

Q1 2026 QUARTERLY REPORT



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EXECUTIVE SUMMARY

During the first quarter of 2026, the Montgomery County Career Advising Program (MoCo CAP) advanced both operational delivery and strategic positioning amid a dynamic policy and program landscape. The program maintained strong systemwide implementation while preparing for a significant increase in spring and summer activities.

MoCo CAP continued to demonstrate broad reach and impact, having engaged approximately 88% of Montgomery County Public Schools (MCPS) students in grades 6 through 12 through direct interaction this academic year.

Program data indicates meaningful progress in key student outcomes, including increased career clarity and alignment between student interests and potential career pathways, as well as a positive correlation between coaching engagement and career certainty. These results reinforce the effectiveness of the program's evidence-based, multi-tiered delivery model.

At the same time, MoCo CAP is navigating several significant state-driven changes. New guidance from the Accountability and Implementation Board (AIB) introduced a heightened emphasis on one-to-one coaching metrics, which presents operational challenges given the scale of MCPS and the program's existing design focused on

on equitable, systemwide access. Additionally, the Maryland State Department of Education (MSDE) has introduced a required Six-Year Plan, adding new expectations for student interaction, documentation, and cross-departmental coordination.

MoCo CAP leadership, in partnership with MCPS and WorkSource Montgomery (WSM), is actively addressing these requirements while working to preserve program fidelity and maintain high-impact service delivery. Efforts include development of new data dashboards, coordination on system-level implementation of the Six-Year Plan, and ongoing collaboration on statewide initiatives.

Programmatically, the quarter saw strong engagement across students, educators, families, industry partners, and the broader community. Middle and high school students participated in structured career exploration activities, professional skills workshops, and postsecondary exposure opportunities, including extensive college tours and Meet A Pro events.

Staff development, educator collaboration, and family outreach initiatives further strengthened program delivery and reinforced a countywide culture of career-connected learning.

PROGRAM ADMINISTRATION



Dr. Steve Regur with Educator's Cooperative leads a small focus group sessions at Walter Johnson High School, where he demonstrates engaging strategies that Career Coaches can use to support students in small group settings, offering practical examples and helpful insights. Photo courtesy of MoCo CAP.

The first quarter of 2026 proved to be active, both operationally and administratively. Daily MoCo CAP operations continued as we built toward a busy end of the school year. Re-designed school-based Workday on Wheels (WoW) events, college tours, career fairs, and the MCPS-driven Future-Ready Student Advisory Council Summit are all slated for the next few months and have taken significant time and effort to prepare.

As these special events ramp up, Career Coaches will continue to deliver core content and follow-up coaching sessions per our scope and sequence to finish the school year on a strong note. MoCo CAP also worked closely with middle schools to gauge interest in summer programming. Out of 40 MCPS middle schools, 20 opted in for career content to be delivered in June and July.

While program implementation across the county is consistent, there are individual schools that need attention. In some cases, student access has been an issue. In others, Coach performance needed to be managed. In all cases, however, the MCPS and WSM leadership have communicated to solve issues effectively and in a timely manner.

The AIB and MSDE have been very active in the last few months. Since late last year and into the first quarter of 2026, our state partners have communicated new or changed expectations, some of which were significant, requiring MoCo CAP to adjust on several fronts, including:

1. AIB issued statewide outcome measures for career coaching.
2. MSDE issued guidance on the required Six-Year Plan in January.
3. MSDE issued the template for the local Memoranda of Understanding (MOU).
4. MCPS volunteered to be one of the pilot sites for MSDE's Career Connected Learning (CCL) initiative.

The first communication was the long-awaited statewide outcome measures for this year. While the guidance was needed and welcome, it included a change from the original interpretation of the Blueprint Law around the individualized career coaching. The new metric as written by AIB is: "Number of grade 6-12 students (total and by grade level) who engage in individualized 1:1 interactions with the career coach (only) per school year."

AIB also included the definition:

Individualized Career Coach Support: Personalized coaching guidance delivered in a 1:1 setting that helps a student make informed career pathway choices by focusing on their strengths, interests, skills, talents, and values. This could include Six-Year Plan conversations but the expectation is that coaches go beyond this and are having regular broader guiding conversations with students throughout the year to help them explore and probe possible jobs/careers in a way that leverages the coach's career expertise.

AIB included the following clarification: "Note: This is a new request for more specific data on how career counseling is being individualized, distinguishing 1:1 coach/student interactions from personalized coaching aimed at targeted students."

This is a significant shift that concerns MoCo CAP leadership greatly. Emphasizing 1:1 as the gold standard for service delivery is diametrically opposed to our county's program design, which was based on the original messaging from the state, which was "individualized does not mean individual." The law sets out a mission to provide individualized career coaching to all sixth through 12th graders in our county. This is an important undertaking anywhere but complicated by our county's enrollment, the largest in the state.

Using evidence-based practices (Straby, R. (2024); Redekopp, D. E., Day, B., & Magnusson, K. C. (1995), MoCo CAP designers combined a dialogic model with a multi-tiered system of supports framework to facilitate each student's individual choices around possible careers without setting an impossible goal of providing meaningful 1:1 coaching to almost 90,000 students. MoCo CAP is tracking the data as required; however, we have not, nor do we intend to alter our program design. We will submit our results per the guidance but will be sure to also include all available data demonstrating our impact using every feasible internal and external channel. The AIB's outcome guidance can be found in **Attachment 1**.

In early February, the MSDE rolled out the much anticipated six-year plan. Per MSDE:

A Six-Year Plan is a comprehensive, student-centered academic and career roadmap that students begin developing in middle school and utilize throughout high school and the post-secondary transition. The plan is designed to ensure that every student engages in intentional preparation for post-secondary success with the guidance of supportive adults. It provides a structured framework for aligning coursework, career exploration, extracurricular activities, and support services with students' identified interests and aptitudes to support personal, learning, and career goals.



Career Coach Ms. Majo Lizarzaburu (center right) and other MoCo CAP team members visited Stephen Knolls School to learn more about the program and see the resources supporting students. The visit highlighted hands-on learning spaces like the pool, greenhouse, and kitchen, and wrapped up with a stop at the Eagles Nest Cafe for fresh-baked treats and joining the Winter Social dance party led by the PE teacher. Photo courtesy of MoCo CAP.

MSDE's vision is that this document is driven by students, facilitated by Career Coaches, and initiated in middle school to become a living resource used for goals related to their future career success. In other words, each sixth through twelfth grader will be required to have a plan. There are six elements to the plans mandated by MSDE:

- Student profile, including career interest/aptitude inventory.
- Self-awareness section, including strengths, interests, and values.
- Goals section, including career and academic aspirations.
- Career exploration plan, including desired activities and experiences.
- High school plan, including post-CCR pathway intention, and high school coursework plan.
- Post-secondary plan, including post-secondary matriculation plan.

The expectation is that the plan be launched, at least partially, during the next academic year. Predictably, WSM and MCPS leaders from several departments have been meeting to determine how best to meet this requirement in a manner that best serves the students. This is complicated by the numerous departments involved. MCPS' IT, Counseling, and College and Career Readiness departments, along with WSM, have significant roles to play with

respect to this initiative. All have been working closely together to make sure we have a solid, student-centered Six-Year Plan that is accessible, editable, and available to all stakeholders, including parents and guardians.

The WSM's concern is the effect of the Six-Year Plan on Montgomery County Career Coaches' day-to-day activities. As the MoCo CAP partners are still in the planning stages of the plan's implementation, the overall lift for Coaches to achieve this requirement is still unknown and will remain so until the plan is piloted next year.

At the very least, implementation will require approximately four hours of additional student access to assist the plan's construction and then an unknown number of hours to follow up and ensure completion. Leadership's core worry is that the plan becomes the Coaches' job, not a living resource for students to guide goal setting and academic tracks. WSM and MCPS are looking at structural changes that may be needed to ensure that we continue to deliver continued impact while maintaining fidelity to the MoCo CAP program design while integrating the six-year plan. The state's guidance regarding the plan is found in **Attachment 2**.

Close on the heels of the six-year plan rollout, the state issued its mandate regarding the local partners' MOU. As previously reported, Montgomery County arrived at consensus on language for the new agreement in January, confident that it would be in place for the next school year. The MOU signatories held off on the next step in the process as it was communicated that a template from MSDE was coming very soon. Once delivered, it became clear that the proposed document is not so much a template as it is boilerplate language, in some cases adding new requirements and in others, covering ground that our group has already accounted for in our original version.

As we wait for answers to questions about this document, the clock continues to tick. MCPS wisely submitted the state's boilerplate to their legal department for their review. Once we receive the needed clarity, the partners will make the required changes, then have it reviewed again by counsel for each organization and then start the lengthy signature processes.

The partners are aware that the deadline has been extended but worry that our county will not have a signed MOU by September 15. The state's memo regarding the MOU is found in **Attachment 3**.

Another unknown source of potential change for MoCo CAP operations comes in the form of MSDE's CCL initiative. MCPS has volunteered to be one of six districts to pilot CCL. WSM has participated in all design sessions for CCL and while we have not identified what changes beyond what the integration of the six-year plan may mean for WSM's MoCo CAP staff, we are remaining involved so we can plan accordingly. More information regarding CCL can be found in **Attachment 4**.

Lastly, in March, WSM was awarded a grant through the Maryland Apprenticeship Incentive Program. The program provides funds to offset organizational costs for current and retroactive apprentices and will support Registered Apprenticeship activity for those who joined WSM between October 2025 through September 2026.



Eastern Middle School students take part in mock interviews during the school's Career Hack series, supported by Career Coach Mrs. Afram and led by Champion Team member Mrs. Hughes. Students received guidance on key interview skills, including what questions to ask, proper posture, greetings, and how to reflect after an interview. Photos courtesy of MoCo CAP.

STAFF ENGAGEMENT

In January, four new Career Advising Coaches began their Registered Apprenticeship, which they are on track to complete in approximately one year. Three Coaches completed their Apprenticeship during the quarter.

Additional non-apprenticeship trainings hosted by WSM this quarter included:

1. Preparation for the spring WoW event, including a field test, an event dry run, and logistical training for middle school host Coaches.
2. A series of focus groups led by Educator's Cooperative at Walter Johnson High School.
3. Strategic training for high school Career Coaches to collaborate with College and Career Navigators to develop plans to support 12th-grade students without an identified post-secondary plan.

MoCo CAP's Director of Operations continued the established office hours, which invites staff

to drop in to share perspectives and provide updates on school level operations, yielded useful feedback regarding operations during the 2026-27 school year. Leadership has used this information to improve best practices, procedures, and processes resulting in staff feeling heard and resulting in an improved workplace environment.

The MoCo CAP and WSM Communications Team provided training for the Career Coaches in February and March focused on branding, as all Coaches and other MoCo CAP staff members are considered "brand ambassadors" for the initiative. The sessions focused on correcting common branding mistakes, answering communications-related questions, and going over the newly created branding kit. More information on the training can be found in the "Communications" section. Additional communications training is planned throughout the year.



MoCo CAP Career Coaches Ms. Michelle Kelman (left) and Ms. Camila Bueno (right) hosted an information table for parents at the MCPS HBCU College Fair at the Universities at Shady Grove in February while CES Manager Ms. Berylynn Jeanpierre (right photo) hosted an 8th-grade workshop with support from Career Coach Ms. Michelle Redd-Latimer (unpictured). Photos courtesy of MoCo CAP.

STUDENT ENGAGEMENT



Eastern Middle School eighth-grade students explore landscape design during the pilot Workday on Wheels (WoW) event, held in late March. Photo courtesy of MoCo CAP.

Career Advising Coaches brought a number of new program features and events into schools with the new year. In January and February, each middle school Coach co-led a meeting with school leadership teams to offer optional MoCo CAP events for spring and summer 2026.

Ultimately, 32 schools opted into the WoW event, which officially launched in April. Middle school Coaches also led whole-group coaching sessions for all sixth-grade students to recap their RIASEC lessons from the fall and engage in an activity reflecting on and documenting strengths and interests on their "InstaCAP Profile" organizer.

For high school Coaches, a variety of new Professional Attribute workshops debuted, many of which were designed collaboratively by Career Coaches and the MoCo CAP Training Team. The offerings are aligned with identified pre-employment skills defined by the National Association of Colleges and Employers. With input from school stakeholders, Coaches chose which workshops to offer to their student

bodies, with a focus on serving 11th- and 12th-grade students. Some of the skill building Professional Attribute workshops included:

- Communication- "Writing Professional Emails," "Dynamic Presentations and Public Speaking," "Body Language and Nonverbal Communication Basics."
- Self-Awareness- "Best Future Self Reflection," "Person/Environment Fit," "Feedback Reception," and "Balancing Non-Leading RIASEC Themes."
- Collegiality- "How to be a Stellar Coworker."
- Creativity- "Using Creativity to Envision Your Future" and "Why Do Employers Value Creativity?"

High school Coaches also led whole-group sessions for ninth graders to introduce Professional Attributes and demonstrate how students can sign up to build skills with MoCo CAP in optional workshops throughout the spring.

The MoCo CAP College Tours continued from February through April. Throughout this period, 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 **Bethesda-Chevy Chase, Quince Orchard, and Churchill high schools** visited **George Washington University** and **Loyola University**, gaining insight into four-year university experiences and campus life.



Northwest, Kennedy, and Poolesville high schools participated in tours of **Towson University** and **American University**, allowing students to explore traditional academic programs connected to a variety of career fields.



Rockville and Einstein high schools participated in tours of **Capitol Technology University** while **Northwood High School** participated in tours of **Lincoln College of Technology**, allowing students to explore skilled trades and applied technology pathways.

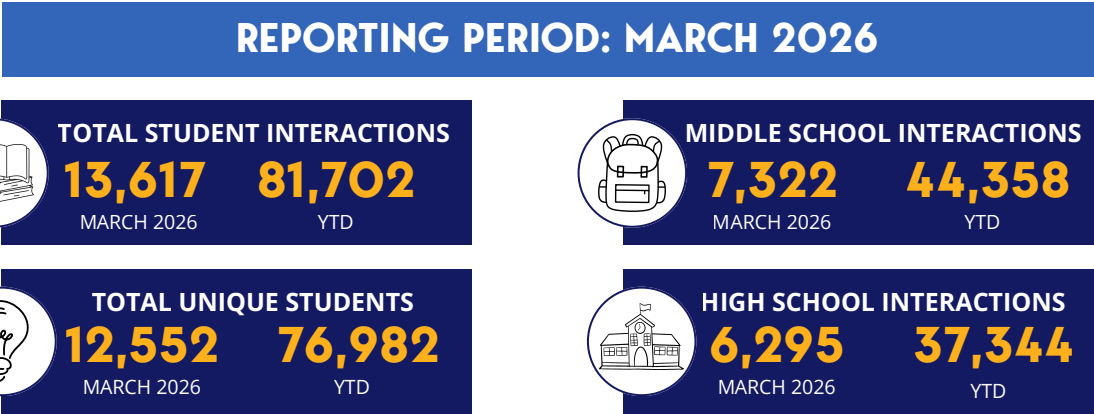


Walter Johnson, Damascus, and Gaithersburg high school students visited the **University of Maryland College Park**, reinforcing the role of large public universities as pathways to career and postsecondary success.



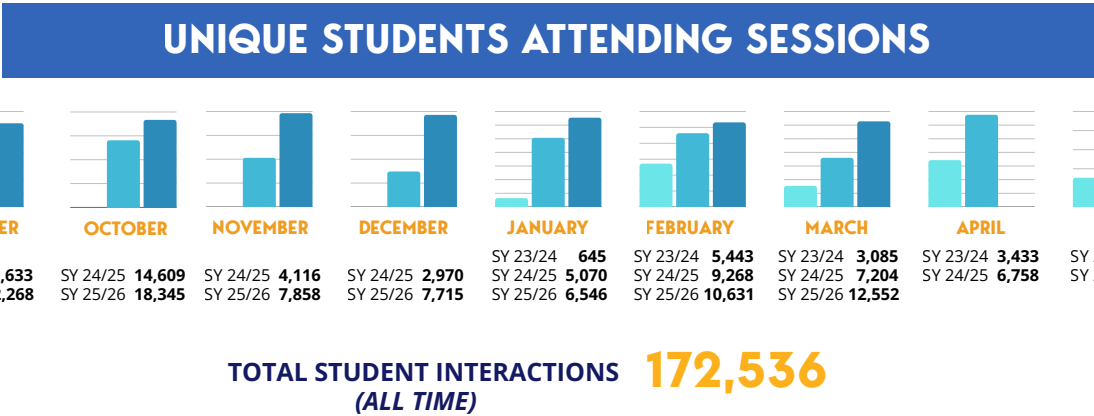
The quarter also highlighted the continuation of the **MC Experience**, a district-supported college and career readiness field trip offered in partnership with **Montgomery College** that provides eighth-grade students with an engaging, early exposure to postsecondary options. Students from **Tilden, Roberto Clemente, Ridgeview, and Neelsville middle schools** visited MC campuses in **Rockville** and **Germantown**, helping them build awareness of college pathways and career readiness before high school.

Across all tours, students participated in admissions presentations and interactive sessions highlighting academic programs, student services, and career opportunities. Pre- and post-visit reflections encouraged students to consider alignment between their interests, strengths, and long-term goals. Staff facilitated discussions connecting campus experiences back to classroom learning, career advising, and postsecondary planning.



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 12th graders, it's important to understand 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 76,892 unique surveys this year, which indicates that our team has interacted with 88% of the eligible students to date despite multiple school closures due to inclement weather, along with Spring Break and other observed holidays.



Since MoCo CAP’s initial deployment in January 2023, 172,536 students have returned surveys. The full year-to-date infographic can be found in **Attachment 5**.

As reported above, state partners have chosen to emphasize 1:1 sessions as a statewide data point. This is concerning for the MoCo CAP team as the program design in our county utilizes but is not dependent on individual coaching sessions. In fact, we expect to report only a relatively small percentage of MCPS students receiving individual coaching sessions in the annual report due later this year. This development sent leadership back to the drawing board with respect to data analysis and we have developed a monthly dashboard that demonstrates the following areas of impact and an example of the data developed for each area:

- Career-Interest Congruence (Holland Code Analysis): Using Holland's (1997) hexagonal model and O*NET 28.1 RIASEC mappings, 85.1% of students show high or medium career-interest match.
- Career Plan: Clear plan percentage has risen from 18.2% to 22.1% over August through December 2025, a meaningful 3.9 percentage point gain. Average certainty peaked in November (3.95 out of 5) before dipping slightly to 3.87 in December.
- Program Performance: Students who attend more sessions become more certain about their career direction. Students with 7-10 sessions average 4.12 out of 5 on certainty vs. 3.62 for those with only 2-3 sessions. Session count explains about 22% of the difference in career certainty — a meaningful impact for a school program.
- Equity Note: Schools with higher rates of students receiving free/reduced meals (FARMS above 40%) receive slightly more sessions per student, which means the program is reaching under-resourced communities. However, certainty scores in these schools average 0.31 points lower, suggesting these students may need more intensive support.

Once the dashboard is fully adopted and operational, MoCo CAP's plan is to use the updated insights to drive program management while sharing with state partners and other stakeholders to demonstrate impact in light of the emphasis on 1:1 sessions, which are not the cornerstone of MoCo CAP programming.

Looking ahead, excitement is building across MCPS secondary schools as Student Advisory Council (SAC) members prepare for the first-ever Future-Ready SAC Summit on April 29 at Montgomery College's Germantown campus. This dynamic, student-centered event will feature engaging, student-led workshops designed to build leadership, amplify student voice, and strengthen career advising efforts schoolwide by bringing members of SACs from each high school and select middle schools countywide.

Sessions will cover a wide range of relevant and practical topics, including marketing, running successful SAC meetings, and organizing a student-led career fair, among other topics.

These workshops are designed and led by students, for students, providing authentic opportunities to share ideas, build skills, and learn from one another. Our district SAC leaders have played a key role in planning the Summit and will also serve as workshop facilitators and event hosts, helping guide the overall experience. Over the past several months, Champion Teams, Career Coaches, and Cluster Leads have worked collaboratively to support students in developing and refining workshop proposals based on topics they are passionate about sharing with their peers across MCPS. Please view the event program, which was designed by the WSM Comms Team, in **Attachment 6**.

EDUCATOR ENGAGEMENT

The MoCo CAP Career Champions initiative continues to be a strength for MoCo CAP. In March, Champions participated in in-person Professional Learning Community (PLC) sessions, organized by middle and high school levels. Led by our curriculum specialist, Mr. Damani Davis, these sessions focused on equipping teachers with practical strategies to integrate career-connected learning into any classroom, strengthening the foundation of career advising across schools.

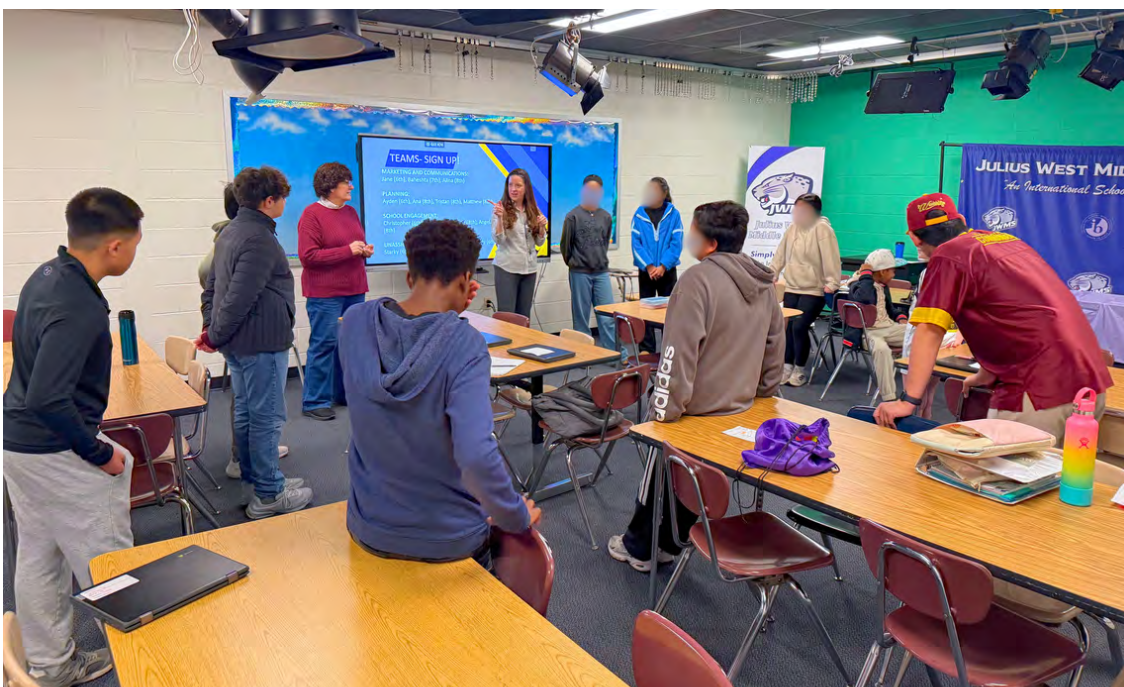
Early in the next reporting period, Baker Middle School will be highlighted as our Spotlight School. Their team will share effective strategies for engaging their student body through the career advising program, including how they involve staff, collaborate with their Champion Team, and intentionally incorporate their SAC into the planning and implementation process.

The 2025–26 school year marks the launch of MCPS' Ruby Red Career-Connected School Designation, a recognition that highlights schools where career advising is deeply embedded into teaching and learning. This

designation celebrates schools that are thriving in their implementation of MoCo CAP, demonstrating strong alignment to state priorities and a commitment to ensuring all students have access to meaningful career exploration and planning opportunities.

Interest in the Ruby Red Designation has been strong across the county, with many schools expected to apply in this first year. This enthusiasm reflects a growing culture of career-connected learning and a shared commitment to preparing students for postsecondary success. Ruby Red schools will be officially announced on June 25, recognizing exemplary models that will help guide and inspire continued growth across MCPS.

This reporting period also saw increased collaboration with MCPS College and Career Navigators, especially with respect to delivery of Professional Attribute workshops. Additionally, MCPS and WSM are working closely to establish a formalized avenue for feedback from principals and other school-based leaders.



Career Coach Ms. Scott, along with Champion Team Lead Ms. Haupridge and Cluster Lead Ms. Pinto, host the first meeting of the Student Advisory Council at Julius West Middle School in February. Photo courtesy of MoCo CAP.

INDUSTRY ENGAGEMENT

Putting professionals from a wide range of occupations in contact with students remains a core pillar for MoCo CAP programming.

To date, Career Coaches have collaborated with their schools to offer 562 individual Meet A Pro events, in-person or virtual experiences that give students the opportunity to interact with current professionals.

Meet A Pro highlights this quarter included:

INDUSTRY	SCHOOL
 Content Creation	Poolesville High School, Silver Creek Middle School
 Automotive Tech	Blake High School
 Court Reporting	Eastern Middle School
 STEM Career Panel	Montgomery Blair High School
 Public Health	Gaithersburg High School
 Real Estate	Richard Montgomery High School
 Construction	Churchill High School
 Medical Field Panel	Walt Whitman High School

COMMUNITY ENGAGEMENT

During this quarter, MoCo CAP advanced its mission of increasing equitable access to career readiness, postsecondary pathways, and workforce opportunities through strategic, countywide family and community engagement efforts led by the initiative's Family and Community Engagement Team. This work 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 – for example at Loiederman Middle School and Poolesville, Edison, and Churchill high schools – MoCo CAP ensured families received consistent, actionable information about career pathways, postsecondary planning, and available student supports.

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.

MoCo CAP participated in a broad range of community-based events designed to meet families where they are and reduce barriers to engagement. Outreach included events serving newcomer families, 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, career fairs events, and targeted initiatives supporting Hispanic/Latino communities and women in STEM and healthcare fields.

Community Engagement staff are currently working on the updates on MoCo CAP's website to strengthen the "Students & Family" page with a new toolkit and resources for parents/guardians to use in supporting their students' efforts. We developed and launched a Parentsquare pilot program for use with Poolesville High School and Argyle, Loiederman, and Takoma Park middle schools. These efforts expanded MoCo CAP's reach beyond in-person events and supported a scalable approach to caregiver education.

To support family-informed career planning, MoCo CAP participated in higher education fairs, workforce expos, and employer focused networking opportunities. One example is the University of Maryland (UMD) School of Education, which hosted a panel and networking event where different employers talked about how artificial intelligence (AI) was changing the way their industry operates. Career Advising Coach Ms. Camila Bueno arranged for the UMD Pharmacy School and UMD Engineering to visit MCPS high schools, starting with Churchill High School.

Collectively, these efforts positioned MoCo CAP as a visible, trusted connector between families, schools, community organizations, and workforce partners.

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. A comprehensive list of events and activities undertaken by the MoCo CAP Family and Community Engagement Team can be found in **Attachment 7**.

WSM's Community Impact Team supported the program by offering presentations at Newport Mill Middle School and bringing the Mobile American Job Center to events at Briggs Chaney Middle School and Quince Orchard High School.

In January, WSM's President and CEO Mr. Anthony Featherstone educated county stakeholders at the Montgomery Workforce and Economic Development Panel, gave an overview at County Executive Mr. Marc Elrich's cabinet meeting, interacted with the press at the weekly County Executive media briefing, and while participating in the Roundtable Discussion with Maryland Higher Education Commission on Talent and Economic Development hosted by the Universities at Shady Grove.

February was busy for Mr. Featherstone as he educated leaders from across the regions while meeting with the Montgomery County Council's ECON Committee Work Session, serving as a panelist at Kativate's AI and Workforce Impact Event, and speaking with the Rockville Economic Development, Inc. Board of Directors.

In March, attendees of the Governor's Workforce Development Board Meeting heard more about the program, as did participants in the Roundtable Discussion on Workforce hosted by the Children's Opportunity Alliance.



(Top) Program Manager for WSM's Out-of-School Program Ms. Bridget Flaherty speaks to over 50 students at Winston Churchill High School during a Networking and Communication Workshop co-led by Career Coach Ms. Camila Bueno.

(Bottom) Career Coach Ms. Eira Mercado and CES Manager Mr. Albert Bell pose with Montgomery County Council Member Mr. Will Jawando during Wheaton High School's Career, Internship, and Apprenticeship Fair. Photos courtesy of MoCo CAP.

COMMUNICATIONS

The MoCo CAP Communications Team started 2026 off with consistent social media posting, supporting in-school events, and providing branding training to Career Coaches. See **Attachment 8** for the Q1 Comms Dashboard.

As mentioned in the “Staff Engagement” section, the MoCo CAP and Core WSM Comms Team provided training for the Career Coaches in February and March, along with conducting a brand audit of materials created for the initiative.

Comms also created a branding kit for Coaches that includes flyer templates, MoCo CAP stock photos, and other materials. See **Attachment 9** for examples. More content will continuously be added to the kit, including updated PowerPoint and additional flyer templates, among other items as needed.



Social media highlights for the quarter include:

- The LinkedIn page grew to 348 followers.
- 10 Meet A Pro videos were edited and added to the MoCo CAP YouTube channel.
- The Instagram account reached 325 followers and 9,786 views.
- The Facebook group grew to 317 followers.
- The TikTok account garnered an account high 2,697 views, nearly four times the previous record.

COMMUNICATIONS

TOP POSTS



INSTAGRAM



Views: 1,139
Accounts Reached: 571
Interactions: 19
Posted March 2



LINKEDIN



Impressions: 440
Interactions: 18
Posted Feb. 23



FACEBOOK



Impressions: 85
Posted March 13



TIKTOK



Views: 1,128
Likes: 4
Saves: 1
Posted Jan. 13

Increased posting on the CES Deputy Director's personal LinkedIn page resulted in an additional 11,247 impressions, 3,317 members reached, and 459 engagements on MoCo CAP-related content.

Looking ahead at the remainder of the year, MoCo CAP plans include:

- ✓ Increased collaboration between the MoCo CAP and Core WSM Communications teams.
- ✓ A stronger focus on analytics and strategic planning to leverage the name recognition the initiative has garnered over the past two-plus years to focus on increasing program awareness and community engagement.
- ✓ Continued communications, branding, and marketing training for Career Coaches.

CONCLUSION

Looking ahead, MoCo CAP remains well-positioned but faces increasing complexity as new mandates take effect. Leadership will continue to balance compliance with evolving state requirements while protecting the integrity of the program's scalable, equity-focused model.

The program's next phase will emphasize strategic adaptation, enhanced data utilization, and sustained cross-sector collaboration to ensure all MCPS students are prepared for postsecondary success.



Ninth-grade students from Poolesville High School explore American University in Washington, D.C., in early March. They also attended an information session and toured campus facilities. Photo courtesy of MoCo CAP.

Attachment 1



Updated Career Counseling Metrics with Definitions and Examples

	Focus Area	Career Counseling Metric	Where Information is Captured	Purpose	Definition	Potential Areas of Metric Overlap	How This Could Be Measured	What “Doesn’t Count”
1	SIX-YEAR PLAN	Number of grade 8 students who complete sections 1, 2, and 3 of their Six-Year Plan prior to transferring to high school	Six-Year Plan Sections 1, 2, and 3 (Self Awareness, Goals, and Exploration) are completed	According to COMAR, before grade 9, Maryland students must develop a Six-Year Plan that gets reviewed and updated annually. The plan covers grades 9-12 and establishes goals for the first two years post-high school graduation. The student profile, self-awareness section, goals section, and career exploration plan should be completed prior to the start of high school.	<i>Six-Year Plan:</i> The plan should be informed by career counseling activities and document outcomes including self-awareness, career goals, career exploration plans, post-CCR pathway intention, high school coursework plan, and post-graduation plan. Plans are signed annually by the student, their parent/guardian, a designated staff member, and the career coach. Note: This metric is new and MSDE is providing guidance on Six-Year Plans. Six-Year Plans should follow students if they switch schools.		Completed sections of Six-Year Plan	



Updated Career Counseling Metrics with Definitions and Examples

	Focus Area	Career Counseling Metric	Where Information is Captured	Purpose	Definition	Potential Areas of Metric Overlap	How This Could Be Measured	What “Doesn’t Count”
2	CAREER DEVELOPMENT ASSESSMENT (MIDDLE SCHOOL)	Number of grade 8 students who complete the assessment during middle school	Locally determined	Students identify their career interests and goals based on their self-assessed abilities, strengths, interests, skills, talents, and values. This initial assessment informs high school course and program choices.	<i>Career Development Assessment:</i> A process or tool that helps to identify potential career/job matches based on a student’s self assessment of abilities, strengths, interests, skills, talents, and values relevant to personal growth and professional success. Note: This metric combines two previously separate measures: self-assessment and career assessment. This change acknowledges that some assessments and inventories do both and we want to simplify the requirement.		Interest-based career assessments or career interest profilers (RIASEC, Holland Code, career clusters) Aptitude assessments Personality/learning style inventories Tracking student RIASEC code preferences in Google Sheet Digital Tools: Naviance, Xello, School Links, PowerSchool, WFB database, etc. with career assessments Government or military resources (for example, O*Net, ASVAB) Career assessment on an IEP (for example, Career Cruising, Conover	Curriculum-embedded lessons that include assessments of strengths, interests, values (for example, Junior Achievement Inspire). This is more of a learning exercise and not a measurement tool.



Updated Career Counseling Metrics with Definitions and Examples

	Focus Area	Career Counseling Metric	Where Information is Captured	Purpose	Definition	Potential Areas of Metric Overlap	How This Could Be Measured	What “Doesn’t Count”
							Transition Assessments, Picture Interest Career Survey (PICS), Positive Personal Profile (PPP), Transition Planning Inventory (TPI)	
3	CAREER DEVELOPMENT ASSESSMENT (HIGH SCHOOL)	Number of grade 12 students who complete the assessment during high school	(see Row 2 above)	(see Row 2 above) This second assessment can be given any time in high school to inform post-CCR and post-graduation planning.	(see Row 2 above)		(see Row 2 above)	(see Row 2 above)

Updated Career Counseling Metrics with Definitions and Examples

	Focus Area	Career Counseling Metric	Where Information is Captured	Purpose	Definition	Potential Areas of Metric Overlap	How This Could Be Measured	What “Doesn’t Count”
4	CAREER EXPLORATION ACTIVITIES	Number of grade 6-12 students (total and by grade level) who participate in at least one career exploration activity per school year Optional: provide information on the types of career exploration activities (for ex, # of field trips, # of job fairs, # of guest speakers, etc.)	Locally determined	Students should have regular opportunities to directly engage with and explore the world of work, including a wide variety of industries, potential careers, and job roles. While in person, out of school experiences are powerful, counties can organize virtual and school-based experiences as well.	<i>Career Exploration Activities:</i> These are structured learning experiences that provide students with direct exposure in-person or virtually to industry, occupations, and working professionals, workplaces, or industry environments. These activities function as a “primary source” of career knowledge, meaning students engage directly with industries, professions, and educational pathways. These activities should be sequenced and age-appropriate, beginning with general career awareness and gradually becoming more targeted, hands-on and in-depth. Note: Career exploration activities can be led or organized by the career coach and other staff members (for example, the coach compiles a list of guest speakers and a STEM teacher schedules a	Activities that are provided to a targeted set of students based on their expressed career interests and goals would also “count” as a personalized career counseling service (see Row 6 below).	Career lessons involving direct, or “primary source,” interaction with professionals/employers (either in-person or virtually) for the purpose of gaining knowledge about industry sectors and career opportunities CTE presentations, tours, or lessons focused on CTE options in the County to build student awareness of and interest in CTE Junior Achievement Career expos Job fairs VR headset exploration Lunch and learns Field trips Summer career exploration camps Guest speakers Job shadowing Mock/informational	“Secondary materials” such as worksheets, articles, or videos without direct interaction to help students learn about what it is like to work in a particular career. Reading a passage about a scientist or a lawyer in class. Having a presentation on course selection.



Updated Career Counseling Metrics with Definitions and Examples

	Focus Area	Career Counseling Metric	Where Information is Captured	Purpose	Definition	Potential Areas of Metric Overlap	How This Could Be Measured	What “Doesn’t Count”
					speaker to come in during his/her class).		interviews Visits to college campuses and job sites	
5	STUDENTS RECEIVING INDIVIDUALIZED CAREER COACH SUPPORT	Number of grade 6-12 students (total and by grade level) who engage in individualized 1:1 interactions with the career coach (only) per school year Optional: As some students may engage in multiple 1:1 interactions, provide total number of 1:1 career coach: student interactions to paint a fuller picture of “touchpoints” delivered	Locally determined	The Blueprint states that each grade 6-12 student should receive “individualized career counseling” from the coach every school year (1:1 touchpoint). These interactions can be somewhat brief but should be sufficiently substantive and focused on the needs of that individual student. This could be discussing the results of a career assessment, identifying appropriate career exploration activities, crafting a resume, etc.	<i>Individualized Career Coach Support:</i> Personalized coaching guidance delivered in a 1:1 setting that helps a student make informed career pathway choices by focusing on their strengths, interests, skills, talents, and values. This could include Six-Year Plan conversations but the expectation is that coaches go beyond this and are having regular broader guiding conversations with students throughout the year to help them explore and probe possible jobs/careers in a way that leverages the coach’s career expertise. Note: This is a new request for more specific data on how career counseling is being individualized, distinguishing 1:1 coach/student interactions from personalized		Coach data logs of 1:1 meetings with students focused on career counseling Databases that track individual student services (for example, Howard County’s Launch or Frederick County’s shared Tracker) Self-reported student data (surveys)	Any career services that are not 1:1 career coach to student interactions

Updated Career Counseling Metrics with Definitions and Examples

	Focus Area	Career Counseling Metric	Where Information is Captured	Purpose	Definition	Potential Areas of Metric Overlap	How This Could Be Measured	What “Doesn’t Count”
					coaching aimed at targeted students.			
6	PERSONALIZED CAREER COACH SERVICES	Number of personalized career counseling interactions (see definition) provided to students grades 6-12 (total and by grade level) Note: These can be provided by either a career coach or other school staff (CTE teacher, special education case manager, counselor, WBL coordinator, etc.)		Information gathered from career development assessment and other student inputs is used to organize student activities and career counseling services that match their career interests and goals (for example, a student interested in welding would attend an information session on a local welding CTE program or welding apprenticeship; a student interested in healthcare might attend a presentation by the college on its nursing program).	<i>Personalized Career Coach Services:</i> Students receive personalized career counseling, meaning career counseling services/activities that are aligned with their individual strengths, interests, and values. Note: Please note the distinctions from “individualized” above.	There may be some overlap of this metric with the career exploration activity metric (see Row 4 above) when activities are provided to a targeted group of students.	Coach/other staff data logs of targeted career counseling interactions	

Updated Career Counseling Metrics with Definitions and Examples

	Focus Area	Career Counseling Metric	Where Information is Captured	Purpose	Definition	Potential Areas of Metric Overlap	How This Could Be Measured	What “Doesn’t Count”
7	POST-CCR PREFERENCES	Number of grade 10 students who indicate their post-CCR pathway preferences in their Six-Year Plan	Six-Year Plan Section 4 High School Plan captures post-CCR pathway intention	The Blueprint states that a key purpose of career counseling is to help students choose one or more post-CCR pathways.	<i>Post-CCR Pathway Preferences:</i> Per the Blueprint, career counseling is intended to help each student who meets the state-defined CCR standard choose one or more post-CCR pathways which include: AP, IB, Cambridge Advanced coursework, dual enrollment/early college, CTE programs, comprehensive arts, and the high school level of a Registered Apprenticeship.		PowerSchool or other school information system databases	
8	POST-GRADUATION PLANS	Number of grade 12 students who identify their post-graduation plans in their Six-Year Plan	Six-Year Plan Section 5 Post-Secondary Plan captures post-graduation plan	Ensure all students leave high school with a clear plan to transition into employment, postsecondary education, Registered Apprenticeship, military, and/or service year.	<i>Post-Graduation Plan:</i> An articulated post-high school graduation plan to ensure students transition successfully to further education, military service, apprenticeship, service year, or employment.		PowerSchool or other school information system databases Senior surveys IEP transitional plan conversations/meetings where students are involved in post-graduation planning	

Attachment 2



State Guidelines: **Six-Year Plans**

Comprehensive Guidelines for Maryland's Six-Year
Plan Implementation

Division of College and Career Pathways

January 2026

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

State Superintendent of Schools

Tenette Smith, Ed.D.

Chief Academic Officer

Office of Teaching and Learning

Richard W. Kincaid

Assistant State Superintendent

Division of College and Career Pathways

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

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Alverne "Chet" Chesterfield

Kenny Clash

Nick Greer

Dr. Irma E. Johnson

Marcy Leonard

Dr. Kim Lewis

Xiomara V. Medina, M.Ed.

Samir Paul, Esq.

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INTERNAL COLLABORATORS

Maryland State Department of Education

Brigiette Lewis - Coordinator, School Counseling

Dr. Tatum Williams - Secondary Transition Performance Specialist

Jeff Wyatt - Secondary Transition Performance Specialist

John Hummel - Manager, Student Services and School Counseling

Michele Weddle - Secondary Transition Performance Specialist

Richard Kincaid - Assistant State Superintendent

Rita Bradunas – Coordinator, Career Counseling

Traci Stauffer - Secondary Transition Lead

Tracy Kytte - Director, Career-Connected Learning

EXTERNAL REVIEWERS

Accountability and Implementation Board

Maryland Workforce Association

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Overview: Six-Year Plans

A Six-Year Plan is a comprehensive, student-centered academic and career roadmap that students begin developing in middle school and utilize throughout high school and the post-secondary transition. The plan is designed to ensure that every student engages in intentional preparation for post-secondary success with the guidance of supportive adults. It provides a structured framework for aligning coursework, career exploration, extracurricular activities, and support services with students' identified interests and aptitudes to support personal, learning, and career goals.

SIX-YEAR PLANS ALLOW STUDENTS TO:

- **Identify aptitudes and interests early**, leaving time for skill development, career exploration, purposeful course enrollment, and engagement in related learning experiences in and out of the classroom.
- **Understand the pathways available to them before, during, and after high school**, enabling students to make informed choices and seize opportunities before they pass.
- **Connect coursework to personal career goals**, building confidence, increasing motivation, and fostering ownership of their learning and growth.
- **Leverage a coordinated system of support**, including families, teachers, administrators, school counselors, career coaches, and other supportive adults who can readily access students' plans to guide progress toward goals.
- **Grow and evolve** by serving as a fluid document that is regularly updated as student interests develop, goals shift, and new opportunities emerge in a rapidly changing economy and world.
- **Graduate prepared to pursue postsecondary goals**, by successfully identifying, planning for and completing the steps necessary to achieve individualized academic and career aspirations.

SIX-YEAR PLANS ALLOW SUPPORTIVE ADULTS TO:

- **Identify students' interests and aspirations early**, allowing for programmatic decisions to be made in time to support students' goals.
- **Know what career exploration activities** best align with students' interests, strengths, and needs.
- **Effectively provide students guidance during transition** by ensuring that a student's history and progress are preserved when a student transfers schools or when staffing changes occur.
- **Work collectively to foster student growth and success**, by coordinating supports, sharing information and thoughtfully partnering across roles and teams.

TO ACHIEVE THIS PURPOSE, MARYLAND'S SIX-YEAR PLANS MUST BE:

- **Student-driven** – Ensuring that all students actively engage in the development of their goals and the mapping of related pathways, activities, and coursework.
- **Accessible** – Making it easy for students and supportive adults to find and navigate the plans.

- **Collaborative** – Developed in partnership with families and other supportive adults such as teachers, administrators, school counselors and career counselors.
- **Comprehensive** – Inclusive of students' interests, values, goals, aligned coursework and post-secondary plans.
- **Agile** – Reviewed and updated annually to respond to students' evolving interests and needs, as well as a rapidly changing world and economy

Six-Year Plan Requirements

Before grade 9, each student shall develop an individual academic and career plan and update it annually (COMAR 13A.04.10.01).

The following are required elements of Maryland's Six-Year Plans. Local education agencies (LEAs) have flexibility in determining how six-year plans criteria are implemented in their districts. LEAs will be asked outline how the district intends to operationalize Six-Year Plans in their county.

1. **COMPONENTS** - Six-Year Plans include the following components, which align with the Career Development Program outlined in COMAR (13A.04.10.01).
 - a. Student profile - including career interest/aptitude inventory
 - b. Self-awareness section – including strengths, interests, values
 - c. Goals section – including career and academic aspirations
 - d. Career exploration plan – including desired activities and experiences
 - e. High school plan – including post-CCR pathway intention, and HS coursework plan
 - f. Post-secondary plan – including post-secondary matriculation plan

Possible Implementation Approaches:

- *In the goals section, a personal goal can be added that would focus on students' soft skill growth.*
- *The high school plan can outline needed academic interventions.*
- *The history of the plans is preserved over time, allowing families, students, and professionals to see changes.*

2. **TIMELINE** - Six-Year Plans must be initiated prior to a student beginning their 9th grade year. The plan covers 9-12th grade and establishes goals for the first two years post-high school graduation. The student profile, self-awareness section, goals section, and career exploration plan should be completed prior to the start of high school.

Possible Implementation Approaches:

- *Students begin filling out the self-awareness section of the Six-Year Plan in the 6th grade as they engage in various self-exploration activities (such as a career inventory or strengths assessment). They add information throughout their middle school years, and are ready to begin Grade 9 with a Six-Year Plan.*
- *Students begin entering information into their Plan in the 8th grade. They reflect on their middle school lessons and experiences to complete the requisite sections and be ready to begin grade 9 with a Six-Year Plan.*

3. **LOCATION** - Six-Year Plans need to be housed on a technological platform that can follow the student during the middle to high school transition. The plan should be accessible to the students and key members of students' supportive adult network including (but not limited to):
 - a. The student's family
 - b. School counselor

- c. Career counselor
- d. Special educators
- e. Multilingual educators
- f. Teachers
- g. Administrators

The most current version of the plan must be included in the student's permanent record prior to any placement transition.

Possible Implementation Approaches:

- *Districts work with their current technological system (Xello, SchoolLinks, Naviance, etc.) to design a plan template within the platform that all required partners can access.*
- *Districts work to create an electronic document that students and required partners can access and update (Google Doc, Google Sheet, etc),*

4. **DEVELOPMENT** - Students are the authors of their Six-Year Plans and should drive the development process with the assistance and guidance of supportive adults. Counties determine which staff positions are responsible for overseeing the completion of each Six-Year Plan component. During the development process, students with IEPs/504s/ML Plans must receive all documented accommodations.

Possible Implementation Approaches:

- *Classroom setting: Students engage in a lesson (for example on career interests or personal strengths) and complete the related Six-Year Plan section. The lesson facilitator (school counselor, career counselor, etc.) circulates the room to check in with students and offer assistance. Lessons occur in an advisory period or through a classroom push-in model.*
- *Individualized meeting: Student meets with a career counselor to review career interests and determine which post-CCR pathway best matches their goals.*
- *Career counselors might be responsible for the self-awareness, career exploration and goals sections, while school counselors complete and sign off on the high school coursework section with students.*

5. **APPROVAL** – The Six-Year Plan must be reviewed and signed by the student, the student's parent or guardian, and a designated staff member to confirm their participation in the development of the plan and their review and approval of its contents.

Possible Implementation Approaches:

- *The electronic templates have a signature page.*
- *Stakeholders sign a paper document, which is uploaded into the student's electronic folder or saved in a permanent record.*
- *Parent/Guardian signature timing could be aligned with the student schedule distribution each year.*
- *Each section has a signature page, signaling shared accountability.*

6. **REVISION** – Students must update their plans annually, with the guidance of supportive adults. Revised plans are also signed by the student, the student's parent or guardian, and a designated staff member.

Possible Implementation Approaches:

- *Time is built into the calendar year for revisions to occur in settings such as advisory, classroom counselor push-ins, and 1:1 meetings.*
- *New academic intervention goals are be added to the Plan throughout the year.*
- *Every time the template is updated, there is an opportunity to log the date and note the section that was updated as well as the supportive adult who assisted.*

7. **COORDINATION** - In alignment with this guidance, Maryland State Department of Education (MSDE), the Accountability and Implementation Board (AIB), and the Maryland Workforce Association (MWA) have agreed that career counselors will serve as the primary case managers for each student's six-year plan.

School counselors, IEP chairs, mathematics leads, and other relevant school staff play a critical role as collaborators, contributing to plan development, refinement, and implementation based on their areas of expertise.

Possible Implementation Approaches:

- *The Career Counselor helps ensure that each piece of the Six-Year Plan is owned by a specific department. The career coach monitors school-wide completion data and follows up with staff members as needed.*
- *The Career Counselor holds quarterly meetings with staff members to review Six-Year Plan data and plan for next steps.*

Planning for Local Implementation

Timeline	- When will students begin their Six-Year Plans? - When will students first complete each part of the Six-Year Plan?
Location	- Where will Six-Year Plans be housed? - Who will be able to access the Plans? - How will individuals be able to access the Plans, and what technological permissions will need to be granted? - How will we ensure that the Plan's location allows for the data to be easily reported and utilized?
Development	- In what spaces will students develop their Plans? (classroom, small group, advisory, 1:1 meetings, etc). - What positions are responsible for the completion of each section? (ex. Career counselors might be responsible for the self-awareness section and school counselors might be responsible for the high school coursework)
Components	- What will the Six-Year Plan template look like for our district? - What prompting questions and examples do we want to include in the template so that it is easy for both students and supportive adults to use? - In addition to the required elements, what other components do we want to include?
Approval	- Whose signatures will we require on the template? - What systems do we want to put in place to ease the signature process? - How will we monitor signature completion for follow up?
Revision	- What opportunities will students have to update their Six-Year Plans, and when/where will these occur? - How will we track revisions and know what supportive adults assisted students in making them? - Do we want to keep a historical record of past input, even when it is updated? If so, what technological support does this require? - How will we track revisions to make sure that six-year plans are updated annually?
Coordination	How will career coaches monitor Six-Year Plan completion, and follow-up with appropriate students and staff members when needed?

Appendix A

SAMPLE SIX-YEAR PLAN TEMPLATE

Student Information

Student Name:			
Student Contact Information:			
Student ID:		Birthdate:	
GPA:		Test Scores:	
Graduation Year:		College and Career Readiness Status	

Diverse Learners*

___ IEP ___ 504 ___ ML ___ Advanced Academics ___ Other _____

*Case manager or other related staff must review and sign the Six-Year Plan.

Parent Guardian Information

Parent/Guardian Name:	
Parent/Guardian Contact Information:	

Mentorship

Who do you go to for support in school?
Who do you go to for support outside of school?

Insert Link to Student Career Inventory Results

Section 1: Self-Awareness

Strengths: What do you do well?
Interests: What do you like to do and learn about?
Values: What do you care about?
Motivation: What or who makes you excited to come to school?

Section 2: Goals

Career Goal: What career/s are you interested in pursuing and why?
High School Goal: What high school programs will help you reach your career and postsecondary goals?
Annual Academic Goal: After reflecting on your goals and academic progress, what academic goal do you have for yourself this year AND what steps will you take to reach it? Goal: _____ Steps I Will Take: <i>Check off up to three steps that will most help you reach your goal.</i> ☐ Ask my teacher for help when I need it ☐ Raise my hand in class to ask questions when I have them ☐ Stay engaged in class (remove distractions) ☐ Complete all my in-class assignments on-time ☐ Use a planner or calendar to organize my assignments ☐ Complete my homework every night ☐ Study for all quizzes and tests ☐ Ask my teacher or another supportive adult for help with study skills ☐ Attend tutoring or coach class ☐ Study with a group of peers ☐ Check my progress regularly using online tools ☐ Schedule time with my teacher to check my progress ☐ Other: _____

Section 3: Career Exploration

Career Exploration Plan: How do you plan to explore your career interests this year?

Place “x” if you plan to do this.	Experience	Detail
	Advising Session	Meet with Career Counselor to discuss career pathways and goals.
	Extra-curricular activity	List the activities you plan to participate in:
	Independent research	Explain how you plan to learn more about your career choices (ex. Online research, discussion with family member, etc)
	Field trip/career speaker	What field trips or career speakers would help you learn more?
	Work	Where do you plan to work?
	Volunteering	Where do you plan to volunteer?
	Community responsibilities	Describe the responsibilities you plan to have.
	Other	Explain here what you plan to do!

Career Exploration Activities: List the career exploration activities you have completed.

Activity	Date

SECTION 4: High School Plan

Post-CCR Pathway:

What Post-CCR pathway are you interested in? (You can pick more than one).

☐ Advanced Placement (AP), International Baccalaureate (IB)

☐ Cambridge Advanced Coursework

☐ Dual Enrollment/Early College

☐ Career and Technical Education (CTE)

☐ Comprehensive Arts

☐ High school level of a Registered Apprenticeship

What CTE pathway do you wish to pursue? (if applicable) _____

Notes:

High School Academic Plan

Grade	English	Math	Science	Social Studies	World Language	CTE/CCL	Notes
9th							
10th							
11th							
12th							

SECTION 5: Post-Secondary Plan

Post-Secondary Matriculation Plan:

Outline the steps that you will take to enroll in your desired post-secondary pathway.

Post-Secondary Matriculation Plan:

Identify key coursework or other learning experiences you wish to pursue in your post-secondary pathway.

Post-Secondary Year 1	Post-Secondary Year 2

Student Signature

I reviewed my six-year plan with a supportive adult at my school, who asked me probing questions and engaged me in advising conversations as needed to ensure that my plan aligns with my strengths, interests and values and offers me equitable access to meaningful, high-quality opportunities.

	Name (Print)	Title/Role	Signature	Date
--	---------------------	-------------------	------------------	-------------

8th Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

Parent/Guardian Signature

I reviewed the student's six-year plan, asking my student probing questions and engaging them in discussion about their strengths, interests, values and future goals.

	Name (Print)	Relationship to Student	Signature	Date
8th Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

Staff Signature

I reviewed the student's six-year plan, asking probing questions and engaging the student in advising conversations as needed to ensure that the plan aligns with the student's strengths, interests and values and offers the student equitable access to meaningful, high-quality opportunities.

	Name/s (Print)	Title/Role	Signature	Date
8th Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

Career Counseling Signature

I have reviewed the six-year plan, collaborated with subject matter experts on appropriate sections, and consider it complete.

Attachment 3

MEMORANDUM OF UNDERSTANDING
Career Counseling Implementation
Blueprint for Maryland's Future

This Memorandum of Understanding ("MOU") is entered into by and between [Local Workforce Development Board or Workforce Entity] ("Workforce Partner"), [Local Education Agency] ("LEA"), and the [Community College Partner] ("Community College Partner"), collectively referred to as the "Party" or "Parties."

I. PURPOSE

- A. This MOU establishes a collaborative and shared framework for the planning, implementation, coordination, and continuous improvement of Career Counseling services aligned to the Blueprint for Maryland's Future, for students in grades 6 through 12.
- B. The purpose of this MOU is to define governance, fiscal accountability, and roles, and responsibilities of the Parties for the delivery of high-quality, equitable Career Counseling services that support students in developing, revising, and executing six-year academic and career plans through participation in a coherent continuum of career-related activities and experiences.
- C. This MOU, which serves as the local Career Counseling agreement required under the Blueprint for Maryland's Future, is intended to ensure statewide consistency in foundational expectations while allowing for local flexibility in staffing models, partner configurations, and service delivery approaches, provided that the requirements set forth herein are met and maintained.
- D. Career Counseling services under this MOU shall be structured, staffed, and delivered as defined by the three Parties in a way that leverages partner resources and strengths.
- E. The Parties further agree that the ultimate objective of this MOU is to support students in making informed, intentional secondary and postsecondary decisions and to improve equitable access to, participation in, and successful transition to postsecondary education, workforce training, and career pathways.

II. TERM

- A. This MOU shall be effective for a three-year term beginning July 1, 2026, and ending June 30, 2029, unless terminated earlier in accordance with the provisions of this agreement.
- B. The Parties agree to review this MOU annually to assess implementation progress, alignment with updated state guidance, and continued capacity to fulfill the obligations herein.

III. AUTHORITY AND REGULATORY ALIGNMENT

- A. This MOU is executed pursuant to, and shall be implemented in accordance with, applicable federal and state law, including but not limited to the Blueprint for Maryland's Future, the Maryland Education Article, and the Code of Maryland Regulations ("COMAR"), as amended.
- B. Without limiting the foregoing, this MOU is intended to align with and be implemented consistent with COMAR Title 13A, including but not limited to COMAR 13A.03 governing the administration and oversight of public education programs in Maryland; COMAR 13A.08 governing students, including student records, confidentiality, access to student data, and student support services; and COMAR 13A.17 governing Career and Technical Education and related college and career readiness programming.
- C. The Parties further acknowledge that the development and implementation of individualized academic and career planning, including six-year academic and career plans that support student progression toward graduation, are grounded in COMAR 13A.03.02.03 governing graduation requirements and diplomas.
- D. Nothing in this MOU shall be construed to supersede or conflict with applicable provisions of COMAR or other governing law. In the event of a change in law or regulation that affects

implementation of this MOU, the Parties agree to engage in good-faith efforts to align implementation practices with updated requirements.

IV. SYSTEM-LEVEL GOVERNANCE

- A. Each Party shall designate senior-level leadership responsible for fiscal oversight, reporting, compliance, and dispute resolution under this MOU, including engagement with the Maryland State Department of Education (MSDE), the Accountability and Implementation Board (AIB), the Career and Technical Education Committee of the Governor's Workforce Development Board, the Maryland Workforce Association, and other relevant state or regional entities, as required.
- B. System-level governance representatives shall participate in periodic review of implementation progress, including review of required reports, monitoring findings, and outcomes data, to ensure fidelity to the purpose and objectives of this MOU.
- C. System-level governance representatives shall ensure continuity of implementation in the event of personnel changes and shall maintain documentation and institutional knowledge necessary to support sustained compliance with this MOU.

V. ROLES AND RESPONSIBILITIES

- A. All Parties shall:
 - i. Participate in planning meetings, professional learning, data collection, and program review activities, as appropriate, to support continuous improvement and statewide alignment of Career Counseling implementation.
 - ii. Comply with all applicable federal and state laws, regulations, and policies related to student safety, confidentiality, nondiscrimination, and data privacy when working with students or accessing student information under this MOU.
- B. The Workforce Partner and/or the Community College Partner shall each and collaboratively:
 - i. Engage employers and industry professionals to build student awareness of career pathways and provide career exploration activities and experiences;
 - ii. Provide regularly updated regional labor market data; direct the alignment of opportunities with labor market demand; and advise on emerging occupations;
 - iii. Support student transitions beyond high school;
 - iv. Coordinate with Career Counselors, school counselors, and LEA staff to ensure that Career Counseling Learning opportunities and postsecondary information are communicated clearly to students and families and are integrated into six-year academic and career planning processes;
 - v. Partner with the LEA to support the design, coordination, and delivery of career counseling learning activities and experiences aligned to student six-year academic and career plans, labor market demand, and regional workforce priorities.
- C. The Workforce Partner shall:
 - i. Support employer engagement and coordination, including outreach to business and industry partners;
 - ii. Facilitate work-based and Career Connected Learning opportunities across the continuum; alignment of employer engagement with Career Counseling goals; and removal of barriers to student participation, where feasible.
- D. The Community College Partner:
 - i. Shall support alignment between secondary and postsecondary pathways by providing information on academic programs, credentials, admissions requirements, placement policies, dual enrollment opportunities, and articulation agreements;

- ii. May support campus-based experiences, career advising sessions, dual enrollment, and transition activities for students.
- E. The LEA shall:
- i. Establish and maintain a coordinated student support network that integrates Career Counseling within a broader system of academic, counseling, and support services. This network may include school counselors, IEP and 504 coordinators, multilingual learner staff, content and instructional specialists, administrators, workforce partners, community college partners, and business and industry representatives;
 - ii. Ensure that Career Counselors are embedded within this network with defined collaboration structures and shared accountability for student success. Career Counselors are not expected to operate in isolation or to independently meet all student needs related to college and career readiness;
 - iii. The LEA shall designate a point of contact responsible for coordinating data and/or information access, onboarding Career Counselors into necessary systems, and resolving access issues in a timely manner;
 - iv. Provide Career Counselors with access to students, schedules, appropriate workspace, and relevant technology and systems, and shall align Career Counseling services with six-year planning, counseling programs, graduation requirements, and instructional initiatives;
 - v. When Career Counselors are employed by an entity other than the LEA, provide day-to-day operational direction related to school-based activities, schedules, and integration into the student support network.
 - vi. Career counselors assigned under this MOU shall not be routinely assigned duties unrelated to career development and transition planning. In the event of a school emergency, career counselors may be called upon to support as needed, consistent with other student-facing staff. Career counselors may also engage in non-instructional activities that provide appropriate opportunities for informal student conversations, counseling, and check-ins when aligned to their role. Expectations regarding any additional duties shall be discussed and agreed upon between school administration and MOU partners to ensure clarity and consistent implementation across schools.

VI. STAFFING

- A. The Parties agree to coordinate services and staffing in a manner that avoids duplication of program management responsibilities as well as career development, college advising, or transition supports across agencies and programs, and to ensure that Blueprint-funded career counseling services complement, rather than replicate, existing counseling, CTE, or workforce services. The Parties are given flexibility to align these roles and responsibilities to appropriate jobs and titles, and agree to ensure each of these roles and responsibilities are specifically addressed and implemented
- B. All parties agree that any employee, contractor, or agent who has direct contact with students or unsupervised access to school facilities under this MOU shall comply with all applicable federal and State child safety laws, including Maryland Family Law § 5-551 and Maryland Education Article § 6-113.2. Each partner shall ensure that required criminal history records checks and Child Protective Services clearances are completed and verified prior to assignment in schools and shall promptly report any allegations of sexual misconduct involving a minor to the appropriate school authorities and law enforcement as required by law. Each party shall maintain documentation demonstrating compliance and shall provide such documentation upon request.

- C. The Parties agree to document the agreed upon staffing model supporting this partnership in Appendix A. The appendix may be updated periodically by mutual agreement without requiring full MOU amendment.
- D. The Parties shall designate personnel responsible for supervision, professional learning, evaluation, and fidelity of implementation for career counseling services. These responsibilities include onboarding, training, observation, and continuous improvement aligned to Blueprint expectations. Ensure collaboration in this process so that the feedback provided to career counseling funded positions is reflective of input from all applicable parties, not just the entity that hires them.
- E. Career Counselors shall remain employees of the entity that hires and compensates them (the 'Employer of Record'). The Employer of Record retains sole and final authority over all employment matters, including but not limited to recruitment, selection, hiring, supervision, evaluation, compensation, discipline, and termination, in accordance with its applicable personnel policies, collective bargaining agreements, and governing laws. The non-employing partner may provide input regarding day-to-day operational performance and school-based collaboration; however, such input shall be advisory in nature and shall not supersede or limit the Employer of Record's legal authority over personnel decisions. Nothing in this MOU shall be construed to create a joint employment relationship.
- F. Career Counselors shall at a minimum:
 - i. provide direct Career Counseling services to students individually and in groups across assigned grade levels;
 - ii. support students in completing and interpreting career interest inventories, assessments, and planning tools;
 - iii. actively participate in the development, documentation, and annual revision of students' six-year academic and career plans;
 - iv. facilitate student engagement across the work-based learning continuum;
 - v. advise students on readiness for post-CCR pathway participation;
 - vi. collaborate with school counselors, educators, special education staff, multilingual learner staff, and administrators;
 - vii. coordinate and/or support student participation in career fairs, workplace tours, job shadowing, internships, apprenticeships, and related experiences;
 - viii. support employability and workplace readiness skill development; document services and outcomes in approved data systems;
 - ix. fully implement the assigned career coaching curriculum and meet identified performance targets.
- G. Career counseling delivery roles under this MOU do not require licensure as a Maryland school counselor or a certified teacher. Nothing in this MOU shall be interpreted to require school counselor or teacher licensure for Blueprint-funded career counseling positions. The Parties shall jointly agree on job descriptions that emphasize relevant experience rather than degrees.
- H. The Parties shall jointly agree on any required onboarding and training, ideally with all three Parties involved in delivery to ensure that expertise and resources are maximized and staff are well-informed.
- I. Career Counselors shall participate in professional learning required by MSDE, the Maryland Workforce Association, or other state-authorized entities, including statewide or regional convenings, communities of practice, and training related to, six-year planning, equity-centered advising, and data use. Participation in required professional learning is a condition of implementation under this MOU.

VII. STUDENT DATA ACCESS AND CONFIDENTIALITY

- A. The Parties acknowledge that timely access to appropriate student data and related information systems is essential for Career Counselors to fulfill the core requirements of their role under this MOU.
- B. Regardless of the employing entity of the Career Counselor, the LEA shall ensure that Career Counselor are granted role-appropriate access to student data and/or systems necessary to conduct Career Counseling services. Such data may include, but is not limited to, student enrollment and demographic information, grade level, academic history, course enrollment, six-year academic and career plans, Career-Connected Learning participation, and other data elements required to support advising, planning, documentation, and reporting.
- C. Pursuant to COMAR 13A.08 and the Family Educational Rights and Privacy Act (FERPA), Career Counselors acting in a legitimate educational interest under this MOU are authorized to access student records and related systems necessary to carry out assigned responsibilities.
- D. The LEA shall provide Career Counselors with access to relevant systems and/or information needed to execute their duties such as, student information systems, career planning platforms, graduation planning tools, and Career-Connected Learning tracking systems used by the district, subject to completion of required training and security protocols. Delays or failures in data access that materially impair service delivery shall be escalated and addressed promptly.
- E. Career Counselors shall complete all required data privacy, confidentiality, and system use training prior to accessing student data and shall use such data solely for purposes authorized under this MOU. All Parties shall maintain appropriate safeguards to protect student information and comply with applicable privacy requirements.
- F. Prior to dissemination or review of records, each Party and its respective employees, agents, volunteers and contractors agree that it shall maintain the confidentiality of all medical, psychological, and student records in compliance with federal and state laws. Specifically, the parties acknowledge their respective responsibilities to ensure compliance with the confidentiality provisions of the Family Educational Records Privacy Act (34 CFR § 99); The Health Insurance Portability and Accountability Act of 1996 (HIPAA) 45 CFR Part 160 and Part 164, Subparts A and E; and Code of Maryland Regulations§ 13A.08, with respect to school records provided by the LEA, if applicable.
- G. Any confidential information provided between the Parties, including all copies thereof must be used only as permitted by this MOU and only for the purposes herein described. Such information shall not be disseminated or disclosed to any third party, without the express written consent of all parties herein, or by Order of Court, or as required by Federal or State law, and can only be done so in accordance with applicable privacy laws.
- H. The Parties agree to return to each other all such information within fifteen (15) days of the expiration of termination of this MOU; or with the express consent of all Parties, the party may destroy such information within fifteen (15) days of the termination or expiration of this MOU, certifying to all parties in writing that the information has been destroyed.
- I. Each Party and its affiliates or subcontractors, at their own expense, have a duty to and shall protect from disclosure any and all student records which they come to possess or control, wherever and however stored or maintained, in a commercially reasonable manner in accordance with current industry standards.
- J. Each Party and their respective affiliates or subcontractors shall implement and maintain a comprehensive data - security program for the protection of student records whether the records are stored electronically and/or in hard copy. The safeguards contained in such programs shall be consistent with and comply with the safeguards for protection of student records, and information of a similar character, as set forth in all applicable federal and state law and written policy of LEA

or Maryland State Board of Education concerning the confidentiality of student records. Such data security program shall include, but not be limited to, the following:

- i. In accordance with the policies of each organization, a process for reviewing policies and security measures at least annually;
 - ii. A security policy for employees related to the storage, access and transportation of data containing student/participant records;
 - iii. Reasonable restrictions on access to records containing student records, including access to any locked storage where such records are kept;
 - iv. Creating secure access controls to student records, including but not limited to passwords; and
 - v. Encrypting of student/participant records that are stored on laptops, portable devices or being transmitted electronically.
- K. Each Party and its respective affiliates shall notify the other as soon as practical, but no later than twenty-four (24) hours, after they become aware of or suspect that any student records which that Party or its affiliates possess or control have been subject to a student records breach.
- L. Each Party shall incorporate the requirements of this Section in all subcontracts requiring each of its affiliates to safeguard student records in the same manner as provided for in this Section.
- M. Nothing in this Section shall supersede in any manner either party's or its respective affiliate's obligations pursuant to HIPAA, FERPA, or the provisions of this MOU concerning that Party's obligations to the other as a service provider.

VIII. FUNDING, BUDGETING, FISCAL MANAGEMENT, AND AUDITABILITY

- A. Career Counseling services under this MOU are supported through Blueprint for Maryland's Future funding distributed to the Parties via the LEA. The LEA shall ensure compliance with all applicable state and federal fiscal requirements.
- B. Career counseling funding is included in the LEA foundation formula funding as set forth in Md. Ann. Code, Ed 5-213(c). The LEA is required by law to distribute this career counseling funding to the Workforce Partner. The LEA shall distribute career counseling funding to the Workforce Partner and the Community College Partner consistent with the annual budget adopted by the Parties
- C. Annually, on or before September 15, the Parties shall adopt a budget for the upcoming school year aligned to the scope of services outlined in this MOU. This budget is subject to approval by MSDE and AIB. The budget shall identify funding allocations by partner, major cost categories, anticipated staffing levels (consistent with the positions detailed in Appendix A), and planned programmatic expenditures consistent with state guidance. The budget is attached as Appendix B.
- D. Career counseling spending shall comply with state guidance¹ on allowable spending and the majority of funding shall be dedicated to staffing to support direct career counseling services to students.
- E. Career counseling spending shall be clearly identified and traceable in all accounting documents sufficient for an audit by the State. This includes all carry-over funds. No funds revert from Career Counseling to any entity, rather they revert to the Career Counseling program to be reused within the next two years.
- F. Allowable costs include salaries and benefits for Career Counselors and supporting staff; professional learning and training; employer and postsecondary engagement activities; data systems and reporting tools; and reasonable administrative costs necessary to support implementation, consistent with state guidance.

¹ https://docs.google.com/document/d/1RS8fOOEmw9r_rCG1pU6d3cpZI21vbfuWlbgpeV9Hrjw/edit?usp=sharing

- G. Blueprint funds shall supplement, and not supplant, existing state, local, or federal funding sources. Funds shall not be used to replace services or positions previously supported through other funding streams.
- H. The LEA shall document and communicate payment mechanisms annually, including reimbursement, invoicing, or interagency transfer, and shall establish consistent payment timelines following receipt of complete documentation.
- I. The Parties shall participate in fiscal monitoring and review meetings no less than quarterly. Unexpended funds may carry forward for no longer than the two immediately following fiscal years in accordance with state guidance but shall remain restricted to allowable Career Counseling purposes. All financial records shall be retained for audit and monitoring purposes as required by law.

IX. INDIRECT COSTS

- A. Indirect costs associated with the administration and support of Career Counseling services are allowable under this MOU, provided that such costs are reasonable, necessary, allocable, and directly connected to supporting the implementation of Career Counseling. Indirect costs shall be negotiated by the Parties in accordance with federal, State and local law.
- B. When indirect costs are associated with salaries, positions, or functions other than the school-based Career Counselor, the Accountability and Implementation Board (AIB) may, at its discretion, require time and effort reporting or other documentation to substantiate the allocability of costs. Such documentation shall be subject to monitoring and audit by the AIB.

X. PROGRAM REPORTING, PERFORMANCE MONITORING, AND CONTINUOUS IMPROVEMENT

- A. The Parties shall collect, share, and report programmatic and fiscal data necessary to meet state reporting, accountability, and evaluation requirements related to Career Counseling. The Parties must report on the use and impact of these funds to the Accountability and Implementation Board (AIB) annually. In accordance with statute, the AIB requires the Workforce Partner, in collaboration with its LEA and Community College partners, to prepare and submit both an Annual Report (June 30) and Fiscal Report (October 15) which describe partner collaboration, career counseling fund spending from prior fiscal year, implementation progress, and student outcomes.
- B. Reporting shall include data related to staffing and assignments of career counselors to schools, career counselor training, employer engagement and community partnerships, student participation in Career Counseling services, and six-year plan development and completion.
- C. The Parties shall review implementation and outcome data no less than quarterly to assess program effectiveness, equity of access, and alignment with Blueprint career counseling goals.
- D. Career counseling metric data required by the Accountability and Implementation Board (AIB) and other locally collected data shall be used to inform continuous improvement, including adjustments to service delivery models, professional learning priorities, partnership strategies, and resource allocation.
- E. Where monitoring identifies areas of noncompliance, underperformance, or misalignment, the Parties shall engage in a corrective action process prior to consideration of termination. Corrective actions may include targeted technical assistance, required professional learning, revised implementation plans, fiscal remediation, or other appropriate measures.
- F. The Parties shall cooperate with monitoring, evaluation, and audit activities conducted by state agencies or authorized entities and shall provide requested documentation in a timely manner.

XI. MISCELLANEOUS TERMS

[This section can be used by any of the parties to include additional clauses or requirements not detailed elsewhere in this MOU. Delete this section if not needed.]

XII. AMENDMENTS AND MODIFICATIONS

This MOU may be amended only by mutual written agreement of the Parties.

XIII. TERMINATION

Any Party may terminate this MOU with thirty (30) days written notice if continuation is no longer feasible due to changes in funding, law, or program authorization. Termination shall generally follow reasonable efforts to resolve issues through corrective action, except where immediate termination is required by law.

XIV. NONDISCRIMINATION AND COMPLIANCE

The Parties shall comply with all applicable federal and state laws, including nondiscrimination and student privacy requirements.

XV. ENTIRE AGREEMENT

This MOU constitutes the entire agreement among the Parties regarding Career Counseling implementation under the Blueprint for Maryland's Future and supersedes all prior agreements related to the subject matter herein.

XVI. DISPUTE RESOLUTION

- A. The Parties acknowledge that effective implementation of this MOU depends on timely communication, collaboration, and good-faith problem solving. The Parties agree to make reasonable efforts to resolve disputes related to the interpretation, implementation, or performance of this MOU at the lowest possible level.
- B. Disputes arising under this MOU shall be addressed through the following graduated process.
 - i. Disputes shall be addressed at the operational level, involving relevant Career Counselors, school-based administrators, and designated representatives of the Parties directly involved in the matter. The Parties shall attempt to resolve the issue through clarification of roles, expectations, or implementation practices.
 - ii. If the dispute is not resolved at the operational level within a reasonable period of time, the matter shall be escalated to system-level leadership designated by each Party. System-level representatives shall review the issue, relevant documentation, and applicable provisions of this MOU and shall attempt to resolve the dispute through collaborative discussion and mutual agreement.
 - iii. If the dispute remains unresolved, the matter shall be escalated to the Career Counseling Executive Committee for resolution. The Executive Committee consists of one representative each from:
 1. Accountability and Implementation Board
 2. Maryland State Department of Education
 3. Maryland Governor's Workforce Development Board
 4. Maryland Higher Education Commission.
 - iv. The determination of the Executive Committee is final and binding.
 - v. In the event of a tied vote of the Executive Committee, the Accountability and Implementation Board's vote shall control.

- C. During the pendency of any dispute, the Parties shall continue to perform their respective obligations under this MOU to the extent practicable, unless directed otherwise by the Executive Committee.

XVII. NOTICES

All notices required under this MOU shall be provided in writing to designated points of contact identified by each Party.

[Local Workforce Development Board or Workforce Entity]

[Local Education Agency]

[Community College Partner]

For the State-Level Governance Team:

Richard W. Kincaid

Assistant State Superintendent

Maryland State Department of Education

Richard.Kincaid@maryland.gov

IN WITNESS WHEREOF, the Parties have executed this MOU by their duly authorized representatives.

[LEA Representative Name]

[LEA Representative Title]

Date

[Community College Representative Name]

[Community College Representative Title]

Date

[Workforce Board Representative Name]

[Workforce Board LEA Representative Title]

Date

Appendix A
Staffing Model

Hiring Entity	
Job Title	
FTE Percent Supported by Blueprint Funds	
Employment Term	
Number of Positions in this Job Title	
Position Salary Range	

Hiring Entity	
Job Title	
FTE Percent Supported by Blueprint Funds	
Employment Term	
Number of Positions in this Job Title	
Position Salary Range	

Hiring Entity	
Job Title	
FTE Percent Supported by Blueprint Funds	
Employment Term	
Number of Positions in this Job Title	
Position Salary Range	

Note: Job descriptions for all positions detailed in this staffing model must be included as a part of this Appendix.

Appendix B
Budget

[Note: A new budget template is being developed and negotiated between the AIB and MSDE. The new template will be distributed to partners shortly.]

Career Counseling MOU FAQs

Updated May 5, 2026

- 1. Is the intent of the data sharing to make sure that career coaches can access the information they need? If the coaches are school system employees, they automatically have access.**

MSDE That is exactly the intent. The MOU refers to data systems and/or information. Some LEAs allow them access to the SIS, some provide only hard copies of relevant information, and others offer no data or information access to their career counselors. We wanted the language to be broad enough to encompass system access or information access, but firm that career counselors can't do their job without one or the other. How an LEA chooses to operationalize access is entirely up to them; I just need to ensure career counselors aren't blocked out entirely.

- 2. The MOU states we shall distribute the allocation to the Workforce partner and Community College partner. We retain the majority of the funding because the Career Coaches work for us as the LEA. Is it appropriate that they continue to bill us and we submit payment to them as we have been.**

You will continue allocating in the same way you have been. No changes.

- 3. The MOU has outlined that Career Counselors shall at a minimum: provide direct career counseling services to students individually and in groups across assigned grade levels; Can this language be similar to that of non-CCR 11th and 12th grade students who need support plans/pathways? Instead of requiring it to be Career Counselors can it be a licensed teacher? LEAs need flexibility to implement a quality program for students and not just meet metrics and become a check-off.**

Section VI.A provides the Parties flexibility to align roles and responsibilities to appropriate jobs and titles. Section VI.G clarifies that career counseling delivery roles do not require school counselor or teacher licensure. The minimum duties in Section VI.F are baseline expectations; local implementation should reflect the staffing model agreed upon by all three Parties and documented in Appendix A.

- 4. MOU term is for three years (ending June 30, 2029). HB504/SB429 states that funding per pupil amount, as well as the requirement for annual reporting by program partners to the AIB, extend for two years, through FY28. Should the new MOU term end on June 30, 2028?**

No. The MOU term runs through June 30, 2029, as stated in Section II.A. HB 772 extended the per-pupil funding amount and annual reporting requirements through FY28, but the Blueprint's career counseling mandate does not sunset in FY28. The three-year term provides continuity and reduces administrative burden on all partners.

- 5. Page 7 of the MOU, X.A. seems to establish the WIB as taking the lead on annual reporting and places the college and LEA as collaborators. Does the MOU intend for the Workforce partner to lead reporting?**

Yes. Section X.A states that, in accordance with statute, the AIB requires the Workforce Partner, in collaboration with its LEA and Community College partners, to prepare and submit both the Annual Report (June 30) and Fiscal Report (October 15). This is consistent with the statutory framework.

- 6. There are items in the MOU that go beyond statute - such as requiring technology and being specific on what roles do what. If all parties agree on technology and roles, can the language be changed to reflect local context and agreement?**

Yes. Section XI is specifically designated for the Parties to include additional clauses or locally agreed-upon requirements. As communicated in the cover letter, partners are encouraged to use Section XI to document local agreements that reflect their unique context, provided the foundational requirements of the MOU are met.

- 7. Since this is so prescriptive, it would be helpful for a few areas to have more definition. Specifically, reasonableness for overhead is subjective. We welcome a standard definition.**

Section IX provides that indirect costs must be reasonable, necessary, allocable, and directly connected to supporting career counseling implementation. Indirect costs shall be negotiated by the Parties in accordance with federal, state, and local law. The AIB may require time and effort reporting to substantiate allocability when indirect costs are associated with non-career-counselor positions (Section IX.B). MSDE and AIB are developing a budget template that will provide additional guidance on allowable overhead categories.

- 8. The document states, “Annually, on or before September 15, the Parties shall adopt a budget for the upcoming school year aligned to the scope of services outlined in this MOU.” Is this intended to be the current school year (since the school year has started by then)? Or shouldn’t it be in place prior to starting the upcoming school year (a date such as June or even August 15)?**

The September 15 date aligns with the MOU submission deadline and allows the Parties adequate time to finalize staffing and service plans. This deadline applies to the current school year’s budget. The Parties should work toward earlier adoption where feasible but are not required to finalize the budget on or before September 15.

- 9. Are there plans to require the budgets to delineate the use of carryover funds?**

Yes. Section VIII.E requires that carryover funds be clearly identified and traceable. Carryover funds do not revert from career counseling to any entity; they remain restricted to career counseling purposes and must be expended within the next two fiscal years. The forthcoming budget template being developed by AIB and MSDE will include a mechanism for documenting carryover.

- 10. If there is a split staffing model and/or LEA employs staff as career counselors, can the language be adjusted to align responsibilities according to staff background and training to maximize impact of career counseling services within the context of district needs?**

Yes. Section VI.A explicitly provides the Parties flexibility to align roles and responsibilities to appropriate jobs and titles. The staffing model in Appendix A is completed locally by the three Parties, and Section VI.D ensures collaboration in training, supervision, and evaluation. The MOU is designed to accommodate split staffing models.

- 11. How does MSDE anticipate LEAs should demonstrate alignment between the specific career counselor duties outlined in Section VI, Letter F and existing LEA job descriptions, particularly when staff are already hired and serving in these roles?**

The Parties shall jointly agree on job descriptions as outlined in Section VI.G, with emphasis on relevant experience rather than specific degrees. Job descriptions submitted with the MOU should reflect

reasonable functional alignment with the minimum duties in Section VI.F, recognizing that local titles and organizational structures vary.

12. If AIB determines that existing job descriptions do not fully align with the level of specificity in the MOU, what flexibility or remediation process would be available to LEAs to avoid retroactive job description revisions or employment complications for current staff?

The review process is intended to be collaborative, not punitive. If alignment concerns are identified during the October 1–November 5 review period, MSDE and AIB will work with the submitting jurisdiction to address them. Technical assistance is available, and partners may contact MSDE directly to schedule calls for support.

13. Would MSDE consider clarifying that reasonable functional alignment -rather than a one-to-one match of duties - is sufficient for compliance when reviewing submitted MOUs and job descriptions?

Yes. MSDE and AIB will evaluate submitted MOUs for reasonable functional alignment with the requirements in Section VI.F, not a verbatim match. The MOU recognizes this flexibility in Section VI.A, which authorizes the Parties to align roles and responsibilities to appropriate jobs and titles.

14. Section V, Letter D, ii references the Community College Partner's role in supporting dual enrollment. How does MSDE intend to ensure that Career Counseling Blueprint funds are used primarily to support career counseling services, rather than being redirected to fully support a community college's dual enrollment infrastructure or expansion?

Section VIII.D requires that the majority of funding be dedicated to staffing to support direct career counseling services. Section VIII.G prohibits supplanting—Blueprint funds shall supplement, not replace, existing funding sources. The Community College Partner's role in dual enrollment under Section V.D is advisory and supportive in nature, not a basis for redirecting career counseling funds to dual enrollment infrastructure.

15. Section V, Letter F, references the role of the Career Coach related to work-based learning and career-connected learning activities. Can you clarify what is meant by this section?

The expectation is the career coach's role is primarily awareness of and advisory for WBL experiences (internships, apprenticeships) and not that they are responsible for matching students in post-CCR pathway options. No change from current guidance.

16. What safeguards or guidance will MSDE provide to LEAs to prevent future funding expectations or claims related to dual enrollment that extend beyond the scope and intent of Career Counseling funding under the Blueprint?

The MOU defines allowable expenditures in Section VIII.F and restricts spending to career counseling purposes per state guidance. The annual budget adopted by the Parties (Section VIII.C) and quarterly fiscal monitoring (Section VIII.I) serve as safeguards. Any expenditure beyond the scope outlined in the MOU would be subject to review during monitoring and audit.

17. How will MSDE and AIB evaluate compliance with this MOU during initial submission versus ongoing monitoring, particularly in the first year of implementation?

Initial submission review (October 1–November 5) will focus on completeness, alignment with MOU requirements, and adequacy of the proposed budget and staffing model. Ongoing monitoring will

include quarterly fiscal reviews (Section VIII.I), annual reporting (Section X.A), and corrective action processes as needed (Section X.E). The first year will emphasize technical assistance and continuous improvement.

18. What documentation will be considered sufficient evidence of good-faith collaboration among partners if challenges arise related to staffing, funding, or service delivery?

Evidence of good-faith collaboration may include meeting agendas and minutes from quarterly reviews, documented communications regarding staffing or fiscal issues, jointly adopted budgets (Appendix B), agreed-upon staffing models (Appendix A), and participation in corrective action processes as outlined in Section X.E.

19. How will MSDE account for variation in LEA size, staffing models, and existing counseling structures when reviewing MOUs for approval?

The MOU is designed to accommodate local variation. Section I.C ensures statewide consistency in foundational expectations while allowing for local flexibility in staffing models, partner configurations, and service delivery approaches. Appendix A and Section XI provide the primary mechanisms for documenting locally agreed-upon approaches.

20. The MOU states that Career Counselors are required to participate in professional learning mandated by MSDE, the Maryland Workforce Association, or other state-authorized entities, and that participation is a condition of implementation.

- a. **How should districts interpret this requirement in relation to existing collective bargaining agreements, particularly regarding travel outside the district or attendance beyond the contractual workday?**
- b. **Will districts receive advance notice of which professional learning activities are considered “required,” especially when participation involves registration fees or other costs that must be planned for and budgeted in advance?**
- c. **Which entity is responsible for covering the costs associated with required professional learning, including registration fees, travel, lodging, and other related expenses?**

Participation in required professional learning (Section VI.I) should be implemented consistent with applicable collective bargaining agreements and personnel policies. MSDE and its partners will provide advance notice of required activities, including any associated costs, with sufficient lead time for planning and budgeting. Costs associated with required professional learning—including registration, travel, and lodging—are allowable expenditures under Section VIII.F and should be budgeted accordingly in the annual budget (Appendix B).

21. Is the expectation that every district uses this template verbatim?

No. The MOU establishes foundational expectations that must be met statewide. However, Section XI allows the Parties to include additional locally agreed-upon clauses, and the Parties may adjust language to reflect local context, provided all required components are addressed and the foundational requirements are maintained.

22. Will there be an opportunity for expedited review by MSDE/AIB so that an undue hardship isn’t placed on workforce boards?

MSDE and AIB will conduct rolling reviews between October 1 and November 5 to minimize delays. Partners who submit by the September 15 deadline and address all required components can expect timely review and feedback. Technical assistance is available before submission to reduce the likelihood of revision requests.

23. As long as we meet this intent and operationalize it (passing an MSDE review as such), will we be able to alter language?

Yes. The Parties may adjust language to reflect local context and operational realities, provided the foundational requirements of the MOU are met. Section XI is specifically designated for this purpose. The MOU should be read with positive intent and shared purpose, and local flexibility within the framework is expected.

24. Can language be added that the three partners will work together to outline where existing programming is already taking place in alignment with MSDE standards (for example, school counseling) and how the existing programming can be augmented for impact, with mutual agreement from all of the parties?

Yes. Section XI is the appropriate place to include such language. This type of locally agreed-upon provision is consistent with the MOU's emphasis on leveraging existing partner resources and strengths (Section I.D) and avoiding duplication (Section VI.A).

25. Do districts have the latitude to modify in collaboration with the appropriate organizations as long as all components are included?

Yes. As reflected in Section I.C, the MOU ensures statewide consistency in foundational expectations while allowing for local flexibility. The Parties may modify language collaboratively, provided all required components are addressed and documented.

26. Is there latitude to add a section based on the needs of the organizations?

Yes. Section XI is specifically designated for the Parties to include additional clauses or requirements not detailed elsewhere in the MOU, reflecting local needs and agreements.

27. Section VIII(G) states "Blueprint funds shall supplement, and not supplant, existing state, local, or federal funding sources. Funds shall not be used to replace services or positions previously supported through other funding streams." The Workforce Development funds are a component of the State Aid Foundation funds, which are Unrestricted. Therefore, I believe this language is not accurate.

While Workforce Development funds flow through the State Aid Foundation formula, they are not unrestricted in purpose. Under the Blueprint, these funds are tied to specific programmatic requirements, including the statewide career counseling system. LEAs are required to implement new or expanded services—such as individualized career counseling delivered through required partnerships—which cannot be met by simply maintaining prior services. While the funds are formula-based, their use is programmatically restricted, and the expectation that they supplement rather than replace existing services is embedded in statute and enforced through implementation and accountability requirements.

28. The broader language in the MOU related to apprenticeships, career-connected learning, and dual enrollment should not be interpreted to mean that coaches, counselors, or navigators are responsible for coordinating these programs. Rather, their role is consultative within the scope of the Career

Counseling program. Could this language be affirmed?

Correct and affirmed.

- 29. Section X(A) states that “In accordance with statute, the AIB requires the Workforce Partners, in collaboration with its LEA and Community College partners, to prepare and submit both an Annual Report (June 30) and Fiscal Report (October 15)...” This language seems to place the Workforce Partner as the lead entity for reporting. It would be helpful to confirm if this is an accurate reading of the MOU and if subsequent reporting guidance will be in alignment.**

This is the exact language from the Blueprint statute 5-213 and is not new. Additionally, all partners must agree to and jointly sign any reports to the AIB.

- 30. Career counselors should not be doing anything in terms of graduation, or creation of 6-year plans, correct?**

Incorrect. Please refer to the development section of the Career Counseling Guidelines, which states "counties determine which staff positions are responsible for overseeing the completion of each Six-Year Plan component." For example, many counties are choosing to have career counselors own the student self-awareness section and career exploration plan. In the updated guidance we are discussing adding language that explicitly states that both career counselors and school counselors must be involved in the creation of the Six-Year Plan.

- 31. Can we adjust the wording in any section(s) other than the Miscellaneous section?**

No.

- 32. Our LEA is requesting clarification regarding the Career Counseling MOU's language regarding access to data for students? We specifically take issue with the references to medical and psychological records as these, we believe, do not fall under, "assigned responsibilities." Please clarify the expectation here. We have no intention of letting Career Counselors see any data related to students' medical or psychological records. We don't even allow teachers to access these records (only Student Services staff have access).**

This clause doesn't indicate whether you do or don't provide these records. It does, however, provide specific requirements if you ever choose to do so.



MEMORANDUM

To: Blueprint Coordinators, Local Workforce Development Boards, and Community College Representatives

CC: Rachael Parker, Governor's Workforce Development Board (GWDB) CTE Committee; Shamara Bownes, GWDB CTE Committee; Kirkland Murray, President, Maryland Workforce Association (MWA); and Brandon Butler, MWA; LEA CFOs

From: Richard Kincaid, Assistant Superintendent, Maryland State Department of Education (MSDE)
Rachel Amstutz, Policy Director, Accountability and Implementation Board

Date: August 15, 2025

RE: Career Counseling MOU and Fiscal Updates

We are writing to share a reminder that updated Career Counseling MOUs and/or fiscal agreements are due by September 2, 2025. Please refer to the information shared on June 17 with the instructions for submission. Should you have any questions, please contact Rachel Amstutz at rachelv.amstutz@maryland.gov or (410) 991-8949.

Recently, we received a request for guidance/clarification regarding what to do with MOUs that lapse after June 30 and a new MOU has not been finalized/signed by all parties. On behalf of MSDE and AIB, after conferring with our attorneys, an LEA may not withhold payment from the local workforce development board (LWDB); it is the LEAs continuing legal obligation to distribute funds to the LWDB consistent with either statute or an MOU. Once the MOU has been executed, any differences between what has been distributed to the LWDB and/or community college and the terms of the final MOU should be reconciled. We have also been asked if an LEA can require the LWDB to spend any carryover funds during the time period when the MOU has not been finalized, instead of distributing new funds. As stated above, LEAs have a continuing obligation to distribute career counseling funds in accordance with the statute or an MOU.

We appreciate the efforts underway to implement robust career counseling opportunities for our students aligned with the Blueprint for Maryland's Future.

Attachment 4



State Guidelines: Career-Connected Learning

Comprehensive Guidelines and Course Development
Requirements for Maryland's Career-Connected Learning
System

Office of College and Career Pathways

January 2026

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

State Superintendent of Schools

Tenette Smith, Ed.D.

Chief Academic Officer

Office of Teaching and Learning

Richard W. Kincaid

Assistant State Superintendent

Division of College and Career Pathways

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Joshua L. Michael, Ph.D., President

Monica Goldson, Ed.D., Vice President

O'Marie Barnes, Student Member

James C. Bell, Jr., Ed.D.

Chuen-Chin Bianca Chang, MSN, PNP, RN-BC

Alverne "Chet" Chesterfield

Kenny Clash

Nick Greer

Dr. Irma E. Johnson

Marcy Leonard

Dr. Kim Lewis

Xiomara V. Medina, M.Ed.

Samir Paul, Esq.

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Overview: Career Connected Learning

Career-Connected Learning (CCL) experiences in Maryland provide students with the opportunity to earn credit toward graduation while actively preparing for the transition to the world of work.

Through strong partnerships with employers, students apply and deepen the relevance of their academic knowledge while building the technical and employability skills essential for success in college and today's workforce. These experiences are a core element of a Maryland student's educational journey and reflect the state's commitment to Pillar 3 of the Blueprint for Maryland's Future.

Maryland's **Career-Connected Learning System** is the *overall coordinated strategy* connecting education with workforce needs.

Career-Connected Learning 1 and Career-Connected Learning 2 are courses within that system that give students structured, meaningful, industry-aligned career experiences.

Maryland's Career-Connected Learning system makes a clear distinction between activities and experiences:

- **Career-connected learning activities**—that offer brief exposure to careers and workplace environments.
- **Career-connected learning experiences**—which involve sustained, hands-on engagement with industry.

Career-connected learning experiences are structured through apprenticeships, internships, state-approved school-based enterprises, and industry-aligned capstone courses, providing students with authentic, real-world exposure. These experiences are driven by employer partnership and are designed to be meaningful, standards-aligned, and tied to real workplace projects or problems.

While registered apprenticeship is Maryland's "North Star" for high-quality career-connected learning, offering the most immersive and credential-aligned pathway, the state also values and supports a range of options. The system is designed to honor the multiple ways employers choose to engage with students, whether through formal registered apprenticeship models or other flexible formats like part-time internships or industry-led projects.

Maryland's CCL System is built on flexibility, equity, and strong employer partnerships. This includes flexibility around transportation and scheduling, with schools and districts encouraged to adapt opportunities based on employer availability, geographic or transportation limitations, and student needs, ensuring that access is not determined by a student's zip code or family circumstances.

CAREER-CONNECTED LEARNING ACTIVITIES*

- Virtual career exploration
- Interest inventories/Career assessments
- Guest speakers
- Career fairs
- Workplace tours
- Summer exploration opportunities
- Informational interviews/ Job shadowing
- Mock interviews

CAREER-CONNECTED LEARNING EXPERIENCES*

- Apprenticeship
- Internship
- State-Approved School-Based Enterprise
- Industry-Aligned Capstone Course

*As used in this document, Career-Connected Learning activities may include, but are not limited to, a range of instructional, advising, and exposure strategies. For these guidelines, recognized Career-Connected Learning experiences are limited to the four experience types outlined herein.

Career-Connected Learning for All Pathways

Maryland's Career-Connected Learning Guidelines are designed to align with statewide initiatives that ensure all students are progressing through school and graduating ready for success in the workforce.

These guidelines intentionally intersect with a range of key efforts, including:

- Maryland [College and Career Readiness Guides](#)
- Career and Technical Education (CTE) [Core-Flex Model](#)
- [New State Mathematics Policy](#)
- [Comprehensive Arts Strategy](#)
- Digital Learning [Approved Online Courses](#)
- State-Approved [Industry-Recognized Credentials](#) approved by the Governor's Workforce Development Board's Career and Technical Education Committee
- Registered and Youth [Apprenticeship Programs](#) – Maryland Department of Labor

As part of the state's broader Career Connected Learning System, Maryland's Career-Connected Learning courses - CCL 1 and CCL 2 - offer a flexible alternative to the third or fourth course in a CTE program of study for students participating in CTE pathways. However, CCL courses are not exclusive to CTE pathways and, in many instances, may be blended with other pathways, including Advanced Placement coursework, dual enrollment, the comprehensive arts, science, and additional approved programs. This flexibility expands access for students who participate in multiple pathways, need to work, seek field experience before postsecondary enrollment, or benefit from adaptable scheduling due to mobility or other circumstances, rather than requiring early or exclusive placement into CTE.

The guidelines emphasize the application of academic knowledge in real-world settings, exposure to industry environments, and the development of personal career agency. These learning experiences are supported by supportive adults, including educators, counselors, and employer partners—and are aligned with Maryland's Pillar 3 priorities.

Key sources informing the CCL 1 and CCL 2 guidelines can be found in Appendix B.

What Success Looks Like for Maryland's Career-Connected Learning System

FOR STUDENTS

Success in Maryland means every student graduates prepared for their future, equipped with a strong academic foundation, workforce-aligned skills, and the personalized advising needed to make informed choices about college, career, and life. Career-Connected Learning ensures that each young person's educational journey is aligned with their goals and aspirations, and that they can access meaningful, industry-relevant experiences no matter where or when they enroll in high school. Every student can remain on track, with opportunities designed to support them in any local education system and across a variety of academic programs.

In practice, this means:

- Students have multiple entry points and pathways that allow them to explore interdisciplinary learning experiences. These pathways are flexible and responsive to both changing student interests and rapidly evolving industry needs.
- Students can participate fully in the arts, advanced academics, and career and technical education—choosing one, combining several, or moving between them over time.
- Students who excel in math, science, social studies, writing, physical education, or any other subject can connect their learning and passion to an experience or industry credential that opens doors to careers and opportunities beyond high school.
- Dual enrollment, course equivalencies, and flexible credit options expand access to rigorous, real-world learning, empowering students to design an educational journey that is both personal and purposeful.

FOR SCHOOLS

Success also means that schools have the structures and partnerships in place to make these opportunities possible. This includes:

- Flexible scheduling and layered course sequences that integrate all academic subjects—including but not limited to career and technical education and the arts.
- Partnerships with colleges, universities, and workforce boards that prepare and transition students through a unified, statewide talent development strategy.
- Industry credentials aligned with academic learning, ensuring that apprenticeships, internships, capstone experiences, and school-based enterprises are not only program-aligned but also industry-driven and responsive to workforce demand.
- Equitable access to opportunities, with enough flexibility built into the system so that a student's ZIP code or the number of local employers never limits their exposure to the world of work.
- Educators and career coaches collaborate with families across grade levels to map multiple pathways and keep postsecondary options open.

- Schools use curriculum and career data together to guide instruction, course offerings, and program design, ensuring every student's pathway is intentional, supported, and aligned with their long-term goals.
- Flexible scheduling options serve as a bedrock to six-year college and career plans, case managed by career coaches and signed off by additional appropriate staff roles to ensure local partners have a proactive view of the talent pipeline emerging from schools.

System Guidelines

A high-quality Career-Connected Learning experience is defined as any one of the following:

1. The high school level of a Registered Apprenticeship Program, as defined by the CTE Committee of the Governor's Workforce Development Board.
2. An internship that provides structured, supervised, and meaningful work experience aligned to a student's career interests.
3. Participation in a state-approved school-based enterprise, where students manage and operate a business within the school setting.
4. Completion of a capstone course that synthesizes academic and technical learning through a culminating industry-aligned project or experience. Requires a simulated or real company project co-signed by an employer, with the employer helping determine the skills, knowledge, and project standards, and is actively participating in the evaluation of culminating products, projects, or artifacts.

To ensure rigor and relevance, each CCL experience must meet:

- A minimum of 250 hours of on-the-job learning, which may take place through on-site or virtual formats. Each 250-hour experience constitutes one Career-Connected Learning experience. To ensure depth and continuity of learning, a student may participate in no more than two distinct Career-Connected Learning placements during one experience.
- Registered Apprenticeship and Youth Apprenticeship experiences must meet the applicable definitions and requirements established by the Maryland Department of Labor.
- Students are expected to produce tangible work products and artifacts that reflect applied learning and the development of industry-relevant skills.
- Every experience must be guided by a formal work plan that outlines skills, knowledge, and project standards. These standards should be determined collaboratively by industry partners and co-developed with an employer, mentor, or educator, and formally signed. The plan must clearly align with and contribute to the student's career goals.
- To support meaningful growth and accountability, students must also receive a minimum of 2 formal performance evaluations at key milestones throughout the experience from a designated employer, mentor, or educator.

Course Eligibility and Course Descriptions

It is a priority for Maryland that all high school graduates are equipped with academic readiness and the personalized advising necessary to make informed decisions about their future pathways.

The Career-Connected Learning courses are intentionally designed to incorporate employer and industry co-design, ensuring that the skills, knowledge, and expectations reflected in student experiences are aligned with real-world workforce needs.

The following section outlines the entry requirements students must meet to participate in a high-quality, state graduation credit-bearing CCL course. A waiver process is available for students with exceptional circumstances and shall be reviewed on a case-by-case basis by the Division of College and Career Pathways. Approval of a waiver requires the signature of the local superintendent of schools.

1. Participation is aligned to the student's Six-Year Plan or, where applicable, the student's Individual Education Plan (IEP).
2. The student is enrolled in grade 11 or Grade 12 and is at least 16 years of age at the time of participation.
3. The student is on track to meet Maryland high school graduation requirements as determined by the Local Education Agency.
4. The student receives an endorsement confirming readiness for participation in a CCL experience from at least two of the following:
 - An educator
 - A mentor
 - An employer
 - A career coach
5. At the time of entry into the career-connected learning experience, the student requires no more than one course recovery credit.
6. Local education agencies may define attendance and academic performance criteria, such as a minimum attendance rate, truancy status, and CCR readiness, to establish additional entry requirements for student participation in Career-Connected Learning experiences. Any such criteria should reflect local context, promote student readiness, and support equitable access.

These course requirements are grounded in alignment and intentionality around student-driven aspirations and reflect the accountability structures that guide the design, delivery, and quality of Career-Connected Learning experiences statewide. Together, they sustain the integrity and quality of implementation while ensuring that any student—regardless of pathway, point of entry, family circumstance, or local employer landscape—has access to career-connected opportunities that prepare them for their next step.

Course Level	Course Information	Description
Optional Flex	Career Connected Learning I SCED: TBD Grades: 11-12 Prerequisite: See Course Eligibility Credit 1-3	This flexible, industry-led course is designed for students completing 250 hours of on-the-job learning through high-quality career-connected experiences such as apprenticeships, internships, industry-aligned capstone courses, or state-approved school-based enterprises. The course introduces students to real-world skills, knowledge, and workplace expectations valued by industry partners. Students engage in career exploration, skill development, and professional networking by participating in youth apprenticeships and registered apprenticeships, consistent with definitions established by the Maryland Department of Labor, as well as internship, state-approved school-based enterprises, or industry-aligned capstone projects. Variable credit (1–3 credits) is awarded based on the required hours of on-the-job training and related instruction.
Optional Flex	Career Connected Learning II SCED: TBD Grades: 11-12 Prerequisite: See Course Eligibility Credit: 1-3	This flexible, industry-led course is designed for students completing 250 hours of on-the-job learning through high-quality career-connected experiences such as apprenticeships, internships, industry-aligned capstone courses, or state-approved school-based enterprises. Building on the foundational experiences of Career Connected Learning I, this course offers students expanded on-the-job practice, enhanced leadership development, and deeper preparation for apprenticeship or industry credential attainment. Students further develop their technical and professional skills, broaden their industry networks, and strengthen the alignment of their personal goals with evolving career interests and credentialing pathways. Variable credit (1–3 credits) is awarded based on required training hours and related instruction. With increased responsibilities and opportunities for skill application, Career Connected Learning II prepares students for successful transitions into higher-level postsecondary programs, registered apprenticeships, or the workforce.

Appendix A - Definitions

- A. **Career-Connected Learning (CCL):** Experiences in Maryland that provide students with the opportunity to earn credit toward graduation while actively preparing for the transition to the world of work. Through strong partnerships with employers, students apply and deepen the relevance of their academic knowledge while building the technical and employability skills essential for success in today's workforce. These experiences are a core element of a Maryland student's educational journey and reflect the state's commitment to Pillar 3 of the Blueprint for Maryland's Future.
- B. **Career-connected learning activities:** Short-term exposure opportunities that provide students with exposure to careers and workplace environments, such as career days, job shadowing opportunities, summer career exploration opportunities, and industry panels.
- C. **Career-connected learning experiences:** Provide sustained, hands-on engagement with industry and are organized into four categories: Apprenticeships, Internships, State-Approved School-Based Enterprises, and Industry-Aligned Capstone Courses.
- D. **Industry-Aligned Capstone Course:** A culminating academic experience in which students apply the knowledge and skills gained throughout their coursework to address a real-world problem, research question, or hands-on project identified by a business. These projects are typically interdisciplinary and require students to demonstrate critical thinking, problem-solving, collaboration, and communication skills.
- E. **Internship:** An internship places students in real-world workplace settings where they apply and develop career-related knowledge and skills in a specific field. These experiences may be paid or unpaid, include structured reflection, and follow a written training plan that outlines academic and workplace competencies. In Maryland, internships must meet quality standards by requiring at least 250 hours of on-the-job training under the guidance of an employer partner.
- F. **Registered Apprenticeship (RA):** The gold standard for fulfilling the Blueprint's 45% as defined by the Governor's Workforce Development Board. It does not require the student to complete the entire registered apprenticeship during high school.
- G. **State-Approved School-Based Enterprise:** A student-run business that operates within a school and provides goods or services to meet real customer needs. These enterprises are educational in nature, offering students an opportunity to apply classroom learning in authentic business settings.
- H. **Youth Apprenticeship:** Is defined as an "earn and learn" work model designed for high school juniors and seniors. Youth Apprenticeship combines paid, supervised, on-the-job training with related classroom instruction, allowing students to gain practical experience in high-demand industries while earning credits toward high school graduation.

Appendix B - Key Sources

1. HB 1300 / CH 0036 – Blueprint for Maryland’s Future (Pillar 3: Post-CCR Pathways)

- A. **Description:** Landmark education reform bills (2020 & 2021) establishing the Blueprint, including requirements for college- and career-readiness by 10th grade and the launch of flexible, post-CCR pathways (dual enrollment, CTE, apprenticeships) beginning in 11th grade
- B. **Use:** Maryland uses these statutes to define and fund Post-CCR Pathways—CTE dual-credit, apprenticeships, early college—integral to CCL-1 & CCL-2 courses.
- C. **Source:** Access through the [Maryland General Assembly](#) “Blueprint for Maryland’s Future”

2. Statute §7-205.1 – CCR standard and pathways requirement

- A. **Description:** Maryland Education Code requires all students to meet CCR standard by the end of 10th grade and mandates county boards to provide structured "programs of study" from 9th grade onward, including flexible post- CCR pathways
- B. **Use:** This forms the statutory basis for “programs of study” embedded within CCL-1 & CCL-2, ensuring alignment to CCR benchmarks and future pathways.
- C. **Source:** Access through the Maryland General Assembly Statutes’ Text

3. COMAR 13A.04.10.01

- A. **Description:** Maryland’s career development regulation states that students must prepare for postsecondary and careers through sequenced academic programs and workplace experiences, using framework-supported plans.
- B. **Use:** CCL curriculum incorporates sequenced coursework, workplace learning, and annual career-plan updating as required by COMAR.
- C. **Source:** Maryland Division of State Documents [COMAR 13A.04.10.01](#)

4. Career and Technical Education Committee, Governor’s Workforce Development Board

- A. **Description:** The Governor’s Workforce Development Board (GWDB) is the governor’s chief policymaking body for workforce development, and the CTE Committee is established as a unit within the GWDB. The CTE Committee shall bring together representatives from public schools, institutions of postsecondary education, and the business community, including nonprofit entities and apprenticeship sponsors, to ensure that CTE programs are aligned with the State’s economic development and workforce goals and operate with the best global practices.
- B. **Use:** The CTE Committee develops and ensures alignment of statewide talent development goals, approves the list of state-recognized industry credentials(IRC), collaborates with state agencies on policy and funding, promotes partnerships among educators and employers, and is responsible for tracking progress toward the Blueprint goal that 45% of high school graduates complete the high school level of a registered apprenticeship or earn an industry-recognized credential.
- C. **Source:** Apprenticeship Maryland Program Guide; Governor’s Workforce Development Board CTE Committee policy brief (December 2024) and Policy for [Industry Recognized Credentials](#).

5. Delaware's "Work-Based Learning Readiness Criteria"

- A. **Description:** Delaware's WBL standards require prior readiness assessment of students (attitudes, skills, safety training) before immersion placements.
- B. **Use:** Maryland adapts this model to structure readiness milestones in CCL-1/2 before students enter workplace learning segments.
- C. **Source:** Delaware Department of Education [Work-Based Learning Policies and Portfolios](#)

6. Iowa – Career-Connected Learning

- A. **Description:** Iowa's Career-Connected Learning system utilizes partnerships between industry and education to actively engage student learning through real or simulated experiences with industry professionals.
- B. **Use:** Iowa's Work-Based Learning (WBL) Guide may be helpful for Local Education Agencies (LEAs) in Maryland seeking to develop or refine locally adapted career-connected learning policies, tools, and templates. The guide includes sample high school internship work plans, internship and training agreements, and strategies for alignment with postsecondary and community college career-connected learning pathways.
- C. **Source:** Iowa [Career-Connected Learning System](#)

7. Colorado – Individual Career and Academic Plan

- A. **Description:** The [Individual Career and Academic Plan \(ICAP\)](#) is a personalized, student-driven planning process for grades 6-12 in Colorado. It helps students explore careers, set academic goals, and prepare for postsecondary success through reflection, research, and goal setting
- B. **Use:** Maryland local education agencies can look to [ICAP toolkits](#) produced by Colorado as they develop their own 6- year student plans aligned with the Blueprint for Maryland's Future. These resources offer a practical framework for career-connected learning and individualized advising. Additional local examples include Harford County and Baltimore City, which have already begun implementing similar planning models for students.
- C. **Source:** Colorado [Department of Education](#), Advance CTE [Individual Career Academic Plan](#), Harford County Public Schools [Student Educational Planning Guide](#), Baltimore City [Student Learning Plans](#).

8. Middle School Opportunities Aligned to Career-Connected Learning

- A. **Description:** Middle school career preparation courses help students explore interests, develop employability skills, and align high school coursework with real-world opportunities and postsecondary goals.
- B. **Use:** Local education agencies can develop or adopt middle school career courses to support informed high school CTE decisions and strengthen alignment with Career-Connected Learning standards. States like Ohio, and Utah along with Maryland districts such as Howard County, are leading efforts to embed career exploration earlier in the student experience, paving the way for participation in Career-Connected Learning, CTE, and other academic pathways in high school.
- C. **Source:** Ohio Department of Education [Career Connections Course Manual](#), Utah Department of Education [College and Career Awareness Middle School Course](#), Howard County Public Schools [Middle School Career and Technical Education](#) courses.

9. Advance CTE Flexible Pathways Through the National Career Clusters Framework

- A. **Description:** The Flexible Pathways Career Clusters Framework (July 2025) provides a modernized structure for designing adaptable, industry-aligned career pathways across multiple interdisciplinary sectors.

- B. **Use:** It guides educators and policymakers in creating flexible programs of study, supporting personalized learning and alignment with evolving workforce needs.
- C. **Source:** [Advance CTE Flexible Pathways Through the National Career Clusters Framework](#).

Support Guide for Career-Connected Learning in Maryland

Implementing Maryland's Career-Connected Learning System

Division of College and Career Pathways

January 2026

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

State Superintendent of Schools

Chief Name

Chief Title

Office Name

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Xiomara V. Medina, M.Ed.

Samir Paul, Esq.

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The Maryland State Department of Education gratefully acknowledges the following collaborators for their shared expertise in shaping guidance that aligns with diverse academic priorities and a range of local scheduling structures and initiatives. Their contributions strengthen the collaborative and aligned implementation of high-quality career advising in Maryland, support equitable access to high-quality pathways, and advance the implementation of Maryland's career-connected learning system, helping to fulfill the promise of Blueprint Pillar 3.

INTERNAL COLLABORATORS

Anthony Vargas – Director, Advanced Academics and Gifted/Talented Programs

Brigiette Lewis - Coordinator, School Counseling

Carol Van Dermark – World Language Specialist

Dr. Lyndsey Brightful – Director, Mathematics

Dr. Robert Richardson – Coordinator, Mathematics

Dr. Tatum Williams - Secondary Transition Performance Specialist

Elizabeth Devereux – Director, Comprehensive Arts Education

Kysa Egungbemi – Coordinator, Advanced Academics and Gifted/Talented Programs

Jeff Wyatt - Secondary Transition Performance Specialist

John Hummel -Manager, Student Services and School Counseling

Mateen Milan – Coordinator, Comprehensive Arts Education

Michele Weddle - Secondary Transition Performance Specialist

Richard Kincaid - Assistant State Superintendent

Traci Stauffer - Secondary Transition Lead

Tracy Kytte - Director, Career-Connected Learning

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Purpose

This support guide was developed by the Maryland State Department of Education (MSDE), Division of College and Career Pathways, to support local education agency (LEA) administrators, career counselors, academic content leads, Blueprint Coordinators, IEP Coordinators, and Professional School Counselors who are responsible for developing local guidance and making executive decisions about how schools creatively and coherently implement the vision of Blueprint Pillar 3—by reimagining how all students, across all pathways, can see themselves connected to the world of work.

The guide includes a series of frequently asked questions that emerged between July 2025 and November 2025 through meetings with local CTE Directors, Professional School Counselors, the State Agencies Transition Collaborative (SATC), and MSDE Branches across Advanced Academics, Comprehensive Arts, Mathematics, Science, Multilingual Education, and other content areas. These questions reflect common implementation considerations related to alignment, flexibility, and system design at the local level.

This Support Guide is intended to be used in conjunction with existing MSDE guidance and policy documents, including the [Mathematics Support Guide](#), [Comprehensive Arts policies](#), and technical guidance from the Gifted and Talented team and [Digital Learning](#) team, among others.

The Division of College and Career Pathways will monitor Maryland's Career-Connected Learning system to ensure:

- Equitable access to high-quality career-connected learning opportunities for all students, including equity of opportunity and participation across student groups
- Integration and instructional alignment of industry-recognized credentials across academic pathways
- The quality and prevalence of professional learning that prepares educators to align content, instruction, and career-connected learning experiences to credentialed outcomes. This includes intentional infrastructure and collaboration between 8th- and 9th-grade staff, supporting shared conversations around student aspirations, high school choice, scheduling, and advising transitions
- Use of structured evidence-review practices, including batch sampling of work plans, learning artifacts, and documentation demonstrating employer-aligned learning outcomes
- Effective use of data and school-based teams to inform, refine, and adjust career-connected learning strategy
- Postsecondary enrollment and persistence trends, including enrollment in credit-bearing coursework, credential attainment, and workforce-aligned pathways

Implementation Options

Local education agencies (LEAs) have some flexibility in determining how Career-Connected Learning (CCL) experiences are implemented and credited, provided that each student completes a minimum of 250 hours and participates in no more than two distinct placements per 250 hours. Stacking three or more short CCL activities to meet the 250-hour requirement is not permitted. LEAs are responsible for monitoring and documenting student hours, maintaining signed work plans with supportive adults, and ensuring formal evaluations with industry input are completed.

LEAs may consider the following implementation approaches:

- Offer CCL 1 as a year-long course with 125 hours in the fall and 125 hours in the spring, or adapt to a semester schedule by delivering the full 250 hours within one semester.
- Allow a student to complete CCL 1 and CCL 2 during their senior year, combining 500 hours of apprenticeship or internship.
- Provide summer employment opportunities (125 hours), with the remaining 125 hours completed during the first semester, awarding up to 2 credits across summer and fall.
- Require CCL 1 to carry a minimum of 2 credits, up to 3 credits maximum.
- Ensure Registered Apprenticeships and Youth Apprenticeships with an IRC are paid. Any other non-apprenticeship CCL experiences may be paid or unpaid, based on local policies and available resources.
- Choose to enhance their experiences by layering in related technical instruction, professional skills development, or additional coursework. When this occurs, schools may award additional credits to reflect the expanded time commitment and learning scope.
- Incorporate related instruction or intervention blocks for students not yet designated College and Career Ready (CCR), or for students receiving Special Education or ML services, when such supports strengthen postsecondary transition and career readiness.
- Strategically blend CCL sections with interventions, transition supports, and real-world learning to reduce repeated courses, keep overage/under-credited students on track, and use the master schedule as a tool for school transformation.

Note: Career-Connected Learning experiences totaling fewer than **250 hours** will **not** be recognized as an approved CTE program sequence for state graduation credit.

Frequently Asked Questions (FAQ's)

This section contains frequently asked questions related to the successful implementation of Maryland's new Career-Connected Learning system.

1. Question: What is Maryland's new Career-Connected Learning System?

The Career-Connected Learning (CCL) System is a comprehensive, integrated approach that helps students **identify, develop, and practice** career and employability skills early, so they can make informed decisions about the many pathways available to them after graduation. **It is a multi-layered, employer-led ecosystem** that aligns education with career preparation, empowering students through structured support, real-world experiences, and opportunities to earn meaningful credentials.

2. Question: How can I explain the Career-Connected Learning System to families in a clear, supportive, and non-technical way?

The Career-Connected Learning (CCL) System in Maryland helps students get ready for life after high school, whether that means going to a two-year or four-year college, starting a career through a Registered Apprenticeship program, an internship program, joining the military, or going directly to work. It's not a single program, but a big, connected system that brings schools and workplaces together by:

- **Starting early.** Every part of a Maryland education, from early childhood through high school, is designed with students' futures in mind. Even in the earliest grades, the content students are taught in math, science, reading, world language, and other subjects helps them build a career identity, engage with their community, and explore what they enjoy, building a clear understanding of how their learning connects to the changing world around them. View the MSDE College and [Career Readiness Guides](#) for more information.
- **Providing flexible, student-centered pathways** that allow students to earn graduation credits in ways that align with their interests, career goals, economic opportunities, and learning preferences, such as dual enrollment, online courses, in-person career-connected learning experiences, and Career and Technical Education (CTE) coursework.
- **Blending course options** let students combine academic classes, like AP or dual enrollment, with career-focused classes such as Career and Technical Education (CTE) and apprenticeships during their time in high school. This flexible scheduling helps students earn the credits they need to graduate while gaining technical and employability skills they'll use in the future earn and learn models. Students can participate in paid apprenticeships or internships *and* dual enrollment during the same school year, earning both college credit and industry experience while still in high school, and does not force students to decide between afterschool jobs and beginning their career in high school
- **Supportive adults**, including career coaches, professional school counselors, and trusted adults, begin their work with students early, starting in the elementary and middle school years, when students receive careful planning and encouragement to explore their interests

and build strong attendance and academic skills essential for future careers. As students move into 8th grade and beyond, school counselors, career coaches, and trusted educators collaborate with them to create intentional six-year plans that are revisited annually—from 8th grade through the year after graduation. The system becomes most robust during middle and high school, when students can blend academic learning with career exploration, hands-on experiences, and personalized planning to prepare for life after high school.

Through Career-Connected Learning, students can explore different careers, gain real-world experience, build their networks of professional connections, potentially earn money, and earn valuable credentials along the way. The goal is to give every student the support and opportunities they need to succeed in the future.

3. Question: What makes the career-connected learning system work?

- **Career Coaches:** Advisors who help students explore career paths, connect with opportunities, and develop personalized plans for their futures.
- **Core Flex Model:** A flexible scheduling structure that enables students to integrate Career-Connected Learning Experiences into their course sequencing, functioning comparably to a third and/or fourth course in a CTE pathway.
- **6-Year Plans for All Students:** Long-term student planning that begins no later than 8th grade and includes both general education and special education supports to ensure every student's needs are met.
- **Collaboration with Content Teachers:** Career themes are integrated into academic subjects at every grade level to make learning relevant and engaging. Educators also align academic programs with current labor market needs and career pathways.
- **State-Approved Industry-Recognized Credentials:** A system that connects students with certifications valued by employers and aligned with their chosen career paths.
- **Cross-Agency Recruitment:** Strong partnerships among schools, workforce boards, higher education, and employers working together to recruit and support students in career-connected opportunities.
- **Standards and Data Systems:** Clear standards and refined data processes set high expectations for quality, career-connected learning. Maryland's flexible data systems help track student progress on the path to becoming eligible and ready for career-connected opportunities, and measure whether students are gaining meaningful skills and credentials. These systems are essential to fulfilling the promise of building one of the best education systems in the world.

4. Question: What is the difference between the Career-Connected Learning System and the courses named Career-Connected Learning 1 and Career-Connected Learning 2?

In Short:

- The **Career-Connected Learning system** is the *overall coordinated strategy approach* to connecting education with workforce needs.
- Career-Connected Learning 1 and Career-Connected Learning 2 are *courses* within that system that give students structured, meaningful, industry-driven career experiences.

The **Career-Connected Learning (CCL) system** is the big picture. It is the overarching approach Maryland is taking to ensure students can meaningfully connect classroom learning to real-world career opportunities. CCL is not a single activity; it is a coordinated system of partners working together to build Maryland's future talent pipeline, including local education agencies, workforce boards, employers, economic development organizations, postsecondary institutions, students, and families. Within the larger system, the courses **Career-Connected Learning 1 and Career-Connected Learning 2 (CCL 1 and CCL 2)** provide a consistent statewide structure for scheduling high-quality career-connected learning experiences, such as apprenticeships, internships, state-approved school-based enterprises, and industry-led capstone projects. These courses ensure that every school system, and every student, has access to flexible, credit-bearing opportunities to connect with the world of work – regardless of local labor market differences – and to pursue pathways leading to high-skill, high-wage futures.

5. Question: What are the types of experiences that qualify for Career-Connected Learning 1 & Career-Connected Learning 2 in Maryland?

See pages 8-9 of the Career-Connected Learning State Guidelines.

6. Question: What are the high-quality standards for Career-Connected Learning 1 & Career-Connected Learning 2 in Maryland?

A high-quality Career-Connected Learning experience focuses on providing students with immersive and consistent career preparation. This includes:

- **A minimum of 250 hours of on-the-job learning**, which may take place through on-site or virtual formats. Each 250-hour experience constitutes one Career-Connected Learning experience. To ensure depth and continuity of learning, a student may participate in no more than two distinct Career-Connected Learning experiences.
- Students are expected to produce **tangible work products and artifacts** that reflect applied learning and the development of industry-relevant skills.
- Every experience must be guided **by a formal work plan** that outlines skills, knowledge, and project standards students will develop. These standards are collaboratively determined with industry partners and co-developed with at least one education-based supervisor. An employer, mentor, or educator must formally sign off to ensure the work plan is aligned to CCL guidelines and meaningfully contributes to the student's career goals.
- To support meaningful growth and accountability, students must also receive **a minimum of 2 formal performance evaluations** at key milestones throughout the experience from a designated employer, mentor, or educator.

7. Question: Can ANY public high school student participate in Career-Connected Learning 1 or Career-Connected Learning 2?

Yes, and it is a statewide goal to provide these options to as many students as possible. As Maryland's apprenticeship system has expanded, school districts have worked to scale apprenticeship and other high-quality career-connected learning experiences that benefit both students and employers. CCL 1 and CCL 2 are intentionally designed to be flexible and accessible for any public school student, in any county, and within any academic pathway.

Many CTE centers and programs across Maryland are already over-enrolled or have waitlists. By shifting apprenticeship from a limited program of study to a Career-Connected Learning System that can be linked to any student interest, the state expands student access to industry-aligned experiences and increases Maryland's overall agility and capacity to offer more apprenticeships and industry credentials to youth as we build an aligned talent system.

8. Question: Are there any prerequisites for taking Career-Connected Learning 1 and Career-Connected Learning 2?

CCL 1 and CCL 2 are designated for students in grades 11 and 12. While these courses provide valuable opportunities to connect classroom learning with real-world experiences, students are still required to meet all requirements for a Maryland High School Diploma or, as appropriate, Alternative Education Framework. See page 9 in the guidelines for additional details.

9. Question: Do CCL 1 and CCL 2 meet the definition of a CTE Concentrator?

By federal definition CTE concentrator is "a student who has completed at least 2 courses in a single Career and Technical Education program or program of study." It is at the discretion of MSDE to determine which of the two eligible courses qualify, including course equivalencies that meet the requirement.

10. Question: Does CCL 1 and CCL 2 meet the state definition of a graduation requirement of a successful completion of a State-Approved Career and Technical Education program?

Yes. To support the implementation of Maryland's Career-Connected Learning (CCL) System, and in alignment with current graduation requirements, successful completion of courses CCL 1 and CCL 2—with all system guidelines satisfied—will be recognized as meeting the requirements of a Career and Technical Education (CTE) pathway for graduation.

By definition, CCL 1 and CCL 2 are enough for a student to be considered a CTE concentrator in Maryland.

11. Question: Is CCL 1 a full 250 hours and CCL 2 another 250, or are the two courses together designed to total 250 hours?

Each Career-Connected Learning (CCL) course—CCL 1 and CCL 2—requires 250 hours of on-the-job learning. These hours are determined by the student's work plan, which must be signed by supportive adults, including the industry employer and education-based supervisor. The 250-hour requirement is intentionally aligned with the high school level of a registered apprenticeship to ensure consistency across programs and to avoid creating an incentive system where families or businesses might prioritize one experience over another simply because it appears easier.

To accommodate the master scheduling needs of each LEA, MSDE is offering the option of both semesterized and year-long formats. CCL 1 and CCL 2, therefore, provide flexible pathways for schools, allowing them to structure the learning experience in ways that best serve students and local schedules.

250 hours is the minimum requirement. An LEA is welcome to stack more than 250 hours of a Career-Connected Learning experience if it is in the best interest of the student and family.

12. Question: Why are CCL 1 and CCL 2 offered as 1-3 credits each?

CCL is designed to give local school districts as much autonomy as possible in building their master schedules, since master schedules should be a tool for school transformation. An LEA may choose to:

- a) Split CCL 1 into two 125-hour courses (CCL 1A and 1B), each earning 1 credit.
- b) Offer CCL 1 as a single 250-hour course for 2 credits.
- c) Combine CCL 1 and CCL 2 for a total of 500 hours within a school year, awarding 2 credits each class.

This flexibility allows schools to design schedules that best meet the needs of students while still aligning with state graduation requirements. Rather than forcing students into rigid, prescribed programs, CCL creates opportunities, grounded in quality measures and accountability practices, to tailor learning around each student's academic goals, economic circumstances, and the evolving needs of employers and industry. MSDE will provide oversight by monitoring implementation and conducting periodic reviews and audits of local systems to ensure fidelity, consistency, and high-quality student experiences.

13. Question: Are local education agencies permitted to partition the 250-hour minimum requirement?

Local education agencies have the autonomy to implement a sequenced split of the state course—for example, creating CCL 1A and CCL 1B. However, regardless of how the course is scheduled, CCL must total 250 hours. Each student must also have an MSDE-approved work plan, the signature of a supportive adult (including the industry employer), documented work artifacts, and formal evaluations to ensure quality and accountability.

MSDE will monitor implementation and conduct periodic audits and sampling of local systems to ensure fidelity to state requirements and consistency in student experiences.

14. Question: Do all Career-Connected Learning experiences require a related instruction course in addition to work hours?

No. Only the high school level of a registered apprenticeship requires both 250 hours of on-the-job training and 144 hours of related instruction, as defined by the Maryland Department of Labor. For other CCL experiences (internships, state-approved school-based enterprises, and industry-aligned capstone projects, the state requires 250 hours of documented career-connected learning documented through a student's work plan, but additional related instruction is optional.

Local education agencies may choose to include related instruction if it best supports student learning needs—for example, for multilingual learners, students receiving special education services, or students who benefit from tutoring and MTSS supports. CCL experiences aligned with a student's 6-year plan or pathway/program of study are required.

Local education agencies, with their deep understanding of students, are best positioned to identify suitable candidates for Career-Connected Learning experiences. They should feel empowered to set attendance and academic criteria, like minimum attendance rates, truancy status, graduation eligibility, and college and career readiness, that reflect local needs and promote equitable access while ensuring students are prepared for participation.

15. Question: How does Maryland define apprenticeship?

Currently, Registered Apprenticeship (RA) is the gold standard for fulfilling the Blueprint's 45%. It requires 144 hours of related instruction and 450+ hours of on-the-job training (OJT) before graduation. A student does not need to complete the entire registered apprenticeship during high school.

Youth Apprenticeship is defined as an "earn and learn" work model designed for high school juniors and seniors. This program combines paid, supervised on-the-job training with related classroom instruction, allowing students to gain practical experience in high-demand industries while earning credits toward high school graduation. Currently, Youth Apprenticeship is defined as one credit of related instruction with 450 paid hours of on-the-job training. Students must earn an Industry Recognized Credential in addition to completing the requirements.

16. Question: How does Maryland define an internship?

A quality internship in Maryland places a student in a real-world workplace setting where they can apply and develop career-related knowledge and skills aligned with a specific career field. These internships connect students' interests, abilities, and goals with industry expectations, providing hands-on experience that reflects authentic workforce demands.

Internships may be paid or unpaid, though paid internships are strongly encouraged, and must include structured reflection activities to enhance learning and personal growth. Each intern follows a formal, written training plan that outlines the academic and workplace competencies to be developed during the experience. To meet Maryland's quality standards, students must complete a minimum of 250 hours of on-the-job training under the guidance of an employer partner.

17. Question: Can a student participate in more than one internship placement during a single academic year?

A student may participate in up to two unique internship placements per 250-hour course. We understand that sometimes a placement may not be a good fit or that businesses may face challenges in fulfilling commitments, so some flexibility is necessary. However, consistent placements provide higher-quality learning experiences and stronger skill development. This guideline is intended to offer flexibility for unforeseen circumstances while maintaining the integrity and continuity of the student's internship experience.

18. Question: How does Maryland define a capstone course or project?

A capstone project is a culminating industry-aligned experience where students apply the knowledge and skills they have gained throughout their coursework to a real-world problem, research question, or hands-on project. These projects are typically interdisciplinary, requiring critical thinking, problem-solving, collaboration, and communication skills.

Completion of a capstone course synthesizes academic and technical learning through a culminating industry-driven project or experience. It requires a simulated or real company project co-signed by an employer, with the employer actively participating in the evaluation of culminating products, projects, or artifacts.

19. Question: How does Maryland define a school-based enterprise?

MSDE is in the process of creating quality indicators for state-approved School-Based Enterprises (SBEs). A School-Based Enterprise (SBE) is typically defined as a student-run business that operates within a school and provides goods or services to meet real customer needs. These enterprises are educational in nature, offering students an opportunity to apply classroom learning in authentic business settings.

SBEs are often embedded within Career and Technical Education (CTE) programs and span various career fields, including retail, hospitality, agriculture, finance, digital media, and more.

Examples of current School-Based Enterprises operating across the state include, but are not limited to:

- Agriculture greenhouse operation and plant sales
- Childcare programs
- Culinary café or catering services

- Retail store
- Credit union
- Automotive services
- Creative design and printing services

20. Question: How do LEAs award credit for School-Based Enterprises?

LEAs may award credit toward graduation for participation in a school-based enterprise only when those hours are separate from and in addition to the 125 instructional hours required for a related course. For example, if a student is enrolled in Horticulture 3 and, as part of the course, grows and sells plants, those activities and hours are counted toward the Horticulture 3 credit. The student may not use those same hours to also earn credit for Career-Connected Learning 1. To earn credit for both, the student must complete distinct and additional experiences aligned to each course's expectations as outlined in the Maryland State Standards.

21. Question: How early can Career-Connected Learning guidelines be adopted?

Districts should plan to begin implementing Career-Connected Learning guidelines by the 2027–2028 school year, aligning with the statewide rollout of new [Career and Technical Education \(CTE\) standards](#). Local Education Agencies (LEAs) are encouraged to take proactive approaches prior to full implementation—such as piloting course options, identifying potential student cohorts, and aligning schedules—to ensure successful scaling and integration across schools.

22. Question: What is the difference between a CTE course sequence and Career Connected Learning 1 & Career-Connected Learning 2?

A Career and Technical Education (CTE) course sequence is a state-approved, multi-course [program of study](#) that prepares students for specific careers or industries. These sequences typically include technical skill instruction and map to industry-recognized credentials. Students who complete a two-course CTE sequence become known as CTE concentrators and graduate with credentials aligned to their career field.

Career-Connected Learning 1 and Career-Connected Learning 2 offer a more flexible pathway for students to become CTE concentrators and earn an industry-recognized credential, even if they are not following a traditional three- or four-course CTE sequence. Within Maryland's Career-Connected Learning System, students can mix and match courses based on their interests, schedules, and career goals. The model allows for multiple on-ramps and off-ramps, so students can evolve their learning as their interests change and “choose their own adventure”.

This approach ensures that a student's choices in 9th and 10th grade don't lock them into a fixed path. It is especially friendly to students who want to explore different career pathways in high school, those who want to combine multiple interests, students who are transient or move between districts with different standards and programs, and students who want the benefits of industry experience while also preparing for further education through college or stackable credentials and licensing programs.

The Maryland State Department of Education is currently developing graphics, resources, and examples to more clearly share this vision.

23. Question: How does Career Connected Learning intersect with college admissions requirements?

Pillar 3 of Maryland's Blueprint ensures "Every student in Maryland deserves a clear pathway to a career, with access to high-quality instruction, work-based learning opportunities, and meaningful industry credentials that prepare them for success in college and the workforce".

Career-Connected Learning is designed to complement and support college admissions requirements by providing students with academic rigor alongside real-world career experiences and industry-recognized credentials. Maryland is committed to working across systems to ensure students are both college and career ready, however they choose to pursue their goals, with pathways that reflect diverse interests and aspirations.

The Maryland State Department of Education is actively collaborating with the Maryland Higher Education Commission and other postsecondary partners to develop a cohesive statewide system. This system balances the vital role colleges and universities play in preparing Maryland's workforce while also accelerating postsecondary credential attainment to meet the needs of Maryland's rapidly changing economy.

24. Question: How will Career-Connected Learning affect graduation requirements?

Any updates or changes to graduation requirements will be thoughtfully developed and communicated well in advance to students, families, and educators.

25. Question: Can students still pass Career-Connected Learning 1 and/or Career-Connected Learning 2 if they do not earn an IRC?

Yes, students can still pass Career-Connected Learning (CCL) 1 and/or Career-Connected Learning (CCL) 2 even if they do not earn an Industry-Recognized Credential (IRC). While earning an IRC may be one component of a CCL experience, the experience may not have an IRC that is attached to it. Students can demonstrate mastery and meet the outcomes of CCL 1 and 2 through other means, such as performance assessments, reflections, and other aligned projects or deliverables.

26. Question: What can LEAs do to optimize the number of students who can participate in a Career-Connected Learning (CCL) experience?

Local education agencies are encouraged to review their course catalogs and identify every opportunity—such as laboratory assistantships, work-

study, AP seminars, peer assistant/tutor roles, leadership experiences, student service learning, and other project-based or industry-connected experiences—where quality-standard CCL can be embedded to strengthen course sequences. Schools, which also serve as employers, may also wish to consider their own operational needs and how CCL can be integrated into existing internal needs or vacancies.

LEAs are also encouraged to use their Six-Year Plans to gather and analyze information that reflects student interests over time. By anticipating the types of experiences students may want years in advance, districts can proactively design opportunities that expand access and maximize participation in Career-Connected Learning.

In addition, LEAs should consider staffing implications to expand capacity. For example, districts may coordinate teacher schedules to focus on core academic instruction in grades 9 and 10, while assigning administrative staff (including former Career-Research and Design or Work-Based Learning instructors) to manage the logistical and administrative components of CCL. In some cases, one teacher could teach two sections of a core course while also overseeing two sections of CCL for site visits, monitoring, and mentorship, optimizing flexible staffing models.

MSDE's Division of College and Career Pathways will support local school district coordinators through monthly training sessions. Additionally, Local Education Agencies (LEAs) and district leaders are encouraged to collaborate with Department of Labor Navigators, Local Workforce Boards, and career coaches. This collaboration helps align efforts with the specific economic priorities of their jurisdiction.

27. Question: Is CCL only for students who already have prior knowledge in a pathway? For example, if my school doesn't offer an electrical program for Course 1 or 2, how can students still access CCL 1 or CCL 2 opportunities like apprenticeships, internships, capstone experiences, or school-based enterprise?

Any student is eligible to participate in a Career-Connected Learning experience (apprenticeship, internship, school-based enterprise, or industry-aligned capstone) if they meet the eligibility criteria on page 9 of the state guidelines.

28. Question: How will students who don't identify their interests early enough be able to participate in CCL? Will we have to turn those students away?

Local education agencies, with their deep understanding of students, are best positioned to identify suitable candidates for Career-Connected Learning experiences. They should feel empowered to set attendance and academic criteria, like minimum attendance rates, truancy status, graduation eligibility, and college and career readiness, that reflect local needs and promote equitable access while ensuring students are prepared for participation. Student plans and aspirational inventories may inform participation.

29. Question: I have a student who has a 250-hour internship at a mechanic shop and wants to take Auto 3 as related instruction to maximize their chances of earning ASE industry credentials. How should we schedule this student?

In Maryland, graduation credits are awarded based on Carnegie units, where 1 credit equals 125 hours of work. If, after discussing with the student and their family, it is determined that the student's schedule can accommodate 250 hours (equivalent to 2 credits) of internship along with Auto 3 or a dual enrollment auto class as related instruction (125 hours/1 credit), the student can be scheduled for 3 classes total—2 credits for the internship and 1 credit for related instruction.

30. Question: I have a specific student example or situation I would like to discuss. Who can I speak to if I have questions about Career Connected Learning?

For specific questions related to career-connected learning experiences, district leadership and staff may contact Jennifer Griffin, Coordinator of Career-Connected Learning (jennifer.griffin@maryland.gov) and Tracy Kyttle, Director of Career-Connected Learning (Tracy.kyttle@maryland.gov).

School-based staff should share questions or concerns with their district-level contacts, who can coordinate with MSDE as needed.

Student Advising and Scheduling

As outlined in MSDE's Career-Connected Learning (CCL) guidelines, the Division of College and Career Pathways is expanding access to career-connected learning through the CTE Core-Flex model, which allows career-connected learning experiences to function as a flexible alternative to a third or fourth course in a CTE program of study.

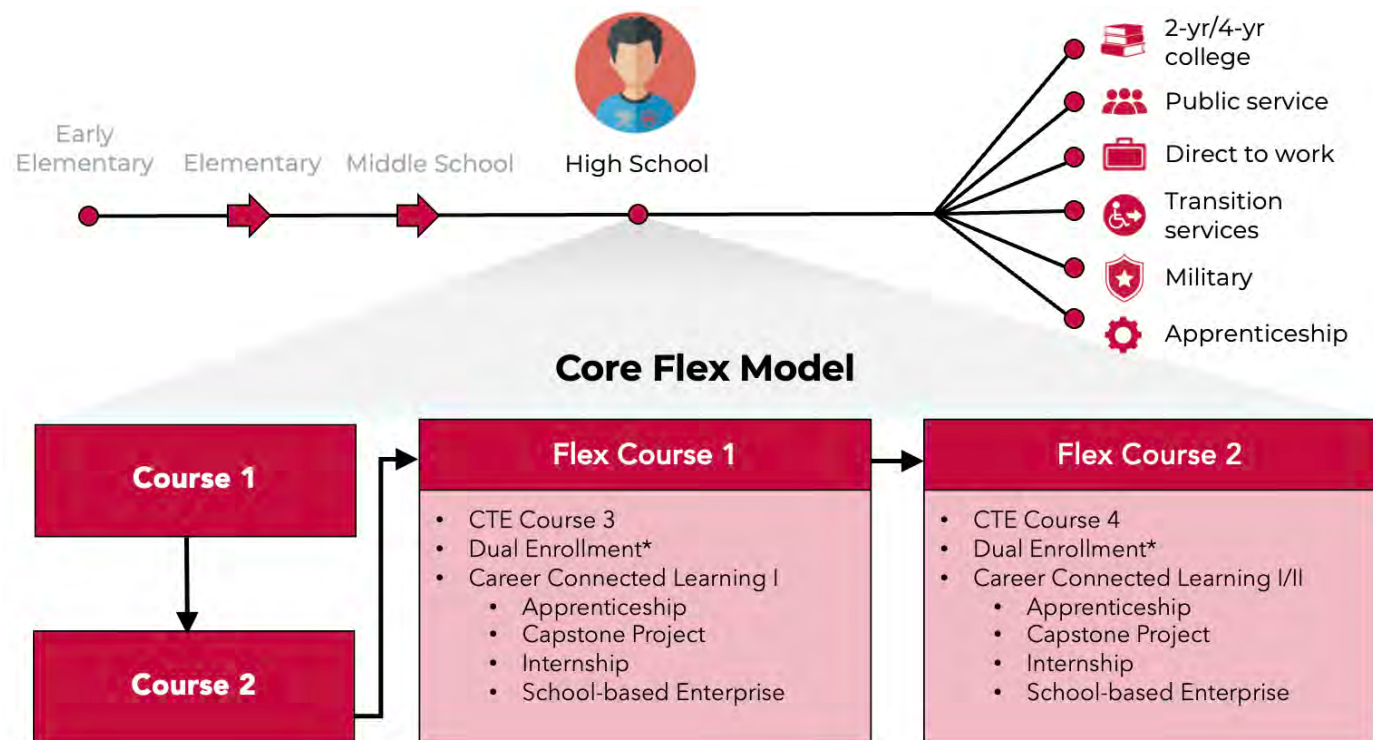
CCL courses are not limited to CTE pathways and may be blended with other academic pathways, including Advanced Placement, dual enrollment, Comprehensive Arts, science, world languages, and other approved programs. This scheduling flexibility expands access for students with diverse needs and pathways, without requiring early or exclusive placement in CTE.

The student examples that follow illustrate how both CTE and non-CTE students can participate in career-connected learning experiences—earning industry-recognized credentials or engaging in apprenticeships, internships, school-based enterprises, or industry-aligned capstone projects.

MARYLAND'S CORE-FLEX CTE MODEL

Maryland's CTE Core-Flex Model reimagines Career and Technical Education by introducing a flexible option for students to complete a CTE program of study. Under this model, a traditional third and/or fourth CTE course may be replaced with a high-quality career-connected learning experience, such as an apprenticeship, internship, school-based enterprise, or industry-aligned capstone project. Local school systems are encouraged to use data to determine how best to balance course offerings based on student interests, workforce demand, and prior student success outcomes.

Importantly, the Core-Flex Model also expands access to career-connected learning for students who are not enrolled in the first two courses of a CTE program of study. These students may still be eligible to participate in approved career-connected learning experiences, allowing access to on-the-job learning, credential-aligned instruction, and industry exposure without requiring full enrollment in a CTE pathway.



Sample Student Schedules in CTE

The following samples illustrate how students who take one or two CTE courses can leverage Maryland's Core-Flex model as an alternative to the traditional three- or four-course CTE sequence to optimize Industry-Recognized Credential attainment or participate in Career-Connected Learning experiences aligned to their aspirations.

Sample 1 Narrative: Automotive Aspirations

The graphic below illustrates a sample student's six-year plan narrative. The following page illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals.

Six-Year Student Pathway Narrative–Example 1

This example demonstrates how a student's strengths and aspirations, as identified in their most recent career inventory, may lead to multiple pathways and evolving course sequences over time.

Using this template, name the student scenarios most common in your district and determine which course sequences on the following page(s) could support students in reaching their goals.

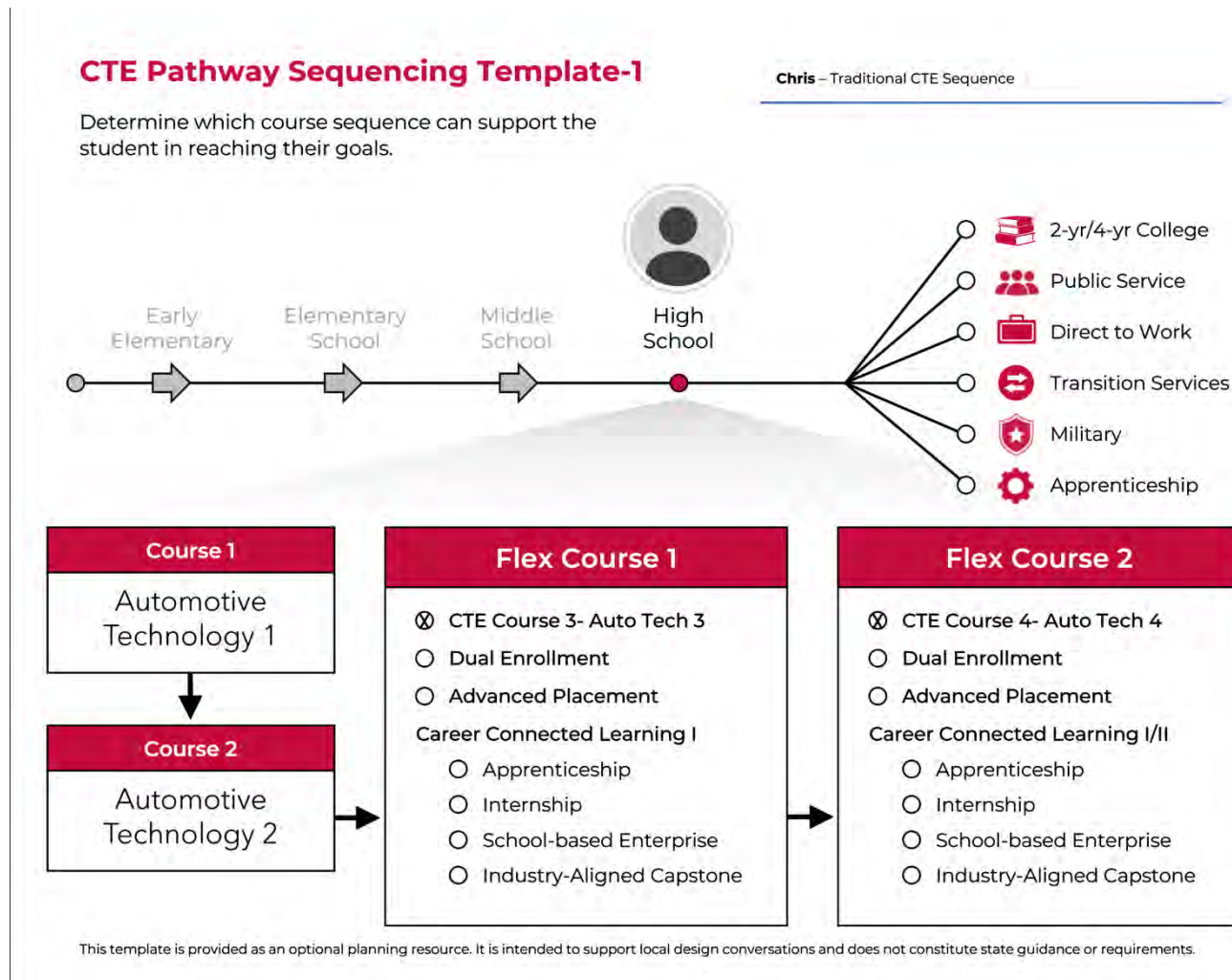


Grade	Student Scenario	Career Activities
 Middle School	Chris completes the O*Net Interest Profiler in his 8 th grade career course. Chris's top RIASEC strength is "Realistic," and this makes sense to Chris - he loves work that involves his hands. Chris is drawn to several recommended careers, including automotive work and carpentry. A class guest speaker from a local mechanic shop solidifies it - Chris now knows he wants to work with cars. In a group career coaching session, he learns that he can enroll in the Auto Technology CTE program next year. Chris records his career goal and aligned coursework in his Six-Year Plan.	* Career survey * Guest speaker * Small group session * Six-year plan initiation
 High School	Chris takes one CTE course in Auto Technology during each of his four high school years. After his second year, Chris successfully earns an industry recognized credential (IRC). His school's career coach invites him to two field trips his sophomore year - one to a local mechanic shop, and another to a major trucking company. Chris really enjoys the feel of the smaller business and thinks maybe someday he could own his own. He updates his career aspirations in his 6-year plan.	* Field trips
 Post-Secondary ☐ 2-yr/4-yr College ☐ Public Service ☐ Direct to Work ☐ Transition Services ☐ Military ☐ Apprenticeship	During a 1:1 meeting with his career coach his senior year, Chris learns how he can research nearby job opportunities and begin applying for post-high school work. He attends a resume workshop hosted by local industry representatives. By May he has great news - he has been hired by a local autobody shop and will start in June!	* 1:1 session * Resume workshop

This template is provided as an optional planning resource. It is intended to support local design conversations and does not constitute state guidance or requirements.

Sample 1 Course Sequence: Automotive Aspirations

This graphic illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals based on the previous six-year plan narrative.



Sample 2 Narrative: Automotive and Business Aspirations

The graphic below illustrates a sample student's six-year plan narrative. The following page illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals.

Six-Year Student Pathway Narrative-Example 2

This example demonstrates how a student's strengths and aspirations, as identified in their most recent career inventory, may lead to multiple pathways and evolving course sequences over time.

Using this template, name the student scenarios most common in your district and determine which course sequences on the following page(s) could support students in reaching their goals.



Grade	Student Scenario	Career Activities
 Middle School	Maya attends an 8 th grade career fair. She is drawn to employers who talk about hands-on work, and enjoys a presentation that allows students to simulate a tire repair. Maya's career coach pushes into her English class to lead a reflective session. Maya connects her automotive interest with her problem-solving skills and records both in her Six-Year Plan. In a small group session, Maya learns how she can pursue this field in high school. During her high school orientation, Maya registers for her 9th grade CTE class.	* Career fair * Push-in classes * Small group session * Six-Year Plan initiation
 High School	Maya takes Auto Technology 1 her freshman year and Auto Technology 2 her sophomore year, earning an IRC. In her CTE courses, Maya becomes interested in the operational side of automotive technology. She researches running an autobody shop, using resources her career coach posts on the school website. Maya signs up for an optional 1:1 career coaching session and shares her reflections. Afterwards, her coach recommends that she explore dual enrollment options such as Introduction to Business. She updates her Six-Year Plan and applies for the course.	* Optional 1:1 session * Resource sharing * Six-Year Plan updates
 Post-Secondary ☐ 2-yr/4-yr College ☐ Public Service ☐ Direct to Work ☐ Transition Services ☐ Military ☐ Apprenticeship	Maya loves her dual enrollment business class and signs up for a marketing course next. Her community college advisor shows her how she can apply to be a full-time student after graduation. The advisor also suggests that she use her IRC to find part-time work at a body shop since she ultimately wants to own one. Maya works with her high school counselor to complete her FAFSA. She also applies for an auto mechanic job. By May, Maya has great news - she will be a business student at the community college this Fall, and work at a local body shop after class!	* Community college advising session

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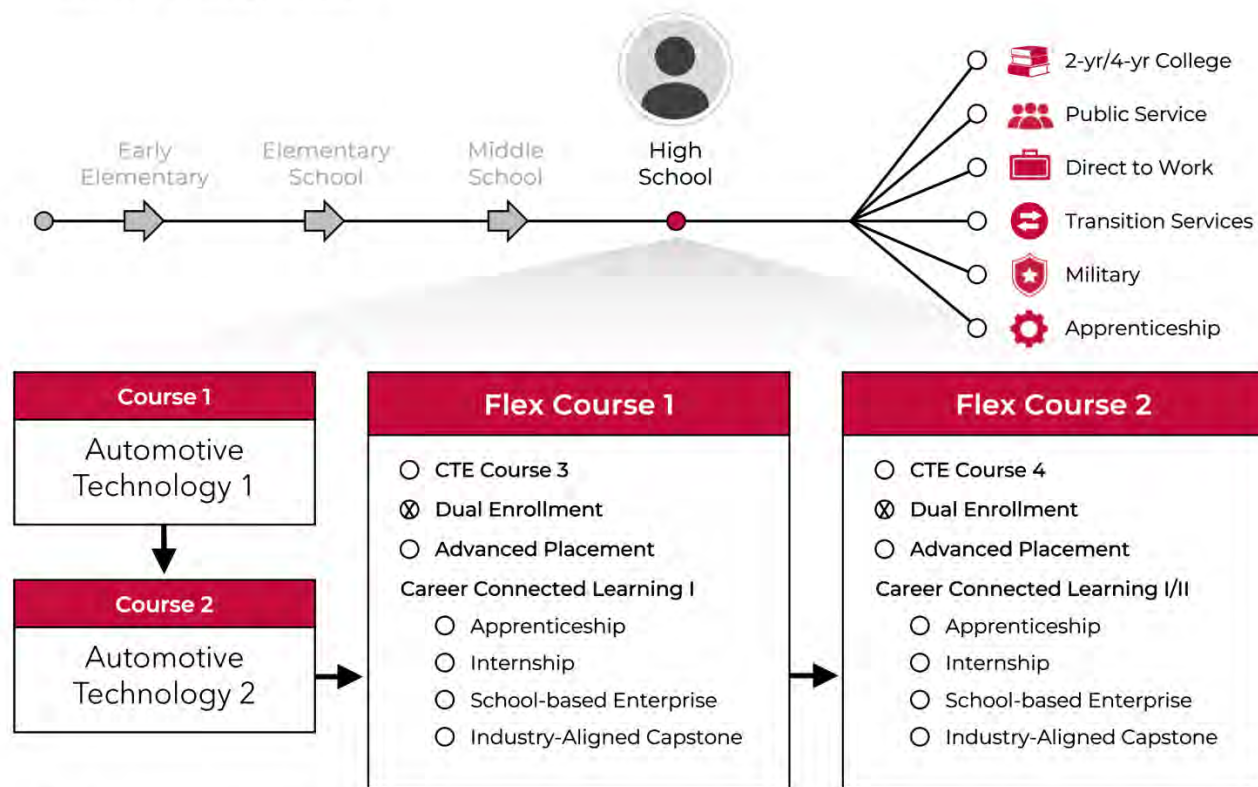
Sample 2 Course Sequence: Automotive and Business Aspirations

This graphic illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals based on the previous six-year plan narrative.

CTE Pathway Sequencing Template-2

Determine which course sequence can support the student in reaching their goals.

Maya – CTE Pathway with Dual Enrollment



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Sample 3 Narrative: Automotive and Business Aspirations

The graphic below illustrates a sample student's six-year plan narrative. The following page illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals.

Six-Year Student Pathway Narrative-Example 3

This example demonstrates how a student's strengths and aspirations, as identified in their most recent career inventory, may lead to multiple pathways and evolving course sequences over time.

Using this template, name the student scenarios most common in your district and determine which course sequences on the following page(s) could support students in reaching their goals.



Nathaniel

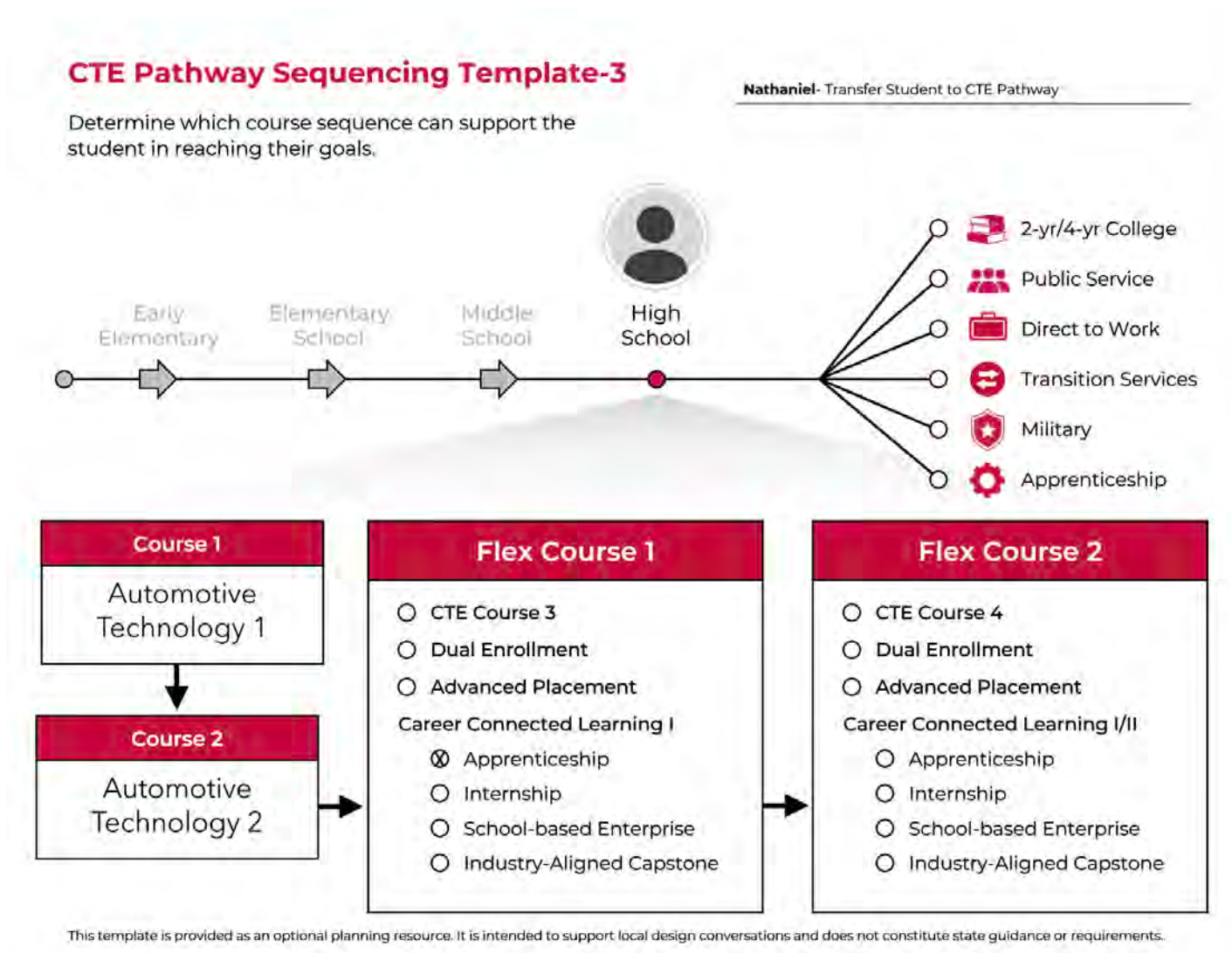
Pursues his interests and strengths in auto-mechanics and business.

Grade	Student Scenario	Career Activities
 Middle School	Nathaniel's 8th grade science teacher collaborates with the career coach to take her students on a field trip to a local body shop. The work interests Nathaniel, who has always loved working with his hands and solving problems. He notes his interests in his Six-Year Plan.	* Field Trip * Six-Year Plan initiation
 High School	The summer before his first year of high school, Nathaniel moves in with his father who lives in another state. His new school does not have CTE offerings. A few months later, Nathaniel moves back to Maryland. His school counselor provides a schedule that allows him to complete his existing 9th grade coursework, including foreign language. Nathaniel is invited to a small group lunch session with an automotive technician. His interest in the field grows. He updates his Six-Year Plan and when it is time for course selection, Nathaniel chooses to enroll in Auto Technology 1 his sophomore year, and Auto Technology 2 in his junior year.	* Career coaching advisory lesson * Individualized speaker series * Six-Year Plan updates
 Post-Secondary ☐ 2-yr/4-yr College ☐ Public Service ☐ Direct to Work ☐ Transition Services ☐ Military ☐ Apprenticeship	Nathaniel's career coach suggests that he pursue an apprenticeship his senior year, due to his love of hands-on learning. Several weeks into his work, Nathaniel meets an employee who served in the military as an auto technician. Nathaniel becomes interested in the military's benefits including the opportunity to travel. His school counselor helps him connect with a recruiter to learn more. By the spring, Nathaniel is preparing to begin boot camp in June! He hopes to utilize his technician skills in the military.	* 1:1 career coaching session

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Sample 3 Course Sequence: Automotive and Business Aspirations

This graphic illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals based on the previous six-year plan narrative.



Sample 4 Narrative: Creative Writing and Art

The graphic below illustrates a sample student's six-year plan narrative. The following page illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals.

Six-Year Student Pathway Narrative-Example 4

This example demonstrates how a student's strengths and aspirations, as identified in their most recent career inventory, may lead to multiple pathways and evolving course sequences over time.

Using this template, name the student scenarios most common in your district and determine which course sequences on the following page(s) could support students in reaching their goals.



Grade	Student Scenario	Career Activities
 Middle School	As a middle schooler, Gabriella enjoys reading manga and watching anime during her free time. In school, she loves creative writing and art. She begins a Manga and Anime Club. With the support of the school's career coach, the club's advisor organizes a field trip to visit a local media production company. Gabriella becomes excited about the possibility of translating her passions into a career. When her career coach teaches a lesson on high school options, Gabriella decides that she will take art courses that allow her to earn an industry recognized credential. She documents this in her Six-Year Plan.	* Field Trip * Six-Year Plan initiation
 High School	Gabriella follows her Six-Year Plan in high school, enrolling in Animation and Game Development I during her freshman year, and Animation and Game Development II her sophomore year. At the end of her second year, Gabriella earns the Autodesk Certified User (ACU) in 3D Animation and Modeling. Her career coach also invites her to tour a popular university game design program. Gabriella really likes the feel of being on a college campus. When she returns to her high school, Gabriella schedules a 1:1 meeting with her career coach who advises her to take AP courses related to her interests as she prepares for the university experience. Gabriella updates her six-year plan accordingly.	* College tour * 1:1 career coaching session * Six-Year Plan update
 Post-Secondary ☐ 2-yr/4-yr College ☐ Public Service ☐ Direct to Work ☐ Transition Services ☐ Military ☐ Apprenticeship	Gabriella thrives in her AP 2-D Art and Design course and enrolls in the AP 3-D Art and Design course her senior year. She attends the small group college application workshops that his college counselor and career coach co-lead and applies to several two and four-year college options. With her IRC and AP credentials, Gabriella receives many admission and scholarship offers. She chooses to attend the school she toured back when she was a sophomore. She graduates high school having completed the Maryland AP option pathway and having earned the AP Scholar Award. She is ready to pursue her college degree!	* Small group college application workshop

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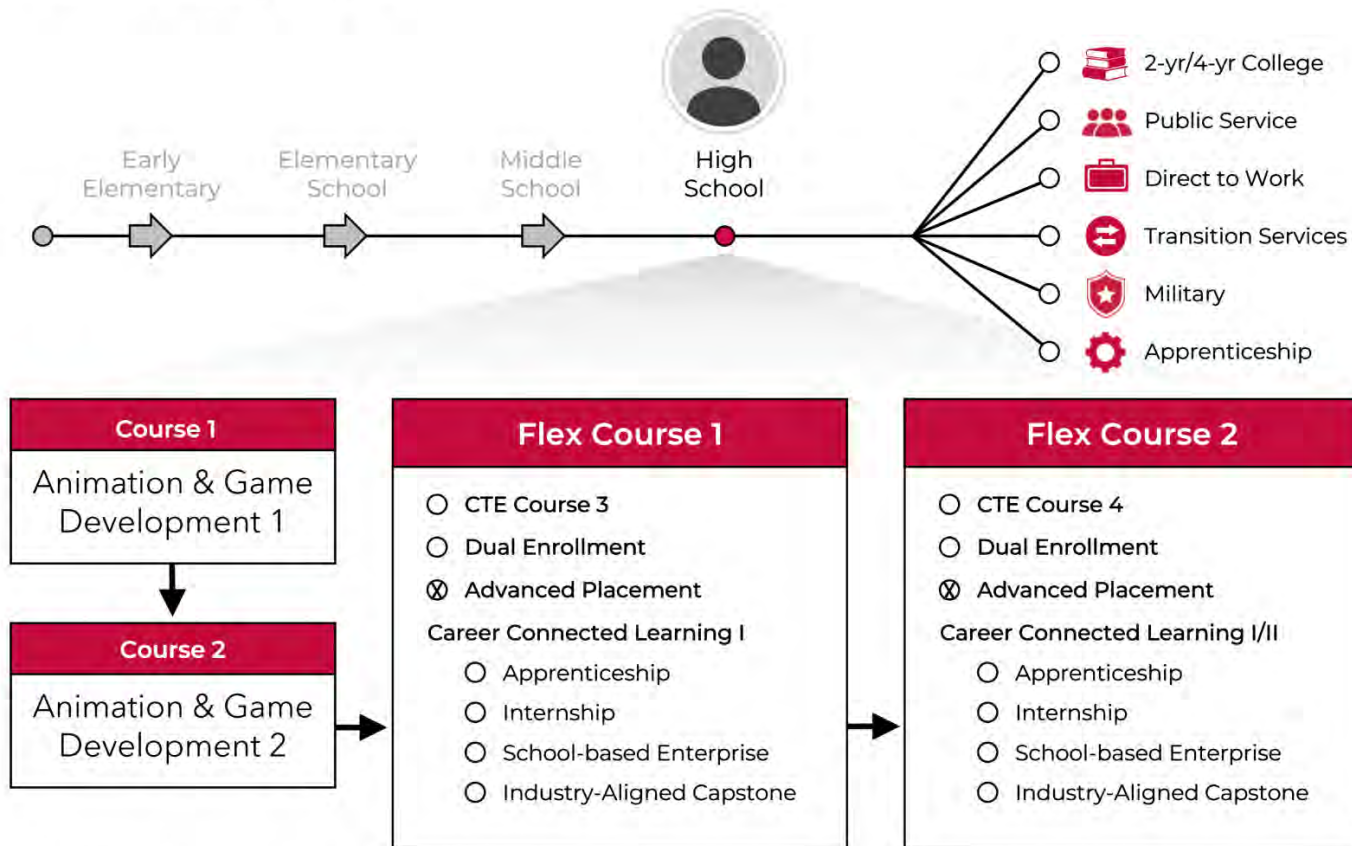
Sample 4 Course Sequence:

This graphic illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals based on the previous six-year plan narrative.

CTE Pathway Sequencing Template-4

Gabiella - CTE Pathway with AP

Determine which course sequence can support the student in reaching their goals.



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Sample 5 Narrative: Health and Service with additional ML support

The graphic below illustrates a sample student's six-year plan narrative. The following page illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals.

Six-Year Student Pathway Narrative-Example 5

This example demonstrates how a student's strengths and aspirations, as identified in their most recent career inventory, may lead to multiple pathways and evolving course sequences over time.

Using this template, name the student scenarios most common in your district and determine which course sequences on the following page(s) could support students in reaching their goals.



Minji

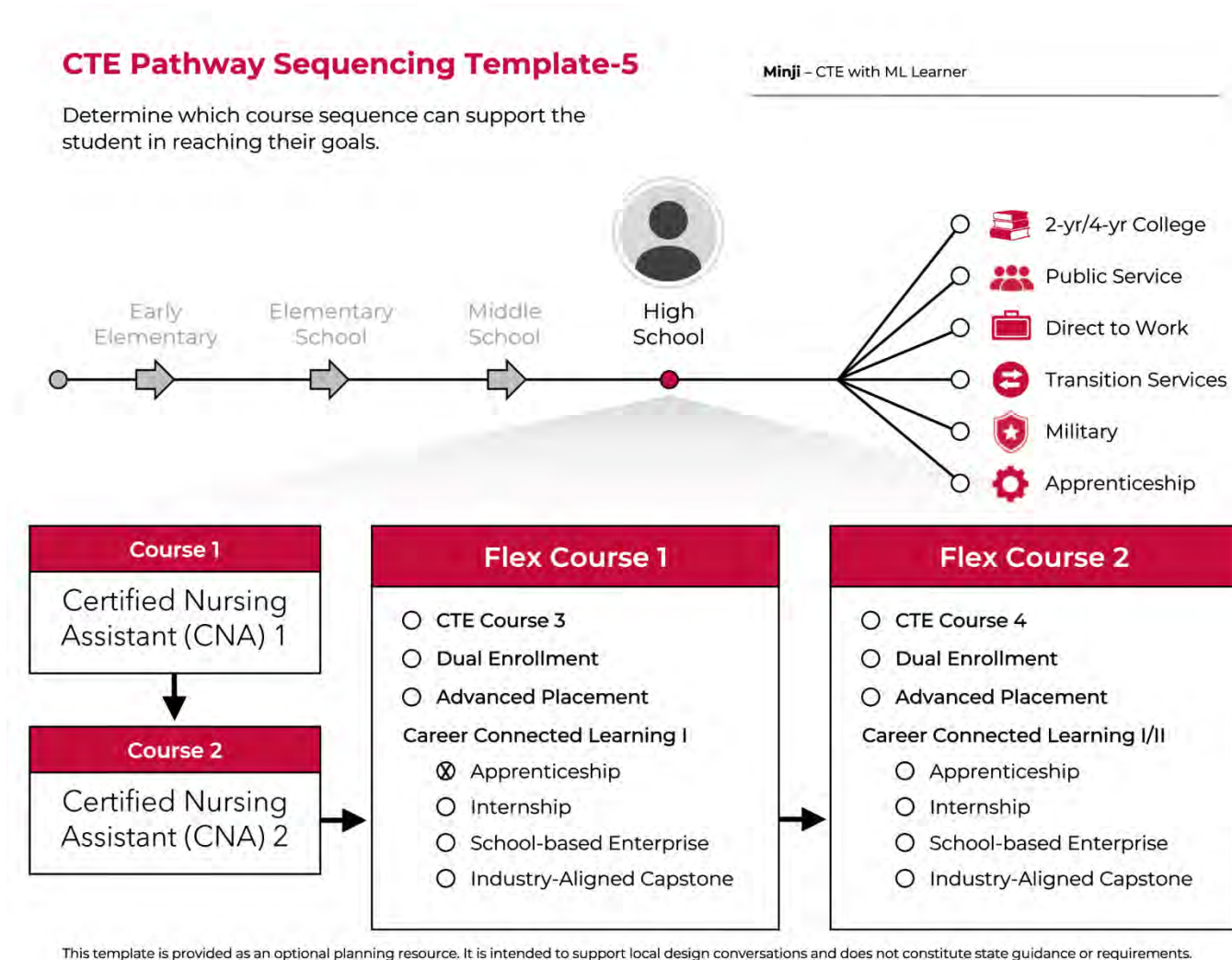
Pursues her interest in health and serving others. Minji receives English Language Development support.

Grade	Student Scenario	Career Activities
 Middle School	Minji is a multi-lingual language learner from Korea who has always loved working with others and helping people. In middle school, Minji's English language skills are developing and she receives English Language Development (ELD) support. She completes a career inventory with her career coach, using software that offers translation assistance. She learns that with her strength in science and her interest in helping others she is a good fit for the health field. She decides to pursue a CTE health pathway in high school and records this in her Six-Year Plan.	* Career interest survey * Six-Year Plan initiation
 High School	In 9 th grade, Minji enrolls in ELD intermediate and receives small-group writing support. She participates in a field trip to a local hospital that her career coach organizes and this experience confirms her career interests. By her 10 th grade year, Minji's schedule has space for her to take both ELD Advanced and Certified Nursing Assistant I. In her junior year, Minji completes Certified Nursing Assistant 2 (CNA 2) and earns an IRC. She also has the chance to shadow a nurse. Minji loves that her career coach paired her with someone who is also Korean when Minji shared that this would be her preference – it helps Minji see herself in the role. Minji decides that eventually she wants to earn her Bachelor of Science in Nursing. She updates her Six-Year Plan.	* Field trip * Job shadow * Six-Year Plan update
 Post-Secondary ☐ 2-yr/4-yr College ☐ Public Service ☐ Direct to Work ☐ Transition Services ☐ Military ☐ Apprenticeship	During her senior year, Minji completes an apprenticeship in the health field. Her school counselor helps her apply to colleges and her career coach helps her complete a resume as she looks for part-time employment. Minji is interested in working in a hospital located in a diverse neighborhood where she can utilize her language skills with patients. Minji graduates from high school ready to pursue an Associate to Bachelor's program in nursing at her local community college!	* Resume support

This template is provided as an optional planning resource. It is intended to support local design conversations and does not constitute state guidance or requirements.

Sample 5 Course Sequence:

This graphic illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals based on the previous six-year plan narrative.



Sample 6 Narrative: Design and Media with special education services

The graphic below illustrates a sample student's six-year plan narrative. The following page illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals.

Six-Year Student Pathway Narrative-Example 6

This example demonstrates how a student's strengths and aspirations, as identified in their most recent career inventory, may lead to multiple pathways and evolving course sequences over time.

Using this template, name the student scenarios most common in your district and determine which course sequences on the following page(s) could support students in reaching their goals.



Anthony

Pursues his interest in design and media. Anthony receives special education services.

Grade	Student Scenario	Career Activities
 Middle School	Anthony attends an 8 th grade career fair that his career coach organizes. He's not sure where to even begin, but his coach shares a few options based off the results of a career survey Anthony took with his special education case manager. Anthony visits a booth in which a business talks about the steps it takes to increase the customer base. Anthony loves the idea of designing webpages and creating social media posts. He shares this with his career coach and updates his Six-Year Plan to include an interest in marketing.	* Career interest survey * Career fair * Six-Year Plan initiation
 High School	As a 9 th grader, Anthony enrolls in the Marketing 1 CTE course. His instructors work closely with the school's special education team to ensure that all the accommodations listed on Anthony's IEP are implemented appropriately. Anthony excels in the class and signs up to take Marketing 2 the following year. He earns an IRC - Adobe Certified Professional (ACP) in Illustrator. His teacher made sure that Anthony received all necessary test accommodations during the assessment. During a guest speaker series specifically tailored to students interested in Marketing, Anthony has a chance to hear from several different professionals in the field. He's not sure yet exactly what job he would like to have, but he likes to know he has options. He lists some of his favorites on his Six-Year Plan.	* Guest speakers * Six-Year Plan update
 Post-Secondary ☐ 2-yr/4-yr College ☐ Public Service ☐ Direct to Work ☐ Transition Services ☐ Military ☐ Apprenticeship	In his 11 th and 12 th grade years, Anthony participates in a marketing apprenticeship. He loves his workplace and could see himself working there after high school. His career coach is invited to participate an IEP meeting during which his transition goals are discussed. Based on the goals determined in the meeting, his coach supports Anthony with creating his resume. Anthony graduates high school ready to continue his apprenticeship!	* Resume support

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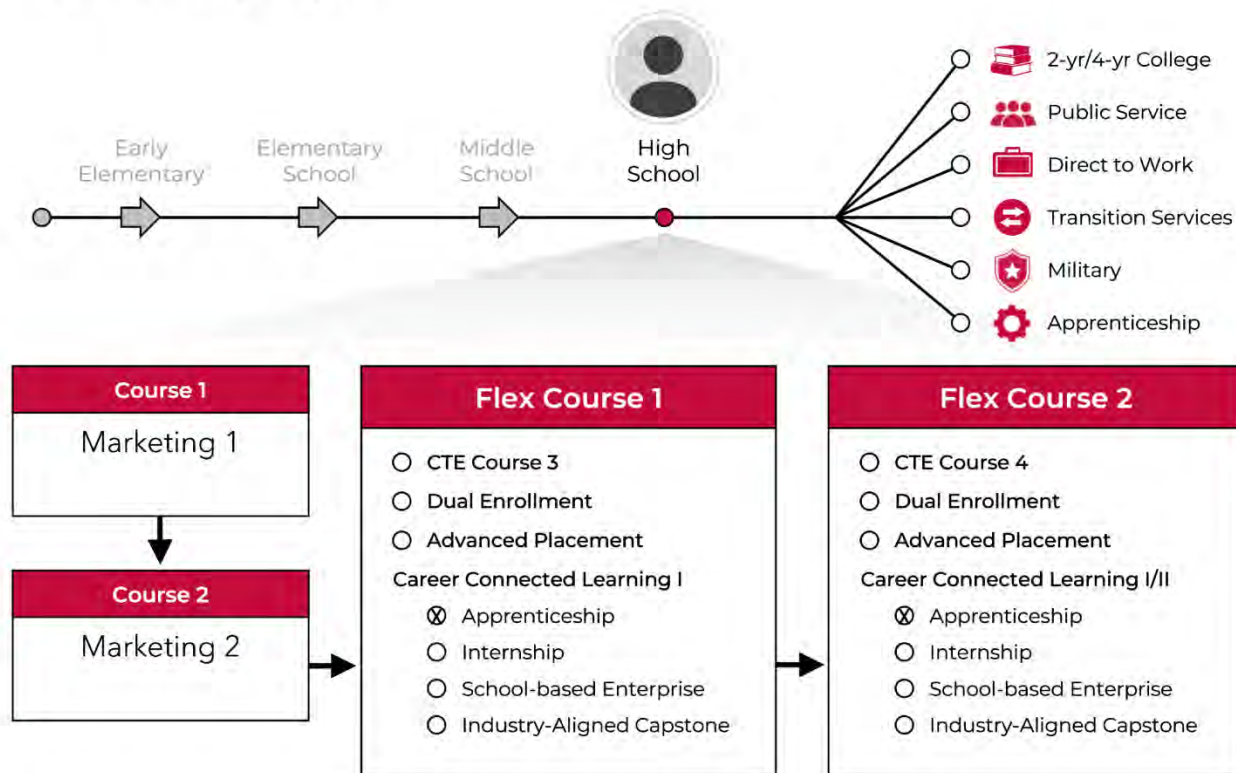
Sample 6 Course Sequence:

This graphic illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals based on the previous six-year plan narrative.

CTE Pathway Sequencing Template-6

Anthony – CTE with Special Education Services

Determine which course sequence can support the student in reaching their goals.



This template is provided as an optional planning resource. It is intended to support local design conversations and does not constitute state guidance or requirements.

Sample Student Schedules in Non-CTE Pathways

Career-Connected Learning is designed for all students and across all pathways and is not limited to traditional CTE course sequences. In many instances, Career-Connected Learning experiences may be intentionally blended with other academic pathways, including Advanced Placement coursework, dual enrollment, comprehensive arts, science pathways, and other approved programs.

The following samples illustrate how students participating in comprehensive arts pathways, advanced academics, world languages, multilingual learner programs, or special education intervention blocks can also leverage these pathways to optimize Industry-Recognized Credential attainment or participate in Career-Connected Learning experiences aligned to their aspirations.

Sample 7 Narrative: Design and Media with special education services

The graphic below illustrates a sample student's six-year plan narrative. The following page illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals.

Six-Year Student Pathway Narrative-Example 7

This example demonstrates how a student's strengths and aspirations, as identified in their most recent career inventory, may lead to multiple pathways and evolving course sequences over time.

Using this template, name the student scenarios most common in your district and determine which course sequences on the following page(s) could support students in reaching their goals.



Grade	Student Scenario	Career Activities
 Middle School	Sally's dad works in carpentry and growing up she liked watching him work in the shop. As she got older, she began assisting by carrying tools or completing small tasks. When she attends her middle school career fair Sally is amazed to learn that she can combined her love for theater with construction as a set designer. During a push-in class taught by her career coach she finds out that her high school has a program for her to pursue this field. She signs up for Stage Production I and enters this into her Six-Year Plan.	* Career fair * Push-in class * Six-Year Plan initiation
 High School	Sally loves her comprehensive arts coursework and becomes a member of the school's stage crew for all theater productions. As a sophomore, Sally has the opportunity to participate in a job shadow with the local theater company – organized by her career coach. She learns that it offers a competitive internship for juniors and seniors and is immediately interested. She updates her Six-Year Plan.	* Job shadow * Six-Year Plan update
 Post-Secondary ☐ 2-yr/4-yr College ☐ Public Service ☐ Direct to Work ☐ Transition Services ☐ Military ☐ Apprenticeship	Sally takes Stage Production III in her junior year. Her teacher helps her create a portfolio she can submit as part of her internship application, and her career coach helps her update her resume. Sally is accepted into the internship program and completes it her senior year. At the same time, she applies to a variety of colleges with the help of both her school counselor and career coach. By the end of the year, she is accepted into one of her top schools and graduates ready for what is next.	* Resume support

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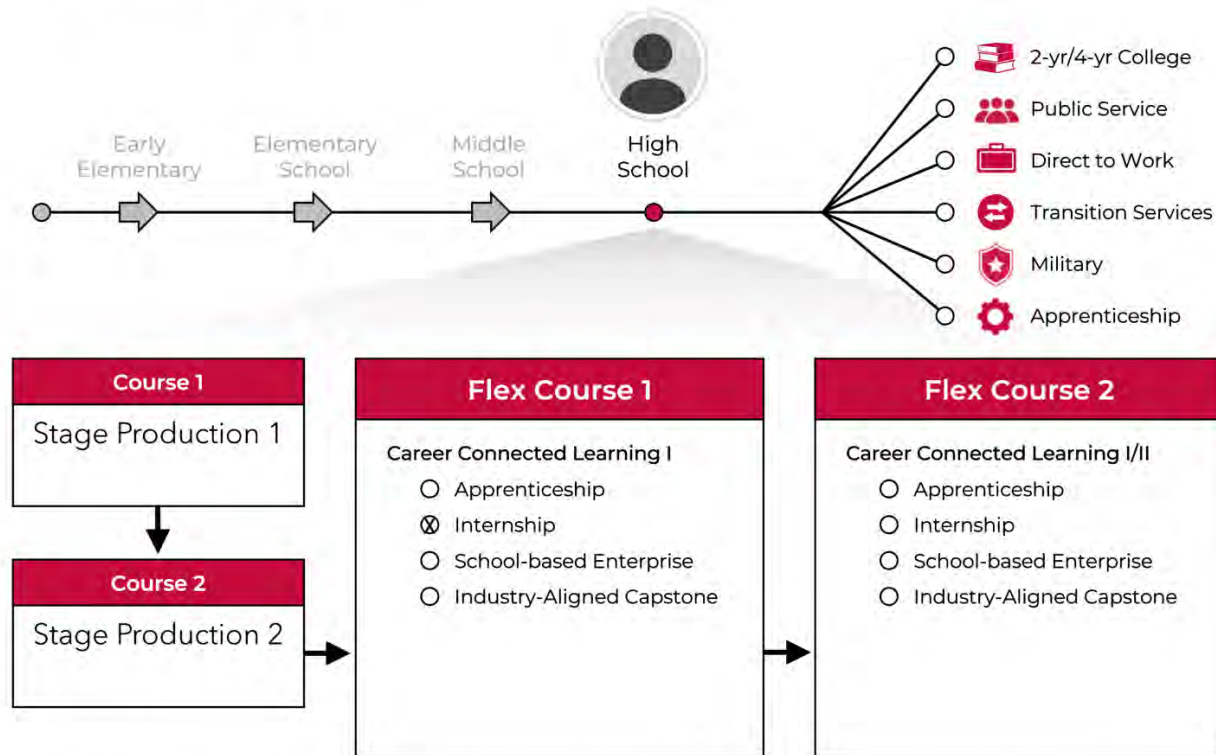
Sample 7 Course Sequence:

This graphic illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals based on the previous six-year plan narrative.

Non-CTE Pathway Sequencing Template-7

Sally – Carpentry and Comprehensive Arts

Determine which course sequence can support the student in reaching their goals.



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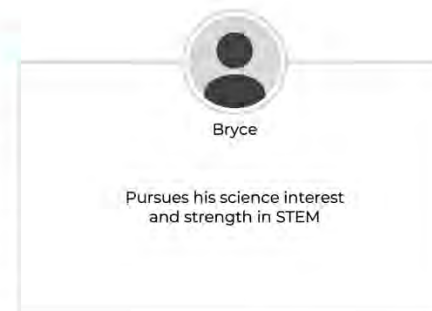
Sample 8 Narrative: STEM and AP

The graphic below illustrates a sample student's six-year plan narrative. The following page illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals.

Six-Year Student Pathway Narrative-Example 8

This example demonstrates how a student's strengths and aspirations, as identified in their most recent career inventory, may lead to multiple pathways and evolving course sequences over time.

Using this template, name the student scenarios most common in your district and determine which course sequences on the following page(s) could support students in reaching their goals.



Grade	Student Scenario	Career Activities
 Middle School	Bryce has always had a deep love of learning, particularly of the sciences. In 8th grade, Bryce participates in a strength finder lesson in social studies that his counselor and career coach co-teach. His results encourage him to explore the Information Technology, Health and Biosciences, and Engineering and Technology career clusters. He records this in his new Six-Year Plan. His career coach pushes into his Algebra I class to introduce students to high school options, including the AP Computer Science Principles class. Bryce is immediately interested, and documents this in his plan.	* Career interest survey * Six-Year Plan initiation
 High School	Bryce's career coach arranges for a medical device developer to speak to his 9th grade AP course and share how the sciences can help human development and society. Bryce is deeply interested, and decides that he wants to attend college and major in a STEM-related field. At the end of the year, the career coach meets with Bryce and a small group of students who are similarly on track to meet the College and Career Readiness (CCR) standard by the end of the year. He learns about the AP Capstone Diploma and has a chance to attend an internship exhibit with the group. He updates his Six-Year Plan to include additional AP courses in his 10th, 11th and 12th grade year - including courses in the sciences such as AP Environment Science and AP Computer Science A.	* Individualized speaker series * Small group career coaching session * Internship fair * Six-Year Plan update
 Post-Secondary ☐ 2-yr/4-yr College ☐ Public Service ☐ Direct to Work ☐ Transition Services ☐ Military ☐ Apprenticeship	In his 11th grade year, Bryce interns at an environmental sustainability firm and loves it. By the end of his 12 th grade year, Bryce he earns an IRC in Digital Technology in his AP Computer Science A class. He decides to major in environmental and computer sciences. In a career coach-led workshop that May, Bryce learns about statewide post-secondary internship opportunities and decides that once in college he will visit the career center to take advantage of these opportunities. He would love to intern with a GIS Specialist. He graduates from high school with his AP Capstone Diploma and is confident and ready to pursue his next steps.	* Post-secondary internship workshop

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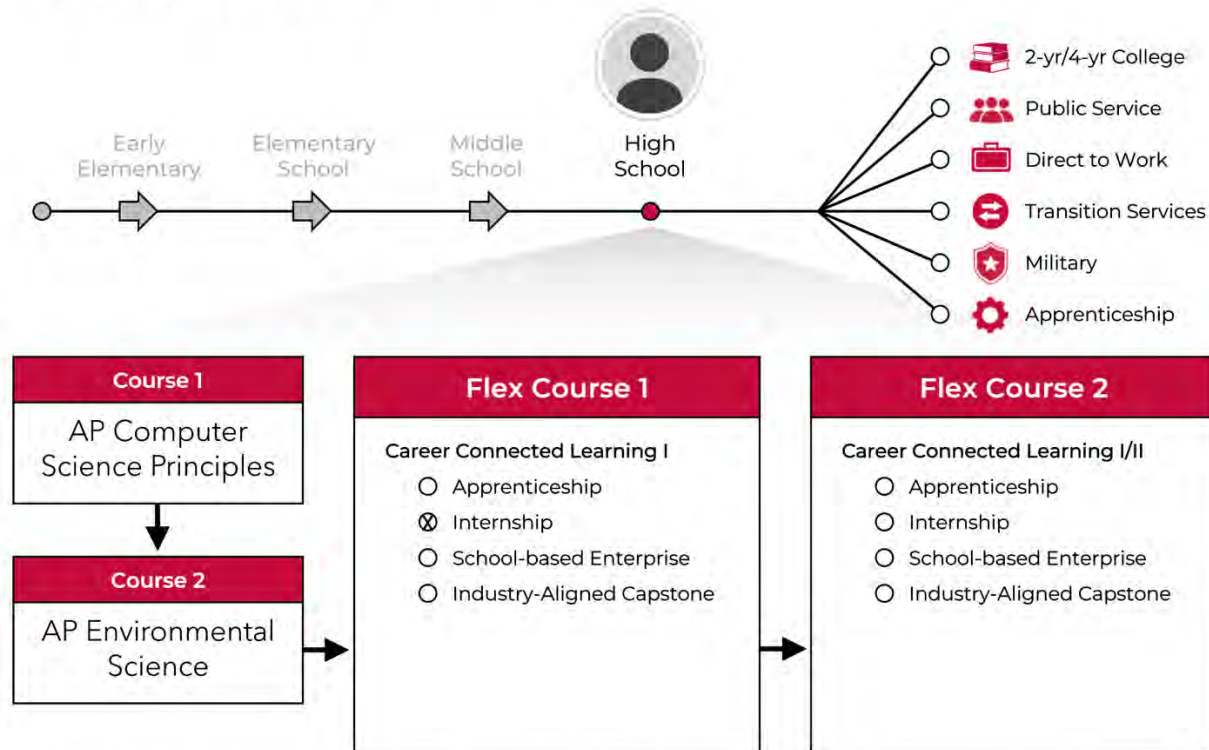
Sample 8 Course Sequence:

This graphic illustrates a sample of how that student could be scheduled in Career-Connected Learning experiences to reach their goals based on the previous six-year plan narrative.

Non-CTE Pathway Sequencing Template-8

Bryce – AP Pathway

Determine which course sequence can support the student in reaching their goals.



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Attachment 5

MONTHLY SNAPSHOT

Reporting Period: March 2026

IMPACT

	TOTAL STUDENT INTERACTIONS	TOTAL UNIQUE STUDENTS	MIDDLE SCHOOL INTERACTIONS	HIGH SCHOOL INTERACTIONS
Reporting Period	13,617	12,552	7,322	6,295
Year to Date	81,702	76,892	44,358	37,344

657



ENGAGED IN
SMALL GROUP

7,914



ENGAGED IN
LARGE GROUP SESSION

2,123



ENGAGED IN
CAREER EXPLORATION

2,923

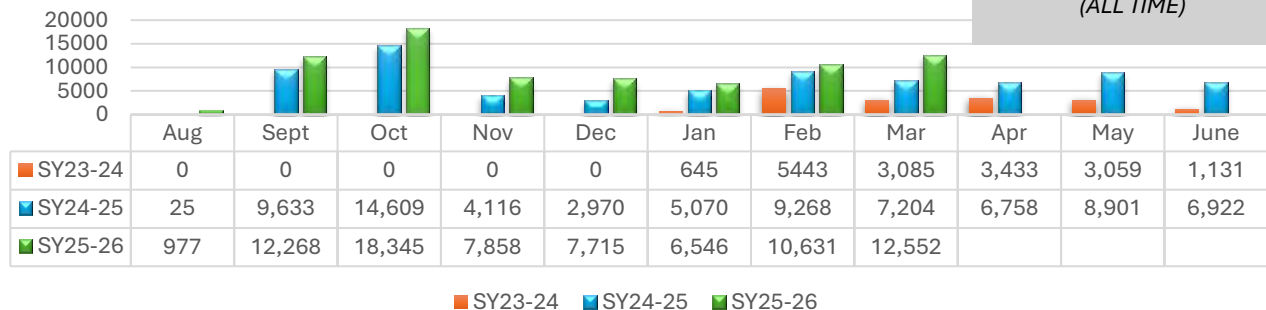


ENGAGED IN
OTHER CAREER ADVISING
EXPERIENCE/1:1 SESSION

UNIQUE STUDENTS ATTENDING SESSIONS

172,536

TOTAL
STUDENT INTERACTIONS
(ALL TIME)



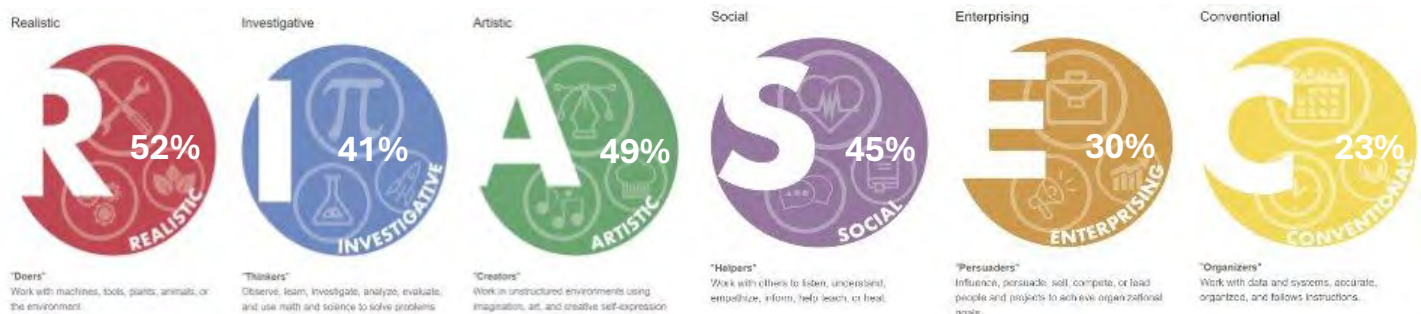
STUDENT FEEDBACK RESULTS

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%.

MoCo Career Advising Program — Congruence

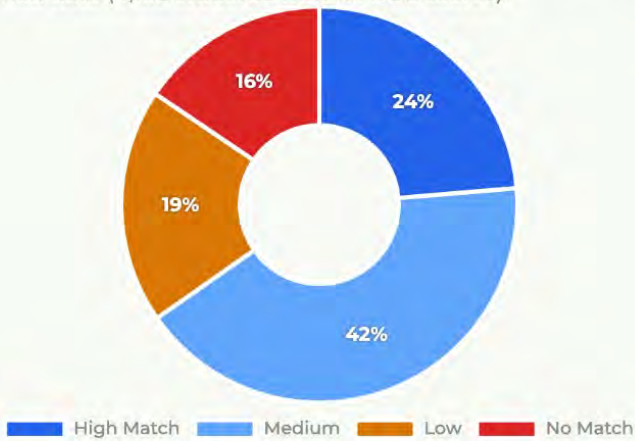
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TORS COOPERATIVE — CONFIDENTIAL

CAREER-INTEREST MATCH DISTRIBUTION

Career-Interest Match Distribution

Congruence = how well a student's career interest matches their RIASEC type (Holland Code). High (>12), Medium (5-12), Low (<5), No Match. | Nov 2025 cleaned data (4,182 students with RIASEC scores)



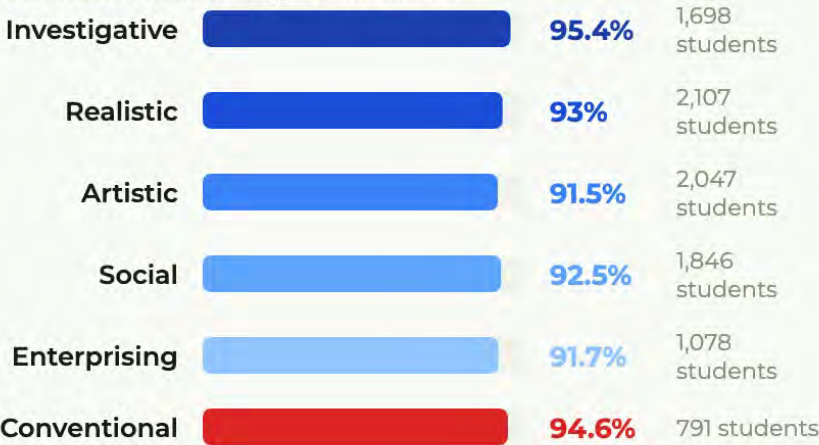
💡 **So What:** 84.5% match rate is strong — focus coaching resources on the 15.5% No Match students (RIASEC score <5) who need targeted career exploration to find their fit.

📌 **So what:** Congruence rate: 84.5%. 650 students (16%) show no career-interest match.

👉 **Next step:** Route no-match students to career assessment and targeted exploration activities.

Congruence by RIASEC Type

Match percentage for each of the 6 Holland RIASEC types: Realistic, Investigative, Artistic, Social, Enterprising, Conventional. Higher % = better career-interest fit for that type. | SY 2025-26

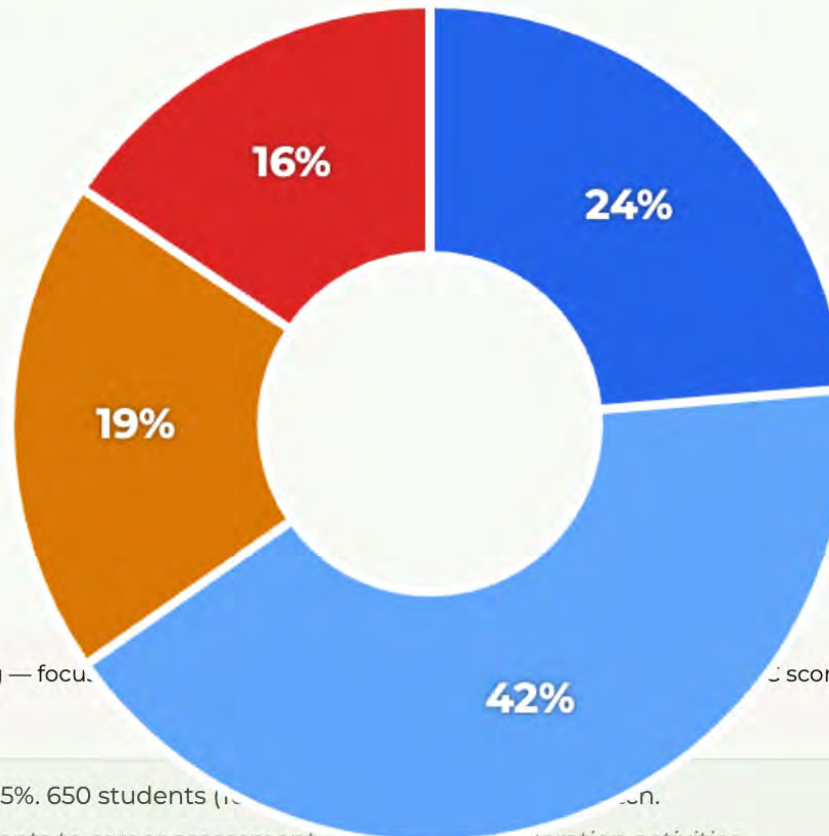


💡 **So What:** Investigative leads at 88.1% match; Conventional lags at 78.9%. Recommend showcasing hidden-gem Conventional careers (logistics, data analysis, finance) to close the gap.

CAREER-INTEREST MATCH DISTRIBUTION

Career-Interest Match Distribution

Congruence = how well a student's career interest matches their RIASEC type (Holland Code). High (>12), Medium (5-12), Low (<5), No Match. | Nov 2025 cleaned data (4,182 students with RIASEC scores)



💡 **So What:** 84.5% match rate is strong — focus on exploration to find their fit.

👉 score <5) who need targeted career

📌 **So what:** Congruence rate: 84.5%. 650 students (15.5%) are in the Low or No Match category.

👉 **Next step:** Route no-match students to career assessment and targeted exploration activities.

■ High Match ■ Medium ■ Low ■ No Match

CONGRUENCE BY RIASEC TYPE

Congruence by RIASEC Type

Match percentage for each of the 6 Holland RIASEC types: Realistic, Investigative, Artistic, Social, Enterprising, Conventional. Higher % = better career-interest fit for that type. | SY 2025-26

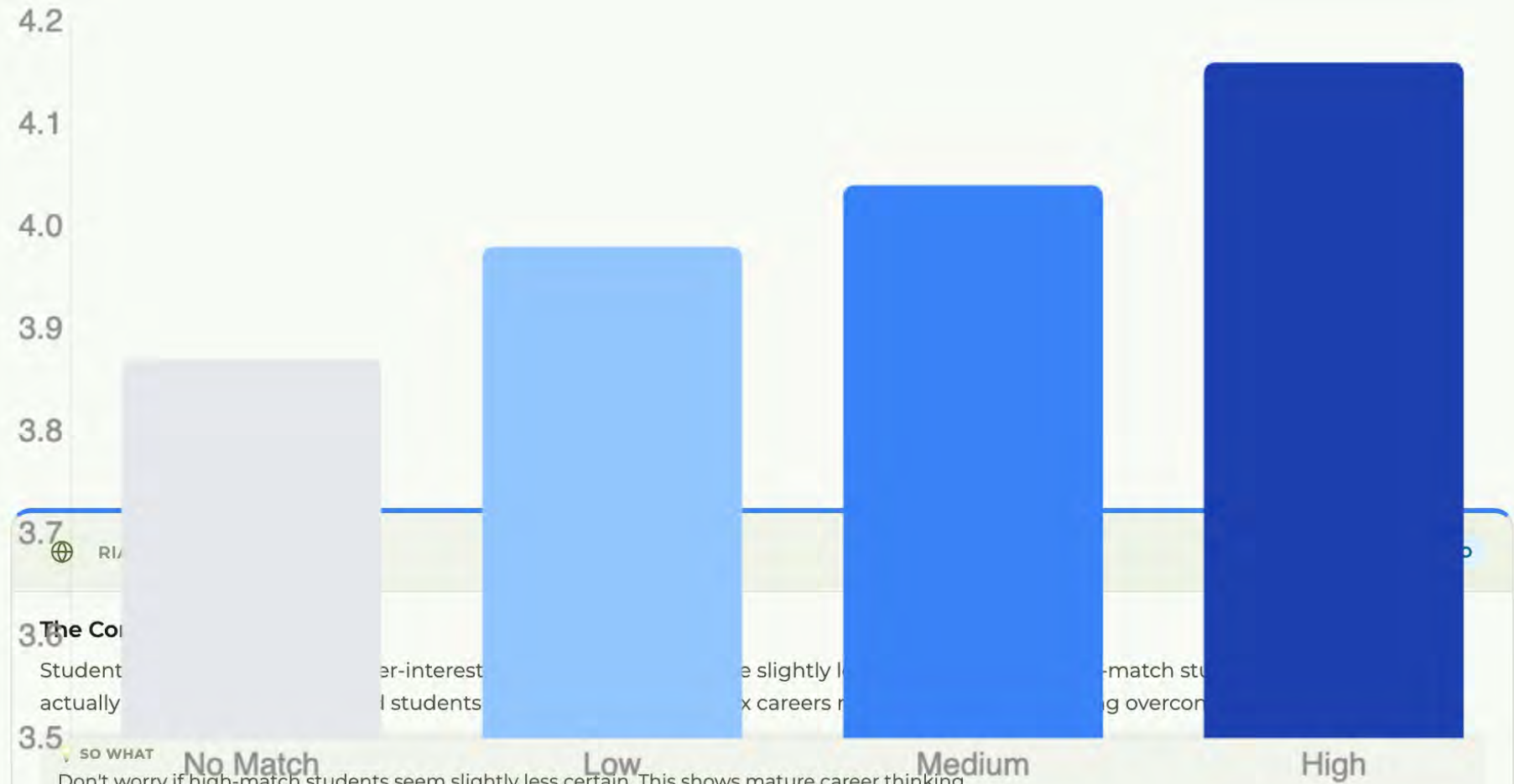


So What: Investigative leads at 88.1% match; Conventional lags at 78.9%. Recommend showcasing hidden-gem Conventional careers (logistics, data analysis, finance) to close the gap.

CERTAINTY BY MATCH LEVEL

Certainty by Match Level

Average self-reported career certainty (1-5 scale: 1="Very Unlikely" to 5="Very Likely" to pursue chosen career) grouped by congruence level. | SY 2025-26



SO WHAT

NEXT STEP

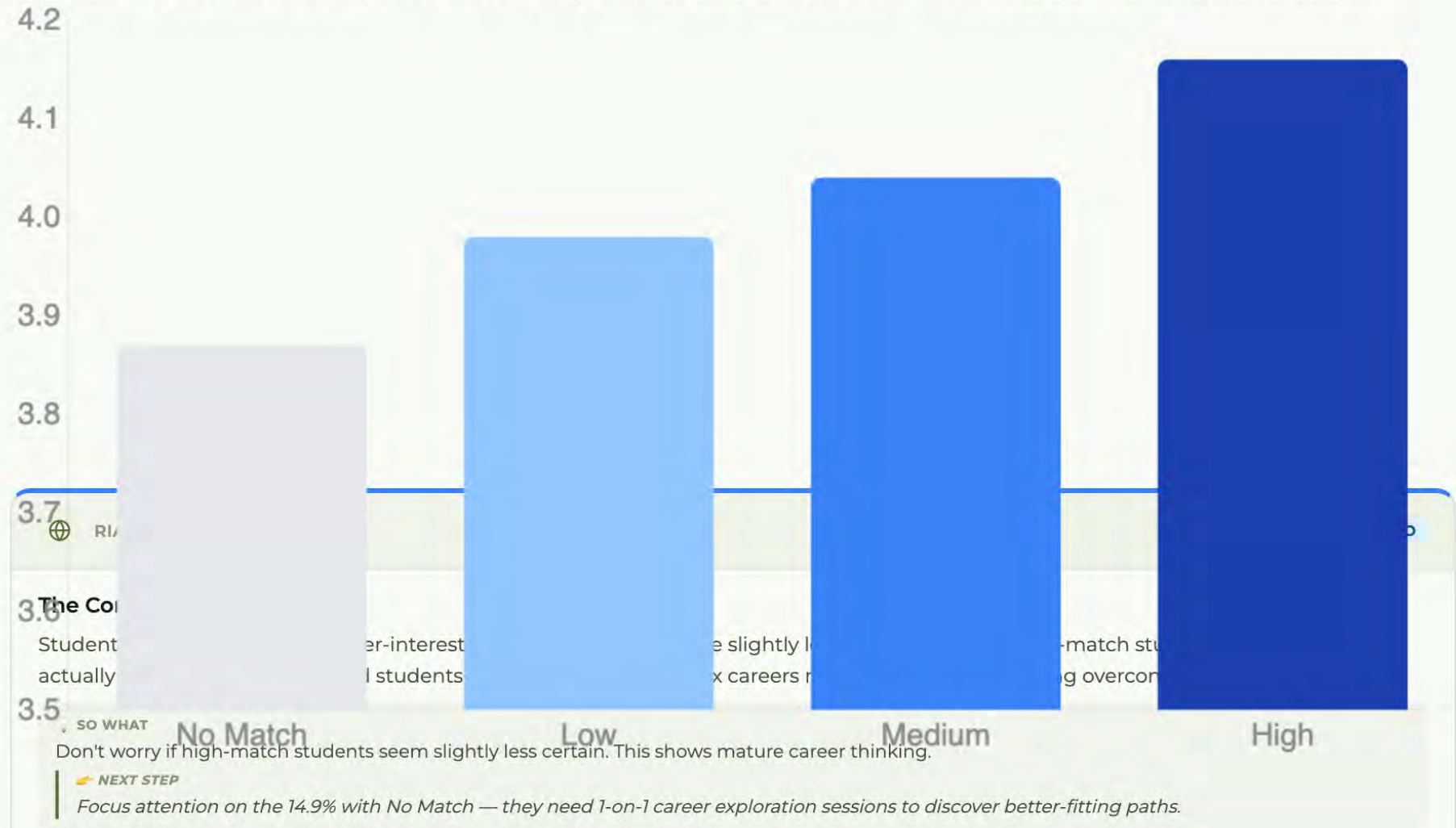
Focus attention on the 14.9% with No Match — they need 1-on-1 career exploration sessions to discover better-fitting paths.

[View details](#)

CERTAINTY BY MATCH LEVEL

Certainty by Match Level

Average self-reported career certainty (1-5 scale: 1="Very Unlikely" to 5="Very Likely" to pursue chosen career) grouped by congruence level. | SY 2025-26



> View details

MoCo Career Advising Program — Engagement

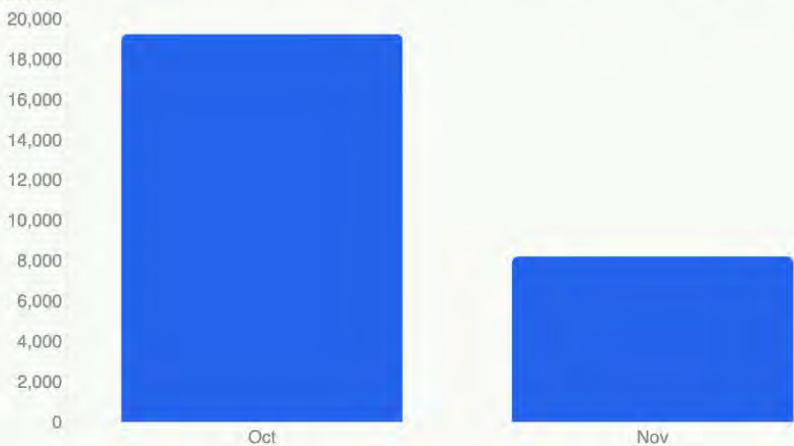
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TORS COOPERATIVE — CONFIDENTIAL

MONTHLY SESSION TREND

Monthly Session Trend

Total coaching sessions delivered each month. Total coaching sessions delivered each month. October peak reflects program rollout. | Oct–Nov 2025



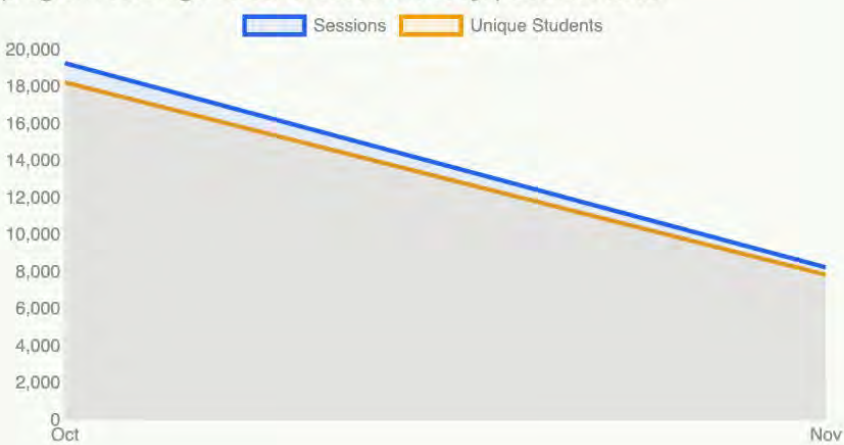
💡 **So What:** October saw the highest engagement at 19,264 sessions. November data reflects Cristina's cleaned and matched dataset.

📉💡 **So what:** Engagement peaked in Oct (19,264 sessions). Nov is 43% of peak.

👉 **Next step:** Data from Cristina's cleaned Oct & Nov datasets.

Program Reach by Month

Unique students reached each month (deduplicated). Measures breadth of program coverage across the student body. | Oct–Nov 2025

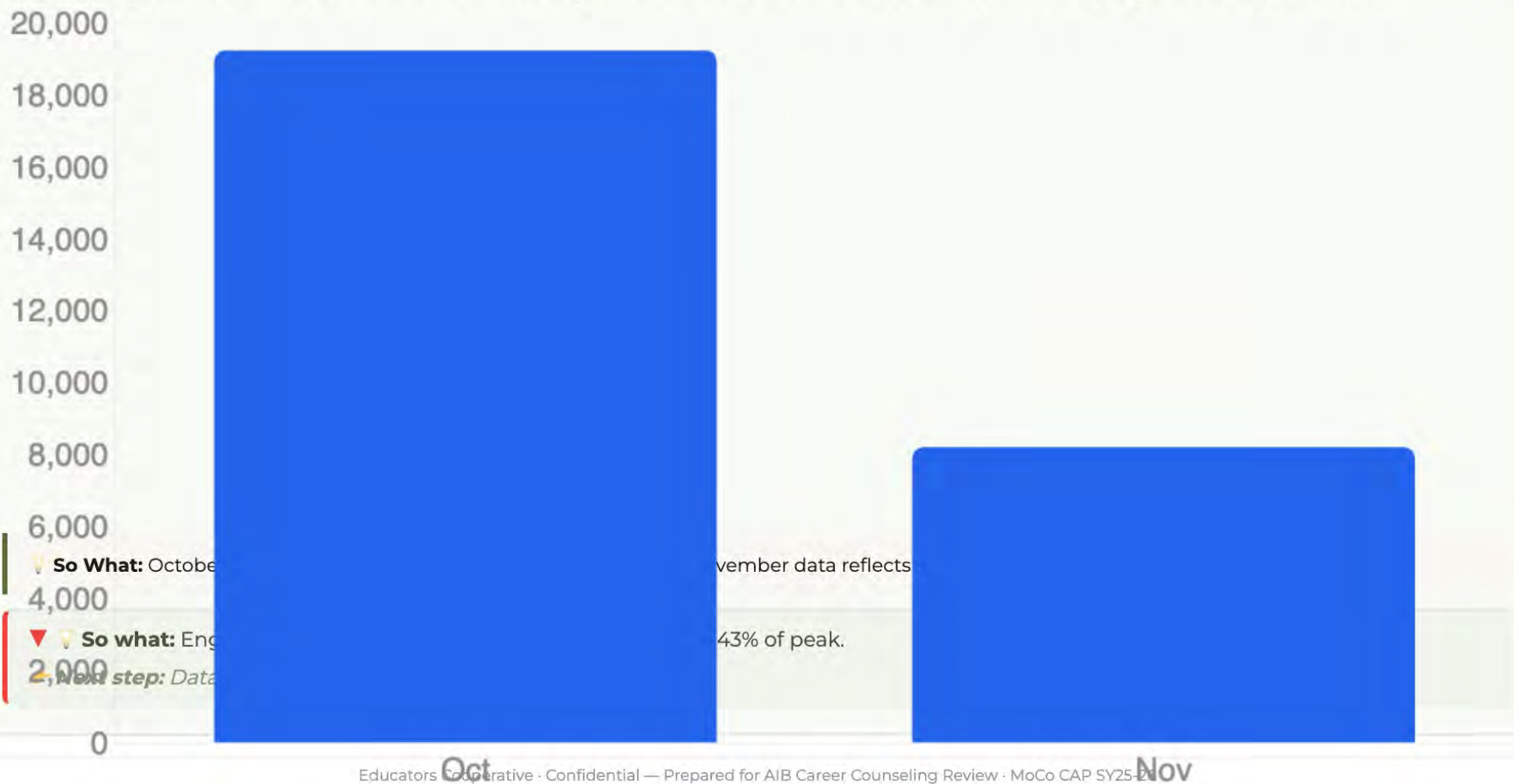


💡 **So What:** Reach stays stable even as total sessions decline — student interest remains strong. Opportunity to deepen engagement per student, not just breadth.

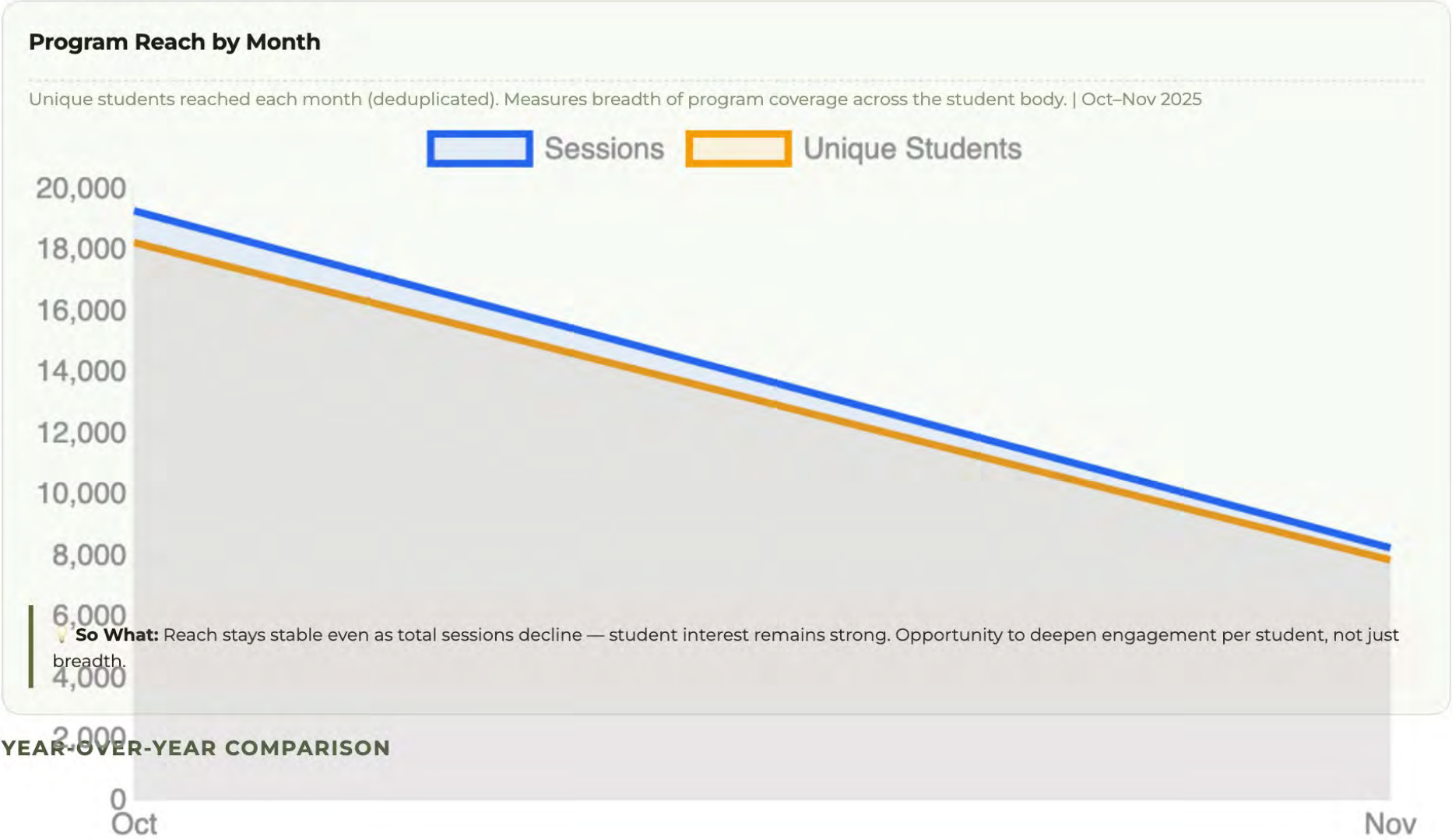
MONTHLY SESSION TREND

Monthly Session Trend

Total coaching sessions delivered each month. Total coaching sessions delivered each month. October peak reflects program rollout. | Oct–Nov 2025



PROGRAM REACH BY MONTH



Year-over-Year Comparison

Unique students per month across SY 2023-24, SY 2024-25, and SY 2025-26. Shows program scaling trajectory — current year is 3x prior years. | Jul–Feb by school year



6,000  PROGRAM

WATCHLIST

4,000

3x Growth — Watch Quality Closely

The program has grown 3x year-over-year, which validates the scaling strategy. But rapid growth can strain quality — monitor helpfulness closely as program scales. Growth without quality is unsustainable.

 SO WHAT

Keep monitoring how helpful students find sessions as the program grows.

 NEXT STEP

Set a quality floor: if helpfulness drops below 3.50 out of 5 at any school, pause expansion there and invest in coach training first.

> View details

▲💡 **So what:** Oct–Nov 2025: 27,499 sessions across 26,064 unique students from Cristina's cleaned data.

👉 **Next step:** *Maintain momentum through spring to set a new annual record.*

YEAR-OVER-YEAR COMPARISON

Year-over-Year Comparison

Unique students per month across SY 2023-24, SY 2024-25, and SY 2025-26. Shows program scaling trajectory — current year is 3x prior years. | Jul–Feb by school year



☆ PROGRAM

WATCHLIST

4,000

3x Growth — Watch Quality Closely

The program has grown 3x year-over-year, which validates the scaling strategy. But rapid growth can strain quality — monitor helpfulness closely as program scales. Growth without quality is unsustainable.

SO WHAT

Keep monitoring how helpful students find sessions as the program grows.

NEXT STEP

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> View details

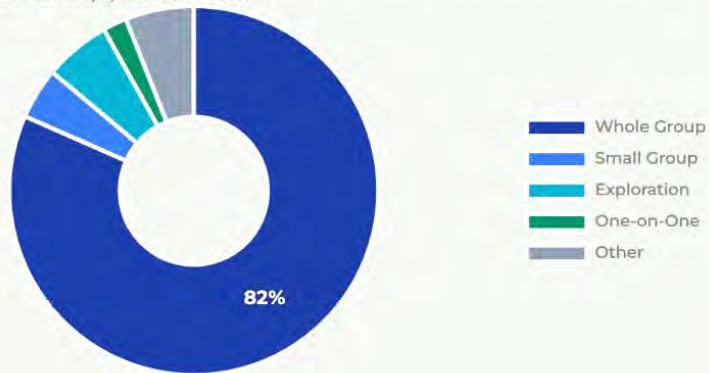
▲💡 **So what:** Oct–Nov 2025: 27,499 sessions across 26,064 unique students from Cristina's cleaned data.

👉 **Next step:** Maintain momentum through spring to set a new annual record.

SESSION TYPE DISTRIBUTION (OCTOBER)

Session Type Distribution (October)

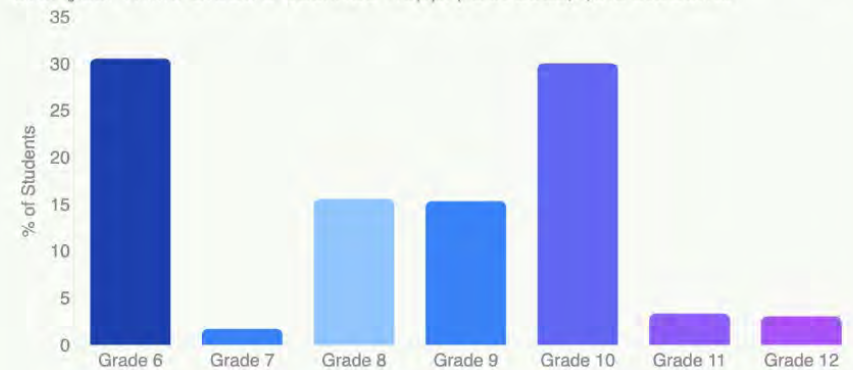
Breakdown of how October coaching sessions were delivered. Whole group dominates at 81.9%. One-on-one is most effective but only 1.8% of sessions. | Oct 2025, 1,012 students



💡 **So What:** Whole group at 81.9% means most students get the same experience. Increasing small-group and 1:1 sessions could meaningfully improve individual outcomes.

Grade Distribution (October)

Percentage of October students by grade level. Grade 6 surged +17pp year-over-year while Grade 8 declined -16pp. | Oct 2025, 1,012 students

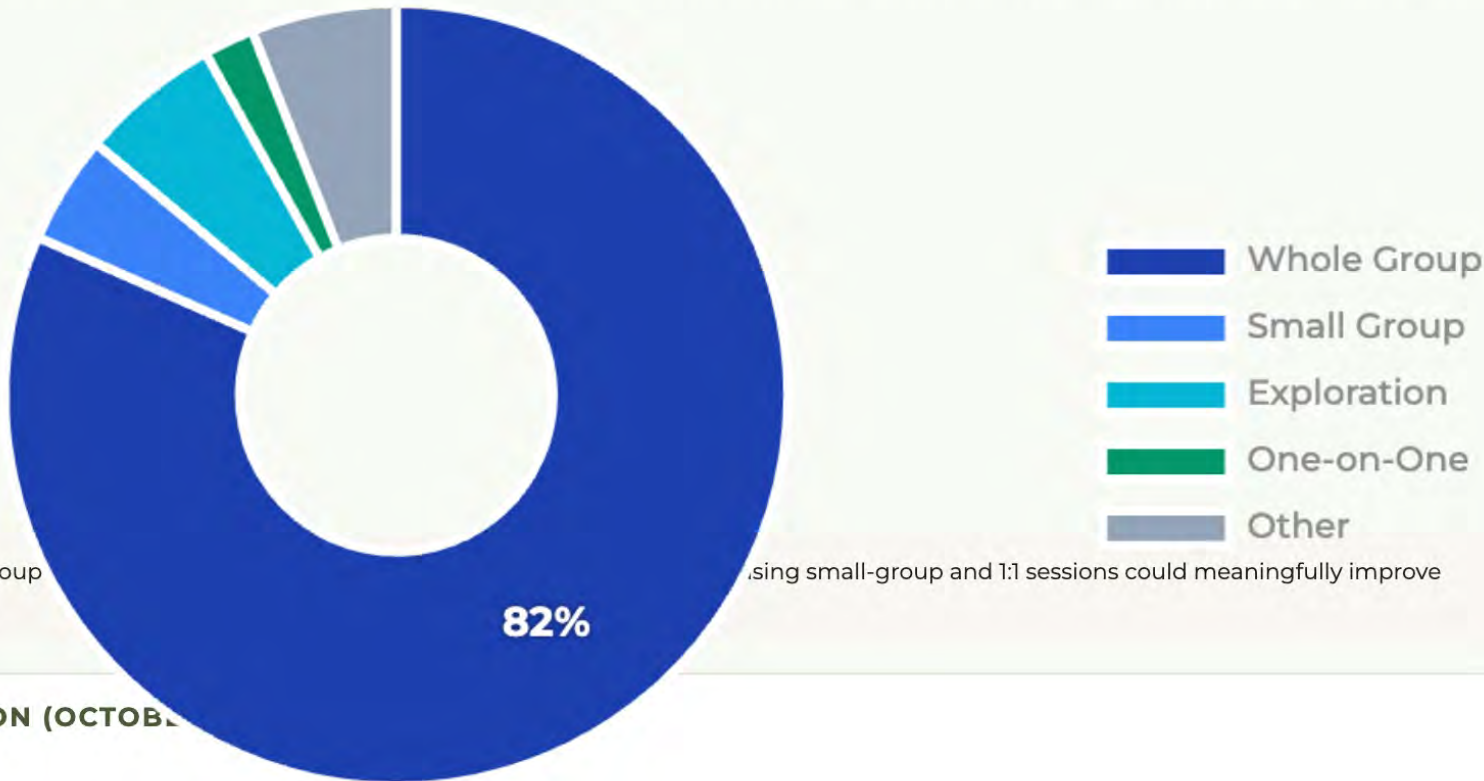


💡 **So What:** Grade 6 surged +17pp year-over-year. Ensure career coaching content is age-appropriate and developmentally relevant for these younger students.

SESSION TYPE DISTRIBUTION (OCTOBER)

Session Type Distribution (October)

Breakdown of how October coaching sessions were delivered. Whole group dominates at 81.9%. One-on-one is most effective but only 1.8% of sessions. | Oct 2025, 1,012 students



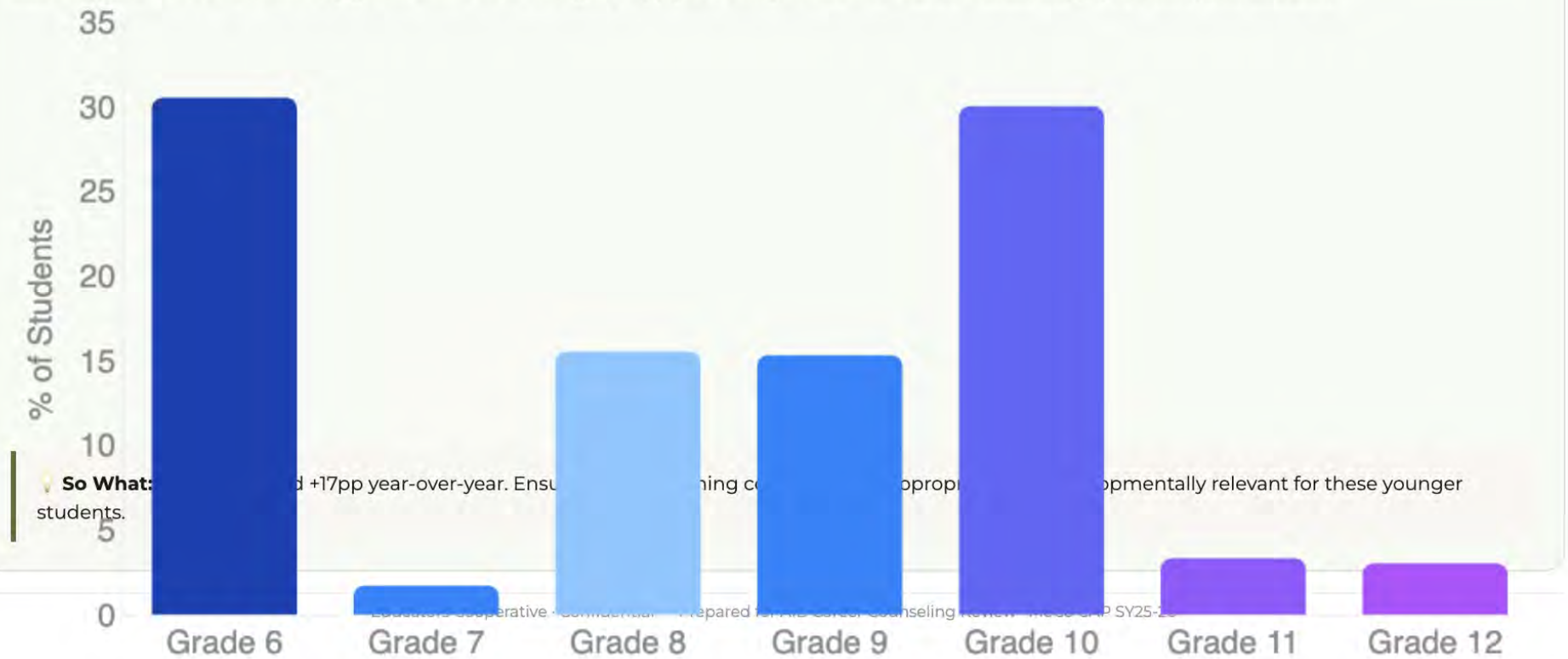
💡 **So What:** Whole group individual outcomes.

.sing small-group and 1:1 sessions could meaningfully improve

GRADE DISTRIBUTION (OCTOBER)

Grade Distribution (October)

Percentage of October students by grade level. Grade 6 surged +17pp year-over-year while Grade 8 declined -16pp. | Oct 2025, 1,012 students



FOLLOW-UP REQUEST PATTERNS (OCTOBER YOY)



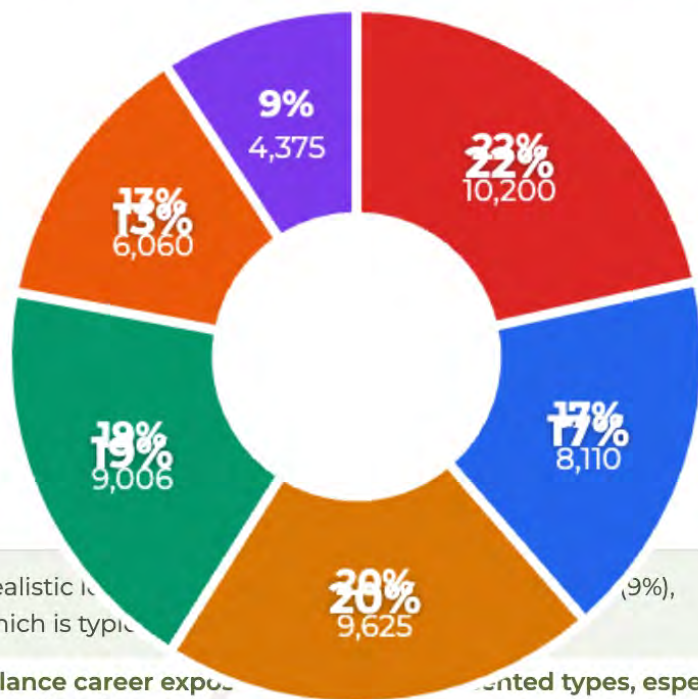
MoCo Career Advising Program — Overview

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KEY PERFORMANCE INDICATORS

Interest Themes (RIASEC)

OCT–NOV 2025 | 26,067 STUDENTS



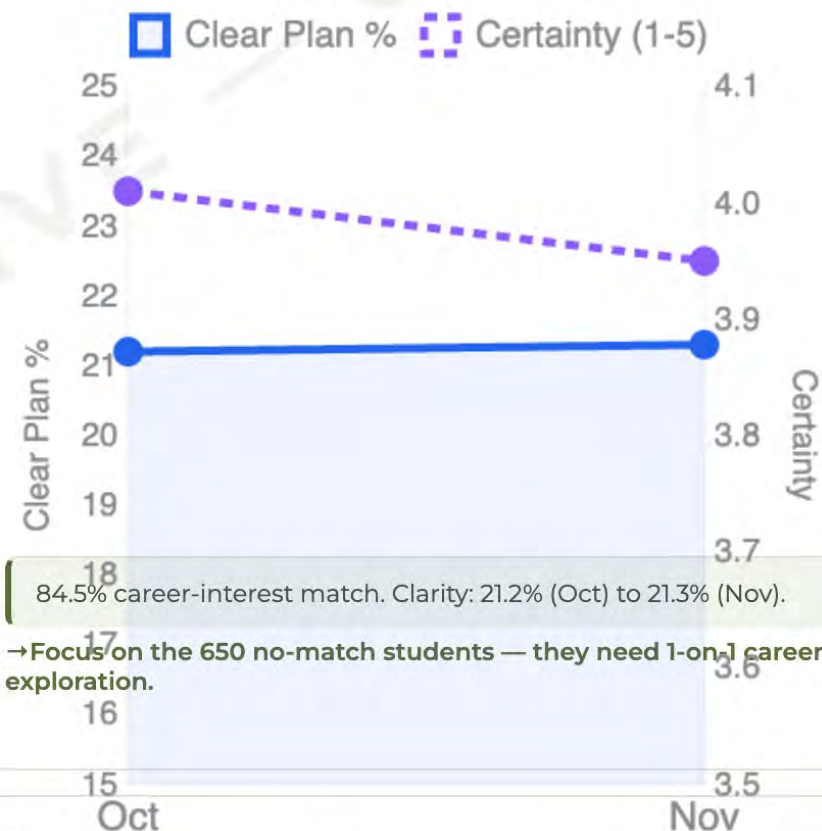
Realistic is the most common theme, which is typical for students in this program.

→ Balance career exposure across all six types, especially the Conventional.

Realistic Investigative Artistic
Social Enterprising Conventional

Congruence & Clarity

OCT–NOV 2025



84.5% career-interest match. Clarity: 21.2% (Oct) to 21.3% (Nov).

→ Focus on the 650 no-match students — they need 1-on-1 career exploration.

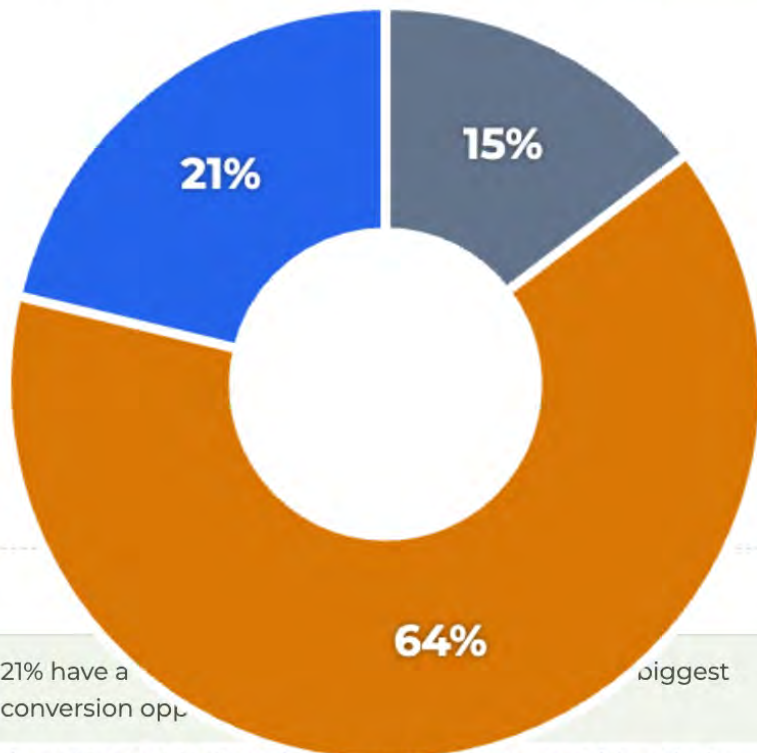
Student Engagement

OCT–NOV 2025



Career Clarity

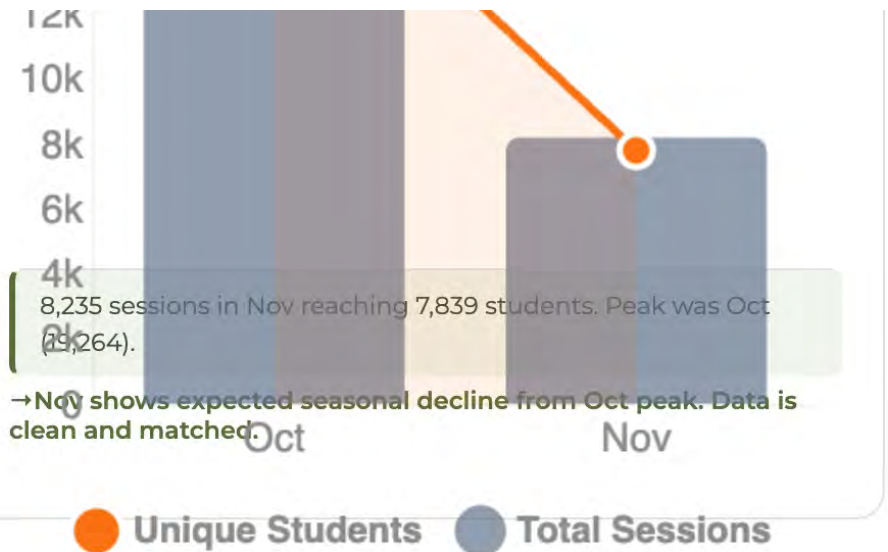
OCT-NOV 2025 | 20,711 SURVEYED



21% have a conversion opportunity

→ Show "Some Idea" students clear pathways matching their RIASE type to move from "Some Idea" to "Clear Plan."

■ Unsure ■ Some Idea ■ Clear Plan



PATTERN FLAGS — AUTOMATED OUTLIER DETECTION

Pattern Flags — Automated Outlier Detection

CAREER CLARITY DISTRIBUTION

Career Clarity Distribution

Student self-reported career clarity: "Unsure" (no direction), "Some Idea" (exploring options), or "Clear Plan" (specific career goal). Based on post-session surveys.
| Oct–Nov 2025 (20,745 students)

CAREER CLARITY DISTRIBUTION

Career Clarity Distribution

Student self-reported career clarity: "Unsure" (no direction), "Some Idea" (exploring options), or "Clear Plan" (specific career goal). Based on post-session surveys.
| Oct–Nov 2025 (20,745 students)

Attachment 6

Acknowledgments

Montgomery County Public Schools

Grace Rivera-Oven, BOE President

Dr. Thomas Taylor, Superintendent

Niki T. Porter, Chief Academic Officer

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

Wayland Allrich, Coordinator Career Advising

Dr. Shana Green, Career Advising Instructional Specialist

Temidayo O. Banjo, Career Advising Instructional Specialist

Career Advising Curriculum Support Teachers

Career Advising Cluster Leads

District Student Advisory Council Leaders

WorkSource Montgomery/Workforce Development Board

Omar Lazo, WDB Chair

Anthony Featherstone, President & CEO

John Hattery, Career Educational Services Deputy Director

Dr. Marla Wyche, CES Director of Operations

Dr. Monica Talley, CES Director of Training

MOCOCAP Career Education Managers

MOCOCAP Career Advising Coaches

Montgomery College

Dr. Elena Saenz, Associate Senior Vice President
for Academic Partnerships and Programs



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FUTURE READY

Elevate the Experience. Every school. Every student. Every interaction.

Student Advisory Council Summit

Montgomery College – Germantown Campus • April 29, 2026



SUMMIT AGENDA

9:05 AM	Registration & Arrival
9:30 AM	Welcome & Opening Remarks John Payne, 12th grade, Walter Johnson High School Saarvi Lanke, 8th grade, Shady Grove Middle School Greetings Grace Rivera-Oven, Board of Education President Wayland Allrich, Career Advising Coordinator, MCPS Sharon Anthony, Campus Dean Montgomery College John Hattery, Deputy Director, WorkSource Montgomery Guest Speaker Introduction Grace Chi, 10th grade, Poolesville HS
9:55 AM	Guest Speaker Dr. Joey Jones Principal, Frost Middle School
10:15 AM	Group Rotations Overview Workshop Rotations
10:30 AM	College Tour / Workshops Rotation 1 College Tour: Groups A & B Workshops: Groups C, D, E
11:10 AM	College Tour / Workshops Rotation 2 College Tour: Groups C & D Workshops: Groups A, B, E
11:50 AM	College Tour / Workshops Rotation 3 College Tour: Group E Workshops: Groups A, B, C, D
12:25 PM	Lunch/Evaluation Completion - Resource Fair - Summit Reflection Activity - Networking
1:00 PM	Departure

WORKSHOPS

Presentation Topic	School Student Presenters	Room Number	Presentation Time
The Leadership Lab	Watkins Mill High School Chloe Tablada	BE 163	Rotation 1 (10:30-11:00)
Marketing like a Pro	Eastern Middle School Hidaya Mubarik, Esther Yao, Sasha Lopez, Liya Amsalu, Naomi Asmerom, & Lilian Alemu	BE 160	
Grow Your Network	Poolesville High School Grace Chi	BE 162	
Comms UP!	Bethesda-Chevy Chase High School Sam Ben-Yehuda, Natalie Farquharson, Lucy Knaus, Alli Kirshner, & Talia Pankopf	BE 158	
Building a Future-Ready Student Body	Neelsville Middle School Mikael Rana, Dhruv Rajpara, & Nicolas Cruz Diaz	BE 160	Rotation 2 (11:10-11:40)
Real Stories, Real Careers: Staff Voices in Advisory	Seneca Valley High School Eila Olsen, Hailey Morgan, & Zuri Adolwa	BE 163	
How to Publicize Your Event	Walt Whitman High School Laura Daniel, Penelope Killeen, Leonie Ahram, Aidan Evans, & Vivienne Adams-Yee	BE 158	
How to Plan a Successful SAC Meeting	Montgomery Blair & Richard Montgomery High School Maya Ehrlich, Allan Guech, & Sara Teshome	BE 162	Rotation 3 (11:50-12:20)
The Best Version of You: Self-Knowledge, Social Responsibility, and the Power of RIASEC Within the School Community	Damascus High School Samuel Escano Moreno, Alex Klimczak, Abigail Fine, Maryam Jafari, & Sophia Hernandez	BE 160	
Planning & Organizing a Student-Led Career Fair	Wheaton High School. Isatou Kuyateh, Luam Kiflom, Megan Cadman, Helen Sirag, & Beatriz Cabrera Martin	BE 158	
How to Optimize SAC Outreach: Strategies to Maximize Student Reach & Impact	Winston Churchill HS Megan Dang, Jolee Duong, & Keyon Lu	BE 163	

Attachment 7

Family and Community Engagement Team Quarter 1 Events

PTSA / PTA Engagement

MoCo CAP increased visibility and connected directly with families through collaborations with PTSA organizations with quarterly events happening at Loiederman MS, Poolesville HS, Edison High School and Churchill High School, supporting family understanding of career readiness pathways.

Parentsquare Pilot Program – Poolesville HS, Loiederman, Argyle, and Takoma Park MS's designed to use Parentsquare to share monthly updates about MoCo Cap and provide resources for parent engagement with their students at home.

MoCo Cap Website Update – Created a new parents toolkit to be added to the parent page to help parents better connect with their students' experiences with MoCo Cap.

MoCo Cap & Work Base Learning Workshop Development – created a joint presentation to share the world of work with Montgomery County at large.

University of Maryland School of Education Career Networking Event – Career Advising Coach Camila Bueno attended and was able to connect with UMD Schools of Pharmacy & Engineering representatives who came to Churchill HS to talk about their schools and who are now working with other MoCo Cap coaches to come speak at their schools.

Career Fair(s) – multiple MS & HS held career fairs bringing members of the community into multiple middle & high schools:

Winston Churchill HS Career Fair had 60 presenters and over 500 students in attendance: it was highly successful and well-received.

Rockville HS Career Fair had 30 employers come to campus to connect with students. Throughout the event, students enjoyed speaking directly with professionals, learning about different career paths, and even discovering potential summer job opportunities.

Shady Grove MS Career Fair hosted an engaging and impactful career fair exposing students to a variety of career pathways. Students participated in RIASEC-based activities, hands-on discussions, and meaningful conversations with professionals to better understand their strengths and future opportunities.

Quince Orchard MS Career Fair had over 20 employers on site (some of whom were hiring students on site) providing information to students. Students had the opportunity to interact with a variety of professions and learned invaluable information during the process.

Damascus HS Career Fair was themed "Passport to Your Future: Discover Destinations: Explore Your Future." The event attracted vendors and businesses from different careers. The students also participated in Resume building workshop, Job search strategies workshop, and RIASEC deep dive workshop.

Attended East County Advisory Meeting – Dr. Taylor, MCPS Superintendent was the presenter and he spoke about the state of MCPS and its plans to address physical plant needs, learning outcomes, and the boundary study.

Historically Black Colleges & Universities Event – C. Bueno and M. Kelman showcased MoCo Cap at the event with a table to share the work of MoCo Cap to parents attending the event. While Ms. Beryllynn Jeanpierre hosted an 8th-grade workshop with support from Career Coach Michelle Redd-Latimer focused on college preparation and how MoCo CAP supports a successful transition to high school and college readiness.

Parent Night – Rising 9th Graders @ Churchill HS

Parent Coffee Chat @ Churchill HS

Joint Out of School Youth & MoCo Cap Seminar @ Churchill HS

Meet – A – Pro with the Honorable Jennifer Hosey (MCDCC – District 17 Representative)

Attachment 8

Monthly Data Check (Jan–Mar)

Q1 2026 MOCO CAP COMMS DASHBOARD

MoCo CAP Q1 Comms Dashboard

	Published Posts	Total Followers	Engagements	Total Reach/ Views
Instagram	38	325	328	9,786
Facebook	38	317	9	1,030
LinkedIn	44	348	284	7,073
TikTok	16	13	40	2,697
YouTube	10	73	N/A	1,387

Social Media Dashboard

Instagram Q1 Overview

	Published Posts	Followers	Views
January	8		1.7K
February	12		2.6K
March	18	325	4.5K

Top 3 Reach

1. Welcome Career Coach Ms. Ford (Post)- Posted March 2: 1,139 views, 571 accounts reached, 19 interactions
2. Q4 2024 Quarterly report (Post)- Posted February 19: 333 views, 158 accounts reached, 4 interactions
3. Meet A Pro Spotlight (Reel)- Posted January 5: 298 views, 209 accounts reached, 13 interactions

Top 3 Engagement

1. Meet A Pro Mr. George Rice, III (Reel)- Posted March 19: 154 views, 124 accounts reached, 29 interactions
2. Welcome Career Coach Ms. Ford (Post)- Posted March 2: 1,139 views, 571 accounts reached, 19 interactions

3. College Days, Weeks, and Fairs (Post)- Posted March 20: 262 views, 122 accounts reached, 17 interactions

Facebook Q1 Overview

	Published Posts	Followers	Views
January	8	293	266
February	12	306	238
March	18	317	527

Top 3 Reach

1. College Tours Recap (Post)- Posted March 13: 85 views, 0 interactions
2. College Days, Weeks, and Fairs (Post)- Posted March 20: 84 views, 1 interaction
3. Welcome Career Coach Ms. Ford (Post)- Posted March 2: 82 views, 0 interactions

Top 3 Engagement

1. Meet A Pro Spotlights (Video)- Posted January 13: 64 views, 2 likes
2. College Days, Weeks, and Fairs (Post)- Posted March 20: 84 views, 1 interaction
3. Meet A Pro Ms. Kimberly Lauer (Video)- Posted January 15: 59 views, 1 like

LinkedIn Q1 Overview

	Published Posts	Followers	Views
January	10	315	1,593
February	14	326	2,134
March	20	348	3,348

Top 3 Reach

1. Welcome Career Coach Mr. Barnes (Post)- Posted February 23: 440 impressions, 18 interactions
2. Monthly Wrap Up (Post)- Posted February 24: 357 impressions, 12 interactions
3. Welcome Career Coach Ms. Ford (Post)- Posted March 2: 318 impressions, 13 interactions

Top 3 Engagement

1. College Days, Weeks, and Fairs (Post)- Posted March 20: 74.17% ER
2. Meet A Pro Spotlights (Post)- Posted March 3: 56.8% ER

3. WoW Pilot (Post)- Posted March 30: 43.21% ER

YouTube Q1 Overview

Published Videos	Subscribers	Views	Watch Time (Hours)	Impressions	Average Watch Time	Average Percentage Viewed
10	73	1,387	36.3	8,188	1:34 minutes	17.4%

Top 3

1. What is RIASEC?- Posted January 10, 2025: 735 views, 60.0% average percentage viewed
2. Meet A Pro Hellen Robles- Posted July 25, 2024: 16 views, 51.6% average percentage viewed
3. Meet A Pro Rachel Allen- Posted December 10, 2025: 129 views, 5.5% average percentage viewed

Website Q1 Overview

Visitors	Event Count
1,565	8,453

Top 5 Pages

1. Homepage- 1,466 views
2. What is RIASEC?- 255 views
3. Our Mission- 83 views
4. Join Our Team- 82 views
5. Our Team/Staff- 81 views

Top Traffic Sources

1. Direct- 1.4K sessions
2. Worksourcemon Montgomery.com- 157 sessions
3. Montgomeryschoolsmd.org- 71 sessions
4. Google- 50 sessions

Attachment 9



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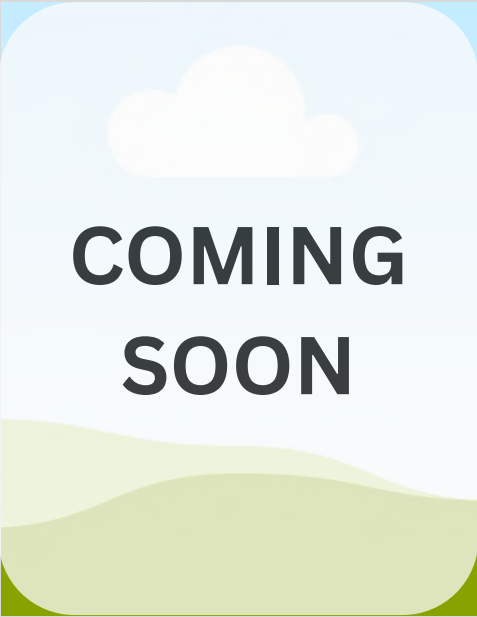
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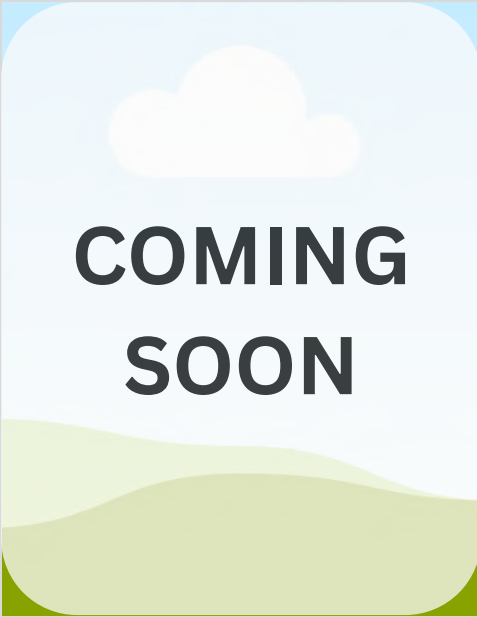
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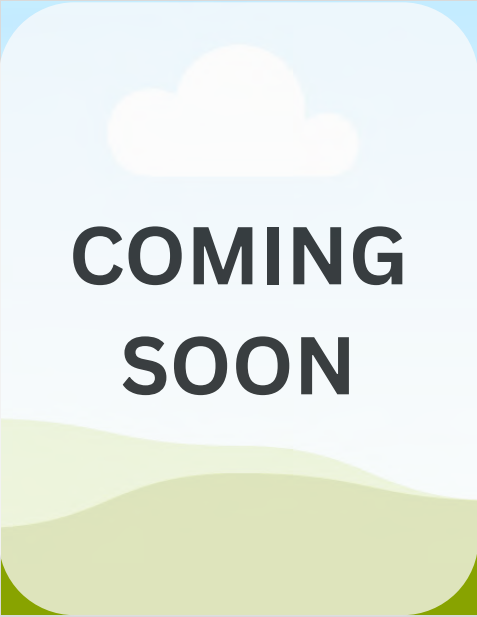
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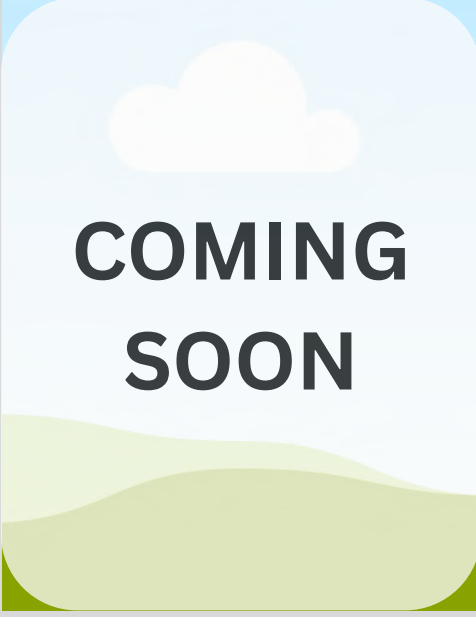
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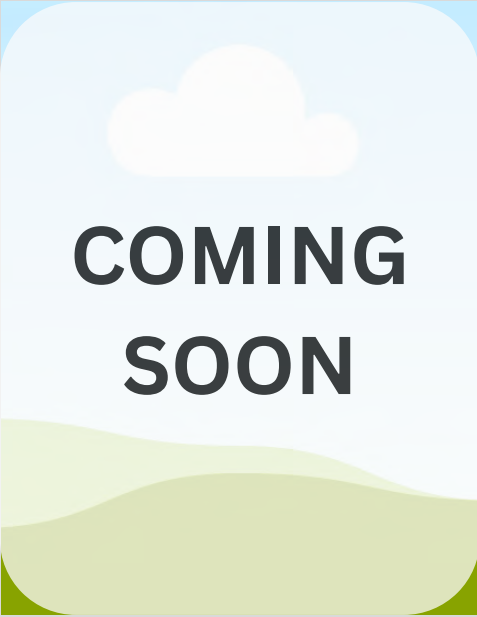
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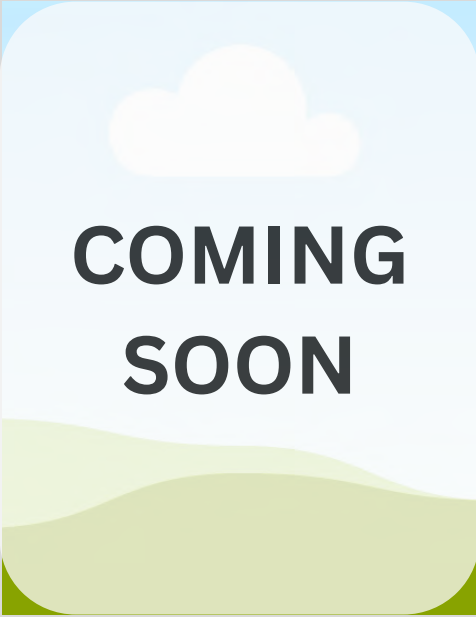
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