



Report to the Community

3rd Issue

Supported by:



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A Message from the Treasure Valley Education Partnership

We are truly inspired by the work being done across the Treasure Valley, and are deeply moved by the support of so many organizations, businesses, and individuals who collectively partner and share a vision to ensure the success of every child, every step of the way, cradle to career.

Since our start six years ago, Treasure Valley Education Partnership (TVEP) has convened and strategically aligned the efforts of over 200 partners, organizations, businesses, and schools. In this report, we share not only our measures of success, but also the important stories behind the numbers. We invite you to learn more about how dedicated partners, donors, advocates, and volunteers are shifting the way they are working in the community every day. By working together toward targeted outcomes, we are building a more connected, collaborative, and vibrant community where every child can thrive.

Achieving TVEP's long term objective requires large scale systems change and will take generations to achieve. With this in mind, partners track progress toward our goals while testing strategies and taking actions that move us continually toward our target. We are united in our collective focus and pursue approaches to education that utilize national and local best practices.

The foundation of our framework includes:

- ✓ helping students achieve critical academic milestones;
- ✓ leveraging resources and expertise around common goals; and
- ✓ using data and continuous improvement to identify and evaluate the impact of strategies for improving student success.

We thank you for your generous and continued support and partnership. If you are new to TVEP and would like to be part of this effort, we invite you to join our coalition. Our success shows we are more powerful together than alone in this work and we look forward to what we can achieve when we align efforts around children.



Mike Satz, TVEP Chair
Associate Vice President and
Executive Officer
University of Idaho Boise and SW Idaho



Wendy Johnson
TVEP Vice Chair, and
Superintendent
Kuna School District



Jessica Ruehrwein
Executive Director
TVEP

About TVEP

The Treasure Valley Education Partnership (TVEP) is a collective impact initiative aimed at increasing student achievement and success from cradle to career in Idaho's Treasure Valley. The effort began in 2011, and brought together over 200 individuals and organizations to establish a common agenda and a data informed approach to collaborative action.

TVEP engages and coordinates a diverse network of community partners (including early childhood educators, local school districts, post-secondary institutions, nonprofit organizations, government entities, foundations, and businesses) to align efforts and resources around our shared community vision and goals. TVEP provides a forum where partners can link their services and resources across an education system that serves over one-third of the students and youth in Idaho.

Our Vision

Ensure the success of "every child, every step of the way, cradle to career."

Our Mission

To advance a world class education system in the Treasure Valley.

Our Goals

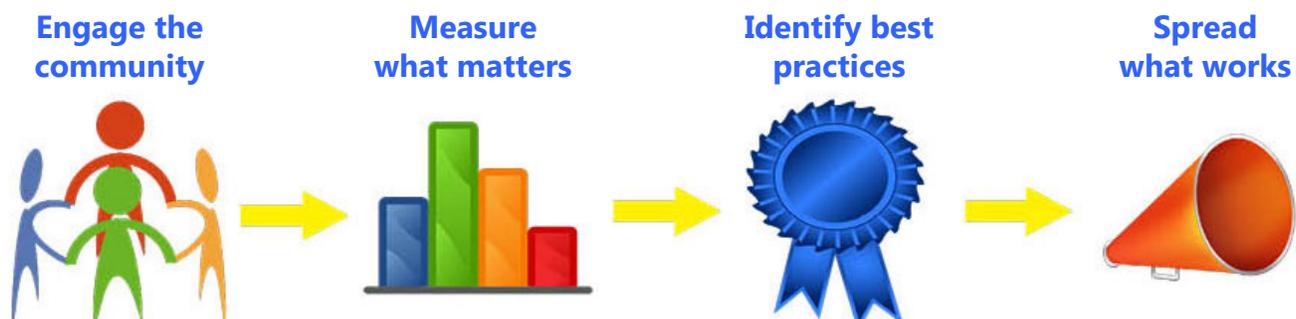
TVEP has six main goals, identified by our community, that we believe are critical in a child's pathway to success. We aim to reach these goals through collective work and the aligned efforts of hundreds of community partners and individuals.

By uniting and focusing the strength of multiple partners, TVEP aspires to achieve systems change and improve student outcomes in a measureable and lasting way. Working groups are at the core of what we do. Each group, comprised of approximately 30 partners, takes action to move collective goals.

TVEP works to ensure that every child:

- **Is Prepared for School**
- **Succeeds Academically** and **Is Supported Inside and Outside of School** (*merged*)
- **Enrolls in and Completes Some Form of Education Beyond High School**
- **Enters Their Career of Choice** and **Is Supported Through Meaningful Career Progression** (*to be launched*)

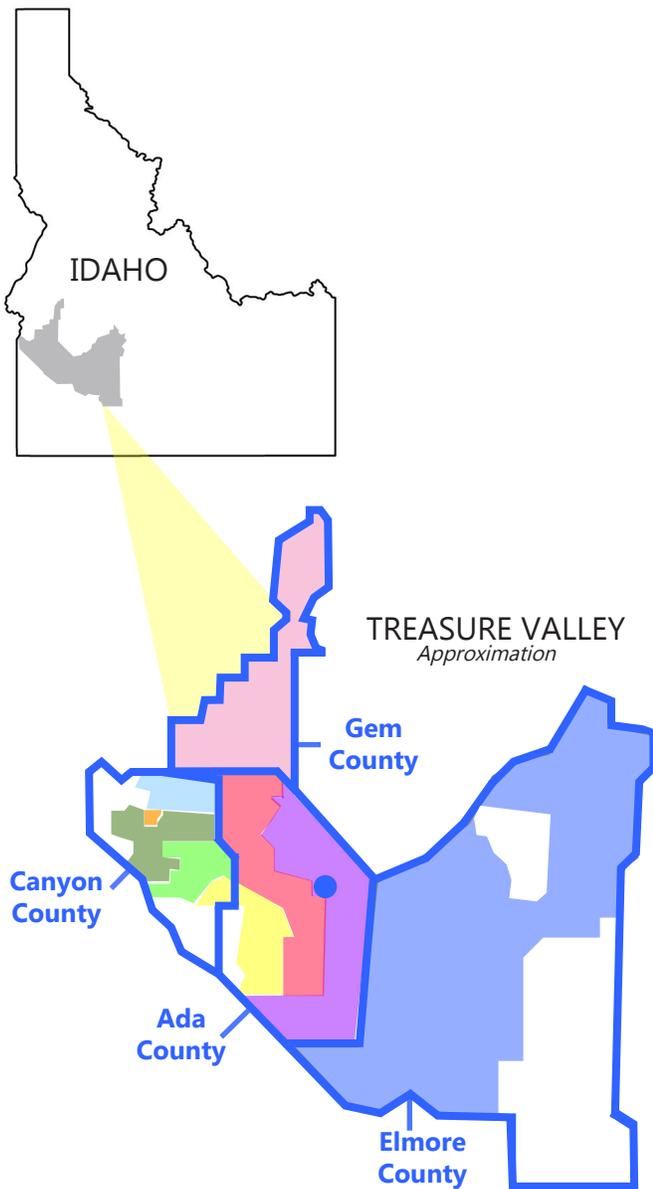
Our Process



Community Snapshot

The TVEP footprint spans four Southwest Idaho counties (Ada, Canyon, Elmore, and Gem) and includes multiple cities and towns. Our education partners serve more than 200,000 children, youth, and students across 9 school districts and 6 universities and colleges in the Treasure Valley. They include the 9 Southern Idaho Conference (SIC) school districts (see key) and Bishop Kelly High School, and 6 universities and colleges (Boise State University, College of Western Idaho, Idaho State University, Northwest Nazarene University, Treasure Valley Community College, and the University of Idaho).

More than a third of Idaho's public primary and secondary school students attend one of the schools in TVEP's footprint and roughly 40% of Idaho children younger than 6 years old reside here.



659,328	
POPULATION OF TREASURE VALLEY IN 2015 ¹	
237,397	36%
POPULATION OF YOUTH AGES 0-24 ¹	
45,925	7%
CHILDREN UNDER 6 YEARS OLD ¹	
163,798	39%
POPULATION AGE 25+ WITH ASSOCIATES DEGREE OR HIGHER ²	
112,121	27%
POPULATION AGE 25+ WITH SOME COLLEGE BUT NO DEGREE ²	
105,865	25%
POPULATION AGE 25+ WITH HIGH SCHOOL DIPLOMA ONLY ²	

SIC SCHOOL DISTRICTS

- Boise
- Caldwell
- Emmett
- Kuna
- Middleton
- Mountain Home
- Nampa
- Vallivue
- West Ada
- Bishop Kelly High School

Need and Opportunity

Across the Treasure Valley we have seen a shift in our student population with growth in student diversity and students living in poverty. A recent report by the United Way of Treasure Valley reveals that 4 in 10 Treasure Valley households struggle to even afford the basics of a household budget. See United Way’s ALICE Report at www.unitedwaytv.org.

While each of our partner school districts are unique and face their own distinct challenges, every school district has seen a growing number of students who must overcome poverty-related obstacles to succeed in school and life. TVEP strives to help students overcome these obstacles. To do so, we have to confront them head on, look at what students need to succeed, and make the necessary changes to better serve all students and their families.

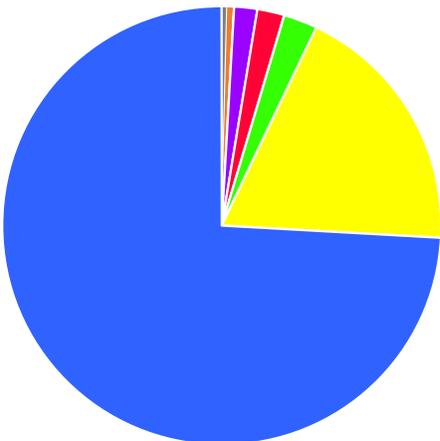
TVEP believes it is important for all students to have access to resources and opportunities necessary for a high quality education. However students who are furthest behind their peers require additional resources to catch up and succeed. Children who are not prepared when they enter kindergarten and lack access to resources outside of school often continue to fall behind academically in each subsequent school year. By the end of 5th grade, disadvantaged youth are nearly 3 grade-levels behind their more affluent peers in Reading.³

In order to address this issue, we will need to collect and disaggregate data by key subpopulations such as race, ethnicity, income, and gender. Finding the disparity in academic performance between groups of students will help TVEP direct resources and support to those students and communities most in need.

108,471	
TOTAL NUMBER OF STUDENTS ENROLLED IN K-12, SIC DISTRICTS 2014-15 ⁴	
50,021	46%
STUDENTS WHO QUALIFY FOR FREE OR REDUCED LUNCH ⁴	
28,095	26%
K-12 STUDENTS OF COLOR ⁴	
10,705	10%
STUDENTS WITH SPECIAL NEEDS ^{*4}	
5,391	5%
ENGLISH LANGUAGE LEARNERS ^{*4}	

*Definition of Students of Color, English Language Learners, and Students With Special Needs are Provided on Page 25.

Student Ethnicity
K-12 SIC Districts
(2014-2015)



	%	Total
White	74.1%	80,376
Hispanic	18.8%	20,408
Two or More Races	2.5%	2,694
Asian or Asian/Pacific Islander	2.0%	2,151
Black	1.7%	1,796
American Indian/Alaska Native	0.5%	572
Hawaiian Nat./Pacific Islander	0.4%	474

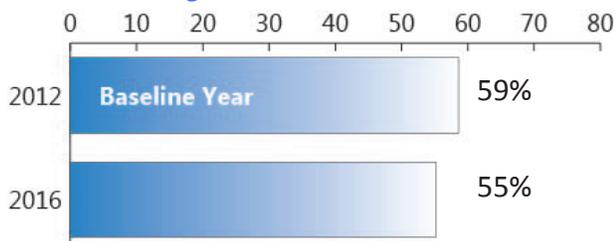
Overview of Our Community Indicators

For each of our community goals, our partners have adopted common measures of student success that we track and publish in this report. These measures, **Community Indicators**, are shared below and are considered critical academic milestones for students from cradle to career. Using these measures our partners focus their attention on our community's most urgent needs, prioritize existing resources, and target local efforts to best support our children, students, and youth. (All measures below include students from all SIC school districts. Bishop Kelly High School is only included in National Student Clearinghouse [NSC] data.)

Goal: Every child is prepared for school

TVEP adopted the Fall Kindergarten Idaho Reading Indicator (IRI) as their common measure of a child's kindergarten readiness. The IRI assesses the literacy skills that each child should have mastered at the time of testing and whether the child's skills are on grade level. A student scoring at benchmark indicates he/she is performing at grade level.

Percent of kindergarteners scoring at benchmark on the Fall Kindergarten IRI⁵



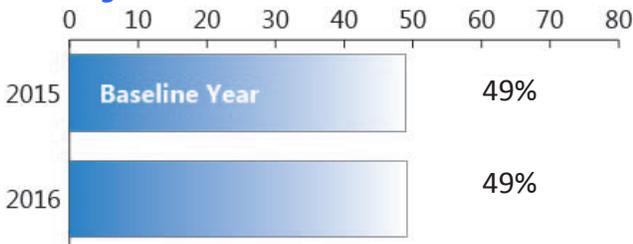
SIC SCHOOL DISTRICTS

- Boise
- Caldwell
- Emmett
- Kuna
- Middleton
- Mountain Home
- Nampa
- Vallivue
- West Ada
- Bishop Kelly High School (for NSC data only)

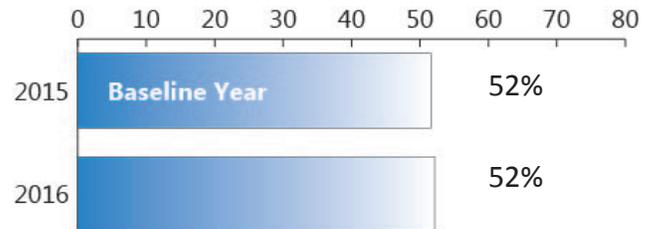
Goal: Every child succeeds academically

For students in grade and middle school, TVEP adopted the Idaho Standard Achievement Test (ISAT) as their common measure of academic progress. The ISAT measures student mastery of state standards in reading, language, and mathematics. A student scoring proficient indicates he/she is performing at grade level. The ISAT test changed in 2014, the first year of data from the new test was available in 2015.

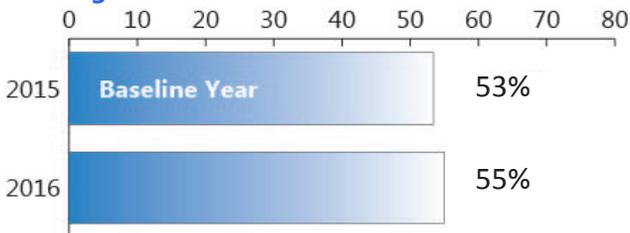
Percent of 3rd graders scoring proficient on the Reading ISAT⁶



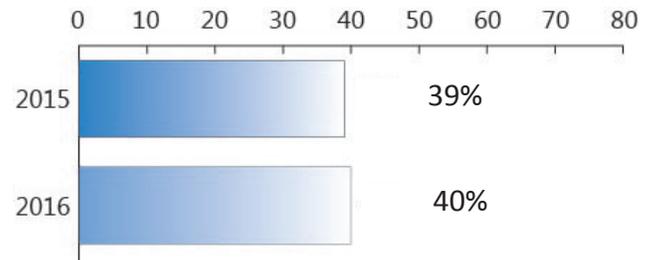
Percent of 3rd graders scoring proficient on the Math ISAT⁶



Percent of 8th graders scoring proficient on the Reading ISAT⁶

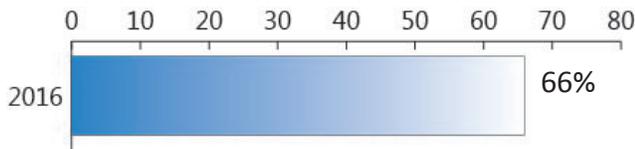


Percent of 8th graders scoring proficient on the Math ISAT⁶

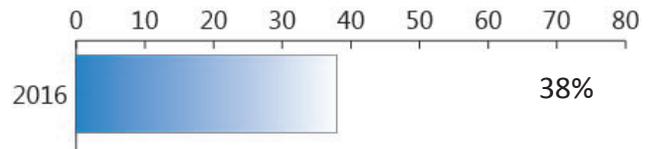


TVEP adopted the College Board Standard Achievement Test (SAT) as their common measure of a high school student’s college readiness. Students are considered college- and career-ready when their SAT section scores meet benchmarks established by the College Board. These benchmarks are 480 or higher on the Evidence-Based Reading and Writing section and 530 or higher on the Math section. The SAT test and college readiness benchmark changed in 2016. This is the first year that results from the new test are available.

Percent of **11th graders** scoring 480 or higher on the SAT Evidence-Based **Reading and Writing** Section⁷



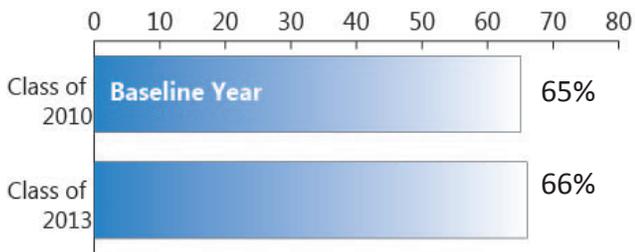
Percent of **11th graders** scoring 530 or higher on the SAT Evidence-Based **Math** Section⁷



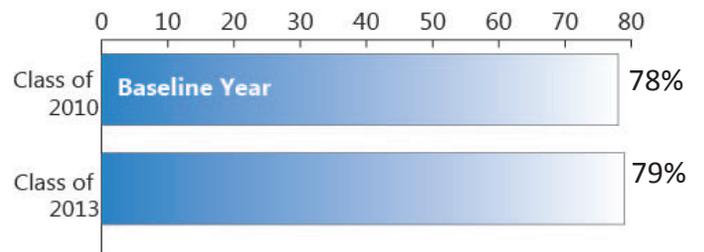
Goal: Every child enrolls in and completes some form of education beyond high school

TVEP partner districts and schools chose National Student Clearinghouse enrollment, persistence, and attainment data as their common measure of a student’s progress toward earning a postsecondary credential. Data includes Bishop Kelly High School.

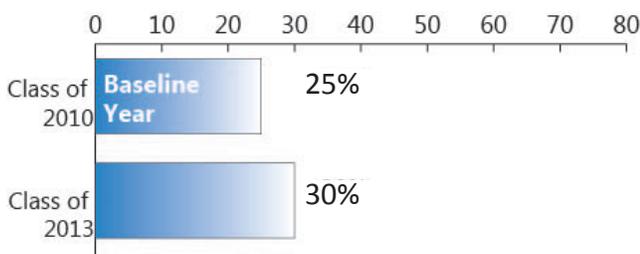
Enrollment: Percent of high school graduates from SIC school districts who enter post-secondary education within 2 years of HS graduation⁸



Persistence: Percent of college freshmen who enrolled within a year of graduation from one of SIC school districts and returned for their sophomore year of college⁸



Attainment: Percent of high school graduates from SIC school districts who obtain a degree within 6 years of HS graduation⁸



The Heart of Our Work

Working groups are the heart of TVEP, and each group, comprised of approximately 20-30 partners and supported by partnership staff, convene regularly to take action toward one of our six community goals.

TVEP currently has three active working groups that have prioritized an indicator and strategies around which to concentrate their efforts. Working group members agree on short and long term targets and then commit to alignment of action and the consistent use of data to tell whether their collective action is impacting change.

Goal	<p>Every Child is Prepared for School</p>	<p>Every Child Succeeds Academically, and Is Supported Inside and Outside of School</p>	<p>Every Child Enrolls in and Completes Some Form of Education Beyond High School</p>
			
Priority Community Indicator	<p>% of children who score at benchmark on the Fall Kindergarten Idaho Reading Indicator (IRI)</p>	<p>% of students who score proficient or higher on the 3rd grade Reading ISAT</p>	<p>% of high school graduates who enter postsecondary education within 2 years of graduation</p>
Strategies	<p>Adopt and implement a common screener to measure literacy skills and track growth in young children prior to entering kindergarten.</p> <p>Use student level data to focus efforts and target resources on helping children with the greatest need.</p> <p>Train preschool teachers to use the screener results to inform classroom instruction.</p> <p>Increase preschool teachers' knowledge of targeted, skill-based early literacy lessons through professional development workshops and coaching support.</p>	<p>Identify and enhance community and school partnerships that ensure students are reading on grade level.</p> <p>Increase students' access to books and quality out-of-school time learning with a focus on increasing literacy skills.</p>	<p>Increase the number of high school seniors who complete applications for financial aid, scholarships, and college admissions.</p> <p>Implement a Senior Exit Survey to better understand students' career goals, barriers to enrollment, and plans for life after high school.</p> <p>Coordinate and align efforts to support student enrollment and ensure successful transitions from high school to college or career training.</p>



Every Child is Prepared for School

"I care about children being successful from birth to adulthood. I want to make a difference in the life of a child and their family."

*-Phyllis Vernon, Prepared for School partner, and
School Readiness Specialist
Western Idaho Community Action Partnership*

Message from Prepared for School Chairs

TVEP's Prepared for School working group has focused on ensuring that every child has the basic literacy skills they need when they enter school. Consistently since 2007, fewer than 6 in 10 Treasure Valley kindergarten students enter school ready to learn to read as measured by the Idaho Reading Indicator (IRI).

For children from low-income families, only 4 in 10 students meet this benchmark. This is concerning, considering that children with higher levels of school readiness at a young age are more successful in school, are less likely to drop out, and earn more as adults.

Quality early childhood care and education matters. Early on in our work, we recognized that our early childhood providers needed a way to determine if their program is preparing children for success in kindergarten. As a potential solution, partners selected the *Get Ready to Read!* © screening tool to track and monitor student growth in key early literacy skills.

Guided by the Lee Pesky Learning Center, our early childhood partners learned how to use the *Get Ready to Read!* © screener to design targeted, skill-based support strategies to meet each child's specific needs. Through its use in a variety of early childhood care settings, we discovered that if a child does well on the screener, he or she is likely to enter kindergarten with the literacy skills needed to be successful.

We also found that more preschool-aged children from early childhood sites with income eligibility requirements lacked basic early literacy skills when compared to sites without income restrictions for enrollment. Further, children who lacked these basic skills struggled to gain them prior to kindergarten. As a result, we have partnered with more early childhood providers who are working in communities that demonstrate the greatest need; high levels of poverty and fewer students entering kindergarten with the basic literacy skills required to be successful.

During the 2016-2017 school year, we expanded our work to offer intensive coaching support for early childhood providers in communities of need and have begun to explore ways to engage parents/guardians in this important work. Collectively, we are building models for success to ensure that every child is prepared for school.



Mary DeWalt
Prepared for School Co-Chair, and
Director
Ada Community Library



Dr. Cindy Roberts
Prepared for School Co-Chair, and
Director of Curriculum
Emmett School District

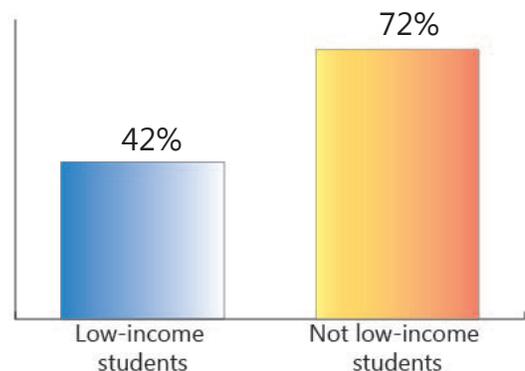
Our Challenge

In 2016, 45% of Treasure Valley kindergartners scored below benchmark on the fall Idaho Reading Indicator (IRI). For our partner school districts with higher poverty rates, the percent of kindergartners who scored below benchmark on the fall IRI is even greater (60-80%).

Children who enter kindergarten without the basic skills that they need to succeed in school rarely catch up to their peers without resource-intensive early intervention. Letter and number recognition, verbal skills and language complexity, listening, and social skills are just some examples of readiness skills that can prepare a child to succeed in kindergarten.

Percentage of Kindergartners, by income level, who score at or above benchmark on the Fall Kindergarten IRI*

*Results are for Fall 2013 and include students from all SIC districts. Since 2013, some SIC districts have opted to serve free meals to all students in low income schools through the Community Eligibility Provision. Therefore an accurate count of students who are eligible for free or reduced lunch is not available for more recent years.



Our Aim

To increase the percent of children in the Treasure Valley who demonstrate basic literacy skills prior to entering Kindergarten.

Our Strategies

- Adopt and implement a common screener to measure literacy skills and track growth in young children prior to entering kindergarten.
- Use student level data to focus efforts and target resources on helping children with the greatest need.
- Train preschool teachers to use the screener results to inform classroom instruction.
- Increase preschool teachers' knowledge of targeted, skill-based early literacy lessons through professional development workshops and coaching support.

Our Impact

In 2012, a group of educators, childcare providers, and early childhood education advocates from across the Treasure Valley formed the Prepared for School working group with the focus of improving early literacy skills in preschool-aged children. Partners committed to use data to guide efforts, collectively mobilize the community, and utilize existing resources.

The Prepared for School partners realized their efforts could only effectively improve what could be measured, so they adopted the *Get Ready to Read!* © screener - a tool any teacher could use to assess and monitor early literacy skills and growth in 3 to 5 year old children.

During the first phase of their collective work, the Lee Pesky Learning Center developed trainings and a team of volunteer proctors was chosen to partner with our childcare and preschool providers to implement the *Get Ready to Read!* © screener. The purpose was to use the tool in a variety of childcare and preschool settings to gain insight into the literacy skills and education needs of children at those centers.

Preschool teachers and caregivers were then trained on how to interpret each individual child's results and were given ideas for literacy activities and lessons to use in their classrooms. Feedback from participating teachers and caregivers was extremely positive and several partner providers adopted the *Get Ready to Read! ©* screener as an essential part of their program.

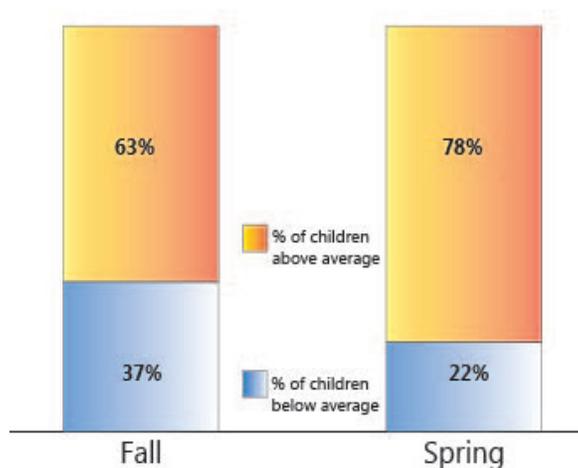
Results from the last few years demonstrate the importance of quality early childhood learning opportunities in the development of a child's early literacy skills. Each year, the percent of children at our partner childcare and preschool providers who score average or above has increased from fall to spring.

Despite this notable accomplishment, the *Get Ready to Read! ©* screener results also revealed that a higher percent of children from low-income families lack basic early literacy skills when compared to their more affluent peers. In addition, children who lack basic early literacy skills (scoring below average on the screener) in the fall have difficulty gaining these skills by the spring.

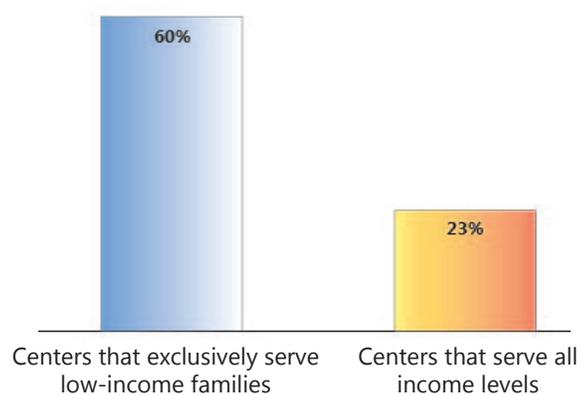
With this information in hand, the Prepared for School group sought to expand their partner childcare and preschool providers to include more centers located in the communities of greatest need. These sites were provided trainings on how to use the screener data to impact student success with a focus on best practices for early literacy instruction.

During the 2016-2017 school year, partner providers expanded the project to offer intentional teaching strategies to determine how best to help preschool teachers prepare their students for kindergarten. In addition, the Prepared for School working group is developing broad-scale messaging about what it means for a child to be "ready for kindergarten" and are evaluating ways to inform and engage parents/caregivers in their child's early learning.

Literacy growth from fall to spring on the *Get Ready to Read! ©* screener (193 total children)



Percent of children who scored below average on the fall *Get Ready to Read! ©* screener



PREPARED FOR SCHOOL PARTNERS

ABC's & 123's - Ada Community Library - Boise School District - Caldwell School District - Community Council of Idaho - Eagle Adventist Preschool - Early Childhood Coordinating Council - Education Northwest - Emmett School District - Giraffe Laugh Early Learning Center - Idaho Association for the Education of Young Children - Idaho Department of Health and Welfare - Idaho Public Television - Idaho STARS - IDEal College Savings - Kuna School District - Learning Lab - Lee Pesky Learning Center - Little Learners - New Horizon Academy - Parents as Teachers - Treasure Valley YMCA - Turner Center - Vallivue School District - Western Idaho Community Action Program



**Every Child
Succeeds
Academically**

**"We all have a part in building a strong
and successful future for the children in our
community and education is the way to do that."**

*-Emily Johnson, Succeeds Academically partner, and
Chief Operating Officer*

Big Brothers Big Sisters of SW Idaho

Message from Succeeds Academically Chairs

TVEP's Succeeds Academically group began work together over a year ago by exploring partnership opportunities to collectively impact one academic achievement benchmark in kindergarten through 12th grade. K – 12 academic achievement is no small task! As a starting point, partners reviewed local data trends for each of the selected community indicators: 3rd and 8th grade reading and math, and 11th grade reading, math and writing. As a group, we reached consensus on a 3rd grade reading focus. This was based on influencing factors and partners' expertise, passion, and existing relationships.

From there we examined current bright spots and national best practices relating to 3rd grade reading proficiency. We developed a shared understanding of literacy and collectively brainstormed project ideas in communities of high need. Data shows us that students are making remarkable progress during the school year, yet there is significant loss of learning over the summer months in some areas. This resulted in consensus to focus efforts around increasing students' access to books and quality out-of-school time learning that reinforce and enhance literacy skills.

Thanks to dedicated partners and TVEP staff, we are well on our way to coordinating and planning a pilot literacy project this summer. We are focusing our efforts on bringing in services and aligning resources that currently exist in order to impact young children during the summer months when they may not otherwise have access to learning opportunities. This fall we will gather data to see if our efforts had an impact and/or set benchmarks for future years.

We will start small, learn from our experience, monitor and adjust, and plan for broader application. We appreciate the dedication and focus of those who have been involved with this effort and look forward to implementing our first pilot project!



Dr. Ann Farris
Succeeds Academically Co-Chair, and
Boise Area Director
Boise School District



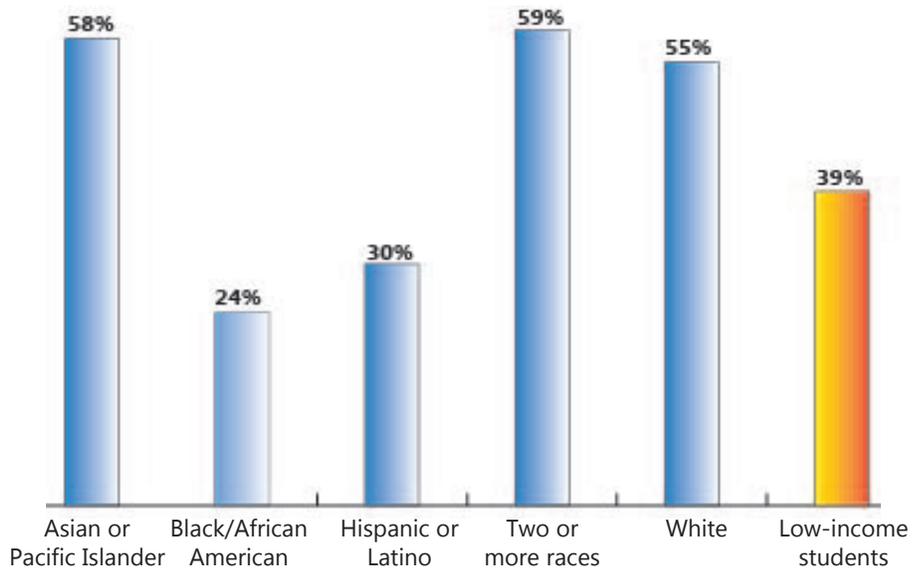
Marie Hattaway
Succeeds Academically Co-Chair, and
Program Director
Idaho Afterschool Network

Our Challenge

In 2016, 49% of 3rd graders in SIC school districts scored proficient on the Idaho Standard Achievement Test in Reading. For our students of color and low-income students, the percent of students who are reading proficiently by 3rd grade is much lower.

Proficiency in early grade reading is one of the strongest predictors of a student's future academic success. Students at or above grade level reading in earlier grades graduate from high school and attend college at higher rates than those reading below grade level. Children who lag behind their peers in the early grades often struggle to catch up. More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities.³

Percent of 3rd graders in our partner districts that were reading at grade level in 2016⁶



Our Aim

To increase the percent of Treasure Valley students who are reading at grade level by 3rd grade.

Our Strategies

- Identify and enhance community and school partnerships that ensure that students are reading at grade level.
- Increase students' access to books and quality out of school time learning with a focus on increasing literacy skills.

Our Impact

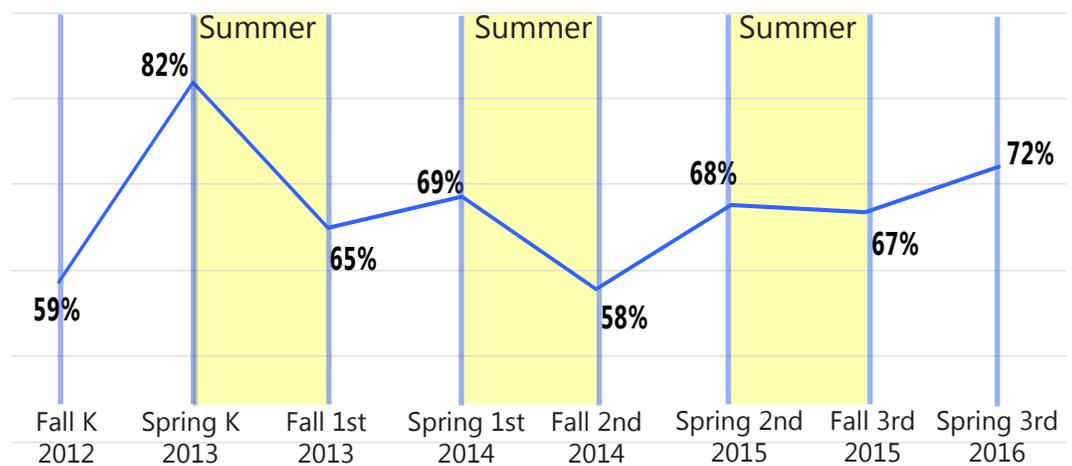
The Succeeds Academically working group formed in January 2016 when community stakeholders and experts first came together with the goal of impacting student success. Within the first couple months of meeting, working group members reviewed local academic data trends, examined the various factors that influence student achievement, looked to the shared capacity of the group, and selected 3rd grade reading as the collective focus for their work.

The working group looked to community partnerships across the nation to see what other groups were doing to advance 3rd grade reading proficiency – and to envision what collaborative action around grade-level reading might look like in the Treasure Valley.

With this narrowed focus, the Succeeds Academically group further explored literacy screener data for students from kindergarten through 3rd grade and saw evidence of “summer slide” – which occurs when students lose some of the achievement gains they made during the school year over the summer months.

Research shows that summer learning programs can help students maintain or even increase their academic skills over the summer months, especially in reading. With this in mind, partners used information gathered in the 2016 Idaho Afterschool Network program survey to map where students in the Treasure Valley lack access to summer programs.

Percent of students from SIC districts who entered kindergarten in 2012 and performed at benchmark on grade level IRI tests⁵



In summer 2017, Succeeds Academically partners will pilot a literacy program in locations with demonstrated summer learning loss and where summer programs and resources are lacking for young children. In order to help students maintain their reading skills over the summer, partners will coordinate guided literacy activities at locations where children and families can receive free lunch through feeding programs. In addition, because only 1 out of 300 low-income children in Idaho owns books, every child who attends will select a free book to take home from the books collected at United Way of Treasure Valley’s annual book drive. Data will be collected to evaluate the impact of coordinated activities on students’ 3rd grade reading performance.

PREPARED FOR SCHOOL PARTNERS

- Big Brothers Big Sisters of Southwest Idaho - Boise Parks and Recreation - Boise School District - Boys & Girls Club of Ada County - Caldwell School District - City of Boise - Education Northwest - Emmett School District - Idaho Afterschool Network - Idaho Reads - Idaho Commission for Libraries - Idaho Department of Labor - Idaho Public Television - IDEal College Savings - Kount - Kuna School District - Meridian Libraries - Mountain Home School District - Nampa School District - Office of the State Board of Education - United Way of Treasure Valley - Vallivue School District



**Every Child
Enrolls in Some
Form of
Education Beyond
High School**

**"We believe in equal opportunity for
post-secondary access and completion,
regardless of race, class, status, or age."**

*-Meg Stephenson, Beyond High School Partner, and
Project Director*

University of Idaho Educational Opportunity Center

Message from Beyond High School Chairs

The work of the Beyond High School group is focused on helping students enroll in and complete some form of education beyond high school. Achieving this goal is important to the future of our state and our economy. Having an educated society improves the lives of everyone around us. It takes years to make a cultural change, and we feel honored and proud to be part of this important work.

With TVEP's collective impact approach, we are working together to identify ways to increase the number of Treasure Valley students who enroll in post-secondary education; through support in completing the Free Application for Federal Student Aid (FAFSA) and college applications, to surveying Treasure Valley seniors about their plans after high school.

Progress for the Beyond High School work group has been small in numbers but big on impact. FAFSA completions, Idaho Opportunity Scholarships, and college application numbers are all steadily increasing at our seven target high schools. But the bigger difference we are making is the culture, the promotion of "going on", and the shift in conversation around the dinner table to talk about education beyond high school.

The future of the Beyond High School work group leaves so much opportunity for continued growth and change. Making a big impact takes a long time and we believe the future holds a lot of promise as long as we continue on the same path. We must continue to shift the conversation in order to change the culture. FAFSA completion is just one small piece in this puzzle. We are proud to be a part of TVEP and look forward to progressively making an impact on Idaho's go-on goals.



Renee Rehder
Beyond High School Co-Chair, and
Senior Associate Director
Enrollment Services and Scholarships
Boise State University



Kim Johaneck
Beyond High School Co-Chair, and
Lead Faculty
First Semester Experience
College of Western Idaho

Our Challenge

Sixty-six percent of all high school graduates from our partner school districts entered post-secondary education within 2 years of high school (Class of 2013). Historic data indicates that fewer than half of these students are likely to complete a degree within 6 years of high school graduation.

Our 21st century global economy demands education beyond high school. By 2020, more than 60% of the jobs in Idaho will require a degree, certificate or career credential⁹. Currently, only 39% of adults (25 years and older) in the Treasure Valley have an associates degree or higher². While college enrollment and degree attainment rates have steadily increased over the years, the demand for skilled and college-educated workers continues to outpace the supply.

Our Aim

Increase the percent of high school graduates who enroll in a 2 or 4 year college or university within 2 years of high school graduation.

Our Strategies

- Increase the number of high school seniors who complete applications for financial aid, scholarships, and college admissions.
- Implement a Senior Exit Survey to better understand our students' career goals, barriers to enrollment, and plans for life after high school.
- Coordinate and align efforts to support student enrollment and ensure successful transition from high school to college or career training.



90%
of high school seniors
who complete a FAFSA
application proceed
directly on to college¹⁰

Our Impact

Since 2013, the Beyond High School working group has been focused on helping students transition from high school to a post-secondary degree or certificate program. Working group partners leverage existing resources to support student enrollment, share better practices and participate in data-informed discussions that lead to collective action to ensure every student enrolls in and completes some form of education beyond high school.

From the start, the Beyond High School partners recognized college affordability as a barrier to college enrollment and agreed to focus their collective efforts on increasing the number of Treasure Valley students who complete the Free Application for Federal Student Aid (FAFSA).

As a first step, partners initiated a FAFSA competition between 4 target high schools, providing incentives and a grand prize Senior Party for the school with the highest FAFSA completion rate at the end of the school year. In the first year of the competition, FAFSA completion rates increased by 5% across all target schools and the winning school increased by 9%. Recognizing success, the work group coordinated another competition the following year and added 2 additional schools. However, the results weren't as impressive, FAFSA completion rates went down in all but the winning school.

In keeping with their commitment to continuously improve, the Beyond High School partners carefully considered the impact of different strategies from the previous two years. They gathered feedback and reviewed local, state, and national best practices.

The working group learned that students benefited most from one-on-one assistance and individualized follow-up to complete the FAFSA, that school-wide teams were crucial to building capacity and overall success, and that counselors often lacked training on college financial aid and affordability.

Partners implemented a variety of strategies that demonstrated success. Collectively they:

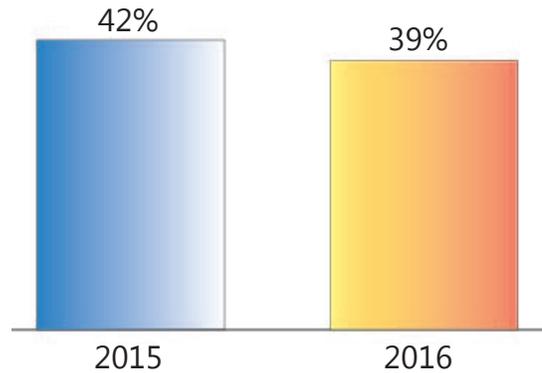
- Created a combined online source of information for schools, students and families.
- Aligned 4 initiatives to provide targeted support for students (Direct Admissions, College Application Week, Idaho Opportunity Scholarship, and FAFSA).
- Provided incentives from local businesses for students to complete their FAFSA and Idaho Opportunity Scholarship application.
- Worked with State agencies to provide counselors with more frequent reports on individual students' FAFSA completion status.
- Contacted Spanish-speaking families to personally invite them to FAFSA nights where bilingual support was provided.
- Held financial aid trainings for school counselors and leaders to empower them to better assist students and families with the FAFSA process.
- Encouraged schools to form teams and to set their own goals for FAFSA, scholarship, and college application completions.
- Created and implemented the first-ever Senior Exit Survey across the Treasure Valley to help inform their work.

Through these collective efforts, three-fourths of the seniors at our 7 target schools in 2016-17 completed a college application and the number of Idaho Opportunity Scholarship applications nearly doubled from the prior year. In addition, FAFSA completions at TVEP's target schools are up 7% from the same time last year (it is important to note that beginning last fall, the FAFSA was available earlier on October 1).

Partners have learned there is no one approach that will work to support student enrollment. Developing a variety of methods to address the problem and continuously improving the approach over time is the key to success.

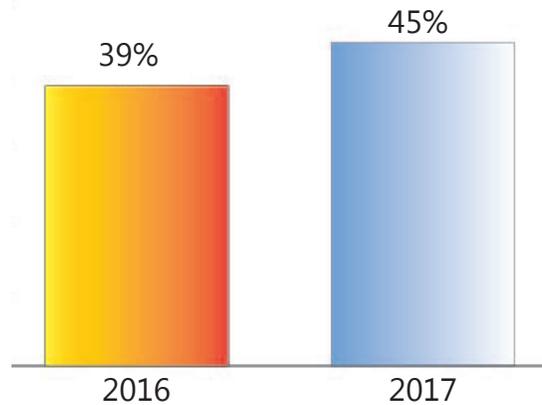
Percent of seniors from TVEP target high schools that completed a FAFSA application 2015-16¹¹

Caldwell, Columbia, Frank Church, Kuna, Meridian, Mountain Home, Nampa



Percent of seniors from TVEP target high schools that completed a FAFSA application 2016-17¹¹

Caldwell, Columbia, Frank Church, Kuna, Mountain Home, Nampa, Vallivue

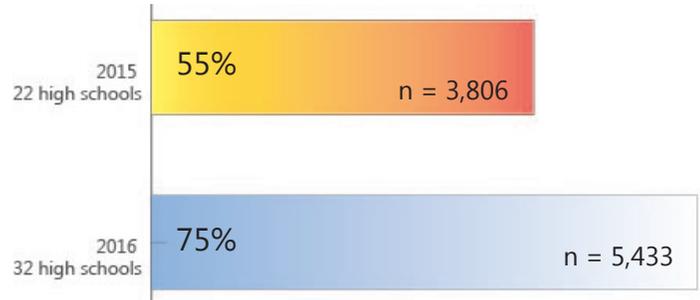


Senior Exit Survey

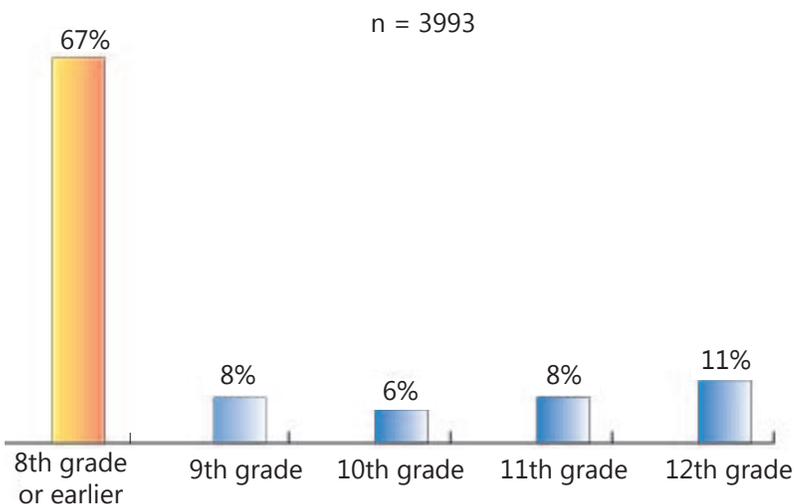
In an effort to gather first-hand information from seniors about their educational plans and aspirations for life after high school, the Beyond High School group has conducted a Senior Exit Survey for all interested partner high schools in the Treasure Valley since 2015. Response rates increased significantly from 2015-2016.

For the class of 2015 and 2016, 69% and 74% of seniors surveyed said that they planned to enroll the fall after graduation, respectively. More than 1,000 seniors surveyed said they did not intend to enroll in the fall immediately after high school; the most common reasons for not enrolling immediately after high school included taking a year-long break, going on a religious mission, needing an income, and not being able to afford college.

Senior Exit Survey Response Rate



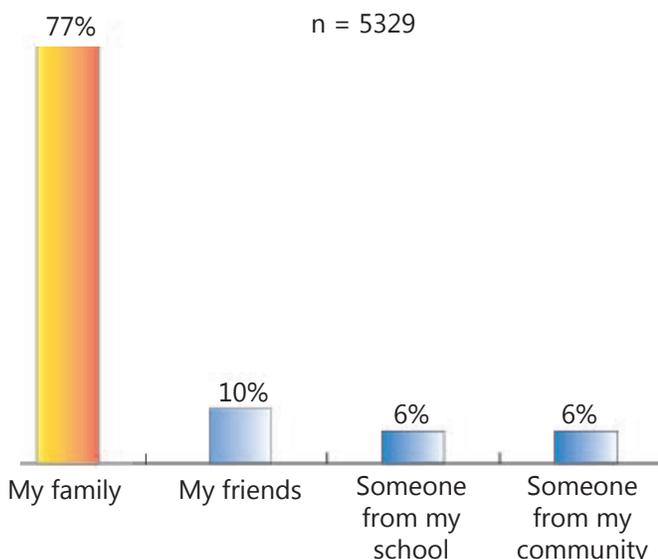
When did you decide you were going to continue your education after high school?



The survey results confirmed that high school students viewed finances as a barrier to enrollment and suggest that students can benefit from more information regarding the real cost of higher education and the student loan process.

Survey responses about when students make the decision to go on to college highlight the importance of career and college-ready curriculum, especially in early and middle grades, to help students and families plan for education beyond high school. Sixty-seven percent of seniors who decided to continue their education beyond high school said they made this decision in 8th grade or earlier.

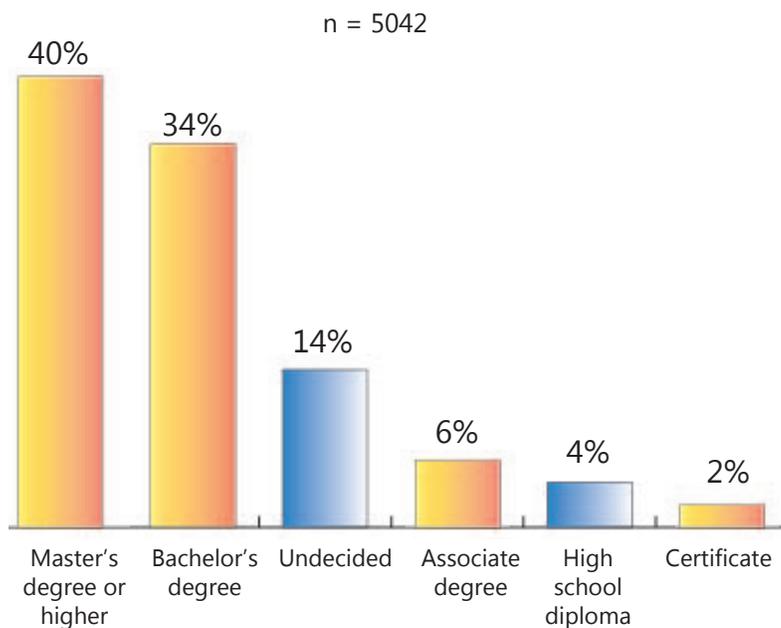
Who influenced your decision about what you'll do after high school the most?



While survey responses emphasize the crucial role that high school counselors play in helping students prepare and apply for post-secondary education, families play the primary role in a student's decisions about the future. Seventy-seven percent of students identified their family as the biggest influence on their plans for what they would do beyond high school.

The majority of students (82%) indicated they aspire to complete some form of education or certification in their lifetime. Forty percent plan to obtain a master's degree or higher. However, data shows that a little more than half of the seniors who are from TVEP partner schools (the 9 school districts and Bishop Kelly High) enrolled in the fall after high school. Given that students say they have such high aspirations, partners are interested in testing different approaches to career planning and they want to learn more about the type of supports students may need in order to achieve their career goals.

What is the highest level of education you plan to complete in your lifetime?



54%
of SIC high school graduates from the class of 2015 enrolled directly in post-secondary education in the fall⁸

In 2017, the Senior Exit Survey has been updated to increase our understanding of the career fields students are interested in, to learn more about the barriers to achieving career goals, and to identify the supports students would like to have access to the summer after graduation. In addition, partners are investigating what students value and what motivates them to persist. The findings will help target the actions partners can collectively take to impact student enrollment.

BEYOND HIGH SCHOOL PARTNERS

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Thank you to our supporters!

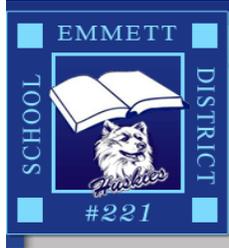
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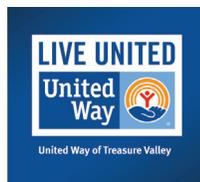
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Definitions

English Language Learners: This measure includes students who are identified Limited English Proficiency or English Language Learner.

Low-Income Students: This measure includes students who are eligible for free or reduced lunch.

Students of Color: This measure includes students who identify as American Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander, Black or African American, Hispanic or Latino, or two or more races.

Students with Special Needs: This measure includes students who are enrolled in an Individualized Education Program.

Core Leadership Team

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Brad Brockbank, Zions Bank
Nora Carpenter, United Way of Treasure Valley
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Join Us!

We invite you to join us in our collaborative efforts to ensure the success of every child, every step of the way, cradle to career. Partners contribute and align efforts in a variety of ways. Contact us to learn more about how you can become a TVEP working group partner, a volunteer, or a sponsor.

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