EDUCATION BASED INCARCERATION

CREATING A *Life* WORTH LIVING

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT
Custody Division • Education Based Incarceration Bureau
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A Message from the Sheriff

"Creating a *Life* Worth Living"

As the Sheriff of Los Angeles County, I am charged with running the nation's largest jail system in a fair and impartial way. We know, from the documented high rates of recidivism across the nation, that traditional incarceration with punishment at its core simply does not work. In Los Angeles County we have developed a philosophy within the jails called Education Based Incarceration. This system works well within the boundaries of our Department Mission Statement and Core Values, by providing dignity in the jails.

Creating a system that reduces the risk and needs of its offenders through education and rehabilitation has shown significant success. It can be seen in reduced rates of recidivism, increased employability, and family reunification. In a very real sense, these are reinvestments in the communities within Los Angeles County.

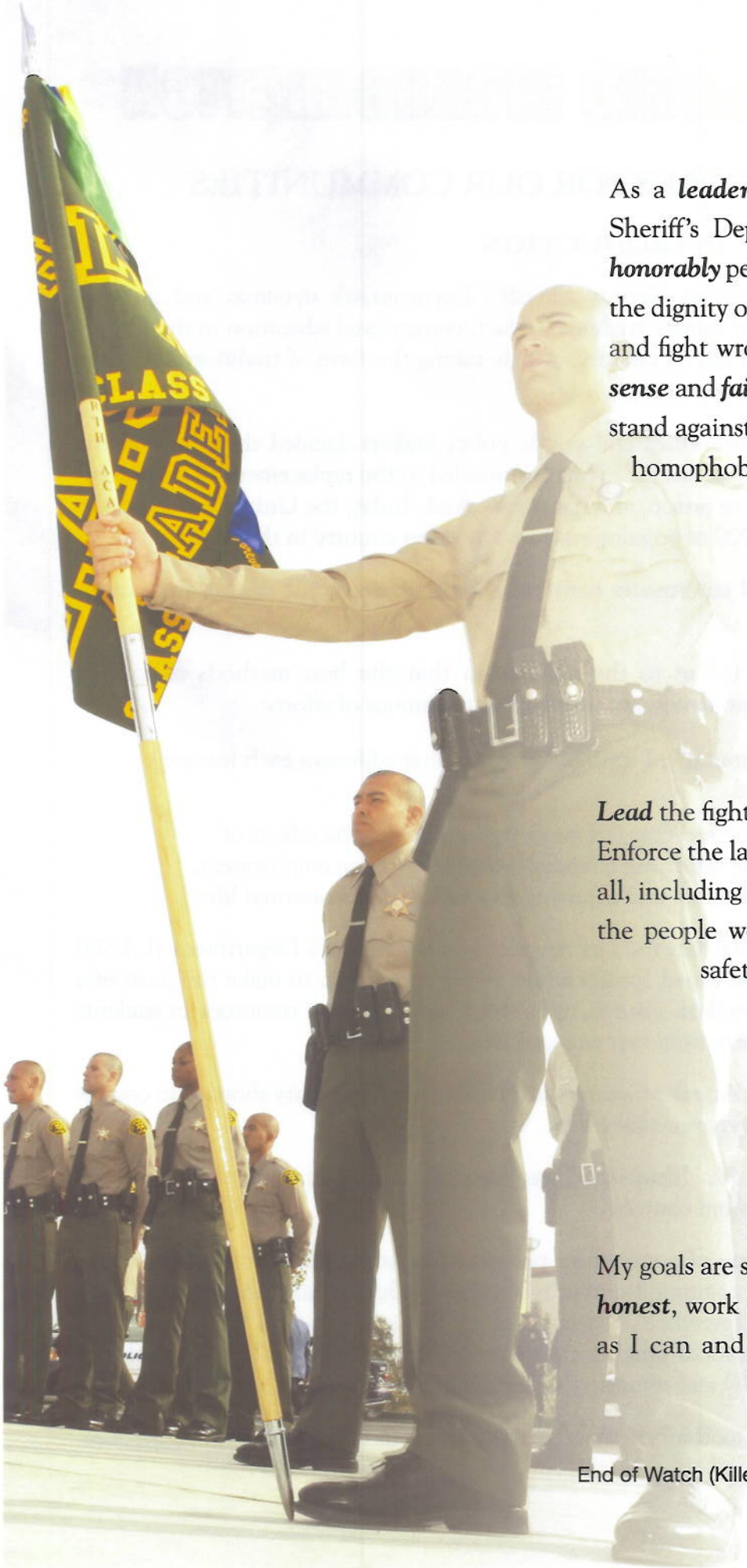
People agree that education is a better option than incarceration. Unfortunately, some people make choices in their lives that land them in jail. The values needed to succeed in jail are often in direct conflict with societal norms. Education Based Incarceration creates a safe and empowering environment, conducive to learning and self-retrospection. It allows offenders to reprioritize their lives and opt for success!

It is a great honor to present this publication highlighting the successes of the Education Based Incarceration Bureau, Custody Division of the Los Angeles County Sheriff's Department.

Sincerely,

Lee Baca

Leroy D. Baca
Sheriff



Core Values

As a ***leader*** in the Los Angeles County Sheriff's Department, I commit myself to ***honorably*** perform my duties with ***respect*** for the dignity of all people, ***integrity*** to do right and fight wrongs, ***wisdom*** to apply ***common sense*** and ***fairness*** in all I do, and ***courage*** to stand against racism, sexism, anti-Semitism, homophobia and bigotry in all its forms.

Our Mission

Lead the fight to prevent crime and injustice. Enforce the law ***fairly*** and defend the rights of all, including the incarcerated. ***Partner*** with the people we serve to secure and promote safety in our communities.

Our Creed

My goals are simple. I will always be painfully ***honest***, work as hard as I can, ***learn*** as much as I can and hopefully ***make a difference*** in people's lives.

Deputy David W. March
End of Watch (Killed in the Line of Duty) April 29, 2002

EDUCATION BASED INCARCERATION

DOING WHAT WORKS FOR OUR COMMUNITIES

INTRODUCTION

This booklet describes the Los Angeles County Sheriff's Department's dynamic and growing family of educational programs for our inmate students. In fact, correctional education in the United States has been in existence for well over a century, usually taking the form of traditional reading, writing and mathematics, as well as job training.

Several decades ago, correctional authorities and public policy-makers decided that, in reducing recidivism—repeat offending—"nothing works." That position led to the replacement of inmate education with longer sentences in jail or prison, and has not worked. Today, the United States jails or imprisons more individuals per 100,000 of population than any other country in the world.

Even today, only about 14 percent of jail inmates nationwide have access to any education or training while incarcerated.

Extensive research worldwide has led us to the conclusion that the best methods of leading inmates to the gates of success fall into two main, interconnected groups of efforts:

1. A dynamic, versatile, "wrap around" educational program that addresses each inmate student's individual needs; and
2. A strong and reliable community re-entry network that reinforces the effects of education while it supports the returning offender's efforts in finding employment, continuing therapy where indicated, and adjusting to a new, success-oriented life.

You will notice in reading this booklet that the Los Angeles County Sheriff's Department (LASD) strives to design and adapt Education Based Incarceration (EBI) curriculum to make the most of a short stay, which currently averages 54 days. Prisons, by contrast, can plan their resources for students who will remain incarcerated anywhere from two years to life.

This means that EBI programs in Los Angeles County must be able to offer quality short-term courses that apply the best scientifically proven remedial effect.

We hope that you will notice the "short-stay" realities in our continuing research and development of highly flexible classroom content.

We also wish to emphasize the value of community participation at all phases of inmate learning, especially the growing ranks of community volunteers who teach/facilitate EBI courses. Their wonderful gift of their time and experience is strengthening the students and the community. The scope and variety of EBI educational programs is increasing almost daily. This partnership is creating a strong bond between LASD and tomorrow's community leaders.

We hope that this booklet gives you food for thought. Please contact us with your ideas, suggestions, and comments.

Thank you for joining us.

SIX PRINCIPLES OF EBI

I.

Assess and evaluate both educational and trade skills of inmates.

II.

Develop a system of educating Los Angeles County jail inmates who inevitably will serve time in the California state prison system that begins and ends with a period of time in Los Angeles County jail facilities.

III.

The development and implementation of an automated case management information system.

IV.

Strengthen and systematize the partnership with the California Department of Corrections and Rehabilitation (CDCR).

V.

Develop a comprehensive curriculum that activates a wide variety of learning programs that are both traditional and non-traditional.

VI.

Transform, through science and training, the LASD Custody Operations Division, as well as the State of California's cultural thinking to approve, support, and participate in the principles and practice of Education Based Incarceration.

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Part One: Going In

GETTING ENROLLED IN EBI

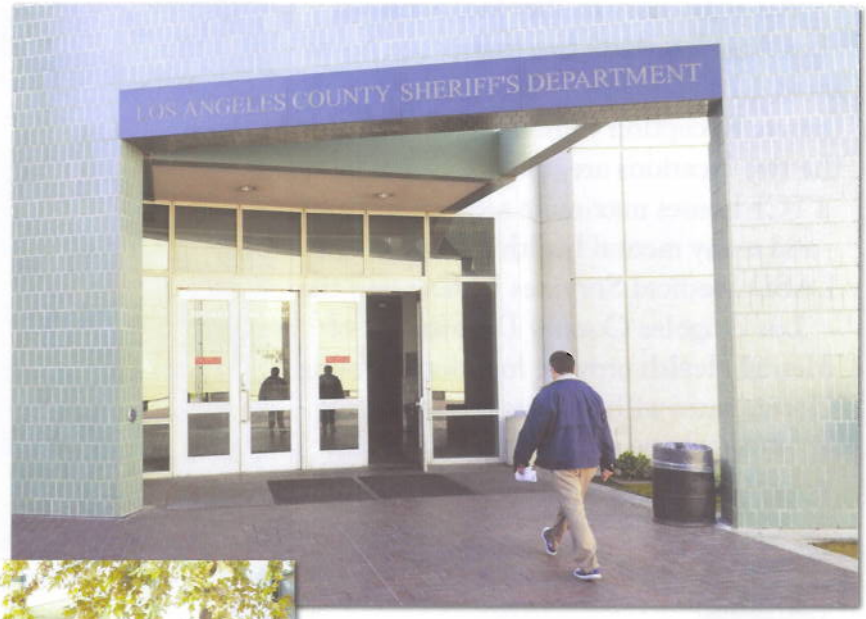
LOS ANGELES COUNTY JAIL POPULATION

The Los Angeles County Sheriff's Department manages the largest jail population in the United States. At the time of this publication, nearly 19,000 inmates were housed in Los Angeles County jails. The average nightly total of inmates is rising somewhat due to a substantial number of non-serious, non-sex related, non-violent (N3) offenders being returned from state prisons to local jails to serve the remainder of their terms.

Also, several thousand offenders, at any given time, are serving their sentences outside jails, such as in Community-Based Alternatives to Custody (CBAC) programs, including work release and electronic monitoring. In addition, over a thousand immigration detainees are housed under federal contract at any given date. As noted, the Average Length of Stay (ALOS) for a non-N3 inmate in the Los Angeles County jail system is approximately 54 days.

JAIL FACILITIES

The Los Angeles County Jail system is comprised of the following geographically separate housing facilities:



Century Regional Detention Facility (CRDF)
An all-female unit, it has the capacity to house 2,400 inmates.

Men's Central Jail (MCJ)
A maximum security facility has the capacity to house up to 5,000 inmates, together with medical housing and provisions for mentally ill and disabled inmates.

Pitchess Detention Center (PDC)

An aggregate of four separate jails (North County Correctional Facility, East Facility, North Facility, and South Facility) in the northwestern part of Los Angeles County, PDC is a state-of-the-art group of facilities featuring some of the most progressive educational programs in the United States (more details are give below about the specific "flagship" programs taking place there)

Twin Towers Correctional Facility (TTCF)

An eight-story facility in downtown Los Angeles, these two towers can house up to 4,700 inmates. It is connected to the Inmate Reception Center (IRC), although the two locations are run as separate units. TTCF houses maximum security inmates and many mental health inmates. The LASD Medical Services Bureau and the Los Angeles County Department of Mental Health provide inpatient housing for inmates with various levels of acute medical and mental health needs.

Mira Loma Detention Center (MLDC)

Services at this location are currently curtailed. The facility's future use is under consideration.

INMATE WELFARE COMMISSION

Established in 1951, the Inmate Welfare Commission consists of nine persons, appointed by the Sheriff, to provide humanitarian and educational support to inmates. The Commission reviews policies and practices, and makes recommendations to the Sheriff regarding funding for education, recreation, vocational training, counseling and community transition. The Commission receives and stewards funds for the Inmate Welfare Fund. Those funds are derived from revenue sharing contracts such as inmate telephones, commissary and vending machines known as kiosks.

A large portion of the EBI Bureau's educational programs are paid for by the inmates through their purchases of phone calls, snacks, soft drinks, and toiletries, rather than by the taxpayers of Los Angeles County.

JAY R. STROH
CHAIRMAN

DR. GARBIS
DER-YEGHIAYAN

ROBERT L. JONES

RAYMOND CHENG

KEITH R. ELLIS

CHRISTOPHER C. LEU

ANDY LUJAN

JOHN A. FRANKLIN

DR. MARIA SIMMS

INMATE RECEPTION CENTER

The Inmate Reception Center (IRC) receives approximately 440 new bookings each day, with a total of about 160,000 each year. Among the many functions of IRC is that of accounting for all bookings and releases of inmates within the entire jail system, in addition to safekeeping the inmates' property and money. IRC receives all inmates, who then undergo a detailed classification process and a medical screening process. The inmate classification process is a series of questionnaires designed to provide comprehensive background information, which is then applied as a guideline in determining security levels (low, medium or high) and inmate assignments to housing areas in a fair and consistent manner. This is based on a combination of factors, including security level, medical and mental health-related issues, and program services including educational and vocational placement.

During the initial intake process arrestees are asked whether they would be interested in entering an educational program during the time they are incarcerated—no matter how short or how long. If their answer is "yes," they are given a second assessment interview that will give an indication of which particular studies and courses each individual inmate should consider taking in order to improve all aspects of their chances to succeed in life, as well as to find out which subjects and career training classes they would like to pursue.

" The Case Manager creates a computer file to chart the student's progress, just as in any community college or university."

Then a "Master Plan" is made for each student with his or her own active participation. Also, all new inmate students who enter the MERIT program, discussed in Part Two of this book, are immediately assigned a Case Manager who will serve as their guide and advisor from entry to release.

The Case Manager is a representative of the Education Based Incarceration Bureau's Community Transition Unit (CTU), whom the inmate meets for the first time at this point. The CTU and its service programs for re-entering inmates are discussed in Part Three of this booklet.

The Case Manager creates a computer file to chart the student's progress, just as in any community college or university. All completion certificates or other awards go into the student's record. After release, these achievements can be forwarded to schools, authorities or prospective employers, on request of the student.

The following sections of this booklet will further inform the reader about the EBI total learning environment, and about the swift expansion of EBI's student body and its academic offerings.

Part Two: Time In

THE TRANSFORMATION

"Education is not the filling of a bucket: education is the lighting of a flame."

Attributed to **ARISTOTLE**

THE LEARNING ENVIRONMENT

Any successful program of inmate education requires the creation of an environment that surrounds the students with the inspiration and excitement of learning. These are several of the environmental incentives that EBI makes available to inmates who are potential students:

- ***Video:*** A library of over a thousand Discovery Education Network videos, together with Animal Planet, History, and other educational channels. These are presently being broadcast at Century Regional Detention Center (CRDF), and at Twin Towers Correctional Facility (TTCF), and will soon be available for inmates in other facilities as well.

- ***Music:*** EBI is expanding the network of good music (favorites, cool jazz, light classics, and other specialties) to all facilities for sleeping or for restful meditation.

- ***Libraries:*** Described in more detail below, thousands of books covering all topics are now available to inmates in libraries, and are delivered on "rolling libraries" to those inmates who are disabled or who otherwise do not have access.

- ***Self-study workbooks:*** EBI contracted with a publisher to produce nearly a thousand self-study workbooks. They are designed with the help of professors of education at universities in Los Angeles County, and include 28 different titles and subjects. Seven hundred of them have already been distributed among the seven jail facilities. The books become the property of the inmates, and they are encouraged to trade them to make as many titles as possible available to all. Also, the readers are asked to fill out a questionnaire specially designed to help EBI assess and evaluate the impact the books produce. This program has met with great enthusiasm among the inmate students, and their comments and suggestions are a valuable aid in giving the program greater focus and relevancy. The self-study workbooks have helped reduce disturbances among inmates, and have also been a favorite teacher/facilitator aid. Their multifaceted uses are an essential component of the wrap-around educational environment.

- ***Cognitive behavioral studies:*** These are brought to the students' living areas and presented by deputies, custody assistants, and community volunteers on a daily basis.

- Wherever possible, living quarters are arranged so that students benefitting from same or similar courses of instruction are housed together to allow them to study and discuss the

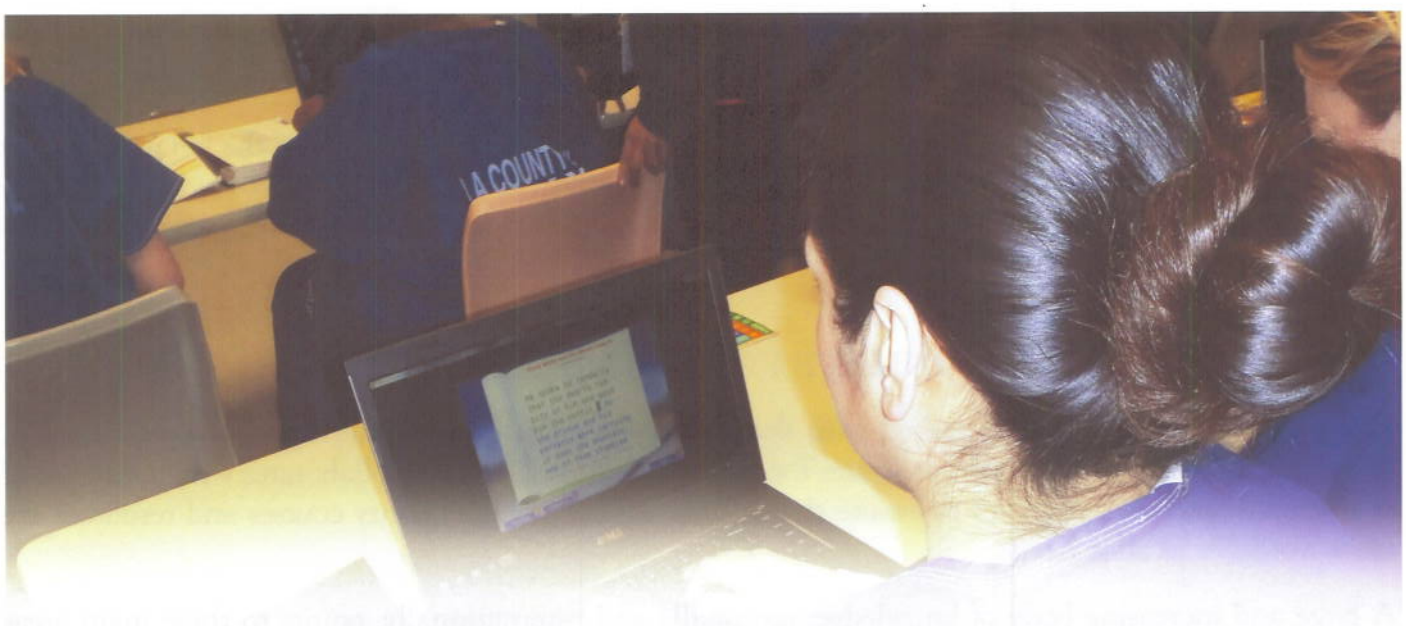
assignments as a group. This inspires more concentrated learning and encourages active participation.

A large number of inmates who showed no interest in education when they entered the jail facilities are now enrolled in classes, in large part due to the learning environment they experience, which is reinforced by a growing, positive peer influence.

INMATE PROGRAMS UNIT

The Inmate Programs Unit is tasked with the primary mission of coordinating all the educational, vocation, and behavioral therapy programs for inmate students. The IPU collaborates with a number of educational and other agencies to ensure that a wide variety of high-quality courses and resources are made available to all students.

A large and increasing body of knowledge, nationally and internationally, points to these main areas of concern for inmates leaving jail:



- **Formal education deficits;**
- **Drugs and alcohol;**
- **Behavioral patterns and critical thinking skills;**
- **Employability;**
- **Life skill deficits;**
- **Mental health challenges.**

Research also clearly indicates that a holistic, "wrap around" program of intensive, interactive courses is the best and most lasting response to those challenges.

For those reasons, and in line with modern research and development, the three main categories of inmate learning programs are: academic courses, vocational education, and behavior modification programs.

ACADEMIC PROGRAMS

The Sheriff's Department, through the Education Based Incarceration Bureau, contracts with approved adult educational schools to provide courses at all jail facilities. The curriculum is based on California state standards, and is kept up to date with current requirements. It includes:

- ***Adult Basic Education:*** This series of courses is offered to students preparing for the formal GED preparation course. It features a systematic "building block" approach to development of improved reading, writing, and math skills.

- ***General Educational Development:*** For inmate students who have not yet achieved a high school diploma, this program offers an alternative diploma in the form of a state-approved equivalency series in the areas of language arts (reading, writing, and comprehension skills), mathematics, science, and social studies.

VOCATIONAL (CAREER TECHNICAL) PROGRAMS

The Sheriff's Department offers a wide variety of industrial training courses designed to increase the likelihood of employment in specific vocations after release. Here are a few examples of the current and growing list of vocational training courses available:

• ***Cement and Concrete Block Masonry:*** Teaches a wide variety of modern masonry techniques, including barbecue patios, block wall buildings and fire pits.

• ***Art Education:*** This program develops general art skills, techniques, and aesthetic expression related to artistic and professional practice in the media.

• ***Automobile Body Repair and Detailing:*** This is comprehensive course that features repairs, maintenance, welding, power tools, metal techniques, spray painting, refinishing and detailing.

• ***Commercial Painting:*** Includes instruction in brushes, rollers, spray equipment, abrasive blasting, and rigging/scaffolding.

• ***Building Maintenance:*** Prepares students for careers in the rapidly growing field of custodial maintenance, basic repairs, floor care, and insect and rodent control.

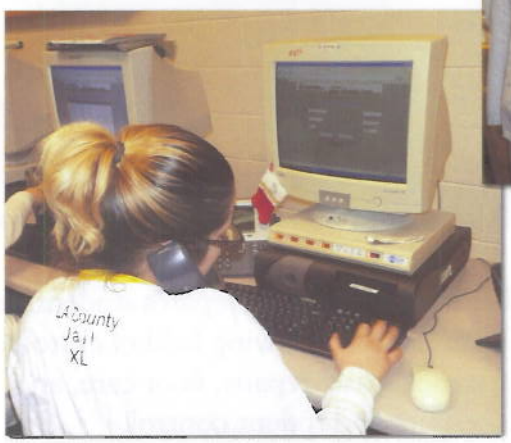
• ***Residential Construction:*** A comprehensive course from foundation to roofing and everything in between.

• ***Commercial Welding:*** Teaches the full spectrum of various types of commercial welding.

• ***Computer Operations:*** Covers the basics of Microsoft Office 2010 suite operations, Word, PowerPoint, Access, and Excel.

• ***Landscaping:*** This growing industry offers career potential on a number of levels, and the courses train students in lawn care, irrigation, plant care, and basic landscape design.

• ***Culinary Arts:*** Active training in food services, baking, cooking and the full spectrum of food preparation career preparation.



• ***Directory Assistance Operator:*** This is an entry-level training course for state of the art telecommunications, taught by a contracted education agency. Inmate students provide information services on three shifts, 24 hours a day, seven days a week.

JAIL ENTERPRISES UNIT

The Jail Enterprises Unit (JEU) oversees vocational shops spread over several separate jail facilities. It features workforce training with a practical aspect: Credentialed instructors train the students while the products they manufacture are sold to Los Angeles County departments and employees, thus generating revenue for the Inmate Welfare Commission to support the entire scope of inmate programs. These courses include:

• ***Print Shop:*** The 19,000 square feet commercial-based print shop is located at Pitchess Detention Center. Students are taught basic and advanced printing application using state-of-the-art printing equipment. The print shop produces products such as forms, flyers, brochures, invitations, envelopes and magazines.

• ***Wood Shop:*** The wood shop provides both classroom instruction and hands-on training in numerous types of woodworking, such as Millwork, Finish Carpentry and Cabinet making. Students also repair furniture and craft large outdoor signs for Sheriff's Department facilities.

• ***Sew Shop:*** This shop introduces students to the power-sewing industry. They produce all the inmate clothing, linen, property bags and mattresses.

• ***Wheelchair Repair Shop:*** Students repair wheelchairs for the Medical Services Bureau, while the backs and seats are sewn at the Sew Shop.

• ***Sign Shop:*** Here, students learn basic computer-aided fabrication and are introduced to graphic arts design. In addition to signs, they also produce engraved awards such as plaques, trophies and medallions.

• ***Bike Shop:*** The bicycle repair shop receives donated bikes from commercial bicycle shops throughout the county, as well as abandoned property. Students repair and refurbish them from start to finish, providing practical instruction in mechanics, repair and maintenance.

• ***Plastic Bag Manufacturing:*** This program supplies much of the Department's requirement for lunch bags and large trash bags. Students learn industrial machine operations, packaging and small-scale warehousing.

• ***Commercial Embroidery Shop:*** Inmates learn embroidery basics, machine maintenance, and technical applications. The students use cutting-edge, computerized embroidering machines.

• ***Pet Grooming:*** Teaching skills used in the pet-service industry, this training prepares students for jobs in such businesses as kennels, animal shelters, pet shops and pet salons.

• ***Commercial Landscaping, Plant Nursery, Landscaping, and Groundskeeping:*** This program prepares inmate students for careers in plant farm management, including orchards, vineyards, and tree and shrub nurseries. The Department operates a large nursery and provides training in nursery operations, equipment maintenance, horticultural skills, soil preparation, plant propagation, and sprinkler installation and maintenance.

JEU has also entered the arena of sustainable industries, such as farming and horticulture, community and urban gardening, and beekeeping. The Jail Enterprises Unit sponsors cutting edge research and development to prepare students for the careers and the environmentally friendly technologies of tomorrow.

BEHAVIORAL MODIFICATION COURSES

These courses of instruction are generally referred to as Cognitive Behavioral Therapy. Studies worldwide have consistently shown them to be very effective in reducing recidivism. EBI offers a wide variety of such critical thinking and perception courses, generally of 6-8 weeks in length. They are taught using a modern interactive method known as "facilitation." EBI facilitators include specially trained sheriff's deputies and custody assistants in each of the jail units countywide.

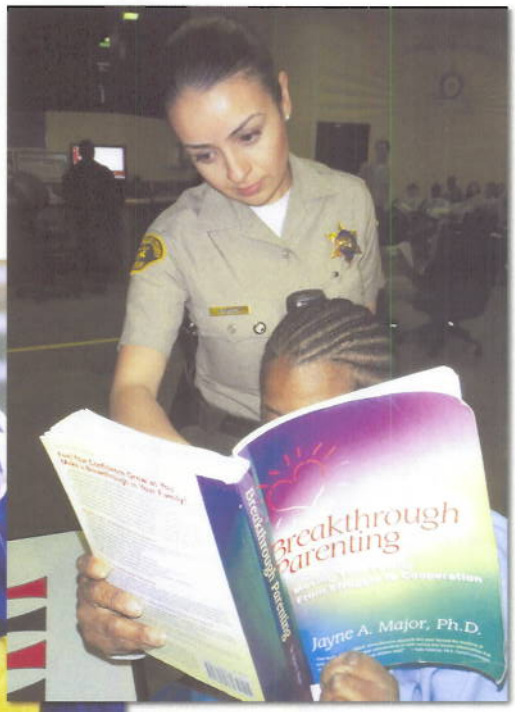
Also, EBI has recruited and trained over 150 community volunteers, including members of the Sheriff's Interfaith Clergy Council, to act as teacher/facilitators for the courses. The curriculum includes a broad selection of those Cognitive Behavioral and Life Skills subjects that are proven to be most effective in producing transformation among inmate students. The volunteers include many of the County's most experienced and dedicated community leaders, and represent a broad cross-section of community organizations. Also, guest instructors from universities nationwide are now teaching this category of courses, and are introducing useful innovations that are being incorporated into the EBI curriculum.

EBI also sponsors interns from colleges, universities and graduate schools across the USA, training them in EBI practices and procedures while providing a valuable platform for future research and development.

Here are some examples of the growing selection of cognitive behavioral courses:

- ***Changing How We Think:*** Students learn how our internal thoughts affect our feelings, not external things like people or events. By changing how we think, we can change how we feel and behave.
- ***Domestic Violence:*** Helps students understand what constitutes an abusive relationship and how to develop the skills necessary to resolve conflicts constructively.
- ***How to Get a Job:*** Teaches students the basics of conducting a job search, preparing a resume, and participating in a job interview.
- ***Education is a Way of Life:*** Offers an overview of how to obtain a basic GED and enroll in college courses, as well as how to access resources available to students, including local libraries and other services in their communities.
- ***Substance Abuse Education:*** This course covers the physiology and psychology of substance abuse, including the effects of drugs and alcohol on the mind and body, and strategies for quitting.

• ***Seven Habits of Highly Effective People:*** Covers the basics of Dr. Steven Covey's popular course, including being proactive, putting first things first, seeking first to understand, and synergy.



• ***Parenting:*** Discusses the techniques and skills of effective parenting, including behavioral modification techniques.

- ***Leadership Training:*** Offers the basics of individual and group leadership, including the importance of values, ethics, and attitudes.
- ***Interpersonal Communication:*** Discusses the interpersonal communication process, including verbal and non-verbal language, conflict management, and causes of mis-communication.
- ***Conflict Resolution:*** This course focuses on how to manage and resolve interpersonal conflicts, including managing our responses, achieving rapport, taking perspective, and managing emotions.
- ***Anger Management:*** Helps students understand how to recognize and control emotions, resolve conflicts, and improve interpersonal relationships.
- ***Moral Reconation Training (MRT):*** This is a systematic, cognitive behavioral, step by step treatment strategy designed to enhance self-image, promote growth of a positive productive identity and facilitate the development of higher stages of moral reasoning.

All the foregoing courses involve the conscious process of decision-making and purposeful behavior.

In their own words...

DEPUTY BATES, SIR,

I FEEL SO FORTUNATE TO BE PART OF THE TURNING HEARTS ACTIVITIES ON FRIDAY, ESPECIALLY AFTER BEING @ SUPER MAX SINCE MARCH.

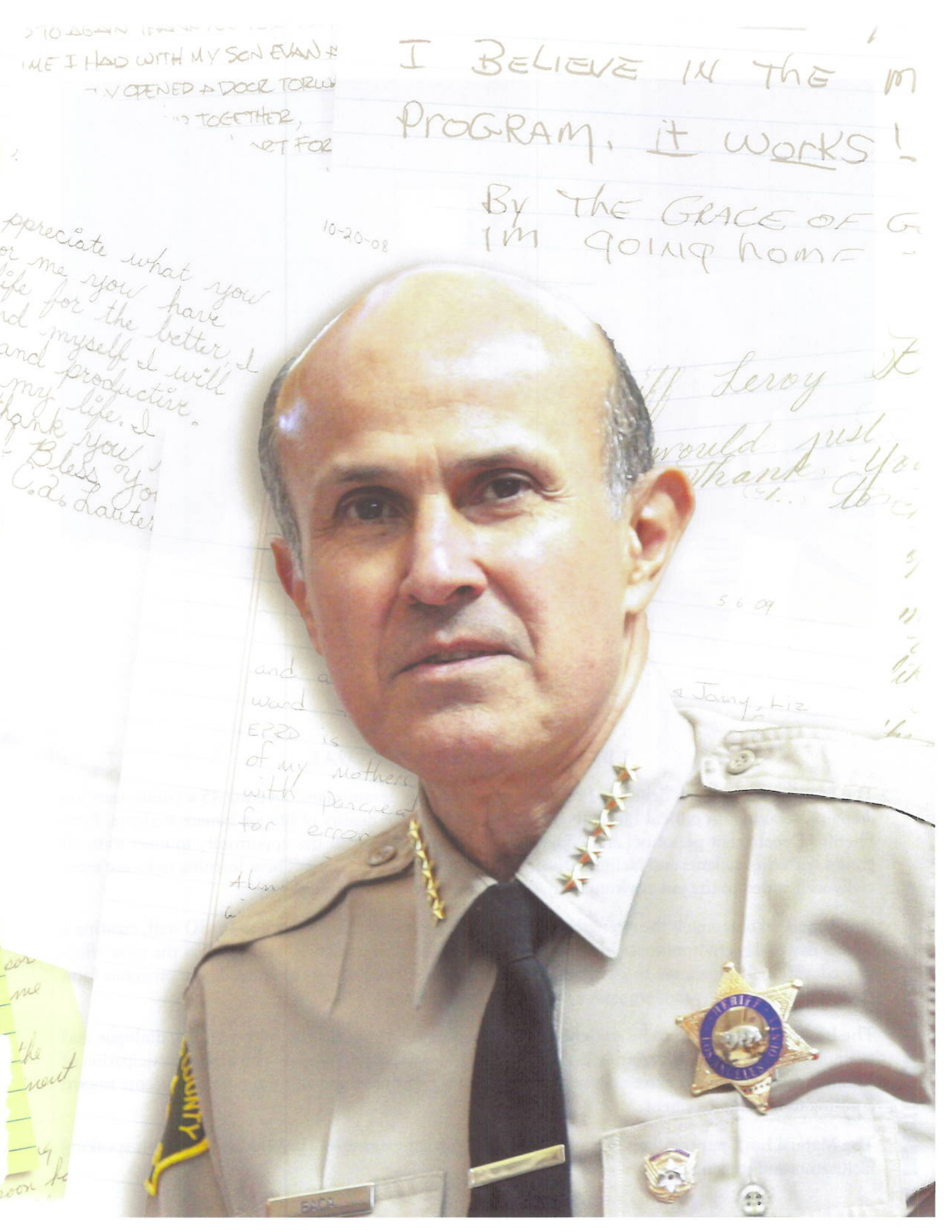
I HAVE CONFIRMED WITH CHAPLIN JOE THAT MY SON IS COMING TOMMORROW AND I AM SO OVERJOYED AND THANKFUL TO YOU, BUT EVEN THOUGH I AM A OPTIMIST, I HAVE BEEN WAITING ON THE CHAN FOR 7 WEEKS NOW AND WILL NOT HAVE THE OPPORTUNITY TO SEE MY SON EVAN TIL I'M RELEASED IN 17 MONTHS.

I WOULD BE DEVASTATED IF MY NAME WAS CALLED TONIGHT (THURS. 9-24-9) TO LEAVE HERE GIVEN THIS WONDERFUL OPPORTUNITY GIVEN TO ME BY YOUR DEPARTMENT.

SO IF THERE IS AWAY FOR YOU TO CONFIRM THAT I'M NOT LEAVING - SCRATCH MY NAME IF I AM IT WOULD BE TRULY APPRECIATED.

SINCERLY-THANKFUL

P.S. YOU HAVE FOREVER CHANGED THE WAY I LOOK AT THE LOS ANGELES COUNTY SHERIFFS DEPARTMENT.
GOD BLESS YOU.


I BELIEVE IN THE M
PROGRAM. it works!
By THE GRACE OF G
IM GOING HOME
10-20-08

EBI FACILITATOR'S MANUAL

The Facilitator's Manual, developed by EBI staff, consists of lesson plans covering 45 separate learning domains, focusing on critical life skills needed to improve the quality of life for inmate students. Both Sheriff's Department personnel and community volunteers are given the opportunity to meet in small groups with the students and facilitate these and other learning domains. These learning units are especially well-suited to the jail environment, i.e., "making the most of a short stay."

One beneficial outcome is the strengthened relationship between the inmate and LASD staff, creating a calmer day to day environment. Also, studies on correctional education all indicate that the most effective educational courses are those which focus on values, attitudes and thinking. These programs form an essential part of any modern policy for reducing recidivism.

The lessons are designed to be student-centered with ample opportunity for questions, dialogue and examples—rather than delivered in a more traditional lecture-based format. The active participation of community volunteers is extremely valuable in creating a positive attitude among the students toward continuous self-improvement.

The Manual has been translated into Spanish and is proving extremely popular with Spanish-speaking facilitators and students.

MULTIDISCIPLINARY AND HYBRID PROGRAMS

The programs described below are also known as comprehensive, three-dimensional, or "wrap-around" educational and therapeutic courses. Just as the needs of inmates leaving jails are extremely complex, EBI designs its solutions, to the greatest extent possible, to respond to those needs on an individual basis. EBI therefore has developed a full spectrum of academic, vocational, cognitive behavioral, and other comprehensive techniques, and is rapidly expanding both the curriculum and the numbers of inmate students participating in these programs.

1. MAXIMIZING EDUCATION REACHING INDIVIDUAL TRANSFORMATION (MERIT)

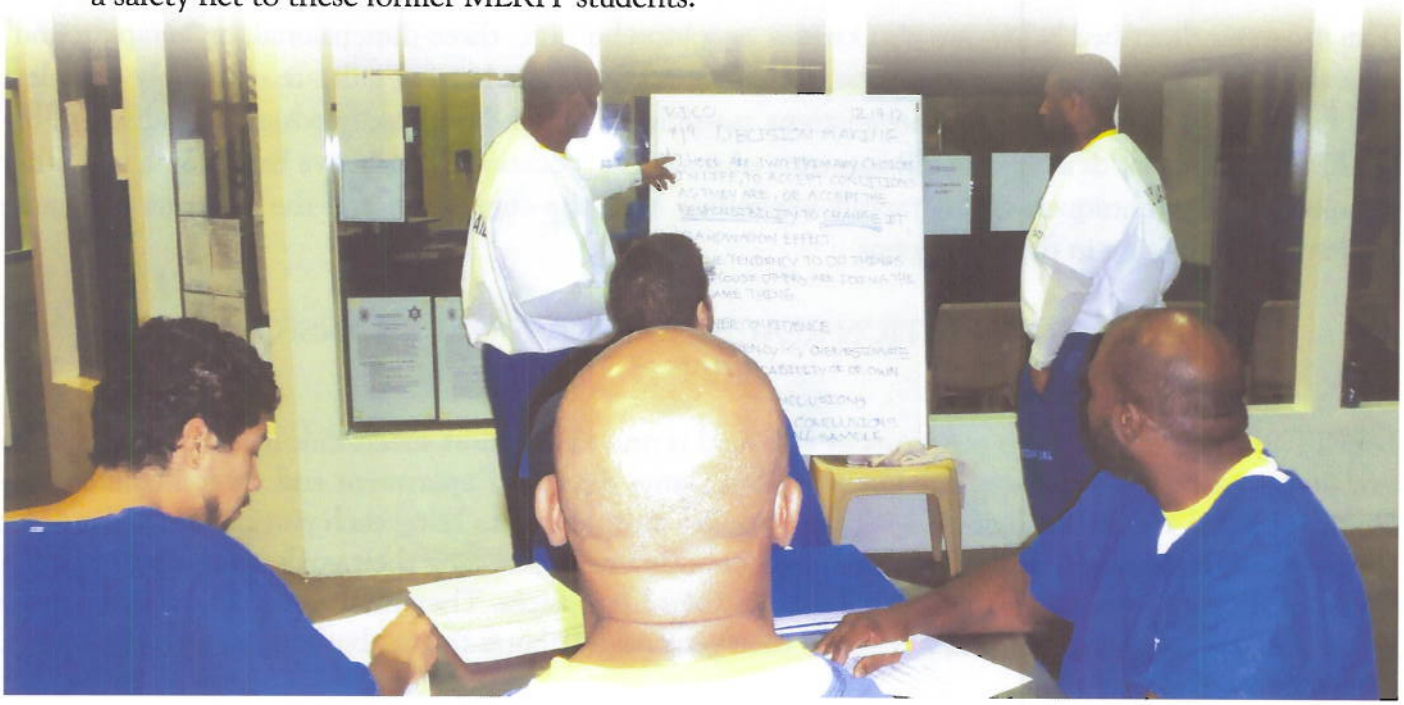
MERIT is one of the flagship programs in EBI, and is one of the most successful. It is based on a close and active partnership between the Los Angeles County Sheriff's Department and several community-based agencies. The strength of the MERIT series lies in its ability to bring each participant to the point that they recognize the necessity of a personal commitment to reaching their goals, accepting responsibility for their actions, and being accountable for their life choices. They then learn how to make those choices in a rational manner, and to employ their positive attributes toward building a successful family, career, and future.

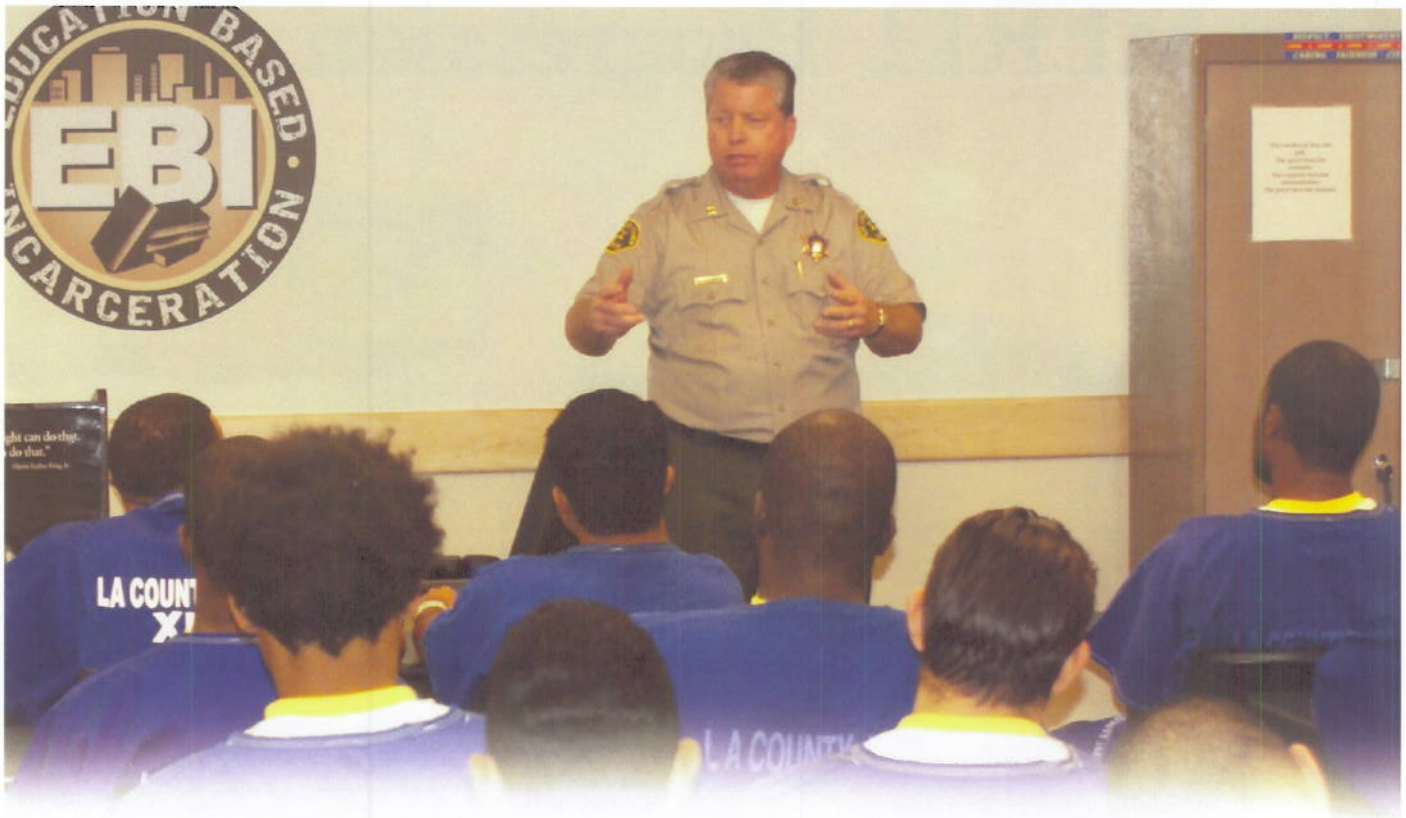
MERIT'S curriculum provides an avenue for change through personal accountability, and increases the student's skills at utilizing options and resources for success. Students are enrolled in the program through several sources:

- General population referrals from inmate dorms and inmate request forms;
- Veterans' organizations such as the Veterans Administration, U.S. Vets, and Volunteers of America (VOA);
- Court order of the sentencing Superior Court judge.

One of the innovations of this interdisciplinary program is its Progression feature.

1. Potential students are recruited out of the General Population dorms by Merit Masters students. Those accepted into MERIT *Beginnings* then take an initial six-week course. The *Beginnings* course acts as a feeder for the succeeding levels and courses. Students successfully completing *Beginnings* then proceed to the *Life Skills* course;
2. *Life Skills* course, a twelve-week series emphasizing career, commitment and relationships. When students graduate from the *Life Skills* courses, they become eligible to apply for the *Advanced Masters Program;*
3. *Advanced Masters Program*. Candidates are then selected by oral exams. Those not selected for the *Masters Program* can opt to stay in a MERIT dorm and continue development of their Exit Plan.
4. Graduates of the *Masters Program* can then teach students in *Beginnings*, or return to General Population dorms to teach and/or recruit new entry-level students, while serving the remainder of their sentences.
5. The final stage of the Progression is MERIT *Continuum*, a post-release group that meets once a week with various community services and faith-based organizations that provide a safety net to these former MERIT students.





MERIT had its beginnings at Pitchess Detention Center, South Facility, and now offers similar programs at all other jail facilities.

a. MERIT-South: The "Bridges to Recovery" Program

The Bridges to Recovery program is a two-phase, twelve-week program of domestic violence intervention and recovery. It comprises two six-week phases covering 220 hours of intensive instruction. Participants are challenged to evaluate past abusive behaviors, set goals for recovery, show their motivation to change their behavior, and accept responsibility for future actions. This holistic program is framed in a community setting, in which students are housed together, eat together, discuss the subject materials and attend classes together.

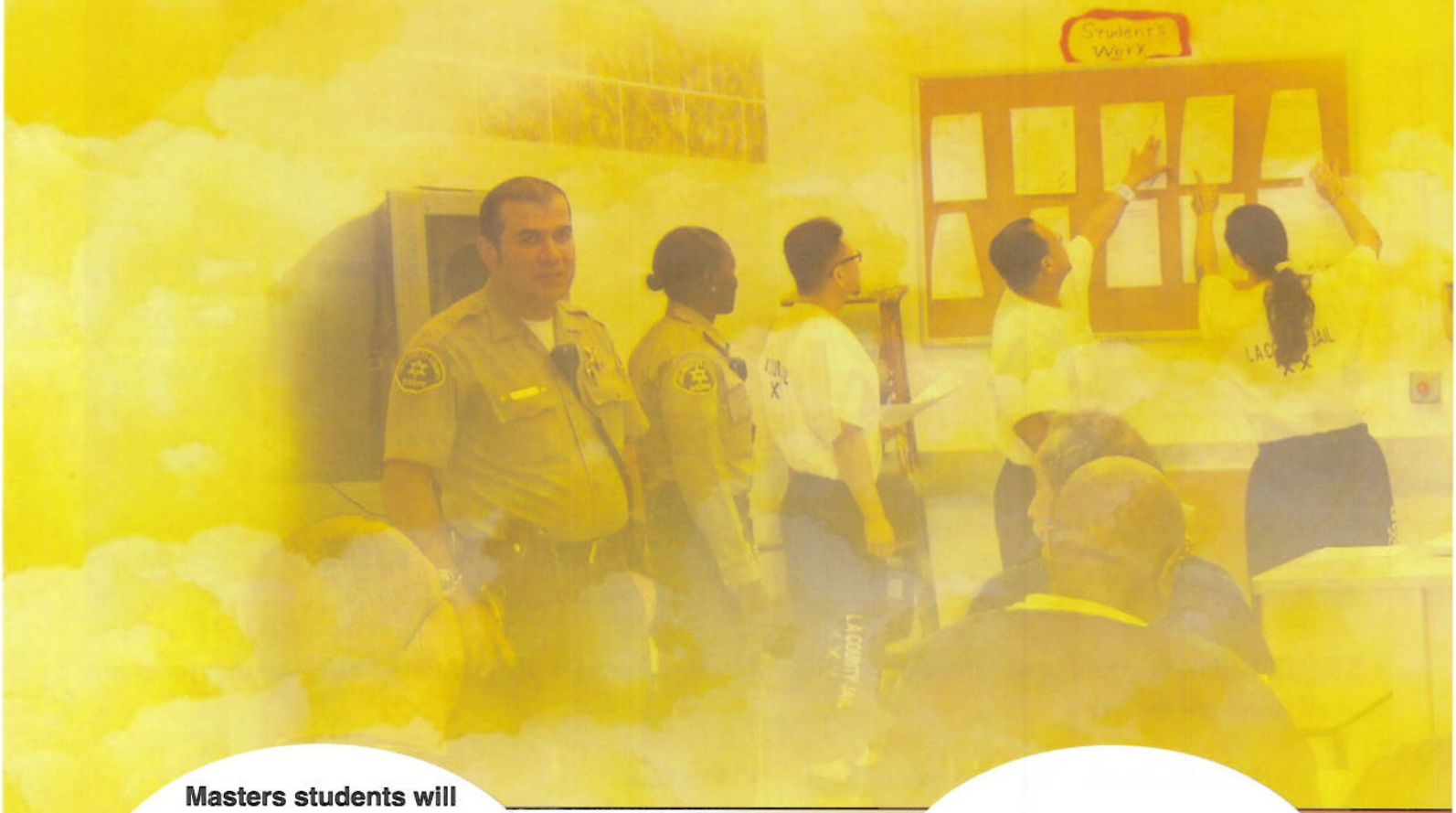
EBI is converting the entire South Facility at the Pitchess Detention Center into an "all education" jail of MERIT dorms and classrooms. Educational and vocational programs are now offered to all 1,600 student inmates in the facility.

b. MERIT- MCJ: The "STEPS" Program

The *MERIT- STEPS* program at Men's Central Jail aims to create a positive change in incarcerated men. This too is a holistic program, and combines traditional classes with cognitive behavioral, self-improvement modules. Students in this program are housed in the same dorm and agree to help each other and treat one another as equals, as well as to participate in one of several committees: Executive, New Member Relations, Tutoring, Marketing/Promotions, and Volunteer.

In a unique aspect of the program, students develop a working "Exit Plan." They add continuously to the plan as they identify the skills necessary to successfully transition from incarceration to society. Prior to participating, students are assessed to determine their levels of social functioning. They also work with a school counselor for appropriate placement and class enrollment

The MERIT Progression



GENERAL POPULATION DORMS

Masters students will recruit from the general population dorms. MERIT staff will also enroll from inmate request forms. Nine times out of ten, inmates will stay in the program once they give the program a chance.

MERIT BEGINNINGS 6 WEEKS

General population students will be taught EBI classes from master students. MERIT Beginnings program is designed as a feeder program for the MERIT Life Skills class.

MERIT LIFE SKILLS 12 WEEKS

Some MERIT grads will stay in the program after graduation for leadership purposes. Some students will become section leaders, clerks, leadership for the class.

Many MERIT grads will stay in the dorm and continue to work on their education. Masters students will be selected from this dorm by an oral interview.

Masters students will teach, mentor, council and develop a business plan. Master teachers will visit Sylmar Juvenile Hall and teach EBI Life Skills classes.

Any student from any level of the MERIT program is welcome to attend the post released Continuum. The Continuum is once a week. Community based and faith based organizations meet to provide a safety net to these former students.

MERIT GRADUATION DORM

MERIT MASTERS

MERIT CONTINUUM

c. MERIT- CRDF: The "MERIT-Wise" Program

The *MERIT-WISE* program was developed specifically to assist female inmates at Century Regional Detention Facility (CRDF). Female students who commit to making changes in their behavior have the privilege of living in the MERIT honor dorm, where they attend a variety of academic, life skills, and behavior modification classes. Upon selection into the program, students are required to set definite goals for employment, family reunification, and rehabilitation. Students are honored for their achievements on a quarterly basis with certificate ceremonies.

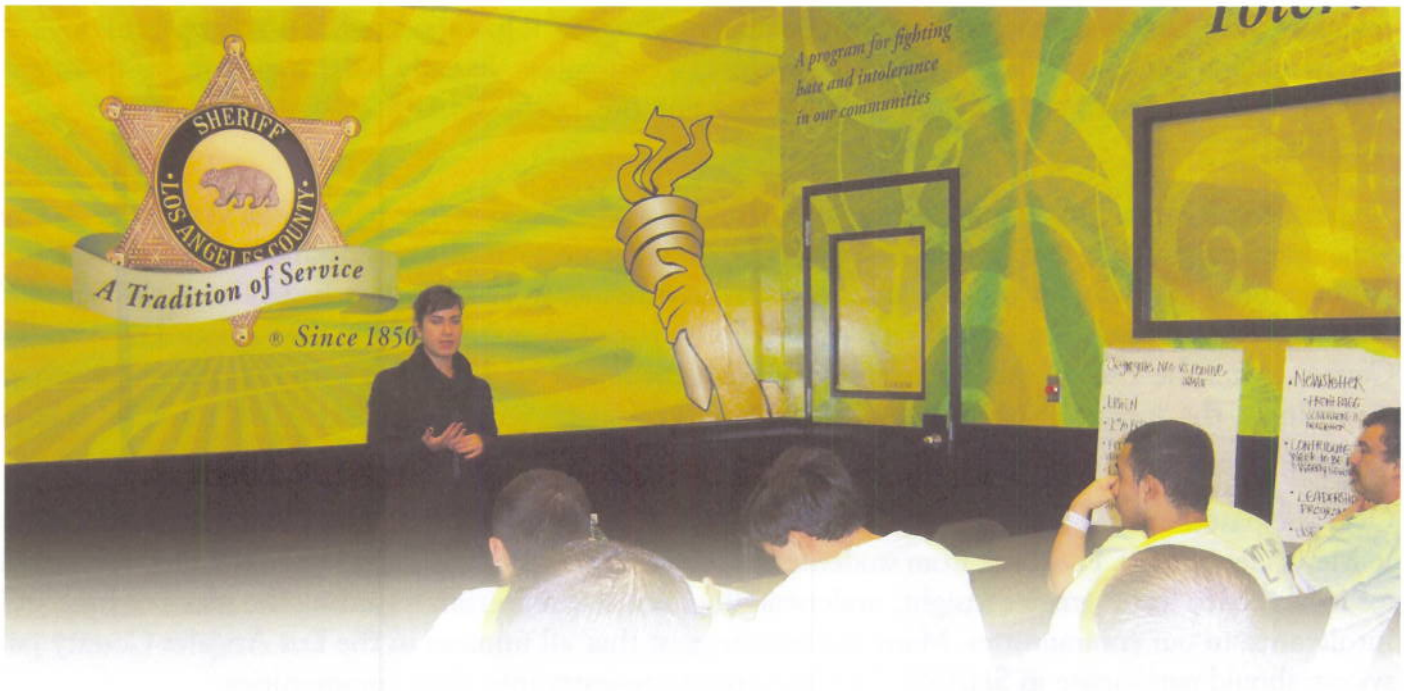
2. SOCIAL MENTORING ACADEMIC AND REHABILITATIVE TRAINING (SMART)

The *SMART* program is another of EBI's unique flagship programs. Created thirteen years ago at Men's Central Jail, *SMART* has been and remains a pioneer and an internationally recognized model in dealing with the multiple issues experienced by gay and transgender inmates within the jail system.

SMART was originally designed to protect vulnerable gay and transgender men from assaults and victimization by other inmates in the jails. The program then grew, through the creative leadership of its originators and their staff, from a protective segregation instrument into a complete, multidisciplinary educational program.

Today, *SMART* occupies its own section of MCJ, including classrooms, libraries, study areas, offices for career and personal affairs counselors, and other services usually associated with community colleges or universities. The program now has a capacity of 280 students, and consistently operates near full capacity.

As human rights for gay and transgender Americans have progressed in recent years, *SMART* has been gradually increasing its student body to include non-gay inmates who nonetheless suffer from similar risks of assault or violence when placed in the general population. The results of this integration are exceptionally positive.



One of the hallmarks of *SMART* is the wrap-around, intensive nature of the learning process. Students are in class daily, for a weekly total of 30 hours. The curriculum is varied and eclectic, and is constantly a work in progress. The program features a growing number of modern learning combinations, such as:

- Applied psychology as a survival tool;
- Yoga, Pilates, and learning meditation processes;
- Learning and memory improvement techniques;
- Basic math and its applications to logic and problem-solving;
- Combining art, music, and ethics;
- Hypnotherapy as a reinforcement tool in drug and alcohol addiction treatment.

SMART courses are taught by Deputies and Custody Assistants assigned to the unit, as well as by community volunteers and administrators of community-based services for released inmates. The program has attained widespread recognition, and attracts prominent teachers as volunteers from universities and research institutes throughout the United States.

Their active teaching, facilitation, and dialogue with *SMART* students not only inspires enthusiasm among the students, but also is a subject of nationwide coverage in academic and professional literature. A recent example is an in-depth study of *SMART* published in March 2012, in The Journal of Criminal Law & Criminology (Northwestern University School of Law), listed as reference No. 14 in the List of References at the end of this booklet.

The EBI Bureau also considers *SMART* as a valuable research laboratory for more widespread application of hybrid and interdisciplinary techniques.

3. STOP HATE AND RESPECT EVERYONE (SHARE)

The *SHARE Tolerance Program* was introduced to the general public in late 2008, and has since gained the participation of thousands of middle school and high school students throughout Los Angeles County. The program's focus on exposing the harms caused by hate crimes and teaching respect and

tolerance for all has had an enormous positive impact wherever it has appeared. It was therefore a logical step to include a custody version of *SHARE* in the EBI curriculum. In early 2010, a special classroom was designed and built inside Men's Central Jail for presentation of the *SHARE Tolerance Program* to inmate students.

The classroom essentially mirrors the travelling version of the program that has proven so successful. The same dramatic graphics that were displayed in the mobile learning trailer are installed on the walls of the jail classroom, providing a wrap-around learning environment. The program begins with the *SHARE Tolerance* video, which is a specially produced, vivid depiction of hate crimes throughout Los Angeles County. After the video, LASD personnel facilitate the follow up discussion with the participants. Not surprisingly, the inmate version of the program is on a much more adult level than the high school version.

Over the past four years, hundreds of *SHARE Tolerance* classes have been presented to inmate students in Men's Central Jail. Feedback from students has been enthusiastic, and the program is highly acclaimed for its ability to foster greater insight, understanding, and self-reflection regarding the issues of hate and intolerance in our communities. Many students suggest that all inmates in the Los Angeles County jail system should participate in *SHARE Tolerance* prior to re-entry into their communities.

In light of the proven success of the program, a *SHARE Tolerance* classroom has been created at Century Regional Detention Facility (CRDF) to accommodate presentation of the program to our female inmate population. Further, the Education Based Incarceration Bureau has planned the expansion of the custody version to include all four facilities within the Pitchess Detention Facility complex as well as the Twin Towers Correctional Facility.

4. GENDER RESPONSIVE REHABILITATION (GRR)

GRR addresses the specific needs of women inmates, and is based on sound scientific research into trauma, abuse, poverty and other factors that lead women into addiction and criminal behavior. *GRR* is based on the fact that the pathway to crime among women is different from the male experience: Gender does matter.

GRR is a therapeutic community that is organized and taught by a highly trained staff (*HEALTHRIGHT 360*) that traces the past events in the life of each student to determine the causes of her present status. The therapeutic plan is then developed to deal with the trauma and bring about an outcome of empowerment and reconnection.

5. GETTING OUT BY GOING IN (GOGI)

The *GOGI* program for male and female inmates is committed to nurturing the internal change that comes from positive education and self-empowerment. Classes take place at the Twin Towers and Central Jail facilities, and include life skills, disciplined thinking, anger management, ethics, dressing for success, spirituality, and drug awareness and avoidance. Many of the instructors are university graduate students. As a unique feature of *GOGI*, each student is assigned a coach who provides individual guidance that continues after release. Another innovation now at *GOGI* is a "train the trainer" course that grooms students to instruct fellow inmates in self-help techniques.

6. INCARCERATED PARENTING PROGRAM (IPP)

IPP facilitates visits by minor children to their incarcerated mothers. This service is especially crucial where there is tension or animosity between parents.

7. IMPACT DRUG AND ALCOHOL TREATMENT CENTER

The inmates who are involved in the *IMPACT Program* are selected by designated Drug Courts within the Municipal and Superior courts of Los Angeles County. Inmates must have approval by an authorized Drug Court, the contact service providers (IMPACT Center) and the Sheriff's Department, to participate in a twelve-step curriculum partially based upon the tenets of the Narcotics Anonymous program. When an inmate completes the program, the *IMPACT* staff makes a recommendation to the court for follow-up monitoring, which can last up to eighteen months. The monitoring may include drug testing, non-custodial supervision, employment authorization, and continued participation in the twelve-step program.

Part Three: Going Out

A NEW BEGINNING

COMMUNITY TRANSITION UNIT

The mission of the Community Transition Unit (CTU) is to provide guidance to inmate students scheduled for impending release who are in need of many essential services.

Scientific studies worldwide show clearly that the most vulnerable period of time for released inmates – the time space in which they are most likely to commit another crime – occurs during the seventy-two hour period immediately after release.

CTU works to reduce the numbers of released inmates who ultimately return to custody. For that purpose, CTU partners with a large number of correctional professionals and their organizations to refer departing inmate students to the specific services indicated by the student's needs profile. The staff at CTU, most of whom are LASD Custody Assistants trained in case management, seek to ensure that released inmates have the necessary tools to reintegrate into the community and to progress beyond their past.

Inmates with 90 days or less left before release are actively case-managed to ensure optimum preparedness for a seamless transition to the community or to a community based organization.

COMMUNITY PARTNERSHIPS

The following organizations represent a cross-section of community efforts working in close partnership with CTU, offering assistance with employment services, substance-abuse counseling, domestic violence counseling, housing, transportation, life skills, and job readiness services:

- Acton Rehabilitation Center, Acton;
- Amity Foundation, Los Angeles;
- Antelope Valley Rehabilitation Centers, Castaic;
- Behavioral Health Services, Inc., Long Beach;
- Bridges, Inc., Pomona;
- Career Partners, Rosemead;
- Chrysalis, Los Angeles;
- CLARE Foundation, Santa Monica;
- Covenant House, Los Angeles;
- Cri Help, North Hollywood;
- Delancey Street, Los Angeles;
- First Day, Whittier;
- Foothill One-Stop Career Center, Pasadena;
- Gateways Hospital and Mental Health Clinic, Los Angeles;
- GOGI- Getting Out by Going In, Los Angeles;
- Goodwill Industries, Los Angeles;
- Homeboy Industries, Los Angeles;
- Homeless Health Care Los Angeles (HHCLA);
- House of Uhuru, Los Angeles;
- Lamp Community, Los Angeles;

- LA Works, Los Angeles, Irwindale;
- Long Beach Rescue Mission, Long Beach;
- Los Angeles Family Housing, North Hollywood;
- Los Angeles Transition Center (LATC), Los Angeles;
- Los Angeles Mission, Los Angeles;
- Midnight Mission, Los Angeles;
- New Directions, Los Angeles;
- Oasis Women's Recovering Community, Sylmar;
- Paving the Way Foundation, Lancaster;
- Salvation Army Bell Shelter, Bell;
- Salvation Army – Harbor Light, Los Angeles;
- SELACO WorkSource Center, Los Angeles;
- Share Self-Help, Los Angeles;
- Shields for Families, Inc., Lynwood and Compton;
- Special Service for Groups (SSG) HOPICS/RMO, Los Angeles;
- Substance Abuse Foundation of Long Beach;
- Tarzana Treatment Centers, Tarzana;
- United States Veterans Initiative (U.S.VETS), Inglewood and Long Beach;
- Volunteers of America (VOA), Los Angeles;
- Walden House, Los Angeles;
- Walter Hoving Home, Pasadena;
- Weingart Center, Los Angeles.

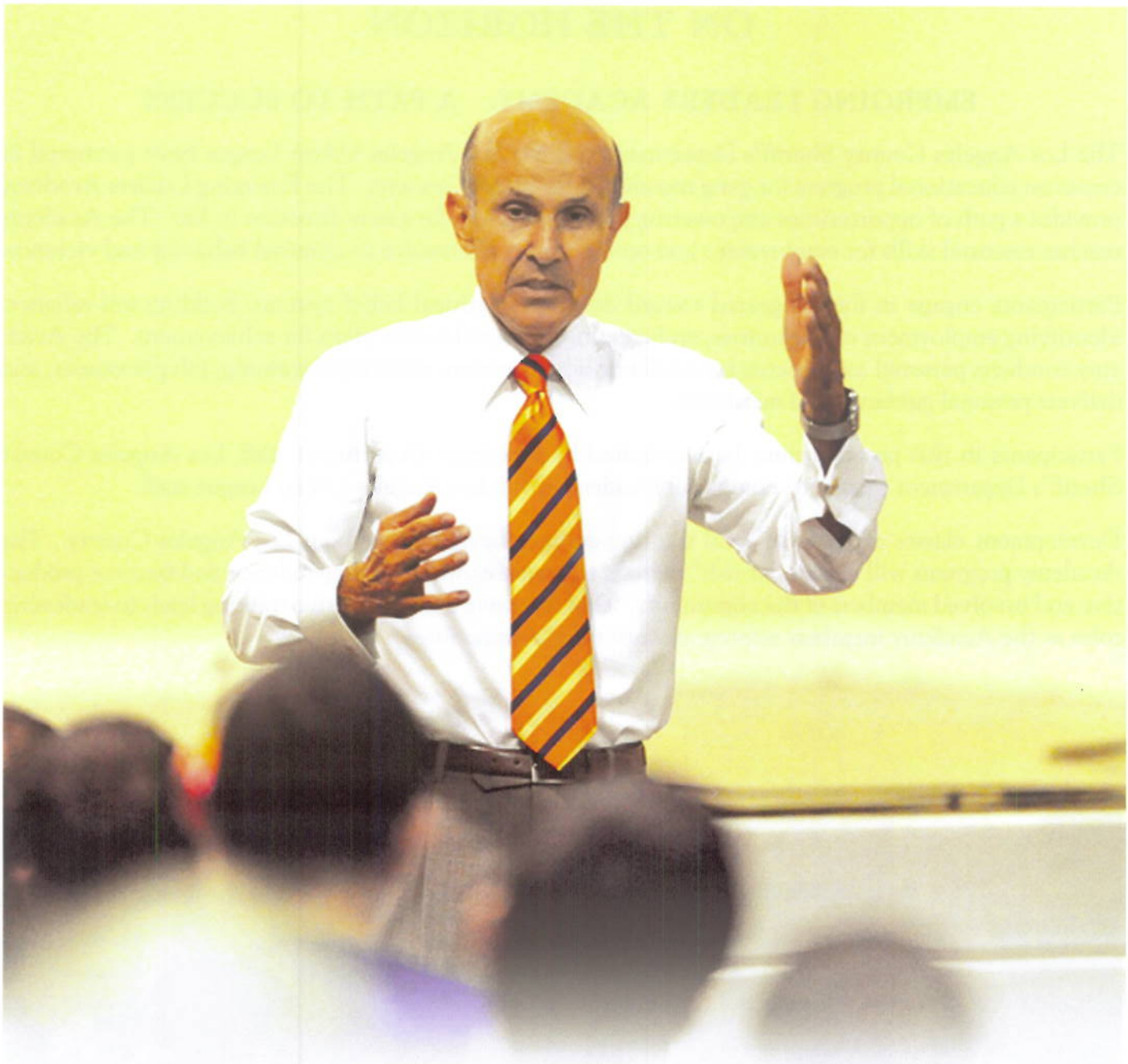
CTU experience to date cooperating in the provision of those services has now resulted in the development of a new and innovative program.

COMMUNITY REENTRY AND RESOURCE CENTER (CRRC)

CRRC is a project for comprehensive, on-premises provision of essential services for inmates due for release. It combines all essential social services in one location, and is based on individual needs and recidivism risk evaluations.

This project, still in the developmental stage, has identified funding and has completed an architectural design. It will be located in a building unit attached to the Twin Towers Corrections Facility complex, and will combine a large number of service providers. Each of them will occupy its own branch office-Service Station, with inmate interview space and online immediate access to the required service. They will include:

- *Department of Motor Vehicles (DMV)*: To issue State of California ID cards to inmates who have none. The cards are essential for opening bank accounts, renting living quarters, applying for Public Assistance or disability benefits (SSI), as well for accessing transitional housing or jobs;



- *Department of Public Social Services (DPSS):* To issue emergency food cards, bus tokens, cash vouchers, and other support;
- *Emergency homeless accommodations:* Through LAHSA, LAMP, LAFH, and other organizations;
- *HUD, Section 8, and other public and transitional housing possibilities*;
- *Department of Health, and Department of Mental Health:* Referrals to health care and mental health care in the returning inmate's own community, including:

  Medical appointment scheduling;
  Continuing addiction treatment;
  Job placement referrals;
  Referrals to public libraries, local support groups, and other neighborhood resources.

ON THE HORIZON

EMERGING LEADERS ACADEMY: A PATH TO SUCCESS

The Los Angeles County Sheriff's Department and the Los Angeles Urban League have partnered to create an educational program for gang members and "at risk" persons. The Emerging Leaders Academy provides a path of opportunities empowering participants to take a new direction in life. The Academy teaches essential skills for employment and services as an alternative to criminal behavior and violence.

Participants engage in forums geared toward developing ethical belief systems, building self-reliance, identifying employment opportunities, and creating organized action plans for achievement. The Academy conducts personal assessments for academic advancement, vocational training, job placement, and delivers personal guidance and mentoring.

Participants in this program must be nominated by Probation Department staff, Los Angeles County Sheriff's Department members, community leaders, or the Los Angeles Urban League staff.

Development classes are held at local training centers located throughout Los Angeles County. The Academy programs will enable "at risk" persons to secure economic independence and become productive and involved members of the community. This intensive and progressive training leads to leadership roles as the Academy members reintegrate into their communities.

RISK FACTORS

National and international research and program development efforts point clearly to the following main risk factors in predicting the probability of an inmate reoffending:

- Educational deficits;
- Lack of vocational skills;
- Unaddressed drug and alcohol addictions;
- Inappropriate behavioral patterns;
- Lack of critical thinking skills;
- Underdeveloped life management skills;
- Mental health challenges.

The recidivism rate for inmates who have participated in one or more of the EBI programs (or the California state equivalent) addressing their specific needs are much lower than those of non-participating inmates.

Also, inmates who receive post-release help in their transition back into the community are far less likely to be re-arrested than those for whom support is not accepted or is not available. The Los Angeles County Sheriff's Department has been an active sponsor of educational programs and community transition partnerships for more than eleven years, and is now launching the Community Transition Reentry Center that offers comprehensive support services and reentry success management.

Recent scientific studies worldwide confirm that the combined effects of diversified, "wrap-around" education and behavioral therapy, together with strong community reentry support, can lower recidivism rates in the region of 25-30 percent.

For that reason, EBI Bureau endorses and applies the growing body of evidence that our programs, both current and planned, are **"Creating a *Life* Worth Living"** for thousands of our inmate students.

A FEW WORDS ABOUT RECIDIVISM AND SAFER JAILS

"How many a dispute could have been deflated into a single paragraph if the disputants had dared to define their terms."

ARISTOTLE
(384 BC -322 BC)

Recidivism.

At first glance, the word seems easy enough to define. Upon closer inspection, however, we begin to realize that the word resembles an onion, whose layers must be painstakingly removed, one by one. While researching this publication, it became clear that the word recidivism can mean a great many things to a great many people. Most of the confusion is brought about by the entities who define the term. For example, the State of California may define it one way, while the federal government defines it in another. For our purposes in the Los Angeles County Sheriff's Department, we have defined the term "recidivism" in the following manner:

"Those individuals who have been convicted and incarcerated for the commission of new crimes."

Now that we have managed to "define our terms" regarding recidivism for LA County jail inmates, we can better prepare for how we will evaluate, analyze, and ultimately track recidivism rates for individuals who return to our jail system.

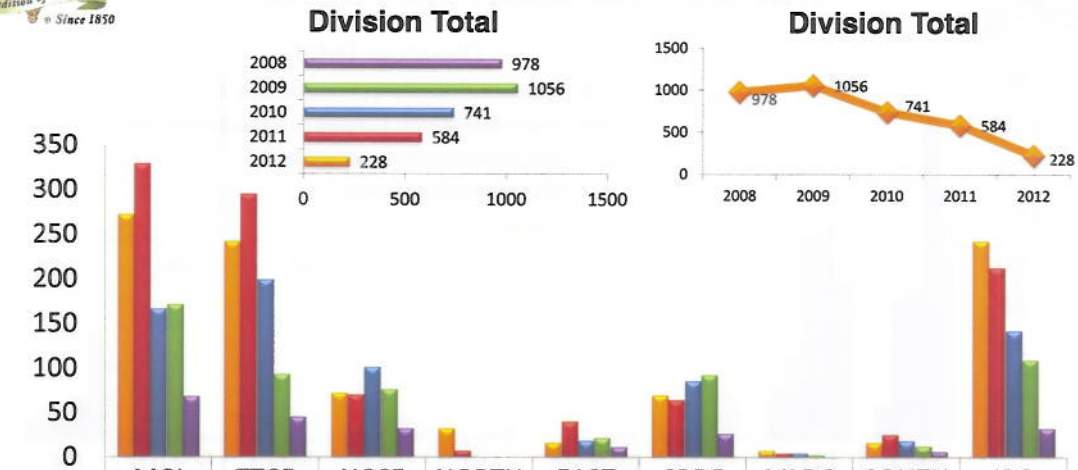
As one example of how this can be achieved, while reviewing records of inmates who have been involved in our MERIT Program, we selected a sampling of all inmates who had participated in the program over the past calendar year (September 2011 through August 2012). Out of the 1125 inmates who had participated in the program, we found that 569 had been released from custody. Out of that number, 209 have been rearrested and convicted of new crimes. This results in a recidivism rate of 36.7%.

While this review was in no way intended to be a definitive, empirical study, the numbers are nonetheless encouraging. In May of 2012, the State of California's Department of Corrections and Rehabilitation reported a recidivism rate of slightly over 63% for inmates who had been reincarcerated for newly convicted crimes. This is in comparison to a Northern California county that has reported a state-wide high recidivism rate of 78%.

It is our intention to conduct periodic reviews of this type of information in order to gain better insight into the issue of recidivism. As we obtain additional information, it will be reported in future editions of this publication.

Unlike the slippery fish term "recidivism," the words "safer jails" are much more easily defined and readily identified. This type of information is continually tracked and available to our Department for review and analysis. At the most recent Sheriff's Critical Incident Forum (SCIF) meeting that was held for Custody Division in October of 2012, the following informational charts were presented:

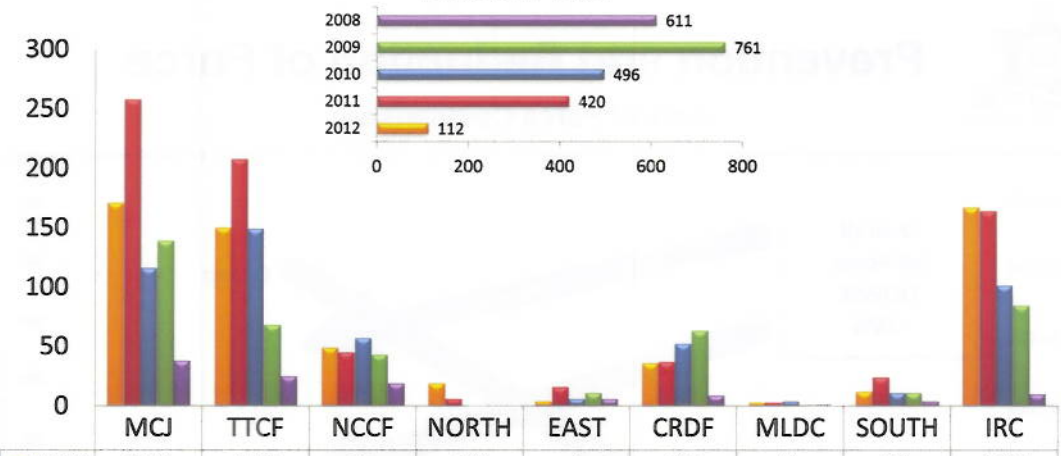
Total Force Incidents



	MCJ	TTCF	NCCF	NORTH	EAST	CRDF	MLDC	SOUTH	IRC
2008	273	243	73	33	17	70	8	17	244
2009	330	296	71	8	41	65	5	26	214
2010	167	200	102	0 ***	19	86	5	19	143
2011	172	94	77	0 ***	22	93	3	13	110
2012	69	46	33	0 ***	12	27	1	7	33

*Numbers compiled from FAST
**Numbers for 2012 reflect January - June 2012
***North Facility closed in March 2010

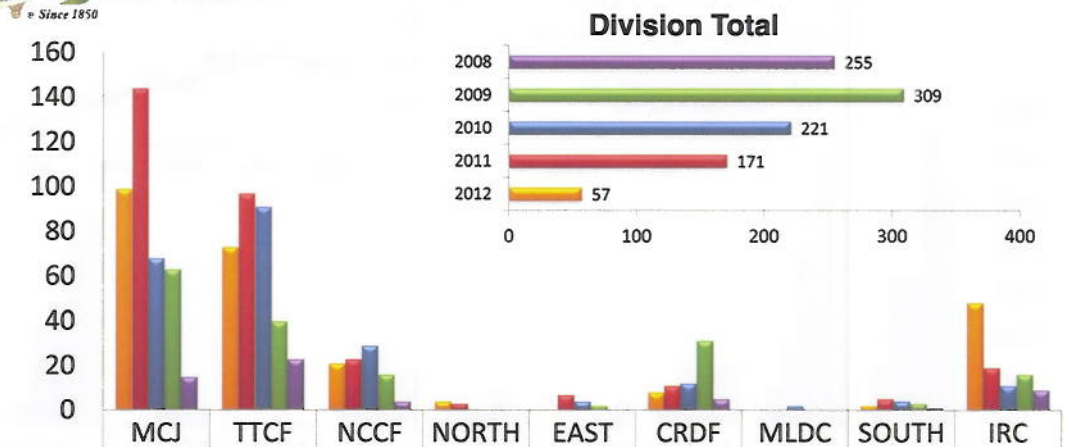
Significant Force Incidents



	MCJ	TTCF	NCCF	NORTH	EAST	CRDF	MLDC	SOUTH	IRC
2008	171	150	49	19	4	36	3	12	167
2009	258	208	45	6	16	37	3	24	164
2010	116	149	57	0 ***	6	52	4	11	101
2011	139	68	43	0 ***	11	63	1	11	84
2012	38	25	19	0 ***	6	9	1	4	10

*Numbers compiled from FAST
**Numbers for 2012 reflect January - June 2012
***North Facility closed in March 2010

Inmate vs. Staff Assaults

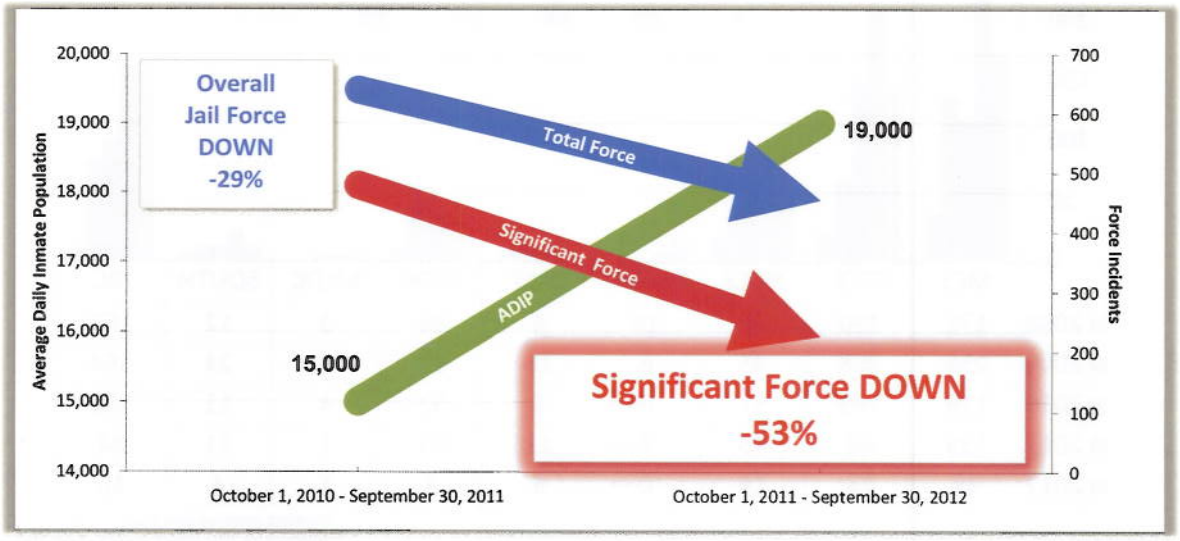


	MCJ	TTCF	NCCF	NORTH	EAST	CRDF	MLDC	SOUTH	IRC
2008	99	73	21	4	0	8	0	2	48
2009	144	97	23	3	7	11	0	5	19
2010	68	91	29	0***	4	12	2	4	11
2011	63	40	16	0***	2	31	0	3	16
2012	15	23	4	0***	0	5	0	1	9

*Numbers compiled from FAST
**Numbers for 2012 reflect January - June 2012
***North Facility closed in March 2010

Prevention and Reduction of Force

Annual Force Comparison



CUSTODY DIVISION	OCT 2010 - SEP 2011			OCT 2011 - SEP 2012			% Change		
	Sig Force	Less Sig Force	Total	Sig Force	Less Sig Force	Total	Sig Force	Less Sig Force	Total
CRDF	64	29	93	21	34	55	-67.2%	17.2%	-40.9%
EAST FACILITY	12	12	24	9	11	20	-25.0%	-8.3%	-16.7%
IRC	104	28	132	25	37	62	-76.0%	32.1%	-53.0%
MEN'S CENTRAL JAIL	155	33	188	66	57	123	-57.4%	72.7%	-34.6%
MIRA LOMA FACILITY	1	2	3	1	0	1	0.0%	-100.0%	-66.7%
NCCF	50	34	84	35	31	66	-30.0%	-8.8%	-21.4%
NORTH FACILITY	0	0	0	0	0	0	N/C	N/C	N/C
SOUTH FACILITY	11	5	16	9	7	16	-18.2%	40.0%	0.0%
TWIN TOWERS	82	18	100	60	51	111	-26.8%	183.3%	11.0%
	479	161	640	226	228	454	-52.8%	41.6%	-29.1%

Totals presented are as of 10/01/2012
North Facility repopulated May 21, 2012.

Less Significant Force: No injury or complaint of pain nor any indication of misconduct, searching and handcuffing techniques resisted by the suspect, Department-approved control holds, come-along, or take down, and use of Oleoresin Capsicum spray, Freeze +P or Deep Freeze aerosols, or Oleoresin Capsicum.

Significant Force: Suspect injury resulting from use of force, any complaint of pain or injury resulting from use of force, indication or allegation of misconduct in the application of force, any application of force that is greater than a Department-approved control hold, come-along, or take-down including the activation of the electronic immobilization belt or the use of the Total Appendage Restraint Procedure (TARP).

CDCR RECIDIVISM RATE- MAY 2012	**63%**
STATE- HIGH RECIDIVISM RATE	**78%**
1 YEAR LASD MERIT STUDENT RATE	**36.7%**

As you can see by the above information, there are a number of positive things happening regarding force incidents in the LA County jail system. While much remains to be done, the results are encouraging and let us know we are on the right track regarding this troublesome issue. While there are a number of factors that affect this data, there can be no argument that since the advent of the Education Based Incarceration Bureau, statistical and anecdotal accounts show a definite trend toward our jails becoming safer places for inmates and staff alike.

A FINAL WORD

It is anticipated that by the early Spring of 2013, a new computerized system will come on line that will revolutionize the way our Department tracks inmates who participate in all programming within the LA County jail system. The new inmate program tracking system will let us know at a glance which inmates participate in which programs. We will be able to track classes, hours, certificates/training received, and ultimately be able to fine-tune our programs to individual inmate needs. In short, these are very exciting times for our Department as well as the Education Based Incarceration Bureau.

Los Angeles County Sheriff's Department

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