



ATE-CENTERS

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

ATECENTERS

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



NETWORKS

- **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



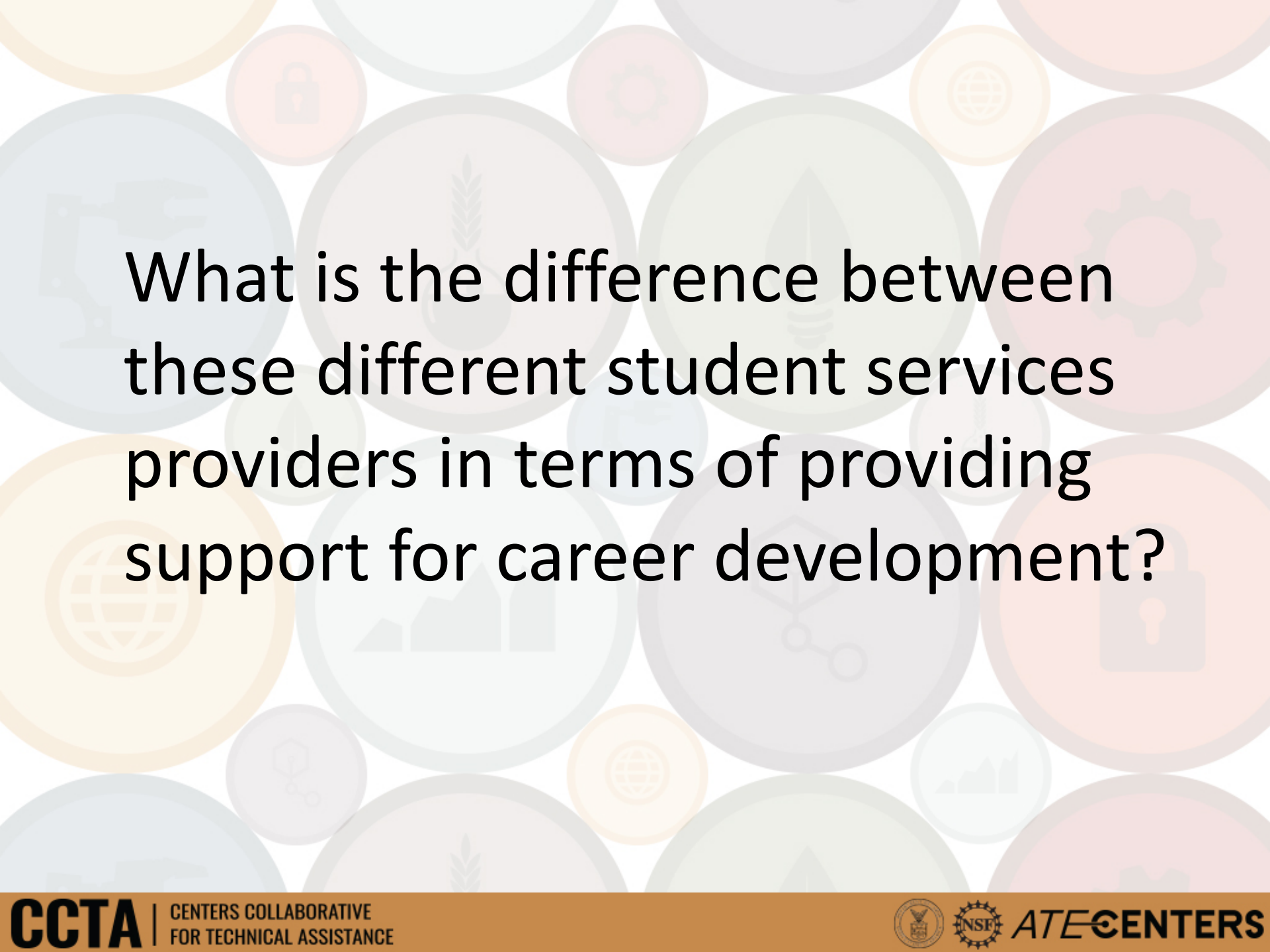
James Lewis
Bridge Internship
Coordinator
City College of
San Francisco



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 Counselor

[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.

Employment Specialist/Job Placement Specialist

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

Did Not Use Grant Services

12/13	29%
13/14	36%
14/15	35%

Did Use Grant Services

12/13	77%
13/14	69%
14/15	62%

Value of Career Coach

- BACK UP DATA FROM INSTITUTIONAL RESEARCH

*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

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

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

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

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

Credit Hours ^a	Enrolled	Retained	Retention	Enrolled	Retained	Retention	Enrolled	Retained	Retention
	Fall 2012	Spring 2013	Rate	Fall 2013	Spring 2014	Rate	Fall 2014	Spring 2015	Rate
0-12	126	95	75%	130	95	73%	72	43	60%
13-24	58	50	86%	90	62	69%	43	32	74%
25-48	79	60	76%	111	77	69%	82	49	60%
49-60	25	18	72%	40	23	58%	40	22	55%
over 60	24	17	71%	49	31	63%	54	34	63%
Total	312	240	77%	420	288	69%	291	180	62%

^aStudents 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

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...



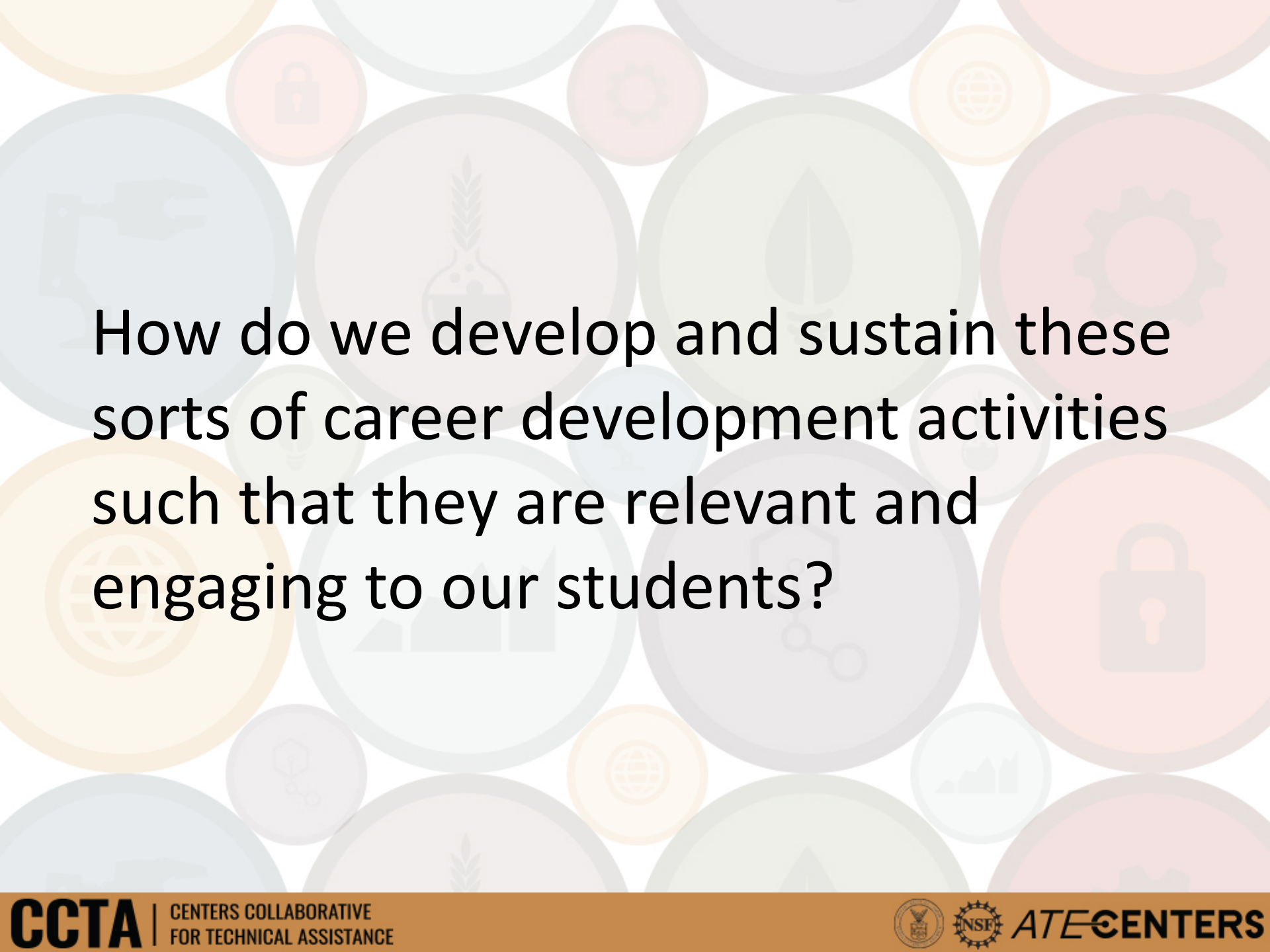
Rather than outsourcing, instructors should consider working with these student service providers to integrate more career development support into the classroom.

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

Strengthens Career Development Support

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

The background is a collage of numerous circular icons in various colors (blue, green, orange, grey). The icons include a robotic hand, a flask with a plant, a lightbulb, a gear, a globe, a bar chart, a chemical structure, a padlock, and a microscope.

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.

Tapping into an Alumni Network

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

Linking Career Interest Tool with College Program Information

- 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



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.

Holland's Six Personality Types

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)

SOCIAL/INVESTIGATIVE

Growth in Health Care

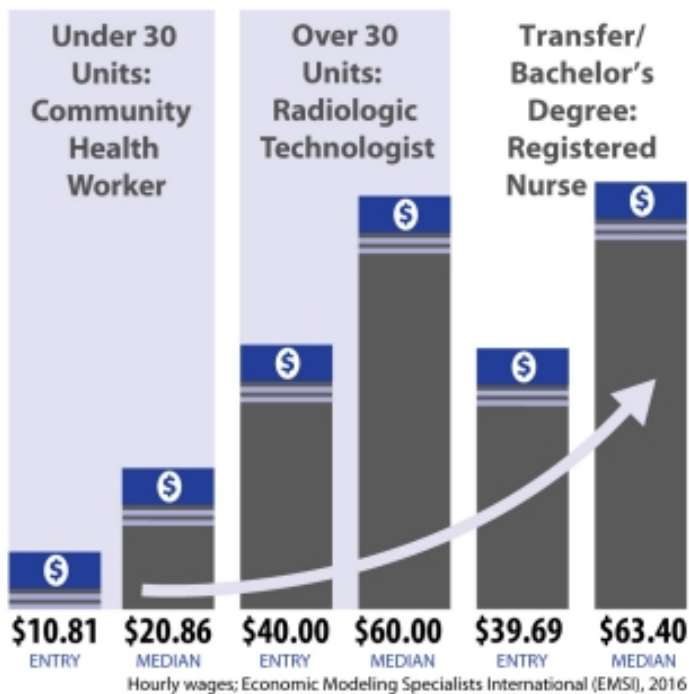
There will be **1,844** new healthcare jobs in San Francisco by 2020.



SOURCE: Economic Modeling Specialists International (EMSI)

Linking Labor Market Data with Program Information

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



In less than a year, you could be making **27%** 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:
Stevens, A. H., Kurlaender, M., & Grosz, M. (2015). Career technical education and labor market outcomes: Evidence from California community colleges (No. w21137). National Bureau of Economic Research.



Questions?

Join Us – All Webinars 3 pm Eastern

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!



The screenshot shows the website for the League for Innovation in the Community College's 2018 Innovations Conference. The page features a navigation menu with links for ABOUT, EVENTS, AWARDS, PROJECTS, INNOVATION, and COMMUNITY. Below the navigation is a search bar and a secondary menu with links for CALL FOR PROPOSALS, REGISTRATION, HOTEL & TRAVEL, SCHEDULE, EXPO & SPONSORS, and PRESENTERS. The main content area displays a large image of the Gaylord National Resort & Conference Center in National Harbor, MD, with the text: **INNOVATIONS CONFERENCE**, MARCH 18-21, 2018, NATIONAL HARBOR, MD. Below the image is a paragraph of text: "The League for Innovation in the Community College is pleased to announce that the 2018 Innovations Conference will be held March 18-21, in National Harbor, Maryland (just 8 miles south of Washington D.C.). All conference events will take place at the Gaylord National Resort & Conference Center. This event is hosted by Prince George's Community College and Baltimore City Community College." To the right of this text is the League for Innovation logo. At the bottom of the page, a small line of text reads: "The Innovations Conference is the foremost convening for community college professionals."

<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
- <http://www.whodouwant2b.com/student/pathways>
- <https://www.careerkeys.org/choose-a-career/holland-personality-types.html#.Wfc2e1d4vyo>
- <http://curriculumredesign.org>
- <https://www.skillscommons.org/handle/taaccct/843>

Contacts

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- James Lewis jlewis@ccsf.edu

<http://www.atecenters.org/ccta>

WEBINAR SURVEY

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