

Idaho State
Board of Education

2024

THE
FACTS

Facts about Idaho's public education system

650 West State Street, Suite 307
Boise, ID 83702

<https://boardofed.idaho.gov>

208-334-2270
board@edu.idaho.gov

PUBLISHED JANUARY 2025

Message From the President

Idaho lawmakers appropriated roughly \$438 million to Idaho's eight four-year institutions and community colleges in FY 2024. Additionally, the Legislature spent approximately \$121 million on direct student support programs such as Idaho LAUNCH, Opportunity Scholarship and Advanced Opportunities (Dual Credit).

As the State Board of Education, we receive a lot of questions about how Idaho's higher education system utilizes that half-billion in state dollars, and many want details about what our state is getting in return.

The 2024 edition of The Facts is designed to answer those questions by providing specific data to better demonstrate how state funding is used and how Idaho students benefit from that investment.

The Facts also includes data on the number of degrees and certificates awarded and how they tie into potential jobs.

In this year's edition, there are visualizations of enrollment breakdowns comparing four-year institutions to community colleges and the specifics of enrollment increases across the board at all eight institutions in fall 2024. There is specific information about how programs like Idaho LAUNCH and the Dual Credit program factor into that increase. There is also a spotlight on the important work being done to modernize our K-12 data system.

I have been involved in public education in Idaho for more than a half century and I am proud of our system and its higher education institutions. A college education in Idaho is one of the least expensive in the nation, one reason why many non-residents enroll here.

Our colleges and universities are preparing Idaho's young people for rewarding careers and these graduates are helping Idaho businesses remain profitable by providing a steady stream of trained employees who are ready to join our state's workforce and make a difference.

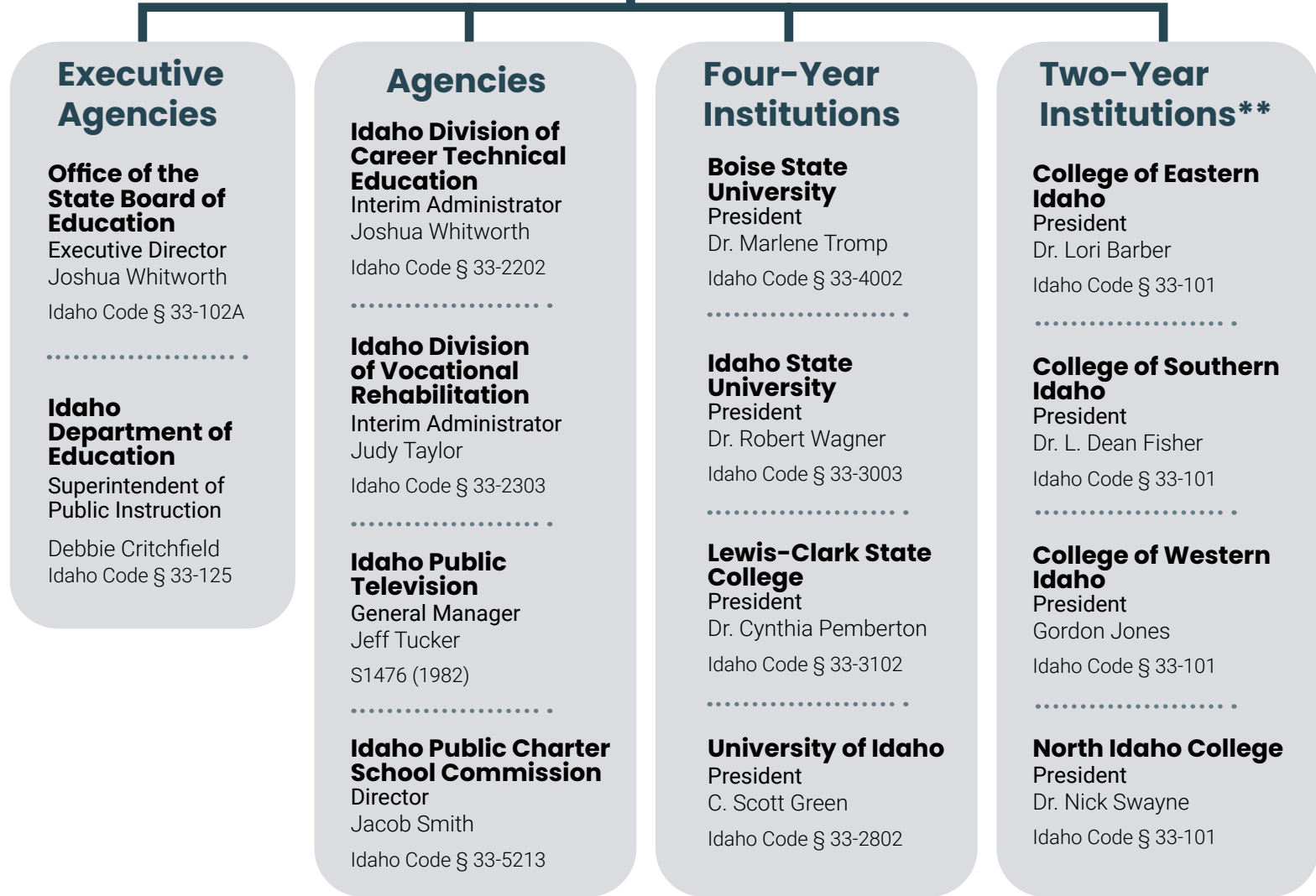
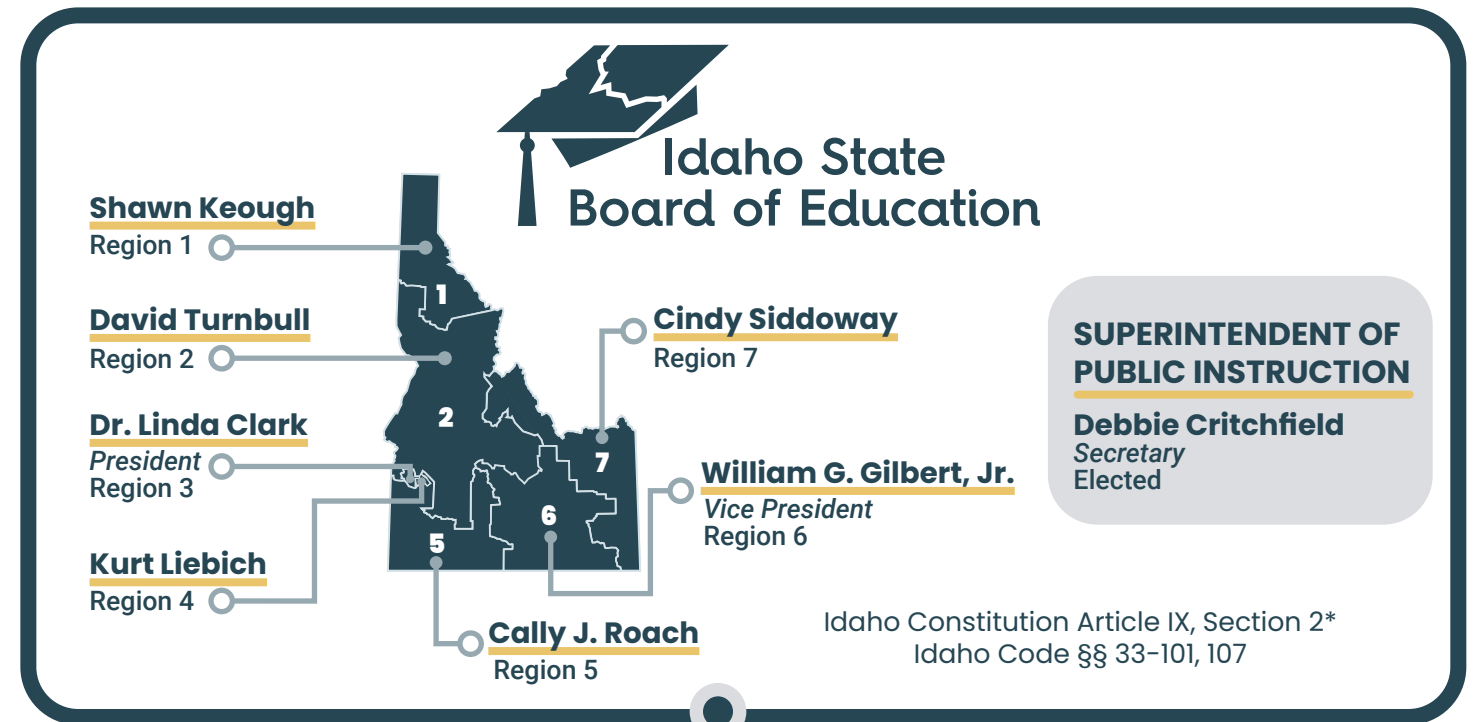
Three years ago, a Moscow, Idaho-based firm estimated that Idaho's eight public higher education institutions generate \$4.5 billion in Gross State Product annually. The institutions, and their graduates, are helping Idaho's private and public sectors fuel our economy and improve the lives of our people.

I urge you to make time to study the data visualizations included in this edition of The Facts. I believe they tell a clear and powerful story that shows that we are getting a great return for every dollar Idaho invests in our public higher education system and its students.

Dr. Linda Clark
President, Idaho State Board of Education



Board Members & Governance



*"The general supervision of the state educational institutions and public school system of the state of Idaho, shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law."

**Each two-year institution has its own locally elected board of trustees.

See the Board member regions here: <https://boardofed.idaho.gov/resources/map-of-state-board-regions/>

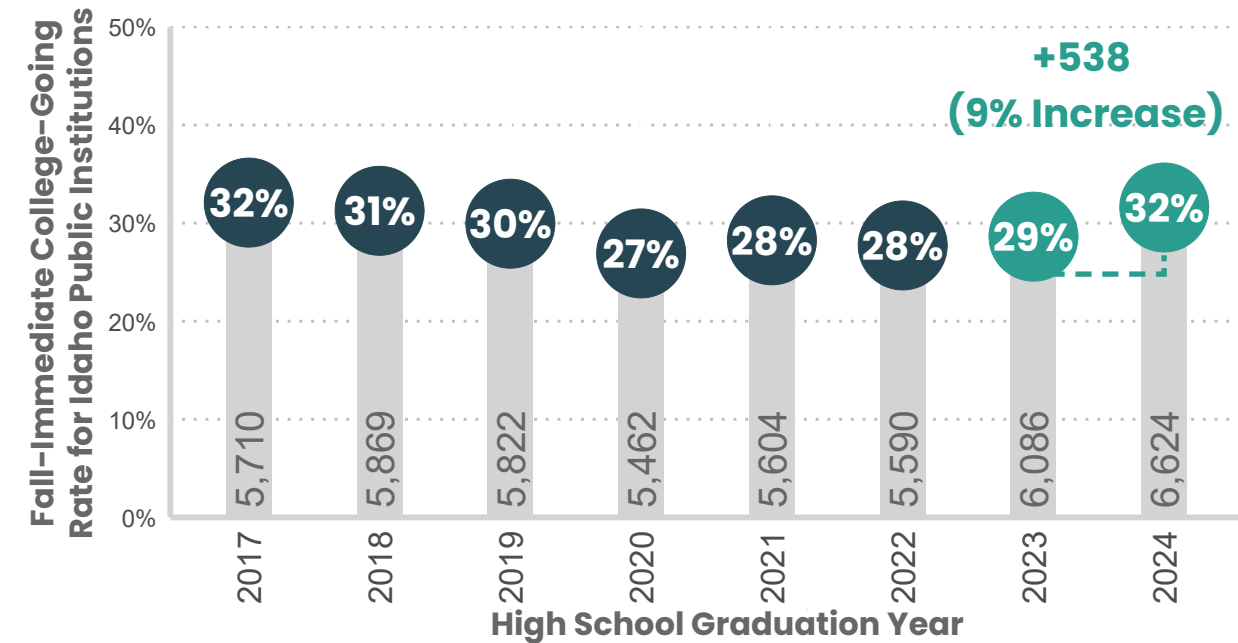
Fall 2024-25 Enrollment Data

Idaho LAUNCH and Advanced Opportunities may improve the resiliency of Idaho institutions in a time of decreasing population in the traditional college-age range of 18-22 (the demographic cliff). Unlike other states, the pool of traditional college-age students is not expected to shrink in Idaho¹. Due to this, the more that Idaho institutions serve resident students, the more likely they are to be insulated from the impact of changing demographics in other states.

All Idaho public institutions saw increases in resident student enrollment after the implementation of Idaho LAUNCH, a program that provides funding to Idaho students pursuing in-demand careers. Such increases in resident student enrollment could not only combat the effects of the demographic cliff but also ensure that Idaho has the ability to meet workforce demands in the future.

The Advanced Opportunities program could also help institutions thrive. Through the program, students have access to \$4,625 to use on programs such as dual credit. Advanced Opportunities has contributed to an increase in dual credit students at Idaho public institutions. This variety in types of students served could also increase the institutions' ability to withstand shocks.

Fall-Immediate In-State Public College-Going Rate



From academic year 2022-23 to academic year 2023-24, the number of Idaho public high school graduates enrolling in an Idaho public institution the fall immediately after high school graduation increased by 9% (from 6,086 to 6,624). The in-state public college going rate increased by 3 percentage points.

Resident Enrollment Is up at All Idaho Public Institutions

Institution Type	Institution	% Change From Fall 2023 to Fall 2024	Fall 2023 to Fall 2024 Change	Fall 2023	Fall 2024
Four-Year Institutions	Boise State University	+6%	+703	12,083	12,786
	Idaho State University	+3%	+265	8,064	8,329
	Lewis-Clark State College	+5%	+86	1,885	1,971
	University of Idaho	+5%	+307	5,982	6,289
Two-Year Institutions	College of Eastern Idaho	+5%	+70	1,397	1,467
	College of Southern Idaho	+8%	+282	3,677	3,959
	College of Western Idaho	+8%	+501	6,013	6,514
	North Idaho College	+5%	+106	2,264	2,370

From the fall of 2023 to the fall of 2024, resident student enrollment (excluding dual credit enrollment) at Idaho public institutions increased by 2,320, jumping from 41,365 to 43,685. That is a 6% net increase.

Fall dual credit enrollment is also up by 8%.

Fall 2024-25 Enrollment

Institution Type	Institution	Total	Dual Credit Students (%)	Dual Credit Students (Count)
Four-Year Institutions	Boise State University	27,198	77%	(21,046)
	Idaho State University	13,056	76%	(9,902)
	Lewis-Clark State College	3,877	66%	(2,558)
	University of Idaho	12,286	86%	(10,578)
Two-Year Institutions	College of Eastern Idaho	3,040	50%	(1,512)
	College of Southern Idaho	10,456	41%	(4,260)
	College of Western Idaho	10,979	62%	(6,761)
	North Idaho College	4,585	62%	(2,859)

Dual Credit Students

make up a larger share of the student body at two-year institutions when compared to four-year institutions, meaning two-year institutions may be more insulated from potential impacts of the demographic cliff.

Institution Type	Institution	Total	Non-Resident Students (%)	Non-Resident Students (Count)	Resident Students (%)	Resident Students (Count)
Four-Year Institutions	Boise State University	21,046	39%	(8,260)	61%	(12,786)
	Idaho State University	9,902	16%	(1,573)	84%	(8,329)
	Lewis-Clark State College	2,558	23%	(587)	77%	(1,971)
	University of Idaho	10,578	41%	(4,289)	59%	(6,289)
Two-Year Institutions	College of Eastern Idaho	1,512	3%	(45)	97%	(1,467)
	College of Southern Idaho	4,260	7%	(301)	93%	(3,959)
	College of Western Idaho	6,761	4%	(247)	96%	(6,514)
	North Idaho College	2,859	17%	(489)	83%	(2,370)

Non-Resident Students make up a large proportion of the student body at most four-year institutions, which also makes them vulnerable to potential impacts from the demographic cliff.

Resident Students

¹van Doorn, B. (2024). No cliff in sight? Idaho K-12 enrollment trends and patterns and their potential effect on enrollment at public postsecondary institutions. Idaho State Board of Education. <http://tiny.cc/DemographicCliff>

Fall 2024–25 Direct Funding to Students

FOR EVERY **100** STUDENTS ENROLLED* IN FALL 2024–25...

The figure below contains 100 individual boxes collectively representing total Fall 2024 enrollment for Idaho's public postsecondary system (85,477 students). Each box represents about 1% of total enrollment which is about 854 students.

1 = 1% or 854 students



26 were not resident undergraduates and were not eligible for direct state funding

33 were resident undergraduates and did not receive direct state funding

*Enrollment represents a snapshot in time and includes only students reported at one of Idaho's eight public postsecondary institutions. The undergraduate category includes career-technical education (CTE) students. For this year only, students could receive both LAUNCH and Opportunity which is about 1% of the total (represented by 1 student in this figure). Dual credit students may be undercounted because some institutions do not enroll students into year-long courses until the spring semester.

8 were recent high school graduates

LAUNCH is only available to recent high school graduates.

41 received some form of direct state funding

5 Received a LAUNCH Grant

\$8,000

Students receiving LAUNCH can get up to **\$8,000** over the course of their postsecondary careers.

If these students enroll full-time each year at one of Idaho's public institutions, those receiving LAUNCH could get up to \$4,000+ per year (for two years) and those receiving Opportunity could get up to \$3,500 (for four years) depending on which institution and program they enroll in.

\$4,000
per year x2

6 Received an Opportunity Scholarship

\$14,000

Students receiving Opportunity can get up to **\$14,000** over the course of their postsecondary careers.

\$3,500
per year x4

30 Enrolled in Dual Credit Courses

\$4,625

Students enrolled in Dual Credit courses and using Advanced Opportunities funds can get up to **\$4,625** while they are still in high school.

4 In fall 2024-25, these students enrolled in an average of 4 dual credits.

The portion of annual tuition and fees each aid program can cover will depend on the institution a student chooses to attend. This year, the average annual tuition and fees for the **four-year institutions** is \$8,588 while it is \$3,363 for the **two-year institutions**.

\$8,588

If a student enrolls in a 4-year program...

47%

LAUNCH helps to cover 47% of tuition and fees.

41%

Opportunity helps to cover 41% of tuition and fees.

\$3,363

If a student enrolls in a 2-year program...

80%

LAUNCH helps to cover 80% of tuition and fees.

100%

Opportunity helps to cover 100% of tuition and fees.

K-12 Direct Funding

For every 100 children in Idaho, **6** received an Empowering Parents grant in 2023-24. Go to <http://tiny.cc/EmpoweringParentsGrant> or scan the QR code for more information about this school choice program.

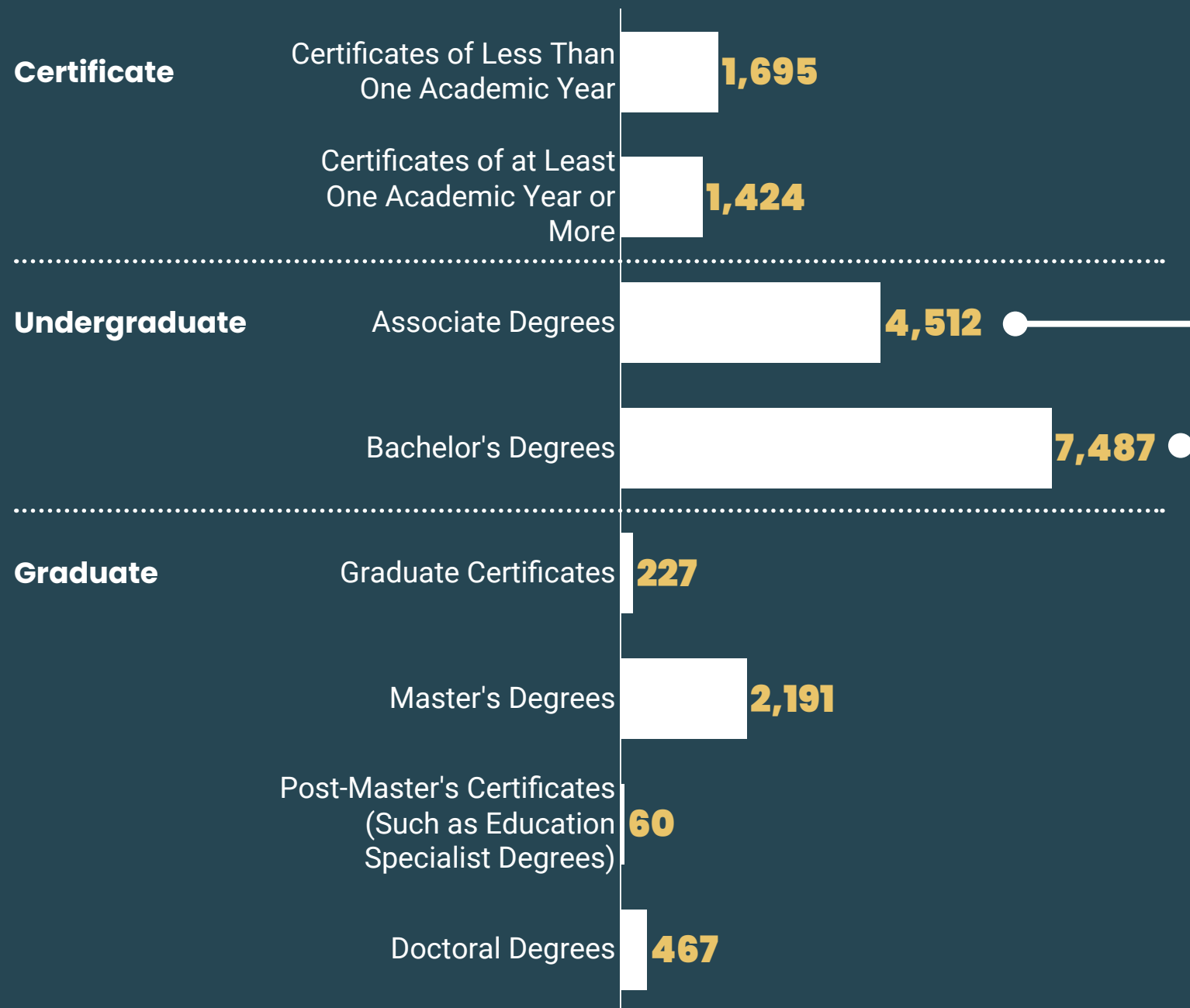


*LAUNCH covers up to 80% of tuition and fees and is not limited to public postsecondary programs. Books and supplies are additional expenses students would need to cover as part of attending a postsecondary institution. For additional information on LAUNCH please contact Idaho Workforce Development Council.

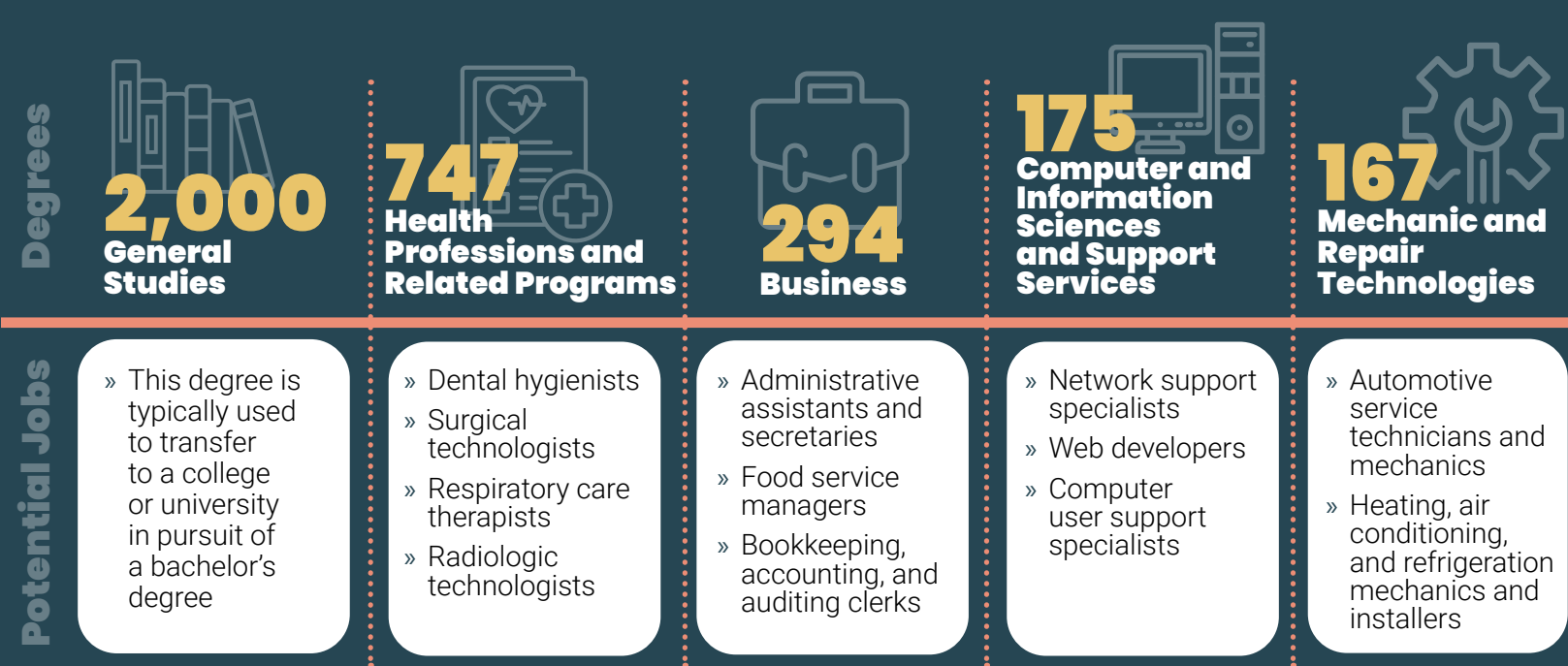
Credentials Produced

18,063

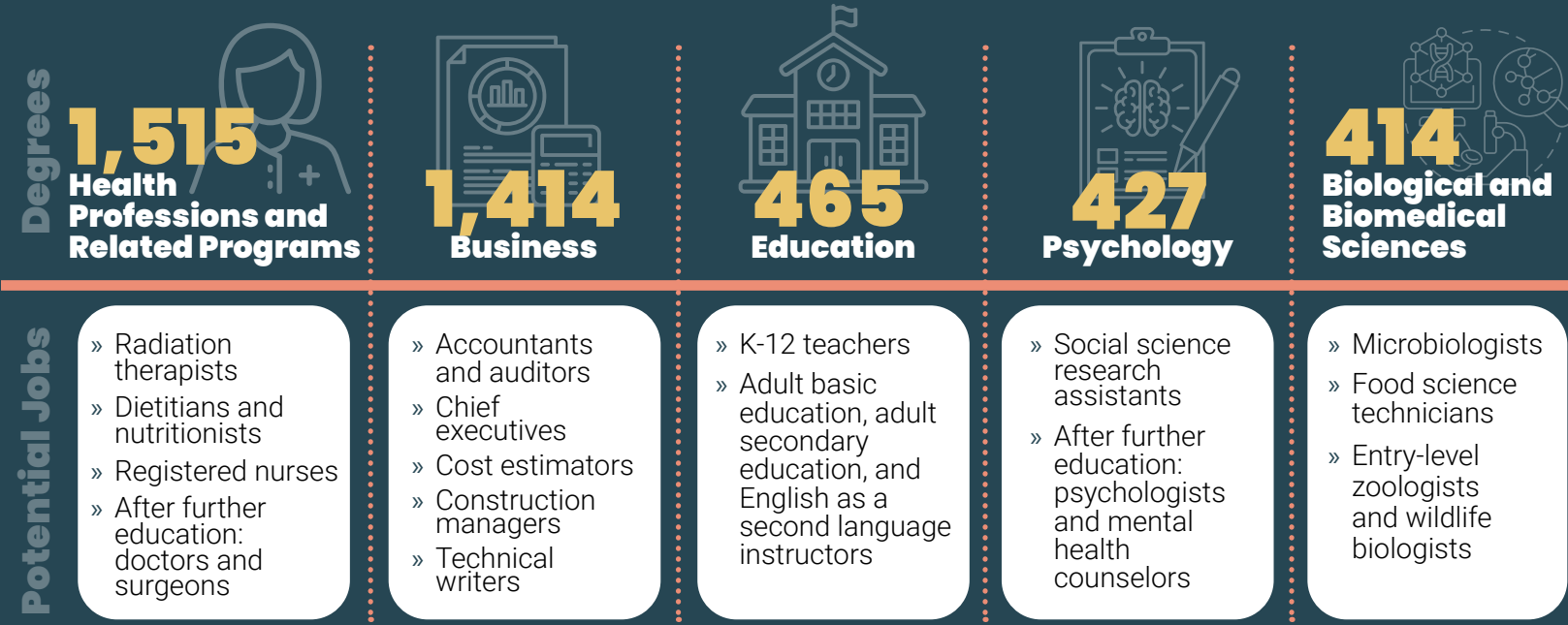
Total Credentials Were Awarded by Idaho Public Institutions in Academic Year 2023-24



TOP FIVE ASSOCIATE DEGREE FIELDS



TOP FIVE BACHELOR'S DEGREE FIELDS



Potential jobs were determined by matching Bureau of Labor Statistics (BLS) Standard Occupational Classification codes to National Center for Education Statistics Classification of Instructional Program codes and verifying degree levels with BLS data. In cases where BLS data was not available to verify degree level, NextSteps.Idaho.gov/browse-careers was used to determine the appropriate degree level needed for a career.

Annual 2023–24 Enrollment Categories

FOR EVERY **100** STUDENTS ENROLLED* IN 2023–24...

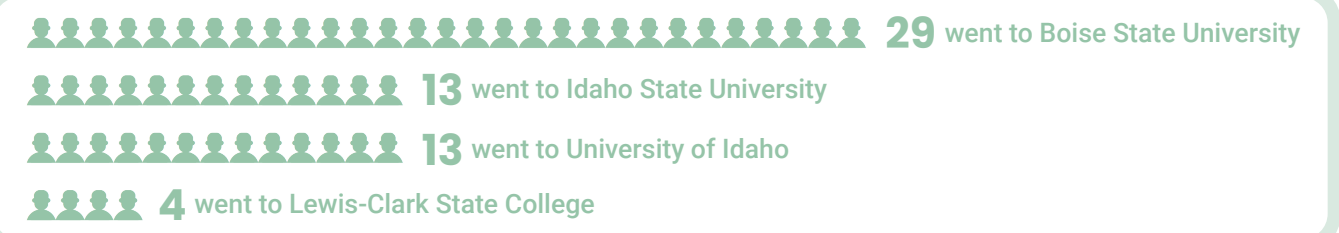
The figure below contains 100 individual boxes collectively representing total Annual 2023-24 enrollment for Idaho's public postsecondary system (114,422 students). Each box represents about 1% of total enrollment which is about 1,144 students.

59
Attended a Four-Year Institution

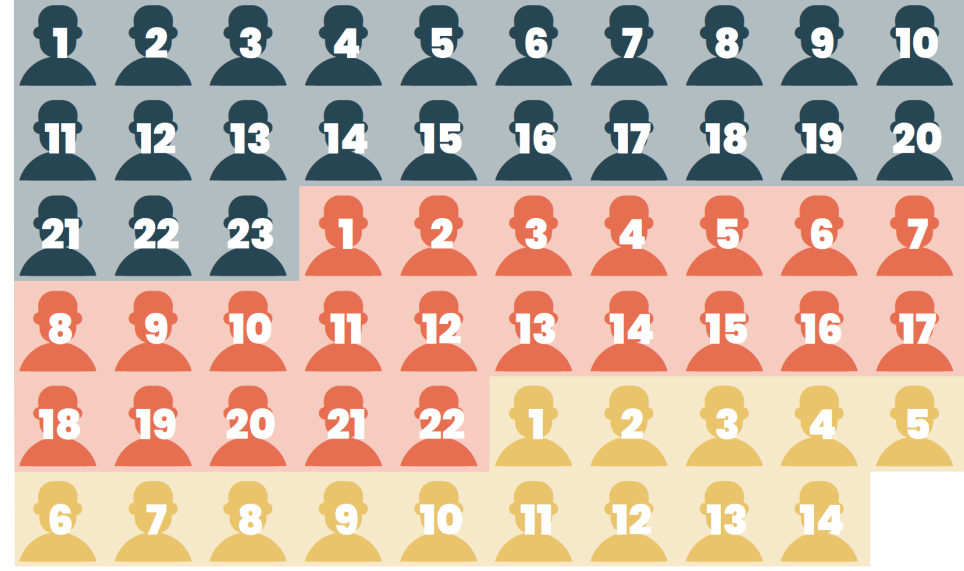
1 = 1% or 1,144 students



41
Attended a Two-Year Institution

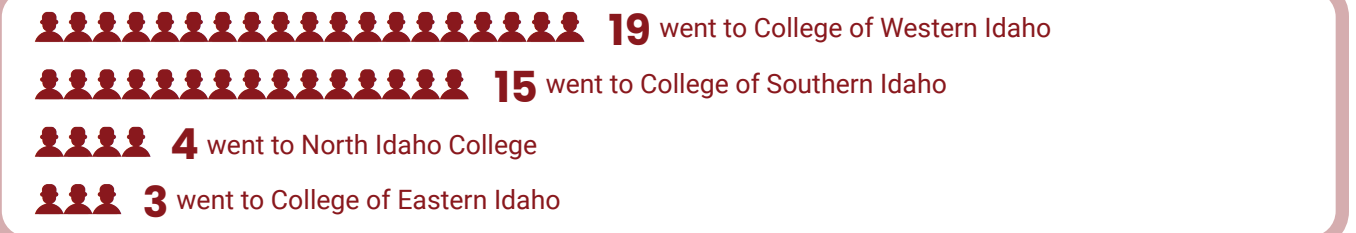


23 were resident undergraduates**

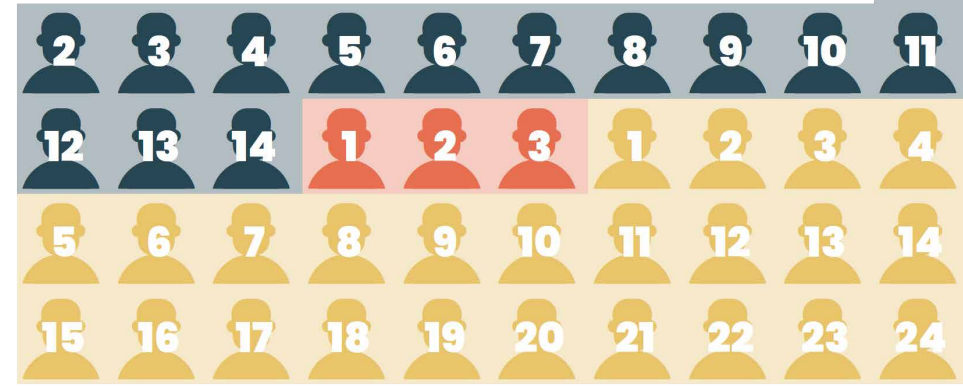


22 were non-residents, non-degree seeking, graduate, or doctoral students

14 were dual credit students



14 were resident undergraduates**



3 were non-residents or non-degree seeking students

24 were dual credit students

*Enrollment represents student headcount and not full-time equivalent (FTE); therefore the number of credits each student type takes is not depicted. Dual credit students take far fewer credits so while their headcount is large, credit generation is lower. In other words, dual credit students comprise a smaller proportion of the productivity of the institutions than is conveyed by headcount alone. Enrollment is a snapshot in time and includes only students reported at one of Idaho's eight public postsecondary institutions.

**Resident undergraduate categories include career-technical education (CTE) students

Enrollment Workload Adjustment (EWA) and Tuition/Fees

What Is EWA?

Enrollment Workload Adjustment (known as EWA) is the main policy mechanism by which the State Board of Education identifies changes in state support for resident students. The EWA model adjusts funding (positively or negatively) for each institution based on changes in that institution's weighted credit hours.

The model smooths the budgetary impact of any one-year change by using three-year moving averages instead of the value for any one year.

Prior EWA Appropriations

Institution Type	EWA Appropriations FY 2009–FY 2024		FY 2025 General Fund Appropriation Base
	Requested EWA	Funded EWA	
Four-Year	\$24.9 million (7% of FY25 Base)	\$13.6 million (4% of FY25 Base)	\$347,184,000
Two-Year	\$11.0 million (18% of FY25 Base)	\$8.2 million (13% of FY25 Base)	\$60,855,300

General EWA Appropriations Process

- 1 Weighted Credits are Calculated**
Each institution submits the total number of non-CTE credits enrolled in by course level and course program. Credits for non-resident students and externally funded programs are removed. Weights based on course level, course program, and each institution's areas of emphases are applied. The weighted total is then used to calculate a three-year moving average of total weighted credit hours.
- 2 The EWA Request is Calculated**
The total funds to be allocated is calculated as 2/3 of the previous year's total base and endowment funds, less funds for systemwide needs. This amount is divided by the three-year moving average of weighted credit hours to arrive at the EWA value. This is done for both types of institutions. Each institution's allocation is the EWA value multiplied by that institution's change in its three-year moving average of weighted credit hours.
- 3 EWA is Appropriated**
EWA is not automatically appropriated. The Legislature can choose to appropriate the full amount, a partial amount, or no amount of the request. If funded, each year's EWA amount is added to the base general fund appropriation for the next year.

FY 2025 Appropriations

Institution	Starting Point	Requested	Additions to Base			Final
	Base General Fund Appropriation		Requested EWA	Funded EWA	Benefits/CEC	
Four-Year Institution						
Boise State University	\$124,938,500	(\$1,959,000)	(\$1,959,000)	\$2,220,300	\$3,680,000	\$128,879,800
Idaho State University	\$94,980,500	\$213,300	\$213,300	\$1,597,100	\$1,415,900	\$98,206,800
Lewis-Clark State College	\$21,760,500	\$54,700	\$54,700	\$303,900	\$323,700	\$22,442,800
University of Idaho	\$105,504,500	\$301,000	\$301,000	\$1,909,400	\$1,411,600	\$109,126,500
Two-Year Institution						
College of Eastern Idaho	\$6,803,700	\$270,900	\$270,900	\$142,500	\$313,400	\$7,530,500
College of Southern Idaho	\$18,468,500	\$339,800	\$339,800	\$296,900	\$565,800	\$19,671,000
College of Western Idaho	\$20,600,700	(\$429,900)	(\$429,900)	\$424,300	\$657,100	\$21,252,200
North Idaho College	\$14,982,400	(\$280,600)	(\$280,600)	\$297,000	\$443,500	\$15,442,300
Totals						
Four-Year Institutions	\$347,184,000	(\$1,390,000)	(\$1,390,000)	\$6,030,700	\$6,831,200	\$358,655,900
Two-Year Institutions	\$60,855,300	(\$99,800)	(\$99,800)	\$1,160,700	\$1,979,800	\$63,896,000
Total	\$408,039,300	(\$1,489,800)	(\$1,489,800)	\$7,191,400	\$8,811,000	\$422,551,900

For more information on EWA, please visit <http://tiny.cc/IdahoEWA>

Annual Resident and Non-Resident Tuition and Fees at Four-Year Institutions

Institution	FY 2025 Resident Tuition and Fees	FY 2025 Non-Resident Fee
Boise State University	\$9,048	\$18,740
Idaho State University	\$8,610	\$19,110
Lewis-Clark State College	\$7,610	\$14,418
University of Idaho	\$9,084	\$19,236

Both resident and non-resident students are charged the same base amount (resident tuition and fees). Each institution then charges non-resident students an additional fee. Institutions do waive this fee for some students in accordance with Board Policy. In addition to other fee waivers, Board Policy allows each institution's president to waive non-resident tuition/fees to meet a strategic state and/or institutional need but only when there is sufficient capacity in the program to meet the needs of Idaho resident students.

Waivers for Non-Resident Tuition and Fees at Four-Year Institutions

Type	FY 2024 Fee Waivers	
	Amount	Equivalent FTE
Graduate Assistants	\$15,168,265	803
GI Bill	\$3,080,440	169
Athletics	\$8,282,849	467
Waivers to Meet Strategic Objectives	\$36,801,201	1,981
Policy Exchange Programs (Such as WUE)	\$60,768,734	3,277

i FTE (Full-Time Equivalent) expresses credit hours as the equivalent of a full-time student. Two half-time students would be counted as one FTE.

Annual In-District Tuition and Fees at Two-Year Institutions

Tuition and fees have not materially changed for Idaho's two-year institutions since FY 2019. Between FY 2019 and FY 2025, tuition and fees have increased only once for only one two-year institution. Because of inflation, tuition and fees in real terms have **declined** since FY 2019.

Institution	FY 2019	FY 2025	FY 2025 in constant 2019 dollars
College of Eastern Idaho	\$3,096	\$3,360	\$2,691
College of Southern Idaho	\$3,360	\$3,360	\$2,691
College of Western Idaho	\$3,336	\$3,336	\$2,672
North Idaho College	\$3,396	\$3,396	\$2,720

Tuition at two-year institutions is capped by statute at \$2,500 per year. The local governing board can set tuition up to this limit and determine any additional fees.

i In-district tuition is what students pay if they reside within a county where property taxes directly support the community college.

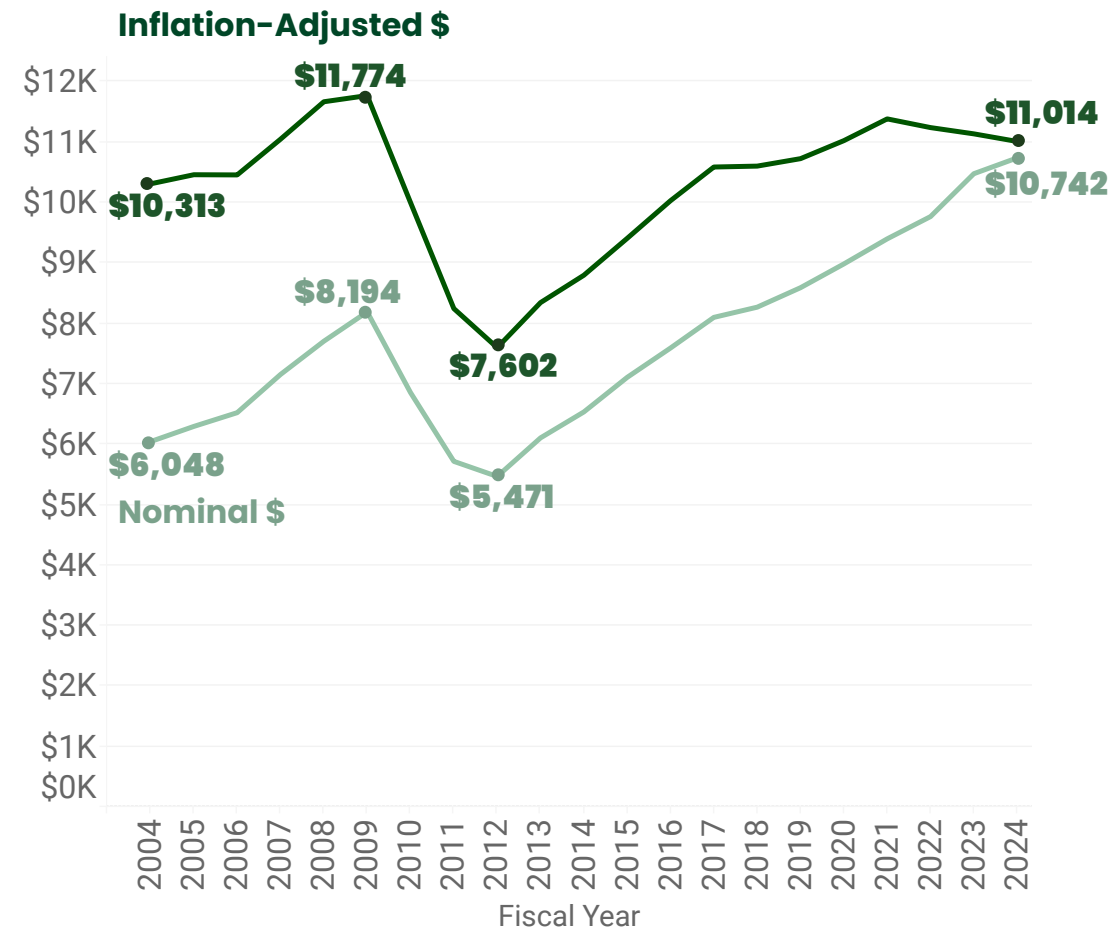
General Fund Appropriations

To understand how general fund appropriations have changed over time, it is important to adjust these appropriations both for inflation and for the number of students funded by EWA*. These adjustments normalize appropriations into a measure that has a consistent meaning each year.

This measure, inflation-adjusted general fund appropriations per student, diverges in two key areas from the non-adjusted measure. First, it has been declining in recent years. Measures that do not take inflation into account do not show this recent decline. Second, while it has not yet returned to the peak level seen in FY 2009, it has increased since FY 2004. Measures of general fund appropriations that do not take into account the number of students funded by EWA show a decrease between FY 2004 and FY 2024.

Supporting figures show how each component of the adjusted measure have changed over time.

General Fund Appropriations Per Student* for Four-Year Institutions Have Declined Since FY 2009 When Adjusting for Inflation†

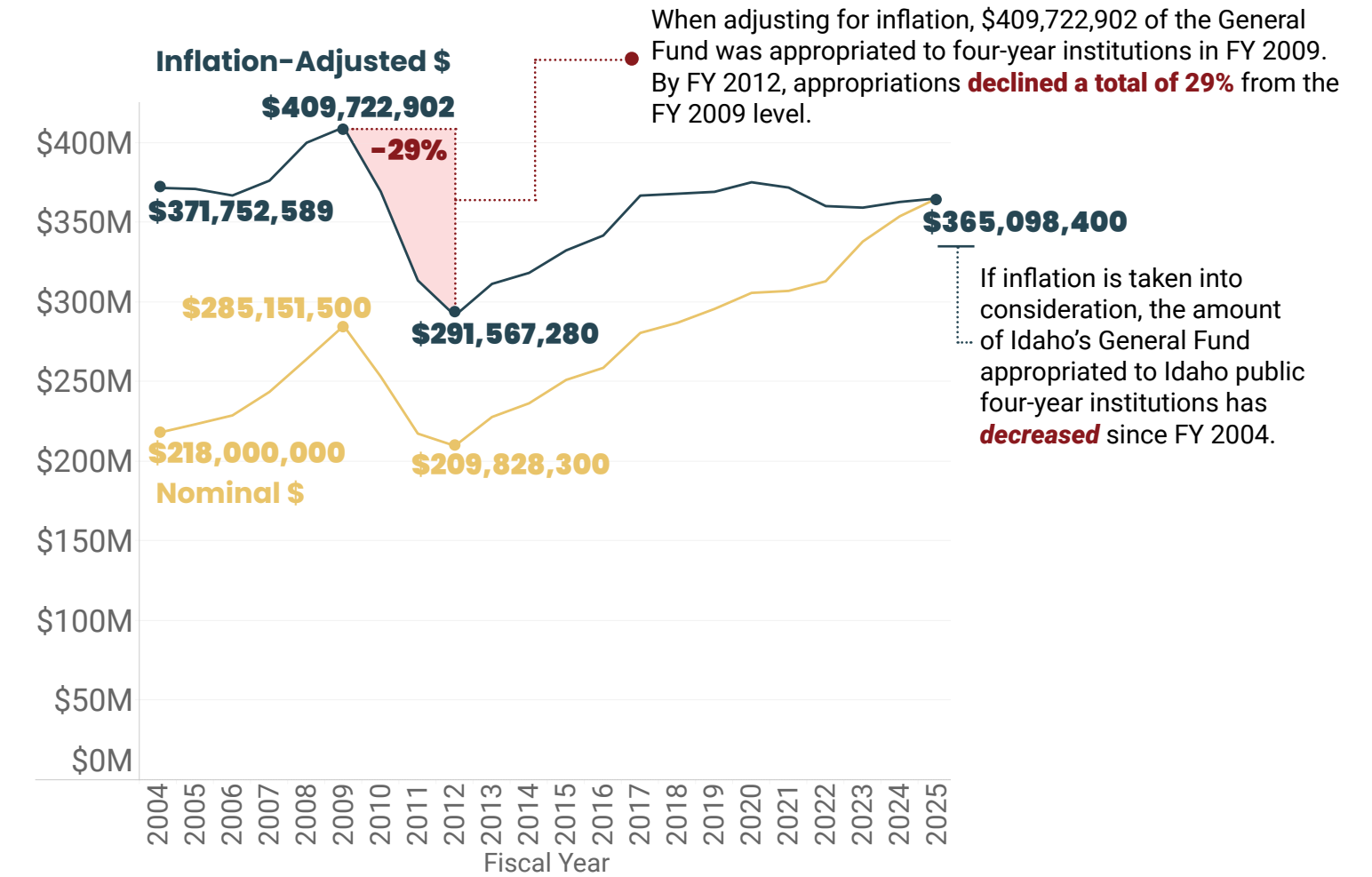


After adjusting for inflation, the amount of General Fund appropriations per student at four-year institutions reached a peak in FY 2009, sharply declined, and then gradually increased between FY 2012 and FY 2021. It **decreased 3%** between FY 2021 and FY 2024.

*The number of students funded by EWA is based on the number of full-time equivalent students using nonweighted EWA credits as the basis.

†General Fund appropriations are the original appropriations including systemwide needs. Subsequent holdbacks are not included.

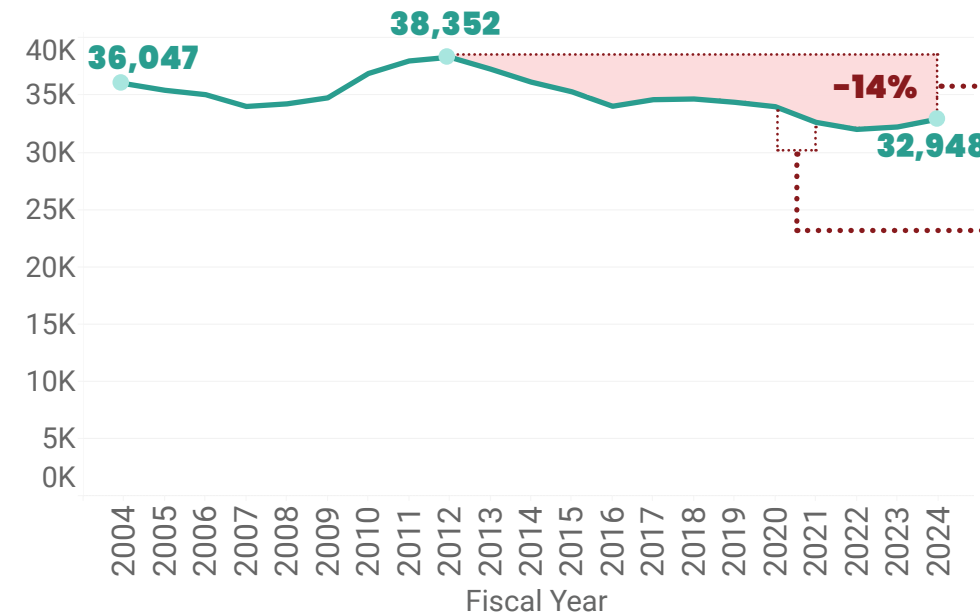
General Fund Appropriations for Four-Year Institutions Have Declined When Adjusting for Inflation†



When adjusting for inflation, \$409,722,902 of the General Fund was appropriated to four-year institutions in FY 2009. By FY 2012, appropriations **declined a total of 29%** from the FY 2009 level.

If inflation is taken into consideration, the amount of Idaho's General Fund appropriated to Idaho public four-year institutions has **decreased** since FY 2004.

The Number of Students Funded by EWA* at Idaho Public Four-Year Institutions Has Declined Over Time



As of FY 2024, the number of students funded at four-year institutions has **declined 14%** from its peak in FY 2012.

Between FY 2020 and FY 2021, there was a **4% drop** in the number of students funded. The number of students funded dropped another 2% the following year.

All adjustments for inflation were calculated using the "August Consumer Price Index for All Urban Consumers" adjustment value from the U.S. Bureau of Labor Statistics.

ISEE Modernization

WHAT IS ISEE?

The Idaho System for Educational Excellence (ISEE) was created in 2010 as Idaho's K-12 Longitudinal Data System. ISEE is part of the larger federated Statewide Longitudinal Data System (SLDS), which also includes higher education data and labor data. The SLDS links outcomes from education to workforce so effective policy can be made and evaluated.

WHERE DOES ISEE DATA COME FROM?

School districts submit the majority of ISEE data. This is supplemented by data from other state agencies, from assessment vendors (such as the College Board), and other sources.

HOW IS ISEE USED?

Among other uses, ISEE supports budgeting processes, evaluation of policies, and the calculation of accountability measures. ISEE delivers information to education stakeholders to create data-driven decisions.

WHY DOES ISEE NEED TO BE MODERNIZED?

The needs of education stakeholders have evolved, and the existing ISEE system was not designed to meet these requirements.



Timeliness of Data

Currently, school districts submit ISEE data five or six times per year. Timely data is often unavailable for desired ad hoc reporting for policymakers, rostering students for various systems, or building real-time dashboards. A goal of the modernization is to receive near real-time data to support these and other new use cases while reducing the reporting burden.



Data Quality

The current system provides districts with limited means to understand the data they have submitted. Modernization will provide districts with improved toolsets, allowing them to more efficiently view, validate, and certify their data.



Transparency

The current platform does not easily allow for secure, transparent access to ISEE data for all stakeholders. A goal of the modernization is to provide business intelligence tools that enable stakeholders to securely and easily access data reports and visualizations. The system will allow for streamlined reporting of publicly available data as well as secured access for targeted stakeholders.

BENEFITS TO STAKEHOLDERS

ISEE Modernization refers to an effort to update Idaho's current K-12 longitudinal data system to better meet the evolving needs of stakeholders.

Benefits to Students



A modernized platform will integrate existing and future programs, providing students with a single login that allows access to data and applications such as Advanced Opportunities, Next Steps Idaho, and Apply Idaho. Students will be able to access their educational information in one location, enabling them to more easily plan their unique college or career pathway.

Benefits to Schools/Districts



Schools and districts will gain more transparent access to data within the system through integration of real-time data and visualizations. This will give them more visibility into how data is used for funding calculations and accountability reporting.

The automated reporting process should reduce the districts' current manual burden, allowing them to shift their focus toward improving data quality and accuracy rather than processing and submitting data.

Benefits to Policymakers



Policymakers need access to accurate and timely data to inform decisions. The new system will allow for improved data linkages from the entry of students into the educational setting through workforce and career. The new system will also provide a platform supporting the ability to build out reports and visualizations that can offer access to more timely data than was previously possible. These, and other enhancements, will help policymakers craft effective and targeted policy.

Phase 1 (July 2024 – January 2025)

The primary goal of phase one is to establish an effective plan of action and project timelines. OSBE will oversee the contractor's analysis of Idaho's current processes and requirements. In conjunction with other stakeholders, OSBE will evaluate the recommendations to inform system design and identify the best path for modernization. Infrastructure will be architected and implemented, and Idaho's data specifications will be mapped to a State Data Profile. Configurable software will be installed as a baseline for future phases.

Phase 2 (February 2025 – March 2026)

In phase two, OSBE will ensure collaboration with identified stakeholders on implementing, securing, and configuring components that will form the foundation for a modern data system. These components include Identity Access Management, Single Sign-On, automated data collection, certification and validation, data warehousing, business intelligence tools and improved user interfaces. Components will be deployed and piloted according to schedules identified in phase one.

Phase 3 (April 2026 – June 2027)

Upon completion of the pilot and effective automation of school district data reporting, the data system will be moved to production for the 2026-2027 school year. If district system vendors need further time to automate data reporting or otherwise complete their system integrations, piloting of parallel data collection would continue for one additional year.

Procurement begins

OSBE led evaluations of vendors' proposed solutions and negotiated improvements.

OSBE led evaluations of negotiated solutions.

Contract Awarded and Phase One Work Begins

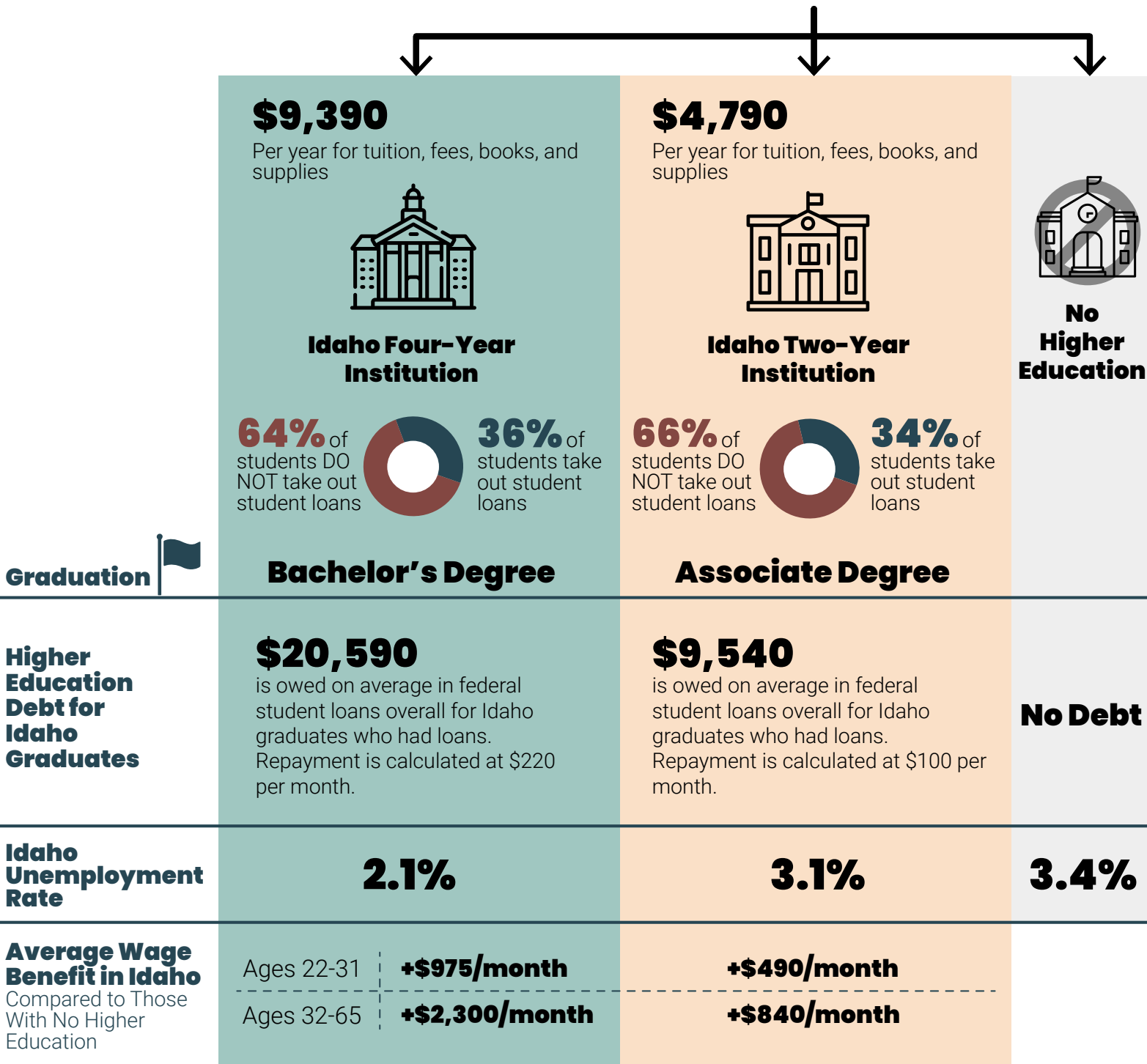
Phase Two Work Begins

Phase Three Work Begins

Return on Investment in Higher ED

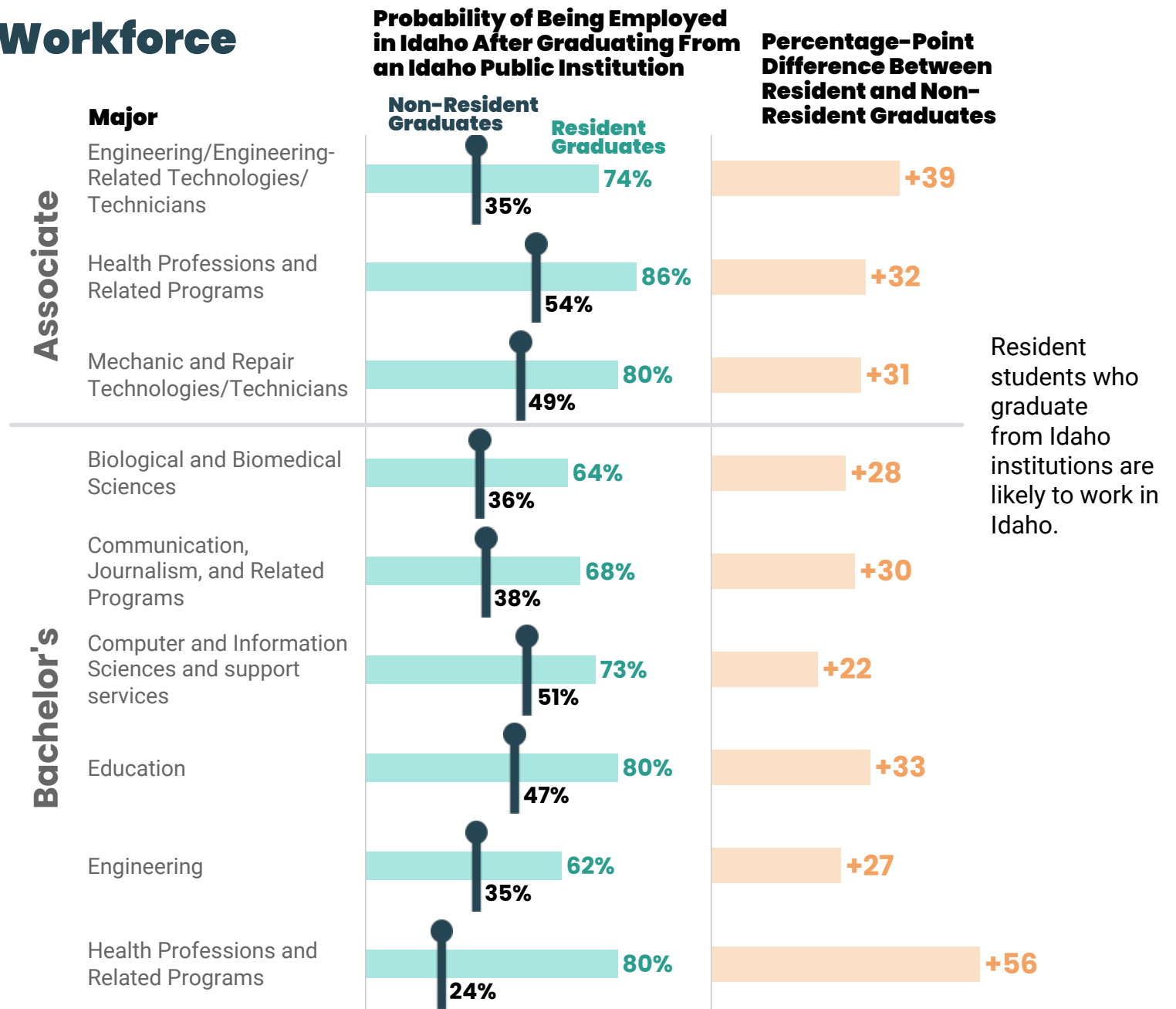
Even when Idaho students need to take out student loans to afford higher education, the investment typically pays off. Individuals with a degree usually have enough of a wage benefit to make up for having to pay for student loans and they have increased earnings throughout their entire career. Individuals with degrees also have lower unemployment rates.

An Idaho Student's Return on Investment

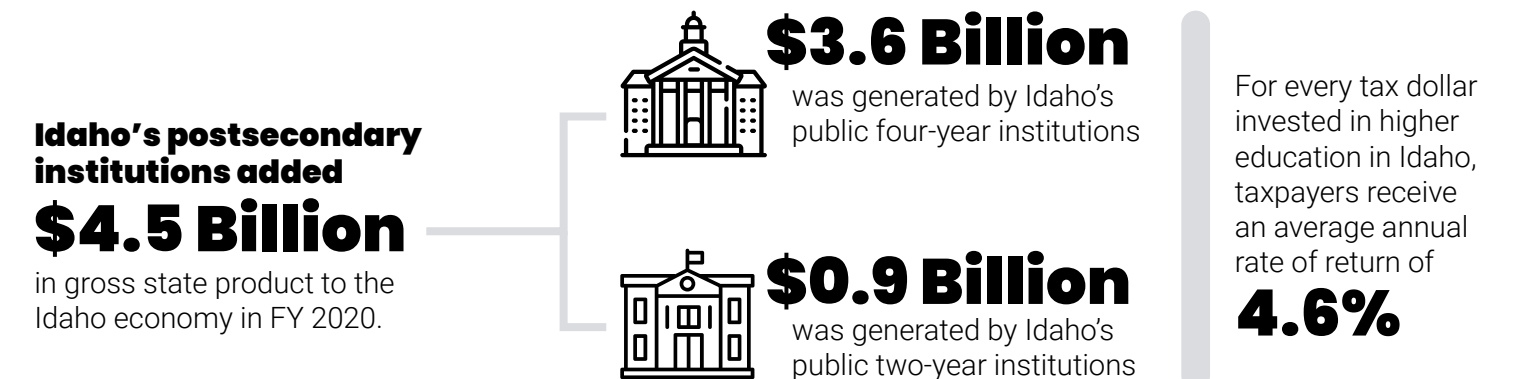


Idaho's Return on Investment

Workforce



Gross State Product



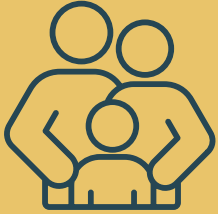
Sources: U.S. Department of Education. (2023). "College Scorecard", <https://collegescorecard.ed.gov>, accessed December 11, 2024.

17 U.S. Census Bureau, (2022) "American Community Survey 5-Year Public Use Microdata Sample", <https://www.census.gov/programs-surveys/acs/microdata/access.html>, accessed March 25, 2024.

Sources: McHugh, C. (2023). "Educated in Idaho, Employed in Idaho", <https://tiny.cc/IdahoEmployment>

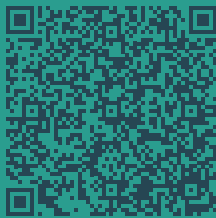
EMSII/Burningglass (2022). "The Economic Value of Idaho Public Colleges and Universities", <http://tiny.cc/EconomicValue>, accessed December 1, 2024.

Dive Into Additional Findings



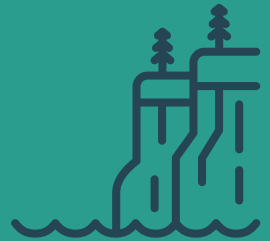
Empowering Parents

The Empowering Parents Grant Program, created by Governor Brad Little and the Idaho Legislature, gives families the ability to choose and purchase educational products and services to support their children's unique academic paths. See an analysis of the program here: <http://tiny.cc/EmpoweringParentsGrant>



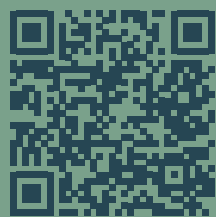
The Demographic Cliff

The number of college-age students is predicted to decline across the United States, which could impact postsecondary institutions. Board staff analyzed what it could mean for Idaho. See the results here: <http://tiny.cc/DemographicCliff>



Private Schools in Idaho

Curious about the number and locations of private schools in Idaho? Visit <http://tiny.cc/PrivateSchoolsInIdaho> to access a comprehensive report and an interactive map detailing private school locations.



Idaho Campus Choice

Idaho Campus Choice, also known as the Direct Admissions program, makes it easier for Idaho high school graduates to enroll at community colleges and universities by pre-admitting them based on their academic performance. Discover the results of a 2024 report analyzing the program here: https://sheeo.org/idaho_direct_admissions_report/



Other Resources

Visit <https://boardofed.idaho.gov/data-research/research> to find information about dual credit, higher education enrollments, transfer data, and more.