

Q3 2025

QUARTERLY REPORT



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EXECUTIVE SUMMARY

The third quarter of 2025 was marked by significant activity and decision-making for the MoCo CAP program.

Despite late funding allocations from the State, WorkSource Montgomery (WSM) maintained operational stability, adjusted staffing, and ensured program continuity. The delay required conservative fiscal management and prompted the reallocation of roles, including dissolving the Industry Engagement Team and integrating its functions across existing staff.

Operationally, MoCo CAP continued to align with WSM's Foundational Principles and Montgomery County Public Schools' (MCPS) standards. Quality assurance visits confirmed strong implementation, with Career Coaches increasingly valued by school leaders.

The summer's RIASEC Road Trip offered 600+ students hands-on career exploration, laying groundwork for expanded programming in 2026. The new Zone 7 launched to strengthen parent and community engagement, and Career Coaches were added at MECCA Business Learning Institute and Thomas Edison High School of Technology.

Four new Career Coaches joined the team, bringing MoCo CAP up to full strength. Professional learning sessions, compliance training, and conference participation — especially at the Maryland Workforce Association's Raising the Bar event — reinforced professional growth.

One major highlight was Mrs. Coleen Djouha being recognized as Maryland's Career Coach of the Year at the statewide conference.

Career Coaches delivered targeted programming to grades 8 and 9, introducing

new digital tools (FutureCAPture) to help students map goals and pathways.

The 2025–26 college tour series began towards the end of the quarter, expanding to include trade and technical schools.

Data collection remained strong with over 14,000 student interactions and surveys, and external analysis confirmed MoCo CAP's positive impact on student engagement and career confidence.

Educator professional development focused on collaboration, alignment with MCPS goals, and shared use of the RIASEC framework. Despite restructuring, Coaches coordinated over 100 in-person Meet A Pro events and 70 recorded interviews, broadening industry exposure.

Community outreach through Zone 7 emphasized culturally responsive engagement, family awareness, and Parent Teacher Student Association collaboration. Executive leadership continued representing MoCo CAP across county and state forums, reinforcing partnerships and highlighting program success.

The Communications Team launched an updated MoCo CAP website and maintained active social media engagement. Looking ahead, Q4 priorities include expanded digital outreach, YouTube content uploads, and continued collaboration with WSM's Communications Team.

Overall, Year 3 of MoCo CAP began with strong momentum, resilient operations, and growing recognition statewide for its effective, data-driven approach to career readiness and student success.

PROGRAM ADMINISTRATION

The July to September timeframe was especially active for WSM and MoCo CAP's leadership. In past years, the summer break was used to evaluate the previous year's performance, consider structural changes, prepare budgets, create or improve programming, and deliver professional development for staff. While the summer of 2025 was no exception, there were some new factors that became the catalyst for several significant decisions.

As previously reported, the Maryland State Department of Education (MSDE) and Accountability and Implementation Board (AIB) were very late in disseminating yearly funding allocations. Normally, the distributions are communicated 30 to 60 days prior to the program and fiscal year, which starts on July 1. Despite many inquiries and emails, the information did not arrive until August 8.

WSM grew more concerned about the lack of guidance as calendar pages turned from June to July, and leadership warned partners that our organization needed to take a conservative budgetary posture. This included limiting expenditures to only critical programmatic needs and postponing the hire of replacement staff slated for several schools. When the information finally arrived on August 8, the amount was smaller than expected based on MSDE's use of lower enrollment numbers, as well as a surprisingly slim inflation adjustment.

As a result, WSM had to make several changes to our MoCo CAP staffing pattern to operate the core components of our programming seamlessly. The most significant change was the difficult decision to eliminate the Industry Engagement Team. Their responsibilities have been reassigned to existing team members, including the Zone 7 staff, WSM's Work-Based Learning and Business Solutions teams, as well as the Career Education Department's (CES) Deputy Director. We also reassigned several Career Coaches and moved forward filling the vacant Coach positions.



(From left) CES Training Coordinator Ms. Jennifer Trinchere, Career Coach Mr. Gavin Donnelly, and CES Manager Ms. Beryllynn Jeanpierre interacted with 600+ incoming 9th graders during Transition Day at Bethesda-Chevy Chase High School in August. Photo courtesy of MoCo CAP.

The late allocation also meant we had to adjust our 12-month budget with only 10 months remaining in the fiscal year. WSM did the work required professionally and compassionately, however we are committed to ensure that this is not repeated next summer and intend to communicate with our state partners the need for timely determination and communication of funding allocations.

Despite the changes described above, the Operations Team has continued to ensure that MoCo CAP activities align with WSM's Foundational Principles and MCPS standards. Balancing these expectations has been no small task, yet all managers and Career Coaches are performing well.

This quarter, the team continued to strategically assess the programmatic quality of services, ensuring all Career Coaches provide consistent, professional support to MCPS scholars in grades 6 through 12. The Director of Operations conducted several quality assurance site visits across all zones, engaging with CES managers and Career Coaches to review RIASEC activities and discuss how school culture and leadership support the MoCo CAP initiative.



Career Coaches Mr. Alexander Brown (left) and Ms. Michaela Clement (right) work with students during Shady Grove Middle School's Summer RIASEC Road Trip camp in July. The school hosted around 30 rising sixth graders to work on their leadership and communication skills and learn about growth mindset. Photos courtesy of MoCo CAP.

During these visits, the Director also met with school leaders to discuss data quality assurance. Feedback from these meetings indicates that MoCo CAP is on course and well received by MCPS leadership, with Career Coaches increasingly recognized as valuable members of their school communities.

Additionally, insights from Principal Roundtable discussions have been instrumental in confirming that Year 3 MoCo CAP program implementation is progressing as intended, guided by monthly checklists for both middle and high school Career Coaches.

Operational planning during the previous quarter focused heavily on summer initiatives designed to connect MCPS scholars to hands-on career exploration experiences that build on lessons from the 2024–25 school year. This planning led to the creation of the Summer RIASEC Road Trip 2025, developed in partnership with several middle schools. Career Coaches and managers facilitated half- and full-day models of engagement, and participating scholars completed surveys to share feedback, suggestions for 2026 programming, and key takeaways.

We wrapped up the Summer Road Trip in early

July and then began the evaluation process with MCPS. By all accounts, the program was a resounding success, and our evaluation revealed some operational improvements for next year. Based on Coach and school leadership feedback, we expect to expand the Summer Road Trip significantly next year.

As previously reported, MoCo CAP leadership created a new Zone 7 for the 2025–26 school year to better address student and family needs. This zone focuses on special schools, parent engagement, and outreach to complement ongoing collaborations with Parent Teacher Student Association (PTSA) and community networks. A dedicated manager and three Career Coaches lead this effort.

In addition, MoCo CAP has expanded to include Career Coaches at the MECCA Business Learning Institute public charter school located in Germantown and the Thomas Edison High School of Technology in Silver Spring, both of which emphasize hands-on career learning. Zone 7's intentional creation ensures that scholars in unique learning environments are exposed to a broad range of postsecondary career pathways.

Consistent communication remains central to MoCo CAP's success. The quarterly Principal Roundtable sessions provide a collaborative space for school principals, MCPS leadership, and the MoCo CAP leadership team to share best practices, provide feedback, and identify areas for improvement. This platform has become an invaluable component of MoCo CAP's quality assurance and continuous improvement process.

It should be noted that in response to feedback from the Roundtable, WSM has created a Principal's Corner on the MoCo CAP website. This password-protected area is only available to school-based leaders and MoCo CAP directors. It is a repository for all program documents created by WSM and MCPS, so principals or their designees have a single resource for all things MoCo CAP.

Teamwork continues to be a cornerstone of operational excellence. This quarter, four new Career Coaches (Cohort 6) were hired, fulfilling the Blueprint's goal of placing Career Coaches in every MCPS school serving grades 6 through 12. The Professional Learning Series remains a vital resource, equipping CES managers and Career Coaches with tools and strategies to deliver high-quality career education services.

The MoCo CAP team remains proactive in meeting all compliance and training requirements. Team members have completed

WSM's annual 2025 compliance training, participated in MCPS professional learning community sessions, and attended internal MoCo CAP training hosted by the Training Team. This professional development alignment supports both departmental growth and the successful completion of the Career Coach Registered Apprenticeship.

Professional growth continues to be a priority, with team members engaging in leadership development through iSolved University, the Skill Up learning system, and various public conferences. Additionally, 16 CES Coaches, Managers, and Training Coordinators are slated to complete the inaugural Impact Academy, WSM's internal leadership development program, early next quarter. A more complete description of the Academy will be found in the next quarterly report. These opportunities strengthen staff capacity and expand their professional horizons.

MoCo CAP was well represented at the Maryland Workforce Association's (MWA) annual Raising the Bar Conference in September, with all staff attending the Blueprint-themed pre-conference session, and several staff presenting workshops. One example included how the Montgomery County program manages and analyzes data with "How the Numbers Tell the MoCo CAP Story," jointly delivered by MoCo CAP, MCPS and Educator's Cooperative.



MoCo CAP staff members pause for a photo during July's Summer Road Trip at Argyle Middle School, where more than 60 students participated in six interactive rotations focused on career exploration and soft skill development. Each station helped students build key skills like leadership, communication, teamwork, and resilience — all through hands-on, engaging experiences led by the Career Coaches. Photo courtesy of MoCo CAP.



Quince Orchard High School Career Coach Mrs. Coleen Djouha was honored in September at the Maryland Workforce Association's Raising the Bar conference with the Blueprint Career Counseling Award for her "excellence, passion, and commitment to helping youth and young adults explore their interests and potential." She is pictured with (left) MWA Executive Director Brandon Butler and MWA President Kirkland Murray. Photo courtesy of MoCo CAP.

MCPS leadership shared a workshop entitled "Building Career Ready Students: Workforce Boards and School Leaders Unite!" Montgomery College, MCPS, and WSM staff held a discussion that walked attendees through the planning and execution of last spring's Worlds of Work (WoW) event. "The Ultimate Career Kick-Start: How WoW Turned Policy into Participation" was well received.

Lastly, two MoCo CAP Coaches proposed and delivered "Learn-Lift-Lead: Finding Your Tribe through Intentional Interactions" which delved into effective Coach/student relationship building.

MoCo CAP was pleased to be able to share so many facets of our program and was especially proud that the slate of workshops included presenters from all three MOU signatories.

One other point of organizational pride was the recognition of one of our staff as the Career Coach of the Year. Mrs. Coleen Djouha won the MWA award on the strength of her commitment and effective work with her students at Quince Orchard High School. A blog post on the accomplishment is available [here](#). Her full nomination can be found in **Attachment 1**.

The success of MoCo CAP continues to be grounded in these core elements — quality assurance, professional growth, strong partnerships, and data-informed decision making. Together, they ensure that MoCo CAP remains a dynamic, innovative, and effective program serving MCPS scholars in holistic and impactful ways as it advances through Year 3.

STAFF ENGAGEMENT

Quarter 3 was full of new beginnings in terms of training and programming. In July, Career Advising Coaches finished the summer program and began meeting with school leadership to plan the upcoming year. August brought more planning and then participation in a week of kickoff activities and collaboration to launch into the new year. September saw Coaches supporting back-to-school events, whole-group coaching session delivery, and a great deal of contact with MCPS students and staff.

For the summer meetings with leadership, Coaches engaged with members of leadership staff to present student access asks for School Year 2025/26 (**Attachment 2**), discuss natural opportunities for collaboration within buildings, and share highlights from the previous school year. They also introduced the Highlight Reel feature (**Attachment 3**) as a communication tool for Coaches to spotlight the career advising work they complete each month and share with their school leadership. The meetings followed a common structure with a goal to promote ideas and preliminary plans for events and coaching session dates for the upcoming school year and gain

feedback from school stakeholders on feasibility.

In August, Coaches dedicated planning time to research and resource creation for students specifically in their MCPS Cluster. Options for MCPS Pathways — Career and Technical Education (CTE), International Baccalaureate, Advanced Placement, and Dual Enrollment — are very specific to certain schools and often depend on geography. Slides and handouts were created for students to augment the core content slides for the Pathways sessions. Coaches then collaborated with school staff upon their August return to verify and further develop the resources before they are distributed to students later in the fall. MoCo CAP Coaches can now more effectively guide students with respect to specific CTE and other MCPS offerings available to them.

In September, the four new Cohort 6 Career Coaches came on board and immediately began participating in comprehensive central onboarding to build skills related to career advising. Training culminated in early October, and they reported to school buildings on October 6. These new hires also began their Registered Apprenticeship training.



(Left) MoCo CAP staff members attended the Summer RISE program graduation in July. (Right) The Summer RIASEC Road Trip team at Montgomery Village Middle School worked with 76 students to learn the power of communication, creativity, and collaboration. Photos courtesy of MoCo CAP.

STUDENT ENGAGEMENT



Tilden Middle School Career Coach Mr. Reginald Brown works on an activity with students during the Summer RIASEC Road Trip camp at the school in July. Photo courtesy of MoCo CAP.

RIASEC Road Trip programming was led by all Coaches over the summer. Across the district, students honed professional skills, engaged with activities tied to MCPS CTE Pathways, and learned about lesser known “cool jobs.” Over 600 students in 18 middle schools participated in the programming either within existing MCPS summer school programs or in our MoCo CAP half- or full-day camp model.

Whole group coaching sessions this quarter were targeted for grades 8 and 9. Coaches led sessions reviewing RIASEC, building goal setting skills, and previewing two new digital futurecasting tools: FutureCAPture 8th grade plan (**Attachment 4**), and FutureCAPture Manifest (**Attachment 5**).

On these interfaces, students can record-keep their own goals, skill acquisition, experience participation, and support-network

identification throughout their secondary journey. The goal for both is to encourage building confidence around and provide a digital tool for students that makes their decision-making processes visible.

MCPS’s MoCo CAP team, including the College and Career Navigators (CCNs), spent much of the reporting period planning this year’s 9th grade college tour schedule. In October, MoCo CAP launched the 2025–26 series of college tours to provide students with firsthand exposure to postsecondary pathways aligned with their strengths, interests, and values. These experiences are designed to support the implementation of the Blueprint for Maryland’s Future’s College and Career Readiness Pillar and the MCPS Strategic Plan, ensuring that all students graduate prepared for success beyond high school.

The following tours will occur in October:



On October 15, students from Clarksburg High School will visit American University and George Washington University, offering exposure to both urban and private university environments in the D.C. area.



Also on October 15, Northwood High School students will tour the University of Maryland, Baltimore County (UMBC), where students will learn about research opportunities, student life, and academic pathways connected to STEM and the liberal arts.



On October 16, Walt Whitman High School students will visit American University, with participants exploring majors, campus resources, and the connection between academic programs and future careers.

A new addition to this year's college trips includes visits to trade and technical schools, expanding opportunities for students to explore skilled career options that lead to high-demand, well-paying professions, while also reinforcing MCPS's strategic plan to ensure meaningful connections for all students. The first trade school visit is scheduled for December, and multiple visits have been scheduled for Spring 2026.



(Left) Students work on a logo-identification activity at Tilden Middle school and (right) Shady Grove Middle School students practice leadership skills during the Summer RIASEC Road Trip camps in July. Photos courtesy of MoCo CAP.

Data Collection

During the quarter, Career Coaches reported 14,054 student interactions, resulting in over 14,000 returned student surveys, a response rate consistent with past years. Please see **Attachment 6** for more detailed statistics.

The Montgomery County MOU partners understood since early program planning the need to demonstrate impact. This became even clearer as our non-traditional program design began to take shape, and we decided not to rely on a technological solution. Therefore, we placed a premium on data collection and analysis on two distinct levels.

First is what we refer to as our penetration data, as reported above. Between our Coaches' monthly activity reports and returned surveys, we have a very good idea of how many or what percentage of students we are touching over the course of a school year. We want to understand the types of engagements that are occurring and the students' satisfaction with the experiences, as well as basic percentages of RIASEC themes that are being claimed.

The other way we are using the data is to

determine if MoCo CAP is doing what the MOU partners set out to do. Are students truly more confident in their ability to choose a career that is right for them? Are they understanding the connections between RIASEC and their personal strengths, interests, and values, and then targeting occupations that align?

WSM leveraged our existing relationship with Educator's Cooperative to provide an academically defensible answer to the simple question: Is MoCo CAP working? Using state-of-the-art research techniques, we feel assured that we are on the correct path. Educator's Cooperative engaged Dr. Cristina Santos, recent doctoral graduate of the University of Cambridge (UK) to perform a year-long analysis of our performance using a statistically significant sample drawn (over 27,000 of the almost 95,000 total) from our returned student surveys. The final report was completed during the reporting period. The following is an excerpt from the report's Executive Summary. The entire report can be found as **Attachment 7**.

This report analyses a total of 29,971 survey responses from middle and high school students in Montgomery County Public Schools, Maryland, examining how students engaged with the Montgomery County Career Advising Program (MoCo CAP) and how the program influenced student career development during the 2024-25 academic year. The program deployed 52 career coaches across 76 schools as part of Maryland's Blueprint legislation, using RIASEC themes to guide career conversations and exploration activities.

Students who participated in personalized career conversations consistently showed higher engagement and more defined next steps. One-on-one and small-group sessions emerged as the most effective format throughout the year, with students rating these interactions as significantly more helpful than large-group presentations. Students who experienced individualized dialogue were more likely to request continued career advising and reported greater clarity about pursuing their career interests.



Participation in career exploration surged and led to measurable development when paired with reflective dialogue. The percentage of students completing multiple career exploration activities increased dramatically from 19.4% to 74.8%. However, increased exposure alone did not guarantee career certainty, particularly for younger students. Those who combined exploration with reflective dialogue — discussing experiences with advisors — showed stronger congruence, or alignment, between their interests and perceived abilities.

The research reveals important developmental considerations. As the participant pool shifted toward younger middle school students (68.4% by May), average career certainty declined. Interpretatively, high school students consistently gained more from career-focused sessions, while middle school students needed more age-appropriate, reflective support to turn experiences into self-understanding. Students across all grades expressed strong preferences for ongoing, personalized career conversations.

EDUCATOR ENGAGEMENT

In the first quarter of the 2025-26 school year, we curated professional learning sessions for Career Advising Coaches, as well as our CCNs. This quarter, our sessions were intentionally designed to build community, strengthen role clarity, and deepen alignment with the MCPS Strategic Plan and Pillar 3 of the Blueprint. Each session progressively supported staff in developing shared understanding, collaborative practices, and actionable strategies to enhance career advising across all MCPS schools.

The September 3 session focused on establishing a strong foundation for the year. Participants developed community agreements, engaged in team-building activities, and aligned their roles and responsibilities with the key priorities of the MCPS Strategic Plan Goal 2 and the Blueprint Pillar 3. Through guided reflection, staff articulated personal mission statements that connected their individual work to the broader vision of equitable access and postsecondary readiness.

Building on that foundation, the September 17 session centered on reflection and refinement. Career Advising Coaches in Cohorts 3, 4, and 5, as well as a few CCNs, celebrated early

coaching successes, highlighting meaningful student impacts. Participants deepened their understanding of how various MCPS roles within their schools connect to career readiness efforts and explored strategies to elevate student engagement during coaching sessions.

Prior to our October 1 professional learning session, MoCo CAP met with Area Cooperative Educational Services (ACES) and CollegeTracks to further align our work. During the meeting, we explored the RIASEC framework as a common language for career advising and connected it to the mission of MoCo CAP. This session emphasized the value of a unified framework to help students identify their strengths and interests while ensuring coherence across programs supporting career development.

The October 1 professional learning session shifted focus toward collaboration and partnerships with a spotlight on the Career Advising Coach and CCN from Bethesda-Chevy Chase, who shared best practices for effective collaboration. Participants gained clarity on how the CollegeTracks and ACES programs complement the district's college and career readiness efforts.



Loiederman Middle School 6th graders had the chance to connect with their RIASEC themes during a lunch session in August led by Career Coach Mr. Aunner Díaz (not pictured), with support from (left) Cluster Lead Ms. Angela Gonzalez and Career Coach Ms. Ashley Rivera. Students explored their interests and started linking them to future career paths in a fun and interactive way. Photo courtesy of MoCo CAP.

INDUSTRY ENGAGEMENT

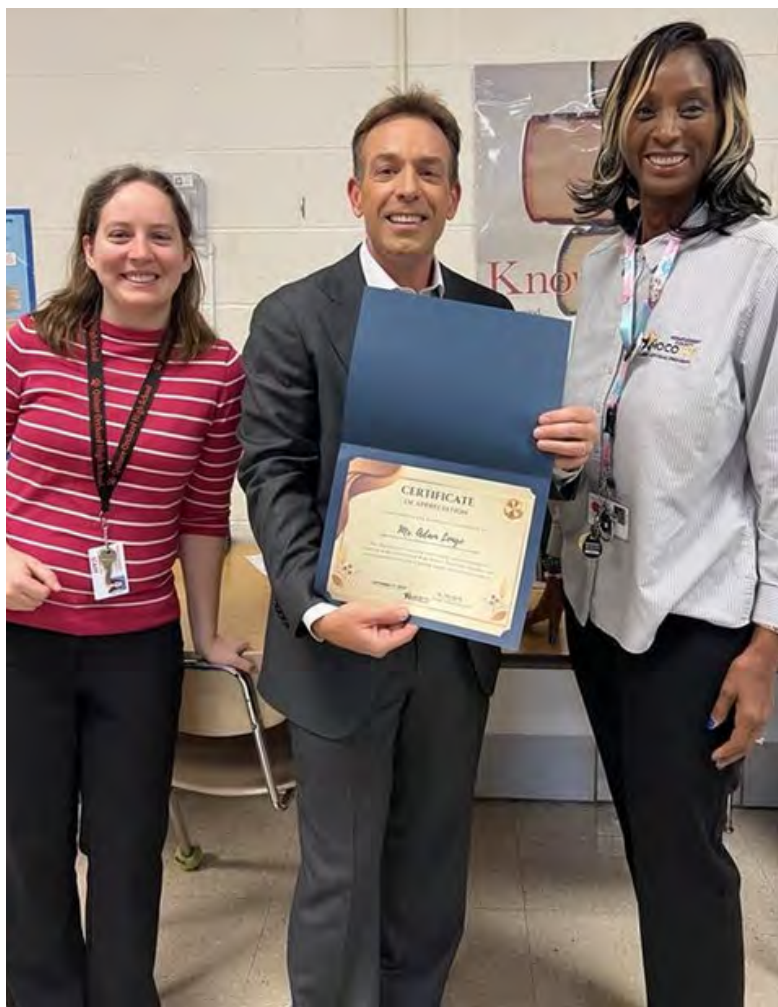
As noted above, WSM leaders were forced to make the difficult decision to dissolve the Industry Engagement Team due to budgetary constraints. This was not a reflection on that team's work or productivity but rather the realization that our Coaches were doing an excellent job of contacting and engaging employers to support Meet A Pro events and various career exploration events at their individual schools.

During the reporting period, MoCo CAP Coaches coordinated 102 in-person Meet A Pro and other career-exploration events, as well as 60+ taped interviews with professionals that are being added to our YouTube Channel during Q4.

Additionally, our Coaches are setting up field trips to businesses to educate students on various industries. A recent example is from Seneca Valley High School who traveled north to the Frederick Keys Baseball Stadium to learn about sports management.

Prior to Industry Engagement's dissolution, Ms. Amanda Rosenbloom wrote an article on MoCo CAP, specifically in the Quince Orchard High School and Lakelands and Ridgeview middle schools' area of Montgomery County, which appeared in the September 2025 issue of "Kentlands & Lakelands Living" magazine.

The article can be found in **Attachment 8**.



(Left) Quince Orchard High School Career Coach Mrs. Coleen Djouha welcomed reporter/anchor for WJLA Channel 7 News Mr. Adam Longo to speak with 40 journalism and newspaper students for a Meet A Pro in August. Mr. Longo brought videos and props that reporters use every day, making the session interactive and engaging.

(Above) In September, Baker Middle School hosted a Meet A Pro led by Career Coach Ms. Maricela Rodriguez with special guest professional photographer Ixiana Wilmot, who shared her career journey during sessions in the media center across all lunch periods — giving every grade level the opportunity to benefit.

Photos courtesy of MoCo CAP.

COMMUNITY ENGAGEMENT

As previously reported, Zone 7 was created to ensure family and community engagement that is equitable, culturally competent, and designed to effectively reach multilingual, immigrant, and underserved families. This includes engaging collaboratively with MCPS around student career readiness using culturally responsive, accessible, and actionable strategies informed by both staff insight and community need. Zone 7 began its work in early summer by developing the above stated mission and goal and has plans to increase the parental and community knowledge of MoCo CAP and encourage participation with the initiative.

See **Attachment 9** for the draft version of Zone 7's potential framework outline.

In July, we met with MCPS Department of Family Engagement Director Dr. Everett Davis to discuss how our two programs can work together to ensure collaboration and not duplication. We spoke with some MCPS principals — Dr. Natasha Booms of Odessa Shannon Middle School, Ms. Angelica Smith of Farquhar Middle School, and Ms. Stephanie Nesmith of Briggs Chaney Middle School —

about how to effectively reach parents and the community at-large.

In August, we participated at the Principal's Roundtable, giving them an insight into our outreach plan for the school year and ways that they can anticipate their communities being engaged through a partnership between our team and the coaches in their building.

We joined the Work-Based Learning (WBL) team at WSM and MCPS to participate in the Parent Partner Network committee designed to share information about parents interested in participating in their school communities by providing support to their schools through their participation in Meet A Pro events, sharing about their organization's student work and other opportunities.

The team began working in their schools and supported a variety of family- and community engagement-focused events as the new year geared up. We provided a parent rack card (**Attachment 10**) to Coaches to share with parents during their respective school's Back-to-School Night, including:

Community Engagement Timeline



Zone 7 also created the following resources:

- Parent Survey
- Parent FAQ (**Attachment 11**)
- Parent Presentation (**Attachment 12**)



Parent Survey



Parent FAQ

We are working on a Parent Teacher Student Association (PTSA) pilot program for our Coaches to share resources with parents. Depending on the success of this outreach in November, we'll share with the rest of the team for deployment in their schools.

In addition to Zone 7's work, WMS's Community Impact Team brought the Mobile American Job Center to Seneca Valley High School's Rise 'NG Stars Community Fun Day & Backpack Giveaway, as well as the Watkins Mill High School Back-to-School Night event, and Montgomery Village Middle School's Back-to-School block party. The relatively light number of events was a function of summer break, and we are told that there are several school-based events on tap for the Community Impact Team and the Mobile Job Center for the fall.

WSM Executive Director, Mr. Anthony Featherstone, was also busy during the reporting period promoting and educating community members and stakeholders about MoCo CAP's work and progress. In August, he participated in the Adventist Healthcare Partner Meeting and the Talent Capital Roundtable with the Education Strategy Group.

Mr. Featherstone, along with senior staff, also attended the Maryland Association of Counties Conference where the team was able to engage Montgomery County Executive Mr. Marc Elrich, Councilmember Mr. Evan Glass, along with several MCPS Board of Education members. There were also several conversations with State legislators and agency leaders regarding MoCo CAP.

While the Blueprint for Maryland's Future figured prominently on the conference's agenda, career coaching was not top of mind for attendees. Most of the discussions were centered on the fiscal impact of the Blueprint Law.

This brought into focus the AIB's decision to partner with the MSDE to provide technical assistance and some degree of oversight over career coaching programming around the state. Simply put, the AIB has determined that its time and attention is better spent working with local governments and school districts to fully implement the law rather than manage a relatively small Pillar III objective. MSDE's official involvement is at the very beginning stages and is likely to be a part of future quarterly reports.

In September, Mr. Featherstone presented to the East County Citizens Advisory Board, the Montgomery County Economic Development Board, and the JP Morgan Chase Pathways Convening Roundtable. Interest remains high in MoCo CAP's tracking and reporting of student RIASEC themes as a tool for the private sector's strategic workforce planning.



Career Coach Mrs. Michelle Redd-Latimer speaks with students during Gaithersburg Middle School's Back-to-School Night in early September. Photo courtesy of MoCo CAP.

COMMUNICATIONS

The third quarter of 2025 was slower for the MoCo CAP Communications Team than previous periods as the school system let out for the summer break and the CES Department switched to focus more on training. The Comms Team did attend several MoCo CAP events, including two sessions of the Summer RIASEC Road Trip, and documented through photos and videos posted on various social media platforms.

All MoCo CAP accounts continued to post consistently and see steady expansion throughout Q3. See **Attachment 13** for the Q3 Comms Dashboard.

A major accomplishment for CES Department and the Communications Team in the quarter was the launch of the updated and improved MoCo CAP website, www.mococap.com. This refresh reflected how far the initiative has come and plans for the program.



Changes include:

- ✓ Reorganized content to make resources for students, parents, educators, and employers easier to find.
- ✓ Updated copy that highlights our growth and impact.
- ✓ Use of our own photography featuring students, Career Coaches, and partners across Montgomery County.

Other highlights for the quarter for the respective social media platforms are as follows:

-  MoCo CAP [Instagram account](#) grew to 254 followers and had 10,645 views.
-  [LinkedIn page](#) follower count went up to 281.
-  [Facebook group](#) totaled 276 followers and 1,042 page views.
-  The MoCo CAP [TikTok account](#) posted 11 videos and received 262 video views.

Plans for Q4 include:

- ✓ Continued collaboration between the MoCo CAP and Core WSM Communications teams
- ✓ Increased use of the initiative's [Linktree](#) page to push more people to the various social media accounts and the website.
- ✓ Adding 60+ Meet A Pro videos to the MoCo CAP [YouTube channel](#) as part of the Career Coaches' summer project.

CONCLUSION

By any objective measure, Year 3 of MoCo CAP implementation has gotten off to a strong start. Our Coaches are enjoying access to students and implementing the program in a manner consistent with the MOU partner's collective vision.

Montgomery County is a recognized leader in Blueprint Career Coaching and is responding to requests for assistance from several other counties including Anne Arundel, Prince George's and most recently Howard. This is in large part to the continued work the MOU partners are doing together to ensure that communication remains meaningful and constant.



MoCo CAP Career Coaches, CES Managers, the CES Deputy Director, and CES Director of Operations pose for a group photo following training at Montgomery College in August. Photo courtesy of MoCo CAP.

Attachment 1

Coleen Djouha was a respected member of the MCPS Counseling staff at Damascus High School for over 30 years. Upon her retirement, she joined the MoCo CAP team and started to make significant contributions almost immediately. She is an exemplary coach at Quince Orchard High School and has leveraged her experience and ability to forge relationships to effectively engage with school leadership and the students.

During the past academic year, Coleen hosted over 75 Meet A Pro events, bringing Quince Orchard students in contact with professionals from a wide range of industries. She is active in the wider community representing MoCo CAP at Maryland's Night Out, Back-to-School Nights and has presented at Quince Orchard Parent Teacher Organization. Coleen also volunteered to provide testimony to the Maryland Legislature last session, where she was able to emphasize the need for Career Coaching in light of all the other responsibilities and priorities of a High School counseling team.

Most recently, she modeled leadership, flexibility and commitment as a Team Captain delivering of MoCo CAP's inaugural Summer Road Trip to 4 schools and approximately 140 students in late June and July.

Lastly, Coleen is the most recent Montgomery County Career Coach to join the ranks of MoCo CAP's Certified Career Practitioners by completing her Registered Apprenticeship Training.

For these reasons, we nominate Coleen Djouha to be the Career Coach of the Year.

Thank you for your consideration.

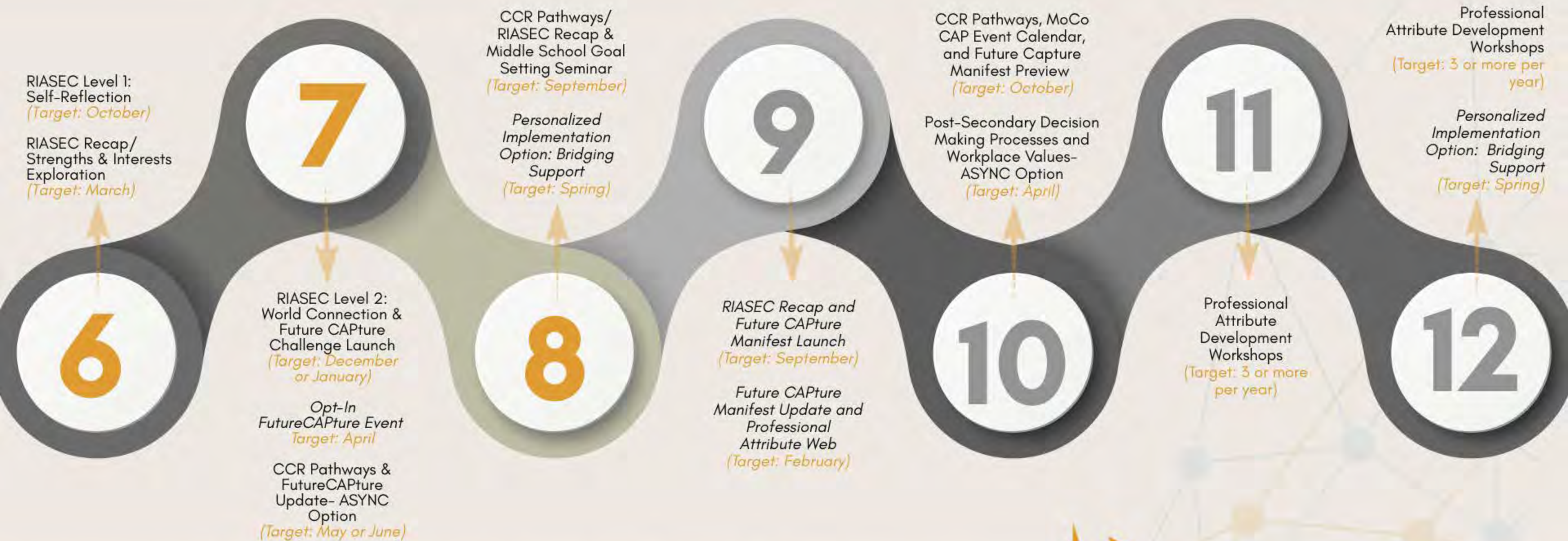
John Hattery

Deputy Director, Career Education Services

Attachment 2

ACCESS AT-A-GLANCE CONTINUUM SY 25/26

Appendix 1



In addition to the access touchpoints listed above, Career Advising Coaches will:

- Offer a variety of career exploration opportunities (example: Meet-A-Pro)
- Lead optional RIASEC "Reflect" events, which are extension and re-teaching sessions rooted in Holland Code
- Provide 1:1 and Small Group career advising based on collected data, referrals, and student-sign ups
- Host other career advising special events in accordance with Personalized Implementation guidelines
- Hold Intro to RIASEC sessions for "new to MCPS" students graders 7-12



Attachment 3



CAREER ADVISING

Monthly Highlight Reel:

September
2025

MoCo CAP in Action!

This month, MocoCAP reached 90% of 9th graders, including EML and DHOH students through classroom push-ins during the week of 9/8! We partnered with a financial math teacher to lead seniors through an engaging O*NET scavenger hunt, helping them explore career options. MocoCAP also successfully hosted the Public Safety Fair, where eight industry professionals shared insights about their careers and the importance of safety. We're excited to keep the momentum going and look forward to what next month will bring!

Activity & Resource Hyperlinks:

[O Net Scavenger Hunt](#)

[O Net Scavenger Hunt Worksheet](#)

What's Coming Next Month?

[October Monthly Game Plan](#)



Caption:
Montgomery County Fire & Rescue
at the Public Safety Fair!



Caption:
Montgomery County State Attorney's
Office at the Public Safety Fair!

A) Total Number of
Students Accessed

605

B) Total Number of
Access Touchpoints

23

C) Students Accessed in
Whole Group

342

D) Students Accessed in
Small Group

0

E) Students Accessed in
One-on-Ones

3

F) Students Accessed in
Other Career Advising
Opportunities

260

G) Collaboration
Touchpoints with School
Staff

3

MONTHLY TASK CHECKLIST RECAP



1

Core Programming

9th grade Presentations with
Counseling dept through
English 9/8-9/12

2

Personalized Implementation

Bonus classroom workshop
through Financial Math Classes
to do O Net Scavenger Hunt

3

Professional Learning

Attended all MCPS required
trainings for the Month of Sept

4

MCPS Collaboration

Champion Team TBD and
Student Advisory Council Interest
meeting on 10/3.

5

Visible Leadership &
Unreasonable Hospitality

Attended Back to School Night
and Met so many parents!

Additional Sharing:

I have had so many students express interest in return to the Student Advisory Council. I am very excited for our interest meeting on 10/3 and getting students signed up for SAC!

Gratitude Box!

I am just incredibly grateful to be at Rockville High!! I love the staff and everyone is so welcoming with open arms. They are always willing to help and work with me to make scheduling classroom visits an absolute breeze! Thank you to the counselors for collaborating on 9th grade classroom visits with me!

School: Rockville High School

Career Advising Coach: Fern Duarte

Cluster Lead/CCN: Victoria Wolk

Champion Lead: TBD

Attachment 4



8th Grade Plan

Resource Compass



EXAMPLE

NAME: _____

My Leading RASED Themes are...



Website



Q&A



Coaching Corner



New Log Slide

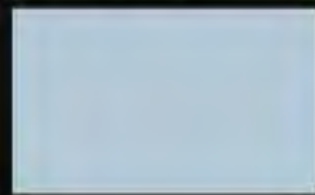
TRANSLATE

Spanish Version



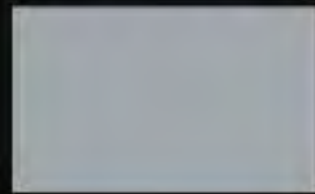
QUICK SURVEY

FutureMAP Goal 1
(Short-Term: Can be achieved this school year)



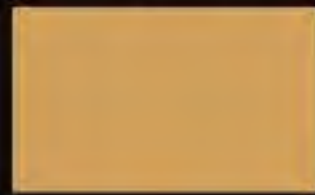
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FutureMAP Goal 2
(Mid-Term: Can be achieved in high school)



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FutureMAP Goal 3
(Long-Term: Can be achieved after high school)

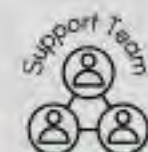


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Attachment 5



1



3

DEVELOP

Choose Skills and Grow Professional Capacity



4 COLLECT

Log Participation in
Experiences and Events & Bookmark
Research and Information

Manifest Log

HELLO
MY NAME IS

My Leading RAISEC Theme is...



Website



Q&A



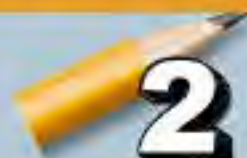
Coaching
Corner



New
Log Slide

TRANSLATE

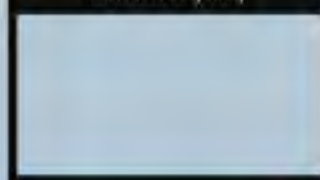
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Version



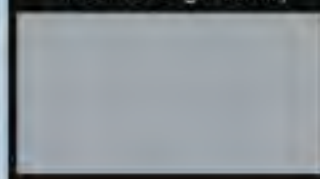
2

CHART & NAVIGATE

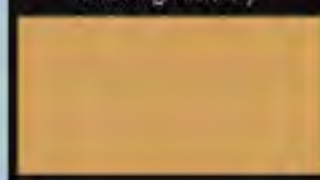
FutureMAP Goal 1
(Short-Term: Can be achieved
this school year)



FutureMAP Goal 2
(Mid-Term: Can be achieved by
the end of high school)



FutureMAP Goal 3
(Long-Term: Can be achieved
after high school)



DECIDE

5



Attachment 6

MONTHLY SNAPSHOT

Reporting Period: Aug -Sept 2025

IMPACT

14,054

TOTAL STUDENT
INTERACTIONS
(REPORTING PERIOD)

7,837

MIDDLE SCHOOL
INTERACTIONS
(REPORTING PERIOD)

6,217

HIGH SCHOOL
INTERACTIONS
(REPORTING PERIOD)

843



ENGAGED IN SMALL
GROUP/1:1 SESSION

10,350



ENGAGED IN
LARGE GROUP SESSION

481



ENGAGED IN
CAREER EXPLORATION

1,088

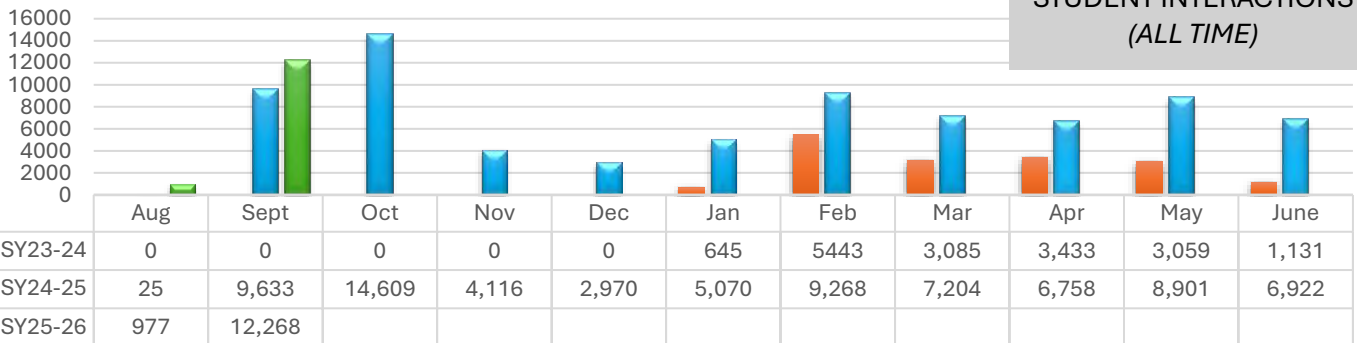


ENGAGED IN
OTHER DISCOVER SESSION

UNIQUE STUDENTS ATTENDING SESSIONS

105,517

TOTAL
STUDENT INTERACTIONS
(ALL TIME)



SY23-24 SY24-25 SY25-26

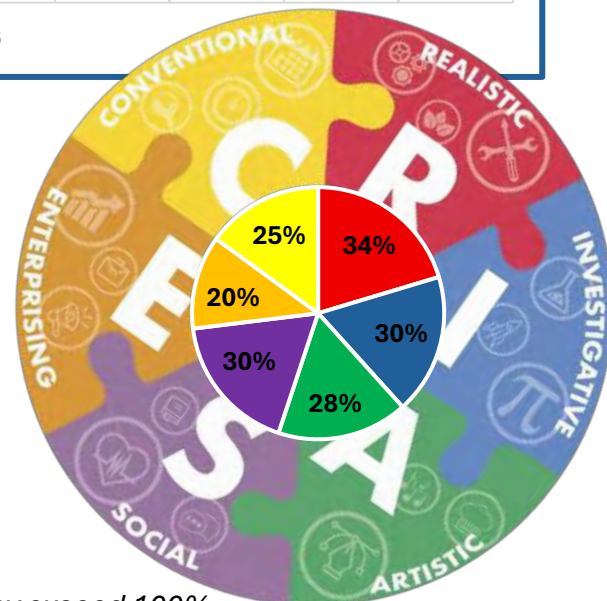
STUDENT FEEDBACK RESULTS

Includes student self-reported satisfaction, clarity of next steps, RIASEC distribution and confidence in achieving career goals.

Career Steps Clarity ★★★★★☆ (4/5)

Session Helpfulness ★★★★★☆ (4/5)

Confidence in Career Journey ★★★★★★ (5/5)



*Note: Youth may identify with more than one RIASEC theme; totals may exceed 100%.

Attachment 7



Student Engagement and Career Development in Montgomery County Public Schools: Impact of MoCo CAP

2024 – 2025 Final Report

At a Glance

This report presents findings from the 2024–25 Montgomery County Career Advising Program (MoCo CAP), which reached more than 87,000 middle and high school students across 76 schools. Fifty-two career coaches worked directly with students, using the RIASEC framework to guide career development sessions and exploration activities. The results from regression analysis of data from 29,971 students across three time points in the 24/25 academic year, highlight that personalized one-on-one and small-group career discussions were the most impactful, significantly increasing student engagement, clarity of next steps, and congruence between interests and abilities. The analysis also underscores the importance of pairing exploration with reflection, scaling access to individualized dialogue, and tailoring support by developmental stage.



Dr. C. Santos
Oct 2025

About Educators Cooperative

Educators Cooperative, headquartered in Costa Mesa, California, is a mission-driven education consultancy specializing in organizational transformation, career-connected learning, and K-16 instructional innovation. Founded in 2011, the organization brings together a multidisciplinary team with expertise in strategic planning, curriculum design, leadership development, and change management. Their work focuses on helping schools and districts design and scale sustainable programs that align with the evolving needs of students and educators. Through initiatives like Connect the Work, Educators Cooperative supports the integration of career conversations into everyday instruction, fostering career-curious cultures and enhancing student outcomes. Their partnership with Quakertown Community Public Schools exemplifies their commitment to embedding career readiness into K-12 education, ensuring students are equipped to navigate their futures with confidence.

About the author

Cristina Santos, PhD, completed her PhD in Education at the University of Cambridge, specialising in how career conversations can address students' individual career development needs. She brings over 12 years of secondary teaching and leadership experience, with research that links school-based practices and personalized career guidance to better student outcomes. Dr Santos has contributed to international work with the OECD on long-term impacts of school-based career guidance and now leads research at Educators Cooperative, using statistical modelling and policy analysis to improve career development practices in U.S. schools.



Download:

You may download this document in a PDF format at:

<https://educatorscoop.com/research>

This article is one of a three-part series:

Student Engagement and Career Development in Montgomery County Public Schools:
Impact of MoCo CAP

Advancing Career Development and Student Wellbeing Districtwide through Career
Conversations: Quakertown PA

Evidence of Career Development and Student Wellbeing in Schools with Career
Conversations: Orange County Schools

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Executive Summary

This report analyzes a total of 29,971 survey responses from middle and high school students in Montgomery County Public Schools, Maryland, examining how students engaged with the Montgomery County Career Advising Program (MoCo CAP) and how the program influenced student career development during the 2024-25 academic year. The program deployed 52 career coaches across 76 schools as part of Maryland's Blueprint legislation, using RIASEC themes to guide career conversations and exploration activities.

Students who participated in personalized career conversations consistently showed higher engagement and more defined next steps. One-on-one and small-group sessions emerged as the most effective format throughout the year, with students rating these interactions as significantly more helpful than large-group presentations. Students who experienced individualized dialogue were more likely to request continued career advising and reported greater clarity about pursuing their career interests.

Participation in career exploration surged and led to measurable development when paired with reflective dialogue. The percentage of students completing multiple career exploration activities increased dramatically from 19.4% to 74.8%. However, increased exposure alone did not guarantee career certainty, particularly for younger students. Those who combined exploration with reflective dialogue - discussing experiences with advisors - showed stronger congruence, or alignment, between their interests and perceived abilities.

The research reveals important developmental considerations. As the participant pool shifted toward younger middle school students (68.4% by May), average career certainty declined. Interpretatively, high school students consistently gained more from career-focused sessions, while middle school students needed more age-appropriate, reflective support to turn experiences into self-understanding. Students across all grades expressed strong preferences for ongoing, personalized career conversations.

Clear priorities are established for Montgomery County's implementation based on the study:

- Ensure regular access to personalized one-on-one or small-group career guidance
- Embed structured reflection immediately after career exploration activities
- Promote RIASEC literacy systematically from early grades
- Tailor support based on developmental stage and student engagement profile
- Maintain continuous feedback mechanisms to refine program delivery

By scaling individualized career dialogue across a large, diverse district, Montgomery County demonstrated that personalized conversations, not just career exposure, drive meaningful student development.

When schools prioritize reflective career dialogue alongside exploration opportunities, students develop stronger self-knowledge and clearer pathways. Montgomery County's experience shows how systematic, conversation-based programming can support career development at scale while meeting students' developmental needs.



Main Insights

Personalized Dialogue Drives Engagement and Outcomes: One-on-one and small-group career conversations consistently emerged as the most effective format. Students rated personalized sessions as significantly more helpful and were more likely to request continued career advising compared to large-group presentations.

Career Exploration Surged and Strengthened Through Structured Reflection: Participation in multiple career exploration activities increased from 19.4% to 74.8%. Students who combined exploration with reflective dialogue showed stronger congruence or alignment between interests and perceived abilities.

Different Developmental Stages Call for Varied Approaches: High school students consistently benefited more from career-focused sessions, showing greater certainty and finding sessions more valuable. Middle school students required more age-appropriate, reflective support to translate increased exposure into meaningful development.

RIASEC Literacy Expanded While Congruence Fluctuated: Students became significantly better at identifying RIASEC themes (57.7% could identify three by year's end), but congruence between interests and perceived abilities remained inconsistent, particularly for younger participants.

Student Preferences Consistently Favored Ongoing Dialogue: Regardless of grade level or exploration experience, students expressed strong preferences for continued personalized career conversations. Those with extensive real-world experience sought optional, interest-driven guidance rather than mandatory follow-ups.

Exploration Without Reflection Limited Development: Students with diverse career exploration experiences did not automatically achieve greater career certainty. Those who engaged in structured reflection after activities, through coach-led discussions, showed stronger outcomes.

Engagement Profiles Require Tailored Support: Highly engaged students with substantial exploration experience preferred targeted, optional guidance, while those with minimal exposure needed proactive, scheduled conversations to address uncertainties and build confidence.

Systematic Implementation Enables Scale: The program successfully reached over 87,000 students across 76 schools while maintaining quality indicators. Success depended on ongoing discussions using the RIASEC themes, regular feedback collection, and adaptive programming based on student developmental needs.



Key Variables

Career Certainty – binary variable based on student responses to the survey question “How likely are you to have one of those careers someday?” (1 to 5 Likert Scale). Career-certain students were those selecting the options “likely” or “very likely”, while their counterparts selected the options “very unlikely” or “not likely”.

Career Concentration – binary variable that identifies students who identified at least one of the cohort's 10 most identified jobs of interest as a response to the question “

Career Exploration – variable measuring the variety of career exploration activities students had participated in thus far in the academic year, and based on the number of options selected for the question “This school year, select everything you have done so far”. The four response options were: “Job shadowing”, “Earned money in the area of interest”, “Spoke with Career Advisor”, and “Talked about the future job”.

RIASEC Congruence – score ordinal variable measuring the number of matches between the RIASEC themes a student identified for themselves and the RIASEC themes linked to their jobs of interest. The latter were determined based on the O*NET mapping of RIASEC interests for each of their standardised occupations (O*NET Online, n.d., 2025)

RIASEC Literacy – the knowledge and intentional utilisation of the six RIASEC themes (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) that are based on Holland's theoretical approach (see context section) in self-interpreting, identifying, and communicating personal strengths and career interests.

Student Engagement with MoCo CAP Program – informed by two variables:

- 1) a binary variable with the “agree” and “strongly agree” responses to: “Did today's session help you know what to do next to pursue your career options?” (1 to 5 Likert scale for agreement), and
- 2) a binary variable for the selection of “follow-up meeting” as a response to the question “What kind of follow-up would be helpful for you? (four answer options).

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Introduction

The study used data from 29,971 student survey responses from career development sessions in October, February, and May to examine:

- 1) How students' perceptions of session usefulness changed with grade, school level, session type, prior participation in career exploration activities, desired next steps, RIASEC congruence and career certainty***
- 2) How student career development measures: career certainty; RIASEC congruence between students' career interests and self-perceived current abilities; proactive engagement in career exploration; and job concentration relate to each other and to the type of career development session the student had and the kind of follow-up they wished to have.***

Worksource Montgomery (WSM) supports Maryland's Blueprint legislation through the Montgomery County Career Advising Program (MoCo CAP), having deployed 52 career coaches across Montgomery County Public Schools' middle and high schools to serve 87,502 students in the 2024/25 academic year. These coaches delivered five types of career development sessions, with students completing surveys at the end of each session to provide program feedback.

As specified above, this research evaluates WSM's career development program across two critical dimensions: student engagement with the program and career development outcomes achieved through participation. To conduct this evaluation, we analyzed student survey responses collected during three periods of the 2024-25 academic year—October, February, and May—using multivariate regression models to examine six key variables measuring student engagement and career development: career certainty, career concentration, career exploration, career interest congruence, RIASEC knowledge, and program engagement levels.

The research provides valuable insights into how students engage with WSM's career development programming and the outcomes they achieve through participation. This evaluation contributes to the growing understanding of effective career development approaches in secondary education settings and offers evidence to inform future program design and implementation decisions.



Context

Montgomery County, located in Central Maryland, ranks among the nation's most populous and affluent counties based on median household income statistics (Census Reporter, 2024). The county serves approximately 1.07 million residents as of 2024 (Maryland Family Network, 2024). Montgomery County Public Schools (MCPS) is Maryland's largest school district and one of the largest nationally, serving over 161,500 students across 210 schools, including 47 middle schools and 29 high schools (U.S. News, 2024).

Despite the county's overall affluence, significant income disparities exist within the student population. While 80% of students come from minority backgrounds, 37% qualify for Free and Reduced-price Meals (FARMS), indicating substantial economic need (Maryland Family Network, 2024). Several middle and high schools show particularly high FARMS eligibility rates, highlighting ongoing equity challenges across the district.

To address educational and socio-economic disparities that impact future workforce outcomes, Maryland launched the Blueprint for Maryland's Future legislation, recognized as one of the most ambitious public education reforms enacted in recent years. Career development is primarily addressed through Pillar 3 of the Blueprint framework.

[Pillar 3 of the Blueprint for Maryland's Future Legislation](#) focuses on College and Career Readiness (CCR) pathways, aiming to integrate individualized, data-informed career advising into academic learning from middle school onward to prepare students for post-secondary transitions.

Within Montgomery County, WSM implements this legislation by providing career advising services to all 87,502 public middle and high school students. Career coaches are strategically placed in schools to deliver both group-based and individualized guidance, helping students develop career management and self-advocacy skills through various career development sessions throughout the academic year.

During advising sessions, coaches use the RIASEC themes as a tool to help students identify and articulate their developing career interests. After each session, students complete surveys to assess their congruence, or alignment, with RIASEC themes, clarify career aspirations, reflect on exploration activities, and provide feedback on the process, including preferences for future sessions.

Educators Cooperative trains and supports WSM staff in implementing career conversations using RIASEC terminology as part of their Career Connected Schools (CCS) methodology. The organization also monitors program effectiveness by employing rigorous statistical methods to analyze the collected survey data.

RIASEC has been extensively applied to career development initiatives, particularly in the United States (Peace and Reardon, 2024). The theoretical framework derives from Holland's work (Holland, 1985, 1997), which categorizes careers and personal traits into six main domains: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C).



In educational settings, RIASEC is highly regarded for its correlation with positive student career outcomes (Burns et al., 2013; Schneider, 2020). RIASEC-based interventions that categorize career traits and interests have been associated with higher academic motivation, engagement, and achievement, as well as increased grit (Allen and Robbins, 2010). Students also develop a more defined vocational identity and improved decision-making skills (Burns et al., 2013; Tracey, 2010). Long-term studies show that effective use of RIASEC for career interest identification correlates with higher career satisfaction and performance (Spokane et al., 2000; Tsabari et al., 2005).

Research supports the inclusive nature of the RIASEC model, with positive correlations occurring across gender, race, ethnicity, and socioeconomic backgrounds (Nauta, 2010). While RIASEC is primarily used as a diagnostic tool, no research to our knowledge has examined its routine integration into ongoing career conversations.

This research, therefore, presents an exceptional opportunity to generate evidence on RIASEC's use in routine career development provision. While Montgomery County schools formally conduct various formats of career development sessions with trained career counselors, WSM introduced Teacher Champions to the advising program before the 2024-25 academic year began.

The Teacher Champions program aims to embed RIASEC-driven career conversations within regular classroom instruction, making career dialogue an everyday part of school culture. These specially trained teachers volunteer for the compensated role, though they represent only a portion of Montgomery County's public schools. Up to eight teachers per middle and ten teachers per high school were provided the opportunity to participate as Career Champions. Across schools, the numbers varied somewhat, with approximately 450 teachers participating across the district (25 high schools, 40 middle schools, as well as special schools).

Methodology

Students completed surveys (Appendix 1) at the end of each career coaching session, regardless of session type. Students answered questions independently online, with anonymity maintained throughout all data collection and analysis stages. Survey data from October, February, and May of the 2024-2025 academic year were shared with the research team at the beginning of the following month after each collection period.

Surveys

The career advising program used standardized surveys (Appendix 1) designed to capture students' perceptions of session usefulness, engagement with activities, RIASEC interests, future aspirations, and preferences for follow-up support. Surveys were distributed and completed at the end of each career development session. The survey distribution applied to sessions of all types of career development formats, including one-on-one sessions, small group meetings, large group sessions, and career exploration experiences.

Approach to Data Analysis

Each survey question was analyzed for its potential to inform how students engaged with the program and what they gained from session participation. Questions were evaluated individually for their contribution, and the type of data each generated was considered when defining variables for analysis. Variable characteristics are described in Appendix 2 and the response distribution for each of the main surveys presented in Appendix 3.

The response sample was refined by removing duplicate entries for the same student on the same day, while retaining multiple entries across different days since students could attend multiple sessions within a month. A second, smaller sample was randomly drawn from each month's larger dataset, 818 students for October, 957 for February, and 932 for May, to facilitate thematic and in-depth analysis of open-ended student job interest responses. Students were selected by including every 9th response from the complete list of observations ordered by survey completion date.

Data from both samples were analyzed using the same approach for different outcome variables. The larger sample examined career certainty, diversity of career exploration activities, lack of awareness about RIASEC, number of self-identified RIASEC themes, perceived session helpfulness, and desire for future counselor sessions. The smaller sample focused on RIASEC congruence and career concentration.

A descriptive analysis was first conducted to assess the representativeness of the entire Montgomery County middle and high school student population across the three data collection months: October, February, and May. This analysis examined frequency distributions for categorical variables and calculated means and distribution parameters for



scale variables. Differences between students by school type, grade, and age, as well as differences in means across the three collection periods, were analyzed using ANOVA, t-tests, or chi-square tests depending on the variables compared.

We then examined the relationships between each outcome variable and other outcome and indicator variables, including grade level, using multivariate regression analyses. This approach allowed us to estimate each variable's unique contribution to outcome variance while controlling for other influences. The nature of the outcome variable determined the specific regression model type under investigation. An ordinal logistic multivariate regression model was applied to investigate the correlations with student RIASEC congruence scores, while linear multivariate regression models were applied to investigate the correlations with all other outcomes.

In every model, the outcome variable was regressed on indicator variables and all other study outcome variables, enabling assessment of potential interrelationships among them. All regression analyses used robust estimation methods, were clustered at the school level, and incorporated probability weights for grade to accurately represent the current academic year's student distribution across grades in Montgomery County public schools (Department of Shared Accountability, 2024). The resulting models demonstrated adequate specification indices and goodness of fit statistics (available upon request from the Educators Cooperative team).

Findings

This section examines how student engagement with the MoCo CAP program changed over time during the 2024-2025 academic year, accounting for differences in the ratio of middle and high school students across surveyed samples. The findings also illustrate how the program may have influenced student career development across three key measures: RIASEC congruence (the alignment between students' job interests and their perceived personal attributes), participation in career exploration and experiential activities, and career certainty. Finally, this section presents student preferences for future career development sessions.

The total cohort analysed each month, after removing duplicate responses from the same students on the same day, was 11,259 in October, 10,317 in February, and 8,395 in May. The data were not examined for instances where the same student responded across the three time points; instead, the focus was on the overall cohort responding to surveys each month to identify general trends. The distribution of students' school type and grade, as well as survey variables used for the regression analyses, is presented in Table 3, Appendix 3. The distribution for variables derived from students' responses to the question pertaining to their current three jobs of interest is presented for a sub-sample of respondents, a 10th of the full survey respondent sample in each month, in Table 4, Appendix 3.

Program Delivery Throughout the Year

From October to May, the composition of students participating in MoCo CAP sessions shifted significantly (see Figure 1). The sample began with a relatively balanced mix of middle and high school students (47.8% and 52.2%, respectively) but became predominantly younger by May, when middle school students comprised 68.4% of participants while high school participation dropped to just 24.4%.

Beyond the overall increase in middle school participation, the remaining high school participants were predominantly 9th graders, as participation from grades 10 and above declined dramatically. For example, 10th-grade participation fell from 31.3% in October to just 6.6% in May.



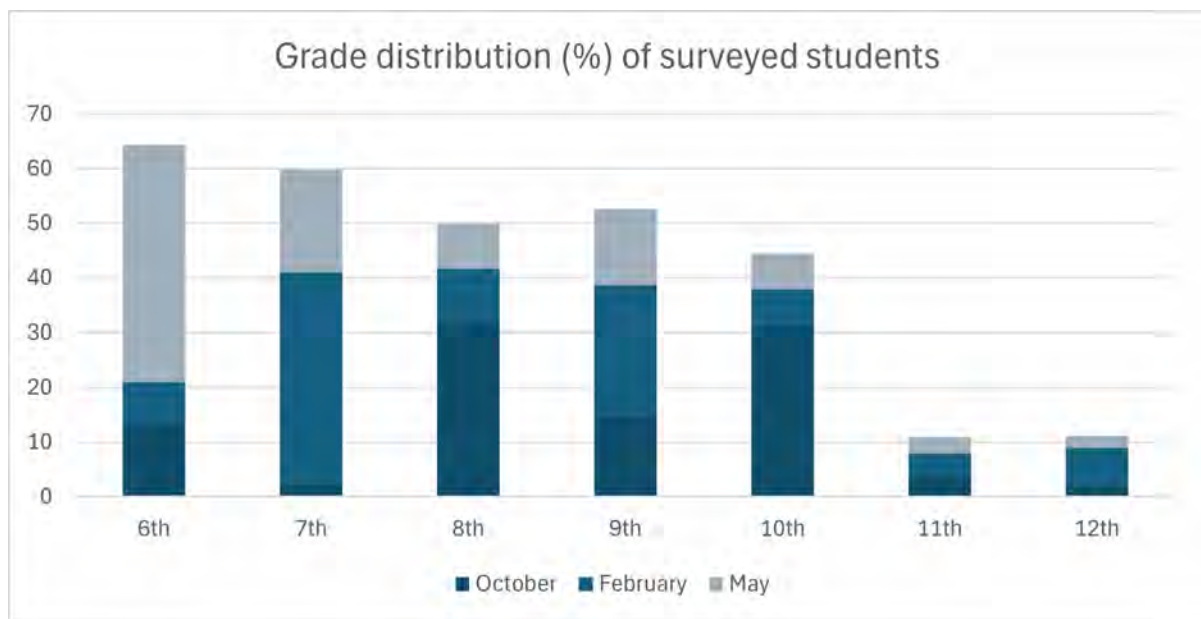


Figure 1- Percentage of students surveyed in each grade at each of the periods of data collection and analyses: October, February and May of 2024-25.

This shift toward a predominantly younger, middle school population is crucial for interpreting the findings, particularly regarding student engagement and career development outcomes such as career certainty and RIASEC congruence. When comparing these measures, it is important to consider the developmental differences between middle and high school students.

The program adapted by incorporating more activity-based, personalized formats over time. Whole-group and lecture sessions declined from 86.5% in October to 72.2% in May, while small group sessions (fewer than 10 students) and one-on-one sessions increased, reaching 5.4% and 2.5% respectively by May. Participation in career exploration activities also surged—students completing more than two activities jumped from 19.4% in October to 74.8% in May.

Student Engagement

During the 2024-25 academic year, changes in student engagement with the program, measured by how helpful students perceived sessions to be, reflected a combination of demographic shifts, changes in delivery format, decreased career certainty, and increased student participation in career exploration activities.

Multivariate regression analyses conducted across October, February, and May revealed consistent patterns in what makes students perceive sessions as helpful:

- Continued learning opportunities that expose students to more career exploration after learning about themselves
- One-on-one or more personalized session formats

- Higher levels of career certainty

A detailed exploration of how student engagement relates to other career development factors and how these relationships evolved throughout the year reveals additional insights.

Key Factors

Engagement with the programme, career certainty, more personalised dialogue, and participation in diverse exploration activities were consistently interrelated, as reflected in survey analyses across the year (see [interim report](#) and Figure 2).

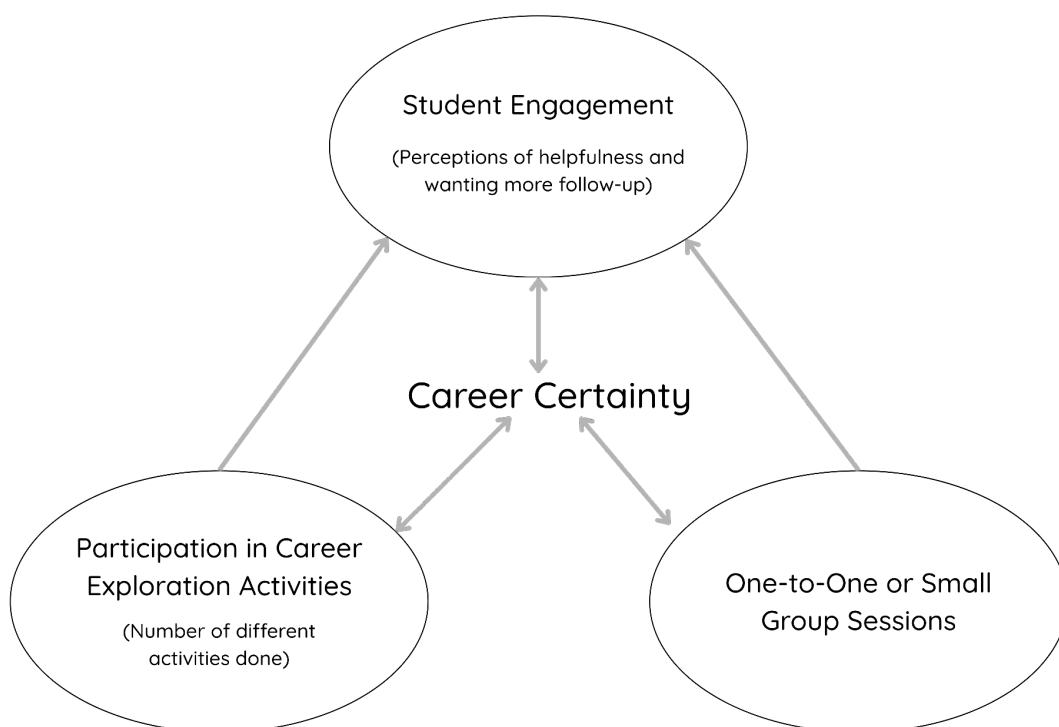


Figure 2- Statistically significant correlations (p -value $< .05$) between some of the main variables in the study, consistent between October 2024, February and May 2025.

Throughout the year, career certainty consistently emerged as a key factor influencing student engagement with MoCo CAP sessions ($\beta = 0.505$, $p < 0.001$ in October; $\beta = 2.29$, $p < 0.001$ in February; $\beta = 1.63$, $p < 0.001$ in May), with increased engagement corresponding to greater career certainty. However, while consistently significant, the relationship between RIASEC knowledge, career exploration, and engagement varied over time.

By May, RIASEC knowledge was no longer a predictor of engagement but rather a product of it ($\beta = 0.25$, $p < 0.05$). This likely occurred because most students had become familiar with

RIASEC concepts, while those still unfamiliar valued learning about it later in the year. This shift also explains why students who could already understand their personal attributes through RIASEC and identify more of their characteristics through RIASEC themes either felt they did not need follow-up sessions or wanted to explore careers next ($\beta = 0.28, p < 0.004$). These evolving patterns reflect the dynamic nature of student developmental needs throughout the academic year.

Further evidence of students' increased interest in learning about careers after developing RIASEC literacy appears in their perceptions of session helpfulness. By May, students reported that discussing future jobs ($\beta = 0.38, p < 0.05$) and identifying job and career conversations as the most beneficial aspect of sessions ($\beta = 0.36, p < 0.05$) contributed to their learning.

This growing demand for career-related information in May also explains why activity diversity became less significant by year's end, students appeared more interested in exploring specific career options rather than participating in varied activities. Career exploration activities were perceived as significantly more helpful than large group sessions in May ($\beta = 0.58, p < 0.05$) and more helpful than "other" session types in both February ($\beta = 0.885, p < 0.005$) and May ($\beta = 1.46, p < 0.005$).

Table 1- Significant indicators for finding the session helpful (p-value lower than 0.05) over time.

	October	February	May
Positive correlations with finding the session helpful	Career Certain RIASEC themes identified Participating in two or more exploration activities	Career certain RIASEC themes identified	Career certain School type: High vs. Middle Wanting to Meet an Advisor Next Wants to meet an advisor next Did Job Shadowing Talked about future jobs Talked with Career Advisor Valued discussing careers
Negative correlations with finding the session helpful	knows next steps Students who wanted to be checked in next Not learning RIASEC	Session type: Other vs. Career exploration Knows next steps	Session type: Other vs. Career exploration Session type: Large group vs. Career exploration

Students consistently prefer one-to-one or more personalized session formats. Those who wanted to continue dialoguing with a career advisor found sessions that allowed for more personalized interactions, such as one-to-one conversations and career exploration formats, more helpful.

For instance, February data showed that students who wanted to meet with a career advisor after the session they just had, compared to students who did not, were significantly more likely to have agreed or strongly agreed that the session they had just attended was helpful ($\beta = 0.294, p < 0.00, 95\% \text{ CI } [0.172, 0.415]$). In May, career exploration sessions were perceived as significantly more likely to be considered as helpful compared to large, or whole, group



sessions (whole group compared to career exploration: $\beta = -0.58$, $p < 0.050$, 95% CI $[-1.10, -0.06]$) and considerably more helpful than sessions classified as “other” (“other” sessions compared to career exploration sessions: $\beta = -1.46$, $p = 0.003$, 95% CI $[-2.17, -0.74]$). Detailed results are summarized in Table 5, Appendix 5, where multivariate linear regression coefficients, significant to a p-value lower than 0.050, are displayed for December and May according to their positive or negative nature.

Changes Over Time

Although career exploration participation grew dramatically; from 19.4% in October to 74.8% in May for students participating in two or more types of career exploration activities, both career certainty and perceived session helpfulness declined (career certainty: 72.4% to 59.9%; helpfulness: 65.8% to 58.1%). This reflects the impact of the younger May cohort, who are in an earlier and more exploratory stage of career development and therefore expressed less certainty about future aspirations. The greater diversity of career exploration activities did not fully offset this decrease in career certainty.

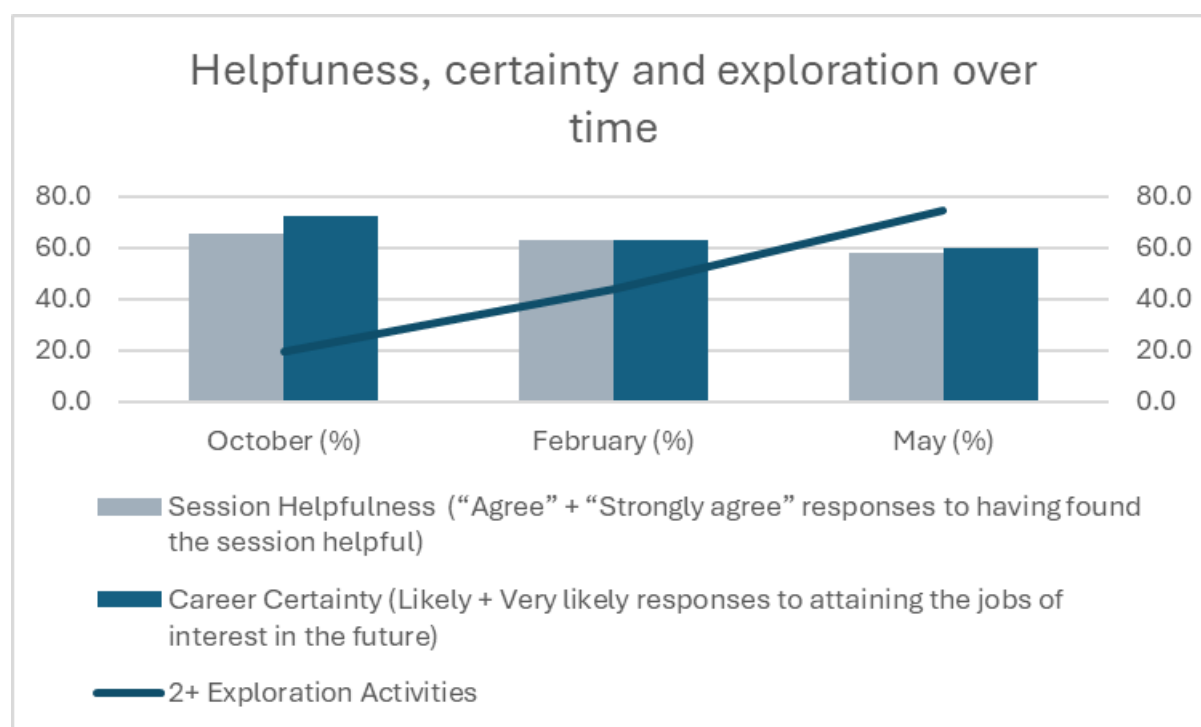


Figure 3 - over-time percentage distribution of surveyed students who found sessions helpful and who were career certain compared to the percentage of students who had completed two or more career exploration activities.

Crucially, as the sample grew younger, the mean level of career certainty fell (“very likely” to pursue a career of interest declined from 36.2% in October to 25.4% in May), correlating with the downward trend in student perceptions of session helpfulness. This suggests that engagement is not simply a matter of more activity, but is intrinsically tied to students’ developmental stage and, interconnectedly, with self-confidence and clarity about their future.

High School Students vs. Middle School Students

The findings highlight that high school students need more career dialogue sessions, particularly those focused on future careers, as they perceive these sessions as significantly more helpful than their middle school counterparts ($\beta = 0.76$, $p < 0.05$ in May). This suggests that older students, who typically have greater career certainty than middle school students ($\beta = 0.96$, $p < 0.001$ in May), require a stronger focus on future academic and career decisions and derive more value from the sessions.

In contrast, middle school students—who generally change their career interests more frequently and may find large group sessions less engaging—reported lower levels of perceived helpfulness. This distinction underscores the developmental differences between the two groups, with high school students benefiting more from career advising sessions than their younger peers.

These patterns of shifting demographics, engagement with sessions, and career exploration shaped how the program affected students' broader career development, specifically their career certainty, self-knowledge through RIASEC, congruence of interests with self-perceptions, and participation in diverse career exploration opportunities.

Career Development

Overall, following a year of MoCo CAP sessions, students:

- Could identify a more varied range of jobs of interest
- Could self-identify more personal attributes through RIASEC
- Participated in more career exploration activities
- Engaged more in one-on-one conversations, especially about future jobs
- Were more certain of their next steps and felt less need for follow-up sessions

However, other career development outcomes - such as career certainty and RIASEC congruence, which increased when students were more familiar with their perceived attributes and possible future careers - decreased by May. This decline likely resulted from the much younger surveyed cohort discussed previously.

Key Improvements

Overall, Montgomery County students gained specificity and variety in describing themselves and their interests. Students who could specify their jobs of interest identified more positions outside the 10 most popular jobs in May (72.67%) compared to February (59.71%) and October (68.27%). They also described their career-related abilities more broadly by self-identifying with a larger number of RIASEC themes at the end of the year (Figure 4).



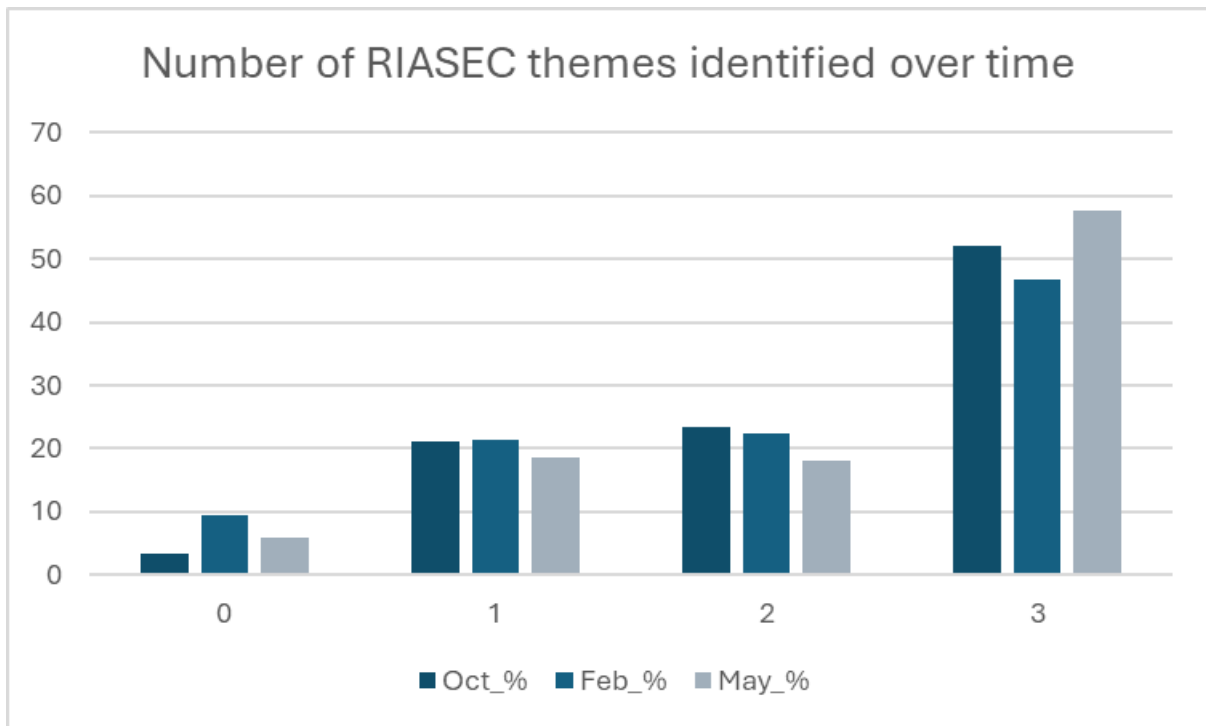


Figure 4- Percentage of students having identified 0, 1, 2, or 3 RIASEC themes to represent their self-perceived abilities in each of the surveyed months: October, February and May of 2024-25.

Meanwhile, students engaged in more career exploration and one-on-one dialogue as their career development progressed. The number of exploration activities students participated in increased significantly by year's end (Figure 5), in May, 62.37% of students had participated in two or more career exploration activities compared to 20.34% in October, demonstrating increased proactive involvement in their career learning.

Additionally, a greater proportion of MoCo CAP sessions became one-on-one coaching and small group sessions, which students rated as more helpful and valued most for including discussions about jobs or careers. Following one-on-one sessions in both February and May, students were more likely to want continued meetings with a career advisor (May: $\beta = 1.02$, $p < 0.010$; February: $\beta = 0.798$, $p < 0.010$).

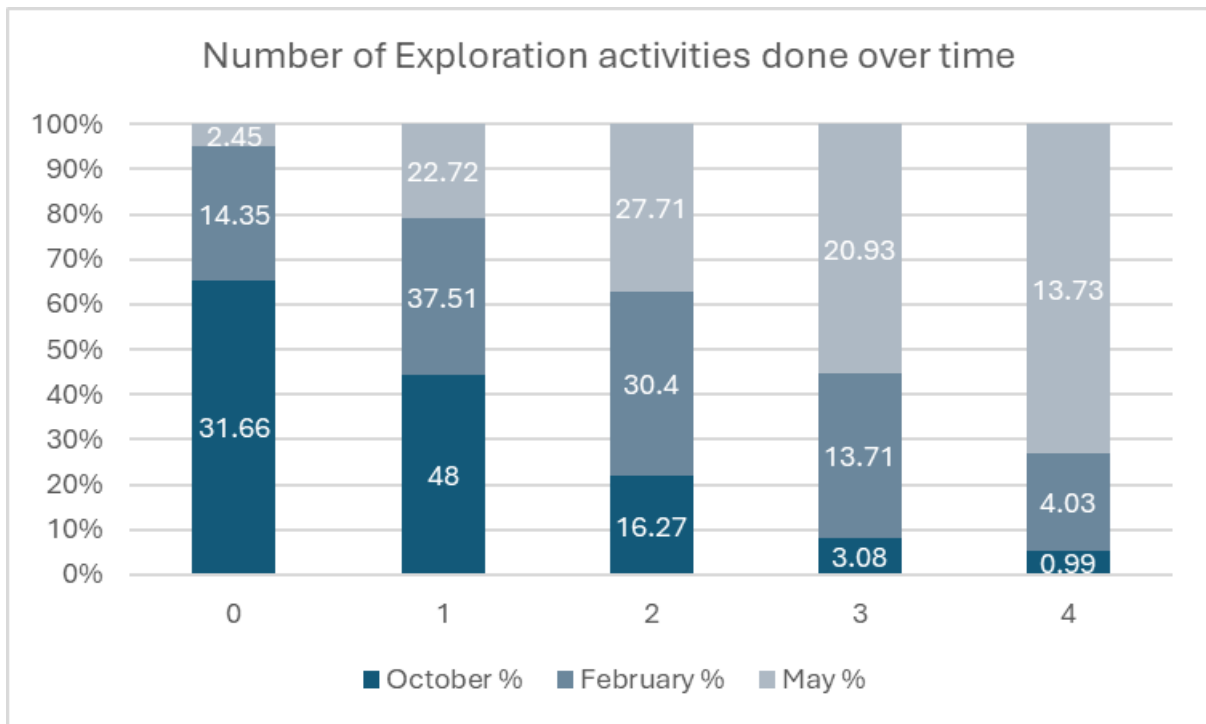


Figure 5- percentage distribution of surveyed students by number of career exploration activities they participated in since the start of the 2024-25 academic year, measured in October, February and May.

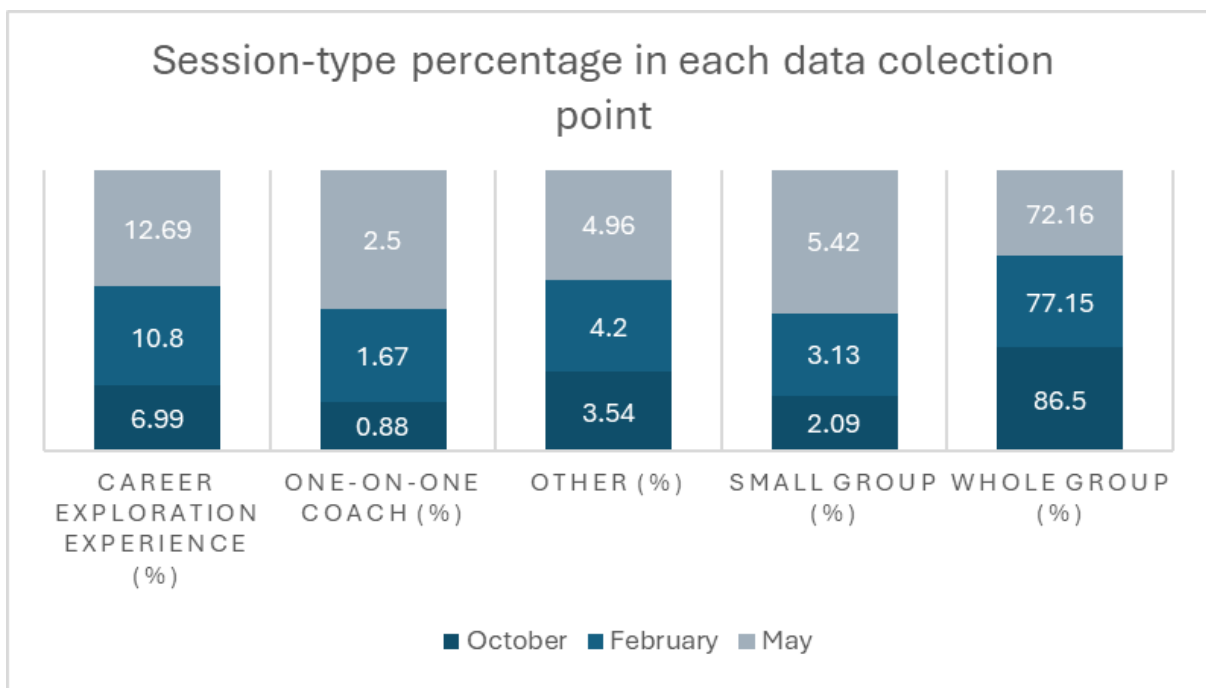


Figure 6- Percentage distribution of surveyed students per session type in October, February and May.

Finally, as the year progressed, students felt greater clarity about how to navigate their next steps (Figure 7). Students' need for follow-up sessions decreased from 33.17% in October to 25.01% in May, while more students affirmed knowing what they were doing next (43.16% in May compared to 35.46% in October).

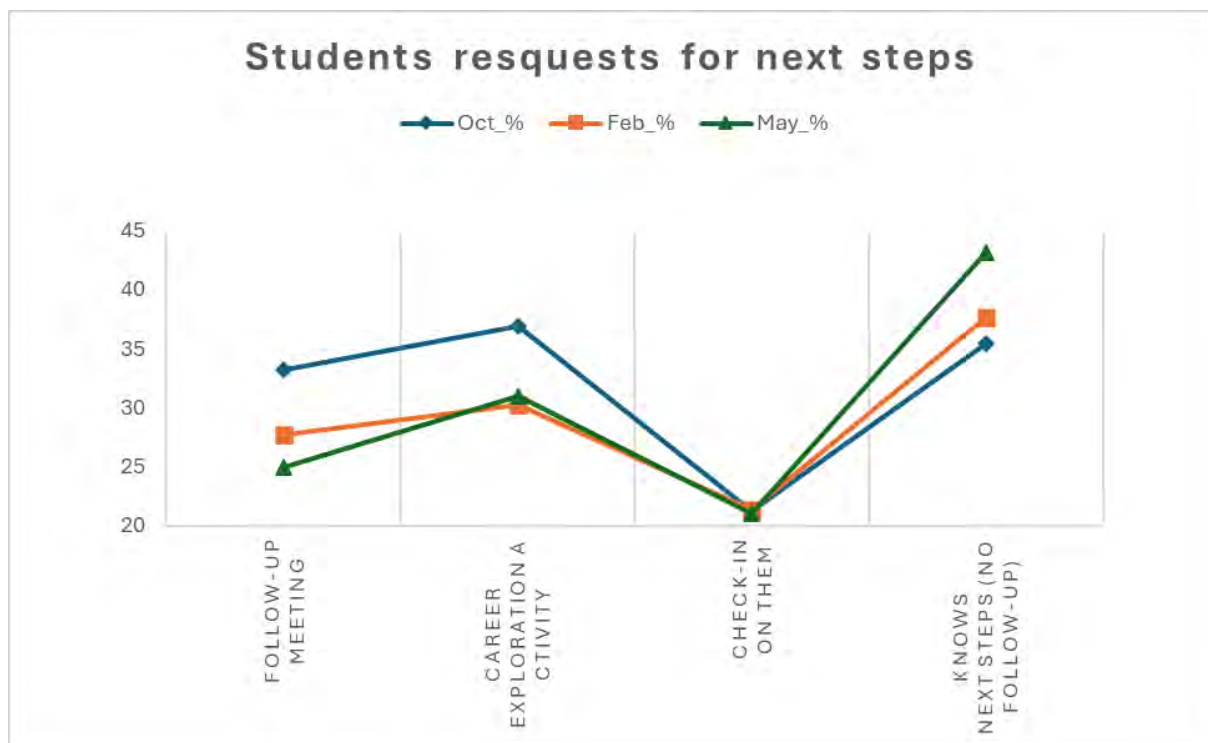


Figure 7- Percentage distribution of surveyed students per type of follow-up desired, compared between October, February and May of 2024-25.

As students became increasingly aware of potential careers and how to describe themselves, they also became more proactive in exploring their career options. Along with these changes, career certainty and RIASEC congruence declined over time, indicating that greater awareness about different career options incentivises students to reconsider their interests and the steps needed to achieve those interests. Therefore, students may benefit from continued discussions that help them make sense of their feelings, insights, and choices while exploring unfamiliar knowledge and skills.

Career Development

The relationships between career development measures analyzed in this study; career certainty, RIASEC congruence between students' career interests and self-perceived current abilities, proactive engagement in career exploration, and job concentration as a negative concept, were examined across all three survey data collection periods (October, February, and May). This analysis enables prediction of the effects of future investments in career development provision for students. For instance, investing in learning about specific jobs from a wider range than the most commonly mentioned ones is not only beneficial but also desirable for students, as the evidence demonstrates.

Career certainty, engagement in a greater variety of exploration activities, and RIASEC knowledge show strong and stable correlations among themselves and with career concentration. These dynamics, highlighted by multivariate regression analysis over time

and illustrated in Figure 1, remained significant throughout the year despite changes in the age composition of participating cohorts and in the types of sessions provided.

Engaging in Different Forms of Career Exploration

Proactive engagement in a variety of activities that allow students to experiment and explore the world of careers is one of the most impactful behaviors examined in the study. Students who participated in two or more career development activities, such as exploring or experimenting with careers, also:

- Had higher career certainty, meaning they felt more confident about achieving their career goals [December: 2 or more exploration activities done ($\beta = 0.348$, $p < 0.001$). February: number of exploration activities ($\beta = 0.224$, $p < 0.050$)]
- Had greater RIASEC congruence as their career interests matched more strongly with their self-perceived abilities [February: 2 or more exploration activities ($\beta = 0.045$, $p < 0.050$). May: 3 or more exploration activities ($\beta = 0.60$, $p < 0.050$)]
- Were more certain about which steps to take next [(December: number of exploration activities: ($\beta = 0.290$, $p < 0.001$). May: number of exploration activities ($\beta = 0.11$, $p < 0.010$)]

The increased participation in and diversity of career exploration activities significantly contributes to students' career development and their engagement with career advice. The strong link with career certainty alone should highlight this as a key investment focus for schools and career development providers. The higher certainty students have in their career interests, the less likely they are to need self-directed career development support (Schadl, Sheppard and Chen, 2017).

However, for younger students, exploring more and gathering additional career information does not necessarily increase their career certainty. They also need to develop the habit of considering how career options relate to their personal skills and growth, as well as whether they can take the necessary steps to reach those goals. The career interests of young people may be too fluid to provide sufficient stability for them to feel confident about either of these aspects.

Career Certainty

The younger cohort of students surveyed in May displayed lower career certainty compared to the October and February cohorts (see Figure 3), likely because they are at a developmental stage when career decision-making is less urgent and perhaps more exploratory (Choi et al., 2015; McCowan et al., 2024). High school students were significantly more certain about their careers than their middle school counterparts in May ($\beta = 0.96$, $p < 0.001$). This supports the possibility that average student career certainty may have increased over time, assuming the surveyed students had not been predominantly younger middle school students. This hypothesized increase is supported by the strong positive correlations between career certainty and increased student participation in career exploration activities, as well as student perceptions of session helpfulness regarding career information and personalized dialogue (see discussion about these correlations earlier in this section).



In addition to career certainty, the interplay between developmental stages and the types of career development experiences provided also affects the congruence between interests and perceived abilities. This career development outcome appears susceptible to age-related factors as well as the quality, frequency, and timing of ongoing guidance.

RIASEC congruence

This section examines how career development for Montgomery County Public School students during the 2024-25 academic year appeared to be naturally linked to stages of psycho-emotional development. However, tailoring and managing career development support to students' specific developmental stages can enhance their progress in career-related growth.

Middle School

A decline in RIASEC congruence—the match between students' career interests and self-perceived abilities—was observed over the academic year, primarily due to a shift toward a younger cohort. By May, 12-year-olds represented 36.6% of students, up from 4.5% in October. Prior research indicates that younger adolescents, especially those in middle school, display less differentiated and less stable vocational interests than their older peers (Gfrörer *et al.*, 2021). As Hoff *et al.* (2018) summarize:

During early adolescence, students become less interested in almost every career field; however, these declines are only temporary as interest intensity levels recover in late adolescence. During young adulthood, mean levels of interests remain constant or gradually increase with age.

(pp. 52–53)

This developmental variability, especially during early adolescence, means shifts in career interests can result in less consistency between self-perceived abilities (RIASEC profiles) and current career preferences. Our findings reflect this pattern: as more younger students participated, both RIASEC congruence and the proportion able to provide decisive career answers declined.

Simultaneously, adolescence is a critical stage for career exploration, with experiences during this period exerting particularly strong and sometimes lasting influence on interest development (Gfrörer *et al.*, 2021). However, interview data from our comparable study in Pennsylvania (see Quakertown report) suggested that loyalty to earlier-identified RIASEC themes may contribute to declining congruence, or alignment, over time. Students were more likely to become attached to initial RIASEC codes when they did not engage in sufficient ongoing assisted reflection, such as career conversations with teachers or coaches, as they gained new experiences. This attachment can limit congruence by reducing students' opportunities to refine how their abilities and interests connect with a broader range of careers.



In Montgomery County, participation in two or more career exploration activities remained a positive predictor of RIASEC congruence (February: $\beta = 0.05$, $p < 0.050$; May: $\beta = 0.60$, $p < 0.050$). However, students who rigidly adhered to their initial codes may not have achieved better congruence, even as their exposure increased.

High school

A nuanced picture emerged for high school students, who comprised a small proportion of the May cohort. In October, RIASEC congruence increased significantly with age—for every year of age, students scored 0.14 percentage points higher on a scale of 0 to 7 ($p < 0.050$)—likely due to more crystallized interests and clearer career self-perceptions. By May, this pattern reversed as high school students showed lower congruence than middle school students (School type – High vs. Middle, May: $\beta = -0.86$, $p = 0.021$). This occurred despite high school students still reporting higher career certainty ($\beta = 2.29$, $p < 0.001$), identifying more RIASEC themes ($\beta = 0.72$, $p < 0.050$), and finding career sessions more helpful ($\beta = 0.206$, $p < 0.001$) compared to middle school students in the same month. This reversal may reflect decreased career coaching exposure among high school students.

While knowledge of RIASEC themes increased for all groups, by May, 57.7% of all students could identify three themes, this did not guarantee higher congruence, particularly for younger students. These findings underscore that simply expanding RIASEC knowledge is insufficient for true career self-congruence, especially in early adolescence. For younger or less decided students, increases in RIASEC knowledge may precede but not guarantee career clarity.

To bridge this gap, schools should combine ongoing career exploration and hands-on experiences with structured reflection, such as adult-led discussions, to help students translate their experiences into more accurate self-perceptions. Emphasizing reflection alongside exposure will help both younger and older students navigate the exploratory nature of their career development, turning periods of lower congruence into opportunities for growth rather than indicators of failure.

Provision implications

Our findings indicate that simply increasing students' RIASEC knowledge is insufficient to ensure meaningful self-career congruence, particularly for those in earlier stages of career development. For younger or less decided students, gains in RIASEC awareness often precede, rather than accompany, genuine clarity about their career interests and next steps. To bridge this gap, schools should intentionally integrate structured reflection, such as coach or teacher-led career conversations or debriefings, immediately following career exploration and experiential activities. These reflective opportunities will help students process their experiences, connect emotions and insights to self-perceived strengths, and translate exposure into greater congruence.

For high school students, who may become less aligned over time without support, career development provision should invest in ongoing, diverse career exploration and hands-on



experiences, ensuring that older students have as many opportunities as their younger peers to learn about a broad range of options. For these students, reflective conversations should also follow these experiences and be tailored to students' developing interests and emerging career certainty, helping older adolescents refine and update their career goals as they approach post-secondary transitions.

Student Preferences for Follow-Up

Students were more likely to want to continue talking to a career coach if they were already invested in their career development through proactive engagement with exploration and critical thinking about their progress. Additionally, these students tended to be those who found career coaching sessions helpful and gained more from those sessions in terms of RIASEC knowledge and career certainty. While there was a slight tendency for older students to seek further advising, this student engagement profile depends mainly on the quality and personal relevance of their experiences.

Regardless of student career exploration experience or time of year, students were more likely to want to continue engaging in career advising sessions if the session involved a conversation with an advisor or a one-on-one session with a coach. This emphasizes the importance of personal career conversations for all students, as these were also the types of sessions students found most helpful.

Conversely, students were more likely not to want follow-up if they had fewer one-on-one career sessions and had already engaged in a wide range of career-related activities, particularly those with more real-world career experience. For instance, in May, having earned money in an area of interest was associated with a 9.48 percentage point increase in the probability of "knowing next steps." These students, who were more likely to know their next steps, may also have been somewhat older and less likely to pursue further advising if they felt previous sessions were sufficient, less valuable, or if their last advisor contact resolved their questions.

Recommendations

Prioritize personalized career conversations by ensuring that all students, regardless of age or exploration background, have access to regular one-on-one or small-group sessions with a career advisor or coach. Structure sessions to include time for individualized dialogue, as these were consistently rated as most helpful and were linked to greater ongoing engagement. Such individual attention is beneficial at every stage, helping to prevent middle and high school students from becoming "stuck" in early-identified RIASEC codes or disengaged as their interests evolve.

Integrate reflection into career exploration by embedding opportunities for structured critical reflection after career exploration activities through guided debriefs, reflective journaling, or coach-led discussions, to help students connect experiences to their interests and abilities. This approach promotes deeper critical thinking about individual progress and ensures exposure to different careers is meaningfully linked to RIASEC profiles and evolving self-perceptions.

Foster RIASEC literacy in early grades and reinforce it in later grades for students who may not have learned about it. Over time, tracking how students' career interests align with their self-perceived abilities allows for increasingly personalized advising. Coaches should introduce a wide range of careers, especially interdisciplinary and emerging fields that span multiple RIASEC types, helping students deconstruct misconceptions about "acceptable" or "prestigious" career paths.

Monitor and support older students, particularly high school students. While high school students may present as more certain, the data show that lower congruence can occur if they lack reflective support and ongoing exposure to new options. Targeted invitations, flexible drop-ins, or proactive check-ins should ensure continued engagement, particularly for those at risk of self-selecting out after initial advising experiences.

Tailor career support based on student profiles by recognizing those highly involved in real-world career activities or who have demonstrated clear next steps, and provide optional, interest-driven advice rather than compulsory follow-ups. For those less confident or with minimal real-world exposure, career conversations should be scheduled proactively and tailored to address their unique uncertainties, increasing relevance and impact.

Continuously evaluate session usefulness and relevance by regularly gathering feedback on session format, value, and congruence with student interests. Use this input to continually refine programming for maximum benefit and personalization.

Conclusion

This study provides evidence on the importance of dialogic career advising within large-scale, equitable education reforms. The Montgomery County Career Advising Program (MoCo CAP), delivered in alignment with Maryland Blueprint legislation, supported over 87,000 students across a wide continuum of backgrounds and developmental stages. Through a combination of descriptive and multivariate analyses, findings consistently show that one-on-one and small-group career conversations, paired with exploration activities, are the most effective drivers of student engagement, self-knowledge, and career certainty.

Crucially, students' progress toward meaningful career development is shaped not only by increased exposure to career options and RIASEC literacy but also by opportunities for guided reflection and the relevance of session experiences. The data highlight persistent developmental differences: younger students benefit most from frequent, reflective sessions that help them refine and update evolving interests, while high school students require sustained, individualized support to translate growing certainty and knowledge into actionable, well-aligned next steps. Without such scaffolding, both career certainty and RIASEC congruence are likely to weaken, especially if program participation skews younger.

Additionally, diversity in activity format and explicit reinforcement of RIASEC concepts increase students' ability to articulate a broader and more differentiated set of interests and skills. The flexibility of coaching models, combined with proactive monitoring and targeted supports, helps ensure all students, including those more advanced in real-world experience, receive career guidance tailored to their needs. Regular feedback from students regarding session helpfulness and fit should remain a cornerstone of program refinement.

Overall, the findings call for career development provision that is integrated, developmentally informed, and personalized at all stages of secondary schooling. Investing in frequent, reflective, and dialogic encounters with career advisors will advance both student self-efficacy and equity in post-secondary transitions. As Montgomery County continues to implement and iterate on MoCo CAP, these insights can inform the next phase of policy and practice, serving as a model for scalable, research-driven career development interventions in diverse educational contexts.



Appendix 1: Survey

Student Survey: Career Experience Feedback

Student ID: _____

Age: _____

What Grade Are You In?

☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

What Middle School Do You Attend?

(Select one)

- | | |
|--|---|
| ☐ A. Mario Loiederman | ☐ Argyle |
| ☐ Benjamin Banneker | ☐ Briggs Chaney |
| ☐ Cabin John | ☐ Dr. Martin Luther King Jr. |
| ☐ Earle B. Wood | ☐ Eastern |
| ☐ Forest Oak | ☐ Francis Scott Key |
| ☐ Gaithersburg | ☐ Hallie Wells |
| ☐ Herbert Hoover | ☐ John Poole |
| ☐ John T. Baker | ☐ Julius West |
| ☐ Kingsview | ☐ Lakelands Park |
| ☐ Montgomery Village | ☐ Neelsville |
| ☐ Newport Mill | ☐ North Bethesda |
| ☐ Odessa Shannon | ☐ Parkland |
| ☐ Redland | ☐ RICA |
| ☐ Ridgeview | ☐ Robert Frost |
| ☐ Roberto W Clemente | ☐ Rocky Hill |
| ☐ Rock Terrace | ☐ Rosa Parks |
| ☐ Shady Grove | ☐ Silver Creek |
| ☐ Silver Spring International | ☐ Sligo |
| ☐ Takoma Park | ☐ Thomas W. Pyle |
| ☐ Tilden | ☐ William Farquhar |
| ☐ Westland | ☐ White Oak |

Which type of session did you just have today?

- ☐ Whole group (10 or more students with a Career Advising Coach)
- ☐ Small group (less than 10 students with a Career Advising Coach)
- ☐ One-on-one with a Career Advising Coach
- ☐ Career Exploration Experience (Meet-a-Pro or MoCo CAP Career Event)
- ☐ Other: _____

Did today's session help you know what to do next to pursue your career options?
(Please circle one)



Appendix 2: Variables

Table 2- Variables derived from the survey responses used in the multivariate regression analyses.

Variable	Type	Survey question	Categories or scale	Analytical type
School type	Categoric or binary	From the school's name and response to either "What Middle School Do You Attend?" or "What High School Do You Attend?"	0= Middle School, 1= High School	Indicator
Grade	Ordinal	What Grade Are You In?	6,7,8,9,10,11,12	Control
Age	Ordinal	Age	10 to 19	Control
Submission month	Ordinal	From the date of submission	October, February, May	Indicator
Number of RIASEC themes identified	Ordinal	Which RIASEC themes do you claim? (Response options include the 6 RIASEC themes and "I haven't learned about this yet")	0, 1, 2, 3, missing	Indicator
Not having learned about RIASEC	Binary	Which RIASEC themes do you claim?	0= No, 1= Yes	Indicator
Valued learning about RIASEC in the session	Binary	If theme(s) or RIASEC were included in the answer to "What was the most valuable part of this experience?"	0= No, 1= Yes	Outcome
Spoke with Career Advisor	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
Earned money working in area of interest	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
Attended job shadowing or work-site	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
Did career exploration activities	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
I talked to someone about the job I would like to do when I finish my education	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
Researched the internet for information about careers	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
Visited a job fair	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
Did an internship or apprenticeship	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
Did voluntary work	Binary	This school year, select everything you have done so far (9 options)	0= No, 1= Yes	Indicator
Wants a check in on them next	Binary	What kind of follow-up would be helpful for you? (4 options)	0= No, 1= Yes	Indicator
Wants a Career Exploration activity next	Binary	What kind of follow-up would be helpful for you? (4 options)	0= No, 1= Yes	Indicator
Knows their next steps/ does not want follow-up	Binary	What kind of follow-up would be helpful for you? (4 options)	0= No, 1= Yes	Indicator/ Outcome
Wants a follow-up meeting with the Career Advisor	Binary	What kind of follow-up would be helpful for you? (4 options)	0= No, 1= Yes	Indicator/ Outcome
Did two or more career exploration activities	Binary	Count from the 9-option response to "This school year, select everything you have done so far"	0= No, 1= Yes	Indicator/ Outcome
Did three or more career exploration activities	Binary	Count from the 9-option response to "This school year, select everything you have done so far"	0= No, 1= Yes	Indicator/ Outcome
Career certain	Binary	How likely are you to have one of those careers someday? (1-to-5 Likert scale)	0 = "not likely" or a "little likely" 1 = "likely" or "very likely"	Indicator / Outcome
Found the session helpful	Binary	Did today's session help you know what to do next to pursue your career options? (1-to-5 Likert scale)	0= "strongly disagree" or "disagree", 1 = "agree" or "strongly agree"	Indicator / Outcome
Job Concentration	Binary	Having identified at least one of the 10 most identified jobs by the survey cohort in that month in response to "What are three possible careers you are considering?"	0= No, 1= Yes	Indicator/ Outcome
RIASEC congruence	Ordinal	Score of matching between the self-identified RIASEC themes and the RIASEC themes in the jobs of interest according to the O*Net taxonomy (2025) (7 = 3+ matches where at least one is a dominant theme in jobs of interest, 6= 3+ matches with non-dominant RIASEC themes in jobs of interest, 5= 2 matches where at least one is dominant theme in jobs of interest, 4= 2 matches with non-dominant RIASEC themes in jobs of interest, 3= 1 match with a dominant RIASEC theme in jobs of interest, 2= 1 match with a dominant RIASEC theme in jobs of interest, 1= No matches but letters present, 0= No letters or empty)	0 to 7	Indicator/ Outcome



Appendix 3: Descriptive data comparison

Table 3- Frequency and percentage distribution for main variables analysed for full October, February and May survey samples in the study.

Variable	Category / Metric	October (N= 11,259)		February (N= 10,146)		May (N= 8,395)	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
School type	Middle school	5,386	47.84	5,553	53.82	5,743	68.41
	High school	5,873	52.16	3,981	38.59	2,045	24.36
	Missing	—	—	783	7.59	607	7.2
	Total	11,259	100	9,534	92.41	7,788	92.77
Grade	6th	1,517	13.47	778	7.54	3,642	43.38
	7th	259	2.3	3,984	38.62	1,583	18.86
	8th	3,610	32.06	991	9.61	692	8.24
	9th	1,679	14.91	2,446	23.71	1,173	13.97
	10th	3,527	31.33	672	6.51	550	6.55
	11th	438	3.89	413	4	252	3
	12th	229	2.03	710	6.88	186	2.22
	Missing	—	—	323	3.13	317	3.78
	Total	11,259	100	9,994	96.87	8,078	96.22
RIASEC count	0	373	3.31	973	9.43	487	5.8
	1	2,378	21.12	2,215	21.47	1,557	18.55
	2	2,638	23.43	2,307	22.36	1,507	17.95
	3	5,870	52.14	4,822	46.74	4,844	57.7
	Total	11,259	100	10,317	100	8,395	100
Did not learn RIASEC	Did not	471	4.18	973	9.43	487	5.8
	Did/Does not know	10,788	95.82	9,344	90.57	7,908	94.2
	Total	11,259	100	10,317	100	8,395	100
Helpful session scale	Strongly disagree	828	7.35	241	2.34	359	4.28
	Disagree	566	5.49	—	—	613	7.3
	Neither agree nor disagree	2,768	24.58	2,827	27.4	2,527	30.1
	Agree	7,410	65.81	3,812	36.95	2,919	34.77
	Strongly agree	2,680	25.98	—	—	1,938	23.09
	Missing	—	—	191	1.85	39	0.46
	Total	11,259	100	10,126	98.15	8,356	99.54
Career certainty scale	Not likely	216	1.95	262	2.54	395	4.76
	A little likely	376	3.4	572	5.54	686	8.26
	Somewhat likely	2,460	22.25	2,726	26.42	2,246	27.04
	Likely	4,003	36.21	3,698	35.84	2,867	34.52
	Very likely	3,999	36.18	2,807	27.21	2,112	25.43
	Missing	—	—	252	2.44	89	1
	Total	11,054	100	10,065	97.56	8,306	100
Type of session	Career Exploration Experience	787	6.99	1,114	10.8	1,065	12.69
	One-on-one with a Career Advising Coach	99	0.88	172	1.67	210	2.5
	Other	399	3.54	433	4.2	416	4.96
	Small group (<10)	235	2.09	323	3.13	455	5.42
	Whole group (10+)	9,739	86.5	7,960	77.15	6,058	72.16
	Missing	—	—	315	3.05	191	2.28
	Total	11,259	100	10,002	96.95	8,204	97.72
Follow-up desired	Follow-up meeting	3,735	33.17	2,855	27.67	2,100	25.01
	Career exploration activity	4,155	36.9	3,122	30.26	2,598	30.95
	Check-in on them	2,390	21.23	2,200	21.32	1,764	21.01
	Knows next steps (no follow-up)	3,993	35.46	3,882	37.63	3,623	43.16
	Total	11,259	100	10,317	100	8,395	100
Number of Exploration activities	0	3,565	31.66	1,481	14.35	206	2.45
	1	5,404	48	3,870	37.51	1,907	22.72
	2	1,832	16.27	3,136	30.4	2,326	27.71
	3	347	3.08	1,414	13.71	1,757	20.93
	4	111	0.99	416	4.03	1,153	13.73



Total

11,259

100

10,317

100

8,395

100



Appendix 4: Descriptives of jobs of interest

Table 4- Frequency and percentage distribution of variables related to students' open-ended job of interest responses.

		October (N= 818)		February (N= 957)		May (N= 932)	
Variable	Category / Metric	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
10 Most Frequent Jobs (ONET matches)							
	Athletes and Sports Competitors	120	4.89	128	3.72	37	3.97
	Lawyers	117	4.77	151	4.39	27	2.9
	Physicians, Pathologists	107	4.36	149	4.33	29	3.11
	Engineers, All Other	110	4.48	138	4.01	21	2.25
	Artists and Related Workers, All Other	54	2.2	49	1.43	18	1.93
	Registered / Acute Care Nurses	60	2.44	38	1.1	10	1.07
	Secondary School Teachers, Except Special Education	61	2.48	61	1.78	18	1.93
	Hairdressers, Hairstylists, and Cosmetology	—	—	63	1.83	4	0.43
	Police and Sheriff's Patrol Officers	33	1.34	—	—	11	1.18
	Veterinarians	39	1.59	37	1.08	11	1.18
Answers with no match to an ONET occupation							
	RIASEC theme	58	2.36	40	1.16	4	0.43
	Too general	148	6.03	523	15.21	53	5.69
	Could not answer	164	6.68	772	22.46	375	40.24
	Too ambiguous	135	5.5	37	1.08	14	1.5
	Specific ONET match	1,950	79.46	2,065	60.06	486	52.15
	Total	2,455	100.04	3,437	99.97	932	100
RIASEC Congruence		6.57	(SD 4.05)	5.99	(SD 4.16)	4.4	(SD 1.94)

Note: The data provided above pertains to a sample of survey respondents, selected randomly each month by maintaining the data of every ninth student in chronological order of survey submission.



Appendix 5: Regression coefficient comparison tables

Table 5- Comparison of significant positive and negative regression correlations ($p < 0.050$) with student perception of session usefulness between October, February and May.

Outcome variable	October		February		May	
	Positive correlations	Negative correlations	Positive correlations	Negative correlations	Positive correlations	Negative correlations
Session helpfulness (agreed or strongly agreed that the session was helpful)	Number of RIASEC themes: ($\beta = 0.224$, $p = 0.019$, 95% CI [0.037, 0.411])	Wants to be checked in next: ($\beta = -0.764$, $p = 0.003$, 95% CI [-1.272, -0.256])	Number of RIASEC themes ($\beta = 0.096$, $p = 0.021$, 95% CI [0.015, 0.176])	Other sessions compared to having a career exploration experience ($\beta = -0.885$, $p = 0.005$, 95% CI [-1.487, -0.282])	Career certain ($\beta = 2.29$, $p < 0.001$, 95% CI [1.97, 2.60])	Other vs. Career exploration ($\beta = -1.46$, $p = 0.003$, 95% CI [-2.17, -0.74])
	Career certainty (1 to 5): ($\beta = 0.505$, $p < 0.001$, 95% CI [0.336, 0.674])	Knows next steps (no follow-up): ($\beta = -0.819$, $p < 0.001$, 95% CI [-1.071, -0.567])	Career certain ($\beta = 1.625$, $p < 0.001$, 95% CI [1.356, 1.893])		School type – High vs. Middle ($\beta = 0.76$, $p = 0.025$, 95% CI [0.10, 1.42])	Whole group vs. Career exploration ($\beta = -0.58$, $p = 0.015$, 95% CI [-1.10, -0.06])
	2 or more exploration activities done: ($\beta = 0.587$, $p = 0.006$, 95% CI [0.170, 1.004])	Did not learn RIASEC: ($\beta = -1.038$, $p = 0.003$, 95% CI [-1.717, -0.359])	Wants to meet an advisor next ($\beta = 0.294$, $p < 0.001$, 95% CI [0.172, 0.415])		Wants to meet advisor next ($\beta = 0.51$, $p = 0.014$, 95% CI [0.11, 0.90])	
			Did job shadowing ($\beta = 0.442$, $p = 0.013$, 95% CI [0.097, 0.788])		Talked about future job ($\beta = 0.38$, $p = 0.020$, 95% CI [0.08, 0.67])	
			Talked with career advisor ($\beta = 0.415$, $p = 0.003$, 95% CI [0.148, 0.683])		Valued discussing jobs/careers ($\beta = 0.36$, $p = 0.043$, 95% CI [0.01, 0.70])	



Table 6- Comparison of significant positive and negative regression correlations ($p < 0.050$) with students not needing a follow-up, between October, February and May.

Outcome variable	October		February		May	
	Positive correlations	Negative correlations	Positive correlations	Negative correlations	Positive correlations	Negative correlations
Does not need follow-up (yes/no)		Session usefulness (1 to 5): ($\beta = -0.603$, $p < 0.001$, 95% CI $[-0.904, -0.302]$)	Diversity of exploration activities: ($\beta = 0.290$, $p < 0.001$, 95% CI $[0.165, 0.416]$)	Talked with career advisor: ($\beta = -0.400$, $p < 0.001$, 95% CI $[-0.614, -0.187]$)	Earned money in area of interest ($\beta = 0.39$, $p = 0.050$, 95% CI $[-0.00, 0.77]$)	One-on-one with Career Advisor ($\beta = -0.68$, $p = 0.016$, 95% CI $[-1.22, -0.13]$)
					Grade (p weights) ($\beta = 0.16$, $p = 0.019$, 95% CI $[0.03, 0.30]$)	Talked with career advisor ($\beta = -0.42$, $p < 0.001$, 95% CI $[-0.61, -0.23]$)
					Diversity of exploration activities ($\beta = 0.11$, $p = 0.002$, 95% CI $[0.04, 0.19]$)	Found session helpful ($\beta = -0.27$, $p = 0.046$, 95% CI $[-0.53, -0.00]$)



Table 7- Comparison of significant positive and negative regression correlations ($p < 0.050$) with student desire for meeting with an advisor next, between October, February and May.

Outcome variable	October		February		May	
	Positive correlations	Negative correlations	Positive correlations	Negative correlations	Positive correlations	Negative correlations
Wants to meet with an advisor	Students who did not learn RIASEC 1.07 percentage points ($p = 0.007$)		Talked with career advisor ($\beta = 0.349$, $p < 0.001$, 95% CI [0.195, 0.502])		One-on-one with Career Advisor ($\beta = 1.02$, $p = 0.004$, 95% CI [0.34, 1.69])	
	Number of RIASEC themes ($B=0.424$, $p<0.001$)		Career certain ($\beta = 0.252$, $p = 0.005$, 95% CI [0.081, 0.422])		Found session helpful ($\beta = 0.58$, $p = 0.001$, 95% CI [0.24, 0.93])	
			Found session helpful ($\beta = 0.272$, $p < 0.001$, 95% CI [0.157, 0.387])		Talked with career advisor ($\beta = 0.53$, $p < 0.001$, 95% CI [0.31, 0.74])	
			Grade (p weights) ($\beta = 0.089$, $p = 0.036$, 95% CI [0.006, 0.171])			
			Other type of session (vs. whole group) ($\beta = 0.292$, $p < 0.001$, 95% CI [0.139, 0.445])			
			One-on-one with a Career Advising Coach ($\beta = 0.798$, $p = 0.004$, 95% CI [0.261, 1.335])			
			RIASEC count ($\beta = 0.134$, $p = 0.004$, 95% CI [0.044, 0.223])			

Table 8- Comparison of significant positive and negative regression correlations ($p < 0.050$) with career certainty, between October, February and May.

Outcome variable	October		February		May	
	Positive correlations	Negative correlations	Positive correlations	Negative correlations	Positive correlations	Negative correlations
Career certain (thought it likely or very likely to have one of the careers identified one day)	Session usefulness (1 to 5): ($\beta = 0.897$, $p < 0.001$, 95% CI [0.531, 1.262])		Number of RIASEC themes (0 to 3) ($\beta = 0.152$, $p < 0.001$, 95% CI [0.088, 0.217])		Number of RIASEC themes ($\beta = 0.22$, $p < 0.001$, 95% CI [0.12, 0.32])	Grade (p weights) ($\beta = -0.18$, $p = 0.019$, 95% CI [-0.32, -0.03])
	2 or more exploration activities done: ($\beta = 0.348$, $p < 0.001$, 95% CI [0.245, 0.451])		Found session helpful ($\beta = 1.633$, $p < 0.001$, 95% CI [1.381, 1.885])		Found session helpful ($\beta = 2.29$, $p < 0.001$, 95% CI [1.98, 2.60])	
	Wants to meet an advisor next: ($\beta = 0.227$, $p < 0.001$, 95% CI [0.126, 0.327])		Wants to meet an advisor next ($\beta = 0.260$, $p = 0.005$, 95% CI [0.081, 0.440])		School type – High vs. Middle ($\beta = 0.96$, $p = 0.001$, 95% CI [0.42, 1.50])	
	Knows next steps (no follow-up): ($\beta = 0.410$, $p < 0.001$, 95% CI [0.288, 0.532])		Diversity of exploration activities ($\beta = 0.224$, $p = 0.042$, 95% CI [0.009, 0.438])			

Table 9- Comparison of significant positive and negative regression correlations ($p < 0.050$) with the number of RIASEC themes can identify those that do not need a follow-up, between October, February and May.

Outcome variable	October		February		May	
	Positive correlations	Negative correlations	Positive correlations	Negative correlations	Positive correlations	Negative correlations
Number of RIASEC themes identified (0 to 3) No fit in October	Session usefulness (utility_oct): ($\beta = 0.129$, $p = 0.012$, 95% CI [0.029, 0.228])	Age: ($\beta = -0.344$, $p < 0.001$, 95% CI [-0.527, -0.161])	Found session helpful ($\beta = 0.145$, $p = 0.011$, 95% CI [0.035, 0.255])	Grade (p weights)* ($\beta = -0.251$, $p = 0.027$, 95% CI [-0.473, -0.029])	School type – High vs. Middle ($\beta = 0.72$, $p = 0.025$, 95% CI [0.09, 1.35])	Grade (p weights) ($\beta = -0.31$, $p < 0.001$, 95% CI [-0.47, -0.16])
	Wants to meet an advisor next (follow_meeting): ($\beta = 0.424$, $p = 0.001$, 95% CI [0.166, 0.682])	One-on-one with a Career Advising Coach: ($\beta = -2.319$, $p = 0.007$, 95% CI [-4.004, -0.633])	Wants to meet an advisor next ($\beta = 0.338$, $p = 0.001$, 95% CI [0.152, 0.524])		Career certain ($\beta = 0.42$, $p < 0.001$, 95% CI [0.24, 0.60])	Earned money in area of interest ($\beta = -0.22$, $p = 0.049$, 95% CI [-0.45, 0.00])
	Diversity of exploration activities: ($\beta = 0.211$, $p = 0.001$, 95% CI [0.082, 0.339])	Small group (less than 10 students): ($\beta = -1.189$, $p = 0.002$, 95% CI [-1.929, -0.450])	Career certain ($\beta = 0.317$, $p < 0.001$, 95% CI [0.206, 0.428])		Knows next steps ($\beta = 0.36$, $p = 0.004$, 95% CI [0.12, 0.60])	
			Wants to explore careers next ($\beta = 0.403$, $p < 0.001$, 95% CI [0.224, 0.582])		Talked with career advisor ($\beta = 0.34$, $p = 0.009$, 95% CI [0.09, 0.59])	
			Wants to be checked in next ($\beta = 0.290$, $p = 0.011$, 95% CI [0.068, 0.512])		Wants to explore careers ($\beta = 0.28$, $p = 0.004$, 95% CI [0.09, 0.46])	
			Knows next steps (no follow-up) ($\beta = 0.319$, $p < 0.001$, 95% CI [0.146, 0.491])		Found session helpful ($\beta = 0.25$, $p = 0.039$, 95% CI [0.01, 0.49])	
			Talked with career advisor ($\beta = 0.220$, $p = 0.001$, 95% CI [0.098, 0.343])			
			Talked about future job ($\beta = 0.277$, $p < 0.001$, 95% CI [0.133, 0.421])			



Table 10- Comparison of significant positive and negative regression correlations ($p < 0.050$) with not having learned about RIASEC, between October, February and May.

Outcome variable	October		February		May	
	Positive correlations	Negative correlations	Positive correlations	Negative correlations	Positive correlations	Negative correlations
Not having learned about RIASEC	Age: ($\beta = 0.443$, $p = 0.007$, 95% CI [0.120, 0.767])	Session usefulness (1 to 5): ($\beta = -0.383$, $p = 0.003$, 95% CI [-0.639, -0.126])	Grade (p weights) ($\beta = 0.582$, $p < 0.001$, 95% CI [0.288, 0.876])	Career certain ($\beta = -0.565$, $p < 0.001$, 95% CI [-0.809, -0.320])	Grade (p weights) ($\beta = 0.36$, $p = 0.033$, 95% CI [0.04, 0.67])	Knows next steps ($\beta = -0.95$, $p < 0.001$, 95% CI [-1.47, -0.43])
	Wants to meet an advisor next: ($\beta = 0.778$, $p = 0.021$, 95% CI [0.115, 1.441])		Small group ($\beta = 0.696$, $p = 0.027$, 95% CI [0.080, 1.313])	School type (high compared to middle) ($\beta = -1.014$, $p = 0.019$, 95% CI [-1.854, -0.173])		Found session helpful ($\beta = -0.66$, $p = 0.003$, 95% CI [-1.13, -0.19])
	Knows next steps (no follow-up): ($\beta = 0.827$, $p = 0.038$, 95% CI [0.047, 1.607])			Wants to meet an advisor next ($\beta = -0.529$, $p = 0.021$, 95% CI [-0.976, -0.083])		Career certain ($\beta = -0.54$, $p = 0.004$, 95% CI [-0.83, -0.24])
				Wants to explore careers next ($\beta = -0.548$, $p = 0.002$, 95% CI [-0.889, -0.208])		
				Knows next steps (no follow-up) ($\beta = -0.787$, $p < 0.001$, 95% CI [-1.126, -0.447])		
				Talked with career advisor ($\beta = -0.389$, $p = 0.001$, 95% CI [-0.612, -0.166])		
				Talked about future job ($\beta = -0.308$, $p = 0.010$, 95% CI [-0.540, -0.077])		

Table 11- Comparison of significant positive and negative regression correlations ($p < 0.050$) with RIASEC congruence, between October, February and May.

Outcome variable	October		February		May	
	Positive correlations	Negative correlations	Positive correlations	Negative correlations	Positive correlations	Negative correlations
RIASEC congruence	Age ($\beta = 0.014$, $p < 0.05$, 95% CI [0.002, 0.026])	Did not learn RIASEC ($\beta = -0.142$, $p < 0.05$, 95% CI [-0.266, -0.019]) ^a	Did 2+ exploration activities ($\beta = 0.045$, $p = 0.019$, 95% CI [0.008, 0.081])	Did not learn about RIASEC: ($\beta = -10.248$, $p < 0.001$, 95% CI [-12.685, -7.811])	Career Concentration ($\beta = 1.24$, $p < 0.001$, 95% CI [0.77, 1.71])	Did not learn about RIASEC ($\beta = -2.07$, $p < 0.001$, 95% CI [-2.92, -1.23])
	Session usefulness (agree or strongly agree): ($\beta = 0.206$, $p < 0.001$, 95% CI [0.139, 0.274])				Did 3+ exploration activities ($\beta = 0.60$, $p = 0.043$, 95% CI [0.02, 1.18])	School type – High vs. Middle ($\beta = -0.86$, $p = 0.021$, 95% CI [-1.58, -0.13])
					Grade (p weights) ($\beta = 0.26$, $p = 0.003$, 95% CI [0.09, 0.43])	



Table 12- Comparison of significant positive and negative regression correlations ($p < 0.050$) with having identified at least one of the 10 most popular career interests within the cohort (career concentration), between October, February and May.

Outcome variable	October		February		May	
	Positive correlations	Negative correlations	Positive correlations	Negative correlations	Positive correlations	Negative correlations
Career concentration		Age ($\beta = -0.170$, $p = 0.024$, 95% CI [-0.318, -0.022])	RIASEC score (0–7) ($\beta = 0.086$, $p < 0.001$, 95% CI [0.069, 0.103])	Talked with career advisor ($\beta = -0.076$, $p = 0.040$, 95% CI [-0.148, -0.003])	RIASEC congruence score ($\beta = 0.45$, $p < 0.001$, 95% CI [0.30, 0.60])	
		Did not learn RIASEC ($\beta = -1.107$, $p = 0.001$, 95% CI [-1.780, -0.435])	Career certain ($\beta = 0.091$, $p = 0.004$, 95% CI [0.030, 0.151])			
			Did not learn about RIASEC ($\beta = 0.209$, $p = 0.002$, 95% CI [0.084, 0.335])			
			Whole group career session ($\beta = 0.122$, $p = 0.029$, 95% CI [0.013, 0.230])			



Appendix 6: Matrix of comparison of trends

Table 13- Observed significant trends ($p < 0.050$) for each indicator and student career development and engagement outcome.

Predictor (Variable)	Session Helpfulness	Knows Next Steps (no follow-up)	Wants to Meet Advisor Next	RIASEC Congruence Score	Career Concentration
Career Certainty	↑ Oct, Feb, May	—	↑ Feb, May	—	↑ Feb
Number of RIASEC Themes	↑ Oct, Feb	—	↑ Feb, May	↑ Oct (align), May (align)	—
School type – High vs Middle	↑ May	—	—	↓ May	↓ May
Found session helpful	N.A.	↓ May	↑ Feb, May	↑ Feb (count)	↑ Feb
Wants to meet advisor next	↑ Feb, May	—	↑ Feb, May	—	—
Talked with career advisor	↑ Feb (helpful)	↓ Feb, May	↑ Feb, May	↑ May (count)	↓ Feb
Valued discussing jobs/careers	↑ Feb, May	—	—	↑ Feb, May (count)	—
Valued discussing RIASEC	—	—	—	↑ Feb, May (count)	—
Type: Other session (vs career expl.)	↓ Feb, May	—	—	—	—
Type: Whole group (vs career expl.)	↓ May	—	—	—	↑ Feb
Grade (p weights)	↑ May (align)	↑ Feb, May	—	↓ Feb (count), ↑ May (align)	↓ May
Exploration activities: Diversity / ≥2	↑ Feb, May	↑ Feb, May	—	↑ May (align)	—
Completed ≥2 or ≥3 exploration activities	—	—	—	↑ May (align)	—
Did not learn about RIASEC	↑ Feb	—	↑ Feb (advisor)	↓ May (align)	↑ Feb
Knows next steps (no follow-up)	↓ May	N.A.	—	↑ Feb (count)	—

Notes

↑ = Significant positive correlation (predictor increases outcome probability/score)

↓ = Significant negative correlation (predictor decreases outcome probability/score)

Cells show the timepoint(s) (Oct, Feb, May) when the effect was present for that outcome.



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Attachment 8

Kentlands & Lakelands LIVING



Keeping Pace with
the Young Family

POWERED BY
BVM
BEST VERSION MEDIA

PHOTO BY MILA K PHOTOGRAPHY

Connecting Students to Careers: How MoCo CAP is Shaping Futures in the QO Cluster

BY AMANDA ROSENBLOOM

For students in Montgomery County, career goals are no longer just distant dreams—they're taking shape in real classrooms, during job shadows, and through one-on-one career coaching. Thanks to MoCo CAP (Career Advising Program), a growing number of students are discovering their passions early and gaining the tools they need to succeed. And right here in the Kentlands and Lakelands area, local Career Coaches are helping students turn curiosity into confidence.

MoCo CAP is a partnership between **WorkSource Montgomery, Montgomery County Public Schools (MCPS) and Montgomery College**, created to support middle and high school students as they explore their interests and connect with real-world career pathways. The program is part of the county's effort to expand access to career development as outlined in the state's **Blueprint for Maryland's Future**.

At its core, MoCo CAP is about exposure and opportunity. Through career advising, worksite tours, guest speakers, job shadows, internships, and other hands-on experiences, students are learning about industries they may have never considered. Whether they're interested in healthcare, engineering, IT, business, or the trades, the program helps students envision where they could go—and how to get there.

"Our job is to help students see beyond the classroom," said one local Career Coach. "When they meet a professional who looks like them or hear someone's story that resonates, something clicks. They begin to believe, 'I can do this too!'"

Locally, MoCo CAP Career Coaches are embedded full-time in three schools that serve the Kentlands and Lakelands community: **Quince Orchard High School, Ridgeview Middle School, and Lakelands Park Middle School**. Each school has its own dedicated coach who collaborates closely with counselors, teachers, and community partners to provide tailored, age-appropriate career experiences.

At Ridgeview Middle School, the coach is introducing students to career exploration early—before they even start high school. Through interactive classroom work-based activities and specialized career interest assessments, students begin identifying what excites them and what kinds of careers match their strengths.

Quince Orchard hosted a dynamic career panel highlighting the construction industry, an often-overlooked field with rapidly growing opportunities beyond traditional roles. Panelists discussed career tracks in IT, marketing, and project management, as well as the increasing representation of women in construction. They also shared how advances in technology and



demand for infrastructure are fueling industry growth.

For many students, the panel was eye-opening. "I never realized there were so many different jobs in construction," one student reflected. "It's not just hard hats and building—it's a whole business with so many career paths."

Meanwhile, at **Lakelands Park Middle School**, the focus has been on bringing in guest speakers from a wide range of industries, from architecture and hospitality to graphic design and public safety. Students are encouraged to ask questions, reflect on their interests, and envision how their classroom learning connects to real-world jobs.

These coaches are more than advisors; they're mentors and connectors. They take the time to get to know students and help them find opportunities that align with their individual goals whether that's signing up for a high school pathway program, participating in a summer career camp, or connecting with a local business for a job shadow.

MoCo CAP doesn't operate in a vacuum. Local businesses and professionals are key to its success. In fact, many Kentlands and Lakelands businesses have already participated by speaking to students, hosting career day sessions, or offering job shadowing opportunities. The program is always looking for more community partners willing to give just a couple of hours to help shape a student's future.

"If you're a business owner or professional in our area in any role or industry, you have something valuable to share," said QO parent and program Industry Engagement Coordinator, Amanda Rosenbloom. "A short conversation with Q&A can inspire a young person in ways you might not imagine."

Parents and students interested in getting involved can start by connecting with their school's Career Coach. From there, students can sign up for events, schedule one-on-one sessions, and begin exploring career opportunities that match their interests.

MoCo CAP is about more than getting a job. It's about helping students discover what they love, develop essential lifelong skills, and build a roadmap for the future starting right now.

To learn more or find out how to get involved directly, visit www.mococap.com for full details on the program. Businesses and parents interested in discussing employer engagement can reach out to ARosenbloom@WorkSourceMontgomery.com.



Attachment 9

Core Purpose:

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

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

Goal:

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

Key Components & Initial Actions (MVP Focus)

1. Initiate Capacity Building for Diverse Families (Targeted & Accessible Resources/Programs)

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

- Facilitate workshops where parents gain basic understanding of the Blueprint for Maryland's Future Pillar 3 Career and College Readiness, complete RIASEC self-assessments, in partnership with MCPS Parent Academy.
 - Intergenerational exploration of career identities and pathways.
- **Community-Based Library & Partner Outreach:**
 - Host workforce readiness workshops with MCPS staff and other community stakeholders, and info sessions at local libraries and trusted community organizations to meet multilingual families where they are.

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

2. Integrate Engagement with Career Education Content and Goals

- **RIASEC and Career Literacy Tools:**
 - Provide translated and culturally responsive RIASEC tools and facilitate workshops tied to MCPS programs like CTE, internships, and service-learning.
- **Career Spotlights and Pathway Events:**
 - Host "Career Spotlight Nights" and culturally inclusive "World of Work" evenings (in collaboration with MCPS Staff and Industry Engagement in support) that involve families in hands-on career exploration aligned with student interests.
- **College & Workforce Showcase Events:**
 - Organize events (in partnership with MCPS) modeled after "Maryland Day" that allow families to explore labs, departments, and programs at local colleges or training centers (e.g., Universities at Shady Grove).

DCBF Alignment: Linked to Learning, Developmental, Equitable Access

3. Build Trusting Relationships and Cross-Cultural Networks

- **Work-Based Learning within Schools for Middle Schoolers:**
 - Implement in-building shadowing (e.g., front office, kitchen, custodial, security, core instruction, art/band/music instructors peer mentors) to provide early exposure to work roles.

- **Entrepreneurial Family Engagement:**

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

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

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

DCBF Alignment: Relational, Collaborative, Connections

4. Establish Foundational Data Collection with Equity Lens

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

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

- **Disaggregated Metrics:**

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

- **Qualitative Family Voice Tools:**

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

- **Data Partnerships:**

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

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

Attachment 10



WHAT IS MOCO CAP?

MoCo CAP (Montgomery County Career Advising Program) is a partnership between WorkSource Montgomery, Montgomery County Public Schools (MCPS), and Montgomery College.

Who we help

We help MCPS students in grades 6-12 explore careers, build confidence, and plan for life after graduation.

Career Advising Coaches are placed in every middle, high, and special school to guide students toward success—whether that means college, vocational training, apprenticeships, military services, entrepreneurships, or a career in their field of interest.



Coaches work closely with educators to help students explore their interests and build real-work readiness through:



- * Fun classroom activities & workshops
- * Panels with local professionals
- * Career Fairs/Days
- * College visits & off-campus trips



stay connected with us!



www.mococap.com

Parents, You Are Key To Their Future!

You know your child's strengths
better than anyone.

Your support and connections opens doors—
whether as a parent, a business owner, or by
introducing MoCo CAP to your employer.

WAYS TO SUPPORT MOCOCAP



Invite us to connect with your
employer(s) and organizations



Encourage your workplace to offer
talks, tours, career fairs, or hands-on
opportunities



Share career opportunities
with our Career Coaches

Why This Matters

Build Their Future:

Helps prepare students for success

Grow the Local Workforce:

Connects talent to industries

Strengthen Our Community:

Invests in the next generation

**Join us in shaping the future workforce
of Montgomery County, Maryland!**



LET'S GET STARTED!

scan the QR code to

mococapindustry@worksourcemontergomery.com

stay connected with us!



mococap.com



Attachment 11



MoCo CAP: Career Advising Program for Montgomery County Students

What is MoCo CAP?

MoCo CAP (Career Advising Program) is Montgomery County's response to Maryland's *Blueprint for the Future* legislation. It's a partnership between **WorkSource Montgomery (WSM)** and **Montgomery County Public Schools (MCPS)** to ensure every student in grades 6–12 graduates college and career ready.

By **10th grade**, students will have identified a high school pathway—such as **Career & Technical Education (CTE)**, **dual enrollment**, or **AP classes**—that aligns with their career goals.

Career Advising Coaches

- Every high school has a dedicated Career Advising Coach.
 - Middle schools share one coach for every two schools.
 - Coaches help students explore career pathways, postsecondary options, and community resources.
-

How Students Access MoCo CAP

- **Whole group sessions** during class (push-ins).
- **Small groups** and **one-on-one advising** by interest or referral.
- **Meet A Pro events** with industry professionals.
- **Special events** and **parent workshops**.

💡 *All services are free for families—funded through Maryland's Blueprint for the Future.*

Key Benefits

College & Career Readiness

- Students build academic, career, and planning skills.
- Coaches connect students to CTE programs, internships, and dual enrollment.

Parent & Community Engagement

- Talk with your child about career goals.
- Attend school career events.
- Encourage participation in CTE, internships, and dual enrollment.
- Stay updated through newsletters and MoCo CAP updates.
- Complete the **Parent Interest Survey** to share input: <https://forms.gle/pTVcgfeu4Aeaw76S8>

Work-Based Learning (WBL)

- Opportunities include internships, job shadowing, apprenticeships, and industry visits.
 - Students practice workplace skills like communication, teamwork, and problem-solving.
-

Equity & Inclusion

MoCo CAP supports **English Multilingual Learners (EML)** and students with **IEPs** by:

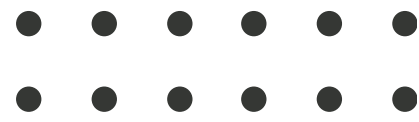
- Adapting whole group sessions.
 - Offering one-on-one or small group support.
 - Collaborating with ESOL and special education teams.
-

Helpful Resources

- MoCo CAP Official Site – mococap.com
 - WorkSource Montgomery – worksourcemontgomery.com/home/moco-cap/
 - Montgomery County Public Libraries – montgomerycountymd.gov/library/for-you/job-seekers.html
 - Montgomery College Career Resources – montgomerycollege.edu/workforce-development-continuing-education/lifelong-learning/mc-career-resources.html
 - MCPS Career Awareness & Planning – montgomeryschoolsmd.org/curriculum/careercenter/planning/career/resources/
 - Parent Interest Survey – <https://forms.gle/pTVcgfeu4Aeaw76S8>
-

🌟 **MoCo CAP: Supporting Students & Families in Building Career-Ready Futures**

Attachment 12



MoCo CAP: Career Advising for Every Family





Agenda

01. Program Overview

Understand what MoCo CAP is and its mission to support student career development.

02. Our Approach

Exploring career coaching resources, and opportunities available to students.

03. Program Reach & Impact

How MoCo CAP helps students identify strengths, interests, and career pathways.

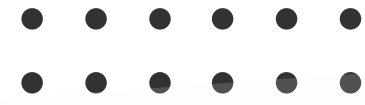
04. Family Involvement

How parents/guardians can support their child's career exploration journey.

Program Overview

MoCo CAP provides every middle and high school student with career coaching to explore interests, set goals, and plan for life after graduation. It aligns with **Maryland's Blueprint Pillar 3: College & Career Readiness** by expanding CTE, Dual Enrollment, and Apprenticeship opportunities, and ensuring all students graduate with a plan.





How MoCo CAP Delivers on Pillar 3



College & Career Ready

Ensure students are on track to be college and career ready by the end of 10th grade through quality curriculum and professional support.



Pathway Access

Work toward nearly all MCPS students graduating College and Career Ready by 2032 with valuable industry credentials.



Equity and Readiness

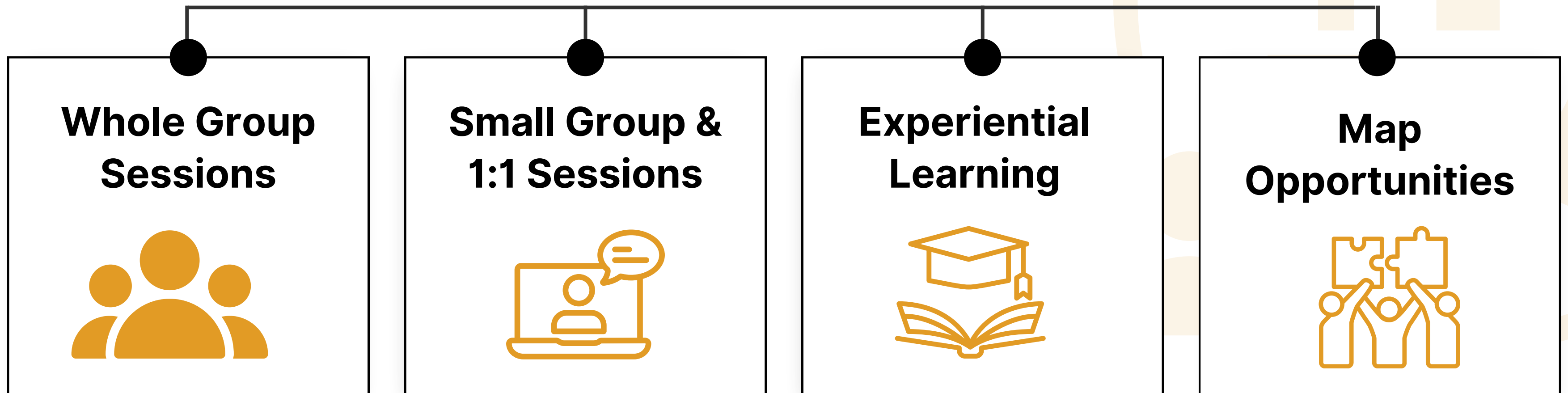
Eliminate achievement gaps across all student groups, schools, and districts while increasing equitable participation in career pathways.





Our Approach to Career Coaching

MoCo CAP uses a **multi-tiered career coaching approach** that combines whole-group sessions, small-group sessions, and individualized 1:1 advising with experiential learning and opportunity mapping to guide every student toward future pathways.





Dialogic Questions

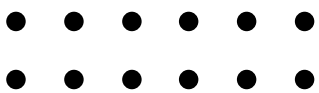
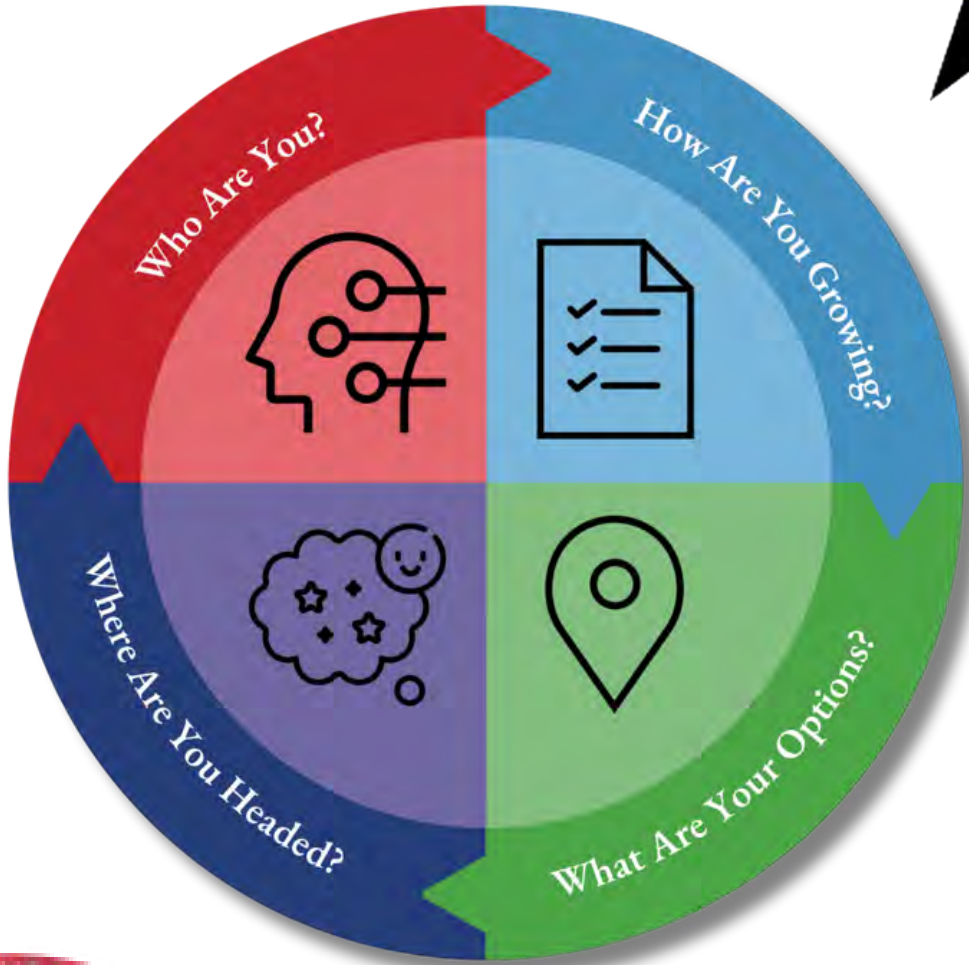
We use open-ended, student-led conversations that encourage reflection, critical thinking, and ownership of next steps.

RIASEC Framework

Students explore interests through Holland’s RIASEC model (Realistic, Investigative, Artistic, Social, Enterprising, Conventional), connecting who they are with possible pathways.

Student Voice at the Center

Every advising session builds on student interests, values, and strengths.



Benefits for Students

Lifelong Career Skills

MoCo CAP develops essential skills that enable students to manage their own careers throughout their lifetime with confidence and strategic thinking.

Self-Discovery Benefits

- **Identify personal strengths, interests, and values clearly**
- **Understand how they are growing and improving skills**
- **Develop strong self-advocacy and career management abilities**

Future Preparation

- **Explore wide range of career options available**
- **Set clear goals and priorities for future success**
- **Participate in Post-CCR pathways before graduation**

Academic Success

Improved focus and motivation in school coursework.

Real Connections

Direct access to professionals and industry insights.

Early Advantage

Head start on career planning and preparation.

Program Reach & Impact

90K +

Students Served

6-12

Grade Levels

2024

Launch Year

100%

MCPS Coverage

Target Students

- Middle & high school students
- Inclusive of English Learners & students who receive a variety of specialized services.
- Every student receives career advising

Service Delivery

- Individual & group coaching sessions
- Classroom-based career exploration
- Interactive Meet-a-Pro Opportunities

Program Growth

- Expanding CTE, Dual Enrollment & Apprenticeships
- Partnering with families & community
- Continuous improvement with student feedback & data



ACCESS AT-A-GLANCE CONTINUUM SY 25/26

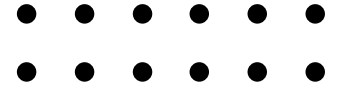


In addition to the access touchpoints listed above, Career Advising Coaches will:

- Offer a variety of career exploration opportunities (example: Meet-A-Pro)
- Lead optional RIASEC "Reflect" events, which are extension and re-teaching sessions rooted in Holland Code
- Provide 1:1 and Small Group career advising based on collected data, referrals, and student-sign ups
- Host other career advising special events in accordance with Personalized Implementation guidelines
- Hold Intro to RIASEC sessions for "new to MCPS" students graders 7-12



Family Engagement in Career Readiness

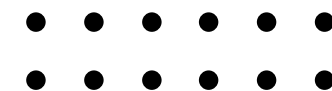


At home conversations

Engage in meaningful discussions about your child's interests, strengths, and future aspirations to reinforce career exploration learning.

School Partnership Support

Collaborate with school counselors and MoCo CAP coaches to reinforce career exploration activities and support your child's development.



“Together, we help every student become Future Ready.”

FAQ Sheet



Parent Survey



Attachment 13

Q3 2025 MOCO CAP COMMS DASHBOARD

MoCo CAP Q3 Comms Dashboard

	Published Posts	Total Followers	Engagements	Video Views	Visitors
Instagram	27	254	179	2,456	N/A
Facebook	30	276	42	147	N/A
LinkedIn	22	281	243	1,043	N/A
TikTok	11	3	2	262	N/A
YouTube	1	66	N/A	690	N/A
Website	N/A	N/A	N/A	N/A	626*

* 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 Reached	Views	Reels Views	Stories Views
27	2,068	10,645	2,456	374

Facebook Q3 Overview

Published Posts	Engagements	Views	Video Views
30	42	1,042	147

LinkedIn Q3 Overview

Published Posts	Impressions	Engagement Rate	Likes	Comments	Reposts
22	5,335	20%	226	7	10

YouTube Q3 Overview

Published Videos	Views	Watch Time (Hours)	Impressions	Impressions CTR
1	690	18.6	6,415	3.0%

Website Q3 Overview

Visitors	Event Count	Average Engagement Time (Seconds)
626	8,275	81

Linktree Lifetime Overview

Views	Clicks	Click Rate
1,740	99	5.7%



Stay Connected

