

YEAR TWO EVALUATION FINDINGS

From Stopping Out to Stepping Forward: California Reconnect Initiative

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About Education Northwest

Education Northwest is a nonprofit, nonpartisan organization dedicated to building pathways and supports that guide any learner, at any age, to postsecondary success. Our team brings expertise in diverse areas, including student reengagement, college credit opportunities in high school, and rural students' college access and success, to help our partners identify and implement critical academic, financial, and social supports that empower all learners to fulfill their personal and professional goals.

ABOUT THE CALIFORNIA RECONNECT PARTNERS

California Reconnect is an initiative of InsideTrack, implemented in partnership with the Institute for Higher Education Policy.

InsideTrack is a mission-driven nonprofit organization that fuels positive change by empowering and advancing all learners to achieve their educational and career goals through the transformative power of coaching. InsideTrack has partnered with more than 425 institutions and organizations to directly improve enrollment, retention, completion, and career advancement, supporting learners at every stage of their journeys, especially those who face systemic barriers to postsecondary success. Through California Reconnect, InsideTrack leads program implementation by providing outreach and coaching to stopped-out learners.

The Institute for Higher Education Policy (IHEP) is a nonpartisan, nonprofit research, policy, and advocacy organization committed to promoting postsecondary access and success for all students, regardless of race, background, or circumstance. Founded in 1993, IHEP has provided timely, evidence-based, and student-centered research for more than 30 years to inform policy decisions and address pressing challenges in higher education. As a California Reconnect partner, IHEP provides technical assistance to staff members at participating institutions of higher education.

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Executive Summary

California’s economy increasingly requires workers with postsecondary education or training. It is estimated that between 2021 and 2031, nearly two-thirds of all job openings in the state will require some form of education beyond high school. To meet this need, the state set a postsecondary attainment goal of 70 percent.

In fall 2023, InsideTrack launched California Reconnect, a three-year pilot initiative designed to help learners with some college but no credential re-enroll in higher education. The initiative provides multichannel communication, individualized coaching, and re-enrollment support to put learners on a path toward college completion, improved employment opportunities, and upward mobility.

Between 2024 and 2026, Education Northwest conducted a mixed-methods evaluation of California Reconnect, examining implementation, early outcomes, learner experiences, and institutional policies that may support returning students.

Key Findings

IMPACT OF INDIVIDUALIZED COACHING



Coaching was closely linked to re-enrollment and persistence. While only 25 percent of learners engaged with a coach, this group accounted for 59 percent of all re-enrolled students (1,239 of 2,110 learners).



Learners who met with coaches were more likely to persist. 38 percent of coached learners persisted to the following term, compared with 22 percent of uncoached learners.

LEARNER CHARACTERISTICS AND OUTCOMES



Recency of stop-out mattered. Learners who had stopped out for two terms or fewer accounted for 50 percent of those who persisted after returning. Some learners with longer gaps also re-engaged successfully.



First-generation students particularly benefited from coaching. Though underrepresented in outreach (44%), first-generation students comprised nearly two-thirds of learners who persisted after re-enrollment (62%).

EFFECTIVE COMMUNICATION STRATEGIES



Coaches used multiple channels—email, phone, and SMS—to reach learners. Text messages were used most frequently by learners and coaches, while phone calls generated the highest response rates.



Learners valued low-pressure, flexible communication that allowed them to respond on their own time.

ROLE OF COACHING IN RE-ENROLLMENT PLANNING



Coaches helped learners identify challenges and develop realistic re-enrollment plans, addressing academic, financial, and personal obstacles. This support helped learners anticipate difficulties, make informed decisions, and feel capable of returning to college.

INSTITUTIONAL FACTORS



Qualitative insights from institutional partners emphasize that program success depends on strong campus collaboration. When institutions are well positioned to support returning students, re-engagement efforts translate more consistently into sustained enrollment.

Conclusion

California Reconnect demonstrates that personalized coaching and multichannel communication can significantly advance re-enrollment and persistence among learners with some college but no credential. These findings indicate that the initiative is a promising, scalable approach for increasing degree attainment and strengthening California's postsecondary-to-workforce pipeline.

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Introduction

California Reconnect (CA Reconnect) began in fall 2023 as a three-year pilot initiative to support the re-enrollment of learners who have completed some college but no credential (SCNC) in the California higher education system. Re-enrollment puts these learners on a path to program completion, improved employment opportunities, and upward economic mobility.

Between 2024 and 2026, Education Northwest conducted a mixed-methods evaluation to examine the initiative's implementation and early outcomes, the experiences and successes of SCNC learners, and institutional policies and practices that may support broader re-engagement of stopped-out learners across the state. This report builds on prior findings¹ and presents results from the second and final year of the evaluation.

California Reconnect

California's economy increasingly requires workers with postsecondary education or training. Between 2021 and 2031, nearly two-thirds of all job openings in the state (approximately 1.5 million annually) are expected to require some form of education beyond high school.²

However, current educational attainment has not kept pace with workforce demand. The five-year graduation rate for students in California is 64 percent, and millions of adults have left college without completing a credential.³ National data estimate that approximately 5.9 million Californians under the age of 65 (about 15.8% of the population) are SCNC learners.⁴ Many of these individuals encounter structural barriers to completing their postsecondary programs, including fragmented educational pathways, inconsistent credit transfer policies, affordability challenges, and limited coordination across systems.⁵ These challenges reflect broader misalignment between California's higher education structure and the needs of today's students and workforce.

¹ Uriostegui, M., Davis, L., López Trujillo, P., & Vazquez Cano, M. (2025). *Year one evaluation: California Reconnect Initiative*. Education Northwest.

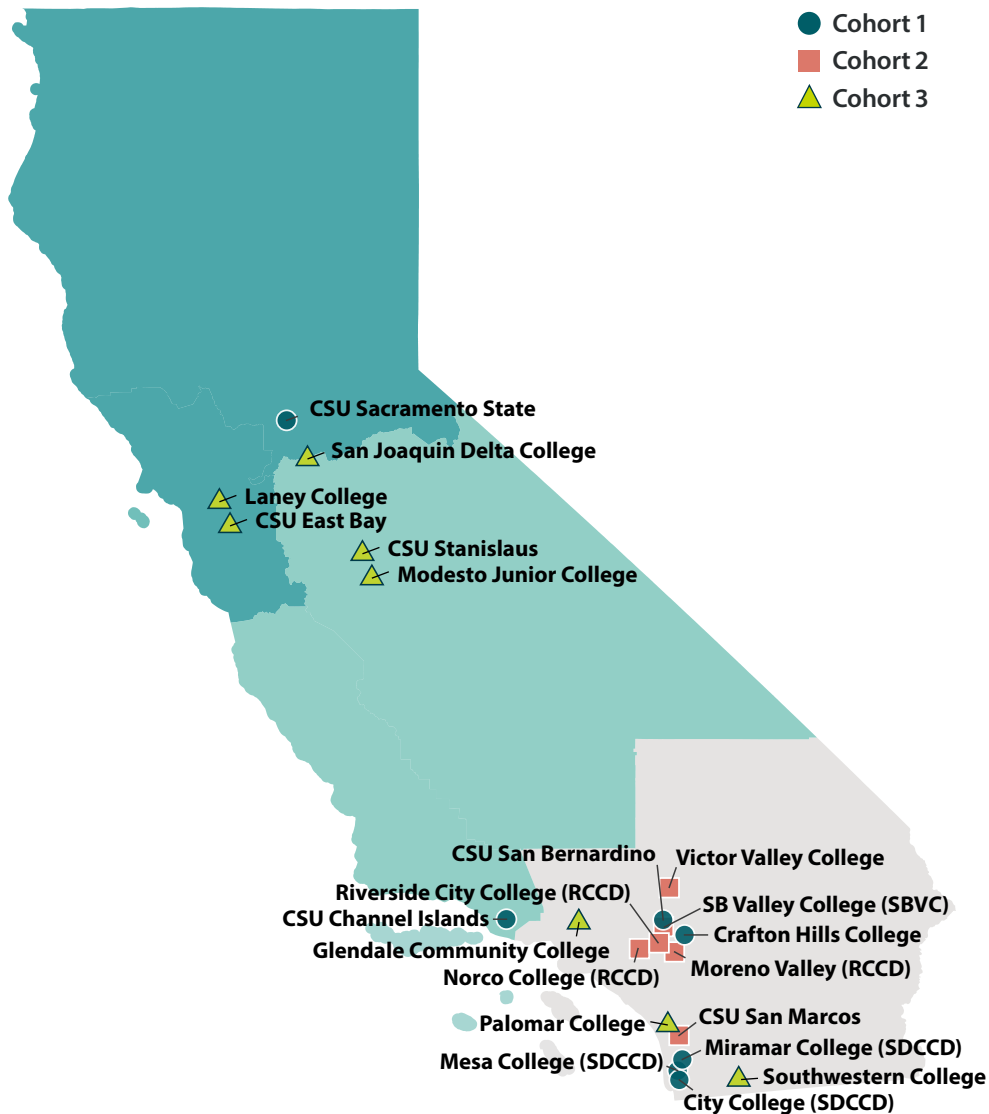
² Carnevale, A. P., Smith, N., Van Der Werf, M., & Quinn, M. C. (2023). *State report. After everything: Projections of jobs, education, and training requirements through 2031*. <https://cew.georgetown.edu/cew-reports/projections2031/>

³ California Competes. (n.d.). *Postsecondary to prosperity dashboard*. <https://p2p.californiacompetes.org/>

⁴ National Student Clearinghouse Research Center. (2025). *Some college, no credential: A 2025 snapshot for the nation and the states* (state data). <https://nscresearchcenter.org/some-college-no-credential/>

⁵ Jez, S. J. (2025). *From institutions to individuals: A paradigm shift for California's master plan for higher education*. The Civil Rights Project/Proyecto Derechos Civiles, UCLA and California Competes: Higher Education for a Strong Economy. <https://californiacompetes.org/wp-content/uploads/2025/05/Master-Plan-Paper-Final.pdf>

Figure 1. CA Reconnect higher education partner institutions, cohorts 1–3



Source: Education Northwest.

To develop a skilled workforce that meets California’s growing economic needs, the state set a postsecondary attainment goal of 70 percent.⁶ In support of this goal, InsideTrack launched the CA Reconnect pilot initiative to re-engage and re-enroll SCNC learners across the state. The program began with seven higher education institutions in cohort 1 (2023–24), expanded to six additional partner institutions in cohort 2 (2024–25), and included 20 partner institutions statewide by cohort 3 (2025–26; figure 1). This expansion

⁶ The California Blueprint. (n.d.). *Strengthening our world-class higher education system*. <https://www.gov.ca.gov/wp-content/uploads/2022/01/Higher-Education-Fact-Sheet.pdf>

reflects increasing interest among two- and four-year public institutions in coordinating re-engagement efforts and improving campus accessibility for returning SCNC learners.

CA Reconnect supports SCNC learners and institutional partners through three distinct strands of work:



Direct student intervention via CA Reconnect coaches provides targeted outreach and personalized one-on-one support to help SCNC learners navigate re-enrollment, clarify goals, and connect to campus resources.



Data-informed institutional support helps institutions identify SCNC learners, analyze re-enrollment barriers, and improve the use of student data to inform outreach and degree pathways.



Institutional policy and practice improvement focuses on strengthening campus processes, reducing structural barriers, and aligning supports for returning learners.

Year Two External Evaluation

Education Northwest engaged CA Reconnect partners and participants, including coaches, institutional staff members, and SCNC learners, to address the following evaluation questions:

1. What is the nature of the CA Reconnect initiative and what is most critical to engaging SCNC learners?
2. What is being learned about former students who are served by the program?
3. What is the overall impact of CA Reconnect on student enrollment and success?
4. What institutional factors have affected students and how are they being changed or improved by CA Reconnect?
5. What findings from the CA Reconnect initiative might influence institutional or state policy?

information is critical for understanding how coaching methods contribute to re-engagement and how different approaches may shape learner outcomes.

- **Institutional characteristics.** Data on partner institutions from the Integrated Postsecondary Education Data System (IPEDS) were used to examine whether learner outcomes vary by institutional characteristics. These analyses provided insight into how program impact may differ across institutional contexts and helped highlight factors associated with more successful learner re-engagement.

By combining these multiple sources of data, the evaluation provides a comprehensive picture of the learners served, the effectiveness of coaching strategies, and the influence of institutional context on student outcomes.

Qualitative data

To complement the quantitative analyses, the evaluation team collected qualitative data from key groups engaged in CA Reconnect, including coaches, institutional partner staff, and learners who received coaching services (table 1). Qualitative data provided deeper insights into participants' experiences, program processes, and perspectives on strategies for improvement.

- **CA Reconnect coach focus groups.** Discussions focused on how coaches support learners' academic development, identify and address barriers to persistence, and understand the reasons students stop out or choose to re-enroll. The conversations surfaced practical coaching approaches, effective strategies, and challenges in engaging SCNC learners.
- **Institutional partner staff focus groups.** Staff members from partner institutions shared their experiences with CA Reconnect and emphasized how institutional practices, policies, and resources influence student retention and re-enrollment decisions. These discussions helped identify structural and procedural factors that support or hinder learner engagement and success.
- **Learner interviews.** In-depth interviews with learners offered rich insights into their college experiences and decision-making processes. Interview participants described the challenges they faced in returning to college, the role of coaching in navigating those challenges, and the impact of CA Reconnect services on their educational trajectories.

Together, these qualitative data sources provided context and nuance to the quantitative findings. They illuminated how coaching strategies, institutional practices, and student experiences interact to shape re-enrollment and persistence outcomes, informing recommendations for program refinement and long-term sustainability.

Table 1. CA Reconnect evaluation participants (2025)

Data source	Number of sessions	Number of participants	Groups represented
Core partner focus groups	2	6	InsideTrack and IHEP
Coach focus groups	2	10	InsideTrack coaches, including those who work specifically with CA Reconnect participants
Institutional partner staff focus groups	4	6	Crafton Hills College, CSU East Bay, Glendale Community College, San Diego Mesa College
CA Reconnect participant interviews	10	10	SCNC learners and re-enrolled students

CSU = California State University. IHEP = The Institute for Higher Education Policy.

Source: Education Northwest.

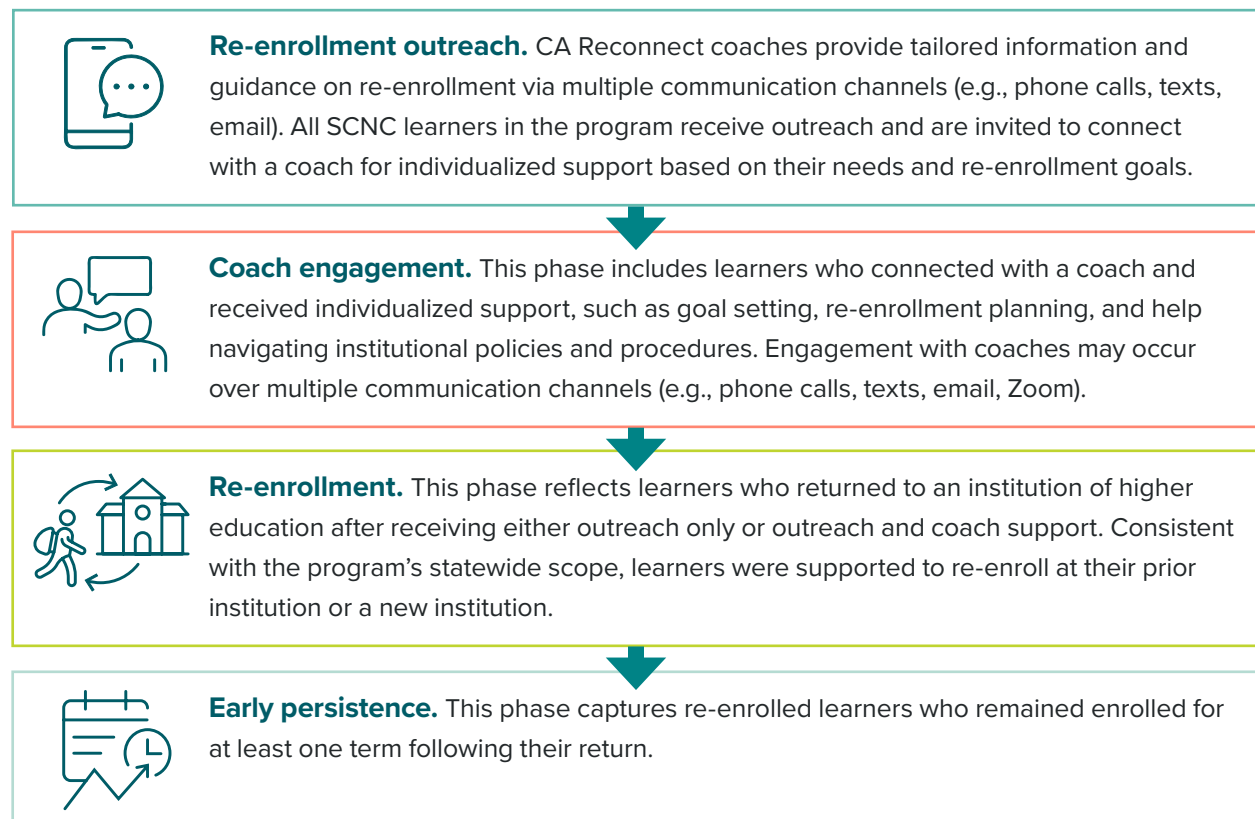
Data limitations

The evaluation's ability to fully assess the impact of CA Reconnect is limited by the available data. Student degree attainment or graduation records were not accessible, restricting the understanding of long-term academic outcomes. Across partner institutions, data varied in completeness and timing, and some learner interactions or future re-enrollments may not be captured within the evaluation period. Additionally, the qualitative insights rely on self-reported experiences, which may reflect personal perspectives rather than the experiences of all participants.

Despite these limitations, the evaluation provides detailed information on learner re-enrollment, persistence, and engagement with coaching services, offering valuable insights into CA Reconnect implementation and early outcomes.

SCNC Learners' Progress Toward Postsecondary Success

Understanding how SCNC learners progress toward postsecondary success is critical to assessing the impact of CA Reconnect. This chapter examines who the program served, learners' re-enrollment and early persistence outcomes, and differences in outcomes across learner groups. To examine learners' pathways through the program, the evaluation team, with support from InsideTrack, identified the following key phases in the learner journey:



Learners Served

Identifying which SCNC learners engaged with CA Reconnect provides insights into the program's reach. Using coach engagement data and institutional student data, the evaluation examined the number and characteristics of learners who participated, highlighting which populations were most responsive to outreach and coaching. These findings may inform strategies for focusing and expanding program reach.

Over the three years of the pilot, CA Reconnect coaches conducted outreach to 25,892 SCNC learners from 20 partner institutions.^{7,8} The proportion of learners reached grew over time as cohort sizes increased, from 4,470 (17%) in cohort 1 (2023–24)⁹ to 9,015 (35%) in cohort 2 (2024–25) and 12,400 (48%) in cohort 3 (2025–26).

Learners who received outreach identified predominantly as women (57%) and nearly half were first-generation students (44%). Outreach recipients had diverse racial/ethnic backgrounds, with Hispanic/Latinx learners comprising the largest proportion (39%), followed by white learners (17%).¹⁰ Full descriptive results of learners served are presented in table B1 in appendix B.

About 25 percent of all SCNC learners who received outreach connected with a CA Reconnect coach for additional support. Engagement increased with each cohort: 1,440 SCNC learners in cohort 1 (22%), 2,030 in cohort 2 (31%), and 3,023 in cohort 3 (47%) received one-on-one coaching.

Learners who engaged with coaches were predominantly women (62%) and nearly half were first-generation students (47%)—similar but slightly higher proportions compared to the overall group of outreach recipients (which was 57% women and 44% first-generation students).

Learners who engaged with coaches had diverse racial/ethnic backgrounds. Hispanic/Latinx learners comprised the largest share at 36 percent, a modest decrease compared to their representation among all outreach recipients (39%). White learners made up a similar proportion in both groups (16% of learners that engaged with coaches compared to 17% of all outreach recipients). Full descriptive results of this group are presented in table B2 in appendix B.

Learner Re-enrollment Outcomes

Re-enrollment rates reveal whether SCNC learners return to college after engaging with CA Reconnect, offering insights into the initiative’s effectiveness. The evaluation team analyzed coach engagement and institutional student data to identify the proportion of learners that ultimately re-enrolled in a higher education institution.

⁷ All learners included in this analysis were identified by their institutions as not enrolled at the time of outreach.

⁸ One institutional partner from Cohort 1 did not participate in the last year of the initiative.

⁹ The analytic sample (N = 4,470) excludes 541 learners from the full cohort 1 (N = 5,011) due to missing baseline data at the time of data extraction; these data may have been updated subsequently.

¹⁰ Race/ethnicity data were shared by institutional partners. Responses were all that apply.

Overall, 2,110 SCNC learners re-enrolled, representing approximately 8 percent of all outreach recipients.^{11,12} Of these learners, 871 (41%) re-enrolled after receiving outreach only and 1,239 (59%) re-enrolled after receiving both outreach and one-on-one coaching support (figure 3).

Engagement with a CA Reconnect coach nearly quadrupled the likelihood of re-enrollment for SCNC learners. The re-enrollment rate was 19 percent for learners who engaged with a coach (1,239 of 6,493 learners), compared with just 4.5 percent for learners who received outreach but no coaching support (871 of 19,398 learners).

Learners who received coaching support represented a small subset of the overall group but the majority of those who re-enrolled. While only 25 percent of learners who received outreach engaged with a coach, these learners with coaching support accounted for 59 percent of all students who re-enrolled (1,239 of 2,110 learners). This underscores the critical role of personalized coaching in moving learners from outreach to re-enrollment.

CA Reconnect participants re-enrolled at a higher rate than similar learners at the state and national levels. Overall, 8.15 percent of CA Reconnect participants returned to college (2,110 of 25,892 learners), compared to 2.9 percent of students in California and 2.7 percent of students nationally.^{13,14} Re-enrollment was higher among learners who engaged with coaches (4.78%, compared to 3.36% for learners who re-enrolled with outreach support only).

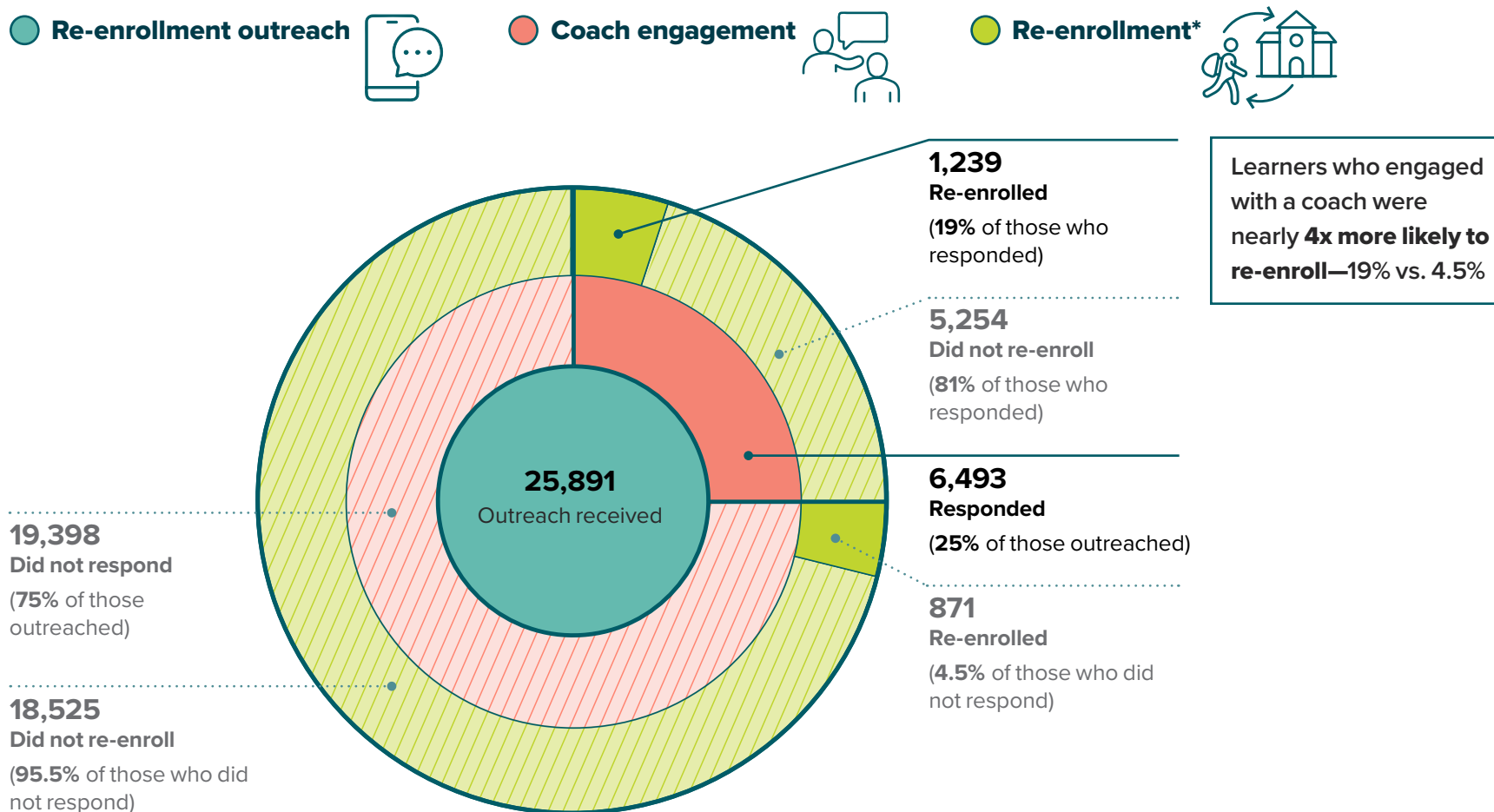
¹¹ The evaluation used institutional re-enrollment data to measure learner re-enrollment at any point during the pilot initiative. In addition, CA Reconnect tracks learner re-enrollment during the target fall term following the coach re-engagement period (spring and summer leading up to that term). A total of 1,842 learners re-enrolled in their target term, indicating that an additional 268 learners re-enrolled in an earlier or later term.

¹² The statewide results include only learners who re-enrolled at CA Reconnect partner institutions and may not reflect all learners who re-enroll, including those who re-enrolled at non-partner institutions during the study period or who may re-enroll in future terms.

¹³ Decker, B. (2026). *Re-enrollment trends of 'some college, no credential' adults in America*. <https://www.tamus.edu/data-science/2026/01/28/re-enrollment-trends-of-some-college-no-credential-adults-in-america/>

¹⁴ Cohen, J., Causey, J., Randolph, B., Holsapple, M., & Shapiro, D. (2025, June). *Some college, no credential student outcomes, annual progress report – Academic year 2023/24*. National Student Clearinghouse Research Center. <https://files.eric.ed.gov/fulltext/ED673396.pdf>

Figure 3. Learners that engaged with CA Reconnect coaches represent the largest share of re-enrollments



*Re-enrollment for cohort 3 includes learners who re-enrolled in fall 2025. These data may be incomplete, as some learners may re-enroll in subsequent terms, past the study period. These figures provide a snapshot of engagement and re-enrollment to date, but final counts for the most recent cohort may increase.

Note: Analysis includes learners from cohorts 1 through 3. Percentages for the coaching engagement phase are based on the total number of learners who received outreach (N = 25,892). Percentages for the re-enrollment phase are based on the total number of learners who responded to coach outreach (N = 6,493) or did not respond (N = 19,398).

Source: Education Northwest analysis of CA Reconnect engagement data (2025).

Learners' Persistence Outcomes

Sustained enrollment is a key indicator of progress toward postsecondary completion. The evaluation team examined early persistence among program participants who re-enrolled (measured one term after re-enrollment) to understand whether learners were building momentum toward credentials and to highlight potential challenges in maintaining engagement.

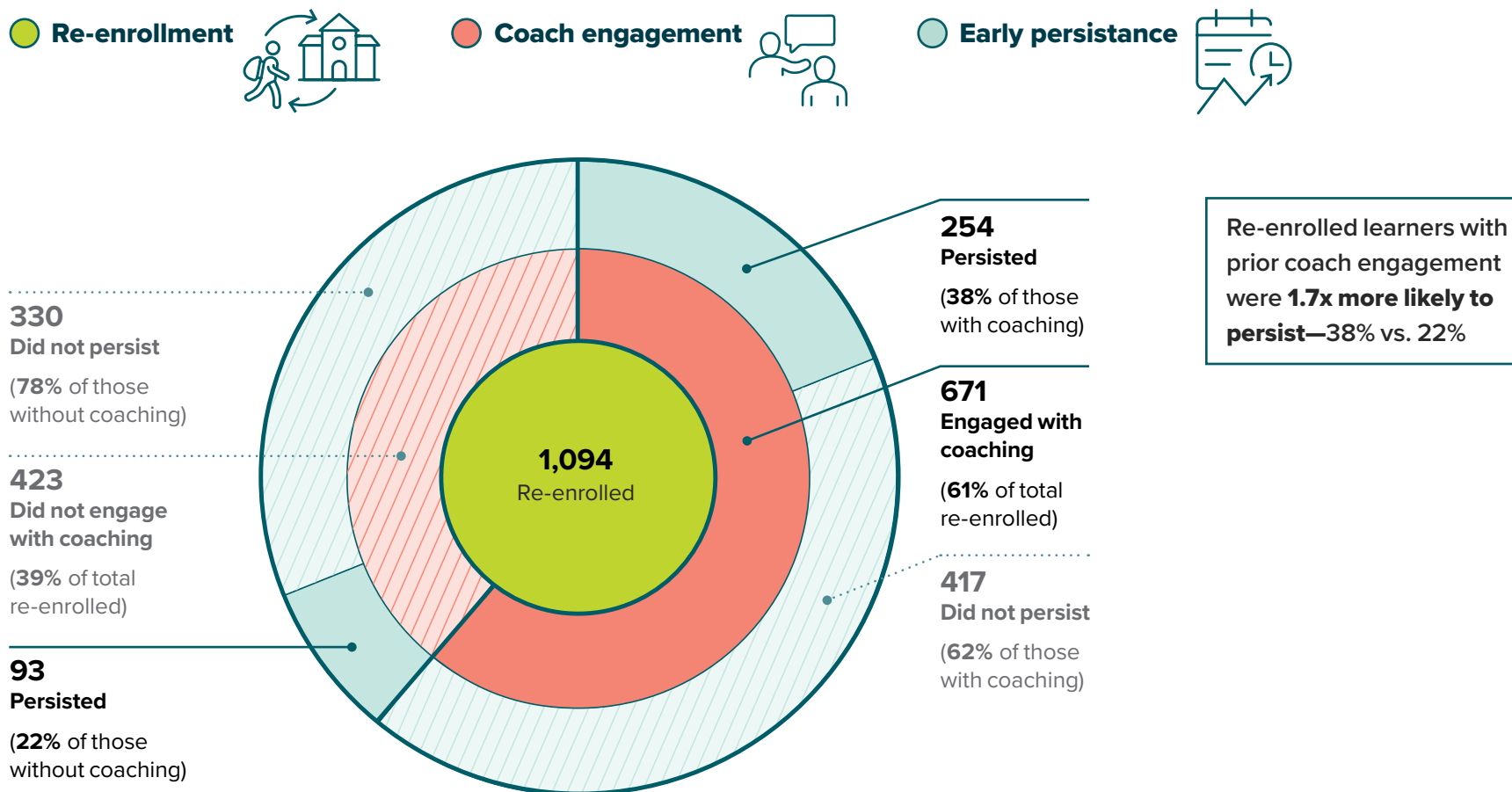
Among re-enrolled learners in cohorts 1 and 2, 31 percent persisted to the following term.¹⁵ This includes 93 learners (27%) who received outreach only and 254 learners (73%) who received outreach and coach support (figure 4).

Re-enrolled learners who received coaching support were more likely to persist. Of the 1,094 learners who re-enrolled, 38 percent who met with a coach persisted into the following term, compared with 22 percent of learners who re-enrolled without coaching support. In contrast, most learners who re-enrolled without coaching support did not continue beyond their return term.

Re-enrolled learners who received coaching support made up three-quarters of all learners who persisted. Seventy-three percent of all learners who re-enrolled and persisted did so after engaging with a coach (254 of 347 learners). This pattern suggests that coaching support is closely linked to not only returning to college but also maintaining enrollment.

¹⁵ Cohort 3 was not included in this analysis because persistence data were not available until after spring 2026.

Figure 4. Early persistence shows greater representation of coach-supported SCNC learners, cohorts 1 and 2



Note: The analysis does not include cohort 3 because persistence data were not available until after spring 2026, past the study period. Percentages for the coaching engagement phase are based on the total number of learners who received outreach in cohorts 1 and 2 (N = 13,489). Percentages for the re-enrollment phase are based on the total number of learners who either responded to coach outreach (N = 3,470) or did not (N = 10,019). Percentages for the persistence phase are based on the total number of learners who either re-enrolled with outreach only (N = 423) or re-enrolled with outreach and coaching support (N = 671).

Source: Education Northwest analysis of CA Reconnect coach engagement data (2025).

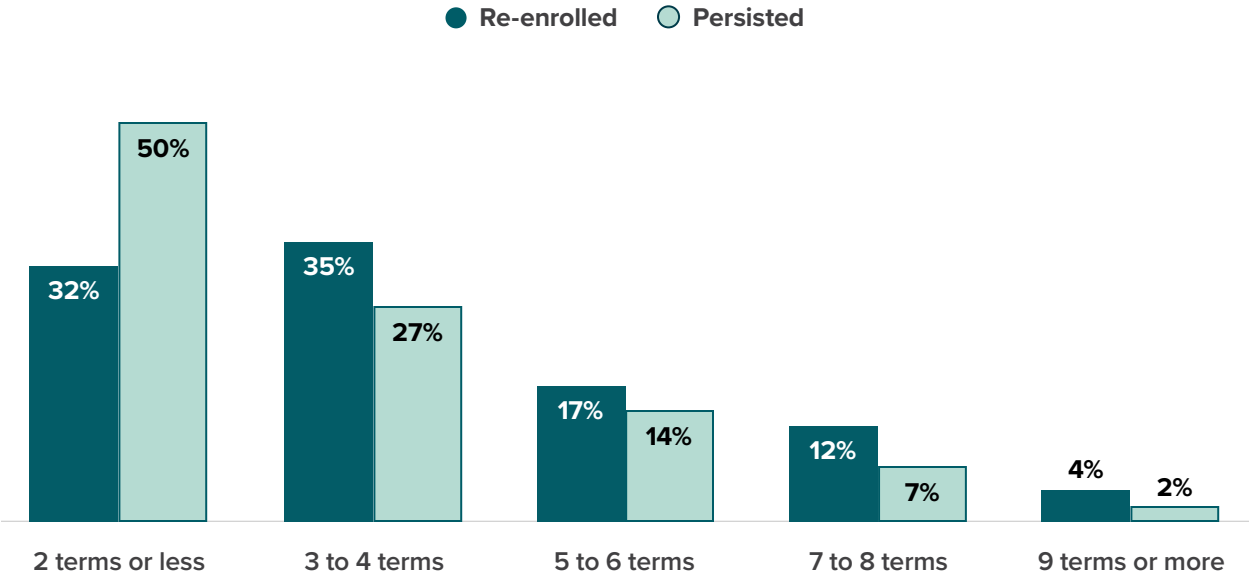
Differences in Learner Outcomes

Examining variation in re-enrollment and early persistence helps identify which populations benefit most from CA Reconnect and where additional supports may be needed. Outcome patterns shed light on how CA Reconnect strategies can be tailored to address the diverse needs of SCNC learners.

Learners who had stopped out for a shorter period were more likely to return and persist. Learners who had been out of college for two terms or fewer represented 32 percent of all re-enrolled learners but 50 percent of learners who persisted one term after re-enrollment. Similarly, learners who had stopped out for four terms or fewer made up the majority of those who re-enrolled (67%) and persisted (77%; figure 5).

Re-enrollment and persistence rates declined as the length of time since stopping out increased. Learners who were stopped out for longer periods were less likely to re-enroll or persist, though some did re-engage successfully. This suggests that while recency is a strong factor, SCNC learners can be encouraged to re-enroll and persist even after extended time away.

Figure 5. SCNC learners who had stopped out for a shorter period were more likely to re-enroll and persist



Note: Re-enrolled includes cohorts 1 through 3 (N = 2,110). Persisted includes re-enrolled students from cohorts 1 and 2 who maintained enrollment one term after re-enrolling (N = 347).

Source: Education Northwest analysis of institutional student data shared by CA Reconnect (2025).

Hispanic/Latinx learners made up the largest share of re-enrollments and an even greater proportion of persisting students. When analyzing outcomes by race/ethnicity, Hispanic/Latinx students accounted for 43 percent of re-enrolled learners and 48 percent of learners who persisted. Although missing race/ethnicity data among persisting learners limit this interpretation, the increase does point to meaningful

persistence among Hispanic/Latinx learners once they re-enroll (table 2). These results are consistent with state-level data on student demographics in California. Hispanic students are the largest racial/ethnic group within the undergraduate population (34%), as well as among SCNC learners (33%) and re-enrolled learners (37%).¹⁶

The majority of learners who persisted were first-generation students. First-generation learners represented a minority of those who received outreach (44%), met with a coach (47%), and re-enrolled (49%), but nearly two-thirds of learners who persisted (62%; see table 2).

Table 2. Learners who persisted were more likely to be Hispanic/Latinx and first generation

Learner characteristic		Re-enrolled (N = 2,110)	Persisted (N = 347)
Gender	Woman	57.35%	57.89%
	Man	42.29%	42.11%
Race/ethnicity	Hispanic/Latinx	42.99%	47.55%
	White	14.47%	11.24%
	Asian	5.01%	4.03%
	Black or African American	4.73%	2.59%
	Multiracial/Multiethnic	3.06%	3.17%
	Native Hawaiian/Pacific Islander	0.65%	0.58%
	First Nation/Indigenous American/ Alaska Native	0.61%	0.58%
	Not specified	11.7%	30.26%
	Missing	6.19%	–
	Another race/ethnicity	10.55%	–
	Student status	Is first-gen student	49.08%
Is not first-gen student		50.92%	38.32%

Source: Education Northwest analysis of institutional student data shared by CA Reconnect (2025).

¹⁶ National Student Clearinghouse Research Center. (2025). *Some college, no credential: A 2025 snapshot for the nation and the states* (data dashboard). <https://nscresearchcenter.org/some-college-no-credential/>

Outreach Strategies and Engagement Outcomes



Effective outreach is essential to reconnecting SCNC learners with postsecondary education. This chapter explores the strategies used by CA Reconnect coaches, patterns of learner responsiveness, and insights from learners and coaches about what drives engagement.

Coach-Learner Communication

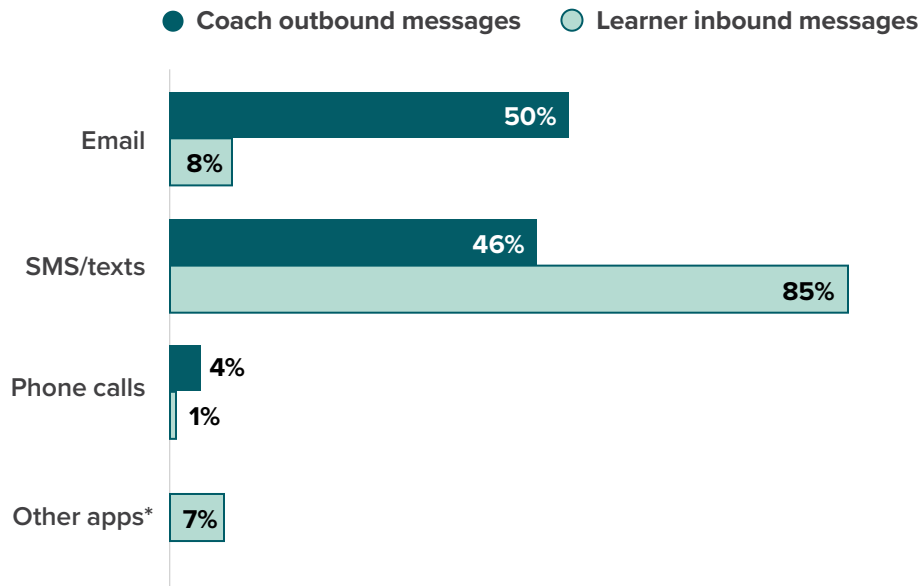
Understanding communication patterns helps clarify how coaches build relationships with SCNC learners. The evaluation team analyzed coach engagement data on the frequency and use of individual communication channels to understand how outreach is structured and sustained. However, a key limitation is that the channels were analyzed independently, even though in practice coaches often use multiple channels in combination as part of a broader outreach strategy.

While the primary goal of outreach is to inform and support learners to re-enroll, a substantial portion of coach communications aims to build rapport, establish credibility, and maintain a consistent presence. As a result, not all communication is expected to generate a response; some interactions are relationship-building touchpoints that may contribute to engagement over time.

CA Reconnect coaches relied heavily on email as part of their outreach strategy, though learners' responses through this channel were relatively low. Approximately 50 percent of outbound messages were sent via email, reflecting its efficiency for sharing information at scale (e.g., bulk or templated communications). However, only 8 percent of learners' responses occurred through email. This pattern may indicate that coaches use email primarily to conduct initial outreach or share information, while learners may be more likely to engage through other channels. Additionally, because coaches often communicate through multiple channels, responses may not occur through the same channel in which outreach was initiated (figure 6).

SMS/texting was the most effective channel for engagement. Forty-six percent of coaches' outbound messages were sent via SMS/text, and learners responded overwhelmingly via this channel: 85 percent of inbound messages were texts. This alignment indicates that SMS/texting is both accessible for and preferred by learners, making it the most effective way to facilitate real-time communication and engagement.

Figure 6. Texting was a key engagement strategy for CA Reconnect coaches and SCNC learners, cohorts 1–3 (2023–2026)



*Other apps (e.g., Calendly, Zoom) were offered by coaches after a learner’s initial response.

Note: A total of 307,888 outbound messages were sent by CA Reconnect coaches. A total of 25,837 inbound messages were sent by learners.

Source: Education Northwest analysis of California Reconnect coach engagement data (2025).

Outreach Required to Generate Initial Learner Responses

Data illustrate the effort that CA Reconnect coaches must put forth to prompt an initial response from SCNC learners. The evaluation team assessed which outreach strategies were most effective in eliciting responses to support more efficient re-engagement efforts.

Coaches used a layered outreach strategy, often contacting learners multiple times and through multiple channels before receiving an initial response. Across channels, SMS outreach generated the largest number of initial learner responses (7,835), followed by email (7,203) and phone outreach (2,788; table 3).

The intensity of effort required to generate a response differed across channels. Phone outreach required the fewest repeated contacts, with most responding learners reached on the first attempt (average 1.21 attempts; median of 1). SMS outreach required moderate persistence (average 1.9 attempts; median of 2), while email outreach required the greatest number of touchpoints to obtain an initial response (average 3.57 attempts; median of 4; see table 3).

Table 3. Phone outreach was used least but yielded the highest response efficiency per learner, cohorts 1–3 (2023–2026)

Outreach channel	Total outreach attempts	Learners with initial response	Avg. attempts per responding learner	Median attempts
Email	25,738	7,203	3.57	4
SMS/texts	14,915	7,835	1.9	2
Phone calls	3,373	2,788	1.21	1

Note: Attempts reflect coach-initiated outbound messages occurring prior to a learner’s first documented response. Learners may have received outreach through multiple channels.

Source: Education Northwest analysis of California Reconnect coach engagement data (2025).

Learner and Coach Perspectives on Re-enrollment Outreach

The evaluation gathered insights from program participants and coaches to contextualize quantitative patterns observed in outreach and engagement outcomes. During focus groups, learners emphasized how coaches’ outreach shaped their understanding of re-enrollment and influenced their willingness to re-engage, while coaches reflected on the strategies and conditions that supported effective communication. These perspectives provide critical guidance for strengthening program design and improving re-engagement outcomes.

Outreach from coaches clarified re-enrollment requirements and reduced confusion about returning to college. Learners consistently described outreach as helpful because it provided clear, actionable information about re-enrollment steps, campus resources, and available options. For learners who had stopped out for longer, this guidance helped break down a process that felt complex or overwhelming into manageable next steps.

Learners shared that coaches helped them understand what had changed since they last enrolled, who to contact, and what actions were required to move forward.

“I didn’t know where to start, and the coach explained exactly what I needed to do [to] continue my classes. I was thinking about [returning] for some time, and the information they shared helped so much. It made it feel possible.”

– CA Reconnect learner participant

Coaches emphasized that their ability to provide timely and accurate information depended heavily on the completeness of institutional data. In focus groups, coaches noted that missing or outdated information about learners limited how prepared they felt to engage learners meaningfully, particularly during initial outreach.

“If we don’t have complete information, it’s harder to answer questions or guide learners the way they need. The program really set us up to support learners ... Before we even reach out to students, the program first gathers the necessary information, like campus deadline and processes and contact people, for whenever we need to connect learners with someone for additional support on campus, which happens a lot.”

– CA Reconnect coach

Using learner-preferred, low-pressure communication methods made it easier for learners to engage. Learners reported that text messages were the most effective communication channel. Many learners ignored phone calls from unknown numbers, and some no longer checked their student email accounts regularly. Coaches’ use of multiple channels helped ensure they reached learners and increased the likelihood of a response. Coaches echoed that combining multiple channels with flexible, learner-centered messaging helped remove barriers to engagement.

“Some learners respond better to texts, others to calls. Meeting them where they are really matters.”

– CA Reconnect coach

Learners also emphasized the value of low-pressure messaging. Outreach that allowed learners to respond on their own time, without urgency or repeated demands, felt more manageable and respectful of their circumstances. They appreciated coaches’ patience when responses were delayed.

“It didn’t feel pushy at all, which I appreciated. I could respond when I was ready.”

– CA Reconnect learner participant

Coaches’ willingness to follow up without judgment helped normalize slow or hesitant engagement and made learners feel more comfortable re-entering the conversation. Coaches described this human connection as a critical part of outreach, particularly for learners who were unsure about returning.

Consistent, transparent outreach helped overcome initial skepticism and establish trust. Some learners reported ignoring initial messages because they were unsure whether the outreach was legitimate, particularly when messages came from unfamiliar phone numbers. To address this, coaches described strategies such as clearly explaining their role, directing learners to the CA Reconnect website (and, when available, the institution’s CA Reconnect partnership website) to verify the legitimacy of the outreach. Learners noted that ongoing, consistent communication from the same coach increased their comfort and willingness to return their texts and calls.

“At first, I thought it was a robocall, so I didn’t answer. After checking the voicemail and text, I realized it was a real person. I’m glad I got back to them!”

– CA Reconnect learner participant

Re-enrollment Coach Support

Re-enrollment coaches are a key component of the CA Reconnect program, helping SCNC learners navigate the practical and personal challenges of returning to college. This chapter highlights how coaches support program participants' re-enrollment and early persistence.

Learner Perspectives and the Supports Behind Effective Coaching

Findings from learner and coach focus groups and interviews suggest that coaches assist SCNC learners in overcoming obstacles to re-enrollment, from completing administrative steps to accessing resources. Learners described coaches as an important source of guidance, resource navigation, and personal support during re-enrollment. Coaches identified key sources of support that strengthened their ability to provide effective coaching. Together, these insights clarify the mechanisms through which coaching contributes to learner success.

Coaches helped learners assess challenges and develop realistic re-enrollment plans. Learners described coaching support as valuable for breaking down complex steps and evaluating obstacles, including academic, financial, and personal challenges. Coaches guided learners to identify what was required to re-enroll and helped them understand the probability of success, making the process feel achievable.

“[My coach] asked me about my past experience as a student, my work schedule, and how my life had changed since I stopped taking classes—I have a child now. We talked through what my first semester back could look like while I’m still working full time and raising my child.”

– CA Reconnect learner participant

Coaches noted that these conversations allowed learners to anticipate potential difficulties, encouraging proactive problem-solving and informed decision-making.

“Part of our role is helping learners see what might come up based on their past and current challenges, so they plan ahead and stay on track.”

– CA Reconnect coach

Coaches connected learners to financial aid, scholarships, and logistical support. Learners emphasized the importance of coaches sharing information about available funding and campus resources. This included emergency grants, scholarships, and financial aid guidance, as well as referrals to offices or services that could remove barriers.

Coaches described this support as critical for helping learners overcome obstacles to re-enrollment. By connecting learners directly to the right resources, coaches reduced the risk of learners being delayed or discouraged.

“Some learners just need someone to walk them through the process or point them to the right office. That can be the difference between enrolling or not.”

– CA Reconnect coach

Coaches provided direct support with campus offices to ensure learners did not get lost in bureaucracy. Beyond providing guidance and information, coaches often acted as advocates, contacting departments or escalating issues on behalf of learners. Learners reported that these personal connections helped them feel supported and confident.

These “warm handoffs” helped learners access services efficiently and reinforced the trust and rapport between coach and learner. Coaches noted that personalized advocacy was especially important for learners who had previously struggled with campus systems.

“If a learner already struggled with campus processes before stopping out, asking them to navigate it alone again can feel discouraging. Warm handoffs make sure they don’t get stuck in the same place twice.”

– CA Reconnect coach

Coaches provided encouragement, follow-up, and a safe space for learners to discuss concerns.

Learners highlighted the relational aspect of coaching as critical to maintaining engagement. Regular check-ins helped learners stay accountable to their goals, while the personal connection provided reassurance during moments of uncertainty or stress.

“Having [my coach] check in on me regularly, even just a quick text reminder, makes a difference. It wasn’t just about the application process—it felt like they cared whether I followed through.”

– CA Reconnect learner participant

Coaches described this relational approach as essential, noting that learners often needed a safe space to discuss challenges before they could take concrete steps toward re-enrollment. Follow-up support reinforced learners’ commitment and helped them navigate obstacles with greater confidence.

“Before we can talk about applications or deadlines, learners need space to share what happened and what’s holding them back. Once they feel heard, they’re much more ready to take the next step.”

– CA Reconnect coach

Training, team collaboration, and specialized resources strengthened coaching practice. Coaches noted that formal training equipped them with the skills and knowledge needed to address varied challenges learners face in re-enrolling. Team structures and supervisory support helped them organize outreach, coordinate check-ins, and share strategies with team members.

“We decide on outreach priorities as a team, guided by our lead, including which learners to contact first. That clarity helps me spend more time on engagement and less time sorting through my caseload.”

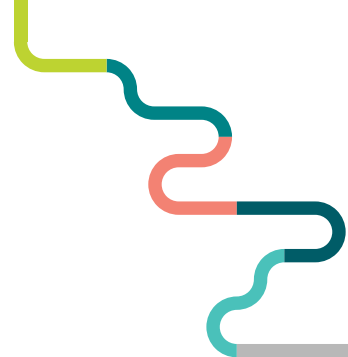
– CA Reconnect coach

InsideTrack’s specialized support team also provided backup for complex cases, giving coaches confidence to handle situations that were beyond their immediate expertise. These combined supports provided reassurance to learners throughout the re-enrollment process.

“It’s extremely helpful to know that, beyond the outreach team, InsideTrack has a specialized team that supports vulnerable learners, including those facing wellness challenges. While I can provide guidance on school policies and re-enrollment steps, the additional team offers deeper support when learners share personal struggles. It reinforces that our approach supports the whole student.”

– CA Reconnect coach

Institutional Factors and Partner Experiences



Institutional context shapes how CA Reconnect is implemented and how SCNC learners experience the re-enrollment program. Additionally, institutional partner staff help champion the structural changes that support SCNC learners and returning students. This chapter examines campus-level factors, variation across institutions, and lessons learned from institutional staff members.

Institutional Factors Among Outcome Groups

Understanding differences in re-enrollment and persistence across SCNC learners requires looking beyond individual characteristics to the institutional context. The evaluation examined institutional partner factors using IPEDS data, including institution level, size, and minority-serving institution (MSI) status across learners who re-enrolled and reported early persistence. These insights provide guidance for tailoring program strategies and institutional supports to better meet the needs of SCNC learners across diverse campus settings.

Learners re-enrolled in both two- and four-year institutions, but persistence was more concentrated at four-year institutions. Among learners who re-enrolled, enrollment was relatively evenly split between public two-year institutions (54%) and public four-year institutions (46%), indicating that re-enrollment occurred across both institution types at similar rates. In contrast, learners who persisted were much more likely to be enrolled at public four-year institutions: 75 percent persisted at four-year institutions compared to 25 percent at two-year institutions.^{17,18} Additional analyses are presented in greater detail in table B7 in appendix B.

Persistence was more common at institutions with a lower to moderate proportion of students of color. Learners who re-enrolled were distributed across institutions with different proportions of students of color. A substantial share re-enrolled at institutions where students of color represented more than half of total enrollment. In contrast, learners who persisted were more concentrated at institutions with lower to moderate shares of students of color (53% or less).

¹⁷ Transfer information of students who re-enrolled in two-year institutions is not available. It is possible that learners in two-year and four-year institutions persist at different partner institutions, but such movements are not captured in these data.

¹⁸ While completion data are not available, this difference may reflect the possibility that learners in two-year institutions completed certificates during the pilot initiative, thereby exiting the enrollment pool. Future analyses should explore this possibility.

Partner Experiences Implementing California Reconnect

Institutional partners highlighted the practical realities of implementing CA Reconnect on their campuses. Focus group findings illustrate how institutional factors, such as staff capacity, campus systems, and collaboration, affect outreach and learner outcomes. These lessons provide guidance for optimizing program delivery in diverse campus environments.

CA Reconnect filled a critical outreach gap in reaching stopped-out learners. Institutional staff members highlighted that CA Reconnect reached a student population that institutions had limited capacity to prioritize. Staff members noted that the program’s targeted outreach and coaching support allowed campuses to reconnect with learners who might have otherwise fallen through the cracks.

“[CA Reconnect] helped us reach students we had been trying to engage with for some time but didn’t have the staff to support. Having that dedicated outreach from the coaches helped us move toward our institutional goals of meeting the needs of all learners.”

– CA Reconnect institutional partner staff member

Regular data sharing improved transparency and informed campus practices. Regular updates on learner engagement between InsideTrack directors and institutional teams allowed staff members to better understand the needs of SCNC learners and coordinate support for re-enrollment. Shared data tools during monthly check-ins increased clarity around student progress, equitable outcomes, and gaps in support. These insights helped staff members track outreach efforts, plan for returning learners, and communicate progress with campus leadership. Some campuses even dedicated staff to support re-enrollment processes, mirroring the personalized support provided by CA Reconnect.

“The monthly data updates gave us the insight we needed to assign staff to help returning students ... I was able to take what was shared during the call to our campus leadership and fill them in on the program impact.”

– CA Reconnect institutional partner staff member

Technical assistance workshops provided by the Institute for Higher Education Policy supported cross-campus learning, though participation varied. Staff members valued opportunities to learn from other institutions, exchange strategies for identifying SCNC learners, and discuss effective outreach messaging tailored to learners’ credit histories and completion patterns. These workshops reinforced practical strategies to reduce barriers to re-enrollment. However, competing responsibilities sometimes

prevented staff members from attending all sessions, which limited their ability to fully implement strategies introduced in later workshops.

“I appreciated learning from other schools about what works, but with my day-to-day responsibilities, I couldn’t make every session, so I missed some of those key conversations.”

– CA Reconnect institutional partner staff member

Institutional readiness and capacity varied across campuses. Some staff members reported improvements in cross-office collaboration and better coordination with coaches, reflecting growing institutional capacity to support returning learners. Others noted that sustaining these practices requires ongoing investment at the institutional level. Certain campuses lacked dedicated staff or re-enrollment functions, limiting their ability to support returning CA Reconnect learners, while others had strong teams, leadership buy-in, and existing resources, which facilitated smoother program implementation.

“Our campus has a dedicated re-enrollment team, and we coordinated our outreach efforts with [CA Reconnect]. For example, we created a CA Reconnect page on our website to show how we were working together to support returning learners. We wanted students to see that both our campus and CA Reconnect were invested in helping them come back.”

– CA Reconnect institutional partner staff member

Conclusion

This evaluation demonstrated that tailored re-enrollment outreach, individualized coaching, and coordinated institutional partnerships can effectively re-engage SCNC learners across California and support their early persistence toward completion. Key findings include:

- While only a subset of outreach recipients responded and engaged with coaches, learners that received coaching support accounted for the majority of students who re-enrolled and persisted one term after returning, underscoring the central role of personalized support.
- CA Reconnect coaches use a multichannel communication strategy to engage SCNC learners. Email is frequently used to provide information and build credibility, while phone calls and text messages are employed more directly to support learners and maintain ongoing connections. Among these channels, SMS/text was used most frequently among coaches and learners, but phone calls were most effective in generating a response from learners.
- Qualitative insights from institutional partners emphasize that program success depends on strong campus collaboration. When institutions are well positioned to support returning students, re-engagement efforts translate more consistently into sustained enrollment.

Collectively, these findings position CA Reconnect as an effective and scalable approach for advancing degree attainment and strengthening the state's postsecondary-to-workforce pipeline.

Future Considerations for CA Reconnect

As CA Reconnect continues to scale and refine its model, evaluation findings point to opportunities to improve program effectiveness and strengthen institutional integration. The following considerations are intended to guide program directors and funders in prioritizing strategic enhancements that improve outcomes for SCNC learners while increasing operational efficiency.

Deepen integration with institutional processes. Evaluation findings indicate that outcomes are strongest where CA Reconnect activities are embedded within campus operations. Future program development should:

- Formalize institutional partnership agreements that define shared roles in outreach, advising, and data use.
- Support institutions in adopting standardized referral and handoff protocols to sustain student momentum after re-enrollment.

Prioritize high-probability returners using data-informed targeting. Evidence suggests variation in response and persistence across learners with different characteristics. To improve efficiency and completion outcomes, the program should:

- Expand predictive targeting strategies that prioritize learners closest to completion or with prior academic momentum.
- Segment outreach strategies by student characteristics, including time since stop-out, credit accumulation, and prior field of study.

Support pathways from re-enrollment to completion and employment. Re-enrollment alone does not guarantee degree attainment or workforce advancement. Future program design should:

- Expand partnerships with career services and workforce organizations to connect re-enrolling learners with employment pathways.
- Track post-re-enrollment outcomes, including credit accumulation and credential completion, to better measure impact.

Appendix A. CA Reconnect Logic Model

California Reconnect (CA Reconnect) is a fully funded three-year initiative that involves InsideTrack, the Institute for Higher Education Policy, and participating institutions. The purpose of the initiative is to support the re-enrollment of “some college, no credential” (SCNC) learners in the California higher education system, putting them on a path to program completion, improved employment opportunities, and upward economic mobility.

Model Assumptions

The following assumptions ground the CA Reconnect work and approach:

- Participating institutions have a supportive environment for degree completion initiatives.
- Partner institutions will see the value of participating and engage in identifying areas for improvement and leading the implementation of recommended changes.
- Partners have ready access to student data from participating institutions and the quality of data is sufficient to draw meaningful conclusions.

External Factors: roles of institutional team members will vary; institutional calendars will shape engagement capacity; learners’ capacity to return; collective bargaining agreements

IMPACTS		
Learner	Institution	Community
Increased degree completion	Improved graduation rates for adult learners	Strengthened workforce ready to meet demand
Possibility for reduced debt burden	Closed equity gaps in graduation and retention	Thriving communities with increased equitable outcomes
Greater social and economic mobility for re-enrolled learners	Enhanced data driven decision making	Best practices inform the field of higher education
	Enhanced institutional effectiveness (enrollment, retention)	
	System level understanding of adult learners	
	Sustainable changes to policy practices at institutions	

KEY DSI – DIRECT STUDENT INTERVENTION DI - DATA INTERVENTION IPP - INSTITUTIONAL POLICY AND PRACTICE

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	
			SHORT-TERM	LONG-TERM
<p>Staff expertise: Coaches, Program Managers, Partnership Director, Implementation Manager, Data Experts, Trainers, Quality Assurance and Success Team</p> <p>InsideTrack (ITK) coach training and certification/validation coaching methodology and data/lessons learned from coaching discussions</p> <p>ITK Data Tools: Collection system (weCoach), data warehouse, surveys</p> <p>Partnerships with colleges and universities and clear expectations communicated</p> <p>Institutional Teams/Partner Institution Adult Reengagement Team: Registrar’s office, academic affairs, student affairs, institutional research, info technology</p> <p>Institute for Higher Education Policy (IHEP) Expertise: The Degree Reclamation Playbook</p> <p>The Adult Leader Toolkit, Community of Practice (COP) Learning Curriculum</p> <p>Partners experience with past enrollment initiatives and clear expectations, timeline, and decision-making protocols are well communicated</p>	<p>DSI</p> <p>Targeted outreach to stopped-out learners via email, sms, phone calls, survey</p> <p>Tailored coaching sessions with learners to address educational and career goals and support re-enrollment</p> <p>ITK coaches help comebackers navigate re-enrollment process through coaching in first semester</p> <p>Ongoing coach development</p> <p>DI</p> <p>Partner Institution Adult Reengagement Team to analyze retention and completion data, identify SCND learners, run student list through NSC, and discuss current degree audit process and receive feedback and support from IHEP</p> <p>IHEP to preview data mining and degree auditing in COP; provide TA and office hours for degree mining and auditing; lead on individual basis</p> <p>IPP</p> <p>IHEP plans and facilitates COP sessions with institutional partners and identifies “model” institutions</p> <p>Partner Institutions review institutional policies and practices to determine areas with the highest potential impact on equity and completion, complete assessments, participate in facilitated reviews, and inventory existing student supports</p>	<p>DSI</p> <p># of learners supported</p> <p># of interactions (contacts and meetings)</p> <p># of whom return to school</p> <p># of learners expressing the intent to return to school</p> <p>DI</p> <p>Targeted list of stopped-out learners shared with InsideTrack for outreach</p> <p>Development of typology of stopped-out students</p> <p>The establishment of institutional degree mining and auditing best practices</p> <p>IPP</p> <p>Institutional Partners complete assessment on institutional policies and practices</p> <p>Documentation of best practices from model institutions</p> <p>Recommendations for improved processes at partner institutions</p> <p>Robust process of sharing coach data with institutions</p>	<p>DSI</p> <p>Learners will have an increased understanding of their goals and be able to identify next steps and resources needed to reach their goals</p> <p>Learners will become aware that their former institution wants them to return and be able to identify steps needed to re-enroll</p> <p>Learners will apply knowledge and skills gained from coaching to achieve goals and be able to leverage resources</p> <p>DI</p> <p>Partner Institution Adult Reengagement Team will have an increased data informed understanding of SCNC learners and identify stopped-out student course patterns</p> <p>Increase campus relationships and enhance collaboration between institutional departments</p> <p>A better understanding of institutional barriers to continued retention and re-enrollment</p> <p>IPP</p> <p>ITK will provide institutions valuable insights on learners’ experience in re-enrollment process, including barriers and supports needed</p> <p>Improved understanding of institutional policies and practices</p> <p>Development of actional plans for policy and practice changes</p>	<p>DSI</p> <p>Learners will have increased sense of belonging, growth mindset, self-efficacy, and self-awareness</p> <p>Learners experience personal growth by advancing educational goals and reinforce beliefs, improved post-secondary outcomes</p> <p>DI</p> <p>Partner Institution Adult Reengagement Team members will have an increased capacity for data analysis and be able to identify equity gaps</p> <p>Clear pathways to reengagement are established, maintained, and improved on campus</p> <p>Identification of potential intervention points and processes for learners’ success</p> <p>IPP</p> <p>Streamlined re-enrollment process and implementation of practices</p> <p>Stronger embrace of change management (continuous improvement) at institutions</p> <p>Policy changes to align with lessons learned from the project</p>

Appendix B. Descriptive Results of Participants and Partners

Table B1. Demographics of SCNC learners who received re-enrollment outreach from CA Reconnect coaches by cohort (2023–2026)

Learner characteristic		Cohort 1 (N = 4,474)	Cohort 2 (N = 9,015)	Cohort 3 (N = 12,400)	Overall (N = 25,889)
Gender	Woman	57.35%	57.08%	56.01%	56.59%
	Man	42.57%	42.91%	43.26%	43.03%
	Nonbinary	–	0.01%	0.73%	0.38%
Race/ethnicity	Hispanic/Latinx	35.85%	52.31%	32.45%	39%
	White	15.09%	14.59%	19.64%	17.42%
	Asian	6.48%	4.69%	8.08%	6.81%
	Black or African American	2.95%	5.66%	4.88%	4.83%
	Multiracial/Multiethnic	3.93%	2.18%	3.36%	3.09%
	Native Hawaiian/Pacific Islander	0.6%	0.45%	0.6%	0.56%
	First Nation/ Indigenous American/ Alaska Native	0.27%	0.31%	0.93%	0.64%
	Middle Eastern/North African	–	–	0.19%	0.1%
	Not specified	34.82%	19.8%	0.86%	11.73%
	Missing	–	–	11.58%	6.32%
Another race/ethnicity	–	–	17.44%	9.51%	

Learner characteristic		Cohort 1 (N = 4,474)	Cohort 2 (N = 9,015)	Cohort 3 (N = 12,400)	Overall (N = 25,889)
Student status	Is first-gen student	51.73%	57.38%	34.52%	44.39%
	Is not first-gen student	48.27%	42.62%	65.48%	55.61%

Note: Race/ethnicity responses reflect “select all that apply”; totals do not sum to 100.

Source: Education Northwest analysis of institutional student data shared by CA Reconnect (2025).

Table B2. Demographic characteristics of SCNC learners who engaged a CA Reconnect coach by cohort (2023–2026)

Learner characteristic		Cohort 1 (N = 1,440)	Cohort 2 (N = 2,030)	Cohort 3 (N = 3,023)	Overall (N = 6,493)
Gender	Woman	61.88%	62.1%	61.72%	61.87%
	Man	38.12%	37.85%	37.25%	37.61%
	Nonbinary	–	0.06%	1.03%	0.52%
Race/ethnicity	Hispanic/Latinx	36.39%	49.56%	29.2%	36.14%
	White	13.89%	13.74%	17.94%	16.02%
	Asian	6.32%	3.69%	7.34%	6.15%
	Black or African American	2.92%	6.31%	5.93%	5.45%
	Multiracial/Multiethnic	4.03%	2.46%	3.79%	3.48%
	Native Hawaiian/Pacific Islander	0.49%	0.25%	0.58%	0.47%
	First Nation/Indigenous American/ Alaska Native	0.21%	0.25%	1.23%	0.77%
	Middle Eastern/North African	–	–	0.03%	0.01%
	Not specified	35.76%	23.74%	1.13%	13.99%
	Missing	–	–	16.08%	8.59%
	Another race/ethnicity	–	–	16.74%	8.94%
Student status	Is first-gen student	54.32%	54.45%	40.38%	46.94%
	Is not first-gen student	45.68%	45.55%	59.62%	53.06%

Note: Race/ethnicity responses reflect “select all that apply”; totals do not sum to 100.

Source: Education Northwest analysis of institutional student data shared by CA Reconnect (2025).

Table B3. Demographic characteristics of SCNC learners who re-enrolled by cohort (2023–2026)

Learner characteristic		Cohort 1 (N = 576)	Cohort 2 (N = 518)	Cohort 3 (N = 1,016)	Overall (N = 2,110)
Gender	Woman	53.45%	60.87%	57.79%	57.35%
	Man	46.55%	39.13%	41.51%	42.29%
Race/ethnicity	Hispanic/Latinx	42.88%	56.76%	37.79%	42.99%
	White	14.41%	12.16%	15.37%	14.47%
	Asian	4.17%	2.32%	6.4%	5.01%
	Black or African American	2.95%	5.79%	5.07%	4.73%
	Multiracial/Multiethnic	3.47%	2.9%	2.94%	3.06%
	Native Hawaiian/Pacific Islander	0.69%	–	0.51%	0.65%
	First Nation/Indigenous American/ Alaska Native	0.52%	–	0.88%	0.61%
	Not specified	30.9%	19.11%	–	11.7%
	Missing	–	–	11.18%	6.19%
	Another race/ethnicity	–	–	19.04%	10.55%
	Student status	Is first-gen student	63.87%	57.99%	42.51%
Is not first-gen student		36.13%	42.01%	57.49%	50.92%

Note: Race/ethnicity responses reflect “select all that apply”; totals do not sum to 100.

Source: Education Northwest analysis of institutional student data shared by CA Reconnect (2025).

Table B4. Demographic characteristics of re-enrolled learners who persisted one term after returning, cohorts 1 and 2 (2023–2025)

Learner characteristic		Cohort 1 (N = 263)	Cohort 2 (N = 84)	Overall (N = 347)
Gender	Woman	58.15%	56.9%	57.89%
	Man	41.85%	43.1%	42.11%
Race/ethnicity	Hispanic/Latinx	43.35%	60.71%	47.55%
	White	10.65%	13.1%	11.24%
	Asian	3.8%	4.76%	4.03%
	Black or African American	2.66%	2.38%	2.59%
	Multiracial/Multiethnic	3.8%	1.19%	3.17%
	Native Hawaiian/Pacific Islander	0.76%	–	0.58%
	First Nation/Indigenous American/ Alaska Native	0.76%	–	0.58%
	Not specified	34.22%	17.86%	30.26%
	Student status	Is first-gen student	65.67%	55%
	Is not first-gen student	34.33%	45%	38.32%

Note: Race/ethnicity responses reflect “select all that apply”; totals do not sum to 100.

Source: Education Northwest analysis of institutional student data shared by CA Reconnect (2025).

Table B5. Percentage of re-enrolled students by terms since stopping out and cohort (2023–2026)

Terms since stopping	Cohort 1 (N = 576)	Cohort 2 (N = 518)	Cohort 3 (N = 1,016)	Overall (N = 2,110)
2 terms or less	61%	11%	27%	32%
3–4 terms	16%	34%	45%	35%
5–6 terms	13%	24%	16%	17%
7–8 terms	9%	19%	11%	12%
9+ terms	1%	12%	1%	4%

Source: Education Northwest analysis of institutional student data shared by CA Reconnect (2025).

Table B6. Percentage of re-enrolled students who persisted one term after returning by terms since stopping out, cohorts 1 and 2 (2023–2025)

Terms since stopping	Cohort 1 (N = 263)	Cohort 2 (N = 84)	Overall (N = 347)
2 terms or less	59%	21%	50%
3–4 terms	22%	40%	27%
5–6 terms	15%	13%	14%
7–8 terms	4%	19%	7%
9+ terms	–	6%	2%

Note: Analysis includes cohorts 1 and 2. Student persistence data for cohort 3 will be available in spring 2026.

Source: Education Northwest analysis of institutional student data shared by CA Reconnect (2025).

Table B7. Institutional characteristics by learner outcome group

Institutional characteristic	Group	Re-enrolled (N = 2,110)	Persisted (N = 347)
Level	Public, four-year or above	46%	75%
	Public, two-year	54%	25%
Locale	City	53%	53%
	Suburb	38%	18%
	Rural	9%	29%
Minority-serving institution (MSI) status in 2023	Not a MSI	13%	4%
	MSI	87%	96%
Proportion of students of color enrolled in 2023	0% to 32%	38%	48%
	33% to 53%	28%	44%
	54% to 79%	15%	0%
	79.5% to 100%	19%	8%
Gender	Men	43%	42%
	Women	57%	58%

Institutional characteristic	Group	Re-enrolled (N = 2,110)	Persisted (N = 347)
Race/ethnicity	American Indian or Alaska Native	0%	0%
	Asian	10%	10%
	Native Hawaiian/other Pacific Islander	0%	0%
	Black or African American	6%	5%
	Hispanic	52%	50%
	White	23%	25%
	Two or more races	5%	6%
	Race/ethnicity unknown	2%	2%

Note: Re-enrolled students include cohorts 1–3. Persisted include cohorts 1 and 2. The average 12-month total institution enrollment is 19,573 for learners who re-enrolled and 17,336 for those who persisted, suggesting that learners who persist tend to remain at institutions with slightly smaller overall enrollments.

Source: Education Northwest analysis of Integrated Postsecondary Education Data System data from CA Reconnect institutional partners (2024).