



GROWING INLAND ACHIEVEMENT

2030 Strategic Plan

Table of Contents

Welcome Messages	04
Executive Summary	06
Creating the Plan	07
A Regional Imperative	11
GIA Origin and Purpose	18
Strategic Goals and Objectives	23
Accountability and Metrics	29
Shaping What's Next	32

Governing Board Members

Ashish Vaidya,
President & CEO

Ted Alejandro,
San Bernardino County
Superintendent of Schools

Michelle Decker,
President and CEO, Inland Empire
Community Foundation

Diana Z. Rodriguez
Chancellor, San Bernardino
Community College District

Kim A. Wilcox
Chancellor, University of California,
Riverside

Edwin Gomez,
Riverside County
Superintendent of Schools

Paul Granillo,
President and CEO, Inland Empire
Economic Partnership

Tomás D. Morales,
President, CA State University,
San Bernardino

Wolde-Ab Isaac,
Chancellor, Riverside
Community College District

Henry D. Shannon,
Superintendent/President,
Chaffey College

Sheila Thornton,
President & CEO, OneFuture
Coachella Valley

GIA Staff

Ashish Vaidya,
President & CEO

Ann Marie Sakrekoff,
Chief Operating Officer

Alyssa Silva,
Communication Associate

Cindy Sanchez,
Financial Analyst

Frances Tapper,
Director of Institutional Support

Ida Hermosillo,
Director of Network Engagement

Jake Poore,
Director of Communication

Julissa Loza Mendez,
Assistant Director of Network
Engagement

Laurie Schoelkopf,
Grant Writer

Lisa Des Jardins,
Assistant Director of Institutional Support

Natalie Hinton,
Digital Content & Media Producer

Nicole Hence,
Director of Finance & Operations

Paula Di Dio,
Senior Research Strategist

Sorrel Stielstra,
Director of Research

Tariq Azim,
Policy & Government Relations Fellow

Vanessa Boekennoogen,
Assistant Director of Communication

Viri Saldana-Borden,
Executive Assistant



Dr. Diana Z. Rodriguez
2024-25 Board Chair
Chancellor, San Bernardino
Community College District

Welcome!

Thank you for believing in the potential of our students and families across Riverside and San Bernardino counties. Education has the power to change lives, and through Growing Inland Achievement (GIA), we are working to ensure every student has the opportunity to reach their full potential.

For the past decade, GIA has been a catalyst for collaboration, driving efforts to improve educational attainment and economic mobility in the Inland Empire. GIA has built a strong foundation as a trusted partner, bringing together education, workforce, and community leaders to tackle systemic inequities and expand opportunities for students.

Through this collective work, we have secured over \$17.5 million in grants and distributed \$1.6 million in innovation

awards—investments that directly support student success and institutional transformation. These milestones reflect the power of intersegmental collaboration and the shared commitment to building a more equitable future.

Yet, there is still work ahead. Addressing disparities in college access and completion requires sustained focus, accountability, and bold action. As we look to the next five years, this strategic plan serves as both a roadmap and a call to action—challenging us to think bigger, push boundaries, and ensure that every student in the Inland Empire has a clear path to success.

I am proud to stand alongside GIA's partners in this effort and look forward to the impact we will create together.



Dr. Ashish Vaidya
President & CEO

Message From The CEO

The Inland Empire's future depends on increasing postsecondary educational attainment and socioeconomic mobility. Growing Inland Achievement's five-year strategic plan charts a bold course—one that focuses on critical milestones from early literacy and middle school math in K-12 to postsecondary attainment and successful transitions to livable wage careers.

At GIA, partnership and collaboration drives progress. Thanks to the dedication of educators, community leaders, and industry partners, we have secured millions in funding, launched groundbreaking initiatives, and built a powerful coalition for change.

Now, we must go further. Our goal is clear: increase postsecondary attainment in the Inland Empire to 70%. This plan is our blueprint to address the region's education and workforce priorities by accelerating innovation, fostering collaboration, and advocating for equitable systemic change.

Thank you to so many of you that provided valuable input and feedback through the survey and focus groups during the strategic planning process. I am grateful to our partners and inspired by what is ahead. Together, we are ready to lead, innovate, and create a stronger future for the Inland Empire.

Executive Summary

GIA's 2030 Strategic Plan focuses on transforming education and workforce opportunities in the Inland Empire. Guided by equity, collaboration, and innovation, this plan leverages our CAIR strategy—**C**onvene, **A**dvocate, **I**nvest, and **R**esearch—to aspire to California's goal of a 70% postsecondary attainment rate among working-age adults. This goal will drive equitable economic prosperity and upward socioeconomic mobility in the region.

Creating The Plan



CREATING THE PLAN

Shaped by Regional Voices

This plan is the result of a deeply collaborative process, shaped by the insights and aspirations of education, workforce, and community stakeholders across the Inland Empire. Through dozens of focus groups, multiple surveys, and one-on-one conversations, we listened to the challenges, priorities, and ideas that matter most to those working to improve educational and economic opportunities in the region.

The call to action, goals, and objectives that appear in this plan were not created in isolation. It reflects the collective feedback of our partners and complements existing strategic plans, including those from the

CSU system, UC System, California Community Colleges, K-12 Roadmap, and individual institutions. This plan is not just about GIA's role, it's about what the region should aspire to, and how GIA can contribute to achieving those results.

Through this process, we heard a clear message: regional progress requires shared commitment, aligned strategies, and a focus on both systems-level change and on-the-ground impact. This strategic plan reflects that vision—balancing the broader aspirations of the Inland Empire with GIA's specific contributions to driving progress.



What You Will Find in This Plan

A Regional Imperative - Understanding why the Inland Empire's success matters at the state and national levels and what regional challenges and opportunities must be addressed.

The Inland Empire's Call to Action - A bold, shared regional goal—and the key educational milestones that will help us to achieve it.

GIA's Role & Overarching Strategy - How GIA, as an organization, supports regional progress through convening, advocacy, investing, and research.

Strategic Goals & Objectives - The specific areas GIA will focus on to influence systems change and drive measurable impact.

Accountability & Metrics - How progress will be tracked—both at a regional level and within GIA's own initiatives—to ensure transparency and impact.

Shaping What's Next - A look ahead at the next steps in implementing this plan and sustaining momentum.

CREATING THE PLAN

How It All Connects

This plan is two sides of the same coin—it captures the regional aspirations for postsecondary attainment and economic mobility while outlining GIA's strategic contributions toward that goal. By aligning regional aspirations with GIA's unique approach, and remaining committed to collective impact, GIA seeks to be a catalyst for long-term, sustainable change.

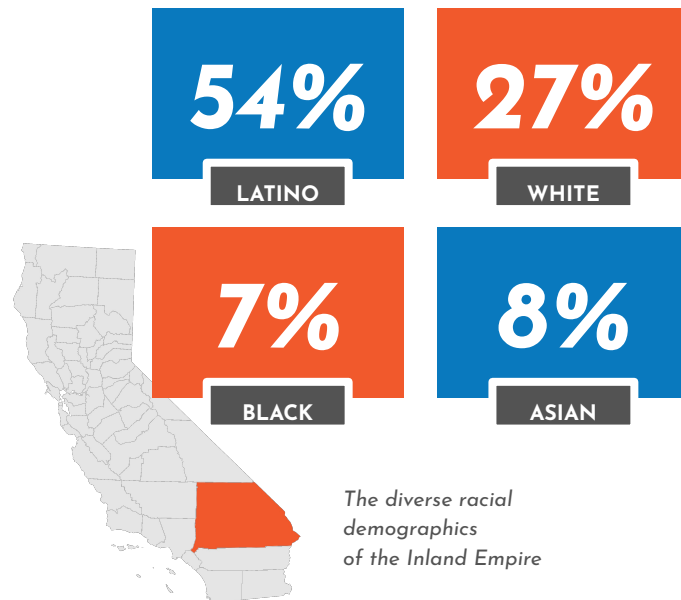


A Regional Imperative

The Inland Empire: A Region of Consequence

Spanning 28,000 square miles with over 4.7 million residents, the Inland Empire is larger than West Virginia in size and more populous than 25 U.S. states. Once rooted in agriculture, the region has evolved into a dynamic economic hub, fueled by a diverse population, strong educational institutions, expanding public-private partnerships, and growing investment interest. Yet, the Inland Empire faces significant challenges: only 53% of high school graduates enroll in a postsecondary institution, fewer adults hold bachelor's degrees compared to state and national averages, and economic mobility remains limited.

These challenges are not just local concerns—they have broader implications for California and beyond. The Inland Empire reflects the state and nation's demographic future, making it a proving ground for policies and strategies that could be replicated at scale. Transforming conditions here would not only improve regional economic vitality but also create a model for addressing educational and workforce disparities nationwide. The stakes are high, and the urgency to act is clear: the Inland Empire's success is tied to the future competitiveness of the state and the nation.



A REGIONAL IMPERATIVE

Regional Call to Action

In support of California's Statewide
Postsecondary Attainment Goal:

*"70% of Working Age Adults (ages
25-64) in the Inland Empire will
have a Postsecondary Degree or
Credential of Value."*



Why This Call To Action?

- Achieving 70% postsecondary attainment in the Inland Empire is essential to meet regional workforce demands, reduce economic disparities, and create opportunities for upward mobility;
- Attaining this milestone in the Inland Empire will position the region as a competitive hub for talent and innovation;
- Postsecondary attainment is a critical driver of individual success and economic growth, requiring collaborative efforts to address current gaps and barriers faced by Inland Empire residents;
- This pledge is aligned with California's ambitious educational and workforce goals, California Community Colleges' Vision 2030, the California State University System goals aimed at reducing equity gaps and increasing completion rates, the University of California's UC 2030, San Bernardino County Superintendent of Schools Cradle to Career Roadmap, and the Riverside County of Education Pledge;
- Research has demonstrated that each additional postsecondary graduate increases the annual gross product of the region by nearly \$100,000, the annual tax base by nearly \$4000 and creates an additional 4.8 support jobs in California's economy;
- The number of degree and credential conferrals should be aligned with current and emerging sectors that can provide livable wages;
- Research has also demonstrated that the likelihood of achieving postsecondary success and upward economic mobility is increased when young people meet key academic milestones in the 'cradle-to career' continuum including early grade reading, middle school math, high school graduation, postsecondary enrollment and completion, and employment;
- The Inland Empire will require additional investments to accelerate outcomes improvement, infrastructure development and regional coordination to drive policy change;



A REGIONAL IMPERATIVE

Achieving Success Together

The Growing Inland Achievement Board of Directors formally endorses a shared regional goal: ensuring that **70% of working-age adults (ages 25-64) in the region hold a postsecondary degree or credential of value.**

Achieving this goal requires a strategic focus on key academic milestones across the cradle-to-career continuum, alongside a commitment to tracking progress through clear, regional metrics.

This endorsement serves as a call to action for GIA staff, regional Action Network Teams, the Inland Empire educational community, community organizations, government, and business leaders to work collectively toward achieving this goal.

Reaching 70%

Key Milestones Along the Cradle-to-Career Continuum

To achieve the Inland Empire's Call to Action—ensuring 70% of working-age adults (25-64) attain a postsecondary degree or credential of value—progress must be made at key points along the cradle-to-career continuum:

- **K-12:** Strengthening early literacy and middle school math proficiency, particularly among Black and Latinx students, while expanding access to A-G course completion and dual enrollment to prepare students for postsecondary education.
- **Postsecondary:** Increasing postsecondary enrollment (including transfer rates) and improving postsecondary completion to ensure more students earn degrees or credentials of value.
- **Workforce:** Aligning education and employment opportunities and ensuring that more Inland Empire residents secure good-paying jobs that align with their education and skills.



Early literacy and middle school math competency



Completion of A-G requirements and/or dual enrollment credits by high school graduation



Postsecondary enrollment
(Inclusive of transfer rates)



Postsecondary completion



Employment

K-12

POSTSECONDARY

WORKFORCE

Why These Milestones?

MILESTONES	WHY?
Early literacy and middle school math competency	<ul style="list-style-type: none"> ★ Students who are proficient readers in third grade are more successful in high school and are more likely to enroll in postsecondary education.. ★ Proficiency in middle-grade math increases the likelihood of high school graduation.
Completion of A-G requirements and/or dual enrollment credits by high school graduation	<ul style="list-style-type: none"> ★ Graduating from high school is a key step in preparing students for postsecondary education. In CA, completing the A-G requirements—college-preparatory courses in subjects like English, math, and science—is essential for UC and CSU eligibility and increases the likelihood of postsecondary enrollment. Dual enrollment further supports this preparation by allowing students to earn college credits in high school, improve college readiness, accelerating degree completion, and reduce overall costs.
Postsecondary enrollment (Inclusive of transfer rates)	<ul style="list-style-type: none"> ★ Postsecondary enrollment is necessary for postsecondary completion and is a strong predictor of economic and social advancement.
Postsecondary completion	<ul style="list-style-type: none"> ★ Students who attain a postsecondary credential or degree have higher earnings on average than those with only a high school diploma.
Employment	<ul style="list-style-type: none"> ★ Employment is directly related to economic success and other mobility factors like physical health, mental health, and social well-being.

GIA Origin and Purpose

The Creation of GIA

Established in 2015, Growing Inland Achievement (GIA) emerged from a partnership of education, nonprofit, and business leaders committed to addressing the Inland Empire's postsecondary educational attainment challenges. Recognizing the need for collaboration across San Bernardino and Riverside counties, GIA unites the region's education sectors, community-based organizations, workforce agencies, businesses, and government entities around a shared regional vision: to increase educational success and economic prosperity in the Inland Empire.

Vision, Mission & Values

Aligned with the shared regional commitment to increasing educational attainment and economic prosperity in the Inland Empire, GIA's organizational vision, mission, and core values shape its work and partnerships.

GIA Vision

To be a leading voice for a well-educated and thriving Inland Empire.

GIA Mission

To champion educational attainment and socioeconomic mobility in the Inland Empire across the cradle-to-career continuum by accelerating innovation, fostering collaboration, and advocating for equitable systemic change.

GIA Values

- **Equity:** Close educational and economic opportunity gaps for underserved populations.
- **Collaborative:** Unite stakeholders for collective action and sustainable outcomes.
- **Innovative:** Address challenges with creative, evidence-based solutions.
- **Transformative:** Actively strive to improve social mobility and economic prosperity through educational attainment.
- **Accountable:** Use data and transparency to measure progress and adapt strategies.

CAIR

CONVENE | ADVOCATE | INVEST | RESEARCH

GIA supports regional needs and aspirations through its **CAIR strategy**.

- **Convene** stakeholders to develop, align, and coordinate action plans and activities.
- **Advocate** for the value of education and position the Board as a significant policy influencer at the local, state, and federal level.
- **Invest** and mobilize resources to support institutional transformation and GIA's backbone infrastructure.
- **Research** interventions and strategies to support evidence-based decision-making and drive systems-level change.

Collective Impact

In addition to the CAIR strategy, GIA's work aligns with the **Collective Impact framework**, where it serves as a backbone organization.

This framework focuses on five key conditions for success: a **common agenda**, **mutually reinforcing activities**, **continuous communication**, **backbone coordination**, and **shared measurement systems**. By embracing these principles, GIA addresses complex education challenges, aligns resources, tracks progress, and drives systemic, sustainable change in the region.



Common
Agenda



Mutually
Reinforcing
Activities



Strong
Backbone



Shared
Measurement



Continuous
Communications

Strategic Goals and Objectives



STRATEGIC GOALS & OBJECTIVES

Goal 1

Aligned with K-12 Milestone: Early literacy and middle school math competency

Improve early literacy and middle school math outcomes by supporting equitable, evidence-based programs and targeted interventions that address achievement gaps and support long-term success.

Objectives

- **Facilitate District Collaboration:** Convene district superintendents to identify high-impact practices for improving literacy and math outcomes based on evidence from district performance data and peer-reviewed research.
- **Support Schools of Education:** Facilitate convenings focused on teacher training and developing innovative curricula.
- **Empower Families:** Partner with County Schools and community-based organizations (CBOs) to launch family outreach campaigns.
- **Promote Equity in Education:** Advocate for equitable school funding and increased teacher diversity.
- **Invest in Innovative Programs:** Provide funding to pilot or scale projects aimed at improving reading and math proficiency.
- **Leverage Data and Research:** Deploy interactive dashboards and advanced analytics tools to identify performance gaps and inform tailored interventions across schools.



STRATEGIC GOALS & OBJECTIVES

Goal 2

Aligned with K-12 Milestone: Completion of A-G requirements and/or dual enrollment credits by high school graduation

Ensure all high school graduates are prepared for postsecondary success by facilitating equitable access to rigorous academic programs and career-aligned opportunities.

Objectives

→ **Support Dual Enrollment Opportunities:**

Convene stakeholders to develop, build awareness and scale effective Dual Enrollment/Early College Credit models in the region.

→ **Support A-G Curriculum Delivery:**

Support school districts to scale innovative delivery of A-G courses.

→ **Advocate for A-G as the Default Graduation Standard:** Organize regional forums to engage district leaders and educators, and develop data-informed reports that highlight the benefits of A-G standards.

→ **Achieve FAFSA Completion Goals:**

Launch district-specific initiatives to achieve a 100% FAFSA completion rate, with a focus on low-income and first-generation students.

→ **Leverage Data for Targeted Interventions:** Develop interactive dashboards and advanced analytics tools to monitor student progress and identify intervention opportunities at both district and school levels.



STRATEGIC GOALS & OBJECTIVES

Goal 3

Aligned with Postsecondary Milestone: Postsecondary enrollment

Increase postsecondary enrollment and transfer rates by addressing barriers, streamlining pathways, and providing equitable access to resources that support students in achieving their educational goals.

Objectives

- **Promote a Postsecondary Education Campaign:** Collaborate with institutional partners to implement and launch the "Value of Postsecondary Education" campaign targeting awareness among prospective students and their families.
- **Support Effective Transfer Pathways:** Convene regional Transfer Teams, including faculty and administrative staff, to identify and address transfer barriers.
- **Facilitate Data-Informed Interventions:** Deploy interactive dashboards and research tools to monitor key performance indicators, such as transfer success rates, program participation, student retention rates, and demographic trends.
- **Invest in Peer Mentorship:** Fund and evaluate peer mentoring pilot projects with a focus on improving on-time transfer rates.
- **Support Adult Learners:** Collaborate with the CA Reconnect Program to provide targeted support for adult learners.
- **Advocate for Policy Reforms to Enhance First Time and Transfer Admissions:** Convene admission teams to conduct a comprehensive policy audit to develop actionable recommendations for more equitable and streamlined admission policies.

Goal 4

Aligned with Postsecondary Milestone: Postsecondary completion

Support postsecondary completion by exploring how student supportive services, retention initiatives, and equitable access to resources help students achieve their academic and career goals.

Objectives

- **Support Institutional Transformation:** Collaborate with postsecondary institutions through the Higher Endeavor initiative to implement evidence-based practices that improve completion rates especially for underserved student populations.
- **Track Completion Goals:** Develop a centralized tracking system to monitor institutional progress toward postsecondary completion goals for Inland Empire students.
- **Advocate for Holistic Student Services:** Partner with institutions to scale wraparound services, including mental health counseling, financial aid guidance, and academic advising, to address barriers to completion.
- **Support Retention Initiatives:** Fund and evaluate innovative retention programs, such as cohort-based learning communities and targeted skill development workshops, to help increase persistence rates across diverse student populations.



STRATEGIC GOALS & OBJECTIVES

Goal 5

Aligned with Workforce Milestone: Employment

Strengthen pathways from education to employment by supporting work-based learning opportunities, fostering partnerships with local industries, and aligning education programs with workforce demands.

Objectives

- **Promote Innovative Work-Based Learning:** In partnership with employers, support and scale innovative work-based learning models for postsecondary students, including cooperative education, on-the-job training, and virtual internships.
- **Deploy Data-Informed Workforce Alignment:** Provide interactive dashboards and analytics tools to map alignment between educational offerings and regional labor market demands.
- **Develop a Regional Business-Education Network (BEN):** Connect education partners with business leaders to align with workforce demands.
- **Support College and Career Pathways:** Collaborate with the BEN and other regional business networks to prepare students with more durable skills training, and deeper connections to employers.

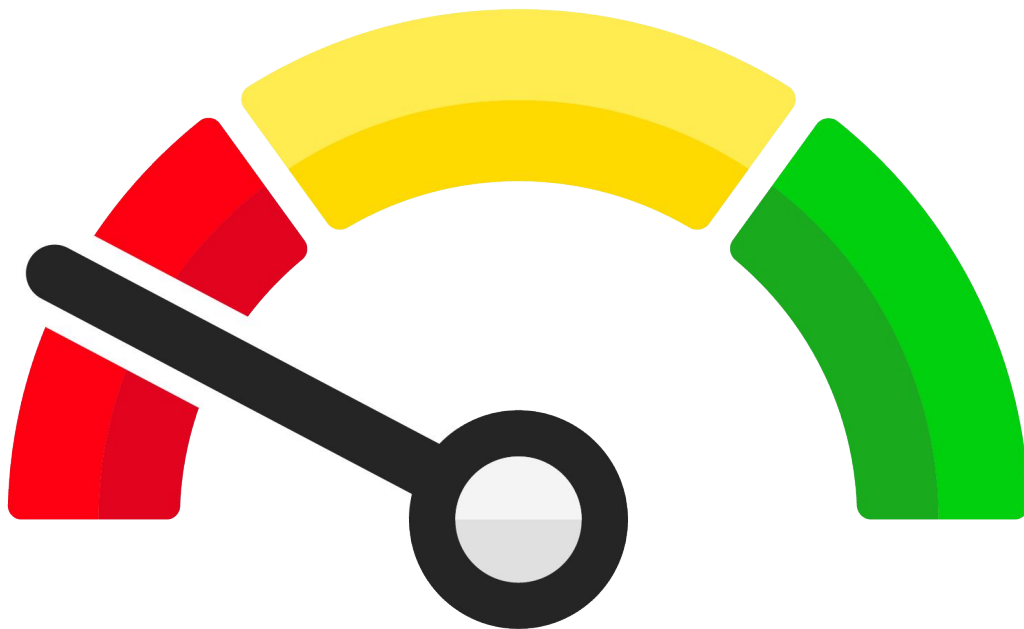
Accountability and Metrics

Scorecard

Accountability is central to GIA's approach, by leveraging shared measurement systems and data-informed insights, GIA will track progress to inform continuous improvement.

The Inland Empire's progress in achieving the regional call to action of 70% of working age adults (ages 25-64) with a postsecondary degree or credential of value.

Regional Target



Regional Milestones Progress

METRIC	BASELINE	2026 TARGET	PROGRESS
Third-grade reading proficiency	XX	XX	
Eighth-grade math proficiency	XX	XX	
*High school graduation	XX	XX	
**Postsecondary enrollment	XX	XX	
***Postsecondary completion	XX	XX	
Workforce	XX	XX	

*Dual enrollment and A-G requirements

**2yr, 4yr, and transfer rates for Postsecondary enrollment

***2y and 4 yr Postsecondary completion

Shaping What's Next

Looking Ahead

Next Steps



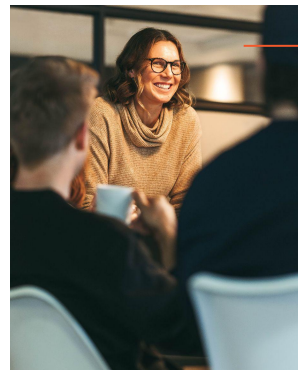
Finalize Regional Milestone Benchmarks, Targets and Organizational Metrics.



Track annual progress on targets and metrics to ensure transparency and accountability.



Prioritize financial sustainability, scale innovative initiatives, and deepen community partnerships.



Engage diverse stakeholders - educators, policymakers, funders, business, and community leaders - to support and contribute to achieving the Regional Call to Action.

Appendix



Scan QR code above for all appendix resources
or visit: <https://bit.ly/2030planappendix>

Direct links to specific appendix resources are listed below:

[By the Numbers: Cradle to Career](#)

[Focus Group Themes](#)

[Glossary of Terms](#)

[Survey Responses](#)

[SWOT Analysis](#)

THANK YOU



**GROWING
INLAND
ACHIEVEMENT**