



**Michigan Comprehensive Guidance and Counseling Program
Program Audit**

The Program Audit is used to assess the school guidance and counseling program in comparison with the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)*. This audit is based upon and adapted from *The ASCA National Model: A Framework for School Counseling Programs (2003)*. It serves to set the standard for the school guidance and counseling program and is initially conducted when a program is being designed and then on an annual basis to appraise the progress of the school counseling program development. Using the findings of both program implementation and annual results, strengths and areas for improvement are determined and goals are created for the following school year. It is recommended that each counselor complete the audit individually, and then discuss the results as a group to reach agreement as to how each area of the program is perceived.

School/District _____ Date _____

Name of person responsible for this audit: _____

School counselors will evaluate each criterion in the Program Audit based on the following response mode:

- Unsatisfactory:** Nothing or very little has been accomplished on this item.
- Needs Attention:** Work has been accomplished on this item, but certain aspects need to be addressed or strengthened.
- Well Functioning:** This item is in place and is not in need of change at this time.
- Documentation/Notes:** Use this section to note further clarification or documentation of this item.

FOUNDATION

1. PHILOSOPHY

The philosophy is a set of principles and beliefs that guides the development, implementation, and evaluation of the school guidance and counseling program.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
1.1	A statement of philosophy has been written for the school guidance and counseling program.				
1.2	Reflects a belief system regarding the ability of all students having the ability to achieve.				
1.3	Believes in every student's right to a school guidance and counseling program.				
1.4	Includes a plan of closing the gap activities for underserved student populations.				
1.5	Focuses on primary prevention, intervention and student developmental needs.				
1.6	Identifies the persons to be involved in the delivery of program activities.				
1.7	Identifies who will plan and manage the program.				
1.8	Defines how the program will be evaluated and by whom.				



1.9	Supports the ASCA <i>Ethical Standards for School Counselors</i> .					
1.10	The statement of philosophy has been accepted by counselors, administrators, advisory council, school board, and other important stakeholders.					

2. MISSION

The mission articulates the purpose of the school guidance and counseling program, along with the immediate and long range impact in terms of what is desired for all students five to ten years after their graduation.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
2.1	A mission statement has been written for the school guidance and counseling program.				
2.2	Written with the student as the primary client.				
2.3	Written for every student.				
2.4	Indicates the content or benchmarks to be learned.				
2.5	Links with the vision, purpose, and mission of the state, district, and the school.				
2.6	Indicates the long range results desired for all students.				
2.7	The mission statement has been accepted by counselors, administrators, advisory council, school board, and other important stakeholders.				

3. DOMAINS AND GOALS

Goals are the extension of the mission and focus on the results students will achieve by the time they leave the school system. The domain areas of academic, career, and personal/social development serve as the foundational goals for the school guidance and counseling program.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
3.1	Goals have been written for the school guidance and counseling program.				
3.2	Reflect the academic, career, and personal/social development domains.				
3.3	Identifies a framework for organization of goals and benchmarks (i.e., knowledge, attitudes, and skills).				
3.4	Identifies the developmental structure for the school Guidance and counseling program, K-12, and focuses on what will be measured.				
3.5	Goals have been accepted by counselors, administrators, advisory council, school board, and other important stakeholders.				

4. MCGCP STANDARDS AND BENCHMARKS

Standards and benchmarks include knowledge, attitudes, or skills that are observable and can be transferred from a learning situation to a real-life situation and are documented by a measurable outcome. Benchmarks are statements or indicators of what students should know and be able to do in order to demonstrate that they are making progress toward their goals that are aligned with the school guidance and counseling program. Standards and benchmarks are developed and organized into academic, career, and personal/social developmental domains.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
4.1	Student standards and benchmarks have been written that directly relate to the three developmental domains of academic, career, and Personal/social.				



4.2	Developmentally appropriate student benchmarks are specified for each grade level.				
4.3	Selected benchmarks are based on assessment of student needs and are measurable and observable.				
4.4	Goals demonstrate the link with the school guidance and counseling program mission, the school's mission, and expected student results.				
4.5	Written student benchmarks have been accepted by counselors, administrators, advisory council, school board, and other important stakeholders.				

DELIVERY SYSTEM

5. GUIDANCE CURRICULUM

The school guidance curriculum consists of structured developmental lessons designed to assist K-12 students in achieving the competencies and is presented systematically through classroom and group activities. The purpose of the school guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level and is organized to help students acquire, develop, and demonstrate competencies within the academic, career, and personal/social domains.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
5.1	The school guidance curriculum for all three domains has been written and adopted based on identified student needs.				
5.2	All students receive the content to acquire knowledge, attitudes, and skills to enhance their academic, career, and personal/social development in a systematic format.				
5.3	Content is measurable by utilizing results-based assessments, such as pre-post tests, product creation, or demonstration.				
5.4	Materials, equipment, and facilities are available to support the guidance and counseling program delivery.				
5.5	Effectiveness of curriculum is evaluated on an ongoing basis.				
5.6	The school guidance curriculum has been accepted by counselors, administrators, advisory council, school board, and other important stakeholders.				

6. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of school counselors delivering activities on a systematic basis to assist the individual student in establishing personal goals and developing future plans.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
6.1	There is a systematic approach to helping students make appropriate Education Development Plans.				
6.2	There is a systematic approach to helping students understand themselves through interpretation of standardized tests and other assessments.				
6.3	A tool exists at the secondary level to assist students in making appropriate Education Development Plans.				
6.4	Individual student planning includes: individual appraisal, individual advisement, and student placement.				
6.5	Accurate and effective material is distributed to support the individual planning efforts of students and their parents/guardians.				
6.6	The district-wide tools used for individual student planning have been accepted by counselors, administrators, advisory council, school board, and other important stakeholders.				



7. RESPONSIVE SERVICES

Responsive services within the school guidance and counseling program consist of activities to meet the immediate needs of students which require counseling, consultation, referral, peer facilitation, or information.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
7.1	Every K-12 student receives prevention education to address life choices in academic, career, and personal/social development.				
7.2	Students are assisted in solving immediate problems that interfere with their academic, career, and personal/social development.				
7.3	There is a systematic and consistent provision for the referral of students who exhibit barriers to learning.				
7.4	Responsive services include individual and small group counseling, crisis counseling, peer facilitation, consultation/collaboration, and referrals.				
7.5	Procedures are in place to ensure intervention for identified students.				

8. SYSTEMS SUPPORT

System support consists of management activities that establish, maintain, and enhance the total school guidance and counseling program.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
8.1	Systems support services have been developed collaboratively with counselors and administrators.				
8.2	Counselors provide professional development to staff regarding the school guidance and counseling program.				
8.3	Counselors participate in professional development activities on an ongoing basis.				
8.4	Counselors serve on district or building curriculum committees, subject area councils, community committees, or advisory councils.				

MANAGEMENT SYSTEM

9. SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each counselor to carry out the school guidance and counseling program and to specify the program results for students for which the counselor is accountable. These agreements are negotiated with and approved by the appropriate administrator.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
9.1	There is a clear division between assumed accountability for results and assigned duties.				
9.2	The expected results are clearly delineated.				
9.3	Counselors and administrators agree on essential responsibilities and assignments of counselors.				
9.4	Counselors have decided how to access students, i.e. alpha assignments, domain specialization, career pathway, grade level, random, or other means of counselor/student assignment.				

10. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the school guidance and counseling program's audit, goals, and results reports and to make recommendations for the counseling department
Michigan Comprehensive Guidance Counseling Program, MSCA (2005), adapted from ASCA National Model 2003 E 4



and administration to consider. The membership has representation of groups impacted by the school counseling program, including students, parents/guardians, teachers, counselors, administrators, and community.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
10.1	An advisory council has been organized and has established meeting dates with identified tasks.				
10.2	The advisory council has appropriate representative membership.				
10.3	The advisory council meets at least twice a year.				
10.4	The advisory council reviews the program audit, a summary of the program results reports, and makes appropriate recommendations.				

11. USE OF DATA AND STUDENT MONITORING

Analysis of data drives the program. Monitoring student progress ensures each student acquires the identified competencies. Monitoring may be by district or specific to school site, grade, class, or individual student, depending on site and student need. The process includes documenting of the competency (i.e. portfolio, education development plan, computer disc, or other document) and measuring student improvement over time.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
11.1	District and site specific data regarding individual student achievement are collected and disaggregated.				
11.2	District and site specific data regarding achievement data are collected and disaggregated.				
11.3	Standards and competency related data are collected and disaggregated.				
11.4	Counselors are accountable for monitoring the progress of every student.				
11.5	There is an established means to monitor students' progress in guidance related competencies, including academic achievement.				
11.6	Each student has a means to document his/her own progress, knows where documentation is stored, and how to access it.				
11.7	Monitoring activities are determined by district, school site, and grade level and are assessed over time.				

12. USE OF DATA AND CLOSING THE GAP

Analysis of data drives the program. Student needs surface when program and individual data are analyzed. Equity and access to rigorous academic programs are monitored. Monitoring individual progress reveals interventions that may be needed to support student academic success. The gap is identified as the discrepancy between the desired results and the results currently being achieved by the student. Data are necessary to determine the current achievement level of students, where they should be, and the process to obtain the desired outcomes.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
12.1	The data are disaggregated by variables such as gender, ethnicity, and grade level.				
12.2	The data are systematically analyzed to determine the students' current level of achievement with the desired level of achievement.				
12.3	The identified discrepancies are aligned with MCGCP Standards and Benchmarks.				
12.4	The identified needs become sources for the determination of closing the gap activities.				



13. ACTION PLANS (SCHOOL GUIDANCE CURRICULUM AND CLOSING THE GAP)

For every benchmark addressed or result anticipated for students, there must be a plan of how the school counselor intends to achieve the desired result. Each plan contains 1) the domain, standard, and benchmark; 2) description of activity and curriculum; 3) the data driving the decision to address this competency; 4) timeline for completion; 5) identification of person(s) responsible for delivery; 6) the means of evaluating student success, (i.e. process, perception, or results data); and 7) the expected student results.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
13.1	The school counseling team develops needs assessments and action plans for implementing the school guidance curriculum.				
13.2	Closing the gap plans are developed by the counseling team.				
13.3	The action plans are consistent with the program's goals and benchmarks.				
13.4	Action plans address every aspect of the program and the academic, career, and personal/social domains.				
13.5	Plans include 1) the domain, standard, and benchmark; 2) description of activity and curriculum; 3) curriculum or materials; 4) timeline for completion; 5) identification of person(s) responsible for delivery; 6) means of evaluating student success; and 7) expected student results.				
13.6	Results are stated in terms of what will be demonstrated and achieved by the student.				
13.7	The results include all students.				
13.8	Counselors have identified specific results for which they are accountable.				
13.9	Action plans and closing the gap plans are completed in the spring for the next year and approved by the counselor(s) and principal.				
13.10	There are written action plans on file with the appropriate administrators.				

14. USE OF TIME/CALENDARS

A master calendar of events is developed and published to effectively plan and promote the school guidance and counseling program. To maximize active participation in the program, the calendar provides students, parents/guardians, teachers, and administrators with knowledge of what is scheduled, along with the location and time indicating guidance and counseling program activities.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
14.1	Counselor total time spent in each component of the delivery system has been compared to the MCGCP recommendations.				
14.2	The School Counselor Time and Activity Worksheet is conducted and analyzed along with the program results to determine delivery system priorities.				
14.3	A list of appropriate systems support services (i.e. counseling/noncounseling activities) has been created and approved by the administration and board of education.				
14.4	The master calendar identifies grade levels, dates, and activities.				
14.5	The master calendar is published and distributed to appropriate persons, such as students, staff, parents/guardians, and community.				
14.6	The school counselor weekly/monthly schedule is posted and communicated to others.				



ACCOUNTABILITY

15. RESULTS REPORT

For every benchmark addressed or result anticipated for students, there must be a plan of how the school counselor intends to achieve the desired result. Each Results Report contains (1) the domain, standard, and benchmark; (2) description of activity and curriculum; (3) the data driving the decision to address this competency; (4) timeline for completion; (5) identification of person(s) responsible for delivery; (6) the means of evaluating student success, (i.e., process or outcome data); and (7) the student results.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
15.1	There is an established timeline for reporting results.				
15.2	The Results Report includes all students.				
15.3	The administrator responsible for the school guidance and counseling program has been actively involved in the negotiation of the results agreement.				
15.4	A results form for the collection of results data is written and accepted by administrators and school counselors.				
15.5	A results form for the collection of data from closing the gap activities is accepted by administrators and counselors.				
15.6	There is a results agreement addressing every aspect of the program, including the academic, career, and personal/social domains.				
15.7	Process data are collected which measure the number of activities (i.e. number of students served, groups, and classroom guidance lessons delivered).				
15.8	Perception data are collected which measure the knowledge, attitude and skills of students and others.				
15.9	Results data are collected and disaggregated which measures outcome behaviors (i.e. graduation rates, attendance, behavior, and academic achievement) over time.				
15.10	Immediate, intermediate, and long-range data are collected and reviewed to improve the school guidance and counseling program.				
15.11	Results are reported to counselors, administrators, advisory council, school board, and other important stakeholders.				
15.12	Results are analyzed and used to continuously improve the program.				

16. SCHOOL COUNSELOR PERFORMANCE STANDARDS

The School Counselor Performance Standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school guidance and counseling program. These performance standards serve as both a basis for administrator supervision and evaluation of the counselor and as a means for counselor self-evaluation.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
16.1	Performance standards are written to assess the school counselor's ability to understand and implement the foundation of the comprehensive school guidance and counseling program based on MCGCP Standards and Benchmarks.				
16.2	Are written to assess the counselor's ability to implement the delivery system (i.e. school guidance curriculum, individual student planning, responsive services, and system support).				
16.3	Are written to assess the counselor's ability to manage the school-counseling program.				
16.4	Are written to assess the counselor's ability to measure the results of the program.				



16.5	Are written to assess the counselor's use of professional communication within the school community.				
16.7	Are written to determine the counselor's fulfillment of professional growth responsibilities (i.e., use of data, technology, and ethical standards).				
16.8	Are written to assess the counselor's ability to be a leader, student advocate, systems change agent, and collaborator.				

17. PROGRAM AUDIT

The Program Audit provides evidence of alignment of the school guidance and counseling program's alignment with the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)*. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation/Notes
17.1	The program is audited annually.				
17.2	The audit aligns with and includes the MCGCP components, i.e. foundation, delivery system, management system, and accountability system.				
17.3	The results of the audit are shared in the spring and drive the program training and behavior for the following year.				
17.4	A written long-range plan for the improvement of the school guidance and counseling program is revised and published each year.				
17.5	The school guidance and counseling program has been approved by the school district's board of education, counselors, administrators, advisory council, and other important stakeholders.				