

Remarks to Senate Education Committee January 14, 2019

Disclaimer is order: The Board can only take action or a formal position in an open public meeting, so the following views and opinions expressed are mine alone and do not reflect the official position of the State Board of Education.

1. What are the top priorities for your group for 2019?
 - a. Funding the 5th year of the Career Ladder is paramount
 - b. Continue work on implementations of the Higher Education Task Force recommendations
 - i. Developing and scaling Complete College America student success strategies across all eight institutions. This includes the development of clear and consistent pathways to a postsecondary credential across the system, ensuring dual credit is integrated into degree maps. Ensure college math requirements are aligned appropriately to degree programs (e.g., no longer using College Algebra/Pre-calculus as the default. Improving the delivery of remedial Math and English education, developing consistent statewide degree pathways (incorporating dual credit), delivering academic and student support strategies that meet the needs of adult learners, and increasing on-time graduation rates.
 - ii. Systems Integration Consultant: assessed current state of administrative operations at BSU, ISU, UI and LCSC. Identified opportunities for increases efficiency and effectiveness. Board work group to prioritize and sequence. Meeting with Gov for input and guidance.

c. Adult Promise Grant

- i. As a state we need a sizeable percentage of adults to earn a postsecondary certificate or degree in order to meet a 60 percent attainment rate by 2025.
- ii. Last year my staff applied for and received a \$400k grant from the Lumina Foundation to raise awareness about the Adult Learners Scholarship and to increase the number of Idaho adults who complete some form of postsecondary education – with priority given to military veterans, Hispanic/Latinos, Native Americans and other adults living in rural areas.
- iii. Pilot project in ten rural underserved counties: Adams, Boise, Camas, Clearwater, Custer, Gem, Idaho, Lemhi, Lewis and Shoshone. Include delivery of student advising and educational services for adults through community libraries those counties.
- iv. Launch outreach to prospective adult students in partnership with colleges, industry partners, and state and local agencies.
- v. Provide support for efforts among faculty to develop a clear and consistent statewide articulation for awarding credit for prior learning and military experience. Specifically, we will develop statewide academic and CTE equivalencies for work-based experience and prior learning assessments, such CLEP exams and courses/training transcribed on Joint Services Transcripts.
- vi. It is expected that these efforts will increase visibility for postsecondary opportunities available to adults, while also providing greater accessibility to the use of alternative learning toward the completion of a

postsecondary credential.

- d. Developing a statewide strategy for increasing access and affordability to college textbooks in high-impact courses, specifically those used for general education and dual credit purposes (and reducing the cost burden to districts).
2. What advances has your agency witnessed in the last 24 months regarding student growth and achievement?
 - a. Common Course Number for 43 courses
 - b. Implementation of Apply Idaho
 - i. 30,500 total apps
 - ii. 10,911 students (21,795 admitted)
 - iii. Average 2.9 apps per student
 - c. Dual Credit: between FY16 and FY17 we saw almost a 50% increase in the amount of dual credits earned (47% increase in headcount).
 - d. Fiscal Year 2014 through 2018, the percentage of postsecondary students taking remedial course has declined. In Fiscal Year 2014, 53% of first year students enrolled full time in community colleges were enrolled in math remediation, in 2018 that rate decreased to just under 48%.
 - e. Postsecondary Dashboard
 - i. dual credits, remediation, retention, degree progress, graduation, and degrees produced.
 - ii. boardofed.idaho.gov / Data & Research
3. If you could make any changes to general education and/or education policy, what two things would those be?

- a. Taking the long view, it is incumbent that state fundamentally rethink how it funds higher education. In simplistic terms, we currently fund our institutions based on total student credit hours delivered -- regardless of whether a student ever actually graduates and earns a degree or certificate. We should be paying for what we value, and what we value is degree completion, not just amassing credit hours. There are opportunities to be more strategic in how we fund higher education. We can't continue to do the same thing over and over again, and expect different results. We look forward to working with the Governor and the Legislature in developing a higher education funding model that recognizes student success and completion.

- b. Fixing the leaks in our Teacher Pipeline. Retention is clearly the primary issue facing Idaho's supply of highly effective teachers. Idaho's traditional educator preparation programs are steadily producing an average of 800 teachers annually and Idaho issues approximately 400 certificates to teachers from other states; this should be more than enough newly certified teachers to replace the average 500 teachers who retire and the 233 needed annually to address student population growth with hundreds to spare. However, five years of staffing data shows that at least 1,500 teachers leave the profession every year prior to retirement age. Teacher pay and the lack a robust mentoring and induction program are likely major contributors to Idaho's high rates of attrition. I would hope that we could continue to make meaningful progress in these areas.