



## Minutes of the Executive Committee Meeting March 16, 2018

Date of approval:

Initials:

**Call to order:** A regular meeting of the Inland Adult Education Consortium Executive Committee was held at San Bernardino Valley College, 701 S. Mt Vernon, San Bernardino, California; Conference Room B100 on Friday, March 16, 2018. The meeting was convened at 8:17 a.m. Director Emma Diaz, Facilitator Becky Foreman, Consultant Mitch Rosin conducted the meeting. Minutes recorded by Blanca Olguin.

### Members in attendance

Jerry Almendarez	Superintendent, Colton Joint Unified School District
Kit Alvarez	Administrator ROP, San Bernardino County Superintendent of Schools
Cuauhtémoc Avila	Superintendent, Rialto Unified School District ( <i>via phone</i> )
Cali Binks	Superintendent, Yucaipa-Calimesa Joint Unified School District
Dale Marsden	Superintendent, San Bernardino City Unified School District
Diana Rodriguez	President, San Bernardino Valley College

### Members not in attendance

Mauricio Arellano	Superintendent, Redlands Unified School District
(Vacant)	President, Crafton Hills College

### Designee (nonvoting)

Ken Wagner	Assistant Superintendent, Redlands Unified School District
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### Other(s) Present

Jamie Arneson	Vice Principal, Inland Career Education Center, San Bernardino City Unified School District
Stephanie Houston	Superintendent, Colton-Redlands-Yucaipa ROP
Rick Schreiber	Co-Founder and Board President, Thrive Nation

Upon motion by Jerry Almendarez, seconded by Cuauhtémoc Avila (*via phone*) and approved by the affirmative vote of Almendarez, Alvarez, Avila (*via phone*), Binks, Marsden, and Rodriguez (Noes: None), the minutes for the Inland Adult Education Consortium Executive Committee meeting on December 8, 2017 and February 23, 2018 were approved as presented, without changes.

### 1. Public comments

Becky Foreman shared that there is a new process, per State guidance, the Inland Adult Education Consortium needs to be in compliance with Brown Act.

### 1.1 Thrive Nation

Rick Schreiber Co-Founder and Board President of Thrive Nation introduced himself and mentioned that he will be doing a presentation during the April 27<sup>th</sup> AEBG Executive Committee meeting.

## 2. Closed Session

2.1 None

## 3. Reports

### 3.1 AEBG State Policy Updates

Emma Diaz gave the latest State Policy updates:

- AB104 Legislative Language Related to Allocations & CFADs
- Adult Education Indirect Cost Rate
- Adult Education Block Grant Three-Year Planning Cycle Extension

Mr. Almendarez asked for clarification on the Three-Year Plan; the target is to build, revisit, update, and possibly meet quarterly to work on the Plan. He would like to develop a multi-year plan that is in sync with the districts.

### 3.2 Calendar of State Deadlines for 2018

Emma Diaz discussed the State's deadlines for reporting in 2018:

- April 30, 2018 – Question 3 TOPSPro is due
- May 2, 2018 – Consortium Fiscal Administration Declaration (CFAD) for 2018-2019
- June 1, 2018 – 2016-2017 & 2017-2018 Member expense reports due in NOVA quarters 1-3
  - Targets – 60% of 2016-2017 carry over and 2017-2018 new funds must be spent by the 4<sup>th</sup> quarter (June 30<sup>th</sup>)
  - Budget changes are allowed with up to 15% threshold
- June 30, 2018 – 2016-2017 & 2017-2018 Member expense certification by consortium in NOVA Qs 1-3
- August 1, 2018 – quarter 4 final program year report due on student data in TOPSPro
- August 15, 2018 – Annual Plan due for 2018-2019

### 3.3 Update on Transition Counselors at the College

Emma Diaz introduced Maria Duran, AEBG Transition Counselor, housed at San Bernardino Valley College. She started in January 2018 as part-time and IACEC is working in getting her full time. Maria is dedicated to working with the Adult Education population, she has done orientations, college application, FAFSA, and transition workshops. Maria has met with most of the Members' programs. Crafton Hills College has a hiring committee and it has been formed and set to begin interviews on March 12, 2018.

Dr. Marsden requested that Ms. Duran works with the Workforce Development.

### 3.4 First AEBG Field Team Meeting

Emma Diaz reported that the first AEBG Field Team meeting was held on March 6, 2018 in Sacramento. There are currently five field teams:

- a. Data & Accountability
- b. Evaluation /Effectiveness
- c. Professional Development
- d. Career Pathways/IET
- e. Regional Collaboration

Ms. Diaz is on the Career Pathways/IET Field Team.

### 3.5 Hosting State AEBG Regional Training & Inland Empire Directors Meeting

Emma Diaz reminded the Executive Committee Members that the Inland Adult Education Consortium will be hosting the upcoming State AEBG Regional Training on March 22, 2018 from 9:00 a.m. - 12:00 p.m. at San Bernardino Valley College in room B100. They will not be doing a CASAS training this time around. Neil Kelly, will be here to answer any questions, the Executive Committee Members are invited to attend.

Emma Diaz reported that Neil Kelly will also be facilitating the Inland Empire First Directors meeting on March 23, 2018. It will include the 8 Consortium Directors: 5 San Bernardino County Directors as well as the 3 Directors from Riverside County. The State has not given enough guidance, topics include: regional and consortium issues that expand both counties as well as providing support to County services. Neil will give guidance as to how to resolve these issues.

### 3.6 Update on Consortium Website Analytics

Jorge Saucedo-Daniel gave a tour of the <http://www.InlandAEBG.org> website and an update on social media. He introduced the “En Español,” “Translation,” “State AEBG website,” “Programs for Adults,” and “NEDP” buttons; many languages can be selected. Social media include Facebook, Instagram, and Twitter. The Inland Adult Education Consortium has been posting; Mr. Ted Alexandre follows IAEC. The Inland AEBG link has been added to [www.sbcusd.com/icec](http://www.sbcusd.com/icec) and will be adding it to the rest of the adult school websites. Jorge mentioned that this year the numbers went from 778 to a little over 1,000 they keep going up. There are more visited pages, social media activity, and sessions by device used – mobile, desktop, and tablet. Jorge asked the IAEC Executive Committee members what do they think of the translation feature and button. Is there other functionality they would like to see on IAEC website? Or is there an organization IAEC should be following on social media? Do they have any other suggestions?

Dr. Avila talked about the use of vocabulary “Empowering Change,” and was wondering if the Inland Adult Education Consortium is “Inspiring,” rather than “Empowering.”

## 4. Discussion items

### 4.1 CFAD Allocations for 2018-2019

Emma Diaz reviewed the AB104 7 Program Areas, 2015 demographics, Year 1 allocation breakdown, Effectiveness Measures, and Member Reduction in Funding as a reminder of how decisions were made in the past and the CFAD Allocations Timeline for 2018-2019 due May 2nd:

- Review of the preliminary allocations for 2018-2019
- May require approval from your board (each District is different)
- Each member needs to certify the CFAD in NOVA by May 2, 2018
- Failure to have CFAD certified will force the State to use prior year allocation
- Review of the preliminary allocation schedule with COLA
- Review of original funding formula based on demographic need
- Review of spreadsheet in your packet Inland Adult Education Consortium CFAD allocation 2018-2019
- San Bernardino County Superintendent of Schools: Funding Request

Ms. Alvarez from San Bernardino County Superintendent of Schools, did a presentation of the funding request for manufacturing technology and starting a new initiative for cyber security.

Superintendents and Ms. Diaz will be meeting with Fiscal of each school district for recommendations. Ms. Diaz will book a meeting with each IAEC Executive Committee member and they in turn will have their financial team assist the meeting.

Mr. Almendarez recommended to find out how much each district is encroaching on their general funds?

#### 4.2 Recommended Revisions to Governance Document to Reflect AEBG State Guidance

Emma Diaz asked the Executive Committee Members if Minutes should be taken for the June Planning Retreat. Becky Foreman reminded the Members that when teleconferencing during an IAEC Executive Committee meeting, an agenda should be posted 3 days in advance at the site they will be teleconferencing from and talked about the commitment the Members had made to avoid proxies.

### 5. Old business

#### 5.1 Sample: (3<sup>rd</sup> Reading) Funding Application Process (CFAD, General Assurances, Supplanting, Legislative Objectives)

**Motion:** Moved by Cuauhtémoc Avila (*via phone*) seconded by Jerry Almendarez to approve the Funding Application Process (CFAD, General Assurances, Supplanting, Legislative Objectives) **Yea:** Jerry Almendarez, Kit Alvarez, Cuauhtémoc Avila (*via phone*), Cali Binks, Dale Marsden, and Diana Rodriguez **Nay:** none **Absentee voting:** none **Present:** none  
**Motion carried.**

#### 6.2 Process for Adding Items to the Inland Adult Education Consortium Board Meeting Agenda

**Motion:** Moved by Dale Marsden seconded by Jerry Almendarez to approve the Process for Adding Items to the Inland Adult Education Consortium AEBG Executive Committee meeting agenda **Yea:** Jerry Almendarez, Kit Alvarez, Cuauhtémoc Avila (*via phone*), Cali Binks, Dale Marsden, and Diana Rodriguez **Nay:** none **Absentee voting:** none **Present:** none  
**Motion carried.**

#### 6.3 SBCSS Field Team Application (Fiscal & Letter of Recommendation)

**Motion:** Moved by Dale Marsden seconded by Jerry Almendarez to approve the SBCSS Field Team Application: Fiscal & Letter of Recommendation plus travel expenses for Kit Alvarez **Yea:** Jerry Almendarez, Cuauhtémoc Avila (*via phone*), Cali Binks, Dale Marsden, and Diana Rodriguez **Nay:** none **Absentee voting:** none **Present:** none **By Extension:** Kit Alvarez  
**Motion carried.**

### 6. New business

6.1 None

### 7. Announcements

#### 7.1 Executive Committee Meeting Dates

Emma Diaz reminded the Executive body about the next set of meeting dates:

- April 27, 2018 – CFAD vote
- May 18, 2018
- June 1, 2018 – Annual Plan planning meeting 8:00 a.m. – 12:00 p.m.
- August 3, 2018 – Annual Plan vote

## 7.2 Conference Presentations

Emma Diaz shared the upcoming conferences and summarized on the shared presentation for ACCE:

- ACCE: February 8-9, 2018 – Association of Community and Continuing Education; we shared our Consortium presentation on “Accelerated Strategies”
- COABE: March 25-28, 2018 – Coalition on Adult Basic Education
- CCAE: May 3-5, 2018 – California Council for Adult Education
- NAWDP: May 21-23, 2018 – National Association of Workforce Development Professionals
- CASAS: June 19-21, 2018 – Comprehensive Adult Student Assessment Systems

## 8. Adjournment

The meeting was informally adjourned at 10:15 a.m.

The next regular meeting of the Inland Adult Education Consortium Executive Committee will be held on Friday, April 27, 2018 at 8:00 a.m. at the San Bernardino Valley College, 701 S. Mount Vernon Ave., San Bernardino, CA, President’s Conference Room 207.

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## 2018-19 and 2019-20 AEBG Preliminary Allocation Schedule w/ COLA

AEBG Consortium	Base Funding from AEBG 17-18	COLA Amount for 18-19	New 18/19 Allocation	19/20
01 Allan Hancock Community College Consortium	\$1,572,186	\$64,460	\$1,636,646	\$1,636,646
02 Antelope Valley Regional Adult Education Consortium	\$3,803,733	\$155,953	\$3,959,686	\$3,959,686
03 Barstow Area Consortium for Adult Education	\$860,324	\$35,273	\$895,597	\$895,597
04 Butte-Glenn Adult Education Consortium	\$2,077,938	\$85,195	\$2,163,133	\$2,163,133
05 Greater Opportunity Through Adult Learning (Santa Cruz)	\$3,249,166	\$133,216	\$3,382,382	\$3,382,382
06 Partnership for Adult Academic and Career Education (SE Los Angeles)	\$13,904,368	\$570,079	\$14,474,447	\$14,474,447
07 Chabot-Las Positas/Mid-Alameda County Consortium	\$8,763,923	\$359,321	\$9,123,244	\$9,123,244
08 West End Corridor/ Chaffey Regional AE Consortium	\$6,833,501	\$280,174	\$7,113,675	\$7,113,675
09 Citrus College Adult Education Consortium	\$4,097,268	\$167,988	\$4,265,256	\$4,265,256
10 Coast Adult Education Consortium	\$7,073,559	\$290,016	\$7,363,575	\$7,363,575
11 Tri City Adult Education Consortium	\$5,828,777	\$238,980	\$6,067,757	\$6,067,757
12 Contra Costa Adult Education Consortium	\$14,065,636	\$576,691	\$14,642,327	\$14,642,327
13 Morongo Basin AEBG Consortium (Copper Mountain)	\$773,016	\$31,694	\$804,710	\$804,710
14 Desert Regional Consortium	\$3,063,316	\$125,596	\$3,188,912	\$3,188,912
15 South Bay Adult Education Consortium (El Camino)	\$9,720,958	\$398,559	\$10,119,517	\$10,119,517
16 OnRamp to Employment, Plumas County Adult Education (Feather River)	\$773,016	\$31,694	\$804,710	\$804,710

17 Foothill De Anza/ NSCCSTC	\$8,098,529	\$332,040	\$8,430,569	\$8,430,569
18 Gavilan Regional Adult Career and Education Services	\$1,368,513	\$56,109	\$1,424,622	\$1,424,622
19 Glendale Community College District Regional Consortium	\$1,015,717	\$41,644	\$1,057,361	\$1,057,361
20 San Diego East Region Adult Education (Grossmont-Cuyamaca)	\$7,866,672	\$322,534	\$8,189,206	\$8,189,206
21 Salinas Valley Adult Education Consortium	\$3,490,139	\$143,096	\$3,633,235	\$3,633,235
22 Imperial County Adult Education Consortium	\$1,846,657	\$75,713	\$1,922,370	\$1,922,370
23 Kern AEBG Consortium	\$16,126,066	\$661,169	\$16,787,235	\$16,787,235
24 Lake Tahoe Adult Education Consortium	\$850,318	\$34,863	\$885,181	\$885,181
25 Lassen County AB86 Consortium	\$892,858	\$36,607	\$929,465	\$929,465
26 Long Beach Adult Education	\$2,270,560	\$93,093	\$2,363,653	\$2,363,653
27 Los Angeles Regional Adult Education Consortium	\$121,872,945	\$4,996,791	\$126,869,736	\$126,869,736
28 Capital Adult Education Regional Consortium	\$11,128,458	\$456,267	\$11,584,725	\$11,584,725
29 Marin County Adult Education Block Grant Consortium	\$1,397,321	\$57,290	\$1,454,611	\$1,454,611
30 Mendocino-Lake Consortium	\$1,457,718	\$59,766	\$1,517,484	\$1,517,484
31 Gateway Adult Education Network (Merced)	\$3,137,143	\$128,623	\$3,265,766	\$3,265,766
32 Coastal North County Adult Education Consortium (MiraCosta)	\$1,132,500	\$46,433	\$1,178,933	\$1,178,933
33 Monterey Peninsula Consortium	\$2,410,582	\$98,834	\$2,509,416	\$2,509,416
34 Mt. San Antonio Regional Consortium for Adult Education	\$33,159,800	\$1,359,552	\$34,519,352	\$34,519,352
35 Southwest Riverside County Adult Education Regional Consortium	\$4,595,366	\$188,410	\$4,783,776	\$4,783,776
36 Napa Valley Adult Education Consortium	\$2,700,253	\$110,710	\$2,810,963	\$2,810,963
37 North Orange County Regional Consortium for Adult Education (NOCRC)	\$3,653,902	\$149,810	\$3,803,712	\$3,803,712
38 Southern Alameda County Consortium (Ohlone)	\$3,933,260	\$161,264	\$4,094,524	\$4,094,524
39 Palo Verde Consortium	\$773,016	\$31,694	\$804,710	\$804,710
40 Education to Career Network of North San Diego County (Palomar/Vista)	\$7,455,872	\$305,691	\$7,761,563	\$7,761,563
41 Pasadena Area Consortium	\$1,772,131	\$72,657	\$1,844,788	\$1,844,788
42 Northern Alameda Consortium for Adult Education	\$7,614,531	\$312,196	\$7,926,727	\$7,926,727
43 Rancho Santiago Adult Education Consortium	\$4,403,130	\$180,528	\$4,583,658	\$4,583,658
44 North Coast Adult Education Consortium (Redwoods)	\$1,060,306	\$43,473	\$1,103,779	\$1,103,779

45 Rio Hondo Region Adult Education Consortium	\$13,664,430	\$560,242	\$14,224,672	\$14,224,672
46 About Students Regional Consortium (Riverside)	\$7,851,639	\$321,917	\$8,173,556	\$8,173,556
47 Inland Adult Education Consortium (San Bernardino)	\$9,961,494	\$408,421	\$10,369,915	\$10,369,915
48 San Diego Adult Education Regional Consortium	\$4,445,071	\$182,248	\$4,627,319	\$4,627,319
49 San Francisco Adult Education Consortium	\$3,665,059	\$150,267	\$3,815,326	\$3,815,326
50 Delta Sierra Regional Alliance (San Joaquin)	\$7,940,243	\$325,550	\$8,265,793	\$8,265,793
51 South Bay Consortium for Adult Education (San Jose)	\$16,558,269	\$678,889	\$17,237,158	\$17,237,158
52 San Luis Obispo County Adult Education Consortium	\$1,329,958	\$54,528	\$1,384,486	\$1,384,486
53 ACCEL San Mateo County	\$9,113,286	\$373,645	\$9,486,931	\$9,486,931
54 Santa Barbara AEBG Consortium	\$773,016	\$31,694	\$804,710	\$804,710
55 Santa Clarita Valley Adult Education Consortium	\$1,227,186	\$50,315	\$1,277,501	\$1,277,501
56 Santa Monica Regional Consortium for Adult Education	\$1,077,163	\$44,164	\$1,121,327	\$1,121,327
57 Sequoias Adult Education Consortium (SAEC)	\$9,129,557	\$374,312	\$9,503,869	\$9,503,869
58 Shasta-Tehama-Trinity Adult Education Consortium	\$1,060,696	\$43,489	\$1,104,185	\$1,104,185
59 Sierra Joint Consortium	\$3,186,735	\$130,656	\$3,317,391	\$3,317,391
60 Solano Adult Education Consortium	\$3,734,212	\$153,103	\$3,887,315	\$3,887,315
61 Sonoma County Adult Education Consortium	\$2,409,227	\$98,778	\$2,508,005	\$2,508,005
62 South Orange County Regional Consortium (SOCRC)	\$4,579,171	\$187,746	\$4,766,917	\$4,766,917
63 South Bay Adult Education Consortium (Southwestern)	\$13,728,935	\$562,886	\$14,291,821	\$14,291,821
64 State Center Adult Education Consortium	\$14,282,751	\$585,593	\$14,868,344	\$14,868,344
65 Ventura County Adult Education Consortium	\$14,391,068	\$590,034	\$14,981,102	\$14,981,102
66 Victor Valley Adult Education Regional Consortium	\$2,069,315	\$84,842	\$2,154,157	\$2,154,157
67 West Hills College Consortium	\$1,058,280	\$43,389	\$1,101,669	\$1,101,669
68 West Kern Consortium	\$773,016	\$31,694	\$804,710	\$804,710
69 Yosemite (Stanislaus Mother Lode) Consortium	\$4,146,610	\$170,011	\$4,316,621	\$4,316,621
70 North Central Adult Education Consortium (Yuba)	\$2,997,748	\$122,908	\$3,120,656	\$3,120,656
71 Adult Education Pathways (Siskiyou)	\$900,917	\$36,938	\$937,855	\$937,855
<b>Total</b>	<b>\$500,000,000</b>	<b>\$20,500,000</b>	<b>\$520,500,000</b>	<b>\$520,500,000</b>



**Disbursement notes:** The AEBG allocations (base + COLA) are provided at the consortium level. Members may choose to provide each member in their consortium an across-the-board increase as a result of the COLA, or members may decide to allocate funds based on community need, and factor in carryover from the prior year. Either way is acceptable, but it must have consensus/full agreement by consortium members, who must sign the CFAD reflecting their approval.



**IAEC CFAD ALLOCATION 2018-19 (NOT SPENT)**

**OPTION 1 - PROPORTIONAL COLA + SBCSS**

Member Agency	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	% of Total	COLA	2018-19		2019-20
			Enrollment		Enrollment				TOTAL	TOTAL	
			4 Qtrs		2 Qtrs						
Colton JUSD	\$528,580	\$528,580	377	\$528,580	431	\$528,580	5.31%	\$21,672	\$550,252	\$550,252	\$550,252
Redlands USD	\$324,311	\$324,311	489	\$324,311	555	\$324,311	3.26%	\$13,297	\$337,608	\$337,608	\$337,608
Riata USD	\$924,470	\$924,470	1,171	\$924,470	1,029	\$924,470	9.28%	\$37,903	\$962,373	\$962,373	\$962,373
San Bernardino City USD	\$6,784,521	\$6,784,521	5,777	\$6,784,521	4,270	\$6,784,521	68.11%	\$278,165	\$7,062,686	\$7,062,686	\$7,062,686
Yucaipa-Calimesa JUSD	\$345,876	\$345,876	554	\$345,876	470	\$345,876	3.47%	\$14,181	\$360,057	\$360,057	\$360,057
*SBCCD	\$961,771		0		0						
Fiscal Agent (Operations/Activities)		\$553,736		\$553,736		\$328,603	8.32%	\$33,981	\$362,584	\$362,584	\$362,584
CCD (Ex Dir, Counsel, Staff)		\$500,000		\$500,000		\$500,000			\$500,000	\$500,000	\$500,000
SBCSS	\$0	\$0	0	\$0	0	\$225,125	2.26%	\$9,230	\$234,355	\$234,355	\$234,355
<b>Total</b>	<b>\$9,869,529</b>	<b>\$9,961,494</b>	<b>8,368</b>	<b>\$9,961,494</b>	<b>6,755</b>	<b>\$9,961,486</b>	<b>100.00%</b>	<b>\$408,421</b>	<b>\$10,369,915</b>	<b>\$10,369,915</b>	<b>\$10,369,915</b>

\*2016/17 & 2017/18 Unallocated Fund: \$949,037

**OPTION 2 - FUND NEW MEMBERS (MOUNTAIN COMMUNITIES)**

**OPTION 3 - START NEW PROGRAMS (CTE, ETC.)**

**Consortia Report on Governance Compliance of Rules and Procedures – Amended April 2018**

Download and save this Word document, open it and fill in the various fields, print the completed form, sign, scan and email to the AB86 inbox: ab86@cccco.edu. Due by October 31, 2015 or sooner so that we can accept your 15-16 annual plan, consortium allocation schedule, budget, and 1<sup>st</sup> Quarter expenditure report.

Consortium Name:

~~San Bernardino Community College District Consortium (SBCCDC)~~

*Inland Adult Education Consortium (IAEC)*

Planning Grant Fiscal Agent Name (for tracking purposes only):

San Bernardino Community College District Consortium

Consortium Point Person (or person submitting this document):

Name:

Emma Diaz

Consortium Role:

~~Project Administrator~~ *Executive Director*

E-Mail:

ediaz@sbccd.edu

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

~~Yes,~~ *In accordance with AB104*, all eligible providers of adult education within our boundaries were invited to join the SBCCDC. Current members include: San Bernardino Community College District (San Bernardino Valley College and Crafton Hills College), Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, San Bernardino City Unified School District, *San Bernardino County Superintendent of Schools*, and Yucaipa-Calimesa Joint Unified School District.

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

~~Yes,~~ *all All Members will submit their data to the Consortium, and the Consortium staff will compile and submit the regional data to the state. The Consortium will identify funding sources to be reported annually in compliance to the Adult Education Block Grant. Official-designated members will certify the data annually to validate and check for accuracy. All Consortium members have agreed to the reporting of funds and to complying with this reporting process.* ~~have committed to~~

~~reporting funds available to them for purposes of education and workforce services in an accurate and timely manner. During the planning phase of AB86, all members submitted detailed information to answer objectives outlined in the grant, in addition to providing data for the K-12 District Survey used to determine MOE levels.~~

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

All members of the Executive Committee have submitted a document (memo) to their respective governing board to designate them as the official representative for their district. Each member will send the ~~project coordinator~~ **Executive Director** minutes from their respective board meeting indicating their designation as the representative.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

~~Decisions will be made at regularly or specially scheduled Executive Committee meetings where information required for a decision will be sent out at least 1 week in advance.~~

*The Consortium recognizes the benefits of full and active participation by all members in the decision-making process and implementation of IAEC Plans. Therefore, a calendar of meetings and each meeting agenda will be sent to members in advance. Agendas will be posted on the Consortium website. Email notifications and reminders will be sent to all members. Minutes from meetings will be distributed to members and posted to the Consortium website. Agencies participating in the IAEC have agreed to act in accordance with applicable AEBG law, the IAEC Annual Plans, and IAEC Three-Year Plan. IAEC Members participate annually in shared, or peer-to-peer monitoring for member effectiveness, adherence to IAEC Plans, and AEBG performance measured outcomes.*

5. What will be the relative voting power of each member?

~~1 member = 1 vote~~

*Each member's Board of Education will designate, via agenda item, a voting representative(s) to the Consortium Board and ensure attendance at and participation at regular Consortium meetings. Each member district shall have one (1) vote. Four K-12 Member Districts plus 1 Community College constitutes a quorum. In the case of a vacated position by a voting member, the "Interim" or "Acting" individual in the vacated position would be allowed to vote in their place. If a voting member is not able to attend a Board vote in person, votes may be cast via telephone and documented in the minutes, in accordance with the Brown Act. The vote of each officially designated member shall be recorded when cast. The names of the members making and seconding each motion shall be recorded in the Consortium minutes.*

6. How will decisions be approved?

~~A quorum has been decided to be 70% of the voting members present at a meeting. A consensus on a vote is the desired outcome, if consensus cannot be reached, 60% is needed for passing an item the Executive Committee is voting on, and at least 1 community college needs to be included in the 60% majority vote.~~

*All Consortium meetings shall be conducted in accordance with AB104 Adult Education Block Grant (AEBG), the IAEC Governance Plan, and all applicable laws. Decisions will be made by consensus of members of the Consortium.*

7. How did you arrive at that decision-making model?

From the onset of the AB86 planning phase, the consortium reached out to a professional facilitator who guides meetings using the Technology of Participation facilitation method. The Executive Committee discussed various governance models and decided upon the method that best suits this consortium.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

~~Executive Committee meetings will be posted and properly noticed and announced at community cabinet meetings, Workforce Investment Board (WIB) regional meetings, and posted to the consortium website Inlandab86.org. In addition a new regional website is currently being developed to reach a larger number of stakeholders.~~

*The IAEC encourages all interested persons to attend monthly Board meetings and to address the Consortium Board concerning any item on the agenda or within the Consortium's jurisdiction.*

*The IAEC Board will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code.*

*The following rules are intended to facilitate a presentation to the IAEC Board:*

*A. For matters not listed on the agenda:*

*I. Any individual who wishes to address the Consortium on any item of interest to the public that is within the subject matter jurisdiction of the Consortium and not listed on the agenda may do so under the agenda item entitled "Public Comments."*

*II. Without taking action, Consortium members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda.*

*III. In keeping with its right to determine the length of time to be allotted to agenda items, the Consortium Board has determined that the overall time to be allowed for the agenda item entitled "Public Comments" shall not exceed three (3) minutes per person, and a total time of 20 minutes, unless there are extenuating circumstances, in*

*which case the Consortium Board may extend the overall time limit.*

*B. For matters listed on the agenda, a person who wishes to address the Consortium may do so by completing a brief form (including name, address, and agenda item). Upon recognition, the person should state his or her name and may address the Consortium. The order of public comments on the agenda item will be determined by the order received. Individuals shall be allowed up to three (3) minutes to address the Consortium Board on each agenda item during the general public comments section of the agenda, unless there are extenuating circumstances, in which case the Consortium may extend the time limit for individual remarks.*

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

~~Meeting agendas and minutes are posted to the Inlandab86.org consortium website. In addition quarterly newsletters are distributed amongst regional partners and stakeholders.~~

*The IAEC recognizes the benefits that are derived when input from the public is included as part of a transparent decision-making process, and will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code. The Members will include the public in Consortium activities and programs whenever appropriate. The Consortium will provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public. Monthly meetings will include a designated time for public comment. Agendas will be posted on the Consortium website, and emailed in advance to Consortium members and partners. Consortium members are encouraged to post the agendas at their individual web sites.*

10. Describe how comments submitted by members of the public will be distributed publicly.

~~Comments submitted by members of the public will be posted on the quarterly newsletter in addition to being mentioned in the minutes that are posted to the Inlandab86.org consortium website.~~

*A summary of comments submitted by members of the public will be recorded in the meeting minutes and distributed publicly on the Consortium website.*

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

Several of the regional entities mentioned; libraries, WIB and community-based organizations had a strong presence during the AB86 planning phase and are kept abreast of consortium activity. In addition the project coordinator attends quarterly regional county WIB meetings where all these entities are present and proposed decisions can be announced.

*Community partners and other entities are invited and encouraged to participate in all Consortium meetings. IAEC's founding partners include the San Bernardino County Workforce Investment Board. Community agencies not benefiting from formal partnership with IAEC with an interest in adult education are encouraged to engage IAEC and its Members to benefit the region as appropriate until a formal partnership can be established.*

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

The Executive Committee will vote on a distribution schedule pursuant to section 84913 at a regularly scheduled open meeting. This distribution schedule will encompass the **active Three-Year Plan**.

~~regional plan put together during the planning phase of AB86 by the hubs (workgroups) and submitted to the Chancellor's Office in March 2015.~~

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

A) The San Bernardino Community College District was chosen by the consortium members to be the fiscal agent, and receive and distribute the funds.

14. How will members join, leave, or be dismissed from the consortium?

Per AB104 Legislation section 84917 those entities listed shall become a participating member of the consortium pursuant to receiving funds from the listed areas. In addition, new members will need to agree to and sign this governance template indicating they are aware and will abide by the consortium governance structure. For members to leave or be dismissed, section 84914 outlines characteristics such as a member is no longer willing to provide services, a member cannot provide services or a member is consistently ineffective in providing services as reasons for reduced funding, this consortium will use these measures to determine if a member needs to leave or be dismissed from the consortium.

*The Consortium will adhere to the membership guidelines as defined by AB104, education code, and the IAEC Member Contracts.*

*Considerations for dismissal from the Consortium include:*

- The member no longer wishes to provide services consistent with the adult education plan;*
- The member cannot provide services that address the needs identified in the adult education plan; or*

- *The member has been ineffective in providing services that address the needs identified in the adult education plan, and reasonable interventions have not resulted in improvement.*

*In addition to the considerations specified in AB104:*

- *Regular attendance is expected at monthly Consortium meetings.*
- *Dismissal from or admission to the Consortium shall be accomplished with a simple majority vote from the Consortium Board.*
- *If the member initiates leaving the Consortium, IAEC will require the member's Governing Board approval.*
- *If the Consortium initiates dismissal, the Consortium will inform the member's Superintendent and Governing Board and follow due process.*
- *IAEC Members may be dismissed from IAEC for failure to demonstrate member effectiveness.*
- *A record of intervention steps and dismissal actions shall be kept in the official minutes of Consortium Board Meetings.*
- *If the Consortium dismisses a Member, the Consortium Coordinator shall notify the AEBG State Project Monitor immediately.*

15. Does the consortium have a formal document detailing its working beyond the questionnaire?

An existing website houses all of the minutes to all the Executive, Steering and Hub meetings dating back to the onset of the grant documenting the existing working relationship. <http://inlandab86.org/>

### Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:



Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

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## IAEC Regional Funding Application

Please complete this form to apply for regional funds to enhance your adult education services. Deadline for submission is 14 days prior to a scheduled IAEC Board Meeting. Once discussed, a vote will be scheduled for the subsequent IAEC Board Meeting. For more information about the Adult Education Block Grant (AEBG): <http://aebg.cccco.edu/Home>

**1. Member Partner** *(Only Members are eligible to receive direct funding per AB104. Partners requesting funding need to work with a Voting IAEC Member to submit their application.)*

San Bernardino City Unified School District (Dr. Dale Marsden)

**2. Agency Name** Thrive Nation

**3. Primary Contact Name** Rick Schreiber, Thrive Nation Board President

**4. Primary Contact Email** rick@thrivenation.net

**5. Primary Contact Phone** 907-355-5993

**6. Program Area requesting funding for:** *(Select all that apply)*

- Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency
- Programs for immigrants in citizenship, ESL, and workforce preparation
- Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce
- Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school
- Programs for adults with disabilities
- Programs in career technical education that are short term in nature with high employment potential
- Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards

**7. Please provide an executive summary regarding how you propose to expand opportunities to the program area(s) identified above.** (Partners requesting funding need to indicate the ways they have worked with Members in the above program area(s). Please provide outcomes for adult learners.)

About Thrive Nation

Thrive Nation is a national non-profit designed to help young adults aged 18-25 *thrive*. It provides personalized, one-on-one coaching to young adults – referred to as Thrivers – in a non-judgmental, supportive, transformative and outcomes-focused way.

Through coaching with a dedicated, Certified Coach or Thrive Guide (who has a minimum of five years’ coaching experience), Thrive Nation helps young adults:

- Understand and tap into their innate strengths, interests and passions
- Uncover and explore their own unique ‘*Thrive*’ (what they were born to be and do in the world)
- Clarify, actively pursue and achieve the goals and dreams aligned with their ‘*Thrive*’
- Overcome blocks and barriers
- Cultivate resilience and a growth mindset
- Gain and hone crucial life skills necessary in today’s world
- Live a *thriving* life in a full, 360° way where they balance their passions, place on the planet and people or community

Thrive Nation’s coaching approach

The Thrive Nation coaching approach is based on a robust and tested methodology comprising what Thrive Nation refers to as The Thrive Cycle, some 50+ Thriver Competencies and a core of six Thriver Traits (see Appendix 2).

**Thrive Cycle**



## Thrivers Competencies (linked to the Thrive Cycle)

**1. Finding & Refinin' My Thrive**

1. Strengths & opportunities for improvement & conative style
  1. Identifies individual values and interests
  2. Assesses personal strengths and opportunities for improvement in relation to individual skills.
  3. Recognizes individual learning and conative style by taking relevant surveys.
  4. Cultivates awareness of consequences of one's choices and actions [event -> thought -> feeling -> behavior]
2. Personal outlook & mindset
  1. Understanding how I
  2. Understands and eq
  3. Understands the imp
  4. Reflects on what au
  5. Understands the imp
3. Identifying M
  1. Selects a Thrive Path
  2. Creates a definition

**2. Honing & Ownin' My Thrive**

1. Awareness of & interaction with others
  1. Understands personal bias and prejudice.
  2. Demonstrates an understanding of diversity and the various ways cultures communicate.
  3. Assesses personal strategies to deal effectively with peer pressure.
  4. Evaluates qualities for developing and maintaining relationships.
  5. Develops skills for creating and maintaining healthy social and professional relationships.
2. Critical skill
  1. Develops strateg
  2. Understands and e
  3. Develops critical th
  4. Develops (DECISION)
  5. Understands optas
  6. Receives advice as
3. Goal-setting
  1. Understands the co
  2. Demonstrates adid
  3. Interviews a relev
  4. Makes informed de
  5. Sets goals for their

**3. Drivin' My Thrivin'**

1. Fulfilling my Thrive
  1. Participates in an internship, entry level employment, or enrollment in one or more of the following Thrive Path / career branches: skilled trades, further education, entrepreneurial endeavor, service learning, and business.
  2. Assesses and revises goals and plans as needed.
  3. Begins to establish a Thrive path / career branch portfolio including values, interests, strengths, and opportunities for improvement.
  4. Assesses challenges, mistakes and/or failure for learning and improvement.
  5. Celebrates successes.
2. Apply
  1. Demons
  2. Applies o
  3. Applies o
  4. Applies o
  5. Applies in

**4. Alive & Thrivin'**

1. Reflecting on experience
  1. Identifies how their Thrive Path is a thriving experience, e.g., appreciates own situation, feels like they made a difference, and gains sense of pride.
  2. Relates a personal story of service within their Thrive Path (the recognition of need and action taken).
  3. Evaluates the impact their Thrive Path role has had on people served and on the community as a whole.
  4. Assesses challenges, mistakes and/or failure for learning and improvement.
  5. Celebrates successes.
2. Charting the next steps on my Thrive Path
  1. Completes and shares a Thrive Path / career branch portfolio to assist in realizing revised or new goals.
  2. Evaluates values, interests, strengths, and opportunities for improvement in relation to your Thrive Path / career branch.
  3. Evaluates consequences of one's choices and actions.
  4. Reviews and revises existing goals or sets new goals and plans as needed.

## Thrivers Traits (linked to the Thrivers Competencies)



Each Thriver is further supported and guided through the use of Thrive Nation's comprehensive coaching documentation including (see Appendix 3):

- Welcome Letter / Getting Started Pack
- Coaching Agreement (including confidentiality terms and coaching partnership)
- 'Getting to Know You' intake questionnaire
- Thrive Guide Coaching Guidance Pack (used by all Thrive Guides)
- Coaching Session Record (completed by the Thrive Guide during each session)
- Tailored coaching emails with weekly challenges, accountability actions and/or information and resources

Thrive Nation also administers its Pre- and Post-Assessment questionnaire, the aims of which are:

- Measuring outcomes each individual Thriver has achieved
- Measuring the overall impact of Thrive Nation coaching
- Identifying existing areas of strength
- Identifying areas for improvement (see Appendix 4)

Where possible, Thrive Nation also administers control group questionnaires amongst non-coaching cohorts in order to assess the impact of Thrive Nation coaching participants vs. non-participants.

This comprehensive process and approach is applied to each and every coaching situation, however a key element of Thrive Nation coaching is that *each Thriver is unique*. This means that Thrive Nation always starts wherever the Thriver is in his or her life and tailors the coaching, tools, resource suggestions and strategic connections from there. So, although the Thrive Nation's robust coaching process and approach is always applied, no two Thriver experiences are ever the same.

Additionally, Thrive Nation's coaching is *always* delivered on a peer-to-peer, partnership basis. Thrive Guides never presume to know a Thriver's answers; rather, it is the Thrive Guide's 'job' to ask the right questions and conduct the relevant assessments, thereby empowering each Thriver to articulate his or her own answers and together set goals to achieve them.

#### How Thrive Nation can expand opportunities to the program areas (including outcomes)

By providing their personalized, one-on-one coaching services, Thrive Nation proposes to expand the opportunities to each of the identified program areas in two core ways:

1) By *working with existing* IAEC agency partners to increase the existing coaching / mentoring efforts within their own programs *without* their needing to invest in, train and fiscally support any certified coaches themselves. This enables existing partners to 'hit the ground running' with a fully trained, certified coaching capability that integrates fully with any existing coaching, Case Manager protocol and program activities;

2) By *filling any gaps* in current IAEC program efforts where no coaching capability is available / offered, thereby supporting, guiding and empowering the young adults within the designated program area to achieve their educational, employment and/or skills development goals.

In this way, Thrive Nation can serve as a powerful partner to the IAEC as both a 'capacity-builder' *and* 'gap filler', enabling the IAEC to deliver its outcomes in an exponential, '2+2=5' way.

Because Thrive Nation coaches are required to have a minimum of 5 years' experience when they join Thrive Nation, each and every coach already knows first-hand that coaching is both incredibly powerful and effective. It maximizes potential, increases

productivity and achievement, improves skills and enhances self-confidence, to name a few of its benefits. (See Appendix 5.)

At the outset of coaching, the Thrive Guide will discuss and record the specific outcomes each Thriver aims to achieve and together work towards them. These outcomes will be tracked both during their coaching together, and, ideally, after coaching has been completed (since some of the outcomes, for example, degree completion, may not occur until well beyond the end of the coaching period).

In line with each of the program areas, the success outcomes or effectiveness measures Thrive Nation expects to deliver include:

1. Accelerated skills development (literacy, communication, interpersonal etc.)
2. Enhanced mindset & outlook qualities (growth mindset, positive psychology etc.)
3. Enhanced resilience capabilities (adaptability, resilience, perseverance)
4. Increased high school diploma completion rates
5. Increased post-secondary / higher education degree completion rates
6. Increased tech/apprenticeship program completion rates
7. Enhanced workforce entry skills / capabilities
8. Increased job placement rates
9. Increased job placement opportunities (better job / higher wage)

Thrive Nation proposes to partner with the IAEC, specifically the San Bernardino City Unified Adult School District (SBCUSD), by providing coaching to a total of **75 Thrivers** across the five program areas identified above\*.

(\*These program areas have been identified based on Thrive Nation's understanding and analysis of those specific program areas that SBCUSD has supported to date. Should the IAEC and SBCUSD determine either that only one or a few of these five program areas be supported with Thrive Nation coaching or that the two program areas not be selected also be supported, Thrive Nation would welcome any discussions around this and be willing to alter those program areas it supports.)

For each of the 75 Thrivers, Thrive Nation will provide:

- An intake questionnaire to determine the direction and areas of coaching (their Getting to Know You document)
- A Pre-Assessment questionnaire to ascertain the Thriver's current intentions, attitudes and skill level at the outset of coaching
- A dedicated Thrive Guide
- Eight weeks of personalized, one-on-one coaching at a mutually convenient time
- Once-a-week sessions for up to 60 minutes per session (8 sessions total)
- Weekly 'challenges' and accountability agreements
- Email / texting support throughout the entire coaching period
- Participation in a private Thriver facebook group
- A Post-Assessment questionnaire to determine the Thriver's achievements, attitudes and feedback following coaching



- One 60-minute follow-up coaching session one month after coaching has been completed
- Post-coaching email ‘check-ins’ three, six, nine and twelve months after coaching has been completed
- Longitudinal outcomes / effectiveness tracking aligned with and beyond the 3-6-9 and 12-month check-ins (where possible / where the Thriver maintains contact)
- A Certificate of Completion and support for inclusion of their Thrive Nation experience on their resumé
- Public speaking opportunities to share their experiences with the IAEC Board and other organizations
- Thrive Nation ‘alumni’ status where Thrivers can participate in a dynamic community – a Nation – of Thrivers
- A lifetime connection with their Thrive Guide and Thrive Nation as a whole – Thrive Nation does not ‘cut the cord’ on the young adults; instead, they remain available to them beyond their formal contract commitments *at no charge* as Thrive Nation believes in power of community and lasting relationships

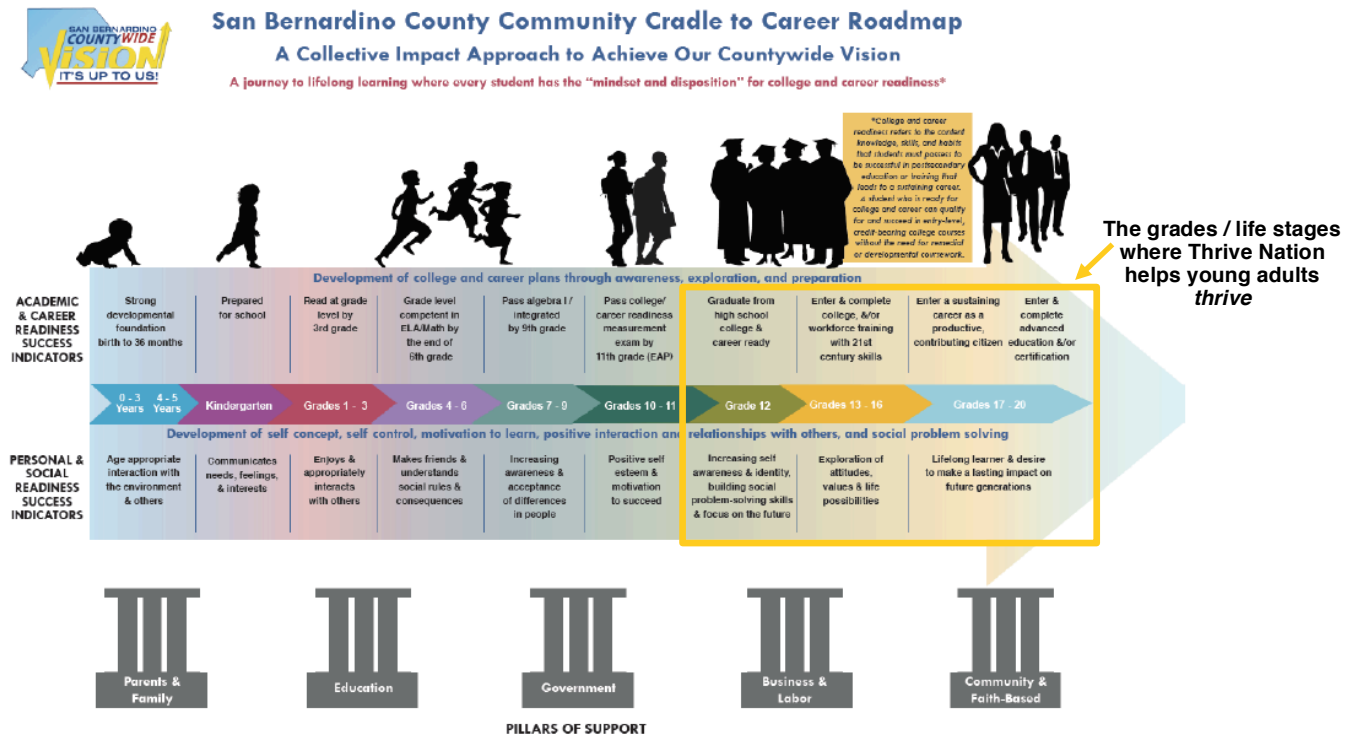
In addition to the above, Thrive Nation will also undertake the following activities in order to facilitate and deliver its coaching services to the IAEC’s young adults:

- Set-up of a Core Team consisting of Thrive Nation and IAEC and SBCUSD representatives
- Ongoing liaison with relevant IAEC and SBCUSD representatives at mutually agreed intervals and including mutually agreed reporting data
- Appointment of a dedicated Thrive Nation / IAEC Project Manager
- Development of recruitment activities and materials
- Recruitment of young adults in collaboration with IAEC / SBCUSD team members
- Director-level management of Thrive Nation’s coaching, including weekly meetings with Thrive Guides, ongoing analysis of coaching delivered, trouble-shooting and creative solutions where required
- Monitoring of Thriver participation in the Thrive Nation private facebook group
- Analysis of pre- and post-assessment and longitudinal data on an individual Thriver and aggregate basis
- Provision of feedback, results and relevant reporting to the IAEC at mutually agreed intervals

The investment for the provision of the above outlined services is **\$158,757.38**, a topline overview of which is below and a full breakdown of which is available in Appendix 1.

<b>Service element</b>	<b>\$ Total</b>
Recruitment of young adults (Thrivers)	\$3,345.00
Personalized, one-on-one Coaching for Thrivers	\$135,000.00
Project Management	\$9,102.50
75 incentives total @ \$50 per incentive	\$3,750.00
Indirect Costs @ 5%	\$7,559.88
<b>GRAND TOTAL \$</b>	<b>\$158,757.38</b>

By joining forces with the IAEC and bringing personalized, one-one-one coaching to young adults within the IAEC’s Adult Schools and Community Colleges, Thrive Nation can serve as a powerful Pillar of Support in fulfilling both *the academic & career readiness success indicators* and *the personal & social readiness success indicators* of the San Bernardino County Community Cradle-to-Career Roadmap.



Thrive Nation can and would be honored, therefore, to enable the IAEC to achieve its mission to empower young adults to “overcome past challenges, gain in-demand skills, and increase their earning capacity, contributing to the overall economic health of [the] region”.

**8. Please describe how you plan to integrate existing programs and resources to create seamless transitions to postsecondary education or the workforce.**

Thrive Nation works both independently and in concert with other organizations and agencies to deliver its services to young adults to help them thrive. In collaborating with the IAEC, Thrive Nation is not seeking to ‘recreate the wheel’, but to unite with the existing programs to deliver enhanced services and exponentially greater impact, the ultimate result of which is skills acquisition and a seamless transition to either post-secondary education or the workforce.

In serving the IAEC, specifically the San Bernardino City Unified School District, Thrive Nation would partner, for example, with the teachers across each of the Inland Adult Education Center’s programs – the High School Diploma and GED Preparation, College

Prep, ESL, Business and Computer Education, Security and Protective Services, Medical Education, Apprentice and Industrial Programs – providing coaching to those students who either ‘raise their hands’ for coaching or are identified by the teachers as those with the greatest need / who could benefit most from coaching.

Thrive Nation would also bring its coaching to those students with disabilities / special needs, working in concert with any specially qualified Inland Career Education Center teachers and / or counselors to help these young adults thrive, as well as any students participating in the Inland Career Education Center’s Student Services (Counseling Office, Student Transition Center, Tutoring, Career Pathways etc.)

Where there are existing services provided by other partnering organizations (for example the Career Institute) to the Inland Career Education Center, Thrive Nation would also seek to complement and fully integrate its coaching services with these organizations to together bring even more coaching / mentoring and greater impact to the young adults participating in these programs.

Thrive Nation itself thrives on supporting young adults and empowering them to smoothly and seamlessly navigate their way through significant change or transition in their lives as they pursue their goals and dreams. Whatever a Thriver’s circumstances, Thrive Nation will always ‘meet them where they are’ and help them move through any challenge and change with grace, resilience, self-compassion and ‘grit’.

Thrive Nation’s Thrive Cycle, which recognizes the fluid nature of life and the fact that ‘change is the only constant’ means that every Thrive Guide can adeptly support each young adult as they navigate the *practical, tangible* nature of transition – for example ‘getting to grips’ with starting out at a post-secondary education institution or at a new job – and, equally importantly, find their way through the *emotional, intangible* nature of change too, for example coping with the ‘chaos’, confusion and overwhelm that change can sometimes involve and building confidence and resilience in adapting to new situations and navigating their way through them effortlessly. In this way, Thrive Nation can create seamless transitions to post-secondary education or the workforce.

**9. How does your proposal address gaps within the program areas indicated in the IAEC Regional Plan. Please include labor market information, employer feedback, student surveys, and other relevant information.**

Thrive Nation can support the IAEC in addressing multiple gaps across multiple program areas. As per Table 23 of the Regional Plan, below are several of the gaps that Thrive Nation can actively and concretely help the IAEC to address through the provision of its personalized, one-on-one coaching services:

<b>Program Area</b>	<b>Need / Gap</b>
<b>Basic Skills (including GED/high school diploma)</b>	<ul style="list-style-type: none"> <li>• Students are not college ready</li> <li>• Basic skills need to be linked to real work skills and practical applications</li> <li>• High school diploma programs do not connect students to the next step: community college</li> </ul>
<b>ESL / Citizenship</b>	<ul style="list-style-type: none"> <li>• ESL students not progressing to community colleges</li> <li>• Weak ESL preparation for employment needs</li> </ul>
<b>CTE</b>	<ul style="list-style-type: none"> <li>• Poor identification of jobs for which adult schools are preparing students</li> <li>• Pathways need to be delineated along the career ladders (such as for health care, manufacturing, logistics)</li> </ul>
<b>Apprenticeships, internships, mentors</b>	<ul style="list-style-type: none"> <li>• No consistent common process to help students select appropriate community college</li> <li>• No process to assess adults' talents/interests</li> <li>• No common assessment</li> <li>• No linkage to transition services</li> </ul>
<b>Transition services</b>	<ul style="list-style-type: none"> <li>• A need for transitional services to assist adult school students to enter community college</li> <li>• Lack of support services</li> <li>• Student are not college ready</li> <li>• Students are unprepared for the teaching environment of a community college which differs significantly from a high school</li> <li>• Adult school students don't know how to enroll in college</li> <li>• Yucaipa Adult School and others have no counselors or career skills resources</li> <li>• Students don't know how to enroll in community college</li> <li>• Students need assistance deciding on their next step</li> </ul>

In addition to the gaps identified in the IAEC Regional Plan, Thrive Nation also draws on key research to enable both a thorough understanding of young adults’ needs today as well as highly responsive, trends-aware coaching services. Following are some examples of the research that Thrive Nation draws on:

In May 2015, Thrive Nation commissioned an independent research study amongst high school students to help clarify and define its mission, goals and outcomes.

Conducted in high schools across the San Bernardino City Unified School District, a total of 90 students participated across 5 of the SBCUSD high schools: San Bernardino (27 students), Arroyo (16), Cajon (15), San Gorgonio (19) and Pacific (13). A focus group methodology was used and there were a total of four student focus groups at each high school. A total of four questions were explored during each focus group session, two of which are most relevant to Thrive Nation’s service provision in an IAEC context, namely:

*What additional skills do you believe you needed during your high school experience?*

*What supports and resources would be helpful to you after you graduate high school?*

The detailed results were captured for each of the focus groups, but on an aggregate level, the top-priority additional skills needed *during* their high school experience were:

- **Communication skills**, including public speaking, critical thinking and analytical thinking
- **Time management skills**
- **Life skills**, such as social skills, study skills and money management skills

Concerning the supports and resources that students would find helpful *after* graduating, these included:

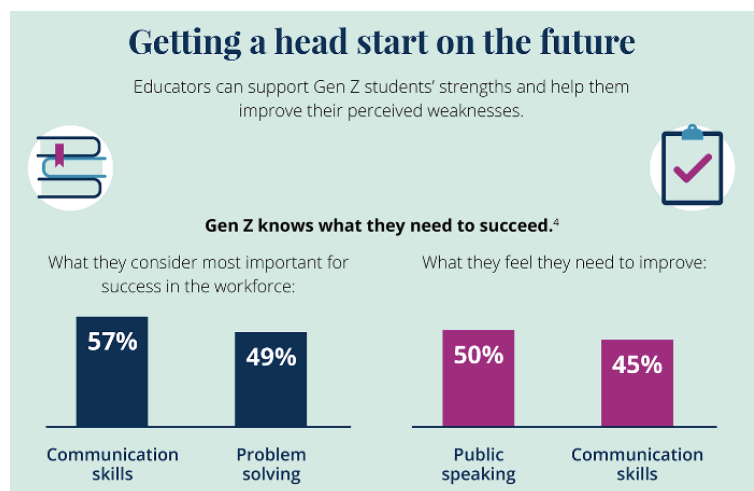
- **Tutoring, mentoring** and additional guidance counselors in order to identify and realize career or college opportunities
- **Life experience skills**, such as interviewing and money management skills
- **Financial aid resources**

It is also worth noting that some of the key obstacles high school students experienced *during* high school are relevant to how Thrive Nation can help them *now*, namely:

- No role models or mentors
- Lack of attention or dedication from teachers (which is remedied by Thrive Nation's one-on-one coaching)
- Procrastination / concentration (which is linked to the time management, focus and thought-work tools and exercises Thrive Nation uses)
- Not enough support dealing with personal and family problems
- More preparation for college level
- Leadership skills (lack thereof)
- Being cooperative / listening (lack thereof)
- Confidence (lack thereof)

In short, this research clearly demonstrates the obstacles students face and the skills they still need, all of which can be overcome and developed through the personalized, one-on-one coaching services that Thrive Nation provides.

In a seminal study conducted by the Center for Generational Kinetics entitled "The State of Gen Z 2017", Gen Z participants identified communication skills and problem-solving as the *most important skills for success in the workforce* and public speaking and communication skills as the skills they *most need to improve* as cited in Pearson's article "Generation Z: Get to Know Your New Students".



Source: <http://bit.ly/2EIPk2M>

In its December 2017 article “The surprising thing Google learned about its employees - and what it means for today’s students”, author Valerie Strauss cites Project Oxygen, a study undertaken in 2013 by Google to evaluate its incumbent hiring strategy, which was based on a hiring algorithm of sorting for computer science students with top grades from elite educational institutions. What the study found was surprising to say the least. Instead of STEM expertise being the top quality that potential employees should be hired on, it was a host of other, ‘soft’ qualities that were considered most important:

*“The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one’s colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas.”*

(Source: <http://wapo.st/2BZaSoO>)

Finally, Thrive Nation is delighted to share the outcomes from its collaboration with the Making Hope Happen Foundation (MHHF). This involved Thrive Nation coaching several of the Making Hope Happen Foundation scholarship recipients, all of whom were starting their first year of post-secondary education. Each of the five MHHF scholarship recipients / Thrivers was appointed a dedicated Thrive Guide and received Thrive Nation’s pre-coaching materials and pre-assessment questionnaire, followed by eight one-hour coaching sessions, a post-assessment questionnaire and a follow-up coaching session one month after completing coaching. More detail is provided in the Executive Summary (see Appendix 6), however following are some of the key outcomes achieved:

### Coaching themes

Thrivers received coaching based on their individual needs as explored with their dedicated Thrive Guide, including, for example:

- Clarifying individual strengths
- Building self confidence
- Shifting negative beliefs (self-doubt / fear of failure; self-criticism)
- Developing time management skills
- Navigating the transition to college / university
- Finding balance between studying, working and other ‘thriving’ activities

### Qualitative outcomes

Thrivers were asked several qualitative questions at both the start and end of their coaching time with Thrive Nation, a selection of which is presented here (the rest of which can be found in the Executive Summary in Appendix 6):

### **Are you as clear or clearer about what you want to do with your life? Why or why not?**

*“I feel that what I want to do in life has become more clear throughout the program, this is because I was able to speak on and align my expectations for future lines of work and speak with people who made it to where I want to be.”*

**Do you feel confident in yourself and your strengths and abilities? Why or why not?**

*“Yes, [my Thrive Guide] helped me see my strengths and how to apply them.”*

**Do you feel you now have or are developing the skills you need to succeed? If yes, please name the skills (eg time management, public speaking, presentation, self-confidence etc).**

*“I’m developing skills such as time management, self-care, self-awareness, and self-confidence.”*

**Did you *achieve* what you wanted to with Thrive Nation?**

*“I became a better student/person so I did achieve what I wanted with Thrive Nation.”*

**How do you *feel now*, at the end of your time with Thrive Nation?**

*“I feel happy, not the superficial daily happiness, rather a deep-rooted chest felt happiness. It’s as if I am able to walk with my head held up high again.”*

**Do you think that your time with Thrive Nation was a *success*? Why or why not?**

*“Yes, it was a success as I had no help from home due to being the first person in my home to college, so it was a great help.”*

Quantitative outcomes

Thrivors were asked a series of 23 questions, each with a 10-point scale (where 0 = ‘Not at all’ and 10 = ‘Yes, totally!’). The below example shows the significant positive change experienced by one Thrivor as a result of receiving Thrive Nation coaching. (More results can be seen in the Executive Summary in Appendix 6).

	Pre	Post	Change
I know what success looks like for me.	3	8	5
I have the skills I need to succeed.* <small>(These can include, for example, technical skills, leadership skills, critical thinking skills, negotiation skills, conflict resolutions skills etc.)</small>	6	9	3
I know how to set goals.	4	8	4
I know how to achieve the goals I set.	3	9	6
I am motivated to achieve my goals.	7	9	2
I see obstacles in achieving my goals as an indicator to give up.	5	3	2

By working closely with the IAEC and the SBCUSD, Thrive Nation can help the young adults address all of the above cited challenges and needs and develop the skills they need to achieve their goals and thrive. Thrive Nation knows that every single young adult possesses their very own ‘Thrive’ and has the ability, through tailored, practical and focused support, to thrive in a full life, 360-degree way. So, by helping the IAEC, specifically the SBCUSD, to address and bridge the gaps experienced by the IAEC,

Thrive Nation can once again help the IAEC to fulfill its mission to empower young adults to “overcome past challenges, gain in-demand skills, and increase their earning capacity, contributing to the overall economic health of [the] region”.

**10. Please describe where in the Regional Plan proposed activities align.**

The coaching program and approach that Thrive Nation proposes to bring to the various IAEC program activities aligns closely and deeply with the identified program areas. As per the Identified Gaps and the framework used in in the Regional Plan, (Barriers, Practical Vision, Strategic Directions, 12-Month Accomplishments Success Indicators and Implementation Steps), Thrive Nation can support the IAEC in overcoming the barriers and fulfilling the implementation actions outlined.

Because coaching can be used to great benefit and effect in *any* of the program areas, Thrive Nation aligns across *all* of the program areas where counseling / mentoring / support services have been identified as a gap/need and tactical activity. To provide a practical example of how Thrive Nation aligns with the Regional Plan, the below table outlines some of the ways in which Thrive Nation aligns with the Basic Skills program area (Tables 39-46 of the Regional Plan). This analysis has been conducted across each of the program areas and Thrive Nation would be delighted to discuss in detail any of the program areas and how it aligns with each of them.

Table	Process Description	Activity alignment
40	Practical Vision	<p><b>Transitional programs empower students to become productive citizens</b></p> <ul style="list-style-type: none"> <li>• Students move seamlessly from adult school to secondary education and careers</li> </ul> <p><b>Clearly marked educational pathways understood by all students</b></p> <ul style="list-style-type: none"> <li>• Students trust the connection between their efforts and progress towards goal (career)</li> </ul> <p><b>Fully developed individualized career strategies</b></p> <ul style="list-style-type: none"> <li>• Every student will develop a career plan upon graduation</li> <li>• Employability and soft skills are taught</li> </ul>
41	Strategic Directions	<p><b>Create scaffolding supports for students</b></p> <ul style="list-style-type: none"> <li>• Mentor program</li> </ul> <p><b>Strengthen career opportunities</b></p> <ul style="list-style-type: none"> <li>• Student goal-specific instruction</li> <li>• Develop individual career plan</li> <li>• Career vision program</li> <li>• Education/career plan for all students (career mentors/coaches)</li> </ul>



46	Strengthening Student Support Systems Implementation Steps	<p><b>Accomplishment</b></p> <ul style="list-style-type: none"> <li>• All students have individual career plan on entry</li> </ul> <p><b>Steps</b></p> <ol style="list-style-type: none"> <li>1. Counselors are in place</li> <li>2. Assess students</li> <li>3. Students meet with counselor</li> <li>4. Create career and education plan for/with each student</li> <li>5. Counselors follow up with students regarding their plan</li> </ol>
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Thrive Nation has undertaken a detailed analysis of each of the Barriers through 12-Month Accomplishments by Quarter frameworks in the 2015 Regional Comprehensive Plan Report to determine and all areas of alignment with Thrive Nation’s offering. Should any IAEC Board Member require this detailed analysis, Thrive Nation would be delighted to provide it.

**11. If applicable, please describe the Best Practices approaches that will be utilized to accelerate a student's progress toward his or her academic or career goals.**

Thrive Nation uses Best Practice approaches in a number of areas:

- Systems alignment
- Coaching credibility, approach and delivery (coaching competencies)
- Coaching ethics
- Measurement
- Ongoing organizational development

Systems alignment

Thrive Nation’s coaching services are founded on its Thrive Cycle, Thriver Competencies and Thriver Traits, all of which are interlinked and aligned with each other from a best practice systems alignment perspective. In addition, Thrive Nation’s Pre- and Post-Assessment measurement questionnaires mirror the Thriver Competencies and Traits, ensuring continuity and consistency throughout its coaching and measurement thereof.

Coaching credibility, approach and delivery

Thrive Nation’s Thrive Guides (Certified Coaches) are carefully vetted for their qualifications and experience as a coach. Whilst each coaching session is tailored to each Thriver, Thrive Guides follow detailed Coaching Guidance provided by Thrive Nation. In addition, Thrive Nation aligns with the International Coaches Federation’s 11 core coaching competencies (details of which can be found in Appendix 7).

Thrive Guides ‘deliver’ their coaching in a ‘high touch, high impact’ way, meaning each session is one-on-one and highly personalized. Thrive Nation draws on best practice peer-to-peer communications approaches, goal-setting and results-oriented strategies, personalized learning insights and key accountability strategies to ensure its coaching

results in the identified outcomes agreed at the outset of coaching by the Thrive Guide and Thriver.

### Coaching ethics

A critical part of any coaching offering is the best practice systems and processes put in place to ensure connection with other organizations when necessary. Thrive Nation ensure that each coach is equipped with national level organizations for, for example, suicide prevention and, where possible, information and detailed resources for organizations local to each Thriver.

In addition to best practice connections with key support organizations, Thrive Nation also begins every coaching relationship with a Coaching Agreement. This outlines the terms of the coaching partnership between the Thriver and Thrive Guide, permissions to share the Thriver's experience and story (which is opt-in based), confidentiality and safety and, finally, the responsibility of the Thriver. Both the Thriver and the Thrive Guide sign the agreement and this is kept on file at Thrive Nation's head office.

### Measurement

Thrive Nation has developed the measurement element of its coaching services by drawing on both the research experience of its team members and of those outside Thrive Nation. It follows data gathering and analysis trends and collaborated with a data scientist to develop its current questionnaire, all with a vision towards looking at how we can use data to ensure understanding of Thrivers' needs and maximize their outcomes.

### Ongoing organizational development

Just as *learning* is one of the key Thriver Traits we help Thrivers to grow, Thrive Nation too is a *learning* and *growing* organization. One of its core values is *ambitious* and this ambition relates in part to consistently and constantly drawing on best practice and trends across the arenas it bridges, namely coaching and mentoring, psychology and neuroscience, and education and training. Thrive Nation researches thoroughly and keeps abreast of Gen Z trends to ensure its coaching is always relevant and delivered in a way that is highly resonant with its Thrivers.

## **12. How will you leverage existing regional structures?**

Thrive Nation is, by nature, collaborative and inclusive – one of its Core Values is 'collective'. It is happy, therefore, to work across many different kinds of organizations, from public to private and from small to large. Thrive Nation has longtime connections in San Bernardino County through the SBCUSD and related organizations (eg WDD) and, in addition to leveraging these relationships where relevant, it would welcome exploring with the IAEC and SBCUSD any additional existing regional structures that would best enable its delivery of its coaching services.

In addition to this, Thrive Nation would seek to maximize the delivery of its own coaching services to young adults within the SBCUSD by drawing on the invaluable experience of the CRY-ROP and their participation in the @LIKE project. Given that Life

Coaches were used as a fundamental part of the @LIKE project and multiple learnings were drawn from it, including, for example:

- 1) Ensuring clarity of purpose and integration of any Coaches and Case Managers;
- 2) Using social / psychological assessments as tools to facilitate coaching
- 3) Including young adults in strategic planning (which Thrive Nation would do through its Thriver Advisory Committee);
- 4) Adopting a two-pronged approach to recruiting young adults
- 5) Streamlining program enrolment processes and e) ensuring flexibility for re-engagement if necessary –

Thrive Nation would seek to develop further its relationship with CRY-ROP team members so that it can leverage their experience of coaching with young adults in the San Bernardino County area.

Finally, alongside leveraging existing local structures, Thrive Nation would also seek to collaborate with other local / regional agencies, for example other relevant non-profits (eg suicide prevention, family support carelines), other government agencies (fostering and/or homeless organizations, crime and/or gang related intervention), other local work related organizations (for example local vocational technical unions and/or apprenticeship based companies).

The driving force behind and existing local or regional structures that Thrive Nation would forge partnerships and collaborate with is its ability to care for and deliver exceptional personalized, one-on-one coaching to young adults. Whatever the needs of the young adult, Thrive Nation believes deeply in the cultivating the confidence, persistence and resilience of its Thrivers to set, pursue and achieve their goals, recognizing all the while that some Thrivers may need the support of other local and/or regional organizations.

**13. Please describe your agency’s capacity to implement proposed activity within the timeline.**

In line with the academic year and the 2017-18 activities of the Regional Plan, Thrive Nation currently proposes implementing their coaching services starting in May 2018 with initial project management activities and running through September 2018. An overview of the proposed activities is as follows:

<b>Timeline</b>	<b>Weeks 1 - 3</b>	<b>Weeks 4 - 5</b>	<b>Weeks 6 - 15</b>	<b>Weeks 16 - 17</b>	<b>Week 18</b>
<b>Activities</b>	Program planning with IAEC and SBCUSD	Recruitment of Thrivers	Intake, pre-assessment & personalized Thriver coaching	Thrivers follow-up & post-assessment	Outcomes data and next steps identified
<b>Human Resources</b>	Thrive Nation Project Manager, IAEC, Member Districts	Thrive Nation Recruiters, Thrivers, IAEC, Member Districts	Thrive Guides and Thrivers	Thrive Guides and Thrivers	Project Manager, IAEC, Member Districts
<b>Outcomes</b>	Programs agreed through which Thrivers will be enrolled	75 Thrivers recruited	Thrivers needs addressed, including goal-setting and skills development	Cumulative Thrivers progress identified	Thrivers progress analysis and next steps report
<b>Weeks 1-18: Bi-weekly Thrive Nation Project Manager check-ins with IAEC and SBCUSD team members</b>					

These timings are, of course, subject to the IAEC’s approval of Thrive Nation’s delivery of its coaching services to the IAEC and Thrive Nation welcomes the opportunity to discuss further these timings should they need to be revised in any way.

#### **14. Total Requested Budget**

As outlined in the Executive Summary above, Thrive Nation’s total requested budget to deliver their personalized, one-on-one coaching to 75 SBCUSD Thrivers across the five program areas is **\$158,757.38**. Please refer to Appendix 1 for a detailed breakdown of each budget component.

#### **15. Do you currently receive funding that supports the proposed activity? If yes, please describe how additional funding will augment the activity.**

No, Thrive Nation does not currently receive funding that supports the proposed activity.

#### **16. What is your sustainability plan/vision for this program or activity?**

Thrive Nations’ sustainability plan is founded on several key elements:

- Leveraging existing recruitment experiences within the county / region (CRY-ROP @LIKE project)
- Using volunteers to help with recruitment alongside one paid Thrive Nation team member (thereby providing valuable experience to the volunteers whilst maximizing

recruitment cost efficiencies)

- Employing the use of the Thrive Nation Board President's time on a travel-cost only basis
- Putting in place regular 'check-in' meetings throughout the duration of planning, recruitment, coaching and follow-up phases to ensure streamlined, smooth running of the program as well as excellence in the coaching provided
- Developing relevant feedback mechanisms and delivering timely feedback to any IAEC members requiring it
- Providing access to and discussion of all measurement activities undertaken with Thrivers (both formal and informal) to the IAEC
- Ensuring the regular meeting of Thrive Nation's Thriver Advisory Committee, its Thriver-centric, Thriver-led committee that reviews, develops and identifies ways for Thrive Nation to continuously deliver relevant content and leading edge coaching

### **17. What metrics will you use to measure your success?**

As previously mentioned and as per Appendix 4, Thrive Nation has a comprehensive measurement approach and process in place for all of their coaching activities. In addition to the qualitative and quantitative pre- and post-assessment questionnaire (see Appendix 4) Thrive Nation has every Thriver complete, they also conduct anecdotal and adhoc measurement where possible. For example, where a Thriver is willing and gives their permission to do so, Thrive Nation records video interviews of Thrivers' Thrive Nation experience to share with other Thrivers and Thrive Nation partners. Thrivers are also empowered to attend meetings where they can share their experience 'live' and face-to-face (a great public speaking opportunity!).

Thrive Nation is also willing to consider and incorporate any metrics and measurement criteria the IAEC deems relevant to the coaching services provided.

### **18. Target number of students to be served during Program Year for each AB104 Program Areas.**

Thrive Nation proposes to serve a total of 75 students across five of the seven program areas. Below is a proposed split across each of the six program areas Thrive Nation proposes to support. As previously indicated, Thrive Nation welcomes further discussion to ascertain either any changes to those program areas to be served and / or any refinement to the specific numbers of students / Thrivers served across each of the program areas.

Program Area	Number of Students Served
Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency	15
Programs for immigrants in citizenship, ESL, and workforce preparation	15
Programs for adults with disabilities	15
Programs in career technical education that are short term in nature with high employment potential	15
Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards	15

I agree to provide enrollment and outcome measures to the IAEC for reporting purposes.



\_\_\_\_\_  
Signature

13 April 2018

\_\_\_\_\_  
Date

## **Appendices**

The appendices as referenced throughout the proposal are as follows:

<b>Appendix Number</b>	<b>Appendix Description</b>
<b>1</b>	Budget Overview
<b>2</b>	Thrive Nation Coaching Methodology including: <ul style="list-style-type: none"><li>- Thrive Cycle</li><li>- Thriver Competencies</li><li>- Thriver Traits</li></ul>
<b>3</b>	Thrive Nation Coaching documentation, including: <ul style="list-style-type: none"><li>- Welcome Letter / Getting Started Pack</li><li>- Coaching Agreement</li><li>- Getting to Know You intake questionnaire</li><li>- Coaching Guidance Pack</li><li>- Coaching Session Record template</li></ul>
<b>4</b>	Thrive Nation Assessments / Measurement documentation, including: <ul style="list-style-type: none"><li>- Pre-Assessment</li><li>- Post-Assessment</li></ul>
<b>5</b>	ICF Coaching Benefits
<b>6</b>	Thrive Nation-Making Hope Happen Foundation Executive Summary
<b>7</b>	ICF Core Competencies

Should any additional information or documentation be required by any member of the IAEC, Thrive Nation would be happy to provide it.