



CAREER COACHES

Reflections: Looking Back & Looking Forward

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US DEPARTMENT OF LABOR TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING

- **COLORADO ONLINE ENERGY TRAINING (COETC)**
 - \$17.3 million
 - Colorado consortium [5 community colleges]
 - Career coach (N=3000+)

- **CONSORTIUM FOR HEALTHCARE EDUCATION ONLINE (CHEO)**
 - \$14.2 million
 - 5 state consortium [8 community and technical colleges]
 - Career coach

- **COLORADO HELPS ADVANCED MANUFACTURING (CHAMP)**
 - \$24.9 million
 - Colorado consortium [8 community colleges/technical college plus one 4 year college]
 - Career navigator

Common Elements Across TAA Projects

- Accelerate credentialing (certificate/degree) progress for low-skilled and other workers
- Build academic (certificate/degree) programs that meet industry needs
- Develop/enhance hybrid and online (stackable) certificates and degrees
- Expand use of technology-enabled learning (e.g. NANSLO) and training opportunities for remote learners (mobile learning labs)
- Create Open Educational Resources (OER)
- Provide academic assistance and social support
- Provide career guidance and job readiness services

Career Coach Role - COETC

- Advise and support students as they complete required developmental education programs
- Help students navigate the college's process
- Guide students through career exploration and **present energy training opportunities**
- **Advise energy students regarding employment opportunities**
- Help students prepare for job interviews
- Provide referrals and support for non-academic issues

Career Coach Role - CHEO

- Career counseling and advising
- Recruit students / outreach and marketing
- Assistance with program applications
- Academic advising
- Development of clinical internships
- Provide help with financial aid resources/personal budgeting
- Provide support/counseling re non-academic issues, child care, transportation, etc
- Job readiness
- Establish/facilitate employer/WFC college partnerships
- Job fair involvement

Career Navigator Role - CHAMP

- Assist with student orientation
- Help students with financial aid resources
- Develop and teach a student success course (e.g. online learning strategies, professionalism, team work, etc)
- Facilitate students use of Prior Learning Assessment (PLA) to earn Credits for Prior Learning (CPLs)
- Provide assistance latticing of credentials, and transfer to four year programs

Advising

...a continuum from ad hoc advising at registration to “intentional” or “intrusive” advising.

Intentional advising is pro-active, action oriented interaction with students.

- Helps students identify and set academic and career goals
- Assists and supports students with academic, career, social and/or financial issues
- Builds capacity for problem solving
- Makes use of other resources through referrals
- Engages students in college community
- Promotes students success

Common Functions: Career Counseling

- Provide information about career pathways career opportunities and employment trends
- Help students identify, link and set academic and career goals
- Facilitate job readiness (resume, cover letter, mock interviews/role-playing, dress for success (GFC), proactive personal marketing strategies
- Assist with job searches and job placement (career fairs, on-site interviews with employers, rodeo (TSJC))
- Establish partnerships with employers / WFC
- Facilitate information flow between industry and program faculty – foster feedback loop

Common Functions: Academic Advising

- Help students navigate application process
- Participate in student orientation
- Discuss academic plans and career goals
- Assist with program/course registration
- Refer to academic support services
- Lead/teach workshops/courses on soft skills [e.g. learning and study skills, time management, test anxiety (PCC), etc.]
- Offer learning style assessments (OJC)
- Participate in early-alert systems

Common Issues: Non-Academic/Non-Career Specific

- Balancing home, work and school demands
- Mental health issues including depression and suicide
- Financial issues
- Child care
- Domestic violence
- Transportation
- Housing

Common Student Recruitment Strategies

Internal

- Presentations at orientation activities
- Provide on-line orientation course
- Presentations in class
- Intake survey in class
- Teach soft skills workshops
- Lead job readiness workshops
- Review files of incoming class and send emails
- Send e-mails to former students (FVCC)
- Sit in testing centers, labs, DE classes

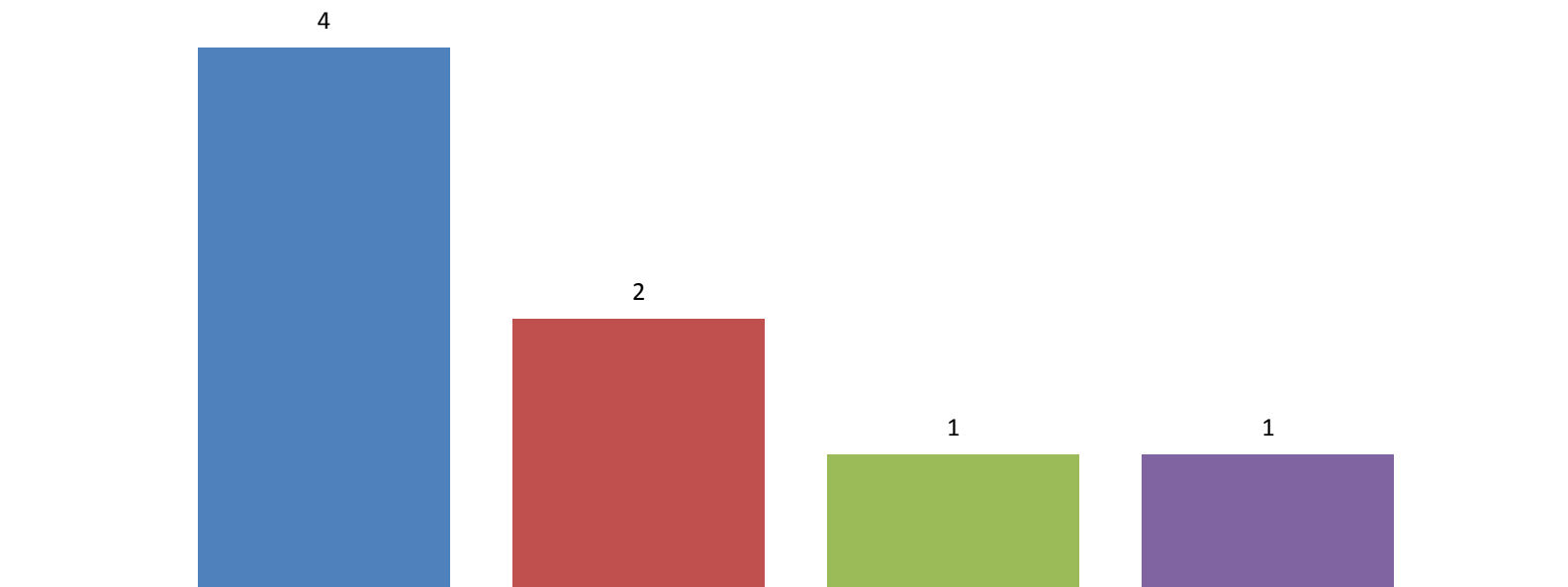
Recruitment Strategies (continued)

External

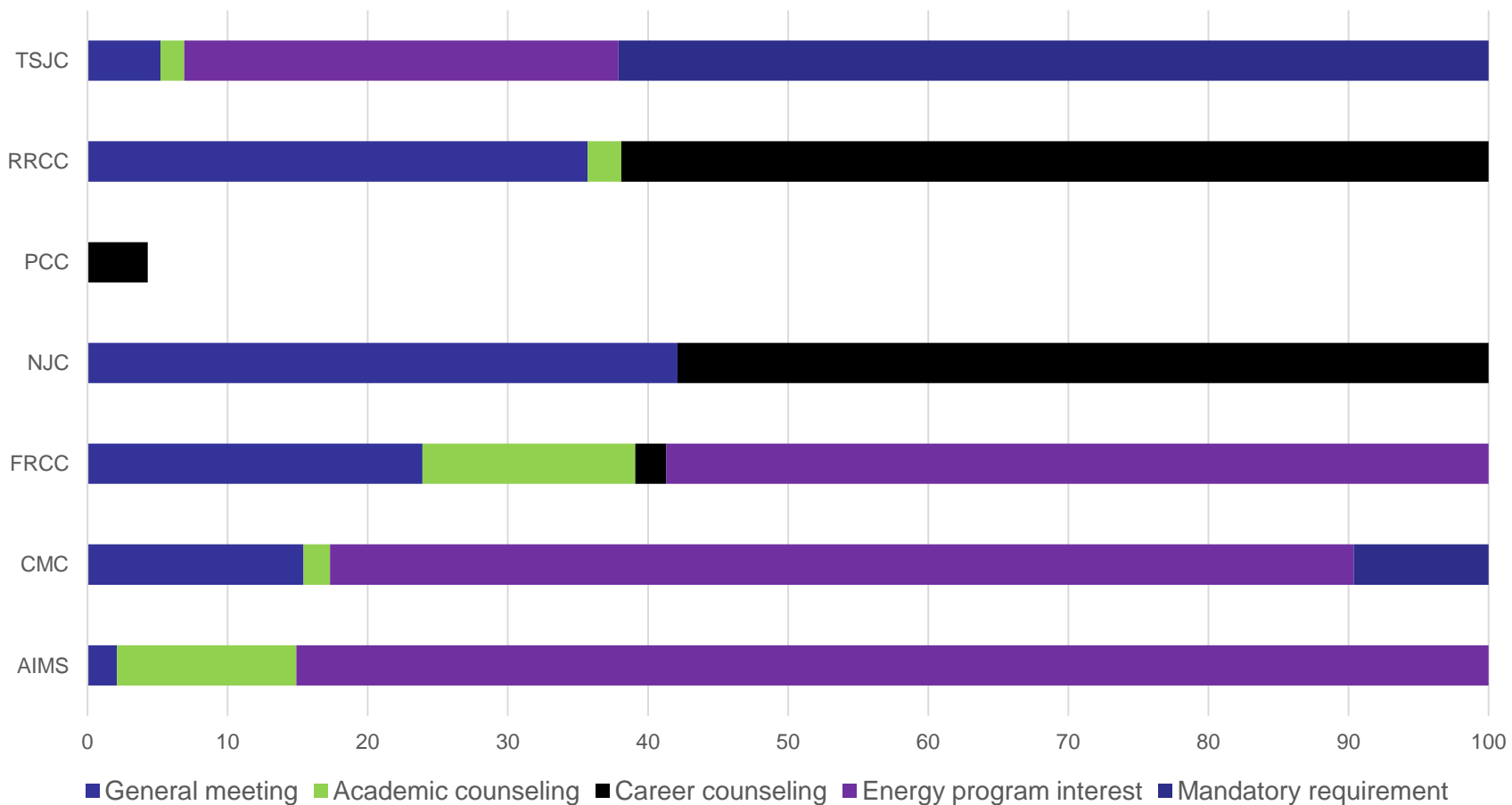
- Use print, radio and TV marketing
- Use social media (e.g. Facebook)
- Work with veteran groups, active military and their families, community jobs organizations
- Career and jobs fairs
- Presentations at high schools
- Partner with WFC
- Engage with employers re incumbent workers

CHEO - Primary Method of Initial Student Contact

- Intake survey in classroom
- "Welcome" introduction email
- Academic advising
- Faculty referral



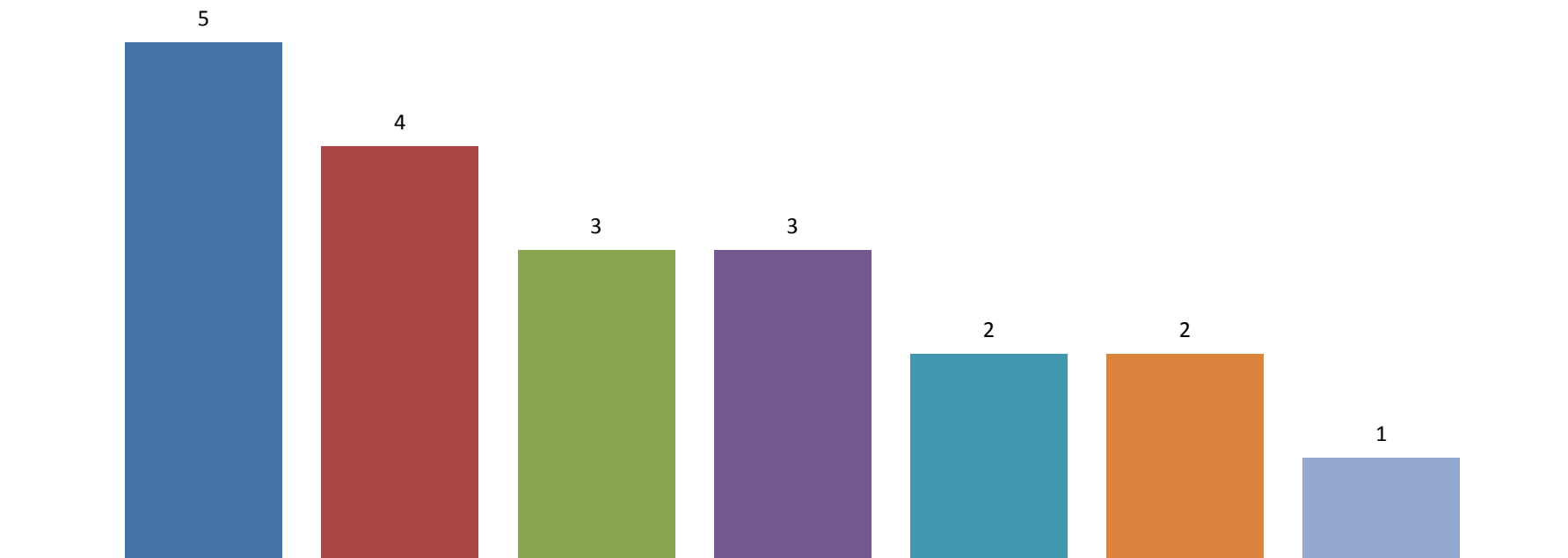
COETC – CAREER COACH Purpose of Initial Visit



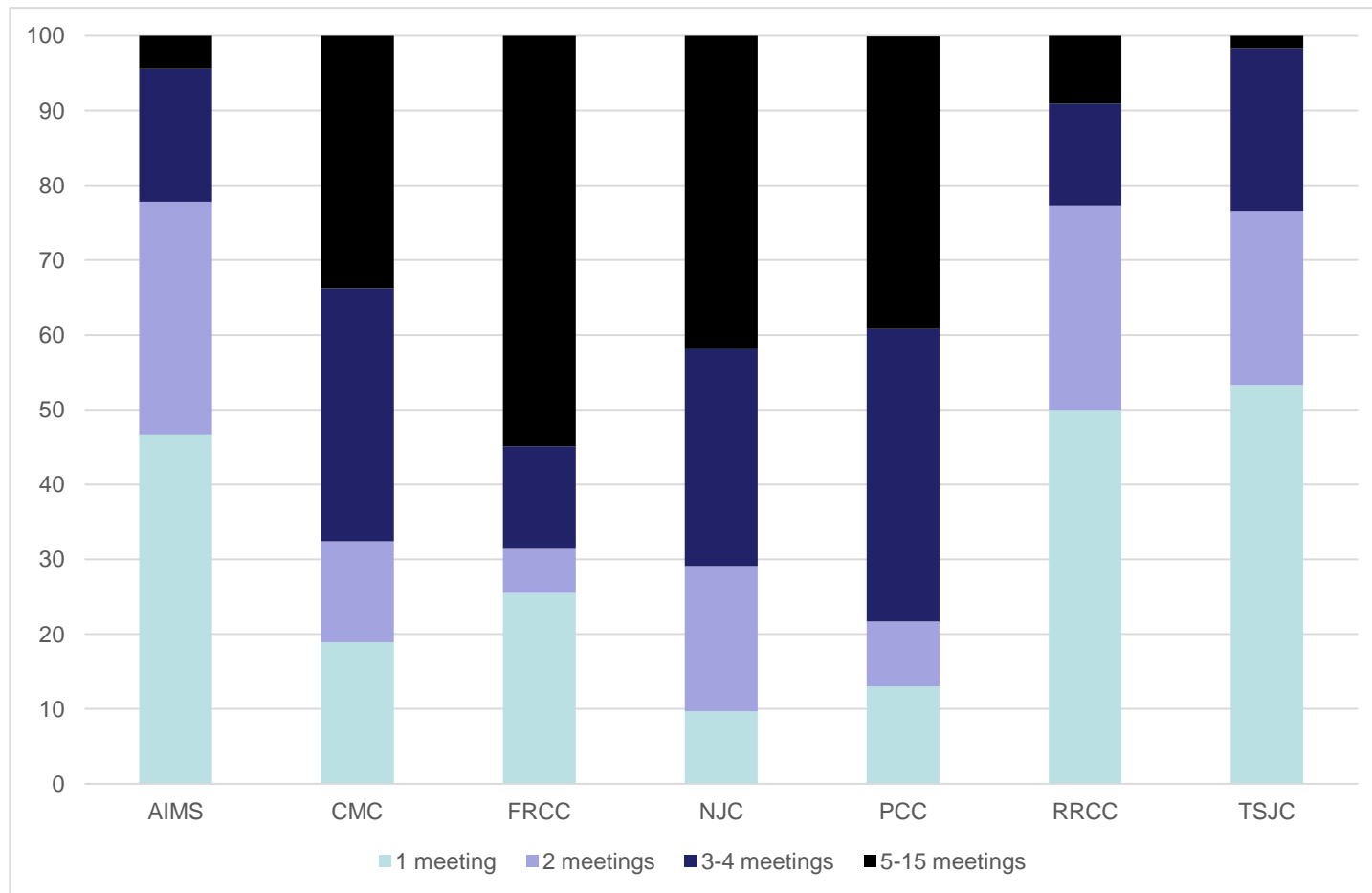
SOURCE: ESCF 2.0, ESCF 1.0

Coach Roles Relative to CHEO Students

- Job readiness
- Academic advising
- Counseling/Emergency coaching
- Recruitment/Student outreach
- Job fair involvement
- Financial aid resources/Personal budgeting
- Clinical/Internship site development

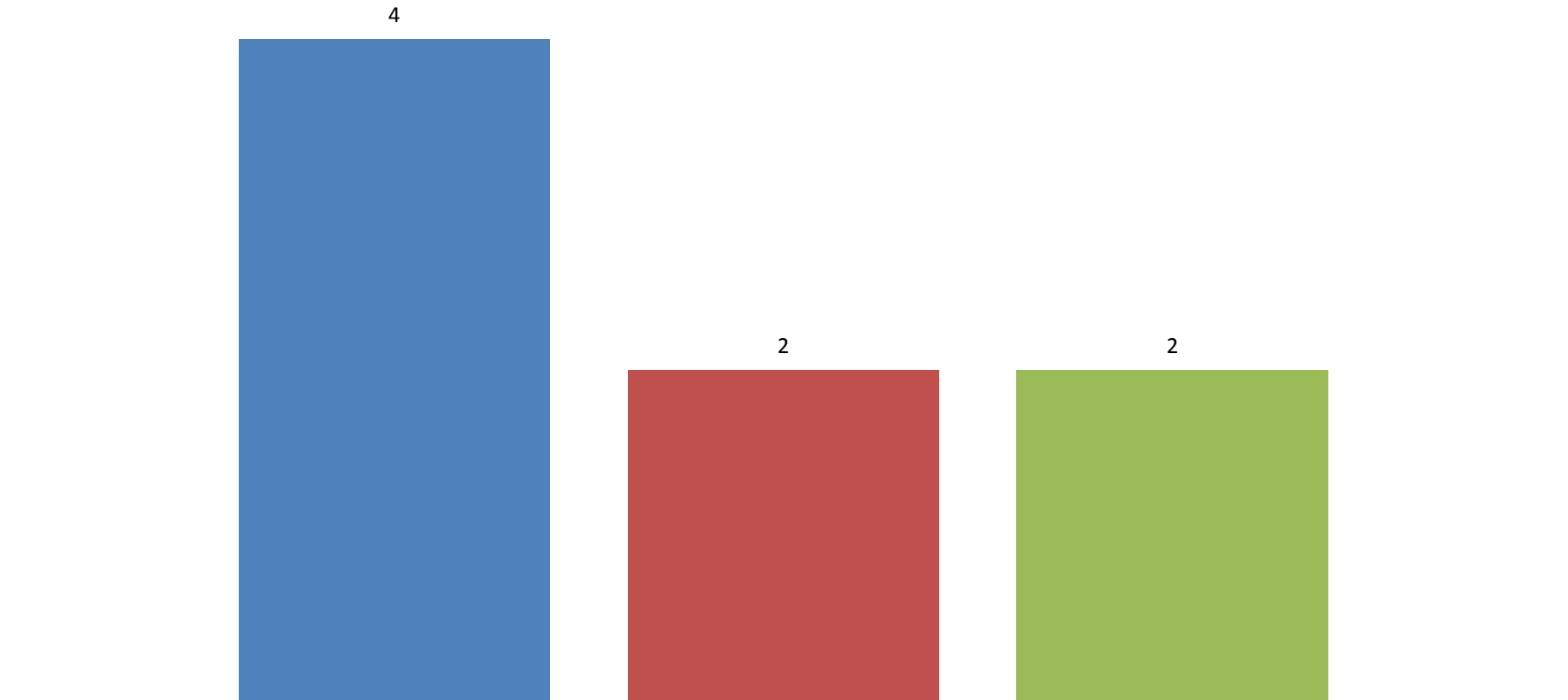


COETC - NUMBER OF MEETINGS WITH STUDENTS (%)



Primary Method of Ongoing Contact

■ Email ■ Office visits ■ Career-building activities



Common Activities to Strengthen Industry/WFC Relationships

- Create relationship with specific WFC staff members
- Visit WFC, attend regular staff meetings
- Partner with WFC rep on employer site visits (RRCC)
- Partners with other coaches—CHEO and beyond
- Outreach via job fairs, on-campus demonstrations of program activities,
- Visit employers, send emails, place phone calls
- Work with employers on advisory boards
- Work with community action center and job services

Factors that Affect Career Coach Functions

- History of college program, i.e. new, enhanced, or expanded
- Nature of college program – online/hybrid
- Synchronous or asynchronous online programs
- Size of program
- Demographic characteristics of students, e.g. active military, age, parent
- Faculty role re student advisement
- Other available student support resources
- Location of coach within college
- Single or dual staff responsibilities

Factors (continued)

- History and current partnerships with WFC
- Data systems and issues of confidentiality
- History and current partnerships with industry employers
- Location of jobs in the industry
- Student residential locations
- Background and experience of career coach/navigator
- Stability or turnover of faculty, college administrators and other TAA project staff

Common Challenges

- Online programs and remote student locations
- Institutional concept of career coach role
- Institutional resources
- Stigma vs. normalization of support and assistance
- Creation of community
- Too much to do
- Measuring success, “value added” (ROI) for sustainability

NEXT STEPS

Imagine the college without a career coach

- Identifying measures/metrics of success
- Tracking coach activity and interventions
- Collecting stories of intervention and success
- Identifying best practices re remote advising
- Identifying strategies for sustainability
- Hearing and integrating your evaluation/research questions

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