



The California State University



PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated

A COMMUNITY *of* RESILIENCE

2021 ANNUAL REPORT



The California State University



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Supporting the higher education and successful reintegration of the formerly incarcerated



Creating healthier, safer communities

Advancing equitable access

Building infrastructures of care

Cultivating cultures of belonging

Acknowledgments

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A Community of Resilience

2021 Annual Report

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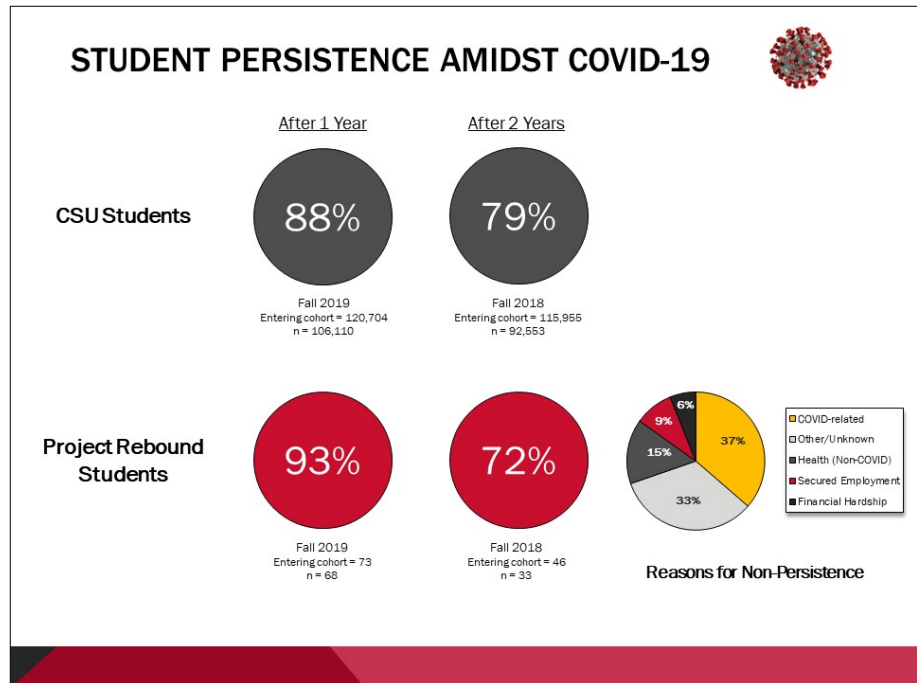
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1. A Community of Resilience: Advancing Equitable Access and Student Persistence Amidst the Global Pandemic

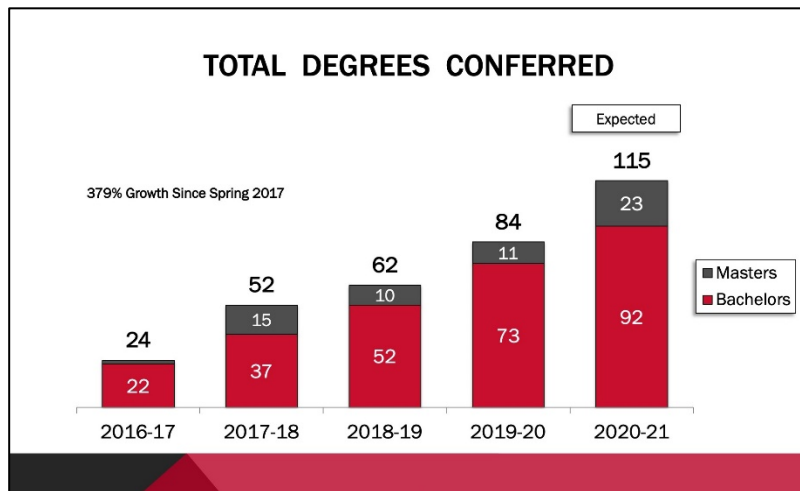
One of the hallmarks of Project Rebound’s philosophy—tried and true for over fifty years—involves cultivating and amplifying the many assets that formerly incarcerated students bring to the university community and the wider society. These assets typically include resourcefulness, enthusiasm, gratitude, self-determination, and profound commitments to service, fairness, and social justice. Perhaps premier among the virtues that formerly incarcerated people bring to institutions of higher education, however, are resilience and persistence. Project Rebound students, staff, and faculty are uniquely and inspiringly resilient.

The past year has brought unprecedented adversity and unrest: pandemic physical distancing mandates and extensive isolation, rapid transition to virtual modalities of instruction, cascading job loss and economic hardship, mass protest of racial injustice, devastating wildfires, and sweeping and severe sickness, hospitalization, and death due to the coronavirus pandemic. Throughout, the character, strength, and leadership of the Project Rebound family has not wavered.



With outstanding leadership and resolve, the executive and program staff at the Project Rebound Consortium’s nine member campuses remained focused on eliminating barriers to Project Rebound students’ educational success. Staff swiftly assembled across the Consortium to coordinate innovative, life-affirming responses, resources, and supports designed to mitigate the impact of the crisis and meet the acute and expanding needs of some of the CSU’s most vulnerable students. Programs leveraged online learning management systems to shift essential services like advising, tutoring, mentoring, peer-to-peer support groups, and outreach to virtual modalities. They set up food pantries, issued emergency basic needs microgrants, secured emergency housing for single-mother students displaced by wildfires, and held virtual town halls to keep students

connected to caring community and to identify and meet students’ emergent basic needs. As if that were not enough, despite the crisis and climate of uncertainty, the Project Rebound Consortium persevered with its pre-pandemic pledge to launch new programs and afford more students opportunity at five additional CSU campuses across the state.



The results of our resilient community’s efforts are evident. While the pandemic has arrested the globe, Project Rebound students have persisted in their studies, despite negotiating acute and extraordinary hardships. 93% of Project Rebound students that entered in Fall 2019 persisted into their second year, compared to 88% in the CSU overall; 72% of Project Rebound students that entered in Fall 2018 persisted into their third year, compared to 79% in the CSU overall. Fifty-seven percent of the Project Rebound students who have not persisted with their studies withdrew due to financial hardship, COVID- or other health-related reasons. Many are waiting to reenroll when they can return to the campus-based university experience they dreamt of while incarcerated, with face-to-face modalities of instruction and rich faculty- and student-to-student interactions. Despite a year of pandemic conditions, with closed campus infrastructure, physical distancing, and exclusively virtual outreach, the Project Rebound Consortium has still managed to welcome 200 new matriculated students into the promise of higher education. And by the end of the Spring 2021 academic term, we expect to have conferred 154 Bachelor’s degrees and 30 Master’s degrees—celebrating 184 Rebound Scholars walking across the virtual commencement stage—during (what we hope will prove to have been the worst of) the novel coronavirus pandemic.

This annual report will articulate and reconfirm how, even under the most trying of circumstances, the CSU Project Rebound Consortium remains one of the most cost-effective postsecondary education and public safety investments in the state. Through grit and ingenuity, Project Rebound daily transforms modest investment from the State of California into equitable access and opportunity, expansive student success, and stronger, safer communities from Humboldt to San Diego.

2. Who Are Our Students? Rebound Scholars

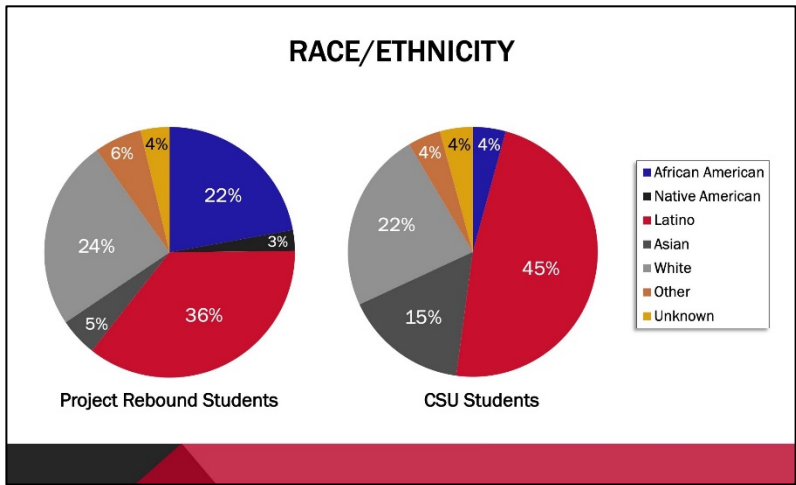
Project Rebound students are scholars—Rebound Scholars. Rebound Scholars are a highly diverse, multifaceted student population from a variety of backgrounds who contribute greatly to

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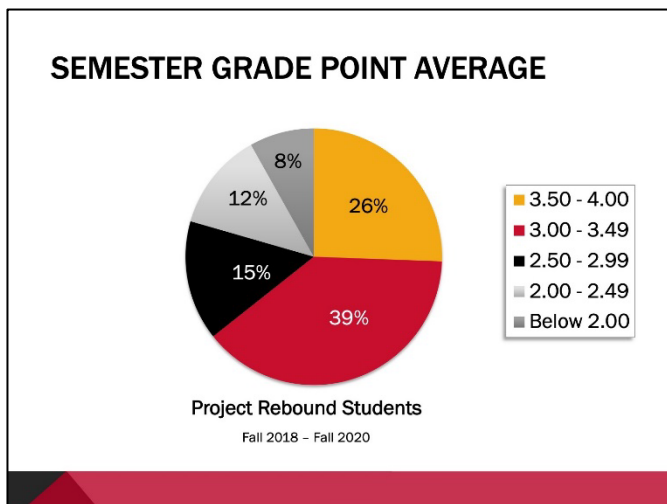
the strength and talent of the CSU student body and are beloved members of the CSU community. Rebound Scholars exemplify the way that Project Rebound is at the forefront of advancing the CSU's objective to close the equity gap for underserved and low-income students.

The majority of Rebound Scholars come from historically marginalized and underserved populations.

69% of Rebound Scholars are Pell Grant recipients, compared to 45% in the general CSU student body. Rebound Scholars are also more diverse in age, race, and ethnicity than the CSU at large. The majority (61%) of Rebound Scholars are Black (22%), Latinx (36%), or Native (3%). The proportion of Rebound Scholars that identify as Black/African American or Native American is six times greater than that of the CSU student body overall. In addition, nearly 75% of Rebound Scholars are between the ages of 25 and 44. By contrast, 75% percent of CSU students are 24 years of age or younger. Many Rebound Scholars had their educational journeys as youths violently disrupted by the school-to-prison pipeline, which diverts the pathways of many would-be first-generation college students, especially youths of color. Not surprisingly, most Rebound Scholars (63%) are also first-generation college students.

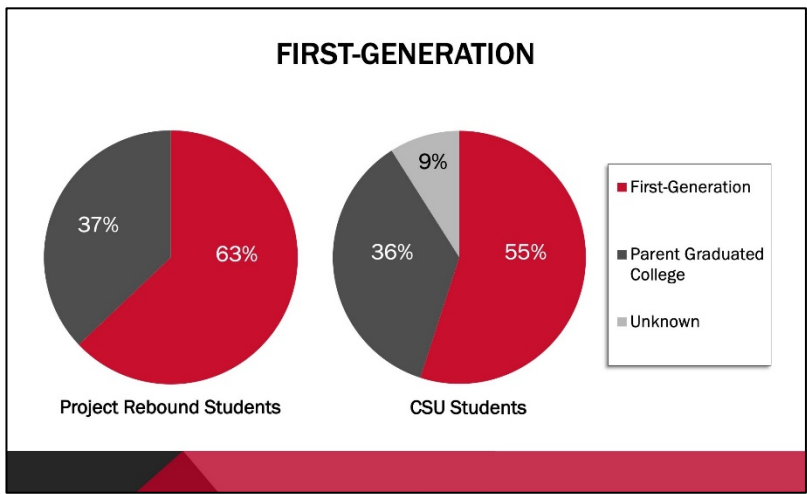


Rebound Scholars create a pathway for their families and communities, who might not otherwise see themselves reflected in the CSU student body, to pursue higher education. Not only are the majority of Rebound Scholars the first in their families to attend college, 34% of Rebound



Scholars are parents of minor children. By providing equitable access, a culture of belonging, and a community of care to these students, Project Rebound breaks intergenerational cycles of poverty, undereducation, homelessness, addiction, and incarceration. Project Rebound constructs a life-affirming alternative to the school-to-prison pipeline and the revolving door of mass incarceration, thus increasing social mobility for generations to come and fostering a safer, healthier, and more prosperous future for California.

While Rebound Scholars are incredibly diverse, one thing they share in common is a commitment to academic success, achievement, and excellence. Rebound Scholars are active in both undergraduate and graduate programs, pursuing degrees in fields such as the Social Sciences, Business and Economics, Health and Human Services, Arts and Humanities, Engineering and Computer Science, Education, and more. Two-thirds of Project Rebound students achieve a GPA of 3.0 or higher on a 4.0 scale. Rebound Scholars foster multi-generational patterns of academic success and achievement.



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

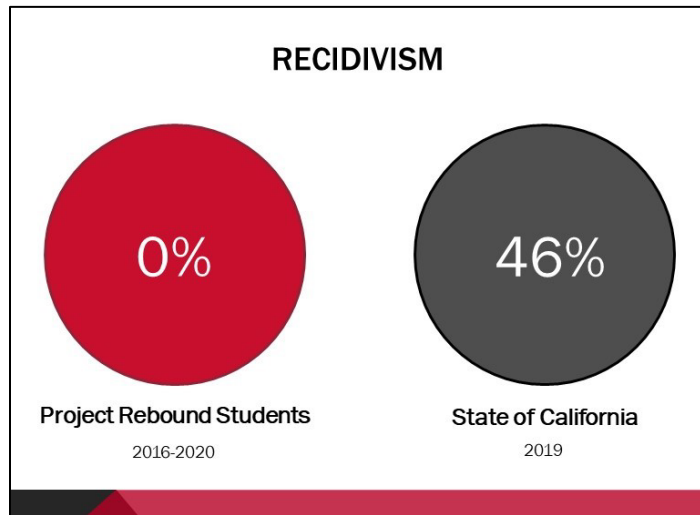
3. Investments in the CSU Project Rebound Consortium

The \$3.3 million ongoing allocation for the CSU Project Rebound Consortium in the State Budget has enabled the Project Rebound Consortium’s nine member campuses to establish the organizational infrastructure and engage in the strategic planning necessary to scale our proven model of success. It has also enabled a shift from piecemeal to more coherent and stable staffing. Prior to receiving State support in 2019, campus program staffing across the Consortium included a patchwork of 12 fulltime-equivalent staff, 14 student employees, and 6 interns/volunteers. In Fall 2020, the Consortium included 24 fulltime-equivalent staff, 56 student employees, and 52 interns/volunteers. Gainful, meaningful employment is a major contributor to student success and reduced recidivism. With an increase in fulltime-equivalent staff, and thus supervisory capacity, Project Rebound was able to increase student employment by 300% and program interns/volunteers by 766%. Many of these student employees are part of the Federal Work Study program, which means State investments are being leveraged to secure additional federal support for formerly incarcerated student workforce development. Many interns are earning academic credit. Both are gaining valuable work experience and professional development while supporting

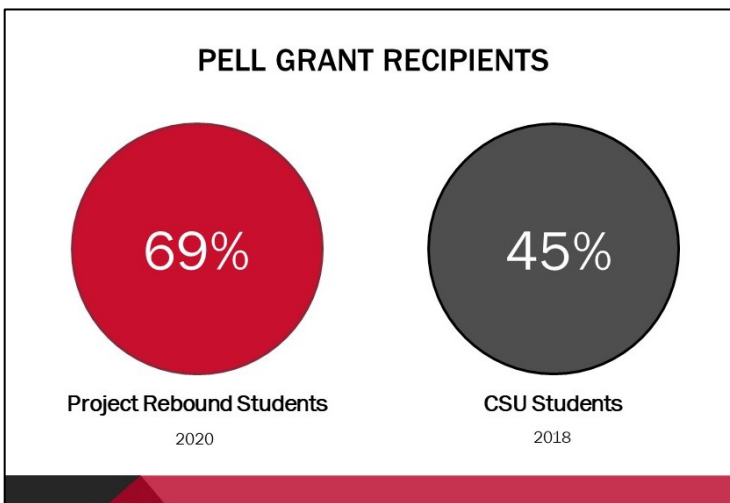
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an expanding number of prospective and matriculated formerly incarcerated students to access the transformative power of higher education.

Support from the State of California has also permitted the Project Rebound Consortium to expand services and opportunities to five additional CSU campuses. Thus, in addition to programs at CSU campuses in Bakersfield, Fresno, Fullerton, Los Angeles, Pomona, Sacramento, San Bernardino, San Diego, and San Francisco, the Project Rebound Consortium has launched expansion programs at CSU campuses in Humboldt, Long Beach, Northridge, San Marcos, and Stanislaus.



Approximately \$2 million of the 2020 State budget appropriation was allocated to member and expansion campuses and Consortium administration. These funds were leveraged alongside \$430,000 of campus-based matching investments. The State allocation is critical to sustaining the success of Project Rebound. State funds have been invested in hiring additional support staff who play a critical role in advancing Project Rebound goals (e.g., Program Directors and Coordinators, Outreach Coordinators, Enrollment Specialists, Pre-admissions Counselors, academic tutors, etc.), in general operation (e.g., program supplies, materials, equipment, events, outreach and conference travel, etc.), and in direct student support (e.g., student employment, transportation, books, school supplies, printing, meal and emergency housing support, postgraduate fellowships, etc.).



Prior to receiving authorization to draw down and operationalize the ongoing allocation for Project Rebound included in the 2019 State Budget, the Project Rebound Consortium Executive Committee had to secure CSU Chancellor approval to establish the Project Rebound Consortium as an official CSU multicampus collaboration pursuant to Executive Order 1103. The timing of Chancellor approval (February 2020) meant that Project Rebound program hiring plans were

delayed. Coupled with the systemwide travel ban that the Chancellor instituted in April 2020 due to the COVID-19 pandemic, member campuses at the end of the 2019-20 fiscal year had significant carryforward funds. This carryforward enabled the Consortium to reduce member campus allocations for 2020 and use \$1.3 million of the 2020 State budget appropriation to make systemwide investments, including the establishment of a consortium-wide learning community, designed to foster inter-campus collaboration and support to increase cross-consortium program quality, integrity, consistency, and accountability. These funds were also used to launch the Consortium Innovative Initiatives Grant opportunity to stimulate and support campuses to develop innovative initiatives, beyond the Project Rebound Consortium Key Program Elements, that advance the mission and goals of Project Rebound (see Section 7 below). Lastly, systemwide funds were allocated for holistic program assessment (see Section 8 below).

One of the objectives of the *CSU Project Rebound Consortium Strategic Plan* (Appendix E) is to leverage State support to increase and expand external grants and philanthropic investment in campus-based and Consortium-level activities. The operational infrastructure supported by the State budget allocation is critical to attracting and securing external grants and philanthropic donations to support specific projects, pilots, scholarships, and direct student supports. In the 2020-21 fiscal year, the Project Rebound Consortium secured \$556,000 in external grants, contracts, and philanthropy (in addition to the \$430,000 of campus-based matching funds identified above) to support various programmatic activities and initiatives, including from the Department of Corrections and Rehabilitation, the Department of Juvenile Justice, family and corporate foundations, and individual donors.

4. Education and Support Services

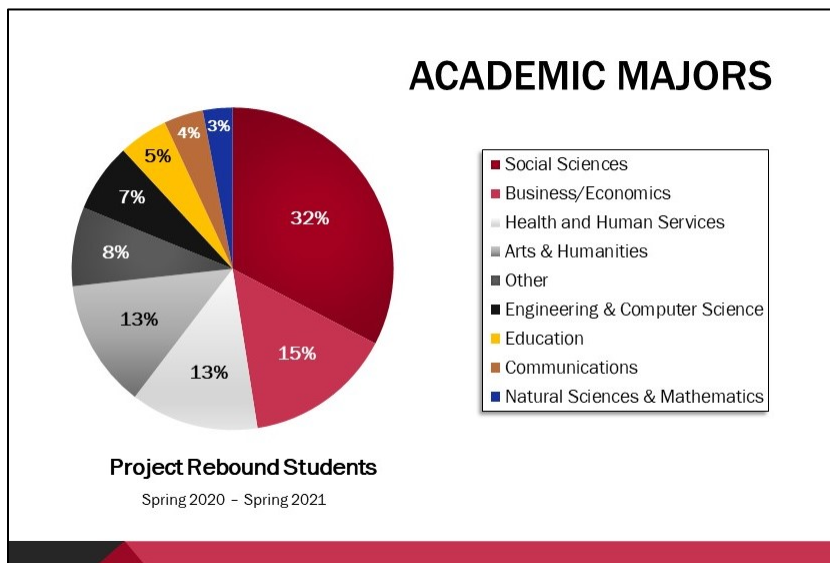
4.1 Key Service Objectives and Program Elements

Project Rebound campus programs continue to focus on the following five Key Service Objectives, which align with the Graduation Initiative 2025 and the *CSU Project Rebound Consortium Strategic Plan*. The objectives are designed to make higher education more accessible to and supportive of formerly incarcerated students:

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

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

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



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

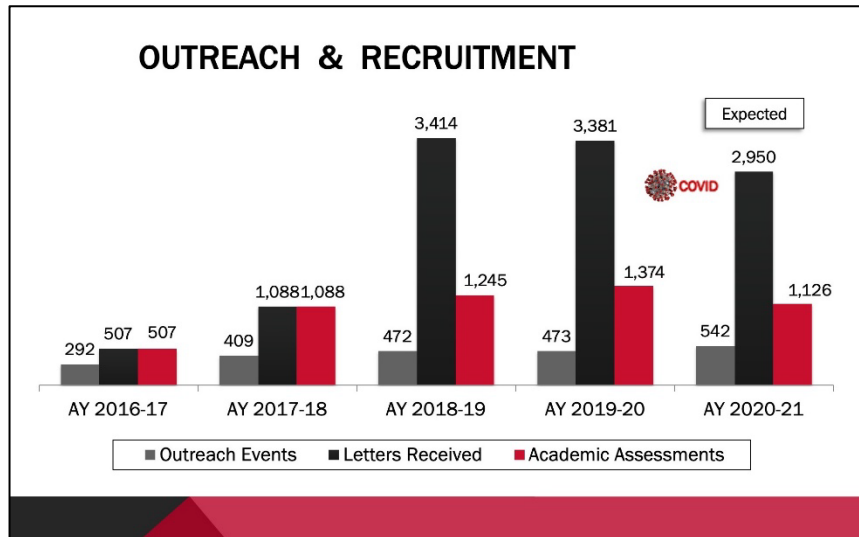
By offering a broad range of resources and connections with supportive entities, Project Rebound member campuses have continued to develop, refine, and invest in academic and student support services that assist prospective and matriculated students who are formerly incarcerated and enable them to concentrate on gaining expertise in their field of study and achieve educational and personal 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.

COVID-19 significantly affected the delivery of services to our current and prospective students throughout the last year. Due to state stay-at-home orders, systemwide travel restrictions, public health agency mandated physical distancing measures, closures of wide swaths of physical campus infrastructure, and the rapid shift to virtual modalities of instruction and student support services, Project Rebound staff were called upon to exercise remarkable resilience and creativity

across all dimensions of their work to continue to advance the mission of Project Rebound and to use social crisis as an opportunity to innovate and invest intention into new and additional ways to support students.

4.2 Advancing Equitable Access through Outreach and Advising

Consistent with academic affairs and student support services across the CSU, technology is playing a key role in Project Rebound’s work to continue promoting equitable access and success for formerly incarcerated students despite unprecedented pandemic conditions. Programs continued to provide customized pre-matriculation advising and support to currently and formerly incarcerated people who aspire to apply to the CSU by utilizing mail correspondence and one-on-one telephone and Zoom meetings. Outreach and Enrollment Specialists use Zoom screensharing functions to assist applicants with applications and help them identify their preferred major and plan of study. Academic advising services shifted to virtual modalities and continued to include transcript review and evaluation, advice and assistance with registration and course selection, individualized academic planning, and reentry support.



Many Project Rebound member campuses host enhanced orientation programs, workshops, and peer-to-peer mentoring programs to provide students with individualized guidance, a smooth transition to the university, and to cultivate a shared sense of belonging. COVID-19 prompted all of these services to be shifted to virtual modalities. These modalities deprived staff and students, like millions of others across the world, of many valued and spontaneous forms of social interaction and connection. They also exposed inequities in access to the requisite technologies and broadband. At the same time, virtual modalities also bore some silver linings of increased access for students who did not have to negotiate transportation, travel, and parking to attend meetings and access campus services. Video recordings of presentations also resonate with students, because students have the option to revisit them at a later time. Working remotely has also allowed advisors to adopt flexible work hours beyond the regular 8 to 5. Advisors are more accessible than before, greatly benefitting students who may have limited availability. Staff held virtual office hours and regular check-ins during which Rebound Scholars

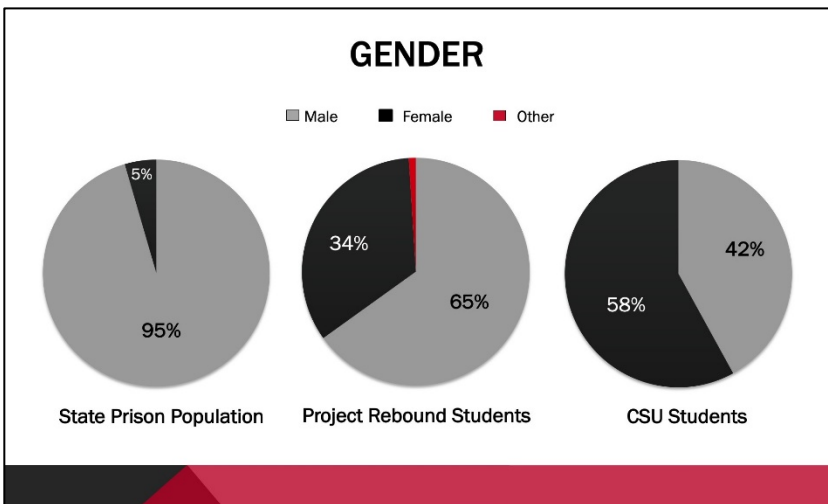
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could Zoom in and contact Project Rebound program staff or a trained Student Assistant for assistance with anything they were struggling with. The use of academic progress reports and other data and predictive analytics, such as EAB, allow academic advisors 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 difficulties and barriers to staying on track for graduation.

Many Rebound campuses began investing greater intention into their utilization of online learning management systems, software, and learning tools that provide virtual platforms for student support, engagement, and success. For example, CSU Fullerton and Los Angeles use the online learning management system Canvas to connect students to campus and community resources. CSU Fresno utilizes Google Suites where students have access to online materials, proof-reading of work, tutoring, lessons, advising and financial aid assistance. CSU Bakersfield has adopted Guaranteed 4.0 which is a unique learning method that helps students learn study skills and ultimately achieve a mindset of academic excellence and success. Many Rebound campuses are using Remind, a private mobile app messaging system, that allows staff to readily communicate with students and distribute opportunities and resources outside of the heavy traffic of email. Messages can be sent in real time to all students, a small group, or just a single person while preserving privacy of user mobile phone numbers.

4.3 Cultivating Cultures of Belonging

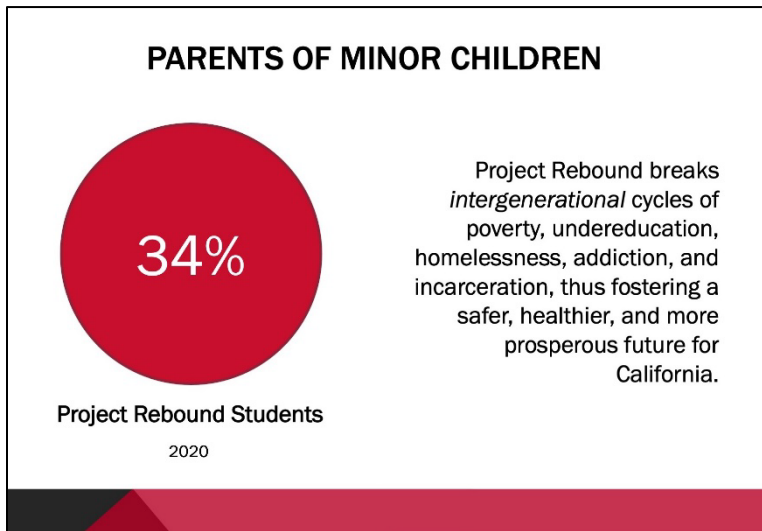
One of the primary goals of Project Rebound is to cultivate a culture of care and belonging for formerly incarcerated students on CSU campuses across the Consortium through community building, holistic peer-led and professionally supported healing practices and wraparound support that help Rebound Scholars actualize their full potential. To this end, all Project Rebound member campuses typically 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. These dedicated offices and gathering spaces are utilized for everything from advising, peer-to-peer support meetings, study groups, tutoring services, to simply serving as a welcoming, familiar space where Rebound Scholars



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can take a break between classes, have a snack, see friends, and recharge. Computer labs and free printing services are also provided in this dedicated Project Rebound office. In addition, the casual and structured in-person drop-ins that dedicated campus space avails provide staff with regular opportunities to identify and respond to the emerging needs of students.

The coronavirus pandemic abruptly closed these vibrant and vital on-campus spaces. While virtual services enabled students to learn about campus services, student centers, clubs and more, they left staff with the challenge of providing extra opportunities for students to interact and engage with one another. Despite these challenges, Project Rebound has continued to support students, foster meaningful social connections, and cultivate a community of care in which students feel a sense of belonging and camaraderie, and have people they can lean on, especially through these unprecedented times.



CSU Fullerton shifted its peer navigation and new student orientation services to virtual modalities. New students are assigned a Peer Navigator to assist them with integrating into the program and culture of the campus. Incoming students are introduced to the university through a customized *Project Rebound Bridge to Success* orientation to help them find their place in campus life and provide information from various campus departments

(e.g., university advising, financial aid, student life and leadership, center for internships and community engagement, career center, etc.). Students are also introduced to mentors through the mentorship program created in partnership with CSU Fullerton’s Osher Lifelong Learning Institute, through which interested Rebound Scholars are paired with retired professionals from the community.

Project Rebound builds solid bonds of trust between staff and students and between students themselves, so that students are comfortable turning to members of the community for advice and help, from academic tutoring to mental health support and more. Students frequently share and receive support with their personal lives, employment needs, and daily struggles. Project Rebound also encourages self-care and socialization among students, which under pandemic conditions manifested in organizing outdoor activities like hikes and bike rides, or virtual activities like physical fitness classes and casual Zoom meet-ups to connect and laugh with friends.

COVID has prompted Project Rebound staff to creatively modify the mechanisms through which they build community. For example, Project Rebound at Humboldt State partnered with the Office of Student Life to host a series of events aimed at getting incoming students acquainted with each other. Events included trivia nights, a pen pal program that connects students on social media, and a speed “friending” event over Zoom. CSU Fresno built camaraderie and interconnectedness, while maintaining physical distance, through the distribution of gift bags that included practical items such as school supplies and necessities for academic success, a \$50 gift card to offset food insecurity and other financial hardships, and carefully chosen snacks meant to build an emotional connection between Project Rebound students and staff. Gag gifts, which remind students of coveted commodities in prison (such as Top Ramen noodles or Honey Buns), were added to build familiarity and remind students of the experience they share with Project Rebound staff—namely, the transition from prison to higher education. These food items also served as a COVID-safe replacement for the “mini pantry” that was maintained at the office pre-pandemic, from which students could benefit. The campus also included “swag” in the gift bags, such as T-shirts, baseball caps, and pens with Project Rebound and Fresno State logos on them. Though seemingly simple, “swag” is a valuable means through which students can begin to anchor their identities to the promise of higher education.

Project Rebound is at the forefront of advancing the CSU’s objective to close the equity gap for underserved and low-income students.

Peer-mentorship, encapsulated in the motto that “each one, teach one,” has always been an integral part of the success of Project Rebound’s model. Through the creation of a supportive community of prosocial peers and mentors within a college setting, Rebound Scholars are able to strengthen self-efficacy, overcome learned helplessness, and establish bonds of community accountability and empowerment. For example, Peer Navigators at CSU Fullerton serve as an important point of contact for incoming Rebound Scholars. They provide one-on-one guidance during non-class hours and assist students with navigating the campus, understanding and maximizing opportunities afforded by the program, and becoming familiar with student life and leadership. Peer Navigators are essential role-models for incoming Rebound scholars.

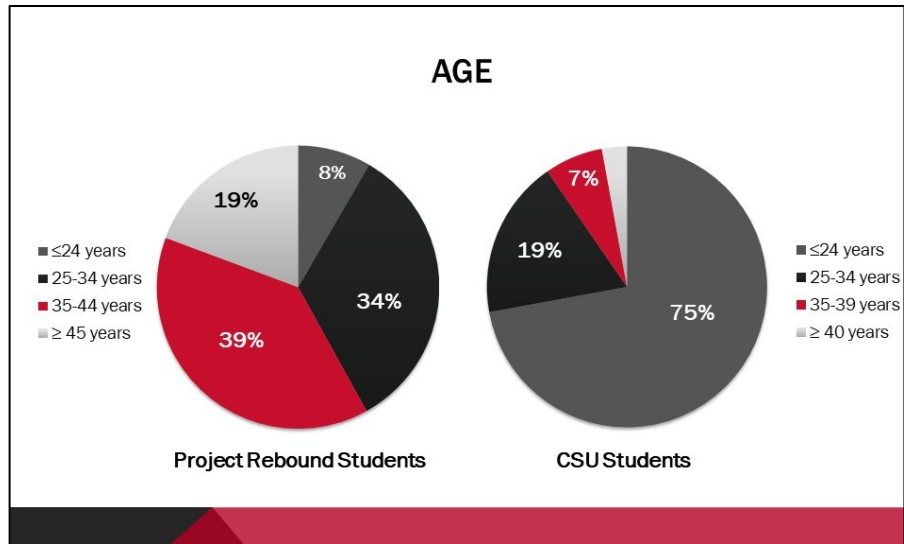
4.4 Establishing Infrastructures of Care to Meet Student Basic Needs

Meeting the basic needs of formerly incarcerated students has always been part of Project Rebound’s mission, because student success is deeply dependent upon students having their basic needs met. Much more than challenges related to academic performance, unmet basic needs like food and housing insecurity and lack of reliable transportation and employment are among the most significant barriers that render higher education less accessible to formerly incarcerated people. Prior to the pandemic, according to a 2018 CSU Chancellor’s Office report on student basic needs across the CSU system, 41.6% of students experience food insecurity and 10.9%

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experience homelessness.¹ Formerly incarcerated people are 27 times more likely to be unstably housed than the general public and 10 times more likely to become homeless. African Americans are almost seven times more likely to be unhoused than the general population in California, driven by systemic racism, disproportionate incarceration, and discharges from prison to homelessness. Furthermore, people on parole are seven times more likely to recidivate when unhoused than when housed.² And these data predate the global pandemic and related economic crisis of 2020, which intensifies the financial instability of many people across the state of California.

The COVID-19 pandemic has exacerbated the housing and food insecurities of Project Rebound students as well as created feelings of isolation, anxiety about health, finance, and technical literacy, and uncertainty about the future. In an effort to increase holistic student success, Project Rebound stepped up to provide students with direct support for critical needs such as application, test, and graduation fees, stipends for meals, books, and school supplies, and vital employment opportunities that provide students with an opportunity to earn a wage while developing professionally and uplifting the wider Project Rebound community. Programs provided mental health counseling through



direct referrals to Student Health and Counseling centers. Campuses such as CSU Fullerton and San Diego State assisted students in meeting their mental health needs by providing them with counseling and therapy resources in the community that go above and beyond the care accessible to students through campus resources. Programs supported Rebound Scholars in recovery by hosting weekly wellness check-ins and peer-to-peer support groups.

Project Rebound campuses such as Cal State Los Angeles and Sacramento State provided students with IT equipment like laptops, hotspots, video cameras, and headphones. Newly returning students were given one-on-one technology support to help them set up their new computers and cell phones. Rebound campuses provided vouchers to cover books and other

¹ Crutchfield, R. M. & Maguire, J. (2018). *Study of Student Basic Needs*. California State University Office of the Chancellor: <https://www2.calstate.edu/impact-of-the-csu/student-success/basic-needs-initiative/Pages/Research.aspx>.

² Couloute, L. (2018). *Nowhere to Go: Homelessness Among Formerly Incarcerated People*. Prison Policy Institute: <https://www.prisonpolicy.org/reports/housing.html>.

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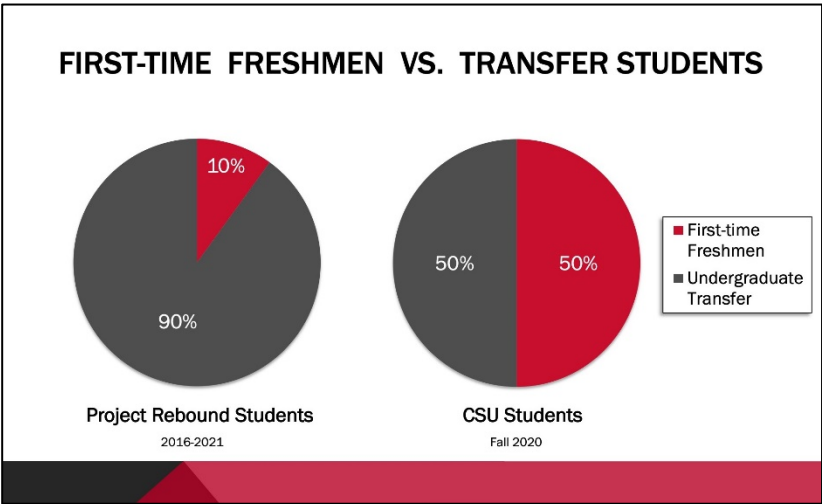
educational supplies. Most campuses also provided monthly gift cards to alleviate food insecurity. CSU Bakersfield solidified a process to fund incoming Rebound Scholars' New Freshman and Transfer Student Orientation fees. Prior to this intervention, incoming new students were less likely to participate in New Freshman and Transfer Student Orientation.

CSU Fullerton Project Rebound is the first in the Consortium, and the first in the nation, to have a transformative housing community for formerly incarcerated university students. The John Irwin Memorial Housing Initiative provides holistic, life-affirming reentry housing and wraparound services to improve academic, psychosocial, and employment outcomes for formerly incarcerated students. The Irwin House provides residential housing for six male students who receive holistic care and enjoy a safe, drug and alcohol-free environment. The Irwin House has partnered with community-based organizations, agencies, community colleges, and university partners to coordinate meetings, events, and workshops at the house that provide Rebound Scholars with professional development and expose them to transformative opportunities. The house has evolved into more than housing and a meeting space. In August 2020, CSU Fullerton began utilizing the house for the launch of their Food Justice Initiative, which includes a community garden, food pantry, and horticultural and culinary curriculum.

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

4.5 Student Employment, Internships, and Professionalization

Employment is one of the primary barriers to successful reentry for formerly incarcerated people. Student employment not only offsets college costs, but also is means for students to acquire relevant work experiences and competencies, build professional networks, foster a sense of community, and reinforce their classroom learning. Project Rebound thus invests a lot of intention into supporting students with employment as a method of engagement that contributes to student retention and academic success, and it leverages the fact that many CSU campuses are small cities with an array of opportunities



for the kind of employment that both honors students' academic schedules and places them on a path to gainful postgraduate employment. All programs provide forms of employment to Project Rebound students within Project Rebound programs themselves, often utilizing the Federal Work Study (FWS) program in coordination with the Office of Financial Aid. Student employment opportunities within Project Rebound include corresponding with prospective incarcerated students, serving as peer navigators and outreach team members, orienting incoming students to the program and campus infrastructure, increasing program social media engagement, regular virtual tabling events, Food Justice Initiative apprentices, building an organic garden, operating a food pantry, teaching exercise & fitness classes, and speaking on virtual panels. Students assist by sharing their stories at various presentations, doing clerical work, providing mentoring and guidance to other students via Zoom, creating flyers, and managing social media pages.

For example, Project Rebound at CSU Fresno has two paid student assistants and an intern earning academic credit. The scope of work for each is different. The graduate assistant holds bi-weekly office hours to field student inquiries, provide tutoring, and assist with academic writing

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

and style formatting, and coordinates with a campus librarian to assist students in locating research materials for their classes. The graduate assistant also helps students overcome roadblocks like Satisfactory Academic Progress (SAP) or Late Admission appeals. The undergraduate assistant

focuses mostly on filing and corresponding with prospective students in prison, retrieving, logging, and tracking all incoming mail, corresponding with incarcerated students to inform them of the information necessary for the Office of Admissions to perform an academic assessment, and providing detailed feedback regarding resources in the community. The undergraduate assistant also works in collaboration with full-time staff to connect students to counselors, tutors, or other campus resources.

Project Rebound at Cal State LA, which also administers the Lancaster State Prison Bachelor's Degree Graduation Initiative, promises all students transferring from the college-in-prison program employment of 15 hours per week on campus post-release. Job descriptions are co-created with the student according to skills and interests and have included writing and editing for the journals *Words Uncaged* and *Colloquy* (published by the English and Communication Studies departments respectively), serving as outreach liaisons to regional prisons, mail correspondence, administrative support, and workshop development.

Student workers at CSU San Bernardino assist prospective students with CSU and FAFSA application processes, provide advising, and facilitate first-line academic and needs assessments. Student workers create and facilitate training workshops focused on professional development

and job readiness for other students and have been instrumental in efforts to advance knowledge and implementation of the Fair Chance Act (AB 1008) within the community.

Research strongly indicates that internships significantly improve postgraduate employment outcomes. Project Rebound at CSU Fullerton hosts interns at the John Irwin Memorial House, which is an approved fieldwork site for Human Service majors, and through the Center for Internships and Community Engagement. The CSU San Bernardino School of Social Work, Sociology Department, and Department of Communication Studies collaborated with Project Rebound in the development of accredited internship programs for Project Rebound students earning Bachelor's and Master's degrees in Social Work and Public Administration. Project Rebound at Sacramento State has partnered with their campus Career Center to pair Rebound Scholars with career opportunities and, through a \$25,000 donation from AT&T, launched the Project Rebound Internship, Mentorship and Education (PRIME) opportunity. PRIME provides \$1,500 stipends to Rebound Scholars placed in an approved internship. Through PRIME, students have secured internships in the Governor's office, the Insight Garden Program, which brings a horticulture therapy program into 11 adult prisons within the California Department of Corrections and Rehabilitation (CDCR), and a civil engineering student who had previously been denied employment due to conviction history was placed in a municipal program designing and renovating city traffic services. These internships help students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relations to their peers, and contribute productively to society.

4.6 Fostering Civic Engagement and Community Leadership

Civic engagement is one of the Guiding Values articulated in the *CSU Project Rebound Consortium Strategic Plan*. At once a right, a responsibility, and a means of empowerment, civic engagement is an evidence-based means of successfully reintegrating formerly incarcerated students as stakeholders in their own communities as well as a high-impact practice that fosters student retention and graduation. This year the Project Rebound Consortium Policy & Advocacy Committee partnered with the Ella Baker Center for Human Rights to develop and pilot a capacity-building workshop series on Fostering Civic Engagement and Community Leadership. Approved by the Consortium Executive Committee, this capacity-building workshop series was designed to increase the capacity of staff and student leaders across the Project Rebound Consortium to educate and support students in becoming more engaged, inspired, and effective civic participants and leaders. Project Rebound staff and students participated in fifteen weekly Zoom workshops that featured guest lectures by policy advocates and lobbyists from the Ella Baker Center for Human Rights, Californians United for a Responsible Budget, Initiate Justice, and La Defensa, as well as state legislators and legislative staffers and consultants.

This capacity-building workshop series provides a structured path for members of the Project Rebound community to learn about the policymaking process and for participants to learn how those impacted by mass incarceration and the criminal justice system can promote their voices

Supporting the higher education and successful reintegration of the formerly incarcerated

and deepen their civic engagement beyond voting 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. Project Rebound students and staff who completed the workshop series received Certificates of Recognition from State Assemblymember Mark Stone and State Senator Josh Newman.

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 forums.

OUR VISION

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

Many Rebound Scholars maintain a strong desire to serve and give back to their communities, especially to underserved, criminalized youth. Through a multi-campus, grant-funded partnership with the California Department of Corrections and Rehabilitations Division of Juvenile Justice led by Project Rebound at Cal Poly Pomona, Project Rebound students from CSU Bakersfield, Fresno, Fullerton, Pomona, Sacramento, and San Diego provide mentorship for confined youth. Project Rebound students have faced, and overcome, many of the same challenges as confined youth, positioning them as ideal mentors for this population. Rebound Scholar mentors inspire, enlighten, and empower the youth; and the mentorship relationship provides Rebound Scholars with a sense of purpose and prosocial accomplishment in uplifting youth from their communities.

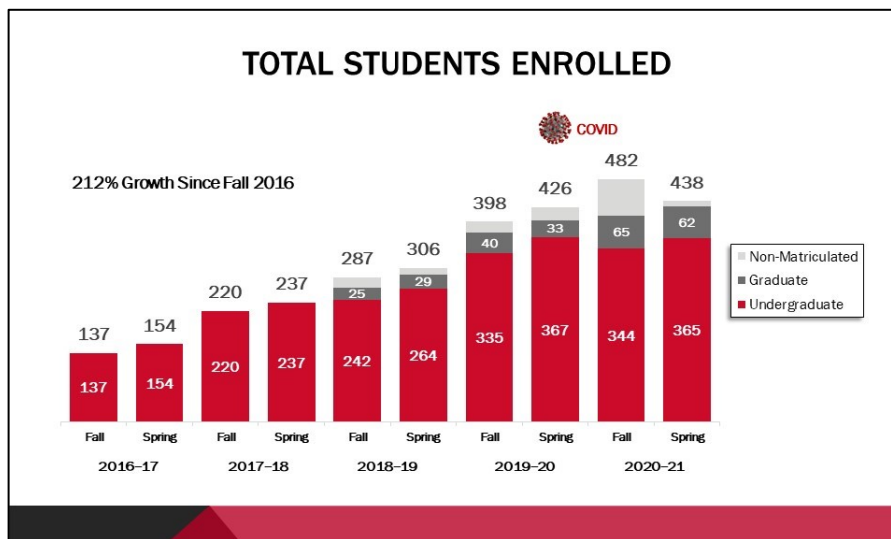
5. Coordination with other CSU Campus Entities

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, the Office of the Registrar, EOP, Academic Advising, Academic and Student Affairs, Student Organizations and Leadership, Associated Students, Inc., Guardian Scholars, University Advancement, Career Services, Services for Students with Disabilities, Grants and Contracts, Human Resources, University Outreach, New Student Orientation, Counseling and Psychological Services, Center for Internships and Community Engagement, Dreamer’s Resource Center, Adult Reentry Center, Campus Bookstores, Information Technology Services, Institutional Research, Planning and Assessment, Division of Public Affairs and Advocacy, Veterans Resource Center, and more. The diverse groups of dedicated faculty, staff, and administrators who have partnered with Project Rebound have been informed by Project Rebound staff and students about the unique challenges that formerly incarcerated students face and are committed to ensuring that Rebound Scholars are successful.

5.1 Instituting Equitable Access in Admissions

One of the main goals of Project Rebound is to remove barriers and increase equitable access to higher education and successful reintegration for formerly incarcerated Californians. The growth and expansion of Project Rebound, enabled by investment from the State of California as well as the State’s investment in college-in-prison programs offered by the California Community Colleges through the enactment of SB1391 (Hancock 2014), have led to flourishing interest and demand among currently and formerly incarcerated Californians for the pre-matriculation academic advising and admissions support that CSU Project Rebound offers.

Project Rebound has risen to meet this demand by working with partners across the CSU in Admissions and Enrollment Management to develop admissions guidance that aligns with Title V Sections 40900 and 40901, AB 1383, and Education Code Section 66022.5. This guidance, provided to campuses across the CSU Project Rebound Consortium, is



designed to foster more equitable access for formerly incarcerated applicants given the unique challenges they face. Based on this guidance, Memoranda of Understanding (MOU's) have been established between Project Rebound and offices of admissions at each of the fourteen campuses in the Project Rebound Consortium to better support formerly incarcerated applicants in the admissions process. The success of formerly incarcerated students often greatly depends upon them getting enrolled, connected to advising, supportive community, and wraparound supports, and on track to meet their academic goals in as timely a manner as possible. Academically eligible (or nearly eligible) prospective Project Rebound students are released from custody and often wish to apply to the CSU throughout the calendar year. Being required by standard CSU application schedules to wait five to eight months to register and begin their progress toward a CSU degree, given the many other barriers formerly incarcerated students face in reentry, can often make the difference between success or derailment.

The MOU's between Project Rebound and University Admissions enable Project Rebound applicants, for instance, to apply outside of standard application schedules. The Admissions Office also works with Project Rebound to troubleshoot other programmatic admission needs, such as providing admissions codes, evaluating transcripts,

and hearing admissions appeals. Project Rebound at CSU Fresno, Fullerton, and San Francisco receive so many transcripts that their partners in Admissions and Outreach have trained Project Rebound staff to unofficially assess some of the simpler transcripts received from prospective applicants. The liaison in CSU Fresno's Undergraduate Outreach office, for instance, has created a form for Project Rebound staff to use and has shared the various pathways to obtaining information for transcript analysis. These are unofficial assessments, but they facilitate much faster turnaround times for the growing number of unofficial transcript assessments required to accommodate the increasing volume of requests Project Rebound receives for admissions support.

GUIDING VALUES

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

5.2 Building Seamless Transfer Pathways with the California Community Colleges

For students who are not yet qualified for admittance to the CSU, Project Rebound staff refer students to counterparts at local California Community Colleges where students can complete the prerequisites for transfer. These "pipeline" students are still integrated into the Project Rebound support network. For example, San Francisco State has established an articulation agreement with Mt. Tamalpais College. Similar agreements have been established at Santa Rosa Community College and Delta College. The Project Rebound Consortium is currently

developing guidance in consultation with the California Community Colleges' Rising Scholars Network to foster a Memoranda of Understanding (MOU's) between CSU Project Rebound Consortium campus programs and their respective regional Community Colleges that would establish transfer agreements and facilitate seamless transfer pathways from Associate's degree to Bachelor's degree completion for formerly incarcerated students.

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

The Project Rebound Consortium has been extremely successful in cultivating strong, meaningful relationships and collaborations with community-based organizations across the state, as well as community resource managers and principals at correctional facilities throughout CDCR, and Department of Rehabilitation counselors. Correctional facilities provide opportunities for Project Rebound outreach teams to make presentations to currently incarcerated people 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 prisons, and frequently send students into prisons to speak at graduations and at pre-release classes.

CSU Bakersfield has expanded its Virtual Community Connection Program to include Project Rebound alumni, modified correctional community facilities, sober living homes, community re-entry programs, and the Kern County Sheriff's Office. The campus has also strengthened their relationship with the Bishop Paiute Tribe and participated in their Annual Education Summit with other Native American tribes. CSU Fresno has refocused their efforts towards written and digital communication with external entities such as prisons, jails, treatment centers, parole and probation departments, as well as the various community colleges they work with on an ongoing basis. The campus has completed a video featuring representatives from various Project Rebound programs around the state that CDCR's Division of Rehabilitative programs has televised in prisons throughout California. This video introduces Project Rebound and the 14 campus programs, giving a supportive message to those incarcerated during COVID to persist and persevere. The video has been an effective way to reach a vast audience throughout the state, carrying a powerful message to currently incarcerated individuals from a group of their own peers. The CSU Fullerton mailing address is included in the video for anyone who wishes to reach out to Project Rebound. CSU Fresno is currently producing videos of student testimonials regarding their experiences with Project Rebound that will be shared with the prisons in the Central Valley.

Cal State LA has fostered an excellent relationship with CDCR through its Prison BA Graduation Initiative. Project Rebound facilitates a direct pipeline from the CSU Bachelor's degree program in prison to the Cal State LA main campus upon parole. In the past two years, nine students—nearly all of whom served more than 20 years on Life Without Parole (LWOP) sentences—have paroled from Lancaster State Prison and seamlessly transitioned to the main

campus to complete their degrees. This pipeline requires extensive resource networking (housing, parole, technology support, mentorship, legal guidance, and mental health support), inter-departmental campus collaboration (Center for Engagement, Service & the Public Good, College of Professional & Global Education, College of Arts & Letters Advising, Department of Communication Studies, Financial Aid, Admission, and Office of the Registrar) and personal contact to pave the way for student success. Project Rebound students mentor new parolees by guiding them through the first steps of their transition—everything from picking them up from prison, taking them shopping for clothes, and obtaining social security cards, birth certificates and driver’s licenses, and student ID cards. The success rate of students transitioning from Lancaster State Prison is high. Of the nine students who have thus far transferred from the prison campus to the main campus, four have obtained their BA degrees. One is in graduate school, one owns a

GUIDING VALUES

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

successful dog training business, and another has a solid job in a nonprofit organization. Four more of the students are scheduled to graduate in Spring 2021 and all are expected to begin graduate school in Communication Studies and Rehabilitation Counseling starting in Fall 2021.

CSU San Bernardino has become more involved with Inland Empire Fair Chance Coalition (IEFCC) in which interns and staff members were able to teach trainings that brought awareness to AB 1008 “Ban the Box.” In addition to partnering with IEFCC, Project Rebound assisted students with housing and employment issues which allowed Project Rebound to become associated with the Department of Fair Employment and Housing for future opportunities. CSU San Bernardino will also partner with CSU San Francisco to provide an information workshop to bring awareness to AB 1008 across the state.

The San Diego District Attorney’s Office requested San Diego State University’s cooperation in counseling the DA regarding reentry needs of formerly incarcerated people. Similarly, SDSU Project Rebound staff consulted with the San Diego Board of Supervisors on reentry, particularly for meeting the needs of the large surge of released people reentering the community due to COVID. Videotaped program information was created for the San Diego Sheriff’s Department and written materials were provided to RJ Donovan Prison. San Francisco State University has established the first online certificate that will be offered free of charge to youth incarcerated at the California Youth Authority. This program is in collaboration with the College of Ethnic Studies, College of Extended Learning, and Project Rebound.

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 Pipeline" 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.

In response to racial injustice and calls for healing after the murder of George Floyd, CSU Fullerton's Rebound program organized and facilitated the North Orange County "Justice, Hope, and Healing" dialogue, which included stakeholders from local law enforcement, state and county elected officials, leaders from community-based organizations, and students to discuss racism, public safety, police violence, and community uplift. The dialogue was the first of several civic engagement activities held this year in alignment with the Project Rebound Consortium Strategic Plan. CSU Fullerton's Rebound staff was invited and coordinated a community conversation with the Office of Independent Review to review and assess the use of force policies and practices of the Orange County Sheriffs and Police Departments. CSU Fullerton Project Rebound Program Director, Romarilyn Ralston, was also appointed by the State Senate to work with CDCR's Division of Rehabilitative Programs to award \$10M for the California Rehabilitation and Reentry Enrichment (CARE) grant program. Grants went to non-profits providing in-prison programming (e.g., trauma-informed care, restorative justice classes, yoga, writing workshops, and college preparation).

CSU Long Beach and Northridge have established a partnership with Homeboy Industries, the largest gang rehabilitation and reentry program in the world located in Los Angeles. Project Rebound staff from LA Metro campuses at Long Beach, Northridge, Fullerton, Los Angeles, and Pomona provide monthly college preparatory workshops to its members. In addition to strengthening their relationships with other community-based organizations, Project Rebound will also be creating a series of short videos highlighting our students' success as well as aspects of the program to be viewed by individuals currently incarcerated in CDCR. By maintaining a strong online presence, Project Rebound continues to build a prison-to-school pipeline and a network of valuable community partners.

7. Systemwide Learning Community and Innovative Initiatives

This year the Project Rebound Consortium launched a number of systemwide initiatives. In alignment with the Consortium Strategic Plan, the CSU Project Rebound Consortium Learning Community was established through the formation of the Learning Community Coordinating Committee. The purpose of the Learning Community is to provide Project Rebound executive and program staff and other relevant participants across the Consortium the opportunity to foster inter-campus collaboration and support, and increase cross-system program quality and efficiency. The charge to the committee was to devise approximately six workshops for 2020-21. Some of the workshops would be designed specifically for expansion member campuses, some for program staff at all campuses, and some for both executive and program staff. The goal is to engage in an active, collaborative program to share strategies and best practices that enhance opportunities and better support formerly incarcerated students and staff on our respective campuses. The

Supporting the higher education and successful reintegration of the formerly incarcerated

Coordinating Committee conducted surveys among program staff regarding the resources and support the Learning Community should provide so staff could better meet the needs of students and better accomplish their respective campus goals (e.g., recruitment strategies, outreach styles and techniques, participation in advocacy with local, state, and federally elected officials, etc.).

The first Learning Community workshop was held on June 30, 2020 for both executive and program staff and focused on Outreach During Time of COVID-19. Selected Rebound campuses shared their concerns, approaches, and best practices with outreach and recruitment during shelter-in-place. Expansion member campuses were invited to the second Learning Community workshop. Again, selected member campuses shared their experiences on how Project Rebound began on their respective campuses (e.g., recruitment strategies, outreach and in-reach strategies, forms, relationship building, data collection, advising, etc.). On November 19, 2020, all Rebound campuses participated in a Learning Community convening where selected Rebound campuses provided information for addressing housing needs in the Project Rebound Community (e.g., creating/developing housing (CSU Fullerton), access to community housing spaces (Cal State LA), and partnerships and contracts (San Francisco State). The February 11, 2021 Learning Community convening was designed for Executive Directors of Rebound Consortium campuses. The topic was “Fostering Communities of Care and Accountability” where selected campuses shared their processes for allocating funds to support Rebound Scholars (e.g., how students are made aware of funding opportunities, guidelines for use of funds, what accountability measures are in place, etc.).

The Consortium also launched the Innovative Initiatives Grant Opportunity through which Consortium member and expansion campuses were encouraged to submit proposals for innovative initiatives that promote transformative strategies that strongly align with the *CSU Project Rebound Consortium Strategic Plan*. Since launching the opportunity in November 2020, two excellent proposals have been awarded by the Executive Committee. The first is CSU Fullerton’s Food Justice Initiative. Through this initiative, Project Rebound at Fullerton built and operates a community garden and food pantry that not only provide 20-30 students with nutritious foods and 15 students with part-time jobs, but also provides an outdoor therapeutic space that contributes to student self-care and wellness while at the same time offering students an opportunity to learn about agriculture and the harvest cycle—from seed to table.

Another innovative initiative awarded through the Consortium-wide grant opportunity is the Project Rebound Research Lab. Led by formerly incarcerated faculty and Project Rebound Executive Directors from multiple campuses, the Research Lab establishes a fellowship program, open to Rebound Scholars throughout the Consortium, that is designed to provide students with research training and academic professionalization by pairing them with faculty mentors to work intensively one-on-one on a research project. Fellows and faculty mentors are awarded funds to support year-long research projects, and at the end of the year fellows will have the chance to present their work at a systemwide academic conference coordinated by Project Rebound Research Lab Fellows themselves. The goal is to position fellows by the end of the year-long

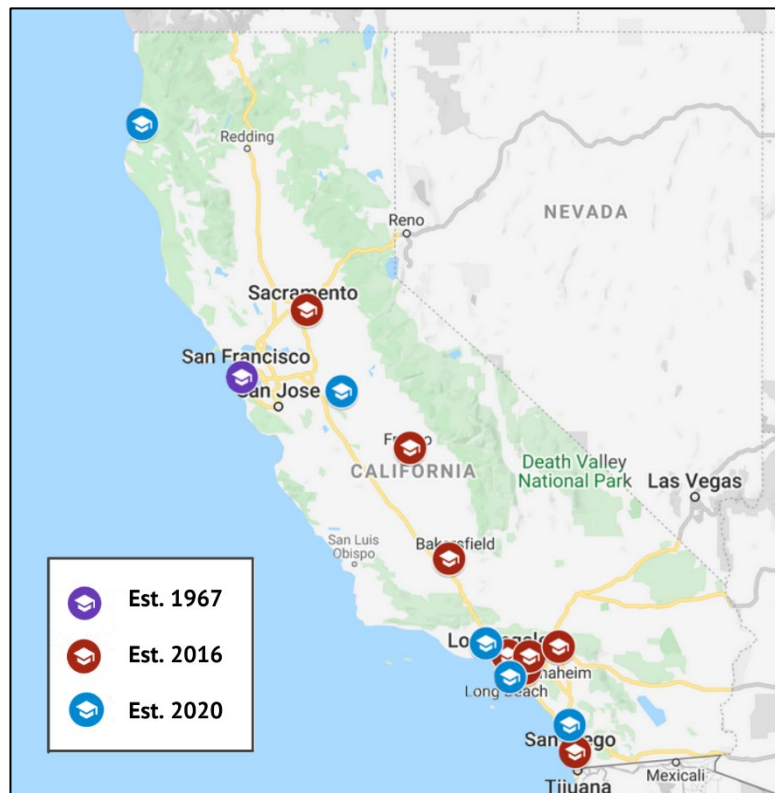
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fellowship to produce a publishable paper and conference presentation, which will assist them in their postgraduate educational pursuits.

8. Expansion Plan

In Spring 2020, in alignment with the *California State University Project Rebound Consortium Strategic Plan* (Appendix F), the Executive Committee of the CSU Project Rebound Consortium released a Request for Proposals (RFP) inviting CSU campuses that aspire to be considered for probationary membership in the Project Rebound Consortium to submit proposals. To be eligible to apply, aspiring campuses must have worked with the Consortium Director of Program Development and/or the Executive Committee or 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.

Seven strong proposals were received. Applications were evaluated by the Executive Committee based on their quality and strength of alignment with the Consortium Strategic Plan, the demonstrated degree of campus buy-in, administrative support, and organizational readiness, as well as the ambition and demonstrated feasibility of campus proposed goals. Five campuses were selected for Consortium probationary membership and support: Humboldt, Long Beach, Northridge, San Marcos, and Stanislaus. The two campuses not selected for funding or probationary membership during this cycle were encouraged to seek consultancy support from the Consortium Director of Program Development for ongoing mentoring and technical support to assist in developing the partnerships and organizational readiness required to strengthen the campus' prospects for future funding and probationary membership in the Consortium. Awards to probationary campuses are for a period of one year, starting July 1, 2020 to June 30, 2021, based on available funds. The maximum funding request for each applicant campus proposal was \$125,000. In some cases, partial awards were made. Renewed contracts with comparable funding in future years are



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contingent upon probationary campus program outcomes and available funds. \$500,000 from the 2019-20 fiscal year budget were used for the 2020-21 expansion effort. In just a short period of time, these five expansion campuses have added strength, new expertise, and extended geographical reach to the opportunities and activities of the Project Rebound Consortium.

The Consortium Director of Program Development is actively working with CSU campus representatives at Chico, Dominguez Hills, San Jose, Sonoma, and the Maritime Academy to assist them in developing the partnerships and organizational readiness required to strengthen the campus' prospects for future funding and probationary membership in the Consortium. \$700,000 of the 2020-21 budget has been encumbered to support expansion campuses in 2021-22. These funds will be used to renew awards for expansion campuses that meet performance benchmarks and, funds permitting, to provide opportunity for additional aspirant campuses to receive financial support for programs.

9. Research and Assessment

The Project Rebound Consortium formed a seven-member Research Committee to construct a framework for guiding a three-year, system-wide, holistic, formative, and summative program assessment of Project Rebound. The assessment will align with Goal 5 of the Consortium Strategic Plan to conduct a 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. Campuses in the Project Rebound Consortium have also begun to establish partnerships with their respective offices of Institutional Research to assist with program data collection to help the Consortium identify, monitor, and document program performance with a mind toward identifying problems and inefficiencies, replicating best practices across all campuses, and directing resources where resources are most needed and are having the most impact.

Campus Directory

Northern

Humboldt State University

1 Harpst Street
Arcata, CA 95521
ProjectRebound@humboldt.edu
(707) 267-7608

Sacramento State University

6000 J Street, MS 6064
Sacramento, CA 95819
ProjectRebound@csus.edu
(916) 278-6794

San Francisco State University

1650 Holloway Avenue, M-102
San Francisco, CA 94132
ProjectRebound@asi.sfsu.edu
(415) 405-0954

Central

CSU Bakersfield

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

Fresno State University

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

CSU Stanislaus

One University Circle, MSR 210
Turlock, CA 95382
ProjectRebound@csustan.edu
(209) 667-3039

Southern

CSU Fullerton

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

CSU Long Beach

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

Cal State Los Angeles

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

CSU Northridge

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

Cal Poly Pomona University

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

CSU San Bernardino

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

San Diego State University

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

CSU San Marcos

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



The California State University

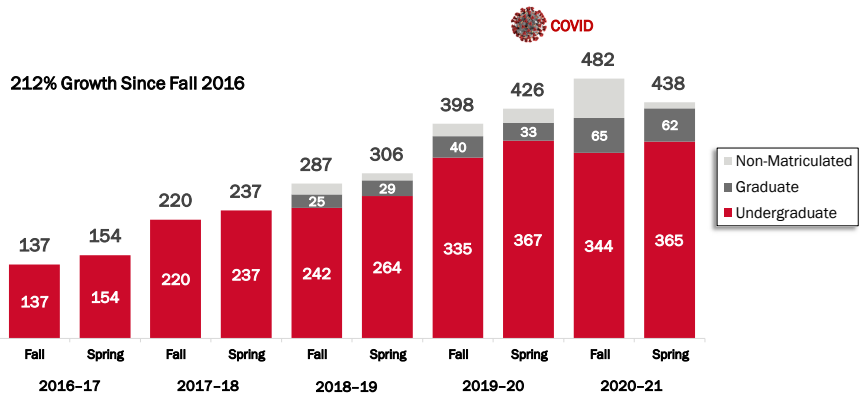


PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated

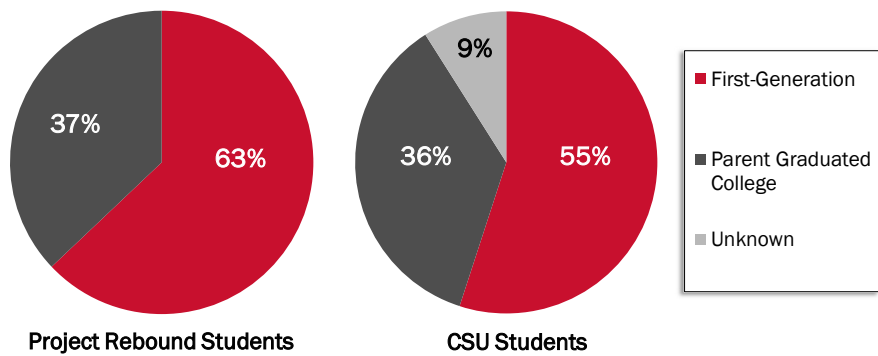
STUDENT ENROLLMENT & DEMOGRAPHIC DATA

TOTAL STUDENTS ENROLLED



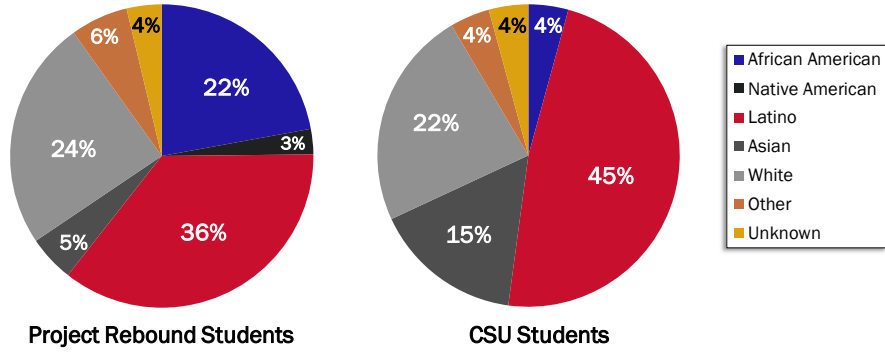
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FIRST-GENERATION

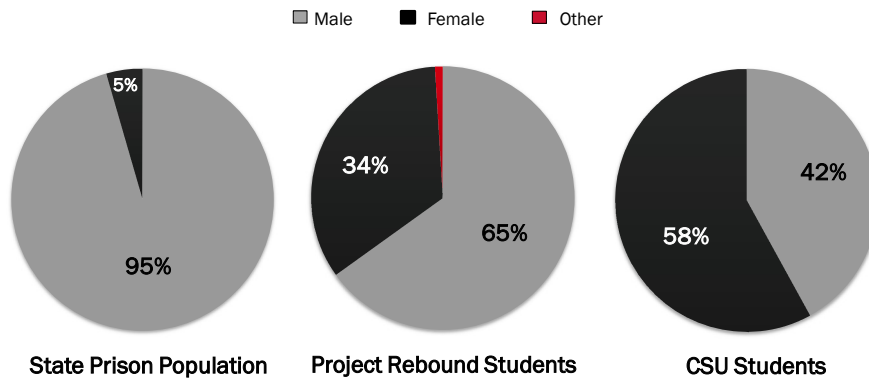


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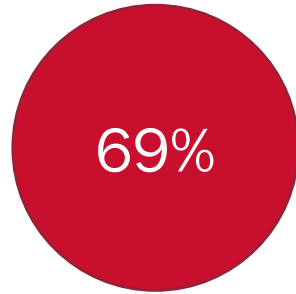
RACE/ETHNICITY



GENDER

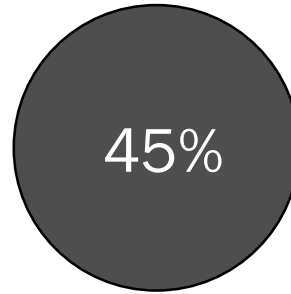


PELL GRANT RECIPIENTS



Project Rebound Students

2020

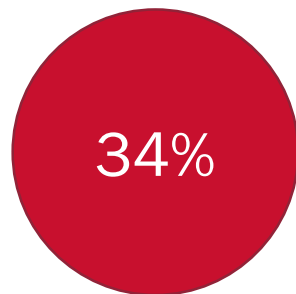


CSU Students

2018



PARENTS OF MINOR CHILDREN



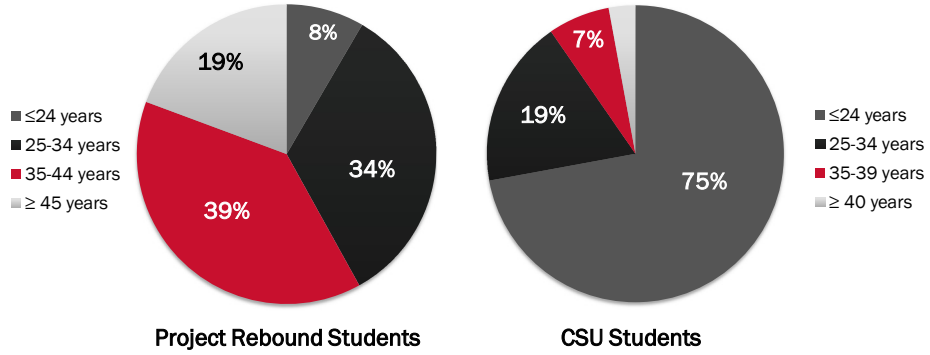
Project Rebound Students

2020

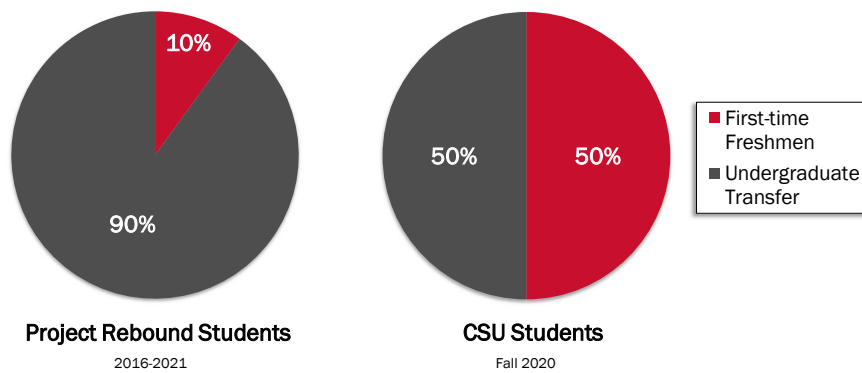
Project Rebound breaks *intergenerational* cycles of poverty, undereducation, homelessness, addiction, and incarceration, thus fostering a safer, healthier, and more prosperous future for California.



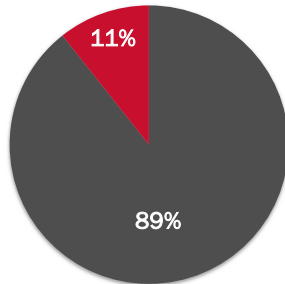
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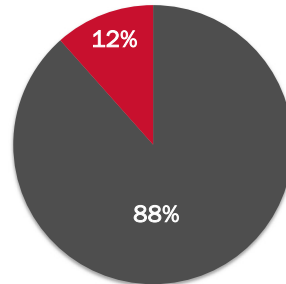
FIRST-TIME FRESHMEN VS. TRANSFER STUDENTS



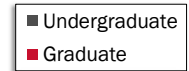
UNDERGRADUATE VS. GRADUATE ENROLLMENT



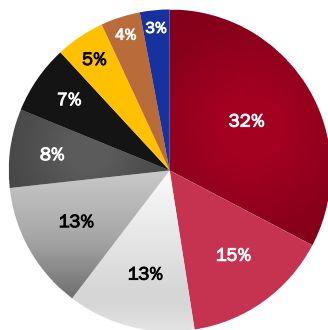
Project Rebound Students



CSU Students

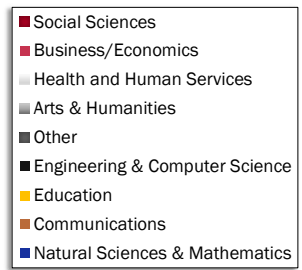


ACADEMIC MAJORS



Project Rebound Students

Spring 2020 - Spring 2021





The California State University

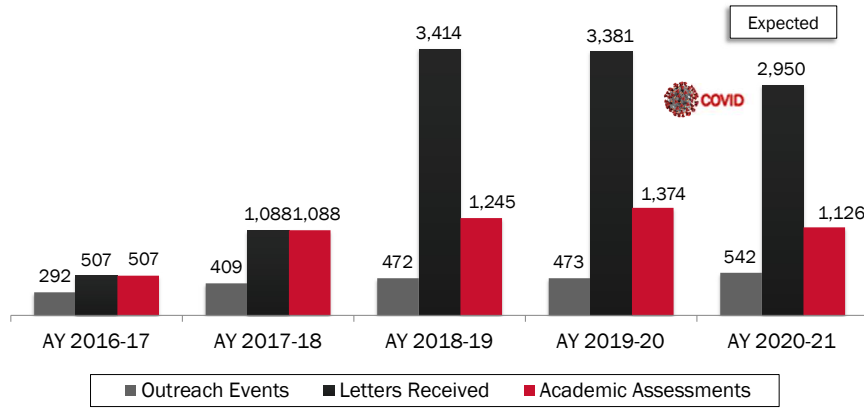


PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated

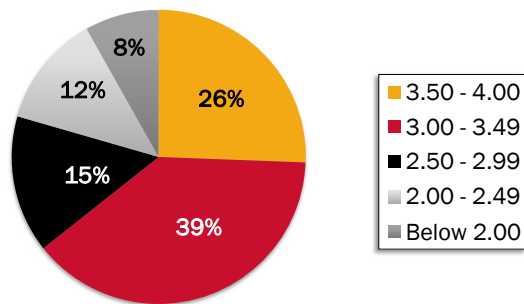
PROGRAM OUTCOMES DATA

OUTREACH & RECRUITMENT



CSU The California State University
 PIR PROJECT REBOUND CONSORTIUM

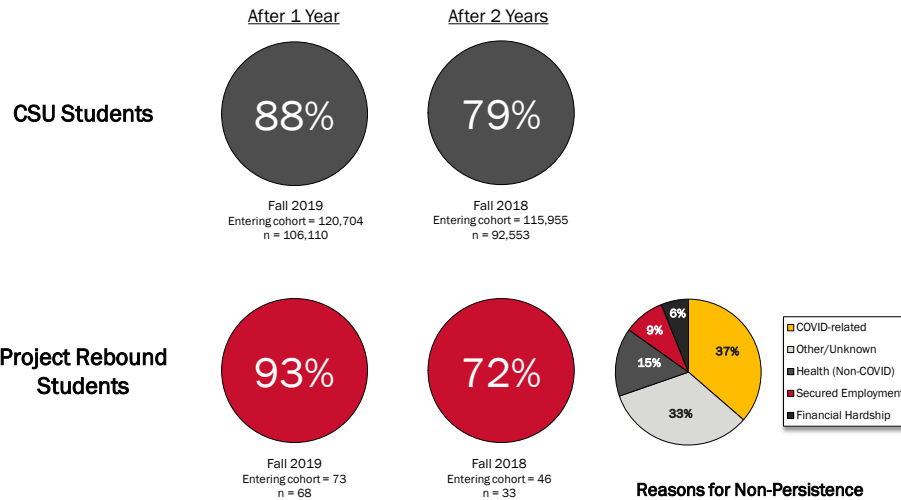
SEMESTER GRADE POINT AVERAGE



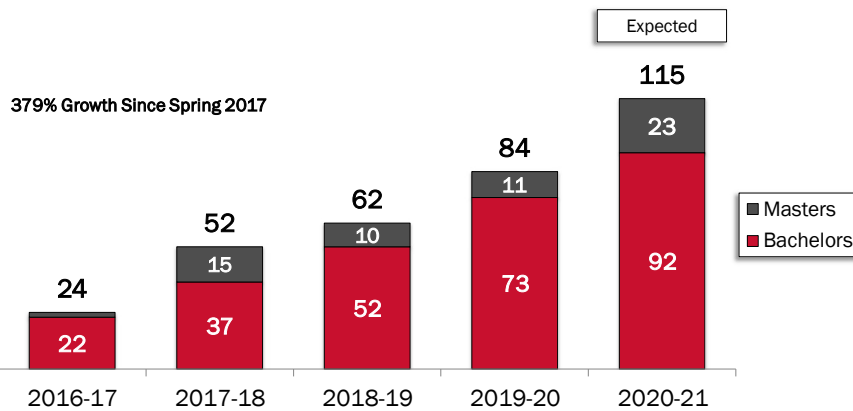
Project Rebound Students
 Fall 2018 - Fall 2020

CSU The California State University
 PIR PROJECT REBOUND CONSORTIUM

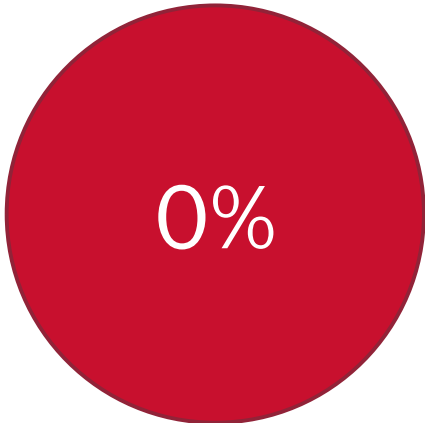
STUDENT PERSISTENCE AMIDST COVID-19



TOTAL DEGREES CONFERRED

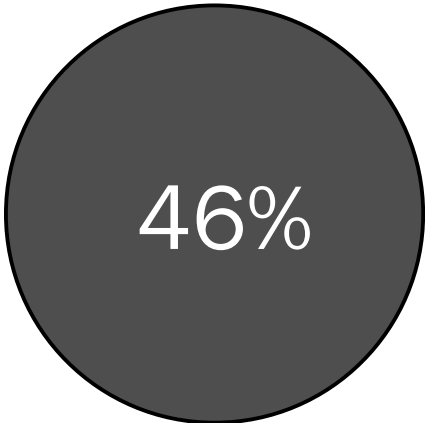


RECIDIVISM



Project Rebound Students

2016-2020



State of California

2019



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

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

EXECUTIVE SUMMARY OF CONSORTIUM SYSTEM-WIDE BUDGET

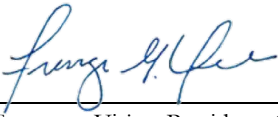
FY 2020-2021

	Section I State Allocation Funds	Section II Campus-Based Matching Funds	Section III External Matching Funds	Section IV Total Funds
Administrative Campus (Fullerton)				
~ Consortium Administration	\$ 330,000	\$ -	\$ -	\$ 330,000
~ Expansion Campus Programs RFP	\$ 700,000	\$ -	\$ -	\$ 700,000
~ System-wide Program Assessment	\$ 125,000	\$ -	\$ -	\$ 125,000
~ Innovative Initiatives Grants	\$ 425,000	\$ -	\$ -	\$ 425,000
~ Learning Community	\$ 50,000	\$ -	\$ -	\$ 50,000
~ Reserve	\$ 425,147	\$ -	\$ -	\$ 425,147
Administrative Campus Total	\$ 2,055,147	\$ -	\$ -	\$ 2,055,147
Member Campuses				
Bakersfield	\$ 129,710	\$ 16,547	\$ -	\$ 146,257
Fresno	\$ 199,623	\$ 10,528	\$ 10,615	\$ 220,766
Fullerton	\$ 219,549	\$ 10,000	\$ 352,384	\$ 581,933
Los Angeles	\$ 109,154	\$ 28,590	\$ 130,750	\$ 268,494
Pomona	\$ 186,012	\$ -	\$ 19,675	\$ 205,687
Sacramento	\$ 128,250	\$ 18,303	\$ 9,615	\$ 156,168
San Bernardino	\$ 137,000	\$ 18,300	\$ -	\$ 155,300
San Diego	\$ 82,355	\$ 64,200	\$ 22,927	\$ 169,482
San Francisco	\$ 53,200	\$ 264,486	\$ 10,000	\$ 327,686
TOTAL CONSORTIUM BUDGET	\$ 3,300,000	\$ 430,954	\$ 555,966	\$ 4,286,920

EXECUTIVE SUMMARY OF CONSORTIUM SYSTEM-WIDE BUDGET
 FY 2021-2022

	Section I State Allocation Funds	Section II Campus-Based Matching Funds	Section III External Matching Funds	Section IV Total Funds
Administrative Campus (Fullerton)				
~ Consortium Administration	\$ 352,990	\$ -	\$ -	\$ 352,990
~ Expansion Campus Programs RFP	\$ 525,000	\$ -	\$ -	\$ 525,000
~ Learning Community	\$ 36,707	\$ -	\$ -	\$ 36,707
Administrative Campus Total	\$ 914,697	\$ -	\$ -	\$ 914,697
Member Campuses				
Bakersfield	\$ 275,000	\$ 48,925	\$ 7,041	\$ 330,966
Fresno	\$ 275,000	\$ 30,529	\$ 7,431	\$ 312,960
Fullerton	\$ 275,000	\$ 10,000	\$ 414,371	\$ 699,371
Los Angeles	\$ 275,000	\$ 57,820	\$ 217,500	\$ 550,320
Pomona	\$ 272,824	\$ 6,078	\$ 21,403	\$ 300,306
Sacramento	\$ 269,500	\$ 35,551	\$ 26,892	\$ 331,943
San Bernardino	\$ 275,000	\$ 24,210	\$ -	\$ 299,210
San Diego	\$ 275,000	\$ 55,221	\$ 10,000	\$ 340,221
San Francisco	\$ 192,979	\$ 208,506	\$ -	\$ 401,485
TOTAL CONSORTIUM BUDGET	\$ 3,300,000	\$ 476,840	\$ 704,638	\$ 4,481,479

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 2021-2022 fiscal year.



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

03/08/21

 Date



The California State University



PROJECT REBOUND CONSORTIUM

Supporting the higher education and successful reintegration of the formerly incarcerated



STRATEGIC PLAN

2019-2024

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



STRATEGIC PLAN

2019-2024

Introduction

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

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

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

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



THE NEED

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

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

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

MISSION

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

HISTORY OF PROJECT REBOUND

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

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



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

VISION

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



GUIDING VALUES

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



KEY SERVICE OBJECTIVES

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

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

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





KEY PROGRAM ELEMENTS

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

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

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

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

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

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

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

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

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

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

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



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PROJECT REBOUND CONSORTIUM

GOALS AND GROWTH PLAN

FOR 2019-2024





GOALS AND GROWTH PLAN: OVERVIEW

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

GROW AND IMPROVE THE EXISTING CSU PROJECT REBOUND CONSORTIUM

GOAL 1



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

OBJECTIVES

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

STRATEGIES

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

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

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

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

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

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

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

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

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



GOAL 2

EXPAND THE CSU PROJECT REBOUND CONSORTIUM TO INCLUDE NEW MEMBER CAMPUSES

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

OBJECTIVES

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

STRATEGIES

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

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

GOAL 3



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

OBJECTIVES

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

STRATEGIES

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



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

GOAL 4



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

OBJECTIVES

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



STRATEGIES

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



GOAL 5

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

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

OBJECTIVES

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

STRATEGIES

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

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:

- 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.