FOCUSING ON INDEPENDENCE

Dear friends,

We are proud to share our 2019 annual report—a collection of highlights from an extraordinary year at the Prison University Project.

Over the course of the last twelve months, we have been deeply engaged in developing the infrastructure to gain independent accreditation and to move on from our 24-year partnership with Patten University. Our staff expanded to 19 as we built out our student support services, and our development and communications team. We also assembled a small team of staff and external expert consultants to shepherd us through the Accrediting Commission for Community and Junior Colleges (ACCJC) application process, which included the preparation of our detailed Institutional Self-Evaluation Report, and the multi-day site visit by a 10-member peer review team in October.

At the same time, we hosted more than 150 visitors to the College Program at San Quentin, improved our teacher training, competed with U.C. Santa Cruz in our second annual Ethics Bowl, celebrated 12 graduates’ completion of the Associate’s Degree, and hosted an inside/outside book club discussion of D. Watkins’s *We Speak for Ourselves: A Word from Forgotten Black America*.

In January 2020, ACCJC voted to grant us Candidacy status—so this is the last annual report that we will publish as the Prison University Project! By this time next year, we will have fully transitioned to our new identity: Mount Tamalpais College. We are deeply grateful to our community for providing the engagement and support in 2019—and all the years prior—which have led to this watershed moment.

From the Executive Director, Jody Lewen
“I don’t like to think too much about what I’m going to do in my future life, but I can say this: whatever I decide to do, I’ll be able to ask logical questions, perceive solutions, weigh consequences, apply past insights to new contexts, and demonstrate self-evaluation in order to make wise decisions.”

Luis Lopez
CLASS OF 2019
OUR MISSION

Our mission is to provide an intellectually rigorous, inclusive Associate of Arts degree program and College Preparatory Program, free of charge, to people at San Quentin State Prison; to expand access to quality higher education for incarcerated people; and to foster the values of equity, civic engagement, independence of thought, and freedom of expression.
“I hope to leave a legacy for all new students demonstrating that hard work and perseverance is crucial in anything you set out to achieve in life. Maybe the work that I have done and continue to do will inspire others to do the same. I hope someone notices me and thinks, ‘If he can do it, I can do it.’ I would then say to that person, ‘You can do more.’”

Timothy Young
CLASS OF 2019
A core premise of our mission is that education should be accessible to all; it is therefore our job to provide education to students with diverse learning styles.

THE COLLEGE PROGRAM AT SAN QUENTIN

ASSOCIATE OF ARTS DEGREE PROGRAM
In order to earn the Associate of Arts degree, students must complete 61 semester units (20 classes). Most courses are introductory and all are transferable to most four-year institutions.

ENGLISH
ENG 101A, Introduction to Reading and Composition
ENG 101B, Reading, Writing, and Critical Thinking
ENG 102, Introduction to Literature
COM 146, Communications
ENG 204, Interdisciplinary Reading, Writing, and Research

MATH & SCIENCE
MTH 115, Intermediate Algebra
Two science courses, one with a lab

ELECTIVES (4)
To meet transfer eligibility requirements to University of California and California State systems, students are offered two semesters of first-year Spanish language, and either Pre-Calculus or Statistics.

Other electives offered in 2019:
- Cultural Anthropology
- Public Health
- Theater Improv
- Abnormal Psychology
- Journalism
- Introduction to Film
- Critical Theory
- Screenwriting

HUMANITIES
PHL 263, Ethics
ART 211, Art Appreciation
PHL 271, Introduction to Philosophy
REL 180, Comparative Religion

SOCIAL SCIENCES
HIS 101, U.S. History
POL 241, American Government
PSY 221, General Psychology
SOC 230, Sociology

512 students took at least one course in the College Program in 2019

12 students graduated with an Associate of Arts degree in General Studies
THE COLLEGE PROGRAM

What does it mean to offer an inclusive education?

COLLEGE PREPARATORY PROGRAM

The Prison University Project’s College Preparatory Program includes five non-credit writing and math classes, specifically designed to help students prepare for college-level work. Beyond academic preparation, this program helps to establish a learning community and supports students in developing their identity as scholars, academics, and community members, therefore shifting their perception of their own ability. Many students have been out of school for years, even decades, and for some, past experiences in school have led to distrust and discomfort in academic environments. The College Preparatory Program allows us to welcome students who do not already possess the social and academic skills needed to succeed in college.

We assess all incoming students; 90% are found to need our College Preparatory Program in order to build reading, writing, critical thinking, and math skills before moving on to credit-bearing courses. This remedial instruction is crucial to ensure that students ultimately persist and succeed in the College Program—it provides the solid foundational academic skills that allow students to build confidence and successfully handle the material they encounter in college-level courses.

The design of our College Preparatory Program responds directly to the diverse needs of our student body. Writing and reading classes are interdisciplinary, and instructors are encouraged to develop syllabi that represent multicultural voices across all genres. We also provide enhanced student support services, including trauma-informed support, study skills and college success workshops, regular academic advising, tutoring, and access to study hall.

“The Prison University Project offers a chance to escape the prison environment for a few hours, be in a positive environment, and build life-learning skills and education.”

Matthew Paradise
STUDENT
PEER WORKSHOPS

In 2019, students took an active role in shaping their education by leading workshops on:

- Classroom management
- Spatial learning
- Supporting learning styles
- Resource awareness
- Multiplication
- Diversity, equity, and inclusion

2019 HIGHLIGHTS

- Working with students to develop workshops for their peers
- Increasing awareness of student support and resources
- Engaging students in their own learning process by offering Individualized Learning Plans (ILPs)

LEARNING SPECIALIST

A core premise of our mission is that education should be accessible to all; it is therefore our job to provide education to students with diverse learning styles. We also believe that all students benefit not just from learning, but from learning about learning, so that they can engage actively in their own education and advocate for themselves, without running into frustration or self-doubt.

As part of the Prison University Project’s commitment to supporting students across a broad range of academic, emotional, and psychological challenges, we have a Learning Specialist, Allison Lopez, on our team. The goal of her position is to boost our capacity to recognize learning differences and other barriers to success that our students may face, to devise effective strategies for supporting students and instructors in overcoming these barriers, and to increase awareness about learning differences among other practitioners in the field of higher education in prison.
How do we prepare faculty to meet the unique demands of teaching in prison?

In our faculty trainings, we share strategies for managing challenging classroom situations and provide cultural, systemic, and geographic context for the teaching environment.

**FACULTY TRAININGS**

Each semester, Prison University Project program coordinators conduct trainings to prepare our faculty to teach inside the prison.

*Coordinators facilitate discussion with faculty to:*

- Identify differences in teaching and learning between prison and traditional classroom environments
- Address power dynamics and positionality
- Learn how to create and maintain trauma-informed classroom and study spaces
- Review logistics and classroom expectations
- Discuss common scenarios that arise inside the prison
- Learn about meta-cognitive processing
- Strategize appropriate methods of student assessment
- Deepen understanding of the prison’s culture and terminology

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27,000 hours were donated by 354 volunteer faculty members in 2019, providing critical help in the areas of curriculum design, instruction, tutoring, research, and more.
GRADUATION

On June 7, surrounded by family, friends, fellow students, staff, and board members, 12 graduates received their Associate of Arts degrees as the culmination of their academic journey through the College Program.

KENNETH HARTMAN (inset, above), a freelance writer, and Development Coordinator and Prison Program Specialist at The Catalyst Foundation, delivered the keynote address, sharing his own experience of incarceration and life after release, and asserting to our graduates that their lives matter.

TOMMY "SHAKUR" ROSS gave the valedictory speech, highlighting how college helped him to develop social and emotional coping skills. Both speeches reflected one of the Prison University Project’s fundamental values: that education is a human right and a vehicle for self-discovery, growth, and connection.

"For so many years I was told, in word and deed, that I was not worthy of being treated like a human, that I was too dangerous, that I was just plain bad. I’m not and neither are you. Most people know that everyone is capable of being better than their worst moment."

Kenneth E. Hartman
KEYNOTE SPEAKER
FACULTY SPOTLIGHT: COURTNEY REIN

Courtney Rein has been teaching at the Prison University Project since 2015. She has taught high school English for 20 years.

What’s been the most surprising thing about teaching at San Quentin?
The depth of critical thinking that takes place in Prison University Project classrooms astounds me. Prison University Project students bring powerful life experiences and a spirit of self-reflection to their education, and they grapple with ideas and readings in ways that blend their own wisdom along with intellectual interpretation. The result is a kind of engagement that I haven’t encountered anywhere else. Whether reading bell hooks’s “Understanding Patriarchy” or a short story by Ursula Le Guin, their reactions are remarkable for the profundity and the unsettling truths they unearth. Perhaps it shouldn’t be surprising, given the decades of time some of our students have served, but their patience—with themselves and with each other—is also very moving to me. The Prison University Project nurtures some of the most open, dedicated, and high-striving students I’ve ever taught, and it’s a privilege and a joy to work with them.

What are some of the biggest challenges you face as an instructor?
As a teacher whose day job integrates technology, multi-modal learning, field trips, and outside speakers—alongside lots of community-building—San Quentin’s biggest challenges stem from its isolation. It’s difficult for students to communicate with their instructors outside the classroom. We conduct classes using only paper, pens, and white boards, and it can be difficult to build a larger sense of community, given the rules and structures of a prison setting. So many of our students have also suffered trauma and rejection at the hands of the educational system, that another challenge can be helping them develop the trust and confidence necessary to repair their relationships with the classroom.

2019 CONTRIBUTIONS

- Co-authored a paper with a student, DAVID “SOLO” BENNETT, for our inaugural academic conference
- Worked closely with the then–Program Clerk, JAMES KING, on developing a curriculum for her high school students about mass incarceration
- Taught English 99B in the College Preparatory Program

full interview

prisonuniversityproject.org/news/volunteer-spotlight-courtney-rein
What do you enjoy most about teaching?
Much of my joy stems from the incredible amount I’ve learned from my students, and from the Prison University Project communities that have invited me in. While I may be responsible for putting together the syllabus and the course reader, it’s my students who actually create the dynamic of deep learning.

How has teaching at San Quentin influenced other aspects of your life?
Teaching at San Quentin has unveiled so many of my own blind spots—about race, class, educational background, and countless other categories. It’s redefined my sense of what education can be, encouraging me to strive to be part of more democratic classrooms, to encourage more shared leadership with students, and to break open my definition of what makes “good teaching.”

Tell us about your favorite memory in the classroom.
One evening we were exploring Dr. Martin Luther King’s “Letter from a Birmingham Jail,” and the discussion led one student to recall his own experience as a child, hearing the news of King’s assassination, and then later of Robert Kennedy’s. His own emotion—and our class’s response to it—made for a powerful moment, locating King’s words and ideas against a background of lived personal history. For many of us who hadn’t been born yet when these leaders were assassinated—myself included—this personal testimony lodged King’s letter in a new place in our hearts and minds.

In addition to volunteering your time as an instructor, you’re also a donor to the organization. What inspires you to support the Prison University Project with a financial gift?
There are so many valuable currencies we traffic in these days: our attention, our time, our compassion...and yet the age-old currency of the dollar is still king. The incredible full-time staff, the ones who keep the program afloat, need salaries, not to mention health insurance and competitive benefits. Notebooks, pencils, highlighters, course readers—these are essential, tangible tools that the Prison University Project provides as part of its free, accessible education. All these aspects of the program demand continued financial support. And I’m happy to support the Prison University Project with all the currencies I have access to!
“When I was younger, I enjoyed learning but peer pressure from those I believed to be my friends outside caused me to veer away from that path. The College Program brought me back to the kind of person I was always meant to be, the kind I always wanted to be—the kind my family wanted and could be proud of.”

Sumit Lal
CLASS OF 2019
LIBRARY RESOURCES

Because students are not allowed to access the internet and the prison library is extremely limited, providing students with access to a broad range of college-level research materials has long been a challenge for our program. However, in 2019, the Prison University Project partnered with JSTOR, a widely used digital research library for higher education. Through this partnership, our students have been granted access to a pilot version of the catalog that is being designed specifically for in-prison higher education programs, and an offline search index that provides publication keywords and abstracts for students without the internet.

We have also entered into a partnership with the Marin County Free Library (MCFL), which now provides our instructors access to all of their digital offerings. MCFL has interlibrary loan agreements with two local universities, resulting in a very large collection of print and digital books, periodicals, and other resources for students, staff, and instructors to draw upon.

The teachers, the atmosphere, the encouragement, the challenges, and more—coupled with the peaceful culture of this prison—permitted me to challenge and confront my preconceived notions and theories about school and education.”

Arthur Jackson
STUDENT

STUDENT PUBLISHING

The following is a selection of works published in 2019—amplifying our students’ voices and facilitating their civic engagement in the public sphere:

- **The San Francisco Chronicle**, June 2019 | “I did 18 years in prison for murder. Now I’m on a mission to end gun violence.” by James Houston

ON OUR WEBSITE

36 works by Prison University Project students—including academic writing, creative and expository essays, and published works—are available on our website through our student publishing platform, Open Line. 
prisonuniversityproject.org/open-line
How do we break down the divide between incarcerated and free people?

SITE VISITS AND COMMUNITY EVENTS

Through roundtable discussions, class visits, and special events such as symposia, academic conferences, film screenings, and book discussions, the Prison University Project welcomes outside guests to experience our program firsthand and meet our students.

ETHICS BOWL

In February, Prison University Project students participated in the second annual Ethics Bowl competition against a team of undergraduates from U.C. Santa Cruz. During this non-confrontational alternative to the traditional competitive form of debate, teams discussed restoring voting rights to ex-felons and issues of animal welfare versus religious freedom in a new Belgian law regarding the slaughter of animals. We are proud to say that the San Quentin team—comprising Randy Atkins, Angel Flores, and Roosevelt “Askari” Johnson—won for the second year in a row. They prepared their arguments and cases over the course of two semesters with the help of coaches Kathy Richards, Kyle Robertson, and Connie Krosney.

COLLEGE BEHIND BARS: SCREENING AND DISCUSSION

In September, we welcomed filmmaker Lynn Novick and her colleagues—producer Sarah Botstein; Chris Pigott of DKC News; Julia Lourie of the Bard Prison Initiative (BPI); Salih Israil, a Bard graduate and formerly incarcerated individual featured in the film; and Elitha Smith, sister of a currently incarcerated BPI alumnus featured in the film—to a screening at San Quentin of College Behind Bars for students of the College Program. This four-part documentary was executive produced by Ken Burns and features the educational journeys of a group of students in the BPI, a program in New York for higher education in prison. Our students and community members appreciated the opportunity to engage with the filmmakers and discuss changing public representation of incarcerated people.

OPEN MIC NIGHT

In December, we hosted our annual holiday Open Mic, a time to celebrate the creativity and talents of our student community. Students shared work that they’ve developed in class or on their own, such as poetry, dance, short stories, music, and comedy.

By bringing visitors inside, we challenge stereotypes of incarcerated people and allow free people to witness the immense potential and humanity of those behind bars.

150+ visitors attended our community events at San Quentin State Prison in 2019
During the fall 2018 semester, students learned about theories of power and the pillars of philanthropy through an intensive workshop guided by facilitators and research assistants. At this event, they presented their own proposals to address mass incarceration to leaders from the philanthropic community.

On January 26, the Prison University Project hosted a symposium on criminal justice reform and philanthropy, in partnership with the Chan Zuckerberg Initiative.

ON OUR WEBSITE

February 6, 2019 News Post | Symposium on Criminal Justice Reform and Philanthropy — Students Reimagine Reform
April 5, 2019 News Post | Building Bridges: Reflections on the Criminal Justice Reform and Philanthropy Workshop, by Tony DeTrinidad
“Honestly, I never thought that I would ever be able to get an AA degree, let alone even attend college. I never took my education seriously before because I thought I would never be able to accomplish anything in life. After receiving my AA degree I am planning on continuing my education. My next goal will be to get an MBA degree, and if possible continue until I achieve my PhD in molecular engineering.”

Juan Espinosa  
CLASS OF 2019
The Prison University Project continues to provide critical leadership in the rapidly expanding field of prison higher education.

In 2019, Executive Director Jody Lewen served the national field through several key initiatives, including:

• Continuing to help build the ALLIANCE FOR HIGHER EDUCATION IN PRISON (AHEP), a national network supporting the expansion of higher education in prison, empowering students in prison and after release, and shaping public discussion about higher education and incarceration

• Serving on a Lumina Foundation-sponsored QUALITY ASSURANCE TASK FORCE with 21 other leaders in education, policy, and workforce development. The Task Force explored new ways to ensure the quality of a college education and other forms of learning beyond high school, which ultimately shaped a new conceptual model and set of indicators of quality relevant to meeting the needs of today’s students and today’s complex credentialing environment. The report, “Unlocking the Nation’s Potential: A Model to Advance Quality and Equity in Education Beyond High School,” was released in September 2019.

• Supporting Hartnell College in developing a plan for their prison- and jail-based higher education programs in Monterey, CA, as well as facilitating teacher training and recruitment activities

• Presenting at multiple CONFERENCES AND OTHER PUBLIC ENGAGEMENTS:
  – "Symposium on Transformative Education in Prison and Beyond" at the University of Wyoming, March 29–30, 2019
  – “The Role and Future of the Liberal Arts in Prison Education" conference at Bennington College in Vermont, April 26–27, 2019
  – “Incarcerated Student Education—Pelican Bay and Beyond” keynote at the College of the Redwoods convocation, August 22, 2019
In partnership with the Alliance for Higher Education in Prison (AHEP), the Prison University Project released the first comprehensive report written by and for practitioners to share recommendations for higher education in prison programs in June 2019. *Equity and Excellence in Practice: A Guide to Higher Education in Prison* was co-authored by Prison University Project executive director Jody Lewen, Mary Gould (AHEP), and Tanya Erzen (Freedom Education Project of Puget Sound), with support from the Lumina Foundation. It offers practical advice for anyone seeking to launch, expand, or improve upon a program offering in-prison higher education. The report also offers guidance for funders, policy makers, researchers, and college and university administrators to support quality higher education in prison and sustain the field.

The report is rooted in the belief that all people deserve access to high-quality education. With that in mind, the report offers advice for how to overcome some of the most common challenges people face when delivering educational programs in prison.”

Mary Gould
DIRECTOR, AHEP
Jerry Smith
CLASS OF 2019

“I try to provide a vision for the youth in my community to shift their focus from negative thoughts, to make them aware that they have value, and to recognize their strengths.”
“I want to leave a legacy of empowerment. I hope that my life inspires men to seek education because knowledge is power, and with more power we can make meaningful changes in our lives and communities. Also, I would hope that my life shows members of outside communities that even though we’ve made bad choices that led us to prison, we are human, we can change, and we value education.”

Nythell Collins
CLASS OF 2019
The College Program at San Quentin State Prison has been an extension site of Patten University—our accredited university partner—since the founding of the program in 1996. Students enrolled in credit courses were registered at Patten just as if they were enrolled at its main campus in Oakland. The Prison University Project maintained primary responsibility for teacher training and program administration at the San Quentin campus.

While we have long dreamed of being an independent college, the announcement that Patten would be permanently closing its doors in December 2019 emboldened us to take the huge step forward to fulfill our vision: creating an independent college at San Quentin with sufficient resources, staffing, administrative capacity, and financial stability to fully develop the innovative programs and practices that would best meet the needs of our students.

We dedicated substantial time and resources to the process of seeking independent accreditation over the course of 2019. The name of our new school will be Mount Tamalpais College, a reference to the prominent mountain in Marin County that dominates the view from San Quentin. Building out the staffing, internal systems, administrative capacity, and financial resources of a robust, stand-alone academic institution has been transformative. Joining an institutional community of practice through membership in ACCJC also commits us to a rigorous, ongoing peer-review process, and thus effectively embeds our commitment to high standards and accountability into the fiber of our being.

Membership in the Accrediting Commission for Community and Junior Colleges (ACCJC) embeds our commitment to high standards and accountability into the fiber of our being.

SEEKING INDEPENDENT ACCREDITATION

TIMELINE

February 2019
ACCJC reviews and accepts our eligibility application.

September 2019
An Institutional Self-Evaluation Report is completed, examining every aspect of our institution against ACCJC’s accreditation standards.

October 2019
An ACCJC peer review team completes a four-day site visit to San Quentin—holding open meetings with members of the campus community.

January 2020
ACCJC formally votes to recognize the Prison University Project as a Candidate for accreditation and we adopt the name, Mount Tamalpais College.
“After earning my degree, I no longer think of life as if I’m on the outside looking in. It’s put me on equal footing. It allows for better understanding and compassion in all of my interactions with people and in my personal relationships.”

Corey McNeil
CLASS OF 2019
SUPPORTERS

We extend our deepest gratitude to the individuals, corporations, and organizations who supported us in 2019.

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We extend our deepest gratitude to the individuals, corporations, and organizations who supported us in 2019.
“Now who would’ve thought that I, a former full-fledged, hard-core, misogynistic gangbanger, would be writing papers on feminist theory—but here I am!”

Tommy Ross
CLASS OF 2019
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Eve Buckner
Brian Burgess
Keith & Kristina Burnett
Monica Burns
Miriam & Jerry Butrimovitz
Ryan Byars
Christopher Cabanski
Brian & Donna Cahill
Thanh Cao
Abigail Caplin
Christine Capuyan & Aylin Demirci
Skyla Carmona
Erlz Carper
Tanya Casey
Nancy Cash
Julie Caskey
Martha Cederstrom
Eve Cervantez
Benjamin Chaffee
Sally Champe
Courtney Chandler
Julia Chang & Eli Friedman
Shih-Tso Chen
Sarah Chester
Emile Chi
Shirley Chin
Steve & Caroline Chinlund
Jennifer Ciardelli
Phoebe Cirio
Michael Clarke
Michi Clements
Helen Clifton
Glena Coffin
Elly Cohen
Philip Cohen
Treasure & Rich Cohen
Barry Cohn
Fern Cohn
Ryan Cole
Laura Combs
Amy Conger
“The College Program allowed me to better myself intellectually. It enabled me to have better relationships with my family by allowing me to communicate more effectively with them. The program helped me build up more self-esteem and changed my negative identity—one of a convicted felon—to a more dignified one as a college graduate.”

Matthew Nguyen
CLASS OF 2019
“The greatest obstacle I’ve had to overcome is my lifelong struggle with dyslexia and ADD. Our instructors gave me just enough flexibility and consideration to allow me to flourish in a rigorous academic environment in which there are no modern technical adaptations available for those of us challenged by learning disabilities.”

Louis Calvin
CLASS OF 2019
“Prison University Project is much more than just a college program that supplies academic instruction; it reinforces humanity and strengthens self-esteem and self-worth in many who are considered social outcasts.”

Jesse Vasquez
Student
“In the beginning, I doubted myself and didn’t know if I had the intelligence to make it through the program—I had never written essays before. Now, I’m a writer and a poet. Writing has become a crucial part of my healing process. Writing helps me identify what went wrong in my life and my childhood, and it allows me to heal by expressing it. My passion for writing personal narrative and nonfiction stories keeps me grounded. I’m able to escape from reality and be anyone and anything. I can go anywhere, anytime.”

Kamsan Suon
CLASS OF 2019
SUPPORTERS

STAFF
Jody Lewen, Executive Director
Melanie Booth, Chief of Institutional Effectiveness and Accreditation
Jahslyn Chen See, Development Associate
David Cowan, Director of Operations
David Durand, Director of Student Affairs
Hannah Evans, Technical Assistance Coordinator
Reed Goertler, Chief Operating Officer
Lauren Hall, Development and Communications Director
Arthur Jackson, Program Clerk
Amy Jamgochian, Chief Academic Officer
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Barbara Verrier
Nicolas Vigilante
Peenanit Visetsuth
Jorgen Vos
Laura Wagner & Paco Brito
Stuart Wagner
Kenneth Walczak
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Lisa Wang
Netta Wang
Penelope Washbourn
Steven Wasserman
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Samuel Weinman
Martha & Dr. Leonard Weinstock
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Sally West & Peter Compton
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Harue Wiedlin
Lynn & Rana Wilcox
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Jane Williams
Joseph & Emily Williams
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Greg Wilson
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Rabbi Peretz & Rebecca Wolf-Prusan
Cindy Wolkin
Linda Wolkovitch
Heather Wolpert-Gawron
William Woodward & Suzanne Vojak
Elaine Yau
Qian-Qian Ye
Patricia Yenawine
Jim Young
Erica Yu
Renoj Zachariah

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Our People

STAFF
Jody Lewen, Executive Director
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David Cowan, Director of Operations
David Durand, Director of Student Affairs
Hannah Evans, Technical Assistance Coordinator
Reed Goertler, Chief Operating Officer
Lauren Hall, Development and Communications Director
Arthur Jackson, Program Clerk
Amy Jamgochian, Chief Academic Officer
Derrius Jones, Student Affairs Associate
Deidre Judge, College Preparatory Writing Program Coordinator
Allison Lopez, Learning Specialist
Makenzie Means, Development Manager
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Wendy Qezada, Executive Assistant
Jared Rothenberg, Communications Associate
Neil Terpkosh, STEM Program Coordinator

This list reflects gifts of $1 or more from January 1, 2019 to December 31, 2019. The Prison University Project strives for accuracy in its listings. Please email Lauren Hall at lhall@prisonuniversityproject.org if your information is missing or incorrect.
“I have stepped into a new world where I want to learn so much with so little time to do it. But I have learned so much, and from time to time, my confidence on subjects comes through and I feel great—I feel empowered.”

James Evans
CLASS OF 2019
FINANCIAL OVERVIEW

Below is a snapshot of unrestricted revenues and expenses for the 2019 fiscal year.

**REVENUE**

- $1,762,438 Foundations
- $1,649,982 Individuals
- $37,524 Corporate Giving
- $36,700 Program Service Fees
- $15,714 Other *

**TOTAL:** $3,502,358

**EXPENSES**

- $1,287,233 Program
- $638,300 Administrative
- $491,971 Fundraising
- $300,000 Board Restricted Reserve

**TOTAL:** $2,717,504

The numbers presented here are pending the 2019 audit, to be completed in July 2020.

* Other revenue includes interest, investment income, and fiscal sponsorship fees.

‡ Revenue does not include the donated value of instructional expertise, which totals $655,850.

**PUBLICATION CREDITS**

Images that appear in this report are owned by the Prison University Project (thanks to photographer R.J. Lozada), with the exception of images of the 2019 graduation ceremony on page 9, taken by Javier Jimenez of the San Quentin News.

Publication design: // DESIGN AGENCY //
In a sense, the Prison University Project is an island in a sea of purposeless disconnection. It gives you back the helm to captain your own fate with merit and dignity. The professors I’ve had in the last four years treated me with respect—I got the impression they were passionate about me thriving in the future.”

Dennis Jefferson
STUDENT