



PROJECT PROPOSAL

PREPARED FOR THE INDIANA CHAMBER OF COMMERCE FOUNDATION
PROJECT: COUNSELING COUNTS—CONNECT, COALLABORATE, COMMIT

BACKGROUND AND CONTEXT FOR THE WORK

The Indiana Chamber of Commerce reiterated its longstanding interest in education, workforce, and talent development when it adopted its long range economic development plan: Vision 2025. One of the goals of Indiana Vision 2025 calls for increasing to 90% the proportion of Hoosier students who graduate from high school ready for college and/career training.

In its most recent 2015 annual workforce survey of employers, the Chamber confirmed that Indiana businesses want to be part of the solution in improving student outcomes and addressing the growing workforce preparation gap by engaging with schools. The Chamber's Vision 2025 goals, as affirmed by Indiana employers, form the basis for the Chamber's current work on college and career readiness.

As a follow-up to the Indiana Chamber of Commerce (ICC) Foundation study, the *Indiana School Counseling Research Review*, released in spring 2014, the ICC collaborated with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis and Fleck Education on a study to identify and document exemplary models of school counseling programming and to develop a framework of practices that schools may replicate. This project was commissioned by Lilly Endowment, Inc.

To better understand emerging innovative counseling structures, a review of promising practices across the country, including Indiana, was conducted within the following domains:

- Promising Practices in delivery of services,
- Promising Practices in financing services over time,
- Promising Practices in evaluating counselors, and
- Promising Practices in professional development and pre-service training programs for counselors.

Research, including a literature review and national landscape review, served as the foundation for site visits and/or interviews with schools in Indiana and across the country. These schools varied in type, size, and student demographics.

PROJECT DESCRIPTION

For the next phase of the Indiana School Counseling project, the Indiana Chamber of Commerce Foundation, working in partnership with the Institute for Coalition Building, envisions two distinct phases of work: 1) continuously improving the existing high school counseling capacity within the State of Indiana, and 2) developing and piloting new, community-based high school counseling models that can serve as a demonstration of promising practices through shared learning and increased community engagement and collaboration.

Counseling Counts: Connect, Collaborate, Commit

The Vision:

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:

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 to coordinate and align a high-school counseling system. The power of the collective approach is achieved when the four goals are conceived and pursued as a coherent whole. Such a systemic approach differs from today’s “counselor-centric” model. The counselor, in

effect, becomes the coordinator of a robust “system of support” and not an isolated advisor. Said another way: it’s a systems thing, not a single thing.

There are a number of existing successful pilots and programs that have demonstrated pieces of this approach in practice including Communities in Schools and a number of high school “coaching” models (such as the iGrad program being implemented in Bartholomew County, Indiana). The model being proposed would build on these promising practices and extend them to achieve a broader range of counseling goals.

The Counseling Counts model consists of two essential parts: a systemic, community-based counseling framework (the “what”) and a stakeholder engagement process to build-out and evolve the system over time (the “how”).

The Community Counseling Framework:

Any system that is composed of a diverse array of stakeholders requires a shared framework that illustrates and describes what the group wants to create together. These frameworks are called many different names—a theory of change, a common agenda, a logic model, a systems map, etc.—but they all serve the same purpose: to help the stakeholders see the larger system that exists around them and show them how they currently connect to or can possibly plug into the collective work.

These systemic frameworks work like scaffolding to a building being constructed: they act as a vital support system that makes the work easier, quicker, and more effective.

The Counseling Counts Community Framework (see *Attachment A*.) is centered around the counselor and the student. Everything else builds outward from there, serving and supporting this fundamental and intrinsic relationship. The framework is held together by the four goals of counseling support including; 1) academic advising, 2) college readiness, 3) career readiness, and 4) personal and social development. Through mutually reinforcing actions, each of these counseling activities is supported by a different stakeholder group (employers, post-secondary partners, non-profit agencies, etc.) that accepts responsibility for fulfilling a specific role or function within the system—a true, counseling-without-walls approach.

The framework empowers communities by providing a single set of shared goals measured in the same way, while simultaneously allowing each community to determine how the system gets built by teaching and sharing a collaborative process for customizing the model to best meet a community’s unique context.

The Collaborative Process:

Collective impact isn't something that happens spontaneously; it is the result of a carefully structured process. A disciplined engagement process creates a kind of "community operating system" that guides and shapes a conversation among a diverse group of stakeholders and provides a framework for their shared work together. A good engagement process creates a common language and a common approach that enables people to work together on grand challenges at a community level.

Through the proposed partnership with ICC, the Institute will serve communities by: 1) teaching the ingredients and structure of good collaborative processes, 2) co-designing processes for stakeholder engagement, 3) sharing practical tools and frameworks that bring the process to life, and 4) building the community's collective capacity to facilitate the process. (see *Attachment B. The Stakeholder Engagement Process*)

A well-designed collaborative process doesn't prescribe solutions, instead it allows solutions to emerge from the local context of a community based on its own unique strengths, assets, relationships, resources, and dynamics. These emergent and co-created solutions become the bedrock of accountability because stakeholders believe more in strategies they themselves had a hand in crafting and they feel a greater sense of responsibility to ensure that such collaborative strategies are successful.

Over time, an engagement process helps to build and nurture trusting relationships among a diverse group of stakeholders by increasing a group's shared understanding of a challenge and creating a shared commitment for working together to achieve shared outcomes. A well-designed engagement process consistently asks the stakeholders to collectively address the following questions:

- Who: Who wants to take responsibility for the success of the whole system? Whose eyes do we need to get on the challenge? Who has a stake in a challenge when decisions are being made? Who needs to be engaged to get a strategic microcosm of "the system in the room?"

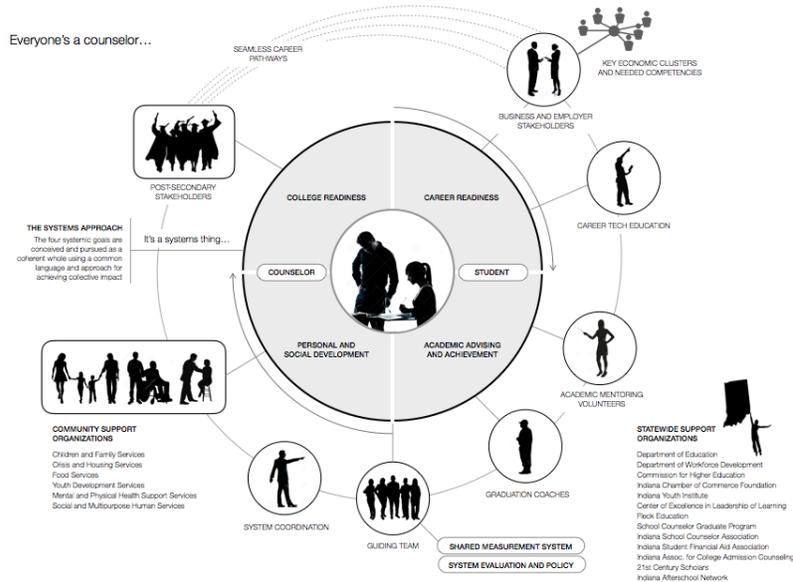
Why: Why are we working together and why is the challenge worth addressing? Why is the system currently producing the outcomes that it is?

- What: What are the high-level things we could do together that no one organization could do alone? What do we want to co-create together?

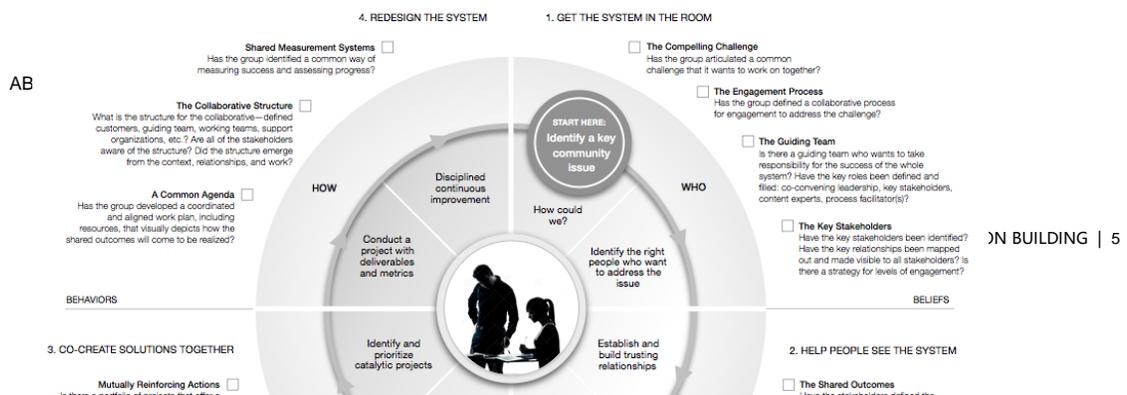
- How: How could we organize ourselves and our work to achieve better outcomes? How can we build our collective capacity—the social capital that exists among us—so our collaboration becomes not more work, but the work? How might we build and strengthen relationships? How might we change our own behavior to achieve better outcomes? How is success measured?

The graphic on the next page depicts how the framework and process work together to create a new community-based counseling model.

THE COUNSELING COUNTS FRAMEWORK
A COMMUNITY-BASED HIGH SCHOOL COUNSELING MODEL



The stakeholder engagement process brings the Counseling Counts Model into existence through a structured, collective conversation designed to change how communities think about



The Institute for Coalition Building emerged from the nationally-recognized Community Education Coalition in Columbus, Indiana, a partnership of education, business, and community leaders focused on aligning the region's learning system with economic growth and a high quality of life.

The Institute believes that when it comes to complex community problems, no one organization, however well managed and funded, can single-handedly create lasting change. Instead, it takes collaboration among a diverse group of stakeholders who must change their ways of working at a systems-level to create truly better outcomes. With complex social systems, the way people interact with one another is the real key.

Led by a team of pragmatic practitioners, the Institute nurtures leaders collectively by teaching them how to work together to address grand challenges and improve shared outcomes. The organization documents and shares the lessons of community collaboration, creating a common language and a shared set of tools and frameworks that form the underlying foundation of the practice of stakeholder leadership.

Using a collective approach, the Institute facilitates "collaborative learning labs" designed to nurture guiding teams. A guiding team is a small community leadership group that wants to take responsibility for the success of a system. The team learns how to work together through clearly defined roles, a process for engagement, and a collaborative structure that creates the mutually reinforcing actions necessary to address complex community challenges. The team serves and supports larger groups of community stakeholders, facilitating their work and acting as the glue for collaboration.

By serving organizations and institutions across the country, the Institute has learned how to significantly increase the collective capacity of communities, developing leaders in a way that is consistent with the principles and drivers of complex social systems. And, by staying true to its practitioner roots, the Institute's team is continually learning and improving upon the very potential of collaboration itself.

PRINCIPALS OF THE INSTITUTE

Jack Hess, Executive Director for the Institute for Coalition Building

Jack Hess serves as Executive Director of the Institute for Coalition Building, an organization that helps communities build coalitions to solve their grand challenges. Prior to his work with the Institute, he was the President of the Columbus Area Chamber of Commerce where he set in place an aggressive strategy of building on the power of place, increasing member engagement,

and promoting the principles of entrepreneurship and innovation. Within two years of implementing its new strategic plan, the Columbus Chamber was named the Indiana Chamber of the Year in 2008. One year later, the American Chamber of Commerce Executives (ACCE) presented the Columbus Chamber with the National Chamber of the Year Award. While at the Chamber, he helped to champion a number of collaborative projects including the state-of-the-art Advanced Manufacturing Center of Excellence, the formation of a regional learning system through Economic Opportunities 2015, an online training academy for entrepreneurs called SmallBizU, and the Indiana University Center for Art+Design.

John Burnett, Chief Executive Officer for the Community Education Coalition

John M. Burnett serves as President and Chief Executive Officer of the Community Education Coalition (CEC), a nationally recognized not-for-profit organization committed to the development of an aligned, high quality community and regional learning system supporting learners of all ages. Burnett is a founder of EcO15 (Economic Opportunities through Education by 2015.) Funded by \$43 million in grants by Lilly Endowment Inc., and \$15 million by regional partners, EcO15 seeks to create a “regional lifelong learning system” for a ten-county area of Southeast Indiana by bringing together education, workforce development, economic growth, community foundation, government, and industry stakeholders. The goal of EcO15 is to assist each person in Southeast Indiana to move up at least one level from an education and or career standpoint, particularly in the fields of advanced manufacturing and health care, as well as other technology-intense industries. Previously, John served as President of the Irwin Financial Foundation, and owned a successful Adecco Personnel Services business in Buffalo, New York. John also served as a human resource executive at Cummins Engine Company for thirteen years, supporting manufacturing operations, research and development entities, and joint venture start-ups in China, the United Kingdom, India, and Japan.

Amber Fischvogt, Director

Amber Fischvogt has over 14 years of business and community development experience. During this time she has managed a wide array of entrepreneurial education and development programs at both a local and national level that served several thousand entrepreneurs annually. She is the facilitator for Leadership Bartholomew County and the Coalition Through Collaboration Leadership course. Amber currently serves on the Centra Credit Union Board, is a past board member and Chair of the United Way of Bartholomew County Board and a co-founder and first Director of Columbus Young Professionals.

Contact Information for Technical Assistance related to this comprehensive counseling model:

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