

## Military Career Pathways 101 Columbia, SC

Murline S. Ingram  
June 8-10, 2010  
Newberry County Career Center

## Military Career Pathways 101 Assessment

- Workshop was very beneficial
- Activities very structured and organized
- Received visual background of military's ideals and goals to assist young men and women with careers/life goals
- Will implement program for the Newberry County Career Center's through Guidance

## Newberry County Career Center's Military 101 Project



## NCCC's Military Project

- The project will be implemented during the 2010-11 school year (10<sup>th</sup> – 12<sup>th</sup>)
- The project will be accessible on the Career's Center' Web Page
- The Assembly Room and the computer labs will be utilized for the program's implementation through workshops and presentations.

## NCCC's Military Project

- The military project will address students, teachers, parents, recruiters and administrators for an informative program.
- The Military 101 (Participant) will inform all of the above of the resources that are available through the military's educational resources, websites and links and address the following:

## Military Project-Continued

- Eliminate myths and misunderstandings
- Assist parents with understanding the benefits students can receive, e.g., careers, educational opportunities, health care, etc.
- Help students understand the role of the military
- Assist students with exploring careers for self-satisfaction

## Military Project Implementation

- Learning to Learn (Academic Development)
- Learning to Work (Career Development)

The above referenced will be incorporated with the objectives and standards to implement the Army's Military project at the NCCC.

## Implementation-Continued

### Learning to Learn (Academic Development)

\*Standard A: Students will acquire the attitudes, knowledge and skills that contribute to the effective learning in school and across the life span.

- Improve Academic Self-Concept
- Identify attitudes and behaviors that lead to successful learning

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

## Implementation-Continued

### Learning to Work (Career Development)

\*Students will inquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop Career Awareness
- Develop skills to locate, evaluate and interpret career information

Students will utilize SCOIS, Kuder and other assessments/instruments to identify likes and dislikes of jobs, explore their job preferences by selecting at least three job/career preferences (military and civilian).

## Implementation-Continued

Students will be given a Learning Styles Inventory

Presentations:

Students will have an opportunity to speak with community military retirees and active members

Students will become familiar with educational programs such as the JROTC

Teachers and administrators will become familiar with programs such as Project PASS

Administrators will become more informed of the Educational and Military Partnerships

## Implementation-Continued

Students will explore the sixteen career clusters

Students will compare the military career clusters and their present career clusters/majors

Students will understand the military's lifestyle from an observer's view point

Students will have an opportunity to shadow military (personnel) careers/jobs

Recruiters will have the opportunity to become more visible by making visits each semester or as requested.

## Conclusion

The NCCC Military 101 Project will afford students, teachers, administrators and parents the opportunity to learn facts about the military. This information will give students options regarding their educational goals and/or careers.

“Military Career Expo”

Abby Lynn Brunson, GCDF

Robert Yarbrough, School Counselor and CDF

July 12, 2010

## Learning Objectives:

1. Explore career choices and career clusters to develop realistic career goals
2. Become aware of the education, skills, and training needed to achieve career goal

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

Audience: Middle and high school students in Chester County School District and parents

“No way! I don’t want my child to be shipped off to Iraq or Afghanistan.” Oftentimes this is the response that is given by parents if they think there is any possibility of their child joining any branch of the military. Another common misconception is that a career in the military should be explored only as a last option. Students and parents must be educated on the opportunities offered by the United States military so that misconceptions involving the military can be put to rest. There are endless careers within the 23 job families showcased by the military, which ensures that there is a career fit for every high school graduate in our State.

Our goal is to host a Military Career Expo for all 8<sup>th</sup>-12<sup>th</sup> grade students and their parents so they can be exposed to what today’s military can offer. We will model our Expo after the World Expo with 16 pavilions set up to represent each of the 16 State career clusters. Each pavilion will have exhibits set up to provide examples of military careers within that cluster. Students will be issued passports that will be stamped as they exit each pavilion as if they were traveling to foreign countries.

The event will begin with a large session, which will include an explanation of the “World Expo” format, an overview of the 16 career clusters, and student assignment. At this time, we will have someone from the military explain basic requirements for and benefits of a

career in the Armed Forces. This session will close with a panel of personnel from different branches of the military sharing their personal stories.

At each pavilion, students and parents will have opportunities to question military personnel regarding specific careers within that cluster, gather information, and participate in hands-on activities related to military careers within that particular career cluster. They will also be informed on how military careers can transition into the civilian workforce. For example, in the Transportation, Distribution & Logistics Pavilion, a military vehicle will be on site with military personnel giving demonstrations of how the vehicle is serviced and maintained by trained automotive technicians.

We must begin implementing our plan immediately in order for the Military Career Expo to take place during the second semester of the upcoming school year. The planning team will consist of administrators, counselors/CDFs, teachers, and military personnel. Once a date is set, invitations must be sent to military public affairs offices to request their presence at our Expo. Notification of the event must be sent to media, elected officials, all school district employees, and the community.

Collaboration between classroom teachers must take place so that instructional lessons on the history of the World Expo and the use of passports can be shared with participating students prior to the event. Following the event, each student must complete a Power Point presentation that must highlight at least two military careers of choice. The assignment should include a description of the job, as well as requirements to obtain the job. There should also be a section that gives an explanation of how the specific military career can transition to a civilian career.

We at Great Falls Middle School and Chester County School District are looking forward to making the Military Career Expo an event that will long be remembered. It will also provide

students and parents with the opportunity to gain valuable knowledge of military careers. This will assist in making the military a career option and not a last resort. Thanks to the valuable information gained in the Military Pathways 101, we will be able to better assist students with their career choices for many years to come.

## **Military Career Pathways 101 Class Project**

Participants: Ken Verburg and Gwen Scarborough

Learning Objectives:

1. To create awareness of the free resources, assessments, and recruiting process to enhance Career and Technical Education teachers and guidance counselors' information in career advisement of the cross referenced civilian careers available in the military pathway.
2. To promote non-traditional opportunities in military careers for a pathway and college funding.
3. To provide a structured learning community for teachers and guidance counselors to develop an understanding of military career pathways and how to communicate this understanding to students and parents.

A staff development workshop will be conducted on August 13, 2010. Participants in the workshop will include middle and high school Career and Technical Education teachers and guidance counselors. Berkeley County School District employees (Ken Verburg-DO, Gwen Scarborough-DO, Mary Jayne Board-GCHS/guidance, Michelle Taylor-BHS/teacher, Darin Mack-CBHS/teacher, and Sonya Addison-Stewart-BHS/guidance), participates in the June 2010 Military Career Pathways 101 course, will present selected topics learned from the course. Military recruiters and JROTC instructors will be invited to serve on a panel discussion of military pathways and discuss opportunities available to high school students. Past graduates who chose the military pathway (long or short term) will be invited to attend. The framework will be:

**Achieving success:** Preparing the next generation of global citizens with the Military Pathway

1. Supporting the educational pipeline and closing the achievement gap
2. Investing in long-term workforce readiness, particularly via STEM education
3. Improving college access and affordability
4. Increasing post-college career and employment opportunities

8:00-9:30

Ken Verburg-Overview, Military Career Pathways

Gwen Scarborough- creating awareness of non-traditional military career opportunities

Mary Jayne Board & Sonya Addison-Stewart-16 Career Clusters and Military Career Pathways

-ASVAB Career Exploration Program

Michelle Taylor & Darin Mack-Communicating military career pathways to students and parents

McCray, Cicely C CIV NAVWPNSTA Charleston, N3-BCSD Services for military families

9:30-9:45

Break

9:45-10:45

Military Recruiting-Recruiters, JROTC panel

Handouts

1. South Carolina Career Clusters/With sample Army Enlisted Occupations
2. Career Clusters and Military Careers: Making The Connection (ASVAB Career Exploration Program)
3. Military Career Pathways 101 Educators' Military Careers Best Practices
4. Strong students, Strong Futures, Strong Nation. U.S. Army White Paper Prepared in 2009

Other Resources for teachers, students, and guidance counselors:

[www.armyedspace.com](http://www.armyedspace.com)

[www.march2success.com](http://www.march2success.com)

[www.asvab.com](http://www.asvab.com)



## **Military Pathways 101**

Participants:       Gwen Scarborough  
                          Ken Verburg

Project:       Staff Development - Career Information and Opportunities for Military Pathways

Audience:   CTE teachers and guidance counselors from middle and high schools in Berkeley County

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### **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.**

#### **C:A1   Develop Career Awareness**

C:A1.1 Develop skills to locate, evaluate and interpret career information

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

C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

### **Resources**

Education Liaison for the Navy (business partner)

Local Recruitment officers

Data for civilian vs military careers

|                        |   |
|------------------------|---|
| <b>Course Title:</b>   | Military Career Pathways 101  |
| <b>Audience:</b>       | Students and Military Recruiters  |
| <b>Timeline:</b>       | ASVAB - Fall 2010<br>Military Career Day - Spring 2011  |
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. After analyzing the results of the ASVAB, the students will understand the relationships between personal qualities, education and training, and the world of work.</li> <li>2. The students will explore careers and the connection of school to work by organizing a Military Career Day at Hannah-Pamplico High School.</li> </ol>                       |
| <b>Materials:</b>      | <ol style="list-style-type: none"> <li>1. Handouts on the ASVAB</li> <li>2. ASVAB Test</li> <li>3. South Carolina Comprehensive Developmental Guidance and Counseling Program Model.</li> <li>4. Brochures on each branch of the military</li> <li>5. Websites – <a href="http://www.asvabprogram.com">www.asvabprogram.com</a> and others like <a href="http://goarmy.com">goarmy.com</a></li> </ol> |
| <b>Participant:</b>    | My role as a participant was to attend each session and contribute to them. I was able to meet lots of people from different areas of the state and will be networking with them in the future. We shared different ideas and some can be implemented at my school. All of the sessions were well organized and beneficial.   |
| <b>Responsibility:</b> | It will be my responsibility as Guidance Career Counselor to implement this project into Hannah-Pamplico High School. It took about six hours to get the project finished.  |

**Accomplish:** The project that will be implemented is based on the knowledge gained from Military Career Pathways 101. It will begin with the establishment of the ASVAB for the students of Hannah-Pamplico High School. I learned from the course how the ASVAB can have a positive impact on the students. After reviewing the results of the ASVAB, the students will have a better idea of the areas they can pursue to be successful in the transition from school to work.

The main focus of Military Career Day, will be for the students in grades 10-12. This will give the military recruiters the opportunity to spend one on one time with the students exploring the connection of school to work with the military. This will also allow time for further explanation of the results of the ASVAB with the students about career possibilities. The recruiter can offer 10<sup>th</sup> grade students a medical pre-screen form. This form when completed, can reveal information to the students and the recruiter if you are medically capable for the area in the military you want to pursuit. This will give the students enough time to make changes in their career choice. I feel that both of the stated objectives can be accomplished. We will show how school to work goes hand in hand with the military.

**Contact:** For additional information on this project contact:  
H.M. Dixon  
Hannah-Pamplico High School  
2055 South Pamplico Highway  
Pamplico, South Carolina 29583  
School 843-493-5781  
Fax 493-5424  
E-Mail [hdixon@flo2.k12.sc.us](mailto:hdixon@flo2.k12.sc.us)

Military Career Pathways  
Joyce Robertson and Jim Adams  
Batesburg-Leesville High School  
600 Summerland Avenue  
Batesburg, SC 29006  
(803) 532-9251

**Objectives:**

To share information from Military Career Pathways 101 with faculty members at an in-service meeting at the beginning of the 2010-2011 school year.

To plan a Military Career Fair including all branches of military services for our students.

To invite guest speakers from the military into the classroom throughout the school year.

**Learning Objectives of this Project correlated to Standards and Competencies of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model**

School counseling programs must be a comprehensive program. They should provide learning opportunities that are appropriate to the individual. A comprehensive guidance program is an important component of the total instructional program. Our objectives to satisfy the standard are the following:

1. By providing information from the Military Career Pathways 101 we will be able to provide guidance as well as staff members how all avenues need to be given to our student and this includes the Military as a viable option to students rather than ignoring this valuable resource.
2. Using military recruiters as a resource in the class room (speakers, substitutes). One aspect of the Standards and Competencies of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model is providing maximum opportunity for maximum development. One part of this is Learning to Work which involves career planning and development. By using recruiters as a resource in the class room, these individuals can show how the work in that particular classroom is relevant not only to the business world but also to the military, thus, giving the student viable options.

**Materials:**

PowerPoint Presentations

Handouts of South Carolina Career Clusters and Military Careers

**Timeline:**

2010-2011 School Year (Dates Pending Authorization)

Presentation in August

Military Career Fair held in one of the following months: January, February, or March

Guest Speakers in Classroom-Plan one speaker a month

**Target Audience:**

The target audience will be teachers, students, military recruiters, parents, family, siblings, guidance personnel and administrators.

**Process:**

1. Jim and I will share photos, quotes, and information from our experience at MCP 101 with faculty and administration through a multimedia presentation.

Multimedia presentation will encourage educators to share information with students about the military as another career option and not the last option. We will also share the links March 2 Success and Army Ed Space. We will let educators know that ASVAB may be used as an assessment tool with representatives explaining scores to students.

2. We will plan to have our JROTC Instructors, Col. Hatcher and Sgt. Covington, to share their military story with the group.
3. We will invite Sgt. Anthony to speak to our faculty and administration about his military story and the resources he has available for our community.
4. Jim and I will begin planning the Military Career Fair with the help of our administration and guidance.
5. We will contact recruiters from each branch to find out which dates are preferable in the winter months at the beginning of the year.

Since lunch periods are so short and students need to eat, we want to hold our

fair either during our second or fourth period, so students can appreciate the information provided to them, and so they will have enough time to interact with the military representatives.

6. Jim and I will make contacts with military representatives at the beginning of the school year to schedule when guest speakers will visit our classes. These guest speakers may be enlisted, retired, or civilians working in the military.

The most common and inspirational component of this summer institute was the military stories. I began discussing and asking questions in the private sector about the military and the responses were similar to what we heard from others, and that was that the individual would not have succeeded in college immediately after high school. The military prepared these individuals for college training.



# *Military Career Pathways: Transitions and Career Preparation*

Presentation by:

Sara Orlowski, Hartsville High  
School

Sandy Wright, Darlington High  
School

# Summary of Project



- The purpose of this project is to show students that many careers can be started and/or advanced by serving in the armed forces.
- Students will complete a career interest survey to determine the career path that best suits their qualities.
- They will then do research on each military branch to determine which one best “fits” their career choice.





# Target Audience

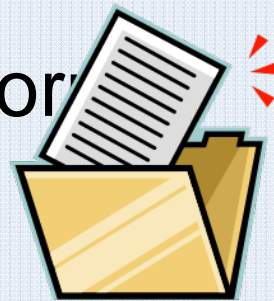


- The primary audience for this project will be high school students enrolled in a career pathways or financial fitness course.
- The SC Career Guidance Model standards addressed will be:
- Standard 2: Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.
- Standard 3: Students will explore careers and the connection of school to work.



# Role of MCP101 Participant

- The role of the MCP101 participant will be as the classroom teacher who will facilitate the implementation of the project.
- The project timeline will be one school semester.
- The students will be given a timeline for project completion. Periodic checks will be performed by the teacher to ensure students are on schedule.
- The project will be submitted in portfolio form





# Timeline for Implementation

- Beginning of September 2010: Students will complete a [career interest checklist](#).
- September through December 2010: Students will complete the [“Careers and Related Military Branch”](#) research sheet.
- Research will be completed using [O-NET online](#).
- \*Students enrolled in financial fitness will have an additional portfolio section. They will assess their career in terms of lifestyle (home location, type of home, vehicle choice, etc.)





# Summary Worksheet

- This worksheet will be the “cover page” of the student’s completed portfolio.

Military Careers Portfolio

Student Name: \_\_\_\_\_

Career Path: \_\_\_\_\_





Branch of Military Researched (circle one):



Brief Summary of Research:



# Goals for Project

-  Help students choose a career field that best suits their interests.
-  Give the students knowledge of military service as an option to fulfill their career goals.
-  Enhance student research abilities.
-  Enhance student writing abilities.

# Contact Information

- Sara Orłowski, Career Development Facilitator Hartsville High School, 703 Lewellen Ave, Hartsville, SC 29550, 843-383-3130
- Sandy Wright, Career Development Facilitator Darlington High School, 525 Spring Street, Darlington, SC 29532, 843-



Career Pathway (based on career assessment results):

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Perform research, as instructed by your teacher, to answer the following questions. Each question should have its own section in your project portfolio.

1. Which branch of the military is best suited for your career choice?
2. How did you reach this decision?
3. Will the military branch do the training or will a college degree be needed?
4. What is the military salary for this career?
5. How much travel is required for this career (if in the military)?
6. Will this career choice have deployment into war zones?
7. What kinds of military retirement benefits are associated with this career?
8. Pros and cons of military service for this career path.
9. Your goals: Now that you have completed this research, is military service an option you will explore? Explain your answer.

**Grading:**

Total points = 100

Each Section of the Portfolio is worth 10 points.

The remaining 10 points will be based on project neatness and adherence with the “Section completion” timeline you were given at the start of the assignment.

Project Due Date:

The day before Christmas Break!!!!!!!!!!!!!!!!!!!!!!



## Military Careers Portfolio

Student Name: \_\_\_\_\_

Career Path: \_\_\_\_\_

Branch of Military Researched (circle one):



Brief Summary of Research:



*revised*

# **Military Pathways 101:**

## ***Transitions and Career Preparation***

**Submitted by**

**Gloria E. Singleton, Global Career Development Facilitator**

**Beaufort High School, Beaufort, South Carolina**

**GOAL**

Change the prevailing mindset of Beaufort High School parents, principal, guidance counselors and teachers by partnering with the military (readily accessible: Army, Navy and Marine) to facilitate the promotion of the military as a viable career choice to all physically- and mentally-able students in the Beaufort High School Freshman Academy, ultimately resulting in the integration of military offerings into the Individual Graduation Plan (IGP), thereby increasing the percentage of students selecting the military as their primary career choice. My audience includes BHS principal, assistant principals, guidance staff, teachers, parents and students.

**OBJECTIVES** from the Standards and Competencies of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model

- Students will gain knowledge of career opportunities. In addition to civilian career options, students will be exposed to military career offerings throughout their high school experience.
- Students will explore careers and the connection of school and work. Students will be able to identify the transition of various skills from school to work, such as communication, interpersonal, disciplinary, problem-solving and teamwork, etc., that are required for success in the military.

## **OBJECTIVES**

1. Coordinate with the Junior ROTC teacher and senior military staff from the Beaufort Readiness Center (to include Army, Navy and Marine) to create a solid partnership with Beaufort High School to promote military careers, utilizing available resources, to students entering the Freshman Academy.
2. Collaborate with the Junior ROTC teacher and senior military personnel to access Beaufort High School graduates who are active military/reservists and/or retirees to promote and market military careers, via a panel to present to:

- A. Students and teachers in Freshman Academy on scheduled career development days throughout the school year;
  - B. Parents on *Parent Night* in September of each school year; and for
3. Staff comprising principal, small school principals and guidance counselors during the first quarter (August – November) of the school year at a luncheon workshop. Recruiters will follow up with interested students once in their sophomore year, then again in their junior year to administer the ASVAB test to facilitate selection of the military after high school.
- Military posters and other illustrations will be posted on bulletin boards throughout the school, including the front lobby, career center, media center and in the halls of all small schools. Freshman will be introduced to the Practice ASVAB test with a goal of taking the actual test in their junior year and possibly again in their senior year depending on the score.
  - Students will be assigned a final project in career development class detailing specific opportunities in college versus the military immediately upon high school graduation. The project will include, but definitely not limited to, benefits, skills, requisite courses, test scores, major, financial gains and economic job trends/forecasts in each of the area. The deadline for submission is March 31, 2011. Timeline for implementation of the entire project will be between August 2010 to March 2011.

MCP101 Participant's specific tasks will include, but are not limited to, scheduling the military panel for *Parent Night*, military personnel for the staff luncheon workshop and military speakers to present to classes throughout the school year, as well as ensuring students complete the final report.

Gloria E. Singleton, MCP101 Participant, will implement the aforementioned project and will assume a lead role in every component of the project.

Example materials for audience include: Academics, Service-Learning and Career Explorations; Career Clusters; ASVAB test materials and Military Careers.

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Military Careers 101

Your Future. Your Choice.

Government and Public Administration Career Cluster

Florence Career Center

**Teacher/Contact:** John Galloway

126 E. Howe Springs Road

Florence, SC 29505

Telephone: (843) 617-4677

**Target Groups/ Audience-** Career Center Teachers

**Time Frame:** Teacher's In-service Day

October 19, 2010 - 12:00- 3:00 pm (lunch provided)

**Materials/Resources/Equipment:** SC Career Clusters with Sample of Army enlist Occupations Sheet, Smart Board, Videos (CD's) on Military Occupations from Representatives, materials from MCP 101 training.

**South Carolina Comprehensive Developmental Guidance and Counseling Program Model**

**Standards: Learning To Work**

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

**Learning Objectives:**

1. The goal is to educate teachers on the military career pathways and the opportunities that are available to the students.
2. Teachers will be able to analyzed information gained from military representative and develop lesson plans for use in their Career Clusters.

**Technology Teacher/Coordinator**

Will contact military recruiters to come in during an in-service day and conduct an information fair, including videos, training devices, recruit trainees, handouts, etc. Having a representative from each branch of service will allow for an in depth look at what each service has to offer and training available in specific areas.

Making our educators aware of the Armed Services Vocational Aptitude Battery (ASVAB) test will be a focus of the training. Teachers should know that the ASVAB can and is used for a variety of things. My goal is to have trained civilian professionals as well as military personnel conduct sessions that will provide information to participants of the way the ASVAB can be used to provide valuable assistance in career making decision.

**Teacher-**

1. Will have a conduct a lesson on Military Pathways 101 and how it relates to their subject area. The teachers will give each student the opportunity to review their ASVAB scores and how it relates to their career paths.
2. The teachers will introduce the students to the military website March 2 Success, for materials to help improve scores on standardized tests such as SAT, ACT, state exit exams, and ASVAB.



## Military Career Pathways: Transitions and Career Preparation

**School:** St. James High School Murrells Inlet, SC 29576

**Participants:** Melissa D. Schamel, MHR 843-650-5600 ex2400  
Phone

**Email:** [mschamel@horrycountyschools.net](mailto:mschamel@horrycountyschools.net)

**Participants:** Yohency Hernandez 843-650-5600 ex2428  
Phone

**Email:** [yhernandez@horrycountyschools.net](mailto:yhernandez@horrycountyschools.net)

| Role of MCP101 Participant   | Timeline                    | People Involved  | Tasks to Accomplish   | Examples/<br>Materials Used  |
|--|-----------------------------|--|---|--|
| Gather a clear understanding of military career pathways, the recruiting process, and resources available to better educate our students/parents about postsecondary career options with the military. | 2010-2011<br>School<br>Year | All<br>Teachers<br><br>Transition<br>Team<br><br>10th-11 <sup>th</sup><br>Students | 1) Implement Advisory Lessons for 10 <sup>th</sup> grade students.<br>2) Implement Advisory Lessons for 11 <sup>th</sup> grade students.<br>Future Plans) Organize an assembly for Seniors and give military recruiters time for Q&A. | Student<br>Surveys<br>Military<br>Recruiters<br>Videos<br>Handouts<br><br>Assembly |

1. The student will employ strategies to achieve future career goals with success and satisfaction.

Learning Objectives: C.A1.1 Use research and information sources to obtain career information.

2. The student will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. Learning Objectives: A.B1.1 Use Assessment Results in Educational Planning A.B1.2 Identify Post-Secondary Options consistent with interests, achievement, aptitude and abilities.

St. James High School has an existing High Schools That Work (HSTW) Program. This program is broken into five Focus Teams: Curriculum, Guidance/PR, Transition, Evaluation, Professional Development. I am a member of the Transition Team. One of our goals is to help ease transitions between middle school/high school and from high school to the workforce, college, and the military.

Our Advisory Team at St. James HS developed 16 advisory lessons last year and conducted pre-advisory staff development session for all faculty advisors. This year, the committee will enhance



existing lessons and prepare new lessons to be utilized for the 2010-2011 school year while maintaining our current advisory goals as listed below:

- 1) To advise students regarding individual graduation plans
- 2) To encourage student participation in school-sponsored and community activities
- 3) To facilitate student development of an integrated academic and career profile
- 4) To facilitate a successful transition to work, military and/or higher education by ALL students
- 5) To develop trust relationships, to build student self-concept, and to create a caring and supportive school climate

As a Military Career Pathways 101 participant/ member of my school's transition team, I was given the opportunity to create two advisory lessons for the 2010-2011 school year. I recently submitted a lesson for the Sophomore Advisory Booklet entitled *Army ROTC at a Glance*.

The objectives of this lesson are as follows:

- To provide information to students regarding the Army's ROTC program.
- To familiarize students with one of the electives provided at our school.
- To familiarize students with prominent ROTC graduates.
- To ensure that all interested students have access to further information.

The Junior Advisory Lesson was called *A Closer Look at the ASVAB*. The objectives are:

- To provide information to students about the ASVAB test.
- To familiarize students with the minimum score that each branch of the military will accept.
- To provide students with test taking strategies and practice websites.
- To give students a chance to preview a few of the ASVAB sample questions.

This is year 1 of our implementation plan. In the future we hope to develop lessons for 9th graders and Seniors. We have discussed having an assembly/presentation for the seniors in the auditorium utilizing military recruiters. In addition, we also plan to promote the ASVAB and give the test in school.

## Military Recruitment Survey

**Please answer the following questions as honestly as possible.**

1. What activities has our school provided for you that you have found to be helpful as you begin your search for a military career?
2. What are some activities you would like to see happen for military recruitment?
3. What can our school do for you to help you select a military career.

***High Schools That Work Key Practices***

*HSTW* has identified a set of Key Practices that impact student achievement. Following are the *HSTW* Key Practices that provide direction and meaning to comprehensive school improvement and student learning:

**High expectations** — Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.

**Program of study** — Require each student to complete an upgraded academic core and a concentration.

**Academic studies** — Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real—world problems and projects.

**Career/technical studies** — Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

**Work-based learning** — Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.

**Teachers working together** — Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career/technical classrooms.

**Students actively engaged** — Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research—based instructional strategies and technology.

**Guidance** — Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration. Provide each student with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary.

**Extra help** — Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

**Culture of continuous improvement** — Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

Faith Brown-Ostrander

West Florence High School/Florence One

MCP101 Project

July 16, 2010-Revised August 13, 2010

This project will be used for an audience consisting of: eleventh and twelfth grade students, teachers and administrators. The learning objectives to be used with this project consist of all four components of the Comprehensive School Counseling Model: a guidance curriculum, student individual planning responsive services and system support. The MCP101 Participant will be responsible for answering any questions and/or contacting the appropriate military contact regarding enlistment requirements, required ASVAB scores for a specific occupation in the military, coordinating the appropriate student assessment (s), collaboration with in house military personnel, as well as, student consultation and guidance; this process will be ongoing. I as the MCP101 participant will coordinate and monitor the ASVAB once a year (in the spring) to be given only to eleventh and twelfth grade students with a career major in military technologies. The ASVAB will be scheduled on a date that will not interfere with state mandatory testing.

John Holland's Personality Assessment will be given to students with a major in military technologies prior to taking

the ASVAB, to compare and contrast their results with their ASVAB results and comparable occupations. I will have an in depth discussion with each student regarding their ASVAB scores and John Holland's Personality Assessment. During this discussion, the ASVAB Overview Guide will be used for the student to choose a military career based on his Personality Assessment and his ASVAB RAW score Interpretation. The discussion with each student will provide a visual of the expectations of the student self, military occupations, along with tangible documentation to strategically plan to obtain one of the many occupation in the military. Through our Guidance Department, I have obtained the appropriate schedule listing the day each branch of the military personnel will be present in our building. I will alert potential students interested in the military of the day and time each branch of the military will visit our school via personal contact through a document listing the student's name, the date, the branch of service, the time and place a military recruiter will be in the building. This project will provide students an opportunity to speak with a Military Recruiter and plan their immediate transition into military life upon completion of high school. A military display board will be placed in the mall area by the third week of school for student, administrators, teachers and parents viewing.

Presenter: Career Specialist (Cassandra Rivers) – MCP 101 Participant

Estill Middle School

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Theme: Military Career Pathways: Transitions and Career Preparation

Audience: Middle School Administration Faculty and Staff, Middle School Students 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, District Superintendent, Middle School Parents, Military Recruiters

Time Frame: August 2010 – April 2011 School Year

Websites : [www.scpathways.org](http://www.scpathways.org)

[www.scois.net](http://www.scois.net)

[www.march2success.com](http://www.march2success.com)

[www.careersinthemilitary.com](http://www.careersinthemilitary.com)

[www.todaysmilitary.com](http://www.todaysmilitary.com)

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

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

- Objectives:**
- To help the Administration, Faculty and Staff learn how the military connection could increase students' responsibility, attendance and punctuality in relation to school and the world of work.
  - To expose students to some of the different types of careers opportunities they may be available to in the military.
  - To help military recruiters understand the importance of contacting and talking to middle school students and parents.
  - Students will understand the relationship of academics to the world and to life at home and in the community.
  - To help parents learn how the military can increase students opportunity to enter into the workforce and increase their training/college enrollment opportunity.

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Activities:

- Arrangement meeting with District Superintendent and Administration to present information on military and how it connects with school and the world of work.
- Develop a power point to present to teacher and show them how military information can improve students' class attendance and punctuality.
- Arrange for Veterans to come to Social Studies classes on Veterans Day (November 2010) and then have students to write about what they heard in their English Language Arts Classes (ELA).
- Have or at least try to CONVINCE a Military Representative to come and set-up a table during Career/College Week (November 15-19, 2010) in order to talk with the students and faculty/staff.
- Try to get Military items: (T-shirts, posters, handouts, etc.) to give to students through a student name raffle for College/Career Week (November 15-19, 2010).
- Have each 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade student complete an assessment on the ASVAB website and counselor with them on how their career choice may relate with the different military career options.
- Develop a handout to be distribute (November 2010) for parents to see the different type of opportunities which may be available for their students if they are interested in the military.
- Arrange to have a Military Career Day to expose students to different military branches and careers within the branches. Have the different branches bring different items from their branch. (April 2011)

**Project Proposal**

**Military Careers Pathways:**

**Transitions and Career Preparation**

**David E. Sartain**  
**Machine Technology**  
**Hanna/Westside**  
**Extension Campus**  
**N.B.C.T.**  
**M.C.P. 101 Participant**

**[davidsartain@anderson5.net](mailto:davidsartain@anderson5.net)**  
**phone# 864-260-5160**



Learning Objective#1: As described in the course description for Introduction to Manufacturing(6045) Unit A Careers in Manufacturing. standard #4, Complete a job application form for a manufacturing position.

Learning Objective#2 As described in the course description for Introduction to Manufacturing(6045)Unit A Careers in Manufacturing standard#1 Describe job opportunities in the area of manufacturing. Also #2 Describe careers in other areas that support the manufacturing process.

Materials: Slide show of pictures taken at Fort Jackson in the summer of 2010  
DVD of military careers  
TV with DVD player  
Pamphlets from the different branches of military service  
List of courses offered in by the Manufacturing division of the SC office of Career and Technology.  
Typical job application for employment (for each student)

Audience: High School students interested in Manufacturing and related industry.

Presentation:

The Instructor will inform all students in class of an employment opportunity of a lifetime and tell the students that the employer's identity will not be revealed at this point because the employer is asking that the instructor make personal recommendations.  
The importance of secure employment with benefits will be made clear to the students.

The students will be informed that they have begun their training already and that these employment opportunities exist and are available upon graduation. It will be made clear to the students that preferential consideration will be given to those students who have graduated High School with a diploma over those with a G.E.D. All students will be given an employment application and instructed in how to complete the application. The instructor will discuss a variety of careers and skills offered in manufacturing and support while making the correlation with military careers. The importance of job security and benefits (retirement, education, medical, housing) will be reemphasized.

At this point the instructor will show the DVD on military careers and field any questions about the DVD or military careers. Information about the summer of 2010 M.C.P. 101 course and a slide show of pictures that were taken during the course will be shared. Pamphlets about the different branches of service will be available for those students interested.

All students will listen to the presentation by the instructor and watch the DVD and slide show provided for information of military careers. The correlation between military careers and civilian careers will be made and the students will be made aware of the opportunities that exist in their own schools in order to begin their perspective career. Interested students will take the information that they have learned and the pamphlets provided home to discuss their future with their parents.

Implementation: This information will be presented each semester to individual classes (small group) at T.L. Hanna, Westside, and the Extension Campus based upon instructor request.

## **Using March 2 Success as a classroom tool**

- 1. Teacher In Service Training**
- 2. Student Training and Practice**

### **Plan I: Teacher In Service/ Professional Learning Team**

Audience/ Target Group: 8<sup>th</sup> and 9<sup>th</sup> grade teachers. Following this training provided by CDF/Guidance specialist, teachers will be able to demonstrate on-line free resource that will enable student to practice problem solving, test taking skills, and utilize military community resources that enhance the learning environment and experience.

### **Learning Outcome Goals: SC Guidance Standards for student development areas of learning to learn and learning to work;**

#### Academic Development

- 1) Student will employ strategies to achieve school success.
- 2) Student will understand the interrelationship of life in the school, home, community and society.

#### Career Development.

- 1) Student will explore careers and the connection of school to work.
- 2) Students will demonstrate decision making, goal setting, problem solving and communication skills.

Equipment/Materials: Computer Internet Access, Web Access Code obtained through area recruiting command.

Time: Approximately 40 minutes. Teachers would be given access information to return to the site during the presentation.

#### Objectives:

1. CDF/Counselor will use internet resources available through military pathways information to encourage classroom leadership to orient students and utilize free resources for students.
2. Introduction and training will include focus on military resources for educators and for students in obtaining higher skill training and educational opportunities.

Teachers will be given information regarding the March 2 Success site to reinforce student test preparation skills and practice. March 2 Success includes verbal and math skill cards for SAT and ACT preparation; high school preparation program with core subject areas, and standardized test prep module.

Training presentation would highlight each area of March 2 Success programs and then allow for 20 minutes of self guided exploration.

**Plan II: Classroom learning lab session for military sponsored resources to enhance test preparation skill and achievement for high school students.**

This training and classroom presentation would be provided by CDF/Guidance specialist participant in the Military Careers 101 program.

Audience/Target Group: 8<sup>th</sup> grade students, 9-12<sup>th</sup> grade students. Small group instruction in school based computer learning labs.

Equipment/Materials: Computer Internet Access, Web Access Code obtained through area recruiting command.

Time: Approximately 40 minutes. Students would be given access information to return to the site after the presentation.

**Objective:**

CDF/Counselor will use internet resources available through military pathways information to orient students to multiple free resources for test preparation and improving scores.

Students will be taken through the March 2 Success site to overview and practice opportunities. March 2 Success includes verbal and math skill cards for SAT and ACT preparation; high school preparation program with core subject areas, and standardized test prep module.

Presentation would highlight each area of March 2 Success programs and then allow for 20 minutes of self guided exploration.

The project has an implementation time for September 2010 for teacher training and the student workshops will occur throughout the 1<sup>st</sup> and 2<sup>nd</sup> quarters of the current school year. In addition, these testing practices could also be part of the MAP testing program, as another way to prep students and teachers with testing strategies, test anxiety, and building self confidence among students.

Stormy Clark, M. Ed., GCDF  
York School District One  
York Middle School  
York, SC

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MCP 101

## “OPERATION MUSTANGS IN THE MILITARY”

**Objective:** To educate our students on future Military career opportunities through classroom guidance activities. The students will also demonstrate correct letter writing procedures while composing thank you letters to current servicemen and women serving in the Military.

**Standards:** Learning to Work – Standards 1 and 3

Learning to Live - Standards 1 and 3

Learning to Learn – Standard 3

**Target Audience:** All Students, 6-8<sup>th</sup> Grade

**Timeline:** October 28, 2010 (Classroom guidance will begin) – Nov. 11, 2010 (Veteran’s day Program)

**Materials:** How Military Pay Stacks Up – Parts 1 & 2 (Provided on the SC State Dept. of Education Website)

Ms. Bishop and Mrs. Sargent will contact and organize a schedule for the Military Recruiter to visit the Careers classroom.

Paper, Pen/Pencil (Letter Writing)

**Procedure:**

1. Beginning October 28, the guidance counselors will visit each homeroom to teach a lesson on Military Career Awareness. We will be referencing the article, How Military Pay Stacks Up. Classroom guidance will continue consecutively for two weeks.
2. Military Recruiters will visit our 7<sup>th</sup> grade related class, Careers, during the week of November 8, 2010, to speak with students about life in the various branches of Military.
3. During the week of November 8<sup>th</sup>, 2010, students will write thank you letters to servicemen and women currently serving overseas through their English classes. Guidance counselors will coordinate the mailing of letters to our servicemen and women.

MCP 101 participant: Allison Rosemond  
arosemond@greenville.k12.sc.us

School contact information:  
Carolina High and Academy  
2725 Anderson Road  
Greenville, SC 29611  
864-355-2300

Audience: 10-12<sup>th</sup> grade Air Force JRTOC students

Learning objectives

- Students will be able to identify at least one military career of interest.
- Students will be able to outline the skills needed for and the duties of that career and present that information to the class.

Standard(s): Corresponds with the Leadership Education (LE) component of the AFJROTC curriculum for *LE 300- Life Skills and Career Opportunities*. Addresses the following standard/competency indicators from the South Carolina Comprehensive Developmental Guidance and Counseling Program Model:

- Learning to Work- Students will explore careers and the connection of school to work
  - Demonstrate awareness of the career planning process
  - Identify to transition and transfer of skills from school to work
  - Become aware of the education, skills, and training needed to achieve career goals
  - Develop skills to locate, evaluate, and interpret career information

Activity: Students will research military careers, entrance requirements, and necessary knowledge, skills and abilities. Students will create a career brochure about one military career of interest.

Community resource: Recruiters from all five military branches

Time allotted for this lesson: 5 blocks (1 block = 90 minutes)

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Pre-activities:

1. Career Specialists will introduce Holland's codes (**R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**nterprising, and **C**onventional) and how the codes relate to categories of careers. Career Specialist will introduce the SCOIS Interest Profiler assessment, which students will complete. Career Specialist will facilitate discussion of students' results, and students will print out two copies- one for their notebook and one the take home to share with their parents. See **Resources** for sample assessment results.
  - a. SCOIS user ID \_\_\_\_\_; password \_\_\_\_\_
2. Career Specialist will prepare students for the Q & A panel by having the class draft 10-15 questions to ask the military recruiters. Time allotted for this activity- 1 block.
3. Students will hear from and participate in a Q & A panel with recruiters from all five military branches. Recruiters will discuss military entrance requirements, available careers, and advantages and disadvantages of military life. Career Specialist will work with classroom instructor to schedule speakers at least three weeks in advance. Time allotted for this activity- 1 block.

During: Students will create a tri-fold brochure on one military career of interest. See **Resources** for approved references students may use for research. Students will create the brochure using the following information:

- Student's name and date
- Appropriate drawing, picture or graphic
- Name of military career
- Name of corresponding career cluster
- Branch of military
- Corresponding civilian career
- Duties of career
- Knowledge, skills and abilities needed
- ASVAB code
- Holland Interest Code (primary and secondary)
- Response to the following (one paragraph each)
  - Why this career interests me?
  - How can I prepare NOW for this career? (classes to take, job shadowing, part-time job, clubs to join, volunteer work, extracurricular activities, etc)
- List of references (must use at least two approved references)

Career Specialist will introduce this activity to students and will assist student as they research. Time allotted for this activity- 2 blocks. See **Resources** for sample brochure.

Post-activities: Students will present their brochure to the class. Career Specialist will assist classroom instructor to evaluate students' work. See **Resources** for grading rubric. Time allotted for this activity- 1 block.

Resources:

- Military Careers book
- Career Clusters/Army Enlisted Occupations sheet
- [www.todaysmilitary.com](http://www.todaysmilitary.com)
- [www.careersinthemilitary.com](http://www.careersinthemilitary.com)
- [www.asvabprogram.com](http://www.asvabprogram.com)
- Sample military career brochure (attached)
- Sample Interest Profiler results (attached)
- Brochure grading rubric (attached)
- Military Employment in SCOIS under Career Exploration (students will need user ID and password)



Begin Printing for A Rosemond



## Interest Profiler

### Using Your Interests to Explore Occupations

You can use your interests to explore careers. Interests are good to use because you probably will find that occupations that meet your interests will be more satisfying and rewarding for you than occupations that don't meet your interests.

Remember, though, that interests are just some of the information that you can use to explore careers. Other useful information about yourself: your abilities, work values, experience, education, and motivation are also important in exploring careers. The more aspects of yourself that you use to explore careers, the better chance you have of finding satisfying work.

You can think of the occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of six Interest Areas described below. Read over the definitions to get a better understanding of your occupational interests.

The links for each Interest Area will display a list of occupations that match that interest. You can then use the occupation links to learn more about the occupation.

### Investigative

**Your Score: 12**

People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

### Conventional

**Your Score: 7**

People with conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.

### Social

**Your Score: 7**

People with social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

### Artistic

**Your Score: 5**

People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

### Enterprising

**Your Score: 5**

People with enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

### Realistic

**Your Score: 0**

People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

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End Printing for A Rosemond

## References

*[www.todyasmilitary.com](http://www.todyasmilitary.com)*

*[www.careersinthemilitary.com](http://www.careersinthemilitary.com)*

*[www.asvabprogram.com](http://www.asvabprogram.com)*

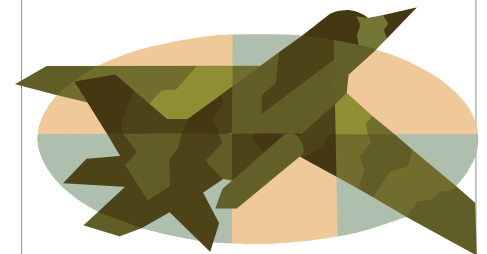
*Military Careers book*

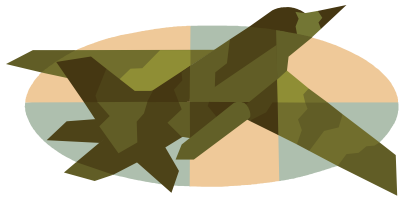
*Career Clusters/Army*

*Enlisted Occupations sheet*

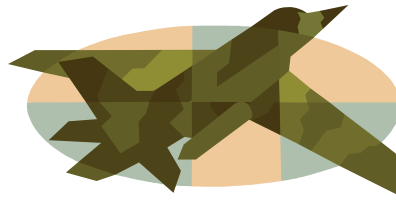
Allison  
Rosemond

July 16, 2010

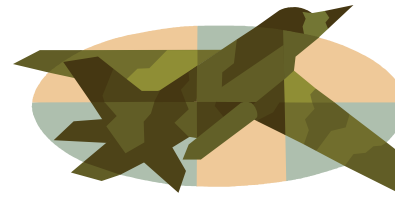




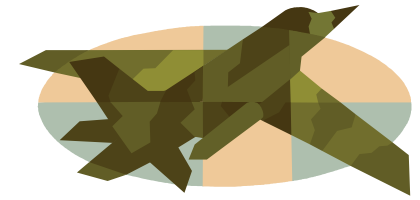
Name of Military career



Duties



Why this career interests me?



Name of Career Cluster

Knowledge, Skills and Abilities needed

Branch of Military

ASVAB code

How can I prepare NOW for this career?

Corresponding Civilian Career

Holland Interest code

Primary

Secondary

# Military Careers brochure grading rubric

Student name \_\_\_\_\_

Date \_\_\_\_\_

|  | <b>5</b>   | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>  |
|--|--|--|---|---|---|
| <b>Brochure contains required information</b>                                | Brochure contains all 12 required pieces of information          | Brochure contains only 9-11 required pieces of information | Brochure contains only 6-8 required pieces of information               | Brochure contains only 3-5 required pieces of information | Brochure contains only 1-2 required piece of information      |
| <b>Reference list contains at least two approved references</b>              | Reference list contains at least two approved references         | _____  | Brochure contains less than two approved references                     | _____   | Brochure contains one or more non-approved references         |
| <b>Brochure is coherent and is free from grammatical and spelling errors</b> | Brochure contains no more than 3 grammatical and spelling errors | _____  | Brochure contains more than 3 grammatical and spelling errors           | _____   | Brochure contains more than 5 grammatical and spelling errors |
| <b>Presentation is easy to understand</b>                                    | Student speaks clearly when presenting information to the class  | _____  | Student does not speak clearly when presenting information to the class | _____   | _____   |
|  |  |  |   | <b>Total score:</b>                                       | <u>      </u> /20   |

What does the future hold for our Broome High School students? We are a rural community in northern Spartanburg County with about 900 students in grades 9-12. What types of careers match their interests, values, and abilities? What colleges or training is best for them after high school to ensure the most successful lifestyle? These are really difficult questions to answer in our world today. In the midst of trying economic times, it makes good sense for our students to consider the many opportunities of the military. I have learned in the Military Career Pathways 101 class that the young men and women who enlist in the military always get paid a very good salary with outstanding health and retirement benefits. They learn many technical job skills that could help them both with employment in the military and civilian jobs. The character qualities they develop, such as integrity, hard work, loyalty, courage, honor, commitment, leadership, and citizenship are engraved in the hearts and minds of these soldiers forever. Also, the military is a family. Soldiers have a military family that will always be there for them when life gets especially difficult. With these wonderful attributes, young people could secure a healthy and happy lifestyle for themselves and their families.

In my role as guidance counselor and CDF at Broome High School, I have the privilege of assisting students in their search for future educational and employment possibilities. As we help our students with their search, we as counselors and administrators have always invited the branches of the military into the school. We are thankful to have an Air Force JROTC program at Broome High School as well. This unit is very visible throughout our school and is supported by students and staff.

We would like to continue this foundation and increase military careers awareness at Broome High School by coordinating our first-ever military career fair. We first would convene a school committee made up of guidance counselors, CDFs, JROTC instructors, STW coordinators, administration, and teachers with a military background. After getting input from our school committee, we would invite our military recruiters to a meeting to make them aware of our plans for the military career fair. Our goal will be to get a variety of representatives from each of the military job families to attend the fair.

I would suggest to our committee to have a panel of military representatives speak about their experiences and careers in our school auditorium. For display on the stage, I want some of the life size posters of military people in action. It would be great to show a short clip of some

video or military in action, such as fighter jets, helicopters, aircraft carriers, etc. right before the military panel begins. Afterwards, we could have a question and answer period, and then move from the auditorium to the stadium where the helicopter and Hummer will be on display. Students could walk around and see the props and speak with the military personnel at that time. This could give those students an opportunity to speak personally with the representatives after the large group presentation.

I would like to have some information such as brochures, handouts or power points to be able to give to the students concerning careers and benefits in the military. Lightweight backpacks provided by the Army would be great, too. I do have a military career field sheet with job families listed and websites for all branches of the military.

We will need to work out some details for the day.

- <Date and time of the military career fair.
- <Who will we invite and who will contact them?
- <What grade levels will participate?
- <Write up school announcements to gain interest of students.
- <Notify district public relations to take pictures and do write up.
- <Notify teachers of the program and students will be out of class.
- <JROTC greet our visitors to campus and sign in?
- <Set up chairs on stage in the auditorium and tables in the stadium?
- <Supervision by principals, guidance, and school to work department.
- <Who will be on stage to introduce our guests and start the program?
- <Refreshments for our military guests?
- <Thank you notes to all of our guests

My audience or focus would be high school students. I want the students to learn about military career opportunities and think about which military job family they best fit into based on their interests, skills, and abilities. In the Comprehensive Developmental Guidance and Counseling Model under Learning to Work, students will understand the relationships among personal qualities, education and training, and the world of work. The competency indicator for that standard would be that students would demonstrate the ability to apply personal skills, interests, abilities, and aptitudes to future career decisions. Another standard or objective will be that students will explore careers and the connection of school to work. Some competencies addressed would be to demonstrate decision-making skills to career planning, become aware of the education, skills, and training needed to achieve career goals, and to become aware of different occupations and nontraditional roles.

Dr. Davis,

I enjoyed the MPC 101 class. I'm sure that the lives of our students and their families will be impacted positively in the future thanks to the work of all of the educators in the class. Thank you again for the opportunity to participate.

On the course syllabus, I read that you wanted to know the amount of time spent on this project. Since I have returned home from the MPC 101 class, I have worked on this project and paper for about 5 hours, either through researching our materials and the Internet, and typing the final paper. The majority of the time will be ahead of me in the fall of this school year as I expect to spend another 10 to 12 hours meeting with military and school officials to plan the military career fair. Set-up and the actual fair day will be 4 to 6 more hours.

I hope that you all will send us the power point presentations from the class by way of the Internet. I would like to use those as handouts for the fair, in addition to the Military Career Fields sheet that was in our Best Practices booklet. I think that would be some great information to put in the hands of students.

I enjoyed the class and I look forward to providing the students of Broome High School a glimpse of what I experienced in the MPC 101.

Sincerely,

Janet Linder

# Military Career Pathways 101

## Course Project

Mary Jayne Board

Goose Creek High School  
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Goose Creek, SC 29445

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July 15, 2010



Military Career Pathways 101 was a wonderful experience and a great way to learn more about the opportunities available to high school students. I thoroughly enjoyed meeting the military personnel, touring Fort Jackson, and talking to other educators about these opportunities. I am excited about the changes I plan to implement at Goose Creek High School during the next school year.

## **PART ONE: STUDENT INFORMATION DISSEMINATION**

### **AUDIENCE: JUNIORS AND SENIORS AND THEIR PARENTS**

#### **STANDARDS & COMPETENCIES:**

1) Learning to Live: Students will make decisions, set goals, and take action. Apply effective problem-solving and decision-making skills to make safe and health choices.

2) Learning to Live: Students will understand safety and survival. Recognized and practice appropriate skills when rights and personal privacy are threatened.

The first part of my plan involves the dissemination of student information to the military recruiters. EEDA requires that the names, addresses, and phone numbers of all juniors and seniors be released to military recruiters each school year. The counselors at GCHS feel that students and parents need to be made aware of the EEDA's requirements and that parents and students should be given the opportunity to weigh the pros and cons of the student's personal data being released and for them to make an informed decision about whether to "Opt Out" once a decision is made. My plan is to prepare and send an EdConnect phone call to the parents of all juniors and seniors on Monday, August 23, 2010. The phone call will briefly detail the requirements of the EEDA and let parents and students know that the military recruiters have the legal right to obtain the student's name, address, and phone number. The benefits of releasing of this information as well as being able to "Opt Out" of this opportunity will be discussed and the deadline of Monday, August 30, 2010, will be given to notify the

guidance office of their desire to have the student's information withheld from the military recruiters. I will then prepare the Opt Out List and forward it to the district office on September 1, 2010. The military recruiters should be able to request the demographic information for students at GCHS after September 7, 2010.

## **PART TWO: MILITARY CAREERS & ROTC SCHOLARSHIP INFORMATION**

### **AUDIENCE: JUNIORS AND SENIORS**

#### **STANDARDS & COMPETENCIES:**

1) Learning to Work: Students will understand the relationships among personal qualities, education and training, and the world of work. Demonstrate an awareness of personal abilities, skills, interests, and motivations.

2) 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.

The second part of my project will be to set up two presentation times for the military recruiters. The first presentation will be held in September and will be for seniors. The second presentation will be held in February and will be for juniors. Both presentations will involve the military recruiters from each of the branches to share information with the students about military careers, educational opportunities and ROTC scholarships. The military recruiters will be asked to work together to prepare a presentation that will highlight the benefits of a military career, educational opportunities in the military, enlisting in the military, getting your education on an ROTC scholarship, the requirements of applying for a scholarship, and scholarship application process. I would like all of the juniors and seniors at GCHS to have the opportunity to make informed decisions about a career in the military as well as the opportunity to have the military pay for college in the process.

# Military Career Pathways 101

Project for 2010 – 2011 School Year

July 16, 2010

Alvalene Gadsden Rogers, GCDF  
C E Murray High School  
222 C E Murray Blvd  
P O Box 188  
Greeleyville, SC 29056  
843-426-2121 (School)  
843-494-2901 (Cell)

Project preparation: 5 hours

## Military Career Pathway 101 Project

**Intended Audience:** Student body of C. E. Murray High School, Guidance Department (including two academic counselors, the secretary and the Career Specialist), parents and school community. We will focus on the 8<sup>th</sup> graders who will be completing IGPs, the 10<sup>th</sup> graders who will be examining their IGPs and the seniors who will be preparing to go off to college or to enlist in the armed forces.

**Project Objectives:** (from the Introduction to Career Clusters Curriculum Standards):

- ✓ The student will be able to explore careers in the Government and Public Administration Career Cluster through research activities and resources.
- ✓ The student will be able to explore long term career options (which will include military careers and will be able to identify civilian counterpart jobs available upon separation from the Military).

**Project:      Military Career Fair**

First plan of action for this project is to meet with the Guidance team and the other CATE teachers in the school to have a mini workshop to share information and materials from MCP 101. It is during this phase that I must work diligently to “sell” the opportunities and benefits of the Military as well as remove the myth that ASVAB testing at the school will be hard work and another responsibility thrown upon Guidance. Working as a team will assure the success of this project. This class was an eye-opener for me and I am now truly aware that there is not a “push” towards the Military on our campus. The Military recruiters are allowed to have a table at lunch and have been invited to our career fairs in the past, but that is not enough to give the students all the information they need regarding a career in the Military and all the opportunities and benefits that will be afforded to them. During phase 2 we will sponsor a Military Career Fair inviting

recruiters from all branches (this will be a separate fair just for the Military and they will be still be invited to share during the Spring Career Fair). Phase 3 of this project will be to initiate ASVAB testing at the school. Our school is small and very rural; it will be beneficial to have testing at the school as opposed to having students traveling as far as Florence for testing. The idea of having the recruiters return to interpret test results is also very exciting as we have never had this done at our school.

My role in this project will be project facilitator and to work more passionately in my role at the Career Education teacher and Career Specialist. Implementation timeline is July 2010 – March 2011. I have begun by contacting the local recruiters for my school, I have been online researching website and ordering supplemental materials. Letters will be sent to all recruiters by August 21, 2010 inviting them to participate in a Military Career Fair in November 2010. Letters, flyers and brochures will be distributed to the student body, parents and churches by the end of September with reminders to go out two weeks prior to the fair. Materials that will be used include: Today's Military Extraordinary Career DVD, Qualities for Life DVD, Future Magazine, Military Careers Handbook, Military Career Guide (online), Occupational Outlook Handbook, SCOIS, March 2 Success website and Today's Military website. In September, prior to the Career Fair, I would ask the Junior ROTC department to make presentations either in classrooms or via the morning news.

After all the presentations, research and career fair, student that I teach will be required to create a presentation of the knowledge that they have gained in regards to the Military (including any changes in their thinking and their future plans). This training I received this summer could possibly be the best thing that ever happened to the students of C. E. Murray High School.

## MCP 101 Terri O'Shields' Project

July 11, 2010

### **SC Comprehensive Developmental Guidance and Counseling Standards:**

- (1) Students will demonstrate decision-making, goal, setting, problem solving, and communication skills.
- (2) Students will understand how community awareness relates to work.

### **Competency Indicators:**

- (1) Students will define the education and training opportunities needed to achieve career goals in the military.
- (2) Students will identify sources of employment in the military community.

### **Learning Objectives:**

- (1) Students will define career opportunities provided by the United States Military at a "Military Career Fair" night at Bell Street Middle School
- (2) Students will analyze the benefits for pursuing a course of study at four-year colleges through the avenue of JROTC.

**MCP 101 Participant Role:** As the Career Development Facilitator at Bell Street Middle School, it is my responsibility to provide information and exposure of various careers to students and parents. One of the areas I believe can be strengthened in our community's schools is in career options in each of the five branches of the military (Army, Air Force, Coast Guard, Marines, and Navy). I will provide a "Military Career Fair: Meet, Eat and Greet" during an evening in the late fall of 2010 when representatives from the different branches of the military will attend our school. During this time, there will be a free hot dog supper (People love that.), an informal time to see display tables set up by the various military representatives, a formal panel where each representative will discuss the similarities and differences of the different branches, and a wrap-up question and answer session. Emphasis will be placed on proper academic and physical preparation as well as the financial and educational benefits of military service. Parents will be provided with contact information from each of the branches and the interface with high school programs and enlistment.

**Timeline for Implementation:**

|                |   |
|----------------|---|
| August 2010    | Approval of concept by the school principal   |
| September 2010 | Contact the military offices in the Upstate for date possibilities  |
|                | Meeting with school's guidance counselors to confirm date   |
|                | Meeting with Director of Food Service to plan menu for approved date and time                                 |
| October 2010   | Publish concept and date for Military Career Fair in two school monthly newsletters and on the school website |
|                | Visit classrooms to explain the purpose and tell date and time  |
| November 2010  | Send written reminder to military representatives   |
|                | Publish article in the local newspaper  |
|                | Announce the date and time on morning announcements for one week before the Military Career Fair              |

**What tasks the educator will accomplish in this Implementation Project?**

- (1) Coordinate with English teachers a writing assignment where students will research careers in the military.
- (2) Work with all 8<sup>th</sup>-grade students to complete a computer-assisted career assessment prior to the Military Career Fair.

**Provide Examples of Materials to be used with Your Audience.**

- (1) SCOIS Career Assessment
- (2) Military Recruitment Materials
- (3) Sample IGP Form
- (4) Program Evaluation Survey from Parents, Students, and Military Presenters

**Dorothy Nero, M.Ed, GCDF**

### **Military Career Pathways 101**

I am Dorothy Nero, Career Guidance Counselor at Mullins High School .As an attendee of Military Career Pathways 101 I was fully immersed in the theme of Military Career Pathways: Transitions and Career Preparation. Through the various activities and sessions provided during the conference, I am not only more knowledgeable about career options within the military but educational advantages offered, career inventories and other services offered through the military's educational department and lastly I feel more confident in contacting recruiters.

With the completion of Military Career Pathways 101, the project in which I chose to implement into the Comprehensive Guidance Program at Mullins High School is "Military Career Awareness Day". The audience of this project will be 9-12<sup>th</sup> grade students. "Military Career Awareness Day" will be held during the fall semester during the week leading up to the administration of the ASVAB. Holding this activity during the week leading up to the administration of the ASVAB will allow students to speak with representatives from various military branches about the score requirements for not only admissions into the military but also for specific jobs and bonuses. By doing this, students will be have a more concrete view on the importance of their performance on the ASVAB.

The learning objectives intended to be accomplished by developing and implementing "Military Career Awareness Day" fall within the Comprehensive Guidance Model standard of: Students will explore careers and the connection between school and



work. The key components of this activity are to insure that students are aware of the education, skills and training needed to achieve academic and career goals and to assist students in identifying ways in which individual abilities, interests, work values and personality traits influence career options. The learning objectives are:

1. Students will be able to identify military entrance requirements
2. Students will be able to accurately correlate military occupations with civilian occupations.
3. Students will become familiar with the various routes of entry into the military.

Resources and information provided by military representatives will insure that these objectives will be met.

As stated earlier, “Military Career Awareness Day” will be held during the fall semester in conjunction with the administration of the ASVAB. The event will be held in the school’s gymnasium, with students reporting during scheduled times throughout the day. Military representatives will be formally contacted about participating in August, with the tentative event date being planned for October. As the MCP101 participant, I will serve as coordinator of this event, school liaison and contact person for military representatives participating in the event. With the implementation of this project I will not only expose students to Military Careers and opportunities but will also seamlessly integrate this event with other events hosted annually in accordance to EEDA and the Comprehensive Guidance Model. I can be reached my telephone at Mullins High School at (843)464-3710 or by email at [dnero@marion2.k12.sc.us](mailto:dnero@marion2.k12.sc.us)

# **Military Career Pathways 101 Transitions and Career Preparation Class Project**

Submitted by Sonya Addison-Stewart and Michelle B. Taylor

## **TSWBAT:**

- 1 Identify a career cluster related to their career interest.
- 2 Identify specific careers in the military related to their career interests and current business class.

**Audience:** Students, teachers, administrators, parents, and former military personnel

**Sources and Materials:** *Military Careers*, [www.todaysmilitary.com](http://www.todaysmilitary.com), [www.careersinthemilitary.com](http://www.careersinthemilitary.com), [www.myfuture.com](http://www.myfuture.com), and *Today's Military: Extraordinary People, Extraordinary Opportunities DVD*

**Timeline:** February 2011 (CTE Month)

**Role of MCP101 Participants:** The role of the MCP101 participants will be to facilitate the dissemination of information about the 16 career clusters as it relates to military careers. Additionally, the participants will also serve as a liaison between the students and the military personnel who will be involved in the project.

## **Contact Information:**

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Moncks Corner, SC 29461

## **Summary of Project:**

The teachers involved will begin the project with a general discussion of careers, types of careers, how careers are categorized, etc. with the students in our classes. The teachers will reinforce information about the 16 career clusters that have been given to students by school level guidance personnel. The teachers will contact the Army National Guard to come in and administer the Career Directions career assessment to students in their classes.

After receiving the results of the Career Directions Assessment, the Army National Guard recruiter along with the teachers will discuss with the students their assessment results as it relates to the 16 national career clusters. Students will be given resources about the 16 career clusters (SCOIS brochure, SCOIS website) along with information about the curriculum framework of Berkeley High School so students can see the majors that we offer in a particular career cluster.

Students will use the above resources and materials listed under the section “Sources and Materials” to research careers in the military based on their career interests. Students will also research military careers that are directly related to their current business class. Students will develop a PowerPoint presentation summarizing their research and present it to their class (see Attachment A). The best three presentations will be shown at a panel consisting of personnel from various branches of the military. After completing the PowerPoint Project and showing it to their classmates, the students will develop a list of at least five questions to ask the panel of military personnel.

The teachers will contact military personnel from various branches and retired military personnel to serve on a panel. At the beginning of the panel, the three best PowerPoint presentations of military careers will be shown. The teachers will serve as facilitators during the panel with the students asking questions that they previously developed. After the panel, the students will follow-up by writing thank you letters to the invited military personnel.

## **Military Careers Student Project**

The purpose of this project is for you to explore the many careers that are available within various branches of the military.

1. Take the Career Directions Assessment
2. Match the Career Directions Assessment results with 16 career clusters.
3. Using various resources such as Military Careers, [www.todaysmilitary.com](http://www.todaysmilitary.com), [www.careersinthemilitary.com](http://www.careersinthemilitary.com), [www.myfuture.com](http://www.myfuture.com), and Today's Military: Extraordinary People, Extraordinary Opportunities DVD, and other internet resources, research possible careers for you in the military based on your career interest. Prepare a PowerPoint presentation to include the following topics. Topics should include but are not limited to:
  - a. Your Career Directions Assessment Results
  - b. Match your Career Directions Assessment Result with 16 Career Clusters
  - c. List typical jobs in the military that fall under your interested cluster
  - d. List any specific training that you would need to do the military job
  - e. How do you prepare yourself in high school for this military career.
  - f. How can you use your military training to translate into a civilian job.
4. Using your current business class, list the types of jobs in the military that are related to this career area. Include the following in your PowerPoint. Topics should include but are not limited to:
  - a. List any specific training that you would need to do the military job
  - b. How do you prepare yourself in high school for this military career.
  - c. How can you use your military training to translate into a civilian job.
5. After conducting your research, develop at least five questions that you would like to ask military personnel. These questions will be used during the military panel.
6. Create a thank you letter to send to military personnel thanking them for their input and for serving on the panel.

Military Career Pathways 101-  
Preparing our students for their futures through  
Exploration of the Armed Forces  
Submitted by: Tarikia White



School contact information

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Upon attending and completing the Military Career Pathways 101 Professional Development, I have established two objectives for my class project: (1) Students will demonstrate a positive attitude toward work and the ability to work together. (*South Carolina Comprehensive Developmental Guidance and Counseling Program Model Standards, Grades 9-12, Learning To Work, Standard 4, Competencies 1-4*). I will assist students with the identification and developing of interpersonal skills related to the military and civilian workplaces (listening, communication, and respect for individual differences, experiences, and ideas). (2) Students will understand the relationship among personal qualities, education and training, and the world of work (*South Carolina Comprehensive Developmental Guidance and Counseling Program Model Standards, Grades 9-12, Learning To Work, Standard 1, Competencies 2, 3, 6*). I will assist students with identifying and further developing their current KSA (knowledge, skills, and abilities) levels as they relate to their desired career goals in the military and civilian workforces. Various resources and materials ranging from Internet resources ([www.march2success.com](http://www.march2success.com), [www.asvabprogram.com](http://www.asvabprogram.com), [www.careersinthemilitary.com](http://www.careersinthemilitary.com), etc.), recruiters from various Armed Forces, and military affiliated community members (active and retired) will be utilized to meet project goals.

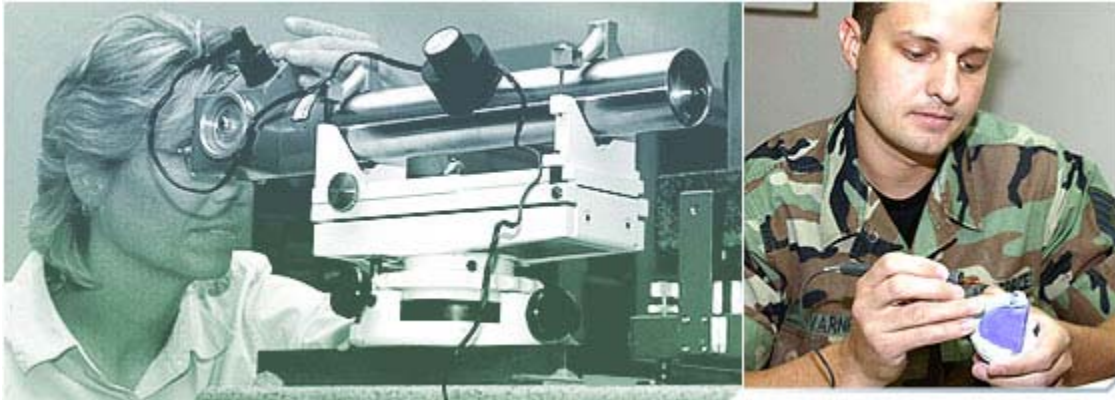
For the past four years, I have occupied one of eight Career and Technology educator positions at Baptist Hill Middle High School (BHMHS), located in rural Hollywood, SC. Residential location and transportation issues play vital roles in students' accessibility to various work environments (civilian and military) that would afford them opportunities to observe and interact with desired career fields and professionals working in those fields. In order for students to consider the military as a primary career path, rather than a secondary or "fall back" option, they along with their parents must be informed of what the Armed Forces has to offer. Students

and their loved ones need to be made aware that the military offers academic opportunities, healthcare benefits, career advancement, and core values that are equally competitive to those located in the civilian workforce. I am proposing two strategies to accomplish my aforementioned objectives, as these strategies are most likely to appeal to a diverse audience.

My first strategy is to host after school informative sessions that address the many misconceptions and myths about military life (serving during war and peace times, enlistment bonuses, military occupations, and benefits-ranging from college tuition assistance to family support services). The *audience in this particular strategy will consist of students, parents and guardians, fellow teachers, and administrators*. My role will consist of coordinator; I will assume the responsibility of contacting guest speakers from the local community and nearby recruiting stations and asking them to share their personal experiences during the time in which they spent serving in the Armed Forces. My desire is to have guest speakers deliver information about one or multiple above-mentioned topics and allow for time for a question and answer session at the end of each presentation. The main objective of this strategy is to allow audience participants the opportunity to interact with active and/or retired military personnel. The implementation time for this strategy is the entire school year (four after school sessions, two sessions per semester).

My second strategy consists of establishing and maintaining a “military/civilian careers crossover” bulletin board, to be displayed on the Career and Technology Education wing at my school. The bulletin board will feature two military occupations; information about each military occupation will include: title, description, illustrations, and civilian occupation counterpart. My *target audience for the bulletin board will be students* and the implementation time for this strategy is the entire school year as well, with biweekly military occupation updates.

## Dental and Optical Laboratory Technicians



### Description

The military provides dental and optical care as part of its comprehensive health service program. Dental and optical laboratory technicians make and repair dental devices and eyeglasses that are provided for military personnel.

### What They Do

Dental and optical laboratory technicians perform some or all of the following duties:

- Make dentures, braces, and other dental or optical devices
- Construct, assemble, repair, and align dental and optical devices (metal braces and retainers, eyeglass frames and lenses)
- Harden and cure dentures or lenses using high temperature ovens or other heat-treating equipment
- Grind, polish, and smooth dentures or lenses using hand or power tools

### Preferred characteristics and interests

Helpful school subjects include biology, chemistry, and industrial arts. Helpful attributes include:

- Ability to follow detailed instructions and work procedures
- Ability to use precision tools and instruments
- Interest in work requiring attention to detail
- Interest in working with one's hands

### Civilian counterparts

Civilian dental laboratory technicians normally work for small dental laboratories or large dental offices. Optical laboratory technicians work in optical laboratories or for retail opticians. They perform duties similar to military technicians. Civilian optical laboratory technicians may also be called opticians or ophthalmic laboratory technicians.

Information obtained from:

[http://www.careersinthemilitary.com/index.cfm?fuseaction=main.careerdetail&mc\\_id=35](http://www.careersinthemilitary.com/index.cfm?fuseaction=main.careerdetail&mc_id=35)



## Teachers and Instructors (All Armed Forces Branches)



### Description

The military provides training and educational opportunities for all personnel. Teachers and instructors conduct classes in such academic subjects as engineering, physical science, social science, and nursing. Teachers and instructors teach military personnel subjects that are related to their military occupations.

### What They Do

Teachers and instructors in the military perform some or all of the following duties:

- Develop course content, training outlines, and lesson plans
- Prepare training aids, assignments, and demonstrations
- Deliver lectures
- Conduct laboratory exercises and seminars
- Give tests and evaluate student progress
- Diagnose individual learning difficulties and offer help

### Preferred characteristics and interests

- Ability to express ideas clearly and concisely
- Interest in teaching
- Preference for working closely with people

### Civilian counterparts

Civilian teachers and instructors work in junior colleges, colleges, and universities. They perform duties similar to those performed in the military. They may teach several different courses within the same field of study.



## The Career Corner With Emphasis On Military Pathways



## The Military Career Corner

### Submitted by:

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Sumter School District 17  
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## Military Career Pathways: Transition and Career Preparation

### The Military Career Corner

This lesson is designed to assist students with information of career pathways offered by the United States Army and help them to make informed career decisions. There will be additional informational resources for parents, teachers and administrators available on the school's e-website.



## The Military Career Corner

This lesson is designed to be implemented in three parts.

- ❖ The students will identify and discuss the sixteen career clusters
- ❖ The students will identify and discuss the military occupations that are linked to the sixteen career clusters.
- ❖ The students will have an opportunity to hear presentations and ask questions of military members during their career



## The Military Career Corner

### Materials Needed:

- ❖ Computers
- ❖ Paper
- ❖ Pens/Pencils
- ❖ Websites (identified later in presentation)
- ❖ Presenters



## The Military Career Corner

Information students will receive that will be shared with parents, teachers and administrators will consist of informative websites that students will explore. These websites include but are not limited to.

[www.careersinthemilitary.com](http://www.careersinthemilitary.com)  
[www.asvabprogram.com](http://www.asvabprogram.com)  
[www.march2success.com](http://www.march2success.com)  
[www.asvab.com](http://www.asvab.com)  
[www.armypays.com](http://www.armypays.com)



## The Military Career Corner

### ❖ Learn to Learn

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

### ❖ Identify post secondary options consistent with interests, achievement, aptitude and abilities.

Students will identify their area of interest by completing a career assessment. (KUDER, SCOIS, American Careers, and/or Coin Target).



## The Military Career Corner

Students will explore their occupation of choice by

- ❖ Identifying the career cluster the military career links to
- ❖ Identifying the education and training levels of the chosen occupation and how to achieve the goal
- ❖ Identifying the skills needed to perform the job
- ❖ Explore potential salary earned



## The Military Career Corner

### ❖ Learn to Work

Student will understand the relationship between personal qualities, education, training and the work.

### ❖ Understand the relationship between educational achievement and career success.

Students will have an opportunity to hear of several occupations presented by military members. Students will have an opportunity to ask questions. Students will then have an opportunity to reflect on what they have learned from the lesson by writing a reflection paper to be shared with their peers, parents, teachers and administrators.



## The Military Career Corner

The role of the MCP 101 Participant will be

- ❖ To assist/administer the career assessments to the students.
- ❖ To assist students with understanding their assessment results.
- ❖ To assist students with exploring military careers on the identified website resources.
- ❖ To assist students, parents, teachers and administrator with better understanding what the military has to offer in Military Specialist and Military Officer Careers.



## The Military Career Corner

All of this pertinent information will be beneficial for students to plan for their future careers. It will also help students to employ strategies to achieve future career goals with success and satisfaction; by giving students other options of career pathways. As well as assist parents, teachers and administrators with a plethora of information that can be used to assist students with career planning.



## **Military Pathways 101**

### **Objectives:**

1. To inform the community, i.e., parents, students, and teachers, about positive relationship between the military and education
2. To create events noting a positive union between the military and education

### **Projects Proposed:\***

- Open House – panel discussion about education
- Parade/Homecoming
- Faculty Meeting-(15 to 30 minutes)
- Guest Speaker
- Drill Teams and Step Teams (Homecoming)
- Parent Prom (Winter)

### **Audience**

9<sup>th</sup> - 12<sup>th</sup> graders, parents, administrators, faculty and staff

### **Timeline**

|     |  |
|-----|--|
| TBD | Meeting with Principal about Military Pathways 101                 |
| TBD | Open House   |
| TBD | Faculty Meeting. Guest Speaker (Introduction of Military Pathways) |
| TBD | Faculty Meeting. (Army Panel - Financial Benefits)                 |
| TBD | Homecoming Drill   |
| TBD | Faculty Meeting. Guest Speaker (Interpreting ASVAB scores)         |
| TBD | Parent Prom (Army provides)  |
| TBD | Faculty Meeting. Guest Speaker                                     |
| TBD | Senior Breakfast (Army provides)                                   |

### **School Contact Information**

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Garrett Academy of Technology  
2731 Gordon Street  
N Charleston SC 29405  
843.745.7126

### **Examples of materials**

- Brochures
- Message board school hallway
- Student created MovieMaker video

\*These projects have not been confirmed.

**Military Career Pathways 101  
2010 – 2011**

This coming school year will be exciting working with the military. The objectives that will be accomplished will be: (1) To inform the community, i.e., parents, students, and teachers, about positive relationship between the military and education and (2) To create events noting a positive union between the military and education. These objectives are in line with the Computer Applications standards, which are .B3. List opportunities available to students through participation in related student organization conferences and other activities; E3. Use presentation software to create projects incorporating effective use of graphics, fonts, builds, preset animation, and transitions and E4. Deliver presentation.

Two years ago, Garrett Academy, a Title I school, had over 77% of the seniors pursued higher education. With that statistic, we will start with Garrett's first Open House. The parents will be informed about the career and financial advantages of financing their child's education through joining the military.

Teachers and administrators will be informed about the advantages of developing careers through the military by being a part of at least four of Garrett's faculty and staff meetings. One of the meetings will consist a four-panel discussion of how the military helped with the education of each of them a question-and-answer period following. Another meeting will consist of a segment of how ASVAB scores are interpreted.

On the lighter side, the military will be a part of Garrett's Homecoming parade or the Homecoming game by way of drill team, step team, or possibly parachuting. I will also invite military personnel (military recruiters) to participate in the Parent Prom. And last, but not least, inviting the military to sponsor the Senior breakfast. With the formal and informal interaction between military personnel, teachers, parents and students, a positive relationship be established. Also a clearer understanding will take place between all.

## **Military Career Pathways: Transitions and Career Preparation**

**“Inform, Involve, Inspire”** (Class Project for Amy M. Smith)

**Contact:** *Aiken High School \* 449 Rutland Drive \* Aiken, SC 29801 \* 803.641.2500*

*E-mail: amysmith@aiken.k12.sc.us*

As a participant in **Military Career Pathways 101** (MCP 101), I had the opportunity to glean an insider's perspective on both the opportunities for careers in the military as well as the challenges faced both by educators and military recruiters in helping our students understand the full range of these opportunities. Many of the barriers to the essential sharing of information stemmed from a lack of understanding of the facts and acceptance of long-standing myths. It was also clear that there is skepticism on the part educators regarding recruiting practices as well as skepticism on the part of the recruiters regarding the openness of educators', gate-keepers' and administrators' to their presence and efforts on school campuses.

To address these issues, my project has components for both Aiken High and Aiken Middle schools. Below is a breakdown of each activity:

1. **INFORM:** Create an internal brochure outlining opportunities and rewards for service in the US Military to be used during each students' *Individual Graduation Plan* (IGP) appointment
  - a. Target audience: Aiken High School students and their parents/families
  - b. Timeframe/overview: during **1<sup>st</sup> quarter** of school create a brochure that will outline the benefits of military service, overview of occupations and financial assistance; will be used throughout all four quarters
  - c. Learning objective/standard: to educate students and their families about careers and educational opportunities in the military and in doing so assist the “students (in exploring) careers and the connection of school to work.”
  - d. Measurement tool: distribute to random faculty, administration, students and recruiters along with a brief survey to assess it's clarity, quality of information and suggestions for improvement

2. INFORM: Along with an area recruiter, provide an overview of information from MCP 101 for teachers and administrators
  - a. Target audience: teachers and administrators of both schools
  - b. Timeframe/Overview: during **2nd quarter** (ideally November) utilize a portion of the monthly Staff Enrichment meetings to provide teachers/administrators an overview of the MCP 101 information
  - c. Learning objective: clarification of recruiting goals and benefits of careers in the military; relationship building between recruiter(s) and school personnel.
  - d. Measurement tool: survey to be completed by all in attendance
3. INVOLVE: Coordinate a "Monster Vehicles Day"
  - a. Target audience: 5<sup>th</sup> grade students at North Aiken Elementary and all students of Aiken Middle School (the campuses are side by side)
  - b. Timeframe/overview: during **3<sup>rd</sup> quarter** invite military and civilian large vehicle operators to the Aiken Middle Campus to engage in conversation with the students as they explore the vehicles
  - c. Learning objective/standard: inform the students about a variety of jobs in the military and civilian workforce via the exploration of vehicles utilized in those jobs to assist the "students (in exploring) careers and the connection of school to work."
  - d. Measurement tool: all students will write a thank you note to the representative of the vehicle they found most interesting explaining why they liked that particular vehicle and/or job; notes will be reviewed by ESL teachers and career specialist
4. INSPIRE: Coordinate a Soldier's Panel for students and parents including a question and answer session
  - a. Target audience: Aiken High students, parents and families; Aiken community at large
  - b. Timeframe/overview: during **4<sup>th</sup> quarter** invite soldiers (active duty and retired) and members of soldiers' families to share their "Soldier Story" and participate in a Question and Answer session
  - c. Learning objective/standard: through interaction with soldiers and their families "students will understand the relationships among personal qualities, education and training and the world of work"
  - d. Measurement tool: survey to be completed by all in attendance

*(Overview for teachers/administrators of MCP 101 information; will be in PowerPoint format for presentation – no PP at home)*

## **Military Career Pathways 101: Exploring the Partnership between the Military and Educators**

A Joint Presentation by Amy Smith (Career Specialist) and \_\_\_\_\_ (Army Recruiter)

**Slide 1:** Goal of MCP 101 - to provide a forum for teachers, guidance/career counselors and military personnel to identify resources that facilitate military career paths.

**Slide 2:** Overview of my goals (Amy) going into the program and description of activities

**Slide 3:** Overview of recruiter's goals (???) going into the program

**Slides 4 – 7:** Pictures from MCP 101

**Slide 8:** My “take-aways” (ah-ha moments)

**Slide 9:** \_\_\_\_\_'s (recruiter) “take-aways”

**Slide 10:** Q and A session

**Slide 11:** Description of MCP 101 class project

**Additional slides will be added to flesh out the above outline.**



Susan Scott, GCDF, Buford Middle School

The targeted audience for the implementation of this project will be 6<sup>th</sup> – 8<sup>th</sup> grade students attending Buford Middle School. BMS is a small, rural school located in the eastern part of Lancaster County.

Approximately 463 students attend Buford Middle: 86.2% white, 11.9% black, and 1.9% other.

Title: Military Careers Trading Cards

Subject: Careers                                      Grade Level(s): 6<sup>th</sup> – 8<sup>th</sup>

Objectives: SC Career Guidance Standard/Competency

- Learning to Learn: Standard 2. Students will employ strategies to achieve school success.  
Competency 2.6. Identify and use available resources to explore post-secondary education possibilities.
- Learning to Work: Standard 3. Students will explore careers and the connection of school-to-work.  
Competency 3.4. Explore career choices and career clusters to develop realistic career goals.

Materials:

- Computers with Internet access
- Library books and materials relating to the military
- Military Trading Cards Information Sheet (sent via e-mail and US mail)
- Cardstock paper

Procedures:

Part One (45 minutes)

1. I will explain to students that they will research a military career and then create a trading card using their research. I will bring in actual baseball or football trading cards and discuss the features of the trading cards, such as the photo, title, facts, border, color, etc. to give the students a better understanding of the project.
2. The media specialist will assist my students by modeling a brief lesson illustrating how to create a trading card.
3. Students will choose military careers based on their interests and results from their Self Assessment Surveys.

Part Two (45-90 minutes)

4. Students will research their military careers using the Internet and reference books.
5. Students will record information on the Military Careers Trading Cards Information Sheet.

Part Three (45-90 minutes)

6. Students will create trading cards using the information gathered.
7. Students will print out their trading cards and display them in the classroom.

- ❖ At the completion of the project, active/retired military personnel will be invited to discuss their military careers with my students. By implementing this project, I will provide valuable and useful information regarding post-secondary opportunities in the military.

School Contact Information:

Buford Middle School

1890 North Rocky River Road

Lancaster, SC 29720

803-285-8473

Sheri Wells, Principal

Susan Scott, GCDF, (MCP 101 participant)

## Military Trading Cards Information Sheet

Careers  
S.Scott

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Students will use SCOIS, Occupational Outlook Handbook, Internet sites and books to gather information on a specialized career related to the military. Gather information listed below and anything else that will increase the value of your trading card and create a card that can be traded with other students.

Name of the career: \_\_\_\_\_

Education required: \_\_\_\_\_

Nature of the work: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Opportunities for advancement: \_\_\_\_\_

Beginning Salary (Consider the Years of Service):

\_\_\_\_\_

Qualifications: \_\_\_\_\_

\_\_\_\_\_

Military personnel in active duty in this career: \_\_\_\_\_

Interesting Facts:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# MILITARY CAREER PATHWAYS 101

## CLASS PROJECT

**Participant:** Anthony L. Dillon, Education Associate

Office of Career and Technology Education

**Audience:** High School Technology Educators

**Timeline:** 2010-2011 School Year

**Standards:** SC Comprehensive Developmental Guidance and Counseling Program Model

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: B1 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: C1 Acquire Knowledge to Achieve Career Goals

Competency C: C2 Apply Skills to Achieve Career Goals

**Theme:** Military Career Pathways: Transitions and Career Preparation

**Project:** Provide teacher/educators with information for students and their parents

regarding transitions into military careers utilizing materials and resources that can assist in student career decision-making.

- Objectives:**
1. Deliver available materials/resources to teacher/educators about military careers between civilian and military occupations that lend opportunities for advancement available to students who chose military careers.
  2. Provide collaboration opportunities to encourage professional dialogue between educators and military representatives to lend support for students to enhance their career development.

**Reflection:**

I enjoyed the Military Career Pathways 101 Institute as it relates to the similarities associated between civilian and military occupations. The program highlighted the variety of skills required of individuals in the military. Of these officers and enlisted soldiers, many skills could be acquired during civilian life that may serve well for the military. These skills could include a background in medical, dental, legal, construction, mechanics, engineering, technology and a multitude of occupations that pay a high salary.

During one of the presentations, the ACASP program was discussed and intrigued my interest. This is the type of information that I would like to share with the technology instructors in the state. The content taught within the networking major allows students' to obtain promotions and pay upgrades for their knowledge of networking and cable systems if a career is chosen within the military.

The following information should be provided to all technology teachers to allow students to make an informed decision about their career options.

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The ACASP (Army Civilian Acquired Skills Program) attracts and uses persons with civilian-acquired skills required by the Army. Persons qualified for the ACASP may be given an advance in grade upon enlistment. They may be entitled to accelerated promotion based on the skill level held and demonstrated duty performance.

The program is available for active duty and reserve enlistments. The ACASP is available to qualified men and women with or without prior service. Skills must be acquired through civilian education and experience.

**Available Areas of Concentration Needed Within the Military for****Technology Majors:**

31F10 - Network Switching System Operator/Maintainer

31L10 - Cable Systems Installer-Maintainer

## **Army Civilian Acquired Skills Program (ACASP)**

### **Associated with CATE and Academic Programs**

**02** - Army Band

**31F10** (RA only) - Network Switching System Operator/Maintainer

**31L10** - Cable Systems Installer-Maintainer

**35F10** - Special Electrical Devices Repairer

**44B10** - Metal Worker

**44E10** - Machinist

**46Q10** - Journalist

**46R10** - Broadcast Journalist

**51B10** - Carpentry and Masonry Specialist

**51K10** - Plumber

**51M10** - Firefighter

**57E10** - Laundry and Bath Specialist

**62B10** - Construction Equipment Repairer

**62E10** - Heavy Construction Equipment Operator

**62H10** - Concrete and Asphalt Equipment Operator

**62J10** - General Construction Equipment Operator

**63G10** - Fuel and Electrical Systems Repairer

**71G10** - Patient Administration Specialist.

**88H10** - Cargo Specialist

**91B10** - Medical Specialist

**91B10N9** - Physical Therapy Specialist

**91B10NB** - Occupational Therapy Specialist

**91M10** - Hospital Food Service Specialist

**91Q10** - Pharmacy Specialist

**91S10N4** - X-Ray Specialist

**91T10** - Animal Care Specialist

**91V20** - Respiratory Specialist

**92G10** - Food Service Specialist

**96D10** - Imagery Analyst

Karl U. Bartsch

## Military Career Pathways 101

July 22, 2010

Broome High School resides in eastern Spartanburg County and is the sole high school for Spartanburg School District 3. Our school district serves a rural community made up of two small towns (Cowpens and Pacolet), and several former mill villages (Clifton, Glendale, and Cannons). Our high school population consists of approximately 900 students in grades 9-12.

As occupational opportunities for our students have dried up in the textile industry, in which many were formerly employed a generation ago, our school district must do our best to recognize potential industries/employers for our students. We must also determine what post-secondary education provides them the most opportunity for their educational dollar. Which college degrees or vocational training will provide them with continued opportunity throughout their lives? At the same time we must provide a broad range of occupational choices that match the current interests, values, and abilities of our school population. These are a complicated list of factors, to determine. Even if we are successful at modeling the current job market, employment demographics, and educational requirements, our students can be left unemployed or under-employed as the markets quickly change due to economic conditions. For example, the recent housing downturn left many business majors with little hope of finding a job in what had been a booming banking and mortgage industry just years earlier when they started their college education.

After careful consideration guidance counselors, parents, and students should consider the opportunities outlined in Military Career Pathways 101, for a career in the military. The military develops the character, mind, and body of those within its ranks. Young men and women who enlist in the military get paid a very good salary; have outstanding health and retirement benefits, and continued educational opportunities. After their initial enlistment they have the choice of seeking employment in the civilian sector, cashing in their GI bill in an effort to gain a college degree (something many accomplish while on active duty), or remaining in the military ranks. These choices would allow an individual the opportunity to better control their own destiny in times of economic turmoil.

Broome High School has always been very accommodating to the military in general, and of course to the military recruiters that come to visit. I can say this wholeheartedly as a former Broome student, a current Army Reserve officer, and a teacher who has deployed to Afghanistan while employed there. We currently have a strong Air Force JROTC program, which is extremely active in all facets of our school. We hold an annual Veteran's Day Ceremony, in which the entire student body attends. This begs the question, "In what ways can we strive as a school to promote this great employment and educational opportunity to our students?" I am very lucky in that I have two coworkers in the Military Career Pathways 101 class as well. This allowed us to plan several different avenues to approach this problem, while continuing those that are already in place. It was my feeling, that there is no better opportunity for our students to learn about



the employment, educational, health and retirement benefits within the military than to spend more time conversing with the subject matter experts, the recruiters themselves.

During Military Career Pathways 101 we were introduced to the commanders for the Army Recruiting Companies that serviced our geographic areas. I then personally conversed at length with CPT Oliver Smith, the commander of the Army Recruiting Company that provided recruiters for Broome High School. He stated that he also felt that face-time with a recruiter is key to students understanding the opportunities that the military provided. He then volunteered to make his recruiters available as substitute teachers pending that they had access to juniors and seniors. I felt that this was an unbelievable opportunity on many points; it provides the district with free substitutes during the most severe school funding shortfall in recent history, it provides recruiters much more quality time with their projected audience outside of the noisy cafeteria area, it provides students with the ability to question recruiters about the opportunities in the military after they have completed their assigned work. For this endeavor to be successful it will take the collaboration of our administration as well as CPT Smith and his recruiters:

- 1) The school administration must accept the idea of military recruiters serving as substitutes.
  - 2) The school administration and CPT Smith must outline any terms of conduct that may be placed on the recruiters as they conduct themselves as substitute teachers.
  - 3) CPT Smith will need to delineate which classes / groups of classes he is willing to send recruiters to substitute for, with the knowledge that some teachers have a mixed schedule of upper and lower classmen.
  - 4) CPT Smith will need to provide a monthly calendar of availability for his recruiters.
  - 5) Secretarial staff will need to prioritize the use of recruiters as substitutes on the days that they are available, preplanning as much as possible.
- 1) When writing up your implementation project, the educator should provide details on the role of the MCP101 participant, timeline for implementation, school contact information, what tasks the educator will accomplish in this implementation project, and provide examples of materials to be used with your audience.
- My audience for this project will be the administration, military recruiters, teachers, and students.
  - Standards and Competencies of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model
    - Standard- Students will make decisions, set goals, and take action.
      - Indicator- Know when, where, and how to seek help for solving problems and making decisions.
    - Standard- Students will understand the relationship of academics to the world of work and to life at home and in the community.
      - Indicator- Recognize and demonstrate the relationship between learning and work.
      - Indicator- "Identify and participate in community experiences that enhance academic learning."

- My role will be that of a liaison between the school administration and CPT Smith. I will present the project to the school administrations and organize the first meeting with CPT Smith prior to the beginning of this school year. I will survey both the school administration and CPT Smith monthly on the project to determine the number of days the military recruiters actually served as substitutes during the previous month. I will calculate money that the district saved through this project, as well as successful recruitment numbers of our student body by the military recruiters.
- Contact information for Broome High School is as follows:
  - 381 Cherry Hill Road  
Spartanburg, SC 29307-3499
  - 864-279-6700

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Introduction to March 2Success Computer Program to Repeat 9<sup>th</sup> Grade Students at  
James Island Charter High School

Submitted by

Patricia Soles-Rosenthal, M.Ed, GCDF

Date

July 16, 2010

To

Dr Ray Davis

Military Career Pathways 101 Project

-

James Island Charter High School has a student body capacity of 1500 hundred students. Typically we start the school year out with approximately 100 repeat 9<sup>th</sup> grade students. I propose to administer a project that can aid the students in remediation and introduce them to civilian careers and related military careers, aligned with the South Carolina Career Clusters. The purpose of this project is to introduce the repeat 9<sup>th</sup> grade students to the March2Success computer program, a tool that helps all students enhance their Math, Science and English skills. This program could be used to help increase test scores and as an additional resource for remediation. Developed by the military, it enables students to better prepare for state assessment examinations, college entrance examinations, trade school entrance tests, military entrance tests, and applying for a job.

I will provide training of the program using the computer lab in the Media Center to the repeat 9<sup>th</sup> grade students during the first quarter of the school year. The following standards will be addressed during this instruction:

**Objective 1:** Students will access the March2Success computer program and set up a file for gathering information on careers in the military and compare them to civilian careers.

**LEARNING TO WORK (Career Development)**

Apply decision-making skills to career choices

Demonstrate the importance of planning and goal-setting

Develop an educational plan to support career goals

Become aware of the education, skills, and training needed to achieve career goals

-  
**Objective 2:** Students will take a sample test and become familiar with the study skills sections of the program to enable them to increase test scores.

**LEARNING TO LEARN (Academic Development)**

Utilize assessment tools for educational and career goal setting

Identify available resources. Learn and apply effective study and work skills

Improve study skills and apply them to new learning situations

Students may be instructed to use the program as a means of virtual job shadowing, by exploring different career opportunities in the military and comparing them to civilian jobs. This exercise could be used to explore the civilian and military careers aligned with the featured career cluster of the month.

I will monitor student use of the March2Success program through the *Manage My Students* tab and follow up with the students quarterly.

The link to the program will be added to the testing page of our school website. An introduction to the program will be highlighted in a letter to parents concerning our testing program, which includes different study skills and test preparation sites at JICHS and to the junior and senior newsletters that go out to students. Any teacher interested in learning the program will be instructed in its use. I will ask that recruiters talk about the program to students when they visit our campus and have flyers available if possible.

Attached is the testing flyer with the March2Success website added. This proposal may be modified after implementation begins if problems occur.

## *James Island Charter High School*

***START  
PLANNING  
NOW!!!***

### Testing Information

#### ***EOC***

The state mandated End-of-Course exams are given at the end of the following courses:

Algebra I

Algebra 1 part 2

English I

Physical Science

Biology I

Applied Biology 2

US History and Constitution

The test items follow the SC State Standards. The test must count as **20%** of the course average.

More information available at

<http://ed.sc.gov>

#### ***HSAP***

The SC Exit Exam is given in the Spring for all second year high school students.

This year's testing will be April 12-14, 2011.

The test includes Reading, Writing, and Math sections. ***Students must pass all sections to receive a diploma.*** Students will retake sections each semester until passed.

#### ***SAT***

The SAT is for students who plan to enroll in a four-year college and have passed the required courses. Sample items, resources and online registration can be found at

[www.collegeboard.com](http://www.collegeboard.com)  
([www.March2Success.org](http://www.March2Success.org) is an additional study site)

#### ***PSAT***

All 10th graders take the PSAT free of charge. PSAT results will be reviewed with Guidance.

Juniors should register in guidance to take the PSAT to participate in the **National Merit Scholarship Qualifying Test (NMQT)**. PSAT will be given on Oct 13, 2010.

### *Other Testing*

#### ***ACT***

Accepted by colleges in place of the SAT.

Test includes a variety of subject areas. Online registration at [www.act.org](http://www.act.org)

#### ***ASVAB***

Military placement test that can be used for career exploration. Offered in the Fall. Check out the [March2Success.org](http://March2Success.org) site for study skills, test preparation and careers. Register in Guidance.

#### ***Trident Placement***

For 11th and 12th graders who are interested in a two-year college or undecided. Offered in the Spring. Register in Guid-

## Inside Story Headline

This story can fit 150-200 words.

One benefit of using your newsletter as a promotional tool is that you can reuse content from other marketing materials, such as press releases, market studies, and reports.

While your main goal of distributing a newsletter might be to sell your product or service, the key to a successful newsletter is making it useful to your readers.

A great way to add useful content to your newsletter is to develop and write your own articles, or include a calendar of upcoming events or a special offer that promotes a new product.

You can also research articles or find “filler”

articles by accessing the World Wide Web.

You can write about a variety of topics but try to keep your articles short.

Much of the content you put in your newsletter can also be used for your Web site. Microsoft Publisher offers a simple way to convert your newsletter to a Web publication. So, when you're finished writing your newsletter, convert it to a Web site and post it.



Caption describing picture or graphic.

## Inside Story Headline

This story can fit 100-150 words.

The subject matter that appears in newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note business or economic trends, or make predictions for your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or

---

*“To catch the reader's attention, place an interesting sentence or quote from the story here.”*

improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a column that is updated every issue, for instance, an advice column, a book review, a letter from the president, or an editorial. You can also profile new employees or top customers or vendors.

## Inside Story Headline

This story can fit 75-125 words.

Selecting pictures or graphics is an important part of adding content to your newsletter.

Think about your article and ask yourself if the picture supports or enhances the message you're trying to convey. Avoid selecting images that appear to be out of context.

Microsoft Publisher includes thousands of clip art images from which you can choose and

import into your newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.



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Caption describing picture or graphic.



Primary Business Address

Your Address Line 2

Your Address Line 3

Your Address Line 4

Phone: 555-555-5555

Fax: 555-555-5555

Email: xyz@microsoft.com

*We're on the Web!*  
*example.microsoft.*  
*com*

*Your business tag line here.*



## Back Page Story Headline

This story can fit 175-225 words.

If your newsletter is folded and mailed, this story will appear on the back. So, it's a good idea to make it easy to read at a glance.

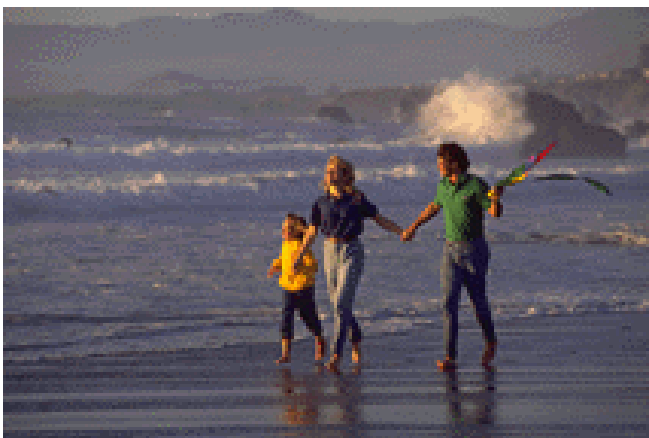
A question and answer session is a good way to quickly capture the attention of readers. You can either compile questions that you've received since the last edition or you can summarize some generic questions that are frequently asked about your organization.

A listing of names and titles of managers in your organization is a good way to give your newsletter a personal touch. If your organization is small, you may want to list the names of all employees.

If you have any prices of standard products or services, you can include a listing of those here. You may want to refer your readers to any other forms of communication that you've created for your organization.

You can also use this space to remind readers to mark their calendars for a regular event, such as a breakfast meeting for vendors every third Tuesday of the month, or a biannual charity auction.

If space is available, this is a good place to insert a clip art image or some other graphic.



Caption describing picture or graphic.

*This would be a good place to insert a short paragraph about your organization. It might include the purpose of the organization, its mission, founding date, and a brief history. You could also include a brief list of the types of products, services, or programs your organization offers, the geographic area covered (for example, western U.S. or European markets), and a profile of the types of customers or members served.*

*It would also be useful to include a contact name for readers who want more information about the organization.*