Idaho Promise Mentor Program

Who is missing from our state’s workforce development efforts

and

how can we engage them?
COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

MARATHON - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Required by GLEAMS (CA Build 1.0.2) and state agency local school Local Control Accountability Plan (LCAP) and school district school Local Control Accountability Plan (LCAP). The State Board of Education annually by December 1. You may submit your Assessment Plan to the County Office of Education. If the State Board of Education approves your Assessment Plan, College and Career Advising and Mentoring Plan, and All-Year Workplan Plan, it will be submitted to the State Board of Education by October 1. It is recommended that you provide to your local school district for review by the school district. The Assessment Plan should be submitted to the local school district for review by the local school district by October 1.
Middle and high school educators, administrators and state agencies are doing everything they can to prepare students for college and careers.

For every 10 ninth graders in Maine:
- 8 will graduate from high school
- 4 will immediately enter some form of postsecondary education
- 1 will graduate with a postsecondary credential
Classroom helper, foster grandparent, computer lab volunteer, science fair judge, reading buddy, event planner, writing tutor, fundraiser, guest artist, school board member, speech, drama, or debate judge, president of the parent teacher organization, crossing guard, field trip or prom night chaperone, library volunteer, music tutor, classroom guest speaker, volunteer coach, career workshop leader.

The role of an Idaho Promise mentor is to be part of the fight to prevent students from giving up on education or workforce training after high school.
When do we need community volunteers to join a statewide mentor network?

When the students are adults wishing to enter or return to postsecondary education or training

When students graduate from high school and aren’t connected to a counselor or advisor.
During one recent summer, 2,600 Idaho students said they would immediately go on to postsecondary education or training but failed to show up that fall. That number is typical.

The equivalent of the entire population of:
Filer
or Homedale
or Montpelier
or Bonners Ferry
or Ketchum

“If I see them the fall after they graduate and they’re still at home, sometimes they’ll walk across the street to avoid me. They don’t want me to ask, ‘what happened?’”

*High school college and career advisor*
“Sometimes, especially for young men, I wish there were more community role models who could talk to them, one on one, and tell them that getting education or training after high school matters. Even if it didn’t when they were young.”

High school counselor

Idaho Community College Consortium
RISE Treasure Valley Education Partnership
Idaho Association Commerce and Industry
Idaho Workforce Development Council
Office of the Idaho State Board of Education
STEM Action Center
All eight state colleges and universities

And, especially, dozens of high school counselors, college and career advisors, and administrators, and postsecondary educators and administrators from Sandpoint to Soda.