



STUDENT SUCCESS CENTER NETWORK COACHING PROGRAM

Essential Design Elements from Five States



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For the past 15 years, there has been a growing demand from policymakers, philanthropic leaders, and the general public for colleges and universities to improve student outcomes—especially for underrepresented and minoritized populations.

These calls have led to a broad range of student success initiatives that have sought to incentivize and support institutions in these improvement efforts. In the community college sector, one of the most pronounced reactions has been the movement to adopt the guided pathways framework of reforms, which seeks to streamline the students' experience to ensure they meet their educational goals. There are roughly 300 colleges nationally working to implement this comprehensive package of reforms. The majority of these colleges are situated in states with Student Success Centers (SSCs), which are statewide organizations designed to support community colleges' efforts to implement these evidence-based reforms. To support the implementation effort, an increasing number of the SSCs are developing in-state coaching programs to help college practitioners make the case for change, decide what to change, and develop plans for how to change.¹

This brief highlights the common elements of coaching programs across five states—Michigan, New York, North Carolina, Ohio, and Texas. These states received a two-year coaching implementation grant from JFF in fall 2018 to expand or establish state-based coaching capacity to support colleges' adoption of comprehensive guided pathway reforms. The Student Success Center Network (SSCN) Coaching Program is designed to learn from and amplify this body of work both among participating SSCs and across the SSCN, and is led by JFF in partnership with the Community College Research Initiatives (CCRI) at the University of Washington. The target audiences for this brief are staff of SSCs or other leaders of state higher education agencies or associations who are considering the creation of a formal coaching program.

We begin this brief by describing the SSCN Coaching Program and how CCRI is supporting SSC staff in their efforts to implement coaching programs within their states.² We then turn to a succinct overview of the context of the five states involved in the SSCN Coaching Program. Next, we provide a cross-state analysis of the design elements, including the approach to coaching, where the coaching takes place, the types of coaches that are used, how coaches are selected and trained, and how colleges request a coach. The final section of this brief explores what the future of the coaching program in these states may look like.

CCRI'S Role in the SSCN Coaching Program

As part of their broader network support of SSCs, JFF launched the SSCN Coaching Program to help build in-state coaching capacity to support institutional reform efforts. The program began in 2017 with a pilot that funded emerging coaching efforts in 10 states. CCRI partnered with JFF to support the SSCs in developing coaching strategies that in turn would provide additional guidance to colleges as they endeavor to implement evidence-based reforms that lead to improved student outcomes. CCRI's collaboration with JFF and the SSCs continued in 2018 when the five states profiled in this brief were provided with a larger pool of resources from JFF to implement and expand their coaching strategy. Along with the implementation grant funding, the SSCs also received technical assistance from the CCRI team as they have built out their coaching programs. With an eye toward other states that may be interested in establishing a robust coaching program, CCRI is systematically documenting the work of the SSCs as they further refine their coaching programs. CCRI has also supported the SSCs by creating a learning community among the five states so they can share the lessons they are learning.

Snapshot of Five States with Coaching Program Grants

This section describes the context in which the SSCs operate and how they have organized their respective guided pathway implementation efforts, and briefly summarizes their coaching programs. Each of these SSCs has a robust strategy to support their colleges' efforts to improve student outcomes. The short descriptions below are not an attempt to cover the broad range of important activities happening in each state but to simply provide some context for their respective coaching programs.



MICHIGAN

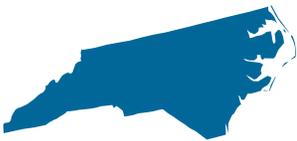
The Michigan Center for Student Success was launched in 2011 and is housed in the Michigan Community College Association. Supporting the 28 community colleges in the state, the guided pathways journey in Michigan began in 2014 with two consecutive cohorts of colleges working to implement these holistic reforms over three years. Michigan continued the guided pathways work for three additional years with two groups of colleges deepening their work on holistic student supports as either a “mentor” or “study circle” institution. Michigan’s coaching program, which was established with the coaching grant from JFF, leverages their guided pathways cohort structure to create a peer-to-peer learning network that supports colleges’ implementation of guided pathways. The coaches in Michigan are referred to as mentors and they work with colleges voluntarily.



NEW YORK

Created in 2016, the New York State SSC is situated within the State University of New York system. While the primary focus of the New York State SSC is to support the 37 community colleges in the

state (30 SUNY and 7 in the City University of New York system), the SUNY system also includes universities and, as a result, the SSC works to integrate 4-year practitioners where possible. New York launched its SUNY Guided Pathways Institutes in early 2018 with an initial cohort of 10 colleges. The second cohort of 8 colleges started in fall 2019. The New York State SSC approach to implement guided pathways is organized around a series of 6 institutes over an 18-to-24-month period, which closely reflects the national model created by the American Association of Community Colleges' (AACC) Pathways Project. New York's coaching program was established in early 2018 with the first cohort of guided pathways colleges. The guided pathways coaches provided support to the colleges at the pathways institutes.³ The funding from the JFF coaching grant has allowed for the training of new guided pathways coaches and the creation of a set of peer mentor coaches. The coaches are trained through a robust, yearlong coaching academy program that includes a self-paced, online program focused on guided pathways.



NORTH CAROLINA

The North Carolina SSC, which was established in 2016, is situated in the North Carolina Community College System and provides support to all 58 community colleges in the state. North Carolina was one of the original states involved in the Completion by Design (CBD) initiative, which provided the early research and development underpinning for guided pathways. Notably, as part of CBD, North Carolina created the Student Success Learning Institute, which became an early model for other states, including Michigan and Ohio. Building on CBD, the North Carolina SSC launched a cohort of 17 colleges in the fall of 2018 to reinvigorate college efforts to implement guided pathways. These more recent efforts are similar to AACC's model of 6 institutes over 2 years. The second cohort of 15 North Carolina colleges was selected to continue their guided pathways journey in the fall of 2019. The coaching program in North Carolina was also established in 2018 through the JFF coaching grant.

The funding supports the recruitment and training of 9 guided pathways coaches to serve colleges across the state.



OHIO

The Success Center for Ohio Community Colleges, which is located within the Ohio Association of Community Colleges, was created in 2012 to work with all 23 community colleges in the state. Like North Carolina, Ohio was also one of the original CBD states. Leveraging their CBD experience, the Ohio SSC launched the Student Success Leadership Institute in early 2016. SSLI was created to help colleges implement guided pathways reforms and to support cross-institution information sharing. Ohio's SSLI is designed to work with all 23 colleges as a group rather than creating sequential cohorts as other states have done. Since the start of the SSLI, the Ohio SSC has sponsored 14 institutes with their colleges. The coaching program in Ohio, which predates the JFF coaching grant, began with a focus on helping colleges improve their use of data and subsequently added a practice area focused on holistic student supports. Ohio is using the JFF coaching grant funding to expand its coaching offerings to include faculty engagement and developmental education redesign. They are also using the grant program to integrate the new content offerings with their existing strands of coaching.



TEXAS

The Texas Association of Community Colleges created the Texas Success Center in 2013 to support the 50 community colleges in the state. Building on a number of state and national student success initiatives, the Texas Success Center launched the five-year Texas Pathways strategy in fall 2016. Similar to Ohio, Texas worked with all their colleges at once rather than creating staggered cohorts. Uniquely, Texas created a set of four cadres of colleges that progress through the work concurrently, with institutions assigned

to a cadre based on an application process that gauged their level of readiness and capacity to implement guided pathways. Texas also emulated the national AACC institute model with a series of institutes over a two-and-a-half-year period. Subsequently, Texas launched the second phase of Texas Pathways by reassigning colleges to cadres based on a review of applications and hosting another round of six institutes designed to advance and deepen colleges' pathways work. Like Ohio, Texas' coaching efforts predate the JFF coaching grant. Texas' coaching program established a set of institute coaches from the start of Texas Pathways with coaches assigned colleges in specific cadres. The Texas coaches are a mixture of state and national experts who have significant experience coaching college reform efforts. The funding from the JFF coaching grant supports the addition of site visits to the Texas Pathways colleges.



Cross-State Comparison of the Essential Design Elements

With the individual state context in mind, in this section we explore the design elements of the coaching programs across the five states. While there are similarities in how the SSCs organize their coaching, there are also many distinctions. Our presentation of the design elements does not attempt to evaluate the efficacy of the differing models, but simply presents the choices the SSCs made in building out their respective coaching programs. This section is organized around the five broad design elements we will examine: structural approach to coaching; venue of coaching engagement; types of coaches and recruitment; coach training; and how colleges access coaches. We provide a cross-state narrative on each of these elements.

ELEMENT 1:

Structural Approach to Coaching

Each SSC has made decisions about how they would structure their coaching program to support the colleges in their state. The subsequent sections will explore many aspects of the choices SSCs have made. In this section we explore the fundamental features, such as the duration of coaching engagements with colleges and how coach compensation is structured.

- **Duration of Coaching Engagements**

The states have different approaches to the duration and intensity of engagement with colleges. Michigan and Ohio organize their coaching programs to be short-term engagements focused on specific problems of implementation. While colleges can engage a coach more than once over some time, the express goal of these

programs is not centered on building longstanding relationships or coach engagement in colleges' ongoing implementation plans or challenges.

In contrast, the coaching programs in North Carolina and Texas are designed to create longstanding connections between the colleges and the coaches. In each state, coaches are assigned a set of institutions. In North Carolina, coaches have a set of guided pathways cohort colleges from a specific region of the state. Texas colleges are assigned an institute coach based on their cadre. Texas colleges have a coach for site visits who may be different from the institute coach, depending on their availability to conduct site visits.

New York has a mixed model with its Guided Pathways Institute coaches being assigned to colleges for the duration of a cohort. Their peer mentor coaches are more like Ohio and Michigan in that they have shorter-term engagements on specific subject matter.

- **Coach Compensation**

The five states fall into two groups when it comes to their approaches to compensating their coaches: those that pay coaches for their time and those that do not. North Carolina, Ohio, and Texas provide a stipend for the time spent on coaching activity, including travel to and participation in college-site or statewide convenings, as well as preparation for and follow-up from college interactions. The amount of the stipends varies, but these states also cover coaches' travel costs.

Michigan and New York peer mentor coaches have a non-compensatory approach. The coach's college is expected to cover the time the individual spends working with other institutions through release time, but the SSCs cover any travel cost the coaches incur. New York institute coaches, however, receive stipends. While there is not a financial incentive for coaching in these states, each SSC frames the coaching time as a benefit both for the individual

and their college. For the individuals doing the coaching, it is described as a professional development opportunity. The coach's college can enhance the capacity of the individual faculty or staff member and also gain deeper insight from the reform efforts of other institutions. New York provides an additional incentive to colleges that underwrite staff time for coaching—the college secures priority access to other coaches to support their institution.

DEEP DIVE: MICHIGAN

The Michigan Center for Student Success launched its peer-to-peer virtual mentoring and training program in 2018. The MCSS Mentoring Program is a voluntary coaching model designed to operate in Michigan's decentralized higher education environment. An important goal of this program is to test a low-cost and replicable approach to providing coaching support to colleges. The core of the program is a peer mentoring structure that aligns with colleges' levels of engagement and commitment to implementing guided pathways. MCSS invested in infrastructure to reinforce the virtual nature of the program by creating a website for college resources and tools, and a canvas site that serves as the communication and training hub for the mentors.

ELEMENT 2:

The Venue of Coaching Engagements

As noted in the previous section, a state's structural approach to their program drives the way the coaches interact with colleges. In this section, we will delve into the venues for coaching engagement across the five states, including statewide or regional convenings, college site visits, and virtual interactions.

- **Statewide or Regional Convenings**

All five SSCs host a litany of convenings on an annual basis, though only three of the five states formally embed coaching in these events. New York, Texas, and North Carolina have integrated a coaching component as part of their guided pathways institutes. While New York and Texas have coaching as a core component of their institutes from the start, North Carolina's approach has evolved with their model. In both Texas and New York, the pathways coaches interact with their assigned colleges during the institutes, and they also communicate with the colleges to prepare them in advance of the convenings with pre-work and connect with them afterward for a post-institute follow-up to complete work generated during the convening. For North Carolina,

the level of coach engagement during the institutes began with Cohort A paralleling Ohio (see below), and in Cohort B it progressed to coaches engaging with their assigned colleges during the convening. While they do not assist with any institute preparation, they do engage with colleges after the events.

New York is using the resources from the JFF grant to train more guided pathways coaches for a new cohort of colleges. Additionally, New York also used several peer mentor coaches to support college teams at its Holistic Student Support Workshop, which was part of the Strong Start to Finish initiative.

In Michigan and Ohio, the coaches sit with their own college teams during institutes and, while they do not have a formal coaching role, they offer expertise when asked. The coaches in these two states attend statewide institutes, but they are there in their role as leaders at their colleges and not college coaches. There are undoubtedly exceptions where the coaches are informally interacting with other colleges at these convenings.

- **College Site Visits**

Four of the five states have college site visits as a component of their coaching program. For Ohio, site visits are the primary means of interaction between a college and a coach on a focused area of practice. Texas leverages their institute strategy as the main driver for coaching, but they evolved to conduct up to two site visits per year as a means of connecting with the colleges between gatherings to build and maintain momentum on implementation efforts. North Carolina's coaches conduct two campus visits annually, with one full day per semester to meet with the college team. New York's guided pathways and peer mentor coaches also engage in site visits.

- **Virtual Interactions**

All of the SSCs have built-in virtual interactions (such as phone calls, webinars, and emails) as part of how coaches interact with colleges. For Michigan, virtual connections are the primary means for coaches to interact with the colleges. As noted above, Michigan is testing a low-cost approach to building coaching capacity.

DEEP DIVE: TEXAS

In fall 2016, the Texas Success Center launched the Texas Pathways strategy. Closely modeled on AACC's Pathways Project, the Texas effort was designed around a series of pathways institutes over two years and embedded a set of professional coaches to support college implementation work during and between the institutes. The Texas pathways coaches were assigned to a set of colleges in one of the four cadres determined by levels of readiness and capacity to implement guided pathways. Coaches interact in person with college teams during formal planning time at the institutes. They also connect virtually with team leads between institutes to help them not only prepare for and maximize their time at the next institute but also to follow up on key action items from the previous gathering. Over time, pathways leads identified in-person, on-campus interaction between the institutes as an additional opportunity for support. To address this request, the Texas Success Center leveraged the JFF coaching grant to extend their coaching model to include annual site visits to each college.

ELEMENT 3:

Types of Coaches and Recruitment Process

The nature of the coaching provided to colleges is closely linked to the settings in which the coaching occurs and the processes by which coaches are recruited. The five states have taken varied approaches to the types of coaches they have employed. This section of the brief explores two categories of coaches—practitioner and expert coaches—as well as descriptions for how the states identify and recruit their coaches.

- **Types of Coaches**

There is a clear distinction among the states about how they approach the kinds of coaches they employ in their respective programs.

Practitioner coaches: Four of the five states are drawing their coaches from institutions within their state. Part of the rationale behind the JFF coaching program grant is to help the SSCs develop homegrown coaching capacity to supplement the corps of expert coaches that exist through national organizations like AACC and Achieving the Dream (ATD). Michigan, New York, North Carolina, and Ohio explicitly rely on their in-state capacity to recruit their coaches. While some

states have institute coaches and others have peer mentors, the vast majority of these individuals have limited coaching experience to start. Part of the design of these programs is to identify a limited number of individuals who have experience coaching, and leverage those skills to lead and train others.

Expert coaches: Among the five states, only Texas is emulating the approach of national organizations by recruiting a set of individuals with substantial coaching experience. The individuals serving as pathways coaches in Texas come from a variety of backgrounds, including some from national organizations or senior staff members (both retired and not) from leading colleges nationally and in Texas. Many of these individuals have served as ATD coaches and/or AACC Pathways coaches. New York uses expert coach leads to support its Coaching Academy, and those experts are advisors on the Coaching Academy Leadership Team.

- **Coach Recruitment**

As is true in other areas of the coaching program, there are differences across the states in how they identify their

coaches. New York and North Carolina have formal nomination processes in place to solicit practitioner coaches. In North Carolina, individuals can be nominated by a colleague or self-nominate. Because the expectation is that the New York colleges will support the time of coaches, a senior staff member is the primary source of nominations in their model.

Michigan, Ohio, and Texas recruit their coaches based on the needs of their colleges and their overarching strategy for supporting them. As noted above, Texas has relied on a relatively stable set of professional coaches from the beginning of its pathways strategy in 2016. Ohio has hand-picked coaches with the content expertise in their various practice areas as their model has grown. Michigan has recruited volunteer coaches from the colleges leading guided pathways reforms across the state.

In all cases, the SSCs seek out coaches that not only have significant experience in higher education but, more specifically, they look to individuals who are at the forefront of reform efforts at their college or in the state. Some of the key characteristics SSCs look for from their coaches include: advocating for comprehensive

college reform at their institutions and across the state; leading or participating on a college team as part of a past national initiative such as AACC Pathways, Completion by Design, or ATD; and/or possessing a strong reputation and expertise in a specific content area that aligns with the guided pathways framework.

DEEP DIVE: OHIO

The Success Center for Ohio Community Colleges' Pathways Coaching Program provides the colleges with coaching support in these practice areas: student success data, holistic student supports, and developmental education redesign and faculty engagement. The Ohio program predates the JFF coaching grant, and the practice areas have been added over time as the needs of colleges have evolved. The Ohio Success Center vets each coach as an expert or champion in the field. The coaches then receive training from the Ohio Success Center and national partners. While the coaches work within the specific practice areas, they also work across these content areas to provide robust supports to the colleges.

ELEMENT 4:

Coach Training Programs and Content Emphasis

With an overarching emphasis on the JFF coaching grant program to establish in-state coaching capacity, a critical component of the work among the states funded has been to determine how coaches are trained. This section of the brief explores the training programs the SSCs have created. This section also elaborates on the content the coaches focus on in the different states.

- **Training Programs**

It is important to also note that all five of the SSCs profiled in this brief took advantage of the national coaching training program, which JFF and ATD partnered to deliver. This training, which was available for three people from each of the 16 SSCs nationally, focused on the implementation of guided pathways.

Similar to other aspects of the coaching programs, there is considerable variation in how the SSCs approach the training of their coaches. New York, North Carolina, Ohio, and Texas provide a mix of in-person and virtual training. For North Carolina, Ohio, and Texas, a key venue for in-person training has been to convene coaches

the day or morning prior to one of the standing pathways institutes. New York and Ohio have also held retreats with their coaches for shared learning. As is true of their entire coaching program, the training for coaches in Michigan is virtual. Michigan and New York also conduct online training courses in a learning management system.

Ohio and North Carolina use a train-the-trainer model to provide professional development to their coaches. Both states leverage national service providers to provide content to their coaches on a variety of topics. Ohio also has a set of lead coaches for each of their practice areas who, in turn, help to train the rest of the coaches. To support the training of coaches, Ohio and Texas produced coaching manuals that outline not only the content coaches focus on with colleges, but SSC expectations for good coaching.

- **The Content Emphasis of Coaches**

As noted previously, the overarching content focus of the coaching programs in the five states mirrors the broader emphasis of the SSCs

on the implementation of guided pathways. Coaches in all five states have access to their colleges' completed Guided Pathways Scale of Adoption Assessment (SOAA) to help inform their conversations with the institutions. Based on the SOAA results, North Carolina's coaches assist colleges to identify their top three priority areas and focus the monthly coaching engagements on working through those in that order. Institute coaches in Texas and New York consult with colleges on pre-work and post-convening action plans to advance guided pathways reforms. This additional college work for the institutes in these two states reflects an added emphasis on change management and helping the institutions identify implementation challenges and develop plans to overcome barriers and build momentum. In fact, the coaches in New York also receive training on principles of change management.

For peer mentor coaches in Michigan, Ohio, and New York, interactions with colleges may also include addressing change-management issues, but the primary emphasis is on discrete topics the colleges identify as areas in which they need support. In many respects, the coaches in these roles

are more subject matter experts than generalists. As was covered earlier, the engagements with colleges in these states (whether virtually or on site) are shorter in duration.

DEEP DIVE: **NEW YORK**

As part of their overarching coaching program, the New York State Student Success Center launched a one-year Student Success Coaching Academy in early 2019. The Coaching Academy has a two-pronged design with an online and in-person program to train both Peer Mentors and Guided Pathways Institute coaches. Like other states, the New York State SSC seeks to create a homegrown set of coaches to work on various statewide initiatives. With participants from both two- and four-year institutions, the Coaching Academy includes a series of virtual peer learning sessions, small-group peer-to-peer sessions, in-person gatherings, and a capstone workshop. This final workshop for the coaching academy includes site visits.

ELEMENT 5:

How Colleges Access Coaching

An important consideration for the states involved in this grant has been to determine which colleges are eligible for coaching, how coaches are assigned, and how colleges opt in for coaching support. This section briefly explores these features across the five states.

- **The Number of Colleges Eligible for Coaching**

While all five SSCs indicate their intent to support all of the community colleges in their states, the way this is operationalized varies. Texas has provided all colleges with access to coaches at their guided pathways institutes since the effort began in fall 2016. As noted previously, Texas colleges are now also eligible for up to two optional annual college site visits. In New York, the institute coaches are available to the colleges in a guided pathways cohort. In North Carolina, being assigned a coach is mandatory for participation in a guided pathways cohort. The peer mentors in Michigan and New York are available to all of the colleges in the state, and there is a coaching request form they fill out to initiate support. Similarly, in Ohio, all of the colleges have access to the pathways coaches from any of the three practice areas they offer, and the

institutions must request a coaching engagement.

- **Coaching Assignments and Process for Requesting a Coach**

The colleges receiving coaching through the institutes in New York had their guided pathways coaches assigned to them before the first convening, and their peer mentor coaches were assigned based on college requests along with the coach's expertise and geographic location. Similarly, the pathways coaches in Texas were assigned to a set of colleges at the start of the first round of institutes in 2016. As the Texas Success Center added site visits to its coaching strategy, staff maintained the same coaching assignments for institutes and campus visits as much as possible, but this was not feasible in all instances. In situations where a different coach was needed for a site visit, center staff made assignments in consultation with the college. In North Carolina, the intent is to allow flexibility for coaches to self-select assignments based on proximity to campuses and existing relationships with people at a given college. Additionally, if changes are needed, the option is available for them to switch coaches.

For Michigan and Ohio, colleges in both states can request a coaching engagement online with the SSC. This request form includes a description of the kind of support the college needs. The SSCs' staff in the respective states work with the existing coaches to determine the best fit for the requesting college as well as the expertise to address the specific topical area. For Ohio, the requests come in under one of their three practice areas. In Michigan, the topic area of interest for support from their mentors may be more diverse. Overall, this approach is similar to the process for colleges in New York to request support from one of their peer mentor coaches.

DEEP DIVE: **NORTH CAROLINA**

In 2019, the North Carolina SSC created the Guided Pathways Coaching Model, which is based on national best practices and reinforces the North Carolina SSC and North Carolina Community College System Office priorities. Through this program, the North Carolina SSC seeks to strengthen the alignment of all of the student success initiatives underway by using an evidence-based approach to propel all 58 colleges toward a student-centered model. The North Carolina SSC is building their coaching capacity through a train-the-trainer model. The coaches receive training developed by ATD and JFF, as well as peer learning activities. Each year, a group of individuals will participate in ATD coach training. These coaches will then train additional coaches in the state.

Looking Forward

As the five states look to the future, there are a couple of prominent issues that emerge for their coaching efforts—the overall impact and sustainability of the programs and the need to integrate equity more deeply in the coaching work. There are likely other areas of question or concern, but these two topics rise to the top.

The efficacy of these coaching programs is integrally linked to their long-term sustainability. Over time, the SSCs will need to illustrate the impact coaching is having to enhance colleges' ability to implement evidence-based reforms that, in turn, improve student outcomes. SSCs are gathering information about the value and quality of the interactions between coaches and colleges, but further work is needed to bolster these efforts. Looking forward, CCRI and JFF will be working closely with SSC coaching programs to create a framework for evaluating the coaching programs sponsored by SSCs.

A key goal of SSC coaching programs is to ensure their integration with broader aspects of the SSCs' work. Importantly, each SSC has established or has plans to deepen the connection between their coaching programs and the other engagement and technical assistance strategies. Additionally, several of the SSCs are extending their coaching programs to newer bodies of work. For example, Ohio and New York have extended their coaching to support colleges' efforts to adopt corequisite developmental education redesigns as part of the Strong Start to Finish initiative, and Michigan will be integrating coaching in a new effort involving institutional capacity related to student financial stability.

In terms of the need for a deeper focus on equity, each of the SSCs has emphasized equity as a key aspect of their student success work. For example, New York has engaged CCRI to lead webinars on learning about being equity-minded and training coaches how to apply an equity lens to—and distill practices for—their role.

The SSCs include equity as part of their overarching convening strategy and deliver the content through various professional development opportunities. To date, the SSCs have not defined a role for their coaches in advancing equity dialogues on campuses. Moving forward, the SSCs will be sorting how best to integrate their coaching capacity into these critical discussions. This will be a pivotal element of the work moving forward, and CCRI has created a series of equity tools and briefs that can be adapted by the SSCs to facilitate these connections with their coaches.



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At the center of this work, we thank the leadership teams from the five SSCs for their contributions and whose participation in these strategic partnerships builds knowledge, experience, and learning communities that advance coaching in education reform across the SSCN.

Here are the members of the five SSC teams, and the CCRI and JFF teams:

CCRI TEAM: Lia Wetzstein, associate research director; Katie Kovacich, research project manager; Chris Baldwin, consultant; Debra Bragg, director; and Theresa Ling Yeh, research scientist.

JFF TEAM: Amy Girardi and Jennifer Giffels, senior program managers; and Stacey Clawson, associate vice president.

SSCN TEAM: Erica Lee Orians, executive director, and Jenny Schanker, director of research and institutional practice, for the Michigan Center for Student Success; Jennifer Miller, executive director for the New York State SSC; Susan Barbitta, executive director, and Laura Kalbaugh, director for the North Carolina SSC; Laura Rittner, executive director, and Garratt Weber, assistant director, for the Success Center for Ohio Community Colleges; and Cynthia Farrell, vice president, and Kristi Short, director, for the Texas Success Center.

Appendix

Artifacts created by the five coaching programs

MICHIGAN

- [Michigan Center for Student Success](#) (website)
- [MCSS Mentoring Network](#) (webpage)
- [Mentoring Network Orientation](#) (slides will download automatically when you click link)
- [Mentoring Guide for Colleges](#) (document will download automatically when you click link)
- [Mentor Request Form](#) (online form)
- [College Feedback Form](#) (online form)
- Mentoring 101 (Canvas site—password protected)
- [Mentoring Plan](#) (online form)
- [College Action Planning Template](#) (document will download automatically when you click link)
- [Mentor Feedback Form](#) (online form)

NEW YORK

- [New York Student Success Center Coaching Academy](#) (webpage)
- [2019–2020 Coaching Academy Update](#) (webpage)
- [2019/2020 Coaching Academy Overview](#) (online document)

NORTH CAROLINA

- North Carolina Student Success Center (website—under construction)
- Guided Pathways Coaching Model and Nomination Form (document—hard copy)
- Coaching Training materials (slides—hard copy)

OHIO

- [Success Center for Ohio Community Colleges](#) (website)
- [Ohio Pathways Coaching Program](#) (online document)
- Coach Request Form (webpage under construction)
- Holistic Student Support Coaching Manual (document—hard copy)

TEXAS

- [Texas Success Center](#) (website)
- [Pathways Coaches](#) (webpage)
- [Texas Pathways Coaching Manual](#) (document)
- [Texas Pathways Round 2 Application](#) (document will download automatically when you click link)

Endnotes

1. We use the term “practitioner” in this brief to refer to individuals who work in a wide range of roles in higher education, including faculty, academic and student affairs, campus leadership, staff, and other roles.
2. The SSCN is comprised of 16 states that have launched an SSC since 2010.
3. We refer to coaches working on guided pathways in their state with the following terms: Guided Pathways Institute coach, guided pathways coach, pathways coach, and institute coach.



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