

College and Career Readiness School Counseling Program Electronic Evidence Box Guide

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

Program Performance Review: The electronic evidence box will be used in the interim review (year 3) as well as the formal review (year 6) as proof of program management. For some items, evidence of a rolling 3-year span should be provided. For the formal review, all documents need to be submitted through either *Adobe Acrobat Pro PDF Portfolio on a flash drive* or *Google Docs* to your LEA leadership who will then submit it to a USBE School Counseling Program Specialist one month prior to the review date.

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

▪ **Organizational Do’s**

- *Do* keep your evidence box up-to-date annually to ensure program effectiveness, as well as to decrease stress when preparing for your interim and formal reviews.
- *Do* use relevant documents to paint a picture of what your program is all about, including how modifications to program implementation – based on data – impact students’ success. Some ideas include, but are not limited to: graphs, spreadsheets, tables, snapshot/snipping tool, website links, photos, bulleted outlines, brief narratives, etc.
- *Do* eliminate/reduce the need to scan documents by creating and saving everything electronically.
- *Do* use an archive folder to house documents that you may want to refer to later, but don’t necessarily need to be in the evidence box for the review process. Spring cleaning of the evidence files should happen annually. This will help keep your evidence box straightforward and easy to interpret.
- *Do* organize your evidence box for seamless transitions. For example, if you were to walk away from your position tomorrow, could the next school counselor review the evidence files and continue your work? Furthermore, when you step in to your new position, what files would you want available to support you in knowing how to best serve your students, school and community?

▪ **Organizational Don’ts**

- *Don’t* duplicate documents in more than one folder. The review team will thoroughly examine your entire evidence box. They will be able to make the connection if a document supports more than one standard.
- *Don’t* create separate evidence boxes for each school year. This requires more time, duplication of efforts, and is more difficult for the review team to understand your program. You only need one working evidence box that you maintain and keep updated. Most documents will be the most current copy of what you use for program implementation and management (i.e. PowerPoints, handouts, etc.). The only documents that require a rolling 3-years of evidence are indicated below in the electronic evidence box recommendations.

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

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

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

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

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

- Administration has attended the College and Career Readiness School Counseling Updates and Essentials within the last 5 years (MIDAS transcript)
- Administrator/Counselor meetings (agendas/minutes)
 - Agenda topics could reflect but are not limited to: discussions regarding data for improved student outcomes (e.g. identified gaps from disaggregated data), program at a glance and alignment to school improvement plan, program management (i.e. ratios, roles and responsibilities, budget, time allocation, calendar, website, etc.), training for faculty, annual program self-evaluation, and review of the inappropriate and appropriate checklist. **A Principal Counselor Agreement form may be used as documentation of counselor/principal agreed understanding. However, it is not required.**

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

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

- Copy of completed annual Performance Review Self-Evaluation, found on the [USBE School Counseling](#) website under Program Implementation, for the last 3 years.
 - There is no online survey to be completed for USBE. This process will be under the direction of the LEA leadership.

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

- Current student-to-counselor ratio (this could be a snapshot of total enrolled students from the Student Information System (SIS) – PowerSchool, Skyward, Aspire, etc.)
- Copy of current budget
- Sufficient school counseling facilities, clerical staff, and up-to-date computer facilities for students/personal (Structural Components Indicators A, B, and C) are part of the required Assurances to help facilitate discussion with Administration and School Counseling Leadership if needed. **You do NOT need to provide evidence for these indicators.**

- Extended time activities should be noted on the full-year program calendar (***note: to eliminate duplication of documents, a full-year program calendar needs to be saved in the Time Allocation folder, which includes extended time activities***)
- Documentation demonstrating effective communication with students, parents, and staff (i.e. examples of documents offered in other languages, coordination of translation services, social media platform links – Remind, Facebook, Twitter, newsletters, etc.)
- The review team will thoroughly review your school and school counseling webpages. Please make sure your school counseling website is accessible through your school website.

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

- Advisory Committee
 - List of advisory committee members, including identification of representation (i.e. parent, business/industry, faculty member, student, etc.)
 - Copy of all agendas and minutes that clearly reflect the School Counseling Program meeting objectives for the last 3 years
 - Agenda topics may reflect but are not limited to: discussions regarding Systemic Assessment results data, data project goals/results, curriculum and programming alignment with school improvement goals, dropout prevention, etc.
- School Counseling Program Team/Department Meetings
 - Copy of agendas and minutes for the last 3 years that provide examples of regularly scheduled meetings. *Don't get bogged down in providing one for every meeting but more importantly provide what you have.*
- School Improvement Team
 - Any evidence that reflects specific school counseling participation in the design and development of the School Improvement Plan (i.e. admin/counselor meetings, building leadership meetings, etc.) for the last 3 years. *Don't get bogged down in providing one for every meeting but more importantly provide what you have.*
 - Current copy of the School Improvement Plan
- Documentation (agendas/minutes, PowerPoint, etc.) of faculty trainings related to school counseling program implementation of both academic and non-academic supports (i.e. academic: access, attainment, achievement; non-academic: suicide prevention, dropout prevention, trauma-informed and restorative practices, etc.) (Program Leadership Indicators B and C)

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

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

College and Career Readiness School Counseling Program Training – *Show that the you are keeping up-to-*

date on best practices through regular participation in professional development and USBE sponsored trainings.

- MIDAS transcript for each counselor showing completed trainings (transcript should show at least the last 5 years of trainings, if applicable)
- Any additional trainings to support professional growth that are not evident in MIDAS within the last 3 years
- Copy of current membership in professional associations

Standard 1: Each Student – *Show who your students are and what you have identified as their top gaps in the areas of access, attainment and achievement based on analysis of student demographics and data sources.*

Possible evidence may include:

- School profile report that includes disaggregated data by student populations (refer to pg. 20 of the program review manual for an outline of possible diverse student populations)
- Documentation of collaboration with Title VI Coordinator or LEA that demonstrates analysis of longitudinal data for AI/AN students (i.e. meeting agendas/minutes, monthly reports, data analysis, etc.) for the last 3 years. Refer to page 11 of the Performance Review Self-Evaluation document.
 - Name and contact information for Title VI Coordinator (this may be your administrator or other LEA leader)
- Comparative analysis of school demographics to disaggregated student populations participating in school programs (i.e. honors courses, early college coursework, CTE Pathways, graduation rates, etc.)
- Copy of most recent SOAR report or other reports that provides comparable longitudinal data points
 - Include an analysis of SOAR data that identifies top priorities and gaps for disaggregated student populations. *Remember, the intent is more than just showing that you have a copy. What you identify (your aha) is what needs to be reflected in the evidence box.*

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

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

Possible evidence may include:

- Copy of most recent (1 school year prior to interim and formal review) Systemic Assessment results for students, parents and teachers
 - Include an analysis of survey results that identifies top priorities and gaps for students, parent and teachers (i.e. narrative, bulleted outline, graphs, tables, etc.). *Remember, the intent of the Systemic Assessment is more than just showing that you completed the administration of the survey. The analysis of the results – how identified gaps aligns with program goals, modifications to the school counseling program, and alignment to the overall goals of the school – is what needs to be reflected in the evidence box.*
- Copy of any other data sources that have been analyzed and used to set program goals within the last 3-year period (i.e. SHARP survey, standardized tests, specific school counseling/school quality assessments, etc.)
- Identify top gaps in the areas of access, attainment and/or achievement and include program goals and modifications to address these gaps (i.e. narrative, bulleted outline, graphs, tables, etc.) based on analysis of student demographics and data sources

- Data projects for the last 3 years
- Evidence of annual presentations on **data projects** made to faculty, including the date (i.e. meeting agenda, PowerPoint presentation, etc.) for the last 3 years

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

Possible evidence may include:

- Documentation of meeting both [53E-2-304](#) and [R277-462-4](#)
 - Calendar showing dates of scheduled Plan for College and Career Readiness meetings for each grade level (***note: to eliminate duplication of documents, a full-year department program management calendar needs to be saved in the Time Allocation folder, which includes Plan for College and Career Readiness meeting dates***)
 - Provide evidence (i.e. outline, table, bulleted list, brief narrative, etc.) of how conferences are being administered (group or individual), as well as objectives and content for each grade level
 - Content should include meeting objectives and college and career readiness activities, using Utah Futures (career interests, program of study, FAFSA, etc.). Refer to the [UtahFutures Student Planning Guide](#) for outline of specific grade level objectives. *Unless you are implementing the UtahFutures Student Planning Guide in its full entirety, do not include a copy of this document in your evidence box. Only include an outline of what you are actually doing at each grade level.*
 - Copy of forms used during Plan for College and Career Readiness meetings, including process for documenting student and parent participation
 - Copy of four-year plan which shows a connection between student future goals, course taking patterns and post-secondary preparation (i.e. CTE Pathways, rigorous course work, career interests, assessment data information, etc.)
 - Copies of materials used during the Plan for College and Career Readiness process
- Documentation of Plan for College and Career Readiness meeting effectiveness
 - Overall percentages of both student and parent rate of participation, as well as percentages according to disaggregated groups
 - Tiered intervention plan used to involve parents, including those of diverse populations, in the Plan for College and Career Readiness process (i.e. reminder phone calls, online scheduling of appointments, extended hours available for holding meetings, translation services provided, etc.)
 - Data results and analysis from Plan for College and Career Readiness exit survey
- Documentation of the use of assessment data (i.e. ASVAB, PSAT, ACT, end of level testing, etc.) to help students set goals and plan for their next-steps (this could be included on the students 4-Year Plan or other forms)
- Documentation of next-step planning (financial awareness, entry assistance & post-secondary collaboration)
 - Supporting documents that demonstrate next-step planning activities could include but not limited to:
 - Developing a resume
 - Completing job and college admission applications
 - Preparing for and take appropriate college entrance exams
 - Applying for scholarships
 - Understanding financial aid opportunities and completing financial aid applications

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

Possible evidence may include:

- College and Career Awareness Course (Grade 7 or 8 only)
 - Calendar for CTE College and Career Awareness Career Development Applications (CDA) ***(note: to eliminate duplication of documents, a full-year department program management calendar needs to be saved in the Time Allocation folder, which includes 7th/8th grade CDA presentations)***
 - College and Career Awareness team meetings (agendas/minutes) for the past 3 years
 - Annual data results of counselor presentation effectiveness for the past 3 years (e.g. pre/post assessment results from lesson)
- Outline specific career exploration and development activities for grades 7-12
- Documentation of collaboration with Work Based Learning Coordinator or other designee (i.e. meeting agendas/minutes, list of coordinated activities, list of partnerships/programs with business and industry, percentages of those completing job shadows, internships by disaggregated groups, etc.)
- Evidence of career literacy activities using CTE Pathways (i.e. CTE Pathway materials being used, percentages of CTE pathway completer and concentrators by disaggregated groups, activities promoting CTE Pathways by grade level, etc.). *Unless you are implementing all the Utah CTE State Pathways in their full entirety, do not include a copy of the State CTE Pathway list in your evidence box. Only include information regarding the CTE Pathways offered and any supporting materials.*

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

Possible evidence may include:

- Copy of most recent (1 school year prior to interim and formal review) Curriculum Delivery survey results
 - Include an analysis of survey results that identifies top gaps in meeting student mindsets and competencies (i.e. narrative, bulleted outline, graph, table, etc.). *Remember, the intent of the Curriculum Delivery Survey is more than just showing that you completed the administration of the survey. The analysis of the results – how identified gaps aligns with modifications to collaborative classroom curriculum and instruction – is what needs to be reflected in the evidence box.*
- School curriculum crosswalk that outlines topics being taught by the school counselors in the classroom and aligns to the results of the Curriculum Delivery Survey
- Examples of curriculum being delivered (i.e. PowerPoint presentations, lesson plans, etc.)
- Examples of tiered curriculum interventions that are specific to diverse student populations and learning styles (i.e. modifications to the Plan for College and Career Ready process for students with IEP's, EL services, and/or 504 supports, copy of lesson plans that identify differentiated instruction, meeting agenda/minutes discussing effective teaching strategies, etc.)

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

Possible evidence may include:

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

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

Possible evidence may include:

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

- Dropout prevention and student transition activities
- Collaborative Classroom Instruction/Mindsets & Competencies
- Non-academic supports

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