



The California State University



PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated

BUILDING COMMUNITY

GROWING OPPORTUNITY

2022 ANNUAL REPORT



The California State University



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Supporting the higher education and successful reintegration of the formerly incarcerated



Creating healthier, safer communities

Advancing
equitable access

Building infrastructures
of care

Cultivating cultures
of belonging



Acknowledgments

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Building Community, Growing Opportunity

2022 Annual Report

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1. Introduction

In 2021, the CSU Project Rebound Consortium continued to defy prevailing pandemic-propagated trends in higher education. Amidst almost exclusively virtual learning modalities in the spring semester and fall semester in-person instructional and student service offerings that were well below prepandemic levels, Project Rebound staff and students continued to rise.

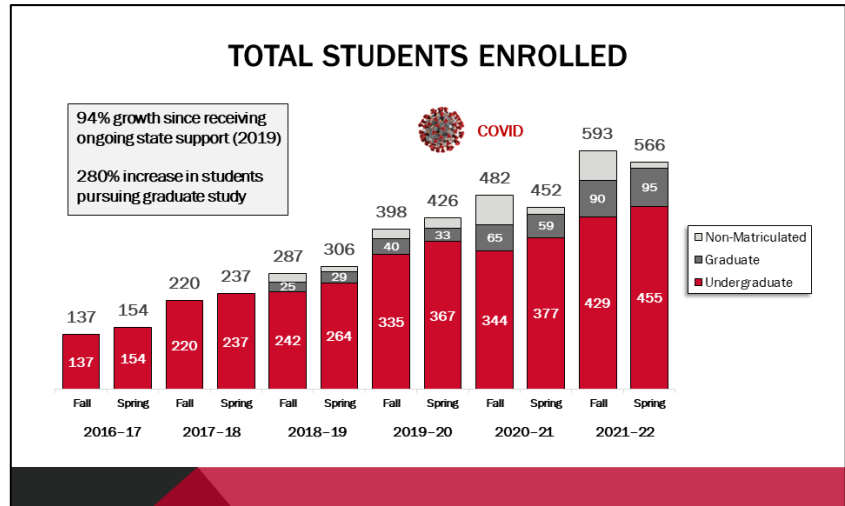
Since the State’s investment in 2019, the CSU Project Rebound Consortium has expanded from 9 campus programs to 14 campus programs. While the 23-campus CSU system has experienced a drop in enrollment to the lowest levels since Fall 2015, the CSU Project Rebound Consortium has doubled enrollment from 306 students to 566 students. And while the equity gap for underrepresented minority and Pell-recipient students across the CSU has increased during the pandemic, 86% of Project Rebound students—the majority of whom are Black, Latinx, or Native and Pell Grant recipients—have remained in good academic standing. Two-thirds have maintained a GPA of 3.0 or higher on a 4.0 scale. In addition, Project Rebound has increased the number of annual graduates by 151% (from 61 graduates in the Class of 2019 to 151 graduates in the Class of 2022).

By the end of the 2021-22 academic year, the CSU Project Rebound Consortium will have conferred nearly 500 Bachelor’s and Master’s degrees to formerly incarcerated students since originally forming in 2016. And with a recidivism rate of less than one percent, Project Rebound has clearly established California as a national model—leveraging the largest four-year university system in the country to scale a life-affirming, cost-effective response to the extensive impacts of mass incarceration.

This annual report will articulate and reconfirm how, even under the most trying of circumstances, the CSU Project Rebound Consortium remains one of the most

Project Rebound’s Progress Due to State Support		
Metric	2019	2021
Campus Programs	9	14 (+55%)
Students Enrolled	306	566 (+94%)
Students Enrolled in Graduate Programs	29	95 (+280%)
Graduating Class Size	61	151 (+150%)
Fulltime Equivalent Staff (Nearly all Formerly Incarcerated)	12	30 (+150%)
Students Employed (Federal Work Study)	14	63 (+350%)
Students Placed in Internships	41	90 (+120%)
Students in Good Academic Standing	79%	86% (+9%)
Students Received Certificates of Rehabilitation or Pardons	-	12
Students Connected to Department of Rehabilitation Resources	-	150
Students Completed Criminal Record Expungements	-	49
Students that Identify as Black, Latinx, or Native	63%	61%
Pell Grant Recipients	-	74%
First-Generation Students	-	61%
Parents of Minor Children	-	34%
Recidivism Rate	0%	< 1%

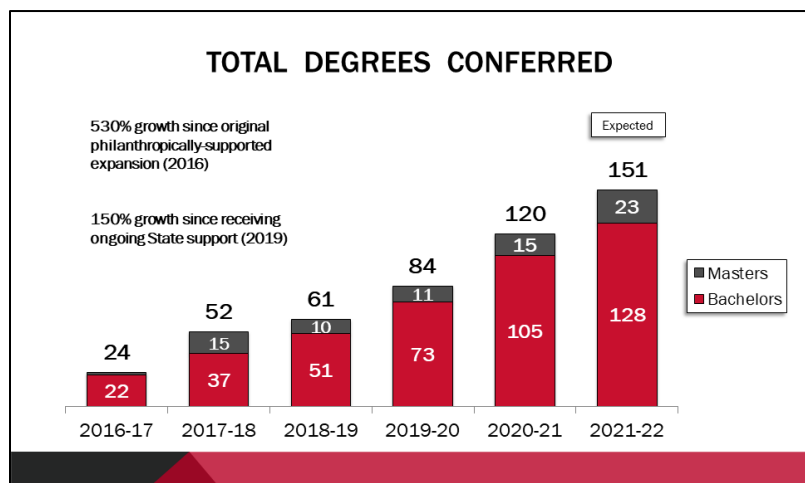
cost-effective postsecondary education and public safety investments in the state. Through grit, ingenuity, and community-building, Project Rebound daily transforms modest investment from the State of California into equitable access and opportunity, expansive student success, and stronger, safer communities from Humboldt to San Diego.



2. History of CSU Project Rebound

In 1952, John Irwin (1929-2010) robbed a gas station and served a five-year sentence for armed robbery in Soledad Prison. During his time in prison he earned 24 college credits through a university extension program. After his release from prison, Irwin earned a B.A. from UCLA, a Ph.D. from UC Berkeley, and then served as a Professor of Sociology and Criminology at San Francisco State University for 27 years, during which he became known internationally as an expert on the U.S. prison system.

In 1967, Irwin created Project Rebound as a way to matriculate people into San Francisco State University directly from the criminal justice system. Supported for many years by San Francisco State University's Associated Students, Inc., the program supported hundreds of formerly incarcerated students obtain Bachelor's and Master's degrees. In 2019, following a



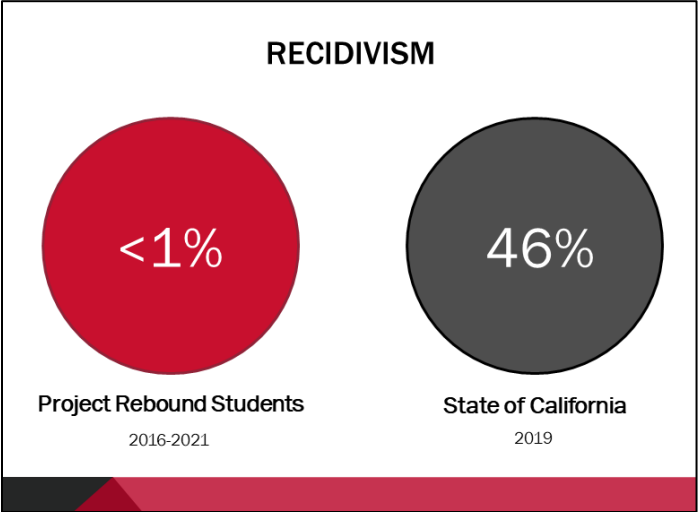
three-year, philanthropically funded expansion effort (2016-19), California made an ongoing investment in the CSU Project Rebound Consortium to grow and further expand this successful program across the state. The CSU Project Rebound Consortium is now a state- and grant-funded network of programs operating at fourteen CSU campuses in Bakersfield, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San

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Diego, San Francisco, San Marcos, and Stanislaus. Project Rebound is at the forefront of the CSU’s objective to close the equity gap for underrepresented minority and low-income students.

3. Policy Background: Becoming the State of Second Chances

The CSU Project Rebound Consortium is part of a growing student-centered ecosystem situated within a policy landscape that has helped to lift California as a national leader in equitable access to the transformative power of higher education for currently and formerly incarcerated people. Higher education has been shown to reduce recidivism and contribute to successful reentry for people who have been incarcerated, [73 percent](#) of whom are Black, Indigenous, or Latinx. Higher education also contributes to the formation of stronger, safer communities, as college students and graduates who have an incarceration experience often become positive role models in prison and return to their communities with new perspectives, new goals, and more life-affirming opportunities available to them and their families. [One in five Californians](#) (an estimated 8 million people) are living with a criminal conviction, 46 percent of whom report experiencing difficulty finding employment. Given, as the [Public Policy Institute of California](#) predicts, that the state is on track to fall about 1.1 million college graduates short of economic demand if current economic and population trends persist, building postsecondary pathways of opportunity for currently and formerly incarcerated Californians is not just smart public safety policy, it is also sound economic policy.



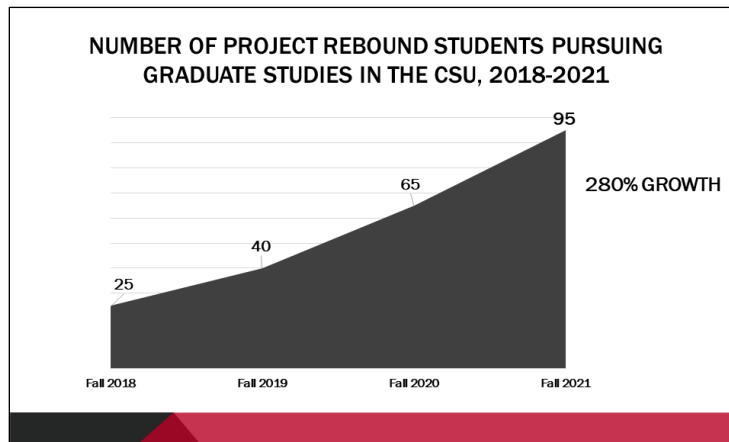
	2015	2021
Number of people inside state prisons with a verified high school diploma or GED	22,000	50,000
Number of state prisons with face-to-face college programs	1	34
Number of students inside state prisons enrolled in college	2,000	14,000

Workforce laws like the [Fair Chance Act](#) (Assembly Bill 1008; McCarty, 2017) and [Assembly Bill 2138](#) (Chiu and Low, 2018) increase second chances for qualified formerly incarcerated people in the areas of employment and occupational licensing. A series of legislative and electoral actions have also increased postsecondary opportunities for Californians who have experienced incarceration. Since the enactment of [Senate Bill 1391](#) (Hancock) in 2014, California has enabled its Community College system to

collect state apportionment for classes provided to incarcerated students, nearly all of whom have their enrollment fees waived through the California Community Colleges Promise Grant program.

Combined with the passage of [Proposition 57](#) (2016), which provides educational merit awards and sentence reductions to incarcerated people for educational and other rehabilitative

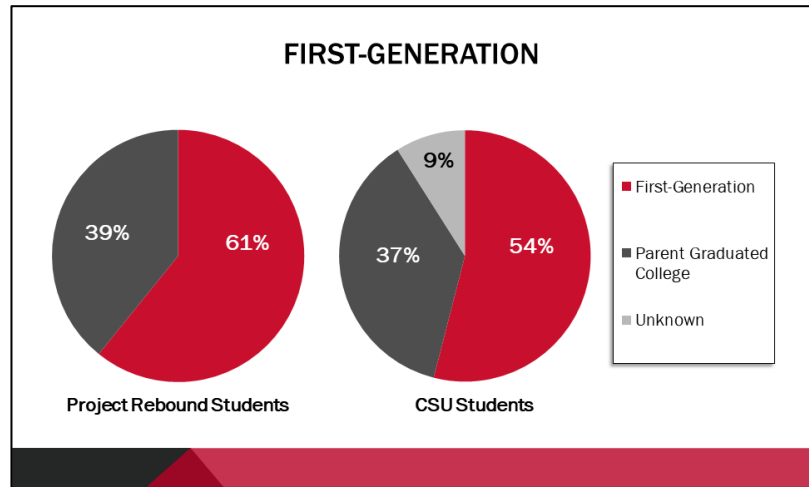
achievements, the number of state prisons that have face-to-face, credit-bearing college programs has increased from 1 to 34, and the number of college students inside California Department of Corrections and Rehabilitation (CDCR) facilities has increased from 2,000 to 14,000. All of these 14,000 current students are on Associates Degree transfer pathways. For the majority, the California State University is the logical next step in their educational and rehabilitative journey.



Given that the number of people in CDCR custody with a verified high school diploma or GED has increased from 22,000 to 50,000 since 2015, the demand upon California's public postsecondary education segments is expected to increase in tandem with the burgeoning volume of currently and formerly incarcerated people striving for the transformative power of higher education. Equitable access to higher education for this population has received a boost from both federal and state law. In 2020, Congress [lifted](#) the twenty-six-year ban on Pell Grant eligibility for incarcerated students, expanding affordable access to college, and [State Senate Bill 118](#) (Skinner, 2020) banned the box in higher education, opening the door to equitable access by prohibiting California postsecondary educational institutions from inquiring about a prospective student's criminal history during the admissions process. In the wake of Congressional action on Pell Grant eligibility, [State Senate Bill 416](#) (Hueso, 2021) protected incarcerated college students from predation by profit-seeking colleges seeking to exploit incarcerated students' restored access to federal financial aid, and required that CDCR only grant access to college programs provided by regionally accredited public and non-profit colleges and universities. The law also placed a statutory priority on college-in-prison programs that coordinate with the CSU Project Rebound Consortium and other postsecondary programs specifically serving formerly incarcerated students so that incarcerated students who are paroled receive support to continue building toward a degree or credential postrelease.

California has also appropriated funds to invest in the life-affirming, recidivism-reducing impacts of higher education as part of a burgeoning reorientation to public safety. California has invested \$3.3 million ongoing ([Assembly Bill 74](#), Ting, 2019) and \$5 million one-time ([Assembly Bill 128](#), Ting, 2021) in the CSU Project Rebound Consortium and \$10 million ongoing in the

California Community Colleges Rising Scholars Network ([Assembly Bill 417](#), McCarty, 2021) to help increase the capacity of the state's two largest public postsecondary segments to provide meaningful opportunities for formerly incarcerated Californians. Project Rebound's outcomes clearly demonstrate that the CSU is putting State resources to good use to make California a place of greater inclusion and opportunity. Because of these investments and the programs and networks they have bolstered, California is well on its way to earning the distinction of being *The State of Second Chances*.

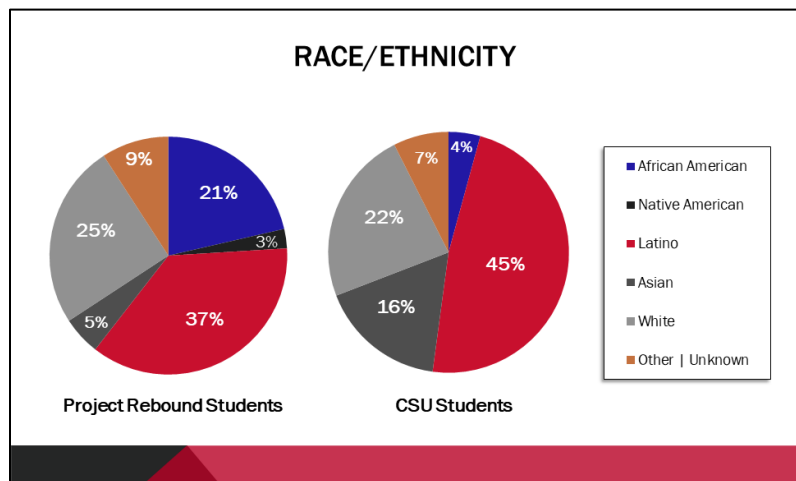


4. Who Are Our Students? Rebound Scholars

Project Rebound students are scholars—Rebound Scholars. Rebound Scholars are a highly diverse, multifaceted student population from a variety of backgrounds who contribute greatly to the strength and talent of the CSU student body and are beloved members of the CSU community. Rebound Scholars exemplify the way that Project Rebound is at the forefront of advancing the CSU's objective to close the equity gap for underserved and low-income students.

The majority of Rebound Scholars come from historically marginalized and underserved populations. Seventy-four percent of Rebound Scholars are Pell Grant recipients, compared to 44% in the general CSU student body. Rebound Scholars are also more diverse in age, race, and ethnicity than the CSU at large.

The majority (61%) of Rebound Scholars are Black (21%), Latinx (37%), or Native (3%). The proportion of Rebound Scholars that identify as Black/African American or Native American is six times greater than that of the CSU student body overall. In addition, nearly 72% of Rebound Scholars are between the ages of 25 and 44. By contrast, 76% percent of CSU

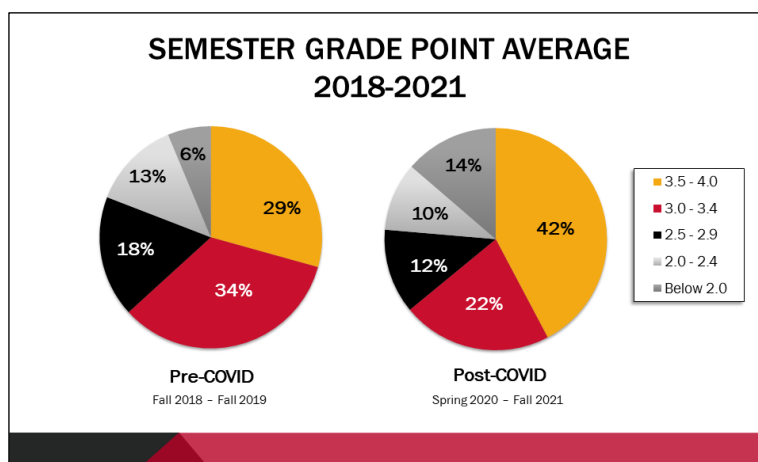
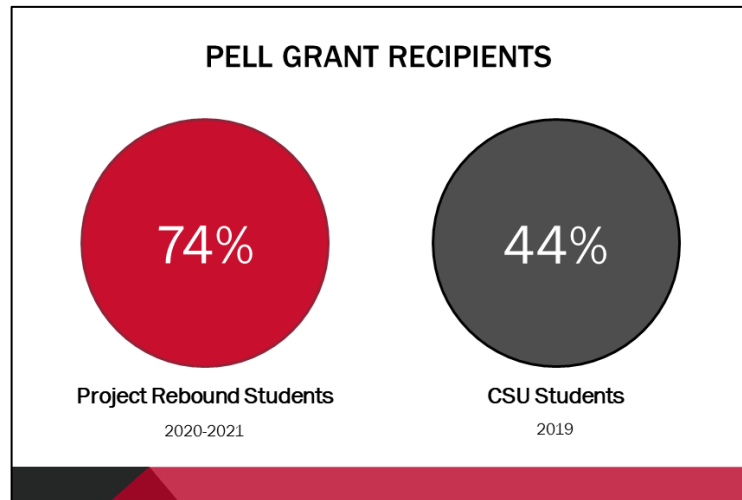


students are 24 years of age or younger. Many Rebound Scholars had their educational journeys as youths violently disrupted by the school-to-prison pipeline, which diverts the pathways of many would-be first-generation college students, especially youths of color. Not surprisingly, most Rebound Scholars (61%) are also first-generation college students.

Rebound Scholars create a pathway for their families and communities, who might not otherwise see themselves reflected in the CSU student body, to pursue higher education. Not only are the majority of Rebound Scholars the first in their families to attend college, 34% of Rebound Scholars are parents of minor children. By providing equitable access, a culture of belonging, and a community of care to these students, Project Rebound breaks intergenerational cycles of poverty, undereducation, homelessness, addiction, and incarceration. Project Rebound constructs a life-affirming alternative to the school-to-prison pipeline and the revolving door of mass incarceration, thus increasing social mobility for generations to come and fostering a safer, healthier, and more prosperous future for California.

While Rebound Scholars are incredibly diverse, one thing they share is a commitment to academic success, achievement, and excellence. Rebound Scholars are active in both undergraduate and graduate programs, pursuing degrees in fields such as the Social Sciences, Business and Economics, Health and Human Services, Arts and Humanities, Engineering and

Computer Science, Education, and more. Prior to and throughout the pandemic, when the CSU and universities around the globe rapidly shifted to virtual learning modalities, 86% of Project Rebound students have remained in good academic standing and two-thirds have maintained a GPA of 3.0 or higher on a 4.0 scale. Moreover, the number of Project Rebound students going on to pursue graduate studies in the CSU has increased by 280% (from 25



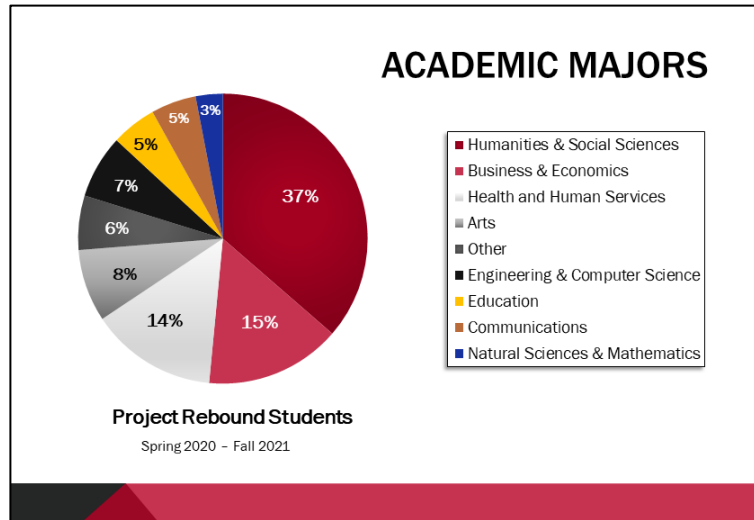
students to 95 students) since 2018. Rebound Scholars foster multi-generational patterns of academic success and achievement.

One of the reasons why the CSU Project Rebound Consortium is so successful is that Rebound Scholars are immediately connected to an inspiring, empowering, and supportive network of similarly situated students and alumni across the state. Project Rebound is active on national and international platforms, providing students opportunities to network, participate in educational activities, and be

exposed to cultures, places, and possibilities far beyond their communities of origin. For example, Project Rebound staff members serve on the Advisory Board of the Alliance for Higher Education in Prison and the planning committee of its National Conference on Higher Education in Prisons. Dozens of Project Rebound staff and students from across the Consortium traveled to Denver in November 2021 to participate and present on a national stage, including an outstanding keynote panel entitled “Barriers Faced by Formerly Incarcerated Female Leaders in Higher Education.” Project Rebound staff, alumni, and students served as panelists at Harvard Law School’s Institute to End Mass Incarceration, CSU Bakersfield’s Kegley Institute of Ethics, Columbia University’s annual Beyond the Bars Conference, and provided a keynote address to the Tennessee Board of



Regents College System. Rebound Scholars also had opportunities to engage with elected officials, including Assemblymembers Jose Medina (D-61) and James Patterson (R-23) who spoke at Project Rebound graduation ceremonies at Fullerton and Fresno respectively. Many Rebound Scholars and staff received certificates of recognition from the State Assembly and Senate. Senator Ben Hueso (D-40) awarded the CSU Project Rebound Consortium with a State Senate Resolution commending its efforts to educate the Governor’s Office and State Legislature about the importance of protecting incarcerated students’ access to face-to-face college instruction offered by quality, regionally accredited, nonprofit institutions of higher education. Assemblymember Sharon Quirk-Silva (D-65) selected Project Rebound at CSU Fullerton as the 2021 Nonprofit of the Year for the sixty-fifth Assembly district, and Governor Gavin Newsom personally phoned Romarilyn Ralston, Project Rebound Program Director at Fullerton since 2016, and Mir Aminy, Project Rebound Enrollment Specialist (and alumnus ‘19) to inform them that he had granted their petitions for executive clemency. Governor Newsom’s





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pardons are a testament to the dedication and impact of Ralston's and Aminy's contributions to building opportunity and closing the equity gap for Project Rebound students. The Governor's action not only transforms the lives of these two colleagues and their families, it also reverberates the transformative power of higher education throughout the state.

Across the Project Rebound Consortium, Rebound Scholars and staff embody academic success, community engagement, and lifelong achievement, demonstrating that formerly incarcerated people not only *belong* in higher education; they *excel* in higher education. Their presence in the university and their pursuits and contributions strengthen the CSU and help fashion a stronger, safer, more prosperous California. Rebound Scholars and staff come from all walks of life and enrich the culture of their university campuses, families, and broader communities, while paving the way for others—especially their children, nieces, and nephews—to do the same.

5. Investments in the CSU Project Rebound Consortium

The \$3.3 million ongoing allocation for the CSU Project Rebound Consortium in the State Budget has enabled the Project Rebound Consortium to establish the organizational infrastructure and engage in the strategic planning necessary to scale our proven model of success. It has also enabled a shift from piecemeal to more coherent and stable staffing. Prior to receiving State support in 2019, campus program staffing across the Consortium included a patchwork of 12 fulltime-equivalent staff, 14 student employees, and 6 interns/volunteers. In Fall 2021, the

The proportion of Rebound Scholars that identify as Black or Native American is six times greater than that of the CSU student body overall.

Consortium included 30 fulltime-equivalent staff, 63 student employees, and 90 interns/volunteers. Gainful, meaningful employment is a major contributor to student success and reduced recidivism. With an increase in fulltime-

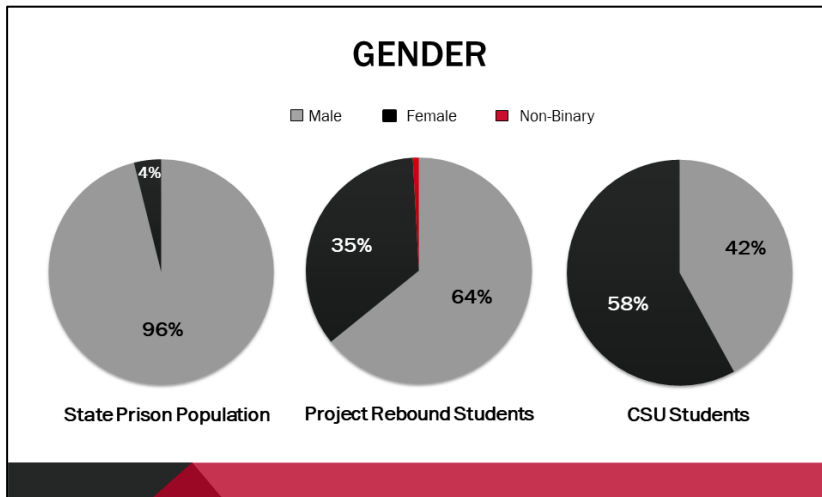
equivalent staff, and thus supervisory capacity, Project Rebound was able to increase student employment by 350% and program interns/volunteers by 150%. Most of these student employees are part of the Federal Work Study program, which means Project Rebound is successfully leveraging State investments to secure additional federal support for formerly incarcerated student workforce development. Many interns are earning academic credit. Both are gaining valuable work experience and professional development while supporting an expanding number of prospective and matriculated formerly incarcerated students to access the transformative power of higher education.

Support from the State of California also permitted the Project Rebound Consortium to expand services and opportunities to five additional CSU campuses. Thus, in addition to programs at CSU campuses in Bakersfield, Fresno, Fullerton, Los Angeles, Pomona, Sacramento, San

Bernardino, San Diego, and San Francisco, in 2020 the Project Rebound Consortium launched expansion programs at CSU campuses in Humboldt, Long Beach, Northridge, San Marcos, and Stanislaus. After a year of operation, these expansion campuses collectively created opportunity for over 100 students in Fall 2021 in different parts of the state to access the transformative power of higher education.

The \$3.3 million of the 2021 State budget appropriation was allocated to member and expansion campuses and Consortium administration, including systemwide investments in learning community and innovative initiatives. These State funds were leveraged alongside \$476,000 of campus-based matching investments. The State allocation is critical to sustaining the success of Project Rebound. State funds have been invested in hiring additional support staff who play a critical role in advancing Project Rebound goals (e.g., Program Directors and Coordinators, Outreach Coordinators, Enrollment Specialists, Pre-admissions Counselors, academic tutors, etc.), in general operation (e.g., program supplies, materials, equipment, events, outreach and conference travel, etc.), and in direct student support (e.g., student employment, transportation, books, school supplies, printing, meal and emergency housing support, postgraduate fellowships, etc.).

One of the objectives of the *CSU Project Rebound Consortium Strategic Plan* (Appendix F) is to leverage State support to increase and expand external grants and philanthropic investment in campus-based and Consortium-level activities. The operational infrastructure supported by the State budget allocation is critical to attracting and securing external grants and philanthropic



donations to support specific projects, pilots, scholarships, and direct student supports. In the 2020-21 fiscal year, the Project Rebound Consortium secured \$704,000 in external grants, contracts, and philanthropy (in addition to the \$476,000 of campus-based matching funds identified above) to support various programmatic activities and initiatives, including from the Department of Corrections

and Rehabilitation, the Department of Juvenile Justice, family and corporate foundations, and individual donors.

So far in the current fiscal year, the Project Rebound Consortium has secured a three-year \$500,000 grant from the California Wellness Foundation and a \$95,000 grant from the North Orange County Public Safety Collaborative ([Senate Bill 170](#), Skinner, 2021) to begin building postsecondary educational pathways for juvenile justice system-involved youths. The Consortium has also secured a \$30,000 grant from the Century California Fund to seed the Project Rebound Research Lab, a multicampus collaboration led by Project Rebound staff at CSU Long Beach, Pomona, and San Marcos that provides research fellowships to Rebound Scholars across the Consortium to work closely with faculty advisors to develop students' ability to conduct and publish original research.

6. Education and Support Services

6.1 Key Service Objectives and Program Elements

In alignment with the *CSU Project Rebound Consortium Strategic Plan*, CSU Project Rebound campus programs continue to focus on the following five Key Service Objectives designed to make higher education more accessible to and supportive of formerly incarcerated students:

1. Fostering a college-going culture among and building recruitment pathways for currently and formerly incarcerated people.
2. Helping prospective students prepare, apply, and matriculate.
3. Supporting enrolled students to persist and graduate.
4. Supporting enrolled students to participate in student life and leadership, community service, and civic engagement.
5. Establishing and fostering empowering networks among Project Rebound alumni and students.

One of Project Rebound's Key Program Elements is the active example and leadership of staff who have an incarceration experience and who also have experience successfully navigating a university campus, which enables them to effectively mentor formerly incarcerated students and build community among formerly incarcerated students and the wider university community. This staffing model is critical for several reasons, including lived experience and understanding of the unique adversities of formerly incarcerated students, cultural competency and credibility, modeling successful reentry and behavior that encourages personal growth, and demonstrating that pathways to purpose, promise, and viable careers exist post-release.

This section of the report provides a summary of specific programmatic activities, student support programs, services, and various strategies undertaken, and demonstrates how the Project Rebound Consortium is working to advance the success of formerly incarcerated people who have the desire and motivation to obtain a Baccalaureate and/or Master's degree and beyond. State

support has enabled increased systemwide coordination and capacity-building that have allowed Project Rebound to identify and replicate many best practices across Project Rebound member campuses as well as to expand Project Rebound education and support services to additional CSU campuses. Some examples of those activities are included in this report.

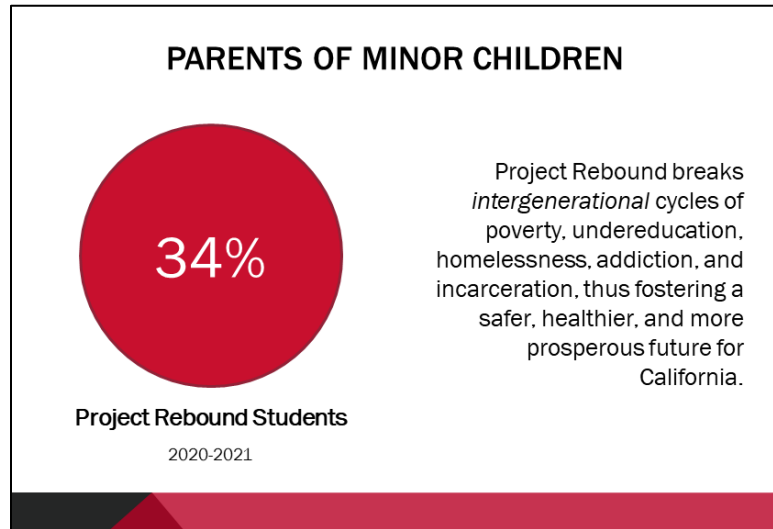
6.2 Cultivating Cultures of Belonging

The past two years of the pandemic have been extremely challenging for CSU Project Rebound students, especially for those students who have recently been released. One of the primary goals of Project Rebound is to cultivate a culture of care and belonging for formerly incarcerated students on CSU campuses across the Consortium through community building, holistic peer-led and professionally supported healing practices and wraparound support that help Rebound Scholars actualize their full potential. Project Rebound prides itself on fostering personal connections and truly getting to know each student so that we can provide the individualized support students need to succeed. Much of the community building typically happens in dedicated on-campus space where students experience the kind of safety, camaraderie, and encouragement conducive to successful reintegration and academic progress. These dedicated offices and gathering spaces are utilized for everything from advising, peer-to-peer support meetings, study groups, tutoring services, to simply serving as a welcoming, familiar place where Rebound Scholars can take breaks between classes, have a snack, see friends, and recharge. Computer labs and free printing services are also highly utilized resources provided in dedicated Project Rebound offices. In addition, the casual and semi-structured in-person drop-ins that dedicated campus space avails provide staff with regular opportunities to identify and respond to the emerging needs of students.

The coronavirus pandemic greatly impacted these vital on-campus spaces. While programs' shift to virtual services enabled students to learn about campus services, student centers, clubs and more, Project Rebound staff had to be strategic in curating and coordinating extra opportunities for students to interact and engage with one another in supportive and uplifting ways. For example, to promote community building and mental health, Project Rebound at CSU Fresno sponsored a hike in Yosemite National Park with a park ranger who gave students a private tour and educated them about the park and its history. Rebound students participated in team-building activities at the peak of the hike. CSU Northridge curated a vibrant array of virtual programming, including reading groups, wellness workshops, and panel discussions on restorative and transformative justice. Many campuses held regular virtual town halls to connect students with staff and one another, inspire students with motivational speakers, and problem-solve emergent student needs. Project Rebound at Sacramento State organized community- and trust-building field trips to an outdoor ropes course. CSU Fullerton organized outdoor events in the community

garden of its John Irwin House such as art, culinary, and horticulture classes, family movie night, game night, and community barbecues.

As campuses have begun to reopen and in-person courses resume, Project Rebound’s vibrant, campus-centered community of support is returning. In addition, many prospective students who postponed applying, as well as matriculated students who paused their enrollment during the height of the pandemic, awaiting the CSU’s return to face-to-face classroom instruction and vital campus life, are resuming their studies. Even though Project Rebound managed to double its systemwide enrollment during the past two years of the pandemic, it is expected that upward enrollment trends will steepen as the richness of CSU campus life, in-person instruction, and extracurricular opportunities revive.



6.3 Establishing Infrastructures of Care to Meet Student Basic Needs

Meeting the basic needs of formerly incarcerated students has always been part of Project Rebound’s mission, because students’ ability to grow into their best selves as interdependent and supportive members of a community is deeply dependent upon students having their basic needs met. Much more than challenges related to academic performance, unmet basic needs like food and housing insecurity and lack of reliable transportation and employment are among the most significant barriers that render higher education less accessible to formerly incarcerated people. Prior to the pandemic, according to a [2018 CSU Chancellor’s Office report](#) on student basic needs across the CSU system, 41.6% of students experience food insecurity and 10.9% experience homelessness. Formerly incarcerated people are 27 times more likely to be unstably housed than the general public and 10 times more likely to become homeless.

In the Spring of 2021, experiencing how the COVID-19 pandemic was exacerbating the housing and food insecurities of Project Rebound students, the Project Rebound Consortium conducted a Basic Needs Assessment. The survey was taken by 322 Project Rebound students from fourteen campuses, which constituted 71% of the 452 students enrolled at the time that the survey was distributed. The survey confirmed the distressing impacts that the COVID-19 pandemic was having on one of the CSU’s most marginalized student populations in 2020 and 2021. Here is a snapshot of the survey findings:

Financial Hardship

65% of Project Rebound students report that it has been difficult or extremely difficult for them and their families to pay for basic needs (e.g., food, housing, transportation, utilities) during the COVID-19 pandemic.

Food Insecurity

66% of Project Rebound students reported that in the past 30 days they often or sometimes couldn't afford to eat balanced meals.

Unemployment

58% of Project Rebound students reported that they lacked stable employment during the prior 12 months, and 41% became unemployed, 61% of whom were unable to access unemployment benefits.

Housing insecurity

27% of Project Rebound students report that they or a member of their household needed to apply for housing subsidies, allowances, or register for eviction protection due to COVID-19.

Family Obligations

38% of Project Rebound student survey respondents are parents of minor children, and 28% of Project Rebound students report spending more than 40 hours per week on average attending to family obligations while enrolled in school.

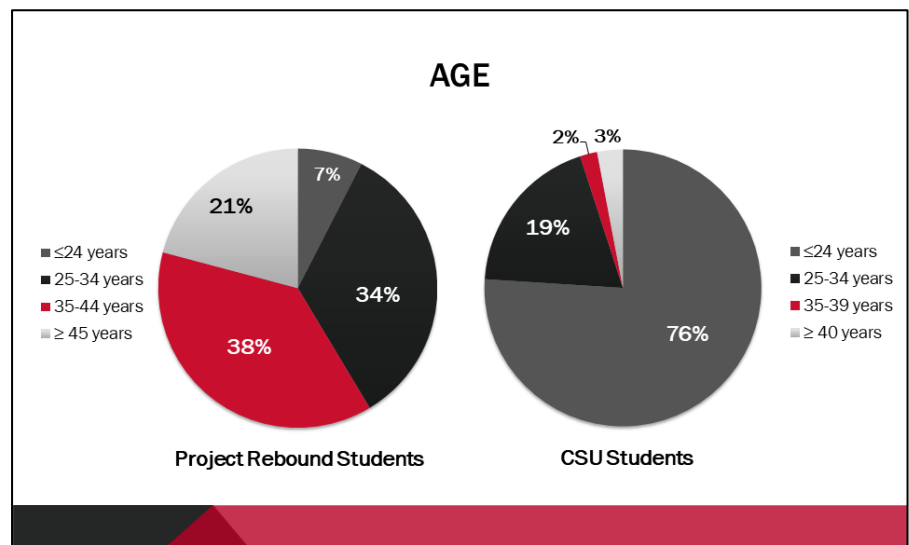
Essential Workers

60% of Project Rebound students were employed or volunteered as essential workers during the heights of the COVID-19 pandemic (e.g., in agriculture, education, emergency services, food service and delivery, healthcare), working an average of 28 hours per week.

In 2021, the Assembly Budget Committee allocated \$5 million one-time to enable the Project Rebound Consortium to leverage its economy of scale to provide housing, counseling, and other basic needs supports to mitigate the cascading housing and food insecurities faced by formerly incarcerated students at the fourteen participating campuses. Project Rebound has operationalized this investment through Consortium-wide urgent student support allocations distributed to campuses in three annual apportionments based upon a student-centered funding formula, and a Housing Request for Proposals (RFP) process to fund long-term housing initiatives at five to seven campuses.

Project Rebound’s student-centered basic needs apportionments are designed to support short-term/emergency student housing, counseling, mitigating food insecurity, and other student needs to facilitate academic success. Efforts will include (but are not limited to) emergency grants to secure housing or prevent the imminent loss of housing, rent and utility assistance, childcare assistance, comprehensive case management support and targeted referrals to relevant resource-providing public and community-based agencies (e.g., Department of Rehabilitation), food insecurity mitigation interventions, workshops on financial literacy, self-care and wellness, stress and burnout prevention, career development, and other academic and personal supports.

Basic needs apportionments to the fourteen Consortium member and expansion campuses are determined by the Project Rebound Consortium’s Student-Centered Funding Formula. This formula aligns with the mission, vision, guiding values, key service objectives, and goals set forth in the *CSU Project Rebound Consortium Strategic Plan* and is designed to apportion short-term housing and urgent support funding to campuses in a manner that is transparent and equitable and that reduces equity gaps by targeting access and success for Project Rebound’s low-income and most disadvantaged students. Campuses will report to the Consortium regarding the specific use of these funds, including, but not limited to, a description of the types of supports, resources, and/or services provided, the number and demographics of the students served, and student success metrics.



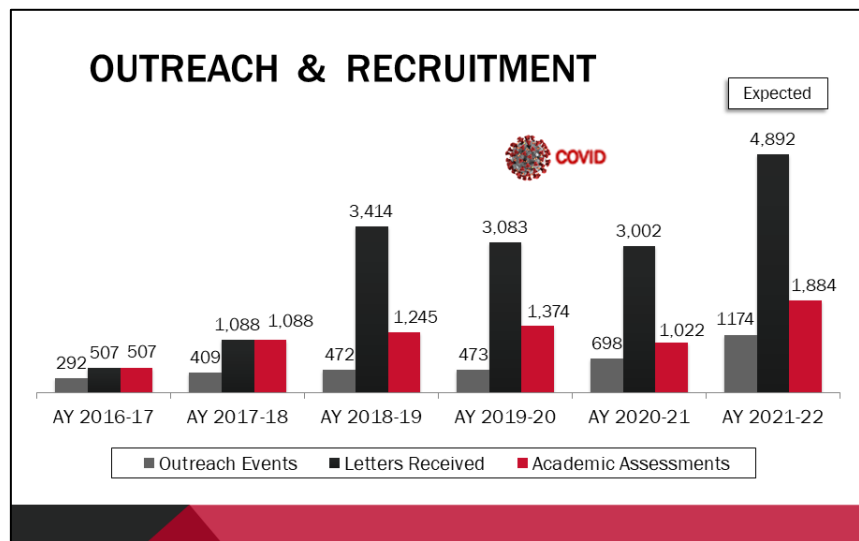
One-time State funds have also been used to fund the CSU Project Rebound Consortium Innovative Housing Initiatives Request for Proposals (RFP), inviting proposals from Consortium member and expansion campuses for developing, sustaining, and/or expanding long-term housing initiatives to support Rebound Scholars’ housing security and academic success. \$3,500,000 of the one-time allocation has been dedicated to this RFP process, including approximately \$3,200,000 in awards to five to seven campuses and approximately \$300,000 for central administration, development, and Consortium-wide learning community trainings and convenings. Initiatives will include a variety of on- and off-campus student housing initiatives, procured through campus (auxiliary) real estate acquisitions, lease agreements, lease-to-own contracts, and/or campus housing agreements that provide housing-insecure Project Rebound Scholars with subsidized and student-centered congregate, individual, and family housing opportunities as well as case

management and wraparound supports that foster cultures of belonging, student persistence and academic success, soft skills acquisition, timely graduation, and recidivism reduction. Learning community convenings will include staff trainings on specific housing and wellness needs of formerly incarcerated students, case management processes, residential property management, external partnership development, and student housing policies, community-building, and residential engagement.

Housing remains one of the most pressing needs for students across the Project Rebound Consortium. Project Rebound leadership and staff across the state are actively seeking resources and innovative partnerships to mitigate the housing insecurity of Project Rebound students, many of whom are estranged from their families and face discrimination in housing.

6.4 Student Employment, Internships, and Professionalization

Employment is one of the primary barriers to successful reentry for formerly incarcerated people. Student employment not only offsets college costs, but also is means for students to acquire relevant work experiences and competencies, build professional networks, foster a sense of community, and reinforce their classroom learning. Project Rebound thus invests a lot of intention into supporting students with employment as a method of engagement that contributes to student retention and academic success, and our programs leverage the fact that many CSU campuses are small cities with an array of opportunities for the kind of employment that both honors students' academic schedules, embeds them in horizon-expanding networks, and places them on a path to gainful postgraduate employment. The Project Rebound Consortium has advanced the use of the Federal Work-Study program to provide forms of employment to Project Rebound students.



Student employment opportunities within Project Rebound include corresponding with prospective incarcerated students, serving as peer navigators and outreach team members, orienting incoming students to the program and campus infrastructure, increasing program social media engagement, on-campus tabling events, Food Justice Initiative apprentices, building an

organic garden, operating a food pantry, and speaking on panels designed to educate the public. Students assist by sharing their stories at various presentations, doing clerical work, providing mentoring and guidance to other students, creating flyers, and managing social media pages.

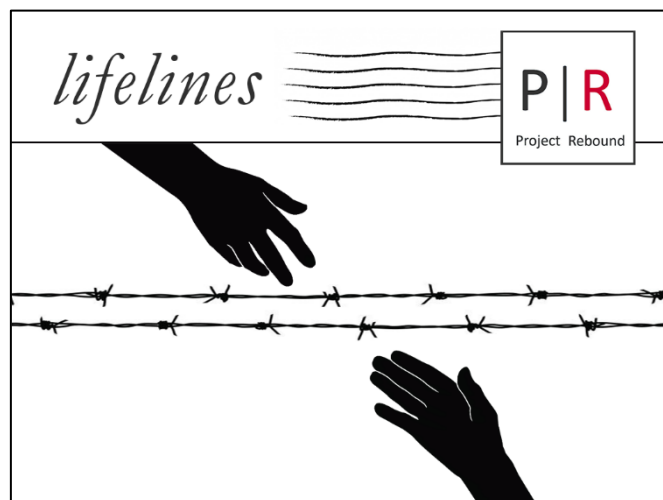
For example, Project Rebound sends thousands of letters to currently incarcerated prospective students each year. These letters—referred to by currently and formerly incarcerated people as **lifelines**, because they connect confined people to community, possibility, hope, and life on the outside—provide aspiring students who are confined in cages with essential inspiration and prematriculation advising to prepare them to take the first or next steps in their higher educational journey. Project Rebound student staff provide training to other students on how to advise currently incarcerated aspiring students on a wide range of tasks related to application and matriculation. Each letter that arrives in Project Rebound offices across the state is carefully read and given a thorough and thoughtful response.

Lifeline (n): *An anchored line thrown from outside as a support to someone incarcerated.*

Project Rebound student staff sent 5,000 prematriculation advising letters — lifelines — to aspiring students inside of California prisons and jails in 2021.

At CSU Fresno and Cal State LA, Project Rebound Scholars are trained and involved in the AmeriCorps' California Justice Leaders Program, through which paid university student fellows who've successfully transitioned back into their communities after having had contact with the justice system receive training and professional development to serve as reentry navigators to youths currently incarcerated or recently released from California Division of Juvenile Justice facilities.

Research strongly indicates that internships significantly improve postgraduate employment outcomes. Project Rebound student interns provided some of our most popular activities in 2021, including workshops on time management, effective study methods, computer literacy, and how to succeed in higher education. Other virtual and in-person workshops focused on applying for grad school and law school, resume-writing, and financial literacy. Project Rebound Scholars organized study sessions, cook-outs, guided meditation, group art activities, and field trips.





Project Rebound at CSU campuses at Fullerton and Sacramento have built relationships to place students in internships with the offices of the Governor, State Legislators, and County Supervisors. Project Rebound at Cal State LA will host four internships in Fall 2022 through partnerships with the Rehabilitative Services undergraduate program and the Counseling Master's program. The CSU San Bernardino School of Social Work, Sociology Department, and Department of Communication Studies collaborated with Project Rebound in the development of accredited internship programs for Project Rebound students earning Bachelor's and Master's degrees in Social Work and Public Administration. CSU Fullerton hosts interns at the John Irwin Memorial House, which is an approved fieldwork site for Human Service majors and Internships through the university's Center for Internships and Community Engagement. These internships help students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relations to their peers, and contribute productively to society.

7. Coordination with other CSU Campus Entities

Project Rebound member campus programs continue to cultivate and refine strong partnerships with a broad range of other CSU campus entities to support the diverse needs of Rebound Scholars. These partnerships serve to remove barriers and increase equitable access to higher education and successful reintegration for formerly incarcerated Californians. The CSU campus entities with which Project Rebound actively coordinates include Admissions, Financial Aid, the Office of the Registrar, the Educational Opportunity Program (EOP), Academic Advising, Academic and Student Affairs, Student Organizations and Leadership, Associated Students, Inc., Guardian Scholars, University Advancement, Career Services, Services for Students with Disabilities, Grants and Contracts, Human Resources, University Outreach, New Student Orientation, Counseling and Psychological Services, Center for Internships and Community Engagement, Dreamer's Resource Center, Adult Reentry Center, Campus Bookstores, Information Technology Services, Institutional Research, Planning and Assessment, Division of Public Affairs and Advocacy, Veterans Resource Center, and more. The diverse groups of dedicated faculty, staff, and administrators who have partnered with Project Rebound have been informed by Project

OUR VISION

The Project Rebound Consortium envisions a just and equitable world in which all people, including those with an incarceration experience, have access to high-quality higher education and comprehensive student support services that foster achievement, transformation, empowerment, social responsibility, and flourishing.

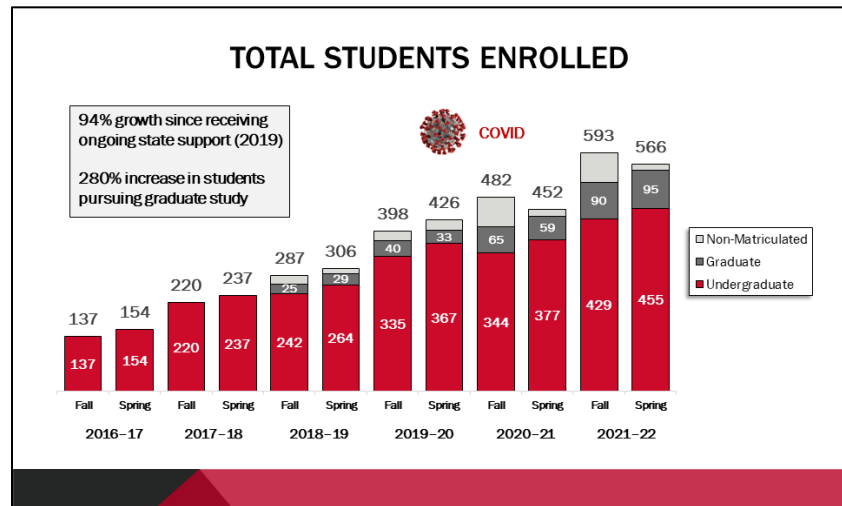
Rebound staff and students about the unique challenges that formerly incarcerated students face and are committed to ensuring that Rebound Scholars are successful.

The success of formerly incarcerated students often greatly depends upon them getting enrolled, connected to advising, supportive community, and wraparound supports, and on track to meet their academic goals in as timely a manner as possible. Academically eligible (or nearly eligible) prospective Project Rebound students are released from custody and often wish to apply to the CSU throughout the calendar year. Being required by standard CSU application schedules to wait five to eight months to register and begin their progress toward a CSU degree, given the many other barriers formerly incarcerated students face in reentry, can often make the difference between success or derailment.

In light of Project Rebound’s mission and the unique needs of the students and prospective students we serve, one of the most important activities this past year was the establishment of Memoranda of Understanding (MOU) between individual Project Rebound campus programs and their respective Undergraduate Offices of Admissions.

These MOUs, which align with Title V Sections 40900 and 40901, AB 1383, and Education Code Section 66022.5, establish the terms and conditions under which Project Rebound and Admissions will support prospective students who apply to CSU Project Rebound campuses outside of standard application schedules and requirements. As a result of these agreements, eligible students are able to enroll, integrate, and receive robust reentry and academic supports within days of their return to the community.

Similar partnerships have been established with assigned points of contact in campus Offices of Financial Aid to ensure that Rebound Scholars have access to federal and state financial aid, federal work-study awards, university scholarships, and loan rehabilitation support. Assigned points of contact with the Registrar and Cashier’s Office help facilitate the direct payment of fees related to registration, tuition, enrollment, labs, and even parking passes. Project Rebound also partners with staff in campus Student Success Centers, divisions of Student Affairs, Career Centers, Cultural Diversity Centers, and Veterans Resource Centers to provide important support to Rebound Scholars.



Project Rebound staff at Fresno and Fullerton maintain relationships with university library staff. As a result of these partnerships, Project Rebound new student orientations include sessions with librarians who personally orient Rebound Scholars to resources available to them in the library as well as introduce them to the subject librarian for their respective academic majors. At CSU San Bernardino, students are directed to the Adult Reentry Center for resources and shared community space, to the Technology Support Center to get assistance navigating Canvas and to the Career Center to get assistance with soft skills.

Project Rebound Scholars are becoming involved with Associated Students, the CSU campus student governments. Some are serving as presidents of student organizations, chairs of interclub councils, elected members of boards of directors, and other influential student leadership positions across the CSU. Rebound Scholar engagement and advocacy have resulted in Associated Student-funded scholarships for formerly incarcerated students, panels on social justice and civic engagement, lobby days at the State Capitol, and resolutions in support of further expansion of Project Rebound throughout the CSU. These accomplishments are further forms of evidence that Rebound Scholars not only personally excel in university spaces, they also advocate for equity, social justice, and equal opportunity for others.

GUIDING VALUES

Project Rebound believes that the integration, education, and leadership of formerly incarcerated people are essential to the work of creating solutions to the social crisis of mass incarceration.

Project Rebound maintains strong relationships with campus Psychological and Counseling Services to support the mental health and wellness of Rebound Scholars. For example, the campus Crisis Assistance and Resource Education Support (CARES) program at Cal State Los Angeles provides immediate responses to mental health concerns for Rebound Scholars. Project Rebound also adapts university wellness supports to integrate them into our dynamic communities of care. For instance, after the tragic death of a Project Rebound student at CSU Fullerton, university therapists and counselors joined with healing practitioners from Project Kinship to facilitate healing circles and grief groups for grieving Project Rebound students. Processing grief together, men and women who were once sentenced to life in prison—but who are now pursuing CSU degrees—expressed love and showed up for one another like family. Students voiced gratitude for Project Rebound not only for supporting them with admissions and academics, but for showing them beloved community, teaching them how to process grief and anger through love rather than the patterns of abuse, addiction, and organized abandonment that they experienced in their communities of origin and through carceral public systems. That’s what makes Project Rebound so successful. Our staff, who have experienced incarceration themselves, provide our students what they so desperately need: a family that accepts them and uplifts them to be their best selves.

8. Coordination with External Entities and Programs Available to Formerly Incarcerated Individuals

One of the keys to the success of Project Rebound is the way that our staff cultivates strong, meaningful relationships and collaborations with community-based organizations across the state, as well as community resource managers and principals at prisons throughout CDCR, and counselors with the California Department of Rehabilitation. These community partnerships connect Rebound Scholars to resources and programs in the community; they also strengthen the integration of the CSU with a host of community organizations and public agencies that support student basic needs.

8.1 Liaison Network with California Department of Rehabilitation

One of the most successful new partnerships initiated by Project Rebound is with the California Department of Rehabilitation. Project Rebound noticed that a significant number of our students were dealing with posttraumatic stress disorders, in many cases due to the traumatic experience of incarceration, or other undiagnosed emotional or learning disabilities. Project Rebound staff also identified how a relatively small number of Project Rebound students were receiving life-changing services and supports from the California Department of Rehabilitation, which leverages federal funds to provide vocational rehabilitation services for individuals with disabilities. So the Project Rebound Consortium partnered with the Department of Rehabilitation's Deputy Director of Vocational Rehabilitation, Jessica Grove, to establish a formal liaison network between Project Rebound and the Department of Rehabilitation, connecting each of the Project Rebound Consortium's fourteen campus programs with

counselors and team managers at the Department of Rehabilitation's respective district offices. This liaison network has been remarkably successful. Department of Rehabilitation counselors now visit Project Rebound campus offices monthly to conduct informational workshops and perform intake with students on the spot to identify how the Department can provide direct support to specific qualifying students. As a result, as of Fall 2021, more than 150 Rebound Scholars were receiving a broad range of Department of Rehabilitation services, such as grants for full tuition expenses not covered by financial aid, books and school supplies, parking and bus passes, computers and printers, internet services, eyeglasses, tutoring services, transcript order fees, and professional clothing for job interviews.

GUIDING VALUES

Project Rebound believes that every person has inherent value and holds the power of possibility and transformation within them.

8.2 Legal Services

Project Rebound routinely partners with law schools, county public defenders, and public interest law firms to provide Project Rebound students with pro-bono legal services, including support with criminal record expungements and applications for certificates of rehabilitation and executive clemency. As a result of these partnerships in 2021, forty-nine Project Rebound Scholars and staff successfully expunged their criminal records, ten received certificates of rehabilitation, and two received pardons from Governor Gavin Newsom. These forms of legal remediation are vital tools that support Rebound Scholars and staff in their extensive efforts to open new chapters in their lives, socially reintegrate, civically engage, and economically contribute to a healthier and safer California by improving their opportunities for employment, professional licensing, and consumer credit.

8.3 Pathways with the California Community Colleges

Project Rebound constructs and maintains partnerships with local community colleges to reach prospective students and collaborate on pathways that ease the transition from community college to the CSU, including guidance on all steps of the application and matriculation process. Outreach efforts at the community colleges include classroom presentations to recruit potential students and enlighten students and staff about Project Rebound and its positive impact on the community as well as meeting with staff in administrative positions at partnering community colleges. Project Rebound staff attend monthly meetings organized by the regional coordinators of the California Community Colleges Rising Scholars Network, which also serves formerly incarcerated students.

In 2021, Cal State Los Angeles launched a Transfer Navigators program at partner community colleges to support and assist formerly incarcerated students seeking to transfer to the CSU. Project Rebound students participating in Cal State LA's federal work-study program serve as transfer navigators at Pasadena City College, East Los Angeles College, and Cypress College, visiting on a weekly basis, building relationships with potential transfer students and assisting with the application process. The Transfer Navigator program has been so successful that it is expanding to Los Angeles Trade & Technical College and Los Angeles Community College in spring 2022. Cal State LA is also fielding interest in a Transfer Navigator program at Rio Hondo, Mt. Sac, and West Los Angeles College for launch in fall 2022. CSU Sacramento hosts events with Sacramento City College, Cosumnes River College, American River College, and Woodland Community College. CSU Pomona hosts in-person "Kick Backs" with prospective students at their primary feeder college, Mt. San Antonio College. The kickbacks started in the Fall 2021 semester as a way to build community with local junior college students and develop a clear pathway of opportunity to the CSU. The Consortium convenes campus programs through the Learning Community to share and collaboratively refine the strategies of engagement being pursued at various campuses.

8.4 Connections with Community-Based Organizations

Project Rebound campuses continue to be successful in cultivating strong, meaningful, and collaborative relationships with community-based organizations throughout the state. For example, CSU Bakersfield has strengthened the relationship with the Bishop Paiute Tribe, Owen Valley Career Development Center, and Tribal Assistance for Needy Families service. The campus participated in the Bishop Paiute Tribe’s annual education summit coordinated with other area tribal communities. CSU Bakersfield also hosted the first annual Native American Heritage program where several tribal communities participated. Project Rebound at CSU Humboldt has participated in American Parole and Probation Association workshops with the Yurok Tribe and maintained relationships with students, faculty, staff involved in the Pelican Bay Scholars Program. Project Rebound at CSU Northridge participated in the San Fernando Valley Community Alternatives to Policing Alliance that holds bi-weekly meetings that bring together organizations that serve the re-entry community. Project Rebound at San Diego State University regularly conducts outreach activities at three state prisons in their direct service area (RJ Donovan, Centinela and Calipatria), the sheriff’s departments of San Diego and Imperial counties, the federal detention facility, and community transitions providers. Currently and formerly incarcerated people have the chance to interact with these successful peers, attend workshops, and correspond on matters related to their education plans.

Project Rebound at CSU San Marcos established the Each One Teach One Mentorship Program, which links at-risk youths from the local Juvenile Court & Community Schools and regional continuation high schools with Project Rebound student mentors who support them on their path to high school graduation and encourage them to advance to college. Project Rebound works directly with regional school districts to identify and provide opportunity to prospective students. Then Project Rebound collaborates with CSU San Marcos faculty to cultivate opportunities for high school students to participate in university-level classes and campus activities.

CSU Fullerton was invited and coordinated two community conversations with the Orange County Office of Independent Review to inform and then subsequently review and provide feedback on the agency’s report assessing the use of force policies and practices of the Orange County Sheriffs and Police Departments. Project Rebound staff and students worked with agency reviewers to compare relevant policies to applicable laws and established best practices, review training curricula and practices, and assess practices to identify any issues that indicate that policies and training merit modification. The conversation was a follow-up action to the June 9, 2020 Orange County Board of Supervisors adopted resolution acknowledging the “anguish and anger at the inexcusable treatment of Mr. George Floyd in Minneapolis, Minnesota.”

A team of twelve Project Rebound students from six Project Rebound campuses (Bakersfield, Fullerton, Fresno, Pomona, Sacramento, and San Diego) provide mentorship for confined youths through Project Rebound’s Division of Juvenile Justice (DJJ) Mentorship Program. Project Rebound students—who have faced, and overcome, many of the same

challenges as confined youths—receive training and employment to provide mentorship to youths in three DJJ correctional facilities (Ventura Youth Correctional Facility (males), Ventura Youth Correctional Facility (females), N.A. Chaderjian Youth Correctional Facility, and O.H. Close Youth Correctional Facility). Rebound Scholar mentors inspire, enlighten, and empower the youths and work with them during the final months of their custody and immediately after they are released to complete college applications. The goal is to create a seamless continuity of care to aid youths to transition back into the community and to simultaneously provide Rebound Scholars with a sense of purpose and prosocial accomplishment in uplifting youths from their communities. Once the former DJJ youths become CSU Project Rebound students, the hope is that some will join with their mentors to conduct outreach to high schools to in turn share their life lessons and the knowledge they received from their Project Rebound mentors in an effort to interrupt the school-to-prison pipeline.

The Project Rebound Consortium has continued to nurture invaluable community partnerships with key agencies including the Anti-Recidivism Coalition, A New Way of Life Reentry Project, the Amity Foundation, Turning Point, the Prison Education Project, the Division of Adult Parole Operations Pomona Office, and the Insight Garden Program, which brings horticulture and therapy into eleven CDCR adult prisons. Project Rebound staff at CSU Long Beach have co-founded the California System Involved Bar Association, the mission of which is to diversify California’s legal profession by increasing access to legal education and State Bar of California licensure for Rebound Scholars and other people with prior criminal justice system involvement.

Project Rebound at CSU Fresno is continuing outreach at residential treatment facilities including, but not limited to WestCare, PAAR Centers (male and female facilities), Fresno New Connections and Turning Point. The campus has also established strong relationships with community partners such as Insight Garden Program, COSA, Barrios Unidos and the Santa Rosa Rancheria, as well as hosting transfer workshops with Rising Scholars programs at Merced Community College and Fresno City College. Project Rebound at Cal State Los Angeles will continue to partner with Cal State LA’s Prison BA Graduation Initiative and Words Uncaged to build solid relationships with college-going students to nurture the prison-to-college pathway. Students participating in Cal State LA’s Bachelor’s program at Lancaster state prison (and at the California Institute for Women beginning in Fall 2022) are guaranteed the opportunity to continue their education on the main campus should they be paroled before completing their degree. As soon as a student learns of their release, Project Rebound’s re-entry navigator communicates with parole to establish transitional housing close to campus, and Project Rebound coordinates campus departments and services to ensure a seamless academic transition. Words Unaged conducts in-person outreach and rehabilitative programming at several state prisons including Calipatria, Centinela, California Institute for Men, and Mule Creek.

Project Rebound at CSU Long Beach and Northridge continue to partner with Homeboy Industries, the largest gang rehabilitation and reentry program in the world located in Los Angeles. Project Rebound staff from LA Metro campuses at Long Beach, Northridge, Fullerton, Los

Angeles, and Pomona provide monthly college preparatory workshops to its members. As a result, dozens of people are breaking free from prior lives of gang affiliation and instead embracing life-affirming social networks and futures through the transformative power of higher education. On behalf of the Project Rebound Consortium, CSU Fresno took the lead in creating an outreach video for CDCR Division of Rehabilitation Programs that is shown in CDCR correctional facilities. The video provides information about Project Rebound and encourages and motivates individuals to pursue higher education opportunities at one of the fourteen CSU Project Rebound campuses.

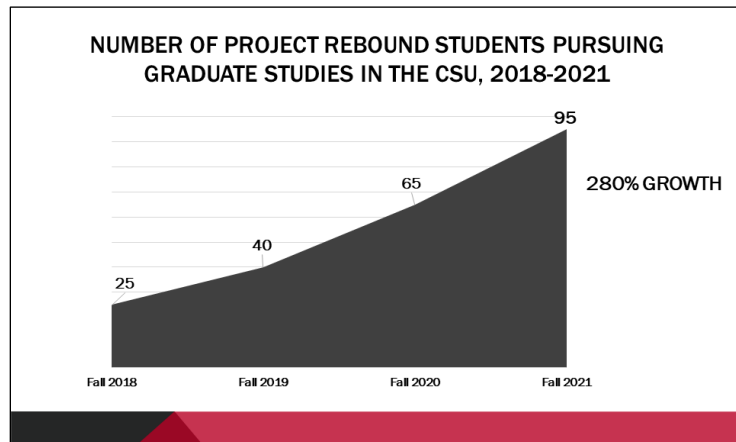
The Consortium selected six Project Rebound campuses to participate in the CSU Student Success Network Middle Leadership Academy (MLA). CSU Bakersfield, Fresno, Los Angeles, Northridge, Pomona and San Francisco are part of the MLA team. The group is creating a housing toolkit that will provide insights on how Project Rebound campuses can best serve the housing needs of Rebound Scholars. To conduct this work, the MLA team also applied for and successfully secured a \$25,000 grant from the Michelson 20MM Foundation. The grant will support several student research assistants to collaboratively contribute to the toolkit.

9. Systemwide Learning Community and Innovative Initiatives

The CSU Project Rebound Consortium Learning Community provides Project Rebound executive and program staff and other relevant participants across the Consortium the opportunity to foster inter-campus collaboration and increase cross-system program quality and efficiency. The goal is to share strategies and best practices that better support and enhance opportunities for formerly incarcerated students and staff on our respective campuses. In 2021, the Project Rebound Consortium Learning Community organized workshops and educational forums with the California Department of Rehabilitation, in which Project Rebound staff and students and Department of rehabilitation statewide executive leadership and regional counselors educated one another about the specific needs of Rebound Scholars and the services available through the agency. These workshops were part of the Project Rebound Consortium's initiative to establish a formal statewide liaison network between Project Rebound's fourteen participating campuses and Department of Rehabilitation district offices (see Section 8.1). Other Project Rebound Consortium Learning Community workshops increased the capacity of staff to support students with issues of computer literacy and internet security, financial literacy and debt prevention, and coordinating intake processes and collecting relevant program data to improve program services.

Another innovative initiative launched in 2021 is the CSU Project Rebound Consortium Research Lab. Coordinated by formerly incarcerated faculty and Project Rebound Executive Directors from multiple campuses, the Research Lab runs a fellowship program, open to Rebound Scholars throughout the Consortium, that is designed to provide students with research training and academic professionalization by supporting them and their faculty mentors to work intensively one-on-one on a research project. Fellows and faculty mentors are awarded funds to support year-long research projects. Fellows participate in monthly workshops on research topics such as

conducting a literature review, research methods, ethics, and design, applying for Institutional Review Board (IRB) approval, and academic writing and publishing. At the end of the year, fellows present their work at a systemwide academic conference coordinated by the Research Lab. The goal is to position fellows by the end of the year-long fellowship to produce a publishable paper and conference presentation, which will assist them in their postgraduate educational pursuits.



Project Rebound programs at CSU Pomona and San Bernardino collaboratively developed and launched Justice-Impacted Ally Trainings at their campuses in 2021 designed to educate and build the capacity of CSU faculty, staff, and students to better support and contribute to the academic success and reintegration of Rebound Scholars. Trainings were offered to 85 members of the university community in the first iteration of the trainings in the fall, and plans are underway to conduct workshops on the training modules with other campus programs through the Project Rebound Consortium Learning Community. In a similar vein, in Spring 2021, Project Rebound at CSU Fresno hosted the Annual Fresno State President's Council on Equity, Diversity and Inclusion Forum. The goal of this annual event is to educate university students, faculty, and staff about groups on campus that may not be very well known and to promote goals of community-building. The two-day virtual event, which focused on disrupting the school-to-prison pipeline and expanding the prison-to-college pipeline, provided Project Rebound Scholars opportunity to serve as panelists alongside University President Dr. Saúl Jiménez-Sandoval and Governor Gavin Newsom's Senior Policy Advisor for Higher Education, Dr. Lande Ajose.

Project Rebound at CSU Fullerton continued its partnership with Project Kinship to offer a 10-week Trauma and Recovery Certificate Program through University Extension and International Programs. The certificate program trains, educates, and empowers individuals from state and local agencies to better serve justice system-involved youths and adults in schools, institutions, and the community utilizing restorative justice and trauma-informed care. The curriculum covers long-term physical, psychological, and emotional effects of trauma, root causes of gang violence, use of healing circles to aid in restorative justice and community health and healing, creating community intervention plans, building collaborations with community members, law enforcement, business representatives, public officials, and community resource agencies.

Project Rebound at CSU San Bernardino was awarded a grant to launch an Addiction Studies Certificate Program to provide formerly incarcerated students with a rigorous and



Supporting the higher education and successful reintegration of the formerly incarcerated

comprehensive education in addiction studies and effectively secure employment in the field. CSU San Francisco was awarded a grant to create the Ethnic Studies Empowerment Program with the California Division of Juvenile Justice. The program establishes a pathway for incarcerated youths to pursue and complete a baccalaureate degree at San Francisco State University upon release and add to opportunities for current students in Project Rebound to explore a career in student services or academic advising.

Project Rebound at CSU Fresno created a Public Speaking Certificate Training Workshop to increase the capacity of Rebound Scholars to engage in public speaking and serve as ambassadors of Project Rebound. Students also created video productions that air on an ongoing basis on the Division of Rehabilitative Programs television channel inside of CDCR prisons. The productions were designed to inspire and uplift incarcerated people undergoing extended lockdown during the height of the pandemic, to let them know they had community and opportunity awaiting them on the outside. The campus also continued to offer a winter intersession course designed to bring matriculated and non-matriculated students together in an academic environment to learn about the criminal legal system and the realities of reentry while promoting social capital building.

The Food Justice Initiative established by Project Rebound at CSU Fullerton in 2020 during campus closure due to the COVID-19 pandemic continues to flourish. Located on the grounds of the John Irwin Transformative Housing Initiative, the project consists of a community garden and food pantry, as well as workshops for Rebound Scholars and juvenile justice system-involved youths on cooking and gardening to increase the food security of Rebound Scholars and justice-involved youths during these challenging times. The initiative has been so successful that a part-time master gardener and culinary specialist has been hired to coordinate the initiative and to design and run the curriculum.

The CSU Project Rebound Consortium is embarking upon a systemwide growth initiative to build postsecondary educational pathways for juvenile justice system-involved youths. In California, over 87% of juvenile justice court school students come from low socioeconomic backgrounds. Youths of color, primarily Black and Latinx youths, are the two groups most disproportionately impacted by the juvenile justice system, comprising 82% of the total enrollment in California's juvenile court school system during 2013-14. While Black and Latinx youths comprise 6% and 53% of California's total secondary education enrollment respectively, they constitute 21% and 61% of court school enrollment. There currently exists a distressingly deficient degree of postsecondary educational opportunities for these youths. As indicated by a 2016 study by the Youth Law Center on barriers to higher education for youth in California Juvenile Court Schools, "For those who dare to dream of college, there is a dearth of opportunities for advanced coursework within the juvenile justice system and, with a handful of exceptions, little to no guidance or support in the application process for admission, financial aid, and enrollment."

The CSU Project Rebound Consortium has secured a multi-year grant from the California Wellness Foundation to establish a multi-campus Project Rebound Consortium Learning

Community for Juvenile Justice Engagement. The Juvenile Justice Learning Community will bring five to six Consortium campus teams together to build and strengthen Project Rebound campus programs' postsecondary educational engagement activities with juvenile justice system-involved youths and to develop models, instruments, and trainings to prepare all Consortium campuses to improve supports for the academic success of system-involved youths across California. Selection will be based on campuses with experience in and/or successful programs focused on building prison-to-college pipelines through seamless prematriculation advising, transfer navigation, and empowerment curricula designed to inspire criminally convicted youth to pursue the transformative power of higher education. Beginning in Summer 2022, Learning Community members will participate in ongoing meetings and quarterly virtual and in-person convenings where they will participate in workshops, professional development, and networking designed to strengthen Project Rebound campus programs' postsecondary educational activities with system-involved youths.

10. Expansion Plan

In Summer 2020, five CSU campuses—Humboldt, Long Beach, Northridge, San Marcos, and Stanislaus—were selected for probationary membership into the Project Rebound Consortium. Campuses were awarded up to \$125,000. In a short period of time, these five campuses have added strength, new expertise, and extended geographical reach to the opportunities and activities of the Project Rebound Consortium. They also collectively created opportunity for over 100 matriculated students in Fall 2021 to access the transformative power of higher education in regions across the state.

Expansion campus programs at CSU Long Beach and Northridge have demonstrated remarkable tenacity and efficacy in establishing robust programs to support formerly incarcerated students. Based on the exceptional performance and campus commitment in their inaugural year of program development, the Consortium Executive Committee unanimously voted in June 2021 to provide CSU Northridge and CSU Long Beach the opportunity of abbreviated probation contingent upon an evaluation of Exceeds Expectation in their 2021-22 mid-year review. Following the progress review, including a campus site visit conducted by the Executive Officers' Review Committee, the Consortium Executive Committee was unanimous in its evaluation of the performance of these two campuses as Exceeds Expectation. Project Rebound at CSU Northridge and CSU Long Beach have both demonstrated outstanding ingenuity and dedication and have secured extensive campus and community support for formerly incarcerated students. As a result

of their accomplishments, the Consortium Executive Committee unanimously voted to abbreviate the probationary period, as provided for by the Consortium's approved Governance Structure, and advance CSU Northridge and CSU Long Beach to Project Rebound Consortium Member Campus status effective July 1, 2022.

The Director of Program Development is continuing to work with CSU campus representatives at Chico, Dominguez Hills, East Bay, San Jose, Sonoma and the Maritime Academy to assist them in developing the partnerships and organizational readiness required to strengthen the campus' prospects for future funding and probationary membership in the Consortium. Project Rebound's 2022-23 budget has encumbered \$330,000 to continue supporting existing expansion campuses. These funds will be used to renew annual awards to existing probationary expansion campuses that meet performance benchmarks. However, in the absence of additional ongoing funds, it is not feasible to provide opportunity for additional aspirant campuses to receive financial support for programs at this time.



11. Research and Assessment

While the pandemic increased the urgency of investing further intention into Project Rebound's programmatic development and direct student support services, the Project Rebound Consortium has increased its focus on constructing a rigorous research and assessment framework that aligns with the CSU Project Rebound Consortium Strategic Plan's goal to facilitate progressive program improvement and produce knowledge that educates the public and centers the agency and humanity of formerly incarcerated people.

The Project Rebound Consortium Research Committee has been charged with coordinating a Consortium-wide formative and summative program assessment agenda that not only satisfies State Government reporting requirements, but also facilitates progressive program



improvement, and produces knowledge that educates the public and investigates the difficulties formerly incarcerated people face upon reentry and identify productive interventions. Holistic formative and summative program assessment will be designed with formerly incarcerated stakeholder input to identify and articulate the specific needs of formerly incarcerated students and the effectiveness of Project Rebound programmatic activities in meeting those needs and fostering student success.

A Data Collection Task Force was established to develop a comprehensive data collection, management, and evaluation system to inform program development and to communicate program outcomes. Campuses in the Project Rebound Consortium have strengthened partnerships with their respective offices of Institutional Research to facilitate the compilation of university data for educating the public about the nature and outcomes of our programs. Data collection rubrics and trainings have also been developed to foster greater efficiency in the collection and reporting of data across campuses.

Est. 1967

San Francisco State

Est. 2016

CSU Bakersfield

CSU Fresno

CSU Fullerton

Cal State Los Angeles

Cal Poly Pomona

CSU Sacramento

CSU San Bernardino

San Diego State

Est. 2020

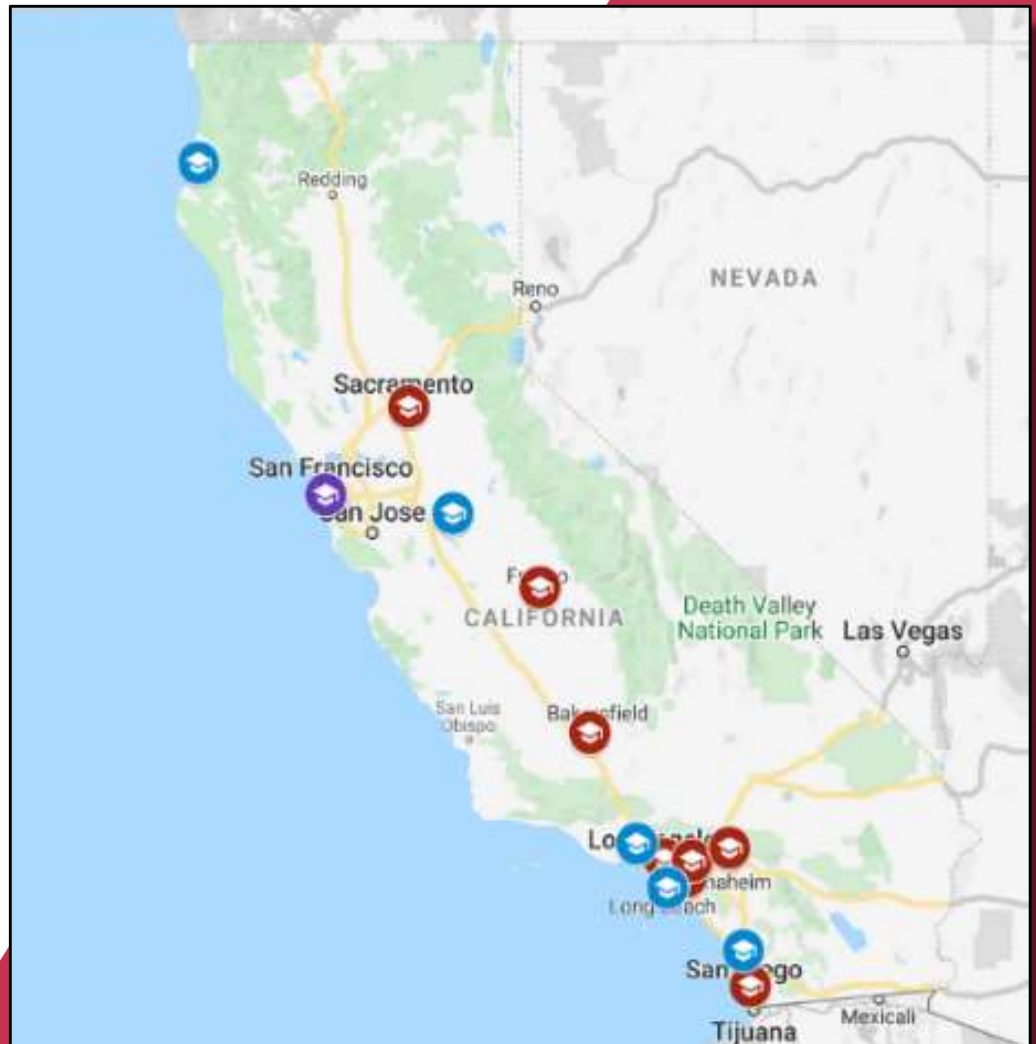
Humboldt State

CSU Northridge

CSU Long Beach

CSU San Marcos

CSU Stanislaus



Advancing equitable
access

Cultivating cultures
of belonging

Constructing infrastructures
of care

Building stronger, safer communities

Campus Directory

Northern

Cal Poly Humboldt University

Nelson Hall East, Rm. 212
1 Harpst Street
Arcata, CA 95521
ProjectRebound@humboldt.edu
(707) 267-7608

Sacramento State University

6000 J Street
Lassen Hall, 2104
Sacramento, CA 95819
ProjectRebound@csus.edu
(916) 278-6794

San Francisco State University

1650 Holloway Avenue, T-161
San Francisco, CA 94132
ProjectRebound@asi.sfsu.edu
(415) 405-0954

Central

CSU Bakersfield

9001 Stockdale Highway, MS 47SA
Bakersfield, CA 93311-1099
ProjectRebound@csusb.edu
(661) 654-3553

Fresno State University

2576 E. San Ramon, MS/ST 104
Fresno, CA 93740
ProjectRebound@csufresno.edu
(559) 278-2313

CSU Stanislaus

One University Circle
Vasché Library, L230
Turlock, CA 95382
ProjectRebound@csustan.edu
(209) 667-3039

Southern

CSU Fullerton

800 N. State College Blvd, LH-530
Fullerton, CA 92831
Rebound@fullerton.edu
(657) 278-7859

CSU Long Beach

1250 Bellflower Boulevard, SSPA 031
Long Beach, California 90840
ProjectRebound@csulb.edu
(562) 274-6327

Cal State Los Angeles

King Hall D137
5151 State University Drive
Los Angeles, CA 90032
ProjectRebound@calstatela.edu
(323) 343-5230

CSU Northridge

CHS JR Hall 148
18111 Nordhoff Street
Northridge, CA 91330-8246
ProjectRebound@csun.edu
(818) 677-5410

Cal Poly Pomona University

3801 West Temple Avenue
Trailer 13C
Pomona, CA 91768
ProjectRebound@cpp.edu
(909) 869-5057

CSU San Bernardino

5500 University Parkway, FO-242
San Bernardino CA 92407
ProjectRebound@csusb.edu
(909) 537-4351

San Diego State University

5500 Campanile Drive, PSFA 101C
San Diego, CA 92182
ProjectRebound@sdsu.edu
(619) 594-2367

CSU San Marcos

Kellogg Library 1101
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
ProjectRebound@csusm.edu
(760) 750-4016



The California State University



PROJECT REBOUND CONSORTIUM

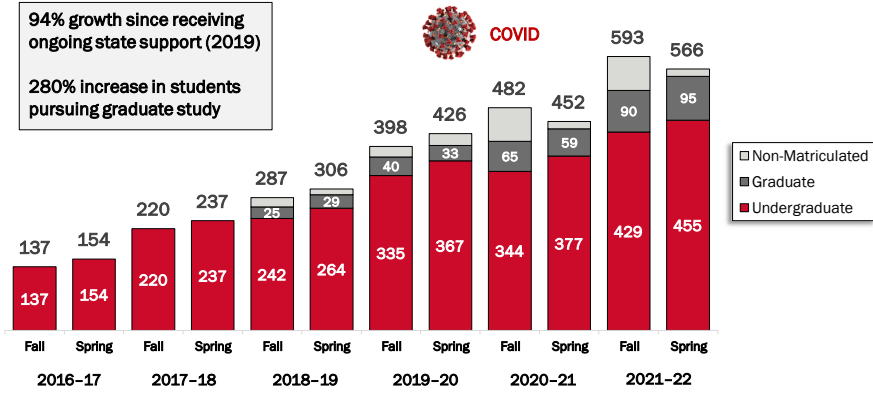
Supporting the higher education and successful reintegration of the formerly incarcerated

STUDENT ENROLLMENT & DEMOGRAPHIC DATA

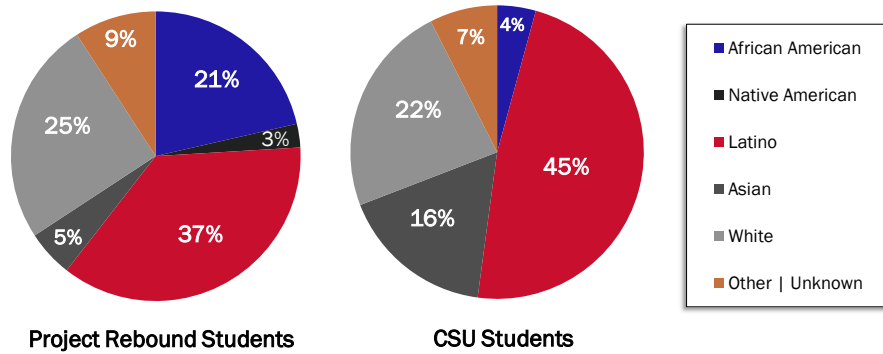
TOTAL STUDENTS ENROLLED

94% growth since receiving ongoing state support (2019)

280% increase in students pursuing graduate study

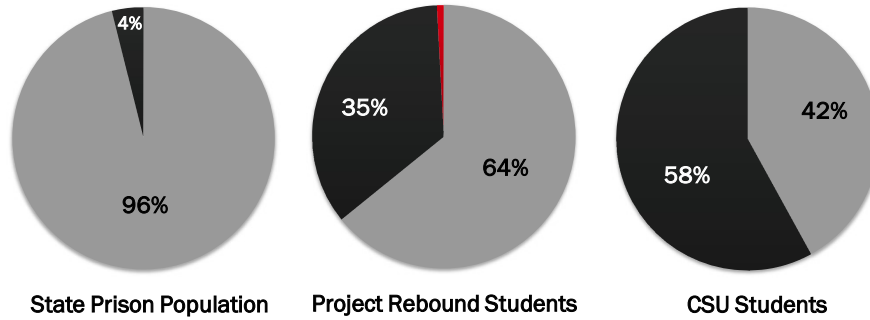


RACE/ETHNICITY

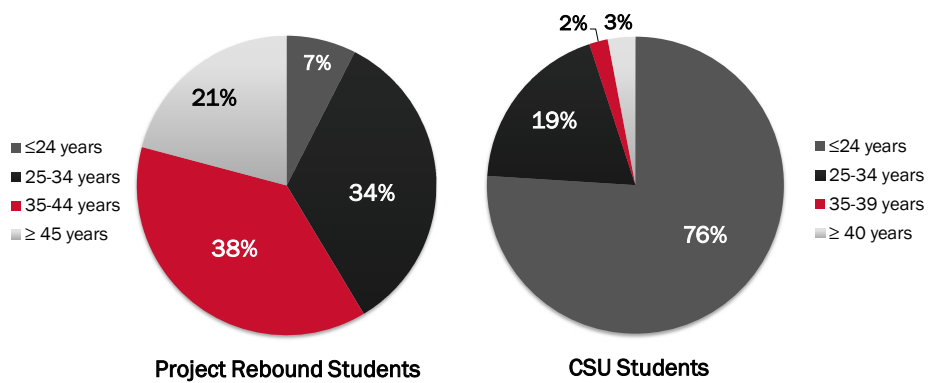


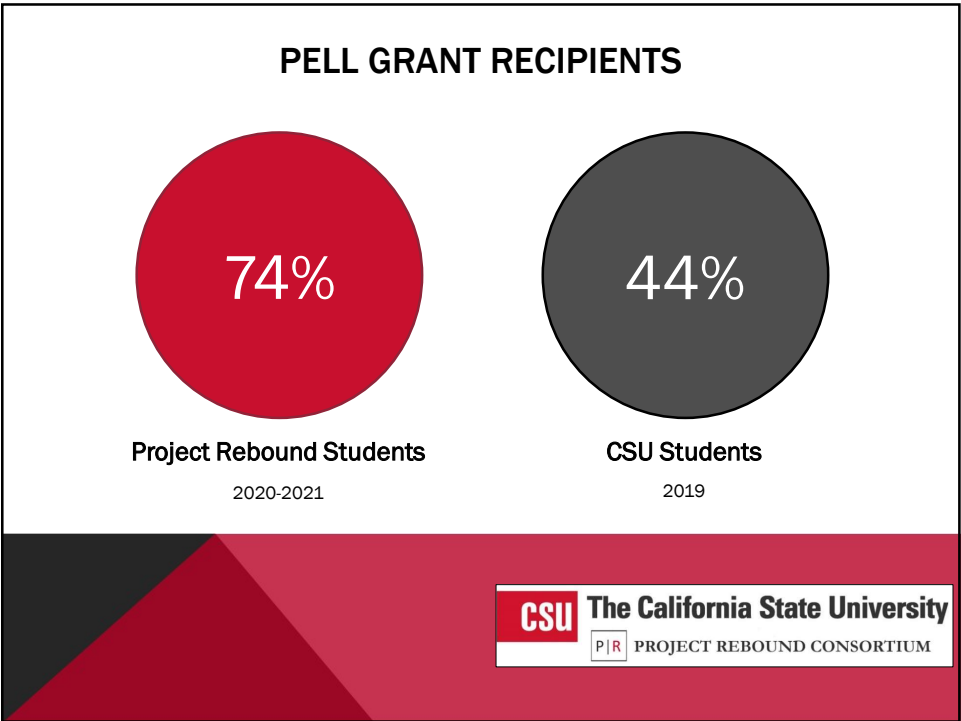
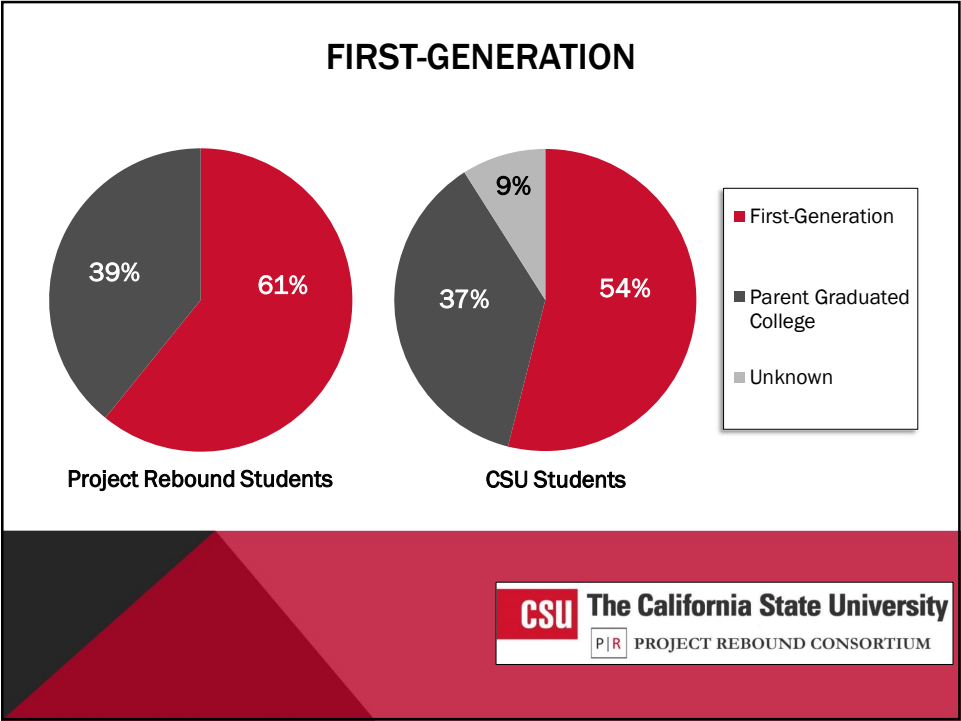
GENDER

Male Female Non-Binary

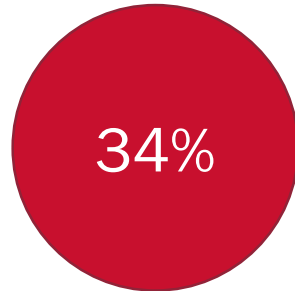


AGE





PARENTS OF MINOR CHILDREN



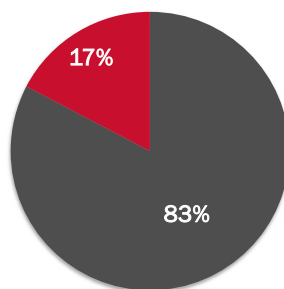
Project Rebound Students

2020-2021

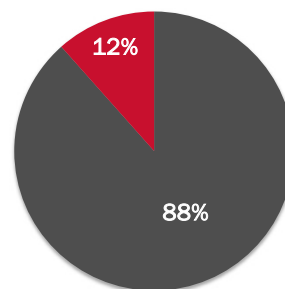
Project Rebound breaks *intergenerational* cycles of poverty, undereducation, homelessness, addiction, and incarceration, thus fostering a safer, healthier, and more prosperous future for California.



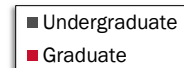
UNDERGRADUATE VS. GRADUATE ENROLLMENT



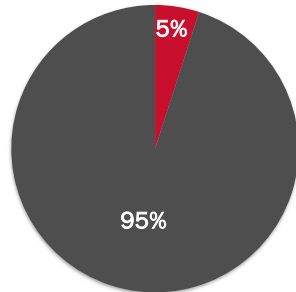
Project Rebound Students



CSU Students

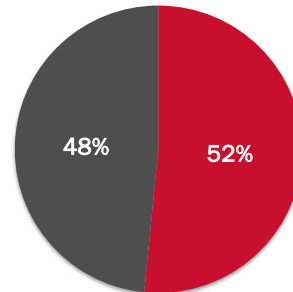


FIRST-TIME FRESHMEN VS. TRANSFER STUDENTS



Project Rebound Students

2018-2021

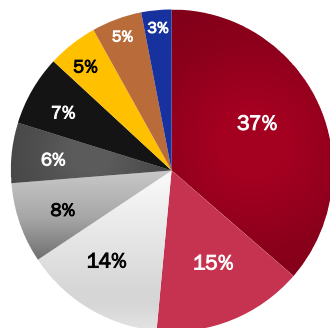


CSU Students

Fall 2021



ACADEMIC MAJORS



Project Rebound Students

Spring 2020 – Fall 2021





The California State University

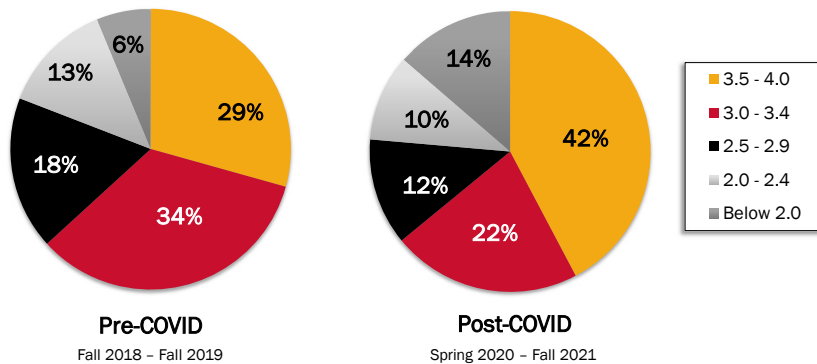


PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated

PROGRAM OUTCOMES DATA

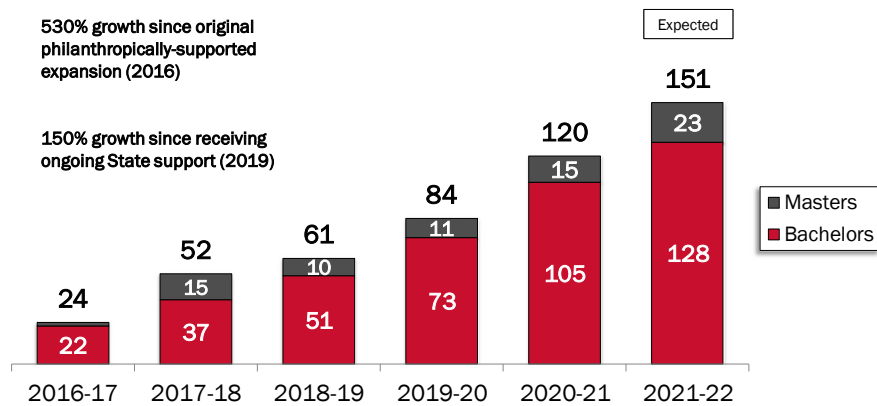
SEMESTER GRADE POINT AVERAGE 2018-2021



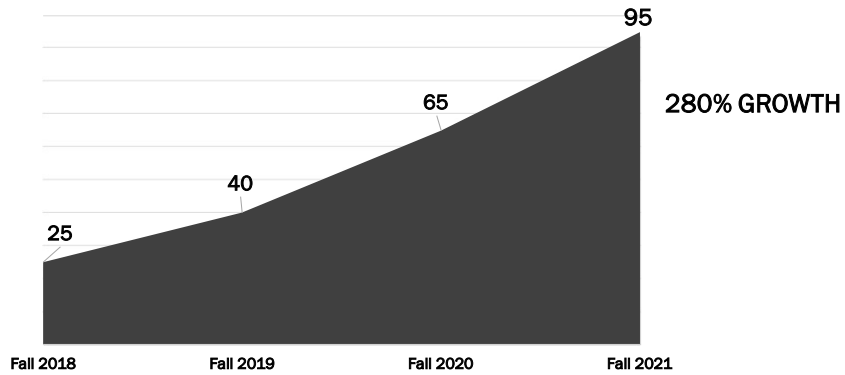
TOTAL DEGREES CONFERRED

530% growth since original
philanthropically-supported
expansion (2016)

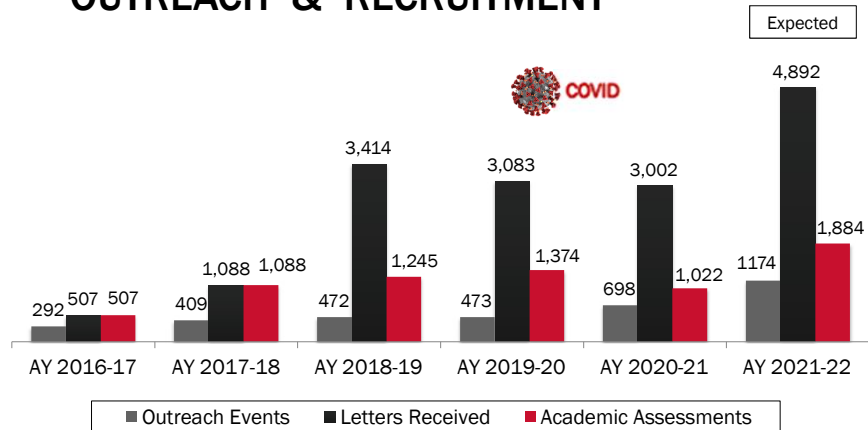
150% growth since receiving
ongoing State support (2019)



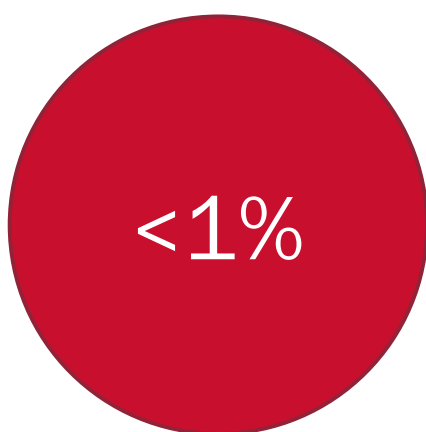
NUMBER OF PROJECT REBOUND STUDENTS PURSUING GRADUATE STUDIES IN THE CSU, 2018-2021



OUTREACH & RECRUITMENT

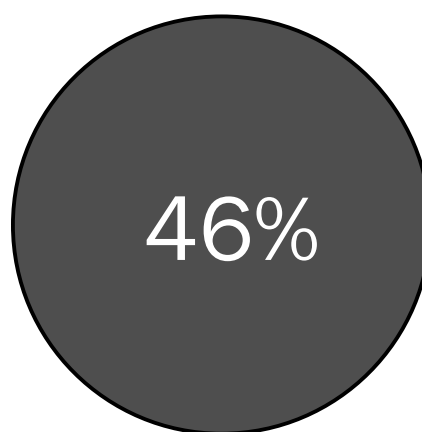


RECIDIVISM



Project Rebound Students

2016-2021



State of California

2019



Source: California Department of Corrections and Rehabilitation, *Recidivism Report for Offenders Released from the California Department of Corrections and Rehabilitation in Fiscal Year 2014-15* (January 2020).

Note: The California Department of Corrections and Rehabilitation recidivism rate is based on the rate of conviction during the three years following release from custody. Project Rebound's recidivism rate is based on the number of matriculated students who were returned to jail/prison for a new conviction.

Student Basic Needs Assessment

In the Spring of 2021, experiencing how the COVID-19 pandemic was exacerbating the housing and food insecurities of Project Rebound students, the CSU Project Rebound Consortium conducted a Basic Needs Assessment. The survey was taken by 322 Project Rebound students from fourteen campuses, which constituted 71% of the 452 students enrolled at the time that the survey was distributed. The survey confirmed the distressing impacts that the COVID-19 pandemic had on one of the CSU's most marginalized student populations in 2020 and 2021. Here is a snapshot of the survey findings:

- **Unemployment**: 58% of Project Rebound students reported that they lacked stable employment during the prior 12 months, and 41% became unemployed, 61% of whom were unable to access unemployment benefits.
- **Financial hardship**: 65% of Project Rebound students report that it has been difficult or extremely difficult for them and their families to pay for basic needs (e.g., food, housing, transportation, utilities) during the COVID-19 pandemic.
- **Housing insecurity**: 27% of Project Rebound students report that they or a member of their household needed to apply for housing subsidies, allowances, or register for eviction protection due to COVID-19.
- **Food insecurity**: 66% of Project Rebound students reported that in the past 30 days they often or sometimes couldn't afford to eat balanced meals.
- **Family obligations**: 38% of Project Rebound student survey respondents are parents of minor children, and 28% of Project Rebound students report spending more than 40 hours per week on average attending to family obligations while enrolled in school.
- **Essential workers**: 60% of Project Rebound students were employed or volunteered as essential workers during the heights of the COVID-19 pandemic (e.g., in agriculture, education, emergency services, food service and delivery, healthcare), working an average of 28 hours per week.



EXECUTIVE SUMMARY OF CONSORTIUM SYSTEM-WIDE BUDGET

FY 2021-2022 (January Revise)

	Section I Ongoing State Allocation Funds	Section II One-Time State Allocation Funds	Section III Campus-Based Matching Funds	Section IV External Matching Funds	Section V Total Funds
Administrative Campus (Fullerton)					
~ Consortium Administration	\$ 352,990	\$ -	\$ -	\$ -	\$ 352,990
~ Expansion Campus Programs RFP	\$ 700,000	\$ 101,510	\$ -	\$ -	\$ 801,510
~ Innovative Housing Initiatives RFP	\$ -	\$ -	\$ -	\$ -	\$ -
~ Juvenile Justice Engagement RFP	\$ -	\$ -	\$ -	\$ 125,000	\$ 125,000
~ Learning Community	\$ 30,612	\$ -	\$ -	\$ -	\$ 30,612
~ Innovative Initiatives	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
~ Cost-Reimbursement for San Diego State	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000
Administrative Campus Total	\$ 1,433,602	\$ 101,510	\$ -	\$ 125,000	\$ 1,660,112
Member Campuses					
Bakersfield	\$ 202,768	\$ 35,561	\$ 48,925	\$ 7,041	\$ 294,295
Fresno	\$ 239,082	\$ 40,053	\$ 30,529	\$ 7,431	\$ 317,095
Fullerton	\$ 274,573	\$ 60,921	\$ 10,000	\$ 414,371	\$ 759,865
Los Angeles	\$ 264,726	\$ 54,912	\$ 57,820	\$ 217,500	\$ 594,958
Pomona	\$ 242,430	\$ 31,068	\$ 6,078	\$ 21,403	\$ 300,979
Sacramento	\$ 257,487	\$ 47,399	\$ 35,551	\$ 26,892	\$ 367,329
San Bernardino	\$ 231,128	\$ 38,370	\$ 24,210	\$ -	\$ 293,708
San Diego	\$ -	\$ 42,907	\$ 55,221	\$ 10,000	\$ 108,128
San Francisco	\$ 154,204	\$ 47,299	\$ 208,506	\$ -	\$ 410,009
TOTAL CONSORTIUM BUDGET	\$ 3,300,000	\$ 500,000	\$ 476,840	\$ 829,638	\$ 5,106,478

EXECUTIVE SUMMARY OF CONSORTIUM SYSTEM-WIDE BUDGET
FY 2022-2023

	Section I Ongoing State Allocation Funds	Section II One-Time State Allocation Funds	Section III Campus-Based Matching Funds	Section IV External Matching Funds	Section V Total Funds
Administrative Campus (Fullerton)					
~ Consortium Administration	\$ 478,755	\$ 150,000	\$ -	\$ -	\$ 628,755
~ Expansion Campus Programs RFP	\$ 330,000	\$ -	\$ -	\$ -	\$ 330,000
~ Basic Needs Apportionments	\$ -	\$ 500,000	\$ -	\$ -	\$ 500,000
~ Innovative Housing Initiatives RFP	\$ -	\$ 3,200,000	\$ -	\$ -	\$ 3,200,000
~ Juvenile Justice Engagement RFP	\$ -	\$ -	\$ -	\$ 125,000	\$ 125,000
~ Learning Community	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
~ Reserve	\$ 71,943	\$ -	\$ -	\$ -	\$ 71,943
Administrative Campus Total	\$ 905,698	\$ 3,850,000	\$ -	\$ 125,000	\$ 4,880,698
Member Campuses					
Bakersfield	\$ 275,000	TBD	\$ 68,245	\$ 3,000	\$ 346,245
Fresno	\$ 275,000	TBD	\$ 30,528	\$ 6,804	\$ 312,332
Fullerton	\$ 275,000	TBD	\$ 10,000	\$ 564,856	\$ 849,856
Los Angeles	\$ 275,000	TBD	\$ 84,820	\$ 113,000	\$ 472,820
Pomona	\$ 273,329	TBD	\$ 14,626	\$ -	\$ 287,955
Sacramento	\$ 274,981	TBD	\$ 14,000	\$ 26,714	\$ 315,695
San Bernardino	\$ 275,000	TBD	\$ 18,885	\$ -	\$ 293,885
San Diego	\$ 275,000	TBD	\$ 89,081	\$ -	\$ 364,081
San Francisco	\$ 195,992	TBD	\$ 271,399	\$ -	\$ 467,391
TOTAL CONSORTIUM BUDGET	\$ 3,300,000	\$ 3,850,000	\$ 601,584	\$ 839,374	\$ 8,590,958

Based on the recommendation of the CSU Project Rebound Consortium Executive Committee, I endorse the enclosed system-wide budget for the CSU Project Rebound Consortium for the 2022-2023 fiscal year.



Framroze Virjee, President, CSU Fullerton
Lead President, CSU Project Rebound Consortium

March 31, 2022
Date



The California State University



PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated



STRATEGIC PLAN

2019-2024

Ratified Unanimously by the Consortium Executive Committee on August 27, 2019
Endorsed by Lead President Framroze Virjee on December 2, 2019
Approved by Chancellor Timothy White on February 5, 2020

STRATEGIC PLAN 2019-2024

Introduction

Developed collaboratively by the CSU Project Rebound Consortium, ratified unanimously by its Executive Committee, and approved by Consortium Lead President Framroze Virjee (CSU Fullerton) and CSU Chancellor Timothy P. White, this Strategic Plan articulates the history, mission, vision, values, and goals of Project Rebound, and presents an ambitious road map for expanding and enhancing the CSU Project Rebound Consortium into a publicly funded network of campus-based programs across the California State University.

The integrity, success, and credibility of the CSU Project Rebound Consortium requires that our programs operate with a common mission, vision, and set of guiding values and goals, a joint commitment

to quality, and a shared rubric of programmatic elements and service objectives. This Strategic Plan is intended as a roadmap and a rubric to guide and hold accountable Member Campus programs within the Consortium as well as other CSU campuses that aspire to join the Consortium, create programs using the Project Rebound model and brand, and be eligible for Consortium financial support and professional development.

In order for a campus to be ratified as a member of the Consortium and for a Member Campus to remain in good standing and continue to use the Project Rebound name and brand, it must work with the Consortium Learning Community—led by the Consortium Director of Program Development, in conjunction with the Consortium Executive Committee and senior Project Rebound staff at Member Campuses—to embody the mission, vision, values, and goals as well as implement the preponderance of the Key Program Elements and Key Service Objectives articulated in this Strategic Plan.





THE NEED

The United States has the highest incarceration rate in the world, and California has the largest prison and jail systems in the country. Mass incarceration drains state budgets, depleting public resources that might otherwise be allocated to strengthen social safety nets and improve educational access and quality; it is also a significant generator of social inequality, contributing to the creation of a class of people permanently locked out of the opportunities of mainstream society, even well after release.

Formerly incarcerated people face momentous obstacles to successful reentry, including barriers related to access to affordable housing, transportation, and gainful employment. They also face tremendous roadblocks in accessing the transformative power of higher education, which for many is the pathway to a more purposeful and prosperous life.

While possessing knowledge, experience, and skill that stand to enrich the university community, formerly incarcerated students (and aspiring students) have uniquely urgent needs in navigating academic institutions, accessing the academic and student supports, and acquiring the soft skills and social capital necessary for academic and postgraduate success.

MISSION

The mission of the CSU Project Rebound Consortium is to **support the higher education and successful reintegration of the formerly incarcerated** through the mentorship and living example of other formerly incarcerated students, graduates, faculty, and staff. Project Rebound constructs a life-affirming alternative to the revolving door policies of mass incarceration by making higher education more accessible and supportive of formerly incarcerated students so that they can acquire the knowledge and skills of a university education, enhance their capacity for civic engagement and community leadership, secure meaningful and gratifying employment, empower themselves and their families, and ultimately make stronger, safer communities.



HISTORY OF PROJECT REBOUND

In 1952, John Irwin (1929-2010) robbed a gas station and served a five-year sentence for armed robbery in Soledad Prison. During his time in prison he earned 24 college credits through a university extension program. After his release from prison, Irwin earned a B.A. from UCLA, a Ph.D. from UC Berkeley, and then served as a Professor of Sociology and Criminology at San Francisco State University for 27 years, during which he became known internationally as an expert on the U.S. prison system.



In 1967, Irwin created Project Rebound as a way to matriculate people into San Francisco State University directly from the criminal justice system. Since the program's inception, hundreds of formerly incarcerated people have obtained bachelor's degrees and postgraduate degrees. In 2016, with the support of the Opportunity Institute and the CSU Chancellor Timothy White, Project Rebound expanded beyond San Francisco State into a consortium of nine CSU campus programs.

The CSU Project Rebound Consortium is now a state- and grant-funded network of programs operating at CSU campuses in Bakersfield, Fresno, Fullerton, Los Angeles, Pomona, Sacramento, San Bernardino, San Diego, and San Francisco. Since 2016, Project Rebound students system-wide have earned an overall grade point average of 3.0, have a zero percent recidivism rate, and 87% of graduates have secured full-time employment or admission to postgraduate programs.

VISION

We envision a just and equitable world in which all people, including those with an incarceration experience, have access to high-quality higher education and comprehensive student support services that foster achievement, transformation, empowerment, social responsibility, and flourishing.



GUIDING VALUES

1. **The Intrinsic Value of Persons.** We believe that every person has inherent value and holds the power of possibility and transformation within them.
2. **Equitable Access to Education.** We believe that access to meaningful, high-quality, face-to-face higher education is fundamental to breaking intergenerational cycles of poverty, abuse, addiction, unemployment, and confinement.
3. **Formerly Incarcerated Leadership.** We believe that the integration, education, and leadership of formerly incarcerated people are essential to the work of creating solutions to the social crisis of mass incarceration.
4. **Education as Public Safety.** We believe that meaningful, high-quality higher education ultimately makes stronger, safer communities; we believe that public resources are better invested in education and other opportunities for transformation than prisons and punishment.
5. **Civic Engagement.** We believe that community engagement is at once a right, a responsibility, and a means of empowerment; we aim to inspire all Rebound Scholars to be informed and engaged civic agents.



KEY SERVICE OBJECTIVES

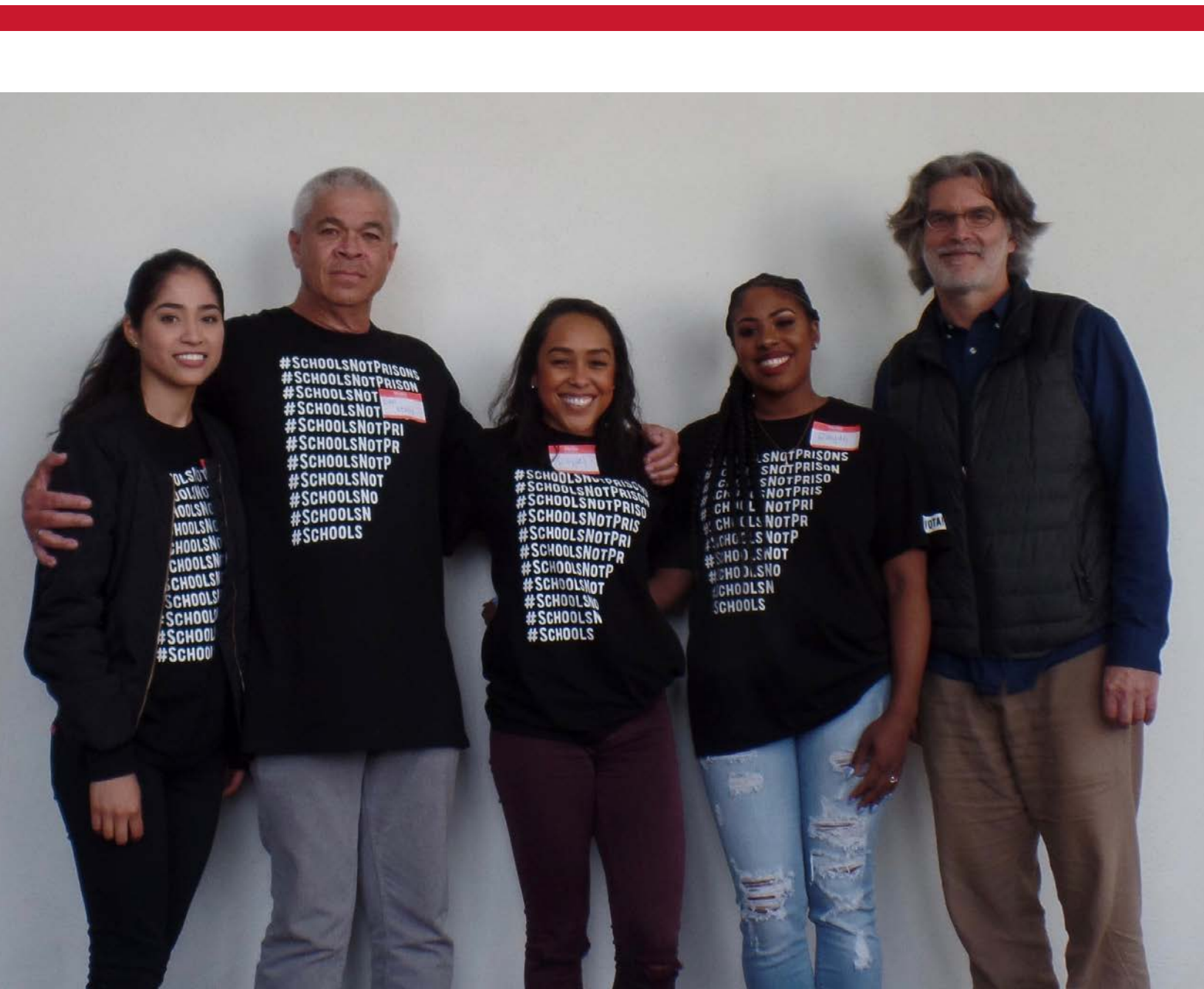
1. **Foster a college-going culture among and build recruitment pathways for currently and formerly incarcerated people.**
 - a. Conduct off-campus and on-campus outreach, recruitment, and informational sessions, including in jails/prisons.
 - b. Respond to all letters and inquiries.
 - c. Communicate with potential applicants regarding admissions requirements and processes.
2. **Help prospective students prepare, apply, and matriculate.**
 - a. Conduct initial college assessment and provide detailed feedback to prospective students.
 - b. Help prospective students develop an admissions plan.
 - c. Help prospective students apply for admission.
 - d. Help prospective students apply for financial aid.
 - e. Help prospective students complete the steps needed to enroll.
 - f. Help prospective students remove obstacles to academic enrollment (e.g., filing appeal forms for admissions, loan rehabilitation, probationary forms, etc.).
3. **Support enrolled students to persist, graduate, and pursue career options.**
 - a. Provide referrals and connections to reentry service providers.
 - b. Support students to obtain appropriate academic advising.
 - c. Help students register for courses and navigate campus technology, such as course management systems.
 - d. Help students develop study skills and other “soft” skills needed to succeed.
 - e. Provide direct financial support to assist with critical needs such as books, school supplies, transportation, meals, application and test fees, based on available resources.
 - f. Maintain an environment that cultivates inclusive community and a sense of belonging among students.

4. Support enrolled students to participate in student life and leadership, community service, and civic engagement.

- a. Advise and assist students to create and maintain an active student club or organization as appropriate.
- b. Cultivate supportive relations and advocate with Associated Students.
- c. Cultivate supportive relations and advocate with local, state, and federal elected officials.
- d. Encourage student community service and civic engagement.

5. Establish and foster empowering networks among Project Rebound alumni and students.

- a. Build and maintain a Project Rebound Alumni Association.
- b. Host or foster events that bring Project Rebound alumni and existing Project Rebound students together.
- c. Leverage Project Rebound alumni success to create opportunities for other Project Rebound alumni, graduates, and students (e.g., internships, fellowships, jobs).





KEY PROGRAM ELEMENTS

1. The programmatic anchor of Project Rebound is a full-time **Program Director or Coordinator** who (a) at a minimum possesses a bachelor's degree, (b) has an incarceration experience, and (c) has experience successfully navigating a university campus that enables them to effectively mentor formerly incarcerated students and build community among formerly incarcerated students and the wider university community. Program Coordinators are entry-level and/or do not supervise non-student staff. Program Directors have at least two years experience running student support or reentry support or related programs. Larger and more developed programs may have additional staff responsible for coordinating, for example, outreach or housing. Priority for such coordinating positions should likewise be given to people possessing experience both with incarceration and university campus life.

2. The Program Director or Coordinator reports to an **Executive Director** who is a tenure-track faculty, MPP, or senior staff member and who has an incarceration

experience and/or has a demonstrated commitment to the empowerment of people whose lives have been directly impacted by the criminal justice system. The Executive Director oversees executive and administrative duties, including supporting and supervising the Program Director or Coordinator, hiring and retaining competent, qualified staff, overseeing campus program budgets, and serving as the primary liaison between the campus program and the Consortium, as well as between the campus program and the campus President, Vice Presidents, Deans, and other administrators. The Executive Director serves as Principal Investigator for intramural and external grants and contracts, coordinates their campus with the Consortium Learning Community, provides reports and information requested by the Consortium in a timely manner on behalf of their campus, and actively engages in development such as philanthropic fundraising and/or grant writing and reporting, and/or other program development work that directly supports and enhances the scope of opportunity for formerly incarcerated students and staff.



3. Every campus program must have a **central, accessible physical location on campus** with a unique mailing address and phone number) that contains meeting space that provides opportunity for both privacy and community.

4. Every campus program must foster an environment that cultivates **inclusive community** and a sense of belonging among students.

5. Every campus program must maintain strong **relationships with partners and champions across campus**, especially in Admissions, Financial Aid, Academic and Student Affairs, Associated Students, University Advancement, Career Services, Contracts and Grants, Human Resources, and University Outreach.

6. Every campus program must have established and effective processes for student advising and assistance with registration, academic planning, tutoring, and other **academic supports**.

7. Every campus program must foster a structured **peer support network** for Project Rebound students.

8. Every campus program must, based on available funds, provide **direct student financial support** to assist with critical needs such as books, school supplies, transportation, meals, housing, application and test fees, graduation costs, regalia, stoles, or other related needs.

9. Every campus program must build and maintain strong **relationships with external partners** such as prisons/jails, probation and parole departments, community-based organizations and reentry service providers who can assist Rebound students with housing, food security, legal services, and other aspects of transition and wellness.

10. Every campus must establish and maintain strong **collaborative partnerships with local community colleges** to strengthen the prison to college pipeline.



CSU

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PROJECT REBOUND CONSORTIUM

GOALS AND GROWTH PLAN

FOR 2019-2024





GOALS AND GROWTH PLAN: OVERVIEW

- 1. Grow and improve the existing CSU Project Rebound Consortium.**
- 2. Expand the CSU Project Rebound Consortium to include new member campuses.**
- 3. Strengthen opportunities for the holistic healing, development, and success of formerly incarcerated students.**
- 4. Engage in public education and advocacy in order to inspire other institutions of higher education and build a movement to promote equity and social justice for people directly impacted by mass incarceration.**
- 5. Conduct rigorous research and program evaluation to facilitate progressive program improvement and produce knowledge that educates the public and centers the agency and humanity of formerly incarcerated people.**

GROW AND IMPROVE THE EXISTING CSU PROJECT REBOUND CONSORTIUM

GOAL 1



The first strategic priority of the CSU Project Rebound Consortium is to strengthen existing programs and build the robust organizational infrastructure that will be required to thoughtfully scale our success, constructing a coordinated, longitudinally sustainable, state-funded network of campus-based student support programs.

OBJECTIVES

- Develop, strengthen, and increase the organizational capacity and effectiveness of the original nine campus programs.
- Foster inter-campus collaboration and support to increase cross-consortium program quality, integrity, consistency, and accountability.
- Develop, standardize, and publicize the Project Rebound brand as a collaborative, multi-campus consortium.
- Develop and expand post-release outreach and recruitment pathways for currently and formerly incarcerated people.
- Promote innovation, uniqueness, and appropriate autonomy among member campuses to respond to local needs while actualizing the core mission, vision, values, and goals of the CSU Project Rebound Consortium.
- Leverage state support to increase and expand external grants and philanthropic investment in campus-based and Consortium-level activities.

STRATEGIES

1. Recruit, retain, and provide ongoing meetings, workshops, professional development and networking opportunities for a high-quality and diverse faculty and staff to prepare them in supporting the academic success of Project Rebound students.

2. Construct a Consortium-wide Learning Community that fosters inter-campus collaboration and support, and increases cross-system program quality, efficiency, integrity, consistency, and accountability.

3. Create and disseminate guidelines for the consistent use of outreach, promotional, and programmatic materials that project the CSU Project Rebound Consortium as a strong, coherent, instantly recognizable brand identity.

4. Ramp up outreach and recruitment efforts on campus and in prisons (especially those that are either under-resourced or have strong college programs), parole meetings, community colleges, and community-based organizations to ensure a smooth transition from prison to the university.

5. Develop and administer an equitable annual Consortium-level general operating budget

Request for Proposal (RFP) process for existing campuses to fund innovative strategies to support the gradual increase of Project Rebound student enrollment and appropriate faculty, staff and facilities to promote Project Rebound student success.

6. Establish meaningful engagement with government agencies, community-based organizations, and employers in the implementation of Project Rebound to help coordinate services to students after release.

7. Establish an External Advisory Board for the Consortium, as well as campus-level advisory boards for each Member Campus program, with clearly articulated roles and responsibilities, comprised of active and engaged stakeholders who have an expressed interest in or knowledge of public safety, reentry, criminal justice, and/or higher education, and who are committed to advancing the mission, vision, values, and goals of the CSU Project Rebound Consortium.

8. Conduct comprehensive Project Rebound leadership training workshops for outreach and in-reach teams in order to standardize branding, mission, and communication of Project Rebound when engaging with the public.



GOAL 2

**EXPAND THE CSU PROJECT
REBOUND CONSORTIUM TO
INCLUDE NEW MEMBER
CAMPUSES**

We will seek to train, support, and on-board our sister schools in the CSU that aspire to join the Project Rebound Consortium and found Project Rebound programs on their campuses. The Consortium intends to ensure that expansion takes place thoughtfully and equitably, balancing the goal of creating opportunities for formerly incarcerated students at new campuses with the prior goal of strengthening and improving our original nine campus programs.

OBJECTIVES

- Develop and implement a strategic and equitable budget allocation process for funding, training, and on-boarding additional campuses that aspire to join the CSU Project Rebound Consortium.
- Integrate emerging Project Rebound programs into a robust, supportive Learning Community of Consortium members (e.g., continuous outreach, mentoring, and program development).
- Integrate emerging Project Rebound programs into the Consortium collective governance structure.
- Assist new campus program staff with identifying formerly incarcerated students through structured outreach and in-reach events and activities.
- Help new campus programs develop strategic communications plans to promote Project Rebound in their respective regions.
- Provide continuous guidance, support, and technical assistance to foster the launch of Project Rebound on additional CSU campuses.

STRATEGIES

1. Connect with other CSU campus' orientation, recruitment and outreach departments and Student Success Teams to build a pathway for newly enrolled students to learn about Project Rebound.
2. Create a mentorship program to assist aspiring and probationary campus programs with understanding the mission, values, goals and Key Program Elements and Service Objectives of Project Rebound and help new campus staff build cross-campus relationships and community engagement.
3. Provide new staff with ongoing technical assistance on programmatic requirements, program design and curriculum development specifically structured for their location and student needs.
4. Connect returning students going to locations where there is not currently a Project Rebound to identify allies at an established Project Rebound site.
5. Conduct outreach to CSU campuses to promote interest in joining the Consortium.

STRENGTHEN OPPORTUNITIES FOR THE HOLISTIC HEALING, DEVELOPMENT, AND SUCCESS OF FORMERLY INCARCERATED STUDENTS

GOAL 3



We will seek to cultivate a culture of care and belonging for formerly incarcerated students on CSU campuses across the Consortium through community building, holistic peer-led and professionally supported healing practices and wraparound support that help Project Rebound students actualize their full potential.

OBJECTIVES

- Improve academic, psychosocial, and employment outcomes and reduce recidivism among formerly incarcerated students.
- Build the capacity of CSU campuses to support Project Rebound students with housing, financial, and food insecurities that compromise their ability to thrive academically.
- Cultivate cultures of care and belonging and peer-to-peer support among Project Rebound students on campus and across the Consortium through community building.
- Promote innovative and locally responsive practices that address the basic wellness needs of Project Rebound students (e.g., mental health, physical fitness, housing, and financial literacy).
- Develop an internship program and provide research and/or volunteer opportunities for Project Rebound participants.
- Establish hiring and career paths to promote career opportunities for Rebound Scholars at emerging Project Rebound programs.
- Hold regularly scheduled meetings and ongoing opportunities for systemwide networking, fellowship, and collaboration through in-person trainings, conferences and retreats to create a support network to share best practices, share challenges and successes.

STRATEGIES

1. Host regular retreats for all Project Rebound students across the Consortium community to bond, establish social networks, highlight student graduation and other academic achievements as well as issues related to physical, recovery, emotional, and spiritual wellness.
2. Create a Project Rebound Alumni Association that builds social and referral networks among Project Rebound students and alumni.
3. Develop and promote opportunities for peer mentorship among Project Rebound students and for Project Rebound students to mentor youth in the community (e.g., the Project Rebound DJJ Mentorship initiative).
4. Create and encourage opportunities for students to engage in high-impact practices.



**ENGAGE IN PUBLIC EDUCATION AND ADVOCACY IN
ORDER TO INSPIRE OTHER INSTITUTIONS OF
HIGHER EDUCATION AND BUILD A MOVEMENT TO
PROMOTE EQUITY AND SOCIAL JUSTICE FOR
PEOPLE DIRECTLY IMPACTED BY MASS
INCARCERATION**

GOAL 4



We will engage in public policy and advocacy in order to support reform related to criminal justice, access to higher education for formerly incarcerated people, fair chance hiring, voting rights, and the many collateral consequences of incarceration on local, national, and international platforms.

OBJECTIVES

- Humanize the image of currently and formerly incarcerated people in the dominant public imagination.
- Promote the voices and increase the visibility of formerly incarcerated students and staff.
- Develop opportunities for civic engagement and partnerships with advocacy and social justice organizations aimed at reducing barriers and enhancing opportunities for system impacted formerly incarcerated individuals.
- Provide scaffolded opportunities for formerly incarcerated students to take on leadership and decision-making roles.



STRATEGIES

1. Provide training and immersive learning experiences for students on public speaking, advocacy, and engagement with the media, including managing risk, protecting privacy, and conveying the humanity, assets, and knowledge of people with incarceration experiences.
2. Highlight the myriad accomplishments of Rebound Scholars and alumni at conferences, through videos, publications, and other media.
3. Increase connections between other formerly incarcerated student groups and programs and within the CSU, UC, and Community College system to ensure access and a seamless transition for students to higher education on every post-secondary level.
4. Provide seminars to departments such as academic counseling, as well as the larger campuses as a whole, to build understanding of the obstacles formerly incarcerated students face.
5. Encourage PR student participation in campus student life and leadership.
6. Work with campus partners and social justice advocates in the community to promote awareness of the effects of mass incarceration and hold on campus forums bringing awareness to the issues surrounding higher education and incarceration.
7. Collaborate with community and governmental relations and engage in outreach to state and local policymakers to build awareness of Project Rebound and support for policy change that ensures sustainability.



GOAL 5

CONDUCT RIGOROUS RESEARCH AND PROGRAM
EVALUATION TO FACILITATE PROGRESSIVE
PROGRAM IMPROVEMENT AND PRODUCE
KNOWLEDGE THAT EDUCATES THE PUBLIC AND
CENTERS THE AGENCY AND HUMANITY OF
SYSTEM-IMPACTED PEOPLE

We will develop and implement holistic formative and summative program assessment, designed with formerly incarcerated stakeholder input, to identify and articulate the specific needs of formerly incarcerated students and the effectiveness of Project Rebound programmatic activities in meeting those needs and fostering student success (e.g., student retention, graduation, recidivism, employment, and wellness).

OBJECTIVES

- Construct and administer a Request for Proposals (RFP) to identify and employ a research team to coordinate a Consortium-wide formative and summative program assessment agenda that satisfies State Government reporting requirements, facilitates progressive program improvement, and produces knowledge that educates the public.
- Investigate the difficulties formerly incarcerated people face upon reentry and identify productive interventions.
- Collect quantitative and qualitative data to be used for assessing program effectiveness specific to program progress towards meeting expected objectives, tracking students' academic progress and participation, and providing feedback for program improvement.

STRATEGIES

1. Develop a comprehensive data collection, management, and evaluation system to inform program development and to communicate program outcomes (e.g., social integration, self-efficacy, retention rates, graduation rates, reduce recidivism).
2. Design and administer standardized mixed-method evaluation processes that include quantitative and qualitative aspects to assess programmatic strengths and weaknesses and measure student success using a host of metrics.
3. Disseminate research findings in the effort to facilitate progressive program improvement, shape policy, support advocacy, and inform public discussions related to criminal justice and higher education.