CAREER COACHES

Reflections: Looking Back & Looking Forward

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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, teamwork, 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: 4
- "Welcome" introduction email: 2
- Academic advising: 1
- Faculty referral: 1
AIMS
CMC
FRCC
NJC
PCC
RRCC
TSJC

COETC – CAREER COACH
Purpose of Initial Visit

- General meeting
- Academic counseling
- Career counseling
- Energy program interest
- Mandatory requirement

SOURCE: ESCF 2.0, ESCF 1.0
Coach Roles Relative to CHEO Students

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

5
4
3
3
2
2
1
COETC - NUMBER OF MEETINGS WITH STUDENTS (%)
Primary Method of Ongoing Contact

- Email: 4
- Office visits: 2
- Career-building activities: 2
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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