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and Chief Financial Officer

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April 17, 2020

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RE: Project Rebound

For more than 50 years, the Project Rebound program has provided essential support to formerly incarcerated students at the California State University (CSU). Today the program has scaled its proven model across nine CSU campuses, significantly increasing its outreach and impact as a result of critical state funding. This report outlines some of the major activities that have resulted in more than doubling student enrollment in the program in the last four years with a zero percent recidivism rate (compared to California's 50 percent rate in 2018). These activities include investing in needed infrastructure and staffing, including pre-admission counselors and academic advisors to support early intervention, as well as direct student support such as housing, student employment and transportation.

Formerly incarcerated students face unique challenges and are more likely to persevere to graduation when they have access to basic needs as well as mental health support services and a caring community. By offering a broad range of resources and connections with supportive entities, Project Rebound member campuses are fostering empowerment and

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

CSU Report: Project Rebound

Month April 17, 2020

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transformation in a highly vulnerable student population. As outlined in this report, the state allocation is a significant factor to sustaining the success of Project Rebound. A proposed systemwide assessment of the program, designed with formerly incarcerated stakeholder input, will further identify specific student needs and the effectiveness of Project Rebound in meeting those needs.

Should you have any questions about this report, please contact Nichole Muñoz-Murillo, Assistant Vice Chancellor, Advocacy and State Relations at (916) 445-5983.

Sincerely,


Steven Relyea (Apr 17, 2020)

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

SR:dr

Full report posted to <https://www.calstate.edu/legislativereports/>

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PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated

ANNUAL REPORT 2020

2020 Annual Report

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2020 Annual Report

I. Investments in CSU Project Rebound

Since the expansion of Project Rebound to nine CSU campuses in 2016, CSU Project Rebound member campuses have remained unwavering in our commitment to support the higher education and successful reintegration of the formerly incarcerated. The CSU 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.

The \$3.3 million ongoing allocation for CSU Project Rebound in the 2019 State Budget has enabled the nine CSU Project Rebound member campuses to establish the organizational infrastructure and engage in the strategic planning necessary to scale our proven model of success. Approximately \$2.4 million of the 2019 State budget allocation was allocated to member campuses and Consortium administration for the 2019-2020 fiscal year. These State funds were leveraged alongside \$430,000 of campus-based matching investments and \$337,000 of external funds (from grants, contracts, and philanthropy) to support the activities of the Project Rebound Consortium. 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, meal and housing support, books, school supplies, materials and printing, postgraduate fellowships, etc.). The remaining \$900,000 of the State-appropriated funds will be used to enable system-wide formative and summative program assessment and the expansion of Project Rebound to other CSU campuses through two competitive RFPs that will be issued in Spring 2020.

II. Governance and Strategic Planning

In compliance with CSU Executive Order 1103, the CSU Project Rebound Consortium sought and received the approval of Chancellor Timothy White to become an official CSU multi-campus collaboration. This institutionalization process involved constructing and securing Chancellor's Office approval of an administrative and governance structure for the Consortium as well as a strategic plan.

The *CSU Project Rebound Consortium Strategic Plan* (Appendix C) articulates the mission, vision, values, key program elements and service objectives of the Project Rebound Consortium, as well as our goals and growth plan for the years to come. The *CSU Project Rebound Consortium Administrative*

and Governance Structure (Appendix D) outlines the terms of Consortium administration and campus membership, and the roles and responsibilities of the Consortium’s Campus Representatives, its Director of Program Development, Executive Committee, Chair, and Lead President. These documents are the product of extensive consultation with Project Rebound staff and stakeholders at the original nine member campuses. They were unanimously ratified by the Consortium Executive Committee in August 2019, endorsed by Consortium Lead President Framroze Virjee (CSU Fullerton), and approved by Chancellor Timothy White in February 2020.

III. Education and Support Services

Project Rebound Consortium member campus priorities have focused on the following key service objectives that align with the Graduation Initiative 2025 and the CSU Project Rebound Consortium Strategic Plan, which is designed to make higher education more accessible and supportive to formerly incarcerated students:

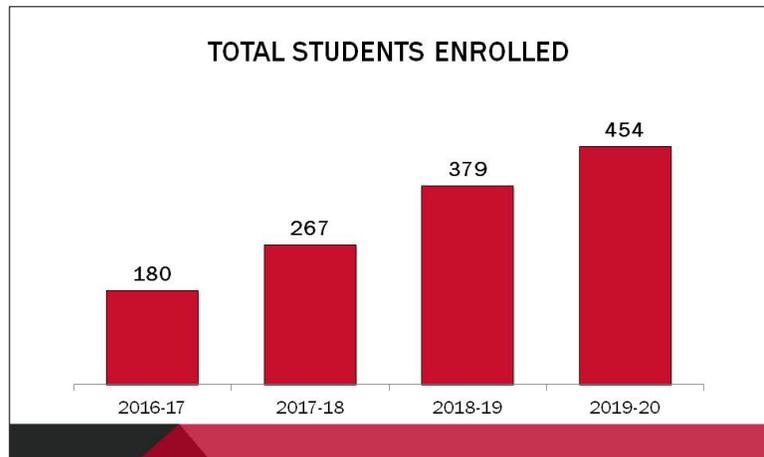
1. Fostering a college-going culture among and building recruitment pathways for currently and formerly incarcerated people
2. Helping prospective students prepare, apply, and matriculate.
3. Supporting enrolled students to persist and graduate.
4. Supporting enrolled students to participate in student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

This section of the report provides a summary of programmatic activities, student support programs, services and various strategies undertaken and demonstrates how each campus 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. Many best practices have been replicated across all Project Rebound member campuses. Some examples are included in this report.

By offering a broad range of resources and connections with supportive entities, Project Rebound member campuses have continued to develop, refine, and invest in academic and student support services that assist prospective and matriculated students who are formerly incarcerated or justice-impacted and enable them to concentrate on gaining expertise in their field of study and achieve educational and personnel empowerment. Project Rebound member campuses strive to ensure that the basic needs of this unique student population are met. Students receive assistance in all phases of admissions and are provided key support to foster their persistence and graduation from the CSU.

Services begin by offering customized pre-matriculation advising and support to currently and formerly incarcerated people who aspire to apply to the CSU. One key strategy for ensuring student success is connecting Rebound Scholars with academic advisers to help students identify their preferred major earlier and plan their academic path. Academic advising services include transcript review and evaluation, selection of major(s), advice on course selection, an individualized academic plan, and reentry support. As Rebound Scholars move through their academic career at Project Rebound member campuses, the ability to regularly meet with program staff to receive timely support with system navigation, computer literacy, registration, campus orientation, and scheduling is critical to their success. The use of academic progress reports and other data and predictive analytics, such as EAB,

allow academic advisers to monitor Rebound Scholars' progress toward graduation (e.g., GPA and semester grades, persistence, retention, and graduation rates, etc.) and provide more effective opportunities for early intervention with students who are encountering difficulty and barriers to keeping students on track for graduation. Project Rebound member campuses have placed a high priority on investing in academic support services such



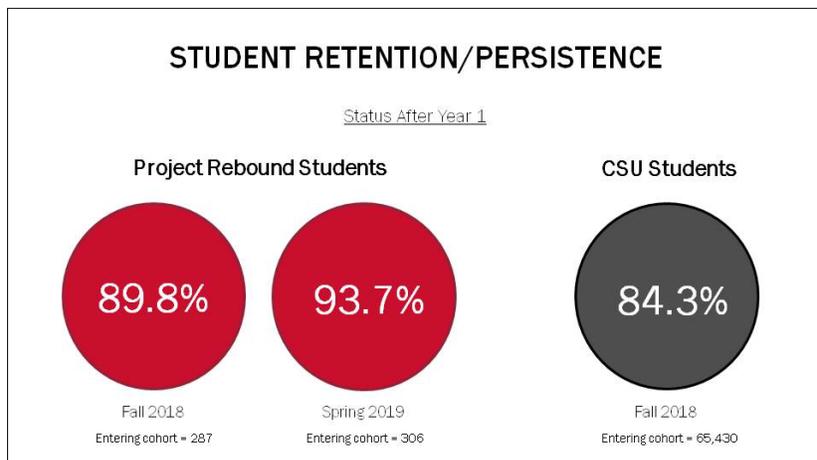
as writing centers, computer and learning labs, individualized tutoring, one-on-one mentoring and professional counseling. Many students come to Project Rebound with social and emotional challenges, often related to the trauma of incarceration and reentry. Campuses such as CSU Fullerton and San Diego State assist students in meeting their mental health needs by providing them with counseling and therapy above and beyond the care provided by campuses resources (e.g., Counseling and Psychological Services).

Formerly incarcerated students face unique challenges and are more likely to persist and graduate when they have access to employment, transportation, housing and food security, mental health support services and a caring community. Project Rebound helps students overcome these obstacles to successful reentry by providing them with direct financial support for critical needs such as application, test and graduation fees, monthly meal stipends, parking or bus passes, semester stipends for book and school supplies, access to free printing, employment opportunities on campus, and transitional housing support often within close proximity to campus. Some Project Rebound member campuses host enhanced orientation programs, workshops, and peer-to-peer mentoring programs to provide students with soft skills, individualized guidance, and community. For example, in 2018, Project Rebound at CSU Fullerton launched the John Irwin Memorial House, the nation's first transformative housing community for formerly incarcerated university students, where the program holds semi-weekly peer-to-peer support meetings to foster camaraderie and peer

education among Rebound Scholars, as well as regular gatherings to cultivate community and an intergenerational support network among staff, students, and their families. At Fresno State, matriculated and non-matriculated students are offered a no-cost reentry course on campus for academic credit, providing them the opportunity to learn about navigating reentry in an academic environment with current students.

Some Project Rebound member campuses require enrolled students to participate in a number of programmatic activities that foster academic success, such as layered academic advising, mid-semester progress reports, time management and soft skills workshops, community and campus outreach, civic engagement and leadership training, and professional development. Campus-based financial literacy workshops help Rebound Scholars make informed decisions in college and for their future. For example, Project Rebound at CSU Bakersfield offers a personal finance course on budgeting, banking, credit card debt, identity theft, and financial goals.

The centerpiece of Project Rebound’s mission and model is the active leadership of staff who have an incarceration experience and 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 representation 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.



All Project Rebound member campuses provide dedicated on-campus space and a safe environment for students to build a sense of community and to discuss and strategize about challenges they are experiencing that may be interfering with their academic progress. Computer labs and tutoring services are often provided in this dedicated Project Rebound office.

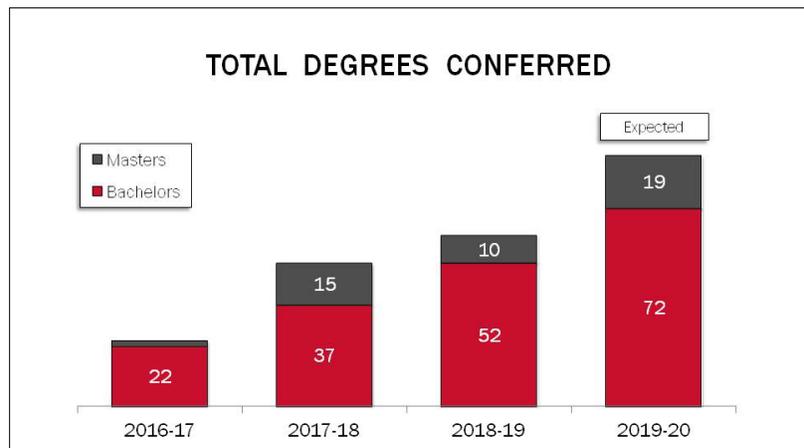
IV. Coordination with Other Campus Entities

To fulfill and support the diverse needs of Rebound Scholars, Project Rebound member campuses have been extremely successful in cultivating strong relationships with a broad range of

faculty, staff, and administrators from various campus entities, including Admissions, Financial Aid, EOP, Academic and Student Affairs, Student Organizations and Leadership, Associated Students, Inc., Guardian Scholars, University Advancement, Career Services, Grants and Contracts, Human Resources, University Outreach, New Student Orientation, Counseling and Health Center, Adult Reentry Center, Division of Public Affairs and Advocacy, and more). The diverse groups of dedicated professionals who have partnered with Project Rebound are empathic to, and have been informed by Project Rebound staff regarding, the unique challenges that formerly incarcerated students face and are committed to ensuring that Rebound Scholars are successful.

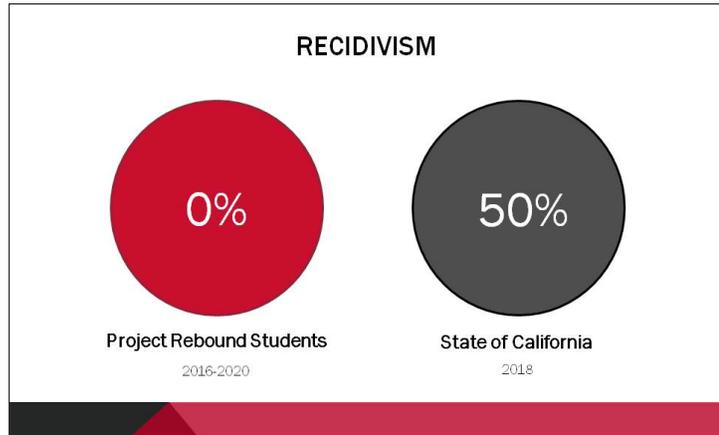
At Fresno State and CSU Fullerton, Project Rebound has created partnerships at the Director level. Through a referral process, after meeting with the Director of a department and securing their support, Project Rebound staff is given a contact person that becomes their liaison. Project Rebound staff work directly with that person to resolve issues that come up for students. A formal Declaration of Support from Academic and Student Affairs has been secured. San Francisco State has arranged a Memorandum of Understanding with Open University to support students in need of bridge courses to full matriculation.

CSU Bakersfield has established a diverse, internal ten-member Project Rebound Support Team to discuss student issues and provide support to students on college readiness, developing strong study skills, training in soft skills such as persistence, resilience, self-confidence, and effective communication to ensure that Rebound Scholars are successful. The team meets bi-monthly and consists of



representatives from Student Affairs, Counseling, Academic Advising, Admissions, Financial Aid and Scholarships, Community Engagement and Career Education, the Project Rebound Coordinator, a Transfer Specialist, Rebound Scholar and a Faculty representative. At CSU Fullerton, the Office of Financial Aid works closely with the Program Director to ensure that Rebound Scholars have access to federal and state financial aid, federal work-study awards, university scholarships, and loan rehabilitation support.

All Project Rebound member campuses partner with the Admissions Office to enable the timely enrollment of recently released prospective students and to troubleshoot other programmatic admissions needs, such as providing admissions codes, evaluating transcripts, and hearing admissions appeals. Admissions staff often assist Project Rebound staff with responding to the thousands of letters and written inquiries from prospective students. As students move closer to graduation, Project Rebound staff work more closely with the campus career center to professionally prepare and place graduates into jobs.



The CSU Project Rebound Consortium believes that an equitable educational experience is a right, and member campuses work to ensure that Rebound Scholars have opportunities that support the full scope of their professional possibility and personal development. These opportunities include conference travel, research support, public speaking training through panels and presentations to diverse audiences, outdoor activities, engagement with community-based organizations, mentorship and networking events, film screenings, game nights, and more. Additionally, Project Rebound ensures that each student is able to provide input regarding the types of programming and services we administer. Some campuses offer internships for Rebound Scholars. For example, the CSU San Bernardino School of Social Work provides internships for Project Rebound students and is actively developing partnerships with other colleges and departments to expand these internship opportunities. Sacramento State offers academic opportunities through their partnership with the McNair’s Scholars Program and Cooper-Woodson College Enhancement Program. At CSU Fullerton, due to a successful advocacy campaign, CSUF Associated Students, Inc. established a \$10,000 annual ongoing budget allocation designated for scholarships for formerly incarcerated students.

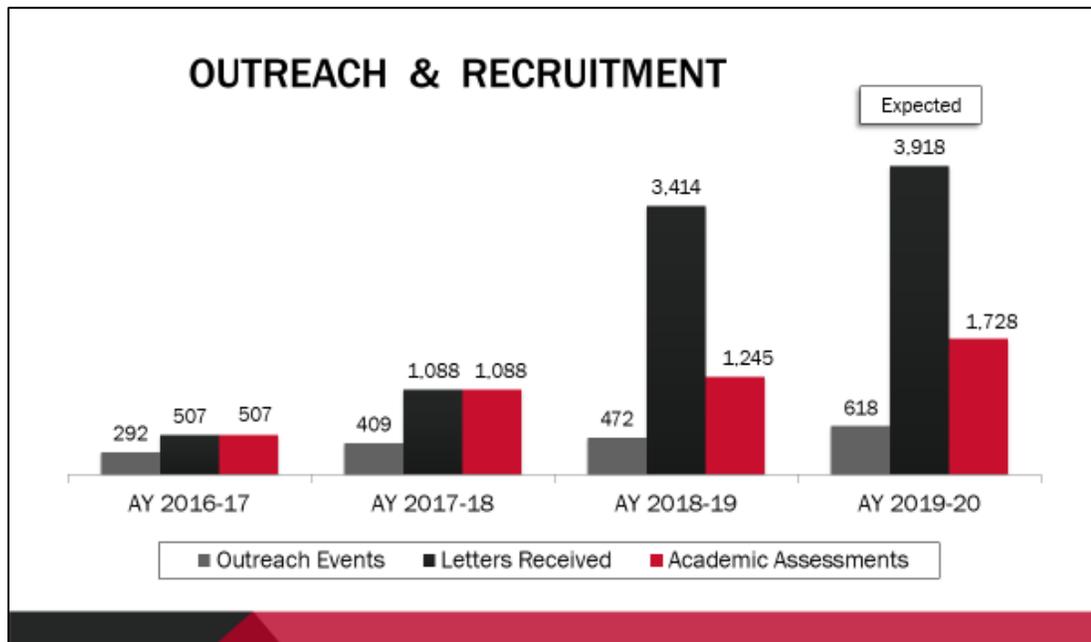
The long-term goal for all Project Rebound member campuses is to construct service-learning, research and internship opportunities to engage students in high impact practices in arenas such as criminal justice policy advocacy, through which students can acquire new knowledge and learn new skills as well as exercise existing knowledge and skills to build stronger, safer communities and contribute constructively to public debate on issues related to public safety and higher education.

Rebound Scholars have a strong desire and are encouraged to get involved in student life and leadership and give back to the community. Many students regularly volunteer in Project Rebound offices and participate in student groups created by formerly incarcerated students (e.g., the Student

Homie Union at Cal State Los Angeles, All of US or None at San Francisco State, Club RISE at CSU Bakersfield, and Sober Scholars at CSU Fullerton.

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

Project Rebound Consortium member campuses have been extremely successful in cultivating strong, meaningful relationships and collaborations with community resource managers and principals at correctional facilities and related support organizations, not only in close proximity to their respective campuses, but throughout the state. Correctional facilities provide opportunities for Project Rebound outreach teams to make presentations to inmates about how to enroll in college and successfully obtain a degree. Project Rebound staff correspond with incarcerated students and agencies, participate in tabling and resource events conducted inside the prisons, and frequently send students into prisons to speak at graduations and at pre-release classes.



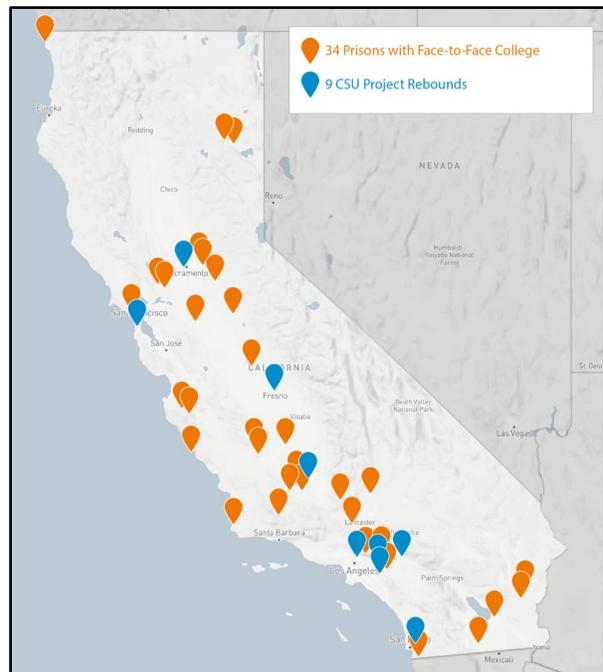
As a result of the demonstrated success of Project Rebound, the CSU Project Rebound Consortium was awarded an Innovative Programming Grant from the California Department of Corrections and Rehabilitation. Fresno State serves as the lead campus and fiscal agent for this project. The CSU Project Rebound Outreach Program (CSU PROP) is a comprehensive, structured, robust pre-college orientation consisting of four 90-minute workshops that assist inmates with preparation for college and enable prospective students to make connections with CSU campuses throughout the state. CSU PROP is offered each summer, fall, and spring term. Each term CSU

Supporting the higher education and successful reintegration of the formerly incarcerated

PROP consist of four sequential workshops with a cohort of 30 students continuing together through the series. Overall, two cohorts (60 students) participate in CSU PROP each term for a total of six cohorts (180 students) per year. CSU PROP currently offers this comprehensive range of outreach services at Taft Modified Community Correctional Facility (TMCCF). TMCCF staff select participants based on demonstrated motivation and commitment to pursue higher education. Pre- and post-tests are administered to assess student learning outcomes. These tests are in addition to the pre- and post-assessments required by CDCR. Workshop sessions include a) Choices (e.g., Academic Interests & Goals; Choosing a Vocational or Academic Pathway; Admissions and Transfer Process Information); b) College Success & Challenges (e.g., Time Management; Study Skills & Learning Strategies; Self-empowerment and Self-direction); c) College Life (e.g., Campus Life, Campus Clubs and Student Organizations); and d) Transitional and Socialization Skills (e.g., Learning What to Stay Away From, Verbal & Non-Verbal Communication; Work Expectations & Punctuality; Transitions & Adaptability; Problem Solving). Rebound Scholars accompany facilitators and participate in the delivery of CSU PROP, augmenting their ability to deliver such programming and training in future. In addition, CSU PROP works to identify currently incarcerated students who may serve as institution-based leads to assist with the delivery and coordination of the program. Students who complete the series of four workshops receive a Certificate of Participation recognizing their achievement.

Now that the CSU PROP curriculum has been developed and successfully implemented at TMCCF, the CSU Project Rebound Consortium is prepared and eager to expand partnership with CDCR, gain more extensive access to prospective students at other correctional facilities, and offer our CSU PROP curriculum inside correctional facilities throughout the state.

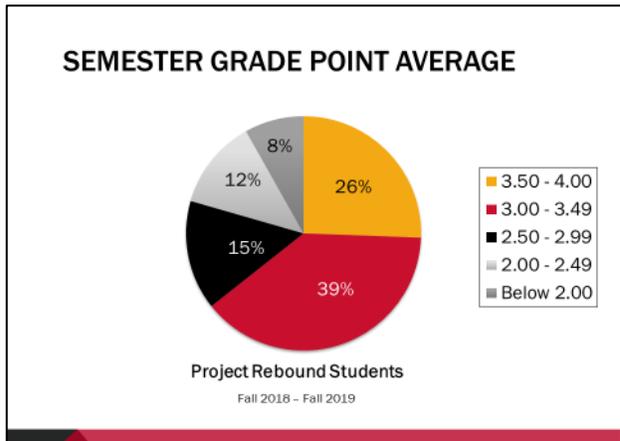
In the community, Project Rebound staff attend Parole and Community Team (PACT) monthly meetings and have established a solid rapport with parole and probation supervisors. Project Rebound staff coordinate with public and community-based organizations to connect our students to supportive resources for which they are eligible. For example, CSU Fullerton partnered with the CSUF Osher Lifelong Learning Institute to design a formal mentorship program that links Rebound Scholars with senior volunteers in the community who offer extensive professional and life experience to assist Rebound Scholars with career and soft skills development. The Bakersfield Reentry Center and other community service providers assist Rebound Scholars with housing, job placement, legal services, vocational evaluation and counseling and spiritual services counseling. San Francisco State utilizes



Phatt Chance Transitional Housing for students with parole housing needs and the United Playaz for student leaving behind gangs. Cal State Los Angeles partners with Cavanagh House for transitional housing for their Rebound Scholars.

Building a prison-to-college pipeline is a critical component of Project Rebound. Especially since the passage of Senate Bill 1391 (Hancock, 2014), which permits California Community Colleges to collect state apportionment for classes provided to incarcerated students, that pathway from prison to college often runs through the California Community Colleges. As a result, Project Rebound Consortium member campuses have also developed strong transitional partnerships with numerous community colleges. Potential students who are missing requirements in order to successfully transfer to a CSU campus are offered academic advisement by Community College Transfer Specialists for enrollment at one of our partner community colleges. These potential students receive an Individual Academic Plan to follow for a semester or two for future transfer to a CSU campus. For example, the JUMP START Transitional Bridge Day is a joint collaborative, dual-enrollment transfer bridge program between CSU Bakersfield and Bakersfield College to enable students to complete their first year of college coursework at Bakersfield College while utilizing academic advising from both institutions. Project Rebound staff maintain contact with the students as they complete their lower level requirements at the community college, invite them to participate in Project Rebound events and avail themselves of Project Rebound advising services while they are working toward transfer-readiness, and work with them to finalize their transfer applications when they are ready.

Other pathways may be directly through the prison. For example, students who are currently enrolled in the Cal State Los Angeles' Prison BA Graduation Initiative at Lancaster State Prison are guaranteed the opportunity to complete their degree on the main Cal State LA campus, should they wish to do so. Cal State LA retains the services of an independent contractor who pipelines interested students from Lancaster to the Cal State LA campus, coordinating housing with the local transitional housing facilities, and oversight through the parole office. Cal State LA has developed a strong relationship with two nearby transitional housing programs, California Department of Corrections and Rehabilitation, the local parole office representing their area, and Los Angeles County Probation. Parolees can live free of charge in a transitional housing facility within walking distance from the main campus. Rebound Scholars currently living in this facility also help to further a culture that promotes the value of higher education by serving as role models and peer mentors for other formerly incarcerated individuals who are thus inspired and motivated to pursue an education. Cal State LA's Words Uncaged program visits youth in juvenile detention centers to promote education.



At Cal Poly Pomona, Project Rebound staff work with the Prison Education Project (PEP) and the Reintegration Academy to recruit Rebound Scholars. By providing academic, life skills, and career development programming, PEP aims to educate, empower, and transform the lives of incarcerated individuals. The goal of PEP is to create a prison-to-college and provide in-custody students with the cognitive tools necessary to function as productive citizens. PEP is the largest volunteer-based prison education program of its kind in the United States. San Francisco State partners with the Prison University Project which provides an inclusive Associate of Arts degree program and college preparatory program to people at San Quentin State Prison and expands access to quality higher education for incarcerated people.

Project Rebound mentoring programs have been successful in helping Project Rebound students gain a better sense of how their experiences, challenges and opportunities are similar to those experienced by their mentors. Students also gain exposure to potential paths to success that might otherwise have gone unseen. For example, the Division of Juvenile Justice Project Rebound Mentorship Program, initiated and overseen by Cal Poly Pomona and involving the participation of CSU campuses in Bakersfield, Fresno, Fullerton, Sacramento, and San Diego, encourages and assists DJJ youth to focus on their studies and achieve educational goals and personal empowerment. Because Project Rebound members have faced, and overcome, some of the same challenges as the DJJ youth, they serve as the ideal mentors for this population. Their charge is to inspire, enlighten, and empower the DJJ youth.

Rebound Scholars have a strong desire to engage in high-impact practices related to civic and community engagement. Project Rebound provides opportunities for students to advocate with elected officials regarding policies aimed at improving the criminal legal system. Through such engagement, Rebound Scholars not only develop skills in oral communication, critical thinking, and leadership, they also cultivate and exercise a sense of civic duty and community accountability. For example, Sacramento State offers internships in the Mayor of Sacramento's Office. Rebound Scholars at CSU Fullerton have secured fellowships with the Women's Policy Institute and internships with the local County Supervisor. Several Rebound Scholars have secured student government positions, and received leadership accolades and invitations to speak in diverse public fora. Sacramento State also collaborates with nine area counties on the Prison to Employment Initiative (P2E) with the common goal of filling open positions within the region with people who have incarceration histories.

Project Rebound campuses are working to establish and foster empowering networks among Project Rebound alumni and students. Organized mixers and networking events have been opportunities for this kind of engagement and deliberate support. Project Rebound campuses are also strategically rethinking all aspects of cultivating relationships with philanthropic partners and elected officials, creating opportunities for them to share in the accomplishments of our students, and for students to witness and experience gratitude for the extensive community that supports their transformation through higher education.

VI. Assessment and Expansion Plan

One of the goals of the CSU Project Rebound Consortium Strategic Plan is to 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. In alignment with this goal, we will construct and administer an *Assessment Request for Proposals* (RFP) to identify and employ a research team to conduct a three-year, system-wide, holistic, formative and summative program assessment of Project Rebound. This assessment plan 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 across a host of qualitative and quantitative measures (e.g., sense of belonging, personal and professional development, family reunification, student retention, graduation, recidivism, employment, and wellness).

Another goal of our Strategic Plan is to expand the CSU Project Rebound Consortium to new CSU campuses. Our Director of Program Development has already been working with six aspirant CSU campuses to build partnerships on their campuses and increase their capacity to serve formerly incarcerated students. In the spring of 2020, we will administer an *Expansion RFP* to invite CSU campuses that aspire to join the Consortium to submit proposals for consideration for Consortium support and probationary membership. 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. We have designated \$500,000 of 2019-20 funds for use in this expansion effort. However, we expect to receive proposals from more campuses than current funding levels will permit us to support.

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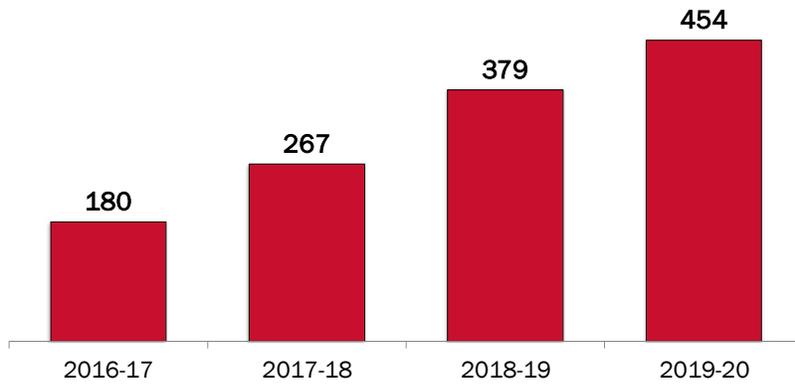
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PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated

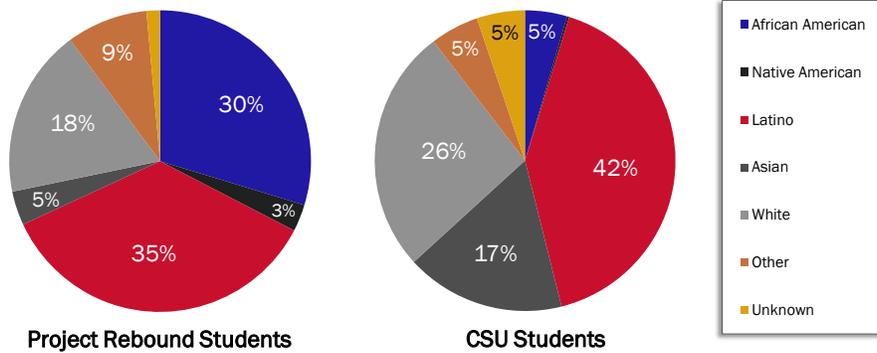
**STUDENT ENROLLMENT
& DEMOGRAPHIC DATA**

TOTAL STUDENTS ENROLLED



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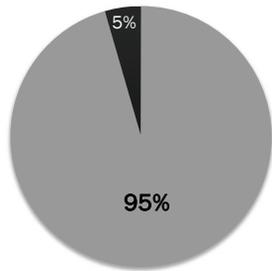
RACE/ETHNICITY



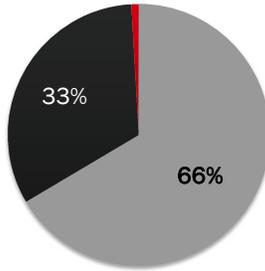
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GENDER

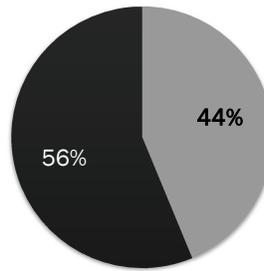
Male Female Other



State Prison Population



Project Rebound Students

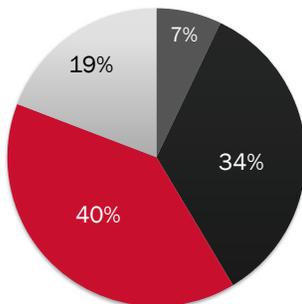


CSU Students

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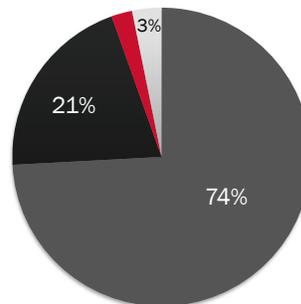
AGE

■ ≤24 years
 ■ 25-34 years
 ■ 35-44 years
 ■ ≥ 45 years



Project Rebound Students

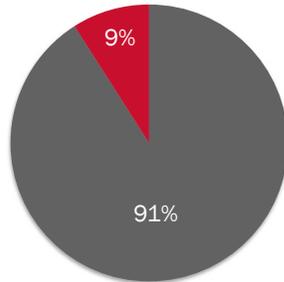
■ ≤24 years
 ■ 25-34 years
 ■ 35-39 years
 ■ ≥ 40 years



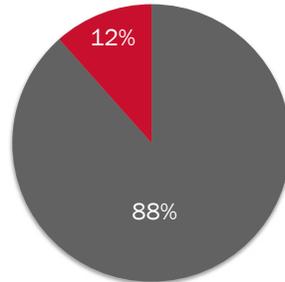
CSU Students

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UNDERGRADUATE VS. GRADUATE ENROLLMENT



Project Rebound Students

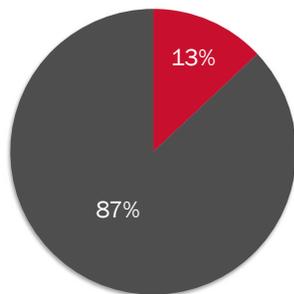


CSU Students

■ Undergraduate
■ Graduate

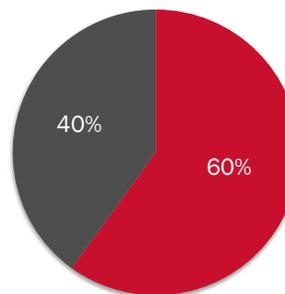
CSU The California State University
P|R PROJECT REBOUND CONSORTIUM

FIRST-TIME FRESHMEN VS. TRANSFER STUDENTS



Project Rebound Students

2016-2020



CSU Students

Fall 2019

■ First-time Freshmen
■ Undergraduate Transfer

CSU The California State University
P|R PROJECT REBOUND CONSORTIUM

CSU

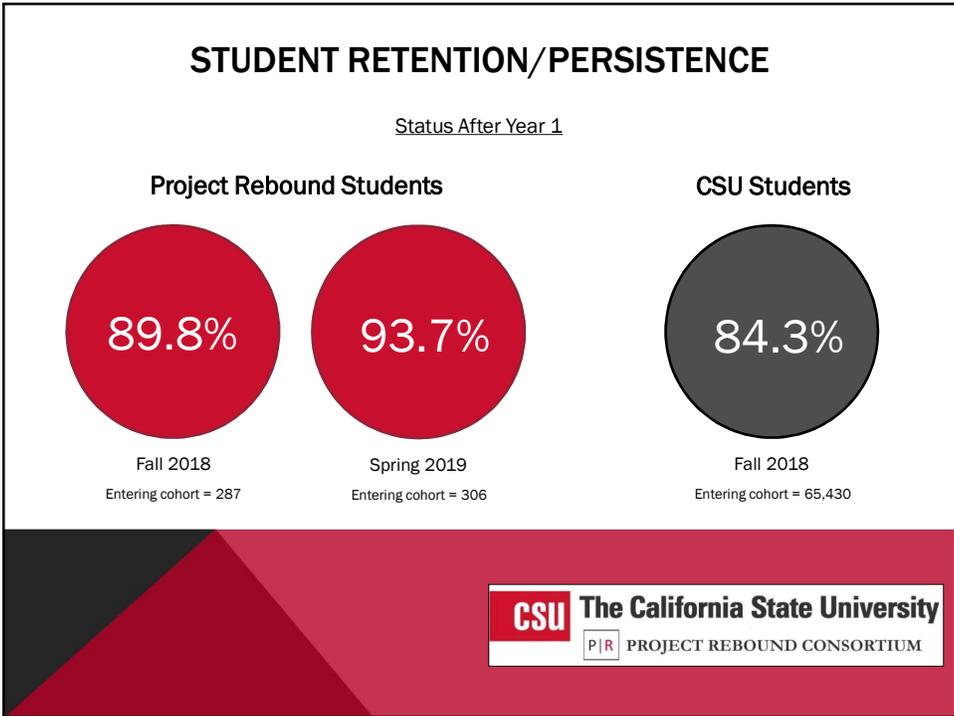
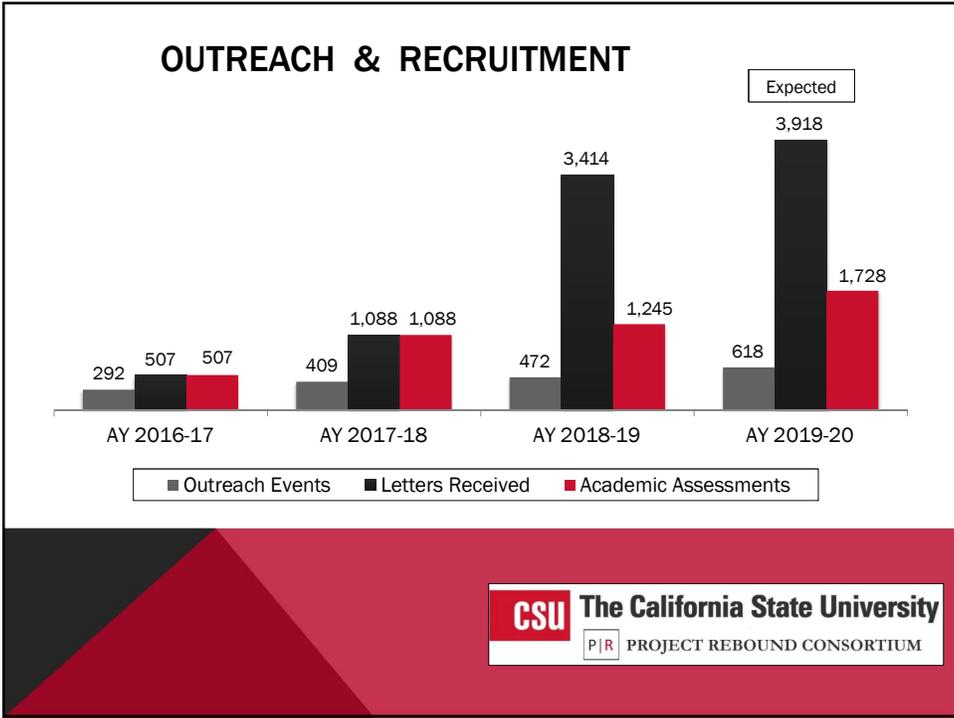
The California State University

P|R

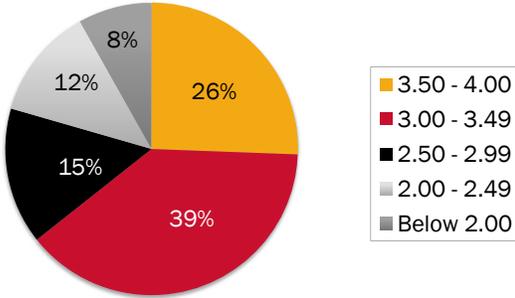
PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated

PROGRAM OUTCOMES DATA



SEMESTER GRADE POINT AVERAGE

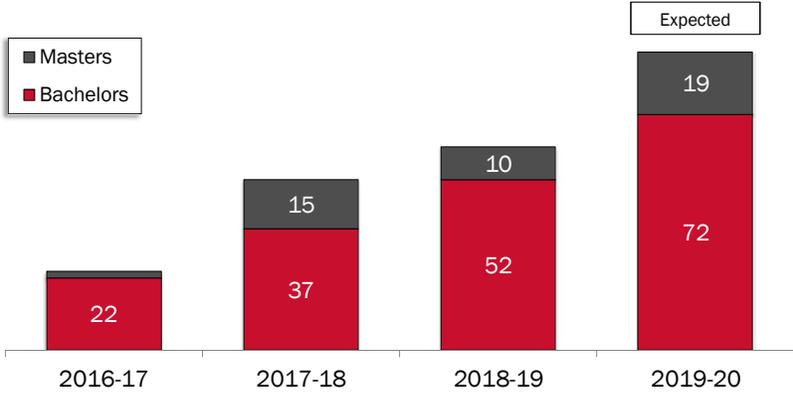


Project Rebound Students

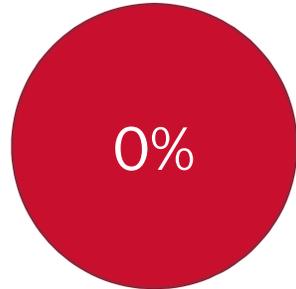
Fall 2018 - Fall 2019



TOTAL DEGREES CONFERRED

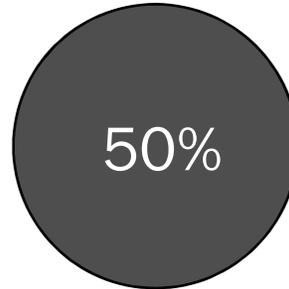


RECIDIVISM



Project Rebound Students

2016-2020



State of California

2018

EXECUTIVE SUMMARY OF CONSORTIUM SYSTEM-WIDE BUDGET
 FY 2019/20

	Section I	Section II	Section III	Section IV
	Chancellor's Office Funds	Campus-Based Matching Funds	External Matching Funds	Total Funds
Campus				
Administrative Campus (Fullerton)	\$ 190,799	\$ -	\$ -	\$ 190,799
Bakersfield	\$ 259,995	\$ 11,547	\$ -	\$ 271,542
Fresno	\$ 210,587	\$ 8,000	\$ 1,900	\$ 220,487
Fullerton	\$ 260,000	\$ 10,000	\$ 297,087	\$ 567,087
Los Angeles	\$ 260,000	\$ 61,699	\$ -	\$ 321,699
Pomona	\$ 260,000	\$ 3,000	\$ 36,000	\$ 299,000
Sacramento	\$ 260,000	\$ 7,615	\$ 2,000	\$ 269,615
San Bernardino	\$ 236,127	\$ 17,500	\$ -	\$ 253,627
San Diego	\$ 260,000	\$ 68,700	\$ -	\$ 328,700
San Francisco	\$ 197,980	\$ 242,981	\$ -	\$ 440,961
TOTAL CONSORTIUM BUDGET	\$ 2,395,488	\$ 431,042	\$ 336,987	\$ 3,163,517



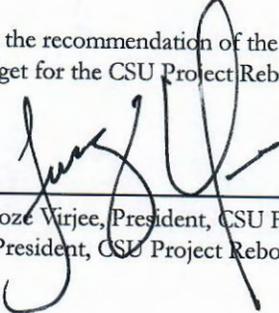
The California State University

PIR PROJECT REBOUND CONSORTIUM

EXECUTIVE SUMMARY OF CONSORTIUM SYSTEM-WIDE BUDGET FY 2020-2021

Campus	Section I	Section II	Section III	Section IV
	State Allocation Funds	Campus-Based Matching Funds	External Matching Funds	Total Funds
Administrative Campus (Fullerton)	\$ 473,117	\$ -	\$ -	\$ 473,117
Bakersfield	\$ 275,000	\$ 16,547	\$ -	\$ 291,547
Fresno	\$ 275,000	\$ 10,528	\$ 10,615	\$ 296,143
Fullerton	\$ 275,000	\$ 10,000	\$ 352,384	\$ 637,384
Los Angeles	\$ 270,000	\$ 28,590	\$ 130,750	\$ 429,340
Pomona	\$ 275,000	\$ -	\$ 19,675	\$ 294,675
Sacramento	\$ 275,000	\$ 18,303	\$ 9,615	\$ 302,918
San Bernardino	\$ 275,000	\$ 18,300	\$ -	\$ 293,300
San Diego	\$ 275,000	\$ 64,200	\$ 22,927	\$ 362,127
San Francisco	\$ 200,980	\$ 264,486	\$ 10,000	\$ 475,466
TOTAL CONSORTIUM BUDGET	\$ 2,869,097	\$ 430,954	\$ 555,966	\$ 3,856,017

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 2020-2021 fiscal year.


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

2/28/20
Date



STRATEGIC PLAN 2019-2022

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.

The 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.

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.

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 tenured or 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 grantwriting 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.

Goals and Growth Plan for 2019-2022

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.

GOAL 1: Grow and improve the existing CSU Project Rebound Consortium

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.

GOAL 3: Strengthen opportunities for the holistic healing, development, and success of formerly incarcerated students

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.

GOAL 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.

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.



Administrative Structure

1. Administrative Campus

The CSU Project Rebound Consortium serves all campuses in the Consortium and also assists aspirant campuses in the development work necessary to join the Consortium, qualify for state funding, and establish authorized programs on their campuses. The Consortium is administratively housed at one campus, which is currently CSU Fullerton. The Administrative Campus is responsible for the administration of Consortium funds in accordance with the vision and directives of the Executive Committee, led by the Chair, and the approval of the President of the Administrative Campus and the Chancellor’s Office. The Administrative Campus may change with a two-thirds majority vote of the Executive Committee, recommendation by the President of the Administrative Campus, approval of the President at the proposed new Administrative Campus, and approval by the Chancellor. The President of the Consortium’s Administrative Campus will serve as the Presidential sponsor/Lead President of the Consortium and will be an ex officio, non-voting member of the Consortium Executive Committee. Consortium Administrative staff will be employees of the Administrative Campuses. Funding for these positions will be a part of the administrative budget approved by the Executive Committee and allocated to the Administrative Campus annually.

2. Executive Committee Chair

The Executive Committee shall elect a Chair to serve for a three-year launch period (June 2019 to June 2022) to help guide the Consortium in its transition from a network of sponsored programs to a state-funded Consortium. During this time, the Chair shall receive a 12-month reassignment that will be included in the budget for the Administrative Campus. By June of 2022, the Executive Committee of the Project Rebound Consortium will hold an election to elect a Chair for a subsequent two-year term. After the inaugural three-year launch period, the Executive Committee Chair will be appointed to a 12-month temporary position at their respective home campus in an appropriate job classification and compensation as determined by the Executive Committee, in consultation with the Lead President of the Consortium and the President of the campus where the Chair-elect is employed, and in conjunction with Human Resources in accordance with established CSU classification standards and salary schedule. Budget requests submitted by the Consortium may include amounts to reimburse the Administrative Campus for costs related to all or part of the Chair’s compensation.

The Executive Committee Chair is evaluated annually by his or her campus President using standard campus review procedures. As the Chair is accountable to the Executive Committee, the Chair will also be evaluated by the other members of the Executive Committee, who will submit an annual evaluation and recommendation to the Lead President of the Consortium. The Vice-Chair of the Executive Committee will have the duty of administering the annual performance evaluation of the Chair, seeking and documenting input from other members of the Consortium Executive Committee, and submitting the evaluation and recommendation to the Lead President of the Consortium.

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

3. Director of Program Development

The Consortium Executive Committee shall elect a Director of Program Development for the Consortium, which may be an individual employed at a participating campus. The Director of Program Development shall be appointed to a 12-month position at their home campus in an appropriate job classification as determined by the Executive Committee, in consultation with the President of the campus where the Director of Program Development is employed. The percentage of time the Director of Program Development is expected to devote to campus-based and to Consortium-based efforts shall be specified. Budget requests submitted by the Consortium may include amounts to reimburse a participating campus for costs related to Consortium-related compensation for the Director of Program Development.

The Director of Program Development will be evaluated by the Chair of the Consortium Executive Committee with respect to work performed on behalf of the Consortium. The Chair will seek and document input from other members of the Executive Committee, review the written evaluation and recommendation with the other members of the Executive Committee, and submit the evaluation and recommendation to the Lead President of the Consortium. In the event the Director of Program Development is concurrently employed at a participating campus, their campus-based performance shall be evaluated in accordance with established procedures at that campus.

4. Project Rebound Consortium Staff

Project Rebound Consortium staff are appointed to temporary positions at the Administrative Campus. Appropriate job classifications and compensation are determined in conjunction with Human Resources in accordance with established CSU classification standards and salary schedule. Consortium staff shall be overseen by the Chair and reviewed annually (or as appropriate according to the duration of the employment contract) by an appropriate supervisor, with input from the Chair in conjunction with the Executive Committee. In the event that a Consortium staff member is an elected member of the Executive Committee, that person will recuse themselves from their own evaluation. All salary increases, reclassifications or changes in appointment will be conducted according to established procedures at the Administrative Campus.

5. Indirect Cost Recovery

The Project Rebound state allocation is not subject to indirect costs (facilities and administrative fees) or any other type of fee from any source, whether by the Chancellor's Office, the Administrative Campus, Member Campuses, or probationary campuses. The Administrative campus shall, however, be entitled to reimbursement for direct costs associated with hosting the Consortium, and those costs may be recovered through budget requests and allocations by the Consortium per the process outlined above.



Governance Structure

1. Campus Membership

The CSU Project Rebound Consortium was originally established in 2016. The original Consortium campuses include:

- i. CSU Bakersfield
- ii. CSU Fresno
- iii. CSU Fullerton
- iv. CSU Los Angeles
- v. CSU Pomona
- vi. CSU Sacramento
- vii. CSU San Bernardino
- viii. CSU San Diego
- ix. CSU San Francisco

Member Campuses must have established Project Rebound student support programs, community partnerships, and participate in the Consortium Learning Community. Continued campus membership and use of the Project Rebound brand is contingent upon a Member Campus remaining in good standing by (a) consistently meeting the preponderance of the Project Rebound Key Program Elements and Service Objectives to a sufficient level of quality and integrity, (b) aligning their core mission, vision, values, goals, objectives, strategies, and activities with the approved Consortium Strategic Plan, and (c) achieving demonstrably successful outcomes of comparable scope to their peer campuses within the Consortium.

The Project Rebound Consortium is also dedicated to training, supporting, and on-boarding CSU campuses that aspire to join the Consortium and found Project Rebound programs on their campuses. Consistent with its Strategic Plan, 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 goal of sustaining and growing the existing programs of Member Campuses that remain in good standing. Non-member campuses within the CSU are eligible to join the Consortium and use the Project Rebound brand (a) by working with the Consortium Director of Program Development, the Executive Committee, and senior Project Rebound staff at Member Campuses to build their capacity to serve and foster the academic success, psychosocial well-being, and community engagement of formerly incarcerated students, and (b) by submitting a proposal in response to regularly scheduled Requests for Proposals, administered by the Executive Committee (see Sections 9 and 10 below), to be considered for probationary incorporation into the Consortium and for Consortium financial support through the Annual Budget Allocation. The standard probationary period of new expansion campuses will conclude after receiving two successive satisfactory annual performance evaluations (meet or exceed expectations) from the Executive Committee.

In the event of exceptional performance and campus commitment, the standard probationary period may be abbreviated.

2. Campus Representative Roles and Responsibilities

Consortium Member Campuses each have two ex officio, voting Campus Representatives: the Executive Director and Program Director/Coordinator of Project Rebound at those campuses. Campus Representatives are responsible for representing their campus' interests and ensuring that relevant Project Rebound Consortium activities and initiatives are broadly communicated on their campus to faculty members, students, and appropriate campus administrators (e.g., President, Chief Financial Officers, Provost, Enrollment Management, Student Affairs, and campus auxiliaries). They are also responsible for communicating suggestions, concerns, and constructive criticism back to Consortium staff and the Executive Committee.

Campus Representatives are asked to serve in three primary roles:

- i. Provide reports and information requested by the Consortium in a timely manner on behalf of their campus.
- ii. Vote on matters of governance and strategic planning on behalf of their campus.
- iii. Serve as program points-of-contact and mentors for member campus stakeholders.

Campus Representatives have official voting privileges on behalf of their campus and may be asked to vote on changes to the governance structure, to adopt or modify the Strategic Plan, and to elect Campus Representatives to the Executive Committee. Campus Representatives may vote on motions brought before them in person at annual Consortium meetings or electronically through anonymous, secure, online balloting procedures. A quorum of 60% must be met in order for a vote to be held in person or for the results of an online, electronic ballot to be valid. During the probationary period of a new expansion campus, the probationary campus's Executive Director and Program Director/Coordinator will serve as Campus Delegates to the Consortium with all the roles and responsibilities of Campus Representatives except voting.

3. Director of Program Development

The Director of Program Development, in conjunction with the Executive Committee and senior Project Rebound staff at Member Campuses, coordinates the activities of the Project Rebound Consortium's Learning Community and is responsible for facilitating the ongoing training and professional development of Project Rebound programmatic staff at Member Campuses in alignment with the Consortium's approved Strategic Plan. The Director of Program Development, as the primary programmatic point of contact for the Consortium Member Campuses, interfaces on behalf of the Consortium (with maximum feasible consultation with the Executive Committee) with staff, faculty, students, and community partners of Member Campus programs as necessary, and is responsible for implementing and monitoring the implementation of Executive Committee decisions regarding the programmatic function and performance of the Consortium. The Director of Program Development (or a

designee appointed by the Executive Committee), shall be an ex-officio member of all search committees charged with hiring Project Rebound Program Directors/Coordinators on Member Campuses and probationary campuses.

The Director of Program Development, as the primary programmatic point of contact for CSU campuses aspiring to join the Consortium, consults with aspiring campus stakeholders to help them increase their capacity to serve and foster the academic success, psychosocial well-being, and community engagement of formerly incarcerated students in alignment with the Project Rebound Consortium's Key Program Elements and Service Objectives, and to build the internal and external partnerships and commitments necessary for aspiring campuses to be eligible for probationary incorporation into the Consortium, to establish programs using the Project Rebound brand and model, and to receive Consortium financial support through the Annual Budget Allocation (see Sections 9 and 10 below). The Director of Program Development shall liaise between the Executive Committee and aspiring and probationary campuses, shall assist and monitor that all programs at Member Campuses and probationary campuses meet their goals and objectives, and shall provide clear reporting to the Executive Committee about programmatic activities and partnerships.

4. Executive Committee

The Executive Committee of the Project Rebound Consortium, led by the Executive Committee Chair, organizes the activities of the Consortium and is principally responsible for representing the Consortium in its dealings with many groups, including the Board of Trustees, the Chancellor and Chancellor's Office staff, the Council of Presidents, the Academic Senate of the CSU, the California State Student Association, the CSU Alumni Council, state and federal agencies and policymakers, major philanthropic foundations, and the public.

The Project Rebound Consortium Executive Committee will initially consist of the Executive Directors of all nine original Member Campuses. Drs. Brady Heiner (Fullerton), Emma Hughes (Fresno), and Jacqueline Mimms (Bakersfield) have been elected by the Executive Committee to serve three-year terms as the inaugural Chair, Vice-Chair, and Secretary respectively, to lead the Consortium during this constitutional period.

After the constitutional period (July 2019 to June 2022), the Executive Committee shall consist of one elected member from each Member Campus. Any Executive Director or Program Director of a Member Campus of the Consortium may stand for election to the Executive Committee. However, two-thirds of the seats must be held by campus Executive Directors. In the interest of shared governance, no Member Campus may have more than one Campus Representative serving on the Executive Committee at any one time.

In addition to the elected members of the Executive Committee, the Executive Committee shall also include the Consortium's Director of Program Development as an ex-officio, voting member, and the following ex officio, non-voting members:

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

- i. The President of the Administrative Campus (or their designee), and
- ii. The Immediate Past Chair of the Executive Committee (unless the current Chair is serving a successive term), who will serve for one year following the end of their term.

Executive Committee members may be re-elected without a limit on the number of terms served. The Executive Committee should be elected with a mind toward:

- i. Expertise and active participation in Project Rebound governance and/or programmatic activities;
- ii. Direct experience or critical interaction with justice issues;
- iii. A history of fostering support for incarcerated, formerly incarcerated, justice- and disproportionately-impacted people;
- iv. A proven commitment to ensuring quality, consistency, and integrity across all programs (with consideration given to long-term involvement);
- v. An ability to accurately represent and carry forward the history, core mission, vision, and values of Project Rebound; and
- vi. A commitment to Project Rebound students, to program progress and innovation, and to the institutionalization of pathways to higher education as an alternative to incarceration.

After the constitutional period, each Executive Committee member will serve a two-year term. Terms will be staggered to ensure continuity within the committee. Nominations for open seats will be called for and voted upon annually. Campus Representatives who are elected to the Executive Committee will retain their Campus Representative roles and responsibilities, including voting. Executive Committee members are responsible for electing the Officers of the Executive Committee (i.e., Chair, Vice-Chair, and Secretary). Officers of the Executive Committee will serve a two-year term. In the event that an Officer-elect has less than two years remaining in their term on the Executive Committee, their term on the Executive Committee shall be extended to enable them to serve a full two-year term as an elected Officer. An Executive Committee member who has been re-elected to the Executive Committee by the Campus Representatives may in turn be re-elected by the Executive Committee to serve as an Officer without a limit on the number of terms served.

In addition to the responsibility of representing the Consortium in its dealings with many groups, Executive Committee members are asked to serve in seven primary roles:

- i. Provide vision and leadership, and advise on program policy and governance.
- ii. Advance the Consortium's core mission, vision, values, strategic goals, and overall standing by participating in Consortium-related activities and coordinating the Consortium Learning Community.

- iii. Engage in Consortium-level development activities (e.g., grant writing and reporting, fundraising).
- iv. Review solicited and unsolicited requests for Consortium resources and make funding recommendations (with appropriate endorsement by the Lead President of the Consortium and approval by the Chancellor's Office).
- v. Support and provide annual performance evaluations of probationary campus programs.
- vi. Act on behalf of the Consortium when it is necessary to make decisions between Consortium meetings (with good-faith consultation with other Campus Representatives).
- vii. Serve as Consortium points-of-contact and mentors for Member Campus stakeholders.

The Executive Committee is responsible for developing the Strategic Plan, which provides vision and leadership and guides the overall direction of the Project Rebound Consortium. Executive Committee members are expected to participate in Consortium-related activities, including attendance at semi-annual convenings, participation in regularly scheduled teleconferences, proposal development, serving as reviewers for grant and award programs, and representation at prominent meetings and hearings, on panels, and/or in relevant working groups or advisory boards. In addition, Executive Committee members are expected to provide thoughtful, timely input and feedback to the Chair to help prioritize program objectives and activities. As program points-of-contact, Executive Committee members should be informed about Consortium programs and policies. The Executive Committee participates in the preparation, justification, and submission of the Consortium's annual operating budget for consideration of endorsement by the Lead President of the Consortium, for submission to the Chancellor for final approval. At any time, an Executive Committee member can call for discussion and make a motion, when seconded by another Executive Committee member, for a vote on an issue.

If a member of the Executive Committee is unable to fulfill the obligations required of the position or otherwise unable to complete their term, a special election will be held to fill the vacancy.

5. Executive Committee Chair

The Chair of the Executive Committee shall facilitate and preside over all meetings of the Executive Committee and Campus Representatives, listen to all of the input from Executive Committee members and Campus Representatives and distill and summarize the ideas to form consensus and provide clear reporting to the Lead President, the Chancellor, and funders, as well as to communicate clear direction to Campus Representatives.

The Chair coordinates the activities of the Project Rebound Consortium and is responsible for implementing and monitoring the implementation of Executive Committee decisions regarding the administrative management and overall function and performance of the Consortium. The Chair, in conjunction with the Executive Committee, coordinates all program activities and obligations to meet overall goals and objectives, coordinates internal and external

communications, and coordinates funding efforts through the development and submission of grant proposals. The Chair, in conjunction with the Executive Committee, also oversees the budget and financial activities (in consultation with the Budget Offices of the Administrative Campus and the Chancellor's Office) and oversees Consortium staff. The Chair supports the Executive Committee and the Campus Representatives and provides materials and information to support decision-making. The Chair supports the Director of Program Development to assist and monitor that all programs at Member Campuses and probationary campuses meet their goals and objectives. The Chair, as the lead representative of and primary administrative point of contact for the Consortium, interfaces on behalf of the Consortium (with maximum feasible consultation with the Executive Committee) with the Chancellor's Office, campus Presidents, other administrators and staff, faculty members, students, government officials, and funders as necessary.

The Chair is accountable to the Executive Committee and works closely with the other members of the Executive Committee to establish priorities and strategize and develop solutions to challenges. The Chair makes sure that decisions made by the Executive Committee are implemented and monitored. The Chair is also responsible, in consultation with the Executive Committee, for the Consortium annual report to the Chancellor's Office and in fulfillment of statutory legislative reporting requirements.

6. Executive Committee Vice-Chair

The Vice-Chair supports the Chair in carrying out their duties and shall assume the duties of the Chair in the event of the Chair's absence or in the event that the chair becomes vacant before the end of the term. The Chair may delegate special assignments to the Vice-Chair, who also works closely with and is accountable to the Executive Committee for implementing and monitoring its vision and directives. The Vice-Chair shall provide feedback to the President of the Administrative Campus regarding the performance of the Chair. In the absence of the Chair and Vice Chair, a meeting shall be chaired by a member of the Executive Committee in the following order: Secretary, Immediate Past Chair.

7. Executive Committee Secretary

The Secretary supports the Chair and Vice-Chair in carrying out their duties. The Secretary also is responsible for providing members with required meeting notices, preparing meeting agendas, taking minutes (or designating a person for this task), and reviewing and distributing the approved minutes. The Chair may delegate special assignments to the Secretary, who also works closely with and is accountable to the Executive Committee for implementing and monitoring its vision and directives. The Secretary is prepared to assume the leadership role when the Chair and Vice-Chair are unavailable.

8. President of the Administrative Campus (Lead President)

The President of the Administrative Campus is responsible for the oversight of the Project Rebound Consortium, but may delegate that assignment. The Lead President (or his or her

designee) shall meet regularly with the Executive Committee Chair, meet at least once annually with the Executive Committee as a whole, and shall serve in the following primary roles:

- i. Provide strategic input on the role of the Project Rebound Consortium in the CSU with regard to student success, workforce development, and other system priorities.
- ii. Provide feedback on the Consortium's annual progress and performance.
- iii. Conduct the annual performance review for the Consortium Chair
- iv. Review the Consortium Strategic Plan and provide endorsement of it to the Chancellor for approval.
- v. Endorse the Consortium's annual operating budget upon recommendation from the Executive Committee and submit it to the Chancellor for approval.
- vi. Liaise and advocate with the Board of Trustees, the Chancellor, the Chancellor's Office, and CSU campus presidents behalf of the Project Rebound Consortium.

9. Annual Reporting and Budget Allocation

By April 1 of every year, the California State University is required to report to the California Department of Finance and the relevant policy and fiscal committees of the State Legislature regarding the use of the state allocation for Project Rebound. This annual report must include, among other elements (as per the most recent budget bill language), program data and outcomes and a budget and expenditure plan for the subsequent fiscal year.

As part of the Project Rebound Consortium's annual reporting requirements to the State Government, the following reporting and decision-making schedule will be followed:

- i. By January 20, each Member Campus will submit to the Executive Committee Chair: (a) an annual report, and (b) a budget proposal (including narrative, scope of work, and deliverables) that has been officially approved by its campus administration for the subsequent fiscal year.
- ii. By February 10, the Consortium Executive Committee will review and evaluate received Member Campus annual reports and budget proposals in light of the following factors:
 - a. The strength of their alignment with the Consortium's approved Strategic Plan.
 - b. Comparative campus programmatic success in terms of outcomes from prior years.
 - c. State legislative intent as articulated in state budget bill language.
 - d. CSU system-wide priorities.
 - e. Existing and projected revenues and expenditures from all fund sources.
- iii. By February 21, the Executive Committee will submit the Consortium annual report, including its budget and expenditure plan for the upcoming fiscal year, to the Lead President for review and endorsement.

- iv. By March 7, the Lead President will submit the annual report to the Chancellor for approval.
- v. By April 1, the Chancellor's Office, will submit the Consortium annual report to the legislature and state department of finance.
- vi. The Chancellor's Office will transfer campus allocations, based on the approved budget and expenditure plans to the Administrative and Member Campuses and (if any) probationary expansion campuses in the first quarter of each fiscal year.

10. Consortium Expansion

The Project Rebound Consortium is dedicated to training, supporting, and on-boarding CSU campuses that aspire to join the Consortium and found Project Rebound programs on their campuses. Consistent with its Strategic Plan, 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 sustaining and growing the existing programs of Member Campuses that remain in good standing.

In alignment with this goal, the Consortium Executive Committee will biannually disseminate requests for proposals from CSU campuses that aspire to join the Consortium and found Project Rebound programs on their campuses. To be eligible to apply, aspiring campuses must have worked with the Consortium Director of Program Development, in conjunction with the Executive Committee and senior Project Rebound staff at Member Campuses, to build their campuses' capacity to serve and foster the academic success, psychosocial well-being, and community engagement of formerly incarcerated students.

Aspiring campuses will be considered by the Executive Committee for probationary incorporation into the Consortium and for Consortium financial support through the Annual Budget Allocation. Proposals will be reviewed and evaluated in light of the following factors:

- i. The strength of their alignment with the Consortium's approved Strategic Plan.
- ii. Comparative campus buy-in, administrative support, and organizational readiness.
- iii. State legislative intent as articulated in state budget bill language.
- iv. CSU system-wide priorities.
- v. Existing and projected Consortium revenues and assets.

11. Chancellor's Office

The Chancellor's Office plays a critical role in the Project Rebound Consortium's ability to operate effectively and to serve the system and the state in a manner consistent with the CSU's mission and objectives. The Chancellor's Office:

- i. Provides support by transferring Project Rebound's annual state allocation to the Administrative Campus and member campuses in accordance with the approved annual budget and expenditure plan for timely operationalization.
- ii. Provides information and guidance to assist Project Rebound in coordinating its activities with system priorities.
- iii. Makes final determination on Project Rebound's Strategic Plan.
- iv. Works with and solicits the input of the Executive Committee Chair in preparing the annual report to the State Government.

12. External Advisory Board

The Project Rebound Consortium's External Advisory Board consists of 10 to 14 prominent leaders from government, community-based organizations, foundations, and the private sector who (a) have an expressed interest in or knowledge of public safety, reentry, criminal justice, and/or higher education, and who (b) are committed to the CSU Project Rebound Consortium and its mission, vision, values, and goals.

Members are appointed by the Executive Committee to voluntarily serve on the External Advisory Board for two-year periods. The Board will elect a Chair. The Board will meet in person at least once annually and may meet more as needed. The Chairs of the Executive Committee and the External Advisory Board will meet twice annually and may meet more often as needed.

External Advisory Board members are asked to serve in four primary roles:

- i. Provide perspective and input to the Project Rebound Consortium to better inform its strategy, priorities, and actions, particularly with regard to relevant state and national policy and industry and private sector developments.
- ii. Help the Project Rebound Consortium better position itself to secure public and private funding.
- iii. Provide input to assist the CSU in meeting the needs of justice-involved students, aspiring students, and alumni.
- iv. Help disseminate the mission, vision, values, goals, successes, and needs of Project Rebound to external stakeholders and assist in the development of collaborative initiatives outside of the CSU.

13. Guidelines for Suspension, Expulsion, and Dissolution

Member Campuses showing consistently low admission rates and/or enrollment numbers, high volumes of documented student dissatisfaction, budgetary mismanagement, unreliable reporting, low graduation rates, lack of participation in statewide activities, and/or inadequate campus presence may be recommended for suspension. The suspension of a Member Campus may be

called for by the Executive Committee, the Lead President of the Consortium, the President of the member campus, and/or the Chancellor. The decision to suspend or terminate the membership of a Member Campus shall involve a consultative process between the campus representatives, its President, the Chancellor's Office and other stakeholders in support of such action. Suspension of a member campus called for by the Executive Committee requires a two-thirds majority vote of the Executive Committee. Suspended campuses shall receive specific Reinstatement Terms regarding how to end the suspension of their membership in the Consortium and regain their good standing.

A campus President may withdraw their campus' participation in the Project Rebound Consortium and should inform the Lead President and the Executive Committee of such action. Campuses that withdraw from the Project Rebound Consortium forfeit eligibility for Project Rebound Consortium funding and other benefits, and may not appoint any Campus Representatives to the Project Rebound Consortium or Executive Committee.

The suspension or dissolution of the Project Rebound Consortium as a whole may be called for by the Executive Committee, the Lead President or the Chancellor. The decision to suspend or terminate the Project Rebound Consortium as a whole shall involve a consultative process between Consortium campus membership, their Presidents and other stakeholders in support of such action. The Chancellor will have the final decision to dissolve the Consortium. One year's advance notice will be given to the Project Rebound Consortium in the event that dissolution is called for by the Chancellor. If suspension or dissolution is called for, the Chair and Executive Committee may prepare a detailed request for the temporary continuance of activities and for funding necessary to meet outstanding obligations to ensure a controlled reduction in Project Rebound Consortium activity.

Annual Report 2020 | Key Service Objectives

		Campus	
		Providing	Developing
1	Foster a college-going culture among and build recruitment pathways for currently and formerly incarcerated people.		
1.a	Conduct off-campus and on-campus outreach, recruitment, and informational sessions, including in jails/prisons.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	
1.b	Respond to all letters and inquiries.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	
1.c	Communicate with potential applicants regarding admissions requirements and processes.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	
2	Help prospective students prepare, apply, and matriculate.		
2.a	Conduct initial college assessment and provide detailed feedback to prospective students.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	
2.b	Help prospective students develop an admissions plan.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	

Annual Report 2020 | Key Service Objectives

		Campus	
		Providing	Developing
2.c	Help prospective students apply for admission.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	
2.d	Help prospective students apply for financial aid.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Diego San Francisco	San Bernardino
2.e	Help prospective students complete the steps needed to enroll.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	
2.f	Help prospective students remove obstacles to academic enrollment (e.g., filing appeal forms for admissions, loan rehabilitation, probationary forms, etc.).	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Diego San Francisco	San Bernardino
3	Support enrolled students to persist, graduate, and pursue career options.		
3.a	Provide referrals and connections to reentry service providers.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	

Annual Report 2020 | Key Service Objectives

		Campus	
		Providing	Developing
3.b	Support students to obtain appropriate academic advising.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	
3.c	Help students register for courses and navigate campus technology, such as course management systems.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Diego San Francisco	San Bernardino
3.d	Help students develop study skills and other “soft” skills needed to succeed.	Bakersfield Fresno Fullerton Pomona Sacramento San Diego San Francisco	Los Angeles San Bernardino
3.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.	Bakersfield Fresno Fullerton Pomona Sacramento San Bernardino San Diego San Francisco	Los Angeles
3.f	Maintain an environment that cultivates inclusive community and a sense of belonging among students.	Bakersfield Fresno Fullerton Pomona Sacramento San Bernardino San Diego San Francisco	Los Angeles
4	Support enrolled students to participate in student life and leadership, community service, and civic engagement.		
4.a	Advise and assist students to create and maintain an active student club or organization as appropriate.	Bakersfield Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego	Fresno San Francisco

Annual Report 2020 | Key Service Objectives

		Campus	
		Providing	Developing
4.b	Cultivate supportive relations and advocate with Associated Students.	Bakersfield Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	
4.c	Cultivate supportive relations and advocate with local, state, and federal elected officials.	Fresno Fullerton Pomona Sacramento San Bernardino San Diego	Bakersfield Los Angeles San Francisco
4.d	Encourage student community service and civic engagement.	Fresno Fullerton Los Angeles Pomona Sacramento San Bernardino San Diego San Francisco	Bakersfield
5	Establish and foster empowering networks among Project Rebound alumni and students.		
5.a	Build and maintain a Project Rebound Alumni Association.	Pomona Sacramento San Diego	Bakersfield Fresno Fullerton Los Angeles San Bernardino San Francisco
5.b	Host or foster events that bring Project Rebound alumni and existing Project Rebound students together.	Fresno Fullerton Los Angeles Sacramento San Diego San Francisco	Bakersfield Pomona San Bernardino
5.c	Leverage Project Rebound alumni success to create opportunities for other Project Rebound alumni, graduates, and students (e.g., internships, fellowships, jobs).	Fresno Fullerton Sacramento San Diego	Bakersfield Los Angeles Pomona San Bernardino San Francisco