

# COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM PERFORMANCE REVIEW

CIP 32.0107

CONNECTING PROGRAM IMPROVEMENT AND STUDENT LEARNING

## Student Focused



## Data Driven



## Counselor Executed



## PLAN FOR COLLEGE AND CAREER READY



School: \_\_\_\_\_

District: \_\_\_\_\_

Date: \_\_\_\_\_

Submitted by: \_\_\_\_\_

On-site Review Form for:

Program Approval

Interim Review

# Utah's Comprehensive Counseling and Guidance Program: Meeting the Needs of Today's Students, 2012 Preparing Students to Be College and Career Ready

## **The Foundation of CCGP:**

The foundation of our work in Utah for Comprehensive Counseling and Guidance Programs (CCGP) is rich in history—beginning with the leadership of Lynn Jensen, who brought the work of Dr. Norm Gysbers, the grandfather of CCGP, to Utah in 1986. Dr. Norm Gysbers outlined a timeline for Comprehensive Counseling and Guidance Programs that contained, in years nine/ten, a plan to **enhance and redesign** CCGP by (1) replanning 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 25 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 CCG Program. With the student as the focus of the CCG Program, information and updates need to be provided to school counselors and to standards to meet the needs.

Policymakers, post-secondary institutions, business, industry, and parents over recent years are calling for schools to ensure that all students are college and career ready. Recent national reports such as *Help Wanted*, from Georgetown University and *Pathways to Prosperity* from Harvard have caught the attention of policymakers and the higher education community, and have placed increased pressure and expectations on high schools to focus on efforts to make students college and career ready.

## **Redefining CCGP:**

Other researchers and leaders in the school counseling field have emphasized redefining and modernizing school counseling programs and the responsibilities of the school counselor:

“Since the inception of the profession of school counseling, the role has been redefined and modernized, oftentimes to meet the needs of a changing society or in response to societal events (Beesley, 2004; Burnham & Jackson, 2000; Gysbers & Henderson, 2001).

“The emphasis of reform efforts was to provide school counselors with the knowledge and data that they need in order to close the achievement gap between underserved populations of students (Dollarhide & Saginak, 2008). The goal of the initiative was ultimately to ensure that “the school counselor serves as a leader as well as an effective team member working with teachers, administrators, and other school personnel to make sure that each student succeeds” (The Education Trust, 2001 as cited in Dollarhide & Saginak, 2008, p. 199). Above all else, the National Education Trust was concerned with promoting high academic achievement for all students and enhancing career development opportunities for all students at all levels (Baker, 2000).

“The Transforming School Counseling Initiative has additionally outlined five skills at which the progressive school counselor must be effective. They include teaming and collaboration, leadership, assessment and the use of data to effect change, advocacy, and counseling and coordination (The Education Trust, 2007; Musheno & Talbert, 2002). The TSCI believes that proficiency in these five areas will equip the school counselors of today to become leaders of educational reform within their respective programs as well as advocates for students and their academic achievement (Musheno & Talbert, 2002).” (West Virginia Department of Education, n.d.).

ASCA's (2003) National Model emphasizes the school counselor's role in assisting all students in academic success and the use of data and research to guide the development of programs and practices and to evaluate the effectiveness of such programs (ASCA, 2003; Center for School Counseling Outcome Research, 2000).

The Education Trust (2011) emphasizes the role of school counselors in preparing high school students for college and career readiness. In this recent report, it is clear that school counselors play a vital role in setting up students for success. However, they are often overwhelmed and sidetracked by assigned tasks that distract from the goal of preparing college- and career-ready students. Even with all the responsibilities school counselors have, many are using data to spot struggling students, or identifying students who need additional services, in order to increase students' performance and their post-secondary opportunities. School counselors need to engage in leadership in the movement for college and career readiness. According to this article, the following changes are needed to better serve the growing need to help students become college and career ready:

- 1) Rework school counselors' job descriptions to focus more on tasks that will result in college and career readiness for all students.
- 2) Refocus counselor education programs so that school counselors are trained in educational equity and college and career readiness.
- 3) Add more school-specific training and coursework on data usage to university counseling programs.
- 4) Support current school counselors through additional professional development.
- 5) Align school counselors' evaluations with student outcomes. (CTE learning that works for America, n.d.)

## References

- American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA.
- Baker, S.B. (2000). *School counseling for the twenty-first century*. Upper Saddle River, NJ: Prentice-Hall.
- Beesley, D. (2004). Teachers' perceptions of school counselor effectiveness: Collaborating for student success. *Education, 125*, 259-270.
- Burnham, J.J., & Jackson, C.M. (2000). School counselor roles: Discrepancies between actual practice and existing models. *Professional School Counseling, 4*(1), 41. Retrieved from EBSCOHOST.
- Center for School Counseling Outcome Research. (2000). *Mission statement*. Retrieved September 15, 2007, from <http://www.umass.edu/schoolcounseling/mission.htm>.
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- Dollarhide, C.T., & Saginak, K.A. (2008). *Comprehensive school counseling programs: K-12 delivery systems in action*. Boston: Allyn and Bacon.
- Gysbers, N.C. (2001). School guidance and counseling in the 21st century: Remember the past into the future. *Professional School Counseling, 5*(2), 96. Retrieved from EBSCOHOST.
- Musheno, S., & Talbert, M. (2002). The transformed school counselor in action. *Theory into Practice, 41*(3), 186-191.
- West Virginia Department of Education. (n.d.). Retrieved from <http://wvde.state.wv.us/counselors/>

# Review Protocol for Existing CCG Programs

## On-Site Review Process

The on-site review is a process developed within the framework of the Comprehensive Counseling and Guidance Program (CCGP) to ensure that the school counseling team has implemented the program elements described in the review standards. Historically, we have referred to this on-site review process as an “evaluation” that provides program “accountability.”

*Accountability:* Accountability for student outcomes and meeting program standards (performance indicators) is used for funds appropriation. To the general public, accountability means student achievement.

*Evaluation:* Effective school improvement, as well as the Northwest Accreditation process, requires an increase in the use of data related to all educational programs, including CCGP. This is disaggregated data on student performance.

An evaluation of the Comprehensive Counseling and Guidance Program requires looking at the results—specifically, improved performance for students. This document can help members of a guidance team make connections between Comprehensive Counseling and Guidance Program elements or standards and desired results for students as required by the Northwest Accreditation process and described in the document *School Improvement: Focusing on Student Performance*.

The on-site review process serves to:

- Celebrate the school’s Comprehensive Counseling and Guidance Program.
- Recognize program strengths and accomplishments.
- Identify goals and areas for improvement.

## Elementary Expectations

It is the goal of the Utah State Office of Education to have 100 percent of students in grades K-12 receive support from a CCGP. While they move toward achieving that goal, counselors or guidance personnel of elementary students should complete this document as a self-assessment. Personnel in the elementary schools will not be expected to defend their self-assessment in a formal review. However, using this document as a self-evaluation will aid elementary CCGP counselors or guidance specialists in better meeting the requirements of the Comprehensive Counseling and Guidance model. Elementary counselors and programs are encouraged to meet these same competencies and provide these same services. It is also suggested Elementary CCGP teams use the National Office of School Counselor Advocacy (NOSCA) document *Elementary School Counselor’s Guide: NOSCA’s Eight Components of College and Career Readiness Counseling* to guide their CCG Program.

## Essential Elements and General Format for the Interim Review (Year 3) and the Performance Review (Year 6)

In order to be prepared for a successful performance evaluation, a school program must have prepared three items:

1. At least one month prior to the on-site review, the school Comprehensive Counseling and Guidance team completes the Performance Self-Evaluation and submits the completed form to the district counseling leader. Completing a self-evaluation allows for honest reflection on the Comprehensive Counseling and Guidance Program check and provides genuine opportunities for program improvement. The guidance team under review should check the box for each indicator as the team believes it applies to the program. A completed self-evaluation of the CCGP with copies of the self-evaluation for every member of the review team (year 3 and year 6) should be included.
2. Documentation should exist in the form of an evidence box or file showing that the program as described in the manual exists and is being implemented. Programs must then also provide an organized file of evidence reviewed to support the written description and self-evaluation ratings (year 3 and year 6).

3. A program manual (year 6 only) should be included. The CCG Program being reviewed provides a program manual that contains a brief written response to each of the standards, with a declaration of the level of self-evaluation for each indicator, followed by specific details that support that self-evaluation.

### **On-Site Review Guidelines Years 3 (Interim Review) and 6 (Performance Review)**

1. The Comprehensive Counseling and Guidance team presents evidence during the review to support the levels of performance listed on the self-evaluation for each standard. The review team can then check the indicator boxes as the team makes the presentation. This should result in a side-by-side comparison of the self-evaluation and the review team evaluation.
2. District leaders overseeing the on-site review will acquire signatures from team members and district leadership. In charter school program reviews, the charter school CCGP team will acquire appropriate counselor leadership signatures.
3. For the 6-year review, district/charter school counseling leaders submit a finalized electronic copy of the review to the USOE CCGP Specialist by **May 1** of the current school year. For the 3-year review, district/charter school counseling leaders would keep the review copy in the program evidence box and submit only the interim checklist to the USOE CCGP Specialist by **May 1** of the current school year.

### **On-Site Review Team Year 3 (Interim Review)**

1. Team members include a district CTE director and/or a district counseling director and one district school counselor from the same grade levels as the program being reviewed. If no other school exist within the district of the same grade levels, one counselor from another school district would be required.
2. Program Improvement Projects should be reviewed and discussed thoroughly.
3. In the case of charter schools, the Comprehensive Counseling and Guidance Program is evaluated by a team from the resident district, and meets the standards as described for a fully functional program approval.
4. The following time frame is recommended for the review (this process should not take more than 2½ hours):
  - a. One to 1½ hours for the counseling and guidance team to make its presentation. School counselors must show that each activity implemented as part of the school counseling program was developed from careful analysis of student needs, achievement and related data.
  - b. One-half to one hour to discuss the evaluation with the Comprehensive Counseling and Guidance Program team members, allowing adequate time for response and feedback from the team members of the program being reviewed.
5. The school team may chose to participate in the RAMP process for the Interim Review. Please refer to the Utah Model or the ASCA website.

### **On-Site Review Team Year 6 (Performance Review)**

1. Team members include a district CTE director and/or a district counseling director and the USOE CCGP Specialist during the CTE Program Approval Process.

## **Important:**

*Team leaders, please read the following interpretations of the Level of Performance ratings aloud to the members of the on-site review team and the Comprehensive Guidance Program team prior to beginning the program review:*

- Level 3      An overall 3 rating on a standard indicates a fully functional CCG Program, with data supporting contributions to school improvement, student achievement and connections to the overall mission of the school. Standards rated at this level have a close connection to the NSSE School Improvement Plan and the AdvanceED Accreditation process.
- Level 2      Standards rated at this level are recognized as 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 guidance program to have some areas in need of improvement.
- Level 1      Standards rated at this level indicate areas for improvement. Specific plans should be made for the time, effort and renewed commitment to the Comprehensive Counseling and Guidance Program required for improvement.

## **What this means:**

**Level 3 overall ratings** on a standard indicate a strong integration with school improvement and the Northwest Accreditation process, and a clear connection between Comprehensive Counseling and Guidance Program processes and student results.

Eight or more **Level 3 overall ratings** for the standards indicate a strong Comprehensive Counseling and Guidance Program.

Three or more **Level 2 overall ratings** would indicate that another review should be scheduled for the program in one year.

One or more **Level 1 overall ratings** for any standard would require a follow-up review of ALL standards. The follow-up review would be scheduled in the next school year and would include the USOE CCGP specialist.

Overall ratings include careful consideration of all indicators for each standard. Some indicators have a star rating and are marked by the  symbol. These indicators are weighted heavy, and a 1 or 2 rating on these indicators result in a 1 or 2 rating for that standard.

## Related Policies and Guidelines for College and Career Ready

### **53A-1a-106. School district and individual school powers.**

- (2) (b) (i) As used in this title, "student education/occupation plan" or "SEOP" means a plan developed by a student and the student's parent or guardian, in consultation with school counselors, teachers, and administrators that:
- (A) is initiated at the beginning of grade 7;
  - (B) identifies a student's skills and objectives;
  - (C) maps out a strategy to guide a student's course selection; and
  - (D) 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 a personalized student education plan (SEP) or student education/occupation plan (SEOP) 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 towards meeting student achievement standards as defined in U-PASS;
  - (B) planning, monitoring, and managing education and career development; and
  - (C) involving students, parents, and school personnel in preparing and implementing SEPs and SEOPs.
- (iv) A parent may request conferences with school personnel in addition to SEP or SEOP conferences established by local school board policy.
- (v) Time spent during the school day to implement SEPs and SEOPs is considered part of the school term referred to in Subsection **53A-17a-103(5)**.

### **R277-462-3. Comprehensive Counseling and Guidance Program Approval and Qualifying Criteria.**

A. (1) In order to qualify for Comprehensive Counseling and Guidance Program funds, schools shall implement SEOP policies and practices, consistent with Section 53A-1a-106(2)(b), local board or charter school governing board policy, and the school improvement plan developed for Northwest Accreditation.

*The Utah Model for Comprehensive Counseling and Guidance Programs provides the following targets.*

#### **Recommended Distribution of Total School Counselor Time**

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Individual Student Planning focused on Plan for CCR	5-10%	35-45%	45-55%
Guidance Curriculum with CCR Components	35-45%	25-35%	15-25%
Responsive Services/Dropout Prevention	30-40%	25-30%	15-20%
System Support & Non-guidance Activities	10-15%	10-15%	10-15%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program (3<sup>rd</sup> ed.)*, Alexandria, VA: American Counseling Association.

## 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, including gender, language, age, and ability differences. Professional school counselors are expected to develop specific skills and knowledge to support and advocate for the diverse student populations served by the Comprehensive Counseling and Guidance 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 One, “Every Student,” then, is to show that school counselors, through the Comprehensive Counseling and Guidance Program, understand the ways in which students at any one school differ from one another** (including cultural and ethnic background, socioeconomic status, family structure, and religious choices, as well as gender, language, age and ability differences) **and that adjustments have been made** in the implementation of the Comprehensive Counseling and Guidance Program for that school to accommodate those differences.

**Respond to these indicators as they apply to your school population.**

## What Makes American Indian Tribes so Different From Other Ethnic Minorities?

### TRIBAL GOVERNMENTS AS SOVEREIGN NATIONS

“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

American Indian tribes differ from other ethnic minorities in their indigenous status, 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.

American Indian tribes, however, 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 and assets, as a result of treaties that stressed “such services as education, health, etc. in exchange for land.”

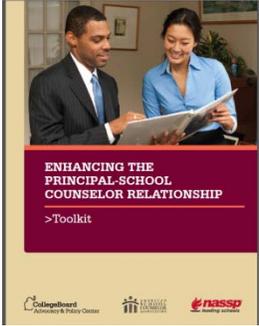
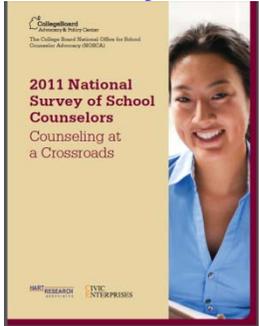
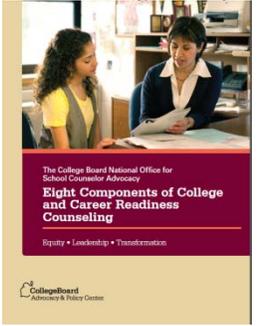
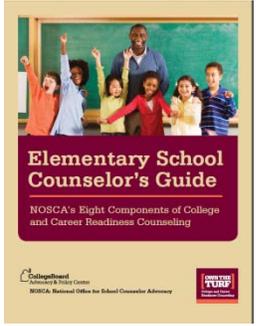
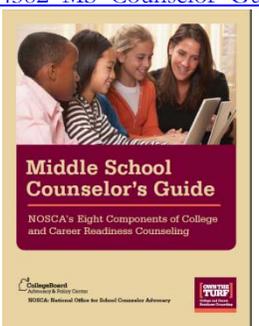
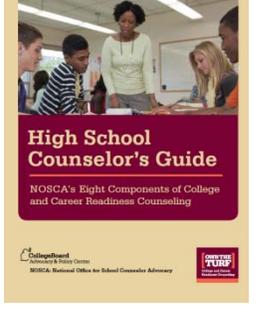
– Excerpted from the *American Indian Education Resource Book*, USOE, June 2004

Because of American Indian sovereign status and as a result of efforts by leaders of Utah’s five American Indian tribes, the CCG Program in Utah endeavors to provide information specific to diverse students and supportive of groups of students who continue to struggle in our education system. Some indicators specific to American Indian/Alaskan Native students have been added to the Standards of this document. As other ethnic/cultural communities come forward to offer suggestions for help specific to their students, additional indicators may be added. We repeat, the purpose of **Standard 1, Every Student, then, is to show that school counselors, through the Comprehensive Counseling and Guidance Program, understand the ways in which students at any one school differ from one another and that adjustments to the CCGP have been made.**

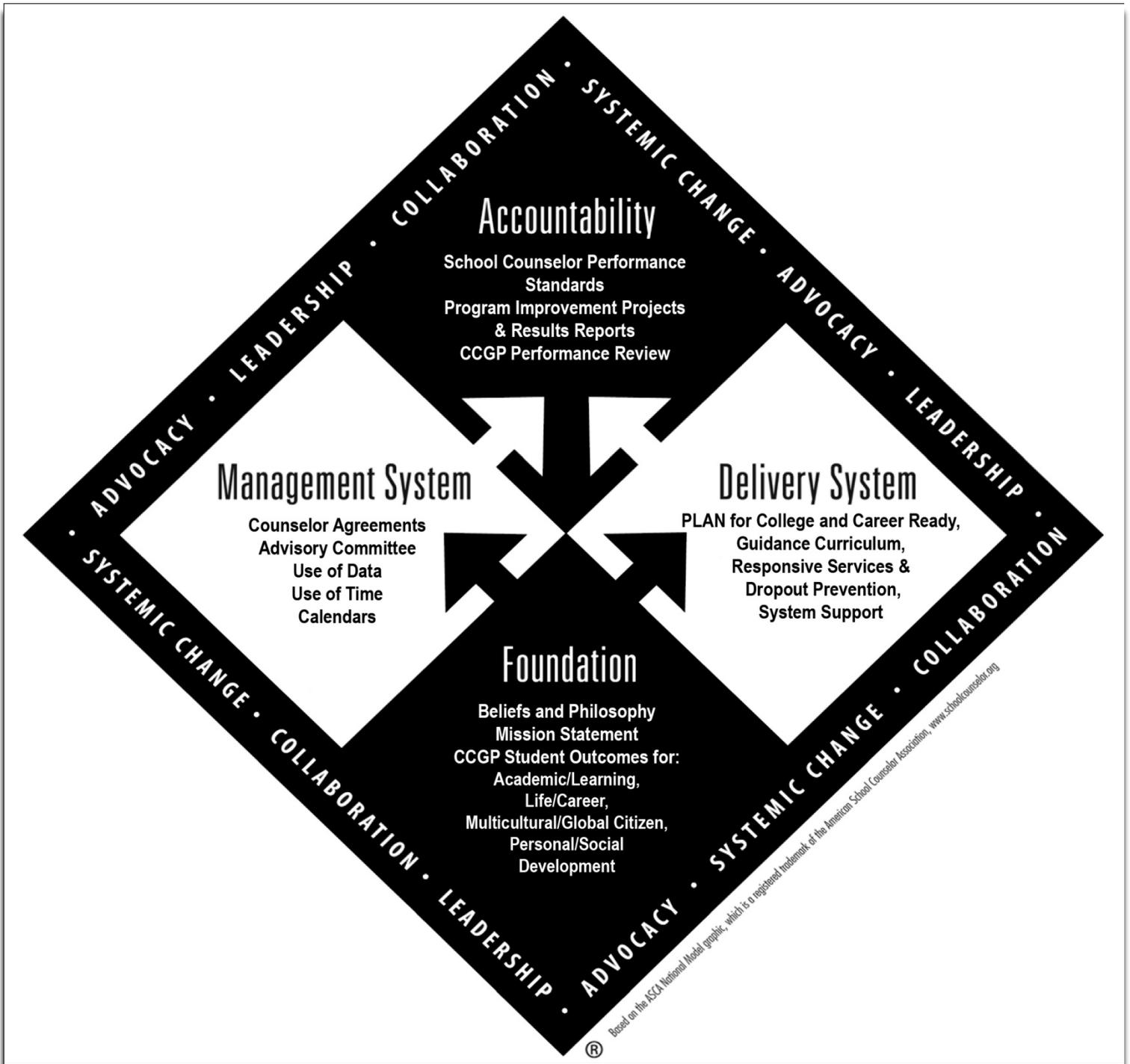
## Resources from

**NOSCA:** National Office for School Counselor Advocacy  
College Board - Advocacy & Policy Center

<http://nosca.collegeboard.org/>

<h3>Principal-Counselor Relationships</h3> <p><a href="http://nosca.collegeboard.org/research-policies/principal-counselor?affiliateId=noscahero&amp;bannerId=counselor">http://nosca.collegeboard.org/research-policies/principal-counselor?affiliateId=noscahero&amp;bannerId=counselor</a></p> 	<h3>2011 National Survey of School Counselors</h3> <p><a href="http://media.collegeboard.com/digitalServices/pdf/nosca/11b_4230_NarReport_BOOKLET_WEB_111104.pdf">http://media.collegeboard.com/digitalServices/pdf/nosca/11b_4230_NarReport_BOOKLET_WEB_111104.pdf</a></p> 
<h3>Eight Components of College and Career Readiness Counseling</h3> <p><a href="http://media.collegeboard.com/digitalServices/pdf/nosca/10b_2217_EightComponents_WEB_100625.pdf">http://media.collegeboard.com/digitalServices/pdf/nosca/10b_2217_EightComponents_WEB_100625.pdf</a></p> 	<h3>Elementary School Guide</h3> <p><a href="http://media.collegeboard.com/digitalServices/pdf/advocacy/nosca/11b-4383_ES_Counselor_Guide_WEB_120213.pdf">http://media.collegeboard.com/digitalServices/pdf/advocacy/nosca/11b-4383_ES_Counselor_Guide_WEB_120213.pdf</a></p> 
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# Utah Comprehensive Counseling and Guidance Program Model



## **CCGP Performance Review: Connecting Program Improvement and Student Learning**

Required	Assurances - Required Components
Standard 1	Every Student
Standard 2	Data and Program Effectiveness
Standard 3	Plan for CCR (College and Career Ready)/SEOP Process
Standard 4	Career Exploration and Development
Standard 5	School Guidance Curriculum
Standard 6	Responsive Services and Dropout Prevention
Standard 7	Program Leadership and Management
Standard 8	Interschool Communication
Standard 9	Time Allocation and Counselor Role
Standard 10	Comprehensive Counseling and Guidance Training
Action Plan:	Action Plan for Program Improvement

## *Assurances*

### *Required Components and Review Annually*

<b>Board Adoption and Approval</b> of the CCGP by the local board of education/ governing board and ongoing communication with the local board regarding program goals and outcomes supported by data.	<b>Structural Components</b> Structural components and policies support the Comprehensive Counseling and Guidance Program. This includes adequate resources and support for guidance facilities, materials, equipment, clerical staff, and school improvement processes.	<b>Administration Assurance</b> Administration (CTE director and building administrators) understands the value in the CCG Program and its relationship to the school improvement plan.	<b>Use of Data</b> The program uses a formal CCGP student/parent/teacher needs assessment.
<p style="text-align: center;"><b>Approval</b></p> <input type="checkbox"/> Written evidence that the board has adopted the CCGP as a K-12 model for school counseling programs.	<p style="text-align: center;"><b>Student Ratios</b></p> <input type="checkbox"/> Student/licensed school counselor ratio in terms of percentage of contract time devoted to CCGP activities is 350/1 or less. <b>OR</b> <input type="checkbox"/> Does not meet ratio and district has submitted ratio plan to the USOE. Current ratio is: _____	<p style="text-align: center;"><b>Support</b></p> <input type="checkbox"/> A. Administration is trained in CCGP Model, which could include district training. <input type="checkbox"/> B. Administration assists counselors in obtaining access to individual classrooms to deliver guidance curriculum activities. <input type="checkbox"/> C. Administration and school counselors meet regularly to review data.	<p style="text-align: center;"><b>Needs Assessment</b></p> <input type="checkbox"/> A. A CCGP formal needs assessment of relevant data has been completed within the last 3 years. <input type="checkbox"/> B. A comprehensive set of school-wide data has been considered in the implementation of the CCGP. <input type="checkbox"/> C. The quality and effectiveness of the Plan for CCR has been surveyed and measured. <input type="checkbox"/> D. (SOAR) Accountability Report
<p style="text-align: center;"><b>Communication</b></p> <input type="checkbox"/> District/charter school counseling leaders provide an annual written report to the local board of education/governing board regarding student achievement related to the CCGP. This report describes how each school is adhering to the district's Plan for CCR/SEOP policy and includes data on program effectiveness.	<p style="text-align: center;"><b>Funding and Budget</b></p> <input type="checkbox"/> The guidance team has worked with the district and the school administration to establish a budget that adequately supports the CCGP.	<p style="text-align: center;"><b>Accountability</b></p> <input type="checkbox"/> A. Administration is part of the annual self-evaluation process. <input type="checkbox"/> B. Administration is part of the interim review process. <input type="checkbox"/> C. Administration completes annual CCGP updates to local board of education. <input type="checkbox"/> D. Administration understands the value of CCGP and has reviewed the inappropriate activity checklist in the Utah Model.	<p style="text-align: center;"><b>School Counselor Check list</b></p>
	<p style="text-align: center;"><b>Structural Components</b></p> <input type="checkbox"/> A. The CCGP facilities include separate offices, an inviting outer welcoming area, a conference room and, for secondary programs, a Career Center area visible to all. <input type="checkbox"/> B. Sufficient clerical staff to support CCGP activities, which includes scheduling PCCRs. <input type="checkbox"/> C. Up-to-date computer facilities, software and assessment tools to meet the needs of students and personnel. <input type="checkbox"/> D. Extended days or hours aimed at benefiting students and parents or guardians are available and funded adequately. <input type="checkbox"/> E. The CCGP effectively uses all available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website).		<input type="checkbox"/> A. School counselors advocate for a curriculum that prepares all students for college (one, two, or four years) and career and includes opportunities for college-level work for advanced students. <input type="checkbox"/> B. Counselors are current and follow applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used. <input type="checkbox"/> C. <b>Plan for CCR</b> individual conference is conducted by licensed school counselor. <input type="checkbox"/> D. An extensive evidence box is updated annually.

**Comments:**

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Administrator name

Administration signature

May 2012

**STANDARD 1: *Every Student*.** All program elements are designed to recognize and address the diverse needs of every student. Achievement and dropout data are used to guide the CCG Program, which can include closing-the-gap program improvement projects.

This standard provides the platform for a guidance program that reaches 100 percent of students. All other standards should have provided evidence that the program meets this standard.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.  
 Review Team – Check the boxes that indicate your evaluation of this program’s level of performance.

<b>Indicators</b>	3 <u>Meets Standard: FULLY</u> functioning level of development and implementation	2 <u>Approaching Standard: Limited</u> level of development and implementation	1 <u>Needs Improvement: Low level</u> of development and implementation
1. Identifi- cation of Diverse Populations/ Students	<input type="checkbox"/> A. Evidence shows that the CCGP and the school improvement team have identified student populations according to their diversity and services have been designed to meet their needs. This includes, but is not limited to: <ul style="list-style-type: none"> <li>• Academically challenged students.</li> <li>• Economically challenged students.</li> <li>• Students with diverse ethnic or cultural backgrounds.</li> <li>• Students with disabilities.</li> <li>• Academically talented students.</li> <li>• Students with limited English proficiency.</li> <li>• Refugee and immigrant students.</li> <li>• First generation college students.</li> </ul>	<input type="checkbox"/> A. Evidence shows that <u>most</u> special student populations have been identified school-wide, and services have been designed to meet their needs. This includes but is not limited to: <ul style="list-style-type: none"> <li>• Academically challenged students.</li> <li>• Economically challenged students.</li> <li>• Students with diverse ethnic or cultural backgrounds.</li> <li>• Students with disabilities.</li> <li>• Academically talented students.</li> <li>• Students with limited English proficiency.</li> <li>• Refugee and immigrant students.</li> <li>• First generation college students.</li> </ul>	<input type="checkbox"/> A. Evidence shows that <u>some</u> special student populations have been identified school-wide, and services have been designed to meet their needs.
2. Demonstra- ted use of modifi- cations to the program	<input type="checkbox"/> A. Counselors are using ongoing evaluation to adapt and modify CCG Program in order to meet the needs of all students, especially students of diverse backgrounds.  <input type="checkbox"/> B. Evidence is provided that counselors have disaggregated achievement data to measure the success and provide equity in educational opportunities.  <input type="checkbox"/> C. There is evidence of counselors’ use of relevant, longitudinal, closing-the-gap data. (PIPs)  <input type="checkbox"/> D. SOAR Accountability Report is created annually to prepare for the following year’s PIP.	<input type="checkbox"/> A. There is <u>some</u> evidence that materials and CCG Program content have been modified to meet the needs of diverse students.  <input type="checkbox"/> B. There is <u>some</u> use of disaggregated data to provide equity in educational opportunities for all students.  <input type="checkbox"/> C. There is <u>some</u> evidence of relevant, longitudinal, closing-the-gap data. (PIPs)	<input type="checkbox"/> A. There is <u>little</u> evidence that materials and CCG Program content have been modified to meet the needs of diverse students.  <input type="checkbox"/> B. There is <u>little</u> use of disaggregated data to provide educational opportunities for all students.  <input type="checkbox"/> C. There is <u>little</u> evidence of relevant, longitudinal, closing-the-gap data. (PIPs)

Overall rating for this standard:

3

2

1

**STANDARD 1: *Every Student.***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals and one MEASURABLE goal for student outcomes:

Improvement Plan Component:

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**STANDARD 1: *Every Student.***

***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 2: Data and Program Effectiveness.** The program uses current school data, including a formal student/parent/teacher CCGP needs assessment that is completed and analyzed at least every three (3) years. Guidance curriculum program improvement projects are implemented to assist every student.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.  
 Review Team – Check the boxes that indicate your evaluation of this program’s level of performance.

<b>Indicators</b>	<b>3</b> <u>Meets Standard: FULLY</u> functioning level of development and implementation	<b>2</b> <u>Approaching Standard: Limited</u> level of development and implementation	<b>1</b> <u>Needs Improvement: Low level</u> of development and implementation
1. Assessment, Use of Data and Program Effectiveness  (The purpose of this standard is to give a general overview of needs.)	<input type="checkbox"/> A. A formal CCGP needs assessment has been completed one school year prior to the site review and in a time frame that allows the results to be addressed within the current program.  <input type="checkbox"/> B. The CCGP needs assessment includes feedback from parents, students, faculty and the administration.	<input type="checkbox"/> A. A formal CCGP needs assessment has been completed within the same school year as the site review.  <input type="checkbox"/> B. The CCGP needs assessment includes <u>some</u> feedback from parents, students, faculty and the administration.	<input type="checkbox"/> A. Needs data is too outdated to have been implemented in the current program.  <input type="checkbox"/> B. The needs assessment is based on an incomplete sample of data from parents, students, and faculty.
2. Analysis and Implementation	<input type="checkbox"/> A. Needs assessment addresses CCGP student outcomes, consistent with the Utah Model and appropriate school district, state and national standards and goals.  <input type="checkbox"/> B. Program goals and interventions are developed based on an analysis of the needs assessment, school data, and the CCGP Delivery System.  <input type="checkbox"/> C. Data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations.	<input type="checkbox"/> A. The needs assessment partially addresses CCGP student competencies with appropriate school, district, state, and national standards.  <input type="checkbox"/> B. Program goals and interventions are developed based on <u>some</u> review of school data.  <input type="checkbox"/> C. Some data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations.	<input type="checkbox"/> A. The needs assessment does not address CCGP student outcomes.  <input type="checkbox"/> B. Program goals and interventions are developed based on <u>little or no</u> review of school data.  <input type="checkbox"/> C. Data is not disaggregated.
3. Program Improvement Projects for Program Effectiveness	<input type="checkbox"/> A. Effective program improvement projects for guidance activities have been designed and implemented for program effectiveness.	<input type="checkbox"/> A. Program improvement projects for guidance activities have been implemented, but there is no measure for program effectiveness.	<input type="checkbox"/> A. Program improvement projects for guidance activities are not developed or implemented.
4. Self-Evaluation	<input type="checkbox"/> A. Documentation is provided for timely submission of the annual self-evaluation.	<input type="checkbox"/> A. No evidence is provided for submission of the annual self-evaluation.	<input type="checkbox"/> A. No annual self-evaluation was completed.
5. Professional Obligations/Leadership	<input type="checkbox"/> A. Annual presentations on data projects (SOAR & PIP) have been made to school faculty and board of education.  <input type="checkbox"/> B. Documentation is provided for yearly participation in district/regional interim review of data projects.	<input type="checkbox"/> A. Presentations on data projects have been made to school faculty and board of education on occasion.  <input type="checkbox"/> B. Documentation is provided for bi-annual participation in district/regional interim review of data projects.	<input type="checkbox"/> A. No presentations on program improvement projects have been made to the school faculty and board of education.  <input type="checkbox"/> B. Occasional participation in district/regional interim review of data projects.
6. American Indian/Alaska Native Students (See American Indian/Alaskan Native Sovereignty statement)	<input type="checkbox"/> A. Counselors work with Title VII coordinator to collect <u>longitudinal</u> data on AI/AN students including, but not limited to, progress toward graduation.	<input type="checkbox"/> A. Counselors work with Title VII coordinator to collect some data on AI/AN students.	<input type="checkbox"/> A. Counselors rely on Title VII coordinator to track AI/AN students.

Overall rating for this standard:

3

2

1

**STANDARD 2: *Data and Program Effectiveness***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals and one MEASUREABLE goal for student outcomes:

Improvement Plan Component:

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**STANDARD 2: *Data and Program Effectiveness***  
***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 3: *Plan for CCR (College and Career Ready) Process.*** Programs shall establish Plans for CCR (College and Career Ready) for every student, both as a process and a product, consistent with local board policy and the goals of the Comprehensive Counseling and Guidance Program, Secondary School Accreditation (R277-413) and Career Technology Education (R277-911). Every student will be involved in planning for college and career readiness by participating in, but not limited to, individual, small group, and large group presentations several times a year.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.  
 Review Team – Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
1. Student	<input type="checkbox"/> A. Every student has a plan for CCR conference each year and participates in multiple PCCR activities each year. <input type="checkbox"/> B. Data has been collected and analyzed for best practices on student participation.	<input type="checkbox"/> A. Every student has a plan for CCR conference each year and participates in at least one PCCR activities. <input type="checkbox"/> B. Data has been collected on student participation.	<input type="checkbox"/> A. Students are invited to participate in an individual plan for CCR conferences. <input type="checkbox"/> B. No data has been collected on student participation.
2. Parent	<input type="checkbox"/> A. Multiple efforts have been made to include a parent/guardian for every student. <input type="checkbox"/> B. Documentation of parent signatures on a PCCR form are maintained for each student.	<input type="checkbox"/> A. Some efforts have been made to include a parent/guardian for every student. <input type="checkbox"/> B. Some documentation of parent signatures on a PCCR form is maintained for each student.	<input type="checkbox"/> A. Parents/guardians are invited to participate in the plan for CCR conferences by only one method. <input type="checkbox"/> B. Limited or no documentation of parent signatures on a PCCR form is maintained for each student.
3. Counselor	<input type="checkbox"/> A. The counselors conduct more than one individual PCCR conference with every student during the student's enrollment at the school. <input type="checkbox"/> B. The counselors are following the objectives by grade level checklist for Plan for CCR as outlined in UtahFutures.	<input type="checkbox"/> A. The counselors conduct at least one individual PCCR conference with every student during the student's enrollment at the school. <input type="checkbox"/> B. The counselors are following some objectives by grade level checklist for a plan for CCR as outlined in UtahFutures.	<input type="checkbox"/> A. Counselors do not meet in individual conferences with every student during the student's enrollment at the school, but they directly supervise other educators in such conferences. <input type="checkbox"/> B. The counselors are not following objectives by grade level checklist for Plan for CCR as outlined in UtahFutures.
4. Curricula	<input type="checkbox"/> A. School counselors ensure that <u>all</u> students understand, before grade 9, what coursework prepares them for a career- and college-ready curriculum for one-, two-, and four-year degrees. <input type="checkbox"/> B. All students develop a four-year course plan before the end of grade 8 that leads to a fulfilling college- and career-ready curriculum. Plans are updated annually, so that by the end of grade 12 students have a plan for four years and <u>beyond</u> high school.	<input type="checkbox"/> A. School counselors ensure that <u>most</u> students understand, before grade 9, what coursework prepares them for a career- and college-ready curriculum for one-, two-, and four-year degrees. <input type="checkbox"/> B. Most students develop a four-year course plan before the end of grade 8 that leads to a fulfilling college and career ready curriculum. Plans are updated annually, so that by the end of grade 12 students have a plan for four years and <u>beyond</u> high school.	<input type="checkbox"/> A. School counselors ensure that <u>some</u> students understand, before grade 9, what coursework prepares them for career- and college-ready curriculum for one-, two-, and four-year degrees. <input type="checkbox"/> B. Some students develop a four-year course plan before the end of grade 8 that leads to a fulfilling college- and career-ready curriculum. Plans are updated annually, so that by the end of grade 12 students have a plan for four years and <u>beyond</u> high school.
5. Assessments	<input type="checkbox"/> A. School counselors utilize performance data to identify and inform individual students about their academic proficiency and college and career readiness.	<input type="checkbox"/> A. In small groups, school counselors review performance data with students about their academic proficiency and college and career readiness.	<input type="checkbox"/> A. School counselors just hand back performance data to students.
6. Support Network	<input type="checkbox"/> A. Through a structured program of activities, school counselors work to facilitate relationships with educators to provide services for students about college- and career-ready access.	<input type="checkbox"/> A. School counselors facilitate services for students about college- and career-ready access.	<input type="checkbox"/> A. School counselors do not facilitate or provide services to students about college- and career-ready access.
7. Entry Assistance	<input type="checkbox"/> A. School counselors ensure that all students prepare for and take the appropriate college entrance or admissions exams at least by junior year. <input type="checkbox"/> B. School counselors assist all students in pursuing realistic goals in their career and college search using UtahFutures. <input type="checkbox"/> C. School counselors assist <u>all</u> students in completing at least one college application, job application or apprenticeship application per year beginning in the 7 <sup>th</sup> grade.	<input type="checkbox"/> A. School counselors ensure that all students are aware of appropriate college entrance or admissions exams. <input type="checkbox"/> B. School personnel assist all students in their career and college search. <input type="checkbox"/> C. School counselors assist <u>most</u> students in completing at least one college application, job application or apprenticeship application per year beginning in the 7 <sup>th</sup> grade.	<input type="checkbox"/> A. School counselors ensure that students are aware of college entrance or admissions exams. <input type="checkbox"/> B. Students are aware of college search tools. <input type="checkbox"/> C. School counselors assist <u>some</u> students in completing at least one college application, job application or apprenticeship application per year beginning in the 7 <sup>th</sup> grade.
8. Financial Awareness	<input type="checkbox"/> A. Organize guidance activities workshops for all students and all parents to inform them, prior to 9 <sup>th</sup> grade, about college affordability, scholarship and aid sources, and financial aid processes. This is an ongoing process through grade 12.	<input type="checkbox"/> A. Some guidance activities and workshops are organized for students and parents to inform them about college affordability, scholarship and aid sources, and financial aid processes. This is an ongoing process through grade 12.	<input type="checkbox"/> A. Little or no guidance activities or workshops are organized for students and parents to inform them about college affordability, scholarship and aid sources, and financial aid processes. This is an ongoing process through grade 12.

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Overall rating for this standard:

3

2

1

**STANDARD 3: *Plan for CCR (College and Career Ready) Process.***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals and one MEASUREABLE goal for student outcomes:

Improvement Plan Component:

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**STANDARD 3: *Plan for CCR (College and Career Ready) Process.***  
***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 4: Career Exploration and Development.** The CCG Program provides career development assistance for all students which includes: career awareness and exploration, job search, job application, interview skills, and post-high school opportunities.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.

Review Team – Check the boxes that indicate your evaluation of this program’s level of performance.

Indicators	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
1. Grade 7  <input type="checkbox"/> N/A	<input type="checkbox"/> A. The CTE Intro career development activities are sequenced throughout the CTE Intro course and have become an integral part of the CCGP. Evidence is gathered <u>annually</u> to determine the effectiveness of the counselors presentations in CTE Intro course using USOE-developed instruments.  <input type="checkbox"/> B. Counselors are members of the CTE Intro team and meet with the team regularly.	<input type="checkbox"/> A. The CTE Intro career development activities are sequenced throughout the CTE Intro course and have become an integral part of the CCGP. Evidence is gathered to determine the effectiveness of the CTE Intro course using USOE-developed instruments.  <input type="checkbox"/> B. Counselors participate as members of the CTE Intro team.	<input type="checkbox"/> A. The CTE Intro Career Development activities are sequenced throughout the CTE Intro course, with some involvement of the school counselors. Some measures of effectiveness have been implemented.  <input type="checkbox"/> B. Counselors have some participation in the delivery of career development activities.
2. Grades 8 – 12	<input type="checkbox"/> A. Career exploration and developmental activities are fully developed and provided for all students at multiple times during each grade level.  <input type="checkbox"/> B. Career exploration and development activities using CTE Pathway materials and UtahFutures are provided for all students multiple times during the middle/junior high and high school levels.  <input type="checkbox"/> C. Counselors are assisting students in the use of Utah High School to College and Career Pathways Student Guide.  <input type="checkbox"/> D. Every student is provided with grade-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices.	<input type="checkbox"/> A. Career exploration and developmental activities are provided for all students at each grade level.  <input type="checkbox"/> B. Career exploration and development activities using CTE Pathways and UtahFutures at each grade level.  <input type="checkbox"/> C. Student use the Utah High School to College and Career Pathways Student Guide.  <input type="checkbox"/> D. A majority of students are provided with grade-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices.	<input type="checkbox"/> A. Some career exploration and developmental activities are provided, but not all students at a given grade level have been reached.  <input type="checkbox"/> B. Students explore CTE Pathways in addition to the traditional exploration searches using UtahFutures.  <input type="checkbox"/> C. The Utah High School to College and Career Pathways Student Guide is not being used.  <input type="checkbox"/> D. Students have been provided with some grade-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices.

Overall rating for this standard:

3

2

1

**STANDARD 4: *Career Exploration and Development***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

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**STANDARD 4: *Career Exploration and Development***  
***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 5: School Guidance Curriculum.** The program delivers a developmental and sequential guidance curriculum in harmony with content standards identified in the Utah Model for CCGP. The guidance curriculum is prioritized according to the results of the school needs assessment process.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.  
 Review Team – Check the boxes that indicate 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
1. Curriculum Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. Counselors have used needs data collection and analysis of school improvement plan goals to prioritize strategies and interventions within the CCGP.</li> <li><input type="checkbox"/> B. Evidence is provided that the guidance curriculum is in harmony with the CCGP Student Outcomes identified in the Utah Model p. 125 and is supportive of school improvement goals.</li> <li><input type="checkbox"/> C. Counselors have implemented a guidance curriculum to meet content standards not covered by classroom teachers. The curriculum supports school improvement plans.</li> <li><input type="checkbox"/> D. Activities are provided to target gaps, based on data, for diverse students regarding school function, education values, and expectations in an effort to maximize student achievement, good behavior, and attendance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. Counselors have used needs data collection and analysis to prioritize strategies and interventions within the CCGP.</li> <li><input type="checkbox"/> B. Some evidence is provided that the guidance curriculum is in harmony with the CCGP Student Outcomes identified in the Utah Model.</li> <li><input type="checkbox"/> C. Counselors have implemented <u>some</u> guidance curriculum to meet content standards not covered by classroom teachers.</li> <li><input type="checkbox"/> D. Some activities to target gaps, based on data, for diverse students regarding school function, education values, and expectations in an effort to maximize student achievement, good behavior, and attendance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. Results of the needs data collection are not used to prioritize program content.</li> <li><input type="checkbox"/> B. CCGP Curriculum is chosen without reference to CCGP student outcomes.</li> <li><input type="checkbox"/> C. Counselors have implemented <u>little</u> guidance curriculum to meet content standards not covered by classroom teachers.</li> <li><input type="checkbox"/> D. Little or no activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance.</li> </ul>
2. Curriculum Delivery	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. Counselors are actively involved in teaching a curriculum that supports school improvement goals.</li> <li><input type="checkbox"/> B. All faculty have been surveyed to determine which of the identified competencies they are teaching. Results are compiled every 3 years and are used for full implementation of curriculum currently being taught by counselors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. Counselors are involved in teaching the guidance curriculum.</li> <li><input type="checkbox"/> B. All faculty members have been surveyed to determine which of the identified competencies they are teaching. Results are compiled every 6 years and used to determine what curriculum will be taught by counselors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. Counselors teach or provide the guidance curriculum only upon request.</li> <li><input type="checkbox"/> B. Some data is gathered from the faculty to determine which CCGP student outcomes have been included in the classroom.</li> </ul>
3. Breaking Down Barriers	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. School counselors implement varying strategies and instructional styles recognizing differing needs among students, including students with disabilities.</li> <li><input type="checkbox"/> B. School counselors provide yearly guidance activities that support student awareness of rigorous program of study (e.g., CE, AP, Honors).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. School counselors have begun to implement varying strategies and instructional styles recognizing differing needs among students, including students with disabilities.</li> <li><input type="checkbox"/> B. School counselors provide some guidance activities that support student awareness of rigorous program of study (e.g., CE, AP, Honors).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A. School counselors are aware of the need to implement varying strategies and instructional styles recognizing differing needs among students, including students with disabilities.</li> <li><input type="checkbox"/> B. No guidance activities are provided to support student in rigorous program of study (e.g. CE, AP, Honors).</li> </ul>

<b>Overall rating for this standard:</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**STANDARD 5: *School Guidance Curriculum.***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

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**STANDARD 5: *School Guidance Curriculum.***  
***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 6: *Responsive Services and Dropout Prevention.*** These services are available to address the immediate concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and coordination with family, school and community resources.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.  
 Review Team – Check the boxes that indicate 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
1. Prevention	<input type="checkbox"/> A. Provisions have been made for counselor availability and timely response to student, staff and parent needs. A possible counselor schedule rotation during PCCR conference. <input type="checkbox"/> B. School counselors help all students who are not on track for high school graduation and create an individualized plan for college and career readiness. <input type="checkbox"/> C. There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> D. Counselors use a programmatic system (e.g., Myrick’s model or RtI Model) to deliver information to students about growth, development and transition issues to empower students to successfully navigate developmental challenges and life events.	<input type="checkbox"/> A. Provisions have been made for counselor availability. <input type="checkbox"/> B. School counselors help some students who are not on track for high school graduation and create an individualized plan for college and career readiness. <input type="checkbox"/> C. There is some coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> D. Counselors deliver information to students about growth, development, and transition issues to empower students to successfully navigate developmental challenges and life events.	<input type="checkbox"/> A. No provisions have been made for counselor availability. <input type="checkbox"/> B. School counselors follow students who are not on track for high school graduation. <input type="checkbox"/> C. There is little coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> D. Counselors rely primarily on a crisis response format to deliver information to students about life events.
2. Intervention	<input type="checkbox"/> A. Programs and activities have been implemented that address issues identified from the needs data collection and analysis. <input type="checkbox"/> B. A comprehensive system of data-based interventions for dropout prevention specific to each school have been implemented. <input type="checkbox"/> C. Complete results data for dropout prevention interventions is documented. <input type="checkbox"/> D. The CCGP provides ongoing effective group counseling (e.g., grief, divorce, transitions, or bullying) which is responsive to school needs data. <input type="checkbox"/> E. Guidance Curriculum to deal with ongoing student issues responsive to school needs data and school improvement plans is implemented. <input type="checkbox"/> F. Counselors effectively follow-up with students as required following a responsive services contact. <input type="checkbox"/> G. District and school crisis response plans are in place and are updated. Counselor training has been provided and counselors are fully aware of execution of crisis response plan.	<input type="checkbox"/> A. Programs and activities have been implemented for students. <input type="checkbox"/> B. Some data-based interventions for dropout prevention specific to each school have been implemented. <input type="checkbox"/> C. Some results data for dropout prevention interventions is documented. <input type="checkbox"/> D. The CCGP uses outside resources for group counseling which are responsive to school needs data. <input type="checkbox"/> E. Guidance Curriculum to deal with ongoing student issues is implemented. <input type="checkbox"/> F. There is some follow-up with student as required following a responsive services contact. <input type="checkbox"/> G. District and school crisis response plans are in place.	<input type="checkbox"/> A. No intervention activities. <input type="checkbox"/> B. Few or no data-based interventions for dropout prevention specific to each school have been implemented. <input type="checkbox"/> C. Little or no results data for dropout prevention intervention is documented. <input type="checkbox"/> D. Some groups are organized. Their relation to school needs data and school improvement goals is not clear. <input type="checkbox"/> E. There are no activities to help students deal with ongoing developmental issues. <input type="checkbox"/> F. Little or no effort is made to follow up with students. <input type="checkbox"/> G. The district response plan is not clear.

Overall rating for this standard:

3

2

1

**STANDARD 6: *Responsive Services.***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals and one MEASUREABLE goal for student outcomes:

Improvement Plan Component:

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**STANDARD 6: *Responsive Services.***

***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 7: Program Leadership and Management.** Structures and processes are in place to ensure effective program management, including an advisory committee. Evidence is present that counselors are working as program leaders and the CCGP is an integral part of the school improvement team.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.  
 Review Team – Check the boxes that indicate your evaluation of this program’s level of performance.

Indicators	3 <u>Meets Standard: FULLY</u> functioning level of development and implementation	2 <u>Approaching Standard: Limited</u> level of development and implementation	1 <u>Needs Improvement: Low</u> level of development and implementation
1. Advisory Committee	<input type="checkbox"/> A. The GGCP Advisory Committee meets at least quarterly. <input type="checkbox"/> B. Membership includes diverse representatives from counselors, administration, faculty, and parents, community members, and students, and the membership represents the diverse populations in the community. <input type="checkbox"/> C. The advisory committee supports and assists the CCGP in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measurable data and consistent with the school improvement plan. <input type="checkbox"/> D. Agendas and minutes of all meetings are available and clearly reflect the purposes and goals of the CCGP.	<input type="checkbox"/> A. The CCGP Advisory Committee meets at least semi-annually. <input type="checkbox"/> B. Membership includes diverse representatives from counselors, administration, faculty, parents, community and students. <input type="checkbox"/> C. The advisory committee, as a community focus group, gives attention to current school/district goals and student needs. <input type="checkbox"/> D. Some agendas and minutes of all meetings are available.	<input type="checkbox"/> A. The CCGP Advisory Committee meets at least annually. <input type="checkbox"/> B. Membership is diverse but provides a limited role for stakeholders. <input type="checkbox"/> C. The advisory committee has limited input to the CCGP and school improvement plan. Counselors do not participate on a regular basis with the designated advisory committee. <input type="checkbox"/> D. Few or no agendas and minutes are available.
2. Program Leadership	<input type="checkbox"/> A. CCGP team has facilitated the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> B. Evidence is present that CCGP members meet monthly with team members to discuss programming and student needs. <input type="checkbox"/> C. The CCGP team provides training and in-service for the staff related to CCGP, student achievement and the school improvement plan.	<input type="checkbox"/> A. CCGP team has attempted the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> B. Evidence is present that CCGP members meet every other month with team members to discuss programming and student <input type="checkbox"/> C. The CCGP team provides training and in-service for the staff about the CCGP.	<input type="checkbox"/> A. CCGP team has not included membership of diverse populations or significant adult concerns in the school improvement plan. <input type="checkbox"/> B. Evidence is present that CCGP meetings take place as needed. <input type="checkbox"/> C. The CCGP team has not provided training and in-service for staff related to CCGP and the relationship to improved student achievement.
3. School Improvement Team	<input type="checkbox"/> A. The CCGP team is actively involved with the administration and school staff in designing, implementing, and evaluating the school improvement plan.	<input type="checkbox"/> A. The CCGP team has some involvement in the implementation of the school improvement plan.	<input type="checkbox"/> A. The CCGP team has limited involvement in the implementation of the school improvement plan.

Overall rating for this standard:

3

2

1

**STANDARD 7: *Program Leadership and Management.***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

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**STANDARD 7: *Program Leadership and Management.***

***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 8: Interschool Communication.** This includes communication, collaboration, and coordination with the feeder system regarding the CCGP. The Comprehensive Counseling and Guidance Program is discussed and coordinated as a K-12 concept.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.  
 Review Team – Check the boxes that indicate 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
1. Secondary Coordination	<input type="checkbox"/> A. Secondary counselors have a planned, formal, calendared quarterly meeting with cone (feeder system). <input type="checkbox"/> B. Written agendas and minutes are available. Agendas reflect transition plans from junior high/middle school to high school. <input type="checkbox"/> C. Curriculum and activities are well coordinated from level to level. <input type="checkbox"/> D. CCGP works within the feeder system(s) to share information about <u>all</u> students in regards to student identification, student needs, and transitions.	<input type="checkbox"/> A. Secondary counselors have a formal, calendared, twice-yearly meeting with cone (feeder system). <input type="checkbox"/> B. Written agendas and minutes are available. <input type="checkbox"/> C. Some curriculum and activities are coordinated from level to level. <input type="checkbox"/> D. CCGP works within feeder system(s) to share information about <u>most</u> students in regards to student identification, student needs, and transitions.	<input type="checkbox"/> A. Secondary counselors have an annual meeting. <input type="checkbox"/> B. Written agendas and minutes are not available. <input type="checkbox"/> C. Curriculum and activities are not coordinated from level to level. <input type="checkbox"/> D. Within the feeder system, some attempt has been made to share information about most students in regards to identification, student needs, and transitions.
2. Collaboration K-12	<input type="checkbox"/> A. Elementary counselors or representatives and secondary counselors meet at least twice yearly within feeder system(s) to plan for student transition. <input type="checkbox"/> B. The plan for CCR/SEOP process and materials are coordinated with district and school improvement goals. <input type="checkbox"/> C. Individual student information to support student in dropout prevention and responsive services is exchanged in a coordinated process. <input type="checkbox"/> D. This CCG Program collaborates in the feeder system(s) to provide effective transitions and activities to meet the needs of all students, including specific activities for diverse populations.	<input type="checkbox"/> A. Programs within the feeder system(s) meet at least once per year to plan for student transition. <input type="checkbox"/> B. The plan for CCR/SEOP process and materials are coordinated with some feeder schools. <input type="checkbox"/> C. Individual student information to support student in responsive services is exchanged in a coordinated process. <input type="checkbox"/> D. This CCG Program collaborates in the feeder system(s) to provide effective transitions to meet the needs of most students, including specific activities for diverse populations.	<input type="checkbox"/> A. Opportunities for transition are limited to the registration process. <input type="checkbox"/> B. The plan for CCR/SEOP process and materials are exchanged with feeder schools. <input type="checkbox"/> C. Individual student information to support responsive services is occasionally shared. <input type="checkbox"/> D. Some CCG Programs in the feeder system collaborate to provide effective transitions and support for a few diverse students in the system.

Overall rating for this standard:

3

2

1

**STANDARD 8: *Interschool Communication.***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

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**STANDARD V: *Interschool Communication.***  
***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 9: Time Allocation.** Evidence is provided that EIGHTY PERCENT of aggregate counselors' time is devoted to DIRECT services to students through a balanced program of individual planning, guidance curriculum, and responsive services consistent with the results of school needs data.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.

Review Team – Check the boxes that indicate 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
1. Target Time Allocation	<input type="checkbox"/> A. Target time for CCGP has been established and customized to meet the needs of the individual school.	<input type="checkbox"/> A. Target time for CCGP has been established using the model's suggested times.	<input type="checkbox"/> A. No record of target times for school counselors.
2. Time and Task Analysis	<input type="checkbox"/> A. Time and task analysis in all four Comprehensive Counseling and Guidance components are charted by every counselor every 3 years (e.g., one day each week or one week per month—at least ten sample days).	<input type="checkbox"/> A. Time and task analysis in all four Comprehensive Counseling and Guidance components are charted by every counselor every 6 years.	<input type="checkbox"/> A. Time and task analysis in all four CCGP components is not clearly charted by every counselor regularly.
3. Direct Services to Students	<input type="checkbox"/> A. Eighty-five percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services).	<input type="checkbox"/> A. Eighty percent of each counselor's contract time is spent on direct services.	<input type="checkbox"/> A. At least 80 percent of some counselor's contract time is spent on direct services.
4. Calendar	<input type="checkbox"/> A. A full-year CCGP calendar is provided that correlates with the counselor's target time allocations and school improvement goals.  <input type="checkbox"/> B. A current calendar is posted and updated regularly on the school's CCGP web page or other venues and/or languages supportive to their students and parents.	<input type="checkbox"/> A. A full-year CCGP calendar is provided that defines some CCGP activities.  <input type="checkbox"/> B. A current calendar is posted on the school's CCGP web page.	<input type="checkbox"/> A. A school calendar is loosely aligned with CCGP and lists general activities.  <input type="checkbox"/> B. No current calendar is established for students or parents.
5. Non-Guidance Activities	<input type="checkbox"/> A. Non-guidance activities are eliminated from every counselor's duties through a strong integration with the Utah CCGP Model and school improvement processes.  <input type="checkbox"/> B. Counselors have no responsibility for standardized test administration or coordination.  <input type="checkbox"/> C. Counselors serve as advisors for master schedule building, but they do not have primary responsibility.	<input type="checkbox"/> A. Counselor "fair share" responsibilities are consistent with the Utah CCGP Model and school improvement plans and goals.  <input type="checkbox"/> B. Counselors are not chiefly responsible for standardized test administration or coordination.  <input type="checkbox"/> C. Counselors have some responsibility for master schedule building, but they do not have primary responsibility.	<input type="checkbox"/> A. Counselors have responsibilities not consistent with the Utah CCGP Model or school improvement plans and goals.  <input type="checkbox"/> B. Counselors have primary responsibility for standardized test administration or coordination.  <input type="checkbox"/> C. Counselors have primary responsibility for master schedule building.

Overall rating for this standard:	3	2	1
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**STANDARD 9: *Time Allocation.***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

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**STANDARD 9: *Time Allocation.***

***Review Team Summary***

Strengths:

Recommendations:

**STANDARD 10: *Comprehensive Counseling and Guidance Training.*** Regular participation of guidance team members in USOE sponsored Comprehensive Counseling and Guidance Training.

**Levels of Performance**

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate 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
1. Training & Program Updates	<input type="checkbox"/> A. All counseling team members and administrators have recently, within the last 5 years, participated in USOE-sponsored CCGP Training to support the integration of the Comprehensive Counseling and Guidance Program with the AdvancedEd School Improvement Plan.	<input type="checkbox"/> A. Most counseling team members and administrators have participated in USOE-sponsored CCGP Training & Updates.	<input type="checkbox"/> A. Some counseling team members have participated in USOE-sponsored CCGP Training & Updates.
2. Professional Development	<input type="checkbox"/> A. <u>All</u> counseling team members – administrators and counselors – have <u>regularly</u> accessed available yearly state training opportunities (e.g., CTE Summer Conference/Comprehensive Counseling and Guidance Training).  <input type="checkbox"/> B. Counselors participate in professional development activities to support school improvement goals and desired results for student learning.  <input type="checkbox"/> C. All counselors have membership in and participate in professional organizations.	<input type="checkbox"/> A. Most counselors have accessed available yearly state training opportunities (e.g., CTE Summer Conference/ Comprehensive Counseling and Guidance Training).  <input type="checkbox"/> B. Counselors participate in yearly professional development activities.  <input type="checkbox"/> C. Most counselors have membership in and participate in professional organizations.	<input type="checkbox"/> A. Few counselor(s) have accessed available state and district yearly training opportunities.  <input type="checkbox"/> B. Counselors have limited participation in yearly professional development activities.  <input type="checkbox"/> C. Few counselors have membership in and participate in professional organizations.
3. AI/AN	<input type="checkbox"/> A. Counselors are working toward fulfilling the components of the AI/AN training for school counselors, which leads to best practices for all students.	<input type="checkbox"/> A. Counselors are aware of and working toward fulfilling the components of the AI/AN training for school counselors.	<input type="checkbox"/> A. Counselors have not attended any diversity training.

Overall rating for this standard:

3

2

1

**STANDARD 10: *Comprehensive Counseling and Guidance Training.***

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

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**STANDARD 10: *Comprehensive Counseling and Guidance Training.***  
***Review Team Summary***

Strengths:

Recommendations:

**Notes and Overall remarks**

*Review Team Summary*

**Overall Strengths:**

**Overall Recommendations:**

**Notes:**

## Action Plan for Program Improvement Project & Student Outcome Accountability Report

Today's school counselors are under increasing pressure to document their effectiveness by using data and producing quantitative accountability reports. Below are some guiding principles to help you develop Program Improvement Projects in your CCG Program.

- I have increased my use of data to demonstrate the effectiveness of my school counseling program.
- I have maintained my momentum to use data.
- I use data to identify barriers that impede student performance.
- I regularly review my school's data (academic, attendance, behavior) to identify gaps.
- I use data to inform and facility the school counseling services and program that I lead.
- I use quantitative data collection methods to improve my school counseling services/programs.
- I use qualitative data collection methods to improve my school counseling services/programs.
- I analyze the data I collect.
- Our school counseling department uses data to set strategic goals.
- I use data to identify and close the achievement gaps in my building.
- I use data to evaluate student enrollment patterns.
- I use data to prepare student for college readiness.

Adapted from: The Beliefs and Practices of School Counselors Who Use Data to Implement Comprehensive School Counseling Programs.

With an accountable data-driven school counseling program, school counselors are seen as partners in school improvement and essential to fulfilling the mission of every 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 gather more support for their programs and to widen their circle of influence in helping all students to become successful learners. Accepting this challenge propels school counselors to accept the responsibility of removing barriers to learning and achievement and raise the level of expectations for those students. **Accountability for school counselors is the key to school counseling success and survival in the 21<sup>st</sup> century and links their work to the accountability requirements.**

Young, A., & Kaffenberger, C. (2011, December). The beliefs and practices of school counselors who use data to implement comprehensive school counseling programs. *Professional School Counseling, 15*(2), 67-76.

The following are recommended categories to choose from when planning for your program improvement projects. All of which have measureable outcomes. Choose from the list below when developing and completing your program improvement projects. You may also choose from the NOSCA relevant data list in the [school level guide of Eight Components of College and Career Readiness Counseling](#), which can be found on page 20 on the high school guide and page 16 on the elementary and middle school guide.

- Graduation rates
- UtahFutures usage
- Individual Learning Plans -SEOP/PLAN for College and Career Ready data
- 8<sup>th</sup> grade completion
- 9<sup>th</sup> grade ontrack for graduation
- Disaggregated Groups
- Counselor response to dropout behaviors



School name and district: \_\_\_\_\_

ALL standards must be met for a program to be an approved Comprehensive Counseling and Guidance Program. If all standards are not met, the school may be held harmless without losing funding provided the program passes a re-evaluation within that next school year period.

The overall recommendation by the On-Site Review Committee of the school's Comprehensive Counseling and Guidance Program is: (check one and provide dates)

**Pass:** Minimum of 8 **Level 3 overall ratings**, indicating a fully functioning program.

Next **Interim** review will take place in school year: 20\_\_\_\_\_ - 20\_\_\_\_\_

Next **On-site** review will take place in school year: 20\_\_\_\_\_ - 20\_\_\_\_\_

**Probation:** Three or more **Level 2 overall ratings** or a **Level 1 overall rating** on one or more standards: requires a follow-up review in the next school year by the same review team.

**Date of follow-up review:** \_\_\_\_\_

**Failed:** A six-month review was not scheduled and/or passed.

**Date follow-up review must be completed by:** \_\_\_\_\_

School administrator signature as evidence of participation in and attendance at this review:

\_\_\_\_\_ **Date:** \_\_\_\_\_

**ON-SITE REVIEW COMMITTEE MEMBER SIGNATURES**

<b>Administrator Member</b>	School/District/Charter School
<b>CTE/SS Member</b>	School/District/Charter School
<b>Counselor Member</b>	School/District/Charter School

**SCHOOL being evaluated school counselor MEMBER SIGNATURES**

Counselor	Counselor
Counselor	Counselor
Counselor	Counselor

**SCHOOL DISTRICT APPROVAL: Please provide the following signatures.**

<b>District/Charter School CTE Director:</b>	<b>Date:</b>
<b>District/Charter School Student Services/Counselor Supervisor:</b>	<b>Date:</b>
<b>District/Charter School Superintendent:</b>	<b>Date:</b>

This form must be received by the Secondary Comprehensive Counseling and Guidance Specialist at the USOE on or before **May 1<sup>st</sup>** of the school year during which the on-site review is scheduled.





**Utah State Office of Education**

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