

Idaho Education in 2025 – Future Vision

Vision Summary

By 2025 Idaho will have achieved its vision that 60% of the young adults (25-34) will have a post-secondary degree/certificate (1, 2, 4, or more years) that aligns their education and skills to the 21st century jobs. Given this shift, many of the attributes and elements of our higher education system are problematic and inhibiting the system from adapting to better meet the needs of the populace.

Commented [RB1]: Not certain if this was intended to be added as a stand-alone problem statement, but my notes indicate this item was to be added as the last line on the vision.

Key Characteristics that Describe “Idaho Education 2025”

The following are the key characteristics that describe Idaho’s higher education system. These characteristics have combined to propel the state to the 60% goal. Note, achieving this monumental goal is a multi-factorial matter, and cannot be obtained by addressing only one or two issues. Thus, the entirety of the characteristics are all material to our goal.

The state of Idaho Higher Education circa 2025.

- Student Volume - Nearly 50% more students graduates (an increase of approximately 40,000 students based on existing population) are attending Idaho higher education institutions than were in 2017 moving into gainful employment. -This includes completers of certificate, two-year, and baccalaureate programs
- Existing Institutions - The institutions that existed in 2017 (UI, BSU, ISU, LCS, CWI, CSI, NIC, HCCEI) are still healthy and functioning well for the subset of the citizens they were designed to serve.
- New Delivery System - A new “delivery system” now exists, with an entirely new architecture. It is targeting specifically those citizens that are not served by our traditional system. This system is designed specifically to address the affordability and access problems that are inherent in the traditional geography-bound, more expensive delivery system. It is digital, scalable, and provides access state wide. In 2025, the pace of innovation in digital learning has been at amazing, constantly evolving for 20 years, and shows no sign of slowing down. The early deficiencies of on-line learning have been worked out, and student success rates for most-types of classes are at par or better than the traditional method.
- Partnerships – Recognizing that the digital content and technologies of the new delivery system are not unique to Idaho, the state has entered in to a variety of innovative partnerships to build the new system. Simply put, English 101 is the same, the professor does not need to be from Idaho. And given the scalability of this new system, these partnerships are mostly cost-sharing relationships, making the whole more affordable for both parties.
- Student-centric, Mastery – For many reasons, the traditional system is predominately centered around professors, physical classrooms, and the specific institution providing the coursework. The new system was specifically designed to be student-centric. Students advance at their own pace; work on their own schedule; attend at the location of their choosing; etc.

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- Statewide Education Portals – In 2025, nearly every community in the state has a community Education Portal. These portals are in libraries, community centers, extension offices, etc. – leveraging the states assets of existing buildings and infrastructure. The portals are support systems for their community’s post-secondary learning. Staff is present to assist with navigation, tutoring, coaching, coordination, encouragement, etc. This was modeled after the Lemhi project in Salmon, and expanded after that. These local touch points make higher education real, local, and achievable for that segment of the population that is tied to their geographies. This combination of statewide digital delivery and local support systems was a key in turning the corner to problems found with the early on-line education.

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- Access that Transcends Geographies and Time – given the digital, personalized, and on-demand nature of the delivery system, it can be accessed anywhere and at any time. All days and times are utilized for instruction, with increased summer delivery to provide for a more robust trimester scheduling. Citizens of any age can now access higher education without leaving their homes and families. Time flexibility is ideal for working around a job. Supporting people that have a strong tie to their home community and need to work while attending school is critical for the demographic targeted by the new system. And community Education Portals (see below) around the state provide the support, tutoring, and human connection to keep students on track.

Commented [RB2]: Per recommendation from the group, “Statewide Education Portals,” “Partnerships,” and Student-Centric Mastery” were moved up in the draft to be included with “New Delivery System” and “Geographies and Time”. Clarification is needed as to whether these three items should be rolled into section and/or one plank.

- Affordability – The new delivery system, given its radically different architecture, is extremely affordable for students ~~(even perhaps free)~~. Given its cost structure and architecture, it scales and adapts quickly. The cost of adding additional students is minimal, so the per student costs when the system gets to capability is very, very low compared to traditional architectures. And with the access provided, students don’t need to travel to the school, the school can be brought to them. This is critical, as roughly 2/3rds or more of the cost of higher education comes from having to relocate to a different city.

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- Impact on State Income Tax Collections – The correlation of education levels and personal income have been proven repeatedly. As now Idaho has 60% of young adults with a post-secondary degree/certificate, there has already been an insignificant impact on state income tax collections. People have a higher income. And as we have a progress tax code, so people that make 2X more pay significantly more than 2X the income tax. Additionally, Idaho businesses are thriving, as they have ready access to a skilled and educated workforce. The combined impact is estimated to have lifted state income tax collections by XX% (roughly an addition \$XXX,XXX,XXX per year). This impact is anticipated to only grow faster into the future, as these newly educated workers advance from young adults to middle age, prime earning year’s.

Commented [RB4]: Need to complete this projection/analysis.

- ~~Statewide Education Portals – In 2025, nearly every community in the state has a community Education Portal. These portals are in libraries, community centers, extension offices, etc. – leveraging the states assets of existing buildings and infrastructure. The portals are support systems for their communities post-secondary learning. Staff is there to be navigation, tutoring, coaching, coordination, encouragement, etc. This was modeled after the Lemhi project in Salmon, and expanded after that. These local touch points make higher education real, local, and achievable for that segment of the population that is tied to their geographies. This~~

~~combination of statewide digital delivery and local support systems was a key in turning the corner to problems found with the early on-line education.~~

- Culture and Communities in Idaho – In 2025, communities across the state have made a cultural transformation regarding higher education. The awareness of the value of post-secondary, ~~including the value proposition,~~ and ~~the~~ local support ~~for higher education~~ has grown. The true meaning and importance on post-secondary is understood across the state. In part, ~~the~~ making higher education affordable and accessible to every citizen, combined with local education portals has made a once abstract and misunderstood concept of higher education local and real to all.
- Statewide 7-20 Career Coaching Center – A centralized statewide, “call-center-like” career coaching was established in 2018. That system used a CRM-style system and rode the emergence of mobile computing devices with Jr/Sr high school students, to build a mentor-like system. That system keeps in constant contact (monthly) with students and follows that student wherever they go in the state, from Jr high, to Sr high, to post-secondary. They listen to the students, expose them to career opportunities, help them stay interested, and navigate the system – independent of the high school they attend, and independent of the post-secondary institution they attend.
- ~~Summer Melt Fixed – The summer melt problem on 2017 (75% of seniors indicate in the spring they are going to college, only 30% show up in the fall) has been fixed. The combination of the Statewide Career Coaching center being in constant contact, and the local portals making it more “real” and reachable, have made summer melt a thing of the past.~~
- ~~Partnerships – Recognizing that the digital content and technologies of the new delivery system are not unique to Idaho, the state has entered in to a variety of innovative partnerships to build the new system. Simply put, English 101 is the same, the professor does not need to be from Idaho. And given the scalability of this new system, these partnerships are mostly cost sharing relationships, making the whole more affordable for both parties.~~
- Aligned to Traditional Institutions – Recognizing that the new delivery system is frequently used as a starter system, and/or some of the course work does not fit a remote delivery model, the new delivery system was built in complete alignment with our traditional system. Classes are interchangeable, transferable, and aligned, so that students can flow seamlessly between the different institutions without slow down or penalty.
- ~~Student centric, Mastery – For many reasons, the traditional system is predominately centered around professors, physical classrooms, and the specific institution providing the coursework. The new system was specific designed to be student centric. Students advance at their own pace, work on their own schedule, attend at the location of their choosing, etc.~~
- Start post-secondary early via dual credit – leveraging the momentum that was achieved by 2017, and further leveraging the new systems with its portals and digital curriculum, the dual credit program in the state has reach new heights. A measurable part of the states 60% goal is being achieved by high school seniors, as the same time they are completely high school.

Commented [RB5]: This item has been transitioned to WG1: K-20 Pipeline.

- Adult ~~Completers~~ Graduates – the large and chronic problem of young adults with some-college-no-degree has been significantly reduced, via with affordability and access offered by the new systems, and by the more supportive communities that have developed since 2017.

Planks (Draft)

- Plank 1: Provide an accessible postsecondary education for early and adult learners.
 - a.) Increase dual credit offerings across the state in middle-level and secondary education.
 - b.) Leverage IDLA and existing institutional online modalities to maximize delivery of postsecondary instruction and student support.

[Vision Statements: New Delivery System; Partnerships; Student-Centric Mastery; Statewide Education Portals; Access that Transcends Geography and Time; Statewide 7-20 Career Coaching Center; Aligned to Traditional Institutions; Start Post-Secondary Early Via Dual Credit; Adult Graduates]
- Plank 2: Expand existing scholarship/aid programs.
 - a.) Ensure state aid programs are effectively serving students in need.
 - b.) Incentivize institutions to provide greater emphasis on student financial need in scholarships and aid.

[Vision Statements: Culture and Communities in Idaho; Adult Graduates]
- Plank 3: Encourage increased philanthropy and support for higher education opportunities.
 - a.) Strengthen postsecondary partnerships with business and industry.
 - b.) Seek private sector promotion of the value of postsecondary education.

[Vision Statements: Impact on State Tax Collections; Culture and Communities in Idaho; Adult Graduates]
- Plank 4: Utilize co-op model to engage students and make college more affordable.
 - a.) Foster collaboration between higher education and industry to strategically deliver programs.
 - b.) Deliver, to scale, an accessible experience that supports the financial, academic, and career needs of underserved and disadvantaged student populations.

[Partnerships; Student-Centric Mastery; Aligned to Traditional Institutions]

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Commented [RB6]: Planks are written based on discussion and recommendations from the group. Two general themes for each plank have been drafted from the strategies discussed, with the idea being that specific tactics and strategies can be listed under each. Additional or fewer themes can be included as needed.

Specific tactics and strategies can be listed Based on their definitions, several vision statements have been applied to multiple planks.

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Commented [RB7]: Added to recognize adult learners, given they are referenced in the vision document for the workgroup.

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Commented [RB8]: Per Emma's comments, this may be split between Plank 2 and Plank 3.

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