

Nancy P. Dickerson
English Teacher
Crescent High School
Iva, SC 29655
dickersonn@anderson3.k12.sc.us
MCP101 Project

Careers, like rockets, don't always take off on time.

The trick is to always keep the engine running. -Gary Sinise

My project is multi-faceted and some portions are ongoing in nature, however most will be complete by the end of first semester.

Standards addressed:

- Students will understand the relationship among personal qualities, education and training, and the world of work.
- Students will demonstrate decision-making, goal setting, problem solving, and communication skills.
- Students will explore careers and the connection of school to work.

As the MCP101 participant, I will

- Create and schedule a pre-test overview of ASVAB to be presented in all English 3 and English 4 honors classes in conjunction with military recruiters. The majority of the students I teach are juniors, and our school administers the ASVAB to all juniors (and a few seniors) present on mass testing day.
- Arrange for and schedule recruiters from multiple branches of service to conduct an ASVAB posttest interpretation session for select students, based on interest and scores.
- Be available to host March2Success test preparation lab and disseminate information for those unable to attend.
- Work with our school webmaster to include links to important information about military and career pathways within the guidance portion of our site.
- Encourage the school newspaper to run articles and interviews about military opportunities and experiences.

Nancy P. Dickerson
English Teacher
Crescent High School
Iva, SC 29655
dickersonn@anderson3.k12.sc.us
MCP101 Project

- Serve as a second point of contact for recruiters in our school and schedule special recruiting “tools” as they travel near our area [climbing wall, monster trucks, musical groups, and such].
- Visit local recruiting office and develop a relationship with recruiters assigned to my school. Make sure they are aware of important dates at our school and those widely attended by the community and invite them to attend [open houses, homecoming, teacher work days, etc.].
- Conduct a mini-workshop for teachers introducing them to educator and student resources and options regarding careers, military occupations, enlistment challenges, pay and benefits [ASVABCEP Career Clusters PowerPoint, MCP101 handout re: eligibility and benefits, March2Success overview].
- Share plans with other English 3 teachers [Shawn Dickerson’s MCP101 Project], and have my students create a similar project.

This would address my SDE standards for English Language Arts – English 3

- Use direct quotations, paraphrases, or summaries to incorporate information from sources into writing or speaking.
 - Use a standard method to document sources and properly credit the work of others.
 - Create written assignments and oral presentations that are designed for a specific audience and purpose.
 - Select graphics for oral or written presentations from print and electronic sources.
 - Design and present research projects.
- Download videos for CATE teachers of military occupation videos specific to the courses they teach [goarmy.com – jobs and careers – videos] to show in their classes on Veterans Day.

Hooah!

Date of Project: November 2011, April 2012

Audience: All Freshmen Students

Standards addressed:

1. Students will understand the relationship among personal qualities, education and training, and the world of work.
2. Students will demonstrate decision-making, goal setting, problem solving, and communication skills.
3. Students will explore careers and the connection of school to work.

Objectives:

1. Students will research career opportunities in all different clusters including military options.
2. Students will be able to identify different personal skills needed to obtain a job.

(Students are in 90 minute classes)

Days 1 & 2: Budget Project: Students will be put in groups of 3-4 students and will be given the task of creating a budget for a single person. Students will be given a \$2000 monthly allowance to spend on all of their monthly expenses. During this project we will discuss the difference between fixed expenses and variable expenses, needs and wants, and different financing options.

Students will be given materials including: local Apartment Finder guides, local grocery store fliers, Auto Trader magazines, price lists for utilities, cable and internet prices, and furniture and electronic magazines. With these materials students will decide how they will budget their \$2000 monthly allowance. At the end of day 1, students will be instructed to go home and discuss monthly expenses at home with their parent or guardian. On day 2, students will present in front of the class how their group decided to budget their money. When they are finished, we will compare the different choices made in different groups and discuss different living expenses. We will also begin the discussion on their future career goals and options including the military options. At the end of this project students should understand and appreciate how much living expenses are. They will also understand the direct correlation between career choices, education, and income.

Days 3-5: KUDER Assessments and Dream Job Paper: Students will write a journal on what they think is more important or what should come first: *Career and then Lifestyle, or Lifestyle and then Career.*

Students will spend day 3 working on www.scpathways.org (KUDER) doing the skills assessment. Students will also explore different career options using this website, and other internet resources.

Days 4 & 5 students will work on and complete their "Dream Job Paper" (Please see attachment).

Days 6-10: Cover Letter, Resume, and Mock Interview: Students will learn how to and then write cover letters, and resumes of the future. They will be writing resumes out for their "Dream Jobs". They will be fictitious resumes or future resumes, which give them the credentials to land those dream jobs. By writing resumes as if they already have those life experiences, I hope the students can see and understand the paths they need to take to get what they want in the future. Students will then go through the Mock Interview process. We will do practice interviews before

hand, but the day of the interviews, students should come in dressed for an interview, and ready to proceed. For the interview, I will have a local military recruitment officer come in to assist with the interviews. When finished, I will have the interviewer explain their own personal career choices and some of the military options available.

Allean P. Davis
Guidance Counselor
Berkeley County School District
Cross High School
Military 101 Proposal

Attending the Military 101 workshop was such a rewarding experience, one I will never forget. Before This workshop I had a very negative attitude about encouraging students to choose military career option. The workshop was very informative and cleared up a lot of myths and misunderstanding about military careers. The workshop has really helped me to understand and learn about the wonderful opportunities the military can offer our students. It was interesting to know that the military will actually help pay for all college education expenses.

My concerns were basically with our high achieving students and the opportunity for them to continue their education. The workshop provided information on how the military will help pay for all college expenses, which eliminates the need for student loans. I thought this was excellent opportunity for students who did not have the money to go to college. I was also impressed to learn that the military offer jobs in all of the 16 clusters. I am really excited about all the awesome opportunities the military has to offer our students. I plan to incorporate military awareness and career choices in the career activities we plan for the students at Cross High School.

BERKELEY COUNTY SCHOOL DISTRICT
CROSS HIGH SCHOOL
MILITARY CAREER PROPOSAL

Cross High School Military Project target population will be students in grades 7-12, parents, teachers, staff and administrators. Participants will be informed about all of the resources available through the Military. Cross High School contact persons will collaborate with Military Personnel to provide presentation, information and resources for all target population participants. Military 101 staff will assist in providing resources, websites and links.

Project Objectives: Upon completion of this project, participants should be able:

1. To eliminate myths and misunderstandings about Military Career options.
2. To encourage networking and professional dialogue between educators and military representatives.
3. To assist parents with understanding the benefits students can receive, by choosing military careers, e.g. educational opportunities and health care opportunities.
4. Help students understand the role of the military and assist students with exploring military careers.
5. To help students, parents and staff develop a broad and in-depth knowledge about military careers, including similarities between civilian and military occupations, and opportunities for career advancement available for students who chose military careers.

Implementation Standards

We will use the following standards from the South Carolina Comprehensive Guidance Model to be incorporated with our objectives and standards to implement the army's Military project at Cross High School.

Learning to Learn (Academic Development)

Learning to Work (Career Development)

Learning to Learn (Academic Development) Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Students will improve Academic Self-Concept and identify attitudes and behaviors that lead to successful learning.

Students will be given the opportunity to take the ASVAB, interpret and understand the results and the military's requirements. They will also understand the importance of completing the high school requirements for career opportunities.

Learning to Work (Career Development) Students will inquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Develop Career Awareness and develop skills to locate, evaluate and interpret career information. Students will utilize SCOIS, Kuder and other assessments/instruments to identify likes and dislikes of jobs, explore their job preferences by selecting at least three job/career preferences (military and civilian).

Implementation Procedures

Phase One

At the opening in-service day on August 10, 2011 for Cross High School faculty and staff; Allean Davis Guidance Director, and Miriam Smith, CTE Department Chair Person, will share information with staff about the career opportunities the military can offer our students, to help dispel all the myths about military career options. They will be provided a packet that includes military careers information and other materials that will enhance the educators' understanding of opportunities available in all branches of the military.

Phase Two

Many parents, administrators, teachers and staff feel that the military cannot prepare students for educational opportunities and civilian careers. At our Junior Senior, Freshman Sophomore and the Seventh and Eighth grade Parent Night Program we will have a representative from every branch of the military to provide a five minute presentation about all the career and educational opportunities the military has to offer. We will ask the presenters to explain the connection between military occupations and careers, technical occupations, and crosswalk these careers to civilian careers. Parents and students will be allowed the opportunity to ask questions about the military opportunities during all presentations.

Phase Three

Students will complete career assessments during the school year to research the different types of career the military has to offer under the 16 career clusters. Students will gain knowledge as to how military careers can help them achieve their career and educational objectives. Students will use the following resources provided by the military workshop presenters such as ASVAB,

SCOIS, KUDER etc. to find out about the many different careers the military has to offer.

Phase Four

Cross High School Guidance Department and the Career Technical Education Department will sponsor a community-wide career fair that will include all branches of the military with careers from all 16 career clusters. Students and parents will be invited to the event. Students and parents will have the opportunity to visit with military personnel and ask questions about careers in the military.

MCP 101: Military Career Pathways

“Integrating MCP into SC Career Clusters for EVERY student.”

Fred Hamilton Career Center

Oconee County School District

Objectives:

- Given a presentation, the staff of Fred Hamilton Career Center will be able to explain the connections to SC CATE Career Clusters and Military Careers.
- Given a unit on careers, students will be able to identify the benefits of a Military Career using skills they are learning in the course, Digital Multimedia.

SC Standards: Digital Multimedia

O. CAREERS

1. Identify careers in the multimedia creation and publishing industry.
2. Identify education and training requirements for a career in multimedia creation and publishing.
3. Use the Internet to research a career related to the field of multimedia.
4. Create a multimedia presentation using the results of the career research.

This unit of each course taught will be aligned with Military Careers. Students will be able to identify connections to Military Careers from the civilian careers aligned with the coursework.

Audience: Faculty & Staff of the school where I am employed during 2011-2012. I hope and believe it will be the Fred Hamilton Career Center in Oconee County.

Project Overview: The presentation will be a teacher in-service during lunch to discuss military career pathways. I plan to have lunch brought in and/or catered to gain the participation of the faculty and staff. After this presentation, it is my hope that all teachers can see the benefits of a military career for every student.

The presentation will be a power point presentation of my experiences while participating in the MCP 101 in Columbia. I will briefly talk about what I learned during the 3 days. To make a bigger impact, I will bring in military recruiters to give their first hand experience much like they did during the MCP workshop.

Agenda:

1. Introduction 2-3 min
2. Opener- Who do you know activity? This activity will ask teachers to identify students by first name only that they know that fit certain criteria such as: 5-7 min
3. Presentation: Powerpoint presentation by Mrs. Amy Welch, CATE Teacher (20 min)
Guest Speaker, tbd – will contact one from every branch and give them the opportunity to come.

Close: During the close I will show a list of resources and give the recruiters an opportunity to answer questions (10 min)

Materials Needed:

- .PPT presentation – connections to SC Career Clusters
- Opening Activity

Military Career Pathways 101

Military Career Pathways: Transitions and Career Preparation

Submitted by Angela Davis McCray, Career Specialist

Busbee Creative Arts Academy 803-739-4070 admccray@lex2.org

After completing the Military Career Pathways 101, 2011 Summer Institute for Educators, I have better understanding of the need to provide educators, students, and parents with accurate, up-to-date information regarding career pathways in the military. As a career specialist, I am charged with the role of providing current information to the teachers, counselors, and administrators of my school and district. I work with middle school students, so it was refreshing to learn about the many services and resources the military personnel are willing to provide for my students, such as Fort Jackson tours and assisting with chaperone and tutorial services. My students can tremendously benefit from those opportunities, given the connecting resources that I plan to teach and distribute to them during the school year.

My target audience will address 6th, 7th, and 8th grade middle school students.

LEARNING OBJECTIVE #1 – The objective is to inform educators, parents/guardians and students of options in post-secondary military careers.

CURRICULUM STANDARD – South Carolina Education and Economic Development Act Guidelines, Career Guidance and Counseling, Career Exploration for Middle School states that School districts must begin in grade six the process of creating and updating developmentally appropriate career plans for students. The parents or legal guardians (or authorized

representatives of the parents or guardians) as well as the students themselves must be directly involved in this process.

In the first semester of the school year, I will schedule members of each branch to make an appearance and bring handouts during my school's "Military Career Week." Educators and Parents/guardians will also be invited to hear these speakers, and receive handouts on careers.

LEARNING OBJECTIVE #2– The objective is to inform parents/guardians, and instruct students on resources and assessments they can utilize to assist them in choosing a career.

CURRICULUM STANDARD – South Carolina EEDA Guidelines, Computer-Assisted Career Guidance Systems states that school districts must provide all of their schools with access either to the South Carolina Occupational Information System (SCOIS) or to another computer assisted career information system that has been approved by the SDE. The SCOIS is available through the South Carolina Employment Security Commission. Full details are online at <http://www.scois.net/>. School districts are encouraged to utilize the information on computer-assisted career guidance systems that is provided under the "Technology in Career Guidance Overview" link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/about/AbouttheModel.html>.

During the second semester of the school year, upon accessing SCOIS and KUDER career assessments, I will make sure students are also exploring military entry requirements, salaries, etc. I will also introduce students to "March 2 Success," a tool which provides educational content to help improve scores on tests such as SAT, ACT, state exit exams, and ASVAB. The students will be given their results of the assessments and exploration to share with parents/guardians, and they will be given their login and password information so that they may access this information when they are away from school.

Military Career Pathways 101
Project: Medical Career Interest Portfolio Development

Submitted By: Annie L. Dickerson

Background: Students completing a Health Science program of study at Heyward Career and Technology Center must complete a Career Interest Portfolio project within a two year period. All student products are submitted to a project notebook. The project contents include:

- Letter of Introduction
- Career Interest Inventory
- Career Interest Synopsis
- Resume
- Cover Letter
- Thank-you Letter
- Autobiography
- Projects/Class work samples
- Writing Samples (Reflections on work-based and service learning experiences, Goals essay, and Completer's Reflection Essay)
- Service Learning (Community Service)
- Work Based Learning (job shadowing and internships)
- Credentials (certificates or other documentation showing proof of training in healthcare competencies)
- Technology Use Documentation
- Leadership Development (demonstration of a leadership role in a school or community Organization)
- Completer (Mock) Interview with Community /Business Partners (Score Sheet)

Audience: Students, Military Recruiters, and Community Members

Objectives:

- Students will make connections between civilian medical careers and military medical careers.
- Students will incorporate military career development exercises into career interest portfolio project.

SC Health Science Standard (s):

- Health Science I and Health Science II
 - **Foundation Standard 4: Employability Skills**
 - Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).

- Evaluate levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential.
- Demonstrate process for obtaining employment.
- Demonstrate employability skills.
- Expand components of a personal portfolio (letter of introduction, resume, healthcare project, writing sample, work-based learning, oral presentation, service learning, credentials, technology, and leadership experience).
- Participate in healthcare work-based learning experiences (guest speakers, virtual tours, job shadowing, blood drives, community service projects, etc.).

Implementation Plan: I teach Health Science I and Health Science II at Heyward Career and Technology Center. Students will begin career interest portfolios in the level I course and complete them in the level II course. Time frame to complete project is two years (2011-2012 school year and 2012-2013 school year). Student will receive instructions and rubrics for each assignment at the beginning of the 2011-2011 school year. In addition to the components of the career interest portfolio identified above, students will incorporate two Military Career Development activities:

❖ ***Career Research Podcasts:*** Students will research a civilian medical career and compare and contrast it to an equivalent military career. Student will create a podcasts for the school/community.

○ Student resources:

- <http://www.todaysmilitary.com/military-careers>
- <http://www.careersinthemilitary.com/>
- <http://www.asvabprogram.com/>

❖ ***Recruiter Interview:*** In pairs, students will make an appointment with a military recruiter and interview them about the eligibility requirements to enter the military, benefits, education requirements for selected career (s). Students will present results of the interview to the class.

Artifacts from activities (reflections, pictures, podcasts scripts) will be submitted to portfolio notebooks.

Contact Information: Heyward Career Center, 3560 Lynhaven Dr, Columbia, SC 29204 803-735-3343
adickerson@richlandone.org

Military Career Pathways 101 Timberland "Boot Camp" 2011-2012

**Art Craig, Athletic Director, P.E. Instructor, Head Varsity Football
Timberland High School, 1418 Gravel Hill Road, St. Stephen, SC 29479,
843.567.8110**

Audience: 9th – 12th grade students at Timberland High School, Timberland High School Faculty, Timberland High School Parents

Physical Education Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

Indicators

HS-3.1 Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and physical activity log).

Physical Education Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

Indicators

HS-4.2 Implement a long-term personal fitness plan to improve or maintain health-related physical fitness based on (frequency, intensity, type, and time) training principles.

While attending the Military Careers Pathways 101 course in Columbia, South Carolina, I learned that one of the recruiting challenges that the military faces today is obesity. According to the recruiter, obesity is the number one disqualifier. Currently 1 of 5 youth 12-19 years are overweight. It is projected that by 2015, 1 of 4 youth will be overweight. In my project called, "Timberland Boot Camp," I will create a fitness program for the students and inform them of opportunities in the military and explain why they should be more physically fit. The first step will be to inform the faculty at Timberland High School the career opportunities for our students in today's Army and the Timberland Boot Camp objectives. This information will be presented in a PowerPoint at a faculty meeting at the beginning

of the school year. This PowerPoint will be collaboration between Tammy Craig and me to provide the faculty with information to present to their students about a future in the Army. The second step will be to present information to the students and parents about military careers and the recruiting challenges of the U.S. Army in a presentation during September's open house. Third, I will pretest students in Physical Education 4 and 5 in September to determine their fitness level according to Army standards. Then, from September to December, I will implement a program that the students can follow to improve their fitness level so that they could pass the U.S. Army fitness test. They will be tested each month and record their results of the fitness test performed. Lastly, I will have an Army recruiter come to the school in December and test the students' fitness levels. I will then have the recruiter speak to the students about opportunities in the U.S. Army.

The outcome of this project will develop an awareness of the opportunities in the U.S. Army and develop their own physical fitness plan to achieve lifelong fitness.

Military Careers 101 Project

Contact Information

Beth Jordan

Guidance Counselor

North Central Middle School

805 Keys Lane

Kershaw, SC 29067

803-424-2740

Audience: Administration, Technical support, Counselors

Learning Objective #1: Students will learn about the military as a career option.

Learning Objective #2: Students will have the controlled exposure to recruiters as indicated by their IGP.

The three day introduction to Army careers was very good and helped me personally have more awareness of the benefits of choosing the military. My focal point on the time on base and listening to the soldiers and the discussion among the educators was that there is a disconnect between educators and the military. A majority of educators do not have any exposure to the military and because of that may not provide our students the guidance they need in order to consider the military as a career option.

My project regards a procedural step for schools in order to assist the recruiters in approaching students. It was expressed repeatedly by the recruiters that they are limited by the schools and school personnel also admit that there is hesitation to give that access. I have 10 years experience as a high school counselor and am currently serving as a middle school counselor for the past 6 years.

It is my experience that the school can be a barrier between students and recruiters and that barrier is there for a combination of reasons: lack of knowledge about the military by the staff, good faith protection of the student, and weak communication between the school , the parents, and the military regarding student recruitment.

It is my proposal that each student have an additional section of permission on their Individualized Graduation Plans that would indicate the level of access a student can have to a recruiter. Examples of levels would be: free access, supervised access with a counselor or teacher of the student's choice, or perhaps a parent/student might opt out of any contact with a recruiter.

Schools actively protect student's time in class, but another factor in a school's reluctance to provide access to students more freely relates to their legal responsibility to act in "loco parentis". When school personnel are unaware of the parent's position , there might be more reluctance to open access to recruiters. My suggestion to provide this section on the student IGP might allow the school, the recruiter, the student and the parent's a safeguard regarding access.

As a middle school counselor, the specific task that I will take with me from this course is to "plant seeds". During student counseling sessions, I will be much more likely to discuss the military as a career option with my students. I will provide individualized discussion and requested materials to students. This will take place for the remainder of my time with students as an educator.

In conclusion, my project provides a procedural step which may assist students, schools, recruiters, and parents in guiding students into career in the military. Additionally, the knowledge gained from the Military Careers course will assist me greatly in my future counseling with students in regards to including the military in their career planning.

July 13, 2011

Military Career Pathways 101 Interventions for Goose Creek High School, Berkeley County

This project is submitted by Donna Bird, Director of Guidance at Goose Creek High and a June 2011 MCP 101 participant. Goose Creek High is located at 1137 Redbank Road, Goose Creek, SC 29445. I can be reached at 843-820-3778, 843-553-5300, or bird@berkeley.k12.sc.us

OVERVIEW

The Military Career Pathways Institute was a fantastic experience and gave me the knowledge and resources to go back to work and feel much more comfortable talking to students and parents about post secondary opportunities within the military. More importantly, the experience provided me with some insight as to how to identify potential students who would most likely benefit from selecting a military tract. I am proud to mention that three of the six school counselors here at Goose Creek High School have completed the MCP 101 institute. One counselor attended in June of 2010 and two of us attended this past June. Despite the fact that the two recent attendees have decided to complete separate projects, we have agreed that as always, we will work as a team to make sure all interventions are completed.

TARGET AUDIENCE, PRIMARY GOAL OF INTERVENTIONS, AND STANDARDS, AND COMPETENCIES

The target audience for these interventions include; counselors, parents, and students. The primary goal of the following interventions is to provide a clearer understanding of how the military can be a viable post secondary career and educational option for our students. Resources on enlistment eligibility, enlistment benefits, education resources, and military career pathways will be provided by way of several methods to counselors, students, and parents.

Standards used as a basis for these interventions can be found in the South Carolina Comprehensive Developmental Guidance and Counseling Program Model under grades 9-12. The learning to learn standards specifically identified will have the students employing strategies to achieve school success, and acquiring knowledge, skills, and attitudes which contribute to effective learning in school and across the life span. The learning to work standard specific to these interventions states that the student will explore careers and the connection of school to work. The competencies which will reflect these standards all center on students becoming aware of resources, obtaining information, identifying and evaluating assessment tools, and updating and revising both educational and career plans for choosing post-secondary opportunities that support careers and match interests and abilities.

INTERVENTION STEPS/PROCEDURES AND TIMELINE

The interventions listed and described in this section will be implemented over the course of the 2011-2012 school year with approximate dates noted.

1.School Counselors will meet (in house in-service) prior to the first day of school to review the materials from the MCP 101 institute so that everyone is more comfortable with the information and knowledgeable of the yearly plan for our students. The activities within this project will be discussed and approaches for implementation will be brainstormed. (Each counselor will be provided with copies of the Career Clusters and Military Careers: Making the Connection handouts that reflect the military career clusters and related occupations.) **Tentative date of meeting: August 1st.**

2. Materials from the MCP 101 Institute will be used to create our own brief but informative hand out (two pages max) on enlistment, benefits, websites, comparison of military and civilian careers, and information on the ASVAB. It will incorporate most of the same information found on the brief synopsis page furnished to us by the U.S. Army at the institute as well as information from the Educators' Military Careers Best Practices Career Fields Handouts. This hand out will be added to our annual IGP (Individual Graduation Plan) Resource Guide printed by our district. This guide is provided to every student. **The hand out will be ready by August 1st.**

3. The two page information guide mentioned above in item #2 will be added to our school counseling website and will be added to our guidance power point presentations used at the annual parent/student nights we hold every year for each grade level. **The information will be added to the website by August 2nd and to the power point presentations by August 30th.**

4. The ASVAB will be offered to students twice per school year at GCHS. The fall administration will be offered in November and will be geared toward seniors. The school counselors will encourage all seniors to take the fall ASVAB as a final career exploration tool before graduation. Since all seniors will have met with their school counselor to complete an IGP by November 1st, the counselors will be able to identify and recruit specific seniors who still have no post high school goal as excellent candidates for this administration. The spring administration of the ASVAB will be geared toward juniors. By March, all juniors will have met with their school counselor to complete their annual IGP so that the school counselors will be able to identify and recruit specific juniors who still have no post high school goal and who would be excellent candidates for this ASVAB administration. **Tentative dates for ASVAB: November 15th and March 15th.**

5. ASVAB interpretation will definitely be an element of this intervention. The plan is to have students scheduled for interpretation in groups of 25 in one of our school's computer labs. The two school counselors with training in ASVAB interpretation, one or more of our local recruiters, and/or an Education Services Specialist will be asked to assist with this portion of the intervention. **Tentative dates: December 12-16 and April 2-6**

6. This last intervention would be a program held one day during the week of **November 7th-11th in honor of Veterans Day** that also goes along with the Soldier's Story idea used at the MCP 101 Institute. It would take place in our school's media center (library). Students and parents would be invited to attend during a designated time frame - similar to a drop in situation. This primary group invited to attend would be seniors identified by the school counselors during the IGP process and from those signed up for the November 15th ASVAB. Recruiters would be there to answer questions and provide information and we could also have former and current soldiers from our community there to talk to students about their experiences in the military. (Our soldiers can be made up of graduates, parents, teachers, administrators, and other community members.) Students would be given a list of at least 5 questions they could ask in case they are not sure how to start a conversation. The school counselors would be there to walk around the room to encourage students to talk and investigate options with the volunteers who are present. Snacks would be provided.

RESOURCES USED

ASVAB Career Exploration Program Recruiters Guide, ASVAB Career Clusters and Military Careers: Making the Connection, Educator's Military Careers Best Practices handouts from June 2010, The South Carolina Comprehensive Developmental Guidance and Counseling Program Model, the South Carolina Department of Education Website - CTE Office, and numerous handouts provided by the U.S. Army at the MCP 101 Institute.

Project for Military Pathways 101

Participants: **Debra Bishop**
Spartanburg County District Six

Target audience: District Superintendent, District Director of EEDA, Career Development Facilitators

Objectives:

- To create an awareness of the benefits the military can offer students in terms of college and career opportunities.
- To create an awareness of the uses of March2Success and ASVAB.
- To create an awareness of how the military skills link to the Career Clusters and prepare students for the world of work.

Standards addressed:

1. Students will understand the relationship among personal qualities, education and training, and the world of work.
2. Students will demonstrate decision-making, goal setting, problem solving, and communication skills.
3. Students will explore careers and the connection of school to work.

Implementation Strategies:

1. Develop an agenda for the staff development session
2. Meet with the Supt./EEDA Director to schedule staff development
3. Prepare materials for session
4. Conduct two hour session with participants
5. Be a follow-up resource for career development facilitators

Topics for Agenda

1. Correlation between Career Clusters and Military Pathways (military careers and careers in private sector)
2. Opportunities for enlisted military personnel to further education and training and prepare for workplace
3. Officer Program – Scholarship opportunities
 - i. JROTC
 - ii. SROTC
 - iii. Post college graduation degrees
4. Curriculum resources available to schools
 - i. Career exploration through ASVAB
 - ii. March2 Success as ACT, SAT preparation tool

5. Military Component as viable option for students in IGP preparation
6. List of websites and materials available to CDFs

Resources for participants:

SC Educator/Military Handout
Military Careers Publication
e-mail addresses/websites: www.todaysmilitary.com; www.goarmy.com
Military Career Pathways – 1 pager
ASVAB Career Exploration Handout
Military Specialty Guide Handout
Army Skill Training Booklet

Summary:

As a district administrator who does not work directly with career development facilitators, guidance counselors, or students, I decided that my sphere of influence was relatively small in light of the goals of this course. However, I do have access to those who do influence students and who do develop programs around the developmental guidance standards and around the Economic Education Development Act Program goals. Our administrator who works with the EEDA is new to the position. I decided to make educating him on the opportunities that the military offered would be my first strategy. I met with him on June 13, 2011. After hearing how passionate I am about the knowledge I acquired at Military Pathways 101, he enthusiastically agreed to schedule an in-service with the career development facilitators in the district. I will meet with them in September.

My superintendent has a focus group of young men that he meets with regularly to encourage and to support toward their high school graduation. These boys are from the Glenn Springs Academy (a residential placement for boys). I plan to meet with the superintendent and make him aware of what I learned in this course. If he is interested, my goal is to schedule a panel of military recruits to speak to them about the military experience and/or to take them on a field trip to Fort Jackson. These young men have few opportunities after high school graduation and little or no support system. They may benefit from enlistment opportunities.

Military Career Pathways: Transitions and Career Preparation

2011 Military Career Pathways 101 Project

Kathy Bradford, Lowcountry Regional Career Specialist

2011workkb@gmail.com

843-906-0234 (cell)

July 16, 2011

Overview: On August 8, 2011, I will begin a new position in an area of SC different from where I have worked for the past fourteen years. As the Lowcountry Regional Career Specialist, I will work with four counties with a total of five school districts. I have developed this project with very little knowledge of the schools or school personnel in the region. Thus I needed to have a project that could be implemented in a wide range of school climates during a period where I will be learning about my audience.

I will develop a monthly virtual newsletter called ***Connecting to Careers***. The issues for September through April will each highlight two different Career Clusters allowing all sixteen clusters to be covered within the year. A “*Military Connection*” section will include the cluster related training, jobs, and benefits offered by the military. A part of this section will be a brief feature of personnel in the military currently working in these cluster areas. Also, included will be information sources and contacts

The newsletter will also cover any career events that have occurred in the schools and a section will be designated for military career events. A section for career activities, resource information, and contacts will be included for counselors, specialists, teachers, students and parents. This will also include military career information. I will meet with the Charleston Recruiting Company, Jacksonville Recruiting Battalion, representatives during the week of August 15-19, 2011 to review this project and plan for collaboration throughout the school year in producing the military sections of the newsletter. I believe this will be a helpful introductory activity for me to the region and a good way to establish a relationship with the area military representatives.

Standard/Objectives:

South Carolina Career Guidance Standard/Competency Learning to Work:

Standard 3. Students Will Explore Careers and Connections of School to Work.

Objectives:

- 1) Share military career information through virtual newsletter with school personnel, parents, and students.
- 2) Share school information with military personnel.
- 3) Work with military contacts to create opportunities for school involvement such a mentoring, presentations, volunteers, CTE student organization resources, fieldtrips, etc.

Audience: students, career specialists, guidance counselors, teachers, administrators, parents and military recruiters in the Lowcountry Region (Beaufort, Colleton, Hampton, and Jasper Counties)

Role of MCP 101 participant: Meet with military personnel for planning and school personnel as needed.

Timeline: September, 2011 to May, 2012

Materials: Military Careers Book

MCP 101 Resources Websites

From the Military Career Pathways 101 course I gained much insight into the opportunities offered by the military for students to continue their career education. As I continue with my new position, I want to learn more about the leadership development in the military because this incorporates qualities the educational system needs to assist the students in developing.

Military Career Pathways 101

July 15, 2011

Carolyn C. Cole-Green - Cheraw, SC (843-910-0942 © 843-921-1010 (W))

Long Middle School – Guidance Counselor – GCDF

Colegreen507@hotmail.com

cgreen@chesterfield.k12.sc.us

Transition and Career Preparation

Standards: 1) Use career development computer applications; 2) Market and promote career development with students and adults; 3) Prepare and develop materials for presentations; and 4) Help build interpersonal relationships. (GCDF) 5) Explore careers and the connection between school and work performance; Learning To Work; 6) Develop presentation about basic training – Learning To Learn; 7) Create a basic plan for future – Learning to Live)- Guidance.

Timeline: The project will be completed over a 16 week period for students in 6th, 7th, and 8th grade. One presentation will be done for the parents in the Community. One presentation will be done first semester and another one will be done second semester.

Objectives: 1) The client will be able to participate in a discussion and share information learned through research. 2) The client will be able to listen and discuss the importance of individual jobs.

Introduce the class to the lesson by showing them the hats from different branches of the military. Play a little bit of the Army Song – (Caissons Go Rolling Along). Ask what does this remind you of? The response should be military or Army. If not try to ask leading questions to get the desired answer. Then ask what types of jobs do you think these people have to do. As the weeks go along for the class and at 5 minutes intervals name another cluster and job possibilities for that cluster that are connected with the military. Use all 16 clusters to name various types of jobs that are available in the Army

that will fit into each cluster. We should be able to name at least three jobs for each cluster. Talk about the entrance requirements for the army and how to meet these requirements. Ask out TV shows that deal with the Army or a branch of the military. Try to get them to think of MASH, The Unit, and NCIS. Ask about movies they may have seen or heard about that show people in the Army. For class have the students watch Career Aisle programs that show various jobs that are preformed in the Army. The students will write one paragraph about the job duties, training, and how they can use this training when they return to civilian life. In the community presentation we will discuss these opportunities. This will give the community an opportunity to see how these jobs can help with the transition back to public life.

Students will be given the opportunity to use the internet and the Military Careers workbook to do research on opportunities that may be available in the Army and how these opportunities can be used in the general population to provide employment possibilities. These reports will be turned in for evaluation during the sixteenth week of class.

During the last two weeks of class we will work on a Jeopardy game used on the computer, have the recruiter from the Army visit, get Army veterans to come and speak with the class regarding how they used their training to help them find employment once they came back to their hometown.

Students or community members will complete an evaluation of the information that has been shared with them during the course of the class or presentation.

Mrs. Tammy Haile, Mrs. Cynthia Hulon, Mrs. Carolyn Addison, Mrs. Penny Quick, and Mrs. Karen Brock will also visit the class to share ideas and act as resources. Cole-green

Materials Used:

Career Aisle – Middle School – Using the various videos on this site.

Military Careers – Guide book distributed at the workshop.

Internet Real Player and Media Player to play music from the military

Jeopardy Game developed from Internet blank game.

Computers in A+ Lab.

Careers Encyclopedia

www.MirrcburstLearning.org Play videos and discuss in class

Pictures of different jobs – how they connect to the Army.

Video library on hand for military jobs.

Resource People from the Community

David Brooks, Stuart Adeimy, Sgt. Gunny, Tony McCall James Fleming,

Howard Rogers, Henry Frank McQueen, Bonnie Cassidy, Angela Green,

Jerome Smith

All of these people have served or are serving in the military.

American Careers (a parent resource guide).

Military Careers Pathways 101 Implementation project

Jennifer Connors Manning High School Career Guidance

I intend to dedicate this coming school year as the year of the military. Everything that I do in career development all year long is going to be focused around the military. My audience will be both faculty and students.

- I want to start by having an in-service for our faculty to introduce them to all of the wonderful information that I received at the MCP 101 workshop. I will tell them all about the benefits of the ASVAB test and where they can take their students on the internet to assist them with test prep not only for the ASVAB but for all of the standardized tests. I will also show the faculty the correlations between the military occupations of service and civilian jobs. And talk about the educational benefits of military service both active duty, ROTC and Reserves.
- I have noticed in my conversations with students that most of them don't realize that they still need to be thinking about their "jobs" when they are planning to join the military. So my big bulletin board outside the guidance office I will post matches between some of the most popular civilian jobs and common military MOS. This will address the Learning to work Standard 3 (Exploring careers and connections of school to work) I will hang posters all over school promoting each of the different military branches and identify all of our faculty who have military connections. Throughout the year we will cover comps 1, 2, 5 & 6 and possibly 7-9 also.
- I want to invite special speakers for our November speakers' forums. These will be military professionals, active, retired and reservists and National Guard members. Every person that we invite will have some military connection to relate to the students. This will help address Standard 5-3 & 5-5 Understanding how community awareness relates to work by showing students that military members are a very important part of our community.
- Last year none of our recruiters came to our college and career fair, so this year I'd like to hold a very special career fair that is focused around the military. I am talking to our NG recruiter about partnering with him to make this a most impactful event. I would like to include each of the branches and have a "soldier's panel" as well as some examples of some of the specific jobs that students could choose from...i.e. Some of the vehicles to demonstrate mechanics etc.; radio and computer equipment to represent signal corps etc.

- I am also planning to target 40-50 students to take them on a field trip to Fort Jackson so that they can see the Fort and military life first hand. This could assist some students who are undecided about a military career to make up their minds.

The entire year, along with our regular ASVAB testing and career counseling will address Standard 2: Decision making, goal setting, and problem solving and communication skills. Competencies 3, 5, 6, & 7 are covered. These include identifying ways the changing workplace requires lifelong learning and upgrading of skills...The army requires this of each of their soldiers already. Students are required to make career and education plans and set goals for themselves and use their educational plans to support their career goals.

This is the framework for my “Year of the Military” project. I am sure that it will grow and evolve as the year goes on and I will have much to report at the end of the year. I have truly appreciated this opportunity and I am looking forward to sharing my experiences with my students.

Upstate Regional Education Center

Military Career Pathways: Transitions and Career Preparation

Cherie B. Pressley

Target Audience: Guidance Counselors, Career Specialists, and Administrators.

Learning Objectives

Learning to Work: Students will understand the relationship between personal qualities, education and training and the world of work.

Learning to Work: Students will demonstrate decision-making, goal setting, problem solving and communication skills.

Project Objectives: Due to the scope of my regional role, participants will be provided the forum and professional development opportunity:

- A. To better understand the benefits and opportunities available in the military.
- B. To better understand the requirements to enter the military.
- C. To better understand the military careers as related to civilian workplace careers.
- D. To better communicate and work with recruiters to provide access to students and adults.
- E. To have access to tools and resources to provide better advisement and counseling to students through better collaboration with the military personnel.
- F. To understand and know community and educational leaders that has a military history and how the military impacted their lives and provided them with the skills needed to be successful.

Project Activities and Components:

1. A professional development opportunity will be provided for all counselors, administrators, and career specialists. Educators will also be invited if I get

one of the inservice days approved. A panel of local community and education leaders will tell their story of the military. Many of these leaders have told me that they have not been provided an opportunity to do this before and are excited to be asked. This will be much like what we heard in the class of the recruiters, but wanted to allow our counselors and administrators to see who among us, had those experiences as well. Personal stories and what they learned that helped them to be successful today will be the focus of the panel. Military careers, ASVAB assessment and interpretation information will be provided. Recruiters, JROTC, and Wofford College ROTC will be on hand to help facilitate the discussion on how to get this information to students more efficiently.

2. To better integrate military careers into the IGP Process, I will provide counselors with a checklist to guide them through the process. While our counselors are doing a wonderful job doing these conferences, I would like to provide them with a tool to ensure that the career component is not overlooked and that the military careers are addressed.
3. In collaboration with the local recruiters, I will provide the middle and high school upstate counselors with a handout to provide parents in the IGP Conferences with military careers, entrance requirements and contact information.

WE DON'T WANT JUST ANYBODY!

MILITARY CAREER PATHWAYS: Transitions and Career Preparation



Synopsis: I serve a student population of 315. Of those 315, approximately 100 are juniors and seniors. My school is located in a rural area, 30 miles outside of Orangeburg. The grandest time in Branchville is the annual Rayrode Daze Festival in September. I can hardly wait to tell them that the, “Army’s Acomin’! The Army’s Acomin’!

Target Audience: High school juniors, seniors, and their parents/guardians, faculty, administrators, district personnel to include the superintendent, local board members, and other community stakeholders.

Approximate Date & Time: December 2011 – 6:00 p.m.- 8:00 p.m.

Location: Branchville-Lockett School Gymnasium

Implementation Strategies

Persons	Strategies	Begin	End	Anticipated Challenges	Status
101 Participant	Contact army personnel	7/7	7/8	Reaching 'the' contact	✓
101 Participant	Present 101 Plan for approval	8/5	8/7	None	✓
101 Participant	Select 101 Committee	9/5	9/5	None	✓
101 Participant	Written invitations to committee	9/6	9/7	None	✓
101 Participant	Convene & facilitate 101 committee	9/23	9/23	Consensus on date & time	✓
Committee	Committee will entertain volunteers to execute all aspects of the 101 evening w/target audience to include: Continued implementation strategies, design of flyers, stakeholder invitations, facility usage approval, school security, refreshments, special requests by military personnel, souvenir flags, military paraphernalia, handouts, etc.	9/23	On-going	None we will not be able to relinquish	✓

SC Guidance Curriculum Standards

Learning to Live (*Personal and Social Development*)

- Student will develop a sense of community; and
- Students will make decisions, set goals, and take action.

Learning to Learn (*Academic Development*)

- Students will understand the interrelationship among life in the school, home, community, and society as a whole; and



- Students will develop a sense of community.

Learning to Work (*Career Development*)

- Students will explore careers and the connection of school to work; and
- Students will understand the relationships among personal qualities, education and training, and the world of work.

Distributed Information

I will contact SFC Connie Harris who is listed as a US Army Career Counselor – connie.harris@amedd.army.mil to request copies of the *Military Specialty Guide* brochure. This brochure was presented to 101 Participants and lists the Army's medical specialties. In addition, I would like to distribute the Career Clusters and Military Careers: *Making the Connection* set of information. This particular piece of information highlights our state's career clusters while linking career pathways to military career opportunities. I am hopeful that I will be able to secure a sponsor to help duplicate this information as I received it. It will be more impressive if copied on the same stock paper and done in color.

Activities

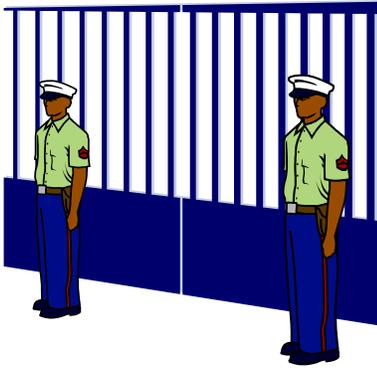
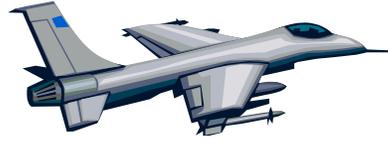
Recruiters who are currently assigned to my school (army, navy, marines) will be asked to serve as ushers and greet/direct all attendees as they enter the gym. Selected students will be responsible for presentation of the Pledge of Allegiance, the playing of the National Anthem, and the prayer. Because I was so impressed with the panel format of the soldiers, we will begin in that same manner. I will make certain that several cordless microphones are available and once I have given an introduction of the evening, ushers will strategically place themselves in locations to quickly pass the microphones to those who may have questions.

Special Note: I would be totally remiss if I did not take the time to say, *thank you*, to all the fine folk in the U.S. Army and my wonderful state educators. I have not attended many workshops or meetings in the last year or two, due to budget restraints. I thought this course sounded interesting, and I needed some certification hours. However, I never in my wildest imagination thought I would leave this course so very "fired-up". I learned so much about the army branch of the military. I was overwhelmed with knowledge. What a great feeling! I met Dr. Ray Davis, of whom I'd heard so many good things about. 'Colonel Chuck' awakened a part of my spirit I think I was losing..."We're all in this together". I will forever cherish the camaraderie.

Denolis "Dee" Edwards
Branchville-Lockett School
1349 Dorange Road
Branchville, SC 29432
edwardsd@orangeburg4.com
803-274-8875 Tele.
803-274-8645 Fax



Dr. Kathleen Allen



Military Career Pathways: Transitions and Career Preparation Class Project- Summer 2011

Topic: Options for Funding Post-Secondary Opportunities

Title: *Financial Aid Night: How are you paying?*

Objectives:

(1) Learning to Learn

Standard: Students will employ strategies to achieve school success

Competency Indicator: Students will analyze and evaluate post-secondary options that support their interests, achievements, aptitudes, and abilities

(2) Learning to Learn

Standard: Students will understand the relationship of academics to the world of work and to life at home and in the community

Competency Indicator: Students will identify and evaluate alternatives, gather information on choices and evaluate how those alternatives or choices may affect their future decisions and goals

Grade Level: 10th-12th grade students and parents

Timeline: Evening program in January 2012 lasting 1-2 hours

Resources/Materials:

- Various guest speakers: Military Recruiter with small panel of soldiers, College Financial Aid Counselor, and South Carolina Student Loan Representative
- Financial aid handouts/brochures provided by the guidance department as well as information provided by the guest speakers
- Computer with projector and screen
- Sound Equipment

Procedure:

1. Counselors will meet with all seniors early in the school year to discuss graduation requirements, post-secondary options, and provide information on the financial aid workshop.
2. A ConnectEd phone call will be made by the principal or guidance department head a few days prior announcing the upcoming financial aid workshop and inviting students and parents.
3. Announcements will also be made within the school as well as posted on the school's website and marquee.
4. On the evening of the workshop, the counselor will welcome parents, students, and panelists. She will then explain the purpose of the workshop and introduce the panelists.

5. Each panelist will spend approximately 15-20 minutes addressing the means through which their entity can finance college expenses. The college financial aid counselor will discuss scholarship and loan requirements as well as the requirements to retain these funds. The student loan representative will discuss the various loans available to students and parents. Finally, the military representative will address the educational benefits and training provided through the military. He/She will also be asked to discuss college and career readiness resources provided by the military, i.e. ASVAB and March2Success. Any attending military personnel will be asked to briefly share their experiences.
6. Students and parents will be given the opportunity to ask all panelists questions.
7. A sign-up sheet will be provided for those students interested in taking the ASVAB and/or speaking with a recruiter.

Outcome: By incorporating the military into our financial aid workshop, we hope students and parents will feel more comfortable learning about the military as a viable post-secondary option. The ultimate goal is to increase student and parent knowledge and understanding of the financial assistance available for post-secondary education during and after military service.

Role of MCP Participant:

- Develop, organize, and implement all aspects of the workshop
- Facilitate follow-up activities

Contact Information:

Delacie McNeice
Guidance Counselor
Lugoff Elgin High School
1284 Highway 1 South
Lugoff, SC 29078
803-438-8013

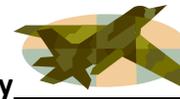
Charleston County School District
Burke Middle High School
244 President St
Charleston, SC 29403
(843)579-4352

Denise L. Shaw, Lead Guidance Counselor (Middle School)
Denise_shaw@charleston.k12.sc.us (843)735-8182 (cell)

Title: Military Career Pathways **Grade Level:** 7th - 8th Graders
Participants: Students, Teachers, Guidance, Parents/Guardians, Military Personnel, and Trident
Regional Specialist Suzi Raiford.



**Pathways to Success: Through the Military
(Military Career Exploration Day)**



Pathways to Success: Through the Military will be held in November during career awareness month which is also the month we celebrate our Veterans. Two of our CTE Teachers from the high school, along with me, the middle school counselor, attended Military Career Pathways 101 this summer, therefore, we will ultimately be working together to make sure that all students in grades 7-12 are educated about the military and the benefits that come along with choosing to enlist in wither of the many branches.

- **Standard A:** Identify goals, generate alternatives and gather information about them; weigh pros and cons; choose best alternative; plan how to carry out choice.
- **Learning Objective 1** – Provide parents and students information on an alternative career pathway or means for/to college.
- **Standard B:** information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks
- **Learning Objective 2** – Provide parents and students with necessary financial aid information to make sound choices for their educational future.

Timeline: Workshop will be conducted in November 2011 during National Career Awareness Month. Four-hour workshop

Materials & Resources:

- MCP101 Handbook
- Representatives from all branches of the military
- ASVAB website
- FAFSA website
- Recruiting representatives from various colleges and universities

Role of the MCP 101 Participant: All branches of the military ROTC programs as well as the National and Coast Guards and Army Reserves will provide students and their parents with detailed information on their respective programs. Representatives will give students and parents information on the military as an alternative choice to college.

Tasks of the Educators: Educators will organize 25 colleges and universities in the state of South Carolina with ROTC programs to come and provide information on admissions requirements, scholarship opportunities and military opportunities for the branches of Army, Navy and Air Force. Representatives for Coast Guard, National Guard and Army Reserve will also be invited. Students and parents of juniors and seniors will be invited to a four hour workshop where they would be able to explore the military aspect of the colleges and universities in the state of South Carolina. By having these institutions in one location, parents and students will have an opportunity to compare their options for college choices. Along with the college representatives, a representative from each branch of the military will be on hand to provide detailed information as an alternative to college or perhaps as an additional opportunity to college studies. My plan for the middle school is to use 15 minutes of my classroom guidance time to begin talking with the students about the military in general. I also plan to give the middle school students sample questions to ask the military and college representative when visiting their tables.

July 13, 2011

Military Career Pathways 101 Interventions for Goose Creek High School, Berkeley County

This project is submitted by Donna Bird, Director of Guidance at Goose Creek High and a June 2011 MCP 101 participant. Goose Creek High is located at 1137 Redbank Road, Goose Creek, SC 29445. I can be reached at 843-820-3778, 843-553-5300, or bird@berkeley.k12.sc.us

OVERVIEW

The Military Career Pathways Institute was a fantastic experience and gave me the knowledge and resources to go back to work and feel much more comfortable talking to students and parents about post secondary opportunities within the military. More importantly, the experience provided me with some insight as to how to identify potential students who would most likely benefit from selecting a military tract. I am proud to mention that three of the six school counselors here at Goose Creek High School have completed the MCP 101 institute. One counselor attended in June of 2010 and two of us attended this past June. Despite the fact that the two recent attendees have decided to complete separate projects, we have agreed that as always, we will work as a team to make sure all interventions are completed.

TARGET AUDIENCE, PRIMARY GOAL OF INTERVENTIONS, AND STANDARDS, AND COMPETENCIES

The target audience for these interventions include; counselors, parents, and students. The primary goal of the following interventions is to provide a clearer understanding of how the military can be a viable post secondary career and educational option for our students. Resources on enlistment eligibility, enlistment benefits, education resources, and military career pathways will be provided by way of several methods to counselors, students, and parents.

Standards used as a basis for these interventions can be found in the South Carolina Comprehensive Developmental Guidance and Counseling Program Model under grades 9-12. The learning to learn standards specifically identified will have the students employing strategies to achieve school success, and acquiring knowledge, skills, and attitudes which contribute to effective learning in school and across the life span. The learning to work standard specific to these interventions states that the student will explore careers and the connection of school to work. The competencies which will reflect these standards all center on students becoming aware of resources, obtaining information, identifying and evaluating assessment tools, and updating and revising both educational and career plans for choosing post-secondary opportunities that support careers and match interests and abilities.

INTERVENTION STEPS/PROCEDURES AND TIMELINE

The interventions listed and described in this section will be implemented over the course of the 2011-2012 school year with approximate dates noted.

1.School Counselors will meet (in house in-service) prior to the first day of school to review the materials from the MCP 101 institute so that everyone is more comfortable with the information and knowledgeable of the yearly plan for our students. The activities within this project will be discussed and approaches for implementation will be brainstormed. (Each counselor will be provided with copies of the Career Clusters and Military Careers: Making the Connection handouts that reflect the military career clusters and related occupations.) **Tentative date of meeting: August 1st.**

2. Materials from the MCP 101 Institute will be used to create our own brief but informative hand out (two pages max) on enlistment, benefits, websites, comparison of military and civilian careers, and information on the ASVAB. It will incorporate most of the same information found on the brief synopsis page furnished to us by the U.S. Army at the institute as well as information from the Educators' Military Careers Best Practices Career Fields Handouts. This hand out will be added to our annual IGP (Individual Graduation Plan) Resource Guide printed by our district. This guide is provided to every student. **The hand out will be ready by August 1st.**

3. The two page information guide mentioned above in item #2 will be added to our school counseling website and will be added to our guidance power point presentations used at the annual parent/student nights we hold every year for each grade level. **The information will be added to the website by August 2nd and to the power point presentations by August 30th.**

4. The ASVAB will be offered to students twice per school year at GCHS. The fall administration will be offered in November and will be geared toward seniors. The school counselors will encourage all seniors to take the fall ASVAB as a final career exploration tool before graduation. Since all seniors will have met with their school counselor to complete an IGP by November 1st, the counselors will be able to identify and recruit specific seniors who still have no post high school goal as excellent candidates for this administration. The spring administration of the ASVAB will be geared toward juniors. By March, all juniors will have met with their school counselor to complete their annual IGP so that the school counselors will be able to identify and recruit specific juniors who still have no post high school goal and who would be excellent candidates for this ASVAB administration. **Tentative dates for ASVAB: November 15th and March 15th.**

5. ASVAB interpretation will definitely be an element of this intervention. The plan is to have students scheduled for interpretation in groups of 25 in one of our school's computer labs. The two school counselors with training in ASVAB interpretation, one or more of our local recruiters, and/or an Education Services Specialist will be asked to assist with this portion of the intervention. **Tentative dates: December 12-16 and April 2-6**

6. This last intervention would be a program held one day during the week of **November 7th-11th in honor of Veterans Day** that also goes along with the Soldier's Story idea used at the MCP 101 Institute. It would take place in our school's media center (library). Students and parents would be invited to attend during a designated time frame - similar to a drop in situation. This primary group invited to attend would be seniors identified by the school counselors during the IGP process and from those signed up for the November 15th ASVAB. Recruiters would be there to answer questions and provide information and we could also have former and current soldiers from our community there to talk to students about their experiences in the military. (Our soldiers can be made up of graduates, parents, teachers, administrators, and other community members.) Students would be given a list of at least 5 questions they could ask in case they are not sure how to start a conversation. The school counselors would be there to walk around the room to encourage students to talk and investigate options with the volunteers who are present. Snacks would be provided.

RESOURCES USED

ASVAB Career Exploration Program Recruiters Guide, ASVAB Career Clusters and Military Careers: Making the Connection, Educator's Military Careers Best Practices handouts from June 2010, The South Carolina Comprehensive Developmental Guidance and Counseling Program Model, the South Carolina Department of Education Website - CTE Office, and numerous handouts provided by the U.S. Army at the MCP 101 Institute.

2011- 2012 Military Career Pathways 101 Project

Participant Name: Emily Russell, High School Counselor and GCDF

School: Buford High, Lancaster County School District

Intended Audience: high school counselors in the district, students interested in careers in the military, parents and other community members interested in learning about careers in the military.

Standard 1: Students will employ strategies to achieve school success

Competency Indicator: Analyze how current educational performance will enhance or hinder the attainment of desired goals

Standard 2: Students will explore careers and the connection of school to work

Competency Indicator: Identify the transition and transfer of skills from school to work, become aware of the education, skills, and training needed to achieve career goals, identify ways in which individual abilities, interests, work values, and personality traits influence career options

Standards and Competency indicators were derived from the South Carolina Comprehensive Developmental Guidance and Counseling Program Model.

Project

1. Meet with all district high school counselors and host an abbreviated Military Career Pathways 101 with the assistance of a recruiter. The purpose of this meeting is to allow the counselors to ask questions about how to better assist students interested in a career in the military.
2. Consult with school ROTC instructors to invite students that will take or have taken the ASVAB, or have expressed an interest in the military. Host an abbreviated Military Career Pathways 101 for the above mentioned students, their parents/guardians and other individuals interested in learning about the military.
3. Depending on how many times the ASVAB is administered and interest there may be a mini Career Pathways 101 both semesters.
4. Specific dates for the counselor meeting and mini Military Career Pathways days are TBD. I will provide those dates as soon as I am able to meet with the individuals involved.

MILITARY CAREER PATHWAYS 101

Title: *The Armed Force: Service, Education and Opportunity*

Audience: Young Adult Population (ages 17-21)

Timeline: September, 2011 – April, 2012

Materials: www.scpathways.org (Kuder)

www.march2success.com

Resources and hand-outs from Military Pathways 101

Local Military Personnel

Learning to Work:

Standard 1: Students will understand the relationship among personal qualities, education and training and the world of work.

C. 4: Describe how personal qualities relate to achieving educational and career goals.

C.10: Demonstrate how personal skills, interests, abilities and aptitudes may affect future career decisions.

Standard 2: Students will demonstrate decision-making, goal setting, problem-solving and communication skills.

C. 3: Identify ways that the changing workplace requires lifelong learning and upgrading of skills.

Standard 3: Students will explore careers and the connection of school to work.

C. 3: Become aware of the education, skills and training needed to achieve career goals.

C. 4: Develop skills to locate, evaluate and interpret career information.

Project Outcome:

1. To familiarize participants with military resources, assessments and dispel any myths about the entry requirements and the recruitment process.
2. To develop a broad and in-dept knowledge about military careers, including similarities between civilian and military occupations and opportunities for career advancement.

The Adult Education program strives to provide leadership in advancing the education of those that have left a regular school program. This comes in the form of completion of a secondary school education or literacy skills to obtain the knowledge and skills necessary for employment and self-sufficiency. Many of our participants come with hopes of pursuing the military after completing their educational goals in the adult education program. After completing the Military Career Pathways course, I now have a better understanding of how to provide directions for transitioning to the armed force. This information will be presented as a career awareness activity to all interested participants. At the end of the activities, students will be given the choice to take the ASVAB and have their results analyzed.

R. E. Jackson
Adult Education Director
Edgefield County School District

Exploring Military Careers Pathways

Felice L. Tomlin
Darlington Middle School
Business & Career Technology Education
Darlington County School District



Standards

EMPLOYABILITY SKILLS

- Identify positive work practices (e.g., appropriate dress code for the workplace, personal grooming, punctuality, time management, organization).
- Demonstrate positive interpersonal skills (e.g., communication, respect, teamwork).

Standards (continued)

H. PRODUCTION OF DOCUMENTS

5. Generate a variety of documents such as flyers, bulletins, proposals, reports, business cards, greeting cards, transparencies, brochures, handouts, information forms, etc.

Learning Objectives

- Identify positive work practices (e.g., appropriate dress code for the workplace, personal grooming, punctuality, time management, organization).
- Demonstrate positive interpersonal skills (e.g., communication, respect, teamwork).
- Produce informational documents (e.g., flyers, brochures, and handouts).
- Bring awareness to middle level students and teachers on military career pathways

Essential Questions

- What are the branches of the military?
- What are some careers in the military?
- Can you name at least four military careers and their salary range?
- What are at least two leadership roles of the military?



Activities

- 6th- 8th grade students will research military careers using scois.net
- 6th-8th grade student will create brochures and flyers on at least two military career

Activities (con't.)

- 6th-7th grade students will research military careers for 3 to 4 class period (55 minutes classes each)
- 8th grade students will research military careers for 2 class period
- Students will present research using informational brochures and flyers (Application software-Microsoft Publishers)
- Teacher made rubric will be used for project-based assessment

Instructional Materials

- Computers
- Microsoft Office Publisher Software
- Websites: www.scois.net,
www.scpathways.org,
www.careersinthemilitary.com,
<http://www.onetonline.org/>



Brochure/Flyer Rubric

Student	Outstanding 3	Acceptable 2	Needs Improvement 1	Incomplete 0
Microsoft Publisher Application Features	Use all software features to maximum brochure/flyer value	Made use of most software features to create greatest brochure/flyer value	Made use of some software features to create greatest brochure/flyer value	Basic software features were used ineffectively
Design/layout	Included all required information	Included most of the required information	Included some of the information	No/little evidence of design
Evidence of Research	Shows extensive evidence of use of variety of resources	Shows evidence of use of some resources	Shows evidence of use of limited resources	No evidence of research
Clip Art/Pictures	Included many pictures/clip arts	Included a few pictures/clip arts	Included very little pictures/clip arts	No clip arts are used

Grading Scale: A-12 points; B-11 to 9 points; C-8 to 6 points; D-5 to 4 points; F-3 points & below

Military Career Pathways

Career Preparation for Personal Finance Students

Traditional high school students have been told and believed many myths about military service for years as it relates to higher education and career planning. MCP 101 is eye opening to these inaccuracies. Military service is the best option available for many students to gain both higher education and experience for private sector careers. Thousands of jobs exist in the military that correlate to almost every personal career interest a student may have. Students may visit TodaysMilitary.com to research these careers more fully. A further listing of helpful career web sites will occur in this final project.

This project will target high school students who are taking Personal Finance from Gary A. Altman (Instructor) at Aynor High School in fall 2011 and subsequent semesters.

MCP 101 Project Objectives

Upon completion of the project students in Personal Finance classes at Aynor High will be able to:

1. View the army/military as a viable **career path/option**.
2. Understand and disprove any stereotypes held about service in the army/military.
3. **Explore** the army/military as a **possible career path**.
4. View the army/military as a potential **source of personal income**.
5. **Develop a financial plan that includes short-term and long-term financial goals**.

The above objectives correlate to CATE Standards for Personal Finance highlighted below:

D. CAREERS AND INCOME

1. **Explore career options.**
2. **Develop a career plan.**
3. Discuss ethical issues as they relate to personal and business practices.
4. **Identify sources of personal income.**

E. PERSONAL FINANCIAL PLANNING

1. Explain the major purposes of budgets.
2. **Develop a financial plan that includes short-term and long-term financial goals.**

Timeline for implementation:

Day 1-Have students complete a military career assessment on the computer (at the end of the first week of class or no later than Monday of the second week) using the available web sites below.

<http://www.careerinfonet.org/crl/library.aspx> -this can be used to reach personal career assessments; free.

<http://www.virtualjobshadow.com/default.asp> - students can conduct virtual job shadowing via this website.

http://cte.ed.gov/nationalinitiatives/gandctools.cfm?&pass_dis=1 – career planning tools are linked to this page.

<https://www.scpathways.org/EEDA/students.aspx> - Use the *South Carolina College & Career Planning System* to create a portfolio, explore education and careers, access your IGP, and learn about extended learning opportunities.

Day 2-On Tuesday of the second week of the semester, have speakers/panel come to tell their stories to the students. Have two or three recruiters each share their personal experience much like the soldiers did at the MCP conference in Columbia. Students will ask questions and give soldiers time to respond for entire class period (90 minutes block). The focus of this day is to overwhelm the students with the success of the military career track.

Day 3-Have one speaker return an additional day to explain the career options available; actual jobs available; as kids think about their interests. Also, have recruiter do a mini-session on goal setting with the students. Students will write out their career goals as if planning to go into the military (even if they are not). These goals should definitely include their college/higher education plans in order to achieve their higher earning plans.

Day 4-

<https://www.march2success.com/index.cfm?fuseaction=v.home&monitorID=mid134087876&lname=backstrom> – introduce students to this resource to aid them in accomplishing their short and long term goals. By the end of class students goals will be turned in and assessed based on completion and multiple short-term goals set up to complete the long-terms goals.

Materials needed: Military Panel, computer lab for Internet access, web sites indicated for career exploration, career planning and goal setting video, Shawn.Fitzgerald@usarec.army.mil 1-888-263-1634(cell) 843-679-5707

(Florence Recruiting Office) Capt. Fitzgerald will be an invaluable resource in making this project succeed. He has already indicated that he will send the personnel we need to accomplish this project.

Military Careers Pathways Training

Transitions and Career Preparation Project

*Prepared by Marie N. Grady, GCDF
Chestnut Oaks Middle School, Sumter, SC 29153
803-775-7272 x 114 / 803-773-7601 FAX
gradym@sumter17.k12.sc.us*

AUDIENCE

- 8TH Grade Students
- Military Recruiters
- Parents
- Teachers
- Administrators
- Community Members

LEARNING OBJECTIVES

Learn to Work

Standard: Students will explore careers and the connection of school to work.

Competency Indicator 1:

Identify the education, career resources, and training opportunities needed to achieve career goals.

- Students will be provided the opportunity to explore the different branches of the Military to gain insight on a number of the requirements and training opportunities available in the Armed Forces. They will also be provide first hand accounts of Military life which should dispel any myths previously generated.

Competency Indicator 2:

Explore career choices and career clusters to develop realistic career goals.

- Students will learn about methods of creating realistic career goals based on factual information provided by individuals currently working in their fields of interest.

South Carolina Guidance Standards:

SC Developmental Guidance Standard: Learning to Work- Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

SC Developmental Guidance Standards: Learning to Work- Students will understand the relationships among personal qualities, education and training, and the world of work.

IMPLEMENTATION

Preparations:

Various branches of the military will be contacted to request their participation in a Military Careers Career Fair at Chestnut Oaks Middle School. The Fair will be held in the Multi-purpose Room for the 8th Grade Students, Administrators, Parents, Teachers, or interested community members.

BRANCHES CONTACTED:

Army – Navy – Marines – Air Force – Coast Guard – (Army/Marines) National Guard – (Air Force/Naval) Reserves

Timeline:

- Contact participants and interested parties 1 to 2 months prior to the event.
Follow-up call 2 days before the event.
- Reserve Multi-purpose room 1 month in advance.
- Plan a date and time period for 8th graders that coincide with their related arts classes and that does not conflict with any event.
- Present proposed event to the Leadership Planning Committee for approval at least 2 months prior to the date.
- Inform school of the event taking place so they can plan accordingly and alert interested parties and the Media.

Day of the Fair:

- Each recruiter will be placed at table so they can display any materials on hand, then placed in a panel formation in front of the students.
- Each recruiter will be allowed 12 minutes to provide an overview of their branch to include AVSFAB scoring requirements and other items that may prevent entry into the Armed Forces.
- After the presentations, students will be encouraged to ask questions and provide feedback. This will be followed immediately by the students perusing displays,

speaking one-on-one with the recruiters and picking up vital information to share with parents and fellow-students.

FOLLOW-UP

- Recruiters will be send thank you letters for participating in the Military Career Fair and a field trip to one of the Military establishments will be scheduled for 7th graders interested in Military Careers.
- A survey will be sent to each participant requesting feedback on the quality of the Fair along with a call for suggestions to better improve future events.
- Pinpoint 8th graders with a strong interest in the Military and attempt to refine and strengthen characteristics that could increase their chances when pursuing future career goals.
- Send presentation detailing the actual event to the SCDOE for approval and credit.



Military Career pathways 101 Project for the Bulldog Nation

By Hank Mason

11th Grade Counselor

Boiling Springs High School

Bulldog Nation Military Career Program

- For the last 26 years Boiling Springs has had a great relationship with our armed forces recruiters. Having been in the Army National Guard for 20 years I have been doing the military career days with equipment displays etc. Our school has always let recruiters in at any time they want to visit. Our social studies dept conducts Veteran day assemblies. We have offered the ASVAB test each year.
- We are transitioning to the High Schools that work program which we will start this year with an advisor program where each staff member will have ten to fifteen students to advise. I plan to continue with what I have been doing over the years. But with the advisors program starting I will have to train the advisory staff in the benefits to belonging to the military and the career fields available

Bulldog Nations Military careers program

- To share information from Military Career Pathways and education benefits with faculty members at an advisor in-service for our HSTW advisor /advisee program (Train the Trainer)
- To plan two Military Career Fairs including all branches of military services for our students.
- To invite Military Recruiters to present educational benefits to 11th grade parents on our parents night.
- Offer the ASVAB Test in the fall. With recruiter interruptions as a follow-up.

Bulldog Nation program continued

- Help Fran Atkins (teacher who does veterans program) with our Veterans day program with Vets. to speak to classes. (Nov 11th)
- Have each Recruiter one day each week that they have access to the school lunch periods or class room visits. Monday - US Marines, Tue- US Air force/ Air National Guard, Wed -US Navy, Thru- SC Army National Guard, Fri- US Army.
- Offer the ASVAB in the fall for 11th / 12th grade students.(Oct 12th)
- Military Career days (Oct 4th and April 16th)
- 11th Grade Parent night for info on Colleges, Scholarships , Financial Aid and Military educational Benefits programs . (Oct 3rd)
- Staff Development day with all recruiter present in benefits to belonging and career available to our students. (TBA fall)

Bulldog Nation learning Objectives:

- **Learning to Learn (Academic Development)**
- *Standard A: Students will acquire the attitudes, knowledge
- and skills that contribute to the effective learning in
- school and across the life span.
- -Improve Academic Self-Concept
- -Identify attitudes and behaviors that lead to successful
- learning
- Students will be given the opportunity to take the ASVAB,
- interpret and understand the results and the military's
- requirements. They will also understand the importance
- of completing the high school requirements for career
- opportunities.

Bulldog Nation learning Objectives:

- **Learning to Work (Career Development)**
- *Students will inquire the skills to investigate the world of
- work in relation to knowledge of self and to make
- informed career decisions.
- -Develop Career Awareness
- -Develop skills to locate, evaluate and interpret career
- information
- Students will utilize SCOIS, Kuder and Plan
- assessments/instruments to identify likes and dislikes of
- jobs, explore their job preferences (military and civilian).

Time Line for Bulldog Nations Military career program

- Weekly visits by recruiters- Monday - US Marines, Tue- US Air force/ Air National Guard, Wed -US Navy, Thru- SC Army National Guard, Fri- US Army.
- Staff Development day with all recruiter present in benefits to belonging and career available to our students. (TBA fall upon approval of Mr. Gordon)
- 11th Grade Parent night for info on Colleges, Scholarships , Financial Aid and Military educational Benefits programs . (Oct 3rd)
- Military Career days (Oct 4th and April 16th)
- Offer the ASVAB in the fall for 11th / 12th grade students.(Oct 12th)

Target Groups/ Audience-

- Advisor Staff, Administrators , Counselor, CDFs
- Students
- Parents of 11th grade students.

My Role in Bulldog Nation Military Career program

- Coordinate /Plan with the following for implementation of the program.
- Military recruiters in Spartanburg
- Aaron Cook US Army 576-9070 cell 1-877-301-6087 Aaron.cook@usarec.army.mil
- Steven Walker US Air force 574-7383 steven.walker9@us.af.mil
- Brian carelock US Navy 576-0254 cell 1-864-5468730 brian.carelock@navy.mil
- Jason Blackwell US Army National Guard 503-9366 cell 1-864-7640135 jason.blackwell@us.army.mil
- Brian Bailes US Air National Guard 1-803-462-0405 cell 1-803-315-7482 John.bailes@ang.af.mil
- Capt. Rosa Edgington 1-864597-4338 edgingtonrl@wofford.edu
- She is the ROTC recruiter
- Christopher Fothergill US Marine Corps 574-7381 Christophe.Fothergill@marines.usmc.mil
- Mr. Gordon, Principal for Space and Staff Development day.
- Pam Lewis CDF for Boiling Springs High.
- Dennis Holman ASVAB testing at MEPS.
- Fran Atkins for our Veterans day assembly and class visits.

Resources/material

- Handouts provided by Recruiters
- <https://apps.ed.sc.gov/agency/Standards-and-Learning/Career-and-Technology-Education/MilitaryCareerPathways101.html> main web site for mcp 101
- <http://www.todaysmilitary.com>

- other web sites
- <http://www.onetonline.org/crosswalk/MOC/>
- <http://www.careersinthemilitary.com/>
- <https://apps.ed.sc.gov/agency/Standards-and-Learning/Career-and-Technology-Education/MilitaryCareerPathways101.html>
- <https://www.march2success.com/index.cfm>
- <http://www.asvabprogram.com/>
- <http://www.goarmy.com/careers-and-jobs/browse-career-and-job-categories.html>
- <https://www.nationalresourcedirectory.gov/>

Success Indicators

- Provide to MCP 101/ Dr. Allen - Photos/video and handouts after events (not later than end of spring semester)
- Improve advisor/staff knowledge of military education benefits which increases partnerships with staff and military recruiters.

Contact info

- Hank Mason
- 11th Grade counselor Boiling Springs High
- Boiling Springs High School 2251 Old Furnace Road Boiling Springs SC 29316
- Phone # work 864-578-8466 ext 1413
- Email hank.mason@spartanburg2.k12.sc.us

Patricia A. C. Hyman & Joanne McPherson
Florence Career Center
126 East Howe Springs, Florence, SC 29505
(843) 664-8465
MCP 101

**MILITARY WORLD OF WORK
IN
EDUCATION & TRAINING**

Learning Standards:

- Students will understand the relationship among personal qualities, educational and training, and the world of work.
- Students will explore careers and the connection of school to work.

Objectives:

- Describe how personal qualities relate to achieving educational and career goals.
- Identify how personal preferences and interests influence career choices and success.
- Demonstrate the importance of dependability, integrity, punctuality, and interpersonal skills in the work environment.
- Identify the transition and transfer of skills from school to work.

Target Audience: All students ranging from 9 – 12 grades.

Timeline: October, 2011 – April, 2012

Community Resources: School Military Instructors from FSD1 three high schools, Recruiters from five military branches

Procedures:

- November (Career Development Month) Retired Community Veteran Speakers
- A Military Career Fair in partnership with FCC Law, Public Safety & Security class
- Students are required to interview the presenters
- Students will visit at least 2 branches of their choice and complete questionnaire developed by the MCP 101 participants
- Career Assessment Worksheet

Role of the MCP 101 Participants:

- Educate students about the various Military opportunities as it relates to featured career clusters.
- Expedite discussions about Military careers, qualifications and benefits.

Tasks the Educator will accomplish:

- Organize Veteran's Day program
- Establish a Military Career Fair
- Form a panel of Military and Civilian careers

Military Career Fair Worksheet



Name : _____ Date: _____



List your career cluster _____

Match your career cluster to jobs in the military

1. _____



2. _____



3. _____



4. _____



5. _____



What is one interesting concept that you learned about jobs in the military?

MILITARY CAREER PATHWAYS 101

Title: *The Armed Force: Service, Education and Opportunity*

Audience: Young Adult Population (ages 17-21)

Timeline: September, 2011 – April, 2012

Materials: www.scpathways.org (Kuder)

www.march2success.com

Resources and hand-outs from Military Pathways 101

Local Military Personnel

Learning to Work:

Standard 1: Students will understand the relationship among personal qualities, education and training and the world of work.

C. 4: Describe how personal qualities relate to achieving educational and career goals.

C.10: Demonstrate how personal skills, interests, abilities and aptitudes may affect future career decisions.

Standard 2: Students will demonstrate decision-making, goal setting, problem-solving and communication skills.

C. 3: Identify ways that the changing workplace requires lifelong learning and upgrading of skills.

Standard 3: Students will explore careers and the connection of school to work.

C. 3: Become aware of the education, skills and training needed to achieve career goals.

C. 4: Develop skills to locate, evaluate and interpret career information.

Project Outcome:

1. To familiarize participants with military resources, assessments and dispel any myths about the entry requirements and the recruitment process.
2. To develop a broad and in-dept knowledge about military careers, including similarities between civilian and military occupations and opportunities for career advancement.

The Adult Education program strives to provide leadership in advancing the education of those that have left a regular school program. This comes in the form of completion of a secondary school education or literacy skills to obtain the knowledge and skills necessary for employment and self-sufficiency. Many of our participants come with hopes of pursuing the military after completing their educational goals in the adult education program. After completing the Military Career Pathways course, I now have a better understanding of how to provide directions for transitioning to the armed force. This information will be presented as a career awareness activity to all interested participants. At the end of the activities, students will be given the choice to take the ASVAB and have their results analyzed.

R. E. Jackson
Adult Education Director
Edgefield County School District

Military Career Pathways: Transitions and Career Preparation

The Economics and Academics of Helping High School Honor Students

Redefine the "Military" as a Career Pathway

by Dr. Jamilah Mubarak, Director of Guidance Services, Counselor/GCDF

MCP 101 Project /July 14, 2011

Audience: Students enrolled in *Honors* and *Advanced Placement* classes and their respective parents and/or guardians.

Domain: Learning to Work (Career Development) Guidance Curriculum Standards for Student Development

Learning Objectives: The learners will be able to complete the following standards/competencies:

1) Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competency B: 1 Acquire Career Information

Competency B: 2 Identify Career Goals

Competency B: B2.1 Demonstrate awareness of the education and training needed to acknowledge career goals.

2) Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Competency C: C1 Acquire Knowledge to Achieve Career Goals.

Competency C: C2 Apply Skill to Achieve Career Goals.

Role of MCP 101 Participant:

A. Design a MCP 101 Leaflet to be used with students and parents during the Individual Graduation Plan (IGP) conference(s) that identifies the current four major career paths at Conway High; the Military Occupational Specialties' (MOS) associated with them; and a comparison concerning the time, cost, education and training involved.

B. Educate students and parents about the various soft skills and hard skills needed to be successful in the world of work.

C. Educate students and parents about the hindrance of acquiring a post secondary education or military career due to a criminal record.

D. Provide an in-service for counselors and CDF's concerning the use of the MCP 101 Leaflet and how to explain to students and parents the importance there of.

Tasks the Educator will accomplish:

A. Increased interest in Honor students participating in CHS Military Career Fair & Educational Opportunity Day (Ed Op).

B. Increase in Honor students signing to take the ASVAB.

C. Increase in recruitment among Honor students by Military Recruiters.

Timeline for Implementation: September, 2011 thru May, 2012

Materials & Resources to use with the audience:

- **The leaflet** (see attachment)
- ***Military Careers*** by the U.S. Department of Defense
- ***Army Medical Corps*** by healthcare.goarmy.com
- ***Army Dental Corps*** by health care.goarmy.com
- ***Army Veterinary Corps*** by Dr. Noreen Murphy
- ***Army Nurse Corps*** by healthcare.goarmy.com
- ***Career Clusters and Military Careers: Making the Connection*** by ASVAB Career Exploration Program.com
- www.march2success.com
- www.asvab.program

Conclusion: We, as educators, must create a repertoire of creative strategies to interest our brightest and most talented students to seek careers in the military. If these popular sayings are true, namely, "*the mind is a terrible thing to waste*" and "*money talks*", then I pray this project will have some merit. EEDA, by law, requires that each student obtain an Individual Graduation Plan (IGP). Our goal is to get this leaflet in the hands of our parents/guardians and nearly 2,000 student population.

School Contact Information:

Dr. Jamilah Mubarak, Director of Guidance Services, Counselor/GCDF

Conway High School

2301 Church St

Conway, SC 29526

Phone: 843-488-6106

Email: jmubarak@horrycountyschools.net

The Current 4 Major Career Paths at Conway High School

Military Occupation & Career Titles

Cost of Military/Education & Training

Cost of 2 Year Community College & 2 Year Private College

Cost of 4 Year Private College/ 4 Year Public College/ University

Essential Soft Skills & Hard Skills in the Twenty-First Century Military/Workplace



1. Audiovisual & Broadcast Directors or Technicians
2. Music Directors & Musicians
3. Broadcast Journalist & News Writers
4. Photographic Specialists
5. Communications Equipment Managers
6. Graphic Designers and Illustrators

- 1.Apprenticeships/ On the job training – **Free**
- 2.Bachelor Degree- **Free**
- 3.Master’s Degree- **Free**
- 4.Doctorate- **Free**
- 5.Medical/ Dental- **Free**

- Associate Degree- Approx. **\$3,600yrly.**
- Certificate & Diploma Courses offered at a reduced cost
- Bachelor Degree @ Private College Approx. **\$119,400yrly.**
- Public /College/ University @ approx. **\$35,000 yrly.**

1. Citizenship- To honor and respect the laws and principles of one’s self, neighbor, relationships, and one’s country
2. Effective communication skills
3. Teamwork/ collaboration



1. Administrative Support Specialists
2. Finance & Accounting Specialists
3. Legal Specialists & Court Reports
4. Computer Systems Officers
5. Health Services Administrators
6. Medical Records Technicians
7. Personnel Managers/ Specialists

- 1.Apprenticeships/ On the job training – **Free**
- 2.Bachelor Degree- **Free**
- 3.Master’s Degree- **Free**
- 4.Doctorate- **Free**
- 5.Medical/ Dental- **Free**

- Associate Degree- Approx. **\$3,600yrly.**
- Certificate & Diploma Courses offered at a reduced cost
- Bachelor Degree @ Private College Approx. **\$119,400yrly.**
- Public /College/ University @ approx. **\$35,000 yrly.**

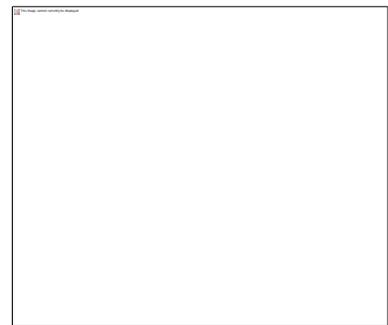
1. Demonstrating empathy
2. Professionalism
3. Integrity
4. Enthusiasm/optimism
5. Self-Motivation
6. Problem Solving
7. Critical Thinking
8. Interpersonal abilities

- | | | |
|-----|---|--|
| 1. | Aerospace Engineers | 1.Apprenticeships/ Associate Degree- Bachelor Degree |
| 2. | Space Operations Officers | On the job training – Approx. \$3,600yrly. @ <u>Private</u> College |
| 3. | Civil Engineers | 2.Bachelor Degree- Approx. \$119,400yrly. |
| 4. | Electrical & Electronic Engineers | Free Certificate & Diploma Courses offered at a <u>Public /College/</u> |
| 5. | Electrical Instrument & Equipment Repairers | 3.Master’s Degree- reduced cost University @ approx. |
| 6. | Industrial Engineers | 4.Doctorate- Free \$35,000 yrly. |
| 7. | Marine Engineers | 5.Medical/ Dental- Free |
| 8. | Nuclear Engineers | |
| 9. | Dietitians | |
| 10. | Environmental Health & Safety Officers | |
| 11. | Life Scientists | |
| 12. | Physical Scientists | |

1. Leadership skills
2. Technical ability
3. Math & Science skills
4. Written communication
5. Time management
6. Organization

- | | | |
|----|------------------------|--|
| 1. | Physicians & Surgeons | 1.Apprenticeships/ Associate Degree- Bachelor Degree |
| 2. | Registered Nurses | On the job training - Approx. \$3,600yrly. @ <u>Private</u> College |
| 3. | Dentists | 2.Bachelor Degree- Approx. \$119,400 yrly. |
| 4. | Optometrist | Free Certificate & Diploma Courses offered at a <u>Public /College/</u> |
| 5. | Pharmacists | 3.Master’s Degree- reduced cost University @ approx. |
| 6. | Physical Therapist | 4.Doctorate- Free \$35,000 yrly. |
| 7. | Occupational Therapist | 5.Medical/ Dental- Free |
| 8. | Anesthesiologists | |
| 9. | EMTs and Paramedics | Medical School/ |

- Other Qualities:**
1. **Well groomed/ professionally dressed**
 2. **Reliability**
 3. **Punctuality**
 4. **Positive Attitude**
 5. **Courteous/well mannered**
 6. **Willing to learn**



10. Radiation Therapist

Approx.

7. **Ambitious**

11. Speech Therapists

\$70,000 yrly.

8. **Oral Communication Skills**

12. Psychiatrist

13. Psychologist

14. Counselors & Caseworkers

15. Respiratory Therapist

16. Cardiopulmonary & EEG Technicians

Military Career Pathways 101 Project: Awareness and Preparation at the Center for Accelerated Preparation

School/District: Center for Accelerated Preparation (Richland Northeast High)/ Richland 2 School District

Name of Project: “Bridging the Gap at CAP”

Project Details: CAP consists of approximately 60 students, 6 teachers, 1 CDF, and 1 administrator. Although we have a small population, our students are all classified as “at-risk youth”, as they have all been retained by a grade or two during or prior to their 7th grade year. The objective of CAP is to help students who were retained catch up academically and regain opportunities for secondary and post secondary successes. They essentially complete 3 years of schooling in 2 years. With that being said, the main focus of our CAP scholars is on core academic courses. Although they take a few co-curricular courses like PE and Keyboarding, they do not get the opportunity to participate in JROTC until they have completed our program and have transitioned into the high school they are zoned for. Therefore the students at CAP do not have a vast array of knowledge as it relates to military careers/education opportunities. The idea behind “Bridging the Gap at CAP” is to bring awareness of military opportunities and “bridge the gap” between career clusters and military careers to the students of this magnet program.

- Targeted Population: Students in grade 7-9, CAP teachers (6), parents of CAP Scholars

-Learning Objectives to be accomplished:

1.) (Learning to Work) Standard: Students will explore careers and the connection of school to work.

Competencies:

- Explore career choices and career clusters to develop realistic career goals
- Identify the education, career resources and training opportunities needed to achieve their career goals
- Develop and apply decision-making skills to career planning

2.) (Learning to Work) Standard: Students will understand the relationships among personal qualities, education and training, and the world of work.

Competencies:

- Explain how responsibility, attendance, and punctuality in school relate to the world of work
- Identify aptitudes, interests, and strengths through career assessments
- Identify and describe how personal qualities relate to achieving educational and career goals.

-Overview:

The “Bridging the Gap to CAP” program will be implemented during the Fall semester of 2011 (during the month of November in honor of National Career

Development month). This will allow our 2nd year scholars to be able to make more knowledgeable decisions during their Individual Graduation Plan (IGP) conferences. The plan is to make this an annual project for the CAP scholars.

The project will include the following activities to be implemented throughout the month of November:

- Classroom guidance lessons with interactive technology; linking SCOIS with the ASVAB Career Exploration Program (www.asvabprogram.com)
- We will recruit speakers (such as the JROTC Officers from Richland Northeast High, Recruiters, Military Parents, etc)
- Conduct assessments through SCOIS and ASVAB (practice website)
- Work with all 6 CAP teachers and incorporate military career exploration activities, icebreakers, and personal/professional development activities through their Advisory Class periods weekly (during the month of November).
- Host a military careers session during CAP Chat (a night where all parents of CAP scholars report to our campus to obtain report cards, meet with teachers, and obtain various information).
- We hope to be able to schedule a tour of Fort Jackson so the students can get a better understanding of not only military careers, but also educational responsibilities and expectations. Our CDF and I will be in contact with their public department to arrange this activity.

Projected Timeline:

November 2011

- Weekly classroom guidance
- Every Wednesday Advisory for activities, icebreakers, and development
- Program for Veterans Day (perhaps in conjunction with Richland Northeast High School) Friday, November 11th, 2011

Role of the MCP 101 Participant: Janelle Belnavis, Project CARE Counselor for CAP and Dent Middle School. As a Project CARE Counselor in Richland 2 School District, I serve as an enhancement service for the guidance departments of each school. My caseload consists of “at-risk” youth between the grades of 6-9. For CAP, I serve as their entire guidance department, as they previously did not have a guidance counselor. My goal is to incorporate this project at CAP, where they have not previously had these types of services provided through a guidance counselor. Attending the MCP 101 workshop really opened my eyes to a world of opportunities for higher education, JROTC and ROTC program involvement, cash enlistment bonuses, HRAP, accelerated programs for former boy scouts, training, tuition assistance and other programs for the students and their future children, etc. There was such a wealth of knowledge shared at this conference that the students and parents of CAP are not currently aware of. This project will allow me to help “bridge the gap”.

School Contact Information:

Janelle Belnavis

803-738-8433

Jbelnavis@richland2.org

MILITARY CAREER PATHWAYS: TRANSITIONS AND
CAREER PREPARATIONS

BY

Janice Cunningham, Math & Technology Teacher,
Cross High School, Berkeley County Schools District

July 15, 2011

Transition and Career Preparation Project Audience: Cross High School students from Grades 8 through 12, Community and Local Parents, Teachers, Administrators, Staff and Military Recruitment Specialists from Charleston area.

SC TECHNOLOGY STANDARD: The student will explore careers and the connection of school to work.

OBJECTIVES:

1. The learner will be able to view and explore the various military career fields, training and occupations that the army has to offer to an individual who is ready to enlist.
2. The learner will be able to become a well informed individual on what the different career fields, training, and experiences that the army has to offer.

The Cross High students, family, staff, administrators, and teachers will come together for a military styled career day. Usually on a general career day, the multi-purpose room is used and filled with various individuals who have various jobs from agriculture, barbers, church ministers, etc. On this military career day, the community will come together to be educated on how the army has changed and how we need to tear away at the misconceptions of army life and training. The Cross High Community will be informed and shown how the army has helped changed lives and family for a better way of life. Training, college education, health and life benefits, travel are just a few steps leading to a fulfilled individual. Parents and students will be informed together, as well as the school community on how the army has changed and transitioned a young person, to a cadet, to an enlistee, to a thriving human being who exists in today's world. Cross High enlistees will be invited to attend, as well as military recruitment specialists who have the knowledge on the various ways for the army to help make not just a better person but a satisfied working individual who exists in America today. Past experiences will be discussed as well as how the army has helped changed the enlistees' lives for the better.

Preparation and Planning would consist of two months advance notice to make a major invitee lists of students, community members, recent enrollees, as well as veteran service people from privates through generals, if possible. Fellow Teacher and staff would be invited.

Over 20 tables will be set up representing a military field/career. Each table will consist of a particular field officer who is qualified and knowledgeable to explain what they do, how they do it, and why their job is important in today's army. Each table could have its own computer capabilities to further show audio/visual mini clips or film/videos on that particular field or career. At the end of the career day, a general meeting will be held for questions or comments that participants, students and parents had during the career time. Pamphlets, brochures, business cards, etc. could be given out as well.

Contact	Jean Henninger
School	Daniel Morgan Technology Center
Phone	864-579-2810 ext 119
Grade Level	Tenth - Twelfth
Learning Objective	Research the Military Career Pathways as a viable career option
Time Requirements	Three weeks while using each of the Microsoft Office 2010: Word Processing, Excel, Access and PowerPoint
Materials Needed	One computer per student and several handouts which I received during MCP
Activity Summary	Students will be able to associate their desired career into the Army as a career
	<ol style="list-style-type: none"> 1 Discuss with students what the difference a job and a career 2 Discuss with students what I learned while attending the MCP
Procedures	<p>While learning the functions of Word Processing students will be writing</p> <ol style="list-style-type: none"> 3 about the careers in the Military <p>While learning the functions of Excel students will be comparing the cost of living in the military to the cost of living in the world. Salaries are also going to be calculated into the excel formulas along with the values</p> <ol style="list-style-type: none"> 4 taught in the military 5 Procedures will also be used while learning access and PowerPoint.
Evaluation: How will you know what percentage of the students have mastered the identified career pathways	Students will submit the following documentations to be graded. Word Processing documentation, Excel Spreadsheet showing cost of education and housing in the military. Access and PowerPoint will be used to demonstrate what they have learned and why or why they have seriously chosen the Military as a career path

Standards

Learning to Work: Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

Learning to Work- Students will understand the relationships among personal qualities, education and training, and the world of work.

Military Careers Pathways 101

Class Project for Jeanne M. Craig

CONTACT INFO

Walhalla High School

151 Razorback Lane

Walhalla, SC 29691

864-886-4490

jeannecr@oconee.k12.sc.us

PROJECT DESCRIPTION

Objective #1: Parents and students will become more aware of military options for high school students close to graduation through regular contributions in school publications. Each issue of the WHS parent newsletter and WHS senior bulletin will include at least one article relating to military careers.

Objective #2: Students in my Personal Finance class will learn about each of the 16 career clusters and how each cluster connects with military careers. The Personal Finance course is part of the Business Management and Administration cluster. Parts of the course standards include the following:

CAREERS AND INCOME

1. Explore career options.
2. Develop a career plan.
3. Discuss ethical issues as they relate to personal and business practices.
4. Identify sources of personal income.

PERSONAL FINANCIAL PLANNING

1. Explain the major purposes of budgets.
2. Develop a financial plan that includes short-term and long-term financial goals.
3. Identify various types of income and expenses.
4. Develop a personal budget.
5. Implement a system for organizing and maintaining financial records.
6. Explain the importance of saving for emergencies.
7. Describe how saving will build wealth and meet financial goals.

Information I received at MCP 101 regarding military careers and salary/benefits will be shared with students. I also plan to invite our school recruiter as a guest speaker to the class.

AUDIENCE

The audience for Objective 1 will be WHS parents and WHS seniors. The audience for Objective 2 will be WHS students (grades 10-12) in my Personal Finance class.

TIMELINE FOR IMPLEMENTATION

I plan to begin objective 1 in September 2011. Our parent newsletter will be published every other month. Issues will be published for September/October, November/December, January/February, March/April, May/Summer 2012.

Objective 2 will start in October 2011. I plan to incorporate a lesson every two weeks which reviews with students one of each of the 16 career clusters and how they connect with military careers.

EXAMPLE MATERIALS

Samples of previous issues of WHS parent newsletters and senior bulletins may be viewed by visiting the following links of the WHS website:

Parent Newsletter

<http://www.oconee.k12.sc.us/files/18217/newsletter-may%202011.pdf>

Senior Bulletin

<http://beta2.schoolworld.com/OconeeCounty/webpages/gbearden/files/sb9.doc>

My plan is to include a section in each of these publications which highlights a particular aspect of the military that would be informative to parents and students, especially WHS seniors.

REQUEST FOR CERTIFICATION RENEWAL CREDIT

Please advise me of any additional information I may need to submit in order to receive certificate renewal credit.

>>> Jo Kahn <jakahn01@gmail.com> 7/15/2011 4:00 PM >>>

MCP Military Career Pathways Project

Jo Kahn, Oklahoma CareerTech

1500 W 7th Ave

Stillwater, OK 74074

CEU's requested for GCDF

Project - Replace present 15 military career clusters in National CIS (Career Information System) with the 16 US Dept of Education Career Clusters. Non-military occupations are already aligned with the 16 clusters in the National CIS .

CDF competencies addressed in this project

2.Labor Market Information (LMI) and Resources - must understand key labor market and occupational information and trends and be able to access and use current resources.

8.Training Clients and Peers - must be able to identify training and development needs, and prepare and develop materials in support of training programs or for special presentations.

11.Technology and Career Development - must be able to identify, comprehend, and use computer applications that support and enhance career development processes.

Steps toward implementation

1. Provide intoCareers at the University of Oregon with the new military career cluster information recently published by ASVAB.

2. Provide CIS Operator's Council members with new military career cluster information and discuss with those CIS state directors the benefits of changing our present military clusters to the new clusters.

3. Gain approval from CIS Operator's Council to change military career clusters to 16 career clusters.

4. Work with intoCareers staff to determine what changes are needed throughout the CIS program to change to the 16 clusters.

5. Follow up with intoCareers staff, programmers and writers to determine when the information will be put into the national CIS and be available in all of the CIS programs across the nation.

Note: 21 states across the country use CIS as their state career information system

Charleston County School District
Burke High School
244 President Street
Charleston, SC 29403
(843)579-4815

Karen Reed-Perrineau, Career and Technology Education
karen_reed-perrineau@charleston.k12.sc.us (843 817-4132) cell
Tammy Foster-Jackson, Career and Technology Education, Department Chair
tammy_foster-jackson@charleston.k12.sc.us (843-743-4250) cell

TITLE: Military Career Pathways
SUBJECT: Military Career Exploration Day

GRADE LEVEL: Juniors and Seniors
PARTICIPANTS: Students, Teachers,
Parents, Guidance,
All Branches of the Military Service

Standard A: Identify goals, generate alternatives and gather information about them; weigh pros and cons; choose best alternative; plan how to carry out choice.

Learning Objective 1 – Provide parents and students information on an alternative career pathway or means for/to college.

Standard B: information management focused on the ability to access and use information obtained from other people, community resources, and computer networks

Learning Objective 2 – Provide parents and students with necessary financial aid information to make sound choices for their educational future.

Timeline: Workshop will be conducted in November 2011 during National Career Awareness Month. Four-hour workshop

Materials & Resources:

MCP101 Handbook

Representatives from all branches of the military

ASVAB website

FAFSA website

Recruiting representatives from various colleges and universities

Role of the MCP 101 Participant: All branches of the military ROTC programs as well as the National and Coast Guards and Army Reserves will provide students and their parents with detailed information on their respective programs. Representatives will give students and parents information on the military as an alternative choice to college.

Tasks of the Educators: Educators will organize 25 colleges and universities in the state of South Carolina with ROTC programs to come and provide information on admissions requirements, scholarship opportunities, and military opportunities for the branches of Army, Navy and Air Force. Representatives for Coast Guard, National Guard, and Army Reserve will also be invited. Students and parents of juniors and seniors will be invited to a four hour workshop where they would be able to explore the military aspect of the colleges and universities in the state of South Carolina. By having these institutions in one location, parents and students will have an opportunity to compare their options for college choices. Along with the college representatives, a representative from each branch of the military will be on hand to provide detailed information as an alternative to college or perhaps as an additional opportunity to college studies.

Providing Efficient Processing for MCP101 Participants, 2012

Name: Dr. Kathleen M. Allen

Title: MCP101 Committee Member, Guidance Consultant

Location: Summer MCP 101 Institute

Participants: MCP101 Class, 2012

Timeline: June, 2012

Objectives: Provide an efficient way to process MCP101 Participants using the processing procedures that model military processing activities.

Provide an efficient method of maintaining attendance records for MCP101 Participants.

Standards: South Carolina Comprehensive Developmental Guidance and Counseling Program Model:

4. Guidance management activities are in place that support the state's comprehensive guidance and counseling program.

B. School counselors consistently participate in relevant, ongoing professional development to enhance guidance and counseling skills.

C. School counselors collaborate with community agencies, business and industry, and postsecondary institutions.

Collaborators: Verne Garcia (military) and Charlotte Stalvey (SDE)

Provide assistance with documents and documentation

Implementation Strategy:

Between the hours of 8:00 am and 10:30 am, morning of the first day of MCP101, participants will be "processed" into the military. Each participant will be assigned a squad.

Each participant will be assigned a rank and a military career that matches as closely as possible a career of interest or a career from the civilian world.

Photos will be taken and printed onto the front cover of a three ring binder.

Participant's picture, insignia, pay grade and job description will also be posted. Their squad symbol will be utilized for group identification.

A military ID number will tag their participation in each group and activity.

Each squad will also be assigned a military person (recruiter or military officer) and an MCP 101 member.

The three ring binder will include the material formerly prepared for a glossy workbook.

During the morning activities, participants will become familiar with their squad, squad members and squad leader. They will also learn about rank, insignia and pay grades.

Summary:

Participants from the MCP101 2011 group asked specific questions regarding military rank, insignia and pay grades. By promoting information in each group (squad), participants will learn more about the culture and symbols of the military in hands-on activities. By providing processing activities, "dead" time experienced during the first two summers will be eliminated with more meaningful activities (8:00 am to 10:30 am). During the three days, it is important to underscore the need for participation in all activities. Tagging participants with a military ID number and scanning for this number during daily activity will insure a more accurate account for participation purposes. Participants of MCP101 (2010) and MCP101 (2011) enjoyed the camaraderie they experienced by their interaction with military personnel and hearing the "stories" that the soldiers shared. The questions that arose during both summers illustrated that participants would like to simulate a military experience and "feel" that, even for a short time, they have been a part of a military experience. By encouraging this processing, both efficiency and a feeling of belonging will be accomplished.

Military Career Pathways: Transitions and Career Preparation

2011 Military Career Pathways 101 Project

Kathy Bradford, Lowcountry Regional Career Specialist

2011workkb@gmail.com

843-906-0234 (cell)

July 16, 2011

Overview: On August 8, 2011, I will begin a new position in an area of SC different from where I have worked for the past fourteen years. As the Lowcountry Regional Career Specialist, I will work with four counties with a total of five school districts. I have developed this project with very little knowledge of the schools or school personnel in the region. Thus I needed to have a project that could be implemented in a wide range of school climates during a period where I will be learning about my audience.

I will develop a monthly virtual newsletter called ***Connecting to Careers***. The issues for September through April will each highlight two different Career Clusters allowing all sixteen clusters to be covered within the year. A “*Military Connection*” section will include the cluster related training, jobs, and benefits offered by the military. A part of this section will be a brief feature of personnel in the military currently working in these cluster areas. Also, included will be information sources and contacts

The newsletter will also cover any career events that have occurred in the schools and a section will be designated for military career events. A section for career activities, resource information, and contacts will be included for counselors, specialists, teachers, students and parents. This will also include military career information. I will meet with the Charleston Recruiting Company, Jacksonville Recruiting Battalion, representatives during the week of August 15-19, 2011 to review this project and plan for collaboration throughout the school year in producing the military sections of the newsletter. I believe this will be a helpful introductory activity for me to the region and a good way to establish a relationship with the area military representatives.

Standard/Objectives:

South Carolina Career Guidance Standard/Competency Learning to Work:

Standard 3. Students Will Explore Careers and Connections of School to Work.

Objectives:

- 1) Share military career information through virtual newsletter with school personnel, parents, and students.
- 2) Share school information with military personnel.
- 3) Work with military contacts to create opportunities for school involvement such a mentoring, presentations, volunteers, CTE student organization resources, fieldtrips, etc.

Audience: students, career specialists, guidance counselors, teachers, administrators, parents and military recruiters in the Lowcountry Region (Beaufort, Colleton, Hampton, and Jasper Counties)

Role of MCP 101 participant: Meet with military personnel for planning and school personnel as needed.

Timeline: September, 2011 to May, 2012

Materials: Military Careers Book

MCP 101 Resources Websites

From the Military Career Pathways 101 course I gained much insight into the opportunities offered by the military for students to continue their career education. As I continue with my new position, I want to learn more about the leadership development in the military because this incorporates qualities the educational system needs to assist the students in developing.

Military Career Pathways: Transitions and Career Preparation

*Implementing Military Career Awareness among Hispanic and Other Students
at Dorman High School*

Project Overview

The purpose of this project is to develop awareness of career and education opportunities that are available to graduating high school students through military service. The target audience for this project is Hispanic students grades 10-12 in the Amigos Positivos peer mentoring program at DHS, as well as military recruiters and to a lesser extent parents. Access to this event will also be available to other students at DHS on a first come-first serve basis.

The project will entail collaborating with the local Army recruiter Staff Sgt. Pillot and military personnel at Ft. Jackson Military Installation in Columbia, SC. for a one day field trip tour of the base. Planning with the local recruiter, activities may include a tour of the Wheeled Vehicle Maintenance facility, hospital and clinics and leadership/skills building course. An overview of military careers and their civilian counterparts, education opportunities and salary schedules will be presented, culminating with a panel discussion of military personnel from various career venues.

A pre- and post-test will be distributed to measure project effectiveness. Participants will be invited to take the ASVAB on a following date.

Learning Objectives

Regarding the needs of high school students and career and educational opportunity awareness, the objectives of this project are the following:

1. To increase awareness of career and educational opportunities for the students of Amigos Positivos and other participating students
2. To develop useful connections with community based military recruiters for students

The Guidance Curriculum Standards for student development in this project will address the Learning to Work area:

- Students will explore careers and the connection of school to work
- Students will understand the relationship between community and work

Tentative dates for this project will be set in the fall during the month of September with the ASVAB offered in mid-October. Details on the arrangements for this trip will be developed with Staff Sgt. Pillot of the Spartanburg Army Recruiting Station. Sgt. Pillot has committed to discussing the details this summer (date to be determined) of this visit to Ft. Jackson and developing concrete plans on the trip date and events that will transpire. As the MCP 101 participant, I will get permission from the school principal for the field trip and discuss this field trip event with the Amigos Positivos students when they return to DHS for their initial training

August 12th. Support for the trip may require a fund raising activity as well as securing corporate sponsors for the event as per Sgt. Pillot. Some of these details will have to be addressed once parties are back in place at the beginning of the 2011-12 school year.

Katie Zeiler
Guidance Counselor
Paul M. Dorman High School
1050 Cavalier Way
Roebuck, SC 29376
(864)342-8930

Ken Hitchcock
Easley High School

MCP 101 Project

2.5 Hour professional development program for middle and high school guidance counselors and high school mentor teachers (coaches, band directors, and 12th grade teachers). This project will be presented during a district-wide professional development day. The program will be based on the three basic guidance curriculum standards. Learning to live, learning to learn, and learning to work. The program will parallel with the three phases of military training. Basic Combat Training (Learning to live). Second will be advanced individual training (learning to learn). The final phase will be on going training within their unit (learning to work).

45 minutes

1. The program will begin with a drill instructor giving some basic commands. The group will be organized into squads (6 members) quickly like recruits. They will sit as a squad. This will set the tone for the meeting. Topics to be discussed during this session:

- Recruiting Challenges
- Enlistment Eligibility (physical, moral, and academic)
- Transition process from civilian to soldier
- Life in Basic Training
- Educators' role in recruiting
- Basic Training Installations

Resources need: Drill instructor, young soldier, local recruiter, cardstock, and markers

45 Minutes

2. The program will transition from basic to advance training. Military and district representatives will briefly discuss the sixteen career clusters and how they mesh with military careers. We will have a US Army representative present a multi-media program on military careers by category:

- Administrative Support
- Arts and Media
- Combat
- Computers and Technology
- Construction and Engineering
- Intelligence and Combat Support
- Legal and Law Enforcement
- Mechanics
- Medical and Emergency
- Transportation and Aviation

Resources need: Local recruiter, LCD project with speakers, multi-media presentations on different MOS, soldiers from different MOS (4-5), copies of “Career Clusters and Military Careers” (ASVAB), and Army booklet “Army Skill Training”.

60 minutes

3. The final phase of training will focus on the routine of a soldier and continued staff development. Deployment experiences, benefits, salary, and other information will be discussed at this time. Activities will include:

- Q and A session with a panel of soldiers
- ROTC and OCS will be discussed
- Education Resources will be discussed
- Salary and benefits
- Advanced Educational Opportunities
- Military Family Life

Resources need: Local recruiter, 4-5 soldiers with diverse backgrounds, young soldier, cardstock, markers, and copies of Military Career Pathways 101 handout and US Army High School Program Guide.

Military Career Pathways 101

Kim Winstead, Guidance Secretary, GCDF

Part 1

Audience: Teachers and administrators of York Comprehensive High School and Floyd D. Johnson Technology Center (Grades 9-12).

Competency 2: Labor Market Information and Resources—Understand labor market and occupational information and trends. Be able to use current resources.

Competency 8: Training Clients and Peers—Prepare and develop materials for training programs and presentations.

During one of the in-service days (date to be determined) teachers and staff will receive information about military career pathways in a presentation by a recruiter. This will include information about what recruiters are looking for in high school students, the career and education opportunities available, and the educational advantages of the military. The significance of the ASVAB test will also be discussed.

Part 2

Audience: Teachers and students.

Competency 2: Labor Market Information and Resources—Understand labor market and occupational information and trends. Be able to use current resources.

Competency 7: Employability Skills—Know job search strategies and placement techniques, especially in working with specific groups.

Create a permanent military display in our Career Center including information about recruiting, ASVAB, March2Success, and military career pathways. Students and teachers will have access to handouts about each branch of the armed services and the careers opportunities in each.

Dr. Ray Davis
South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201

Hello Dr. Davis:

Enclosed is the class project proposal for MCP 101. The planning and organization at this time consists of twenty hours. There will be an approximate additional 15 hours in organization and planning/scheduling.

The tour and institute offered me an additional insight to what I know my son is experiencing being a part of the US Army. The experience was much more than a personal connection for me; it was an experiential experience that I hope to pass on to my parents and students I serve.

The goal in my project is to reduce the insecurity community and parents may have as it relates to students being exposed to information about careers and opportunities in the military and the ability to transition from the military to community careers.

The concept of using a team building and career cluster event will show the connection to both the community career clusters represented and the "team" concept where the military involvement in the past in elementary and middle schools has been "taboo".

The seed will be planted and the students will be able to reflect on the experience and have a desire to continue to explore their careers and occupations "ruling in" the military experience as a choice instead of "ruling it out."

Thank you for the opportunity and additional resource to offer insight to my students, staff and parents I serve.

Respectfully,

A handwritten signature in cursive script that reads "Winnie B. King, MA".

Winnie B. King, MA

MILITARY CAREER PATHWAYS 101: Professional Career and Team Building Day

Submitted by: Winnie B. King, MA

Global Career Development Facilitator and Instructor

School Guidance Counselor

South Carolina School Counselor's Association Pee Dee Regional Chairperson

Event: Professional Career and Team Building Day Moore Intermediate School, FSD1

Target Audience: 850 5th and 6th grade students, teachers, administrators, district administrators and community professionals

Event Date: October 21, 2011

Contact: Winnie B. King, MA

MCP 101 Participant role: To develop, organize, facilitate, implement and engage participants using a combination of team building experiences and exercises with educational information that will provide the participants with the tools and resources needed to help eliminate misconceptions about different occupations and career opportunities.

The participants will then share the information and experiences with their support systems in their homes and community to enhance the correct understanding of the importance of each of the occupations or careers the participants engaged during the career and team building experiences.

Learning Standards

Learning to Work: Participants will understand the relationships among military and community occupations and the career bridges each offers. Participants will have direct experiences with each of the occupations on site that demonstrate personal qualities, educational requirements and training required in the world of work.

Learning to Live: To demonstrate the need for students to understand and respect self, relate positively to others, making informed and safe decisions, coping effectively and becoming responsible citizens all begin with having a goal for the future. The participants will begin to relate career and occupation choice with the ability to provide for themselves and their families in the future. This is further demonstrated by offering opportunities to the students in school that exposes them to different career possibilities and the importance of beginning to think about their future now.

Students will begin to make decisions, set goals, and take actions as it relates to exploring occupations and careers.

The goals of the team building and career day scheduled for Friday, October 21, are: (1) to attempt to eliminate myths and misconceptions about different occupations and careers, (2) to eliminate fears and

insecurities about the military and other community occupations being demonstrated to students while in the educational setting, (3) students will explore careers and the connection of school to work, (4) students will share the information with their parents or guardians.

There will be three stages presented to the students during the school year. Stage one consists of all of the 5th grades completes a learning style assessment that provides the results to the teachers, parents and the students. The teachers will conduct the assessment and the school guidance counselor will assist with analysis and data interpretation. This data will be available for the teachers to use to address the individual learning styles of each of the students. The teachers will use the data to set up their class room assignments and responsibilities to strengthen the learning styles.

The purpose: to help the students understand the different learning styles and their assessment results as it may relate to a particular occupation of interest. This assessment will occur prior to the event so the 5th grade students can have a clearer understanding of how important the exploration of career clusters is to each of them using their particular strong learning styles.

Stage two: 6th grade students will have our elementary career specialist complete the *Exploring the World of Work* Interest Inventory prior to the event. This will enhance their ability to understand the importance of occupations and careers. The importance of team building opportunities in their everyday class room experiences will be demonstrated by group work during the administration of the EWOW and class activities.

The 6th grade students will identify the clusters, identify how personal activities and interests influence career choices and research their choices with the Career Specialist.

The Regional Career Specialist Coordinator will assist the School Guidance Counselor and the Career Specialist with the coordination, planning and execution of the event. Parents in the school will be given the opportunity to participate by presenting their career as it is connected to one of the career clusters. The team building component of the event will be demonstrated by members of different military representatives. Additional representatives in the different military branches will participate in the career cluster exercises.

Stage three: the Professional Career and Team Building Day. The event will be divided into two sections. One grade will complete the team building event while the other grade will complete the educational career cluster exploration. The grades will switch at the completion of each. The students will be requested to complete an event rating sheet for the team building experience and the career cluster experience and what the student learned from the event.