A Rural Education Ecosystem

Launched in October 2019, Boise State University's Community Impact Programs (CIP) is a comprehensive partnership with rural Idaho communities. CIP provides specialized educational programming, student support, and community engagement to rural communities. The effort leverages fully online degree programs offered by Boise State augmented by community-based instruction, deep community involvement in planning, design, delivery, outcomes, specialized experiential learning opportunities for participating students, concurrent enrollment, professional development, and complimentary services. This program tailors institutional programs for rural students' needs and long-term success in their communities of choice. In addition, CIP provides a clear “front door” to the University that enables rural Idaho communities to leverage resources and connections across Boise State. In this process, CIP has delivered signature educational opportunities explicitly built to enhance the local economy, increase social mobility, and harness local potential.

Rural communities can be higher education deserts with no presence or access to higher education in their community. Boise State partnered with Idaho rural communities in the West Central Mountains, Mountain Home, and the Western Treasure Valley to design a program to address this higher education need. These communities designed the outcomes of CIP: 1) increased degree holders; 2) improved economic development; 3) improved retention of young people 4) increased educational opportunities. Boise State’s Division of Extended Studies built a comprehensive rural education ecosystem (CIP) that empowers students and strengthens communities by providing direct local access and high-quality pathways to educational opportunities to support these community outcomes. CIP components are designed with University partners to create effective, innovative, deliverable, scalable, and cost-effective solutions. This educational ecosystem amplifies individual components’ effects on communities and creates a rural educational infrastructure. The key insight of CIP is that for rural education to succeed, individual educational components must be innovative and delivered in an innovative holistic suite of educational offerings designed with communities to fit their needs.

CIP's comprehensive rural education ecosystem delivered in-person instruction in communities, University connection to community, high-quality online programs, a specialized academic certificate program, a professional development community leadership program, concurrent enrollment options, and access to external partnerships in its first two years of operation. Trailblazing educational components with internal and external partners are paramount to the success of CIP’s rural education ecosystem. The accompanying sections outline these components and their innovative impact.
Communities requested that the rural education ecosystem help students achieve meaningful credentials and degrees while staying and supporting the community of their choice. CIP and Boise State's Division of Extended Studies partnered with the College of Arts and Science to design and deliver a common foundational Community Impact Certificate to meet this need. The Community Impact Certificate is both an online and in-community face-to-face certificate explicitly designed for rural students in CIP. This certificate acts as the program anchor and cohort builder for each community.

Throughout the certificate’s 12-month, 12-credit sequence, each student explores, applies, and integrates impact-driving skill sets with a critical leadership advancement core to 1) understand themselves, their goals, and their vision for their future and that of the community; 2) meaningfully engage their communities and strengthen regional networks; 3) explore local challenges and create collaborative ventures; 4) develop professional communication and dynamic leadership skills; and 5) nurture an innovative, adaptive, and community-conscious mindset.

Student engagement with their community uses Challenge Based Learning (CBL) concepts that engage students, faculty, and communities in interacting deeply with and providing relevant solutions to issues important to them. The integration of CBL encourages students and faculty to engage, investigate, and act on real-world challenges. The process asks all participants to identify big ideas, ask great questions, listen deeply to the perspectives of others, gain new subject matter expertise, build new skills, and share their solutions with the world.

The CBL framework itself draws from the Apple Classrooms of Tomorrow--Today project developed to integrate the essential design principles of the 21st-century learning environment. Apple, Inc. engaged educators to create and test experiential learning techniques that draw from real-world innovations in education, media, technology, entertainment, recreation, the workplace, and society. The resulting CBL framework is flexible, fully customizable, and requires the inclusion of multiple perspectives in the development of solutions. Students share their findings across the entire CIP network via an annual Showcase attended by community members and others who may be interested in assisting in implementing the solution beyond the classroom.
As part of the ecosystem creation, communities asked for increased access to higher education for students in rural high school districts while at the same time building high school student confidence that college is achievable. Boise State’s Concurrent Enrollment, Online Degree Pathway, and Community Impact Program expanded the access to high-quality online dual-credit courses to high schools in CIP communities by launching the 15 to Start program. 15 to Start provides rural high school students with concurrent enrollment pathways, including intensive advising and support services. Academic advising begins in 10th grade to guide students to earn a total of 15 credits by the end of their 12th-grade year. Students have the ability to choose a track depending on their career goals. This program aims to help students envision and better plan their postsecondary education path. With one semester of college completed prior to high school graduation, high school students are better equipped to continue their education and achieve their personal and professional goals.

The 15 to Start program’s efforts to partner with rural school districts are ideal for creating college pathways for students with limited access. This CIP ecosystem component increases educational pathways for rural students by activating concurrent enrollment through either online, at the high school, or on-campus (in summer only) offerings for all high school students. It also provides rural students with the extra encouragement and support that research indicates is especially important to their success. The program has partnered with six high schools in CIP communities.

The program is accessible; it is free to students who use Idaho’s Advanced Opportunities, which is open to all high school students. In addition, there are no stringent admissions requirements for those interested in being part of this initiative. It is available to any high school student who holds a 2.7 GPA or higher within the participating school. 15 to Start aims to support CIP’s goal to improve the rates of Idaho rural high school students going on to postsecondary education. The program also provides high school counselors with another resource to help their students find their future paths.
Communities identified a need for Boise State to engage community members who want to enhance their leadership skills, strengthen their organizations, and improve their communities without pursuing additional academic coursework. The Community Leadership Program (CLP) supports this CIP component. Boise State's Professional and Continuing Education (PACE), Community Impact Programs, and CIP community chambers of commerce partnered to provide this no-cost, non-credit professional development program for leaders within the CIP communities. Program content was specifically developed for rural communities and is delivered in-person in those communities. CLP provides tools and skills that enhance leadership skills, strengthen organizations and make Idaho communities better places to live, work and do business. These community leaders work on real community needs in real time. For instance, Mountain Home area business leaders focused on leading intergenerational teams and servant leadership to help build their businesses and develop future leaders.

By working together with leaders from all aspects of the community, CIP creates a synergistic approach to community leadership development. The CLP participants gather once a month in a cohort-style class for six months. Community members learn and work together on projects focused on their unique community needs. Those who participate get to interact with subject matter experts and practitioners. They also network and engage in real-time with business partners and develop new community opportunities throughout their time within the cohort. The ultimate goal is meeting community needs and driving partnerships based on their vision of themselves and their goals as a community. Boise State University has successfully launched the Community Leadership Program in 2 CIP communities.

"The benefits of the Community Leadership Program cannot be overstated. You learn about yourself, your personality and your leadership style. You learn to communicate better with all personalities. You learn to recognize leadership qualities that are outside your own experience. These are lessons that not only impact you professionally but also personally. They are, as crazy as it might sound, life-changing. As a coworker, friend, parent, spouse, coach, teammate — you’re a better person because of this program." Chris, CLP Participant
Signature Education Programs

Signature Programs are CIP community-identified academic programs to address community, business, and Idaho needs. These programs require a significant commitment by the community, and CIP supports the community effort to develop these programs. The impetus for the first Signature Program began with one of our industry partners, Brundage Mountain Resort in McCall, Idaho. Boise State’s College of Business and Economics worked with the Idaho ski resort and developed two new resort and hospitality management programs: (1) a Certificate in Resort Operations and Hospitality Management (ROHM) and (2) a Bachelor of Business Administration with an Emphasis in Resort Operations and Hospitality Management. These programs incorporate industry-level specialization and experiential learning.

Online degree programs

In addition to the Community Impact Certificate, students are encouraged to take additional coursework in an online degree program. CIP staff works with Extended Studies’ Enrollment and Student Services (ESS) to ensure CIP students receive their support. Academic partner programs include Multidisciplinary Studies, BBA Management, Bachelor of Applied Science, Public Health, Integrated Strategic Communications, Cyber Operations and Resilience, and Online Degree Pathway.

Additional Education Components

CIP provides Boise State academic department opportunities to partner with rural communities and impacts rural students. Boise State’s Online Master’s of Business Administration has partnered with CIP to provide rural students a 15% scholarship for all past and current Boise State’s CIP certificate or CLP participants. Additionally, Boise State’s Physics Department has partnered with CIP to offer opportunities in conjunction with NASA’s Science Activation Program related to the rural Central Idaho Dark Sky Reserve. CIP has also partnered with the School of Social Work to collaborate on student peer mentorship opportunities. As these partnerships expand, this cross-collaboration designed for rural students has created opportunities they may not have had otherwise. These opportunities broaden the rural student experience and choice by bringing Boise State University to their hometown and community.
Community Impact Programs
University and Community Support Components

Signature Student Support
CIP committed to making Boise State a rural student-ready University. CIP is designed to provide support to students with varying levels of experience. CIP was built to provide rural students with additional academic, financial, community, and staff support from first-time, full-time freshmen to adult working professionals with some college but no degree. Extended Studies has designed CIP to remove as many barriers as possible to provide students an easy entry point to the University with many possible exit points. Students are supported by a highly effective and efficient Extended Studies process involving Community Educational Outreach (CEO) and Enrollment and Student Services (ESS.) CEO handles student recruitment, initial intake, program support, and supported exit. ESS student success coaches and academic advisors complete the student enrollment and university processes. CEO and ESS staff are specifically trained to support these students. Marketing and communication efforts are designed to increase community awareness of CIP and higher education opportunities. Community cohort building and cohort cross-pollination between the communities are built to extend networks and provide an exchange of ideas and approaches to coursework. The building of local cohorts through in-person community class sessions has proven to be a vital step in achieving these goals.

Referral Recruitment
CIP provides specialized student support starting with the student recruitment process. CIP is designed to be a referral-based program that relies on activating community members to help nominate potential students. Community student referral instantly reduces the “imposter syndrome” barrier for nominated students by demonstrating that others believe in their ability to succeed. Nominated students are engaged with by CIP outreach staff to determine if students are a good fit for the program or if they can help them with other options. These same CIP staff members continue to provide comprehensive student support and solution assistance throughout the program.

Enhanced faculty support
CIP is designed for Faculty and University Leadership direct engagement with students and communities. Faculty engagement includes academic support and instruction in student communities and strong relationship development with students. Students are supported by faculty at their entry and during the program and are also assisted in making their next step in their individual higher education journey on program completion. Students also formed community-based student organizations to support each other and future cohorts on their education journey.
Community Advisory and Advocacy board
Boise State and community stakeholders designed CIP, and the community owns the outcomes. Boise State is a full partner and supporter of these communities’ success. Every aspect of this program includes community input, deep analysis of local labor and economic data, and the community's vision for itself. The Community Advisory teams consist of local business leaders, the military, elected officials, educational leaders, non-profits, economic development directors, local University of Idaho Extension Agents, and youth advisory teams. The Core Community Advisory teams partnered to design CIP and nominate potential community students to participate.

As CIP evolves, it is implementing a CIP advocacy board. A small effective local community board uniquely positioned to be the voice of CIP in their communities and a voice for their community to Boise State. These local community members are program advocates and ambassadors. Their efforts are supported by marketing, communication campaigns, training, fundraising, and scholarship support. Duties include but are not limited to board meetings, recruitment, special events, and engaging decision makers.

Partnership with Chambers of Commerce and Economic Development
Through the development of the Community Leadership Program and regular consultation, CIP has fostered deep and mutually beneficial relationships with the relevant commerce and economic development organizations in each of the participating CIP communities. These ties have created new connections between each community and Boise State that continue to help identify and respond to various needs that can be addressed with assistance from university faculty and staff. They have also allowed Boise State to bring external partnerships and funding to bear within CIP communities. These include relationships with Apple, Inc. via the Idaho Onramp program, the development of the new Resort Operations and Hospitality Management program, and the new Cyber Operations and Resilience program, which received start-up funding from the Idaho Workforce Development Council. Each of these programs provides locally relevant programming tied to remote workforce development opportunities for participants.
Apple Onramp
CIP made possible Boise State securing a significant expansion of the Apple Onramp partnership to CIP communities. Idaho Onramp is an exciting partnership between Apple, Inc. and Boise State. The program provides high-quality, intensive training for local K-12 teachers and librarians who go on to integrate Apple’s Everyone Can Code and Everyone Can Create curriculum in their classrooms. Apple also provides 1:1 device contributions to each teacher’s classroom and fully outfitted computer labs for each librarian. The program creates an innovative approach to learning high-value skills like coding and aligns with CIP’s mission to build community-focused learning and workforce development opportunities.

Idaho Learning Partnership
In response to the State of Idaho’s Higher Education Task Force recommendations (originally published in 2017), Boise State Extended Studies engaged with the Idaho State Board of Education and Lumina Foundation to provide innovative training for local librarians. This Idaho Learning Partnership developed training, a community presence, and outreach materials so librarians can serve as higher education points of contact in rural areas. Following the initial program development and pilot delivery for eleven communities, all materials were transferred to the Idaho State Commission on Libraries to provide the program statewide.

CAMP (College Assistant Migrant Program)
CAMP and CIP have a unique partnership that allows both programs to assist students holistically. For eligible students, CIP’s and CAMP’s recruitment and engagement efforts act as a referral service for the other program services. With the large migrant population in the locations CIP serves, a student qualifies for both programs often.

United Way
CIP partnered with the United Way of Treasure Valley to serve their combined missions by reaching Idaho communities with higher education more effectively. This partnership affords the program the ability to recruit suitable potential students who are already engaged in their community with United Way. CIP gives referred students formalized and applicable skills designed to help them deepen their impact with United Way in their communities and hometowns.
Boise State delivered
Community Impact Programs have delivered on its promises to communities. Boise State’s reputation in the CIP communities is for finding innovative solutions and delivering what communities asked for and what we promised. CIP provided immediate value to communities and students via engagement, certificate and degree programs, entrepreneurial support, professional development, scholarships, and leveraging relationships with partners. The rural ecosystem that CIP is building will provide a long-term and generational impact on the communities we serve.

Community participation and education delivery
Over 100 community members participated in the initial design of CIP. Core teams in each community continue to engage and advise the program. Forty-four (44) students have participated in the CIP certificate program, thirty-six (36) in the Community Leadership Program, and twenty-eight (28) high school students begin the 15 to Start program in the Fall. In 2022, CIP will operate in three (3) hub communities and support up to 45 new rural CIP certificate students, 40 professional development participants, and 30 concurrent students annually.

An increase in the number of local students enrolled
As part of the CIP impact assessment, total new student Fall enrollment (first-year students and transfer) data were analyzed for each CIP community, Idaho, and three non-CIP communities. This comparison is based on the average Fall enrollment for the three years before CIP launch to the years’ post-CIP launch. The data suggest a positive correlation between increased CIP engagement activities and increased enrollment overall from partner communities/regions. This increase is occurring while all comparison communities and Idaho are experiencing a significant decrease in enrollment.

Business Development
Boise State has used the initial experience with CIP to connect communities and individuals to increased opportunity through student-driven entrepreneurial activities. The first CIP cohort developed eight (8) viable start-ups. Two (2) start-ups still actively developing, while six have paused as students complete their degree programs. As the CIP program advances, entrepreneurship will remain an essential element of building tangible outcomes that every member of a CIP partnering community can see, feel, and touch. This aspect enables education to speak into the lives of everyone, regardless of their personal participation in coursework or degree programs.
Expansion
Boise State has used the experience with CIP to connect communities and individuals to increased opportunity through other partnerships and expertise. Many communities, businesses, academic departments, programs, and faculty have expressed interest in joining these efforts to serve rural students. Expanded partnerships for recruitment, support, curriculum delivery, internship, community impact, and business development are in development. A number of these expansions are CIP student or community lead, further demonstrating their ownership of CIP. In addition, Boise State is pursuing expansion of CIP to additional Idaho rural communities.

Replicability and Adaptability
CIP was designed to be completely replicable in new communities, whether defined by geography or communities of shared experience, i.e., military members, veterans, incarcerated populations, Native American communities. The initial CIP community partners of Mountain Home, Western Treasure Valley (Payette), and West Central Mountain (McCall) represented three distinct rural or remote community types (military, recreation, farming) which offered diverse approaches to the program. The successful outcome in each community helped demonstrate the model’s broad applicability and ability to enhance education opportunities and is replicable no matter community demographics or economic basis.

Future of CIP
In partnership with rural communities, University departments, and external partners, CIP has incorporated all the best aspects of in-person and online learning coupled with deep, mutually beneficial connections to local communities, students, and business/industry partners in progress. Every CIP individual education and student support component is innovative and designed to make rural education more practical, effective, and affordable. CIP’s most critical innovation was wrapping all the individual components into a rural educational ecosystem, thus allowing Boise State to meet rural communities’ educational needs in a holistic, effective educational ecosystem that amplifies individual program component effects. Due to its success, Boise State University is committed to making Community Impact Programs a viable national model for rural community educational outreach programs by sharing this holistic student-ready and community-focused program.
## Enrollment and participation

in CIP certificate, professional development and concurrent enrollment

### Actual and Projections

<table>
<thead>
<tr>
<th>Program</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP certificate</td>
<td>16</td>
<td>28</td>
<td>45</td>
</tr>
<tr>
<td>CLP prof. dev</td>
<td>-</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>15 to Start</td>
<td>-</td>
<td>-</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total CIP</strong></td>
<td>16</td>
<td>42</td>
<td>110</td>
</tr>
</tbody>
</table>

The expectation for 2023-2025 annual enrollments are 45 new enrollments in CIP certificate program, 40 enrollments in CLP professional development, and 30 concurrent enrollment students.

*Actual data is blue.* *Projections in orange.* 2020 and 2021 data are actual. 2022 data is projections based on current enrollments. Year is based on starting cohort year.
Graduation and Completion
in CIP certificate and professional development. Bachelor degree completion. Actual and projections

<table>
<thead>
<tr>
<th>Program</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP certificate</td>
<td>8</td>
<td>24</td>
<td>39</td>
</tr>
<tr>
<td>CLP prof. dev</td>
<td>-</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>Bachelor completion</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total CIP</td>
<td>9</td>
<td>40</td>
<td>82</td>
</tr>
</tbody>
</table>

The expectation is 85% of CIP certificate starters complete the certificate with their starting cohort. Significantly, non-cohort completers often choose to complete their certificate with the next cohort.

Actual data is blue. Projections in orange. 2020 data is actual. 2021 certificate completion and 2022 data are projections based on current data. Year is based on starting cohort year.
A 50% scholarship ($175.00 per credit value) was awarded to each CIP certificate student, a $750 scholarship was awarded to each CLP participant, and all concurrent University online course work was supported to maintain zero student costs.

Actual data is blue. Projections in orange. 2020 and 2021 data are actual. 2022 data is projections based on current enrollments. Year is based on starting cohort year.
Increase in community student enrollments
Additional impact of CIP engagement in communities

As part of the CIP impact assessment, total new student Fall enrollment (first-year students and transfer) data were analyzed for each CIP community, Idaho, and three non-CIP communities. This comparison is based on the average Fall enrollment for the three years before CIP launch to the years post-CIP launch. While we only have two years of post-CIP data, the figures suggest a positive correlation between increased CIP recruitment and engagement activities and increased enrollment from partner communities/regions.

<table>
<thead>
<tr>
<th>Community</th>
<th>Average new enrolled students from communities Fall2020 &amp; Fall 2021</th>
<th>% change in newly enrolled students vs prior 3 year average</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP Community 1 West Central Mountains</td>
<td>17</td>
<td>+21.4%</td>
</tr>
<tr>
<td>CIP Community 2 Mountain Home</td>
<td>47</td>
<td>+16.3%</td>
</tr>
<tr>
<td>CIP Community 3 Western Treasure Valley</td>
<td>32</td>
<td>+12.5%</td>
</tr>
<tr>
<td>Comparison Community 1</td>
<td>17</td>
<td>-40%</td>
</tr>
<tr>
<td>Comparison Community 2</td>
<td>29</td>
<td>-15.3%</td>
</tr>
<tr>
<td>Comparison Community 3</td>
<td>6</td>
<td>-51.4%</td>
</tr>
<tr>
<td>All Idaho Residents</td>
<td>2215</td>
<td>-6.8%</td>
</tr>
</tbody>
</table>
“I’ve never heard of a program like this before. Taking online and in-person courses that still involve improving a community and helping other people out. It’s very different and very unique.”

“Dr. Tromp was on a Zoom call with my leadership class — I thought that was cool. The president of a university called just to ask questions; we listened to her, and she listened to us. I thought that it was pretty special that she took the time to encourage us to finish our degree and work hard.”

"Jeremy (CIP instructor) did an amazing job explaining leadership and especially in the setting that I work in. We’re all leaders of some sort. Even if I wasn’t where I am working, I’m still a Father. I’m still a leader to my boy. We’re all leaders in some way and we lead sometimes.”

“I feel like this has been the greatest opportunity that I’ve had so far to pursue a bachelor’s degree. Compared to all the other paths that I could have chosen this is the most flexible and financially friendly.”

"Community Impact Programs not only allowed me to develop the community I live in, but gave me an opportunity to find direction. I was really, really excited to join, and it gave me a direction to go with my degree which I really appreciate.”
CIP rural communities

West Central Mountains
- McCall
- Donnelly
- Cascade
- New Meadows
- Council

Western Treasure Valley
- Weiser
- Payette
- Fruitland
- New Plymouth

Mountain Home/Elmore County
- Mountain Home
- Mountain Home Air Force base
- Glenns Ferry
- Bruneau
Community Impact Programs
Supplemental Data and Evidence
CIP Videos

https://www.youtube.com/watch?v=2lGpQECuMzM

https://www.youtube.com/watch?v=-gfjUgi3akc

https://www.youtube.com/watch?v=LZaqsAJzWCw
Boise State University launches college credit program for rural Idaho high schools

Boise State University’s new concurrent enrollment program 15 to Start, allows students attending high schools in rural Idaho communities to complete 15 college credits by summer. The program is designed to support current students and encourage them to continue their education at Boise State. For more information, visit the Boise State University website.


Community Impact Program: transforming the lives of students and building Idaho...

CIP is giving students the skills to change the trajectory of their future as well as make a lasting legacy in their communities. The Community Impact Program (CIP) is a service-learning program that provides students with hands-on experience in addressing community needs. For more information, visit the Boise State University website.


Boise State’s new Community Leadership Program’s big impact on...

The Community Leadership Program, an initiative of Boise State University, provides students with leadership skills and experience in addressing community needs. The program offers a range of activities such as service learning, community projects, and leadership training. For more information, visit the Boise State University website.

https://www.boisestate.edu/extendedstudies/blog/2022/01/14/boise-states-new-community-leadership-programs-big-impact-on-mountain-home-business-leaders/?utm_source=canva&utm_medium=iframeley
Community Impact Programs (CIP)

Boise State University Community Impact Program The Community Impact Program (CIP) is designed with community...

Rural Education / Brian Williams
CIP Boise State Partners

President’s office
Provost’s office
Extended Studies
College of Arts and Sciences
College of Business and Economics
Community Educational Outreach
Professional and Continuing Education
Online Degree Pathway
Multidisciplinary Studies
Bachelor of Applied Science
Integrated Strategic Communications
Entrepreneur Management
Master of Business Administration
Enrollment and Student Services
Concurrent Enrollment