

# TOP 3 RECOMMENDATIONS – K-20 PIPELINE

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## Structural Change and System Improvements

Implement structural change and system improvements through enhancements to critical areas that will remove barriers as students' progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience.

### Priority areas/strategies identified include:

- **School District Continuous Improvement Plans** – Improve accountability of annual continuous improvement plans by assuring the engagement and input from parents, the local community and business involvement. School Boards and Superintendents are responsible for effective implementation of the annual improvement plan.
- **Dual Credit Courses** – Ensure transferability of courses taken in high school for postsecondary credit with an emphasis on general education credits applicable to a certificate and/or degree. Employ a common course numbering system in catalogs to assist in transferring and to ensure the articulation of credits for the seamless transition of students at all post-secondary education levels and types (e.g., CTE).
- **Required High School Course** – Every high school student will have access to information that will help them navigate the world beyond high school through a course that provides exposure and support for college and career readiness and will capture and aid students in their choices beyond high school including an effort to strengthen the senior project to better facilitate transition to college and career. Such a course will help to maximize the senior year.
- **Workforce Skills Alignment** – Support and implement the strategies outlined in the work force development report.
- **Game Changers** - Continue developing policies recommended by Complete College America to strengthen and scale the game changers, i.e., co-requisite remediation, math pathways, structured schedules, and thirty credits completed each academic year based on “15 to Finish.”

### Key Performance Indicators:

- Go-on rates – See Guided Pathways KPI
- Five percent or more high school students will graduate from high school with a certificate or an associate's degree.
- Full implementation at the school district level of continuous improvement plan process.

### Guided Pathways (P-20)

Develop and implement a comprehensive guided pathways programs starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline. An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention, work-based learning, and community engagement (e.g. Indiana's Twenty-first Scholars and Scholar Success programs, Tennessee's Promise and Achieves programs, and Maryland's Achieving Collegiate Excellence and Success program.).

### Priority areas/strategies identified include:

- **Early Learning** - Early education programs that prepare students for entering the education pipeline and ensure students are prepared at grade level when they enter elementary school and continue to progress through the educational system.
- **Leveraging Parent Support** - Leverage parent support and engagement as partners in their student's educational progress and success through effective programs such as College for Parents. Culturally relevant community outreach and parent engagement should include statewide or regional outreach programs targeting parents and families in partnership with the local community and business to help educate parents on the value of some form of postsecondary education for their students. Outreach will include information about the types of careers that are available, the type of education necessary for various types of careers, how to apply for admission and how to fund different levels of postsecondary education, and an understanding of the value of postsecondary education in a way that is relevant to the student and student's family. Information will be specific for each region and the tie to workforce needs within the region or local area.

- **Highly Effective Educators** – Improve educator preparation programs, professional development and educator (teacher and administrator) mentoring programs that will result in highly effective educators with the knowledge and skills to work with our changing student demographics in a culturally relevant way that will result in more educators that are creative, innovative and critical thinkers. Include a greater focus on teachers being able to use their skills in culturally relevant ways to help Idaho’s growing Hispanic and American Indian populations.
- **College and Career Advising, Mentoring and Coaching** – Provide comprehensive college and career advising, mentoring and coaching that includes culturally relevant wraparound support for minority students throughout the pipeline. Programs will include information for students and parents about the types of careers available (technical and academic), the courses or credentials necessary to prepare for those occupational fields, and career exploration. Advisors and counselors will be trained and exposed to local and regional opportunities and be provided the tools necessary to help chart academic progress (e.g. system-wide data analytics). Colleges and universities will provide assistance through transitional coordinators that partner with local school districts. (See “required high school course” in previous recommendation.)
- **Bridge the gap between graduation and postsecondary admissions.** Implement (expand system-wide as appropriate) programs with demonstrated success that address “summer melt” (students who indicate they intend to go on some form of postsecondary education from high school and do not) and bridge programs targeting students who need help with additional tools to get a jumpstart on their postsecondary education so that go-on rates meet the KPI listed below.

### **Key Performance Indicators:**

- Idaho Reading Indicator – 75% of kindergarten students identified as reading at or above grade level on the Fall Idaho Reading Indicator by FY 2023.
- Go-on Rates – More than 60% of high school graduates will enroll in some form of postsecondary education within 12 months of graduation by FY 2023; more than 80% of high school graduates will enroll in some form of postsecondary education within 36 months of high school graduation.
- College Entrance Exam – More than 60% of high school graduates will meet the college entrance exam (SAT/ACT) college readiness benchmarks by FY2023

- Technical Skills Assessment Pass Rate – 75.8% or more students taking a technical skills assessment will pass by 2019.

## Improved Certificate and Degree Completion

Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students.

### Priority areas/strategies identified include:

- **Intentional Advising** - Proactive advising to postsecondary students' statewide (e.g. system-wide data analytic tools/degree audit system) with a focus on degree attainment, reducing equity gaps, and providing a relevant educational experience that leads to retention and on-time completion. Identify key strategies for engaging, supporting and connecting with freshman.
- **Postsecondary Re-enrollment** - Stop-out programs to recruit and retain individuals with some credits and no degree who "stop-out" and services targeted to the adult population that show success in increased completion for this student group.

### Key Performance Indicators:

- Retention Rates – Percentage of new full-time degree seeking students who return for a second year or completed at an Idaho postsecondary institution broken out by transfer first-time freshmen and transfer students:  
(2 year Institutions) 75% (by 2020)  
(4 year Institutions) 85% (by 2020)
- Completion Rates (Graduation 150% of time) – Completion rates will be benchmarked to the national average with a targeted 5% improvement each year.