MONTGOMERY COUNTY

MOCOCAP

CAREER ADVISING PROGRAM

Q3

REPORT
2024

WorkSource
MONTGOMERY

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EXECUTIVE SUMMARY

The third quarter reporting period was pivotal for MoCo CAP in terms of program administration and staff development. Leaders focused on recruitment and onboarding, while also refining the initiative's design. By July 2024, with the benefit of data and feedback from over 25,000 student surveys, the program began implementing updates using change management principles.

As of July 1, most key positions were filled, including Directors of Operations and Training, and various career advising positions. This staffing allowed for improved leadership, including updates to the Field Guide and the implementation of more structured onboarding for new staff. New directors focused on revising the Field Guide, aligning training, and supporting coaches' professional development. The program achieved the Maryland Apprenticeship designation for Career Coaches, alongside the existing federal apprenticeship standards.

Significant progress was made in expanding industry partnerships and increasing student engagement. New student advisory councils were formed, and over 31 schools created opportunities for students to engage with the program through events like career fairs and Meet A Pro activities. Data showed a marked improvement in student engagement, with 21,944 contacts and a 45% survey response rate.

Career Coach Berllynn Jeanpierre poses with her MoCo Cap and RIASEC table at an event at Richard Montgomery High School in early September. Photo courtesy of MoCo CAP.

Career Coaches played an active role in programming, delivering career guidance, facilitating workshops, and engaging with students both inside and outside the classroom. They also continued their apprenticeship training, with most meeting the 50% milestone by the end of the quarter.

Industry Engagement expanded its outreach through events, including workshops, conferences, and school visits. MoCo CAP leaders spoke at several local events to increase awareness, and partnerships with the WorkSource Montgomery Community Impact Team fostered connections within various Montgomery County communities.

The Communications Team boosted the program's digital presence with significant growth in social media and website engagement. The MoCo CAP YouTube channel saw particularly substantial activity, including the publication of 47 Meet A Pro interviews. The program's website received 1,285 visitors, with plans for further updates.

Overall, the reporting period saw considerable progress in staffing, engagement, and program delivery. Key changes were implemented in response to stakeholder feedback, and the initiative is on track for continued improvement in the coming months.

Career Coaches

47

Meet A Pro interviews

Industry Engagement

20

Networking events attended

Communications Team

1,285

Site visitors

PROGRAM ADMINISTRATION

From a program administration standpoint, the July through September reporting period was at least as critical as any other in the life of the MoCo CAP program. In late summer 2023, leaders were focused on staff recruitment and onboarding while continuing the program design process. All the partners were wholly committed to the work and certainly optimistic. Despite our confidence in our decisions, however, none of us could see into the future to identify our successes or opportunities for growth that would be presented in the coming months.

Career Coach Michaela Clement (left) and CES Manager Patricia Rushton pose with MCPS Superintendent Dr. Thomas Taylor during a visit to Poolesville High School in September. Photo courtesy of MoCo CAP.

In early July 2024, we were in a very different position as we had the benefit of observing the operation in progress, along with over 25,000 student surveys, feedback from schools, MoCo CAP staff, and other stakeholders. Starting in the previous reporting period, this data and feedback were used to begin the inevitable improvement processes. It quickly became clear that leadership had to approach these developments using change management principles one would expect from a much older program.

Some of the most significant changes were related to personnel. By July 1, most of the WorkSource Montgomery (WSM) directors and coordinators were in place and we were well on our way to backfilling the resulting Career Coach vacancies. By the first week of school, Montgomery County Public Schools (MCPS) had filled the two newly created Curriculum Specialist positions, along with backfilling the open Career Advising Specialist role and most of the previously vacant Career Advising Cluster Lead positions. After a diligent recruiting effort, MCPS was able to add nine new Cluster Leads, bringing the total to 13. All the partners are excited that the program is staffed with nearly a full complement of talented, committed professionals to drive the initiative forward.

25,000

Student surveys

Completed

9

New Cluster Leads

Bringing the total to 13

7%

Increase

In survey response rate

The new Directors of Operations and Training hit the ground running by revising the Field Guide, adding a section on operations to reinforce expectations for Career Education Services (CES) staff and assisting managers and Coaches to organize their work. The third revision of the Field Guide can be found in **Attachment 1**. The Director of Operations also officially began her work as the direct supervisor for the managers during this time.

The Director of Training began structuring how CES will onboard staff going forward, while the training staff worked closely with MCPS to develop programmatic benchmarks and resources for Coaches to reach their goals. A more complete description of these efforts is outlined in the Staff Engagement section.

Early in the reporting period, WSM's Standards of Apprenticeship were accepted by the Maryland Training and Apprenticeship Council, adding a state designation to the standards in place with the US Department of Labor's Office of Apprenticeship. There are no material differences between the state and federal standards. MoCo CAP Career Coaches hired prior to July 1, 2024, will complete their training under the federal standards. All Coaches hired during the reporting period are enrolled in the Maryland Apprenticeship program overseen by Maryland Labor staff.

MCPS and WSM MoCo CAP leaders attended a focus session hosted by the Accountability and Implementation Board to restart the conversation around universal outcome measures. This is an important topic and guidance from the state is long overdue. MoCo CAP was able to contribute input on several fronts and more meetings are planned in the coming months.

Some of the most important work undertaken by MoCo CAP leaders revolved around the revision of our data gathering tool. Last year, we designed and deployed a student survey that helped us measure our impact and reach, along with determining if students were integrating any of the foundational concepts of the program.

Like almost all other MoCo CAP components, leaders from MCPS, WSM, and Educators' Cooperative put significant effort in the redesign of the survey tool, namely repairing some technical glitches that prevented us from getting good data around students' RIASEC themes. We also worked on reordering and redesigning the questions so that the data could be analyzed to a more granular level. Through the first 10 weeks of the academic year, we are pleased to share that our work is paying off with a 7% increase in our response rate, yielding some interesting data that will be shared in future reports.

Lastly, this data is not just a tool to measure impact, but it also plays an important role in service delivery. Each completed survey generates a PDF summary that is automatically emailed to their school's Career Coach. Several redacted examples are found in **Attachment 2**.

On a related front, we were pleased when the Data Sharing Addendum to the MoCo CAP MOU was fully executed in August. Career Coaches now have access to MCPS systems that will assist them as they serve students.
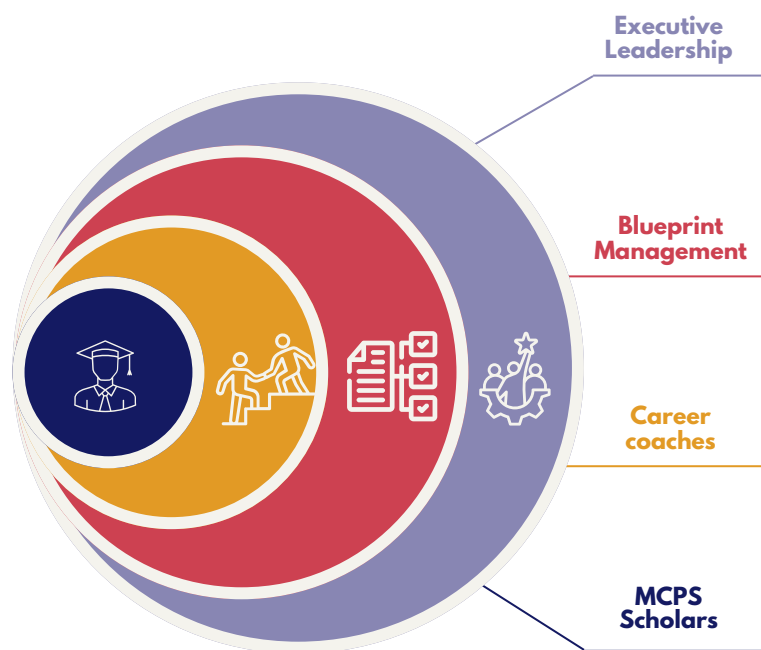
STAFF ENGAGEMENT

This reporting period included many MoCo CAP firsts: Coaches bringing RIASEC career language to summer school environments at three sites, an August Kick Off schedule focused on inspiration and continuous improvement **(See Attachment 3)**, and the start of a brand-new school year.

Coaches juggled several summer initiatives, from summer school to year-long planning projects, and professional development choices that were Coach-, manager-, and MCPS-led. The first part of the period included multi-Coach career advising summer school coverage at Montgomery Village, Francis Scott Key, and Forest Oak middle schools. During this time, Coaches also followed a detailed planning process for their summer meetings with site-based leadership. The purpose of these conversations was to proactively begin scheduling events for the fall as part of a collaborative team, including the programmatic unveiling of the sixth through 12th-grade whole-group instructional delivery plan to be implemented according to individual school needs.

August ended with multi-organizational training. This included collaboration with the newly hired MCPS Cluster Leads, several days of team building and program updates, and ended with a dynamic training with Educators' Cooperative.

This reporting period also included the installation of streamlined processes to help focus and align programming across all schools. Cooperatively designed with our MCPS Central Office partners, monthly task checklists and program interfaces called "Coaching Session Control Panels" launched in an effort to support content delivery for September.

Thinking about
RIASEC

R I
A
S
C
E

1. Develop Identity-
Who am I?

2. Expand Experiences-
How am I growing?

3. Map Opportunities-
What are my options?

4. Reflect and Dream-
Where am I headed?

MOCOCAP
POWERED BY WORKSOURCE MONTGOMERY

The whole-group monthly task focus for September was the session entitled "Intro to RIASEC," with a target audience of sixth- and ninth-grade students. Coaches also began the process of co-leading their school year 24/25 Career Advising Champion Teams **(See Attachment 4)**.

Coaches personalized core programming in their schools by offering a number of supplementary workshops and events. Some of these September extras included additional Meet A Pro career exploration experiences, workshops for high school students on resume skill building, and small-group RIASEC activities completed during lunchtime called "lunch bunches." Many Coaches were given access to create visual displays on boards in their buildings. Additionally, they modeled visible leadership by forging connections with students in the cafeteria, engaging in recess games, recording videos to be shown during advisory time and chaperoning community events with students and staff.

Career Coach Paola Castro guides Raising the Bar attendees through a RIASEC activity during the September conference. Photo courtesy of MoCo CAP.

During this quarter, six new Career Coaches were also onboarded. Called Cohort 3, all Coaches came on by the end of August and participated in an in-depth training spanning eight weeks. All Coaches began acclimatizing in schools in mid-September and delivering RIASEC content and meeting with students soon after.

The MCPS professional learning session during the first semester supports Coaches in their understanding of post-CCR pathways (AP, IB, CTE, and dual enrollment). Guest speakers and content will highlight information regarding MCPS special programs and Coaches' role in supporting student exploration and decision making related to college and career preparation. During the second semester, the professional learning will focus on knowledge, resources, and best practices for working with students. Topics will include a special focus on working with students receiving special education services, Emergent Multilingual Learners, and supporting students' social-emotional well-being. Throughout the year, "skill builders" will be incorporated to enhance Coaches' instructional delivery, small group facilitation skills, and individual career coaching conversations.

Career Coaches continued to progress in their Apprenticeship training. At the end of the reporting period, all but two of the first Cohort of Coaches had reached the 50% milestone, with six completing their training early in the next reporting period. Those that finished were recognized at WSM's National Apprenticeship Week event on November 19.

STUDENT ENGAGEMENT

All of the preparations by the MOU partners over the summer were focused on how MoCo CAP could maximize and measure student impact. MCPS leveraged their expanded corps of Cluster Leads to broaden, and in some cases, establish Student Advisory Councils. Supported by Career Coaches and Champion Teams, the councils provide the critical student voice beyond survey results. We will depend on the councils to provide feedback on program components, express interests regarding specific occupations, and assist in the delivery of special programming events such as occupational exploration fairs, job fairs, and Meet a Pro events. As of the end of October, approximately 31 middle and high schools had active councils, with several additional schools planning to get started in November. The program has established two reporting structures to monitor and evaluate MoCo CAP's effectiveness regarding student engagement.

Data Tracker Report

Each Career Coach completes a data tracker report each month which the managers then aggregate to create a picture of their zone's activities including anecdotal highlights and opportunities for growth.

MoCo CAP Survey

The other data source is the MoCo CAP survey. WSM's Performance and Compliance Department worked closely with MoCo CAP leaders and stakeholders to improve the post-service student survey.

MoCo CAP leadership is only just starting to mine the data that we are gathering, but the top line results are impressive.

According to the monthly reports for the quarter, MoCo CAP Career Coaches got off to a very strong start to the academic year. This was confirmed by the student surveys. An interesting change that became apparent was the improved response rate. Last year, we were pleased by an approximately 38% response rate for student surveys. Through the first six weeks of school, our Coaches reported 21,944 student contacts, with 9,962 completed surveys during the period, improving the response rate to just over 45%. For a more complete breakdown, see **Attachment 5**.

While quantitative data is an important tool to understand program effectiveness, it is equally important to share some anecdotes to illustrate MoCo CAP's work:

✓ Walter Johnson High School's Career Coach received 20 interest forms for the Student Advisory Council, demonstrating strong student engagement and enthusiasm for leadership opportunities.

✓ Walt Whitman High School's Career Coach used the building's shared space as an opportunity to collaborate with the school's internship coordinator.

✓ Teachers in numerous schools have integrated RIASEC themes into their lessons, encouraging greater student engagement.

✓ Wootton High School's Career Coach facilitated an interactive SIV (Strengths, Interests, Values) activity for 565 incoming 9th graders.

✓ Coaches took part in numerous summer school and afterschool events, such as the National Night Out event in early August in Rockville.

These are just a few examples of the types of touchpoints our Coaches had with students during the first six weeks of the school year.

Monthly Reports

21,944
**Student Contacts**

9,962
Completed Surveys

45%
Response Rate
Up from 38%

Career Coach Coleen Djouha does a RIASEC activity with children during the National Night Out event in Rockville in August. Photo courtesy of MoCo CAP.

A display at Einstein High School highlights RIASEC and how it helps students identify their strengths, interests, and values to connect to their future work. Photo courtesy of MoCo CAP.
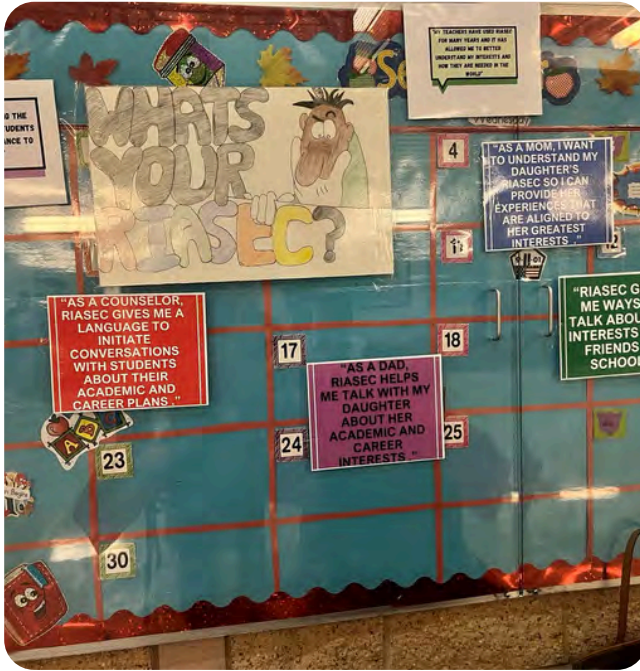
Students at Eastern Middle School do a RIASEC activity in September. Photo courtesy of MoCo CAP.

Career Coaches Alexander Brown and Kathleen Martinez talked to a group of Richard Montgomery High School students about RIASEC in August. Photo courtesy of MoCo CAP.

EDUCATOR ENGAGEMENT

One of the most innovative approaches adopted by the MOU partners was the establishment of the Champion Teams at each school. These groups consist of educators from all disciplines, along with other staff members, who are supported by MCPS Cluster Leads and WSM Career Coaches. Late in the reporting period, Gaithersburg HS hosted this year's Champion Kick Off, introducing the new crop of Champions to MoCo CAP and the RIASEC code.

MoCo CAP has launched monthly Professional Learning Communities for Champion Leads, where we share engaging strategies to accomplish five major tasks given to Champion Teams this year. These monthly PLCs create a place for Champion Leads to share stories about the program's impact, as well as provide feedback to better help navigate the various adaptive challenges they may encounter. Several Champion Teams have started their Student Advisory Councils and utilized student members to deliver career advising initiatives in their schools.

In November, we plan to kick off our Spotlight School Series. This will allow one middle and one high school Champion Team at a time to share some highlights and successes of their programs to inspire other schools.

Hundreds of MCPS staff members attended the Champions Kick Off event at Gaithersburg High School in late September. Photo courtesy of MoCo CAP.

INDUSTRY ENGAGEMENT

The Industry Engagement (IE) Team enjoyed a productive summer, including hiring an additional staff member in anticipation of some large multi-partner, employer-focused events for MCPS students in the coming months.

Welcome Jocelyn!

Out of 29 applicants and eight interviews, Jocelyn Park was chosen and began work on August 26. She has more than 15 years of extensive experience in education, training, and intercultural communication across public, private, and non-profit sectors. Her aim is to instill in the next generation a love of learning and the ability to seize every opportunity with an open mind, recognizing that her own journey has been non-linear.

The IE Team took advantage of the summer months to substantially grow the library of Meet A Pro videos that is accessible 24/7 to students, teachers, parents, Career Coaches, guidance counselors, and other interested parties via the MoCo CAP YouTube channel. Coaches were assigned to record interviews with at least one personal contact about their profession using an IE-provided "toolkit" for guidance. IE did the first round of edits, followed by the MoCo CAP Communications Team further refining the approximately 50 videos and adding some front and back-end branding. The resource library is an ongoing project.

To consistently expand its reach to employers, IE met with more than 50 individuals, attended 20 networking events, and two conferences. The team was able to discuss ways to support youth, along with cross-selling other WSM services.

In July, IE was able to secure Summer RISE interns to assist with data collection and correction. We were able to "walk the walk" and support students wanting to explore a non-profit organization.

IE also met with partners and attended planning meetings for the 10th anniversary of National Apprenticeship Week (NAW) in November 2024 and the Worlds of Work (WoW) event in March 2025, which will involve several hundred students and approximately 2,000 middle school students, respectively.

For the first time, NAW will have around 400 students attend in person, up from approximately 25, and will highlight the emphasis on youth apprenticeship as a steppingstone to Registered Apprenticeship and a viable alternative to college.

WoW planning meetings have centered around the logistics of transporting thousands of students, event safety, and employer exhibit space. IE attended the Maryland Center for Construction Education & Innovation outdoor event for Baltimore-area high school students to observe, look at exhibits, and speak with employers about their interests and motivations for participating in such an event.

COMMUNITY ENGAGEMENT

The program continued its multi-faceted, organizational approach to Community Engagement, starting with WSM's executive leadership. Mr. Anthony Featherstone is called upon to speak at many events where he educates the diverse audiences about MoCo CAP. Some examples include: the DC Workforce Summit panel with DC, Prince George's County, NOVA, and MoCo directors; East County Education Center Community Engagement Roundtable at Montgomery College; WSM site visit from MoCo Health Officer and Health and Human Resources staff; Intellectual and Developmental Disabilities Commission's Employment Sub Committee; MoCo Councilmember Laurie-Anne Sayles' Community Conversations across all five regional service areas; and the MoCo Summer Conference.

Additionally, MoCo CAP received support from the WSM Community Impact Team despite the schools being on summer break for much of the quarter. They continued to crisscross the county, promoting WSM services and connecting with residents at their places of worship, neighborhoods, and at MCPS schools. Although not exclusively, these events often involved our Mobile American Job Center, such as at the Summer RISE closing ceremony, Francis Scott Key Middle School's Back-to-School Night, and a Career Night table at Blair High School.

MoCo CAP had a significant presence at this year's Raising the Bar Conference, with the Deputy Director and other partner representatives speaking during the full conference and again during the Blueprint-focused post conference. The subject matter for our first presentation was requested by the post-conference organizers. MCPS, Educators' Cooperative, and WSM partnered to describe the need, planning, and implementation of WSM's Registered Apprenticeship program designed to train Career Coaches to be effective facilitators of career-curious communities.

The workshop entitled "MoCo CAP Had a Training Problem, Registered Apprenticeship was the Solution" was well attended and supported by MD Labor's Apprenticeship staff. One of the highlights of the session was having six of our Coaches lead RIASEC sessions with the attendees.

The post conference session was a comprehensive outline of the MoCo CAP program. Delivered by WSM and MCPS staff, "87,000 You Say!?! How Montgomery County is Responding to the Career Counseling Mandate" told the story of the partnership from the planning stage to the at-the-time status of four weeks into the new school year.

MoCo CAP, WSM, MCPS, and Educators Cooperative representatives attended the 2024 Maryland Workforce Association Raising the Bar Conference, along with giving two well- attended presentations on the ground-breaking initiative. Photo courtesy of MoCo CAP.

COMMUNICATIONS

An integral component of the program's Community Engagement strategy involves robust use of digital resources to ensure that our followers are aware of the work. The MoCo CAP Communications Team continued to focus on growing and expanding the initiative's social media presence throughout Q3 **(See Attachment 6)**.

The largest influx of content and activity was on the MoCo CAP YouTube channel with the editing and publication of 47 virtual Meet A Pro video interviews that the Career Coaches completed as a summer project. Overall, the channel grew to 41 subscribers and 54 videos uploaded, garnering 4,666 impressions, 749 views, and 29.1 hours of watch time.

The LinkedIn page also saw an increase in followers, more than doubling the amount to a total of 92 by the end of Q3. The employer-focused page posted 23 times, garnering 6,593 impressions, 875 clicks, 239 reactions, 13 comments, and 16 reposts.

The MoCo CAP Instagram account (@mococapmd) continued to see steady growth, gaining 24 followers for a total of 87 by the end of Q3.

The Facebook group also shared multiple weekly posts and grew to 163 members.

The MoCo CAP TikTok account (@mococap) has not been prioritized in the program's social media strategy but has received 59 views on four videos. More focus will go toward the account in the future.

WSM social media accounts also uploaded periodic MoCo CAP content to share the initiative's progress. The MoCo CAP and Core WSM Communications Teams plan to increase the level of shared posts and co-posting efforts on various platforms in Q4.

MoCo CAP Website

The MoCo CAP website, www.mococap.com, continued to undergo content updates throughout the quarter, with more changes planned for the future.

During Q3, 1,285 visitors came to the site, garnering 12,852 page views, according to Google Analytics, which we began using 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.

Updating the MoCo CAP website will be a top priority for the Communications Team in Q4.

Requests

From July 1 to September 30, 2024, the Comms Team completed 17 requests submitted through the official MoCo CAP comms request form for CES Managers, Career Coaches, and IE. Fulfilled requests include reordering nametags, changes to existing content, ordering MoCo CAP table throws, and creating various flyers and graphics.

Numerous requests were also completed that did not come through the official form, including changes to the MoCo CAP website, taking and editing headshots for Coaches and managers, updating flyers for all Coaches, and the editing, uploading, and promotion of the summer Meet A Pro video series for the YouTube resource library.

Attachment 1

MONTGOMERY COUNTY
MOCOCAP
CAREER ADVISING PROGRAM

MoCo CAP Career Advising Coach

Visual & Narrative Field Guide

3rd Edition: August 2024

WorkSource MONTGOMERY

Outline of Sections

A — Introduction & Background — *Why? Who?*

B — RIASEC & Research — *What?*

C — Essential Job Components & Best Practices — *How? Part 1*

D — Operational Outline — *How? Part 2*

A Introduction & Background

why? who?

A.1 See The Vision
All MCPS secondary students will develop life-long career management skills through the participation in *meaningful* experiences, *guided and authentic* interactions and community connections, and *transformational and engaging* programming via Montgomery County Career Advising Program (MoCo CAP). MoCo CAP was developed as a result of Maryland State Department of Education's Blueprint for Maryland's Future.

All students will be able to:
 	
   a) vividly describe their own **strengths, interests**, and workplace **values**;
   b) identify how they are expanding their skills and knowledge;
   c) describe the various opportunities ahead of them;
   d) describe their goals for their future;
   e) create a plan of next-steps; and
   f) begin implementing that plan through action at appropriate junctures.
 	
Expanded Vision:
 	
MoCo CAP equips students with essential career skills that not only prepare them for future success but also enable them to seamlessly apply their learning to real-world situations. By connecting the RIASEC themes to their educational, work, and home lives, students develop a deep understanding of how their skills and knowledge relate to the world around them. This connection fosters a mindset that empowers students to navigate their futures with confidence.

A.2 Understand the Blueprint for Maryland's Future and College and Career Readiness
The Blueprint for Maryland's Future is a landmark legislation passed in 2021, which includes comprehensive changes to nearly every aspect of Maryland's public education system. Increasing

annual education funding by over $3.8 billion over the next 10 years, the Blueprint will enrich student experiences, accelerate improvements to student outcomes, and improve the quality of education in Maryland. The plan has 5 parts, called pillars. Pillar 3, Section 4, relates to College and Career Readiness, or CCR. Within MCPS, this is printed as CCCR, with the addition of the word "community."

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

A.3 Understand What will be Measured and How

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

Core Pillar 3 Standards that MoCo CAP was built upon:

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

Adjacent Pillar 3 Standards that relate to MoCo CAP:

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

A.4 Understand MoCo CAP Key Players
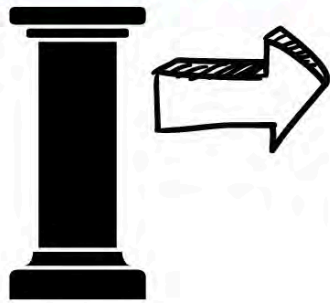
Read more about the "key players" or "people in your neighborhood" here:

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

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

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

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

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

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

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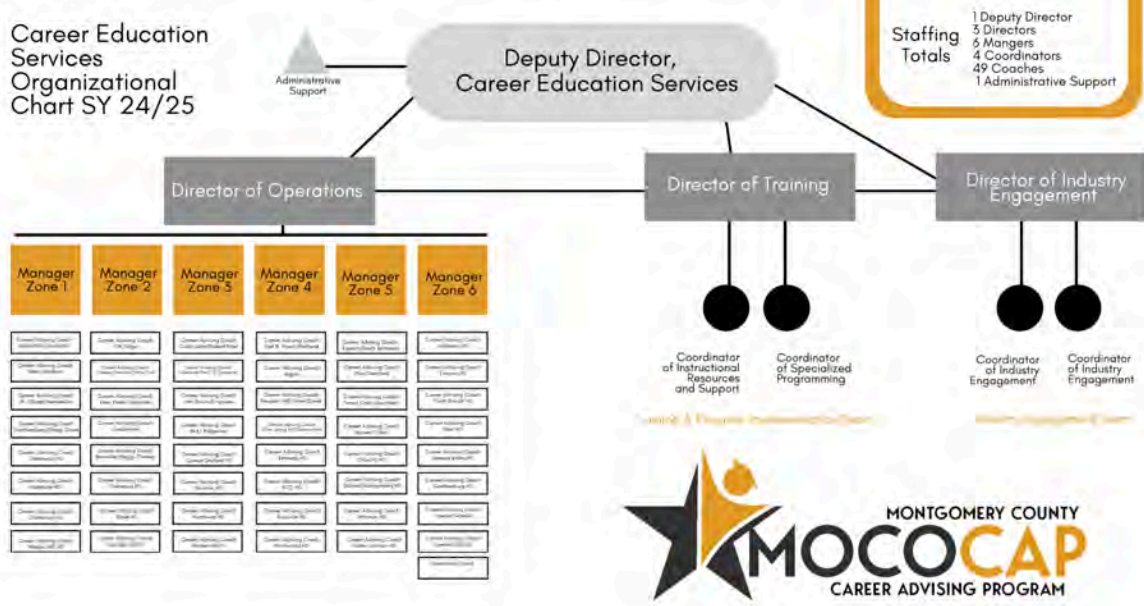- Begin implementing that plan through action at appropriate junctures

What does this mission look like in action?

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

Component 1	Component 2	Component 3
Using a dialogic approach, Career Advising Coaches will be leading students in the exploration of their strengths, interests, values, and RIASEC themes in an effort to clarify their vision for the future.	Career Advising Coaches will be augmenting existing school resources to help provide additional timely access to resources, programs, and pathways available to MCPS students.	Career Advising Coaches will be assisting in the planning, coordination, and implementation of college and career exploration experiences in cooperation with their support teams.

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

A.6 Navigate Roles and Responsibilities with Key Players

WSM	Career Coaches will interface with a variety of people within the WorkSource Montgomery structure. Regularly, CCs will interact with members of the Blueprint side of WSM. As of August 2024, the Blueprint team includes:
MCPS	MPCS Staff that directly supports this work ● Director, Career and Postsecondary Partnerships & Career Advising (1) ● Career Advising Coordinator (1) ● Career Advising Specialist (2) ● Curriculum Support Teacher (2) ● Career Advising Cluster Lead for each CC Zone (12) ● School Administrators (Details for this included later in document) ● Career Advising Champions (8-10 per school; provided a stipend to support this work) ● Other site-based staff (administrators, counselors, teachers)
USG and MC	● Montgomery College will support Career Coaches through training. Upon completion, Career Coaches will receive a certificate endorsed by Montgomery College. ● The Universities at Shady Grove will provide training and resources for the Nine Career Competencies.

LEADERSHIP

PROFESSIONALISM & WORK ETHIC

ORAL & WRITTEN COMMUNICATION

TEAMWORK & COLLABORATION

CRITICAL THINKING & PROBLEM SOLVING

CAREER DEVELOPMENT

EQUITY & INCLUSION

DIGITAL TECHNOLOGY

PERSONAL WELL-BEING

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

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

B1: Understand the Research on Career Readiness

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

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

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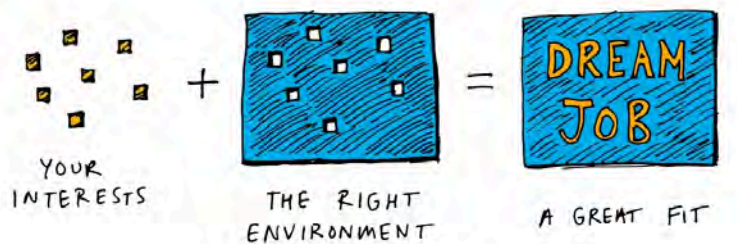
Person/Environment Fit Theories: Holland and Theory of Work Adjustment (TWA)

Both theories set out to help individuals find the 'right' work environments and address any issues that might affect their performance or satisfaction within those work environments. The

most researched and resourced component of the Holland theory is its ability to **organize characteristics of different work environments and match them to different personality types**. These categories (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) are crucial to making sense of the world of work and are a huge component of the effective approaches to career exploration. This theory should be found across resources for students and teachers in effective initiatives, embedded in materials not as stand alone courses or isolated "career readiness" experiences. In other words, integration into curriculum and instructional materials is key.

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

Developmental Career Theories: Super and Gottfredson

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

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

The career education evidence base, points to the dialogical approaches that can ground a robust model of career related learning. The evidence from research points to such potential, it's up to educators to give it

the priority it requires in order to achieve the outcomes they hope for in the Blueprint.

Summary of Research-based Practices

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

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

In doing so, learners will have the following experiences

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

B2: Use a Dialogic Process

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

The four questions provide a framework for the ongoing conversations.

1. Develop Identity - Who am I?

The evidence behind narrative theory supports a wide range of activities that engage students in reflecting, exploring, and imagining possibilities for their future self. Students benefit from repeated exercises of

inventories, surveys, journaling, and discussing their aspirations. An effective program systematically helps students develop a sense of identity for their present and future self.

2. Expand Experiences - How am I growing?

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

3. Map Opportunities - What are my options?

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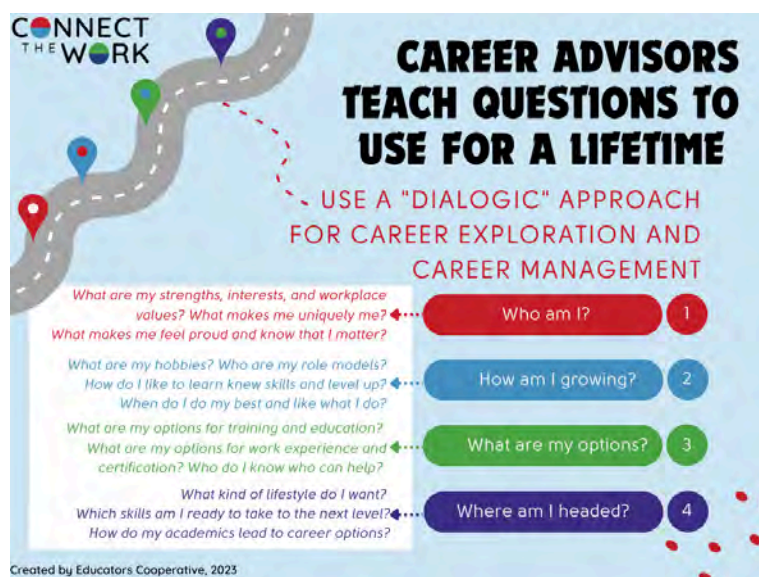

4. Reflect and Dream - Where am I headed?

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

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

Vocational identity is generally described as the intersection of strengths, interests, and workplace values to guide choices about career exploration leading to employment and informed decision making over a lifetime.
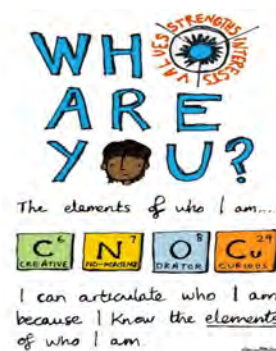
RIASEC is a solid starting point. It is generally associated with "interests" though strength indicators are embedded. RIASEC describes both individuals as well as work tasks and careers. Therefore RIASEC is a great starting point for engaging students in a dialogic (structured, ongoing discussions) about career priorities and decisions.

Strengths

"A strength is the ability to consistently provide near-perfect performance in a specific activity. The key to building a strength is to identify your dominant talents, then complement them by acquiring knowledge and skills pertinent to the activity." (https://gtc.gallup.com/help/general/273905/strength.aspx)

Interests

"Interests are preferences for work environments and outcomes." (https://www.onetonline.org/find/descriptor/browse/1.B.1)

Values

"Work values are global aspects of work that are important to a person's satisfaction." (https://www.onetonline.org/find/descriptor/browse/1.B.2)

B4: Use RIASEC to Provide the Vocabulary for the "Dialogic"

RIASEC Provides Vocabulary for Career Development

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

REALISTIC

"Doers"

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

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

INVESTIGATIVE

"Thinkers"

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

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

ARTISTIC

"Creators"

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

Likes to

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

SOCIAL

"Helpers"

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

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

ENTERPRISING

"Persuaders"

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

Likes to

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

CONVENTIONAL

"Organizers"

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

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

B5: Talk to Students and Staff

Career Coaches focus on the students' perspective.

- Are students exploring their vocational identity?
- Are they making connections between "school" and "work"?
- Are they having opportunities to explore careers?
- Is someone talking to them on an ongoing basis about their experience?
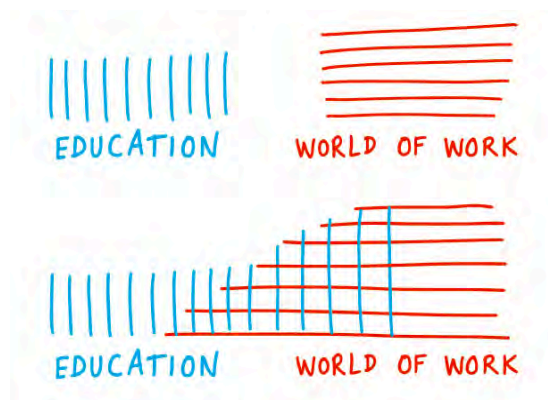
Career Coaches will constantly gather feedback and adjust the plan as needed. (This qualitative data is useful for each school and to be shared up to WSM for reports back to AIB about overall progress.)

- Regularly (quarterly, at least) meet with a student advisory group
  - What is working? What is not working?
- Regularly support MCPS Teacher Leaders to support classroom connections

- ○ What is working? What is not working?
- ○ What resources do students need?
- ○ What career exploration opportunities would be helpful to add?
- Regularly meet with students
  - ○ What are your interests?
  - ○ How are you improving your skills?
  - ○ What are your options right now?
  - ○ What kind of life do you hope for?

B6: Expand Career Explorations for Students

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

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

B7: Use Assessment and Technology to Support Discussions

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

C Essential Job Components & Best Practices

How? Part 1

C.1 Onboarding, Acclimation, and Full Deployment

There are three distinct periods of time for new Career Advising Coaches: Onboarding, Acclimation, and Full Deployment.

Onboarding (Both In-Person and Remote)	Includes: Kickoff Weeks, Onboarding and Shadowing Experiences, Transition Meetings
Acclimation (On-site in schools M-F through September)	Vision: For Career Coaches to become familiar with the rhythms of school building and acquire critical knowledge of how to best serve the students in partnership with MCPS staff. They will still be actively training for full-deployment throughout this time. Some possible activities during this time include: ● Observing students in classes ● Attending faculty meetings ● Organizing their physical space ● Attending activities and sporting events ● Building Tours ● Shadowing various staff members ● Popping through classes to introduce the MoCo CAP initiative and deliver Overview 10-minute capsule lesson (who I am, why I am here, and how we will work together in the future) ● Interface with students informally ● Attending various departmental meetings to observe and meet staff ● Complete tasks related to their MoCo CAP training ● Co-Lead Champion Team Beginning Fall 2024, new coaches acclimation time MAY include the service of students as determined situationally by the manager and the site-based leadership.
Full-Deployment (On-site in schools M-FR)	Vision: Collaboratively with MCPS staff, Career Coaches help students develop the skills to manage their own careers over their lifetime. This includes the components of the MoCo CAP vision, which is to support students in: ● Identifying their own strengths, interests, values (SIV) ● Identifying how they are growing and improving their skills ● Exploring a range of options available to them

- Describing their goals and priorities for their future
- Creating a plan of next-steps, and
- Begin implementing that plan through action at appropriate junctures

Day-to-day for a career coach could include:

1) leading whole group, small group, and 1:1 Official Coaching Sessions for students;
2) supporting college and career exploration school-wide;
3) leading workshops related to career exploration, RIASEC and professional skills;
4) serving on various inter-organizational teams
5) co-leading the Champion Team
6) Engaging in various professional development opportunities led by WSM/MCPS
7) Any tasks outlined on the monthly Task Checklists

Note : Each coach has a 30 minute duty-free lunch. Coaches will thoughtfully schedule that time during the day for that break. Coaches will define processes for students to access them during the student lunch block, so in that case coaches will make a lunch plan to take a break outside of the student lunch period. Coaches can leave during the duty-free lunch period as long as they follow school sign out procedures.

Weekly Best Practice Outline:

A	35%	**Direct RIASEC Service Delivery/Career Exploration** Looks like: Coaching Session Whole Group, Small-Group, 1:1; Meet-A-Pro, Etc,
B	15%	**Partnering with School Staff to Support Related CCR Efforts and General Visible Leadership** Looks like: Assisting in school counseling; Carving out time to observe students in classrooms to build your toolbox; informal lunchtime interactions with students; Attending department/staff meetings
C	5%	**Bringing "Unreasonable Hospitality" to Life** Looks like: Designing and maintaining RIASEC bulletin boards; Organizing regular gratitude gestures for teachers who host your whole-group push-ins; each month, plan something special for a department or a team
D	10%	**Co-leading Champion Team (Day-to-Day and Events)** Looks like: Meeting with Champion Lead; Supporting a Champion's Science lesson with a RIASEC component; Making copies of materials for upcoming Champion-supported events
E	15%	**Professional Development/ WSM Meetings/WSM & MCPS Trainings**

		Looks Like: Reading and strategizing the implementation of monthly Mosaic Magazine checklists; Attending zone meetings, WSM Trainings & MCPS trainings; Apprenticeship
F	15%	**Planning, Record-Keeping, Logistical Preparation, Data-Analysis** Looks like: Organizing a data-informed Meet-A-Pro; Writing passes for small-group Coaching Sessions; Filling out Zone monthly Data-Reports
G	5%	**"Google" Innovation and Collaboration Time** Looks like: Setting aside time to reflect on a small-group session and planning adjustments for better engagement; Collaborating with another Zone member to make a new RIASEC game for an upcoming lunch-bunch; Problem-solving across-zones about a logistical issue; Meeting with a teacher to plan for a Special Education class push-in

Sample Daily Schedule:
GMS Bell Schedule

Period 0 7:50-8:15	Arrive, Visible Leadership in Hallway, Roll-Call Check in with Manager
Period 1 8:15 – 9:00	30 minutes planning; Cluster Lead Remote Check-in
Period 2 9:04 – 9:48	Remote Zone Meeting
Period 3 9:52 – 10:36	Regular Coaching Workshop Push-In in AVID Class
Advisory 10:40 – 11:10	Small-group Student Coaching Sessions parsed from data analysis
Period 4 11:14 – 11:58	**Student Lunch A** Visible Leadership in the Cafeteria
Period 5 12:02 – 12:46	**Student Lunch B** Meet with Students who Signed Up for 1:1s
Period 6 12:50 – 1:20	**Student Lunch C** Meeting with Teacher Champion Lead
Period 7 1:24 – 2:08	30 Minutes Duty-Free Coach Lunch Then, WSM email and Teams Checking
Period 8	Observe Students in English class

	2:12 – 3:00	

C.2 Teaming

Career Advising Coaches are members of a number of teams.

CES Department Team	Zone Team	Mosaic Cross-Zone Team	Champion Team	Other School-Based Teams
Coaches attend monthly CES Department Team Meetings	Coaches attend Zone Team meetings scheduled at the discretion of the manager	Coaches attend Mosaic team meetings run by the Training Unit monthly	Coaches meet with Champion Teams and Co-Lead the Champion Teams The SY 24/25 Champion Team details can be accessed here.	Work-Based Learning Action Team; School Counseling Team; ILT team, etc. (some based on school leadership discretion)

C. 3 Core Programming

All programming coaches deliver will be aligned with Part B above, demonstrating an alignment with the dialogic model and the Holland Code. Each month, coaches receive a Monthly Task Checklist, which includes all of the required and suggested tasks at predetermined intervals. The core programming scope and sequence (Official Coaching Sessions) Career Advising Coaches deliver is outlined below:

In addition to the level-specific events below, each coach will offer:

MOCOCAP CAREER ADVISING PROGRAM
MONTGOMERY COUNTY

Year 2

Key Features

explore Opportunities for Career Exploration (Example: "Meet-a-Pro")

Opportunities for students to access small-group and 1:1 Career Advising

Grade			
Grade 6	Coaching Session: "Intro to RIASEC"	Coaching Session: "Strengths, Interests, and Values"	WOW Event
Grade 7	Coaching Session: "MCPS Pathways & RIASEC Connect"		
Grade 8	Coaching Session: "Intro to RIASEC & Post-CCR Conversations"		
Grade 9	Coaching Session: "Intro to RIASEC"	Coaching Session: "Strengths, Interests, and Values"	MCPS Hosted College Tour
Grade 10	Coaching Session: "MCPS Pathways & RIASEC Connect"		
Grade 11	Professional Skill Workshop Access		
Grade 12	Professional Skill Workshop Access		

MOCOCAP CAREER ADVISING PROGRAM
MONTGOMERY COUNTY

Monthly Focus Points for Career Advising Coaches (Middle)

Whenever possible, it is requested that events occur in the framework outlined below to optimize service delivery for Career Advising Coaches.

September
- All 6th Graders: Whole-Group Coaching Session "Intro to RIASEC"
- 6th Graders: Year-long Small Group Sessions Begin
- All grades can sign up for Sessions on their own, to occur during lunch on designated dates

Other: Coach Presents Briefly to Staff about MoCo CAP

October
- All 8th Graders: Whole-Group Coaching Session "Intro to RIASEC & Post CCR Conversations"
- All grades can sign up for Sessions on their own, to occur during lunch on designated dates

November
- 6th & 8th Graders Coaching Session Survey-informed 1:1 and small group sessions
- 6th Graders: Year-long Small Group Sessions continue
- "Meet-A-Pro" Career Exploration Event to occur on-Campus (can be in a certain class, or something interested students participate in)

December
- Grades 6, 7, and 8 can sign up for Sessions on their own, to occur during lunch on designated dates
- Coach can provide optional Coaching Sessions on Professional and Related Skills

January
- All 7th Graders: Whole-Group Coaching Session "MCPS Pathways & RIASEC Connect"
- All grades can sign up for Sessions on their own, to occur during lunch on designated dates

February
- 7th Graders Coaching Session Survey-informed 1:1 and small group sessions
- "Meet-A-Pro" Career Exploration Event to occur on-Campus (can be in a certain class, or something interested students participate in)

- Typical Whole-Group Session ask: minimum 25 minutes, up to a whole period (exception: 8th grade October session requires 1 full period)
- Small-Group and 1:1 Sessions will not exceed 20 minutes, and will generally not occur more than once a quarter. Student access plans for these sessions will be determined in collaboration with school leadership.

- Career Exploration Events may take place within a class that a student is taking in collaboration with a teacher, or can be optional for student sign-up and take place in another location. These range from 30 minutes to 1 hour generally, and can occur any time in the school day

March
- 6th Grade "World of Work" Event (Off-Campus trip, final date TBA)
- "Meet-A-Pro" Career Exploration Event to occur on-Campus (can be in a certain class, or something interested students participate in)

April
- All 6th Graders: Whole-Group Coaching Session "Strengths, Interests, and Values"
- All grades can sign up for Sessions on their own, to occur during lunch on designated dates
- 6th Graders: Year-long Small Group Sessions end

May
- 6th Graders Coaching Session Survey-informed 1:1 and small group sessions
- All grades can sign up for Sessions on their own, to occur during lunch on designated dates
- Coach meets with students who were absent for earlier Coaching Sessions

Monthly Focus Points for Career Advising Coaches (High)

Whenever possible, it is requested that events occur in the framework outlined below to optimize service delivery for Career Advising Coaches.

September
- All 9th Graders: Whole-Group Coaching Session "Intro to RIASEC"

October
- 9th Graders Coaching Session Survey-informed 1:1 and small group sessions
- All 10th Graders: Whole-Group Coaching Session "MCPS Pathways & Career Exploration Deep-Dive"
- All other grades can sign up for Sessions on their own, to occur on designated dates

November
- 10th Graders Coaching Session Survey-informed 1:1 and small group sessions
- 9th Graders: Year-long Small Group Sessions continue
- "Meet-A-Pro" Career Exploration Event to occur on-Campus (can be in a certain class, or something interested students participate in)

December
- "Meet-A-Pro" Career Exploration Event to occur on-Campus (can be in a certain class, or something interested students participate in)
- All grades can sign up for Sessions on their own, to occur on designated dates

January
- 11 and 12th grade optional Professional Skills Workshop
- All other grades can sign up for Sessions on their own during lunch on designated dates
- 9th Graders: Year-long Small Group Sessions continue

February
- All 9th Graders: Whole-Group Coaching Session "Strengths, Interests, and Values
- Coach can provide optional Coaching Sessions on Professional and Related Skills to any class, or host a Special Event related to Career Advising
- All grades can sign up for Sessions on their own, to occur on designated dates

- Typical Whole-Group Session ask: minimum 25 minutes, up to a whole period (exception: 8th grade October session requires 1 full period)
- Small-Group and 1:1 Sessions will not exceed 20 minutes, and will generally not occur more than once a quarter. Student access plans for these sessions will be determined in collaboration with school leadership.

- Career Exploration Events and or Professional Skills Workshops may take place within a class that a student is taking in collaboration with a teacher, or can be optional for student sign-up and take place in another location. These range from 30 minutes to 1 hour generally, and can occur any time in the school day

March
- "Meet-A-Pro" Career Exploration Event to occur on-Campus (can be in a certain class, or something interested students participate in)
- 9th Graders Coaching Session 2 Survey-informed 1:1 and small group sessions

April
- Coach can provide optional Coaching Sessions on Professional and Related Skills to any class, or host a Special Event related to Career Advising AND/OR an 11 and 12th grade optional Professional Skills Workshop offered to all students.
- All grades can sign up for Sessions on their own, to occur on designated dates

May
- All grades can sign up for Sessions on their own, to occur on designated dates
- Coach meets with students who were absent for earlier Coaching Sessions

Training and Programming initiatives are all conveyed through the MoCo CAP Mosaic. Details for the Mosaic can be found below:

What is MoCo CAP Mosaic? MoCo CAP Mosaic is a collaborative, multi-faceted approach to the development of coaching practice and programming. It has 3 elements:

Element 1: MoCo CAP Program Mastery	Element 2: MoCo CAP Coaching Connections	Element 3: MoCo CAP Coaching Reflection & Planning
Element 1 includes opportunities to ensure coaches gain: A) confident knowledge of timing, resources, and scope and sequence for MoCo CAP programming, B) how it connects to future pathways in individual MCPS schools, C) how it connects to career exploration experiences, and D) how they can personalize it all in their buildings. *Element 1 comes to life in two ways: for all coaches in the CAPStone series each month, and through the Program and Implementation Committee (PIC), which is made up of a representative of each zone to help create elements of program resources, and preview and provide feedback on monthly framework before it goes to all coaches.*	Element 2 includes a prioritized space for communities of learning across zones, on a variety of timely topics related to the growth of coaching and professional practice, and with live-time input from coaches. *Element 2 comes to life in the Mosaic Teams, which meet monthly.*	Element 3 includes dedicated frameworks to support coaches on their ongoing-journey of balance while they grow their coaching practice. Some features include: ● To support planning: aligned workbook resources to help operationalize program and individual goals within their schools ● To support balance, time-management and well-being: the program-wide installation of _Mosaic Workday Wednesdays_, where coaches lens ==every Wednesday== as sacred growth, reflection, planning, and collaboration time with other coaches. Over 90% of

<table>
<tr><td></td><td></td><td>the professional learning time on the MCPS and WSM sides is on Wednesdays. This approach strongly encourages coaches to not schedule events, meetings, push-ins, observations, etc. on any Wednesday throughout the year. Coaches will report to buildings on these days unless they are in training, so they are visible, and available to maintain casual "drop-in" connections with students and staff, and they can access staff when needed for their planning purposes.This will be communicated to school leadership at the summer meeting– so this space can be protected if at all possible. Coaches may choose to collaborate within-zone, cross-zone, accesses teachers, plan with Champion Leads, plan with Cluster Leads, or simply reflect and organize time in this dedicated manner.

Element 3 comes to life in the monthly magazine, and in Mosaic Workday Wednesdays.</td></tr>
</table>

All 3 elements come to life in the monthly MoCo CAP Mosaic Magazine & Workbook, which incorporates parts of all three.

The magazine will disseminate on a set schedule, where the PIC and managers get a first look for feedback the first week of each month, and then the magazine goes to coaches the mid-month for the following month.

After coaches prioritize core program components each month as outlined above, there opportunities to personalize practice in event design, small-group and 1:1 service delivery, career explorations, and in push-in style Coaching Session Workshops.

Coaches will utilize the monthly Task Checklist to guide their planning for each month. It is the expectation that every effort be made for coaches to complete all items that are not "grey". If a coach does not feel able to do so, it is their responsibility to reach out for support from their manager or the Training Unit before the end of that month so a plan can be created to help support them toward success. A link to the September Checklist can be found here. Checklists are disseminated by Training several weeks before the beginning of the new month.

C. 4 Program Implementation

MoCo CAP provides a program implementation based on MTSS, or Multi-Tiered Systems of Support. Meaning, based on the data and information gathered from the Champion team, survey data, and input from site-based administrators, CCs will parse a list of students to connect with as part of a cycle within the Official Coaching Session window. These meetings could look like 1:1 dialogic models following up on sessions, small-group targeted lessons related to RIASEC and CCR programming, "lunch bunch," or other strategies to convey relevant information to identified students in a tier 1, 2, and 3 structure.

Tier 1	Students have access to MoCo CAP Futurecasting Tools (launching 2025); Students attend Official Whole-Group Coaching Sessions; and students can sign up for various extra Workshops and Career Exploration.
Tier 2	All of Tier 1 plus: Students receive additional group sessions or information to clarify/broaden their understanding of CCR and their options
Tier 3	All of Tier 1 plus Students receive additional 1:1 lessons or information to clarify/broaden their understanding of CCR and their options

When coaches make a plan to access students for whole group, the following model is utilized:

Access for Whole-Group Coaching Sessions:

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

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

Administration decides:

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

This can also happen all on one day (called the Paint Branch Model). One day is identified, along with one subject that all 9th graders take. Then, a team of Career Advising Coaches comes to the school and completes the Session for all students in simultaneous classes all in one day.	dates you will lead the lesson, and find out how they would like the teachers to be notified of the schedule.	groups to disseminate information. Groups or 50-75 (so, 50 students x however many dates allows you access to them all) would be the recommended maximum– then you could break students in smaller groups from there. Ensure you follow proper protocol to reserve auditorium, media center, or cafeteria space. Consider grouping students by counselor. Define dates for each small-scale assembly with administration.	

Whole-Group Sessions

Coaches lead MoCo CAP Official Coaching Sessions in whole group format (see table below for options) to all students in accordance with the SY 24/25 Official Programming. The end of this session (25-45 minutes, depending on available time) will include a feedback form that asks students information that will inform next steps.

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

1 Schedule 1:1 sessions to complete a session review and follow-up RIASEC activities.

2 Schedule small group sessions to complete a session review and follow-up RIASEC activities.

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

C. 5 Support Structures			
Career Advising Coaches have the following Support Structures to utilize:			
Mangagers	Cluster Leads (meet one time or more per month)	Zone Mates/ Mosaic Team Members	Training Coordinators and Community Coach Support Request Form Here!

	Cluster leads can support coaches in building connections and relationships in buildings, planning and attending		All events will be reported out on this form, even if support is not required. Coaches will no longer reach out to Industry Engagement directly. Instead, the Community Coach will lead the coordination efforts and reach out to IE as deemed necessary.

C.6 Nuts and Bolts for School Leadership

Nuts & Bolts Talking Points

MOCO CAP — Montgomery County Career Advising Program

- Career Advising Coaches are employees of WorkSource Montgomery, and each report to a manager. The designated administrator at each school has contact information for each manager.

- The on-site hours of Career Advising Coaches mirror teacher-report hours.

- Coaches are not on-site every single day. They report to trainings off-site, and will occasionally support community and other school events.

- Each building has a Cluster Lead, who is an MCPS employee who collaborates with the coach regularly.

Nuts & Bolts Talking Points

MOCO CAP — Montgomery County Career Advising Program

For SY 24/25, Suggested Best Practices for Career Advising Coaches to Include:

- Attending Counseling Team Meeting monthly with 5 minute standing report, including the sharing of a monthly high-level calendar
- Quarterly meetings with coordinators like ACES and Dual Enrollment
- Collaboration with counseling departments to support events and initiatives in alignment with MoCo CAP programming
- A minimum of updates sent monthly to an administrator (**principal or assistant principal**) who serves as the primary point-of-contact. Other secondary points-of-contact may also support

C.7 Apprenticeship

Career Advising Coaches will all participate in the Apprenticeship program. Returning coaches will be permitted to begin submitting the second half of the Apprenticeship Skills Tracker this fall. More information is forthcoming. No MCPS employees will be witnessing Apprenticeship Coaches are required to uphold the expectations in the WSM Handbook, MCPS Staff Handbook, and comply with procedures and information set forth by the Operations and the Training Unit.

C. 8 Recordkeeping and Data

Recordkeeping Small Group and 1:1: Coaches will keep clear records of which students have attended sessions on any given day, and share with school leadership. In the informal September meeting, coaches will finalize a plan for accessing students that must be approved by school leadership. Coaches will send a list of students they are accessing to their administrative Point of Contact once the student list is finalized, and they can continue to check periodically. This list needs to include: student name; content of small-group/1:1; time of meeting; date of meeting.

Recordkeeping Whole Group: Coaches are responsible for knowing which students have attended and when for Official Coaching Sessions. Further guidelines for this will be shared in September.

Data Collection: Each month, coaches will report out to managers on consistent totals in the following 13 categories:

1) Official Whole Groups: How many kids

2) Official Small Groups: How many kids

3) Official 1:1: How many kids

4) Bonus Workshop Sessions Hosted: How many students

5) Meeta pro or Career Exploration Experience

6) Special Events hosted and attended at my school or in my community (Career Fair, Back to school, conferences, block party, etc)

7) Special Events supported at another school or in the community

8) Faculty Meetings/Department Meetings/Meetings with MCPS staff NOT Champ teams

9) PTSA Meetings

10) Number of MCPS and WSM Trainings (include Makeup Training if applicable)

11) Cluster lead meetings

12) Number of events attended outside of traditional hours that that you were invited to attend of lead (You can count those in both #6 and #12)

13) Total number of students served at my school (add 1, 2, 3, 4, 5, 6 above)

A form for weekly data collection aligned with these categories will be disseminated on 8/19 and 8/20.

C.9 Trainings

All Career Advising Coaches will participate in mandatory trainings as assigned from MCPS, WSM, and potentially others. In almost all cases, trainings take precedence over all other site-based responsibilities. Whenever possible, these trainings have been scheduled on Wednesdays, which is a protected day when school events should not be scheduled. Rare exception requests go to managers. **If a coach misses any training session, Career Advising Coaches are required to attend the next Training Makeup Day (dates are outlined on the Working SY 24/25 calendar).** This is in-person. Managers will reach out to the training team to make other arrangements if a coach has a conflict during the designated Make-Up day.

C.10 Guidelines for Official Coaching Sessions: Whole Group

Official Coaching Sessions are to occur as outlined in the Programming section above. If school leadership requests an amendment to that timing, coaches should work with managers, Cluster Leads, and school leadership to reschedule *within the same semester.* These dates are set to align with guidance from MCPS Central Office, and were not selected arbitrarily. Each Resource Control Panel features common objectives. Coaches will utilize these objectives when planning as well.

Coaches are to utilize the Resource Control Panel to shape how they plan and implement the approved content.

When Official Coaching Sessions take place for Whole Group, coaches are to be in business casual attire, with nametag.

C.11 Guidelines for Personalized Coaching Practice

Coaches personalize their Coaching Practice through their small-group and 1:1 sessions, in program-aligned Session Workshops by request, event design, and in the cooperative structures built in individual schools with specific student and staff needs in mind, as well as the strengths and interests of the Career Advising Coach!

C.12 Technology

Coaches are responsible for the following:
- Maintaining and utilizing their Translation Tool as needed. Coaches are responsible for replacing the tool should it be lost or damaged.
- Coaches will all utilize Synergy to access Student Schedules, and may be asked to record-keep meeting dates and times based on Administrative requests.

- ● Canvas access may be granted for Career Advising Coaches and/or Champion Teams. If utilized, these Canvas pages must be updated regularly and maintained, and should contain information consistent with the Programming above, and that is aligned with the style of the MoCo CAP website. Coaches who would like support with Canvas page design should reach out to the Training Unit.

C.13 MCPS Handbook

Coaches will be held to the standards outlined in both the WSM handbook, and the [MCPS Code of Conduct.](#)

C.14 MCPS/WSM Reporting Days

Career Advising Coaches are 12 month employees. For Summer 2025, coaches will be required to report in-person between 60-75% of the summer. Details for the summer will be provided to coaches as soon as it becomes available (does not include approved leave).

Career Advising Coaches do report (remotely or in person, at the discretion of WSM leadership/managers on Manager Directed Days) on MCPS early release and non-instructional days.

Information on MCPS inclement weather days is forthcoming.

Career Advising Coaches are not eligible for individualized or discretionary work from home status when all coaches are meeting in person or reporting to schools. Any exceptions to this must be approved by WSM Human Resources.

MCPS School Calendar vs. WSM Calendar incongruencies: Career Coaches follow the MCPS student schedule during the school year.

Operational Outline

Time and Attendance

- CES CCs work hours: MS – 7:50 am – 3:30 pm (30 minutes for lunch); HS 7:15 am – 2:45 pm (30 minutes for lunch)
- Monday – Friday (outside of holidays / in service days/ as directed by WSM leadership); no options for remote work for CES CCs.
- If a CES Manager / CES CC is late in arriving at his / her school or if there is any kind of schedule change, an email to all (school leadership, cluster lead, CES manager, Dir. Of Operations) is to be sent at least 90 minutes prior to the start of your reporting time or as soon as the schedule changes. This is consistent with the timing outlined in FG 1.0 and 2.0 on the "Nuts and Bolts" page. A follow up text message to the cluster lead and CES manager is required as well initiated by the CES CC.

Specialized time (no comp time/ not flex time – exempt employees of WSM) – specialized events are not limited to: (career fairs, back to school nights, PTSA meetings, parent teacher conferences, community engagement fairs, etc.) after work hours – if any weekend events are being requested, CES Manager will discuss with Dir. of Operations to gain clarity and infuse a plan of action for work hours and guidelines for when the two hours of specialized time will be discussed.

Parameters for Specialized Time:

- A maximum of two hours of time can be earned for specialized time events.
- Specialized time hours not to exceed two hours, will not be banked, and it will be use / lose within the specified time frame (within one week from the event) with pre-approval from CES Manager in advance.
- Pre-approval must be received in writing from CES Manager to the CES CC before the plan is placed into action.
- School leadership is to be made aware of the leave, ensuring that all tasks and responsibilities of the CES CC are covered for the time that the CES CC will be out of the office / school building.
- Email to school leadership, cluster lead, CES manager, Dir. Of Operations about the date and time of the leave being taken upon approval.
- OOO calendar invites to include the CES manager, CES CCs within the zone, CES CC who is taking PTO, Dir. Of Operations, cluster lead, school leadership to reflect coverage plan.
- Two hours max (cannot be used for missing CES department meeting, supervision sessions, zone team meetings, cannot be used the next day).

Work Attire

- WSM is in a business casual posture for the organization per the WSM Employee Handbook, January 2024.
- MoCoCAP swag with professional attire bottom wear, with MoCoCAP name badge and MCPS ID visible are to be worn daily as a part of CES CCs standard attire. This is to include and not limited to: School Events (Career Fairs, Meet a Pro Events, Community -School engagement Events (i.e. school hosted block parties), WSM engagement employer/ community events, back to school nights, PTSA meetings (public facing/ virtual), champ team meetings, parent -teacher conf events, etc.). Jeans, athletic gear of any kind is not to be worn during these kinds of events.
- CES CCs / CES Managers are to be business casual attire ready for all WSM/ MCPS (virtual and or public facing) with video camera on. If for some reason, a CES team member is not able to do this, he/ she needs to inform his / her CES manager immediately of the reason and this information is to be reported to the appropriate member of CES department leadership (CES Dir. Of Operations is the first option. In the event of absence, CES Deputy Director is the next option).
- CES Managers are to be in business casual attire with MoCoCAP name badge and MCPS ID visible are to be a part of the daily CES Manager's standard attire when working with your CES CCs in their respective schools.
- If MoCoCAP swag is not worn, business casual attire, with MoCoCAP name badge and MCPS ID are to be worn for all members of the CES MoCoCAP initiative.
- Non-student workdays (in service days- WSM workday) - All CES Department can exercise casual Friday attire – which means, neat jeans, MoCoCAP swag at the top or the appropriate business casual attire top attire. The default is business casual attire (MoCoCAP name badge / MCPS ID are optional).
- Business casual attire and / or MoCoCAP swag attire with professional bottoms are to be worn when MCPS / MC / USG or as identified training are taking place per the training calendar. This is the standard attire for these specified trainings hosted by these entities, unless otherwise noted by WSM - CES leadership.
- On some occasions, CES managers / CES CCs may not be eligible for casual Friday attire due to other work obligations such as (leadership meetings, etc.). This will be told to all in advance if this is the case as applicable. In addition, CES CCs and CES managers are to be forward thinking about the day of meetings and plan attire accordingly.
- Athletic gear of any kind / tank tops, spaghetti straps, form fitting dresses, crop tops, clothing that is a tight to display undergarments, athletic/tennis shoes, flip flops or shoes without a back, hats, beanies, crocs, leggings-only worn as pants, yoga pants, jogger pants, sweatpants, etc. are not acceptable attire unless it is an occasion as field day, as an example. This is to be communicated in advance (two weeks minimum) to the CES manager by the CES CC if the attire of athletic gear of any kind is to be worn. CES managers in consultation with the CES Director of Operations have the right to provide guidance on appropriate attire for the given situation based on activity level. Neat, polished, rubber-soled professional shoes are permitted.
- For field day participation (as an example) – CES manager / CES CCs could be in school swag, MoCoCAP swag and the appropriate bottoms as casual Friday attire allows.
- Please seek additional guidance via the WSM Employee Handbook, January 2024 edition via the WSM connect portal.

Out of Office Standards for Career Education Services (CES) Department

Per WSM Human Resources guidance, OOO messages are standard for any time out of the office. Please review the email sent out from WSM Human Resources and resocialized by the Dir. Of Operations.

OOO messages are to be on your MS teams, WSM email and MCPS email when you are out of the office for a period over thirty (30) minutes.

CES Department Communication Modalities

MS Teams is to be checked regularly (no less than 3 times throughout the day: Morning, Afternoon, before your workday ends). In MS teams chats with leadership, your zones, other WSM team members in the organization, upon reading the message, it is required to put a thumbs up, check or star to acknowledge receipt of the message. This is not an optional action. It is a requirement.

Blueprint CES (email distribution list) (CES Managers / CES CCs MUST request permission before sending out any messages on this platform) – this is reserved for WSM CES Deputy Directors, CES Directors to send out messages and / or his / her designee.

Social Chat (MS teams) – this is for birthday shout outs, bucket filler shout outs, caught you being awesome, personal info of general sharing with the group, motivations, etc. (All have access to this – Climate committee team may be tweaking this platform)

CC Blueprint (teams) – critical information about the day, school information pictures (by CES managers only), etc. The climate committee team may be tweaking this platform. CES CCs should gain guidance from the CES Manager before putting anything into this chat. It's not meant for the back and forth –to gain clarity yes and not just for random things. That is a side door discussion directly to the person or on social chat.

Department Blueprint – for all CES managers and others (IE team / Comms) to share high level information. This is not meant for explaining about a task completion. If you need to do that, please side door the person of the task to have this discussion.

Communication Response Time – It is the expectation that emails received to your WSM email and / or your MCPS email, MS teams chats, will be responded to within 24 hours or the next business day. Messages marked Urgent / Important will be a priority to receive a response.

For matters related to school leadership, addressing a sensitive matter around CES CC work performance, attendance at schools, etc., it is requested that you include via cc the Dir. Of Operations on these email communication efforts.

For the CES CCs, when emailing school leadership, cluster lead, point of contact, etc., the CES manager is to be included via cc on these email communication efforts.

MoCoCAP Swag Procedures

It is the responsibility that all CES managers are aware and follow the procedures and processes for issuing out MoCoAP swag and / or utilizing the equipment of MoCoCAP (poster boards, easels, tablecloths, etc) in a responsible and systematic manner.

Attached is the document to adhere to: 6 21 2024 MoCo Cap Equipment Material Check-in_out SOP final.docx.

Additional support of gaining swag materials from the MoCoCAP resource room and MoCoCAP closet, outside of your CES manager, will stem from the Community Coach, Executive Assistant to the Deputy Director and the Training Unit team. A standard process for access and procedures will be shared by the training unit.

Time off Requests

- Leave is to be **requested** two weeks in advance from your leave request date. (CES Managers and CES CCs). Leave is not guaranteed. It is the responsibility of the CES manager to review the calendar in advance to ask thoughtful questions around coverage and tasks that are due possibly while a team member is on leave.
- When requesting leave, please have your coverage plan outlined within your request; for CES CCs, the CES manager is responsible for covering zone team members. If there is a challenge with that, the CES manager is to be forward thinking with resolving the issue and looping in the Director of Operations for support.
- Leave requests that are approved – are to be placed on all calendars of identified team members in the all-day posture. All means: Cluster leads, school leadership (POC), Director Of Operations, zone team members and the covering CES zone manager.
- Upon receiving confirmation from your CES manager (coverage plan and other logistics are to be taken care of) it is the expectation that leave is placed into iSolve within 48 hours of the gained approval of the leave. This is to ensure that leave is submitted timely and to ensure on the day the timecard is to be approved, all leave has been placed in iSolve for prompt approval of the timecard avoiding the back and forth of verification of the timecard. This is the standard process for all CES department team members.
- There may be occasions where there will be a restricted leave zone standard infused for the CES Department – MoCoCAP team. This connects to key events that are of great importance and have been classified as an all-hands on-deck event (i.e. local conferences, signature events where mandatory attendance has been requested). During these occasions, your leave request will be elevated to the CES Deputy Director and the Director of Operations for final approval by the CES manager offering any additional guidance of the request. This is not to state that your leave will not be granted. However, this is to bring awareness that when there is a restricted leave zone standard in place, your leave request will be reviewed by WSM leadership for additional review and considerations.

Reimbursement / Out of Pocket Expenses (BILL system process only)

- NO out-of-pocket spending is to occur unless the items that are being purchased have been pre-approved with specifics of what is being purchased (the who, what, when, where, why, how) in writing via the WSM email from the CES manager to the CES CC.
- All CES Department team members are to follow the guidelines of the BILL system.
- All expense reports are due to your CES Manager as specified by the CES Manager.
- All expense reports are due to the Dir. Of Ops from the CES manager's expenses via the BILL system by the 3rd of every month by 12 noon, unless otherwise specified on your WSM outlook calendar.
- Late submissions in the BILL system are highly discouraged.
- Late submissions could be denied within the BILL System.
- If there are ANY questions on allowable costs, the CES manager is to seek guidance from the Dir. Of Operations and approval in writing per the WSM email will be shared on the decision.
- All CES department team members are to use the CES supply form and provide it to the CES manager by the 3rd Thursday of every month by 12 noon. It is due to the Exec. Asst by the following Monday by 12 noon for ordering purposes. Please note that the CES manager will set up his / her guidelines to ensure the deadline is met for ordering monthly supplies.
- Fiscal prudence is a priority.

- Tier approval process – Tier 1: CES manager and CES CC; Tier 2 CES Exec. Asst. to the CES Deputy Director; (if there are any questions on supplies) Tier 3: Review / Discussion with the Dir. Of Operations. If all is cleared, supplies will be ordered; if adjustments need to be made the CES manager will be notified of this as well.
- CES Manager is responsible for using the finance tracker of all bucket funding resources spent and is to have ownership of spending patterns for his / her zone on a weekly basis.

Supervision / Team Meetings /Trainings / Workshops WSM & MCPS Expectations

- Site visit / Supervision is an integral part to professional growth and programmatic success. The purpose of these visits / supervision sessions is to use this information as a learning tool of collecting data to support mastery of learning and to support the effectiveness of your role as a career coach with WSM / MoCo CAP initiative as a Mo Co CAP Branding Ambassador.
- Site Visits / Supervision Sessions will be announced and unannounced.
- Unannounced site visits will be conducted by CES Managers and higher level team members from MCPS / WSM MoCoCAP. MCPS cluster leads will not be doing unannounced site visits.
- It is mandatory when arriving at your school (for CES CCs) or visiting for (CES Managers) to swipe your MCPS badge ID to enter the building. Please keep in mind that all WSM CES MoCoCAP team members will also infuse the standard school operation protocols as directed to do so. This guidance is a mandatory action per MCPS.
- Virtual training, meetings, etc. cameras on and business casual attire waist up (unless otherwise notified) is mandatory.
- In person / public facing (in person) training by WSM and / or MCPS may be requested to be technology free. This means that laptops will be closed, and cell phones will be faced down on vibrate mode. If someone CES manager / CES CC must take a call, he /she may step out to address the matter quickly and then return to training. All meetings will have recap summary notes and / or video recording to review for clarity, and guidance.
- All meetings will begin on time and will end on time (as much as possible)
- On time attendance is mandatory; if you are late CES managers/ CES CCs, please connect with your zone CES manager and / or the Director Of Operations stating tardiness and your estimated time of arrival. All will have two main department goals that will be guiding all work efforts for SY 2024 2025 and will be monitored and tracked in support of your end of the year performance evaluation. The CES managers goals will build upon the department goals. Each CES department MoCoCAP team member will have one professional goal to create and achieve as well. All goals are to follow the S.M.A.R. T. format.

Progressive Discipline / Discipline Policy

- All CES department team members are to abide by general conduct of professionalism for the WSM organization.
- CES Managers will follow the disciplinary policy and it is the CES manager's responsibility to know and understand how to infuse the policy that is outlined in the WSM Employee Handbook January 2024 edition, pgs. 24 – 25 with all zone team members
- The same steps the CES managers infused with zone team members are the same steps CES Managers will follow by the Director of Operations.
- CES Managers will infuse the following form when the disciplinary policy of any step is required, Employee Counseling Form.docx .

- The expectation is that all CES department team members are familiar with this policy and process to ensure expectations of work performance of job duties are clear and are being met.
- All CES department team members are to be reminded that WSM is an at-will organization. This means without advance notice and / or cause, the organization can release any team member from his / her position, at any given time.

General Reminders

- Data reports (Monthly Data at A Glance for the Zone) due to WSM MoCoCAP leadership by the 1st Friday of the month 12 noon – CES CCs, please gain guidance from your CES manager on timeline of submission to ensure all is on time to support your CES manager 's task of zone data submission.
- Each CES CC is responsible for following the best practices outlined in the field guide for the monthly data tracker for data collection and must use the standardized forms provided.
- Timecards are due by 12 noon on timecard Friday for submission (if you are going to be on PTO, have an unexpected unscheduled time off (sick etc.), please factor into your daily routine a process to ensure you're your information is submitted on time and /or before the due date (CES Managers and CES CCs).
- Leave requests to be submitted at least two weeks prior to the leave start date. Leave is a request and is not guaranteed automatic approval. Coverage plans in OOO responses are mandatory for CES managers and CES CCs for leave away from the office exceeding 30 minutes. The coverage person for all zone team members is your CES manager. If there is a conflict in leave schedules for coverage, in advance notice, options of possible solutions are to be discussed with the CES managers and CES colleagues. If a solution at this level cannot be crafted, it is to be elevated to the CES Dir. Of Operations. All leave MUST have a coverage plan that is displayed on the OOO messages for MCPS, WSM, MS teams platforms.
- Reimbursement / out of pockets expense requests in the BILL system are due by the 5th of every month. Please follow the guidance of your CES manager / direct report for other measures to be infused to ensure timely approval is achieved.

Forthcoming Addendums:

Serving Students who Access a Number of Special Education Services

Recruiting for Meet-A-Pro/Career Exploration

Apprenticeship Part 2

Attachment 2

Student ID ███

What Grade Are You In? 9th

What High School Do You Attend? Springbrook

Name ███

Age █

Which type of session did you just have today? Whole group (10 or more students with a Career Advising Coach)

Did today's session help you know what to do next to pursue your career options? 4 / 5

Which RIASEC themes do you claim?

Realistic

What are three possible careers you are considering?

Medical

na

na

How likely are you to have one of those careers someday?
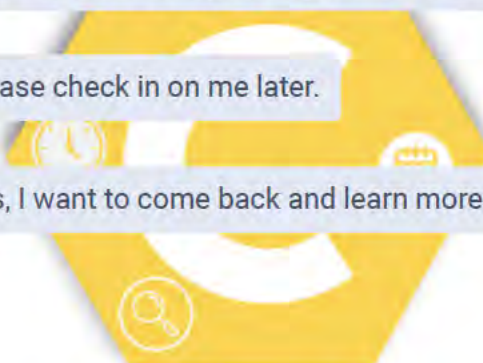
This school year, select everything you have done so far

What kind of follow-up would be helpful for you?

Would you like to meet again with your career coach to follow up on this lesson?

Social

I did activities to explore my interests and strengths

Please check in on me later.

Yes, I want to come back and learn more.

Conventional

Student ID

██████

What Grade Are You In?

9th

What High School Do You Attend?

Springbrook

Name

████████

Age

██

Which type of session did you just have today?

Whole group (10 or more students with a Career Advising Coach)

Did today's session help you know what to do next to pursue your career options?

5 / 5

Which RIASEC themes do you claim?

Artistic

What are three possible careers you are considering?

ns

na

na

How likely are you to have one of those careers someday?

4 / 5

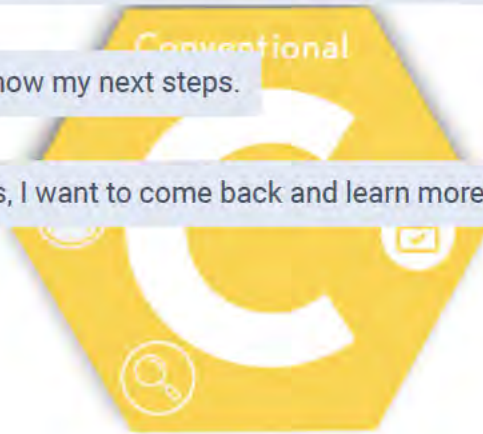**This school year, select everything you have done so far**

What kind of follow-up would be helpful for you?

Would you like to meet again with your career coach to follow up on this lesson?

Social

I researched the internet for information about careers

Conventional

I know my next steps.

Yes, I want to come back and learn more.

Conventional

Student ID

What Grade Are You In?
8th

What Middle School Do You Attend?
Thomas W. Pyle

Name

Age

Which type of session did you just have today?
Other

Did today's session help you know what to do next to pursue your career options?
2 / 5

Which RIASEC themes do you claim?

Investigative

Investigative

What are three possible careers you are considering?
Fashion designer

journalist

marketer

Artistic

A

How likely are you to have one of those careers someday?

2 / 5

This school year, select everything you have done so far

I did activities to explore my interests and strengths

What kind of follow-up would be helpful for you?

Career Exploration Activity

What was the most valuable part of this experience?

I don't know

Would you like to meet again with your career coach to follow up on this lesson?

Yes, I want to come back and learn more.

Attachment 3

School Year 2024/25 **MoCo CAP**
KICKOFF WEEKS!
Consultations of Connection

See you there!

M 8/12	T 8/13	W 8/14	TH 8/15	F 8/16
REMOTE	**REMOTE**	**IN-PERSON**	**IN-PERSON**	**IN-PERSON**
Finish up last-minute planning!	Finish up last-minute planning!	Kickoff Day 1	Kickoff Day 2	Kickoff Day 3
Work on Idea Fair Project with Mosaic Team	Work on Idea Fair Project with Mosaic Team	9-5	9-5	9-5
		AEHS Cafeteria	MC Rockville Gudelsky 222-24	MC Rockville Gudelsky 222-24

School Year 2024/25 **MoCo CAP**
KICKOFF WEEKS!

See you there!

M 8/19	T 8/20	W 8/21	TH 8/22	F 8/23
IN-PERSON	**IN-PERSON**	**IN-PERSON**	**IN-PERSON**	**IN-PERSON**
High School: Report to School 7:15-3:00	Middle School: Report to School 7:50-3:30	All Coaches: Idea Fair WSM Rockville 8-9:50am	All Coaches: In Schools Normal Hours	All Coaches: Educators Cooperative Training MC Rockville Science Center 301 9am-5pm
Cohort 3 Onboarding 9-12	Cohort 3 Onboarding 9-11	DEI Training 9:50-11:30		
Middle School: Report to School 7:50-11:00 CAPStone e WSM Wheaton 12-3	High School Report to School 7:50-11:00 CAPStone e WSM Wheaton 12-3	Cohorts 1 and 2: At Schools 1- end of day Make-up Training 12:30-3		

SY 24/25 Kickoff
WELCOME BACK COACHES!

» CONFIDENT PROGRAM MASTERY

» INSPIRATION FOR EXCELLENCE

» AUTHENTIC CONNECTION BUILDING

Attachment 4

MoCo CAP Year Two Program Overview (SY 24/25)

[Monthly Task Overview](#)

[Links to All Content Implementation Interfaces](#)

Grade	Touchpoints	Highlights	Access Details
Grade 6	Intro to RIASEC Official Coaching Session (Fall) Strengths, Interests and Values (Spring)	● Intro to MoCo CAP ● Overview of each RIASEC theme ● Self-Identification Activity ● Recap ● Strengths Identification ● Interests Identification ● Workplace Values Overview ● RIASEC Connect	Whole Group (Tier 1) Small Group/1:1 (Tiers 2 and 3)

Grade 7	MCPS Pathways and RIASEC Connect	• Review of RIASEC themes • Overview of Dual Enrollment, IB, AP, and CTE	Whole Group (Tier 1) Small Group/1:1 (Tiers 2 and 3)
Grade 8	Intro to RIASEC and Post-CCR Conversations	• Review of RIASEC themes • Overview of Dual Enrollment, IB, AP, and CTE • Industry RIASEC Connections	Whole Group (Tier 1) Small Group/1:1 (Tiers 2 and 3)
Grade 9	Intro to RIASEC Official Coaching Session (Fall) Strengths, Interests and Values (Spring)	• Intro to MoCo CAP • Overview of each RIASEC theme • Self-Identification Activity • Recap • Strengths Identification • Interests Identification • Workplace Values Overview • RIASEC Connect	Whole Group (Tier 1) Small Group/1:1 (Tiers 2 and 3)
Grade 10	MCPS Pathways and RIASEC Connect	• Review of RIASEC themes • Overview of Dual Enrollment, IB, AP, and CTE	Whole Group (Tier 1) Small Group/1:1 (Tiers 2 and 3)
Grades 11 & 12	Professional Skills	Any combination of	11 and 12 graders

		Workshop Offerings	the following (and others requested by the school): • Resume workshops • Professional Attire • Job Search Skills • RIASEC Industry Target Exploration • Mock Interviews • Job Fair • Interview Skills	have access to the following: • Sign Up fo 1:1 Career Advising • Sign up to attend special events/career exploration/ "Meet-A-Pro" • Sign up to attend Professional Skills Workshops

MONTGOMERY COUNTY
MOCOCAP
CAREER ADVISING PROGRAM

Official
Coaching Session
Resource Control Panel

Session/Audience:
INTRO TO RIASEC
Grade 6 and 9

Objectives & Success Criteria

for Students | for Coaches

⚓ *Est. Time: 20 minutes*

Anchor Presentation w/ Survey Grade 6	Anchor Presentation w/ Survey Grade 9

....

Spanish Version	Spanish Version

Less Flexibility | More Flexibility

1 OR 1+2 = DONE!

Copy the Anchor Presentation and Add/Lead any of the following:

A) Informal Discovery Discussion with RIASEC Cartoons *Students Share*
Purpose: Students Learn Content

B) RIASEC Mosaic Experiential Arts Activity (or similar) *Students Create*
Purpose: Students Learn Content

C) RIASEC in Motion Activity (or similar) *Students Move*
Purpose: Students Learn Content

D) Real World RIASEC Match (or similar) *Students Make Connections*
Purpose: Students Apply Content

Est. Time Each One: 20 minutes

How this works:

1) With administration, choose a Whole-Group access format and determine dates/times (details here).

2) Review the Objectives, Success Criteria, and the Anchor Presentation for awareness.

3) With your total amount of allotted time and access format in mind, determine your Coaching Session Structure. It could be #1 (if you have 25 minutes or less, or you want to do the simplest possible approach), or it could be #1 PLUS an option in #2 (only if you have more than 25 minutes).

4) Get manager approval for your Coaching Session plan at least 2 weeks in advance.

5) If your access format requires more than just you, complete a "Support Request Form" and/or make a plan for staff at school to support at least 2 weeks in advance.

6) Plan, execute, document, and record-keep your Coaching Session!
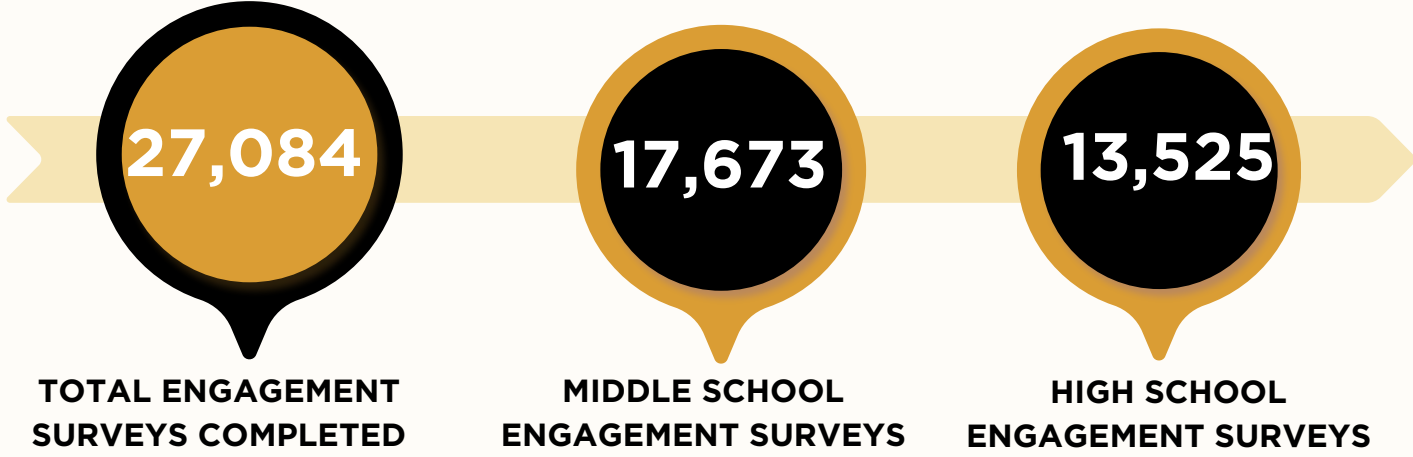
Attachment 5

PERFORMANCE SNAPSHOT
SEPTEMBER 2024

👥🎓 STUDENT ENGAGEMENT

Year-to-date (YTD) data on student engagement and interactions.

27,084
TOTAL ENGAGEMENT SURVEYS COMPLETED

17,673
MIDDLE SCHOOL ENGAGEMENT SURVEYS

13,525
HIGH SCHOOL ENGAGEMENT SURVEYS

UNIQUE STUDENTS SERVED

9,942
DURING REVIEW PERIOD

26,490
YTD

Non-duplicated count of students who attended a session and completed feedback form.

STUDENTS BY SESSION

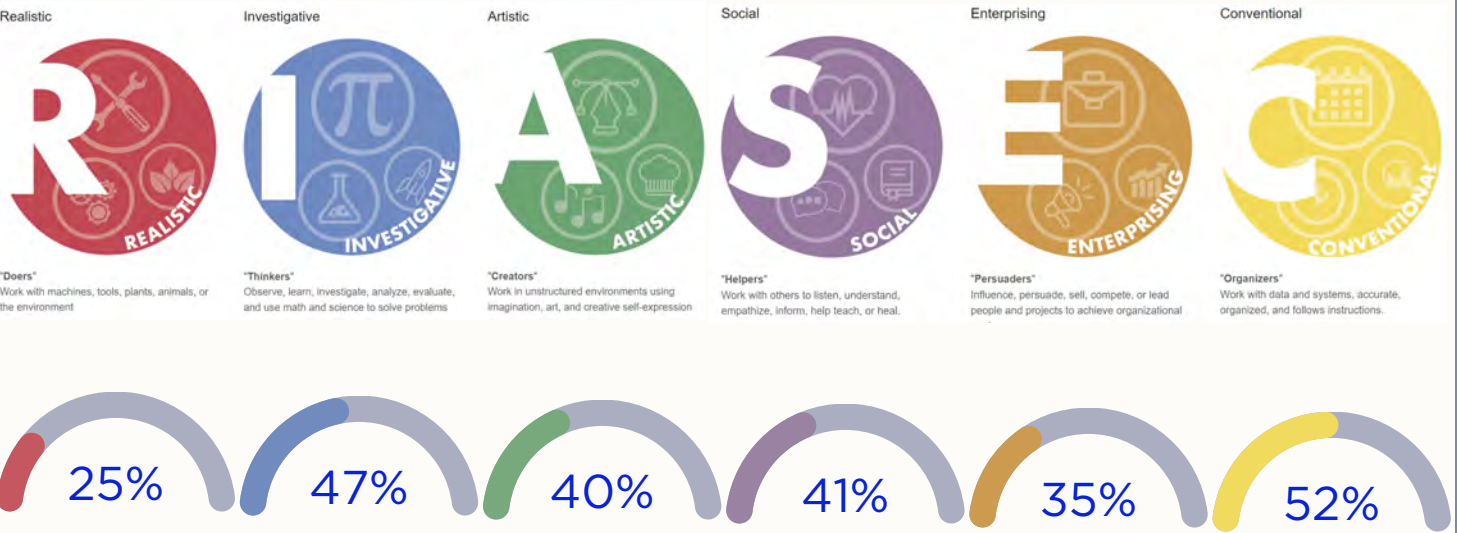| WHOLE GROUP	SMALL GROUP	CAREER EXPLORATION	1:1 SESSION
8,424	261	657	84
DURING REVIEW PERIOD	DURING REVIEW PERIOD	DURING REVIEW PERIOD	DURING REVIEW PERIOD
14,606	579	1,297	499
YTD	YTD	YTD	YTD

Represents the count of students by session type: Initial Visit, Whole Group (10+ students), Small Group (<10 students), 1:1 Session, & Career Exploration.

RIASEC RESULTS

| Realistic	Investigative	Artistic	Social	Enterprising	Conventional
R	I	A	S	E	C
REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTERPRISING	CONVENTIONAL
"Doers" Work with machines, tools, plants, animals, or the environment	"Thinkers" Observe, learn, investigate, analyze, evaluate, and use math and science to solve problems	"Creators" Work in unstructured environments using imagination, art, and creative self-expression	"Helpers" Work with others to listen, understand, empathize, inform, help teach, or heal.	"Persuaders" Influence, persuade, sell, compete, or lead people and projects to achieve organizational	"Organizers" Work with data and systems, accurate, organized, and follows instructions.
25%	47%	40%	41%	35%	52%

The RIASEC data points represent the percentage of youth who identify with each of the six career interest themes. These percentages help us understand the dominant career interests among MoCo Cap Students.

OUR IMPACT

Students who report their session clarified their next career steps. **76%**

Students who believe they will likely work in their identified careers. **82%**
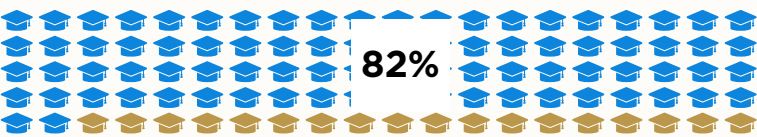
Overall Student Satisfaction Rating
★★★★★
4.8 OF 5

Attachment 6

Q3 MOCO CAP COMMS DASHBOARD

MoCo CAP Q3 Comms Dashboard

	Published Posts	Followers	Engagements	Video Views	Visitors
Instagram	27	87	184	413	N/A
Facebook	22	163	88	16	N/A
TikTok	4	2	N/A	59	N/A
LinkedIn	23	92	268	140	N/A
YouTube	49	41	N/A	749	N/A
Website	N/A	N/A	N/A	N/A	1,285*

* 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 Q3 Overview

	Published Posts	Accounts Engaged	Accounts Reached	Video Views
July-September	27	61	1,284	413

Facebook Q3 Overview

	Published Posts	Engagements	Impressions	Video Views
July-September	22	88	689	16

TikTok Q3 Overview

	Published Posts	Views
July-September	1	6

LinkedIn Q3 Overview

	Published Posts	Impressions	Engagement Rate	Likes	Comments	Reposts
July-September	23	6,593	14%	239	13	16

YouTube Q3 Overview

	Published Videos	Views	Watch Time (Hours)	Impressions	Impressions CTR
July-September	49	749	29.1	4,666	3.9%

Website Q3 Overview

	Visitors	Page Views	Average Engagement Time (Seconds)
July-September	1,285	12,852	59

MONTGOMERY COUNTY
MOCOCAP
CAREER ADVISING PROGRAM

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