Appendices: Table of contents

The following appendices provide descriptions of each program within the Renewing Communities initiative and a selection of various program- and student-related statistics. These were collected via biannual submissions of performance metrics by each program and through end-of-semester surveys administered to students over the course of the evaluation.[1]

Table 1. **Legend of appendices' variable labels and descriptions**

Variable Label	Variable Description
A	Agree
SA	Somewhat agree
N	Neutral
SD	Somewhat disagree
D	Disagree
P	Pass
F	Fail
I	Incomplete
NA	Not applicable
NR	Not reported
Advisor	Unduplicated count of students who met with an academic advisor to discuss post-release academic plans during the reporting period
Assessments Conducted	Number of academic assessments completed for incarcerated people within the reporting period. An "academic assessment" (a) determines a potential student's academic progress or readiness for admission or transfer, (b) is based on transcripts or exam scores that specifically identify each course taken and the college providing the credit, and (c) is a collaborative effort by program staff and campus staff or faculty who are qualified to accurately assess a potential student's transcript
Letters Received	Number of letters received from potential students during the reporting period
Outreach Events	Number of outside presentations and orientations conducted by the program for recruiting purposes during the reporting period
Placements Made	Unduplicated count of students who took placement exams offered by the City College of San Francisco during the reporting period
Potential Students	Number of unique potential students attending events during the reporting period
Register	Unduplicated count of students who started a semester in college in the community during the reporting period

---

[1] On occasion, some programs were unable to submit certain data points. As a result, some data is not included in all site summaries.

Appendix A: Keys to College Program, Five Keys Charter School

Five Keys is a nonprofit corporation that operates accredited charter schools and programs for transitional-aged youth and adults at 70 locations across California. One of Five Keys' initiatives, the Keys to College program, is facilitated through the organization's partnership with City College of San Francisco, San Francisco State University, and the San Francisco County jail system. Five Keys also runs therapeutic communities where incarcerated people are able to take college classes along with other programs to increase their chances for success at reentry.[2]

Between Fall 2016 and Spring 2019, student enrollment grew significantly, increasing from 31 students in Summer 2016 to 112 students in Spring 2019. Male students typically outnumbered female students, with a couple of exceptions (Summer 2016 and Spring 2017). Students of all ages were represented, the smallest category being those ages 45 and higher. Black students outnumbered those from other racial/ethnic groups, with notable minorities of white and Latinx students as well (Table A-1).

Fewer than 10 percent of students did not pass courses in any given term, with several terms having no failing grades. A number of students earned incompletes each term (Table A-2).

Generally, students rated their experiences and satisfaction with the courses very highly, with the only noticeable concern being the limited course offerings available (Table A-4).

---

[2] Derived from the Five Keys website: https://www.fivekeyscharter.org/programs#ktc

Table A-1. Student demographic characteristics, count of students, by academic term

	Variable	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
Enrollment	New	31	72	46	44	96	20	33	42	80
	Return	0	7	17	13	55	18	12	14	32
	Total	31	79	63	57	151	38	45	56	112
Gender	Male	0	68	20	33	127	29	27	36	87
	Female	31	11	42	23	21	9	14	18	25
	Trans-gender Male	0	0	1	0	0	0	0	0	0
	Trans-gender female	0	0	0	1	3	0	1	2	0
	Unknown	0	0	0	0	0	1	3	0	0
Age	24 years and below	7	20	21	15	45	11	12	16	30
	25–34 years	10	26	19	25	49	12	14	23	48
	35–44 years	11	20	12	9	38	8	11	15	29
	45 years and above	3	13	11	8	19	7	5	2	5
	Unknown	0	0	0	0	0	0	3	0	0
Race/Ethnicity	Black	10	37	31	22	70	27	28	33	63
	Asian	1	8	2	4	1	5	2	2	2
	Latinx	0	0	5	6	27	3	1	3	4
	Native American	0	0	0	0	0	0	2	1	4
	White	20	34	22	18	43	3	7	15	33
	Other	0	0	3	7	10	0	2	2	6
	Unknown	0	0	0	0	0	0	3	0	0

Table A-2. **Student's coursework results, by academic term**[3]

Variable	Summer 2016			Fall 2016			Spring 2017			Summer 2017			Fall 2017			Spring 2018			Summer 2018			Fall 2018			Spring 2019		
Passed/Failed/ Incomplete	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I
Course Outcome	98%	0%	2%	84%	2%	14%	80%	0%	20%	76%	16%	8%	80%	3%	17%	97%	3%	0%	62%	7%	31%	88%	0%	12%	69%	4%	26%
Student Course Attempts	61			126			89			51			150			39			45			67			114		
Courses[4] Offered	3			4			4			2			3			2			2			3			4		

Table A-3. **Program-level recruitment and community engagement counts, by academic term**

	Variable	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
Recruitment and Community Engagement	Placements Made	40	0	0	0	14	4	27	0
	Advisor	25	0	0	0	14	4	27	14
	Register	2	7	1	16	14	4	27	8

---

[3] The Passed/Failed/Incomplete (P/F/I) figures illustrate students' academic achievement per term. These figures represent the aggregated statistics from each of the courses offered per term. The figures represent the proportion of students who either passed, failed, or did not complete the various courses in a specific academic term for any number of reasons (e.g., transferred to a new facility, unable to complete the course due to personal or facility-related issues, voluntarily chose not to complete the course, etc.). This is not reflective of what may appear on students' official transcripts.

[4] All classes are credit-bearing and transferable within the California Community College system.

Table A-4. Select results from initial and final student surveys, by academic term

	Statement	Spring 2017 (n = 33)					Spring 2019 (n = 9)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	Teachers open to student input	92%	6%	3%	0	0	89%	11%	0%	0%	0%
	Comfortable contributing to discussions	88%	9%	3%	0	0	89%	0%	11%	0%	0%
	Satisfied with teaching in program	88%	3%	6%	0	3%	80%	20%	0%	0%	0%
	Classes are taught at a pace/speed I am comfortable with	85%	9%	6%	0	0	89%	11%	0%	0%	0%
	Satisfied with length of course	NA	NA	NA	NA	NA	67%	11%	22%	0%	0%
	Understand class material	97%	0	3%	0	0	89%	0%	11%	0%	0%
	Know steps to enroll in comm. college	NA	NA	NA	NA	NA	78%	22%	0%	0%	0%
	Satisfied with courses offered	68%	15%	12%	0	6%	78%	11%	11%	0%	0%
	Overall, satisfied with program	82%	6%	6%	0	6%	67%	22%	11%	0%	0%
	Education a high priority	82%	12%	6%	0	0	67%	11%	22%	0%	0%

Appendix B: Street Scholars, Merritt College (Peralta Community College District)

Street Scholars is a program operated by the nonprofit organization the Gamble Institute in conjunction with the Peralta Community College District. Housed on the campus of Merritt College in Oakland, CA, Street Scholars utilizes a peer-mentoring model of student support. The program works with students who are completing associate's degree programs, including supporting students in continuing their education at four-year colleges upon graduation.

Between Fall 2016 and Spring 2019, student enrollment increased from 29 to 59 students, an increase of 103 percent. Enrollment throughout this period included fairly even distribution of male and female students, as well as representation of students from all age groups. The largest racial/ethnic groups each term were Black, Latinx, and white, respectively. Although student GPA varied from below 2.0 to 3.5–4.0, a substantial proportion of students each term earned below a 2.0 (Table B-1).

Over the course of this time period, 12 associate's degrees and four certificates were conferred (Table B-2).

Students largely reported feeling supported by the community and program. The only difficulty consistently noted was students' ability to balance college with other responsibilities (Table B-3).

Table B-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	4	29	15	28	27	25
	Return	25	23	46	61	44	34
	Total	**29**	**52**	**61**	**89**	**71**	**59**
Gender	Male	16	37	34	52	38	32
	Female	13	15	27	37	33	27
Age	24 years and below	3	9	8	7	5	10
	25–34 years	8	10	11	15	12	9
	35–44 years	1	6	12	22	9	11
	45 years and above	17	26	27	39	45	29
	Unknown	0	1	3	6	8	0
Race/Ethnicity	Black	15	30	31	60	28	41
	Asian	1	0	1	2	1	0
	Latinx	5	5	14	17	27	5
	Native American	0	2	2	2	0	2
	White	2	2	6	6	7	0
	Other	6	11	1	2	2	7
	Unknown	0	2	6	0	6	4
Academic Standing (GPA)[5]	Below 2.0	5	29	29	44	31	18
	2.0–2.5	6	7	7	14	5	5
	2.5–3.0	8	7	11	7	3	23
	3.0–3.5	7	8	7	11	21	8
	3.5–4.0	3	1	7	13	11	5

---

[5] Cumulative GPA: Fall 2016 to Spring 2017; Term GPA: Fall 2017 to Spring 2019

Table B-2. Select program-level characteristics, counts, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Degrees/ Certificates Conferred	Associate's	0	4	0	6	0	2
	Certificates	NA	1	1	0	0	2
Recruitment and Community Engagement	Outreach Events	6	7	2	5	5	3
	Potential Students	NR	6	10	30	32	29
	Letters Received	NR	5	7	4	3	6

Table B-3. Select results from initial and final student surveys, by academic term

	Statement	Spring 2017 (n = 6)					Spring 2019 (n = 22)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	83%	0%	0%	0%	17%	58%	21%	11%	0%	11%
	I am supported by my friends to succeed in college	67%	0%	17%	0%	17%	63%	5%	26%	5%	0%
	This program is offering what I need for success in college	50%	33%	17%	0%	0%	85%	5%	5%	0%	5%
	I feel comfortable in my classes	67%	33%	0%	0%	0%	74%	16%	11%	0%	0%
	This campus offers comprehensive supportive services to its students	67%	33%	0%	0%	0%	84%	11%	0%	0%	5%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	33%	33%	17%	0%	17%	47%	5%	37%	5%	5%
	I feel like a part of the college community	67%	17%	0%	0%	17%	63%	16%	21%	0%	0%
	At the present time, my education is a high priority for me	67%	0%	17%	0%	17%	89%	5%	5%	0%	0%

Appendix C: STEP-UP, Shasta College

The STEP-UP (Shasta Technical Education Program-Unified Partnership) program is located on the campus of Shasta College, a community college in Redding, CA. Originating from a partnership with the Shasta County Sheriff's Office, STEP-UP's mission is to provide academic, logistical, and limited financial support for students who have been formerly incarcerated and/or have a history of substance use. Based on a restorative-justice model, STEP-UP provides academic and community support to its students with a strong emphasis on student accountability and active program engagement.

Between Fall 2016 and Spring 2019, student enrollment increased from 44 to 102 students, an increase of 132 percent. Enrollment throughout this period included more male students than female students, but there was representation of students from all age groups. Demographically, white students far outnumbered students from other racial/ethnic groups, with a significant minority of students being Latinx, which largely reflects the demographic composition of Shasta County.

Over the course of this time period, 10 associate's degrees and 79 certificates were conferred (Table C-2).

Students largely reported feeling supported by the community and program. The only difficulty consistently noted was students' ability to balance college with other responsibilities (Table C-3).

Table C-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	12	28	10	16	4	68
	Return	32	25	64	71	86	34
	Total	44	53	74	87	90	102
Gender	Male	34	40	42	59	58	66
	Female	10	13	32	28	32	36
Age	24 years and below	11	1	5	6	6	4
	25–34 years	13	22	28	30	35	37
	35–44 years	11	13	26	29	31	35
	45 years and above	9	17	15	22	18	26
Race/Ethnicity	Black	1	0	3	3	3	3
	Asian	0	0	0	0	1	1
	Latinx	8	6	8	12	14	17
	Native American	0	1	1	2	3	1
	White	35	46	62	70	69	80
Academic Standing (GPA)[6]	Below 2.0	12	2	13	10	14	14
	2.0–2.5	5	4	9	14	29	13
	2.5–3.0	6	5	12	12	16	14
	3.0–3.5	4	14	14	17	25	32
	3.5–4.0	16	28	26	15	6	25

---

[6] Cumulative GPA = Fall 2016 to Fall 2018; Term GPA = Spring 2018 to Spring 2019

Table C-2. Select program-level characteristics, counts, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Degrees/Certificates Conferred	Associate's	0	1	0	4	0	5
	Certificates	0	3	12	28	4	32
Recruitment and Community Engagement	Outreach Events	10	6	5	12	12	8
	Potential Students	30	25	35	225	500	555
	Letters Received	8	1	3	5	5	3

Table C-3. Select results from initial and final student surveys, by academic term

	Statement	Spring 2017 (n = 22)					Spring 2019 (n = 28)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	74%	5%	11%	0%	11%	61%	18%	18%	0%	4%
	I am supported by my friends to succeed in college	68%	11%	11%	5%	5%	71%	21%	7%	0%	0%
	This program is offering what I need for success in college	100%	0%	0%	0%	0%	79%	21%	0%	0%	0%
	I feel comfortable in my classes	79%	16%	0%	5%	0%	71%	29%	0%	0%	0%
	This campus offers comprehensive supportive services to its students	89%	11%	0%	0%	0%	89%	7%	4%	0%	0%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	21%	37%	21%	5%	16%	29%	32%	21%	7%	11%
	I feel like a part of the college community	58%	42%	0%	0%	0%	50%	29%	18%	4%	0%
	At the present time, my education is a high priority for me	95%	5%	0%	0%	0%	96%	4%	0%	0%	0%

Appendix D: Project Rebound, San Francisco State University

The Project Rebound program at San Francisco State University (SFSU), established in 1967 by Professor John Irwin, assists formerly incarcerated individuals who aspire to enroll at SFSU to pursue their undergraduate degrees. The program offers special admissions for men and women who otherwise may not qualify for university acceptance because of application deadlines and certain academic deficiencies. This program is supported by the Associated Students and many other departments at SFSU.

The program is staffed by a full-time director and student assistants, most of who have been incarcerated. Project Rebound serves as a liaison with campus services and programs as well as with community organizations in order to serve as an advocate for students on campus and in the community. By offering resources and connections with supportive entities, Project Rebound helps students with their basic needs so that they can concentrate on their studies.[7]

Project Rebound at SFSU is the original and flagship site for this program, which has now expanded to several other institutions within the California State University system.

Between Fall 2016 and Spring 2019, student enrollment remained fairly flat, ranging from a low of 80 students in Spring 2017 to a high of 108 students in Spring 2019. Enrollment throughout this period included roughly twice as many male students as female students, though students of all age ranges were well represented each term. Black, white, and Latinx students were the most common racial/ethnic groups among these students. Student academic performance ran the gamut, with large numbers of students earning low (under 2.0) and high (over 3.5) GPAs (Table D-1).

Over the course of this time period, 39 bachelor's degrees and five master's degrees were conferred (Table D-2).

Students largely reported feeling supported by the community and program, with exceptions being ability to balance classes with other obligations and feeling like part of the college community (Table D-3).

---

[7] Derived from http://asi.sfsu.edu/wp-content/uploads/2019/10/PR-Brochure.pdf

Table D-1. **Student demographic and academic characteristics, count of students, by academic term**

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	15	8	22	11	15	7
	Return	77	72	72	87	88	101
	Total	**92**	**80**	**94**	**98**	**103**	**108**
Gender	Male	70	51	58	55	62	62
	Female	17	27	30	32	39	37
	Transgender Male	1	1	1	1	0	0
	Other gender ID	4	0	0	0	0	0
Age	24 years and below	11	9	11	10	13	13
	25–34 years	4	19	24	25	30	29
	35–44 years	6	41	45	45	49	48
	45 years and above	30	10	8	8	9	9
	Unknown	41	0	1	0	0	0
Race/Ethnicity	Black	34	26	29	25	29	28
	Asian	3	2	1	2	4	4
	Latinx	33	20	25	29	31	30
	Native American	2	1	1	2	2	2
	White	14	21	21	18	23	22
	Other	6	9	12	12	12	1
	Unknown	0	0	0	0	0	12
Academic Standing (Cumulative GPA)	Below 2.0	0	19	20	9	3	16
	2.0–2.5	81	31	27	29	67	54
	2.5–3.0	11	11	22	32	6	14
	3.0–3.5	0	17	12	18	21	8
	3.5–4.0	0	NR	8	0	2	3

Table D-2. **Select program-level characteristics, counts, by academic term**

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Degrees Conferred	Bachelor's	NR	11	0	8	14	6
	Master's	0	0	0	2	NR	3
Recruitment and Community Engagement	Outreach Events	11	13	17	20	18	21
	Potential Students	13	145	305	291	1649	420
	Letters Received	93	112	1051	423	573	362
	Assessments Conducted	96	205	275	135	307	331

Table D-3. **Select results from initial and final student surveys, by academic term**

	Statement	Spring 2017 (n = 10)					Spring 2019 (n = 19)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	70%	20%	0%	10%	0%	47%	21%	11%	21%	0%
	I am supported by my friends to succeed in college	60%	30%	10%	0%	0%	47%	26%	16%	5%	5%
	This program is offering what I need for success in college	90%	10%	0%	0%	0%	84%	11%	5%	0%	0%
	I feel comfortable in my classes	70%	10%	10%	10%	0%	63%	32%	5%	0%	0%
	This campus offers comprehensive supportive services to its students	60%	10%	10%	10%	10%	68%	21%	11%	0%	0%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	40%	40%	10%	10%	0%	37%	47%	16%	0%	0%
	I feel like a part of the college community	40%	30%	20%	10%	0%	47%	26%	16%	5%	5%
	At the present time, my education is a high priority for me	80%	10%	0%	10%	0%	95%	5%	0%	0%	0%

Appendix E: Project Rebound, California State University, San Bernardino

Project Rebound supports formerly incarcerated (and other justice-involved) students in pursuing their undergraduate or graduate degrees by providing services and helping students navigate college and reentry at the same time. This particular program is administered by California State University, San Bernardino. For additional information on the details of the Project Rebound program, please see Appendix D—the site summary for Project Rebound, San Francisco State University, the original and flagship site that served as the model for the expansion of this program to other California State University campuses.

Between Fall 2016 and Spring 2019, student enrollment remained fairly flat, varying from 14 students in Winter 2016 to 22 in Spring 2018. Enrollment throughout this period included more male students than female students, and age trended toward older students, with no students under the age of 24 and some 45 and older. Black and Latinx students outnumbered those from other racial/ethnic groups, with a minority of white students present as well. Most students did well academically, with half or more earning a GPA of 3.0 or higher each term (Table E-1).

Over the course of this time period, 21 bachelor's degrees and 19 master's degrees were conferred (Table E-2).

Students largely reported feeling supported by the community and program. The only difficulty consistently noted was students' ability to balance college with other responsibilities (Table E-3).

Table E-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Winter 2016	Spring 2017	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Winter 2019	Spring 2019
Enrollment	New	4	2	0	5	0	1	7	3	0
	Return	12	12	15	15	20	21	11	15	17
	Total	**16**	**14**	**15**	**20**	**20**	**22**	**18**	**18**	**17**
Gender	Male	12	10	11	17	18	18	13	13	12
	Female	4	4	4	3	4	4	5	5	5
	Unknown	0	0	0	0	0	0	0	0	0
	25–34 years	8	6	7	2	2	2	1	1	1
	35–44 years	2	4	3	9	9	9	10	10	8
	45 years and above	6	4	5	9	11	11	6	6	7
Race/Ethnicity	Black	2	4	3	7	9	9	6	6	7
	Asian	0	0	0	0	0	0	0	0	0
	Latinx	5	3	5	7	7	7	7	7	6
	Native American	1	1	1	2	2	2	2	2	2
	White	4	3	3	4	4	4	2	2	2
	Other	4	3	2	0	0	0	1	NR	NR
	Unknown	0	0	1	0	0	0	NR	NR	NR
Cumulative GPA	Below 2.0	0	1	0	0	0	0	0	0	0
	2.0–2.5	0	0	0	3	3	3	2	2	0
	2.5–3.0	5	5	4	8	8	8	5	5	4
	3.0–3.5	5	3	5	9	11	11	5	5	7
	3.5–4.0	6	5	6	0	0	0	6	6	6

Table E-2. Select program-level characteristics, counts, by academic term

	Variable	Fall 2016	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Winter 2019	Spring 2019
Degrees Conferred	Bachelor's	1	14	1	4	1	0	6
	Master's	0	6	NR	13	NR	0	1
Recruitment and Community Engagement	Outreach Events	7	15	10	NR	17	18	18
	Potential Students	50	8	10	10	20	25	25
	Letters Received	5	65	26	26	102	72	72
	Assessments Conducted	2	63	1	1	22	25	25

Table E-3. Select results from initial and final student surveys, by academic term

	Statement	Spring 2017 (n = 13)					Spring 2019 (n = 12)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	54%	31%	8%	0%	8%	83%	8%	0%	0%	8%
	I am supported by my friends to succeed in college	62%	23%	8%	0%	8%	67%	17%	17%	0%	0%
	This program is offering what I need for success in college	54%	38%	8%	0%	0%	67%	25%	0%	8%	0%
	I feel comfortable in my classes	46%	46%	8%	0%	0%	67%	25%	0%	8%	0%
	This campus offers comprehensive supportive services to its students	85%	8%	0%	8%	0%	33%	42%	25%	0%	0%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	38%	23%	0%	8%	31%	25%	33%	25%	8%	8%
	I feel like a part of the college community	62%	15%	0%	23%	0%	50%	33%	8%	8%	0%
	At the present time, my education is a high priority for me	100%	0%	0%	0%	0%	83%	8%	0%	8%	0%

Appendix F: Project Rebound, California State University, Fullerton

Project Rebound supports formerly incarcerated (and other justice-involved) students in pursuing their undergraduate or graduate degrees by providing services and helping students navigate college and reentry at the same time. For additional information on the details of the Project Rebound program, please see Appendix D—the site summary for Project Rebound, San Francisco State University, the original and flagship site in which served as the model for the expansion of this program to other California State University campuses. This particular program is administered by California State University, Fullerton.

Between Fall 2016 and Spring 2019, student enrollment increased dramatically, growing from four students in Fall 2016 to 41 in Spring 2019. Enrollment throughout this period included more male students than female students, and age trended toward older students, with most falling into the 25- to 44-yearold range. Latinx students outnumbered those from other racial/ethnic groups, with significant minorities of white and Black students present as well. Student academic performance ran the gamut, with strong numbers of students doing poorly (under 2.0 GPA) and well (3.0 and over) (Table F-1).

Over the course of this time period, five bachelor's degrees were conferred (Table F-2).

Students largely reported feeling supported by the community and program, but only five students responded to the survey, making it difficult to generalize the findings to others (Table F-3).

Table F-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	3	4	7	9	10	16
	Return	1	4	7	9	15	25
	Total	**4**	**8**	**14**	**18**	**25**	**41**
Gender	Male	3	7	12	13	18	32
	Female	1	1	2	5	7	9
Age	24 years and below	0	0	2	3	4	4
	25–34 years	1	3	3	7	13	19
	35–44 years	2	3	5	4	7	15
	45 years and above	1	2	4	4	1	3
Race/Ethnicity	Black	1	1	3	2	4	5
	Asian	0	0	0	2	2	4
	Latinx	2	5	5	9	12	21
	White	1	2	4	4	7	10
	Other	0	0	2	1	0	1
Academic Standing (Cumulative GPA)	Below 2.0	0	4	0	1	3	3
	2.0–2.5	0	1	3	6	5	5
	2.5–3.0	3	1	8	7	12	17
	3.0–3.5	1	0	2	0	3	15
	3.5–4.0	0	1	0	0	0	1

Table F-2. Select program-level characteristics, counts, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Degrees Conferred	Bachelor's	0	1	1	3	0	0
Recruitment and Community Engagement	Outreach Events	9	22	8	10	9	18
	Potential Students	20	38	45	226	100	100
	Letters Received	55	60	77	109	44	86
	Assessments Conducted	15	8	14	14	11	22

Table F-3. Select results from student surveys, by academic term

	Statement	Spring 2017 (n = 5)					Spring 2019 (n = 5)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	80%	20%	0%	0%	0%	75%	25%	0%	0%	0%
	I am supported by my friends to succeed in college	60%	20%	20%	0%	0%	80%	20%	0%	0%	0%
	This program is offering what I need for success in college	80%	20%	0%	0%	0%	80%	20%	0%	0%	0%
	I feel comfortable in my classes	60%	40%	0%	0%	0%	40%	40%	20%	0%	0%
	This campus offers comprehensive supportive services to its students	40%	20%	40%	0%	0%	60%	40%	0%	0%	0%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	60%	20%	0%	20%	0%	60%	40%	0%	0%	0%
	I feel like a part of the college community	20%	40%	40%	0%	0%	40%	40%	20%	0%	0%
	At the present time, my education is a high priority for me	80%	20%	0%	0%	0%	80%	0%	0%	20%	0%

Appendix G: Project Rebound, California State Polytechnic University, Pomona

Project Rebound supports formerly incarcerated (and other justice-involved) students in pursuing their undergraduate or graduate degrees by providing services and helping students navigate college and reentry at the same time. For additional information on the details of the Project Rebound program, please see Appendix D—the site summary for Project Rebound, San Francisco State University, the original and flagship site that served as the model for the expansion of this program to other California State University campuses. This particular program is administered by California State Polytechnic University, Pomona.

Between Fall 2016 and Spring 2019, student enrollment increased dramatically, growing from three students in Fall 2016 to 17 in Spring 2019. With a couple of exceptions, enrollment throughout this period included a relatively even mix of male and female students. Age trended toward older students, with most falling into the 25- to 44-year-old range. Latinx students outnumbered those from other racial/ethnic groups, with a significant minority of Black students as well. Student academic performance ran the gamut, with strong numbers of students doing poorly (under 2.0 GPA) and well (3.0 and over) (Table G-1).

Over the course of this time period, five bachelor's degrees and one master's degree were conferred (Table G-2).

Students largely reported feeling supported by the community and program, with exceptions being ability to balance classes with other obligations and feeling like part of the college community (Table G-3).

Table G-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Winter 2016	Spring 2017	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	3	3	0	7	3	1	6	1
	Return	0	3	6	5	11	12	13	16
	Total	**3**	**6**	**6**	**12**	**14**	**13**	**19**	**17**
Gender	Male	2	3	3	5	7	7	12	12
	Female	1	3	3	7	7	6	7	5
Age	24 years and below	1	2	2	1	1	1	1	0
	25–34 years	1	3	3	5	7	8	8	7
	35–44 years	1	1	1	5	5	4	7	6
	45 years and above	0	0	0	1	1	0	3	4
Race/Ethnicity	Black	0	0	0	2	2	2	4	4
	Asian	0	0	0	1	1	1	2	2
	Latinx	3	6	6	7	9	8	9	7
	Native American	0	0	0	1	1	1	2	2
	White	0	0	0	1	1	1	2	2
Academic Standing (GPA)[8]	Below 2.0	0	1	1	3	1	0	2	2
	2.0–2.5	1	3	3	1	0	4	1	4
	2.5–3.0	1	1	1	4	8	4	4	5
	3.0–3.5	1	1	1	3	3	3	5	2
	3.5–4.0	0	0	0	1	1	2	5	4

---

[8] Cumulative GPA = Fall 2016 to Spring 2017; Term GPA = Fall 2017 to Spring 2019

Table G-2. Select program-level characteristics, counts by academic term

	Variable	Fall 2016	Winter 2017	Spring 2017	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Spring 2019
Degrees Conferred	Bachelor's	0	0	1	1	0	0	3	0
	Master's	0	0	0	0	0	1	0	0
Recruitment and Community Engagement	Outreach Events	7	8	9	9	12	15	16	24
	Potential Students	15	20	25	40	250	400	550	900
	Letters Received	7	9	11	19	13	11	26	54
	Assessments Conducted	7	3	6	8	5	6	9	14

Table G-3. Select results from initial and final student surveys, by academic term

	Statement	Spring 2017 (n = 5)					Spring 2019 (n = 13)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	50%	25%	0%	25%	0%	69%	23%	0%	8%	0%
	I am supported by my friends to succeed in college	50%	0%	25%	0%	25%	62%	38%	0%	0%	0%
	This program is offering what I need for success in college	75%	25%	0%	0%	0%	54%	46%	0%	0%	0%
	I feel comfortable in my classes	25%	75%	0%	0%	0%	46%	46%	8%	0%	0%
	This campus offers comprehensive supportive services to its students	50%	25%	25%	0%	0%	69%	23%	0%	8%	0%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	50%	25%	0%	25%	0%	15%	46%	15%	8%	15%
	I feel like a part of the college community	25%	50%	25%	0%	0%	31%	38%	15%	15%	0%
	At the present time, my education is a high priority for me	100%	0%	0%	0%	0%	92%	8%	0%	0%	0%

Appendix H: Project Rebound, California State University, Los Angeles

Project Rebound supports formerly incarcerated (and other justice-involved) students in pursuing their undergraduate or graduate degrees by providing services and helping students navigate college and reentry at the same time. For additional information on the details of the Project Rebound program, please see Appendix D—the site summary for Project Rebound, San Francisco State University, the original and flagship site that served as the model for the expansion of this program to other California State University campuses. This particular program is administered by California State University, Los Angeles.

Between Fall 2016 and Spring 2019, student enrollment increased from 11 students in Fall 2016 to 19 in Spring 2019. Enrollment throughout this period included more male students than female students, but students were evenly distributed across all age categories. The strong majority of students were Latinx. Most students performed well academically, with the majority earning a GPA over 3.0 each term (Table H-1).

Over the course of this time period, 32 bachelor's degrees, four master's degrees, and two certificates were conferred (Table H-2).

Table H-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Spring 2017	Fall 2017	Fall 2018	Spring 2019
Enrollment	New	11	13	4	3
Enrollment	Return	0	8	12	16
Enrollment	**Total**	**11**	**21**	**16**	**19**
Gender	Male	6	11	12	14
Gender	Female	5	9	4	5
Gender	Genderqueer	0	1	0	0
Age	24 years and below	1	4	2	2
Age	25–34 years	7	8	5	6
Age	35–44 years	2	5	2	3
Age	45 years and above	1	4	6	7
Age	*Unknown*	0	0	1	1
Race/Ethnicity	Black	0	1	2	2
Race/Ethnicity	Latinx	10	16	10	10
Race/Ethnicity	White	1	3	3	5
Race/Ethnicity	Other	0	1	1	1
Race/Ethnicity	*Unknown*	0	0	0	1
Academic Standing (GPA)[9]	Below 2.0	0	2	NR	0
Academic Standing (GPA)[9]	2.0–2.5	1	2	NR	0
Academic Standing (GPA)[9]	2.5–3.0	1	0	NR	2
Academic Standing (GPA)[9]	3.0–3.5	1	7	NR	10
Academic Standing (GPA)[9]	3.5–4.0	4	4	NR	5

---

[9] Cumulative GPA = Spring 2017; Term GPA = Fall 2017 to Spring 2019

Table H-2. Select program-level characteristics, counts, by academic term

	Variable	Spring 2017	Fall 2017	Fall 2018	Spring 2019
Degrees/ Certificates Conferred	Bachelor's	1	1	14	16
	Master's	0	0	2	2
	Certificates	0	0	1	1
Recruitment and Community Engagement	Outreach Events	15	14	8	10
	Potential Students	3	15	50	44
	Letters Received	67	70	104	98
	Assessments Conducted	7	13	18	6

Table H-3. Select results from initial and final student surveys, by academic term

	Statement	Spring 2019 (n = 4)				
		A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	75%	25%	0%	0%	0%
	I am supported by my friends to succeed in college	75%	0%	25%	0%	0%
	This program is offering what I need for success in college	50%	50%	0%	0%	0%
	I feel comfortable in my classes	75%	25%	0%	0%	0%
	This campus offers comprehensive supportive services to its students	75%	25%	0%	0%	0%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	25%	50%	25%	0%	0%
	I feel like a part of the college community	75%	25%	0%	0%	0%
	At the present time, my education is a high priority for me	100%	0%	0%	0%	0%

Appendix I: Project Rebound, California State University, Sacramento

Project Rebound supports formerly incarcerated (and other justice-involved) students in pursuing their undergraduate or graduate degrees by providing services and helping students navigate college and reentry at the same time. For additional information on the details of the Project Rebound program, please see Appendix D—the site summary for Project Rebound, San Francisco State University, the original and flagship site that served as the model for the expansion of this program to other California State University campuses. This particular program is administered by California State University, Sacramento.

Between Fall 2016 and Spring 2019, student enrollment increased dramatically, growing from 10 students in Fall 2016 to 29 in Spring 2019. Enrollment throughout this period included a relatively even mix of male and female students, though male students have outnumbered female students more recently. The largest number of students fell into the 35–44 age range, with a number of students also ages 25–34 or 45 and over. White students were generally the largest racial/ethnic group each term, but with significant representation from a number of other groups as well. Student academic performance ran the gamut, but the majority of students each term earned a GPA of 3.0 or higher (Table I-1).

Over the course of this time period, 28 bachelor's degrees and five master's degrees were conferred (Table I-2).

Students largely reported feeling supported by the community and program, with exceptions being ability to balance classes with other obligations and feeling like part of the college community (Table I-3).

Table I-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	10	6	11	8	4	7
	Return	0	8	14	19	18	22
	Total	**10**	**14**	**25**	**27**	**22**	**29**
Gender	Male	5	7	13	15	15	22
	Female	5	7	12	12	7	7
Age	24 years and below	1	0	1	0	1	3
	25–34 years	4	5	8	9	3	3
	35–44 years	1	6	12	14	9	15
	45 years and above	4	3	4	4	6	4
	Unknown	0	0	0	0	3	4
Race/Ethnicity	Black	2	2	4	6	3	8
	Asian	1	0	1	2	3	2
	Latinx	2	4	5	4	2	4
	Native American	1	1	3	3	3	3
	White	3	5	11	11	10	11
	Other	1	1	1	1	1	1
	Unknown	0	1	0	0	0	0
Academic Standing (GPA)[10]	Below 2.0	2	1	5	8	1	2
	2.0–2.5	0	1	1	0	2	4
	2.5–3.0	2	3	4	2	3	3
	3.0–3.5	2	3	7	3	12	6
	3.5–4.0	4	6	8	14	2	14

---

[10] Cumulative GPA = Fall 2016, term GPA for all others

Table I-2. Select program-level characteristics, counts, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Degrees/ Certificates Conferred	Bachelor's	0	2	5	6	6	9
	Master's	0	0	NR	1	1	3
	Certificates	0	0	NR	0	0	0
Recruitment and Community Engagement	Outreach Events	18	20	9	33	22	32
	Potential Students	60	369	365	834	1170	2500
	Letters Received	16	53	181	109	153	480
	Assessments Conducted	N/A	20	19	22	57	83

Table I-3. Select results from initial and final student surveys

	Statement	Spring 2017 (n = 5)					Spring 2019 (n = 15)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	80%	20%	0%	0%	0%	53%	27%	13%	7%	0%
	I am supported by my friends to succeed in college	60%	0%	40%	0%	0%	53%	27%	20%	0%	0%
	This program is offering what I need for success in college	60%	20%	20%	0%	0%	93%	0%	7%	0%	0%
	I feel comfortable in my classes	60%	20%	0%	20%	0%	73%	20%	7%	0%	0%
	This campus offers comprehensive supportive services to its students	60%	40%	0%	0%	0%	60%	33%	0%	7%	0%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	40%	20%	0%	20%	20%	27%	27%	13%	20%	13%
	I feel like a part of the college community	60%	20%	0%	0%	20%	27%	47%	13%	13%	0%
	At the present time, my education is a high priority for me	100%	0%	0%	0%	0%	80%	20%	0%	0%	0%

Appendix J: Project Rebound, California State University, Fresno

Project Rebound supports formerly incarcerated (and other justice-involved) students in pursuing their undergraduate or graduate degrees by providing services and helping students navigate college and reentry at the same time. For additional information on the details of the Project Rebound program, please see Appendix D—the site summary for Project Rebound, San Francisco State University, the original and flagship site that served as the model for the expansion of this program to other California State University campuses. This particular program is administered by California State University, Fresno.

Between Fall 2016 and Spring 2019, student enrollment grew significantly, from five students in Fall 2016 to 27 in Spring 2019. Enrollment throughout this period included more male students than female students, but all age ranges were represented each term. Latinx students outnumbered those from other racial/ethnic groups, with a minority of white students present as well. Most students did well academically, with half or more earning a 3.0 GPA of 3.0 or higher each term (Table J-1).

Over the course of this time period, 17 bachelor's degrees and two master's degrees were conferred (Table J-2).

Students largely report feeling supported by the community and program. The only difficulty consistently noted was students' ability to balance college with other responsibilities (Table J-3).

Table J-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	5	5	5	1	11	6
	Return	0	5	9	14	12	21
	Total	**5**	**10**	**14**	**15**	**23**	**27**
Gender	Male	3	6	12	12	18	17
	Female	2	4	2	3	5	10
Age	24 years and below	0	2	3	3	2	3
	25–34 years	2	3	6	5	8	9
	35–44 years	0	2	3	4	7	9
	45 years and above	3	3	2	3	6	6
Race/Ethnicity	Black	0	0	0	0	0	1
	Asian	0	2	3	3	4	3
	Latinx	3	6	6	6	9	12
	Native American	0	0	2	3	2	2
	White	1	1	2	2	6	7
	Other	1	1	1	1	2	2
Academic Standing (Term GPA)	Below 2.0	0	0	1	0	6	2
	2.0–2.5	0	0	1	1	1	4
	2.5–3.0	0	0	2	3	3	4
	3.0–3.5	0	3	3	3	5	7
	3.5–4.0	5	7	7	8	8	10

Table J-2. Select program-level characteristics, counts, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Degrees Conferred	Bachelor's	0	4	0	3	1	9
	Master's	0	0	0	0	0	2
Recruitment and Community Engagement	Outreach Events	25	11	25	22	28	35
	Potential Students	312	670	608	1030	1572	1654
	Letters Received	41	120	108	212	128	152
	Assessments Conducted	0	7	14	35	4	21

Table J-3. Select results from initial and final student surveys, by academic term

	Statement	Spring 2017 (n = 3)					Spring 2019 (n = 11)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	67%	0%	33%	0%	0%	82%	9%	0%	9%	0%
	I am supported by my friends to succeed in college	67%	33%	0%	0%	0%	73%	18%	9%	0%	0%
	This program is offering what I need for success in college	67%	33%	0%	0%	0%	73%	18%	9%	0%	0%
	I feel comfortable in my classes	33%	67%	0%	0%	0%	64%	18%	9%	9%	0%
	This campus offers comprehensive supportive services to its students	67%	0%	33%	0%	0%	64%	27%	0%	9%	0%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	0%	67%	0%	0%	33%	27%	18%	18%	18%	18%
	I feel like a part of the college community	100%	0%	0%	0%	0%	45%	36%	9%	0%	9%
	At the present time, my education is a high priority for me	100%	0%	0%	0%	0%	91%	0%	9%	0%	0%

Appendix K: Project Rebound, San Diego State University

Project Rebound supports formerly incarcerated (and other justice-involved) students in pursuing their undergraduate or graduate degrees by providing services and helping students navigate college and reentry at the same time. For additional information on the details of the Project Rebound program, please see Appendix D—the site summary for Project Rebound, San Francisco State University, the original and flagship site that served as the model for the expansion of this program to other California State University campuses. This particular program is administered by San Diego State University.

Between Fall 2016 and Spring 2019, student enrollment increased significantly, growing from five students in Fall 2016 to 16 in Spring 2019. Enrollment throughout this period included a fairly even mix of male and female students, whose age was typically 25–44 years old. Most students did well academically, with half or more earning a GPA of 3.0 or higher each term (Table K-1).

Over the course of this time period, six bachelor's degrees and three master's degrees were conferred (Table K-2).

Table K-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	5	0	9	1	8	0
	Return	0	4	4	13	9	16
	Total	**5**	**4**	**13**	**14**	**17**	**16**
Gender	Male	2	2	7	8	9	9
	Female	3	2	6	6	6	6
	Transgender female	0	0	0	0	1	1
Age	24 years and below	1	0	1	1	0	0
	25-34 years	2	2	4	7	10	10
	35-44 years	0	0	5	4	4	4
	45 years and above	2	2	3	2	2	2
Race/Ethnicity	Black	1	1	3	3	1	1
	Asian	1	1	1	1	1	1
	Latinx	1	1	3	3	3	3
	White	2	1	6	7	10	10
	Other	0	0	0	0	1	1
Academic Standing (GPA)[11]	Below 2.0	0	0	0	0	1	0
	2.0–2.5	1	0	2	0	1	2
	2.5-3.0	1	0	4	1	1	3
	3.0-3.5	2	2	3	3	5	9
	3.5–4.0	1	2	4	10	8	2

[11] Cumulative GPA = Fall 2016 to Spring 2017; Term GPA = Fall 2017 to Spring 2019

Table K-2. Select program-level characteristics, counts, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Degrees Conferred	Bachelor's	1	1	0	1	0	3
	Master's	0	1	0	2	0	0
Recruitment and Community Engagement	Outreach Events	20	10	15	45	50	35
	Potential Students	100	380	530	275	320	175
	Letters Received	42	100	72	170	180	130
	Assessments Conducted	0	6	23	18	42	17

Appendix L: Project Rebound, California State University, Bakersfield

Project Rebound supports formerly incarcerated (and other justice-involved) students in pursuing their undergraduate or graduate degrees by providing services and helping students navigate college and reentry at the same time. For additional information on the details of the Project Rebound program, please see Appendix D—the site summary for Project Rebound, San Francisco State University, the original and flagship site that served as the model for the expansion of this program to other California State University campuses. This particular program is administered by California State University, Bakersfield.

Between Fall 2016 and Spring 2019, student enrollment grew substantially, increasing from only two students in Fall 2016 to 35 in Spring 2019. Enrollment throughout this period included more male students than female students, and age trended toward older students, with most students ages 35 or over. Black, white, and Latinx students were the most common racial/ethnic groups among these students. Student academic performance ran the gamut, with large numbers of students earning low (under 2.0) and high (over 3.5) GPAs (Table L-1).

Over the course of this time period, three bachelor's degrees and three master's degrees were conferred (Table L-2).

Students largely reported feeling supported by the community and program. The only difficulty consistently noted was students' ability to balance college with other responsibilities (Table L-3).

Table L-1. Student demographic and academic characteristics, count of students, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Enrollment	New	2	4	12	6	17	6
	Return	0	2	5	15	14	29
	Total	**2**	**6**	**17**	**21**	**31**	**35**
Gen-der	Male	2	5	12	14	21	22
	Female	0	1	5	5	10	13
Age	24 years and below	2	2	2	0	1	0
	25–34 years	0	0	0	1	8	16
	35–44 years	0	3	6	7	5	7
	45 years and above	1	1	5	5	8	7
	Unknown	0	0	4	6	9	5
Race/ Ethnicity	Black	1	1	5	6	3	11
	Latinx	2	4	5	6	5	9
	Native American	0	0	0	0	1	1
	White	1	1	7	7	7	14
Academic Standing (GPA)[12]	Below 2.0	NR	1	0	8	4	9
	2.0–2.5	NR	0	5	3	2	6
	2.5–3.0	NR	1	3	3	5	4
	3.0–3.5	NR	3	3	3	10	8
	3.5–4.0	NR	0	1	2	4	9

---

[12] Spring 2017 = Cumulative GPA

Table L-2. Select program-level characteristics, counts, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Degrees Conferred	Bachelor's	0	0	1	0	1	1
	Master's	0	1	0	0	0	2
Recruitment and Community Engagement	Outreach Events	26	45	28	35	45	36
	Potential Students	200	380	350	979	721	819
	Letters Received	120	300	202	292	136	96
	Assessments Conducted	35	26	36	54	105	196

Table L-3. Select results from initial and final student surveys

	Statement	Spring 2017 (n = 3)					Spring 2019 (n = 15)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	I am supported by my family to succeed in college	67%	0%	33%	0%	0%	60%	7%	20%	0%	13%
	I am supported by my friends to succeed in college	67%	0%	0%	0%	33%	67%	20%	13%	0%	0%
	This program is offering what I need for success in college	67%	33%	0%	0%	0%	67%	20%	13%	0%	0%
	I feel comfortable in my classes	67%	0%	0%	33%	0%	73%	13%	13%	0%	0%
	This campus offers comprehensive supportive services to its students	67%	0%	0%	0%	33%	47%	27%	20%	0%	7%
	I struggle to balance college with other aspects of life (e.g., job, childcare)	33%	33%	0%	33%	0%	33%	20%	27%	13%	7%
	I feel like a part of the college community	67%	0%	0%	33%	0%	53%	13%	20%	7%	7%
	At the present time, my education is a high priority for me	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%

Appendix M: Inmate Scholars Program, Bakersfield College

The Inmate Scholars Program (ISP) is a facility-based program operated by Bakersfield College, a community college within the Kern Community College District. ISP provides instruction within 10 correctional facilities across the state of California, including Kern Valley State Prison (KVSP), North Kern State Prison (NKSP), California State Prison, Corcoran (COR), California Substance Abuse Treatment Facility (SATF), Wasco State Prison (WSP), Delano Modified Community Correctional Facility (MCCF), Golden State MCCF, McFarland Female Community Re-Entry Facility, Central Valley MCCF, Shafter MCCF, and the Lerdo County Jail. ISP offers a series of transferable, nontransferable, and developmental/remedial courses and certificate programs to its students. ISP has enrolled over 2,400 students since it was established and, in August 2019, the program conferred associate's degree to its first cohort of graduating students.[13]

Student enrollment in ISP grew exponentially from the first academic term of the Renewing Communities evaluation to the last data collection period—from under 200 students to over 700. Moreover, although fewer courses are offered during Summer academic terms, over time, the number of course offerings increased steadily during the primary academic terms (i.e., Fall and Spring) during the evaluation period, as did the number of students who enrolled in them—with the pass rates ranging from a low of 74 percent and rising to 97 percent among the Fall and Spring terms across the evaluation period.

---

[13] Derived from https://www.bakersfieldcollege.edu/inmate-scholars-program

Table M-1. Student demographic and academic characteristics, count of students, by academic term[14]

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Enrollment	New	171	205	171	323	598
	Return	2	5	246	254	118
	Total	**173**	**210**	**417**	**577**	**716**
Gender	Male	169	195	385	556	663
	Female	1	1	23	14	40
	Other gender ID	2	14	0	0	0
	Unknown	1	0	9	7	13
Age	24 years and below	20	28	37	46	58
	25-34 years	73	90	179	244	310
	35-44 years	48	54	120	177	221
	45 years and above	32	38	81	110	126
	Unknown	0	0	0	0	1
Race/Ethnicity	Black	3	1	110	143	163
	Asian	0	0	21	22	25
	Latinx	22	10	196	279	326
	Native American	0	0	9	8	5
	White	0	1	76	91	117
	Other	0	0	0	34	5
	Unknown	148	198	5	0	75
Academic Standing (GPA)[15]	Below 2.0	54	39	37	37	149
	2.0–2.5	5	6	13	16	26
	2.5–3.0	25	54	70	99	152
	3.0–3.5	1	20	84	88	79
	3.5–4.0	88	91	213	337	310

---

[14] Program did not submit Spring 2019 performance metrics data; thus this data is missing from Tables M-1 and M-2. However, student surveys were administered by program at the end of Spring 2019, as seen in Table M-3.
[15] Fall 2016 to Spring 2018 = Cumulative GPA; Fall 2018 = Academic Term GPA

Table M-2. Select program-level characteristics, by academic term[16]

Variable	Summer 2016			Fall 2016			Spring 2017			Summer 2017			Fall 2017			Spring 2018			Summer 2018			Fall 2018		
Passed/Failed/ Incomplete	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I	P	F	I
Course Outcome	100%	0%	0%	74%	8%	18%	88%	6%	6%	96%	4%	0%	94%	6%	0%	96%	2%	2%	97%	3%	0%	84%	5%	10%
Student Course Attempts	26			427			651			276			698			976			550			1412		
Courses Offered	2			10			14			6			15			20			8			21		

---

[16] The Passed/Failed/incomplete (P/F/I) figures presented illustrate students' academic achievement per term. These figures represent the aggregated statistics from each of the courses offered per term. The figures represent the proportion of students who either passed, failed, or did not complete the various courses in a specific academic term for any number of reasons (e.g., transferred to a new facility, unable to complete the course due to personal or facility-related issues, voluntarily chose not to complete the course, or another reason).

Table M-3. Select results from initial and final student surveys, by academic term

	Statement	Spring 2018 (n = 394)					Spring 2019 (n = 391)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	Teachers open to student input	96%	2%	1%	0%	1%	92%	5%	2%	0%	1%
	Comfortable contributing to discussions	91%	5%	3%	0%	0%	88%	9%	2%	0%	1%
	Satisfied with teaching in program	94%	4%	2%	0%	0%	91%	6%	3%	0%	0%
	Classes are taught at a pace/speed I am comfortable with	85%	11%	3%	0%	0%	79%	16%	4%	1%	1%
	Understand class material	84%	7%	2%	0%	0%	84%	13%	3%	0%	1%
	Satisfied with courses offered	73%	13%	4%	2%	2%	72%	17%	7%	2%	2%
	Adequate out of class time for school work	73%	15%	3%	1%	2%	72%	19%	6%	3%	0%
	Adequate space out of class for school work	65%	14%	8%	3%	3%	66%	20%	7%	5%	2%
	Sufficient access to computers	19%	8%	7%	6%	53%	14%	6%	10%	9%	61%
	Have reference materials	44%	22%	12%	8%	6%	49%	20%	13%	10%	8%
	Have supplies needed	54%	18%	11%	8%	4%	54%	19%	11%	8%	7%
	Overall, satisfied with program	85%	6%	2%	0%	1%	84%	12%	3%	1%	0%
	Education is a high priority	94%	4%	1%	0%	0%%	94%	4%	2%	0%	0%

Appendix N: Turning Point Program, Chaffey College: California Institute for Women

Chaffey College's Turning Point program at the California Institute for Women (CIW) in Corona, CA, was established in 2004 to promote education as a rehabilitative measure for incarcerated women in this facility through sustainable programming and services leading to marketable job skills and associate's degree completion. In addition to having access to a complete course pattern leading to the associate's degree, students are supported by comprehensive wraparound services, which include counseling services, instructional support, and a dedicated Success Center within the institution. Students are supported through regular face-to-face visits from the classroom instructors, counselors, and resource specialists. In addition, a Multidisciplinary Success Center staffed by Chaffey College faculty and incarcerated people who are tutors certified through the College Reading and Learning Association training program was created within the prison.[17]

Across the evaluation period, it was reported that the Turning Point program in CIW conferred a total of 86 associate's degrees and certificates. Moreover, the program's students had relatively high pass rates across the various courses offered, often outperforming students on Chaffey College's traditional campuses. Regarding the feedback that CIW's Turning Points students provided during the end-of-term surveys, the results illustrate that their satisfaction with the instruction and instructors increased from Spring 2018 to Spring 2019. However, overall, the students remained dissatisfied with the selection of courses that was made available to them. Similarly, students noted that they lacked the ability to access the resources needed to aid them as they pursued higher education—such as having adequate time and space to do their work outside the classroom, as well as having sufficient access to technology, supplies, and reference materials. Also, overall, the CIW program participants did not view the assistance that they received from tutors as being particularly valuable. Furthermore, students were only moderately satisfied with the Turning Point program in CIW. Nonetheless, it was apparent that education was a high priority for these students, as more than 90 percent of students in each round of surveys agreed with this sentiment.

---

[17] Derived from https://www.chaffey.edu/instructional_support/CIW.html

Table N-1. Student demographic and academic characteristics, count of students[18]

	Variable	Fall 2016	Spring 2017	Summer 2017	Fall 2017	2017–2018 Academic Year*	2018–2019 Academic Year
Enrollment	New	3	48	37	2	-	-
	Return	63	35	68	94	-	-
	Total	**66**	**83**	**105**	**96**	**132**	**67**
	Female	66	83	101	96	132	67
Age	24 years and below	2	4	1	0	-	-
	25–34 years	27	31	10	11	-	-
	35–44 years	19	27	8	8	-	-
	45 years and above	18	21	3	3	-	-
	Unknown	0	0	83	75	-	-
Race/Ethnicity	Black	17	31	38	30	-	-
	Asian	4	1	4	3	-	-
	Latinx	18	26	37	34	-	-
	Native American	0	1	1	0	-	-
	White	26	23	25	29	-	-
	Other	1	1	0	0	-	-
Academic Standing (GPA)[19]	Below 2.0	NR	2	2	3	-	-
	2.0–2.5	NR	3	2	15	-	-
	2.5–3.0	NR	4	5	12	-	-
	3.0–3.5	NR	15	20	24	-	-
	3.5–4.0	NR	59	76	42	-	-

Chaffey College provided term-based data through Fall 2017 and year-based data for periods after that

---

[18] Program did not submit performance metrics data since Fall 2019; thus, these data from this term and those that followed are missing from Tables N-1 and N-2. However, student surveys were administered by program at the end of Spring 2019, as seen in Table N-3.

[19] Spring 2017 = Cumulative GPA; Summer 2017 and Fall 2017 = Academic Term GPA

Table N-2. Select program-level characteristics, by academic year[20]

	Variable	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year
Student Course Outcomes	Retention Rate	99	97	99
	Success Rate	95	92	97
	Student Course Enrollments	503	678	311
	Total Associate' Degrees Conferred & Certificates Awarded	86		

[20] Success Rate reflects the number of A, B, C, and P grades earned divided by the total number of grades earned on record. Retention Rate reflects the number of A, B, C, D, F, FW, P, NP, and I grades earned divided by the total number of grades earned on record. Source: California Community College Chancellor's Office Management Information System Referential Data Files.

Table N-3. Select results from final student surveys, by academic term

	Statement	Spring 2018 (n=62)					Spring 2019 (n=46)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	Teachers open to student input	89%	8%	3%	0%	0%	93%	7%	0%	0%	0%
	Comfortable contributing to discussions	77%	16%	6%	0%	0%	96%	2%	2%	0%	0%
	Satisfied with teaching in program	69%	26%	2%	3%	0%	85%	13%	0%	2%	0%
	Classes are taught at a pace/speed I am comfortable with	69%	19%	6%	5%	0%	56%	36%	2%	2%	4%
	Understand class material	73%	18%	10%	0%	0%	78%	22%	0%	0%	0%
	Satisfied with courses offered	68%	16%	11%	5%	0%	47%	29%	22%	2%	0%
	Adequate out of class time for school work	47%	27%	11%	15%	0%	47%	29%	11%	11%	2%
	Adequate space out of class for school work	48%	27%	10%	10%	5%	40%	36%	11%	9%	4%
	Sufficient access to computers	32%	32%	10%	24%	2%	47%	31%	9%	11%	2%
	Have reference materials	37%	32%	15%	16%	0%	47%	24%	9%	18%	2%
	Have supplies needed	37%	37%	10%	15%	3%	27%	29%	9%	18%	18%
	Working with tutors helped academics	51%	21%	15%	10%	3%	44%	20%	18%	2%	16%
	Tutors helped with personal growth	50%	23%	18%	8%	2%	33%	22%	22%	7%	16%
	Overall, satisfied with program	66%	23%	10%	2%	0%	64%	27%	2%	4%	2%
	Education is a high priority	97%	3%	0%	0%	0%	91%	9%	0%	0%	0%

Appendix O: Turning Point Program, Chaffey College: California Institute for Men (CIM)

Modeled after the program that began in 2004 at the California Institute for Women, Chaffey College's Turning Point program at CIM was established in 2016 to promote education as a rehabilitative measure for the men incarcerated in this Chino, CA, facility through sustainable programming and services leading to marketable job skills and associate's degree completion.[21]

The students in the Turning Point program at CIM have experienced a relatively high level of academic achievement since the program's inception. Students at CIM are supported through regular face-to-face instruction, counseling services, and dedicated instructional support in two facilities within the prison, with a total of three cohorts running simultaneously. During the Fall 2016 semester, each student had cumulative GPAs that were at 3.0 or above. Additionally, this program graduated its first cohort of certificate graduates one year after the program began. Students are completing associate's degrees for transfer and simultaneously completing a certificate that is intended to lead them to the next level of education and toward a living wage.

When surveyed after the Spring 2019 semester, nine out of 10 CIM Turning Point program participants reported being satisfied with the teaching provided by instructors from Chaffey College. Ninety-eight and 100 percent of the students, respectively, said they felt comfortable sharing their input in class and that they believed that teachers were open to them sharing their input. However, students were relatively dissatisfied with the provision of necessary supplies and level of access to computers, as well as the time and space provided to them to complete their classwork. Nevertheless, 85 percent of students said that they were satisfied with the program and 95 percent of them noted that education was a high priority for them.

---

[21] Derived from https://www.chaffey.edu/instructional_support/CIW.html; https://www.chaffey.edu/president/updates/october_2017.pdf; andhttps://www.fontanaheraldnews.com/news/chaffey-college-receives-grant-to-implement-program-to-help-incarcerated/article_98e0774a-0000-11e6-9ff8-e30d5d8a93db.html

Table O-1. Student demographic and academic characteristics, count of students

	Variable	Fall 2016	Spring 2017	Summer 2017	Fall 2017	2017–2018 Academic Term*	2018–2019 Academic Term
Enrollment	New	0	0	0	6	-	-
	Return	23	23	17	17	-	-
	Total	**23**	**23**	**17**	**23**	**32**	**59**
Gender	Male	23	20	17	23	32	59
Age	25–34 years	3	3	2	5	-	-
	35–44 years	9	7	7	10	-	-
	45 years and above	11	10	8	8	-	-
Race/ Ethnicity	Black	18	16	14	16	-	-
	Asian	0	0	0	1	-	-
	Latinx	2	2	2	2	-	-
	White	3	2	1	4	-	-
Academic Standing (GPA)[22]	2.5–3.0	0	0	0	3	-	-
	3.0–3.5	10	10	10	10	-	-
	3.5–4.0	13	10	7	4	-	-

*Chaffey College provided term-based data through Fall 2017 and year-based data for periods after that

---

[22] Fall 2016 to Spring 2017 = Cumulative GPA; Fall 2017 to Spring 2018 = Academic Term GPA

Table O-2. **Select program-level characteristics, by academic year[23]**

	Variable	2016–2017 Academic Year	2017–2018 Academic Year	2018–2019 Academic Year
Student Course Outcomes	Retention Rate	100	100	99
	Success Rate	97	88	96
	Student Course Enrollments	134	77	217
	Certificates Awarded	0	17	0

[23] Success Rate reflects the number of A, B, C, and P grades earned divided by the total number of grades earned on record. Retention Rate reflects the number of A, B, C, D, F, FW, P, NP, and I grades earned divided by the total number of grades earned on record. Source: California Community College Chancellor's Office Management Information System Referential Data Files.

Table O-3. Select results from initial and final student surveys, by academic term

	Statement	Spring 2019 (n = 41)				
		A	SA	N	SD	D
Level of Agreement	Teachers open to student input	100%	0%	0%	0%	0%
	Comfortable contributing to discussions	98%	2%	0%	0%	0%
	Satisfied with teaching in program	90%	10%	0%	0%	0%
	Classes are taught at a pace/speed I am comfortable with	73%	24%	2%	0%	0%
	Understand class material	83%	17%	0%	0%	0%
	Satisfied with courses offered	71%	17%	10%	2%	0%
	Adequate out of class time for school work	15%	38%	28%	10%	10%
	Adequate space out of class for school work	12%	34%	20%	22%	12%
	Sufficient access to computers	10%	37%	10%	15%	29%
	Have reference materials	32%	27%	15%	17%	10%
	Have supplies needed	59%	24%	12%	2%	2%
	Working with tutors helped academics	76%	15%	10%	0%	0%
	Tutors helped with personal growth	80%	12%	7%	0%	0%
	Overall, satisfied with program	85%	15%	0%	0%	0%
	Education is a high priority	95%	2%	2%	0%	0%

Appendix P: Prison BA Graduation Initiative, California State University, Los Angeles

The Prison BA Graduation Initiative, operated by California State University Los Angeles, is a bachelor of arts degree-granting program in communication available to those who are incarcerated at the California State Prison, Los Angeles County. This program is the sole in-person bachelor's degree program offered to incarcerated students in the state of California.[24]

Students in the Prison BA Graduation Initiative, as shown in Table P-2, are largely very satisfied with the academic features of the program, including the instructors, course offerings, as well as the program overall. However, they were concerned, across both of the survey periods, about the lack of technology, reference materials, and various facility-related issues (i.e., time and space) that hindered their ability to complete the required coursework as effectively as possible.

---

[24] Referenced from www.calstatela.edu/engagement/prison-graduation-initiative

Table P-1. Student demographic and academic characteristics, by academic term

	Variable	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Enrollment	New	0	0	25	0
	Return	23	23	21	45
	Total	23	23	46	45
Gender	Male	22	22	45	44
	Genderqueer	1	1	1	1
	25–34 years	0	0	11	11
	35–44 years	11	11	18	17
	45 years and above	12	12	17	17
Race/Ethnicity	Black	9	9	17	17
	Asian	1	1	6	6
	Latinx	1	1	4	3
	Native American	1	1	1	1
	White	9	9	16	16
	Other	2	2	2	2
Academic Standing (GPA)[25]	Below 2.0	1	0	0	0
	2.0–2.5	2	0	1	0
	2.5–3.0	4	4	9	0
	3.0–3.5	9	2	4	5
	3.5–4.0	7	15	29	33

---

[25] Fall 2016 to Spring 2017 = Cumulative GPA; Fall 2017 to Spring 2018 = Academic Term GPA

Table P-2. Select results from initial and final student surveys, by academic term

	Statement	Spring 2018 (n = 34)					Spring 2019 (n = 35)				
		A	SA	N	SD	D	A	SA	N	SD	D
Level of Agreement	Teachers open to student input	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
	Comfortable contributing to discussions	91%	6%	0%	3%	0%	91%	9%	0%	0%	0%
	Satisfied with teaching in program	100%	0%	0%	0%	0%	97%	3%	0%	0%	0%
	Classes are taught at a pace/speed I am comfortable with	91%	9%	0%	0%	0%	91%	6%	3%	0%	0%
	Understand class material	94%	6%	0%	0%	0%	97%	0%	3%	0%	0%
	Satisfied with courses offered	88%	9%	3%	0%	0%	91%	6%	3%	0%	0%
	Adequate out of class time for school work	59%	26%	6%	9%	0%	66%	17%	9%	0%	9%
	Adequate space out of class for school work	41%	29%	24%	3%	3%	55%	15%	15%	3%	12%
	Sufficient access to computers	32%	26%	18%	18%	6%	18%	24%	18%	15%	26%
	Have reference materials	32%	38%	15%	9%	6%	35%	26%	24%	3%	12%
	Have supplies needed	68%	12%	9%	6%	6%	56%	18%	9%	3%	15%
	Overall, satisfied with program	94%	3%	0%	0%	3%	86%	14%	0%	0%	0%
	Education is a high priority	97%	0%	0%	0%	3%	100%	0%	0%	0%	0%