



UTAH COLLEGE AND CAREER READINESS SCHOOL COUNSELING PROGRAM



On-Site Review Performance Self-Evaluation for New Programs

School:

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Submitted by:

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Utah's College and Career Readiness School Counseling Program:

Preparing Each Student to be College and Career Ready

The Foundation of Utah's School Counseling Program

The foundation of the work in Utah for the School Counseling Program is rich in history. Under the leadership of Lynn Jensen, the work of Dr. Norm Gysbers, the founder of school counseling programs, was brought to Utah in 1986. Dr. Norm Gysbers outlined a timeline for counseling programs that contained a plan to **enhance and redesign** the program by (1) restructuring the program, (2) making new design decisions based on evaluation data and new information, and (3) implementing the new design. As the needs of students change, school counseling programs must shift to meet these needs.

The Needs of Today's Students

Over the past 30 years there have been vast changes in technology, college expectations, school accountability, the needs of the workforce, personal challenges for students, and expectations of parents which all have an impact on the services provided to students through the School Counseling Program. With the student as the focus of the Utah College and Career Readiness School Counseling Program, information and updates to standards need to be provided to school counselors to meet the needs of students.

Over recent years, policymakers, post-secondary institutions, business, industry, and parents have been calling for schools to ensure that each student is college and career ready. National reports such as *Help Wanted* (Georgetown University) and *Pathways to Prosperity* (Harvard) have caught the attention of policymakers and the higher education community and have placed increased pressure and expectations on schools to focus on efforts to make students college and career ready.

Utah's College and Career Readiness School Counseling Program

The 2016 [College and Career Readiness Program Model](#) provides a comprehensive, systemic framework for school counselors to promote a whole child approach to academic, career, multicultural/global citizenship, and social/emotional development for each student. This framework ensures student supports are deeply ingrained in the system to improve outcomes for students, not only academically but also for lifelong success. Taking a comprehensive, systemic approach offers school counselors, teachers, administrators, other school personnel, and policymakers a range of strategies and practical tips to work more effectively in their schools and communities. Effective collection, analysis, and use of data ensures counselors are accountable for personal and program implementation, while meeting the individual needs of students. The data-driven process helps all stakeholders select and implement intentional supports and interventions that close equity gaps, demonstrate program effectiveness, and raise achievement levels for each student.

Meeting the Needs of Diverse Students

Diversity comes in many forms, from cultural and ethnic background to socioeconomic status to family structure and religious choices, as well as gender, language, age, and ability differences. School counselors are expected to develop specific skills and knowledge to support and advocate for the diverse student populations served by the College and Career Readiness School Counseling Program.

Indicators have been incorporated into standards to focus on the five ethnic diversity groups recognized by the federal government: American Indian/Alaskan Native, African American, Asian American, Hispanic/Latino, and Pacific Islander. **The purpose of Standard 1: Each Student is to show that**

the school counselor understands the ways in which each student differs and that modifications have been made to the implementation of the School Counseling Program to accommodate individualized student needs.

What Makes American Indian Tribes so Different from Other Ethnic Minorities?

Tribal Government as Sovereign Nations

What makes American Indian tribes so unique from other ethnic minorities, besides their indigenous status, is that they are land based and have a political relationship with the United States government. This political relationship has several legal bases: 1) the “Commerce Clause” of the U.S. Constitution, 2) treaties between the U.S. and the Indian nations, legislation and subsequent federal policy, and 3) Supreme Court decisions and executive actions. However, American Indian tribes do not enjoy absolute sovereignty. Indian tribes do not exercise international independence (but neither do state governments). They are domestic, independent nations (nations within a nation having a nation-to-nation relationship with the Federal Government). Additionally, the Federal Government has a unique trust or fiduciary responsibility for American Indian tribes and their interests as assets, as a result of treaties which stressed: “such services as education, health, etc. in exchange for land.” (*Excerpted from the American Indian Education Resource Book, USBE, June 2004*)

“Indian tribes have held a unique position in the history of the American government as well as in contemporary affairs.

The basis for that position is the fact that Indian tribes were recognized as sovereign from the time of discovery and recognition continues today.”

(Nancy M. Tuthill)

Review Protocol for New College and Career Readiness School Counseling Programs

On-Site Review Process

The on-site review is a process developed within the framework of the Utah College and Career Readiness School Counseling Program structure to ensure that the school counseling team has implemented the program elements described in the review standards.

This document is a tool to evaluate the connection between the school counseling program standards and student outcomes. **A Level 3 rating on a standard means that the program is at a FULLY functioning level of development and implementation.**

The on-site review for the School Counseling Program serves to:

- celebrate the College and Career Readiness School Counseling Program;
- recognize program strengths and accomplishments;
- identify goals and areas for improvement;
- minimize identified gaps in the areas of access, attainment and achievement; and
- ensure program implementation promotes a whole child approach to academic, career, multicultural/global citizenship, and social/emotional development for all students.

Essential Elements for the On-Site Review Process

To be prepared for a successful performance evaluation, a school program must have prepared four items:

1. A completed Performance Self-Evaluation (this document) of the School Counseling Program.
2. Documentation in form of an electronic evidence box that supports the ratings found in the self-evaluation.
3. A completed Program at a Glance document (pg. 42).
4. A data project – see information below.

Data Project

With an accountable data-driven school counseling program, school counselors are partners in school improvement and essential to fulfilling the mission and goals of the school. Methods traditionally used for evaluating school counseling programs no longer hold the same value in the eyes of administrators and faculty who are surrounded in accountability. The process of using data supports school counselors in their efforts to gain more support for their program, widen their circle of influence, and improve outcomes for students. Accepting this challenge propels school counselors to assume the responsibility of removing barriers to learning and achievement and raise the level of expectations for those students. School counselors need to move beyond counting participants to actual assessment of interventions and the impact they make in the areas of access, attainment and achievement. For example, 100% of high school juniors may take the ACT. However, there may be barriers that impact the success and outcomes of the ACT for students? Counselors need to consider the disaggregation of data to identify specific students' needs and how they can break down the barriers impeding their success. **Accountability is the key to school counseling success, survival in the 21st century, and links outcomes to accountability requirements.**

Each year, all schools receiving Utah College and Career Readiness School Counseling Program funds are required to submit a data project to USBE. The electronic data project reporting template can be found on the USBE website under the Program Implementation Management Tab. Data projects need to be connected to school needs and school improvement goals. Data projects are concrete measures of accountability. More importantly, systemic, data-driven school counseling programs ensure the needs of each student is equitably met and inspire academic success. Disaggregation of access, attainment, and achievement data reveals inequities that will help school counselors focus efforts in the greatest area of need.

General Format for the On-Site Review Process

1. At least one month prior to the on-site review, the school counseling team completes a copy of the **On-Site Performance Self-Evaluation for New Programs** and submits the completed document to the LEA school counseling leader, who will provide it to a USBE School Counseling Program Specialist. Charter schools will submit their completed document directly to a USBE School Counseling Program Specialist. Completing a self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the *level of performance* box for each indicator as it applies to the school counseling program.
2. At least one month prior to the on-site review, the school counseling team submits the completed **Electronic Evidence Box** through *Google Drive* or *Adobe Acrobat Pro PDF Portfolio on a USB drive* that can be delivered to the LEA school counseling leader, who will submit it to a USBE School Counseling Program Specialist. Charter schools will submit their electronic evidence box directly to a USBE School Counseling Program Specialist.
3. Team members include the LEA CTE Director and/or an LEA School Counseling Director, school principal, school counseling team, and any other team members the team determines pertinent to the review process (e.g., WBL Coordinator).
 - a. Team members should recognize that the on-site review is a formal process requiring professional etiquette. Schedules should be arranged to give full attention to the review process.
4. The following time frame is recommended for the on-site review:
 - a. One to two hours for the school counseling and review teams to discuss the school counseling program and Performance Self-Evaluation.
 - i. A discussion based on items found in the electronic evidence box should demonstrate how each activity implemented as part of the school counseling program is developed from careful analysis of student needs, achievement, and related data in support of school improvement goals.
 - b. One-half to one hour for members of the review team to discuss their findings and prepare a summary of the results.
 - i. The review team will rate the level of performance for each indicator by marking the red indicator boxes. This will result in a side-by-side comparison of the self-evaluation and the review team's evaluation.
 - c. One-half to one hour to share the review team's results with the school counseling program team members, including program strengths and areas of improvement.
5. After the on-site review, district leadership will acquire signatures from LEA administration, including the superintendent, on the Results and Signature Page. In Charter school program reviews, the school counseling program team will acquire appropriate charter leadership signatures. The Results and Signature page must be submitted to a USBE School Counseling Program Specialist within 30 days of the review.

On-Site Review Team

1. A USBE School Counseling Specialist facilitates the review process, along with other selected team members.
2. Team members include a USBE School Counseling Program Specialist (or other designated team lead), a district CTE Director and/or district School Counseling Director, and two or three school counselors.

3. The majority of review team members should be from schools at the same level as the program being reviewed (e.g., middle school/JHS counselors review middle school/JHS programs, and high school counselors review high school programs). Likewise, alternative/charter school programs should be reviewed by at least one other alternative/charter school counselor.
4. Elementary counselors or administrators can participate as evaluators only if they have recent experience at the secondary level and have a good understanding of secondary school counseling programs.
5. Review team members should recognize that the on-site review is a formal process requiring professional etiquette. Schedules should be arranged to give full attention to the school counseling team.

Instructions for Completing the On-Site Performance Self-Evaluation for New Programs (this document)

1. Download and save the PDF fillable version of the **On-Site Performance Self-Evaluation for New Programs** from the USBE website.
2. Rate the level of performance for each indicator. This allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement.
3. Check the black box to indicate the rating for your self-evaluation of the school counseling program's level of performance for each indicator.
4. Provide an overall rating at the end of each standard that summarizes the average of the scores.
5. After the school counseling team has thoroughly evaluated each standard and indicator, complete the Program at a Glance to identify strengths and set goals for areas of improvement.
6. Save the completed PDF fillable copy of the Performance Self-Evaluation in the electronic evidence box.

Level of Performance Rating Scale

Overall ratings include careful consideration of all indicators for each standard.

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|---------|--|
| Level 3 | An overall 3 rating on a standard indicates a FULLY functional College and Career Readiness School Counseling Program, with data supporting contributions to school improvement, student achievement, and connections to the overall goals of the school. |
| Level 2 | Standards rated at this level are recognized as an approaching standard program. An adequate explanation will have been provided clarifying why the program is functioning at this level in this standard. It is not unusual for a school's counseling program to have some areas that are in need of improvement. |
| Level 1 | Standards rated at this level are considered clearly deficient by the evaluation team and need immediate attention. Specific goals should be made for the time, effort, and renewed commitment to the School Counseling Program required for improvement. |
| Level 0 | Standards rated at this level indicate that school counseling team need further explanation and greater understanding regarding the requirements of the College and Career Readiness School Counseling Program and/or the requirements of the on-site review process. |

Note: In accordance to 53E-2-304 and R277-462 (see page 16), Standard 3 Indicator 3a is weighted heavily. Anything less than a 3 rating in this indicator will result in the need for a re-review. Due to the significance of this standard, indicator 3a is marked with the 🌐 symbol. Moreover, this is the only indicator where a "4" rating can be recognized. The "4" rating exceeds program standards.

What does this mean for program approval?

- **Standards 1-4** must pass with a 3 overall rating and **a total 10 out of 12** level 3 overall ratings are required for the School Counseling Program to be approved.
- Three or more **Level 2 overall ratings** or a level 0 or 1 overall rating for any standard would indicate that another review should be scheduled for the program in one year by the same review team.

<p>Standard 1: Each Student Standard 2: Data Effectiveness & Program Improvement Standard 3: Plan for College and Career Ready Process Standard 4: Career Literacy</p>	<p>Level “3” overall rating required for ALL standards</p>
<p>Standard 5: Collaborative Classroom Instruction Standard 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports Standard 7: Alignment Standard 8: Board Adoption Standard 9: Structural Components Standard 10: Program Leadership and Management Standard 11: Time Allocation Standard 12: College and Career Readiness School Counseling Program Training</p>	<p>Level “3” overall rating required for 6 of the 8 standards</p>

Related Policies and Guidelines

53E-2-304. School district and individual school powers—Plan for college and career readiness definition.

- 2(b) (i) As used in this title, “plan for college and career readiness” means a plan developed by a student and the student’s parent or guardian, in consultation with school counselors, teachers, and administrators that:
1. is initiated at the beginning of grade 7;
 2. identifies a student’s skills and objectives;
 3. maps out a strategy to guide a student’s course selection; and
 4. links a student to post-secondary options, including higher education and careers.
- (ii) Each local school board, in consultation with school personnel, parents, and school community councils or similar entities shall establish policies to provide for the effective implementation of an individual learning plan or a plan for college and career readiness for each student at the school site.
- (iii) The policies shall include guidelines and expectations for:
- (A) recognizing the student's accomplishments, strengths, and progress toward meeting student achievement standards as defined in the core standards for Utah public schools;
 - (B) planning, monitoring, and managing education and career development; and
 - (C) involving students, parents, and school personnel in preparing and implementing an individual learning plan and a plan for college and career readiness.
- (iv) A parent may request a conference with school personnel in addition to an individual learning plan or a plan for college and career readiness conference established by local school board policy.
- (v) Time spent during the school day to implement an individual learning plan or a plan for college and career readiness is considered part of the school term referred to in Subsection 53F-2-102.

R277-462-4. Planning for College and Career Readiness.

F. Schools shall implement students’ Plan for College and Career Readiness process consistent with the policies and goals of the LEAs’ College and Career Readiness School Counseling Program model. The student, student’s parent/guardian and school personnel shall cooperatively develop the Plan for College and Career Readiness during the first two years in which the student is enrolled in grades 7-12 in the LEA. The implementation for the Plan for College and Career Readiness shall include the following conferences:

1. 7th and 8th grades: minimally one individual and one group conference during the two years;
2. 9th and 10th grades: minimally one individual conference and one group conference during the two years;
3. 11th and 12 graders: minimally one individual conference and one group conference during the two years; and
4. Other meetings, as necessary.

Related Policies and Guidelines to Qualify for Funding School Counselor to Student Ratio and Time/Task Allocation

R277-462-6. School Counselor to Student Ratio.

(1) To qualify for funding described in Section R277-462-6, an LEA shall have at least one school counselor for every 350 students.

R277-462-3. Incorporation of College and Career Readiness School Counseling Program Model

(1) This rule incorporates by reference the College and Career Readiness School Counseling Program Model Second Edition, 2016. To qualify for funding in accordance to Section R277-462-3. A minimum of counselor time should reflect at least 85% in direct services to students, with a maximum of 15% of counselor time in indirect services to students.

Recommended Distribution of Total School Counseling Time

System Area	Elementary School % of Time	Middle School % of Time	High School % of Time
Plan for College and Career Readiness	5-10%	35-45%	45-55%
Collaborative Classroom Instruction	35-45%	25-35%	15-25%
Systemic Approach to Dropout Prevention	30-40%	25-30%	15-20%
Systemic Program Management	10-15%	10-15%	10-15%

STANDARD 1: Each Student. Program elements are designed to recognize and address the diverse needs of each student. Access, attainment and achievement data for academic and non-academic student needs are used to guide the College and Career Readiness School Counseling Program. This standard provides the framework for the school counseling program to reach each student as individuals. *Modification to program implementation based on identified gaps from this standard should be reflected in standards 2-7.*

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Identification of Diverse Populations / Students	A. Counselors have identified and analyzed student populations according to their diversity and services in the areas of access, attainment and achievement. This includes, but <u>not limited to</u> : <ul style="list-style-type: none"> • Academically challenged • Economically challenged • Ethnic or cultural backgrounds • Disabilities • Academically talented • Limited English proficiency • Refugee and immigrant • First generation college 	A. Evidence shows that most student populations have been identified and analyzed schoolwide.	A. Evidence shows that some student populations have been identified and analyzed schoolwide..	A. There is no evidence that shows that student populations have been identified and analyzed.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:	0 Not Functioning:
2. American Indian / Alaska Native Students (see pg. 3)	A. Counselors work regularly with the Title VI Coordinator (or LEA) to identify, collect and analyze data to improve student outcomes for AI/AN students including, but not limited to progress toward graduation.	A. Counselors work annually with the Title VI Coordinator (or LEA) to identify and track AI/AN students.	A. Counselors rely on the Title VI Coordinator (or LEA) to track AI/AN students.	A. Counselors have not identified or tracked AI/AN students.
3. Equitable Educational Opportunities	<p>A. Counselors use disaggregated access, attainment and achievement data to compare school demographics to student populations participating in courses and school programs to provide equitable educational opportunities for each student.</p> <p>B. Counselors have established baseline data in the areas of access, attainment, and achievement to provide necessary information for longitudinal data collection.</p>	<p>A. Counselors use some disaggregated access, attainment and achievement data to compare school demographics to student populations participating in courses and school programs to provide educational opportunities for students.</p> <p>B. Counselors have established some baseline data.</p>	<p>A. Counselors use minimal to no disaggregated access, attainment and achievement data to compare school demographics to student populations participating in courses and school programs to provide educational opportunities for students.</p> <p>B. Counselors have established minimal to no baseline data.</p>	<p>A. Counselors have not compared school demographics to student populations to identify gaps in courses and school programs.</p> <p>B. Counselors have not established baseline data.</p>

Overall Rating for this Standard:

STANDARD 2: Data Effectiveness and Program Improvement. To improve outcomes for students, the College and Career Readiness School Counseling Program collects and analyzes current school data, including a formal student, parent, and teacher systemic assessment. Data projects are developed and implemented based on the data results to close access, attainment and achievement gaps and evaluate program effectiveness.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Administration of Systemic Assessment	<p>A. The School Counseling Program Systemic Assessment has been completed one school year prior to the on-site review and in a time frame that allows the results to be addressed within the current program.</p> <p>B. The Systemic Assessment includes feedback from a significant representation of students, parents, and teachers and reflects the demographics of the school.</p>	<p>A. The School Counseling Program Systemic Assessment has been completed within the same school year as the on-site review, but in a time frame allowing results to be addressed within the current program.</p> <p>B. The Systemic Assessment data includes some feedback from students, parents, and teachers, but does not completely represent the school population.</p>	<p>A. The School Counseling Program Systemic Assessment has been completed within the same school year as the on-site review, but the time frame does not allow results to be addressed within the current program.</p> <p>B. The Systemic Assessment is based on minimal participation and/or surveying only one targeted group (e.g., 9th grade Honors English).</p>	<p>A. A formal School Counseling Program Systemic Assessment has not been completed.</p> <p>B. A formal School Counseling Program Systemic Assessment has not been completed.</p>
2. Analysis and Implementation of Systemic Assessment and Other Data Sources	<p>A. Systemic Assessment data is disaggregated by gender, race, ethnicity, culture, socioeconomic status, or other identified school populations.</p>	<p>A. Some Systemic Assessment data is disaggregated by gender, race, ethnicity, culture, socioeconomic status, or other identified school populations.</p>	<p>A. Systemic Assessment data is not disaggregated.</p>	<p>A. A formal School Counseling Program Systemic Assessment has not been completed.</p>

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
2. Analysis and Implementation of Systemic Assessment and Other Data Sources (continued)	<p>B. Counselors clearly identify top gaps and student needs based on all data analysis (e.g., Systemic Assessment and other data sources).</p> <p>C. Program goals and interventions are developed and prioritized for identified gaps, based on an analysis of the Systemic Assessment and school data.</p>	<p>B. Counselors identify top gaps and student needs based on some data analysis.</p> <p>C. Program goals and interventions for identified gaps are developed based on some review of school data.</p>	<p>B. Counselors identify top gaps and student needs based on little to no data analysis.</p> <p>C. Program goals and interventions for identified gaps are developed based on little to no review of school data.</p>	<p>B. No identification of student gaps or needs.</p> <p>C. Program goals and interventions have not been developed.</p>
3. Data Project for Program Effectiveness	<p>A. Data project is designed and implemented based on multiple data sources, and targeted top needs.</p> <p>B. Interventions outlined in the data project reporting template support all levels of a systemic approach to intervention for student outcomes.</p>	<p>A. Data project is designed and implemented based on schoolwide data, but not targeted to the top needs and aligned to the school improvement goals.</p> <p>B. Interventions outlined in the data project reporting template support most levels of a systemic approach to intervention for student outcomes.</p>	<p>A. Data project is designed and implemented based on little to no data and do not align to top needs and school improvement goals.</p> <p>B. Interventions outlined in the data project reporting template support some levels of a systemic approach to intervention for student outcomes.</p>	<p>A. Data project is designed and implemented without consideration of schoolwide data.</p> <p>B. Interventions outlined in the data project are not systemic in approach.</p>

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
3. Data Project for Program Effectiveness (continued)	C. Annual presentations on the data project, including disaggregated outcome data and school improvement alignment, have been made to the school faculty and other key stakeholders.	C. Annual presentations on the data project have been made to the school faculty.	C. The data project is shared with faculty (e.g., faculty newsletter) but no formal presentations have been made leaving interpretation of results unclear.	C. No presentations on the data project has been made to the school faculty.

Overall Rating for this Standard:

STANDARD 3: Plan for College and Career Ready Process. Programs shall establish Plans for College and Career Readiness for each student. Each student will be involved in planning for college and career readiness by participating in, but not limited to, individual and group meetings. The goal is to improve outcomes for students in the areas of access, attainment, and achievement as they are preparing for their future. *Please note that Standard 3 is guided by 53E-2-304 and R277-462 and must be met according to the rules and laws (see page 8).*

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Student	<p>A. Each student has a Plan for College and Career Readiness meeting each year and participates in multiple Plan for College and Career Readiness activities each year.</p> <p>B. Data has been collected, analyzed, and plans implemented for best practices on student participation.</p>	<p>A. Each student has a Plan for College and Career Readiness meeting each year and participants in at least one Plan for College and Career Readiness activity.</p> <p>B. Data has been collected and analyzed for best practices on student participation.</p>	<p>A. Students are invited to participate in a Plan for College and Career Readiness meeting.</p> <p>B. Data has been collected on student participation but is not analyzed or used for best practices on student participation.</p>	<p>A. Students do not participate in a Plan for College and Career Readiness meetings.</p> <p>B. No data has been collected on student participation.</p>
2. Parent	<p>A. Tiered interventions have been made to include a parent/guardian for each student during a Plan for College and Career meeting and participation data is collected and analyzed.</p>	<p>A. Some efforts have been made to include a parent/guardian for each student during a Plan for College and Career Ready meeting.</p>	<p>A. Only one method is used to invite a Parents/guardian to the Plan for College and Career Readiness meeting.</p>	<p>A. There are no efforts made to include a parent/guardian to participate in the Plan for College and Career Readiness meetings.</p>

Indicators		3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
2. Parent (continued)		B. Documentation of parent signatures on a Plan for College and Career Readiness form is maintained for each student and participation rates are tracked and analyzed.	B. Some documentation of parent signatures on a Plan for College and Career Readiness form is maintained for each student.	B. Limited or no documentation of parent signatures on a Plan for College and Career Readiness form is maintained for each student.	B. There is no documentation of parent signatures on a Plan for College and Career Readiness form.
3. Counselor	4 Exceeds Standard	A. Counselors conduct individual Plan for College and Career Ready meetings with each student and parent during the student's enrollment at the school based on board rule R277-462-4.	A. Counselors conduct at least one individual Plan for College and Career Ready meeting with each student and parent during the student's enrollment at the school based on board rule R277-462-4. 🌐	A. Counselors do not meet in individual Plan for College and Career Ready meetings with each student and parent during the student's enrollment at the school, but they directly supervise other educators in such meetings. 🌐	A. Students do not receive an individual Plan for College and Career Ready meeting during their enrollment at school. 🌐
	A. Counselors conduct individual Plan for College and Career Readiness meetings with each student and parent each year during the student's enrollment at the school.				

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
4. Student 4-Year Planning	<p>A. Each student develops a 4-year course plan before the end of grade 8 that leads to rigorous course taking patterns and supports the student's goals and next-step plans.</p> <p>B. Counselors help each student understand a rigorous program of study that prepares them for one, two, or four-year degrees to ensure planned coursework is intentional and aligns with individual goals.</p>	<p>A. Most students develop a 4-year course plan before the end of grade 8 that leads to rigorous course taking patterns and supports the student's goals and next-step plans.</p> <p>B. Counselors help most students understand a rigorous program of study.</p>	<p>A. Some students develop a 4-year course plan before the end of grade 8 that leads to rigorous course taking patterns and supports the student's goals and next-step plans.</p> <p>B. Counselors help some students understand a rigorous program of study.</p>	<p>A. 4-year course plans are not developed.</p> <p>B. No attempt to help students understand a rigorous program of study has been made.</p>
5. Assessment	A. Counselors utilize performance data to identify and inform individual students about their academic proficiency and college and career readiness	A. In small groups, counselors review performance data with students about their academic proficiency and college and career readiness.	A. Counselors provide performance data to students without explanation or review.	A. No performance data is provided to students.

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
7. Post-Secondary Exploration & Training Options	<p>A. Counselors assist all students in pursuing realistic goals in their career and college search using UtahFutures.</p> <p>B. CTE Pathway materials are provided for each student, including CTE completer/concentrator information and options.</p>	<p>A. School personnel assist all students in their career and college search.</p> <p>B. Some CTE Pathway materials are provided for students, including CTE completer/concentrator information and options.</p>	<p>A. Students are aware of college search tools.</p> <p>B. Minimal CTE Pathway materials are provided for students, including CTE completer/concentrator information and options.</p>	<p>A. Counselors are not sharing information regarding college search tools.</p> <p>B. No CTE Pathway materials are provided.</p>
8. Post-Secondary Admission Processes	<p>A. Counselors ensure that all students are aware of and prepare for post-secondary admissions exams.</p> <p>B. Counselors ensure that all students are aware of post-secondary admission requirements and processes.</p> <p>C. Counselors ensure that all students are aware of college affordability options (e.g., financial aid, scholarships).</p>	<p>A. Counselors ensure that some students are aware of post-secondary admissions exams.</p> <p>B. Counselors ensure that some students are aware of post-secondary admission requirements and processes.</p> <p>C. Counselors ensure that some students are aware of college affordability options.</p>	<p>A. Few students are aware of post-secondary admissions exams.</p> <p>B. Few students are aware of post-secondary admission requirements and processes.</p> <p>C. Few students are aware of college affordability options.</p>	<p>A. Counselors do not provide any information or resources for post-secondary admission exams.</p> <p>B. Counselors do not provide any information or resources for post-secondary admission requirements and processes.</p> <p>C. Counselors do not provide any information or resources for college affordability options.</p>

Overall Rating for this Standard:

STANDARD 4: Career Literacy. The College and Career Readiness School Counseling Program provides career literacy assistance for each student to make informed decisions about choosing a career and next-step-planning to reach their goals.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. College and Career Awareness Course (Grade 7 or 8) N/A	A. Counselors are teaching the College and Career Awareness lessons, in collaboration with the classroom teacher, as outlined by the USBE CTE College and Career Awareness Program. B. Counselors are members of the College and Career Awareness team and meet with the team regularly and have planned the course outline for the year.	A. Counselors are teaching the College and Career Awareness lessons as outlined by the USBE CTE College and Career Awareness Program. B. Counselors are members of the College and Career Awareness team and meet with the team annually and have planned the course outline for the year.	A. The counselors are not involved in the delivery of the College and Career Awareness lessons as outlined by the USBE CTE College and Career Awareness Program. B. Counselors are members of the College and Career Awareness team and meet with the team annually, but course outline is not well established for the year.	A. The College and Career Awareness lessons are not being taught. B. Counselors are not members of the College and Career Awareness team.
2. Career Literacy and CTE Collaboration	A. Career exploration and development activities are fully developed and provided for all students during each grade level (e.g., Career Day).	A. Career exploration and development activities are provided for some students at each grade level.	A. Some career exploration and developmental activities are provided, but not each grade level has been reached.	A. No career exploration and developmental activities are provided.

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
2. Career Literacy and CTE Collaboration (continued)	<p>B. Counselors work with the Work Based Learning (WBL) Coordinator to facilitate supports for students in internships, or other career exploration activities (e.g., Job Shadows), that align with student’s goals as outlined in the Plan for College and Career Readiness.</p> <p>C. Activities are provided for all students to increase employability skills and support next-step planning (e.g., college application, job application, resume).</p> <p>D. CTE Pathway exploration activities are provided for all students during each grade level to assure CTE Pathway completers and concentrators.</p>	<p>B. The WBL Coordinator facilitates placement for students in internships, or other career exploration activities (e.g., Job Shadows), with little coordination with the counselor.</p> <p>C. Activities are provided for some students to increase employability skills and support next-step planning (ie.g., college application, job application, resume).</p> <p>D. CTE exploration activities are provided for some students at each grade level.</p>	<p>B. The WBL Coordinator facilitates placement for students in internships, or other career exploration activities (e.g., Job Shadows), with no coordination with the counselor.</p> <p>C. Activities are provided for a few students to increase employability skills and support next-step planning (e.g., college application, job application, resume).</p> <p>D. Some CTE Pathway activities are provided, but not each student at a given grade level have been reached.</p>	<p>B. There is no coordination with the WBL Coordinator.</p> <p>C. No activities to increase employability skills and support next-step planning are in place.</p> <p>D. No CTE Pathways activities are provided.</p>

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
2. Career Literacy and CTE Collaboration (continued)	E. Counselors collaborate with CTE teachers to increase understanding of the connection between pathways and entry to careers to best guide students during the 4-year planning process.	E. Counselors collaborate with some CTE teachers.	E. Counselors have minimal collaboration with CTE teachers.	E. Counselors do not collaborate with CTE teachers.

Overall Rating for this Standard:

STANDARD 5: Collaborative Classroom Instruction. The program delivers a developmental school counseling curriculum in harmony with content standards identified in the College and Career Readiness School Counseling Program Model. The curriculum is prioritized according to the results of the school Curriculum Delivery Survey, Systemic Assessment and other data analyses to improve academic and non-academic student outcomes.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Curriculum Delivery Survey	A. All teachers have completed the Curriculum Delivery Survey to determine which of the identified Student Mindsets and Competencies they are teaching. Results are compiled one school year prior to the on-site review and in a time frame that allows the results to be addressed within the current program.	A. All teachers have completed the Curriculum Delivery Survey to determine which of the identified Student Mindsets and Competencies they are teaching. Results are compiled within the same school year as the on-site review, but in a time frame allowing results to be addressed within the current program.	A. All teachers have completed the Curriculum Delivery Survey to determine which of the identified Student Mindsets and Competencies they are teaching. Results are compiled within the same school year as the on-site review, but the time frame does not allow results to be addressed within the current program.	A. A formal Curriculum Delivery Survey has not been completed.
2. Curriculum	A. Counselors use systemic assessment data, curriculum delivery survey results, and analysis of school improvement goals to develop curriculum within the School Counseling Program.	A. Counselors use systemic assessment data and curriculum delivery survey results to develop curriculum within the School Counseling Program.	A. Results of systemic assessment data and the curriculum delivery survey are not used to prioritize program content.	A. No curriculum content has been identified.

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
2. Curriculum (continued)	<p>B. Evidence is provided that the school counseling curriculum is in harmony with the College and Career Readiness School Counseling Program Student Mindsets and Competencies identified in the Utah Model and is supportive of school improvement goals.</p> <p>C. Tier 1 curriculum supports schoolwide goals and promotes student academic and non-academic development.</p>	<p>B. Some evidence is provided that the school counselor curriculum is in harmony with the College and Career Readiness School Counseling Program Student Mindsets and Competencies identified in the Utah Model.</p> <p>C. Tier 1 curriculum supports schoolwide goals but doesn't promote <u>both</u> student academic and non-academic development.</p>	<p>B. College and Career Readiness School Counseling Program Curriculum is chosen without reference to the College and Career Readiness School Counseling Program Student Mindsets and Competencies.</p> <p>C. Tier 1 curriculum are not clearly aligned with schoolwide goals.</p>	<p>B. College and Career Readiness School Counseling Program Curriculum has not been developed.</p> <p>C. Counselors do not deliver Tier 1 curriculum supports.</p>

Overall Rating for this Standard:

STANDARD 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports. With a systemic approach to access, attainment, and achievement, school counselors collaborate and coordinate with family, school and community resources to provide services that address the academic and non-academic needs of each student.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Responsive Services	<p>A. Counselors are current regarding applicable laws (e.g., FERPA, PPRA). Required forms are used when applicable.</p> <p>B. Provisions have been made for counselor availability and timely response to student, staff and parent needs. A counselor schedule rotation during Plan for College and Career Readiness meetings has been established.</p> <p>C. Counselors effectively follow-up with students as needed following a responsive services contact.</p>	<p>A. Counselors are aware of some laws. Required forms are used when applicable.</p> <p>B. Provisions have been made for counselor availability and timely response to student, staff and parent needs.</p> <p>C. There is some follow-up with student, as needed, following a responsive services contact.</p>	<p>A. Counselors are aware of some laws, but required forms are not being used.</p> <p>B. Some provisions have been made for counselor availability and timely response to student, staff and parent needs.</p> <p>C. Little effort is made to follow up with students.</p>	<p>A. Counselors are not aware of current laws and required forms are not being used.</p> <p>B. No provisions have been made for counselor availability.</p> <p>C. There are no activities to help students deal with ongoing developmental issues.</p>

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
1. Responsive Services (continued)	D. LEA and school crisis response plans are in place and updated. Counselor training has been provided and counselors are fully aware of execution of crisis response plan.	D. LEA and school crisis response plans are in place and updated.	D. The LEA crisis response plan is in place, but not updated.	D. No LEA crisis response plan is in place.
2. Tiered Model of Student Supports	A. Counselors use a systemic tiered approach (e.g., RTI Model) that addresses non-academic supports to empower students to successfully navigate developmental challenges and life events (e.g., anxiety, suicide prevention, stress management)	A. Counselors provide student supports that are not clearly tiered or systemic to empower students to successfully navigate developmental challenges and life events.	A. Counselors rely primarily on a crisis response format to deliver information to students about life events.	A. Counselors are only using a crisis response format.
3. Prevention	A. Counselors use dropout data (academic, attendance and behavior) to monitor and help all students who are not on target for grade promotion and high school graduation. An individualized plan is developed to meet the needs of the student.	A. Counselors monitor and help some students who are not on target for grade promotion and high school graduation, but do not develop individualized plans.	A. Counselors monitor and help minimal to no students who are not on target for grade promotion and high school graduation,.	A. Counselors are not aware of students who are not on target for grade promotion and high school graduation.

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
3. Prevention (continued)	B. There is evidence of effective collaboration with school, community, and family resources to support dropout prevention and ensure wraparound services are available to support students.	B. There is some evidence of effective collaboration with school, community, and family resources to support dropout prevention.	B. There is little evidence of effective collaboration with school, community, and family resources to support dropout prevention.	B. There is no evidence of effective collaboration with school, community, and family resources to support dropout prevention.
4. Intervention	<p>A. Academic and non-academic supports have been implemented that address issues identified from data analysis, including the Systemic Assessment.</p> <p>B. A systemic system of data-based interventions, specific to the school, have been implemented for dropout prevention.</p> <p>C. The school counseling program implements and/or collaborates with outside resources to provide ongoing effective group counseling (e.g, grief, divorce, transitions, bullying) in response to school data and identified needs.</p>	<p>A. Some academic and non-academic supports have been implemented that address issues identified from data analysis, including the Systemic Assessment..</p> <p>B. Some data-based interventions, specific to the school, have been implemented for dropout prevention.</p> <p>C. The school counseling program uses outside resources for group counseling which are responsive to school to school data and identified needs.</p>	<p>A. Some academic and non-academic supports have been implemented but are not responsive to the data analysis or the Systemic Assessment.</p> <p>B. Minimal to no data-based interventions, specific to the school, have been implemented for dropout prevention.</p> <p>C. Some groups are organized. Their relation to school data and identified needs is not clear.</p>	<p>A. No proactive programs exist.</p> <p>B. No data-based interventions for dropout prevention specific to each school have been implemented.</p> <p>C. Counselors are not using groups counseling services to address school data and identified needs.</p>

Overall Rating for this Standard:

STANDARD 7: Alignment. To decrease gaps in the areas of access, attainment and achievement, school counseling programs must systemically communicate, collaborate, and coordinate programs and goals with feeder systems, schools and stakeholders (K-12).

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. K-12 Collaboration	<p>A. Secondary counselors have a planned, formal, calendared quarterly meetings within feeder system(s).</p> <p>B. Written agendas and minutes are available for all meetings within feeder system(s).</p> <p>C. The school counseling program collaborates in the feeder system(s) to provide effective transitions that meet the needs of each student, including specific activities for diverse populations (elementary, middle/junior, and high school).</p>	<p>A. Secondary counselors have a formal, calendared, twice-yearly meeting within feeder system(s).</p> <p>B. Some written agendas and minutes are available.</p> <p>C. The school counseling program collaborates in the feeder system(s) to provide effective transitions to most students, including some activities for diverse populations.</p>	<p>A. Secondary counselors have an annual meeting within feeder system(s).</p> <p>B. Written agendas are available, but no minutes provided.</p> <p>C. The school counseling program collaborates in the feeder system(s) to provide effective transitions to some students, including some activities for diverse populations.</p>	<p>A. Counselors are not meeting with their feeder system(s).</p> <p>B. No written agendas or minutes are available.</p> <p>C. The school counseling program does not collaborate in the feeder system(s) to provide effective transitions for students.</p>

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
1. K-12 Collaboration (continued)	<p>D. Counselors works within feeder system to share information about each student regarding student identification, student needs, and transitions, including dropout prevention and responsive services.</p> <p>E. Curriculum and interventions are well coordinated from level to level, including CTE Pathways.</p> <p>F. The Plan for College and Career Readiness process and materials are coordinated with LEA and feeder system(s).</p> <p>G. Counselors review systemic assessment data, including equity gaps, and align interventions to improve student outcomes within feeder system(s).</p>	<p>D. Within the feeder system, the counselors have made some attempt to share information about students.</p> <p>E. Some curriculum and interventions are coordinated from level to level.</p> <p>F. The Plan for College and Career Readiness process and materials are coordinated with some feeder system(s).</p> <p>G. Counselors occasionally review systemic assessment data, including equity gaps, and align interventions to improve student outcomes within feeder system(s).</p>	<p>D. Within the feeder system, the counselors have made little to no attempt to share information about students.</p> <p>E. Little to no curriculum and interventions are not coordinated from level to level.</p> <p>F. The Plan for College and Career Readiness process and materials are exchanged but without coordination.</p> <p>G. Counselors are aware of systemic equity gaps but do not align interventions to improve student outcomes when meeting with feeder system(s).</p>	<p>D. Entire feeder system shares no information about students.</p> <p>E. Curriculum and interventions are not coordinated from level to level.</p> <p>F. The Plan for College and Career Readiness process and materials are not exchanged within feeder system(s).</p> <p>G. Counselors do not include the review of equity gaps or align interventions to improve student outcomes when meeting with feeder system(s).</p>

Overall Rating for this Standard:

STANDARD 8: Board Adoption and Approval. The College and Career Readiness School Counseling Program has ongoing communication with the local board regarding program goals and outcomes supported by data.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	<p style="text-align: center;">3 <u>Meets Standard:</u> FULLY functioning level of development and implementation</p>	<p style="text-align: center;">0 <u>Not Functioning:</u> No evidence of development or implementation</p>
1. Approval	A. Written evidence that the board has adopted the College and Career Readiness School Counseling Program as a K-12 model for school counseling programs.	A. No evidence is provided of board approval of the College and Career Readiness School Counseling Program.
2. Communication	A. LEA school counseling leadership provide an annual written report to the local board of education/governing board regarding student achievement related to the College and Career Readiness School Counseling Program. This report describes how each school is adhering to the LEA’s Plan for College and Career Readiness policy (R277-462-4) and includes data on program effectiveness.	A. LEA school counseling leaders have not presented to the local board of education/governing board.

Overall Rating for this Standard:

STANDARD 9: *Structural Components.* Structural components and policies support the College and Career Readiness Program. This includes adequate resources and support for guidance facilities, materials, equipment, clerical staff, and school improvement processes.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Student Ratios Current ratio is <u> 1 </u> / <u> </u>	A. Student/licensed school counselor ratio in terms of percentage of contract time devoted to school counseling activities is 350/1 or less.	A. Student/licensed school counselor ratio in terms of percentage of contract time devoted to school counseling activities is 351/1 to 375/1.	A. Student/licensed school counselor ratio in terms of percentage of contract time devoted to school counseling activities is 376/1 to 425/1.	A. Student/licensed school counselor ratio in terms of percentage of contract time devoted to school counseling activities exceeds 476.
2. Funding and Budget	A. The school counseling team has worked with the LEA to establish a budget which adequately supports the school counseling program.	A. Some funds are provided for the needs of the school counseling program.	A. Funding is inadequate for the needs of the school counseling program.	A. No funding is available to support the school counseling program.
3. Structural Components	A. The school counseling facilities include separate offices, an inviting outer welcoming area, a conference room, and Career Center. B. Full-time clerical support.	A. The school counseling facilities include most of the facilities listed. B. Adequate clerical support.	A. The school counseling facilities are minimal. B. Clerical support is part-time or otherwise limited.	A. The school counseling facilities are not adequate and do not meet the needs of counselors or students. B. Clerical support is not available.

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
3. Structural Components (continued)	<p>C. Up-to-date computer facilities, software and assessment tools to meet the needs of students and personnel.</p> <p>D. Extended days or hours aimed at benefiting students and parents/guardians are available and funded adequately.</p> <p>E. The school counseling program effectively uses multiple strategies, including technology, to communicate with parents or guardians, students, and staff (e.g., translation services, email, technology platforms)</p> <p>F. The school counseling website is updated regularly to provide accurate and timely resources to students, parents and other stakeholders.</p>	<p>C. Computer facilities, software and assessment tools are adequate for running the school counseling program.</p> <p>D. Limited availability of extended days/hours to benefit student and parents are available and funded adequately.</p> <p>E. The school counseling program uses some strategies, including technology, to communicate with parents or guardians, students and staff.</p> <p>F. The school counseling website is updated annually to provide accurate and timely resources to students, parents and other stakeholders.</p>	<p>C. Computer facilities and/or software and assessment tools are limited and do not support the needs of all students or the staff.</p> <p>D. Limited availability of extended days/hours to benefit student and parents are available, but not adequately funded.</p> <p>E. The school counseling program uses little to no strategies to communicate with parents or guardians, students and staff.</p> <p>F. The school counseling website is not updated.</p>	<p>C. Computer facilities, software and assessment tools are not available.</p> <p>D. Extended days/hours to benefit student and parents are unavailable.</p> <p>E. The school counseling program uses no available strategies to communicate with parents or guardians, students and staff.</p> <p>F. There is not a specific school counseling website.</p>

Overall Rating for this Standard:

STANDARD 10: Systemic Program Leadership and Management. Structures and processes are in place to ensure effective program management, including an advisory committee (a representative group of persons appointed to advise and assist the College and Career Readiness School Counseling Program within a school). School counselors are considered leaders and are an integral part of the school improvement team.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Advisory	<p>A. The College and Career Readiness School Counseling Program Advisory Committee includes membership from a diverse representation of counselors, administration, faculty, parents, community members, business partners, and students. The membership represents the diverse populations in the community.</p> <p>B. The advisory committee meets at least quarterly.</p>	<p>A. Membership includes some diverse representation from counselors, administrators, faculty, parents, community members, business partners, and students.</p> <p>B. The advisory committee meets at least semi-annually.</p>	<p>A. Membership has limited representation from counselors, administrators, faculty, parents, community members, business partners, and students.</p> <p>B. The advisory committee meets at least annually.</p>	<p>A. No attempts have been made to involve diverse membership on the advisory committee.</p> <p>B. There is no evidence that an advisory committee is organized or functioning.</p>

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
1. Advisory (continued)	C. The advisory committee supports and assists the School Counseling Program in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measurable data and consistent with school improvement goals.	C. The advisory committee has some input and responsibility in relation to the School Counseling Program and school improvement goals.	C. The role of the advisory committee is not clearly defined in relation to the School Counseling Program and the overall school improvement goals.	C. There is little to no communication between the school, community, and the School Counseling Program.
2. Program Leadership	A. The school counseling team provides training for the staff related to the School Counseling Program, including student outcome data and non-academic student supports (e.g., suicide prevention, diverse populations, dropout prevention).	A. The school counseling team provides training for some staff related to the School Counseling Program.	A. The school counseling team provides information (e.g., flyer, handout, email) related to the School Counseling Program.	A. There is no evidence of training or in-service of the school staff in relation to the School Counseling Program.

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
3. School Leadership Team	A. The school counseling team is actively involved with the administration, school staff, and community council in designing, implementing, and evaluating school improvement goals that support the TSSA plan.	A. The school counseling team collaborates with administration and school staff regarding school improvement goals.	A. The school counseling team collaborates with administration and provides minimal input regarding school improvement goals.	A. There is no evidence that the school counseling team is involved in the school improvement process.

Overall Rating for this Standard:

STANDARD 11: Time Allocation. 85% of aggregate counselor’s time is devoted to DIRECT services to students through a balanced program of Plan for College and Career Readiness, Collaborative Classroom Instruction, and Systemic Approach to Dropout Prevention with Social/Emotional Supports consistent with the results of school systemic assessment and other data sources.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Target Time Allocation (see pg. 9)	A. Target time based on program model recommendations are customized to meet the individual needs of the school based off the Systemic Assessment and data analysis.	A. Target time has been established and customized to the needs of the school.	A. Target time has been established.	A. No target time for the school counseling program has been established.
<i>Actual Time Allocation</i>	<i>Plan for College and Career Readiness _____%</i>	<i>Collaborative Classroom Instruction _____%</i>	<i>Systemic Approach to Dropout Prevention _____%</i>	<i>Systemic Program Management _____%</i>
2. Time and Task Analysis	A. Sample time and task analysis in all four College and Career School Counseling Program components are charted by every counselor (e.g., one day a week or one week per month – <u>at least ten sample days</u>).	A. Time and task analysis in all four College and Career School Counseling Program components is not clearly charted by every counselor regularly.	A. Personal time logs are not identified into the four areas of the College and Career School Counseling Program.	A. No evidence of time and task analysis.

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
2. Time and Task Analysis (continued)	B. Time allocation in each component correlates with program and school improvement goals to improve student outcomes.	B. Time allocation correlates with some components of program and school improvement goals.	B. Unclear correlation of time allocation.	B. No evidence of time and task analysis.
3. 85% Direct Services to Students	A. 85% of each counselor's contract time is spent on direct services to students (e.g., Plan for College and Career Readiness, Collaborative Classroom Instruction, and Systemic Approach to Dropout Prevention with Social/Emotional Supports).	A. Each counselor is spending 15-20% of their contract time in program management and non-counseling activities.	A. Each counselor is spending more than 20% of their contract time in program management and non-counseling activities.	A. No evidence of time allocation for every counselor.
4. Calendar	A. A full-year calendar is posted, updated regularly, and available to parents and students on the school counseling program webpage.	A. A full-year calendar is posted, updated annually, and available to parents and students on the school counseling program webpage.	A. A full-year calendar is posted and available to parents and students on the school counseling program webpage but is not up to date.	A. A full-year calendar is not posted on the school counseling program website.

4. Calendar (continued)	B. An extensive full-year school counseling program calendar is completed annually that includes items such as: advisory committee and other team meetings, Plan for College and Career Readiness meetings, 7 th grade CDA presentations (if applicable), small group counseling, cone feeder school meetings, etc. to support program management.	B. A full-year school counseling program calendar is completed annually that includes most items needed to support program management.	B. A full-year school counseling program calendar is completed annually that includes some items needed to support program management.	B. A full-year school counseling program calendar has not been established to support program management.
5. Non-Counseling Activities	<p>A. Non-counseling activities are eliminated from every counselor’s duties through a strong integration with the Utah College and Career Readiness School Counseling Program Model and school improvement processes.</p> <p>B. Counselors have no responsibility for standardized test administration or coordination.</p> <p>C. Counselors serve as advisors for the master schedule, but do not have primary responsibility for master schedule building.</p>	<p>A. Counselor “fair share” responsibilities are consistent with the Utah College and Career Readiness School Counseling Program Model and school improvement processes.</p> <p>B. Counselors are not chiefly responsible for standardized test administration or coordination.</p> <p>C. Counselors have some responsibility for master schedule building, but do not have primary responsibility.</p>	<p>A. Counselors have some responsibilities that are not consistent with the Utah College and Career Readiness School Counseling Program Model or school improvement goals.</p> <p>B. Counselors have primary responsibility for standardized test administration or coordination.</p> <p>C. Counselors have primary responsibility for master schedule building.</p>	<p>A. Counselors have responsibilities that are not consistent with the Utah College and Career Readiness School Counseling Program Model or school improvement goals.</p> <p>B. Counselors have total responsibility for standardized test administration or coordination.</p> <p>C. Counselors have total responsibility for master schedule building.</p>

Overall Rating for this Standard:

STANDARD 12: College and Career Readiness School Counseling Program Training. Regular participation of counseling team members in USBE sponsored College and Career Readiness School Counseling Trainings.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard:</u> FULLY functioning level of development and implementation	2 <u>Approaching Standard:</u> Limited level of development and implementation	1 <u>Needs Improvement:</u> Low level of development and implementation	0 <u>Not Functioning:</u> No evidence of development or implementation
1. Professional Development	<p>A. All counseling team members have regularly participated in available yearly state training opportunities (e.g., CTE Summer Conference, College and Career Readiness School Counseling Program Training).</p> <p>B. Counselors participate in professional development activities to support school improvement goals and desired results for student learning.</p> <p>C. Counselors have membership in and participate in professional organizations.</p>	<p>A. Most counseling team members have regularly participated in available yearly state training opportunities.</p> <p>B. Counselors participate in yearly professional development activities.</p> <p>C. Most counselors have membership in and participate in professional organizations.</p>	<p>A. Some counseling team members have regularly participated in available yearly state training opportunities.</p> <p>B. Counselors have limited participation in yearly professional development activities.</p> <p>C. Some counselors have membership in and participate in professional organizations.</p>	<p>A. Counseling team members and administrators have not participated in available yearly state training opportunities.</p> <p>B. Counselors do not participate in professional development activities.</p> <p>C. No counselors have membership in and participate in professional organizations.</p>

Indicators	3 <u>Meets Standard:</u>	2 <u>Approaching Standard:</u>	1 <u>Needs Improvement:</u>	0 <u>Not Functioning:</u>
2. Updates and Essentials	A. All counseling team members (including administrators) have participated, within the last 5 years, in USBE-sponsored Updates and Essentials Training to support the integration of the Utah College and Career Readiness School Counseling Program with school improvement goals.	A. Most counseling team members (including administrators) have participated, within the last 5 years, in USBE-sponsored Updates and Essentials Training to support the integration of the Utah College and Career Readiness School Counseling Program with school improvement goals.	A. Some counseling team members have participated, within the last 5 years, in USBE-sponsored Updates and Essentials Training to support the integration of the Utah College and Career Readiness School Counseling Program with school improvement goals.	A. Counseling team members, as well as administrators have not participated, within the last 5 years, in USBE-sponsored College and Career Readiness School Counseling Program Training.
3. American Indian/Alaska Native (AI/AN) Training	A. Counselors are working toward fulfilling the components of the AI/AN training for school counselors, which leads to best practices for each student.	A. Counselors are aware of the components of and plan to begin the AI/AN training for school counselors, which leads to best practices for each student.	A. Counselors are aware of the components of the AI/AN training for school counselors.	A. Counselors are not working toward fulfilling the components of the AI/AN training for school counselors.
4. College and Career Readiness Certificate	A. Counselors are working toward fulfilling the components of the College and Career Readiness Certificate.	A. Counselors are aware of the components of and plan to begin the College and Career Readiness Certificate.	A. Counselors are aware of the components of the College and Career Readiness Certificate.	A. Counselors are not working toward fulfilling the components of the College and Career Readiness Certificate.

Overall Rating for this Standard:

Electronic Evidence Box: 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.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program’s level of performance.

Review Team – Check the **red** boxes indicating the rating for your evaluation of this program’s level of performance.

Indicators	<p align="center">3 <u>Meets Standard:</u> FULLY functioning level of development and implementation</p>	<p align="center">2 <u>Approaching Standard:</u> Limited level of development and implementation</p>	<p align="center">1 <u>Needs Improvement:</u> Low level of development and implementation</p>	<p align="center">0 <u>Not Functioning:</u> No evidence of development or implementation</p>
1. Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.	A. Electronic evidence box does not provide sufficient documentation of evidence.

Overall Rating:

Program at a Glance Overview

After the school counseling team has thoroughly evaluated each standard and indicator, use the Program at a Glance to identify strengths and set goals for areas of improvement in order to strengthen program implementation and student outcomes.

Program Strengths

Use this section to identify areas of strengths for each standard based on standard and indicator ratings.

Areas of Improvement

This section is a place to *set goals to improve the quality of services provided by a comprehensive school counseling program*. Based on standard and indicator ratings and needs assessment data (e.g., perception data), set goals that will help strengthen the implementation of the school counseling program to ensure quality services are in place to best meet the needs of the students. IT IS NOT REQUIRED TO SET A PROGRAM GOAL FOR EACH STANDARD.

Measurable Goals Based on Data Analyses and Identified Top Gaps

This section is a place to *set goals to improve student outcomes*. Based on data analyses and identified top gaps (Standards 1-2), **set two to three measurable goals** (e.g., SMART Goal: specific, measurable, attainable, relevant, and time-bound). IT IS NOT REQUIRED TO SET A MEASURABLE GOAL FOR EACH STANDARD. Remember, measurable goals should be intentional and target specific identified gaps to improve student outcomes in the areas of access, attainment, and/or achievement.

How to write a measurable goal:

Example: Increase Latino students FAFSA completion rate by 10 percent by the end of the year.

1. Direction	2. Group	3. Data Element(s)	4. Expected Outcome	5. Date of Outcome
Increase	Latino students	FAFSA completion rate by	10% by	End of the year
Direction (1)	Group (2)	Data element (3)	Expected outcome (4)	Date of outcome (5)

Alignment to School Goals

The school counseling program is most impactful when aligned to the overall goals of the school. Specify how measurable goals align to school improvement goals. YOU ONLY NEED TO IDENTIFY ALIGNMENT TO SCHOOL GOALS FOR THE IDENTIFIED MEASURABLE GOALS.

Program at a Glance

Standards	Program Strengths	Areas of Program Improvement	Measurable Student Outcome Goals	Alignment to School Goals
Standard 1: Each Student				
Standard 2: Data Effectiveness and Program Improvement				
Standard 3: Plan for College & Career Readiness Process				
Standard 4: Career Literacy				
Standard 5: Collaborative Classroom Instruction				
Standard 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports				
Standard 7: Alignment				

Standard 8: Board Adoption and Approval				
Standard 9: Structural Components				
Standard 10: Program Leadership and Management				
Standard 11: Time Allocation				
Standard 12: College and Career Readiness School Counseling Program				

Formal On-Site Review Results and Recommendations

Standard 1:

Strengths:

Recommendations:

Standard 2:

Strengths:

Recommendations:

Standard 3:

Strengths:

Recommendations:

Standard 4:

Strengths:

Recommendations:

Standard 5:

Strengths:

Recommendations:

Standard 6:

Strengths:

Recommendations:

Standard 7:

Strengths:

Recommendations:

Standard 8:

Strengths:

Recommendations:

Standard 9:

Strengths:

Recommendations:

Standard 10:

Strengths:

Recommendations:

Standard 11:

Strengths:

Recommendations:

Standard 12:

Strengths:

Recommendations:

Electronic Evidence Box:

Strengths:

Recommendations:

Formal On-Site Review Results and Signature Page

School Name: _____

Date: _____

Based on rating expectations, standards must be met to be an approved College and Career Readiness School Counseling Program. Schools on provisional status may be held harmless without losing funding, provided the program passes a re-review.

The overall recommendation by the On-Site Performance Review Team of the College and Career Readiness School Counseling Program is:
(check one and provide dates)

- **Pass: Standards 1-4** must pass with a 3 overall rating and **a total 10 out of 12** level 3 overall ratings are required for the School Counseling Program to be approved.
 - Next Interim review will take place in the school year: 20_____ -20_____
 - Next On-site review will take place in the school year: 20_____ -20_____
- **Provisional:** Level 2 overall ratings in standards 1-4, three or more Level 2 overall ratings, or a Level 0 or 1 overall rating in any standard would indicate that another review should be scheduled for the program in one year by the on-site review team. An action plan will be outlined by a USBE School Counseling Program Specialist, or designated team lead, and monitored by the LEA leadership.
 - **Follow up re-review date:** 20_____

School Counseling Team Member Signatures:

LEA Approval Signatures:

School Administrator:	LEA CTE/School Counseling Director:	LEA Superintendent:
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This form must be received by a USBE School Counseling Specialist within 30 days of the on-site review.

Review Team Signatures:

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Formal On-Site Re-Review Results and Signature Page

for programs on provisional status only

School Name: _____

Date: _____

Based on the implementation of the outlined action plan and on-site re-review, standards must be met to remain an approved College and Career Readiness School Counseling Program.

The overall recommendation by the On-Site Performance Re-Review Team of the College and Career Readiness School Counseling Program is:
(check one and provide dates)

- Pass: Standards 1-4** must pass with a 3 overall rating and **a total 10 out of 12** level 3 overall ratings are required for the School Counseling Program to be approved.
 - Next Interim review will take place in the school year: 20_____ -20_____
 - Next On-site review will take place in the school year: 20_____ -20_____

- Fail:** Level 2 overall ratings in standards 1-4, three or more Level 2 overall ratings, or a Level 0 or 1 overall rating in any standard would indicate that the program has not meet the necessary requirements to become an approved school counseling program. The school counseling program can be re-considered for approval status following the steps outlined in the College and Career Readiness Program Model, which includes submitting a letter of intent by May 1.

School Counseling Team Member Signatures:

LEA Approval Signatures:

School Administrator:	LEA CTE/School Counseling Director:	LEA Superintendent:
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This form must be received by the USBE School Counseling Specialist within 30 days of the on-site review.

Review Team Signatures:

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