

Military Career Pathways: Transitions and Career Preparation

Project Summary

Jack Kowal

Berkeley Alternative School

A Student's Guide to Careers in the Military

Objective: Upon completing the workshop presentation, students and parents will demonstrate an understanding of the career opportunities for any student who is considering joining the military.

ASCA Standards to be met

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency A:1 Develop Career Awareness

C:A1.2 Learn about the variety of traditional and non traditional occupations.

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

Competency B:1.0 Acquire Career Information

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.7 Describe traditional and noncareer choices and how they relate to career choice

Lesson Plan Procedure:

1. Introduce topic and discuss the importance of exploring one's career options, including military careers.
2. Hand out Careers in the Military brochure.
3. Present Power Point
4. Review PowerPoint and provide time for discussion and questions
5. Students will complete evaluation.

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Materials Needed

Military Brochure
Power Point Presentation
Military Pay Chart
Military Educational Incentives
Evaluation Form

Audience: 8 – 12 grade students and their parents

Time Required: 60 minutes
Timeline for Completion: 2/2012
Presenter: Jack Kowal

Follow up Activity: Students who express an interest in the military will be given contact information of the local military recruiters in the Charleston area.

➤ **Military Careers Overview**

Advantages of Military Careers
Disadvantages of Military Careers
Types of Military Careers
ASVAB as a Resource
Branches of the Military
Military Benefits
Military Pay Chart
Military Scholarships and Educational Benefits
What to ask a recruiter

Military Career Pathways: Transitions and Career Preparation

La'Tonia Moore
Law Enforcement Services Program
Donaldson Career Center

Contact Information:
Donaldson Career Center
100 Vocational Drive
Greenville, SC 29605
lm Moore@greenville.k12.sc.us
(864) 355-4650

Learning Objective #1:

Students will explore career opportunities in their particular career field and translate them into military careers.

Standard 1: Learning to work; Students will understand the relationships among personal qualities, education and training, and the world of work.

Audience:

My audience will consist of all the students at Donaldson Career Center. The grade levels are sophomores, juniors, and seniors from four feeder high schools.

Timeline:

January- April 2012

Project Overview

Donaldson Career Center has implemented Secretary's Commission on Achieving Necessary Skills (SCANS) week. My director, Cassina Allen, has set aside a week to assist students with a variety of job readiness activities such as resume preparedness, job interviews and career fair at the end of week. My project would show how our programs at DCC can be transformed into careers in the military. This project will allow students an opportunity to receive classroom training and hands on training from military personnel during SCANS week in their designated program of study.

Project Outcome:

The students will be able to gain an understanding that the military can utilize their knowledge, skills and abilities that they acquire from DCC.

Material Used:

- Military careers handbook

Role Of MCP 101 Participant:

I will actively work with my local recruiters to seek out military personnel who would be willing to assist with this project.

Learning Objective #2:

District Curriculum Standard: Law Enforcement Services Research Based Papers

To explore a career in law enforcement in the military.

Standard 2: Learning to learn; Students will understand the relationship of academics to the world of work and to life at home and in the community.

Audience:

My audience will be my second year program students.

Timeline:

November-December 2011

Materials Used:

Cameras

Role Of MCP 101 Participant:

I will assist the students with searching for active and retired military personnel in law enforcement. I will guide the students into composing their questions for the interviewees.

Project Overview:

The students will complete a research based paper on occupations within the field of law enforcement, security, and protective services. In addition to, the legal professions and support services administered by the Judge Advocate General Corps. Furthermore, the students will videotape an interview with active or retired military personnel in the field

of law enforcement. Next, there will be a panel discussion about the evolution of careers in law enforcement in the military.

Project Outcome:

Students will gain an understanding of a career in the military.

Project for Military Career Pathways 101 (MCP 101)

Participant: Laura Jones
Spartanburg County District 6

Target audience: Students taking Biology and Chemistry and whose career interest lie in the field of health sciences.

Objectives: Students will explore careers in health science areas and compare them to comparable careers in the military . Students will research a career of their choice in the private sector with its military counterpart. They will concentrate on gaining information pertaining to training, cost of training and salary projection upon completion of schooling.

Standards addressed:

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

Implementation Strategies:

1. Provide students with a list of health science careers using career clusters and/with military counterpart
2. Provide resources for students to use that include information on military careers
3. Provide students with a handout sheet to help them compare careers and be able to see at a glance relevant information
4. Allow students to present their findings
5. Schedule a presentation of material by the faculty member in charge
6. Schedule a panel of military health career professionals to share their experiences/and answer questions. (The panel may be convened for a larger audience of 2 or 3 classes of students.
7. Plan staff development program to inform science department faculty of resources and materials available to do this unit with their class.
8. Provide teachers with materials and reference information during staff development day prior to the unit on career explorations in science being taught
9. Plan for a follow up meeting with the faculty that did the unit to discuss ways to improve the effectiveness of the presentation of the materials

*Students should take the practice ASVAB prior to beginning the unit

Topics for Preparation for Staff Development with teachers/and materials needed by students

1. Preparation of materials for teachers (military careers and careers in private sector)
2. Handout showing how enlisted military personnel can further their education and training
3. Officer Program-Scholarship opportunities
 - i) JROTC
 - ii) SROTC
 - iii) Post college graduation degrees
4. Curriculum resources available to schools
 - Career exploration through ASVAB
 - Counselors should help teachers understand ASVAB scoring
 - Teachers could take the practice ASVAB prior to teaching the unit
 - Counselors should explain the use of March 2 Success as ACT and SAT preparation tools
5. Preparation of Career Comparison Chart for student use

Resources for participants:

Health Professions Scholarship Program Pamphlet
Healthcare.goarmy.com
SC Educator/Military Handout
Military Careers Publication
Email addresses/websites
Military Career Pathways-1 page
Military Career Pathways Pamphlet Medical (Military Specialty Guide)
Army Skill Training Booklet

***A similar plan could be used by STEM teachers by substituting career clusters and professionals from the science and technology areas.**



Military Career Pathways Presentation

Lori Canty
Lakewood High School
Business Education Department
Sumter County Schools

Standards

- B-1: Identify positive work attitudes, e.g., punctuality, time management, and organization.
- B-2: Demonstrate positive interpersonal skills, e.g., communication, respect, and teamwork.

Objectives

- Identify positive work attitudes, e.g., punctuality, time management, and organization.
- Demonstrate positive interpersonal skills, e.g., communication, respect, and teamwork.
- Develop knowledge about military careers and opportunities for career advancement

Essential Questions

- What are the benefits of career research?
- What is your career cluster and why did you choose this cluster? How does it compare with the military career cluster?
- What are some important job characteristics that employers expect in their employees?

Activities

- Military presentation held at Lakewood Career Fair scheduled tentatively for September 25, 2011. Classroom will be organized around the military careers and a local recruiter will give a presentation.
- Research Project on military careers due November 18, 2011.

Activities Continued

- Write synopsis on Career Fair
- 2-3 class periods of 90 minutes designated to research careers
- 1-2 class periods for student presentations
- Address all parts of the Military Career Rubric

Military Career Rubric

Requirements	Possible points	Your points
1. A description of the Career Cluster	10 pts	
1. Salary, Wages, and Duties performed in this cluster... Tasks performed in your cluster (example: Performing in public, Crawling in tight spaces, Flying, Public speaking, etc.)	20 pts	
3. A diverse list of careers in this Military Career Cluster (at least 10)	10 pts	
4. Working Conditions – Environment –Hours of this Career Cluster	20 pts	
5. A list of four (4) careers and the <u>education & training</u> required for each career in this cluster.	20 pts	
6. Advancement Opportunities available for Military Career Cluster.	10 pts	
7. Use clipart or photos to enhance the slides.	10 pts	
TOTAL Points	100	

Materials/Resources Needed

- Computers
- Local Recruiting Officers
- Occupational Outlook Handbook
- Paper
- Pens/Pencils
- Websites: www.march2success.com,
www.scpathways.org,
www.careersinthemilitary.com,
www.asvabprogram.com

Conclusion



Students will share what they learned in their research of Military Careers and gain knowledge of career and educational opportunities available to them through the military.

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.

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

Marlene Hodge

Guidance Counselor, GCDF

Manning High School

2155 Paxville Hwy.

Manning, S.C. 29102

Phone: (803) 435-4417 Fax: (803) 435-4404

Audience Addressed: Freshmen and Sophomore students and their parents at Manning High School

Learning Objectives: Career Development

1. The students and parents will increase their awareness of occupations and opportunities in the military.
2. The students and parents will become familiar with resources, assessments, and recruitment processes of the military.
3. Students will become aware of specific jobs in the military and their correlation to their interests, skills, and abilities.

Guidance Curriculum Standards for Student Development: Learning to Work

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

Role of MCP 101 Participant: As a Guidance Counselor/GCDF, I will coordinate classroom sessions with 9th grade English teachers and 10th grade American Studies teachers. I will prepare and present PowerPoint presentations to parents and students and provide relevant handouts, brochures, and pamphlets.

Timeline for Implementation: August 2011 – March 2012

Contact Information: Marlene Hodge

Manning High School

2155 Paxville Hwy.

Manning, S.C. 29102

Procedure:

1. In August the Military will Career Pathways Project will be coordinated with the school principal, other guidance counselor, GCDF, and English and American Studies teachers.
2. In August/September the Military representatives and recruiters will be contacted to arrange visitations.
3. In August the PowerPoint presentations will be prepared, handouts printed, and brochures/pamphlets ordered.
4. Beginning in August, the in-coming Freshmen and their parents at a Parent/Student Transition Meeting will become familiar with opportunities available in the military for high school graduates. This information will be conveyed by power point presentations, JROTC instructors, recruiters, and handouts/brochures.
5. In September 2011 and February 2012, the Freshmen in their English classes will be provided information on high school graduation requirements, assessments, and career choices which will include the military opportunities.
6. During the week of November 7-11, 2011, the Sophomores in their American History classes will become acquainted with military opportunities after graduation. Speakers to include veterans, active military from various branches, and school recruiters will present "their stories" to students. Students will become aware of the opportunities to pursue their career goals in the military and the requirements such as the ASVAB.

Materials: SC Career Cluster with sample Army enlist occupations sheet

Career Cluster brochures

Materials from MCP 101 Training

Online Resources: www.armypays.com

www.march2success.com

www.gibill.va.gov

Date of Project: November 2011, April 2012

Audience: All Freshmen Students

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.

Standards:

1) *Learning to Learn:*

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

2) *Learning to Work:*

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

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

- Students will demonstrate a positive attitude toward work and the ability to work together.

(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.scpahtways.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.

What's In Your Future?

Military Careers

Grades 6–8

Melissa Kennedy, School Counselor

Timeline

- ▶ Presented to students in grades 6–8 during classroom guidance sessions.
 - Sessions will be coordinated with teachers at the beginning of the 2011 academic year.
 - Classroom Guidance sessions will last approximately 30 minutes.
 - ▶ One presentation will be made to students in the Fall of 2011 and Spring of 2012.
 - ▶ Approximately 6 hours was spent on developing this project.
- 

Student Learning Goals

- ▶ Identify different branches of the military.
 - ▶ Determine career options in the military.
 - ▶ Understand/Identify career clusters.
- 

Student Standard/Indicator

- ▶ Students will explore careers and the connection of school to work.
 - Explore career choices and career clusters to develop realistic career goals
 - ▶ Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.
 - Demonstrate decision-making skills used to develop career-education paths.
- 

Student Standard/Indicator

- ▶ Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills. (cont'd)*
 - Practice effective listening and communication skills.
 - Identify secondary and postsecondary opportunities in local community

* Standards taken from the South Carolina Department of Education Comprehensive Guidance Model.

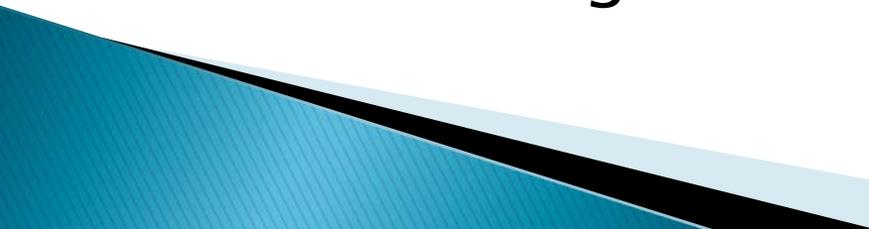
Materials Needed

- ▶ Dry Erase Board
 - ▶ Markers
 - ▶ Military Career Clusters handouts
 - ▶ Paper
 - ▶ Pencil
- 

Branches of the Military

- ▶ Air Force
 - ▶ Army
 - ▶ Coast Guard
 - ▶ Marines
 - ▶ Navy
- 

Career Clusters

- ▶ Students will examine each of the Career Clusters that are available at the Lexington School District 3 high school to pursue careers in the military.
 - ▶ The sessions will last approximately 30 minutes.
 - ▶ Students will be provided the information twice during the school year.
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Agriculture, Food, and Natural Resources

- ▶ Plant and Animal Systems:
 - Focus on processing, marketing, financing, and distributing agricultural commodities and resources

- ▶ Sample Careers
 - Veterinarian
 - Academic Career Path:
 - High School Diploma Required
 - College Degree Required
 - Graduate School Required.

Architecture and Construction

▶ Construction

- Focus on careers in designing, planning, building and creating the buildings and structures in the environment.

▶ Sample Careers:

- Civil Engineers
 - Electrician
 - Cargo Specialist
 - Industrial Engineers
- 

Arts, Audio/Video Technology and Communication

- ▶ **Performing Arts / Visual Arts:**
 - Focus on designing, producing, publishing various types of media content in the performing arts or visual arts.
- ▶ **Sample Careers**
 - Music Director
 - Musicians

Education & Training

- ▶ Focus on preparing students to develop skills to plan, implement, and support others in learning.
 - ▶ Sample Careers:
 - Caseworker
 - Counselor
 - Clinical Psychologist
 - Teacher/Instructor
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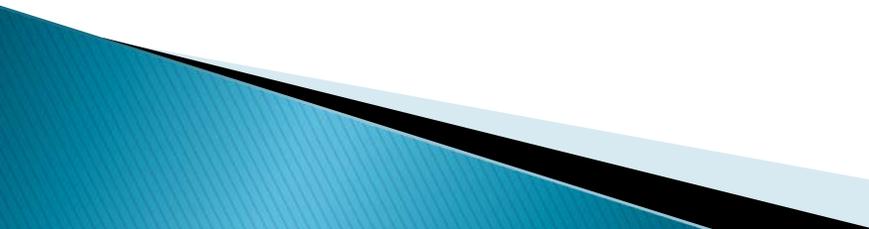
Finance

- ▶ Focus on banking, finance, accounting and business ventures.
- ▶ Sample Careers:
 - Finance and Accounting Managers

Health Science

- ▶ Focuses on careers that promote the health and well being of individuals within society.
 - ▶ Sample Careers
 - Pharmacist
 - Nurse
 - Dietician
 - Physical and Occupational Therapist
 - Physician/Surgeon
- 

Law, Public Safety, Corrections, and Security

- ▶ Prepares students for careers in law enforcement, public safety, and corrections.
 - ▶ Sample Careers:
 - Firefighters
 - Lawyers
 - Judges
 - Law Enforcement
 - Security Specialist
- 

Spartanburg County School District 6
Dorman H. S. Guidance Department: M. Millonzi & P. Drummond

Time Frame: September, 2011-February, 2012

Goals: (1) Expand junior classroom guidance power point to include test preparation information by using March 2 Success.com and asvabprogram.com. (2) Invite Sargeant Pillot to speak at Dorman's Financial Aid Program about military scholarship opportunities. (3) Expand DHS Junior Parent College Night to include recruiters at the military tables with career information.

Preparation: (1) Schedule with 11th grade English teachers dates counselors can come into the classroom with a power point presentation. Survey guidance staff to see which counselors want to participate. Update handouts to include military and test preparation websites. (2) Contact the Army Recruiter, Sargeant Pillot, to schedule financial aid night and college night programs. Prepare publicity regarding January 17 and January 23rd events through Dorman's Scholarship Bulletin, Dorman H. S. website, local newspaper, and phone master.

Target Group: Primarily 11th graders and their parents.

High School Staff Participants: Counselors, English teachers, career facilitators, Ms. Robinson @ D.O., and military recruiters.

Assessments: (1) Administer pre and post test during classroom guidance to all English students (2) Compare participation numbers from 2010 school year to 2011 school year for both the college fair and financial aid events. (3) Obtain feedback from the military on student/parent questions.

SC Career Guidance Standard/Competency:

Learning to Work:

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

- Identify the relationship between educational achievement and career planning.
- Describe how personal qualities relate to achieving educational and career goals.

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

- Apply decision-making skills to career planning.
- Demonstrate awareness of the career planning process.

MCP 101 participant Dr. Drummond's role: Assist guidance director on scheduling the junior class guidance through the English department. Collaborate on expanding the power point and enlisting help of other department counselors. Update scholarship bulletins to include military websites. Compile the results from the pre and post tests and create a mid year report.

MCP 101 participant M. Millonzi's role: Contact military for participation in the two evening programs in January and obtain feedback. Enlist the help of all three career facilitators in coordinating the college night. Enlist the help of guidance director in coordinating financial aid program. Collaborate on expanding the power point presentation with Dr. Drummond. Develop a short pre and post test for use during first and second semesters. Prepared the MCP 101 proposal.

Michael S. Houck
Ridge View High School
4801 Hard Scrabble Road
Columbia, South Carolina 29229
mhouck@sc.rr.com

Military Career Pathways 101 Project

Course Title: Military Careers in Information Technology and Interactive Media

Target Audience: Students enrolled in PC Repair, Networking, Image Editing, Web Page Design and Development, and Foundations of Animation

Project Implementation Schedule: School Year 2011 - 2012

Equipment/Material:

- a) Computer with internet connection
- b) Web Page Authoring Software (Adobe Dreamweaver CS4)
- c) Video Editing Software (Adobe Premier CS4)
- d) Sound Editing Software (Adobe Sound Booth CS4)
- e) Image Editing Software (Adobe Fireworks CS4 and Photoshop CS4)

Objectives:

1. Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
 - a) Competency C: A1 Develop Career Awareness
 - b) Competency C: A2 Develop Employment Readiness
2. Standard 8. Students will employ strategies to achieve future career goals with success and satisfaction.
 - a) Competency C: 81 Acquire Career Information
 - b) Competency C: 82 Identify Career Goals
3. Standard C. Students will understand the relationship between personal qualities, education, training and the world of work.
 - a) Competency C: C1 Acquire Knowledge to Achieve Career Goals
 - b) Competency C: C2 Apply Skills to Achieve Career Goals

Project Description:

Students enrolled in IT related coursework will research Information technology related careers in the United States Military to include Navy, Air Force, Army, Marines Corps, and Coast Guard and compare them to the private sector or within state government.

Students will construct web pages, create digital images, produce short videos and animations of their research. Projects will include the educational and physical requirements of the military, the uses of Information Technology in military career fields and how they cross over into the civilian sector.

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!

Military Career Pathways 101
2011 Summer Institute for Educators
Session: June 7-9, 2011 (Columbia, SC)
Attendee: Neilson Hilton
Timberland High School

Class Project

“Institute Military Career Week at Timberland High School”

Role of the MCP 101 Course in Selecting Class Project

In attending the MCP 101 course, I attained an array of educational knowledge but in listening at the different speakers, attending sessions, Q & A from the military panel and other facets that were attributed to the course; it became quite apparent to me that what the Timberland High School students, faculty, staff, parents and community lacked more than anything else was simple: AWARENESS. Awareness of all the different opportunities that the military has to offer as it relates to ALL students, parents and the entire community. In choosing this particular project, it will focus on the theme of the tour: *MCP-Transitions and Career Preparation*.

Class Project Specifics

Target Audience

Students, faculty/staff, parent(s)/guardian(s), and the community

Objectives

1. At least 70% of the student body at Timberland High School will have access to attaining knowledge of the many military career opportunities that are available and other facets of the military.
2. At least 60% of the faculty will have the opportunity to attain knowledge of the many military career opportunities that are available and other facets of the military.

The objectives correlate with the South Carolina Comprehensive Developmental Guidance and Counseling Program Model:

1. Learning to Live
 - a. Students will make decisions, set goals, and take actions.
2. Learning to Learn
 - a. Students will understand the interrelationship among life in the school, home, community, and society as a whole.
3. Learning to Work
 - a. Students will understand the relationship among personal qualities, education and training, and the world of work
 - b. Students will demonstrate decision-making, goal-setting, problem solving, and communication skills.
 - c. Students will explore careers and the connection of school to work.

The objectives correlate with the Global Career Development Facilitator Competency Areas:

1. Helping Skills
2. Employability Skills
3. Program Management/Implementation
4. Promotion and Public Relations

Actual Project

My role will be coordinator of actual implementation of a: **Military Career Week**

Military Career Week will be held an entire week (during the fall 2011 academic school year) with each branch of service having its own day, concluding with a Military Career Program for all branches on that Friday.

Example:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Army	Navy	Marines	Air Force	Program for All Branches

On their assigned day, each military branch will have the chance to speak with students in selected classes, display items, meet with students during lunch periods and present in all ROTC classes. On Friday of the same week, a Military Career Program/Ceremony will be held in the auditorium for ALL students, parents, faculty/staff and persons in the community to attend giving each military branch 15-20 minutes to make a presentation. The school's ROTC department will be involved with the program and a Question and Answer period will be conducted at the close of the program.

Materials Used:

Computers, paper, pencils/pens, tables, chairs, school's intercom system, phones, auditorium, classrooms and any other materials deemed necessary.

Military Career Pathways:
Transitions and Career Preparation

Exploring Career Clusters/Military Careers

*Transitioning from Military Careers
to Civilian Careers*

Intro to Career Cluster Course

- This course provides middle school students the opportunity to explore job tasks and career options in each of the 16 career clusters while gaining an understanding of how careers and the world of work affect individuals and their families and communities.

Intro to Career Cluster Course

UNIT A: The student will be able to analyze how work relates to the individual and the family

1. Identify good leadership and citizenship
2. Identify reasons people work
3. Examine nontraditional careers and equal opportunities
4. Analyze the expanding role of technology in the workplace

UNIT U: The student will develop a brief career portfolio to include items required by the teacher

1. Choose an occupation related to a career inventory or assessment
2. Develop a synopsis of education requirements and skills needed in the chosen occupations
3. Summarize job shadowing or other job observation for the chosen occupations
4. Include other items for the portfolio as required by the teacher

Global Career Development Facilitator

Competency Areas

- **Helping Skills:** Basic career facilitating processes, including productive interpersonal relationships
- **Labor Market Information and Resources:** Labor market and occupational information and trends
- **Assessments:** Both formal & informal career development assessments with emphasis on relating to the population
- **Diverse Populations:** Studies covering the special needs of various groups as well as how to adapt services to meet those needs
- **Ethical and Legal Issues:** Studies on the GCDF Code of Ethics and current legislative regulations
- **Career Development Models:** Career development theories, models and techniques as they apply to lifelong development, gender, age & ethnic background
- **Employability Skills:** Job search strategies and placement techniques, especially in work with groups
- **Training Clients and Peers:** Preparing & developing materials for training programs and presentations
- **Program Management and Implementation:** Studies covering career programs and their implementation and working as a liaison in collaborative relationships
- **Promotion and Public Relations:** Marketing and promoting career development programs
- **Technology:** The understanding and use of career development computer applications
- **Consultation:** Accept suggestions for performance improvement from consultants and supervisors

Learning to Work

Standard 3

Students will explore careers and the connection of school to work

Competencies 1-5

- Identify the education, career resources and training opportunities needed to achieve career goals
- Explain awareness of career choices through job shadowing or mentoring experiences
- Explore career choices and career clusters to develop realistic career goals
- Develop decision-making skills to select a career/education path and complete an individual graduation plan for grade eight
- Identify the need for balance among school, work and leisure time

Activities for 2011-2012

Military/Civilian career lessons and activities

- **Grade:** 6,7, 8

Objective: The students will create a career cluster poster which will include Military/Civilian careers

Activity: * The teacher will assign the clusters to individuals or small groups

* Put the name of the career cluster on the poster

* Add the name of eight to ten occupations in the cluster

* Add drawings, pictures and graphics to give more information about the cluster

* Hang the posters in the classroom

- Teachers, Military Recruiters, Students will be invited to view the career clusters posters and ask the recruiters questions about military careers
- This assignment will be repeated throughout the school year
- At the end of the year, the students will talk about what they have learned about each cluster

Activities for 2011-2012

Grade: 6,7,8

Objective: The student will choose a military career that can transition to a civilian career to develop a career portfolio

The career portfolio will be presented in class.

The career portfolio must include the following:

- * Career Cluster
- * Military/Civilian Career
- * Description of the Career
- * Educational Requirements
- * Earnings
- * Related Jobs

- The students will present their career portfolios for Teachers, Military Recruiters, Guidance Counselors, Parents and Students
- Career Portfolios will be displayed in the classroom during the 2011-2012 school year

Materials

- Laptop computers
- ½ inch binder
- 1 (one) pack of sheet protectors

Suggested Career/Military Websites

- <http://www.bls.gov>
- <http://www.scois.net>
- <http://www.careerOINK.com>
- <http://www.careersinthemilitary.com>
- <http://www.todayismilitary.com>
- <http://www.asvabprogram.com>
- <http://www.knowitall.com>
- <http://www.careerexplorer.net/descriptions>
- <http://www.careerplanning.about.com>

Contact Information

- Pamela R Evans, GCDF
Career Specialist
Darlington Middle School
Darlington County School District
843-398-3487
843-206-7203

**Total hours spent on project: 13-
15 hours**

MILITARY CAREER PATHWAYS 101 PROJECT

LEXINGTON SCHOOL DISTRICT TWO CAREER DEVELOPMENT FOR MILITARY PATHWAYS COHORT

Pam Scheller, GCDF, Career Specialist and CATE Facilitator for Lexington Two
Brookland Cayce High School, 1300 State Street, Cayce, SC 29033

Goal: About two years ago, Lexington School District Two decided to provide professional development to faculty and staff via cohorts. Anyone could submit a proposal to facilitate a cohort to specialize in something that faculty and staff needed/wanted. The last two years, I have facilitated a cohort for high school guidance counselors in which we worked on compiling a notebook of resources to help the at-risk student. This year, after I was accepted into the Military Pathways 101 course, I decided to propose a cohort to help those interested in learning more about military careers. The proposal was accepted and there are 15 career specialists, guidance counselors, and faculty members registered for the cohort for the 2011-12 school year. We will meet six times throughout the year, and will have to develop a product/project to submit to the district. The goal of my project is to increase the awareness and resources of the career specialists and guidance counselors as well as teachers. Many do not realize that the military is a viable choice for students. The most effective way to present information to this cohort group is to include presentations from military personnel and former military personnel who have successfully transitioned into civilian life. I also hope to get former Lexington Two students who are in the military or who were in the military to come and present as well. The military representatives who come will identify ways in which these cohort members can present career interests with work values and personal interests.

Audience: Teachers, Career Specialists, and Guidance Counselors in Lexington Two who have registered for the Career Development for Military Pathways Cohort.

Timeline: Six cohort meetings throughout the 2011-12 school year. Meeting dates are scheduled for September 28, October 26, December 7, February 29, March 28, and April 25.

Learner Objectives: Upon completion of this project, cohort participants should be able to:

1. Develop knowledge about military careers, including similarities between civilian and military occupations, and advancement in military careers in order to communicate these opportunities to students and parents.
2. Become familiar with resources, assessments, and the recruitment process in order to expand opportunities for students and enhance career development by planning military career events.

Learning Objectives:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Competency C: A1 Develop Career Awareness and Competency C: A2 Develop Employment Readiness

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. Competency C: B1 Acquire Career Information

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

My Role: As the facilitator for this Lexington Two Cohort, I will be helping the participants develop their own plan/product of their choice. This plan/product can be a whole group project or individual and will be decided at first cohort meeting. I will collaborate with the US Army Recruiting Battalion Commander and Department of Army Public Affairs Community Relations Officer to have military representatives come and share with the cohort members about the recruitment process, resources, and assessments. I will also try to schedule for this cohort a tour of Fort Jackson.

Materials: Military websites, videos from Today's Military, ASVAB brochures, Educators' Military Careers Best Practices, additional materials brought by military personnel.

Military Career Pathways 101 Project Implementation Plan

Length of the Project:	Four (4) 50 minute sessions + Fieldtrips
Subject:	Exploring the World of Work through the Military
Careers Explored:	Various
Curriculum Standards:	Learning to Work- Students will explore career choices and career clusters to develop realistic career goals. Learning to Work- Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.
Objective:	Students will explore military careers their connection to school in the areas of Science, Technology, Engineering and Mathematics.
Explanation:	The Military offers countless opportunities for growth academically, financially and personally. It is one of the best-kept secrets of our times. Exposing our students at an early age (8 th grade) assures them that they do have positive options meet their life-long goals of success.

Procedures:

All 8th graders will be introduced to the Explore and will take the assessment. Subsequently, the Army Recruiter or his designee will do a 40-minute presentation on careers in the military that are strong academically in each the areas of STEM (Science, Technology, Engineering and Mathematics).

Upon completion of the sessions, students will list 4 careers they feel would like to research further via internet through their keyboarding class. They will select two of the 4 careers and answer questions relating them. The students will do power-point presentations in their keyboarding class for a major test grade.

The culminating activities will be to visit the Healthcare Careers Workshop at Woodland High and a military base to see occupations/careers in action.

The students will answer the following questions within their presentation:

1. Why did you choose this career?
2. What classes that you are taking now will help you to prepare for this position career?
3. What kind of academic training do you need to be prepared for an entry-level career?
4. How are you currently preparing yourself for the world of work?
5. What are the minimum requirements to hold this career?
6. What personal attributes should you have in this career?

7. What is most interesting about this career?

Student Engagement:

- Listening
- Summarizing/note taking
- Discussion
- Technology
- Questioning
- Presentations

Evaluation:

Students will give feedback of the sessions and presentation with a one page reflection of what they learned regarding military careers and how they plan to utilize the information gained from that experience.

Submitted by: Patricia G. Parker, Ed. Sp.
Clay Hill Middle School

Robert M. Bowes
Stratford High School
Military Career Pathways
Grades: 9 -12
Audience: Administrators, Educators, Parents and Students

As an assistant principal my main role in working with the Military recruiters is to act as a liaison between them and the school community. I am the administrator over CTE and this directly gives me a link to career pathways as a structure to meet the following standards and competencies:

- Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
 - Competency C:A1 Develop Career Awareness
 - Competency C:A2 Develop Employment Readiness
- Standard B. Students will employ strategies to achieve future career goals with success and satisfaction.
 - Competency C:B I Acquire Career Information
 - Competency C:B2 Identify Career Goals
- Standard C. Students will understand the relationship between personal qualities, education, training and the world of work.
 - Competency C:CI Acquire Knowledge to Achieve Career Goals
 - Competency C:C2 Apply Skills to Achieve Career Goals

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

1. To encourage networking and professional dialogue between educators and military representatives to expand opportunities for students and to enhance their career development.
2. To 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 choose military careers.
3. To become familiar with resources, assessments, and the recruitment process to enhance educators' skills in academic advisement, guidance and counseling, and facilitation of collaboration between South Carolina schools and the various branches of the military.

Time Line

August 2011

- Meet with all military recruiters and set up visitation protocols for recruiting and meeting with school community members.
- Design a program to inform parents, students, teachers and other school personnel about military careers career connections.
- Use plasma screen TVs to present weekly career information and military options using the 16 federal career clusters as guidance.
- Link all information to career page on the Stratford website.

September 2011

Meet with all CATE/ Business Education instructors during department meeting at the beginning of the school year to make the connection between military occupations and career and technical occupations.

- Presentation will also be given by military personnel.
- Teachers 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.
 - Questions to consider for educators:
 - What military occupations were of interest?
 - What military occupations are related to each CATE program?
 - Are any of the occupations of interest to the educators/students?
 - What kind of education and training is required?
 - What did the educators learn from this experience?
-

November 2011

Instructors share knowledge from the in-service to students, students will have the opportunity to research and use the information to complete a class project that includes military occupations related to their program area.

- Resources that can be used include SCOIS, Kuder, March2Success, O*Net and Army EdSpace.
 - Questions to consider for students:
 - What military occupations were of interest?
 - What military occupations are related to each CATE program?
 - Are any of the occupations of interest to the educators/students?
 - What kind of education and training is required?
 - What did the students learn from this experience?
- Present program that allows them to inform parents, students, teachers and other school personnel about military careers career connections.

March 2011

- Military recruiters present at Career Fair to interested students

I learned in putting this together that the military careers and career clusters are very compatible; both serve as a vehicle to allow students to achieve their goals and aspirations. With all educators and military personnel working together all needs can be met.

Military Career Pathways: Transition and Career Preparation

Summer 2011 Class Project

Topic: Military Careers

Title: Related Military Careers to School Subjects?

Objectives:

1. Learning to Learn:
 - a. Standards: Students will develop personal qualities that contribute to being an effective learner.
Competency Indicator: Students will evaluate how effect good study habit bring about the achievement of good grades.
2. Learning to Work
Standards: Students will understand the relationships among personal qualities, education and training and the world of work.
Competency Indicator: Students will explore careers that connect school to work in subject areas of school.

Grade: 9th Grade Freshmen class

Materials Used:

1. Laptop
2. Projector and screen

Procedure:

Show power point of careers to High School 101 classes

Timeline: Lugoff Elgin High School-High School 101 Class- September –December 2011

Present in the 45 minute class period of High school 101 class

Role of MCP Participant:

1. Implement Military Career Power point in the High 101 classes
2. Facilitate follow-up activities
3. Speak with recruiters as to the aspect of careers offered
4. Follow-up with advisors to assist with additional information

Summary- Outcome: The students will have a better knowledge and understanding of careers as they relate to every day academic subject areas. The students will revisit post-secondary plans and options

Contact Information:

Robin Grace
9th Grade Guidance Counselor
Lugoff Elgin High School
1284 1 South Highway
Lugoff, SC 29078
803-438-8013

Military Career Pathways: *Transition and Career Preparation*



Reading and Writing

- **Opportunities in the Army**
 - a. Administrative Specialist
 - b. Human Resource Specialist
 - c. Human Resources Information Systems Management Specialist
 - d. Intelligence Agent
 - e. Multimedia Illustrator

And many more for this subject!!!!!!



Mathematics

Related Fields in the Army for this Academic Subject:

- a. Financial Management Technician
- b. Accounting Specialist
- c. Test, Measurement and Diagnostic Equipment Support Specialist

Science

Medical Careers:

- a. Animal Care Specialist
- b. Biomedical Equipment Specialist
- c. Medical Logistics Specialist
- d. Chemical, Biological, Radiological Nuclear Specialist
- e. Optical laboratory Specialist
- f. Veterinary Food Inspection Specialist

And many more opportunities!!!!!!!!!!



Computer Technology

- a. Computer/Detection Systems Repair
- b. Counter Intelligence
- c. Crypto logic Linguist
- d. Information Technology Specialist
- e. Imagery Analyst
- f. Signals Intelligence Analyst



Related Arts

Opportunity for Artistic Persons

- a. Electric Bass Guitar Player
- b. Flute or Piccolo Player
- c. Key Board Player
- d. Multimedia Illustrator
- e. Visual Information
Equipment Operator/Maintainer



Military Career Pathways: A Must Know For the Secondary Counselor
2010-11

by

Mrs. Sandra G. Gaskins

Audience: Secondary and Middle School Counselors in the Darlington County School District; Students in the 3 Middle and 5 High Schools in Darlington County.

Learning Objectives: Domain: Career Development-**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. **Competency A:1** -Develop Career Awareness **C:A1.1** Develop skills to locate, evaluate and interpret career information **Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction. **Competency B:2** Identify Career Goals **C:B2.1** Demonstrate awareness of the education and training needed to achieve career goals.

Upon completion of workshop, the participant should be able to:

- (1) Develop a greater understanding about military careers and opportunities for available for students who choose military careers.
- (2) Acquire skills needed to utilize the ASVAB as a resourceful tool for all students in their search for careers options.
- (3) Establish a professional dialogue between educators and military representatives to expand opportunities for students and facilitate improved relationships between schools and military recruiters; enhance students' career development by planning military career events.

Project Summary: During the district-wide staff development on August 11, I will conduct a workshop with all of the middle and high school counselors and present a mini military Career Pathways 101 session. Included in my presentation, I will enlist the assistance of a senior who graduated in May of 2011 and will leave for basic training on July 5th by video recording an interview with him about why he chose the army. You see this young man was a student that I tried to convince during many of our senior conferences that a 4 year college would be a better choice for him. This student was academically one of

my top students. I thought choosing the Army was not in his best interest so this was one of the motives for attending the Educators' Military Careers Training so that I could become more knowledgeable about the offerings of the military. His video will be shown as a "Soldier's Story". I will also enlist the help of a local attorney who is well respected in the community and served in the military while obtaining his law degree. The JROTC staff of my high school will also be a part of the workshop to share what is taught in their programs and to also share their , "Soldier's Story. In November, the military will be asked to participate in our Ed Opt program and in March 2012 members of the JROTC will be asked to assist counselors in making presentations to the middle school students regarding the JROTC offerings. The Recruiter will also be invited to participate in our annual college preparation workshop that is conducted during the spring of the year. This will provide interaction between parents and military personnel. This will promote military options and enhance an open-mindedness of the military option for parents if it seems appropriate for their student. I will also enlist the assistance of the district's public relations office to enhance media coverage of the August workshop and other career education events. The Journalism class will be asked to feature a student in JROTC in the school newspaper, "Paw Prints". The monthly Guidance Newsletter will feature military recruiter contact information and dates for taking the ASVAB.

Materials/ Resources/Equipment: SC Career Clusters with Sample of Army Enlisted Occupations Sheet, Power Point guide sheet, computer lab, projector & screen, Military Representatives, Videos (CD's) on Military Occupations from Military Representatives, materials from MCP 101, video of local soldier's story.

Contact Information: Sandra G. Gaskins, Hartsville High School, 701 Lewellyn Drive,
Hartsille, SC 29550, sgaskins@darlington.k12.sc.us, (Cell)843-861-4844, (Office)857-3705..

Military Career Pathways: Transitions and Career Preparation Project 2011-2012

By Shannon McCrimmon, Guidance Counselor and Career Development Facilitator

Contact Information:

Shannon McCrimmon, Guidance Counselor and GCDF
Landrum High School
18818 Asheville Hwy.
Campobello, SC 29322
864-457-2606
smccrimmon@spart1.org

Project Information, Tasks and Time Line:

- During the registration process, all parents will receive an information sheet about post secondary options for their child. Military careers information will be highlighted. The information sheet will describe various post-secondary career options available to students including the military, technical college and four year college/university. Web sites for military career pathways will be included. I am responsible for creating the information sheet.

Time Line For This Project: Beginning of School Year (August, 2011).

- Military careers will be highlighted in the Landrum Guidance Career Blog that is read by students, parents, and staff. I am the writer for the blog and am responsible for writing the entries.

Time Line For This Project: October, 2011, December, 2011, March, 2012, and May, 2012.

- During staff training, teachers will be presented with and given information about military career pathways. This will increase their knowledge of military careers to share with their classroom students. I will present the information to staff.

Time Line For This Project: Fall, 2011.

- Landrum High School currently has a successful career speakers program that utilizes the community to present occupational information to students. Various military personnel will be included in this program for the 2011-2012 school year and will be asked to present information about their experiences and career path to classes. For example, a military recruiter who has had overseas experience will speak to the geography class about his/her experience overseas and his/her career in the military. I am responsible for securing speakers and coordinating class presentations.

Time Line For This Project: 2011-2012 School Year. Beginning in September, 2011.

- Landrum High School currently invites post-secondary institutions to speak to students about financial aid and admissions information. ROTC personnel from post-secondary institutions will be invited to speak with students about ROTC programs. I am responsible for coordinating post-secondary school visits and will coordinate these meetings, as well.

Time Line For This Project: 2011-2012 School Year. Beginning in September, 2011.

Audience for this Project:

- Students in grades 9-12.
- Parents of students.
- Teachers at Landrum High School.

Role of MCP 101 participant and Materials Used:

- Each school year, students take a career interest inventory and then utilize programs like SCOIS to research career and post secondary information based on their career interest inventory results. Part of this activity includes lessons on post-secondary options for students. Students indicating an interest in the military will be given military career pathways web sites and will have the opportunity to see how their career interests match military occupations.
- Before staff training, using survey monkey, teachers will be given a pre-assessment asking them about their knowledge of the military. After the training, using survey monkey, they will be given a post-assessment. I will use this information to ensure that they acquired more knowledge about the military and that my objectives were met. In addition to the presentation, they will be given an information sheet with web sites and military career information to post in their class rooms and to use as a personal resource.
- At every military career presentation, students will be given a pre and post assessment regarding military awareness and knowledge. This will help me collect data and determine if objectives have been met. The main objective is for students to acquire more knowledge about military career pathways. Students will also be given an information sheet about military career information before each presentation.
- The Career Blog will have articles about military career pathways. Readers (which a majority are parents) will be able to click on links to military career pathways web sites, allowing them to access more information, in addition to the articles on the blog.

Standards and Objectives that this project meets are:

- 1) Learning to Live:
 - Students will make decisions, set goals, and take action.
- 2) Learning to Learn:
 - Students will understand the relationship of academics to the world of work and to life at home and in the community.
- 3) Learning to Work:
 - Students will understand the relationships among personal qualities, education and training, and the world of work.
 - Students will explore careers and the connection of school to work.
 - Students will demonstrate a positive attitude toward work and the ability to work together.

Shawn Dickerson
Computer Applications
Wade Hampton High School
MCP 101 Project

“Thousands of Jobs.
Endless Opportunities.
Including the one that’s right for you.”

Standards:

COMPUTER APPLICATIONS COURSE CODE: 5008

PRESENTATION SOFTWARE APPLICATIONS

1. Identify components of a presentation program.
2. Plan (storyboard) a presentation.
3. Use presentation software to create projects incorporating effective use of graphics, fonts, builds, animation, and transitions.
4. Utilize print options (outline, handouts, notes pages, pure black and white).
5. Deliver presentation in a professional manner.

Audience:

Students enrolled in Business Computer Applications course.

Learning Objectives:

TSW

- identify a career that matches his interests, work values, and skills after completing a Holland Interest Survey <http://www.soicc.state.nc.us/soicc/planning/c1a.htm>
(if the student has an ASVAB score sheet, he may use asvabprogram.com)
- match the civilian career to one in the military sector using tools such as: asvabprogram.com, [Careersinthemilitary.com](http://careersinthemilitary.com), [OOH \(bis.gov/oco/home.htm\)](http://bis.gov/oco/home.htm), onetcenter.org.
- compare and contrast options considering educational expenses, living expenses, pay and benefits
- prepare and deliver a presentation using one of our software applications (such as MSPowerPoint) reflecting what he has learned about himself, suited career clusters and options, postsecondary preparation, matching military occupation options, pay and benefits.

Shawn Dickerson
Computer Applications
Wade Hampton High School
MCP 101 Project

Implementation:

- MCP101 participant is the instructor
- Spring of 2012 (April)
- 2 weeks for research, preparation and presentations
- Exemplary projects will be posted to educator's website
- sdickers@greenville.k12.sc.us

Military 101 Project
Sherri Scoggins
Goose Creek High School
Berkeley County

Standard 1: Learning to Work; Students will understand the relationships among personal qualities, education and training, and the world of work.

Standard 2: Learning to Learn; Students will understand the relationship of academics to the world of work and to life at home and in the community.

My project will entail working with our Career and Technical Education students and JROTC students together to show how the two areas relate to various career opportunities. This relationship is already present on my campus due to location of both programs but I plan to make it more evident to our faculty and students.

I want several activities to happen within these two groups. My first objective is to administer the ASVAB to my 2nd year Career and Technical Education students and my 10th – 12th JROTC students. I will then work closely with both groups to do Career Exploration and skills analysis after scores have come in. I am going to get local active and retired military people to come in and tell their stories. This will help students see relevance to the activities we are doing.

I plan to use my recruiters to help this ongoing activity with my students. I will officially introduce them at our parent nights that we host each year and at our class meetings at the beginning of the year. I will include recruiters in all school functions and celebrations that involve students. We already consider our recruiters as business partners at Goose Creek High.

Faculty awareness will be addressed by hosting a workshop for teachers on our professional development afternoons. We will show statistics of military recruitment and let educators see an ASVAB practice test and view the career exploration areas on the ASVAB. Requirements to get in will be covered and I plan to invite someone from MEPS to attend as well to answer questions.

We will honor our military by hosting a Military Appreciation Night at a home football game. We will allow any active duty and their families to get in free to the game. We will have all service braches set up a station at the game so students and families can visit their booth. We will recognize veterans and active duty during the football game. Our band, administration

and football team will be included. The half time show will consist of the band performing all the anthems for each branch.

In February, for job shadowing month, I will work with Joint Base Charleston, a business partner have a job shadowing opportunity for this target group. This will show various careers within a base population.

My target audience is JROTC and Career and Technical Education students at Goose Creek High School.

The goal is to show a relationship with skills and aptitude of JROTC and CTE students in relation to career opportunities available in our military branches.

I will start this program in September and run it thru February 2012.

School contact:

Sherri Scoggins, Career Specialist

Scoggins@Berkeley.k12.sc.us

843/820-3773

Jimmy Huskey principal

1137 Red Bank Rd

Goose Creek, SC 29445

843-553-5300

MCP101 Project

Miriam Smith, CTE Department Head
Berkeley County School District
July 15, 2011

Cross High School
1293 Old Hwy 6
Cross, SC 29436
843-899-8900
smithm@berkeley.k12.sc.us

Objectives:

1. Given the necessary equipment, supplies, facilities, and appropriate software, the students, parents, and community will be able to successfully research careers in the Military.

Standard: Employability Skills

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

2. Given the necessary equipment, supplies, and appropriate software, the students, will be able to successfully participate in student organizations incorporating the Military Pathway.

Standard: Student Organizations

- a). List opportunities available to student through participation in related student organization conference/competitions, community service, philanthropy, and other activities.
- b). Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.

The target audience for this project will be students in grades 7-12, along with parents, teachers, and administrators at Cross High School. The purpose is to inform these individuals of the many wonderful opportunities that the military has to offer such as; helping to pay for college, medical benefits, job training etc.

Part I

Career and Technology education plays a crucial role in today's educational system. All students are required to complete at least one unit of technology education in order to graduate. Therefore we will have the opportunity to see every student before they graduate. Knowing this, I would implement the Military Pathway into my CTE curriculum. I would require that all the teachers in the CTE department incorporate a lesson plan that would involve the Military Pathway.

The lesson plan for my class will go as follows; I would require all students to research their future career goal and find the equivalent career in the military. After researching their career the students will be required to present a Power Point, Newsletter or Brochure to the class. Students will also present their projects at a PTSA meeting and to the Middle school students throughout the semester. Throughout the year I will invite former students that are now in the military to speak to my classes on their career experiences.

Part II

Every year the CTE department along with the guidance department puts on a career fair. In order to put a twist on things I have spoken to the Guidance Counselor at my school and we have decided that it would be a great idea to have an open forum involving representatives from all branches of the Military. The forum will be opened to all High School students, whereas they will be given information on careers in the military. We also have junior night for juniors and their parents, in the past this night was set aside to talk about financial aid for college, we

will also incorporate the military pathway on this night. The JROTC Department will also be asked to participate in this activity.

I will use all of the valuable resources that I have gained from attending the MCP 101 course this summer to implement this project. Before taking this course I was like most individuals unaware of the valuable resources the military has to offer. Knowing that for every civilian job out here there is an equivalent one in the military is one thing most of us don't realize. I now have the knowledge to professionally inform my students of the options they have upon graduation and this now includes the military.

Title: Trident Region Military Career Pathways Exploration Project

Suzi Raiford, Programs Director/Trident Regional Career Specialist, The Education Foundation
843.805.3032 or sraiford@edfound.net

Target Audience: Educators, school counselors, career specialists, administrators, parents and students.

Learning Objectives: Career Development - Learning to Work: Students will understand the relationships among personal qualities, education and training and the world of work. Students will demonstrate decision-making, goal-setting, problem-solving and communication skills. Global Career Development Facilitators Competencies will be utilized.

Upon completion of workshop, the participant should be able to: **(1)** Develop a greater understanding about military careers and opportunities for advancement available for students who choose military careers. **(2)** Establish a network and professional dialogue between educators and military representatives to expand opportunities for students; enhance students' career development by planning military career events.

Timeline: September, 2011 - May, 2012

Materials: MCP 101 presentations (SCDE website), *Military Careers* handbook and websites.

Project description: The Military Career Pathways 101, June 2011, had an incredible impact on my outlook and knowledge of jobs in the military. As Regional Career Specialist, I am enthusiastic about my professional development accountability to make this information available for educators, counselors, students and parents in the Trident region through the following delivery opportunities:

1. Military Career Pathways workshops: Role: Trident Regional Career Specialist (TRCS) workshop coordinator. I will collaborate with Berkeley, Charleston and Dorchester county school district counselor coordinators and fellow MCP 101 2011 attendees to coordinate, design and present 1-2 hour workshops including presentations about careers in the military and panels of various military services. The TRCS will collaborate with the Charleston Metro Chamber of Commerce Public Policy and Regional Advancement division's military relations committee, to contact military representatives of facilities specific to the region such as Joint Base Charleston. These workshops will be scheduled through academic year 2011-12, according to districts' schedules. Pre-workshop and

post-workshop evaluations will be administered and tracked for knowledge gained and implementation plans.

2. Global Career Development Facilitators (GCDF) course – Role: GCDF Instructor. Military Career Pathways and ASVAB: Local military representative(s) will present on the jobs and requirements related to the Military Career Cluster during the CDF Career Cluster introductory session. The ASVAB presentation will be included during the assessment session. I am researching plans for a Joint Base Charleston site visit. The Trident CDF 2011-12 sessions begin September, 2011.
3. Microburst Learning Military Career Cluster Virtual Job Shadows (VJS) modules: Role: VJS Project Director. The Education Foundation and Microburst Learning are working in partnership to secure funding to develop virtual jobs shadows for the 16 South Carolina Career Clusters. As VJS Project Director for The Education Foundation, I am working with Ann Brown, Chief Financial Officer, Jordy Johnson, Chief Executive Officer, Edith Howle, Marketing, and Microburst Learning technical staff to research and begin development of Military Career Pathways VJS modules in 2011-12.
4. Workplace InStitute for Educators (WISE) course 2011-12: Role: Instructor. WISE is a graduate level professional development course for educators and counselors from the Trident region. The class of 30-35 participant attend monthly all-day industry site sessions coordinated around the S.C. Career Clusters. The Space and Naval Warfare (SPAWAR) North Charleston facility is scheduled to host the WISE Information Technology/Military Career Pathways session. I am coordinating with SPAWAR's Gary Scott, Director of Total Force Management, to include a Military Careers presentation and military services panel discussion. The WISE class participants are required to design and submit an individual implementation plan related to each session. The WISE Information Technology/Military Career Pathways session is in April, 2012.

**Military Career Pathways 101
2011-2012**

Tammy Craig, CTE Instructor

Timberland High School, 1418 Gravel Hill Road, St. Stephen, SC 29479, 843.567.8110

Audience: Ten 11th and 12th grade students in my Career Studies and twenty-five 9th – 12th grade students in my Personal Finance Class, Timberland High School, Timberland High School Faculty, Timberland High School Parents

CTE Personal Finance Standards D: Careers and Income

1. Explore Career Options
2. Develop a Career Plan

Career Studies: (District Guidelines)

1. Students will research careers and create a career plan.

While attending the Military Careers Pathways 101 course in Columbia, South Carolina, I was able to become more informed of the U.S. Army and the opportunities they offer. One of the first things that this course helped me with was to eliminate many preconceived opinions I had of the military. I believe that one way to eliminate these negative opinions of the military would be to be more informed and educated. In my project, I am going to do the following steps to not only be more informed but also inform others of the information I learned.

The first step in my project will be to create a PowerPoint to present to the faculty at Timberland High School in August when we return to school. This PowerPoint will be a collaboration between Art 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 use this same PowerPoint during my Career Studies class and Personal Finance class to address the competencies that are required for the courses. After my classroom presentations, the students will take a career assessment inventory to help them determine the careers that would be of interest to them in both civilian and military realms.

The students will then create a career plan about a particular career and in their plan they will explain the non-military and military routes of entering this profession and the opportunities both offer. These career plans will be completed within the first two weeks of school.

The third step in my project will be to also present this same PowerPoint of information to parents and other students of Timberland High School at our open house in September. This will enable me to reach a larger group of students and will allow the parents to see all options for their children.

My last step will be to have an Army recruiter come to our school and speak to our juniors and seniors during our Advisee/Advisor October meeting about the opportunities the U.S. Army has to offer.

The outcome of my project is to incorporate student created career plans that include two routes: non-military and military and to inform and educate faculty, students, and parents of the opportunities the U.S. Army has to offer.

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 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.

Military Career Pathways 101 Project
Transitions and Career Preparation
2011-2012
Natasha Fields
Professional School Counselor (SCDE)
Fort Dorchester High School

The MCP 101 class was extremely enlightening and has added a plethora of new information and resources to my collection. There is so many activities and events that I have thought about implementing to provide my school and community with information.

Audience: High school students, parents, and faculty

Objectives:

- (1) Provide students and parents with information regarding the different military branches and their benefits, requirements, and career paths in order for them to make informed decisions regarding careers after high school.

- a. *Learning to Live -Standard: Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span.*

- (2) Provide faculty with information regarding the different military branches and the relationship to academics, in order for them to assist in disseminating proper information regarding post secondary options for students.

- a. *Learning to Work -Standard: Students will explore careers and the connection of school to work.*

Timeline: Military Symposium - Fall 2011, between September and November; Newsletter and website updates – entire 2011-2012 school year.

Procedures:

- (1) Include a write-up focused on a different branch of the military in my quarterly *Guidance to Faculty* newsletter. The newsletter provides information to the faculty regarding the activities and events of the Counseling department.

- (2) Include a Military Career Pathways section on the Guidance-Career Development page of the school website, as well as the Guidance Facebook page.
- (3) Speak with the school's Career Specialist regarding plans for administering the ASVAB. There is usually a Fall and Spring administration. Coordinate the best time to have a Military Symposium in which representatives from each branch of the military present facts regarding their respective branches, as well as provide their "story" to students, and possibly parents and faculty. If it is possible this would be held prior to the Fall administration.
- (4) Speak with recruiters that frequently visit the school about their participation in the symposium, as well as other participants. The goal would be to have as many past students of the school or district as possible, so that current students are able to relate more.
- (5) Advertise the *Military Symposium* through intercom announcements, school website, Guidance Facebook page, emails to teachers, and announcements that scroll across the TVs on campus.

Role the MCP 101 Participant:

- (1) Create the *Guidance to Faculty* newsletter.
- (2) Update the Guidance page of the school website.
- (3) Collaborate with the Career Specialist the ASVAB administration date and *Military Symposium* date.
- (4) Contact recruiters and other military personnel regarding participation in the symposium.
- (5) Create advertisements for the symposium.
- (6) Make sure military career resources are available in the Counseling department and throughout the school. Resources include websites, brochures provided by recruiters, military careers in the 16 career clusters references, etc.

Submit to: Dr. Kathleen Allen
Due Date: July 16, 2011
Number of Hours Spent: 12
Recertification Hours in Guidance and Counseling & GCDF

Submitted By: Xyreese Trapp, Guidance Counselor/GCDF
Fairfield Middle School
Xtrapp@fairfield.k12.sc.us

As a Military Career Pathways 101 Institute Participant I really enjoyed my extensive training. I gained a wealth of knowledge as it relates to opportunities for our students in the military. Some of the topics in which I was inspired by were as follows; the amazing opportunities one has in order to develop leadership skills. This particularly caught my attention because I know for myself as well as some students we often find it hard getting up in front of a crowd and by enlisting in the Military, the Military will bring out the shyness and turn it into a leadership skill. Another very informative topic for me was the eligibility requirements for enlisting in the US Army as well as enlistment standards and incentives. I learned from this that the enlistment age requirement cut off has changed from one being age 42 to now 35. I found this to be very informative for myself especially because I was thinking of this as a path for myself but I no longer meet the requirement. After hearing about all the incentives and leadership opportunities that the military has to offer it made me motivated to want to learn more about the military so that I can not only relay it to my students but to people in the communities as well. I also learned of a very valuable free resource called March 2 Success a tool that is free for all students and it helps prep for ASVA, PSAT, SAT, ACT, Plan, Explore and pretty much any standardized test. Lastly, another very informative piece of information I gained lots of knowledge on was how the military is very eager to build a relationship with educators. The military will also come out to the school and assist with monitoring for

testing as well as substitute teaches for free. I think that this is a very good benefit for educators. I found this to be very inspiring and want to give this opportunity a try. Why, because we are all in this together.

My goal for implementing the military as a Career Pathway for grades 7-8 at Fairfield Middle School will consists of a military career corner in my classroom so that students can better understand military career opportunities. I would also like to implement a military career day for career development month in November. Once students have had the opportunity to hear from the military on career day I would like to coordinate a military base tour so that students can visually see the life of a military person. The military will also participate in my annual school wide career fair. Lastly, once students has had the opportunities to do all of these things then hopefully by the time 8th Graders and their parents begin to do their EIGP conferences this will have opened their eyes up to military as an option for their post secondary opportunity. Parents will have the opportunity to view the career corner and ask questions during open house and parent conferences.

Audience: 7th –8th Grade Middle School Students, Parents, Teachers, Faculty and Staff

Learning Objectives/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.

My role as the MCP 101 Participant is Guidance Counselor/Career Development Facilitator. I will be responsible for making sure that I contact our local military recruiter so that I may collect all materials to make a military career corner in my classroom. I will also be the one who contact the military persons to participate in military career day

as well as the annual school wide career fair. I will contact the military education specialist to coordinate the military base tour for our students and I will be the one to disseminate materials to parents and students so that they can make informed decisions about their career choices during their EIGP conferences.

Timeline for Implementation:

August 2011-April 2012 (Pending Administration Approval)
Fairfield Middle School, 728 US Hwy 321 Bypass S. Winnsboro, SC 29180
(803) 635-4270

Materials and Handouts: Military handouts and flyers and Survey Questionnaires

What do you find to be beneficial to choosing the military as a career choice?

What branch of military most interest you?

What have you learned about the military that you did not know before?

Military Career Pathway 101 Project Implementation Plan

Length of Project:	1 Day
Subject:	Healthcare Careers in the Military Workshop
Health Career Explored:	Various
Subject Standards:	Learning to Learn/Learning to Work
Objective:	Students will identify professions in the military healthcare Industry.
Explanation:	The healthcare field is wide open with a variety of occupations. We will explore various occupations the military has to offer as it relates to the healthcare industry.

Procedures:

Prior to the career fair workshop, students in the newly established healthcare career academy will research different healthcare careers in the military. Upon completion of this activity, they will be able to identify various occupations. Research will be conducted via the Internet.

(Examples)

Doctor, Nurse, Anesthesiologist, Cardiologist, Dentist, Dermatologist, Obstetrician, Physical Therapist, Speech Pathologist, Surgeon, Psychologist, Athletic Trainer, Counselor, Dietician, Pharmacist, Dental Hygienist,

Students will answer the following questions:

What is the primary goal of this profession?
What type of education or experience is required in this profession?
What type of personal characteristics must you have in this profession?
What is most interesting about this profession?

Students will attend a daylong workshop introducing them to Healthcare Careers in the Military. At the beginning of the workshop, students will discuss the profession they selected. After each student has presented their selected healthcare career, we will discuss the following attributes of health professions in the military:

- A high level of knowledge
- Professionalism
- Leadership Skills
- Ethics
- Compassion
- Commitment to continue to their professional development

Discussion Questions

- Which of these attributes do you feel you have?
- Would this be an appropriate field for you to pursue?
- Why or why not?
- Of the professions you learned about, which one best fits your skills and personality?
- When deciding on a career path, what are some of the important aspects you should consider? Is the military an option?

Speakers from various military healthcare occupations will speak to students and serve as panelist for this daylong event.

Students will be engaged through the following means:

- Cooperative Learning
- Presentations
- Listening
- Technology
- Questioning
- Summarizing/note taking
- Discussion

Evaluation Assessment: Students will be surveyed regarding their thoughts and feelings about this workshop. They will be asked to give feedback as to whether or not they would consider a healthcare career in the military.

Submitted by: Vernetta Weston-Simuel, MA GCDFI
Woodland High School

Military Careers Pathways: Transitions and Career Preparation

“Return to Camp Sevier Veterans Day Memorial Service”

Sevier Middle School

by

Vickie M. Sims

For the past 13 years on Veterans Day, Sevier Middle School has hosted its annual Return to Camp Sevier Veterans Day Memorial Service. A little history about this very special event not only for our school, but for our entire community: We remember that people of all colors, creeds, and walks of life made the supreme sacrifice for their country, and we salute them. Camp Sevier was an army training camp built toward the end of World War I. Over 100,000 soldiers were trained there before being sent abroad. The Thirtieth Division (Old Hickory), which trained at Camp Sevier, received more honors than almost any other division in World War I.

Camp Sevier occupied the land upon which our school is standing today. It was approximately 2000 acres in size and covered land from Wade Hampton Boulevard to State Park Road, and from Mountain Creek Church Road to Reid School Road.

The base hospital was located almost directly across the street where Piedmont Park Baptist Church is today, and the One Hundred Fifth Division was barracked close by.

Attending the Military Career Pathways 101 (MCP 101) June 7-9, 2011, provided me with a better understanding of military careers and how they align with South Carolina’s 16 Career Clusters , the military recruiting process and its challenges, enlistment eligibility, enlistment benefits and educational resources, starting base pay, career skills the Army provides, the many benefits the military service offers, as well as the many available resources available for me to inform my students and parents with the most accurate, up-to-date information about the variety of postsecondary career options offered through the military.

Target Audience: All Sevier Middle School students (grades 6-8), educators, parents and visitors.

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

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

Learning Objectives: (1)Students, parents and educators will learn of civilian and military career pathways, (2)expand their awareness of a broad range of occupations in the military, (3) make the connections between specific jobs and their own interest, (4) identify characteristics of a military job they might like to have if they pursue a career in the military.

MCP 101 Participant Role: As in the past, I will continue to assist with this assembly by providing guest speakers/local military representatives (currently enlisted and/or retired and students from our feeder high school JROTC) into classrooms before the assembly to speak to students about various opportunities, their jobs in the military and answer questions from students about possible military careers available to them. My students in the career education classes will also assist with putting up our Veterans Wall of Honor and our Active Duty Wall of Honor where we encourage students, teachers and faculty to submit the names of their family members who have served and those who are currently serving in the military. These names, their branch of service and their relationship to student, teacher or faculty will be on display for months in the main hallway in the school for all to see and pay homage to. This year, I would like to propose that we have a panel of military personnel (like the panel I heard from at the MCP 101 training). Someone from each branch represented to speak to the audience for a few minutes about life as a soldier, their backgrounds, interests, talents, education and reasons for joining the military. In the weeks leading up to Veterans Day, I will provide teachers with the following to share with their classes: DVDs on military careers, a sample list of Army Enlisted Occupations that fall under the 16 Career Clusters, military websites students can visit. Books on the military will be on display in the media center to students to check-out.

Timeline: Veterans Day November 2011

Task the Educator will accomplish: To make our Annual Veterans Day Program more interesting and engaging to students at Sevier Middle School than in the past. The program has always been a meaningful one, but I feel that my proposal to add a “career” component will really resonate with our students. My goal is to help students make the connection between school and work, and for them to understand that a career in the military is a viable career option worth exploring.

Vickie M. Sims
GCDF
Sevier Middle School
1000 Piedmont Park Road
Greenville, SC 29609
864-355-8377
vmsims@greenville.k12.sc.us



Wanda B. Johnson
Yvonne B. Weston
Anderson V Career Campus
1225 S. McDuffie Street
Anderson, SC 29624

***MILITARY CAREER
PATHWAYS:
TRANSITIONS AND CAREER
PREPARATION***

2011-2012 School Year





TARGETED AUDIENCE/ANDERSON SCHOOL DISTRICT V

- Students**
- Parents**
- Faculty**
- Guidance Counselors**
- Administrators**
- Community**
- Local Army Recruiters**

CTE CURRICULUM STANDARDS

- A. Students will explore careers and the connection of school-to-work.**
 - To inform the students, parents, faculty, counselors, administrators and community, about the positive relationship between the military and education.**
- B. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**
 - Become familiar with ways in which occupations can be organized into the 16 career clusters.**



MATERIALS AND RESOURCES

- A. Faculty/Staff Survey—Identify those who previously served or are currently serving in the Armed Forces or Reserves**

- B. Display for Career Choice brochures gathered from the Local Military Recruiter**

- C. Anderson School District V Conference/Catering Center**
 - Location for Presentation and Luncheon for invited guests

- D. Multimedia Presentation**
 - Photographs
 - Video Clips
 - Camera/Video Recorder/CDs
 - Educational/Military Links
 - Online Resources
 - www.march2success.com
 - www.todaysmilitary.com
 - www.asvabprogram.com
 - www.careerclusters.org





PROCEDURES

- **Meet with Local Army Recruiter to discuss assistance with our Military Pathways Multimedia Presentation/Project prior to September 1, 2011.**
 - A. Survey High School Personnel as to military involvement to include in presentation.**
 - B. Take photographs/video clips of staff and students involved in the Career Clusters offered to create the multimedia presentation. Develop the presentation to correlate Anderson School District V Career Clusters with Military Careers. Burn and package presentation onto CDs and distribute to invited guest and educators in Anderson School District V.**
 - C. Plan and schedule date for Luncheon/Presentation**
 - **Secure location--Anderson V Conference/Catering Center**
 - **Coordinate menu for execution with culinary students**
 - **Compile guest list**
 - **Have students to create invitations and mail 2--3 weeks prior to event**



RESPONSIBILITIES OF PARTICIPANTS

Wanda Johnson

- **Compile and complete survey of those who have served and continue to serve in the military and/or reserves.**
- **Photograph/video tape career clusters on campus**
- **Coordinate luncheon activities with culinary students (invitations, food, etc.)**

Yvonne Weston

- **Meet with Local Recruiter**
- **Organize and develop multimedia presentation**
- **Burn and package CDs**
- **Oversee Desktop Publishing students in selecting/editing invitations as needed**

Joint Participation

Brainstorming, typing and editing





EXPECTED OUTCOMES

- A. Use Military Career Pathways Multimedia Presentation and military brochures as recruiting tools for Anderson V Career Campus and the Army/Military.**

- B. Use as a tool at district sponsored financial aid workshops and career fairs for local students on all levels.**

- C. Create a better understanding and working relationship with all involved: students, parents, faculty, guidance counselors, administrators, community and our local Army Recruiters.**





CONTACT INFORMATION

Wanda B. Johnson, Culinary Arts Instructor
E-mail: wandajohnson@anderson5.net
864-260-4466 ext. 163

Yvonne B. Weston, Business Education Instructor
E-mail: yvonneweston@anderson5.net
864-260-5160 ext. 177

SCHOOL ADMINISTRATORS

Mrs. Cathy Shaw, Director
E-mail: cathyshaw@anderson5.net
864-260-5160 ext. 106

Mr. Cecil Bonner, Assistant Director
E-mail: cecilbonner@anderson5.net
864-260-5160 ext. 105



Military Careers Pathways101

Hamilton Career Center Project

07/13/2011

“The Benefits of a Military Career and how those Careers align with the courses offered at the Hamilton Career Center”

Project Objective: Enhance student and teacher awareness of the enlistment standards, incentives and benefits of being a military member. Also to create a comparison between the opportunities available in the military and those courses the students are taking at the Hamilton Career Center.

Target Audience: All Career Center students and teachers in all the courses offered at the Hamilton Career Center.

Standards and Competencies of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model: The students will gain knowledge about career options available to them which will allow them to become more focused on their specific career. They will be better able to evaluate their post secondary options which support their interest, attitudes and abilities. The students will be better able to identify the value of academic success and the importance of that success.

Project Background: In meeting with several of the career specialists which work and the four supporting high schools, it was determined that very few students are made aware of the career opportunities in the military or participate in the ASVAB. Working with the students at the Career Center, we will be able to enhance their awareness of the education, training and career development opportunities available in the military service.

Project Description: Working with our the assistant director at the Hamilton Career Center I will schedule opportunities for the Greenville Recruiting Office to participate in on-site visits on a regular schedule to meet with our students to discuss the career opportunities. We will also arrange for all the Career Center students to participate in the ASVAB assessment. We will then share this information with the students and their counselors at their home school.

“The Benefits of a Military Career and how those Careers align with the courses offered at the Hamilton Career Center”

Project Schedule: The project will start the first day of school on August 18, 2011 and continue throughout the 2011-2012 school year. An overview of the project will be discussed with all the teachers in our “first of the school year in-service meetings” and continue for the year.

Project Management: “The Benefits of a Military Career and how those Careers align with the courses offered at the Hamilton Career Center” will be managed and coordinated by myself and the assistant director at the Hamilton Career Center.

Project Evaluation: Students will be given a survey instrument to determine the value of the project and data will be gathered as to the number of participating students.

Wayne P. Frady

Hamilton Career Center

100 Vocational Drive

Seneca, SC 29672



Skills and Competencies Needed to Succeed in Today's Workplace

Pathways Home

Because the world of work is changing, the U.S. Departments of Labor and Education formed the Secretary's Commission on Achieving Necessary Skills (SCANS) to study the kinds of competencies and skills that workers must have to succeed in today's workplace. The results of the study were published in a document entitled *What Work Requires of Schools: A SCANS Report for America 2000*. A summary of the findings are provided in the tables below.

Table 1: SCANS' Five Competencies

Resources: Identifies, organizes, plans, and allocates resources

- *Time* - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- *Money* - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- *Material and facilities* - acquires, stores, allocates, and uses materials or space efficiently
- *Human resources* - assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- *Participates as member of a team* - contributes to group effort
- *Teaches others new skills*
- *Serves clients/customers* - works to satisfy customers expectations
- *Exercises leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests
- *Works with diversity* - works well with men and women from diverse backgrounds

Information: Acquires and evaluates information

- *Acquires and evaluates information*
- *Organizes and maintains information*
- *Interprets and communicates information*
- *Uses computers to process information*

Systems: Understands complex interrelationships

- *Understands systems* - knows how social, organizational, and technological systems work and operates effectively with them
- *Monitors and corrects performance* - distinguishes trends, predicts impacts on system operations,

- *Diagnoses deviations in systems performance and corrects malfunctions*
- *Improves or designs systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- *Selects technology* - chooses procedures, tools, or equipment including computers and related technologies
- *Applies technology to task* - understands intent and proper procedures for setup and operation of equipment
- *Maintains and troubleshoots equipment* - prevents, identifies, or solves problems with equipment, including computers and other technologies

Table 2: A Three-Part Foundation of SCANS Skills and Personal Qualities

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- *Arithmetic/mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues
- *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- *Creative thinking* - generates new ideas
- *Decision making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives
- *Problem solving* - recognizes problems and devises and implements plan of action
- *Visualizing* - organizes and processes symbols
- *Knowing how to learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
- *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Responsibility, self-esteem, sociability, self-management, integrity, and honesty

- *Responsibility* - exerts a high level of effort and perseveres towards goal attainment
- *Self-esteem* - believes in own self-worth and maintains a positive view of self
- *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- *Self-management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- *Integrity/honesty* - chooses ethical courses of action

Learning Channel Preference: We Can Help You Discover How You Learn Best!

As learners, each of us has a unique combination of strengths and preferences. We can be more successful in school – and everywhere else – once we know how we learn and then work on improving our preferences for learning style.

There are at least three styles of learners. We all use the one or two methods that work best for us. We learn better when we know the method or methods that work best for us. Here is a short description of each method:

Visual Learner: This is the student who learns well from reading words in books, on the chalkboard, charts or workbooks. When hearing words, the student may even write them down to learn by seeing them. When information is read, this student remembers and is able to use it better. Also, a person with this learning style may draw maps or pictures to represent problems.

Auditory Learner: This is the student who learns from hearing words spoken. They may hear vocalize or move lips or throat moving while reading, particularly when striving to understand new material. For this person, understanding and remembering words or facts is much easier when heard, versus seen.

Kinesthetic Learner: This is the student who learns by doing – manipulating, experiencing, becoming totally involved in what is to be learned. This student usually needs a combination of stimuli, so may use all the methods of the above two learners plus touching, moving materials. Sometimes writing out new material or a symbolic wiggling of the finger helps this student learn.

Instructions: Read each sentence carefully and consider whether it applies to you. Don't think too hard! Write down your first impression. Remember, there is no right or wrong answer.

On the line at the left of each sentence, write:

3 if often applies

2 if sometimes applies

1 if never or almost never applies

Military Career Pathways: Career Preparation

Summer 2011 Class Project

Topic: March 2 Success

Title: Are You a Good Test Taker?

Objectives:

(1) Learning to Learn

Standard: Students will develop personal qualities that contribute to being an effective learner.

Competency Indicator: Students will evaluate how effective study efforts contribute to school success.

Competency Indicator: Students will display a positive interest in learning.

(2) Learning to Learn

Standard: Students will employ strategies to achieve school success.

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

Competency Indicator: Students will identify available resources. Learn and apply effective study and work skills.

Grade Level: 9th – 12th grade students

Timeline: Lugoff-Elgin Advisory Program (LEAP) September 2011 – April 2012
30-45 minutes

Resources/Materials:

- Computer with internet access
- Projector and screen
- Handouts
- Pencils
- Folder

Procedure/Activities:

1. In August, Counselors will introduce and give an overview of a free website, March to Success to faculty to implement in the 2011-2012 advisory program. Counselors will

also give the faculty an overview of how this program can be an effective tool in their classroom.

2. Advisors will meet monthly with students during LEAP to introduce March 2 Success, discuss grades, test taking strategies, standardized testing and post-secondary options.
3. Advisors will show students an overview of the March 2 Success website. The advisor will discuss two courses, High School Preparation and State Standardize Test Preparation. The advisor will go over practice test for SAT and ACT for students interested in college entrance. The advisor will also show success stories of military personnel.
4. Students will be given an opportunity to ask questions and explore the March 2 Success website.
5. Students will be given a folder to keep and gather important information.
6. A sign-up sheet will be provided for students interested in taking the SAT, ACT and ASVAB.
7. A sign-up sheet will be provided for students interested in speaking with a recruiter.

Summary/Learner Outcome: The advisor and students will discuss how effective the March 2 Success program has been throughout the 2011-2012 school year. The students will have better knowledge and understanding of study and test taking skills. The students will also revisit post-secondary plans and options.

Role of MCP Participant:

- Develop, organize and implement all aspects of the LEAP program
- Facilitate follow-up activities
- Collect sign-up sheet for ACT, SAT and ASVAB
- Give names of students interested in test information to student's counselor
- Contact recruiters to speak with interested students
- Follow-up with advisors to assist with additional information

Contact Information:

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