

Comprehensive Counseling and Guidance Program Performance Review

CIP #32.0107

Connecting Program Improvement and Student Learning



School: _____

Date: _____

District: _____

Submitted by: _____

On-Site Review Form for:

- Program Approval
- Interim Review

January 2008

CCGP Performance Review:

Connecting Program Improvement and Student Learning

Section I:

Standard I
Standard II
Standard III
Standard IV
Standard V
Standard VI
Standard VII

System Support

Board Adoption and Approval
Comprehensive Counseling and Guidance Training
Structural Components
Time Allocation
Interschool Communication
Program Leadership and Management
Data and Program Effectiveness

Section II:

Standard VIII
Standard IX
Standard X
Standard XI
Standard XII

Direct Services

Responsive Services
School Guidance Curriculum
Career Exploration and Development
SEOP Process
Every Student

Review Protocol

On-Site Review Process

The on-site review is a process developed within the framework of the Comprehensive Counseling and Guidance Program's (CCGP) structure 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" which provides program "accountability." It may be helpful to provide some definitions and common language to use in the on-site review process:

Accountability: We can discuss accountability in terms of meeting program standards or using funds appropriately. However, in the late 20th and early 21st centuries, accountability as used by the general public means student achievement.

Evaluation: "The purpose of evaluation is. . . to improve. . . In educational evaluation, all available types of data, qualitative as well as quantitative, may be brought to bear" (*Evaluating Guidance Programs: A Practitioner's Guide*, 1991, ACT, p. 11). Historically, aside from the needs data, the CCGP has not emphasized the use of data to define program goals or measure program success in meeting these goals. Effective school improvement, as well as the Northwest Accreditation process, require an increase in the use of data related to all educational programs, including CCGP.

On-site review: A peer-to-peer review of the standards/elements of a Comprehensive Counseling and Guidance Program.

Program audit: "The program audit is used to assess the school counseling program in comparison with [a set of standards or a model program]. Audits serve to set the standard for the school counseling program. Audits are first performed when a counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strength and weaknesses are determined, and goals are created for the following year" (*ASCA National Model for School Counseling Programs, Second Edition*, American School Counseling Association, 2005, p. 131).

The on-site review process, as we have known it, provides an audit of the Comprehensive Counseling and Guidance Program – it has been used to ensure that a program is in place. Although the ASCA Model for School Counseling Programs uses the term "program audit," in Utah we will use "annual self-evaluation and Performance Review" in lieu of the term "audit." 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 begin making connections between Comprehensive Counseling and Guidance Program elements or standards and desired results for students as required by the Northwest Accreditation process described in the National Study of School Improvement (NSSE) document *School Improvement: Focusing on Student Performance*. A Level 3 rating on a standard means that the program has met the expectation for that standard. A Level 4 rating indicates an exemplary program that has connected school improvement plans and processes.

The on-site review process works like an SEP/SEOP conference for the Comprehensive Counseling and Guidance Program in that it serves to:

- Celebrate the school 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.

Essential Elements for the On-Site Review Process

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

1. A completed self-evaluation of the CCGP with copies of the self-evaluation for every member of the review team.
2. A program manual – see the description that follows.
3. Documentation, in the form of an evidence box or file, that the program as described in the manual exists and is being implemented.

Program Manual

In years past, most schools have provided a large binder that included program descriptions and substantial evidence supporting the program. Now, following the format of this document, the program being reviewed provides a program manual that contains a brief written response to each of the twelve standards, with a declaration of the level of self-evaluation for each indicator followed by specific details that support that self-evaluation. Programs must then also provide an organized file of evidence that may or may not be reviewed to support the written description and self-evaluation ratings.

General Format for the On-Site Review Process

1. **At least one month prior** to the on-site review, the Comprehensive Counseling and Guidance team completes a copy of 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 and provides genuine opportunities for program improvement. The guidance team under review should circle the box for each indicator as the team believes it applies to the program.
2. The following time frame is recommended for the actual on-site review:
 - a. **One to 1½ hours** for the counseling and guidance team to make its presentation. **The actual presentation should focus on the standards listed in Section II: Direct Services, which includes Responsive Services, School Guidance Curriculum, Career Exploration and Development, SEOP Process and Every Student, and Standard VII, Data and Program Effectiveness.** 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. Information to support Standards I through VI should be covered incidentally within the context of the Direct Services presentation. Plan your time for each standard accordingly. Please make student, parent, and teacher involvement brief. The review team leader should keep team questions brief and the discussion focused.
 - b. **One-half to one hour** for members of the review team to discuss their findings and prepare a summary and feedback for the program being evaluated.

- c. **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.

On-Site Review Guidelines

1. Generally, one Comprehensive Counseling and Guidance Program will be reviewed by one team in one day. Exceptions to this guideline may be obtained by submitting a written request to the state Comprehensive Counseling and Guidance specialist.
2. The Comprehensive Counseling and Guidance team during the review presents evidence to support the levels of performance 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.
3. 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.
4. District/charter school counseling leaders submit a finalized copy of the review to the USOE CCGP Specialist by **May 1** of the current school year.

On-Site Review Team

1. A site review team leader is identified to facilitate the review process. This team leader should have participated on three or four review teams and should have prepared for a school's on-site review more than once.
2. Generally, team members include a district CTE director and/or a district counseling director, two or three school counselors, and a building administrator.
3. The majority of review team members should be from schools at the same level as the program being reviewed; e.g., middle school/JHS counselors review middle school/JHS programs, and high school counselors review high school programs. Likewise, alternative/charter school programs should be reviewed by at least one other alternative/charter school counselor.
4. 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 program approval.
5. Elementary counselors or administrators should participate as evaluators only if they have recent experience at the secondary level and have a good understanding of secondary Comprehensive Counseling and Guidance Programs. However, elementary personnel and others can be observers.
6. Team members should recognize that the on-site review is a formal process requiring professional etiquette; cell phones should be off and schedules arranged to give full attention to the guidance team presentation and the review process.
7. **There are two boxes for all indicators and categories. One box is for the CCGP team's self-evaluation and the red box is for the performance review team to be able to mark as part of the review process.**

Related Policies and Guidelines

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

(2) (b) (i) 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.

(ii) 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.

(iii) A parent may request conferences with school personnel in addition to SEP or SEOP conferences established by local school board policy.

(iv) 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.

Sample Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

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

In a typical 180-day school year, the actual days spent in each program delivery area might look like this.

	<i>Percentages</i>		
	Elementary School	Middle/Junior High	High School
Responsive Services	35% (=63 days)	25% (=45 days)	25% (=45 days)
Guidance Curriculum	40% (=72 days)	35% (=63 days)	25% (=45 days)
Individual Planning	10% (=18 days)	25% (=45 days)	25 – 35% (=45-63 days)
System Support	15% (=27 days)	15% (=27 days)	15% (=27 days)

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 in Standards II, VI, VII, VIII, IX, and X to focus on the five diversity groups recognized by the federal government: American Indian/Alaskan Native, African American, Asian American, Hispanic/Latino, and Pacific Islander. The purpose of **Standard XII, 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 new indicators as they apply to your school population.

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

TRIBAL GOVERNMENTS AS SOVERIGN 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

What make American Indian tribes so unique from other ethnic minorities, besides their indigenous status, is that they are **land based** and have a **political relationship** with the United States government. This political relationship has several legal bases: (1) the “Commerce clause” of the U.S. constitution; (2) treaties between the U.S. and the Indian nations, legislation and subsequent federal policy; and (3) Supreme Court decisions and executive actions.

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 which stressed “such services as education, health, etc. in exchange for land.”

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

Because of the unique relationship between the federal government and tribal governments as sovereign nations, and the commitment made to the American Indian/Alaskan Native people by the Utah State Office of Education in the State Education Plan, some indicators specific to American Indian/Alaskan Native students have also been added to Standards II, VI, VII, VIII, IX, and X of this document. As other ethnic/cultural communities come forward to offer suggestions for help specific to their students, additional indicators may be added.

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 4 An overall 4 rating on a standard indicates an exemplary 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 Northwest Accreditation process described in R227-413.
- Level 3 Standards rated at this level are recognized as part of a fully functioning program. Most good Comprehensive Counseling and Guidance Programs will have most standards rated at this level.
- Level 2 Standards rated at this level indicate areas for improvement. An adequate explanation will have been provided clarifying why the program is functioning at this level in this standard. It will not be unusual for a school's guidance program to have some areas in need of improvement.
- Level 1 Standards rated at this level are considered clearly deficient by the evaluation team and need immediate attention. Specific plans should be made for the time, effort and renewed commitment to the Comprehensive Counseling and Guidance Program required for improvement.
- Level 0 Standards rated at this level indicate that guidance teams need further explanation and greater understanding regarding the requirements of the Comprehensive Counseling and Guidance Program and/or the requirements of the on-site review process.

What this means:

Level 4 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.

Mostly **Level 3 overall ratings** for the standards indicate a strong Comprehensive Counseling and Guidance Program. However, guidance team members should recognize that Level 2 ratings help to identify areas for improvement.

Three or fewer **Level 2 overall ratings** for the standards indicate that a Comprehensive Counseling and Guidance Program can pass the review process; however, the review team should fully consider these ratings in the context of the overall program.

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

A **Level 0 or 1 overall rating** for any standard would require, at a minimum, a six-month follow-up review of at least that standard by the same review team.

Overall ratings include careful consideration of all indicators for each standard. One Level 0 or Level 1 on an indicator does not necessarily mean failure. Likewise, one Level 2 on an indicator would not automatically eliminate a Level 3 overall rating on a standard.

Declaration of Eligibility for Level 4 Rating

1. The school is within one academic year (prior to, same year, or year following) of the Northwest Accreditation site visit.

Date of scheduled visit: _____

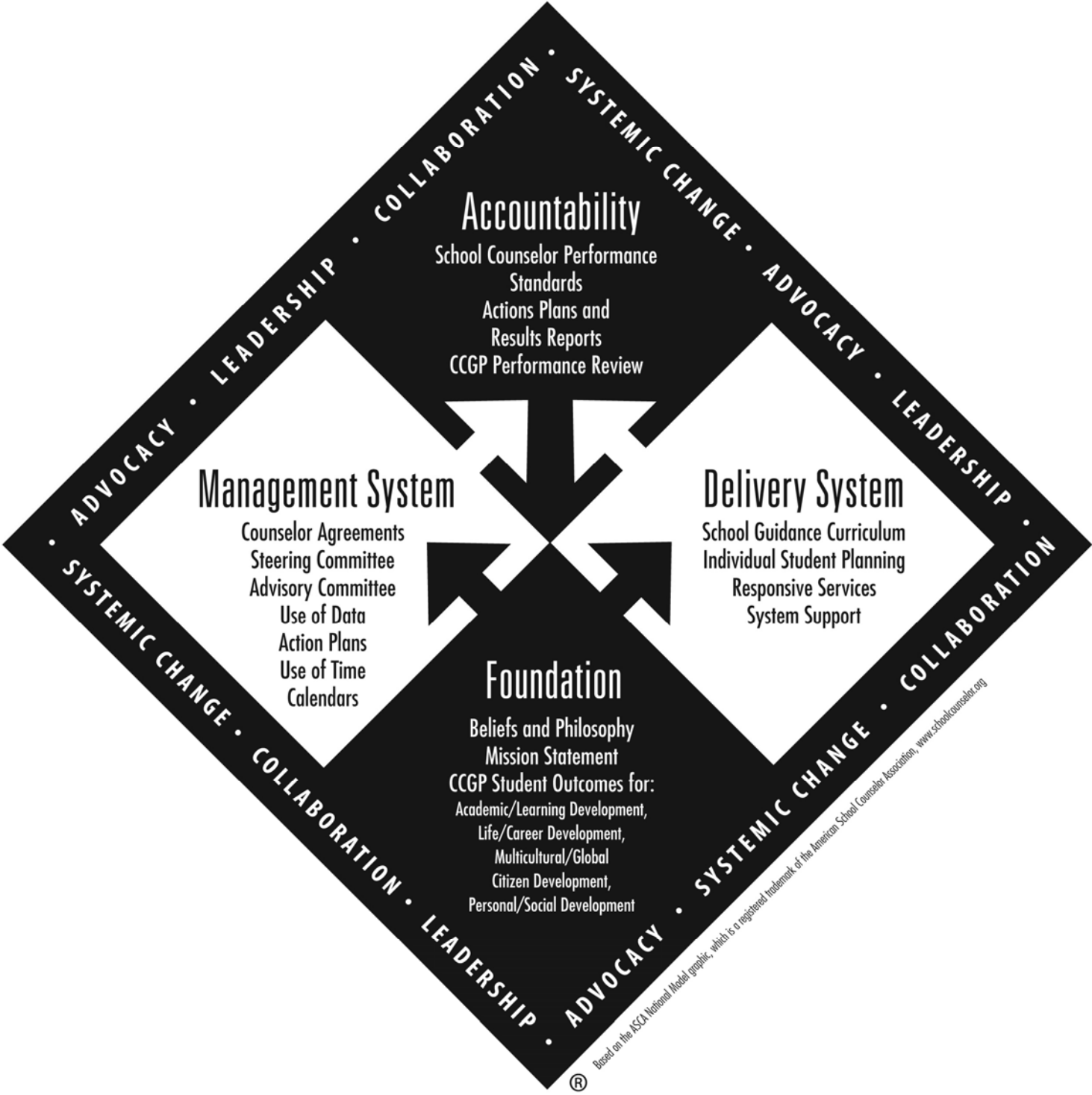
Today's date: _____

2. The school improvement team has been organized since _____ and is fully functioning.

List members of school improvement team:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____
_____	_____
_____	_____

3. The school counselor(s) have actively participated with the school improvement team. Describe the nature of the counselor(s) involvement.
4. The school is eligible for a Level 4 rating (e.g., this is not a new school undergoing its first CCGP Performance Evaluation).



Accountability

School Counselor Performance Standards
 Actions Plans and Results Reports
 CCGP Performance Review

Management System

Counselor Agreements
 Steering Committee
 Advisory Committee
 Use of Data
 Action Plans
 Use of Time
 Calendars

Delivery System

School Guidance Curriculum
 Individual Student Planning
 Responsive Services
 System Support

Foundation

Beliefs and Philosophy
 Mission Statement
 CCGP Student Outcomes for:
 Academic/Learning Development,
 Life/Career Development,
 Multicultural/Global
 Citizen Development,
 Personal/Social Development

Based on the ASCA National Model graphic, which is a registered trademark of the American School Counselor Association. www.schoolcounselor.org

STANDARD I: <i>Board Adoption and Approval</i> 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.		
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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Approval	<input type="checkbox"/> A. Written evidence that the board has adopted the CCGP as a K-12 model for school counseling programs. <input type="checkbox"/> B. Evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to highly implement the CCGP.	<input type="checkbox"/> A. Written evidence that the board has adopted the CCGP as a model for school counseling programs. <input type="checkbox"/> B. Evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to highly implement the CCGP.
2. Communication	<input type="checkbox"/> A. 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. <input type="checkbox"/> B. District/charter school counseling leaders have presented to the local board of education/governing board within the past three years. This report describes how each school is adhering to the district’s SEOP/SEP policy and includes data on program effectiveness.	<input type="checkbox"/> A. District/charter school counseling leaders have presented to the local board of education/governing board within a three-year period. <input type="checkbox"/> B. District/charter school counseling leaders have presented to the local board of education/governing board within the past three years. This report describes how each school is adhering to the district’s SEOP/SEP policy and includes data on program effectiveness.

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

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:			4	3	2	1	0
Levels of Performance							
2		1		0			
Limited development and/or partial implementation		Low level of development and implementation		No evidence of development or implementation			
<input type="checkbox"/> A. Written evidence that the board has adopted the CCGP.		<input type="checkbox"/> A. Written evidence that the board has adopted the CCGP.		<input type="checkbox"/> A. No evidence is provided of board approval of the CCGP.			
<input type="checkbox"/> B. Some evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to implement the CCGP.		<input type="checkbox"/> B. Little evidence that district/charter school personnel understand the significance of the local board adopting CCGP as the means for delivering school counseling to students.		<input type="checkbox"/> B. No evidence that district/charter school personnel understand the significance of the local board adopting CCGP as the means for delivering school counseling to students.			
<input type="checkbox"/> A. District/charter school counseling leaders have presented to the local board of education/governing board outside of a three-year period.		<input type="checkbox"/> A. District/charter school counseling leaders have not presented to the local board of education/governing board.		<input type="checkbox"/> A. District/charter school counseling leaders have not presented to the local board of education/governing board.			
<input type="checkbox"/> B. District/charter school counseling leaders have presented to the local board of education/governing board within the past five years.		<input type="checkbox"/> B. Local board has adopted the CCGP program. No evidence of communication with the local board since adoption of the CCGP.		<input type="checkbox"/> B. Current board members are unaware of the CCGP.			

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

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

STANDARD II: *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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Professional Development	<input type="checkbox"/> A. All counseling team members – administrator(s) and counselor(s) – have accessed available state and district yearly training opportunities (e.g., CTE Summer Conference/Comprehensive Counseling and Guidance Training, and/or principal meeting with CCGP 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. Members of the CCGP team have accessed many specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> D. Counselors have membership in and participate in professional organizations.	<input type="checkbox"/> A. All counseling team members – administrator(s) and counselor(s) – have accessed available state and district yearly training opportunities (e.g., CTE Summer Conference/Comprehensive Counseling and Guidance Training, and/or principal meeting with CCGP training). <input type="checkbox"/> B. Counselors participate in yearly professional development activities. <input type="checkbox"/> C. Members of the CCGP team have accessed some specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> D. Counselors have membership in and participate in professional organizations.
2. AI/AN	<input type="checkbox"/> A. Members of the CCGP have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation. <input type="checkbox"/> B. Counselors are aware of and working toward fulfilling the components of the proposed AI/AN endorsement for school counselors.	<input type="checkbox"/> A. Members of the CCGP team have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation. <input type="checkbox"/> B. Counselors are aware of and working toward fulfilling the components of the proposed AI/AN endorsement for school counselors.
3. Basic Training	<input type="checkbox"/> A. All counseling team members and administrators have recently participated in USOE-sponsored Basic Training to support the integration of the Comprehensive Counseling and Guidance Program with the NSSE School Improvement Plan.	<input type="checkbox"/> A. All counseling team members and administrators have participated in USOE-sponsored Basic Training.

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

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:		4	3	2	1	0
Levels of Performance						
2		1		0		
Limited development and/or partial implementation		Low level of development and implementation		No evidence of development or implementation		
<input type="checkbox"/> A. Most counseling team members – administrator(s) and counselor(s) – have accessed available state and district yearly training opportunities.		<input type="checkbox"/> A. Some counseling team members – administrator(s) and counselor(s) – have accessed available state and district yearly training opportunities.		<input type="checkbox"/> A. Counseling team members – administrator(s) and counselor(s) – have not accessed available state and district yearly training opportunities.		
<input type="checkbox"/> B. Counselors have limited participation in yearly professional development activities.		<input type="checkbox"/> B. Counselors do not take opportunities to participate in yearly professional development activities.		<input type="checkbox"/> B. Counselors do not participate in professional development activities.		
<input type="checkbox"/> C. Members of the CCGP team have started to participate in specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students.		<input type="checkbox"/> C. Members of the CCGP team have not accessed specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students.		<input type="checkbox"/> C. Members of the CCGP team are not aware of specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students.		
<input type="checkbox"/> D. Most counselors have membership in and participate in professional organizations.		<input type="checkbox"/> D. Some counselors have membership in and participate in professional organizations.		<input type="checkbox"/> D. No counselors have membership in and participate in professional organizations.		
<input type="checkbox"/> A. Most members of the CCGP team have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation.		<input type="checkbox"/> A. Some members of the CCGP team have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation.		<input type="checkbox"/> A. No members of the CCGP team have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation.		
<input type="checkbox"/> B. Counselors are beginning to work toward fulfilling the components of the proposed AI/AN endorsement for school counselors.		<input type="checkbox"/> B. Counselors are aware of the components of proposed AI/AN endorsement for school counselors but have not begun working toward fulfilling them.		<input type="checkbox"/> B. Counselors are not aware of the proposed AI/AN endorsement for school counselors.		
<input type="checkbox"/> A. Most counseling team members have participated in USOE-sponsored Basic Training.		<input type="checkbox"/> A. Some counseling team members have participated in USOE-sponsored Basic Training.		<input type="checkbox"/> A. Counseling team members have not participated in USOE-sponsored Basic Training.		

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

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

STANDARD III: <i>Structural Components.</i> 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.		
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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Student Ratios	<input type="checkbox"/> A. Student/licensed school counselor ratio in terms of percentage of contract time devoted to CCGP activities is 350/1 or less.	<input type="checkbox"/> A. Student/licensed school counselor ratio in terms of percentage of contract time devoted to CCGP activities is 351/1 to 375/1.
2. Funding and Budget	<input type="checkbox"/> A. The guidance team has worked with the district and the school administration to establish a budget which adequately supports the CCGP.	<input type="checkbox"/> A. The guidance team has worked with the district and the school administration to establish a budget which adequately supports the CCGP.
3. Structural Components	<input type="checkbox"/> A. The CCGP facilities includes separate offices, an inviting outer welcoming area, conference room and, for secondary programs, a Career Center area. <input type="checkbox"/> B. Elementary counselors have adequate facilities for the CCGP. <input type="checkbox"/> C. Full-time clerical support. <input type="checkbox"/> D. Up-to-date computer facilities, software and assessment tools to meet the needs of students and personnel. <input type="checkbox"/> E. Extended days or hours aimed at benefiting students and parents or guardians are available and funded adequately. <input type="checkbox"/> F. 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. The CCGP facilities include most of the following: separate offices, an inviting outer welcoming area, conference room and, for secondary programs, a Career Center area. <input type="checkbox"/> B. Elementary counselors have separate facilities for the CCGP. <input type="checkbox"/> C. Adequate clerical support. <input type="checkbox"/> D. Computer facilities, software and assessment tools are adequate for running the CCGP. <input type="checkbox"/> E. Extended days or hours aimed at benefiting students and parents or guardians are available and funded adequately. <input type="checkbox"/> F. The CCGP effectively uses some available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website).

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

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:					4	3	2	1	0
Levels of Performance									
2			1			0			
Limited development and/or partial implementation			Low level of development and implementation			No evidence of development or implementation			
<input type="checkbox"/> A. Student/licensed school counselor ratio, in terms of percentage of contract time devoted to CCGP activities, is 376/1 to 425/1 or less.			<input type="checkbox"/> A. Student/licensed school counselor ratio, in terms of percentage of contract time devoted to CCGP activities, is 426/1 to 475/1 or less.			<input type="checkbox"/> A. Student/licensed school counsellor ratio, in terms of percentage of contract time devoted to CCGP activities, exceeds 475/1.			
<input type="checkbox"/> A. Some funds are provided for the needs of the CCGP.			<input type="checkbox"/> A. Evidence shows that funding is inadequate for the needs of the CCGP.			<input type="checkbox"/> A. No funding is available to support the CCGP.			
<input type="checkbox"/> A. The CCGP facilities include some of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career Center/area.			<input type="checkbox"/> A. The CCGP facilities are outdated or do not include most of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career Center/area.			<input type="checkbox"/> A. The CCGP facilities are outdated or do not include most of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career Center/area.			
<input type="checkbox"/> B. Elementary counselors have limited space for the CCGP.			<input type="checkbox"/> B. Elementary counselors share space with other educators for the CCGP.			<input type="checkbox"/> B. Elementary counselors do not have space for the CCGP.			
<input type="checkbox"/> C. Clerical support is part-time or otherwise limited.			<input type="checkbox"/> C. Clerical support is limited.			<input type="checkbox"/> C. Clerical support is unavailable.			
<input type="checkbox"/> D. Computer facilities and/or software and assessment tools are limited and do not support the needs of all students or the staff.			<input type="checkbox"/> D. Computer facilities and/or software and assessment tools are limited and do not support the needs of all students or the staff.			<input type="checkbox"/> D. Computer facilities, software and assessment tools are not available.			
<input type="checkbox"/> E. Limited availability of extended days/hours to benefit students and parents.			<input type="checkbox"/> E. Extended days/hours to benefit students and parents are unavailable.			<input type="checkbox"/> E. Extended days/hours are unavailable to students and parents.			
<input type="checkbox"/> F. The CCGP effectively uses few available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website).			<input type="checkbox"/> F. The CCGP uses no available strategies, to communicate with parents or guardians, students and staff.			<input type="checkbox"/> F. The CCGP uses no available strategies, to communicate with parents or guardians, students and staff.			

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

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

STANDARD IV: <i>Time Allocation.</i> Evidence is provided that EIGHTY PERCENT ¹ 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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of 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 and customized to meet the needs of the individual school.
2. Time and Task Analysis	<input type="checkbox"/> A. Sample time and task analysis in all four Comprehensive Counseling and Guidance components are charted by every counselor (e.g., one day each week or one week per month—at least ten sample days). <input type="checkbox"/> B. Time allocation in each component correlates with school improvement goals and improved results for students as defined by the school improvement plan.	<input type="checkbox"/> A. Sample time and task analysis in all four Comprehensive Counseling and Guidance components are charted by every counselor (e.g., one day each week or one week per month—at least ten sample days).
3. Eighty Percent (80%) Direct Services to Students	<input type="checkbox"/> A. At least eighty percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services).	<input type="checkbox"/> A. At least eighty percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive 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 clearly defines specific CCGP activities. <input type="checkbox"/> B. A current calendar is posted and updated regularly through venues and/or languages supportive to their students and 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.

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

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:				4	3	2	1	0
Levels of Performance								
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation		
<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. No target time for CCGP has been established.			<input type="checkbox"/> A. No target time for CCGP has been established.		
<input type="checkbox"/> A. Time and task analysis in all four CCGP components is not clearly charted by every counselor regularly.			<input type="checkbox"/> A. Personal time logs are not identified into the four areas of CCGP.			<input type="checkbox"/> A. No evidence of time and task analysis.		
<input type="checkbox"/> A. At least 80 percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services).			<input type="checkbox"/> A. Each counselor is spending more than 20 percent of his/her contract time in system support/non-guidance activities.			<input type="checkbox"/> A. No evidence of time allocations for every counselor.		
<input type="checkbox"/> A. A school calendar is loosely aligned with CCGP and lists general activities by month. <input type="checkbox"/> B. Counselors are assigned some non-guidance activities without attention to school improvement plans.			<input type="checkbox"/> A. A school calendar is provided without clearly outlining CCGP activities. <input type="checkbox"/> B. Counselors are routinely assigned non-guidance activities, such as teaching assignments, which draw them away from full-time counseling.			<input type="checkbox"/> A. No school or CCGP calendar is provided. <input type="checkbox"/> B. A high percentage of counselors' time is consumed by non-guidance activities, such as teaching assignments, which draw them away from full-time counseling.		
<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.			<input type="checkbox"/> A. Most of the counselors responsibilities are not consistent with the Utah CCGP Model or school improvement plans and goals. <input type="checkbox"/> B. Counselors have total responsibility for standardized test administration or coordination. <input type="checkbox"/> C. Counselors have total responsibility for master schedule building.			<input type="checkbox"/> A. Most of the counselors responsibilities are not consistent with the Utah CCGP Model or school improvement plans and goals. <input type="checkbox"/> B. Counselors have total responsibility for standardized test administration or coordination. <input type="checkbox"/> C. Counselors have total responsibility for master schedule building.		

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

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

STANDARD V: 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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of 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 coordinated from level to level. <input type="checkbox"/> D. CCGP works within the feeder system(s) to share information about all students, especially diverse students, in regard 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. Agendas reflect transition plans from junior high/middle to high school. <input type="checkbox"/> C. Curriculum and activities are coordinated from level to level. <input type="checkbox"/> D. CCGP works within feeder system(s) to share information about all students in regard to student 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 SEP/SEOP process and materials are coordinated with district and school improvement goals. <input type="checkbox"/> C. Individual student information to support responsive services and student success is exchanged in a coordinated process. <input type="checkbox"/> D. This CCGP program collaborates in the feeder system(s) to provide effective transitions and training 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 SEP/SEOP process and materials are coordinated with the immediate feeder schools. <input type="checkbox"/> C. Individual student information to support responsive services is exchanged in a coordinated process. <input type="checkbox"/> D. This CCGP program collaborates in the feeder system(s) to provide effective transitions and training to meet the needs of all students, including specific activities for diverse populations.

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

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:					4	3	2	1	0
Levels of Performance									
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation			
<input type="checkbox"/> A. Secondary counselors have an annual meeting.			<input type="checkbox"/> A. Transition is loosely organized through e-mail, voice mail, etc., but problems are not resolved and planning is inadequate.			<input type="checkbox"/> A. Entire cone does not meet.			
<input type="checkbox"/> B. Written agendas and minutes are not available.			<input type="checkbox"/> B. Meetings are scheduled on an “as-needed” basis.			<input type="checkbox"/> B. Secondary counselors are not meeting.			
<input type="checkbox"/> C. Curriculum and activities are not coordinated from level to level.			<input type="checkbox"/> C. Curriculum and activities are not coordinated from level to level.			<input type="checkbox"/> C. Curriculum and activities are not coordinated from level to level.			
<input type="checkbox"/> D. Within the feeder system, this CCGP has made some attempt to share information about most students in regard to identification, student needs, and transitions.			<input type="checkbox"/> D. This CCGP makes no attempt to share information about students, especially diverse students, in regard to student identification, student needs, and transitions.			<input type="checkbox"/> D. Entire feeder system shares no information about students in regard to student identification, student needs, and transitions.			
<input type="checkbox"/> A. Opportunities for transition are limited to the registration process.			<input type="checkbox"/> A. Little attention is paid to student transition.			<input type="checkbox"/> A. Student transition issues are ignored.			
<input type="checkbox"/> B. The SEP/SEOP process and materials are coordinated with immediate feeder schools.			<input type="checkbox"/> B. The SEP/SEOP process and materials are being articulated.			<input type="checkbox"/> B. The SEP/SEOP process and materials are not articulated.			
<input type="checkbox"/> C. Individual student information to support responsive services is occasionally shared through a coordinated process.			<input type="checkbox"/> C. Individual student information to support responsive services is shared only by direct request.			<input type="checkbox"/> C. Individual student information is not shared.			
<input type="checkbox"/> D. Some CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for some diverse students in the system.			<input type="checkbox"/> D. None of the CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for diverse students.			<input type="checkbox"/> D. None of the CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for diverse students.			

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

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

STANDARD VI: *Program Leadership and Management.* Structures and processes are in place to ensure effective program management, including an advisory/steering 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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Advisory/Steering Committee	<input type="checkbox"/> A. The advisory/steering committee meets at least quarterly. <input type="checkbox"/> B. Membership includes diverse representatives from the CCGP, administration, staff, and parents and community members, and the membership represents the diverse populations in the community. <input type="checkbox"/> C. The advisory/steering committee, as a community focus group, 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 advisory committee meets at least semi-annually. <input type="checkbox"/> B. Membership includes diverse representatives from the CCGP, administration, teachers, parents, community and students. <input type="checkbox"/> C. The advisory/steering committee, as a community focus group, gives attention to current school/district goals and student needs. <input type="checkbox"/> D. Agendas and minutes of all meetings are available.
2. Program Leadership	<input type="checkbox"/> A. A CCGP chairperson has been designated. CCGP team members have duties defined by a management planning tool or agreement. <input type="checkbox"/> B. CCGP committee 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"/> C. Evidence is present that CCGP members meet monthly with team members. <input type="checkbox"/> D. The CCGP team provides training and in-service for the staff related to CCGP, student achievement and the school improvement plan. <input type="checkbox"/> E. Training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to the staff by members of the CCGP team to improve student achievement, attendance, and behavior.	<input type="checkbox"/> A. A CCGP chairperson has been designated. CCGP team members have duties defined by a management planning tool. <input type="checkbox"/> B. CCGP committee 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"/> C. Evidence is present that CCGP members meet on a monthly basis. <input type="checkbox"/> D. The CCGP team provides training and in-service for the staff about the CCGP and its relationship to improved student achievement. <input type="checkbox"/> E. Training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to the staff by members of the CCGP team to improve student achievement, attendance, and behavior.
3. School Improvement Team	<input type="checkbox"/> A. The CCGP team works with the administration and school staff in designing, implementing, and evaluating the school improvement plan.	<input type="checkbox"/> A. The CCGP team works with the administration and staff in implementing the school improvement plan.

School Guidance Team – Circle boxes for self-evaluation and provide information as required in other standards on page 38.

Overall rating for this standard:		4	3	2	1	0
Levels of Performance						
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation		
<input type="checkbox"/> A. The advisory/steering 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 and responsibility in relation to the CCGP and school improvement plan. Counselors do not participate on a regular basis with the designated advisory committee or school improvement <input type="checkbox"/> D. Some agendas and minutes are available.		<input type="checkbox"/> A. The advisory/steering committee is organized, but does not have a regular meeting schedule. <input type="checkbox"/> B. Limited attempts have been made to involve diverse membership on the advisory committee. <input type="checkbox"/> C. The role of the advisory committee is not clearly defined in relation to the CCGP and the overall school improvement plan. <input type="checkbox"/> D. Neither agendas nor minutes are available.		<input type="checkbox"/> A. There is no evidence that an advisory/steering committee is organized or functioning. <input type="checkbox"/> B. No attempts have been made to involve diverse membership on the advisory committee. <input type="checkbox"/> C. There is little or no communication between the school, community, and the CCGP. <input type="checkbox"/> D. Neither agendas nor minutes are available.		
<input type="checkbox"/> A. A CCGP chairperson has been designated. Limited evidence is present that members of the CCGP have clearly defined responsibilities and have adequate information about all aspects of the CCGP. <input type="checkbox"/> B. CCGP committee 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"/> C. Evidence is present that CCGP meetings take place as needed. <input type="checkbox"/> D. The CCGP team provides limited training and in-service for staff related to CCGP and the relationship to improved student achievement. <input type="checkbox"/> E. Some training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to the staff by the CCGP team.		<input type="checkbox"/> A. A CCGP chairperson has been designated. There is limited evidence that members of the CCGP have clearly defined responsibilities. <input type="checkbox"/> B. CCGP committee has not included 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"/> C. Some CCGP meetings occur on an “as-needed” basis. <input type="checkbox"/> D. There is little or no evidence of training or in-service of the school staff in relation to the CCGP. <input type="checkbox"/> E. Little training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to the staff by the CCGP team.		<input type="checkbox"/> A. A CCGP chairperson has been designated. There is no evidence of clearly defined responsibilities or duties for members of the CCGP. <input type="checkbox"/> B. CCGP committee has not included AI/AN, African American, Asian, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> C. There is no evidence of CCGP meetings. <input type="checkbox"/> D. There is no evidence of any training or in-service of the school staff in relation to the CCGP. <input type="checkbox"/> E. No training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to staff by the CCGP team.		
<input type="checkbox"/> A. The CCGP team has some limited involvement in the implementation of the school improvement plan.		<input type="checkbox"/> A. There is little evidence that the CCGP team is involved in the implementation of the school improvement plan.		<input type="checkbox"/> A. There is no evidence that the CCGP team is involved in the school improvement process.		

Review Team – Check the boxes that indicate your evaluation of the program’s level of performance and provide information as required on page 39.

STANDARD VII: <i>Data and Program Effectiveness</i> . The program uses current school data, including a formal student/parent/teacher needs assessment which is completed and analyzed at least every three (3) years, and annual data projects as defined by the USOE.		
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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Assessment, Use of Data and Program Effectiveness (The purpose of this standard is to give a general overview of needs assessment and needs data findings and annual data projects. Indicators will need to be evaluated after direct services presentations, Standards VIII through XII.)	<input type="checkbox"/> A. A formal collection of relevant needs data has been completed at least 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 needs data includes feedback from parents, students, faculty and the administration. <input type="checkbox"/> C. Needs data addresses CCGP student outcomes, consistent with the Utah Model and appropriate school district, state and national standards and goals.	<input type="checkbox"/> A. A formal collection of relevant needs data has been completed within three years of the on-site review. <input type="checkbox"/> B. The needs data includes feedback from parents, students, faculty, and the administration. <input type="checkbox"/> C. Needs data addresses CCGP student outcomes, consistent with the Utah Model and appropriate school district, state and national standards and goals.
2. Analysis and Implementation	<input type="checkbox"/> A. Program goals are developed based on an analysis of the needs data. <input type="checkbox"/> B. Priorities for strategies and interventions within each component of the Comprehensive Counseling and Guidance Program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data and school data. (Evaluate this item following Direct Services presentation.) <input type="checkbox"/> C. Data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations.	<input type="checkbox"/> A. Program goals are developed based on an analysis of the needs data. <input type="checkbox"/> B. Priorities for strategies and interventions within each component of the Comprehensive Counseling and Guidance Program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data. <input type="checkbox"/> C. Data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations.
3. Data Projects and Self-Evaluation for Program Effectiveness	<input type="checkbox"/> A. Effective data projects for guidance activities and “closing the gap” have been designed and implemented annually. <input type="checkbox"/> B. Data that measures program effectiveness for at least two annual projects has been collected and analyzed, and contributes to the desired results for student learning as identified in the school improvement plan.	<input type="checkbox"/> A. Effective data projects for guidance activities and “closing the gap” have been designed and implemented annually. <input type="checkbox"/> B. Data that measures program effectiveness for at least two annual projects has been collected and analyzed.
4. Professional Obligations/Leadership	<input type="checkbox"/> A. Timely annual presentations on data projects have been made to school faculty. <input type="checkbox"/> B. Documentation is provided for timely submission of the annual self-evaluation. <input type="checkbox"/> C. Documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> D. CCGP contributed to state-wide accountability by participation in the most recent CCGP evaluation.	<input type="checkbox"/> A. Annual presentations on data projects have been made to the school faculty. <input type="checkbox"/> B. Documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> C. Documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> D. CCGP contributed to state-wide accountability by participation in the most recent CCGP evaluation.
5. American Indian/Alaska Native Students (See American Indian/Alaskan Native Sovereignty Policy statement on page 6 of the Protocol.)	<input type="checkbox"/> A. AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. Identification of AI/AN students includes tribal and/or village affiliation. <input type="checkbox"/> B. Formal collection of needs data for AI/AN students includes progress to graduation, involvement of parent, guardian, or significant adult. <input type="checkbox"/> C. School or district-wide data projects for guidance activities and “closing the gap” have been effectively implemented for AI/AN student populations equal to or greater than 10, with at least one project every three years.	<input type="checkbox"/> A. AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. Identification of AI/AN students includes tribal and/or village affiliation. <input type="checkbox"/> B. Formal collection of needs data for AI/AN students includes progress to graduation, involvement of parent, guardian or significant adult. <input type="checkbox"/> C. School or district-wide data projects for guidance activities and “closing the gap” have been appropriately implemented for AI/AN student populations equal to or greater than 10, with at least one project every three years.

School CCGP Team – Circle boxes for self-evaluation and provide information as required in other standards on page 38.

Overall rating for this standard:				4	3	2	1	0
Levels of Performance								
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation		
<input type="checkbox"/> A. Needs data is either outdated or too recent to have been implemented in the current program. <input type="checkbox"/> B. The needs data is based on an incomplete sample of data from parents, students, and faculty. <input type="checkbox"/> C. The needs data partially addresses CCGP student competencies with appropriate school, district, state, and national standards.			<input type="checkbox"/> A. Needs data fails to address student competencies with appropriate school, district, state, and national standards. <input type="checkbox"/> B. The needs data is based on an incomplete sample of data from parents, students, and faculty and/or fails to include data from one of these sample groups. <input type="checkbox"/> C. The needs data does not address CCGP student competencies with appropriate school, district, state, and national standards.			<input type="checkbox"/> A. There is no evidence of an effort to collect data related to student guidance needs or program development. <input type="checkbox"/> B. There is no needs data collection. <input type="checkbox"/> C. The needs data does not address CCGP student competencies with appropriate school, district, state, and national standards.		
<input type="checkbox"/> A. There is some evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are passed on an analysis of the needs data.			<input type="checkbox"/> A. There is limited evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data.			<input type="checkbox"/> A. There is no evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data.		
<input type="checkbox"/> A. Annual data projects have been developed, but no effort has been made to measure program effectiveness.			<input type="checkbox"/> A. Some data projects have been developed, but efforts to measure program effectiveness are not adequate.			<input type="checkbox"/> A. No current effectiveness data or projects have been developed.		
<input type="checkbox"/> A. Occasional presentations on data projects have been made to the school faculty. <input type="checkbox"/> B. No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> C. Documentation is provided for occasional participation in district/regional interim review of data projects. <input type="checkbox"/> D. CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation.			<input type="checkbox"/> A. No presentations on data projects have been made to the school faculty. <input type="checkbox"/> B. No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> C. No documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> D. CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation.			<input type="checkbox"/> A. No presentations on data projects have been made to school faculty. <input type="checkbox"/> B. No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> C. No documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> D. CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation.		
<input type="checkbox"/> A. Some AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. <input type="checkbox"/> B. Some formal collection of needs data for AI/AN students has been attempted. Some attempt has been made to include supportive AI/AN adults with advisory/steering committee. <input type="checkbox"/> C. No school- or district-wide data projects for guidance activities and “closing the gap” have been implemented for AI/AN students within the past three years.			<input type="checkbox"/> A. No AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. <input type="checkbox"/> B. No formal collection of needs data for AI/AN students has been attempted. Supportive adults are not included. <input type="checkbox"/> C. No school- or district-wide data projects for guidance activities and “closing the gap” have been implemented for AI/AN students.			<input type="checkbox"/> A. No AI/AN students are recognized either by self-identification or through collaboration with district and tribal education leaders. <input type="checkbox"/> B. No formal collection of needs data for AI/AN has been attempted. <input type="checkbox"/> C. No school- or district-wide data projects for guidance activities and “closing the gap” implemented for AI/AN students.		

Review Team – Check the boxes that indicate your evaluation of the program’s level of performance and provide information as required on page 39.

STANDARD VIII: Responsive Services. 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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Prevention	<input type="checkbox"/> A. Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. <input type="checkbox"/> B. There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> C. Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used. <input type="checkbox"/> D. Counselors use a programmatic system (e.g., Myrick’s model–see the Illustrated Guide on the CCGP homepage) 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 and/or timely response to student, staff and parent needs. <input type="checkbox"/> B. There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> C. Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used. <input type="checkbox"/> D. Counselors use a programmatic system in most instances to deliver information to students about growth, development, and transition issues to empower students to successfully navigate developmental challenges and 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. The CCGP provides ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, or violence) and are responsive to school needs data and school improvement plans. <input type="checkbox"/> C. Counselors effectively follow-up with students or others as required following responsive services contact. <input type="checkbox"/> D. District and school crisis response plans are in place.	<input type="checkbox"/> A. Programs and activities have been implemented which address issues identified from the needs data collection and analysis. <input type="checkbox"/> B. The CCGP provides ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, or violence) and are responsive to school needs data. <input type="checkbox"/> C. Counselors effectively follow-up with students or others as required following responsive services contact. <input type="checkbox"/> D. District and school crisis response plans are in place.
3. AI/AN	<input type="checkbox"/> A. Support for students specific to AI/AN issues (e.g., sovereignty, cultural grief, social structure, and learning processes) is available in the school or community.	<input type="checkbox"/> A. Support for students specific to AI/AN issues (e.g., sovereignty, cultural grief, social structure, and learning processes) is available in the school or community.

School CCGP Team – Circle the boxes that indicate your evaluation of the program’s level of performance and provide information as required on other standards on page 40.

Overall rating for this standard:		4	3	2	1	0
Levels of Performance						
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation		
<input type="checkbox"/> A. Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. <input type="checkbox"/> B. There is some coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> C. Counselors are aware of applicable laws. Required forms are used sometimes. <input type="checkbox"/> D. Counselors are beginning to use a programmatic system, but still rely primarily on a crisis response format 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. Counselors have made no provisions for availability. <input type="checkbox"/> B. There is little or no knowledge or use of existing resources. <input type="checkbox"/> C. Counselors are not current regarding applicable laws, and required forms are not used. <input type="checkbox"/> D. Counselors are using only a crisis response system to deliver information to students about growth, development, and transition issues, and are not empowering students to successfully navigate developmental challenges and life events.		<input type="checkbox"/> A. No programs or planning of services has taken place. <input type="checkbox"/> B. There is no knowledge or use of existing resources. <input type="checkbox"/> C. Counselors are not current regarding applicable laws, and required forms are not used. <input type="checkbox"/> D. Counselors are using only a crisis response system to deliver information to students about growth, development, and transition issues, and are not empowering students to successfully navigate developmental challenges and life events.		
<input type="checkbox"/> A. Programs and activities have been implemented, but are not responsive to the needs data collection and analysis. <input type="checkbox"/> B. Some groups are organized. Their relation to school needs data and school improvement goals is not clear. <input type="checkbox"/> C. Counselors make some attempts to follow-up with students. <input type="checkbox"/> D. The district response plan in connection to the school response plan is not clear.		<input type="checkbox"/> A. Minimal programs exist to address the immediate and ongoing needs of the students. <input type="checkbox"/> B. There is no evidence of counselors using groups for response plan. <input type="checkbox"/> C. Counselors make no attempt to follow-up with students. <input type="checkbox"/> D. No district/school plans are in place.		<input type="checkbox"/> A. No proactive programs exist. <input type="checkbox"/> B. Counselors are not using groups for response plan. <input type="checkbox"/> C. Counselors make no attempt to follow-up with students. <input type="checkbox"/> D. No district/school plans are in place.		
<input type="checkbox"/> E. Specific support groups to meet the needs of AI/AN students are sometimes available in the school or community.		<input type="checkbox"/> E. Specific support groups to meet the needs of AI/AN students are rarely available in the school or community.		<input type="checkbox"/> E. Specific support groups to meet the needs of AI/AN students are not available in the school or community.		

Review Team – Check the boxes that indicate your evaluation of the program’s level of performance and provide information as required on other standards on page 41.

STANDARD IX: *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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Curriculum Content	<input type="checkbox"/> A. Counselors have used needs data collection and analysis school improvement plan goals to prioritize strategies and interventions within the CCGP. <input type="checkbox"/> B. Evidence is provided that the guidance curriculum is in harmony with the CCGP Student Outcomes identified in the Utah Model and is supportive of school improvement goals. <input type="checkbox"/> C. Counselors have developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. The curriculum supports school improvement plans. <input type="checkbox"/> D. A wide range of specific orientation activities are provided for diverse students regarding school function, education values, and expectations in an effort to maximize student achievement, good behavior, and attendance.	<input type="checkbox"/> A. Counselors have used needs data collection and analysis to prioritize strategies and interventions within the CCGP. <input type="checkbox"/> B. Evidence is provided that the guidance curriculum is in harmony with the CCGP Student Outcomes identified in the Utah Model. <input type="checkbox"/> C. Counselors have developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> D. Many specific orientation activities are provided for diverse students regarding school function, education values, and expectations in an effort to maximize student achievement, good behavior, and attendance.
2. Curriculum Delivery	<input type="checkbox"/> A. Counselors are actively involved in teaching the curriculum that supports school improvement goals. <input type="checkbox"/> B. Counselors collaborate with teachers to infuse and improve a guidance curriculum content consistent with school improvement goals. <input type="checkbox"/> C. Counselors implement varying instructional strategies and learning styles to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students, recognizing that there are different cognitive styles within racial/ethnic/cultural groups. <input type="checkbox"/> D. Counselors have also collaborated with teachers on instructional styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students learning to maximize achievement.	<input type="checkbox"/> A. Counselors are actively involved in teaching the guidance curriculum. <input type="checkbox"/> B. All teachers have been surveyed to determine which of the identified competencies they are teaching. Results are compiled and used to determine what curriculum will be taught by counselors. <input type="checkbox"/> C. Counselors implement varying instructional strategies and learning styles to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students, recognizing that there are different cognitive styles within racial/ethnic/cultural groups. <input type="checkbox"/> D. Counselors have also collaborated with teachers on instructional styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students learning to maximize achievement.

School CCGP Team – Circle the boxes for level of self-evaluation and provide information as required on other standards on page 40.



Overall rating for this standard:		4	3	2	1	0
Levels of Performance						
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation		
<input type="checkbox"/> A. Results of the needs data collection are not used to prioritize program content. <input type="checkbox"/> B. Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> C. Counselors have begun to develop or implement a guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> D. Some specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance.		<input type="checkbox"/> A. Results of the needs data collection are not used to prioritize program content. <input type="checkbox"/> B. Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> C. Counselors have identified the guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> D. Occasional specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance.		<input type="checkbox"/> A. No curriculum content has been identified. <input type="checkbox"/> B. Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> C. Counselors have not developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> D. No specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance.		
<input type="checkbox"/> A. Counselors teach or provide the guidance curriculum only upon request. <input type="checkbox"/> B. Some data is gathered from the faculty to determine which CCGP student outcomes have been included in the classroom. <input type="checkbox"/> C. Counselors are beginning to identify instructional strategies to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> D. Counselors have begun to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement.		<input type="checkbox"/> A. Counselors are involved in the classroom only to deliver registration materials and to make SEOP appointments. <input type="checkbox"/> B. No data is gathered from the faculty to determine which CCGP student outcomes have been included in the classroom. <input type="checkbox"/> C. Counselors are aware of the need to identify instructional strategies to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> D. Counselors are aware of the need to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement.		<input type="checkbox"/> A. Counselors are not involved in any classroom presentations. <input type="checkbox"/> B. There is no attempt to contact teachers regarding CCGP student outcomes taught in the classroom. <input type="checkbox"/> C. Counselors are not aware of instructional strategies to help meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> D. Counselors are unaware of the need to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement.		

Review Team – Check the boxes that indicate your evaluation of the program’s level of performance and provide information as required on other standards on page 41.

STANDARD X: *Career Exploration and Development.* The program provides assistance for students in career development, including awareness and exploration, job seeking and finding skills, and post-high school placement.

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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Grades K – 6 	<input type="checkbox"/> A. Students participate in multiple age-level-appropriate career awareness and beginning exploration activities annually.	<input type="checkbox"/> A. Students participate in at least one age-level-appropriate career awareness and beginning exploration activity annually.
2. Grade 7 	<input type="checkbox"/> B. 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 as they become available. <input type="checkbox"/> C. Counselors participate fully as members of the CTE Intro team.	<input type="checkbox"/> B. 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 as they become available. <input type="checkbox"/> C. Counselors participate fully as members of the CTE Intro team.
3. Grades 8 – 12	<input type="checkbox"/> A. Career exploration and development 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 use an ACSCI-approved Career Information Delivery System (CIDS) at each grade level. (UtahFutures.org) <input type="checkbox"/> C. Students have multiple opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in an ACSCI-approved (CIDS). (UtahFutures.org) <input type="checkbox"/> D. There is evidence of next-step planning activities for all students. <input type="checkbox"/> E. Every student has been provided with age-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 development activities are provided for all students at each grade level. <input type="checkbox"/> B. Career exploration and development activities using an ACSCI-approved Career Information Delivery System (CIDS) are provided for all students multiple times during the middle/junior high and high school levels. (UtahFutures.org) <input type="checkbox"/> C. Students have at least an annual opportunity to explore CTE Pathways in addition to the traditional exploration searches using the tools in an ACSCI-approved Career Information Delivery System (CIDS). (UtahFutures.org) <input type="checkbox"/> D. There is evidence of next-step planning activities for all students. <input type="checkbox"/> E. A majority of students are provided with age-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.
4. AI/AN	<input type="checkbox"/> A. Counselors, working with district Title VII personnel, are well-informed about, or are able to access information regarding, career opportunities and training programs supportive of AI/AN students.	<input type="checkbox"/> A. Counselors, working with district Title VII personnel, are well-informed about, or are able to access information regarding, career opportunities and training programs supportive of AI/AN students.

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

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:				4	3	2	1	0
Levels of Performance								
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation		
<input type="checkbox"/> A. Students participate in multiple age-level-appropriate career awareness and beginning exploration activities during their elementary years.			<input type="checkbox"/> A. Students participate in occasional age-level-appropriate career awareness and beginning exploration activities.			<input type="checkbox"/> A. Students participate in no age-level-appropriate career awareness and beginning exploration activities.		
<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.			<input type="checkbox"/> A. The CTE Intro Career Development activities are sequenced throughout the CTE Intro course, with very limited involvement by the school counselors. No measures of effectiveness have been implemented. <input type="checkbox"/> B. Counselors have limited participation in the delivery of career development activities.			<input type="checkbox"/> A. There is no evidence that the CCGP counselors are involved with the CTE Intro curriculum. No measures of effectiveness have been implemented. <input type="checkbox"/> B. Counselors do not participate in the delivery of career development activities.		
<input type="checkbox"/> A. Some career exploration and development activities are provided, but not all students at a given grade level have been reached. <input type="checkbox"/> B. Students have several opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in ACSCI-approved Career Information Delivery System (CIDS). (UtahFutures) <input type="checkbox"/> C. Limited resources are available for students to access for career development information. <input type="checkbox"/> D. Some next-step planning activities are available to students. <input type="checkbox"/> E. Students have been provided with some age-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. Few or no career exploration activities are provided for students at any grade level. <input type="checkbox"/> B. Students have limited opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in the ACSCI-approved Career Information Delivery System (CIDS). (UtahFutures.org) <input type="checkbox"/> C. Few resources are available for students to access career development information. <input type="checkbox"/> D. There is limited use of next-step planning activities for students. <input type="checkbox"/> E. Few students have been provided with age-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. There is no evidence that career exploration/development activities are provided for or coordinated by the CCGP. <input type="checkbox"/> B. Students have no opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in the ACSCI-approved Career Information Delivery System (CIDS). (UtahFutures.org) <input type="checkbox"/> C. There is no evidence of next-step planning. <input type="checkbox"/> D. No resources are available for students to access career development information. <input type="checkbox"/> E. There is no evidence provided of assistance to students 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. Counselors are somewhat aware of information regarding career opportunities and training programs supportive of AI/AN students.			<input type="checkbox"/> A. Counselors are not informed about and do not access information regarding career opportunities and training programs supportive of AI/AN students.			<input type="checkbox"/> A. Counselors provide no information regarding career opportunities and training programs supportive of AI/AN students.		

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

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

STANDARD XI: SEOP Process. Programs shall establish Student Education Occupation Planning (SEP/SEOP) 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 Applied Technology Education (R277-911).

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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. District Policy	<input type="checkbox"/> A. A copy of local district SEP/SEOP policy has been provided.	<input type="checkbox"/> A. A copy of local district SEP/SEOP policy has been provided.
2. Student	<input type="checkbox"/> A. Multiple efforts have been made to include every student. A measure of SEP/SEOP quality has been surveyed. <input type="checkbox"/> B. Multiple efforts have been made to include a parent or guardian for every student, and a measure of SEP/SEOP quality has been surveyed.	<input type="checkbox"/> A. Multiple efforts have been made to include every student, and data has been collected on student participation. <input type="checkbox"/> B. Multiple efforts have been made to include a parent or guardian for every student.
3. Parent	<input type="checkbox"/> A. Documentation consistent with district requirements has been provided regarding student and parent participation, including parent signatures on an SEP/SEOP form maintained for each student.	<input type="checkbox"/> A. Documentation consistent with district requirements has been provided regarding student and parent participation, including parent signatures on an SEP/SEOP form maintained for each student.
4. Counselor	<input type="checkbox"/> A. The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> B. The counselors conduct more than one individual SEP/SEOP with every student during the student’s enrollment at the school. <input type="checkbox"/> C. Counselors provide thorough training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> D. A written rationale connected to student and parent needs has been established for individual and small group conferences.	<input type="checkbox"/> A. The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> B. The counselors conduct at least one individual SEP/SEP/SEOP with every student during the student’s enrollment at the school. <input type="checkbox"/> C. Counselors provide thorough training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> D. A written rationale connected to student needs has been established for individual and small group conferences.
5. Process/Document	<p>The SEP/SEOP process and conferences include the following elements with some measures of effectiveness and connection to student achievement:</p> <input type="checkbox"/> A. Objectives by grade level <input type="checkbox"/> B. Assessments using an ACSCI-approved Career Information Delivery System (CIDS) (highly recommended) <input type="checkbox"/> C. Advisement <input type="checkbox"/> D. Goal-setting and planning processes using CHOICES Explorer and/or CHOICES Planner preferred <input type="checkbox"/> E. Next-step plans <input type="checkbox"/> F. Four-year-plus plans using the Utah CIDS <input type="checkbox"/> G. Education and career goals using the Utah CIDS <input type="checkbox"/> H. Graduation requirements and progress <input type="checkbox"/> I. Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of SEP/SEOP conferences <input type="checkbox"/> J. SEP/SEOP processes and conferences are summative and student directed <input type="checkbox"/> K. A written and/or electronic document exists	<p>The SEP/SEOP process and conferences include the following elements:</p> <input type="checkbox"/> A. Objectives by grade level <input type="checkbox"/> B. Assessments using an ACSCI-approved Career Information Delivery System (CIDS) (highly recommended) <input type="checkbox"/> C. Advisement <input type="checkbox"/> D. Goal-setting and planning processes using CHOICES Explorer and /or CHOICES Planner preferred <input type="checkbox"/> E. Next-step plans <input type="checkbox"/> F. Four-year-plus plans using the Utah CIDS <input type="checkbox"/> G. Education and career goals using the Utah CIDS <input type="checkbox"/> H. Graduation requirements and progress <input type="checkbox"/> I. Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of SEP/SEOP conferences <input type="checkbox"/> J. SEP/SEOP processes and conferences are summative and student directed <input type="checkbox"/> K. A written and/or electronic document exists

School CCGP Team – Circle the boxes that indicate your evaluation of the program’s level of performance and provide information as required on other standards on page 42.

Overall rating for this standard:					4	3	2	1	0
Levels of Performance									
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation			
<input type="checkbox"/> A. A copy of local district SEP/SEOP policy has been provided.			<input type="checkbox"/> A. A copy of local district SEP/SEOP policy has not been provided.			<input type="checkbox"/> A. A copy of local district SEP/SEOP policy has not been provided.			
<input type="checkbox"/> A. Efforts have been made to include every student, and data has been collected on student participation. <input type="checkbox"/> B. Efforts have been made to include a parent or guardian for every student.			<input type="checkbox"/> A. Students are invited to participate in the SEP/SEOP conferences. <input type="checkbox"/> B. Parents are invited to participate in the SEP/SEOP conferences.			<input type="checkbox"/> A. Students are selectively invited to participate in the SEP/SEOP conferences. <input type="checkbox"/> B. No effort has been made to include the parents.			
<input type="checkbox"/> A. Some documentation consistent with district requirements has been provided regarding student and parent participation. Efforts are made to maintain parent signatures.			<input type="checkbox"/> A. Limited documentation consistent with district requirements has been provided regarding student and parent participation. Little effort is made to maintain parent signatures.			<input type="checkbox"/> A. No documentation consistent with district requirements has been provided regarding student and parent participation. Parent signatures are not maintained.			
<input type="checkbox"/> A. The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> B. 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"/> C. Counselors provide some training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> D. A written rationale connected to student needs has been established for some individual and small group			<input type="checkbox"/> A. Counselors do not take leadership in maintaining the quality of the SEP/SEOP conferences and processes. <input type="checkbox"/> B. Responsibility for conducting the SEP/SEOP conferences has been assumed by other educators. <input type="checkbox"/> C. Counselors provide limited training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> D. A written rationale connected to student needs has been established for limited individual and small group			<input type="checkbox"/> A. Counselor lacks commitment to the SEP/SEOP conferences and processes. <input type="checkbox"/> B. There are no SEP/SEOP conferences. <input type="checkbox"/> C. Counselors provide no training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> D. A written rationale connected to student needs has been established for no individual and small group			
The SEP/SEOP process and conferences include some of the following elements: <input type="checkbox"/> A. Objectives by grade level <input type="checkbox"/> B. Assessments <input type="checkbox"/> C. Advisement <input type="checkbox"/> D. Goal-setting and planning processes <input type="checkbox"/> E. Next-step plans <input type="checkbox"/> F. Four-year-plus plans <input type="checkbox"/> G. Education and career goals <input type="checkbox"/> H. Graduation requirements and			<input type="checkbox"/> A. The SEP/SEOP process and conferences do not include specified content. <input type="checkbox"/> E. Next-step plans <input type="checkbox"/> F. Four-year-plus plans <input type="checkbox"/> G. Education and career goals <input type="checkbox"/> H. Graduation requirements and			<input type="checkbox"/> A. SEP/SEOP content has not been considered. <input type="checkbox"/> K. No written document exists.			
<input type="checkbox"/> K. A written document exists.			<input type="checkbox"/> K. No written document exists.			<input type="checkbox"/> K. No written document exists.			

Review Team - Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 42. Provide the number of students in each grade level. Provide the number of individual SEP/SEOP conferences held at each grade level. Provide the number of parents or guardians participating in individual SEP/SEOP conferences at each grade level.

STANDARD XII: *Every Student.* All program elements are designed to recognize and address the diverse needs of every student.

(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.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
1. Identification 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, including, but not limited to: <ul style="list-style-type: none"> • Academically challenged students. • Economically challenged students. • Students with diverse ethnic or cultural backgrounds. • Students with disabilities. • Academically talented students. • Students with limited English proficiency. • Refugee and immigrant students. 	<input type="checkbox"/> A. Evidence shows that most of the special student populations have been identified school-wide, including, but not limited to: <ul style="list-style-type: none"> • Academically challenged students. • Economically challenged students. • Students with diverse ethnic or cultural backgrounds. • Students with disabilities. • Academically talented students. • Students with limited English proficiency. • Refugee and immigrant students.
2. Changes and/or Modifications to the Program (Limit the presentation to programs directly connected to CCGP. Show counselor involvement. How do such programs meet student needs?)	<input type="checkbox"/> A. There is evidence of the use of disaggregated data to measure and provide equity in educational opportunities. <input type="checkbox"/> B. There is evidence of an ongoing evaluation of all elements of the CCGP and efforts made to make changes in the program in order to meet the needs of all students, especially students of diverse backgrounds.	<input type="checkbox"/> A. Use of disaggregated data to provide equity in educational opportunities for all students. <input type="checkbox"/> B. There is evidence that materials and program content have been modified to meet the needs of diverse students.
3. Meeting the Needs of Every Student	<input type="checkbox"/> C. There is ample evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as the federally recognized groups of AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students.	<input type="checkbox"/> C. There is sufficient evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as the federally recognized groups of AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students.

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

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the SIP:

Overall rating for this standard:		4	3	2	1	0
Levels of Performance						
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation		
<input type="checkbox"/> A. Evidence shows that some special student populations have been identified school-wide, and services have been designed to meet their needs.		<input type="checkbox"/> A. Evidence shows that special student populations have not been identified school-wide, but some services have been designed to meet some needs.		<input type="checkbox"/> A. There is no evidence that special student populations have been identified school-wide, and no services have been designed to meet their needs.		
<input type="checkbox"/> A. There is some use of disaggregated data to provide equity in educational opportunities for all students. <input type="checkbox"/> B. There is evidence that some materials and program content have been modified to meet the needs of diverse students.		<input type="checkbox"/> A. There is little use of disaggregated data to provide equity in educational opportunities for most students. <input type="checkbox"/> B. There is evidence that few materials and program content have been modified to meet the needs of diverse students.		<input type="checkbox"/> A. There is no use of disaggregated data to provide equity in educational opportunities for all students. <input type="checkbox"/> B. There is no evidence that materials and program content have been modified to meet the needs of diverse students.		
<input type="checkbox"/> A. There is some evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students.		<input type="checkbox"/> A. There is little evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students.		<input type="checkbox"/> A. There is no evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students.		

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

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

CCGP Performance Review Summary

School: _____

Date: _____

Section I: System Support

STANDARD I:	<i>Board Adoption and Approval</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD II:	<i>Comprehensive Counseling and Guidance Training</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD III:	<i>Structural Components</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD IV:	<i>Time Allocation</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD V:	<i>Interschool Communication</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD VI:	<i>Program Leadership and Management</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD VII:	<i>Data and Program Effectiveness</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

Section II: Direct Services

STANDARD VIII:	<i>Responsive Services</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD IX	<i>School Guidance Curriculum</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD X	<i>Career Exploration and Development</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD XI	<i>SEOP Process</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

STANDARD XII	<i>Every Student</i>	Overall rating for this standard: 4 3 2 1 0
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Strengths:

Recommendations:

Overall Strengths:

Overall Recommendations:

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 for six (6) months without losing funding provided the program passes a re-evaluation within that six (6) month 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: Mostly **Level 3 overall ratings**, indicating a fully functioning program.

Next review will take place in school year: 20_____ - 20 _____

Probation: Four or five **Level 2 overall ratings** or a **Level 0 or 1 overall rating** on one or more standards: requires a follow-up review within six months 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 CHAIR AND COMMITTEE MEMBER SIGNATURES

Chair	School/District/Charter School	Counselor Member	School/District/Charter School
Administrator Member	School/District/Charter School	Counselor Member	School/District/Charter School
CTE/SS Member	School/District/Charter School	Member	School/District/Charter School

SCHOOL DISTRICT APPROVAL: Please provide the following signatures.

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

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

Additional page for Standards VI and VII

STANDARD VI: *Program Leadership and Management*

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

School CCGP Team – Describe new program goals:

Improvement Plan Component:

STANDARD VII: *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:

Improvement Plan Component:

Additional page for Standards VI and VII

STANDARD VI: *Program Leadership and Management*

Review Team – Describe program strengths:

Review Team – Identify new program recommendations:

STANDARD VII: *Data and Program Effectiveness*

Review Team – Describe program strengths:

Review Team – Identify new program recommendations:

Additional page for Standards VIII and IX

STANDARD VIII: *Responsive Services*

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

School CCGP Team – Describe new program goals:

Improvement Plan Component:

STANDARD IX: *School Guidance Curriculum*

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

School Guidance Team – Describe new program goals:

Improvement Plan Component:

Additional page for Standards VIII and IX

STANDARD VIII: *Responsive Services*

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

Review Team – Describe new program goals:

Improvement Plan Component:

STANDARD IX: *School Guidance Curriculum*

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

Review Team – Describe new program goals:

Improvement Plan Component:

Additional page for Standard XI

STANDARD XI: *SEOP Process*

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

School CCGP Team – Describe new program goals:

Improvement Plan Component:

STANDARD XI: *SEOP Process*

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

Review Team – Describe new program goals:

Improvement Plan Component:



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