



Q4 2025

QUARTERLY REPORT



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EXECUTIVE SUMMARY

During Quarter 4 of 2025, the Montgomery County Career Advising Program (MoCo CAP) strengthened its operational infrastructure, deepened cross-agency collaboration, and expanded impact for students, educators, and families across Montgomery County Public Schools (MCPS). Efforts focused on three primary areas: program administration, staff development, and stakeholder engagement.

MoCo CAP advanced its administrative work by reinforcing relationships with school personnel and state-level partners. The introduction of a new referral form and development of Career Advising Teams strengthened communication and schoolwide integration.

Partners also began preparing for the next program Memorandum of Understanding (MOU), ensuring alignment with forthcoming state guidance.

Staff development remained a priority through professional learning sessions focused on equity-centered advising, collaboration, and student-centered strategies. Several Career Coaches advanced within their Registered Apprenticeship Training programs.

Student engagement expanded through whole-group, small-group, 1:1 advising sessions, RIASEC-aligned exploration, and extensive college tours. MoCo CAP Coaches served more than 35,000 students this quarter, contributing to over 47,000 unduplicated survey submissions. Student satisfaction remained strong, averaging 4 out of 5.

Educator, family, and community engagement deepened through Champion Team collaboration, PTSA partnerships, culturally responsive community events, and the expansion of virtual office hours.

MoCo CAP's Communications Team amplified visibility through refreshed website content, social media growth, and expanded digital engagement.

Looking ahead, major initiatives planned for 2026 include MC Experience, the redesigned Workday on Wheels (WoW), and RIASEC Island summer programming.

Quarter 4 marked significant progress in operational alignment and student impact, positioning the program for continued success in 2026.



Student Advisory Council student leaders and Career Coaches Mrs. Gabrielle Nickens-Garner (left) and Ms. Camila Bueno represented MoCo CAP at Winston Churchill High School's annual Wellness Fair. Over 100 students visited the MoCo CAP table, where they explored a Wellness Wheel activity, discussed self-care skills, and learned how understanding their RIASEC themes and interests can support stress management and long-term career satisfaction. Photo courtesy of MoCo CAP.

PROGRAM ADMINISTRATION

MoCo CAP's administrative efforts had three primary focuses in Quarter 4:

- Continuing to build relationships and familiarize principals and other school leaders including the new College and Career Navigators (CCNs), formerly College and Career Information Coordinators, with the program.
- Increasing MoCo CAP's engagement with all three state partners with a role in Career Coaching: The Accountability and Implementation Board (AIB), the Governor's Workforce Investment Board/Career and Technical Education Committee (GWIB/CTE), and the Maryland State Department of Education (MSDE).
- Focusing on improving program performance at schools where integration needed improvement while planning for the revamped WoW event and the development of programmatic components targeting the needs of eleventh- and twelfth-grade students.

The Principal's Roundtable continued their regular meeting schedule, providing an open forum for MCPS and WSM to update school leaders on operations while providing principals and assistant principals with the opportunity to provide feedback and ask questions. While strengthening the partnership on the school level is an ongoing process and goal, concrete operational progress has emerged as a result of these meetings.

At the request of MCPS leadership, WSM staff created a referral form (**Attachment 1**) to request career advising support. Originally intended as an internal mechanism for CCNs, teachers, counseling staff, and administration to communicate with Career Coaches and vice versa, the form has evolved to include parents and caregivers. Additionally, the form has been tailored for middle and high schools, accounting for the differing needs of each student population. The form has been introduced to various staff and leaders and will be rolled out early in the next reporting period.



Several MoCo CAP Career Coaches and Managers completed WSM's inaugural Impact Academy, a 6-month leadership development program crafted to empower and elevate leaders within the organization. Photo courtesy of WSM.

A logical extension of the new referral form was a deeper discussion around how CCNs, Career Coaches, and other staff will partner and communicate regarding student career education. Taking a cue from the CCN job description where participation in a Career Advising Team is mentioned several times, WSM and MCPS leadership collaborated to create guidelines and structure for these teams envisioned to be in place in every high school. In general terms, the Career Advising Teams will meet regularly to plan and/or coordinate career-related events and check on the student progress that was the subject of the new referral form.

While some Career Advising Teams are already operating in some schools, others have yet to be established. This is completely understandable given that many of the CCNs weren't in place until very close to the beginning of the school year. As such, the Central Office leaders didn't have the summer to introduce the team to the concept or familiarize CCNs with MoCo CAP staff.

Our plan for getting Career Advising Teams started at every high school will begin in early March with a professional development event that will include MoCo CAP staff members and CCNs. Currently operating Career Advising Teams will share best and promising practices related to integrating the initiative across each school including the Coaches, CCNs, and Work-Based Learning Teams. Additionally, the Central Office committed to putting together a summer training session to support the roll out of the teams.

As MoCo CAP leaders were concentrating on relationships with school-based leaders, an interestingly similar track emerged with respect to the MOU partners work with state agencies. MoCo CAP staff was in direct contact with the AIB, GWIB, and MSDE at several points in the reporting period. This was primarily to familiarize each with the Montgomery County program and listen for possible adjustments to MoCo CAP operations per suggestions from the respective agencies



Career Coach Mrs. Zena Zangwill represented MoCo CAP at the Wootton High School College & Career Fair in October, engaging with students and families to introduce the RIASEC framework and promote career exploration opportunities. Photo courtesy of MoCo CAP.

while advocating for the MOU partner's chosen program design.

The first example was our invitation to participate in a focus group facilitated by Jobs for the Future (JFF), which has been engaged by the GWIB/CTE Committee to identify best practices in Career Coaching from across the state. This work resulted in a report, which can be found in **Attachment 2**.

As reported in October, the AIB has agreed to have MSDE take over much of the operational oversight of Career Coaching across the state. MoCo CAP staff has been a consistent participant in their regular office hour meetings where ideas from the field are shared along with updates from MSDE staff regarding their activities, plans, and timelines for the release of certain resources. Specifically, MSDE reported that they are preparing a template they envision MOU partners in each jurisdiction to use for the revised MOUs slated to be executed by July 1, 2026. Additionally, the long-awaited six-year plan is due to be rolled out in early 2026.

MoCo CAP's conversations with AIB were squarely focused on the need for common statewide outcome metrics. Despite being halfway through the third year of Career Coaching statewide, there are no common measures in place for local partnerships to judge their effectiveness.

More importantly, there are no statewide measures that can be easily aggregated to communicate overall impact. Everyone involved understands the importance of a common data language, but decisions regarding the key data elements, as well as issues such as frequency, format, and formulas for reporting, have not been solidified. This continues to be a concern for the Montgomery County partnership.

The MOU partners also spent significant time during the reporting period beginning their work toward the execution of the second MOU governing MoCo CAP operations. The partners agreed that it would be wise to have an agreement on the language in place as soon as was feasible to allow ample time to get the document cleared by the various legal departments and then executed.

The partners met several times in the reporting period and expect to have agreement on the language in January 2026. At that point, we will await MSDE's MOU template and make any necessary adjustments prior to starting the legal review and execution processes.

November brought an invitation to participate in a joint committee work session hosted by the Montgomery County Council's Economic Development Committee (ECON) and Education and Culture (EC) committees. The committee members wanted to "explore the partnerships that exist between MCPS, MC, and WorkSource Montgomery to support career readiness programs, with a particular emphasis on CTE programming." While WSM, MC, and MCPS leadership presented, all the discussion after the presentations (**Attachment 3**) centered on MCPS's CTE programming.

With respect to programming, the MoCo CAP Training and Operations Team has begun to develop additional resources and activities focused on eleventh- and twelfth-grade students. We want to continue the traditional workforce skill building efforts while identifying upper-class students who are unsure of their plans after graduation are exposed to career exploration experiences as they journey forward towards high school graduation.



MoCo CAP Career Coach Mr. Mark Kamie (left) introduces (from left) Coaches Mr. Chris Bookter, Mr. Fred Kim, and Mr. Jasper Brooks to Rosa Parks Middle School students during a Meet A Pro event in October where the Coaches discussed their time playing and sometimes coaching football in high school, college, and professionally. Photo courtesy of MoCo CAP.



MoCo CAP Coaches Mr. Gavin Donnelly (second from right) and Ms. Fernanda Duarte (right), and Manager Mrs. Beryllynn Jeanpierre (left) were joined by Howard County Career Coaches for a dynamic day of programming at Bethesda-Chevy Chase High School in November. The visiting Coaches observed small group sessions and 1:1 meetings, gaining insight into student engagement and career exploration. Photo courtesy of MoCo CAP.

Lastly, MoCo CAP leadership met with workforce entities from Anne Arundel and Prince George's counties to share best practices. Montgomery County Career Advising Coaches and Howard County Career Advisors also began a shadow exchange partnership. In November, MoCo CAP Coaches hosted their neighbors at four sites:



Montgomery Blair High School
Whole-group assembly-style format



Damascus High School
Whole-group push-in format



Bethesda Chevy Chase High School
Small-group coaching sessions



Zone 5 Student Advisory Council
Off-campus event at WSM's Wheaton office

In exchange, several MoCo CAP Coaches shadowed a STEM event in early December hosted by the Howard County Career Advisors. Both teams are looking forward to hosting each other for future events.

STAFF ENGAGEMENT

In the final quarter of 2025, we curated professional learning sessions for Career Advising Coaches, as well as our CCNs, to deepen collaboration, strengthen equity-centered advising practices, and enhance alignment to school and district priorities. Each session progressively engaged Career Advising staff in reflective dialogue, collaborative practice, and skill development aimed at increasing the impact of the effectiveness of the MoCo CAP program for MCPS students.

The November 5 session focused on strengthening relationships and shared practice. Through a community builder and structured dialogue, participants shared best practices for collaboration and examined how collective efforts enhance impact across schools. Coaches learned about recent curriculum updates supporting Career Advising and exploration and explored how community partnerships expand students' access to authentic, real-world career experiences. The session also clarified the connection between career advising initiatives and each school's Improvement Plan, reinforcing the importance of intentional alignment to schoolwide goals.

On November 19, professional learning centered on reflection, equity, and student well-being. Participants celebrated meaningful student impacts through coaching highlights and explored strategies to ensure equitable access to career pathways for English Multilingual Learners (EML) and Special Education (SPED) students. The session also reinforced proactive conflict resolution and de-escalation strategies, emphasizing the role of emotionally safe and supportive environments in effective advising practice.

The December 3 session emphasized collective reflection and team effectiveness. Participants assessed their work in relation to the mission

of the career advising program and identified opportunities to deepen their impact. Through collaborative discussion, Coaches built shared language around the characteristics of high-impact teams and co-developed new norms to promote trust, clarity, and accountability across their work in collaboration with the Career Advising Cluster Leads (CL).

The December 17 session extended the learning from the September 17 session by deepening the focus on responsiveness and student-centered practices. Coaches further reflected on mission alignment and explored strategies for supporting "the student behind the behavior," with an emphasis on helping students feel seen, valued, and ready to learn.

Early in the reporting period, WSM's inaugural Impact Academy came to a close. The Academy, WSM's internal development initiative focused on emerging leaders, included 17 MoCo CAP team members as part of the approximately 30-person first cohort. These volunteers took it upon themselves to apply and then commit to a six-month experience that required time and effort beyond their regular duties and their Registered Apprenticeship training.

Executive leadership had the privilege of watching six capstone presentations focused on how WSM might improve service delivery, culture, and internal operations. Many of their ideas have been integrated into our operations of the CES Department and WSM organizationally.

On a final note, several Career Coaches made significant progress toward the completion of their Registered Apprenticeship Training with five earning their final pay adjustments in December. More Coaches are expected to complete their training this year.

STUDENT ENGAGEMENT



Zone 6 Manager Mr. Albert Bell helps students during John Poole Middle School's first Career Day in November. Students explored diverse career pathways and connected with professionals from across the community. Photo courtesy of MoCo CAP.

In Q4, Career Advising Coaches balanced several program offerings, from whole-group sessions to small-group and 1:1 sessions, along with Meet A Pro industry connections. Each Coach leaned into personalized implementation in their schools based on September data collection and identified school preferences/needs.

Whole-group coaching sessions this quarter were targeted for grades 6, 7, and 10. The guiding question for the grade 6 coaching session was, "How can understanding my strengths, interests, and leading RIASEC themes help me make decisions about the future?" The purpose was for students to engage with a Holland Code overview and self-select their leading themes by the end of the session.

The guiding question for the grade 7 coaching session was, "How can viewing the world around me through a RIASEC lens help to determine future opportunities I want to explore?" Time permitting, students stepped into each RIASEC theme to "solve" a mystery with a gamified supplement.

The grade 10 guiding question was, "How can I

use resources and supports provided by MoCo CAP to help me make decisions about my future and make a plan to achieve my goals?" The session explained several "keys" to support future decision-making, including the participation in MoCo CAP activities, knowing your options, record-keeping both goals and relevant experience, and identifying your support team.

Student voice was elevated through Student Advisory Council (SAC) leadership, with members leading Champion Team meeting highlights and sharing student perspectives and impact. During the 2025–2026 school year, 168 SAC members have been actively engaged across participating schools and facilitated quarterly SAC meetings focused on student engagement and feedback.

Districtwide SAC representatives met bi-weekly to share school updates and elevate initiatives for more widespread consideration. Moving forward in February, the districtwide SAC will elevate student-led initiatives, while continuing to build members' capacity to lead productive meetings and strengthen public speaking skills.

The MoCo CAP College Tours initiative continued during the latter part of the quarter. Multiple high schools participated in visits to a wide range of institutions, including public universities, private colleges, Historically Black Colleges and Universities (HBCUs), community colleges, and trade schools.



Students from **Wheaton High School** visited **George Mason University** and **Montgomery College Takoma Park**, gaining insight into both four-year and two-year postsecondary options.



Magruder, Richard Montgomery, and Sherwood high schools participated in tours of **George Washington University** and **American University**, allowing students to explore urban campus environments and academic programs connected to a variety of career fields.



Gaithersburg and Watkins Mill high schools visited **Montgomery College** campuses in Rockville and Germantown, reinforcing the role of community colleges as accessible and flexible pathways to both workforce entry and four-year transfer options.



Students from **Paint Branch High School** explored **Howard University**, broadening exposure to private institutions and HBCUs.



Students from **James Hubert Blake High School** explored **Stevenson University**, giving students a private institution experience.



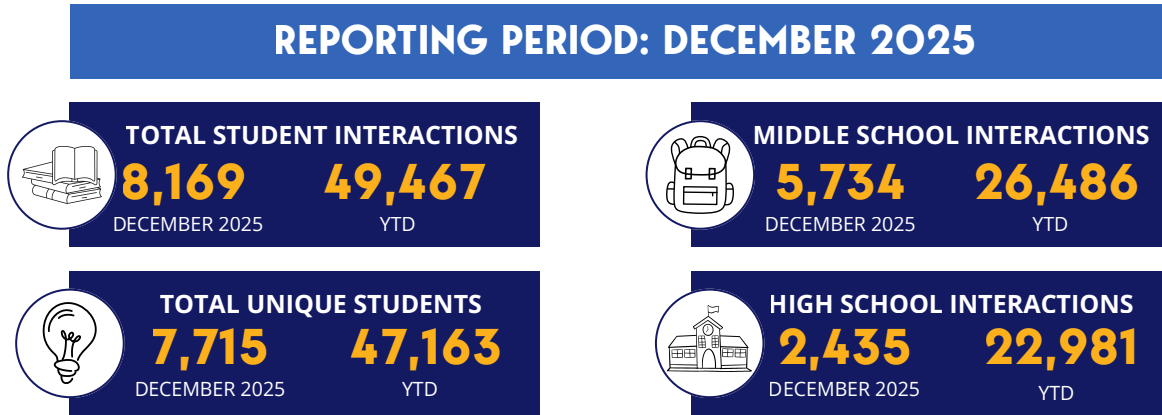
Seneca Valley High School students toured **Georgetown University** and **Catholic University**, engaging with institutions that highlight academic rigor, campus culture, and postsecondary expectations.



Students from **Springbrook High School** visited **Lincoln College of Technology** and **Capitol Technology University**, marking an important step in expanding exposure to skilled trades and applied technology pathways.

This quarter’s college tours strengthened students’ understanding of the wide range of postsecondary options available to them. By intentionally incorporating a variety of local institutions, MoCo CAP continues to promote equitable access, informed choice, and meaningful preparation for life beyond high school.

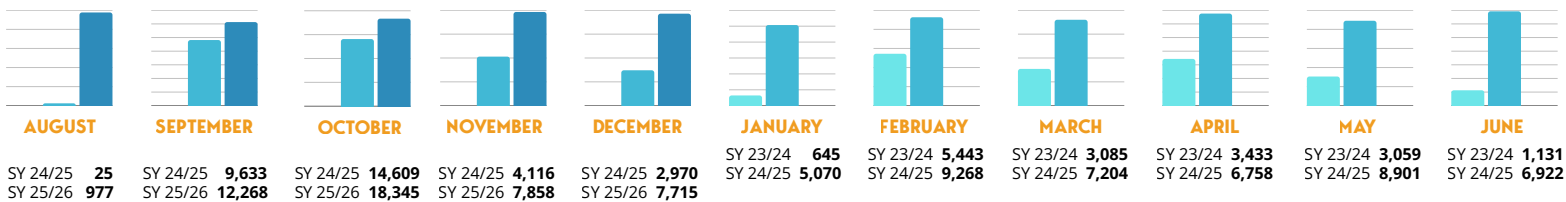
All the interactions reported above resulted in another impressive quarter from a data perspective. MoCo CAP Coaches worked with 35,413 students, as documented by returned student surveys, bringing the total number of students served to almost 50,000 since the beginning of the school year. The reporting period’s monthly infographics can be found in **Attachment 4**.



The above chart illustrates two other equally important and impressive data points. Given the scope of the mission to serve all 87,000 MCPS sixth through twelfth graders, it's important to have an understanding of how many unduplicated students are served in any given month, quarter, or school year so program leaders have sense of our team’s progress toward our goal of serving all students.

MoCo CAP has received 47,163 unique surveys this year, which indicates that our team has interacted with 54% of the eligible students so far. However, while we depend on the returned survey data as our “official” number when reporting our progress to the state and other stakeholders, we would be remiss if we did not take into account the fact that our response rate — self-reported student touch points vs. number of returned student surveys — is over 72% this year. We can say with confidence that our Coaches have served approximately 65,000 of the 87,000 MCPS student population at least once.

UNIQUE STUDENTS ATTENDING SESSIONS



TOTAL STUDENT INTERACTIONS 140,301
(ALL TIME)



Dr. Lucila Dunnington from the Environmental Protection Agency (EPA) shares with Winston Churchill High School students how her hands-on interests and RIASEC strengths led her from Yale University to a career in environmental engineering and site clean-up. Students explored technologies like nano bubbles and thermal conduction heating, with one student commenting, “This is exactly what I want to do.” Photo courtesy of MoCo CAP.

One last data point that should be shared is related to student satisfaction. Students have consistently rated their experience with our program at a 4 out of 5 since we first deployed our Coaches into schools in January 2024.

STUDENT FEEDBACK RESULTS

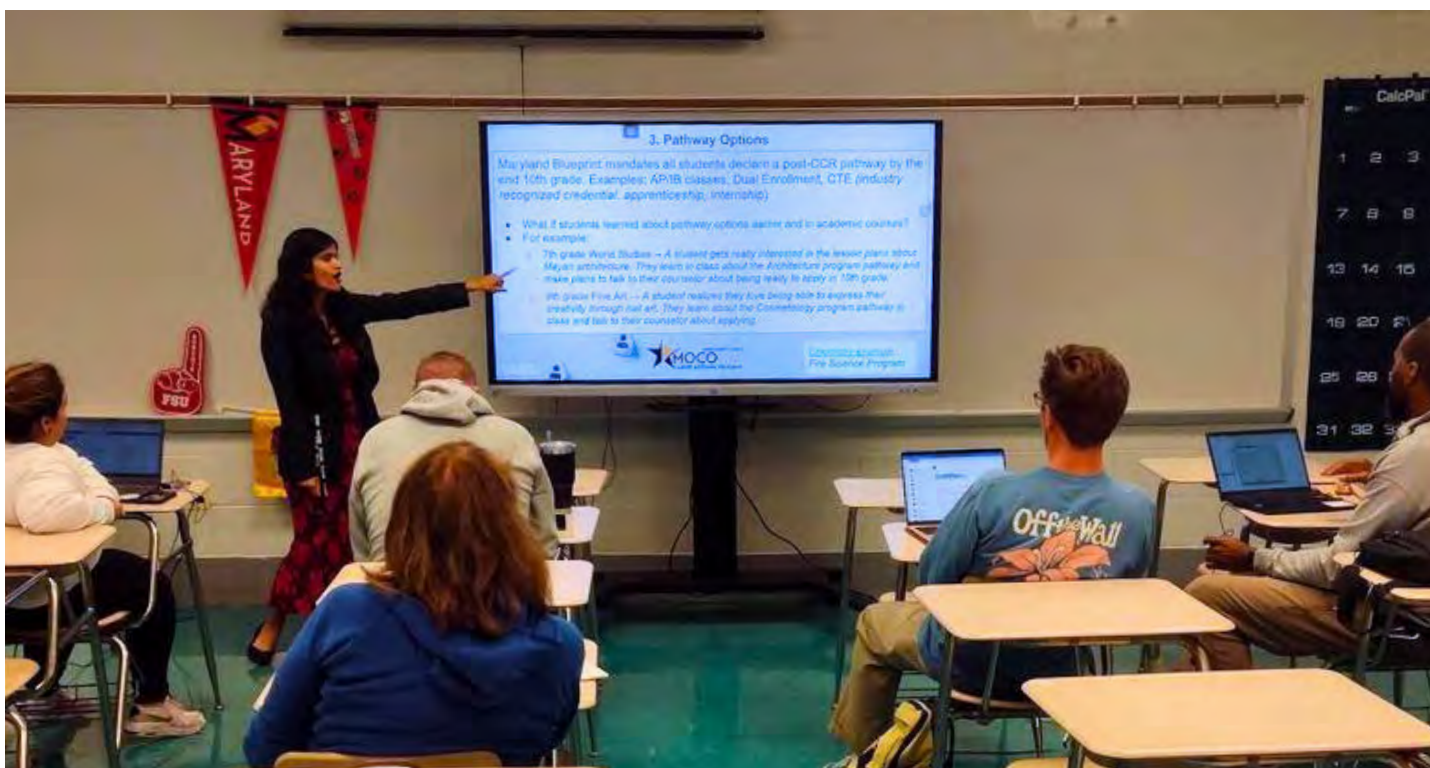
Career Steps Clarity	★	★	★	★	☆
Session Helpfulness	★	★	★	★	☆
Confidence in Career Journey	★	★	★	★	☆

EDUCATOR ENGAGEMENT

In addition to the work with principals, CCNs, and other MCPS staff reported in the Program Administration section, there continued to be extensive contact with classroom teachers and other members of the Career Champion Teams embedded at every school during the reporting period.

This quarter, we deepened engagement with Champion Teams through in-person meetings that emphasized cross-school collaboration and shared resource development within school clusters. Champion Teams partnered closely with school-based administration at Wootton High School, Farquhar Middle School, Hallie Wells Middle School, Gaithersburg Middle School, and Argyle Middle School to support career advising implementation aligned to school needs.

Curriculum Support Teachers (CSTs) strengthened instructional and collaborative efforts across levels by meeting with 32 out of 40 middle schools to present curriculum resources, facilitating 25 Math 8 PLC meetings, and participating in 20 high school Champion Team collaboration meetings to support alignment with career advising initiatives.



Career Advising CST Ms. Neha Singhal facilitated an optional “Infusing RIASEC and Career Conversations into the Classroom” session for Northwest High School staff following an engaging RIASEC professional development talk led by Career Coach Mrs. Estelle Ouedraogo in October. Ms. Singhal’s discussion guided teachers in weaving RIASEC and career readiness into their daily instruction and conversations with students. Photo courtesy of MoCo CAP.

INDUSTRY ENGAGEMENT

A critical component of the MoCo CAP program is its connection to industries and individual employers. There are several avenues for the business community's involvement with MCPS students ranging from large career exploration events to job fairs but the most common events are in person Meet A Pro sessions held at schools. MoCo CAP Coaches have done an outstanding job of coordinating 191 events since the beginning of the school year.

All involved appreciate these professionals taking time from their days to share their experiences with the students.

Meet A Pro highlights in Quarter 4 included:

INDUSTRY	SCHOOL
 Real Estate	Poolesville High School
 Marketing	Wootton High School
 Environmental Engineering	Churchill High School
 Meteorology	Quince Orchard High School
 Photography	Herbert Hoover Middle School
 Research Science	Eastern Middle School
 Journalism	Northwood High School
 Collegiate Athletics	Roberto Clemente Middle School

COMMUNITY ENGAGEMENT

During this quarter, MoCo CAP's family and community engagement team focused on building trust with families, strengthening community partnerships, and expanding access points for students and caregivers across Montgomery County.

MoCo CAP increased direct engagement with families through sustained collaborations with schools and PTSA/PTA organizations across multiple clusters. By partnering with PTSA communities at the middle and high school levels, MoCo CAP ensured families received consistent, actionable information about career pathways, postsecondary planning, and available student supports. Some examples include Hallie Wells, Roberto Clemente, and Lakelands middle schools, along with Quince Orchard, Edison, and Churchill high schools.

In addition to PTSA outreach, MoCo CAP maintained a strong presence at school-based events including parent nights, finance nights, and culturally responsive family forums. These touchpoints supported families in understanding career readiness as a long-term, developmental process and reinforced the role of caregivers as critical partners in student planning and decision making.

Zone 7 led MoCo CAP's participation in a broad range of community-based events designed to meet families where they are and reduce barriers to engagement. Outreach included events serving families new to the county and MCPS, multilingual communities, and historically underserved populations. Engagements emphasized culturally responsive practices, bilingual access to information, and representation across diverse career pathways.

Key outreach efforts connected families and students to career exploration, workforce training, postsecondary options, and supportive services through community festivals, wellness fairs, library hosted career

events, and targeted initiatives supporting Hispanic/Latina communities and women in STEM and healthcare fields.

A powerful example of program impact was shared at Hallie Wells Middle School when a parent described his son's excitement about becoming a neurologist, inspired by a "Day in the Life" lesson paired with an eye dissection activity developed by CST Ms. Anne Taylor. The parent shared that the experience gave his son the language and confidence to articulate future career goals, highlighting the meaningful connection between hands-on learning and career exploration.

MoCo CAP strengthened our parent education efforts by collaborating with MCPS Parent Academy and the NAACP Education Committee, delivering presentations about career readiness resources and clarifying how families can navigate and access program services.

To support family-informed career planning, Zone 7 coordinated MoCo CAP's participation in Chamber of Commerce events, higher education fairs, workforce expos, and employer-focused networking opportunities. In response to identified access barriers, such as transportation, scheduling, or safety challenges, MoCo CAP expanded family and student engagement through the launch of virtual office hours, complementing in-person support provided at the Newcomer Welcome Center.

This quarter's outreach reflects MoCo CAP's commitment to holistic, family-centered engagement as a core strategy for workforce development and career education across Montgomery County.

WSM's Community Impact Team also supported MoCo CAP by attending events at Gaithersburg and Blair high schools and supporting the HBCU Fair at Greater Mt. Calvary Baptist Church in Rockville.

MoCo CAP continues to be a subject of interest for many community members and stakeholders and remains close to the top of the agenda wherever WSM's executive leadership presents.

In October, WSM Executive Director Mr. Anthony Featherstone made presentations at George Mason University's panel on AI in workforce development, during Montgomery County Council Member Kate Stewart's media availability, and at the Universities at Shady Grove's Board of Advisors meeting, as well as part of his keynote address at the "Future of Work: Sustainable Career Pathways in Montgomery County" event.

Later in the reporting period, Mr. Featherstone met with the new Mid-County Regional Services Director Mr. Nestor Alvarenga to familiarize him with WSM operations, including MoCo CAP. He also updated members of WSM's Community Workforce Network at the annual open house and at the "Building Pathways from Crisis to Sustainability" event hosted by the Greater Washington Community Foundation.

WSM also highlighted MoCo CAP during interactions with several state and national leaders, including Maryland Governor Mr. Wes Moore, members of the state's entrepreneurship agency TEDCO, Congressman Mr. Jaime Raskin, and Maryland's Department of Social and Economic Mobility Secretary Mr. Walter Simmons.

Additionally, WSM's Career Coach stationed at Walter Johnson High School arranged a special Meet a Pro event at the U.S. Capitol in Washington, D.C., where around 30 students met with U.S. Senator Mr. Chris Van Hollen and his staff to discuss various topics, including careers in public service.



CES Deputy Director Mr. John Hattery (left) and WSM Executive Director Mr. Anthony Featherstone (middle) speak with Congressman Mr. Jaime Raskin during his visit to the American Job Center in Wheaton in November. Photo courtesy of MoCo CAP.



Maryland Senator Mr. Chris Van Hollen poses with Walter Johnson High School students and MoCo CAP and MCPS chaperones following their tour of the United States Capitol and several Senate buildings. The tour included visiting the Hart and Dirksen Senate Office buildings, the Capitol rotunda, the Old Supreme Court Chamber, and the Crypt, among other historical locations, to get a first-hand look at how the legislative branch of the federal government operates behind the scenes. Photo courtesy of MoCo CAP.

COMMUNICATIONS

The MoCo CAP Communications Team finished off 2025 strong and steady, continuing with weekly social media posts and providing support for the program as a whole. See **Attachment 5** for the Q4 Comms Dashboard.

The Comms Team documented and highlighted on social media multiple MoCo CAP events, including:



A football panel featuring three Career Coaches at Rosa Parks Middle School.

A Zone 5 SAC gathering at WSM's Wheaton office.



Walter Johnson High School's visit to the U.S. Capitol and meeting with U.S. Senator Van Hollen.

Rock Terrace School's first Career Day.



Wrap ups of several of these days were added to the new [Event Recaps](#) page on the updated MoCo CAP website, www.mococap.com. The page is meant to more permanently document program highlights and showcase how students, educators, and employers come together to build a strong "college, career, and community" culture across Montgomery County.

The refreshed website, which includes reorganized content to make resources easier to find and revised copy that highlights our growth and impact, garnered 1,776 views in Q4, the highest throughout any quarter in 2025.

COMMUNICATIONS

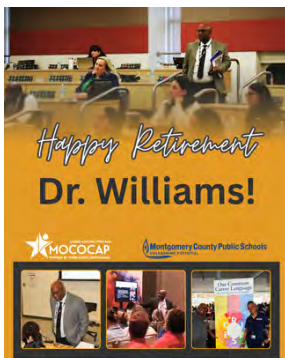
Other highlights for the quarter for the respective social media platforms are as follows:

-  The [LinkedIn page](#) hit a milestone of 301 followers.
-  30 Meet A Pro videos were edited and added to the MoCo CAP [YouTube channel](#).
-  The [Instagram account](#) reached 287 followers and garnered a record 17,594 views.
-  The [Facebook group](#) grew to 288 followers and 1,235 page views.
-  The [TikTok account](#) received 767 video views, by far the most in any quarter since the account was created.

TOP POSTS



INSTAGRAM



Views: 1,990
Accounts Reached: 1,148
Likes: 9
Shares: 3
Posted Oct. 31



LINKEDIN



Impressions: 518
Likes: 19
Comments: 2
Reposts: 6
Posted Nov. 14



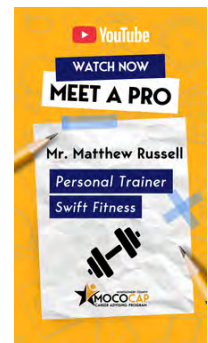
FACEBOOK



Impressions: 115
Likes: 2
Shares: 1
Posted Oct. 10



TIKTOK



Views: 20
Posted Dec. 11

Plans for Q1 2026 include:

- ✓ Continued collaboration between the MoCo CAP and Core WSM Communications teams.
- ✓ Increased use of the [CES Deputy Director's personal LinkedIn page](#) to leverage his 1,600+ connections to further awareness of the program.
- ✓ More visible use of the initiative's [Linktree](#) page to push people to the various social media accounts and the website.
- ✓ Adding around 30 Meet A Pro videos to the MoCo CAP [YouTube channel](#).

UPCOMING ATTRACTIONS

Along with the daily work that goes into keeping the MoCo CAP initiative running, our staff members have been planning and preparing for several exciting and high-impact events set to take place in 2026.

MC Experience 2026

The MC Experience is a district-supported college and career readiness field trip offered in partnership with Montgomery College that provides eighth-grade students with an engaging, early exposure to postsecondary options. In March 2026, six randomly selected middle schools will participate:

- Silver Spring International and Argyle middle schools – Takoma Park/Silver Spring campus on March 16
- Tilden and Farquhar middle schools – Rockville campus on March 17
- Ridgeview and Neelsville middle schools – Germantown campus on March 19

During this three-hour experience, students will take part in a guided campus tour, a curriculum-connected learning session led by MC faculty and hear an overview of the benefits of earning an MC degree. The MC Experience aligns with the Blueprint for Maryland's Future College and Career Readiness pillar and reflects the district's commitment to providing meaningful, developmentally appropriate college exposure during this critical year.

Workday on Wheels (WoW)



As previously reported, the MOU partners decided that, despite the success of 2025's inaugural WoW (Worlds of Work) event, the experience will be redesigned – and rebranded as Workday on Wheels – to increase access to all eighth-grade students. WSM will visit middle schools and deliver a program to demo elements of several sample “workdays” for industry professionals.

The vision is for students to feel more confident, informed, and prepared to make career-related decisions as they progress through each grade. Students will also learn more about lesser-known career options and apply RIASEC knowledge to deepen their understanding of themes and how they relate to the world around them.

RIASEC Island

RIASEC Island is MoCo CAP's concept for summer programming for the coming summer break. Like last year's RIASEC Road Trip, which served over 600 youths, it is an optional summer career advising experience for middle school students. It will be delivered as a no-cost, full-day camp model or as a programmatic augmentation of an existing regional summer school. Students will engage with a variety of career-focused experiential activities led by a team of MoCo CAP Career Advising Coaches and hosted by MCPS middle schools.



More information can be found in **Attachment 6**.

CONCLUSION

MoCo CAP closes the quarter with strong momentum, underscored by compelling data that reflects both the scale and quality of its impact.

Coaches engaged with a program high of 35,413 students this quarter, contributing to a total of 47,163 unduplicated surveys this school year—representing meaningful touchpoints with more than half of all eligible MCPS students and an estimated 65,000 served overall.

The program's Industry Engagement efforts continued to excel, with Coaches coordinating close to 200 Meet A Pro events since the start of the school year, offering

students invaluable real-world exposure across a broad range of professions.

Staff growth was equally notable, with several Career Coaches advancing toward completion of their Registered Apprenticeship Training, including five who earned their certificates from the Maryland Department of Labor in December. Leadership is energized by these outcomes and the program's upward trajectory.

With major initiatives on the horizon, MoCo CAP enters the next quarter poised for even greater student impact, stronger partnerships, and continued operational excellence.



The Eastern Middle School Student Advisory Council hosted their annual RIASEC Rotation Bash, transforming all four lunches into a hands-on career exploration experience. Students engineered bridges, launched Coke-and-Mentos experiments, created sneaker and nail designs, pitched business ideas, played charades, and took on the Human Knot teamwork challenge. Photos courtesy of MoCo CAP.



Attachment 1



Student Referral Form for Career Advising Team

If you would like to refer a student to recieve support for future preparation, please include their information below. If you are referring multiple students please complete one submission for each. For help completing the referral form please contact your school's Career Advising Coach. These submissions are reviewed at least biweekly. Thank you!
jhattery@worksourcemontgomery.com [Switch account](#)

* Indicates required question

Email *
Record jhattery@worksourcemontgomery.com as the email to be included with my response
Which of the following best describes the person completing this form: *

- I am a student requesting support for myself.
- I am a staff member requesting support for a student.
- I am a parent/guardian requesting support for a student.

Referring Person Name (students can put "self") *

Your answer

Student Last Name *

Your answer

Student First Name *

Your answer

Student ID Number (if known)

Your answer

Student Grade *

- 9
- 10
- 11
- 12

Which of the following best describes the kind of support the student would benefit from receiving *

- College Admission
- Career Exploration
- CTE Pathway Information
- Internship/Apprenticeship Information
- FAFSA/MHEC One Application/Financial Aid
- Other (please specify below)

If needed, please provide more information that would help us best connect the student with the proper support professional

Your answer

Submit

[Clear form](#)

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Attachment 2



Maryland

GWDB CTE COMMITTEE



The Blueprint for Maryland's Future Career Counseling **Best Practices Report**

Governor's Workforce Development Board
Career and Technical Education Committee

January 27, 2026

GOVERNOR'S WORKFORCE DEVELOPMENT BOARD CTE COMMITTEE

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This report was produced in collaboration with the following state partners: Governor's Workforce Development Board, Maryland State Department of Education, Maryland Workforce Association and the Accountability Implementation Board.

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Executive Summary

Maryland's Career Counseling Initiative, established under the *Blueprint for Maryland's Future*, is built on a partnership—consisting of local education agencies, local workforce development boards, and community colleges—charged with delivering individualized career guidance through formal MOUs. Since 2023, jurisdictions have transitioned from planning to implementation to deliver career counseling to middle and high school students. As a partner and technical assistance provider for the Governor's Workforce Development Board, Jobs for the Future (JFF) hosted focus groups with 69 participants across all local partner organizations and jurisdictions in Maryland. This report centers the input of local stakeholders to elevate strengths, challenges, and opportunities of current career counseling implementation efforts. Across these conversations, local partners emphasized their commitment to collaboration while also identifying concrete ways that state-level guidance, standardization, and infrastructure could enable more consistent and equitable implementation statewide.

The experiences and efforts of local jurisdictions to date provide valuable insights for state leaders responsible for implementation of the career counseling program established under the *Blueprint*. This report synthesizes key themes of stakeholder feedback through the lens of **Solutions** and **Challenges**. In each section, specific examples and anecdotes underscore each theme. Finally, a **Stakeholder Guidance** section proposes near and long-term actions for **local and state** leaders to promote successful implementation. In brief, the report identifies the following over-arching opportunities to improve statewide implementation:

- **Clarifying roles and responsibilities among local implementation partners;**
- **Supporting jurisdictions with early and consistent guidance around metrics and professional expectations;**
- **Reducing career counseling staff turnover and standardizing onboarding;**
- **Enabling reciprocal data sharing for local implementation partners; and**
- **Building local capacity and expertise through sustained professional development and guidance**

Purpose

The Best Practices Report, a required deliverable under Maryland statute, is designed as a stand-alone companion to the [Maryland Career Counseling Implementation: Summary Analysis \(November 2025\)](#). The following resources across all Maryland jurisdictions were reviewed to surface statewide implementation patterns for the *Summary Analysis*:

- Executed MOUs and addenda
- 2025 annual reports, and
- Spring 2025 AIB check-in notes.

Building on the foundation of the *Summary Analysis*, this report synthesizes insights from 11 focus groups with 69 participants representing every Maryland jurisdiction convened October-November 2025. Participants included career counselors and representatives from community colleges, LEAs, and LWDBs. Participant names and jurisdictions are not listed in this report to protect confidentiality.

What this report does: The analysis explicitly compares focus group insights to the patterns identified in the Summary Analysis. For each connection, the relevant pattern is restated in plain language and with relevant comments from Maryland stakeholders. The links and explanations are self-contained; reading the *Summary Analysis* is not required but recommended.

Who this report is for: State and local leaders across LEAs, LWDBs, and community colleges working together to implement the Blueprint's career counseling vision and strengthen collaboration, service quality, and equity.

Please note: This *Best Practices Report* is not a formal program evaluation and does not estimate causal impact. The report intends to connect common trends and recommendations of Maryland stakeholders captured across required annual reports and optional focus group engagement.

This report does not capture subsequent, critical work undertaken by the State Leadership Group to increase collaboration between the partners at the state level and respond to emerging needs for local implementation, such as clarifying definitions and providing metric examples. Finally, please note that this report does not capture professional development offered by MSDE in the 2025-2026 school year.

Language clarification: Throughout this report, the term "jurisdiction" refers to a formally designated local partnership responsible for delivering career counseling services under Maryland's Blueprint within a geographic area, which may span multiple counties or cities.

Local Implementation

Since the launch of the career counseling model, Maryland jurisdictions have collaborated to build local implementation designs to fulfill the goals of the vision for all Maryland students in grades 6-12 to engage in meaningful career counseling. As with any new initiative, challenges have emerged, with some specific to individual jurisdictions and some more widespread. Similarly, innovative solutions and ideas to address challenges emerged throughout the focus group discussions.

Figure 1 (below) summarizes the overall challenges of early implementation alongside solutions that are in progress or suggested by focus group participants. This list offers insight for state and local leaders as they consider future professional development, updates to MOUs, and development of guidance tools and resources. Some challenges are experienced more widely across the state, and similarly some solutions have more widespread adoption. These are described with more depth later in this section.

Figure 1. Summary of challenges and reported solutions or guidance surfaced through stakeholder engagement.

Challenge	Solutions offered from the field
<i>Role ambiguity/unclear responsibilities</i>	Establish a backbone/facilitator entity to provide dedicated support across all partners. • Establish clear “lanes” for each role and partner in MOU • Identify a rotating chair or identify a point person per partner Plan collaborative events and initiatives with clear timelines, shared responsibilities, and feedback loops. • Hold regular, structured local partner meetings (often biweekly/monthly; some with external facilitation) • Create an escalation process for shared challenges or blockers, supported by a simple, shared documentation owned by the career counselor/coordinator(s) to ensure timely resolution of conflicts or unclear responsibilities
<i>Late/shifting state guidance on metrics</i>	Provide clear, early, and consistent guidance on metrics and reporting requirements. • Utilize assessments on technology platforms to quantify exposure and activities; complement with brief student impact surveys on awareness, interest, and “day-in-the-life” understanding after events • Establish state-wide data definitions and reporting requirements • Track nearer-term work-based learning drivers while longer outcomes mature (e.g., number of new employer partners, apprenticeship placements, and business engagement attributable to the partnership)
<i>Staff turnover/onboarding issues</i>	Use tiered professional development and onboarding to address varying staff experience levels and turnover. • Run an annual summer onboarding conference • Develop a career counselor curriculum/playbook (e.g., learning outcomes by grade, lesson templates) supported by instructional designers; keep materials in a shared online repository

	Formalize onboarding/separation protocols (e.g. communication to principals, access, space, handoff) to reduce disruption during career counselor changes
One-way data sharing/lack of transparency	Develop a statewide data sharing platform or intranet for continuity of student support and cross-jurisdiction collaboration. - Grant limited SIS access to all parties with written guardrails - Use a shared platform, shared storage, and build role-based dashboards Formalize reciprocal data sharing agreements and ensure regular, actionable reporting. - Add a “collaborative data reporting” clause that defines who compiles elements, sources of truth (SIS/CCR lists/platforms), and cadence - Develop data sharing agreements with data elements and lawful use (e.g., CCR eligibility lists, transcripts, contact fields, activity logs), request process via a single point of contact with SLAs and approved channels Pilot light-touch longitudinal tools (e.g., low-cost platforms to track evolving student interests) so career counselors can personalize advising over time without adding heavy data entry burdens. Establish structured reciprocal data routines (e.g., periodic reports aligned to feedback loops to support partner collaboration) so partners who share data receive timely, actionable insights in return.
Capacity constraints (staffing, funding, event planning)	Support statewide conferences and professional learning communities to foster best practice sharing and build shared language. - Hold weekly cross-partner operational meetings with a standing agenda and vote on shared purchases - Plan one year ahead, back-map field trips and events, and maintain a shared calendar - Centralize visit requests to avoid overloading programs - Replace single large “all schools” events with smaller, repeatable activities (e.g. targeted program tours) Engage parents, community organizations, and employers to expand student opportunities and support equity. - Allocate rollover funds jointly - Identify a lead for engaging employees - Offer virtual professional development and employer talks to supplement in-person activities - Use a “menu based” access model (e.g., push-in lessons, small group sessions by interest, and targeted one-to-one advising) to tier support efficiently when counselor caseloads are high

SOLUTIONS WITH BROAD ADOPTION

This section highlights four solutions and innovative ideas that are more broadly enacted across the jurisdictions. This report does not seek to evaluate the effectiveness of these solutions, but rather to surface how the field is responding to various challenges.

Each solution includes:

- **What it looks like:** a brief description of key points shared by focus group participants to illustrate the identified solution
- **Why it matters:** a brief note about why this solution positively impacts career counseling implementation
- **Spotlight:** highlights specific feedback from focus group participants regarding the impact of the solution

The solutions identified below are more commonly adopted across the state as tactics to address the challenges named in Figure 1. The focus on these solutions reflects the priorities raised in focus groups including the call for regular convenings, embedded career counseling, and collaborative planning to strengthen day-to-day implementation across jurisdictions.

Figure 2. Summary of Widely Observed Solutions

Solutions with Broad Adoption	Count of jurisdictions reporting the solution
Annual onboarding and ongoing, tiered professional development	10+
Regular, structured local partner meetings (often biweekly/monthly; some with external facilitation)	8
School-system embedded career counselors	7
Collaborative event planning (e.g., career fairs, career “takeovers,” joint industry days)	7

ANNUAL ONBOARDING AND ONGOING, TIERED PROFESSIONAL DEVELOPMENT FOR CAREER COUNSELORS

What it looks like:

- Annual summer onboarding for new and returning staff, followed by quarterly professional development sessions; content intentionally blends technical topics (e.g.,

data privacy, platform use) and relational practice (student engagement, classroom management).

- Tiered sessions differentiated by experience level and role (career counselor, school leader, workforce, college liaison).

Why it matters:

- Jurisdictions with recurring, cross-partner professional development report better consistency amid turnover and clearer shared language around expectations.

SPOTLIGHT

- One jurisdiction's summer conference equips career counselors with tools for school-year launch, which serves as comprehensive onboarding for new hires while reconnecting returning staff. Participants described it as essential for building relationships across schools, learning about new resources and labor market data tools, and establishing shared language around advising practices before the school year begins.
- Another jurisdiction aligns professional development to a locally defined scope-and-sequence for advising to reinforce common practices across sites.

REGULAR, STRUCTURED MEETINGS BETWEEN LOCAL PARTNERS

What it looks like:

- Standing biweekly or monthly meetings between the community college, LEA, and LWDB with clear agendas, shared facilitation, and follow-ups assigned to named leads. These meetings create space to hold each other accountable for shared goals.
- Use of shared calendars, running notes, and subcommittees to keep work moving between full-group meetings.
- In some cases, an external facilitator is engaged to balance roles and ensure all partners feel heard.

Why it matters:

- Jurisdictions report faster issue resolution and better role alignment when these routines are in place between the community college, LEA, and LWDB.
- External facilitators may not be a sustainable practice. If an external facilitator is not feasible, jurisdictions could designate a rotating facilitator from the local partners to fill this role with an agreed upon agenda to ensure a consistent process for moving forward on action steps.

SPOTLIGHT

One jurisdiction meets biweekly with an external facilitator with subject matter expertise; the team credits this cadence with maintaining alignment through staffing transitions and keeping decisions on track.

SCHOOL-SYSTEM EMBEDDED CAREER COUNSELORS

What it looks like:

- Key practices for embedding career counselors, regardless of employer, include:
 - o Integrating career counselors into daily school schedules and routines
 - o Facilitating regular collaboration with teachers and participation in staff meetings
 - o Establishing clear referral and support pathways for students
 - o Providing access to student data/schedules, resources, and professional development opportunities

Why it matters:

- The most impactful career counseling models emphasize the degree to which career counselors are embedded in the school environment. This is not about requiring career counselors to be school employees, but a deep focus on integration into the student daily routine and access to school staff to build collaboratively and best support students.
- While many jurisdictions have found success with school-employed career counselors, stakeholders consistently note that the benefits stem from the level of embedding and integration, not the employment arrangement itself. In fact, several focus group participants suggested that LWDB-hired career counselors can achieve similar outcomes when supported to become true members of the school community. All models of career-counseling staffing are fully compliant with best practice when all partners meet defined access and integration standards.
- Career counselors who are fully integrated into campus routines—participating in staff meetings, collaborating with teachers on push-in lessons and small-group advising, and engaging in student support systems—are best positioned to build strong relationships and provide consistent access for students. Clear referral pathways for one-on-one support further enhance their effectiveness.
- Importantly, integration should support career counseling functions, not dilute counselor capacity through non-counseling assignments in the school.
- Stakeholders consistently describe stronger relationships, easier navigation of school systems, and more consistent access for students when career counselors are embedded in the school system.

SPOTLIGHT

- One jurisdiction reported that embedding career counselors enabled on-the-spot classroom integration and quicker approvals for field trips and employer visits. Additionally, this gives career counselors better access to school systems, enables participation in staff meetings, and facilitates coordination with teachers and counselors in ways external contractors cannot achieve.

COLLABORATIVE EMPLOYER ENGAGEMENT AND EVENT PLANNING

What it looks like:

- Local partners co-plan employer events across a region, share timelines, and assign outreach leads, reducing duplication and employer fatigue.
- A workforce partner or designated “backbone” function may maintain a shared employer list to streamline coordination.

Why it matters:

- Shared planning expands student access, balances capacity across schools, and improves employer experience.

SPOTLIGHT

- A regional team coordinated a “career carnival” by aligning school-day schedules and transportation to reach more students while minimizing employer burden.
- One jurisdiction assigned a single partner to steward a joint employer list and manage outreach sequencing, preventing multiple uncoordinated asks to the same businesses.

CHALLENGES

This section describes challenges that emerged most consistently across jurisdictions, including how these challenges manifest day-to-day and how they impact equitable and effective career counseling implementation. These challenges emerged consistently across both the focus group conversations and the Summary Analysis of MOUs, implementation plans, and check-in notes, demonstrating alignment between documented agreements and lived implementation experiences. See Figure 3 for a breakdown of the most frequently identified challenges across focus group conversations.

Each challenge includes:

- **What it looks like:** a brief description of key points shared by focus group participants to illustrate the identified challenge
- **Why it matters:** a brief note about the impact this challenge has on implementing career counseling
- **Example:** highlights specific feedback from focus group participants regarding how this challenge shows up in their work

Figure 3: Summary of Widely Observed Challenges

Challenges	Count of jurisdictions reporting
Data Systems and Accountability:	
State Guidance on Metrics	10
Reciprocal Data Sharing	7
Partnership Structure and Role Clarity	9
Staff Turnover	8
Geographic and Capacity Constraints	8

DATA SYSTEMS AND ACCOUNTABILITY

What it looks like:

- Ten or more jurisdictions expressed frustration that guidance on required metrics arrives late in the implementation cycle and shifts over time, creating rework and confusion. Unclear metrics and limited access to timely, student-level data further hinder outcome measurement and continuous improvement.
- Seven or more jurisdictions report ongoing challenges with reciprocal data sharing across all three partners. Although data sharing agreements are in place, they are inconsistently implemented across jurisdictions and frequently limit access to shared systems or student-level information needed to target supports and interventions. As a result, partners that contribute data rarely receive timely, reoccurring actionable reports or feedback in return.

Why it matters:

- One-way data flows and uneven or restricted access to data erodes trust between partners who invest time and resources in collecting and sharing information but receive nothing in return
- Late or shifting guidance on required metrics leads to rework that wastes limited staff capacity and slows implementation.
- Platform incompatibilities and access constraints force manual workarounds that are time-consuming and error-prone, pulling career counselors away from direct student services.
- Without consistent data definitions, reciprocal access, and shared data visibility, partners cannot effectively monitor program quality, demonstrate impact, or make data-informed improvements.

Examples:

- One focus group participant captured the challenge that they "have a data sharing agreement, but data only flows one way. We never receive a report," suggesting a partner invests resources in providing student data to others but gains no actionable insights in return.
- The burden of platform incompatibility is evidence by one stakeholder's experience of spending "hours each week manually entering the same information into three

different systems: one for the school, one that the workforce board requires, and one that tracks my own caseload—and none of them talk to each other.”

PARTNERSHIP STRUCTURE AND ROLE CLARITY

What it looks like:

- Role ambiguity persists even as jurisdictions celebrate the overall value of career counseling.
- Across nine or more jurisdictions involved in focus groups, overlapping or undefined duties between LEAs, LWDBs, and community colleges create confusion in career counseling implementation. Stakeholders feel uncertainty about which partner holds final decision-making authority, creating challenges to defining responsibilities for workforce boards and community colleges specifically.
- Turnover and inconsistent messaging disrupt progress even when communication tools are in place. While shared calendars, running meeting notes, and subcommittees help, they don't fully overcome personnel changes.
- Difficulties in aligning outreach efforts among LEAs, LWDBs, and community colleges persist, with multiple agencies sometimes approaching employers simultaneously without coordination.

Why it matters:

- Unclear responsibilities specifically impact working relationships, coordination speed, and staff morale. Without clear decision-making authority and defined roles, implementation slows down even when partners are committed to the work.

Examples:

- One participant described how "differing work styles and organizational cultures, including individual leadership styles, slowed coordination and impacted scheduling group meetings," with the lack of clarity about who held final decision-making authority creating delays in moving forward even on seemingly straightforward decisions.
- Another participant shared frustration about employer outreach coordination, explaining that without clear protocols about which partner leads employer engagement, multiple partners were sometimes reaching out to the same businesses with similar requests, creating confusion for employers and making it harder to secure work-based learning opportunities for students.

STAFF TURNOVER, ONBOARDING, AND PROFESSIONAL DEVELOPMENT

What it looks like:

- Persistent barriers related to staff turnover affect eight or more jurisdictions. Career counselor retention challenges are linked to compensation misalignment, lack of role clarity, and organizational fit mismatches.
- LWDB-staffed models face particular challenges if there is not close collaboration with the LEA, as career counselors hired by workforce boards are not school staff with

the inherent understanding of school-based systems and norms. Partnership with the LEA is necessary to provide LWDB-hired career counselors access to students and classrooms.

- Career counselor qualification varies across jurisdictions, from associate's degree to licensed teacher/school counselor requirements. Professional development also varies significantly across jurisdictions, ranging from ad hoc workshops to industry-recognized credentials, with no consistent tiered or standardized training approach to address varying qualifications and experience levels.

Why it matters:

- Career counselor attrition disrupts service delivery and requires repeated relationship-building with students and staff.
- Many stakeholders felt that variation in training, inconsistent onboarding, and wide-ranging responsibilities without clear boundaries impacted both the effectiveness and longevity of the career counselor role.

Example:

- Onboarding is key regardless of which partner hires the counselor. When career counselors don't have proper onboarding to school culture and school operations, including "school schedules, how to work with teachers, or even basic things like how to request access to a classroom," the lack of training impacts integration and effectiveness of the role.

GEOGRAPHIC AND CAPACITY CONSTRAINTS

What it looks like:

- Eight or more jurisdictions cite capacity constraints regarding staffing, funding, and event planning.
- High counselor caseloads limit the feasibility of providing one-on-one sessions for every student. Caseloads vary; some jurisdictions' budgets cover only one career counselor while others have larger teams. Time allocation challenges vary widely, with counselors reporting spending 70-84% of time with students in some models but only 50-60% in others, with the remainder devoted to administrative tasks.
- The access to career counseling may vary by school leadership buy-in and master schedule flexibility; push-in services and multi-tiered support depend heavily on principal support and schedule accommodation, especially in high school settings.
- Transportation barriers are more frequently cited in rural areas, restricting access to work-based learning, experiential opportunities, and dual enrollment opportunities. Even more, limited local industry diversity in rural jurisdictions reduces employer partnership options.

Why it matters:

- Resource disparities across jurisdictions translate directly into varying student access, with counselor caseload ratios determining whether students receive individualized

attention or only group sessions. Work-based learning participation depends on both transportation access and local employer availability.

- Capacity constraints and competition for limited work-based learning opportunities mean that students often fall through the cracks and miss out on the valuable career exploration experiences they need most.

Example:

- With potential caseloads of hundreds of students across multiple schools, one participant shared how they could only provide one-on-one meetings to students already identified as at-risk, meaning that other students who would benefit from more career counseling never received it.

Stakeholder Guidance

Across the focus groups with stakeholders, several areas emerged for additional guidance. Guidance can be organized in three primary categories: stakeholder groups, state-level entities, and local partners. While local partners have worked to create potential solutions for some of these areas as referenced in the local implementation section above, there is still significant need for additional guidance through professional development, MOU templates and policy to support local implementation. As identified from focus group participants, some areas require more immediate attention while others are focused on long-term system building.

PERSPECTIVES ACROSS STAKEHOLDER GROUPS

Across stakeholder groups, feedback revealed a shared set of core needs, especially around high-quality professional development, clear guidance on metrics and expectations, and data systems that enable effective coordination. These partners are not merely stakeholders in the system but statutorily required co-owners of this work, underscoring that responsibility for implementation is distributed across partners. Within this broad alignment, each group also emphasized particular nuances based on their roles.

LWDBs most frequently cited the need for statewide best practice sharing mechanisms, clear state guidance on partnership structure and roles, support for capacity building related to staffing and funding, and improved outcome measurement tools and definitions.

LEAs emphasized reciprocal data sharing rather than one-way flows, clear and early state guidance on metrics and expectations, support for embedded career counseling models where feasible, and professional development for career counselors.

Community colleges stressed the importance of better integration mechanisms with K-12 and workforce partners, clarity on their role within the local partner structure, data systems that support tracking and coordination, and consistent outcome measurement approaches.

Career counselors shared about the need for robust onboarding for new career counselors given turnover challenges, ongoing high-quality professional development, tools and support for effective student engagement, and clarity on metrics and outcome expectations.

GUIDANCE FOR STATE-LEVEL ENTITIES

SHORT-TERM

Ten or more jurisdictions called for the state to provide clear, early, and consistent guidance. Participants emphasized the need to deliver guidance on metrics, reporting requirements, and definitions, such as "career ready" and "individualized counseling," earlier in the planning cycle. Participants want the state to establish and communicate standards for quality expectations while preserving local flexibility.

An equally strong call from ten or more jurisdictions was for the state to develop statewide communication and learning solutions. This could include establishing strategic communication solutions including email newsletters, conferences, and in-depth communities of practice. Jurisdictions are looking for mechanisms for them to learn from each other's innovations and to facilitate regular convenings for peer learning and coordination.

MID-TERM

Eight or more jurisdictions are looking for standardized training and professional development. This standardized training could focus on data sharing and data use, collective impact practices, school operations and culture, graduation requirements, and partnership roles and responsibilities.

LONG-TERM

Nine or more jurisdictions cited the need for integrated data sharing systems. Participants want clear guidance on compliance to streamline data-sharing, establishment of data governance standards covering data ownership, access, and use, and systems that enable tracking of students' evolving career interests over time across jurisdictions.

GUIDANCE FOR LOCAL JURISDICTIONS AND PARTNERS

SHORT-TERM

Eight or more jurisdictions cited the need for implementing tiered professional development locally. Tiered professional development and onboarding could address varying experience levels of career counselors, account for staff turnover with robust onboarding processes, provide ongoing learning opportunities beyond initial training, and create peer learning opportunities within and across jurisdictions.

MID-TERM

Nine or more jurisdictions called for formalizing reciprocal data sharing at the local level. These reciprocal data sharing agreements, rather than the common one-way flows currently, would ensure regular, actionable reporting back to all partners contributing data and create feedback loops, so data informs continuous improvement.

LONG-TERM

Focus group participants called for expanding community and employer engagement. It may take time and continued effort to build longstanding, trusting partnerships with community organizations and employer partners. However, some of this engagement and partnership building can happen in the mid-term through collaboration on events and smaller initiatives. Focus group participants emphasized planning collaborative events and initiatives with clear timelines, shared responsibilities, and feedback loops, and coordinating career fairs, career takeovers, and industry experiences across agencies.

Conclusion

As the *Blueprint's* career counseling initiative moves from early implementation to a more developed practice, this report underscores how local partners—LEAs, local workforce development boards, and community colleges—are working together to translate a shared vision of individualized career guidance for every student in grades 6–12 into a day-to-day reality. Drawing on focus groups with stakeholders from every jurisdiction, this report elevates both the strengths of current models and the challenges that come with building a new, collaborative program at scale. The challenges and innovation solutions highlighted here offer state and local leaders a roadmap for strengthening governance, professional learning, data systems, and student engagement so that career counseling can be delivered equitably and consistently across Maryland. By continuing to invest in clear roles and shared accountability, robust onboarding and tiered professional development, and integrated, reciprocal data systems, partners can ensure that all Maryland students graduate with meaningful exposure to careers and the support they need to confidently navigate their postsecondary paths.

Appendix A: Methodology

EVIDENCE SOURCES AND DESIGN

This report links two complementary evidence streams:

- Document review (the *Summary Analysis, November 2025*): Executed MOUs and addenda for all Maryland jurisdictions, 2025 annual reports, and Spring 2025 AIB check-in notes were analyzed to surface statewide patterns in governance, staffing, training, delivery models, and early indicators related to data and industry partnerships.
- Stakeholder focus groups: In October–November 2025, JFF convened 11 focus groups with representatives from every jurisdiction (69 total participants) including Career Counselors (12), Community Colleges (20), LEAs (15), and LWDBs (22). Sessions probed implementation wins, challenges, and recommendations to inform this Best Practices Report.

Figure 4: Representation by Geographic Region

Geographic Region	Count of Participants
Western	6
Central	24
Eastern	35
Capital Area	20
Southern	4

Figure 5: Representation by Population Density / Development

Population Density / Development Area	Count of Participants
Large Suburban	18
Suburban/Rural Mix	27
Urban	3
Rural	40

Note: This table uses Maryland's tourism website (<https://www.visitmaryland.org/>) for the geographic regional breakdown.

ANALYTIC APPROACH

- The focus group transcripts were synthesized and anonymized using AI and human verification to identify recurring practices, implementation challenges, and guidance recommended across the four domains (local partnership governance and role clarity, staffing models and professional learning, data use, sharing, and outcome measurement, and student engagement and equity).

- To show how widespread each theme is, we report the number of jurisdictions where it appeared (e.g., “10+ jurisdictions”). This reflects the breadth of agreement or shared experience with each practice and challenge.
- Findings from the focus groups were then compared with themes from the *Summary Analysis (November 2025)* to validate alignment and surface areas where the field’s experience suggests a need for greater clarity or support (for example, data definitions, role clarity, and training expectations).
- Terminology: Consistent with the Summary Analysis, the term “career counselor” is used as an umbrella term and encompasses local variations such as “career coach,” “career advisor,” and “navigator.”
- Specific participant names and jurisdictions are not listed in this report, in order to encourage candor in focus group conversations and protect confidentiality.

LIMITATIONS

- Focus group insights reflect the perspectives of participating stakeholders and, while inclusive of all jurisdictions, are not statistically representative of all Maryland stakeholders.
- Maryland’s career counseling initiative is in early implementation; available outcome data and shared definitions are still evolving across jurisdictions and platforms, which constrains statewide aggregation and impact statements at this time.

Appendix B: The Blueprint for Maryland's Future Career Counseling Implementation: Summary Analysis of MOUs

The Maryland Governor's Workforce Development Board will add a link to this first report once published.



Maryland

GWDB CTE COMMITTEE

Governor's Workforce Development Board
Career and Technical Education Committee

www.gwdb.maryland.gov

Attachment 3



County Council Montgomery County Council Joint Committee Work Session Meeting

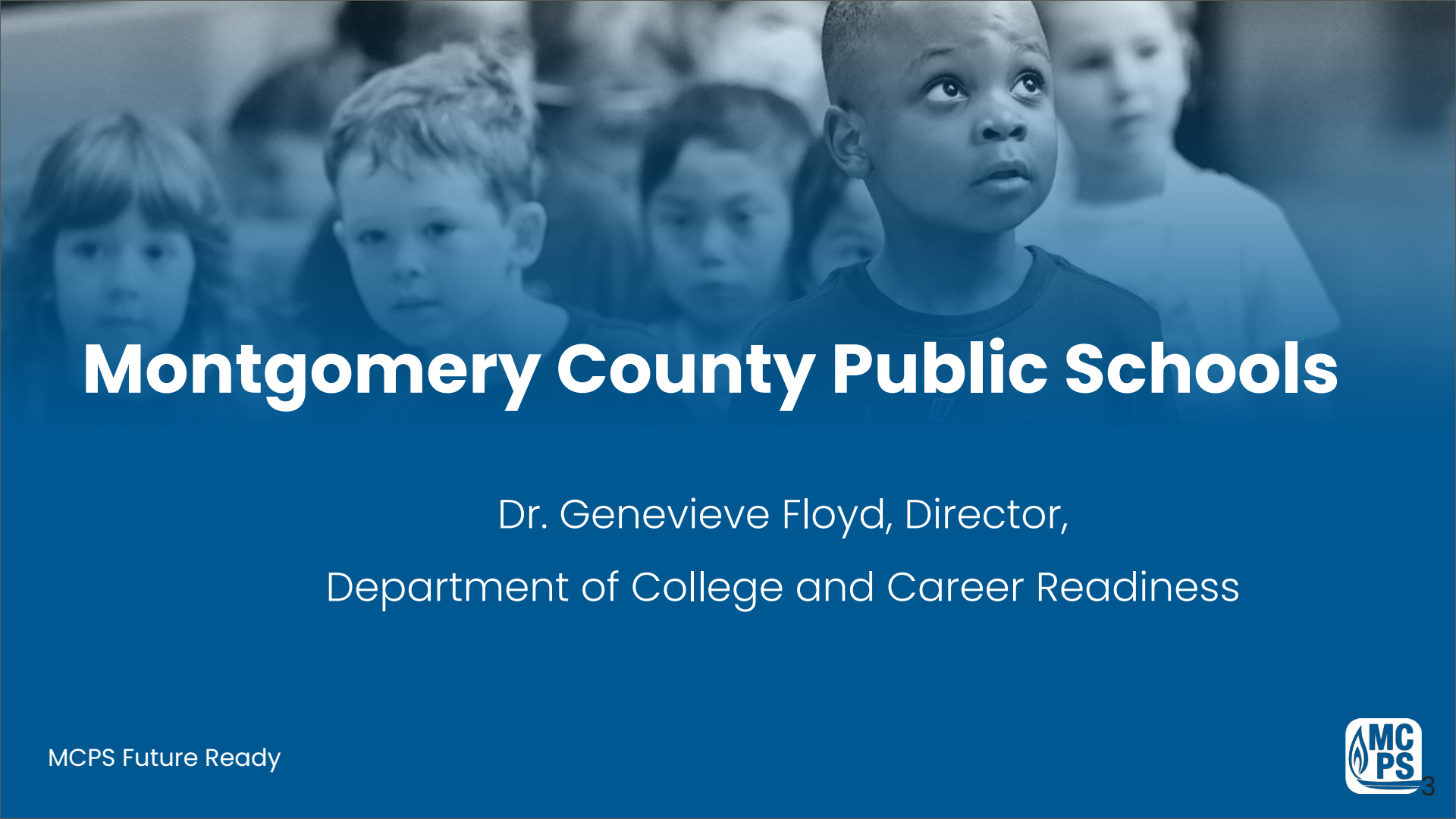
Agenda Topic: Montgomery County Public Schools
(MCPS) Career Readiness Programs and Partnerships

December 8, 2025

Outcomes for Today's Joint Presentation

By the end of today's presentation, you will have:

- Heard overview of specific Blueprint College and Career Readiness (CCR) mandates related to MCPS partnerships with Montgomery College (MC) and WorkSource Montgomery (WSM)
- Learned more about the forthcoming Maryland State Department of Education (MSDE) Career and Technical Education (CTE) Redesign
- Reviewed recent MCPS CTE data
- Heard information regarding the CTE Construction and Transportation Programs of Study (POS) in MCPS
- Heard an overview of Blueprint related partnership efforts between MC and MCPS
- Learned more about the Blueprint Career Counseling (Advising) Mandate and the partnership between WSM, MCPS, and MC



Montgomery County Public Schools

Dr. Genevieve Floyd, Director,
Department of College and Career Readiness

Partnership Connections in Blueprint for Maryland's Future

- **Pillar 3 – College and Career Readiness**

- Objective 3 of 4

- Support and CCR Pathways
 - Post CCR Pathways: AP/IB, Dual Enrollment, and CTE

- Objective 4 of 4

- Provide High-Quality CTE programs and Career Counseling (Advising) {[MoCo CAP](#)}



Career and Technical Education Defined

- **Career and Technical Education (CTE)** is a multiyear educational program comprised of a sequence of courses that combines academic and technical knowledge to prepare students for specific careers and further education. It integrates core academic subjects with hands-on learning, and industry-specific work-based learning options.



Career and Technical Education Benefits

Via CTE programs of study student are:

- able to earn a high school diploma, participate in **internships, earn industry recognized credentials, complete youth apprenticeships and/or earn college credit**;
- prepared for **high-wage, high-skill, and/or high demand jobs** and a variety of post-secondary education options, as well as military service;
- supported in the development of **essential professional skills** crucial for workplace success, and
- able to access **CTE programs in all MCPS** comprehensive high schools, in addition to Thomas Edison High School of Technology, and Regional Institute for Children and Adolescents (RICA)

MSDE Career and Technical Education – REDESIGN

Goals



1. **Align** CTE Programs to the **New** Career Cluster **Framework**
 - Currently, there are 86 CTE programs of study across the 10 MSDE career clusters
2. **Consolidate** CTE Programs to **Reduce Redundancy**
 - No Local CTE Programs, No CTE State Programs, Just CTE Programs
3. **Become** Curriculum **Agnostic**
 - Develop Course Standards Aligned to Industry Recognized Credentials (IRCs)

MSDE CTE REDESIGN By the Numbers

Maryland's New CTE Programming



From 10 to 14
Career Clusters;

From 86 to 48

CTE Programs of Study;

From Many to 152

Courses

MSDE CTE – REDESIGN Crosswalk

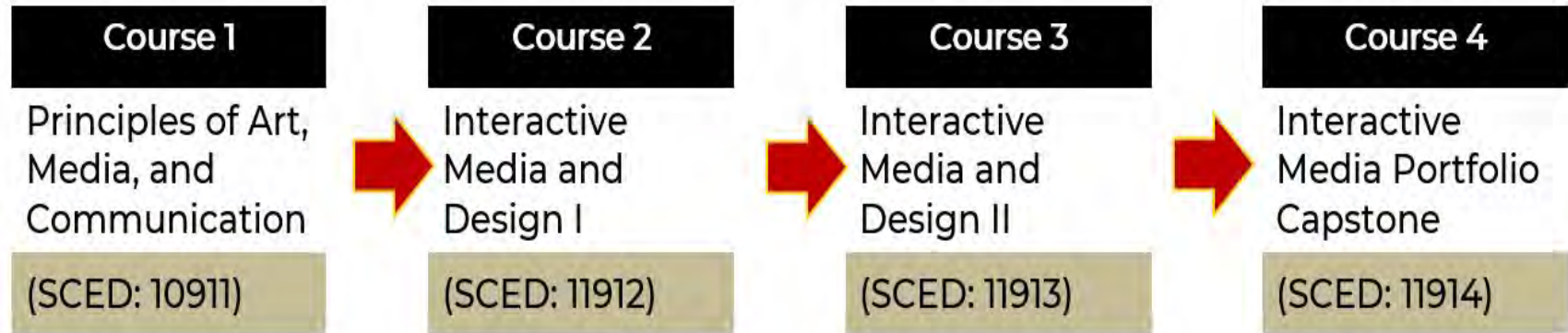
Career Cluster Crosswalk

Maryland Career Clusters	New National Career Clusters
1. Arts, Media, and Communications	1. Arts, Entertainment, and Design
2. Business Management and Finance	2. Financial Services 3. Management and Entrepreneurship 4. Marketing and Sales
3. Construction and Development	5. Construction
4. Consumer Services, Hospitality, and Tourism	6. Hospitality, Events, and Tourism
5. Environmental, Agriculture, and Natural Resources	7. Agriculture 8. Energy and Natural Resources
6. Health and Biosciences	9. Health and Human Services
7. Human Resource Services	10. Education 11. Public Service and Safety
8. Information Technology	12. Digital Technology
9. Manufacturing, Engineering, and Technology	13. Advanced Manufacturing
10. Transportation Technologies	14. Supply Chain and Transportation

MSDE Current 4 Course CTE Model

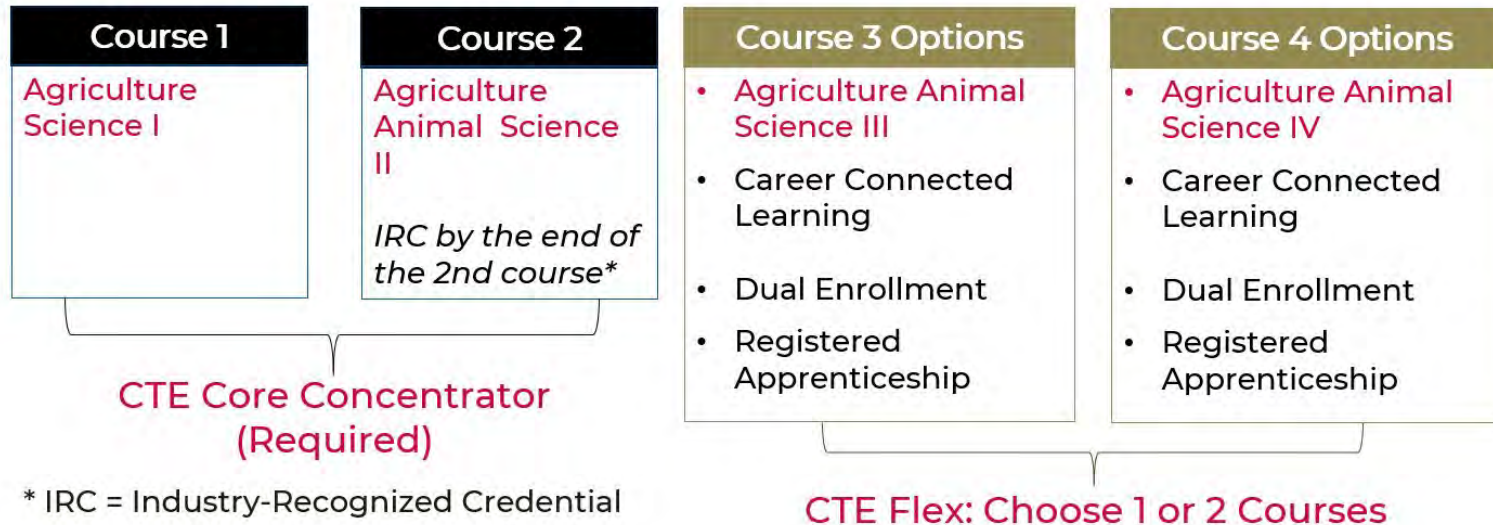
CTE Program of Study – 4 Course Model (Current)

Example Interactive Media Production – CIP: 10.0150



MSDE CTE REDESIGN Course Flex Model

CTE Program of Study – 2 Course Flex Model



* IRC = Industry-Recognized Credential

**Dual Enrollment, Apprenticeship, and CCL Options Must be Aligned to the CTE Core

MSDE CTE REDESIGN Timeline

Adoption of Standards



Timeline

During the **September 2025 State Board of Education meeting** the CTE Program of Study Standards Guides were adopted.

MSDE **immediately** published the standards and will issue detailed implementation guidance and **launch professional learning** and **monitoring timelines** so LEAs can begin planning for future school years.

LEAs would have **two years to implement** the new program design and standards, with implementation occurring **no later than Fall 2027**.

Career and Technical Education MCPS Data

Comparison of Career and Technical Education (CTE) Total Enrollment by Student Group, SY23-24 and SY24-25 (Grades 9-12)

Student Group	SY2024 CTE Total Enrollment	SY2025 CTE Total Enrollment	Growth % from SY 2024 to SY 2025
All	17,542	17,376	-1%
African American or Black	4,543	4,462	-1.80%
American Indian	29	39	34%
Asian	2,562	2,405	-6.1%
Caucasian	3,875	3,771	-2.6%
Hispanic/Latino	5,764	5,883	2%
Two or More Races	757	804	6.2%
Students Receiving Special Education Services	1,584	1,636	3.3%
Emergent Multilingual Learners	1,365	1,861	36%

Focus on Construction and Development: Programs and Locations

Programs of Study:

1. Carpentry
2. Construction Electricity
3. Heating, Ventilation, and Air Conditioning (HVAC)
4. Masonry
5. Plumbing
6. Construction Design and Management

Locations:

- Seneca Valley High School
- Thomas Edison High School of Technology

Focus on Transportation Technologies: Programs and Locations

Programs of Study:

1. Automotive Technology Maintenance and Light Repair
2. Local Automotive Collision and Repair
3. Automotive Collision and Repair (NATEF)
4. Automotive Technology Maintenance and Light Repair-Plus (MLR+)
5. Aviation and Aerospace Program (Pilot and Unmanned)

Automotive Locations :

- Damascus High School
- Gaithersburg High School
- Seneca Valley High School
- Thomas Edison High School of Technology (TEHST)

Aviation Location :

- Magruder High School

Focus on Construction and Transportation: Three Year Enrollment Data

Chart Key: Enrollment (ENR); Concentrator (CON); Completer (COMP)

CTE Cluster	FY23			FY24			FY25		
	ENR	CON	COMP	ENR	CON	COMP	ENR	CON	COMP
Construction and Development	370	81	N/A	511	127	N/A	452	TBD	N/A
Transportation	481	199	N/A	582	229	N/A	513	TBD	N/A.

MCPS: Work Based Learning Data

School Year Participation by Tier by year	Tier 1 WBL (<75 hours) <i>Summer RISE and Micro-Internships</i>	Tier 2 WBL (>75 hours) <i>Internships and Site Based Work Experiences</i>	Tier 3 WBL (>250 hours) <i>Apprenticeships</i>
2023–24	1,081	1,744	33
2024–25	1,008	3,170	40

Focus on Construction and Transportation: Earn While You Learn Data

School Year	APPR in Auto	INT In Auto	APPR in Construction	INT in Construction	Apprenticeship Sponsors
2023–24	1	0	7 APPR 12 Pre-APPR	1	Altimate Electric BMW Excluservice Commercial Energy Systems Ideal Power MR Electricians PDI Electric IEC Chesapeake Pre-Apprenticeship
2024–25	1	0	8	0	State Highway Administration Clark Construction Donaldson Group MR Electricians Legend Management Rollingwood Apartment Complex

MCPS: Industry Recognized Credentials Data

Number of Students Earning an IRC	2023-2024	2024-2025
MCPS Overall	824	748
Construction and Development	112	150
Transportation Technologies	56	84



Dr. Nawal Benmouna

VP, STEM and Health Sciences and Interim VP, Workforce Development and Industry Partnerships

Dr. Chantal Vilmar

Dean, Applied Technologies and The Gudelsky Institute for Technical Education



WORKFORCE DEVELOPMENT AND CAREER & TECHNICAL EDUCATION

FUTURE-READY WORKFORCE TRAINING

Hands-On / High-Demand Training Areas

Construction trades, automotive/transportation, and industrial technology.

Employer-Aligned Programming

Designed with employer input to meet county workforce needs.

Gudelsky Institute for Technical Education

Training hub with labs for construction, trades, and automotive tech.



APPLIED TECHNOLOGIES AND THE GUDELSKY INSTITUTE

DEGREE AND CERTIFICATE PROGRAMS

- Architectural Technology
- Automotive Technology
- Building Trades Technology
- Construction Management



WORKFORCE-ALIGNED PATHWAYS

THE GUDELSKY INSTITUTE

Certified Apartment Maintenance Technician (CAMT)

- Industry recognized certification

Computer Repair

- CompTIA
- A+ Certification prep classes

Welding

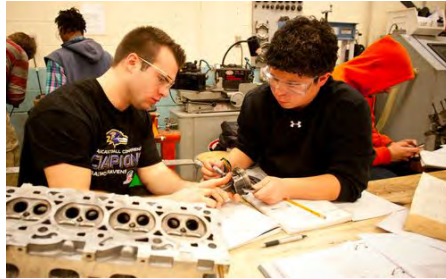
- Prepares for American Welding Society
- Certification exams

Customized Training



ALIGNMENT OF MC & MCPS CLUSTERS

- Construction and Development (8)
- Transportation Technologies (5)



Career Coach at MC: Management of Construction

We're glad you've found the program you wish to pursue!

In case you're interested in further exploration, use the links below to get more information about this program.

[View Program Info](#)[Tuition Info](#)[Start Application](#)

Related Careers



Construction Managers

Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of...

Top Education Level

40% Have completed a Bachelor's degree

Earnings Potential

\$100,624 Median Salary

[See Career Details](#)

Construction and Building Inspectors

Inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other...

Top Education Level

36% Have completed a high school diploma or less

Earnings Potential

\$74,162 Median Salary

[See Career Details](#)

ARTICULATION AGREEMENTS



HOME / ACADEMICS / CREDIT FOR PRIOR LEARNING / CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education (CTE)

Programs of Study

CTE articulation agreements allow students to earn college credit at Montgomery College (MC) by enrolling in, and successfully completing, identified courses associated with select programs of study offered by at Montgomery County Public Schools (MCPS).

Programs of Study include: Automotive Technology, Business, Construction & Development, Criminal Justice, Education, Engineering, IT and more.

<https://www.montgomerycollege.edu/academics/learning-recognition-and-advancement/cte.html>



ARTICULATION CREDIT FORM



Montgomery County Public Schools Program
Construction & Development, Carpentry

Montgomery College Programs
Building Trades Technology, A.A.S.; Carpentry Certificate: 179A; Carpentry Letter of Recognition: 810A;
Residential Remodeling and Repair Certificate: 236A

High School Official Signature and Title: _____ Date: _____

Articulation Agreement #3 - Originally developed 12/15/10

Form Revised 3/5/14

Check appropriate MC curriculum.	Indicate grade received for high school courses.		Corresponding college courses.
	Final Grade	MCPS Construction & Development, Carpentry Program	
☐ Building Trades Technology, A.A.S. ☐ Carpentry Certificate: 179A ☐ Carpentry Letter of Recognition: 810A ☐ Residential Remodeling and Repair Certificate: 236A ☐ Residential Remodeling Letter of Recognition: 818		Foundations of Building & Construction Technology (5561 or 5562 or 5559 or 5560) AND	BLDG130 Introduction to the Building Trades (3 credits)
		Carpentry 1A/B (5577/5578) or (5100/5101) AND	AND
		Carpentry 2A or 2B (5579 or 5639 or 5580 or 5640)	BLDG140 Fundamentals of Carpentry (4 credits)
		OR	
		Carpentry 1 A/B (5577/5578) or (5100/5101)	BLDG140 Fundamentals of Carpentry (4 credits)
		AND	
		Carpentry 2A/B (5579/5580) or (5639/5640)	

MCPS graduates enrolled @ MC	2021	2022	2023	2024	2025
302 Architectural/Construction Technology (AAS)	36	40	39	30	49
203 CAD for the Building Professional (CT)	3	3	5	2	1
303 Architectural/Construction Technology (AAS)	13	11	14	18	15
142 Management of Construction (CT)	3	1	3	2	3
308A Building Trades Tech - Carpentry Track (AAS)	1	1	0	2	1
308B Building Trades Tech - Electric Wiring Trk (AAS)	3	1	10	5	14
308C Building Trades Tech - HVAC Track (AAS)	5	9	5	11	13
263 Building Trades Technology (CT)	0	0	2	4	3
307 Automotive Technology (AAS)	26	28	30	42	37
160A Engine Performance Specialist (CT)	0	1	3	5	6
161A Powertrain Specialist (CT)	1	0	1	0	0
162 Auto Electrical Sys Specialist (CT)	4	1	0	0	1
163A Undercar Specialist (CT)	0	0	1	2	0
TOTAL	95	96	113	123	143

Dual Enrollment in Construction & Development and Transportation Technologies

MCPS High Schools	2021	2022	2023	2024	2025	5-Yr Total
Gaithersburg High School	9	5	4	10	12	40
Wheaton High School	3	3	9	12	11	38
Colonel Zadok Magruder HS	4	5	6	13	7	35
Northwood High School	6	3	6	5	8	28
Watkins Mill High School	4	5	7	2	10	28
Albert Einstein HS & MC Art Cn	4	3	5	6	8	26
James Hubert Blake High School	2	1	4	6	8	21

MCPS High Schools	2021	2022	2023	2024	2025	5-Yr Total
Richard Montgomery High School	3	6	1	5	6	21
John F. Kennedy High School	2	1	8	6	2	19
Walter Johnson High School		5	3	5	5	18
Northwest HS - Germantown	2	1	5	2	6	16
Rockville High School	4		2	4	6	16
Paint Branch High School	4	1	4	1	5	15
Clarksburg High School	2	4	3	3	2	14
Quince Orchard Sr High School	1	2	4	4	3	14
Seneca Valley High School	2	2	3	2	5	14
Montgomery Blair High School		5	1	4	3	13

MCPS High Schools	2021	2022	2023	2024	2025	5-Yr Total
Springbrook Sr High School	3	3	1	1	3	11
Bethesda Chevy Chase High School		1	4	3	2	10
Sherwood High School	2	1	1	1	4	9
Thomas Sprigg Wootton High School	2	1		2	3	8
Damascus High School		1	3	2	1	7
Walt Whitman High School	1	1	1	1	2	6
Poolesville Jr-Sr High School		2		2	1	5
Winston Churchill High School				2	1	3
Grand Total	60	62	85	104	124	435

EXPANDING ACCESS AND AWARENESS

Events

- Worlds of Work (on MC campuses)
- MC Experience On-Campus Events
- Joint Apprenticeship Event



Expansion of Access for Dual Enrolled Students

- Pre-Apprenticeship Biotechnology
- Construction Management at Seneca Valley High School



RELATIONSHIP BUILDING LEADING TO CREDENTIALING OPPORTUNITIES

Industry Advisory Boards

- WDCE engages advisory boards with local business partners.
- MC serves on all 14 MCPS PACs and provides IRC guidance.

Internship, Apprenticeship & Workforce Feedback

- Partner feedback continuously informs curriculum.
- Employers alert MC to workforce gaps, leading to new programs.

Apartment Maintenance Technician

- Created in collaboration with MCPS PAC.
- Supported by CAMT to strengthen the career pipeline.



RELATIONSHIP BUILDING LEADING TO CREDENTIALING OPPORTUNITIES

Utilities & Technical Partnerships

- PEPCO test-prep launched; expanding to WSSC careers.
- Johnson Controls advances automation and energy training.



WorkSource Montgomery Partnership

- Close collaboration and co-location at the ECEC.
- WSM connects MC with employers and job seekers.



Anthony Featherstone, Executive Director
WorkSource Montgomery, Inc.
Montgomery County Workforce Development Board



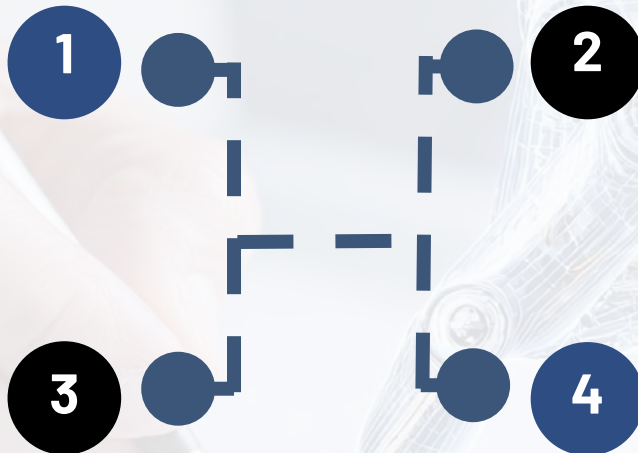
ROLE OF WORKSOURCE MONTGOMERY

Workforce Intermediary

- Support **alignment** of system partners
- **Connector** of talent & opportunity
- **Convene** sector partnerships
- Provide **labor market** insights
- **Maximize** workforce system funding

Serve Local Businesses

- **Engage** to understand industry needs
- **Recruit** qualified **talent** pools
- Develop **customized** sector **solutions**
- Serve as bridge to **future talent**



Advance Economic Mobility

- Expanding **access** to career pathways
- Promote **fair** and **inclusive** hiring
- Develop solutions to **reduce barriers**
- Support **underserved** communities
- Deliver **quality** workforce **programs**

Support Job Seekers

- Provide **career coaching** support
- Connector to **free training** programs
- Expand access to **earn-and learn** models
- Support attainment of **employment**

JOINT INSTITUTION EFFORTS

Summer RISE

Career-exploration program for rising juniors and seniors that provides real-world exposure to local industries. The four-week program helps students gain insight into workplace expectations and career pathways.

Montgomery County Career Advising Program (MoCo CAP)

Provides students in grades 6–12 with career coaching to help them identify their strengths, interests, values, and career themes. This process helps students make informed decisions and meaningful connections to MCPS programs and postsecondary career pathways. Connects students to real-world experiences via industry exposure and college exploration.

Work Based Learning

Provides a bridge between industry and MCPS to expand internship and youth apprenticeship through targeted business engagement.

Pre-Apprenticeships

Foundational skills training to prepare for registered apprenticeships.

Advisory Council Participation

Industry led committees formed to guide education and workforce programs.



MONTGOMERY COUNTY CAREER ADVISING PROGRAM

*The Blueprint for Maryland's Future requires the WDB, MCPS, and MC
to deliver individualized career counseling to all Middle and HS Students.*



01

**Personalized
Career Advising**
Direct counseling and
advising services to students

03

**Common
Career Language**
Realistic, Investigative, Artistic,
Social, Enterprising, Conventional
(RIASEC)

05

Student Driven Tools
Materials and resources to
support the development of
lifelong career management

02

Classroom Connections
School-based leaders to support
and integrate the work into
content areas

04

Career Experiences
College and career experiences
aimed to increase exposure to a
wide variety of opportunities

06

**Experience Based
Opportunities**
Information about the world of work
and connection to work-based
learning opportunities



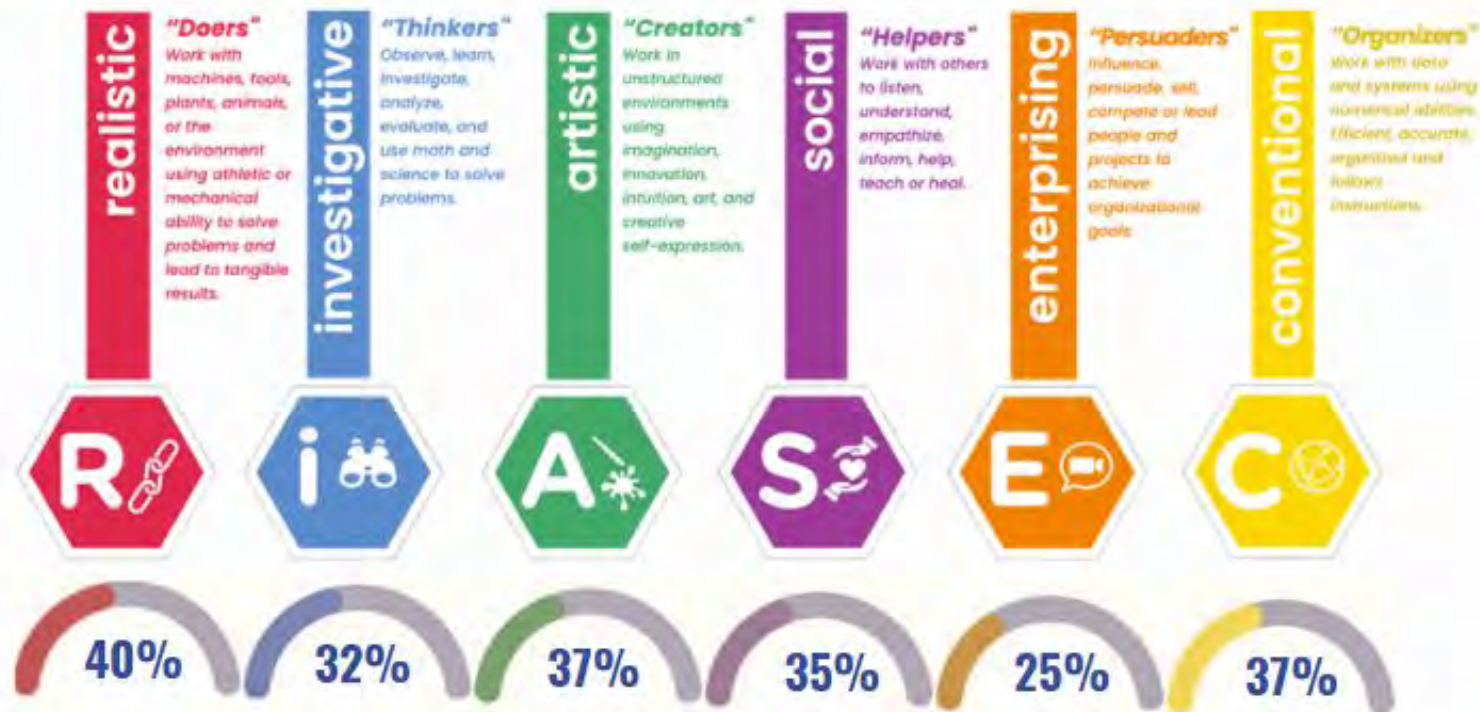
PROGRAM OBJECTIVES: IDENTIFY S-I-V



1. "A **STRENGTH** is the ability to consistently provide near-perfect performance in a specific activity. The key to building **STRENGTH** is to identify your dominant talents, then complement them by acquiring knowledge and skills pertinent to the activity"
2. "INTERESTS are preferences for work environments and outcomes."
3. Work **VALUES** are global aspects of work that are important to a person's satisfaction.



STUDENT INTEREST (CAREER THEMES)



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

WORK BASED LEARNING - TIER I



- **Tier I:** Micro-Internship <75 hours for Career Exploration
- **Goal:** Introduce talent/students to your industry professionals & brands, occupational expectations, and for industry to inform career path decisions.
- **What:** Job Shadowing, exploration (guest speaking, videos), mentoring
- **How:** Summer Rise; school year micro-internships, exploration experiences with industry partners, mentoring opportunities, etc.
- **When:** Summer, ongoing throughout the school year

WORK BASED LEARNING - TIER II



- **Goal:** Sponsor/business to hire an intern to develop and deepen professional experience in an industry.
- **What:** Professional training the next generation of future talent
- **When:** Fall & Spring Semester, Summer. First 24 days of 1st & 2nd semester and summer. Work must align with semester schedule
- **How:** Students apply and are selected by industry partners for paid or unpaid opportunities using the Navigator Platform.



WORK BASED LEARNING - TIER III



- **Goal:** On-board a youth apprentice
- **What:** Professional skills training with direct mentoring to achieve a defined set of industry aligned standards and competencies that qualifies the apprentice for employment at graduation.
- **When:** Fall & Spring Semester, Summer. First 24 days of 1st & 2nd semester and summer. Work must align with semester schedule. 250 hours for Registered Apprenticeship, 450 for youth apprenticeship that includes an IRC.
- **How:** Students apply and are selected by industry partners to be hired as W-2 employees at minimum wage. They must have a defined mentor and be achieving industry related competencies connected to progressive wage increases.



SECTOR CONNECTOR INITIATIVE:

CONSTRUCTION & TRANSPORTATION



Local Workforce Plan

Both industries identified as target sectors in the 2025-2028 Montgomery County Local Workforce Plan

Advisory Committee

The WDB has established a subcommittee to focus on programming and business engagement for the two industries

Occupational Skills Training

Free certification training for residents interested in Construction & Transportation

Self-Directed Learning

Free virtual online training center offering a catalog skilled trades courses to include electrical systems, mechanical systems, welding, machine-shop practices, HVAC/refrigeration, etc.

01

02

03

04

05

06

07

08

Apprenticeship Offerings

Opportunities to engage in Construction pre- and registered apprenticeships

Workshops & Job Fairs

Opportunities for residents to build professional skills and connect with employers in the Construction & Transportation industries.

Career Coaching

Assisting residents beginning in 6th grade to identify career pathways in the Construction & Transportation Industry

Virtual Reality

VR career exploration modules for skilled trades and driving professions made available through the Launch Your Future Employment (LYFE) young adult program



Discussion

Responses to Questions for 12/8/25 Joint Committee Work Session

Montgomery County Public Schools (MCPS) Career Readiness Programs and Partnerships With Montgomery College and WorkSource Montgomery

This Work Session will:

- *Summarize how the Blueprint for Maryland's Future legislation has changed the CTE landscape in Montgomery County, and how it is anticipated that CTE will continue to change and develop in future years. Share as much information as will be available at the time of the meeting on the CTE redesign plans that are currently being developed by AIB/MSDE .*
- *Provide an overview of CTE programs at MCPS, and information on how community partners (MCPS; Montgomery College; WorkSource Montgomery; employers) collaborate on CTE programs, and how these organizations leverage employer involvement to develop program curriculum and help ensure that students have the skills to progress through career pathways.*
- *Provide specific information on CTE programs related to Construction & Development and Transportation Technologies, with an emphasis on how these organizations leverage employer involvement to develop program curriculum and help ensure that students have the skills to progress through career pathways.*

MCPS

- *Since the last memorandum that was provided by MCPS in preparation of this Committee meeting, have there been any significant updates on the anticipated joint CTE policy expected from AIB/MSDE?*

No updates since October 15, 2025.

- *What is the anticipated time frame for the upcoming program analysis that MCPS will be conducting on the new CTE policy?*

The MCPS program analysis is expected to be finalized by spring of 2026, with implementation planned for the 2027–2028 school year. The Maryland State Department of Education (MSDE) has approved a new Career and Technical Education (CTE) Redesign and established related program standards; all school districts must implement beginning in the 2027–2028 school year. Because these timelines align, CTE leaders are participating in the program analysis discussions to ensure that the upcoming CTE changes are incorporated into the program analysis plans.

- ***Thank you for providing the chart with the total enrollment data in the career clusters in your previous responses. If possible, is there information on enrollment broken down by student demographics, including gender? Would it be possible to get the numbers of students who are earning industry recognized credentials for the same time period?***

Below, Chart 1 provides information related to CTE program enrollment by career cluster for the 2024–2025 school year (Grades 9–12). Chart 2 provides information related to student outcomes and the number of graduates earning industry recognized credentials by student groups.

Chart 1

Unofficial 2024 - 2025 CTE Student Enrollment Data by Program, Demographics and Services Received																	
CTE Program of Study	Total	Gender			Race/Ethnicity							ELD		FARMS		IEP	
		Female	Male	X	AM	AS	BL	HI	PI	2+	WH	No	Yes	No	Yes	No	Yes
Arts, Media, and Communications	520	163	354	3	2	55	144	159	0	33	127	449	71	250	270	447	73
Business Management and Finance	1,685	622	1,057	6	3	190	494	584	2	71	341	1,535	150	811	874	1,622	63
Career Research and Development	951	326	622	3	1	62	375	289	0	51	173	819	132	374	577	601	350
Construction and Development	452	92	358	2	1	16	74	276	0	14	71	335	117	170	282	368	84
Consumer Services, Hospitality, and Tourism	1,342	700	642	0	3	104	421	619	0	55	140	1,086	256	423	919	1,161	181
Environmental Agriculture and Natural Resources	161	89	70	2	0	6	29	64	0	13	49	135	26	88	73	142	19
Health and Biosciences	2,511	1,977	530	4	6	438	763	935	1	80	288	2,313	198	1,031	1,480	2,421	90
Human Resource Services	2,586	1,949	625	12	6	152	703	1,087	3	107	528	2,259	327	1,069	1,517	2,340	246
Information Technology and Cybersecurity	1,983	438	1,541	4	3	609	544	325	4	81	417	1,866	117	1,299	684	1,858	125
Manufacturing, Engineering, and Technology	4,672	1,464	3,199	9	11	746	854	1,236	2	282	1,541	4,341	331	2,911	1,761	4,357	315
Transportation Technologies	513	71	442	0	3	27	61	309	0	17	96	377	136	185	328	423	90
Total	17,376	7,891	9,440	45	39	2,405	4,462	5,883	12	804	3,771	15,515	1,861	8,611	8,765	15,740	1,636

Chart 2

Student Group	SY 2024 Graduates Attaining Industry Recognized Credential	SY 2025 Graduates attaining Industry Recognized Credential
All Graduates	406	275
African American or Black	93	80
American Indian	1	0
Asian	56	34
Caucasian	109	52
Hispanic/Latino	124	97
Two or More Races	22	12
Students Receiving Special Education Svcs	152	37
Emergent Multilingual Learners	156	117

- ***In the notes that you sent previously, it is shared that: “Beginning in the 2027–28 school year, Local Educational Agency (LEAs) will need to transition to programming within the 14 career clusters and 48 POS. Of the 48, 38 align with the district’s current 51 POS offerings, meaning some programs will be phased out while others will need to be newly developed.” Which programs will be phased out? Will any new programs be phased in, or will some current programs be expanded?***

MCPS has a robust offering of 51 CTE Programs of Study (POS). The link [here](#) provides information of all programs and their respective high school locations. 38 of 51 MCPS CTE programs align to the new CTE POS align (8 phased out; 2 name changed; 3 combined under programing). However, a total of 20 of 51 MCPS POS will be impacted per the following chart:

Program of Study not on MSDE new listing	Comments
Academy of Finance (AOF)	Shifting to new POS to include Accounting and Finance (Financial Services)
Academy of Information Technology	Combining under new POS (Programing)
Apprenticeship Maryland Program	Moved to a new work-based learning category (Career Connected Learning) and built into all new CTE POS course options. (Phased Out)
Automotive Tech	Shifting to new POS (Automotive Maintenance)
Aviation – Unmanned	Focusing on Manned (Phased Out Unmanned)
Biomedical/Health Professions	A local program no longer approved. (Phased Out) Separating into new CTE POS (Biomedical Science)
CISCO	Shifting to new POS (Networking)
College and Career Research Dev.	Not connected to high wage, high demand, or high skilled, nor IRC. (Phased Out)
Computer Science/Code.ORG	Combining under new POS (Programing)
Construction Design and Management	Shifting to new POS Architecture Design and Drafting
Health Professions Dual Enrollment	Moved to new dual enrollment courses and built into all new CTE POS course options (Phased Out)
Health Professions Internship	Moved to new work-based learning category (Career Connected Learning) and built into all new CTE POS course options (Phased Out)

Hospitality Management	Shifting to new POS (Hotel and Resort Management)
JROTC Navy	Name change to new POS (JROTC US Armed Forces)
Justice, Law and Society	A local program no longer approved. Incorporating content into new POS (Criminal Justice and Law Enforcement) (Phased Out)
Mobile Application and Software	Combining under new POS (Programing)
Network Operations	Shifting to new POS (Networking or Cybersecurity)
Professional Restaurant Management	Shifting to new POS (Culinary Arts)
PTECH	Moving to Dual Enrollment (Phased Out of CTE)
ROTC Army	Name change to new POS (JROTC US Armed Forces)
New CTE Program Being Added	
Machine Learning and Data Science	

- *Thank you for providing information on the % of students who have met the Blueprint goal of 144+ hours of related instruction (RI) and 250+ hours of on-the-job training through registered apprenticeship or IRC. Please provide this information for students who are in Construction & Development and Transportation Technologies.*

School Year	Apprenticeships in Automotive	Apprenticeships in Construction	Employer Apprenticeship Sponsors
2023–2024	1	7	Transportation Technologies: • BMW Excluservice Construction & Development: • Altimate Electric • Commercial Energy Systems • Ideal Power • MR Electricians • PDI Electric
2024–2025	1	8	Transportation Technologies: • State Highway Administration Construction & Development Employers: • Clark Construction • Donaldson Group • MR Electricians Legend Management • Rollingwood Apartment Complex

- ***How does MCPS plan to expand opportunities for registered apprenticeships in future years? (Both in general, and specific to Construction & Development and Transportation Technologies).***

MCPS plans to work in partnership with WorkSource Montgomery and Maryland Department of Labor to identify apprenticeship employers by industry, as well as Apprenticeship Group Sponsors that allows multiple employers in the same industry to share approved common standards and training resources. MCPS also plans to extend collaboration with Montgomery College (MC) to increase the pathways to registered apprenticeship by having MC be the training provider for IRCs and/or college coursework identified by employers. In addition, this year MCPS piloted an apprenticeship opportunity for students within the Department of Facilities Management. We hope to continue this program in the coming years.

Central service staff have connected with industry leaders to discuss the barriers that exist for employers in Montgomery County (specifically related to the automotive industry) in providing apprenticeship opportunities to students while they are in high school. Recognizing that other districts are providing these opportunities to their students, staff have also reached out to facilitate conversations between industry leaders in neighboring counties to meet with our industry leaders in Montgomery County to glean best practices that they may implement to support our efforts and our students while they are still enrolled in high school.

- ***Is there any available outcome data on how many students who graduate from Construction & Development and Transportation Technologies work in these fields in Montgomery County following graduation?***

Unfortunately, the district is unable to track workforce related data of students after graduation.

- ***Thank you for providing enrollment by academic years for CTE programs of study. Would it be possible to get enrollment data per program?***

For data organized by cluster and respective programs, click the following [link](#).

- ***How many spaces are available in the register apprenticeships (RA) Automotive Dealers Education Institute (ADEI) program? How many students typically apply for this RA, and how many are accepted per year?***

According to the ADEI program staff there are approximately 72 seats available each year. The ADEI representative has shared that on average the number of MCPS CTE automotive graduates who typically apply is close to 35 and approximately 30 are accepted.

- ***How many students typically apply to the Construction & Development programs (construction architecture, electricity, plumbing, masonry, hvac, etc) and how many are waitlisted?***

Annually there are multiple opportunities to indicate interest for multiple and various CTE programs. Students rarely only indicate their interest in one program such as construction or automotive. There are a limited number of seats for both the construction trades and the automotive programs. If there is more interest than seats available for any program, students are placed on a waitlist. When a vacancy occurs, a student is invited to fill the seat in sequential order of the waitlist number. The construction program is housed at Seneca Valley High School and Thomas Edison. The number of students on the waitlist could be as few as 20 applicants at SVHS to more than 250 for Construction Electricity or HVAC at Thomas Edison.

- ***How many students typically apply to the Transportation Technologies programs (auto tech and auto collision), and how many are waitlisted?***

The two auto programs, Collision Repair and Collision Technology, are of particular interest to students. There is little movement from the initial invitation, however, vacancies are filled in sequential order from the waitlist. Both programs at the two regional site locations have waitlists ranging from 40 at Gaithersburg HS to 350+ at Thomas Edison.

The link [here](#) shows a three-year snapshot of students invited, and those remaining on a waitlist, as well as the total number of interested students who applied for each program.

The chart below includes information from the 2025-2026 applicant pool:

25/26 UpGr Lottery			
Count of STUDENT_ID INV Status: ▼			
Row Labels	▼ Invited	WL	Grand Total
SUMMTEM	39		39
SVCAU	23		23
SVCDU	50		50
SVELU	49		49
TEACD	176	68	244
TEC	110	4	114
TECE	44	212	256
TEHVAC	21	194	215
TEM	37		37
TEP	92	19	111
Grand Total	641	497	1138

25/26 UpGr Lottery			
Count of STUDENT_ID INV Status: ▼			
Row Labels	▼ Invited	WL	Grand Total
GACR	53		53
GAT	61	4	65
TEACR	129	127	256
TEAT	129	209	338
Grand Total	372	340	712

NOTE: SUMMTEM stands for any student who had applied to another construction trades program for 2025-2026 and remained on a waitlist, was invited to the Masonry program. Below is a legend to support the program names:

SV	Seneca Valley
TE	Thomas Edison
SVCAU	Construction Architectire
SVCDU	Construction Design and Magmt
SVELU	Electricity
TEACD	Architecure and CAD
TEC	Constriction
TECE	Constriction Electricity
FBC	Foundation of Bldg Construction
TEHVAC	Heating Ventilation and A/C
TEM	Masonry
TEP	Plumbing
G	Gaithersburg
TE	Thomas Edison
GARC	Auto Collision Repair
GAT	Augot Technoligy
TEACR	Auto Collision Repair
TEAT	Auto Technology

- ***Regarding the Construction & Development and Transportation technologies programs, are there any information available on CTE program enrollment, program popularity, and the number of jobs available in the field? Are there any significant trends where programs are popular but have few job opportunities, or less popular programs that have significant job opportunities within the county?***

The enrollment information is noted in the charts above. As it relates to jobs in construction associated with our specific CTE offerings, according to the Bureau of Labor Statistics (BLS) the DC, the Arlington, and Alexandria metropolitan area employs about 12,500 service technicians and mechanics in total, highlighting a significant existing market with ongoing job turnover and demand. A search for Mechanic jobs on GLASSDOOR shows that there are 640 jobs currently available in the immediate DC area for automotive technicians.

As it relates to aviation, GLASSDOOR currently shows 29 advertisements for pilot type positions in the DC Metro area for both pilot and commercial drone operators. Capital Access Alliance states that approximately 2,000 commercial flights (takeoffs and landings) take place in the Washington DC metropolitan area each day, across its three major airports: Ronald Reagan Washington National (DCA), Washington Dulles International (IAD), and Baltimore/Washington International (BWI). The Bureau of Labor Statistics (BLS) projects a need for approximately 14,500 to 18,200 new pilots each year through 2030 in the United States.

- ***Is there anything I didn't ask about that you would like to note?***

N/A

- ***Please note the names of those attending from your organization and their titles.***

At the table from MCPS:

Dr. Genevieve Floyd, Director, Department of College and Career Readiness

In the audience:

Steven Boden, Supervisor, Foundations

Shawn Krasa, Supervisor, Work Based Learning

Jeannie Franklin, Director, DCCAPS

Karen Danco, Supervisor, DCCAPS

Nicola Richards-Wright, Coordinator, Department of College and Career Readiness

WorkSource Montgomery

- ***How has WorkSource Montgomery worked with MCPS and MC to implement Blueprint expectations and requirements?***

WorkSource Montgomery has worked closely with MCPS and MC to implement the blueprint career counseling mandate for all students grades 6–12 within MCPS. This aspect of our partnership started with a work group comprised of leaders from each organization formed to execute the planning and implementation of the legislative/coaching mandate.

The process began with a plain reading of the bill/law to understand the requirements and scope. There was a clear understanding of the real opportunity to positively impact students and a shared desire to create a transformational initiative that would impact a student population of approximately 87K (grades 6–12).

As a result of initial planning, the work group agreed to brand the program as the Montgomery County Career Advising Program (MoCo CAP) and also agreed to the following in a tri-agency MOU as required by law:

- WorkSource Montgomery would employ Career Advising Coaches assigned to every middle, high, and special school. WorkSource Montgomery would also employ staff to support Career Advising Coaches in the form of regional managers, directors, training coordinators, and other necessary administrative personnel.
- MCPS would provide logistical support and access to students and student data per a data sharing agreement. MCPS would employ staff based in the central office to coordinate with WSM staff and create lessons to be integrated into core instruction. MCPS would also manage Career Champion Teams (Teachers), Student Advisory Committees, support College and Career Navigators.
- Montgomery College would provide related training for the Career Advising Coach Registered Apprenticeship Program and provide space for special events e.g., National Apprenticeship Week, World of Work event, college tours, and MC Experience event.

In the third year of operation the MoCo CAP comprehensive approach is recognized as a leader in Maryland as Montgomery County is meeting or exceeding all legislative requirements in a short period. Through September 2025, MoCo CAP has served over 90K students since inception.

- ***How many students do Career Advising Coaches work with on average?***

The scale of the legislative mandate for career coaching to be delivered to all 6th through 12th graders includes a service population of approximately 87,000 students for

Montgomery County. Given the scale, all partners understood the need for a multi-faceted program with multiple levels of support with a goal to create career curious atmospheres within schools. Career Advising Coaches deliver core content in large group, small group, and 1:1 settings. Additionally, MCPS has created a Career Champion Team in each school made up of educators that support the program in several ways. Student voice is gathered through student surveys offered after every coach-delivered MoCo CAP experience as well as through Student Advisory Councils at every school facilitated by MCPS. Essentially, while WSM Career Coaches play a significant role in program delivery, the work is also supported by other groups.

On average, each Career Advising Coach has worked with approximately 1,850 students since the program started. However, while Career Advising Coaches are an essential component of the program, students also receive MoCo CAP services and have touchpoints through other (MCPS) personnel e.g., Career Advising Champions (Educators), College & Career Navigators, etc. As a result of this approach, and in effort to create career curious school environments, students also engage in career conversations beyond those that occur with their Career Advising Coach.

Student Feedback Results thru October 2025 (25/26 School Year)

Career Steps Clarity ★★★★★☆ (4/5)

Session Helpfulness ★★★★★☆ (4/5)

Confidence in Career Journey ★★★★★☆ (4/5)

- ***Are there any significant differences in the ratio of students to coaches between different MCPS schools?***

Ratios will differ based on school size as each middle and high school is assigned a Career Advising Coach. However, with a flexible program model where services are offered in multiple settings (e.g., groups) and by multiple groups (e.g., Coaches, Teachers, etc), larger schools with larger ratios do not correlate to a lower level of services/impact.

- ***Specifically pertaining to CTE programs in Construction & Development and Transportation, how many Career Advising coaches are available? Have there been any significant increases or decreases in the number of coaches available in these areas over the past 3-5 years?***

The (WSM) Career Advising Coach position was created in 2023 and initially deployed into schools during the 2023–2024 school year. During this period WSM has consistently employed over 50 Career Advising Coaches who service all middle school, high school, and specialty school programs. Each Career Advising Coach is equipped with comprehensive knowledge of MCPS’s CTE program offerings across all disciplines. As such, Career Advising Coaches are able to engage students and provide coaching in any industry focus that aligns with the career themes.

- ***How do Career Advising coaches support students in having access to high quality, industry valued career preparation and support them in finding pathways that lead to meaningful employment and continued education? (Both in general, and specifically for students in the Construction & Development and Transportation Technologies).***

Career Advising Coaches teach each student the foundational language of RIASEC, which helps students identify the work styles that most describe them and introduces students to occupations that correspond to those work styles. Next coaches facilitate students to understand their own strengths, interests, and values to help them refine those career choices. We also facilitate many opportunities for students to meet industry professionals to test the theories they are developing about themselves as they progress through their career exploration journey.

Specifically, coaches deliver whole-group coaching sessions on targeted topics to facilitate progress towards career readiness. The sessions are collaboratively developed by MCPS and WSM curriculum expert teams. Content is a combination of foundational RIASEC language and application (A), MCPS-specific opportunities and information (example: MCPS Pathways) (B), and general future-preparation skills outlined by the National Association of Colleges and Employers (C). These sessions are delivered at nine touchpoints throughout a student’s 6–2 journey, at times that are aligned with optimal access to opportunity as it relates to MCPS programmatic application deadlines.

- ***What workplace learning opportunities are currently available to MCPS students in the Construction & Development and Transportation Technologies? How do WorkSource Montgomery/Career Advising Coaches work to develop and expand these learning opportunities?***

A comprehensive list of work-based learning opportunities is made available to Career Advising Coaches by MCPS. From there, the role of the Career Advising Coach is to help students identify their interests and career themes in effort to assist them in making informed educational decisions and meaningful connections to MCPS Work-based Learning, CTE, and other college and career readiness opportunities.

- ***Is there any available outcome data on how many students who graduate from Construction & Development and Transportation Technologies work in these fields in Montgomery County following graduation?***

Unfortunately, there is no current mechanism in place to track student progress, educational, and employment outcomes from secondary education to the workforce.

- ***What careers/jobs related to the Construction & Development and Transportation Technologies have (or are projected to have) high demand in Montgomery County at this time? Are there any careers/jobs related to these CTE programs that have (or are projected to have) low demand?***

Overall, the Construction industry in the region is projected to remain flat over the next five-year period. However, with 30% of the current workforce being over the age of 55 and nearing retirement, there will continue to be opportunities for young professionals to gain access to career pathways within the industry. Specifically, there will continue to be high demand for the following skilled trade occupations: electricians, plumbers, HVAC technicians, carpenters, concrete and finishing trades, heavy-equipment operators, and pipefitters, construction managers, estimators, field supervisors, and construction safety / OSHA-trained staff.

Conversely, the Transportation industry in the region is projecting nearly a 9% increase over the next five-year period. Compounded by nearly 30% of the workforce being 55+, the need for increased talent pipelines will be critical to ensure the industry can continue to thrive. Specifically, there will continue to be high demand for the following transportation and warehouse occupations: CDL Driver, Material Handler, Warehouse Associate/Manager, Forklift Operator, Inventory Specialist, Shipping and Receiving, Logistics, Supply Chain, etc.

- ***Is there anything I didn't ask about that you would like to note?***

Please review the most recent Data infographic found [here \(October-2025.pdf\)](#) for a depiction of MoCo CAP's work during the 2025–2026 school year.

Also, MoCo CAP has registered standards of apprenticeship with US DOL and MD DOL to support professional development for our Career Advising Coaches. All coaches become registered apprentices when hired and complete a year of on-the-job training and 144 hours of related training delivered by MC, MCPS, and WSM.

- ***Please note the names of those attending from your organization and their titles.***

At the table for WSM:

Anthony Featherstone, Executive Director, WorkSource Montgomery, Inc.

In the Audience:

John Hattery, Deputy Director, Career Education Services

Dr. Monica Phillips Talley, Director of Training, Career Education Services

Montgomery College

- ***How does MC build and maintain relationships with Montgomery County businesses to provide credentialing opportunities (RA, IRC) MCPS CTE students? (Both in general, and for students specifically enrolled in Construction & Development and Transportation programs).***

Industry Advisory Boards:

- Workforce Development and Continuing Education (WDCE) programs maintain advisory boards with Montgomery County employers, and faculty participate regularly to align training with workforce needs.
- MC also serves on all 14 MCPS Program Advisory Committees (PAC), providing guidance on industry-recognized credentials.

Feedback from Internships and Apprenticeships:

- Ongoing input from internship and apprenticeship partners shapes curriculum and strengthens RA and IRC pathways.
- Employers frequently approach MC to develop programs when workforce gaps arise.

Construction and Development:

- The Apartment Maintenance Technician program was jointly developed through the MCPS PAC, including an employer-validated job-site checklist.
- Supported by the Certified Apartment Maintenance Technician (CAMT) association, providing a direct pipeline into building maintenance careers.

Utilities and Technical Partnerships:

- PEPCO test-prep program serves as a credentialing pathway; model now expanding to Washington Suburban Sanitary (WSSC) for utilities careers.
- Johnson Controls partnership supports training in building automation and energy systems.

WorkSource Montgomery Collaboration (WSM):

- Broad partnership, including co-location at the East County Education Center.
- WSM connects MC to employers and residents seeking employment, strengthening access to credentialing opportunities.

- ***How is it determined where career navigators are placed throughout MCPS schools?***

The placement of career coaches is not determined by MC.

- ***Is there anything I didn't ask about that you would like to note?***

N/A

- ***Please note the names of those attending from your organization and their titles.***

At the table from MC:

Dr. Nawal Benmouna – VP, STEM and Health Sciences and Interim VP, Workforce Development and Industry Partnerships

Dr. Chantal Vilmar – Dean, Applied Technologies and The Gudelsky Institute for Technical Education

In the audience:

Mr. Akima Rogers, Director, Academic Initiatives

Attachment 4

MONTHLY SNAPSHOT

Reporting Period: October 2025

IMPACT

	TOTAL STUDENT INTERACTIONS	TOTAL UNIQUE STUDENTS	MIDDLE SCHOOL INTERACTIONS	HIGH SCHOOL INTERACTIONS
Reporting Period	18,974	18,345	9,044	9,930
Year to Date	33,028	31,590	16,040	16,988

469



ENGAGED IN SMALL GROUP/1:1 SESSION

15,499



ENGAGED IN LARGE GROUP SESSION

1,473



ENGAGED IN CAREER EXPLORATION

1,533

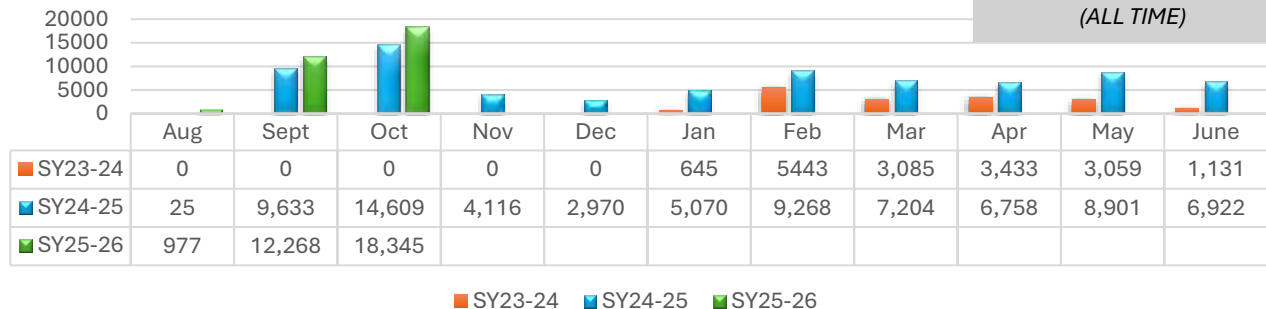


ENGAGED IN OTHER DISCOVER SESSION

UNIQUE STUDENTS ATTENDING SESSIONS

123,862

TOTAL STUDENT INTERACTIONS (ALL TIME)



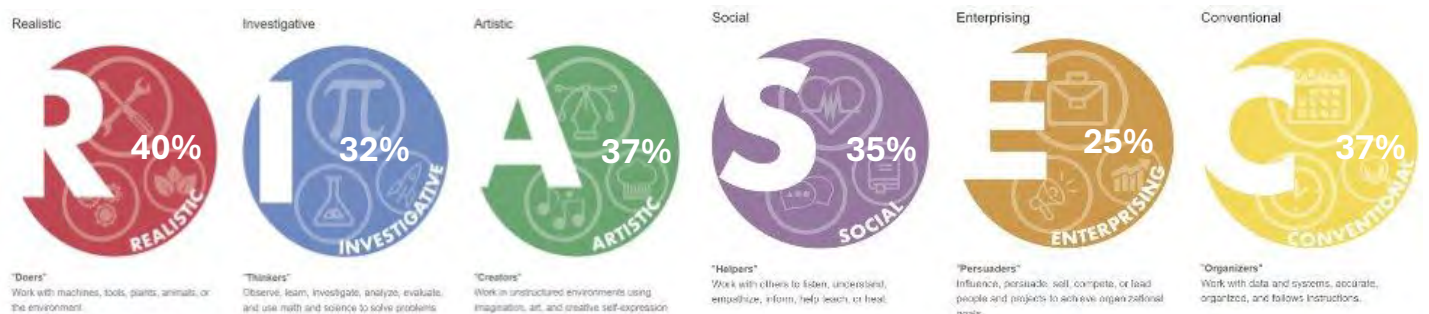
STUDENT FEEDBACK RESULTS

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 ★★★★★☆ (4/5)



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

MONTHLY SNAPSHOT

Reporting Period: November 2025

IMPACT

	TOTAL STUDENT INTERACTIONS	TOTAL UNIQUE STUDENTS	MIDDLE SCHOOL INTERACTIONS	HIGH SCHOOL INTERACTIONS
Reporting Period	8,270	7,858	3,871	4,399
Year to Date	41,298	39,448	20,752	20,546

484



ENGAGED IN SMALL GROUP/1:1 SESSION

5,003



ENGAGED IN LARGE GROUP SESSION

1,468



ENGAGED IN CAREER EXPLORATION

1,315

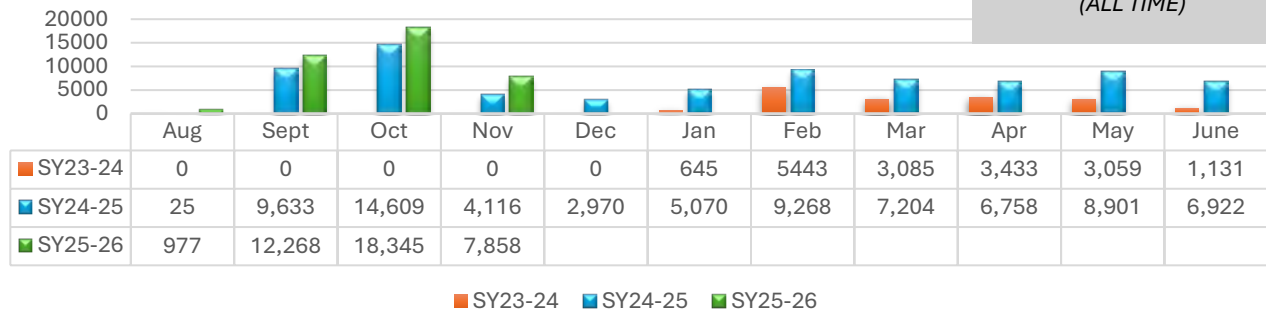


ENGAGED IN OTHER DISCOVER SESSION

UNIQUE STUDENTS ATTENDING SESSIONS

132,132

TOTAL STUDENT INTERACTIONS (ALL TIME)



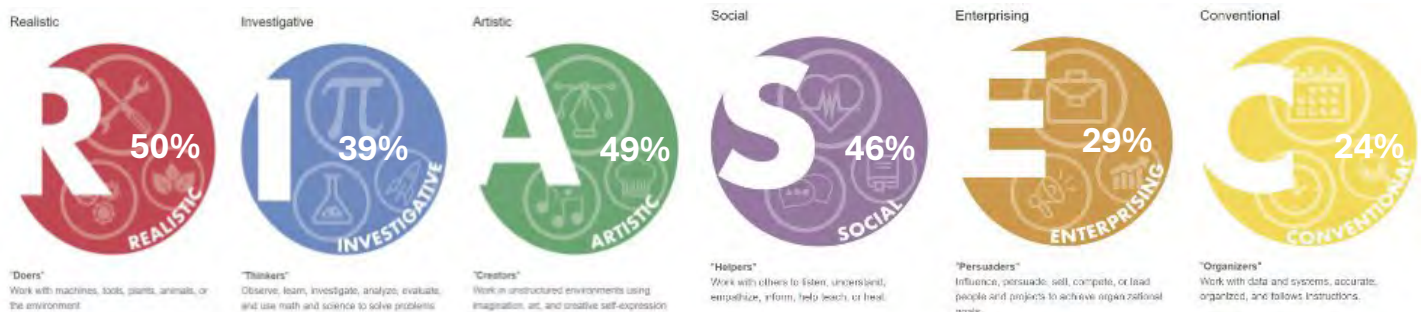
STUDENT FEEDBACK RESULTS

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 ★★★★★☆ (4/5)



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

MONTHLY SNAPSHOT

Reporting Period: December 2025

IMPACT

	TOTAL STUDENT INTERACTIONS	TOTAL UNIQUE STUDENTS	MIDDLE SCHOOL INTERACTIONS	HIGH SCHOOL INTERACTIONS
Reporting Period	8,169	7,715	5,734	2,435
Year to Date	49,467	47,163	26,486	22,981

524



ENGAGED IN SMALL GROUP/1:1 SESSION

4,970



ENGAGED IN LARGE GROUP SESSION

1,320



ENGAGED IN CAREER EXPLORATION

1,616

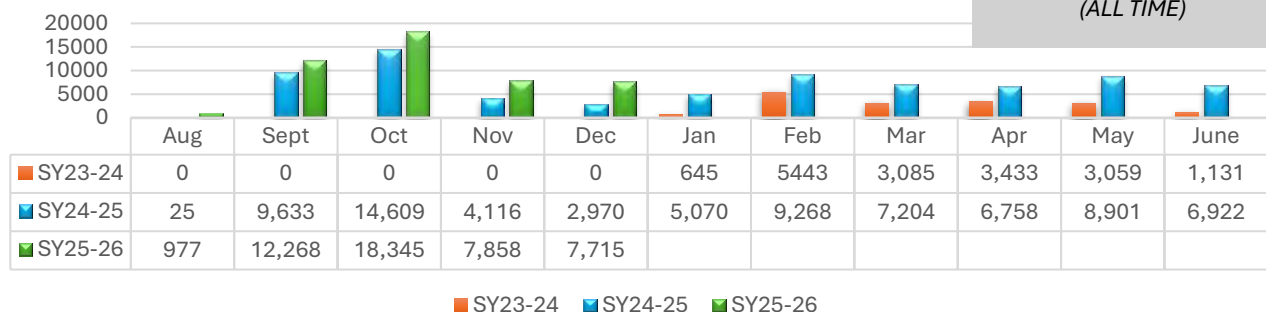


ENGAGED IN OTHER CAREER ADVISING EXPERIENCE

UNIQUE STUDENTS ATTENDING SESSIONS

140,301

TOTAL STUDENT INTERACTIONS (ALL TIME)



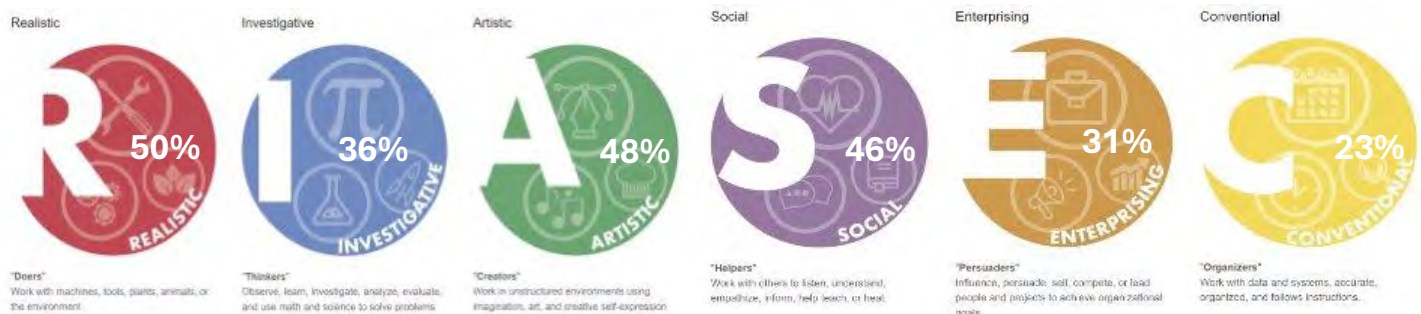
STUDENT FEEDBACK RESULTS

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 ★★★★★☆ (4/5)



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

Attachment 5

Q4 2025 MOCO CAP COMMS DASHBOARD

MoCo CAP Q4 Comms Dashboard

	Published Posts	Total Followers	Engagements	Video Views	Visitors
Instagram	26	287	236	2,385	N/A
Facebook	23	288	24	206	N/A
LinkedIn	22	301	240	434	N/A
TikTok	6	4	5	767	N/A
YouTube	30	66	N/A	1,009	N/A
Website	N/A	N/A	N/A	N/A	1,776*

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

Social Media Dashboard

Instagram Q4 Overview

Published Posts	Accounts Reached	Views	Reels Views	Stories Views
26	3,319	17,594	2,385	341

Facebook Q4 Overview

Published Posts	Engagements	Views	Video Views
23	24	1,235	206

LinkedIn Q4 Overview

Published Posts	Impressions	Engagement Rate	Likes	Comments	Reposts
22	6,850	30.5%	218	7	15

YouTube Q4 Overview

Published Videos	Views	Watch Time (Hours)	Impressions	Impressions CTR	Average Watch Time	Average Percentage Viewed
30	1,009	33.9	5,656	3.1%	2:00 minutes	21.7%

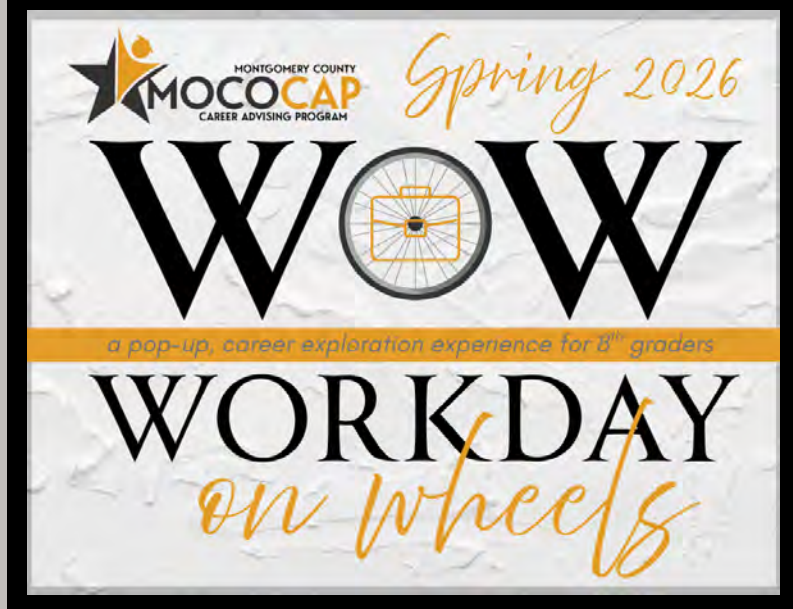
Website Q4 Overview

Visitors	Event Count	Average Engagement Time (Seconds)
1,776	10,461	23

Linktree Lifetime Overview

Views	Clicks	Click Rate
2,060	114	5.5%

Attachment 6



What is this opportunity?

MoCo CAP WOW 2026, or Workday on Wheels, is:

- an optional, pop-up career advising event that is being offered to every MCPS middle school.
- a one-day, station-rotation model led by a team of Career Advising Coaches.
- an event where event students will engage with a variety of career-focused experiential activities.
- a 50 minute duration in a central space that students visit through an identified content area class.

What is the purpose? How is it aligned with Career Advising?

The purpose of the event is to provide students with an opportunity to demo elements of several sample “workdays” for industry professionals. The program vision of MoCo CAP is for students to feel more confident, informed, and prepared to make career-related decisions as they progress through each grade. The WOW event is aligned with that vision in the following ways: A) students learn more about specific career options that are lesser-known, particularly industries that are in high demand locally, (exposure) and B) they apply prior knowledge about RIASEC and deepen their understanding of themes and how they relate to the world around them (reflection and connection).

Which students are eligible to participate?

WOW is an experience specifically designed for **8th graders**. We are not able to extend past that offering at this time.

The decision to offer WOW to that grade level was made by MCPS and WorkSource Montgomery leadership in 2024 with input from middle school principals.

What are the dates schools can choose from?

Schools that opt in will choose between the following dates with an alternate. Schools can begin requesting dates as soon as they tentatively commit to participation. Due to the team approach, other dates outside of the list cannot be accommodated this year.

April 10, 17, 30

May 5, 8, 15, 22

June 1, 2, 5

What are some features of the programming?

- Students will be able to choose which careers are featured in advance from a list of options.
- Several careers are directly connected to MCPS CTE Pathways.
- Every station involves students engaging with relevant manipulatives. Offerings allow students to interact with diverse workplace processes, utilizing everything from catering napkins to mock medical devices.

What will this look like logistically?

Logistically, school leadership will identify a central location (likely the gym or media center) for the event to take place. The space should be able to accommodate approximately 60 students at a time (varies by school). Then, a content area is chosen from which students will access the event. On the identified date, teachers will bring students in that content area class to the central location each period. All of these details will be worked out in the coming months. The MoCo CAP team will make it work if at all possible in every building-- no matter the space or number of enrolled 8th graders!

What is the ask for school staff?

1) School leadership will work to identify the location (and reserve, if needed) and the general plan for access alongside the MoCo CAP team. Other than that-- our team can take care of all other planning!

2) Day-of, we ask that staff are designated to be in the space to support. This can be the teachers who bring the students down each period, or other staff that school leadership identifies.

If we opt in, what happens next?

In the month of February, our team will reach out to set up a follow-up meeting to finalize the details outlined in 1) to the left.

If we opt out, what happens next?

We hope you consider opting in for future MoCo CAP offerings!

MoCo CAP RIASEC Island 2026 is:

- an optional summer career advising experience for middle school students.
- a no-cost full day camp model OR an existing regional summer school boost.
- an event where students will engage with a variety of career-focused experiential activities.
- a program led by a team of MoCo CAP Career Advising Coaches hosted by MCPS Middle Schools. MoCo CAP is an MCPS program, as are the summer offerings outlined here.



What are the options?

1

For schools that are **not** hosting regional or site-based summer school:

One full day (9am-2:30pm) experience for students. It is possible that a multi-day option may come available as an add-on, but that will be determined based on availability in April.

2

For schools that **are** hosting regional or site-based summer school:

One to three days of programming integrated into the existing summer school structure OR the full day camp option on left, for students not participating in the existing summer school program hosted by the school.

Which students are eligible to participate?

School leadership determines the grade levels that are eligible. Rising 6th graders may attend at the discretion of the administration. Programming can be offered to one targeted grade level, or multiple.

What are the dates schools can choose from?

For #1 above, the Day Camp option, schools can choose from the following dates based on availability: 6/30, 7/1, 7/2, 7/8, 7/9, 7/10, 7/27, 7/29, or 7/30.

For #2 above, the existing summer school option, schools can choose from the following dates based on availability: 7/16, 7/17, 7/20, 7/21, 7/23, 7/24, 7/27, 7/29, or 7/30

What are some features of the programming?

The programming is focused on the learning and application of RIASEC themes to career-related activities. The Day Camp option is a gamified, team-centric experience. Students participating in both options will leave with related self-reflection deliverables. For Day Camp options: Water and a light snack is provided. Unfortunately, lunch/transportation funds are not available.

What are the minimum and maximum student numbers?

Option 1: There are minimum and maximum participation numbers for Day Camp. Minimum= 20 registered students by June 1. Maximum= 100 registered students.

Option 2: There are no minimum or maximum student participation numbers.

What is the ask for school staff?

Option 1: The ask for school staff for Day Camp is to: 1) provide or designate support for marketing (access to newsletter, ability to send flyers, etc), 2) complete required paperwork on site logistics (due June 1), 3) conduct a walk-through of space prior to camp, and 4) provide administrative presence day-of for the duration.

Option 2: The ask for school staff is to connect the designee in charge of summer school with the Career Advising Coach as soon as that person is named, and to support access to students on the agreed upon dates and attend a walk-through of space in advance of camp.

If we opt in, what happens next?

The preliminary commitment form opens February 11 at 9am, and will close March 2 at 4pm. If a school wishes to opt in, an administrator (or designee, including the Career Advising Coach) should complete the form and select preliminary dates approved by school leadership. Scheduling priority will be done in the order that the form is completed. Marketing materials and online registrations will be sent to opt-in schools on March 3.



Stay Connected

