

2020



GIA TOGETHER

5 - YEAR REPORT



*Working Together for Inland
Educational & Economic Success*

OUR VISION



BY 2035, SAN BERNARDINO
AND RIVERSIDE COUNTIES WILL
BE WIDELY RECOGNIZED FOR
OUR WELL-EDUCATED
WORKFORCE, THRIVING
COMMUNITIES, AND VIBRANT
ECONOMY THAT CREATE
PROSPERITY FOR ALL.



WHAT'S ACHIEVABLE

| | |
|--|----------------|
| GROWING INLAND ACHIEVEMENT TOGETHER | 04 |
| TRANSFORMATIONAL COLLABORATION | 05 |
| INLAND EMPIRE CHALLENGES & OPPORTUNITIES | 07 |
| BECOMING GIA | 10 |
| HOW FAR WE HAVE COME | 11,12,14,15,17 |
| PARTNER PROGRAM SPOTLIGHTS | 13, 16 |
| THE CHALLENGE AHEAD. | 18 |
| 5 NEW REGIONAL GOALS | 19 |
| COLLECTIVE IMPACT EQUALS REGIONAL IMPACT. | 20 |
| INNOVATION AWARD IMPACT REPORT. | 22 |
| 2020 INNOVATION AWARDS | 26 |
| LEADING THROUGH A PANDEMIC. | 27 |
| JOINING THE MOVEMENT | 28 |
| INVESTING IN THE TRANSFORMATION | 29 |
| GROWING INLAND ACHIEVEMENT FINANCIAL SUPPORT | 30 |
| OPERATING HIGHLIGHTS | 31 |
| BOARD OF DIRECTORS | 32 |



1 VISION



2 COUNTIES
27,298 SQUARE MILES
4,622,361 RESIDENTS
56 K-12 SCHOOL DISTRICTS
12 COMMUNITY COLLEGES
2 PUBLIC 4-YEAR INSTITUTIONS
4 PRIVATE 4-YEAR INSTITUTIONS
1,011 EDUCATION-RELATED NONPROFITS

GROWING INLAND ACHIEVEMENT TOGETHER

“Educational and economic transformation in the Inland Empire is fundamentally impossible without cross-sector, region-wide collaboration, cooperation, and alignment. When we all work together, everyone wins.”

– Ann Marie Sakrekoff, GIA Senior Director



TRANSFORMATIONAL COLLABORATION

AN INVITATION FROM
PRESIDENT & CEO
CARLOS AYALA

“TRANSFORMATION
IS ACHIEVABLE”

Every resident of the Inland Empire deserves an opportunity to obtain a degree, become employed in a well-paying job, build wealth, and contribute to a thriving local economy.

By the time the decade draws to a close, the Inland Empire will need to produce twice as many college graduates as it currently does to fill projected employer demand in the region. That seems like a huge hill to climb, and it is—requiring more than merely a different way of thinking, but a clear strategy for dealing with a complex series of factors contributing to the Inland Empire’s historically low educational attainment. We hypothesize that three areas should be at the center of our work. First, we must focus on key transition points from 8th grade to high school, high school to college/university, and college to university. Second, we must increase the knowledge, skills, and abilities of traditional students and adult learners on how to navigate postsecondary education. Finally, we must support institutions to become more workforce aligned and student-success ready.

We understand that to make progress toward a shared vision of educational attainment and economic prosperity, we must work together. Our ability to connect and collaborate is what accelerates real large-scale transformational change. We must align our efforts to move closer toward creating equitable structures in our educational systems, eliminate chasms in wealth and income, and improve the economic outlook of our region.

We must also be sure that equity is at the center of all of our work as we collaborate across sectors, at individual and institutional levels, building consensus, forging partnerships, and aligning resources towards our shared vision.

As a regional backbone organization, GIA supports individuals and organizations across the region who are working hard on solutions and desire change. We facilitate connections with people throughout the region, bring data and research into the discussion, and devotedly seek resources to support the region and the vital work taking place here. We look forward to working closely with everyone from the Inland Empire educational network to set strategy and priorities for the next five years.

We know that transformation is achievable. We have witnessed transformation as communities come together around one shared vision—to be widely recognized for our well-educated workforce, thriving communities, and a vibrant economy that creates prosperity for all.

We thank you all for your passion and dedication as we continue to grow Inland achievement together.

Sincerely,

A handwritten signature in black ink that reads "Carlos Ayala". The signature is written in a cursive, flowing style with a horizontal line underneath the name.

INLAND EMPIRE CHALLENGES & OPPORTUNITIES

- THE INLAND EMPIRE IS 51% HISPANIC, YET ONLY 10% OF THAT POPULATION HAVE A COLLEGE DEGREE.
- THE INLAND EMPIRE PRODUCES 12% OF CALIFORNIA'S COLLEGE-READY HIGH SCHOOL GRADUATES, BUT ONLY 6% OF THE STATE'S BA DEGREES.
- 1 IN 4 ADULTS IN THE INLAND EMPIRE HAS STARTED COLLEGE BUT NOT FINISHED.
- THE NEED FOR ADDITIONAL POSTSECONDARY SEATS IN THE INLAND EMPIRE COULD WELL EXCEED 20,000 BY THE YEAR 2030



INLAND EMPIRE CHALLENGES & OPPORTUNITIES

2030

By the time the decade draws to a close, the Inland Empire will need to produce twice as many college graduates as it currently does to fill projected employer demand in the region.

According to the College Futures Foundation, for every 1000 high school freshmen in San Bernardino and Riverside counties, only 151 will complete a bachelor's degree. Additionally, census data shows that among adults 25 and older, less than 22% in the Inland Empire has a bachelor's degree or higher (compared

to 34% statewide), and 24% in the region have some college and no degree.

College completion correlates directly to economic opportunity. The median income overall in the region - \$65,671, according to Census data - is significantly below the state average of \$75,277. This equates to 14% (647,130 people) of the Inland Empire population living below the poverty level. Even more sobering news, these challenges are projected to escalate in the wake of the global pandemic.



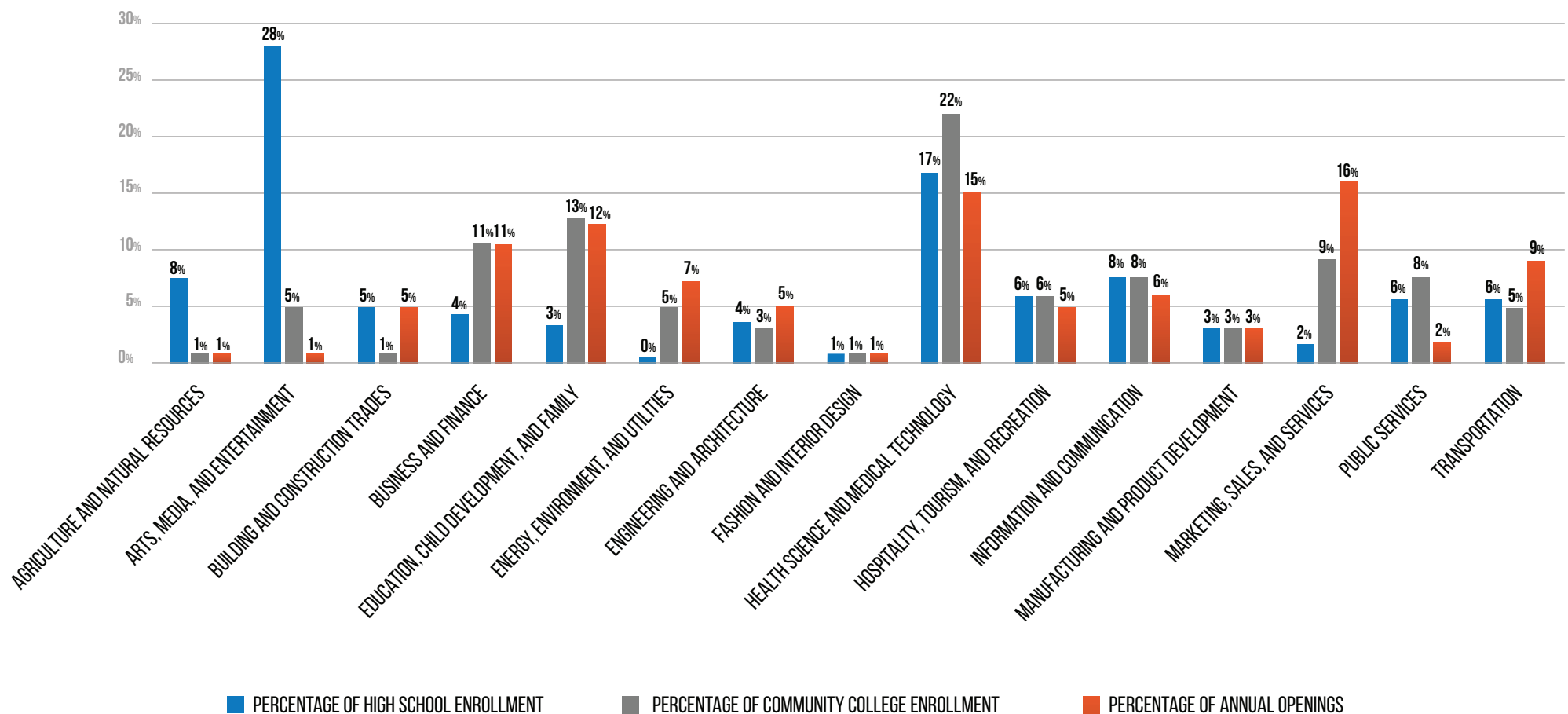
INLAND EMPIRE CHALLENGES AND OPPORTUNITIES

OUR NETWORK CONTINUOUSLY SEEKS TO BETTER UNDERSTAND REGIONAL CHALLENGES AND OPPORTUNITIES BY RESEARCHING AND EVALUATING REGIONAL DATA. A SAMPLE OF SUCH DATA COMPARES HIGH SCHOOL AND 2-YEAR COLLEGE CTE ENROLLMENT TO THE LABOR MARKET IN THE INLAND EMPIRE.

COMPARING EDUCATION SYSTEMS TO THE LABOR MARKET

WESTED

COMPARISON OF HIGH SCHOOL AND COMMUNITY COLLEGE CTE ENROLLMENT TO ANNUAL OPENINGS



*Chart courtesy of WestEd. Based on Inland Empire Meta Major Maps and the EMSI Job Postings Analytics tool for Riverside and San Bernardino County.

BECOMING GIA

KEY MILESTONES OVER THE PAST 5-YEARS

- 2014** INLAND EMPIRE EDUCATION LEADERS WORK ON GENERATING FUNDING TO SUPPORT THE DEVELOPMENT OF GIA
- 2015** \$5 MILLION OF FUNDING IS RECEIVED THROUGH A GOVERNORS INNOVATION AWARD FOR HIGHER EDUCATION AND GIA IS BORN. THE BOARD OF DIRECTORS ESTABLISHES GIA'S VISION AND SETS REGIONAL GOALS.
- 2017** GIA ADDS FIRST EMPLOYEE (ANN MARIE SAKREKOFF)
GIA HOSTS INAUGURAL TOWARD A SHARED VISION CONVENING.
- 2018** ADDITIONAL GRANTS RECEIVED TO BUILD GIA CAPACITY INCLUDING FUNDING FROM THE COLLEGE FUTURES FOUNDATION AND JAMES IRVINE FOUNDATION. ADDITIONAL STAFF MEMBERS JOIN GIA TEAM.
GIA JOINS COMPLETE COLLEGE AMERICA ALLIANCE AND IS SELECTED FOR THE METRO MOMENTUM PATHWAYS PROJECT.
- 2019** GIA HIRES NEW CEO (CARLOS AYALA). BILL AND MELINDA GATES FOUNDATION INVITES GIA TO JOIN THEIR INTERMEDIARIES FOR SCALE WORK AND GRANTS GIA \$1.29 MILLION.
- 2020** GIA REACHES ITS OFFICIAL 5-YEAR MARK. GETS APPROVED FOR 501C3 STATUS. CONTINUES TO BUILD ORGANIZATIONAL CAPACITY WITH STAFF AND INTERNS. SETS NEW REGIONAL GOALS AND UNDERGOES STRATEGIC PLANNING FOR NEXT 5-YEARS.

*Thank you to California State University, San Bernardino and the Inland Empire Economic Partnership for their sponsorship and support of GIA over the past 5-years.

EDUCATION, WORKFORCE, AND COMMUNITY LEADERS HAVE UNITED

AROUND A SHARED VISION OF INCREASING POSTSECONDARY

ATTAINMENT TO FUEL THE REGION'S WORKFORCE. AS THE BACKBONE

ORGANIZATION FOR THESE EFFORTS, GIA HAS FACILITATED PROGRESS

TOWARDS ACHIEVING FIVE SHARED REGIONAL GOALS.

HOW FAR
WE HAVE COME

GOAL 1

ALIGN EDUCATIONAL POLICY
INITIATIVES REGIONALLY VIA
A BI-COUNTY CRADLE-TO-CAREER
COLLECTIVE IMPACT MODEL.

- DEVELOPED SIX ACTION NETWORK TEAMS, CURRENTLY ENGAGING OVER 100 PARTICIPANTS, AND SPEARHEADED A COVID-19 TASK FORCE
- DISTRIBUTED 14 INNOVATION AWARDS, TOTALING OVER \$1.6 MILLION, INCLUDING \$255,000 FOR COVID-19 RELIEF
- HOSTED, FACILITATED, OR PARTICIPATED IN NEARLY 1,600 MEETINGS, CONVENINGS, AND WORKSHOPS
- PARTNERED WITH THREE MAJOR NATIONAL TECHNICAL ASSISTANCE PROVIDERS
- MANAGED 12 GRANTS, TOTALING OVER \$7.8 MILLION
- CREATED A STUDENT-FACING RESOURCE WEBSITE UTILIZED BY NEARLY 1,400 STUDENTS IN THE FIRST MONTH AFTER ITS LAUNCH



HOW FAR
WE HAVE COME

GOAL 2

INCREASE COLLEGE PREPAREDNESS, PARTICULARLY IN MATH, RESULTING IN 20% FEWER STUDENTS REQUIRING REMEDIATION AT MATRICULATION FROM HIGH SCHOOL TO COLLEGE WITHIN 5 YEARS.



- PROVIDED \$900,000 IN FUNDING TO REMEDIATION REFORM-FOCUSED INNOVATION AWARD WINNERS
- SECURED \$1.5 MILLION FROM THE BILL AND MELINDA GATES FOUNDATION TO ASSIST WITH INSTITUTIONAL TRANSFORMATION EFFORTS, INCLUDING REMEDIATION REFORM
- HOSTED OVER 50 MEETINGS THAT INCLUDED REMEDIATION REFORM AS A TOPIC
- IN THE SPAN OF ONLY FIVE YEARS (BETWEEN 2015 AND 2019), THE PERCENTAGE OF STUDENTS AT INLAND EMPIRE/DESERT COMMUNITY COLLEGES SUCCESSFULLY COMPLETING TRANSFER-LEVEL MATH INCREASED FROM 7% TO 12%.

* DUE TO THE ENACTMENT OF THE CSU'S EXECUTIVE ORDER 1110 AND THE STATE ASSEMBLY BILL 705, DEVELOPMENTAL EDUCATION IN CALIFORNIA HAS BEEN EFFECTIVELY ELIMINATED.



PARTNER PROGRAM SPOTLIGHT MATHEMATICAL REASONING WITH CONNECTIONS

Mathematical Reasoning with Connections (MRWC) is a conceptually and pedagogically innovative math course. A K-16 committee designed the course to address the most prevalent math skills lacked by students entering postsecondary institutions that impact their potential to complete a collegiate program. MRWC revolutionizes the pedagogical approach to high school math instruction by bringing to life the logic behind the concepts in ways that are meaningful to the individual student. GIA's Innovation Award expanded the MRWC high school math implementation to other high schools in the region.

MRWC is an a-g area "c" UC/CSU approved course that reorganizes the traditional pathway of topics to emphasize the connections between algebra, geometry, trigonometry, statistics, and more. The course

also promotes flexible and strategic thinking and critique of reasoning of self and others in fun and engaging ways, like through mathematical puzzle activities. From 2017 to 2020, the course served over 5800 students; in 2020, teachers received 14 days of training to become part of the MRWC cohort.

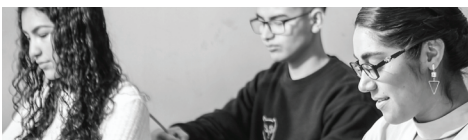
Both enrolled students and teachers recently trained in MRWC courses are enthralled by its possibilities and outcomes. Students in the 2019-2020 MRWC courses were interviewed in May and asked to express their opinions and experiences. Students expressed enthusiasm to be part of the course, intimacy with classroom peers, comfort to ask questions, epiphanic realizations about the usefulness of math, and that they gained life lessons they'll take with them forever.

"I have never liked math," said a student enrolled in the course. "It has never been one of my favorite subjects. But after taking the MRWC course, it completely changed my thought process. Just because I feel like no matter what math I go into now in college, I'll be able to excel at it more than before. Because I always had such a negative way of thinking towards math because I was just like, 'I can't get this. I don't understand it.' But after learning how to break down individual problems, I believe I'll be able to succeed much more."

Teachers interviewed at the end of fourteen days of training also expressed a range of positive sentiments about MRWC. In fact, after the first virtual training, 22 teachers requested further conversation and advice on course implementation from MRWC trainers. Just as well, after nine days of training, teachers requested additional training days before the next seven training sessions. Teachers quotes from training evaluations exemplify why teachers were excited to be part of both scheduled and additional training sessions and conversations with MRWC trainers:

"These trainings have been so helpful for me," said a teacher. "With our district deciding to go with distance learning it has provided me with so many ideas for implementation beyond this class. The attention to this detail has been so valuable. I'm feeling excited and recharged to start the beginning of the year. Thank you for taking the time to do this with us. It is evident that a lot of planning went into this for us and I am too grateful."

Both teachers and students extoll the MRWC as an innovative course with a pedagogy that benefits everyone in ways hitherto unknown in education. We're so fortunate to be part of a program that has such a powerful impact on the people we serve.



HOW FAR
WE HAVE COME

GOAL 3

**INCREASE THE NUMBER OF STUDENTS
COMPLETING AA DEGREES IN 3 YEARS,
AND BA DEGREES IN 6 YEARS BY 10%
WITHIN 5 YEARS.**

- SUPPORTED THE PROGRAM MANAGEMENT OF THE COLLEGE FUTURES FOUNDATION GUIDED PATHWAYS GRANT FOR 12 COMMUNITY COLLEGES IN THE REGION, INCLUDING THE INAUGURAL GUIDED PATHWAYS SUMMIT FOR OVER 200 PEOPLE
- IN THE PAST FIVE YEARS, THE 4-YEAR GRAD RATE AT UCR HAS RISEN FROM 53%-61%; THE 6-YEAR GRAD RATE HAS INCREASED FROM 73%-76%; THE CSUSB 4-YEAR RATE HAS RISEN FROM 12%-19% AND THE 6-YEAR RATE HAS RISEN FROM 52%-55%.
- THE NUMBER OF INLAND EMPIRE/DESERT COMMUNITY COLLEGE STUDENTS EARNING A DEGREE OR CERTIFICATE BETWEEN 2015 AND 2019 INCREASED FROM 8,210 STUDENTS TO 12,776

HOW FAR
WE HAVE COME

GOAL 4

INCREASE THE NUMBER OF
CERTIFICATES, ASSOCIATES,
AND BACHELOR'S DEGREES BY
15% WITHIN 5 YEARS.

- SECURED A METRO MOMENTUM PATHWAYS GRANT FROM COMPLETE COLLEGE AMERICA, RESULTING IN OVER \$300,000 IN TECHNICAL ASSISTANCE FOR THE REGION
- THIS GOAL WAS MET AND GREATLY EXCEEDED FOR CERTIFICATE ATTAINMENT. THE REGION EXCEEDED THE GOAL BY 2,851 CERTIFICATES.
- THIS GOAL WAS MET AND GREATLY EXCEEDED FOR ASSOCIATE'S DEGREE ATTAINMENT. THE REGION EXCEEDED THE GOAL BY 7,549 ASSOCIATE'S DEGREES.
- THE REGION INCREASED BACHELOR'S DEGREE ATTAINMENT BY 12 PERCENT.



PARTNER PROGRAM SPOTLIGHT PROMISE SCHOLARS ACHIEVES PARTNERSHIP

Promise Scholars Achieves Partnership (PSAP) is a program funded by a 2018 Innovation Award that provides a bridge between high school students served by Promise Scholars - in low income and high need neighborhoods of Ontario and Montclair - and local colleges. The PSAP program bolsters the Ontario-Montclair P-20 college pipeline by hiring five Promise Scholars College Ambassadors to share their college-going experience with students. Promise Scholars purposefully employs PSAP College Ambassadors that are first-generation students to reflect the Ontario-Montclair community they serve. In this way, College Ambassadors relate with Promise Scholars students on a personal level and develop student relationships marked by trust and credibility.

Gloria Navarro is a great example of a PSAP College Ambassador: her college experience was a journey in which she developed the emotional intelligence that makes a substantial impact on Promise Scholars students.

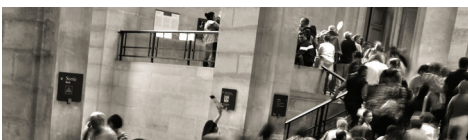
Gloria reflects the community Promise Scholars serves because she is a first-generation college student that had difficulty transitioning into a postsecondary institution on her own. For instance, early in college, Gloria was placed on academic probation because she had trouble developing the social and cultural capital necessary to succeed in academia. Nevertheless she persisted and overcame these obstacles to become a stellar college student; she was eventually placed on the Dean's List for academic excellence. Gloria's character was molded by persistence and perseverance in the pursuit of academic success, traits that make her the compassionate and understanding individual that exemplifies a PSAP College Ambassador.

College Ambassadors like Gloria develop long-term, individualized student relationships to create early college awareness and facilitate Promise Scholars students' transition to college. College Ambassadors

create college awareness by performing outreach at middle schools and high schools to introduce students to the PSAP program and leading college campus tours. College Ambassadors also facilitate college transition for Promise Scholars students by providing support, encouragement, advice, and guidance. Developing relationships with and touring students around college campuses familiarize students with college at an early age, an experience that can be rare for first-generation students. Just as well, College Ambassadors can easily offer advice and guidance to their students and give them the social and cultural capital necessary to acclimate to postsecondary institutional environments.

Gloria and her fellow College Ambassadors are highly successful at getting local students to enroll in and attend college. For example, before the PSAP program, the baseline FAFSA or Dream Act completion rates were 33% at Chaffey High, 36% at Montclair High, and 42% at Ontario High in 2012. After Promise Scholars and College Ambassadors began to serve local students and spread college awareness, increase college access, and facilitate college transition, the FAFSA or Dream Act completion rates increased to 53% at Chaffey High, 60% at Montclair High, and 45% at Ontario High in 2019.

Promise Scholars and the PSAP program are incredibly successful at helping students get to and through college because of College Ambassadors like Gloria. We're proud to call Promise Scholars a network partner.



HOW FAR
WE HAVE COME

GOAL 5

IMPROVE CAREER READINESS
THROUGH STRENGTHENED
PARTNERSHIP WITH INDUSTRY
TO BETTER ALIGN EDUCATION AND
WORKFORCE DEVELOPMENT NEEDS.

- SUPPORTED INLAND/DESERT REGION COMMUNITY COLLEGES' REGIONAL INDUSTRY ADVISORY COUNCILS AT 15 MEETINGS ACROSS THREE YEARS
- PARTICIPATED IN OVER 65 MEETINGS FOR INLAND EMPIRE GROWTH AND OPPORTUNITY (IEGO), INCLUDING AS THE CO-CHAIR FOR THE SKILLS & ACCESS WORKGROUP
- SUPPORTED CAREER PATHWAYS BY WORKING WITH FOUR OTHER COLLECTIVE IMPACT ORGANIZATIONS
- COLLABORATING WITH WESTED TO PLAN AND DELIVER FOUR DATA WORKSHOPS THAT WILL HELP ALIGN WORKPLACE SKILLS AND JOBS IN THE REGION TO AVAILABLE CERTIFICATE AND DEGREE PATHWAYS





This year, GIA reached an important 5-year organizational milestone and recently embarked on a strategic planning process. A critical component of the strategic planning process is reviewing the organization mission, vision, and goals. The process includes soliciting broad stakeholder feedback on the current and future needs of the region and how to best align stakeholders around shared goals. As a result of 6 months of research and planning, five new ambitious and unapologetic goals have been put forth by GIA's Board of Directors for the Inland Empire region.

THE CHALLENGE AHEAD

NEW GOALS FOR A NEW REALITY

STRATEGIES AND TACTICS FOR EACH GOAL ARE BEING PRIORITIZED BY THE GIA BOARD OF DIRECTORS, STAFF, AND NETWORK OF PARTNERS FOR RELEASE AT GIA'S TOWARD A SHARED VISION 2020 CONVENING.



5

REGIONAL GOALS

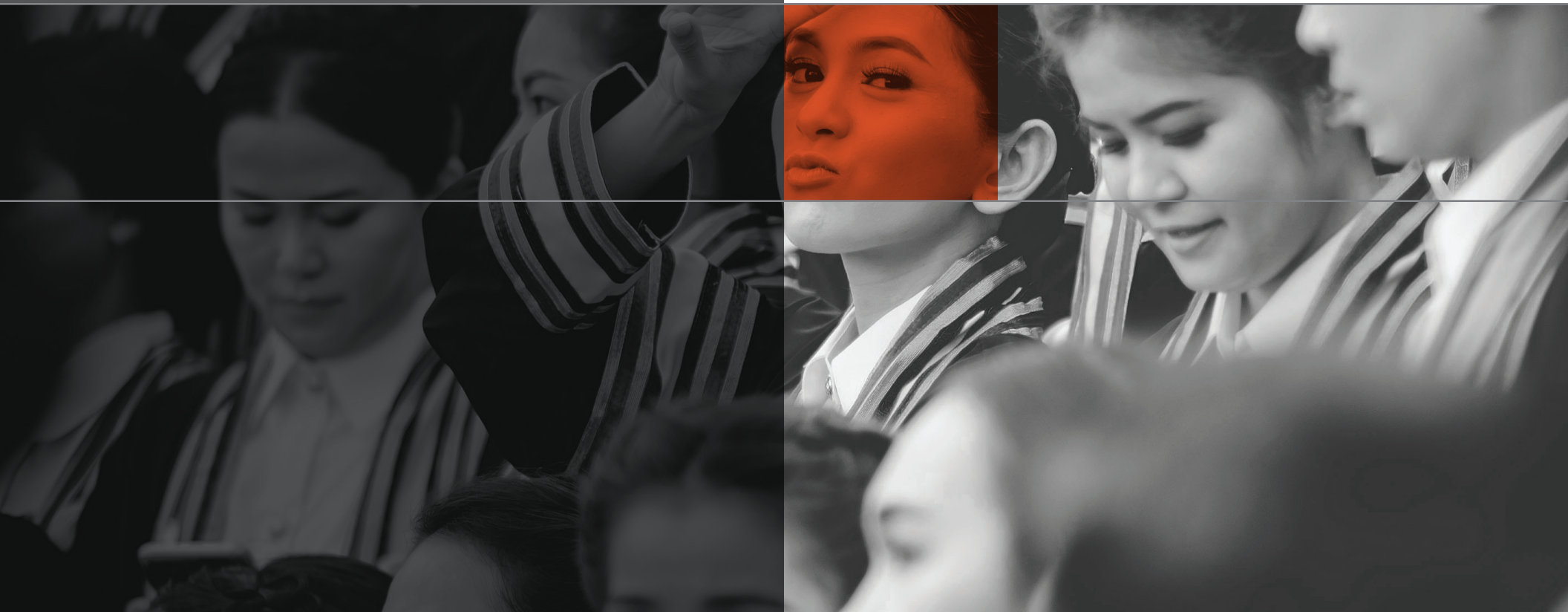
GIA WILL SUPPORT THESE REGIONAL GOALS THROUGH ITS STRATEGIES AND TACTICAL WORK.

1. INCREASE EDUCATIONAL ATTAINMENT, WITH A SPECIFIC EMPHASIS ON ACCELERATING SUCCESS FOR HISTORICALLY MARGINALIZED STUDENT GROUPS.
2. FOSTER AN EFFICIENT, HIGH-QUALITY EDUCATION SYSTEM THAT CREATES EQUITABLE ACCESS FOR ALL STUDENTS.
3. BUILD EQUITABLE STRUCTURES IN EDUCATION TO ERADICATE SYSTEMIC RACISM.
4. FUEL A ROBUST FUTURE ECONOMY THAT INCREASES EQUITABLE CAREER OPPORTUNITIES AND EMPLOYMENT.
5. ELIMINATE THE CHASMS IN WEALTH, INCOME, AND POVERTY RATE WHICH DISPROPORTIONATELY AFFECT PEOPLE OF COLOR.

COLLECTIVE IMPACT

EQUALS

REGIONAL IMPACT



IMPACT.

Educators recognize how complex the educational system is and how difficult it can be to enact systemic changes for the benefit of students. Any single person or organization working as a lone actor with a mission to help students succeed by effecting systemic change is in for an uphill battle. In fact, solving any specific social problem without a structured form of collaboration significantly increases the difficulty of making progress. That's why Growing Inland Achievement's collective impact work is so critical to increasing Inland Empire educational and economic success.

To create lasting change on a large scale, collective impact organizations like GIA serve as backbone organizations to coordinate groups to solve specific problems. Backbone organizations forge strategic partnerships with organizations across sectors and industries to construct networks that mutually reinforce collaborative activities. Backbone organizations serve as a support system to empower these groups with vision and strategy, a shared data system, funding, and continuous communication. By bringing a diverse group of voices to the table, collective impact groups work as intermediaries to solve specific problems on multiple fronts.

Growing Inland Achievement serves as a regional intermediary in the Inland Empire with a mission to increase degree attainment rates to spur economic growth. GIA supports this mission in three key ways: researching, resourcing, and connecting.

RESEARCHING:

GIA conducts primary and secondary research to understand the economic health and educational attainment rates of the Inland Empire. GIA's Director of Research collaborates with a data team that works across sectors and industries to identify problems and areas for growth and opportunity. The team also helps to inform what specific shared goals, strategies, and tactics the network will pursue to increase degree attainment rates.

RESOURCING:

GIA resources regional technical assistance for network institutions by leveraging partnerships with state and national leaders in the field. By collaborating with Complete College America, the region participates in their Alliance

of states to bring targeted resources and also led to the award of the ECMC sponsored Metro Momentum Pathways (MMP) project. The 2019 Toward a Shared Vision event brought together the Guided Pathways (GP) teams from each college for planning with the expertise of the CCA Fellows and the regional Inland Empire Guided Pathways Task Force.

GIA resources capacity building through the various foundation partnerships with College Futures Foundation and the James Irvine Foundation, local support from partners like San Manuel Band of Mission Indians and Bank of America, and most recently, through national networks supported by the Bill and Melinda Gates Foundation Intermediaries for Scale (IFS) project. As an IFS organization, GIA is resourced and supported to refresh its overall strategic plan, create a tactical business model, and fuel ongoing work. Leveraging a network of intermediaries from across the country that will take institutional transformation to scale brings high quality, targeted support for our regional institutions. GIA will continue the backbone support through the leveraging of the MMP and GP work in coordination with the IFS support to transform institutions to continue on the path of equitable student outcomes.

GIA resources collective action with network partners through Innovation Awards of \$150,000, provided to regional nonprofit and educational organizations. Organizations that apply for the Innovation Awards agree to pursue the region's five shared goals, and also to match 50% of the award out of their funds. In this way, GIA brings the most committed organizations into the network and supports programs that pursue shared regional goals.

CONNECTING:

GIA connects cross-sector groups into networks that create strategies and tactics to achieve regional goals. For example, GIA coordinates and convenes six Action Network Teams (ANTs) that work towards improving factors that lead to increased educational attainment rates. The ANT network currently consists of six teams: Equity, College and Career Readiness, Financial Affordability, Transfer and Advising, Adult and Professional Education, and Data. Each team meets throughout the year to craft and refine strategies and tactics that move the needle on regional goals.

INNOVATION AWARD IMPACT REPORT

2017-2019 AWARD CYCLES

ABOUT THE AWARDS

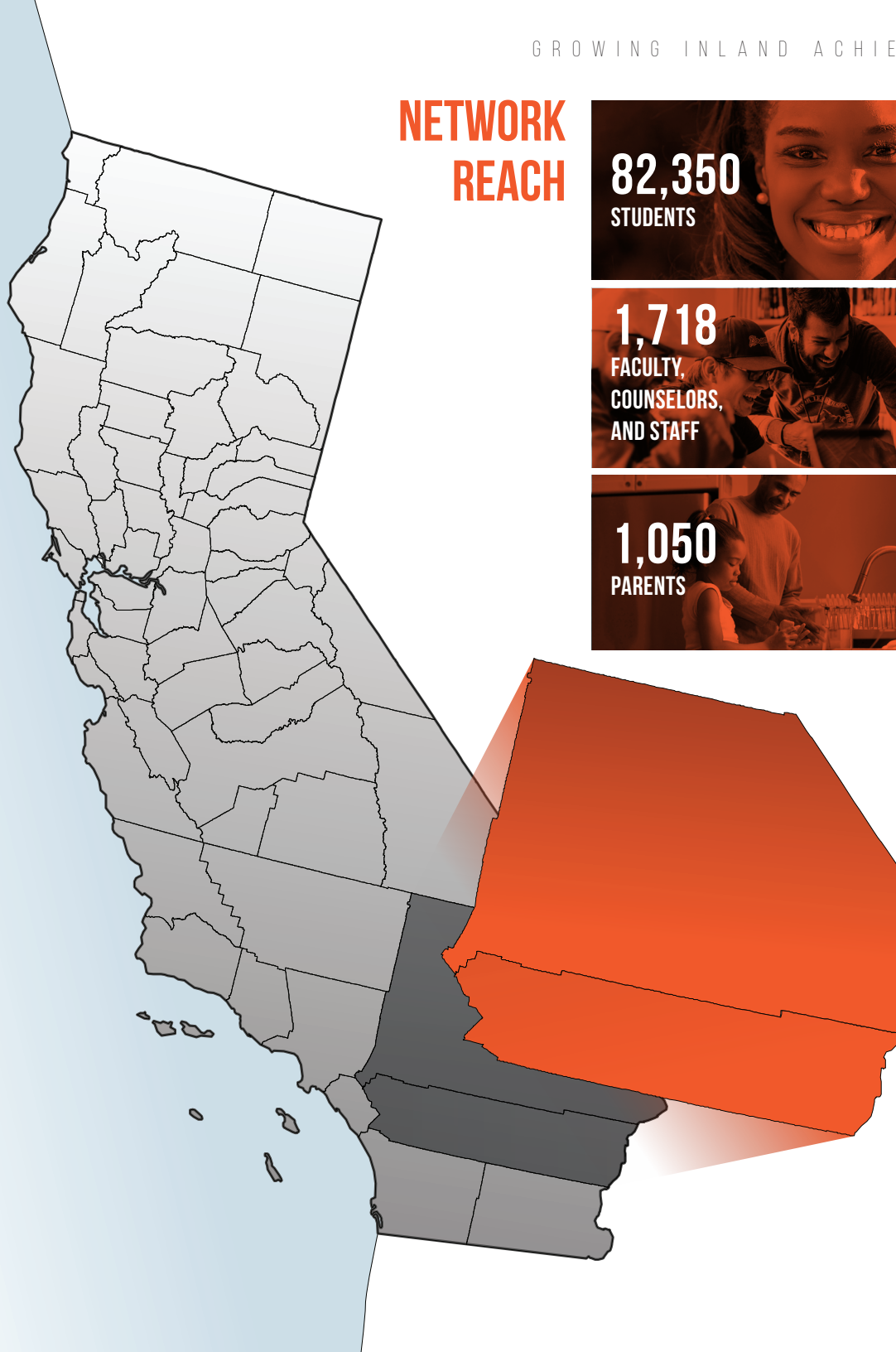
NINE ORGANIZATIONS WERE AWARDED UPWARD OF \$150,000 DURING TWO AWARD CYCLES (2017 & 2018). THESE ORGANIZATIONS SUPPORT GIA'S REGIONAL GOALS THROUGH INNOVATIVE PROGRAMMING, INITIATIVES, AND EFFORTS. AWARDS SUPPORTED ORGANIZATIONS FOR TWO YEARS.

NETWORK REACH

82,350
STUDENTS

1,718
FACULTY,
COUNSELORS,
AND STAFF

1,050
PARENTS



INNOVATION AWARD IMPACT REPORT

KEY EFFORTS

33

EVENTS

PROMOTING COLLEGE READINESS,
MATH EDUCATION, COMMUNITY COLLEGE
ENROLLMENT, PROFESSIONAL DEVELOP-
MENT, AND PARENT EDUCATION

3

CURRICULUMS

DEVELOPED AND UPDATED CURRICULUMS
AND COURSES TO BETTER SERVE
STUDENTS

2

EXPANSIONS

PROGRAMS TO SUPPORT STUDENTS
EXPANDED THEIR LOCATIONS AND
BANDWIDTH



INNOVATION AWARD IMPACT REPORT

2018

AVID CENTERS

Started programs at Crafton Hills College & Riverside City College to improve student persistence and completion

BLU EDUCATIONAL FOUNDATION

Support the foundation's College Success Initiative, focused on traditionally disadvantaged students of color

2017

CHAFFEY COLLEGE INTECH LEARNING CENTER

Developed a Conventional Machinist Training (CMT) program to provide students the fundamental skills of machining and machine repair.

FUNDED PROPOSALS

MATHEMATICAL REASONING WITH CONNECTIONS

Expanded the implementation of the Mathematical Reasoning with Connections conceptual math course for college bound students

PROMISE SCHOLARS

Support the foundation's College Success Initiative, focused on traditionally disadvantaged students of color

CAL STATE SAN BERNARDINO QUANT LAB

Developed a math lab course as a co-requisite to support students remediation in general education math at Cal State San Bernardino

THANK YOU!

THE FUNDED ORGANIZATIONS ARE WORKING TO MAKE A POSITIVE IMPACT ON OUR COMMUNITIES IN THE INLAND EMPIRE.



PREPARING THE CHILD FOR THE ROAD INITIATIVE

San Bernardino County Superintendent of School's initiative developed parent and student workshops for the college application process

UC RIVERSIDE AP READINESS PROGRAM

Expanded supplemental instruction and support for Advanced Placement (AP) students and teachers in Riverside and San Bernardino County

RIVERSIDE COUNTY OF ED COLLEGE & CAREER READINESS UNIT

Created a College and Career Readiness Unit to build the capacity of Riverside County and supported events for high school students to transition and enroll in community college

INNOVATION AWARD IMPACT REPORT

SUPPORT FOR GIA GOALS

THE ORGANIZATIONS REPORTED EVENTS AND EFFORTS THAT SUPPORTED THE FOLLOWING GIA REGIONAL GOALS:



COLLEGE PREPAREDNESS

7 ORGANIZATIONS
12 EVENTS
5 EFFORTS:
COURSE AND PROGRAM
DEVELOPMENT, FACULTY
TRAINING



TIME TO DEGREE COMPLETION

2 ORGANIZATIONS
5 EVENTS



COMPLETION OF CERTIFICATES & DEGREES

6 ORGANIZATIONS
16 EVENTS
7 EFFORTS:
COURSE AND PROGRAM
DEVELOPMENT,
FACULTY TRAINING,
FAFSA CAMPAIGN



CAREER READINESS

1 ORGANIZATIONS
2 EFFORTS:
DEVELOPMENT
AND PILOT OF
MACHINIST PROGRAM



FOUR INLAND EMPIRE ORGANIZATIONS WERE SELECTED TO RECEIVE INNOVATION AWARD FUNDING IN 2020 INCLUDING:

BARSTOW COMMUNITY COLLEGE

- FUNDING WILL SUPPORT THE DEVELOPMENT OF AN INSTRUMENT TO MEASURE STUDENT “CREATIVE CONFIDENCE,” AS WELL AS AN OUTREACH CAMPAIGN BASED ON “COLLEGE IS FOR ALL” MESSAGING. IT WILL ALSO HELP 8TH-GRADE STUDENTS ATTEND CREATIVE LEARNING ACTIVITIES TO IMPROVE AWARENESS ABOUT WORKPLACE SKILLS AND KNOWLEDGE.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO — INLAND EMPIRE FELLOWSHIP PROGRAM

- FUNDING WILL BE USED TO RECRUIT AND TRAIN 22 ACADEMIC FELLOWS PER ACADEMIC YEAR FROM THE CSUSB UNDOCUMENTED STUDENT SUCCESS CENTER, OFFICE OF PRE-COLLEGE PROGRAMS, AND 2020 ALUMNI. FELLOWS WILL RECEIVE PROFESSIONAL DEVELOPMENT, WHILE WORKING ON COMPLETION CAMPAIGNS, MENTORING, AND ADVISING STUDENTS TOWARD ACHIEVING COLLEGE DEGREES.

PROMISE SCHOLARS ONTARIO-MONTCLAIR SCHOOLS FOUNDATION

- FUNDING WILL BE USED TO IMPLEMENT THE “COLLEGE IS 4 YOU” PROJECT THAT FOCUSES ON REACHING AFRICAN AMERICAN MALES AND OTHER UNDERSERVED GROUPS TO CLOSE THE EQUITY GAP IN EDUCATION. CAMPAIGN MESSAGING OF “COLLEGE IS 4 YOU” WILL BE PROMOTED THROUGH A REGIONAL MARKETING CAMPAIGN. HIGH SCHOOL STUDENTS WILL SERVE AS BRAND AMBASSADORS WHO WILL HELP WITH SOCIAL MEDIA MARKETING WHILE PROMISE SCHOLARS COLLEGE ADVISORS WILL SUPPORT AND GUIDE BRAND AMBASSADORS. ACTIVITIES INCLUDE WORKSHOPS, VALUES AFFIRMATIONS EXERCISES, VIDEO MESSAGES, SOCIAL MEDIA POSTS, AND TEXTING CAMPAIGNS.

RIVERSIDE COUNTY OFFICE OF EDUCATION — MAGNIFY THE MIDDLE

- FUNDING WILL HELP TO INCREASE MIDDLE SCHOOL AWARENESS OF COLLEGE ELIGIBILITY AND PROVIDING A SYSTEMATIC PREP SYSTEM LEADING TO 9TH-GRADE A-G ON-TRACK SCHEDULE. ACTIVITIES WILL INCLUDE A MONTHLY MEETING TO SHARE IDEAS AT SITES, MIDDLE SCHOOL TRANSCRIPT ANALYSIS (HS READINESS INDICATOR), SITE-BASED PARENT ENGAGEMENT PROGRAMS, AND A “COLLEGE MAKING IT HAPPEN” THEMED EVENT FOR MIDDLE SCHOOL STUDENTS.

2020

INNOVATION AWARDS



LEADING THROUGH A PANDEMIC

Each day of 2020 brings new developments regarding COVID-19 and its impact on everyone in the Inland Empire, including our students, educators, employers, and their families. Even during the most challenging times, the network of GIA community partners remains committed to serving and supporting students in our region.

EMERGENCY FUNDING DISTRIBUTIONS

In a coordinated network response to Inland Empire student needs, GIA distributed 14 grants to local programs and nonprofit organizations, totaling \$255,000. The funds are being used to support students in the Inland Empire with technology, basic needs, and college transition. Grant recipients include:

- **BLU EDUCATIONAL FOUNDATION** \$30,000
- **ONEFUTURE COACHELLA VALLEY** \$30,000
- **CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**
OFFICE OF PRE-COLLEGE PROGRAMS / SAN BERNARDINO
COUNTY SUPERINTENDENT OF SCHOOLS /
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT \$30,000

- **RIVERSIDE COUNTY OFFICE OF EDUCATION** \$25,000
- **ONTARIO-MONTCLAIR PROMISE SCHOLARS** \$25,000
- **GREAT HARVEST COMMUNITY CENTER** \$25,000
- **UNIVERSITY OF CALIFORNIA, RIVERSIDE** \$15,000
- **SAN BERNARDINO VALLEY COLLEGE FOUNDATION** \$15,000
- **NORCO COLLEGE** \$10,000
- **JURUPA VALLEY UNIFIED SCHOOL DISTRICT** \$10,000
- **COACHELLA VALLEY UNIFIED SCHOOL DISTRICT** \$10,000
- **CRAFTON HILLS COLLEGE** \$10,000
- **CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**
PHILANTHROPIC FOUNDATION \$10,000
- **MORENO VALLEY COLLEGE UMOJA PROGRAM** \$10,000

STUDENT HELP OFFERED AT IESTUDENTS.ORG

In collaboration with educational and nonprofit partners throughout the region, GIA launched a website - iestudents.org - containing helpful information and resources to support Inland Empire students transitioning to college amid the COVID-19 pandemic. Scan the QR code to watch a video highlighting how the network quickly mobilized to create IEstudents.org.



RESOURCES FOR EDUCATORS

GIA's website now features numerous articles, events, and webinars offered by regional and national partners to help educators navigate the changing landscape amid COVID-19.

FINDING INSPIRATION AMID THE UNCERTAINTY

The GIA Board of Directors understood they must be role models of tenacity while finding positivity and hope amid the uncertainty. Scan the QR code to watch a video of the GIA Board of Directors sharing words of inspiration for the region.



JOINING THE MOVEMENT

If you want to be actively involved in the process of achieving our regional goals and driving change in your organization, an excellent way to do that is to get involved with a regional Action Network Team.

ACTION NETWORK TEAMS (ANTs) exemplify the power of our collective impact work. ANTs are the intersection of cross-sector partnerships working towards common goals and a shared vision of student success. ANTs are composed of staff and faculty from regional K-12 districts, community colleges, four-year colleges, institutional leaders, business, workforce, and nonprofits. ANTs advance collective goals across six teams:

EQUITY, COLLEGE AND CAREER READINESS, FINANCIAL AFFORDABILITY, TRANSFER AND ADVISING, ADULT AND PROFESSIONAL EDUCATION, AND DATA.

You can join any one of these teams to collaborate with other regional leaders to create shared strategies and tactics to effectively pursue collective goals, and short-term and long-term metrics to monitor progress. By joining ANTs, you'll be part of a powerful network that will be responsible for positive, systemic change in education that will benefit all students. Additionally, GIA welcomes proposals for new Action Network Teams to address issues that may not be covered in the existing team structure.

LEARN MORE ABOUT OPPORTUNITIES TO GET INVOLVED AT OUR WEBSITE. ALSO, MAKE SURE TO SIGN UP FOR GIA'S EMAIL CONTACT LIST.




GET INVOLVED WITH AN ANT TODAY AND ALIGN YOUR WORK WITH OTHERS IN THE REGION. WE ARE IN THIS TOGETHER. VISIT THE GIA WEBSITE TO LEARN MORE.

INVESTING IN THE TRANSFORMATION



The transformational work of our network is made possible through the shared vision and generosity of our funding partners. GIA offers our sincere gratitude to the following donors for their commitment to helping build a better future for the Inland Empire community.

GROWING INLAND ACHIEVEMENT FINANCIAL SUPPORT

GRANT AWARDS 2015-2020

| FUNDER | AMOUNT AWARDED | PURPOSE |
|---|----------------|--|
| Bank of America | \$ 35,000 | Implementation of an Adult & Professional Education Action Network Team and regional work to expand access to adult education. |
| Bill and Melinda Gates Foundation | \$ 1,290,000 | Intermediaries for Scale (IFS) Business Planning |
| College Futures Foundation | \$ 800,000 | Capacity Building: Staffing, fundraising, and strategy |
| Complete College America | | In-kind technical support valued at \$384,500. |
| Governor's Innovation Award in Higher Education | \$ 5,000,000 | Start-up Funding |
| Inland Empire Community Foundation | \$ 10,000 | Regional communications and outreach; website and outreach materials. |
| James Irvine Foundation | \$ 600,000 | Capacity Building: Research and Fundraising |
| Jobs for the Future | \$ 67,000 | Technical Assistance. Funds were re-directed to COVID relief grants. |
| San Manuel Band of Mission Indians | \$ 5,000 | Design team and implementation of regional data and evaluation training program. |
| | | |



OPERATING HIGHLIGHTS

FINANCIAL OVERVIEW 2015-2020

OPERATING REVENUE

| | |
|---|-------------|
| Grants | \$8,012,000 |
| In-Kind donations (Regional Technical Assistance) | \$384,500 |
| Total | \$8,396,500 |

EXPENSES

| | |
|------------------------------------|-------------|
| Personnel | \$1,378,916 |
| Consulting and professional fees | \$669,991 |
| Conferences, conventions, meetings | \$91,717 |
| Travel | \$40,256 |
| Information technology | \$28,902 |
| Communications | \$34,285 |
| Business Expenses | \$184,570 |
| Staff development | \$48,694 |
| Total | \$2,425,325 |

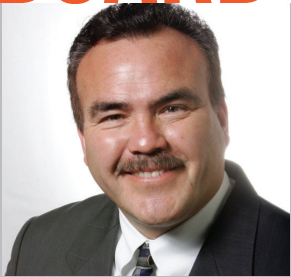
INNOVATION AWARDS

| | |
|-------------------------------|-------------|
| Traditional Innovation Awards | \$2,093,952 |
| COVID-19 Awards | \$255,000 |
| Total | \$2,348,952 |

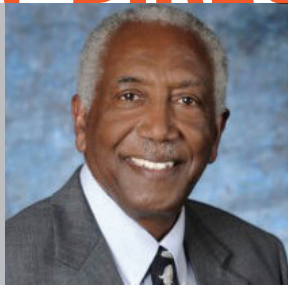
| | |
|----------------|-------------|
| Total Revenue | \$8,012,000 |
| Total Expenses | \$2,425,325 |
| Total Awards | \$2,348,952 |
| Total Assets | \$3,237,723 |



BOARD OF DIRECTORS



TED ALEJANDRE
SAN BERNARDINO COUNTY
SUPERINTENDENT OF SCHOOLS



WOLDE-AB ISAAC
RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR



CARLOS AYALA
GROWING INLAND ACHIEVEMENT
PRESIDENT / CEO



PAUL GRANILLO
INLAND EMPIRE ECONOMIC PARTNERSHIP
PRESIDENT / CEO



TOMÁS MORALES
CAL STATE SAN BERNARDINO
PRESIDENT



HENRY SHANNON
CHAFFEY COLLEGE
SUPERINTENDENT / PRESIDENT



SHEILA THORNTON
ONEFUTURE COACHELLA VALLEY
PRESIDENT / CEO



JUDY WHITE
RIVERSIDE COUNTY
SUPERINTENDENT OF SCHOOLS



KIM WILCOX
UNIVERSITY OF CALIFORNIA RIVERSIDE
CHANCELLOR

*To accomplish our goals, we commit to
building a cross-sector collaborative
that builds consensus among key
stakeholders and motivates / incentivizes
these stakeholders to work together
differently and align resources towards
our common outcomes.*