





Quarter 4
REPORT 2024



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EXECUTIVE SUMMARY

In the final quarter of 2024, the MoCo CAP initiative made significant strides in enhancing programmatic quality, student engagement, and staff development. The program focused on aligning Career Coaches to provide consistent, high-quality services to Montgomery County Public Schools (MCPS) scholars in grades 6 through 12, and the efforts have been well received by both school leadership and students. Key initiatives include ongoing quality-assurance site visits, strategic collaboration with MCPS leadership, and integration with the Synergy platform, which allows Career Coaches to schedule 1:1 career sessions with students.

MoCo CAP has leveraged student feedback through a real-time survey system to continually refine services, with nearly 49,000 surveys completed to date. The program has also expanded its outreach through targeted initiatives for those coming through the MCPS Welcome Center, reaching over 150 students this quarter, and launching career-exploration activities, such as numerous Meet A Pro sessions, which provided students with industry-specific insights from professionals in various fields.



MoCo CAP Managers, Directors, Career Coaches, and CES Deputy Director John Hattery pose with Maryland Secretary of Labor Portia Wu, MC President Dr. Jermaine Williams, MCPS Director of Division of Career and Postsecondary Partnerships and Career Advising Dr. Genevieve Floyd, Clark Construction COO (Infrastructure Group) Kris Manning, MCPS Work-Based Learning Supervisor Shawn Krasa, and others at the NAW event held at MC in November. Photo courtesy of MoCo CAP.

The program undertook a recruitment drive to address gaps and expand service delivery, particularly to students enrolled in Montgomery College or Dual Enrollment programs. Despite a competitive job market, MoCo CAP successfully hired new staff members who will deploy to their schools in February 2025. On the student-engagement front, the program rolled out whole-group coaching sessions for grades 6, 8, 9, and 10, followed by smaller, personalized coaching for those needing additional support. The Meet A Pro career-exploration sessions, which involved professionals from industries like healthcare, public safety, engineering, and more, were particularly popular, offering students a hands-on view of potential careers.

MoCo CAP continues to prioritize professional development for staff, including the completion of the first cohort of Registered Apprenticeship-trained Career Coaches. This training is a key component of ensuring high-quality service delivery. Additionally, the onboarding process for new Coaches has been streamlined to ensure consistency across all team members.

Collaboration with MCPS educators remains a cornerstone of the program's success. The expansion of Career Champion Teams and active participation in Work-Based Learning committees has strengthened the program's integration into schools. Furthermore, the Industry Engagement Team has been instrumental in securing industry professionals for career exploration events and supporting initiatives, such as the upcoming Worlds of Work (WoW) event in March 2025.

MoCo CAP's Community Engagement efforts have been robust, with the program being featured in several local and regional events. Notable activities included presentations to community groups and policymakers, participation in career-focused events, and outreach via the Mobile American Job Center.

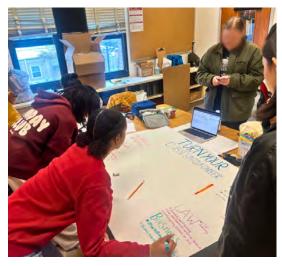
The Communications Team has made significant progress in expanding MoCo CAP's online presence, surpassing milestones on platforms like Instagram, LinkedIn, and YouTube. These efforts are supported by a consistently updated website that now includes resources for employers and additional program information.

As we look forward to 2025, MoCo CAP remains focused on strengthening partnerships, expanding student and educator engagement, and continuing to refine its programming to meet the needs of Montgomery County's students and community.

PROGRAM ADMINISTRATION

For this quarter, we continued to strategically examine the programmatic quality services and continued to ensure all Career Coaches could professionally offer these services to MCPS scholars in grades 6 through 12.

The Director of Operations conducted several quality-assurance site visits within all zones during this time. These productive sessions discussed RIASEC-infused activities and discussions with the respective Career Education Services (CES) manager Career Coach concerning how to continue building relationships with school leadership.



Members of the Quince Orchard High School Student Advisory Committee prepare for the school's electives fair. Photo courtesy of MoCo CAP.

Following interactions with school leadership, the Director of Operations reported coming away with the impression that the MoCo CAP initiative is on course and received favorably by most MCPS school heads, and Career Coaches are becoming active members to the school communities.

Partnering with the Central Office leadership team within the <u>Division of Career</u> and Postsecondary Partnerships and Career Advising, all Career Coaches were granted access to MCPS' Synergy platform, which allows them to connect with students to schedule 1:1 career sessions. This milestone is a result of the executed data sharing agreement discussed in past reports.

MoCo CAP leaders also continued to work closely with the WorkSource Montgomery (WSM) Performance and Compliance Department to collect and analyze our performance data. A unique feature of our data collection efforts is the real-time delivery of student surveys. Every Career Coach receives an email with a PDF printout of the survey completed by each individual student after every MoCo CAP interaction. This aids the Career Coach in making informed decisions on proceeding programmatic steps to individualize experiences, such as lunch bunches, 1:1, or small-group sessions, or Meet A Pro experiences.

Staff members and supervisors can also ensure that general follow-up is taking place with students based on their survey responses. Student voice is a key component to the success of the MoCo CAP initiative, and Career Coaches help confirm that those opinions are heard through the surveys completed at the end of all RIASEC activities and sessions.



According to our current data, we have a 38% survey response rate. The total number of surveys completed since Coaches were first deployed is almost 49,000. Please see Attachment 1 for our December 2024 infographic.



Another highlight this quarter was the service provided at the MCPS Welcome Center, also referred to as the Newcomer Center, where the Community Coach serves several days a week. The Welcome Center provides transition support to students who are new to the district. This quarter, the Community Coach met with over 150 Newcomer students. This Coach provides tailored career advising in multiple languages to students over their transition time, as well as connecting them to the Career Coach at their home school. The Coach also supported several community events and coaching sessions at a variety of middle and high schools, along with coleading gatherings for Emergent Multilingual Learners.



Early in the 2024-25 school year, WSM learned of a population that MoCo CAP previously underserved: students who only attended classes at Montgomery College while still being enrolled at MCPS. During earlier similar situations, such as when students participated in a Career and Technical Education experience away from their home school, WSM and MCPS agreed on a strategy where the Career Coaches based at the home schools would serve those students. Early College and some Dual Enrollment students, however, never go to their home school, so WSM decided to add a position to ensure that these students still have access to MoCo CAP.

Normal staff turnover and expanded service delivery drove a late year recruiting effort. MoCo CAP was fortunate to benefit from a consistently competitive staff recruitment process. Our most recent posting yielded 54 applications and our team interviewed 12 candidates, resulting in four hires. These new team members' start date is early in the next reporting period and they will deploy to their schools in the beginning of February.



STAFF ENGAGEMENT

Understanding that having a fully prepared team ready to deliver quality services to students is critical to the long-term success of MoCo CAP. Our Coaches participate in several layers of professional development, the prime example being the Registered Apprenticeship training in which all WSM Career Coaches are enrolled.

As previously outlined, this first-in-the-nation, competency-based program was envisioned to take a full calendar year to complete. Apprentice Coaches participate in related training delivered by Montgomery College, MCPS, and demonstrate competencies documented by the US Department of Laborapproved Skills Tracker.



This double-sided coin was created for those who have completed their Certified Career Practitioner Registered Apprenticeship training to mark their accomplishment. Photo courtesy of MoCo CAP.

As 2024 ended, 14 of our Coaches had completed their apprenticeship. These Certified Career Practitioners are recognized with a certificate from WSM and the US Department of Labor, Office of Apprenticeship, along with a commemorative coin denoting their accomplishment (See Attachment 2).

MoCo CAP's Training Team continues to develop learning experiences for staff, particularly for new team members. See **Attachment 3** for the 2025 MoCo CAP Onboarding Standards for New Career Advising Coaches, which was created in the reporting period and standardizes the onboarding process for all new Career Coaches. While there is not any new content in the onboarding training, this document provides a resource that we can share with partners and stakeholders.

Along with their work around onboarding, the Training Team continuously hosts training for staff to familiarize them with upcoming programmatic points of emphasis consistent with the scope and sequence. Coaches and training staff share activities and "tricks of the trade" to keep students engaged and give staff the opportunity to share their creativity.

STUDENT ENGAGEMENT



This reporting period included Career Advising Coaches extending their programmatic reach and offering new support and opportunities to MCPS secondary students in numerous ways. **Three notable examples include:**



Widespread, whole-group coaching model sessions for grades 6, 8, 9, and 10.



Community responsive transition efforts for Newcomer students.



A focus on program-wide industry professional-led career exploration experiences, called Meet A Prosessions.

Whole-group coaching sessions this quarter were centered on developing skills and access to information in two areas. First, Coaches led meetings for grades 6 and 9 for students in nearly every secondary school in both September and October. These introductory sessions were focused on providing students with a baseline of career language and helping them with RIASEC self-identification. In October, the program's target was to deliver a coaching session to spread awareness of the four MCPS Post-CCR Pathways, which include Career and Technical Education, International Baccalaureate, Dual Enrollment, and Advanced Placement. The content and timing of delivery were developed collaboratively with MCPS Central Office partners, so students had optimal access to information before the November MCPS deadline for special program applications (See Attachment 4).

Students experienced these sessions in a variety of settings as determined by each school leadership team. These included options like small-scale assemblies, where students interacted with a team of Coaches on a rotation; Coaches entering classrooms across a content area in a guest-teaching format; or other creative access deliveries during permissible times (See Attachment 5).

As stated, the first step in the MoCo CAP programming cycle is whole-group content delivery, which ensures access to key future planning concepts for all

students. Once that basis had been established, Coaches began moving students to the second step, which includes follow-up coaching sessions in small-group and 1:1 format. The last part of the quarter saw Coaches turning their attention from large numbers of whole-group service, to smaller, more detailed and personalized service delivery for students who were identified as benefiting from follow-up coaching.

Late in the reporting period, Career Coaches also planned a variety of career-exploration opportunities onsite at schools. These Meet A Pro sessions typically included information from industry professionals about their chosen career path, advice for the future for students with similar interests, and the day-to-day of what it looks like for someone in their line of work.

Some of the industries represented included, among others:

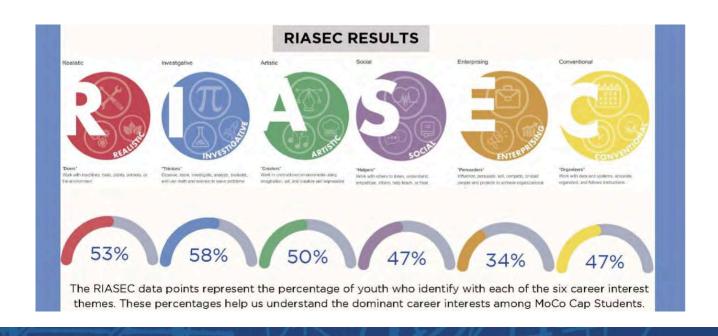


Additionally, the first off-campus MoCo CAP career-exploration event took place in October at the Montgomery County Circuit Courthouse in Rockville with more than 40 Wheaton High School students. Another hands-on experience was held at Silver Spring International Middle School, where students were led through the construction site at their own school, which is undergoing renovation.

Another successful component piloted in 2024 was the opportunity for all ninth-grade students to visit a college campus. While most of the visits for this school year will occur in 2025, students from Clarksburg and Gaithersburg high schools toured Montgomery College and the Universities at Shady Grove. A complete report on the college tours will be included in the next quarterly report.



The foundation on which the entire MoCo CAP program is based is John Holland's RIASEC Code. This system helps young people find work styles that resonate with them and provides a common language that Coaches, teachers, and most importantly, students can use to hone in on careers that fit them. With almost 49,000 surveys returned, we have a large enough sample size to be statistically significant. Below is a graphic representation of the percentage of students claiming each theme. As each of us brings more than one theme to our work lives, we ask students to identify the three themes that fit them best. This data has been particularly interesting to Montgomery County's employers, economic development, and workforce professionals.





Left: Silver Spring International Middle School students attend an "off campus" Meet A Pro session at an active construction site at their school in November. Photos courtesy of MoCo CAP.

Right: Career Coach Mrs. Bridget Afram poses with Chef Posh from Brunch Haven during her Meet A Pro visit with sixth-grade students from North Bethesda Middle School in November.



Middle: Forty-plus Wheaton High School students got a unique, hands-on, and behind-the-scenes look at the Montgomery County Circuit Court in Rockville in October.

EDUCATOR ENGAGEMENT



MCPS educators are a critical component in the success of MoCo CAP. The program's successful integration into the individual schools is a product of a combination of factors, including MoCo CAP Career Coaches' solid work with students and the expanded support of MCPS educators.

As reported previously, the MCPS Cluster Lead team has expanded significantly from four to 13, allowing for more attention and support at each school. Cluster Leads support Coaches by assisting them with student access, coordinating activities that require parent permission, and event help as needed. They are not tasked with Coach supervision as that role is maintained by the WSM CES Managers. However, the need for communication and collaboration has been stressed by MCPS and WSM leaders consistently. These teams meet regularly to ensure seamless service delivery.

A new touchpoint with educators this year came in the form of an invitation for WSM high school Coaches to be a part of the Work-Based Learning committees. This group convenes at each high school by the Internship Coordinator and works together to connect young people with internship, job shadowing, and apprenticeship opportunities. The focus compliments MoCo CAP as it gives students an additional avenue to test some of the conclusions they may have

However, while the above are important components of MoCo CAP's Educator Engagement, the Career Champion Teams at every school remain the centerpiece of the program's strategy to involve teachers. This year's crop had their kick-off event last quarter and are now engaging with Coaches about how to embed career conversations in core instruction. MCPS gathers Career Champion Teams for monthly professional learning events where best and promising practices are shared and disseminated.

reached about careers that interest them.



Northwest High School students tour the Montgomery College Germantown campus in early November. Photo courtesy of MoCo CAP.

INDUSTRY ENGAGEMENT



The MoCo CAP Industry Engagement (IE) Team was busy on many fronts during the final quarter of 2024, networking and volunteering at events.

Given the core principle of middle and high school Career Coaches being required to bring industry-related experiences to students, IE needed to circulate in the community to add professionals to our Meet A Pro (MAP) roster. IE served as a logistical planner not only for MoCo CAP MAP events, but often for events initiated by individual schools. IE secured 29 official MAPs during the quarter, providing students with firsthand accounts of what people do day-to-day on the job.



(From left) Career Coach Coleen Djouha poses with Executive Vice President and Director of MBE Division at Frisco Woodline Libby Mendiratta, Construction Cleaning Service Owner Maria Snyder, Steel Toe Communications Owner Stacey Holsinger, and Quince Orchard High School Media Specialist and former construction worker Antoinette Silvera following their Meet A Pro talks on traditional and non-traditional careers in the construction industry at QOHS in November. Photo courtesy of MoCo CAP.

Those filmed by the Communications Team are edited and added to the growing MoCo CAP YouTube library (https://www.youtube.com/@MoCoCAP — like and subscribe!) for the benefit of students, teachers, parents, and other community members. Several standout MAP Industry Champions speakers are highlighted in Attachment 6.

After several busy weeks and a representative sample of real scenarios, IE revamped its MAP process and incorporated the MoCo CAP team calendar to keep track of the many industry-related events taking place across the school system.

Simultaneously, the Worlds of Work (WoW) event planning team made up of colleagues from WSM, Montgomery College, and MCPS ramped up activities. The WSM IE team visited the West Alabama event serving as the model for the Montgomery County version scheduled for March 2025. They met with organizers, students, and employers and even served on a judging panel for the best employer exhibit. A session with Alabama legislators and business representatives concerning the economic benefits of the event and positive career-related outcomes was especially revealing.

MCPS held a middle school principal focus group, which drove much of the decision-making for the final event specifics. The audience was changed from sixth to eighth graders, the scope was reduced from the entire class to a pilot group of nine schools, and utilizing three campuses over three days was limited to one campus still over a three-day span.

To keep exhibit lines to a minimum, we are aiming for 150 industry exhibitors per day. These employers will put together hands-on activities for students to experience as they visit different industry "worlds" spread across the campus. The intent is for students to leave with a memorable impression of some aspect of the industries depicted and an idea of which activities most closely match their RIASEC themes.



More than 400 MCPS students from 25 high schools attended the NAW Youth Apprenticeship Fair at the Montgomery College Rockville campus in November. Photo courtesy of MoCo CAP.

Several vendors were vetted both to project manage the event task list and to register employers for the event. Decisions were made by Thanksgiving, followed by training, app design, and content population. A mid-January push is expected to secure exhibitors and finalize the event user experience.

On November 19, months of planning came together for the Department of Labor's National Apprenticeship Week's Tenth Anniversary event at Montgomery College. In 2023, the college accommodated approximately 25 MCPS students on site and others virtually, totaling less than 100 students. The 2024 event hosted approximately 750 students for a multi-faceted event, including speaker Maryland Secretary of Labor Portia Wu, an apprenticeship job fair, apprenticeship program classroom tours, and MoCo CAP-led workshops with a focus on career readiness, apprenticeship, and RIASEC, and a financial literacy session by M&T Bank.



Students listen to a speaker during a tour of Montgomery College's Applied Technologies and Gudelsky Institute building as part of MoCo CAP's NAW event. Photo courtesy of MoCo CAP.

The IE Team also participated in the MCPS vetting committee for augmented reality and virtual reality vendors, spoke at an industry round table for Econoview, worked with the MCPS Work-Based Learning (WBL) PAC intended to bring more local employers into WBL for high school students, served on the InnovatED Summit planning committee to similarly bring more employers together with local academic institutions to learn the needs that will impact curriculum in the future, and attended almost 40 networking events.

COMMUNITY ENGAGEMENT





Poolesville High School students listen to a Montgomery County police officer and Frederick County firefighter as part of a Meet A Pro event in November. Photo courtesy of MoCo CAP.

WSM has continued its strategy to approach MoCo CAP's Community organizationally. Engagement Director continues Executive prioritize MoCo CAP by including program updates and descriptions in his remarks to community groups, stakeholders and policymakers. In October, Mr. Anthony Featherstone State of the Workforce gave a presentation at the Central Maryland Chamber of Commerce, meeting of the Universities of Shady Grove Board of Advisors, as well as a WSM update at the Gaithersburg City Council.

Additionally, WSM's Community Impact Department continues to support MoCo CAP, representing the organization at various events at schools and around the county. The Mobile American Job Center (aka "the Bus") remains an important resource to tell WSM/MoCo CAP's story. The Bus and our team were found at Wootton, Springbrook, and Watkins Mill high schools. The Community Impact Team also supported a Career Day at Banneker Middle School, as well as attending the Truancy Prevention Program Graduation, and the College Living Experience focusing on the needs of students that learn differently.

Other notable interactions included Montgomery County's presentation to the Career and Technical EducationCommittee of the Accountability and Implementation Board and a private meeting with Maryland Delegate Jheanelle Wilkins. As always, WSM is committed to keeping our Board of Directors updated and presented a deep dive into MoCo CAP at their October meeting.

WSM participated in A Wider Circle's Dignity in the Workplace Symposium, a small business roundtable hosted by Montgomery County Councilmember Natali Fani-González, along with the Empowering the Heroes event keynote hosted by American Senior Muslim Society.



COMMUNICATIONS

In Q4, the MoCo CAP Communications Team stayed consistent with weekly social media posts across the various platforms, resulting in continued growth (See Attachment 7).

The MoCo CAP Instagram account (<u>@mococapmd</u>) hit a milestone, surpassing 100 followers. By the end of Q4, the total follower count was 117.

The <u>LinkedIn page</u> also continued to expand, gaining 50 followers during the quarter to total 142 by the end of Q4. The page's 27 posts garnered 442 engagements and 11,862 impressions. The four videos of Meet A Pro interviews posted in late December had 1,410 views.

The Facebook <u>group</u> grew to 190 members, while the MoCo CAP TikTok account (<u>@mococap</u>) stayed at two followers as the account has not been a priority for the Comms Team.

The MoCo CAP <u>YouTube channel</u> added four Meet A Pro videos to the growing library. The account ended the quarter with 53 subscribers, garnering 766 views and 46.2 hours of watch time.

WSM social media accounts continued periodic posts of MoCo CAP content, such as acknowledgement of the Career Coaches who had finished their apprenticeships and the exciting field trip that Career Coach Ms. Geahwie planned for the more than 40 Wheaton High School students to the Montgomery County Circuit Court in Rockville.

The MoCo CAP and Core WSM Comms Teams plan to increase the level of shared posts and co-posting efforts on various platforms in 2025.





MoCo CAP Website

Updates also continued with the MoCo CAP website, <u>www.mococap.com</u>, including the addition of <u>previous quarterly reports</u> and more <u>resources</u> for local employers to get involved. During Q4, 2,335 visitors came to the site, garnering 6,510 page views. Continual improvements to the MoCo CAP website are a top priority for the Communications Team in 2025.



Requests

From October 1 to December 31, 2024, the Comms Team completed 12 requests submitted through the official MoCo CAP comms request form for CES Managers, Career Coaches, and Industry Engagement. Fulfilled requests include recording several Meet A Pro talks and editing then posting subsequent videos and social media posts, ordering MoCo CAP-branded table throws, changes to existing content, and creating various flyers and graphics.

The Comms Team also finished various requests that were not submitted through the official form, including changes to the MoCo CAP website, content collection during and distribution after the program's NAW event in November, editing videos for a Career Coach recorded by her student advisory committee, customizing the West Alabama WoW logo for the MoCo CAP event, and creating the WoW employer flyer.





CONCLUSION

As MoCo CAP leaders reflected on the reporting period ending on December 31, 2024, it was clear that the programmatic flow envisioned over the preceding summer and installed in the first three months of the school year had the intended effects around consistency and equity.

Programmatic consistency across all levels has always been, and continues to be, a priority of leadership. This ensures that students have equitable access to common core content layered with personalized service attuned to individual needs in each school in terms of students, staff, school leadership, and the wider community.

Attachment 1



PERFORMANCE SNAPSHOT **DECEMBER 2024**



STUDENT ENGAGEMENT

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



ENGAGEMENT SURVEY COMPLETION COUNT



MIDDLE SCHOOL **ENGAGEMENT SURVEY COMPLETION COUNT**



HIGH SCHOOL ENGAGEMENT SURVEY COMPLETION COUNT

UNIQUE STUDENTS SERVED



2,970 UNIQUE STUDENTS (MONTHLY)

The number of distinct students who completed the survey during the month.

48,155 UNIQUE STUDENTS (YEARLY)

The total number of distinct students who completed the survey at least once during the year.

STUDENTS BY SESSION

WHOLE GROUP

2,203 **DURING REVIEW PERIOD**

SMALL GROUP

248 **DURING REVIEW PERIOD**

CAREER EXPLORATION

434

DURING REVIEW PERIOD

1:1 SESSION

85

DURING REVIEW PERIOD

32,810

1,366

3,111

785

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













53% 58% 50% 47% 34%

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

of 5 stars for helping them understand their next career steps.

Students who believe they will likely work in their identified careers.



Overall Student Satisfaction Rating



4.8 OF 5

Attachment 2

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Ms. Aniyah Brooks

Has completed an apprenticeship for the occupation of Educational,
Guidance, and Career Counselors and Advisors under the sponsorship of
WorkSource Montgomery, in accordance with the Standards of
Apprenticeship Registered with the United States Department of Labor.





The United States Department of Labor

Office of Apprenticeship Certificate of Completion of Apprenticeship

This is to certify that

August Belt

has completed an apprenticeship for the occupation

Career Advisor

under the sponsorship of

Orange County Department of Education Apprenticeship Program

In Participation With WorkSource Montgomery Wheaton

in accordance with the basic standards of apprenticeship established by the Secretary of Babor

CURLINENT OF LAND

Administrator, Office of Apprenticeship

Date Completed: December 06, 2024

Digital ID: 4985841

Attachment 3



2025 MoCo CAP Onboarding Standards for New Career Advising Coaches

Standard 1 Coach Demonstrates Confident and Accurate Program Knowledge	Standard 2 Coach Demonstrates Ability to Navigate and Deliver Programming to Students	Standard 3 Coach Demonstrates Commitment to Continuous Improvement and Career Advising Best Practice
 1.1 RIASEC Knowledge 1.2 MoCo CAP 1.3 Organizational Structure (both WSM and MCPS) 1.4 Who Does What? 1.5 Registered Apprenticeship 	 2.1 Core Programming 2.1 Implementation Timelines 2.3 Program Logistics 2.4 Personalized Implementation 2.5 Accessing Resources 	☐ 3.1 Session Delivery ☐ 3.2 Organization and Planning ☐ 3.3 Student-Facing Capacities ☐ 3.4 Programmatic Best Practice ☐ 3.5 Learning School Culture(s)
Standard 4 Coach Demonstrates Collaborative Partnership	Standard 5 Coach Demonstrates Mastery of Accountability Systems	Standard 6 Coach Demonstrates Alignment with Key Program Beliefs and Principles
 □ 4.1 MCPS Central Office (DCPPCA) □ 4.2 MCPS Site-Based Teams □ 4.3 WSM CES □ 4.4 WSM (other) □ 4.5 Communication Modalities 	 □ 5.1 Program Accountability □ 5.2 Monthly Data Reporting □ 5.3 Student Survey 	 6.1 WSM Foundational Principles 6.2 Unreasonable Hospitality Lessons 6.3 Visible Leadership 6.4 Community of Coaching Practice 6.5 Modeling Professional Skill Mastery 6.6 WSM/MCPS Handbook Compliance

1.1 RIASEC 1.2 MoCo CAP 1.3 Organizational 1.4 Who Does What? 1.5 Registered Apprenticeship Knowledge Knowledge Structure - 1.2A Purpose & -1.5A Register for the - 1.3 A WSM Structure - 1.4A Roles and - 1.1A RIASEC "Why" Responsibilities for all Apprenticeship **Themes** - 1.3B MCPS Structure Stakeholders -1.5B 3 Components -1.2B Vision/Mission -1.1B Holland Code - 1.3C Who Does History -1.2C Relevant History -1.5C Skills Tracker What? -1.1C How/Why - 1.2D Connection to - 1.3D Communication Coaches Use RIASEC Blueprint Мо

Standard 1: Coach Demonstrates Confident and Accurate Program Knowledge

Standard 2: Coach Demonstrates Ability to Navigate and Deliver Programming to Students

2.1 Core Programming	2.2 Implementation Timelines	2.3 Program Logistics	2.4 Personalized Implementation	2.5 Accessing Resources
- 2.1A Core Career Advising Coach Roles & Responsibilities	- 2.2A Scope and Sequence	- 2.3A MTSS Model of Service Delivery	- 2.4A Core Programming VS Personalized	- 2.5A Weekly Workspace
- 2.1B Official Coaching	- 2.2B Task Checklists	- 2.3B Scheduling Whole-Group Coaching	Programming	- 2.5B Canvas Page
Session Content	-2.2 Co-Leadership of Champion Team and	Sessions	- 2.4B Bringing Personal Talents &	- 2.5C Resource Library
- 2.1C Small Group/1.1 Content	Student Advisory	- 2.3C Scheduling Small-Group and 1:1 Coaching Sessions	Interests to Coaching Practice	- 2.5D Connect the
-2.1D Special Events		- 2.3D When Career	- 2.4C Designing Personalized	-2.5E School
-2.1E Summer Career Advising		Advising Takes Place	Implementation	Resources and the MoCo CAP Resource
3		-2.3E EML and Special Education Service		Room
		Delivery and Tools		-2.5F Support Request Process
		-2.3F Cultivating Professional Partnerships		

Standard 3: Coach Demonstrates Commitment to Continuous Improvement and Career Advising Best Practice

3.1 Session Delivery	3.2 Organization and	3.3 Student-Facing	3.4 Programmatic Best	3.5 Learning School
	Planning	Capacities	Practice	Culture(s)
- 3.1A Effective Session Delivery: Whole Group - 3.1B Effective Session Delivery: Small Group - 3.1C Effective Session Delivery: 1:1 - 3.1D Effective Session Delivery: Bonus Workshops - 3.1E Effective Session Delivery: Career Exploration/Meet-A-Pro	- 3.2A Organizing Time - 3.2B Attendance Recordkeeping - 3.2C Long and Short Range Planning - 3.2D Planning Logistics for all Session Deliveries - 3.2E Leading Productive and Successful Meetings	- 3.3A Coach as a Connector - 3.3B Coach as a Guide - 3.3C Coach as a Motivator - 3.3D Coach as an Instructor	- 3.4A Equitable Access - 3.4B Trauma-Informed Career Advising - 3.4C Anti-Racist Practice - 3.4D Experiential Learning	- 3.5A Nuances of School Culture - 3.5B Creating Visible Impact - 3.5C Seeking Allies - 3.5D Overcoming School Culture Challenges

Standard 4: Coach Demonstrates Collaborative Partnership

4.1 MCPS Central	4.2 MCPS Site-Based	4.3 WSM CES	4.4 WSM Workforce	4.5 Communication
Office	Teams		Development	Modalities
-4.1A MCPS Trainings - 4.1B DCPPCA Leadership Staff -4.1C Cluster Leads	-4.2A School Leadership -4.2B Champion Teams -4.2C Wider School Staff	-4.3A WSM Leadership -4.3B CES Zone Teams -4.3C CES Mosaic Teams -4.3D Industry Engagement -4.3E WSM Trainings	-4.4A Workforce Development Overview -4.4B History of WSM -4.4C Mobile Unit	-4.5A Microsoft Teams -4.5B WSM Outlook -4.5C MCPS Modalities

Standard 5: Coach Demonstrates Mastery of Accountability Systems

5.1 Program Accountability	5.2 Monthly Data Reporting	5.3 Student Survey
-5.1A Accountability Entities and Expectations	- 5.2A Weekly Tracker Forms	-5.3A Student Survey Content
Expectations	-5.2B Zone Google Form Reporting	-5.3B Student Survey Expectations
	-5.2C Completion Percentage Calculations for Whole Group	-5.3C Student Survey Strategies

Standard 6: Coach Demonstrates Alignment with Key Program Beliefs and Principles

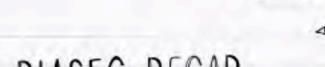
6.1 WSM Foundational Principles	6.2 Unreasonable Hospitality	6.3 Visible Leadership	6.4 Community of Practice	6.5 Modeling Professional Skill Mastery	6.6 WSM/MCPS Handbook Compliance
-6.1A Foundational Principles: General -6.1B Foundational	-6.2A Principles of Unreasonable Hospitality	-6.3A What is Visible Leadership?	-6.4A Pillars of Community of Practice	-6.5A Modeling Professionalism	-6.6A WSM Handbook -6.6B MCPS
Principles: MoCo CAP Specific	-6.2B Bringing Unreasonable Hospitality to Life	-6.3B Developing Intentional Visible Leadership	-6.4B Norms	-6.5B Operational Guide	Handbook

Attachment 4

Grade 10 MCPS PATHWAYS







- RIASEC RECAP
- POST-CCR PATHWAYS
 - TEXPLORATION PLAYLIST

Post-CCR Pathways & RIASEC Recap Date: Teacher: MY COACH IS can find them here: Include keywords for each RIASEC theme. Then, inside the circle, write how much each one sounds like you on a scale from 1-10. MCPS Post-CCR Pathway Notes IB CTE Dual Enrollment My thoughts on next steps ...



S 0 at n 0 Key

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

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



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

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11



Coaching Session: "Intro to RIASEC"



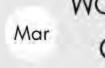
Coaching Session: "Strengths, Interests, and Values"



Coaching Session: "MCPS Pathways & RIASEC Connect"



Coaching Session: "Intro to RIASEC & Post-CCR Conversations'



WOW Event





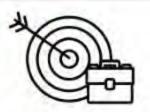
Coaching Session: "Strengths, Interests, and Values"





Sept

Coaching Session: "MCPS Pathways & RIASEC Connect"



Professional Skill Workshop Access



Professional Skill Workshop Access



Objectives and Success Criteria MONTGOMERY COUNTY MONTGOMERY COUNTY

Ť

Coaching Session: Intro to RIASEC & Post-CCR Conversations (Grade 8/10) A) Student Lens

INDICATOR 1

I can generally explain what MoCo CAP is to a friend or family member. INDICATOR 6

I understand the process for my next steps, which could be seeking support from a School Counselor, applying online, etc.

INDICATOR 2

I can find my Career Advising Coach in the building and sign up for a session if I choose.

INDICATOR 3

can identify my top RIASEC themes.

INDICATOR 7

I successfully completed the MoCo CAP survey for the session.

INDICATOR 4

I can generally explain what the MCPS Post-CCR Pathways are to a friend or family member.

INDICATOR 5

I have the tools to consider which of these Pathways might be a good fit for me.

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:



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





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



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

Attachment 5



Attachment 6

Notable Meet A Pro presentations from 2024 Q4

Quince Orchard High School – "Sparking Interest in Traditional and Non-Traditional Careers in Construction"

Steel Toe Communications – Stacey Holsinger (https://lnkd.in/efeGvt8b)

Frisco Woodline –Libby Mendiratta (https://youtu.be/alMN_U0QQjw?si=FkEvQZdMfDj1qiGc; MoCo CAP social short clip)

Construction Cleaning Service – Maria Synder (https://youtu.be/alMN U0QQjw?si=FkEvQZdMfDj1qiGc; MoCo CAP social short clip)

Antoniette Silvera – Quince Orchard High School Media Specialist with a prior career path in construction in the NYC theater industry

(https://youtu.be/hG0F9wtmARc?si=LLO7Rp4xyXm MqiR)

Highlights:

- Spanish translation services were provided
- Half a million workers needed in the construction industry in the coming years. Speakers
 highlighted a variety of traditional and non-traditional roles with and without paid
 apprenticeship and two or four-year college training.
- Students learned about Construction Marketing and @CHAT_CTE, an account on Instagram and TikTok where they can see "day in the life" micro-interviews with a wide variety of construction industry professionals.
- Students also had a chance to discover <u>Camp NAWIC</u> which empowers new women leaders in construction in grades 7-12 with a free, immersive four-day hands-on experience

Northwest High School – "Mental Health Counseling, Financial Counselor and Real Estate Entrepreneur" (https://www.linkedin.com/posts/moco-cap_industrychampions-activity-7269804890288185344-Myug?utm_source=share&utm_medium=member_desktop)

Highlights:

- EveryMind spoke to students about how the organization works to help strengthen mental health wellness in communities through counseling and case management for children, youth and families; crisis phone/text/chat line; service coordination for veterans, service members, and their families; as well as through community education.
- United Way of the National Capital Area discussed financial empowerment and their role as a financial counselor helping clients understand money and how to make it work for

- them, making informed decisions on saving, spending, and avoiding debt traps, as well as building their financial future through small steps
- Richard Prigal of <u>The Prigal Brothers: RE/MAX Realty Group</u> emphasized to students that relationships are critical to a growing and valuable MoCo real estate industry. Students learned about a Day in the Life of a Top 100 Washingtonian agent year over year.
 (https://www.linkedin.com/posts/moco-cap_industrychampions-activity-7269804890288185344-Myug?utm_source=share&utm_medium=member_desktop)

Robert Frost Middle School – "Hospitality and Construction Management"

"What is it Like to Manage a Large Restaurant and Arcade Every Day?" - Dave & Buster's – Andy Smith, General Manager (https://youtu.be/hnVCdA-ACsw?si=8CTPUXdDpO6Nflfh)

"From High School to Post-College, Working Your way up Within the Same Company" - Korth Construction – Sam Gurowitz, Project Manager (https://youtu.be/bH1 F8QSdU?si=7phjNlxJwuu-Zq0F)

Wootton High School – "Defense Contracting, Freelance Writing, Pickleball Coach and Attorney"

"40 Years in the Tech Space with a Pickleball Coach and Freelance Writer" – David Robert Lambert (https://www.linkedin.com/posts/moco-cap industrychampion-activity-7267554027511365632-lxXt?utm source=share&utm medium=member desktop)

"Real Estate Law with Shulman Rogers" – Ryan Malet (https://www.linkedin.com/posts/moco-cap industrychampion-activity-7266923628166889473https://www.linkedin.com/posts/moco-cap industrychampion-activity-726692362816889473https://www.linkedin.com/posts/moco-cap industrychampion-activity-726692362816889473https://www.linkedin.com/posts/moco-cap industrychampion-activity-726692362816889473https://www.linkedin.com/posts/moco-cap industrychampion-activity-726692362816889473https://www.linkedin.com/posts/moco-cap industrychampion-activity-726692362816889473https://www.linkedin.com/posts/moco-cap industrychampion-activity-7266923628168899<a href="https://www.linkedi

Argyle Middle School – "Web Developer and Female Entrepreneur"

"How do I Rescue Websites?" – Miriam Schroeder Paska, Village Green Consulting LLC (https://www.linkedin.com/posts/moco-cap industrychampion-activity7262494423685459970-BkAG?utm source=share&utm medium=member desktop)

Hallie Wells Middle School - "Young Adult Author"

"What Does it Take to be a Two-Time Successful Author, and Exploring an AI Activity-Will it Replace Writers?" – Maureen Stiles, Today Parenting Contributor and Author of The Life Skills Book for Teens

(Blueprint & Community Partnerships) Provided Meet A Pro Professionals

Montgomery College

- "Medical and Diagnostic Sonography" (https://www.linkedin.com/posts/moco-cap-industrychampion-activity-7270087125453180928-
 P uh?utm source=share&utm medium=member desktop)
- "Preparing for a Career in Aerospace" presentation
- "Nursing 101" presentation and hands-on blood pressure and stethoscope activities
- "Nursing after a Military Career" discussion

Montgomery County Public Schools

 "Apprenticeships and Internships 101: What are They and What Should you Start Thinking About Now?"

Montgomery County Police Department Community Officers

- -District 1 (Wootton HS, Robert Frost MS, Poolesville HS visits)
- -District 6 (Dr. Martin Luther King Jr MS visit)

Attachment 7

Q4 2024 MOCO CAP COMMS DASHBOARD

MoCo CAP Q4 Comms Dashboard

	Published	Total	Engagements	Video Views	Visitors
	Posts	Followers			
Instagram	23	117	281	465	N/A
Facebook	27	190	52	141	N/A
TikTok	4	2	N/A	25	N/A
LinkedIn	27	142	442	1,410	N/A
YouTube	4	53	N/A	766	N/A
Website	N/A	N/A	N/A	N/A	2,335*

^{*} 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 Q4 Overview

	Published	Accounts	Accounts	Video
	Posts	Engaged	Reached	Views
October-	23	100	2,738	465
December				

Facebook Q4 Overview

	Published Posts	Engagements	Impressions	Video Views
October-	27	52	522	141
December				

TikTok Q4 Overview

	Published Posts	Views
October-December	4	25

LinkedIn Q4 Overview

	Published Posts	Impressions	Engagement Rate	Likes	Comments	Reposts
October-	27	11,862	21%	392	14	64
December						

YouTube Q4 Overview

	Published Videos	Views	Watch Time (Hours)	Impressions	Impressions CTR
October-	4	766	46.2	4,943	3.2%
December					

Website Q4 Overview

	Visitors	Page Views	Average Engagement Time (Seconds)
October-	2,335	6,510	39
December			



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