

Equity in Success



Emergency Medical Services Training: Ben Clark Education Center

ISSUE

The Inland Empire suffers from persistent multi-generational poverty. Significant economic and educational barriers exist that affect individuals, families and communities across Riverside and San Bernardino counties. Wealth measures show that more than one in five children in the region live in poverty. Educational attainment rates in the region are among the lowest in the state and nation, with almost one in five adults over the age of 25 lacking a high school diploma. This often results in a reliance on social service programs,

chronic un- and under-employment, and persistent multi-generational poverty that disproportionately impacts traditionally marginalized and underserved communities of color. Equity, access and success for the region's residents can be improved through education and technical skill development, leading to locally available, living wage careers.

BACKGROUND

Riverside County and the state of California are facing a critical shortage of paramedics and emergency medical service

personnel. Moreno Valley College's School of Public Safety, located at the Ben Clark Education Center, one of the largest public safety education centers in southern California, strives to address these shortages by offering training for law enforcement, emergency medical services, and fire technology. Moreno Valley College is working with private and public partners to train and transition their EMTs to the paramedic level, thereby decreasing the current paramedic shortage. The Ben Clark Education Center offers two cohorts per year with a capacity of 24 students per cohort.

REQUEST

In alignment with its efforts to address the workforce and economic development needs of the Inland Empire, the Riverside Community College District requests one-time funding to expand and enhance emergency medical services training in the region. This funding will:

- Support continuous funding for the Bridge Program that allows allied healthcare students to cross and co-train for professional growth and development within the industry;



- Strengthen the delivery of real-world competency-based training by hiring a full-time lab technician who will facilitate and maintain new high-fidelity equipment and materials, including immersive audio and visual training software, as well as equipment devices; and
- Support both regional apprenticeship intermediary organizations and college-sponsored apprenticeship programs as they work to expand apprenticeship opportunities for students pursuing emergency medical services training.

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Guided Pathways

ACTION

The Riverside Community College District requests an increase in full-time equivalent apportionment funding and/or ongoing annual allocation to fully implement and maintain the Guided Pathways model at each of the three colleges.

ISSUE

Research has shown that by offering community college students Guided Pathways and wraparound support services it increases retention, persistence and degree/certificate completion. However, this model is more intrusive and requires additional services and support that are not currently offered.

While colleges can pursue external funding to develop and pilot key components of Guided Pathways, institutionalization and long-term sustainability requires ongoing funding that is not currently available through existing revenue streams.

To ensure that students have equitable access and successful outcomes in pursuing and attaining their educational and career goals, each college has implemented Guided Pathways and established engagement centers based on meta-majors. A crucial principle is that each center provides a similar standard of care and includes equitable levels of counseling, educational advising

and peer mentoring. To provide this equitable standard of care, the District requires, at a minimum, 50 educational advisors (\$114,538/year per advisor), 10 counselors (\$163,142/year per counselor), 150 peer mentors (\$12,100/year per mentor), and a one-time allocation for equipment for the engagement centers (\$800,000) for a total budget of \$9,143,898 per year. Additional funding for mandatory training and development requirements for 10-15 hours are needed for faculty (full-time and adjunct) and classified staff who are crucial in supporting and ensuring the sustainability of the engagement centers.

BACKGROUND

The Guided Pathways model is nationally recognized for its effectiveness in reducing completion time and cost of education for community college students. As outlined in the 2015 book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* (Bailey, et al, 2015), Guided Pathways is a whole-college redesign model that helps all students explore, choose, plan and complete programs aligned with their career and education goals efficiently and affordably. At the District, Guided Pathways emerged from several successful completion initiatives at Moreno Valley College and Norco College, and Completion Counts at Riverside City College. In 2012, Completion Counts was initially funded by the Bill and Melinda Gates Foundation. Working in partnership with the city of Riverside, local chambers of commerce, and the region's school districts, Riverside City College implemented the Completion Counts model, which yielded significant improvements in student completion rates, and specifically improved completion time. A majority of the 700 student Completion Counts cohorts were successful in completing their certificates and degrees in three years - rather than the more traditional six-year timeframe. The success of Completion Counts, both locally and in communities across the country, led to a system-wide reform of the community college structure.

The colleges are currently working to scale Guided Pathways, ensuring that 40,000 students in the District have selected a pathway and are making progress toward their educational and completion goals. Specific activities toward each of



the four tenets of Guided Pathways include:

- Clarity – The colleges developed clear program maps and support structures to guide students towards achieving their academic, transfer and career goals. As the colleges progress in their implementation, regular reviews of maps are underway and new maps are created as programs are added. Working with K-12 and four-year partners to align maps, decreasing unneeded units and time to completion is ongoing;
- Intake – Colleges have implemented intentional outreach and orientation for incoming students to connect them to support teams and resources. Students are supported in career exploration and designing an educational plan;
- Support – Collaborative teams of counselors, educational advisors, faculty advisors, librarians, peer mentors, tutors and supplemental instructors provide integrated and comprehensive academic support for students in the identified instructional pathways. The equitable standard of a care model requires additional resources as enumerated above; and
- Learning – Program learning outcomes and student learning outcomes are regularly assessed with a focus on continuous improvement. The colleges regularly review disaggregated effectiveness data, including transfer and career transition. Faculty development and professional learning are aligned with Guided Pathways.

Equity in Success



Inland Empire Tech Bridge

ISSUE

Diversification of the region's economy requires an investment in innovative sectors in the Inland Empire. These sectors include new technology and product development, and services to meet the needs of climate-resiliency and energy efficiency, while securing the nation's safety through a strong and stable infrastructure. Given the need for investment by the region's innovators and entrepreneurs, the District partnered with the Naval Surface Warfare Center Corona and the County of Riverside to create the Inland Empire Tech Bridge. This will provide programming and supportive services to the region's job creators and seekers.

BACKGROUND

Anchored by Naval Surface Warfare Center, Corona Division, the Inland Empire Tech Bridge sits among a growing innovation ecosystem. Naval Surface Warfare Center, Corona Division's strategic partnerships with academia, government and industry support the command's mission of performance and readiness assessment, measurement science and calibration, and range systems engineering for live, virtual, constructive training.

The Inland Empire Tech Bridge uses off-base facilities for collaborative workshops and problem-solving events to pursue dual-use innovation that benefits sailors and marines as well as industry in the following areas:

- Data Analytics
- Data Environments
- Data Visualization
- Measurement Technologies

In addition to the creation of new, dual-use innovative technologies, the Inland Empire Tech Bridge serves as the site for the Inland Empire APEX Accelerator, a Department of Defense sponsored program that helps entrepreneurs prepare for government contracting and procurement. Additionally, the Inland Empire Tech Bridge is a resource for the region's job seekers, offering services through the Naval Surface Warfare Center and the County of Riverside to assist residents with finding jobs in the region.

REQUEST

- The District is seeking resources for continued programming in support of the region's job creators and seekers. To date, the District has received \$1.5 million through Assemblymember Sabrina Cervantes and \$1.5 million from the County of Riverside to secure the building in Norco, adjacent to the Naval Surface Warfare Center, and approximately \$1.1 million for the technology equipment needed to create a prototyping lab on site.



Equity in Success



College Credit for Veterans and Working Adults Through the MAP Initiative

ISSUE

There are over 62 million working adults in the United States who do not have a certificate or an associate degree. Of those 62 million, three million are Veterans. California is home to 436,000 Veterans and 6.8 million working adults. Most Veterans have training, certification or experience equivalent to college coursework which could qualify them for up to a year of credit for prior learning.

However, Veterans qualify for only 36 months of Post 911 GI Bill educational benefits which is

not enough to fund a four-year degree. In fact, 25 percent of surveyed Veterans dropped out because their benefits ran out. At the same time, working adults face financial aid limitations that make a college degree completion seem unreasonable. Fifty-two percent of those surveyed believe a good job is not attainable. At the same time, 69 percent said that a degree or certificate would provide a strong advantage and 84 percent said a credit for prior learning offer would strongly influence their choice to attend college. Sadly, fewer than 11 percent ever receive any credit and

far less than that in the California public higher education systems.

Upfront offers of credit for prior learning can be a powerful incentive to attend college and have been shown to increase enrollment of first-time college goers; double completion rates; shorten time to completion by 9 to 14 months; save state funding; preserve financial aid for higher degree attainment; lower debt; improve career advancement¹—all at little to no additional cost to taxpayers. Honoring prior learning by mapping credit for prior learning

¹ Klein-Collins, R., Taylor, J., Bishop, C., Bransberger, P., Lane, P., Leibrandt, S., Council for Adult and Experiential Learning (CAEL), ... Western Interstate Commission for Higher Education (WICHE). (2020). The PLA Boost: Results from a 72-Institution Targeted Study of Prior Learning Assessment and Adult Student Outcomes. Council for Adult and Experiential Learning. Website: <https://www.cael.org/news-and-resources/new-research-from-cael-and-wiche-on-prior-learning-assessment-and-adult-student-outcomes>



	15 UNITS CPL LEADING TO ASSOCIATE'S	PRESERVATION OF FUNDS & SAVINGS	20-YEAR IMPACT	TARGET	PRESERVATION OF FUNDS & SAVINGS	20-YEAR IMPACT
CALIFORNIA	VETERANS	26,115	135,000	10,000	\$261.2M	\$1.4B
	WORKING ADULTS	14,653	115,000	100,000	\$1.5B	\$11.5B
USA	VETERANS	26,115	135,000	50,000	\$1.3B	\$6.8B
	WORKING ADULTS	14,653	115,000	500,000	\$7.3B	\$57.5B

to college and career pathways may be the solution colleges, students and industry partners are looking for to foster upward mobility, close skills gaps, reverse enrollment declines, and reduce crippling student loan debt.

In fall of 2022, there were at least 23,566 Veterans and active-duty military enrolled in the California Community Colleges system. If just 10,000 were awarded a semester of credit (15 units) leading to an associate degree, the annual preservation of funds, savings and impact would total \$1.66 billion. In 2022, nationwide there were 822,775 service members in higher education. If just 50,000 were awarded the same credit, the impact would be \$8.1 billion savings.

If 100,000 California working adults were attracted to college

with offers of 15 units of credit for prior learning, the impact would total \$13 billion. For 500,000 US working adults, the total exceeds \$65 billion.

Each year approximately 200,000 service members transition from military to civilian life. Transition stress is a significant factor that disproportionately affects younger Veterans - ages 18 to 34. Post-9/11 Veterans are more likely to say they struggled with lack of structure in civilian life and felt disconnected from family or friends. Some surveys indicate over 60 percent report difficulty adjusting to civilian life. Forty-five percent report feeling that their military skills and experience are often dismissed by civilian educators and employers .

The promise of higher education is reported as the number one

motivation for service members. More than 70 percent of service members state that their time in the service promoted their interest in higher education, training, certification or licensing programs. While service members are clear in their desire and preparation for higher education, they also cite significant barriers to completing their educational goals, including financial burdens (56 percent), family obligations (28 percent), benefits expire (25 percent), disability and wellness issues (23 percent), and job and school conflicts (22 percent).

The positive impacts of credit for prior learning go beyond academics and economics.

Studies indicate a link between education and the suicide hazard rate. Those with fewer years of

² Kintzle S, Et al. The State of the American Veteran. p.6

education (i.e., high school or non-high school graduate) had a significantly higher hazard of suicide when compared to those with a bachelor's degree. The hazard rate is 4.5 times higher for transitioning service members - 17 to 19 years of age - and 2.5 times higher for those 25 to 29.

These figures highlight the importance of a warm handoff to higher education. Easing the transition by offering upfront credit for prior learning that respects prior training and fosters a sense of belonging for those entering higher education will help reduce these barriers and hazard rates.

BACKGROUND FOR CREDIT FOR PRIOR LEARNING

While the use of Advance Placement/International Baccalaureate exams to incoming college students from the K-12 system is quite common, the use of credit for prior learning for other populations is rare in higher education in California. In the last decade many states and institutions of higher learning have updated policies and regulations to encourage and even compel colleges and universities to consider articulating appropriate credit for prior learning for their programs of study. While it has been rare for working adults to receive any credit for prior learning, most Veterans receive just two to three units of college credit for their military training, even though most qualify for significantly more based on the credit recommendations listed on their Joint Services Transcript. The American Council on Education has evaluated thousands of military occupations and courses and makes credit recommendations for college

course credit. Though the American Council on Education offers a similar system for industry learning, it is not comprehensive and does not include state specific certifications, licenses or apprenticeships. Unfortunately, the credit is not linked to courses at local colleges. To guarantee that Veterans receive the credit they deserve, each college course needs to be matched or articulated and approved by faculty with one or more of the 5,000-plus American Council on Education credit recommendations. This task is further complicated by rank-and-file faculty and administrators at colleges who have limited understanding of credit for prior learning or how to make, approve, store, share and transcribe the myriad articulations possible. Even for colleges that focus on articulating their courses to American Council on Education credit recommendations, there is no system to share those articulations with other colleges and universities to which students might transfer or take additional classes. There is also no system to facilitate working adult credit for industry certifications. Each college also has a unique class numbering system which prevents large-scale sharing of articulation decisions. Lastly, institutions are less likely to grant credit for prior learning for fear it will not be honored at a transfer institution.

THE CALIFORNIA MAP INITIATIVE

The Riverside Community College District hosts the California Mapping Articulated Pathways Initiative, leading the effort to deploy credit for prior learning in California's 116 community colleges. The Mapping Articulated

Pathways project began in 2017 as a strategy to increase Veteran access as part of the Norco College Veteran Initiative. The Phase I design and beta testing was made possible by California Assemblymember Sabrina Cervantes, District 60, and the California Latino Legislative Caucus which sponsored an appropriation to expand access to higher education for Veterans by implementing Mapping Articulated Pathways and by developing a regional Veterans Resource Center at Norco College. In 2018, the project (Phase II) was adopted by the 12 member colleges of the Inland Empire Desert Regional Consortium. In 2021, Assemblymember Cervantes and the California Latino Legislative Caucus sponsored a \$2 million appropriation to begin funding Phase III to scale mapping articulated pathways statewide.

In 2022, the California Mapping Articulated Pathways Initiative was formed to lead the effort to maximize credit for prior learning for Veterans and working adults statewide. In February 2022, the MAP 2022 Cohort of 55 colleges was formed, and in 2023, it was further expanded to 76 colleges dedicated to maximizing credit for prior learning. In 2024, the California Community Colleges Chancellor's Office incorporated the Mapping Articulated Pathways Initiative as a key component to its Vision 2030 Strategic Plan and supports scaling the project to each California community college and nationally. Provided that funding permits, the Mapping Articulated Pathways team will onboard the remaining 40 in-state community colleges.



REQUESTS

The District is asking state and federal leaders to scale the Mapping Articulated Pathways program nationwide to ensure that working adults and Veterans get the college credit they deserve (up to one year of credit) for their prior learning.

- **State Funding:** Authorize \$6 million in annual funding to scale Mapping Articulated Pathways statewide. The District submitted this request to the California Community Colleges Board of Governors and it is included as one-time funding in the Governor's 2024-25 budget. The funding will support expansion of the mapping articulated pathways to 116 California community colleges plus participating

California State University and the University of California institutions. Ongoing funding is requested beginning with the 2025-26 budget year;

- **Federal Funding:** Authorize \$15 million in annual funding to scale Mapping Articulated Pathways to the 936 community colleges in the US and then to the remaining 690 regionally accredited public colleges and universities; and
- Complete the development of Mapping Articulated Pathways resources, including the development of a national Mapping Articulated Pathways Service Center to support students and colleges seeking credit for prior learning; development of a national common course numbering system; a national credential

repository; a national competency framework linking academic courses to industry and military certifications and training, and integrations with related state and federal systems such as Department of Defense Credentialing Opportunities On-Line, American Council on Education Military Guide, American Council on Education National Guide, Department of Labor, and Skills Bridge to ensure a seamless path from service to higher education/training to career.

California can lead the nation in solving this longstanding systemic inequity for working adults and Veterans by empowering community colleges across the country.