

College and Career Readiness School Counseling Program

Electronic Evidence Box Guide

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

Process: Each year, the counseling team reviews the electronic evidence box to ensure that all required documents are included and up-to-date. All documents in the electronic evidence box should be in a PDF format and converted to the Adobe Acrobat Pro PDF Portfolio upon submission to USBE one month prior to Formal On-Site Review date.

Program Performance Review: The electronic evidence box will be used in the interim review (year 3) as well as the formal review (year 6) as proof of program management. **For most items, evidence of a rolling three-year span should be provided. Where indicated, six-years of evidence is required.**

Organization of the Electronic Evidence Files: Each standard, including Assurances, should have its own folder that is clearly labeled with the title of the standard. Within each folder, subfolders can be used to help define the purpose of the supporting documents. For example, standard indicators can be identified as a subfolder within the standard. Inside the Assurances folder, it is required that subfolders are created for each of the 8 Assurance categories. It is also required to provide a narrative for standards 1-7. The narrative is a synopsis of the content for each individual standard. The synopsis should include an analysis of the longitudinal data, how services are designed and implemented based off student needs, and how the documented evidence supports program standards and indicators.

Electronic Evidence Box Requirements and Recommendations: The following guide is designed to help school counselors identify key pieces of information needed to support the program performance review. There may be other documents that school counselors refer to and use as resources that are not necessarily included in the electronic evidence box. It is important to note that items marked with an asterisk* are required. All other items are recommended. Please remember, this is not an exhaustive list of every item that should be collected by the school counseling team during the review cycle. It is important that each School Counseling Program determines what documentation is necessary to demonstrate their Program is fully functional and is being implemented according to each standard.

Assurances (subfolders for each of the 8 Assurance categories is required)

1. Board Adoption and Approval

- Copy of the initial board adoption and approval letter (district/charter school will provide) *
- Summary of ongoing board approval (district/charter school will provide) *
- List of presentations to the board (district/charter school will provide) *
- Copies of reports to the board for the last 3 years (district/charter school will provide) *

2. Structural Components

- Complete current ratio in program review manual (pg. 16) *
- Copies of budget*
- Evidence of an up-to-date website*
- List of extended time activities

- Photos

3. Administration Assurance

- Documentation that *administration* has attended College and Career Readiness School Counseling Updates and Essentials within the last 5 years *
- Calendar of administrator/counselor meetings and dates*
- Agendas for the administrator/counselor meetings with data discussion points*
- Copy of School Improvement Plan*
- Program at a Glance document (starting with 2015 and keeping for rolling 6 years) *
- Verification of administrative support (e.g., Principal-Counselor Agreement document) *

4. Use of Data (evidence of Assurances “Use of Data” is reflected in Standard 2: Data Effectiveness and Program Improvement)

5. School Counselor Checklist

- FERPA & PPRA applicable documents used (e.g., parental consent) *
- 504 documents used (e.g., examples of 504 accommodations by disabilities) *
- Copy of PPRA - Utah FERPA 53a-13-301*
- Copy of PPRA - Utah FERPA 53a-13-302*
- Report of complaints*
 - Section 504 – was the complaint service oriented, medically specific, harassment/bullying based on disability
 - Title IX – was the complaint regarding sexual harassment, gender identity, pregnancy, etc.
 - Title VI – was the complaint regarding race, national origin, implied religious affiliation
- Parent seminar dates and format*
- Evidence of curriculum that prepares student for 1, 2, 4 or more postsecondary opportunities*

6. Program Leadership and Management

- Advisory committee meeting calendar by year*
- List of advisory committee members with identification*
 - Inclusion of federal five representations on advisory committee*
 - Inclusion of business partners*
- Copy of agenda and minutes that clearly reflects the School Counseling Program meeting objectives*
- List of ways advisory committee helps develop guidelines and goals for school counseling program*
- Calendar of school counseling team meetings*
- Copies of agenda and minutes from team meetings*
- List of school improvement team members*
- Calendar of school improvement team meetings*
- List of ways the school counseling team is involved in designing, implementing, and evaluating the school improvement plan*

7. Time allocation

- Completed time and task analysis by counselor*
- Summary of time and task analysis for department*
 - Actual department time allocation percentages completed in program review manual*

- If the counseling team time and task analysis does not meet expectation, provide a statement of justification for use of time and systemic assessment results*
- Copy of a full-year program calendar*
- Copy of current calendar posted on school counseling department website*
- Copy of counselor/principal agreements*

8. College and career readiness comprehensive school counseling program training

- MIDAS documentation of all counseling team completion within 5 years*
- MIDAS documentation of regular state training in counseling specific professional development*
- Documentation of professional development activities aligned with school improvement goals*
- Documentation of membership in professional associations*
- MIDAS documentation of AI/AN training in process*
- Documentation of College and Career Readiness training in process*
- 7th grade schools only: MIDAS record of College and Career Awareness CDA Training

Standard 1: Each Student

- School profile reports. Include numbers as well as percentages*
- Identified disaggregated groups and services provided, including achievement and dropout data*
- Comparative analyzation of school demographics to populations participating in school programs (e.g., special education, honors, gender in pathways, etc.) *
- Disaggregated data by student populations identified in program review manual (pg. 20) *
- SOAR report*
 - Identified top 3 gaps per year over 6-year span*
 - Measurable plan to meet student outcomes based on one of the identified gaps with outcome data tracked longitudinally (this meets data project expectations) *

Standard 2: Data Effectiveness & Program Improvement

- Copy of most recent (one full school year prior to review date) state provided Systemic Assessment results for students, parents, and faculty*
- Any other school counseling assessments administered within a 3-year period
- School-wide assessments used to guide School Improvement Plans (e.g., indicators of school quality (ISQ) assessments, SHARP Survey)
- List of top priorities for students, parents, and faculty identified by the last state Systemic Assessment
- List of program goals to address top priorities that support the School Improvement Plan*
- List of collaborative classroom instruction lessons/activities that address each need or goal
- Data projects submitted to USBE over the last 6 years*
- Any other program improvement projects completed by your counseling team
- Annual self-evaluations (program review manual) *
- Verification that USBE online self-evaluation was completed*
- Summary of data project presentations made to faculty (*note: include date and meeting at which presentation was given*) *
- Summary of data project presentations to school board (*note: include date and meeting at which presentation was given*) *
- Documentation of participation in district/regional interim review of yearly data projects*
- List type of information contained on monthly reports from Title VI Coordinator*
- List ways counselors provide additional data for Title VI Coordinator*

- Names and contact information of Title VI Coordinators

Standard 3: Plan for College and Career Ready Process (provide hard copies of highlights to share to all members of the formal review team)

- Outline of annual plan for college and career readiness activities for each grade level 7-12*
- Include dates and subjects covered for each meeting*
- Data reflecting both student and parent rate of participation according to disaggregated groups*
- Data results from Plan for College and Career Readiness questionnaire
- Tiered intervention plan used to involve parents, including those of diverse populations, in the Plan for College and Career Readiness process*
- Copy of any forms used to document parent participation including parent signature*
- Data results from Plan for College and Career Readiness questionnaire
- Calendar showing plan for meeting Board Rule 277-462-4
- Career Inventories, Programs of Studies, College Costs and Access information, etc., from UtahFutures according to grade level objectives*
- Copy of four-year plan, including CTE and other pathways, college/post-high school training, career interests, assessment data information*
- Outline of activities in which students engage to update plan each year*
- Updated plans from year to year*
- Copies of materials used during the plan for College and Career Readiness process*
- Analyzation of achievement data used in plan for College and Career Readiness process (i.e., Aspire, ASVAB, PSAT and ACT) and brief description of how they are utilized*
- List of community and outreach resources used to help students be College and Career Ready*
- Tiered interventions for appropriate college entrance exams*
- Dates of presentation informing students of career and college search using UtahFutures
- Outline of activities by grade level to help students be prepared to complete a college admission application, job, or apprenticeship application*
- Outline of tiered interventions by grade level to help students be informed about how to be financially prepared*
- Outline of tiered interventions by grade level to help students understand the different types of financial aid*
- Outline of tiered interventions to help students apply for scholarships*
- Outline of tiered interventions to help students complete financial aid applications (*high school only*) *

Standard 4: Career Literacy

- Calendar outline of grade-appropriate assistance in next-step planning activities*
- Calendar for CTE College and Career Awareness Career Development Applications (CDA) *
- Annual data results of counselor presentation effectiveness*
- College and Career Awareness Team meetings (agendas/minutes) *
- Career and College Readiness curriculum map by grade development for grades 7-12*
- Calendar of multiple career exploration and development activities for each grade level
- Documentation of collaboration and activities with Work Based Learning Coordinator*
- Partnerships with business, industry and community members
- Outline of activities for career exploration and development activities that provide the following*
 - Evidence that CTE pathways and materials are being utilized*
 - Evidence CTE pathway completers and concentrators by disaggregated groups (percentages) *

- Evidence that the Student Guide to Career Planning in UtahFutures is being utilized*

Standard 5: Collaborative Classroom Instruction

- Systemic assessment priorities and school counseling program student outcomes*
- 7-12 curriculum map addressing instruction to meet student needs according to priorities (exceeds expectation if aligned K-12) *
- Each counselor lead lesson identifies specific student outcomes aligned with the School Counseling Mindsets and Competencies*
- Results and analysis of the Counselor Curriculum Delivery Survey (Teach-Touch) *
- Examples of tiered curriculum interventions, specific to diverse populations*
- Each counselor lead lesson identifies specific student outcomes aligned with the School Improvement Plan*
- Strategies to address different learning styles and needs. May include the following:
 - Lesson plans identifying diverse instruction
 - Materials diversifying presentations
 - Schedule for tiered instruction
- List of school counseling activities may include the following:
 - Utah Scholars presentations
 - Registration presentations
 - Lunchtime presentations/activities
 - Newsletter
 - Link to specific area of school website
 - Activities that support rigorous coursework (i.e. Concurrent Enrollment, Advanced Placement, Honors, CTE Pathways, etc.) *
- Indication of counseling program use of Advisory period which includes frequency, length of period, and time of day

Standard 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports

- Calendar showing counselor availability for social/emotional supports, including during Plan for College and Career Readiness conferences*
- List of activities to monitor and help students not on track for high school graduation*
- Evidence of database system tracking students at risk for graduating that includes attendance, behavioral, and achievement data*
- Evidence of working within the school system to meet the prevention needs of students (e.g., tiered model identifying systemic supports) *
- List of ways counselors collaborate with school, district, and community resources and how families are made aware of relevant resources*
- Copies of flyers, handouts, etc.
- Copies of PTSA newsletters with school counseling specific information
- Identify activities and interventions which meet Systemic Assessment priorities*
- Identify intervention for comprehensive system of dropout prevention (e.g., credit recovery options, advisory class, etc.) *
- Results data for dropout prevention interventions*
- Referral data and process for group counseling*
- List of groups offered
- Copies of materials used to advertise and run groups
- Calendar for groups

- Follow-up (list of ways counselors' follow-up with students as needed following a responsive service contact)
- Copies of district and school crisis response plans*
- Documentation of trainings for crisis intervention*

Standard 7: Alignment

- Calendar of cone feeder system meetings*
- Agendas and minutes for cone feeder system meetings*
- Intervention map of K-12 content based on common cone feeder system needs, not limited to but including:
 - Career literacy activities*
 - College & Career Readiness planning*
 - UtahFutures activities by grade level
 - Dropout prevention interventions*
 - Financial awareness/College affordability*
 - CTE Pathways *
 - Mindsets and Competencies*
- Materials used in transition meetings*
- List of ways student need and student transition information is being shared within the cone feeder system*

Archive Folder: Digital evidence from previous years for counseling program to reactivate at their discretion.