

# COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

## NARRATIVE - TEMPLATE PART 1

### OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to [Section 33-1212A, Idaho Code](#), districts and charter schools (Local Education Agencies or LEAs) must review, update, and submit a College and Career Advising and Mentoring Plan (Advising Plan) to the State Board of Education annually by **October 1**. You may submit your Advising Plan as stand-alone document, as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan), or as an appendix to your Continuous Improvement Plan. Regardless of which option you choose, College and Career Advising and Mentoring Plans are due to the Office of the State Board of Education by **October 1** and should be **submitted to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov)**.

[Idaho Code §33-1212A](#) summary:

- A. Must provide professional development in the area of college and career advising to all staff serving in the role of student mentors or advisors. All individuals providing services in the role of a college and career advisor must have a basic level of training or experience in the area of advising or mentoring to provide such services.
- B. May employ non-certificated staff to serve in the role of college and career advisors and student mentors.
- C. Must provide college and career advising and mentoring services to students using a research-based model, such as:
  - High contact programs
    - Near peer or college student mentors
    - Counselor, teacher or paraprofessional as advisor or mentor
  - Collaborative programs
    - Student ambassadors
    - Cooperative agreements with other school districts or postsecondary institutions
  - Virtual coach or mentor programs
- D. Must notify parents or guardians of all students in grades 8 through 12 of the availability of college and career advising provided by the district and how to access such services.

As outlined in [IDAPA 08.02.01.801.05](#), each LEA must report on the effectiveness of the LEA's College and Career Advising and Mentoring program by October 1 of each year and each Advising Plan must include, at a minimum:

- A. Percent of learning plans reviewed annually by grade level in grades 9 through 12;
- B. Number and percent of students who go on to some form of postsecondary education one and two years after graduation. NOTE: The Go On Rate data is available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>) under College and Career Advising and Mentoring Plan / Other Resources.
- C. Number of students graduating high school with a career technical certificate or an associate's degree;
- D. Metrics chosen by the LEA to determine effectiveness of the Advising Plan and annual performance benchmarks; and
- E. Performance on metrics for at a minimum the previous academic year.

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### GENERAL GUIDANCE FOR USING THE ADVISING PLAN TEMPLATES

**Please Note:** Charter schools with performance certificates that meet *all* of the requirements of the College and Career Advising and Mentoring Plan may submit their performance certificate in lieu of part or all of the College and Career Advising and Mentoring Plan.

### Templates for the 2019-20 College and Career Advising and Mentoring Plan

- 1) LEAs are not required to submit your College and Career Advising and Mentoring Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) as a guide to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow your LEA to provide a stand-alone College and Career Advising and Mentoring Plan. If you are interested in providing your College and Career Advising and Mentoring Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan), we recommend you use the 2019-20 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Advising Plan Template is split into two (2) pieces. **To complete your plan using this format, you need both a Narrative (Part 1) and Metrics (Part 2). The following templates are available to help you meet the requirements:**

- 2019-20 Advising Plan Narrative – Template Part 1
- 2019-20 Advising Plan Metrics – Template Part 2

You may submit your College and Career Advising and Mentoring Plan as separate documents (Word and Excel or PDF) or combine them into a single PDF. A 2019-20 Advising Plan Budget template is also available on our website, but submitting a budget is not required.

### Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made changes to your college and career advising program (model, program activities, etc.), you need to submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new College and Career Advising and Mentoring Plan (Advising Plan) Narrative for 2019-20:

- Your LEA has *not* made changes to the advising program model, activities, or parental notification process described in your previous Advising Plan Narrative; and
- Your LEA had a fully compliant Advising Plan Narrative in 2018-19.

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If you are unsure if your LEA school meets the qualifications listed above, please contact Byron Yankey ([byron.yankey@osbe.idaho.gov](mailto:byron.yankey@osbe.idaho.gov); 208-332-1596) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Advising Plan Narrative.

**Please note:** The Advising Plan Metrics spreadsheet (Template Part 2) *must* be updated with new data and submitted annually.

To help guide you in identifying what you should submit in 2019-20, we have provided an updated decision tree with recommendations called “Determining which Templates to Use” on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

### ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Advising Plan Review Checklist are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

# COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

## NARRATIVE - TEMPLATE PART 1

<b>School District</b>	<b>#458</b>	<b>Name: Liberty Charter School</b>
Superintendent	Name: Ms. Rebecca Stallcoop	Phone: 208-466-7952
	E-mail: rebeccastallcop@libertycharterschool.com	
Advising Plan Contact	Name: Ms. Gayle O'Donahue	Phone: 208-466-7952
	E-mail: godonahue@libertycharterschool.com	

**Instructions:** Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

### College and Career Advising Model - REQUIRED

	Model Name	Additional Details
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Details)	<u>High Contact Programs</u> - Teacher or paraprofessional as advisors/mentors <u>Collaborative Programs</u> – Dual enrollment/college & career ready high school classes between Liberty & Victory, college concurrent credit classes at Liberty & Victory arranged through local colleges & universities; Legacy college/university visit.

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## NARRATIVE - TEMPLATE PART 1

**Instructions:** The Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

### Advising Program Summary - REQUIRED

Liberty, Victory & Legacy Charter School LEAs will work collectively to carry out the College and Career Advising & Mentoring Plan within their schools. Overall, the LEAs will carry out efforts for students in 8<sup>th</sup>-12<sup>th</sup> grades using a primarily high-contact model, with a teacher or paraprofessional serving as advisor/mentor, while using the Career Information System (CIS), high school courses at Liberty & Victory, and extended learning to increase the percentage of students applying for and attending college after graduation from high school.

Additionally, Liberty & Victory have relationships with Northwest Nazarene University, the College of Western Idaho, and Boise State University to provide a plethora of college concurrent credit classes to encourage and easily make possible a year's worth of college credit earned for each student by the time they graduate. The Career Information System will be used to track & explore career interests, and academic classes as described below will include strong curriculum components and focus beginning in 8<sup>th</sup> grade for college & career exploration. Legacy will partner with local colleges & universities to provide a one-day field trip as a college & career exploration opportunity for its 8<sup>th</sup> grade class.

As a result, the schools will carry out the following:

#### **Grade 8:**

- 1) 8<sup>th</sup> grade students at all three schools will complete every other week Next Steps career prep assignments and activities during their scheduled computer lab. These activities and assignments are prepared under the direction of the certified teacher and college & career ready advisor to be used effectively throughout the year to guide students' exploration of career interests.
- 2) The college & career ready advisor will meet with the 8<sup>th</sup> grade class at each school 2-3xs per year to evaluate students' Next Steps outcomes, and to work with high school registrars at Liberty & Victory to develop 8<sup>th</sup> graders' learning plans.
- 3) Schedule permitting, Legacy's 8<sup>th</sup> grade class will experience college first-hand with a full-day field trip to local colleges/universities. The visits will include meeting with college admissions counselors/advisors to further support 8<sup>th</sup> graders initial learning plans.
- 4) Because Legacy receives a larger influx of new students in the 6<sup>th</sup>-8<sup>th</sup> grades than Liberty or Victory, it will offer the Star Club extended learning sessions. These sessions will be led by a certified teacher and available one to five days per week for 6<sup>th</sup>-8<sup>th</sup> (depending on student need based on academic assessments & interests) within the core curriculum to help improve test-taking skills for immediate achievement in SBAC or alternate assessment, and to prepare for ACT/SAT/COMPASS, etc.
- 5) Annually, in May, high school registrars will visit the 8<sup>th</sup> grade class at all three schools to review high school four-year plan/graduation requirements and create each 8<sup>th</sup> grader's high school schedule and learning plan.

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### **Grades 9-12 (Liberty & Victory only, as Legacy is K-8):**

- 1) Life Skills Class: The lesson plans for the ninth-grade Life Skills class (dual enrollment class with Victory) will include at least 50% of instructional time devoted to college and career readiness. Ninth graders will use Next Steps.
- 2) Core Knowledge/SAT Prep: As part of Liberty's daily, every high school class, Core Knowledge review, SAT prep will be included.
- 3) Internships/Apprenticeships: Annually, 10<sup>th</sup>-12<sup>th</sup> graders at Liberty & Victory will complete internships/apprenticeships with local businesses to explore career interests to better prepare students and solidify career interests prior to graduating. These apprenticeships are overseen by the college & career advisor/apprenticeship coordinator.
- 5) College Binder/Junior English: Students taking junior English at both Liberty & Victory will complete a "College Binder" that by the end of the school year includes: completed & submitted FAFSA form; completed college applications; letters of recommendation; three, college essays; a summary of their Next Steps career exploration and module completions; completed Meyer-Briggs Personality Test & associated assignments.
- 6) College & Career Night/Other Opportunities: Parents and students will have the opportunity to attend a parent/family night during the school year that will involve presentations & discussions with the college & career advisor/apprenticeship coordinator, certified high school teachers whose coursework includes college & career ready learning, local college & university admissions & financial aid counselors. The evening will include covering topics on advanced opportunities, college concurrent credit, completing the FAFSA and college applications, and scholarship research, among other things. Liberty will host a representative from Idaho's Trio Educational Opportunity Center to meet with seniors as another means of providing additional college & career advising resources.
- 7) One-on-One College & Career Advising: Twice annually, the apprenticeship coordinator will add to the school calendar dates for dedicated, one-on-one college & career advising with students.
- 8) Special Education Director Involvement: To ensure each school's special education population is engaged fully and appropriately, the special education teachers from each school will be involved in modifying, if necessary, activities and interests that will be of most benefit to sped students, and the sped teachers will serve as the college & career advisor to this student population, or in concert with the college & career advisor.

**Instructions:** Per statute, you are required to notify parents regarding the college and career advising and mentoring services and resources available to their children. Please describe the process you use to notify parents.

### **Summary of Parental Notification - REQUIRED**

Annually, parents/guardians at Liberty Charter #458, Victory Charter #451, and Legacy Charter #478 are notified of the college and career advising and mentoring services and resources available to their children in the following ways:

1. Weekly Attendance Notes – All parents are notified when the College & Career Advising Plan for the current year is uploaded to the school's website via the weekly Attendance Note, so they can review the plan to be aware and informed of the activities their students will take part in from 8<sup>th</sup>-12<sup>th</sup> grade.
2. College & Career Night – Annually, Liberty & Victory hold this event for 9<sup>th</sup>-12<sup>th</sup> grade students and their parents/guardians at which time they are again notified of the services available and how to access them.

Parents of eighth-graders at all three schools are reminded of the college & career ready activities taking place that year during parent-teacher conferences.

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### Other Notes / Comments

For professional development, high school registrars annually attend the SBOE Next Steps Idaho Technical Roadshow and the IACRO Counselor Days event in the Treasure Valley, as well as Next Steps discussion forums, among other on-going opportunities for continuing education with these groups and others as available.

### Please proceed to the Advising Plan Metrics – Template Part 2

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Advising Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples before entering your data into the Metrics tab.