

## 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
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.
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.

## 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

## 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 8<sup>th</sup> 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.

# HIGHER EDUCATION TASK FORCE FINAL REPORT

- 2. 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.
- 2. 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.
- 3. 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.
- 3. 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.

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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.

## HIGHER EDUCATION TASK FORCE FINAL REPORT

- 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 by FY 2023.

## 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:

## HIGHER EDUCATION TASK FORCE FINAL REPORT

(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.