Governor's Higher Ed Task Force
Workgroup #2: Access & Affordability
June 23rd, 2017
Clear Waters Conference Room (3rd Floor – LBJ Building, Boise)
Meeting Notes

IDLA Presentation

Considerable growth in enrollment in IDLA Advanced Opportunities:

AY 16-17: 8,434
AY 15-16: 3,224

91% pass rate.

Proportion of headcount enrollment has been distributed fairly evenly across small schools and large schools, as based on HS athletic classification:
5A – 21%
4A – 25%
3A – 14%
2A – 18%
1A – 22%

Greatest IDLA penetration per capita is in rural regions (not urban). In other words, a larger portion of students are taking IDLA courses at smaller schools than at larger schools. Though, students at larger schools may have access to various modalities of instructional delivery that students at smaller schools do not.

IDLA credit hours offered by institution:
CSI – 42
CWI -- 41
NNU* – 29
BSU -- 20
LCSC – 12
UI -- 6
NIC – 3
ISU -- 0
*Northwest Nazarene University is a private institution located in Caldwell.
College of Eastern Idaho (currently Eastern Idaho Technical College) is planning to offer dual credit courses in partnership with IDLA.

330 public high schools in ID (47 additional non-public). Currently IDLA has portals serving just over 100.

Faculty have control over curriculum at each institution, and how it is delivered.

A need exists to reduce "friction" points for IDLA (and non-IDLA) dual credit students with regard to admission, registration, information-sharing, etc. For instance, IDLA students need to create a Fast

Forward account through their high school (for Fast Forward funds), complete an admissions application to the institution, register on the IDLA portal, and eventually enroll in the section of the course the student prefers. For students seeking to take a community college course, they should complete a residency form if they live within the taxing district of the college. At this time, institutions are not collaborating at the highest level to help overcome some of the 'friction' involved with processes such as this.

The vision for IDLA would be to deliver a "buffet" of course curriculum students could take from two-year and four-year institutions.

State has ability to deliver courses across the state. IDLA, colleges, and universities should galvanize resources and deliver a comprehensive menu of options, even for those citizens who do not have immediate access to internet or a computer.

One item to consider is whether a shared wireless internet model and statewide login standards can exist for digital learning, similar to that adopted by the three universities to deliver service through Eduroam. Under this collaboration, students at any of the universities can login to wireless access at the other institutions without incurring an additional expense. This approach could be considered for mapping across all high schools.

IDLA is looking to centralize information from multiple portals into a single online location. Currently there are district and school learning portals where some of this has been accomplished, particularly with respect to course catalogs. Orofino High School has developed tiles that allow their students to see courses delivered at each college. It would be helpful to look at something similar for all schools in the state, so that it provides ease for students and parents to understand which courses are being offered, the description for each, and the college or university delivering the course.

IDLA is launching Mentor Match in Fall 2017 to accommodate disciplines 'across the board.' There has been interest shared across the state by individuals who are seeking to serve as volunteer mentors for students. This will envelop the e-advising resource, and will provide additional support for HS teachers delivering dual credit thru an IDLA component. Mentoring will be available to students via digital/distance learning modality. It would be advisable to explore possibilities that would incentivize postsecondary faculty to serve in this role (or similar). As part of the application process, background checks are performed on all prospective mentors.

E-tutoring is currently available through live video conferencing. This is a contracted service. 2,061 hours (85 days and 21 hours) were available to all IDLA students in the fall, but only 128 hours were utilized. 278 students signed up for tutoring, with over 123 (44%) who returned for multiple visits.

Another possibility to consider is an "Uber" model for course option selection. Utilizing CTE, OER, and institutional resources students can be notified when tutors or mentors are (or will be) available, and, the appropriate support unit can be notified when a service request is made by a student.

Community colleges in Idaho and across the nation are offering robust opportunities for students to engage in academic pathways via dual credit opportunities, leading to certificates and two-year degrees. They have played a growing, innovative role in helping high school student populations determine course and credential options that best meet their interest and ability.

It is not often, but some school districts do not allow for certain course offerings. For example, some districts may seek to deliver their own course for a subject matter (though it may not count towards college credit), while others may want a specific approach to delivering a course (e.g., AP, dual credit, etc.). With that said, it's very rare for a district does not allow for a course to be offered due to these items.

With respect to existing and needed program resources, the existing technical platforms are built to scale. They have been architect to serve 300K-400K (whether taking classes at home or at school), but have been reduced to accommodate what is needed with current usage. If usage was to increase, costs would primarily be associated with course development and professional development (e.g., instructors).

Dr. Cheryl Charlton, IDLA CEO/Superintendent, agreed to draft recommendations for the group that would make this concept work at the highest level of collaboration possible.

Discussion
A real challenge exists to reach students in the rural areas where there is no access to postsecondary opportunities. There needs to be added flexibility for course delivery for high school graduates and adult learners alike.

While it is understood that digital/online learning is a critical component towards providing expanded access to postsecondary opportunities, it is not necessarily the preferred method of learning for all students (nor should it be seen as a sufficient alternative to learning that takes place in a physical classroom environment where discussion, debate, and collaboration take place).

Question: What is the potential outreach for delivery/usage to rural areas?

How much time, energy, and effort should be delivered in areas where there is not a sustainable rate of return? We need to 'right size' the fit to the community. There should be overlap in service to regions where a positive return on investment exists.

The group agreed to move some components from Access & Affordability to K-20 Pipeline workgroup. This involves items such as summer melt, bridge, etc.

Employers need collaboration from higher education/ faculty to help with providing what workforce needs are, as higher education is slow to change. Co-Op model should be integrated into such possibilities.

Plank 1: A more intentional and robust delivery of dual credit instruction through IDLA.

The group agreed that a general policy to pursue/recommend is for institutions to accomplish degree pathway models in collaboration with IDLA.

A seamless, friction-less system is needed to facilitate IDLA offerings through more high school portals.

Friction should be reduced in the current system. It should not be too nebulous to ask our institutions to work toward this. Kyle provided an example of the universal enrollment form and Joint Services Transcripts request (JST.doded.mil) (ACE Credit), which is facilitated through a centralized source. The

group agreed something like this should be available for students, so as to allow them to see the courses they've completed, the credits earned, and for this information to be shared across institutions (e.g., to help facilitate a more cohesive advising process and transcript distribution).

The group also supports the expansion/leverage of IDLA coursework and infrastructure. As it stands, a considerable portion of Bob Lokken's vision is already existent with IDLA infrastructure.

Plank 2: Need to have a more viable state scholarship/aid program.

There is a need to keep people in Idaho – the more we can offer scholarships the more often we can keep high school graduates in-state. Merit-based scholarships are important. This needs to be competitive with bordering states who are offering scholarships at in-state rates, which may be cheaper than enrolling in some four-year institutions in Idaho.   High-achieving students from ID high schools get full scholarships, and out-of-state waived at institutions in some of our neighboring states.

Scholarship funding needs to follow the student. However, this concept needs to be customer-driven, in that the student directs the money to the college.

Tracie Bent indicated that the Board office does have hard numbers for students who left the state.

For the Opportunity Scholarship, a minimum 3.00 GPA is needed to apply. It is based on 70% need, and 30% merit, and is a 'last dollars' scholarship, meaning that it is intended to help the student render cost when all other aid has been applied. However, the average GPA for a student who received the scholarship is 3.8. The maximum annual award is set at $3,000. An additional $15 million may generate the scholarships needed to aid students who have a qualifying GPA but would need additional funds to go on. (This could be helpful to encourage students who are not going on now due to cost; they are needed to reach the 60% goal.)

Plank 3: Continuous need for philanthropy.

The state needs to make it easier for companies to donate to supporting postsecondary opportunities. (An example is the State of Florida recently providing a match for private giving to local community colleges whose foundations raised $1 million.) Perhaps one approach to consider is encouraging giving scholarships and apprenticeships through tax incentives. A question raised involves whether there is a way to get the extra $50 million required to cover the need for students. One approach that may be considered is to 'float' the request like a bond, and see if the public agrees.

Wrap-Up/ Next Steps
Next workgroup meeting is Thursday, July 6th from 9AM-Noon. (Location TBD).
Will look further at affordable models of instructional delivery through community college systems (such as TN, OR, NY, etc.), though approaching the discussion in a manner that does not overlap with items that may be discussed in the funding formula workgroup.
A need exists to discuss further the strategies for providing more accessible scholarship and aid opportunities for students.
Review recommendations from IDLA, should they be made available.