

**WORK SESSION  
DECEMBER 20, 2017**

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**SUBJECT**

2019-2024 (FY20-24) K-20 Education Strategic Plan

**REFERENCE**

February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan
February 2017	Board approved the FY18-FY22 K-20 Education Strategic Plan
June 2017	Board approved institution and agency FY18-FY22 Strategic Plans and tasked the Planning, Policy and Governmental Affairs Committee with evaluating and bringing back recommendations on the Board's required postsecondary system-wide performance measures
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1. Section 67-1903, Idaho Code.

**BACKGROUND/ DISCUSSION**

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct

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governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

The strategic plan is broken out by high level goals that encompass the education system and more targeted objectives that are focused on progress toward these goals. Performance toward the objectives is then measured by the performance measures identified in the plan and benchmarks and performance targets set by the Board. Unlike a specific institution or agency's strategic plan, movement toward the Board's goals depends on activities not only of the Board, but also actions of the institutions and agencies that make up Idaho's public education system (K-20).

In addition to the Board's K-20 Education strategic plan, the Board has a number of area specific strategic plans and the Complete College Idaho plan. The Complete College Idaho plan is made up of statewide strategies that have been developed to move the Board's strategic plan forward with a focus on moving the needle on the 60% benchmark for the educational attainment performance measure (Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study). Like the institution, agency, and special and health program strategic plans the Board's Indian Education strategic plan, STEM Education strategic plan, and Higher Education Research strategic plan are all required to be in alignment with the Board's overall K-20 Education Strategic Plan.

**IMPACT**

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

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The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

**ATTACHMENTS**

Attachment 1 – FY2019–2023 State Board Education Strategic Plan	Page 5
Attachment 2 – Strategic Planning Requirements	Page 18
Attachment 3 – System-wide Performance Measures	Page 20
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**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to the Board’s master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. Once approved the institutions and agencies then use the Board’s strategic plan to inform their annual updates to their own strategic plans. The institutions and agencies bring their strategic plans forward for approval in April of each year with an option for final approval in June.

The update of the strategic plan during the February 2015 Board meeting included a comprehensive update to the plan on the recommendations of a committee appointed by the institution presidents and lead by Board staff. The amendments proposed during the 2016 review cycle focused on updates to the performance measures benchmarks that were reached during the previous year. Amendments for the current cycle incorporate recommendations from the Governor’s Higher Education Task Force pertaining to the restatement of the State’s Educational Attainment performance measure and benchmark (commonly referred to as “the 60% goal”), added focus on measures that will show the impact of implementation of the Complete College America “Game Changers” and additional amendments stemming from the discussion at the August 2017 Regular Board meeting Work Session discussion. The strategic plan includes the restatement of the 60% educational attainment goal as a new Goal 1. The Planning, Policy and Governmental Affairs Committee asked the Institutional Research Directors to take a first stab at recommending interim measures of progress. The group met on December 8<sup>th</sup> to start the work, an update will be provided at the Board meeting on progress and timelines for establishing these performance targets.

In addition to the strategic plan amendments, the Board will also be provided with the annual report on the statewide scholarship and dual credit participating report. This is the fourth year the Board office has produced the dual credit report, which focuses on the impact of students taking dual credit courses. The annual scholarship report is designed to focus on the effectiveness of the state

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scholarships managed through the Board office. The Board is required to report on the scholarships effectiveness each year to the legislature.

Finally, the Board will also have the opportunity to discuss the postsecondary system-wide performance measures. At the June 2017 Board meeting the Planning, Policy, and Governmental Affairs Committee was requested to review the postsecondary system-wide performance measures. The current system-wide performance measures have been in place in substantially the same for since set by the Board in 2011. The new proposed postsecondary system-wide performance measure focus on measures that will be impacted by the implantation of the Complete College America "Game Changers."

Amendments to plan may be made during the work session, should the Board have no additional amendments following the work session, the strategic plan may be approved at this meeting.

**BOARD ACTION**

I move to approve the 2019-2024 (FY20-FY24) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



FY2019-2023  
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

**MISSION STATEMENT**

To provide leadership, set policy, and advocate for transforming Idaho’s educational system to improve each Idaho citizen’s quality of life and enhance the state’s global competitiveness.

**VISION STATEMENT**

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

**IDAHO’S PUBLIC EDUCATION SYSTEM**

The Idaho State Constitution and Idaho Code charges the State Board of Education (Board) with providing general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state, which includes public schools, colleges and universities, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board is responsible for general supervision and oversight of more than 30 agencies, institutions, health, and special programs. Idaho’s public education system encompasses the public school system starting with Kindergarten through graduate education along with state scholarship programs, health education and residency programs, the Small Business Development Center, Tech Help, Museum of Natural History, Idaho Geological Survey and Agriculture and Forest Utilization Research.

**GOAL 1: EDUCATIONAL ATTAINMENT** – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

**Objective A: Timely Degree Completion** – Increase the number of students who attain a certificate or degree on time.

Performance Measures:

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:  
Certificates – 1 academic year or more

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[Associate degrees](#)

[Baccalaureate degrees](#)

IV. [Number of unduplicated graduates, broken out by:](#)

[Certificates of at least one academic year](#)

[Associate degrees](#)

[Baccalaureate degrees](#)

**Objective B: Remediation** – [Ensure students have access to co-requisite support for credit-bearing gateway English and math courses.](#)

I. [Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course \(in the area identified as needing remediation\) within a year with a “C” or higher](#)

**Objective C: Math Pathways** – [Increase student access to math gateway courses relevant to the student degree or certificate goals.](#)

Performance Measures:

I. [Percent of new degree-seeking freshmen completing a gateway math course within two years](#)

**Objective D: Structured Schedules** – [Increase student access to degree and certificate programs with predictable, consistent class schedules designed around student’s needs and structured to facilitate on-time completion.](#)

Performance Measures:

I. [Number of programs offering structured schedules.](#)

**Objective E: Guided Pathways** - [Increase student access to degree and certificate programs with degree maps that specify semester-by-semester course selection and streamline the registration process.](#)

Performance Measures:

I. [Percent of first-time, full-time freshmen graduating within 100% of time](#)

II. [Off-track Credits \(Median number of credits earned at degree or certificate completion\)](#)

**GOAL 12: A WELL-EDUCATED CITIZENRY**

Idaho’s P-20 public education system will provide opportunities for individual advancement across Idaho’s diverse populations.

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**Objective A: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**Performance Measures:**

**I. Annual number of state-funded scholarships awarded and total dollaramount.**

2013	2014	2015 (consolidated scholarships)	2016	Benchmark
8,225	7,864	1,787	1,798	≥ 3,000
\$6,671,809	\$6,187,700	\$6,369,276	\$6,528,700	≥ 16,000,000

**Benchmark:** 3,000<sup>1</sup>, \$16M<sup>2</sup> (by FY2023)

**II. Proportion of postsecondary graduates with student loan debt.**

2013 (class of 2012)	2014 (class of 2013)	2015 (class of 2014)	2016 (class of 2015)	Benchmark
64.3%	68.1%	71.3%	71.0%	<50%

**Benchmark:** 50% or less<sup>3</sup> (by FY2023)

**III. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**

2013	2014	2015	2016	Benchmark
	25.7%	25.2%	33.0%	≥ 60%
32.0%	34.0%	37.0%	36.8%	≥ 60%

**Benchmark:** SAT – 60%<sup>4</sup> (by FY2023)  
ACT – 60% (by FY2023)

**IV. Percent of high school graduates who participated in one or more advanced opportunities.**

2013	2014	2015	2016	Benchmark
N/A	36.0%	38.9%	58.2%	≥ 80%

**Benchmark:** 80%<sup>4</sup> (by FY2023)

**V. Percent of dual credit students who graduate high school with an Associate's Degree.**

2013	2014	2015	2016	Benchmark
0.4%	0.4%	0.6%	1.0%	≥ 3%

**Benchmark:** 3%<sup>5</sup> (by FY2023)

**VI. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**

2013	2014	2015	2016	Benchmark

**Benchmark:** (by FY2024)

**VII. Percent of high school graduates who enroll in a postsecondary institution:**

Within 12 months of high school graduation.

2013	2014	2015	2016 (excluding spring semester)	Benchmark
54.3%	52.0%	50.6%	44.6%	≥ 60%

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**Benchmark: 60%<sup>6</sup> (by FY2023)**

Within 36 months of high school graduation.

2013 (class of 2010)	2014 (class of 2011)	2015 (class of 2012)	2016 (class of 2013)	Benchmark
N/A	63.4%	64.1%	65.2%	≥ 80%

**Benchmark: 80%<sup>7</sup> (by FY2023)**

**VII.VIII. Percent cost of attendance (to the student)**

2013	2014	2015	2016	Benchmark
1.9%	2.8%	-1.1%	-0.9%	< 4%

**Benchmark: less than 4%<sup>7</sup> (by FY2023)**

**VIII.IX. Average net cost to attend public institution.**

2013	2014	2015	2016	Benchmark
103.1%	107.0%	98.6%	92.0%	90% of peers

**Benchmark: 4 year institutions - 90% of peers<sup>7</sup> (using IPEDS calculation) (by FY2023)**

**IX.X. Expense per student FTE**

2013	2014	2015	2016	Benchmark
\$20,303	\$21,438	\$22,140	\$23,758	≤ \$20,000

**Benchmark: \$20,000<sup>7</sup> or less (by FY2023)**

**X.XI. Number of degrees produced**

2013	2014	2015	2016	Benchmark
13,491	13,778	14,026	14,409	≥ 15,000

**Benchmark: 15,000<sup>6</sup> (by FY2023)**

**Objective B: Adult Learner Re-integration** – Increase the options for re-integration of adult learners, including veterans, into the education system.

**Performance Measures:**

**I. Percent of Idahoans ages 35-64 who have a college degree.**

2013	2014	2015	2016	Benchmark
35.3%	34.4%	35.9%	N/A	≥ 37%

**Benchmark: 37%<sup>6</sup> (by 2020)**

**II. Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)**

2013	2014	2015	2016	Benchmark
6	15	15	N/A	≥ 20

**Benchmark: 20<sup>6</sup> (by 2023)**



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**III. Number of first-time postsecondary institution students with a GED**

2013	2014	2015	2016	Benchmark
3,731	3,476	2,761	2,145	≥ 3,000

**Benchmark:** 3,000<sup>1</sup>

**IV. Number of non-traditional postsecondary institution graduates (age>39)**

2013	2014	2015	2016	Benchmark
1,801	1,863	1,811	1,806	≥ 2,000

**Benchmark:** 2,000<sup>6</sup> (by 2020)

**V. Number of veterans enrolled at public postsecondary institutions (broken out by full-time and part-time status)**

2013	2014	2015	2016	Benchmark
2,578	2,307	2,171	2,026	≥ 2,500

**Benchmark:** 2,500<sup>6</sup> (by 2020)

**Objective C: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho’s educational system.

**Performance Measures:**

**I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**

2013	2014	2015	2016	Benchmark
41.0%	40.0%	42.0%	N/A	≥ 60%

**Benchmark:** 60%<sup>8</sup> (by 2020)

**II. High School Cohort Graduation rate.**

2013 (old graduation rate)	2014	2015	2016	Benchmark
84.1%	77.3%	78.9%	N/A	≥ 95%

**Benchmark:** 95%<sup>6</sup> (by 2023)

**III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)**

2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 2 Year Institution
56.3%	52.5%	53.7%	54.4%	≥ 75%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 2 Year Institution
60.3%	56.2%	58.7%	51.6%	≥ 75%
2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 4 Year Institution
70.4%	68.5%	73.0%	74.2%	≥ 85%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 4 Year Institution
74.4%	72.6%	72.9%	74.9%	≥ 85%

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**Benchmark:** (2 year Institutions) 75%<sup>6</sup> (by 2020)  
(4 year Institutions) 85%<sup>6</sup> (by 2020)

**IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**

2013 (cohort)	2014 (cohort)	2015	2016	Benchmark
18.1%	16.2%	20.1%	20.3%	≥ 50% 2 Yr Institution
42.6%	41.5%	41.6%	40.9%	≥ 50% 4 Yr Institution

**Benchmark:** 50%<sup>6</sup> (2yr/4yr) (by 2023)

**Objective D: Quality Education** – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

**Performance Measures:**

**I. Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.**

Grade	Subject	2013	2014	2015	2016	Benchmark
5 <sup>th</sup>	ELA	N/A	N/A	60.0%	62.0%	100%
5 <sup>th</sup>	Math	N/A	N/A	30.0%	31.0%	100%
5 <sup>th</sup>	Science	N/A	N/A	N/A	66.0%	100%
10 <sup>th</sup>	ELA	N/A	N/A	52.0%	54.0%	100%
10 <sup>th</sup>	Math	N/A	N/A	38.0%	50.0%	100%
10 <sup>th</sup>	Science	N/A	N/A	62.9%	63.0%	100%

**Benchmark:** 100% for both 5<sup>th</sup> and 10<sup>th</sup> Grade students, broken out by subject area (English Language Arts, Mathematics, Science)<sup>9</sup> (by 2023)

**II. Average composite college placement score of graduating secondary students.**

2013	2014	2015	2016	Benchmark
22.1	22.4	22.7	22.7	≥ 24
1,356	1,357	1,366	999	≥ 1010

**Benchmark:** ACT – 24<sup>10</sup> (by 2023)  
SAT – 1010<sup>10</sup> (by 2023)

**III. Percent of students meeting college readiness benchmark on SAT in Mathematics.**

2013	2014	2015	2016	Benchmark
35.2%	33.0%	36.1%	35%	≥ 60%

**Benchmark:** 60%<sup>10</sup> (by 2023)

**Objective B: Quality Teaching Workforce** – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

**Performance Measures:**

**I. Median SAT/ACT score of students in public institution educator preparation programs.**

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2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	N/A	≥ 24
Old test	Old test	Old test	N/A	≥ 1010

Benchmark:

**Objective E: Equity** – Provide opportunities for underserved populations to have equal access to Idaho’s educational system.

**Performance Measures:**

**I. Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.**

**Benchmark: TBD**

**II. Gap in educational attainment measures between groups with traditionally low educational attainment. Broken out by minority populations, disadvantaged students, and gender in addition to traditionally underrepresented groups and the general populace.**

**Benchmark: TBD**

**III. Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.**

**Benchmark: TBD**

**IV. Reduced gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.**

**Benchmark: TBD**

**GOAL 23: WORKFORCE READINESS**

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

**Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.

**Performance Measures:**

**I. Percentage of students participating in internships.**

2013	2014	2015	2016	Benchmark
4.1%	3.5%	3.4%	3.9%	≥10%

**Benchmark: 10%<sup>7</sup> (by 2023)**

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**II. Percentage of undergraduate students participating in undergraduate research.**

Institution	2014	2015	2016	Benchmark
BSU	29%	29.40%	35.2%	≥ 40%
ISU		41%	45%	≥ 50%
UI	59.60%	61.13%	58.80%	≥ 60%

**Benchmark:** Varies by institution<sup>7</sup> (by 2023)

**III. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**

2013	2014	2015	2016	Benchmark
1:0.24	1:0.24	1:0.24	1:0.24	1:0.24

**Benchmark:** 1:0.25<sup>5</sup> (by 2023)

**IV. Increase in postsecondary programs tied to workforce needs.**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	New measure	10

**Benchmark:** 10<sup>11</sup> (by 2023)

**Objective B: Innovation and Creativity** – Increase the creation and development of ideas and concepts that provide solutions to communities, the state, the nation, and global needs.

**Performance Measures:**

**I. Total amount of research expenditures**

2013	2014	2015	2016	Benchmark
Baseline (\$121,580,993)	17.4% (\$142,771,851)	2.8% (\$146,699,825)	N/A	≥ 20% increase

**Benchmark:** 20%<sup>7</sup> increase (by 2023)

**II. Percentage of graduates employed in Idaho 1 and 3 years after graduation**

2013 (class of 2011)	2014 (class of 2012)	2015 (class of 2013)	2016 (class of 2014)	Benchmark 1 yr after graduation
77%	77%	77%	77%	≥ 80%
2013 (class of 2009)	2014 (class of 2010)	2015 (class of 2011)	2016 (class of 2012)	Benchmark 3 yrs after graduation
N/A	N/A	69%	70%	≥ 75%

**Benchmark:** 1 year - 80%<sup>6</sup> (by 2023)

**Benchmark:** 3 years - 75%<sup>6</sup> (by 2023)

**Objective C: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

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**Performance Measures:**

- I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**

2013	2014	2015	2016	Benchmark
8	8	8	8	8

**Benchmark:** 8<sup>12</sup> graduates at any one time (annual – FY18)

- II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	51%	≥ 60%

**Benchmark:** 60%<sup>13</sup> (by 2023)

- III. Percentage of Family Medicine Residency graduates practicing in Idaho.**

Program	2013	2014	2015	2016	Benchmark
Boise	54%	54%	53%	53%	≥ 60%
ISU	48%	48%	50%	50%	≥ 60%
CDA	NA	NA	NA	NA	≥ 60%

**Benchmark:** 60%<sup>13</sup> (by 2023)

- IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.**

2013	2014	2015	2016	Benchmark
100% (3)	100% (2)	100% (1)	N/A	≥ 50%

**Benchmark:** 50%<sup>13</sup> or more (annual – FY18)

- V. Medical related postsecondary programs (other than nursing).**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	85 (new measure)	100

**Benchmark:** 100<sup>11</sup> (by 2023)

~~GOAL 3: DATA-INFORMED DECISION-MAKING~~

~~Objective A: Data Access and Transparency – Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.~~

~~Performance Measures:~~

- ~~I. Development of a single K-20 data dashboard and timeline for implementation.~~

~~Benchmark: Completed by FY2018<sup>49</sup>~~

~~GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system resources are integrated and coordinated throughout the state and used effectively to maximize opportunities for all students.~~

~~Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.~~

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Performance Measures:

I. Development of a single K-20 data dashboard and timeline for implementation.

Benchmark: Completed by FY2018<sup>10</sup>

Objective A: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:

I. Median SAT/ACT score of students in public institution teacher training programs.

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	N/A	≥24
Old test	Old test	Old test	N/A	≥1010

Benchmark: ACT—24<sup>14</sup> (by 2023)

SAT—1010<sup>14</sup> (by 2023)

II. Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis Subject Assessments (formerly the Praxis II).

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	96.5%	≥90%

Benchmark: 90%<sup>15</sup> (by 2023)

**Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

**I. Percent of Idaho community college transfers who graduate from four year institutions.**

2013 (2010 transfer)	2014 (2011 transfer)	2015 (2012 transfer)	2016 (2013 transfer)	Benchmark
N/A	19.0%	19.5%	13.5%	25%

**Benchmark: 25%<sup>15</sup> (by 2023)**

**II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**

2013	2014	2015	2016	Benchmark
62.8%	62.9%	60.7%	N/A	< 55% 2 yr institution
21.5%	23.2%	23.5%	N/A	< 20 4 yr institution

**Benchmark: 2 year – less than 55%<sup>6</sup> (by 2023)**

**4 year – less than 20%<sup>6</sup> (by 2023)**

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**III. Percent of postsecondary students participating in a remedial program who successfully completed the program or course**

2013	2014	2015	2016	Benchmark
54%	46%	55%	57%	≥ 65%

**Benchmark:** 65%<sup>6</sup> (by 2023)

**Objective C: Productivity and Efficiency** – Utilize program prioritization for resource allocation and reallocation at the postsecondary institutions.

**Performance Measures:**

**I. Graduates per \$100,000**

2013	2014	2015	2016	Benchmark
1.5	1.5	1.5	1.5	≥ 1.7 or more

**Benchmark:** 1.7<sup>5</sup> or more (by 2020)

**II. Number of graduates**

2013	2014	2015	2016	Benchmark
12,216	12,335	12,431	12,916	≥ 13,000 or more

**Benchmark:** 13,000<sup>6</sup> (by 2020)

**III. Cost per undergraduate weighted student credit hour**

2013	2014	2015	2016	Benchmark
\$493	\$519	\$536	\$565	< \$500
94.1%	98.2%	98.9%	93.1%	90% of WICHE peers

**Benchmark:** no more than \$500<sup>5</sup> (by 2023)

**Benchmark:** 2 year – 90%<sup>3</sup> of public 2-year institutions from WICHE states (annual – FY18)

**IV. Median number of credits earned at completion of Associate's or Baccalaureate degree program.**

	2013	2014	2015	2016	Benchmark
Associates	92	89	87	87	69
Baccalaureate	142	144	142	140	138

**Benchmark:** Transfer Students: 69/138<sup>5</sup> (by 2020)

	2013	2014	2015	2016	Benchmark
Associates	80	79	79	78	69
Baccalaureate	132	131	129	127	138

**Benchmark:** non-transfer students: 69/138<sup>5</sup> (by 2020)

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**V. Institutional reserves comparable to best practice.**

2013	2014	2015	2016	Benchmark
BSU = 5.0%; ISU= 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU= 16.2%; UI = 4.2%; LCSC = 6.5%	BSU = 5.1%; ISU= 15.6%; UI = 5.1%; LCSC = 6.3%	BSU = 5.3%; ISU= 11.8%; UI = 5.4%; LCSC = 6.0%	5%

**Benchmark:** A minimum target reserve of 5% of operating expenditures<sup>16</sup> (annual – FY18)

**KEY EXTERNAL FACTORS**

Idaho public universities are regionally accredited by the Northwest Commission on Colleges & Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

**EVALUATION PROCESS**

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board’s Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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<sup>1</sup> Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

<sup>2</sup> Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.



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<sup>3</sup> Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

<sup>4</sup> Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

<sup>5</sup> Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

<sup>6</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

<sup>7</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

<sup>8</sup> Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

<sup>9</sup> Benchmark is set based on a desired level of achievement for all students in Idaho.

<sup>10</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement (likely hood of being successful at the postsecondary level).

<sup>11</sup> New measure.

<sup>12</sup> Benchmark is set based on projected and currently available state resources.

<sup>13</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

~~<sup>14</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). This is a new measure and still under development.~~

~~<sup>15</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on analysis of workforce needs in Idaho.~~

<sup>16</sup> Benchmark set based on staff analysis of national best practices for public postsecondary institutions.

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**Strategic Planning Requirements**

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Board at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The plans must include a mission and vision statement, where the statutory requirements allow for a mission or vision statement and in the case of the institutions, the definition of mission statement includes the institutions core themes.

Pursuant to State Code and Board Policy, each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the education's interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
  - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

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- ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
  - iii. Each objective must include at a minimum one performance measure with a benchmark.
3. Performance measures must be quantifiable indicators of progress.
  4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
  5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
  6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
  7. Institutions and agencies may include strategies at their discretion.

In addition to the required components and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.

**Existing Postsecondary System-wide Performance Measures**

- I. **Graduation/Completion Rate:**  
This measure is reported in two ways.
  - a) Total degree production (split by undergraduate/graduate).
  - b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
  
- II. **Retention Rate:**  
Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
  
- III. **Cost of College:**  
The audited financial statements are used for determining this measure. This measure is reported in two ways:
  - a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours.
  - b) Efficiency – Certificates (of at least 1-year or more) and degree completions per \$100,000 of financials.
  
- IV. **Dual Credit:**  
Total credit hours earned and the unduplicated headcount of participating students.
  
- V. **Remediation** (Optional: may be reported under Cases Served rather than a Performance Measures):  
Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional placement benchmarks.

The “Remediation” performance measure is not a measure of the institutions performance, but that of the secondary schools the freshmen are coming from. It is included in the list of performance measures and may be reported by the institutions on the performance measure report under “Cases Served” or as a performance measure with a benchmark.

## **Proposed New System-wide Performance Measures**

Proposed new system-wide performance measures focus on measuring progress toward the State's educational attainment goal and the impact of the five Complete College America "Game Changers."

### **Timely Degree Completion**

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:
  - a) Certificates of at least one academic year
  - b) Associate degrees
  - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
  - a) Certificates of at least one academic year
  - b) Associate degrees
  - c) Baccalaureate degrees

### **Reform Remediation**

- V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

### **Math Pathways**

- VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

### **Structured Schedules**

- VII. Number of programs offering structured schedules.

### **Guided Pathways**

- VIII. Percent of first-time, full-time freshmen graduating within 100% of time

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## Dual Credit in Idaho-Preliminary

Cathleen M. McHugh, Ph.D.<sup>1</sup>

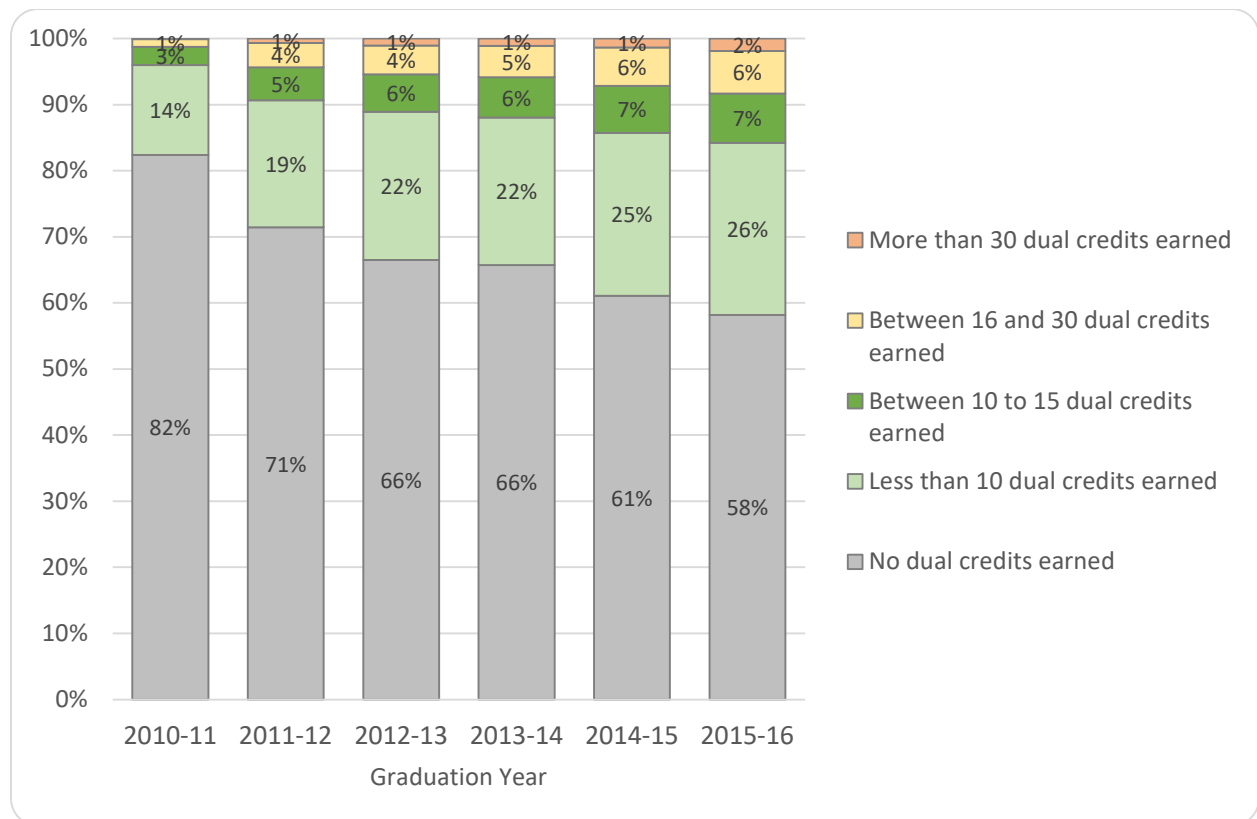
December 1, 2017

This report is a preliminary report. It examines the postsecondary outcomes of students who participate in Idaho's dual credit program. First, it examines the total number of dual credits earned by high school graduates. It then determines whether or not earning dual credits is associated with better postsecondary outcomes.

### Prevalence of dual credit in Idaho

As of 2015-16, a little over 40 percent of Idaho high school graduates had earned dual credit (see Figure 1). The majority of students who earn dual credit earn less than 10 total dual credits. A very small percentage earn more than 30 dual credits. Over time, there has been an increasing number of students who earn an associate degree (see Table 1).

Figure 1: Share of Idaho high school graduates who graduate with dual credits, 2010-11 through 2015-16



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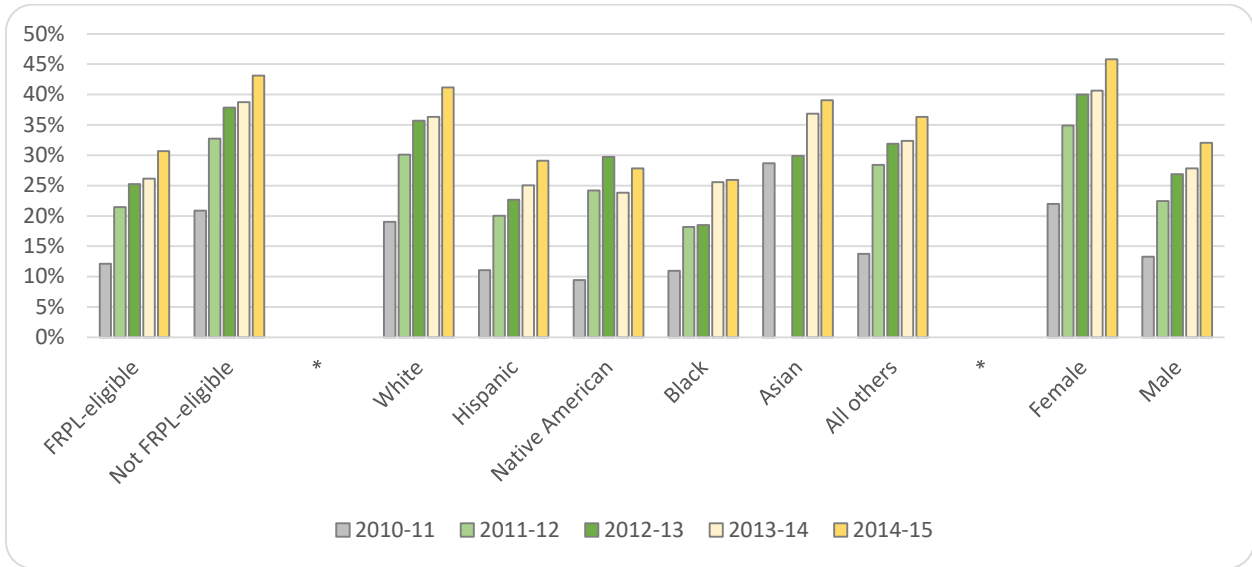
Table 1: Number of high school students graduating with an associate degree

Graduation year	Number of students
2012-13	34
2013-14	24
2014-15	65
2015-16	86
2016-17	126

Next we examine whether Idaho’s dual credit expansion was experienced by all types of Idaho students. In Figure 2, we show the share of Idaho high school graduates who graduated with any dual credit broken down into different demographic groups. Across all groups, there has been an increase in the share of students who graduate with some dual credit. That being said, there still exists gaps between the following groups:

- Students eligible for free and reduced price lunch (FRPL) versus those not eligible
- White, Asian, All others versus Hispanic, Native American, and Black students
- Female students versus male students

Figure 2: Share of Idaho graduates who graduate with dual credits, by select demographics, 2010-11 through 2014-15



There are also gaps between the different demographic groups in terms of the number of dual credits earned by graduation for those students who earned dual credits (see Figures 3 through 5).

- A greater share of students not eligible for FRPL earn 10 or more dual credits compared to those students eligible for FRPL
- A greater share of White students earn 10 or more dual credits compared to Hispanic students<sup>2</sup>
- A greater share of Female students earn 10 or more dual credits compared to male students.

<sup>2</sup> Due to small cell sizes, we could not present results for other race/ethnicity groups.

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Figure 3: Dual credits earned for students who earn some dual credit by FRPL-eligibility

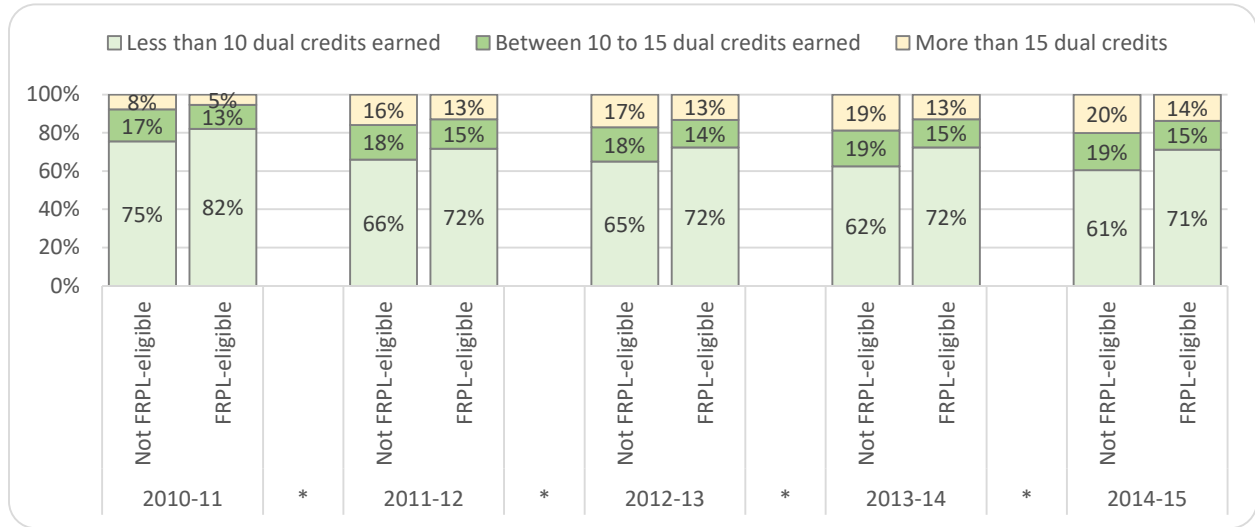


Figure 4: Dual credits earned for students who earn some dual credit by race/ethnicity

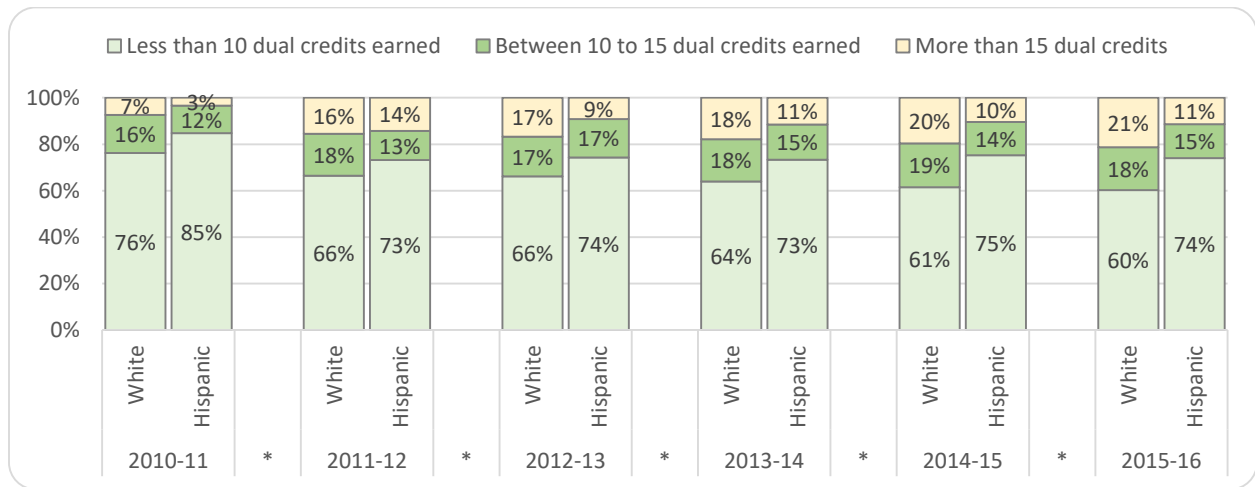
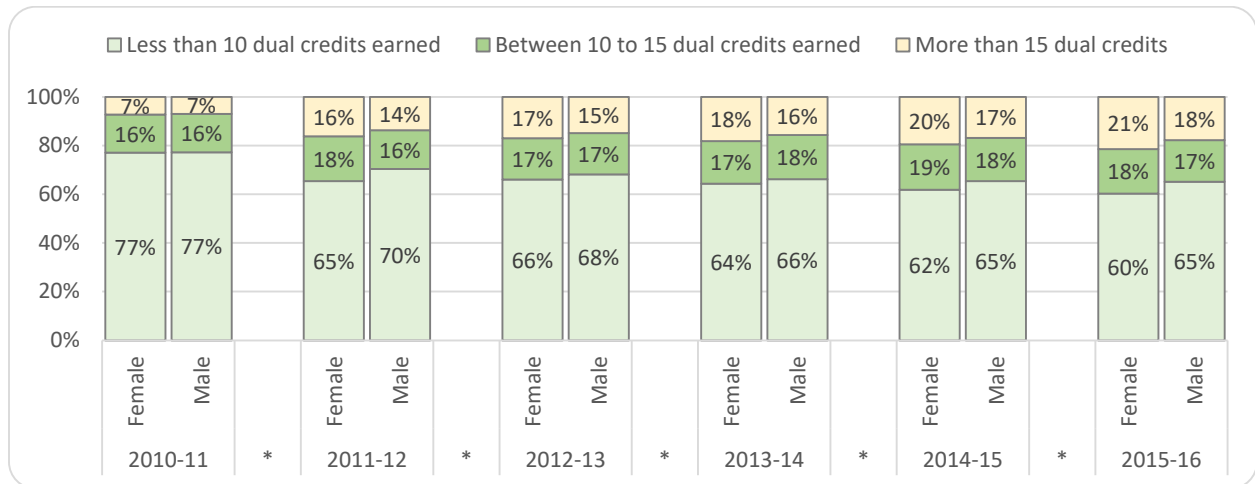


Figure 5: Dual credits earned for students who earn some dual credit by gender





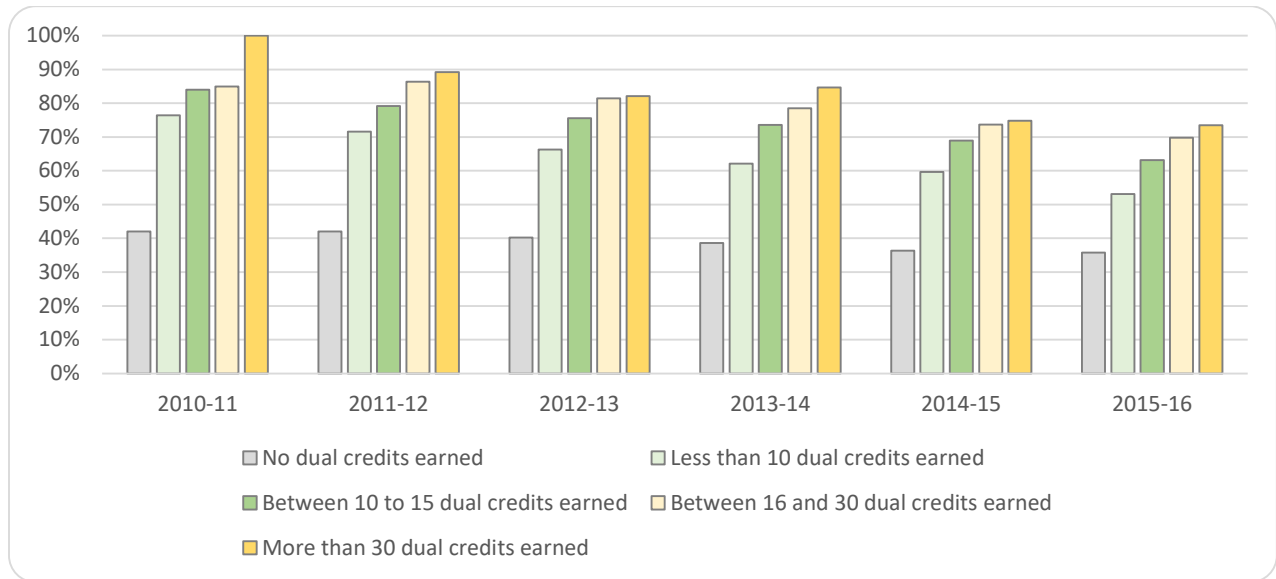
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### Postsecondary outcomes for students who earn dual credit

Students who earn dual credits generally have better postsecondary outcomes than students who do not earn dual credits. This relationship is not necessarily causal though. Students who choose to earn dual credits may inherently be different than students who do not choose to earn dual credits and it may be these differences, and not dual credit, affecting postsecondary outcomes. In the future, we will try to isolate the causal effects of dual credit on outcomes versus the correlated effects of dual credits on outcomes.

Students who earn dual credits are more likely to attend college in the fall following high school graduation compared to students who do not earn dual credits (see Figure 6). The more dual credits a student earned in high school, the more likely that student is to attend college. College attendance rates have fallen for students who earn dual credits. This is likely related to the expansion of the dual credit program.

Figure 6: Immediate college attendance rates by number of dual credits earned in high school

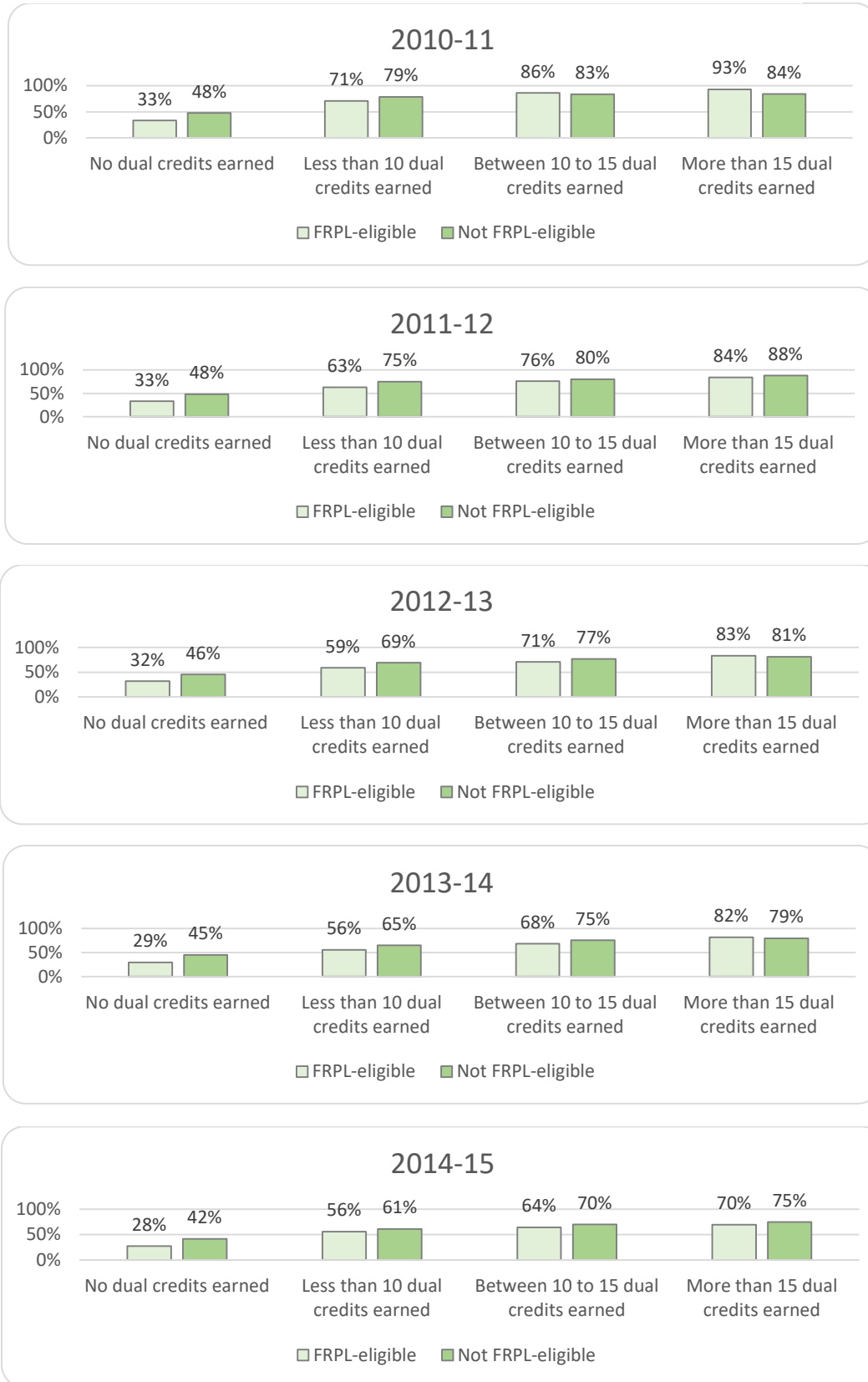


In the next few pages, we present results on immediate college attendance rates and dual credits earned for several different demographic groups. The largest gaps in immediate college attendance rates for students eligible for FRPL versus those not eligible are for students who earned no dual credits in high school. Hispanic students who earn dual credits are oftentimes more likely to attend college immediately than white students. And, finally, as the dual credit program has expanded, the gap between females and males is largest for students with the most dual credits earned.

Our next step is to better understand these findings and to figure out if there is a way to estimate the causal effects versus the effects due to correlation.

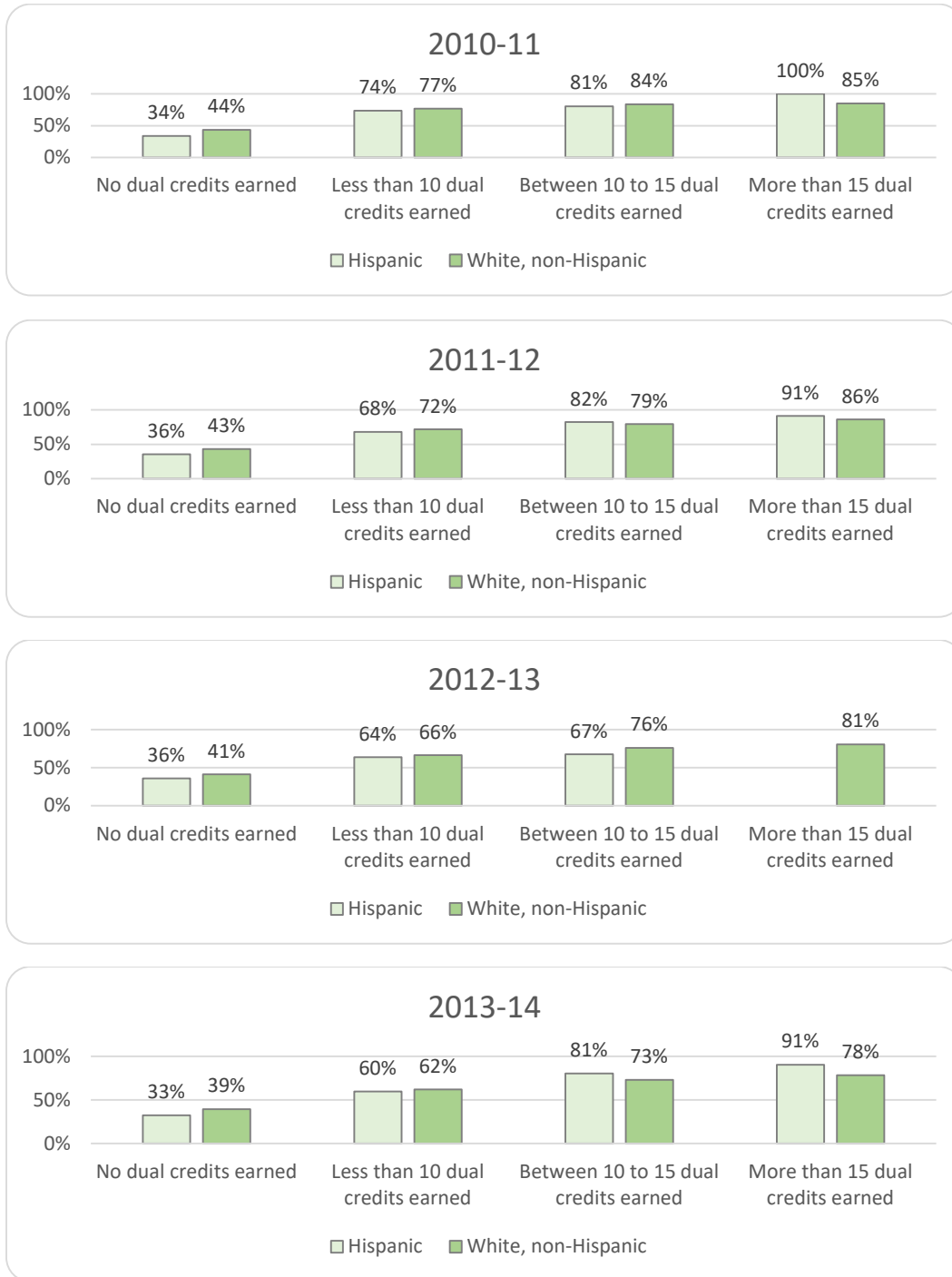
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Figure 7: Immediate college attendance rates by FRPL-status and dual credits earned



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Figure 8: Immediate college attendance rates by race and dual credits earned



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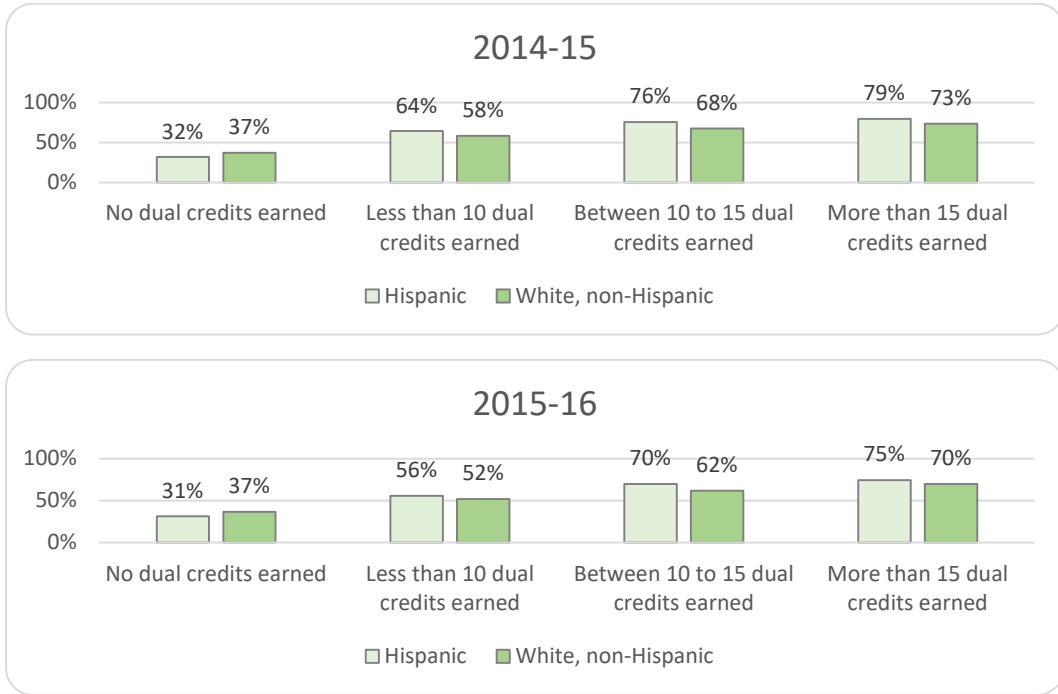
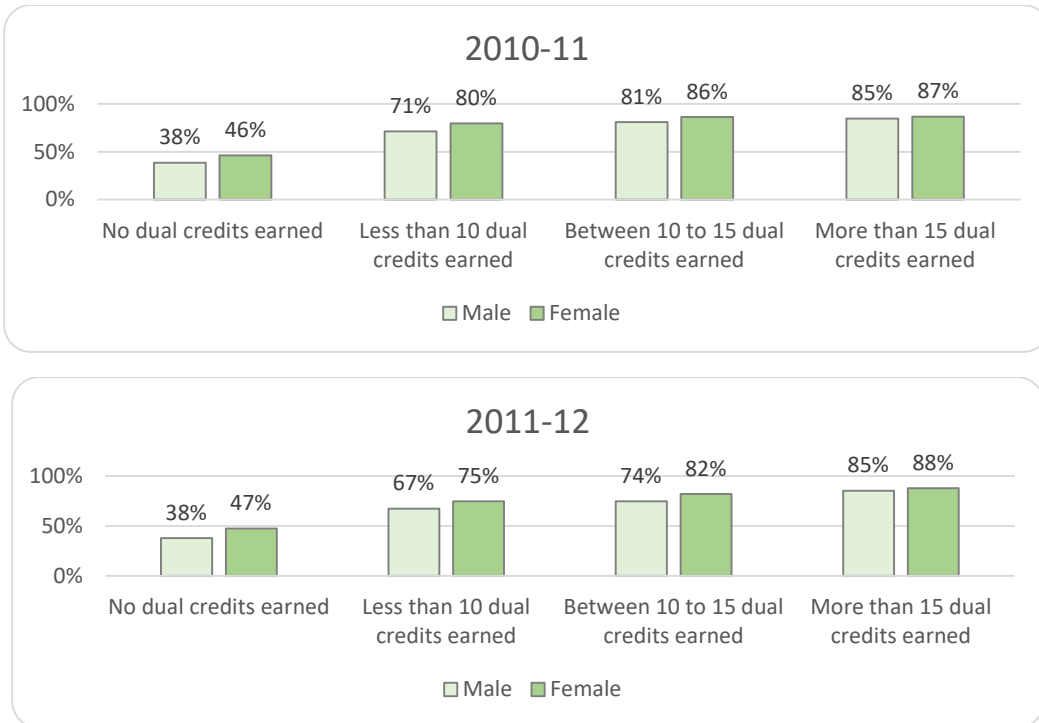
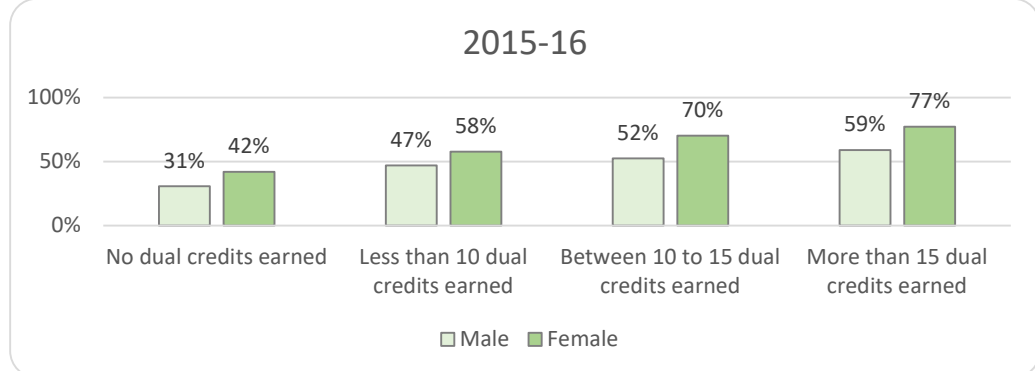
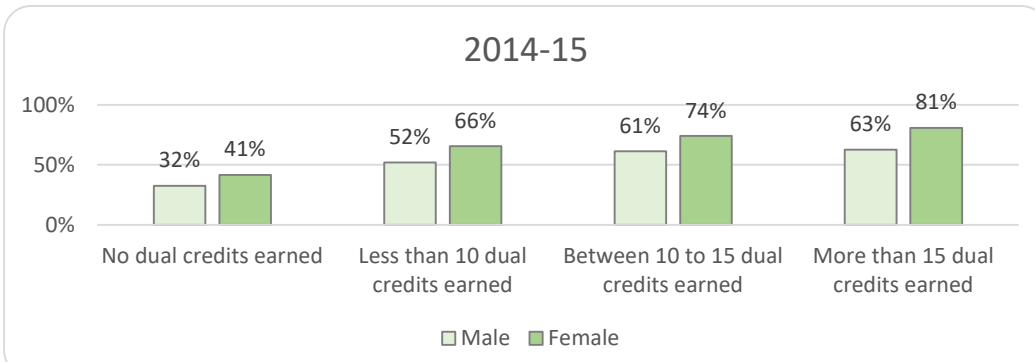
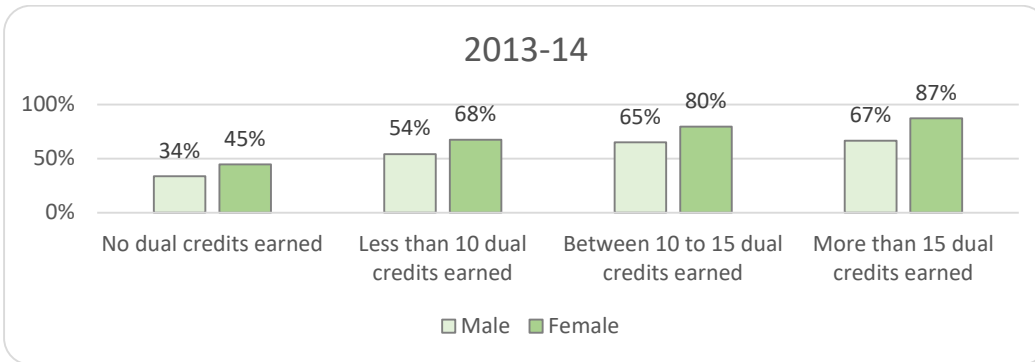
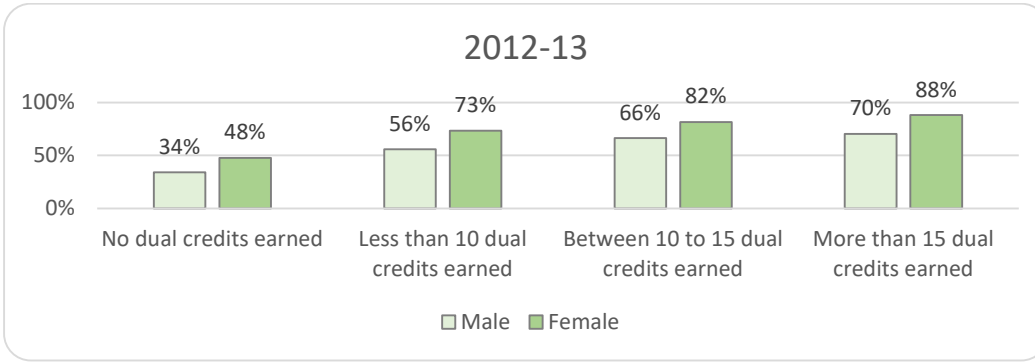


Figure 9: Immediate college attendance rates by gender and dual credits earned



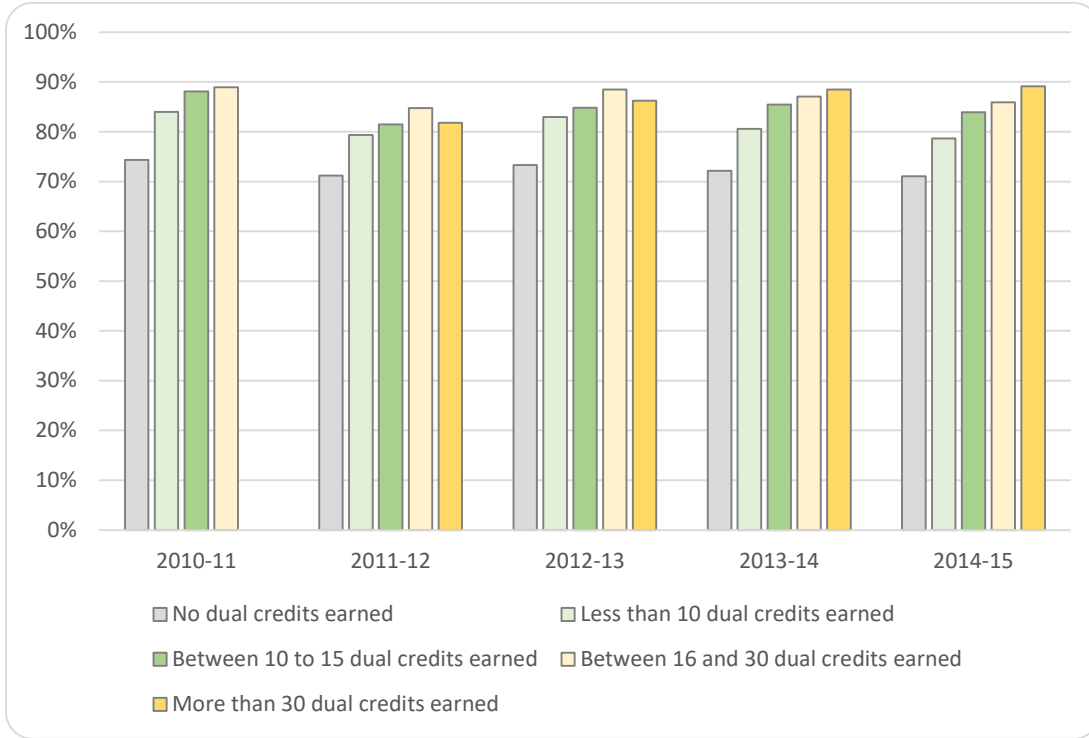
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Next we examine if first-year college retention is different for students who earned dual credits in high school versus those that did not. We find that retention numbers have been fairly stable over the years and that students with more dual credits are more likely to be retained in their first year of college.

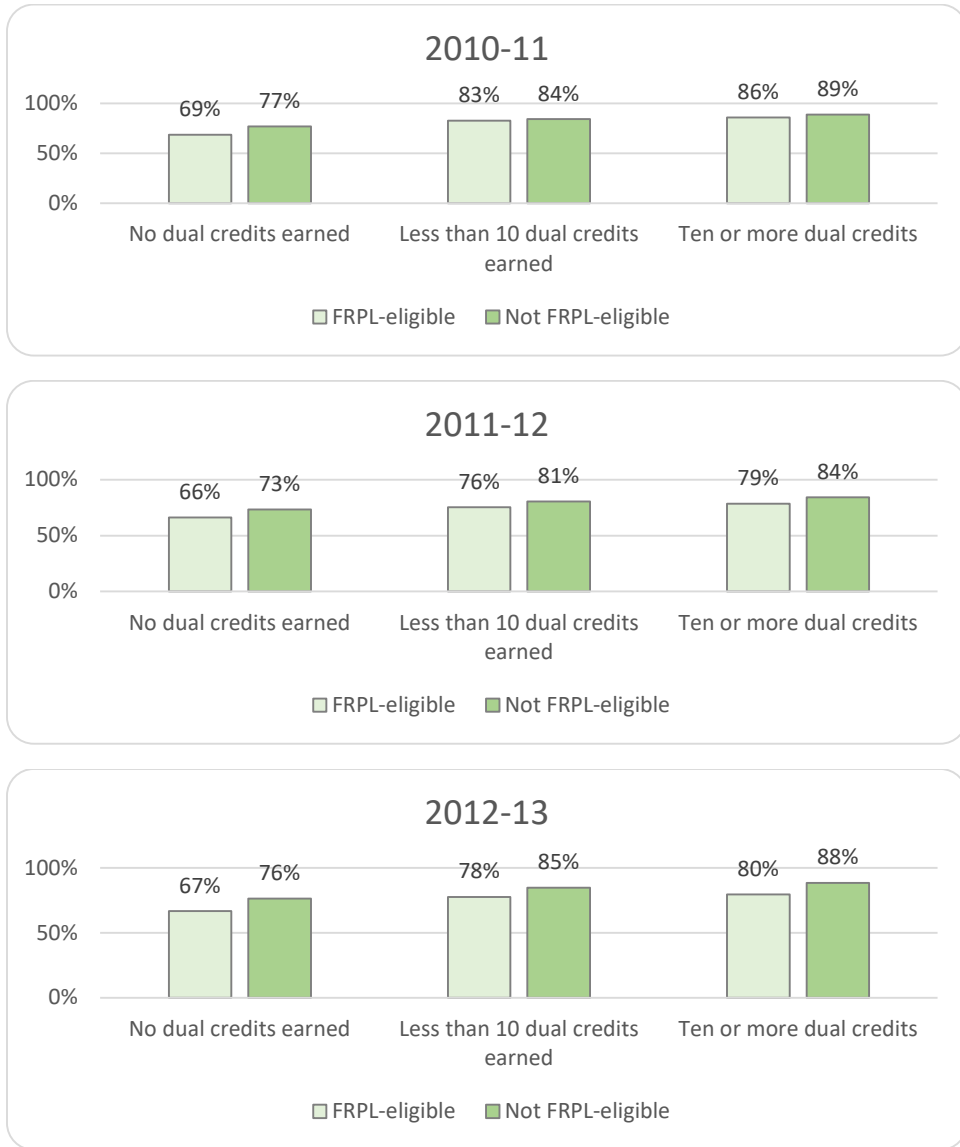
Figure 10: First-year college retention rates by number of dual credits earned in high school



When we examine retention by dual credit for select demographic groups, we find some of the same patterns as for immediate college attendance data. In the last few years, the retention gap between students eligible for FRPL and those not was smallest at the highest levels of dual credits earned and largest for students with no dual credits earned. Over the past few years, Hispanic students and white students have been retained at much the same rates for all levels of dual credits earned. That was also true for male and female students.

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Figure 11: First year retention rates by FRPL-eligibility and dual credits earned



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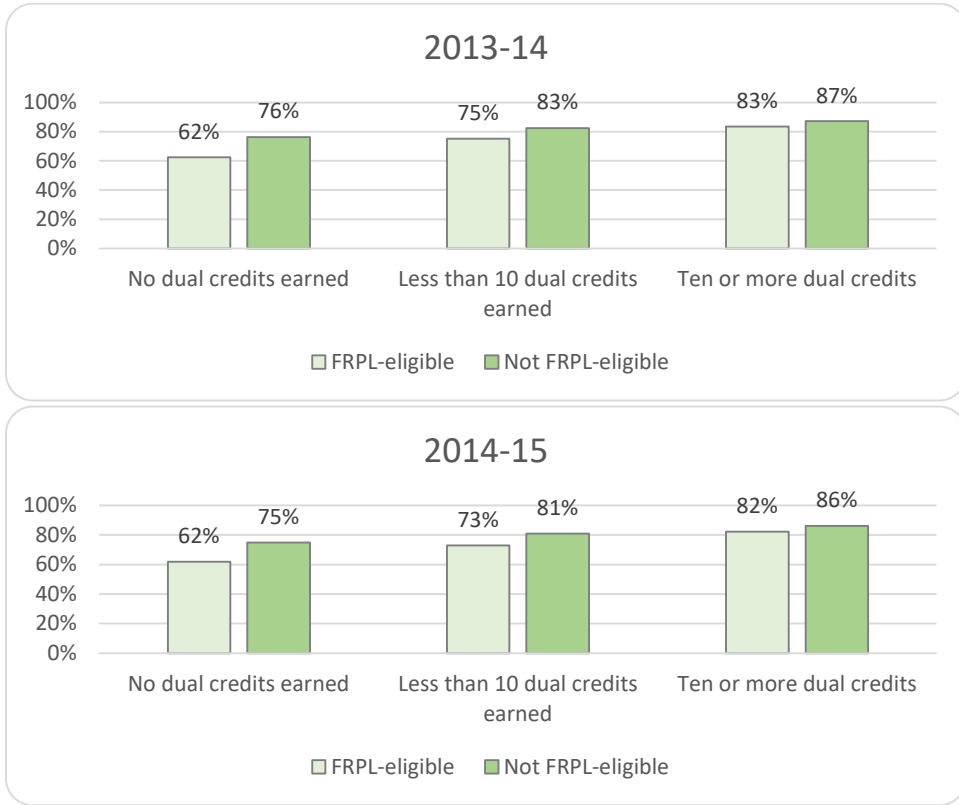
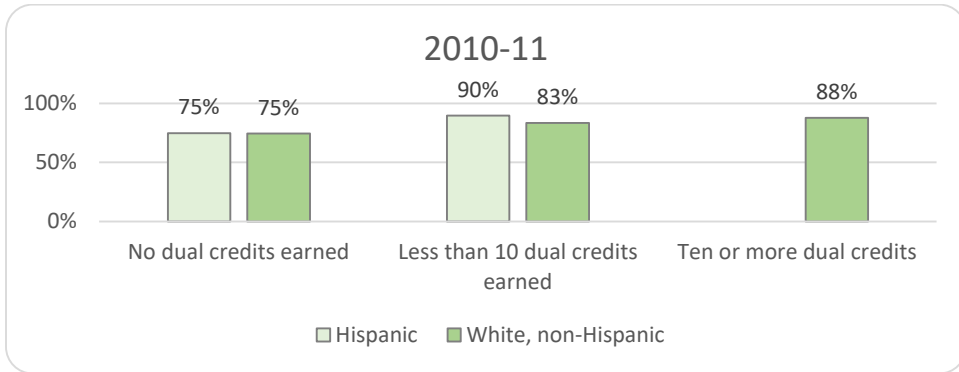
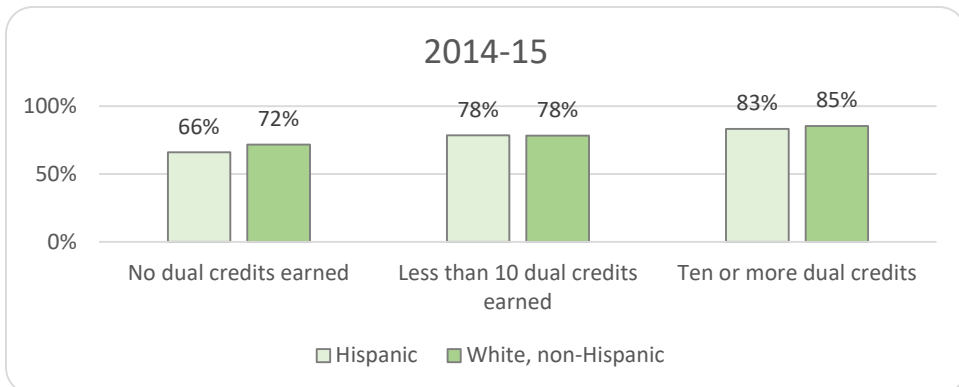
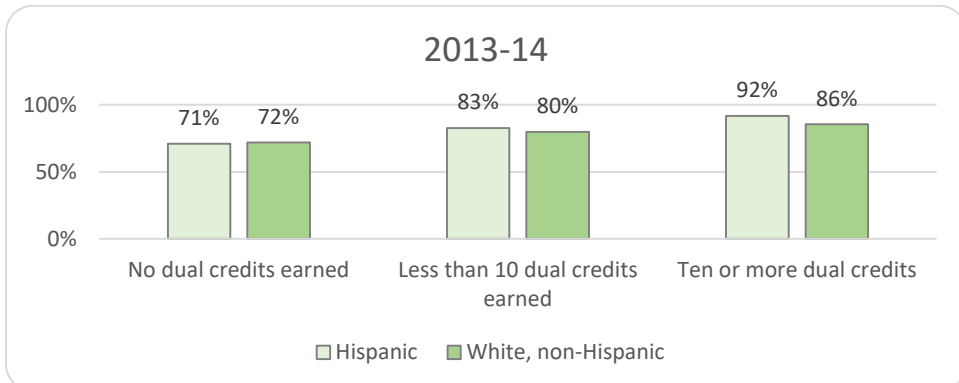
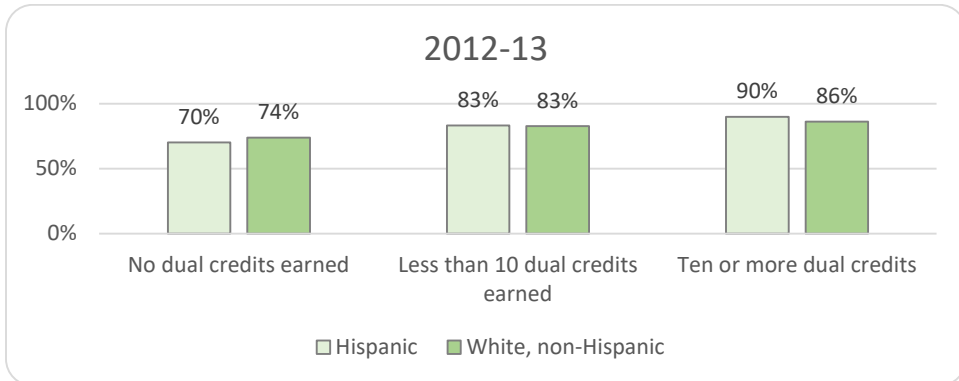
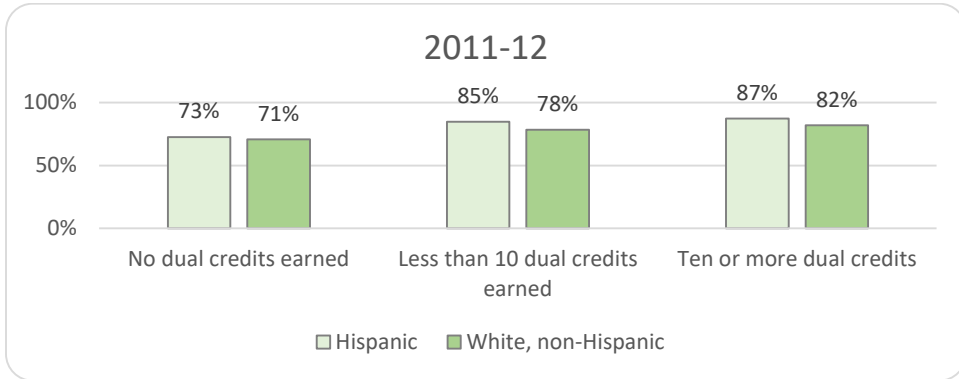


Figure 12: First year retention rates by race/ethnicity and dual credits earned



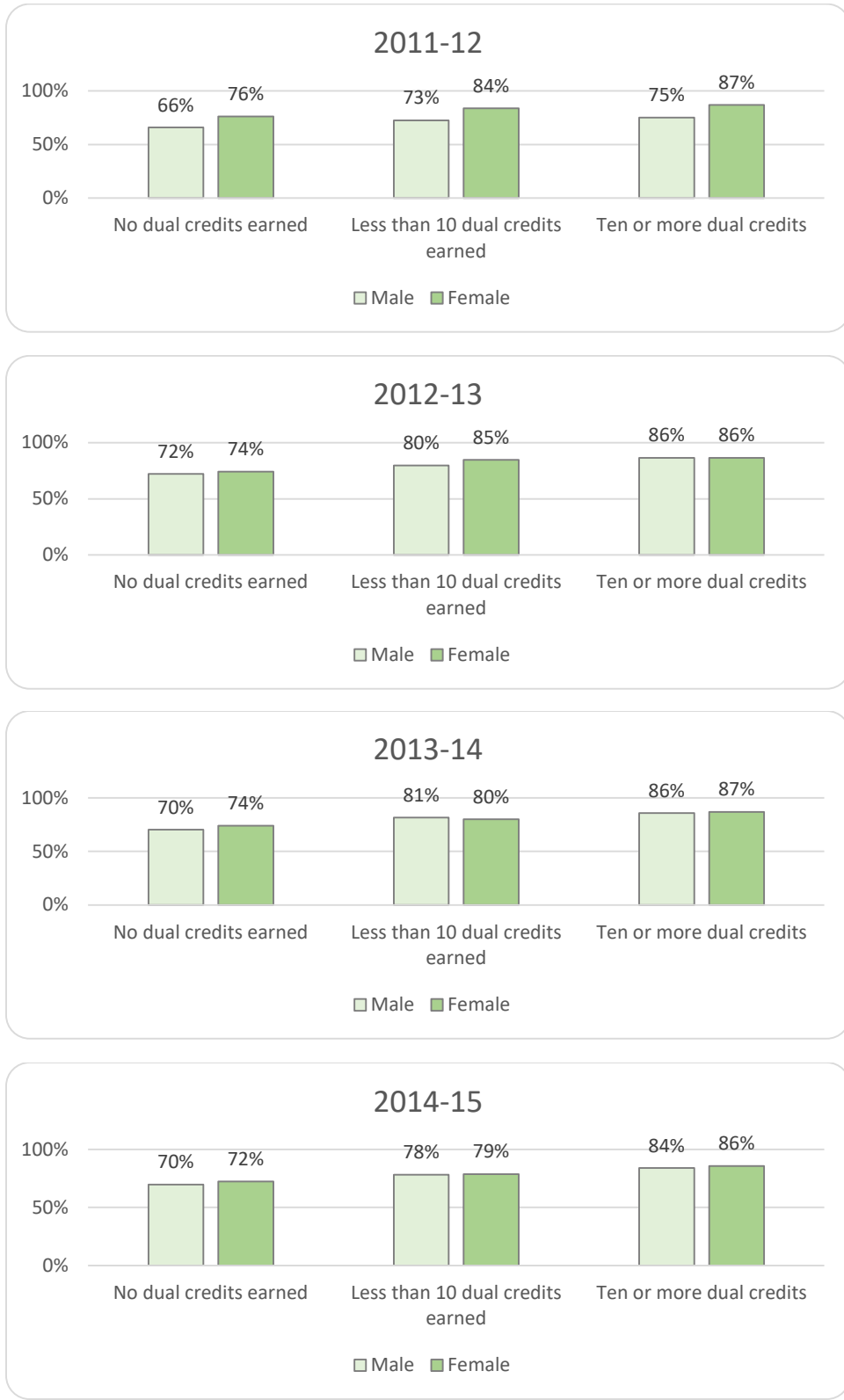


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Figure 13: First year retention rates by gender and dual credits earned



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Next steps

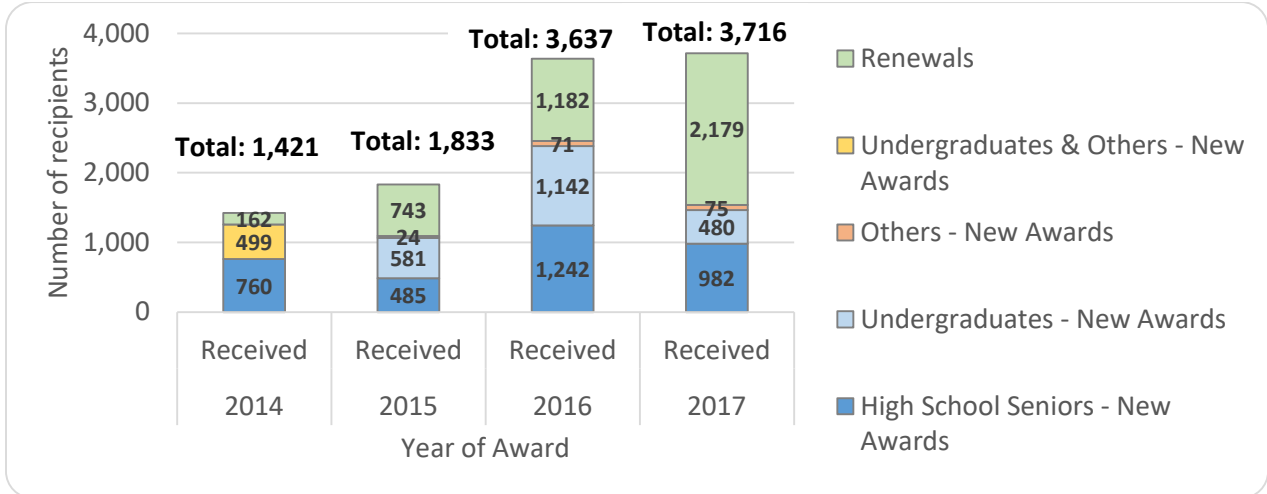
We are currently working on incorporating data on time to degree into our analysis. After that, we will try to identify ways in which we can estimate causal effects of dual credits on outcomes. Right now, we can only show that students who take more dual credits generally have better outcomes but those students who do not.

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**Evaluation of the Idaho Opportunity Scholarship - 2017**

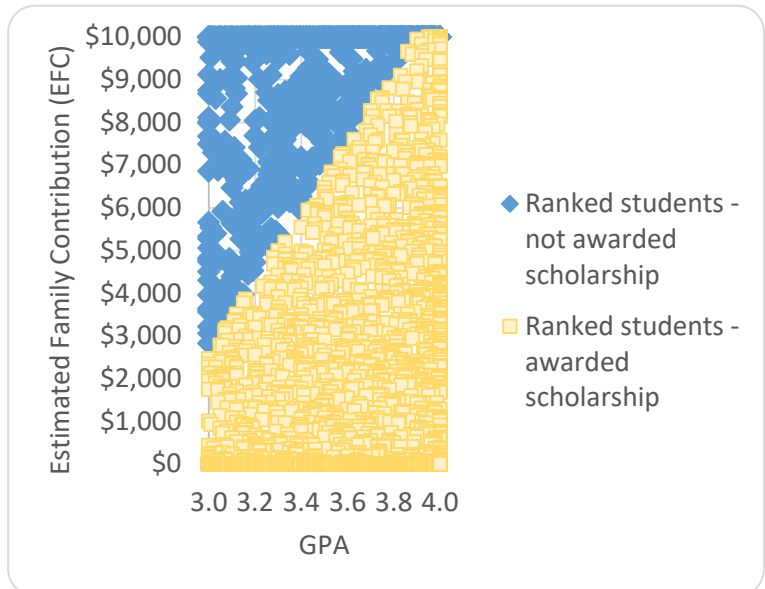
**The Opportunity Scholarship is reaching more students**

In award year 2017<sup>3</sup>, a record number of students received the Idaho Opportunity Scholarship. Due to the increase in the number of awards in 2016, a large share of awards in 2017 were renewals (59 percent). Between 2016 and 2017, the number of high school seniors receiving new awards decreased by 21 percent while the number of current college undergraduates receiving new awards decreased by almost 60 percent.



**Applicants with the highest rank are awarded the Idaho Opportunity Scholarship**

Applicants are ranked according to their grade point average (GPA) and estimated family contribution (EFC) to college expenses. An applicant's EFC is weighted more than their GPA in determining their rank. Each year, depending on available funds, students with certain combinations of GPA and EFC will receive the award. In 2017, students with a GPA of 3.0 received the award if their EFC was below \$2,500 while students with a GPA of 4.0 received the award if their EFC was below approximately \$10,000.



<sup>3</sup> Award year refers to the year the student receives the award. Scholarships awarded in 2017 would be disbursed during the 2018 fiscal year.

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**Minorities and students eligible for free- or reduced-price lunch are more likely to apply and be ranked**

Over one-quarter of students who graduated from an Idaho high school with a 3.0 cumulative GPA applied and were ranked for the Idaho Opportunity Scholarship. This rate was higher for students eligible for free- or reduced-price lunch than those students not eligible (33 percent versus 25 percent). And it was higher for students who identified as Hispanic, Native American, or Black/African American than for students who identified as White, non-Hispanic.

	Share of graduates with a 3.0 cumulative GPA who apply and are ranked
State of Idaho	27%
Eligible for free or reduced-price lunch	33%
Not eligible for free or reduced-price lunch	25%
White, non-Hispanic	26%
Hispanic	35%
Native American	39%
Black/African American	32%
Asian	22%
Other race	27%

**Being offered the Opportunity Scholarship increases a student’s probability of going on to college**

Each year students with a different combination of EFC and GPA are offered the Idaho Opportunity Scholarship. For instance, in award year 2015, students with a 3.3 GPA were offered the award only if they had an EFC of \$0. Students with a GPA below a 3.3 were not offered the award at any level of EFC. However, in award year 2016, all students with a GPA between 3.0 and 4.0 and an EFC below \$10,000 were offered the award due to an increase in funding. By exploiting these cross year differences in who is offered the scholarship, we are able to estimate the impact of being offered the scholarship on immediate college attendance rates. We estimate that being offered the Idaho Opportunity Scholarship increases the immediate college attendance rates for eligible students by 9 percentage points. This result is statistically significant.

When the data becomes available, we will examine the impact of receiving the scholarship on the probability a student is retained between the first and second years of college. Right now, we can only report that students who received the Opportunity Scholarship in award year 2015 had first year retention rates of 86 percent compared to retention rates of 72 percent for all first year college students and retention rates of 82 percent for first-year college students who had applied for the Opportunity Scholarship but had not been offered.

Additional data on immediate college attendance and first-year college retention is expected in the near future. At that point, this analysis will be updated to incorporate that additional data.

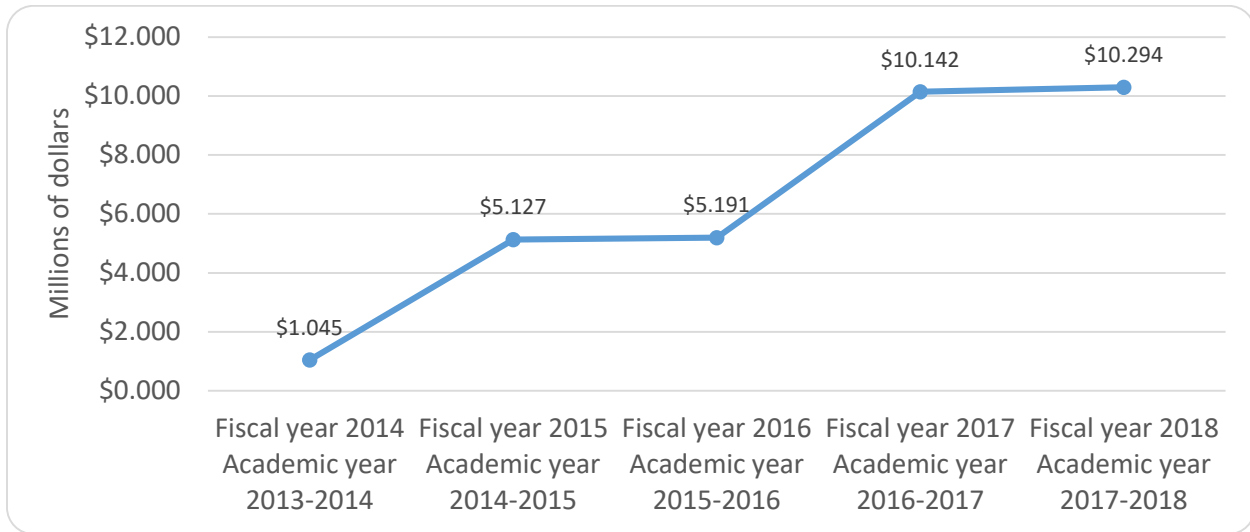
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**Idaho Opportunity Scholarship Evaluation –2017<sup>4</sup>**

**Cathleen M. McHugh, Ph.D.<sup>5</sup>  
November 13, 2017**

In 2013, the Idaho Legislature expanded the existing Idaho Opportunity Scholarship by directing money from other scholarship programs into the Opportunity Scholarship. Funding for the Opportunity Scholarship has increased approximately ten-fold in the last five years (see Figure 1).

Figure 1: Funding for the Idaho Opportunity Scholarship, FY2014-FY2018



The legislation that expanded the Opportunity Scholarship also directed the Idaho State Board of Education to evaluate the program on a regular basis. This paper serves as the evaluation for 2017.

The Idaho Opportunity Scholarship

The Idaho Opportunity Scholarship is awarded to Idaho residents who graduate from Idaho high schools and enroll in an Idaho postsecondary educational institution in order to pursue their first undergraduate degree or certificate. In addition to traditional high school graduates, both home-schooled students and students who obtain a General Equivalency Diploma (GED) are eligible for the scholarship. Students can initially receive the scholarship at any point prior to obtaining their first undergraduate degree or certificate. Students can initially receive the scholarship during their senior year of high school, they can initially receive the scholarship after high school graduation and prior to enrollment in a postsecondary institution, or they can initially receive it after enrollment in a postsecondary institution. Students who

<sup>4</sup> This is an update of the paper “An Evaluation of the Idaho Opportunity Scholarship”. It was originally written in November 2015 and updated in January 2016 and November 2016. In this update, figures have been updated, added, and deleted. Some of the report, such as descriptions of the scholarship and descriptions of the dimensions on which to evaluate the scholarship, has remained unchanged.

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initially receive the scholarship as an undergraduate must be making satisfactory academic progress. Students apply electronically.<sup>6</sup> In addition to the application, students must complete the Free Application for Federal Student Aid (FAFSA).

A student must have an unweighted cumulative GPA of 3.0 in order to be eligible for the scholarship.<sup>7</sup> After initial receipt of the scholarship, students can renew their scholarship for up to four years if they continue to meet the eligibility requirements. These requirements include maintaining a 3.0 GPA during college and maintaining satisfactory academic progress. There are also eligibility requirements with regard to the number of postsecondary academic credit hours attempted/completed. Students who have attempted or completed 100 credits must identify a major and submit an academic transcript to the Board Office. A student may not be eligible for renewal of the Opportunity Scholarship if they cannot complete their degree in the major identified in 2 semesters. Finally, if students interrupt their enrollment for more than 4 months but less than 2 years, then they must file a request for an extension of the scholarship.

The number of students who receive a scholarship depends on the degree to which the Idaho Legislature funds the Idaho Opportunity Scholarship. As funding has increased, the number of students who received the award has increased (see Figure 2). In award year 2014 (FY2015), 1,421 students were awarded an Opportunity Scholarship. By award year 2017, that number had increased to 4,203.

Renewals are given funding priority. Therefore, when a student is awarded an Opportunity Scholarship, funds are encumbered not only in the award year but also in subsequent years. If funding for the Opportunity Scholarship is not increased after a year with a large number of first-time awards, then the number of first-time awards will fall in subsequent years as renewals crowd out the availability to make new awards. As shown in Figure 2, between award years 2015 and 2016, the total number of new awards more than doubled. As expected, the number of new awards in award year 2017 was significantly lower than in award year 2016 as the number of renewals increased dramatically.

The maximum amount of the scholarship is set by the State Board of Education annually based on the educational costs for attending an eligible Idaho postsecondary educational institution. Scholarship renewals are funded at the current level of the scholarship and receive funding priority. After all renewals are funded, scholarships are awarded to first-time applicants. First-time applicants receive a score which is a weighted average of financial need (70 percent) and academic eligibility (30 percent). First-time applicants are then ranked according to that score. Awards are given to the highest ranking applicants until all funds are disbursed. Not all recipients receive the same scholarship amount. A recipient will receive less than the maximum amount if they have other scholarships or grants and receipt of the full scholarship would cause their total scholarships and grants to be greater than the cost of college. In award year 2017, the maximum amount a student could receive is \$3,500 per year. In that year, there were 132 high school seniors and 56 college undergraduates who received an award of \$0

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<sup>6</sup> Students are able to request paper applications if they are unable to complete the application electronically.

<sup>7</sup> Students who receive a GED must receive their GED in Idaho and take either the ACT or SAT to be eligible for the scholarship. GED students must receive a composite score of at least 20 on the ACT or receive a total score of at least 950 on the SAT.

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due to other scholarships and grants.<sup>8</sup> These students can renew their Opportunity Scholarship and be awarded a positive amount in subsequent years. However, they did use a year of eligibility for the scholarship in the year they received an award of \$0. The average award across all students who received a positive amount in award year 2017 was \$3,395.

Figure 2: Number of students receiving Opportunity Scholarship, 2013 through 2017 award years

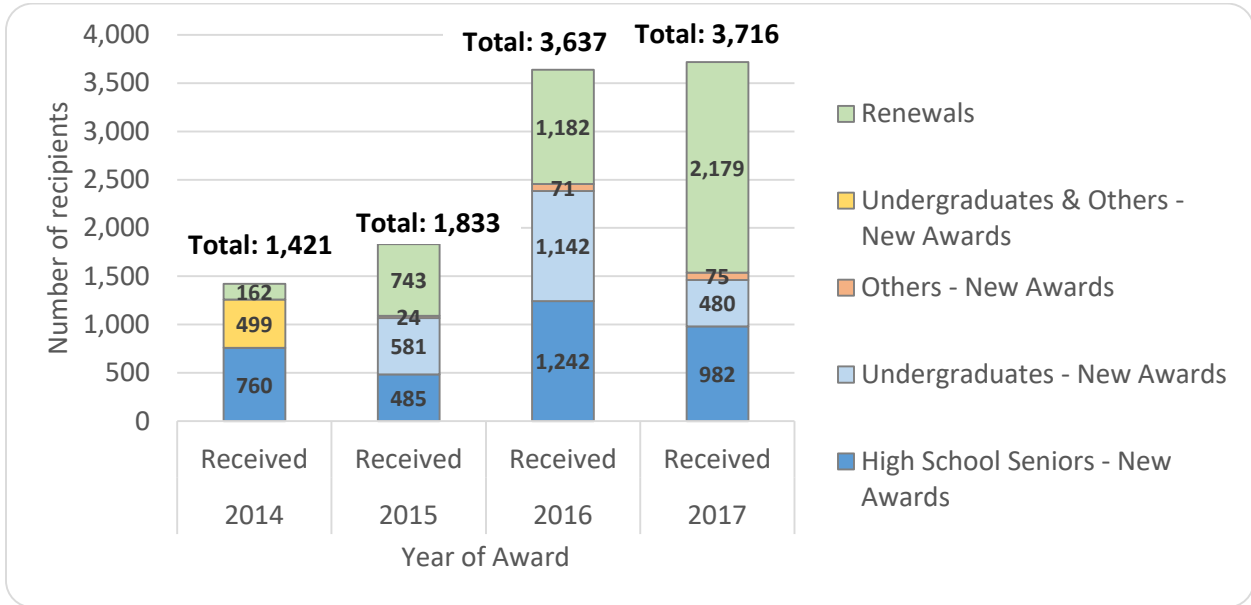
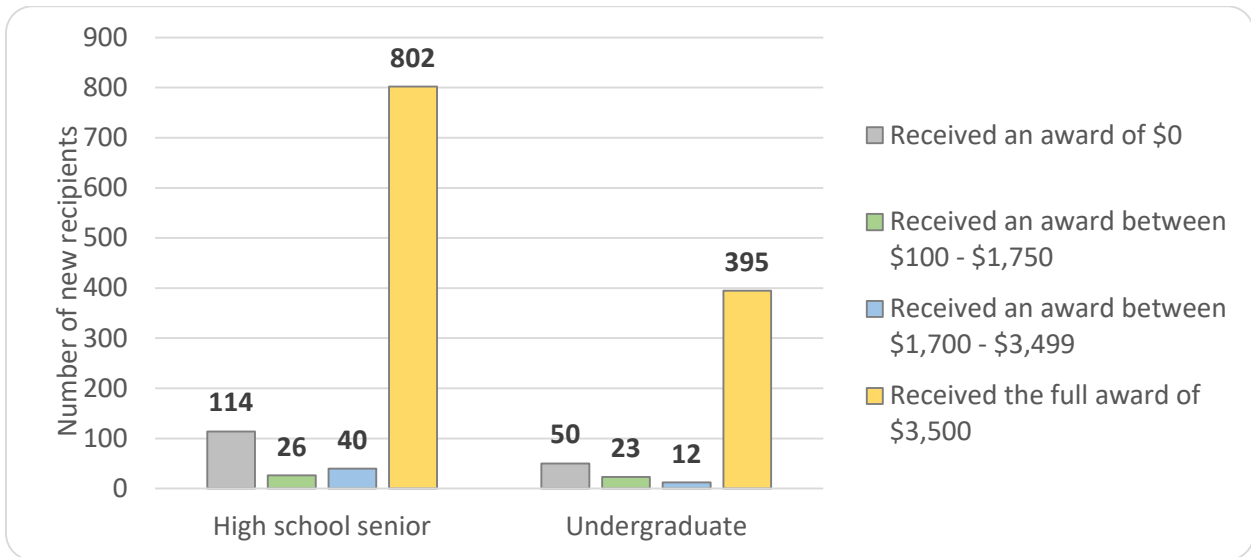


Figure 3: Amount of Opportunity Scholarship awarded by student status for new recipients, 2017 award year



<sup>8</sup> There were also a small number of "Other" recipients who received an award of \$0. This data is suppressed due to small cell sizes. "Others" are those who graduated from an Idaho high school (or attended an Idaho high school and earned a GED) in the past but are not currently attending college.

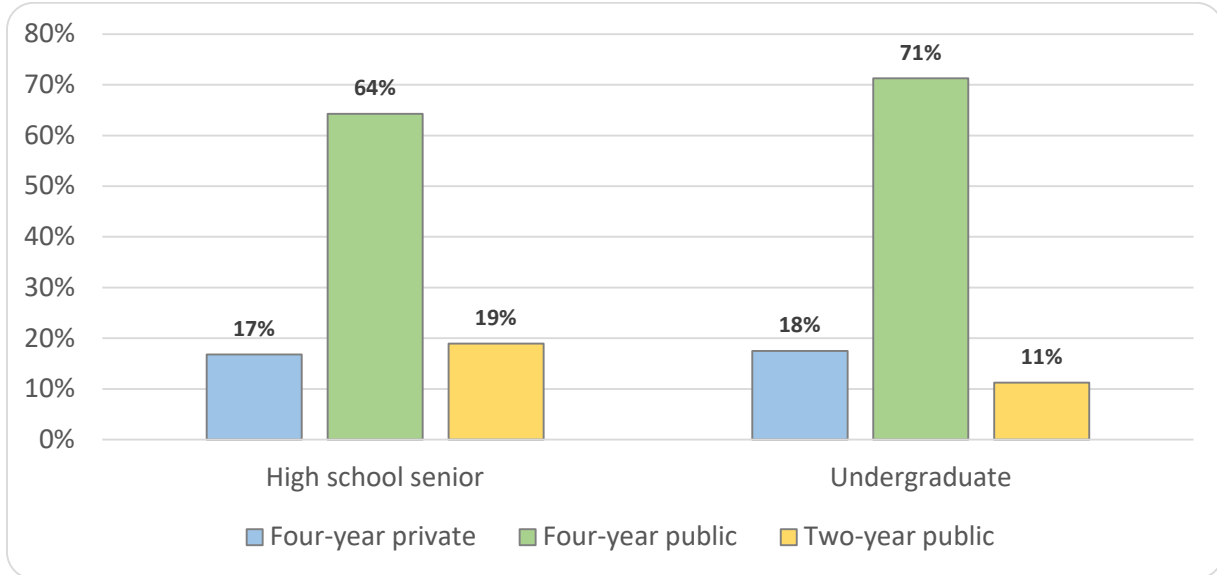


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Students can use the Opportunity Scholarship to attend an Idaho public postsecondary institution or an Idaho private, accredited, not-for-profit postsecondary institution. The majority of students who receive the award choose to attend a four-year postsecondary institution (see Figure 4).

Figure 4: Type of institution attended, 2017 award year



Students who apply for an Opportunity Scholarship in one year and do not receive it that year can re-apply. Table 1 shows the number of students who applied in one year and then re-applied in later years. All applications in each year are included regardless of whether or not the application was ranked. Also shown are the number of students who actually received the Opportunity Scholarship in later years.

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Table 1: Unsuccessful applicants who re-apply for Opportunity Scholarship in later years, 2015 and 2016 award years

	2015 award year applicants				
	Did not receive scholarship	Applied in 2016	Received in 2016	Applied in 2017	Received in 2017
High School Senior	2,239	233	123	71	17
College Undergraduate	1,858	240	162	44	23
	2016 award year applicants				
	Did not receive scholarship	Applied in 2017	Received in 2017		
High School Senior	1,386	45	32		
College Undergraduate	762	154	71		

Students who re-apply for the scholarship are more likely to receive it compared to all who apply for the scholarship (see Table 2). It is likely that those who re-apply are more familiar with the requirements of the scholarship and whether or not they actually meet the requirements.

Table 2: Award rates for those who re-apply versus all applications, 2016 and 2017 award years

	2016 Award Year		2017 Award Year	
	Award rate for those who re-applied	Award rate for all applications	Award rate for those who re-applied	Award rate for all applications
High School Senior	53%	47%	42%	26%
College Undergraduate	68%	60%	47%	39%

A student may receive a higher rank in future years if that student’s circumstances change. Table 3 shows the share of students who received the award after re-applying and had an increase in their GPA or a decrease in their estimated family contribution (EFC) to college expenses. Those who first applied as high school seniors were more likely to see a decrease in their EFC while those who applied as college undergraduates are more likely to see an increase in their GPA. A student may also receive the award after re-applying if there are more funds available that year for new awards.

Table 3: Applicants who re-applied and received award, changes in EFC and GPA

	EFC decreased	GPA increased
High School Senior	49%	35%
College Undergraduate	48%	55%

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Evaluating the Idaho Opportunity Scholarship

There are several dimensions on which to evaluate the effectiveness of a scholarship. This paper will evaluate the Idaho Opportunity Scholarship using the following questions.

- First, is the scholarship process functional? Do applicants face unnecessary barriers in the application or renewal process?
- Second, is the scholarship serving its intended population? The Idaho Opportunity Scholarship is focused on helping economically disadvantaged students who show academic promise. Is this the population actually served?
- Third, is the Idaho Opportunity Scholarship effective in changing behavior? Are recipients more likely to go on to college than similar non-recipients? Are recipients more likely to attend an in-state college than similar non-recipients? Are recipients more likely to attend school full-time versus part-time compared to similar non-recipients? And, finally, are recipients more likely to be retained and, ultimately, complete college than similar non-recipients?
- Fourth, are there any unintended consequences of the Idaho Opportunity Scholarship? Does receipt of the Opportunity Scholarship change a student's behavior with regard to the type of school chosen (two-year versus four-year)? Students will lose their Opportunity Scholarship if they do not maintain a 3.0 GPA in college. Does this affect which major they choose or which major they ultimately graduate with? Do students who become ineligible to renew their scholarships still complete college?

Not all of these questions will be completely answered in this paper due to data limitations. As the data becomes available, all of the above questions will be examined.

Data Note

Applications for the Idaho Opportunity Scholarship are due in the spring and the recipients are announced in the late spring/early summer. Funds are then disbursed the following academic year. Therefore, one can refer to any particular scholarship year by the year it was awarded or the year in which funds were disbursed. Throughout this paper, we use years to refer to the year the scholarship was awarded. Table 4 shows the relationship between the year of award, the graduating class who would have received the scholarship, and the year when the funds were actually disbursed.

Table 4: Relationship of scholarship years

Year of Award	High School Graduating Class Receiving Award	Fiscal year of disbursement	Academic year of disbursement
2014	2014	FY2015	2014-2015
2015	2015	FY2016	2015-2016
2016	2016	FY2017	2016-2017
2017	2017	FY2018	2017-2018

In much of the analysis, we focus only on those who initially receive the Opportunity Scholarship either as a high school senior or as a college undergraduate.

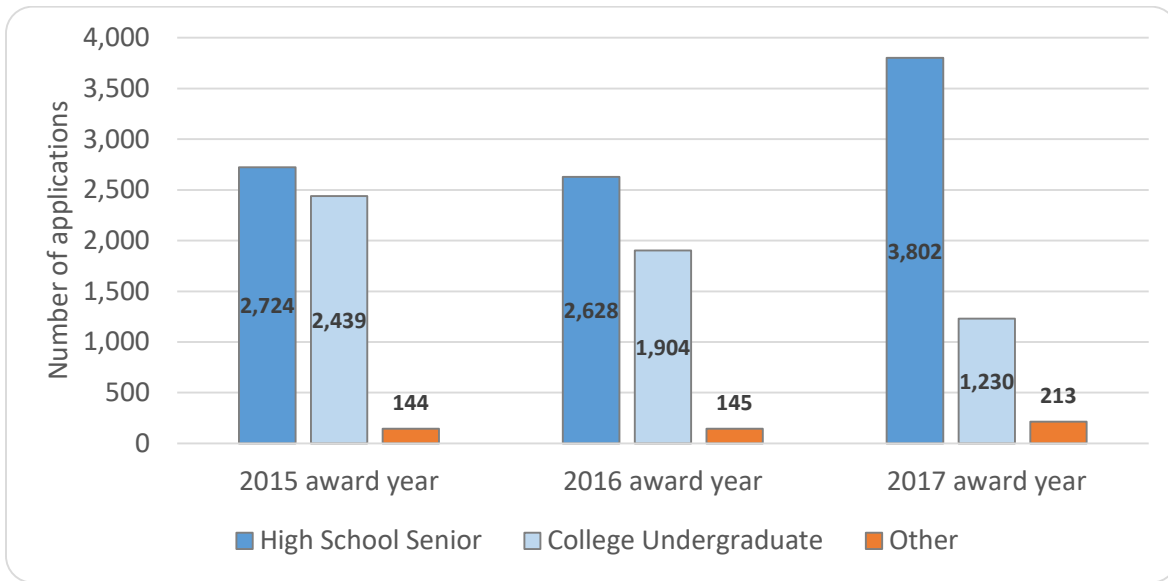
How well does the Idaho Opportunity Scholarship function?

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This section examines if students face any obstacles in applying for or renewing the Idaho Opportunity Scholarship. In 2017, there were 5,245 initial applications for Idaho scholarships (see Figure 5). About three-quarters of those applications were from high school seniors and about one-quarter were from college undergraduates. There were 1,174 more applications from high school seniors in the 2017 award year compared to the 2016 award year. Conversely, applications from college undergraduates decreased by 674 during this same time period.

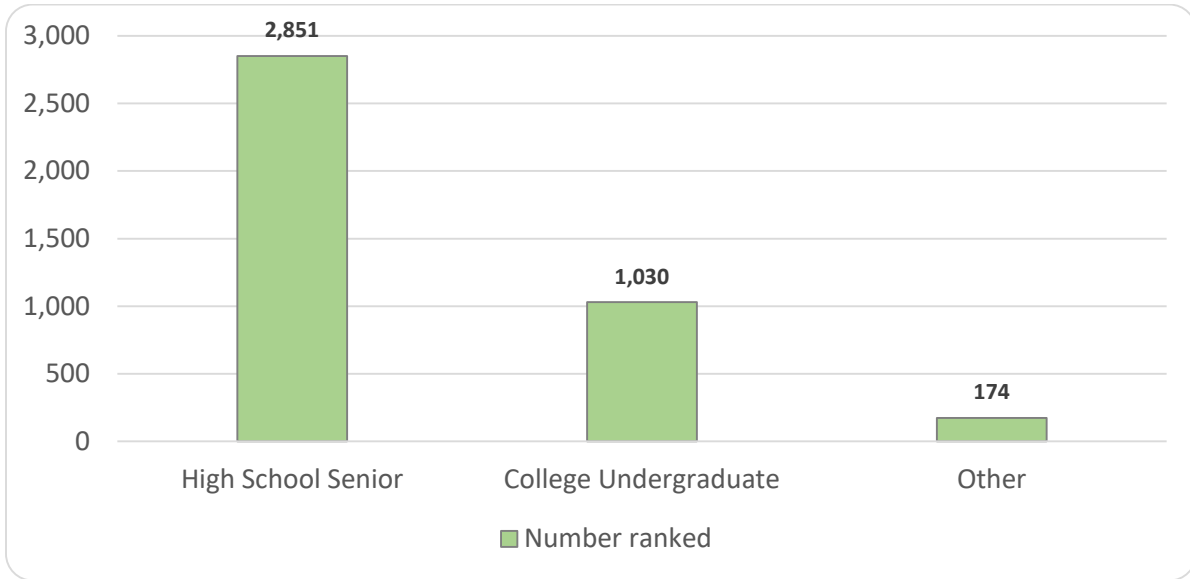
As mentioned earlier, Opportunity Scholarships are awarded based on a score. The score has two components: financial need and academic accomplishment. After each application is scored, they are ranked and scholarships are awarded by this ranking. However, not all applications are actually scored and ranked. Figure 6 shows the number of applications received for the Idaho Opportunity Scholarship that were actually ranked in the 2017 award year. Applications would not be ranked if the applicant did not have a qualifying GPA (a GPA of 3.0), if the applicant did not submit a FAFSA, or if the application was otherwise incomplete.

Figure 5: Number of applications in 2015 through 2017 award years



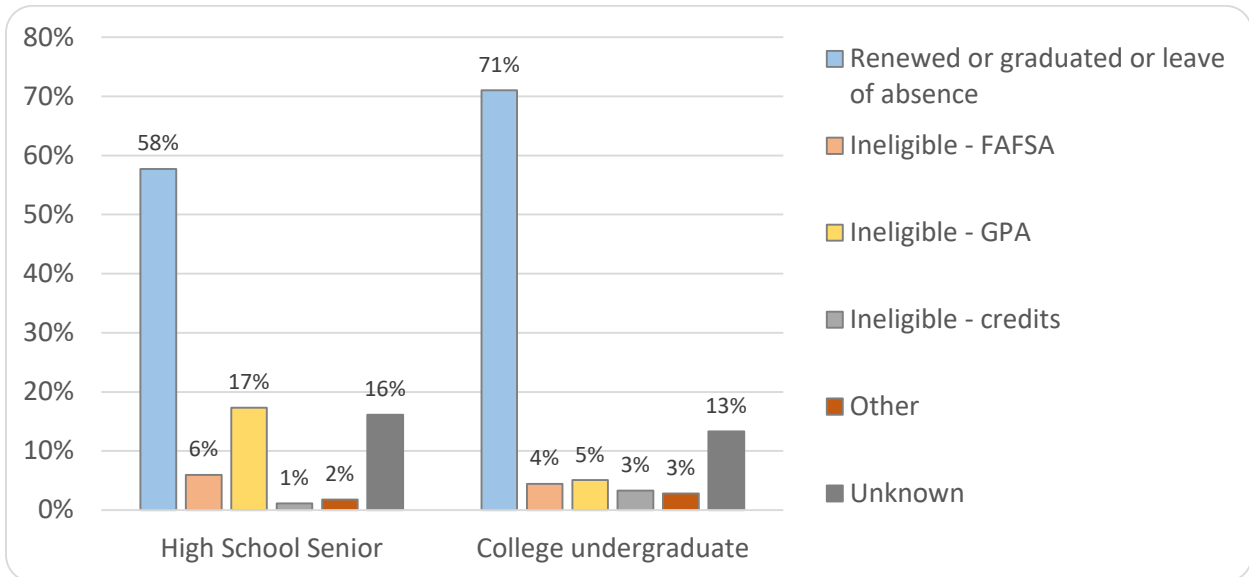
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Figure 6: Number of Idaho Opportunity Scholarships that were ranked in the 2017 award year



Students must meet several requirements in order to renew. One of the requirements is that they maintain a 3.0 GPA in college. Furthermore, a student also cannot renew if they have 100 credits and cannot complete their major in two semesters. The student also must fill out a FAFSA before the application deadline each year. Figure 7 shows the reasons that 2016 recipients did not renew in 2017. The majority of those who received the award in 2016 did renew in 2017. The most common reason for not renewing for those who received the award as a high school senior was not maintaining a 3.0 GPA.

Figure 7: 2017 renewal status of 2016 recipients



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Is the Idaho Opportunity Scholarship serving its intended population?

Above we identified barriers to students who started the application process. There may also exist barriers to students even beginning the application process. In this section, we examine whether or not the applicant pool mirrors the underlying population in order to understand if these barriers (and the barriers identified above) are disproportionately born by certain groups of students. Table 5 shows the number of 2017 public high school graduates who are estimated to have a 3.0 cumulative GPA broken down into different demographic groups (gender, free or reduced-price lunch eligibility, race/ethnicity, and education region<sup>9</sup>). It shows the total number of students in each group as well as the number of students who apply and are ranked for the Opportunity Scholarship. As can be seen, females are more likely to apply and be ranked than males. Those eligible for free or reduced-price lunch are more likely to apply and be ranked than those not. Students identified as Hispanic, Native American, and Black are more likely to apply and be ranked than students identified as White, Asian, or other races. Finally, students from Region 2 are more likely to apply and be ranked than students from any other region.

Table 5: Ranked applicants by demographic group, 2017 high school graduates with a cumulative 3.0 GPA

	Total	Students who apply and are ranked	Share of students who apply and are ranked
State of Idaho	10,128	2,772	27%
Female	5,849	1,826	31%
Male	4,279	946	22%
Eligible for free or reduced-price lunch	2,767	920	33%
Not eligible for free or reduced price lunch	7,361	1,852	25%
White, non-Hispanic	8,446	2,229	26%
Hispanic	1,081	382	35%
Native American	64	25	39%
Black	73	23	32%
Asian	222	48	22%
Other	242	65	27%
Region 1	1,017	236	23%
Region 2	518	191	37%
Region 3	4,570	1,316	29%
Region 4	1,179	334	28%
Region 5	961	229	24%
Region 6	1,641	443	27%
Virtual or state-wide districts	242	23	10%

Note: The GPA of students who transfer into the public school system either from out-of-state, from in-state private schools, or from home-schools will likely not be accurate. This data will not precisely match the data from the Opportunity applications due to the fact that some students were not matched into the public school data files because they were home-schooled, graduated from a private school, did not graduate, or were not matched to an existing student identification number. Students were counted as being free or reduced-price lunch eligible if they attended a district that had provisional eligibility.

<sup>9</sup> See Appendix I for a map of Idaho's education regions.

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Once the students actually apply, they are ranked and students with the highest ranks are awarded the scholarship. This is a function of GPA and EFC as well as the amount of scholarship money available to new awards. The weighting formula will automatically ensure that the students with the most financial need and highest academic achievement in each award year will receive the scholarship.

Figures 8 through 10 shows the GPA and EFC<sup>10</sup> of those who applied and were ranked for award year 2015, award year 2016 and award year 2017. Those who did not receive the scholarship are marked with blue diamonds and those who did receive the scholarship are marked with yellow dashes. The weighting process ensures that students with the highest GPAs will qualify with relatively higher EFCs than students with the lowest GPAs.

In award year 2015, the recipients all fall into a triangle of the graph due to the weighting process. Students who had a 4.0 were awarded the scholarship if their EFC was around \$6,000 or below. Students with an EFC of \$0 were not awarded the scholarship unless they had a GPA slightly above 3.2.

Figure 9 replicates Figure 8 but for the 2016 award year. For the 2016 award year, there is no triangle demarcating recipients and non-recipients. Due to the increase in funding, the vast majority of students who qualified for the Opportunity Scholarship in award year 2016 were awarded the Opportunity Scholarship. Students who had a 4.0 GPA were awarded an Opportunity Scholarship as long as their EFC was below the cost of college. All students with an EFC below \$11,500 who met the other criteria were awarded an Opportunity Scholarship.<sup>11</sup>

Figure 10 replicates Figures 8 and 9 but for the 2017 award year. For the 2017 award year, there is a triangle demarcating recipients and non-recipients. Students who had a GPA of 3.0 did not receive the award unless their EFC was under \$2,800. Students with a GPA of 4.0 received the scholarship if their EFC was below \$10,000.

As can be noted, there are equity discrepancies across the different years of the scholarship due to the changes in funding. In the 2015 award year, there were students with EFCs of \$0 who did receive the Opportunity Scholarship while all students with EFCs of \$0 were awarded in the 2016 and 2017 award year. These discrepancies across years provides a natural comparison group that can be used when examining outcomes.

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<sup>10</sup> In Figures 8 through 10, all EFCs above \$10,000 are reported as \$10,000.

<sup>11</sup> Some students' EFCs were updated after the March 1 deadline. While these updated EFCs were uploaded into the system, receipt of the scholarship was not affected as receipt of the scholarship is calculated using EFC as of March 1.

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Figure 8: EFC and GPA of applicants that were ranked in the 2015 award year

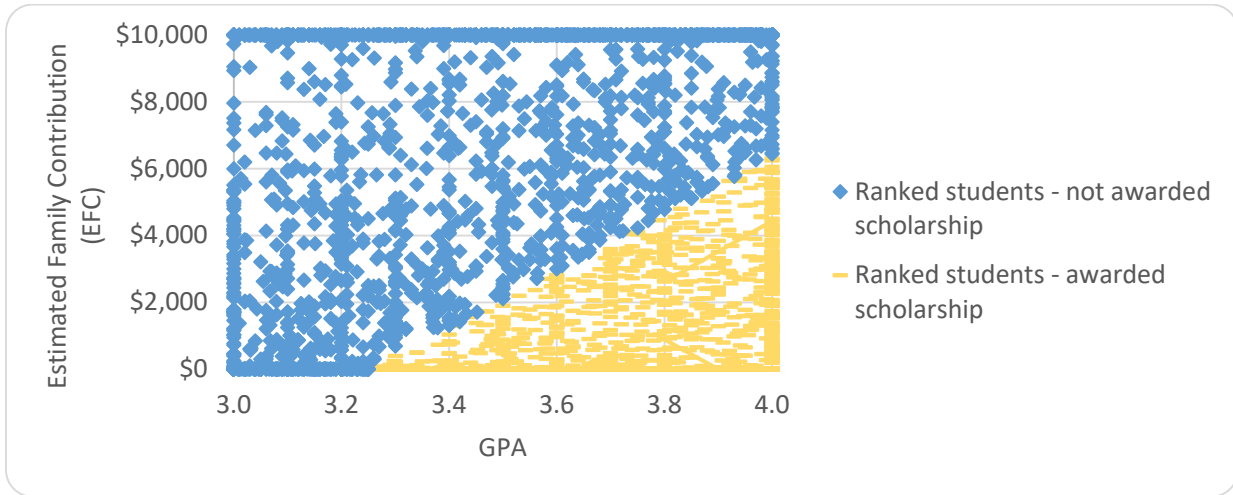


Figure 9: EFC and GPA of applicants that were ranked in the 2016 award year

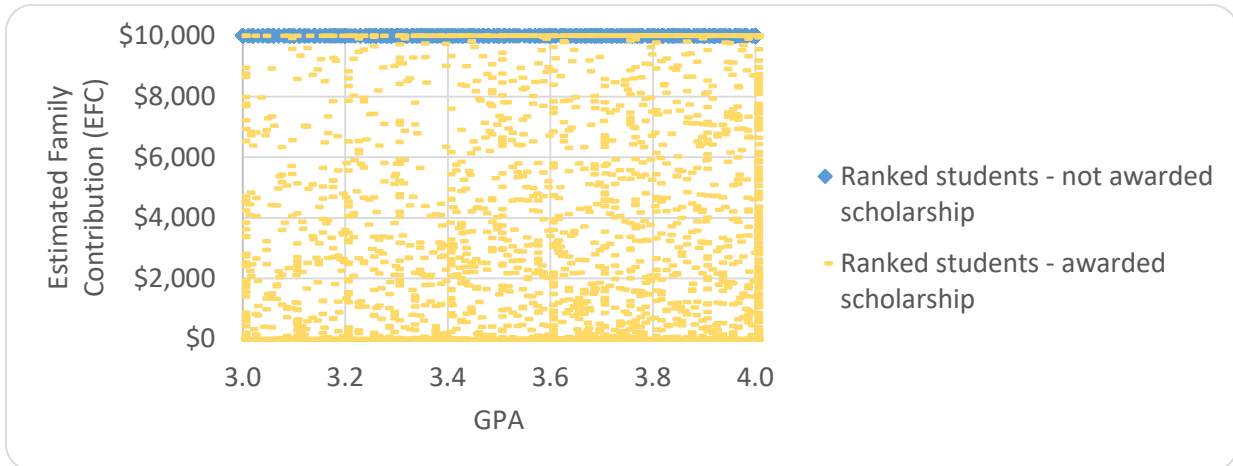
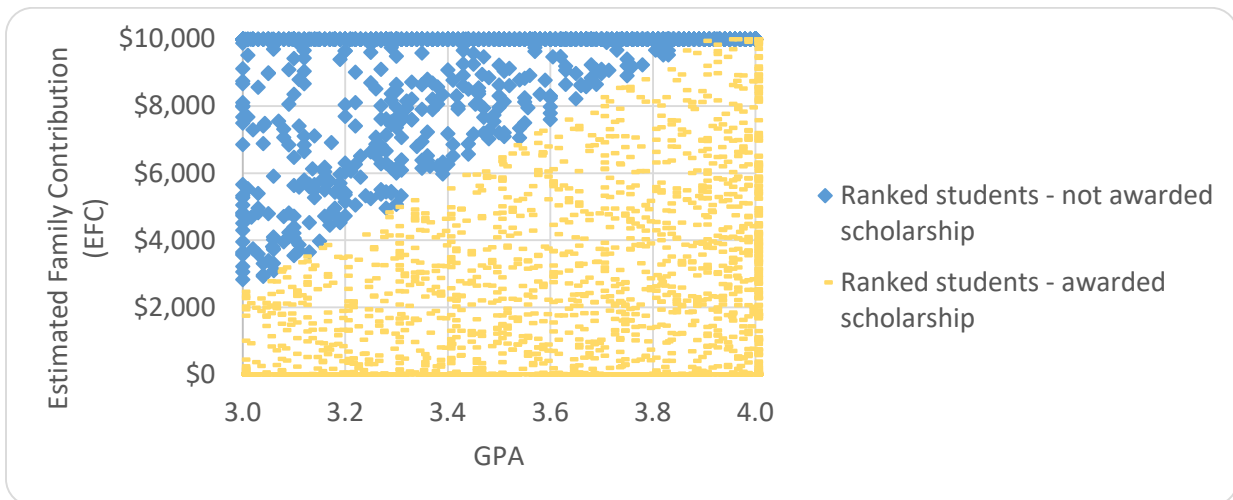


Figure 10: EFC and GPA of applicants that were ranked in the 2017 award year





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### Is the Idaho Opportunity Scholarship effective at changing behavior?

To understand if the Idaho Opportunity Scholarship is effective at changing behavior, we examine several questions. First, we examine if those offered an Idaho Opportunity Scholarship are more likely to attend college in the fall immediately after graduation than similar students who were not offered. We examine those offered and not those accepted as those accepted would have a 100 percent college attendance rate. Not all students who are offered the Opportunity Scholarship may choose to attend college. The Opportunity Scholarship just covers tuition and fees at the two-year institutions and covers about half of tuition and fees at the four-year institutions in Idaho. Therefore, even students who receive the scholarship will still have to have other sources of funds in order to attend college. We also examine the in-state fall immediate college attendance rates of those offered the scholarship versus similar students not offered. Finally, we examine first-year college retention rates for those who actually received the Opportunity Scholarship versus similar students. We only examine these questions for students who receive the scholarship as a high school senior. In the future, we will expand the analysis to college undergraduates as well.

Students who are offered the Opportunity Scholarship are inherently different than the average high school graduate. Not only do they have to have a 3.0 GPA, those offered also have to take the time to fill out a FAFSA and actually apply for the scholarship. Given these pre-existing differences, we would expect that college attendance rates would be much higher for those offered the Opportunity Scholarship than the average high school graduate even in the absence of the Opportunity Scholarship. What we are interested in is whether or not the Opportunity Scholarship actually changes behavior. To understand that, we construct several comparison groups of students who should be “like” those offered the scholarship. The first group is students who applied and were ranked but did not receive the scholarship. For the 2015 award year, we can construct a second comparison group. This is a subset of the first comparison group – it excludes all students in the first group whose GPAs are lower than 3.25 (the lowest GPA of those offered the scholarship). Finally, the third and best comparison group are those students who were not offered the scholarship in 2015 but would have been had they applied in 2016. These students’ outcomes are compared to the outcomes of students who were offered in 2016 but would not have been offered had they applied in 2015.

In Table 6, we compare immediate college attendance rates for those offered with all high school graduates and with comparison groups 1 and 2. Students who are offered the Opportunity Scholarship are about twice as likely to attend college in the fall immediately after graduation compared to all high school graduates. As mentioned above, this comparison does not tell us anything about the effect of the Opportunity Scholarship. Comparing the college attendance rate of those who are offered with those ranked but not offered (comparison group 1) shows a 7 to 8 percentage point difference. The comparison group is refined to only those with similar GPAs in comparison group 2. This difference (6 percentage points) is likely understated as students in this comparison group have higher incomes than those who were offered the scholarship. Table 7 shows the same estimates for in-state students.

Table 8 shows the results from comparison group 3 – those in 2015 who would have been offered had they applied in 2016 versus those in 2016 who would not have been offered had they applied in 2015. We find that being offered the Opportunity Scholarship increases the likelihood a student will attend college by 9 percentage points.

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Table 6: Immediate College Attendance Rates, 2015 and 2016 Award Years

Immediate College Attendance Rates		
	2015 Award Year	2016 Award Year
<b>All Students</b>		
Students who were offered the Opportunity Scholarship	91%	86%
All high school graduates	47%	45%
Students who were ranked but not offered - comparison group 1	84%	78%
Students who were not offered, GPA subset - comparison group 2	85%	-----
<b>Female Students</b>		
Students who were offered the Opportunity Scholarship	90%	87%
All high school graduates	54%	53%
Students who were ranked but not offered - comparison group 1	85%	81%
Students who were not offered, GPA subset - comparison group 2	84%	-----
<b>Male Students</b>		
Students who were offered the Opportunity Scholarship	93%	83%
All high school graduates	40%	38%
Students who were ranked but not offered - comparison group 1	82%	75%
Students who were not offered, GPA subset - comparison group 2	87%	-----

Table 7: Immediate In-State College Attendance Rates, 2015 and 2016 Award Years

Immediate In-State College Attendance Rates		
	2015 Award Year	2016 Award Year
<b>All Students</b>		
Students who were offered the Opportunity Scholarship	86%	82%
All high school graduates	34%	35%
Students who were ranked but not offered - comparison group 1	74%	68%
Students who were not offered, GPA subset - comparison group 2	77%	-----
<b>Female Students</b>		
Students who were offered the Opportunity Scholarship	84%	83%
All high school graduates	40%	41%
Students who were ranked but not offered - comparison group 1	76%	68%
Students who were not offered, GPA subset - comparison group 2	76%	-----
<b>Male Students</b>		
Students who were offered the Opportunity Scholarship	90%	79%
All high school graduates	29%	29%
Students who were ranked but not offered - comparison group 1	71%	67%
Students who were not offered, GPA subset - comparison group 2	79%	-----

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Table 8: Predicted immediate college attendance rates for comparison group

	Number	Predicted Immediate College Attendance	Predicted Immediate In-State College Attendance
2015 Comparison Group	810	75%	63%
2016 Comparison Group	531	84%	78%

Note: Year, GPA, EFC, and gender were included as controls in the logit regression.

In the long run, we will examine completion rates of those who receive the Opportunity Scholarship versus those who do not. This data will not be available for several years. In this analysis, we compare retention rates for the same groups. We only look at first-to-second year retention for those students who received the award as a college senior in 2015. Comparison groups for other recipients will be constructed in the future. As can be seen, there is likely a small effect on retention of the Opportunity Scholarship.

Table 9: First-year college retention rates, 2015 award year

First-year College Retention Rates	
	2015 Award Year
<b>All Students</b>	
Students who received the Opportunity Scholarship	86%
All first-year college students	72%
First-year college students who had been ranked but not offered	82%
First-year college students who were not offered - comparison group	85%
<b>Female Students</b>	
Students who received the Opportunity Scholarship	85%
All first-year college students	72%
First-year college students who had been ranked but not offered	82%
First-year college students who were not offered - comparison group	DS
<b>Male Students</b>	
Students who received the Opportunity Scholarship	88%
All first-year college students	72%
First-year college students who had been ranked but not offered	83%
First-year college students who were not offered - comparison group	DS

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Does the Idaho Opportunity Scholarship have unintended effects?

While the Idaho Opportunity Scholarship may affect some behavior, there may also be unintended effects. A recent study found that recipients of Georgia’s HOPE Scholarship were less likely to graduate with a STEM degree<sup>12</sup> than they would have been without the scholarship. The study concluded that the decline came from students who started out in STEM majors but then switched to a non-STEM major before graduation in order to maintain their GPA so they would remain eligible for the scholarship. The same study also found some evidence of high school GPA inflation after the HOPE scholarship was instituted. In this section, we will examine if either of these effects are apparent in Idaho. The data for this analysis is still pending.

In this section, we will also examine whether or not students who receive the Opportunity Scholarship and then are not able to renew it graduate from college at the same rate as similar students. This data is also not yet available.

Future work

This report will be updated as the immediate college attendance rates for the 2017 high school graduates and 2017 fall college attendance data becomes available. This data should be forthcoming in fall of 2017 and will be furnished as soon as it is available.

In the future, we will also examine how receipt of the Opportunity Scholarship affects those who receive it when they are already in college. The main difficulty with this analysis is constructing an appropriate comparison group as we did for the analysis on those who receive the scholarship as high school seniors.

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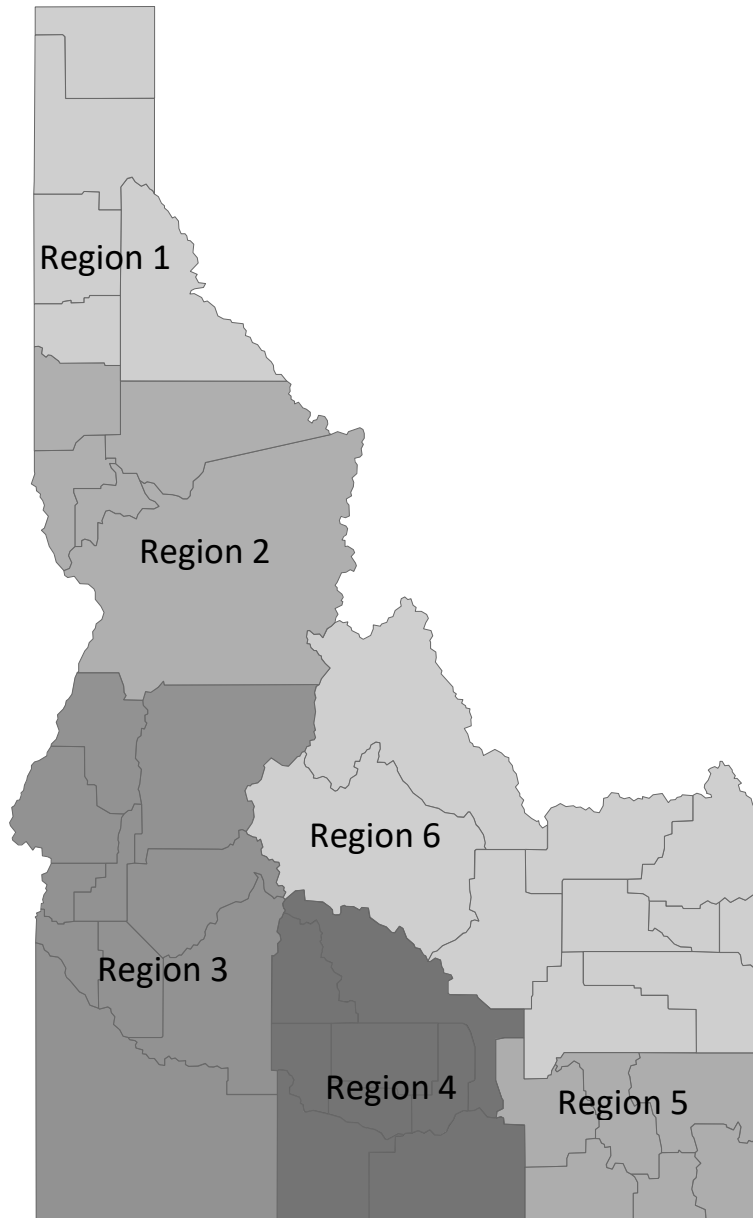
<sup>12</sup> Solquist, David L., and John V. Winters. “The effect of Georgia’s HOPE scholarship on college major: a focus on STEM.”, IZA Journal of Labor Economics (2015) 4:15.

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Appendix I: Map of Education Regions in Idaho

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**Facts on Idaho's Postsecondary Credit Scholarship**

**Cathleen M. McHugh, Ph.D.<sup>13</sup>  
November 16, 2017**

Idaho's postsecondary credit scholarship rewards is available for students who earn postsecondary credits (dual credits) while in high school. To be eligible, the student must be awarded a matching scholarship (based on academic merit) from a business or industry. The amount of the scholarship a student receives depends not only on the amount of dual credits the student has earned but also on the amount of the matching scholarship. A student who receives a matching scholarship of \$200 is only eligible for a Postsecondary Credit Scholarship of \$200 regardless of the amount of dual credits earned.

There were 15 Idaho Postsecondary Credit scholarship awarded in 2016 (awarded in spring/summer 2016 and disbursed starting in fall 2016). Table 1 shows the number of scholarships awarded by number of dual credits earned. It also shows the number who received the full scholarship amount and the amount of scholarship money unclaimed due to lack of a matching scholarship. (Joy needs to check that I interpreted this data correctly)

Table 1: Idaho's Postsecondary Credit Scholarship awards, awards made in 2016

Number of dual credits earned in high school	Maximum possible scholarship	Number with completed applications	Number awarded scholarship	Number receiving full amount of scholarship	Total scholarship money unclaimed due to lack of matching scholarship
10-19 credits	\$2,000	41	4	3	\$1,000
20 or more credits	\$4,000	61	10	1	\$17,500
Associate degree	\$8,000	3	1	0	\$1,000

The application for the Postsecondary Credit Scholarship requires the answer to two questions – the number of dual credits earned and the postsecondary institution the student plans to attend. Furthermore, it requires three pieces of documentation – an unofficial transcript of those dual credits earned, a high school transcript, and documentation of their matching scholarship.

For the 2016 scholarship, there were 372 students who started the application process. Of those, 28 were deemed ineligible for the scholarship. Of the 344 remaining applicants, only 131 actually completed the application (Ask Joy if those who did not complete application would have been judged for eligibility). Table 2 breaks down which components of the scholarship application were missing for those students who did not complete the application. Of the 197 applications who did not provide all three measures of documentation, 192 were missing documentation on the matching scholarship.

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Due to the small number of awards, we will not do any analysis on the effect of receipt of the scholarship. As more students receive the award in future years, we will include this analysis.

Table 2: Missing components of incomplete Postsecondary Credit Scholarship applications

Number with incomplete applications	239
Number who did not answer either or both questions:	42
Number who did not answer question on the number of post-secondary credits	15
Number who did not answer question on which institution they plan to attend	15
Number not answering either question	12
Number who answered both questions but did not provide all documentation:	197
Number who did not provide any of the three pieces of documentation	111
Number only missing post-secondary credit transcript	1
Number only missing documentation of matching merit-based scholarship	28
Number only missing high school transcript	2
Number missing post-secondary credit transcript and documentation of matching merit-based scholarship	27
Number missing post-secondary credit transcript and high school transcript	2
Number missing documentation of matching merit-based scholarship and high school transcript	26

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**Facts on Other Idaho Scholarships**

**Cathleen M. McHugh, Ph.D.<sup>14</sup>  
November 28, 2017**

Armed Forces/Public Safety Officer Dependent Scholarship

The Idaho Armed Forces/Public Safety Officer Dependent Scholarship is awarded to dependents (spouse or children) of Idaho military members who died or were permanently disabled as a result of armed conflict in which the United States is a party or to dependents (spouse or children) of Idaho public safety officers who were killed or permanently disabled in the line of duty. The scholarship provides a waiver of tuition and fees, \$500 per semester for books, and on-campus food and housing for awardees.

There were 11 Idaho Armed Forces Scholarship awarded for the 2017-2018 academic year.

Gear Up Idaho Scholarship 2

The GEAR UP Idaho Scholarship 2 is open to Idaho students who participated in an Idaho GEAR UP program between Fall 2011-Spring 2018 at an eligible school (see Table 1), who graduate or receive their GED in 2017 or 2018, who are less than 22 years old when they first received the scholarship award, who are accepted and enrolled in an eligible Idaho institution (see Table 2), and who complete the application and the FAFSA prior to March 1. The amount of the scholarship will vary based on available funds and eligible applicants. For awards disbursed in academic year 2017-2018, the award amount was \$ 1,500 for the entire school year.

Table 1: Eligible High School for GEAR UP Idaho Scholarship 2

Eligible High Schools	
Aberdeen High School	Lapwai Middle/High School
American Falls High School	Marsing High School
Black Canyon High School	Meadows Valley School
Bonnars Ferry High School	Minico Senior High School
Buhl High School	Notus Jr/Sr High School
Canyon Ridge High School	Prairie Jr/Sr High School
Clark County Jr/Sr High School	Priest River Lammana High
Clark Fork Jr/Sr High School	Ririe Jr/Sr High School
Culdesac School	Salmon Jr/Sr High School
Emmett High School	Sugar-Salem High School
Gooding High School	Vallivue High School
Homedale High School	Weiser High School
Kellogg High School	West Side Senior High School
Lakeside High School	

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Table 2: Eligible Postsecondary Institutions for GEAR UP Idaho Scholarship 2

Eligible postsecondary institutions	
Boise State University	Idaho State University
BYU Idaho	Lewis-Clark State College
College of Idaho	North Idaho College
College of Southern Idaho	Northwest Nazarene University
College of Western Idaho	University of Idaho
Eastern Idaho Technical College	

There were 1,088 awards accepted for 2017 graduates. There were an additional 200 awards that were offered but declined by the student.

Table 4 shows the number of awards by eligible school for students who graduated from those schools. Students are eligible if they attended the school district and participated in an Idaho GEAR UP program. Some students then graduate from different schools. Students who move into an eligible school may not have participated in the GEAR UP program.

As Table 4 shows, there is a wide variation in terms of the share of graduates who were offered the GEAR UP Idaho Scholarship 2. Additional research should be done to understand why some of the offered rates were so low.

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	Graduates	Number of students:			Share of graduates offered or awarded
		Awarded	Offered but declined	Total	
Aberdeen High School	38	DS	DS	16	42%
American Falls High School	84	58	9	67	80%
Black Canyon High School	23	DS	DS	10	43%
Bonnars Ferry High School	98	DS	DS	38	39%
Buhl High School	60	41	8	49	82%
Canyon Ridge High School	246	136	17	153	62%
Clark County Jr/Sr High School	10	DS	DS	5	50%
Clark Fork Jr/Sr High School	13	DS	DS	13	100%
Culdesac School	DS	DS	DS	DS	DS
Emmett High School	26	DS	DS	21	81%
Gooding High School	64	DS	DS	53	83%
Homedale High School	66	DS	DS	36	55%
Kellogg High School	76	57	13	70	92%
Lakeside High School	18	DS	DS	12	67%
Lapwai Middle/High School	41	23	9	32	78%
Marsing High School	49	DS	DS	15	31%
Meadows Valley School	DS	DS	DS	DS	DS
Minico Senior High School	171	DS	DS	48	28%
Notus Jr/Sr High School	36	20	12	32	89%
Payetter River Technical Academy	144	81	13	94	65%
Prairie Jr/Sr High School	35	DS	DS	27	77%
Priest River Lammana High	65	DS	DS	38	58%
Ririe Jr/Sr High School	64	DS	DS	DS	DS
Salmon Jr/Sr High School	39	DS	DS	23	59%
Sugar-Salem High School	112	86	18	104	93%
Vallivue High School	203	72	15	87	43%
Weiser High School	120	57	10	67	56%
West Side Senior High School	44	20	11	31	70%
Graduated from another high school		70	9		
Not found in graduation dataset		51	5		
Total		1,088	200		