

State Scholarship Report

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1 EXECUTIVE SUMMARY

The Idaho Opportunity Scholarship program has expanded substantially over the last several years and is by far the largest scholarship program the state administers. Original appropriations for the scholarship have gone from \$5.1 million for FY2016 to over \$20 million for the last four years (FY2020-FY2023). The objective of the program has been to increase college accessibility¹ and to encourage positive college outcomes for economically disadvantaged students in Idaho. It is not a purely need-based program, rather it considers both merit and need as part of the applicant selection process. Students who graduate from an accredited Idaho high school (or its equivalent) and meet a minimum grade point average (GPA) requirement (currently set at 2.7) are eligible to apply for the scholarship. Scholarships are then awarded based on a student’s ranking and availability of funds. Ranking is weighted 70% towards a student’s financial need and 30% towards merit.

Both college accessibility and outcomes need to be considered when evaluating the scholarship program. To evaluate accessibility, scholarship participants’ demographics are compared to the demographics of a group meeting similar eligibility requirements (i.e. graduate from an Idaho high school in the same year with a 2.7 or higher GPA). To assess outcomes, scholarship participants are compared to a subset of the above eligible group with similar starting points in their postsecondary careers (i.e. go on to college immediately in the fall after graduating high school).

When it comes to college accessibility, there is a higher percentage of economically disadvantaged students who are eligible and apply for the scholarship as compared to overall eligible Idaho high school graduates. The economically disadvantaged portion of the eligible high school graduating class of 2022 was 33% compared to 36% participating in the Idaho Opportunity Scholarship program. Scholarship participants also differ across gender and race/ethnicity when compared to the underlying eligible population of high school graduates. Hispanic individuals make up a larger percentage of scholarship participants than the underlying eligible population of high school graduates (16% compared to 13%). Males are underrepresented when it comes to scholarship participation (36% compared to 45%).

¹ College accessibility here refers to the objectives of the Idaho Opportunity Scholarship to: “provide access to eligible Idaho postsecondary education through funding to remove financial barriers;” and to “increase the opportunity for economically disadvantaged Idaho students;” (Idaho Code § 33-4304(1)(c)-(e)).

For those students who attend an Idaho institution in the fall immediately following high school graduation, scholarship participants go to one of Idaho's public 4-year institutions at a higher rate than their eligible counterparts. In looking at subsequent college outcomes, scholarship participants also show to be earning more credits than their counterparts during their college careers, which could be increasing their on-time bachelor's degree completion rates. For the high school graduating class of 2018, 26% of the scholarship participant group completed a bachelor's degree by the end of 2022 compared to 11% of the non-scholarship group completing a bachelor's degree in the same amount of time.

Demographic differences between the above two groups when it comes to on-time bachelor's degree completion is noteworthy. For the class of 2018, economically disadvantaged students make up 48% of the scholarship participant group compared to 10% of the non-scholarship group and Hispanic students make up 17% of the scholarship participant group compared to 6% of the non-scholarship group. These differences are similar to those observed in accessibility measures, which suggests the scholarship is reaching its intended population. In other words, even though the scholarship participant group was composed of students more likely to be economically disadvantaged and more likely to be Hispanic than the non-scholarship group, the scholarship participant group saw better outcomes.

The discussion of these results does not attribute causation of the outcomes to scholarship participation, rather the purpose is to report on observed comparisons in outcomes across groups for use in gaining a better understanding of the different populations.

2 DISCUSSION OF DATA AVAILABILITY

The framework of this analysis is limited to the data available to form meaningful comparison groups. The first high school graduating class with sufficient available data is the 2016 graduating class. The most recent award period containing non-preliminary outcomes data is for the 2021-2022 school year, and the most recent complete period for college outcomes is for the 2021-2022 period. Therefore, the analysis focuses on the high school graduating classes of 2016, 2017, 2018, 2019, 2020, and 2021 and their scholarship eligibility for the period following high school graduation. For example, students in the high school graduating class of 2021 were eligible to apply and receive an award in the 2021-2022 period and their outcomes are limited to only those available in the 2021-2022 period. Each high school graduating class's outcomes are limited by the number of years that have elapsed up to the 2021-2022 period. Consequently, not all high school graduating classes will have all outcomes available for observation.

The high school graduating class of 2022 will be included in some of the figures in the Background and Accessibility sections to provide a more current glimpse of general trends, but will be excluded from subsequent sections and analyses due to incompleteness of outcomes data for this group. There has only been enough time elapsed for this group to have completed the application and offering stages of the scholarship process. Their first set of postsecondary outcomes will not be completed until the end of the 2022-2023 school year.

3 BACKGROUND

To be considered eligible for an Idaho Opportunity Scholarship, a student must have graduated from an accredited Idaho high school or its equivalent (i.e. homeschool, GED, etc.) and meet a minimum high school or college GPA requirement. The minimum GPA requirement has changed over time, impacting the underlying eligible population. From 2007 to 2017, the minimum GPA requirement was 3.0. In 2018, the requirement was changed to 2.7 for traditional students and 2.5 for adult learners with some credits and no degree.

4 IDAHO HIGH SCHOOL GRADUATES WITH AN ELIGIBLE HIGH SCHOOL GPA

What does this change in GPA eligibility mean when it comes to Idaho high school graduates? To answer this question, we need to first understand from a historical perspective the number of students who were eligible based on their high school GPA before and after the policy change. The figure below shows a visible shift in the number and proportion of eligible high school

graduates between the years 2017 and 2018. The class of 2020² saw a visible increase in it's GPA eligible portion and this proportion has remained relatively constant through the class of 2022.

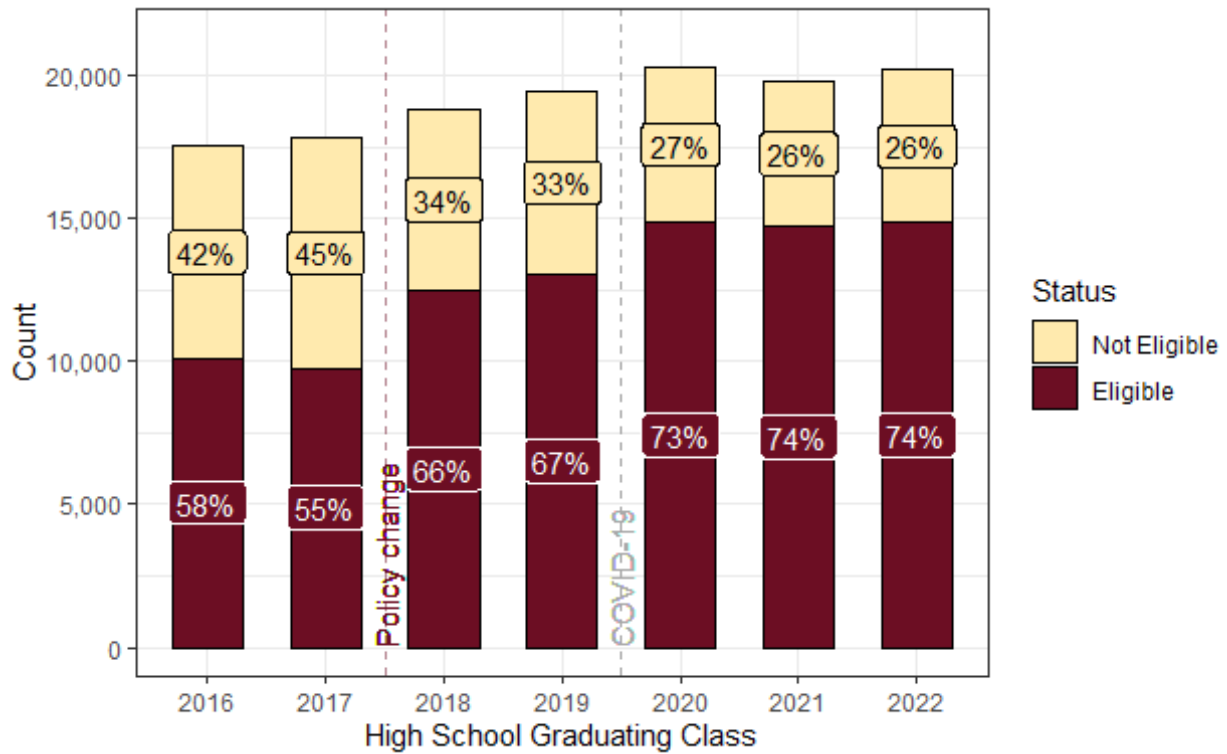
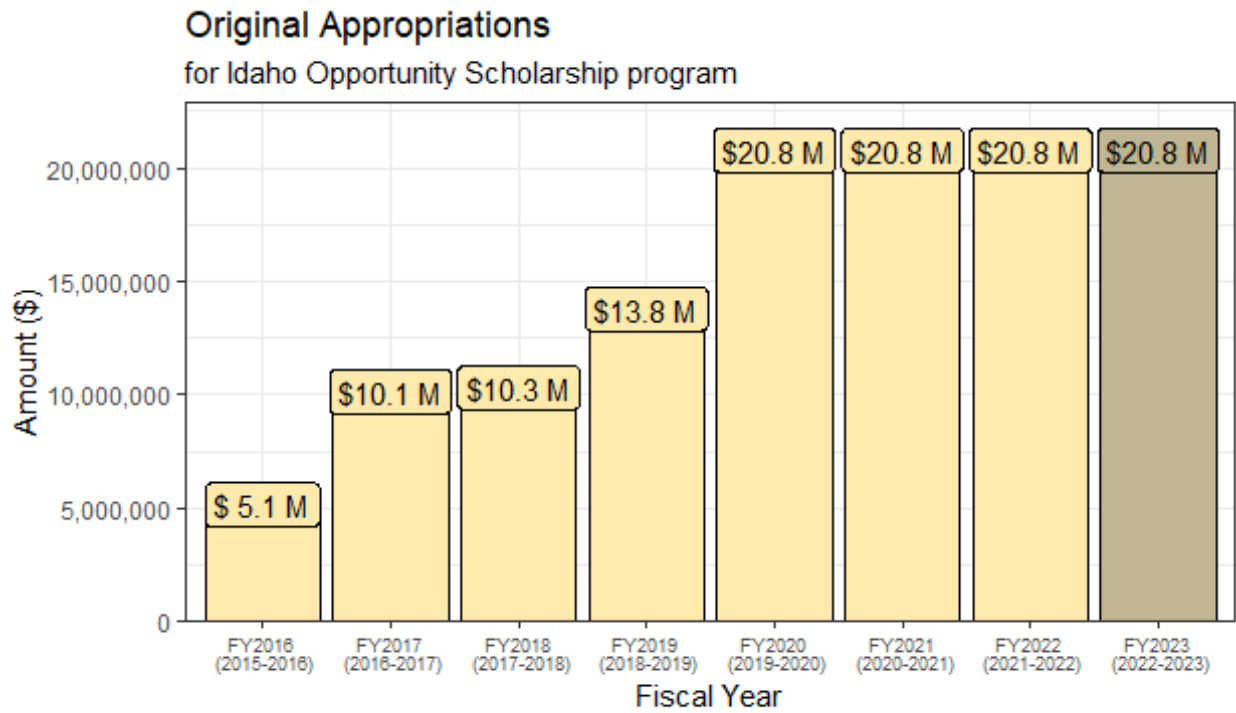


Figure 1. Percent of high school graduating class GPA eligible before and after policy change

² The class of 2020 graduated at the start of the COVID-19 pandemic, an event that drastically changed the educational environment at all levels.

Coupled with this expansion in eligibility was an increase in total funds available for scholarship recipients. Over the eight year period between fiscal years 2016 and 2023, original appropriations for the scholarship went from \$5.1 million to over \$20 million. These increases can be observed in the figure below. The increase in appropriations resulted in more awards being available to more eligible students.

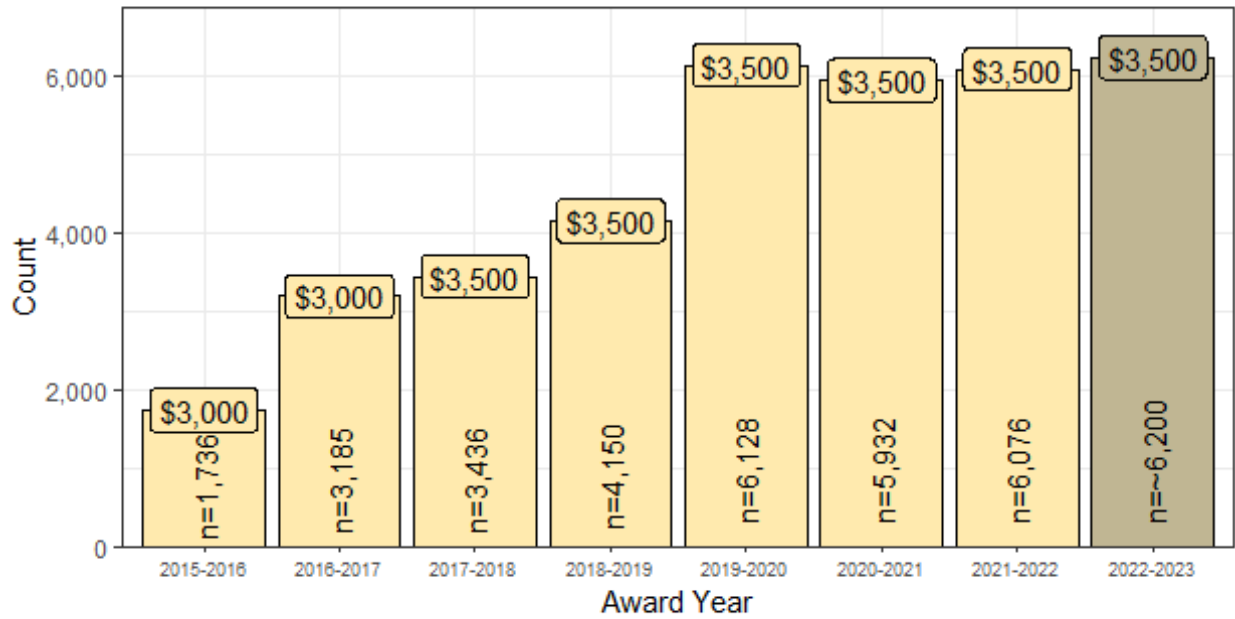


FY2023 is a darker shade to indicate that this award cycle is not yet finalized

Figure 2. Original appropriations for Idaho Opportunity Scholarship

Also during this eight year period was an increase in the maximum award amount from \$3,000 in 2016-2017 to \$3,500 in 2017-2018 and has remained unchanged for the last six years. The increase in appropriations as well as maximum award amount can be observed in the figure below, with the largest increase of awards being seen in the 2019-2020 award year. Since 2019-2020, appropriations have remained relatively constant and therefore so have total offered awards.

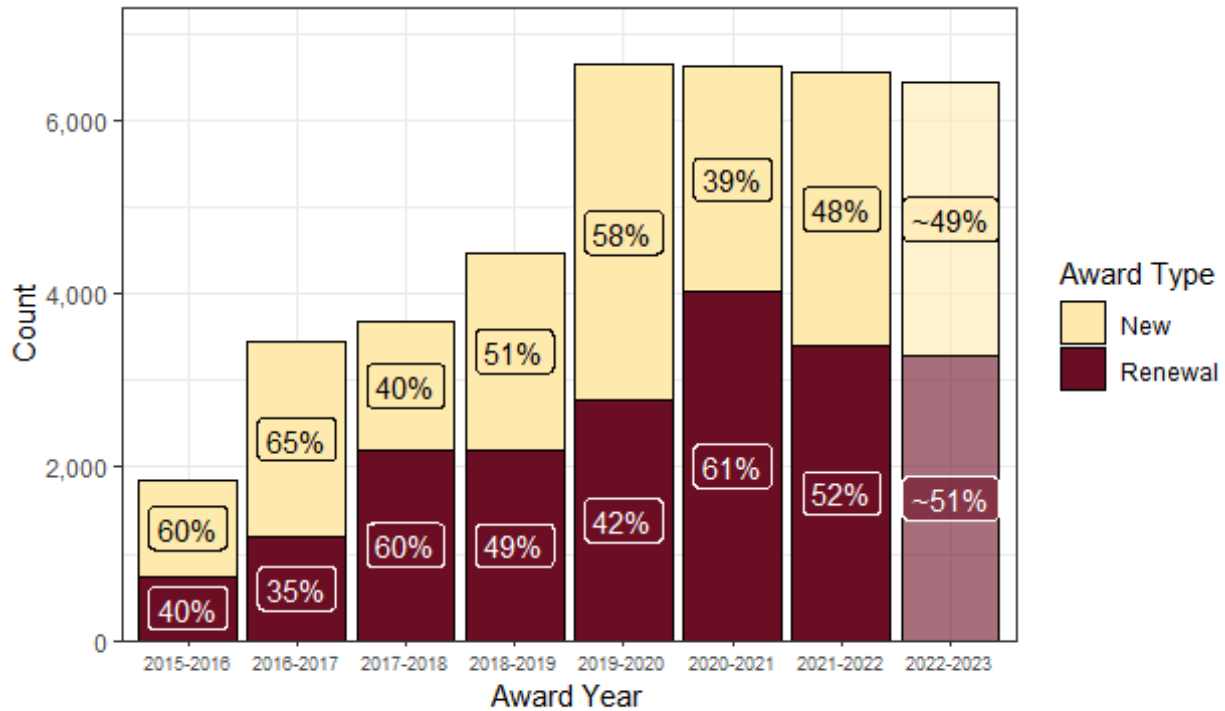
Maximum Award Amount and total offered award counts



2022-2023 is a darker shade to indicate that this award cycle is not yet finalized

Figure 3. Total number of awards offered showing changes in maximum award amounts

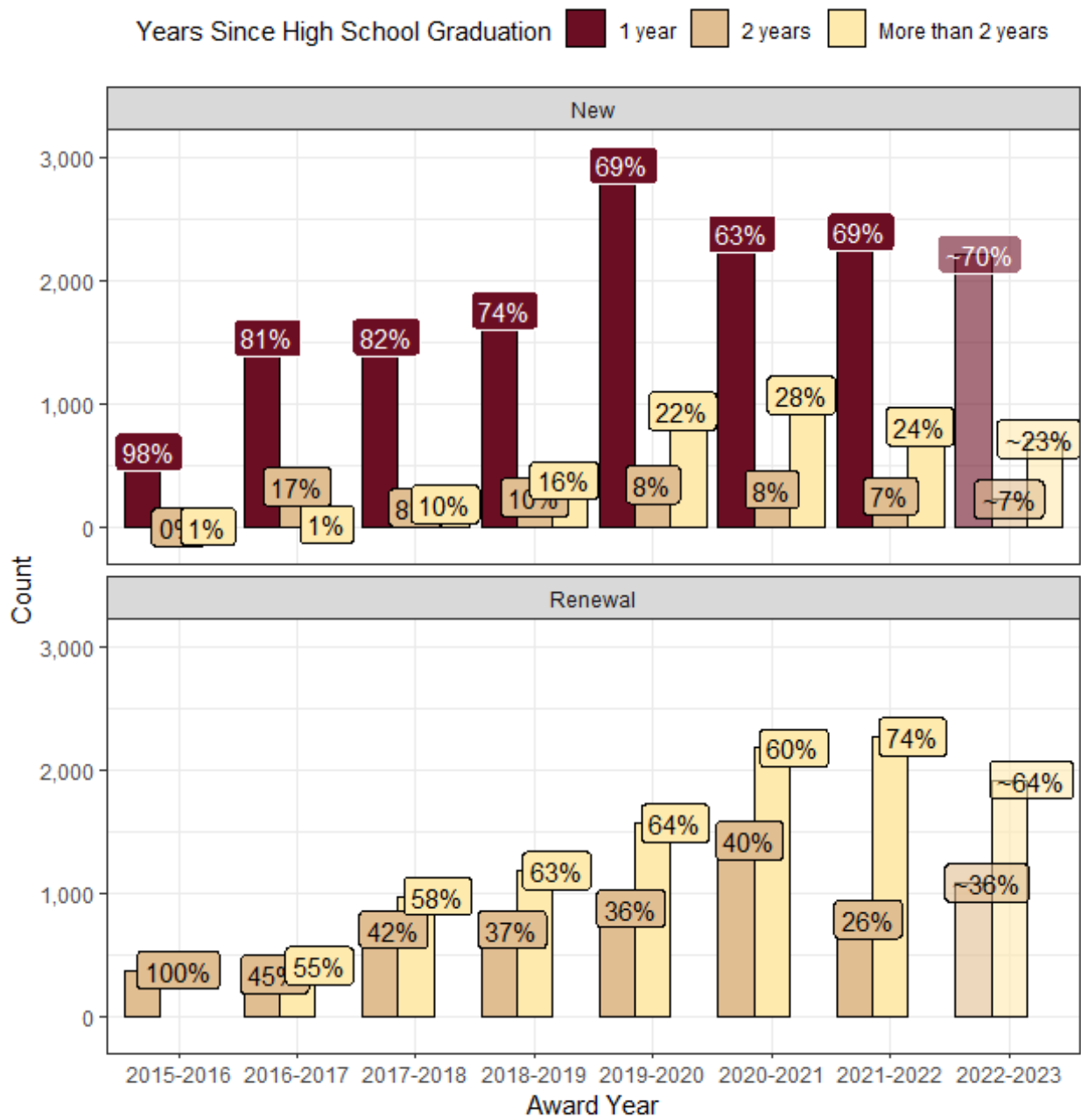
Idaho Opportunity Scholarship awardees vary across award years, with some years having more new awards while others have more renewals. The funds available for new awards to be offered is dependent upon the number of awardees who are eligible to renew. The scholarship awards are a four-year award based on renewal requirements and availability of funds. Renewal awards are made prior to new awards, and renewals must meet certain yearly credit and GPA requirements. This is to encourage students to earn their degree within a four-year time frame, and is one of the reasons for fluctuations seen in award types by year. The figure below depicts the changing proportions of new and renewal award types over time.



2022-2023 is transparent to indicate that this award cycle is not yet finalized

Figure 4. Percentage of new and renewal award types by award year

Both new and renewal awards are composed of Idaho high school graduates from different graduating classes. In the figure below, it can be seen that the majority of new awards go to those who have just graduated within the last year, comprising between 63% and 74% over the past five award years. To provide meaningful insights about the Idaho Opportunity Scholarship program, the target group for subsequent analyses and comparisons is composed of the new applicants who have graduated from high school within one year of applying for the scholarship.



2022-2023 is transparent to indicate that this award cycle is not yet finalized

Figure 5. Composition of different high school graduating classes of new and renewal awards

Objectives of the Idaho Opportunity Scholarship include to: “provide access to eligible Idaho postsecondary education through funding to remove financial barriers;” “increase the opportunity for economically disadvantaged Idaho students;” and “incentivize students to complete a postsecondary education degree or certificate” (Idaho Code § 33-4304(1)(c)-(e)). Two broad themes emerge from these objectives, the first being accessibility of college entry to economically disadvantaged students and the second being the outcomes of that target group of students. To form a better picture of how the Idaho Opportunity Scholarship may be reaching these objectives, is to first look at the makeup of the underlying population of Idaho high school graduates who meet the minimum GPA requirements to be considered for the scholarship.

5 ACCESSIBILITY

To describe the underlying population and to compare it to scholarship applicants and recipients, the following demographics are used: economically disadvantaged status, gender, and race/ethnicity. First, it is important to understand what proportion of the GPA eligible graduating class applied for the scholarship over time.

5.1 What Percentage of the GPA Eligible High School Graduates Applied for the Scholarship?

Since the high school graduating class of 2016, the proportion of eligible graduates who apply for the scholarship their senior year of high school has increased, the largest being seen with the class of 2019. The class of 2020, however, has markedly different behaviors from that of previous graduating classes when it comes to applying for the first time the year after graduation. The class of 2020 saw a 12 percentage point decrease in the number of eligible graduates applying for the Idaho Opportunity Scholarship for the first time in the year following high school graduation. A possible explanation for this observation is that the class of 2020 graduated at the beginning of the COVID-19 pandemic. This event caused widespread disruptions to daily life, including schools and institutions closing and moving instruction to online formats. According to key findings in a 2021 special COVID-19 report by the National Student Clearinghouse³, “[v]ery few 2020 high school graduates took a gap year. Of those who did not immediately enroll in fall 2020, only 2.0 percent made their way back to college in fall 2021.” These findings reflect what can be observed in the class of 2020’s Idaho Opportunity application patterns.

This trend has continued into the class of 2021 and the class of 2022 does not yet have full data available for those who would be applying one year after graduating (the application window closes on March 1, 2023). However, both of these classes saw increases in those who did apply

³ https://nscresearchcenter.org/wp-content/uploads/2021_HSBenchmarksReport.pdf

their senior year. To ensure the most similar comparison groups, the following sections will focus only on those high school graduates who applied to the Idaho Opportunity Scholarship their senior year.

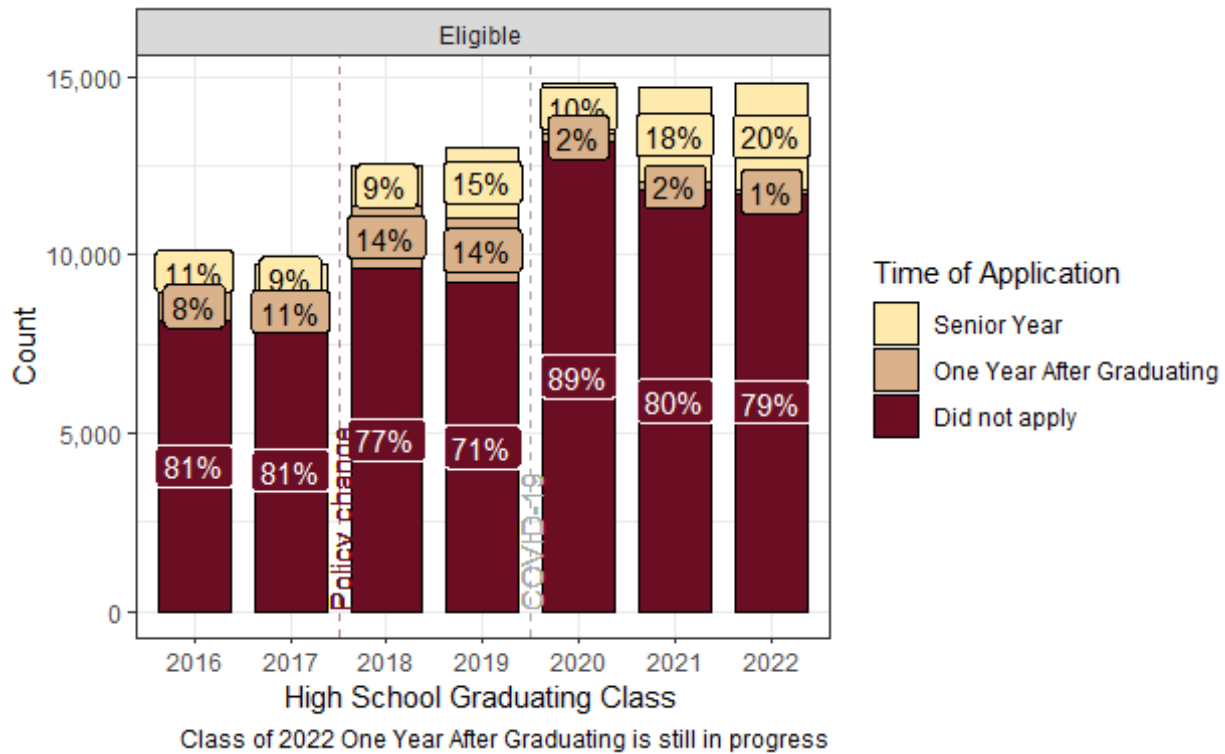


Figure 6. Eligible applicants who do and do not apply within one year or less of high school graduation

5.2 How Many of the GPA Eligible High School Graduates were Economically Disadvantaged Compared to those who Applied?

The percentage of economically disadvantaged GPA eligible high school graduates (Eligible) has ranged from 33% to 39% and was 33% for the 2022 graduating class. In comparison, the percentage who apply for the scholarship (Eligible | Applied) and are economically disadvantaged tends to be greater, and has followed this trend from 2016 to 2022, as can be seen in the following figure. This gap has been reducing, likely due to a number of factors. One is that the scholarship has received substantial increases in total dollars available for awards which has allowed for a larger of pool of applicants, including those who are not economically disadvantaged. Additionally, the way in which a student’s economically disadvantaged status is determined has seen changes over the years, with 2021 being the most readily apparent. Due to the COVID-19 pandemic, all students were given free school lunch and subsequently school districts were not required to identify students who were eligible for free or reduced priced lunch (the main indicator for economically disadvantaged status). This resulted in far fewer students being identified as economically disadvantaged, which is visually apparent between the high school graduating class of 2020 and 2021 in the figure below. The percentage of

economically disadvantaged GPA eligible high school graduates (Eligible) for the class of 2020 was 38% while the class of 2021 dropped to 34%.

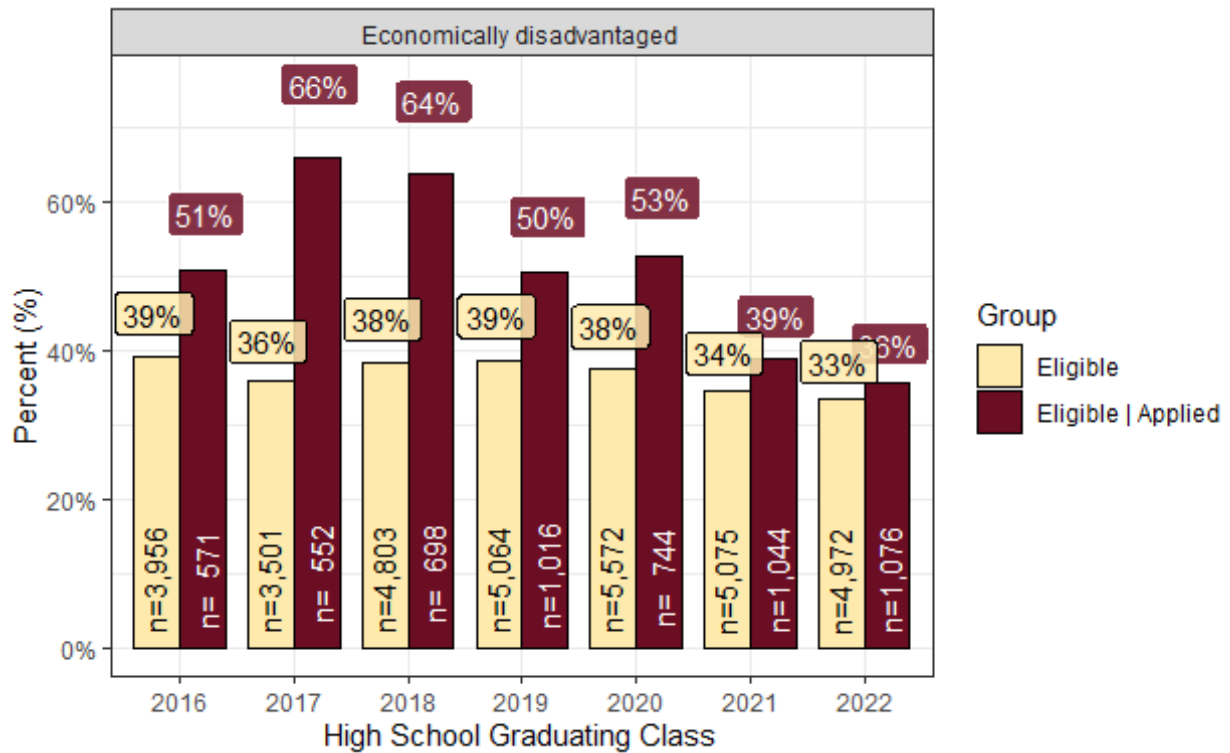


Figure 7. Comparison of eligible economically disadvantaged student proportions

5.3 How Many of the GPA Eligible High School Graduates were Non-White?

The proportion of Hispanic students who apply for the scholarship (Eligible | Applied) has consistently been greater than the proportion of Hispanic students in the underlying eligible population (Eligible). American Indian and Other⁴ demographic groups tend to see similar proportions between applicants and the underlying eligible population (see figures below).

⁴ Due to small cell sizes, Other category includes Asian, Two or More, Black, Hawaiian, NA.

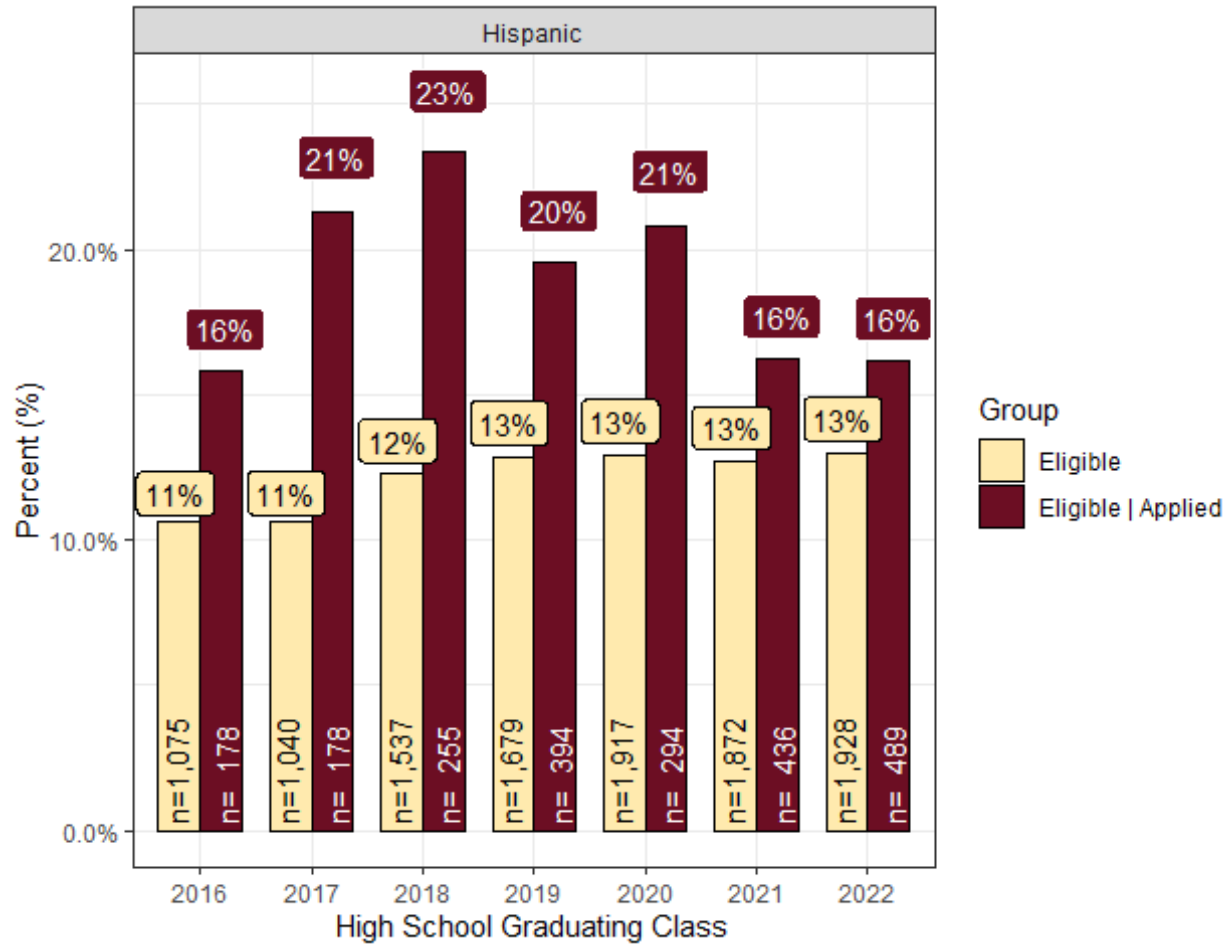


Figure 8. Comparison of eligible Hispanic student proportions

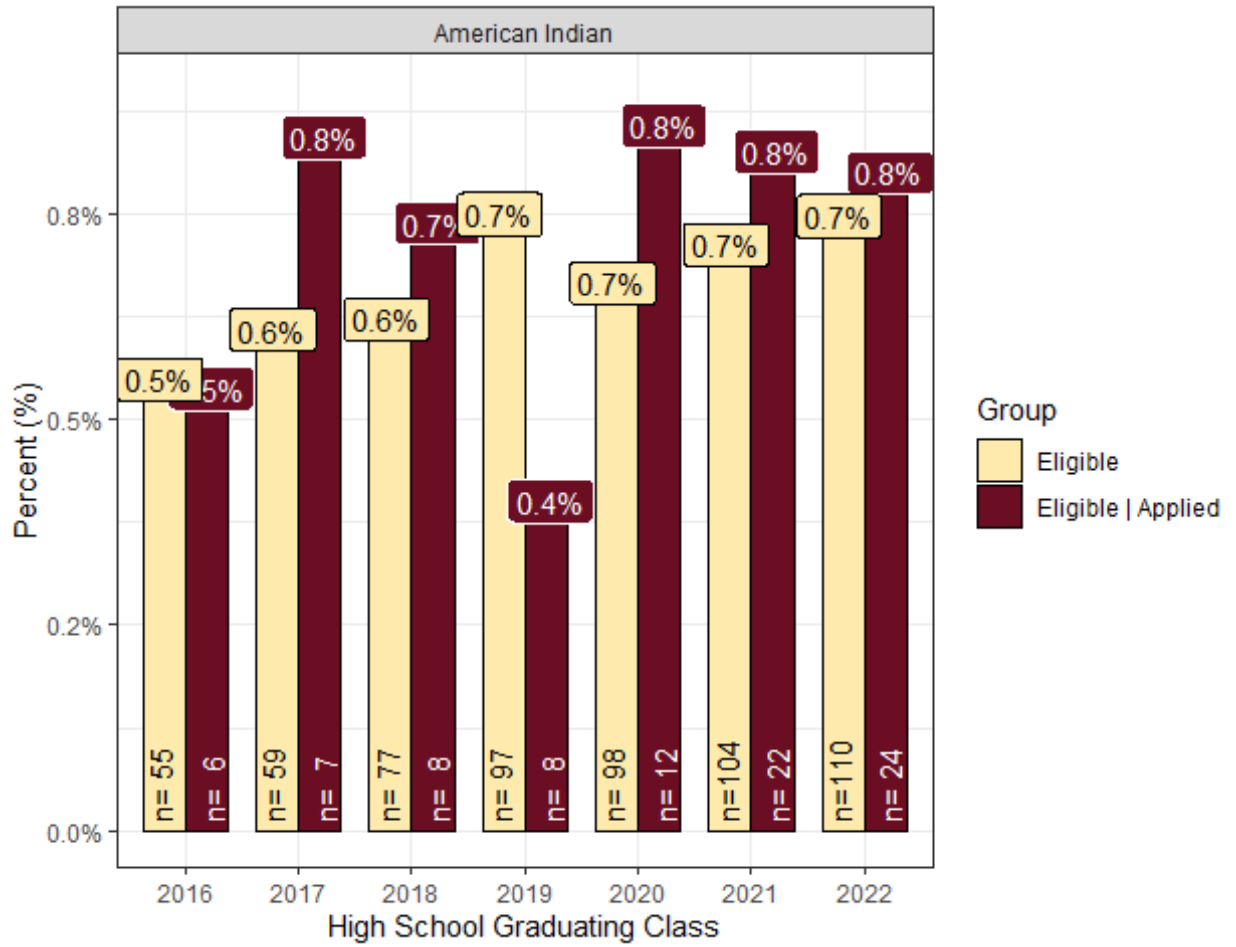


Figure 9. Comparison of eligible American Indian student proportions

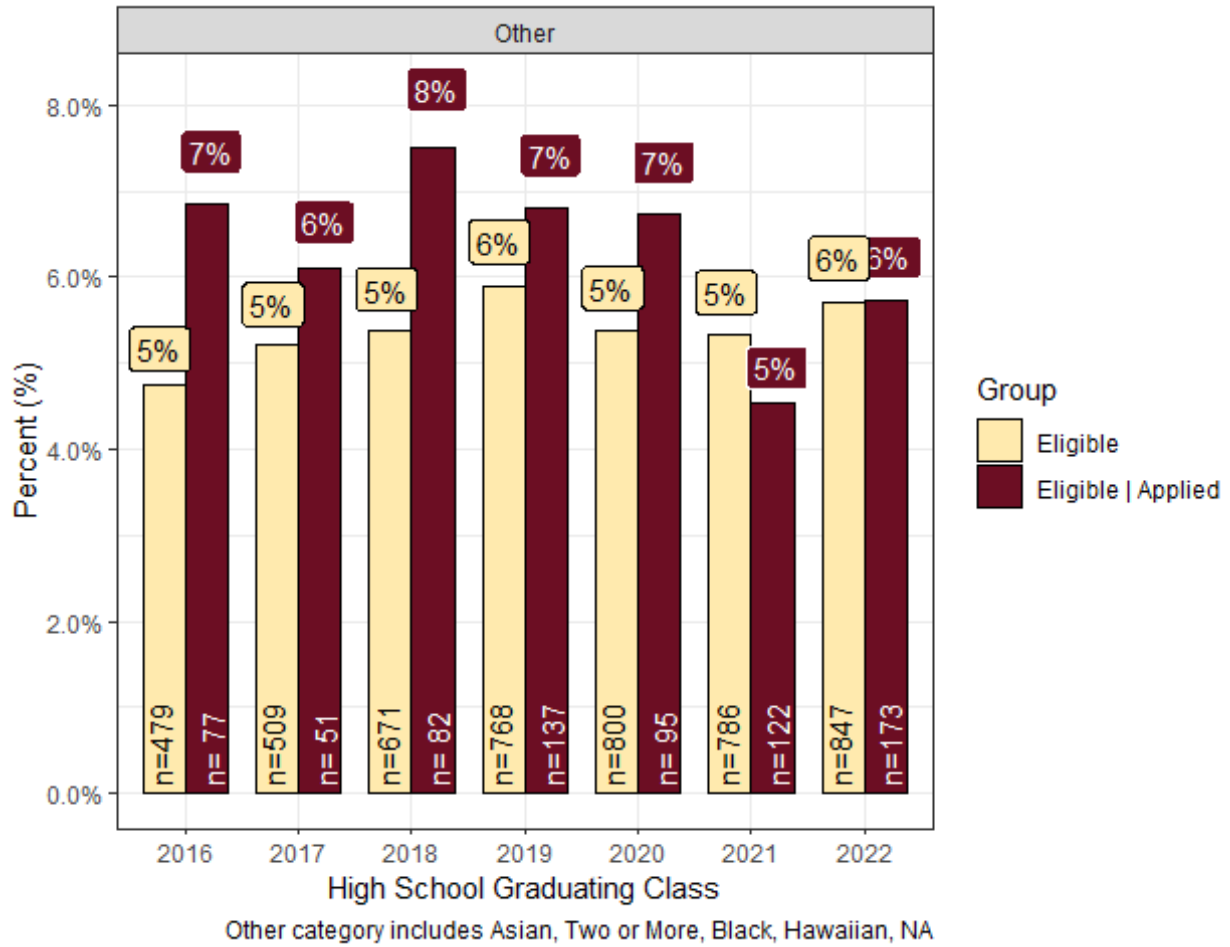


Figure 10. Comparison of eligible Other student proportions

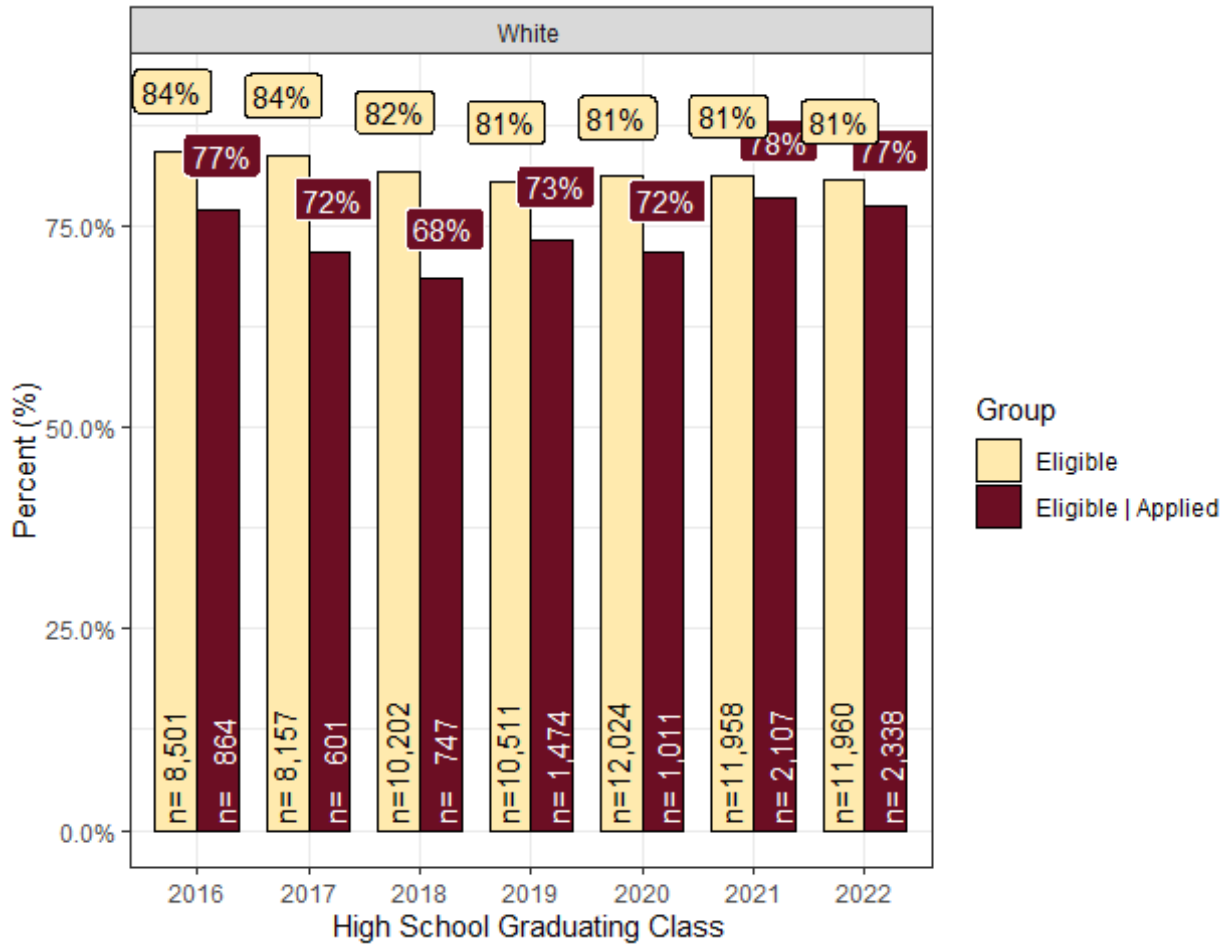


Figure 11. Comparison of eligible White student proportions

5.4 How Many of the GPA Eligible High School Graduates were Male or Female Compared to those who Applied?

The proportion of males who apply for the scholarship (Eligible | Applied) has consistently been lower than the proportion of males in the underlying eligible population (Eligible). This trend can be seen in the figure below where males represent between 28% and 36% of eligible applicants compared to between 42% and 46% who are eligible to apply.

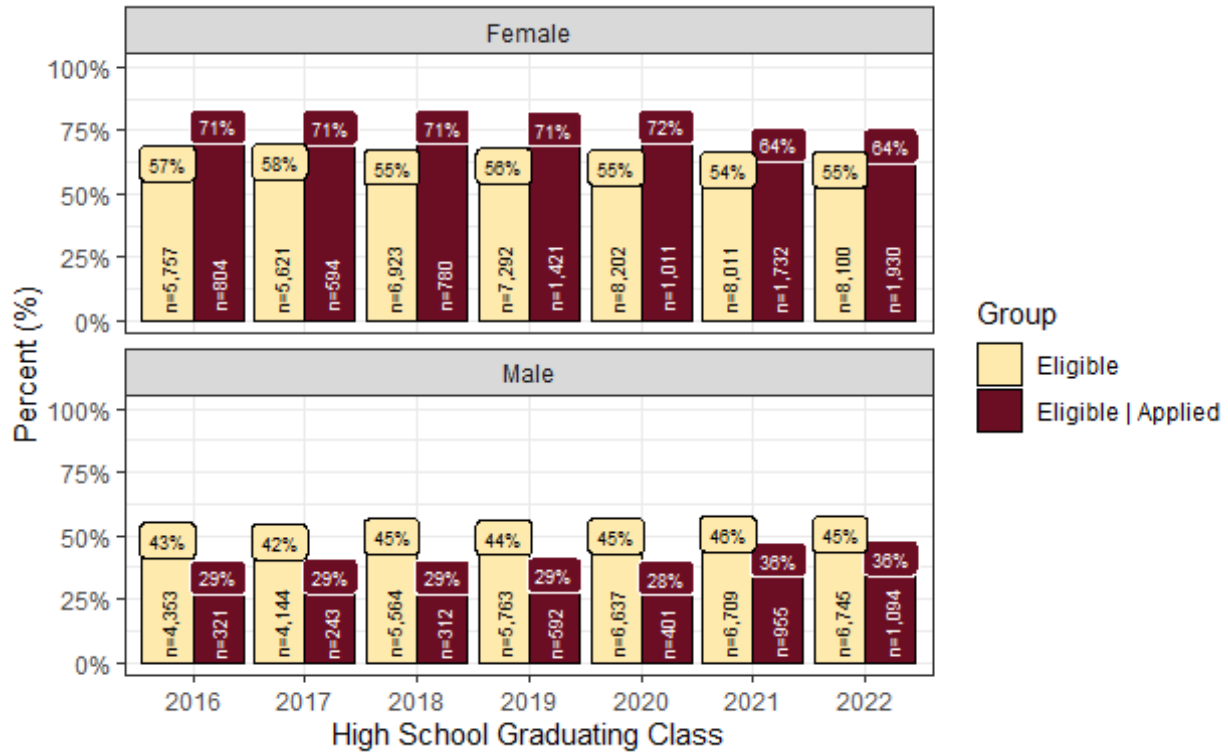


Figure 12. Comparison of eligible male and female student proportions

The Idaho Opportunity Scholarship appears to do well at serving economically disadvantaged and Hispanic students when looking at the composition of the eligible comparison group. Males, however, are a group that is under-represented. The under-representation of males is not unique to the Idaho Opportunity Scholarship, as a gender gap is persistently present in postsecondary enrollment rates previously published by the Office of the State Board of Education. Less males in the high school classes have an eligible high school GPA which also contributes to their lower application rates.

6 OUTCOMES

To gauge the college outcomes of Idaho Opportunity Scholarship recipients, it is important to compare those outcomes against an appropriately similar population. In each of the following sections, the comparison groups will be explained and then their results discussed.

6.1 College Attendance: Fall Immediate

One important college outcome is the rate at which high school graduates attend college in the fall immediately after graduating high school. For this outcome measure, the GPA eligible high school graduates are compared to those who were eligible and applied for the Idaho Opportunity Scholarship in their senior year of high school. In the figure below, it is apparent

that those who are eligible and apply for the scholarship attend college immediately at a higher rate than those who are eligible to apply but do not apply. For the graduating class of 2021, those who are eligible and apply for the scholarship enrolled in postsecondary in the immediate fall at a rate of 78%⁵ versus 46% who are eligible and did not apply for the scholarship. This trend can be seen in the following figure. What is also made apparent is how drastically different the class of 2020 is from previous graduating classes, likely because of the pandemic.

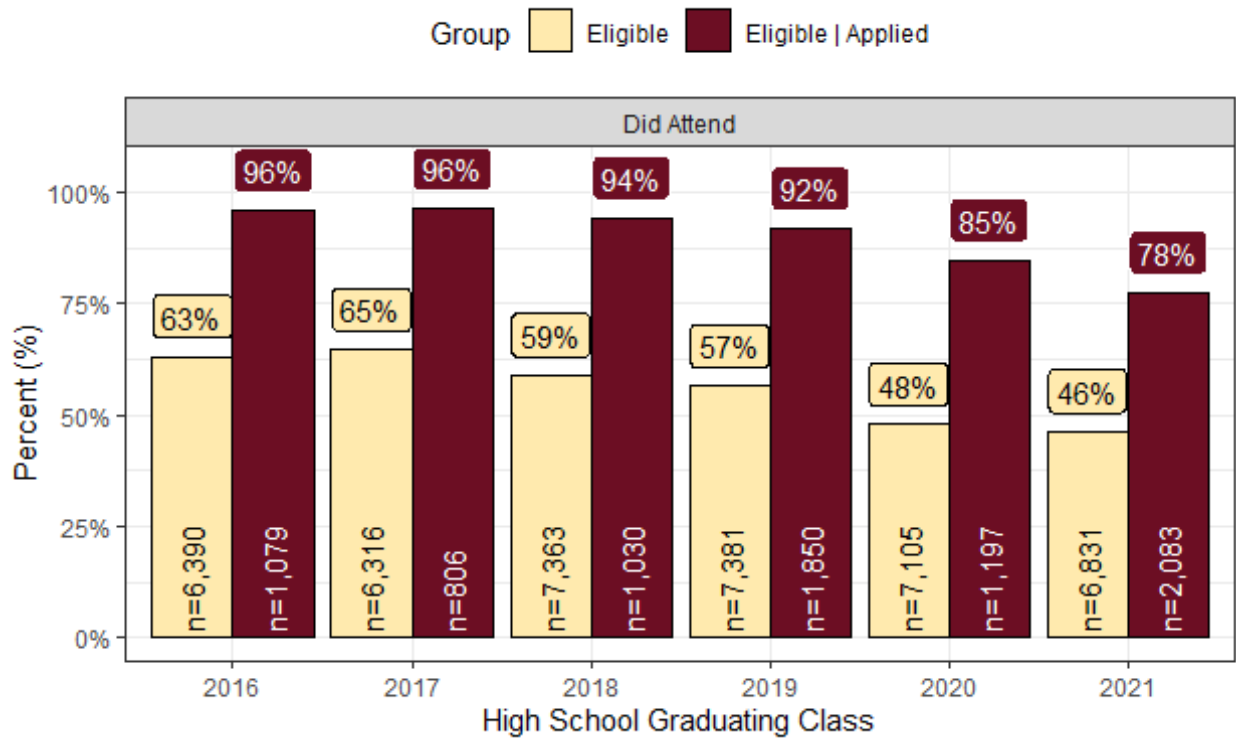


Figure 13. Comparison of immediate fall college attendance rates

For other college outcome measures discussed in the following sections, the comparison groups are composed of a subset of the above comparison groups. The GPA eligible high school graduates comparison group is limited to only those who went on to college in the immediate fall after high school graduation (Attended). The Idaho Opportunity Scholarship comparison group is composed of those who went on to college in the immediate fall after high school graduation, were eligible and applied in their senior year, and were awarded in the fall following high school graduation. This means that they went on to college in the same time span as the comparison group.

6.2 College Attendance: Fall Immediate Behaviors

⁵ Not all of the eligible students who apply for the scholarship receive or accept an award, therefore this group's college attendance rate is less than 100%.

Scholarship recipients attend in-state institutions at a higher rate than their eligible high school graduate counterparts because acceptance of the award is contingent upon attending an eligible Idaho institution. This can be seen in the figure below, showing that those who do not receive a scholarship do indeed attend out-of-state institutions. The class of 2020 exhibits different behaviors than previous classes, especially in the non-scholarship recipient group. It appears that for those who did enroll in postsecondary in the immediate fall, they were less likely to enroll out of state. This was likely due to institutions closing campuses across the nation during the pandemic. However, the trend in reduced out-of-state enrollment continued for the class of 2021 despite campuses opening back up.

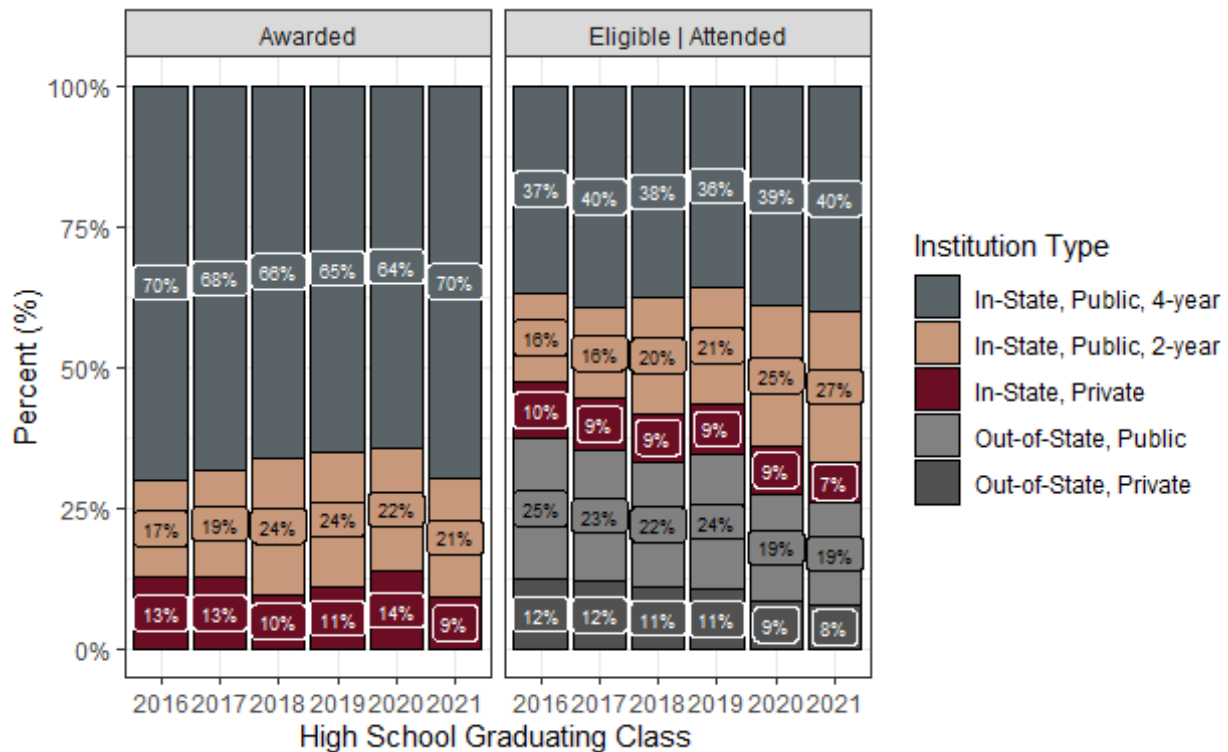


Figure 14. Comparison of immediate fall college attendance by type of institution

Looking only at those students who go on to attend an Idaho institution, scholarship recipients are more likely to attend one of the public 4-year universities compared to their counterparts. In both groups, however, moderate increases can be seen in attendance of the public 2-year institutions for the past several high school graduating classes, which can be seen in the figure below. Both groups for the class of 2021 were much less likely to enroll in an Idaho private institution than in prior years.

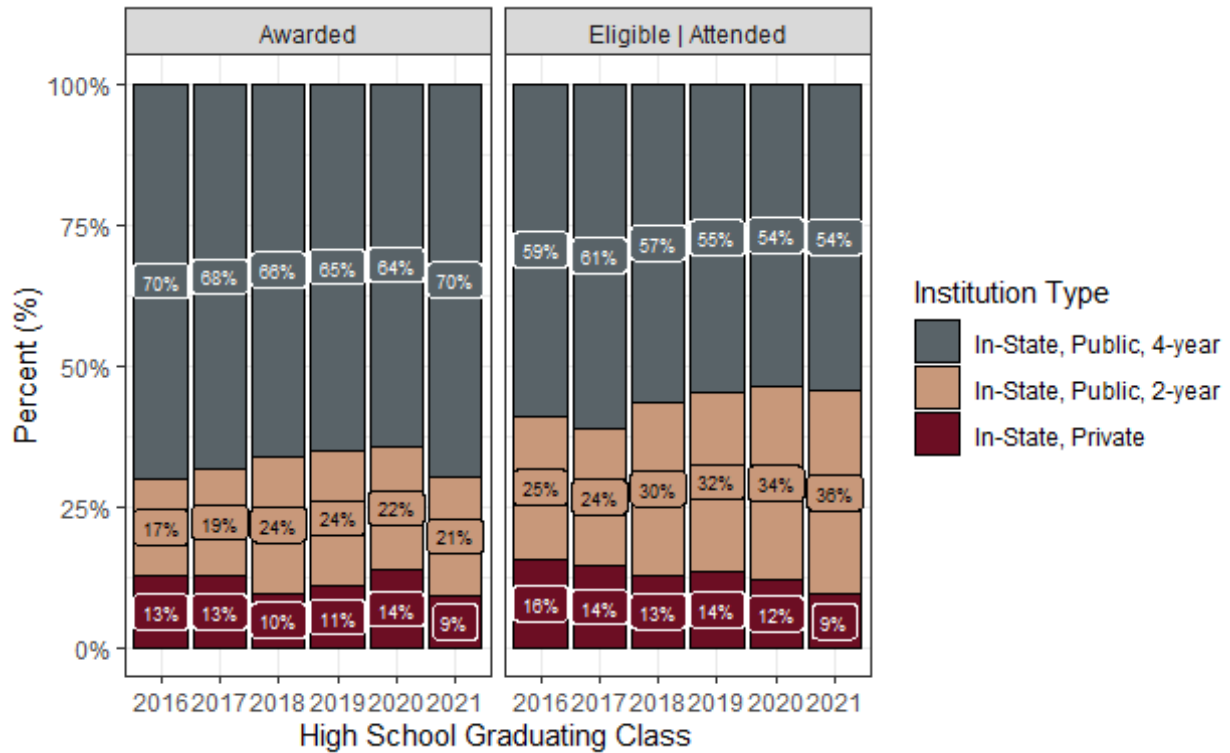


Figure 15. Comparison of immediate fall college attendance in Idaho institutions by type of institution

6.3 College Credits⁶

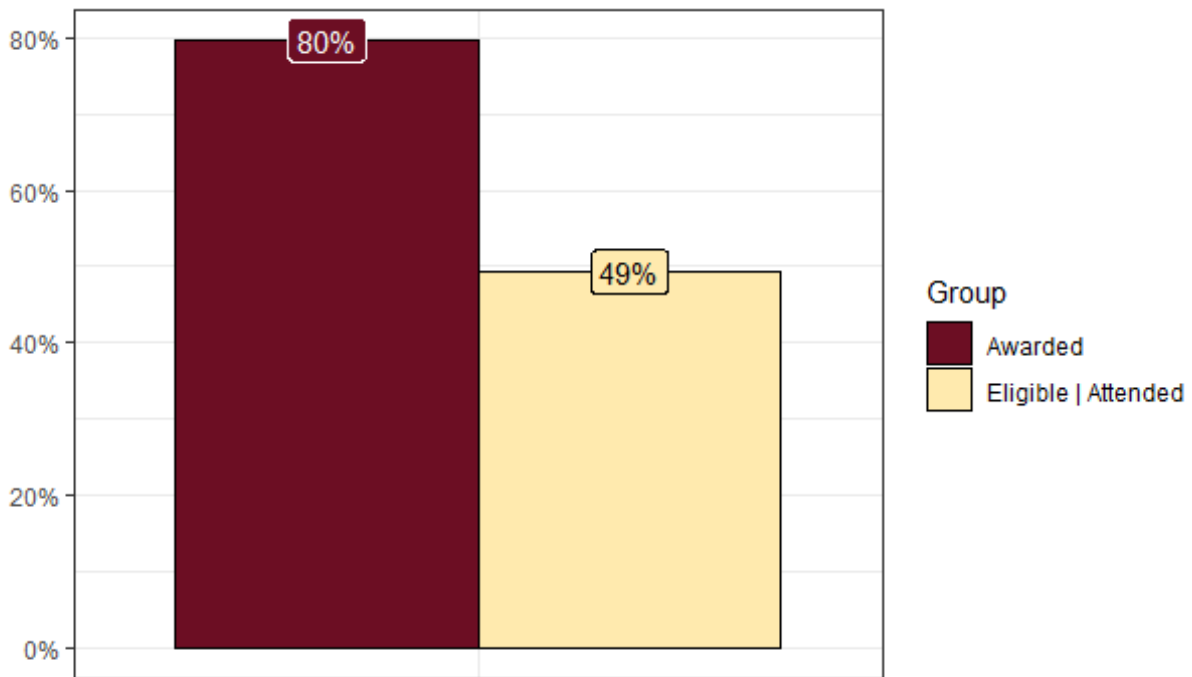
Some ways to gauge student progress toward degree completion are to look at credit load, the number of credits taken per year, and the number of credits accumulated over the entire course of college attendance. It is common for a minimum of 60 credits to be required for an associate degree (over at least two years) and 120 credits to be required for a bachelor’s degree (over at least four years). While not true in all cases, these credit minimums and time spans provide a useful point of comparison when assessing progress to degree completion. Using these credit benchmarks and time spans, a student would need to take and accumulate 30 credits every year

⁶ College credit outcomes are limited to only those taken at one of the Idaho public institutions as college credit data is not available for students who attend out-of-state or private institutions. Degree completion data, however, is available for students attending out-of-state and private institutions.

to earn a degree within the common time spans associated with associate and bachelor's degrees. The Idaho Opportunity Scholarship credit requirements for renewal and four-year time frame are designed to incentivize students to earn their credential within the four-year period.

6.3.1 Credit Load: Year One

One key indicator of progress toward degree completion is taking a full-time credit load in at least one semester in the first year of college enrollment. In looking at the chart below, 80%⁷ of the scholarship group were full-time in at least one semester their first year of college compared to 49% in the non-scholarship group. This difference is due to the credit requirements for renewal students to continue participating in the program.



The impacts of the credit requirement for renewal is apparent in the other benchmarks as well. In the following figures, the scholarship recipients take more credits each year and therefore accumulate more credits than their eligible counterparts. The largest gap can be seen in the first year where scholarship recipients tend to take between two and five more credits than the comparison group. This gap lessens in following years, but it does not close by year four, when scholarship recipients have accumulated seven more credits on average than their counterparts.

⁷ This total is not 100% because some new awardees do not end up fulfilling the credit requirement and therefore forfeit their chance at renewing.

The impact of this credit gap can also be observed when looking at bachelor’s degree completions (see [Bachelor’s Degree Completion](#) section).

6.3.2 Median Credits Taken⁸ per Year

The following four graphs show a comparison of the median credit load students have taken on a per year basis. These figures do not show how many credits were accumulated over the students’ college careers; rather, they are representative of annual full-time or part-time credit taking behaviors.

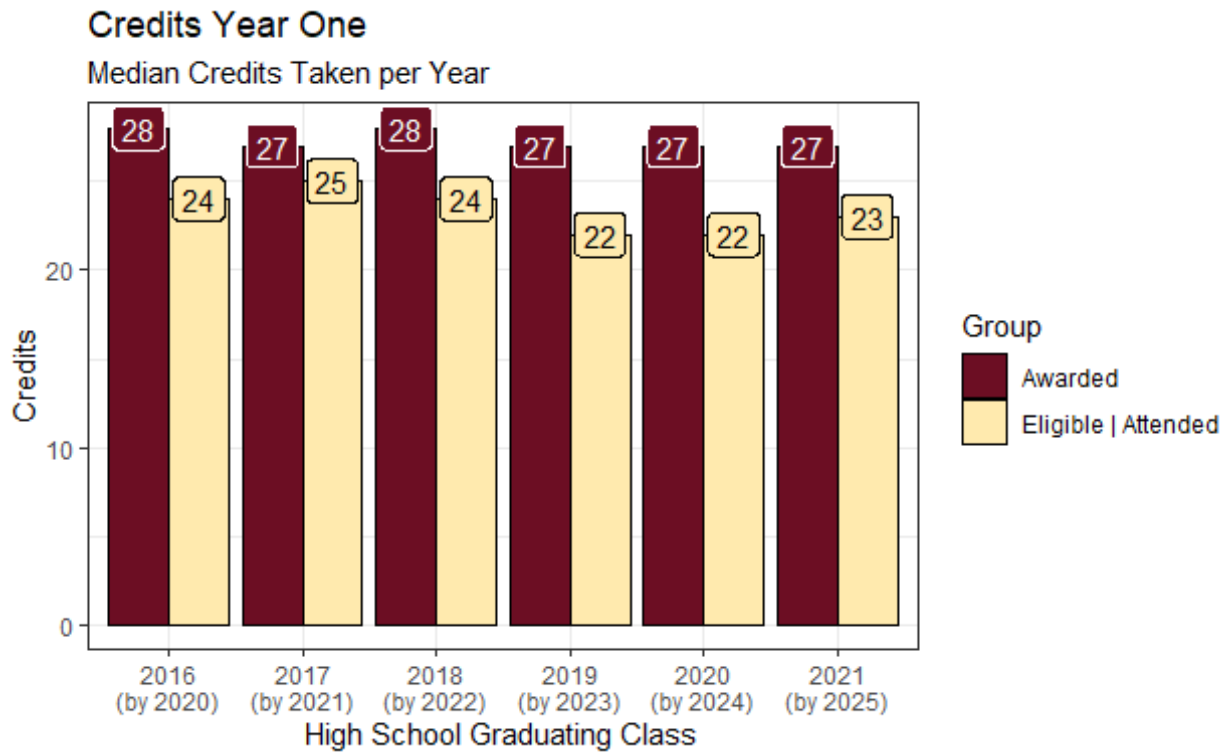


Figure 16. Comparison of median credits taken per year, year one

⁸ Credits taken refers to how many credits were attempted and then earned in one year.

Credits Year Two

Median Credits Taken per Year

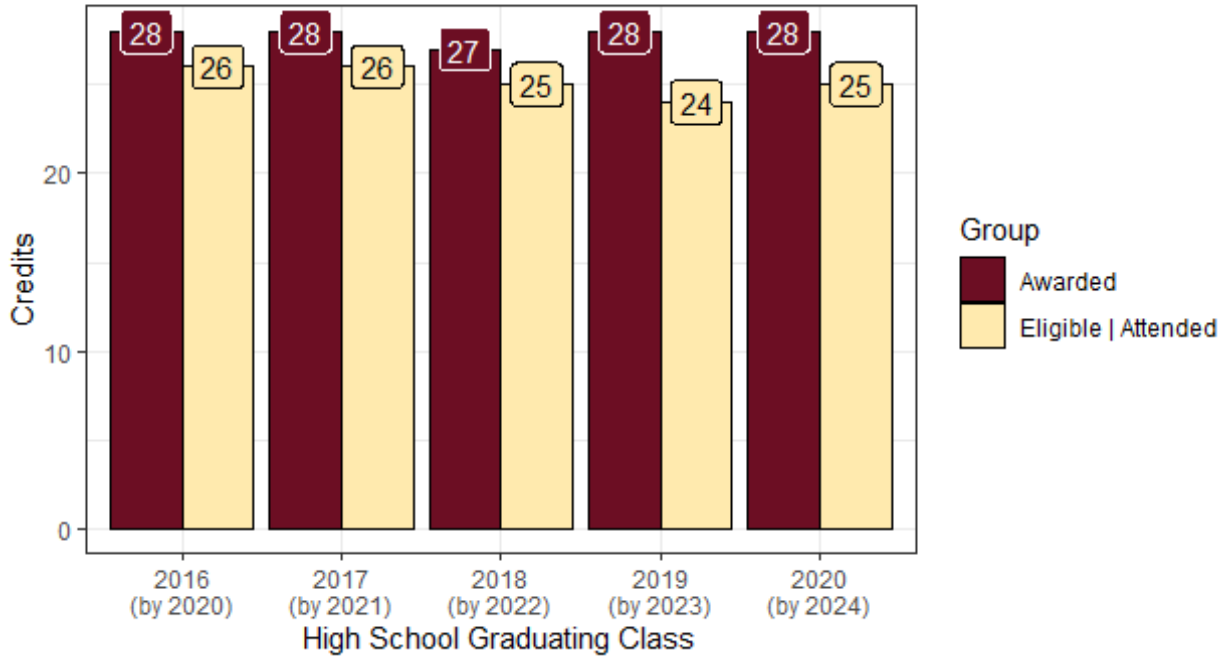


Figure 17. Comparison of median credits taken per year, year two

Credits Year Three

Median Credits Taken per Year

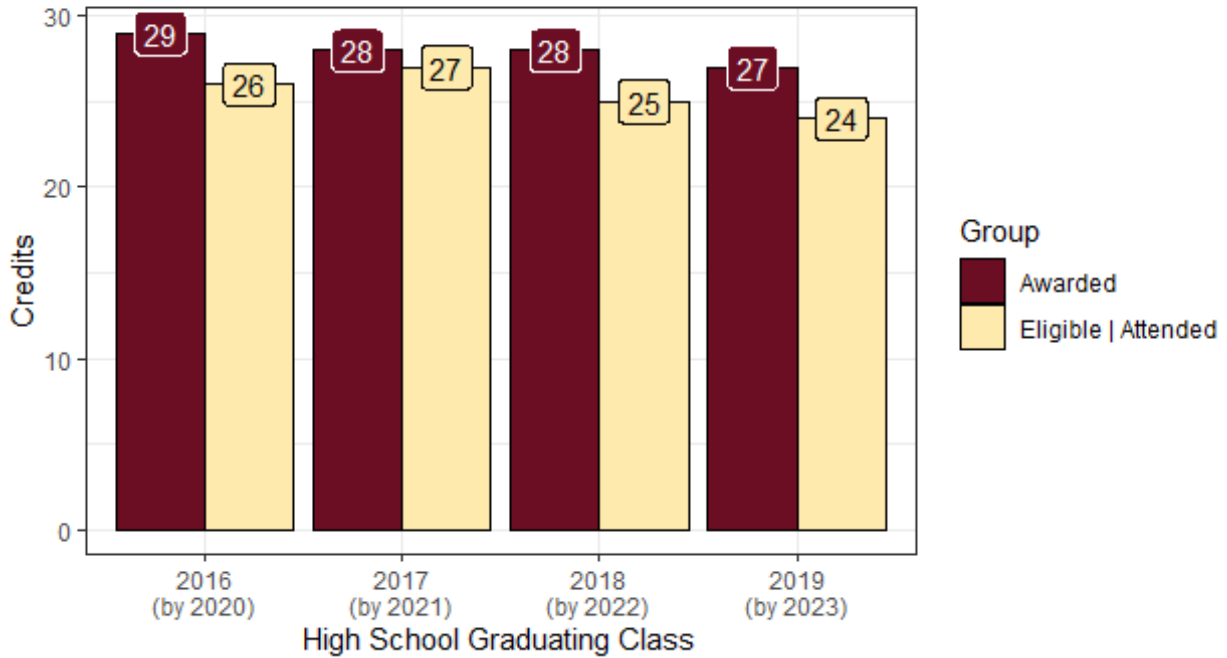


Figure 18. Comparison of median credits taken per year, year three

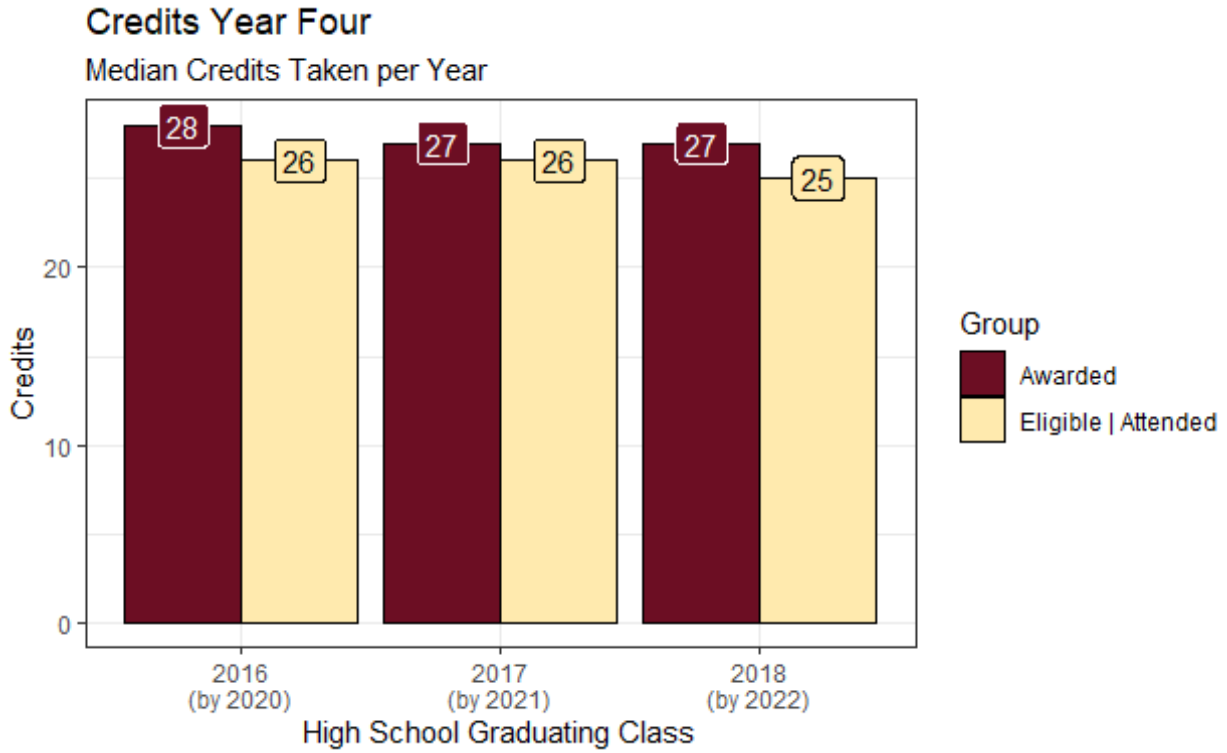


Figure 19. Comparison of median credits taken per year, year four

6.3.3 Median Credits Accumulated⁹ by Year End

The following four graphs show a comparison of the median credit accumulation of students over their college careers. These graphs are representative of how students are progressing toward credit requirements for degree completion.

⁹ Credits accumulated refers to how many credits were attempted and then earned, summed up (accumulated) over the different time spans.

Credits Year One

Median Credits Accumulated by Year End

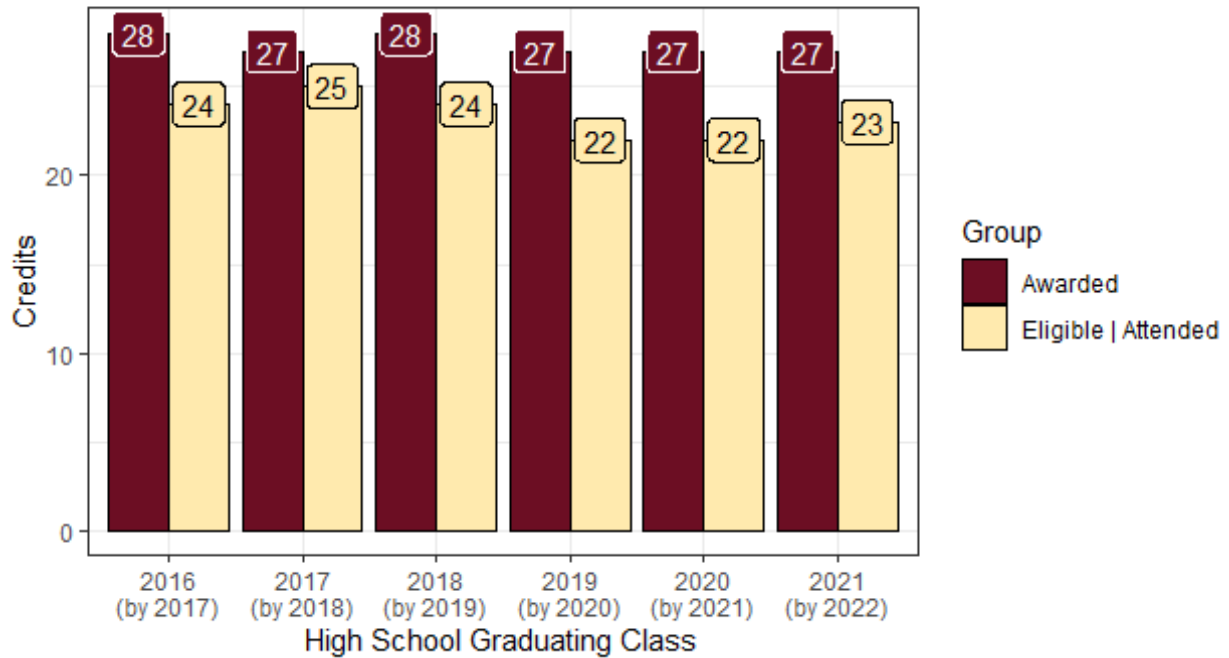


Figure 20. Comparison of median credits accumulated by end of year one

Credits Year Two

Median Credits Accumulated by Year End

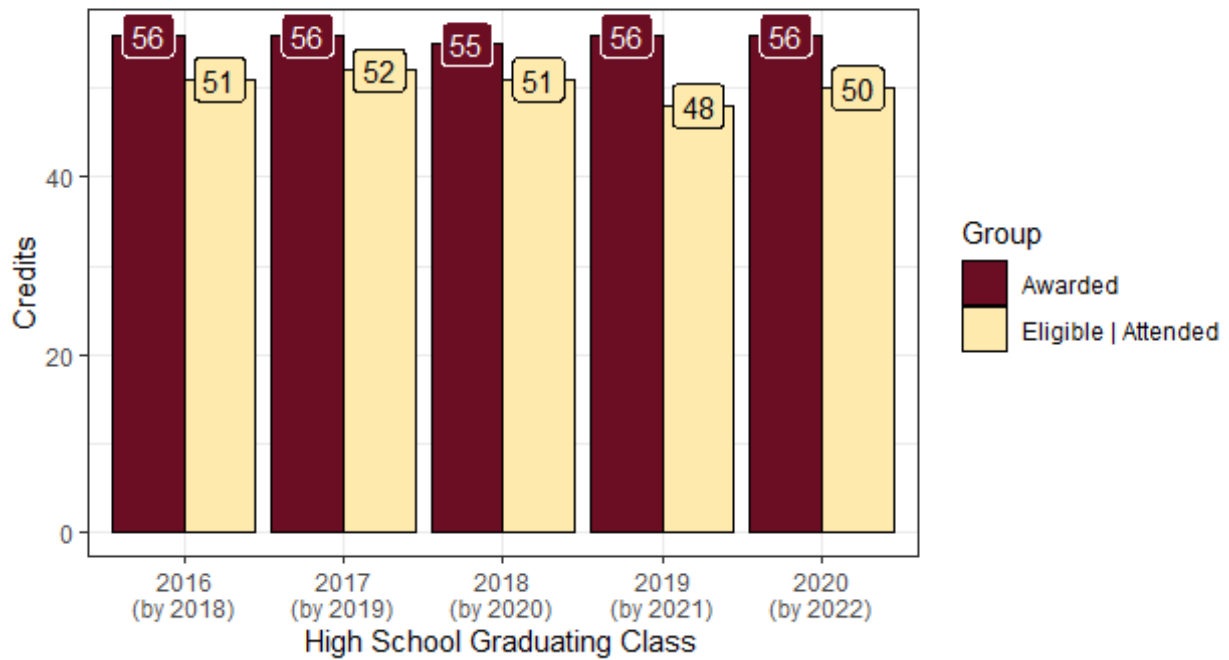


Figure 21. Comparison of median credits accumulated by end of year two

Credits Year Three

Median Credits Accumulated by Year End

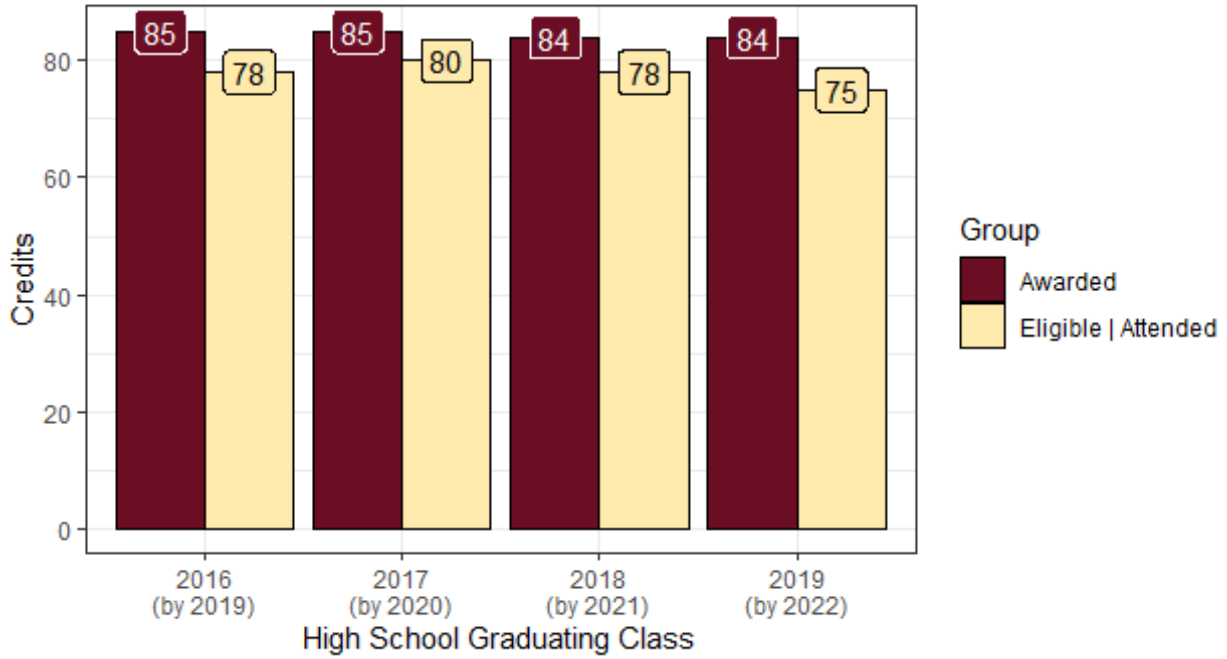


Figure 22. Comparison of median credits accumulated by end of year three

Credits Year Four

Median Credits Accumulated by Year End

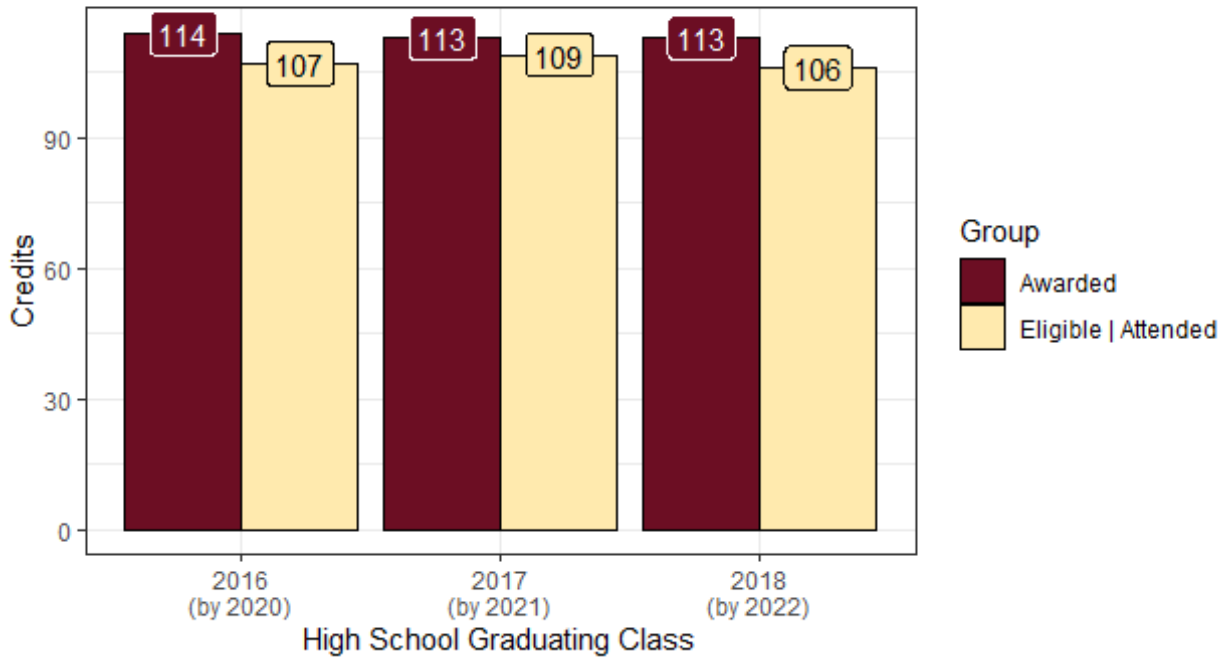


Figure 23. Comparison of median credits accumulated by end of year four

6.4 Bachelor's Degree Completion

The cohorts that have seen enough time elapsed to evaluate their on-time (within 4 years) progress toward bachelor's degree completion are the graduating classes of: 2016, 2017, 2018. It is important to keep in mind that these base cohorts are not limited only to bachelor's degree seekers¹⁰. Individuals could be seeking career technical degrees or an associate degree.

The gap in completion rates between the scholarship group and non-scholarship group is noticeable with each of the cohorts. By the end of their fourth year¹¹ of postsecondary education, 26% of the class of 2018 scholarship recipients have received a bachelor's degree compared to 11% of the eligible high school comparison group (see figure below).

The class of 2018's on-time bachelor's degree completion rate decreased from prior cohorts for both the scholarship recipient group and the eligible high school comparison group, both by about four percentage points. The COVID-19 pandemic occurred in the middle of the class of 2018's college career which likely had an impact on their ability to finish on time.

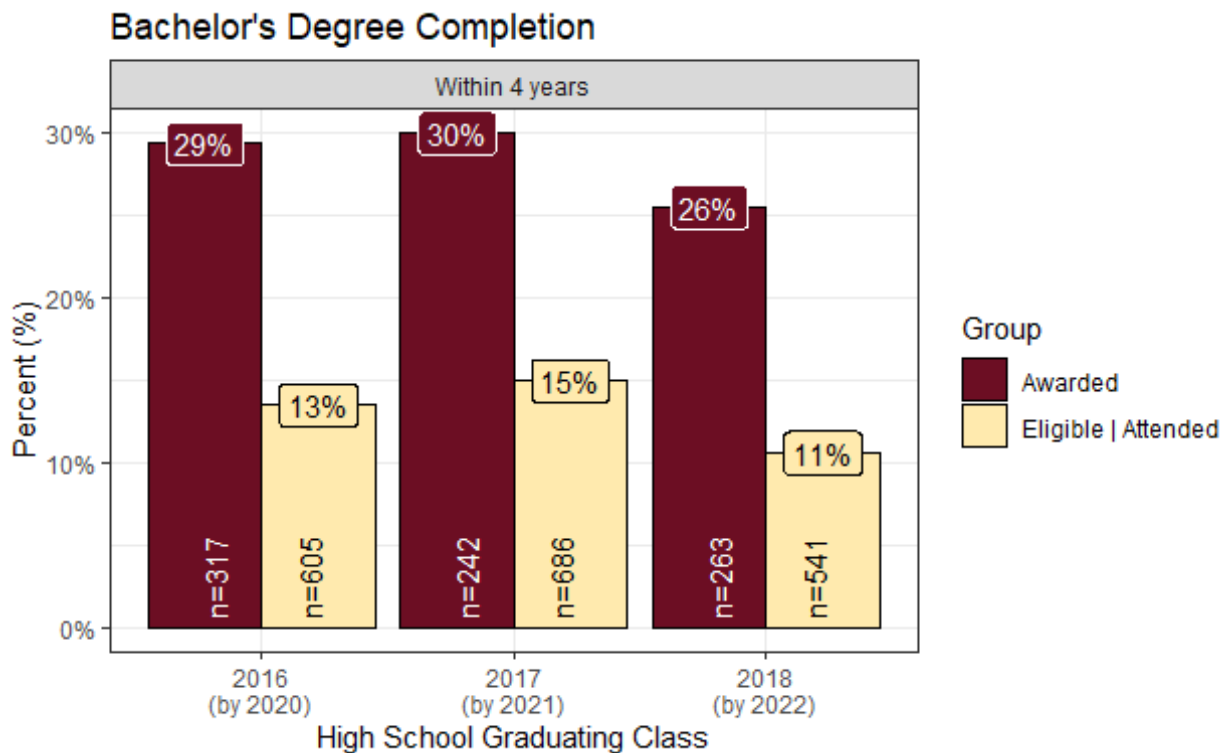


Figure 24. Comparison of bachelor's degree completion rates

¹⁰ A focused analysis on bachelor's degree seekers only will be made available in a subsequent report.

¹¹ The end of the fourth year of postsecondary education is most closely related to on-time or 100% of time graduation rate measures for bachelor's degree seekers.

6.4.1 Subgroups of Bachelor's Degree Completers

The scholarship recipient group of on-time bachelor's degree completers is made up of a higher percentage of economically disadvantaged and Hispanic students than the comparison group. This pattern was observed in the previous *Accessibility* section and holds true through bachelor's degree completion. The following figures show bachelor's degree completion rates across the different demographic groups of economically disadvantaged status, gender, and race/ethnicity.

The percentage of economically disadvantaged students in the GPA eligible high school graduating class of 2018 was 38% compared to 64% who were eligible and applied for the scholarship (see *Accessibility* section on economic status). Contrast this with the composition of the bachelor's degree completers below where economically disadvantaged students make up 48% of the scholarship group and only 10% of the comparison group.

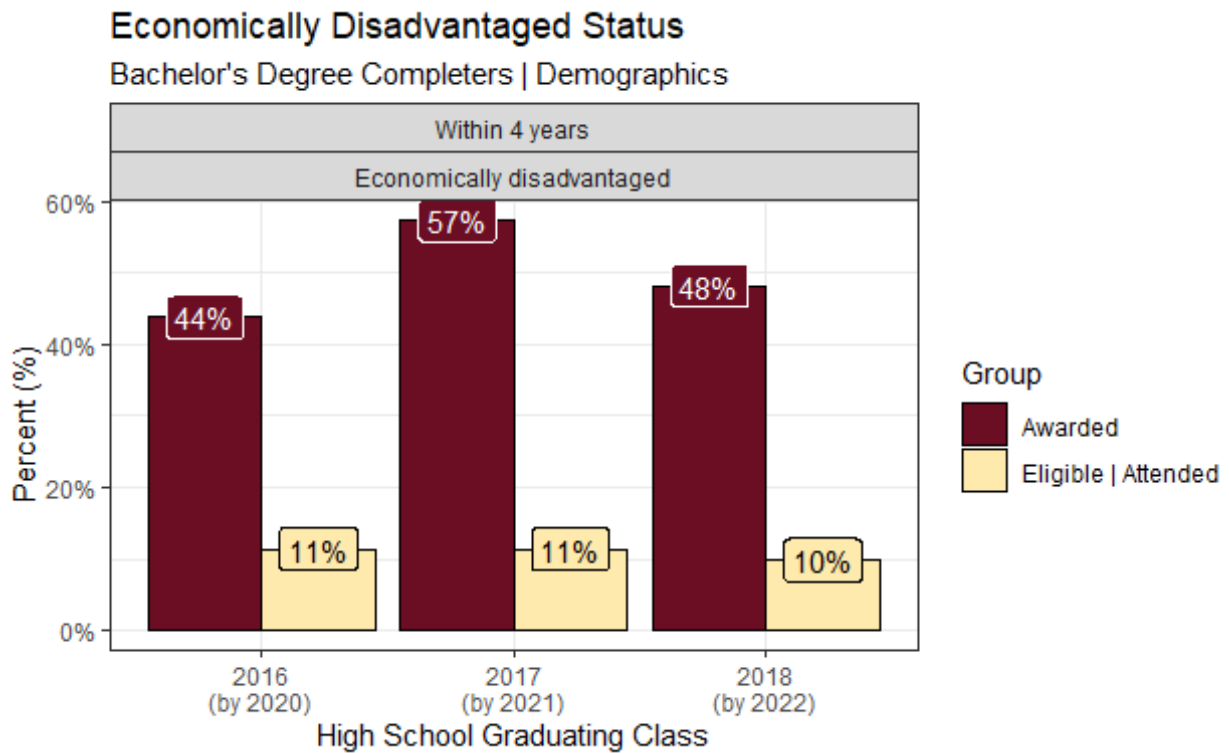
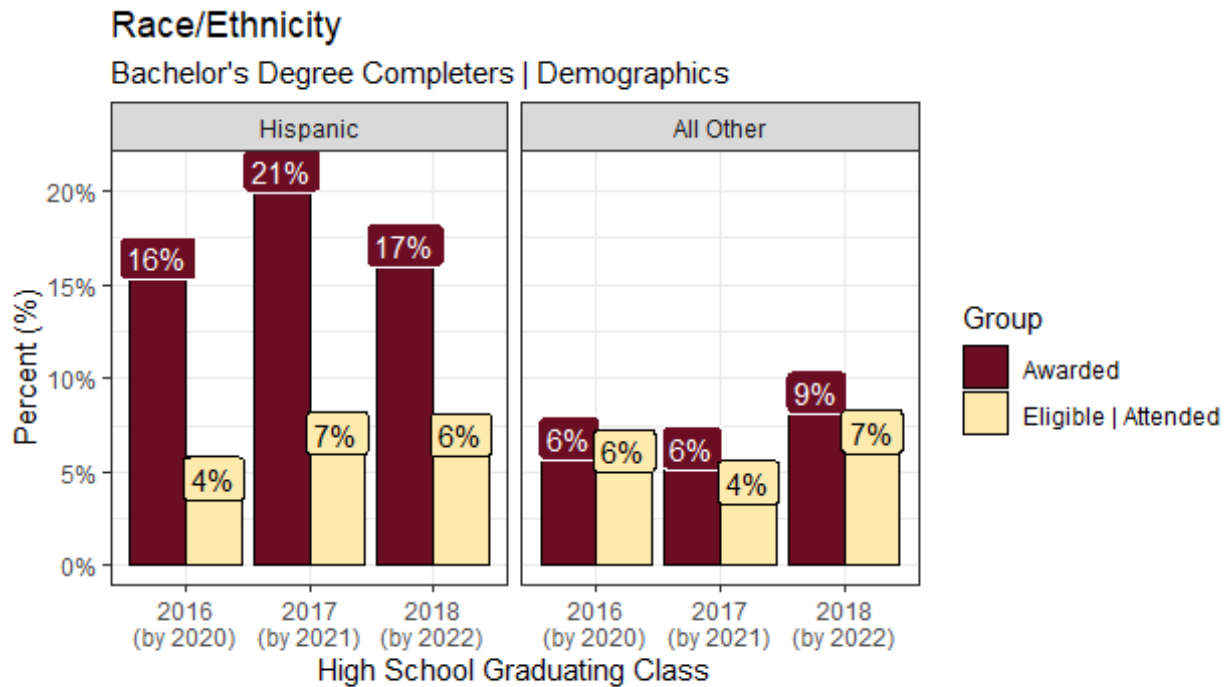


Figure 25. Comparison of bachelor's degree completion rates by economically disadvantaged status

In the following figure, Hispanic¹² students make up 17% of the scholarship participant group for the class of 2018 compared to 6% of the non-scholarship group. In comparison, the percentage of Hispanic students in the GPA eligible high school graduating class of 2018 was 12% compared to 23% who were eligible and applied for the scholarship (see [Accessibility](#) section on race/ethnicity).



All Other category includes Asian, Two or More, Black, Hawaiian, American Indian, NA

Figure 26. Comparison of bachelor's degree completion rates by race/ethnicity

¹² Due to small cell sizes, All Other category includes Asian, Two or More, Black, Hawaiian, American Indian, NA.

The trend in the gap between males and females remains apparent in the on-time bachelor's degree completers across both groups, as can be seen in the following figure. For the class of 2018, males in the scholarship group account for 34% of on-time completers compared to 39% in the non-scholarship group. In comparison, the percentage of males in the GPA eligible high school graduating class of 2018 was 45% compared to 29% who were eligible and applied for the scholarship (see [Accessibility](#) section on gender).

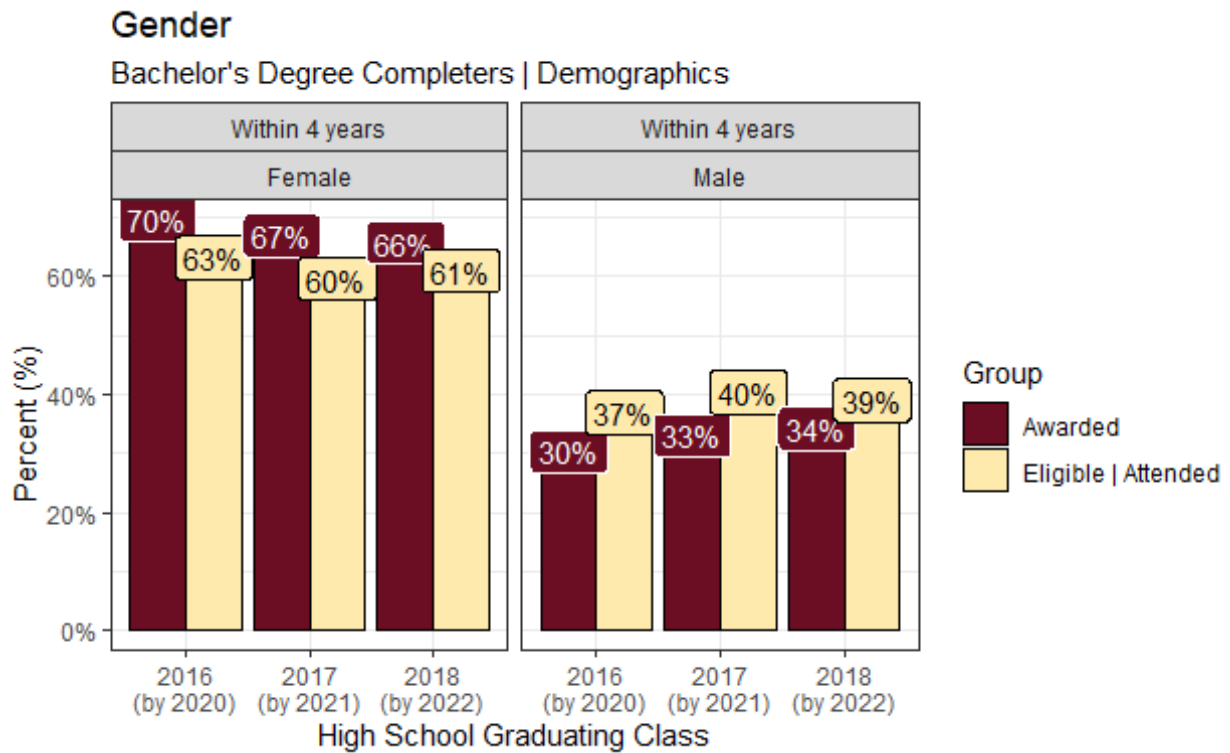


Figure 27. Comparison of bachelor's degree completion rates by gender

7 OTHER SCHOLARSHIP PROGRAMS & ADDITIONAL INFORMATION

7.1 Applicants Awarded by Program

Overall, the Opportunity Scholarship makes up the majority of awarded scholarships across the award years 2015-2016 to 2021-2022. The Opportunity Scholarship for Adult Learners, which is a subset of the Idaho Opportunity Scholarship program, has represented between 1% and 2% of total awards over its last four award cycles. The GEAR UP Idaho Scholarship (now GEAR UP 2) represents the second largest program followed by Postsecondary Credit Scholarship and Armed Forces and Public Safety Officer Scholarship. The figure below summarizes the number of scholarships awarded across the award years, along with each program's percentage of total awards.

**Number of Scholarships Awarded
and Percent of Total Awarded**

| | | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Opportunity Scholarship-Traditional | 1,764 (87%) | 3,461 (95%) | 3,739 (80%) | 4,254 (74%) | 6,301 (84%) | 6,144 (86%) | 6,147 (89%) |
| Opportunity Scholarship-Adult Learners | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 57 (1%) | 115 (2%) | 118 (2%) | 89 (1%) |
| Postsecondary Credit Scholarship | 0 (0.0%) | 16 (0.4%) | 45 (1%) | 79 (1%) | 78 (1%) | 85 (1%) | 53 (0.8%) |
| GEAR UP Idaho Scholarship | 243 (12%) | 157 (4%) | 907 (19%) | 1,333 (23%) | 956 (13%) | 769 (11%) | 582 (8%) |
| Armed Forces and Public Safety Officer Scholarship | 10 (0.5%) | 10 (0.3%) | 11 (0.2%) | 13 (0.2%) | 12 (0.2%) | 9 (0.1%) | 13 (0.2%) |
| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |

The following table summarizes the total dollars awarded for each scholarship program across award years.

Table 1. Total dollars awarded by scholarship program

| Program | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Opportunity Scholarship-Traditional | \$5,124,248 | \$9,014,248 | \$11,585,371 | \$14,237,582 | \$20,610,593 | \$19,829,119 | \$19,900,569 |
| Opportunity Scholarship-Adult Learners | - | - | - | \$104,564 | \$348,670 | \$329,082 | \$224,434 |
| GEAR UP Idaho Scholarship | \$1,707,675 | \$1,537,934 | \$1,590,354 | \$2,679,543 | \$2,697,098 | \$3,061,616 | \$1,960,264 |
| Postsecondary Credit Scholarship | - | \$20,750 | \$62,850 | \$113,550 | \$114,450 | \$109,479 | \$72,950 |
| Armed Forces and Public Safety Officer Scholarship | \$176,000 | \$152,038 | \$174,497 | \$185,627 | \$156,966 | \$98,915 | \$175,784 |

7.2 Participating Eligible Institutions by Program

There are now 12 eligible Idaho institutions participating in Idaho scholarship programs. This includes all eight of Idaho’s public institutions along with four private, not-for-profit Idaho institutions: BYU-Idaho, The College of Idaho, Northwest Nazarene University, and Western Governors University. The table below lists the institutions by sector (or institution type), name, and abbreviation.

Table 2. Listing of institutions by sector, name, and abbreviation

| Sector | Institution Name | Institution Abbreviation |
|---|--------------------------------|---------------------------------|
| Public, 4-year or above | Boise State University | BSU |
| Public, 4-year or above | Idaho State University | ISU |
| Public, 4-year or above | Lewis-Clark State College | LCState |
| Public, 4-year or above | University of Idaho | UI |
| Public, 2-year | College of Eastern Idaho | CEI |
| Public, 2-year | College of Southern Idaho | CSI |
| Public, 2-year | College of Western Idaho | CWI |
| Public, 2-year | North Idaho College | NIC |
| Private not-for-profit, 4-year or above | Brigham Young University-Idaho | BYUI |
| Private not-for-profit, 4-year or above | Northwest Nazarene University | NNU |
| Private not-for-profit, 4-year or above | The College of Idaho | C of I |
| Private not-for-profit, 4-year or above | Western Governors University | WGU |

The following table summarizes the number of scholarship awards by scholarship and participating eligible institution for award years spanning 2015 to 2023.

Table 3.Scholarships awarded by program and participating eligible institution

| Institution Abbreviation | Opportunity Scholarship-Traditional | Opportunity Scholarship-Adult Learners | Postsecondary Credit Scholarship | GEAR UP Idaho Scholarship | Armed Forces and Public Safety Officer Scholarship |
|---------------------------------|--|---|---|----------------------------------|---|
| BSU | 5,735 | 121 | 41 | 256 | 12 |
| ISU | 3,040 | 19 | 39 | 348 | 7 |
| LCState | 990 | 10 | 10 | 160 | - |
| UI | 4,197 | 11 | 43 | 338 | 6 |
| CEI | 288 | 5 | - | 20 | - |
| CSI | 1,393 | 21 | 18 | 426 | - |
| CWI | 1,241 | 16 | - | 202 | - |
| NIC | 653 | 7 | 11 | 192 | - |
| BYUI | 2,745 | 20 | 27 | 273 | - |
| NNU | 366 | - | 8 | 19 | - |
| C of I | 490 | - | 8 | 52 | - |
| WGU | 125 | - | - | - | - |

7.3 Total Completions by Program

The following table summarizes the number of scholarship recipients who have completed a degree or certificate having first received a scholarship in one of the award years spanning 2015 to 2023.

Table 4. Completions by type and program

| Completion Type | Opportunity Scholarship-Adult Learners | Opportunity Scholarship-Traditional | Armed Forces and Public Safety Officer Scholarship |
|------------------------|---|--|---|
| Bachelor's Degree | † | 5,155 | 7 |
| Associate Degree | 10 | 2,970 | - |
| Certificate (2 Year) | † | 1,284 | - |
| Certificate (1 Year) | † | 823 | - |

†: data suppressed at n < 5