# *Lilly Endowment Counseling Initiative*

## Planning Grant Check List

## Enhanced College and Career Counseling and Business Engagement as Components of the Lilly Endowment Counseling Initiative Planning Grant Application

The Indiana Chamber of Commerce and its Foundation are pleased to participate in the Lilly Endowment Counseling Initiative.  Part of the Chamber's role in the Counseling Initiative is to foster Indiana traditional public and charter school readiness, through support and technical assistance, to partner with business and community stakeholders and to successfully apply for counseling funding through this Initiative.  A wide range of promising school counseling models are possible.  In many, connections with the business community, as employers and community members, will be an essential component of counseling programs.  The Indiana Chamber can assist all Indiana traditional public and charter schools to design, propose, and implement effective programs of counseling for all their students.

The check-list document here is designed to help your school district team include a strong focus on enhancing career counseling and business engagement in your planning grant application (due December 15) to the Lilly Endowment's Counseling Initiative.

This checklist provides your planning grant application team with a framework of topics and questions to help identify key planning elements and tasks that will strengthen your planning proposals and provide your team the foundation for effective planning and preparation of an implementation application.[1]  The checklist can be used as a resource in the preparation of your planning grant application to the Lilly Endowment Counseling Initiative to outline a strategic focus on career counseling, work-and-learn strategies, and regional business engagement.  Or,

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[1] This checklist is intended for assistance in the preparation of the planning grant application (Due December 15). The Indiana Chamber recommends a much more in-depth and customized planning analysis for the implementation proposal.  The Indiana Chamber and other organizations will offer technical assistance in the planning steps and preparation of those applications (Due May 19, 2017).  See http://www.readyindiana.org/

this checklist can be used to identify business engagement as one element of a community engagement strategy in a broader focus on counseling capacity.  It includes definitions and key elements of career counseling, work-and-learn characteristics (along with related terms), and kinds of business engagements.

**A Framework for K-12 College and Career Ready Counseling:**  The following points offer a framework and principles for developing robust college and career ready counseling in your school system.  The framework leads to design of an integrated, coordinated and comprehensive counseling program across a system.

It is important to note that techniques and tools supporting each one of these elements are available and, often, in use in Indiana.  We believe that an effective college and career ready counseling program and strategies of engaging employers in your community will work best when planning and action is comprehensive and organized around the following areas:

1. Integrate Career College and Career Ready Counseling *early* into academic counseling—school systems can begin in elementary grades and high schools can begin with first year students;
   *Design counseling to teach and reinforce a learning process for making informed career and educational decisions rather than just providing a one-time "answer" about what to study or what jobs to pursue. Experts in the field refer to the need to develop a "pedagogy" of career development integrated into core academic experiences*

2. Infuse career exploration and career development skills into the school system's curricula and curricula development processes (learning objectives and practice) in both academic and career oriented programming;
   *Spread career information and exploration opportunities consistently and with coordination across the K-12 system and integrated as a part of the whole learning process—career advising, career readiness, and work-and-learn opportunities are not for CTE students alone or external to everyday learning*

3. Build-in real-time labor market information technology and show the relationships between investments in education, wages and non-wage returns on education and careers through frequent use of ROI calculators;
   *Students, school systems, and families should have good access to real-time, nationally relevant and regionally specific information about jobs and earnings in careers, demand and supply and the skills and credentials required*

   *Students, school systems, and families need to understand potential economic returns in relation to the 'real' investment in postsecondary career education, and in specific postsecondary institutions they might attend, that will be required to enter and succeed in the occupations they might consider*

*Students and advisers should have access to predictive analytics about the most effective pathways through college and into their careers of interest – including completion rates, time to employment, wages, and job satisfaction outcomes that would result from majors or pathways they have chosen or are contemplating*

4. Engage employers early and deeply in educational experiences (beginning with Career awareness through job placements) and strengthen work-and-learn opportunities across academic and career programming.

   *Involve many employers across multiple sectors to both enhance college and career ready preparation and to more fully inform students of opportunities for careers with Indiana employers in different industries*

   *Include employer engagement as an organic part of a broader community engagement strategy in which career readiness is an aspect of talent development and retention in communities, equity, and individual aspiration as an important part of building healthy communities in Indiana*

   *Explore innovation in work-and-learn programs that meet employer and community needs for multiple ways of organizing work-and-learn experiences, such as virtual internships and siting internships in co-working or makerspaces where travel to employers is not feasible [2]*

**Check List for College and Career Ready Counseling and Employer Engagement**:  All points in this checklist are oriented around building and enhancing career counseling capacity for college and career readiness related to opportunities for employment and employers in Indiana through:

- gathering and organizing important economic and employment data in your school districts(s);
- regional business engagement and participation with your school district (business engagement as an important component of community engagement is a recommended as a general element of planning in the Initiative);
- experiential learning either in work-based or in-school learning options involving Indiana employers and Indiana's key economic sectors;
- labor market information to help students understand opportunities in their field and good career opportunities in Indiana;
- career-oriented assessments and career interest technologies.

Not every one of the points in this list will be relevant to your interests and they are *not* areas that need to be solved or require significant work to submit a planning proposal.  They do, however, offer up a list of topics, language, and ideas that will be useful to include as points

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[2] Framework is adapted from an analysis of career counseling strategies in secondary and postsecondary settings, see:  Brian Bosworth.  Purpose First:  Helping Students Connect Learning to Life.  Presentation, Concord, New Hampshire, September 27, 2016.

around which your application identifies important areas of planning and activities that will be taken up in carrying out planning grants.

| QUANTITATIVE INFORMATION REQUIRED FOR PLANNING | | |
|---|---|---|
| *This covers planning elements to identify key regional economic characteristics, population trends, and employment opportunities within the appropriate labor market area. It is needed for identifying gaps, challenges, opportunities, and directs attention to strategies for meeting the opportunities.* | Have good, recent information | Need Assistance in Collecting or Interpreting |
| | | |
| **Labor Market:** Definition of labor market area and approximate region served by the district(s)— the right geographic area to use for reference and planning | | |
| **Demographics**: Regional demographic and socio-economic description and projections of population growth—trends and direction of growth | | |
| **Educational Attainment:** Attainment of the adult population in the region | | |
| **Key Sectors:** Identification of key economic sectors in the region— industry contributions to a healthy regional economy | | |
| **Regional Employment**: Key sources of employment, levels of demand, and current labor market needs in the local area served --- by sector or by occupation | | |
| **Educational Requirements**: Educational requirements for in-demand occupations in the region (the average level for people in those jobs and entry level requirements) | | |
| **Outcomes:** Education and employment outcomes for secondary graduates in the district/region | | |
| **Skills Gaps**: Comparisons of labor market demand to regional educational outputs --- identify quantitative relationships between 'demand' in the labor market and 'supply' of talent with the right skills = skill gaps and opportunities | | |

| BUSINESS COMMUNITY AND LEADERSHIP ENGAGEMENT | | |
|---|---|---|
| *This information helps identify the current state of business engagement, opportunities for engagement, and important areas for building capacity. Business engagement takes many forms; the emphasis here is on the **quantity** of engagement with regional employers and **quality** (depth) of engagement. It is needed for identifying areas of business engagement that could be strengthened and expected results in counseling programs.* | Have good, recent information | Need Assistance in Collecting or Analysis |
| **Employers**: Identification of businesses, business leaders, and employers in key sectors | | |
| **Employer Contact:** Types and frequencies of meetings with regional employers | | |

| BUSINESS COMMUNITY AND LEADERSHIP ENGAGEMENT | | |
|---|---|---|
| **Employer and School Communication**:  Frequency of formal communication between employers in key sectors, faculty and counseling staff | | |
| **Employer Participation, Programs:**  Participation of employers in key sectors on new program development committees (not only required advisory boards) | | |
| **Employer Participation, Curricula**:  Participation of employers in key sectors on curriculum development and modification (not only required advisory boards) | | |
| **Employer Participation, Information**:  Level of participation of employers in key regional sectors in career information provided to counselors and students | | |
| **Resources**:  Funding, resources, and different kinds of support provided by employers in key sectors of the regional economy | | |
| **Employment Opportunities:**  Clear, up-to-date understanding (communication and documentation) of regional employment opportunities among employers in key statewide or regional sectors | | |
| **Competencies Required:**  Regional employers in key sectors provide clear information to counselors and faculty on competencies required for employment and career progress | | |
| **Outreach**:  School and system leadership conducts direct outreach and listening sessions with area businesses | | |
| **Tracking Data:**  Means and methods of tracking employer engagement across schools/district(s) | | |

| COLLEGE AND CAREER READY PROGRAMMING (Instruction and Counseling) | | |
|---|---|---|
| This helps identify the availability, consistency and depth of college and career ready counseling across the district(s) and helps to identify gaps in programming, support, and tools. | Have good, recent information | Need Assistance in Collecting or Analysis |
| **Standards**:  Counseling conforms to Indiana standards and models across district(s) | | |
| **Practices Census**:  Census of key college and career practices across schools in district(s) | | |
| **Student Contacts:**  Plans in place and executed for scheduled student contacts and advising | | |
| **Professional Development**:  Education/professional development for counseling staff and faculty in K-8 and 9-12 and administration | | |
| **Labor Market Information**:  Available labor market information on national, state and regional labor markets and clear methods for dissemination of the information | | |
| **Labor Market Demand**:  Widespread access to information on labor market demand for regional and Indiana labor markets | | |

| COLLEGE AND CAREER READY PROGRAMMING (Instruction and Counseling) | | |
|---|---|---|
| **Postsecondary Partnership Inventory**: Inventory of partnerships with regional and state postsecondary institutions | | |
| **Best Practice Collection, Assessment**: Identify best practice and adopt online or web-based assessment tools | | |
| **Best Practice Collection, Counseling**: Identification of best practice in counseling (Indiana and elsewhere) and link to professional development | | |
| **Assessments**: Use of career assessments and resources to make clear linkages for students between their interests, potential career opportunities, and specific courses, majors, or programs of study at a specific institution or set of institutions in their region | | |

| WORK-AND-LEARN, EXPERIENTIAL PROGRAMMING | | |
|---|---|---|
| This information helps identify the range of work-and-learn activities available to students (or not available) and identifies areas where additional planning and data collection during planning is necessary. | Have good, recent information | Need Assistance in Collecting or Analysis |
| **Inventory**: Inventory or identification of existing work-and-learn programs at schools across district(s) (e.g. job shadowing, internships, externships, company visits, employer presentations, mentoring, etc.) | | |
| **Inventory**: Inventory of employer engagement and employer participation by company (e.g. job shadowing, internships, externships, company visits, employer presentations, mentoring, etc.) | | |
| **21st Century Scholars**: Coordination among district(s) personnel for gathering number of and information on 21st Century Scholars Fund eligible students. Planning for maintaining communications | | |
| **Work-and-Learning Planning:** Planning and procedures for identifying work-and-learn experiences for grades across the district (e.g. career awareness, exploration and career preparation appropriate for elementary grades and secondary grades) | | |
| **Career Assessment Planning:** Identification of career assessment tools and planning for use across the district(s) | | |
| **Employer Communication:** Processes for clear and accurate communication of work-and-learn requirements (DOE standards and information) | | |
| **Best Practice Reviews:** Ongoing review, collection and dissemination of best practices in college and career ready counseling | | |
| **Aligned Opportunities**: Align employer capacity and availability with student scheduling | | |
| **Integrated Information**: Use of real-time (up-to-date) labor market information on national, state and regional labor markets in work-and-learn programming | | |
| **Ongoing Development:** System-wide planning for developing work-and-learn opportunities with regional employers | | |

# Some Definitions:

**College and Career Ready Counseling:**  Counselors work along a set of counseling guidelines and standards with individual "students to equip them with the inspiration, planning, academic preparation and social capital to graduate from high school ready for college and careers."  In Indiana, this is defined as an individual who has the knowledge, skills and abilities to succeed in post-secondary education and economically viable career opportunities. Indiana Public Law 31-2014 [SEA 91] defines the college and career readiness educational standards as meeting 'the standards that a high school graduate must meet to obtain the requisite knowledge and skill to transition *without remediation* to post-secondary education or training, and ultimately into a sustainable career.'"

(See:  http://www.doe.in.gov/ccr; and  https://www.in.gov/icc/files/College_and_Career_Counseling_-_Indiana_Outline_for_School_Counselors_ST....pdf; and, Indiana Commission for Higher Education. (2015). *College readiness Reports.*  http://www.in.gov/che/2489.htm

The *College & Career Readiness & Success Center* at the American Institute for Research finds the following common components (among the fifty state's definitions of college and career ready):

- *"Academic knowledge*
- *Critical thinking and/or problem solving*
- *Social and emotional learning, collaboration, and/or communication*
- *Grit/resilience/perseverance*
- *Citizenship and/or community involvement"*

Yet, these elements must be integrated with and linked to applications related to career building. The elements linked to concrete practices of engagement with regional employers, work-and-learn options, and current labor market information will help build an effective college and career ready program that supports your regional economies and communities.

(See:  College and Career Readiness and Success Center (CCRS Center), at  http://www.ccrscenter.org/ccrs-landscape/state-profile/indiana for resources and requirements related to college and career readiness in Indiana. And see http://www.ccrscenter.org/sites/default/files/CCRS%20Defintions%20Brief_REV_1.pdf for fifty US' state definitions of college and career readiness.)

**Experiential Learning:**  As applied to preparation for careers and the world of work, experiential learning is an active and participatory teaching strategy that develops skills and knowledge that can be applied in work settings and can help students prepare for excelling in and meeting work and career requirements.  The following description of experiential learning is from the University of Texas Faculty Innovation Center:

"Broadly, experiential learning is any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations where the instructor directs and facilitates learning. The classroom, laboratory, or studio can serve as a setting for experiential learning through embedded activities such as case and problem-based studies, guided inquiry, simulations, experiments, or art projects.

However, when students are given opportunities to learn in authentic situations on campus or in the community like those provided in internships, field placements, clinical experiences, research and service-learning projects, the learning becomes significantly more powerful. By engaging in formal, guided, authentic, real-world experiences, individuals:

- deepen their knowledge through repeatedly acting and then reflecting on this action,
- develop skills through practice and reflection,
- support the construction of new understandings when placed in novel situations, and
- extend their learning as they bring their learning back to the classroom.

**Experiential learning motivates students.** Experiential learning provides the conditions for optimally supporting student learning. When students are engaged in learning experiences that they see the relevance of; they have increased motivation to learn. Students are also motivated when they are provided opportunities for practice and feedback. Experiential learning meets these criteria.

**Experiential learning creates self-directed learners.** Through experiential learning, students are confronted with unfamiliar situations and tasks in a real-world context. To complete these tasks, students need to figure out what they know, what they do not know, and how to learn it. This requires students to: reflect on their prior knowledge and deepen it through reflection; transfer their previous learning to new contexts; master new concepts, principles, and skills; and be able to articulate how they developed this mastery. Ultimately, these skills create students who become self-directed, life-long learners."

(See https://facultyinnovate.utexas.edu/teaching/strategies/overview/experiential-learning)

**Economic Sectors, (Key Economic Sectors), Industry Sectors:** Big structural segments of the economy. Sectors are similar to industry groupings. Sectors and industries are classified by governmental agencies codified by North American Industry Classification System NAICS (e.g. retail, government, manufacturing). Many states, but not Indiana, identify key sectors that are viewed as driving the health of a state or regional economy and are important in regional economic development planning.

Indiana's education and workforce development agencies are now stressing a **sector strategy** approach to program development and services related to skill development. "A **sector strategy** is a partnership of multiple employers within a critical industry that brings together education, economic development, workforce systems, and community organizations to identify and collaboratively meet the workforce needs of that industry within a regional labor

market."—From Department of Workforce Development, Sector Summit, Presentation, October, 2016, http://in.gov/dwd/files/Sector_Partnership_101.pdf

**Economic/Industry clusters:** groups of closely related industries that aggregate into related groups because of shared skills, knowledge, and services in a region (e.g. life sciences, advanced manufacturing, tourism). Industry clusters may include employers and occupations spread across more than one sector (e.g. information technology related to healthcare, or advanced manufacturing in life sciences).

**Employer Engagement:** "Employer engagement is more than convening an advisory committee that meets with[education] representatives periodically, or a one-off project of contract training with a single employer, though both of these activities can be valuable to employers, [high schools,] colleges, and students. These activities are necessary but limiting if the goal is development of curricula, pathways, skill sets, and credentials that align with real labor market needs and result in job placement and career success for students and employers. To accomplish this, educators need to take a more active approach in relating to employers.

Active engagement of employers is different from a purely advisory approach. In a recent publication, the Corporation for a Skilled Workforce distinguished between a narrowly "advisory" or transactional role for employers and one based on "strategic partnerships". Approaching employers as "high-impact," strategic partners means looking beyond the immediate needs of a program or college and seeking ways to make local employers or industries competitive. It requires building ongoing opportunities for problem-solving and program development. Doing so requires approaching employers in a listening rather than an "asking" mode—less "what can you do for us" and more "where is your pain? How can we help in addressing your challenges?"

When employers are engaged as strategic partners, their relationship to the [educational institution] or other education and training partners, changes. These qualities distinguish engaged relationships with employers from narrowly advisory ones:

> **Continuous**: cultivating long-term relationships, rather than episodic, one-time, or short-term transactions on an as-needed basis.

> **Strategic:** approaching employers in the context of specific plans, opportunities, and objectives, rather than on a spot basis, when the college needs assistance.

> **Mutually valuable**: solving problems and creating value for both sides of the labor market—employers (the demand side) and education and training providers and learners (the supply side).

> **Wide-ranging**: engaging a variety of employers by using varied methods to recruit and involve a large number, rather than relying on one or a few of "the usual" representatives.

> **Comprehensive:** engaging employers in a variety of issues and activities ranging from curriculum development and competency identification to student advising and placement, and policy advocacy on critical issues.

> **Intensive**: engaging employers substantively and in depth, moving the conversations from a high level ("we need higher-skilled candidates") to an in-depth dialogue about specific skill sets, long-term economic needs, and strengths and weaknesses of educational programs in meeting them.

> **Empowering**: encouraging employers to develop and assume leadership roles in pathway development and other initiatives; approaching potential partners from business at the outset of a process, rather than near the end.

> **Institutionally varied:** engaging employers through a number of channels, including industry or professional associations, public workforce entities (Workforce Investment Boards, onestop career centers), chambers of commerce, labor-management training partnerships, and economic development authorities, among others." -From *Randal Wilson, Jobs for the Future, "A Resource Guide to Engaging Employers," January, 2015*.

*(See also, Commonwealth Corporation, Strategic Employer Engagement: Building Dynamic Relationships with Employers in Teen and Young Adult Employment Programs. Boston, 2013.* http://commcorp.org/wp-content/uploads/2016/07/resources_2013-04-strategic-employer-engagement-teen-employment-programs.pdf ) and presentation at Indiana Sector Summit, 2016, "Employer Engagement: Developing and Leveraging Industry Champions" http://www.state.in.us/dwd/files/Employer_Engagement_ISS.pdf )

**Work-and-Learn Opportunities (Work-Based Learning):** Work-and-Learn (a term used by Indiana state agencies related to education and workforce development (DOE, CHE and DWD)) is best viewed as a continuum of educational experiences that are grounded in the requirements (education, social skills and technical skill requirements) of working and entering careers. As practiced in Indiana and elsewhere, Work-and-Learn (or work-based learning) contains many different components, techniques, and application in a variety of settings. A report from the National Academy Foundation offers a summary of work-based learning that provides a good overview of work-based-learning and work-and-learn activities:

"The continuum of work-based learning includes **career awareness, career exploration, and career preparation culminating with an internship**.

The foundation of work-based learning is **career awareness**. Students begin these career awareness activities in elementary school and continue through middle school. Career awareness experiences provide students with opportunities to understand how school relates to the world of work. These activities typically include field trips to businesses and parents or other adults speaking about their jobs and why they are interesting. Students may also participate in projects in the classroom that are similar to those undertaken in workplaces. Volunteer activities in which students interact with adults in a workplace setting (e.g. visits to a nursing home) also help young people understand their place within the community. A variety of early workplace experiences can help to inform students' decisions about whether to enroll in an academy.

**Career exploration** provides students with a deeper understanding of the workplace. Career exploration activities, which typically begin in middle school or during the first year of high school, continue throughout an individual's working life as job opportunities shift and career

changes occur. Career exploration activities provide students with a full understanding of the range of occupations within the industry on which their academies' focus, the skill and education requirements needed for these jobs, and an understanding of the relevance of academic and theme-based courses in their academies.

**Career preparation** activities are designed to help students acquire the foundational skills needed for college and career readiness. Career preparation activities begin to integrate academic skills acquired in the classroom with work-based skills obtained in the workplace. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, appreciating ethics and honesty, and relating personal interests and abilities to career opportunities. Most students participate in these activities beginning in the 9th and 10th grades.

These activities, whether classroom or workplace based, are essential preparation for a student's successful completion of an **internship**. Internships are the culmination of high school career preparation activities. Internships allow students to apply work-readiness and academic skills and learn specific occupational skills in a workplace setting. Internships are paid or offer some form of compensation to students to provide an authentic work experience. Internships typically occur during the summer between the 11th and 12th grades; though they may also take place during the school year, particularly during the 12th grade." --- From: *National Academy Foundation. "Guide to Work-Based Learning: A Continuum of Activities and Experience,"  New York.  2013.*

For Indiana-specific perspective on work-and-learn activities see:  *Indiana Department of Workforce Development. "A Guide to Talent Attraction and Development for Indiana Employers:  Leveraging Work-and-Learn Opportunities to Attract Qualified Hoosier Talent". February, 2015.*
http://www.in.gov/icc/files/A_Guide_to_Talent_Attraction_and_Development_for_Hoosier_Employers.pdf *and* http://www.gotoworkone.com/employers/employers-seeking-talent-need-work-and-learn-projects .