

Meeting Notes – May 2, 2017

Members Present: Park Price, Debbie Critchfield, Kurt Leibich, Rick MacLennan, Bessie Katsilometers, Chuck Staben, Skip Oppenheimer.

The group discussed three priority areas for increasing the number of students who choose to go-on to some form of postsecondary education after higher school (including career technical) and other areas of the K-20 pipeline that should be addressed by the group. The three priority areas were:

- Helping parents and students to understand the value of postsecondary education
- Reducing the barriers to applying for postsecondary education (demystifying the process of applying for admissions and financial aid), increasing the linkage between education and career.
- Reducing the need for remediation in math and English.

Additional areas identified for consideration include:

- Financial Aid
- Postsecondary Student Retention/Advising
- Attracting non-traditional postsecondary student or adults with some college and no degree (or certificate) back to complete
- On-time completion

Complete College America (Katie Zaback and Sarah Ancel) presented information and strategies for moving the needle on Idaho's educational attainment goal. This included:

- Data on Idaho's current level of educational attainment
- Typical strategies for increasing awareness of the importance of postsecondary education (including career technical education)
 - Introduce Students to College Early
 - Integrate Workforce Linkages into High Schools
 - Reduce Admissions Barriers
 - Streamline the Financial Aid Process
 - Educate Parents.
- The importance of on-time graduation to increase completion rates and reduce the cost to students (thereby increasing affordability)
- The importance of creating the promise of completion and relevance:
 - Clear connections to the workforce
 - Policies that create momentum and reduce time to degree
 - Create clear degree pathways
 - Address and eliminate remediation
 - Create and implement structure to support students
- Address Summer Melt, Streamline Aid, Simplify Admissions
- The importance of shortening time to degree and increasing success:
 - Full-time enrollment vs. on-time enrollment (30 credits or more in 1st year and beyond)
 - Creating clear pathways (math pathways, gateway math, benefits completing math in Freshman year, math aligned to majors), Meta-majors, first-year core (postsecondary), Intrusive advising
- The importance of understanding today's students
 - 70% non-traditional
 - 70% commute to campus
 - 40% work 30 hours a week
 - 25% work full time and attend college full time

- 20% have children
- Structured Schedules are predictable, constant and consolidated, students' progress as a cohort and they are built to enable 15 credits per semester or year-round attendance at 30 credits.
- Remediation, Co-requisite remediation shown to be the most effective. Idaho well on its way in reforming remediation efforts, but needs to maintain momentum.

Throughout the presentation the group discussed the importance of thorough college and career advising in the K-12 system.

Board staff provided an update on the efforts currently underway in this area and the current level of support provided by the legislature due to the recommendations from the K-12 Task Force for Improving Education. FY17 was the first year funding was provided to the school districts specifically for college and career advising, all school districts are required to create and implement college and career advising and mentoring plans (starting with 8th grade students) based on a few identified proven models or other research based on proven effective models identified by the school district or charter school. Significant work is being done with school district and charter schools to help them to implement the new requirements in a meaningful way. Schools are required to report back each year on the effectiveness of their plans, reports must include at a minimum specific measures that will be able to be evaluated across school districts and charter schools. The Board created a single website targeted at students, parents, and K-12 educators to provide information on college and career advising, the site is NextSteps.Idaho.gov and Board staff are available to provide a detailed presentation on what is available at the site. The site included description on each of the college and career advising and mentoring models identified in Idaho law as a tool for school districts and charter schools to use. College and career advising models identified in Idaho law include (Section 33-1212A, Idaho Code):

- (a) High contact programs such as:
 - (i) Near peer or college student mentors; and
 - (ii) Counselor, teacher or paraprofessional as advisor or mentor;
- (b) Collaborative programs such as:
 - (i) Student ambassadors; and
 - (ii) Cooperative agreements with other school districts or postsecondary institutions; and
- (c) Virtual coach or mentor programs.

Board staff provided an update on the remediation efforts under way at the public postsecondary institutions, specifically the progress made toward implementing the three Board of Education approved remediation models (Board Policy III.S. Remedial Education, Accelerated Model, Co-requisite Model, and Emporium Model). During this process the institutions have, for the most part, coalesced around the Co-requisite model being the most effective. While co-requisite remediation has been extensively adopted for English remediation the institutions are still working on implementing it for math remediation.

The Group discussed strategies for improving college and career advising efforts at the secondary level including:

- Making the idea of postsecondary education more relevant, such as coding boot camps, peer mentoring, guidance counseling models from other states, and college/university staff providing counseling/advising to high school students.

- The importance of getting the message out to parents as the primary influences for high school students considering whether or not to go on to postsecondary education after high school. Greater outreach to parents and communities was identified as a critical need.
- Coordinating FAFSA nights with College Application Week (scholarship applications?)
- Host K-12 parent nights
- Advising at the postsecondary level, including guided pathways, and intrusive/intentional advising
- Importance of the freshman experience
- Transfer and articulation and the benefits of common course number for general education courses.
- The need for secondary “Advanced Opportunities” to be more targeted and meaningful toward certificate or degree completion (including career technical certification or degrees).
- Evaluate postsecondary gateway math courses and college/university teaching K-12 core math courses at the high school.
- Identify strategies to create a momentum year (Freshman Year), include incentives for 30 credit year, math pathways, and additional/intentional help for those that are not academically prepared. Make the first year the “success” year.
- Focus on Choice, Structure, Relevance (Time is the enemy of college students)

Follow-up Items include:

- Provide by institutions student retention rates (1st to 2nd year) and on-time completion rates
- Provide by school district FAFSA completion rates
- Board staff: Tracie to provide additional information on college and career advising in grades 8 through 12. Randal to provide information on Advising at the postsecondary level and transfer portal.
- Strategies for address the “Summer Melt”
- Additional information regarding the Maryland Achieving Collegiate Excellence and Success (ACES) program (Public School/College partnership)
- Successful Idaho bridge/summer programs (ISU Bridge Program, BSU Sophomore Start Program, etc.)
- Kurt to provide follow-up information on Indiana 21st Century Scholars program and Tennessee Achieves Program
- Other members were encouraged to identify strategies that have worked in other states.