

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
SEPTEMBER 29, 2017

SUBJECT

Governor's Higher Education Task Force Recommendations

REFERENCE

August 2017

Board approved FY 2019 Budget Requests.

BACKGROUND/DISCUSSION

On January 6, 2017, Governor C.L. "Butch" Otter identified the need to focus on the postsecondary part of Idaho's K-through-Career education system and announced the creation of a Higher Education Task Force charged with studying the state of higher education in Idaho. The Task Force was charged with looking at initiatives underway, proven practices that support postsecondary access and completion, and the State's role in funding higher education and to make recommendations that focus on postsecondary access and completion, lead toward a more rapid progress in meeting the Board's 60% College Attainment goal, and transition the state-funding formula for higher education to a formula that rewards outcomes toward completion.

The Higher Education Task Force (Task Force) was made up of 36 members from a broad group of stakeholders. Membership included all eight State Board of Education members, the eight Idaho public university and college presidents and postsecondary students, legislators, and business leaders. Membership was drawn from across the state.

The 36 member Task Force first convened in February 2017 to begin discussions. The Task Force identified four areas of focus: the K-20 Education Pipeline; Postsecondary Access and Affordability; Postsecondary Funding Formula; and Outcomes Supporting the Workforce. Members were assigned to one of these four groups based on their interest and expertise. A separate, smaller group was formed to specifically focus on communication, buy-in, support and execution of the Task Force recommendations. The final work group reports (Attachment 3) and recommendations (Attachment 1) were presented to the full Task Force and unanimously adopted on September 15, 2017.

Prior to submittal of the final Task Force findings and recommendations to the Governor, the Board has been asked to formally consider the recommendations as the State Board of Education. As part of this process the Board is also being given the opportunity to amend its FY 2019 Budget Request and submit additional legislation that might be necessary to start implementation of the Task Force recommendations. Due to deadlines associated with submitting an amended budget request, the recommendations are being brought forward at this time. Board staff are working on a complete framework, including the identification of additional Board decision points and timelines, which will be presented to the Board for consideration at the October Board meeting.

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IMPACT

Adoption and implementation of the recommendations will result in the need to request additional appropriation, and policy amendments (legislative and Board policy). The actual fiscal and policy amendments will vary by amount and year depending on the final implementation plan. A few of the identified short term actions may be implemented in FY 2019 while others will require a more measured implementation. Two items have been identified that could be added to the FY 2019 Budget Request:

Increased Scholarship Funding	\$5,000,000 - ongoing
Degree Audit/Data Analytics System	\$350,000 - ongoing

ATTACHMENTS

Attachment 1 – List of Recommendations	Page 5
Attachment 2 – Amended FY 2019 Budget Request	Page 8
Attachment 3 – Task Force Subcommittee Reports	Page 10

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Task Force' process, the individual work groups identified a number of short and long-term actions that would, in part, move forward the implementation of the recommendations. Board staff will bring forward a recommendation to the Board at the October Board meeting outlining a framework and next steps with the end goal of implementing the recommendations over the next five years. While some of the identified actions may be implemented in FY 2019, based on actions proposed to the legislature during the 2018 Legislative Session or Board policy amendments over the next few Board meetings, some recommendations will take additional time and/or work over the next few years to implement. In some cases these are due to timing issues, in others due to the need to bring together subject area experts to finalize the details of implementation or logistics involved in implementing system-wide change.

There are, however, some short-term actions that could impact what is presented to the legislature during this coming session that can be considered at this time. These include:

- Amendments to the FY 2019 Budget Requests
- Legislation creating a new state managed scholarship

Amendments to the FY 2019 Budget Requests are identified in Attachment 2. Recommendation 7 (Attachment 1), developed by the Access and Affordability Work Group is to “Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.” The work group identified four initial short term actions: increase funding for merit-based and need-based state scholarships; lower the GPA requirement for the Opportunity Scholarship eligibility from 3.0 to 2.5; fund and “Adult Completer” scholarship; create a “Kick-Start Program” for all Idaho freshmen or

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adult learners; and modify the Opportunity Scholarship renewal requirements to require student take 30 credits in the previous year to renew.

For FY 2018, 2,306 renewal applications and 1,595 new applications were awarded while 2,637 eligible applicants were put on a waitlist. As awards are declined, or not accepted by students by the established deadlines, new awards will be made to students on the waitlist. For FY 2018, the maximum award amount is \$3,500. The preliminary estimate for the average award amount for FY 2018 is \$3,355. Based on these estimates, and additional \$8.8M would be needed to fund all current eligible applicants in FY 2018. If the minimum GPA were decreased, the number of eligible applicants would increase. Based on the 2016 graduating class, an additional 4,150 students would have met the minimum GPA requirement (18.1% of the senior class). An estimated 18% increase in new scholarship applicants (813) would increase the waitlist to close to 3,500 students. With this increase, it would take an additional \$10.5M to award the eligible new applicants on the waiting list. A proposed \$5M increase for FY 2019 would be the first of a multiyear phased in approach for increasing scholarship funding. Additional analysis, taking into account proposed amendments to the Opportunity Scholarship program requirements, will be conducted during the coming year to provide estimates and recommendations on future budget requests for the Scholarship Program.

Recommendations 4 and 5, developed by the K-20 Education Pipeline work group, focus on guided pathways and supports for students throughout the pipeline that lead to student retention and completion of students at the postsecondary level. Both recommendations identify the need for a degree audit/student data analytics system that will help/enable postsecondary institutions to identify students early on that need additional support or guidance and help students track their progress toward degree completion. Preliminary investigation by Board staff have identified a wide range of systems with varying degrees of functionality and range of cost. If approved, a formal Request for Information will be conducted with the intent of having a more refined cost identified prior to the Legislature setting the FY 2019 System-wide Needs budget. The proposed amount would cover a basic system and ongoing annual licensing and maintenance costs.

Due to Idaho's unique education governance structure the majority of the short and long term actions that the work groups identified may be accomplished through Board policy and the appropriation of resources to implement new programs or scale up existing programs that have been proven effective. Some actions, impacting public schools at the K-12 level will require amendments to Administrative Code (rule). A few others will require amendments to Idaho Statutes. Statutory amendments include, but are not limited to: amending the state definition of school age to allow for early childhood programs to be conducted in Idaho public schools; increasing the tax credit for scholarship donations, and creating a new scholarship aimed at providing access to adults with some credits and no degree.

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The Opportunity scholarship is governed by both Administrative Code and Idaho Code. With few exceptions most of the student eligibility requirements are set by the Board in Administrative Code, these include minimum GPA requirements and minimum number of credits to renew. Any amendments to these requirements will be subject to the annual rulemaking cycle deadlines and would be started in the Spring.

BOARD ACTION

I move to adopt the Governor's Higher Education Task Force Recommendations at submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to authorize the Executive Director to amend the System-wide Needs and Scholarships and Grants FY 2019 Budget Request with two additional line items as submitted in Attachment 2 and to prioritize the system-wide request in the following manner.

Priority 1: _____

Priority 2: _____

Moved by _____ Seconded by _____ Carried Yes _____ No _____

HIGHER EDUCATION TASK FORCE RECOMMENDATIONS

Communication and Execution

- 1. Recommendation – Efficiencies, Cost Savings and Service** – Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System.
- 2. Recommendation – 60% Goal** – Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state’s economic future and to the continued standard of living and quality of life for Idaho citizens.

K-20 Pipeline

- 3. Recommendation – Structural Change and System Improvements** - Implement structural change and system improvements through enhancements to critical areas of the public education system 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. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America “Game Changers” through the strategies adopted by the Board’s Complete College Idaho Plan, and alignment with workforce skills.
- 4. Recommendation – Guided Pathways (P-20)** - Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana’s Twenty-first Scholars and Scholar Success programs, Tennessee’s Promise and Achieves programs, Iowa’s BEST Program and Maryland’s Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not

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available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.

- 5. Recommendation – 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. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student’s undergraduate goals as well as prepare students to pursue and complete graduate and professional degrees that are equally vital to the economic growth of Idaho.

Access and Affordability

- 6. Recommendation** – Provide a statewide digital delivery system- a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.
- 7. Recommendation** – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.
- 8. Recommendation** – Centralize and standardize processes to promote system-wide efficiencies. *[This recommendation may be combined with Recommendation 1 in the final report.]*

Funding Formula

- 9. Recommendation** - Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula’s metrics. Metrics should include:
1. Verifiable Job Outs
 2. 18-29 Credit Undergraduate Certificates
 3. 1-Year Certificates
 4. Associate Degrees
 5. Bachelor Degrees
 6. High Impact Completion Bonus
 7. At-Risk Completion Bonus
 8. Progression per Student Credit Hour Milestone
 9. Transfers
 10. On-Time Completion Bonus

The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year.

The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.

Outcomes Supporting Workforce

- 10. Recommendation – Adopt the Recommendations of the Governor’s Workforce Development Task Force** – The Governor’s Higher Education Task Force should adopt the recommendations of the Governor’s Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho’s future workforce needs.

- 11. Recommendation – Competency-Based System** – The public higher education system should shift to a competency-based system.

- 12. Recommendation – Partner with Industry** – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs.

- 13. Recommendation – Workforce Training towards Degree or Certificate Completion** – Workforce training completed by an individual should count towards degree or certificate completion.

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System-wide Needs FY 2019 Line Items Approved by the Board at the August 2017 Board meeting:

**STATE BOARD OF EDUCATION
FY 2019 Line Items - College and Universities**

By Institution/Agency		Page	FY 2018 Total Appropriation	Priority	Institution Specific Initiatives	Total	% of FY 2018 Appropriation Excluding Occupancy Costs
1	System-wide Needs		5,065,800				
2	Outcomes Based Funding	11		1		0	0.0%
3	Idaho Regional Optical Network (IRON)	13		2	800,000	800,000	15.8%

FY 2019 Line Items - Community Colleges and Agencies

By Institution/Agency		FY 2018 Appropriation	Page	Priority	FY 2019 Request	Comments	vs. 2018 Approp
58	Special Programs	15,562,200			880,200		5.7%
59	Forest Utilization Research	1,347,100			325,300		2.1%
60	Wood Utilization in Comm. Building Faculty		157	1	140,300		0.9%
61	Grazing impacts on Idaho Rangelands		161	2	185,000		1.2%
62	Geological Survey	1,080,400	165		99,400	Geological Publication Editor and Support Staff	0.6%
63	Scholarships and Grants	11,729,700			0		0.0%
64	Museum of Natural History	625,400	171	1	95,100	Digital Outreach	0.6%
65	Small Bus. Development Centers	613,100	177	1	52,200	Business Development	0.3%
66	TechHelp	166,500	181	1	308,200	Business Development	2.0%

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Proposed FY 2019 amendment:

**STATE BOARD OF EDUCATION
FY 2019 Line Items - College and Universities**

By Institution/Agency		Page	FY 2018 Total Appropriation	Priority	Institution Specific Initiatives	Total	% of FY 2018 Appropriation Excluding Occupancy Costs
1	System-wide Needs		5,065,800				
2	<u>Degree Audit/Student Data Analytics System</u>				<u>350,000</u>	<u>350,000</u>	<u>6.9%</u>
3	Idaho Regional Optical Network (IRON)	13			800,000	800,000	15.8%

FY 2019 Line Items - Community Colleges and Agencies

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60	Wood Utilization in Comm. Building Faculty		157	1	140,300		0.9%
61	Grazing impacts on Idaho Rangelands		161	2	185,000		1.2%
62	Geological Survey	1,080,400	165		99,400	Geological Publication Editor and Support Staff	0.6%
63	Scholarships and Grants	11,729,700			<u>5,000,000</u>		<u>32.1%</u>
64	Museum of Natural History	625,400	171	1	95,100	Digital Outreach	0.6%
65	Small Bus. Development Centers	613,100	177	1	52,200	Business Development	0.3%
66	TechHelp	166,500	181	1	308,200	Business Development	2.0%

HIGHER EDUCATION TASK FORCE FINAL REPORT

Communication and Execution

Recommendation – Efficiencies, Cost Savings and Service – Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System.

Principle

The State Board of Education (SBOE) is uniquely situated to oversee an integrated System of distinct institutions operating in collaboration to provide high-quality postsecondary educational opportunities that are accessible, affordable, and relevant to the needs of Idaho's students, businesses and communities. The vision is a high functioning and innovative System, which is greater than the sum of its parts.

Short-term Actions

1. The SBOE should take immediate action to put a leadership structure in place necessary to execute the change management needed to move higher education toward Systemness.
2. Develop communications strategy around the necessity for bold structural change.
3. Establish the base operating budget needed for year one of this work (executive leadership, study and planning, communications).

Long-term Actions

1. Drive higher levels of service to the institutions and students, via a "Systemness" model. Service quality and responsiveness KPIs will need to be developed to drive and provide accountability and oversight of the new centralized services. Every effort must be made to not have the centralization result in non-responsive bureaucracies.
2. After an initial investment period, a targeted cost-savings goal should be established. Those savings must be achieved, and the funds reinvested into academic programming and students.
3. The Board should reorganize the state's higher education System with new and clear roles and responsibilities. The SBOE board books, meeting agendas, and function should be rationalized to a proper part-time, volunteer, strategic oversight board model, typical in other high-performing systems.

Owner

Idaho State Board of Education

Government & Industry Roles (if applicable)

The State Board of Education will work with the Governor and the Legislature as needed to implement structural changes and efficiencies.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Communication and Execution

Recommendation – 60% Goal – Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state’s economic future and to the continued standard of living and quality of life for Idaho citizens.

Principle

The current goal of 60% by 2020 is mathematically and practically impossible to achieve at this point. Although the constant drumbeats of the shifting economy continue to march forward, in spite of our rate of progress. It is not that the 60% goal was not the right goal (it is increasingly obvious it was and remains the right goal). Rather the timeframe stated (2020) was not realistic given the scope of the challenge and the historic lack of urgency in change management matters.

Idaho needs a clear game plan, clear and measurable goals, both at the end point, and at milestones along the journey. Clear accountability, roles, and responsibilities are needed, as the necessary pre-condition to change and for effective execution of the plan. Not every school or geography of the state’s system should be treated with a single one size fits all approach. The new executive leadership function described in Recommendation 1 should: a) be held accountable for achieving progress toward and ultimately achieving the statewide goal; and b) work with presidents and communities to clearly define roles, responsibilities, and goals for each school in the system. The 60% goal for Idaho is very aggressive, and it simply cannot be achieved without a new level of teamwork, collaboration, and student-centric approach. Thus, as we reset the state’s 60% goal, we need to reset the standards and mode of operations that have served us in the past. Simply put, if we don’t, we should expect results from the next seven years to mirror results from the last seven years, regardless of any re-statement of the goal.

Short-term Actions

1. Re-set the state’s goal to be stated in a non-numeric, aspirational tone that speaks to why we are doing this work in the first place. The goal is “why” we are doing this, not a quantification of headcount that is cryptic and difficult to communicate and understood by people outside the system. **By the year 2025, Idaho’s colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy.**
2. Establish clear measurable milestones – separate than the articulation of the goal. The end game milestone should be: ***“By June 30, 2025, 60% of the state’s citizens between the ages of 25-34 shall have a post-secondary education (1, 2, 4, or more)”***.
3. Establish a clear roadmap that sets annual goals, and high-level strategies, that are achievable and measurable. Establish clear communications, focus, and accountability functions such that yearly progress is made, lessons learned are shared, and the end game is achieved. It is highly unlikely that everything that is tried will work, nor that the ecosystem of the state (budgets, economy, etc.) will remain constant. Thus it is critical that tactics change and evolve, and intermittent milestones adjusted to direct focus.

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – Structural Change and System Improvements -

Implement structural change and system improvements through enhancements to critical areas of the public education system 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. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America "Game Changers" through the strategies adopted by the Board's Complete College Idaho Plan, and alignment with workforce skills.

Principle

Preparing students for the rigors of postsecondary education and the workforce after high school is critical. The current system is built on a response model where information and resources are provided once requested, for the average student, rather than based on an identification of warning indicators or proactively (similar to programs that address at-risk or underserved students) on a statewide basis. Additionally, the number of choices now available to students makes it even harder for students to choose the path they are most suited for or is the most efficient path to meet their postsecondary goals without additional resources and support. The educational system needs to be improved through structural change to proactively provide information about postsecondary requirements and pathways to all students.

Short-term Actions

1. **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 aid students in their choices beyond high school including an effort to strengthen the senior project to better facilitate transitions to college and career. Such a course will help to maximize the senior year.

Long-term Actions

1. **Workforce Skills Alignment** – Support and implement the strategies outlined in the workforce development report.

HIGHER EDUCATION TASK FORCE FINAL REPORT

2. **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 to and between postsecondary institutions and to ensure the articulation of credits for the seamless transition of students at all postsecondary education levels and types (e.g., CTE). Expand dual credit offerings through Idaho Digital Learning Academy (IDLA) to assure all students have access to the courses needed to earn an associate’s degree at the time of graduation
2. **Leverage Success of Statewide Initiatives** – Leverage the success of increasing admissions of in state students through Direct Admissions, Apply Idaho, and Next Steps Idaho resources through the targeted retention efforts for these students.
3. **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.”
4. **Complete College Idaho Evaluation** – Evaluate the progress made on complete college Idaho strategies and how the strategies intersect with the task force recommendations. Recognize progress made and set a baseline for measuring ongoing progress. Update the Complete College Idaho plan and strategies based on lessons learned since the 2012 adoption of the plan.

Owner

Idaho State Board of Education
Postsecondary Educational Institutions
Public School (K-12) System

Government & Industry Roles (if applicable)

Outcomes

A system that prepares students for postsecondary education and the workforce, makes postsecondary education more accessible and affordable, and provides an experience and incentive for those that do not see a reason or a path to engage in higher learning. Improve accessibility for all levels of postsecondary instruction to a diverse range of populations throughout the state.

Key Performance Indicators:

- Full implementation at the school district level of continuous improvement plan process.
- Five percent or more high school students will graduate from high school with a certificate or an associate’s degree.
- Increase state average FAFSA completion rates to 80% by FY 2021 (within 3 years)
- Go-on rates – See Guided Pathways Key Performance Indicators

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – Guided Pathways (P-20) - Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana’s Twenty-first Scholars and Scholar Success programs, Tennessee’s Promise and Achieves programs, Iowa’s BEST Program and Maryland’s Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.

Principle

Student support and advising is vital to success throughout the educational system from preschool years through certificate and degree completion. Integrated student support and advising through guided pathways will provide the needed supports to prepare students for success.

Short-term Actions

1. **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 would include statewide or regional outreach programs targeting parents and families in partnership with the local community and businesses to help educate parents on the value of some form of postsecondary education for their students. Ongoing 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 tie to workforce needs within the region or local area.

Long-term Actions

1. **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.

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- College and Career Advising, Mentoring and Coaching** – Provide comprehensive college and career advising, mentoring and coaching that includes culturally relevant wraparound support for minority/underserved 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. Colleges and universities will provide assistance through transitional coordinators that partner with local school districts. Advisors and counselors will be trained and exposed to local and regional employment opportunities, including those that require postsecondary certificates, 2 year degrees, 4 year degrees, and graduate degrees, and be provided the tools necessary to help chart academic progress (e.g. system-wide data analytics/degree audit). The digital campus will be used to bolster e-tutoring and e-mentoring to assure access to all students regardless of localities.
- 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 Idaho’s 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.
- Bridge the gap between high school 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 to some form of postsecondary education from high school and do not) and bridge programs targeting students who need help or additional tools to get a jumpstart on their postsecondary education.
- Statewide Data Analytics System** – Implement postsecondary student retention and progress to degree data analytics system on a statewide basis. Fiscal Note: \$1M - \$5M implementation cost, dependent on degree of complexity of the system, \$50,000 - \$1M annual/ongoing cost for system maintenance.

Owner

Idaho State Board of Education
Postsecondary Educational Institutions
Public School (K-12) System

Government & Industry Roles (if applicable)

Outcomes

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.
- 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 FY 2020.

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- Go-on Rates – More that 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 by FY 2023.

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – 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. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate and professional degrees that are equally vital to the economic growth of Idaho.

Principle

There has been a significant shift in postsecondary student demographics. The majority of students today must manage some combination of family and work responsibilities while taking classes and pursuing a postsecondary certificate or degree and many only attend part-time. The longer it takes a student to complete the less likely it is a student will complete. If Idaho is going to reach its educational attainment goals new and current students must complete on-time and adults who have earned some credits and no degree will need to return and complete the degree's they started.

Short-term Actions

1. **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.
2. **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.
3. **Lifetime Admittance** – Institute statewide policy that allows a student, once admitted, to retain admittance status and not have to go through the admittance process again if they "stop out" and then return.

Owner

Idaho State Board of Education
Postsecondary Educational Institutions

Government & Industry Roles (if applicable)

Outcomes

Key Performance Indicators:

- Retention Rates – Percentage of new full-time degree seeking students who return for a second year or completed during the year at an Idaho postsecondary institution broken out by first-time freshmen and transfer students:

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(2 year Institutions) 75% (by 2020)

(4 year Institutions) 85% (by 2020)

- Postsecondary Completion Rates (Graduation 150% of time) – Completion rates will be benchmarked to the national average with a targeted 5% improvement each year.

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Access and Affordability

Recommendation – Provide a statewide digital delivery system- a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.

Principle

Citizens of any age can now access higher education without leaving their families or communities. Flexibility in delivery systems and asynchronous course availability will provide an ideal environment for working adults.

Short-term Actions

1. Actively support the K-20 Pipeline recommendations.

Idaho needs to enroll and graduate 40,000 additional students annually in their chosen one, two or four year degree program. The digital campus will expand capacity, access and affordability. We must increase the go on and, ultimately, the retention and success rates. Every high school student will have had access to information that will help them navigate the world beyond high school through a course that provides exposure and support to college and career readiness

2. Dual credit courses

Ensure transferability of courses taken in high school for postsecondary credit with an emphasis on general education credits applicable to certificates and degrees. Employ a common course numbering system with standardized credit hours across the State of Idaho. Expand dual credit offerings through the Idaho Digital Learning Academy (IDLA) to assure all students have access to the classes needed to earn an associate's degree at high school graduation. Expand dual credit offerings to ensure students have access to both academic and CTE dual credit courses.

Long-term Actions

1. Workforce skills alignment.

Support and implement the strategies outlined in the work force development report. Include mastery certification/testing for those with significant work experience or previous education (including military education/experience, industry certification, etc.) Explore issuing competency-based degrees.

2. Expand online college delivery to non-completers or adult learners

There are approximately 277,700 former students in Idaho with some higher education. Re engaging those in a system that meets their time lines and is affordable is a key element in reaching our 60% goal.

Competency-based assessment should be streamlined and systematized so that transferability of prior learning is seamless and uniform across the Idaho public postsecondary system.

Example: Boise State University has a bachelor of general studies degree that is competency-based. BSU applies participant's prior learning and work experience as college credit toward this degree.

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3. Game Changers

Support and incorporate Complete College America policies and proven focus, i.e., co-requisite remediation, math pathways, structured schedules, and 30 academic credits per year to finish on time. In addition, our current institutions may increase capacity by adopting a trimester schedule or other innovative student-centric techniques.

4. Leverage current outreach centers

Access to local support for distance learners provides a coaching, mentoring, lab, IT access, and communication portal that will be there when needed for students going through the challenges we expect in online higher education.

5. Bolster e-tutoring and e-mentoring

3. Identify degree-granting institution for online degrees

4. Create additional outreach centers where necessary

Consider the use of public libraries, schools or city or county training or meeting facilities, and leverage existing infrastructure that would meet the needs for large numbers of online students.

5. Higher education support and involvement in Parents Academy across Idaho

Owner

Higher education institutions
IDLA
State Department of Education
State Board of Education
Communities

Government & Industry Roles (if applicable)

Accreditation (Northwest Commission on Colleges and Universities)
Legislature (funding)
Outreach centers (libraries, regional labor offices, etc.)

Outcomes

The delivery of a system that attracts, supports, and makes more affordable the higher education experience for those that do not see a reason or a path to engage in higher learning today. The system must be designed to scale so that cost of attendance for the student is low, yet the system maintains the same degree of quality as a student would find on campus.

Improve accessibility for all levels of postsecondary instruction to a diverse range of populations.

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Access and Affordability

Recommendation – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.

Principle

Remove affordability barriers for new and returning students who currently do not qualify for merit-based assistance.

Short-term Actions

1. Increase funding for merit-based and need-based state scholarships

In FY 2018, 5,238 new students applied for the Opportunity Scholarship. Due to limited funding, only 1,195 new students received the award. An increase in funding would allow more students each year to receive the award and help defray the costs of college.

2. Lower GPA requirement for Opportunity Scholarship eligibility from 3.0 to 2.5

An additional 4,150 students would have an opportunity to consider postsecondary education in the FY 18 class.

3. Fund Adult Completer's

There are potentially 60,000 people in Idaho who would qualify for the scholarship. At a rate of \$3,000 per award, approximately 1,000 scholarships would have an ongoing fiscal impact of \$3M. Actual amounts would be dependent on the final scholarship eligibility details, such as minimum number of credits already earned or financial need calculations. The actual number of scholarships awarded and amount of each scholarship would be contingent on annual appropriations.

Long-term Actions

1. Increase tax credit for scholarship donations

2. Provide incentives for businesses to participate in paid internships and apprenticeships and co-ops

3. Recognize and reward institutions that increase availability of need-based funding

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4. Kick Start Program

Colleges should look at creating a “kick start” program for all Idaho freshmen or adult learners taking courses through the digital campus or in person at an Idaho public postsecondary institution.

5. 30 Credits to Complete

Modify the renewal requirements for the Opportunity Scholarship so that in order to renew, students must have taken 30 credits in the previous academic year.

Owner

Legislature (funding)
State Board of Education
Higher education institutions
Business and industry
Idaho Tax Commission

Government & Industry Roles (if applicable)

Outcomes

Improving affordability for all student populations through increased availability of need-based and merit-based aid.

Increased participation of employer-driven programs designed to assist students in paying for postsecondary education.

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Access and Affordability

Recommendation – Centralize and standardize processes to promote systemwide efficiencies.

Principle

The system would benefit from economies of scale, elimination of redundancies, and organizational structures that support highest quality, while lowering costs.

Short-term Actions

1. Standardize financial aid and application deadlines

The application and financial aid must occur as early as possible prior to graduation.

2. Establish uniform processes for dual credit registration and enrollment
3. Establish a working group to look at systemwide efficiencies. State Board to begin the work with a sense of urgency.

Other states have found significant funds through centralization and standardization to reinvest in system priorities, like the digital campus proposal. Areas of possible review for cost savings opportunities include: human resources, finance, procurement, facilities, and IT. Idaho invests over \$400 million in higher education each year from the general fund. A 10% reduction represents significant savings to reallocate to priorities.

Owner

Higher education institutions
State Board of Education
State Department of Education
IDLA
Community College Taxing Districts

Government & Industry Roles (if applicable)

Outcomes

Improved efficiencies result in a lower cost to deliver education, which can then be used to reduce the cost of instruction to the student.

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Funding Formula

Recommendation

Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include:

1. Verifiable Job Outs
2. 18-29 Credit Undergraduate Certificates
3. 1-Year Certificates
4. Associate Degrees
5. Bachelor Degrees
6. High Impact Completion Bonus
7. At-Risk Completion Bonus
8. Progression per Student Credit Hour Milestone
9. Transfers
10. On-Time Completion Bonus

The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year.

The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.

Owner

Idaho State Board of Education
Colleges and Universities

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Adopt the Recommendations of the Governor’s Workforce Development Task Force – The Governor’s Higher Education Task Force should adopt the recommendations of the Governor’s Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho’s future workforce needs.

Principle

Work Group 4 reviewed and concurred with the recommendations of the Governor’s Workforce Development Task Force (WDTF):

1. Increase the role and responsibilities of the industry-driven Workforce Development Council.
2. Establish a sustainable funding mechanism for the Workforce Development Training Fund.
3. Increase awareness of career opportunities for Idahoans.
4. K-Career education system supports all pathways for career aspirations.
5. Increase support for Workforce Training Centers.
6. Increased college and career advising.
7. Incorporate workforce readiness through secondary curriculum.
8. Develop apprenticeship programs.
9. Expand career and technical education programs.

The recommendations of the WDTF foster an active partnership between education and industry, which is needed to produce an educated citizenry and meet Idaho’s workforce needs. This partnership will build the skills and competencies that allows individuals in the workforce to be qualified for immediate employment while being able to adapt to change in the workplace.

Short-term Actions

1. At the very least, coordinate implementation efforts stemming from the two Task Forces, and even look for opportunities to merge implementation efforts.
2. Adopt College and Career Readiness Competencies.
3. Develop Partnerships with education based on regional and statewide industry sectors.
4. Enhance career exploration and STEM-related themes in public schools and higher education, including current jobs.

Long-term Actions

1. Require student-centered career advising in higher education to transition to job placement that meets workplace expectations.
2. Develop Credit-bearing internships, apprenticeships and co-op programs to connect higher education and careers.

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Owner

Idaho State Board of Education
Postsecondary Educational Institutions
State Department of Education
State Workforce Development Council
Industry

Government & Industry Roles (if applicable)

The Idaho State Board of Education, the Idaho Department of Labor, the Idaho Department of Commerce, public higher education institutions and members of industry sectors would all be active partners.

Outcomes

An on-going process of industry providing input of its needs for the education system, and higher education becomes a more agile, responsive system to the workforce needs identified by industry.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Competency-Based System – The public higher education system should shift to a competency-based system.

Principle

A competency-based education will allow students to earn certificates or degrees through demonstrated mastery of subject matter, rather than learning outcomes based system that requires students to earn credits based predominately on class-time. Western Governor’s University is an accredited online university using competency-based education to provide several bachelor’s degrees. Texas A&M Commerce and South Texas College are examples of brick and mortar institutions offering similar programs that are entirely online or a combination of online and in-person.

Short-term Actions

1. Meet with WGU and the Texas institutions to learn all of the facets of providing competency-based degree programs.
2. Complete degree program review to identify and document competencies that must be demonstrated in order to earn credits towards degree completion.
3. Develop a uniform assessment system for students to demonstrate mastery of competencies, using industry advisory committees to provide validation of credits, certificates or degrees. This will also allow for transfer of credit between institutions.
4. Review institution and degree accreditation requirements to ensure competency-based degree programs are compliant.

Long-term Actions

1. Modify the tuition and fee structure to accommodate competency-based education since some credits may be earned in substantially less time than a semester.
2. As degree programs are developed to meet high demand workforce needs, use competency-based model.

Owner

Idaho State Board of Education (based on its role of approving degree programs)

Government & Industry Roles (if applicable)

Industry involvement in the competency and assessment system, as well as identifying new degree programs to meet high demand workforce needs.

Outcomes

Northwest Commission on Colleges and Universities accreditation of the competency-based system. Such a system will provide confidence in the certificate or degree that has been earned, as well as allow for transfer of credit between public higher education institutions.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Partner with Industry – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs.

Principle

Internships and/or apprenticeships as part of certificate and degree completion requirements inject on-the-job application of theories and principles learned in the classroom. The University of Waterloo (Canada) has a trimester cooperative program that provides opportunities for classroom teaching and internships in a variety of academic degree programs. Additionally, utility companies have a history of teaching new employees through apprenticeships. In both cases, these programs teach competencies that are critical to student success and entry to the workforce.

Short-term Actions

1. Explore requirement of internships and co-op programs demonstrating a proven success rate of job placement. Should have assessment for each student receiving credit.
2. Work with the higher education institutions to offer a trimester-based-co-op program similar to University of Waterloo. In this program, students will alternate between on-campus semesters and on-the-job semesters helping students to apply the skills learned.
3. Work with industry to incorporate apprenticeship programs into certificate and degree programs, particularly CTE programs.

Long-term Actions

1. Work with business and industry to expand internship and apprenticeship opportunities part of certificate and degree programs.

Owner

Idaho State Board of Education (based on its role of approving degree programs)

Government & Industry Roles (if applicable)

Industry involvement in providing internship and apprenticeship opportunities that can be incorporated into certificate and degree programs.

Outcomes

Idaho public institutions provide an array of academic and CTE certificate and degree programs that provide on-the-job experience.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Workforce Training towards Degree or Certificate Completion – Workforce training completed by an individual should count towards degree or certificate completion.

Principle

Relevant employment experience, completed industry recognized skill certifications and military training should count as credit towards a certificate or degree, whether earned at the workplace or through the Workforce Development Training Centers associated with the six technical colleges embedded within NIC, LCSC, CWI, CSI, ISU and CEI.

Short-term Actions

1. Evaluate opportunities for competency badges for employment and resume.
2. Review workplace training programs and industry certification programs for competencies and credit worthiness.
3. Review Workforce Training Center programs for industry needs and education credit. Continuing education credential could result in academic credit.

Long-term Actions

1. Establish a streamlined process for evaluating a creditworthiness of new industry employment experience or completion of training.

Owner

Idaho State Board of Education
Division of Career Technical Education
Technical colleges at state institutions and community colleges

Government & Industry Roles (if applicable)

Higher education and the Department of Labor work together to assess workplace-training programs.

Outcomes

Time to completion is expedited for students starting or returning to a certificate or degree program because they are receiving credit for relevant workplace experience.