

K-20 Workgroup – 1st Check-in Meeting

June 9, 2017

The committee has identified three main, non-financial barriers to students going on, and completing a course of study:

Idaho Parents and Students don't see the value of education beyond high school

Barriers:

- Counseling for secondary students from 8th grade on must be improved. The importance of postsecondary education (including career technical education) in securing a well-paying job should be emphasized.
- Investigate the effectiveness of NextSteps.Idaho.gov. Compare this program with programs shown to be effective in other states which match student interest with job opportunities. A presentation of the Predictive Analytics program utilized by BYU-I will be sought.
- The focus of advisors should be on the middle demographic of students identified as those who could go on but, for some reason, choose not to.
- To increase the desire of secondary students to go on, transition or bridge programs such as the one recently started at ISU is showing promise. Best practices from effective programs such as this should be shared with other institutions.
- Senior year is not academically rigorous leading to loss of momentum to going on and summer melt.

Post-secondary recruitment, retention, and completion rate is too low

Barriers:

- Is direct admit effective? What percentage of those receiving the letters actually enroll? What percentage of direct admit students complete?
- Quality of dual credit courses is uneven
- College advising is not sufficiently robust. Data on students at risk is either not available or not timely which leads to low retention and completion rates.
- Identification of "at risk" 1st year students in need of more intense counseling needs improvement.
- Identify strategies to increase to 30 the number of credit hours taken per year

- The number of students requiring remediation is too high. Investigate co-requisite classes to reduce time and cost for completion.

Accountability for improvement should be at the district and institution level

Barriers:

- State-wide goals for go-on and completion rates should be reevaluated. Based upon current data, aggressive, but realistic goals for 2022 should be established.
- Districts or institutions close to the goals should be given wide latitude in developing plans for reaching goals.
- Districts and institutions between 50% - 80% of the goals are to report more frequently.
- Districts and institutions achieving 50% or less require very robust plans for improvement and report progress at least quarterly.