

MCP 101 Project Proposal

Participants names: Denise Myers

Angel Skinner

Educational Positions: Teachers

Title of Project: STEM careers in the military.

Target Audience: 9th grade students

Learning Objectives:

1. Students will be able to understand the general entrance requirements for those wishing to enter the military.
2. Students will be able to list several different military careers that are STEM based.
3. Students will be able to create a presentation describing one STEM-based military career of their choosing.
4. Students will be able to describe the specific requirements for becoming a naval nuclear engineer as well as the civilian opportunities available following service.

Standards Addressed:

1. These activities relate to Physical Science Standard PS-2.7-- Explain the consequences that the use of nuclear applications (including medical technologies, nuclear power plants, and nuclear weapons) can have.
2. These activities relate to the following **Integrated Business Applications** standards
E. INTERNET APPLICATIONS: Demonstrate ability to use search engines.
H. POWERPOINT: Create new presentations from blanks and/or templates.

Implementation Strategies:

1. Prepare and present a presentation outlining entrance requirements for those wishing to enter the military.
2. Invite a Naval Nuclear Engineer to speak to classes about requirements, benefits, opportunities, and personal experiences as a naval nuclear engineer.
3. Prepare handouts (copies) of Career Clusters for the different branches of service.
4. Prepare to share information in the ASVAB booklet through use of a document camera and create a list of possible career interests for students to discuss.

Topics for Agenda:

1. Presentation outlining entrance requirements for those wishing to enter the military.
2. Discuss STEM career paths with students during classroom discussion.

3. Explain the purpose of the ASVAB. Demonstrate ASVAB questions and the "FYI" questionnaire from the ASVAB Career Exploration Guide and lead students in a discussion about these resources.
4. Assign a group of STEM-based military jobs for each student to research.
5. Require each student to prepare a 2-3 minute presentation about one of the careers they researched.
6. Students will take notes from the information presented by the naval nuclear engineer that will be discussed and shared.

Resources for Participants:

Career Clusters Packets

ASVAB Exploring Careers: The ASVAB Career Exploration Guide

Black and white copies of various STEM-based career pamphlets from each branch

Materials Used for Implementation:

Google Presentations

Computer

SmartBoard

Pamphlets from each branch

Document Camera

Summary:

Through this 2-3 day experience, we hope to enlighten our students to the possibilities that exist for their futures. Possibilities that may include the opportunities and benefits we know are available to them through service in the military. We also hope to inspire our students work more diligently and to consider pursuing STEM careers for their future. Because of MCP 101, we now know of so many more opportunities that are open to our students, and we hope that this will be an eye-opening experience for them.

MILITARY CAREER PATHWAYS (MCP 101)

June 11-13, 2013

Columbia, SC

MCP 101 Project Proposal

Participant Name: Calla Snow

Educational Position: Guidance Counselor, Spartanburg High School

Title of Project: SAM (SCOIS, ASVAB, March2Success) I Can!

Target Audience: Spartanburg High School JROTC students

Learning Objectives:

- 1. To create an awareness of how interests (likes and dislikes) link to Career Clusters.**
- 2. To create an awareness of the connection between Career Clusters and O*Net Occupation Titles and Military Occupation Titles.**
- 3. To create an awareness of the uses of SCOIS, ASVAB, and March2Success.**
- 4. To create an awareness of courses students can take in high school to move them toward their career goals.**

Standards Addressed:

- 1. Students will understand the relationships 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. A lesson plan will be written and shared with our new Career Development Facilitator.**
- 2. The dates for classroom instruction will be set with the JROTC instructors.**
- 3. The representatives from SCOIS (Jimmy Deal), ASVAB (Ted Hagert), and March2Success (Tony Castillo) will be contacted so access to those programs and websites can be granted for all students.**
- 4. Copies of the handouts received from Ted Hagert "Career Clusters and Military Careers: Making the Connection" will be made.**

Topics for Agenda:

- 1. I will begin my lesson by introducing a group of students to the Interest Profiler on SCOIS. This is an activity all the students can complete in about 15 minutes in the classroom on their new computer devices. The end result is that each student will have a Career Cluster title associated with their choice of likes and dislikes. (An example is after completing the questionnaire myself, my Career Cluster is Human Services.)**
- 2. Once each student has an assigned Career Cluster, they will be given a handout (from Ted Hagert of ASVAB) explaining the cluster. They will look at specific O*Net Occupation Titles (from the Department of Labor) and specific Military Occupation Titles associated with their Career Cluster.**
- 3. We will go over all 16 Career Clusters paying attention to necessary education (while still in high school as well as postsecondary education) for specific occupations. (An example is a student with the Career Cluster of Health Science. After looking over the list of related occupations, if the student expresses an interest in becoming a physician, we will discuss courses the student can take in high school and what will be required when they graduate.) The point will be made that the military offers jobs that are much like the civilian counterpart.**
- 4. Students will be introduced to the ASVAB website and March2Success website.**

5. Time will be allowed for questions and answers at the end of the lesson.

Resources for Participants:

Career Clusters and Military Careers: Making the Connection Handouts

Websites: _____, _____, and _____

A better understanding of themselves and their goals...priceless!

Materials used for implementation: Meeting location, handouts, computers

Summary:

We are all excited in Spartanburg School District Seven where the entire district is in the process of a digital conversion. What that means specifically at my high school and for my students is we have gone wireless and all faculty and students will receive their own MacBook Air. My desire going into the MCP 101 class was to somehow tie the digital conversion in with my class project. The plan is to have the students use their new computer devices to navigate through the different parts of my lesson. In the very least, a student will leave after this lesson a little more confident with how to use their device and perhaps spend more time on it at home. I believe each student will also walk away knowing more about themselves and excited about what their future holds. The 3 websites I will introduce the students to have so much to offer and my goal is to whet their appetite so they will spend many more hours with SCOIS, ASVAB, and March2Success. Being a military spouse for over 20 years, I welcome the opportunity to be the “go to” counselor for questions involving military service. Having said that, I truly hope this class will be offered again and would highly recommend it to all guidance counselors!

MILITARY CAREER PATHWAYS (MCP 101)

June 17-19, 2014

MCP 101 Project Proposal

Participant Name: Millicent Jackson

Educational Position: Guidance Counselor

Title of Project: MUSIC (Military United with Stakeholders to Inform the Community)

Target Audience: Stakeholders (High School Students, Counselors, Parents, Faculty/Staff and Community)

Learning Objectives: (as needed)

1. To dispel misconceptions about the military.
2. To create an artificial and/or mock military environment for stakeholders to get a “reality check” about the department of defense.
3. To perform a self-assessment to include or exclude the military as a career choice.

Standards Addressed: (minimum of two)

1. Students will be exposed to the military process to include; but not limited to; physical training, height/weight requirement, mock/practice ASVAB, etc.
2. Stakeholders will develop a broader understanding of the military.
3. Military personnel will inform and enlighten stakeholders about transitioning (from civilian to military and vice versa).
4. Military occupations will be researched and compared to civilian careers.

Implementation Strategies: (as needed)

1. Meet with military personnel, principal and career counselor(s) to discuss plans and logistics.
2. Establish and maintain rapport with military personnel.
3. Create a MUSIC Sign-In Sheet and have it available in the guidance office.

4. Publicize the event-send emails to teachers, make announcements and post flyers.
5. Reserve meeting rooms.
6. Request tables, chairs, electrical cords, etc.
7. Compose sign-up teacher roster.
8. Schedule appointments, assign time slots and/or generate roster.
9. Request for administrator assistance.
10. Request ROTC assistance with directing and escorting visitors.
11. Create passes for students, questionnaires and/or surveys.

Topics for agenda (Specific project content)

1. Welcome from the principal and SGA President.
2. Refreshments

Students will receive orders. Students will be directed to various stations (Round robin). After approximately fifteen (15) minutes, they will rotate.
3. Students will report to their designated areas (ASVAB, Information Session, PT, Weigh In, Basic Training, etc.).
4. Receive Certificate of Completion and/or Attendance.

Resources for Participants:

- ❖ ASVAB Practice Test Website
- ❖ ASVAB Prep Handout
- ❖ Handouts of various military branches

Materials used for Implementation:

- ❖ Military personnel
- ❖ School faculty and staff
- ❖ School's mini gym and practice field
- ❖ Tables and chairs
- ❖ Sound system
- ❖ Audio equipment
- ❖ Copy machine
- ❖ Electrical units

Summary:

MUSIEC's goal is to create an atmosphere for stakeholders to be exposed to the military. Participants will be afforded the opportunity to practice the ASVAB, engage in military exercises, and interact with soldiers/drill sergeants, etc. At the conclusion of the event, stakeholders would have increased their knowledge of the department of defense; students would have made a career decision about the military (enlist or not) and participants will be more appreciative and respectful of our servicemen.

Military Career Pathways (MCP 101)

MCP 101 Project Summary

Participant Names: Millicent Jackson

Educational Position: Guidance Counselor

Title of Project: MUSIC (Military United with Stakeholders to Inform the Community) and/or 2014-2015 Sumter High School Military Occupational Day

MUSIC and/or 2014-2015 Sumter High School Military Occupational Day was held on November 13, 2014. The various branches of the military were extended an invitation.

Unfortunately, all branches were not representatives. To recap, MUSIC was designed to expose potential soldiers to the military careers and the intake process.

I requested the usage of the mini gym about three weeks in advance. When the counselors and I went to setup, a wrestling match was in process until 6:00. We decided to report to work earlier to setup. In the meantime, I went shopping for refreshments. Upon my return, I sent emails to teachers to request for ASVAB testers to report to the mini gym at their designated time and to invite /remind teachers of the event. I returned to the mini gym to verify its vacancy. It was. Since I did not want to rush to setup in the morning, I moved and placed approximately twenty-seven (27) tables and fifty (50) chairs. At this time, I am tired and it was around 8:45. The school closes at 9:00. I arrived home at 9:45ish with a list of "things to do".

I have been working closely with SMSgt Northcutt. He served as my contact at Shaw Air Force Base and he was fantastic. He and I agreed to meet Thursday, November 13, at 8:00. Well, the military reports earlier. Therefore, I had to report to school no later than 7:00. To no surprise, airmen began to report around 7:30ish. The gate for their parking was locked and the coffee was not ready. At 8:45, the majority of the tables were covered with props/equipments to include;

but not limited; mannequins with torques, land mines, station for missile, fireman gear, and chemical gear and outside was a fire truck, HD (combat truck) and a truck to transport/serve generators. In the corner, SC National Guard Army was posted to check height and weight and the US Army Recruiter answered students' questions. With only fifteen (15) minutes left before show time, I was concerned about participants. Will teachers cooperate and support this event? They did. Those in attendance were ASVAB test takers, allied health students who were given an assignment by their teacher, Project Lead the Way, modern language, social studies, JROTC, special education, and English students. Approximately sixty-six (66) airmen and twenty-seven (27) careers were represented; two (2) SC Army National Guardsmen; two (2) US Army Recruiter; and hundreds of students made this event a success.

After the event, representatives were given certificates and letters from the school and the guidance department as a token of our appreciation and to provide feedback of the event.

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MILITARY Career Pathways (MCP 101)
June 17-19, 2014
Columbia, SC

MCP 101 Project Proposal

Participant Name: Carol D. Dunaway

Educational Position: Career and Technology Education Teacher, Aynor Middle School

Title of Project: *Unpacking your MCP Backpack*

Target Audience: 8th grade students in my Computer Applications classes

Learning Objectives: (as needed)

1. Students will learn about job title/careers in the military.
2. Students will locate, analyze, and use information from military web sites.
3. Students will be able to compare and contrast jobs in civilian and military life.
4. Students will analyze the relationship between self-awareness and career choices.
5. Students will apply technology skills to research and create documents.

Standards Addressed: (minimum of two)

1. Identify positive work practices (e.g., appropriate dress code for the workplace, personal grooming, punctuality, time management, organization). *Com Apps Employability Skills B1.*
2. Demonstrate positive interpersonal skills (e.g., communication, respect, teamwork). *Com Apps Employability Skills B2.*
3. Discuss the relationship between personal lifestyles and careers. *Careers T1.*
4. Interpret assessment of personal interests, aptitudes, attitudes, work values, personality, and abilities as they relate to personal goal setting and the career decision-making process. *Careers T2.*

Implementation Strategies: (as needed)

1. Students will do virtual job shadowing on military career of their interest using supplied websites. The job shadowing research handout is to include: job description, personal requirements, training/educational level, availability, and salary.
2. Students will complete a study guide developed by MCP participant. Students will then present information to the class in electronic form. Some of the questions the students will be asked to answer include:
 - Which branch/branches of service has jobs very similar to my chosen career?
 - What are the benefits of doing that job in military as compared to civilian life?
 - What are the disadvantages of doing that job in military as compared to civilian life?
 - Did you have any myths or misconceptions about the military prior to your research? What are those myths/misconceptions? As a result of this study were these myths/misconceptions cleared up?
3. Facilitate discussions about Military Careers qualification and benefits using both student research and JROTC officers (if available.) Make the students aware of the military's "new" enlistment requirements and the need for students to begin planning early if the military option might be in their future.

Topics for Agenda: (Specific project content)

1. Current military enlistment requirements
2. Military vs. Civilian job comparisons
3. Military career salary and benefits
4. Need for prior planning
5. Positive workplace practices/skills
6. Positive interpersonal skills
7. Demonstration of required technology skills

Resources for Participants:

1. MCP 101 Survival Guide
2. Power Point about the requirements for Military Enlistment
3. ASVAB Information sheet.
4. March2success information sheet
5. Websites:

Summary:

Many of our students are unaware of the changing military entry requirements. Their parents recall the days of the draft and "jail or military" enlistment. In fact, based on what I learned at MCP 101, many of our high school students would be ineligible to enlist based on their current weight, health, physical ability and personal choices. If the military lies in their future plans, it is imperative that they be made aware of these facts so that they can, if needed, adjust their lifestyle. As educators we have a responsibility to provide accurate, up to date career information to our students. Research, job shadowing, and early preparation and planning can help our students make difficult life choices. Students in my computer applications classes will also be able to apply their technology skills in this lesson plan. In addition, I would like to make use of our district's JROTC military members. These young men and women will have insights into the next steps students will need to take to prepare for their futures.

**Military Career Pathways (MCP 101)
June 17-19, 2014
Columbia, SC
MCP 101 Project Results**

Participant Name: **Carol D. Dunaway**

Educational Position: **Career and Technology Education Teacher, Aynor Middle School**

Title of Project: *Unpacking your MCP Backpack*

Eighth grade students in my Computer Applications classes learned about job titles/careers in the military using military websites that were posted by me on Edmodo. This allowed the students to work from home or another class using their iPads, then they applied technology skills to research and create MLA formatted reports. In class, students were encouraged to compare and contrast jobs in civilian and military life. We had discussions during two different class periods. Students independently worked on this project from November 20-21, and 24-25, 2014.

Students used military websites to watch videos for virtual job shadowing on military career of their interest. The job shadowing research handout included: job description, personal requirements, training/educational level, availability, and salary. After reviewing the sites and completing the study guide, students created a MLA formatted report. One student will be chosen to receive the military backpack filled with military items for the best report.

Many of our students were completely clueless of the changing military entry requirements including current weight, health, physical ability and personal choices. Students were made aware of the military's "new" enlistment requirements and the need for students to begin planning early if the military option might be in their future. Several students went home and talked to family members about enlistment requirements and several students expressed an interest in military careers. If the military lies in their future plans, it is imperative that they be made aware of these facts so that they can, if needed, adjust their lifestyle. As educators we have a responsibility to provide accurate, up to date career information to our students. This was a satisfying opportunity to help my students explore future career opportunities. Wish I had more time to expand this study and bring in a ROTC panel.

MCP 101 Project Proposal:

PARTICIPANT NAME: April S. Medford

EDUCATIONAL POSITION: At present, I am the GCDF at Brewer Middle School. Also, I am a certified Physical Education teacher, a certified LD Teacher, and a NCC.

TITLE OF PROJECT: March to Knowledge

TARGET AUDIENCE: Middle School Children and Middle School Teachers/High School Guidance Counselors

LEARNING OBJECTIVES:

- 1. To become familiar with resources and assessments offered by the military that will enhance educators' skill in academic advisement of their students and encourage networking with military representatives.**
- 2. To realize that the sixteen career clusters that the South Carolina schools discuss with students and parents are covered in the military career pathways (especially STEM career pathways).**

STANDARDS ADDRESSED:

- 1. Helping Skills**
- 2. Promotion and Public Relations**
- 3. Labor Market Information and Resources**
- 4. Assessment; Training Clients and Peers**
- 5. Employability Skills**
- 6. Technology**

IMPLEMENTATION STRATEGIES:

- 1. I will hold a staff development and share resources and assessments with the guidance counselors in the middle and high schools in my school district.**
- 2. I will set up for an ASVAB professional to come educate the teachers and children on how it is set up, how it is scored, what does this score mean, and when one should take it.**
- 3. I will create an information center about the military in a display case as well as in the guidance office for the staff and students as well as a military fact sheet.**

TOPICS FOR AGENDA:

1. ASVAB Test
2. MARCH2SUCCESS
3. Information Center in School
4. Military Panel

RESOURCES FOR PARTICIPANTS:

1. Information on ASVAB
2. Contact sheet of military resources
3. Facts about the Military to share with students.

MATERIALS USED FOR IMPLEMENTATION:

I used my MCP 101 Survival Manual from class in June and all the information I got from contacts that I made while taking the class this summer in Columbia.

SUMMARY:

My hope is that educators and students will gain knowledge or more knowledge about the military and not misguide or be misguided on old perceptions about the military. Also, I hope the both can see and be open to how beneficial some of the resources the military developed can be in helping a student reach his or her goals.

November 30, 2014

MCP 101 Update:

Participant Name: April Medford

Implementing my project has been fun. I have been able to complete two of my three strategies already. The two completed were the one about holding a staff development and sharing resources and assessments to all of the guidance counselors and creating an information center about the military in a display case. The third strategies about having someone come to talk to the children about ASVAB I have not completed because my principal wants to do it later year around the spring in April or May.

It amazed me that none of the high school guidance counselors knew about **MARCH 2 SUCCESS**. The counselors were very receptive to the information I gave to them about it to take back to their schools to their students. My own daughter tried using it and did increase her score. It was not as much as the example given in the MCP 101 class but she did increase and that is what counts. I have recommended it to my middle school teachers and most every student that I have come in contact to counsel. Also, I believe I struck some interest with other teachers who may want to take the class and the assistant to our superintendant.

From the military display, I have had six students come question me about it already and two other students plan to come see me soon. The military fact sheet that I have started stated mainly the height and weight concerns for each branch of military because it seems to be the main question a student asks me. The fact sheet is a work in progress.

I attached a picture of one of the information centers. There is another one in the guidance office. It has information on different colleges but also one sees a few military resources too.

My hope has been fulfilled because educators and students have gained or been exposed to more information about the military. Perceptions do not seem as tainted and they all gain resources to help students reach their goals.