

Regional K-16 Education Collaborative Grants Program Phase 1

Section 1: Application Cover Page

***Project Title:** Inland Empire Regional K-16 Collaborative

***Provide a Brief Summary of the Proposed Project:** (500 characters)

Leveraging the experience and success of two major collaboratives in the region, the Inland Empire Collaborative (IEC) will deploy a regional framework that incorporates educational, community, workforce, and employer engagement in San Bernardino and Riverside Counties to support equitable educational and economic opportunities for students and address equity barriers in career and technical education pathways in the areas of Healthcare, Engineering or Computing, Business Management, and Education.

***Request amount:** Request amount should be a whole number up to \$20 million \$20,000,000.

***Community Economic Resilience Fund (CERF) Region:** Select the CERF region you propose to serve

- Bay Area
- Central Coast
- Central San Joaquin Valley
- Eastern Sierra
- Inland Empire
- Kern County
- Los Angeles County
- Northern San Joaquin Valley
- North State
- Orange County
- Redwood Coast
- Sacramento
- Southern Border

***Occupational Pathways:** Select the two (2) sectors in which you plan to create accelerated occupational pathways

- Healthcare
- Education
- Business Management
- Engineering or Computing

***Recovery With Equity Recommendations:** Select the four (4) Recovery with Equity recommendations you plan to implement

- Improve faculty, staff, and administrator diversity
- Cultivate inclusive, engaging, and equity-oriented learning environment

- Retain students through inclusive support
- Provide high-tech, high-touch advising
- Support college preparation and early credit
- Subsidize Internet access for eligible students
- Improve college affordability

***Lead Applicant Organization Name:**

***Lead Applicant Organization Type:**

- K-12 School District
- California Community College District
- California State University
- University of California

***Physical Address:** University of California, Riverside; 900 University Avenue; Riverside, CA 92508

***Website URL:** <http://www.ucr.edu>

***Full Name of Legal Signatory for This Application:** Robert Rothana Chan

***Legal Signatory Contact Title: Post-Award Manager:** Post-Award Manager

***Legal Signatory Organization Name:** University of California, Riverside

***Legal Signatory Mailing Address:** 900 University Avenue; Riverside, CA 92521

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***Legal Signatory Phone Number:** (951) 827-6194

Section 2: Application Contact Information

***Full Name of Primary Contact for This Application:** Dr. Brian Haynes

***Primary Contact Title:** Vice Chancellor, Student Affairs

***Primary Contact Organization Name:** University of California, Riverside

***Primary Contact Email Address:** brian.haynes@ucr.edu

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***Do You Want to Add a Secondary Contact for This Grant Application?**

Yes/No

Full Name of Secondary Contact for This Grant Application: Alicia Velazquez

Secondary Contact Title: Executive Director, Educational and Community Outreach Programs

Secondary Contact Organization Name: University of California, Riverside

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***Do You Want To Add a Third Contact for This Grant Application?**

Yes/No

Full Name of Third Contact for This Grant Application: Emily Engelschall

Third Contact Title: Associate Vice Chancellor, Enrollment Services

Third Contact Organization Name: University of California, Riverside

Third Contact Email Address: emily.engelschall@ucr.edu
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Section 3: Required Collaborative Partners Contact Information

***K12 School District Name:** Riverside County Office of Education and San Bernardino County Superintendent of Schools

***K12 School District Primary Contact Full Name:** Edwin Gomez and Ted Alejandre

***K12 School District Primary Contact Title:** Superintendent

***K12 School District Primary Contact Physical Address:** 3939 13th St. Riverside, CA 92501 and 601 N. E St. San Bernardino, CA 92415

K12 School District Primary Contact Mailing Address (If different from physical address):

***K12 School District Primary Contact Email Address:** egomez@rcoe.us and ted.alejandre@sbcss.net

***K12 School District Primary Contact Phone Number:** (951) 826-6670 and 909.386.2406

***K12 School District Website URL:** www.rcoe.us/home and www.sbcss.net

***California Community College District Name:** Mt San Jacinto Community College District and San Bernardino Community College District

***California Community College District Primary Contact Full Name:** Joyce Johnson and Diana Z. Rodriguez

***California Community College District Primary Contact Title:** Provost, Temecula Valley Campus- Career Education & Workforce Development and Chancellor

***California Community College District Primary Contact Physical Address:** 28237 La Piedra Road, Menifee CA 92584 and 550 E. Hospitality Lane, Suite 200 San Bernardino, CA 92408

California Community College District Primary Contact Mailing Address (If different from physical address):

***California Community College District Primary Contact Email Address:** jajohnson@msjc.edu and drodriguez@sbccd.edu

***California Community College District Primary Contact Phone Number:** 951-639-5350 and (909) 388-6901

***California Community College District website URL:** www.msjc.edu and www.sbccd.edu

***California State University Name:** California State University, San Bernardino
***California State University Primary Contact Full Name:** Tomas Morales and Patricia Prado-Olmos
***California State University Primary Contact Title:** President and Chief Community Engagement Officer
***California State University Primary Contact Physical Address:** 5500 University Parkway San Bernardino, CA 92407 and 333. S. Twin Oaks Valley Road, San Marcos, CA 92092 **California State University Primary Contact Mailing Address (if different from physical address):**
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***California State University Website URL:** www.csusb.edu and www.csusm.edu

***University of California Name:** University of California, Riverside
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***University of California Primary Contact Email Address:** brian.haynes@ucr.edu
***University Of California Primary Contact Phone Number:** (951) 827-4641
***University Of California Website URL:** <http://www.ucr.edu>

NOTE: You will need to upload a list of all of your collaborative partners in the Required Attachments section at the end of this application. The list should include each organization's name and primary contact(s) (full name, title, email, phone number).

Section 4: Proposal Narrative

***Q1. Collaborative History and Strengths:** *Provide a brief narrative about when and how your collaborative was formed. Your response should address the following:*

1. *Which entities are involved and when did they begin working together?*

The two main entities of this collaborative are Growing Inland Achievement (GIA) <https://inlandempiregia.org/> and Riverside County Education Collaborative (RCEC) www.rcec.us. Established in 2015, Growing Inland Achievement is a regional K-16 education collaborative that works to achieve educational and economic equity in the Inland Empire for the 1.4 million K-16 students in the region. GIA accomplishes this by serving as a collective impact (backbone) organization that supports a cross-sector network of education, government, nonprofit, and business institutions in the Inland Empire who are all collectively working towards a shared vision of educational and economic success. GIA researches issues and opportunities, resources innovations and solutions, and connects diverse stakeholders across the two-county region of the Inland Empire. A \$5M Governors' Innovation Award allowed GIA to begin work in earnest to build a solid network of educational institutions, community-based organizations and workforce partners committed to prioritize improving systems to better meet the needs of IE students and families. In 2019, GIA was also selected by the Bill and Melinda Gates Foundation (BMGF) as one of twelve Intermediaries for Scale across the nation.

Riverside County Office of Education (RCOE) also has a trailblazing history which includes working collaboratively and supporting Riverside County school districts, California County Offices of Education, as well as out of area school districts through network activities, professional development, mentoring, and coaching. As a leading County Office of Education, in 2014 President Barack Obama's administration requested RCOE to convene a collaborative that included K12 school districts, higher education institutions, workforce partners, and community leaders to focus on preparing and enrolling more students into higher education. Riverside County leaders went into action and formed the RCEC which is uniquely positioned to work collaboratively with Inland Empire districts and higher education institutions to lead change at a local level, build awareness of pressing challenges, identify solutions, and to scale up innovative and effective practices to dramatically impact student achievement, pathway completion, and workforce readiness.

Over the years, the two main entities have worked together on some of the most innovative initiatives in the region. Following are some examples of these initiatives which will be described in greater detail later in the proposal:

- Magnify the Middle
- College and Career Readiness
- AP Readiness
- ANT Teams
- Guided Pathways
- Toward a Shared Vision

The collaborative will have two main conveners, San Bernardino County Superintendent of Schools (SBCSS) and Riverside County Office of Education (RCOE). The role of the conveners will be to provide “backbone” support and services.

2. *What have been the collaborative’s major activities and accomplishments to date? Include quantitative or qualitative data to demonstrate the collaborative’s successes to date.*

Over the past six years, GIA has worked together with partners to improve student success through an array of opportunities including regional Guided Pathways implementation, transfer improvement initiatives, math curricular reform and others outlined further in this proposal. Key to GIA’s collaborative strength is the leadership of its [Board of Directors, which includes leadership from both counties](#). Leading with a postsecondary success framework, the GIA collective impact collaborative has already experienced many successes and much growth over the past six years. As a result, the region has many pieces of a coherent integrated framework to improve educational and career outcomes. The California Department of Education’s commitment to a K-16 approach offers an opportunity to more formally expand and link this work into an integrated system that eliminates racist structures, increases diversity among faculty and staff, and increases opportunities for students and families to prepare for their college and career journey earlier and with intention.

GIA’s initial five-year [report](#) reveals a range of both qualitative and quantitative accomplishments achieved by the network. Each of these accomplishments and activities, although formally established under the GIA framework, are a result of IE Regional work with contributions from educational institutions, community-based organizations and employer partners across the entire IE CERF region. As such, **these activities and accomplishments are the work of the IE Region.**

- **Innovation Awards:** As part of the initial GIA collaborative, annual innovation awards were provided to cross-sectional and inter-segmental teams to test innovative approaches to increasing student success. Over the past six years, a total of 14 innovation awards totaling \$1.6M including \$255,000 for emergency COVID relief awards in 2020. Overall, these awards resulted in 33 events promoting college readiness, math education, community college enrollment, professional development and parent education. Additionally, three curriculums were updated to support courses that better serve students. These awards have truly been an example of cross-sectional collaborations and have included the following partnerships.
 - **InTech Center:** Partnership between Chaffey College and the Manufacturers Council of the Inland Empire.
 - **Quant Lab:** Quantitative Reasoning Lab at CSUSB
 - **College and Career Readiness:** Partnership between Riverside County Office of Education (RCOE) and Riverside County Education Collaborative (RCEC)
 - **AVID: Strengthen linkages between secondary schools and institutes of higher education for the improvement of student outcomes:** a partnership between Crafton Hills College and Riverside City College
 - **College Success Initiative targeting the achievement and opportunity**

- gap for African American students and males of color;** a partnership between BLU Educational Foundation, Rialto Unified School District, San Bernardino Valley College (SBVC), California State University San Bernardino (CSUSB)
- **Mathematical Reasoning with Connections (MRWC):** Partnerships between Cal State San Bernardino, College of Education; Riverside County Office of Education; San Bernardino County Superintendent of Schools
 - **Promise Scholars:** a partnership between Ontario-Montclair School District (OMSD), Chaffey Joint Union High School District (CJUHSD), City of Ontario, Inland Empire United Way, Chaffey College, California State University, San Bernardino (CSUSB), and the Ontario-Montclair Schools Foundation.
 - **Prepare the Child for the Road: College Application Bootcamp:** Partnership between San Bernardino County Superintendent of Schools, San Bernardino Community College District, Redlands Unified, San Bernardino City Unified to implement the San Bernardino County Cradle to Career Roadmap
 - **Leveraging the AP Readiness for College Access and Success:** As previously mentioned, this program is an exemplar of the joint efforts of the main entities of the IE Collaborative. In partnership between University of California, Riverside (UCR) Graduate School of Education (GSOE), San Bernardino County Superintendent of Schools (SBCSS), and Riverside County Office of Education (RCOE)
 - **Creative Confidence:** a partnership between Barstow Community College and Mountain Desert Economic Partnership (MDEP)
 - **Inland Empire Fellowship Program (IEFP):** As previously mentioned, this program is an exemplar of the joint efforts of the main entities of the IE Collaborative. A partnership between CSUSB Office of Pre-College Programs, San Bernardino County Superintendent of Schools; San Bernardino Valley Community College District; Chaffey Community College; Riverside Community College District; College of the Desert; Boys and Girls Club.
 - **Magnify the Middle:** As previously mentioned, this program is an exemplar of the joint efforts of the main entities of the IE Collaborative. A partnership between RCOE, University of California, Riverside (UCR), Mt. San Jacinto Community College District (MSJC), Moreno Valley College (MVC), Moreno Valley Unified School District (MVUSD), Murrieta Valley Unified School District (MVUSD), Perris Union High School District (PUHSD), Temecula Valley Unified School District (TVUSD), Val Verde Unified School District (VVUSD), CA Colleges (CCGI), AVID Center, and College Board.

Additional funded support included emergency COVID-19 relief funding to the following organizations:

- Funding to increase College Corps Advisors – BLU Educational Foundation
- Direct support for students with technology needs – Crafton Hills College
- Laptop and Hotspot loan program – CSUSB Foundation

- Technology and Broadband support – Great Harvest Foundation and San Bernardino Valley College
- Hot spots for students – Jurupa USD
- Basic needs – housing and food insecurity - Norco College

Ongoing Collaborative Work

- **FAFSA Completion**: The FAFSA completion campaign also began with an innovation award and was picked up by the Board of Directors as a call to action for all IE high schools to achieve 90% FAFSA completion among high school seniors by 2026. Since this challenge was issued and supported by outreach strategies initiated by the FAFSA Action Network Team, the region has increased its FAFSA completion rates from 49% in Fall 2021 to 52% in Spring 2022.
- **Dual Enrollment**: As part of the College and Career Readiness Action Network Team, the importance of increased opportunities for Dual Enrollment is cited as a strategy with clear implications for building a postsecondary mindset, increasing financial affordability, and strengthening progress toward AB705’s mandate to increase completion of transfer level math and English courses in a student’s first year of college. A starting point for moving toward this strategy is a plan to conduct a dual enrollment audit throughout the region to gain a clear picture of effective programs and ways in which these could be scaled or replicated to districts that do not have these in effect. Another component of this effort involves the table convened in partnership with IECF in 2021 to draft legislation to establish consistency in enrollment opportunities and grading formulas throughout the state.
- **CollegeApp**: The collaborative is utilizing this data analytics tool to identify individuals with high levels of interest in returning to school. These “Returning Adults” include those with some college but no degree (25% of individuals ages 25 and above) as well as those who stopped out after high school and those who have not completed high school. Thirty-three percent of Latinx adults in the region do not have a high school degree or diploma. This data tool will be paired with the use of Completion Coaching to provide an additional layer of support for students who have been out of school and need help navigating logistics, identifying both school and community-based resources, and simply persevering as a “non-traditional” student.
- **TransferGPS**: This partnership with the John Gardner Institute uses a “Curricular Analytics” tool that assesses students’ progress towards degree completion, identifying barriers to completion and overall program complexity between community colleges and transfer institutions. The resulting transfer and completion analytic maps allow colleges and universities to run multiple scenarios to identify transfer and completion pathways and work collaboratively to eliminate barriers and streamline the transfer and degree completion process.
- **Minority Teacher Pipeline**: Funded as an innovation award in 2020, the goal of the project is to recruit and prepare racially and ethnically diverse students to become teachers in the Inland Empire. Specifically, targeted outreach efforts have been implemented to recruit more men of color, particularly Black men, to become teachers. During the 2020-2021 school year, eight candidates participated in a virtual Diversifying the Teacher Pipeline program. With lifting of pandemic restrictions and more recruitment, 20 men enrolled in 2021-2022.
- **Equity Continuum**: In 2020, the Equity Action Network Team determined the

need for a formative assessment framework to help regional educational institutions and community-based organizations examine their current organizational culture and structure around equity. Partnering with national experts, the team created an Equity Continuum, a tool designed to help institutions surface and address inequities that exist for its stakeholders to ultimately eliminate racial, gender, and socioeconomic status biases. The Equity Continuum guides an organization on a journey through six dimensions that foster equity in educational settings while assessing where on the continuum they sit now and how they move to "sustain equity indefinitely." The tool fosters reflection on the experiences of key parties in the education system – students, faculty, staff, administration, and the overall organization. This tool is currently being piloted with six colleges and organizations and will be shared broadly over the next year.

- **[CaliforniansForAll College Corps](#)**: Six campuses in the IE joined together to apply to support students in this newly developed college service program. Up to 500 low-income IE students will earn \$10,000 in college stipends while providing a year in service to their communities. These six campuses will work together to identify and coordinate volunteer opportunities in the region and to provide training for students and volunteer host organizations.
- **[IEstudents.org](#)**: Within 48 hours of learning that the region's K-12, colleges, and universities were closed indefinitely in March 2020, the Collaborative created IEstudents.org and quickly populated it with information and resources such as links to support with broadband and internet; food and other basic needs; and other information as it was gathered. Innovation award funding was used to hire student ambassadors to help students through live chats. Started as an emergency response to the pandemic, this website now serves as an ongoing resource for students covering an array of topics.
- **Student Leadership Institute**: The Regional Guided Pathways Coordinators (RGPCs), BLU Educational Foundation, and GIA have partnered to create a Guided Pathways Student Leadership Institute. Currently being piloted, the goal of the Institute is to help students develop the leadership and communication skills, and social and emotional strength to overcome obstacles and learn to advocate for themselves toward successful completion of postsecondary education leading to career and economic opportunities. Starting with an equity lens, acknowledging that these students bring with them a cadre of life experiences that have both strengthened and hindered them, the Institute is offering an array of supports and engagement to help them develop life skills and strengthen their capacity for leadership and advocacy. These students are integrated into the GP planning and advisory teams at their college where they are also asked to identify a specific project that will contribute to the GP work and take leadership in moving the specific area forward.
- **[Building Better from Disruption](#)**: was a virtual webinar series held during 2021 designed to build upon lessons learned from districts' responses to the impact of the COVID-19 pandemic on schools and school systems. Developed as a partnership between the San Bernardino County Superintendent of Schools and Riverside County Office of Education, this five-part virtual series focused on the essential areas of social-emotional learning, accelerated learning, and community partnerships. With both regional and national speakers, the goal was to provide education partners, particularly administrators and teacher leaders working at the

school site level, with best practices and resources that support students' successful return to in-person instruction.

- **[Elevating the Student Voice](#)**: Committed to engaging those most affected by institutional policies and practices, GIA prioritizes the student voice ensuring that students who are representative of the region's population are at the planning tables, are asked for opinions, and are supported with resources to help them build their leadership and advocacy skills. Among other things, this has been reflected in the region's student voice project, an innovative live approach to gather student input from a representative cross-section of IE students, which yielded specific recommendations - such as the need for alternative financial aid and counseling hours; training on passwords; help with library services, webpages that rendered better on mobile devices instead of computers, to name a few. This resulted in funding from the ECMC Foundation for institutions to make student-recommended changes, and sponsor a student leadership and advocacy training institute.
- **College Promise**: In partnership with the Kresge Foundation, the region has been resourced to pilot a completion coaching program with its College Promise students. Concurrently a team of researchers and advisors will monitor overall progress, review best practices, identify additional support needed, and determine a plan for regionwide scaling of equitable, financially sustainable community college promise program activities.
- **IE Guided Pathways**: With additional support from the College Futures Foundation, GIA has been able to supplement the State Guided Pathways Implementation project to ensure that those community colleges in the region who were not able to participate in the State-led planning and guidance are receiving the same targeted technical assistance through the National Center for Inquiry and Improvement (NCII). As a result, the IE is the only region in the State that has all of its community colleges working collectively toward full implementation of Guided Pathways.

It cannot be overstated that all of these successes and projects are the result of broad regional input and commitment by multiple partners who have worked together for six years, building trust and shared values, and committing many hours toward planning and implementation – all in the interest of improving educational and workforce opportunities for the regions' students and families. These partners are committed to ensuring there are pathways for students from throughout the region, including those in the more remote areas of Barstow, Palo Verde and east Riverside County that have traditionally been under-resourced.

Similarly, the RCEC Collaborative has also designed, tested, and implemented a number of initiatives which have had tremendous success improving outcomes for K16 students in the Inland Empire and throughout the state over the past eight years. In 2014 a review of the current state of College and Career Readiness in the Inland Empire data illuminated that students remained unprepared for college and the workforce in comparison to other regions. The Lumina Foundation's ongoing study [A Stronger Nation](#), reported in 2014 that of the 25 largest urban areas in the nation, Riverside/San Bernardino Counties have the lowest percentage (27.2%) of adult residents with postsecondary degrees. Additionally, only 2.7% of students entering post-secondary are not in need of remediation. The research was clear for RCEC

leaders that Inland Empire students were K12 school and higher education institution dependent for all postsecondary pathway advising, workforce pathway selection, college counseling, and college affordability conversations. We understood that no other collaborative in the nation would have the same obstacles we would encounter in the Inland Empire and the mission was clear that in order to drive improvement in our pathways for students, we would need to build sustainable systems that were embedded into our institutions and the school day.

RCEC ultimately focused its efforts on a primary driver to increase the number of students graduating from high school on track to succeed in a post-secondary pathway. RCEC members developed the following four goals to increase postsecondary access and attainment in our region:

- Increase the percentage of FAFSA and CA Dream Act application completions from 64% to 93%.
- Increase the percentage of students applying to three or more colleges and universities to 60%.
- Increase the percentage of students enrolling in post-secondary education from 52% to 65%.
- Increase the number of students who are college and career ready from 2.6% to 20% through several indicators such as UC/CSU A-G completion, Career Technical Education (CTE) pathway completion, Advanced Placement (AP) and dual enrollment, concurrent enrollment and community college multiple measures/course placement.

Examples of the breadth and depth of the collaborative's work are below. Where appropriate, we have included qualitative and quantitative data to substantiate the Collaborative's impact on student achievement and outcomes.

Race To Submit for Free Application for Federal Student Aid (FAFSA) or CA Dream Act Application (CADAA) Completion Initiative: In 2014 Race to Submit challenged high schools in Riverside County to increase their Free Application for Federal Student Aid (FAFSA) and CA Dream Act (CADAA) submission rates to help students discover the financial aid available to them. The federal government provides more than \$150 billion in grants, loans and work-study funds each year for students to attend college or career school. Too much of that money goes unused. Graduating seniors from the class of 2014 in California lost out on \$396,401,205 in federal Pell Grant funds in 2013-2014 because students failed to submit Free Application for Federal Student Aid (FAFSA). A focus on college affordability was apparent for RCEC when over 65% of all Inland Empire K12 students were receiving free or reduced lunch but less than 50% of graduating seniors were submitting a financial aid application.

RCEC established a partnership with the CA Student Aid Commission (CSAC) and Riverside County became the first county in the state to receive student level data access for all high schools which allowed monitoring of completion daily. Riverside County Office of Education became the largest CSAC account holder in the state and

through the collaboration of RCEC leaders and partnership of all districts in the county, it was agreed that this data would be made public on a website updated weekly for all Riverside County high schools <http://www.rcec.us/race-to-submit/>. This was the first time in California history that FAFSA and CA Dream Act completion rates were made public by high school. Race to Submit awarded high schools with winning banners for the highest FAFSA/CA Dream Act completion rate for their category based on student enrollment for the CA March 2nd application deadline and a June 30th deadline.

The Race for completion was on and these efforts led from 15,150 applications submitted in 2014 to an increase of 20,132 applications submitted in 2016. Of the 13,204 CA Dream Act applications submitted on time in 2016, 579 applications were Riverside County students. The California Student Aid Commission (CSAC) recognized these efforts and on February 23, 2017, voted to expand this competition statewide in 2018. RCEC efforts are included on the CSAC website as the model for the state of California <https://webutil.csac.ca.gov/Dashboard/>. RCEC efforts led to a statewide campaign that was recognized by CA State Superintendent of Instruction Tom Torlakson in October 2017 and two RCEC school districts became the first in the state to require FAFSA/CA Dream Act completion as a graduation requirement. As a result of Race to Submit statewide success, in January 2021, Governor Newsom put forth a budget proposal that would ensure all high school seniors complete a FAFSA or CADAA. On October 6, 2021 Governor Newsom signed into law [AB 469](#) requiring 12th grade students to submit a financial aid application if they have not opted out and RCEC Steering Committee leaders were asked to testify before the CA Senate in support of this bill. RCEC leaders now continue to provide Inland Empire and statewide support, share best practices and present for multiple school districts including Los Angeles Unified School District and present at the CSAC's annual California College Affordability Summit.

College Kickoff

As RCEC leaders reflected on the data, it showed Inland Empire students are school and institution dependent. It was decided that a change idea of embedding college and career readiness lessons and activities school wide would be piloted in 2015. In October of 2015, an RCEC district piloted College Kickoff lessons during the entire school day and the data was astounding. In one day alone this district supported the submission of 739 community college applications, 1,627 FAFSA and CA Dream Act launches, and 796 UC/CSU applications were started and/or submitted. One year later in 2016, the College Kickoff model was shared and scaled out to 15,528 seniors and 63,803 9th-12th grade students participating throughout Riverside County. Our Higher Education institutions now also partner with providing staff to attend events throughout the county. October is now officially "College Kickoff month" and over 300,000 students in the Inland Empire participate in college and career readiness activities and lessons during the school day such as completion of four-year plans, career technical education pathway exploration, district wide PSAT/SAT testing, college affordability lessons, and submission of college applications. We are currently piloting similar efforts at our Community College campuses through a cohort model of support to increase transfer pathway enrollment.

Master Schedule Training Project

For students to apply to a California State University and/or University of California campus, they must complete 15 specific courses known as the A-G requirements with grades of a C or better in each course. With two of the RCEC driving objectives to increase college readiness and college enrollment work to improve student access to courses of rigor began with our district partners.

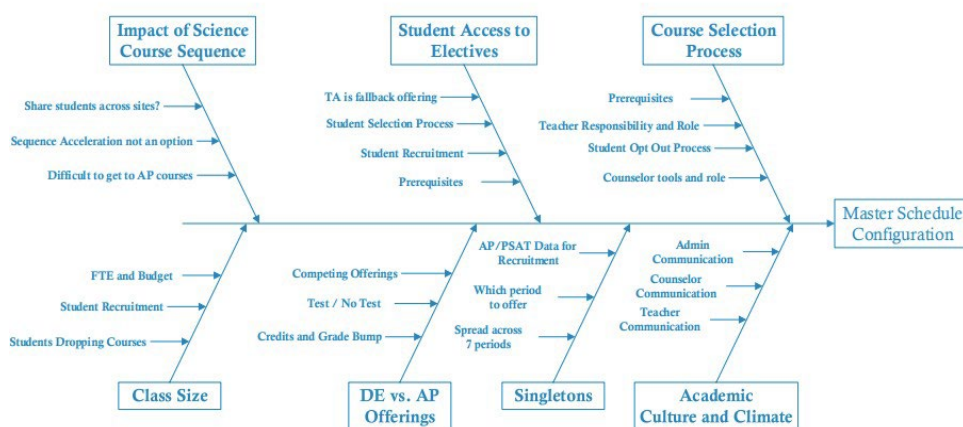
A school's master schedule represents the organization of teachers, subjects, and course sections that students have access to. Knowing resources are finite, collaborative schools began working to study how resources (staffing) were deployed in order to improve student access to courses of rigor. Building student centered master schedules was critical to improving student outcomes.

For example, during an examination of an Inland Empire high school master schedule, it became obvious that not all 9th grade students could enroll in a Language Other Than English (LOTE) course due to the limited number of sections available. The school did not have the financial resources to hire additional LOTE teachers. Examining the entire master schedule, the school also learned that three of the 18 math teachers were dedicated to remediating the D and F grades students were earning in their math courses. If the school could increase the number of students earning grades of C or better in math courses, and when the opportunity presented itself, math staff could be reallocated from the math department to the LOTE department. And that is exactly the strategy the school was able to implement. Once implemented, student completion of LOTE requirements soared and overall school A-G completion rates increased 18 % points in two years.

As a result of the Master Schedule project the RCEC leaders designed and offered master schedule training to over 300 middle and high school leaders across the Inland Empire and state, providing another example of how the work of RCEC is tested and taken to scale to improve student achievement.

Please click on <https://drive.google.com/file/d/1n1zZ9a8v1--MxPGpyTAw0AYRmdxhDB6Y/view?usp=sharing> for image of Master Schedule Driver

Master Schedule Driver



“The master schedule is to a school what grading policies are to teachers and classrooms. It reveals the true beliefs, attitudes, values, and priorities of the school. The school’s master schedule is like looking at an MRI of the inner workings of a school. It is the window to the soul of the school.”

- National Association of Secondary School Principals

Grading Practices / Measuring Student Learning Project

Grading practices was introduced as the next change idea at the spring 2018 RCEC HUB/Steering Committee Leader meeting. We had been working on access to courses of rigor since 2014 and started to notice that the schools which had improved their A-G rate, some by as much as 20 percentage points, were starting to plateau. Investigating the phenomena, we quickly learned that providing student access to courses of rigor did not go far enough. Yes, more students were completing their A-G requirements than ever before but we decided to examine grading practices. We needed to examine the success portion of the equation: access + success = completion.

The Collaborative sent representatives from all five K12 school districts to Seattle to work with Tom Schimmer (Author of [Grading From the Inside Out](#)). Returning to Riverside County, the collaborative agreed to take action. Twenty teachers from the collaborative met once a month for five months to design a teacher survey on grading practices. The survey had one major goal: If we wanted to work on grading practices, we needed to understand our teacher’s current beliefs and practices. The survey has been taken by over 3,000 teachers statewide since then and illuminated the high degree of variance in teacher grading practices. We decided professional development was needed in the Inland Empire and used RCEC schools as our petri dish to move this work.

The collaborative then developed and hosted a Grading Practices Conference in October 2018 at the Riverside Convention Center which attracted over 400 educators from across the region and state. The conference keynote was Tom Schimmer and the teacher team involved in developing the teacher survey designed and led over 15

breakout sessions. In subsequent years the collaborative hosted annual grading practices conferences. In 2019 we invited Dr. Thomas Guskey (Author of [On Your Mark](#)) to present and in 2020 we held a virtual conference with Joe Feldman (Author of [Grading for Equity](#)).

The Grading Practices Project has evolved into the Measuring Student Learning Project and is now reaching districts and county offices of education across the state. The Measuring Student Learning Project (MSL) contains seven modules, the first module included transcript analysis. We have built transcript analysis exercises to measure UC/CSU A-G completion, Alternative Education graduation rates, and High School Readiness of middle school students. We are currently developing a middle school readiness indicator for elementary schools.

Benefits of the project include:

- Improve the accuracy of student performance measures as reported by course grades
- Improve staff collaboration efforts to improve instructional practices and student learning outcomes.
- Improve the staff's ability to accurately evaluate the high school readiness of middle school students
- Improve the staff's ability to accurately evaluate the college and career readiness of high school students
- Improve the staff's ability to accurately evaluate graduation rates of alternative education school students

The project is grounded in three professional competencies:

1. **Data Literacy** - The ability to read, work with, analyze, and communicate with data. The skill that empowers educators to ask the right questions of data, gather information, and build knowledge to make decisions and communicate meaning to others.

Resource - [Data Driven, not Data Drowning \(REL/Mid-Atlantic\)](#)

Click here:

<https://drive.google.com/file/d/1Bv6SmRGEIu9hTGjZIUOLJMGRwsvkusnu/view?usp=sharing> for link to Data Driven, not Data Drowning Article

RESEARCH REVIEW:
Data-driven decision making in education agencies

Data Driven, *not* Data Drowning¹



Being driven by data requires more than the existence of a data infrastructure, accessible data, and a culture of data use. It also requires careful attention that data are both relevant and diagnostic for each decision maker and decision. Meaningful use of data begins with who will access, analyze, or review the data and for what purpose. The figure below displays several examples of purposes that education decision makers have for using data.

Who will access, analyze, or review the data	For what purposes
Classroom teachers	<ul style="list-style-type: none"> Assessing the needs, strengths, progress, and performance of students Developing and revising classroom instruction Understanding professional strengths and weaknesses
School administrators	<ul style="list-style-type: none"> Assessing the needs, strengths, progress, and performance of staff and students Developing and revising school plans, targets, and goals Monitoring the implementation and impact of school practices, programs, and policies
Superintendents, school boards, district staff, charter management organization leaders, charter authorizers	<ul style="list-style-type: none"> Assessing the needs, strengths, progress, and performance of schools, staff, and students Developing and revising district curricula, standards, plans, targets, and goals Monitoring the implementation and impact of district practices, programs, and policies
State education agency officials	<ul style="list-style-type: none"> Monitoring statewide achievement and attainment levels, overall and for subgroups, statewide and by school/district Monitoring and reporting measures of school performance Measuring teacher effectiveness Monitoring human capital pipeline Evaluating program implementation and impacts Developing and revising state standards, curricula, and goals

The information presented in this infographic is presented in more detail at <https://www.mathematica-mpr.com/our-publications-and-findings/publications/conceptual-framework-for-data-driven-decision-making>

<https://ies.ed.gov/ncee/edlabs/regions/midatlantic/>



What's so important about data that is relevant and diagnostic?



Data must be *relevant* to the decision maker in order to guide the improvement of practice or outcomes. Its relevance may depend, for example, on whether data are related to students, staff, or programs or on how frequently data are updated and delivered.

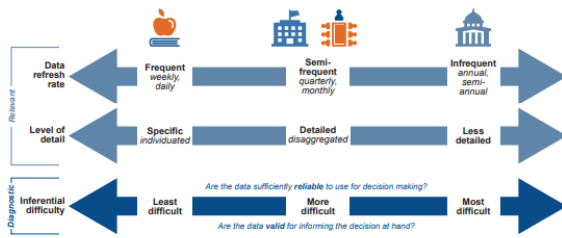
Data also must be *diagnostic* for the issue at hand, which means it must be *reliable* and *valid* (see text boxes). The same data can be diagnostic for some decisions and not for others. Schoolwide student growth, for example, might be diagnostic for identifying a high-performing school, but by itself has limited use for identifying why the school is high performing.



Reliable measures do not show big, random changes up or down. If a school's performance is in the top 10 percent one year and the bottom 10 percent the next, the measure is probably unreliable.

Even when data are reliable, they may not be **valid** for informing the decision at hand. Validity depends on the purpose for which data are used. Schoolwide standardized test scores may be valid measures of average student achievement levels, but may be misleading measures of principal performance (if, for example, a principal is new to the school).

Correct diagnosis can become increasingly challenging at higher levels because the decisions require correctly identifying underlying causes—in circumstances with many possible causes. A well-designed assessment can quickly help a teacher diagnose specific skills that a particular student needs to work on. When a principal sees that an entire class isn't doing well, however, an examination of average student test scores isn't enough information to conclude that the teacher needs to do better or how to support improvement. And when a school district has a chronically low-performing school, there is an even wider range of possible explanations—including leadership, teacher quality, curriculum, external factors, and many others—that could have produced the low achievement, so diagnosing the right explanations (and subsequently designing and implementing an appropriate intervention) is even more difficult. The figure below illustrates how the level of detail, the frequency of data collection, and the difficulty of making strong inferences vary for decision makers at different levels.



This work was funded by the U.S. Department of Education's Institute of Education Sciences (IES) under contract ED-IES-17-C-0036, with REL Mid-Atlantic, administered by Mathematica Policy Research. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

2. Systems Thinking - Systems Thinking is a way of helping a person or group to view systems from a broad perspective that includes seeing overall structures, patterns, and cycles, rather than seeing only a specific individual or event. Systems thinking involves shifting our focus from individuals and symptoms to underlying problems. Systems are complex and to improve them we must be persistent and curious.

3. Improvement Science - Continuous improvement efforts generally involve some variation of the following iterative cycle of activities:

- 1) Facilitating investigative processes to understand a problem and the system that produces it
- 2) Focusing efforts to develop shared aims for improvement
- 3) Generating or gathering ideas for change
- 4) Iteratively testing changes at a small scale before eventually bringing them to full and reliable implementation

Project Design includes seven (7) modules.

- Module 1 Grade distribution analysis
- Module 2 Analyze teacher practices around measuring student learning
- Module 3 Analyze student experience and perceptions of teacher grading practices
- Module 4 Analyze Essential Standards for Core Courses

Module 5 Analyze syllabus for core courses for content, detail, and essential standards

Module 6 Analyze Grade Books for correlation to syllabus and essential standards

Module 7 Analyze Grade Books for evidence of grading practices

Preliminary results from project participants include increases in student achievement and decreases in the number of D and F grades in courses or rigor.

[Race to Rigor](#)

Race to Rigor is challenging high schools in the Inland Empire to increase student's access and success in rigorous coursework including UC/CSU A-G, Advanced Placement (AP), Dual Enrollment, and International Baccalaureate (IB) to ensure preparation and academic success in college. As a result of our efforts, students of Riverside County have increased college enrollment in the fall immediately following graduation from 15,026 students in class of 2013 to 18,391 in class of 2019. Riverside County districts have also earned the highest high school graduation rate for large counties in the state of California for both class of 2019 and 2020. A cornerstone of the Race to Rigor project is the [AP Readiness Program](#).

Click here

https://drive.google.com/file/d/1yUatOlgbqlguhzyuM2u9ATwM8GgdkLk_/view?usp=sharing for the UC Riverside AP Readiness Infographic

Working together, the RCEC collaborative, RCOE, and the University of California, Riverside, lead the Advanced Placement Readiness (APR) program which provides supplemental instruction to current and potential AP students in 11 Advanced Placement courses (AP Biology, AP Calculus AB, AP Chemistry, AP Computer Science Principles, AP English Language, AP English Literature, AP Human Geography, AP Physics, AP Statistics, AP US History, and AP World History). APR is hosted on UC Riverside's campus on 8 Saturday's a year and during COVID, all sessions were moved virtually ensuring AP students in the Inland Empire receive support from experienced AP teachers with proven results.

The APR program also provides high level professional development for current and potential teachers of AP courses in STEM and Humanities areas. AP teachers involved in APR participate in course-specific professional learning that includes observing and interaction with master teachers and engaging in professional networking that promotes best practices in rigorous AP instruction.

The AP Readiness program was initiated using funding from the Bill and Melinda Gates Foundation in 2016. When the funding ended, the Riverside County Superintendent of Schools began funding the project with over 35,000 sessions attended by both Riverside County and San Bernardino County AP students. Program evaluation results also demonstrate 90% positive feedback from students and teachers as well as increased AP enrollment and pass rates for students enrolled in the AP Readiness program.

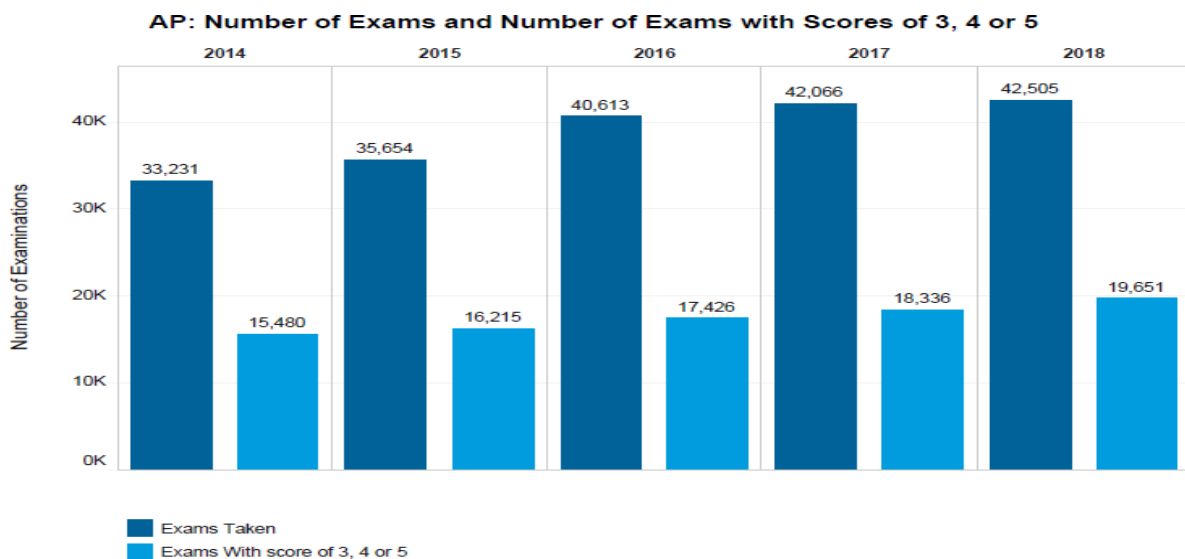
PSAT Subsidy Project

As part of the RCEC [Race to Rigor](#) project, the Collaborative engaged the Riverside County Office of Education to subsidize the cost of the Preliminary SAT (PSAT) for 10th grade students. The strategy was effectively used by a high school within RCEC to increase the number of students enrolling in Advanced Placement courses with the intent to increase access to courses of rigor.

As part of the PSAT report, schools receive the AP Potential Report. The AP Potential Report identifies students who possess the “potential” to take and pass AP exams in identified subject areas. The report was used to successfully recruit students into AP courses across the region. This strategy was also important in identifying barriers to AP course recruitment and increasing equitable access for all students. Historical analysis indicated that particular student groups were more likely to be recruited into AP courses, thus creating an unlevelled playing field when it came to bumps in GPA, college credit for AP examinations, and the college application process.

The AP Potential Report is from a RCEC high school. The report is broken down by AP Test, the number of students who took the PSAT demonstrating “Potential” and “Some Potential.” Behind this table is student level data that allows teachers and counselors to actively and intentionally engage students in AP course recruitment.

You can see from the table the impact of using the PSAT AP Potential report to increase student enrollment and AP test scores. Click here [https://drive.google.com/file/d/1FQzessxLbVOUBW1BIJry5ybOoMVe7_Ng/view?usp=sh](https://drive.google.com/file/d/1FQzessxLbVOUBW1BIJry5ybOoMVe7_Ng/view?usp=sharing) for AP Exam Table.



Transcript Analysis Project

RCEC leaders recognized that if we wanted to increase access and success to courses of rigor, then we would need a process to analyze the current on-track status for all students. In 2014, there were no Student Information Systems (SIS) in CA that could

accurately calculate and identify a high school's number of A-G on track students, how many courses a student was missing to get back on track, and what subject areas were students struggling the most with. The UC/CSU transcript analysis process calibrates student academic performance across all high schools in the state to meet minimum admission requirements. A high school transcript is a record of a student's academic performance and includes courses taken, course grades, and credits earned. A transcript can also contain assessment data such as state assessments, ACT and SAT scores, as well as GPA and class rank.

While a transcript analysis evaluates the academic performance of individual students, the power of the driver lies in the aggregate reports the analysis generates. It is the aggregate reports of student groups and course subjects that measures the performance of the school system. For example, transcript analysis will shed light on academic performance for our students with exceptional needs, our students whose primary language is not English, our boys, our girls, our Foster Youth, our socioeconomically-disadvantaged (SED) students, and others. It will also provide information on how our current system might generate and perpetuate our current outcomes. If it is our intention to improve student outcomes, then transcript analysis will inform us where to start and what to leverage.

Why is this important? In the increasingly competitive world in which our students will be competing for jobs, being prepared for post-secondary education is not an option. Completing rigorous courses not only prepares students for college but gives them the habits of mind and critical thinking necessary to be successful in their pathway of choice.

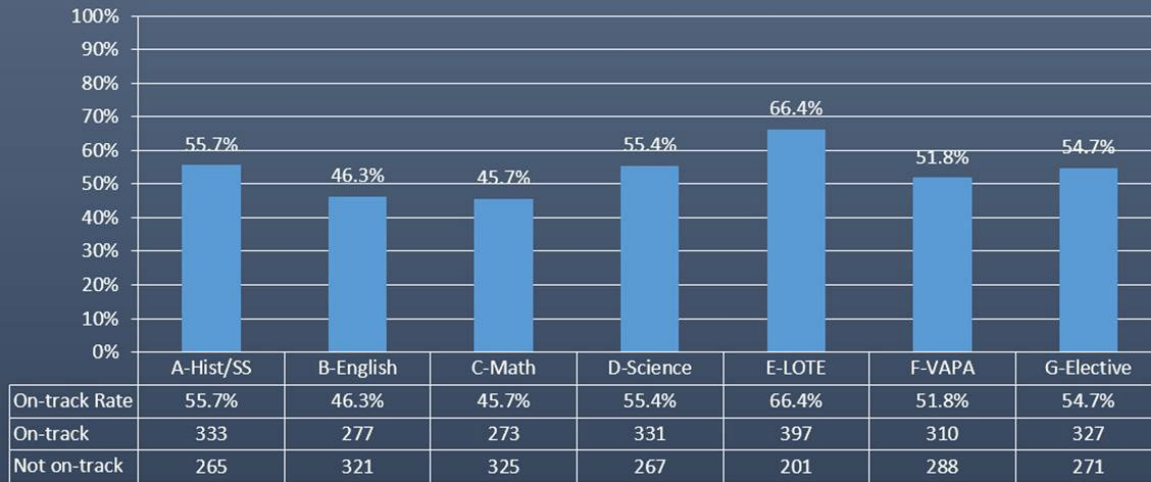
The transcript analysis reports generated include the following disaggregated reports:

- Overall Completion
- Completion by Subject/Category
- Ethnicity
- Program (SED, EL, SWD, 504)
- Gender
- Course access vs. success
- Students missing 3 or fewer classes
- GPA

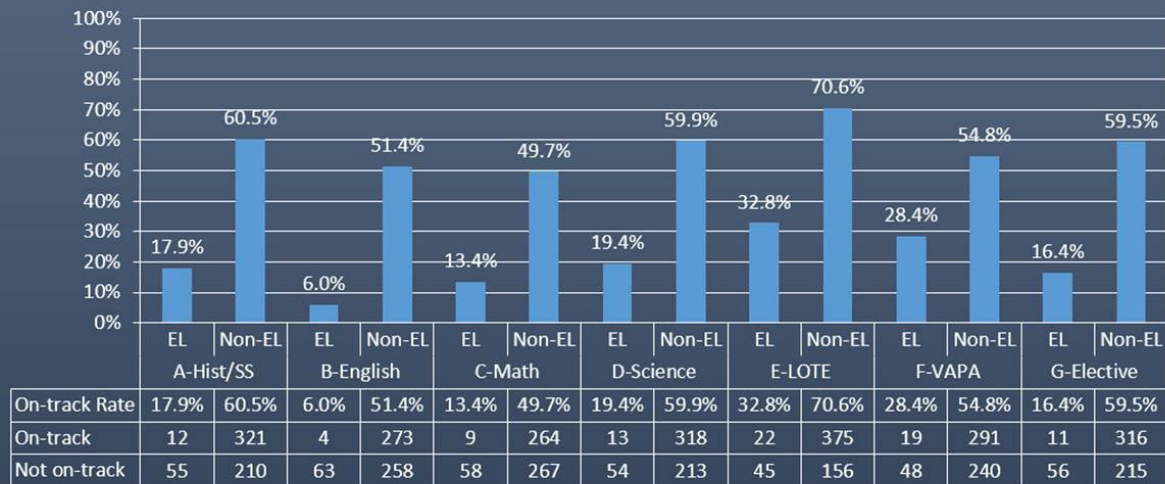
Click here

https://drive.google.com/file/d/1j_0l8znY3c2i85teDEDI0z8rnKWgYhLD/view?usp=sharing for Sample UC/CSU A-G Transcript Analysis Report

On-track for A-G by Category



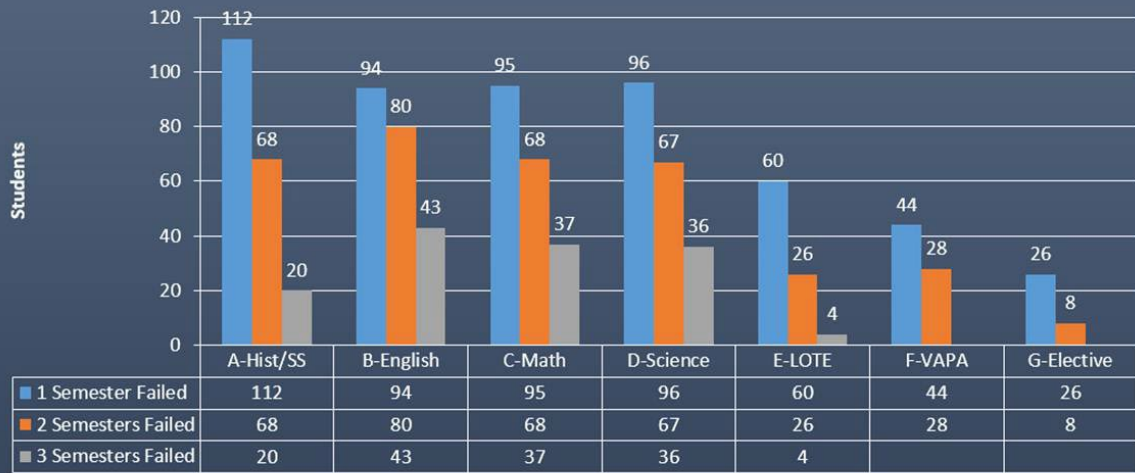
English Learners (EL) On-track for A-G by Category



A-G Success and Course Access Issues



Students with Success Issues in 1, 2 or 3 Course Semesters by Category



The transcript analysis project is both embedded in the Measuring Student Learning Project as Module #1 and stands alone as a powerful change strategy. Beginning with UC/CSU A-G transcript analysis, the Collaborative has developed transcript analysis exercises for alternative/continuation high schools to diagnose and improve graduation rates, and for middle schools to measure their students' high school readiness.

National Student Clearinghouse StudentTracker (NSC)

For over a decade, the Riverside County Superintendent of Schools has paid the subscription costs for the National Student Clearinghouse StudentTracker annual report for the 100+ public high schools in Riverside County, CA. Riverside County is the first in the state of California to have a comprehensive monitoring system that follows the over 30,000 graduates annually seven years after they graduate. Over the past seven years, RCEC leaders have supported the San Bernardino County Office of Education and school districts to engage and utilize NSC services and data including professional development and school site coaching.

The [National Student Clearinghouse's StudentTracker](#) for High Schools is the only service that provides verified college enrollment data that tracks a school's graduates for up to eight years after graduation. Tracking each graduating class over time enables RCEC to measure the impact of the change ideas implemented. Change ideas which improve student outcomes are then amplified and implemented at scale. Change ideas that do not improve student outcomes are extinguished and the associated learning is shared with the collaboration partners and region. In addition to the standard NSC reports provided, RCEC leaders have generated additional reports by program and student groups including the number of Career Technical Education (CTE) completers enrolled in postsecondary and in the certificate or major in comparison to what was completed in K12.

National Student Clearinghouse regards RCEC as one of their national implementation leaders featuring them in multiple articles, case studies, and were invited to participate in their StudentTracker 3.0 beta testing.

[NSC Whitepaper on Improving Student Success](#)
[State/National Trainer/Presenter](#)
[StudentTracker 3.0 Beta Test Team](#)

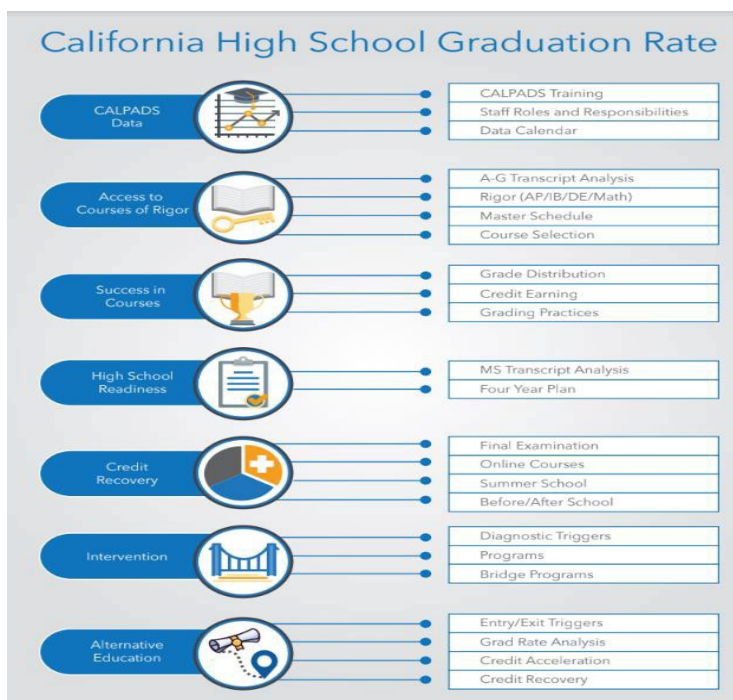
CCEE Graduation Driver Diagram Project

In 2019, the Marin County Office of Education, acting as the Administrative Agent for the California Collaborative for Educational Excellence (CCEE), reached out to the Riverside County Office of Education to learn more about how RCEC and the County improved high school graduation rates from 77% to 90% and took the highest graduation rate in the state for the class of 2019.

Conducting an environmental scan of the work of RCEC over the past five years, the attached improvement science driver diagram quickly emerged. The Graduation Rate Driver Diagram has been instrumental in framing the work of RCEC and multiple professional development trainings have resulted. Members of the Collaborative team have conducted professional development sessions across the Inland Empire and requests from County Offices of Education and individual LEAs for assistance in improving student outcomes continue to be a major role of RCEC's work and influence across the region and state.

Click here

<https://drive.google.com/file/d/1RbcTK7C06p3vQdUxYdKSLs0BmGIPmRU1/view?usp=sharing> for California Graduation Driver Diagram



ASVAB Project

RCEC was also instrumental in leveraging the Armed Services Vocational Aptitude Battery/Career Exploration Program (ASVAB/CEP) to increase student access to career exploration resources and a potential pathway to a career in the military. Again, the initial change idea began in a Collaborative high school before being taken to scale in the region, ensuring that multiple pathways and career exploration was investigated.

The ASVAB CEP has two simultaneous mission purposes: (1) Obtain military recruiter pre-qualified leads and (2) provide a robust career exploration program for the nation's youth. On the www.asvabprogram.com one will locate the Find Your Interest (FYI). This 90 item RAISEC-based interest inventory is designed to help students investigate potential career interests and correlated career fields and jobs. The ASVAB has 8 sub-tests and 3 composites (verb skills, math skills and science & technology skills). In partnership with the Department of Labor (O'NET), DoD transferred their 1100 occupations and integrated those occupations in the www.asvabprogram.com known as the OCCU-FIND. The students can examine their personal aptitude scores and begin the job review and filtering process.

In Riverside County for the 2017-2018 school year, 80 high schools participated in administering the ASVAB to more than 9,000 students. Providing ASVAB testing opportunities during the school day requires logistical and instructional planning. RCEC leaders now take what they have learned in providing the ASVAB and coach Inland Empire high school leaders so they can also implement ASVAB testing opportunities.

School Counselor Leadership Network and Webinar Series

The [School Counselor Leadership Network \(SCLN\)](#) started within RCEC in 2014 as representatives from districts, higher education partners, and Riverside County Office of Education began to share school counseling best practices to improve student outcomes such as FAFSA/CADAA completion, A-G completion, career exploration, CTE pathways design, college going rates, AP enrollment, AP pass rate, and Dual Enrollment. RCEC then sought to share best practices across the Inland Empire which ignited other regions of the state to start their own regional K16 school counseling network. RCEC leaders have supported and coached San Bernardino COE, Orange COE, San Diego COE, Imperial COE, Shasta COE, and Santa Cruz COE to launch their own school counseling networks. Each year a spring and fall SCLN is held where members of the RCEC team present alongside state and national leaders in counseling. All materials, recordings and webinars are posted on the RCEC website.

During the last three years, the School Counselor Leadership Network has reached attendance of over 1000 participants a year. School Counselors, School Counselor Educators, Administrators, District Leadership, Career Technical Education Leaders, Directors, and graduate students have attended from the following locations but not limited too: Fontana USD, Culver City USD, Calexico, California Baptist University, Calipatria USD, Capistrano USD, Collegeboard, Common App, Gwinnett County Public Schools (Georgia), Irvine USD, Manchester USD, Oregon School Counselors Association, Platte County Public Schools, Redlands USD, Rialto USD, San Bernardino County Superintendent of Schools, and Utah State University, Stanford University, and University of North Florida.

In response to COVID-19, an additional spin off of the RCEC School Counselor Leadership Network began with the School Counselor On the Go (SCOTG) Webinar Series. These are area specific webinars around College and Career Readiness and School Counseling best practices. The SCOTG has also reached state and national attendance and has hosted webinars around college and career pathways and post secondary attainment with over 11,000 participants and views.

Magnify The Middle

Magnify the Middle (MTM) is an RCEC initiative which began in 2017 and implemented in 2018 after multiple transcript analysis led to the finding that movement on courses of rigor and dual enrollment would not occur if educators did not start focusing on high school readiness in middle school. MTM is focused on increasing awareness on middle school college and career indicators, improvement in academic outcomes/grades, developing a High School Readiness Indicator (HSRI), and increasing successful transitions to high school in career pathways or academic programs. MTM is a subgroup of the Riverside Education Collaborative and they meet monthly to discuss academic data of their schools, share best practices, change ideas, and implement success strategies at their sites while engaging instructional staff on campus.

Research from the [University of Chicago \(2014\)](#) Consortium on Chicago School Research (UChicago CCSR) found that middle school grades--particularly in 8th grade--is the main predictor of college-going and college-success rates. It is imperative that we

prepare our middle school students to enter high school at higher levels of academic fitness so they have access to proper courses and career pathways and can stay on track to attain post-secondary success. [Third Way's Next Initiative](#) has shared that when middle school students earn A's and B's in school, they will likely [enroll in post-secondary] and earn a college degree.

The MTM subgroup of middle school counselors, administrators, and instructional leadership teams uses data on middle school grade performance to determine level of high school readiness, access to grade level courses, and success in courses by department, student group, and gender. The MTM practices have created an inclusive culture of student support that brings all instructional and support service staff together to develop and implement change ideas that will increase high school readiness and career pathway and post-secondary success.

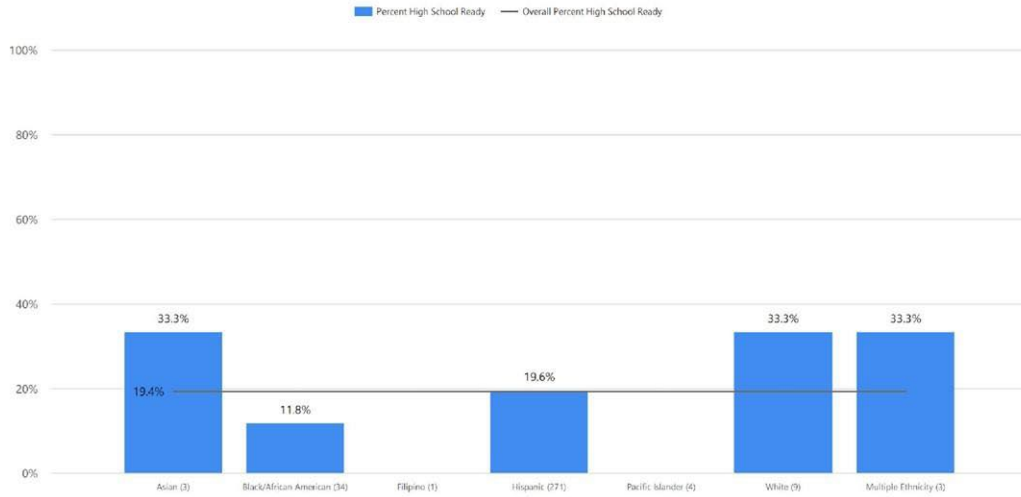
MTM subgroup conducts a yearly or bi-semester transcript analysis of student academic performance. To analyze the data, the teams use Improvement Science to measure student learning. This allows teams to improve student performance by understanding how teachers individually, and as members of instructional teams, create and use course grades to measure and report student learning.

Click here

<https://drive.google.com/file/d/1ACMcRrY6McYg0agx243UenvwtjqTWzoM/view?usp=sharing> to see sample reports.

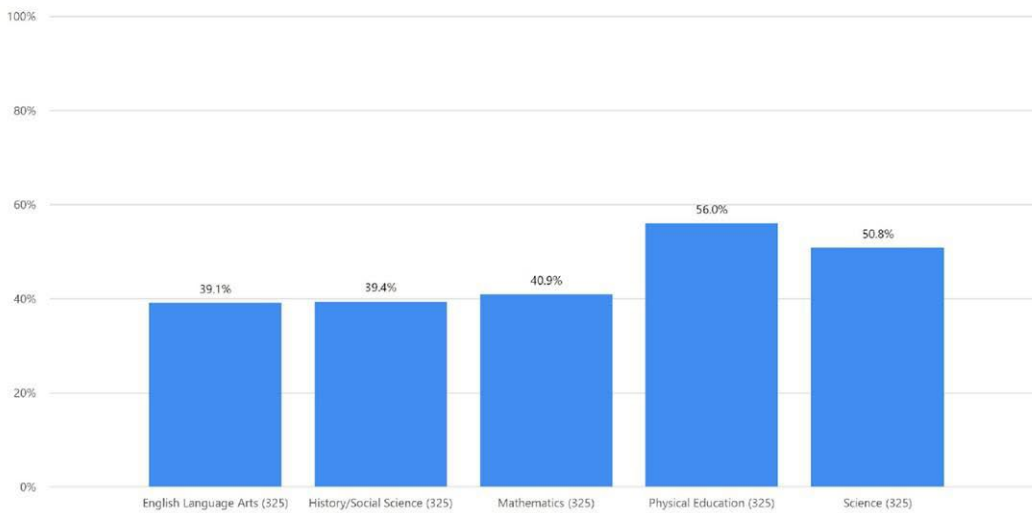
Sample Report—By Ethnicity

Middle Class of 2018 End-of-year Grade 8 High School Readiness Audit
Percent of Students High School Ready by Ethnicity

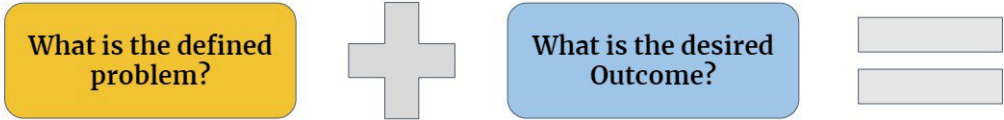


Sample Report—By Subject

Middle Class of 2018 End-of-year Grade 8 High School Readiness Audit
Percent of Total Students High School Ready by Subject



AIM STATEMENT



Magnify the Middle AIM STATEMENT #2
*To **increase** the HSRI from 34% to 60 % by 2022.*

2019	2020	2021	2022
35.95%	37.38%	44.73%	need 15.27%

The MTM initiative has grown outside of RCEC and partner districts such as Riverside USD, Rialto USD, Apple Valley USD, Upland USD, Victor Valley USD, Sonoma Valley USD, Roseville JUHSD, Santa Cruz USD, Palmdale Aerospace Academy, San Juan USD, San Lorenzo USD, and Scotts Valley USD have now started to implement a transcript analysis and analyze middle school high school readiness which was created within RCEC.

Riverside County Cal-SOAP

In 2019, RCEC leaders embarked on an effort to include an additional two school districts into the ongoing monthly collaboration and applied for the new Inland Empire Cal-SOAP RFA funding adding Hemet USD and San Jacinto USD schools. The decision was made based on student needs and the regional impact it could have on the southern part of Riverside County. The Riverside County Cal-SOAP program was created to increase the availability of information, improve students' access to higher education by raising their achievement levels, and aligns with the pledge of supporting students academically and socially in preparing our students for college, the workforce, and civic responsibility. Today this Cal-SOAP program serves 63 middle and high schools in seven districts in collaboration with our community partners and three RCEC higher education partners. Over 84,743 students, families and hundreds of school staff are supported by the RCEC led Cal-SOAP program. This expansion has given the RCEC team the experience needed to be able to expand further with the regional K-16 grant funding to help increase the collaboration and success into workforce pathways.

3. Describe the collaborative's previous and current participation in broad planning efforts to establish regional economic, workforce and/or education goals. What has been the collaborative's role in meeting those goals? How do you anticipate that role changing or expanding as a result of these grant funds?

Broad Regional Planning Work

In 2015, the GIA K-16 Collaborative was created with the intent to break down silos across the region, to integrate the broad spectrum of needs and services into a comprehensive approach to transforming postsecondary education to be responsive to students' needs rather than expecting students to fit into outdated and inequitable institutions. With the vision of *"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"*, this network of community partners has engaged in extensive planning within the broader region and with intentional outreach to ensure inclusivity to each sub region. While the first set of goals was established by the GIA board in 2015, the current [strategic plan](#) was ratified by the board in Summer of 2020.

Collective Impact Convenings: Two key planning activities that drive this work forward on a regular basis are: an [Annual Toward a Shared Vision \(TASV\) convening](#) and the regular working sessions of regional Action Network Teams (ANTs).

Toward a Shared Vision: In June 2017, the first Toward a Shared Vision meeting was convened with the purpose of reviewing the existing landscape and creating a vision for the collaborative work of moving the entirety of the IE toward greater educational attainment and improved economic opportunities. This original group of fifty participants identified core goals and processes and identified the ANTs as the beginning points for planning and collaboration.

Since 2018, a two-day Toward a Shared Vision convening has taken place annually to serve as an educational, planning and goal setting event. Each TASV offers opportunities to learn from national and regional experts on best practices around specific areas as well as hear from student populations in the region. The second day is used for broad regional planning within the Action Network Teams and/or Guided Pathways groups.

TASV continues to provide space for the ongoing work of the region to come together in a larger regional venue, and now averages 200 attendees. With quick adaptation, TASV pivoted to an online forum during the past two years and planning is underway for a hybrid model in 2022. Lessons learned from the pandemic included a heightened awareness of the difficulty of some more remote regions to participate in in-person events and meetings. Moving forward, the collaborative aims to unite the need for inclusivity with the added value of face-to-face gatherings with hybrid models of large regional gatherings. With continued growth of regional initiatives such as the postsecondary mathematics education reform, and the K-16 pathways work, this annual convening will likely expand.

Annual Guided Pathways Summit: In 2019, regional commitment to Guided Pathways was kicked off with the first of three annual GP Summits. Community college partners convened to gain a clearer understanding of the GP vision and created GP Teams at each community college. Subsequent GP Summits in 2020 and 2021 were held virtually, providing the broader regional representatives the opportunity to connect during this challenging time, to re-energize with national speakers and to plan for the year ahead. With Guided Pathways being such an integral part of the overall regional work, this summit will be combined with the TASV convening in 2022.

Action Network Teams: At the first TASV in 2017, the region agreed to focus on five areas: Data, Equity, College and Career Readiness, and Transfer. Reflecting their intent, these are called Action Network Teams (ANTs) and each one focuses on key transition points or critical focus areas to address the barriers to student success across the region. The first two ANTs established were the Equity ANT and a Data ANT.

- The **Data ANT** serves as the starting point for this collaborative to truly understand the broader IE region as well as the nuances of the subregions. The initial purpose of this ANT was to support the original GIA goals by identifying and sharing key baseline metrics around education attainments with a focus on inequities around race, ethnicity and gender that could be monitored for progress as the regional efforts toward institutional transformation moved forward. By telling the region's story and providing actionable insights the goal was to create a sense of urgency around the need for change. The role of this team has morphed into an ongoing community of practice inclusive of Institutional Research (IR) professionals from CSUSB, UCR, RCCD, RCC, Chaffey, RCOE, and other researchers who partner to ensure accurate and broad representation of the region through data sharing and research.

To ensure transparent and clear understanding of the needs, a Regional Data Dashboard was created and posted on the GIA website; GIA's Department of Research and Evaluation maintains and updates this dashboard. The Dashboard outlines core [demographic](#) data of the region and also includes details on the following key metrics that define the region's education and economic progress: [College and Career Readiness](#); [Degrees and Certificates](#); [Dual Enrollment](#); [FAFSA Tracker](#); and [Postsecondary Success](#).

Recognizing early on the gaps in access to disaggregated data, this group has conducted extensive outreach and education to the region's postsecondary institutions to encourage enrollment in and agreements to data sharing through the Postsecondary Data Partnership (PDP). With 11 out of 14 regional public postsecondary institutions enrolled in the PDP, individual colleges and the region as a whole have access to a clearer understanding of both institutional and collective progress. Because it can be disaggregated by multiple dimensions simultaneously, the PDP captures the intersectional nature of the student experience and leverages the opportunity to address equity gaps. Moreover, the ability to access more timely data (progress and efficiency metrics: leading

indicators and early momentum metrics such as Gateway course completion, persistence/retention, credit attempt/accumulation, etc.) increases the ability for leaders to make decisions based on timely information. Unlike commonly available lagging indicators (such as completion and employment), these leading measures in the PDP dashboards provide the opportunity for earlier institutional intervention/influence.

Another example of the collaborative's use of data to support planning around education and workforce needs is the four-part series of "Data Workshops" co-hosted by WestEd (and described further in Question 9). These conversations centered around using data to create better understanding across sectors and segments of IE students, leveraging data to collectively build career pathways.

- The **Equity ANT** was chosen as a starting point because of the critical need to first understand and acknowledge the vast inequities in regional educational and economic success in order to dismantle racist structures and replace them with inclusive policies and practices responsive to the needs of the region's Black, Hispanic, Indigenous, and first-generation students from low-income families. It provides targeted support to particular student groups and removes systemic barriers for all students.

The Equity ANT created and adopted by regional partners which still serves to guide collaborative work and is shared on the agenda of each ANT meeting:

We define equity as fairness and justice for all in educational institutions across the Inland Empire. Equity is achieved by eradicating systemic barriers while building resources and intentional strategies so that historically marginalized individuals can reach their full potential for educational success, career attainment, and community excellence.

[Equity Continuum](#): In 2020, the Equity ANT determined the need for a formative assessment framework to help regional educational institutions examine their current organizational culture and structure around equity. Partnering with national experts, the ANT created an Equity Continuum, a tool designed to help an institution surface and address inequities that exist for its stakeholders to ultimately eliminate racial, gender, and socioeconomic status biases. The Equity Continuum guides an organization on a journey through six dimensions that foster equity in educational settings while assessing where on the continuum they sit now and how they move to "sustain equity indefinitely." The tool fosters reflection on the experiences of key parties in the education system – students, faculty, staff, administration, and the overall organization. These experiences are considered on a number of dimensions like communication efforts, institution policy, culture, physical spaces, institutional research, and more. This work builds upon equity checklists, surveys, evaluations, and scorecards and focuses on providing organizations with best next steps toward more equitable outcomes along a series of organizational equity dimensions (i.e., staffing, institutional language, access, support etc.).

Within the first two years, additional ANTs were created to address the key transition points for students and families: Advising and Transfer, College and Career Readiness, Financial Aid, and Returning Adults.

Key to the work of these ANTs has been an extensive tactical planning process. Utilizing the Alignment USA framework and guided by OneFuture Coachella Valley's leadership, each of these ANTs spent close to a year of monthly meetings creating tactical plans that included deep dives into defining the need, reviewing existing work and best practices, and aligning strategies and tactics to an actionable plan. Just as the IE K-16 collaborative was established to increase connections between education and workforce, the ANTs have served to connect the many siloed successful student supports services in the region. Each ANT also builds on and connects with the work of the other ANTs.

Essential to the work of these ANTs is the cross-sector and intersegmental approach that serves to foster innovation through collaborative teamwork. ANTs are open and inclusive teams composed of participants from various constituency groups across the region, including public and private postsecondary and secondary educators, students from the region, workforce development organizations, community-based organizations, and other diverse groups who are interested in furthering the shared educational and economic goals of the region. Additionally, ANT participation is reflective of the socio-economic and ethnic diversity of the region. ANT members are often recommended or referred by their organization's leadership for their commitment to one or more of the focus areas. Additional recruitment is embedded into the IE K-16 Collaborative's ongoing work, always with an emphasis on ensuring representation by the region's Black, Latinx, Indigenous, first-generation, low-income, and other disenfranchised populations.

Detailed information on each ANT, including tactical plans can be found [here](#).

RCEC and the Inland Empire has been highly successful at establishing educational goals including multiple initiatives that were previously listed. The collaborative's previous and current planning efforts to establish regional economic and workforce development has been locally driven and dependent on the K12 school district, higher education partner, and workforce leaders. RCEC leaders have led efforts to meet and prepare for the workforce demand the past eight years. For example, two of the three only districts in the Inland Empire - Moreno Valley USD and Temecula Valley USD (RCEC districts) as of June 2020 have established Cyber Security pathways at their high schools to meet the industry demand in our region. They have also made an effort to improve their CTE course pathways ensuring students are graduating college and career ready and that their pathways led to UC/CSU A-G completion and an industry certification. The included pathway chart highlights RCEC district Val Verde USD in partnership with Moreno Valley College on their course designation for UC/CSU A-G completion and professional certifications. Val Verde USD has successfully increased the number of students completing an A-G and CTE pathway from 26% of their class of 2019 students to 56% of class of 2021.

Click here

<https://drive.google.com/file/d/1JnGO1EkFMQ5Fun2J4OfkGRA2bYoLKWvi/view?usp=sharing> for Val Verde USD CTE Pathway Matrix

AGRICULTURE AND NATURAL RESOURCES

- Agriscience Citrus Hill*
- Animal Science Citrus Hill*
- Viticulture Orange Vista

ENGINEERING AND ARCHITECTURE

- Engineering Technology Citrus Hill, Orange Vista, Rancho Verde
- Professional Certifications
- Solidworks Expert

MANUFACTURING AND PRODUCT DEVELOPMENT

- Graphic Production Technologies Citrus Hill, Val Verde
- Advanced Manufacturing Orange Vista
- Unmanned Aerial Systems Orange Vista
- Welding Val Verde
- Professional Certifications
- Amatrol Production Technician
- FAA Part 107

ARTS, MEDIA AND ENTERTAINMENT

- Graphic Design Citrus Hill, Orange Vista, Rancho Verde*
- Professional Theatre Citrus Hill
- Stage Technology Citrus Hill
- Professional Music Rancho Verde
- Dance/Choreography Rancho Verde
- Film/Video Production Citrus Hill, Orange Vista, Rancho Verde, Val Verde
- Audio Tech Rancho Verde
- Professional Certifications
- Adobe Certified Professional

HEALTH SCIENCE AND MEDICAL TERMINOLOGY

- Allied Health Citrus Hill, Rancho Verde*
- Sports Medicine Citrus Hill, Orange Vista, Rancho Verde*
- Pharmacy Technician Val Verde
- Professional Certifications
- AHA Basic Life Support Healthcare Provider
- Medical Administrative Assistant
- Pharmacy Technician

MARKETING, SALES, AND SERVICES

- Retail Marketing Citrus Hill

BUILDING AND CONSTRUCTION TRADES

- Construction Rancho Verde*

INFORMATION AND COMMUNICATION TECHNOLOGIES

- Cybersecurity Orange Vista
- Video Game Design Citrus Hill
- Programming Citrus Hill, Orange Vista, Rancho Verde*
- Cisco Systems Rancho Verde
- Professional Certifications
- CompTIA
- Cisco Associate

PUBLIC SERVICES

- Administration of Justice Citrus Hill, Rancho Verde*

TRANSPORTATION

- Logistics Val Verde
- Professional Certifications
- Forklift Safety, OSHA-10

EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES

- Child Development Rancho Verde*
- Professional Certifications
- CA CTC Child Development Assistant Permit
- CA Title 22 Licensing Certification-Teacher's Aide

◆ Dual Enrollment through Moreno Valley College
 ▼ Can earn college credit from Riverside Community Colleges
 ● Includes AP courses that can earn college credit
 ▲ Pre-apprenticeship program
 * Future Farmers of America

As one of RCEC’s goals is to improve courses of rigor including CTE pathway completion in relation to the K16 collaborative award for four occupational sectors, we have been successful in HealthCare with an increase of 538 students in 2015 completing a pathway to 1,118 pathway completers countywide in 2021. The collaborative’s role in meeting the overall pathway completion goals has been the ability to assist leaders with data analysis, designated time to network on best practices, and discussion on barriers to pathway completion.

Role Changing and Expanding: The role of RCEC will change and expand as a result of these grant funds and the planning alone for this application has led to numerous questions and ultimately our problem statement and overarching goals. For example, as part of a two-tiered structure in the Inland Empire, a data sharing agreement will be secured to provide real time and relevant data to institutions and leaders. Over 50% of our CERF region is already in a data sharing agreement with RCOE (MOU attached) and the ability to measure and monitor ongoing student level data is the number one challenge for any collaborative in the state.

In the Inland Empire, there are numerous collaborations and organizations focused on economic and workforce goals and RCEC leaders have joined conversations and planning with these committees. We adopted pathways according to our regional needs and supported call to action efforts, but the infrastructure to ensure students completed

a pathway in high school, aligned it to their post-secondary plan which then resulted in gainful employment does not currently occur systematically in our CERF region. Inland Empire leaders have shared missions that we will provide real work exposure to our students while in K16. Currently in the Inland Empire, we have zero active pre-apprentice registered programs for students under the age of 18. The Inland Empire has only 357 apprenticeship programs for over 200,000 college students in business, engineering, computer science, education, and healthcare according to the [California Division of Apprenticeship](#) Standards which consults with employers to develop a skilled workforce with viable career pathways to increase productivity and strengthen our economy.

Reflecting on the past eight years we have realized that we placed a focus on postsecondary access, readiness, affordability, and enrollment, trusting that our students would navigate a system to employment. We currently work closely with our higher education partners providing and sharing data for students who applied to their campus, completed their financial aid application, and enrollment matriculation steps, but even though we have data that shows what CTE pathway they are completing in K12, we are not providing this data to their institution to ensure pathway/major/certification alignment. Like most of the state, our CERF region advertises we are preparing students for college and career, but in some areas only provide exploration of careers instead of meaningful K16 opportunities to prepare for the workforce.

***Q2. Collaborative Qualifications and Governance:** Your response should address the following:

1. *What are the qualifications and experience of the individuals who will be managing the major activities described in this proposal?*

Instructions: To be eligible for this grant program, your steering committee must include at least 25% or more members who represent local employers. It is acceptable if these employer-members are new to the committee, but they must be identified by name and organization and must be committed to participating in the committee moving forward.

The major activities described in this proposal will be managed by the K-16 IE Collaborative Director who will be housed at UCR and possess an appropriate educational background, extensive work experience, and demonstrated success in bringing together multiple strong partners. The director will have a Master's Degree or equivalent in a related field of study and experience working with a similar regional collaborative program. Specifically, the director will have experience in planning and executing regional programs, budget management, developing and cultivating relationships with community partners, and in higher education with an understanding of their systems including academic senates, curriculum councils, the uniqueness of each system of higher education, and workforce pathways. The director will have excellent verbal and written skills as well as demonstrated excellence in evaluation, policy analysis, and program development. In addition, the director will be required to have extensive experience working in the community.

The director will work very closely with RCOE and SBCSS, who will serve as co-conveners for the grant and implement the work in the community. The qualifications of the leadership for these entities are as follows:

Edwin Gomez, Ph.D.: Dr. Gomez began his educational career teaching in grades K-8. He has served as a principal in various social-economical communities, led a school out of program improvement status, subsequently resulting in nomination for a National Blue Ribbon Award. Dr. Gomez has been a district Chief Academic Officer and served as a District Superintendent for Adelanto Elementary School District and Coachella Valley Unified School District.

Prior to his appointment as the Riverside County Superintendent of Schools, Dr. Edwin Gomez served as the Riverside County Deputy Superintendent of Schools and as the Chief Administrative Officer of the Riverside County Office of Education, overseeing the day-to-day operations and coordinating the legislative link between the County Office and state and federal government officials.

Dr. Gomez earned his Bachelor of Arts degree in Organizational Studies from Pitzer College, his multiple subject teaching credential from the University of Redlands, and Masters of Arts and Doctorate degrees from the California State University, San Bernardino.

Ted Alejandre, San Bernardino County Superintendent: With more than 33 years of experience in public education, Mr. Alejandre has been a teacher, vice principal, principal and director of fiscal services at the district level, and served as the assistant superintendent of Business Services in the Yucaipa-Calimesa Joint Unified School District. He joined San Bernardino County Schools in 2008 as the assistant superintendent of Business Services, and later was appointed deputy superintendent, overseeing all operations of the organization.

Mr. Alejandre is a lieutenant colonel in the Air Force Reserves and served 17 years with the 701ST Combat Operations Squadron. Currently, he serves as an Air Force liaison officer for local high schools and is responsible for the recruitment/evaluation of prospective students for the Air Force Academy.

As county superintendent, Mr. Alejandre works collaboratively with educators, families, other agencies and stakeholders to provide advocacy, leadership and services for and on behalf of the 406,000 K-12 students attending public schools in San Bernardino County. His office oversees a \$230 million annual operating budget and employs nearly 2,000 employees.

- 2. What is the governance and operations structure of the collaborative? How are these working relationships formalized (with charters and by-laws, for example)? How does the collaborative make financial and resource allocation decisions?*

Leveraging the range of expertise, leadership and talents from throughout the region, the IE K-16 Collaborative structure will include three core groups: The Steering Committee, an Interagency Council, and multiple Individual Pathways groups.

3. *Describe your steering committee. Who are the current members and how long have they been meeting together?*

Steering Committee:

The original GIA Board of Directors which houses the four required partners for this proposal in addition to key community-based and workforce leaders with RCEC's Executive Leadership team which consists of district Superintendents, Higher Education Chancellors, College Presidents, and workforce CEO's comprises the Steering Committee. This Executive Leadership team is the primary GIA and RCEC governance team that works together to conduct long term planning, assess the commitments made, and evaluate all initiative and grant activities the teams undertake. The Steering Committee will serve as the Executive Leadership of the K-16 IE Collaborative. In identifying and inviting new members to the Steering Committee the following qualifications will be required:

- Leaders who have demonstrated a collaborative, intersegmental and cross-sector focus to their work.
- Leaders of organizations committed to regional student success, a thriving regional economy, and to equitable opportunity among its citizens.
- Executive leadership in their organization and are therefore empowered to make decisions and execute plans;
- Committed to working toward equitable education and workforce policies and practices;
- Committed to building an inclusive two-county regional infrastructure that improves pathways from middle school to employment across the Inland Empire;
- Committed to sharing knowledge, expertise and best practices from their field.

Members of the interim steering committee and their titles are listed below. Most of these leaders, including the educational leaders, OneFuture, and IEEP have been working together since 2015 when they jointly applied for the Governor's Innovation Award for Education in order to break down the siloed educational systems across the two-county region.

- **Tomás D. Morales**, President, California State University San Bernardino
- **Kim Wilcox**, Chancellor, University of California Riverside and Chair of the Steering Committee
- **Diana Z. Rodriguez**, Chancellor, San Bernardino Community College District
- **Sheila Thornton**, President & CEO, OneFuture Coachella Valley, Riverside County
- **Paul Granillo**, President & CEO, Inland Empire Economic Partnership
- **Michelle Decker**, President & CEO, Inland Empire Community Foundation
- **Ted Alejandre**, San Bernardino County Superintendent of Schools
- **Henry Shannon**, Superintendent/President, Chaffey College
- **Wolde-Ab Isaac**, Chancellor, Riverside Community College District

This nine-person interim committee has five representatives housed in San Bernardino County and four in Riverside County. As the committee is built out, attention will be paid to ensure **equal representation** from both counties as well as from smaller sub-regions within the counties. As the Steering committee members are on-boarded they will sign an MOU affirming their commitment to shared values and collaborative work, and to participate fully in the following governance duties.

Steering Committee Governance Structure and Duties:

- Setting goals, programmatic strategy and structure, and oversight of progress toward goals.
 - Setting pathway direction and allocation of resources, specifically, reviewing pathway proposals and recommendations, and making final decisions regarding which proposals will be funded.
 - Ongoing monitoring and oversight of Recovery with Equity recommendations.
 - Approving required reports to the funder.
 - Serving as a liaison to the K-16 Interagency Council (described in Q4).
4. *In addition to the steering committee, is there another inter-agency working group of managerial or program staff that is charged with implementing decisions of the steering committee? If so, describe how that group operates and with what frequency.*

Interagency Council

An Interagency Council will be developed to serve as an intermediary agency between the Steering committee and the Industry Sector Individual Pathway Groups that will develop and implement pathway programs. The Council will consist of regional experts such as higher education deans, content experts, university admissions officers, as well as representatives of collaboratives that have effective pathways in place, such as OneFuture Coachella Valley and Riverside County Educational Collaborative. This group will meet monthly, or more often, depending on specific tasks that need attention.

This Council will be responsible for developing the RFP process, recommendations of funding to the Steering Committee, and monitoring and evaluation of selected groups. The council will also provide the region with background information and expertise. They will begin by conducting a thorough audit of existing pathways throughout the region as well as a thorough vetting of industry needs and opportunities for growth within the industry sectors of Business, Education, Engineering/Computing, and Healthcare. The Council will assess opportunities and gaps in resources throughout the region and subregion to develop a clearly defined plan to establish robust career pathways across the entire CERF region. The Council will then host a meeting with the entire region to review overall findings and priorities. From work done during the larger regional planning process (February – April 2022), we feel confident that there is sufficient need and resources (employer and education partners) to develop pathways in all four sectors. The purpose of an initial audit and vetting will be to hone in on more specific needs as defined by industry partners as well as to identify opportunities such as employee supported pathways through PTO, apprenticeships, internships, or mentoring, among other opportunities.

An important role of the Interagency Council will be to oversee the process of funding subawards throughout the region to Individual Pathway Groups who will pilot and scale viable career pathway plans in one of the four industry sectors. In addition to making recommendations on funding to the Steering Committee this group will also work with Individual Pathways groups that might need additional work and resources prior to funding. For example, a proposed pathway that includes a college still struggling with Guided Pathways implementation may need to first participate in the Institutional Transformation Assessment (ITA). This in-depth assessment is a valuable tool that assists colleges in honing in on key areas for transformation such as advising. Leveraging funding from the BMGF, GIA can work with colleges to ensure they are internally prepared and ready to take on an intensive pathways program.

For awarded projects, the Council will monitor progress toward goals and continue to link pathway groups to technical assistance either from within the region or by leveraging existing regional grants. For example, a pathway group that is focused on engineering careers may be connected to an existing initiative that provides professional development and curricular support to strengthen transfer level math programs in community colleges, resulting in increased numbers of students who successfully complete transfer level math during their first year of college, a key indicator for persistence from year one to year two.

Additionally, this Council will determine how funding allocations will be used. First, funding will be equally allocated across the two counties, additionally within each county the Council will be intentional about ensuring that funding is distributed across a combination of rural, suburban and urban areas. Secondly, the intent is to spread these dollars out to support pathways from two angles: a) the development and growth of specific pathways throughout the region, such as improving data literacy, elevating the student voice, engaging businesses, managing dual enrollment/articulation agreements; b) support to assist business to more fully engage. For example, business owners indicated they do not have the time to recruit, train and supervise interns; others are concerned about liability issues. Funding is set aside in this budget to strengthen this capacity. As appropriate, the Council may also provide flexibility in submission dates for approved planning projects.

Additional activities of the Interagency Council will include working with GIA's Department of Communications to create and deploy internal and external communication and social media campaigns.

Individual Pathway Groups

For the past four months during the weekly planning meetings, a portion of each meeting has been spent in industry-specific (business, education, healthcare, engineering/computing) pathway groups, with participants self-selecting based on their areas of interest and/or expertise. Each of these groups has worked diligently to identify and review a) projected industry needs; b) existing pathway programs throughout the region; c) key needs and gaps in services and supports; and d) key industry leaders and other partners to engage with the process. As a larger group, they also came to an agreement on a Quality Pathway Framework (described in Q6).

Participants in these groups have included educators, student services providers, a wide range of community-based organizations and industry representatives, many of whom will either be recruited for the Interagency Council or continue working with Individual Pathway Groups within their subregion. These industry working groups have set the stage for smaller Individual Pathway Groups to now begin planning specific pathway plans throughout the region. While the larger industry sector workgroups will no longer meet, it is anticipated that many of these members will now move on to working on developing Individual Pathway Groups within their specific geography and with some serving on the Interagency Council.

Individual Pathway Groups are the core of this work, and will include K12 teachers and staff, community college faculty and student services staff, university faculty and services staff, business representatives and community-based organization(s) that come together to form a career pathway. We anticipate that they will meet with a regular cadence and identify their local workforce and community needs. They will work together to create the pathways from K12 schools to a community college to a university and then to career. Community-based organizations will support these efforts, help with student transitions and provide community voice to the pathway.

Assessing the expertise and resources in the region around industry needs and opportunities, existing pathways, and available capacity to build or scale pathways, Individual Pathways Groups will develop solid career pathways in one of the four industry sectors. Once the RFP is released (described in Q6), these groups will submit applications for funding specific groups and subregions. Applications will be required to include key partners with at least one K-12 school district, one community college, one 4-year college/university, and one employer. Applications will also be required to address the four RWE recommendations selected by the Steering Committee.

Applications will be presented to the K-16 Interagency Council, which will review and make recommendations to the Steering Committee. In addition to the criteria listed above, the Steering Committee will ensure that funded projects include: at least one in each of the four subregions of the IE, a balance of developed pathways that are being expanded, and new pathways that are in the process of development and piloting. It is anticipated that there will be a combination of large and small pathway plans depending on the region and on the existing level of development. Groups that are not selected will be provided with leveraged resources to strengthen their plan for future implementation.

Over the course of the entire project, we will fund at least 10 Individual Pathway groups. Given that Individual Pathway Groups needs will vary, we may increase the number of pathway groups we fund.

Q3. Service to CERF Region: Your response should address the following:

1. *What has historically been the geographical service area of your collaborative? How will this change by the end of the grant period?*

The IEC is committed to serving the entire CERF region, and has active partners (see letters of engagement) from every sub-region across both counties. As part of our

commitment to serving the entire CERF region the IE K-16 Collaborative is particularly aware of those subregions that have been traditionally under-resourced. The Collaborative is already highly engaged with the high desert region, an area that was often ignored prior to 2015. For example, Collaborative partners have been working with GIA and the Inland Desert Regional Consortium on obtaining funding to support and scale the entrepreneur and innovation center work currently underway at Barstow and Victor Valley Colleges. Current planning around this includes developing region- wide curricula that could be accessed online, supporting maker space use across the region, and instilling an overall entrepreneurship mindset into curriculum across the region.

Other examples of work throughout the CERF region include the innovation awards mentioned previously, and the regionwide Guided Pathways technical assistance support. Additionally, as a BMGF Intermediary for Scale, all 14 postsecondary education institutions across both counties have been resourced and supported in their work toward institutional transformation.

Further supporting the IE K-16 Collaborative is Inland Empire Growth and Opportunity (IEGO), a regional economic development collaborative for the Inland Empire modeled after the Fresno Drive initiative. A key partner in the IE K-16 Collaborative, IEGO is the region's lead applicant on the upcoming CERF grant application. Executives on the board of GIA were instrumental in the development of IEGO, recognizing the need for a parallel collaborative focused on economic development.

Regional economic reports coming out of [IEGO](#) and the [UCR Center for Social Innovation](#) have identified economic development goals for the CERF region that have informed the IE K-16 Collaborative's selection of **healthcare and education** as primary industry sectors. These reports indicate that these two sectors **have critical emergency needs for qualified employees**. Additionally, these reports point toward opportunities to meet head on the changing economic landscape by increasing educated individuals in innovation and entrepreneurship and cybersecurity to support growth industries of **business and engineering/computing**

- 2. Historically, how many individuals have been served by the core activities of your collaborative? By the end of the grant period, how many participants do you estimate serving in the two new pathways you are creating?*

Instructions: Response should focus specifically on service within the collaborative's CERF region.

The IE K-16 Collaborative will continue to serve the entire CERF region, building on GIA's and RCEC's work with its 12 community colleges and two public universities. Current network initiatives impact around 291,000 annually.

Number of students served: During the course of this 4-year project the IE K-16 Collaborative anticipates funding the development or scaling of 10 pathway groups that include at least 22 school districts, 10 community colleges, and 4 four-year institutions. At full capacity, this program will serve approximately 12,000 students per year.

Additional Impacts: The K-16 Collaborative will touch over 60,000 students and families through various activities and outreach opportunities at the school sites, media campaigns, and technology that will be available to students. Individuals will have exposure to pathway programs and college opportunities throughout the CERF region. Historically the Inland Empire has served over 3,000 students in these pathways and we intend to not only increase participation at a rate of minimum 5% annually but also look to redefine the pathways that are already in place. The goal is to ensure all pathways lead to professional certifications and accelerated and approved coursework like dual enrollment at our higher education institutions.

***Q4. Problem Statement:** Your response should address the following:

1. *What specific education and workforce challenges is your collaborative trying to address?*

Instructions: Education and workforce challenges might include the transition from K12 to higher education, transition from community college to 4-year college/university, transition from higher education to the workforce (concentrating in particular on the two sectors you've selected to address in this application), reentry to education for older/working adults, other related or adjacent challenges, or any combination of these challenges.

Throughout the 44 secondary districts in the IE, there are multiple academies and CTE programs. Although these programs have helped lift the graduation rate in the region to [87%](#), A-G completion rates remain low across the region at [48%](#). We currently work closely with our higher education partners providing and sharing data for students who applied to their campus, completed their financial aid application, and enrollment matriculation steps, but even though we have data that shows what CTE pathway they are completing in K12, we are not providing this data to their enrollment institutions to ensure pathway/major/certification alignment. The IE graduates on average more than 57,000 high school seniors annually, yet only [57%](#) of those graduating high school actually attend postsecondary institutions. Additionally, among those who enter community college, many anguish for far too many years. At 19%, the IE has the lowest three-year community college completion rate in the State. In the four-year public university system, the six-year graduation rate in the IE ranges from [55% to 75%](#). Additionally, many students either stop out or drop out, leaving the region with 25% of adults ages 25 and up with some college but no degree or credential. In short, too many students in the Inland Empire leave high school and do not complete postsecondary degrees and credentials that lead to good paying jobs. Like most of the state, our CERF region advertises we are preparing students for college and career, but in some areas only providing exploration of careers instead of meaningful K16 opportunities to prepare for the workforce.

We currently work closely with our higher education partners providing and sharing data for students who applied to their campus, completed their financial aid application, and enrollment matriculation steps, but even though we have data that shows what CTE pathway they are completing in K12, we are not providing this data to their enrollment institutions to ensure pathway/major/certification alignment. Like most of the state, our CERF region advertises we are preparing students for college and career, but in some areas only providing exploration of careers instead of meaningful K16 opportunities to prepare for the workforce.

There is also a need to establish clear and concise language and definitions of what determines a certificate of pathway completion including two- and three-year course sequences, what is an approved industry professional certification, and the difference between internship, externship, and apprenticeship programs in our region. The data is clear that throughout the Inland Empire we have created inconsistent and incongruent pathways that students must navigate through and we only hope that they remain at the same high school for four years because transferring from a 2-year pathway program and moving to a three-year pathway program district means a pathways completion certification will not be earned. It is important to collaborate with the teams who have decided their pathways as two- or three-year journeys, but currently no data exists from our region that analyzes the likelihood of success in both higher education and employment if a student completes a two- or three-year program. Outcome data needs to drive our decisions for students and these variances in programs need to be analyzed.

The overarching K16 educational challenge we face is that other than post-secondary enrollment to an institution that can be measured by the National Student Clearinghouse data, we have no clear or formal method or longitudinal data system to track other than institution enrollment. Through current RCEC relationships with Military Entrance Processing Station (MEPS) we have come closer than ever to capture enlistment information on students from the Inland Empire but this process is not systemic and automated. RCEC leaders have reviewed CTE program completers for post-secondary enrollment as verified by National Student Clearinghouse and the data has been surprising and alarming. The Inland Empire currently has students completing Healthcare pathways in high school that do not include a professional certification and then are not enrolling into any postsecondary institution. In our region there are no Healthcare employment opportunities that include a State of CA CTE certificate of completion from CDE as a minimum qualification, which means we have invested into this student, shared with them and their families that they earned a Healthcare certificate, and we did not secure their post-secondary or workforce future. Our collaborative consists of leaders who are on the Cradle to Career (C2C) data system board and participated in the multiple workgroups and conversations. RCEC leaders were invited to this conversation because of the statewide leadership on K16 data sharing and through the approval and collaboration with the C2C leadership team. The Collaborative is also positioned to study and understand how best to define and manage the longitudinal data needed to measure outcomes.

We would all agree that the current K12 education system is heavily measured and publicly reported. Reporting of institutions of higher education linked to workforce preparation is not as well known. There is very little evidence of a public collective understanding across the multiple facets of career preparation. The discussion is often fragmented and interest based. We can collectively agree on college preparation due to the concrete policy and practice of the UC/CSU system. The UC/CSU system, in partnership with the Community Colleges, drives the academic structures of degree attainment. Career preparation, on the other hand, is continually evolving at an ever increasingly rapid pace.

The structure of our current educational systems does not lend to rapid adaptation and partnership. The demands of the region's industries are outpacing our ability to respond and prepare an ample workforce pipeline. The building of our K12, higher education, and industry partnerships is critical to the region's economic future. The K16 Grant provides the vision and resources to respond to the current state. The additional workforce challenges also include lack of apprenticeships/pre apprenticeships programs and career pathways that lead to a professional industry certification.

The Inland Empire is a large region that houses approximately 4.5 million people and of those families, over 60% have students that qualify for free and/or reduced lunch. With so many students and families currently living in poverty high-quality pathway training for which leads to in-demand and high-wage jobs that also meet employment demand is essential. According to the Centers of Excellence for Labor Market Research, in-demand jobs including healthcare, engineering, and computing are projected to have at least 100 annual job openings over the next five years. They state that "Job openings represent available job opportunities due to new job growth and replacement need. High-wage jobs are those that earn a median wage of at least \$24.36 per hour (or \$51,452 annually); the regional self-sustainable hourly rate for a single adult with one school-age child. Occupations that meet both the in-demand and high-wage criteria are considered high-quality jobs".

In order to ameliorate the low postsecondary completion rate and to better link education to good and promising jobs, the K-16 Collaborative will bring together groups of teachers, counselors, faculty, student services staff, CBOs, and businesses to strengthen, scale and start at least 10 career pathways. The Interagency Council will identify experts and resources to support these funded Individual Pathway Groups to create pathways with robust student supports to shepherd students from K12 through postsecondary to career in both immediate high-need workforce areas as well as emerging industries.

In essence, key transition points between and within educational institutions, and into the workforce (e.g. K-12 to community college, adult education to community college, community college to 4-year colleges & universities, 1st year to 2nd year in college, program completion to employment) need to be strengthened through RWE recommendations such as dual enrollment, articulation agreements, credit for prior learning, work-based learning, intentional student support services, and community supports to ensure that students not only transition successfully, but that they are also supported at all points along their pathway through completion and into the workforce.

- 2. Provide an equity analysis of these challenges. How are individuals of different races/ethnicities, income levels, English learner status, or other relevant factors affected differently by these challenges?*

The Inland Empire is a racially diverse community, with a majority of people of color: 51.5% of the population is Hispanic, 31.2% white, 6.8% for both Black and Asian, .4% Native American, and .3% Native Hawaiian/Pacific Islander. The challenges faced in the educational system track along race, ethnicity, and income lines, with Latinx, Black, Indigenous, and lower income students experiencing greater equity gaps in postsecondary outcomes.

The IE K-16 Collaborative is attuned to the specific needs of those students and will aim to develop pathways with targeted focus on opportunities for these and other disenfranchised populations. The following are examples of some key equity concerns in the region; this list is not comprehensive as the IE K-16 Collaborative will continue to gain deeper understanding through continued research, especially research that elevates the student and community voices. Some of these examples will also be highlighted at other points in this proposal as they directly relate to a specific area of concern.

Educational Attainment: It can be argued that no CERF region is adequately preparing high school students and graduates to move on to higher education. This is especially true for black and brown students who are 12% more likely to be unprepared than white students and over four times more likely to be unprepared compared to Asian students.

- The Inland Empire makes up 11% of the California population and produces 12% of California's college-ready high school graduates, yet, only 6% of the state's BA degrees.
- At 29.7%, the region has the lowest postsecondary educational attainment rate of the 50 largest metro areas in the nation.
- One in four adults ages 25 and older in the region have started college but not completed.
- 20% of the working-age population in the region has a bachelor's degree or higher, 12% points lower than the state average of 32%.
- 33% of Latinx adults over 25 have earned less than a High School Degree or GED.
- 10.5% of Latinx adults have a bachelor's degree or higher, yet comprise 51% of the IE population
- 13% of Riverside County English Language Learners meet the minimum requirements for entrance into California four year colleges (UC/CSU) otherwise known as A-G Requirements. In San Bernardino county, as per the 2021 Data and Statistics from the California Department of Education, only 12,551 students (38%) out of 32,420 students for the class of 2021 met the A-G requirements.
- For College and Career Pathways EL students completion has declined in the Computing/Engineering pathway going from 38% in 2015 to 16% in 2021. Education is the pathway where our EL Learners have the lowest completion rate going from 5% in 2015 to 1% in 2021.
- 10% of socioeconomic students met A-G status and in 2021 that percentage is only 11%.
- The region faces significant [disparities at key points in the education pipeline](#) between Black, Latinx, and white students including: Kindergarten readiness, third grade reading, eighth grade math, A-G readiness, postsecondary enrollment, postsecondary completion.

Career Opportunities/Employment

- As the UC Riverside Center for Social Innovation (CSI) [reports](#), the Inland Empire economy has changed over time in terms of size, major industries, and

racial composition of the workforce. “In recent years, we have seen rapid expansion in transportation and warehousing connected with international trade, interstate commerce, and the logistics needs of the Southern California economy. Prior to the pandemic, employment, earnings (with caveats), and inequality were growing in Southern California and the Inland Empire specifically. This was driven largely by growth in good jobs, particularly those requiring a bachelor’s degree. A smaller share of the jobs in the IE are well-paying, stable, and carry benefits – “good jobs” – than in the rest of Southern California.”

- There are striking racial and gender disparities in access to good jobs. Blacks and Hispanics are far less likely to hold a good or promising job compared to their non-black, non-Hispanic counterparts, as are women. For example, the distribution ranges from 48% representation among white male workers to only 16% among Hispanic female workers. (For more details, see p6 of this [CSI report](#).)
- As the [Brookings Foundation noted](#) in February 2019, in order to advance opportunity in the IE we must increase the competitiveness and diversity of sectors in the economy that concentrate good jobs. This entails advancing the industries that are already strong drivers of the economy, diversifying the economy by investing in “opportunity industries” that lead to stable middle class jobs, and better connecting people, particularly women and people of color, to opportunity industries through innovative education and training initiatives. As the [CSI reports](#), recent strides have been made in areas such as health, clean technology, geographic information systems, and cybersecurity, all areas with the potential to sustain the region’s economic progress and offer significant gains in inclusive upward mobility.

Wealth/Income/Poverty

- Lower education levels contribute to overall regional equity issues; the per-capita income of the region is 70% of the state average.
- About 1/5 of all Latinx workers are working full time and are still poor, compared to 6% of white workers. 16% of all people of color are working full-time and are poor.
- A staggering 37% of working adults and over half of the children in the Inland Empire belong to families who are struggling to make ends meet, which remains higher than pre-2008 recession rates. Research suggests that children growing up in these families are more likely to perpetuate rather than correct this trend.
- People of color are far more likely to struggle financially. Black and Latinx workers make upwards of 60% of the population of the region but are 71% of all people living in struggling families.
- Poverty Levels: The overall poverty level in the region is 13.7%; for Latinx populations, the poverty rate is 15.6%; for both Black and Indigenous populations it is 19.6% as compared to a 9.9% poverty rate for individuals who are white alone. (ACS 2020: 5-year estimates).
- Men of color are more likely to be working poor at a rate 6% higher than their female counterparts.

3. **Articulate what factors contribute to the problems and inequities you have identified, focusing in particular on factors that you believe your collaborative can address.**

The Inland Empire has grappled with the impacts of chronic poverty for many years and it is clear that there are many good pathways, or parts of pathways, but not enough integrated, inclusive, stable, and equitable educational pathways that feed into quality jobs in existing and emerging industries in the Inland Empire, especially for Black, Latinx, Indigenous, first generation and other historically disenfranchised populations. Furthermore, the contributing factors to the inequities in the workforce exist because in many instances there are little to no opportunities for K-12, the college/university and partners in industry to collaborate and coordinate. Data from the California Apprenticeship and workforce industry data show gender inequities and various ethnicities gaps based on county population totals in the Business Management, Healthcare and Engineering or Computing Pathway. National Student Clearinghouse data provides postsecondary enrollment, retention and completion but currently there is no data on the jobs or careers a student pursues after educational attainment. Providing space and time for educational institutions to conjoin with industry will create alignment amongst a program, a clear pathway of completion for students leading to employment within the industry.

Pathways need to be integrated across K-12 Institutes of Higher Educations in ways that are inviting and manageable for all IE residents. In some areas of the Inland Empire, established connections between K-12 career readiness classes and local community colleges exist, as well as programmatic connections between community colleges and 4-year institutions, with some connecting to local employers. However, **the system of pathways is not inclusive, welcoming, and adaptive to all students**, nor is it equitably distributed across the region. In many existing regional pathways, internal institutional transitions are effective, but the transitions across segments including transition to career are less understood and less efficacious. As students move up the educational segments into careers these pathway supports appear to become less pervasive. Furthermore, the educational system needs greater engagement with local employers, and local employers need solutions to better engage with schools.

In order to be effective for the entire CERF region, the connective tissue needs to be broadened and strengthened between all education segments, employers, and community organizations across all geographic areas of the region. This requires a well-designed infrastructure, the ability to facilitate connections and create trust, and the provision of support and scaffolding for equitable educational access across a vast and diverse region—while also breaking down silos and territoriality.

The following are some of the key inequities and other factors that the IE K-16 Collaborative will address:

Low Educational Attainment: The low level of educational attainment in the Inland Empire outlined above is a major complicating factor; the large numbers of first-generation students and their families often lack an understanding of the systems,

including financial aid opportunities, the logistics of how to enroll and what opportunities will be afforded by the various certificates, credentials, or degrees. Furthermore, with 24% of the adults with some college and no degree, perceived efficacy of college is in question. With the intent to achieve good and promising jobs to build a solid financial future, in a region that lacks low college going social capital, there must be clear cut and clearly communicated pathways for all students as they move through K-12, to postsecondary, and careers. Strong and intentional connections with community-based partners can provide structural support to help students learn about pathways, make successful transitions between education segments, and ultimately move into the workforce. The integration of community-based organizations with education can help ameliorate the transitions and success. These organizations can help support families and communities with those connections.

Small Businesses Need Support: There is an abundance of small businesses in the region that are not as well-equipped to provide job training, internships, or other work experiences as larger businesses. These small businesses have much to offer, yet may need more resources and support to fully engage students. As [nearly 85% of the jobs in the region are in small businesses](#) (fewer than 20 employees), building the capacity of these entities to participate in the career pipeline must be a priority.

Transition Points: In the IE CERF region, hundreds of CTE, academy, or job-related programs already exist in K-12 spaces. In some K12 school districts, all students participate in some kind of academy. Some of these programs have well-articulated connections with community colleges, especially in the space around CTE. However, others are less robust, and the clarity and pervasiveness of the pathways decreases the further a student goes in the postsecondary space. We must increase the number and strengthen the existing connections between K-12 and postsecondary, and from 2-year to 4-year so that more students can complete certificates and degrees in community colleges that lead to both a 4-year degree program and career, or lead directly to employment after community college. Many educational institutions are hiring people tasked with supporting these transitions; while the larger institutions have the resources for this, many of the smaller institutions struggle with capacity. Prioritizing the Recovery with Equity recommendations can facilitate this work.

Workforce and Career Transitions: The IE K-16 Collaborative must also strengthen the connective tissue between educational institutions and employers make the system easier to understand, and navigate more broadly and more inclusively throughout the community.

Subregions and Super-region: The IE CERF region is geographically vast and comprised of multiple subregions, some more clearly delineated than others. While some of these subregions have clearly identified goals and expectations of what they need within their communities to advance economically, others are less clearly defined. Additionally, the subregions have nuanced needs and opportunities, making a one size fits all approach ineffective for the IE. For example, partners within the Southwestern Riverside County area have identified biomedical technology as a critical pathway for development, and in the Coachella Valley, leaders have identified priority needs in hospitality management as a critical opportunity for career pathways.

Emerging Industries and Immediate Workforce demand: It is the responsibility of the IE K-16 Collaborative to respond to industry sector data in its support for pathway development. In order to achieve the long-term vision of a thriving community, the Collaborative must address current needs as well as emerging needs. The two sectors that emerge as high priority based on immediate demand and need are healthcare and education. Additionally, based on the above-mentioned IEGO and CSI economic reports, there are several clusters of industries that have the potential to be transformative for the IE CERF region. One cluster for investment is cybersecurity, with a strong business presence locally and a National Center for Cybersecurity (CSU-San Bernardino). A second growth cluster is sustainable logistics. The Inland Empire should be a leader in transforming the transportation and logistics industry toward electric power, ameliorating the pollution associated with transportation and warehousing. In these industries, although the jobs are not there yet, investment in developing those pathways and jobs now is critical to prepare the region for the very near future. Additionally, during the planning for this proposal, a great deal of the industry sector study and discussion was focused on the possibilities of entrepreneurship and the existing work underway in this area. It is likely that even over the course of this grant subregions will start to bring forth pathway efforts that focus on expanding this work as well. The IE K-16 Collaborative will take a balanced approach to meet the immediate needs of the region, while also investing in future economic potential.

Efficacy of Data Use: One of the key components of the work of Solutions to these challenges cannot be solved by K-16 Collaborative grant funding alone. All of this work must be done in alignment with other government and foundation resources coming into the region to support the growth and success of the Inland Empire. As described in Question 10 below, our collaborative believes that an expanded infrastructure for regional student-level longitudinal data sharing would provide scaffolding to support student success across the entire journey. Toward that end, we have already sought additional resources and dedicated staff to focus on this endeavor.

***Q5. Overarching Goals:** Your response should address the following:

1. *What are the major goals your collaborative is aiming to achieve with this grant funding?*
2. *What is your timeline for achieving these goals?*

Instructions: Goals should connect to the problem statement, including the challenges and inequities as you described in the previous question. Goals should be stated in terms of measurable improvements in educational achievement, workforce participation, and in the four Recovery with Equity areas you have selected. Goals may extend beyond the timeline of the grant, but responses should include interim targets to be met within the grant timeline.

The overarching goals this project seeks to achieve are:

- I. Increase the numbers of effective career pathways in the region
- II. Increase the accessibility of these career pathways to ensure persons of color, first generation, low-income, and other individuals most affected by the existing barriers and racist structures, are more broadly represented in the region's post-secondary opportunities, and in careers with sustainable family wages.
- III. Increase the economic stability of the region with a well-trained workforce, ready

and able to fulfil both urgent and emerging employment needs in key industry sectors throughout the region.

To address the intertwined and complicated factors stated above, the IE K-16 Collaborative has identified goals across five specific areas.

1. Providing ten subawards to pathway groups across the region
 - a. Identification of and use of 4 RWE in each of the pathway groups
 - i. Increased evidence of RWE interventions through transition and during postsecondary programs
 - ii. By 2024 a 5% increase in students' 1st year retention in postsecondary programs versus non pathway programs
 - iii. By 2026 a 10% increase in student completion in pathway programs versus non-pathway programs (lagging)
 - b. Across all pathway groups four workforce sectors will be developed
 - i. By 2025 a 5% increase in the number of businesses participating in selected pathways in each of the four workforce areas
 - ii. By 2026 a 10% increase in the number of businesses participating in selected pathways in each of the four workforce areas
2. Ameliorate low educational attainment
 - a. Increased qualitative evidence of RWE interventions through transition and during postsecondary programs
 - b. Establish a data driven and improvement science focus on K16 pathways while cultivating inclusive, engaging, and equity- oriented learning environments.
 - c. Define and manage the longitudinal data needed to measure multiple outcomes for K16 students.
 - d. Build, update, and clarify pathways to support college preparation, early post-secondary credit, and employment preparation.
 - e. Improve college affordability and financial aid application completion.
 - f. Increase post- secondary enrollment with an emphasis on pathway completed students to 65% by providing high-tech, high- touch advising.
 - g. By 2025 a 5% increase in students' 1st year retention in postsecondary programs versus non pathway programs
 - h. By 2026 a 10% increase in student completion in pathway programs versus non pathway programs (lagging)
 - i. Improved understanding about pathways benefits for students, parents, and families understand benefits:
 - i. Evidence of increased understanding via surveys
 - ii. By 2025 a 10% increase in the number of pathway students entering postsecondary programs versus students who are not in programs.
3. Increase business and education engagement:
 - a. Providing technical assistance to connect with education (60 hours of technical assistance for small business provided across selected pathways).

- b. By 2025 a 5% increase in the number of businesses participating in selected pathways in each of the four workforce areas
 - c. By 2026 a 10% increase in the number of businesses participating in selected pathways in each of the four workforce areas
 - 4. Improved Transitions from secondary to postsecondary programs
 - a. Provide early pathway awareness ensuring a systemic K16 pipeline and retention through inclusive support.
 - b. By 2024 evidence of data MOUs and data collection methods for pathway groups to collect necessary data to measure progress and show evidence of use.
 - c. By 2025 a 10% increase in the number of pathway students entering postsecondary programs versus students who are not in programs.
 - d. By 2027 a 20% increase in the number of students who earn early college credit in pathway programs versus students not in pathway programs.
 - 5. Develop and articulate a clear understanding of the specific needs in each specific subregion and/or pathway group across the IE.
 - a. By 2024 clear articulation of pathway needs for each funded project.
 - b. By 2027 implementation of pathway group aligned to specific region needs implemented in 9-14 pathway programs.
 - 6. Hand off to careers
 - a. By 2024 identification of tools to use to track handoff to careers.
 - b. By 2027 a 100% increase in the number of students getting jobs in related fields upon graduation versus at
 - 7. Emerging vs Workforce Demand Programs
 - a. By 2024 identification of 10 pathway groups
 - b. By 2027 implementation of 10 pathway groups
 - 8. Hand off to careers
 - a. By 2027, a 50% increase in the number of students getting jobs in related field upon graduation
3. *What interim targets does the collaborative aim to meet within the grant timeline?*

There are numerous interim targets the collaborative aims to meet within the grant timeline including ongoing academic success with pathway course completion. Currently through our CA Colleges partnership, we can analyze K6-12th grade students' progress of completing a course with a C or better daily. This allows us the opportunity to develop an on-track pathway completion system similar to what we have used to monitor UC/CSU A-G completion. This same approach will be developed with our higher education leaders to complement their current move to pathways especially at our community colleges. We are also grounded in improvement science and the use of PDSA cycles which allows the opportunity to launch a change idea, but requires us to monitor the effectiveness of this idea immediately. For example, a high tech-high touch advising structure that is launched will have measurable outcomes embedded into the plan to ensure effectiveness and leaders will have the opportunity to analyze these outcomes and make pivotal decisions.

In addition to interim targets, our collaborative has identified and is currently supporting the expansion of CA Colleges to all Inland Empire school districts. Utilizing the experience of Riverside County leaders that have been in partnership for years, we are working to expand the utilization of the platform to the remaining 17 school districts in San Bernardino County.

We are also looking to support both tier one and tier two partners with course alignment and review to ensure their pathway courses are all UC/CSU A-G approved. We have already provided training to the region on increasing A-G requirements through our [A-G Improvement Roadmap](#) webinar series. RCEC has a system of practice to update courses within the UC Office of the President Course Management Portal cycle and can immediately identify which high schools in the region are in need of support.

***Q6. Plan for Developing Pathways:** Your response should address the following:

1. *Describe your plans for developing two education-to-workforce pathways, including the rationale behind the pathways' designs, the major partners and their roles, anticipated major activities, and key milestones.*

A Quality Pathway Framework: One result of this sharing of experience and knowledge was the development of a [Pathway Quality Framework](#). It depicts what is necessary for students to experience in a high quality, high impact pathway as they progress through school and career preparation, beginning in late elementary or middle school and ending with the students' establishment in career-focused jobs with strategic supports for success in place.

- **Agreement to Pursue All Four Pathways:** The IE K-16 Regional Collaborative has agreed to engage with all four pathways over the course of the four-year grant period. Healthcare and education present ongoing need, yet there are also several clusters of industries that have the potential to be transformative for the region. Cybersecurity is a great investment area. It holds a strong local business presence as well as an educational presence, with the National Center for Cybersecurity housed at CSU-San Bernardino. Sustainable logistics is a second area of growth. The Inland Empire can be a leader in electrifying the transportation and logistics industry and begin to ameliorate the pollution associated with transportation and warehousing. Despite the strong presence of these industries, the jobs are not yet there. It is imperative that investments are made now into developing these pathways and jobs. It is critical to take a balanced approach to meet the immediate needs of the region, while also taking a proactive approach toward future economic potential.
- **Identification of Industry Needs and Opportunities:** During the course of these meetings, participants broke into industry-specific pathway groups to identify the specific needs and opportunities in the region for: healthcare, education, engineering/computer science, and business. As outlined previously, participants in these groups will now be shifted to either serve on the Interagency Council or will become part of smaller sub-regional groups who now begin the deep dive into creating specific Individual Pathways Groups. These pathway groups, which have members representing all subregions and pathway agencies, will be active in providing information to be used in the development of the pathway applications but will not participate in the selection process.

- **Activities to Support Pathway Planning Awardees:** These industry pathway groups have outlined many of the kinds of support that they need as the pathway groups develop their plans. Broad scale activities will include industry engagement in career exposure and internships opportunities; dual enrollment, financial literacy, early college credit, socio emotional support and financial literacy. The set of support activities have been outlined, and the milestones in the pathway planning process specified. These will be shared after an examination of pathway exemplars in the region. Additional supports will be available by leveraging existing regional resources such as completion coaching for returning adults and College Promise students; support for teacher develop and curricular re-design to develop more transfer level math courses with appropriate corequisite support; technical assistance to help colleges implement Guided Pathways; and the Institutional Transformation Assessment, to name a few.
- **Support both Established and New Pathways:** In this plan for developing pathways, this strategy of supporting not only the well-established pathway, but also the nascent “gleam in the eye” of an excited group are important to consider for funding awards. Additionally, in this way we will be able to support the needs of subregions as well as CERF regionwide initiatives.

Exemplars of programs

For each pathway, there is enough strong pathway work within the region to allow for identifying well-trodden successful paths that can be strengthened while others are being developed. Below are a few high-profile examples, each of which offers possible approaches and examples of lessons learned. (While these are examples of high use or high visibility pathways, they will not necessarily be selected for funding but will rather be among other applicants considered against a wide range of criteria and regional and subregional conditions).

Coachella Valley Health Pathways: Facilitated by OneFuture Coachella Valley, this pathway includes eight high schools and three districts, linking to College of the Desert Community College. Data indicates that students continue on to either CSUSB, UC Riverside, University of Redlands or Cal Baptist. Participating medical facilities include Eisenhower Medical Center, Desert Oasis Health Care (focused on behavioral health), Desert Regional Medical Center, and JFK Memorial Hospital. At this time, there are three pathways-- patient care, sports medicine and behavioral and mental health. Between them they are serving 1,264 students. Coachella Valley is discovering that one of the current, most intense areas of work is in the extension of the pathway for mental health workers who need to earn a Master’s degree to become counselors or psychologists. This is important because it focuses attention on the lengthy nature of some career pathways. Coachella has developed an A Team, a rapid response group

focused on building the pathway to accommodate the additional preparation needed for career readiness.

Education Pathways: The major players in the region's education pathway for teacher and administrator development have been front and center in the K-16 Regional Collaborative discussions. They are long-term GIA partners in the college and career work, participating since its inception. Constant partners included are districts in every subregion, all community colleges, both public and private four-year institutions, California State University San Bernardino (CSUSB), University of California Riverside (UCR), University of Redlands and Cal Baptist. Cal Poly Pomona has been frequently involved, University of La Verne and the Claremont Colleges, particularly Pomona and Pitzer College, have participated when possible.

At the two public universities, CSUSB and UCR, which are the largest producers of teachers in the region, the pathway focuses on multiple subjects, single subject and special education credentials to develop a strong emphasis on bringing a highly diverse group of new teachers and new administrators with deep training in fostering equity and access in schools. Both UC Riverside and CSUSB are supporting a diverse teacher pipeline through the following strategies:

- FIERCE Scholars Program--Fueling the Inland Empire Region with Community Educators was developed in the Fall of 2021 at UCR. Successful students will earn both their teaching certificate and a Master's Degree. Students are provided with scholarships, mentorship, curriculum, professional development, and cohort experience. Graduates are required to serve communities of color for several years after they graduate and are guaranteed interviews and even seats if slots are open in at least six of the IE districts.
- Black Community Education Promise or BCEP Scholars Program launched in Spring 2022 serves incoming UCR freshman or transfer students in majoring in education who are committed to serving the Black/African American community as professionals. They receive many of the same benefits as the FIERCE Scholars. Planning is ongoing across the two counties so that all 12 community colleges can prepare students for this program. In addition, UC Riverside in partnership with San Bernardino and Riverside County Offices support a streamlined Special Education Scholars program.
- CSUSB has been active in supporting teacher cohorts with local districts, engaging with the NOYCE Foundation in partnership with San Bernardino City Unified School District to bring students from high school into STEM college education and a teaching placement. One important effort is a 4-year plus credential year program focused specifically on increasing African American males in K-12. Several districts are paying for all school fees to support candidates going through this program and providing employment in elementary and secondary teaching for graduates of the program. There are extensive opportunities for students to earn STEM single subject credentials and also a multiple subject credential, as well as a Master's Degree that emphasizes training leaders for equity in schools and culturally-relevant STEM instruction.

Engineering/Computing Pathways: The Inland Empire is fortunate that there are outstanding, major partners in this sector, particularly in the area of cybersecurity. The Cybersecurity program at CSUSB is nationally recognized and there is a very strong computer science/engineering program at UCR. Some of the standout pathway efforts in the IE are the Community College Strong Workforce Program Cybersecurity Project, the K-12 Cybersecurity Project and the Riverside Community College District Engineering transfer program in partnership with UCR.

- The Strong Workforce Cyber Hub project currently includes 8 community colleges in the IE. In addition to aligning curriculum and K-16 pathways in Cybersecurity, the Cyber Hubs also coordinate curriculum projects, student content and social-emotional support through summer camps, local clubs and regional competitions, and professional development for teachers and postsecondary faculty. This project continues to add new programs and strengthen existing programs, such as San Bernardino Valley College's Cyber Defense 24-unit certificate, and additional AA, BA and MA degrees are developing steadily. Amazon, Google Web Services, and ESRI are key employers in the private arena, with the government providing significant employment opportunities in the region as well.
- The RCCD Engineering transfer agreement with UC Riverside is a program in which Corona-Norco Unified School District students in good standing who want to pursue engineering are accepted into Norco College where they are guided to complete specific science and math courses. If successfully completed, the students are guaranteed entry with some financial support into engineering at UC Riverside. Sorenson Engineering, in San Bernardino County, is one of the steady employers for students finishing this program. This highlights an action being examined by CSUSB Associate Vice President for Enrollment Management Rachel Beech and UC Riverside Associate Vice Chancellor Emily Engelschall and several private colleges: "What is the impact of guaranteed college seats with earned student achievement and how can this strategy be reasonably braided into pathways for career support?"

Business Pathways: IEGO has completed a comprehensive study of the region to identify which strategy would be best for the unique characteristics of the IE. Rather than focusing on bringing new employers to the Inland Empire, emphasis should instead be placed on training and supporting new, local entrepreneurs to create businesses that will hire local well-trained individuals with quality pay and opportunities for advancement. While this is one of the newest pathway efforts in comparison to the other examples, it is receiving focused attention from Colleges of Business at the 2 and 4-year colleges and universities as well as local workforce partnerships and local economic agencies. Further, a number of local economic work force leaders meeting in CERF forums, Inland Empire Community Foundation events, and in subregional events hosted by groups such as the Inland Empire Economic Partnership and the Desert Mountain Economic Partnership have provided a plan for teaching and engaging students in K-12 all the way up into regionwide adult classes about entrepreneurship and starting businesses.

Major Partners and Roles

The Industry Sector Working Group members who have been participating in developing the IE K-16 Collaborative structure possess authentic, in depth, boots on the ground experience in pathway development. These people are spread across the region, representing both counties and the four subregions.

- K-12 district teachers, counselors, site and district administrators including data directors and college and career readiness administrators
- County Offices of Education executive staff in education-work force alliance projects and homeless and foster youth programs
- Community Colleges advising and transfer staff, deans of counseling, advising and transfer staff and administrators assigned to interagency partnerships, institutional research staff at 2-year and 4-yr colleges/universities
- 4-year college/university professors in the industry sector areas and in areas such as biculturalism and social justice, deans overseeing the pathway industry sectors, and deans of community partnerships and workforce development, directors of pre-college programs, and admissions leaders
- Workforce Investment Board leaders for both San Bernardino and Riverside Counties
- Community-based organization leaders and advocacy group representatives
- Regional Economic Development leaders
- Employers across the four industry sectors

In addition, a core team of pathway development experts, each of whom have been working in the field for 15 years or more, have held reflective conversations with collaborative meeting facilitators and helped to ensure that the most critical topics in pathway development were brought to the table for full group consideration.

Process for Pathway Development

Key Activities for Pathway Infrastructure Development

With the approval of the Steering Committee, the Interagency Council will follow the proven process used for the Innovation Awards. This process will be as follows:

- An RFP will be released announcing funding for the development of career pathways in one of four sectors: Business, Education, Engineering/Computing, and Healthcare. The first of these RFPs will be released in February 2023 with a due date approximately six weeks from the announcement. The RFP announcement will outline the following criteria:
 1. include a K-12 district, community college, 4-year, employer and CBO
 2. identify a pathway in one of the four sectors
 3. have clearly developed major strategies and activities to develop pathways
 4. identify clear targets with regard to student outcomes and sound approaches to measure progress, including the use of data to show outcomes and inform strategies.
 5. identify at least one of the four Recovery with Equity recommendations selected by the IE collaborative
 6. Clearly describe the use of data
 7. Describe how the pathways could be scaled to other sub-regions
 8. Participating K-12 districts must agree to use CCGI

Proposal guidelines will include a basic outline requesting information on

- a) Each organization/institution
- b) Proposed Activities
- c) Timeline
- d) Budget
- e) Project Management

The Interagency Council will evaluate proposals based on the degree to which they have met the criteria outlined above and to the degree to which they do the following:

- Ensure the full participation of non-traditional partners in pathways and in pathway development
- Amplify voices of high need students
- Ensure full participation of community-based organizations
- Fully engage employers across the continuum
- Define and engage all the people who need to be "in the room" for pathway development
- Identify student populations served and set well-reasoned, ambitious goals
- Fully develop the use of CCGI, data collection, student reports, and memoranda of understanding for data sharing
- Regularly assess the need and deliver a range of support activities to strengthen pathway development
- Develop and deploy thoughtful methods for implementing RWE recommendations
- Commit to interagency connectivity and regular working sessions
- Develop processes for sharing new learning and apply strategies for continuous improvement to the pathway development process

Once reviewed and evaluated by the Interagency Council members, recommended projects will go the Steering Committee for final approval. Funded projects sign a grant award agreement and will meet with the K-16 Director to clearly outline the timeline, reporting requirements and expected outcomes. As the awards will be funded for a two-year period of time, an interim report will be due at one year and a final report thirty days after the completion of the grant.

Key Milestones for Pathway Infrastructure Development

1. The Steering Committee will be fully formed by September 2022.
2. The K-16 Pathway Interagency Council is formed and approved by the Steering Committee by October 2022.
3. A portal is created for receiving grant applications by December 2022.
4. The pathway application is completed and the call for proposals is released by February 2023.
5. A minimum of 5 Individual Pathway Groups will be selected for support across the subregions in the IE by Spring 2023.
6. A second RFP will be released in February 2025
7. A minimum of 5 additional Individual Pathway Groups will be selected by Spring 2025.

8. An Annual Summit for sharing progress, results of funded projects, and delivering highlights of annual reports will be established with the first one occurring in 2024.
9. Reporting infrastructure established.

The major activities of our partners will be the approval of pathways design with an emphasis on industry professional certifications. In our tiered system of support, all K16 partners engaging in a pathway development will be required to have workforce leaders guide their progress and outcomes. It is crucial that they are a part of this development to ensure they are confident in the pathway sequence resulting in an employable student.

A key milestone will be their willingness to address the obstacles to pre-apprenticeship and apprenticeship programs. The data for these programs is dismal in our region and after initial investigation of this problem, the fear usually lies with the workforce leader. From insurance to safety concerns our workforce partners need reassurance and an opportunity to pilot these opportunities for our students.

2. Who is the target population to be served by each pathway?

When looking at disaggregated data by race/ethnicity within each industry sector, there is a clear lack of representation of Hispanic or Latino workers across all four: healthcare, education, business and computing/engineering. Further outlined in Q7 Recovery with Equity includes how these pathways will focus on high-need populations.

Specific student enrollment data disaggregated by race/ethnicity and gender highlights equity gaps and areas to serve. Primarily focused on looking at sixteen-year-olds, the community college student and the four-year university student, the charts [linked here](#) demonstrate race/ethnicity and gender at each level. Enrollment and enrollment data is shown for grades 10th through 12th for San Bernardino County and Riverside County (Fall 2021, represented in separate charts), all community colleges in the Inland Empire (Fall 2020, latest data available), California State University San Bernardino and University of California Riverside (Fall 2021, undergraduate data only). Gender data is not available for CSU San Bernardino, therefore not included in the charts.

The Student Experience

The K-16 Collaborative will ground all pathway work in the student experience. Throughout the weekly planning meetings, all four of the industry pathway groups were united in asserting that knowledge of what a student should experience in an outstanding pathway was critical to the development of all pathway plans. This student-first approach is reflected in the [Quality Pathway Framework](#). Below are the important student experiences and examples of how the IE Collaborative might support them.

- a-g preparation before high school: Middle school students and parents are provided information about the importance of passing classes and about what completing a-g courses will provide students as they pursue a career.
- a-g completion: High school counselors across the region receive professional development on the importance of encouraging all students toward a-g coursework; high schools are encouraged and supported to offer

appropriate support so that students have every opportunity to succeed.

- Parent and Family Engagement by middle school and after: Schools and community-based organizations provide opportunities for parents to support their children's career aspirations. Exploration starting at this transition point sets the stage for full family conversations about what this means for the whole family and what the future looks like. Organizations like Families in Schools can be hired to provide these forums and "college curriculum."
- Early Credit: High schools and community colleges continue to create interagency agreements for delivering dual enrollment courses; 2- and 4-year colleges and universities develop guidelines.
- Financial Literacy: Parents/family and students receive financial literacy education at a general level at middle school and then with great specificity during a student's high school years.
- FAFSA/Scholarships/Dream Act completion: High Schools receive support for delivering broad based FAFSA completion, scholarship application, and Dream Act pursuit.
- Equitable Learning Environments: K-12, 2 year and 4-year schools and work experience sites that are participating in pathways receive focused training on Recovery with Equity (RWE) priorities and how to deliver on these.
- Social Emotional Support: Counselors, instructors, advisors, mentors and others working with students at all grade levels receive training in how to support students who may be: first generation college students, undocumented students, experiencing housing or food insecurity, in the foster care system, student parents or face other life and career pursuit challenges.
- Continuum of Career Exposure to Career/Work-based Learning Experiences: Schools, community-based organizations and employers are provided with any needed training in how to provide career exposure all the way to effective site experiences.
- Employer Engagement: Employers receive support in evaluating the benefits to them or participating with education system on supporting students entering careers and then support for how to set up structures to engage with students and collaborate with schools and colleges.
- Mentorship/Advising: Schools receive training and support from regional experts, such as Cal-SOAP, undocumented student centers and local community-based organizations on how to set up programs, train, and fund effective mentors and advisors.
- Community Support: Schools receive professional development on how to engage effectively with parents and families, community-based organizations, and student advocacy groups to enhance the sense of well-being and belonging all students feel as they pursue education and career.

Each pathway will serve Inland Empire K16 students and traditionally there has been a vision to provide access to all students with success measured by the number of students who complete a pathway. In order to identify target populations, intentional analysis of the current state of who is accessing these pathways will be needed. Our Collaborative has always been diagnostic before launching a plan ensuring we are not

jumping to “solutionitis”. We have made a commitment to not prematurely target the state of our chosen pathways and instead have started the design of a diagnostic activity for the current system in order to design a treatment for the target population. The research is clear for our state on the number of males completing an engineering pathway in comparison to females but we are committed to first analyze our current population to then create a target for improvement in each pathway.

3. In developing these pathways, how is your collaborative building on existing strengths, assets, and programs in your region?

Strengths: For five years, Growing Inland Achievement has been actively pursuing increased college and career success for Inland Empire students. It has been guided by the group of leaders serving on the Board who have had as a goal the development of an inclusive structure across the two-county region. The Steering Committee will have some membership drawn from the Board and will be further enhanced by experts and people in key roles specifically for pathway creation and excellence. Over the life of GIA, the support for students has had a strong focus on equity and ensuring that the system from education to career supports all students’ needs. This is evidenced by the extensive professional learning from throughout the region as well as in the extensive collaborations of educational, community based and workforce partners, many of which are demonstrated by the Innovation Awards proposals described earlier. During the pandemic, in addition to going online with the annual summit, GIA turned to virtual presentations and podcasts to continue to provide professional learning, providing a series entitled [Building Better from Disruption series](#). This series included presentations such as “Recovering from Racial Inequities” with Dr. Shaun Harper. GIA also worked with partners across the region in various education segments to better understand enrollment challenges and plan for what lies ahead in a series titled [Enrollment Insights](#). Additionally, [Education Insight](#), a monthly radio show hosted by KVCR addresses such topics as “The Relationship Between Education, the Workforce; and the Economy” and “Teens and College,” among many others.

In the IE, there is a concentration of economic development organizations and collaborations, workforce development agencies, state recognized ROP and CTEIG programs, and a very active community foundation have created a readiness to lean in to innovative relationships between education and employers, creating a strong network of workforce development and education agencies to leverage past work and programs. Their work together includes an openness to using funding to support first level human needs as part of supporting education and career journeys and a willingness to restructure and streamline systems to help students get through their education and work experience and on to an opportunity for successful careers.

Assets:

Education and workforce entities have leveraged regional relationships and developed ongoing partnerships with agencies and organizations beyond the region. A recent example of this has been the cross regional exploration of dual enrollment strategies and a sharing of lessons learned and potential next steps with community colleges across the state, from Northern California to Lake Tahoe to the Central Valley to Long Beach. (Redesigning America’s Community Colleges).

Another outstanding asset is the education-employer partnership that demonstrates to students the value of education for entering a future-focused career. Garner Holt, the Imagineer for Disney has become a constant partner for K-12 – 4year college/university educators and workforce organizations, and has developed ways to help young people see the unrecognized possibilities of computer science or engineering. ESRI has also been a tremendous asset for student programs and site visitations, and has also launched a great number of careers in computer science. Bourne Engineering has taken on a similar role particularly for aspiring engineers from UC Riverside. Additionally, California Steel Industries and the Manufacturing Council of the Inland Empire has a long-standing partnership with the regional community colleges that has led to multiple pathway programs including the flagship InTech Center run by Chaffey College. These employers will be among those across the region who will establish the ways that employers can support students throughout a career pathway including what employers can do once students have entered the workforce. ([High Road Training Partnerships Overview, June 2018](#)).

Programs:

The Inland Empire is benefiting from the experience gained from past programs and is leveraging change by:

Increasing efforts to restructure programs and re-envision the use of resources and personnel to respond to student needs. In the last several years, as pressures to ensure that students with limited funds can complete college and career preparation programs, schools at all levels have started to streamline processes and deploy staff in new ways. For example, some high school counselors have developed strong expertise in dual enrollment articulation requirements and processes to remove barriers. A six-month series of regional conversations, organized by GIA and attended by education institutions at every level, have brought the region closer to finding collaborative solutions to policy and practice issues.

Increasing use of data systems and tools about student educational and career success, provided by organizations such as the UC Davis Wheelhouse Center used by GIA and other IE organizations, the state Cradle to Career Data system, and local CCGI data use are providing more information about the student trajectory, allowing institutions to respond to negative trends much more quickly.

Deploying and building on Cal-SOAP peer mentoring programs sponsored by the California Student Aid Commission and requires that one third of the funding go to pay near peer mentors for aspiring college students at the high school and community college levels who are themselves high-need students. This is providing strong mentor program models in both counties in the Inland Empire, and increasing the focus on the underused mentoring role in student advancement.

Expanding inclusion and partnership with community-based organizations has led to several key successful programs.

- In the last several years, the San Bernardino County Superintendent of Schools Office, the California Association of Bilingual Educators (CABE), and Families in Schools (FIS) were asked to co-lead the statewide Community Engagement

Initiative. This program involved many districts in Riverside and San Bernardino Counties as it ramped up across the state. This region has led the way in increased expectations for schools to reach out and partner with parents and community-based organizations to help to guarantee the success of the students.

- In Riverside County, an extensive collaboration based upon a countywide equity roadmap and a state recognized equity conference has helped to increase equity conversations in schools and in many cities and has reinforced the importance of community-based organizations representing diverse citizenry. The frequency of town halls or summits has reinforced the importance of these partnerships.
- In San Bernardino County, an annual parent and community conference sponsored by the San Bernardino County Superintendent of Schools, in partnership with Gear UP, the College Board, and the Cal State San Bernardino Office of Pre-College Partnerships has also standardized expectations that all parents will be part of their students' school and career planning.
- Additionally, the ready presence at every planning table of the BLU Foundation, Young Visionaries, and the Black and Brown Alliance among a growing group of thriving community-based organizations supporting students of color in school K-12 through college and career has guaranteed that the focus on students of high need is the first issue that is discussed rather than being the last, or not discussed at all.

Investing in local students as critical actors in bringing economic prosperity to the IE: The results of the IEGO economic status report, the ongoing efforts of the Inland Empire Economic Partnership and other groups like it, and the wealth of industry sector data from the Center of Excellence have provided a platform for innovation. One outcome of this urgent creativity is the wave of ideas about catalyzing entrepreneurship to create good, career based, higher wage jobs. Another example is the focus on dramatically building the number of diverse, non-white teacher candidates in the education pathway to galvanize the career achievement of young people of color living locally and also spur local prosperity. Efforts in this arena exist at every one of the Inland Empire public and private colleges and universities.

Increasing innovative, win-win partnerships with employers has led to multiple initiatives to support the students' journey into careers. Through the Strong Workforce funding allocated by the state and managed locally by the Inland Empire Desert Regional Consortium a myriad of programs at both at the Community Colleges and K12 connections to employers (desertcolleges.org). Building on these programs will be a key goal of increased pathway development in this regional K16 Collaborative. Additionally, the Alliance for Education in San Bernardino County has launched a pre-apprenticeship program that will be expanding Riverside County this year, in partnership with the LAUNCH apprenticeship initiative at the Community Colleges, to help students under the age of 18 to begin valuable work experience in their chosen career fields. This innovation could dramatically increase the number of students who are eligible for apprenticeships and prepare them for-time employment at the right age to help them support their further education and continued pursuit of their career. (Launchapprenticeship.org)

Our collaborative's current strengths include our data sharing MOU to expand for the Inland Empire with almost 10 years of experience collaborating and sharing data securely to develop programs for students. While other collaboratives in our state are in the initial stages of data sharing amongst their teams, we have been successful with not only sharing data but also building a foundation of trust that allows us to share even nonpublic data with all partners. For example, CTE pathway college enrollment is not a public data point but we have developed these graphs and data by K16 institution, site, and program as well as rank efforts amongst these groups. Most collaboratives would not want to see their non-public data put side by side with other institutions in their area, but this is the level of trust we have built within RCEC. This trust is what allowed us to be the first county in the state to release a public financial aid application completion dashboard.

We are also building on the existing Alliance and Admission agreements we have in place with campuses like CSU San Marcos. The California State University, San Marcos (CSUSM) Alliance program is an MOU with three (Lake Elsinore USD, Murrieta Valley USD and Temecula Valley USD) of the five RCEC districts to provide guaranteed admission. Students identified as "Alliance" students must meet the following criteria:

- be continually enrolled in the district since the 9th grade
- complete all A-G coursework required by CSU admission policies
- meet minimum CSU eligibility index requirements
- participate in and successfully pass the Early Assessment Program in their junior year in mathematics and English, or successfully complete additional coursework designed to build the appropriate skills and knowledge
- submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act application

Our regional assets also include the multiple dual enrollment programs taking place with some community college campuses having the highest number of students completing at least one course before graduation in California.

4. Why did you choose to focus on these two industries? What industry-specific challenges do you foresee and how will you address them?

With the number and range of pathway efforts in all four industry sectors across the region, involving so many districts, colleges, workforce organizations and employers, the IE K-16 Collaborative determined that all four pathways should be pursued. The Collaborative acknowledges that each industry sector has its own unique challenges that must be addressed.

In Healthcare, the Coachella Valley pathways recognize that to garner a good salary and have the opportunity for growth, students must pursue degrees beyond either the associate's degree or the bachelor's degree, and sometimes even beyond a master's degree. Pathway leaders have developed a group dubbed an A-Team, a rapid response unit starting to address all the issues surrounding the need for an advanced education while needing to work in this somewhat remote desert region. Also, community partners like REACH emphasize the need for workers in many health care related professions that students do not know exist. Thus, the need to create brand new

pathways is one thing, but to encourage students to enter those careers will continue to be a significant challenge.

In Education, there are a number of challenges. Similar to healthcare, advanced degrees and certifications are required for advancement. These can take a great deal of time and be costly. A strategy that employers are using increasingly is to pay the costs for their employees to gain the proper certifications. This can allow the employee to stay in place, respond to growing financial responsibilities, and advance in career. At the same time, the employer does not have to search for a brand-new person and deal with the many costs of churn or position turnover. A further challenge in education is the perception that being an educator is not worthy of high regard and that it is a challenging job that garners relatively low pay. Pathway leaders indicate it is hard to build career focused groups for teachers among high school students or even community college students. One of the strategies being used to counter this, as we have seen in our local colleges, is to ask young people who represent the diversity in their community to give back to the community by taking advantage of tuition and fee support programs and then teaching in local districts.

In Engineering/Computer Science, where there is a narrower focus on cybersecurity, one current challenge is a lack of appeal to young people once they discover the extent of coding and computer science knowledge required. If they persevere, they can gain valuable skills toward profitable and intriguing careers, but students are either avoiding the pathway altogether or are leaving it early. In the latter case, they end up with fairly low wage jobs because of their lack of advanced training. Cyber programs are working hard to raise interest with Cyber summer camps, events like CyberGirls, Cyber Competitions and more. Additionally, workforce certifications that reward incremental development, as well as academic degrees proliferate. The hope is that once local businesses can start to offer more cybersecurity jobs and students make the connection and feel the pay-off for their study, the field will become more appealing in the Inland Empire.

In Business, a major challenge in the Inland Empire is that small businesses with limited profits and a small staff struggle to connect to students in pathways. They do not have the capacity to provide internships or apprenticeships, or to arrange for site visits, and sometimes do not have the time to engage in on campus visits or career exploration events. As indicated earlier, San Bernardino is sponsoring a pre-apprenticeship program which will now be used in Riverside County to try to provide connection to certain businesses while students remain on their campuses. It is hoped that programs like pre-apprenticeships and additional outreach to employers, through pathways like the ones proposed here, will help build the connection from both ends and allow for the development of a series of best practices for small/new employer participation. As entrepreneurship and the creation of small businesses is pursued in the region through programs like the Entrepreneurship degree at CSUSB and the newly created entrepreneurship programs in the community colleges, it would be ideal if the business plans in these new enterprises include partnerships with education to support startup success.

Our collaborative discussed in depth the four industry options to pursue in this award. We completed an environmental scan of our current state of educational offerings (pathways) and then compared it to our region's forecast workforce needs. In the development of this award, a survey was created and completed by multiple K16 partners who are familiar and/or work directly with that pathway in K12 and higher education. They also ranked their current infrastructure and ability to bring a new pathway or modify the current pathway that exists given their current resources and staffing needs.

The industry specific challenges we foresee are the need to include these leaders into the conversation while respecting what they are currently experiencing including workforce shortages. RCEC leaders have brainstormed ideas on how to engage our industry partners so that it is a win for them as well including building support into their subaward plan to address their current needs and when possible finding creative solutions to cut costs as employers. We intend to conduct interviews with all committed industry partners to identify common challenges within their system to meet our goals.

***Q7. Strategies for Implementing Recovery With Equity recommendations:** Your response should address the following:

1. *Which four RWE recommendations are you choosing to focus on?*

While there are components of the work that will address all seven RWE recommendations, the IE K-16 Collaborative has determined that the following four are the most salient for the IE region:

- Cultivate Inclusive, Engaging, and Equity-Oriented Learning Environments
- Retain Students through Inclusive Supports
- Support College Preparation and Early Credit
- Provide High-Tech, High Touch Advising

During the RFP process, Individual Pathway Groups will be asked to plan for and implement each of these four recommendations in their proposals. If an Individual Pathway group requests to use one of the other 7 recommendations, they may request to do so as long as across the entire 10 Individual Pathway Groups, these four recommendations are being implemented.

2. *Why did you choose to focus on these four recommendations? Address each recommendation separately and describe the challenges in your region associated with these recommendations and your plans for implementing these recommendations, including all major partners, activities, and milestones.*

Instructions: Collaboratives must choose from the seven specific RWE recommendations listed in the application instructions.

RWE 1 Cultivate Inclusive, Engaging, and Equity-Oriented Learning Environments

An insufficient number of students in the Inland Empire are able to complete postsecondary education, and this is especially true for students of color. As indicated throughout this proposal, the IE is an extremely diverse region: not only are we a majority minority population, but we also serve a large proportion of first-generation

students, immigrants, individuals who have stopped out or dropped out and may be returning to school in search of greater opportunities, growing numbers of foster youth, and individuals who identify as LGBTQ+.

Another important challenge we are facing is the lack of teachers of color in the Inland Empire. Research has shown that when students of color receive instruction from teachers of color, the students benefit greatly, and this is especially true for boys of color, in terms of their social and emotional development and academic outcomes (i.e., improved math and reading, higher graduation rates, and increased interest in attending college). Currently, the demographic profiles of the K12 and postsecondary teaching populations in the Inland Empire do not reflect the racial and ethnic diversity of the student population and larger community. There are far more Hispanic students than instructors at secondary and postsecondary levels. Conversely, the proportion of white instructors is much greater than their representation in the student population. The proportion of Asian instructors matches or is slightly greater than the proportion of Asian student, whereas the proportion of Black instructors is smaller than the proportion of students.

It is incumbent upon us to better serve this diverse population of learners with educational environments that are student-ready, responsive to their lived realities, and ensure that all students are acknowledged and welcomed at each stage of the education journey.

Additional extracurricular concerns such as occupational and caregiving responsibilities can keep students from developing a comfortable home and identity in the college campus environment and this lack of connection can also impact a student's engagement and learning outcomes. The reality is that the academic experience is also a social one, affected by the faculty, staff, administration and their fellow peers in the classroom. We know from campus climate surveys, that there is great room for improvement as to what extent students feel that their campuses are committed to diversity ideals, feel a sense of belonging, are satisfied with their experience academically and socially, and feel valued at their institutions. We also know that school climate is experienced differently across student subgroups.

Plans for implementation:

Efforts to address this recommendation within the pathways will focus on utilizing the personal and work site experiences of students in a way that improves their time to degree and does not treat pathways as a one-size-fits all. The IE K-16 Collaborative will pursue strategies that would ease transitions between different campuses should a student move across the region, will allow for on and off ramps for personal and environmental situations that occur, and will explore competency and experiential based classes that could leverage the unique skills and perspectives that students bring to the classroom. Finally, it is important to recognize that curricula may need to be updated to better meet the needs of learners and employers and to better serve those who go through the pathways. This will include career relevant experiences that incorporate work-based learning and rewards prior experience based on valued career-based competencies. With a population rich in immigrants entering the educational system it is important to value and translate their prior experience to a credential that works.

Some specific actions to be undertaken to address this recommendation include:

a) Provide opportunities to ensure an inclusive campus climate

- Upskill staff, faculty, and administrators with professional development in implicit bias, cultural competency/fluency, and effective teaching techniques for diverse learners. This could be provided with technical assistance dollars in regional meetings.
- Provide employers with this learning delivered in appropriate formats
- Create culturally responsive and easily accessible channels for students and faculty to report instances of hate, discrimination, and microaggressions, and implement restorative justice-centered practices to address those behaviors. IE Community-Based Organizations can help support student voice and advocacy.
- Targeted outreach efforts to recruit and prepare racially and ethnically diverse students to become teachers in the IE and to become pathway industry/sector instructors such as the Minority Teacher Pipeline programs.

b) Improve pedagogy to build inclusive classrooms

- Implement culturally competent teaching and learning practices, which include routinely assessing classroom and work site experiences from a diversity, equity, and inclusion perspective. For example, including pathway group members in ongoing IE professional development around changing math curriculum.
- Incorporate equity-centered practices into teaching and learning, workbased focused practices such as internship and apprenticeship development, grading, annual evaluations, and faculty review/tenure processes. Linking IE business employers to the career pathways.
- Embrace teaching and learning practices grounded in research on effective teaching techniques for diverse adult learners and that reflect and value their knowledge, skills, and experiences

c) Diversify the curricula, incorporate career-relevant learning experiences (such as work-based learning), and recognize progress in creating inclusive, engaging, and equity-oriented learning environments through administrator and staff evaluations and through the faculty tenure and review processes, school/college/work site recognitions

- Integrate work-based learning to better prepare learners for their desired careers and to make programs more relevant and responsive to learners' interests and goals. Develop metrics to track progress on implementing inclusive work-based learning.
- Engage employers as partners and stakeholders to ensure that postsecondary programs meet current and anticipated statewide and regional workforce needs and that recognize the demographics of employment in the Inland Empire; also engage these partners to provide work-based learning and teach courses.
- Re-envision curricula across disciplines to be anti-racist and equity-centered and foster a sense of belonging among students. In partnership with faculty leaders, institutional leaders should develop metrics to monitor curriculum redesign. For

example, students' pathway course evaluations could include a question pertaining to whether the course content aligned with principles of diversity, equity, and inclusion.

- Include diverse adults and programs that focus on them (e.g., continuing education programs) in institutional and system goals.

d) Support student transitions

- Community-based organizations can help students across transitions and to improve completion.
- Implement on-ramps and off-ramps for learners who must attend to other priorities (e.g., work, caregiving). Provide more mobility within the region.
- Provide the option for competency-based courses and programs to affirm the prior college and work experience of all learners.

Milestones: curriculum completion and adoption; curriculum implementation; establishment of a program of ongoing professional learning practices that includes worksite staff; completion of program adaptations to support student life needs; establishment of campus facilities/spaces responsive to student needs; multiple sources of data showing that students experience an inclusive, engaging, equity-oriented environment.

Individual Pathway Programs will be asked to identify their milestones along with metrics and timelines in their proposals.

RWE 2. Retain Students through Inclusive Supports

Nearly half of all students within the CSU system are food insecure, and first-generation students, students of color, low income, and foster students are even more vulnerable, especially so in a region that struggles with a higher-than-average poverty rate. We also know that many of our students are juggling academic demands with parenting, and this is especially true of women of color.

Student parents are more likely to attend community colleges, and according to national trends, make up a disproportionate share of for-profit students taking on twice the student loan debt of students overall. Despite the obstacles, however, student parents attain higher average GPA's than their non-parent peers. Student parents in California were also much more likely to take an online class prior to the pandemic as well as more likely to take weekend classes than their non-peers. Their retention rates are slightly lower than their non-parenting peers and they are slightly more likely to drop out of their programs but tend to finish their degrees quicker than their non-peers. Providing this population support could make a large difference for both students returning to education as well as those who drop out in fear of the difficulty of managing parenting and school responsibilities.

Some of the researched supports that would help this population, and all highly diverse, low-income populations are increases in mental health services, healthcare, provision for basic food and housing needs, program flexibility and one-stop resource centers that bundle and streamline applications and build awareness for resources. It is important

that these resources are easily accessible in multiple languages. Learners move through multiple systems and campuses fluidly, each with their own different structures, environments, and culture. Where possible students should be able to access a “one-stop shop”, possibly through an online platform. Additionally, all faculty and staff, in addition to student support services, should be kept up to date on ways to help students link to these resources. Finally, it is imperative that the education systems increase availability of student advisors and mental health professionals.

Plans for implementation:

Efforts to address this recommendation will focus on helping learners to feel safe regardless of their identity and to feel included in campus-wide decisions. They also need this at their work experience sites. Some of the strategies outlined are focused on creating a sense of community and stewardship of the learning and work environment, a sense of engagement in shaping the future of their campus, and a feeling that they are supported by the whole campus rather than just some parts of it. Finally, in concert with the other recommendations that the collaborative is pursuing, we hope to explore campus-based policies and practices around class times and academic terms, and this includes the structure of the pathway experiences, to allow a wider range of options for students to complete their journey in a timely manner while tending to their personal obligations.

Specific actions to address this recommendation include:

a) Cultivate a stronger sense of inclusion among students by fostering opportunities for students of different backgrounds to build community with one another and by encouraging students to be better stewards of campus climate

- Join ongoing IE student leadership training opportunities across the IE.
- Expand programs that promote students' representation and sense of belonging (e.g., identity-based centers, outreach programs, etc.).
- Develop research-based metrics for evaluating campus climate and its impact on student success. Examples of potential data to collect include measures of learners': sense of belonging, experiences with discrimination and harassment, and perceptions of the degree to which the campus promotes diversity across race, gender, sexual orientation, and ability. Join and participate in IE student voice research project.
- Empower students to engage in diversity, equity, and inclusion work by recognizing their expertise, providing them with mentorship, and incorporating them into decision-making
- Review the role of campus policing, evaluating its impact on institutional culture, particularly for Black, Latinx, and Indigenous students and adopt community-based approaches for addressing campus safety issues (e.g., mental health counselors, crisis response teams) as appropriate.

b) Expand access to resources

- Consider developing an IE subregional approach for students to access certain supports (e.g., campus food pantries) regardless of campus/system affiliation. Use IEstudents.org to find resources.
- Foster campus collaboration and alignment among student support departments

by having staff join Individual Planning Groups. Individual Planning Groups contain academic departments.

- Embed student support information into the Individual Planning Groups to empower faculty integrate the information into course syllabi, and encourage appropriate referrals to campus programs and lead staff. Include IE subregional resources.
- Offer academic and student support programs year-round and outside the traditional work week to better serve learners with work or caregiving obligations.

Milestones: Increased sense of inclusion in pathway courses and work site experiences as reported by multiple measures; self-reported well-being, safety, and basic needs positive conditions and indications of such with measures taken by the service programs; existence of a regional partnership (through MOUs, working agreements) to respond to student health and safety needs; evidence of programs in academic affairs addressing needs; artifacts of information sharing with faculty/work-experience staff are evident in classrooms and through faculty-student interaction; establishment of student support programs, virtual or in person on campus or in community locations providing services at alternative times.

Individual Pathway Programs will be asked to identify their milestones along with metrics and timelines in their proposals.

RWE 3. Provide High-Tech, High-Touch Advising

In order to better support students in the Inland Empire, focus is needed on the development and expansion of regional advising tools, both to assist students throughout the educational journey and also to support them in their transitions to careers. For example, a learning management system (such as Canvas or Blackboard) should be standardized across the region's community colleges and universities. The same platform across K-16 would begin to eliminate barriers for students especially within an Individual Pathway Program.

We hope to utilize existing and emerging technologies such as JobSpeaker to create an integrated technology platform designed to support students with their transitions and success through institutions and into the world of work. Building on existing relationships and adopting platforms such as JobSpeaker within the region would give advisors and staff a new weapon in their arsenal to combat challenges in advising and support from middle school to work place. It would allow those who need to support learners to provide a nudge or "Just in time" coaching by tracking crucial indicators and giving the student a direct connection to someone who can provide support. This

technology could remind students when they need to register for classes, provide data based and iterative advising when it is needed, and allow for interventions to be as successful as possible. For students who have simple questions, it provides them with an immediate response that reduces stress and can mitigate potential time-consuming searches for answers. This tool can free advisors for important one-on-one conversations with learners who need it the most and allow them to provide more targeted interventions.

Plan for implementation: Efforts to address this recommendation will focus on finding the appropriate tool, adapting it to ensure that it includes work place experiences, and maximizing its utility for diverse students in the region.

Specific actions to address this recommendation include:

a) Create/integrate advising tools and chatbot

- Create integrated advising tools within the technology platform and chatbot for Individual Pathway Groups. These tools include an advisor-facing interface that helps advisors monitor their advisees' progress along personal, academic, and career goals, fueled by artificial intelligence (AI) technology that leverages predictive analytics to notify advisors when students get off track or have an important task coming up. While K-12 districts will be required to use CCGI for work, it will also be important to provide a connection into the Community Colleges Individual pathway groups may request technical support to develop their tool within the pathway.
- Deploy the technology platform and chatbot to support virtual one-to-one advising appointments and to uniformly connect with K–12, community college, and four-year university technology platforms to foster a data-driven, collaborative, case-management approach to advising California learners.
- Using artificial intelligence, send “personalized” nudges to learners in pathway populations (e.g., learners who have not submitted a form, failed to register for classes, or who are eligible for a scholarship or study abroad experience), with learners having the ability to ask immediate follow-up questions and receive automated, clarifying answers. Making sure that postsecondary institutions have turned on all of the bells and whistles of their current programs.

b) Chatbot utilization

- Make the chatbot available through the technology platform, mobile application and via texting platforms on users' phones, so they can send and receive messages directly.
- Customize the knowledge base for the chatbot so that it provides higher-level answers that pertain to all postsecondary segments and the work place, provides more specific answers that pertain to regional institutions, and uses AI to target answers to learners based on their specific characteristics (e.g., region, grades, major, college campus, pathway, financial circumstances, etc.).

- Establish a plan to assign learners most in need to a professionally trained advisor—beginning in middle school and lasting through college and work place—who will provide encouragement and authoritative, culturally responsive advice

c) Ensure academic and career planning tools serve a range of learners and needs

- Leverage the platform and chatbot data to proactively provide high-tech, high-touch personalized support to learners in middle school through college.
- Design the integrated technology platform and chatbot so that learners and their parents will be able to track progress to and through college and find/ask for the information they need, which will, in turn, provide data for targeted messaging from the chatbot (and for some learners, targeted interventions from advisors) to encourage the timely completion of critical tasks and processes.

Milestones: Selection and adoption of the tool; training for the wide range of audiences who will be involved in use; evidence of use based on multiple quantitative measures; evidence of improvement in student navigation of the system and in their confidence that they can manage their environment

RWE 4. Support College Preparation and Early Credit

According to the California Department of Education, only 57% of Riverside and San Bernardino County high school students attend college. In order to better prepare our students to pursue and successfully complete postsecondary education, we must better align efforts to support their postsecondary preparation and transitions from high school to community college and/or university. The IE K-16 Collaborative will support intersegmental collaborative efforts to provide college preparation as well as college-level coursework and early credit on high school campuses. The region has been actively involved in discussions around ways to increase dual enrollment (and has drafted proposed legislation) around making A-G coursework the default high school curriculum.

The A-G completion rate of IE high school graduates has been increasing over time, yet at 48% we still lag behind the state average of 52%. In addition, there are striking equity gaps across student groups. For example, whereas 82% of Asian and 56% of white students have completed the UC/CSU eligibility coursework, only 44% and 42% of Hispanic and Black students, respectively, have done so. We also see the urgent need to dismantle achievement barriers among low-income, migrant and homeless students, students with disabilities, English learners, and especially, students in foster care (A-G corresponding rates: 42%, 39%, 32%, 22%, 14%, 3%).

Similarly, although dual enrollment has grown in the IE in recent years – 7.4% and 10.1% of high school students from Riverside and San Bernardino Counties, respectively, took community colleges courses during high school -- we still fall below the state average of 18%. Access to dual enrollment is still determined by availability at high schools, which also depends on proximity to campuses of higher education and courses are offered that are based frequently on negotiated partnerships already in place, and can be slow to respond to student need or interest. We hope to expand

these programs to provide more access, opportunity, and options for students who need them the most.

Aligning transitions for students and providing early credit is a priority for our region. We hope to expand current efforts around providing transitional opportunities to students that would provide them an actual head-start in college.

Challenges in the Region: At present, across the state Black and Latinx students are being left behind with only 16.2% and 15.6% respectively enrolled in dual enrollment courses in 2018-19 as compared to 26.3% and 21.5% of their Asian and white peers. Further, high schools across the region are struggling with how they offer and process advanced placement and dual enrollment courses within the system. At times, dual enrollment courses are awarded credit inconsistently on high school transcripts, creating inequities in student opportunity. Furthermore, most districts do not offer weighted grades for dual enrollment classes in the same way that they do for Advanced Placement (AP) courses. Although UC's and Cal States do convert GPAs for a student with college credit, this is done during the application review period and not done in time for dual enrollment students to competitively pursue scholarships, further broadening the equity gap. Finally, Black and Latinx students are consistently under-enrolled in AP courses, in part due to less availability in schools with higher numbers of Black and Latinx students.

Dual enrollment courses, in many ways, seem like a strong way, and perhaps the best way, to support early credit for students. College credit is not dependent on a single test at the end of the course but on course work throughout the year. Students who pass are assured college credit from the partner institution, while colleges vary widely in whether they accept AP. Further, dual enrollment can also more closely replicate the actual college experience.

Plan for implementation: Efforts to address this recommendation will focus on the equitable expansion of dual enrollment opportunities, exploration of opportunities to upskill K12 teachers to teach dual enrollment courses, and the further construction of embedded career pathways within dual enrollment options.

Specific actions to address this recommendation include:

a) Strengthen college preparation

- Strengthen K–12 accountability for postsecondary preparation using the College and Career Indicator (CCI) to measure success, including A–G completion and default scheduling, AP and IB course-taking, and early college credit opportunities.
- Ensure that pathway program courses in secondary schools align with A-G requirements making transition to community college more seamless.
- Ensure secondary pathway programs fulfill A-G requirements.
- Establish K–12/higher education teams to identify and dismantle barriers to A–G and early college course completion for all learners, including constraints with regard to scheduling, availability of instruction, and counselors.

b) Expand early college credit opportunities

- Provide targeted advising and trained counselors to enroll students in early college credit opportunities.
- Within Individual Pathway Groups create College and Career Access Pathways (CCAP) partnerships between community college and high schools to offer dual enrollment courses that count for both a high school diploma and an associate degree.
- Within the Individual Pathway Groups provide robust professional development for faculty, administrators, and staff of middle schools, high schools, community colleges, and universities to improve college and career preparation, use of data, and advising.

Milestones: Implementation of language and enumeration of processes for districts and community colleges to successfully support large numbers of students taking advantage of early credit opportunities; data reflecting greatly increased participation in, and successful completion of dual enrollment courses by highly diverse low-income in dual enrollment courses

Major partners in this work will include: campus administrative leadership and staff, teaching faculty, the dean of counseling, counselors and technical staff, internal research staff for data collection

Individual Pathway Programs will be asked to identify their milestones along with metrics and timelines in their proposals.

The current RCEC Collaborative members reviewed and ranked these recommendations as the primary drivers:

Cultivate inclusive, engaging, and equity-oriented learning environment

With a societal focus on the continued social injustices within the United States, it has created a renewed focus on equity, diversity and inclusion. Districts within Riverside and San Bernardino County have created district equity statements, coordinator positions, cultural proficiency and equity professional development for the members within a district or school. In addition, school districts are updating curriculum to be culturally inclusive and provide voice and representation from a variance of perspectives. This renewed focus on equitable practices can provide students with an enriching educational experience to meet the needs of all learners. Recommendations include an equity audit/needs assessment of the pathway programs at the respective high school sites. Development of a monitoring and data analysis system of enrollment and completion of the high school program, matriculation to post-secondary institutions and employment with industry partners.

Retain students through inclusive support

A key factor in determining the success of a program is based on the experiences and outcomes of the individuals who participate. The RCEC Team uses improvement science theory and practice to determine - What specifically is the problem we are trying to solve? What works for whom and under what set of conditions? How do local conditions shape work processes? We cannot improve what we cannot measure -

create cycles of Plan, Do, Study, Act (PDSA). Improvement science allows organizations to have a very defined and systematic approach to determine a problem and develop a system for solving the problem. This system will also provide opportunities to create and share best practices. Educational communities and business organizations will implement improvement science techniques to create and evaluate programs and practices.

Provide high-tech, high-touch advising

Full implementation throughout Riverside and San Bernardino County of CAColleges.edu will provide middle and high school students and educators with an electronic platform and a consistent career and college scope and sequence. In addition, postsecondary and industry will be provided opportunities to serve as consultants, advisors, guest speakers and guides to students and educators.

Support college preparation and early credit

For the last several years, Riverside and San Bernardino Counties have been laser focused on increasing A-G coursework, completion and creating A-G occupational pathways. The CA dashboard and College and Career Indicators have assisted in the awareness, understanding, development and completion of A-G coursework. Current data sharing MOU's with UCR, MVC, MSJC and CSUSM are providing high school students with opportunities to complete college coursework during high school and receive college enrollment guidance from college staff. A major goal will be to expand the current higher education partners to their feeder schools. High schools throughout the 2 counties are also increasing the number of dual enrollment classes or early college campuses. The K16 Grant will provide the steering committee with increased opportunities to network and further develop a consistent vetting process for dual enrollment instructors and create opportunities for adjunct professors to conduct classes on high school campuses.

College Affordability

A focus on college affordability was a quick decision for our Steering/HUB committee as leaders in the state when it comes to ensuring all students are made aware and apply for aid. The RCEC districts have high schools that have the highest completion in the state winning Race to Submit statewide awards the past four years but what the pandemic has amplified for our leaders is the need to focus on the total cost of attendance for our students. For example, in response to COVID-19 the collaborative created an initiative to focus on the Class of 2020 called

College Comeback 2020.

To ensure these students make the comeback to their education, Class of 2020 students were offered **free one-on-one counseling appointments** who were looking for support with Four year/community college applications and the enrollment process, completing a FAFSA or CA Dream Act Application, military service and where to begin with the enlistment process and college and career exploration/planning to help those who are just not sure where to begin. A survey of entrance questions was asked of each student prior to their appointment so we could measure the barriers they were experiencing to enrollment. The most common barrier after supporting over 100 students was the other costs of attendance. We soon realized that students were not accessing benefits that they were eligible for, including Cal-Fresh. As part of our

affordability goal, we intend to explore all opportunities in addition to state and federal financial aid that our students are not applying or currently receiving. We intend to partner with agencies like the California Department of Social Services to ensure the total cost of attendance is addressed.

In collective and meaningful conversations RCEC leaders recently had while planning this proposal the question of what would we do differently if we could go back to 2014 was asked. Although we have multiple successful outcome data points we have shared above in question 1B, there is a need for an ongoing research component that RCEC leaders plan to include if awarded. Ongoing summative analysis, assessments and reporting is needed to share overall lessons learned both about implementation processes, activities, and outcomes measured against leading indicators and anticipated results for new collaborative members in the region. With a continued focus on scaling successful implementation practices and sharing lessons learned, the RCEC team plans to explore additional by-products and benefits of these efforts beyond pathway completion. For example the impact of food and housing insecurities for college students with our continued commitment to Recovering with Equity recommendation on college affordability. We will also study the impact of college affordability as a result of improved pathways requiring less course taking which then should decrease student loan debt in our region. In partnership with our higher education research teams, we plan to collaborate with an external research partner to help guide, create, and monitor the multiple educational, workforce, and community byproducts from these efforts.

***Q8. Sustainability:** *Describe your collaborative's key strengths and assets for sustaining the changes you are making. As appropriate, address other potential sources of funding that can be leveraged to ensure that the pathways and implemented RWE recommendations are maintained beyond the grant timeline.*

Despite the historical philanthropic deficit in the Inland Empire as compared to its adjoining Los Angeles County and the State of California, the IE Collaborative has brought a total of \$11,093,157 to the region over the past six years. The advantage of having a regional collaborative is that these funds would likely not have been awarded to individual educational institutions or nonprofits with smaller impact. By working regionally, funds that are awarded through the IE Collaborative are impacting 250,000 postsecondary students and families, and nearly one million K-12 students who will be feeding into the postsecondary pipeline over the next ten to fifteen years.

As indicated previously, the IE K-16 Collaborative has strong funding relationships with multiple regional and national funders including the BMGF, College Futures Foundations and others who serve not only as funding partners but are opening doors and providing introductions to new funders, many of whom are not open to unsolicited applications.

The strength of the project sustainability will continue to lie in its partnership. This has been demonstrated repeatedly over the past six years as the region has been funded because it was functioning as a united entity with a shared commitment. The IE K-16 Regional Collaborative will continue to build upon these relationships and to share its model both nationally and regionally.

A variety of resources will be leveraged to sustain the program from federal, state, local and community funds. The strong cross sectional private and public support from the various partners will help ensure the changes are institutionalized and will extend beyond the grant funding period. There are a variety of current services in the Inland Empire, however, not all are coordinated. The K16 Collaborative will allow the various partners to come together in a coordinated and collaborative effort to ensure all students and families have the opportunity to access all resources. Partner relationships will be strengthened through the enhancements to the program design, best practices identified, case management system, assessment tools, and resources affording us the opportunity to better serve the Inland Empire.

The deep commitment of our partners is demonstrated in their ongoing support of the project, who are all committed to K16 goals and to address inequities by increasing student achievement, increasing access to post-secondary opportunities, increasing workforce pathways, and ensuring our students and families have the ability to obtain a living wage job in their own community.

Our collaborative work allows us to better address the multiple barriers Inland Empire families face in terms of education, employment, transportation, technology, health, and safety. The K16 Collaborative will contribute to cross-institutional and intra- institutional transformation. This will enable partners to leverage existing resources to create stronger, sustainable supports beyond the direct Federal, state, or local funding to expand our scope and reach. Our goal is for partners to be able to institutionalize the K16 coordinated services at their organization resulting in long term systematic changes so K16 can be a model for other communities.

Partners have committed their support and staff time and involvement (see Letters of Support and MOUs) to help drive the overall goal and effective implementation of a coordinated cradle to career continuum of services to help lead to increased academic achievement, increase postsecondary success, increase workforce pathway completion, and increase economic mobility.

The organizational capacity and structure developed as a result of the RCEC K16 Collaborative will continue after the formal funding for the grant ends. The continued sustainability of K16 will come from the coordinated group effort between the K12, Higher Education, Business and Industry, and other partners with the ultimate goal of providing continued coordinated effort and support for the Inland Empire. In order to sustain the program beyond grant funding, the collaborative will increase efficiencies through coordinated services and secure additional federal, state, and local funding sources. The collaborative partners will continue to meet to ensure grant activities are fully implemented, continue beyond grant funding, and become institutionalized in the partner organizations. For the past eight years, all system change ideas and initiatives ignited by RCEC leaders have remained in place even after the funding has ended. RCEC is grounded on measurement of improvement ensuring that if the process, change idea, or program is working then we will have the data we need to ensure it becomes a systemic institutionalized practice.

***Q9. Strategic and Operational Use of Data:** Describe how your collaborative currently uses data for continuous inquiry and improvement as well as your future plans for using data to improve the pathways and activities you are proposing. Your response should address the following:

1. *What data elements have you previously collected and what will you collect moving forward?*

Instructions: For each pathway, identify existing quantitative data elements from all participating partner institutions that can be used to analyze the number of students entering, persisting, and completing pathways, including completed degrees and certificates. For work-based learning program components and RWE recommendations, identify existing quantitative data elements and/or identify new data collection procedures (e.g. surveys) that can be used to establish baseline information and capture change over time toward the collaborative's stated goals.

As a regional cross-sector network of intersegmental education, community, and workforce partners, our collaborative relies on data in order to tell our region's story and align partners toward a common vision. In Fall 2020, regional leaders developed five ambitious goals for the Inland Empire:

- Increase educational attainment, with specific emphasis on accelerating success for historically marginalized student groups;
- Foster an efficient, high-quality education system that creates equitable access for all students;
- Build equitable structures in education to eradicate systemic racism; Fuel a robust future economy that increases equitable career opportunities and employment;
- Eliminate the chasms in wealth, income, and poverty rate which disproportionately affect people of color.

Monitoring and supporting progress toward the attainment of this vision is multifaceted and includes identifying key metrics, establishing shared goals and milestones, and creating tools and processes to support continuous inquiry and improvement. These efforts involve more than specific data or tools, but rather rely on the ability to bring people together with different perspectives and priorities as we aim to change inequitable systems and improve regional educational and economic outcomes at scale. Beginning in 2015 with the formation of GIA, an intersegmental group of institutional research, assessment, and effectiveness professionals affiliated with each of the institutions on the Governing Board have been meeting regularly to share information and identify KPIs associated with key regional goals. As a regional intermediary, GIA will continue to bring together members of the network from both counties and all education segments with the requisite data analysis experience to collaboratively address research questions and generate suggested action items, with support from two dedicated GIA research staff members. Decisions about the implementation of change based on these recommendations will be directed by the GIA Governing Board and the K-16 Steering Committee and the decision-making processes these entities outline.

Please find below selected examples of how our collaborative supports and promotes the use of data:

- [GIS Pathway Data Visualizations](#). Tools to support collective approaches—across districts, counties and agencies—to help educators and their communities address complex challenges using clear, actionable data.

a) [Career Education Map](#) (SB Alliance/Center of Excellence): This map identifies the location of existing Inland Empire high school and community college career education programs. Labor market data illustrates the alignment/misalignment of workforce needs in the region to the location of regional workforce preparation programs. As of this month, the page has recorded 14,200 visits, and has become a popular resource for starting conversations about regional program offerings and gaps.

The map was created by leveraging existing regional resources; K-12 coordinators, Alliance for Education, the COE's community college TOP code alignment – confirming everything with the H.S./Districts and Community Colleges. The goal for Map 2.0 is to make the map more interactive and add dual enrollment, adult education, and four-year institutions (career ed relevant).

b) [MDCP District CTE Programs and Pathways](#) – showing articulations and enrollment/awards from high school to community college by industry sector in one of our geographic subregions.

- [Data Dashboards](#). Hosted on the GIA website is a collection of Tableau dashboards created as needed with information relevant to regional education initiatives, including population demographics, census data, college and career readiness, FAFSA tracker, dual enrollment, degree & certificate conferral, labor market outcomes, all disaggregated by institution/district and race/gender, where possible and appropriate. Data are also provided in support of the emerging needs of all of the Action Network Teams.
- [CollegeAPP](#). On behalf of the entire region and with support from the Lumina Foundation, our collaborative purchased access to an innovative predictive analytics enrollment tool that helps identify and efficiently market to adults with the greatest intent to enroll in education and training programs. The tool applies person-level modeling techniques to adult student recruiting and allows us to visualize and summarize adult learner demand by geography (zip code, secondary/postsecondary districts, etc.), demographic groups, primary language and ethnic group, etc. CollegeAPP can serve as an education and training demand interface with labor market data and projections in the IE to assist in identifying which programs to offer and create lists of adults with high intent to enroll with the demographic and economic profile most suited for those programs or equity objectives.
- [Qualitative Research](#): With regional and organizational goals targeted toward elevating the student experience, a strategy our collaborative has employed to

deepen our understanding of the student perspective is the use of qualitative research.

a) Transfer Achievement Project: included surveys of students who had successfully transferred from an IE community college to a four-year university to learn more about their challenges and strategies for overcoming obstacles.

b) Guided Pathways Student Voice Project: student-driven, collaborative regional research partnership with actionable findings about the challenges and barriers students are currently facing at community colleges. With support from the ECMC Foundation, these recommendations will be embedded in the Guided Pathways implementation at regional community colleges.

c) Inland Empire Teen College Perceptions Study: project to gain insights into current teens' perceptions about the value of college, their knowledge about colleges, majors, and information resources, and insights into what future postsecondary expectations and enrollment in the IE may look like.

- National Student Clearinghouse Resources. Although important for continuous inquiry and improvement, access to some key data tools can be prohibitively expensive, at least until their value proposition is known. Through GIA, our collaborative offered to cover the membership expenses (as well as technical support) for both [StudentTracker](#) (at the secondary level) and the [Postsecondary Data Partnership](#) (PDP; at the postsecondary level) services for several years for all newly-participating public institutions in the Inland Empire.

In addition to the above examples of more comprehensive uses of data, as a regional collaborative we also have experience wrestling with questions directly related to education and workforce intersegmental pathway alignment. Last year, GIA partnered with WestEd and colleagues across the region (including Centers of Excellence, Crafton Hills College, Guided Pathways Regional Coordinators, CSU San Bernardino, Riverside County Office of Education, San Bernardino Unified School District, CCGI, JobSpeaker, etc.) to organize a series of data workshops entitled [Pathways to Equitable Economic Opportunity in the Inland Empire](#). These conversations were aimed at improving our shared understanding of the data that informs and drives cross sector organizations and how it could be better leveraged to improve regional career pathways alignment and increase economic mobility.

In the course of these workshops, we explored data elements that frame conversations around living wage jobs and earnings disparities in the IE, regional education pathways, industry sectors and critical workforce occupations, resilient /common skills, and metamajors / areas of study. Some of the data elements and sources are shown in Table 1 below.

Table 1: [Data Resources to Support K-16 Alignment Discussions](#)

In these workshops, we explored areas of possible regional misalignment when comparing pathway enrollment across education segments and with occupational demand (see for example, Arts, Media, and Entertainment, Health Science and Medical Technology, and Marketing, Sales, and Services, in Figure 1 from WestEd below). This provided a useful starting point for regional conversations around the need for pathway

re-alignment and development. And without a more holistic and systemic perspective, there remain some points of disconnect between the objectives of different segments (for example, Arts, Media, and Entertainment is very popular among K12 students which supports graduation objectives, despite not being aligned around labor market demands, as are the community college goals). Further exploration may reveal that there are underlying skills in some career pathways that could be relevant for other occupations as well.

The data elements we have collected over the past eight years are extensive and range from head start to postsecondary enrollment. College application, college enrollment, degree attainment, CTE pathway completion, program data (such as AVID participation, completion, and outcomes), career interest inventory, perception data from students, instructional leaders, and industry leaders, CA Colleges Reports (CCGI), CDE College and Career Indicator data, FAFSA/CADAA completion data, AP/IB/DE data, ASVAB data, workforce employment demands by pathway, workforce applications by pathway, salary schedules by pathway (entry-level), health and welfare benefit packages by pathway, job outlook projections by pathway, and pathway retainment after employment.

Moving forward we intend to collect and aggregate data for our pathways and create charts, graphs, and visualizations that breakdown the data further. For example we have looked and CTE completers and college enrollment, but we now intend to collect data on their academic progress by semester/quarter, their on track status to A-G completion in K12, their career interest inventory pathway from CA Colleges in relation to the high school and then post-secondary pathway or major selection. We will also work closely with our higher education partners to identify data points within their pathway journey including changes in community college pathways, early identification of off-track students, and opportunities to capture workforce enrollment.

2. Who analyzes and reviews data for the collaborative? Will this change moving forward?

Although the Inland Empire has many existing high-quality educational programs, as our collaborative seeks to strengthen the connections and alignment between existing pathways, create new pathways, and make the overall system both easier to navigate and more equitable, new data elements beyond those available in the resources shown in Table 1 certainly will be required (particularly to longitudinally track student enrollment, area of study, persistence, completion, employment, and wage outcomes). Using data to solve complex problems such as the creation of occupational pathways aligned to regional demand requires more than technical solutions – our collaborative views data as a means to an end, not an end in itself. That being said, we lack some of the specific data infrastructure and tools that could support our pathways development. Without the statewide student-level longitudinal data system yet fully developed, our collaborative currently relies on multiple, mostly cross-sectional (as opposed to longitudinal) tools. By its very definition, analyses of pathways data call for intersegmental, longitudinal approaches to understanding students' access and transition points across and between the educational journey between secondary, postsecondary, and workforce.

Doing this successfully will require increased collaboration and data sharing across institutions (such as creating a unique identifier for each student). Our collaborative believes that data sharing is the key to success in these areas, however building trust and capacity – including technical and financial -- among our diverse partners across multiple sectors will require dedicated resources (and patience), and we have already begun the process of building a foundation to meet these needs.

Late last fall (prior to the K-16 Collaborative Grant opportunity announcement), GIA received a request from Riverside Community College District to explore the possibility of creating a regional intersegmental data repository to house student level data from educational institutions across the IE --based on the [Fresno model](#) -- and in fact, we have already held two regional meetings with data experts representing Riverside Community College District, Riverside City College, Riverside County Office of Education, San Bernardino County Superintendent Schools, CSU San Bernardino, and UC Riverside, as well as several information-gathering meetings with Fresno colleagues as well.

Performance metrics required by the Regional K16 funding are directly related to the intended outcomes and will produce quantitative and qualitative data to guide decision-making for program modification and improvement. The evaluation design will align directly with the goals and objectives of the program, improving the comprehensive cradle to career system of support that will lead to increased academic success, workforce pathway and success. The development of the goals and objectives was informed by the regional K16 required metrics. Data-sharing agreements with collaborating agencies will allow for tracking, sharing, and organizing of necessary data elements, including unique participant identifiers. RCOE is the only County Office in California with data sharing agreements for all 23 school districts. The data-share agreements are contained in the form of a MOU which articulates secure data transfer and handling of student personal identifiable information. All of the collaborating agencies are committed to the importance of the program evaluation, providing secure access to necessary data, and analytic expertise necessary for program planning and improvement based on the evaluation findings.

An external evaluator will be contracted to lead the in-depth evaluation plan and monitoring during the grant period. The Collaborative will form the program evaluation team who will monitor data collection by various participating agencies to assure all the necessary data elements for the performance metrics, including the unique participant identifiers, are being documented and collected on an ongoing basis throughout the duration of the grant. The evaluation team will request, review, clean, and organize the raw data on performance metrics submitted by various participating agencies in an easily modifiable and transferrable format, such as Excel or Access database. The project's performance metrics database will be stored on a safe, password-protected computer. All data files are password protected. Data access will be restricted to project evaluation personnel and the collaborating agencies only.

All of the collaborating agencies are committed to learning from evaluation and using the evaluation findings to improve program components, processes, and communication between collaborators. Performance metrics required will help to continuously track the

project's efficiency, effectiveness, support planning, and decision-making. Communication and collaboration are key elements of RCEC and its collaborating partners. All partners are committed to remaining focused on the goals and objectives of our program throughout the grant period. Opportunities for collaboration, updates, and evaluation findings dissemination will be scheduled on a regular basis, throughout the project. The Hub Leaders/Steering Committee team of representatives from the collaborating agencies will meet monthly to discuss the findings on performance metrics, keep focus on the objectives and goals of the program, and plan project development, implementation and change idea activities.

3. *Who is responsible for generating action items and implementing changes as a result of regular data analysis? Will this change moving forward?*

Sponsored by GIA through support from the Bill and Melinda Gates Foundation, the collaborative will be dedicating a research fellow from the Harvard Strategic Data Project for Higher Education to focus on the data infrastructure needed to support this initiative. We feel confident that deeper intersegmental conversation and better data sharing will help remove barriers to college success for our IE students by developing a more comprehensive understanding of obstacles, supporting successful transitions across segments, strengthening intersegmental alignment and decision-making, coordinating resources in support of student achievement, and bringing to focus possible gaps in policy and practice.

The layers of the collaborative will be responsible for generating action items and implementing changes as a result of data analysis. The data that will be analyzed at the Executive Steering Committee level may be aggregate data for the region, pathways, etc. while the working groups will be creating and updating their action items in relation to their sub award plans on an ongoing basis. The Regional K16 funding will provide necessary resources to build longitudinal data monitoring under the guidance of the state Cradle to Career team, that integrates comprehensive student-level data from multiple sources to measure progress, while abiding by privacy laws and requirements. As part of the needs assessment and planning for this funding, there have been five main data systems identified that are currently being used (Early Learning, Migrant Education, K-12, and post-secondary data, CTE/workforce). The integrated data monitoring tools will be built in the grant's first year. Partners will be trained on how to input data, run reports, and use information for program improvement. The data integration system will allow program staff and partners to track outcome data on all goals and pathway activities. The current process RCEC leaders use for regular data analysis may change slightly as we engage so many new districts, institutions, etc. but the expectation that at every meeting data is discussed, shared, and compared will remain. This transparency in the current condition of our K16 systems and how students are encountering success or are in need of additional support is what has made RCEC successful for the past eight years.

***Q10. Participation in California Cradle-to-Career Data System:** Your response should address the following:

1. *Are the K12 members of your collaborative currently providing students with transcript-informed accounts on the CaliforniaColleges.edu website? A list of participating districts can be found [here](#).*
 - *If yes, how do those K12 districts currently use CaliforniaColleges.edu? Provide reports demonstrating use in the upload section below. How does the collaborative envision the transcript-informed tools being used to support your overarching goals moving forward?*
 - *If no, explain why not and discuss the collaborative's plans to ensure K12 members are formally partnering with the California College Guidance Initiative moving forward.*

The IE Regional Collaborative is a longtime supporter of CCGI and the CaliforniaColleges.edu platform. Through GIA, the IE K-16 Regional Collaborative dedicated \$80k to subsidize College Next as a regional approach for student success by allowing ALL K12 districts, not just “partner districts” in the IE to access all of the features of the platform. The rationale for this funding was that providing all public schools in the IE access to the enhanced functionality available through College Next was a matter of advancing equity in the region, since these tools are known to smooth the transition across segments, which increases college-going, enrollment, and success of our region’s students. We recognized and still appreciate the importance of the following features for districts to utilize:

- *Advanced academic planner.* Course data directly from the student information system and look-ahead course planning menu from the school’s course catalog.
- *CSU/UC eligibility tools.* Test, **pre-verified coursework and transcript data** directly from the student information system rather than student self-report.
- *CCC Apply data-informed placement.* Support for a **multiple measures approach** to first-year academic placement
- *Cal State Apply data-informed placement.* Coursework considered **pre-verified** for the purposes of admission.
- Implementation and capacity-building support for K12 districts. **“A-G” course database auditing and clean-up assistance**, access to year-round virtual training, ongoing coaching to facilitate the successful use of CCGI tools with all students and educators.

With additional support from Riverside County Office of Education, San Bernardino County Superintendent of Schools, California Student Opportunity & Access Program (Cal-SOAP), the number of K12 districts in the IE K-16 Collaborative who are participating in CaliforniaColleges.edu has reached 75%. While there remains work to do recruiting and scaling full use of the tools across all district participants, we are seeing increasing momentum toward fuller adoption and implementation of the platform.

While CCGI is fully adopted in Riverside County, it is also increasingly prioritized in San Bernardino County as well. For example, SBCSS has showcased CCGI in the ESS Assistant Superintendent network (FAFSA/CADAA support, A-G clean-up), showcased CCGI in the in Counselor's Network (FAFSA/CADAA support and UC/CSU Application Launch), and reached out to districts using CCGI with high A-G mismatch rates to arrange meetings with California Colleges staff to resolve mismatch courses in SIS. Please see this [linked document](#) for information regarding CCGI district use across San Bernardino County. While not a formal report, this shows the percent of students who have completed an academic plan, and a couple of schools that stand out are Citrus Valley in Redlands with 47.12% of their 10th grade students and Fontana High 12th grade at 18.71% with plan completions.

The real-time reports and targeted outreach that the tools support is hugely impactful, and more work is needed to increase the number of students who have launched accounts. The pandemic slowed some of this work, and coaches weren't able to be physically on campuses working directly with students for many months, but with the return to in-person instruction and counseling we expect the adoption and use to continue to increase.

The county offices are taking steps to assist school sites –especially some of the smaller districts, where capacity is a challenge -- to demonstrate the value of the CCGI platform, prioritize its use, resolve data integration challenges, and demonstrate the actionable impact of the tools. As formative data, it allows for real time interventions in students' lives, which is becoming increasingly clear to educators across the region.

IE districts have described the use of CaliforniaColleges.edu as a “game changer” for student success, both in terms of use of the specific tools--such as the A-G course eligibility mismatch reports where Apple Valley saw improvement from 22% to 7% in just two years--as well as more broadly moving people out of “silos” and into coordinated collaboration across partner organizations. One example of this is the support to help students understand and benefit from financial aid: Cal-SOAP staff is able to pull CCGI reports and use that information to invite targeted students across multiple districts to attend events such as Cash for College presentations.

Moving forward, the IE K-16 Collaborative intends to accelerate our CaliforniaColleges.edu outreach and support efforts. In past years, through GIA, regional educators have been sponsored to attend the College Affordability Summit, where some attendees first learned about the CCGI platform, and received opportunities to learn not just about financial tools and resources but how to collaborate regionally to make large-scale change. One past attendee from the collaborative commented that “It really takes a village to get this work done.”

There is growing momentum toward streamlined messaging that CaliforniaColleges.edu is a “one stop shop” for comprehensive college planning, and there is a desire to expand training for educators to understand value of the CCGI Financial Literacy modules. Another effort the collaborative is undertaking to expand use of the platform is to launch a large-scale outreach campaign starting Fall 2022 as a formal “tactic” of the Financial Aid Action Network Team (FAANT). This cross-sector group of educators from cities across the Inland Empire will leverage the financial aid modules to increase financial literacy across the region. As a key component of this coordinated marketing and social media campaign, the CCGI platform and tools will be prominently featured. While not fully developed yet, see this [infographic](#) as an example of one possible outreach example from this campaign; other ideas include co-branded logos and t-shirts. The objective of this campaign is to develop ways to reach and better serve populations of students that need additional supports, while also expanding the messaging to beyond students and teachers to parents, Cal-SOAP coaches, career centers, and even business leaders and other community partners wherever possible.

The Riverside County Education Collaborative (RCEC) has been in full implementation of CaliforniaColleges.edu with transcript-informed accounts since 2016-2017. Riverside County is the first county in the state to have 100% of all K12 schools districts in partnership with transcript-informed CaliforniaColleges accounts.

RCEC Districts

- Murrieta Valley Unified School District (2015-2016)
- Val Verde Unified School District (2015-2016)
- Perris Union High School District (2016-2017)
- Temecula Valley Unified School District (2016-2017)
- Moreno Valley Unified School District (2016-2017)

In 2016 RCEC developed a college and/or career scope and sequence using CA Colleges activities for grades 6-12. RCEC received a grant from The College Futures Foundation to provide educators with additional professional development time to plan and implement CA Colleges at every middle and high school within the RCEC Districts. The College Futures Funding helped to support effective implementation and share best practices, resources and support to RCEC and other districts.

The Riverside County Office of Education (RCOE) provided CA Colleges.edu (at no cost) to all Riverside County School Districts beginning 2018. All remaining districts within Riverside County have transcript-informed accounts and are using CA Colleges:

- Desert Sands Unified School District (2013-2014)
- Corona-Norco Unified School District (2015-2016)
- Hemet Unified School District (2016-2017)
- Jurupa Unified School District (2017-2018)
- Coachella Valley Unified School District (2019-2020)
- Lake Elsinore Unified School District (2019-2020)
- Beaumont Unified School District (2020-2021)

- Riverside County Office of Education (2020-2021)
- Palm Springs Unified School District (2020-2021)
- Alvord Unified School District (2020-2021)
- San Jacinto Unified School District (2021-2022)
- Riverside Unified School District (2021-2022)
- Banning Unified School District (2021-2022)
- Palo Verde Unified School District (2021-2022)

In addition, the following San Bernardino School Districts are in current partnership:

- Apple Valley Unified School District (2020-2021)
- Barstow Unified School District (2020-2021)
- Chaffey Joint Union High School District (2015-2016)
- Chino Valley Unified School District (2016-2017)
- Excelsior Charter Schools (2021-2022)
- Fontana Unified School District (2020-2021)
- Hesperia Unified School District (2020-2021)
- REAL Journey Academies (2020-2021)
- Redlands Unified School District (2020-2021)
- San Bernardino City Unified School District (2020-2021)
- Silver Valley Unified School District (2020-2021)
- Snowline Joint Unified School District (2020-2021)
- Victor Valley Union High School District (2020-2021)
- Yucaipa-Calimesa Joint Unified School District (2020-2021)

RCEC has conducted best practice professional development workshops, conferences and webinars for practitioners throughout the State of California. Several districts throughout Riverside County have been called upon to share their knowledge, experience and expertise with early adopters of CA Colleges.edu. The data sharing agreements RCOE holds with each district enables the CCR Team and Cal-SOAP consortium to receive weekly updates from CA Colleges of county aggregate and student level data of reports for: academic plans completed, account registration, CSU, UC and CCC, FAFSA or CADAA applications launched or completed and career assessments concluded. The Cal-SOAP college counselors utilize these weekly reports to assist in identifying students to complete college and financial aid applications. RCOE uses Microsoft Power BI for report management with report examples below.*
*Please note: in order to maintain confidentiality of student and district data, the names of districts have been removed from the Power BI example reports.

CA Colleges Reporting

Transcript-informed accounts can provide opportunities for high school educators to identify and guide students to their postsecondary plans based on career assessment results and the college exploration and financial tools that can be found in CA Colleges. This information can then be provided to the college/s for intentional or targeted matriculation services.

Beginning in the Fall of 2021, RCOE began a Financial Literacy Initiative and senior students were challenged to complete a series of financial literacy activities via CA Colleges.edu. Students were then placed in an opportunity drawing to receive Brighter Future Fund Student Savings Accounts in the amount of \$100.00. To date, 40+ students have received a savings account. The Financial Literacy Initiative is an additional opportunity for students to use the CA Colleges.edu platform to learn and understand the nuances of finances and financial aid related to postsecondary opportunities. Additional information on the RCOE Financial Literacy Initiative can be found on the RCOE website: [Financial Literacy Initiative | Riverside County Office of Education \(rcoe.us\) https://www.rcoe.us/about-us/superintendent/superintendent-s-initiatives/financial-literacy-initiative](https://www.rcoe.us/about-us/superintendent/superintendent-s-initiatives/financial-literacy-initiative)

How does the collaborative envision the transcript-informed tools being used to support your overarching goals moving forward?

RCEC leaders have been using CA Colleges tools directly from the platform and a snapshot of their reporting options can be viewed at this [link](#). As the CA Colleges team explores options to include CTE pathway completion monitoring and tracking as part of Cradle to Career Data System, our consortium has already built reporting capabilities and features using Microsoft PowerBi. We have taken the live data components generated from CA Colleges and linked this data to other data sources including CALPADS, National Student Clearinghouse, and verified FAFSA/CA Dream act completion as well as Cal Grant awards from CSAC. Below is a report from our life data tools which integrates multiple data sources at the county, district, school, and student level.

Note: CaliforniaColleges.edu is managed by the California College Guidance Initiative (CCGI) and is a tool of California's Cradle-to-Career Data System. This state tool is provided free of charge to California K12 districts.

Awardees will be required by grant agreement to be in contract with the California College Guidance Initiative by the following dates:

– For Phase 1 grantees, the K12 collaborative members can apply to CCGI beginning in July 2022 to be in contract no later than July 1, 2023.

***Q11. Budget Narrative:**

Provide a narrative description to accompany the budget spreadsheet (see Required Attachments section below for link to budget spreadsheet). Your response should address the following:

2. *How will the requested funds be used to support the goals and activities of the collaborative?*
3. *How will the funds be allocated across expenditure categories?*
4. *How will the funds be dispersed and spent over the five-year project period?*

Instructions: Grant awards are expected to vary in size according to the scope, strength, and feasibility of the proposal. For purposes of this application, collaboratives should provide a budget not to exceed \$20 million. Grant amounts will be determined as part of the awarding process and will depend on how many applications are selected and their respective award levels. As a condition of the grant agreement, awardees will be

required to provide detailed line-item budgets that correspond to the grant amount and will be the basis for the auditing process. Allowable expenses are listed in the application instructions.

Expenses for the Collaborative:

The requested funds will be used to support the strengthening, scaling, and starting of pathway groups across the Inland Empire. We will launch a request for proposal (RFP) process during spring 2023 to identify and provide support to at least 10 distinct Pathway Groups. We anticipate that as a result of different types of pathways to be developed, project costs will vary across Pathway Groups. Given the anticipated differences in costs for pathways, we will provide and fund each of the 10 projects within a range based on the project justification of pathway costs. Furthermore, in granting funding to Individual Pathway Groups, we will expect organizations to prepare detailed budgets using the California Standardized Account Code Structure (SACS). This information will be available for reporting. We will also allocate resources to fund administrative costs of managing the K-16 Collaborative at the Local Education Agency. These costs will cover basic administration of the grant, monitoring, and reporting; meeting costs associated with basic functions of and meeting costs for convening pathway groups.

The expenses are as follows:

1. The Personnel Salary and Benefits are consistent with UCR's salary and benefits schedule. The IE Collaborative Project Director shall serve as the main point of contact among all partners. This Director, in collaboration with staff from the convening organization will host Interagency Council meetings and will ensure that contracts flow in a timely fashion. The Director will serve as a liaison in partnership with the Conveners and will collaborate on the collection of project data and report submissions in concert with SBCSS and RCOE. It is anticipated that some administrative support will be necessary to coordinate logistics of meetings, events, travel, etc. Fifteen percent of a staff position will be dedicated to providing administrative support. Annual increases are expected each year. For a total cost of \$789,032
2. Office/Facilities expenses will include laptops and technology for Project Director: Funds for computers and other equipment as needed for the duration of the grant period for a total cost of \$12,000.
3. Materials and Supplies for Project Director to support meeting preparation for a total cost of \$35,500.
4. Travel for Project Director, for a total cost of \$40,000.
5. Meetings and Events: It is anticipated that there will be a need for annual meeting expenses for regional convenings for a total cost of \$120,000.
6. Training & Professional Development will cover trainings for members of the Steering Committee and Pathway Leads for a total cost of \$277,000.
7. Consulting and Professional Services will be needed for website design, social media campaigns, longitudinal data management system, and other communication modalities to inform the Inland Empire of this project for a total cost of \$565,525.
8. Subawards to Partners will be made to build capacity and pathways, increase collaborative efforts, explore change ideas, student internships, and expand services based on needed pathway efforts for a total cost of \$15,143,800.

9. Stipends for interagency council at \$1,000 per member to include 35 members for a total cost of \$35,000 for a total cost of \$140,000.
10. Other Expenses will cover miscellaneous expenses associated with the Collaborative for a total cost of \$20,000.
11. Operating Expenses Subtotal: \$16,353,825.
12. Total Direct Costs Total: \$17,142,857.
13. Indirect cost for the project at 5% per year for a total cost of \$857,143. These indirect costs will be assigned to the LEA- University of California, Riverside.
14. Total Costs: \$18,000,000

The budget has been developed to ensure the key services are provided to support academic and workforce success. The budget ensures maximum funding goes directly to the partners for services and resources (through sub awards for services and to build capacity). The large majority of funds will be used to support and build capacity of the local partners, professional development, and expand services resulting in the greatest impact in our region. The proposed costs are reasonable and necessary to carry out the proposed Regional K16 Collaborative activities.

The IE Collaborative's goal is to empower partners, students, parents, and families, to collaborate with others to maximize resources; try new change ideas; look at data results; and strive for systemic change that will outlast the funding provided. The ability to build capacity at the partner, school, industry and community level will allow us to institutionalize the changes resulting in a lasting impact at all K12 and higher education institutions. Successful pathway change ideas will be used to help increase student achievement and economic mobility in the Inland Empire Region.

The Regional K16 funds will be spent to support the goals and activities of the collaborative as stated in the application. It is anticipated that the most effective way to distribute the funds is through Subawards to K16 institutions to build capacity and pathways, increase collaborative efforts, explore change ideas, develop student workforce opportunities, and expand services based on needed K-16 workforce pathway efforts. Examples include: pre-apprenticeship development, apprenticeship development, student internships, pathway tuition assistance for low-income students, student scholarships or savings accounts for pathway completion, experiential learning trips, student technology, bussing for regional events, community outreach, adult and family events, other innovative change ideas. The collaborative has allocated over 74% of funding to K16 institution sub awards.

***Required Attachments:** The following documents must be uploaded as part of your application:

- [Budget spreadsheet](#)
- A signed MOU or Letter of Commitment from each of the collaborative partners clearly stating their roles and commitment to participate in this program. At a minimum, include an MOU from each of the four required educational entities.
- List of collaborative partners including each organization's name and primary contact(s) (include full name, title, email, phone number)