Applications - Word Processing	Learn Key Systems Audio/Visual Program
11.	Applications - Spreadsheet Features	Learn Key Systems Audio/Visual Program
12.	Applications - Presentation Software	Learn Key Systems Audio/Visual Program
13.	Concepts of Networks, Intranet and Internet	Learn Key Systems Audio/Visual Program
14.	Communication and Collaboration	Learn Key Systems Audio/Visual Program
15.	Internet and the Worldwide Web	Learn Key Systems Audio/Visual Program
16.	Computer and Society	Learn Key Systems Audio/Visual Program
17.	Employer Expectations (Review)	Text and Quiz
18.	New Technology	Review of Exercises in IC' Section 3

## **5. Office Services & Related Technologies**

This vocational course, related to the Computer Literacy Course, is currently closed to intake until a new instructor is hired. When the class begins again, the instructor lectures and trains the students to be able to demonstrate focused knowledge as a Microsoft Office Specialist at the pre-apprentice to apprentice level. After successful completion of the course, students have the ability to be employed as word processors, typists, and office clerks. The students are educated in IC3 Internet & Computing Core, Microsoft Word, Excel, Power Point, and Windows OSC. The course consists of the Computer Literacy course materials plus two additional levels of training. Data regarding mean hourly rates and projected annual job openings for this specialty occupation were not available. Further details of the course content are set forth in **FIGURE 5**. All instruction includes Microsoft Office Specialist approved courseware.

### **FIGURE 5 - OFFICE SERVICES & RELATED TECHNOLOGIES COURSE CONTENT**

**Level 1 - IC3 Internet & Computing Core Module**  
**Computing Fundamentals**  
**Key Applications**  
**Living Online**

**Level 2 - Microsoft Word & Windows Operating System**  
**Editing & Formatting Documents**  
**Enhancing & Customizing Documents**  
**Referencing & Sharing Information**

**Level 3A - Microsoft Excel & Windows Operating System**  
**Preparing & Formatting Worksheets**  
**Enhancing the Display of Workbooks**  
**Advanced Formatting, Formulas, & Data Management**  
**Managing & Integrating Data & the Excel Environment**

**Level 3B - Microsoft PowerPoint & Windows Operating System**  
**Creating & Formatting PowerPoint Presentations**  
**Customizing & Enhancing PowerPoint Presentations**

## 6. Construction Technology

This one year course covers multiple construction-related techniques, such as plumbing, block, brick, and concrete, roofing, framing, site layout, and electrical. NCCER certifications are available for successfully completing each course of study, level and practical “hands on” applications practice. Currently there are twenty-seven (27) students assigned to the course with three (3) teaching aides assisting the Instructor.

The Construction Technology vocation consists of a CORE introduction and two (2) levels for the student to complete. The textbooks are from the NCCER Contren Learning Series called Construction Technology, volumes level one and two. The successful completion of this course prepares students for employment as Carpenters<sup>12</sup>, Construction Laborers<sup>13</sup>, Drywall and Ceiling Tile Installers<sup>14</sup>, and Cement Masons and Concrete Finishers.<sup>15</sup> Details of course content are set forth in **FIGURE 6**.

Employers typically expect Carpenters to be able to do the job after a minimum of 12 months of on-the-job training. The mean rate of pay for this occupation is \$25.97 per hour in California, where it was projected to have 3,970 openings per year between 2012 and 2022. Employers usually expect Laborers to be able to do the job after Moderate-term on-the-job training (1-12 months). The mean rate of pay for this occupation is \$20.35 per hour in California, where it was projected to have 5,510 openings per year between 2012 and 2022.

Employers usually expect Drywall and Ceiling Tile Installers to be able to do the job after Moderate-term on-the-job training (1-12 months). The mean rate of pay for this

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<sup>12</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 47-2031 in California.

<sup>13</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 47-2061 in California.

<sup>14</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 47-2081 in California.

<sup>15</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 47-2051 in California.

occupation is \$27.31 per hour in California, where it was projected to have 950 openings per year between 2012 and 2022.

Employers typically expect Cement Mason and Concrete Finishers to be able to do the job after a minimum of 12 months of on-the-job training. The mean rate of pay for this occupation is \$23.95 per hour in California, where it was projected to have 750 openings per year between 2012 and 2022.

**FIGURE 6 – CONSTRUCTION TECHNOLOGY COURSE**

**CORE**

Basic Safety  
Introduction to Construction Math  
Introduction to Hand Tools  
Introduction to Power Tools  
Introduction to Construction Drawing  
Basic Rigging  
Basic Communication Skills  
Basic Employability Skills  
Introduction to Materials Handling

**LEVEL 1**

Site Layout One: Distance Measuring and Leveling  
Introduction to Concrete, Reinforcing Materials, and Forms  
Handling and Placing Concrete  
Introduction to Construction Technology

Construction Technology Units and Installation Techniques  
Floor Systems  
Wall and Ceiling Framing  
Roof Framing  
Roofing Applications

**LEVEL 2**

Exterior Finishing  
Basic Stair  
Electrical Safety  
Residential Electrical Services  
Introduction to HV AC  
Introduction to Drain, Waste, and Dent (OWV) Systems  
Plastic Pipes and Fittings  
Copper Pipe and Fittings

## 7. Electric Works

This Electric Works course teaches enrolled inmates the technical aspects of electrical work, while at the same time providing actual hands-on opportunities to practice their newly learned skills on small scale construction projects. The instructor lectures and demonstrates how to do basic electrical wiring of a home or office building. Students learn the skeletal structure of a home and identify the various types of current, how it is wired and how to access it at its source. Students are also given hands-on tasks, such as installing an overhead light fixture and any electrical circuits that are associated with it. They are also taught how to troubleshoot electrical systems. The course requires a one-year commitment to complete. Certification is available from the National Center for Construction and Educational Research (NCCER). NCCER is a not-for-profit 501(c) (3) construction education foundation created in 1996. At present, the class is comprised of an instructor, 27 students and 3 teaching aides. Detailed course contents are set forth in **FIGURE 7**.

The course prepares students to become Electricians<sup>16</sup> after a minimum of 12 months of on-the-job training. The mean pay rate for this occupation is \$31.36 per hour in California, where it was projected to have an average of 2000 openings each year between 2012 and 2022. This course also prepares students to become Construction Laborers<sup>17</sup> after a moderate term (1-12 months) of on-the-job training. The mean pay rate for workers in this occupation is \$20.36 per hour in California, where it was projected to have an average of 5510 openings each year between 2012 and 2022.

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<sup>16</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification in California.

<sup>17</sup> United States Department of Labor, Bureau of Labor Statistics, Standard Occupational Classification 47-2061 in California.

## **FIGURE 7 - ELECTRIC WORKS COURSE CONTENT**

### **CORE**

**Basic Safety**  
**Introduction to Construction Math**  
**Introduction to Hand Tools**  
**Introduction to Power Tools**  
**Introduction to Construction Drawing**  
**Basic Rigging**  
**Basic Communication Skills**  
**Basic Employability Skills**  
**Introduction to Materials Handling**

### **LEVEL 1**

**Orientation to the Trade**  
**Electrical Safety**  
**Introduction to Electric Grunts**  
**Electric Theory**  
**Five Introductions to NEC**  
**Six Device Boxes**  
**Hand Bending**  
**Raceways and Fittings**  
**Conductors and Cables**  
**Basic Electrical Construction Drawings**  
**Residential Electrical Services**  
**Electrical Test Equipment**

### **LEVEL 2**

**Alternating Current**  
**Two Motors: Theory and Application**  
**Electric Lighting**  
**Conduit Bending**  
**Nine Grounding and Bonding**  
**Circuit Breakers and Fuses**  
**Control Systems and Fundamental Concepts**  
**Conductor Termination and Splices**  
**Pull and Junction Boxes**  
**Conduit Installations**  
**Seven Cable Tray**

### **LEVEL 3**

**Load Calculations- Branch and Feeder Circuit**  
**Two Conductor Selecting and Calculations**  
**Three Practical Applications of Lighting Hazardous Locations**  
**Over current Protection**  
**Distribution Equipment**  
**Transformers**  
**Commercial Electrical Services**  
**Motor Calculations Voice, Data, and Video**  
**Motor Controls**

### **LEVEL 4**

**Load Calculations- Feeders and Services**  
**Health Care Facilities**  
**Standby and Emergency Systems**  
**Basic Electronic Theory**  
**Alarm Systems**  
**Specialty Transformers**  
**Advanced Controls**  
**AC Controls**  
**Heat Tracing and Freeze Protection**  
**Motor Operations and Maintenance**  
**Medium-Volt Terminations/Splices**  
**Special Locations**  
**Fundamentals of Crew Leadership**