

Governor’s Award for Innovation in Higher Education
Inland Empire Consortium
Spending & Implementation Plan

1. The name of the coordinating institution of the application selected for an award and, if applicable, the names of any other participants that are eligible to receive award funds and to which the coordinating institution intends to transfer funds. To be eligible to receive funds, a participant must be a University of California campus, a California State University campus, a California community college, a private institution of higher education, or a K-12 local education agency.

Coordinating Institution: California State University San Bernardino

2. The amount of the award, as approved by the Committee on Awards for Innovation in Higher Education.

Innovation Award Amount: \$5,000,000

3. The amount of funds proposed for expenditure by the coordinating institution, a narrative describing the purposes for which those funds would be expended, and a timeline for expenditure. This narrative should explain how the purposes described are (1) one-time in nature and (2) related to the priorities of the Awards for Innovation in Higher Education.

CSUSB, through its auxiliary University Enterprises Corporation at CSUSB, will provide fiscal management for the entire award. CSUSB, in partnership with our regional collaborators, have jointly determined the plan for the initial investment in developing an organizational structure and supporting the 4th year math initiative. Together, we will collaboratively make future decisions on investment in key initiatives. We propose to spend the \$5 million award over a 5 year period as we build organizational capacity, during which time one key goal for the institutional partners will be leveraging the award to secure external support for long-term sustainability. We request that the Award be distributed in full in one lump sum to ensure we can have maximum leverage with foundations for long-term funding, and that we will have sufficient resources to implement our planned regional initiative in a robust manner. As of this writing, conversations have already begun with major educational funding foundations to support our work to transform the Inland Empire through our long-term collective impact strategy.

Overview

The work that has been occurring throughout San Bernardino and Riverside Counties described in our Innovation Award proposal has primarily been conducted through and supported by the individual education institutions represented in our regional collaborative model. As explained in our proposal, there is a strong commitment among the regional leaders who have initiated the numerous, evidence-based programs and practices within their individual organizations to grow, strengthen, and sustain the bi-county collaboration. The recent efforts to develop integrated communication networks and forums that draw together leaders from multiple sectors are in their early stages of development, but represent promising strategies to support the collective impact to improve educational attainment and career readiness in the Inland Empire.

At this juncture, it becomes necessary to create an organizational structure that facilitates coordination across the hundreds of organizations in order to fully realize the collective impact that will allow this region to achieve our educational and economic goals. The Innovation Award will enable CSUSB and our partner institutions to more quickly scale-up our collective impact work by creating a structure to initiate, implement, and manage our regional initiatives. Though much of the work planned is part of a shared vision for educational transformation, without this infusion of much needed financial support our collective work would move much more slowly and in a more piecemeal fashion. This award is a crucial resource for propelling our work forward in a more organized and sustainable way.

We propose using the one-time Innovation Award to establish such a structure, which will evolve into a self-sustaining independent organization whose mission will be to bring our work to scale long-term. The entity will initially operate under the auspices of CSUSB, but will be staffed and provided sufficient resources necessary to leverage this award for substantial long-term external support. This structure will be modeled on some of the most long-standing and most effective collective impact strategies within the United States.

Inland Empire Collective Impact Goals & Objectives

The work that has been occurring throughout the two-county region of the Inland Empire has been done through creative investment of institutional funds. The many pockets of innovation that have been developed over the years can be thought of as a ‘cottage industry’. With this Innovation Award, we will be able to weave together and better integrate the numerous effective practices to maximize the collective impact of the organizations and institutions committed to realizing the following measureable goals:

- Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model.
- Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years.
- Increase baccalaureate attainment by 15% across the two counties within 5 years.
- Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years.
- Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

Our goals are highly interrelated; thus, our strategic objectives are also interdependent. The implementation of the following objectives will together enable our region to achieve the goals.

Objectives

- Create a sustainable organizational structure with appropriate staffing to support and further develop the Inland Empire Collective Impact model. Establish an independent ‘backbone’ organization to coordinate the collective impact work to achieve.
- Develop a specific course for the 42% of high school students in each County who test conditionally ready as determined by the EAP exam. The intent is to reduce the need for remediation at post-secondary institutions by allowing enrollment in a credit bearing course.

- Seek policy to require 4 years of mathematics for all students who graduate from high school.
- Align with SB County Cradle to Career Initiative.
- Align with the Riverside County Pathways to Careers and Seizing Our Destiny.
- Engage the community college *Doing What Matters Initiative*.

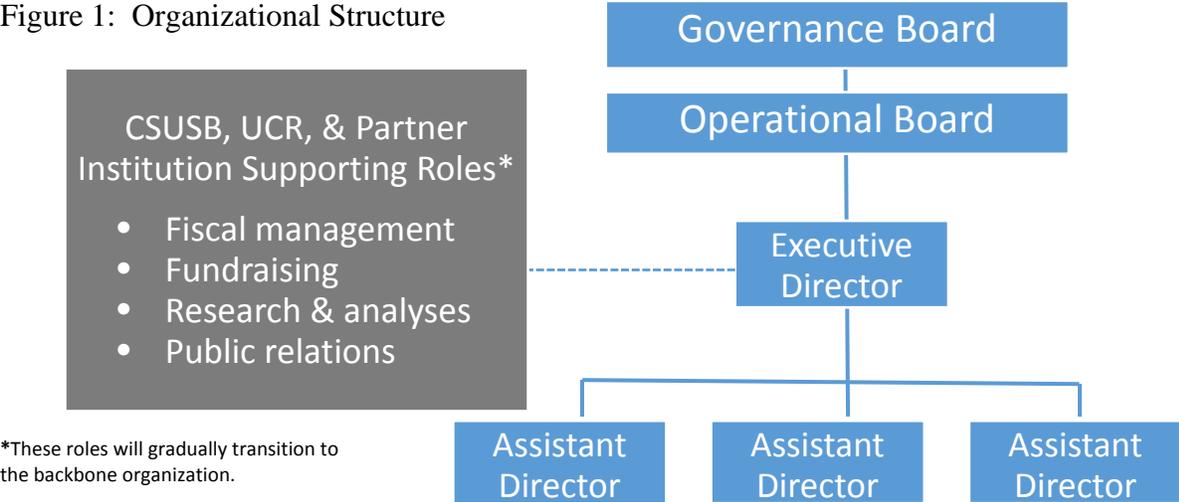
Implementation Plan

This consortium will operate in a transparent manner with a shared vision and a shared decision-making process. To ensure the longevity and necessary ‘neutrality’ for such a collective impact backbone organization (Turner, Merchant, Kania & Martin, 2012), efforts will be underway initially to create a semi-autonomous program under the legal sponsorship of CSUSB. This step is important to the on-going maturation of the regional collective impact model we have created. Our implementation plan is modeled from some of the most effective collective impact programs in the country. In particular, we are proposing a governance and organizational structure very similar to that developed by Alignment Nashville. Such a model is now being implemented in the Coachella Valley, as they have been selected as one of the Alignment Communities supported by a Lumina Foundation grant.

Staffing & Governance Structure

Initially, our first work will be the hiring of an Executive Director qualified to lead this bi-county effort. We will conduct a national search specifically advertising the position with the collective impact projects that have been most successful nationally at improving educational attainment. That individual will be tasked with hiring two or three Assistant Directors to manage the critical strands or sectors. Additionally, there will be support provided by CSUSB, UCR, and other key partners for the crucial work of fundraising and for development of a data collection/data integration plan and the analytic work needed long-term. As the funding pool grows, those tasks will be transitioned to new positions within the backbone as the organization evolves to independent status.

Figure 1: Organizational Structure



*These roles will gradually transition to the backbone organization.

Modeled on Alignment Nashville, we will develop a Governing Board comprised of top leaders from the key institutional partners including but not limited to President Morales, Chancellor Wilcox, Superintendent Alejandre, Superintendent Young, Paul Granillo, Sheila Thornton,

Pamela Clute, SBVCC and RCC District Superintendents, CEO's of our regional Workforce Investment Boards, Mike Gallo and other key business & industry leaders. The Governing Board will have responsibility for high-level oversight and strategy setting for the collective impact work conducted by an Operational Board and the backbone organization. The Operational Board will have membership from individual institutional leaders and programmatic leaders such as school district superintendents, community college presidents, etc.

Key Organizational Functions

Linking/Leveraging Existing & New Innovation Efforts. Maintain and keep current the Asset Map originally developed by FACE to monitor the various interventions and practices being used across San Bernardino and Riverside Counties to strengthen the Cradle-to-Career pipeline, ensuring that strategic leveraging, partnering, and minimizing of duplicate effort occurs. Ensure alignment with the SB County Cradle-to-Career model, the Pathways to Success model, and Seizing our Destiny in Riverside. (See Table 1 for key examples of regional innovations.)

Data Sharing/Analyses. Integrated, streamlined systems of data sharing across educational institutions, and industry partners (e.g., tracking of career placement) is a key component of an effective cross-sector collective impact model. There is a shared recognition of the need for such a data analytic and data sharing system within the Inland Empire. There will be a staff person hired for such data analytic and data sharing system development. That individual will work in close collaboration with the research offices at the county, district, and institutional levels. For example, the CSUSB Office of Institutional Research has created templates for reporting student performance by high school of origin to provide feedback about student preparedness and performance.

Communication & Public Relations. Coordination requires effective, efficient, timely communication. We will develop a communication portal to support the dissemination and sharing of information among the hundreds of regional partner institutions. As the work evolves and grows, and long-term external funding support is built, there will eventually be a staff person hired to manage the communication for the collective impact backbone organization.

Fundraising. Fundraising will initially be supported by the offices of advancement and sponsored programs at CSUSB, UCR, and other key institutional partners. We will identify elements of the plan (initiatives) for fundraising that specifically align with each funder's priorities that we approach. As funding grows, the work will gradually transition to a dedicated staff person for the newly created backbone organization. Based upon successful national models, or current goal is to raise approximately \$50 million in the next 5 years while this one-time funding is being used to seed these efforts. The goal is to secure sufficient resources for an independent, sustainable organizational structure that will ensure the work needed to achieve our regional goals is coordinated, resourced, and implemented with fidelity and efficiency.

As the funding pool grows, new innovations can be developed and existing efforts can be supported for expansion and/or replication across the region. Initially, we will use some of the Innovation Award funds to support our existing 4th year math initiative. This work is on-going and will occur during the time we are recruiting the backbone organization staff and developing the governing bylaws and operational policies.

Table 1: Key Examples of Innovation Initiatives to Link & Leverage

CSUSB's Guaranteed Enrollment (MOU) Initiative

There are now 20 school districts with which CSUSB has an MOU guaranteeing admission to students who complete the A-G educational requirements. There is a meeting being held on May 12 to continue discussion of specific steps that are being taken within each district to implement the new educational requirements and other programs such as the summer academy in San Bernardino City Unified School District. We will discuss the idea of adopting a "medical rounds" model whereby Superintendents identify initiatives in their districts and then invite others to come and view them.

Coachella Valley Economic Partnership's Alignment Initiative

Coachella Valley is one of Lumina's Regions with a goal of 60% of Americans possessing a higher education degree, a credential, or a certificate by 2025. The charter includes everything that was felt to be important in order to facilitate college attainment for the region.

LAUNCH Initiative

This is a project developed by Mike Gallo, President and CEO of Kelly Space and Technology, to improve education and the economy in the Inland Empire. The program will help provide "stable housing for impoverished families, and connect them with their own life coach, which would be a mentor to provide them with goals, timelines and accountability, and guide them through the process of becoming self-sustaining and successful members of the community" according to Gallo. The Launch Initiative will start with a pilot program of 100 families and 40 life coaches. This effort will address job training for adults who have aged out of the traditional educational system and has the promise of complementing the Countywide Vision's Cradle to Career goal.

Linked Learning San Bernardino Consortium

"Linked Learning" programs use coursework, technical training, work-based learning and related support mechanisms to forge real connections between high school and college and career. Students in these programs are demonstrably more likely to graduate from high school than their statewide counterparts, and do so with the skills and knowledge that California employers say they need.

The Linked Learning San Bernardino Consortium is a partnership of five school districts within San Bernardino County and is led by the San Bernardino County Office of Education with support from ConnectEd: The California Center for College and Career (ConnectEd). The consortium will combine its resources to blend challenging academic curricula with career technical instruction, provide work-based learning experiences for students, foster and integrate student support services, and work to bring Linked Learning system-wide within its districts.

Doing What Matters for Jobs & the Economy: Inland Empire

The goals of Doing What Matters for Jobs and the Economy are to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success and get Californians into open jobs. Going forward there will be a focus on priority/emergent sectors and industry clusters; taking effective practices to scale; integrating and leveraging programming between funding streams; promoting common metrics for student success; and removing structural barriers to execution.

Community colleges in Riverside and San Bernardino counties are members of the Desert Regional Community College Consortium. The Desert Consortium is comprised of 13 colleges and 10 Economic and Workforce Development Initiatives. To assist colleges in Riverside and San Bernardino counties, the Centers of Excellence, an initiative of the Economic and Workforce Development program through the California Community Colleges' Chancellor's Office, offer this regional labor market profile — an overview of the region's demographic make-up, current and projected employment, and related resources. Whether it is aligning career technical education programs with local employer demand, providing career guidance to students, meeting funding requirements or writing grants, colleges rely on labor market data to inform their decision-making process.

Completion Counts

Completion Counts is the Riverside, CA partnership to raise college graduation rates by 2020. Our citywide initiative is driven by: City of Riverside, Riverside City College, Alvord Unified School District, Riverside Unified School District, Riverside County Office of Education, University of California Riverside, and Greater Riverside Chambers of Commerce. Completion Counts' action plan is critical in strengthening Riverside's regional competitiveness and our long-term economic growth. We are confident that through our collaborative efforts we will raise college graduation rates among Riverside youth.

We are committed that by 2020: 90% of high school students will graduate, 62% of students will go on to college, 42% of students who start at a 2-year college will complete or transfer, 72% of students who start at a 4-year college will complete their degree.

Immediate Investment in 4th Year Math

One of the most critical initiatives that we have already begun working on will be propelled forward rapidly with the Innovation Award. Across the region, there are numerous ongoing collaborative efforts involving multiple stakeholders addressing higher education achievement levels. Examples include FACE (Federation for A Competitive Economy), IEEP (Inland Empire Economic Partnership), CVEP (Coachella Valley Economic Partnership), IEEC (Inland Empire Education Collaborative), and EAP (Early Assessment Program). Among all these groups, a consensus has emerged that improving mathematics proficiency is key to student success and workforce productivity in the Inland Empire. IEEC, in particular, has made it their mission to create a comprehensive model for addressing essential educational challenges surrounding post-secondary readiness and career success.

Studies have shown that proficiency in mathematics beyond Algebra 2 is the strongest predictor of Bachelor degree attainment. Furthermore, mathematics proficiency is increasingly becoming the determining factor in a larger number of majors and career paths. The pressing need now is for a broader, more inclusive post-Algebra 2 course that will serve students heading towards both technical and non-technical careers.

The goal of the 12th grade course is to increase student achievement in high school mathematics and thus increase all students' readiness for college level mathematics reducing the need for remediation, shortening the time to degree completions and increasing major options aligned with workforce needs. The course will focus on developing skills to support student success in solving cognitively complex problems for students who have scored "conditional" on their EAP mathematics assessment and seek to become college ready within the senior year.

In developing the curriculum for a new 12th grade course to increase mathematics college and career readiness, the following points will inform the structure and philosophy of the course design: 1. There needs to be a stronger realization that procedural proficiency does not equate with mathematical proficiency, 2. Students need to be challenged with more cognitively complex problems where the emphasis is depth, connections, and application. 3. The course needs to build on the structure of Common Core that identifies the importance of mathematical habits of mind in addition to content knowledge.

The pedagogical approaches experienced by students in the 12th Grade Mathematics Course will be designed to support student growth toward three outcomes: (1) deepening mathematical knowledge and understanding (2) increase sophisticated problem solving abilities, and (3) developing mindsets that value mathematical exploration, creativity, and logical reasoning.

Coincidentally, the competition itself has provided us the opportunity to partner with two institutions in the Sacramento area that are farther along in the creation and implementation of a 4th year math course to improve college preparedness. We learned of the work being done by Sierra College and CSU Sacramento when our representative attended the CA FWD Innovation Showcase. Members of CSUSB and UCR are now in communication with those institutions and are planning travel to conduct observation and strategize about collaboration on an Inland Empire pilot of their math course.

Ultimately, we seek to advocate for and facilitate the creation of policy which will require all students take 4 years of math so as to be best prepared for college and career. Strengthening mathematics competency in content and in practice will enable more students to find college success and career options in the fastest growing and best paying occupations today including but not limited to science, technology and engineering.

Timeline

May-December 2015	<i>Innovation Award Disbursed to CSUSB</i>
Staffing	Develop recruitment plan & job description for Executive Director
	Hire ED
	Develop job descriptions & recruitment plan for Assistant Directors
	Hire Directors
Governance	Convene key organizational leaders from partner organizations to review Alignment model of governance & strategize Inland Empire model
	Begin drafting Governance bylaws and membership for Governance and Operational Boards
4 th Year Math	Conduct observations of curriculum delivery in Placer Unified School District
	Review/adapt curriculum for Inland Empire pilot
	Recruit evaluator for pilot project
	Strategize with local districts/high schools for pilot in San Bernardino and Riverside Counties
	Adapt/create evaluation plan and assessment tools
2016	
Operations & Governance	Build website/communication portal
	Create branding and public relations plan
	Create fundraising plan and begin solicitation of public & private funds
	Finalize governance bylaws, partner agreements/MOUs
	Convene Governance Board quarterly
	Convene Operational Board monthly
Taskforce Formation	Strategize development of taskforces for various sectors/goals
	Identify Data Taskforce members & convene to build strategy/work plan
	Inventory existing data systems/procedures, identify gaps/needs
4 th Year Math	Field test curricular modules
	Develop MOUs with higher education institutions for placement in college-level, credit bearing mathematics courses for students that pass
	Deliver professional development for teachers in pilot schools to prepare for course delivery
	Pilot 4 th year math course
	Conduct assessment of pedagogy, student performance in course, and post-matriculation in higher education math courses, etc.

2017	
Operations & Governance	Develop regular communication mechanisms targeted at different audiences (e.g., newsletters, blog, twitter feed, policy statements)
	Create policy/advocacy plan
	Regularly meet with and submit proposals to potential funders
	Convene Governance Board quarterly
	Convene Operational Board monthly
Taskforce Formation & Coordination	Identify membership for additional Taskforces & convene to build strategy/work plan for each
	Data Taskforce work on developing MOUs for data sharing, structure of data base/data collection process, reporting tools, etc.
4 th Year Math	Adoption of 4 th year math by pilot districts
	Data collection, analyses, and preparation of reports to advocate for wider adoption
	Deliver professional development for more teachers in schools preparing for adoption
	Initiate discussions with CSU Chancellor's office for adoption of curriculum for statewide use
Staffing	Recruit Senior Research Analyst, Fundraising Specialist, and Public Relations Manager
2018 and beyond	<i>Report on progress and outcomes due to CA Department of Finance (1/18)</i>
Operations & Governance	Continue to grow the organizational capacity, resource pool, and visibility Continue to evolve and mature the governance structure, ensuring flexibility, responsiveness, engagement of members, and modeling of best practices
	Apply for non-profit status with the IRS when sufficient growth in resources and organizational capacity has been achieved
Taskforce Formation & Coordination	Continue to organize topical/cross-sectoral taskforces to address emerging needs and opportunities for impact on educational and economic goals
	Continue to spearhead and fund strategic initiatives, such as 4 th year math
4 th Year Math	Work on policy requiring all CA students to have 4 years of math
Staffing	Recruit Chief Finance Officer, Information Technology Technician, other necessary roles
2020	<i>Final report on outcomes due to CA Department of Finance (1/20)</i>

Request for Distribution of Funds

Funds should be made payable to:

California State University San Bernardino
5500 University Parkway
San Bernardino, CA 92407

Fiscal Management

CSUSB's Office of the Vice President, Division of Administration & Finance will be the recipient of the Award for Innovation in Higher Education. Per our standard institutional procedures, the Award will be managed by the CSUSB auxiliary responsible for fiscal management of extramural funding (particularly public monies). University Enterprises Corporation at CSUSB (UEC) supports the university's educational mission by providing quality services that complement the instructional program. The University depends upon UEC to provide services that cannot be supported with operational funds. Although UEC is a legally separate 501(c)(3) nonprofit corporation, it is a fully integrated part of the California State University San Bernardino campus. UEC is responsible for business enterprises on campus including, but not limited to, dining services, bookstore, convenience store, and vending services. UEC also serves as the grantee for federal, state and local funding for research and sponsored projects. The Executive Director of UEC reports to the Vice President of the Division of Administration & Finance. CSUSB's President Morales is the CEO of the Board of UEC. Annually, the office of Sponsored Programs Administration manages approximately \$25 million in external grants and contracts.

Fiscal Management Contacts:

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CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Office of The President

March 9, 2015

California Director of Finance & Committee on Awards for Innovation in Higher Education:

I assure that I have read and support this proposal for the use of funds and implementation plan for the award that California State University, San Bernardino (CSUSB) was selected to receive and manage on behalf of our regional partnership. I understand that, as the fiscal agent, University Enterprises Corporation at CSUSB will be responsible for managing and distributing funds to participating entities. I also understand that my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

A handwritten signature in black ink, appearing to read "TDM", with a horizontal line extending to the left.

Tomás D. Morales
President