Sense and Sustainability

“Money can only give happiness where there is nothing else to give it.”
— Jane Austen, *Sense and Sensibility*
These are the current activities benefitting from CACG funding. Over the years, there have been many refinements that have allowed the management of them to be outsourced (a bit). By allowing the major management and tracking of the programs to be the responsibility of the grantees, sustainable models have been developed and/or time-limited activities have been implemented.
The intent of CCTI in Idaho was to take the curriculum and customize it to be Idaho specific (done), and then provide it as a free professional development opportunity to counselors (done), and then write it into pre-service curriculum ( undone).

We have run into some difficulty getting institutions to sign on to include these modules in their pre-service counseling programs. They are afraid it will water down the curriculum and accreditation will be threatened. We haven’t done much in the way of pressing the issue or researching if this is indeed an issue.

I am interested in investigating whether this information could be included in teacher prep programs.

Currently, we are teaching one module at a time barely reaching the minimum for a full cohort. It is being delivered by Idaho Digital Learning Academy via Blackboard.
Financial Aid Awareness has changed from a statewide FAFSA event that occurs one time a year, to a publicity campaign around FAFSA and financial aid.

• Radio spots that run from the first of January through April announce the importance of filing a FAFSA every year
• Governor’s proclamation that the first week in February be Financial Aid Awareness Week in Idaho (coincides with priority deadlines for institutions)
• Common calendar for FAFSA events happening around the state as well as college visits and open houses, deadlines for scholarships, admissions applications, etc.
Providing Idaho Career Information System to low-income school districts who were not able to purchase the basic service is another activity that has morphed over the years. During this time, CIS was given spending authority for $350,000 in funds to provide basic CIS for all school districts in the state.

Instead of withdrawing CACG funding altogether, we opted to continue to fund CIS differently.

1) CIS provides training modules in addition to the basic services such as dependable strengths assessments and college entrance exam prep. We provide funding to those low-income school districts for the additional modules that they may not have access to without access to CACG funds.

2) Every year CIS and the Department of Labor conduct fall workshops that provide training to counselors. CACG funds registration for training, substitute costs, and travel costs for counselors and teachers from school receiving CACG funding and who are participating in the fall workshops.

3) For the past two years, CACG has funded a position with CIS. This person developed college and career curriculum that works within CIS.
Dual credit tuition assistance provided students who qualified for the free/reduced lunch program to apply for and receive assistance for up to one dual credit class per semester, up to eight credits per academic year.

The Department of Education and one of our state senators in particular have shown a tremendous amount of interest in providing funding for dual credit courses to all students in the state. Senate Bill 1233 is currently being considered by the Idaho legislature. There are three programs included in the bill with a fiscal impact of approximately $3M.

With this proposed increase in funding, we should be able to meet maintenance of effort, but further we can begin to use funds to help build capacity in the state for students to access dual credit courses. We estimate that fewer than 50% of Idaho high school seniors have access to dual credit offerings.
The Near Peer Mentor Program is constantly changing. Initially, we hired two near peers to work in two local rural school districts. Using a local community college as a fiscal agent, we paid them a starting teacher’s salary at a state rate with state benefits. During the second year, we expanded into North Idaho adding two more near peers at the same rate.

This, the third year, we looked at a more sustainable approach. We hired three additional near peers for three north schools (the functioning LOC in North Idaho was more organized and was an easy sell for now) under a cost-sharing agreement. CACG pays an amount and an institutions pays the remainder. The school district is the employer and the near peer is a classified employee. This provides cost savings all the way around as the contracts are managed through the district, the classified salary is less, and the district benefits are much less as well.

Currently looking into an ambassador program with CSI.
The College Success Network (formerly called the College Access Network) is the one activity that has been the most difficult to get going. The best way to describe what this group is initially tasked with doing is to jump ahead and talk about our plan of sustainability as this group plays an integral role.
COMPLETE COLLEGE IDAHO

“Let other pens dwell on guilt and misery.”

— Jane Austen
Idaho joined Complete College America’s Alliance of States and received technical support to create the Complete College Idaho Plan. The plan supports the Board of Education’s goal that by the year 2020 60% of Idaho citizens age 25-34 have a postsecondary degree or credential.

The plan included five key strategies, each strategy includes several initiatives. This is where we wrote in our CACG activities in an effort to sustain high impact activities.
In writing the Complete College Idaho Plan, we were very intentional to plan activities and initiatives that were already in existence. We had a track record with several of the initiatives in the plan, and built off those successes.

We were also intentional in including CACG activities. In this way, we are ensuring sustainability.
Ensure College and Career Readiness
  - Idaho Core
Develop intentional Advising along the K-20 Continuum that links education with careers
  - CCTI
  - Improve direct adult contact with students vis-à-vis counselors (NPMP)
Support Accelerated high school to postsecondary and career pathways
  - Increase and improve management and delivery of Tech Prep (new policy/name) and dual credit programs (SB 1233)
Strengthen collaborations between education and business/industry partners
- collaboration between education with the business community, non-profit, and philanthropic organizations to project and meet workforce requirements and business development opportunities

College Access Network (college success network)
- Develop a statewide network that links agencies, organizations, and businesses
The College Success Network is comprised of the team of individuals who created the CCI plan as well as additional individuals from a wider selection of stakeholders. No more than 11-13 people.

The team will be charged with:
- Developing vision and mission statements for the Network
- Creating a communication strategy
- Identifying resources for sharing of ideas, people, and costs
- Assisting OSBE staff in updating the CCI Plan on progress to date

CCA Team:
Legislators (2)
Provosts (2)
SBOE member
Gov’s representative
OSBE staff (3)
Business representative
For those activities that seem to be missing from the statewide initiative standpoint, we will rely on the institutions/agencies/professional organizations from which these initiatives originate to continue their practices.

Financial Aid Awareness – Many high schools already tap into organizations such as TRiO and IACRAO who will come to the school for FAFSA events.

Career Information System – $350,000 for basic services, districts would have to provide funds for the additional modules should they desire to continue. Registration for fall workshops is $15, well within a reasonable price range. The travel and substitute costs are the most prohibitive aspect. Sub costs are not always necessary.
If only they had cinema back in Jane Austen’s time. She’d be richer than George Lucas.

I can only hope we have the forethought to be as awesome as Jane and as successful as George.