



Q2 2025 QUARTERLY REPORT

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EXECUTIVE SUMMARY

During the second quarter of 2025, the Montgomery County Career Advising Program (MoCo CAP), led by WorkSource Montgomery (WSM) in partnership with Montgomery County Public Schools (MCPS) and Montgomery College, made significant strides in stabilizing operations, expanding services, and preparing for the upcoming 2025–2026 academic year. A key focus of the quarter was managing substantial staffing transitions, along with creating a new strategy aimed at strengthening student support through family and community collaboration.

MCPS also underwent major organizational restructuring during the newly appointed superintendent's first year in the system. These changes included the reclassification of key roles within the career advising program.

In terms of staff development, MoCo CAP continued its strong commitment to professional growth. Career Advising Coaches progressed through their U.S. Department of Labor and Maryland apprenticeship programs,

with several completing their apprenticeships and more expected to finish by the end of the year. The Climate Committee, a staff-led initiative, played a vital role in fostering open communication, supporting wellness, and amplifying staff voices across the program.

Student engagement reached new heights during the quarter. MoCo CAP facilitated nearly 113,000 student interactions, engaging over 32,000 individual students across grades 6 through 12. Coaches implemented personalized sessions, hosted career exploration events, and arranged “Meet A Pro” experiences across a wide variety of fields. Student satisfaction remained high, with surveys reflecting an average rating of 4.8 out of 5.

Educator engagement was also a priority. Recognizing the need for deeper understanding among school leaders, MCPS gathered dozens of administrators for an event to clarify MoCo CAP's scope and implementation strategies.



The Student Advisory Council Leads the Way field trip brought together over 40 student leaders from Walter Johnson and Richard Montgomery high schools and North Bethesda and Westland middle school at WorkSource Montgomery Rockville for RIASEC-themed activities and multiple Meet A Pro events. Photo courtesy of MoCo CAP.

This led to the formation of a collaborative forum that has already begun shaping program enhancements. Cluster Leads and Champion Teams continued to provide school-level support and leadership, guiding Student Advisory Councils and contributing to the development of targeted career-readiness content.

MoCo CAP's Industry Engagement Team reflected on the past year's successes and began laying the groundwork for future enhancements. They participated in over 50 business events to cultivate partnerships and presented at a statewide convening. Planning is also underway to evolve the successful Worlds of Work (WoW) event into a scalable series of experiences.

WSM's Community Impact Team attended and supported a wide range of school-based and public events, while Executive Director Mr. Anthony Featherstone amplified MoCo CAP's visibility by presenting to U.S. Senate staff, county officials, and national education convenings.

In communications, the MoCo CAP team sustained engagement across social media platforms and maintained momentum from the WoW event through ongoing video and content promotion.

As the quarter concluded, MoCo CAP found itself at a pivotal moment — celebrating a successful year of implementation while turning its focus to building upon that foundation. The April through June period balanced strong closure of the school year with active planning for the next, as program leaders and school partners refined curricula, expanded community engagement strategies, and prepared for summer programming. With clear evidence of impact, strong partnerships, and a commitment to continuous improvement, MoCo CAP is well-positioned to deepen and expand its successes in the 2025–2026 academic year.

PROGRAM ADMINISTRATION

The two primary focuses during the reporting period for the WSM Program Administration Team included responding to staff changes driven by vacancies at the manager and Career Advising Coach levels, along with planning for programmatic improvements for the coming year.

During MoCo CAP's initial planning phase and periodically since, the partners agreed that there needed to be a focus on engaging families and individual school communities. In May 2025, WSM's Career Education Services (CES) Department initiated the creation of a Family and Community Engagement (FACE) program. Though in its early stages of development, the FACE initiative is working on plans to support student career readiness by encouraging collaboration with families and community stakeholders through hosting meetings, sharing family- and community-focused resources, and leveraging existing relationships in support of the overall focus of the MoCo CAP program.

After internal discussions and fact-finding with MCPS and Educators' Cooperative, WSM has added a new, non-geographical Zone 7 to the MoCo CAP structure to take on this work. Mr. Clif Gadsden will transition from managing Zone 3 to lead Zone 7. His draft work plan for the FACE initiative can be found in **Attachment 1**.

In addition to the gap made with the creation of Zone 7, there were three other vacancies at the manager level during the quarter. These were due to a promotion, a resignation, and one reassignment. As a result, after a rigorous recruitment process, MoCo CAP is pleased to share that we have added four new managers. Ms. Lynn Jeanpierre, Mr. Ted Kearney, and Ms. LEEAN Jack were all promoted from their roles as Career Coaches to take over Zones 4, 2, and 5, respectively. Ms. Ashley Miller was selected to take over Zone 3. With the new manager team in place, leadership has begun the

important team-building and training processes to prepare for the 2025-2026 academic year.

Due to these promotions and two Career Coach resignations, MoCo CAP began the recruitment process in June with a plan for the new Coaches to start with WSM on July 28.

Working in partnership with the MCPS leadership team within the Division of Career and Postsecondary Partnerships and Career Advising (DCPPCA) has been an exceedingly productive, rewarding, and successful endeavor. While WSM fully expects this relationship to grow even closer in the coming years, there are also significant changes with respect to staffing on the MCPS side of the equation.

On July 1, 2024, MCPS welcomed new Superintendent Dr. Thomas Taylor to the system. Dr. Taylor has reorganized the system and as a result, there are some proposed changes that will affect MoCo CAP programming and district MoCo CAP employees. The superintendent expressed interest in looking for and eliminating duplication of work wherever possible.

During this school year, the Office of Human Resources and Development underwent a review of the Career Advising Cluster Lead (CALC) role, as well as the duties of the College and Career Information Coordinators (CCIC). The office then completed a classification study of the CCIC and CALC positions. The study resulted in the reconstitution of the CCIC post to the new College and Career Navigator (CCN) position, thus eliminating the need for CALC at the high school level. The resulting proposal consists of 13 Cluster Leads and 25 CCN positions, which will dedicate 50% of their work and responsibilities to MoCo CAP, leading to an additional 12.5 FTE for the career advising staff for FY 25-26. The CCN job description is linked [here](#) and can also be found in **Attachment 2**.

It should be noted that WSM has not been informed about the budgetary implications of these changes, nor has the State informed any of the school districts and Workforce Development Boards of the final per student allocation for the coming year. As a result, WSM needs to be very conservative with respect to expenditures as the new fiscal year begins, so leadership has made a couple of crucial decisions.

First, we are holding off on filling the vacant Coach positions. Depending on when we have clarity, this may mean that the following schools will start the school year without a Coach in place: Julius West, Forest Oak, Westland, Thomas W. Pyle, Redland, and John T. Baker middle schools, along with Winston Churchill and Richard Montgomery high schools.



Career Coaches Ms. Silva and Mrs. Ouedraogo ran the MoCo CAP table at Watkins Mill High School's Health Career Fair in April. Photo courtesy of MoCo CAP.

Second, we have asked our consultants to refrain from billing hours for our agreement for the time being. Our proposed budget includes \$125,000 to support Educators' Cooperative's scope of work for the year. If we are forced to make difficult decisions, their contract would have to be defined as optional. This would impact MoCo CAP's plans for their travel and work in August, September, and October.

WSM has also had to make contingency plans for how to fund current operations through August 31. In short, WSM will use a combination of rollover, retained earnings, and our line of credit to keep things moving over the summer. Like WSM, MCPS has experienced some changes in their MoCo CAP leadership structure. Dr. Jovan Edmunds left her position in the Central Office to become a counselor at Quince Orchard High School. While we will miss Dr. Edmunds and her significant contributions to MoCo CAP, we are excited to have a new team member on the DCPPCA team: Career Advising Specialist Ms. Temidayo Banjo. She comes with a wealth of MCPS administration experience and knowledge, and we are pleased that she is on our MCPS/MoCo CAP leadership team.

Additionally, MCPS began the process of recruiting for the last remaining Curriculum Specialist position on their team. This person will focus on lesson extensions for mathematics.



The CES Department had the opportunity to attend the first Maryland Career Coaching Convening Conference in April 2025. This conference brought together a platform of career advisors and counselors from across the state of Maryland to share best practices. The MoCo CAP Team actively participated, presenting several workshops and providing data on our programming model and overall efforts to date.

Another major focus for the quarter came in the form of the required annual report to the Accountability and Implementation Board. By statute, this report was due on July 1, immediately after the end of the program year. As has been the case with previous reports, MCPS and WSM worked closely to craft the response to the report template. The Montgomery County submission can be found in **Attachment 3**.

STAFF ENGAGEMENT



As previously reported, MoCo CAP's Career Coaches are Registered Apprentices through the U.S. Department of Labor (USDOL) and the Maryland Apprenticeship and Training Council. All Coaches hired in the first two cohorts (prior to July 1, 2024) complete their training under the umbrella of the USDOL's Office of Apprenticeship. To date, all but one of these Coaches have finished their training and the recent completers were recognized early in Q3.

All Coaches hired after July 1, 2024, are Registered Apprentices with the Maryland Apprenticeship and Training Council. Several of these Coaches have reached their 50% milestone and we expect many of them to complete their training before Christmas.

MoCo CAP's Training Division is working on two apprenticeship-related initiatives. The first includes how we intend to integrate our new Journey-level Career Practitioners into the program similar to all other Registered Apprenticeships. Second, the training staff is creating, in partnership with MCPS, professional development opportunities to assist Coaches in becoming even more skilled.



(Left) Career Coach Ms. Bueno helps Coach Mr. Kamie (unpictured) support EML students at Farquhar Middle School in French, Portuguese, and Spanish using language skills and the ILA translation tool. For many students, it was their first time receiving a career lesson in their own language. (Right) Career Coach Ms. Rodriguez poses with creative, hands-on job site replicas made by Rock Terrace High School students using nothing but cardboard and their imaginations. Photos courtesy of MoCo CAP.



Another newer facet of MoCo CAP is the Climate Committee. A decentralized initiative boasting as many staff members as we have, we needed to create a vehicle to ensure that the employee voice could be heard on a regular basis. Operations leadership established the Climate Committee, comprised of Coaches spanning all zones to come together to discuss topics that impact them and their work. Sometimes they are asked for feedback, other times they complete departmental tasks. Often, the committee discusses issues around professional self-care while infusing strategies to increase student impact. In year two, the Career Coaches were divided into cohort teams by quarter.

Some of the Climate Committee work products include:



Monthly MoCo CAP-focused internal newsletter (See **Attachment 4**).



Lunch and learns on a variety of topics connected to wellness, time management, and engagement efforts with the school community.



A platform to share feedback and ideas with others and WSM CES leadership team.



Fun day support and preparation of activities.



Shared ways to amplify Career Coaches' voices by collaborating with zone teams and managers to address challenges using solution-focused strategies.

STUDENT ENGAGEMENT

This quarter brought Year 2 in for a strong landing. Coaches focused on career exploration and bringing exciting, personalized implementation to each school.

Whole-group coaching sessions this quarter were targeted for grade 6 on their strengths and interests. These students completed an activity where they created their “InstaCAP Profile,” an analog, social media-inspired framework designed to help them reflect on things they do well and activities that they enjoy. These sessions were all led in the context of building upon RIASEC foundations that all students accessed in the fall.





Career Coach Ms. Lizarzaburu helps Neelsville Middle School students with a creative session focused on the United States Postal Service. Photo courtesy of MoCo CAP.

High school sessions included optional workshops to support the development of students' professional skills and reinforcement of RIASEC. Many Coaches designed sessions to host based on identified needs in their schools, often alongside their Champion Teams. Additionally, Coaches could utilize the MoCo CAP Workshop Library to bring ready-made session content to students. Some materials Coaches can access include: a RIASEC Pixar challenge, vision-board creation, and life-skill-building activities on cultivating resilience, getting organized, defining success, and finding your passion.



The Student Advisory Council Leads the Way field trip brought together over 40 student leaders from Walter Johnson and Richard Montgomery high schools and North Bethesda and Westland middle school at WorkSource Montgomery Rockville for RIASEC-themed activities and multiple Meet A Pro events. Photo courtesy of MoCo CAP.

Career Advising Coaches across the district also planned dozens of Meet A Pro career explorations for students. The following careers were among the numerous demonstrated throughout the quarter:

INDUSTRY	SCHOOL
 Barbering	Julius West Middle School
 Physician's Assistant	Rockville High School
 Catering	Gaithersburg High School
 Meteorology	Watkins Mill High School
 Medicine	Wheaton High School
 Law Enforcement	Odessa Shannon, White Oak middle schools
 Broadcast Journalism	Eastern, North Bethesda middle schools
 Culinary Arts	Northwood High School

In June, Coaches each held end-of-year meetings with school leadership to reflect on the “glows and grows” and begin the planning process for SY 25/26. The month concluded with several in-service training days for Coaches to perfect the summer program model before launching in schools on July 10.

The end of the school year also provides a milestone for MoCo CAP to evaluate our statistical performance. The 2024-25 academic year was MoCo CAP's first full year of deployment engaging all students at each grade level.

Over the course of the year, our staff reported just under 113,000 student interactions. As described above, each student is offered the opportunity to complete a student survey which Coaches and program leaders use to identify trends in their schools and across the district. WSM's analysis shows a consistent response rate of 37-39% for student surveys

over the course of the year, and the following data points are based solely on the returned student surveys.

The MoCo CAP program has engaged 32,793 distinct students, representing 37.6% of the roughly 87,000 MCPS sixth through twelfth graders. Additionally, since January 2024, 96,430 post-contact student surveys have been returned, providing Coaches with invaluable information regarding their occupational interests, RIASEC themes, and desire for continued participation in MoCo CAP. Students give MoCo CAP a 4.8 out of 5 for their overall satisfaction with the program.



(Top) Robert Frost Middle School students take part in a RIASEC activity as part of Career Day in early April. (Bottom) Students at Watkins Mill High School take part in some hands-on activities for RIASEC Week led by Career Coach Mrs. Silva and the Student Advisory Council in late April. Photos courtesy of MoCo CAP.





PERFORMANCE SNAPSHOT AS OF JUNE 2025



STUDENT ENGAGEMENT

Cumulative data on student engagement and interactions

* Since Inception

96,430

ENGAGEMENT SURVEY
COMPLETION COUNT

56,084

MIDDLE SCHOOL
ENGAGEMENT SURVEY
COMPLETION COUNT

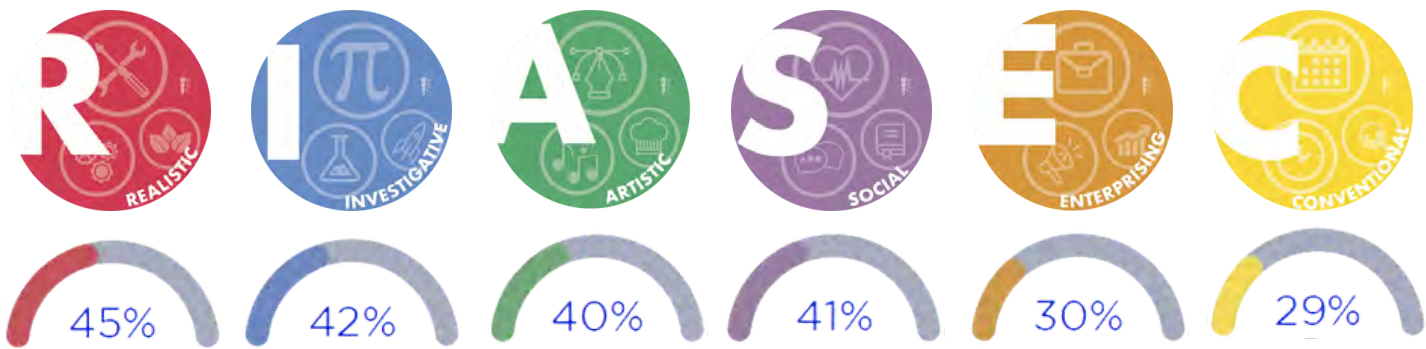
38,237

HIGH SCHOOL
ENGAGEMENT SURVEY
COMPLETION COUNT

YEAR OVER YEAR



RIASEC RESULTS



The RIASEC data points represent the percentage of youth who identify with each of the six career interests. These percentages help us understand the dominant career interests among MoCo CAP students. This is an average since inception.

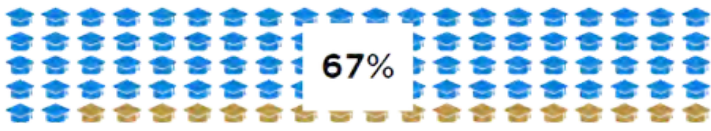
OUR IMPACT

Another important area that is measured monthly is student satisfaction and top-level information on if they find the MoCo CAP experience helpful in their discernment of future professions.

Student who indicated that they have an increased understanding of RIASEC.



Students who indicated that they have clearer steps towards their career goals.



While it is important to be able to demonstrate impact through statistical performance, it's critical to remember that the numbers above represent interactions with students. Here are several examples of those interactions during the reporting period:

The "Student Advisory Council Leads the Way" field trip brought together over 40 student leaders from Walter Johnson and Richard Montgomery high schools and North Bethesda and Westland middle schools, where they rotated through various stations and Meet A Pro sessions with industry professionals inspired by RIASEC themes.



Northwest High School's Aviation Career Day exposed 200+ students to the rare opportunity to connect directly with professionals from United Airlines, including the Managing Director of the Dulles Hub, captains, pilots, flight attendants, pursers, customer service managers, ramp operations leaders, and station operations directors.



Northwest High School's Aviation Career Day in May brought in a 15-member United Airlines crew, who led live safety demos, engaged in dynamic Q&A sessions, and shared personal stories about their career journeys in aviation. Photo courtesy of MoCo CAP.

Neelsville Middle School students dove into a hands-on interview skills workshop and a creative session focused on the United States Postal Service, which included multilingual resources explaining the RIASEC framework in English, Spanish, and Hindi, ensuring accessibility and inclusion for all students.



In April, numerous Wheaton High School students showcased their businesses at the school's first Student-Led Career Fair. Photo courtesy of MoCo CAP.

Around a dozen Wheaton High School students put their entrepreneurial prowess on display at the school's first-ever Student-Led Career Fair, planned by the WHS MoCo CAP Student Advisory Council and featuring student-owned businesses ranging from flower arrangements, chocolate strawberries, and makeup artistry to custom artwork and cosplay costume designs.



In April, every middle school Coach and representatives from the Training Team held meetings with their respective school leadership to offer options for RIASEC Road Trip, the MoCo CAP summer program. School leaders were offered day-camp models for schools not already hosting a regional summer school, and summer school push-in models for schools that were already committed to hosting students.

The programming offered is RIASEC-rooted, professional skill building focused on teamwork, resilience, leadership, and career-decision making, and it also features a session on “Cool Jobs” and a Pop-Up Career Lab with content that is aligned with MCPS CTE Pathway options. Conversations with schools continued to finalize dates and plans through June. The final number of summer school programs participating settled at 17.



Students from North Bethesda Middle School got an exclusive behind-the-scenes look at the ABC 7 News studio, including meeting anchor Victoria Sanchez, in May. Photo courtesy of MoCo CAP.

EDUCATOR ENGAGEMENT

An initiative with the size and ambition of MoCo CAP is bound to have operational challenges. Our partnership's culture is to openly communicate issues and take either collective or individual action to correct the problem and then ensure that all are aware of the steps taken. One recent example involves ensuring that principals have a deeper understanding of MoCo CAP, from its structure, scope, and sequence to the responsibilities of the staff. Feedback was received that despite having a designated point of contact in each school, regular (but not overwhelming) emails, memos, and meetings, some school leaders did not feel as though they had a firm grasp of MoCo CAP operations. Rather than become frustrated, MCPS led an effort to mitigate the issue.

First, MCPS Central Office leaders gathered approximately 60 principals and other administrators for a three-day learning event over Spring Break. Attendees were briefed on the pillars on which MoCo CAP is based by Educators' Cooperative and WSM shared programmatic and operational structures, as

well as previewed plans for summer and the 2025-26 academic year. MCPS leaders also shared the vision for the program from the district's perspective. Feedback from this event was overwhelmingly positive.

Subsequently, a call went out to attendees asking for their participation in ongoing meetings to supply feedback to MoCo CAP leaders on successes and opportunities for growth that they identify in their respective schools. The expectation was that two to three leaders would volunteer. Instead, 14 principals indicated interest and based on that strong response, MCPS, supported by WSM, instituted the Career Advising Principals' Roundtable. High school principals expressed the need for greater accountability and oversight of staff supporting the implementation of the Career Advising Program.

The transition to the CCN role addresses this concern and will help accelerate progress toward achieving MoCo CAP goals. A very successful and positive kickoff meeting occurred in early June, and ongoing meetings are planned for summer and fall.



MoCo CAP Career Coach Ms. Clement (left) chaperoned a tour of the University of Maryland, Baltimore County for 49 Poolersville High School scholars alongside MCPS Cluster Leads Ms. Siya and Mrs. Edmunds and mascot Chip in early April. Photo courtesy of MoCo CAP.

Throughout the 2024–2025 school year, Career Advising Cluster Leads played a vital role in supporting Champion Leads and Career Advising Coaches in the facilitation of Student Advisory Council meetings. Cluster Leads acted as key resources, helping Champion Leads and Coaches implement creative and targeted student recruitment strategies for their school's Student Advisory Council.

Additionally, Cluster Leads provided valuable resources to Champion Teams, such as “The Way to Be” student magazine, which offered insights and guidance on college and career readiness topics.

A total of 596 students participated in the Student Advisory Council across MCPS during the 2024–2025 school year. As a token of recognition, Cluster Leads awarded participants with certificates of appreciation and Career Advising Program notebooks at the end of the year.

Champion Teams are essential to the success of the Career Advising Program. Their primary responsibility is to support the Career Advising Coach and the implementation of MoCo CAP at their school. Each Champion Team was asked to carry out five essential tasks:

- 1 Integrate RIASEC language and activities in regular student interactions.
- 2 Convene monthly meetings to coordinate and support MoCo CAP implementation.
- 3 Share information about MoCo CAP with school staff.
- 4 Communicate MoCo CAP efforts with the broader school community.
- 5 Establish and maintain a Student Advisory Council.

The following schools were recognized as Spotlight Schools for their outstanding implementation of MoCo CAP, serving as models of excellence for other schools:



Benjamin Banneker Middle School



Robert Frost Middle School



Albert Einstein High School



Walter Johnson High School

CLARKSBURG HIGH SCHOOL

Clarksburg High School

Student Advisory Council members from these and other schools were invited to present alongside the Career Advising Program leadership team during a Professional Learning Institute for MCPS staff, helping to build understanding of and support for MoCo CAP.

INDUSTRY ENGAGEMENT

The previous quarter of the year for Industry Engagement (IE) involved a look back on activities and processes, and planning for the upcoming school year. The aim is to bring eclectic industry experiences to students covering an array of divergent interests as efficiently as possible.

During that time, IE participated in 50+ business networking events to expand new relationships and solidify existing ones. The team also attended the MD Career Advising Leadership Convening, which proved useful to gather best practices, and the annual NAWDP conference where they interacted with professionals from other districts and met with vendors to discern potential operational improvement products and services. This resulted in follow-up meetings and rebooted a conversation about business services outreach, management, and coordination.

IE also worked with the Communications Team to refresh related content on the MoCo CAP website.

The IE Team volunteered time, and in some cases helped plan, several business-oriented events including the USG InnovatED Summit, MoCo Eats Food & Beverage Showcase, Montgomery Women Annual Power Tea, Clark Construction Crafting Futures Skilled Trades Day, MCCEI Construction Career Day, the MoCo Energy Summit, the Black Collective Business Expo and AMBER Awards Ceremony, USG Employers Connect to Talent, MCPS ACES Summer Program Professional Expo, the National Center for Children and Families Career Fair, along with the WSM Quarterly Career Fair.



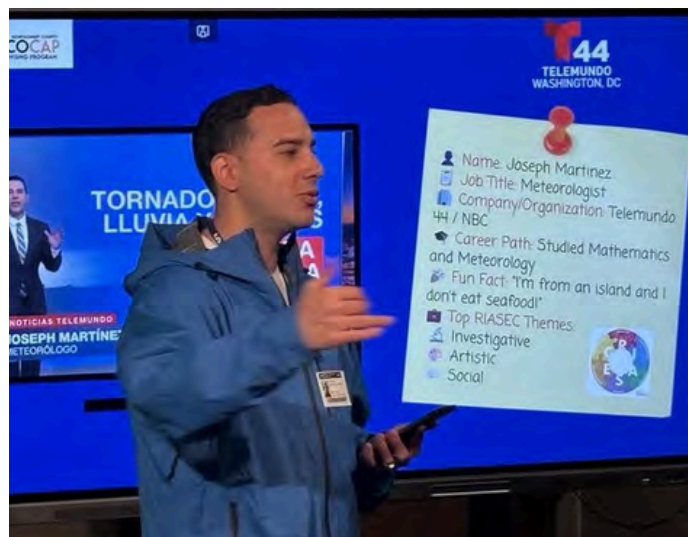
Chef Sarah J. Brooks, CEO and owner of Savvylicious Arrangements, interacts with more than 50 Northwood High School students during an engaging and inspiring Meet A Pro session in late May. Photo courtesy of MoCo CAP.

Over the last quarter, IE continued gathering and compiling satisfaction survey data from the Worlds of Work (WoW) event held in mid-March. Data from students, employers and volunteers will provide guidance for future offerings. Student survey data was collected on-the-spot, so the response rate was quite high. Others resulted in a 50% response rate. Employer responses indicated enthusiasm to participate again, support of the intention, a need to explore venues or re-work the space to allow for more time spent at exhibits and less assembling and walking time. Students filled in things they learned, such as how to plumb a toilet or plan a budget. Volunteers reported high engagement between students and employers. Volunteers rated the event a 3.44/4, and those participating over multiple days would have liked to try different roles.

The team continues researching a follow-up career exploration event or several smaller events and will narrow down choices during the next quarter, with the main consideration being the venue's capacity. The IE Team has taken tours and consulted with external partners about feasibility and buy-in.

IE actively participates in MCPS activities, serving on the panel for the MCPS Business Pitch Challenge and representing WSM at the Construction Trades, Automotive, and IT Foundation award ceremonies, the Business, Management, Finance, and Apprenticeship graduation ceremonies. The team also regularly contributes to the Work-Based Learning Program Advisory Committee meetings. IE participated in the Watkins Mill High School Career Fair and the High School Programs Fair at Neelsville Middle School, as well.

The Meet A Pro (MAP) library continues to expand, and like last summer, Career Coaches will interview two professionals for videos. IE has plans for a rolling list of MAPs for the upcoming school year on a first-come, first-serve basis for Career Coaches to provide to their schools.



Telemundo 44/NBC Meteorologist Joseph Martinez speaks with a group of Watkins Mill High School students about his inspiring journey studying math and meteorology to working in live television. Photo courtesy of MoCo CAP.

Rosa Parks Middle School will host a MAP during its summer program, and the 4th District Police Precinct in Wheaton offered its Police Academy summer program to describe the many roles necessary beyond patrol and traffic officers.

The IE Team held a summer training session for Career Coaches on one of WSM's business data tools, Lightcast, which is especially helpful in small groups or individual sessions. Career Coaches can request specific occupations or industry "snapshots" from this platform to furnish or use in a discussion with students, so they have a deeper understanding of job prospects, skills required, and employers for these roles.

IE was fortunate to secure two MCPS Summer RISE interns for five weeks. In addition to helping IE serve at events, they expanded our employer database by learning to use LinkedIn and harvesting contacts from our networks. A bonus for them was to get a jump start on their own LinkedIn profiles and resumes. These two students, a rising junior and senior, will serve as knowledgeable MoCo CAP ambassadors upon returning to school in the fall.

COMMUNITY ENGAGEMENT



(Left) Richard Montgomery High School's MoCo CAP Student Advisory Council hosted over 130 students in April for a networking night with a RIASEC lesson, raffle, and panel featuring Ches Contracting CEO Dest Chesley, Johns Hopkins Test Engineer Brian Holden, opera singer Hayley Abramowitz, Johns Hopkins Assistant Dean Michael McKenzie, Rockville Mayor Monique Ashton, and Industrial Bank VP Daryl Drumming. (Right) Mr. James Leblanc, WSM's Director of Community Impact, delivers a dynamic keynote address at RHMS's networking event in early April. Photos courtesy of MoCo CAP.

WSM continues to deploy an organizational approach to community engagement, even as the CES Department builds a MoCo CAP-specific model. WSM's Community Impact Team supported school-based events from the first day of the quarter, extending to almost the very last day of school.

WSM's Mobile American Job Center supported events at Wheaton High School, as well as resource and community fairs at Roberto Clemente, White Oak, and Benjamin Banneker middle schools. Staff had information tables at Odessa Shannon Middle School, Blair High School, and even Flower Hill Elementary School, where the WSM team was able to give a preview of what those students could expect from MoCo CAP once they transitioned to middle school.

On April 1, the Student Advisory Council at Richard Montgomery High School organized a student-led networking event that brought together over 30 professionals to interact with students. A dynamic keynote was delivered by Mr. James Leblanc, WSM's Director of Community Impact, and a career panel featuring Rockville Mayor Monique Ashton, among others, highlighted various local careers and industries. See **Attachment 5** for the event flyer.

Educating the community and its leaders about MoCo CAP is an organizational commitment for WSM that extends from our service delivery staff through our Community Impact Team and ultimately our Executive Director. Mr. Anthony Featherstone had several opportunities to share WSM's Career Education Services' work with high-profile leaders and at important events.

On April 1, he met with the respective staff members of U.S. Senators Ms. Angela Alsobrooks and Mr. Chris Van Hollen. Later that month, Mr. Featherstone participated in a panel discussion at the USG InnovateED event along with Montgomery County Executive Mr. Marc Elrich and industry leaders to discuss MoCo CAP's pending contribution to workforce development in the county. April wrapped up with WSM's presentation to the Montgomery County Council's ECON Committee.

Later in the quarter, Mr. Featherstone presented to the Top Ladies of Discussion membership at their National Webinar on Workforce. Along with MoCo CAP Director of Training Dr. Monica Phillips Talley, Mr. Featherstone also presented to the Talent Ready Annual Convening hosted by WSM's funder of work-based learning activities, Education Strategy Group.

COMMUNICATIONS

The MoCo CAP Communications Team started Q2 fresh off WoW, and continued posting photos, videos, and thank you messages from the event for several weeks into the period.



[MoCo CAP WoW video playlist](#)

Several other entities also posted about the event, including:



MCPS' MoCo CAP [WoW video](#)



Montgomery College's video [recap](#)



The Montgomery County Council's [video](#) of WoW



Montgomery Community Media's (MyMCM) WoW [recap](#) and [podcast](#) videos

Although this quarter did not see the same level of activity and growth as Q1 due to drumming up support for WoW, all MoCo CAP accounts continued to post consistently and see steady expansion. See **Attachment 6** for the Q2 Comms Dashboard.

Highlights for the quarter for the respective social media platforms are as follows:

 MoCo CAP [Instagram account](#) reached a milestone of 200 followers.

 [LinkedIn page](#) grew to 245 followers.

 [Facebook group](#) achieved 415 video views.

 MoCo CAP [YouTube channel](#) added nine videos.

Plans for Q3 include:

- ✓ Continued collaboration between the MoCo CAP and Core WSM Communications teams
- ✓ Increased activity on MoCo CAP's [TikTok account](#)
- ✓ Tracking the initiative's [Linktree](#) page
- ✓ Adding 40 to 50 more Meet A Pro videos to the YouTube channel as part of the Career Coaches' summer project

The Communications Team is also heading a major update and improvement to the MoCo CAP website, www.mococap.com, with the goal of making it an easily accessible resource and wealth of information and resources for all stakeholders.

CONCLUSION

Since the inception of MoCo CAP, the April to June reporting period has developed a dual dynamic around ending the current school year in a strong fashion while beginning to prepare for the next academic year. This time around 2025 proved no different.

As demonstrated through our reporting and returned student surveys, MoCo CAP Career Advising Coaches reached an unprecedented number of students through classroom push-ins, career fairs, Meet A Pro events, and smaller gatherings.

Correspondingly, MCPS Central Office staff,

along with WSM Blueprint leadership, began planning for 2025-2026. Starting with a focus on delivering impactful lessons to students over the summer break, the initiative is working on re-tooling scope and sequence, developing MoCo CAP's family engagement component, and redesigning the WoW event into a series of more easily scaled experiences. Each partner is also looking at their structure with an eye toward effectiveness.

It is apparent that MoCo CAP had a very successful year and is ready to duplicate and amplify these achievements in the coming 12 months.



(Above) Professional NBA Agent Joel Bell speaks with Rosa Parks Middle School students in late May to discuss NBA and international basketball contracts, endorsement deals, charity work, and other topics.

(Right) A professional DJ engages with some Watkins Mill High School scholars during a Meet A Pro session in June where they explored what happens behind the scenes and even tried their hand at mixing tracks. Photos courtesy of MoCo CAP.



Attachment 1

Core Purpose:

To establish foundational family and community engagement practices, led by WorkSource Montgomery's (WSM) Career Education Services (CES) department (known as the Montgomery County Career Advising Program or MoCo Cap), in partnership with MCPS and other stakeholders. The focus is on supporting student career awareness, exploration, and development, contributing to academic achievement and long-term success. This effort directly fulfills the Blueprint for Maryland's Future career and college readiness mandate.

A central principle of this framework is ensuring engagement that is **equitable, culturally competent**, and designed to effectively **reach multilingual, immigrant, and underserved families**.

Goal:

To build synergy amongst diverse families and communities and MCPS partners to engage collaboratively with MoCo Cap around student career readiness using culturally responsive, accessible, and actionable strategies informed by both staff insight and community need.

Key Components & Initial Actions (MVP Focus)**1. Initiate Capacity Building for Diverse Families (Targeted & Accessible Resources/Programs)**

- **Strategic Welcome Center Engagement:**
 - Maintain a strong MoCo Cap presence at MCPS Welcome Centers during peak enrollment (winter, summer). Offer multilingual resources on FAFSA/MSFA, career planning, and resume support.
 - Direct integration with WSM adult services for parents ([SkillUp Montgomery](#), WIOA, [Community Impact Asset Map](#)).
 - Shift to a biweekly/monthly presence during low-traffic periods to allow focus on in-school and community engagement.
- **Customized Curriculum for EML Families:**
 - Develop materials tailored to students' language acquisition levels and lived experiences. Use visuals, small groups, and informal, discussion-based programming. Resources can be developed by our EML coaches in partnership with MCPS FACE counterparts.
- **Parent-Facing RIASEC Self-Discovery Workshops:**

- Facilitate workshops where parents gain basic understanding of the Blueprint for Maryland's Future Pillar 3 Career and College Readiness, complete RIASEC self-assessments, in partnership with MCPS Parent Academy.
- Intergenerational exploration of career identities and pathways.

- **Community-Based Library & Partner Outreach:**

- Host workforce readiness workshops with Cluster Leads, College & Career Navigators, Champ Teams, and other MCPS stakeholders, and info sessions at local libraries and trusted community organizations to meet multilingual families where they are.

DCBF Alignment: Capabilities, Confidence, Collaborative, Developmental, Relational

2. Integrate Engagement with Career Education Content and Goals

- **RIASEC and Career Literacy Tools:**

- Provide translated and culturally responsive RIASEC tools and facilitate workshops tied to MCPS programs like CTE, internships, and service-learning.

- **Career Spotlights and Pathway Events:**

- Host "Career Spotlight Nights" and culturally inclusive "World of Work" evenings (in partnership with Champ Teams, Cluster Leads, College & Career Navigators, Industry Engagement) that involve families in hands-on career exploration aligned with student interests.

- **College & Workforce Showcase Events:**

- Organize events (in partnership with MCPS) modeled after "Maryland Day" that allow families to explore labs, departments, and programs at local colleges or training centers (e.g., Universities at Shady Grove).

DCBF Alignment: Linked to Learning, Developmental, Equitable Access

3. Build Trusting Relationships and Cross-Cultural Networks

- **Work-Based Learning within Schools for Middle Schoolers:**

- Implement in-building shadowing (e.g., front office, kitchen, custodial, security, core instruction, art/band/music instructors peer mentors) to provide early exposure to work roles*.

- **Entrepreneurial Family Engagement:**

- Design career programming that recognizes the self-employment and entrepreneurial background of many minority families. Include financial literacy, business planning, customer service, and digital communication skills ([SkillUp Montgomery](#), and/or [Community Impact Asset Map](#)).

- **Community- Employer, School & External Events:**

- MoCo CAP presence at cultural events, PTSA nights, and neighborhood festivals for community connection.

DCBF Alignment: Relational, Collaborative, Connections

4. Establish Foundational Data Collection with Equity Lens

- **Countywide Referral Tool Expansion:**
Digital Referral Tool Expansion:

- Scaled across Welcome Centers, libraries, and schools; connects families to MoCoCAP and WSM services.

- **Disaggregated Metrics:**

- Collected by MoCoCAP Coaches to assess engagement by race, language, and socioeconomic status.**

- **Qualitative Family Voice Tools:**

- Short surveys and focus groups co-designed with MoCoCAP and MCPS Family Engagement Team to gauge confidence, trust, and needs.***

- **Data Partnerships:**

- Collaboration with MCPS Office of Accountability and WSM staff (e.g., Ernestine's team) to analyze patterns and adjust strategies.

DCBF Alignment: Systemic, Integrated, Assessment-Informed, Culturally Responsive

*We'll call it Z7 adjacent in that we can use this as an idea is to help CC's, CL's, & CN's leverage the career network in the building which can then lend itself to helping drive conversations at home about what they did in their building related to schools.

**Is this a nice to have or need to have? It's both, and time will tell us which one.

***Agreed this is us thinking about places we can collaborate with MCPS on this outreach.

Attachment 2

Sorted by job title: [A - C](#) | [D - H](#) | [I - Q](#) | [R - Z](#)

College and Career Navigator

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION		
OFFICIAL TITLE: College and Career Navigator	CODE: 6772	SQ/OQ: Optimal Qualified
WORKING TITLE: College and Career Navigator	GRADE: 20	MONTHS: 12
<p>SUMMARY DESCRIPTION; PHYSICAL DEMANDS; AND SPECIAL REQUIREMENTS: SUMMARY DESCRIPTION OF CLASSIFICATION: Under the direction of central service directors over career advising and the counseling units, and in collaboration with the high school principal, the College and Career Navigator (CCN) serves students in Grades 8-12 as the primary resource for college and career planning, including military service, and employment opportunities, and acts as the main point of contact for WorkSource Montgomery (WSM) Career Advising Coaches (CAC) assigned to the high school. The CCN actively participates and contributes to the development, implementation and ongoing improvement of the district wide college, career, and community strategic plan, while assessing the unique demographics of the assigned school to create a customized program and resource center tailored to student needs. The CCN collaborates with the CACs to support the work of career advising, including articulating Grade 8 students. The CCN provides support and guidance on college and career planning, including, engaging students and their parents through outreach methods such as presentations, workshops, field trips, and facilitating visits from college representatives. In addition, the CCN assists students with all aspects of their college and career planning. This includes researching programs, colleges and workforce opportunities, supporting them through the application process, testing, financial aid, and scholarship applications, as well as guiding them on graduation requirements in conjunction with school counselors and supporting summer work-based learning options such as Summer RISE. The CCN liaises with Career Advising teams, college and career readiness staff, and other relevant stakeholders engaged in college and career work. The CCN develops and leads outreach initiatives for the Financial Assistance Federal Student Aid (FAFSA) and Maryland Student Financial Aid Application (MSFAA), aimed at educating students and families on completing these applications. PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) Ability to lift/move material and equipment weighing up to 20 pounds required for presentations and informational materials. SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Some after school, weekend, and/or evening events.</p>		
MINIMUM QUALIFICATION STANDARDS		
<p>KNOWLEDGE SKILLS ABILITIES: KNOWLEDGE, SKILLS, AND ABILITIES:Thorough knowledge of the college selection, testing, application and admission process; knowledge of Post College and Career Readiness (CCR) Pathways, including Advanced Placement (AP), International Baccalaureate Diploma Program (IB), Dual Enrollment and CTE. Thorough knowledge of postsecondary programs and admissions processes for colleges, military and other programs. Thorough knowledge of relevant Board of Education policies and MCPS regulations, systems, and structures, as needed to support the Career Advising Coaches. Considerable knowledge of College and Career Exploration tools (e.g. College Board Big Futures) and other college/career related technology and test software, including SAT, PSAT, ACT, ACCUPLACER prep tools, college application software, and financial aid systems, or the ability to rapidly acquire such knowledge; skilled in data collection, analysis and reporting. Ability to research, acquire and effectively disseminate information electronically, manually and through in-person and virtual presentations. Knowledge of the business and employment principles and practices of private industry, local, state, and federal governments; knowledge of a variety of occupations and their associated terminology; knowledge of state of Maryland labor regulations for minors; knowledge of high school courses/programs and graduation requirements, ACT, PSAT, SAT ASVAB, Accuplacer, AP testing and other tests relevant to college preparation and entry requirements. Knowledge of the Blueprint for Maryland’s Future legislation Pillar 3 and thorough understanding of the Montgomery County Career Advising Program. Highly skilled in oral and written communication, human relations and able to clearly present information to diverse audiences with equity and cultural proficiency. Able to deal courteously and effectively with colleagues and all who use the center; ability to develop and maintain effective career information programs; ability to exercise independent judgment and initiative in completing duties. Knowledge of or the ability to quickly learn and apply the seven core competencies of the Supporting Services Professional Growth System (SSPGS).</p>		

EDUCATION, TRAINING AND EXPERIENCE; CERTIFICATE AND LICENSE REQUIREMENTS: EDUCATION, TRAINING, AND EXPERIENCE: Bachelor's degree required. Minimum of three years of experience in college/career planning or a related field; experience in project planning/management or program development and implementation; experience with secondary level students highly preferred. Other combinations of applicable education, training, and experience, which provide the knowledge, skills, and abilities necessary to perform effectively in the position, may be considered.CERTIFICATE AND LICENSE REQUIREMENTS: None

OVERTIME ELIGIBLE: Yes

DUTIES AND RESPONSIBILITIES:

EXAMPLES OF DUTIES AND RESPONSIBILITIES: Note: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)In alignment with the School Counseling Services Unit college/career strategies, develops a customized college/career planning and support program, as well as an information/resource center to meet the specific interests and needs of the assigned high school. Collaborates with Career Advising Coaches for articulating Grade 8 students.Collaborates with Career Advising Coach to create and implement plans to increase effective student engagement, awareness and interest in college and career opportunities, high school college and career readiness programs, and disseminate relevant information, with focused efforts to equitably engage and support historically marginalized students. Plans should include individual meetings, group presentations (both in-person and virtual), summer workshops, and proactive outreach strategies. During the summer, works closely with Career Advising Coach to plan monthly activities for the upcoming school year and college and career readiness team to support Summer RISE.Actively participates in the organization and implementation of all district-wide college, career, and job fairs for students. Ex. HBCU, Hispanic College Fair, NACAC, etc., Attends the day and evening fairs/events. Advertises events to the school community. Collaborates with Resource Counselor and other school staff to inform students and families about events and arrange bus transportation when needed.In order to comply with the Maryland Higher Education Commission FAFSA completion mandate for all high schools to provide FAFSA completion outreach, the CCN oversees FAFSA completion efforts at the school. The CCN: creates an Equity-Focused FAFSA Action Plan and school team; develops a Timeline for Outreach Events for Students and Caregivers; utilizes FAFSA Resources and Toolkit; engages in state and local FAFSA professional development; meets regularly with the College and Career Readiness team, which is recommended to include CCNs, counselors and teachers, to monitor and assess progress toward the FAFSA action plan goal.Develops and improves engagement and relationships with partners, colleges/universities and local businesses and community groups to expand job, career, mentoring, internship and learning opportunities for students, and obtain information and resources to share with the school community.Maintains current knowledge and provides ongoing support/information to students and parents/guardians about college entry requirements, applications, financial aid and scholarship processes and timelines. Assists with completing college applications, financial aid paperwork, essays and scholarships.Actively manages the college and career information center by obtaining, organizing, filing, and displaying current materials related to college and career exploration, college assessments, financial aid, and scholarships, Career Technical Education opportunities, and local resources for students; collaborates with school administration and resource counselor to develop a schedule for the center to be open and available to students and their parents; coordinates and supervises student aides/volunteers in the Career Center.Collects, reviews, disseminates and provides students with resources and guidance on testing information including schedules, applications, testing procedures, requirements, study materials and understanding test results for tests/assessments such as the PSAT, SAT, ACT, Accuplacer, AP and TOEFL; coordinates registration for MCPS approved SAT preparation courses.Works with the school testing team to provide support and ensure that students are properly identified and scheduled for the correct tests, relative to their chosen pathCollects, analyzes and reports data obtained from the College and Career Online platform, relative to students' college interests, applications, acceptances and other data points of interest to school administration and MCPS leadership. Makes ongoing process and program improvements based on data collected.Supports and provides general and individual guidance to students on creating a plan to maximize gap year opportunities between graduation and college attendance.Serves as a liaison and works collaboratively with Career Advising Team, Dual Enrollment, and other teams and staff, in accordance with assigned roles and responsibilities.Collects, maintains, and disseminates job information (part time, summer, and full time) to students, staff, and the school community.Serves as an active, informed committee member for the school's graduation validation process and Career Advising School Team.Plans, coordinates, and promotes college, career and military representative visits, guest speakers, field trips relevant to college and career exploration, including career/employment fairs and college visits and additional college and career experiences in collaboration with Career Advising team. Arranges for chaperones as needed. Serves on planning committees for all college fairs.Attends central office meetings, staff meetings and school counseling department meetings, relating to college/career resources; career advising team meetings; attends evening and afterschool college/career-related events.Maintains current knowledge of college/career planning strategies, methods, related technology and software; participates in professional development workshops, and in-service training; attends college/career seminars (as directed by supervisor/principal).Performs related duties consistent with the scope and intent of the position.

This description may be changed at any time.

Attachment 3

Middle and High School Career Counseling Program

2025 Report Template

Date Due to AIB: June 30, 2025

Email to aib@maryland.gov

Year Two Implementation Report

The AIB in collaboration with the Maryland State Department of Education and the Career and Technical Education (CTE) Committee has been coordinating the implementation of the new career counseling program established by the Blueprint for Maryland's Future. In accordance with §5-213 of the Education Article, each local workforce development board (LWDB), in collaboration with the LEA, community college, and other relevant State and local agencies, shall submit an annual report by June 30 to the AIB on the use of funds and their impact on providing career counseling to middle and high school students. In this most recent legislative session, HB 772 extended the career counseling funding and these annual reporting requirements through FY 2028.

The annual report has two parts. This first narrative portion is due June 30. The fiscal report is due October 15, 2025.

In this second year of the statewide rollout of career counseling services for all middle and high schools, the AIB is focused on collecting data and understanding the implementation status, the role of the three partners in each county, and the impact of the services on students and their selection of one or more post-college and career ready pathways.

Report Template Instructions

- Report submissions will be shared publicly on the AIB's website to provide transparency on the impact of the State's fiscal contribution and support of career counseling implementation.
- The responses should be a reflection of collaborative thinking; the local workforce board is responsible for submitting the report but it should include the voices and perspectives of all three local partners. By signing the last page, all parties agree to the content of the report.
- Please fully answer each question in this document and **complete the tables in the Excel workbook**, providing as much detail as you can. Access the workbook here: <https://docs.google.com/spreadsheets/d/1JTkJ8I3do85OkIL9Ds5cuAEB818zUeLy/copy>
- Feel free to include links and artifact attachments if they help tell your story. When submitting as a PDF, please check to make sure that any links remain live.
- Once completed, please save the files with the following naming convention "2025 COUNTY Career Counseling Annual Report" and send the report and workbook to aib.maryland.gov.
- Finally, please note that throughout this template, we use the term Career Coaches, even though we know that the term may vary by county and may be called Career Advisors, Navigators, Counselors, etc.

Career Counseling 2025 Report Template

COUNTY NAME: Montgomery

Local partners:

- Name of LWDB WorkSource Montgomery
 - LWDB Agency Representative John Hattery
- Name of LEA Montgomery County Public Schools
 - LEA Agency Representative Dr. Genevieve Floyd
- Name of Community College Montgomery College
 - Community College Agency Representative Dr. Elena Saenz

1. **Career Coaching Staff:** For SY 2024-25, **complete table in the Excel workbook** reporting on the current status of staff in relation to what was originally outlined in the MOU/FY 25 budget.

* If there were any hiring or retention challenges in SY 24-25 please explain here:

N/A

2. **Anticipated Changes in Career Counseling Funded Roles:** Do you anticipate making any career coaching changes in roles and/or changes in the hiring entity in SY 2025-26 (exclusive of any replacements due to turnover)? If yes, please describe below. As a reminder, the AIB needs all current job descriptions on file.

WorkSource Montgomery (WSM) will remain the record employer for most of the Montgomery County Career Advising Program (MoCo CAP) staff funded by state Blueprint funds. While WSM is not adding new roles, we will be discussing plans with our LEA and Community College partners to add an additional Manager and one Career Advising Coach slot to improve operational effectiveness.

On July 1, 2024, Montgomery County Public Schools (MCPS) welcomed new Superintendent Dr. Thomas Taylor to the system. Dr. Taylor has reorganized the system and as a result, there are some proposed changes that will affect the MoCo CAP programming and district MoCo CAP employees. The superintendent expressed interest in looking for and eliminating duplication of work wherever possible. During this school year, the Office of Human Resources and Development underwent a review of the Career Advising Cluster Lead (CALC) role, as well as the duties of the College and Career Information Coordinators (CCIC). The office then completed a classification study of the CCIC, combined with the CALC positions.

Career Counseling 2025 Report Template

The study resulted in the reconstitution of the CCIC post to the new College and Career Navigator (CCN) position, thus eliminating the need for CALC at the high school level. The resulting proposal consists of 13 Cluster Leads and 25 CCN positions, which will dedicate 50% of their work and responsibilities to MoCo CAP, leading to an additional 12.5 FTE for the career advising staff for FY 25-26. The CCN job description is linked [HERE](#).

3. **Career Coach Training:** Please **complete the table in the Excel workbook** to show all training completed by career coaching staff in SY24-25 in the table below. This should include:
- School-based required training (such as student safety and compliance, anti-bias, working with adolescents, etc.) and
 - Local workforce-related training to ensure coaches are up-to-speed on labor market data; career pathways; post-CCR pathways including dual enrollment and CTE options at the high school/technical centers; work-based learning and apprenticeship opportunities; in-demand soft and employability skills; district HS graduation course requirements; etc.

A comprehensive list of training can be found on the Excel sheet as requested; however, some context is required. Staff training is a core value at MoCo CAP, as evidenced by the establishment of a Registered Apprenticeship program for all the program coaches, in which all three MOU partners have a key role. All Registered Apprenticeship programs are required to provide 144 hours of Related Technical Instruction. Eighty hours are delivered by Montgomery College and MCPS provides the remaining 64 hours. Below is the training outline supplied to the U.S. Department of Labor and the Maryland Apprenticeship Training Committee in our current Standards of Apprenticeship. It should be noted that this is the first Registered Apprenticeship for Educational, Guidance, and Career Counselors and Advisors in the country.

See below for an outline of the Related Technical Instruction delivered by Montgomery College (MC) and Educators' Cooperative. Please note that the MC course is delivered asynchronously while the MCPS portion of the training is delivered in person every two weeks or monthly throughout the academic year.

RSI Module	Skills Development within the RSI Modules	Skills Demonstrated from On-the-Job Training
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Career Counseling 2025 Report Template

Establish RIASEC as a Common Career Language	<ul style="list-style-type: none"> ● Know how to use a Dialogic approach to support career conversations. ● Understand strengths, interests, and workplace values to develop vocational identity. ● Know all six RIASEC themes deeply to coach others. ● Know how to lead a self-report for students, staff, and families. ● Know how to use the O*NET to align RIASEC themes to career options. ● Know how to use the O*NET to identify career options with priority sectors. 	<ul style="list-style-type: none"> ● Lead five RIASEC Self-Reporting Sessions with students.
Use a Dialogic Process	<ul style="list-style-type: none"> ● Understand how to build rapport by establishing trust and connection. ● Use the Dialogic process to advise on: <ul style="list-style-type: none"> ○ Updating vocational identity. ○ Exploring options. ○ Setting goals and developing a vivid sense of future self. 	<ul style="list-style-type: none"> ● Lead three sessions focusing on career identity and personal growth. ● Lead three sessions focusing on opportunity mapping. ● Lead three sessions focusing on visioning, and/or goal-setting.
Guide Interpretation of Career Assessments	<ul style="list-style-type: none"> ● Know how to guide self-reporting as a preferred method to test-and-tell approaches. ● Understand how to explain the importance of a qualitative versus a quantitative approach. ● Know how to strengthen career identity through conversations about assessment in any form. 	<ul style="list-style-type: none"> ● Lead three sessions to interpret career assessment results (e.g. Interest Profiler).

Career Counseling 2025 Report Template

<p><u>Support ALL Individuals: Work with Diverse Populations</u></p>	<ul style="list-style-type: none"> ● Summarize your career story by examining how your lived experiences influenced your occupational identity. ● Identify best practices that create spaces of belonging for others to tell their career stories. ● Understand inclusive approaches for sharing career stories. 	<ul style="list-style-type: none"> ● <u>Establish a student advisory group</u> and meet regularly to incorporate diverse points of view. ● <u>Plan an advisory group event.</u>
<p><u>Support ALL Individuals: Work with People with Disabilities</u></p>	<ul style="list-style-type: none"> ● Know the laws pertaining to people with disabilities. ● Understand best practices for working with people with disabilities. 	<ul style="list-style-type: none"> ● <u>Participate in, or co-lead, three sessions</u> with an individual(s) with disabilities using the Dialogic process.
<p>Help Students Get the Most out of Career Explorations</p>	<ul style="list-style-type: none"> ● Understand the role of career explorations to develop career vividness and specificity. ● Know how to incorporate the Dialogic as part of the pre-career exploration experiences. ● Know how to use the Dialogic process as part of the post-career exploration experiences. 	<ul style="list-style-type: none"> ● Lead a small group discussion in anticipation of a career exploration experience. ● Lead a small group Dialogic discussion as part of a debrief from a career exploration experience.

<p>Support Career Conversations in Classrooms</p>	<ul style="list-style-type: none"> ● Know how to discuss RIASEC as part of classroom practices. ● Understand how teachers can use the Dialogic process to develop activities. ● Understand how assessments can incorporate RIASEC and the Dialogic. 	<ul style="list-style-type: none"> ● Work with a small group of teachers to discuss ways to incorporate RIASEC into classroom practices. ● Co-teach or push in to a classroom at least once to incorporate career conversations as part of a “regular” class setting.
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Career Counseling 2025 Report Template

Promote Career-Curious School Culture	<ul style="list-style-type: none"> ● Understand how career advisors fit within an overall K-16 system for career exploration. ● Know how to work with other career experts, general educators, and staff to encourage ongoing career conversations. ● Know how to work with school leaders to align career development work with the goals and priorities of the school. 	<ul style="list-style-type: none"> ● Meet with the school administrator to review their goals and make connections to career conversations aligned to schoolwide themes. ● Work with teacher leaders to identify resources to share with other teachers that support RIASEC integration.
Help Students Make Informed Decisions	<ul style="list-style-type: none"> ● Know how to use the dialogic process to help students develop a vision for their future. ● Know the elements of a post-secondary plan. ● Understand how to coach students to keep a flexible mindset for career planning. 	<ul style="list-style-type: none"> ● Meet with students in groups or one on one to complete post-secondary plans

The following chart is the outline for the 64 hours of Related Technical Instruction delivered by MCPS.

MCPS-Related Technical Instruction
Topics
Introduction to MoCo CAP Team. Understanding school-based staff, roles, and organizational chart. Student welfare and district compliance. Child abuse and neglect, bullying harassment, and suicide risk reporting.
MCPS High School Clusters. School technology resources: Synergy and Naviance. Examination of current college and career curriculum. Needs of the adolescent learner and brain development.
RIASEC application activity. Best practices for giving a presentation. Roles of school counselors in middle and high schools. Antiracist professional learning session 1: Cycle of Socialization.
Cluster Lead collaboration and discussion. The 3 C': communication, collaboration, and cooperation. Effective team communication across generational differences. Supporting Emergent Multilingual Learners (EMLs) in Career Advising.

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Antiracist Leadership Part 2.
Overview of MCPS graduation requirements and course offerings.
Supporting students receiving special education services. Understanding Individualized Education Plans. Introduction to School Psychology. Supporting students' social emotional learning and crisis response. Middle school student panel.
Antiracist Leadership Part 3 Dual Enrollment and Early College Programs.
Behavior intervention.
Exploration of Thomas Edison HS of Technology and Finance Park.
Middle School Career Exploration with Dr. LaGrange. Accelerated and Enriched Instruction. Advanced Placement, IB programs, Equal Opportunity Schools Programs.
Apprenticeships and Work-Based Learning Opportunities.
Out of school time.
Student Service Learning requirements and opportunities. Transition Support Services: Postsecondary planning for students receiving special education services.
Getting to know Newcomers/International students and families. Tour of the International Admissions Enrollment Office.
CTE Programs and CCR Pathways.
Social capital.

Staff that complete their training receive a certificate from the U.S. Department of Labor. An example is attached.

** Please note: Per the Blueprint, career coaches are required to complete MSDE's anti-bias training. This training is forthcoming and will be required in the future.*

4. **Coaches in Schools:** For SY 2024-25, **complete the table in the Excel workbook** and answer the brief question/ table below including **all** public, charter, vocational, special schools, alternative, etc. that serve students in grades 6-12. Add rows as needed.

Use the space below to share information about how you determined this calculation. Consider other responsibilities.

MoCo CAP Career Advising Coaches (coaches) are 12-month employees, so the calculations are based on 2,080 hours per year. The coaches are available to students 65-70% of their time. With respect to training as Registered Apprentices, they are required to log 144 hours of training per the Standards of Apprenticeship. Additionally, WSM staff all participated in our annual compliance trainings, attended the Raising the Bar conference and the state-wide Career Coach Convening, and received additional event or

Career Counseling 2025 Report Template

initiative-specific training, amounting to over 200 hours or 10-15% of their time. Similarly, the coaches spend approximately 10% of their time each on data collection, analysis, and reporting. Please see Question 5 below for details regarding collaboration with school-based leaders and educators.

Percentage of Career Coach Time

	Providing Services to Students	Collaborating with school colleagues, career counselors, business partners, etc	Planning, data collection, etc	Other (periodic training, conferences)
Middle School	65-70%	10%	10%	10-15%
High School	65-70%	10%	10%	10-15%

* Ranges are allowable

5. **Coordination with Other School Staff:** Describe how the career coaches are working in partnership with other school staff, such as counselors, teachers, etc. to reach students. Please provide any artifacts that might be useful to explain your answer.

Collaboration with school leaders and other educators is foundational to MoCo CAP and has been so since coaches were deployed in schools last academic year. Prior to deployment, WSM Managers, r coaches, MCPS Career Advising Cluster Leads, and MCPS central services staff met with each principal or designee to introduce the program and the staff assigned to their schools. WSM Managers are tasked with ongoing communication and relationship building. Additionally, MCPS and WSM have added several touchpoints for coaches and school staff to promote MoCo CAP's integration in the school communities. MCPS has established a corps of Career Champions at each school consisting of classroom teachers, counselors, CCICs, and administrators. The vision is for these teams to supply access and feedback on MoCo CAP in their individual schools. These teams meet regularly, generally quarterly or monthly as determined at each school. However, informal, project-based work often drives even more collaboration when planning a job fair or career exploration event. High School Champion Teams consist of 10 to 12 staff members while Middle School Teams are six to eight. Each team has a designated Lead who coordinates with the coaches. Additionally, the coaches have been invited to participate in the Work-Based Learning Committee installed at every high school. It should be noted that the MCPS Career Advising

Career Counseling 2025 Report Template

Cluster Leads offer in-school support by participating in many of these meetings and events as well.

While the structures described above exist in all schools, the exact frequency and types of collaboration vary from school to school. Administrators have often chosen to house the coach in their Counseling Department and in many cases, the coach has been made a full member of the team. Documented examples include Seneca Valley and Northwest high schools, who were visited by the AIB's Expert Review Team in April. Coaches are also being asked to attend and participate in school leadership team meetings, as well as administrative teams in some cases.

6. **Middle School Scope and Sequence:** Briefly describe here – or submit attachment(s) – the middle school scope and sequence for grade levels 6-8. This should include:
- A timeline (by month or at least semester) of career counseling activities including lessons, events, assessments, student assignments, and/or reflections, etc.
 - Information on how and when career counseling services are delivered (in groups and/or individually). For ex: advisory periods, lunch presentations, integration into core classes, out of school events, summer opportunities, career coach office hours, etc.
 - Roles played by the school system, local workforce development board, and community college in delivery, personalization, and monitoring of student participation

Middle School Scope and Sequence includes program content with some overlap. Last school year, only grade 6 received the foundational *Intro to RIASEC*, while both grades 6 and 8 received that content this school year. The middle and high school models are a Multi-tiered Systems of Support model of initial content delivery via Whole-Group, with follow-up in subsequent tiers based on student request and staff recommendation. The below table demonstrates MoCo CAP Core Programming, which was collaboratively developed with MCPS central services staff. Coaches supplement this content with personalized implementation based on the needs of their individual schools, students, and school leadership. Also in the table, Core Program content dashboards are linked for each Whole-Group session. Small-Groups and 1:1 Scope and Sequence can be a recap of the initial content, a full re-teaching, a supplemental activity, or a related Dialogic career conversation. Monthly coaching tasks, including implementation of Core Programming, are outlined on a Task Checklist. This was created collaboratively with the MCPS team and is shared with school-based stakeholders ([archive here](#)). The Task Checklist is comprehensive and includes monthly touchpoints beyond Core Programming – to include elements like serving students accessing a variety of MCPS Special Programs, interfacing with school based staff and Champion Teams, and data and recordkeeping targets.

Target Month SY 24/25	Event/Program Feature and Resource Link (if applicable)
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Career Counseling 2025 Report Template

September	Intro to RIASEC (All 6th Graders, Whole-Group Format)
October	Intro to RIASEC and Post-CCR Conversations (All 8th Graders, Whole-Group Format)
November	<ul style="list-style-type: none"> Follow-Up 1:1 and Small Groups (6th and 8th Graders) Meet A Pro Industry Professional Event (Any Grade)
December	<ul style="list-style-type: none"> 1:1 Sign Ups (Any Grade) Optional Professional Skills Workshops (Any Grade)
January	MCPS Pathways and RIASEC Connect (All 7th Graders, Whole-Group Format)
February	<ul style="list-style-type: none"> Follow-Up 1:1 and Small Groups (7th Graders) Meet A Pro Industry Professional Event (Any Grade)
March	<ul style="list-style-type: none"> Worlds of Work Event (Pilot Schools: 8th Graders) Meet A Pro Industry Professional Event (Any Grade)
April	Strengths, Interests and Values (All 6th Graders, Whole Group Format)
May	<ul style="list-style-type: none"> 1:1 Sign Ups (Any Grade) Makeup Sessions (Any Grade)

7. **High School Scope and Sequence:** Briefly describe – or submit as attachment(s) – the high school scope and sequence for grade levels 9-12. This should include:
- A timeline (by month or at least semester) of career counseling activities including lessons, activities, events, assessments, student assignments, reflections, etc. It should be clear how career counseling at the high school level is focused on helping students identify their post-CCR pathway(s) and develop post-high school transition plans
 - Information on how and when career counseling services are delivered (in groups and/or individually). For ex: advisory periods, lunch presentations, integration into core classes, out of school events, summer opportunities, career coach office hours, etc.
 - Roles played by the school system, local workforce development board, and community college in delivery, personalization, and monitoring of student participation

High School Scope and Sequence includes program content that builds upon last year's ninth grade Whole-Group Intro to RIASEC spring coaching sessions. The middle and high school models are a Multi-tiered Systems of Support (MTSS) model of initial content delivery via Whole-Group, with follow-up in subsequent tiers based on student request and staff recommendation. This table demonstrates MoCo CAP Core Programming, which

Career Counseling 2025 Report Template

was collaboratively developed with the MCPS team members. Coaches supplement this content with personalized implementation based on the needs of their individual schools, students, and school leadership. In the table below, Core Program content dashboards are linked for each Whole-Group session. Small-Groups and 1:1 Scope and Sequence can be a recap of the initial content, a full re-teaching, a supplemental activity, or a related Dialogic career conversation. This year, high school coaches offered multiple professional skills workshops targeted towards grades 11 and 12. Coaches chose topics aligned with student/school choice, but included skills like leadership, resume writing, mock interviews, and navigating O*Net. Monthly Coach tasks, including implementation of Core Programming, are outlined on a Task Checklist. This is created collaboratively with MCPS Central Office and is shared with school-based stakeholders. The Task Checklist is comprehensive and includes monthly touchpoints beyond Core Programming to include elements like serving students accessing a variety of MCPS Special Programs, interfacing with staff and Champion Teams, and data and recordkeeping targets.

Target Month SY 24/25	Event/Program Feature and Resource Link (if applicable)
September	Intro to RIASEC (All 9th Graders, Whole-Group Format)
October	MCPS Pathways and RIASEC Connect (All 10th Graders, Whole-Group Format)
November	<ul style="list-style-type: none"> Follow-Up 1:1 and Small Groups (9th and 10th Graders) Meet A Pro Industry Professional Event (Any Grade)
December	<ul style="list-style-type: none"> 1:1 Sign Ups (Any Grade) Meet A Pro Industry Professional Event (Any Grade)
January	<ul style="list-style-type: none"> 1:1 Sign Ups (Any Grade) Professional Skills Workshop (Any Grade)
February	Strengths, Interests and Future-Planning Skills (All 9th Graders, Whole Group Format)
March	<ul style="list-style-type: none"> Meet A Pro Industry Professional Event (Any Grade) Follow-Up 1:1 and Small Groups (9th Graders)
April	<ul style="list-style-type: none"> 1:1 Sign Ups (Any Grade) Professional Skills Workshop OR Special Event (Any Grade)
May	<ul style="list-style-type: none"> 1:1 Sign Ups (Any Grade) Makeup Sessions (Any Grade)

Career Counseling 2025 Report Template

**** NEW ** 8. Business and Community Organization Engagement.** Please **complete the table in the Excel workbook**. This can include any employer/union/community partners (individual organizations or membership organizations such as Chamber of Commerce, Business Roundtable, industry partnerships, etc.). Include any organization that was involved in providing career exploration opportunities (guest speakers, field trip hosts, tours, mock interviews, career fairs, mentors, etc.). If visits were made to apprenticeship sponsor sites for the purpose of exposing students to those opportunities, those can be included as well.

Attach a document identifying all organizations included in the count to identify the targeted audience (middle school / high school, specific grade or student population, number of students,

(Note: this should not include participation in CTE career cluster program advisory committees.)

- **Individualized Career Counseling** The Blueprint states that each grade 6-12 student should receive “individualized career counseling” every school year. Individualized career counseling services/activities are aligned with a student’s individual strengths, interests, and values, including one-on-one activities as well as group activities. Please describe how the three partners are personalizing services to accommodate individual student needs, interests, and guidance on post-CCR and post-high school options.

The coaches follow an [MTSS model](#), beginning with hosting grade-specific Whole-Group sessions throughout the school year to provide a baseline of knowledge for students regarding the RIASEC language and available MCPS resources and pathways, such as the Post-College and Career Readiness (CCR) options of Advanced Placement (AP) and International Baccalaureate (IB) courses, Career and Technical Education (CTE) programs, and the Dual Enrollment Program with Montgomery College. Coaches modify this content to include the school-specific programs offered at their assigned school. At the conclusion of these sessions, coaches provide students with a survey to indicate their top RIASEC themes and further self-identify their personal and career interests. Based on these survey responses and other personalized methods of gauging student strengths, interests, and values plan Meet A Pro industry experiences for students to engage with professionals in live time, and additional career exploration opportunities, such as off-campus field trips. Additionally, coaches host follow-up Small-Group sessions facilitated in a variety of ways, such as student interest and RIASEC themes. One-on-one sessions with students are based on self-identification, staff referral, or coach identification to further support the exploration of students’ individual interests, goals, and secondary school pathways along with college and career opportunities. These conversations are driven by the [Dialogic process](#), which is individualized by nature, as coaches use this approach to guide their individualized discussions with

Career Counseling 2025 Report Template

students based on student needs. Students can request a 1:1 session with their coach at any time throughout the school year.

WSM, MCPS, and Montgomery College engage in various collaborative opportunities to further individualize the career advising experience. On a daily basis, MCPS Career Advising Cluster Leads work alongside the coach and school leadership at each site to provide access to students for the Whole-Group, Small-Group, and 1:1 sessions. Additionally, all the Coaches and other MoCo CAP personnel attend monthly training sessions hosted by MCPS to further explore MCPS and Montgomery College program offerings. In February of 2025, MCPS hosted a training for all MoCo CAP personnel in which the specialist for the Dual Enrollment Program at Montgomery College spoke about the various dual enrollment programs available for high school students between MCPS and the college. In March 2025, WSM, MCPS, and Montgomery College provided the opportunity for eighth grade students to explore hands-on career options by hosting a three-day Worlds of Work (WoW) event at Montgomery College's Rockville campus. Students were able to engage with professionals and partake in live demonstrations in the following fields: IT, engineering, manufacturing, VR, hospitality, arts, fitness, retail, education, cosmetology, healthcare, life science, energy, government, financial consulting, law, real estate, media, automotive, construction, public safety, and the military. In addition, MoCo CAP covered transportation costs to enable six additional middle schools to participate in a tour of other Montgomery College campuses through the branded opportunity called "MC Experience."

10. Meeting the Needs of All Students: **Complete the table in the Excel workbook** showing how career counseling services intentionally address students with unique needs, and their families, which may include collaborating with relevant school staff members and teams, leveraging outside agency services, offering targeted supports, etc. **Please complete the table and answer the question below.**

* In Maryland, a community school is one that serves large populations of students experiencing poverty and receives Concentration of Poverty Grants. Community schools work in collaboration with community partners, local governments, and other stakeholders to provide wraparound services that address barriers to learning and success. [List](#)

Please provide a brief summary of how career coaches have been meeting the unique needs of students in these three student groups (ML, SPED, Community School) and engaging the full population. Identify specific successes and challenges where possible.

MoCo CAP's coaches have been meeting the unique needs of students receiving specialized educational services and Emergent Multi-Lingual (EML) students through targeted and inclusive

Career Counseling 2025 Report Template

support. For students receiving the special education services, the WSM Training Team collaborated with the coaches to create modified resources and sessions tailored to School Community-Based (SCB), Learning for Independence (LFI), and students enrolled at the John L. Gildner Regional Institute for Children and Adolescents (RICA). A coach is currently assigned to support Rock Terrace School, a separate public day school which provides special education services for students aged 11-21 years old who have a wide range of cognitive disabilities, along with Montgomery College dual-enrolled students. Another coach supports two additional special schools, Stephen Knolls and Longview, and works with school-based staff to support small pop-up, student-created businesses. Career advising sessions are adapted to introduce students to the RIASEC framework and help them explore career options aligned with their specific abilities and interests.

In addition to those placed at the aforementioned schools, each coach has also delivered at least one RIASEC and career-focused session to the students accessing specialized programs at their assigned schools. A key challenge the coaches have encountered is the need to tailor resources to each unique group. Official guidance from MCPS is for coaches to meet with special education staff in advance to collaboratively design sessions based on individual program needs. With support from the MoCo CAP training team and school staff, Coaches have successfully delivered meaningful sessions across programs.

For EML students, services are ensured in every MCPS school through data reporting, as sessions are delivered entirely in Spanish and a few additional languages where needed. However, the diversity of student languages spoken across MCPS has posed a challenge for program delivery. To ensure equitable access for all students, the coaches have overcome this language obstacle by collaborating with those assigned to other MCPS sites who possess various language skills, along with connecting with school staff for translation support. Coaches also use live translation devices to ensure full engagement.

While MoCo CAP encompasses all MCPS middle, high, and special schools, there is additional support often needed in the Community Schools receiving Concentration of Poverty Grants. Coaches have provided equitable access to career exploration opportunities while also partnering with existing school and community-based supports. For example, at Watkins Mill High School, the coach partnered with the Wellness Center, led by Identity, Inc., a non-profit Latino/Hispanic advocacy group, to refer students to additional services and programs, and vice versa. This collaboration has strengthened wraparound support and ensured students are connected both to in-school and community resources.

Career Counseling 2025 Report Template

11. Software/Digital Tools: Did you make any changes to software, tools or resources used to provide student interest inventories, assessments, or lessons? Please specify: 1) How career coaches are using information collected to personalize career counseling to meet individual student needs, ultimately leading to a 6 year plan, and 2) How MS student career and academic interest information is handed off to their high schools/CTE technical centers.

The MoCo CAP does not rely on a technological solution to deliver services. Our theory of action is rooted in a Dialogic process centered on human interaction, distinguishing our model as transformational rather than transactional. There have been no changes this year nor are any contemplated for next year's service delivery. We are considering purchasing technology to manage the sheer volume of data our student survey generates monthly. Clarity from our state partners regarding final guidance on outcome measures and metrics will assist us in this decision-making process.

**** NEW ** 12. Student Outcome Metrics:** Please **complete the table in the Excel workbook** to show program outcomes achieved in SY 2023-24 (*if available*) and SY 2024-25. If any of these data are not currently available, the three partners should identify a plan to collect this information in the next school year. In future years disaggregated data will be requested.

* A six-year (grade 9-14) personalized education plan is required for students to help them map their coursework and transition plans as they leave MS and enter HS and then two years post-graduation. MSDE will be sharing more information on an updated template soon.

13. Reflection on Partner Collaboration: A unique component of the Maryland career counseling model is the intentional collaboration among the three partners to maximize the available resources, knowledge, skills, and work underway of each partner to provide students with timely, valuable, and localized career insights, relevant counseling, and connections to post-CCR opportunities. Please reflect on how the three partners are fulfilling their specific roles and responsibilities as outlined in the MOU (cite specific elements if possible) to support the implementation of a fully developed and effective career counseling program. The State partners are prepared to offer support to the partners if needed.

A review of the MOU dated July 1, 2023, reveals that all partners are performing their roles as specified in the document, and there are many cases where each have contributed to the success of MoCo CAP beyond what is cited in the MOU. In WSM's view, there are two driving factors for the success of the partnership. First is a commitment to provide quality career advising coaching to the MCPS students. Second is ongoing collaboration to create programmatic components and communicate those components to MoCo CAP staff and school communities. More specifics can be found in the Quarterly Reports from Q3 2024, Q4 2024, and Q1 2025, which can be found on the MoCo CAP website [HERE](#).

Career Counseling 2025 Report Template

14. Challenges: What new or ongoing challenges did you struggle with in SY 2024-25, either at the partner level or at the school level? What are your plans for addressing those challenges going forward? Identify if any additional supports are needed from State partners.

An initiative with the size and ambition of MoCo CAP is bound to have operational challenges. However, WSM is hesitant to characterize them as a struggle as that might indicate an ongoing inability to mitigate an issue. Our partnership's culture is to openly communicate issues and take either collective or individual action to correct the problem and then ensure that all are aware of the steps taken. One recent example involves ensuring principals had a deeper understanding of MoCo CAP, its structure, scope and sequence, and the responsibilities of the staff. Feedback was received that despite having a designated point of contact in each school, regular (but not overwhelming) email, memos, and meetings that some school leaders did not feel as though they had a firm grasp of MoCo CAP operations. Rather than become frustrated, the MCPS has led an effort to mitigate the issue.

First, MCPS Central Services leaders gathered approximately 60 principals and other administrators for a three-day learning event over Spring Break. Attendees were briefed on the pillars on which MoCo CAP is based by Educators' Cooperative and WSM shared programmatic and operational structures, as well as previewed plans for summer and the 2025-2026 academic year. MCPS leaders also shared the vision for the program from the district perspective. Feedback from this event was overwhelmingly positive. Subsequently, a call went out to attendees asking for their participation in ongoing meetings to supply feedback to MoCo CAP leaders on successes and opportunities for growth that they identify in their respective schools. The expectation was that two to three leaders would volunteer. Instead, 14 principals indicated interest and based on that strong response, MCPS, supported by WSM, instituted the Career Advising Principals' Roundtable. High school principals expressed the need for greater accountability and oversight of staff supporting the implementation of the Career Advising Program. The transition to the CCN role addresses this concern and will help accelerate progress toward achieving MoCo CAP goals. A very successful and positive kickoff meeting occurred in early June and ongoing meetings are planned for summer and fall.

15. Successes: Identify key successes in SY 2024-25 that indicate that career coaching is being institutionalized across grades and across schools and goes beyond the programming historically in place to meet the goals of the Blueprint's vision. The goal is to individually reach ALL 6th-12th grade students with individualized services so we are looking for evidence that career coaches are proactively interacting with all students and that services and activities are being broadened at scale. Consider including artifacts, screenshots of social media celebrations, data, etc.

Career Counseling 2025 Report Template

Please find the partnership's successes listed below broken down using the same format as MoCo CAP's Quarterly Reports, which can be found [HERE](#).

Student Engagement: The 2024-2025 academic year was MoCoCAP's first full year of deployment engaging all students at all grade levels. Over the course of the year, our staff reported interactions with just under 113,000 students. As described above, each student is offered the opportunity to complete a student survey which Coaches and program leaders use to identify trends in their schools and across the district. WSM's analysis shows a consistent response rate of 37-39% for student surveys over the course of the year. The following data points are based solely on the returned student surveys. The MoCo CAP program has engaged with 32,793 students representing 37.6% of the roughly 87,000 MCPS sixth through twelfth graders. Additionally, since January 2024, 96,430 post-contact Student Surveys have been returned providing Coaches with invaluable information regarding their occupational interests, RIASEC themes, and interest in continued participation in MoCo CAP. Students give MoCo CAP a 4.8 out of 5 for their overall satisfaction with the program.

At WorkSource Montgomery's direction, Educators' Cooperative used the returned student surveys as the sample for additional analysis. Using academically defensible methodology, their preliminary results indicate that students are positively impacted by MoCo CAP and feel more informed and therefore confident as they begin to consider their professional careers.

A total of 3,061 ninth graders participated in the MoCo CAP in person College Tour program executed by MCPS and supported by WSM.

Almost 2,100 eighth-grade students participated in the WoW event planned and executed by the MOU partners.

Career Advising Cluster Leads, supported by MoCo CAP Coaches, established Student Advisory Councils at each school to ensure the integration of student voice in the program.

Staff Engagement: Twenty-eight WSM/MoCo CAP Coaches have completed their Registered Apprenticeship Training. All Coaches hired after July 1, 2024, and before May 2025 are expected to complete their training before January 1, 2026.

Industry Engagement: MoCo CAP's Industry Engagement Team reports that the program has been supported by 449 local businesses, non-profit organizations, and government agencies.

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One hundred and eighty-five employers participated in the three-day WoW event in March 2025, which had 2,063 eighth-grade students attend and interact with exhibitors broken down by RIASEC theme.

The balance of employers participated in a combination of Meet A Pro events where Coaches and our Industry Engagement Team recruit professionals to come and present to students, along with traditional job and career exploration fairs.

Educator Engagement: MCPS installed Career Champion teams at every middle and high school. Four hundred and sixty teachers, counselors, administrators, and other staff supported MoCo CAP by supplying invaluable feedback, access to students, incorporated career into core instruction, and MCPS supported this component of the program through regular Professional Learning Events and two trainings delivered by Educator's Cooperative.

Engaging 60 school-based leaders in a Career Advising Conference over Spring Break was an important success for MoCo CAP. An extension of this increased support was the establishment of the Principal's Roundtable, which will serve as a regular forum to integrate the administrator's voice in the program.

Community Engagement: While this will be a particular focus for the coming school year, MoCo CAP enjoyed significant success in this area, including the deployment of a Career Coach to the Newcomer Center to welcome new students to the MoCo CAP program as they enrolled in MCPS. WSM's Coach was effective in offering information to families regarding WSM's Workforce Development Services and was extremely well received.

[MoCoCAP.com](#) continues to be an important resource for the program. From January 1 to March 31, 2025, 1,182 visitors came to the site, garnering 3,624 page views.

MoCo CAP's [YouTube Channel](#) now has almost 70 videos available for teachers and coaches to augment instruction with taped Meet A Pros and other content.

Program Administration: WSM, supported by MCPS, was active in Annapolis in the recent legislative session precipitated by efforts to end Career Coaching statewide on the strength of two bills introduced by the Public Schools Superintendent Association of Maryland (PSSAM). Working with the Maryland Workforce Association, WSM and MoCo CAP coordinated staff and student testimony to House and Senate committees with oversight on these bills. Particularly powerful testimony was offered by a former MCPS Counselor and current MoCo CAP Coach, along with a student from Richard Montgomery High School. These presentations, along with

Career Counseling 2025 Report Template

many others from across the state, were instrumental in defeating these efforts in their respective committees. Ultimately, a bill clarifying and solidifying future funding for Career Coaching was folded into the Governor's Blueprint bill, protecting the program for the foreseeable future.

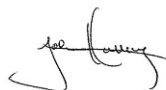
16. (Optional) Identify specific areas where you would like additional guidance and/or technical assistance and/or suggestions for collaboration.

The Montgomery County MOU partners would greatly appreciate clarity with respect to:

- The funding allocation for academic year 2025-2026.
- Final guidance on the AIB's outcome measures for career coaching to include target percentages (if any), format of reporting, and frequency of reporting.
- Clear guidance on the contemplated increased role of the Maryland State Department of Education in Career Coaching to include:
 - Clarity around the role, responsibilities, and authority of the MSDE Coordinator.
 - Timeline for introduction of the legislatively mandated Anti-Bias Training.
 - Timeline for introduction of the six-year plan and any requirements for LWDBs.

Required Signatures

All three partners signify that the information presented above is accurate to the best of their knowledge.



LWDB Agency Representative: _____

LEA Agency Representative: *Genevieve Floyd, Ed.D.*



Community College Representative: _____

Attachment 4

MARK YOUR CALENDAR

UPCOMING EVENTS & TRAININGS

JUNE

MONDAY

2
 Poolsville HS
 RIASEC party with SAC
 John T. Baker
 RIASEC Spirit Week
 Robert Frost MS
 Career Chaos (2,3,5)

TUESDAY

3
 Robert Frost MS
 Career Chaos
 Quince Orchard SAC
 to visit Ridgeview MS SAC
 John T. Baker RIASEC
 Spirit Week
 MAP: Cosmetology Fair
 Watkins Mill HS

WEDNESDAY

4
 John T. Baker
 RIASEC Spirit week

THURSDAY

5
 Career Day at
 Montgomery Village
 MS and Odessa
 Shannon MS
 John T. Baker
 RIASEC Spirit Week

FRIDAY

6
 MCPS Professional
 Day

9

Robert Frost MS visit
 EML classes
 John Poole MS visits
 Poolsville HS

10

Wootton HS
 RIASEC
 Spirit Week

11

MCPS Career Advising
 Team Professional
 Learning Series 930-11
 Wootton HS RIASEC
 Spirit Week

12

Shady Grove MS
 RIASEC Color Run
 for Kindness
 Wootton HS RIASEC
 Spirit Week
 Robert Frost MS visit
 EML classes

13

Summer
 School/Planning
 Project Kickoff 9-3

16

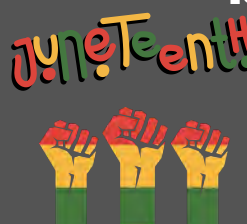
17

MCPS Last Day of
 School for students
 MCPS professional
 learning series
 training 830-12

18

WorkSource
 Montgomery Fun
 Day at Capitol View
 Park
 2929 Edgewood
 Rd, Kensington,
 MD 20895

19



20

Reflection Week 1
 (Planning Project Part 1
 and Summer School
 Planning: Full
 Asynchronous

23

Reflection Week 1
 (Planning Project
 Part 1 and Summer
 School Planning: Full
 Asynchronous

24

Reflection Week 1
 (Planning Project
 Part 1 and Summer
 School Planning: Full
 Asynchronous

25

Reflection Week 1
 (Planning Project
 Part 1 and Summer
 School Planning: Full
 Asynchronous

26

Reflection Week 1
 (Planning Project
 Part 1 and Summer
 School Planning: Full
 Asynchronous

27

Reflection Week 1
 (Planning Project
 Part 1 and Summer
 School Planning: Full
 Asynchronous

30

Remote with
 synchronous
 component

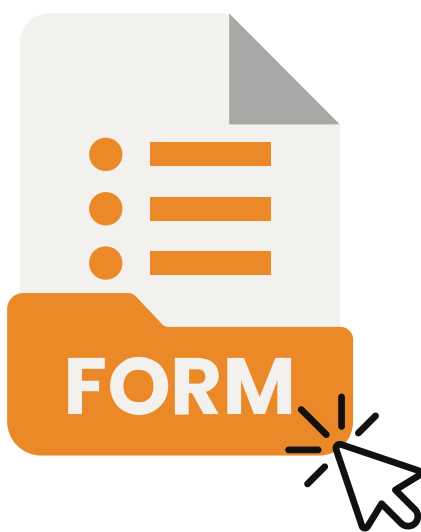


Raymond Doh-- June 25th

Aunner Diaz--June 4th

Sasha Cabral--June 19th

New and Improved: Climate Committee Chatterbox



Our goal is to continuously enhance our work environment by actively listening to and addressing the needs and concerns of our members. We are committed to creating a supportive and respectful atmosphere for everyone. Using the Chatter Box will allow you to anonymously share your ideas, concerns or questions.

Click on the image to access the form, or scan the QR Code on the screen!



HIGHLIGHTS FOR THE MONTH OF MAY

High School Highlights

Wootton High School: The Career Coach and SAC organized a “Chat and Chew” where students got to learn about their teachers’ previous careers. Using RIASEC themes, teachers and students discussed previous and future career paths.

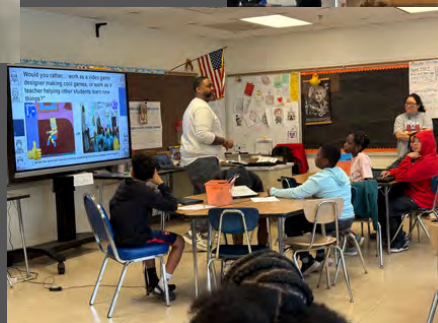
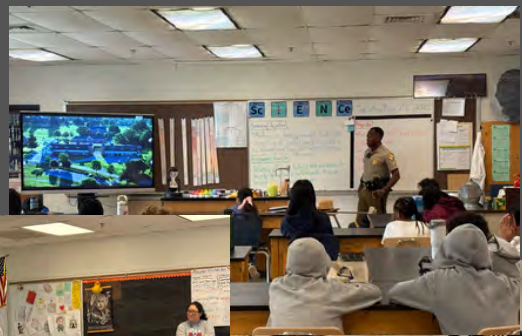
Seneca Valley High School: A Meet A Pro event was held with the school’s Athletic trainer, who talked to the IB science classes about sports medicine. He spoke about his personal journey, sports injuries and helping students.



Middle School Highlights

Rock Terrace Middle School
Students Step Into Restaurant Roles

White Oak Middle School
WOMS Career Day Presentations. Career Coaches support to expose students to RIASEC & learned from a range of professionals.



STUDENT ADVISORY COUNCIL LEADS THE WAY!

On May 20th, the Student Advisory Council Leads the Way field trip brought together over 40 student leaders from Walter Johnson, Richard Montgomery, North Bethesda, and Westland. Hosted at WorkSource Montgomery Rockville, this event was the first of its kind—and a powerful reminder that students aren't just the future, they're leading right now.

Each school presented bold, creative ideas during the "Think Tank" session to shape the future of MoCo CAP. Students also rotated through hands-on career stations inspired by RIASEC themes, engaged in 4 concurrent Meet A Pro sessions with industry professionals, formed lifelong connections and friendships between schools, and repped their campuses with pride (and matching swag).

This trip celebrated collaboration, creativity, and the power of student voice across schools. Huge shoutout to ALL ZONE 5 COACHES, the cluster leads that helped support the day of, and the community partners who made this day unforgettable.



Attachment 5



You're invited to RM CSAC's

Networking Event



During this year's **Professional Week**, students will have the opportunity to **meet and network** with professionals across a broad range of careers and industries. Connect with **esteemed industry leaders** and gain **exclusive opportunities** for mentorship, career insights, and guidance.



WHY ATTEND?

EVENT HIGHLIGHTS

- ✓ **Exclusive panel** featuring industry leaders and the Mayor of Rockville
- ✓ **Networking opportunities** with professionals in diverse industries
- ✓ **Raffles and prizes**, refreshments, and fun, interactive games



RSVP TODAY

SCAN THE QR CODE

Date: April 1st, 2025

Time: 6:00-8:00 PM

Location: RM Cafeteria

10 SSL HOURS PROVIDED

Questions or concerns? rmhscsac@gmail.com



bit.ly/csacnetworking

Attachment 6

Q2 2025 MOCO CAP COMMS DASHBOARD

MoCo CAP Q2 Comms Dashboard

	Published Posts	Total Followers	Engagements	Video Views	Visitors
Instagram	31	200	215	1,896	N/A
Facebook	34	262	19	415	N/A
LinkedIn	30	245	317	1,299	N/A
YouTube	9	64	N/A	696	N/A
Website	N/A	N/A	N/A	N/A	809*

* MoCo CAP began using Google Analytics to track data in June 2024. Previous website analytics came from host-site GoDaddy.com, which tracks data differently than Google Analytics and explains any discrepancies between previous and ongoing numbers.

Social Media Dashboard

Instagram Q2 Overview

	Published Posts	Accounts Engaged	Accounts Reached	Views	Video Views
April-June	31	103	1,897	7,343	1,896

Facebook Q2 Overview

	Published Posts	Engagements	Impressions	Video Views
April-June	34	19	2,457	415

LinkedIn Q2 Overview

	Published Posts	Impressions	Engagement Rate	Likes	Comments	Reposts
April-June	30	6,081	29%	283	18	16

YouTube Q2 Overview

	Published Videos	Views	Watch Time (Hours)	Impressions	Impressions CTR
April-June	9	696	20.8	7,088	3.2%

Website Q2 Overview

	Visitors	Page Views	Average Engagement Time (Seconds)
April-June	809	8,687	84



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 www.mococap.com