Task Force for Higher Education

October 13, 2017

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The Honorable C.L. "Butch" Otter
Office of the Governor
State Capitol
P.O. Box 83720
Boise, ID 83720

Dear Governor Otter:

On behalf of the 36 members of the Higher Education Task Force, which you commissioned in February 2017, we are pleased to forward the attached recommendations to you. These recommendations are the result of eight months of diligent work by the Task Force members who met frequently, studied research and best practices, and engaged in thoughtful, collaborative discussions about how to address Idaho's "K-through-Career" education and job training needs beyond high school.

You had convened a similar task force in 2013 to focus on public K-12 education. The outcome of that task force were 20 recommendations, which had, and continue to have, broad support among policymakers and education stakeholders. Those recommendations have served as the North Star for investing in and improving education in our public schools. This work was necessary and appropriate, but now you have recognized the need to take the next step and focus on quality and investment in the postsecondary end of the educational pipeline to ensure Idaho's institutions have the instructional, financial and infrastructural capacity to enroll Idaho students and provide the support needed so they persist and complete on time.

While some of the recommendations of the Higher Education Task Force are specific and detailed, others represent broader concepts that will require additional study and development. We all recognize there is much work to be done and that it will take time, but this is a first, important step to ensure an educated workforce in order for Idaho to remain competitive in the global economy.

We, and all the members of the Task Force, thank you for your vision and leadership in convening the group and allowing us the time and latitude to provide you with our collective ideas and recommendations. We remain ready to answer any questions you may have and to assist you in this important work.

Sincerely,

Dr. Linda Clark
Task Force Co-Chair

Bob Lokken
Task Force Co-Chair

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Executive Summary

On February 1, 2017, Gov. C.L. "Butch" Otter announced the creation of two new task forces, the Higher Education Task Force and Workforce Development Task Force, to study and recommend how best to address Idaho's "K-through-Career" education and job training needs beyond high school. The Higher Education Task Force (Task Force) was comprised of a broad and diverse group of stakeholders from across the state including representatives from the State Board of Education, presidents of the state's public colleges and universities, legislators, business leaders and students.

The 36 member Task Force assembled in February 2017 to begin discussion on how to deliver a roadmap for investment and support needed for the state's public colleges and universities to ensure high-quality and affordable public postsecondary education for all Idahoans. The primary focus of the Task Force was the state's goal that 60 percent of Idahoans between the ages of 25 and 34 attain a postsecondary degree or credential by 2020 and how to structure the state's higher education system to meet the Goal. Currently, 42 percent of Idahoans between 25 and 34 years of age have a postsecondary degree or credential.

The Task Force identified four areas of focus for research and discussion: the K-20 Pipeline; Access and Affordability; Funding Formula; and Outcomes Supporting 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.

Each of the five groups met regularly from February through September to research issues and further refine recommendations. They studied best practices, invited researchers and education stakeholders from other states to present findings on specific topics, and discussed how to develop recommendations that could be implemented in Idaho.

After eight months of study and deliberation, the Higher Education Task Force finalized recommendations at its September 15th meeting. After presentations from the chairs of the five work groups – the Task Force voted on each of the 13 recommendations presented. All recommendations were approved by unanimous vote.

Task Force co-chairs Dr. Linda Clark and Bob Lokken directed State Board of Education staff to eliminate redundancies within the recommendations resulting in the Access and Affordability Recommendations for Structural Change and System Improvements being combined with the Communication and Execution Work Group recommendation for Efficiencies, Cost Savings and Service.

The following page summarizes the final 12 recommendations of the Higher Education Task Force.

Higher Education Task Force
Members and Affiliation

Dr. Linda Clark, Task Force Co-Chair, President	Idaho State Board of Education
Bob Lokken, Task Force Co-Chair	Whitecloud Analytics
Dr. Rick Aman, President	Eastern Idaho Technical College
Emma Atchley	Idaho State Board of Education
Debbie Critchfield, Vice-President	Idaho State Board of Education
Dr. J. Anthony Fernandez, President	Lewis-Clark State College
Dr. Jeff Fox, President	College of Southern Idaho
Dr. Berton L. Glandon, President	College of Western Idaho
Matt Hauser, Student	College of Western Idaho
Dr. David Hill, Secretary	Idaho State Board of Education
Wendy Horman (R)	Idaho House of Representatives
Wendy Jaquet (D), Retired	Idaho House of Representatives
Bessie Katsilometes, VP of University Programs, Retired	Idaho State University
Ryan Kerby (R), House Education Committee	Idaho House of Representatives
Dr. Robert W. Kustra, President	Boise State University
Abby Lee (R), Senate Education Committee	Idaho State Senate
Kurt Liebich, President and CEO	RedBuilt
Dr. Rick MacLennan, President	North Idaho College
Steve Meyer, Partner	Parkwood Business Properties
Mike Mooney, President, Retired	Bank of the Cascades
Robert P. "Bob" Nonini (R), Senate Education Committee	Idaho State Senate
Arthur "Skip" Oppenheimer, Chairman and CEO	Oppenheimer Companies
Dr. David Pate, President and CEO	St. Luke's Health System
Park Price, Chairman	Bank of Idaho
Ilana Rubel (D)	Idaho House of Representatives
Josh Scholer, Student	Boise State University
Andrew Scoggin	Idaho State Board of Education
Don Soltman	Idaho State Board of Education
Dr. Chuck Staben, President	University of Idaho
Ray Stark, Senior Vice-President	Boise Metro Chamber of Commerce
Laird Stone, Trustee	College of Southern Idaho

Dr. Arthur C. Vailas, President   Idaho State University

Janie Ward-Engelking (D), Senate Education Committee   Idaho State Senate

Richard Westerberg   Idaho State Board of Education

Marilyn Whitney, Deputy Chief of Staff   Office of the Governor

Sherri Ybarra, Superintendent of Public Instruction   Idaho State Department of Education

K-20 Pipeline

Debbie Critchfield, Co-Chair
Park Price, Co-Chair
Wendy Horman
Bessie Katsilometes
Kurt Liebich
Rick MacLennan
Skip Oppenheimer
Chuck Staben
Janie Ward-Engelking
Sherri Ybarra

Outcomes Supporting Workforce

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Ray Stark, Co-Chair
Rick Aman
David Hill
Bob Nonini
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Access & Affordability

Emma Atchley, Co-Chair
Mike Mooney, Co-Chair
Bert Glandon
Matt Hauser
Ryan Kerby
Bob Kustra
David Pate
Ilana Rubel

Communication & Execution

Linda Clark, Co-Chair
Bob Lokken, Co-Chair
Wendy Horman
Richard Westerberg
Marilyn Whitney

Funding Formula

Wendy Jaquet, Co-Chair
Andy Scoggin, Co-Chair
Tony Fernandez
Jeff Fox
Abby Lee
Steve Meyer
Josh Scholer
Richard Westerberg
Marilyn Whitney

Recommendations

1. Efficiencies, Cost Savings and Service

We recommend the State Board of Education 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. Restate the 60% Goal

We recommend the State Board of Education restate 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.

"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 and that by June 30, 2025, 60% of the state's citizens between the ages of 25-34 shall have a postsecondary education (1,2,4, or more)".

3. Structural Change and System Improvements

We recommend the State Board of Education, public postsecondary educational institutions and the Public School (K-12) System 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. Guided Pathways (P-20)

We recommend the State Board of Education, public postsecondary educational institutions and the Public School (K-12) System 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.

5. **Improved Certificate and Degree Completion**
   We recommend the State Board of Education and public postsecondary educational institutions 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.

6. **Statewide Digital Delivery System**
   We recommend the State Board of Education, public postsecondary educational institutions, and State Department of Education establish a statewide digital delivery system – a digital campus that integrates and incorporates the current public system and partnering private institutions. This systems is scalable, high quality, accessible and affordable.

7. **Increased Funding for Scholarships**
   We recommend a systematic increase in available scholarship dollars to a level that will fund all eligible Idaho high school students while not losing sight of the goal of lowering cost and improving access.

8. **Outcomes-Based Funding Model**
   We recommend further careful analysis, working with a technical committee and outside experts, such as National Center for Higher Education Management Systems (NCHEMS), 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.

9. **Adoption of the Governor's Workforce Development Task Force Recommendations**
   We recommend full adoption of the Governor's Workforce Development Task Force Recommendations in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho's future workforce needs.

10. **Competency-Based System**
    We recommend the State Board of Education, public postsecondary educational institutions, State Department of Education, State Workforce Development Council and Industry shift the state's public Career and Technical Education programs to a competency-based model.

11. **Partner with Industry**
    We recommend the State Board of Education and public postsecondary educational institutions partner with industry to include more workplace experiences as part of certificate and degree programs.

12. **Workforce Training towards Degree or Certificate Completion**
    We recommend workforce training completed by an individual count towards degree or certificate completion.

COMMUNICATION AND EXECUTION

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	LONG-TERM ACTIONS
1) The SBOE should take immediate action to put a leadership structure in place necessary to execute the change in management needed to move higher education towards Systemness.	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) Develop a communications strategy around the necessity for bold structural change.	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 programing and students.
3) Establish the base operating budget needed for year one of this work (executive leadership, study and planning, communications).	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 Idaho State Board of Education will work with the Governor and the Legislature as needed to implement structural changes and efficiencies.

<u>60% Goal</u>

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 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 survivie and thrive in the changing economy.

2) Establish clear and measurable milestones – separate from 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 postsecondary 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 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.

Roadmap Model

60% by 2025 - Rampmap Model	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Population Data / Goals										
Population growth rate of incoming age	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%
Population of 25-34 age group	221,297	224,912	228,528	232,143	235,759	239,374	242,990	246,605	250,221	253,836
Population Goal - 60% of 25-34 yo	132,778	134,947	137,117	139,286	141,455	143,625	145,794	147,963	150,132	152,302
Roadmap to 2025	Baseline Data		Plan Targets							
Traditional Schools Target Growth in FTEs			1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Targeted Student FTE's	52,788	53,166	53,698	54,235	54,777	55,325	55,878	56,437	57,001	57,571
Traditional Schools Target Productivity Increase (award/FTE)			0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%
Trageted Productivity (award/fte)	26.7%	26.7%	26.8%	27.0%	27.1%	27.2%	27.4%	27.5%	27.7%	27.8%
Traditional Schools - Award Targets	14,096	14,197	14,411	14,628	14,848	15,071	15,298	15,528	15,762	15,999
	3.1%	0.7%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
New Schools Award Targets (New EICC and New Digital U)					100	300	600	900	1,200	1,600
Total Public School Awards	14,096	14,197	14,411	14,628	14,948	15,371	15,898	16,428	16,962	17,599
	3.1%	0.7%	1.5%	1.5%	2.2%	2.8%	3.4%	3.3%	3.2%	3.8%
Private School Awards (est. flat)	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Total Awards for the State	19,096	19,197	19,411	19,628	19,948	20,371	20,898	21,428	21,962	22,599
Percent of the awards granted to age group (75%)	14,322	14,398	14,558	14,721	14,961	15,278	15,674	16,071	16,471	16,949
									25-34 Age Group Awards	153,404
									Percent of 25-34 Age Group with Awards	60.4%

Owner

Idaho State Board of Education

Government & Industry Roles (if applicable)

The State Board of Education will work with the Governor and the Legislature to adopt and promote this new attainment goal.

K-20 PIPELINE

<u>Structural Change and System Improvements</u>

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	LONG-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.	1) **Workforce Skills Alignment** – Support and implement the strategies outlined in the work force development 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	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.

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.

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

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

<u>Guided Pathways (P-20)</u>

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	LONG-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.	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.

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.

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.

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) 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

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.
- 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.

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

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:
  (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.

ACCESS AND AFFORDBILITY

Statewide Digital Delivery System

Establish 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	LONG-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	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) **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.	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.

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.

3) Identify degree-granting institution for online degrees

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.

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) Bolster e-tutoring and e-mentoring

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

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

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

Increase Funding for Scholarships

Systemically increase scholarship 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	LONG-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.	1) Increase tax credit for scholarship donations
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.	2) Provide incentives for businesses to participate in paid internships and apprenticeships and co-ops
3) **Fund Adult Completers -** 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.	3) Recognize and reward institutions that increase availability of need-based funding
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

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.

FUNDING FORMULA

<u>Outcomes Based Funding</u>

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, pressure tested, and that proper weighting is provided for each of the formula's metrics. Metrics should include:

OUTCOMES BASED FUNDING FORMULA METRICS
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 FY19 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
Postsecondary Educational Institutions

OUTCOMES SUPPORTING WORKFORCE

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:

The recommendations of the Workforce Development Task Force 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 allow individuals in the workforce to be qualified for immediate employment while being able to adapt to change in the workforce. Recommendations of the Governor's Workforce Development Task Force include:

RECOMMENDATIONS OF THE GOVERNOR'S WORKFORCE DEVELOPMENT TASK FORCE

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 Technical Education Programs

SHORT-TERM ACTIONS	LONG-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.	1) Require student-centered career advising in higher education to transition to job placement that meets workplace expectations.
2) Adopt College and Career Readiness Competencies.	2) Develop Credit-bearing internships, apprenticeships and co-op programs to connect higher education and careers.
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.	

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.

<u>Competency-Based System</u>

Public Career Technical Education programs should shift to a competency-based model.

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	LONG-TERM ACTIONS
1) Meet with WGU and the Texas institutions to learn all of the facets of providing competency-based degree programs.	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) Complete degree program review to identify and document competencies that must be demonstrated in order to earn credits towards degree completion.	2) As degree programs are developed to meet high demand workforce needs, use competency-based model.
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.	

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.

Partner with Industry

The state's 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	LONG-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.	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.

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 North Idaho College, Lewis-Clark State College, College of Western Idaho, College of Southern Idaho, Idaho State University and College of Eastern Idaho.

SHORT-TERM ACTIONS	LONG-TERM ACTIONS
1) Evaluate opportunities for competency badges for employment and resume.	1) Establish a streamlined process for evaluating a creditworthiness of new industry employment experience or completion of training.
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.	

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.