



COUNSELING COUNTS: READINESS ASSESSMENT TOOL

The vision of Counseling Counts is to create a community-based, high school counseling model by fostering a new conversation and collaborative approach for working together across the public, private, and social sectors.

At the heart of the Counseling Counts approach is a paradigm shift in how communities think about and deliver high school counseling services. The shift involves seeing the act of “counseling” a high school student not as somebody’s job, but as the responsibility of the entire community.

In short, the community itself provides the necessary counseling supports, and everyone sees themselves playing the role of potential counselor. The model essentially turns the current counseling function inside-out.

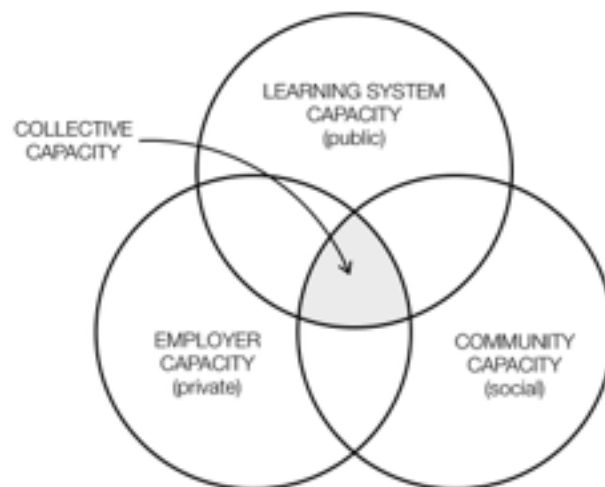
The goals of the approach are much the same as they are today:

1. Provide Academic Advising
2. Ensure College Readiness (including all post-secondary options)
3. Ensure Career Readiness
4. Provide Personal and Social Development

The fundamental change comes about in how the model achieves the goals: through cross-sector collaboration. By applying the principles and practices of community collaboration and collective impact, the model would engage stakeholders from the public, private, and social sectors that would coordinate and align a high-school counseling system.

Community Readiness Assessment Tool

The following tool is designed to help a community assess its level of readiness to engage in the Counseling Counts model. The assessment will walk a group through four key areas to gauge the level of readiness and support in each area.



As you proceed through each section you will be asked to respond to a series of statements and questions with one of the following: Yes (we demonstrate the attribute in observable ways); Need Help (We have addressed the attribute, but could use some assistance); or No (We have not yet addressed the attribute). Please provide examples and proof points for the work the group is currently undertaking in each of the four areas.

RESPONSE:	Yes	Need Help	No
OUR GROUP MIGHT SAY:	"We demonstrate this attribute in observable ways."	"We have addressed the attribute, but could use some assistance."	"We have not yet addressed the attribute."

I. LEARNING SYSTEM CAPACITY

LEADERSHIP			
▶ School Board: The School Board engages in and is supportive of collaboration with the social and private sectors of the community in order to improve the learning system for students.			
▶ Superintendent: The Superintendent engages in and is supportive of collaboration with the social and private sectors of the community in order to improve the learning system for students.			
▶ Principal: The Principal engages in and is supportive of collaboration with the social and private sectors of the community in order to improve the learning system for students.			
▶ Counselors: School Counselors are engaged in and supportive of collaboration with the social and private sectors of the community in order to improve the learning system for students.			
COUNSELING STANDARDS			
▶ Academic Development: The group has identified a set of academic development standards to guide the implementation of strategies and activities to support and maximize each student's ability to learn.			
▶ Career Development: The group has identified a set of career development standards to guide the implementation of strategies and activities to provide each student a strong foundation of skills, attitudes and knowledge to transition from school to career.			
▶ Personal/Social Development: The group has identified a set of personal/social development standards to provide the foundation for personal and social growth as students progress through life.			
OTHER EDUCATION PARTNERS			
▶ Post Secondary: Post secondary institutions are engaged in and supportive of collaboration with the social and private sectors of the community in order to improve the learning system for students.			
▶ Out-of-School: Out-of-School partners are engaged in and supportive of collaboration with the social and private sectors of the community in order to improve the learning system for students.			

I. LEARNING SYSTEM CAPACITY (continued)

EXAMPLES AND PROOF POINTS OF LEARNING SYSTEM CAPACITY

When reviewing your responses to the Learning System Capacity questions above, what are specific examples and proof points of existing work the group is undertaking?

RESPONSE:	Yes	Need Help	No
OUR GROUP MIGHT SAY:	"We demonstrate this attribute in observable ways."	"We have addressed the attribute, but could use some assistance."	"We have not yet addressed the attribute."

2. COMMUNITY CAPACITY

LEADERSHIP			
<ul style="list-style-type: none"> ▶ City/County Government: City/County Government officials and offices are engaged in and supportive of collaboration with the public and private sectors of the community in order to improve the learning system for students. 			
<ul style="list-style-type: none"> ▶ United Way: The United Way engages in and is supportive of collaboration with the public and private sectors of the community in order to improve the learning system for students. 			
<ul style="list-style-type: none"> ▶ Community Foundation: The Community Foundation engages in and is supportive of collaboration with the public and private sectors of the community in order to improve the learning system for students. 			
<ul style="list-style-type: none"> ▶ Public Safety/Juvenile Justice: Public safety and Juvenile Justice officials and offices are engaged in and supportive of collaboration with the public and private sectors of the community in order to improve the learning system for students. 			
DEMONSTRATION OF COMMUNITY ENGAGEMENT			
<ul style="list-style-type: none"> ▶ The group has engaged community stakeholders in conversations and can provide feedback on keys needs/competencies this group believes are important to improving the learning system for students. 			
HUMAN SUPPORT SERVICES			
<ul style="list-style-type: none"> ▶ Children & Family Services: The group has identified the key stakeholders (family counseling, child welfare, and similar organizations that strengthen families and promote the well-being of children) who want to engage in and support efforts to improve the learning system for students. 			
<ul style="list-style-type: none"> ▶ Crisis & Housing Services: The group has identified the key stakeholders (shelters, crisis services, camps and other organizations who work to provide services and advocacy for at-risk children and families) who want to engage in and support efforts to improve the learning system for students. 			
<ul style="list-style-type: none"> ▶ Food Services: The group has identified the key stakeholders (food banks, pantries, distribution services and other organizations who provide hunger relief) who want to engage in and support efforts to improve the learning system for students. 			
<ul style="list-style-type: none"> ▶ Youth Development Services: The group has identified the key stakeholders (youth development organizations, camps, YMCA's and similar organizations who strive to nature and develop youth) who want to engage in and support efforts to improve the learning system for students. 			

RESPONSE:	Yes	Need Help	No
OUR GROUP MIGHT SAY:	"We demonstrate this attribute in observable ways."	"We have addressed the attribute, but could use some assistance."	"We have not yet addressed the attribute."

2. COMMUNITY CAPACITY (continued)

HUMAN SUPPORT SERVICES (continued)

<p>▶ Mental & Physical Support Services: The group has identified the key stakeholders (organizations which provide mental and physical health support services to assist in and promote the healthy well-being of children) who want to engage in and support efforts to improve the learning system for students.</p>			
<p>▶ Social & Multipurpose Human Services: The group has identified the key stakeholders (other community organizations which may not have been included in the above categories who provide a broad range social services) who want to engage in and support efforts to improve the learning system for students.</p>			

EXAMPLE AND PROOF POINTS OF COMMUNITY CAPACITY

When reviewing your responses to the Community Capacity questions above, what are specific examples and proof points of existing work of the group?

RESPONSE:	Yes	Need Help	No
OUR GROUP MIGHT SAY:	"We demonstrate this attribute in observable ways."	"We have addressed the attribute, but could use some assistance."	"We have not yet addressed the attribute."

3. EMPLOYER CAPACITY

LEADERSHIP			
▶ Chamber of Commerce: The Chamber of Commerce engages in and is supportive of collaboration with the public and social sectors of the community in order to improve the learning system for students.			
▶ Growing Economic Clusters: Growing Economic Clusters have been identified and are engaged in and supportive of collaboration with the public and social sectors of the community in order to improve the learning system for students.			
NEEDED COMPETENCIES			
▶ The group has engaged the private sector in conversations and can provide feedback from employers on their needs as it relates to future job vacancies and competencies of potential employees. Primary data through dialogue with employers and/or secondary support data through research/reports is readily available.			
DEMONSTRATION OF EMPLOYER ENGAGEMENT			
▶ Key employers have been identified and are engaged in and supportive of collaboration with the public and social sectors of the community in order to improve the learning system for students.			

EXAMPLES AND PROOF POINTS OF PRIVATE SECTOR ENGAGEMENT

When reviewing your responses to the Private Sector questions above, what are specific examples and proof points of existing work of the group?

RESPONSE:	Yes	Need Help	No
OUR GROUP MIGHT SAY:	"We demonstrate this attribute in observable ways."	"We have addressed the attribute, but could use some assistance."	"We have not yet addressed the attribute."

4. COLLECTIVE CAPACITY

GUIDING QUESTIONS			
<p>▶ Compelling Challenge: The group has agreed to the compelling challenge: creating a community-based, high school counseling model that fosters a new conversation and collaborative approach for working together in service to students.</p>			
<p>▶ The Engagement Process: The group has agreed to a defined collaborative process for engagement to create a community-based, high school counseling model that fosters a new conversation and collaborative approach for working together in service to students.</p>			
<p>▶ The Guiding Team: There is a guiding team who wants to take responsibility for the success of the community-based, high school counseling model that fosters a new conversation and collaborative approach for working together in service to students. The key roles of the guiding team been defined and filled: co-convening leadership, key stakeholders, content experts, and process facilitator(s).</p>			
<p>▶ Key Stakeholders: The key stakeholders from the public, private (employers), and social (not-for-profit) sectors have been identified. The key relationships have been mapped out and made visible to all stakeholders. There is a strategy for levels of engagement.</p>			
<p>▶ Shared Outcomes: The stakeholders have defined the shared outcomes they expect to achieve and the strengths and capacities they bring to the table regarding development of the community-based, high school counseling model that fosters a new conversation and collaborative approach for working together in service to students.</p>			
<p>▶ Information and Data: The group has gathered and shared information and data regarding today's high school counseling services, and the intersecting community based and private sector support of these services. The group has a shared understanding about the information.</p>			
<p>▶ Current State: The group has assessed the current landscape of the existing high school counseling model, and has the group created a picture of the system as it is today—the "system on a page".</p>			
<p>▶ What's Already Working: The group has determined what's already working well with respect to the high school counseling services, and intersecting community based and private sector support of these services (what could be scaled up, connected, coordinated, and aligned).</p>			
<p>▶ Co-Creating the Future: The group has identified and prioritized a few high-level things they could do together that no single organization could do alone regarding community based, high school counseling services that includes intersecting community based and private sector support services.</p>			

RESPONSE:	Yes	Need Help	No
OUR GROUP MIGHT SAY:	"We demonstrate this attribute in observable ways."	"We have addressed the attribute, but could use some assistance."	"We have not yet addressed the attribute."

4. COLLECTIVE CAPACITY (continued)

GUIDING QUESTIONS (continued)			
<p>▶ Mutually Reinforcing Actions: There is a portfolio of projects that offer a combination of substantive short-term wins, as well as more ambitious, long-term systemic strategies that may not show impact for several years.</p>			
<p>▶ A Common Agenda: The group has developed a coordinated and aligned work plan, including resources, which visually depicts how the shared outcomes will be realized.</p>			
<p>▶ The Collaborative Structure: There is a structure for the collaborative—defined customers, guiding team, working teams, support organizations, etc. All of the stakeholders aware of the structure. The structure emerged from the context of the relationships and work.</p>			
<p>▶ Shared Measurement Systems: The group has identified a common way of measuring success and assessing progress.</p>			
<p>▶ Resource Availability: The group has identified resources (financial, in-kind, etc.) in support of the project and is able to leverage those resources to implement a pilot project in the community.</p>			

EXAMPLES AND PROOF POINTS OF COLLECTIVE CAPACITY

When reviewing your responses to the collective capacity questions above, what are specific examples and proof points of existing work of the group?