The Role of Advisors, Counselors, and Career Coaches

November 16, 2017
Webinar will begin at 3pm ET
Webinar Details

• For this webinar you will be in listen only mode using your computer or phone
• Please ask questions via the question window
• This webinar is being recorded – you will be sent a recording link

Brought To You By:

CCTA | CENTERS COLLABORATIVE FOR TECHNICAL ASSISTANCE
With Additional Support by the ATE Collaborative Impact Project

Disclaimer: This material is based upon work supported by the National Science Foundation under Grants # 1205077 and # 1261893. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.
The CCTA Is Led By

- National Center for Convergence Technology (CTC) at Collin College in Frisco, TX (lead)
- South Carolina ATE National Resource Center (SCATE) at Florence Darlington Technical College in Florence, SC
- Florida ATE Center (FLATE) at Hillsborough Community College in Tampa, FL
- Bio-Link Next Generation National ATE Center for Biotechnology and Life Sciences (Bio-Link) at City College of San Francisco in San Francisco, CA
- Networks Resource Center at the Maricopa Community College District in Phoenix, AZ
CCTA Purpose

• Respond to a request from the Department of Labor (DOL) to the NSF to have ATE Centers provide technical assistance services to DOL TAACCCT grantees
• Activities relevant for DOL grants, NSF grants and workforce-oriented programs of all kinds
• Deliverables
  – Topical webinars on existing and new solutions
    • Live/recorded with attendee Q&A
  – Identify and document best practices
  – Host convenings
Poll #1: Your Affiliation

A. I am involved with an NSF grant
B. I am involved with a TAACCCT grant
C. Both
D. Neither
Poll #2: How many people are listening with you?

A. None
B. 1
C. 2
D. 3 or more
TODAY’S PRESENTERS

Elaine Johnson
Executive Director & PI, Bio-Link

John Carrese
Director
San Francisco Bay Center of Excellence for Labor Market Research

James Lewis
Bridge Internship Coordinator
City College of San Francisco

Michael Lesiecki
Principal, Luka Partners LLC
Moderator
Poll #3: Which does your organization use?

A. Academic Advisors/Academic Counselors
B. Career Counselors/Career Coaches
C. Employment Specialists/Job Placement Specialists
D. A combination of the above
E. All of the above
F. None are used
What is the difference between these different student services providers in terms of providing support for career development?
Academic Advisors/Academic Counselors can help you with: interpreting test scores, selecting classes to take, choosing the right degree, transferring to a university, discussing majors and programs, getting help for academic problems, and locating additional help for other concerns.
Career Counselor/Career Coach

Career Counselors/Career Coaches are trained to assist individuals who are transitioning from an academic setting to the workplace. This can involve interest inventories, soft skills, and such things as resume review and interview practice.
An **Employment Specialist/Job Placement Specialist** helps students connect with employers and find employment opportunities, working with CTE programs to develop industry specific contacts; helps collect information about local labor market demand; sets up job and recruitment fairs; assist in posting to job boards and tracking employment.
Sample Career Coach Roles from Collin College

Outreach and Recruitment / Retention / Completion

• Class presentations / hallway visits
• Intensive follow up with students (weekly emails, phone calls, meetings by appointment or drop-in)
• Identify potential issues before they occur
• Workshops as students neared completion
  • Resume Writing
  • Interview Preparation
  • Mock Interviews
  • LinkedIn
• How to prepare for and work a job fair
Sample Career Coach Roles from Collin College

Employment (Job Developer)
• Assist students in finding jobs
• Strengthen relationships between the college and employers
• Employer Involvements
  • Hiring Students
  • Job Fairs
  • Mock Interview Sessions
  • Speed Interviewing Events
  • Employer Panels
  • A Day in the Life Panel with 6 State Farm Employees
  • Entrepreneurial Webinar
  • E-Portfolio Workshop
Opportunities for Career Coaching
Sample Career Coach Sustainability from Collin College

USE DATA TO PROVIDE EVIDENCE OF SUCCESS!
- Involved Institutional Research
- Compared students who utilized grant services versus those who did not
- Fall to spring retention almost doubled
- Budget request was for 2 Career Coaches; based on data this was increased to 3
- 3 Career Coach positions were approved by Collin

<table>
<thead>
<tr>
<th>Did Not Use Grant Services</th>
<th>Did Use Grant Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13</td>
<td>12/13</td>
</tr>
<tr>
<td>13/14</td>
<td>13/14</td>
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<tr>
<td>14/15</td>
<td>14/15</td>
</tr>
<tr>
<td>29%</td>
<td>77%</td>
</tr>
<tr>
<td>36%</td>
<td>69%</td>
</tr>
<tr>
<td>35%</td>
<td>62%</td>
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</tbody>
</table>
Value of Career Coach

• BACK UP DATA FROM INSTITUTIONAL RESEARCH

*Students are grouped according to their completed hours at the beginning of each fall semester.

Source: Collin College Banner Student System based on data extracted by Argos data blocks (Banner/Institutional Research/Ledzius/Dept of Labor Grant) executed on 4/13/2015.

Collin IRO kal; 4/20/2015
J:\IRO\Ledzius\Projects\Dept of Labor Grant\Retention\Retention By Hours\*Retention By Hours 201210 to 201520.xlsx

## Fall-to-Spring Retention For Students Receiving Grant Services and Students Not Receiving Grant Services

**Collin College**

**Fall 2012 to Spring 2015**

### All Students Who Have Taken Any Course in DOL Programs of Study

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Enrolled Fall 2012</th>
<th>Retained Spring 2013</th>
<th>Retention Rate</th>
<th>Enrolled Fall 2013</th>
<th>Retained Spring 2014</th>
<th>Retention Rate</th>
<th>Enrolled Fall 2014</th>
<th>Retained Spring 2015</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>403</td>
<td>178</td>
<td>44%</td>
<td>447</td>
<td>215</td>
<td>48%</td>
<td>385</td>
<td>166</td>
<td>43%</td>
</tr>
<tr>
<td>13-24</td>
<td>172</td>
<td>84</td>
<td>49%</td>
<td>182</td>
<td>85</td>
<td>47%</td>
<td>142</td>
<td>61</td>
<td>43%</td>
</tr>
<tr>
<td>25-48</td>
<td>217</td>
<td>98</td>
<td>45%</td>
<td>252</td>
<td>134</td>
<td>53%</td>
<td>242</td>
<td>104</td>
<td>43%</td>
</tr>
<tr>
<td>49-60</td>
<td>90</td>
<td>34</td>
<td>38%</td>
<td>79</td>
<td>35</td>
<td>44%</td>
<td>102</td>
<td>39</td>
<td>38%</td>
</tr>
<tr>
<td>over 60</td>
<td>92</td>
<td>34</td>
<td>37%</td>
<td>139</td>
<td>63</td>
<td>45%</td>
<td>124</td>
<td>55</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>982</strong></td>
<td><strong>434</strong></td>
<td><strong>44%</strong></td>
<td><strong>1,099</strong></td>
<td><strong>532</strong></td>
<td><strong>48%</strong></td>
<td><strong>995</strong></td>
<td><strong>425</strong></td>
<td><strong>43%</strong></td>
</tr>
</tbody>
</table>

### Students Who Have Taken Course(s) in DOL Programs of Study But Did Not Use Grant Services

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Enrolled Fall 2012</th>
<th>Retained Spring 2013</th>
<th>Retention Rate</th>
<th>Enrolled Fall 2013</th>
<th>Retained Spring 2014</th>
<th>Retention Rate</th>
<th>Enrolled Fall 2014</th>
<th>Retained Spring 2015</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>277</td>
<td>83</td>
<td>30%</td>
<td>317</td>
<td>120</td>
<td>38%</td>
<td>313</td>
<td>123</td>
<td>39%</td>
</tr>
<tr>
<td>13-24</td>
<td>114</td>
<td>34</td>
<td>30%</td>
<td>92</td>
<td>23</td>
<td>25%</td>
<td>99</td>
<td>29</td>
<td>29%</td>
</tr>
<tr>
<td>25-48</td>
<td>138</td>
<td>38</td>
<td>28%</td>
<td>141</td>
<td>57</td>
<td>40%</td>
<td>160</td>
<td>55</td>
<td>34%</td>
</tr>
<tr>
<td>49-60</td>
<td>65</td>
<td>16</td>
<td>25%</td>
<td>39</td>
<td>12</td>
<td>31%</td>
<td>62</td>
<td>17</td>
<td>27%</td>
</tr>
<tr>
<td>over 60</td>
<td>76</td>
<td>23</td>
<td>30%</td>
<td>90</td>
<td>32</td>
<td>36%</td>
<td>70</td>
<td>21</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>670</strong></td>
<td><strong>194</strong></td>
<td><strong>29%</strong></td>
<td><strong>679</strong></td>
<td><strong>244</strong></td>
<td><strong>36%</strong></td>
<td><strong>704</strong></td>
<td><strong>245</strong></td>
<td><strong>35%</strong></td>
</tr>
</tbody>
</table>

### Students Who Have Taken Course(s) in DOL Programs of Study And Used At Least One Grant Service

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Enrolled Fall 2012</th>
<th>Retained Spring 2013</th>
<th>Retention Rate</th>
<th>Enrolled Fall 2013</th>
<th>Retained Spring 2014</th>
<th>Retention Rate</th>
<th>Enrolled Fall 2014</th>
<th>Retained Spring 2015</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>126</td>
<td>95</td>
<td>75%</td>
<td>130</td>
<td>95</td>
<td>73%</td>
<td>72</td>
<td>43</td>
<td>60%</td>
</tr>
<tr>
<td>13-24</td>
<td>58</td>
<td>50</td>
<td>86%</td>
<td>90</td>
<td>62</td>
<td>69%</td>
<td>43</td>
<td>32</td>
<td>74%</td>
</tr>
<tr>
<td>25-48</td>
<td>79</td>
<td>60</td>
<td>76%</td>
<td>111</td>
<td>77</td>
<td>69%</td>
<td>82</td>
<td>49</td>
<td>60%</td>
</tr>
<tr>
<td>49-60</td>
<td>25</td>
<td>18</td>
<td>72%</td>
<td>40</td>
<td>23</td>
<td>58%</td>
<td>40</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td>over 60</td>
<td>24</td>
<td>17</td>
<td>71%</td>
<td>49</td>
<td>31</td>
<td>63%</td>
<td>54</td>
<td>34</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>312</strong></td>
<td><strong>240</strong></td>
<td><strong>77%</strong></td>
<td><strong>420</strong></td>
<td><strong>288</strong></td>
<td><strong>69%</strong></td>
<td><strong>291</strong></td>
<td><strong>180</strong></td>
<td><strong>62%</strong></td>
</tr>
</tbody>
</table>
How are these student service providers interfacing with our programs and providing career development support and guidance to our students?
One-to-one, outside of class...
Rather than outsourcing, instructors should consider working with these student service providers to integrate more career development support into the classroom.
Poll #4: Which of the following career awareness activities do you see benefitting your students?

A. Developing a career plan

B. Developing a comprehensive educational plan to support career objectives

C. Researching relevant information on a particular industry

D. Identifying local job opportunities

E. Writing introductory/cover letter and resumes
Poll #5: Which of the following career development activities do you see benefitting your students?

A. Workshops that provide an overview of a particular industry

B. Informational interviews with industry professionals

C. Workshops on what to expect and how to succeed in the workplace culture of a particular industry

D. Practice interviewing for a job (mock interviews)

E. Student-run conferences that showcase new technical skills and achievements
How do we develop and sustain these sorts of career development activities such that they are relevant and engaging to our students?
1. Embedding the career development staff into the classroom

2. Integrating the career development activities into coursework and program activities
Advantages to Embedding Career Support

When support for career development is embedded into the curriculum, students learn how to be more proactive and self-directed in achieving their goals.

• Students are prompted to consider what steps they will need to take to achieve their goals
• As they think through these steps, they usually realize that they have questions, things that they would like to understand better
• having formed these questions themselves, they are motivated to find answers
• They are given resources and methods to answers their questions
Working closely with the instructors and students of a particular CTE program, student service providers have the opportunity to gain more industry-specific knowledge:

• With this deeper, specialized knowledge, they become a greater resource to the students

• Building on classroom activities, they can work more effectively with students

• They can also better inform others about the program, assisting with outreach and recruitment
Questions?
Emphasis on Sharing Information/
Crowd-Sourcing

Students gain greater confidence in their knowledge when they report out and share what they have learned with others.

Gives other students in the class the opportunity to learn about things they might not have considered otherwise.
Students are often more receptive to hearing from peers than they are from instructors and/or student service providers.

- For this reason, we highly recommend developing and maintaining an alumni network
- Provide opportunities for alumni to share their experiences and insights with current students
- Students tend to identify readily with alumni who have been through the program
The Area-of-Interest Poster
An example of how a classroom project was developed and strengthened with the assistance of different student service providers focused on career development.
This Area-of-Interest Poster is presented at our end-of semester, BioSymposium, a student-run conferences that showcases the students’ new knowledge, technical skills and achievements.

For the Area-of-Interest Poster students must:

• Explain
• Identify
• Specify
• Conclude
Different components of this semester-long project were developed over time with input from different student service providers:

- A Career Counselor/Career Coach
- An Academic Advisor/Academic Counselor
- An Employment Specialist
- An Industry Liaison
Career Counselors/Career Coaches help students learn about their interests and then connect students to programs of study that match their interests.

One example of this is City College of San Francisco’s “Career Match” survey embedded on the home page of the college’s Career Technical Education division.

Found at: [www.ccsf.edu/cte](http://www.ccsf.edu/cte)
Career Match Survey

- Trying to make the right career decision? Not sure which college choices are best for you?

- Take the following survey to see how the interests you identify match with Career and Technical Education programs offered at CCSF.

- Once completed use your results to explore program options as well as to serve as part of a battery of assessments and tools you’ll need to make your decision.
According to John Holland's theory, most people are one of six personality types:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional
Linking Labor Market Data with Program Information

**Healthcare**

Are you friendly, patient, responsible and like being part of a team? Do you enjoy observing, evaluating issues and solving problems?

**Career Options**

- Community Health Worker
- Dental Assistant
- Emergency Medical Technician (EMT)
- Healthcare Interpreter
- Health Information Technologist
- Licensed Vocational Nurse (LVN)
- Medical Assistant
- Medical Biller
- Nutrition Assistant
- Paramedic
- Phlebotomist
- Radiologic Technologist
- Registered Nurse (RN)

**Growth in Health Care**

There will be 1,844 new healthcare jobs in San Francisco by 2020.

SOURCE: Economic Modeling Specialists International (EMSI)
Linking Labor Market Data with Program Information

**Study at CCSF and Increase Your Earning Potential!**

<table>
<thead>
<tr>
<th>Level</th>
<th>Entry</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30 Units: Community Health Worker</td>
<td>$10.81</td>
<td>$20.86</td>
</tr>
<tr>
<td>Over 30 Units: Radiologic Technologist</td>
<td>$40.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>Transfer/Bachelor’s Degree: Registered Nurse</td>
<td>$39.69</td>
<td>$63.40</td>
</tr>
</tbody>
</table>

In less than a year, you could be making more on each paycheck by completing a certificate in a healthcare-related program – you could go from making $15 an hour to $19.05 an hour!

Citation:
Questions?
Thursday, February 15, 2018

Grants and Innovation - A Great Match (Updated)
Due to the latest NSF ATE Solicitation released in 2017, this webinar will act as an addendum and focus on specifics that have changed on this topic. A live Q&A will occur the last 30 to 45 minutes of the webinar.

We highly encourage that you watch the original webinar recording prior to attending this one. The original webinar was held on February 16, 2017 which covered the following information.

Competitive grants for the NSF ATE program must be built on at least one innovative idea and goals must be well-defined and clearly explained. However, framing an innovative idea and clearly explaining goals can be difficult. Further, proposal development requires a great deal of planning and a detailed timeline. This session will focus on planning for grant proposal development and will explore how to determine whether or not an idea is innovative, what is meant by developing and explaining goals clearly and what must be considered in planning development work and the timeline for such work.

Presenters:
Dr. Celeste Carter
NSF ATE Program Officer

Ann Beheler
PI & Executive Director National CTC

For Other Upcoming Webinars See: http://www.atecenters.org/ccta
Join us in National Harbor!

Innovations Conference March 18-21, 2018 in National Harbor, MD.

CCTA workshop to be held Monday during the conference!

https://www.league.org/inn2018
Join us in Miami!

July 25-28, 2018

www.highimpact-tec.org
Register for HI-TEC and DOL and NSF Workforce Convening

HI-TEC Conference July 27-28 in Miami, FL

www.highimpact-tec.org

Free follow-up DOL and NSF Workforce convening for all TAACCCT grantees, NSF grantees and others who can benefit on Friday, July 29.
Resources

- https://atecentral.net
- www.workingpartners.org
- https://www.careerkeys.org/choose-a-career/holland-personality-types.html#.Wfc2e1d4vyo
- http://curriculumredesign.org
- https://www.skillscommons.org/handle/taaccct/843
Contacts

• Elaine Johnson, PhD  ejohnson@biolink.ucsf.edu
• John Carrese  jcarrese@ccsf.edu
• James Lewis  jlewis@ccsf.edu

http://www.atecenters.org/ccta
WEBINAR SURVEY

Please take a moment to help us become better...