School Counselor Corps Grant Program Fidelity of Implementation (FOI) Rubric

This rubric is intended to support the implementation of the School Counselor Corps Grant Program. Teams may use this document to self-assess progress on key features of the program, discuss implementation internally and with CDE staff, and inform the direction of future growth. In the spirit of the SCCGP, this document intentionally applies an asset-based, growth-focused lens to support grantees in implementing an inclusive and effective school counseling program in their unique context. To support completion of this rubric, use the *Examples* resource document.

School Name:

District Name:

Grantee Contact Name:

Cohort:

Date of Completion:

Completed by:

1. Leadership Framework – Evidence that leadership is committed to the program and to an asset-based model of culture change.			
Notes:			
☐ Not Present	☐ Development in Progress	☐ Partly Implemented/Present	☐ Fully Implemented/Present
More than 50% of school counselor time is used to complete tasks not related to the goals of the SCCGP.	Resources or time are unavailable for SCCGP staff to fulfill their roles, and/or they are disconnected from regular school functions.	Leadership provides the resources and time needed for SCCGP to act as a change agent toward an asset-based model of school culture.	School leadership is committed to the goals of the school counseling program and implementing asset-based culture change. The program is valued as a critical partner in this vision and viewed as a leader. There is a strong partnership between school leaders and the program toward these goals. Leadership is committed to understanding root contextual factors that impact the SCCGP *and* to implementing a comprehensive school counseling program.

2. Effective Communication – Evidence of effective communication between key stakeholders within the school that supports the SCCGP and the broader goals of the school.			
Notes:			
☐ **Not Present**	☐ **Development in Progress**	☐ **Partly Implemented/Present**	☐ **Fully Implemented/Present**
Staff are unclear about the role of the counselor. Communication between the program, leaders, and other staff is infrequent or ad hoc.	Staff are clear about the role of the counselor. There is some communication across stakeholders, but pathways for communication are in development. More progress is needed to open those pathways to all stakeholder groups and challenging topics.	There are open (informal) and systematic (formal) lines of regular communication between the SCCGP and teachers, staff, and students. Communication is characterized by honesty, trust, and transparency. Communication is bi-directional: the program shares relevant information about the program and/or students *and* seeks out feedback from teachers, staff, and students.	Communication is used as a tool to support the goals of the program and the school. Communication is responsive to the cultural context of the school and facilitates access to the SCCGP for all students, staff, and teachers.

3. Community Relations & Family Engagement – Evidence the program has strong community relations and family engagement that contribute to student achievement and postsecondary success.			
Notes:			
☐ **Not Present**	☐ **Development in Progress**	☐ **Partly Implemented/Present**	☐ **Fully Implemented/Present**
The program does not have clear and transparent mechanisms to connect with students' families and the community.	The program does some outreach to families and the community, but it is limited or not used to inform needs.	Through deliberate outreach, most families understand the opportunities that are available to students. Because trusting, mutual relationships have been established, many families respond to requests for input or information, such as the needs assessment. Families share both concerns and positive feedback with school staff. The program identifies and cultivates relationships with community members and resources. The program regularly seeks feedback from families and community members.	Efforts to engage families and community members are culturally and linguistically responsive. Families and community members are systematically included in the curriculum, goal-setting, and school initiatives/programs. External communication is also culturally and linguistically responsive and considers the access needs of the community.

4. Use of Data - Evidence that data are being used to improve program strategies, drive outcomes, and grow the reach of the SCCGP.			
Notes:			
☐ Not Present	☐ Development in Progress	☐ Partly Implemented/Present	☐ Fully Implemented/Present
School counselors do not yet examine data related to SCCGP goals.	Data collection and application are ad hoc, or systematic approaches are in development. There is lack of clarity on the types of data needed or how to access them. Data may be collected by school counselors, but it is not or minimally used to inform future implementation or to track progress.	The school counseling staff collect and share data, such as needs assessments and pre-post test data, with relevant school staff, including administrators and teachers. Data are analyzed and disaggregated in ways that support planning groups or lessons, MTSS, improving student outcomes, and/or responding to referrals. The annual report, supported by the evidence used to complete it, is turned into an action plan for the following year.	The analysis and interpretation of data are rooted in the specific cultural context of the school community. Findings are viewed through an equity lens. The data gathered and shared related to SCCGP are connected to the school's overall vision and mission. Findings are used for continuous quality improvement and to evaluate outcomes over time. The program uses data around participation and access to inform and target outreach.

5. Use of ICAP - Evidence of a multi-year process that intentionally guides students and families in the exploration of career, academic, and postsecondary opportunities.

Notes:

☐ Not Present	☐ Development in Progress	☐ Partly Implemented/Present	☐ Fully Implemented/Present
ICAP lessons and activities are not conducted.	Some ICAP lessons and activities are conducted, but they are planned and sequenced within a school year or grade level, rather than across them. ICAP lessons and activities are weighted toward either career exploration *or* postsecondary opportunities.	The program has a systematic approach to providing meaningful career conversations, services, and/or tools to students. There are clear connections between these activities and students' future careers/education.	Other school staff members and community members support the program in implementation of ICAP. There is dedicated, scheduled time for ICAP implementation/ SCCGP activities. ICAP is a multi-year process that is considered in curriculum development and within advisory teams.

6. Professional Development – Evidence that school counselors engage in professional development activities aligned with SCCGP goals.			
Notes:			
☐ **Not Present**	☐ **Development in Progress**	☐ **Partly Implemented/Present**	☐ **Fully Implemented/Present**
School counselors are not part of planning or providing professional development to school staff or others.	Counselors provide some input for planning school-wide professional development and may occasionally deliver a presentation or session. However, this input is ad hoc or not clearly related to the goals of the SCCGP.	Counselors are responsive in identifying opportunities for and sometimes providing professional development to other school staff based on current events or school-specific needs. Counselors are intentional in selecting their own professional development opportunities to support the needs of their school and the SCCGP.	Counselors provide professional development to school staff that is both responsive to current events and proactive (e.g., informed by data and intentionally sequenced over time). School counselors are aware of new trends in the field or impacting students and identify opportunities to share that knowledge with other staff. Counselors convey professional development needs to CDE that might enhance the state's support to grantees. SCCGP are partners in development of professional development for other staff in partnership with leadership (e.g., determining ongoing meeting topics, identifying needs).

Summary				
Domain	Not Present	Development in Progress	Partly Implemented/Present	Fully Implemented/Present
Leadership Framework	☐	☐	☐	☐
Effective Communication	☐	☐	☐	☐
Community Relations & Family Engagement	☐	☐	☐	☐
Use of Data	☐	☐	☐	☐
Use of ICAP	☐	☐	☐	☐
Professional Development	☐	☐	☐	☐