

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools 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.

[Section 33-1212A, Idaho Code](#) addresses College and Career Advising and Mentoring Plans. This section of code outlines the general requirements for the plans:

- 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's 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.

SUBMITTING YOUR PLAN

- Your Advising Plan (whether stand-alone plan or a part of a Combined District Plan), **must be submitted to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to plans@osbe.idaho.gov.

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GENERAL GUIDANCE FOR USING THE ADVISING PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the College and Career Advising and Mentoring Plan requirements, including narrative descriptions, data, and Benchmarks (performance targets), may submit their performance certificate in lieu of part or all of the Advising Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate's alignment to the Advising Plan requirements.

Templates for the 2020-21 College and Career Advising and Mentoring Plan

- 1) LEAs are not required to submit your Advising 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) and review checklist(s) as guides 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, Advising Plan, and Literacy Plan), we recommend you use the 2020-21 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:**

- 2020-21 Advising Plan Narrative – Template Part 1
- 2020-21 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 template to create a 2020-21 Advising Plan Budget 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 Advising Plan Narrative for 2020-21:

- 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 2019-20, or are continuing a previously-granted narrative exemption.

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

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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.

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/>.

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LEA	#491	Name: Coeur d’Alene Charter Academy	
Superintendent	Name: Daniel P. Nicklay		Phone: 208-676-1667
	E-mail: dnicklay@cdacharter.org		
Advising Plan Contact	Name: Julie Wasson		Phone: 208-676-1667
	E-mail: jwasson@cdacharter.org		

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
x	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

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Instructions: The Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 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

Coeur d’Alene Charter Academy will use a Traditional School Counselor model to implement the State requirements for College and Career Advising. The American School Counselor Association outlines a model that includes four components: foundation, management, accountability and delivery. 100% of school counselors will receive specific training related to college and career advising. Use of this model will position CDA Charter Academy to provide support and guidance to all students grade 8-12. This support and guidance will result in increased numbers of students being college or career ready upon graduation.

Grade Level	Service
Grade 8-12	<ul style="list-style-type: none">• All parents will be notified about the availability of college and career advising through Coeur d’Alene Charter Academy (CCA).• All Students and parents will be provided with information to raise awareness and foster excitement about post-secondary career and college options.• All students will complete a five year academic plan based on their individual needs.• All students will be provided with opportunities for career and college exploration.• CCA will implement elements of the school counseling core curriculum as described by ASCA: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.• Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.• Responsive services: Responsive services are activities designed to meet students’ immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
Grade 9	<ul style="list-style-type: none">• Students will participate in a variety of activities that encourage them to continue thinking about college goals (for example: writing a college application letter listing their activities and accomplishments)• Meet with students and parents as needed to select appropriate courses.

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Grades 10 – 12	<ul style="list-style-type: none">• Assist in the continued implementation and/or development of long term plans focused on academic achievement leading to stated career or college goals.• Provide on-going education and assistance to students and families related to FAFSA, scholarship applications, and college admissions.• Promote and support attendance at regional college fairs.• Provide guidance and support for students and parents related to Advanced Opportunities, Dual Credit options, and Idaho Digital Learning Academy.• Facilitate visits to college campuses (physical and/or virtual).• Organize and support informational visits from a variety of colleges, universities and military recruiters.• Assist students in applying to a minimum of two colleges.• Assist students with development of college admission essays.• Provide on-going support in exploring post-secondary educational opportunities.
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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

Students and parents will be notified of available resources and scheduled activities in a variety of ways including, but not limited to:

- Individual emails
- Group emails
- Daily Announcements
- Monthly Newsletters
- Public Announcement Board
- Dedicated web page on the school site
- Social media (Remind, Instagram and Facebook)
- Community meetings/information sessions

Other Notes / Comments

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Please proceed to the Advising Plan Metrics – Template Part 2

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2020-21 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.

METRICS

Please Note: Due to school closures in Spring 2020, data for the 2019-2020 school year will be incomplete.

Section I: Required College and Career Advising Performance Metrics (all data required)

Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2019-20 Benchmarks (LEA Chosen 2020-21 Performance Targets)
# of high school students graduating with an associate's degree or a career technical certificate	12		3		NA**
% of students with learning plan created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	
% of learning plans reviewed annual by grade level	9th grade	100.0%	9th grade	100.0%	
	10th grade	100.0%	10th grade	100.0%	
	11th grade	100.0%	11th grade	100.0%	
	12th grade	100.0%	12th grade	100.0%	
# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
	51	58	NA*	56	
% students who Go On to some form of postsecondary education within 1 year of HS graduation	87.9%		#VALUE!		

Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	
# students who Go On to some form of postsecondary education within 2 years of HS graduation	53	72	NA*	61	Not Required
% students who Go On to some form of postsecondary education within 2 years of HS graduation	73.6%		#VALUE!		

Section II: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
Percentage of graduates who successfully complete college-level coursework through either the AP program or concurrent enrollment in college courses.	100%	100%	100%
% of high school seniors who applied to a minimum of two college programs	100%	100%	100%
Percentage of graduates who enroll in post-secondary institutions within one year of graduating and continue (persevere) to a second year	NA*	NA*	90%