



Utah State Board of Education

College and Career Readiness Certificate Program Standards

In May 2018, the Utah State Board of Education (USBE) approved Board Rule R277-301: Educator Licensing. These changes, including revisions to school counseling preparation programs, [Rule R277-306-6](#), are effective beginning with the 2020-2021 school year. These revisions require candidates to demonstrate all competencies needed to meet the College and Career Readiness Certificate Program Standards before applying for a Professional Educator License in School Counseling. School counselor preparation programs must provide opportunities for program applicants, accepted into their programs after July 1, 2020, to successfully demonstrate competencies based on the College and Career Certificate Program Standards.

The College and Career Readiness Certificate Program, as described in USBE Board Rule [R277-921: Strengthening College and Career Readiness Program](#), outlines criteria for program expectations. The goal of the certificate program is to improve students' college and career readiness by enhancing the skill level of school counselors who provide college and career counseling. Curriculum for each component was designed to emphasize post-secondary options (Component One), implement a framework for the delivery of school counseling services to ensure students complete high school with the social capital necessary to participate in a global society (Component Two), and align educational attainment with technical skills to meet labor market demands (Component Three).

- **Component One: Building a College-Going Culture for all Students** Developed with partners from the Utah System of Higher Education (USHE), this component focuses on helping students understand their post-secondary options and become college ready.
- **Component Two: Strategic Alignment & Implementation of a Systemic College and Career Readiness School Counseling Program** Developed by USBE, this component emphasizes the importance of implementing a systemic framework for the delivery of school counseling services to ensure students complete high school with the social capital necessary to participate in a global society. Through this systemic approach, counselors and administrators align school counseling program goals with school improvement goals and student

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needs.

- **Component Three: Strengthening Career Readiness for all Students**

Developed with partners in business and industry, this component focuses on helping students become career ready to meet the demands of Utah's economy.

College and Career Readiness Certificate Program Standards

The College and Career Readiness Certificate Program Standards should be included in the school counselor preparation program courses. Candidates who complete an in-state school counseling preparation program will receive the College and Career Readiness Certificate upon licensure. Candidates who complete an out-of-state school counseling preparation program must take the certificate program coursework through USBE for licensure. Enrollment information can be found on the USBE [website](#).

The following standards were developed to support content knowledge, skills, and dispositions gained in the College and Career Readiness Certificate Program. Utah school counselor preparation programs must provide opportunities for program applicants to successfully demonstrate competencies in these standards.

Component One: Building a College-Going Culture for all Students

Standards Overview: Standards for Component One are intended to build skills and competencies regarding college readiness, next-step transition planning, **[cultural competency]**[student experiences](#) and **[equity]**[opportunity](#), principles of a college-going culture, barriers to college access, and college enrollment and completion of national and state data.

Standard 1: Implement indicators and interventions for college readiness to promote the Utah College and Career Readiness Mindsets and Competencies.

Standard 2: Collaborate with administrators, teachers, and parents to promote a college-going mission across the school, community, and organizational landscape.

Standard 3: Create a school-wide college-going culture to prepare students for post-secondary education and careers.

Standard 4: Utilize data to identify gaps in **[access]** [opportunity](#), **[attainment, and]** [achievement](#).

attendance, and behavior to remove [systemic] barriers to college access.

Standard 5: Provide early and ongoing exposure to information necessary for students to make informed decisions regarding post-secondary education.

Standard 6: Assist students in academic planning that connects college and career goals through the plan for college and career process.

Standard 7: Utilize proactive strategies to remove [systemic] barriers and promote [cultural]individualized responsiveness and [equity]opportunity in student achievement and college access.

Standard 8: Help students access post-secondary information to assist with the student's decision-making process.

Standard 9: Help students understand the value of a college degree or post-secondary education to them as individuals, families, and communities, including the economic value using labor market research and other tools.

Standard 10: Increase students' and parents' understanding of the financial aid and college application process.

Component Two: Strategic Alignment & Implementation of a Systemic College and Career Readiness School Counseling Program

Standards Overview: Standards for Component Two are intended to provide a comprehensive, systemic framework for school counselors to promote a [whole child]individualized approach to academic, career, [multicultural/global] citizenship, and [social/emotional]health/wellness development for each student based on the [Utah College and Career Readiness Program] Utah K-12 Comprehensive School Counseling Program Model. This framework is driven by data collection and analysis to align school counseling program goals with school improvement goals to ensure student supports are deeply ingrained in the system and improve outcomes for students, not only academically but also for lifelong success.

Standard 1: Identify important influences in the evolution of the comprehensive [Utah College and Career Readiness Program] Utah K-12 Comprehensive School Counseling Program Model.



Standard 2: Develop an understanding of the four components of the delivery system of the Utah Model, as well as the recommended distribution of time for each component.

Standard 3: Identify and apply legislation, mandatory reporting laws, and Utah State Board of Education (USBE) Board Rules that govern the Utah School Counseling Program, and how they affect the work of a school counselor.

Standard 4: Articulate components and differences between systematic and systemic practices when implementing a comprehensive school counseling program.

Standard 5: Identify, collect, analyze, and use appropriate process, perceptual, and outcome data for decision making to drive the implementation of the school counseling program.

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Standard 6: Disaggregate different types of data (e.g., ~~access~~opportunity, ~~attainment, and~~ achievement, attendance, and behavior) to identify and address barriers to student learning and growth.

Standard 7: Complete the components of the Closing the Gap Action Plan (i.e.,) USBE annual data project~~]~~ by writing a measurable goal statement, aligning the goal statement to school improvement goals as well as student outcome data (e.g., ~~access~~opportunity, ~~attainment, and~~ achievement, attendance, and behavior), and listing systemic prevention/interventions.

~~[Standard 8: Compare and contrast the differences between equality and equity to identify systemic barriers and provide an equitable education for all student populations.]~~

Standard 9: Create a framework of social justice and transformative practices by implementing culturally competent~~through the school counseling program that addresses student experiences by implementing individualized~~ strategies and interventions.

Standard 10: Advocate for student ~~equity~~opportunity and develop leadership skills to advance ~~systemic~~ change.

Standard 11: Practice and apply skills for effective collaboration within school teams (e.g., administration, building leadership teams, etc.) and align program goals with school improvement goals.

Component Three: Strengthening Career Readiness for all Students

Standards Overview: Standards for component three are intended to build skills and competencies regarding theories of career development, career literacy, assessment tools, career planning, advocating for ~~equity~~opportunity, and refining employability skills to transform the student mindset and enable them to make more informed decisions regarding their career pathway.

Standard 1: Apply theories, models, and research on career development, college and career counseling, and decision-making.

Standard 2: Understand programs and concepts (e.g., work-based learning, apprenticeships, internships, working with industry partners, eportfolios, credentials, licenses, certifications) to enhance students' career literacy.

Standard 3: Implement effective strategies, interventions, and the use of developmentally appropriate tools for assessing abilities, interests, values, personality, and other factors that contribute to career literacy.

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Standard 4: Utilize effective strategies for career development program planning, organization, implementation, administration, and evaluation.

Standard 5: Implement processes for identifying and using career, avocational, educational, occupational and labor market resources, technology, and information systems.

Standard 6: Use strategies for facilitating student skill development for career, educational, and lifework planning and management.

Standard 7: ~~[Remove systemic barriers by]~~ Use an individualized approach to advocate for ~~[diverse]~~ students' career and educational development and employment opportunities in a global economy.

Standard 8: Implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, employability skills, and other life roles and factors.

Standard 9: Increase collaboration with local industry partners, school, and district partners (e.g., Career and Technical Education [CTE], work-based learning, apprenticeship etc.) to help students gain the knowledge and skills necessary to meet labor market needs.

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