

**WORK SESSION
DECEMBER 19, 2018**

TAB	DESCRIPTION	ACTION
A	K-20 Education Strategic Plan – Annual Reporting	Information Item
B	Complete College America – Momentum Pathways Work Plan	Information Item

**WORK SESSION
DECEMBER 19, 2018**

SUBJECT

2020-2025 K-20 Education Strategic Plan

REFERENCE

August 2010	Board adopted 60% college attainment production goal based on the report from Georgetown University's Center on Education and the Workforce projections for Idaho's workforce needs in 2018.
August 2011	Board was presented with details around projections toward meeting the 60% college attainment goal as a population goal vs. production goal and assumptions necessary for developing productions (out-migration, in-migration, etc.)
October 2011	Board reviewed degree production projections by institution that would be needed to reach the 60% degree attainment goal by 2020.
December 2011	Board was presented with annual credential-level projection on degree production increases the public institutions would need to meet to achieve the 60% goal by 2020.
June 2012	Board set statewide targets for degree production to meet Board's 60% goal (1 year certs 2,400 by 2020, associates 7,500 by 2020, bachelors 9,700 by 2020).
August 2013	Board reviewed updated report data on Idaho's projected workforce need from Georgetown University's Center on Education and the Workforce (67.6% of jobs will requires some college, an associate's degree, a bachelor's degree or higher by 2020).
February 2014	Board was presented with Idaho Business for Education 2018 Workforce Need Employer Survey results.
December 2015	Board received update on progress toward 60% educational attainment goal and areas for consideration as policy levers for increasing degree production and approved the updated K-20 Education Strategic Plan including adjustment to level of credential benchmarks.
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.
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.
December 2017	Board discussed and requested additional changes to the Board's new strategic plan.

**WORK SESSION
DECEMBER 19, 2018**

February 2018	Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures.
October 2018	Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.
Planning and Reporting
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 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.

**WORK SESSION
DECEMBER 19, 2018**

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. At the October 2018 Regular Board meeting as part of the K-20 Education Performance Measure discussion, the Board directed staff to bring forward annual production targets by credential level and institution that would be needed to help Idaho meet the population based educational attainment goal of

IMPACT

Based on the discussion during the Work Session, staff will bring back final edits to the K-20 Education Strategic Plan for the Board's consideration at the February Board meeting. Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2019 with final consideration scheduled for June 2019.

ATTACHMENTS

- Attachment 1 – Strategic Planning Requirements
- Attachment 2 – 2020–2025 K-20 Education Strategic Plan
- Attachment 3 – Credential Production Targets
- Attachment 4 – K-20 Education Strategic Plan Performance 2015-2018
- Attachment 5 – Georgetown University – Center on Education and the Workforce – Recovery – Job Growth and Education Requirements Through 2020 – State Report (June 2013 Update)
- Attachment 6 – Unemployment Rates by Credential – Updated March 27, 2018
- Attachment 7 – Annual Dual Credit Report
- Attachment 8 – Annual State Scholarship Report
- Attachment 9 – Annual Remediation Report

STAFF COMMENTS AND RECOMMENDATIONS

At the October 2018 Regular Board Meeting the Board reviewed the performance of Idaho's K-20 education system through the review of progress towards the benchmarks and performance targets of the K-20 Education Strategic Plan and the agencies, institutions and special/health programs that makeup Idaho's education system. As part of this conversation, the Board gave feedback to staff on amendments to the K-20 Education Strategic Plan, asking that a number of performance measures be removed. The discussion also included reframing the Board's definition of certificate as it is used for determining progress toward the Board's education attainment goal and establishing annual credential targets, by level and by institution to meet the Board's population goal of:

Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study. Benchmark: 60% or more (by 2025)

**WORK SESSION
DECEMBER 19, 2018**

Additionally, the Higher Education Task Force recommended the Board restate the 60% and “establish a clear, credible, and measureable roadmap on how Idaho gets to the 60% Goal.” The original “60% Goal” as established is a population goal. The goal is impacted not only by the degrees produced at Idaho postsecondary institutions, but also by the degree level and age of individuals that move into the state and move out of the state. The Higher Education Task Force recommended the following language:

“By the year 2025, Idaho’s colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy and that by June 30, 2025, 60% of the state’s citizens between the ages of 25-34 shall have a postsecondary education (1,2,4, or more)”.

The original target of 60% was set by the Board based on the Georgetown University’s Center on Education and the Workforce State-Level Analysis of Projections of Jobs and Education Requirements through 2018 (published June 2010). The report projected 61% of jobs in Idaho would require some postsecondary training beyond high school in 2018. The Center projected Idaho’s needed education levels at:

Idaho Employment Projections for 2018 by

Education Level	2018 jobs	Percent
Did not graduate high school	84,000	10.20%
High school graduates	235,000	28.55%
Some college, no degree	222,000	26.91%
Associate’s degree	81,000	9.81%
Bachelor’s degree	146,000	17.74%
Graduate degree	55,000	6.68%

In June 2013, the Center on Education and the Workforce Center updated its projections. The new analysis projected 68% of the jobs in Idaho would require postsecondary education. The Center divides postsecondary education levels by: Some College/No Degree, Associate’s Degree, Bachelor’s Degree, and Master’s Degree or Better. Credentials less than an associate’s degree would fall under the Some College/No Degree category. The Board’s inclusion of certificates of one academic year or more as part of its 60% Goal are extrapolated from the Some College, No Degree taking into consideration the lower benchmark (60%) than the 61% projected by the Center.

In 2013, Idaho Business for Education (IBE) conducted a survey of Idaho business and their projected needs. IBE’s survey results reaffirmed the Board’s current Educational Attainment Goal and was in alignment with the updated Georgetown University Center on Education and the Workforce research showing that by 2020, 67% of the jobs in Idaho would require some form of postsecondary

**WORK SESSION
DECEMBER 19, 2018**

degree or credential. While both the survey and the Center showed a need for increased postsecondary attainment at all levels, the survey found the largest attainment gap was at the baccalaureate level and the updated Georgetown Study identified the highest areas of growth at the baccalaureate or higher levels.

At the December 2016 Regular Board meeting the Board, through the strategic planning process, set the following credential level targets for meeting the “60% Goal.”

- Certificates – 5% by 2020
- Associate’s – 25% by 2020
- Bachelor’s – 55% by 2020
- Graduate degree – 15% by 2020

In considering setting annual targets by credential level and institution for making progress toward the 60%, additional factors outside of the public education system must be considered: the education level of individuals moving in and out of Idaho and the production of postsecondary credentials by Idaho’s private postsecondary institutions. Board staff have taken into consideration these two factors as well as current production trends in providing baseline data and projected need for reaching the goal by 2025 in Attachment 3. Based on current production modeling the level of certificates needed would be met by the current production so the modeling focuses on the increases needed in associated degrees and bachelor’s degree based on the projected workforce needs used to establish the goal.

Additional factors to consider when looking at the breakout of credential level is the population as a whole and the age range targeted (25-34 year olds). The following chart provides a visual of where the goal sits when considering the average workforce population as a whole and examples of the types of experience that make up the other areas:

Workforce Pipeline/Board Goals

Age Range	Less than High School	High School Diploma	Some College/Credential Less Than One Year	Certificate 1 Yr or More	Associates Degree	Bachelor’s Degree	Graduate Degree
18-24							
25-34	40% of 25-34 Year Olds			60% of 25-34 Year Olds			
35+							

Some College/Credential Less Than One Year includes individuals who have had some form of postsecondary education but less than a certificate of one year or more. This group is made up of adult learners with some college and no degree, individuals with micro credentials, badges or workforce training, and could include individuals who have entered military service and received training but no postsecondary certificate or degree. When this category is combined with Less

**WORK SESSION
DECEMBER 19, 2018**

than High School and High School Diploma, those who have participated in internships or apprenticeships that did not include some form of postsecondary certification are also captured. While there has been much focus on the group captured by the “60% goal” there has been increasing focus in recent years to look at training and credentials that also meet Idaho’s workforce needs and fall in the 40% side of the spectrum. In refining targets for meeting the “60% goal” the Board may also want to set a target for Some College/Credential Less Than One Year or percentages for each of the other categories that make up the whole spectrum of workforce skills.

Any discussions regarding the expansion or defining of additional levels of training/credentials for meeting’s Idaho workforce needs would need to take into consideration the workforce need at each level and the barriers around data quality and reporting. In setting targets it will be important for the Board to be able to measure progress toward those targets. Credentials produced by postsecondary institutions are the easiest to collect. Through the Division of Career Technical Education and the platform they are using for badges/micro-credentials some data would be available the credential/certificate less than one year level. Additionally, the technical colleges would be able to provide data in this area. Certifications issued directly by industry would be more problematic and more work would need to be done around defining internships, data should be available on registered internships.

When the Board originally set the “60% Goal” there were many discussions around the state about what the workforce need really was and how policy makers wanted Idaho to grow. In making workforce need projections it is important to understand the methodology behind the projections and pick a methodology that aligns with the Board’s policy direction. Currently there are varying workforce need projections for states. At the basic level these tend to range from those based on the current work force (with projections based on population growth within the current occupations) to those that look at need to attract business to the state and providing the educated workforce those businesses will need. If the Board would like to explore resetting the percentages of each education level there should be some consensus on the end outcome the Board would like to achieve: a workforce that meets the state’s current occupational needs, or one that aligns with Idaho’s Department of Commerce work and takes into consideration the types of business/industry they are trying to attract to Idaho, or one that looks at growing a workforce that meets the needs for those industries that are most likely to grow Idaho’s economy.

In addition to the work on the strategic plan, performance measures and “60% Goal” production targets, this agenda item includes the annual state scholarship report, annual dual credit report, and annual remediation report. Staff will be prepared to provide a short synopsis of the Board’s efforts in these areas or stand for questions on any of the data provided. This information is provided annually as part of the K-20 Strategic Planning Work Session so it can be used as needed

**WORK SESSION
DECEMBER 19, 2018**

to inform amendments to the plan.

BOARD ACTION

This item is for informational purposes only.

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 Bard 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 educations 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.

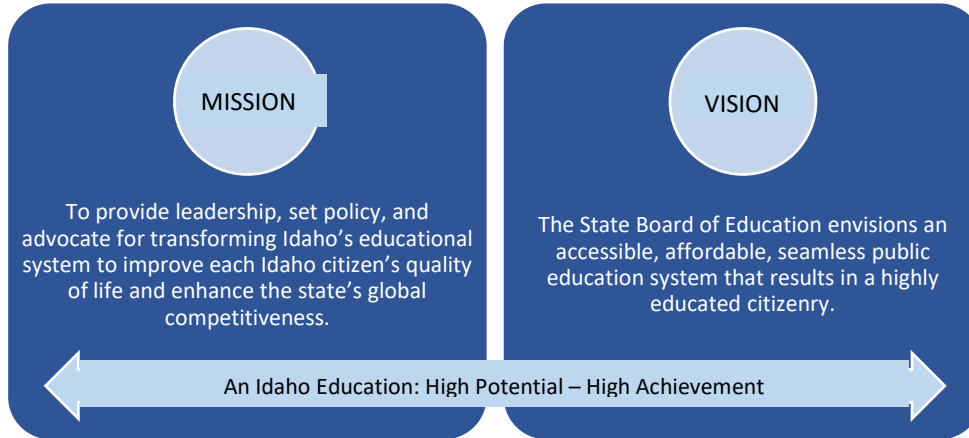
- ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - iii. Each objective must include at a minimum one performance measure with a benchmark.
3. Performance measures 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.



FY2019 FY2020-2024 2025

Idaho K-20 Public Education - Strategic Plan



MISSION

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

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

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated 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.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: 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: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 3: 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.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.



FY201920-202425
Idaho K-20 Public Education - Strategic Plan

MISSION STATEMENT

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VISION STATEMENT

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

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated 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.

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

GOAL 2: 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: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.

Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

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

GOAL 3: 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.

Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.



FY20~~19~~20-20~~24~~25
Idaho K-20 Public Education - Strategic Plan

PERFORMANCE MEASURES:

G1: Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

- I. **Development of a single K-20 data dashboard and timeline for implementation.**
Benchmark: Completed by FY2018

G1: Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

- I. **Percent of Idaho community college transfers who graduate from four year institutions.**
Benchmark: 25% or more (by 2024)
- 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.**
Benchmark: 2 year – less than 55% (by 2024)
4 year – less than 20% (by 2024)

G2: Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

- I. **Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**
Benchmark: 60% or more (by 2025)

II. Total number of certificates/degrees produced, by institution per year:

- a) Associate degrees
- b) Baccalaureate degrees

OR

II. Number of unduplicated graduates, by institution per year:

- a) Associate degrees
- b) Baccalaureate degrees

OR

II. Percent increase of unduplicated graduates, by institution per year:

- c) Associate degrees
- d) Baccalaureate degrees

OR

III. High School Cohort Graduation rate.
Benchmark: 95% or more (by 2024)

IV. 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)
Benchmark: 2 year - 75% or more (by 2020)
4 year - 85% or more (by 2020)

V. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).
Benchmark: 50% or more (2yr/4yr) (by 2024)

G2: Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.
Benchmark: ~~TBD—This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark~~ 50% or more (by 2025)

~~**II. 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.**~~
~~Benchmark: TBD—This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.~~

III. Percent of new degree-seeking freshmen completing a gateway math course within two years.
Benchmark: ~~TBD—This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark~~ 60% or more (by 2025)

~~IV. Number of programs offering structured schedules.~~

~~Benchmark: TBD—This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.~~

~~V.III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.~~

~~Benchmark: Transfer Students: 69/138 or less (by 2020)~~

~~Benchmark: non-transfer students: 69/138 or less (by 2020)~~

G2: Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

I. Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 3,000 or more, \$16M or more (by FY2024)

II. Proportion of postsecondary graduates with student loan debt.

Benchmark: 50% or less (by FY2024)

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

Benchmark: SAT – 60% or more (by FY2024)

ACT – 60% or more (by FY2024)

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

Benchmark: 80% or more (by FY2024)

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

Benchmark: 3% or more (by FY2024)

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

~~Benchmark: TBD—This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.~~ **60% or more (by 2025)**

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

Within 12 months of high school graduation.

Benchmark: 60% or more (by FY2024)

Within 36 months of high school graduation.

Benchmark: 80% or more (by FY2024)

VIII. Percent cost of attendance (to the student)

Benchmark: 96% (or less) of average cost of peer institutions (by FY2024)

- IX. **Average net cost to attend public institution.**
Benchmark: 4 year - 90% or less of peers (using IPEDS calculation) (by FY2024)
- X. **Expense per student FTE**
Benchmark: \$20,000 or less (by FY2024)
- XI. **Number of degrees produced**
Benchmark: 15,000 or more (by FY2025)

G3: Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

- I. **Percentage of students participating in internships.**
Benchmark: 10% or more (by 2024)
- II. **Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution (by 2024)
- III. **Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**
Benchmark: 1:0.25 or more (by 2024)
- IV. **Increase in postsecondary programs tied to workforce needs.**
Benchmark: 10 or more (by 2024)

G3: Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

- I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
Benchmark: 8 graduates at any one time (annual – FY19)
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60% or more (by 2024)
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60% or more (by 2024)
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**

Benchmark: 50% or more (annual – FY19)

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

Benchmark: 100 or more (by 2024)

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and 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 provide a framework for continuous improvement within the postsecondary 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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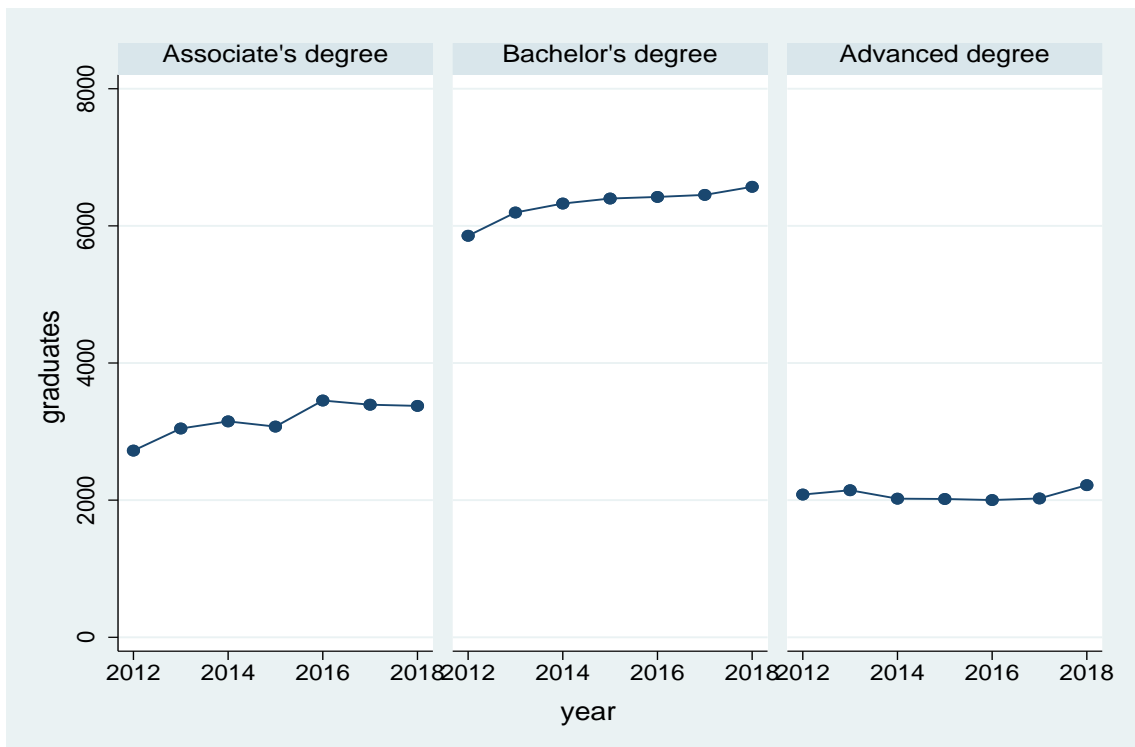
Attachment 3

Population of those age 25 to 34 in 2017	Number of those with:	Percentage of those with:	Compositon of current attainment	Shortfall (based on current composition)	Composition based on Board goal	Shortfall (based on Board goal)
No college	81,793					
Some college but no credential	47,085					
Certificate	13,420	6%	14%	5,829	5%	No shortfall
Associate Degree	21,435	10%	23%	9,310	25%	11,799
Bachelor's Degree	45,074	20%	49%	19,577	55%	28,041
Advanced/Professional Degree	12,753	6%	14%	5,539	15%	7,187
Total	221,560	42%	100%		100%	
Shortfall	40,254	60%				

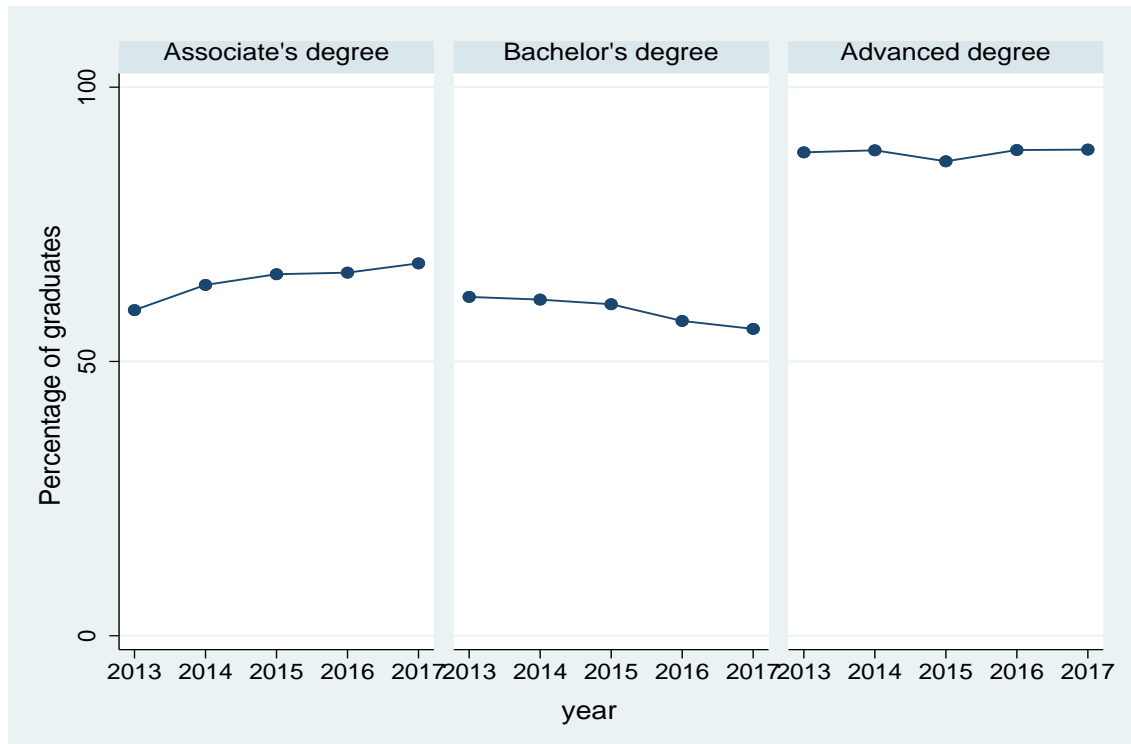
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels.	Projected number of those with:	Percentage of those with:	Projected composition of attainment	Shortfall (based on projected composition)	Composition based on Board goal	Projected shortfall (based on Board goal)
No college	86,582	36%				
Some college but no credential	50,342	21%				
Certificate	14,438	6%	14%	6,039	5%	No shortfall
Associate Degree	22,673	10%	23%	9,483	25%	12,926
Bachelor's Degree	49,121	21%	49%	20,545	55%	29,197
Advanced/Professional Degree	14,171	6%	14%	5,927	15%	7,189
Total	237,327	42%	100%		100%	
Shortfall	41,993	60%				

Note: The Total population projection is modeled by the Idaho Department of Labor.

Current production of Idaho public system



Percentage of total Idaho graduates from public institutions



**WORK SESSION
DECEMBER 19, 2018**

Attachment 3

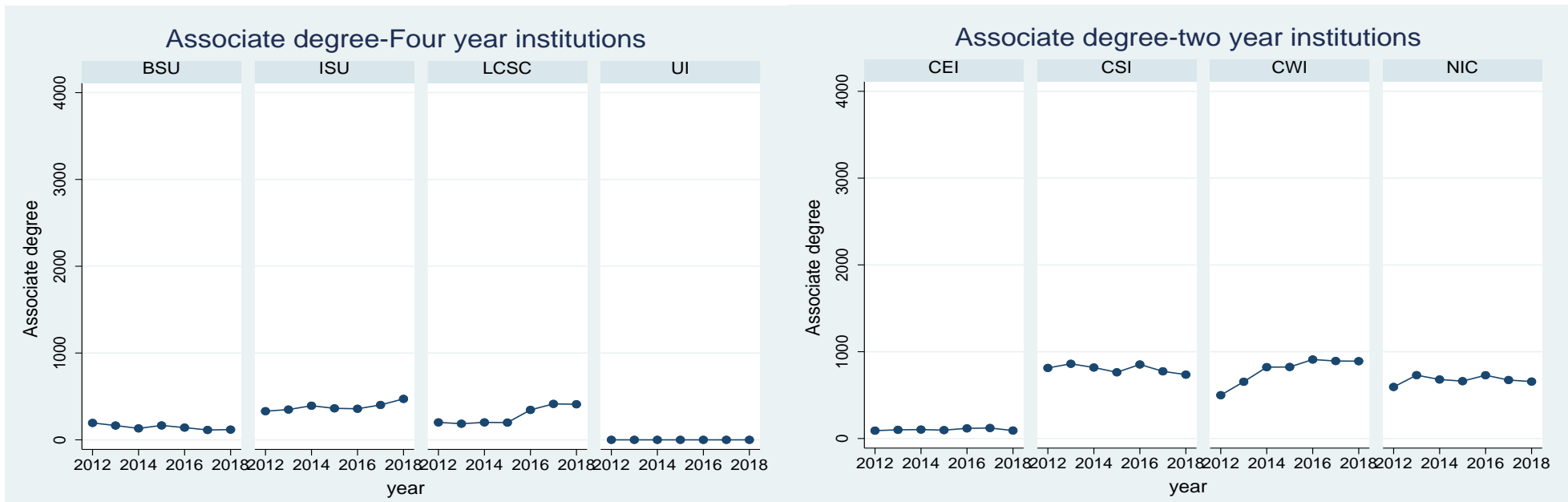
	Associate Degree	Bachelor's Degree	Advanced Degree
Current population, Board composition goal	12,926	29,197	7,189
Share of graduates from Idaho public institutions	65%	59%	88%
Total graduates needed from public institutions	8,358	17,331	6,330
	Associate Degree	Bachelor's Degree	Advanced Degree
Graduates by degreee - 2018	3,375	6,570	2,219
Projected annual growth in graduates (based on historical growth)	3.4%	1.6%	0.2%
	Associate Degree	Bachelor's Degree	Advanced Degree
Projected number of graduates by year - historical growth			
2019	3,490	6,674	2,224
2020	3,608	6,779	2,229
2021	3,731	6,886	2,235
2022	3,858	6,994	2,240
2023	3,989	7,105	2,245
2024	4,125	7,217	2,251
2025	4,265	7,330	2,256
	Associate Degree	Bachelor's Degree	Advanced Degree
Total increase in graduates between 2018 and 2025	3,441	2,994	147
Year when needed graduates produced - historical growth	2029	2036	2047
	Associate Degree	Bachelor's Degree	Advanced Degree
Projected growth of 3%		3%	3%
Total increase in graduates between 2018 and 2025		5,863	1,980
Year when needed graduates produced - 3% growth		2031	2026
	Associate Degree	Bachelor's Degree	Advanced Degree
Projected growth of 5%	5%	5%	5%
Total increase in graduates between 2018 and 2025	5,228	10,178	3,437
Year when needed graduates produced - 5% growth	2027	2028	2028
	Associate Degree	Bachelor's Degree	Advanced Degree
Projected growth	8%	8%	8.7%
Total increase in graduates between 2018 and 2025	8,899	17,323	6,456
Year when needed graduates produced	2025	2025	2025
Note: This does not mean the 60 percent goal will be reached in years after 2025 as baseline population growth will continue after 2025.			

**WORK SESSION
DECEMBER 19, 2018**

Attachment 3

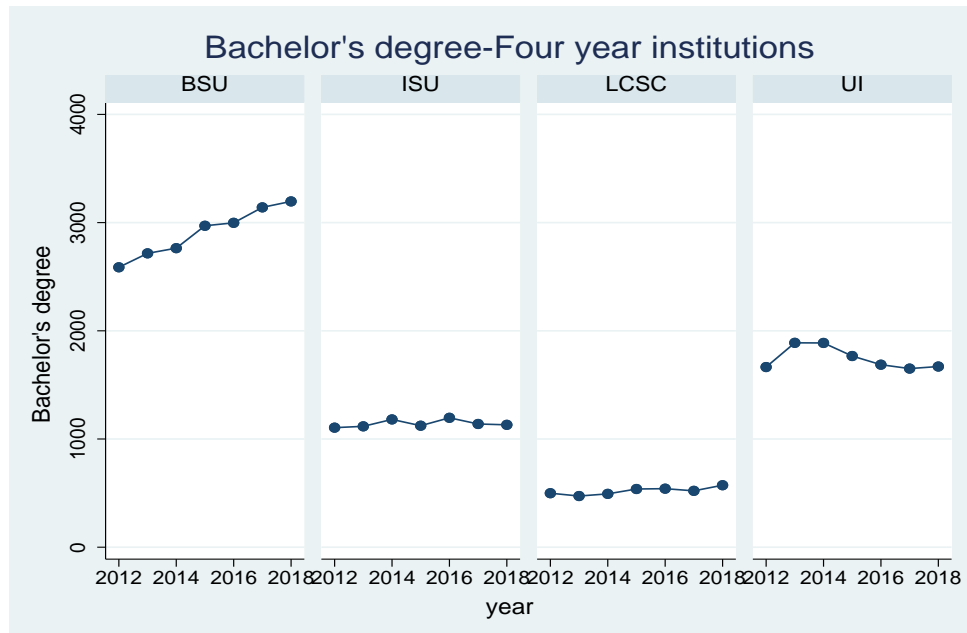
Associate's Degree	2018 graduates	Projected 2025 graduates	Increase in graduates	Increase retention and graduation rates for				Share of increase that can be addressed with changes in retention/graduation rates
				Full-time first-time degree/certificate-seeking undergraduate (2016-17) ¹	Estimate of attrition rates (excluding transfers) ²	Estimate of those who will attrite before 3 years (excluding transfers)	Assume 50 percent of those students stay and graduate	
Two year institutions								
College of Eastern Idaho	92	158	66	31	34%	11	5	8%
College of Southern Idaho	736	1,261	525	449	54%	245	122	23%
College of Western Idaho	891	1,527	636	488	62%	303	151	24%
North Idaho College	656	1,124	468	308	61%	188	94	20%
Four year institutions								
Boise State University	118	202	84	84	33%	28	14	17%
Idaho State University	472	809	337	345	56%	193	97	29%
Lewis-Clark State College	410	703	293	210	59%	124	62	21%
University of Idaho	NA	NA	NA					NA
Systemwide	3,375	5,784	2,409					

(1) Source: IPEDS. The full-time, first-time degree/certificate seeking undergraduates are allocated to degrees following the allocation of graduates between those degrees.
 (2) Source: IPEDS. Methodology: Using 150 percent completion data, I calculated the share of each cohort who are attrite prior to graduation by dividing the Adjusted cohort minus transfers by the No longer enrolled students. I use the average calculated from 2013 through 2017.



Bachelor's Degree	Increase retention and graduation rates for							
	2018 graduates	Projected 2025 graduates	Increase in graduates	Full-time first-time degree/certificate-seeking undergraduate (2016-17) ¹	Estimate of attrition rates (excluding transfers) ²	Estimate of those who will attrite before 6 years (excluding transfers)	Assume 50 percent of those students stay and graduate	Share of increase that can be addressed with changes in retention/graduation rates
Four year institutions								
Boise State University	3,196	5,477	2,281	2,266	29%	667	334	15%
Idaho State University	1,131	1,938	807	829	43%	356	178	22%
Lewis-Clark State College	573	982	293	293	53%	155	77	26%
University of Idaho	1,670	2,862	1,192	1,580	23%	367	184	15%
Systemwide	6,570	11,260	4,574					

(1) Source: IPEDS. The full-time, first-time degree/certificate seeking undergraduates are allocated to degrees following the allocation of graduates between those degrees.
 (2) Source: IPEDS. Methodology: Using 150 percent completion data, I calculated the share of each cohort who are attrite prior to graduation by dividing the Adjusted cohort minus transfers by the No longer enrolled students. I use the average calculated from 2013 through 2017.



**WORK SESSION
DECEMBER 19, 2018**

Attachment 4

	FY2015	FY2016	FY2017	FY2018	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated 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.					
Development of a single K-20 data dashboard and timeline for implementation					FY2018
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.					
Percent of Idaho community college transfers who graduate from four-year institutions	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	
On-time (4 years) - Full-time students	26%	26%	18%	22%	25% or more
Extended time (6 years) - Full time students	52%	63%	NA	NA	
Extended time (8 years) - Part time students	NA	NA	NA	2010-11 cohort 57%	
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	
Two-year institutions	64%	71%	60%	59%	Less than 55%
Four-year institutions	25%	25%	25%	25%	Less than 20%
Goal 2: 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: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.					
Percent of Idahoans (ages25-34) who have a college degree or certificate requiring one academic year or more of study	2014 cohort	2015 cohort	2016 cohort	2017 cohort	
	40%	42%	42%	42%	At least 60%
High School Cohort Graduation Rate	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	
	77.3%	78.9%	79.7%	79.7%	At least 95%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	
Two-year institutions					
New student	54%	55%	55%	59%	At least 75%
Transfer	NA	NA	NA	NA	At least 75%
Four-year institutions					
New student	75%	74%	74%	75%	At least 85%
Transfer	76%	75%	75%	75%	At least 85%

**WORK SESSION
DECEMBER 19, 2018**

Attachment 4

	FY2015	FY2016	FY2017	FY2018	Benchmark
Percent of full-time, first-time freshman graduating within 150% of time or less					
Two-year institutions	2012-13 cohort 18%	2013-14 cohort 20%	2014-15 cohort 22%	2015-16 cohort NA	At least 50%
Four-year institutions	2009-10 cohort 42%	2010-11 cohort 41%	2011-12 cohort 42%	2012-13 cohort NA	At least 50%
Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion.					
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting ³	20% to 24%	21% to 24%	22% to 25%	22% to 25%	TBD
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					
English	Remedial cohort 2013-14 44%	Remedial cohort 2014-15 55%	Remedial cohort 2015-16 65%	Remedial cohort 2016-17 63%	TBD
Math	22%	23%	27%	30%	TBD
Percent of new degree-seeking freshmen completing a gateway math course within two years	2012-13 cohort 35%	2013-14 cohort 37%	2014-15 cohort 40%	2015-16 cohort 43%	TBD
Number of programs offering structured schedules	Measure dropped during October board meeting.				
Median number of credits earned at completion of Associate's or Baccalaureate degree program					
Transfer students					
Associate	86	88	90	94	69
Baccalaureate	140	138	138	138	138
Non-transfer students					
Associate	79	78	75	69	69
Baccalaureate	130	129	128	129	138
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.					
Annual number of state-funded scholarships awarded and total dollar amount					
Total Scholarships Awarded	1,787	1,798	3,491	4,543	At least 3,000
Armed Forces and Public Safety Officer Scholarship	5	10	10	11	
GEAR UP Idaho Scholarship 2	0	0	0	748	
Idaho Promise Scholarship – A	112	24	4	0	
Idaho Promise Scholarship – B	150	0	0	0	

**WORK SESSION
DECEMBER 19, 2018**

Attachment 4

	FY2015	FY2016	FY2017	FY2018	Benchmark
Opportunity Scholarship	1,520	1,764	3,461	3,739	
Postsecondary Credit Scholarship	0	0	16	45	
Total Dollar Amount of Scholarships Awarded	\$5,179,849	\$5,339,800	\$10,104,337	\$11,509,400	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$63,814	\$176,000	\$152,038	\$174,497	
GEAR UP Idaho Scholarship 2	\$0	\$0	\$0	\$969,250	
Idaho Promise Scholarship – A	\$159,000	\$72,000	\$12,000	\$0	
Idaho Promise Scholarship – B	\$67,500	\$0	\$0	\$0	
Opportunity Scholarship	\$4,889,535	\$5,091,800	\$9,919,549	\$10,302,803	
Postsecondary Credit Scholarship	\$0	\$0	\$20,750	\$62,850	
	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	
Proportion of postsecondary graduates with student loan debt	71%	66%	66%	60%	Less than 50%
	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks					
ACT	36%	36%	33%	34%	At least 60%
SAT	25%	Test changed	34%	33%	At least 60%
	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Percent of high school graduates who participated in one or more advanced opportunities ¹					
Any Advanced Opportunities	84%	88%	90%	90%	At least 80%
Specific Advanced Opportunities					
Advanced Placement	41%	40%	39%	40%	
International Baccalaureate	8%	7%	3%	2%	
Dual Credit	43%	46%	53%	55%	
Tech Prep	40%	55%	62%	59%	
Industry Certification	NA	NA	NA	2%	
Percent of dual credit students who graduate high school with an Associate's Degree	1%	1%	1%	NA	At least 3%
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)	NA	NA	45%	43%	TBD
	2014 graduates	2015 graduates	2016 graduates	2017 graduates	
Percent of high school graduates who enroll in a postsecondary institution					
Within 12 months of high school graduation	53%	52%	52%	NA	At least 60%
	2012 graduates	2013 graduates	2014 graduates	2015 graduates	
Within 36 months of high school graduation	63%	60%	NA	NA	At least 80%

**WORK SESSION
DECEMBER 19, 2018**

Attachment 4

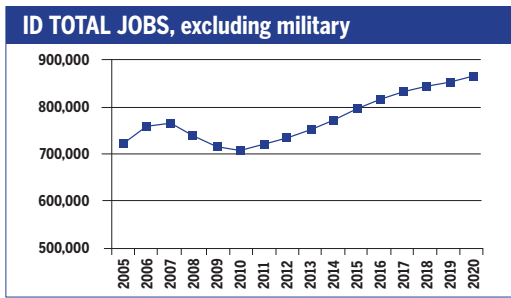
	FY2015	FY2016	FY2017	FY2018	Benchmark
Percent cost of attendance (to the student)	3%	1%	3%	-1%	Less than 4%
Average net cost to attend public institution. Four-year institutions	FY2014 111%	FY2015 90%	FY2016 91%	FY2017 NA	90% of peers
Expense per student FTE	FY2014 \$24,512	FY2015 \$23,758	FY2016 \$22,140	FY2017 \$21,187	Less than \$20,000
Number of degrees produced	14,026	14,409	14,725	15,234	At least 15,000
Goal 3: WORKFOCE 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.					
Percentage of students participating in internships	5%	5%	5%	5%	At least 10%
Percentage of undergraduate students participating in undergraduate research.					
BSU	29%	35%	37%	37%	Greater than 40%
ISU	41%	45%	45%	45%	Greater than 50%
UI	61%	59%	65%	61%	Greater than 60%
Increase in postsecondary programs tied to workforce needs	6	16	11	14	10
Objective C: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.					
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho ²	NA	NA	50%	51%	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho					
Boise	43%	47%	56%	53%	At least 60%
ISU	86%	43%	71%	29%	At least 60%
CDA	NA	NA	50%	83%	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing)	NA	85	102	108	100

**WORK SESSION
DECEMBER 19, 2018**

Attachment 5

Georgetown University - Center on Education and the Workforce - June 2013 Update

IDAHO
2010-2020 Total Job Openings 289,000



OCCUPATION	2010 jobs	2020 jobs	Growth rate (%)
Managerial and Professional Office	114,400	138,900	21
STEM	31,810	38,180	20
Social Sciences	3,240	4,140	28
Community Services and Arts	31,460	40,460	29
Education	35,250	44,420	26
Healthcare Professional and Technical	27,620	37,090	34
Healthcare Support	17,040	23,540	38
Food and Personal Services	106,150	132,560	25
Sales and Office Support	183,240	225,550	23
Blue Collar	159,600	182,520	14
TOTAL	709,810	867,390	22

INDUSTRY	2010 jobs	2020 jobs	Growth rate (%)
Agriculture, Forestry, Fishing and Hunting	40,320	43,350	8
Mining, Quarrying, and Oil and Gas Extraction	3,470	4,380	26
Utilities	2,430	2,970	22
Construction	45,870	45,800	0
Manufacturing	48,620	57,190	18
Wholesale Trade	23,760	28,020	18
Retail Trade	81,270	97,270	20
Transportation and Warehousing	22,630	28,120	24
Information	10,530	13,160	25
Finance and Insurance	32,340	44,300	37
Real Estate and Rental and Leasing	35,070	46,150	32
Professional, Scientific, and Technical Services	43,470	55,710	28
Management of Companies and Enterprises	5,290	5,890	11
Administrative and Support and Waste Management and Remediation Services	41,770	54,360	30
Educational Services	12,170	17,930	47
Healthcare and Social Assistance	74,100	100,140	35
Arts, Entertainment, and Recreation	13,920	18,750	35
Accommodation and Food Services	44,780	55,450	24
Other Services (except Public Administration)	32,870	39,540	20
Government	95,120	108,910	14
TOTAL	709,810	867,390	22

OCCUPATION	JOB OPENINGS BY OCCUPATION AND EDUCATION LEVEL (IN THOUSANDS)					
	Less than high school	High school diploma	Some college/ no degree	Associate's degree	Bachelor's degree	Master's degree or better
Managerial and Professional Office	1	9	11	4	15	6
STEM	0	1	3	1	5	2
Social Sciences	0	0	0	0	1	1
Community Services and Arts	0	1	2	0	6	4
Education	0	0	1	1	7	6
Healthcare Professional and Technical	0	0	2	3	3	4
Healthcare Support	0	2	4	1	1	0
Food and Personal Services	5	14	13	4	7	1
Sales and Office Support	2	21	29	9	13	2
Blue Collar	12	26	14	5	3	0
TOTAL	21	75	78	28	61	26

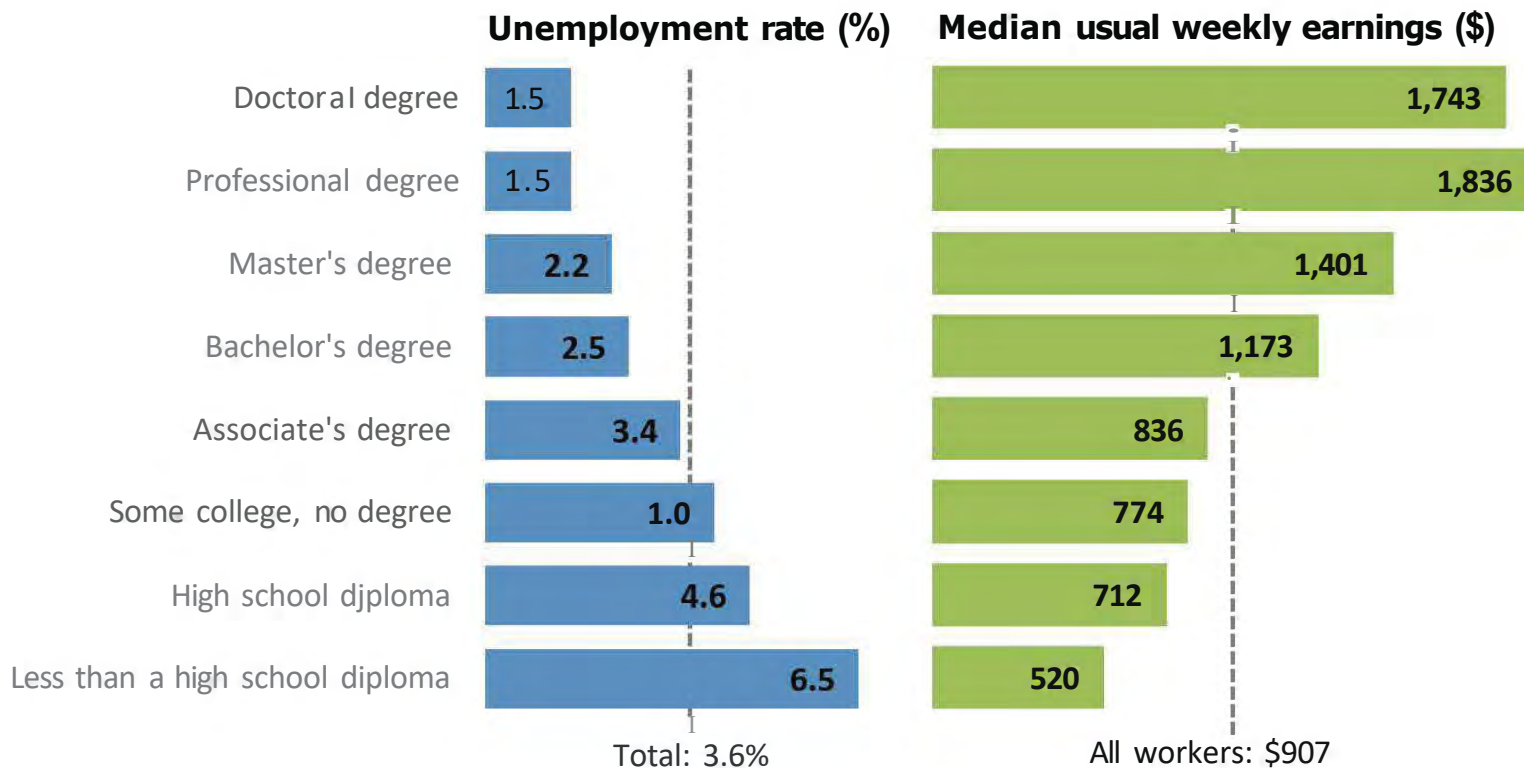


ID	2020 TOTAL JOBS BY OCCUPATION AND EDUCATION LEVEL					
	Less than high school	High school diploma	Some college/ no degree	Associate's degree	Bachelor's degree	Master's degree or better
Managerial and Professional Office:						
Management	2,570	19,900	21,890	9,000	29,660	9,650
Business operations	170	5,330	5,020	1,180	5,120	1,570
Financial services	-	1,770	5,430	1,690	9,920	3,480
Legal	-	1,030	1,220	-	340	2,990
STEM :						
Computers & mathematical sciences	-	1,880	3,830	1,740	6,190	2,310
Architecture	-	500	390	420	1,080	-
Engineering	-	280	1,790	1,490	6,220	2,060
Life & physical sciences	510	820	1,920	90	2,430	2,310
Social Sciences	-	-	-	-	2,280	1,790
Community Services and Arts:						
Community & social services	-	1,590	1,020	70	5,310	7,750
Arts, design, entertainment, sports & media	-	490	4,670	1,260	12,780	5,510
Education, Training & Library	80	1,360	2,140	2,250	21,590	16,980
Healthcare Professional & Technical	-	1,020	5,410	7,970	10,440	12,600
Healthcare Support	1,170	6,250	11,070	2,030	2,030	630
Food and Personal Services:						
Food preparation & serving related	8,270	18,080	12,820	2,370	11,050	590
Building and grounds cleaning & maintenance	4,120	12,580	9,180	4,240	2,170	-
Personal care & services	2,870	9,300	12,850	4,010	4,620	1,190
Protective services	-	2,360	4,310	1,490	3,460	640
Sales and Office Support:						
Sales & related	2,890	30,810	43,940	10,910	26,770	3,880
Office & administrative support	3,950	32,180	43,260	14,960	11,160	860
Blue Collar:						
Farming, fishing & forestry	8,250	2,660	3,130	330	910	-
Construction & extraction	7,050	18,550	12,260	2,720	860	-
Installation, maintenance & repair	4,300	11,030	8,840	5,240	2,340	-
Production	7,750	17,110	10,260	5,460	2,250	160
Transportation & material moving	7,990	29,430	7,950	2,430	2,940	320



United States Department of Labor - Bureau of Labor Statistics

National Unemployment rates and earnings by educational attainment, 2017



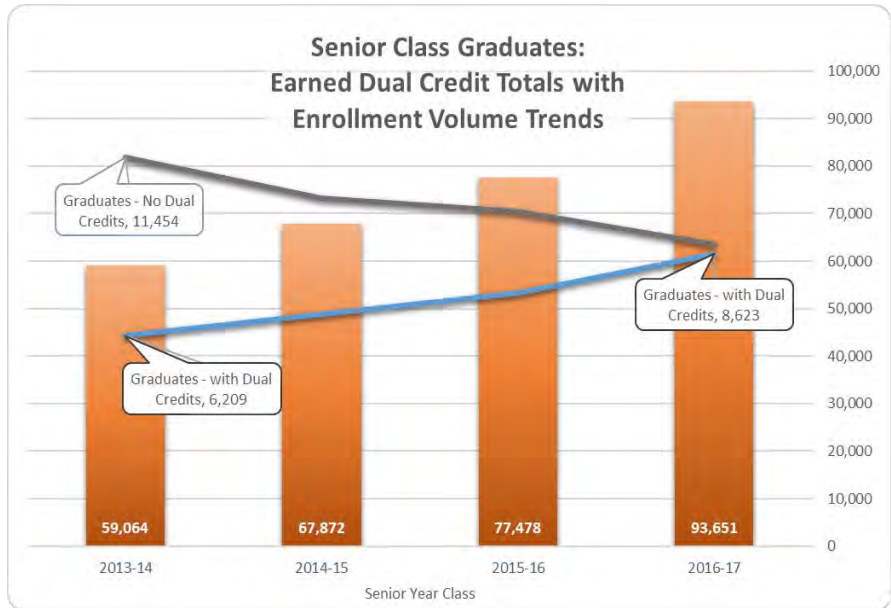
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Last Modified Date: March 27, 2018 (<https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>)

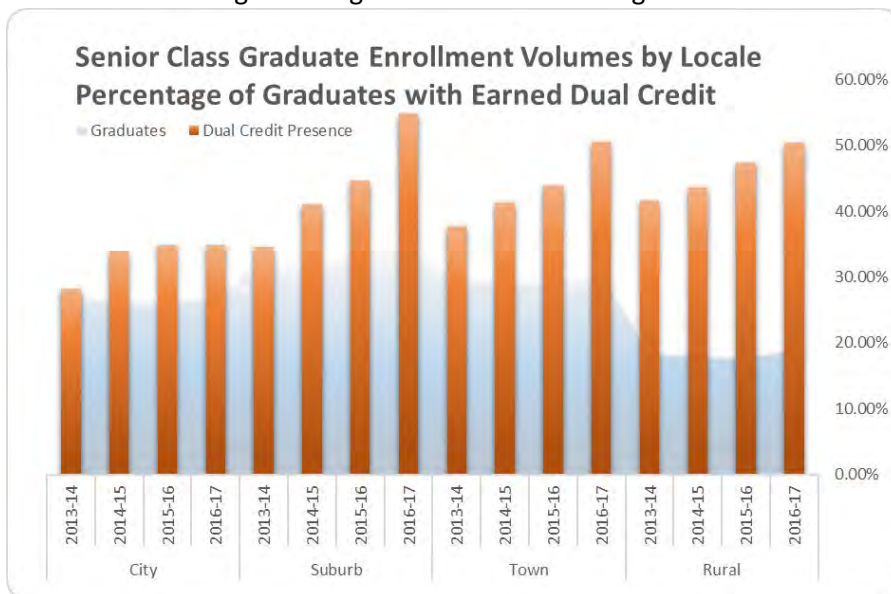
Idaho Dual Credit Evaluation – 2018
Bill Laude, Principal Research Analyst December 7, 2018

In academic year 2013-14, dual credit course expenses were reimbursed up to 18 credits for early high school completers only, and just under one third of the Senior Class graduated with earned dual credit courses in that year. In the 2014-15 academic year, Fast Forward funding was introduced and funds were made available to a larger population of students, paying for the equivalent of a three credit course for juniors, and two three credit courses for seniors. Even though the volume of credits being paid for was less, the number of students being reached resulted in an increase in the overall volume of credits being earned. Over the two year period with that funding model in place, the presence of dual credit course work for graduating seniors steadily increased, with 42% of the 2015-16 graduates leaving high school with earned college credits. In the 2016-17 school year, Fast Forward funding was modified to allow for up to \$4,125 per student over the course of their middle and high school tenures that could be applied toward dual credit courses.¹ Even though an evaluation of the full extent of funding post secondary opportunities over a student’s high school career will not be fully available until the 2019-20 graduating class (and through 2023 academic year for outcomes evaluations), a significant increase in dual credit enrollments under the new funding model has resulted in an immediate impact on the percentage of students now graduating with earned dual credit course work, at 48% for the 2016-17 graduating class. In addition to cumulative credits, the volume of students graduating with an associate’s degree have also increased over this period, from 26 in the 2013-14 school year to 121 in 2016-17.



Utilization of Dual Credit Programs

When evaluating the increase in dual credit enrollments, the growth of the program can be seen across all geographic areas in the state; though the growth in the metropolitan area, most notably Boise where there is a higher presence of funds being used for Advanced Placement



¹ The available funds for students under Idaho Code 33-4602 is not limited to strictly dual credit courses, but is also available to offset fees for overload courses and certificate exams (e.g. CTE, CLEP, AP and IB).

exams, has been more modest. Within the other geographic locales, earned dual credit course work is present in over 50% of graduating senior population and seen to be increasing at a consistent pace from 2013-4 to 2016-17. In reviewing all cohort years in this four year span, one half of seniors with earned dual credit courses graduate with seven or fewer credits, the equivalent of two courses; with the average cumulative credit amount being just over one course.

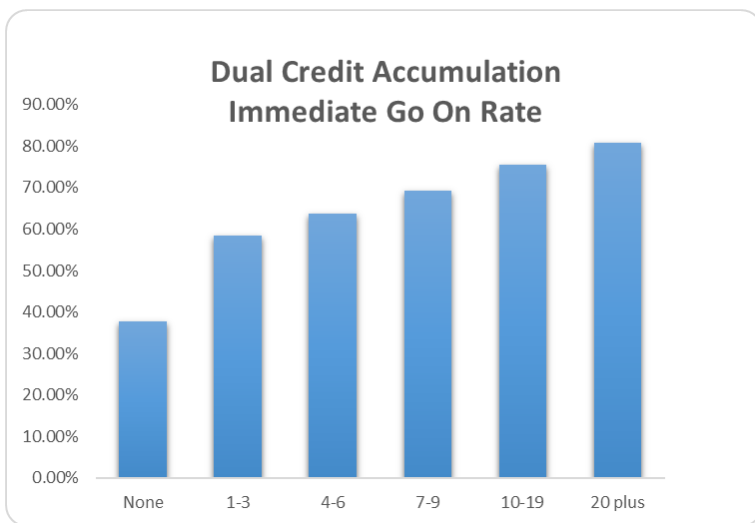
Evaluation of credit bins up to nine credits (typically three courses), show slower growth over time relative to higher volume credit bins, and it is with seniors who are graduating with ten or more credits that the greatest growth in dual credit accumulation is occurring.

Percentage of High school Seniors Graduating with Dual Credit by Earned Cumulative Credit Totals						
Locale	Graduating Class	1-3	4-6	7-9	10-19	20 plus
City	2013-14	7.9%	7.1%	4.1%	6.5%	2.7%
	2016-17	10.7%	8.2%	4.9%	7.3%	3.8%
	Increase	135.7%	115.4%	120.2%	111.7%	142.0%
Suburb	2013-14	9.2%	8.2%	5.8%	7.7%	3.6%
	2016-17	12.8%	10.7%	7.8%	15.0%	8.4%
	Increase	138.7%	131.4%	134.8%	194.2%	233.4%
Town	2013-14	10.2%	8.9%	5.7%	8.9%	3.9%
	2016-17	11.8%	11.0%	7.1%	14.2%	6.4%
	Increase	115.1%	123.9%	125.6%	158.6%	161.4%
Rural	2013-14	10.1%	8.7%	6.6%	10.9%	5.4%
	2016-17	11.6%	9.2%	6.8%	13.9%	8.8%
	Increase	115.5%	105.7%	104.3%	128.1%	163.5%

Excluding the City Locale, seniors graduating with ten or more credits represent 22% of the 2016-17 Senior Class, up from 13% in 2013-14. While there has

been higher than usual growth in the 1-3 credit band in both City and Suburban areas over this span, that growth has not yet significantly outpaced the overall presence those bands present in other geographic locales; and this increase is outpaced by the growth in the ten plus credit categories across the three higher growth locales.

The only ethnic minority to show any significant variance to the overall growth of the dual credit program as a whole is in the Hispanic community, where enrollment in dual credit courses doubled from 616 graduating seniors in 2013-14 to 1,204 in 2016-17, which now totals just under 43% of the Hispanic graduates (up from 25.6% in 2013-14). However, no other significant variances in relative credit volume accumulation or cumulative enrollment totals displayed within this time frame.

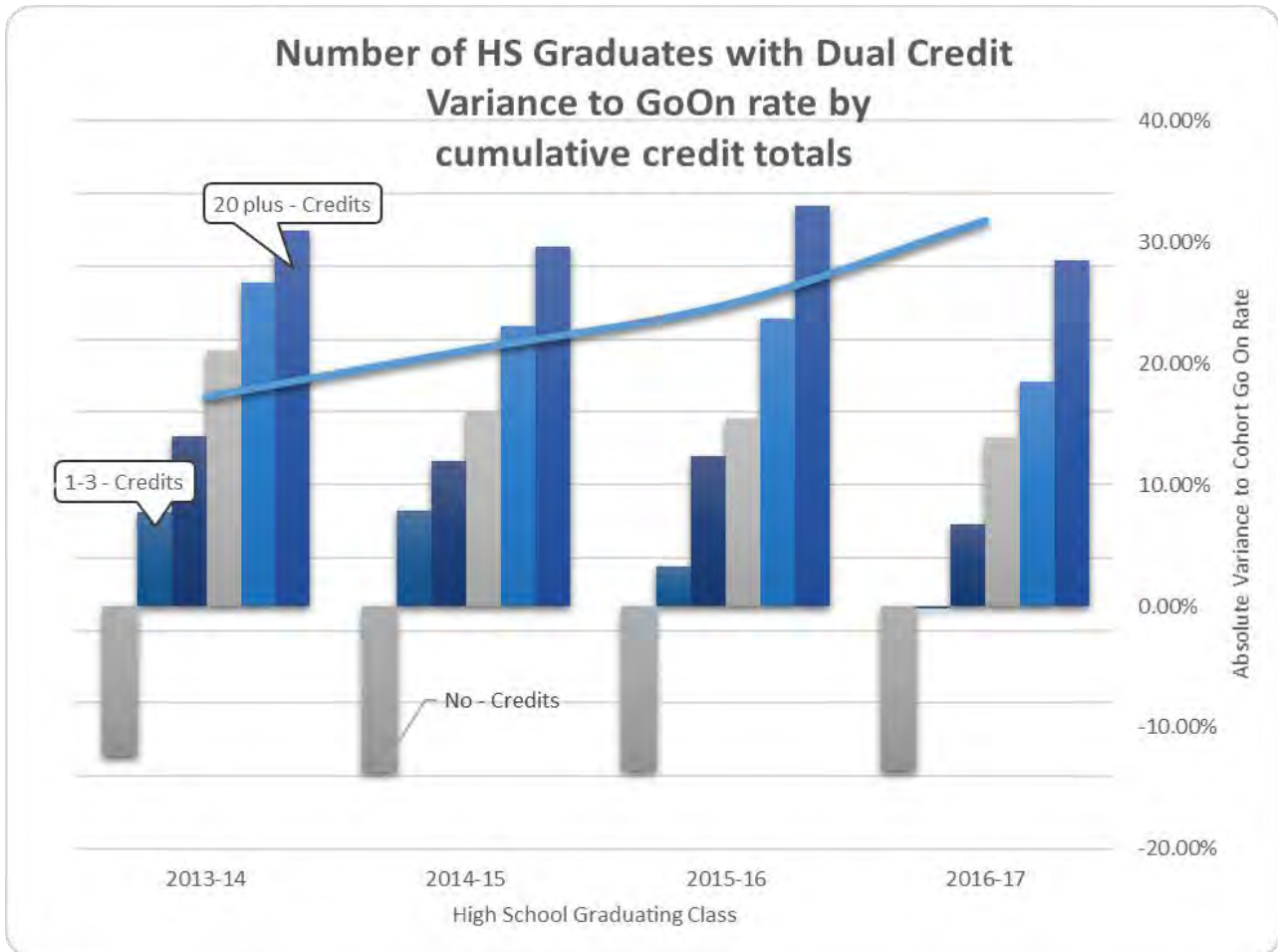


Go On Rate and Post Secondary Trends

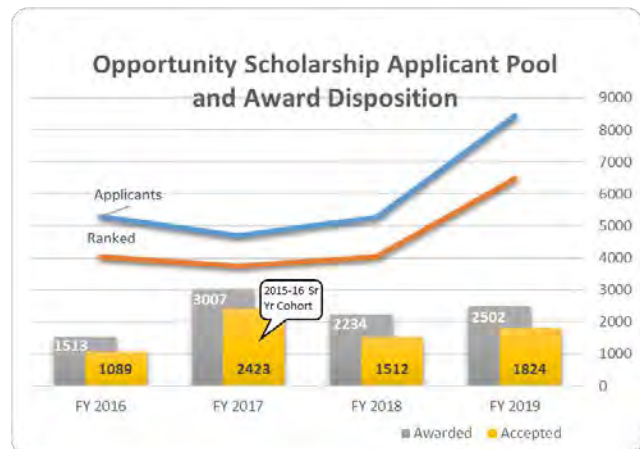
The association between College Go On rates and Dual Credit course taking behaviors have long been recognized as having a direct relationship, and in reviewing composite totals from 2013-14 through 2014-15, this relationship is readily displayed; the more dual credits accumulated in high school, the more likely a student is to immediately go on and attend a post secondary institution. However, as the dual credit program grows and is made more accessible to larger populations of

students, the rate at which students immediately go on to college begins to deteriorate as the characteristics of the students within the cumulative bands change.

Setting each year's cohort rate to zero as a baseline, the variance to that rate can be seen across the various cumulative credit bands. Over time, the Go On behaviors displayed in the 1-3 Credit range can be seen to drop from 7.73 absolute percentage points over the 2013-14 year to 0.24 percent under the 2016-17 cohort go on



rate. In a similar fashion, though while still significantly higher than the baseline go on rate, all Go On rates are dropping over time as more and more students participate in, and accumulate credits under the program. The Go On rate uptick in the higher credit bands in academic year 2015-16 corresponds to a significant increase in awards within the Opportunity Scholarship, when funding changes enabled a significantly larger population of Idaho high school graduates to attend college with support from the scholarship. As funding normalized against applicant population in the subsequent fiscal year, the downward trend in the credit bands resumed, as well.



In addition to the formally published Immediate Fall Go On rate, evaluation of go on rates subsequent to the immediate Fall term following high school graduation also demonstrate the increased likelihood of college attendance as it relates to dual credit accumulation in high school.

**WORK SESSION
DECEMBER 19, 2018**

Attachment 7

Extended Go On Rates By Graduating Senior Class Dual Credit Bands by Earned Cumulative Credit Totals					
Credits at Graduation	Fall	One	Two	Three	Four
2013-14					
20 plus	81.98%	84.23%	86.64%	93.24%	93.99%
10-19	77.74%	80.74%	83.59%	91.22%	92.10%
7-9	72.14%	75.75%	79.67%	85.86%	87.41%
4-6	65.08%	69.77%	74.17%	80.23%	82.23%
1-3	58.80%	62.67%	68.18%	75.14%	76.83%
None	38.74%	43.39%	49.20%	54.39%	56.88%
2014-15					
20 plus	80.07%	82.43%	85.15%	92.57%	
10-19	73.56%	76.83%	80.76%	88.51%	
7-9	66.48%	70.27%	74.98%	81.81%	
4-6	62.35%	67.19%	72.65%	78.44%	
1-3	58.27%	62.31%	67.68%	74.05%	
None	36.73%	41.90%	47.70%	52.87%	
2015-16					
20 plus	83.47%	85.43%	87.40%		
10-19	74.13%	77.39%	80.98%		
7-9	65.89%	69.34%	73.58%		
4-6	62.86%	66.47%	70.90%		
1-3	53.74%	58.31%	62.17%		
None	36.85%	40.64%	46.18%		
2016-17					
20 plus	78.21%	79.12%			
10-19	68.24%	70.00%			
7-9	63.61%	66.58%			
4-6	56.50%	59.14%			
1-3	49.51%	52.10%			
None	36.13%	37.89%			

The Extended Go On Rate Table provides initial college enrollment by aging from high school graduation, and lists cumulative go on rates through the most recently available year, year four of the 2013-14 graduation cohort, and year one for the 2016-17 cohort. Year One student counts would include Spring enrollees who did not immediately attend in the fall, and all subsequent years are annual captures of any enrollment activity within the identified span. As with the immediate Fall Go On rates, extended go on rates deteriorate slightly as the population within those pools increase, with a similar bump in 2015-16 with the increase in Opportunity Scholarship awards. These totals illustrate a significantly higher percentage of college attendance over time, with the intensity of that trend being significantly more marked in the higher credit accumulation.

In addition to the correlation in go on rates, the retention in year over year Fall enrollment also displays improved performance in the dual credit taking population as those cohorts persist in their

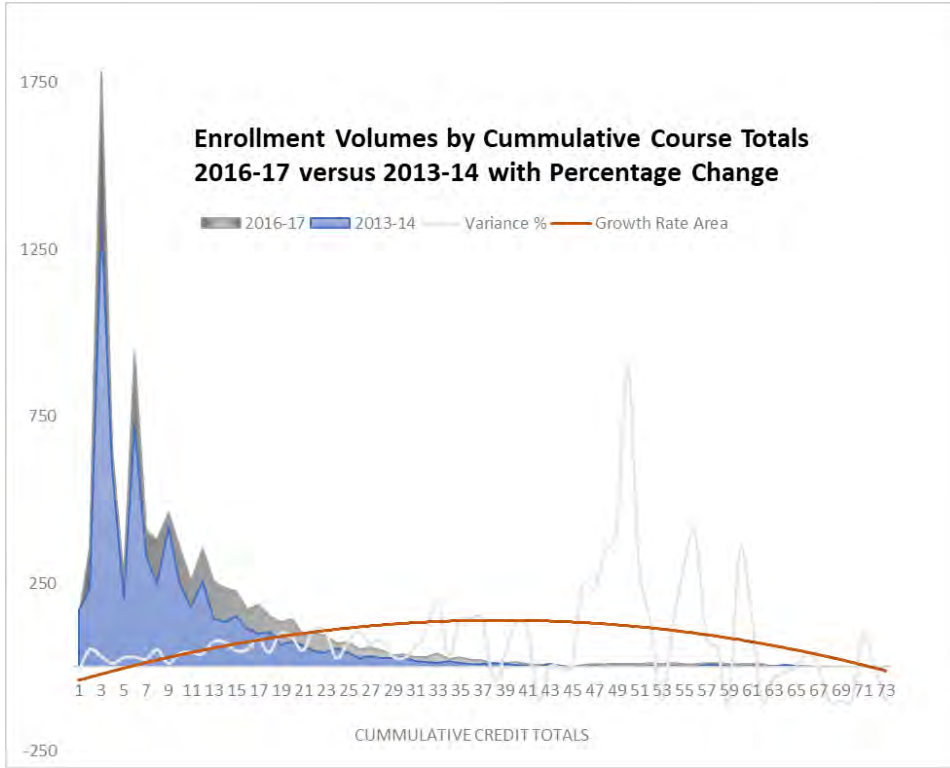
college careers. Within the four year universities and college, students who participated in dual credit were 3% more likely to re-enroll in the subsequent fall term than their non-dual taking counterparts (graduation years 2013-14 through 2015-16), and 15% more likely within the community college schools; with no marked changes in those relative performance over that three year span. When evaluating students graduating with 20 or more credits, that performance gap increases to 9% in the four year institutions and within the community colleges, up to 32%. Students with no dual credit course work were more likely to drop out after their first year of attendance.

From 2014 through 2017, 273 associate degrees have been awarded to high school seniors who were able to earn college credits through the dual enroll programs, and an additional 88 associate degrees were earned within the first year of college attendance. In evaluating the 2013-14 graduating cohort, students who immediately went on to college with dual credit course work were two times more likely to have earned an associates degree at the end of their second year in college, and students in the 2013-14 cohort were more than three times as likely to have earned an associate's degree.

Associate Degree Award By Graduating Senior Class Dual Credit Bands by Earned Cumulative Credit Totals				
hs_cohort	CreditBands	in HS	One Year	Two Year
2013-14 Total	All	26	28	356
2013-14	20 plus	26	16	55
2013-14	10-19		6	60
2013-14	7-9		1	39
2013-14	4-6			50
2013-14	1-3		2	30
2013-14	None		3	122
2014-15 Total	All	44	29	218
2014-15	20 plus	44	20	45
2014-15	10-19		5	45
2014-15	7-9		1	25
2014-15	4-6			30
2014-15	1-3			19
2014-15	None		3	54

Additional Information

The below referenced graph illustrates total student enrollment volumes by dual credits earned and the growth from 2013-14 and 2016-17. The spikes in enrollment totals correspond to typical course credit totals, most notably at 3, 6 9 and 12 credits, with total credit accumulation smoothing out as various course taking behavior (typically two and four credit courses) accumulate. While aggregate totals are still most prevalent in



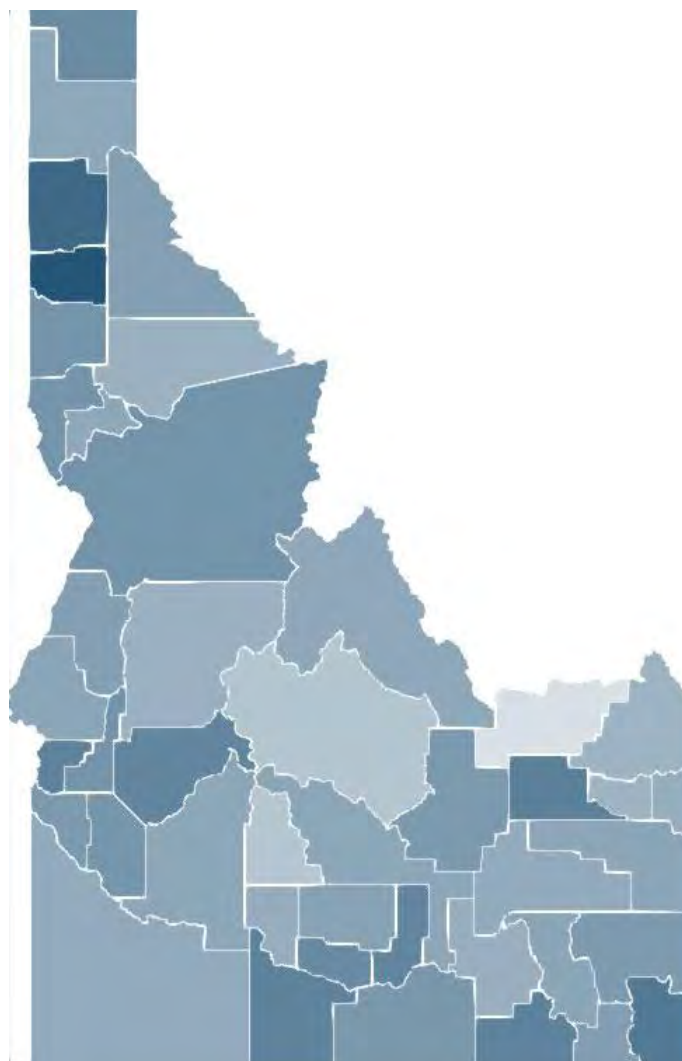
the cumulative volumes under 20 credits, the rate of growth in the higher cumulative totals has persistently increased over this period; 55% increase in students attaining 20-29 credits, and a 75% increase in students attaining 30-39 credits.

Associate degrees awarded in high school from 2014 through 2017 by senior class high school, degree capture includes summer term immediately following high school graduation due to awarding procedures in some post secondary institutions. Renaissance High School academic program focus include the offering of either an International Baccalaureate (not captured) or an Associate of Arts degree awarded through Idaho State University.

High School	Associate Degrees
Renaissance High School	194
Idaho Distance Education Academy	12
Lake City High School	9
Vision Charter School	9
Coeur D Alene High School	7
Coeur D Alene Charter Academy School	6
Madison Senior High School	5
Burley Senior High School	5
Canyon Ridge High School	4
Idaho Virtual Academy	4
Melba High School	3
Kimberly High School	2
Twin Falls Senior High	2
Carey Public School	2
Lakeland Senior High School	2
Parma High School	1
Mountain View High School	1
St Maries High School	1
Forrest M. Bird Charter School	1
New Plymouth High School	1
Hansen Jr/Sr High School	1
Post Falls High School	1
Meridian Medical Arts Charter	1
Timberlake Senior High School	1
Minico Senior High School	1
Vallivue High School	1

**Dual Credit Presence by County
2016-17 High School Graduates**

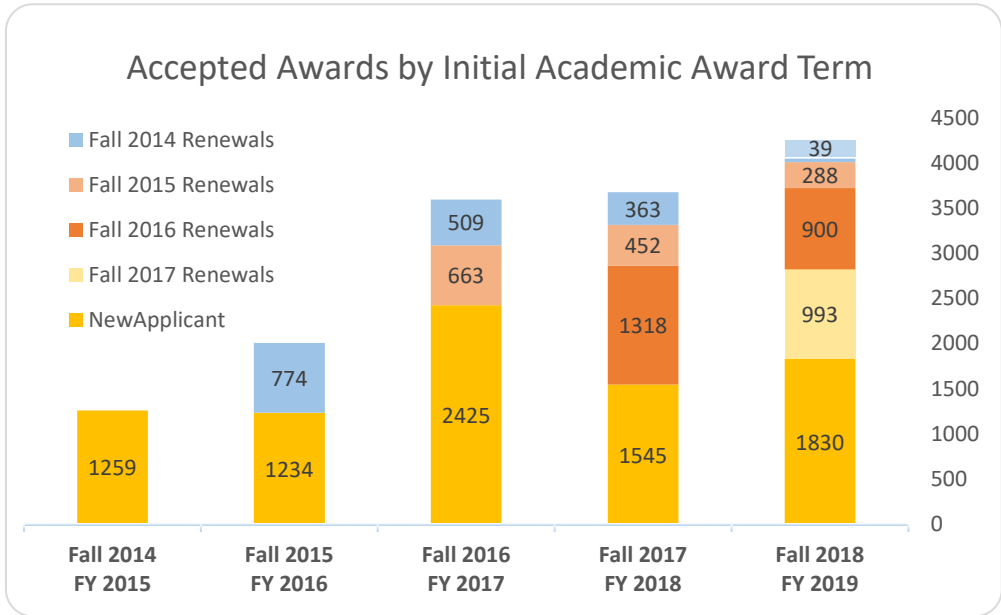
County	Graduates with Dual Credit	Average Cumm Credits	Graduates with Dual Credit (Rate)
Ada	2232	11.04	46%
Adams	9	9.11	50%
Bannock	470	9.41	50%
Bear Lake	42	15.26	59%
Benewah	39	20.00	49%
Bingham	280	8.05	43%
Blaine	149	8.48	62%
Boise	29	12.52	54%
Bonner	134	8.83	39%
Bonneville	409	9.28	29%
Boundary	35	12.66	36%
Butte	18	9.94	72%
Camas	4	4.00	80%
Canyon	1227	10.35	58%
Caribou	71	9.96	68%
Cassia	134	10.39	42%
Clark	1	2.00	13%
Clearwater	37	7.92	45%
Custer	13	6.08	41%
Elmore	116	8.20	42%
Franklin	97	9.36	46%
Fremont	46	6.78	37%
Gem	94	10.83	53%
Gooding	84	7.67	46%
Idaho	72	12.71	61%
Jefferson	134	13.59	40%
Jerome	132	12.52	57%
Kootenai	556	16.81	40%
Latah	162	10.84	64%
Lemhi	24	7.96	56%
Lewis	25	8.00	63%
Lincoln	33	9.64	49%
Madison	262	6.94	53%
Minidoka	126	12.87	56%
Nez Perce	229	11.19	56%
Oneida	31	13.00	44%
Owyhee	71	7.90	56%
Payette	114	13.09	43%
Power	41	8.54	39%
Shoshone	51	9.16	44%
Teton	59	7.39	55%
Twin Falls	492	13.43	60%
Valley	47	7.04	55%
Washington	75	8.88	57%



Idaho Opportunity Scholarship Evaluation – 2018
Bill Laude, Principal Research Analyst November 15, 2018

Developed to assist economically disadvantaged Idaho students attend college, the Idaho Opportunity Scholarship has helped support over 8,000 Idaho students in their post secondary careers over the last five years. From a budget of \$5.127 million in Fiscal

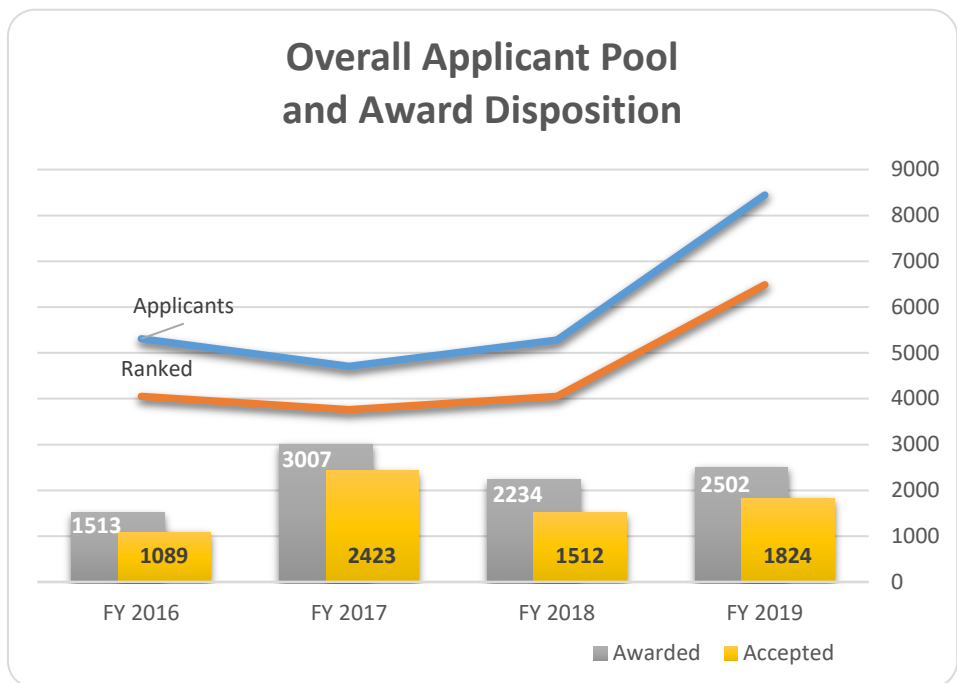
Year 2015 that supported just over 1,200 students, the scholarship budget has increased to \$13.78 million in this most recent fiscal year, in support of over 4,000 students. The effectiveness of this program in reaching and supporting the intended population of economically disadvantaged students is the subject of this evaluation.



Accessibility for Target Populations

Overall application volumes for the scholarship have increased by 159% over the past four years, with applicants who meet the financial reporting requirements (FAFSA completion) and in-state eligibility requirements of the program, holding pace at a 160% increase. This resultant group of applicants who meet all eligibility requirements are ranked for evaluation through the awarding process. The accessibility of the scholarship for racial and ethnic subsets will leverage this subset of Ranked applicants who successfully met submission criteria.

In evaluating the diversity of the applicant pool over this four year period, minority populations display significant increases in their



representation in the applicant pool, with the Hispanic population exhibiting a 236% increase in volume, and a 191% increase in Ranked, Eligible Applicants. Overall, the growth of minority groups within the ranked, or eligible applicant pool has increased at an accelerated rate, relative to the overall increase in ranked applicants.

Percentage Growth from Base Year 2016							
Race Ethnicity	FY 2016	FY 2017		FY 2018		FY 2019	
	Eligible (Ranked)	Eligible (Ranked)	Increase	Eligible (Ranked)	Increase	Eligible (Ranked)	Increase
American Indian or Alaska Native	28	26	92.86%	26	92.86%	43	153.57%
Asian	57	59	103.51%	56	98.25%	118	207.02%
Black or African American	36	43	119.44%	29	80.56%	67	186.11%
Hispanic or Latino	445	398	89.44%	479	107.64%	852	191.46%
Native Hawaiian or Pacific Islander	7	6	85.71%	11	157.14%	20	285.71%
Two or more	62	17	27.42%	9	14.52%	8	12.90%
White	2,655	2,516	94.76%	2,915	109.79%	4,433	166.97%
Grand Total	3,290	3,065	93.16%	3,525	107.14%	5,541	168.42%

Taken as a composite, non-Hispanic minority students represent 4.62% of the ranked applicants in Fiscal Year 2019, as compared to the overall 4.17% presence in the concomitant 2017-18 high school senior class.¹ The percentage of ranked Hispanic applicants is also comparable to their overall presence in the high school Senior Class population, at 15.28% ranked applicants to 15.61% Senior Class enrolled. Upon a resulting award offer, those rates net out to 6.43% non-Hispanic minorities, and 20.85% Hispanic; award rates that exceed the presence in the overall Senior Class population.

An additional factor in evaluating the accessibility of the scholarship concerns the geographic area from which those students are applying. In Fiscal Years 2015, 2017 and 2018, just under 16,000 high school seniors applied for the Idaho Opportunity Scholarship, approximately 25% of the Senior Classes over that period of time. The US. Census categorizes Urban and Rural Areas by both population clusters and distance from more densely populated areas². The area designated as

Locale	Seniors	Applicants	Applicant Rate
City: Midsize	7,035	1,369	19.5%
City: Small	9,387	1,601	17.1%
Suburb: Large	8,839	2,266	25.6%
Suburb: Midsize	7,260	1,918	26.4%
Suburb: Small	3,540	957	27.0%
Town: Fringe	1,512	394	26.1%
Town: Distant	8,399	2,157	25.7%
Town: Remote	7,466	2,049	27.4%
Rural: Fringe	3,361	1,071	31.9%
Rural: Distant	4,123	1,230	29.8%
Rural: Remote	2,707	863	31.9%
Grand Total	63,629	15,875	24.9%

¹ While contrary to federal reporting standards, due to significant year over year fluctuation in students who did not indicate or had no presence of this data point have been excluded from calculations in order to provide more consistent longitudinal evaluations.

² Rural and Urban designations derived from National Center for Education Statistics using US Census definitions.

Small City shows the lowest rates of applicants within the state at 17.1%, with the primary constraining driver being Pocatello with only 7.2% of seniors applying for the scholarship. Rural area students as a whole are more

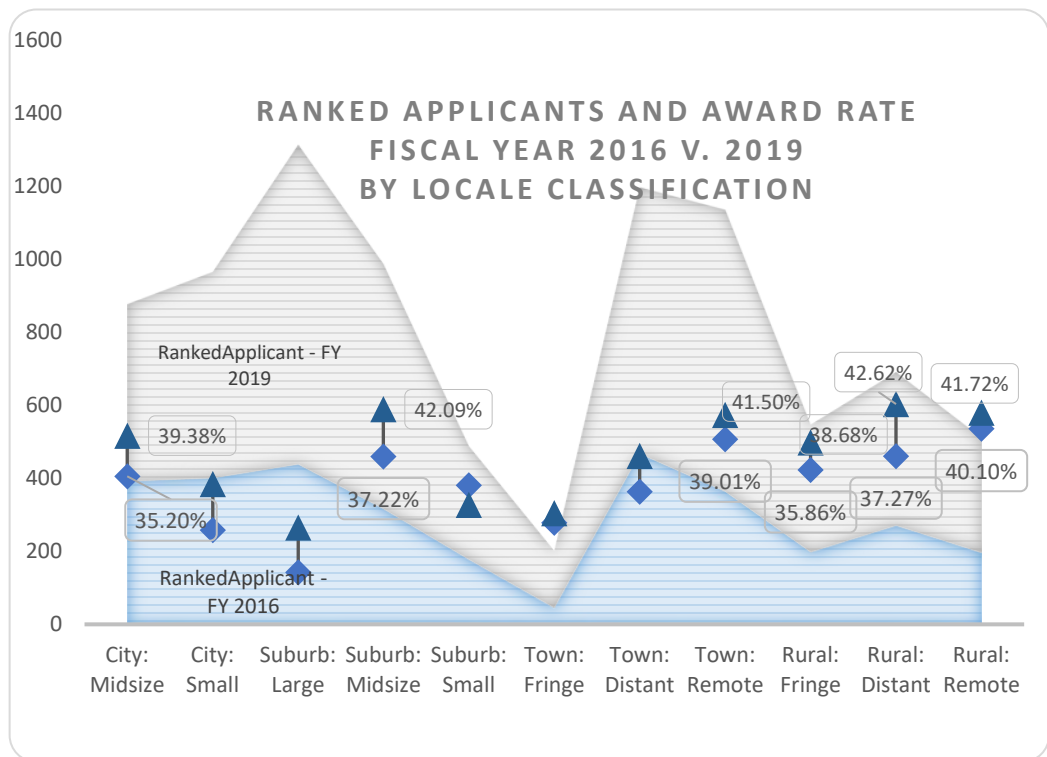
likely to apply for the scholarship, with approximately 31% of those students applying for the scholarship. From Fiscal Year 2016 to 2019, the average increase in application rates among high school seniors was 154% across all locales, with Fringe Town showing the greatest increase at 307%, followed by Midsize Suburb and Remote Town at 215% and 207%, respectively.

Locale	Aggregat	FY 2016	FY 2019	Change
City: Midsize	78	22.1%	21.8%	98.8%
City: Small	206	17.5%	21.6%	123.4%
Suburb: Large	532	21.1%	32.2%	152.8%
Suburb: Midsize	569	16.8%	36.1%	214.8%
Suburb: Small	129	23.8%	30.4%	127.9%
Town: Fringe	160	12.9%	39.9%	309.3%
Town: Distant	333	23.4%	31.7%	135.7%
Town: Remote	657	20.1%	41.6%	207.0%
Rural: Fringe	233	22.3%	40.0%	179.4%
Rural: Distant	195	25.1%	40.3%	160.4%
Rural: Remote	137	28.5%	39.5%	138.8%
GrandTotal	3,229	21.0%	32.3%	153.9%

The geographic locales with the highest award rates from the overall applicant pools were in the mid-size city category (Boise) at 37% and the outlying rural areas, averaging just over 36%. The locale with the lowest rate awarded at 26.14% was the Fringe Town, with Kuna at 26.17% and Shelley at 26.09%; though for Fiscal Year 2019, Shelley is at 28.75%.

From Fiscal year 2016 through 2019, the number of ranked applicants increased significantly across all geographic locales. The chart below details the number of student who successfully applied and were ranked for the Fiscal Years 2016 and 2019, along with the percentage of those applicants who were offered an award. The applicants most likely to receive an award offer are again from rural areas, though midsize suburb locales

saw an increase in award rate of 37.2% in 2016 to 42.09% in the most recent award cycle; with Caldwell and Middleton award rates peaking at 46.95% and 45.16%, respectively. No outliers presented within the Remote Town category through all three Rural categories where population sizes were adequate for that evaluation. During this period, the most significant increase to Senior



Class high school populations occurred in the Large Suburb category, the highest aggregate increases

presented within four high schools; Centennial in Boise and Mountain View, Rocky Mountain and Rebound School of Opportunity in Meridian.

Historically, assessment of Free and Reduced Lunch eligible students has been included, in part, in the evaluation to determine the success of the scholarship program in targeting economically disadvantaged students. While certain attributes that trigger this classification are indicative of a student’s need for the scholarship, the overall evaluation of this population is less indicative of need than other, available attributes. Over the previous seven years, Free and Reduced Lunch eligible high school seniors represent approximately 36% of the Senior Class population, with the highest concentration being in the Midsize Suburb, representing 17.47% of the Free and Reduced Lunch eligible students; and in the Remote Town locale at 14.6% presence. However, these two locales have only a 45% Award rate from application as compared to an average award rate of 51.3% over the entire Free and Reduced Lunch eligible population. This disparity in award remains constant when controlling for both GPA and the application ranking process.

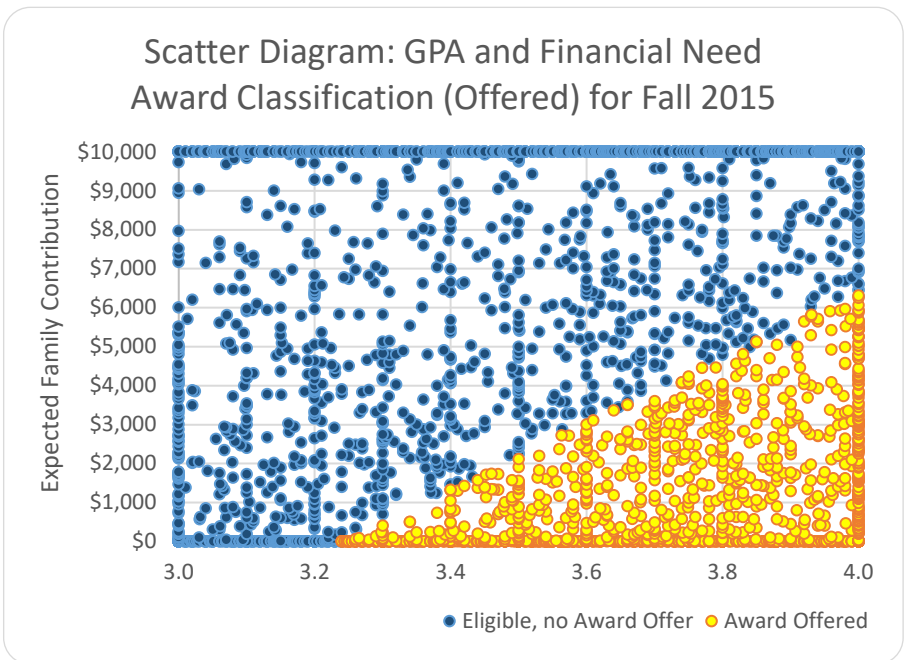
Free and Reduced Lunch Eligible		
EFC Range	Ranked	
	Applicant	Award Rate
Zero	1,869	82.1%
1-4999	1,350	68.5%
5000-10000	287	20.6%
Over 10k	301	0.0%
Overall Award Rate	3,807	66.2%

But when the Expected Family Contribution (EFC) from the FAFSA is introduced to these populations, awarding normalizes across the various locales. A student with an EFC from \$0 to \$5,000 who has successfully met application criteria within these two locales has an award rate within 2/100^{ths} of a percent of the award rates of that locale population subset, at approximately 76.42%. Across all locales and EFC values, the award rate for Free and Reduced Lunch eligible students

averages 66.2% and ranges from 0% for students with an EFC greater than or equal to \$10,000; and up to 82.1% for applicants with a zero EFC.³

Immediate College Attendance

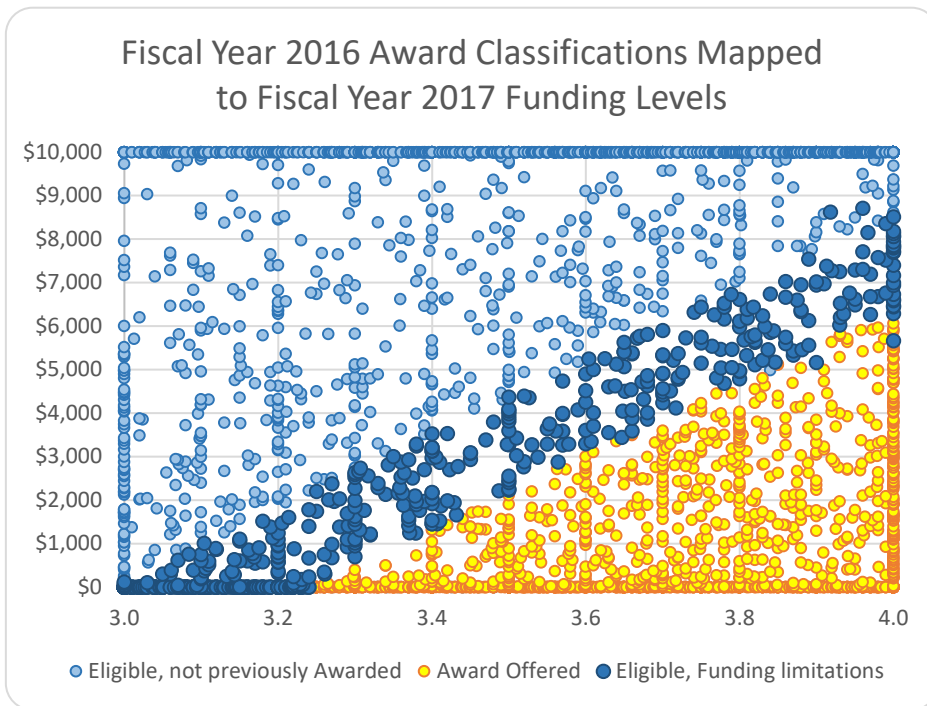
Upon successful submission, an applicant is scored on two categories; 0-70 points for financial need, and 0-30 point for GPA, with those students receiving the highest aggregate scores in a given year being offered a scholarship award. This ranking of applicants creates natural clusters in award and non-award categories which illustrate the relationship between GPA and financial need. In Fiscal Year 2016 (Fall 2015 awardees in the diagram to the right), a student with a 3.1 GPA would not have been awarded at any financial need level, though a student with a 3.4 GPA would have been awarded, provided their expected EFC was below \$1,300. However, as funding for the scholarship has increased over time,



³ Aggregate calculation exclude Fiscal Year 2017. Due to an increase in funding for that year, students were awarded outside standard awarding bands relative to other years.

there has been some year over year variance in the attributes of awarded students due to the increased availability of funds; so a student applying in a later year with a GPA of 3.4 and an EFC greater than \$1,300 might be awarded if funds were still available at that level of ranking, where they would not have been awarded in Fiscal Year 2016. In simple terms, the diagonal line between awarded and non-awarded applicants would move up or down depending upon the availability of funds in any given year. By identifying this year over year variance in student attributes, the impact on student behaviors in relation to immediate go on behavior can be evaluated.

The year over year funding variance can be leveraged by evaluating student populations that had different award classification but shared similar ranking attributes. This evaluative methodology creates discreet



clusters that are illustrative of the EFC and GPA attributes of historically awarded and non-awarded applicants, but also a band of student who would have received a scholarship in 2016 had there been sufficient funds available at the time. This population of students can then be compared to students with comparable attributes from Fiscal year 2017 to determine whether or not the scholarship had an impact on their likeliness to go on to college.

This reclassification of applicants yields a revised

cohort of students totaling 781 for Fiscal Year 2016 and 765 from Fiscal Year 2017 with comparable attributes. When reviewing the immediate Go-on rates between these two modified populations directly, the revised 2017 cohort (actual awardees) was 13.3% more likely to immediately attend college after high school, but this does not account for disparate economic factors between those two years. In order to account for changing economic factors, the revised cohort is compared to the general population go-on rates in each respective year. The revised 2016 cohort was 23% more likely to attend college than their general population peers, who would include lower GPA students and students who may or may not have completed a FAFSA. By comparison, the 2016 revised cohort of actual awardees was 44% more likely to immediately attend college than their senior class peers.

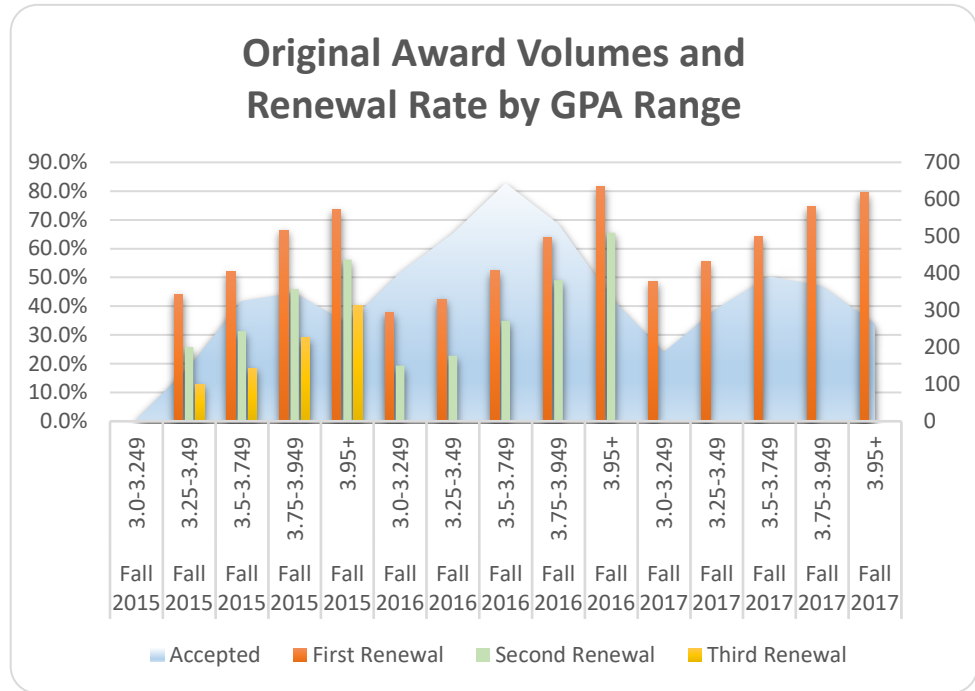
Renewal Persistence

While longitudinal evaluations of the efficacy of the scholarship as it relates to actual degree production are still somewhat limited due to the time required to achieve a degree, evaluations of renewal behaviors subsequent to acceptance of an award can be leveraged to determine characteristics that are indicative of student success as they persist in their utilization of funds over their college career.

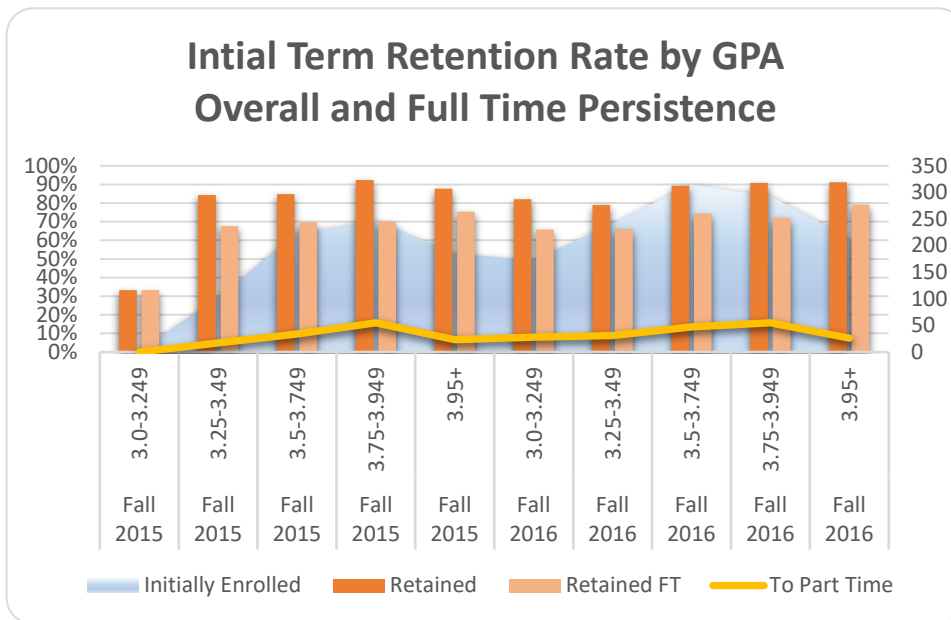
As a condition of the application process, the student is required to submit their high school GPA and their FAFSA application with EFC, which can then be leveraged in the analysis of their

future utilization of the award to determine if distinct characteristics of a high school senior are indicative of continued post secondary success or award utilization.

Until this most recent awarding cycle, the minimum GPA for the scholarship had been set at 3.0; and in reviewing the distribution of grade point averages within the applicant population, the requirements of the scholarship have somewhat skewed the distribution of GPAs in the pool of applicants, with a significant clustering of students at or above a 3.5. Because of this, a modified band was derived that grouped GPAs in .25 grade point



increments up to 3.95, where an additional classification was then introduced. This modified distribution smooths the population into more typical groupings so subsequent behaviors could be more readily displayed. Over a three year span from Fiscal Year 2016 through 2018, 59% of students who accepted an award renewed that award in their subsequent year in the scholarship. That rate was at 60.7% in Fiscal Year 2016 and improved to 65.6% in 2018. As can be seen in the graph above, there is a strong correlation between a student's high school GPA and the likelihood they will successfully persist in the scholarship program.



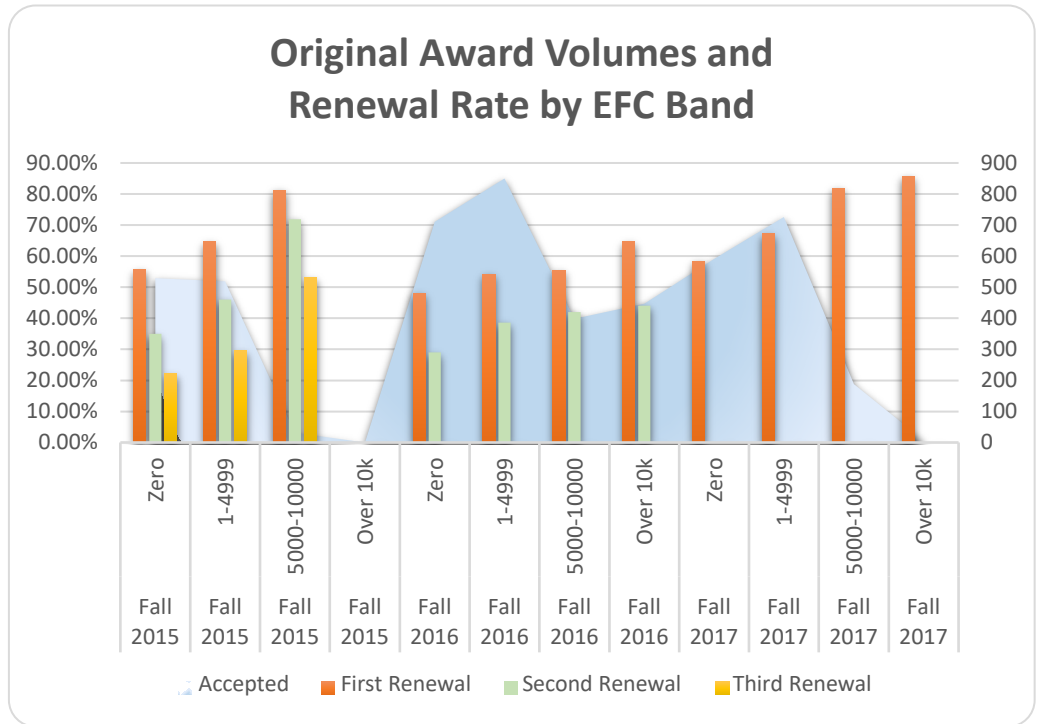
In contrast, the Fall to Fall Retention Rate for Fiscal Years 2016 and 2017⁴ for scholarship awardees is significantly higher, at 85.7%. As a condition of the scholarship, student must not only maintain a minimum GPA, but enroll in a minimum of 24 credits per year, approximating full time status. The graph to the left illustrates that variance in retention rates over GPA bands when Part Time status is factored into the subsequent year's enrollment. When evaluating Fiscal Year 2016

⁴ 2018 data is not currently available for retention rate calculations.

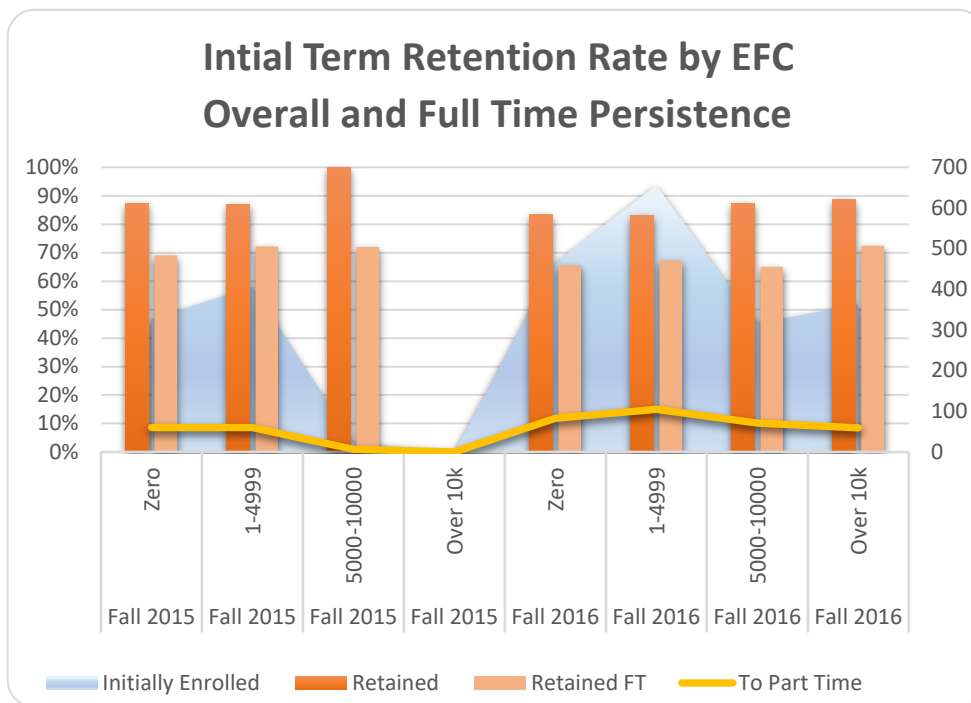
awardees, persistence into year three remains relatively high at 73.7% from the original enrollment cohort, but the percentage of full time students drop to 57.7%, leaving 28% of the original enrolled awardees still enrolled but ineligible for the scholarship.

A similar but slightly less pronounced trend can be seen in the Expected Family Contribution of the awarded applicants. In review of the EFC, a high volume of awarded applicants, relative to the overall award pool, had an EFC of zero; and because of this significant cluster, the next band was capped at \$5,000 in order to provide a relatively comparable comparison set, with subsequent grouping from \$5,000 and \$10,000. Some

inconsistencies in groupings year over year are the result of years where budgeted dollars were more limited and few or no applicants were awarded with an EFC in excess of \$10,000, though in years where additional funding were available, awards were generated within that category. While the scholarship renewal shows



discreet variances by EFC ranges, the correlations weaken significantly in the evaluation of renewals, where again the presence of the part time subsequent is displayed, but with significantly less correlation to the family contribution. In conclusion, while there is some modest impact within the limited EFC ranges that are captured in the application process, the student's initial high school GPA is much more indicative of retention in their post secondary endeavors.

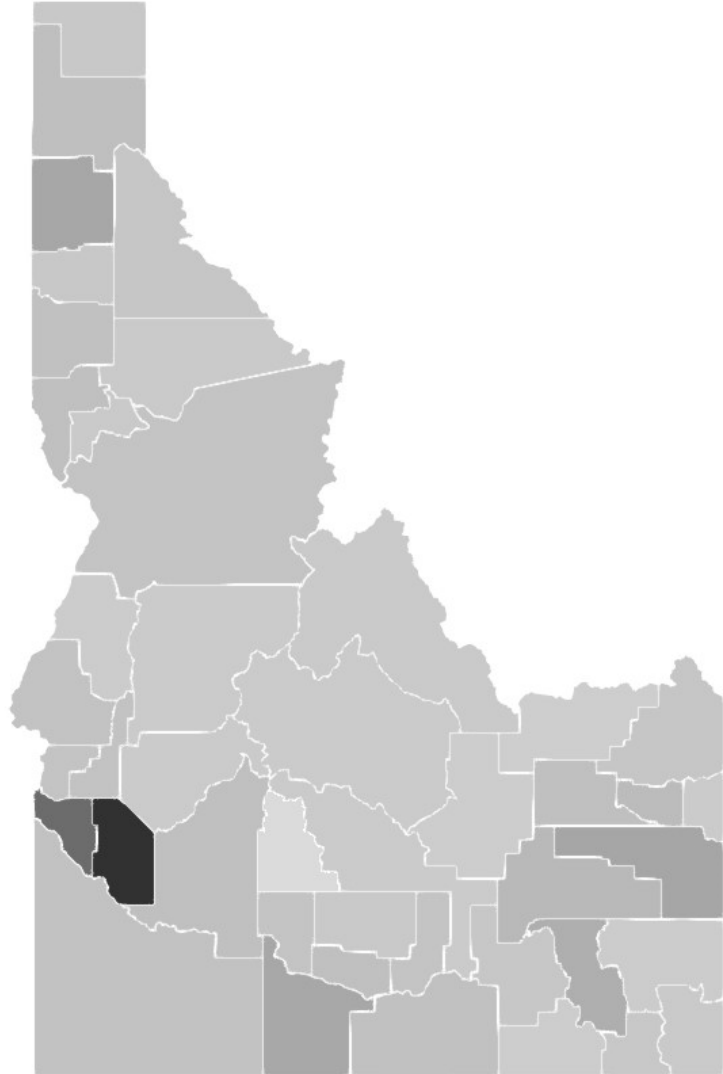


discreet variances by EFC ranges, the correlations weaken significantly in the evaluation of renewals, where again the presence of the part time subsequent is displayed, but with significantly less correlation to the family contribution. In conclusion, while there is some modest impact within the limited EFC ranges that are captured in the application process, the student's initial high school GPA is much more indicative of retention in their post secondary endeavors.

Additional Demographic

Awards By County

County	FY 2016	FY 2017	FY 2018	FY 2019	Total Awards
Ada, ID	398	787	540	643	2,368
Adams, ID	6	9	5	5	25
Bannock, ID	68	130	80	134	412
Bear Lake, ID	1	8	13	18	40
Benewah, ID	15	15	18	14	62
Bingham, ID	39	66	52	91	248
Blaine, ID	2	12	7	10	31
Boise, ID	6	11	9	7	33
Bonner, ID	38	61	41	35	175
Bonneville, ID	72	163	150	120	505
Boundary, ID	8	15	10	31	64
Butte, ID	6	9	6	1	22
Camas, ID		4		1	5
Canyon , ID			11	25	36
Canyon, ID	198	495	318	336	1,347
Caribou, ID		7	9	6	22
Cassia, ID	29	32	37	45	143
Clark, ID	1	4	3	4	12
Clearwater, ID	7	23	11	6	47
Custer, ID	10	6	6	8	30
Elmore, ID	25	47	34	46	152
Franklin, ID	3	13	21	27	64
Fremont, ID	9	29	27	15	80
Gem, ID	25	20	39	34	118
Gooding, ID	13	29	34	41	117
Idaho, ID	21	34	32	20	107
Jefferson, ID	27	64	39	30	160
Jerome, ID	28	40	50	41	159
Kootenai , ID				1	1
Kootenai, ID	111	226	106	90	533
Latah, ID	46	118	65	46	275
Lemhi , ID				3	3
Lemhi, ID	5	9	11	21	46
Lewis, ID	2	19	7	12	40
Lincoln, ID	2	21	15	10	48
Madison, ID	48	45	69	82	244
Minidoka, ID	15	24	22	48	109
Nez Perce, ID	30	48	43	55	176
Oneida, ID	1	2	2	8	13
Owyhee, ID	24	49	26	32	131
Payette, ID	17	34	27	28	106
Power, ID	7	23	25	25	80
Shoshone, ID	12	36	20	22	90
Teton, ID	4	12	10	7	33
Twin Falls, ID	86	122	127	168	503
Valley, ID	5	16	9	8	38
Washington, ID	22	39	29	28	118



Fiscal Year	Tribal Affiliated Applicants	
	RankedApplicant	AwardedApplicant
FY 2016	21	3
FY 2017	13	9
FY 2018	26	19
FY 2019	42	21
Grand Total	102	52

**Facts on Idaho's Postsecondary Credit Scholarship
Bill Laude.¹
December 11, 2018**

Idaho's Postsecondary Credit Scholarship awards are 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 group. 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. For example, 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 57 Idaho Postsecondary Credit scholarships awarded in 2018 (awarded in spring/summer 2018 and disbursed starting in fall 2018). Table 1 shows the number of scholarships over the previous three award cycles by Dual Credit accumulation:

Number of dual credits earned in high school	Award Term	Number with completed applications	Number awarded scholarship
10-19 credits	FALL 16	41	4
	FALL 17	50	17
	FALL 18	43	15
20 or more credits	FALL 16	61	10
	FALL 17	75	26
	FALL 18	68	33
Associate degree	FALL 16	3	1
	FALL 17	7	2
	FALL 18	5	3

The application for the Postsecondary Credit Scholarship requires applicants to answer two questions in addition to the base state scholarship application 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 for verification, a high school transcript, and documentation of their matching scholarship.

For the 2018 scholarship, there were 278 students who started the application process. Of those, 10 were deemed ineligible for the scholarship. Of the 268 remaining applicants, only 111 actually completed the application. Of the 162 applications who did not provide all three measures of documentation, 159 were missing documentation on the matching scholarship; 114 of whom also did not load their high school transcript.

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Facts on Other Idaho Scholarships

**Bill Laude¹
December 11, 2018**

Armed Forces/Public Safety Officer Scholarship

The Idaho Armed Forces/Public Safety Officer 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 covers the cost of tuition and fees, \$500 per semester for books, and on-campus food and housing for awardees.

There were 13 Idaho Armed Forces Scholarship awarded for the 2018-2019 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 2019 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 2018-2019, the award amount was \$ 2,000 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

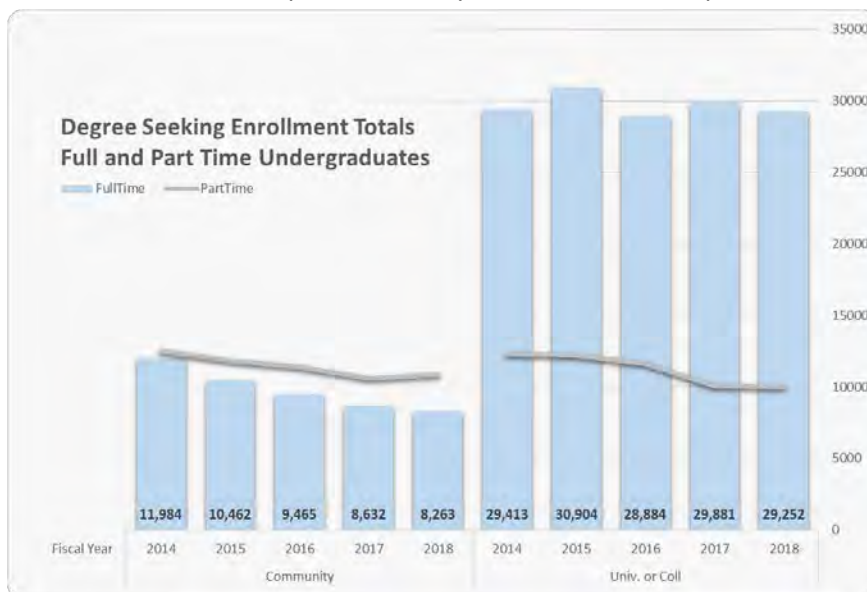
Eligible postsecondary institutions	
Boise State University	Idaho State University
BYU Idaho	Lewis-Clark State College
College of Idaho	North Idaho College
College of Southern Idaho	Northwest Nazarene University
College of Western Idaho	University of Idaho
College of Eastern Idaho	

There were 1,250 awards between the renewals for 2017 graduates who initially accepted a scholarship in the 2017/18 academic year and newly awarded applicant who graduated in 2018. There were an additional 73 awards that were offered to new applicants that were declined by the student.

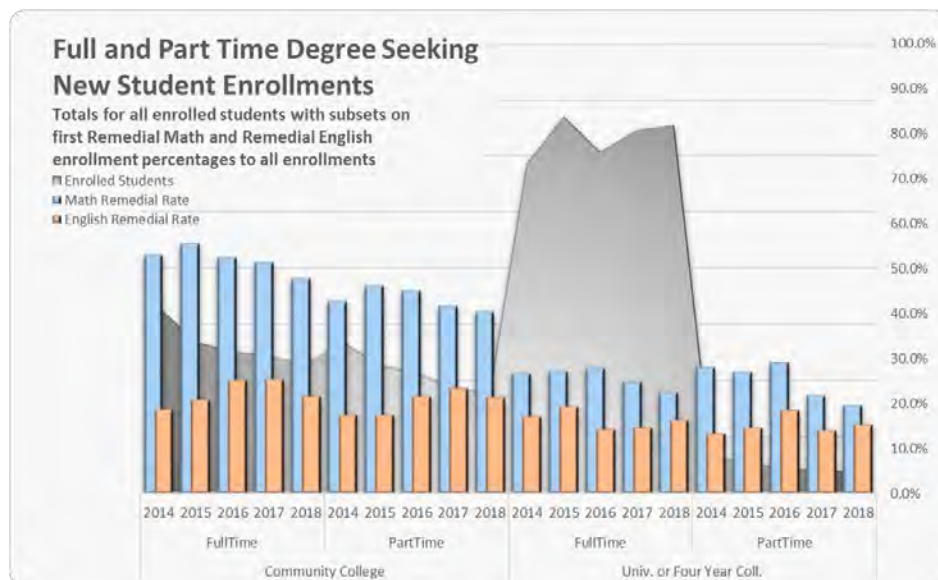
**Idaho Post Secondary Remediation Evaluation – 2018
Bill Laude, Principal Research Analyst December 10, 2018**

Consistent with national trends, enrollment of degree seeking undergraduates in Idaho has been declining as the labor market has improved, most notably among HS graduates with no post secondary degree where unemployment rates are at the lowest level in the last ten years. With this change in employment opportunity, the decline in part time students in the Idaho post secondary institutions has outpaced the decline in full time students.

Within those overall enrollment changes, the decline in enrollment is most noticeable in the community colleges, where enrollment decreases are present in both full and part time population, though there are indications that those enrollment rates have begun to stabilize. Within the four year institutions, while there was some fluctuation in enrollment rates within the full time population, the decrease in enrollments has been primarily limited to the part time



population. Because persistence and retention are often employed when evaluating the success of remedial measures and full and part time success rates are significantly different, the parsing of full and part time students is necessary in order to evaluate the relative performance of this class of student¹.



As the enrollment volume of students changed from Fiscal Year 2014 through 2018, the percentage of students engaging in remedial course work has declined. In Fiscal Year 2014, 53% of first year students enrolled full time in community colleges were enrolled in math remediation, in 2018 that rate decreased to just under 48%; and part time students went from a high of 46% down to 40%. This represents an aggregate decrease of 1,071 enrolled math remedial students

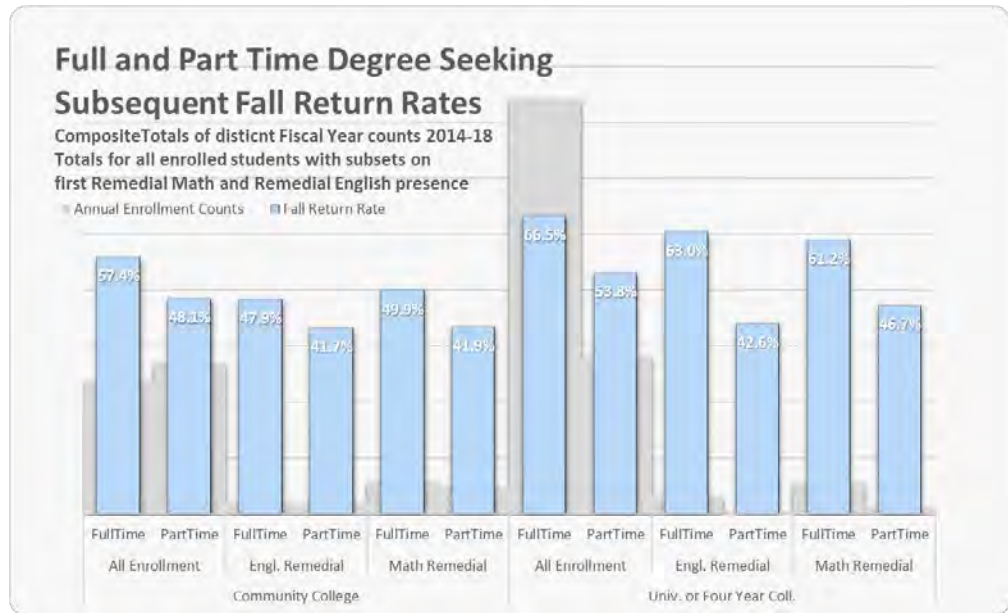
new to community colleges, a drop from 2,911 to 1,840. Within the four year institutions, that drop was less marked, with a decrease of only 195 students over that four year span. It is important to note, that while four

¹ Unless otherwise noted, all post secondary student populations referenced throughout this article are specific to publicly funded institutions in the State of Idaho.

year institutions account for over 65% of all undergraduate student populations in Idaho², they manage only 38% of the remedial math course work being performed in the state. In contrast, English remediation is more evenly split, with four year institutions managing 47% of those aggregate course loads.

In evaluating overall composite trends in persistence, students engaged in remediation only show a moderate variance in the rate they return for the subsequent fall term immediately after their first remedial attempt; ranging from an absolute variance of 4.7% to 6% in community colleges, and 1.6% to 3.6% at four year institutions.

However, as full and part time return rates are evaluated, a significant variance appears between the return rates within those designations, most notably within the four year institutions. Across all student populations, community college return rates between full and part time students vary by 9.3% (57.4% v 48.1%), and while the overall return rates within the remedial populations is less than



non-remedial students, the variance between full and part time groups is less pronounced (6.3% in English, and 8.1% in math). Within the four year institutions, the variance in return rates between full and part time

students is 12.7% (66.5% full time, 53.8% part), with the variance in the remedial population being significantly more pronounced; 20.4% in English (63% versus 42.6%) and 14.5% in math (61.2% versus 46.7%).

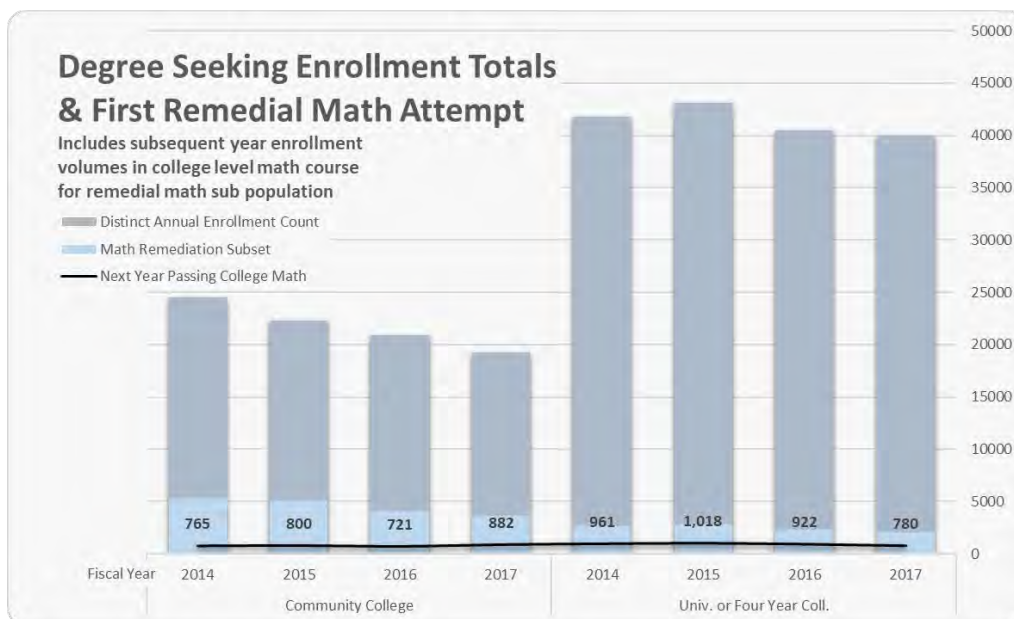
As student populations have changed over this period of time and the number of students enrolling in remediation has decreased, those disparities have tempered somewhat but are still pronounced between two and four year institutions within the full and part time populations; even as the overall Fall return rates have improved across almost all categories and subsets.

Fall Return Rates & Return Rates following Initial Remedial Attempt by Remedial Type				
Student Levels	2014	2015	2016	2017
Community College				
AllEnrollment	50.1%	54.7%	56.1%	58.9%
FullTime	53.7%	60.3%	61.8%	63.4%
PartTime	46.7%	49.8%	51.4%	55.2%
EnglRemedial	44.0%	47.7%	47.7%	51.1%
FullTime	48.2%	51.8%	49.7%	51.5%
PartTime	38.2%	42.8%	45.4%	50.6%
MathRemedial	45.7%	48.6%	50.2%	56.2%
FullTime	48.9%	51.8%	52.8%	58.9%
PartTime	41.3%	44.6%	47.2%	52.8%
Univ. or Coll				
AllEnrollment	60.2%	61.4%	61.5%	71.4%
FullTime	64.7%	64.7%	65.0%	74.6%
PartTime	49.3%	53.1%	53.0%	61.8%
EnglRemedial	67.7%	68.0%	63.8%	63.5%
FullTime	71.1%	69.8%	66.3%	64.0%
PartTime	38.6%	46.0%	45.2%	57.7%
MathRemedial	63.2%	65.0%	60.7%	65.2%
FullTime	67.2%	67.2%	62.6%	66.5%
PartTime	46.0%	51.1%	51.0%	53.3%

² Over the four year period from Fiscal Year 2014 through 2018, the allocation of new students has seen a shift from community colleges to four year institutions, with 62% of new college students now starting at a four year institution (52% in Fiscal Year 2014), primarily due to the overall decrease in students attending community colleges.

While the overall immediate fall return rates are slightly less in the English remediation population than within the math remediation subset, the subsequent course taking behavior within the remedial math student population is significantly more problematic. After the first remediation attempt in English, 61% of those students passed a college level English course within the next year, with community college students completing college level English at 56% and four year students at 66%.³ This overall rate increased to 68% as the English corequisite model was leveraged across the various institutions. However, with the math remediation

population, the overall rate of students completing college level math within one year of their initial attempt was 25%, 17% within the community colleges and 38% at four year institutions. As with English remediation, this rate has improved as the overall volume of student enrolled in remediation has dropped; and over the previous two years,



21% of community college students persisting on to college level math and 39% of four year institution students; though the aggregate volume students passing college level math one year out has dropped.

College Level Math within One Year of First Remedial Attempt by Age and Enrollment Status

Subseq_Math	2014	2015	2016	2017
Community	14.55%	15.55%	17.50%	24.53%
FullTime	15.33%	16.89%	19.63%	26.50%
<19	18.52%	19.37%	21.97%	24.49%
>=19<22	13.91%	15.19%	15.30%	22.74%
>=22	14.54%	16.46%	20.59%	30.77%
PartTime	13.46%	13.88%	15.08%	22.10%
<19	10.59%	11.91%	10.29%	14.33%
>=19<22	8.57%	13.12%	11.74%	20.00%
>=22	16.30%	14.88%	18.60%	26.83%
Univ. or Coll	36.62%	36.16%	40.58%	37.94%
FullTime	40.20%	38.33%	43.03%	39.44%
<19	39.23%	40.49%	44.30%	41.05%
>=19<22	42.10%	39.68%	45.30%	37.32%
>=22	38.96%	32.62%	37.27%	39.01%
PartTime	21.33%	22.62%	29.31%	24.76%
<19	10.00%	9.76%	22.22%	18.52%
>=19<22	17.46%	20.56%	24.11%	22.54%
>=22	24.61%	25.73%	32.56%	27.68%

This trend is most noticeable within the various subsets at the community college level where declining enrollment has resulted in a change in the overall readiness level of the student populations, as well as reducing the staffing burden on the institutions. Improvement can be seen across all age and enrollment levels of that population. Within the four year institutions, this trend is less pronounced within the full time population, which was less prone to enrollment declines, and moderately present within the part time population where smaller overall volumes resulted in improved but somewhat erratic performance.

³ A student taking and passing their remediation through a corequisite model would be counted as having passed college level English in this capture.

There are several remediation model types being employed across that various post secondary institutions in Idaho. The Corequisite model has been launched at College of Western Idaho, College of Southern Idaho and Lewis-Clark State College; but those programs have not been in place long enough and with sufficient volumes to evaluate the success of that model relative to other remediation approaches. Idaho State University has launched a corequisite model, but only within their Intermediate Algebra course and the impact on college level persistence is still pending, though early indicators have not revealed a distinct change in outcomes. The two models most prevalent within the remaining institutions are a traditional remediation model and the Math Emporium model, with a hybridized methodology being employed at Boise State University where a student may start in a traditional remediation course but be moved into a higher level course mid-term.

While students in the Math Emporium model appear to persist onto college level math at higher rates than students in traditional remediation, those gains are less dramatic when a student's overall readiness for math is taken into account.⁴ When evaluating a student's persistence into college level math across both quartile ranges and readiness bands established by The College Board, Emporium students in the intermediate and higher evaluative bands attained college level math at slightly higher rates (within one year of their first remedial attempt) than their traditionally remediated counterparts, but by year two resolved to comparable outcomes with students in the traditional model. Students who were in the lower bands of college readiness had very comparable outcomes at both year one and year two under both models.

When the evaluation was limited strictly to SAT score bands, inclusive of student who did not immediately take or took no remedial course work, overall evaluation of college level math attainment across all two year institutions was comparable regardless of the remedial model leveraged by the institution. While the evaluation is preliminary, there is an indication that the predominant factor in student success is their overall readiness for the subject, and less so for the remedial model employed by the institution; with the potential that higher scoring remedial student benefit from self-paced modes of education. Within the four year institutions, the enrollment population were too limited within the scoring subsets for a similar evaluation. Across all scoring bands, student who were in the lowest quartile were more likely to persist to college level math by year two if they were enrolled in a community college as opposed to a four year institution.

⁴ Post secondary institutions use a variety of methods and test scores to evaluate a student's readiness for college level math. In order to evaluate students readiness in a more consistent manner across the institutions, high school junior year SAT scores were leveraged to assign consistent readiness levels across the institutions.

**WORK SESSION
DECEMBER 19, 2018**

SUBJECT

Complete College America Momentum Pathways Initiative

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
December 2017	Board reviewed implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by Complete College Idaho funding.
August 2018	Board provided with overview regarding Idaho's selection as a Momentum Pathways state by Complete College America.

**WORK SESSION
DECEMBER 19, 2018**

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q. Admission Standards, Section III.R. Retention Standards, and Section III.S. Remedial Education

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment – Ensure that all components of the educational system are integrated and coordinated 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. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)

GOAL 2: 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: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system. Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support)

BACKGROUND/DISCUSSION

Idaho became a Complete College America (CCA) Alliance State in 2010. It has since worked closely with CCA on a range of academic initiatives including transforming remediation, creating clear academic pathways, and promoting timely credential completion. Recently CCA has modified its strategies to also include a focus on first year student guidance and engagement and addressing adult learner needs through accelerated courses, year-round predictable schedules, and prior learning assessment opportunities.

In 2010, subsequent to the Board adopting a goal calling for 60% of Idahoans age 25 to 34 hold a postsecondary credential, Board Staff presented statewide degree completion projections and proposed possible strategies to aid the state in meeting the goal. In October 2011, the Complete College Idaho (CCI) Team attended the CCA Annual Convening and Completion Academy to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The final version of the CCI Plan was approved by the Board at its June 2012 Regular meeting.

**WORK SESSION
DECEMBER 19, 2018**

Since that time significant work has commenced on the plan, with collaboration between the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the CCI plan. Additionally, over \$8.5 million was allocated from the Idaho Legislature from 2014-2017 to support CCI initiatives.

The Board formally adopted the original Game Changers with Complete College Idaho plan while the task force recommendations mentioned game changers, there was no action to update what the Board already adopted under the same name. The action item should include action to adopt new updated game changers.

With meaningful progress having been achieved through the implementation of CCI strategies on individual campuses, work still remains to fully deliver and scale CCA strategies across all eight institutions. As a result, in July 2018 CCA selected Idaho as a Momentum Pathways state. Due to the commitment exhibited by institutional leadership, the Governor's Higher Education Task Force, and recent legislative support for Board initiatives, Complete College America has chosen Idaho as one of two states to invest additional resources to help complete the work that has been undertaken with the aforementioned strategies.

The Momentum Pathways Project is designed to help states/Alliance members and their postsecondary institutions scale a core set of evidence-based strategies proven to close equity gaps and generate significant gains in college completion rates. Individually, these strategies are CCA's well-known Game Changers: 15 to Finish, Math Pathways, Corequisite Support, Momentum Year and Academic Maps with Proactive Advising. The overarching structure of Momentum Pathways represents a tested and guided approach to scaling these strategies with intentional sequencing and division of labor among faculty and staff. The Momentum Pathways model also includes built-in success checkpoints: annual opportunities to collect and report data proving that recent efforts are getting the intended results. These checkpoints fuel momentum for the project teams as they see the impact of their efforts within months, rather than waiting two to six years to see if their graduation rates were affected.

Since the announcement of Idaho's selection as a Momentum Pathways state, institutional provosts and their staff members have developed a work plan with clear goals and objectives. The work plan envelopes: Complete College America strategies; Governor's Higher Education Task Force (HETF) recommendations assigned to the Board's Instruction, Research, and Student Affairs (IRSA) Committee; and, standing IRSA goals.

PROJECT TIMELINE

Momentum Pathways Project planning commenced in Fall 2018 with implementation of Momentum Pathway strategies beginning in Fall 2019 and

WORK SESSION
DECEMBER 19, 2018

scaled implementations beginning no later than Fall 2021. The following project components will be required as part of the Momentum Pathways project with CCA.

September 21, 2018 – Momentum Pathways Leadership Summit: All selected Momentum Pathways Project Leads from each state and metropolitan systems were required to participate in a day-long training in Indianapolis with CCA staff about the successful implementation of Momentum Pathways projects. Project Leads will learn from and connect with national content experts and CCA Fellows to explore proven practices around leading successful Momentum Pathways implementation.

October 22, 2018 – In-State Leadership Meeting: Board Members Linda Clark and Dave Hill, along with institutional presidents, provosts, and select staff convened in Boise to introduce the aforementioned work plan and formulate the components of a case statement to be shared on each campus and with external stakeholders that will identify the unique challenges students face within the state/Alliance and how to meet the needs of students. Components discussed included: demonstration of the need, data, and evidence to support need, importance of the work, target benefits and impact, and key leadership and stakeholders.

January, 29 2019 – Challenge Event (Boise, ID): CCA will work with the Project Lead and institutional leadership to host an event designed to engage, educate and empower a broader group of institutional stakeholders around the Momentum Pathways project. The event will feature CCA staff, CCA Fellows and national and local content experts who have successfully scaled Momentum Pathways projects. Each institutional teams, to be comprised of 6-8 members involving provosts, faculty leadership, math faculty, advisors, registrars, institutional research staff, and others will leave with a clear understanding of the institutional implementation process.

April 15-16 2019 – Planning Academy (Moscow, ID): The Planning Academy is a two-day event that brings together institutional teams, each with a CCA-trained facilitator, to discuss and refine action plans around implementing and scaling Momentum Pathways projects. Each Academy is customized to meet the unique needs of the state/consortia region.

2019-2020 – Continuous Support: CCA will provide ongoing support to ensure the successful implementation of the Momentum Pathways project on an as-needed basis through activities that may include but are not limited to: customized one-day workshops, targeted webinars, and on-demand consulting with CCA staff and/or national content experts.

2021 – Completion of CCA Momentum Pathways strategies, among other items as deemed appropriate by the Board.

**WORK SESSION
DECEMBER 19, 2018**

The expected cost for this initiative is approximately \$450,000. CCA will render the majority of expenses, with an estimated 5-1 matching ratio for in-kind and/or direct financial contributions provided by Idaho. This match can be met through examples such as meeting and event costs (e.g., meeting space, food and beverage costs, etc.); travel accommodations for meeting participants (if applicable); and providing continuous in-state technical assistance and on-demand consulting as needed.

IMPACT

Idaho's public postsecondary institutions will benefit from CCA's support and expertise to scale Momentum Pathways within a three-year span. The project will facilitate collaboration across institutions, building toward fully transferable pathways among partnering institutions to eliminate transfer-related credit-loss and reduce the time and cost to degree. Furthermore, implementation of the plan will address many of the student-centered Task Force recommendations adopted by the Board, including improving access and affordability to Idaho public postsecondary institutions.

ATTACHMENTS

Attachment 1 – Idaho CCA Momentum Pathways Work Plan

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will work with institutional leadership and CCA staff to develop specific objectives and action plans, along with timelines for development and implementation at scale. This will include the coordination of workgroups and teams within and across institutions to identify needs, create plans, and deliver strategies with fidelity. The Board, in consultation with institution representatives, will discuss sequencing and prioritizing the goals and objectives provided in the CCA Momentum Pathways work plan, in addition to assigning a timeline for each.

BOARD ACTION

This item is for informational purposes only.

**WORK SESSION
DECEMBER 19, 2018**

Goals	Contributing Goal Outcome Metrics	Type of strategy/ action	Strategies (numbers align to HETF recommendations; CCA strategies are bolded)	Goal Prioritization and Implementation Timeline		Metrics
				Prioritization: High or Moderate	Initial proposed timing	
1. Increase go-on rate for high school students	• Go-on rate	System	Direct admissions <i>(completed)</i>			Direct admissions metric
		System- coordinated Institutional	Dual credit integration (2.a.ii) Outreach & Intervention (2.b.ii) Educator preparation (2.b.v)			SCH transferred FAFSA completion rates Applicants via Apply ID Grads with necessary skills
		Institution- specific	Example: Parent academy (2.b.i) Example: Targeted recruitment			
2. Increase timely degree completion	• Retention rate • Progression rates • Graduation rates	System	Restate 60%; milestones (1.b.i,ii) Data analytics system (2.b.vi)			Posting & achieve targets \$\$ saved; interventions
		System- coordinated Institutional	15 to finish (2.a.iii, 3.b.v) (completed) Momentum Year (2.a.iii) Academic Maps with Proactive advising (includes Metamajors) (2.c.i) Math pathways (2.a.iii) Math coreq (2.a.iii) English Corequisite (2.a.iii) Leverage direct admit w/support (2.a.vi)			30-60-90 progression % 1st yr with 9 cr to major 4 yr grad rate; ave. load # at-risk intervened Math success metrics Math success metrics English success metrics Success of direct admits
		Institution- specific	Example: Tuition cap (3.b.i) Example: Learning Assistants			
3. Increase use of transfer credits	• % of credits that transfer • CC grads who complete 4yr	System	Transfer portal <i>(completed)</i>			Transfer efficiency
		System- coordinated Institutional	Common course # <i>(completed)</i> Gem stamping <i>(completed)</i> Transfer agreements <i>(underway)</i> More credits (especially upper div) transfer as equivalencies & apply to requirements			% Compliance % Compliance % courses transferred Ratio of equivalent to total
		Institution- specific	Example: 2+2 agreements			
4. Increase use of competency credits	• competence based credits transferred	System	Develop competency-based system (5.a)			# SCH transferred
		System- coordinated Institutional	Use competency system (5.a) Workforce training for credit (5.c) CLEP&AP statewide crosswalks to Gen Ed Crosswalk for JST/CCAF/DSST credit to academic and CTE programs.			SCH accepted SCH accepted % Articulation % Articulation
		Institution- specific	Example: PLA portfolio course			
5. Increase return-to-college and completion for adults	• Return rate • Completion rate • # of graduates	System	Adult promise/Opp scholarship (3.b.iii) PLA course crosswalk			\$\$ awarded and growth # Credits crosswalked
		System- coordinated Institutional	Recruit adult learners (2.c.ii) Schedules and formats for returners Lifetime admission (2.c.iii) More online programs (2.a.vii)			# new adult learners # enrolled in new formats # of readmits # adult learners in online
		Institution- specific	Example: PLA assess of experience (5.c.iv)			

6. Increase affordability of college	<ul style="list-style-type: none"> Debt ratio Net cost low income enrolls & grads FAFSA compliance rate 	System	Increase state funded scholarships (3.b.i)			Transfer efficiency
		System- coordinated	Dual credit expansion			% Compliance
		Institutional	Dual enrollment via digital (3.a.ii) Develop OERs Increased funding for scholarships (3.b.i)			% Compliance % courses transferred Ratio of equivalent to total
		Institution- specific	Example: focused scholarship (3.b.i)			
7. Close gaps for under- represented as college grads for the above	<ul style="list-style-type: none"> Gaps in retention, grad, # grads, etc. Net cost differential 	System	Idaho promise/Opportunity scholarships			\$\$ awarded
		System- coordinated	Increase need-based scholarships (3.b.vi)			\$\$ need based
		Institutional	Focused advising for URG students (2.c.i)			% total that is need-based # URG students served
		Institution- specific	Example: TRIO programs			
8. Ensure the quality and relevance of college education	<ul style="list-style-type: none"> Experiential Ed measure Evaluation of program quality & relevance 	System				
		System- coordinated	Increased experiential learning (5.b) Require internships (5.b.i)			Experiential Ed measure Placement into jobs
		Institutional	More apprenticeships/intern (5.b.iii,iv)			Availability of experiences
		Institution- specific	Example: Co-op program (5.b)			
9. Increase \$\$ efficiency institutions; and funding formula	<ul style="list-style-type: none"> Cost per graduate 	System	Outcomes based funding (4) Digital delivery (3.a.i)			Increased # graduates
		System- coordinated	Back office efficiencies (1.a.i)			# enrolled in statewide digital system
		Institutional				\$\$ saved
		Institution- specific	Example: incentive-based budget model			