



Complete College Idaho

**A Plan for Growing Talent to Fuel Innovation and
Economic Growth in the Gem State**

June 2012

Introduction

Idaho is at the crossroads. The choices we make today are the foundation that will shape the future for our children and grandchildren. College access without success is an empty promise, and a missed opportunity with economic consequences. It is time to tie access to completion for the benefit of our students. The choices are not easy, but *doing nothing is not an option.*

We must grow talent in our state to fuel innovation and compete economically.

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Basic facts about economic success in the 21st century economy should drive our decisions. Close to two-thirds of the projected workforce of 2020 are already out of elementary and secondary education. Following current trends, this nation will fall short an expected one million college graduates needed in the workforce by 2025. We know that postsecondary education enhances personal income. Those with some college have a median income 23% higher over their lifetimes; those with an associate's degree, 28% higher; and those with a baccalaureate degree, 61% higher. In 2011, the rate of unemployment for individuals 25 and older without a college degree was 9.4% compared to 4.3% for those with a 4-year degree.¹

The Office of Performance Evaluations (OPE) recently concluded a study on reducing barriers to postsecondary education. In their report to the Idaho Legislature, OPE states, "The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses ... [and] the economic and social well-being of the state."²

In addition to the basic skills necessary to be productive, 21st century employees must possess high-level critical thinking and problem solving skills. Maximizing all of these skills to drive innovation and job creation will be critical to Idaho's prosperity.

As society becomes increasingly reliant on information and technology, our educational and career planning mechanisms must adjust. The current workforce is mismatched to the needs of employers now and moving forward.

¹ <http://www.bls.gov/cps/cpsaat07.pdf>

² Office of Performance Evaluations, "Reducing Barriers to Postsecondary Education," Evaluation Report, January 2012.
<http://www.legislature.idaho.gov/oep/publications/reports/r1201.html>.

While the skills gap phenomenon is a national one, it is particularly problematic in Idaho. A recent study issued by the International Monetary Fund showed that Idaho is in the most critical quartile of all states relative to the skills mismatch.³ That challenge is ongoing. Georgetown University's Center for Education and the Workforce has estimated that by 2018, 61% of Idaho jobs will require some form of postsecondary credential, and by 2020 63% will require a certificate or degree.⁴ Similarly Idaho has identified that 35% of Idahoans have a postsecondary certificate, associate degree, or higher.

The Board recognizes there must be a skilled workforce to meet the projected need. In 2010, the Board set an attainment goal that 60% of Idahoans, age 25 to 34, have a postsecondary degree or certificate by 2020. This will require a focus not only on increasing the number of students who complete college, but also on maximizing students' abilities and potential for success in the workforce.

Nearly all young adults recognize the value of college but many lack a clear understanding of the link between education and careers. Helping students gain an understanding of this link is critical, especially for those students from low-income families. Poverty is a significant barrier to education. Completion rates by income show a stark reality: young people from high-income

Idaho must focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future.

families complete college at a 60% rate; those from low income families complete at a 7% rate. This disparity does not exist because young people from higher income families are smarter or more talented – they are simply afforded more opportunities. This should be a significant concern for Idaho because the primary source of new students is from traditionally underrepresented and underserved populations such as Latinos, Native Americans, and first-generation families with low income. The 2010 U.S. Census identified that 11% of the state's population was Latino with a median age of 23, compared to 35 for White non-Hispanics.^{5, 6}

This generation is at risk of being the first in our country's history to be less educated than their parents. There is an ever growing population of non-traditional, first generation, and low-income students who are forced to work more hours than students of prior generations. They are underprepared for college and forced into remedial courses that slow their progress and force them deeper into debt where most lose momentum and simply give up. Students are overwhelmed by too many choices with little structure, leading to wasted semesters and years.

³ <http://www.imf.org/external/pubs/ft/wp/2011/wp11105.pdf>

⁴ Georgetown University Center on Education and the Workforce: <http://cew.georgetown.edu/jobs2018/>

⁵ U.S. Census 2010: Idaho. <http://2010.census.gov/2010census/data/>

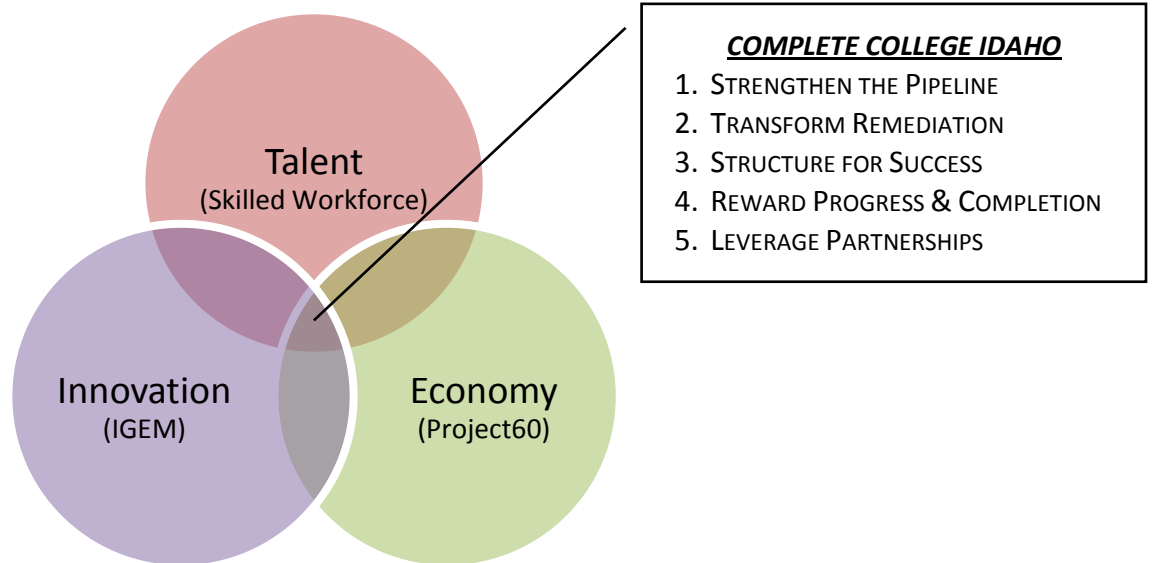
⁶ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs



To encourage access and completion involves demystifying the college going process and experience. Ensuring there is alignment between secondary graduation requirements and postsecondary expectations so that students are ready for the rigor and expectations of college are integral to completion, which includes the development of a statewide model for assessment of college and career readiness. The transition from secondary to postsecondary education opportunities must be clear and straightforward, by simplifying and streamlining the college admissions process. And, transfer processes between colleges must be understandable and attainable.

Partnerships among education, non-profits, and business and industry are also necessary in creating a college going culture and providing the means to increase educational attainment. Commitments must be mutual and ongoing and will require significant engagement.

The state has committed to a bold agenda to transform our talent base by efficiently and effectively increasing the number of citizens with postsecondary degrees and certificates. To meet this commitment, a diverse partnership of individuals, businesses, institutions, and policymakers developed a statewide plan to achieve Idaho's education goal. This plan mirrors Governor Otter's commitment to a unified job creation and growth strategy, which has resulted in a focused vision for Idaho and its educational system.



The Board recognizes that all levels of education beyond high school are beneficial. The Board's definition of college includes certificates and credentials of program completion as well as Associate's and Bachelor's degrees. Idaho's public postsecondary institutions need to produce annually as many as 20,000 degrees and certificates by 2020.

This Complete College Idaho Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. From this plan, our state can build a system in which students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans 25 to 34 have a postsecondary degree or certificate by 2020. By meeting this goal, Idaho will be internationally recognized for the quality of talent, knowledge and skills of its workforce, and by the ability of its higher education system to prepare citizens to meet and exceed the needs of business, industry, and society.

The Board, institution presidents, and other key leaders in Idaho stand united with Governor Otter in growing the economy through innovation and talent, creating the foundation for Idaho’s future success. Idaho joined the *Complete College America (CCA) Alliance of States* and the National Governors Association *Complete to Compete*, to become a recognized leader in talent creation.

KEY STRATEGIES:

STRENGTHEN THE PIPELINE	<ul style="list-style-type: none"> • Ensure College and Career Readiness • Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers • Support Accelerated High School to Postsecondary and Career Pathways
TRANSFORM REMEDIATION	<ul style="list-style-type: none"> • Clarify and Implement College and Career Readiness Education and Assessments • Develop a Statewide Model for Transformation of Remedial Placement and Support • Provide three options: Co-requisite model, Emporium model, or Accelerated model
STRUCTURE FOR SUCCESS	<ul style="list-style-type: none"> • Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options
REWARD PROGRESS & COMPLETION	<ul style="list-style-type: none"> • Establish Metrics and Accountability Tied to Institutional Mission • Recognize and Reward Performance • Redesign the State’s Current Offerings of Financial Support for Postsecondary Students
LEVERAGE PARTNERSHIPS	<ul style="list-style-type: none"> • Strengthen Collaborations Between Education and Business/Industry Partners • College Access Network • STEM Education

In conjunction with each key strategy listed above are a number of initiatives that may be implemented at either the state level or the institution/agency level. For example, adopting the Common Core State Standards is a way the state is supporting the strategy “Strengthen the Pipeline.” An institution and local education agency may support that strategy using collaboration to prepare students for college and career through the development of a college



mentoring program employing recent college graduates. Further narrative on the statewide initiatives to support the key strategies is presented below.

The key strategies and subsequent initiatives are neither exhaustive, nor static. Rather, they are initiatives and best practices currently employed or being implemented within the next one to five years to move Idaho toward the 60% goal. It is anticipated that as 2020 approaches, an increasing number of impactful initiatives will come to light and will further inform this plan and the State Board of Education in its work toward creating a highly-skilled workforce.

STRENGTHEN THE PIPELINE

Strengthening the pipeline is a critical first step to meeting the 60% goal. Historically Idaho has been a state where a high school diploma or less was sufficient to obtain a living wage and often a middle class lifestyle. With the economic, technological, and industrial changes of the 21st century, a high school diploma is no longer enough. A change in the mindset that has been generations in the making must be addressed. Creating a college-going culture is paramount to support this strategy. The work done through the Albertson Foundation’s *Go On* campaign has made significant strides in establishing a college-going culture in Idaho. Students should be college-ready when they graduate high school; doing so requires that high school curriculum is aligned to first year college courses and that support programs are in place to ensure students make a smooth transition to college.

Education beyond high school should be the norm, not the exception

Statewide Initiatives	
Initiative	Activities to Support Initiative
Ensure College and Career Readiness	<p>Increase rigor in secondary school courses to prepare students for postsecondary coursework (Common Core State Standards)</p> <p>Incorporate mandatory college readiness assessments in middle school and junior year of high school</p> <p>Leverage work of the Common Core State Standards to develop and articulate high school to postsecondary standards in English and mathematics – organize faculty to faculty efforts</p> <p>Work towards recognition of the Smarter Balance Assessment outcomes for students as indicators of threshold for college and career readiness</p>
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	<p>Integrate Collaborative Counselor Training Initiative into pre-service school counselor and teacher requirements (teachers as advisors)</p>
	<p>Improve direct adult contact with students vis-à-vis counselors (Near Peer Mentoring Program)</p>
Support Accelerated High School to Postsecondary and Career Pathways	<p>Increase and improve management and delivery of Tech Prep and Dual Credit programs</p> <ul style="list-style-type: none"> • Evaluate current Tech Prep and Dual Credit policies and practices • Revise Tech Prep and Dual Credit policies and practices based on the results of the evaluation • Provide more 2+2 opportunities

STATEWIDE INITIATIVES

In 2011, the Board, along with the Governor's office and the State Department of Education, worked to establish evidence-based **Common Core State Standards**. Through Idaho's partnership in the national Smarter Balanced Assessment Consortium, these standards seek to address the misalignment of the K-12 education system with international standards and college admission expectations, so that all students are prepared for future opportunities in education, work and life. Content standards outline the knowledge and skills students should attain at each level of their education across different subjects. The Common Core State Standards are aligned with college and workforce expectations, are focused and coherent, include rigorous content, and are internationally benchmarked.

In an effort to keep secondary school counselors abreast of current resources available to them with regard to college access, Idaho has taken advantage of the work done by other states to create a customized facilitated online professional development course focused on college access information for secondary school counselors, college admissions counselors, financial aid administrators, teachers as advisors, and principals. Implemented using College Access Challenge Grant funds, the **Collaborative Counselor Training Initiative (CCTI)** began training its first cohort March 2012. Currently, CCTI is a stand-alone training course intended to serve as professional development for in-service counseling professionals. Incorporating this information at the pre-service level is key to developing a college- and career-minded cohort of counselors.

The secondary school counselor is the one person who is uniquely positioned to provide significant impact to students. Secondary school counselors carry a lofty responsibility of promoting college aspirations, ensuring that students enroll in the academic classes necessary to be ready for college, guiding students through the admission and financial aid processes, and helping students build the social skills necessary to succeed. This service is especially vital for first generation college students and for students from low-income families. In Idaho, a high school counselor's ability to succeed in all aspects of this role is hindered by the fact that student to counselor ratios average 443:1.⁷ With waning resources and a disproportionate workload, professional development opportunities are limited at best.

A resource for the secondary school counselor is being developed through the **Near Peer Mentoring Program**. Near Peers are recent college graduates and their mission is to increase the number of students who enter and complete postsecondary education in their respective high schools, with an emphasis on low-income and first generation populations. Mentors seek out and work with high school students who typically "fall through the cracks" and help them plan for some kind of education and training beyond high school. This is a high-touch program where the needs of all students are addressed and served.

⁷ College Board – The College Completion Agenda. <http://completionagenda.collegeboard.org/state-performance/state/idaho>

The acquisition of college credit in high school through **Dual Credit and Tech Prep Programs** is gaining momentum throughout the state. By participating in these programs students receive high school and college credit simultaneously and at a much reduced cost when compared to a traditional college delivery method. By earning college credit while still in high school, potentially students are preparing themselves for the rigor of college classes and reducing their time to degree completion. While dual credit and tech prep provide some postsecondary opportunities, **2+2 models** like the partnership between Idaho State University (ISU) and Renaissance High School (RHS) in Joint School District #2 should be expanded. ISU and RHS offer students the ability to pursue an Associate of Arts in General Studies while simultaneously completing their high school degree requirements.

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	Activities to Support Initiatives
Ensure College and Career Readiness	Prepare students for entry into the educational pipeline through early literacy programs
	Implement high school graduation requirements (College Entrance Exams, 3 years of math - mandatory senior year, 3 years of science, senior project)
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Enhance campus advising (e-Advising)
	Student advising that includes students, parents, and teachers as partners (GEAR UP model)
	Enhance Career Information System (CIS) capabilities for linking certificates/degrees to professions
	Increase use of CIS
Support Accelerated High School to College and Career Pathways	Implement advisory home room class where teachers are trained to facilitate college and career planning (CCTI, CIS)
	Increase internship opportunities
	Provide access to take courses at both 2-year and 4-year institutions simultaneously (co-enrollment/co-admission agreements)

TRANSFORM REMEDIATION

**Remediation in its
current form is
ineffective**

The problem with remediation starts with the current placement assessments and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student’s knowledge and abilities. Currently a variety of cut scores are used within and across states, providing no clear expectation of what college readiness really means. Additionally, student scores on current assessments reveal little about actual weaknesses or what help is needed to succeed at the college level.

Beyond placement in remedial classes, a one size fits all approach to remedial instruction, where students must enroll in one or more semesters of remedial instruction, has not proven to be effective. Research from the Community College Research Center has found that most students who require remedial education do not complete their remedial education sequence within one year. Many do not even enroll in a single remedial course.

In Idaho, on average, 41% of all first-time, full-time freshman who have been out of secondary school for less than 12 months were identified as needing remedial services in 2010. What’s more troubling is the disparity in remedial need for students who attend 2-year versus 4-year Idaho postsecondary institutions. For students who enrolled in a 2-year Idaho postsecondary institution, nearly 67% were identified as needing remediation; whereas only 25% were identified for those enrolling in a 4-year institution. One potential reason for this disproportion is that all Idaho 2-year institutions have open-admission policies. Another is that the University of Idaho does not offer remedial math courses to their students.

Remedial need is not only a problem of recent high school graduates. Students who have been away from high school for more than a year will likely need a review of content and skills. For this population of students, 46% were identified by Idaho postsecondary institutions as needing remedial services. For all other returning or transfer students, 36% were identified as needing remedial services.

Statewide Initiatives	
Initiatives	Activities to Support Initiatives
Clarify and Implement College and Career Readiness Education and Assessments	Implement Common Core State Standards to address the misalignment between K-12 education and college and career expectations
Develop a Statewide Model for Transformation of Remedial Placement and Support	<ul style="list-style-type: none"> • Complete Institutional Readiness Inventory Evaluation • Evaluate efficacy of current student placement and success • Determine appropriate mechanisms to assess student readiness for college-level work • Articulate content area competencies and student learning outcomes
	<ul style="list-style-type: none"> • Determine common statewide placement tests and levels (e.g., SAT,



Statewide Initiatives	
	ACT, COMPASS, ACCUPLACER) <ul style="list-style-type: none"> • Incorporate additional tools as metrics for placement decision-making (GPA, portfolios)
Provide three options: Co-requisite model, Emporium model, or Accelerated model	Revise policies regarding placement, delivery, and evaluation of remedial services

STATEWIDE INITIATIVES

As stated under “Strengthen the Pipeline,” the work of the **Common Core State Standards** seeks to address the misalignment between the K-12 system and the postsecondary system. This activity strives to prepare students for the rigor and expectations of postsecondary education throughout the educational pipeline, thus reducing the need for remediation. The Common Core State Standards serve as the foundation of every other component of raising student achievement. “The cost of unprepared students in postsecondary is a fiscal drain on families, education institutions, and states; as well as an emotional drain on students who believed they were prepared for college. Unfortunately, a high school diploma does not necessarily mean a student is college-ready.”⁸ A central goal of the Common Core State Standards is to the establishment of nationally and internationally consistent standards of college- and career- readiness.

While the Common Core State Standards seeks to address the misalignment between K-12 and postsecondary, Idaho must evaluate the use and effectiveness of the current placement policies and practice. College entrance exams (**ACT, SAT**) and placement exams (**COMPASS, ACCUPLACER**) are currently used to predict students’ success in gateway and/or remedial college courses. It is apparent that statewide placement levels are not accurate and that additional metrics such as **GPA**s should be used to determine placement. The Board, in partnership with postsecondary institutions, needs to complete an evaluation of current practices of assessing student placement and success in remedial coursework.

Once a student is placed correctly in the appropriate program, the program must then meet the needs of the student. Various models have been researched. Three options have been identified as effective models in delivering remedial education to students in a shorter amount of time and with greater success than the traditional model. The **Co-requisite**, the **Emporium**, and the **Accelerated** models are recommended models to transform remediation statewide. In order to develop an effective, cohesive remediation model, collection of current data and tracking future data will be critical before implementation begins.

⁸ http://www.boardofed.idaho.gov/public_col_univ/documents/smarter_balance/CCSS%20Intersegmental%20Rubric-IEBC%20Final%204-2-12.pdf



STRUCTURE FOR SUCCESS

The transition from 2-year to 4-year institutions is a critical barrier for many students. It has been estimated that nearly 60% of students attend more than one institution during their educational experience.⁹ Delivery of education needs to focus on a student-centered approach. One in which a student can opt to take classes that fit into his or her schedule. And one in which credits transfer and courses articulate between schools in a manner that the time to degree is not lengthened, rather it is shortened.

**Delivery of education
must be restructured for
today's students**

Statewide Initiatives	
Initiatives	Activities to Support Initiatives
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options	Create a state-level student success web portal with clearly articulated pathways to certificates/degrees <ul style="list-style-type: none"> - Create a course equivalency guide focused on multi-institution transfer and articulation
	Improve transferability and integration of Professional-Technical Education (PTE) courses into advanced degree requirements
	Establish appropriate policies and procedures that allow for reverse transfer options to students who transferred from a 2-year institution to a 4-year institution prior to earning an associate's degree
	Reform general education core (LEAP framework) to include revised policies and practice

STATEWIDE INITIATIVES

There are multiple pathways to degrees, but not a single roadmap to getting there. Students who enroll in the nation's community colleges in order to save money may end up actually paying more than they should unless they have access to current, accurate information about how courses transfer from one institution to another. They may take the wrong courses for their chosen field of study, take courses that do not transfer at all, or end up in college longer than if they had not transferred, thereby negating any cost savings incurred from enrolling first at a community college.¹⁰

A **web portal** would provide accurate information about how to apply state transfer and articulation policies to an educational plan; provide tools, services, and resources that facilitate the transfer process; and, give detailed course schedules for programs that directly articulate to partner institutions. A first step in the development of a web portal is the creation of a **course equivalency guide**. This requires that faculty from both 2-year and 4-year institutions be responsible for developing and maintaining statewide articulation agreements, that articulation

⁹National Center for Education Statistics. "The Road Less Traveled? Students Who Enroll in Multiple Institutions." <http://nces.ed.gov/pubs2005/2005157.pdf>

¹⁰ Western Interstate Commission on Higher Education. "Higher Education Web Portals: Serving State and Student Transfer Needs." McGill, 2010.



agreements accommodate students who have met their general education core requirements prior to having completed an associate's degree, and articulation agreements are developed for specific program majors. Establishing clear articulation agreements for program majors will also aid in improving transferability and integration of **Professional-Technical Education (PTE)** courses into advanced degree requirements. With the knowledge that nearly 60% of students attend more than one institution and that higher educational attainment is crucial to the health of Idaho and our nation, one mechanism to ensure students are obtaining a degree when they earn one is **reverse credit transfer**. Many students enroll in 2-year institutions with the intent of transferring to a 4-year institution. Reverse credit transfer provides a mechanism to award associate's degrees to students who transfer to a 4-year institution from 2-year institutions prior to having earned an associate's degree.

In addition to importance of a seamless transfer for students between 2-year and 4-year schools, institutional accountability of student learning outcomes is crucial. Institutional accreditation requires that accountability be focused on providing direct evidence of student academic achievement, centered on broad undergraduate skills like critical thinking, communication, problem-solving, and high quality research. Using the Liberal Education and America's Promise (LEAP) framework, Idaho's institutions are looking to reform the **general education core** to meet the demands for more college-educated workers and more engaged and informed citizens. The LEAP framework emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific program of study. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.¹¹ A goal of reforming the general education core is to create campus-specific programs with clearly articulated student learning outcomes while also ensuring that credits seamlessly transfer among in-state institutions.

¹¹ <http://www.aacu.org/leap/>

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	Activities to Support Initiatives
Default Program/Curriculum Options	Adopt “block scheduling” model at the undergraduate level
Package Certificates and Degree Programs for Accelerated Completion	Create an affordable, “no-frills” degree option that takes less time and less campus-based resources (Rec. Center, etc.)
Adult Reintegration/Near Completers	Create a near completer notification system and contact students within a certain number of credits (e.g., 12, 15) of graduation and offer degree audits, counseling, and advising to help them complete
	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide employees with information about the benefits of a certificate/degree
Cost Effective Delivery Option for Students in Eastern Idaho	Expand availability of general education core classes at 2-year tuition rates
Early Warning System	Create an early warning system to intervene in a targeted and timely manner when students get off track and/or are struggling

REWARD PROGRESS AND COMPLETION

Idaho’s investment in 4-year public higher education has gone from \$285.1M in FY2009 to \$209.8M in FY2012. At the same time, the demand for postsecondary education is strong and the need for postsecondary education in today’s global knowledge economy is essential if we wish to remain competitive among industrialized nations. The reality of this situation requires that we use every dollar to maximize operational efficiencies.

Students should reap the rewards of their progress as well. The increasing cost of college in conjunction with a high level of poverty is a significant barrier to education. Completion rates by income show that young people from high-income families complete college at a much higher rate than those from low-income families (60% vs. 7% respectively). However, the majority of new students are from families with low incomes.

Statewide Initiatives	
Initiatives	Activities to Support Initiative
Establish Metrics and Accountability Tied to Institutional Mission	Staff and institutions select three to five CCA common college metrics for use as system-wide metrics
	Institutions select three to four indicators or measures from their NWCCU Year One Self-Evaluation Report Core Themes to be used as their institution-specific performance metrics
	Board adopts system-wide and institution-specific metrics for FY 2013
	Use FY 2013 as a transitional year for purposes of deploying and assessing the metrics
Recognize and Reward Performance	Create and adopt methodology for allocating performance funding
	Submit budget request for performance pool if applicable
Redesign the State’s Current Offerings of Financial Support for Postsecondary Students	Redesign statewide scholarships to enhance student access and completion

STATEWIDE INITIATIVES

Performance-based funding can be used as a strategic incentive for innovation and creativity in resource allocation to improve desired campus outcomes. Specifically, linking a portion of state funding for higher education to performance outcomes could prioritize and focus the use of institutional resources on student success. It is a generally accepted best practice for performance measures to be developed through negotiation and consensus between the governing board and the institutions.

Equally important as the work required for performance based funding, Idaho must redesign **statewide scholarship programs** to enhance student access and completion. An ad hoc committee of the Board has been created to evaluate the effectiveness of current state



scholarship programs. It is imperative that Idaho ensure state-funded financial support is appropriated to the students with the greatest need and demonstrate ability to succeed. The Board must also monitor the success of scholarship recipients to evaluate the effectiveness of the scholarship programs. Upon completion of the evaluation, the committee will make procedural, policy, and statutory recommendations to the Board as appropriate.

LEVERAGE PARTNERSHIPS

According to the U.S. Department of Education, 45% of students in 4-year institutions work more than 20 hours a week, and among those students attending community colleges that number is 60%. More than a quarter of the nation’s students work more than 35 hours a week, and 23% of all college students have children.^{12, 13}

Furthermore, 50% of students who enter a 4-year college do not finish. With these statistics in mind, and in order to meet the 60% attainment goal, higher education needs to work with business and industry to promote postsecondary education in the workplace. Creating class schedules that accommodate work schedules are beneficial to employee and employer alike. Likewise, providing college promotion materials and accommodating student class schedules are ways in which higher education and business and industry may cooperate to move the needle toward 60%.

Partnerships among education, non-profits, and business and industry are necessary in creating a college going culture

Statewide Initiatives	
Initiatives	Activities to Support Initiative
Strengthen Collaborations Between Education and Business/Industry Partners	Collaboration between education with the business community, non-profit and philanthropic organizations to project and meet workforce requirements and business development opportunities
College Access Network	Develop a statewide network that links agencies, organizations, and businesses
STEM Education	Develop a statewide strategic plan for K-20 STEM education in Idaho

Collaborative efforts between education and the business community, the Department of Labor, Department of Commerce, non-profit and philanthropic organizations can identify ways to project and meet workforce requirements and business development opportunities. This requires all partners clearly identifying the skills and competencies necessary for a trained workforce.

The development of a **College Access Network** is an initiative aimed at creating a college-going culture as mentioned under “Strengthen the Pipeline.” Linking agencies, organizations, and businesses to coordinate a network is an essential strategy to building a statewide communication plan, the purpose of which is to provide common information to all Idahoans about the benefits of postsecondary education. Additionally, it will serve as a conduit for communication between entities regarding higher education and access programs.

¹² U.S. Department of Education, 2007–2008 National Postsecondary Student Aid Study; in Viany Orozco and Nancy K. Cauthen, “Work Less, Study More & Succeed: How Financial Supports Can Improve Postsecondary Success.” Demos, 2009.

¹³ U.S. Department of Education, National Center for Education Statistics, 2008, National Postsecondary Student Aid Study.



The Board convened key stakeholders responsible for **STEM education** at the May 2012 STEM Summit, resulting in the identification of goals and initiatives that will be used to develop a K-20 STEM education plan. A subgroup is working to refine the goals and identify appropriate strategies that will be brought to the Board for approval and implementation.

INSTITUTION/AGENCY INITIATIVES

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Institution/Agency Initiatives	
Initiatives	Activities to Support Initiative
Strengthen Collaborations Between Education and Business/Industry Partners	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide workers with information about the benefits of a certificate/degree

