



College and Career Readiness School Counseling Program Electronic Evidence Box Guide

Purpose: The electronic evidence box is an ongoing resource of shared files that supports program management, team effectiveness, and program evaluation and accountability of the school counseling program.

Program Performance Review: The electronic evidence box will be used in the interim review (year 3) as well as the formal review (year 6) as proof of program management. For some items, evidence of a rolling 3-year span should be provided. For the formal review, all documents need to be shared through *Google Drive* with both the LEA School Counseling Leader and the USBE School Counseling Program Specialists one month prior to the review date.

Organization of the Electronic Evidence Files: Each year, the counseling team reviews the electronic evidence box to ensure that all documents are included and up to date. Each standard, including Assurances, should have its own folder that is clearly labeled with the title of the standard. Within each folder, subfolders may be used to help define the purpose of the supporting documents. For example, you may create a subfolder entitled “Data Projects” within the Standard 2 folder that you save the rolling 3-years of required data projects in.

▪ **Organizational Do’s**

- *Do* keep your evidence box up-to-date annually to ensure program effectiveness as well as to decrease stress when preparing for your interim and formal reviews.
- *Do* use relevant documents to paint a picture of what your program is all about, including how modifications to program implementation – based on data – impact students’ success. Some ideas include but are not limited to graphs, spreadsheets, tables, snapshot/snipping tool, website links, photos, bulleted outlines, brief narratives, etc.
- *Do* eliminate/reduce the need to scan documents by creating and saving everything electronically.
- *Do* use an archive folder to house documents that you may want to refer to later, but don’t necessarily need to be in the evidence box for the review process. Spring cleaning of the evidence files should happen annually. This will help keep your evidence box straightforward and easy to interpret.
- *Do* consider use supporting templates provided by the Utah State Board of Education (USBE) and/or the American School Counselor Association (ASCA) to support documentation of evidence (e.g., Principal/Counselor Annual Agreement, School Data Summary, Mindsets and Competencies Action Plan, Lesson Plan & Results Report, etc.) These documents can be found on the USBE School Counseling Program website.
- *Do* organize your evidence box for seamless transitions. For example, if you were to walk away from your position tomorrow, could the next school counselor review the evidence files and continue your work? Furthermore, when you step into your new position, what files would you want available to support you in knowing how to best serve your students, school and, community?

▪ **Organizational Don’ts**

- *Don’t* duplicate documents in more than one folder. The review team will thoroughly examine your entire evidence box. They will be able to make the connection if a document supports more than one standard.
- *Don’t* create separate evidence boxes for each school year. This requires more time, duplication of efforts, and it is more difficult for the review team to understand your program. You only need one working evidence box that you maintain and keep updated.

Most documents will be the most current copy of what you use for program implementation and management (e.g., PowerPoints, handouts, etc.) The only documents that require a rolling 3-years of evidence are indicated below in the electronic evidence box recommendations.

Electronic Evidence Box Recommendations: The following guide is designed to help school counselors identify key pieces of information needed to support the program performance review. Please remember, *this is not an exhaustive list of every item that should be collected by the school counseling team during the review cycle*. It is important that each School Counseling Program determines what documentation is necessary to demonstrate your program meets standards and is being implemented according to each standard. **Remember, duplication of files, within multiple standards, is not necessary.**

Standard 1: Each Student – *Show who your students are and what you have identified “your aha” through data analysis. Compare disaggregated school demographics to student populations participating in rigorous courses and school programs to identify gaps in educational opportunities.*

Possible evidence may include:

- School profile report that includes disaggregated data by student populations (refer to pg. 9 of the program review manual for an outline of possible diverse student populations)
- Comparative analysis of school demographics to disaggregated student populations participating in school programs and activities (e.g., honors courses, early college coursework, CTE Pathways, FAFSA completion, etc.)
- Longitudinal data results that track trends indicating growth or change in areas of concern.

Note: Modification to program implementation based on identified gaps from this standard should be reflected in evidence provided throughout the remaining standards.

Standard 2: Data-Effectiveness and Program Improvement – *Show how you use an ongoing process of collecting and analyzing data to make intentional data-driven decisions that best meet the identified needs of your students, including the results from the systemic assessment. Clearly identify top gaps based on data analysis.*

Possible evidence may include:

- Copy of most recent Systemic Assessment results for students, parents, and teachers
 - Include an analysis of survey results that identifies top priorities and gaps for students, parents, and teachers (e.g., narrative, bulleted outline, graphs, tables, etc.). *Remember, the intent of the Systemic Assessment is more than just showing that you completed the administration of the survey. The analysis of the results – how identified gaps align with program goals, modifications to the school counseling program, and alignment to the overall goals of the school – is what needs to be reflected in the evidence box.*
- Copy of any other data sources that have been analyzed and used to set program goals within the last 3-year period (e.g., SOAR, SHARP survey, standardized tests, specific school counseling/school quality assessments, etc.)
- Identify top gaps in the areas of access, attainment and/or achievement and include program goals and modifications to address these gaps (e.g., narrative, bulleted outline, graphs, tables, etc.) based on analysis of student demographics and data sources. ***The School Data Summary template may be used as documentation of this process.***
- Data projects for the last 3 years

Evidence of sharing data results, including data project results, with faculty and other key stakeholders (e.g., meeting agenda, PowerPoint presentation, etc.) for the last 3 years

Standard 3: Plan for College and Career Ready Process – Show the Plan for College and Career Readiness process for your students, including the 4-year plan and next-step planning activities.

Possible evidence may include:

- Documentation of meeting both [§53E-2-304](#) and [R277-462](#)
 - Provide evidence (e.g., outline, table, bulleted list, brief narrative, etc.) of objectives and content for each grade level that support:
 - Student academic and non-academic well-being
 - College affordability (e.g., financial aid, scholarships)
 - Post-secondary exploration and training options (e.g., Keys to Success)
 - Post-secondary admission processes (e.g., admission exams, application process)
 - CTE Pathway completer and concentrator information and options
 - Copy of forms used during Plan for College and Career Readiness meetings, including the process for documenting student and parent participation
 - Copies of materials used during the Plan for College and Career Readiness process
- Documentation of student and parent participation rates in Plan for College and Career Readiness meetings
 - Overall percentages of both student and parent rate of participation, as well as percentages according to disaggregated groups
 - Tiered intervention plan used to involve parents, including those of diverse populations, in the Plan for College and Career Readiness process (e.g., reminder phone calls, online scheduling of appointments, extended hours available for holding meetings, translation services provided, etc.)
- Documentation of next-step planning

Copy of four-year plan which shows a connection between student future goals, course-taking patterns and post-secondary preparation (e.g., CTE Pathways, rigorous course work, career interests, assessment data information, etc.)

Standard 4: Career Literacy – Show how the counseling program offers multiple career exploration and development activities, at each grade level, to increase career literacy for each student.

Possible evidence may include:

- College and Career Awareness Lessons (Grade 7 or 8 only)
 - Calendar for CCA lessons (***note: to eliminate duplication of documents, a full-year department program management calendar needs to be saved in the Time Allocation folder, which includes 7th/8th grade CCA presentations***)
 - College and Career Awareness team meetings (agendas/minutes) for the past 3 years
- Outline specific career exploration and development activities for grades 7-12 (e.g., table, bulleted outline, etc.)
- Supporting documents that demonstrate employability and next-step planning activities (e.g., developing a resume, completing a job application, mock interviews, etc.)
- Documentation of collaboration with Work-Based Learning Coordinator or another designee (e.g., meeting agendas/minutes, list of coordinated activities, list of partnerships/programs with business and industry, percentages of those completing job shadows, internships by disaggregated groups, etc.)
- Evidence of collaboration with CTE teachers (e.g., meetings/agendas, percentages of CTE pathway completer and concentrators by disaggregated groups, activities promoting CTE Pathways by grade level, etc.)

Standard 5: Collaborative Classroom Instruction – *Show how you work collaboratively with teachers to implement a curriculum that aligns with the Utah Mindsets & Competencies (Curriculum Delivery Survey) and identified needs of your students (Systemic Assessment and/or other data sources).*

Possible evidence may include:

- Copy of most recent Curriculum Delivery survey results
 - Include an analysis of survey results that identifies top gaps in meeting student mindsets and competencies (e.g., narrative, bulleted outline, graph, table, etc.). *Remember, the intent of the Curriculum Delivery Survey is more than just showing that you completed the administration of the survey. The analysis of the results – how identified gaps align with modifications to collaborative classroom curriculum and instruction – is what needs to be reflected in the evidence box.*
- School curriculum crosswalk that outlines topics being taught by the school counselors in the classroom and aligns to the results of the Curriculum Delivery Survey. ***The Mindsets and Competencies Action Plan template may be used as documentation of this process.***
- Examples of Tier 1 curriculum being delivered that promotes both academic and non-academic development (e.g., PowerPoint presentations, lesson plans, etc.) ***The Lesson Plan and Results Report template may be used as documentation of this process.***
- Pre/post surveys on effectiveness of classroom instruction

Standard 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports – *Through a tiered approach, show prevention and intervention efforts in place that meets the identified needs of your students.*

Possible evidence may include:

- A plan showing counselor availability for social/emotional supports, especially during Plan for College and Career Readiness meetings (e.g., bulleted list, narrative, table, individual calendar, etc.)
- A tiered diagram that outlines students supports available from the school counseling program, school, and community for each tier
- List of activities to monitor and help students not on track for high school graduation (e.g., student tracking documents, at-risk student meetings with counselors and administrations, etc.)
- List of ways counselors collaborate with school, district, and community agencies and how families are made aware of relevant resources (e.g., flyers, handouts, community resource list, etc.)
- Any additional materials used for non-academic student supports (e.g., suicide prevention presentations and activities)
- Identify activities and interventions for a comprehensive system of dropout prevention (e.g., credit recovery options, advisory class periods, results data for dropout prevention, etc.)
- Small group counseling
 - Calendar for groups (***note: to eliminate duplication of documents, a full-year department program management calendar needs to be saved in the Time Allocation folder, which includes small group counseling***)
 - List of groups being offered
 - Examples of materials being used to advertise and run groups
 - Pre/post surveys on group effectiveness

Standard 7: Alignment – *Show alignment efforts K-12 through communication and collaboration with your cone feeder schools.*

Possible evidence may include:

- Calendar of cone feeder meetings (***note: to eliminate duplication of documents, a full-year department program management calendar needs to be saved in the Time Allocation folder, which includes cone feeder meetings***)
- Agendas and minutes for cone feeder meetings for the past 3 years
 - Agenda topics could reflect but are not limited to discussions regarding Systemic Assessment results data across cone, curriculum and program alignment, dropout prevention, student registration activities from school to school, transitions of at-risk populations, etc.
- Materials used for transition from school to school (e.g., PowerPoint presentations, school tours, parent/student welcome events, etc.)
- Utilize your school outlines and curriculum crosswalk from standards 3, 4 & 5 to align feeder grades 7-12 (aligning K-12 is considered best practice and exceeds expectation) school counseling programs, including, but not limited to:
 - Plan for College and Career Ready process
 - Career literacy and CTE Pathway activities
 - Keys to Success (formerly known as UtahFutures) activities
 - Financial awareness/college affordability
 - Dropout prevention and student transition activities
 - Collaborative Classroom Instruction/Mindsets & Competencies
 - Non-academic supports

Assurances – *Subfolders for each of the Assurances are required with the exception of Use of Data (see below for more details)*

Board Adoption and Approval – *Show how your board supports the counseling department and how you are keeping them updated each year.*

- Board adoption and approval (district/charter school board will provide)
- Annual board presentations or reports regarding data, program goals, and data projects for the last 3 years (agenda/minutes, PowerPoint presentations).

Structural Components – *Show that your school counseling program has adequate resources and support.*

- Current student-to-counselor ratio (this could be a snapshot of total enrolled students from the Student Information System (SIS) – PowerSchool, Skyward, Aspire, etc.)
- Copy of current budget
- Sufficient school counseling facilities, clerical staff, and up-to-date computer facilities for students/personal are part of the required Assurances to help facilitate discussion with Administration and School Counseling Leadership if needed. **You do NOT need to provide evidence for these indicators.**
- Documentation demonstrating effective communication with students, parents, and staff (e.g., examples of documents offered in other languages, coordination of translation services, social media platform links – Remind, Facebook, Twitter, newsletters, etc.)
- The review team will thoroughly review your school and school counseling webpages. Please make sure your school counseling website is accessible through your school website.
- Copy of district permission for school counseling services (i.e., PPRA)

- Copy of school crisis plan and/or professional development training (e.g., website link, PowerPoint presentations, meeting agendas, etc.)
- Extended time activities should be noted on the full-year program calendar (***note: to eliminate duplication of documents, a full-year program calendar needs to be saved in the Time Allocation folder, which includes extended time activities***)

Administrative Assurances – *Show how you help school administrators understand the role of a school counselor and the importance of a systemic school counseling program as well as how the school counseling program supports the overall goals of the school.*

- Administrator/Counselor meetings (agendas/minutes)
 - Agenda topics could reflect but are not limited to discussions regarding data for improved student outcomes (e.g., identified gaps from disaggregated data), program at a glance and alignment to school goals, program management (e.g., ratios, roles and responsibilities, budget, time allocation, calendar, website, etc.), training for faculty, annual program self-evaluation, and review of the inappropriate and appropriate checklist. ***The Principal/Counselor Agreement Template may be used as documentation for agreed understanding.***

Use of Data – *Access to relevant data is included as part of the required Assurances to help facilitate discussion with Administration and School Counseling Leadership if needed. **You do NOT need to provide evidence for this Assurance or create a subfolder in Assurances.** Evidence demonstrating the use of data is accounted for in Standard 2: Data Effectiveness and Program Improvement.*

Program Leadership and Management – *Show how you are an advocate and leader in your school and community.*

- Advisory Committee
 - List of advisory committee members, including identification of representation (e.g., parent, business/industry, faculty member, student, etc.)
 - Copy of agendas and minutes that clearly reflect the School Counseling Program meeting objectives for the last 3 years. *Don't get bogged down in providing one for every meeting but more importantly provide what you have. Remember, establishing a trend of meeting the intent is most important.*
 - Current copy of school improvement goals.
 - Agenda topics may reflect but are not limited to discussions regarding Systemic Assessment results data, data project goals/results, curriculum and programming alignment with school improvement goals, dropout prevention, etc.
- School Counseling Program Team/Department Meetings
 - Copy of agendas and minutes for the last 3 years that provide examples of regularly scheduled meetings. *Don't get bogged down in providing one for every meeting but more importantly provide what you have. Remember, establishing a trend of meeting the intent is most important.*
- School Leadership Team
 - Any evidence that reflects specific school counseling participation in the design and development of school goals that support the TSSA plan (e.g., admin/counselor meetings, building leadership meetings, etc.) for the last 3 years. *Don't get bogged down in providing one for every meeting but more importantly provide what you have. Remember, establishing a trend of meeting the intent is most important.*
 - Current copy of school improvement goals

- Documentation (agendas/minutes, PowerPoint, etc.) of faculty trainings related to school counseling program implementation of both academic and non-academic supports (e.g., academic: access, attainment, achievement; non-academic: suicide prevention, dropout prevention, trauma-informed and restorative practices, etc.)

Time Allocation – *Show how a minimum of 85% of counselor time is devoted to direct services to students.*

- Completed time/task analysis for each counselor (1 day a week or 1 week a month – at least 10 sample days) for the last 3 years.
- Percentages of time/task allocation for the department
 - Evidence of at least two weeks of calendar examples (one from fall, one from spring) for each school counselor (e.g., snipping tool, link to Google calendar, etc.)
 - If the individual counselor or school counseling team’s time/task analysis does not meet program recommendations, provide a brief statement of justification for use of time.
 - Non-counseling activities should be evident in the time/task analysis. **You do NOT need to provide evidence.**
- Full-year calendar posted on website for students and parents. ***The review team will thoroughly review your school and school counseling webpages. Please make sure this calendar is accessible through your school website.***
- Full-year department program management calendar (***note: this should be an extensive, detailed, full-year calendar that includes items required in other Assurances and Standards, such as extended time activities, advisory committee, and other team meetings, Plan for College and Career Readiness meetings, 7th/8th grade CCA lessons (if applicable), classroom presentations/lessons, small group counseling, and cone feeder school meetings***)

College and Career Readiness School Counseling Program Training – *Show that you are keeping up to date on best practices through regular participation in professional development and USBE sponsored trainings.*

- MIDAS transcript for each counselor showing completed trainings (transcript should show at least the last 5 years of trainings, if applicable). If the training is evident in MIDAS, you do not have to provide additional training certificates, agendas, flyers, etc.
 - Any additional trainings to support professional growth that are not evident in MIDAS within the last 3 years (e.g., College and Career Readiness Certificate)
- MIDAS transcript for each administrator showing evidence that they completed the required School Counseling Program Updates and Essentials Training within the last 5 years
- Copy of current membership in professional associations for each counselor

School Counselor Checklist – *Show how you, with the support of the administration, thoroughly evaluate the effectiveness of the school counseling program each year using the Performance Review Self-Evaluation document.*

- Copy of completed annual Performance Review Self-Evaluation document for the last 3 years.

Archive Folder – Documents older than 3 years old and/or no longer necessary for the program review, but useful for historical context, can be kept in an archive folder. This does not need to be submitted to USBE for the review process.