M E M O R A N D U M

February 6, 2023

TO: Economic Development Committee
                 Education and Culture Committee

FROM: Essie McGuire, Senior Legislative Analyst

SUBJECT: Overview of Workforce Development Needs in Montgomery County and
                 Workplace Learning in Montgomery County Public Schools

PURPOSE: To receive overview briefings

Expected Attendees:
<u>WorkSource Montgomery:</u>
- Anthony Featherstone, Executive Director
- John Hattery, Deputy Director of Workforce Services
- Sarah Van De Weert, Director of Government and Board Relations

<u>Montgomery County Public Schools (MCPS):</u>
- Elaine Chang, Director of Partnerships
- Irina Lagrange, Director of College and Career Readiness and Districtwide Programs
- Dr. Genevieve Floyd, Supervisor of Career and Postsecondary Partnerships
- Shawn Krasa, Supervisor
- Steve Boden, Supervisor

Today the Economic Development (ECON) and Education and Culture (E&C) Committees will begin a series of discussions exploring workforce development in Montgomery County. Today's joint Committee meeting is intended to be an initial briefing to set the context of workforce development needs in Montgomery County. The joint Committees intend to convene subsequent meetings to follow up more extensively with County agencies and partners to explore how their efforts engage this context, and to discuss the partnership efforts that have been initiated in this critical area.

For today's overview briefing, the Committee Chairs requested the following:
- Worksource Montgomery to present recent data and analysis of workforce needs in our area, as well as present an overview of their work and role in the County workforce development efforts.
- MCPS to present their programs and opportunities for workplace learning where students have hands on experiences in work environments.

WorkSource Montgomery

WorkSource Montgomery (WSM)'s mission is *to meet the talent attraction, development, and retention needs of strategic industries; to meet the needs of the underemployed and unemployed; and to develop career pathways that lead to sustainable wage jobs and support a thriving mission.* It advances the County's economic development goals by identifying issues in the current workforce delivery system and partnering with businesses and government to address those issues.

Funding. The County funds WorkSource through the WorkSource Montgomery Non-Departmental Account (NDA); the Council appropriated $2.17 million for FY23. WorkSource also receives Federal funding via the State for the Workforce Innovation and Opportunity Act (WIOA); the Council does not approve this appropriation since WorkSource is an outside entity. WIOA funding is a substantial revenue source for WorkSource, and it is restricted for uses at the American Job Centers for certain population groups. WorkSource also received American Rescue Plan Act (ARPA) funding to implement recovery programs to support workforce recovery related to impact of the COVID-19 pandemic.

Local Area Workforce Plan. As part of the WIOA, the County is required to have a Local Plan every four years. The State monitors this work through its Workforce Development Board. The current local plan for 2020-2024 can be found at the following link: http://worksourcemontgomery.com/wp-content/uploads/2022/01/2020-2024-Montgomery-County-Local-Workforce-Plan.pdf

Section 1 of this plan outlines the economic analysis for Montgomery County and the region (attached at circles 1-9). At the conclusion of the economic analysis, the plan identifies that the key industries WSM will target are (circle 9):

1. Professional, Scientific, and Technical Services (with a focus on Cybersecurity/IT)
2. Biotechnology/Life Sciences
3. Healthcare and Social Assistance
4. Hospitality (including Retail, Accommodation, and Food Service)
5. Construction

WorkSource Montgomery representatives will present recent data to provide the context of needs in the region as well as their role in the County's workforce development. For additional context, WorkSource Montgomery provided the 2022 Annual Report and the overview presentation materials for the discussion today (attached at circles 61-101).

The Committees may be interested to ask what metrics and outcomes will be monitored and evaluated to understand the impact of WSM's programs on the County's workforce development efforts and progress in the focus industries outlined in the plan.

Montgomery County Public Schools

MCPS provides a range of career professional learning programs; today's discussion will focus on the programming aspects that support workplace learning opportunities for students.
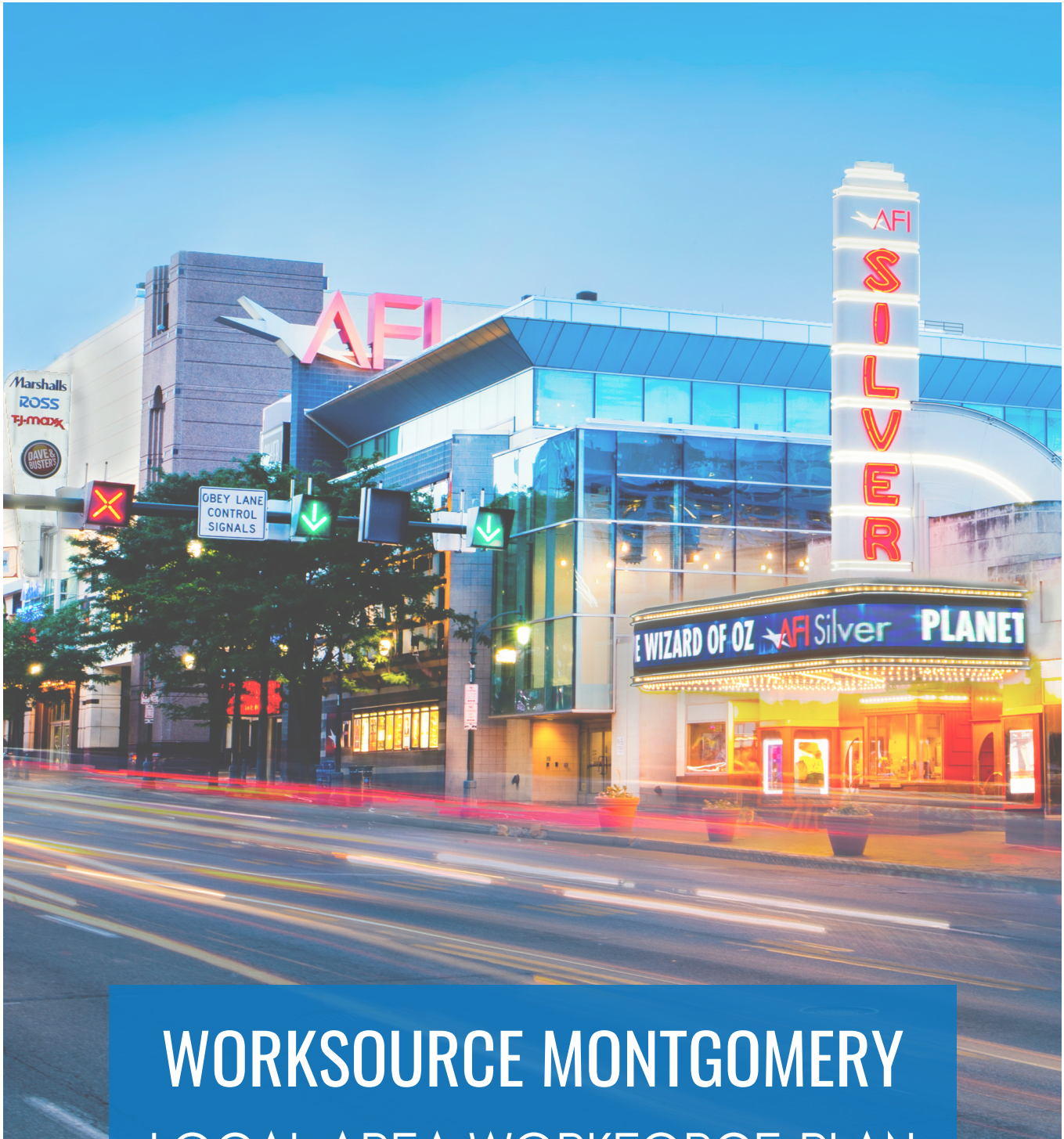
The Blueprint for Maryland's Future legislation includes a specific focus on College and Career Readiness, and sets specific goals and standards for school systems in Maryland to implement. On October 25, 2022, MCPS provided an overview of the system's College, Career, and Community Readiness and Graduation Preparation efforts to the Board of Education. The memorandum and accompanying presentation are attached at circles 10-58. These materials cover a broad range of college and career preparation goals, inclusive of efforts related to increasing opportunities for workplace learning.

MCPS identifies the Apprenticeship Maryland Program (AMP) as a vehicle to expand and increase workplace learning opportunities for students. AMP was established in State legislation and implemented through the Maryland State Department of Education (MSDE) in partnership with the Maryland Department of Labor (additional information attached at circles 59-60).

The October 2022 materials identify expanding AMP participation as a goal over this and the next school years, as well as expanding other employer partnerships through existing MCPS Career and Technology Education (CTE) course programs (circle 17). The WorkSource Montgomery Annual Report (circle 75) also references partnership with MCPS to connect students with apprenticeships. **The Committees may want to ask MCPS to provide more detail on the action plan to increase business partners and placement opportunities for students.**

As noted above, this is an initial discussion of workforce development efforts in the County in order to understand the current context and focus on one critical facet of the work in MCPS. Going forward, the Committees may want to explore how MCPS is partnering with other County agencies to increase workplace learning opportunities and expand the network of business partners available to support student workplace learning.

This packet contains:	Circles
WorkSource Montgomery:	
Local Area Workforce Plan 2020-2024 (section 1)	1-9
October 25, 2022, memorandum to the Board of Education,	
College, Career, and Community Readiness	
and Graduation Preparation	10-33
October 25, 2022, Presentation	34-58
Apprenticeship Maryland Program Flier	59-60
WorkSource Montgomery Annual Report 2022	61-86
WorkSource Montgomery presentation materials	87-101
MCPS Work Based Learning (WBL) presentation materials	102-111

WORKSOURCE MONTGOMERY

LOCAL AREA WORKFORCE PLAN

2020-2024

WORKSOURCE MONTGOMERY

TABLE OF CONTENTS

INTRODUCTION

INTRODUCTION TO THE PLAN

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 and went into effect July 1, 2015. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. WIOA is designed to help both job seekers and businesses. WIOA addresses the needs of job seekers by establishing a workforce system that helps them access education, training, and supportive services to gain employment and succeed in the labor market. WIOA also addresses business needs by matching them to the skilled workers they need to compete in the global economy.

In order to ensure Maryland's effective implementation of the requirements of the new federal law, the WIOA partners agreed on the development and implementation of proven best practices and strategies towards system improvement. Montgomery County developed its own Local Workforce Development Plan that outlines the vision, objectives, and strategies for WIOA implementation in the Local Area.

This Plan is in line with the Combined State Workforce Plan, which has a vision of a Maryland where every person maximizes his or her career potential and businesses have access to the human resources they need to be successful.

The implementation of the Plan will also be governed by the principals outlined by County Executive Marc Elrich in his vision for a more equitable and inclusive Montgomery County that includes:

• Thriving youth and families
• A growing economy
• A greener county
• Easier commutes
• A more affordable and welcoming county for a lifetime
• Safe neighborhoods
• Effective, sustainable government

Montgomery County has a proud history of developing supportive government and community programs to help employers, as well as job seekers who may be unemployed or underemployed. By supporting a strong, coordinated workforce ecosystem in the county, employers and job seekers will be able to utilize and leverage the system to grow and maintain a strong economy based on quality talent more effectively. WorkSource Montgomery, its board, and the Workforce Development Board (WDB) reflect Maryland's vision as they convene and facilitate the coordination of workforce services and develops new services to:

• Maximize access to employment;
• Maximize access to/use of skills and credentialing;
• Maximize access to/use life management skills;
• Eliminate barriers to employment; and,
• Strengthen and enhance the effectiveness and efficiency of Maryland's workforce system.

The Board for WorkSource Montgomery provides oversight of operations for the non-profit organization while the WDB directs the policies and established the workforce development vision for the county. Together, these boards direct a robust system of talent development aligned to the future and current economic development priorities within the county. The system established as part of this plan places responsibility for the county's workforce system in the hands of business leaders, community stakeholders, and partner agencies.

SECTION I

ECONOMIC ANALYSIS

REGIONAL ECONOMIC CONDITIONS

Montgomery County is in the Silver Spring-Frederick-Rockville, MD statistical division and is a part of the Washington-Arlington-Alexandria, DC-VA-MD-WV statistical area (Capital Region), which creates a dynamic economic landscape. The region, which includes Frederick, Montgomery, and Prince George's Counties, is influenced economically by federal government and their contractors as well as a large science and engineering base. The Washington, D.C. metro area is routinely ranked as one of the country's top high-tech and start-up centers and provides a hotbed of research universities, think tanks, and nonprofit organizations. In addition, the region is a top international tourism destination, which fuels robust hospitality sectors in the area.

Montgomery County has had steady population growth from 2015-2020, which was mirrored by steady jobs growth until the 2020 global health crisis. Between 2015 and 2019, the county had gained over 17,000 residents and 13,000 jobs. However, during the COVID-19 pandemic, all job growth was erased,
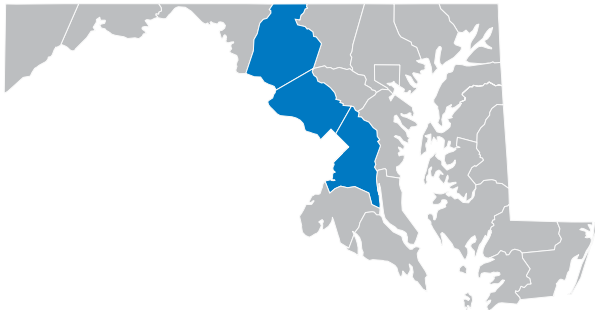
resulting in a net loss of 1,615 jobs from 2015-2020. While the full economic and employment effects of the 2020 pandemic are still unknown, Montgomery County is projected to return to pre-pandemic employment numbers around the year 2025. Despite the pandemic, there were 28,462 job openings in Montgomery County from March 2020 to February 2021.

These data and projections are largely aligned with those of the Capital Region in which the pandemic's effect eliminated nearly all of the job growth of the previous five years resulting in a slight jobs increase of .9% from 2015-2020. The Capital Region is also projected to return to 2019's pre-pandemic jobs numbers by 2025. Both the Capital Region and Montgomery County are projected to show steady population growth over the next five years. The labor

force participation rate for the Capital Region and Montgomery County had been trending to the positive from 2016 to 2019. However, in both cases, that number steadily decreased throughout 2020, reaching 63.69% and 65.14% respectively by December of that year.

Capital Region Jobs by Industry, 2020

- ■ Government (220,755)
- ■ Health Care & Social Services (117,396)
- ■ Professional, Scientific, & Technical Services (110,542)
- ■ Retail Trade (93,643)
- ■ Construction (73,479)
- ■ Accommodation & Food Services (72,125)
- ■ Other Services (except Public Administration) (69,600)
- ■ Administrative & Support & Waste Management & Remediation Services (57,784)
- ■ Finance & Insurance (30,867)
- ■ Transportation & Warehousing (27,327)
- ■ Manufacturing (26,720)
- ■ Educational Services (23,256)
- ■ Real Estate & Rental & Leasing (22,014)
- ■ Wholesale Trade (20,288)
- ■ Arts, Entertainment, & Recreation (15,253)
- ■ Information (14,327)
- ■ Management of Companies & Enterprises (9,212)
- ■ Agriculture, Forestry, Fishing & Hunting (3,178)
- □ Utilities (1,651)
- ■ Mining, Quarrying, & Oil & Gas Extraction (168)

REGIONAL INDUSTRY SNAPSHOT

The largest industry sector in the Capital Region is Government/Public Administration with 220,755 jobs in 2020, followed by Health Care and Social Assistance with 117,396 jobs. The next-largest sectors in the region are Professional, Scientific, Technical Services (110,542 jobs), Retail Trade (93,643), and Construction (73,479). High location quotients (LQs) indicate sectors in which a region has high concentrations of employment compared to the national average. The sectors with the largest LQs in the region are Professional, Scientific, and Technical Services (1.64), Government (1.45), Non-Public Administration Services (1.32), and Construction (1.30).

SECTION I

Sectors in the Capital Region with the highest average wages per worker are Management of Companies and Enterprises ($166,387), Finance and Insurance ($140,923), Utilities ($140,376), and Manufacturing ($123,360). Regional sectors with the best job growth from 2015-2020 are Health Care and Social Assistance (+6,885 jobs), Transportation and Warehousing (+6,674), Professional, Scientific, and Technical Services (+5,354), and Construction (+4,421).

In terms of new jobs added, the fastest growing sector in the Capital Region is Health Care and Social Assistance, growing by 6% throughout 2020 and adding over 4,500 jobs. Professional, Scientific, and Technical Services (3,772 new jobs) and Transportation and Warehousing (3,229) demonstrated the second- and third-most growth respectively.

1,058,494 **Population (2021)**

Population grew by 49,576 over the last 5 years and is projected to grow by 38,171 over the next 5 years.

534,196 **Population (2021)**

Jobs grew by 20,099 over the last 5 years and are projected to grow by 17,714 over the next 5 years.

$106.2k **Median Household Income (2021)**

Median household income is $45.0k above the national median household income of $55.3k.

Employment in the Capital Region is projected to expand by almost 8,000 jobs over the next year and by almost 35,000 jobs by 2025. The strongest forecast by number of jobs over the next five years is for Health Care and Social Assistance (+11,174 jobs), followed by Government/Public Administration (+8,651), and Professional, Scientific, and Technical Services (+5,652), and Transportation and Warehousing (+3,712).

REGIONAL-LOCAL INDUSTRY ALIGNMENT

There is a strong alignment between the targeted industries identified in the Maryland State plan, Capital Region plan, and the Montgomery County local plan. Much like the Capital Region, the largest industries in Montgomery County are Government/ Public Administration (99,468 jobs in 2020), Professional, Scientific, and Technical Services (75,056 jobs), and Health Care and Social Assistance (69,933 jobs).

Montgomery County Jobs by Industry, 2020
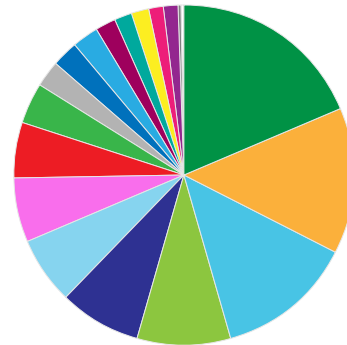
- Government (99,468)
- Professional, Scientific, & Technical Services (75,056)
- Health Care & Social Assistance (69,933)
- Other Services (except Public Administration) (46,762)
- Retail Trade (42,296)
- Administrative & Support & Waste Management & Remediation Services (33,544)
- Accommodation & Food Services (32,740)
- Construction (28,587)
- Finance & Insurance (20,379)
- Real Estate & Rental & Leasing (13,586)
- Educational Services (13,334)
- Manufacturing (13,279)
- Information (10,239)
- Transportation & Warehousing (9,137)
- Arts, Entertainment, & Recreation (8,766)
- Wholesale Trade (7,777)
- Management of Companies & Enterprises (6,906)
- Agriculture, Forestry, Fishing & Hunting (1,738)
- Utilities (609)
- Mining, Quarrying, & Oil & Gas Extraction (58)

Some of Montgomery County's largest industries are also its fastest growing. The Health Care and Social Assistance sector grew by over 4,500 jobs between 2015 and 2020, a 7% increase, and is projected to add another 6,800 jobs by 2025. Professional, Scientific, and Technical Services, the county's second-largest industry, gained over 3,700 jobs. By percentage, the sector with the largest growth over the past five years was the Agriculture, Forestry, Fishing, and Hunting industry, with an 239% increase in jobs over span. Additionally, jobs in the Transportation and Warehousing increased by 55%, adding over 3,000 jobs in that past five years. This growth is expected to continue, with another 21% increase by 2025.

SECTION I

A more detailed investigation into one of Montgomery County's top industries gives further insight into potential areas of focus for establishing strategic priorities. Within the Professional, Scientific, and Technical Services industry, the largest subsector of Computer Systems Design Services (NAICS code 541512) accounts for almost 10% of the jobs in the entire industry and is expected to grow by 10% by 2025, adding over 1,100 jobs. The third-largest subsector, Custom Computer Programming Services, is also related to Information Technology (IT). These factors indicate that IT jobs are an area of focus within this industry sector. The fifth largest subsector, Research and Development in Biotechnology, is expected to grow by 7% by 2025.

LARGEST SUBSECTORS OF PROFESSIONAL, SCIENTIFIC, AND TECHNICAL SERVICES, 2020

Professional, Scientific, & Technical Services Industry (NAICS code 54) Subsector	2020 Jobs	Projected % Change 2020-2025
Computer Systems Design Services	11,493	10%
Administrative Management & General Management Consulting Services	8,962	6%
Custom Computer Programming Services	6,589	(0%)
Engineering Services	5,949	12%
Research & Development in Biotechnology (except Nanobiotechnology)	5,866	7%
Offices of Lawyers	4,968	1%
Research & Development in the Social Sciences & Humanities	4,954	(0%)
Research & Development in the Physical, Engineering, & Life Sciences (except Nanotechnology & Biotechnology)	4,337	7%
Other Scientific & Technical Consulting Services	2,667	22%
Offices of Certified Public Accountants	2,616	(3%)

Source: EMSI, 2021.2

Montgomery County is considered an epicenter of biotechnology and has emerged as a life sciences hub. The county is home to over 180 biotech companies, 5,000 highly educated biotech workers, and key federal research and regulatory institutions, such as the National Institutes of Health (NIH), the Federal Drug Administration (FDA), the National Institute of Standards of Technology (NIST), and the Walter Reed Army Institute.

Cybersecurity and Biotechnology are two industry sectors in high demand within Montgomery County, though they are not well categorized by traditional labor market information due to the fact that many of these occupations are not easily categorized. There are key occupations in these sectors, however, as demonstrated in the following two tables.

IN-DEMAND & GROWTH OCCUPATIONS

Focusing on occupations that require some level of postsecondary education and training for Montgomery County's largest industries can give further insight into developing strategic priorities for the local Workforce Development Board.

In Health Care and Social Assistance, Registered Nurses and Nursing Assistants are the top two jobs in the industry, accounting for 8.4% and 7.8% of industry jobs respectively. Both are also among the top six occupations expected to add the most jobs in any industry by 2025 when filtering for jobs requiring some postsecondary education or training.

SECTION I

TOP OCCUPATIONS OF PROFESSIONAL, SCIENTIFIC, & TECHNICAL SERVICES, 2020

Professional, Scientific, & Technical Services Industry (NAICS code 54) Staffing Patterns	2020 Jobs	% of Total Jobs in Industry
Software Developers & Software Quality Assurance Analysts & Testers	4,422	5.9%
Management Analysts	3,904	5.2%
Accountants & Auditors	2,837	3.8%
Lawyers	2,562	3.4%
Computer Systems Analysts	2,294	3.1%
General & Operations Managers	2,134	2.9%
Project Management Specialists & Business Operations Specialists, All Other	1,971	2.6%
Computer & Information Systems Managers	1,608	2.2%
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, & Travel	1,555	2.1%
Secretaries & Administrative Assistants (except Legal, Medical, & Executive)	1,521	2.0%
Market Research Analysts & Marketing Specialists	1,486	2.0%
Computer User Support Specialists	1,400	1.9%
Network & Computer Systems Administrators	1,383	1.8%
Medical Scientists (except Epidemiologists)	1,360	1..8%
Computer Occupations, All Other	1,280	1.7%

Source: EMSI, 2021.2

In Professional, Scientific, and Technical Services, the top occupation is Software Developers and Software Quality Assurance Analysts and Testers. This occupation accounts for 5.9% of the entire industry in 2020 and is projected to add another 467 jobs and grow by 11% by 2025. The most common job title for this occupation is "software engineer" and typically requires a bachelor's degree. According to job posting data, the top qualification listed for this occupation is CompTIA Security+, Microsoft Certified Systems Engineer, and Certified Information Systems Security Professional—all of which indicate a strong correlation between this in-demand job and the industry subsector known colloquially as "cybersecurity." Additionally, the occupation Information Security Analysts, one more directly linked to cybersecurity, is expected to grow by 16% from 2020 to 2025 and is among the occupations with the largest projected growth in the industry over that timeframe. In total, Information Technology (IT) occupations account for over 20% of all occupations in the Professional, Scientific, and Technical Services Industry, with top over 16,600 jobs in 2020.

SECTION I

TOP OCCUPATIONS OF R&D IN BIOTECHNOLOGY, 2020

Research and Development in Biotechnology (NAICS code 541714) Staffing Patterns	2020 Jobs	% of Total Jobs in Industry
Medical Scientists (except Epidemiologists)	716	12.1%
Natural Sciences Managers	398	6.7
Biological Scientists, All Other	269	4.5%
Microbiologists	213	3.6%
Statisticians	182	3.1%
Software Developers & Software Quality Assurance Analysts & Testers	176	3.0%
Biological Technicians	170	2.9%
Chemists	170	2.9%
Project Management Specialists & Business Operations Specialists, All Other	154	2.6%
Physicists	146	2.5%
General & Operations Managers	126	2.1%
Personal Service Managers; Entertainment & Recreation Managers	109	1.8%
Mechanical Engineers	106	1.8%
Computer Systems Analysts	85	1.4%
Computer & Information Systems Managers	82	1.4%

Source: EMSI, 2021.2

The prevalence of computer occupations in the biotechnology sector shows a cross-over into IT with such fields as bioinformatics and health IT/mobile health applications. The WDB continues to develop strategies to prepare job seekers for these key occupational groups.

As was the case across the entire country, retail and hospitality sectors were some of the hardest hit by the COVID-19 pandemic. The Accommodation and Food Services industry in Montgomery County alone lost more than 6,600 jobs from December of 2019 to December of 2020, the largest decrease in any industry in the county. Despite these losses, Accommodation and Food Services remains the seventh largest industry in the county, with just under 30,000 jobs by the end of 2020. This industry is a crucial part of the economy in Montgomery County and the Capital Region and is poised for significant growth and return to pre-pandemic numbers.

As in years past, construction will remain a priority industry for workforce development in Montgomery County. Not only is construction one of the largest employing industries for the county's Latino population (26.8% of all construction jobs were held by Latinos in 2020), but it is also responsible for generating $2.8 billion in earnings and $49.8 million in taxes in 2020. Although there has a been a slow decrease in the number of jobs in construction over the past five years, the industry remains relatively stable, consistently employing over 28,000 workers.

WDB Strategic Priorities

In setting the strategic priorities for WorkSource Montgomery, the Board has emphasized analyzing trends of our growth industries and providing employment services to Montgomery County residents who are enhancing or pursuing careers in these industries.

The WDB will focus efforts on analyzing trends within these subsectors and providing services and industry-led initiatives targeted within these sectors. This data shows a complex and dynamic economic landscape that will guide employment and training activities in the county.

SECTION I

Based on a compilation of data, the key industries WSM will target are:

1. **Professional, Scientific, and Technical Services (with a focus on Cybersecurity/IT)**

2. **Biotechnology/Life Sciences**

3. **Healthcare and Social Assistance**

4. **Hospitality (including Retail, Accommodation, and Food Service)**

5. **Construction**

These target industries reflect the general trends noted in Maryland's 2020-2024 WIOA State Plan, in which all five are represented as top existing or in-demand industries for the Capital Region.

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 25, 2022

<u>MEMORANDUM</u>

To: Members of the Board of Education

From: Monifa B. McKnight, Superintendent of Schools

Subject: College, Career and Community Readiness and Graduation Preparation

Background
This presentation is a follow-up to the May 17, 2022, Strategic Planning Committee meeting to provide an update on the specific efforts of Montgomery County Public Schools (MCPS) to ensure that all students are college, career, and community ready upon graduation, including current practices and enhancements for the Fiscal Year (FY) 2022–2023, and considerations for future action. Additionally, it provides a preview of the requirements of *The Blueprint for Maryland's Future* (Blueprint) and potential implications for the system.

College and Career Readiness and The Blueprint for Maryland's Future
The *College and Career Readiness and College Completion Act of 2013* (CCRCCA)-Senate Bill 740 required each Local Education Agency (LEA) to assess and support College and Career Readiness (CCR): Grade 11 assessment requirements, transition courses, and additional opportunities for mastery, and a reassessment in Grade 12 including Career and Technical Education (CTE) and locally developed options. Data on the College and Career Readiness of students was collected and shared with the Maryland State Department of Education (MSDE) and the Board of Education based on the measures agreed upon by the Maryland Association of Community Colleges and the Public School Superintendents' Association of Maryland (PSSAM) after the enactment of the CCRCCA law.

The Blueprint legislation passed in 2021, set new CCR standards, and a goal that all students meet those standards by the end of Grade 10. Once a student meets the CCR standard, they enter an instructional pathway that builds upon their strengths. Post-CCR pathways include:

- International Baccalaureate (IB) Diploma or Advanced Placement (AP) program
- Dual Enrollment with an opportunity to earn an associate's degree
- CTE program with an opportunity to earn an industry credential

The three-year data trend for Post-CCR Pathways in MCPS demonstrated relatively stable participation and performance percentages in AP/IB participation and performance through the COVID-19 pandemic. Looking closer at the data in the aggregate, the disproportionality

between students and focus groups persists and must be addressed more aggressively. Conversely, through significant coordination and partnership with higher education, unique students enrolled in dual enrollment classes more than doubled in the same time period. CTE program concentrators and industry certifications increased significantly between 2019 and 2021, through the support and vision of the Board for increased equitable access.

Table 1. Percentage of MCPS Graduates from 2019 to 2021 Who Took at Least One AP/IB Exam and Earned a Score of 3 or Higher on AP and/or 4 or Higher on IB by Student Group						
	% Took AP/IB Exam			% Met a College-ready Score		
	2019	2020	2021	2019	2020	2021
All Students	68.9	68.0	67.4	53.8	54.8	54.7
Asian	88.1	85.9	87.8	76.4	75.9	77.3
Black or African American	53.8	55.1	53.1	30.8	34.3	33.1
Hispanic/Latino	51.8	49.5	49.1	36.6	36.2	35.8
White	83.3	84.4	81.3	72.1	74.5	72.8
Two or More Races	74.4	76.3	78.3	60.5	66.8	68.1
FARMS	51.1	49.6	47.6	32.2	33.6	31.4
Special Education	22.4	24.2	21.5	12.9	16.1	13.9
EML/RE EML	30.5	26.0	30.1	24.2	19.5	22.2

Note. EML = Emergent Multilingual Learner; RE EML = Recently Excited Emergent Multilingual Learner. Results for American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander students are included with all students, but are not reported separately due to small sample size; FARMS = Free and Reduced-Price Meals.

Table 2. Number of Unique MCPS Students Enrolled in Dual Enrollment Courses through Early and Middle College from FY 2020 to FY 2022 and Demographic Breakdown %			
Dual Enrollment	**FY 2020**	**FY 2021**	**FY2022**
Course Enrollments	3,676	6,810	7,353
All (Unique) Students	1,181	1,880	1,647
Dually Enrolled Students Demographics %			
American Indian or Alaska Native	0.2	0.3	0.1
Asian	20.3	22.8	25.9
Black or African American	20.0	22.7	25.8
Hispanic/Latino	17.0	16.0	15.7
Two or More Races	5.5	5.1	4.9
Pacific Islander	0.0	0.0	0.0
White	37.0	33.2	27.6
Free and Reduced-Price Meals	20.7	23.0	25.1
Special Education	7.3	7.0	9.3
EML/RE EML	26.4	30.3	32.2

Table 3. Number of Career and Technical Education (CTE) Concentrators (Near Completers) and Earning Industry Certifications FY 2019–FY 2021			
CTE Concentrators	**FY 2019**	**FY 2020**	**FY 2021**
Industry Certifications Earned	n/a	511	818
All (Unique) Students	4992	5608	6,650
Concentrator Demographics %			
American Indian or Alaska Native	.08	.07	.030
Asian	17.59	17.56	19.74
Black or African American	23.09	22.59	23.32
Hispanic/Latino	28.43	27.06	26.38
Two or More Races	4.06	4.26	4.48
Pacific Islander	.08	.07	.045
White	26.66	28.37	26
Special Education	12	9.65	8.92
Free and Reduced-Price Meals	29.33	27.98	23.83
EML/RE EML	5.3	4.99	6.02

College and Career Readiness Changes
The Blueprint requires school systems to develop CCR-support pathways to help students achieve CCR standards and CTE programs that are aligned with industry needs as determined by the new Maryland CTE Committee. As part of this shift, MSDE is developing new Pre-K–12 curriculum standards and assessments aligned with the new CCR goal.

The Blueprint significantly affects all students as the new CCR standard shifts to the end of Grade 10. For the 2021–2022 and 2022–2023 school years, the interim assessments used to determine if students are CCR ready, are Grade 10 English Language Arts and Algebra 1 Maryland Comprehensive Assessment Program (MCAP) tests, along with the Scholastic Aptitude Test (SAT) for math. These measures are an initial step while MSDE conducts a study to determine the necessary actions, that directly will affect students and the MCPS CCR data reported to MSDE. The MSDE study is to be completed by September 2023, and the interim standards will be used until MSDE advises differently.

The change in CCR measurement is summarized in the following chart.

Table 4. Comparison of Maryland State Department of Education definitions of college and career ready measures from 2013–2014 through 2021	
2013–2014 through 2020–2021 school years college and career readiness measures based on state agreement with MACC/PSSAM aligned to CCRCCA legislation	**Beginning 2021–2022 school year college and career readiness interim measures based on Blueprint legislation**
By end of Grade 11 MCAP SAT ACT AP and IB Exams ACCUPLACER Dual Enrollment Grade Point Average Local Agreements with Montgomery College which included grades in select high school courses and locally developed assessments	*By end of Grade 10* Grade 10 English MCAP Algebra 1 MCAP SAT Math

MCPS Strategic Plan

In direct alignment with the Blueprint, the primary goal of the MCPS Strategic Plan is to ensure that all students are prepared for college, career, and community readiness. The academic excellence pillar of the plan specifically outlines several objectives. Communication will focus on the following four, and the related strategies aligned with CCR:

- Increase Maryland College and Career Readiness rates
  - Create planning for a thorough transition for high school students nearing graduation
- Increase career training opportunities for all students
  - Launch and grow Apprenticeship Maryland, to provide juniors and seniors with youth apprenticeships and pathways to careers while finishing high school.
  - Develop and grow business and industry partnerships to expand opportunities for work-based learning, such as internships and site work experiences for students.
- Increase access to enriched and accelerated opportunities for underrepresented student groups (e.g. Free and Reduced-Price Meals (FARMS), special education, English for Speakers of Other Languages (ESOL)
  - Continue to create and expand talent development and early engagement/exploration opportunities for students in elementary, middle, and high schools.
- Increase post-secondary education enrollment
  - Deliberately design processes to increase student participation in post-secondary opportunities such as dual enrollment, Early College, Middle College, and Achieving Collegiate Excellence and Success (ACES).
  - Design a framework and process so that all students use Naviance, with support to schools from central services, so that student course planning includes the selection of a program completer first and is connected to college majors to increase student understanding of post-secondary opportunities.

It is important to note that the MCPS goal of college, career, and community expectations exceed the Blueprint for College and Career Readiness requirements. Our work will continue to focus on literacy and mathematics, which includes elevating the importance of robust career experiences, and career competencies and strengthening the support structures that secure an academic plan for Grades Pre-K–12 for all students to have access to College and Career Readiness programs in preparation for achieving their post-secondary goals.

FY 2022–2023 Updates

To address the requirements of the Blueprint and the objectives of the MCPS Strategic Plan, alignment efforts have been made in the following areas: 1. organizational structures, 2. planning for college, career, and community readiness through counseling lessons and student experiences, and other student and family supports, and 3. assessment of implementation efforts. Included in this update are additional considerations to ensure all students are college, career, and community ready.

1. Organizational Structures

The 2022–2023 organizational chart includes the newly established Office of the Chief Academic Officer (OCAO). The OCAO will provide robust coursework, career opportunities, and early access to college credit, so students can be successful on each path they may select. Student outcomes must not be predicted by race, ethnicity, socioeconomic status, or educational need. The Office of Curriculum and Instructional Programs (OCIP) and the Office of Special Education (OSE) in collaboration and coordination with the Office of School Support and Well-Being (OSSWB) and the Office of Strategic Initiatives (OSI) set clear expectations for wellness, teaching, and learning throughout the 2022–2023 school year, to include the following:

- Implement the Curriculum: Provide clear learning outcomes and success criteria using the curriculum and primary resources.
- Engage in Data Analysis: Use formative and summative measurements to provide feedback to students and analyze results to improve progress and adjust instruction.
- Learn and Innovate: Participate in professional learning to continue developing equitable teaching and learning strategies, deep content knowledge, wellness and anti-racist approaches, data literacy, and evidence-based pedagogy.
- Know and Plan for Learners: Build relationships and a classroom culture of well-being by knowing and planning instruction around each student's linguistic, racial, cultural and academic strengths and talents by integrating social-emotional needs and honoring lived experiences to create a supportive learning environment.
- Plan for Acceleration: Provide access to grade/course-level learning so students who have unfinished learning succeed in today's learning experiences.

Preparing our students for college, career, and community readiness is a multi-layered approach. The first step, includes providing students with rich career-related experiences by grade level and guiding all students as they develop a plan based on their interests and post-secondary goals. This includes providing necessary resources to support students and families in navigating the application and financial aid processes. More information may be found at the MCPS website.

2. Planning for College, Career, and Community Readiness Student Experiences

The MCPS student experience includes a focus on strong academic and technical skills, as well as experiences that engage our stakeholders and support student awareness, exploration, and preparation for career success. Students participate in athletics, extracurricular activities, clubs, student service learning, and other experiences contributing to their character development. These varied experiences help prepare students for potential career options through practical and social experiences at the elementary, middle, high school, and post-secondary levels. These experiences supplement and support classroom instruction and are critical to ensuring students thrive in their post-secondary endeavors. The service learning component of the MSDE graduation requirements, offers a great opportunity for students to find out what interests them and help guide those experiences towards career decisions.

The role and importance of career and community service learning experiences have been elevated at the state and local levels. Within the Blueprint legislation, several career-related experiences are noted as a priority regarding the responsibilities of the LEA to provide access to college

and career experiences and programs. This specifically relates to College Level Courses (e.g., AP and IB) and Career Readiness Programs (e.g., CTE, Middle/Early College, and Apprenticeships). MCPS has robust offerings in each area and works to ensure access to all interested students. Throughout the past few years, MCPS has expanded access to CTE programs, which includes the Apprenticeship Maryland program of study, Middle and Early College dual enrollment programs, AP and IB courses, in partnership with Equal Opportunity Schools, and has eliminated financial barriers to industry certifications, licenses, and exams.

Our work for this year includes the following enhancements to career readiness to increase student preparation:

Table 5. MCPS Career Readiness Goals, Actions, and Timeline for 2022–2024		
Goals	**New Actions**	**Timeline**
Expansion of Apprenticeship Maryland Program (AMP) participation and employer opportunities	Build internship coordinator, counselor and college, career information coordinator understanding of youth and registered apprenticeship	October 2022–June 2024
	Expand employer apprenticeship partners including; ● Development of opportunities to apprentice within MCPS ● Partner with Urban Alliance as an intermediary to develop additional business partnerships for Work Based Learning experiences	August 2022–August 2024
	Increase awareness of AMP to students and parents through marketing at the school and district level	August 2022–August 2024
Career Counseling that includes the Career Competencies developed in partnership with Montgomery College and the Universities at Shady Grove	Collaborate with and enter into a contract with our Local Workforce Development Board to plan and prepare to provide additional career counseling to all middle and high school students that includes the nine career competencies	October 2022–August 2024

Ensuring all students graduate college, career, and community ready is a shared responsibility across central offices and schools. At the May 17, 2022, Strategic Planning Committee meeting, Board members asked how we support all students on pathways to post-secondary education and careers, asking specifically about how the Naviance tool is used to support this work and the completion of the Student Free Application for Federal Student Aid (FAFSA).

MCPS has framework embedded into schools and in partnership with parents, to ensure students have an array of support to guide them along the path to being college, career, and community ready. Following is a sample of College and Career Readiness and planning experiences by grade level:

Table 6. Sample MCPS College, Career, and Community Readiness Student Experiences	
Level/Grade(s)	**Experiences**
Middle School Grades 6–8	- Career exploration, goal setting and completion of graduation, college, and career plan - Finance Park and Thomas Edison High School of Technology Visit
High School Grade 9	- Rising Grade 9 Parent Course Selection Orientation - Review and update long-term plans, become aware of postsecondary costs, create strategies for financing college, and completion of Four-Year Course Plan - Grade 9 Orientation - Select CTE and post-CCR Pathways - Elective Fairs (each grade level)
High School Grade 10	- Completion of Graduation, College, and Career Plan - Explore careers and colleges that match career interest and find the best postsecondary options for careers of interest - High School Career Exploration - Free P/SAT Assessment - P/SAT Work Session and Results Parent Night - CTE Pathways - Select AP courses
High School Grades 11–12	- Identify best fit and match colleges, identify financial needs for college and define the steps necessary for applying to college - Resume, career, and college exploration - Junior Class College Application Process Meetings - Free SAT Assessment - College Readiness Day - College Application Day (MCAC)

Table 6. Sample MCPS College, Career, and Community Readiness Student Experiences
- College Recommendations, Visits, and College Representative Visits   - College Fairs   - Post CCR Pathways-AP, IB, and dual enrollment   - Work-based Learning Opportunities   - FAFSA Completion   - Rising Senior and College Readiness Summer Workshops   - Financial Aid Nights   - Scholarship Application Day   - College Entrance Exam   - Mandated FAFSA/MSFAA Outreach

Legend: PSAT= Preliminary Scholastic Aptitude Test, SAT= Scholastic Aptitude Test, MCAC= Maryland College Application Campaign, MSFAA=Maryland Student Financial Aid Application

Using Academic Planning Tools
The academic planning process is a useful and effective process that school districts have utilized to achieve college, career, and community readiness goals. In MCPS, Naviance is one college and career planning tool used by students, staff, and families in Grades 6–12. Implementation of the Naviance Scope and Sequence, updated in 2021–2022, to include video tutorials for counselors and students, is a required part of the Comprehensive School Counseling Program. All secondary counselors are provided lessons that include career assessments, goal setting, high school course planning, and career and college exploration. Naviance tools and lessons are used in conjunction with college and career related experiences and programs to prepare students for post-secondary goals (Attachment). Naviance is one tool used in conjunction with a myriad of college and career readiness planning experiences.

Reset and Reinstituting the Implementation Plan
The Naviance Platform was introduced to schools for the first time in 2017–2018. Implementation of the Naviance Scope and Sequence is required. However, expectations for lesson completion were deemphasized during the pandemic due to logistical difficulties imposed by virtual classrooms and the need for counselors to elevate direct counseling services for students, in addition to an increased focus on student attendance and engagement. As a result, a reduction is reflected in Naviance usage data from 2018–2021. The drop-off in the completion percentage in Grades 11 and 12 requires further investigation. Anecdotal evidence indicates that as students near graduation and have fewer course options available due to the completion of graduation requirements and the fulfillment of elective choices, course selection becomes more self-evident, thus reducing the incentive for higher usage. The data indicate that the tool was embedded into counselor lessons upon implementation, and use was monitored by school and district leaders. This practice needs to be re-established because it is evident from the data that "what you monitor gets done." As the district has moved toward equitable teaching and learning, leadership and accountability structures are being established to certify that the use of college and career planning tools consistently is implemented across our secondary schools.

Table 7. Middle School Four-Year Course Planner Data: Percentage of Students Completing an Updated Four-Year High School Course Planner 2018–2021				
Grades	**2018**	**2019**	**2020**	**2021**
By end of 8th Grade	89%	94%	33%	46%

Table 8. High School Four-Year Course Planner Data: Percentage of Students Completing an Updated Four-Year High School Course Planner 2018–2021				
Grades	**2018**	**2019**	**2020**	**2021**
9th	92%	87%	33%	15%
10th	88%	88%	20%	9%
11–12th	81%	89%	23%	26%

Academic Planning Implementation Support: 2022–2024
The goal is that all students in Grades 8–12 will have a four-year high school course planner and post-secondary goal by the end of 2023–2024 school year. Additionally, all secondary schools must implement the scope and sequence with fidelity. To ensure this goal is met, district leaders must engage with all secondary school counselors in a variety of settings throughout the first marking period of FY 2022–2023 to review school-specific academic planning trend data, re-emphasize the implementation expectations, discuss the scope and sequence plan in every secondary school, and identify support needed for implementation moving forward. Schools and district leaders are requiring best practices around parent outreach and communication to renew and increase parental awareness of academic and career planning. From this collaboration, a districtwide parent outreach and communication plan is being developed by the end of the first marking period.

During the second and third marking periods, leadership must review and provide feedback on the scope and sequence. During the course registration process, counselors are expected to meet with individual students to review and update their four-year course planner, while leaders monitor school planner and scope and sequence completion rates. In the fourth marking period, individual school data is analyzed for school accountability. During the course of the school year,

secondary resource counselors must meet with counseling leadership to receive monthly professional development on the academic and career planning to develop plans for implementing the lessons, review data, discuss best practices, and engage in problems of practice around college and career readiness. Principals, school counselors and College Career Information Coordinators (CCIC) must receive monthly school-specific data usage reports. Reports are to be shared with directors during the standing bi-weekly directors' meetings to guarantee aligned and integrated support of school implementation. A rigorous accountability process is required to examine the approach, deployment, and implementation of the academic planning process to guarantee students progressively work toward their college, career, and community readiness goals and be prepared for the next step in their life after high school.

Marking Period	Implementation and Progress Support by School-based and Central Office Leadership
1	- Individual meetings with all 25 high school counseling teams and CCICs to: - review school-specific Naviance trend data - re-emphasize the implementation expectations - discuss the scope and sequence plan in every secondary school - identify support needed for implementation moving forward - Develop districtwide approach to parent outreach and communication to renew parental awareness of the power of the tool *(new component)*
2–3	- Utilize school scope and sequence feedback to modify framework to best meet student needs - Via course registration process, counselors meet with individual students to review and update their four-year course planner - Monitor school planner and scope and sequence completion rates
4	- Individual school data is analyzed for school accountability - District level data analyzed to identify trends - Data used to inform school improvement process
Ongoing	- Monthly professional development on the Naviance Scope and Sequence - Develop plans for implementing the lessons - Monthly school-specific Naviance data usage reports issued

Free Application for Federal Student Aid/Maryland State Financial Aid Application plan
On May 30, 2021, Maryland Senate Bill 664 was passed requiring each county Board of Education to develop a Free Application for Federal Student Aid (FAFSA) or the Maryland State Financial Aid Application (MSFAA) outreach plan. The purpose of the plan is to encourage and assist high school seniors with completing and submitting the FAFSA/MSFAA. The outreach plan

requirements are outlined in Chapter 577 of the 2021 Laws of Maryland. The plan must have been submitted by October 1, 2022, and annually on October 1 thereafter.

The MCPS districtwide FAFSA/MSFAA completion plan was submitted to the Maryland Higher Education Commission and MSDE. MCPS high school principals currently are working on finalizing the FAFSA completion plan for their schools. Counselors and CCICs at all high schools schedule financial aid night for students and families to learn about scholarships, financial aid, etc. The CCIC offers individual support to students and families throughout the summer to assist with the college admissions process.

Access to Rigorous Coursework and College and Career Planning Support for First Generation, Minority, and Low-Income Students
The Equal Opportunity Schools (EOS) partnerships were developed to "strengthen educator and system leader capacity to break down barriers to increase access, belonging, and success in rigorous college and career-prep secondary school courses for students of color and low-income students so that they may thrive in their post-secondary pursuits and life goals." This work began in the 2015–2016 school year with 4 high schools and has grown to 19 high schools.

The collaboration with EOS has resulted in an increase of 1,020 students expected to participate in AP and/or IB courses for the 2022–2023 school year. The equity teams of the 19 schools will participate in professional development with EOS to explore student impact experiences in advanced courses, such as AP and IB, to create an equity plan focused on student experiences. As part of the equity plan, schools must explore factors associated with progress, as well as the increasing participation and success in AP and IB courses by students of color and low-income students.

The 2020 EOS program evaluation demonstrated that through purposeful work there was an upward trend in the mean number of AP and IB courses from 2017 to 2020 for participating schools. One of the goals of EOS and across MCPS is to create and sustain a productive learning environment for all students. This included maintaining a culture of rigor, belonging, and success for students of all backgrounds that communicates an expectation that all students can be successful with academic support systems and individualized academic learning support. This study revealed patterns of lower reported incidences of suspension, and an overall higher weighted Grade Point Average in students attending EOS Cohort 1 schools. When AP and IB enrollment was examined relative to the schools partnering with EOS, this study found that the number and percentage of Grade 11 and 12 students who had not taken an AP and/or IB course and who later took an AP and/or IB course were higher in EOS schools than in comparison schools for all students and for underrepresented students.

The ACES and the CollegeTracks, Inc. programs provide intentional support for first generation, traditionally underserved students to help them with the college admissions process. ACES is an application program for which students apply during their Grade 10 year. The ACES program coaches currently are serving 14 high schools. Students accepted into the program begin in Grade 11. Each coach has a caseload of 120 students total—Grades 11 and 12 combined.

The CollegeTracks, Inc. program currently is located in five MCPS high schools. The program provides support to low-to-moderate income and first-generation students in Grades 11 and 12. Students can sign up to participate in the program throughout the school year. This school year the CollegeTracks, Inc. staff will provide support for students during Out-of-School Time. This additional support will assist students with college applications, scholarship searches, FAFSA completion, etc. Students will have an opportunity to participate in a variety of activities to support their post-secondary planning.

The Career Readiness Education Academy (CREA) is an academic and career readiness education program for older English learners in MCPS. Students in CREA are provided with opportunities to prepare for the General Educational Development exam, learn valuable work skills, and earn industry certifications. The CREA day program is offered at Seneca Valley High School and Thomas Edison High School of Technology. The evening program holds classes at Thomas Edison High School of Technology and the Shady Grove Auto Depot. CREA offers the following supports for qualified and participating students:

- Small academic classes offering differentiated instruction
- Bilingual staff and bilingual paraeducator support
- Socio-emotional wellness workshops and counseling
- Career program and testing fees are paid for our students
- Regular enrichment opportunities
- Partnerships with Nourish Now, Identity, Inc., Wellness Centers, Montgomery College
- A pipeline to continuing education opportunities once students leave MCPS

3. Assessment of Our Efforts

In preparation for the implementation of Blueprint, MCPS must create a comprehensive system and processes to monitor, support, and adjust the aforementioned strategies to guarantee that each student has an effective plan that prepares them to be college, career, and community ready at graduation. The following data is outlined to determine the effectiveness of CCR efforts and what adjustments need to be made with ongoing monitoring and analysis:

- CCR data
- Post-CCR pathway data
- FAFSA completion data
- Academic planning data
- Graduation rates
- New exit survey

As a district, it is important that we ensure every student, regardless of their desired post-high school interests, has a plan that supports them in reaching their goal. We want to be able to share where our students go after they graduate (e.g., college or university, military, workforce). A centralized exit survey will be developed that will be administered to all seniors prior to graduation. The purpose of the survey is to obtain information from students about their college and career experience, their perception of their preparedness, and post-secondary plans. The survey is intended to create an opportunity to follow up post-graduation and to adjust

the existing plan to better serve students by improving philosophy, mindset, practice, and accountability actions.

Future Considerations
In order to strengthen and develop coherence in the vision and implementation of college, career, and community readiness the following considerations are made:

- Align curriculum and resources Pre-K–12 to guarantee all students demonstrate mastery of the new college and career readiness standards by Grade 10, including MCPS community-ready competencies.
- Schedule every high school student to participate in at least one rigorous course as defined by AP, IB, career and technology pathways, or dual enrollment, without enrollment or assessment cost to the student.
- Develop, implement, and monitor annual academic and career planning activities beginning in Grade 5.
- Expand ACES to include Grades 9 and 10 students.
- Provide professional learning pathways for leaders and classroom teachers to develop antiracist environments and provide support to all staff to create a culture of high expectations and take actions so that all students are successful in completing rigorous coursework.

MBM:PKM:SSS:KLA:lgp

Attachment

NAVIANCE BY POWERSCHOOL

Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Naviance Scope and Sequence SY 2022–2023

District Goals

- Ensure all students are prepared for success upon high school graduation by demonstrating readiness for post-secondary study and/or the workforce.
- Help students identify personal skills, interests, and abilities and relate them to current career choices and course selections.
- Increase students' awareness on the financial aid options available for higher education.
- Help students make constructive and healthy decisions that promote hope, personal well-being, and social behavior.
- Help students develop Self-Management and Resistance Training (SMART) goals to build their resilience, perseverance, growth mindset, and maximize academic ability and achievement.
- Empower students to take ownership of learning.

Best Practices Reminders:

- The quarterly timeline are suggestions - if completing a task during a different time of year is better for your schedule, please do what works best for you and your students.
- Certain tasks identify non-counselors under *Who Is Responsible.* It's helpful for counselors to provide consultation or co-plan with the staff regarding the assigned tasks.
- If there is a technical error in Naviance please contact our technical support team immediately at Support@naviance.com.
  If you need resources (videos, PPT, quick guides) please reach out to your Naviance Consultant.
- If you have questions or concerns regarding the data that is in or is missing from the Naviance platform please contact your counseling services district team and they will work with the district technology office to import the needed data fields into Naviance.
- Utilize the Reports BETA platform to monitor and track student progress throughout the school year. District level reports will be provided quarterly.
- Feel free to attend Open Office Hours to ask questions or discuss any challenges you have.

Grade 6

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1–4	1. Create one academic SMART goal	1. Physical Education/Health Teachers	1. Student creates and adds an academic SMART goal	**Students will:** Learn how to set and plan how to make progress towards achieving their SMART goal	Academic Excellence Creative Problem Solving	M4, M5, M6 B-LS7 B-LS9 B-SMS5
Quarter 1/2	**Introduction to Naviance:** 1. Students will watch a video, introducing Naviance Student and how it will support their College, Career, and Life Readiness (CCLR) journey throughout middle and high school	**Introduction to Naviance:** 1. Counselors	**Introduction to Naviance:** 1. No task assigned in Naviance.	**Students will:** Explore the purpose of Naviance and its alignment to career, course, and future planning**.**	Creative Problem Solving Social Emotional Learning	M4 B-LS7 B-LS9
Quarter 3/4	**Career Exploration** 1. Complete Cluster Finder (CCF) 2. Review Cluster Finder results and save career clusters and pathways to their Favorites List	**Career Exploration** 1. Counselors 2. Counselors	**Career Exploration** 1. Student completes CCF assessment 2. Student saves three career clusters to favorites list	**Students will:** Complete the Career Cluster finder and identify their top three career clusters	Academic Excellence Creative Problem Solving	M4, M5, M6 B-LS7 B-LS9 B-SMS5

Grade 7

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1–4	**Career Exploration and Finance Park** 1. Finance Park is reviewed and completed by the Social Studies Teachers	**Career Exploration and Finance Park** 1. Social Studies Teachers	**Career Exploration** 1. No task assigned in Naviance	**Students will:**	Academic Excellence Creative Problem Solving Social Emotional Learning	M2 B-LS1 B-LS6 B-SMS6 B-SMS8
Quarter 1/2	**Career Exploration and Finance Park** 1. Complete Strengths Explorer	**Career Exploration and Finance Park** 1. Counselor	**Career Exploration** 1. Student completes assessment	**Students will:** • Identify their top three talent themes by completing Strengths Explorer • Describe ways in which individuals are unique in their thinking, feeling, and behaving	Academic Excellence Creative Problem Solving Social Emotional Learning	M2 B-LS1 B-LS6 B-SMS6 B-SMS8
Quarter 3/4	**Planning for 8th Grade** 1. Review Strengths Explorer results and review how related careers align to top talents 2. Create one personal and one career SMART goal	**Planning for 8th Grade** 1. Counselor 2. Counselor & PE/Health Teachers	**Planning for 8th Grade** 1. Student adds three careers to favorites list 2. Student creates goals; reflects on how these goals influence their academic goal	**Students will:** • Reflect on ways their personal talents can guide future career choices and course selections	Social Emotional Learning	M4 B-LS7, B-LS9

Grade 8

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1/2	**Career Exploration** 1. Complete Career Key	**Career Exploration** 1. Counselor	**Career Exploration** 1. Student completes Career Key assessment	**Students will:** • Identify their dominant personality types by completing the Career Key • Explore Careers that may be a good match based on identified personality types	Academic Excellence Social Emotional Learning	M4 B-LS9
Quarter 3/4	**Transition to High School** 1. Create a high school graduation, college, and career plan (9th Grade Courses Only)	**Transition to High School** 1. Counselor	**Transition to High School** 1. Student creates Course Plan	**Students will:** • Create a plan for graduating their high school and post-secondary pathway • Learn strategies for making a smooth transition to high school	Academic Excellence Creative Problem Solving Social Emotional Learning	M2, M3 B-SMS10

Grade 9

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 3/4	**Goal Setting & Course Planning** 1. Create or update High School Graduation, College, and Career Plan	**Goal Setting & Course Planning** 1. Counselor	**Goal Setting & Course Planning** 1. Student submits draft course plan for approval	**Students will:** • Students will review and update their long-term plans	Academic Excellence	M5, M6 B-LS7 B-SMS5 B-LS1 B-LS8
	Connecting Career and Education 1. Explore post-secondary options for careers of interest – build prospective list and review important details about colleges of interest (admission requirements, school culture, etc.) 2. Review options for financing post-secondary education and complete budgeting activity	**Connecting Career and Education** 1. Counselor and College Career Information Coordinator (CCIC) 2. Counselor and CCIC	**Connecting Career and Education** 1. Student adds colleges to favorites list 2. No task in Naviance	**Students will:** • Become aware of the costs of post-secondary institutions • Create strategies to finance these costs through loans, grants, scholarships, work-study, and other means • Review important details about colleges of interest (admissions requirements, majors, school culture, etc.)	Academic Excellence Creative Problem Solving Social Emotional Learning	M4 B-LS9 B-SMS10

Grade 10

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1/2	**Career and College Exploration** 1. Complete Career Interest Profiler (CIP) 2. Review CIP results and add three careers to their Favorites List 3. Update High School Graduation, College, and Career Plan (must do Q2) 4. Complete the Achieve Works Skills aptitude assessment	**Career and College Exploration** 1. Counselor 2. Counselor 3. Counselor	**Career and College Exploration** 1. Student completes assessment 2. Student adds three careers 3. Student submits draft course plan 4. Student completes assessment	**Students will:** • Deepen their knowledge about career interests • Explore careers and colleges that match career interest • Find the best postsecondary options for careers of interest	Academic Excellence Creative Problem Solving Social Emotional Learning	M5 B-LS1 B-LS7 B-LS8 B-LS9
Quarter 3/4	**College Exploration** 1. Complete a College Search 2. Add at least one college to their Prospective List	**College Exploration** 1. Counselor 2. Counselor	**College Exploration** 1. Student clicks on the Advanced College Search 2. Student saves one colleges to favorites list	**Students will:** • Identify best fit and match colleges based on a range of criteria	Academic Excellence Creative Problem Solving	M4 B-LS1 B-LS5 B-LS9

Grade 11

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1/2	**College Exploration and Planning – Part 1** 1. Complete a SuperMatch College Search 2. Add at least one colleges to their Prospective List 3. Create one Post-Secondary Goal 4. Update High School Graduation, College, and Career Plan	**College Exploration and Planning – Part 1** 1. Counselor 2. Counselor 3. Counselor 4. Counselor	**College Exploration and Planning – Part 1** 1. Student adds one filter to SuperMatch 2. Student adds one colleges to favorites list 3. Student creates one goal 4. Student submits draft course plan	**Students will:** • Identify best fit and match colleges based on a range of criteria • Identify financial needs for college • Define the steps necessary for applying to college • Students will review and update their long term plans	Academic Excellence Creative Problem Solving Social Emotional Learning	M4, M5 B-LS1 B-LS5 B-LS8 B-LS9
Quarter 3/4	**College Exploration and Planning – Part 2** 1. Complete a Scholarship Search 2. Walk through college application process for next year 3. Take SAT College and Career Readiness and College Completion Act of 2013 (CCRCCA) 4. Take ACT	**College Exploration and Planning – Part 2** 1. Counselor and CCIC 2. Counselor and CCIC 3. Student 4. Student	**College Exploration and Planning – Part 2** 1. Student clicks on Scholarship link 2. No Task assigned in Naviance 3. IT Imports test scores 4. IT Imports test scores	**Students will:** • Define the steps necessary for applying to college • Identify scholarship opportunities • Take the SAT	Academic Excellence Social Emotional Learning	M4, M6 B-LS1 B-LS4 B-LS8 B-SMS1

Grade 12

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Summer	**Post-secondary Planning** 1. Update High School Graduation, College, and Career Plan 2. Finalize post-secondary goal	**Post-secondary Planning** 1. Counselor 2. Counselor	**Post-secondary Planning** 1. Student submits draft course plan 2. Student creates goal	**Students will:** Review and update their long-term plans	Academic Excellence	M5 B-LS1 B-LS8
Quarter 1/2	**Apply to College** 1. Add and track college applications 2. Take SAT	**Apply to College** 1. Counselor and CCIC 2. Student	**Apply to College** 1. Student adds applications to college list and requests materials 2. IT Imports test scores	**Students will:** • Identify and apply to colleges • Take the SAT	Academic Excellence Creative Problem Solving Social Emotional Learning	M4, M6 B-LS1 B-LS4 B-LS8 B-LS9
Quarter 4	**Transition to Post-secondary** 1. Complete Senior Survey	**Transition to Post-secondary** 1. Teacher	**Transition to Post-secondary** 1. Student completes survey	**Students will:** Provide their finalized postsecondary plans	Academic Excellence Social Emotional Learning	M4, M2 B-LS7 B-SMS10

Legend: ASCA= American School Counselor Association

Directions to Waive Tasks:

1. Log into Naviance
2. Hover over the Planner tab and click on Assign and Manage
3. Click on the option to Batch Update Task Status
4. Choose the Task you'd like to Waive in the dropdown menu
5. Choose the grade level this task is assigned to
6. Click Continue
7. Check off the box next to the names of the students that need the task waived
8. Where it says: Update task status, change the drop down to Waived
9. Click Continue

College, Career, and Community Readiness and Graduation Preparation

Montgomery County Board of Education

October 25, 2022

Context and Roadmap

Board Meetings

- Updates aligned with Board priorities and the Strategic Plan

Board's Priorities

- Build a Safe and Inclusive School Climate
- Support Two-Way Communications Between Schools and Families
- Improve the recruitment, retention, and distribution of high-quality and diverse staff
- Improving Math and Literacy Rates

Board's Strategic Plan

- Academic Excellence
- Professional and Operational Excellence
- Community Engagement and Well-Being

(35)

Context and Roadmap

Board Meetings

Meeting Date	Draft Topics *Subject to Change*	Essential Questions
September 22	Evidence of Learning End of Year Performance Data Report	• *What is the program, policy, or practice that is implicated?* • *How is the topic aligned with the Board's strategic priorities?* • *What are the budget implications?* • *What is the intended outcome?* • *How will we know if we have achieved the outcome?* • *How do we know that we are on track to achieve the outcome?* • *Why this? Why now?*
October 11	Anti-Racist Audit Report	
October 25	● **College, Career, and Community Readiness and Graduation Preparation**	

Academic Excellence Objectives
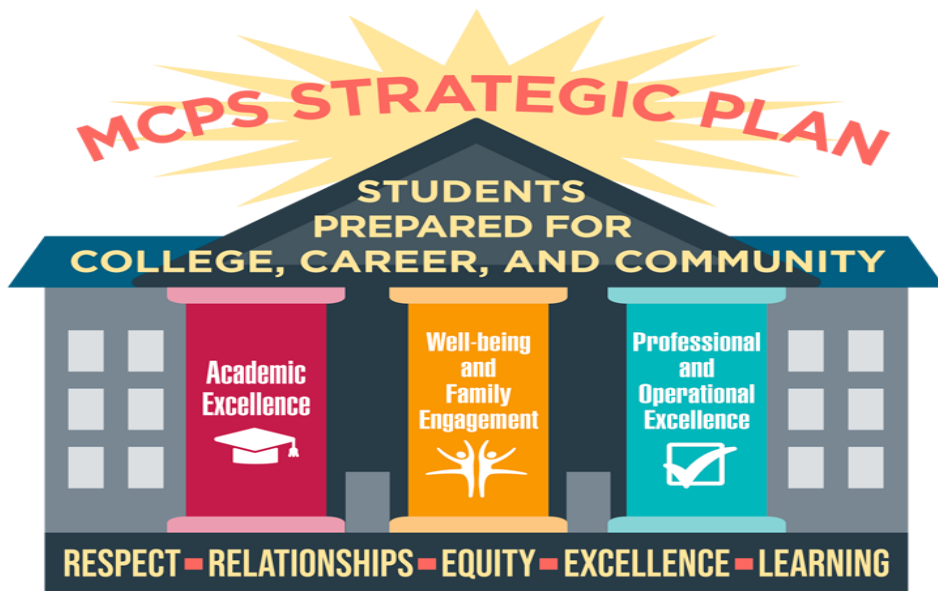
- Increase college and career readiness rates
- Increase career training opportunities for all students
- Increase access to enriched and accelerated opportunities for underrepresented student groups
- Increase postsecondary education enrollment

Blueprint for Maryland's Future

CCR Standards and Assessments AIB Timeline	
FY2022	Assessment for CCR no later than Grade 10
FY2024	MSDE empirical study of CCR standard(s)
FY2024	New scores/measures based on new CCR standard(s)
FY2024	Implementation of post-CCR and support pathways
FY2025	MSDE curriculum frameworks and instructional materials

College and Career Readiness Changes

| 2013–2014 through 2020–2021 College and Career Readiness measures based on State Agreement with MACC/PSSAM aligned to CCRCCA Legislation	Beginning 2021–2022 College and Career Readiness measures based on Blueprint Legislation
By the end of Grade 11	**By the end of Grade 10**
MCAP SAT ACT AP and IB Exams ACCUPLACER Dual Enrollment Grade Point Average Local Agreements with Montgomery College	Grade 10 English MCAP Algebra 1 MCAP SAT Math

(40)

Advanced Placement and International Baccalaureate Results

Table 1. Percentage of MCPS Graduates from 2019 to 2021 Who Took at Least One AP/IB Exam and Earned a Score of 3 or Higher on AP and/or 4 or Higher on IB by Student Group						
	% Took AP/IB Exam			% Met a College-ready Score		
	2019	2020	2021	2019	2020	2021
All Students	68.9	68.0	67.4	53.8	54.8	54.7
Asian	88.1	85.9	87.8	76.4	75.9	77.3
Black or African American	53.8	55.1	53.1	30.8	34.3	33.1
Hispanic/Latino	51.8	49.5	49.1	36.6	36.2	35.8
White	83.3	84.4	81.3	72.1	74.5	72.8
Two or More Races	74.4	76.3	78.3	60.5	66.8	68.1
Free and Reduced-price Meals System	51.1	49.6	47.6	32.2	33.6	31.4
Special Education	22.4	24.2	21.5	12.9	16.1	13.9
EML/RE EML	30.5	26.0	30.1	24.2	19.5	22.2

Note. EML = Emergent Multilingual Learner; RE EML = Recently Excited Emergent Multilingual Learner. Results for American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander students are included with all students, but are not reported separately due to small sample size.
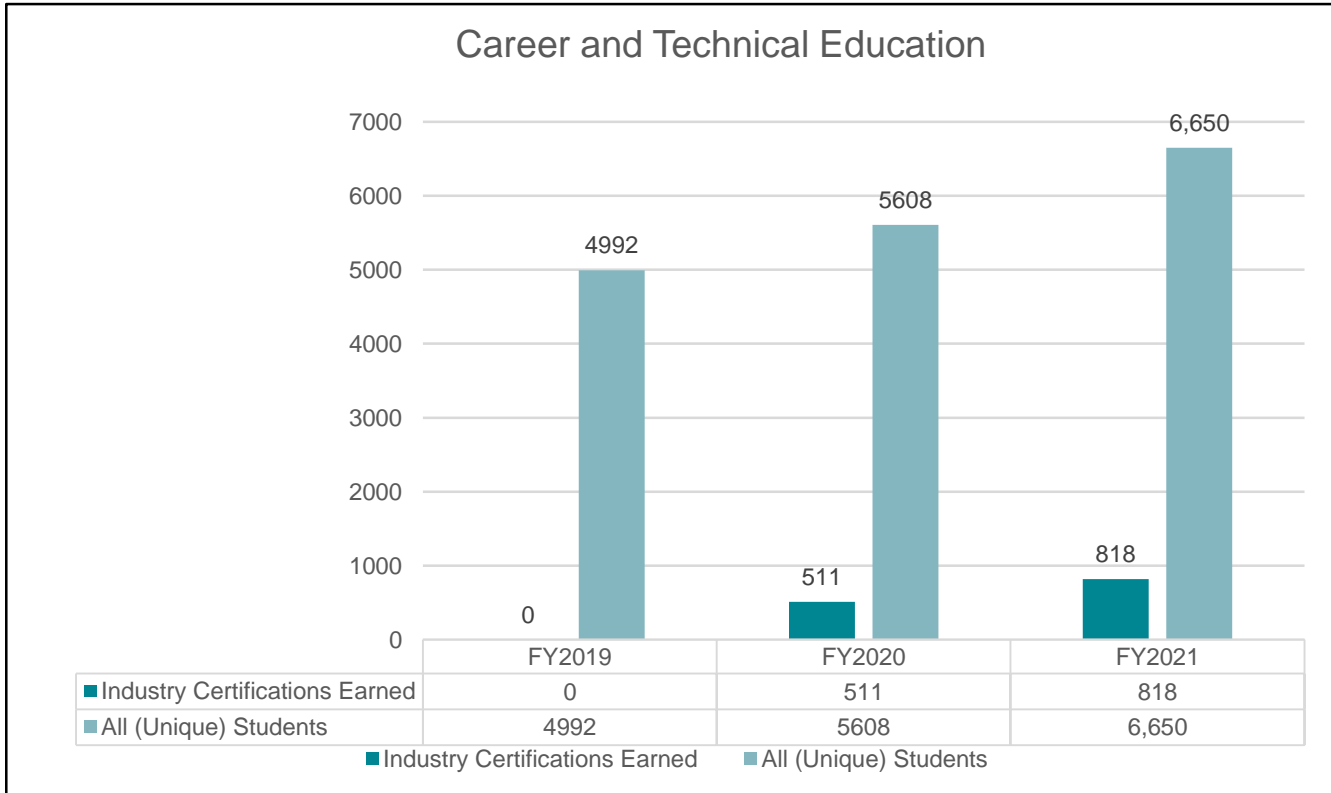
(41)

Dual Enrollment Results
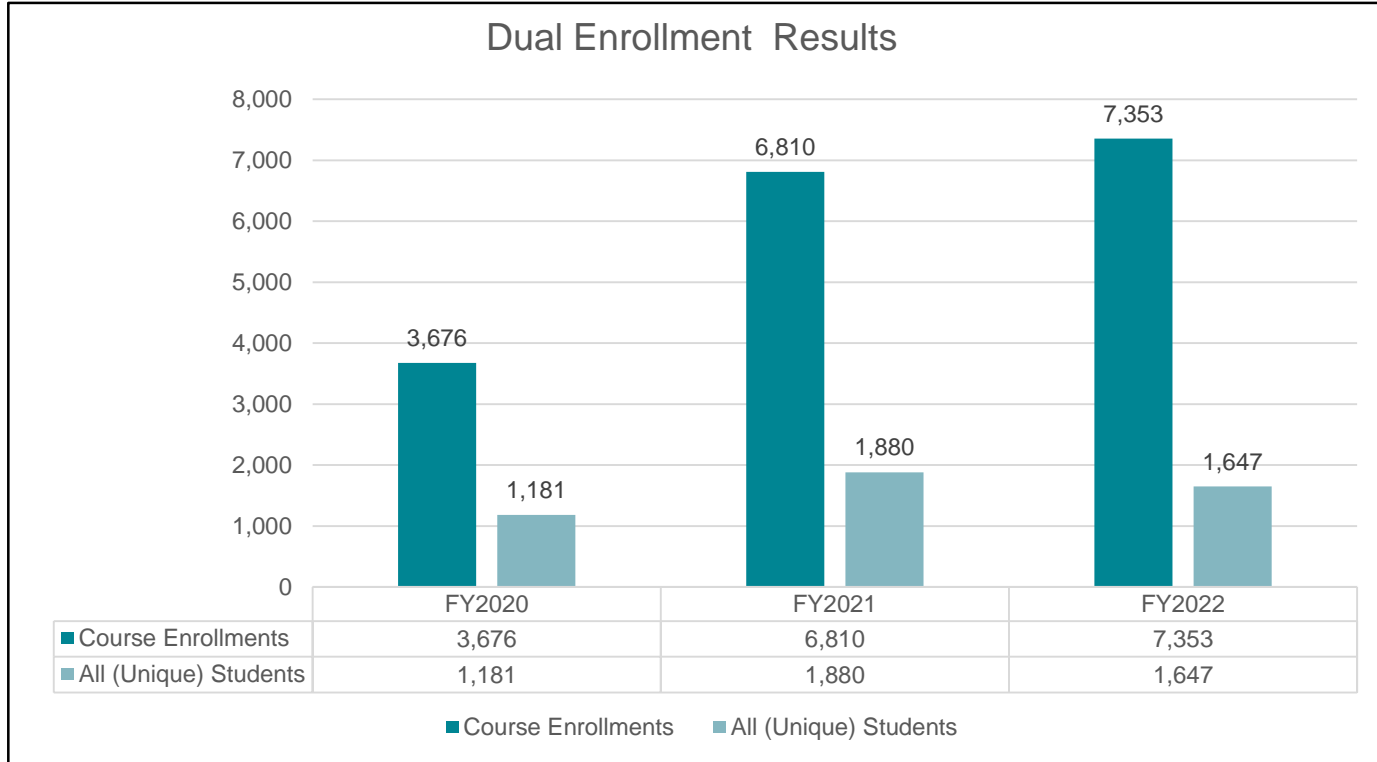
Dual Enrollment Results

Table 2. Number of Unique MCPS Students Enrolled in Dual Enrollment Courses through Early and Middle College from FY2020 to FY2022 and Demographic Breakdown %			
Dually Enrolled Students Demographics %			
American Indian or Alaska Native	0.2	0.3	0.1
Asian	20.3	22.8	25.9
Black or African American	20.0	22.7	25.8
Hispanic/Latino	17.0	16.0	15.7
Two or more races	5.5	5.1	4.9
Pacific Islander	0.0	0.0	0.0
White	37.0	33.2	27.6
Free and Reduced-price Meals	20.7	23.0	25.1
Special Education	7.3	7.0	9.3
EML/RE EML	26.4	30.3	32.2

(43)

Career and Technical Education Results

Career and Technical Education

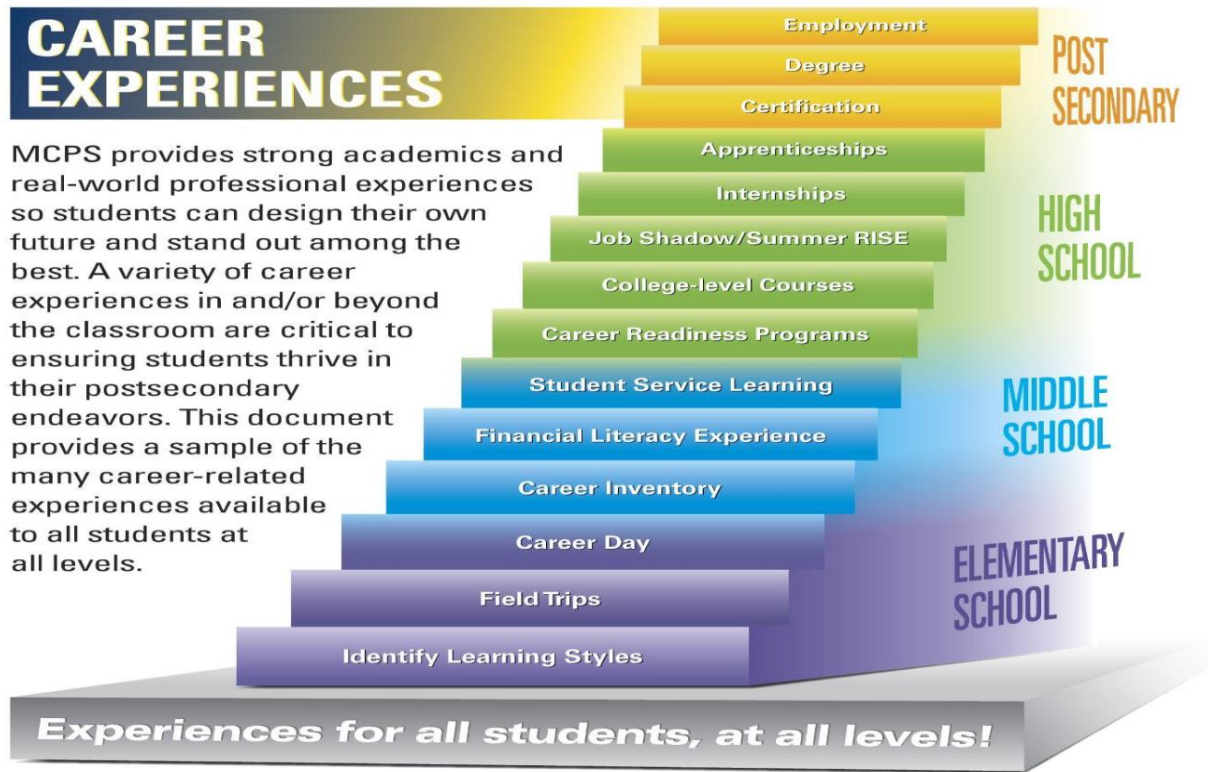|	FY2019	FY2020	FY2021
Industry Certifications Earned	0	511	818
All (Unique) Students	4992	5608	6,650

(44) 11

Career and Technical Education Results

Table 3. Number of Career and Technical Education (CTE) Concentrators (Near Completers) and Earning Industry Certifications FY2019-FY2021			
Concentrator Demographics %			
American Indian or Alaska Native	.08	.07	.030
Asian	17.59	17.56	19.74
Black or African American	23.09	22.59	23.32
Hispanic/Latino	28.43	27.06	26.38
Two or more races	4.06	4.26	4.48
Pacific Islander	.08	.07	.045
White	26.66	28.37	26
Special Education	12	9.65	8.92
Free and Reduced-price Meals	29.33	27.98	23.83
EML/RE/EML	5.3	4.99	6.02

(45)

Purposeful Student Experiences

13

(46)

Student Experience Expansion

Blueprint Expectation	Actions	Timeline
Apprenticeship Expansion	Professional Development	October 2022–June 2024
	MCPS Apprentices Urban Alliance Partnership	August 2022–August 2024
	Marketing	August 2022–August 2024
Career Counseling and Career Competencies	Partnership with Workforce Development Board to Plan and Implement	October 2022–August 2024

College, Career, and Community Ready

- Critical Thinking and Problem Solving
- Oral and Written Communication
- Digital Technology
- Equity and Inclusion
- Leadership
- Teamwork and Collaboration
- Career Development
- Professionalism and Work Ethics
- Personal Well Being

(48)

College, Career, and Community Ready

- Middle School—career exploration, goal setting, high school course planning
- High School—career interests assessments, college search, post-secondary goal, college application process
- Scope and Sequence by grade level college and career readiness (Naviance)

Academic Planning Opportunity

Middle School Naviance 4 Year Course Planner Data:
Percentage of Students Completing an Updated 4 Year High School Course Planner

Grades	2018	2019	2020	2021
By end of 8th Grade	89%	94%	33%	46%

High School Naviance 4 Year Course Planner Data:
Percentage of Students Completing an Updated 4 Year High School Course Planner

Grades	2018	2019	2020	2021
9th	92%	87%	33%	15%
10th	88%	88%	20%	9%
11-12th	81%	89%	23%	26%

17

(50)

Implementation and Support

Marking Period 1

Individual school team review:
- Trend data
- Implementation expectations
- Scope and sequence plan approval

Provide scope and sequence feedback

Marking Periods 2–3

Review/update individual student four-year planner

Review school planner and scope and sequence completion rates

Districtwide parent outreach and communication

Marking Period 4

Individual school data is analyzed for accountability

District level data analyzed to identify trends

Data used to inform school improvement process

Professional Development * Lesson Plan Development * School-Specific Data Reports

(51)

Additional Supports and Partnerships

Equal Opportunity Schools (EOS)

- Increase access, belonging, and success for students of color and low-income students

- Use student voice and perceptual data to break down barriers

- Increase participation and success in advanced coursework

- Piloting project with Dual Enrollment Schools and EOS.

Achieving Collegiate Excellence and Success (ACES)

- College admissions and financial aid support

- Application program for first generation, historically underserved students—Grades 11 and 12

- 14 MCPS High Schools

- Career Readiness component

- Partnership with Montgomery College and Universities at Shady Grove

(52)

Additional Supports and Partnerships

CollegeTracks, Inc.

- College admissions and financial aid support

- First generation, historically underserved students rolling admission to program in Grades 11 and 12

- Bethesda-Chevy Chase, Paint Branch, Quince Orchard, Watkins Mill, and Wheaton high schools

- Out of School Time (OST) addition

Career Readiness Education Academy (CREA)

- Career support for older English Learners

- Bilingual support for General Educational Development (GED)

- Career program certifications and fees paid

- Enrichment opportunities

- Pipeline to continuing education through Montgomery College

FAFSA/MSFAA Outreach Plan

**Free Application for Federal Student Aid (FAFSA)
Maryland State Financial Aid Application (MSFAA) Plan**

Maryland Senate Bill 664 (May 2021)

Maryland Requirement—Free Application for Federal Student Aid (FAFSA) or the Maryland State Financial Aid Application (MSFAA) outreach plan

District—MCPS submits to the Maryland Higher Education Commision by October 1, 2022

Data—High school and district leaders will collect baseline data this year

School Monitoring - All high schools submit individual SSWB FAFSA/MSFAA plans to ensure maximum outreach and student participation

Assessment of Our Efforts

- College Career Readiness (CCR) data
- Post-CCR pathway data
- FAFSA and MSFAA completion data
- Academic planning data
- Graduation rates
- New exit survey

Recommendations

- In alignment with the strategic plan and audit response, develop staff understanding and application of coherent practices, accountability measures including data-driven decision making and equity centered capacity building.
- Creation of Alumni Connection: Data collection for after graduation for students (college, military, workforce and beyond).

Discussion

apprenticeSHIP

MARYLAND

Earn and Learn Opportunities for Youth

What is Apprenticeship Maryland?

Apprenticeship Maryland is a Career and Technical Education (CTE) program of study for students, ages 16 and older. Piloted in Frederick and Washington Counties, the Maryland State Department of Education, in partnership with the Maryland Department of Labor (Labor), is now prepared to make this program available to all school systems for adoption.

The program is designed to prepare students for sustainable employment and further education based on career pathways in Manufacturing and Science, Technology, Engineering, and Mathematics (STEM) related fields as well as traditional occupations. Participating students start the program in their junior year and complete at least one year of related classroom instruction and a minimum of 450 hours of work-based training under the supervision of an eligible employer.

The workplace component is a paid, mentored, experience with a work-based learning plan and a formal agreement among the student, school and employer. Students are paid at least minimum wage, so they can "learn and earn." The workplace component is supervised by a registered Apprenticeship sponsor that is approved by the Maryland Apprenticeship and Training Council (MATC) through the Maryland Department of Labor.

The overarching goals of Apprenticeship Maryland are to help students to:

✓ Earn a salary while learning valuable and marketable industry skills;

✓ Receive instruction at the worksite by skilled mentors;

✓ Learn and practice technical and employability skills under the guidance of a professional;

✓ Receive credit to meet high school graduation requirements;

✓ Receive a State Skill Certificate signed by the Secretary of the Maryland Department of Labor for meeting all program requirements; and

✓ Get a jumpstart into an existing adult apprenticeship or fulltime employment.

Is Your School Ready For Apprenticeship Maryland?

To Implement, the school system must identify a coordinator who is responsible for the following tasks. Ideally, the coordinator is assigned to a half-time position to fully implement the program. The coordinator:

✓ Understands the Apprenticeship Maryland Program and can communicate the program to all stakeholders (i.e. students, parents, counselors, work-based learning coordinators, teachers, and potential employers);

✓ Acts a liaison between the local school system and the Labor staff;

✓ Communicates regularly with the local or regional Labor apprenticeship navigators on youth apprenticeship employment opportunities to help recruit students for available positions;

✓ Assists the navigators by relating information on what is considered to be appropriate placements for each student as well as identifies school events that are appropriate for the navigator to attend;

✓ Acts as the primary lead in recruiting students for the program and assesses their interest, maturity, and suitability for the available positions;

✓ Ensures that each student is meeting the academic graduation requirements prior to enrollment into the program integrates the Apprenticeship Maryland program into the student's overall educational program;

✓ Monitors each student's progress throughout the apprenticeship experience;

✓ Leads the local school system's Apprenticeship Maryland Program Advisory Committee (PAC) to oversee continuous program improvement and recruit new members to the PAC;

✓ Ensures policies regarding attendance and performance are available to all instructors, mentors, youth apprentices, and parents at the time students are enrolled into the program;

✓ Determines the related instruction options are available and appropriate for each youth apprentice;

✓ Supports the Training Plan created by the employer for each youth apprentice;

✓ Develops an individual Student Rating/Work-based Training Plan for each youth apprentice to ensure that all graduation requirements will be met; and

✓ Once the student is selected for a position, the coordinator ensures that the Youth Apprentice Agreement is complete and that it is signed by all parties.

MARYLAND CTE
Learning that works for Maryland

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Maryland
DEPARTMENT OF LABOR

Maryland
DEPARTMENT OF COMMERCE

Larry Hogan, *Governor*

Mohammed Choudhury, *State Superintendent of Schools*

Tiffany P. Robinson, *Secretary, Maryland Department of Labor*

R. Michael Gill, *Secretary, Maryland Department of Commerce*

Maryland State Department of Education
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WorkSource
MONTGOMERY
Connecting Employers & Job Seekers

A proud partner of the americanjobcenter network

ANNUAL REPORT
PY2022

A MESSAGE FROM OUR EXECUTIVE DIRECTOR

I am happy to present the first Annual Report for WorkSource Montgomery (WSM) and the Montgomery County Workforce Development Board (WDB) for Fiscal Year 2022 (FY22)! This report demonstrates a commitment to enhancing Montgomery County's workforce through an ecosystem of partners working together to meet the needs of those who we serve.

Our theme for this year (and beyond) is *that "All Montgomery County residents will have equal access to career pathways which lead to economic mobility"*.

This action statement, while simple and broad, requires WSM and our WDB to operate in a data-driven high-impact space when developing and implementing service strategies. We believe this approach is necessary to ensure our services are equitable and serve as an effective vehicle for progress for all Montgomery County Residents—especially those from under-resourced communities.

In May 2020, Montgomery County experienced a record-high unemployment rate of 9.8% due to the COVID-19 pandemic. However, during this program year we saw the unemployment rate drop as low as 3.0% (April 2022). While this is a good indicator of economic health and recovery, we know that low unemployment, or full employment, does not always indicate success as it pertains to educational achievement, unemployment, and under employment for Returning Citizens, English Learners, Opportunity Youth, Public Assistance Recipients, Older Workers, those with Disabilities, etc. Conversely, given the shrinkage of our local labor force, low unemployment does not indicate that our local businesses are able to adequately meet their talent needs in a way that allows them to thrive and grow.

To this end, I am proud of the role we played to reduce disparities and assist in our county's economic recovery. Among many others, here are a few things I am proud of:

- A new Community Impact department was formed to deepen our community relationships. Through this department we developed meaningful relationships with community and faith organizations, Montgomery County Government, and residents!
- Several business recovery programs were deployed. Most notably, our Grant Relief for Onboarding Workers (GROW) program provided financial support to businesses hiring Montgomery County residents.
- The Workforce Recovery Network (WRN) was created to expand service to hundreds of residents through newly formed partnerships with fifteen (15) community organizations.
- Launched our new virtual job center, SkillUp Montgomery.
- Re-Opened the job center at the Montgomery County Correctional Facility in partnership with the Department of Corrections & Rehabilitation.

Looking ahead, WSM and the WDB will continue to serve in a creative yet practical manner to meet the needs of our job seekers and businesses. We look forward to opening our new Mobile Job Center, expanding services for Returning Citizens (& others), launching GROW Apprenticeship to expand apprenticeship opportunities, a new WSM website release, and more.

Sincerely,

Anthony Featherstone, Executive Director
WorkSource Montgomery & Montgomery County Workforce Development Board

A MESSAGE FROM OUR BOARDS

MARK DRURY, CHAIR
Montgomery County Workforce Development Board

These last couple of years have been especially challenging for our community and I've been proud to Chair our County's Workforce Development Board during this time. The pandemic highlighted the critical importance of workforce development – it is the currency of our economy.

The pandemic also required many of our residents and employers to make difficult decisions about the future. We, as a Board, saw this as a great opportunity to reignite and invest in our job seekers, the unemployed, and our expansive workforce ecosystem. From community asset mapping to grants for employers hiring new workers; from providing funding to workforce service organizations to a mobile job center – the Workforce Development Board, in partnership with WorkSource Montgomery, has made incredible progress in not only helping the County to recover from the pandemic, but to set our community, residents, and businesses up for success for many years to come. There is always more work to be done but I am excited for what the future holds.

GABE MARTINEZ CABRERA, CHAIR
WorkSource Montgomery Board

This past year has been a crucial one in the evolution of WorkSource Montgomery. As the pandemic disproportionately affected minorities both locally & nationally, it was important that our approach to addressing their critical employment needs be both SMART and inclusive. To this end, I am extremely proud of the work performed by our organization this past year and the positive impacts for our job seekers and businesses. Whether it was promoting community awareness and partnerships through our newly formed Community Impact department, expanding access through community grants, or launching a virtual career center, WorkSource Montgomery has worked to ensure equity and inclusion are at the forefront of all our service strategies. However, as we know there is so much more to be done to ensure every resident has equal opportunity for economic growth, we're committed to building on our strengths, and listening to our partners on how to best serve our communities in need. On behalf of the Board of Directors, we are looking forward to continuing our service in the upcoming year.
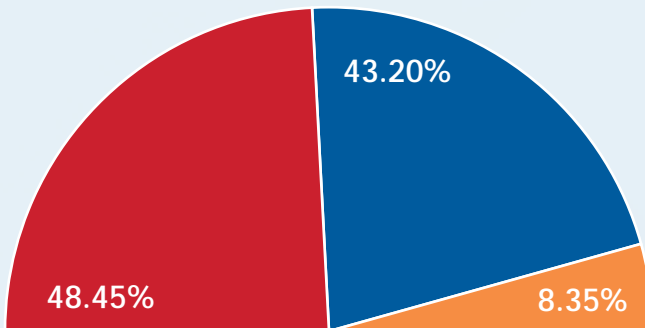
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FY2022 FINANCES

FUNDING / REVENUE BREAKDOWN

67% Federal
24% County
9% State
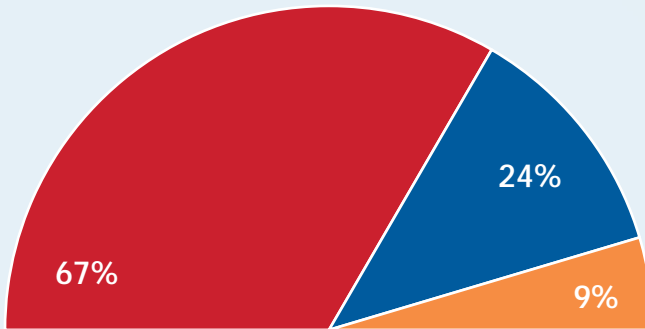
- **Federal** (WIOA, ARPA)
- **County**
- **State**

EXPENSES

48.45% Personnel
43.20% Programs & Services
8.35% General & Admin

- **Personnel**
- **Programs & Services**
- **General & Admin**

FUNDERS

Maryland Department of Labor

Montgomery County Government

Montgomery County Department of Corrections & Rehabilitation

Montgomery County Department of Health & Human Services

FUNDED PARTNERS

Eckerd Youth Alternatives

Latin American Youth Center

Identity, Inc.

GRANTS

Workforce Innovation & Opportunity Act

American Rescue Plan Act

Summer Youth Grant

Relief Act Grant

National Dislocated Worker Grant

Summer RISE

Montgomery County Correctional Facility Job Center

East County H.I.R.E. Center

WHO WE ARE

WorkSource Montgomery (WSM) is the county's fiscal agent responsible for local administration of the Workforce Innovation & Opportunity Act (WIOA) and coordination of the local workforce development system in Montgomery County. To put it simply, WSM connects jobseekers to employers and employers to jobseekers. WSM provides local job seekers with comprehensive employment and training services to promote economic sufficiency. For employers, WSM provides a robust set of business services and programs to help meet the talent needs of today and tomorrow.

WorkSource Montgomery provides employment and training services to local job seekers.

- Job Search Assistance
- Connections to Employers with Current Job Openings
- Access to Computers, Machines, Telephones, and Copiers
- Apprenticeship Information
- Career and Aptitude Assessments
- Career Counseling
- General Information About Unemployment Insurance
- Job and Career Fair Participation
- Labor Market Information and Various Career Ladders
- Occupational Skills Training
- Referrals to Education and Professional Development
- Training Programs
- Referral to Various Community Support Services
- Support Services
- Workshops (In-Person/Virtual)
- Case Management Services Per Eligibility

WSM also assists local employers to help meet their current and future hiring needs.

CORE SERVICES

- Applicant screening
- Job fair participation
- Labor market data
- Recruitment and retention strategies
- Recruitment event hosting and marketing
- Registration with Maryland Workforce Exchange (State Labor Database)
- Succession planning

TRAINING SUBSIDIES

- Customized cohort training for WSM job seekers and incumbent workers
- On-the-Job Training (OJT) with individually customized plans and wage reimbursement up to 90%

(65)

WHO WE SERVE

WorkSource Montgomery and our Workforce Development Board serve all of Montgomery County's unemployed and underemployed job seekers. Our target populations include, but aren't limited to:

- Disabled
- Dislocated Workers
- English Learners
- Ex-Offenders
- Incumbent Workers
- Older Workers
- Opportunity Young Adults
- Public Assistance
- Single Parents
- Unemployed
- Veterans

KEY INDUSTRIES WE SERVE

The following shows the number of different industries in Montgomery County that we serve:

- Construction
- Healthcare
- Transportation
- Childcare
- Hospitality
- Technology
- Biotechnology & Life Sciences

(66)

AMERICAN JOB CENTERS (AJC)

WorkSource Montgomery is a proud partner of the American Job Center Network and operates Montgomery County's comprehensive American Job Center in Wheaton, and affiliate centers in Germanton & Silver Spring (East County), as well as our Re-Entry Job Center within the Montgomery County Correctional Facility.

American Job Centers (AJCs) are designed to help businesses find trained and reliable workers and help jobseekers upskill to enhance their career obtainment and advancement potential. Additionally, AJCs serve as the coordinator for the workforce development system under the WIOA.

There were over 8,000 services offered through our virtual and physical American Job Center locations across Montgomery County. Job seekers attended workshops both virtually and in-person, and received training, job search assistance, job placement and other resources at no cost to them.

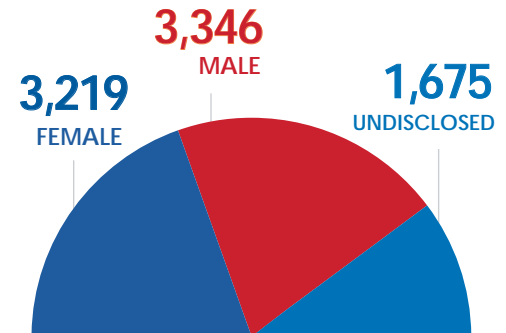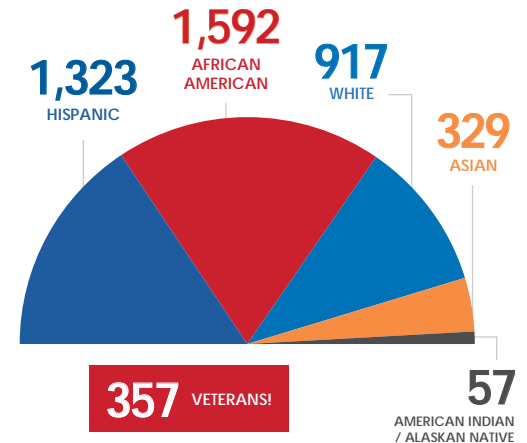## SERVICES RECEIVED ACROSS NON-WIOA PROGRAMS

868 Job Search Workshops	**3,138** Resume Preparation Assistance	**8,240** Total Services
3,307 Job Seekers Served	**1,978** Job Placements	**4,691** Referrals to Other Support Services/ Partners

WIOA PROGRAMS

426 Total Served (WIOA)	**102** WIOA Credentials Obtained	**309** WIOA Job Placements

Special thanks to all of our AJC partners who help us serve Montgomery County!

Maryland Department of Labor • Montgomery County Department of Health & Human Services • Montgomery County Community Action Agency • Jewish Council for the Aging • Montgomery College • Housing Opportunities Commission • Work Opportunities Unlimited • Maryland Division of Rehabilitation Services • Job Corps

CUSTOMER DEMOGRAPHICS

1,592 AFRICAN AMERICAN

1,323 HISPANIC

917 WHITE

329 ASIAN

357 VETERANS!

57 AMERICAN INDIAN / ALASKAN NATIVE

3,346 MALE

3,219 FEMALE

1,675 UNDISCLOSED

(67)

DUAL TRACK REENTRY PROGRAM (DTR)

SUMMARY

This program is a partnership between Montgomery County Department of Corrections and Rehabilitation (DOCR) and WorkSource Montgomery (WSM).

WorkSource Montgomery is committed to serving Montgomery County's Job Seekers and Employers with innovative and responsive workforce development services. This commitment extends to county residents with significant barriers to employment, including those with a history of involvement with the justice system. Prior to the COVID-19 pandemic, DOCR and WSM partnered to deliver services to soon-to-be-released returning citizens through the operation of a satellite American Job Center (AJC) in the DOCR facility. The pandemic forced these services to be suspended, however, both partners are now actively engaged in providing services at the Boyds facility.

Additionally, after performing an environmental scan of the County's reentry services, WSM has concluded that there are few Montgomery County-based options for returning citizens to receive workforce training and placement services. Leveraging American Recovery Plan Act (ARPA) funding braided with the existing support from DOCR, WSM has created a Dual Track Reentry program to serve DOCR returning citizens once released from custody, as well as those being released from other correction entities.

WSM's concept is simple yet comprehensive. The satellite DOCR AJC will work with individuals who are incarcerated to prepare them for employment upon release. Rather than simply referring participants to community-based staff, the Reentry Department at Worksource Montgomery has a dedicated team that serves the justice impacted population. These individuals spend one day each week inside the facility, building rapport and establishing collaborative relationships with participants long before their release date. Increased access to credential-based training, continued professionally facilitated placement service, and wrap around case management to support personal infrastructure needs and navigating barriers are significant advantages to increasing the programming footprint. Reentry staff will perform assessments, offer training, job placement and case management services while individuals are incarcerated and upon their release, effectively providing a continuity of care for the justice impacted population. With an emphasis on identifying strengths and building self-efficacy, participants and staff work to prepare individuals for sustainable employment.

Looking ahead, WorkSource Montgomery's dedicated Reentry Department understands the important role of employment in reducing recidivism, by providing meaningful engagement, identity, and wages that enable individuals to provide for themselves and their families. Our work to facilitate these connections with employers and social service provides, support the professional development of our participants, and promote the business case of Fair Chance Hiring in our Montgomery County community will involve continued outreach, engagement, and the development of additional pathways to train and empower this dedicated workforce.

35
Unique Participants Each Month

216
Program Sessions

746
Services Offered

8
Recently Released Individuals Provided Laptops

Everyone who is interested in career development is able to learn about WSM's DTR services and do some individual career exploration — we serve both pretrial and sentenced individuals.

(68)

JOB SEEKERS SUCCESSES

WorkSource Montgomery's key goal is to ensure that all Montgomery County residents obtain employment or advance in their careers. Since July 2022, WSM has enrolled 90 adults and dislocated workers and 35 youth. Our Career Advisors are collaborating with residents to first identify preferred career pathways and through their desired goals, an individualized employment plan is established. While some individuals may need upskilling, others may go directly into employment. Based on the current data, WSM team has been able to assist 90 residents with in-demand career training, work experience, and or on-the-job training opportunities. Of the 125 new enrollments, 57 were able to go directly into full-time employment. Our goal is to leverage data to drive results for families in Montgomery County.

	Adults	Dislocated Workers	Youth
Residents Served	251	171	64
Employed 2 Quarters After Exit	62%	66%	77%
Employed 4 Quarters After Exit	62%	73%	57%
Median Quarterly Earnings	$9,079	$14,062	$5,060
Credential Attainment	58%	54%	68%
Measurable Skills Gains	66%	67%	58%

JOB SEEKER SUCCESS STORY: MICHAEL S.

In December 2021, Michael came to WSM for help with his resume, cover letter, mock interviews, job training, and job leads. With our assistance, he was able to obtain an entry level IT position with Cystic Fibrosis Foundation. His future plans are to become an IT Support Specialist II once he gains more IT experiences with his current position.

"I am so thankful to everyone at WorkSource Montgomery. I was really down and was beginning to doubt if I was going to ever get a job in IT. I want to give a special thank you to Ariel for holding me accountable for my training and for believing in me through all of these months. I wish you all success in your careers and helping others like myself. You are a blessing to me, and I will be forever grateful. Have a wonderful holiday season and God bless."

(69)

GROW GRANT

SUMMARY

Grant Relief for Onboarding Workers (GROW) COVID-19 financial assistance is a grant program intended for business entities, both for-profit and not-for-profit, negatively impacted by the pandemic, including but not limited to, hospitality (hotel and food service), transportation, retail, travel, cosmetology, dependent care, and other industries with front-line workers, and particularly for small businesses.

This grant is meant to cover the cost of the first few weeks of onboarding training upon hiring and is intended for *newly hired employees only*. Upon receipt of verification of employment, WSM awards the grant in two tiers: one flat rate for part-time workers (from $5,000.00) and one for full-time workers (from $10,000.00). The GROW grant offered by WSM is supported 100% by the United States Department of Treasury as part of Coronavirus State and Local Fiscal Recovery Funds as permitted by the American Rescue Plan Act (ARPA).

Award Total (Approx.) Pilot and Grow 2.0	**$525K**
Employers Pilot and GROW 2.0	**49**
Employed (Approx.) Pilot	**80**
Employed (Approx.) GROW 2.0	**23**
Total Pilot and GROW 2.0	**100+**

INDUSTRIES:

- Recreation
- Management Consulting
- Design
- Construction
- The Arts
- Moving / Cleaning
- Billing

- Hospitality
- Health & Human Services
- Entertainment
- Marketing & Communications
- Travel

GROW SPOTLIGHT : MIA'S MOM DAYCARE

Mia's Mom Daycare & Preschool adheres to a holistic early childhood education approach. From language and literacy development to social skills and creative expression, the children at Mia's Mom Daycare and Preschool are constantly being exposed to new activities and environments in which to thrive. Owner, Gabriela Gueorguieva, and her staff build on the strengths and interests of each child to help build a solid foundation where they can develop their futures.

THE IMPACT OF COVID-19 ON SMALL BUSINESSES: The learning center opened in the summer of 2019, and it took about 8 months for the learning center to reach full capacity. Once people started talking about COVID-19, the center almost immediately lost kids because their parents were afraid to send their children. When the pandemic hit, the daycare closed down for three months. The only way to make ends meet was to claim unemployment since the bills didn't stop just because the income did. Once they could open again, very few of the families returned. Overall, it took about a year to rebuild the business and get back to the point where they were at the beginning of 2020 before the start of COVID-19.

HOW THE GROW GRANT HELPED: As parents slowly returned to work and they needed childcare services again, the daycare needed additional staff support, so the owner decided to hire an assistant. The GROW Grant funds came just in time to cover the first pay-day for her newly hired Teaching Assistant. She was able to pay the employee's salary without worrying that she may miss a bill or had to prioritize which one to pay first.

THE FUTURE OUTLOOK: The GROW Grant helped Gabriela's small business survive a two-year pandemic. She says parents are calling and willing to get on a waitlist for a spot at the learning center. Gabriela has started the process to expand the business and grow from 8 spots to 12 spots which also means she will also be able to create another job opening soon.

GROW SPOTLIGHT : WINTER GROWTH

Winter Growth is a non-profit organization that provides residential memory care and adult medical daycare to seniors and adults with disabilities. They merge the two programs to enhance the opportunities for clients to create meaningful relationships and provides services that support clients in achieving their highest potential for independence, dignity, and life satisfaction. Winter Growth was created to enhance the lives of seniors and adults with disabilities.

THE IMPACT OF COVID-19 ON SMALL BUSINESSES: The governor closed all adult daycares down for a year. This was challenging as their daycare revenue supported the fixed costs of their building which also has their memory care home embedded in the building. While the daycare reopened over a year ago, continuing concerns over new Covid variants has impacted their capacity which has yet to return to pre-pandemic numbers.

HOW THE GROW GRANT HELPED: This award has enabled Winter Growth to increase staff sooner than their capacity would allow to ensure their programs are strong when more people return to daycare.

THE FUTURE OUTLOOK: Both the residential memory care and adult medical daycare programs are finally seeing a consistent interest from the public for the services Winter Growth offers!

WORKFORCE RECOVERY NETWORK

SUMMARY

Over the past year, WorkSource Montgomery and the Montgomery County Workforce Development Board offered different initiatives to support the county's recovery from the COVID 19 pandemic. One such initiative was the Workforce Recovery Network (WRN), a funding opportunity designed to support local non-profit organizations' implementation of innovative workforce development programming facilitating residents' re-attachment to employment.

Funded by the American Rescue Plan Act, the intent of the Workforce Recovery Network funding was to support organizations serving Montgomery County residents that were negatively impacted by the pandemic. To date, WSM has awarded over $1.3 Million in Covid-19 relief funds under this program to fifteen (15) local community workforce providers. WSM intends to award at least another $1,000,000 ($1 Million) over the next two years in WRN funds until all funds are exhausted.

Programs were focused on strategic workforce initiatives that assist Montgomery County residents who have experienced hardship due to the pandemic. In addition to serving individuals negatively impacted by the pandemic, the programs may also serve individuals who are: low-income, have criminal backgrounds, have disabilities, homeless, Veterans, English language learners, youth, public assistance recipients, or have barriers to employment. Programs and services targeting individuals in Montgomery County's high poverty rate census tracks as well as the communities near the pending Purple Metro Line are encouraged.

Funding requests could include expansion of traditional services such as recruitment, assessment, case management, training, subsidized employment placements, internships, and supportive services. However, WSM's funding for this initiative was designed to be flexible and encourage new ways of offering programs and serving individuals in the county. Funds could not be used for capital improvement or to purchase real estate or large equipment. Programming should fill in gaps brought to light by the pandemic, address issues magnified as a result of the pandemic, and/or expand innovative ideas piloted during the pandemic.

"The effects of the COVID-19 pandemic are still being felt by our hardest-hit Montgomery County neighbors. The recovery from lost lives, lost incomes, and lost housing is uneven and slow. **With our Workforce Recovery Network grant from WSM, CareerCatchers will be able to help an additional 50 Montgomery County struggling residents rebuild their lives.** Through our community partners and business networks, CareerCatchers will serve those most severely impacted and help them find careers, training, and other needed resources to put them on a path out of poverty. **The impact of more neighbors finding meaningful careers benefits all of us and creates a more vibrant Montgomery County.**"

MARIANA A. MCNEILL
Executive Director, CareerCatchers

OUR WRN PARTNERS

The following organizations have been awarded WRN funds:

ORGANIZATION NAME	SERVICES OFFERED
Career Catchers	Career Counseling and Job Placement
Ethiopian Community Center, Inc.	Career Counseling and Job Placement for East African Communities
GapBuster, Inc.	Occupational Skills Training in the IT field for youth and individuals with criminal records
Identity, Inc.	Career Counseling and Job Placement for the Hispanic Communities
Interfaith Works	Career Counseling and Job Placement for the homeless and low income individuals
Jewish Council for the Aging	Career Counseling and Job Placement for the Senior Community
Literacy Council of Montgomery County	Occupational Skills Training in the IT field for black and brown women of color
Pathways to Excellence	Career Counseling and Job Placement for youth
Per Scholas	Occupational skills training to upskill software engineers
Phase 3 Training Corporation	Pre apprenticeship to become an Elevator Mechanic
Primary Care Coalition	Occupational skills training in healthcare for low income individuals
Service Workers Training and Education Partnership (STEP) Fund	Occupational skills training in culinary arts for English language learners
Story Tapestries	Professional Development for early childhood educators and Literacy instruction for children
Sunflower Bakery	Occupational Skills training in culinary arts for young adults with learning differences
Vietnamese Americans Services , Inc.	Career coaching and occupational skills training for the Vietnamese community

LOOKING AHEAD

The first round of WRN awardees will reach thousands of residents in need of workforce services. With the support of Montgomery County Government, WSM was able to expand the WRN with a new application in 2023 titled 'WRN 2.0', where the focus is to continue to expand training and employment opportunities for residents with the most severe barriers to economic mobility. In Early 2023, we look forward to adding 12-15 new organizations to the WRN who will all work together to advance our goal of enhancing our workforce system's capacity to serve our residents most in need.

APPRENTICESHIPS

SUMMARY

Apprenticeship is a time-tested training model providing access to a diverse range of well-paying occupations providing a critical talent pipeline that can help to address some of our county's pressing workforce challenges. While Registered Apprenticeship has been a fixture of construction trades training for generations, in recent years it has become an important tool to address workforce issues for industries such as cyber security, clean energy, healthcare, and hospitality.

Registered Apprenticeship offers workers paid, relevant workplace experiences while acquiring the skills and credentials that employers value while earning good wages avoiding student debt that has become associated with college. Registered Apprenticeship offers viable career paths to family-sustaining pay for anyone, including women, young adults, people of color, and individuals with disabilities.

Pre-Apprenticeship is becoming an increasingly important component of the apprenticeship movement. Many apprenticeships have technical or academic qualifications required to entry into their programs. Pre-Apprenticeship programs are often short-term training programs that provide credentials and experience that fill these gaps allowing trainees to become apprentices and start their path toward becoming a high-paid, journey-level worker.

"**Registered Apprenticeship is a proven way for community members to obtain pathways to secure high-paying careers in a wide variety of occupations.** We are proud to support National Apprenticeship Week and to showcase the impact apprenticeships have on building the workforce in this country."

ANTHONY FEATHERSTONE
Executive Director,
WorkSource Montgomery

BENEFITS TO EMPLOYERS

Registered Apprenticeships can also help employers:

- 👍 **Recruit and develop a diverse and highly-skilled workforce that helps grow their business;**

- 👍 **Improve productivity, profitability, and an employer's bottom line;**

- 👍 **Create flexible training options that ensure workers develop the right skills;**

- 👍 **Receive tax credits and employee tuition benefits in participating states; and**

- 👍 **Increase staff loyalty and retention of workers, during and following the apprenticeship.**

80 Placements in Registered Apprenticeship or Pre-Apprenticeship

11 Completed Registered Apprenticeship or Pre-Apprenticeship

76 Total Employed
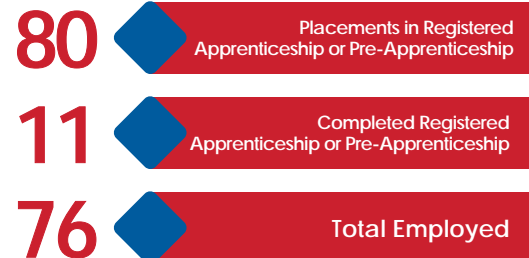
FUN FACTS

600,000
Registered Apprentices
currently earning while
learning across the country

$72,000
Average Starting Wage
after completing an
apprenticeship program

$300,000
More Earned on Average
compared to peers who don't
complete apprenticeship
programs

92%
**of Apprentices
Retain Employment**
after completing an
apprenticeship program

SOURCE: U.S. Department of Labor, "National Apprenticeship Week Toolkit" (2022)

WSM SUPPORTS APPRENTICESHIP!

Over the past year, WorkSource Montgomery has actively and effectively supported Registered Apprenticeship and Pre-Apprenticeship programming. Examples include:

- 60 Montgomery County Apprentices' entry into the Washington Area New Car Dealers Registered Apprenticeship training to become future journey-level Automobile Technicians for Montgomery County businesses.
- WSM has placed several job seekers into Cyber Security Occupations in a partnership with IBSS' Total Assure Pre-Apprenticeship and Registered Apprenticeship.
- WSM facilitated a partnership supporting Registered Apprenticeship between DC Local 23's STEP Program and the National Restaurant Associations' Educational Foundation.

Additionally, WSM responded to labor market needs along with County Legislation by establishing a Green Construction Training Program in partnership with Montgomery College's Gudelsky Center using HBI's Pre-Apprenticeship Training Curriculum (PACT).

Lastly, WSM observed USDOL's National Apprenticeship Week (November 14-18) exposing youth and adult job seekers to over 20 local Registered Apprenticeships. WSM held two events that week. The first was an in-person job fair exclusively for RA programs to recruit future Apprentices. The second event was a virtual session in partnership with Montgomery County Public Schools introducing Transition Students to over 10 local Apprenticeships targeting diverse occupations.

LOOKING AHEAD

WSM will expand the organization's support of Apprenticeships in the coming year. In early 2023, WSM will learn if it's application to be a USDOL Apprenticeship Ambassador has been accepted. WSM will provide industry standard green construction training along with continued recruitment of Montgomery County Residents for all Apprenticeships.

(75)

AUTOMOTIVE DEALER EDUCATION INSTITUTE (ADEI)

SUMMARY

The Automotive Dealer Education Institute (ADEI) is a 501(c)3 non-profit apprenticeship program that guarantees job placement, mentorship, and classroom training for aspiring automotive technicians in the metropolitan Washington, DC region. ADEI is operated by the Washington Area New Automobile Dealers Association (WANADA) and delivers instruction through our mutual partner, Montgomery College in Rockville, MD.

The program is 100% FREE to the student who enroll. Students earn a living wage by working at a franchised new car dealership and attend classes on one of their days off. After two years, apprentices have the education and work hours required to become ASE certified master technicians, most with Montgomery County New Car Dealers.

WSM has entered its second year of partnership with ADEI/WANADA doubling the number of Montgomery County residents' entry into the Apprenticeship Program from 30 to 60.

WSM's work with WANADA continued as we partnered to recruit more future Master Technicians at the National Apprenticeship Week Job Fair.

How many participated?	60
How many started?	60
How many completed?	N/A*
How many total job placements?	60

GREEN CONSTRUCTION PRE-APPRENTICE TRAINING PROGRAM

SUMMARY

WorkSource Montgomery created a Green Construction Pre-Apprenticeship program in partnership with Montgomery College. Participants learned hands-on industry-standard construction skills focused on sustainable building practices. Sustainable or "green" construction is a growing segment in the larger skilled craft trades industry. Efforts by local, state, and federal government are underway to decrease the carbon footprint making the skills that will be taught in this program highly marketable and thus offers those who complete the program long-term career options.

Graduates of the 10-week program earned an industry-recognized, DOL-approved certification from Home Builders Institute (HBI), the workforce development arm of the National Association of Home Builders (NAHB).

HBI is the nation's leading educational resource for career technical education in the building industry. Pre-Apprentice Certificate Training (PACT) is the pre-apprenticeship curriculum ideally suited for school-based instruction. Vetted by subject matter experts, PACT guarantees students will learn residential construction-focused skills, receive hands-on training, and master the knowledge needed for employment in an entry-level job in the building industry.

12	How many participated?
12	How many started?
8	How many completed?
4	How many total job placements?

COMMUNITY IMPACT

SUMMARY

It is WorkSource Montgomery's goal for every resident and business owner to know who we are and what services we provide. To accomplish this, our Community Impact (CI) Team stays busy participating and attending all sorts of events across Montgomery County. WorkSource Montgomery is especially committed to building trust within the underserved and underrepresented communities in Montgomery County. We also know the importance of establishing solid relationships and partnerships with other community-based organizations across the county.

Over the past year, our bilingual Community Impact Team has developed relationships and been active all over our great county. The CI team strategically set out to build relationships at the county resource hubs to assist them at the recurring monthly resource (food, diaper, clothing, etc.) distributions. This fostered relationship-building amongst those service providers, and through those relationships the team met and assisted our residents and learned of other organizations to partner with. This has led to a domino effect where after just one year, our CI team is well-known all over the county and recognized at every event and meeting they attend!

The CI team also leveraged new and existing WSM relationships to present our services and programs to audiences who may have some familiarity with us, as well as to introduce WSM's robust menu of offerings to others for the first time. These relationships include well-established organizations like Interfaith Works, MCAEL, Career Catchers, Identity, Inc., Manna Food Center, CASA and the Gilchrest Center, as well as newer partners like the African American Health Program, A Place of Hope, the Office of Broadband Programs, Asylum Works, and the ignITe Hub.

COMMUNITY ASSET MAP

WorkSource Montgomery recognized a need in the community for a comprehensive assessment of all the adult services offered by community-based organizations (CBOs) across Montgomery County. WSM set out to fill that with the support and input from our workforce ecosystem partners. With their help, we identified and confirmed 111 organizations and 293 adult services across Montgomery County, MD.

Community asset mapping is a strength-based approach to community workforce development that creates a map of the community-based organizations and associations through which people within communities come together. It serves as an effective tool for understanding the wealth of talent and resources that exists in Montgomery County. WorkSource Montgomery's goal of developing this adult services asset map is to document our community's existing resources and incorporate these strengths into community workforce development efforts.
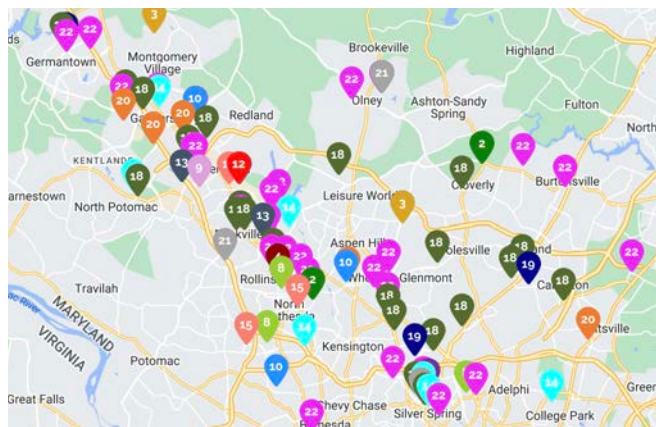

276 New Community Partners

150 Meetings with Community Partners

123 Events Attended

87 Referrals from Community Partners

(78)

WSM initially released this full report to the public on its website as a PDF document, but later decided that in order for residents, businesses, and partners to make full use of such valuable information a PDF wasn't user-friendly enough. So, WSM turned that report into an online geolocator version of the Community Asset Map that is accessible through its website. The end result was a digital resource that serves as a regional adult services community asset map to capitalize on the existing resources already available within the county.

We encourage all MoCo residents, businesses, and partners to utilize the community asset map and welcome the addition of other local community-based organizations in Montgomery County.

Check it out here: https://worksourcemontgomery.com/community-asset-map (or scan the QR code)!

LOOKING AHEAD

We realize our work in the community has only just begun. There is so much more work to be done and we are excited for what we have coming in the year ahead! One of the challenges we've encountered is getting in front of those underserved and underrepresented populations who truly need our services. Many of whom have been hit hard with the pandemic and while we're coming out on the other side of that, many are still experiencing great hardships to find or keep stable employment. The cost of living has increased tremendously. They either don't know about us or have obstacles preventing them from accessing our services – whether virtually or in-person.

Another area we saw a need for was a better way to truly stay in tune with the needs of our community. The CI team has organized and launched a Community Impact Advisory Committee which consists of representatives from local community organizations across the county. The purpose of the committee is for WSM to listen to these community organizations who are working hard across Montgomery County and hear what the greatest needs are and how WSM can best help. We serve the largest county in Maryland, and we are very thankful for the ideas generated by this group. WSM held its first meeting in October 2022 and it was attended by 32 members representing 26 organizations.

We look forward to continuing the work we've begun to build trust, foster relationships, educate the community about our services, and listening to our Community Impact Advisory Committee to ensure that the needs of all our residents—especially those in underserved and underrepresented neighborhoods—are heard and met. Our new mobile job center will be key in meeting that goal!

As a solution to some of these issues, we are thrilled to announce the latest addition to our American Job Centers! Our Mobile Job Center was delivered towards the end of 2022. It is fully equipped with six workstations and all the technology needed take WSM's services into the Montgomery County neighborhoods that need us the most. Visit our website for more information and a form to request its presence and participation in community events.

(79)

SKILLUP® MONTGOMERY

SUMMARY

As part of WorkSource Montgomery's response to the COVID 19 pandemic, WSM launched *SkillUp® Montgomery* in May of 2021. WSM understood that a free online job skills training platform, provided by an industry leader in the online learning space would be a valuable resource for county residents as they navigated a challenging job market. The Metrix Learning system was made available to all eligible Montgomery County residents so they could take classes, explore career pathways, and even prepare for various industry-recognized certifications, all for free and all from home.

SkillUp® Montgomery is designed for all types of jobseekers whether they are looking for a first job, a new job, or to advance in their chosen field. The Metrix E-Learning System provides residents with 24/7 access to over 5,000 workplace, business, technical and IT courses, various industry recognized certifications, and 10 industry career "pathways" for up to six months. *SkillUp® Montgomery* delivers MoCo residents flexible, self-paced learning from the comfort of their home so long as they have access to a computer with Internet access.

SkillUp® Montgomery can also be utilized by local MoCo businesses to find skilled candidates or for new hire training. Custom curricula can be developed to a particular employer or industry. Employers can also list job openings, descriptions, and the skills they are looking for. Jobseekers can then view the job listings and take an assessment. Passing the assessment allows them to upload their resume and send information directly to the employer. Employers can select relevant assessments to evaluate candidates' skills and schedule interviews. For jobseekers who are not successful in passing the assessment, the system provides course recommendations and a personalized learning plan that allows them to retake the assessment when they are ready.

For more on SkillUp® Montgomery, visit http://wsm.skillupamerica.org.

LOOKING AHEAD

In 2023 WSM intends to add several enhancements to SkillUp Montgomery, our virtual training center for Montgomery County. From gamification functions, to paid certification tracks for IT skills training, SkillUp Montgomery will continually be enhanced to provide a greater level of virtual training servies in 2023 for Montgomey County residents.

201 Accounts Registered

226.3 Total Training Time

127 Total Completions

YOUTH SERVICES

Ensuring equal access to economic opportunity for the Youth of Montgomery County's Youth is a primary objective for WorkSource Montgomery (WSM) and our Local Workforce Development Board (WDB). To this end, significant efforts were made in FY22 to engage, upskill, and place Youth into career pathways.

In FY22, WSM and the WDB partnered with Wanada's Automobile Dealer Education Institute (ADEI) to offer thirty (30) registered apprenticeship opportunities in the field of automotive mechanics. The young adults enrolled in the two (2) year register apprenticeship were all employed within the service department at local car dealerships and received classroom instruction at Montgomery College Gudelsky Institute. Upon completion of the program, students will become certified Automotive Technicians by The National Institute for Automotive Service Excellence (ASE).

Furthermore, WSM and the WDB partnered with the Latin American Youth Center, Identity, Inc., and Eckerd Youth Alternatives to offer comprehensive programming to 16-24 year old Youth. Through the program each organization was able to offer a wide variety of services including: career planning, case management, skills training, professional & leadership development, entrepreneurial skills building, paid work experience, job placement, and many more services.

Lastly, WSM and the WDB supported MCPS and Montgomery County's flagship summer youth program - Summer RISE. Summer RISE 2021 matched over 600 students with local and regional businesses who provided experiential learning and work experience opportunities. As a result of Summer RISE, students were able to develop professional skills, career awareness, and further define their post-graduation employment and training plans.

YAOP SUCCESS STORY: ANGEL G. (MAY 2022)

Angel was referred to the YAOP as he was nearing his release date from the Montgomery County Correctional Facility. He was released on Friday, March 11th and without any hesitation the following Monday, March 14th, Angel reached out to us and was eager to enroll immediately and start receiving services and obtaining assistance in securing employment. Angel was enrolled in YAOP on March 31st.

Prior to becoming incarcerated, Angel worked in the retail industry and enjoyed interacting with customers. He wanted to pursue current opportunities within the same industry but unfortunately due to his criminal record, our team suggested other career alternatives. WSM Staff assisted him with career exploration activities and spent some time exploring various career occupations. Angel learned that he likes to work with others in a busy environment and would love to learn the necessary skills to become an electrician.

Angel currently works as a Laborer with Manpower Rental Company which is helping to provide some economic stability while reducing recidivism. He is actively engaged with our program, and we are helping him to stay focus in accomplishing his other goals.

(81)

FINANCIAL EMPOWERMENT CENTER

SUMMARY

In March 2022, WorkSource Montgomery in partnership with United Way National Capital Area (NCA), M&T Bank, and CAFÉ Montgomery, hosted a grand opening celebration for the United Way NCA Financial Empowerment Center (FEC) at our American Job Center in Wheaton, MD.

The goal of this FEC is to help Montgomery County residents succeed over academic, social, and economic barriers through a two-generational approach focused on children and families. The FEC provides financial counseling and coaching to help residents stretch their dollars during furloughs, layoffs, or reductions in income. In collaboration with CAFÉ Montgomery, we work with clients on financial training and workforce development to ultimately graduate them to business/home ownership and financial success. The FEC helps lift up individuals and put them on a path toward economic opportunity by offering access to high-quality financial services and guidance in a welcoming, professional environment at no cost.

The mission of each FEC is to bring together the most effective partners to help clients grow income, build assets, manage debt, and improve credit—a much-needed resource for a community with many residents facing substantial economic challenges. In addition, the FECs have embedded workforce services to connect clients with jobs and skills training and set them on a path to home ownership. Services include one-on-one personal and small business financial coaching, workshops, tax preparation by IRS qualified volunteers, virtual libraries, and more.

Not only does a CAFÉ Montgomery staff member personally work with clients who need help, but WSM partners with them to offer workshops on a variety of financial literacy topics are held each month, such as:

- M&T Bank Savings Workshop
- Credit Report & Scores
- Your Money Values & Influences
- Managing Debt
- You Can Bank On it
- Your Spending & Savings Plan
- Better Money Management
- Pay Yourself First
- Financial Recovery
- Building Your Financial Future

10 Community Workshops

340 Residents Served

"The opening of a Financial Empowerment Center in Montgomery County is exciting. The work here will help confront the racial and economic disparities that make building wealth difficult. With financial literacy and other training, this center will improve the lives of every person who walks through these doors by giving them the tools they need to succeed. This is not only good for individuals but also good for our entire community."

WILL JAWANDO
Montgomery County Councilmember

(82)

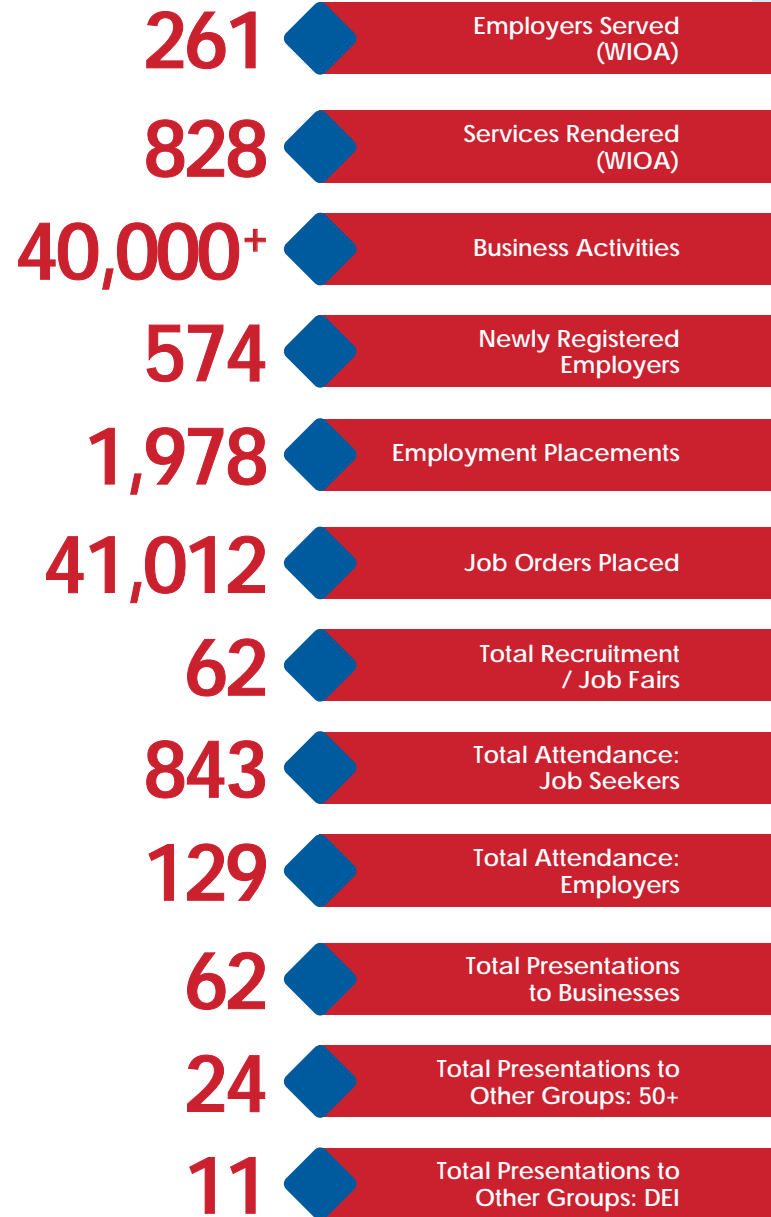| 261 | Employers Served (WIOA) |
828	Services Rendered (WIOA)
40,000⁺	Business Activities
574	Newly Registered Employers
1,978	Employment Placements
41,012	Job Orders Placed
62	Total Recruitment / Job Fairs
843	Total Attendance: Job Seekers
129	Total Attendance: Employers
62	Total Presentations to Businesses
24	Total Presentations to Other Groups: 50+
11	Total Presentations to Other Groups: DEI

EMPLOYER IMPACT

Businesses are essential for WorkSource Montgomery and the Workforce Development Board's ability to provide effective and relevant workforce services. As businesses of all sizes are the economic driver for our economy, it is imperative that we serve through gaining a deep understanding of the needs of our local businesses and align all our services in a manner to meet those needs.

In addition to our standard menu of business services, we put businesses first in FY22 by implementing several new initiatives developed to respond to the evolving needs of our business community. One example is our new Grant Relief for Onboarding Workers (GROW) program designed to support local hiring. As we understood that businesses were still recovering from the effects of the pandemic, specifically related to meeting hiring/retention needs, GROW provided over $500K in support to more than 50 local businesses hiring unemployed or underemployed Montgomery County residents.

Looking ahead, we'll continue to support our local businesses by developing real-time solutions to their employment needs.
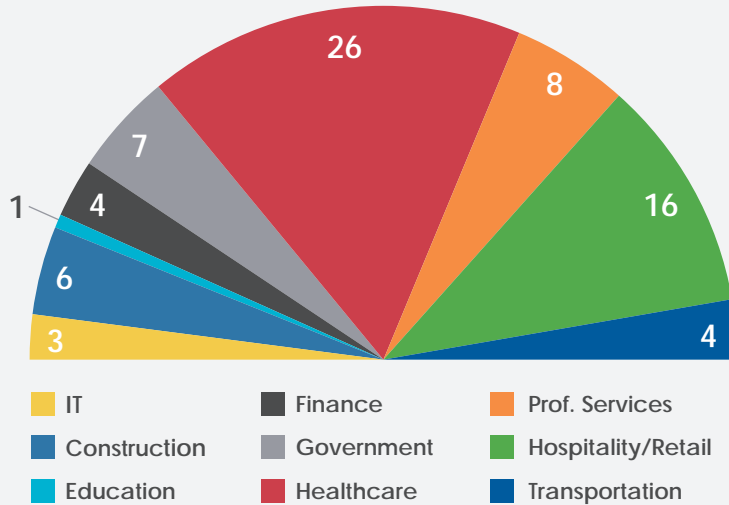
EMPLOYER PROGRAMS

- Bio Bootcamp
- GROW
- On-the-Job Training (OJT)
- Apprenticeships
- Incumbent Worker Training

EMPLOYER IMPACT

EVENTS SPECIFIC TO MAJOR INDUSTRY AREAS

- 26
- 8
- 7
- 16
- 1
- 4
- 6
- 4
- 3

Legend:
- IT
- Finance
- Prof. Services
- Construction
- Government
- Hospitality/Retail
- Education
- Healthcare
- Transportation

EMPLOYER SERVICES DETAIL, 2021-22

INFO & SUPPORT	RECRUITMENT	STRATEGIC PLANNING
698 SERVICES	**37,849** SERVICES	**112** SERVICES
2,314 SERVED	**1,057** SERVED	**189** SERVED

(84)

THANK YOU…

Thank you for taking the time to review our FY22 Annual Report. We'd like to thank all of our funders, elected officials, AJC & community partners, grantees, business partners, and job seekers for your partnership in FY22. Lastly, I want to send a special thank you to the many WSM team members who worked tirelessly in their service to our community!

As we move into FY23, WSM and our WDB will build upon our service strengths, as well as deploy exciting new initiatives like a Mobile Job Center, enhancements to our website and virtual job center, apprenticeship expansion grants, Community Asset Map, and more!

WorkSource

MONTGOMERY

Connecting Employers & Job Seekers

A proud partner of the American**Job**Center®network

CONTACT US

1801 Rockville Pike, Suite 320
Rockville, Maryland 20852

Germantown: (240) 406-5485
Wheaton: (301) 929-6880
Young Adult Program: (240) 283-1500

worksourcemontgomery.com

@worksourcemd   @worksourcemontgomery

(86)

Joint Committee Meeting

**Economic Development
and
Education and Culture**

Montgomery County Council

A proud partner of the **americanjobcenter** network

UNEMPLOYMENT STATISTICS
(DECEMBER 2022)

Unemployment Rate	Unemployed	Employment	Labor Force
2.8%	15,030	531,391	546,421

● 16+ Civilian Non-Institutionalized Population ❓   838,351

● Not in Labor Force (16+) ❓   289,918

Job Postings Overview

46,361	2 : 1	24 days
Unique Postings ❓	Posting Intensity ❓	Median Posting Duration ❓
99,421 Total Postings	Regional Average: 2 : 1	Regional Average: 24 days

US BLS reports 1 unemployed person per 2 job openings in December 2022

A proud partner of the **americanjobcenter** network

(88)

UNEMPLOYMENT DEMOGRAPHICS
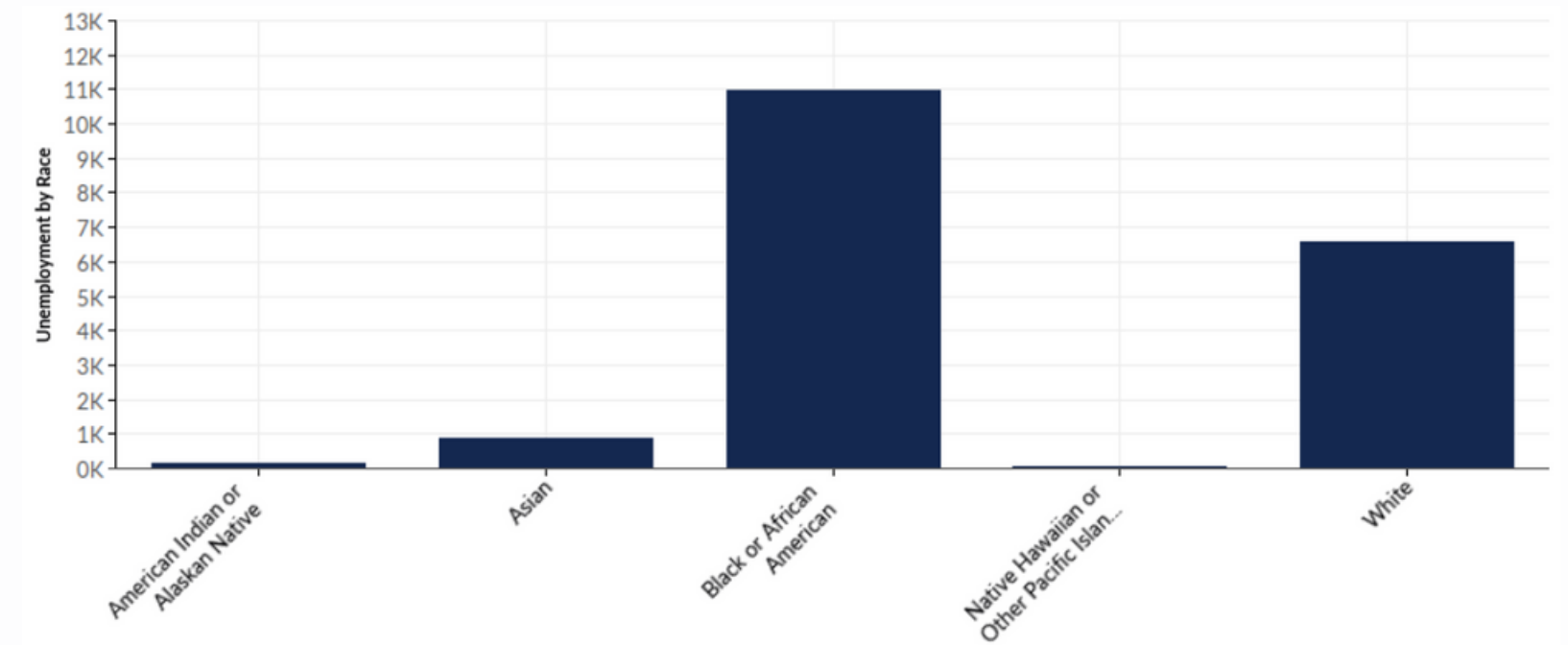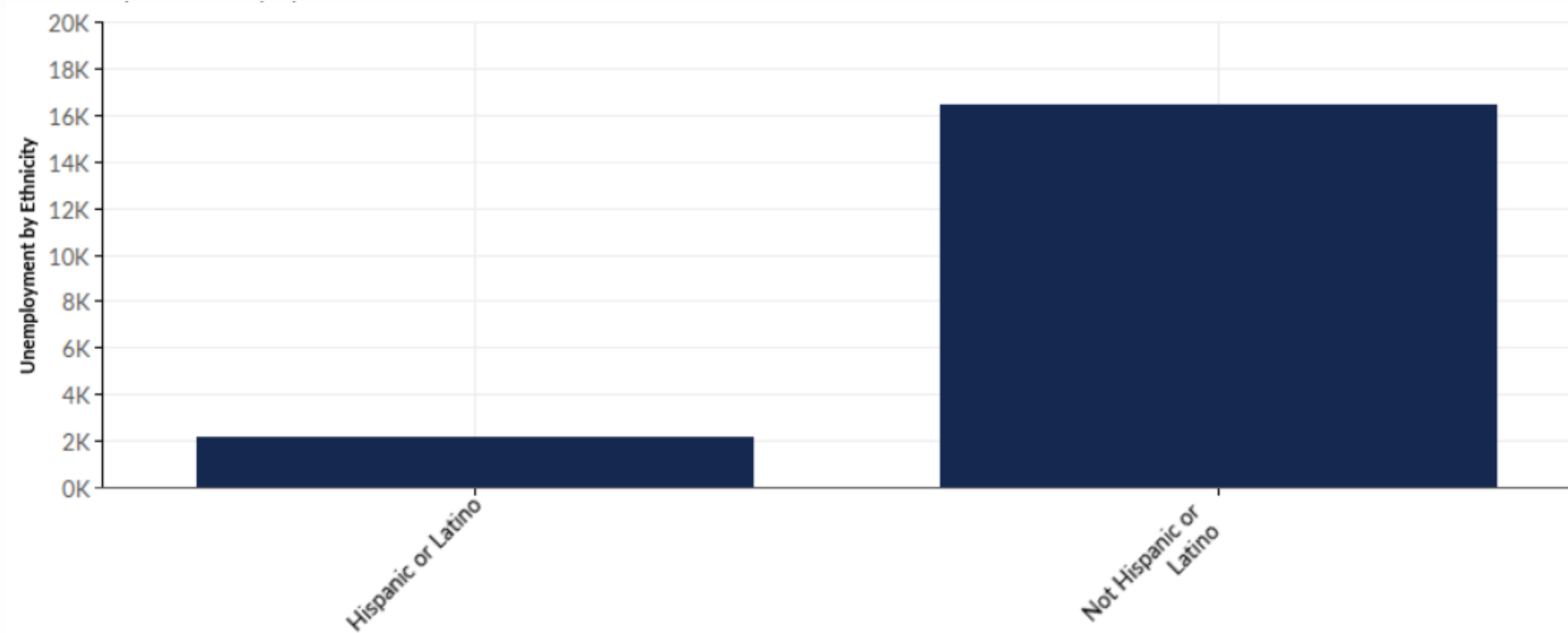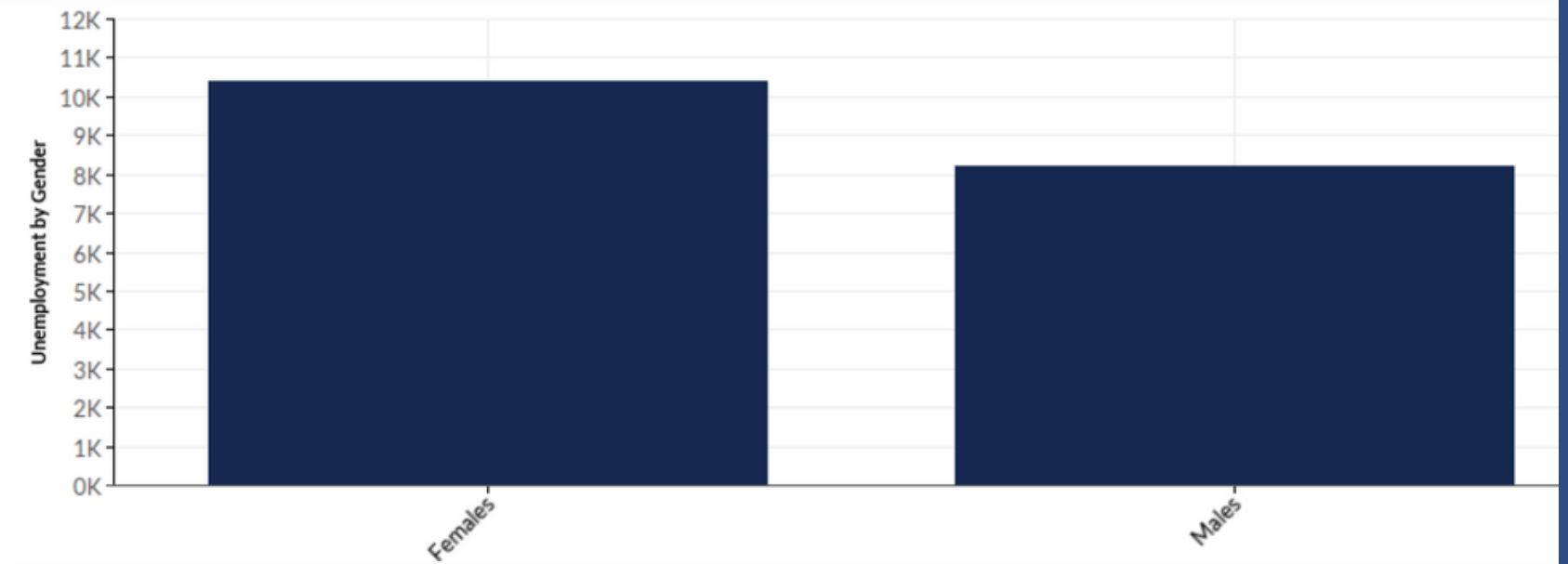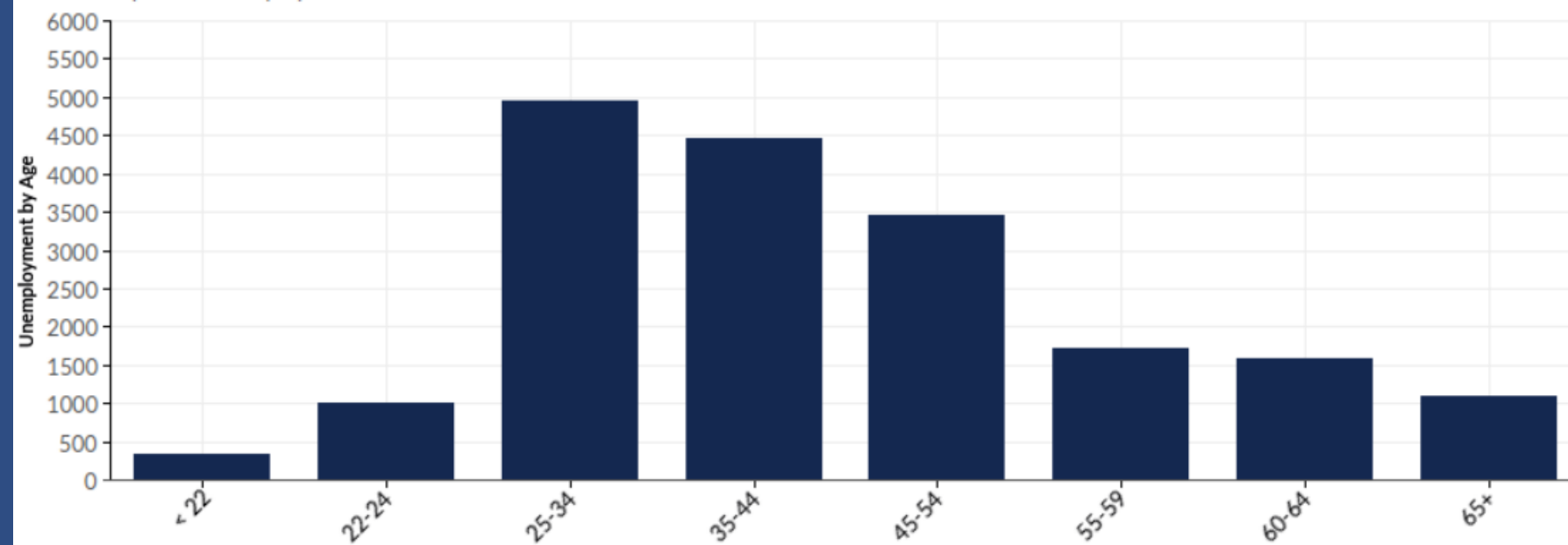
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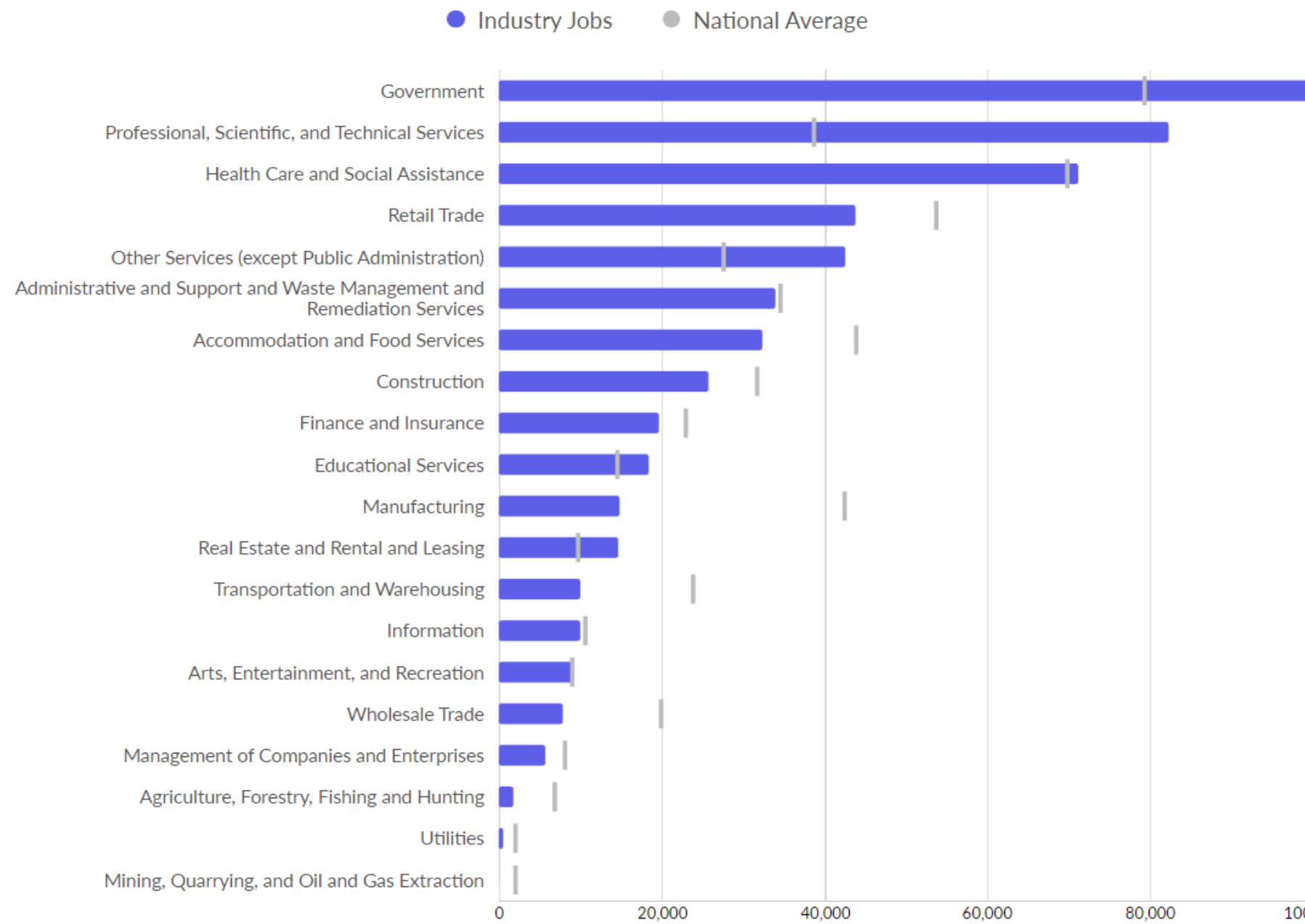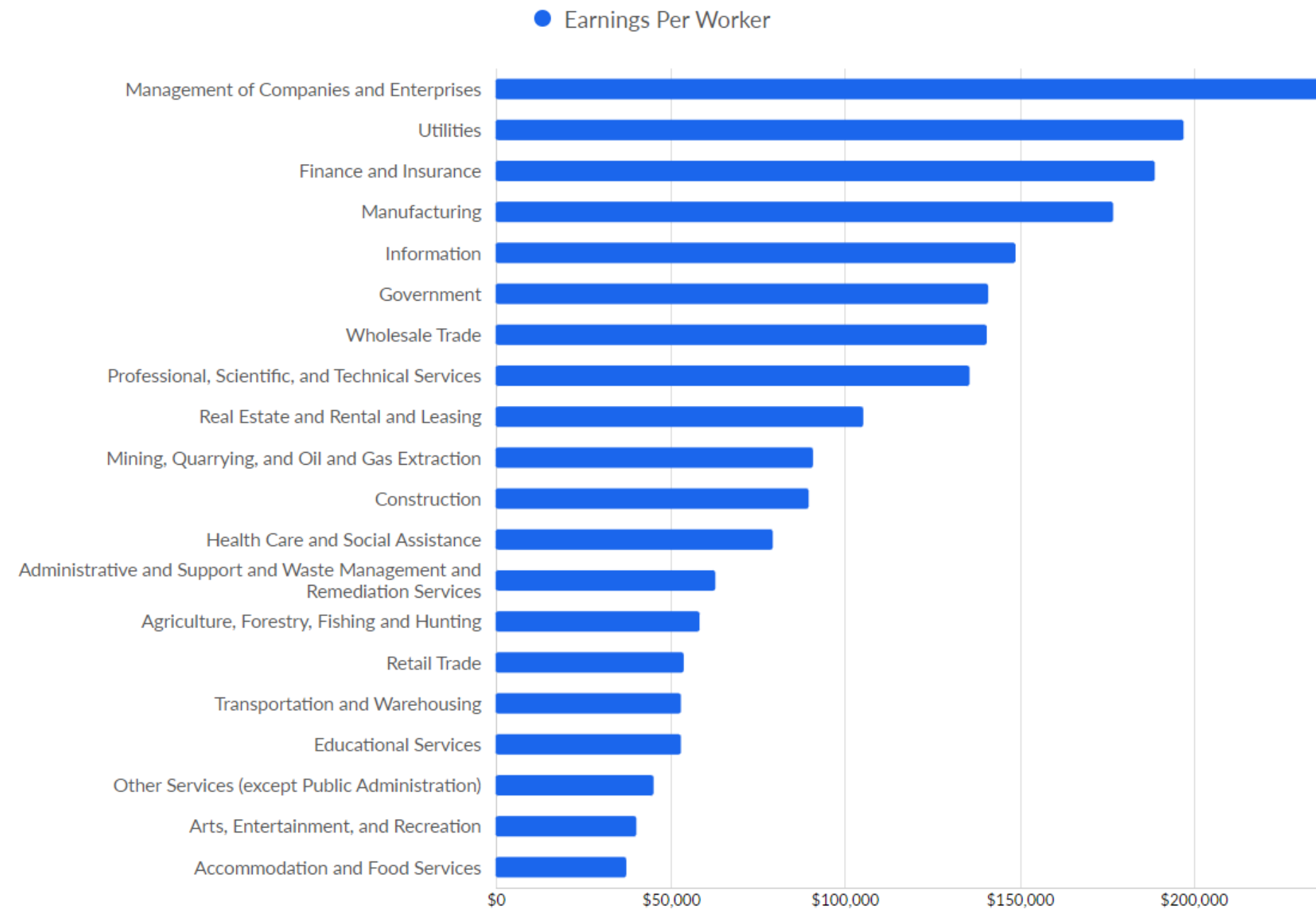# INDUSTRY CHARACTERISTICS

Largest Industries

● Industry Jobs   ● National Average

Industry	
Government	
Professional, Scientific, and Technical Services	
Health Care and Social Assistance	
Retail Trade	
Other Services (except Public Administration)	
Administrative and Support and Waste Management and Remediation Services	
Accommodation and Food Services	
Construction	
Finance and Insurance	
Educational Services	
Manufacturing	
Real Estate and Rental and Leasing	
Transportation and Warehousing	
Information	
Arts, Entertainment, and Recreation	
Wholesale Trade	
Management of Companies and Enterprises	
Agriculture, Forestry, Fishing and Hunting	
Utilities	
Mining, Quarrying, and Oil and Gas Extraction	

Top Industry Earnings

● Earnings Per Worker

Industry	
Management of Companies and Enterprises	
Utilities	
Finance and Insurance	
Manufacturing	
Information	
Government	
Wholesale Trade	
Professional, Scientific, and Technical Services	
Real Estate and Rental and Leasing	
Mining, Quarrying, and Oil and Gas Extraction	
Construction	
Health Care and Social Assistance	
Administrative and Support and Waste Management and Remediation Services	
Agriculture, Forestry, Fishing and Hunting	
Retail Trade	
Transportation and Warehousing	
Educational Services	
Other Services (except Public Administration)	
Arts, Entertainment, and Recreation	
Accommodation and Food Services	

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IN-DEMAND SKILLS

Top Specialized Skills

● Frequency in Job Postings ● Frequency in Profiles
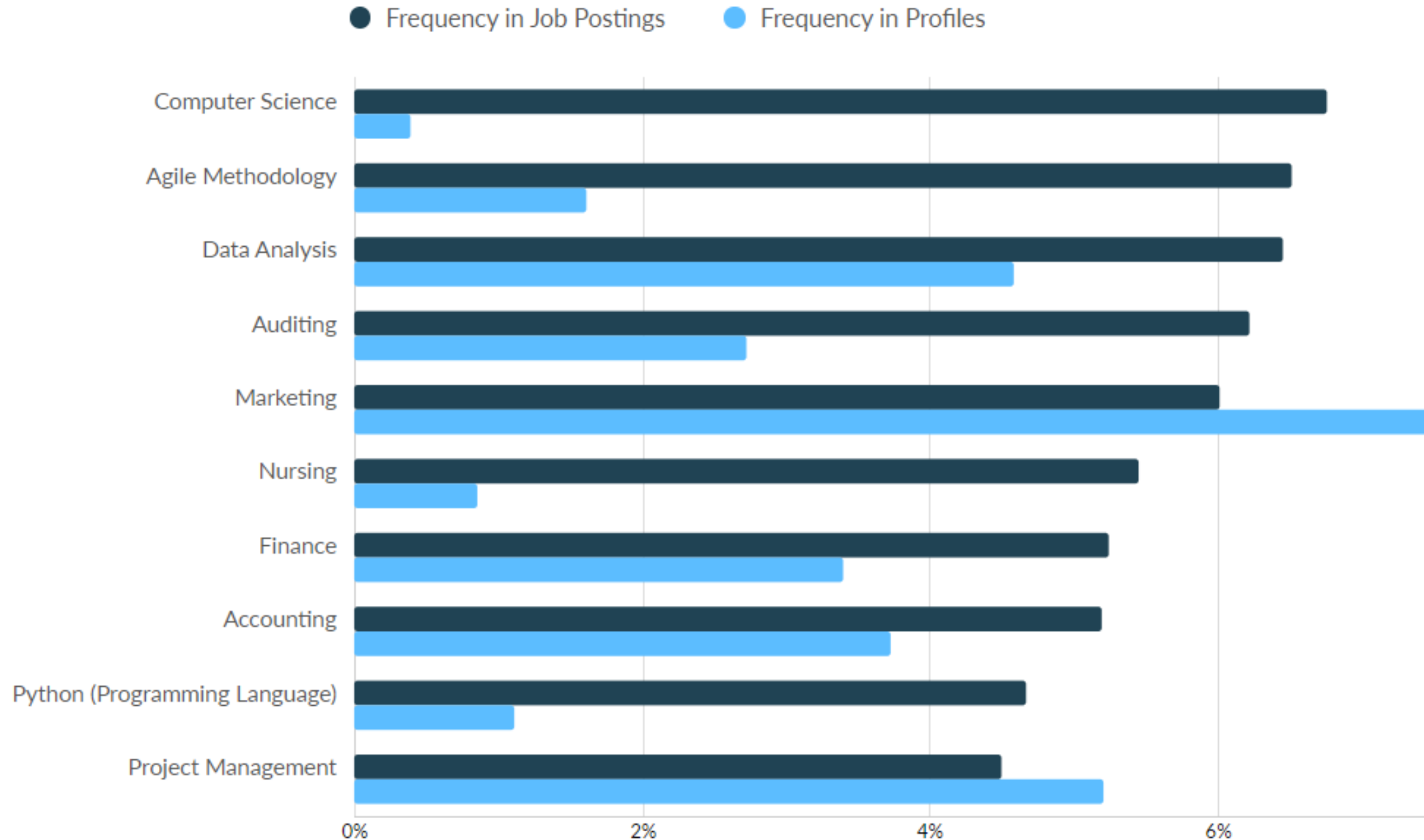
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IN-DEMAND SKILLS

Top Common Skills

● Frequency in Job Postings　　● Frequency in Profiles

Top Software Skills

● Frequency in Job Postings　　● Frequency in Profiles
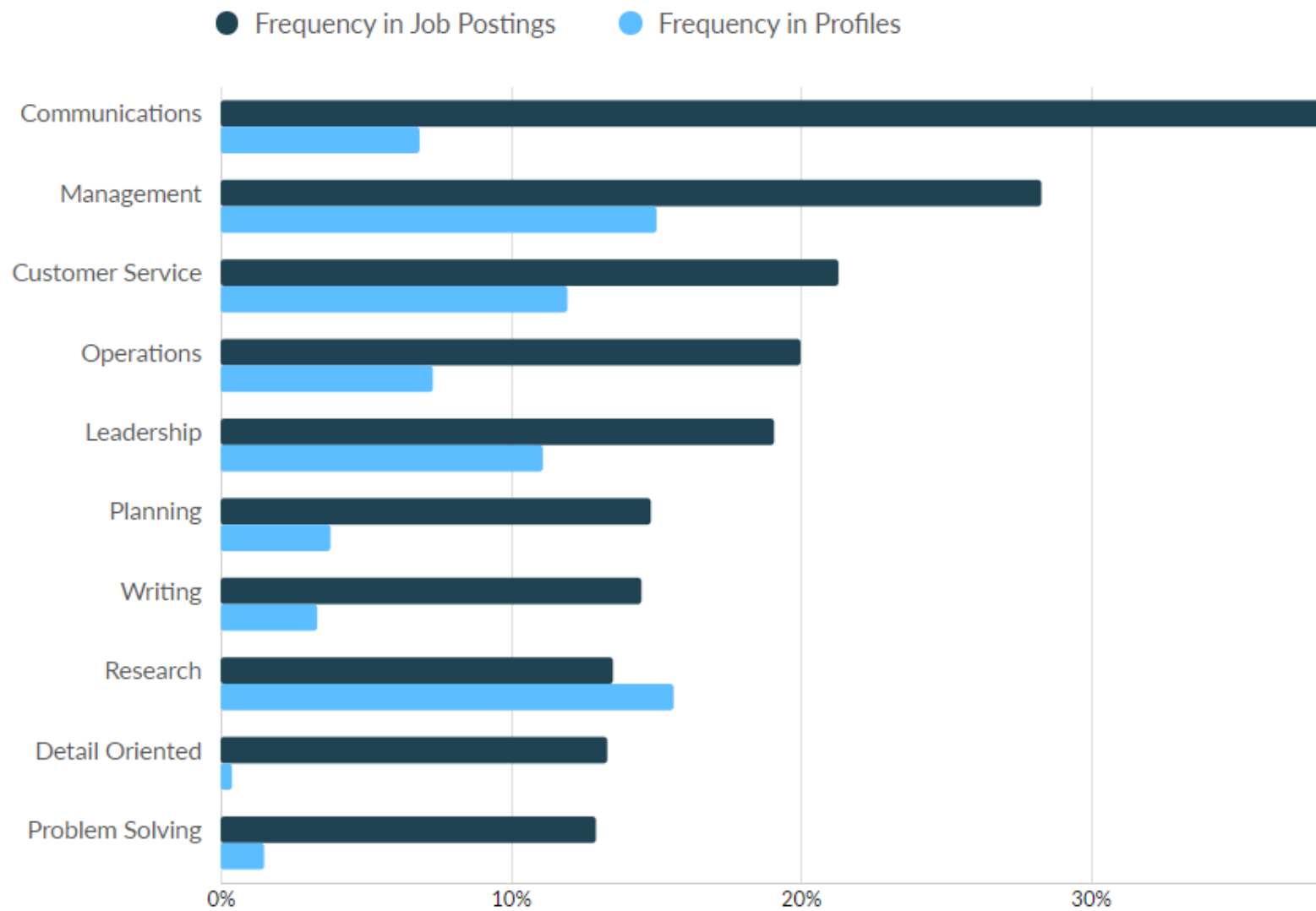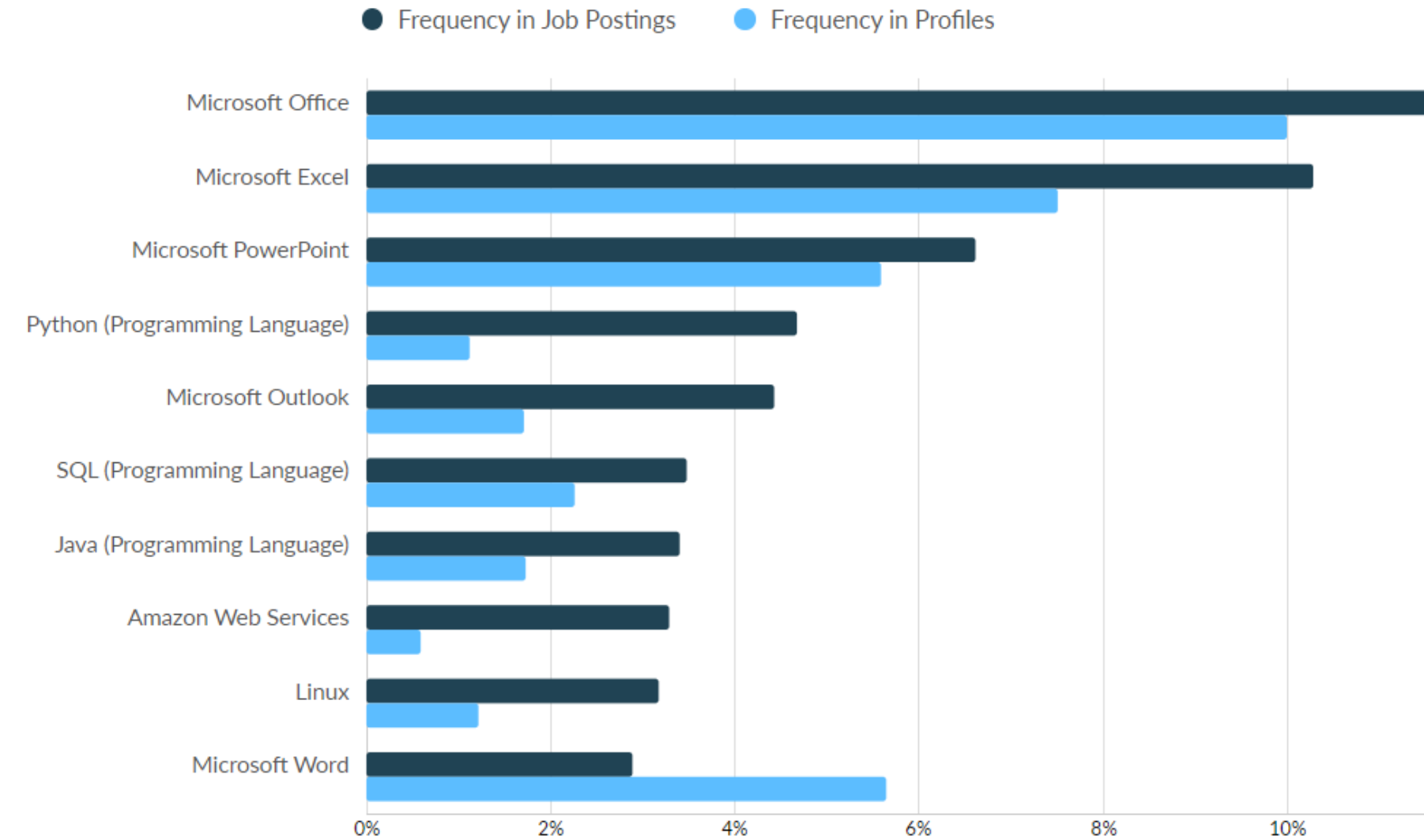
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WHO WE ARE

- Operate Montgomery County's American Job Centers.

- Provide employment & training services to local job seekers.

- Help local employers to help meet their current and future hiring needs.

- Fiscal entity for Montgomery County Workforce Development Board

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(93)

WHERE TO FIND US?

Comprehensive Center

GERMANTOWN AMERICAN JOB CENTER

12900 Middlebrook Road, First Floor
Germantown, MD 20874

PHONE
(240) 406-5485

EMAIL
Germantown@
worksourcemontgomery.com

WHEATON AMERICAN JOB CENTER

11510 Georgia Ave., First Floor
Wheaton, MD 20902

PHONE
(301) 929-6880

EMAIL
Wheaton@
worksourcemontgomery.com

EAST COUNTY H.I.R.E. CENTER

3300 Briggs Chaney Road
Silver Spring, Maryland 20904

PHONE
(240) 777-8412

EMAIL
Eastcounty@
worksourcemontgomery.com

VIRTUAL AMERICAN JOB CENTER

wsm.skillupamerica.com

MOBILE AMERICAN JOB CENTER

County-Wide

RE-ENTRY JOB CENTER

Montgomery County
Correctional Facility

GENERAL EMAIL info@worksourcemontgomery.com

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(94)

OUR APPROACH

SERVICE

- **S**OCIALLY
- R**E**SPONSIBLE
- ACCU**R**ATE
- INNO**V**ATIVE
- CREAT**I**VE
- EFFE**C**TIVE
- PR**E**CISE

SYSTEM BUILDING

WIOA

TALENT PIPELINE DEVELOPMENT

BUSINESS ENGAGEMENT

COMMUNITY ENGAGEMENT

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(95)

Priority #1: Community Engagement

Implements strategy for community partnerships for the purpose of promoting service awareness among target demographics.

Community Engagement Services

- **Mobile Job Center Access**
- **Participation in community events**
- **Volunteerism**
- **Provide access to partner referral system & Community Asset Map**
- **Serves as a community advocate for workforce service needs to Workforce Development Board**

276 New Community Partners

150 Meetings with Community Partners

123 Events Attended

87 Referrals from Community Partners

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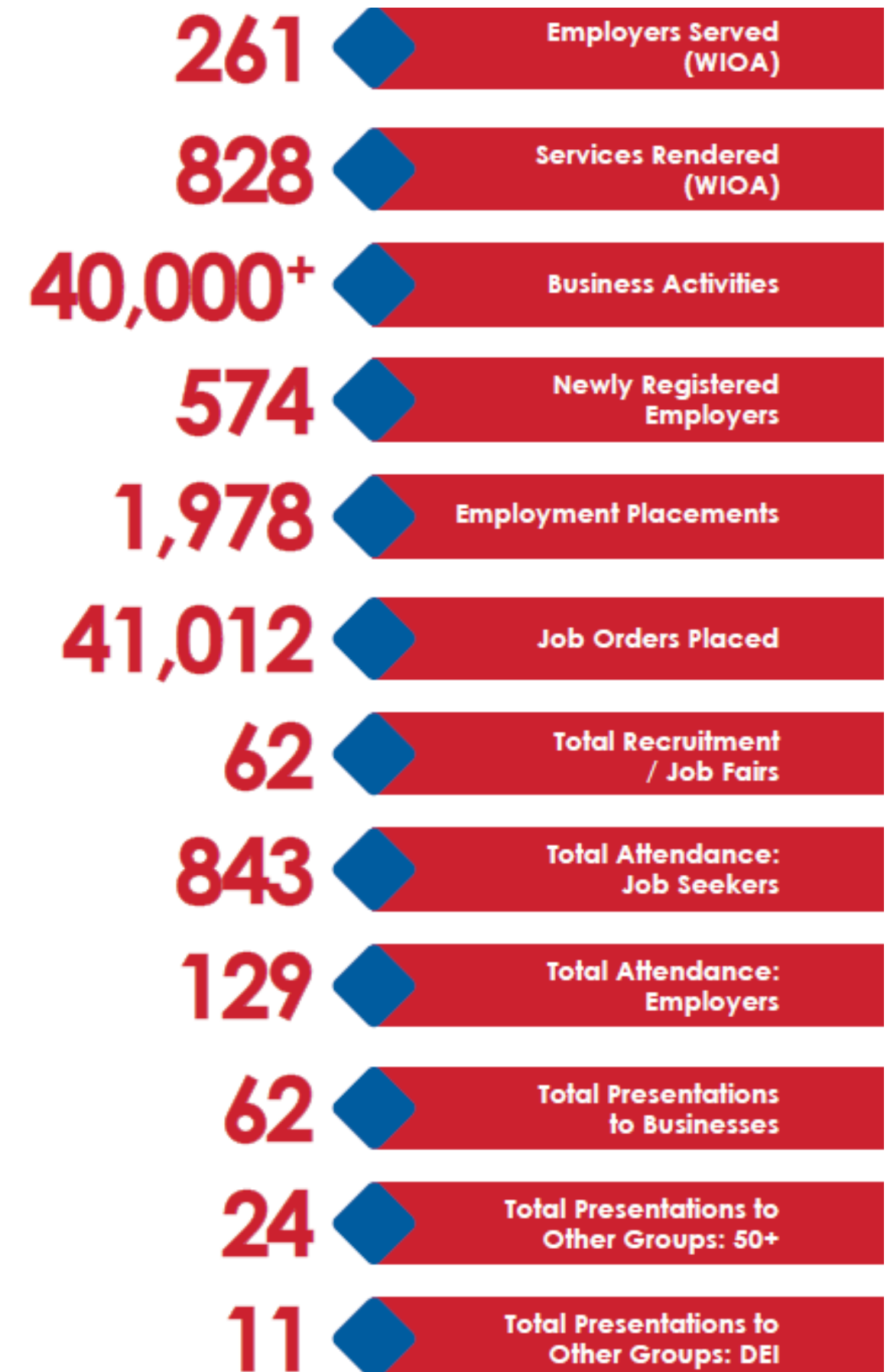# Priority #2: Business Engagement

Engages industry partners to gain an understanding of individual & industry-wide workforce needs.

Core Services

- Access to State Job Board
- Learning Management System
- Hiring Event Coordination
- Applicant Screening
- Labor Market Information
- Use of AJC Facilities
- HR Consulting e.g., Recruitment Strategies, & Retention Strategies

Specialized Services

- Paid Work Experience Subsidy
- On-the-Job Training Subsidy
- Incumbent Worker Training
- Covid-19 Relief Grant (GROW)
- Customized Solutions

Value	Metric
261	Employers Served (WIOA)
828	Services Rendered (WIOA)
40,000+	Business Activities
574	Newly Registered Employers
1,978	Employment Placements
41,012	Job Orders Placed
62	Total Recruitment / Job Fairs
843	Total Attendance: Job Seekers
129	Total Attendance: Employers
62	Total Presentations to Businesses
24	Total Presentations to Other Groups: 50+
11	Total Presentations to Other Groups: DEI

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(97)

Priority #3: Talent Pipeline Development

Focus to: (1) promote inclusion of target demographics into the labor market within growth industries; (2) provide opportunities for incumbent workforces to upskill for advancement.

	Adults	Dislocated Workers	Youth
Residents Served	251	171	64
Employed 2 Quarters After Exit	62%	66%	77%
Employed 4 Quarters After Exit	62%	73%	57%
Median Quarterly Earnings	$9,079	$14,062	$5,060
Credential Attainment	58%	54%	68%
Measurable Skills Gains	66%	67%	58%

Career Services

- **Access to Technology**
- **Virtual Career & Training Center**
- **Labor Market Information**
- **Job Boards**
- **Professional Development Training**
- **Career & Aptitude Assessments**
- **Hiring Events**
- **Unemployment Information**
- **Referrals to Community Resources**

Training Services

- **Wraparound Case Management**
- **Employment Plan Development**
- **Occupational Skills Training**
- **Support Services**
- **Job Placement Assistance**
- **Subsidized Employment**
- **12 Month Post-Employment Case Management**

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(98)

Priority #4: Workforce Innovation & Opportunity Act

Provide fiscal administrative management for Local Workforce Development Board.

Partners

Maryland Department of Labor

Montgomery County Department of Health & Human Services

Montgomery County Community Action Agency

Jewish Council for the Aging

Montgomery College

Housing Opportunities Commission

Work Opportunities Unlimited
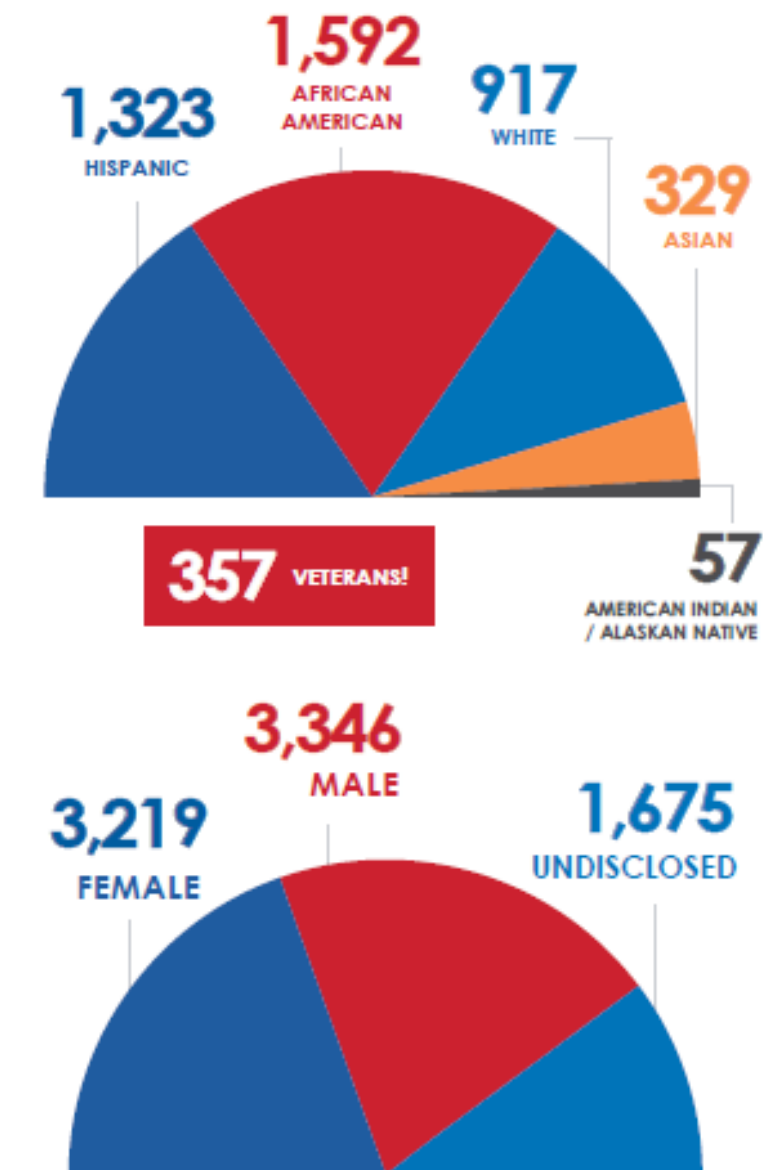
Maryland Division of Rehabilitation Services

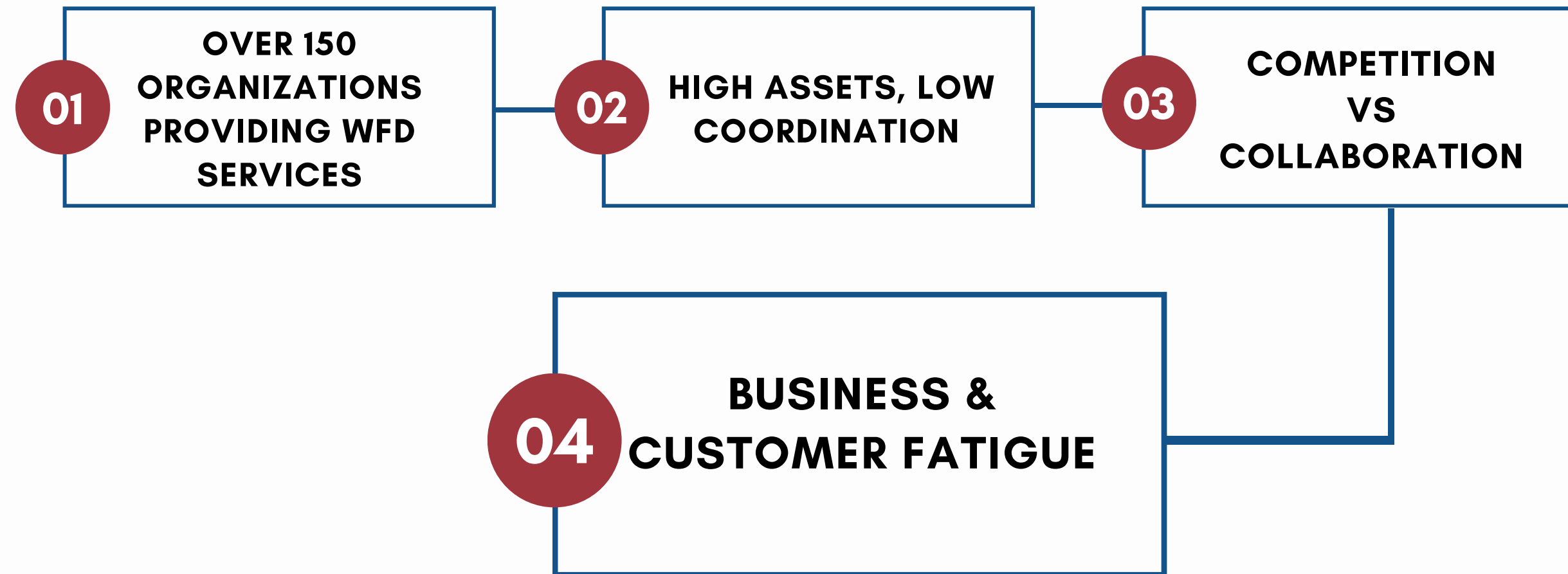Job Corps

SERVICES RECEIVED ACROSS NON-WIOA PROGRAMS

868	3,138	8,240
Job Search Workshops	Resume Preparation Assistance	Total Services
3,307	1,978	4,691
Job Seekers Served	Job Placements	Referrals to Other Support Services/ Partners

WIOA PROGRAMS

426	102	309
Total Served (WIOA)	WIOA Credentials Obtained	WIOA Job Placements

CUSTOMER DEMOGRAPHICS

1,323 HISPANIC
1,592 AFRICAN AMERICAN
917 WHITE
329 ASIAN
57 AMERICAN INDIAN / ALASKAN NATIVE
357 VETERANS!

3,346 MALE
3,219 FEMALE
1,675 UNDISCLOSED

Priority #5: System Building

01 **OVER 150 ORGANIZATIONS PROVIDING WFD SERVICES**

02 **HIGH ASSETS, LOW COORDINATION**

03 **COMPETITION VS COLLABORATION**

04 **BUSINESS & CUSTOMER FATIGUE**

COMMUNITY ASSET MAP & ELECTRONIC LOCATOR

Inventory & automated Service Locator of community workforce and support service providers for Adults and Youth.

WORKFORCE RECOVERY NETWORK

Cohesive network of providers working together to leverage resources and partnership to service MoCo job seekers and businesses.

PARTNER HUB

Interactive platform for partners to share information, make referrals, communicate & develop synergies.

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QUESTIONS? COMMENTS?
FOLLOW US FOR MORE!

FACEBOOK
/WorkSourceMontgomery

TWITTER
@WorkSourceMD

INSTAGRAM
@WorkSourceMD

LINKEDIN
WorkSource Montgomery

WEBSITE
www.worksourcemontgomery.com

LINKTREE
Scan the QR code for more information about us!

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Montgomery County Council Montgomery County Public School Work Based Learning (WBL)

February 9, 2023

Dr. Kristen Wong Callisto, Executive Director, Office of the Chief of Staff
Irina LaGrange, Director, Department of College and Career Readiness and Districtwide Programs
Elaine Chang, Director, Department of Partnerships
Shawn Krasa, Supervisor, Work Based Learning
Dr. Genevieve Floyd, Supervisor, Career and Postsecondary Partnerships
Steve Boden, Supervisor, Foundations

MCPS WBL Presentation Outcomes

By the end of this presentation, you will have received an overview of MCPS programs and opportunities for work-based learning where students have hands on experiences in work environments. The team will present information related to:

- State and District Goals and Vision
- Apprenticeships – Definitions with District and State Data
- Internships and Site Based Work Experiences – Trend Data
- Summer RISE – Data and Overview
- Career Experiences – K-12

WORK-BASED LEARNING

2

(103)

- **The Blueprint for Maryland's Future**
  - o By 2030-2031 at least 45% of students in the state will graduate with industry recognized credentials, including a registered apprenticeship.

- **Board of Education's Strategic Plan**
  - o By 2025 at least 25% of students will graduate with a work-based learning experience

- **MCPS's Vision**
  - o 100% of MCPS students will graduate College, Career, and Community Ready
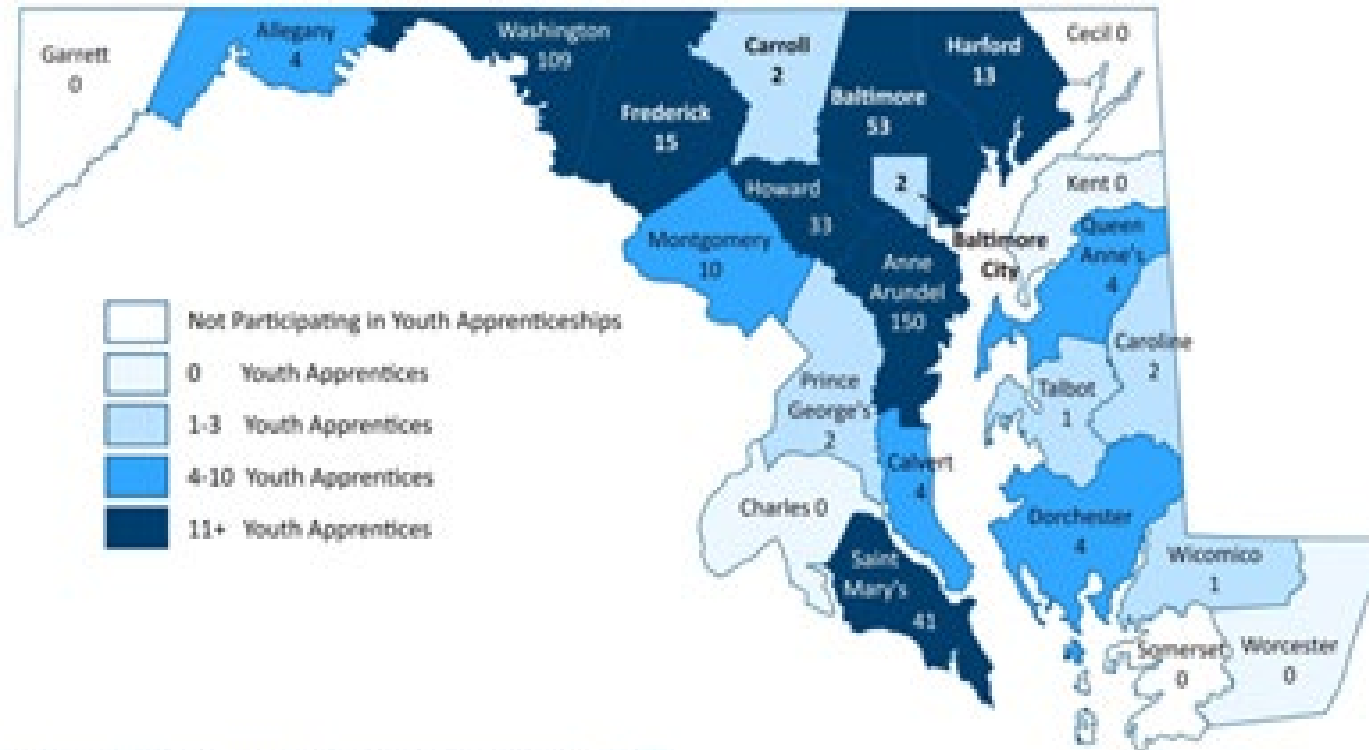
Apprenticeships

- **Apprenticeship experiences include**;
  - **Pre-Apprenticeship**
    - Electricity
  - **Youth Apprenticeships**
    - Steam Fitter, Steel Yard, Copier Maintenance, Publications and Supply Chain Operations
  - **Registered/School-to-Apprenticeship**
    - Electricity

Apprenticeship Experiences

2020-21: 9 (Pre-Apprenticeship)
2021-22: 2 (Registered/School-to-Apprenticeship)
2022-23: 4 (Pre-Apprenticeship), 5 (Youth Apprenticeship), 6 (Registered/School-to-Apprenticeship)

Pre-Apprenticeship ■ Youth Apprenticeship ■ Registered/School-to-Apprenticeship
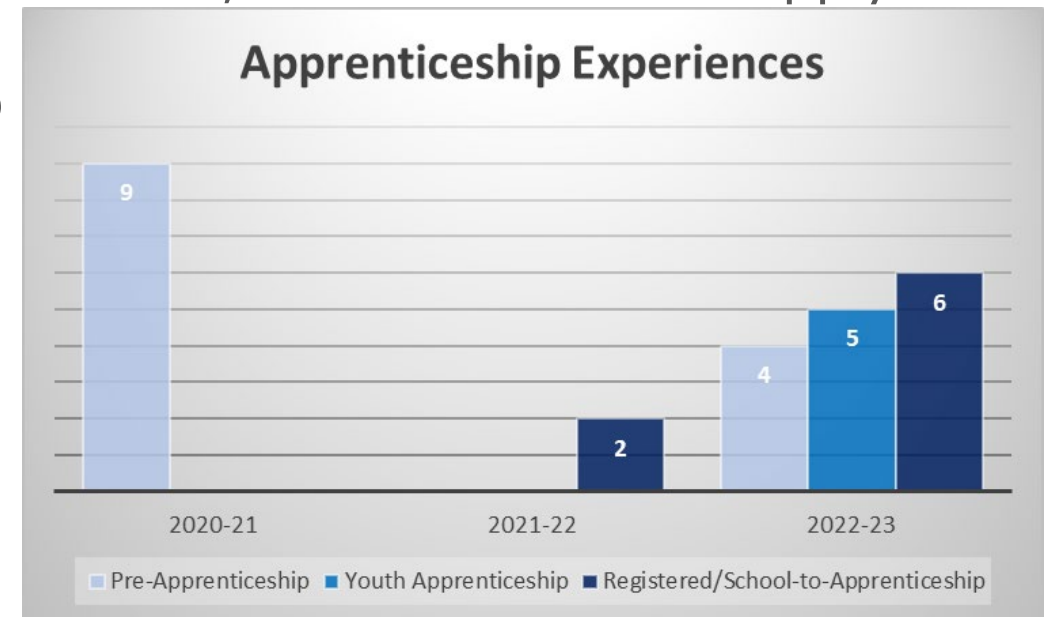
Youth Apprentices by County

More than half of all youth apprentices in Maryland are students in Anne Arundel and Washington counties. Currently, 7 out of 24 LEAs have more than 10 youth apprentices.
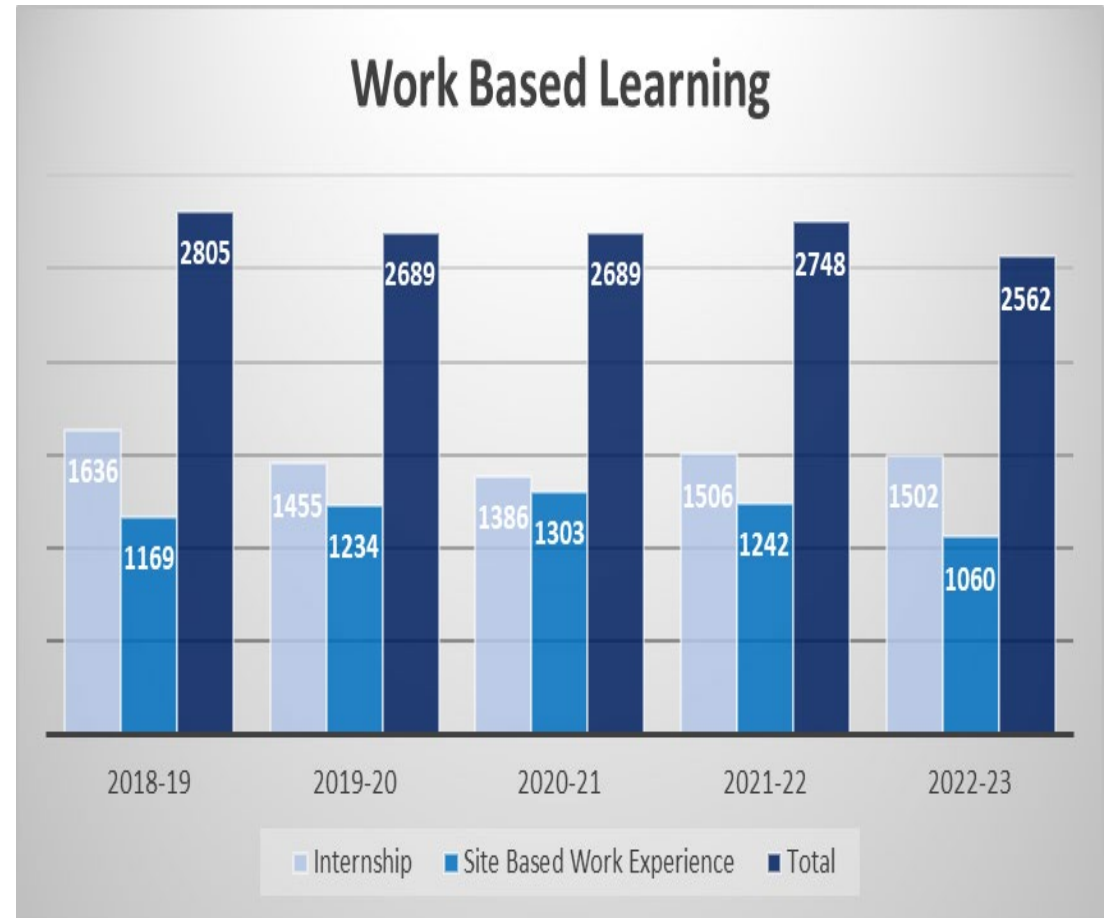
Montgomery County Public Schools
Maryland's Largest School District
Expanding Opportunity and Unleashing Potential

➢**Internships**

➢**Site Based Work Experiences**
College/Career Research Development Program

Work Based Learning

	2018-19	2019-20	2020-21	2021-22	2022-23
Internship	1636	1455	1386	1506	1502
Site Based Work Experience	1169	1234	1303	1242	1060
Total	2805	2689	2689	2748	2562

Summer RISE

Reimagining an Innovative Student Experience

Student Participation Over the Years

Legend: 2017, 2018, 2019, 2021, 2022

- 2017: 363
- 2018: 397
- 2019: 458
- 2021: 605
- 2022: 705
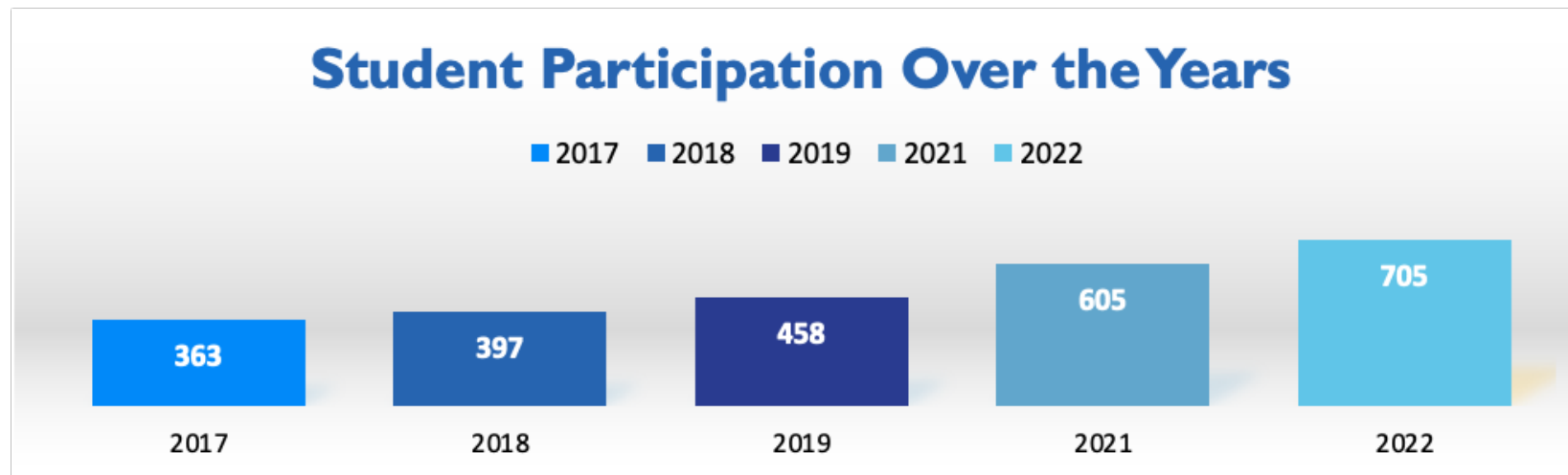
- 2,412 students have completed the program
- 459 unique employers have participated
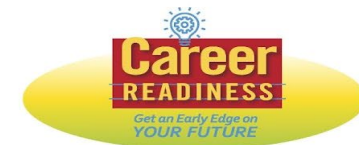- Students from *every* MCPS high school have participated each year

Connecting Students to Careers

- **60 industries** for students to learn about
- Hosts have spread outside of Montgomery County, to **Washington D.C., Prince George's and Frederick counties, Baltimore City**, and **Pennsylvania** and **Virginia** through **virtual or hybrid opportunities**.
- Students who complete the program will receive a **$500 stipend** to defray incidental expenses
- **FREE professional clothing** provided by A Wider Circle
- In 2019, **FREE public bus transportation in Montgomery County** was available
- Live opportunities offered in 2017, 2018, 2019, 2021 and 2022
- Virtual and hybrid opportunities were added in 2021 and 2022
- **FREE career planning/exploration tools/modules, financial literacy** and **FREE bank account** set up if needed
- **Teacher liaison** for hosts and students throughout the program

Preparation for work does not begin in High School, but in Elementary.

Discussion