



New Middle and High School Career Counseling Program

2024 Report Template

Date Due to AIB: July 1, 2024

Email to aib@maryland.gov

Year One Implementation Report

The AIB in collaboration with the Maryland State Department of Education and the Career and Technical Education Committee has been coordinating the implementation of the new career counseling program established by the Blueprint for Maryland's Future. In accordance with §5-213 of the Education Article, each local workforce development board (LWDB), in collaboration with the LEA, community college, and other relevant State and local agencies, shall submit a report by June 30 of 2024, 2025, and 2026 to the AIB on the use of funds and their impact on providing career counseling to middle and high school students.

Given the timing of the report due date and the closing of the fiscal year on June 30, 2024, there will be two submissions and submission dates. This is the first with a due date of July 1 (since June 30 is a Sunday). The second with reconciled expenditure data for fiscal 2024 will be due October 15, 2024.

As this is the first year of this new statewide rollout of career counseling services for all middle and high schools, the AIB is focused on collecting data and understanding the implementation status and role of the three partners in each county. In future annual reports, we will shift towards monitoring the impact of the services on students and their selection of one or more post-college and career ready pathways.

Report Template Instructions

- Report submissions will be shared publicly on the AIB's website to provide transparency on the impact of the State's fiscal contribution and support of career counseling implementation.
- The responses should be a reflection of collaborative thinking; one agency can take the lead in writing but it should include the voices and perspectives of all three local partners. By signing the last page, all parties agree to the content of the report.
- Please fully answer each question and complete the tables, providing as much detail as you can.
- Feel free to include links and artifact attachments if they help tell your story.
- Once completed, please save the file with the following naming convention "2024 COUNTYcareer counseling report" and send the PDF report to aib.maryland.gov.
- Finally, please note that throughout this template, we use the term Career Coaches, even though we know that the term may vary by county and may be called Career Advisors, Navigators, Counselors, etc.

Career Counseling 2024 Report Template

COUNTY NAME: CHARLES COUNTY

Local partners:

- Name of LWDB Tri-County Council for Southern Maryland
 - LWDB Agency Representative Ruthy Davis
- Name of LEA Charles County Public Schools
 - LEA Agency Representative Dr. Maria Navarro
- Name of Community College College of Southern Maryland
 - Community College Agency Representative Dr. Tracey Harris

Prior Career Counseling

1. Briefly describe what career counseling/exploration supports and activities middle school and high school students were provided before this program began (prior to SY 2023-24) and who was responsible for them. If services varied by school, please note that. We would like to understand the “baseline” of how students in your county previously received career information as a way of measuring impact going forward.

Middle School:

6th-8th –

- The school counselors coordinated Job Shadow and a Career Fair Day at each middle school.

8th grade –

- The school counselors were responsible for having students complete Xello Matchmaker Activity in which students answer questions about their likes and dislikes and then Xello matches careers based on student interests.
- The Charles County Public Schools (CCPS) Career & Technical Education (CTE) Department presented the CTE pathways offered at each school and the application process.

High School:

9th grade –

- The College & Career Advisors (CCAs) conducted orientation meetings where the presentation included resources and Getting Active/Volunteering Opportunities.
- The College & Advisors also coordinated Job Shadow and the SPARK Career Fair.

10th grade –

- The CCAs conducted orientation meetings where the presentation included resources and an Introduction to Academic Resume activity.
- The school counselors were responsible for having students complete or update Xello Matchmaker Activity.
- The CCPS CTE Department presented CTE pathways available for 10th graders and the application process.
- The CCAs coordinated Job Shadow and SPARK Career Fair.

11th grade –

Career Counseling 2024 Report Template

- The CCAs completed Spring Senior Year Prep Presentation for Parents and students separately which detailed post-secondary options (Military, Direct Workforce, Apprenticeships, Trade/Technical/Career Schools, 2-year colleges, and 4-year colleges) and the tasks required to pursue each of those options.
- The CCAs conducted resume workshops.
- The CCAs coordinated Job Shadow and informational presentations by Unions, Workforce, Military Recruiters, and Colleges as well as field trips to union facilities, career fairs, and colleges.
- In collaboration with the College of Southern Maryland, CCAs held informational sessions about Dual Enrollment options.

12th grade –

- The CCAs reviewed the Post-Secondary Plan Options and Actionable Tasks Presentation.
- The English teachers finalized High School Portfolios (which include the components of Resume, Cover Letter, Artifacts and Rationales, and Letters of Recommendation that directly correlate to their Career Objective).
- The CCAs coordinated Senior Interviews where every senior is interviewed by a community leader regarding their High School Portfolio.
- The CCAs conducted Senior Mid-Year Review Meetings which focus on the task items of each student's chosen post-secondary plan.
- The CCAs undertook April End-of-Year Senior Survey. From the survey, they documented and analyzed the education and career path each senior planned to pursue.
- The CCAs coordinated Job Shadow, informational presentations by Unions, Workforce, Military Recruiters, and Colleges as well as field trips to union facilities, career fairs, and colleges.

For the 2022-2023 School Year, approximately 38% of our high school students participated in individualized career counseling sessions with the focus on 12th graders. Approximately 74% of our 8th graders participated in individualized career counseling sessions. CCPS Xello student engagement for the 2022-2023 School Year was 27.7%.

Staffing

2. Briefly describe the hiring process the MOU partners engaged in regarding staffing in SY 2023-24. Include when did hiring begin, if and when were you fully staffed, any challenges that occurred during staffing, etc.

Charles County Public Schools (CCPS) met in Spring 2023 with the local workforce development board, Tri-County Council of Southern Maryland (TCCSMD), and school leaders from Calvert and St. Mary's Counties to discuss what the new positions should include, the procedures, and level of each position to develop job descriptions. CCPS posted 17 new openings for the positions of High School Career Advisor, Middle School Career Coach, and Career Specialist in June 2023. Principals were provided with a video tutorial about the new positions including an overview of the position, job requirements, goals, sample interview questions, and a rubric. Interviews were conducted in late summer with most positions in place before the start of the 2023-24 school year. One of the middle schools was understaffed as a whole and the new administration of that school focused on filling classroom instruction positions. Once

Career Counseling 2024 Report Template

the position was filled in December, that Career Coach hit the ground running to ensure those students received quality career counseling.

TCCSMD staff members interviewed candidates for the TCCSMD Blueprint Manager position as well as the Blueprint Specialist for Charles County. The Manager position was filled in September and the Specialist position was filled in November.

The College of Southern Maryland (CSM) created a new position in support of the Blueprint initiative using an existing Academic and Career Advisor position description as a base and incorporated in tenants of the partner MOUs. The new position title is Tri-County Academic and Career Advisor. The position was advertised in late fall 2023 and the new hire started mid-January 2024.

Table: For SY 2023-24, please complete the table reporting on the current status of staff hiring in relation to what was originally outlined in the MOU/budget.

	Partner Responsible for Hiring (if a mix, please specify)	Planned Number of Hires as Described in MOU/Budget	Current Number Employed for SY 23-24 (as of June 15, 2024)
School-Based MS Career Coaches	Charles County Public Schools	7	6
School-Based HS Career Coaches	Charles County Public Schools (includes Career Advisor at Robert D. Stethem Educational Center)	8	8
Program Coordinators/Directors	Charles County Public Schools	1	1
Other Personnel (identify number and role)			

- If hiring is not yet complete, please describe the plan for ensuring a full Career Counseling staff is in place by the start of SY 2024-25 (with time for onboarding and necessary training).

Career Counseling 2024 Report Template

CCPS is actively interviewing for one vacant middle school Career Coach position with the plan for the new hire to start at the beginning of SY 2024-25. The CCPS Career Specialist will be providing onboarding and the necessary training in addition to the full-day Back to School Professional Development planned for August 2024.

Training

4. Briefly describe any training provided to career coaching staff and the role of each MOU partner. Provide details on topics covered such as, but not limited to:
 - Local labor market data with a focus on high-wage, high-skill, and/or in-demand jobs and careers – At the HS Career Team Meeting in September, CCPS presented local labor market overview of top occupations, top employers, and company sizes. Tri-County Council also provided updates from Lightcast in January.
 - CTE pathways at each high school/CTE Center – At the Back-to-School Professional Development (BTS PD) in August which included the entire CCPS Career Team, CCPS presented CTE pathways at each high school and Stethem Educational Center including the on-ramp for each of these programs. Also, presented at BTS PD were Industry Recognized Certifications (IRC) for each program and the goal to have 45% of students obtain an IRC or have an apprenticeship. In June, CCAs and Career Coaches visited Stethem Educational Center and North Point High School, respectively, to tour CCPS CTE programs that require an application.
 - District high school graduation course requirements – At the BTS PD, the Career Team reviewed the High School Program of Studies and Graduation Tracker. The team was instructed on where to find these documents and how they can supplement student discussions.
 - Work-Based Learning/apprenticeship opportunities by school – At the BTS PD and our April Team Meeting for CCAs, the process and program requirements of the Work-Based Learning and Apprenticeship Maryland Program (AMP) were presented. At the Veteran's Day Professional Development in November, the Career Team examined MSDE's Work-Based Learning Continuum based on grade levels.
 - Blueprint – At the BTS PD, the vision, goals, and current impacts of Blueprint were presented. The partnership between our Local Workforce Development Board, Tri-County Council for Southern Maryland, College of Southern Maryland (CSM), and CCPS was introduced to the Career Team.
 - Blueprint requirements for post-CCR pathways – At the November Veterans Day Professional Development, the Career Team closely reviewed the Blueprint section of the Individualized Career Plan, Family Engagement, Post-CCR Exploration Activities, Career Counseling, and CTE Programs.
 - Working with adolescents – In September at CCPS Fair Day Professional Development, CCPS shared information from the Southern Regional Education Board (SREB) about how the ultimate purpose is to help students find their purpose and the best practices for achieving that purpose including creating meaningful experiences based on career continuum at early ages. The

Career Counseling 2024 Report Template

presentation included Powerful Student Support Practices with the focus on career literacy and readiness, supportive relationships, and aligned community resources.

- Xello – At the BTS PD, Xello was introduced as the Tier 1 endeavor. Each grade level has a Xello lesson that builds upon student interest each year. Reports are analyzed by the Career Team to provide individualized career counseling. The first webinar training, Introduction to Xello 6-12, was required to be completed by the end of September. An additional 22 webinars were identified including Introduction to Xello Family, Xello Reports, Support CCR in Special Education, and College Planning Tools in Xello.
- Post-Secondary Options – At the BTS PD, the Career Team explored the six post-secondary options students can explore including Military (Guard, Reserves, Active Duty, and Academies), Direct to Work Force, Apprenticeships, Trade/Technical/Private Career School, 2-year Colleges, and 4-year Colleges and the task items students considering those options need to consider and complete.
- Maryland Year of Service Option – In February, the Governor’s Office presented this program, the process of how students and host sites can apply, and the benefits.
- Computer Science Career Coaching – Presented by NCWIT Counselors for Computing (C4C) and the Maryland Center for Computing Education, blended Computer Science skills exposure with actionable career coaching strategies.
- Financial Aid – At the BTS PD, the different sources and types of financial aid were presented, how monthly scholarship lists are created, where they would be housed, and how they would be communicated to students and families.
- Free Application for Federal Student Aid (FAFSA) – At the BTS PD, topics included the Simplification Act, FSA ID, EFC/SAI, and Maryland’s FAFSA Completion Initiative. In November, the Maryland Higher Education Commission conducted FAFSA Training for CCAs.
- Armed Services Vocational Aptitude Battery (ASVAB) – The Career Team was encouraged to complete the ASVAB Career Exploration Program and next year it will be a requirement. The ASVAB CEP consists of several main components - the ASVAB, an interest inventory based on John Holland’s RIASEC codes called Find Your Interests (FYI), and career exploration via the OCCU-Find, classroom activities, and CareersintheMilitary.com.
- Transfr Virtual Reality Career Exploration – The MS Career Coaches were trained on VR headsets with over 24 career field simulations.
- RIASEC – Educator’s Cooperative was contracted by TCCSMD to provide training on helping adolescents discover their career identities through self-exploration of their talents, interests, and values. The Career Team was also trained in conducting dialogic conversations to help students do some self-exploration and personal career interest discovery. At the Veterans Day Professional Development in November, the Career Team examined how RIASEC connects to Xello.

As per the MOU between CCPS, TCCSMD, and CSM, certified career coaching entities were investigated and discussed. The partners determined that the Professional Association of Resume Writing and Career Coaching (PARWCC) was the best fit for training needs as they have a certification program specific to

Career Counseling 2024 Report Template

the coaching of students. Training is planned for September with certifications completed by the end of October 2024.

Table: For SY 2023-24, complete the table to show training completed to date.

	Number of Staff Who Received Training	Identify Training/Certification, if Applicable (ex Global Career Development Facilitator)
MS Career Coaches	8	CTE pathways at each high school
	5	District high school graduation course requirements
	5	Work-Based Learning/Apprenticeship
	8	Blueprint
	8	Blueprint requirements for post-CCR pathways
	7	Working with adolescents
	8	Xello
	8	Post-Secondary Options
	7	Computer Science Career Coaching
	5	Financial Aid
	5	Free Application for Federal Student Aid (FAFSA)
	3	Armed Services Vocational Aptitude Battery (ASVAB)
	7	Transfr Virtual Reality Career Exploration
	5	RIASEC I
	7	RIASEC II
8	RIASEC III	
HS Career Coaches	7	Local labor market data
	8	CTE pathways at each high school
	8	District high school graduation course requirements
	8	Work-Based Learning/Apprenticeship
	8	Blueprint
	8	Blueprint requirements for post-CCR pathways
	8	Working with adolescents
	8	Xello
	8	Post-Secondary Options

Career Counseling 2024 Report Template

	6	Maryland Year of Service Option
	4	Computer Science Career Coaching
	8	Financial Aid
	8	Free Application for Federal Student Aid (FAFSA)
	7	MHEC FAFSA
	7	Armed Services Vocational Aptitude Battery (ASVAB) –
	8	RIASEC I
	8	RIASEC II
	8	RIASEC III
Program Coordinators / Directors	1	Local labor market data
	1	CTE pathways at each high school/CTE
	1	District high school graduation course requirements
	1	Work-Based Learning/apprenticeship opportunities by school
	1	Blueprint
	1	Blueprint requirements for post-CCR pathways
	1	Working with adolescents
	1	Xello
	1	Post-Secondary Options
	1	Maryland Year of Service Option
	1	Financial Aid
	1	Free Application for Federal Student Aid (FAFSA)
	1	MHEC FAFSA
	1	Armed Services Vocational Aptitude Battery (ASVAB)
	1	Transfr Virtual Reality Career Exploration
	1	RIASEC I
	1	RIASEC II
1	RIASEC III	

Schools and Students Receiving Services

- Briefly describe how career coaching staff are assigned to middle and high schools and their caseload.

Career Counseling 2024 Report Template

Each middle school, high school, and the Robert D. Stethem Educational Center were designated to have a Career Coach/Advisor. Each principal conducted interviews for their individual career team members. The Middle School Career Coaches carry an approximate caseload of 501-1,068 students, each with an average of 761 students. The High School Career Advisors carry an approximate caseload of 1,058-1,914 with an average of 1,325 students each.

Table: For SY 2023-24, complete the table with the numbers of schools with 6th to 12th graders and how career coaches are assigned to each group. **Note: School numbers should include all public, charter, vocational, special schools, alternative, etc. that serve students in grades 6-12.*

	Total Number of Schools *	Total Number of Students Enrolled as of 9/30/23	Total Number of Coaches Assigned (if part-time or shared, please indicate)
Middle Schools	9	6252	7
High Schools	7	9275	7
Schools with Other Configurations (if applicable)	Robert D. Stethem Educational Center	Enrollment count included above	1

Table: Please complete the table (or use another method if better) to account for the caseload of career coaches to students in each grade level during the SY 2023-24. We recognize this may be an estimate for some; please provide your best estimate.

Grade	6th	7th	8th	9th	10th	11th	12th
Number of Career Coaches Assigned	7	7	7	7	7	7	7
Number of Students Served 2023-24	1,774	1,706	1,844	2,512	2,373	2,287	2,103

Career Counseling 2024 Report Template

6. Briefly describe how and when career coaches have access to work with students (in groups and/or individually) - advisory periods, lunch presentations, integration into core classes, events, summer opportunities, etc. If the career coaches are working in partnership with other school staff, such as counselors, teachers, etc. to reach students, please describe how that is being coordinated. Please provide any artifacts that might be useful to explain your answer.

The Career Team works with students both in large groups and individually during every opportunity including advisory periods, lunch presentations, integration into core classes, and school events. Multiple activities are completed in collaboration with counselors and teachers. While our large-scale activities such as Xello, CTE in CCPS, and Career Day were scheduled with ease, access to provide individualized meetings has been limited mainly due to curriculum pacing, testing, and the Career Team being pulled to perform other duties such as lunch duties, substitute teacher, telehealth monitors, etc. The Career Team has been extremely flexible in providing students with access to career-related resources.

Career Counseling Delivery/Scope and Sequence

7. Briefly describe here – or submit attachment(s) – the middle school scope and sequence. If available, please include samples of student assignments, assessments, reflection activities, event promotional materials, etc. If this work is still in development, please describe the plans for supporting a full-scale rollout in FY25. This should include details on the roles played by the local workforce development board and community college in specific assignments/activities.

Charles County Public Schools has put together a middle school scope and sequence based on the MSDE Career Development Framework of Self Awareness, Career Awareness, Career Exploration, and Career Preparation. Middle school students will complete interest assessments via Xello and participate in activities such as Career Days where a myriad of career fields will be presented. Students will become familiar with the top soft skills required in the current workforce. Students will be offered various individualized opportunities based on their interests including guest speakers and field trips. Attached is a more detailed scope and sequence that will be a living document changing based on student and community needs.

8. Briefly describe – or submit as attachment(s) – the high school scope and sequence. If available, please include samples of student assignments, assessments, reflection activities, event promotional materials, etc. If this work is still in development, please describe the plans for supporting a full-scale rollout in FY25. This should include details on the roles played by the local workforce development board and community college in specific assignments/activities.

Charles County Public Schools has put together a high school scope and sequence based on the MSDE Career Development Framework of Self Awareness, Career Awareness, Career Exploration, and Career

Career Counseling 2024 Report Template

Preparation. High school students will complete interest assessments via Xello and participate in activities such as Career Days where a myriad of career fields will be presented. Students will become familiar with the top soft skills required in the current workforce. Students will be offered various individualized opportunities based on their interests including guest speakers and field trips. Students will have individual meetings with School Counselors and Career Coaches where they create a career plan. Plans will have specific tasks required based on the post-secondary option a student is pursuing. Attached is a more detailed scope and sequence that will be a living document, changing based on student and community needs.

Individualized Career Counseling

9. How is the County personalizing services to accommodate individual student needs and interests across the grade 6-12 experience. If this work is still in development, please describe the plans for supporting a full-scale rollout in FY25.

CCPS is using a tiered system to achieve providing personalized services to accommodate individual student needs and interests. Tier 1 is Xello, a college and career readiness software program where CCPS can gather information such as skills, interests, and personality styles (RIASEC Themes) from large groups. Career Coaches and Advisors analyze this information to provide Tier 2 services. Tier 2 is individualized meetings and events such as lunch bunches, field trips, job shadow, or meetings where a small group of students have a similar interest. For example, if a student's career match is culinary or business, they may take a field trip to a local restaurant where they learn about running a business and how meal preparation works. These career exploration activities lead to Tier 3. Tier 3 is one-on-one individual meetings with Career Coaches, Advisors, and School Counselors where students are led through the dialogic process of delving more into connecting with interests and skills to careers. Students create or update their career plans in Xello so they can stay on track.

10. Reflect on current implementation to support students with unique needs. How are career coaches supporting the following student groups (including collaborations with school staff members and teams, outside agencies, etc):

Multilingual Learners- The Career Team and English for Speakers of Other Languages (ESOL) Team have collaborated to provide College & Career activities to our English Language Learners. This year the Career Team provided sessions on testing, applications, resumes, FAFSA/MSFAA, and scholarships at the October ESOL College & Career Night. At the ESOL Carnival in April attendees were provided information about CCPS CTE programs. In May, ESOL held an End-of-year / Summer Resource Celebration where CCPS presented career related activities for elementary, middle, and high school students.

Students with IEPs/504s- Our special education students use a program called Pathful with their Case Managers and in conjunction with Xello, we gain information on students' interests to provide the

Career Counseling 2024 Report Template

most effective career counseling. HS Career Advisors work closely with students' Case Managers to provide information about transition planning based on student interests and skills. Five of our high schools held job fairs where over 100 special education students interviewed with local businesses and organizations for part-time positions. CSM also hosted 85 high school special education students to "Try College for a Day" where students explored the campus and services offered by CSM.

Students in Community Schools- For the current school year there were no secondary community schools. However, two of our elementary schools (Dr. Brown and Eva Turner) invited their feeder middle school career coaches to participate in Career Days at these schools. Career Coaches presented information on Xello and CCPS CTE programs.

11. What software, tools or resources are you using to provide student interest inventories, assessments, or lessons? (Please clarify if systems are different in MS and HS) How are career coaches then using information collected to personalize career counseling to meet individual student needs?

CCPS uses Xello, a college and career readiness software platform that guides students with self-knowledge inventories, college and career exploration lessons, and tools. It allows Career Coaches and Advisors to gain foundational information including student interests and skills en masse. Career Coaches and Career Advisors collate that information to invite the most impactful guest speakers and coordinate the most effective events. Taking that Xello information to the next level, School Counselors and the Career Team can discuss individual plans with students. With the LWDB, CCPS is working to create a community connection database to quickly link resources to students. This database will provide contact information as well as the career items the contact wishes to provide opportunities such as job shadow, guest speakers, apprenticeships, or field trips.

CSM Reply- students who are dually enrolled at the College of Southern Maryland have access to:

- Career Coach- software for career exploration. Much like the software used by our partners (Naviance/Xello), this tool allows students to complete a career exploration self-assessment that provides them with a RIASEC/Holland code. The report generated provides the student with potential career opportunities that fit this interest. This tool is using the same language being used by our SMCPS partners. The student can meet with the Tri-county Academic and Career Advisor to discuss the result for further career exploration and to discuss the potential of required education and/or certification needed in occupational fields matching their interests. Attach artifact of a Career Coach report that demonstrates RIASEC coding.
- Focus 2 Career- is another software tool dually enrolled students have free access to that allows students to assess their soft skills such as communication, teamwork, and planning for example. Students receive a variety of personal reports back from the tool and then receive information back regarding what employers are looking for in employee behaviors relating to those topics. Student can then, using a check-list system, identify skill sets they wish to work on and improve. The student

Career Counseling 2024 Report Template

can meet with the Tri-county Academic and Career Advisor to discuss the result for further goal setting support and referrals to resources to aid in their self-exploration process.

- College Central Network- College Central Network (CCN) is a robust career platform designed to provide job seekers with employment opportunities and career development resources, while providing a pipeline of new talent to business and industry. It features opportunities for part-time jobs, internships, and full-time employment, making the job search experience easier and more productive for our students. Students have the ability to build a resume using a resume building tool, upload as an 'open for hire' resume, in addition to apply directly to positions posted exclusively for CSM students. Our students also have access to career advice videos, podcasts, and career articles. CSM students have access to this free resource via the CSM website in addition to a downloadable App for their phone.

Reflection

12. A unique component of the Maryland career counseling model is the intentional collaboration among the three partners to maximize the available resources, knowledge, skills and work underway of each partner to provide students with timely, valuable, and localized career counseling and connections to post-CCR opportunities. Are the three partner roles and contributions clear and balanced? What is being done to ensure that the Local Workforce Development Board and community college are deeply engaged in thinking through the delivery of experiences and information to help students feel prepared to achieve success in the career field of their choice?

The collaboration amongst MOU partners is evolving. Weekly meetings between LEA and LWDB were put in place in November to build the career counseling program. Quarterly meetings with all three MOU partners are held to discuss Blueprint initiatives and share information regarding programming in the college, secondary schools, and community that supports students in Career Exploration including career fairs, field trips, internships, and apprenticeships. For the School Year 2023-24, CCPS has primarily contributed to the career counseling program. Most of the community and business connections have been created by CCPS. The events and opportunities for students, such as Senior HS Career Portfolio Interviews, MS Career Days, HS Career Fair, Job Shadow, HS Job Fairs, field trips, college visits, and individualized guest speakers have been created and coordinated by CCPS. Late hires for the Local Workforce Development Board and Community College have delayed some of the goals. Elucidating expectations based on roles and responsibilities is ongoing to ensure CCPS students receive the most effective career counseling.

TCCSMD is working with other divisions within workforce development including the local business engagement team and the local Youth and Young Adult employment program. TCCSMD is also working with the Charles County Chamber of Commerce and other outreach agencies to provide the latest information on the local job market and the needs of local employers as they continue to look for employees to fit their needs.

CSM and CCPS have partnered on program specific Early College (EC) pathways in addition to students taking courses selectively as dual enrollment. The academic year '22-23 saw CCPS seniors participate in

Career Counseling 2024 Report Template

full day programming at CSM to earn a General Studies Transfer Certificate (GSTC). In academic year '23-24 CSM expanded the options, giving opportunity to juniors to participate in a business program. Looking forward to the '24-25, has further expanded programming to support students in CTE tracks by offering programming in Medical Coding, Pharmacy Technician, and Electrical Technician. Students have the occasion to complete high school graduation requirements, earn college certificate/degrees and additional certification, pending the pathway they select.

13. Where would you say you've had some early successes or what areas would you point to as particularly strong? (Consider including artifacts, screenshots of social media celebrations, data, etc.)

The early successes have been Career Coaches making connections with middle school students and their families to start early with career exploration. Also, CCAs are aligned, rather than working in silos, to provide more expansive resources to high school students. The High School Career Fair was truly a success where 800 juniors and seniors from all seven high schools and the Stethem Educational Center interacted with 43 local organizations that have career opportunities immediately upon graduation where students can thrive not just survive. Another success was the middle school career days where community members came to each school and represented numerous career fields including fire sciences, natural resources, banking, health, arts, information technology, engineering, cosmetology, and trades. The attachment highlights some of our successes for School Year 2023-24.

14. What are outstanding challenges or what areas do you think need additional attention going forward?

- Creating a firm understanding of the Career Coach role with Administration, Counselors, and Staff.
- Career Coaches are consistently being pulled away from their positions for other duties including being a substitute, a Hazel Heath teleconference liaison, hall duties, lunch duties, and calming room monitors.
- Technology - many students forget to charge their laptops, leave them at home, or have technical issues that make laptops unusable.
- Balancing realistic and reasonable expectations with the requirement being every student must receive career counseling services with limited access due to instructional pacing and testing.

15. Do you have suggestions or areas where you would like additional guidance, examples from peers doing this work in Maryland, and/or technical assistance?

Additional guidance or examples of Individual College & Career Readiness Plans would be helpful. Creating a systemic procedure for plans that meet Blueprint requirements, how to use year to year, and what would be most effective for student success has been a conundrum.

16. (Optional) If there is anything else you would like to share, please include it here.



Career Counseling 2024 Report Template



Required Signatures

All three partners signify that the information presented above is accurate to the best of their knowledge.

LWDB Agency Representative: 

 LEA Agency Representative: 

Community College Representative: 