



MONTGOMERY COUNTY  
**MOCOCAP**  
CAREER ADVISING PROGRAM

# Quarterly Report

January 1- March 31, 2024



**WorkSource**  
MONTGOMERY  
*Connecting Employers & Job Seekers*





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# Executive Summary

January 8, 2024, marked an important day in the life of the Montgomery County Career Advising Program (MoCo CAP). After 18 months of planning, program design, capacity building and partner alignment, WorkSource Montgomery (WSM) Career Coaches began service delivery in all Montgomery County Public Schools' (MCPS) middle schools, six high schools, and two special schools.

Another important milestone included the recruitment of approximately 350 Educator Champions and a kick-off event at Gaithersburg High School in February. The Career Education Services (CES) department also spent significant time and energy focused on recruiting the last cohort of Career Coaches. Twenty new Coaches started in mid-February and began their acclimatization period in their new schools in March. Most of these Coaches are deployed to high schools and will begin service delivery in mid-April, which will complete MoCo CAP deployment. The Cohort 1 Coaches were joined by their new Cohort 2 colleagues in the Career Advising Registered Apprenticeship Program. The first of in the country. The yearlong program includes training through partners Montgomery County Public Schools, Montgomery College, Educators Cooperative, and Universities at Shady Grove. When Career Coaches complete the program, they will receive a certification from Montgomery College and a Certificate of Journey-level status from the U.S. Department of Labor, a recognized, portable national credential.

WorkSource Montgomery put a high value on ensuring that the organization was reflective of the diversity of Montgomery County. One way to honor that diversity included assuring that Coaches could communicate with students and families in their most comfortable language. More than 50% of the Coaches are multilingual, including several fluent Spanish speakers and those who know Chinese, French, Creole, Arabic, Amharic, and Russian, among others. Additionally, WorkSource Montgomery has equipped every Coach with a real-time translation tool so that language is not a barrier to service provision. The Industry Engagement team made significant headway in their efforts as well during the quarter, including completion of the first list of individuals willing to partner with MoCo CAP. Leveraging WorkSource Montgomery's extensive network, the list contains more than 1,000 names. These Montgomery County public and private sector professionals have agreed to support the program in many ways, ranging from recorded interviews to virtual events with students, and occupational exploration events.

MoCo CAP has gotten off to a solid start in large part to the support CES has gotten from across the organization. The People and Culture staff were instrumental in recruiting the Cohort 2 Coaches. WSM's Administration and Finance team worked closely with CES by generating various agreements, updating policies, and ensuring that CES's purchases comply with WSM policy. Performance and Compliance was invaluable in designing our tracking tools and distilling it into usable data. One of the highlights of the report is found in the Community Engagement section below. It outlines how the WSM Communications Department, along with the Community Impact Department, worked closely with CES to keep residents informed about MoCo CAP.

20+  
Community Meetings

15+  
College Tours

350  
Educator Champions

18  
Months Planning

50%  
Multilingual Coaches





# Program Administration

After a year and a half of planning, the partnership between Montgomery County Public Schools, Montgomery College, and WorkSource Montgomery, with support from the Universities at Shady Grove, was able to see MoCo CAP begin operations in January 2024.

With the start-up of any new program, especially one involving 32 new staff members assigned to 46 worksites, operational issues are to be expected. We are pleased to report that very few have arisen during the reporting period, thanks to several factors that contributed to the smooth

launch of MoCo CAP. Robust communication from the MCPS Central Office to school leaders, along with the Site Location Plan Meetings and subsequent acclimatization period (described in the previous Quarterly Report), have had the desired effect of layering MoCo CAP into schools in a manner that allowed relationships to be built. This allowed students, educators, and MoCo CAP staff members to feel like all had a voice in the program, rather than having it thrust upon them. There have been some instances of reluctance from local school administrators to accept another initiative into their building.

In several cases, the hesitancy can be attributed to school leaders feeling like MoCo CAP is “just one more thing” that is required of them in a landscape of competing priorities and Central Office mandates. In other cases, despite the robust communication mentioned above, principals simply didn’t know or understand what MoCo CAP was or why it was being inserted in their buildings. Simply put, several principals missed the memos and had to be briefed by Central Office staff members at the start of acclimation. The pervasive but understandable dynamic we have seen is that educators feel protective of students. They

needed time to guarantee that the Coaches were skilled and adequately prepared to interact with students appropriately and effectively.

There were very few cases where an administrator’s reluctance to work with MoCo CAP would be better described as resistance. In a few buildings, Coaches were not given access to students, given a workspace, or allowed to interact with staff, making service delivery difficult.

MCPS and WSM navigated these situations effectively by communicating regularly. If an issue was detected, Cluster Leads and Career Coaches communicated with their managers and the leadership was soon in touch to formulate a strategy. Sometimes only a phone call was required, while other times a second Site Location Plan meeting with the correct school administrators got things back on track. These efforts, combined with a hands-on approach by MCPS and WSM managers, have resulted in every Coach being able to start working with students on a wide scale during the reporting period.

Montgomery County is one of the most diverse regions in the nation. Our residents come here from all over the globe, speaking their native languages while learning English. WSM prioritized language skills in recruiting Career Coaches, resulting in over half of the student-facing staff being fluent in a foreign language.

However, given the sheer number

of students whose first language isn’t English, WSM leadership understood that it was possible, if not likely, that our staff would need to communicate with a student in an unfamiliar language. After surveying the market for real-time translation tools, WSM chose to invest in Translate Live. All MoCo CAP Coaches have been issued and trained on its use, ensuring that Career Coaching services are available to every student, regardless of their ability to speak English.

The partnership is very close to completing another significant administrative task. WSM and MCPS understood that a data sharing agreement would be needed so that MoCo CAP could be fully integrated into the school system. Acknowledging the complexities of such an agreement, the planning partners chose to execute the MOU between the core partners without including language concerning WSM’s access to MCPS data, agreeing to create an addendum as soon as was feasible.

The addendum language was approved by the partners, has been signed by WSM’s Executive Director, and is making the rounds at the MCPS Central Office for execution by the Interim Superintendent. We expect the execution process to be complete and the agreement to be in force very early in the next reporting period. WSM has also executed an MOU with the Universities at Shady Grove (USG) per the planner’s desire to integrate their work around the College, Career,

and Community Readiness Competencies into the MoCo CAP Coaches’ training. USG will deliver and host trainings for MoCo CAP starting in Q2.

Montgomery College (MC) has been an active partner throughout the life of MoCo CAP. Their input includes their commitment to the program design, hosting events during National Apprenticeship Week, providing the related training platform, and working with WSM staff to plan an Occupational Exploration Event for all 6th graders in 2025. However, theirs is the last sub agreement to be completed. MC’s contacts have yet to pass along the scope of work that will be the basis for that MOU. MoCo CAP appreciates the partnership and would like to get the instrument in place so that their costs can be reimbursed. This will be an important agenda item for the next reporting period.

One other major initiative started at the end of the reporting period was related to adapting the MoCo CAP program model for students who learn differently or have needs that require specialization. The planners acknowledged this as important but chose to concentrate on creating the basic program design first, agreeing to assemble a group of MCPS and community-based subject matter experts in the spring of 2024. As of the close of Q1, WSM and MCPS have invited 12 to 15 stakeholders to participate in this process. We have also engaged a facilitator to help us work as efficiently as possible.





Our plan is for this group to meet monthly, more often if needed, to create additional resources to be included in the MoCo CAP Field Guide. Our vision is to have the resources available to Coaches in time for the 24-25 academic year.

There are two important administrative areas that have yet to be resolved, both requiring communication or guidance from the Accountability and Implementation Board (AIB). The first relates to the data and reporting requirements that the AIB will require for Workforce Development Boards and Local Education Agencies. WSM has been tracking our activities, essentially documenting the work based on some educated guesses about the state's pending requirements. However, we have not finalized decisions related to data collection or organization until we understand these requirements.

At some point soon, MoCo CAP will be asked to produce data that documents our work with the nearly 90,000 Montgomery County middle and high school students. Without specific guidance from the AIB, we are proceeding blindly without adequate information technology resources to be able to supply accurate data efficiently. The other area requiring communication from the AIB is a budget-related concern. WSM's fiscal department estimates show that there will be approximately 35% unexpended funds at the end of the program year. This circumstance exists despite the Montgomery County partner's timely, effective, and fully staffed deployment of MoCo CAP.

WSM understands that almost every other workforce board is in a similar situation and that AIB is considering guidance allowing Year 1 funds to roll over to the next program year. However, with only three months left in the budget period, it is critical that official guidance and the accompanying rules be communicated as soon as is feasible. WSM prides itself on being good stewards of tax dollars, but without official word from the state, we cannot plan accordingly.



90,000  
MCPS STUDENTS

50  
CAREER COACHES

70  
WORKSITES



# Staff Engagement

**M**CPS and WSM's long term plan was to have Career Coaches deployed in all middle, high, and special schools by mid-April. This required that CES managers and leaders begin the recruitment process for the second group of Career Coaches at the same time as the first cohort began to deliver services, making for an exceedingly busy January 2024 and month in the life of MoCo CAP.

During the previous reporting period, leadership analyzed the staff from a skills perspective to identify any gaps. WSM leadership decided that despite having a significant percentage of multilingual Career Coaches, we needed to actively recruit more staff with language skills, especially Spanish speakers. The need for additional Coaches with documented experience working with students with apparent and non-apparent disabilities was another gap that needed to be addressed. Specialized advertisements emphasizing these skills were prepared and the Career Coach positions were posted on January 2.

Using the same process described in the October 2023 Quarterly report, the CES leadership worked to identify the best candidates to fill the remaining 20 Career Coach slots. Approximately 110 applications were evaluated, resulting in almost 60 interview invitations. Four interview teams conducted nearly 50 interviews and scored each candidate using the same rubric as the 2023 process. Twenty Coaches were selected, and they started their work with MoCo CAP on February 12. The CES Managers modeled the on-boarding process after the two-week, in-person training designed for Cohort 1 in October. The agenda is found in Attachment 1.

Cohort 1 Coaches continued their Registered Apprenticeship training in the reporting period by progressing on their related training modules delivered by MC and attending bi-monthly, in-person training led by MCPS. After a somewhat protracted editing process, the Coaches have their Skill Achievement Records to demonstrate the required competencies. While none of the Coaches reached the 50% completion milestone as of the end of Q1, we expect that several will qualify for their wage adjustment early in the next quarter.

Cohort 2 Coaches are in the process of joining the Registered Apprenticeship and have started their related training primarily through attending their first MCPS-delivered trainings. All Coaches will receive a Journey person's Certificate from the U.S. Department of Labor's Office of Apprenticeship upon completion of training.



# Student Engagement

**M**oCo CAP Coaches have interacted with students, and outlining their role as Career Coaches. Per the program design, Career Coaches began service delivery in January to roughly coincide with the semester change and to avoid attempting program startup during holiday-filled December. Early in the program design phase, the planning committee decided that a phased approach would be the best way to roll out the program. Rather than attempting to cover all grades immediately, the planners chose to focus primarily, but not exclusively, on 6th and 9th graders.

One point our MCPS partners made sure to impress upon CES leaders and coaches was that each school is a unique community, with distinct personalities and pressures. As such, Career Coaches were trained and empowered to become part of their assigned school communities. Coaches were directed to work with leaders to determine the best ways to begin to lay the program's foundation by introducing the RIASEC code. The resulting work was as varied as it was effective.

## EXAMPLES INCLUDE:

- Classroom presentations, commonly known in the education community as "push-ins"
- Large group assemblies ranging from 100 to 500+ students
- Smaller group discussions during student lunch periods
- Drop-in sessions, often in the media center
- Small group sessions with students identified by the school
- Participating and in some cases, planning Career Days (middle schools)
- Coordinating Career Fairs (high schools)
- Presentations on the way to college tours
- Small group discussions at college tours
- Presentations at STEM nights

**MoCo CAP monthly reports show that our Coaches supplied services to 16,942 students in Q1, of which 9,413 completed satisfaction surveys. Notable takeaways from these surveys include:**

- Students rated their experience with MoCo CAP as a 4 on a scale out of 5.
- 76% reported an increased understanding of their RIASEC themes.
- Students reported 4.2 out of 5 that they were looking forward to the next session with their Career Coach.
- The Quarterly Snapshot can be found in Attachment 2.





# College Tours

Early in the MoCo CAP planning process, MCPS set the goal and began to plan an in-person college visit available to every 9th grade student at each high school. The visits started on February 5 with Churchill High School exploring American and George Washington universities and will end on May 1 at USG.

To date, 1,865 students from 15 high schools have participated in the visits, with a dozen schools scheduled for visits in April or early May (See Attachment 3).

One aim for the next reporting period is the formation of Student Advisory Groups. Working together with MCPS, MoCo CAP will be intentional about putting a system in place to ensure the student voice is heard at every school. Meeting regularly, we hope that students will give Coaches and MCPS Cluster Leads feedback to help us improve MoCo CAP program elements.



# Educator Engagement

An element unique in the Montgomery County program design is the intentional inclusion of classroom teachers and other educators in the MoCo CAP delivery. The planning partners understood that even if we deployed double the number of Career Coaches, our ability to effectively deliver services to all eligible students would be impossible. MCPS has committed to including RIASEC and related career conversations in core instruction through the establishment of the Educator Champions initiative. Around 500 Teacher Champions have signed up to help support the implementation of career advising in MCPS' middle, high, and special schools. These classroom teachers and other professional educators will play a critical role reinforcing the work done by the Career Coaches hired by WSM. MCPS held a welcome event on February 13 at Gaithersburg High School to formally introduce MoCo CAP to the Champions, who will receive a stipend for their work with the initiative funded by the Blueprint allocation.

The plan calls for eight Teacher Champions per middle school, 12 per high school, and two per special school to aid the respective Career Coaches as they help students learn to advocate for themselves and navigate the different college and career readiness pathways. Champions will amplify the Coaches' work by incorporating RIASEC themes and interest-based conversations into ongoing instruction as follow-ups to one-on-one and small-group career discussions. Champion teams meet with their MoCo CAP Career Coaches to develop activities, offer feedback, support student interests, and reinforce foundational language of the RIASEC with students. They will also connect with career exploration opportunities developed by the MoCo CAP Industry Engagement team, so students see their work-based explorations as extensions of experiences within the school and support a "college, career, and community" culture within the school through ongoing discussions with students.





# Industry Engagement

Industry Engagement (IE) ramped up in Q1 after the CES infrastructure began to take shape and remaining positions were filled. As the Cohort 1 Coaches launched into schools and the second Cohort were being recruited, the work of connecting interest of RIASEC themes to vocations began as we tested processes created to meet the needs of the students.

With the help of the CES communications team, IE put together relevant content for the MoCo CAP website, a general IE flyer for employers, a "Meet A Pro" flyer, and an industry "rack card" example to describe a particular industry, including common roles, corresponding educational needs, and career path outlook. Descriptive excerpts for business-facing membership entities to include in their newsletters, along with other membership directed communications, were also created (See Attachment 4). The group increased its output over the reporting period as the IE Coordinator was onboarded and became established in her role. IE was able to cover more ground out circulating in the community, garnering enthusiasm for MCPS student experiential learning. Frequent activities included speaking at events, such as at the Montgomery Women's breakfast, attending networking meet ups, and regularly posting MoCo CAP activities and reposting our partners on personal social media accounts.

IE was also able to acquire two interns from MC, who helped create a "supporter" list of employer contacts willing to be called upon in a variety of capacities to assist the Blueprint IE effort. Options include speaking on a virtual "Meet A Pro" 30-minute session covering points such as a "day-in-the-life" in their workplace role, education requirements, likes and dislikes, with skills and attributes in alignment; those willing to participate in large events with an exhibitor booth; those interested in promoting their industry in an information session on school grounds; and those generally interested in contributing to the mission. The list, which has more than 1,200 entries and continues to grow with every networking session attended, connects each industry/role to a RIASEC theme.

To arrange employer experiential learning activities, IE developed a questionnaire for Career Coaches to match student interests with the most cited

expert from the "master employer supporter" list. During the quarter, IE also joined Coaches in several career days, including events at Briggs Chaney and Hallie Wells middle schools and Albert Einstein, Gaithersburg, and Wheaton high schools. The Wheaton HS fair in mid-March was the largest event with nearly 1,000 students and 45 employers in attendance. IE helped set up the fair, as well as distributing flyers to employer contacts and business-facing membership organizations to spread awareness and enlist future exhibitors. Following the Wheaton fair, IE circulated an employer satisfaction survey developed for such events, the first responses of which were strongly favorable. IE plans to regularly ask business partners for feedback. IE is also in the planning process for a spring industry panel presentation to 6th graders that will be filmed and recorded so it can be utilized by teachers in the future. Rocky Hill Middle School has volunteered to be

the host. The panel will consist of Montgomery County in-demand industry representatives and moderated by students who will earn SSL hours. Talks are taking place with MCTV and MCPSTV about availability, capabilities, and the process for utilizing their resources. IE will need to call upon these partners to conduct similar programs in the future. The plan is to have media/film students be heavily involved.

Finally, IE created a "cross walk" of RIASEC themes and MCPS Career and Technical Education (CTE) offerings, which a Coach put into an informative display for the benefit of students and parents in all zones. This helps enforce how MoCo CAP's methodology ties into previously existing work-based programs.





# Community Engagement

MoCo CAP's Community Engagement strategy is an example of how the entire WSM organization has supported the Blueprint initiative in Montgomery County. CES, along with the Executive Office, Community Impact and Communications departments, have combined to get the word out about MoCo CAP.

WSM's Community Impact Team (CI) participates in and attends a wide variety of events across Montgomery County where they introduce WSM's services to residents who might not otherwise be aware of the organization. The team has embedded information about MoCo CAP in their presentations, generating awareness to community members that may not be closely connected to the school system.

The CI team took 73 meetings with community groups and leaders, including CareerScope, Interagency Commission on Homelessness, HOC Fatherhood Initiative Presentation, Skilled Immigrant Task Force, Income Generation Group, Montgomery County Community Engagement Presentation, African American Health Project, Housing Instability,

Service Alignment Discussion, Community Impact Advisory Committee Meeting, Maryland Department of Juvenile Services, Ethiopian Community Center, and A Wider Circle.

Additionally, WSM's Executive Director spends significant time interacting in the community, presenting to community groups, service providers, and partners about WSM's work. He has included MoCo CAP updates in his presentations, and reports that our county's response to Blueprint's career coaching mandate is at the front of many residents' minds. During the reporting period, he made several presentations to groups, including Intellectual and Developmental Disabilities Commission, Commission on Children and Youth, East County Citizens Advisory Board, Montgomery Moving Forward, and County Executive Marc Elrich and his senior staff.

CI manages the Mobile Job Center (MJC), which travels throughout the county, taking workforce development services directly to neighborhoods, and beginning this reporting period, to school has supported events at three high schools, two middle schools,

and a special school with the MJC, giving parents and students the opportunity to get to know WSM and our work.

Coaches are an integral part of MoCo CAP's Community Engagement strategy beyond their primary duties helping students discern their career paths. Families and other support systems need to be made aware of MoCo CAP's role in their student's development. Coaches have started this process by presenting at around 22 PTA meetings, planning or participating in school sponsored evening events, such as the STEM event at Robert Frost Middle School and the P.O.S.T. Expo, a community-facing event at Blake High School.

The IE Director and Coordinator both made great efforts to make their reach as wide as possible contacting local employers for a myriad of opportunities within the program. IE garnered around 100 points of contact between networking events, career days and fairs, board and foundation meetings, one-on-one meetings, and other events with Montgomery County employers to discuss MoCo CAP and potential involvement (See Attachment 5).

WSM's Communications Department plays a critical role in MoCo CAP's ability to engage communities across the county. WSM has dedicated two staff members to support the Blueprint initiative. Our Communications Lead and Digital Content Coordinator handle social media, graphics, blog posts, press releases, content and material items requests, photos and videos, branding, internal and external communications, and other needs as they arise (See Attachment 6).





# Communications

MoCo CAP Communications runs several social media accounts to make information about the initiative easily accessible to students, parents/guardians, educators, business owners, and community members (See Attachment 7). The MoCo CAP Instagram (@mococapmd) account and MoCo CAP Facebook group post weekly original explanatory graphics, Career Coach introductions, calls-to-action, and photo collections documenting the work being done inside and outside of schools. The Instagram account was created on Nov. 27, 2023, and has gained 48 followers, added 62 posts, and received 247 likes and 5 comments as of March 31, 2024. The Facebook group was created on Dec. 29, 2023, and has gained 113 members, added 63 posts, and received 2 comments, 99 reactions, and 1,139 views. A TikTok account (@mococap) has also been created. Videos will be posted starting in Q2 of 2024. To capitalize on the audience WSM has built over the years, many of the same MoCo CAP posts are also shared on the organization's social media accounts. This extends the reach of the posts and further

connects MoCo CAP to WSM's workforce development efforts.

From Jan. 1, 2024, to March 31, 2024, the WSM Instagram, which has 1,199 followers, had 29 MoCo CAP posts which reached 2,269 people, received 233 likes, and were shared 58 times. During the same period, the WSM Facebook page, which has 3,432 followers, had 28 MoCo CAP posts with a reach of 5,258 accounts and 328 engagements. The WSM X (formerly Twitter) page, which has 792 followers, posted about MoCo CAP 28 times, receiving 127 engagements and 3,224 account impressions. The WSM LinkedIn page, which has 1,411 followers, had 30 MoCo posts with 19,008 impressions; 4,003 clicks; 672 likes; 11 comments; and 80 reposts during that time. The CES Deputy Director also shared 56 MoCo CAP-related original content posts and reposts to his 1,486 LinkedIn followers. The posts received 940 reactions, 20 comments, and 43 reposts. Other CES employees have shared and posted about the program on their personal accounts, as well.

# Website

The MoCo CAP website, [www.mococap.com](http://www.mococap.com), was created with Educators Cooperative in early 2023 as a very basic resource of information on the program. Additional content has since been added to the website, including blog posts, resources for various stakeholders, and activities for educators. The website had its first visitors in May 2023 and 5,457 visitors for the year. Those numbers picked up substantially in 2024 as social media efforts increased and the first cohort of Career Coaches began work in MCPS schools. In January 2024, the site had 1,912 visitors. In February 2024, that number rose to 3,647. March 2024 had 2,672 visitors for a total count of 8,231 in 2024. As of March 31, 2024, Educators Cooperative is still in charge of the website, but MoCo CAP Communications will take over control in Q2. Plans include adding more resources and information, photos and videos, updates, and translated materials.

# Press Releases

MoCo CAP Communications has also produced several press releases announcing exciting updates about the initiative.

Published releases include an introduction of MoCo CAP and Blueprint, an announcement of the effort from WorkSource Montgomery and its partners, the initiative's apprenticeship program for Career Coaches, the addition of Teacher Champions, and the start of the second cohort of Career Coaches (See Attachment 8).

The releases are sent to local traditional and digital media outlets, posted as blogs on the MoCo CAP and WSM websites, and publicized on both group's social media accounts.

# SOCIAL TEMPLATES



# Requests

MoCo CAP Communications also handles requests from CES managers, Career Coaches, and IE for a variety of content and activities, including flyers, brochures, posters, editing, social media posts, printed materials, digital content, PowerPoint presentations, program branded swag, translation requests, services, and event coverage, among other things. Since Jan. 1, 2024, Communications has completed 21 requests submitted through the official MoCo CAP form. Fulfilled requests include the design, ordering, and successful delivery of keychains, bracelets, and stickers all with original RIASEC graphics, as well as multiple flyers and graphics for Industry Engagement to share with local employers. Communications also created individualized introduction flyers for all 52 Career Coaches and 68 personalized career advising flyers for 42 Career Coaches (See Attachment 9).





# Summary

When MoCo CAP Career Coaches began service delivery on January 8, 2024, it was the culmination of more than a year of preparation to craft a high-quality, impactful response to the career education challenge embedded in the Blueprint for Maryland's Future legislation. This report documents many significant accomplishments toward the shared vision of a transformative initiative which benefits students by helping them understand themselves and allowing them to build personal definitions of words like "fulfilled" and "successful."

No effective program exists in a vacuum – certainly not one that legally requires a partnership between a large public school system, a major community college, and the second largest workforce development entity in the state. The program would not function without the willingness of leaders from MCPS, MC, USG, and WSM to create with MoCo CAP something completely new, not bound by what has previously been done or by what was being built in other Maryland jurisdictions. Instead, the goal has always been to build what would empower students to enter the workforce with a clear-eyed view of what awaits them in the world of work. WSM must credit all our partners, including the consulting team from Educator's Cooperative. Their understanding of the latest research, combined with their experience blending academic and workforce preparation, has been invaluable to this process. None of these accomplishments can be defined as a success owned by one of the partners, but rather the result of a joint vision and accountability, so MoCo CAP's successes are shared among the coalition.

While everyone involved has reason to be proud of MoCo CAP's establishment and early results, there is a great deal of work yet to be accomplished.



# Attachments

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MoCo CAP Career  
Advising Coach

## Visual & Narrative Field Guide



2nd Edition: February 2024

WorkSource  
MONTGOMERY

### Outline of Sections

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Introduction &  
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Components

How?  
Part 1

D

CC: Daily  
Functions

How?  
Part 2



## A

## Introduction &amp; Background

**Tip Highlights**

Key terms and definitions are available on the MoCo CAP website.



**Light Bulb Boxes** are available for use throughout the guide. This is a place for: notes, guided interaction, reflection, questions, thoughts, etc.

**A.1 See The Vision**

All MCPS secondary students will develop life-long career management skills through the participation in experiences, interactions, and programming via Montgomery County Career Advising Program (MoCo CAP). MoCo CAP was developed as a result of Maryland State Department of Education's Blueprint for Maryland's Future.

All students will be able to:

- a) vividly describe their own **strengths, interests**, and workplace **values**;
- b) identify how they are expanding their skills and knowledge;
- c) describe the various opportunities ahead of them;
- d) describe their goals for their future;
- e) create a plan of next-steps; and
- f) begin implementing that plan through action at appropriate junctures.



## A.2 Understand the Blueprint for Maryland's Future and College and Career Readiness

The Blueprint for Maryland's Future is a landmark legislation passed in 2021, which includes comprehensive changes to nearly every aspect of Maryland's public education system. Increasing annual education funding by over \$3.8 billion over the next 10 years, the Blueprint will enrich student experiences, accelerate improvements to student outcomes, and improve the quality of education in Maryland. The plan has 5 parts, called pillars. Pillar 3, Section 4, relates to College and Career Readiness, or CCR. Within MCPS, this is printed as CCCR, with the addition of the word "community."

The intent of this pillar is to hold local education agencies (LEAs) accountable to prepare graduates for success in college and the workforce by ensuring they have the knowledge and skills to complete entry-level, credit-bearing college courses and work in high-wage and high-demand industries. The Blueprint aims to have all students meet the CCR standard by the end of their 10th grade year, develops CCR-Support pathways to support students in meeting the standard, enables students to enter a Post-CCR pathway that builds on the student's strengths, develops a Career and Technical Education (CTE) system that is aligned with industry's needs, and ensures that prekindergarten through 12th grade curriculum, standards, and assessments are all aligned with the new CCR standard.

### Tip Highlight

If you want to read more about The Blueprint for Maryland's future, visit <https://blueprint.marylandpublicschools.org/>.





### A.3 Understand What will be Measured and How

In order to measure how LEAs are progressing towards the goals outlined in each of the pillars, the Maryland Blueprint Accountability and Implementation Board (AIB) determined standards for each one. As of August 2023, how those standards will be measured is still in draft form. Currently, how well LEAs and individual schools are progressing will be determined by survey and report data, along with site-visits from members of the Expert Review Team slated to begin for every school in the state of Maryland in late 2023.

Core [Pillar 3 Standards](#) that MoCo CAP was built upon:

Standard Code	Language
3.3 CCR Pathways: 3.3.1	Local Education Agency (LEA) provide an <b>individual plan</b> and a program of study that allows all 11th and 12th grade students to graduate high school CCR
3.4 Expand CTE Offerings and Participation: 3.4.1	Career counseling program provided to middle and high school students

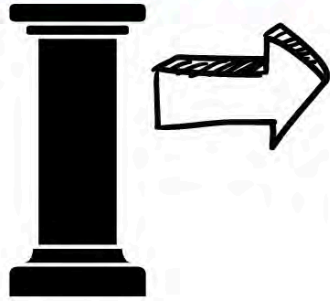
Adjacent [Pillar 3 Standards](#) that relate to MoCo CAP:

3.3 CCR Pathways: 3.3.3	Each high school offers options to all CCR students in grades 11 and 12 to earn early college credits and career and technical education credentials
3.4 Expand CTE Offerings and Participation: 3.4.2	45% of high school students complete a registered apprenticeship or earn an industry recognized credential

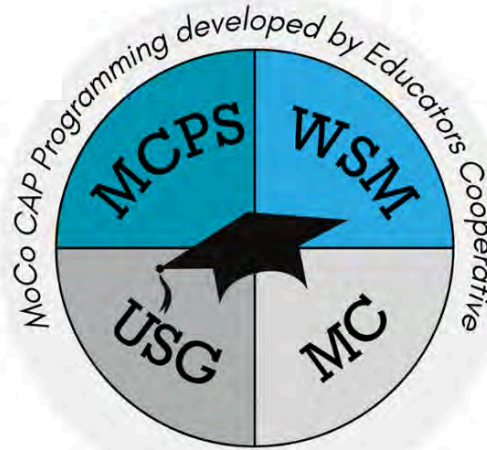
- At the 7/20/23 AIB meeting, it was reported that LEAs will be measured on the following:
  - “Percentage of Maryland high school students who have participated in a post-CCR pathway(s).”
  - “Percentage of Maryland high school students who have completed a post-CCR pathway.”
  - “The rate of which Maryland high school graduates enroll in an institution of higher education in the fall following high school graduation and transfer college credits earned in a post-CCR pathway.”
  - “Percentage of Maryland high school graduates who report feeling prepared to achieve success in their career field of choice, post-secondary institution of their choice, OR the post-secondary training program/apprenticeship of their choice.”

## A.4 Understand MoCo CAP Key Players

**BLUEPRINT**  
FOR MARYLAND'S FUTURE



**Pillar 3**



WorkSource Montgomery

Montgomery County Public Schools

Universities at Shady Grove

Montgomery College

Educators Cooperative  
(Hired by WSM)

Read more about the “key players” or “people in your neighborhood” here:

WorkSource Montgomery (WSM) <https://worksourcemontgomery.com/>

Montgomery County Public Schools (MCPS) <https://www2.montgomeryschoolsmd.org/>

Montgomery College (MC) <https://www.montgomerycollege.edu/>

Universities at Shady Grove (UGC) <https://shadygrove.umd.edu/>





## A.5 Big Picture: How the Mission of Career Coaches Fits

The Career Coaches are the embodiment of Pillar 3 Standard 3.4 as determined by WSM and MCPS, who were tasked with developing a program and implementation aligned with the legislation. Career Coaches help students develop the skills to manage their own careers over their lifetime. This includes the components of the MoCo CAP vision, which is to support students in:

- Identifying their own strengths, interests, values (SIV)
- Identifying how they are growing and improving their skills
- Exploring a range of options available to them
- Describing their goals and priorities for their future
- Creating a plan of next-steps, and
- Begin implementing that plan through action at appropriate junctures

*What does this mission look like in action?*

The mission in action for CCs is *connection*. CCs are a part of a cooperative, multi-organizational support team for students. CCs are home-based in one or more assigned schools. Because of the individualized nature of the MoCo CAP programming based on the needs of individual schools and students, the role of CC's looks slightly different in each school. However, the work of every CC is based on three common main components:

<i>Component 1</i>	<i>Component 2</i>	<i>Component 3</i>
Interfacing with students to support and document future exploration 1:1, small-group, and large group	Delivering programming related to RIASEC, general future-options, and MCPS specific pathways	Interfacing with stakeholders (including MCPS staff, community partners, and others) to create a multi-organizational network of student support

CCs amplify and complement the existing career supports already accessible to students in MCPS. MoCo CAP is a layer of services with a distinct approach and purpose.

**A full outline of MoCo CAP scope and sequence over the course of grades 6-12 can be found in Appendix A, though how this outline comes alive will be personalized in every school building.**



## A.6 Navigate Roles and Responsibilities with Key Players

WSM	<p>Career Coaches will interface with a variety of people within the WorkSource Montgomery structure. Regularly, CCs will interact with members of the Blueprint side of WSM. As of August 2023, the Blueprint team includes:</p> <table><tr><td>Deputy Director for Career Education Services (1)</td><td>Career Education Managers (CEM) (6)</td><td>Industry Engagement Director (1) Coordinator (1)</td></tr><tr><td>Executive Assistant (for Blueprint) (1)</td><td>Career Coaches (52 including Cohort 2)</td><td>Communications Lead (Blueprint) (1)</td></tr></table> <ul style="list-style-type: none"><li>• Structurally, CCs report to the CEM of their assigned zone.</li><li>• CEMs report to the Deputy Director.</li><li>• Then, the Deputy Director reports to the Executive Director.</li></ul>	Deputy Director for Career Education Services (1)	Career Education Managers (CEM) (6)	Industry Engagement Director (1) Coordinator (1)	Executive Assistant (for Blueprint) (1)	Career Coaches (52 including Cohort 2)	Communications Lead (Blueprint) (1)
Deputy Director for Career Education Services (1)	Career Education Managers (CEM) (6)	Industry Engagement Director (1) Coordinator (1)					
Executive Assistant (for Blueprint) (1)	Career Coaches (52 including Cohort 2)	Communications Lead (Blueprint) (1)					
MCPS	<p>MPCS Staff that directly supports this work</p> <ul style="list-style-type: none"><li>• Supervisor, Career and Postsecondary Partnerships (1)</li><li>• Career Advising Coordinator (1)</li><li>• Career Advising Specialist (2)</li><li>• Career Advising Cluster Lead for each CC Zone (4)</li><li>• School Administrators (Details for this included later in document)</li><li>• Teacher Leaders (8-10 per school; provided a stipend to support this work)</li><li>• Other site-based staff (School Counselors, College and Career Information Coordinator, teachers, etc.)</li></ul>						
USG and MC	<ul style="list-style-type: none"><li>• Montgomery College will support Career Coaches through training. Upon completion, Career Coaches will receive a certificate endorsed by Montgomery College.</li><li>• The Universities at Shady Grove will provide training and resources for the <a href="#">Nine Career Competencies</a>.</li></ul>						





“When the Universities at Shady Grove started collaborating with Montgomery County Public Schools and Montgomery College on a joint effort to ensure that students emerge with key career-ready skills, they wanted a brand name for the initiative that would resonate strongly with students and employers alike.

Thus was born the name “**Hire U**,” a cleverly coined initiative that will help students build their skill sets in nine key career-readiness competency areas that employers across a wide variety of industries have identified as pivotal to any professional’s ability to succeed in the workplace.”



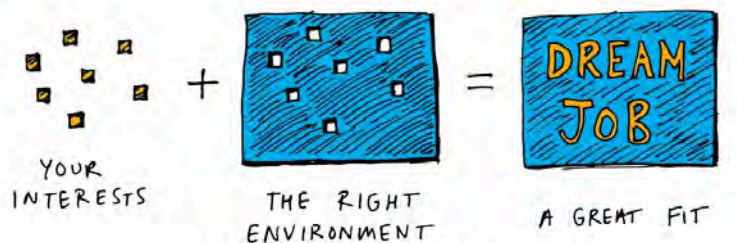


## B1: Understand the Research on Career Readiness

*This summary is only a reminder; it is assumed the reader is familiar with the research.*

### ***Social Cognitive Career Theory (SCCT) / Related Educational Psychology Theories***

Social Cognitive Theory (SCT) was first presented by Albert Bandura in the 1980s and grew to SCT (primarily the relationships between self-efficacy beliefs and outcome expectations) being one of the most thoroughly investigated constructs in the social sciences. Social Cognitive Career Theory builds from this robust research base and adds components specific to career development. SCCT helps us to learn about and explain how students develop interests, make choices, and process experiences (all of which are crucial to an effective career readiness program). Furthermore, because most career readiness initiatives are largely delivered within educational environments, it is essential to utilize theories with strong track records of efficacy within educational environments. Traditional classroom and school settings limit options for a full implementation strategy for career readiness such as personalized career counseling, job shadowing, internship experiences, and other work-based experiences. Theories specific to goal setting, motivation, self-regulation, and self-determination are particularly important to effective programs.



@bryantmatters





### ***Person/Environment Fit Theories: Holland and Theory of Work Adjustment (TWA)***

Both theories set out to help individuals find the ‘right’ work environments and address any issues that might affect their performance or satisfaction within those work environments. The most researched and resourced component of the Holland theory is its ability to **organize characteristics of different work environments and match them to different personality types**. These categories (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) are crucial to making sense of the world of work and are a huge component of the effective approaches to career exploration. This theory should be found across resources for students and teachers in effective initiatives, embedded in materials not as stand alone courses or isolated “career readiness” experiences. In other words, integration into curriculum and instructional materials is key.

The Theory of Work Adjustment (TWA) categorizes work environments from another angle by **focusing on work ‘values’** (e.g., achievement, comfort, status, altruism, safety, and autonomy) that are either reinforced or lacking within different work environments. TWA was also inspired by research related to rehabilitation and disability job coaching practices. This developed into a very useful model to solve problems or make improvements (to both individuals and environments). TWA is particularly valuable because of its focus on **skill development and coaching** which are both essential to an effective program.

### ***Developmental Career Theories: Super and Gottfredson***

Super and Gottfredson are categorized as developmental career theories. They help to chart phases of career development over time. Both theories are very focused on the development of the ‘self.’ Gottfredson views this development through a social/psychological lens. Super views it as a process that involves actively learning about yourself so that you can ‘construct’ your best identity. Due to the focus on personal development within both theories, developmental activities and practices tend to be more future oriented, creative, and hands-on. Effective programs incorporate these principles into activities such as personal narratives, art, and visualization.

**P/E Fit Theory is not new. The refinement today is that we have seen that teaching young people that they are in charge of their future opportunities when they understand the theory for themselves.**

The career education evidence base, points to the dialogical approaches that can ground a robust model of career related learning. The evidence from research points to such potential, it's up to educators to give it the priority it requires in order to achieve the outcomes they hope for in the Blueprint.

### ***Summary of Research-based Practices***

In addition to Super & Gottfredson's findings, a robust model includes

- repeated interventions, facilitated by a career development expert, delivered to groups (Brown & Ryan Krane, 2000; Whiston et al., 2017)
- targeting specific student needs and applying appropriate theories in a rigorous fashion (Langher et al., 2018; Whiston & James, 2013)
- certain critical ingredients of career interventions: written exercises, individual feedback, a strong working alliance between educator and student, labour market information and world of work exploration, mentoring and social support, values clarification, and psychoeducation (Brown & Ryan Krane, 2000; Langher et al., 2018; Whiston et al., 2017)
- an approach that is not currently supported by any evidence: computer based interventions without the moderation of a career development educator (Whiston et al., 2017)

In doing so, learners will have the following experiences

- Deeply understand content and can apply their knowledge beyond the classroom
- Are self aware and engage meaningfully with others
- Hold positive sense of identity, self potential, purpose and direction
- Make healthy life choices
- Are empathetic, ethical, and proactive in contributing to the welfare of their communities





## B2: Use a Dialogic Process

Based on the research, “career counseling” is most effective as an ongoing “dialogic” (structured conversation) delivered by a range of people over time. It is not a set of events, but a series of habits and experiences that increase the opportunity for all students to self-describe, use the language of vocational identity, and update their thinking in a systematic way that informs their decision-making.

The four questions provide a framework for the ongoing conversations.

### 1. Develop Identity - Who am I?

The evidence behind narrative theory supports a wide range of activities that engage students in reflecting, exploring, and imagining possibilities for their future self. Students benefit from repeated exercises of inventories, surveys, journaling, and discussing their aspirations. An effective program systematically helps students develop a sense of identity for their present and future self.

### 2. Expand Experiences - How am I growing?

Social capital and self-efficacy emerge from a wide range of experiences for students. Projects, group work, simulations, embedded work experiences, and interactions with role models help students expand the context and understanding of the world of work. What are the options? Who is “out there” doing “real work”? School can be isolated from what students experience as the “real world”. An effective program expands “real world” experiences for students.

### 3. Map Opportunities - What are my options?

Making sense of the wide range of opportunities, how to access those options, and how to engage with the hiring process is critical to career readiness. For a student to feel empowered to see options and navigate their path, they must have a way to organize and categorize styles or sectors of work options. An effective program provides a framework or sense-making tool for mapping opportunities.

### 4. Reflect and Dream - Where am I headed?

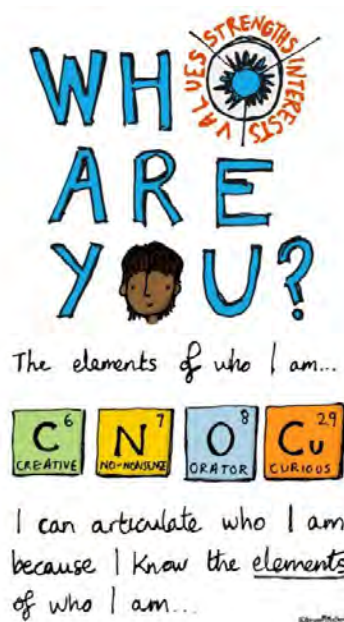
Career development is not a linear experience for most people. It often involves adjusting to new contexts, adopting new strategies, and refining goals. The discipline of honest reflection helps students strengthen their ability to guide their educational and career goals over time. An effective program builds the habit of reflection.



### B3: Help Students Clarify their Strengths, Interests, and Values

Vocational identity is generally described as the intersection of strengths, interests, and workplace values to guide choices about career exploration leading to employment and informed decision making over a lifetime.

RIASEC is a solid starting point. It is generally associated with “interests” though strength indicators are embedded. RIASEC describes both individuals as well as work tasks and careers. Therefore RIASEC is a great starting point for engaging students in a dialogic (structured, ongoing discussions) about career priorities and decisions.



#### Strengths

“A strength is the ability to consistently provide near-perfect performance in a specific activity. The key to building a strength is to identify your dominant talents, then complement them by acquiring knowledge and skills pertinent to the activity.”

(<https://gtc.gallup.com/help/general/273905/strength.aspx>)

#### Interests

“Interests are preferences for work environments and outcomes.”

(<https://www.onetonline.org/find/descriptor/browse/1.B.1>)

#### Values

“Work values are global aspects of work that are important to a person’s satisfaction.”

(<https://www.onetonline.org/find/descriptor/browse/1.B.2>)





## B4: Use RIASEC to Provide the Vocabulary for the “Dialogic”

### *RIASEC Provides Vocabulary for Career Development*

John Holland refined the RIASEC themes to help identify effective worker-fit. The RIASEC helps describe both the "worker" and the "work". For individuals, the RIASEC can describe personal interests and preferences. For jobs and tasks, the RIASEC can describe the style of work that is needed. Thus, the RIASEC helps at all levels of career management. These themes provide a vocabulary for how a person sees themselves now, how they are growing their skills, what options are available, and where they want to end up. The RIASEC provides the language for discussions and dialogue about ever-shifting job opportunities and career decisions.



### **REALISTIC**

#### "Doers"

Work with machines, tools, plants, animals, or the environment. Likes to

- Build and repair things
- Being physically active
- Be in the outdoors
- Work with animals
- Operate tools machines



### **INVESTIGATIVE**

#### "Thinkers"

Observe, learn, investigate, analyze, evaluate, and use math and science to solve problems. Likes to

- Understand why things happen
- Research to find answers
- Solve problems using math or science
- Think deeply



## ARTISTIC

### "Creators"

Work in unstructured environments using imagination, art, and creative self-expression.

Likes to

- Sketch, draw, paint
- Play a musical instrument
- Sing, act, dance
- Design fashion or interiors



## SOCIAL

### "Helpers"

Work with others to listen, understand, empathize, inform, help teach, or heal. Likes to

- Help people with problems
- Do volunteer work
- Teach or train
- Take care of others



## ENTERPRISING

### "Persuaders"

Influence, persuade, sell, compete, or lead people and projects to achieve organizational goals.

Likes to

- Debate ideas
- Persuade people
- Start businesses
- Sell things



## CONVENTIONAL

### "Organizers"

Work with data and systems, accurate, organized, and follows instructions. Likes to

- Find patterns in data
- Organize collections
- Follow a set plan
- Create structures and systems

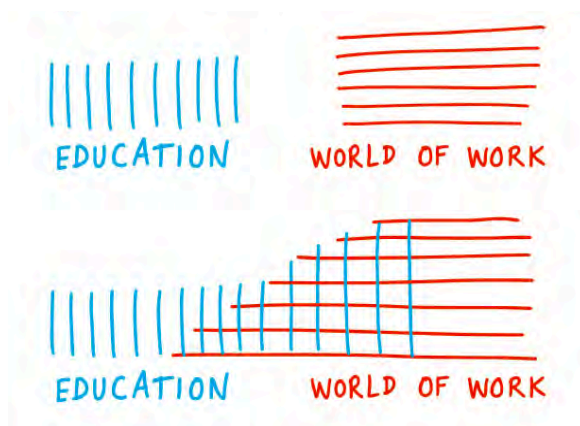




## B5: Talk to Students and Staff

Career Coaches focus on the students' perspective.

- Are students exploring their vocational identity?
- Are they making connections between “school” and “work”?
- Are they having opportunities to explore careers?
- Is someone talking to them on an ongoing basis about their experience?



Career Coaches will constantly gather feedback and adjust the plan as needed. (This qualitative data is useful for each school and to be shared up to WSM for reports back to AIB about overall progress.)

- Regularly (quarterly, at least) meet with a student advisory group
  - What is working? What is not working?
- Regularly support MCPS Teacher Leaders to support classroom connections
  - What is working? What is not working?
  - What resources do students need?
  - What career exploration opportunities would be helpful to add?
- Regularly meet with students
  - What are your interests?
  - How are you improving your skills?
  - What are your options right now?
  - What kind of life do you hope for?



## B6: Expand Career Explorations for Students

Career Coaches support their school communities and connect students to career exploration opportunities. Many initiatives and programs already exist in MCPS, so an early step for Career Coaches will be mapping and calendaring existing opportunities.

- Career Coaches will connect more students to more opportunities
- CCs will work with lead teachers to connect ongoing classroom instruction and practices to more career exploration opportunities
- CCs will talk to students regularly, get feedback, and make adjustments

### LEVEL 1 - CAREER AWARENESS - LEARNING ABOUT WORK

1. College and Career Events
2. Guest Speakers

### LEVEL 2 - CAREER EXPLORATION - LEARNING ABOUT WORK

1. Industry and College Field Trips
2. Informational/Mock Interviews
3. Job Shadowing

### LEVEL 3 - CAREER PREPARATION - PREPARING FOR WORK

1. Informational/Mock Interview
2. Mentoring

### LEVEL 4 - CAREER TRAINING - LEARNING THROUGH WORK

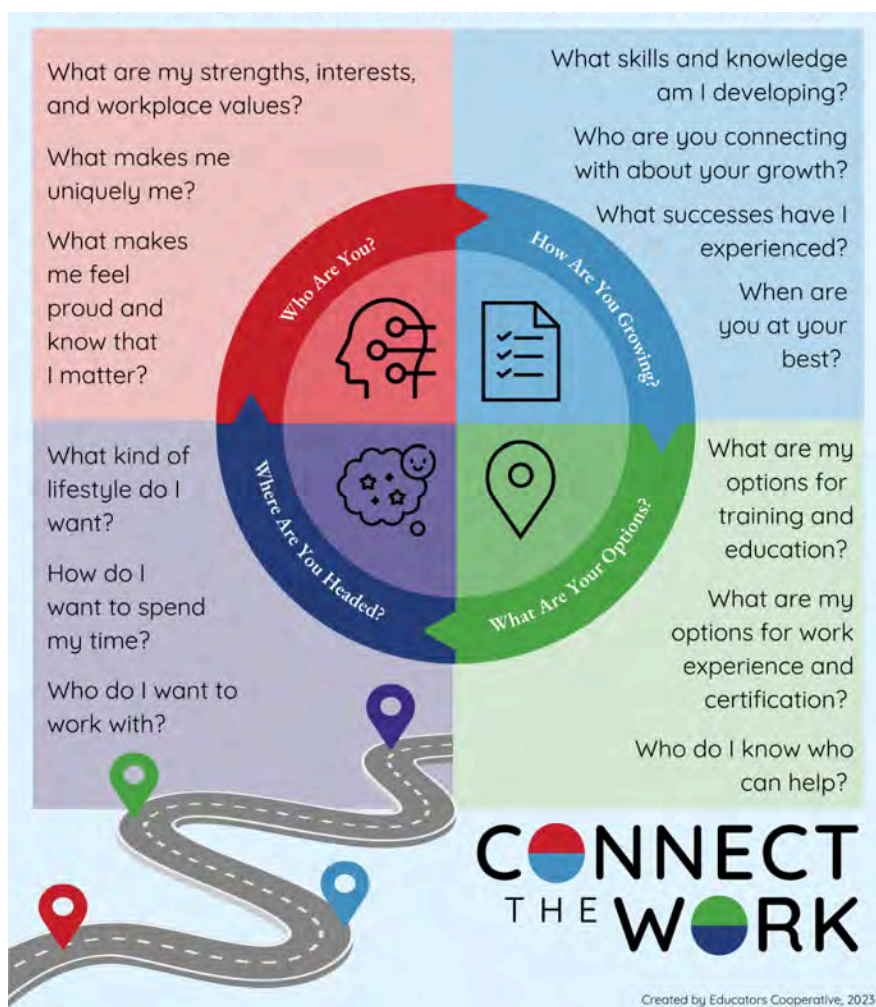
1. Internships
2. Pre-Apprenticeship
3. Apprenticeship
4. Industry Certifications





## B7: Use Assessment and Technology to Support Discussions

Technology can support a dialogic process. Use the four driving questions as a method to evaluate the relevance and role technology can play.



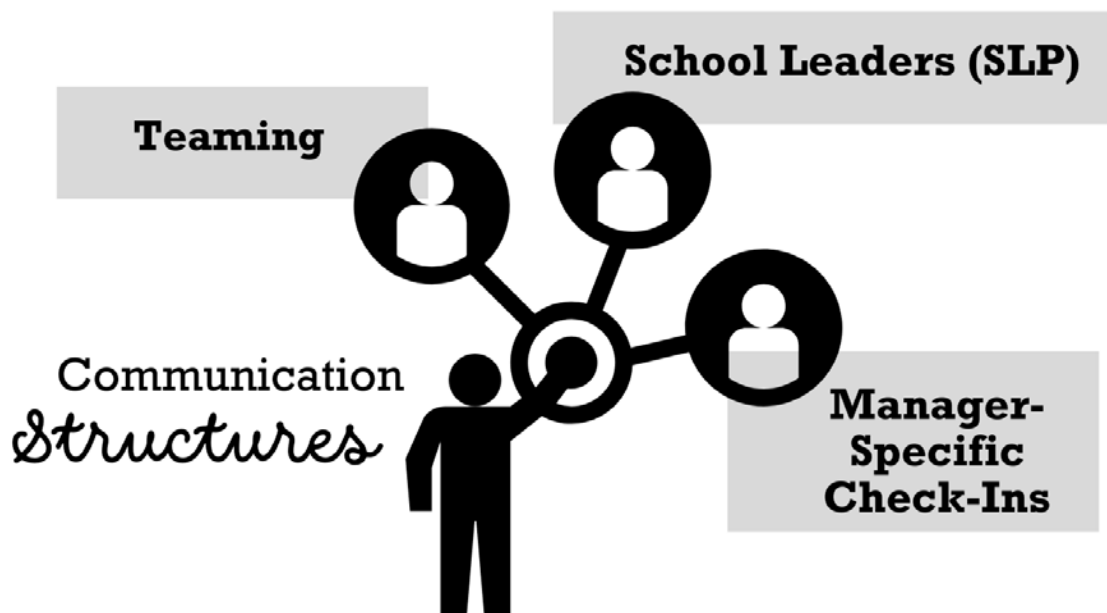


# CC: Essential Components



## C.1 Communication Structure Explanation

3 communication structures are in place to support and prioritize the work of a Career Coach.



- Teaming: All CCs will be active, contributing members of the following 3 teams:

WSM CEM/CC Teaming	WSM/MCPS Cluster Zone Teaming/Training	Career Advising Champion Teaming
All WSM staff in a Cluster Zone <i>Who: CEM, CC's and other WSM staff as determined</i>	Collaborative Teaming with WSM and MCPS <i>Who: CEM, CC's, Career Advising Cluster Leads (MCPS) and others as determined</i>	Collaborative Teaming with WSM and MCPS Site-Based Staff <i>Who: CC's, various SLP-identified, school-specific stakeholders called Champions</i>



		(SLP is detailed below)
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**WSM CEM/CC Teaming:** The Career Education Manager (CEM) and CCs in a designated cluster zone will team to communicate about WSM specific items and information, activities, and planning related to project implementation. This teaming typically occurs at least weekly.

**WSM/MCPS Cluster Zone Teaming/Training:** Managers will organize teaming with their CCs and their Cluster Leads as needed. The full group (all MCPS and WSM MoCo CAP team members attend MCPS training bi-weekly, and WSM led training as needed).

**Career Advising Champion Teaming:** CC's will co-lead the Career Advising Champion team at their school. Each school's Career Advising Champion Team will meet at least monthly beginning in January 2024 with a designated group at each school site. This team will be assembled by the principal or designee. This team will receive professional development around the MoCo CAP programming and be leaders to "champion" MoCo CAP in a variety of ways.

These teams will include: The site Career Advising Coach, and

A stipended group of MCPS site-based staff that may be comprised of the following:

- 1 or more representatives from the School Counseling office of the school (can include MCPS career support positions or school counselors)
- multiple teacher leader(s)
- In high schools-any combination of the College and Career Information Coordinator, the Dual Enrollment Program Assistant, Transitional Support Teacher, Student Service Learning Hours Coordinator,
- *and may include (based on availability):* the Zone Career Education Manager, the Career Advising Cluster Zone Lead, (and/or Specialist, or Coordinator), a site-based administrator, or others determined by the school.

Initially, meeting norms will be established with the support of MoCo CAP Zone leadership from both WorkSource Montgomery and MCPS central office. After that, the meetings for this team will be planned, organized, and led jointly by the Career Coach and the Career Advising Champion Lead.

These teams will focus on site-based needs, which may include:

- Discussing planning and logistics for Career Advising Coach meetings with students and small groups (when, where, who, how)
- Communication of day-to-day logistics and calendars
- Goals and progress monitoring
- Brainstorming, develop, and implementing strategies where the MoCo CAP model and Blueprint can be a conduit for continuous improvement towards college and career readiness in the context of each individual site
- Develop and oversee a cohort of students (MoCo CAP Career Advising Ambassadors) who will be utilized to operationalize goals

The defined purpose document (**Appendix B**) governs the focus points of this team.

- Interfacing with School Leaders (SLP)

Career Coaches are employees of WSM. That said, MCPS principals (and/or their designee) will have direct oversight of programming logistics and needs on their campuses. MCPS also has a direct role in providing feedback about Career Advising program implementation according to the MOU between WSM, MCPS and MC. The point is that the school leaders, specifically the school principal, will be an important stakeholder for the Career Coach to keep informed and be responsive to.

Before CCs deploy, principals will receive information about considerations related to hosting a CC from MCPS. Before the start of CC deployment, they will meet with site-based leadership supported by the Career Education Manager to complete the **Site Logistics Plan** (SLP). This plan will include leadership preference for communication, defined frequency for leadership check-ins, allocations of physical space, acclimation information, and the start of conversations about the site-based CAP Team. CCs will use this SLP as a guideline for how they function within the building, and who their network of support is while in the building.

**Site Logistics Plan (Appendix C, to be used with MCPS site-based leadership)**

- a. This implementation of each plan will vary somewhat depending on each school site, but the framework is the same at each site. This plan will be generated and updated on a regular basis with school leaders and with the support of the CEM. Each plan will include the following common elements initially:
  - i. daily point of contact who work for MCPS,

- ii. preferred method and frequency of communication with school leadership,
  - iii. available spaces to work and to meet with students,
  - iv. site-specific information (restroom and teacher breakroom access, keys, parking, “need to know” logistics),
  - v. a plan to work with teacher-leaders,
  - vi. a list of key people within the school to support this work,
  - vii. schedule for how often to meet and update this plan throughout the year with school leadership
- b. As the school year progresses, the SLP will be updated periodically with the principal (or designee) to include timely and relevant information and goals to support the success of the CC.

- Interfacing with CEMs (CIP)

**Manager-Specific Check-Ins (Appendix D, to be used within WSM)**

Each manager will utilize a record-keeping method for checking-in with CC's on progress related to all elements of the job. This may look like: goal-setting, data-collection and accountability, strengths and challenges, etc. The appendix listed above is an example of a possible outline for check-ins, though the details for this communication element are determined by each Career Education Manager.





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## C.2 Onboarding, Acclimation, and Full Deployment

There are three distinct periods of time for new Career Advising Coaches: Onboarding, Acclimation, and Full Deployment. The timeline for Cohort 2 (**Appendix E**) is as follows: Onboarding– 2/12, Acclimation 3/18, Full-Deployment- 4/23. Refer to **Appendix F** for an outline of reporting “nuts and bolts.”

<b>Onboarding</b> (Both In-Person and Remote)	Includes: Orientation Weeks, Onboarding and Shadowing Experiences, SLP Meetings
<b>Acclimation</b> (On-site in schools, teacher schedule, M-TH. FR- Remote or In-Person WSM work)	<p>Vision: For Career Coaches to become familiar with the rhythms of school building and acquire critical knowledge of how to best serve the students in partnership with MCPS staff. They will still be actively training for full-deployment throughout this time.</p> <p>Some possible activities during this time include:</p> <ul style="list-style-type: none"> <li>• Observing students in classes (primarily grades 6 and 9)</li> <li>• Attending faculty meetings</li> <li>• Organizing their physical space</li> <li>• Attending activities and sporting events</li> <li>• Building Tours</li> <li>• Shadowing various staff members</li> <li>• Popping through classes to introduce the MoCo CAP initiative and deliver introductory 10-minute capsule lesson (who I am, why I am here, and how we will work together in the future)</li> <li>• Interface with students informally</li> <li>• Attending various departmental meetings to observe and meet staff</li> <li>• Complete tasks related to their MoCo CAP training</li> <li>• Co-Lead Champion Team</li> </ul>
<b>Full-Deployment</b> (On-site in schools M-FR)	<p>Vision: Collaboratively with MCPS staff, Career Coaches help students develop the skills to manage their own careers over their lifetime. This includes the components of the MoCo CAP vision, which is to support students in:</p> <ul style="list-style-type: none"> <li>• Identifying their own strengths, interests, values (SIV)</li> <li>• Identifying how they are growing and improving their skills</li> <li>• Exploring a range of options available to them</li> <li>• Describing their goals and priorities for their future</li> <li>• Creating a plan of next-steps, and</li> <li>• Begin implementing that plan through action at appropriate junctures</li> </ul> <p>Day-to-day for a career coach will include (as determined during Site-Logistics meetings):</p> <ol style="list-style-type: none"> <li>1) meeting with students in whole class, small group, and 1:1 settings;</li> <li>2) supporting college and career exploration in whole-class, “guest-teacher” settings;</li> <li>3) planning and hosting career exploration events;</li> <li>4) serving on various inter-organizational teams</li> <li>5) Co-lead the Champion Team</li> </ol>

The way students interact with CCs is outlined in the infographic below, created as a visual for Coaching Session #1 (which will happen in May for Cohort 2 as deemed possible at each site). Identification relies on a Multi-tiered System of Support model for access, with all students receiving whole group, and follow-up sessions are offered as needed or requested. This concept is addressed in detail in D. 4.

## Whole-Group Sessions



Coaches lead MoCo CAP RIASEC Coaching Session #1 in whole group format (see table below for options) to all 6/9th graders. The end of this session (25-45 minutes, depending on available time) will include a feedback form that asks students three questions: 1) Which industry are you most interested in? 2) What are your leading RIASEC themes? and 3) Would you like to participate in follow-up career coaching this year?

*As coaches receive and analyze this feedback data they will use it to do 3 things:*



Schedule 1:1 sessions to complete Session #1 review and follow-up RIASEC activities.



Schedule small group sessions to complete Session #1 review and follow-up RIASEC activities.



Schedule career exploration experiences for students with industry partners based on observed patterns in data.







### D.1 CC Daily Work and Tasks

How do CCs determine which work to do and when? The following 9 components will contribute to the determination of an individualized plan that will look different day-to-day. CCs will create and maintain a professional calendar that plans and outlines daily, weekly, and monthly work.

1	2	3	4
Ongoing support from CEM and WSM teams	Assignments defined with the School Leadership in the SLP	Checklist tasks as outlined in the <b>Year-at-a-Glance</b> (more guidance will come from your manager on this)	Projects that are outgrowths of Champion Team meetings, or “Passion Projects” related to Career Advising that unfold as an identified need
5	6	7	8
Meetings with students (1:1 and small group)	Awareness of and general adherence to MoCo CAP Topical Outline for grades 6-12 (Appendix A, F and G) and support of related experiential learning, exploration and events on and off-campus	Push-in, “guest teacher” RIASEC and CCR lesson support as defined in the SLP	Preparation for and participation in meetings, including: -Teaming as outlined in C.1 - WSM meetings - Site-Based staff meetings
9			
Professional Development and Training provided by WSM or MCPS, including Apprenticeship tasks			

### D.2 On-Site and Remote Work Details, Acclimation Period

Middle School Report Hours: 7:50-3:30 (plan a 30 minute lunch)

High School Report Hours: 7:15 am-2:45 pm (plan a 30 minute lunch)

During the Acclimation period, the schedule of the CC will rely heavily on guidance from Welcome Partners and the Career Advising Champion team members. A sample of how this time could be organized is below.

2 Hours	<b>Shadowing Opportunities</b> Shadow a variety of staff in the building. This can include anyone who is willing!
2 Hour hours	<b>Visible Leadership</b> Be present in hallway class changes; observe students in classes; circulate during lunch shifts to informally get to know students
1.5 hours	<b>Teaming and Planning</b> Plan for upcoming events; participate in department meetings, WSM meetings, etc; brainstorm ways to integrate MoCo CAP into your building; organize presenting MoCo CAP Introduction in classes
1 hour	<b>Professional Growth</b> Training; Professional Learning; Interfacing with Staff; Apprenticeship
1 hour (on or off-site before or after the defined MCPS staff hours)	<b>Email and record-keeping;</b> Work on SLP, or related documents; other duties as assigned
30 minutes	<b>Duty-free lunch</b>

### D. 3 On-Site and Remote Work Details, Full Deployment

#### Time Scheduling Framework

(The letters represent chunks of time that should align with the duration of time for each period according to the school schedule, coaches decide the order with manager collaboration as needed)

8 Period Day Model, *approx. 45 minute periods*

<b>Period A</b>	<b>Planning Period:</b> One period of the day is designated planning. More guidance for what you will do during this time is forthcoming. Some things will include: data collection, data analysis, event planning, lesson planning, Career Advisor Champion Team meeting planning, general preparation. <b>Designate a consistent planning period, knowing that flexibility will be needed for service delivery.</b>
<b>Period B</b>	<b>Lunch and WSM Email Period:</b> Designate a lunch (30 minute duty free) and WSM email period (15 minutes) that is not during the time that students have lunch periods. Coaches will need to be available during student lunch shifts.
<b>Period C</b>	<b>Student Lunch Shift Period: Office Hours/Lunch Bunch/ Lunch Activities</b> Create a M-F regular schedule for holding office hours so students can drop in during every lunch shift. Here is a sample:

	<table><tr><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th></tr><tr><td>Drop-in office hours for all lunch shifts</td><td>No Office Hours (lunch bunch groups/event s/visible leadership in cafeteria)</td><td>Drop-in office hours for all lunch shifts</td><td>No Office Hours (lunch bunch groups/event s/visible leadership in cafeteria)</td><td>Drop-in office hours for all lunch shifts</td></tr></table>	M	T	W	TH	F	Drop-in office hours for all lunch shifts	No Office Hours (lunch bunch groups/event s/visible leadership in cafeteria)	Drop-in office hours for all lunch shifts	No Office Hours (lunch bunch groups/event s/visible leadership in cafeteria)	Drop-in office hours for all lunch shifts
M	T	W	TH	F							
Drop-in office hours for all lunch shifts	No Office Hours (lunch bunch groups/event s/visible leadership in cafeteria)	Drop-in office hours for all lunch shifts	No Office Hours (lunch bunch groups/event s/visible leadership in cafeteria)	Drop-in office hours for all lunch shifts							
Period D	<p><b>Visible Leadership (1):</b></p> <p>A) Push-in/guest teaching in classes OR</p> <p>B) Continued and ongoing student observations in classrooms/shadowing opportunities OR</p> <p>C) Career Exploration Experiences in classrooms (late 2024)</p> <p>And being visible in the school for bell changes.</p>										
Period E	<p><b>Visible Leadership (2):</b></p> <p>A) Push-in/guest teaching in classes about RIASEC OR</p> <p>B) Continued and ongoing student observations in classrooms/shadowing opportunities OR</p> <p>C) Career Exploration Experiences in classrooms (late 2024)</p> <p>And being visible in the school for bell changes.</p>										
Period F	<p><b>Connect with students (1:1 and small group) (1):</b></p> <p>After Data-Informed Groups are formed</p> <p><i>Before these groups are formed, coaches spend this period continuing student classroom observations and shadowing.</i></p>										
Period G	<p><b>Connect with students (1:1 and small group) (2):</b></p> <p>After Data-Informed Groups are formed</p> <p><i>Before these groups are formed, coaches spend this period continuing student classroom observations and shadowing.</i></p>										
Period H	<p><b>Flexible Period:</b></p> <p>WSM meetings, MCPS teamings/meetings, Additional Data Engagement time</p>										

**Advisory Period:** Schools have various names for Advisory or FLEX period. It may be every day, or certain days a week. This is a key period of time for coaches. Events, lessons, meetings, etc. will likely take place during this time. If coaches do not have this time assigned for Advisory on any given day, they should observe or support in a classroom or in the counseling office during this time.

*Note: On-site leadership and the Career Advising Champion Team may have other ideas for ways coaches can implement programming. This might be something like, maintaining a monthly RIASEC bulletin board, establishing regular RIASEC guest teaching to support individual school programs (like AVID), etc. Coaches should work with their managers and Cluster Leads to assign time that is outside of the guidance provided above. Every site has individual needs that coaches may be able to support that is outside of what is outlined.*



## D. 4 Cycle of Student Support

*How will coaches deliver whole-group coaching lessons? How will they decide who will receive follow-up services and when\*?*

*How can we ensure that there is a consistent, equitable, documented process to which students receive 1:1 and small group coaching after a whole-group session?*

*Administration decides:*

Access Option 1: Academic Class Push-ins/"Guest Teaching"	Access Option 2: Advisory Period Push-in/"Guest Teaching"	Access Option 3: Advisory Period OR Pass-initiated Small-Scale Assembly	Last Resort Option: Advisory Period OR Pass-initiated Large-Scale Assembly (Middle-school only)
With your point person or administrator, decide which academic course you can guest teach a 25-45 minute session (RIASEC introduction). Ask them which department, who you can contact, and if it is okay for you to send teachers an overview and sign up sheet so they can add a day/period. This must be the same subject, so that way you can ensure that all students access the lesson.	Before discussing this as an option with administration, ensure that you know when this advisory period takes place and how it is populated. For example, if the advisory period is not organized by grade-level, this will not work.  If it is populated by grade level, determine with your point person and administrator which advisory dates you will lead the lesson, and find out how they would like the teachers to be notified of the schedule.	If your administration wants to utilize an advisory period or another period of the day and does not want you to enter individual classrooms, you can discuss a small-scale assembly. The smaller groups that you pull out, the better. For middle school, consider using a team approach (other coaches from your zone come to help you) so you can split students into smaller groups to disseminate information. Groups of 50-75 (so, 50 students x however many dates allows you access to them all) would be the recommended maximum—then you could break students in smaller groups from there. Ensure you follow proper protocol to reserve auditorium, media center, or cafeteria space. Consider grouping students by counselor. Define dates for each small-scale assembly with administration.	If administration indicates that options 1, 2, and 3 are not on the table, a last resort is a whole class assembly (so all 6th graders). This approach is very unideal—so all other considerations should be made (and Cluster Leads should be looped in) before you decide on this. Define the date with administration.

### Phase A

Step 1

Coaches deliver approved **RIASEC introductory Coaching Session #1** in whole group format with a closing learning reflection, for example a "Caught

	<p>What You Taught,” or “share out.” Last, coaches that will collect feedback that will include the following:</p> <ul style="list-style-type: none"><li>A) Which RIASEC themes do you most identify with?</li><li>B) Which career industry are you most interested in?</li><li>C) Would you like to meet again with your career coach to follow up on this lesson?</li></ul>				
Step 2	<p>Coaches will analyze said feedback for patterns. They will document the following:</p> <table><tr><td>Blue: Color Code Students by Current Leading RIASEC Theme (A Above)</td><td>Yellow: Color Code Students by Current Industry of Interest (B Above)</td><td>Green: Make a List of Coaching Self-Select Students (C Above)</td><td>Pink: Make a List of Students who Incorrectly or Insufficiently Completed the Survey</td></tr></table> <p>The information on these forms will inform how coaches do 2 essential components of their job: meeting with students in 1:1 and small groups, and create career exploration opportunities with the Industry Engagement Team (More in D. 5).</p>	Blue: Color Code Students by Current Leading RIASEC Theme (A Above)	Yellow: Color Code Students by Current Industry of Interest (B Above)	Green: Make a List of Coaching Self-Select Students (C Above)	Pink: Make a List of Students who Incorrectly or Insufficiently Completed the Survey
Blue: Color Code Students by Current Leading RIASEC Theme (A Above)	Yellow: Color Code Students by Current Industry of Interest (B Above)	Green: Make a List of Coaching Self-Select Students (C Above)	Pink: Make a List of Students who Incorrectly or Insufficiently Completed the Survey		
Step 3	<p>Coaches will identify who will receive Follow-up Lesson Services for RIASEC Introductory Coaching Session #1 using the feedback data and input from school staff. This is a list of students who need 1:1 or small group follow-up.</p> <p>Coaches will compile their feedback data with any school specific student lists that have been made. For example:</p> <ul style="list-style-type: none"><li>A) If Career Advising Champion Teams have helped to compile a list of students who would benefit from 1:1 or small group instruction.</li><li>B) If school leadership has requested that you get with any department or teacher to get a list of students who would benefit from 1:1 or small group instruction.</li></ul>				
Step 4	<p>Coaches will compile their 1:1 and small group lists based on the green column, the red column, and the lists for Step 3. <b>They will now have a master list of students for RIASEC Coaching Session #1 Follow-Up Services.</b></p>				
Step 5	<p>Coaches will devise a timeline for Phase A Follow-Up Services with support from managers and Cluster Leads. This will vary based on school, but for the 2023/24 school year this cycle will likely be between 4-6 weeks. These follow-ups should be quick (no longer than 30 minutes at most) and may be a single follow-up (for 1:1) or a series (for small group). Small group could also be a single follow-up.</p>				
Step 6	<p>Coaches will meet with school leadership and/or Career Advising Champion Team to determine the best ways to access those students (pass classroom pull-out, pass for lunch bunch, meeting during Advisory time, other as determined by site)</p>				
Step 7	<p>Once approved by all parties, coaches will submit their finalized plan and schedule to their manager. This will include:</p>				

	<ol style="list-style-type: none"> <li>1) List of students who are receiving followup services</li> <li>2) A code for why (self-select, teacher select, incomplete or insufficient survey)</li> <li>3) And the schedule of service delivery</li> </ol>
Step 8	Coaches will finalize what the Follow-up Services will be based on the training and resources from Educators Cooperative
Step 9	Coaches will deliver Follow-Up Services

Then, begin Cycle B. This is everything above, but you begin again with lesson delivery in all whole groups for RIASEC Introductory Coaching Session 2, and then 3, and so on.





## D. 5 Career Exploration Experiences (Industry Engagement Partnerships)

### Career Advising Coach Essential Job Component 3:

*Career Advising Coaches will be assisting in the planning, coordination, and implementation of college and career exploration experiences in cooperation with their support teams.*

### Cycle of Planning for Data-Informed Career Advising Exploration Opportunities

Step 1	Coaches lead Career Advising whole-group sessions.
Step 2	Coaches seek feedback from students at the end of the lesson. It will include the following questions: A) Which RIASEC themes do you most identify with? B) Which career / industry are you interested in?
Step 3	At ongoing, predetermined intervals, Coaches will analyze the data for patterns related to career exploration needs. This process will yield dominant industries and/or RIASEC themes that would indicate a need for a certain career exploration experience at that school. (Yellow and Blue data analysis columns above).
Step 4	Coaches will fill out a request form that indicates the following:  <ol style="list-style-type: none"> <li>1) Which industry or RIASEC theme has emerged as a pattern where large numbers of students would be interested in participating in a career exploration experience with data and rationale included</li> <li>2) An explanation of the kind of event they are proposing (Industry Professional Presentation on-site; Off-site visit to industry professional workplace; Panel discussion or station-rotation style event with multiple industry professionals; a fair with booths, etc). Coaches will collaborate with site-based experts to address anticipated needs in terms of language and accommodations.</li> <li>3) Constraints for timing (Coaches will check school calendar for conflicts). Coaches will bring the event idea to the Career Advising Champion Team, and they will propose a number of dates and times based on the needs of the school.</li> <li>4) Coaches will estimate the number of students who will be attending and what their specific needs may be.</li> <li>5) How student MoCo CAP Ambassadors might assist with the event.</li> </ol> Managers will approve the request before sending it to the Industry Engagement Team.
Step 5	Industry Engagement team approves, denies, or amends the request and if it is approved, sets up a planning meeting with the coach and manager. The manager will forward the meeting invite to the Cluster Lead. Any amendment or denial will be sent back to the Advisor with explanation.
Step 6	The Industry Engagement team will meet with all parties to plan event logistics.
Step 7	Coaches decide how to advertise/recruit for the event to raise awareness for

	interested students, invite students who have documented interest from existing feedback forms, and work with Cluster Leads to manage logistics like MCPS forms.
Step 8	Event Occurs
Step 9	Coach will complete post-event data collection to include: 1) facilitation of reflection about activity 2) Student attendance reporting and related RIASEC themes

## Field Guide Appendix

## Appendix A: Scope and Sequence for 6-12 Implementation

## Topical Outline of Student Futurecasting Journey

6	7	8
<p>A) Introduction to RIASEC (<i>classroom push-in</i>) and related identity-work activities/experiences</p> <p>B) Introduction to MoCo CAP Support Tool(s)</p> <p>C) Part II RIASEC (<i>classroom push-in</i>) and related identity-work</p> <p>D) 1:1 and small group meetings to support A, B, and C</p> <p>E) Partnership Introduction “Wow” Event</p>	<p>A) Deep-dive connection of RIASEC, identity, and career options (<i>classroom push-in</i>) and related activities/experiences</p> <p>B) Interaction with MoCo CAP Support Tool(s)</p> <p>C) 1:1 and small group meetings to support A and B</p>	<p>A) Introduction to MCPS Pathways as they related to RIASEC (<i>classroom push-ins</i>)</p> <p>B) Interaction with MoCo CAP Support Tool(s)</p> <p>C) 1:1 and small group meetings to support A and B</p> <p>A) Participation in Exploratory Career Events/Meet a Pro</p>

9	10	11
<p>A) Interaction with MoCo CAP Support Tool(s)</p> <p>B) Continuation of RIASEC Identity-work from Middle School (classroom <i>push-in or off-campus</i>)</p> <p>C) Attend targeted Exploration Experience(s)/ Meet a Pro based on RIASEC (<i>on-site or centralized</i>)</p> <p>D) MCPS Career Pathways Overview with RIASEC Lens, including work-based learning, internships, dual enrollment, etc. (<i>classroom push-in or off-campus</i>)</p> <p>E) Trip(s) to college campuses</p>	<p>A) Interaction with MoCo CAP Support Tool(s)</p> <p>B) Attend targeted Exploration Experience(s)/Meet a Pro based on RIASEC (<i>on-site or centralized</i>)</p> <p>C) Review of MCPS Career Pathways Overview with RIASEC Lens, including work-based learning, internships, dual enrollment, etc. (<i>classroom push-in or off-campus</i>)</p>	<p>A) Interaction with MoCo CAP Support Tool(s)</p> <p>B) Attend On-Site and/or Central Programming to support the development of the following skills:</p> <ul style="list-style-type: none"> <li>● Professional Skills</li> <li>● Leadership Development</li> <li>● Professional Mock-Interview Participation</li> <li>● Scholarship 101</li> <li>● Applying to College 101</li> </ul> <p>C) Attend College Visits and/or the Job Fair</p> <p>D) Attend targeted Exploration Experience(s) based on RIASEC (<i>on-site or centralized</i>)</p>

12
<ul style="list-style-type: none"> <li>A) Interaction with MoCo CAP Support Tool(s)</li> <li>B) Attendance at Alumni Panel: What to Expect After High School</li> <li>C) Attend targeted Exploration Experience(s) based on RIASEC (<i>on-site or centralized</i>)</li> </ul>



## Appendix B: Career Advising Champion Tasks (Cohort 1)

### **Cohort 1: What will the Career Advising Champion Team Do?**

*The work of the Career Advising Champion Team will be focused on four central tasks. They are described in the Career Advising Champion Team Memo video, where Dr. Genevieve Floyd discusses the function of the team with Dr. Steve Regur from Educator's Cooperative. ([link](#))*

#### **Identified Task 1: Members of the Career Advising Champion Team will incorporate regular integration of RIASEC language and approach into their interactions with students.**

What is the task?	Career Advising Champions will integrate the RIASEC approach into their regular classroom day-to-day (instructional staff) or regular interactions with students (counseling and support staff). This includes talking with students in the context of their own classrooms/school roles to integrate RIASEC Career language. Teachers will receive resources to support this from Educators Cooperative.
What is the timeline?	This is an ongoing task after training launches in January.
What training is needed?	Training for this will begin on 2/13, 3:30-5:30 at Gaithersburg High School.
Looks Like:	<ul style="list-style-type: none"> <li>a) Classroom conversations about students' strengths, interests, and values;</li> <li>b) RIASEC language integrated into classroom activities;</li> <li>c) Other creative ways to infuse RIASEC language and general career readiness into the wider school environment</li> </ul>
Success Criteria:	Will be determined by the Champion team.

#### **Identified Task 2: Members of the Career Advising Champion Team will meet at least monthly to determine how the team can best support the Career Advising Coach's efforts to access students and deliver MoCo CAP programming.**

What is the task?	Career Advising Coaches and Career Advising Champion Leads will use the guidance provided by MoCo Cap Leadership
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	to plan and lead Career Advising Champion Team meetings at least monthly. This includes covering district-wide MoCo CAP agenda items, and any site-based needs as determined by the team.
What is the timeline?	The goal is that the first Career Advising Team meeting occurs by early February.
What training is needed?	Training will begin at the Career Advising Champion Team Kickoff and will be ongoing.
Looks Like:	<ul style="list-style-type: none"> <li>a) Discussions about career related events for students that could take place during or after school;</li> <li>b) Opportunities for the Career Advising Coach to provide coaching sessions in classrooms;</li> <li>c) Recommendations by the Champion team for students who might benefit from 1:1 or small-group career coaching with input from the administrative designee.</li> </ul>
Success Criteria:	Will be determined by the Champion Team.

**Identified Task 3: Collaboratively with the Career Advising Coach, members of the Career Advising Champion Team will share information about MoCo CAP with other staff.**

What is the task?	Career Advising Champions may participate in formal and informal opportunities to share information with other staff about RIASEC, MoCo CAP, and any MoCo CAP events that are occurring on or off-campus.
What is the timeline?	Throughout the 2023-24 school year.
What training is needed?	Resources and training will be provided as needed.
Looks Like:	<ul style="list-style-type: none"> <li>a) Sharing information about MoCo CAP and relevant events at staff/team meetings;</li> <li>d) Providing RIASEC and MoCo CAP training opportunities in-house to staff as outlined by the team and approved by administration</li> </ul>

Success Criteria	Will be determined by the Career Advising Champion Team.
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<b>Identified Task 4: Collaboratively with the Career Advising Coach, members of the Career Advising Champion Team will share information about MoCo CAP with the community.</b>	
What is the task?	Career Advising Champions may participate in formal and informal opportunities to share information with the wider school community about RIASEC, MoCo CAP, and any MoCo CAP events that are occurring on or off-campus.
What is the timeline?	Throughout the 2023-24 school year.
What training is needed?	Training is ongoing.
Looks Like:	<ul style="list-style-type: none"> <li>b) Sharing information about MoCo CAP and relevant events that families attend (like an informative table; disseminating literature; answering parent questions);</li> <li>e) Creating, planning, and participating in events designed to inform families about MoCo CAP and general career readiness</li> </ul>
Success Criteria:	Will be determined by the Career Advising Champion Team.

*This framework is a starting point for Career Advising Champion Teams to determine how MoCo CAP integration will continue in schools. As teams meet and align tasks with college and career readiness needs of each individual student body, the goals of the team may become more personalized.*

### ***What is next for the Career Advising Champion Team?***

<b>January/February</b>	<b>March-May</b>
<ul style="list-style-type: none"> <li>• Kickoff Event 2/13</li> <li>• Career Advising Coach and Champion Lead plan and lead first meeting(s)</li> <li>• Career Advising Coach presents MoCo CAP overview</li> <li>• Complete initial goal-setting for each task outlined above</li> </ul>	<ul style="list-style-type: none"> <li>• Teams meet at least monthly to: 1) create a plan and goals for each outlined task above, and 2) address any district-wide MoCo CAP additional tasks or information dissemination</li> <li>• Teams plan and lead events aligned with the 4 tasks above</li> <li>• Teams will create an outline for events slated for SY 24/25 in the months of May/June</li> </ul>

### **Specific Information for Career Advising Coaches and Champion Leads**

- Prior to the first official meeting, collaboratively determine an attendance/recordkeeping/agenda method for each meeting.
- By the 1st of each month, any MoCo CAP district-wide Career Advising Champion Team tasks/information will be communicated to the Career Advising Coach to share with the Champion lead. This will guide initial planning for the upcoming meeting.
- Ensure that the school leadership point of contact, Career Education Manager, and MCPS Cluster Lead receive an invitation to attend each Career Advising Champion Team meeting. They will attend as they are able.
- Ideally, by the end of February, Career Advising Champion Teams will have identified goals in each of the outlined task areas. Career Advising Coaches and Champion leads will determine appropriate recordkeeping for progress towards goals. One possible recordkeeping tool can be found below.



**Identified Task 1: Members of the Career Advising Champion Team will incorporate regular integration of RIASEC language and approach into their interactions with students.**

Task 1 Team Goal #1

Detailed Description of Task 1 Team Goal I including:

- A) Goal description
  - *What is the goal?*
- B) Plan Outline
  - *What needs to happen to achieve the goal?*
- C) Progress Monitoring Outline with Success Criteria
  - *At which intervals will progress towards this goal be measured?*
  - *What does successful progress look like?*
- D) Goal Timing
  - *What is the target completion timeline?*

- A)
- B)
- C)
- D)

Task 1 Team Goal #2

- A)
- B)
- C)
- D)

**Identified Task 2: Members of the Career Advising Champion Team will meet at least monthly to determine how the team can best support the Career Advising Coach's efforts to access students and deliver MoCo CAP programming.**

Task 2 Team Goal #1

Detailed Description of Task 2 Team Goal including:

- A) Goal description
  - *What is the goal?*
- B) Plan Outline
  - *What needs to happen to achieve the goal?*
- C) Progress Monitoring Outline with Success Criteria
  - *At which intervals will progress towards this goal be measured?*
  - *What does successful progress look like?*
- D) Goal Timing
  - *What is the target completion timeline?*

- A)
- B)
- C)
- D)

Task 2 Team Goal #2	
A) B) C) D)	

**Identified Task 3: Collaboratively with the Career Advising Coach, members of the Career Advising Champion Team will share information about MoCo CAP with other staff.**

Task 3 Team Goal #1	
Detailed Description of Task 3 Team Goal including: A) Goal description <ul style="list-style-type: none"><li>What is the goal?</li></ul> B) Plan Outline <ul style="list-style-type: none"><li>What needs to happen to achieve the goal?</li></ul> C) Progress Monitoring Outline with Success Criteria <ul style="list-style-type: none"><li>At which intervals will progress towards this goal be measured?</li><li>What does successful progress look like?</li></ul> D) Goal Timing <ul style="list-style-type: none"><li>What is the target completion timeline?</li></ul>	
A) B) C) D)	
Task 3 Team Goal #2	
A) B) C) D)	

**Identified Task 4: Collaboratively with the Career Advising Coach, members of the Career Advising Champion Team will share information about MoCo CAP with the community.**

Task 4 Team Goal #1	
Detailed Description of Task 4 Team Goal including: A) Goal description <ul style="list-style-type: none"><li>What is the goal?</li></ul> B) Plan Outline <ul style="list-style-type: none"><li>What needs to happen to achieve the goal?</li></ul> C) Progress Monitoring Outline with Success Criteria <ul style="list-style-type: none"><li>At which intervals will progress towards this goal be measured?</li></ul>	

<ul style="list-style-type: none"> <li>○ <i>What does successful progress look like?</i></li> </ul>	
D) Goal Timing <ul style="list-style-type: none"> <li>○ <i>What is the target completion timeline?</i></li> </ul>	
A) B) C) D)	
Task 4 Team Goal #2	
A) B) C) D)	

Appendix C: SLP Template**Site Logistics Plan (Initial Meeting)**

Career Coach	Career Education Manager	School Assignment

Career Advisor Cluster Zone Lead	School Principal (and designee, if applicable)

Meeting Date and Time	
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**Section 1: Reporting Logistics**

Where will my workspace be?	
If this is not a place where I can eventually meet with students, where will that location be?	
Are there any keys that I need? If so, how can I get one?	
Will I have a mailbox? If so, where is it?	
What should I know about parking or other site logistics?	
What are the sign-in procedures each day?	

**Section 2: School Leadership Logistics**

Which school leader (administrator) will be my main point of contact?	
How can I contact them? Where are they located?	
How frequently would you like a check-in to occur with that leader?	

**Section 3: Acclimation Plan**

As on-going off-site training occurs for Career Coaches, they will spend one or more agreed upon days each week from November to January completing acclimation tasks. Beginning January 8, Career Coaches will be on-site regularly each week.	
Who is my welcome partner(s)?	



Where can I find them?	
On my first day, where should I report?	
Which faculty meeting should I plan to attend to be introduced?	
What are the planned dates of future faculty meetings?	
During the acclimation period (November to January) things that I will be doing on-site will include ( <a href="#">full acclimation idea document link</a> , Appendix H)	
The dates that the Career Coach will be on-site:	

#### Section 4: Career Advising Champion Team

Which teachers will be a part of the Champion Team?	
Who is my administrative contact for the team?	
Who is the Career Advising Champion Lead?	

#### Section 5: General

What are the most important things I should know about this school and the way things work day to day?	
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Appendix D: Possible Check-In Template (CEM Specific)

**Check-in Meeting Template**

Career Advisor	Career Education Manager	Date of Meeting
Link to Month-at-a-Glance		

**Section 1: General Reflection (Consider how it is going in each of the 3 Main Components, Appendix J)**

Successes or Areas of Strength	Challenges or Areas for Growth

**Section 2: SLP/Site Based Progress (Acclimation Progress, Champion Team Updates, Site-based Needs or Questions)**

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**Section 3: Month-at-a-Glance**

Reflect on Last Month's Checklist (update on progress, questions, logistics needs, etc)	Looking Ahead to Next Month's Checklist (questions, logistics, needs, etc)

**Section 4: Goals**

A) Update and Progress on last month's goals:	
B) Identified goals for this month:	
Goal 1	Goal 2

**Section 5: Wrap Up**

What do you need to feel successful in the next month? What questions do you have? How can your CEM best support you during this time?

## Appendix E: Cohort 2 Deployment Map

## Onboarding and Deployment Map for Cohort 2

Week of February 12	Week of February 19	Week of February 26	Week of March 4	Week of March 11
<i>M-W: In-Person TH/FR: Remote</i>	<i>Monday: Off T-FR: In-Person</i>	<i>M: Remote T-FR: In-Person</i>	<i>All Week: In-Person/ Remote Combo TBA</i>	<i>All Week: In-Person/ Remote Combo TBA</i>
Orientation Week 1	Orientation Week 2  Friday: Apprenticeship Kickoff	M: Finalize Presentations  T,TH,F: Shadowing Assignments  W: WSM Wheaton 9-11 (Presentations)  MCPS Training 12-3	SLP Meetings at Assigned Schools Begin  Shadowing Assignments Continue	SLP Meetings at Assigned Schools Continue  Shadowing Assignments Continue

Week of March 18	Week of March 25	Week of April 1	Week of April 8	Week of April 15
<i>M-TH: In-Person FR: Remote</i>	<i>Remote Work</i>	<i>Monday: Off T-TH: In-Person FR: Remote</i>	<i>Monday: Off T-TH: In-Person FR: Remote</i>	<i>Monday: Off T-TH: In-Person FR: Remote</i>
Coaches Report to Schools for Acclimation	Spring Break	(Monday April 1 off) Coaches Acclimate in Schools	(Early release April 9, No Students April 10) Coaches Acclimate in Schools	Coaches Acclimate in Schools

Week of April 22	Week of April 29	Week of May 6	Week of May 13	Week of May 20- End of School Year
<i>M-F: In-Person</i>	<i>M-F: In-Person</i>	<i>M-F: In-Person</i>	<i>M,W,TH,FR: In-Person T: Off</i>	<i>M-F: In-Person</i>
(No Students April 22)  Full Deployment to Begin Serving Students	Full Deployment	Full Deployment	(Tuesday the 14th off)  Full Deployment	Full Deployment

## Appendix F: Reporting Nuts and Bolts

### **Reporting Nuts and Bolts**

- Coaches report to workstation on MCPS campus the same time MCPS professional staff report and will follow bell schedules of middle or high schools in scheduling times with students and/or staff.
- Attendance of meetings or events outside the workday is optional, unless created by the Career Coach or WSM.
- Duties outside the preparation for coaching of students, during the workday, are assigned by their Career Education Manager.
- If asked to perform a duty not connected to career coaching by any MCPS personnel, the career coach has the choice to decline.
- Lunch and breaks are duty free times.
- Meetings during the workday are decided by the Career Coach and Teaching Staff with whom they are collaborating.
- Report Sick Time Off via email to Career Education Manager and School Secretary, or designated person, at least 90 minutes before the report time for work. SUBJECT LINE: JOHN JONES OUT SICK 10/10/2023. Career Coach will copy any teacher scheduled to have collaborations with Career Coach for that/those day(s).
- MCPS School Calendar vs. WSM Calendar incongruencies: Career Coaches follow the MCPS student schedule during the school year, this includes inclement weather days. If MCPS closes for inclement weather, coaches are not required to work remotely. Spring Break will follow WSM holidays, with the remaining dates when MCPS is closed being remote work.
- Career Coach duties during Teacher Non-Student Contact Days (Teacher Work Days): WSM discretion.
- Career Coaches will adhere to all delayed start days as declared by MCPS.
- Career Coaches are 12 month employees of WSM. Summer work details are currently being determined by WSM upper-management and will include a combination of remote and in-person work.
- Upon entering into full-deployment, CCs are required to report to in-person to work M-FR without options for remote work during MCPS student report days. If a CC is not on site, or supporting a MoCo CAP related event, they will need to notify their manager and site point of contact, as well as put leave into isolated.

Appendix F: Monthly Framework Outline Middle (beginning SY 24/25)

*(Letters Correspond to Items on the Topical Outline [Appendix A] for Grades 6-12)*

**Middle School**

September	October	November	December	January
6A Push-ins School 1	7A Push-ins School 1	8A Push-ins School 1	6C Push-ins School 1	Grade 7 1:1 and Small Group School 1
6A Push-ins School 2	7A Push-ins School 2	8A Push-ins School 2	6C Push-ins School 2	Grade 7 1:1 and Small Group School 2
<i>(RIASEC Session 1: Overview)</i>	<i>(RIASEC Session 3)</i>	<i>(RIASEC Session 4: Intro MCPS Programs)</i>	<i>(RIASEC Session 2: SIV)</i>	
February	March	April	May	June
6C Push-ins School 1	6th Grade Industry Engagement Event	Grade 8 Exploratory Career Event	Final 1:1 and Small Group School 1	
6C Push-ins School 2	Grade 8 1:1 and Small Group School 1	Grade 6 1:1 and Small Group School 1	Final 1:1 and Small Group School 2	
<i>(RIASEC Session 2: SIV)</i>	Grade 8 1:1 and Small Group School 2	Grade 6 1:1 and Small Group School 2		

\*Monthly Champion Team Meetings



Appendix G: Monthly Framework Outline HS (Beginning SY 24/25)

**CC Potential Yearly Overview: Full Implementation**

*(Letters Correspond to Items on the Topical Outline [Appendix A] for Grades 6-12)*

Full Implementation

September	October	November	December	January
Grade 9: Coordinate Push-in or Off-campus Programming on Identity (9A & B)	Grade 10: Coordinate Push-in or Off-campus Programming on RIASEC and Pathway Review (10A & C)  Grades 10/11: Support the Coordination of Explore Experiences (10B and 11D)	Grade 12: Support Alumni Panel 1 (12B)  Grades 10/11: Support the Coordination of Explore Experiences (10B and 11D)	Grade 10: Coordinate Push-in or Off-campus Programming on Pathway Review (10A & C)	Grade 9: Coordinate Push-in or Off-campus Programming on RIASEC & MCPS Pathways (9D)
February	March	April	May	June
Grade 11: Support RIASEC-Rooted Skill Development Events (11B)	Grade 11: Support RIASEC-Rooted Skill Development Events (11B)	Grade 12: Support Alumni Panel 2 (12 B)  Grade 9: Support the Coordination of Explore Experiences (9C)	Grade 11/12: Support the Job Fair (11C)	

\*Monthly Champion Team Meetings

Appendix H: Acclimation Resources

**Ideas for Career Coach Acclimation**  
(or others as determined by team at SLP meeting)

Observe classes of grade 6, 9, or CTE	Attending faculty meetings	Attend a school activity or sporting event	Take a building tour
Shadow various staff members to see what they do in the building each day	Pop through classes to introduce the MoCo CAP initiative and deliver introductory 10-minute capsule lesson (who I am, why I am here, and how we will work together in the future)	Interface with students informally during lunch	Interface with students informally for a small-group, “getting to know you” activity
Complete tasks outlined in the Career Coach apprenticeship training	Attending various departmental meetings to observe and meet staff	Browse site-specific resources like school website, history, or school improvement plan	Complete site BINGO Task Card
Complete acclimation tasks as designated by the school leadership.			

## Appendix I

**Career Coach Acclimation Period On-Site Planner Template**

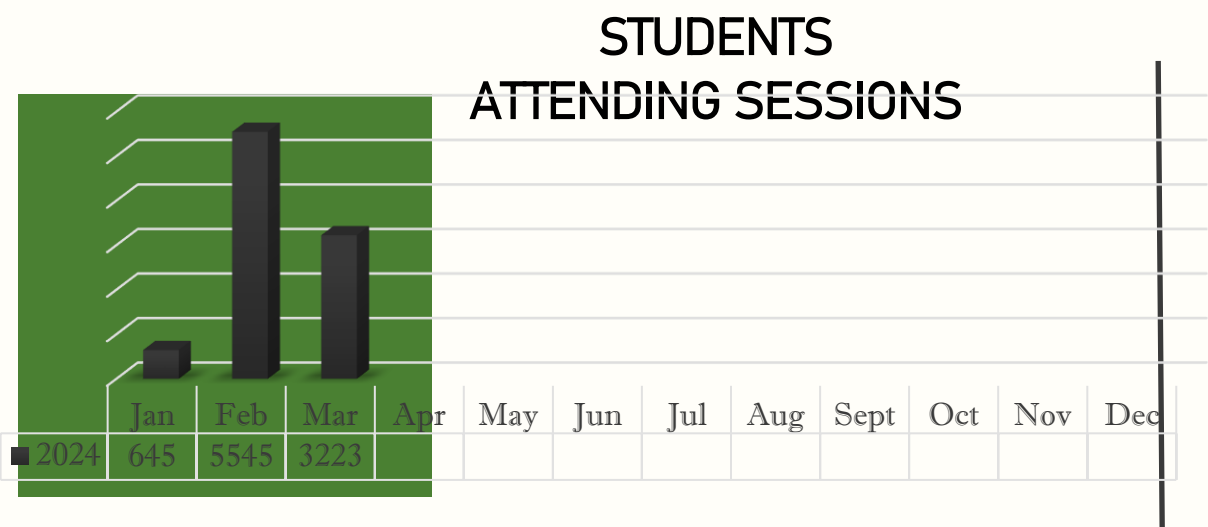
Date: _____ Report Time: _____ End Time: _____		
Time	Task	What am I doing? Who is my point of contact? Where do I go?

**SAMPLE**

Date: _____ Report Time: _____ End Time: _____		
Time	Task	What am I doing? Who is my point of contact? Where do I go?
7:50-8:15	Introductions in School Counseling Office	Meeting staff; Mary Thompson; Room 212
Period 1 8:15-9:05	Shadow English 6 class	Observing students in class; Alex Moreno; Room 300

# QUARTERLY SNAPSHOT

REPORTING PERIOD: JAN 2024-MAR 2024



## IMPACT

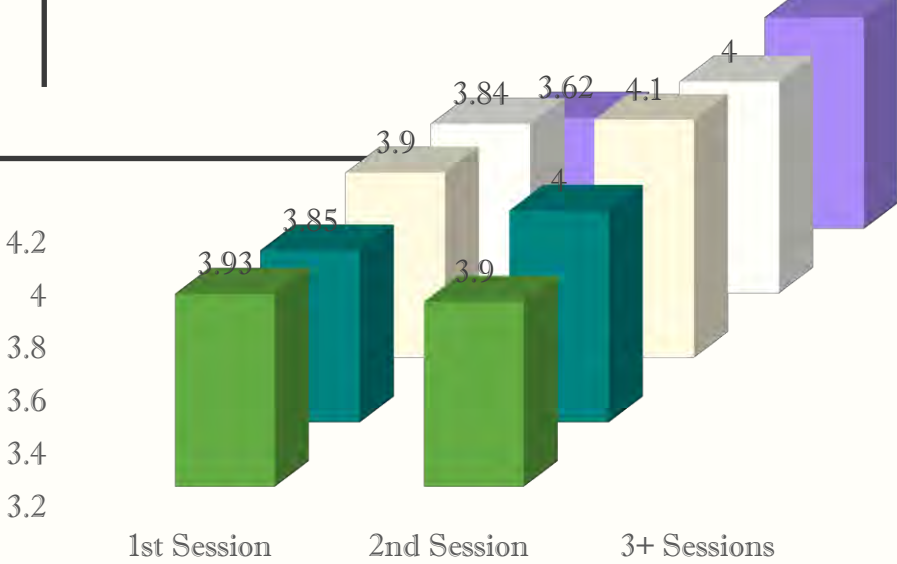
**9,413**  
TOTAL STUDENTS

**7,207**  
JUNIOR HIGH STUDENTS

**2,206**  
SENIOR HIGH STUDENTS

## STUDENT FEEDBACK RESULTS

*Satisfaction/Knowledge*



- Looking forward to next session.
- Better understand RIASEC.
- Has clearer steps towards goals.
- Enjoyed exploring career paths.
- Happy with overall session.

**5%** IMPROVED GRASP OF CAREER PATHS, GOALS, AND RIASEC FROM INITIAL TO 2ND SESSION

**4/5** OVERALL STUDENT SATISFACTION RATING

**76%** REPORTED INCREASED UNDERSTANDING OF RIASEC

# Attachment 3

		9th Grade Field Trip Data				
High School & Freshman Class Size:	Date:	Destination:	Cluster Lead:	Trip Capacity:	Students Registered:	FINAL Student Attendance:
Churchill HS 553	2/5/2024	American University (AU)	Maripat Moloney-Johnston	100	48	33
		George Washington University (GW)		100	99	78
R Montgomery HS 588	2/6/2024	American University (AU)	Kathleen Carr	100	39	36
		George Washington University (GW)		100	96	92
Rockville HS 386	2/7/2024	American University (AU)	Kathleen Carr	100	39	38
		George Washington University (GW)		100	90	84
Walter Johnson HS 729	2/8/2024	American University (AU)	Renee Broxton	100	16	4
		George Washington University (GW)		100	63	42
Whitman HS 472	2/9/2024	American University (AU)	Maripat Moloney-Johnston	100	32	24
		George Washington University (GW)		100	71	43
Paint Branch HS 491	2/20/2024	Johns Hopkins University (JHU)	Renee Broxton	250	208	202
Sherwood HS 415	2/21/2024	Johns Hopkins University (JHU)	Cintonya Somerville	250	197	193
Blake HS 470	2/22/2024	Loyola University	Kathleen Carr	45	33	30
		Morgan State University		100	71	69
Damascus HS 341	2/27/2024	Loyola University	Maripat Moloney-Johnston	45	42	42
		Morgan State University		100	54	54
Watkins Mill HS 400	2/29/24	Loyola University	Kathleen Carr	45	43	39
		Morgan State University		100	57	57
Montgomery Blair HS 788	3/12/2024	University of Maryland (UMD)	Maripat Moloney-Johnston	500		
Gaithersburg HS 591	3/14/2024	Towson University	Cintonya Somerville	250	228	221
Seneca Valley HS 592	3/15/2024	Towson University	Kathleen Carr	250	180	185
Albert Einstein HS 465	3/20/2024	Washington Adventist University (WAU)	Renee Broxton	200	150	142
B-CC HS 572	3/21/2024	Washington Adventist University (WAU)	Kathleen Carr	200	176	157
Wheaton HS 684	4/2/2024	University of Maryland (UMD)	Maripat Moloney-Johnston	500		
Magruder HS 401	4/9/2024	Morgan State University	Cintonya Somerville	100		
		Goucher College		50		
Quince Orchard HS 517	4/11/2024	Universities at Shady Grove (USG)	Maripat Moloney-Johnston	500		
Wootton HS 464	4/12/2024	Universities at Shady Grove (USG)	Kathleen Carr	500		



9th Grade Field Trip Data						
High School & Freshman Class Size:	Date:	Destination:	Cluster Lead:	Trip Capacity:	Students Registered:	FINAL Student Attendance:
Springbrook HS 427	4/16/2024	Morgan State University	Renee Broxton	100		
Poolesville HS 350	4/19/24	University of Maryland, College Park	Kathleen Carr	100		
Kennedy HS 497	4/23/2024	University of Maryland, Baltimore County	Renee Broxton	120		
Watkins Mill HS (2nd)	4/24/2024	McDaniel College	Kathleen Carr	170		
Northwest HS 530	4/24/2024	McDaniel College	Cintonya Somerville	170		
Clarksburg HS 559	4/26/2024	Stevenson University	Cintonya Somerville	500		
Springbrook (2nd)	4/30/2024	Goucher College	Renee Broxton	50		
Northwood HS 447	05/01/2024	Universities at Shady Grove (USG)	Renee Broxton	100		
Alternative Programs 20	TBD	TBD	Cintonya Somerville	TBD		
RICA	TBD	TBD	Maripat Moloney-Johnston	TBD		
<b>Totals:</b>	-----	-----	-----	<b>6,295</b>	<b>2,032</b>	<b>1,865</b>



# INNOVATE, INSPIRE, IMPACT:

## Attachment 4

# **MOCO**CAP COLLABORATION

### WHAT IS MOCO CAP?

The Montgomery County Career Advising Program (MoCo CAP) is an innovative new collaborative effort headed by WorkSource Montgomery, along with partners Montgomery County Public Schools (MCPS), Montgomery College, and the Universities at Shady Grove. The goal is to address one of the requirements from the College and Career Readiness pillar laid out by the state's Blueprint for Maryland's Future legislation.

This multi-phase program will ultimately work with the nearly 90,000 MCPS students in grades 6 through 12 to equip them to meet the required standards. They will explore their skills, interests, and values in order to pursue a more intentional life after graduation.

To achieve these goals, MoCo CAP Career Coaches are placed in every MCPS middle, high, and special school throughout the county. Working closely with MCPS educators' ongoing efforts in the classroom, these Career Coaches aid students with personalized career advising as they learn to advocate for themselves and explore diverse areas of interest. Coaches also help students navigate post-graduate options, including attending a 2- to 4-year traditional college or vocational school, beginning an apprenticeship, pursuing military service, or other career pathways.



### WHY WORK WITH MOCO CAP?

- **TALENT PIPELINE** – Expose a pool of potential future employees to new career options and nurture talent aligned with your specific business needs.
- **COMMUNITY IMPACT** – Display and expand corporate social responsibility by contributing to education and skill development.
- **BRAND VISIBILITY** – Expose your business and brand to potentially 200K+ MoCo community members - i.e. students, families, educators, etc.
- **NETWORKING & PARTNERSHIPS** – Build relationships with educational institutions, potential partners and other businesses supporting the program.
- **INNOVATION HUB** – Collaborate with students to foster a culture of innovation with fresh perspective.



# DEVELOPMENT INITIATIVES

- Virtual Info Sessions
- Guest Speakers
- Support for Career Fairs & Events
- Networking Events
- Testing Ground for Tools & Technology
- Workshops & Training Sessions
- Sponsorship Opportunities
- Mentorship Programs
- Internships & Apprenticeships
- And More!

## GETTING STARTED



Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

*Expanding Opportunity and Unleashing Potential*





# INNOVATE, INSPIRE, IMPACT:

## COLLABORATION

What is **MOCO CAP**? The Montgomery County Career Advising Program (MoCo CAP) is an innovative collaborative effort headed by WorkSource Montgomery, along with partners Montgomery County Public Schools (MCPS), Montgomery College, and the Universities at Shady Grove. The goal is to address one of the requirements from the College and Career Readiness pillar laid out by the state's Blueprint for Education legislation. This multi-phase program will ultimately work with approximately 90,000 MCPS students in grades 6 through 12 to equip them to meet the required standards. They will explore their skills, interests, and values in order to pursue a more intentional life after graduation.



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[MOCOCAPINDUSTRY@WORKSOURCE.MONTGOMERY.COM](mailto:MOCOCAPINDUSTRY@WORKSOURCE.MONTGOMERY.COM)

## BENEFITS

- **TALENT PIPELINE** – Expose a pool of potential future employees to new career options and nurture talent aligned with your specific business needs.
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**WorkSource**  
MONTGOMERY  
*Connecting Employers & Job Seekers*



*Maryland's Largest School District*

**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
*Expanding Opportunity and Unleashing Potential*



**The Universities**  
AT SHADY GROVE



# INNOVATE, INSPIRE, IMPACT:

MoCo CAP is a program by WorkSource Montgomery, MCPS, Montgomery College, and Universities at Shady Grove to help MCPS students in grades 6-12 prepare for life after graduation by exploring their skills, interests, and values.

## BENEFITS

- **TALENT PIPELINE** – Expose a pool of potential future employees to new career options and nurture talent aligned with your specific business needs.
- **COMMUNITY IMPACT** – Display and expand corporate social responsibility by contributing to education and skill development.
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## Development Initiatives

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- And More!

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# Meet A MoCo PRO!



**Do you have 30 minutes on Zoom to connect with local youth**

The Montgomery County Career Advising Program (MoCo CAP) is an innovative collaborative effort headed by WorkSource Montgomery, along with partners Montgomery County Public Schools (MCPS), Montgomery College, and the Universities at Shady Grove. The goal of the initiative is to help all MCPS students better understand the workforce, their career matches, and how to achieve their education and employment goals.

## INSPIRE MCPS STUDENTS BY DISCUSSING:

- What does a typical day look like?
- How did you become interested in this field?
- What inspired you to choose this career?
- What skills or education do you need for your job?
- How has technology impacted your job and industry?
- What advice do you have for someone who might be interested in pursuing a career in your field?
- What do you find most rewarding about your job?
- What challenges do you regularly face?

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AT SHADY GROVE



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**MONTGOMERY COUNTY PUBLIC S**  
Expanding Opportunity and Unleashing Potential



# ¡Conoce a un MoCo PRO!



**¿Tiene 30 minutos en Zoom para conectarse con los jóvenes locales?** ☐

El Programa de Asesoramiento Profesional del Condado de Montgomery (MoCo CAP) es un esfuerzo colaborativo innovador encabezado por WorkSource Montgomery, junto con los socios de las Escuelas Públicas del Condado de Montgomery (MCPS), Montgomery College y las Universidades de Shady Grove. El objetivo de la iniciativa es ayudar a todos los estudiantes de MCPS a comprender mejor la fuerza laboral, sus carreras profesionales y cómo lograr sus objetivos educativos y laborales.

## INSPIRE A LOS ESTUDIANTES DE MCPS DISCUTIENDO:

- ¿Cómo es un día típico?
- ¿Cómo empezó a interesarse por este campo?
- ¿Qué te inspiró a elegir esta carrera?
- ¿Qué habilidades o educación necesitas para tu trabajo?
- ¿Cómo ha impactado la tecnología en su trabajo y en su industria?
- ¿Qué consejo le darías a alguien que podría estar interesado en seguir una carrera en tu campo?
- ¿Qué es lo que encuentra más gratificante de su trabajo?
- ¿A qué desafíos te enfrentas habitualmente?

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# WHEATON HS CAREER FAIR




## REACH TOMORROW'S WORKFORCE TODAY


Interested in sharing information with MCPS students about your business or industry? Looking to fill potential future jobs? Need candidates for summer jobs, internship or apprenticeship opportunities? Sign up for the upcoming Wheaton High School Career Fair today!


### Learn more at:


 [www.mococap.com](http://www.mococap.com)

### Message MoCo CAP at:

 [mococapindustry@worksourcemon Montgomery.com](mailto:mococapindustry@worksourcemon Montgomery.com)

 [@mococapmd](https://www.instagram.com/mococapmd)

 [@mococapmd](https://www.facebook.com/mococapmd)

 [@mococap](https://www.tiktok.com/@mococap)

## MARCH 19TH

8 a.m. - 2 p.m.  
Wheaton High School  
12401 Dalewood Dr.  
Silver Spring, MD  
20906

### TO REGISTER:



## Development Initiatives

- Virtual Information Sessions
- Guest Speakers
- Support for Career Fairs & Events
- Networking Events
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WWW.MOCOCAP.COM



## What Is MoCo CAP?

The Montgomery County Career Advising Program (MoCo CAP) is a collaborative initiative led by WorkSource Montgomery, in partnership with Montgomery County Public Schools (MCPS), Montgomery College, and the Universities at Shady Grove. It aims to engage 90,000 MCPS students in grades 6-12 to prepare them for post-graduation life by providing tailored career guidance and exploring various career paths. Official Moco Cap Career Coaches are stationed in all MCPS schools to assist students in examining their skills, interests, and values to make informed decisions about their future, including options like higher education, vocational training, apprenticeships, military service, or other careers.



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# Attachment 5

## CES Industry Engagement (IE) Q1 2024 Points of Contact

### January 2024

#### ➤ **Blueprint-Related Meetings**

- o Blueprint Stakeholders
- o Joint Institution
- o Educator's Cooperative at USG
- o IE with Baltimore City and Baltimore County staff

#### ➤ **MCPS Foundation Board Meetings**

- o Hospitality

#### ➤ **Events**

- o Connectepreneur

#### ➤ **Business Networking Events**

- o Greater Silver Spring Chamber of Commerce
- o Montgomery County Chamber of Commerce (2)
- o SEEC Business Advisory Council
- o Tip Club

#### ➤ **Industry Engagement Meetings**

- o Aaron Banas (Clinical Psych, Easter Seals)
- o Danny Krakower, Shulman Rogers
- o Christa Tichy (Electrician)
- o Christopher Page (Mediator)
- o Lauren Pierce (the Arc)
- o Patricia Petticord (Plumber)
- o Kelly Ventura, Empire Professional Services (Tax)
- o Taija Thomas, Lion Solutions (IT)
- o Doris Feluda, Biitech (IT)
- o Denise Thomas, Living Independently
- o Airelle Rucker-Smith, First Choice Mackenzie Cardullo, GSK
- o Brian Pingon, Kitchen Tune Up
- o Soorita Goorah, Dentist
- o Daniel Carrero, House to Home Solutions

### February 2024

➤ **Business Networking Events**

- o Rockville Business Expo
- o Black Business Expo – USG

➤ **Blueprint-Related Meetings**

- o Blueprint convening – Maritime
- o Stakeholder Mtg
- o Joint Institution Mtg
- o Kathy Boyd
- o Education and Employment Summit - Planning

➤ **School Career Fairs**

- o Gaithersburg HS Career Fair – distributed flyer to employers
- o Albert Einstein HS Career Day – created informational ppt and distributed to employers and B2B entities
- o Briggs Chaney MS Career Day -distributed emails to employers
- o Hallie Wells MS Career Day – distributed emails to employers

➤ **MCPS Foundation Boards**

- o Construction Trades Mtg
- o Foundation Value Prop Presentation to County Council

➤ **Apprenticeship**

- o Federal Grant mtg with MC
- o Argentum mtg with Business Services

➤ **Industry Engagement Meetings**

- o Ben Wikner, Cross Community
- o Tanya Martin, Girl Scouts
- o Regis Stinson, WBC
- o Tom Tarr, County Fire/Rescue
- o M&T Bank
- o Heidi Le Francois and Tori Dewberry, Marriott
- o Double Tree Rockville
- o Bart Yablonsky, Dawson's Market
- o Russell S Blow, RB Consultants
- o Nela, High Sierra Pools
- o Greg Carnethon, US Navy
- o Raymundo Albuba, US Air Force
- o Gabriel Villanueva, US Marines

- o Sherry Hewitt, CPA
- o Michael Romesburg, CVS

## March 2024

### ➤ **School Career Fairs**

- o Wheaton HS Career Fair- connected with businesses on-site and following event with feedback questionnaire
- o Gaithersburg HS Career Fair – distributed flyer to employers
- o Northwest HS Career Fair – planning meetings (logistics, agenda, WSM mobile van, attendees)
- o Albert Einstein HS Career Day – created informational ppt and distributed to employers and B2B entities
- o Briggs Chaney MS Career Day -distributed emails to employers
- o Hallie Wells MS Career Day – distributed emails to employers

### ➤ **MCPS Foundation Board Meetings**

- o IT
- o Hospitality

### ➤ **MCPS WBL**

- o Chas SC Trident Technical College – Youth Apprenticeship Learning Tour
- o Trident follow-up meeting with MCPS HUB school internship coordinators, Career Advisory Services – brainstorm session
- o Argentum (senior living association apprenticeship) introductory meeting with WSM Biz Services and subsequently MCPS
- o DOL Apprenticeship contact introductory meeting with WBL
- o Intro Mtg for MCPS and Build Within - Apprenticeship Tracking Tool

### ➤ **Business Networking**

- o Quarterly Job Fair
- o MCCC Economic Development Committee mtg
- o Women in Construction
- o SEEC Business Advisory Mtg
- o Montgomery Women "First Friday Power Networking"
- o Montgomery Women Virtual Career Fair
- o Gaithersburg Germantown Chamber of Commerce Speed Networking Event
- o MoCo 50+ Women Speed Networking Event

### ➤ **Industry Engagement Meetings**

- o Aaron Udler (IT)
- o Jane Stiles/Loop Abroad & Vet Strides (Vet/Entrepreneur)
- o Cam Makki/Mackie's BBQ (Restaurant Entrepreneur)
- o Ariana Ross, Story Tapestries
- o Danny Bernstein (Financial) & Alyssa Bernstein (FDA Attorney)
- o Joseph Hooks (Motivational Speaker/Sports Coach/Athletic Trainer)
- o Theresa Ramsaroop, M&T Bank
- o Mugdha Tipnis, WSP (Senior VP and Transportation Leader-Female Engineer)
- o Bella Sheldon (Digital Marketing)
- o Regis Stinson, WSP (Traffic Engineer)
- o Christine Wilson (Marsh McLennan Agency/Practice Leader)
- o Larissa Johnson (Entrepreneur & MC Dept of Environmental Protection)
- o James Dean, FEMA (DEI)
- o Lavontte Chapman, Court Watch
- o Montgomery County Media
- o Sheena Saydam (Realtor)
- o Adam Albanese, A Wider Cr.
- o Alfona Cuesta, Salta With Us (graphic artist, web development)

### ➤ **Apprenticeship**

- o Argentum – talent matching
- o IEC, MCPS, DOL, WSM – process mtg
- o PGCC apprenticeship strategy
- o High School Level Apprenticeship: A Workforce Solution for IT, Cyberscurity & Tech-Fueled Jobs - Carroll Technology Council ([carrolltechcouncil.org](http://carrolltechcouncil.org))

### ➤ **Events**

- o Speaking opportunity - Montgomery Women and MoCo Commission for Women, A Virtual Career Exploration for Her – aimed at school-aged girls
- o Gaithersburg Student Athlete Wellness Summit event
- o Montgomery College Ignite Hub

### ➤ **Blueprint-Related Meetings**

- o Joint Institution
- o MCPS Career Education Services Professional Training-Middle School Annual Virtual Career Fair, Pathways, and Apprenticeships & Internships



# Attachment 6



## BLUEPRINT aka “MoCo CAP” Communications Plan

### EXECUTIVE SUMMARY

WorkSource Montgomery has been tasked with leading the charge from a communications standpoint for our Blueprint project. While our consultants are in charge of developing the MoCo CAP website, WSM will lead the branding and comms efforts. While many key details are still “unknown,” we will tackle the comms needs/priorities as they come up in a phased approach.

The **first phase** of our communications strategy will entail educating the public on what MoCo CAP/Blueprint & the RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) themes are and outline our role in leading it for MoCo. We will address what it is, why people should care, how it affects each target audience, and “tease” that “it’s coming in 2024.” We will begin this in Q3-Q4 2023.

Additionally, the **first phase** will include creating excitement and “buzz” around our Career Coach recruitment process. This will begin in Q3 2023 (mid- to late September).

The **second phase** will be to officially kick off our launch of MoCo CAP with targeted messages to each stakeholder/audience (students, families, educators, community-at-large, businesses, elected officials). This phase will include how to get MoCo businesses interested, educating parents, teachers, and students about Blueprint/MoCo CAP, and driving traffic to the website and social media channels. *Estimated timing: Mid to late Q4 & throughout 2024.*

### INTRODUCTION

The Blueprint for Maryland’s Future is a \$3.8 billion (over the next 10 years) landmark legislation that was passed in 2021. It includes some comprehensive changes to nearly every aspect of Maryland’s public education system. Its intent is to enrich student experiences, accelerate improvements to student outcome, and improve the quality of education in Maryland. Pillar 3 of this project is “College and Career Readiness” and that’s where WorkSource Montgomery, along with MCPS, Montgomery College and the University of Maryland – Shady Grove, come in. We have been tasked with working together to develop our strategy and plan to roll this out for over 80,000 Montgomery County students in grades 6-12. We are calling our program “MoCo Career Advisory Program,” also referred to as “MoCo CAP.”

WEBSITE: [The Blueprint or Maryland’s Future Project](#)

MoCo CAP WEBSITE: <https://mococap.com/>

## SITUATION ANALYSIS

<b>STRENGTHS</b> <ul style="list-style-type: none"> <li>Experienced team</li> <li>Consultants to guide process</li> <li>Support of elected officials</li> <li>Clearly defined policy / legislative guidance</li> </ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"> <li>No one has done this yet</li> <li>We don't know what we don't know until we "need to know"</li> <li>Fast paced nature of project</li> <li>Potential external/public confusion around who is "leading" this</li> </ul>
<b>OPPORTUNITIES</b> <ul style="list-style-type: none"> <li>Set the bar "high" &amp; become "best practice" for state of Maryland</li> <li>Become model example for nation</li> <li>Really make a difference in lives of kids to have better futures</li> <li>Build better/stronger relationships with MCPS, MC, UMDSG</li> </ul>	<b>THREATS</b> <ul style="list-style-type: none"> <li>"Politics" amongst partners</li> <li>Worrying about what others are doing</li> <li>Messages don't reach the right people</li> <li>Access to information</li> <li>Potential resistance to change/something "new"</li> <li>Parents – reactions/support to the process</li> </ul>

## GOALS AND OBJECTIVES

- Goal One:** Educate the public
- Goal Two:** Create buzz for Career Coach (CC) recruiting process
- Goal Three:** Brand awareness
- Goal Four:** Drive traffic to website & social media
- Goal Five:** Build MoCo CAP "Community"

## TARGET AUDIENCE

- Key Stakeholders:** Students, parents/families, educators, community-based organizations
- Policymakers:** Local, state, and federal government officials and policymakers
- Industry Leaders:** MoCo Businesses
- General Public:** Community-at-large

## KEY MESSAGES

- See attached Excel spreadsheet titled – *BP Comms Plan Template\_draft 07-27-23.xlsx* under "Key Messages" tab for more details.

Target Audience	Messaging Examples
MCPS Educators/ Leadership	What Blueprint/MoCo CAP means, general understanding of Blueprint/MoCo CAP
Parents/Guardians	Educate on what MoCo CAP is and how it will impact their kids, opportunities and experiences, how to get involved
Students	Educate on initiative, Middle school- create buzz to explore RIASEC and interests, High school- nailing down interests, strengths, and values, and choosing pathways
Community Partners	Educate on what is and how can get involved, why it would be beneficial now and, in the future, community impact
Community Based Orgs	Educate on what is and how can get involved, why it would be beneficial now and, in the future, community impact
Businesses	Educate on what is and how can get involved, why it would be beneficial now and, in the future, community impact
Elected Officials	Keep them up to date on what doing, progress, and what is coming up

## COMMUNICATION CHANNELS

- **Website:** Develop a dedicated website with information about the initiative, resources, success stories, and opportunities for stakeholders to get involved.
- **Social Media:** Create dedicated social media accounts for MoCo CAP to share updates, engage stakeholders, and promote events. Define what Blueprint is, why it is important & why people should care including but not limited to the following channels:
  - Facebook page: **@mococapmd**
  - Instagram/Threads: **@mococapmd**
  - TikTok: **@mococap**
  - Gmail: [info@mococaps.com](mailto:info@mococaps.com) and [mococapmd@gmail.com](mailto:mococapmd@gmail.com)
  - YouTube: Coming in Q2 2024
  - Industry Engagement LinkedIn: Coming in Q2 2024



- QUESTION (For WSM/MCPS staff): What are the parameters for posting MCPS students on social media? Is there a “do not photograph” list for schools? The Cluster Zone lead may be the gatekeeper for that information.
- Boost internal buy-in with WSM/MoCo CAP staff by encouraging reposting and sharing to spread the message to existing and potential networks.
- Boost external buy-in with MCPS, MC and UMD-SG by encouraging their Comms Teams and staff to repost and share to spread the message to their organizations’ existing and potential networks.
- Cross-promote posts amongst all four partners regarding Blueprint from official accounts and staff.
- **Newsletters/E-Blasts:** Create regular newsletters/e-Blasts to provide updates, showcase success stories, and share best practices.
- **Press Releases:** Issue press releases to announce milestones, events, and partnerships related to the initiative.
- **Webinars and Events:** Host webinars and events to engage stakeholders, share knowledge, and discuss best practices.
- **Infographics and Visuals:** Develop infographics and visual content to convey key messages effectively.
- **Traditional Media:** Print, radio, and local television. Interviews with managers and CC, invested business owners, students, teachers, parents. Preview stories about what is coming up, follow ups after several months, successes, updates, and changes, etc.
- **Digital Marketing Media:** Geo-fencing & other location based “push” methods, SMS/text messaging, podcast/smart device/in-car advertising.
- **Industry Publications:** Publish articles and op-eds in industry-specific publications to reach target audiences.
- **Influencer partnerships? - TBD**
- **Videos:** Create video content for social and the MoCo CAP website.

## **MEDIA / PROMOTION CHANNELS**

- WSM Website
- WSM Newsletter/Constant Contact
- WSM Facebook
- WSM LinkedIn
- WSM Twitter
- WSM Instagram
- WSM Nextdoor Biz Page (CW)
- Patch.com (Rockville) (CW)
- Facebook Group: Montgomery County, MD (SM)





- Facebook Group: Montgomery County MD Immigrant Communities (SM)
- Facebook Group: What's Going On In Montgomery County? (SM)
- Facebook Group: MoCo Community Information (SM)
- Facebook Group: MoCo Montgomery County MD Jobs (SM)
- MCEDC Newsletter/Social (P)
- Hispanic Chamber (C)
- Gaithersburg-Germantown Chamber (C)
- Greater Bethesda Chamber (C)
- Greater Rockville Chamber (C)
- Silver Spring Chamber (C)
- MD Black Chamber of Commerce (C)
- Olney Chamber (C)
- My MCM (MoCo Media) (M)
- Montgomery County Calendar of Events (G)
- NAACP - MoCo Chapter (P)
- MC College? (P)
- UMD - Shady Grove? (P)
- El Tiempo Latino (M)
- MoCo - Spanish Radio Show (M)
- The MoCo Show (M)
- Univision Washington (M)
- Washington Business Journal (M)

M = Media, C = Chamber, P = Partnership, SM = Social Media, CW= Community Website,  
G = Government

## CONTENT STRATEGY

- WSM will create a content calendar with topics, formats, and distribution schedules for each communication channel.
- WSM will ensure that the content aligns with the key messages and resonates with the target audience
- See attached Excel spreadsheet titled “*BP Comms Plan Template\_draft 07-27-23.xlsx*” for more details.

Communication Type/ Deliverable	Description/Examples
MoCo CAP Website	Explanation of Blueprint and MoCo CAP, reference point for external and internal stakeholders, information and resource repository
Social Media	WSM and MoCo CAP social accounts, including LinkedIn, Facebook, Instagram,

	Twitter (WSM)- post and repost; graphics, explanatory content, and videos educating stakeholders on Blueprint/MoCo CAP, RIASEC, and Career Coaches, also interactive aspects such as polls, sharing RIASEC, spotlighting CCs and students, etc.
Blog Posts	Introductory post, additional posts to create more buzz about initiative, celebrate milestones, highlight successes and opportunities
E-Blasts/SMS Blasts	Coordinate with certain social media and blog posts to get out important information
Press Releases	Inform public about MoCo CAP, send to digital and traditional media to publish along with posting own WSM channels

## BUDGET AND RESOURCES

- See attached Excel spreadsheet titled “*BP Comms Plan Template\_draft 07-27-23.xlsx*” under “Promo Budget” tab for more details.

## TIMELINE

- WSM will create a detailed timeline outlining the various phases of the communications and media plan, along with deadlines and milestones.

## Phase One

- Career Coach Candidate Profiles (PDF) – Print & digital PDF ready to hand out/email to prospective candidates – August/September (*Completed*)
- Create buzz around CC recruitment process via WSM & partners’ social media channels. Cross promote content during recruitment process. (*In-Progress*)
- Headshots & group shots for CES Managers – August (*Completed*)
- Employee Spotlights: Introduce each manager and/or group shot of CES Team (Q3-Q4 2023)
- Logo & Brand Identity Concepts: (*First drafts due by week of 9/25/23*)
  - Once finalized and approved, upload logo to MoCo CAP social media accounts in order to start using and promoting them.



- Apply to get logo and the name, “MoCo CAP” trademarked as soon as logo is finalized.
- Integrate new WSM website + BP/MoCo CAP websites
- Marketing/Comms Tools & Resources:
  - Business Cards – Do Career Coaches, CES Managers, or anyone else need MoCo CAP business cards?
  - Branded Templates – PowerPoint, Letterhead, One-page flyers
  - Signage
- Create and order Collateral & Swag – **September/October 2023**
  - Finalize apparel selection & order samples
    - CC’s will receive “WSM branded new hire swag kit” that includes the following: backpack, tumbler, notebook w/pen, portfolio and lanyard on Day 1 of employment.
    - Samples of the following have been ordered: apparel, tech swag, and lunch bag.
    - Suggested apparel options include: 1 long-sleeved button-down shirt, 1 short-sleeved T-shirt, 1 polo shirt, and outerwear jacket.
    - Once sizing is obtained and samples approved, WSM Comms will order enough for the entire team for Jan 2024.
- Cluster Zone informational meetings: **Oct/Nov**
- PowerPoint templates for Anthony and James (Community Impact) - (Q4 2023)

## Phase Two

- **Official MoCo CAP launch - Q1 2024**
- Promotional “teaser” video: **Produce video in Q2 2024**
- Promotional video featuring Anthony Featherstone, MCPS superintendent/representative, Montgomery College president: **Produce video in Q2 2024**
- Incorporate student involvement via various social media platforms. This could include sharing student profiles of RIASEC themes, interests, etc.; interview students before and after learning the RIASEC framework; host “student takeovers” of social media accounts so they can share their experiences and excitement about career prospects in own voices; identify enthusiastic student ambassadors who will share content and engage organically with their community to spread the word; host live Q&A sessions between students and CC via LinkedIn/Instagram; run polls and interactive challenges, etc. Timing: start Jan 2024 and continue throughout the year.



## EVALUATION AND METRICS

- Determine KPIs to measure the success of the plan.
- Establish a process for monitoring and evaluating the plan's effectiveness regularly.

## MISCELLANEOUS ITEMS

- Establish internal and external processes and protocols for requests and submissions to WSM MoCo CAP/Blueprint Comms, such as a request form. Internally, Career Coaches will not submit requests directly to WSM MoCo CAP Comms but go through their CES Managers to express what's needed at the school level.
- Determine if a central communications hub/portal is needed to share documents, files, images, videos, content, etc. (i.e., like an extranet site).
- Look into text messaging systems to disperse information to various stakeholders and audiences who “opt-in.”

## CONCLUSION

- Identifying all the key audiences that we must reach with our messaging is going to be key to success!
- This Comms Plan is a “living document” meaning that it will evolve and change over time. Therefore, it will be key to conduct ongoing evaluation and have flexibility to adapt to changing circumstances.

## APPENDIX

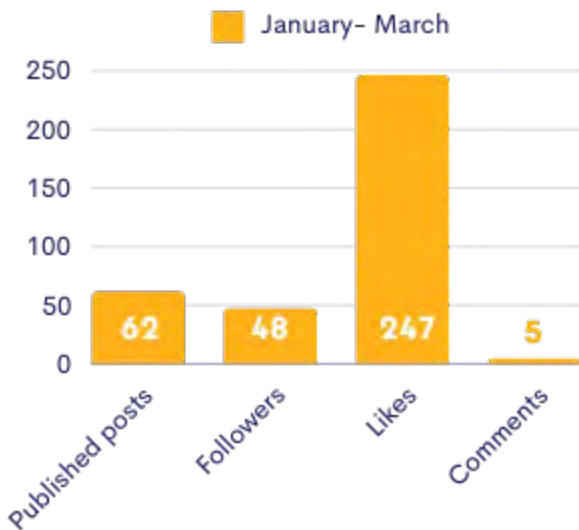
- See Excel spreadsheet entitled “BP Comms Plan Template\_draft 07-27-23.xlsx”



# Attachment 7

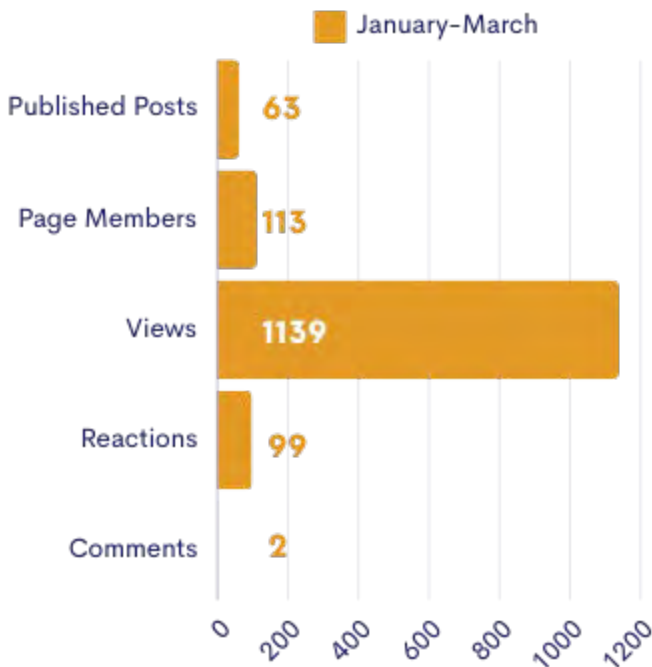


## Instagram Q1 Overview



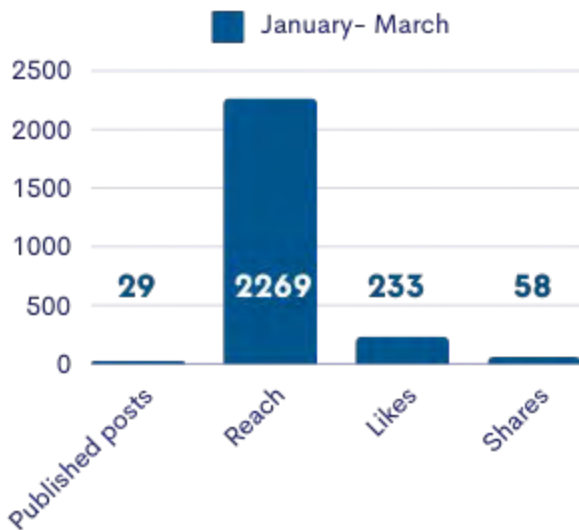


## Facebook Q1 Overview



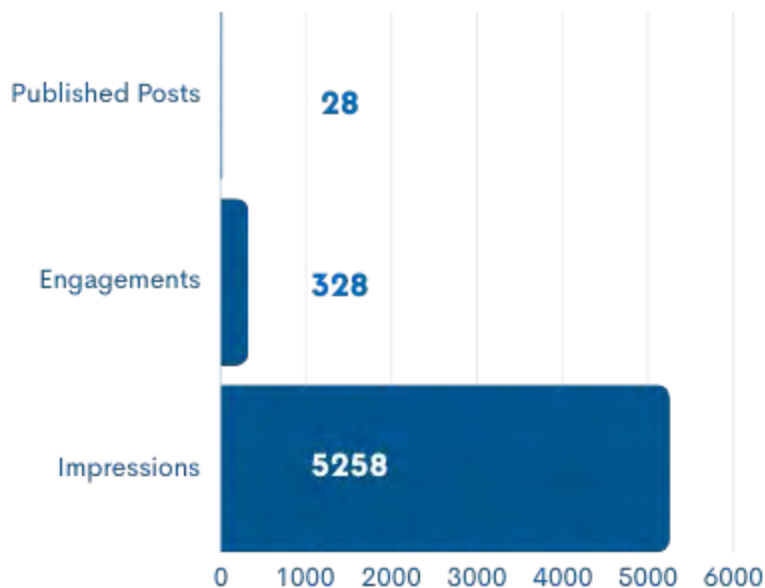


## WSM Instagram Q1 Overview





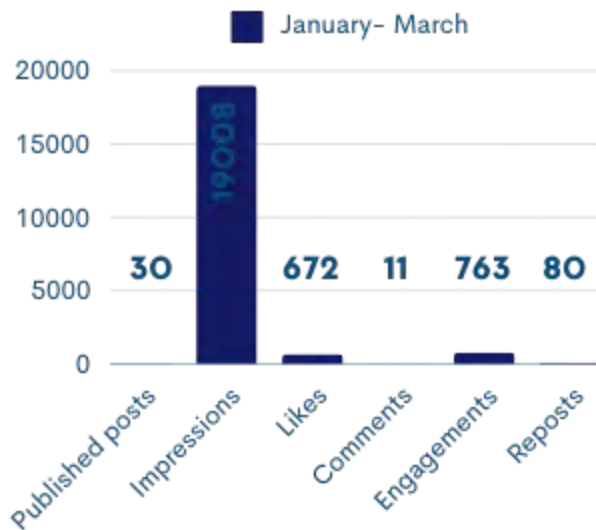
## WSM Facebook Q1 Overview





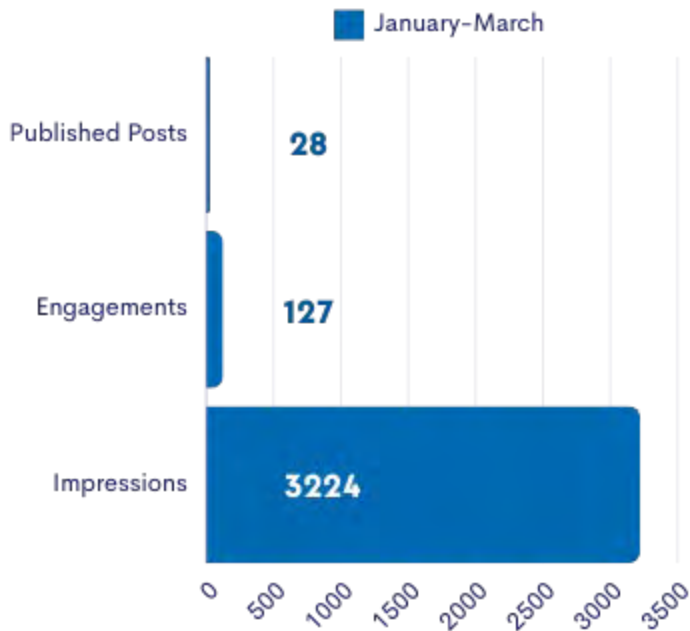


## WSM LinkedIn Q2 Overview





## WSM Twitter Q1 Overview



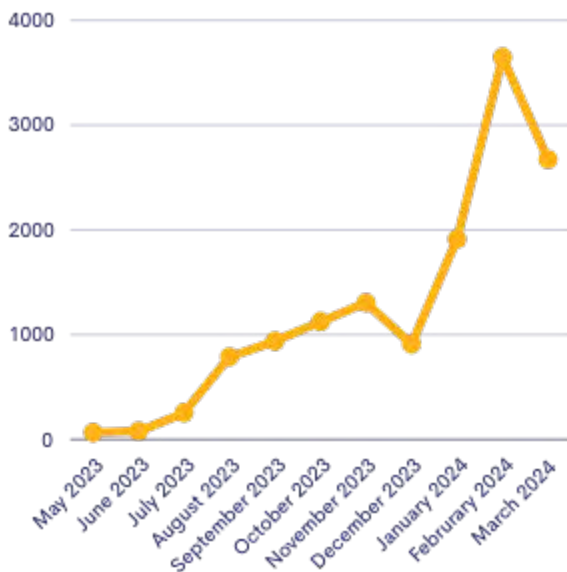


## MoCo CAP Q1 Comms Dashboard





## Website Q1 Overview



**5,457**

Total 2023

**8,231**

Total 2024

**13,688**

Lifetime Total

# WELCOME CAREER COACH

*Ms. Quedvabgo*



**FOCUS: MIDDLE SCHOOL**

**RIASEC: ESC**

## **FUN FACT :**

“I enjoy spending time with family, listening to motivational speeches, and shopping.”



[WWW.MOCOCAP.COM](http://WWW.MOCOCAP.COM)



# WELCOME CAREER COACH

*Mr. Donnelly*



**FOCUS: HIGH SCHOOL**

**RIASEC: RSA**

## **FUN FACT :**

“ I have gone scuba diving in Mozambique and climbed the tallest dune in Africa in Nambia.”



[WWW.MOCOCAP.COM](http://WWW.MOCOCAP.COM)

GETTING TO KNOW  
**CRISES**  
RIASEC

# WHAT IS **RIASEC**?

**RIASEC is a personality-type** framework that helps describes both the "worker" and the "work."

For individuals, the RIASEC can describe personal interests and preferences.

For jobs and tasks, the RIASEC can describe the style of work that is needed, ultimately helping at all levels of career management.

**So, what does **RIASEC** stand for?**

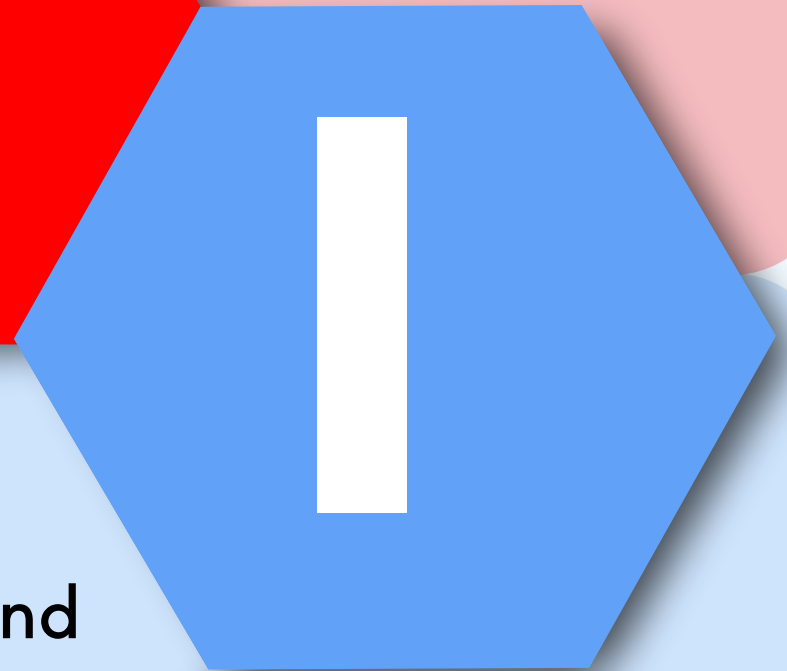
## **REALISTIC**

"Doers" who work with tools, plants, machines, animals, or the environment.



## **INVESTIGATIVE**

"Thinkers" who enjoy observing, investigating, analyzing, evaluating, and solving problems with math and science.



## **ARTISTIC**

"Creators" who work in unstructured environments using imagination, art, and creative self-expression.





C

## **CONVENTIONAL**

“Organizers” who work with data and systems, and are accurate, organized, and follow instructions.



E

## **ENTERPRISING**

“Persuaders” who influence, sell, compete, or lead people and projects to achieve organizational goals.



S

## **SOCIAL**

“Helpers” who work with others to listen, understand, inform, help teach, or heal.



# HOW DOES IT WORK?

MoCo CAP Career Coaches use RIASEC as a common language to help students self-identify.

Students make connections between these RIASEC themes and their post-secondary options as part of pursuing a meaningful and viable career path.

Teachers link content areas and RIASEC themes when appropriate to make natural associations to career options related to classroom experiences.



**FOR MORE INFORMATION,  
VISIT [MOCOCAP.COM](https://moco-cap.com)**

**CHECK YOUR RIASEC AT  
[MYNEXTMOVE.ORG/EXPLORE/IP](https://mynextmove.org/explore/ip)**

**# M O C O C A P**

**GETTING TO KNOW RIASEC**



# WHAT DOES MOCO CAP

## MEAN FOR EMPLOYERS?



# **WHAT DOES MOCO CAP**

# **MEAN FOR EMPLOYERS?**

## **ONE OF MOCO CAP'S GOALS**

is to close the skills gap between employers and employees in Montgomery County. Career Coaches will help students connect their education and the world of work, as well as present more opportunities for students to get training and real-world experience.

# **WHAT DOES MOCO CAP**

# **MEAN FOR EMPLOYERS?**

## **EMPLOYERS CAN COLLABORATE**

with MoCo CAP in a variety of ways to aid students:

- Participate in virtual info sessions.
- Act as guest speakers.
- Support career fairs & networking events.
- Offer workshops & training sessions.
- Sponsor various opportunities.
- Host mentorship, internship, or apprenticeship programs.
- And more!



# **WHAT DOES MOCO CAP**

# **MEAN FOR EMPLOYERS?**

## **WORKING WITH MOCO CAP OFFERS**

not only more opportunities for students, but also for employers, including:

- Exposing a pool of potential future employees to new career options and nurturing talent aligned with your specific business needs.
- Displaying and expanding corporate social responsibility by contributing to education and skill development.

# WHAT DOES MOCO CAP

## MEAN FOR EMPLOYERS?

- Exposing your business and brand to the MoCo community at-large, including students, families, educators, etc.
- Building relationships with educational institutions, potential partners, and other businesses supporting the program.
- Collaborating with students to foster a culture of innovation with fresh perspective.

**The possibilities for investing in the future of Montgomery County's youth is endless!**



**FOR MORE INFORMATION,  
VISIT [MOCO CAP.COM](https://moco-cap.com)**

**OR MESSAGE**

**[MOCO CAPINDUSTRY@WORKSOURCEMONTGOMERY.COM](mailto:mococapindustry@worksourcemontgomery.com)**

**# M O C O C A P**



# Attachment 8

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**PRESS RELEASE****FOR IMMEDIATE RELEASE**

## MoCo CAP Welcomes Second Career Coach Cohort

ROCKVILLE, MD—WorkSource Montgomery, Inc. (WSM) welcomed 20 new MoCo CAP Career Coaches, which fully staffs the innovative college and career readiness initiative aimed at bettering the prospects of Montgomery County's youth.

The group joins the existing Career Coaches who began working with Montgomery County Public Schools' (MCPS) middle, high, and special school students in January 2024. These new Coaches include one existing WSM employee and several who have experience working with young people with special needs.

Reflecting the diversity of Montgomery County, more than half of the new Coaches are bilingual. Collectively, the Coaches speak Spanish, multiple Chinese dialects, Swahili, Arabic, Oromo, Amharic, French, Creole, German, Polish, and Russian, among other languages.

"This new cohort of Career Coaches joins a group which has been hard at work introducing the MoCo CAP program to the MCPS community," WSM Executive Director Anthony Featherstone said. "With a complete team on board, the initiative can now go full force with helping students understand how to connect their individual strengths, interests, values, and goals to the workforce opportunities they will face after graduation.

"As I look at our diverse group of MoCo CAP Career Coaches, it makes me even more excited about the future of the initiative and the difference it will make for our local economy in the coming years."

This new group of Coaches will be assigned to the remaining MCPS high schools not previously served by MoCo CAP and begin delivering services to students before the end of the current school year. Ultimately, nearly 90,000 students will be reached throughout Montgomery County.

Each MoCo CAP Career Coach is also enrolled in WorkSource Montgomery's registered apprenticeship program for career advising, the first of its kind in the state.



The yearlong program includes training through partners MCPS, Montgomery College, Educators Cooperative, and USG. When Career Coaches complete the program, they will receive a certification from MC and a Certificate of Journey-level status from the US Department of Labor, a recognized, portable national credential.

### **About MoCo CAP**

MoCo CAP, short for Montgomery County Career Advising Program, is a collaborative effort headed by WSM, along with partners Montgomery County Public Schools, Montgomery College, and the Universities at Shady Grove. The goal is to address one of the requirements related to the College and Career Readiness pillar laid out by the Blueprint for Maryland's Future, a \$3.8 billion overhaul of the state's public education system. For more information about MoCo CAP, visit [mococap.com](http://mococap.com).

### **About WorkSource Montgomery (WSM)**

WSM is the fiduciary agent for Workforce Innovation Opportunity Act (WIOA) funding in Montgomery County. The organization operates the American Job Centers in Wheaton and Germantown and provides employment services to Montgomery County residents who are unemployed or underemployed. WSM engages employers in various industries throughout the county to ensure that their workforce needs are being met. For more information about WorkSource Montgomery, visit our website at [worksourcemontgomery.com](http://worksourcemontgomery.com). For more information about MoCo CAP, visit our website at [mococap.com](http://mococap.com).





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**PRESS RELEASE**

**FOR IMMEDIATE RELEASE**

## **WSM Announces Innovative Career Advising Apprenticeship Program**

ROCKVILLE, MD— In honor of National Apprenticeship Week, WorkSource Montgomery, Inc. (WSM) announced the creation of a registered apprenticeship program for career advising, the first of its kind in the state.

WSM has registered Standards of Apprenticeship with the US Department of Labor's Office of Apprenticeship for its training program in support of MoCo CAP, an innovative career coaching initiative for Montgomery County's public school population. Local approval from the Maryland Department of Labor for conversion to a Maryland apprenticeship program is in process.

"Having a Registered Apprenticeship program built in-house for the MoCo CAP Career Coaches is a big step forward for this already inventive initiative," said Anthony Featherstone, WSM Executive Director. "As an avid supporter of the Registered Apprenticeship movement and its crucial mission to help build the economy, WSM is excited to launch this new project."

A collaborative effort headed by WSM, along with partners Montgomery County Public Schools (MCPS), Montgomery College, and the Universities at Shady Grove (USG), MoCo CAP addresses one of the requirements related to the College and Career Readiness pillar laid out by the Blueprint for Maryland's Future, a \$3.8 billion overhaul of the state's public education system.

MoCo CAP Career Coaches are placed in every MCPS middle, high, and special school throughout the county to help students learn to advocate for themselves and navigate various career pathways. The first cohort of more than 30 MoCo CAP Career Coaches began training in October, deployed in schools in November, and will start work with students in January 2024. An additional nearly 20 professionals will come on board early next year to ultimately serve almost 90,000 students in grades 6 through 12.

WSM's ambitious new apprenticeship program model addresses the unique professional development required for the Career Coaches by blending online learning and on-the-job training to ensure they are prepared to deliver services that align perfectly with MoCo CAP's needs.

"We knew that to deliver this creative new model, specialized training for our Coaches was needed," said John Hattery, WSM's Career Education Services Deputy Director. "As we



continued to plan out this comprehensive programming, we realized that we were building an apprenticeship, so why not finalize it through the Registration of Standards with the support of our partners?”

The yearlong program includes training through partners MCPS, Montgomery College, Educators Cooperative, and USG. When Career Coaches complete the program, they will receive a certification from MC and a Certificate of Journey-level status from the US Department of Labor, a recognized, portable national credential.

An organization with a documented history supporting Registered Apprenticeship programs, WSM was designated an Apprenticeship Ambassador by the US Department of Labor this year as part of a larger initiative with a goal of helping to create a network of employers, labor organizations, industry associations, sponsors, educators, workforce intermediaries, minority-serving organizations, and other stakeholders to serve as champions for their industry or area of expertise.

### **About WorkSource Montgomery (WSM)**

WSM is the fiduciary agent for Workforce Innovation Opportunity Act (WIOA) funding in Montgomery County. The organization operates the American Job Centers in Wheaton and Germantown and provides employment services to Montgomery County residents who are unemployed or underemployed. WSM engages employers in various industries throughout the county to ensure that their workforce needs are being met. For more information about WorkSource Montgomery, visit our website at [worksourcemontgomery.com](http://worksourcemontgomery.com). For more information about MoCo CAP, visit our website at [mococap.com](http://mococap.com).



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**PRESS RELEASE**

**FOR IMMEDIATE RELEASE**

## **WSM Introduces the Montgomery County Career Advising Program**

ROCKVILLE, MD— WorkSource Montgomery is pleased to announce MoCo CAP, an innovative new initiative to improve the future of Montgomery County's youth.

MoCo CAP, short for Montgomery County Career Advisory Program, is a collaborative effort headed by WorkSource Montgomery, along with partners Montgomery County Public Schools (MCPS), Montgomery College, and the Universities at Shady Grove. The goal is to address the College and Career Readiness pillar laid out by the Blueprint for Maryland's Future.

This program will help bring the 80,000-plus MCPS students in grades 6 through 12 up to the state's revised standards, including having all students meet the new College and Career Readiness standard by the end of 10th grade.

### **So, what is this Blueprint?**

Developed from the recommendations of the Kirwan Commission on Innovation and Excellence in Education, the Blueprint Law is a 10-year, \$3.8 billion plan to overhaul Maryland's public education system from prekindergarten through post-secondary systems.

The landmark legislation was fully passed by the Maryland legislature in February 2021.

More than 1 million Maryland public school students across 24 jurisdictions will be impacted by Blueprint's extensive policy changes aimed at closing achievement gaps and unheard-of investments from state and local resources.

The Blueprint organizes the work into five distinct pillars:

- **Pillar 1: Early Childhood Education**
  - Initiatives address broadening access to full day Pre-K, expanding wraparound services for students and families, and increasing funding to support students with special needs.
- **Pillar 2: High Quality and Diverse Teachers and Leaders**

- Pillar 2 aims to elevate the teaching profession by implementing a career ladder, competitive salaries, and incentives for National Board-certified teachers, along with systems focusing on teacher retention.
- **Pillar 3: College and Career Readiness**
  - This pillar sets a new CCR standard to prepare graduates for success in college and the workforce by ensuring they have the knowledge and skills to complete entry-level credit-bearing college courses and work in high-wage and high-demand industries.
- **Pillar 4: More Resources for All Students to be Successful**
  - Initiatives in this pillar focus on strengthening wraparound services and targeted supports for students and families, establishing the Maryland Consortium on Coordinated Community Supports and a workgroup on English learners, and developing a funding formula based on a new measure of poverty concentration.
- **Pillar 5: Governance and Accountability**
  - The final pillar creates Expert Review Teams to visit schools to understand Blueprint implementation on the ground level, along with sharing best practices. It also creates a new Accountability and Implementation Board to plan and monitor how the law is being operated.

### **How does MoCo CAP work?**

MoCo CAP is responsible in Montgomery County to address Pillar 3's College and Career Readiness (CCR) mandate by guiding MCPS middle and high school students as they navigate their future career paths

This includes developing career pathways and preparing all public school students to meet the new CCR standard by the end of their 10th grade year, creating a Career and Technical Education (CTE) system in line with industry needs, and helping adjust pre-K through 12th grade curriculum and assessments.

To achieve these goals, MoCo CAP will place Career Coaches in every middle and high school throughout the county to help students learn to advocate for themselves, explore areas of interest to them, and navigate the different CCR pathways. They will also work closely with educators to support career awareness in the classroom.

Using RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) as the common language to help students self-identify, Career Coaches will guide students through post-secondary options to hopefully pursue a meaningful and viable career path that matches their interests.

The Career Coaches will also provide students with resources to continually engage them and develop lifelong career management skills, support MCPS teachers, and expand opportunities such as career exploration labs, internships, apprenticeships, and industry chats.

### **What is RIASEC?**

RIASEC is a personality-type framework and vocabulary for career development used by MoCo CAP to help describe personal interests and preferences for students, along with the style of work needed for jobs and tasks.

An important aspect of RIASEC is how students use the themes to self-report, empowering themselves to make connections between these themes and their post-secondary options.

### ***So, what does RIASEC stand for?***

#### **REALISTIC**

“Doers” who work with machines, tools, plants, animals, or the environment. They like to:

- Build and repair things.
- Being physically active.
- Be outdoors.
- Work with animals.
- Operate tools/machines.

#### **INVESTIGATIVE**

“Thinkers” who enjoy observing, learning, investigating, analyzing, evaluating, and using math and science to solve problems. They like to:

- Understand why things happen.
- Research to find answers.
- Solve problems using math or science.
- Think deeply.

#### **ARTISTIC**

“Creators” who work in unstructured environments using imagination, art, and creative self-expression. They like to:

- Sketch, draw, and paint.
- Play a musical instrument.
- Sing, act, and dance.





- Design fashion or interiors.

## **SOCIAL**

“Helpers” who work with others to listen, understand, empathize, inform, help teach, or heal. They like to:

- Help people with problems.
- Do volunteer work.
- Teach or train.
- Take care of others.

## **ENTERPRISING**

“Persuaders” who influence, persuade, sell, compete, or lead people and projects to achieve organizational goals. They like to:

- Debate ideas.
- Persuade people.
- Start businesses.
- Sell things.

## **CONVENTIONAL**

“Organizers” who work with data and systems, and are accurate, organized, and follow instructions. They like to:

- Find patterns in data.
- Organize collections.
- Follow a set plan.
- Create structures and systems.

RIASEC provides the language for discussions and dialogue about ever-shifting job opportunities and career decisions.

Keep an eye out for chances to share your themes on WorkSource Montgomery’s social media accounts.

## **What’s NEXT?**

WorkSource Montgomery and its partners are busy strategizing and planning to lay the foundational groundwork for this huge initiative. WSM is in the process of recruiting and



training approximately 50 Career Coaches, so they are ready to serve MCPS schools come January 2024!

A new informational website, brand identity, and social media accounts are also in the works for MoCo CAP.

So, keep an eye out for more news about the initiative and how you can learn more, engage with us, and find ways to support!

### **About MoCo CAP**

MoCo CAP, short for Montgomery County Career Advising Program, is a collaborative effort headed by WSM, along with partners Montgomery County Public Schools, Montgomery College, and the Universities at Shady Grove. The goal is to address one of the requirements related to the College and Career Readiness pillar laid out by the Blueprint for Maryland's Future, a \$3.8 billion overhaul of the state's public education system. For more information about MoCo CAP, visit [mococap.com](https://mococap.com).

### **About WorkSource Montgomery (WSM)**

WSM is the fiduciary agent for Workforce Innovation Opportunity Act (WIOA) funding in Montgomery County. The organization operates the American Job Centers in Wheaton and Germantown and provides employment services to Montgomery County residents who are unemployed or underemployed. WSM engages employers in various industries throughout the county to ensure that their workforce needs are being met. For more information about WorkSource Montgomery, visit our website at [worksourcemontergomy.com](https://worksourcemontergomy.com). For more information about MoCo CAP, visit our website at [mococap.com](https://mococap.com).



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**PRESS RELEASE**

**FOR IMMEDIATE RELEASE**

**WSM Partners Introduce Montgomery County  
Career Advisory Program (MoCo CAP)**

**Collaborative Initiative Will Address College and Career Preparedness Pillar  
of Blueprint for Maryland's Future Legislation in Montgomery County**

ROCKVILLE, MD—WorkSource Montgomery, Inc. (WSM) recently announced the Montgomery County Career Advisory Program, an innovative new initiative to better the prospects of Montgomery County's youth.

Called MoCo CAP, this collaborative effort is headed by WorkSource Montgomery (WSM), along with partners Montgomery County Public Schools (MCPS), Montgomery College, and the Universities at Shady Grove. The goal is to address one of the requirements related to the College and Career Readiness pillar laid out by the Blueprint for Maryland's Future, a \$3.8 billion overhaul of the state's public education system.

"This is an exciting time for our county. Our K-12 students are tomorrow's workforce, and our ability to thrive economically in the future depends on the support we provide them today," WSM Executive Director Anthony Featherstone said. "This is why we're excited to deploy the MoCo CAP initiative to help all MCPS students understand the workforce, their career matches, and how to achieve their education and employment goals."

The program is designed to help all students vividly describe their own strengths, interests, and workplace values; identify how they are expanding their skills and knowledge; describe the various opportunities ahead of them; and describe their goals for their future. This understanding will enable them to make informed decisions about high school pathways and their postsecondary trajectory.

"We can't transform the future without transforming the present," said Dr. Genevieve Floyd, MCPS Career and Postsecondary Partnerships Supervisor. "Integrating career advising practices into our secondary structure will take time. However, it is an exciting time for our district, and I am certain our students will benefit from our collective efforts."



To reach these goals, MoCo CAP Career Coaches will be placed in every MCPS middle, high, and special school throughout the county, ultimately reaching nearly 90,000 students. The Coaches will help students learn to advocate for themselves; enable them to clearly articulate their skills, interest, and values; and navigate the different College and Career Readiness pathways. Coaches will work with educators to support their understanding of this transformative work and how it relates to and enhances classroom instruction.

The first cohort of 32 Career Coaches began training on Tuesday, Oct. 23, with a planned deployment in schools in November and work with students to begin in January 2024 as part of a multi-phase roll out. The group reflects the diversity of Montgomery County, including having speakers of Spanish, Arabic, Oromo, Amharic, French, Creole, German, Polish, and Russian, among other languages.

“Montgomery College is proud to be partnering with MCPS and WSM on this exciting career coaching program,” said MC President Jermaine F. Williams. “All students in K-12 schools deserve to be introduced to career pathways early so they can consider which post-secondary education path will benefit them. MC is thrilled to advance equitable access to career planning, in keeping with the goals of the Blueprint for Maryland’s Future.”

A new informational [website](#), brand identity, and social media accounts are also in the works for MoCo CAP.

### **About WorkSource Montgomery (WSM)**

WSM is the fiduciary agent for Workforce Innovation Opportunity Act (WIOA) funding in Montgomery County. The organization operates the American Job Centers in Wheaton and Germantown and provides employment services to Montgomery County residents who are unemployed or underemployed. WSM engages employers in various industries throughout the county to ensure that their workforce needs are being met. For more information about WorkSource Montgomery, visit our website at [worksourcemontgomery.com](https://worksourcemontgomery.com).

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**PRESS RELEASE**

**FOR IMMEDIATE RELEASE**

## **500 Teacher Champions Join MoCo CAP**

ROCKVILLE, MD— The MoCo CAP initiative recently brought onboard a crucial component to the innovative educational program.

Around 500 Teacher Champions have signed up to help support the implementation of career advising in Montgomery County Public Schools' (MCPS) middle, high, and special schools. These classroom teachers will play a critical role reinforcing the work done by the 50 Career Coaches hired by WorkSource Montgomery.

MCPS held a welcome event on Feb. 13 at Gaithersburg High School to formally introduce MoCo CAP to the Champions, who will receive a stipend for their work with the initiative.

Dr. Genevieve Floyd, MCPS Career and Postsecondary Partnerships Supervisor, thanked the 320 Champions in attendance for joining the project, which will ultimately reach more than 87,000 students throughout the county.

"This is a massive task, and an awesome opportunity. The work that we're going to do in providing individualized services to our students will transform the way we prepare them for their future," Floyd said. "We will not accomplish this work because we have one Career Advising Coach in a school. It will take all of us working in concert. It will take the collective.

"It will take the career advising educator Champions at this workshop to help stand this work up and create a vibrant career culture at every secondary school."

The plan calls for eight Teacher Champions per middle school, 12 per high school, and two per special school to aid the respective Career Coaches as they help students learn to advocate for themselves and navigate the different college and career readiness pathways.

Champions will amplify the Coaches' work by incorporating Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) themes and interest-based conversations into ongoing instruction as follow-ups to one-on-one and small-group career discussions.





They will also connect with career exploration opportunities so students see their work-based explorations as extensions of experiences within the school and support a "college, career, and community" culture within the school through ongoing discussions with students.

#### **About MoCo CAP**

MoCo CAP, short for Montgomery County Career Advising Program, is a collaborative effort headed by WSM, along with partners Montgomery County Public Schools, Montgomery College, and the Universities at Shady Grove. The goal is to address one of the requirements related to the College and Career Readiness pillar laid out by the Blueprint for Maryland's Future, a \$3.8 billion overhaul of the state's public education system. For more information about MoCo CAP, visit [mococap.com](http://mococap.com).

#### **About WorkSource Montgomery (WSM)**

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# Career Advising



SCAN ME



# Career Advising



Conventional

C

Realistic

R

Investigative

I

Enterprising

E

Artistic

A

Social

S



SCAN ME



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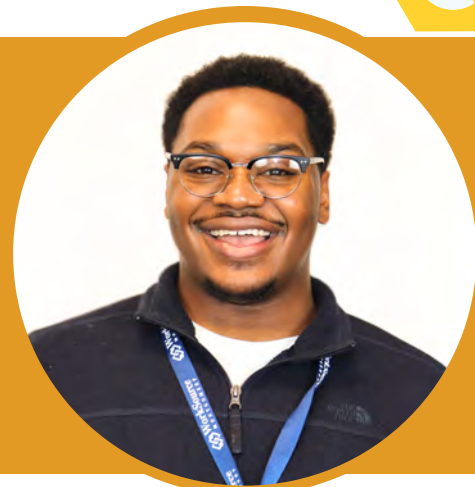
Montgomery County Career Advising Program (MoCo CAP) Career Coach

(240) 283-1557

gmcgraw@worksourcemontgomery.com



My name is Gary McGraw, and I am your Career Coach for this school year. With a background as a former Branch Manager for the Boys & Girls Club of Harford & Cecil Counties, alongside experience in school support roles, I bring a wealth of expertise in youth development. I am particularly drawn to the MoCo CAP program due to my firm belief in the pivotal role of career advising in shaping young individuals' post-secondary success. A fun fact about me is that I love a game of kickball! I look forward to working with you this year.



## INTRODUCING MOCO**CAP**

Montgomery County Career Advising Program (MoCo CAP) is an innovative new collaborative effort headed by WorkSource Montgomery, along with partners Montgomery County Public Schools (MCPS), Montgomery College, and the Universities at Shady Grove. The goal is to address one of the requirements from the College and Career Readiness pillar laid out by the state's new initiative: Blueprint for Maryland's Future.

This multi-phase program will ultimately work with the nearly 90,000 MCPS students in grades 6 through 12 to explore their interests, values, and strengths to become more prepared to enter college or the workforce after graduation.

This includes getting students up to meet the state's new College and Career Readiness standard by the end of their 10th grade year, developing clear career pathways, and creating a Career and Technical Education (CTE) system in line with industry needs, among other things.

To achieve these goals, MoCo CAP Career Coaches are placed in every MCPS middle, high, and special school throughout the county. Working closely with MCPS educators' ongoing work in the classroom, these Career Coaches aid students with personalized career advising as they learn to advocate for themselves, explore areas of interest to them, and navigate various college and career pathways.





Montgomery County Career Advising Program (MoCo CAP) Career Coach

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My name is Paola Castro, and I am your Career Coach for this school year. I am an educator at heart, and I enjoy using my skills to contribute to my team. I graduated from the University of Maryland with a bachelor's degree in education. I worked as a classroom teacher for a few years after graduating, however I decided to discover other opportunities. Continuing to learn and challenge myself is very important to me. As much as I am an educator, I am a forever learner as well. Outside of work, I enjoy spending time with my family. My daughter keeps me busy with her sport schedules. I look forward to meeting you and working with you this school year.



## INTRODUCING MOCO CAP

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# HOW DOES MOCO**CAP** WORK?

MoCo CAP Career Coaches use John Holland's refined RIASEC themes (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) to help students self-identify personal interests and preferences, along with jobs and tasks that require compatible styles of work. These themes provide a vocabulary for how someone sees themselves now and are growing their skills, viable post-secondary options, and where they want to end up. Using RIASEC, Career Coaches and students have a common language for discussions and dialogue about ever-shifting job opportunities and career decisions. Teachers can make connections between content areas and RIASEC themes when appropriate to make natural connections to career options related to classroom experiences. WSM also works closely with the employer community to give students continual hands-on and virtual opportunities to explore occupations consistent with their RIASEC themes.



## WorkSource Montgomery (WSM)

WSM is the county-appointed workforce development agency for Montgomery County. The organization operates the American Job Centers in Wheaton and Germantown and provides employment services to Montgomery County residents who are unemployed or underemployed.

Maryland's Largest School District

## MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

## Montgomery County Public Schools

MCPS is the largest school system in Maryland and the 14th largest in the United States, serving over 162,000 students. MCPS is committed to providing a high-quality education to all students, preparing them for success in college, career, and community.



## The Universities at Shady Grove

Established in 2000, The Universities at Shady Grove is a regional higher education center of the University System of Maryland that offers students access to undergraduate and graduate degree programs from nine universities on one campus in Rockville, Maryland.



## Montgomery College

Montgomery College is a public, fully accredited institution which serves more than 55,000 students from around 160 countries from around the world. Montgomery College is dedicated to student success and widely recognized for the quality and scope of its academic programs.