**OVERVIEW OF STATUTORY REQUIREMENTS**

Districts and charter schools (or Local Education Agencies – LEAs) must submit a College and Career Advising and Mentoring Plan (Advising Plan) to the State Board of Education and the effectiveness of your plan must be reported annually ([Idaho Code §33-1212A).](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH12/SECT33-1212A/) 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** (IDAPA 08.02.01.801) **and should be submitted to** **plans@osbe.idaho.gov****.**

[Idaho Code §33-1212A](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH12/SECT33-1212A/) summary:

1. 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.
2. May employ non-certificated staff to serve in the role of college and career advisors and student mentors.
3. 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
1. 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.

Pursuant to Idaho Administrative Code, 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:

1. Percent of learning plans reviewed annually by grade level in grades 9 through 12;
2. Number and percent of students who go on to some form of postsecondary education one and two years after graduation. NOTE: This information 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.
3. Number of students graduating high school with a career technical certificate or an associate’s degree;
4. Metrics chosen by the LEA to determine effectiveness of the Advising Plan and annual performance benchmarks; and
5. Performance on metrics for at a minimum the previous academic year.

**GENERAL GUIDANCE FOR USING THE ADVISING PLAN TEMPLATES**

**Templates for the 2018-19 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) 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 Plan), we recommend you use the 2018-19 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 our format, you need to complete both pieces**:

* 2018-19 Advising Plan Narrative – Template Part 1
* 2018-19 Advising Plan Metrics – Template Part 2

You may submit your College and Career Advising and Mentoring Plan as two separate documents (Word and Excel or PDF) or combine them into a single PDF.

**Substantial Revisions vs. Plan Update**

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called “Determining which Templates to Use.” You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

**ADDITIONAL RESOURCES**

Additional templates, recorded webinars, exemplary plans, 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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| **School District**  | **#0639** | **Name: ARTEC RPTCS** |
| Superintendent | Name: Director, Andy Wiseman | Phone: 208-308-6512 |
| E-mail: wiseman@csi.edu |
| Advising Plan Contact  | Name: Director, Andy Wiseman | Phone: 208-308-6512 |
| E-mail: wiseman@csi.edu |

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.

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| **College and Career Advising Model - REQUIRED** |

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| --- | --- | --- |
|  | **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) | Per conversation/approval via Byron Yankey |

Instructions: The Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 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.

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| **Advising Program Summary - REQUIRED** |

Some background that will help the reader better understand the use of the College and Career Advising and Mentoring Funds available for ARTEC RPTCS:

ARTEC RPTCS is a charter school with a CTE focus that established in 1995 and has operated through 2017 in, and is serving 8 different school districts in region 4 (Buhl, Gooding, Jerome, Dietrich, Kimberly, Twin Falls, Minidoka and Cassia). ARTEC RPTCS serves students in grades 9-12. Beginning in the fall of 2018 we have expanded into 2 additional districts—Murtaugh and Hagerman. Our board is composed of: 3 business leaders (with interest in CTE), 5 school superintendents, and 2 representatives from the College of Southern Idaho. Our sponsoring entity for the charter school is the Minidoka School District, and thus our board policy is the Minidoka School District Board Policy.

ARTEC RPTCS operates with each district involved via MOU’s that are revised, written and signed yearly. The MOU’s list the responsibilities for each school district and ARTEC RPTCS. The MOU’s are written and agreed to each year with each district. For example, the MOU states that it will be each districts responsibility to provide special education services to students at their districts according to their policy and procedures. Another example in the MOU’s that is specific to this plan is that the MOU’s state that each local district will ensure that all students grades 9-12 have a 4 year plan that is reviewed at least one time annually. A copy of these MOU’s are available for review if requested.

Additionally, each year ARTEC RPTCS completes “Performance Frameworks” and the data compiled is shared with the Minidoka District School Board as stipulated in our charter. Every five years our charter is up for renewal and the Minidoka School Board has the authority to revise, renew, or terminate the charter. The Minidoka School District renewed our charter in January 2016. The performance framework document is available for review if requested.

Also, each program completes a portfolio annually which is used in making determination if the program is functioning at the program standards expected. One of the expectations in the portfolio is that each program has an associated student organization that meets regularly, elects officers, and participates in regional and state activities (examples would be: a HOSA chapter or a Skills USA Chapter).

Remember on the metric spreadsheet we have not completed the items listed that are specific to grade levels K-8, as we do not serve students in those grade levels. In the metrics worksheet several items are marked with an \* indicating that this is an average for the 8 districts we serve as currently this data is not gathered for ARTEC but is addressed in the MOU’s as each of the 8 districts responsibilities.

Now an explanation of our plan

When college and career counseling funds became available we were allocated about $12,000. As you can imagine this amount of funding was not sufficient to hire our own counselor. So that year—2016-17 we worked with the Camas School District (which had even less funds than ourselves) and the Buhl School District to jointly hire a counselor. The amount of funds we had would employee this certificated counselor for about 4-5 days/ month. Camas had the counselor for abut 4 days and Buhl would have the counselor for about 10 days. Going into the joint effort seemed we all had the idea that it would work well. However, half way through that school year it was not working well for some reasons listed here:

1—The local counselors did not feel comfortable turning over “their” students to a part-time counselor

2—Many of the districts had additional help from CSI, ISU, BSU, Gear Up Grant Counselors.

3—Our part-time counselor was to serve 10 high schools in 8 districts nearly 100 miles between—and much of the need was on or nearly on the same dates: College applications, FASFA applications, registrations, back to school nights, etc.

So, hiring an actual person even on a part-time or shared basis did not or does not work. Upon visiting with Byron Yankey we discussed how we felt that exposing students to careers via field trips to that business, exposing students to college by offering on-campus college visits, and career days would really be beneficial to the students in Region 4—the location of ARTEC RPTCS. If we could use our dollars to provide transportation and help fund college visits, career days, and trips to business that would be great for our students—since it just flat was not happening in many of the Region 4 school districts. Bryon Yankey said it sounded good to him and he authorized the use of our funds in this manner and thus this has been and is our hybrid plan.

Here is an email from CSI regarding our summer career camp.

Here are the numbers for our 2nd Annual Summer Career Camp that took place on June 20th, 2018. I am meeting with the folks who were involved with the Hispanic Leadership Summit on Thursday September 27th from 10-12pm and  I will follow up with those numbers tomorrow evening.

 **85 Students attended Event**

 **Students were on campus from 9-4pm a total of 7 hours**

 **42 Females and 43 Males**

**White Students 34  Minority Students 51**

Age breakdown of students:

**15** 6th graders

**8** 7th graders

**10** 8th graders

**42** 9th graders

**7** 10th graders

**2** 11th graders

**1** 12th grade

Focus of event:

**ATIC Building/Department of Labor**

**IDLA/Career Center**

**CSI Culinary/Farikal**

**CSI Challenge Course**

Feedback and or plans for the future:

To expose Middle School and High School students in careers that are available within our local community. To bring students on campus for the first time and introduce them to college terms and college opportunities.  We still have not made plans for next year. I will be working with Jon Lord to address Summer Career Camp for 2019.

Thank you,

Fernando Valdez

***Early College Coordinator***

Here is some information regarding a Hispanic Summit we participated in as a sponsor:

 **The Hispanic Leadership Summit 2018 at the CSI campus on September 17, 2018.**

**589** student attended event

Event time on the CSI campus was 8-3pm and students were on campus **8** hours

**351** Females **238**Males

**589** Minority Students

Age breakdown of students:

**31** 7th graders

**23** 8th graders

**61** 9th graders

**81** 10th graders

**158** 11th graders

**246** 12th graders

Focus of event:

**STEM and Leadership**

Feedback and or plans for the future

**CSI team is already figuring out a date for fall of 2019. CSI plans on hosting the Hispanic Leadership Summit once a year as a permanent event on campus. Feedback was very positive, the 20+ sessions were great, students received over 80,000 in scholarships from 10 different college institutions.**

We also sponsored the transportation for several requested field trips to local businesses.

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.

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| **Summary of Parental Notification - REQUIRED**  |

1—We do notify students and parents that they are an ARTEC RPTCS student

2—Our MOU’s spell out our expectations that the local high schools in the said district notify parents regarding the college and career advising and mentoring services and resources available to their child and they as parents. This is done somewhat differently in the 10 high schools: mailings, on the website, notes home, open house and conference nights, emails, posters, announcements and one on one meetings with counselors.

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| **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 **2018-19 Advising Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.