

Middle and High School Career Counseling Program

2025 Report Template

Date Due to AIB: June 30, 2025

Email to aib@maryland.gov

Year Two Implementation Report

The AIB in collaboration with the Maryland State Department of Education and the Career and Technical Education (CTE) 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 an annual report by June 30 to the AIB on the use of funds and their impact on providing career counseling to middle and high school students. In this most recent legislative session, HB 772 extended the career counseling funding and these annual reporting requirements through FY 2028.

The annual report has two parts. This first narrative portion is due June 30. The fiscal report is due October 15, 2025.

In this second year of the statewide rollout of career counseling services for all middle and high schools, the AIB is focused on collecting data and understanding the implementation status, the role of the three partners in each county, and 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; the local workforce board is responsible for submitting the report 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 in this document and **complete the tables in the Excel workbook**, providing as much detail as you can. Access the workbook here: <https://docs.google.com/spreadsheets/d/1JTkj8I3do85Okil9Ds5cuAEB818zUeLy/copy>
- Feel free to include links and artifact attachments if they help tell your story. When submitting as a PDF, please check to make sure that any links remain live.
- Once completed, please save the files with the following naming convention "2025 COUNTY Career Counseling Annual Report" and send the report and workbook 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.

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COUNTY NAME: CharlesCounty Public Schools

Local partners:

- Name of LWDB: Tri-County Council for Southern Maryland (TCCSMD) _____
 - LWDB Agency Representative Ruthy Davis _____
- Name of LEA: Charles County Public Schools_(CCPS) _____
 - LEA Agency Representative Rebecca Brandt _____
- Name of Community College: College of Southern Maryland (CSM) _____
 - Community College Agency Representative Dr. Tracy Harris _____

1. **Career Coaching Staff:** For SY 2024-25, **complete table in the Excel workbook** reporting on the current status of staff in relation to what was originally outlined in the MOU/FY 25 budget.

* If there were any hiring or retention challenges in SY 24-25 please explain here:

The TCCSMD regional position and the position specifically for CCPS were vacated in January of 2025. The regional position was recently filled and TCCSMD is currently interviewing for the CCPS position. CCPS will be a part of the interview process. All CCPS and CSM positions are currently filled.

2. **Anticipated Changes in Career Counseling Funded Roles:** Do you anticipate making any career coaching changes in roles and/or changes in the hiring entity in SY 2025-26 (exclusive of any replacements due to turnover)? If yes, please describe below. As a reminder, the AIB needs all current job descriptions on file.

At this time, there are no plans to change career coaching roles or hiring entity. _____

3. **Career Coach Training:** Please **complete the table in the Excel workbook** to show all training completed by career coaching staff in SY24-25 in the table below. This should include:

- School-based required training (such as student safety and compliance, anti-bias, working with adolescents, etc.) and

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- Local workforce-related training to ensure coaches are up-to-speed on labor market data; career pathways; post-CCR pathways including dual enrollment and CTE options at the high school/technical centers; work-based learning and apprenticeship opportunities; in-demand soft and employability skills; district HS graduation course requirements; etc.

** Please note: Per the Blueprint, career coaches are required to complete MSDE’s anti-bias training. This training is forthcoming and will be required in the future.*

4. Coaches in Schools: For SY 2024-25, **complete the table in the Excel workbook** and answer the brief question/ table below including **all** public, charter, vocational, special schools, alternative, etc. that serve students in grades 6-12. Add rows as needed.

Use the space below to share information about how you determined this calculation. Consider other responsibilities.

Each middle and high school has one full-time Career Coach/Advisor. Our Charter school, PISOTA (6th-8th grade) and Robert D. Stethem Educational Center, our Education Center (6th-12th grade) share a Career Coach. In addition to their primary responsibilities, Career Coaches/Advisors are often assigned tasks categorized under “Other”. These items include supporting school operations such as supervising lunch periods, arrival and departure bus duties, substituting, and hallway duties. The Career Coaches and Career Advisors completed a survey that outlined the way their time was spent daily. While the percentages vary from school to school, the averages are indicated below.

Percentage of Career Coach Time

	Providing Services to Students	Collaborating with school colleagues, career counselors, business partners, etc	Planning, data collection, etc	Other (periodic training, conferences)
Middle School	46%	16%	17%	21%
High School	57%	12%	21%	10%

* Ranges are allowable

5. Coordination with Other School Staff: Describe how the career coaches are working in partnership with other school staff, such as counselors, teachers, etc. to reach students. Please provide any artifacts that might be useful to explain your answer.

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At the start of SY 24-25, we strategically identified key stakeholder groups to collaboratively support the goals of our Career Exploration program. These groups included:

- School Administrators
- School Counselors
- AVID Teachers
- Special Education Team
- English Language Development Team
- Community School Liaison
- Core Department Chairs
- Financial Secretaries
- Career & Technical Education Teachers
- STEM Teachers

Our protocol involved introducing the program to each school group and actively listening to their insights. The goal was to explore how career counseling could be meaningfully integrated into these groups. This collaborative approach allowed us to leverage our collective expertise and align efforts across departments to better support career readiness. At the district level, many of these groups meet on a monthly basis to help support efforts at the school level.

- 6. Middle School Scope and Sequence:** Briefly describe here – or submit attachment(s) – the middle school scope and sequence for grade levels 6-8. This should include:
- A timeline (by month or at least semester) of career counseling activities including lessons, events, assessments, student assignments, and/or reflections, etc.
 - Information on how and when career counseling services are delivered (in groups and/or individually). For ex: advisory periods, lunch presentations, integration into core classes, out of school events, summer opportunities, career coach office hours, etc.
 - Roles played by the school system, local workforce development board, and community college in delivery, personalization, and monitoring of student participation

Charles County has updated a middle school scope and sequence to incorporate feedback received from the 2024 career counseling report. The scope and sequence is still based on the MSDE Career Development Framework of Self Awareness, Career Awareness, Career Exploration, and Career Preparation. Middle school students complete interest assessments via Xello and participate in broad-scale activities such as Career Day. Students will be offered various individualized opportunities based on their interests, including guest speakers and field trips.

Career Coaches support students through both large group instruction and individualized opportunities. Career Coaches use large group engagement to complete career inventories, assessments, and career lessons. Individualized opportunities are offered through a variety of flexible formats, including advisory periods, lunch presentations, integration into core classes, after-school events, and career coach office hours. This multi-faceted approach ensures personalized support for students' career exploration journey.

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7. High School Scope and Sequence: Briefly describe – or submit as attachment(s) – the high school scope and sequence for grade levels 9-12. This should include:

- A timeline (by month or at least semester) of career counseling activities including lessons, activities, events, assessments, student assignments, reflections, etc. It should be clear how career counseling at the high school level is focused on helping students identify their post-CCR pathway(s) and develop post-high school transition plans
- Information on how and when career counseling services are delivered (in groups and/or individually). For ex: advisory periods, lunch presentations, integration into core classes, out of school events, summer opportunities, career coach office hours, etc.
- Roles played by the school system, local workforce development board, and community college in delivery, personalization, and monitoring of student participation

Charles County has updated a high school scope and sequence to incorporate feedback received from the 2024 career counseling report. The scope and sequence is still based on the MSDE Career Development Framework of Self Awareness, Career Awareness, Career Exploration, and Career Preparation. High school students complete career assessments via Xello and are then offered various individualized opportunities based on their interests, including guest speakers and field trips. Career Advisors support students through both large group instruction and individualized opportunities. Career Advisors use large group engagement to complete career inventories, assessments, and career lessons. Individualized opportunities are offered through a variety of flexible formats, including advisory periods, lunch presentations, integration into core classes, after-school events, and career coach office hours. This multi-faceted approach ensures personalized support for students' career exploration journey.

**** NEW ** 8. Business and Community Organization Engagement.** Please **complete the table in the Excel workbook**. This can include any employer/union/community partners (individual organizations or membership organizations such as Chamber of Commerce, Business Roundtable, industry partnerships, etc.). Include any organization that was involved in providing career exploration opportunities (guest speakers, field trip hosts, tours, mock interviews, career fairs, mentors, etc.). If visits were made to apprenticeship sponsor sites for the purpose of exposing students to those opportunities, those can be included as well.

Attach a document identifying all organizations included in the count to identify the targeted audience (middle school / high school, specific grade or student population, number of students,

(Note: this should not include participation in CTE career cluster program advisory committees.)

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- 9. Individualized Career Counseling** The Blueprint states that each grade 6-12 student should receive “individualized career counseling” every school year. Individualized career counseling services/activities are aligned with a student’s individual strengths, interests, and values, including one-on-one activities as well as group activities. Please describe how the three partners are personalizing services to accommodate individual student needs, interests, and guidance on post-CCR and post-high school options.

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. TCCSMD provides Tier 2 supports by finding industry partners to participate in panel discussions, career presentations, field trips, and career fairs. 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. CSM’s Tri-County Academic and Career Advisor is available throughout the academic year to support students in planning beyond their current CSM coursework. This includes guidance on four-year college transfer options and any additional credentials that may be required to meet their long-term career goals. In Fall 2024, multiple workshops were offered to help students develop essential career skills such as résumé writing, personal branding, and effective use of CSM’s career focused technology tools. In early spring, all Early College students met individually with the advisor to complete the CSM graduation audit. These meetings also served as an opportunity to discuss post-high school and Early College program plans, ensuring alignment with each student’s career and educational objectives.

- 10. Meeting the Needs of All Students:** Complete the table in the Excel workbook showing how career counseling services intentionally address students with unique needs, and their families, which may include collaborating with relevant school staff members and teams, leveraging outside agency services, offering targeted supports, etc. **Please complete the table and answer the question below.**

* In Maryland, a community school is one that serves large populations of students experiencing poverty and receives Concentration of Poverty Grants. Community schools work in collaboration with community partners, local governments, and other stakeholders to provide wraparound services that address barriers to learning and success. [List](#)

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Please provide a brief summary of how career coaches have been meeting the unique needs of students in these three student groups (ML, SPED, Community School) and engaging the full population. Identify specific successes and challenges where possible.

The Career Team focused on creating a supportive and inclusive environment for these unique groups. Collaboration with the English Language Development, Students with Disabilities, and Community Coordinators staff to learn how to enhance career counseling is key. For our English language learners, we plan to use more translated materials and resources. In the monthly meetings with Students With Disabilities, more discussion on aligning efforts is a priority. Many school case managers are having career transition conversations with students and then the student is also having the conversations with the career team.

CSM -In January, the College of Southern Maryland (CSM) hosted the *Try College* event, welcoming 66 students with IEPs or 504 Plans from Charles County Public Schools (CCPS). The event provided exposure to both credit-bearing academic programs and workforce/trade pathways, offering students a broader understanding of post-secondary opportunities.

Additionally, CSM offered a *Summer Transition Academy* for students with IEPs or 504 Plans across the tri-county area. The course focused on key topics such as self-awareness, self-management, goal setting, and career exploration. CCPS had three students enrolled in the academy; notably, two of those students have enrolled full-time at CSM for the Fall 2025 term following their high school graduation.

CSM's Disability Support Services (DSS) team maintains close collaboration with CCPS to ensure that dually enrolled and Early College students receive appropriate accommodations. DSS provides individualized support aligned with each student's needs in every CSM course in which they are enrolled.

Four secondary schools were added as Community Schools this year. Already, the successes are great. For our High School seniors, we were able to promote the food and clothing pantry. The clothing pantry is a great tool for students for the Senior Interviews, where every senior is interviewed about their portfolio components, including resume, cover letter, essay, letters of recommendation, and artifacts, and are required to dress professionally. Several schools held a combined Title 1 Curriculum and CCR Night to maximize parent participation. As both programs continue to grow, the lessons learned from this first year will be used to build a more cohesive and strategic approach to embedding career counseling into community school events and increasing engagement from all stakeholders.

11. Software/Digital Tools: Did you make any changes to software, tools or resources used to provide student interest inventories, assessments, or lessons? Please specify: 1) How career coaches are using information collected to personalize career counseling to meet individual student needs,

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ultimately leading to a 6 year plan, and 2) How MS student career and academic interest information is handed off to their high schools/CTE technical centers.

1). Xello, our online career exploration platform, plays a central role in building strong, individualized 6-year plans for students by:

- **Collecting career assessment data** including interests, skills, and personality styles
- **Identifying personalized opportunities** such as field trips, guest speakers, and job shadowing
- **Enabling meaningful one-on-one conversations** between students and Career Coaches or Advisors
- **Supporting long-term planning** through structured, student-centered exploration

This foundational data empowers the Career Team to guide students through a thoughtful and strategic career planning process.

2). Most information is included in the Xello platform. Staff has access to see each student's completed work. CCPS is working with our SIS provider to create a page where all career counseling metrics can be stored and key stakeholders will have access to that information.

Students enrolled in the CSM Early College and Dual Enrollment programs are provided access to Career Coach and Focus 2 Career—career exploration and self-assessment platforms. These tools utilize the RIASEC model, consistent with the framework employed by CCPS staff, to generate individualized reports that align student interests with potential career pathways. Additionally, the platforms offer data regarding the requisite post-secondary degrees, certifications, and/or credentialing necessary for a wide range of professions. Upon completion of these assessments, students may engage with the Tri-County Academic and Career Advisor for interpretation of results and receive support in furthering their academic and career planning efforts.

**** NEW ** 12. Student Outcome Metrics:** Please **complete the table in the Excel workbook** to show program outcomes achieved in SY 2023-24 (if available) and SY 2024-25. If any of these data are not currently available, the three partners should identify a plan to collect this information in the next school year. In future years disaggregated data will be requested.

* A six-year (grade 9-14) personalized education plan is required for students to help them map their coursework and transition plans as they leave MS and enter HS and then two years post-graduation. MSDE will be sharing more information on an updated template soon.

13. Reflection on Partner Collaboration: 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 insights, relevant counseling, and connections to post-CCR opportunities. Please reflect on how the three partners are fulfilling their specific roles and responsibilities as outlined in the MOU (cite specific elements if possible) to support the implementation of a fully developed and effective career counseling program. The State partners are prepared to offer support to the partners if needed.

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At the beginning of the 2024/25 school year, the TCCSMD, LEAs, and CSM met every month to collaborate and support the efforts in the Tri-County area to provide worthwhile events and engagements to students. In January 2025, the TCCSMD partners all left their positions. A feeling of disconnect between all three parties occurred at this point. The Career Exploration program in CCPS is going very well and growing rapidly. The data collected shows the number of students positively impacted by this work. At this time, limited resources have been provided by TCCSMD due to difficulties with staffing and positions being unfilled for a period. CSM has gained insight from this year of implementation; the advisor now has a deeper understanding of the unique needs associated with career exploration for dual enrollment and early college programming. Efforts are underway to establish a more effective strategy for disseminating CSM-related information to the Local Education Agencies (LEAs)

14. Challenges: What new or ongoing challenges did you struggle with in SY 2024-25, either at the partner level or at the school level? What are your plans for addressing those challenges going forward? Identify if any additional supports are needed from State partners.

- Understanding of the Career Coach role with Administration, Counselors, and Staff. – The plan is to have Career Coaches present at Back to School and have Principals where schools are doing remarkable work share at Admin Institute. State resources to help create understanding of Career Coach role.
- Career Coaches are spending significant time supporting school operations, including being a substitute, a Hazel Heath teleconference liaison, hall duties, bus duties, lunch duties, and calming room monitors versus career exploration. – The plan is to provide concrete expectations to school administration so they can see the time needed to fulfill the career coach role with fidelity. Clear guidelines from the state on whether these positions can assist with school operations and to what extent.
- Technology - many students forget to charge their laptops, leave them at home, or have technical issues that make their laptops unusable, and for middle school students, we are moving away from one-to-one. The plan is to purchase a laptop cart for each middle school for use during career counseling.
- Data – the specific data needed per student, which our current SIS system cannot hold. The plan is to work with our SIS to create a database where the career counseling metrics per student can be stored and shared with collaborators such as teachers, counselors, and case managers.
- TCCSMD staffing difficulties impacted the number of community connections provided. TCCSMD and CCPS have developed a plan to have the TCCSMD staff member work directly in the CCPS office to increase the level of connection and understanding of the LEA's needs.
- The programs offered by CSM for CCPS students continue to increase exponentially. This position is split between the three counties, which results in a limited ability to offer individualized career exploration support. Additionally, the CSM position tends to focus on academic supports in addition to career exploration. The strict schedule for students, including set transportation, negatively impacts the ability to have one-on-one meetings with students. CCPS and CSM will work to better define the specific role of the Academic

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and Career Advisor to result in concrete Individual Career Plans for students. This will be outlined in the updated MOU.

15. Successes: Identify key successes in SY 2024-25 that indicate that career coaching is being institutionalized across grades and across schools and goes beyond the programming historically in place to meet the goals of the Blueprint's vision. The goal is to individually reach ALL 6th-12th grade students with individualized services so we are looking for evidence that career coaches are proactively interacting with all students and that services and activities are being broadened at scale. Consider including artifacts, screenshots of social media celebrations, data, etc.

Student Connections – This school year, all but three members of the Career Team returned, creating a strong foundation for meaningful student connections. This continuity has been a key factor in deepening student engagement and ensuring consistent support throughout the year. As a result:

- o Students were more familiar with Career Coaches and Advisors
- o Students knew exactly who to refer to for support with career planning
- o Trust and rapport were built more quickly, enhancing the effectiveness of career guidance

Parent Engagement – This school year, we prioritized creating more opportunities for parent engagement both during and after school hours and had great turnouts. By empowering parents with the knowledge and tools to facilitate meaningful career conversations at home, we aim to significantly enhance students' motivation, career awareness, and long-term success.

Key Partnerships – This school year, we focused on building intentional partnerships that enriched students' learning experiences. By analyzing students' career assessment data, we were able to identify key industries of interest and invite professionals from those sectors to engage with our students. These collaborations provided valuable career exploration opportunities, helping students connect their interests to real-world career pathways.

Developing feeder school connections – One of our most exciting successes this year has been the growth of our feeder school connections. From JROTC to Theatre, high school students have been actively presenting CTE career pathways to their feeder schools, inspiring younger students to explore future opportunities. A standout initiative came from our ProStart Food and Beverage Management program, where students took the Food Truck Bus to middle schools. These high school students prepared and served food to middle schoolers who expressed interest in culinary arts or entrepreneurship. After enjoying the meal, the younger students toured the food truck and engaged in discussions with the high school students and their teacher about the components of operating a food truck and participating in the ProStart CTE Pathway. This immersive experience brought career exploration to life in a fun, memorable, and meaningful way.

College of Southern Maryland Connections:

Seniors – Class of 2025

- Total Seniors: 88

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- Senior Graduates: 86
- Total Degrees/Certificates Awarded: 145
 - Business Management Certificates: 49
 - AAS in Business Management Degrees: 48
 - General Studies Transfer Certificates (GSTC): 37
 - Letters of Recognition (Business Management): 11

This reporting year CSM expanded program offerings to include two Health Science certificate pathways- Medical Coding and Pharmacy Technician with combined enrollment of 12 students. For the 25-26 academic year CCPS has 24 students accepted to the programs, a 50% increase. Additionally, Three CCPS students were hired on campus in work-study opportunities.

16. (Optional) Identify specific areas where you would like additional guidance and/or technical assistance and/or suggestions for collaboration.
The offer of AIB mediation was extended during the May check-in meeting. The three parties are waiting for the next steps in the process.

Required Signatures

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

LWDB Agency Representative:

Ron A. Davis

LEA Agency Representative:

Rebecca Brandt

Community College Representative: _____