

Project for Military Pathways 101

Areshia Masters
Career Specialist

Educational Opportunities and Careers within the Military

Target Audience: Faculty of Midland Valley High School

Objectives:

- To inform school faculty of opportunities the military has to offer for college scholarships
- To create awareness among the faculty about career pathways and opportunities students have by choosing the military after high school.
- To provide information about the March2Success and ASVAB(including FYI Career Exploration Program)

Standards Addressed:

1. Training Clients and Peers-Preparing and developing materials for training programs and presentations.
2. Program Management/Implementation- Studies covering career programs and their implementations and working as a liaison in collaborative relationships.
3. Promotion and Public Relations- Marketing and promoting career development programs.

Implementation Strategies:

1. Plan program for staff development session.
2. Meet with Principal to schedule time for staff development presentation.
3. Prepare materials and handout informational sheets for staff development meeting.
4. Conduct the staff development meeting.
5. Be a resource for Faculty.

Topics for Agenda:

1. College Scholarship Opportunities- Officer programs such as JROTC and SROTC
2. Military jobs by category and how they correspond to the sixteen Federal Career Clusters.
3. Educational resources including March2Success and ASVAB(FYI included)
4. Requirements for Enlistment.

Resources for Participants:

1. Websites: www.todaysmilitary.com
www.march2success.com

www.careersinthemilitary.com

www.asvabprogram.com

2. ASVAB Information sheet.
3. March2success information sheet
4. Handout of military college scholarship information

Materials used for implementation:

Military Career Pathways 101 booklet

List of helpful and informational websites

Military Careers booklet

March2success brochure

Summary:

Attendance at the Military 101 conference in June was quite an eye-opener for me. I learned a great deal about the military and opportunities within the military that I did not already know. I have the desire now to go back to the high school I work in as a Career Specialist and inform the faculty about the enormous opportunities that the military provides for our students. The opportunities for scholarships, career exploration, and careers in general are incredible. I also wish to be a source of information for faculty members as well as students. I plan on encouraging students to explore military career options as well as the educational benefits of military service as a part of their career development process.

Military Career Pathways (MCP 101) Project Proposal

June 5 – 7, 2012

Columbia, SC

Participant: Mark S. LaVigne

Educational Position: Dorchester District 2, Givhans Alternative Program (GAP), Math Department Head and High School Math Teacher

Title of Project: “ **INSIDE the CAMO**”

Target Audience: Phase I – The Administration and teaching staff of the GAP
Phase II – Middle School students
Phase III – High School students

Learning Objectives:

- 1) *Phase I* - to make the staff and administration aware of the military's "new" enlistment requirements and the need for students to begin planning early if the military option might be in their future. Relay information provided at this year's seminar.
- 2) *Phase II* - To provide Middle School students with the baseline they will have to meet in order to even be considered for entry into the military. In addition, provide this group with the comparisons between the SC Department of Education's "Career Clusters" and the "Military Pathways". Introduce this group to military recruiters and JROTC staff as part of a career development program.
- 3) *Phase III* - For those interested/qualified High School Students, provide them with the same basic information provided to the middle school students and through the guidance department make the connection with the local recruiter office. In addition, advise them of the “March 2 Success program” and “ASVAB Career Exploration Guide” programs to enhance test scores and provide them with a full spectrum of potential careers.

Standards Addressed:

- 1) Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (C:A1.1)
- 2) Students will employ strategies to achieve future career goals with success and satisfaction. (C:B2.1)
- 3) Students will understand the relationship of academics to the world of work and to life at home and in the community.

Implementation Strategies:

- 1) Phase I - In an effort to update the staff on current enlistment policies / requirements, provide them with an overview of the information provided at the 2012 MCP 101 seminar. This will be conducted during a Staff Development period, at the beginning of the upcoming school year

Information will include, but not be limited to Military Options, SC Career Clusters, etc.

2) Phase II and III - provide these students with information necessary for them to make an educated/informed decision concerning their lives after school and the steps required to make these dreams a reality. This process will be completed periodically throughout the school year to accommodate newly arriving students.

Topics for Agenda:

- 1) Current military enlistment requirements (enlisted vs. officer)
- 2) Military vs. Civilian job comparisons (types, pay, etc.)
- 3) Need for prior planning

Resources for Participants:

- 1) copies of materials provided at the 2012 MCP 101 seminar.
- 2) www.March3success.com
- 3) www.asvabprogram.com

Summary: The majority of the students and faculty at the alternative school are unaware of the constantly changing (becoming more selective) military entry requirements. Regretfully, many believe the "jail or military" option to be alive and well. In fact, based on what I learned at MCP 101, the majority of our high school students would be in eligible (for a variety of reasons) to enlist. If the military lies in their future plans, it is imperative that they be made aware of these facts so that they can, if needed, adjust their lifestyle. As educators we still have a responsibility to provide accurate, up to date career information to our students; they should not have to make choices in the dark. Use of the *March 2 Success* and ASVAB programs can help achieve that goal. Many of the middle school students at the alternative school are still at a point that they have options available to them. Hopefully, being aware of the expectations placed upon them might help sway some of the difficult life choices they will have to make in a positive direction. Historically, our school has not been an academic site frequented by many recruiters. I hope to change that, especially in the middle school arena. Positive role models are sadly missing from many of their lives. In addition, I would like to make use of our district's JROTC military members; they have a vast level of experiences our students should be made aware of.

Respectfully submitted on June 22, 2012

Mark S LaVigne

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: Mary Lucille Chorey
Educational Position: CATE Teacher
Title of Project: Making Informed Career Choices

Target Audience: Educators, students, and parents

Learning Objectives: (as needed)

1. To enhance understanding and relationships between the military and the Sumter High School community. To educate students, parents and educators on the opportunities available in the military in relation to the 16 career clusters.
2. To make available to the students information and resources to make an informed decision as to which career choice is best for them whether it is military or in the private sector.
3. To increase patriotism and appreciation for the sacrifices military families make for each of us.
4. To inform students about the rigorous requirements to be accepted into the military. This will give students information to help them make appropriate decisions about staying in school, losing weight, not getting tatoos, piercings, etc that would make them ineligible.

Standards Addressed: (minimum of two)

1. Unit B. Employability Skills: Identify positive work practices (e.g., appropriate dress code for the workplace, personal grooming, punctuality, time management, organization).
2. Unit B. Employability Skills: Demonstrate positive interpersonal skills (e.g., communication, respect, teamwork).
3. Math Standard covering computation of military pay versus private sector pay and using a budget and or flowchart to determine cashflow. (Note: Have asked a Math teacher to check on a math standard that would apply.)

Implementation Strategies: (as needed)

1. All students will research their future career goal and find the equivalent career in the military.
2. All students will create military cards. They trade cards with other students to try to accumulate at least one card per career cluster
3. Army, Marine and Air Force Recruiters will be invited to class to answer student's questions and give them insight into different military careers and let them know what will disqualify them for the military.
4. All students will complete the assessments at www.scpathways.org and do the virtual interview skills as well as virtual job shadowing.
5. All students will complete resume's, cover letters, and mock job applications.

Topics for Agenda: (Specific project content)

1. Meet with all CATE/Business Education instructors, Guidance Counselors and administrators during departmental meeting or inservice at the beginning of the school year to explain the connection between military occupations and career and technical occupations. It would be great if we could have some of the military personnel come to this departmental meeting/inservice to answer questions and tell their story. The panel discussions where the military personnel did this during MCP 101 was so inspiring and touching. I want the teachers in the CATE department to experience the depth of leadership, duty, respect, selfless service, honor and personal courage that our military feel.
2. Invite recruiters to come into classrooms to share with the students information about military careers and opportunities. Recruiters could bring in military members with different jobs in the military to give the students faces to go with different jobs and a chance to ask questions and hear personal stories.
3. Present a program at Open House/Meet the Teacher Night that gives the faculty, students and parents the opportunity to hear about the 16 career clusters that are part of the military. Have as many of the career clusters represented as possible and once again have these outstanding men and women in uniform tell their story. This is powerful and even if their student is not eligible or does not have any desire to go into the military this night the parents and guardians and faculty should walk away with a greater respect for and understanding of those who serve and protect.
4. Coordinate with the Guidance Career Counselor to have Military recruiters present at the Career Fair and once again show the connection between the military and CATE career clusters.
5. Encourage Guidance department to utilize the ASVAB. Have recruiters come in to administer and then to interpret the results and answer any questions students may have.

Resources for Participants:

The Recruiting Station based at the Sumter Mall.

www.scpathways.org

march2success

Materials used for implementation:

Computers, paper, toner in Google Apps classes to create military cards for trading.

Pamphlets, brochures, PowerPoint presentations, handouts, etc. developed by the classes or donated by the recruiters to educate the target audience about military career and education opportunities.

Summary:

I have a deep respect for our military and a great desire to share with others the benefits of considering a career in the military. I believe patriotism should be taught in our classes and students should come to appreciate the sacrifices that are being made on a daily basis for their freedoms. I believe that with the assistance of men and women in uniform who love their country and are proud to wear our nation's uniform I can increase people's knowledge and debunk some of the misconceptions that some people have of our military. I believe this undertaking will assist my students in realizing the importance of staying in school and continuing their education post high school. I hope that by having the knowledge that it is not easy to get into the military any more and the information of what would disqualify them, my students will make better informed choices. I hope that they will realize that what they do even in 9th grade can have a far reaching impact on their future. I want those who desire to go to college, but no means to go, to realize they do have the option to go and let the military pay for their higher education.

First educating the teachers, guidance counselors and administrators will enable more students to become exposed to and acquainted with careers in the military that they might not otherwise realize exist. Bringing the panel discussion to the parents and guardians will give them a chance to realize the benefits and opportunities that military careers can afford. Giving the students the tools, time and encouragement to explore careers in the military will give them choices and open up avenues that they would otherwise not consider.

MILITARY Career Pathways

June 5-6-7, 2012

Columbia, SC

MCP 101 Project Proposal

Participant Name: Melissa A Epps

Educational Position: CATE-Business Education Teacher & Department Chair

Title of Project: Military Career Exploration

Target Audience: High School CATE Teachers, Career Specialist, and Guidance Counselors, and students.

Learning Objectives (as needed)

1. The Learner will create employment documents and actively participate in a Mocked Interview.
2. The Learner will be familiar with varies career opportunities in in the military.

Standards Addressed: (minimum of two)

1. CATE Employability Skills: B.1 Identify positive work practices.
2. CATE Employability Skills: B.2 Demonstrate positive interpersonal skills.
3. GCDF: 5 support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study
4. Guidance Career Development: explore careers and the connection of school to work.

Implementation Strategies (as needed)

1. Create index cards with varies military careers listed in the unlined side. Create a diagram how students will be grouped in the jugged-saw activity. Directed students to websites for research. Create a schedule for presentations and invite parents to attend. (3 days)
2. Invite recruiters to speak with students on opportunities in the military and the importance of appropriate dress code for the workplace, personal grooming, punctuality, time management, organization, communication, teamwork, respect, etc... (Schedule 3 weeks in advance).
3. Schedule Mocked Interviews for students Career specialists will conduct all interviews and prepare cameras for use.
4. Sponsor a Military Career Fair Week: Mini MCP 100 training, Career Day, Parent/Student Night. (CATE Teachers, Career Specialists, FBLA members, and ROTC
5. Wrap-Up have the Military as a sponsor for FBLA March for Babies in the spring. (Get event approved school-wide by December. Contact Recruitment Office in January. Form committees with FBLA members. Oversee all committees.)

Topics for Agenda (specific project content)

1. Career Exploration
 - a. Salary/Ranks
 - b. Training/Education
 - c. Military Life
 - d. Higher Education
2. Teamwork and Collaboration
3. Mocked Interviews (Employment Application, Resume, Cover Letter, and Follow-up Letter)
4. Mini MCP 100 (downsized from MCP101's agenda)
5. Annual Wrap-Up
 - a. FBLA March for Babies Spring Walk Event

Resources for participants

www.army.mil/symbols/armyranks.html

www.dfas.mil/dfas.html

www.goarmy.com

www.soc.aascu.org/socad/Default.html

www.soc.aascu.org/conap/Default.html

www.Futuresoldier.com

www.goarmy.com

Materials used for implementation

Index Cards, Computer with Internet access, printer, and paper

Summary

As a Career and Technology Education teacher I have selected to target students Career Specialist, Guidance Counselors, and parents. This project will allow learners to explore variety of military web sites to research careers and military life. Learners will be able to share their experience with their peers and develop confidence and enhance their knowledge about the military. Learners will have the opportunity to ask questions from recruiters and engage in conversation. Recruiters will be invited from the Army, Air Force, Navy, Marines, and National Guards. In aligned with Veteran's Day the school will have a Military Week during this week Soldiers will visit classrooms, interact with students during lunch, and a Military Career Day Fair in the Lecture Hall or Fine Arts Center foyer. This event will allow teachers and students to gain knowledge of Military Career Pathways.

Cooperative learning will be a segment of this project. The facilitator will provide learners with career titles and they will be required to research information and share within jig-saw groups. The learner will use web sites listed in the project resources. The learning will create a promotional item to display in the classroom/halls. Students will take part in a mocked interview and produce employment documents before the interview is conducted by Career Specialist.

Mini MCP 100 will take place on an in-service/workday recruiters will come in to share Military Career Pathways similar to the MCP101 Training. During the Wrap-Up there will be a military panel and booth at FBLA March for Babies walk in the spring.

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, South Carolina

MCP 101 Project Proposal

Participant Name: Michael Wade Stokes
Educational Position: Career Teacher
Title of Project: Falcon Boots and Troop Camp

Target Audience: All 8th graders at Southside Middle School
Particularly those students that select a career field in one of the following career clusters:
Health Science
Government and Public Administration
Transportation, Distribution, and Logistics
Law, Public Safety, and Security.

Learning Objectives:

1. Students will complete at least one SCOIS (South Carolina Occupational Information System) survey to develop Career Goals by selecting a Career Cluster, Job, and related Military Occupation.
2. Students will set a career goal to study over a nine week period while in their Careers Course at Southside.
3. Students will complete a career report on their career cluster, career occupations, and related military occupation.
4. Students will create a Career Portfolio that will include Job Shadowing of their civilian career goal.
5. Students will attend a career field trip to Fort Jackson to investigate and Job Shadow a related military occupation in the same career cluster that they have studied in class.

Standards Addressed:

1. Learn to Work - Students will understand the relationship among personal qualities, education and training, and the world of work.
2. Learn to Live - Students will demonstrate decision-making, goal setting, problem solving, and communication skills.
3. Learn to Work - Identify secondary and postsecondary opportunities in the local community. Students will explore careers and the connection of school to work.
4. A:A1.2 Display a positive interest in learning - Students will Job Shadow and attend field trips to explore their career goals fully.
5. A:B2.2 Use assessment results in educational planning - Students will complete career surveys to help establish career goals.
6. C:B2.5 Maintain a career-planning portfolio - Students will create a portfolio to display all of the work and studies in their career goals and explorations while in their career course.

Implementation Strategies:

1. I will meet with Captain Shawn Fitzgerald and his team to set up a Military Career Field Trip for the first of March 2013.
2. I will talk about my experience in the military with all students during the first week of each quarter. Class discussion will be held on the enlistment requirements, training, and financial opportunities that today's military offers. The teacher will show a video on education, leadership, and careers in the military.
3. Cynthia Singletary will coordinate with the local Transportation unit, the Military Police unit and the Medical Unit to request representation for a panel to discuss military careers. The panel will be held after school for students attending the field trip. Parents will be invited as well.
4. Students will take a Career Cluster Assessment in SCOIS during the second week of each school quarter.
5. Students will create and complete a portfolio over the length of the nine weeks quarter while in Careers.
6. Students will write a report on a career cluster/job of their choice once they have reviewed the data from their Career assessment. They will write a report using the Career Exploration in SCOIS and Career Aisle to discuss key topics concerning the job they have selected for their career goal.
7. Students will also write a report where they explore, compare and contrast similar military occupations to the civilian occupations using the same two web sites they used to write their career report.
8. Students will also complete Job Shadowing with someone in the same career field that they have set as their career goal.

9. Students will create a Career Portfolio as part of their studies in the Career goals.
10. Students will attend a field trip to our school district's Career Center to explore all of the career fields but specifically the career fields that are being compared to the same occupations in the military.
11. A couple of days before the field trip Captain Shawn Fitzgerald and his team will come to our school and meet with the group of students that are attending the field trip to Fort Jackson. Students will hold a question and answer session with his team on topics concerning joining the military and occupations in the military.
12. Students will go on a field trip to Fort Jackson to have the chance to observe the occupations that relate to the career cluster they have done their Career Report and Job Shadowing on. Only students that have selected Career Goals in the following Career Clusters will attend this field trip: A. Health Science Occupations. B. Transportations, Distribution, and Logistics Occupations. C. Law, Public Safety and Security Occupations.

Topics of Agenda:

1. Students will learn what the enlistment requirements are to join the military.
2. Students will learn what educational and financial benefits are offered by the military if you join.
3. Students will have the opportunity to meet military personnel and learn about the career possibilities offered in the military.
4. Students will get to see what careers in the military are like when compared to civilian occupations in the same career cluster.
5. Students will explore the career fields of Health, Science, Transportation and Distribution, Law and Public Safety, and Government and Public Administration.
6. Students will gain firsthand knowledge of what certain occupations are like in the career clusters specifically being targeted in these fields of study.
7. Students will gain firsthand knowledge of what certain occupations are like in the career clusters specifically being targeted in these fields of study.

Resources used for implementation:

1. Internet
 - A. SCOIS
 - B. Career Aisle

2. Army Recruiters
3. Portfolio
 - A. Career Report
 - B. Job Shadowing
4. Interview with military personnel
5. Field trip to Fort Jackson

Materials used for implementations:

1. DVD "Making of an Army Officer"
2. SCOIS (South Carolina Occupational Information System)
 - A. Career Cluster Assessment
 - B. Career Exploration
3. Career Aisle
4. www.careersinthemilitary.com
5. www.todaysmilitary.com
6. Notebook and Clear sleeves
7. Chapter dividers/chapter Instructions
8. Pictures from meeting with Job Shadow
9. Pictures from field trip at Fort Jackson
 - A. Motor Pool
 - B. Hospital
 - C. Mess Hall
 - D. Simulation Rifle Range
10. Activity Bus

Summary:

I am the 8th grade Careers Teacher at Southside Middle School. It is my job to introduce all 8th graders to each of the 16 career clusters. Guide them to complete career assessments so that they can develop a career goal and set an Individual Graduation Plan. Part of the process for the students is to complete a career report and Job Shadowing. This project will allow me to help students investigate and compare their civilian career goals to those in the military. It will also give the first hand experience of what careers are like in the military.

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: Missy McAlister
Educational Position: Support Services: Hamilton Career Center, Seneca SC
Title of Project: Military: A Positive Perkins Placement

Target Audience: CATE Faculty, CATE Students

Learning Objectives: (as needed)

1. To create awareness of how programs offered at Hamilton Career Center align with a military career opportunities for all CATE students.
2. To create awareness of the benefits the military can offer CATE students in terms of career and college opportunities.
3. To create an awareness of how the ASVAB Career Exploration Program will help students define career goals.

Standards Addressed: (minimum of two)

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

Implementation Strategies: (as needed)

1. Contact Jonathan Yudt: (Company Commander Greenville, SC US Army Recruiting jonathan.yudt@USAREC.army.mil) for assistance and guidance in (1) becoming an ASVAB testing site and (2) presenting a staff development session about the benefits of a Military career.

2. Develop an agenda for staff development session.
3. Conduct staff development session with assistance from US ARMY representative.
4. Schedule ASVAB testing dates.
5. Schedule opportunities (class presentations and/or SkillsUSA, HOSA, DECA meetings) for recruiters to meet with CATE students to explain the benefits and opportunities available in today's military.

Topics for Agenda: (Specific project content)

1. Military Career Cluster Connections
2. Opening the doors to recruiters
3. ASVAB Career Exploration Program
4. March2Success
5. Attending Military Career Pathways (MCP 101) next session (June 2013)

Resources for Participants:

SC SDE Military Career Cluster Connection - PDF file
SC SDE Military Career Fields - PDF file with web addresses
ASVAB Career Exploration Handout
www.careersinthemilitary.com
www.todaysmilitary.com/careers

Materials used for implementation:

ASVAB testing materials
Military publications
US Army Recruiters

Summary:

Every CATE program at HCC requires the student to research career opportunities in their chosen field. The research includes salary range, benefits, and career advancement opportunities that may require additional education. As part of the MCP 101 project, it is our goal that the instructors suggest the student compares a private sector career to a comparable position in the military. Exposing CATE students to post-secondary education and employment opportunities is the job of every CATE

instructor. By providing educators with staff development, of how CATE programs align with the array of military careers, adds to their knowledge base of opportunities they can expose their students to.

By becoming an ASVAB Career Exploration Program site we will be able to offer our students a chance to better understand their personal preferences and career strengths. Knowledge of personal preferences and career strengths will help equip student with skills necessary to make informed decision and set personal and career goals.

See Attached Action Plan

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: Nancy England
Educational Position: Assistant Director: Hamilton Career Center, Seneca SC
Title of Project: Military: A Positive Perkins Placement

Target Audience: CATE Faculty, CATE Students

Learning Objectives: (as needed)

1. To create awareness of how programs offered at Hamilton Career Center align with a military career opportunities for all CATE students.
2. To create awareness of the benefits the military can offer CATE students in terms of career and college opportunities.
3. To create an awareness of how the ASVAB Career Exploration Program will help students define career goals.

Standards Addressed: (minimum of two)

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

Implementation Strategies: (as needed)

1. Contact Jonathan Yudt: (Company Commander Greenville, SC US Army Recruiting jonathan.yudt@USAREC.army.mil) for assistance and guidance in (1) becoming an ASVAB testing site and (2) presenting a staff development session about the benefits of a Military career.

2. Develop an agenda for staff development session.
3. Conduct staff development session with assistance from US ARMY representative.
4. Schedule ASVAB testing dates.
5. Schedule opportunities (class presentations and/or SkillsUSA, HOSA, DECA meetings) for recruiters to meet with CATE students to explain the benefits and opportunities available in today's military.

Topics for Agenda: (Specific project content)

1. Military Career Cluster Connections
2. Opening the doors to recruiters
3. ASVAB Career Exploration Program
4. March2Success
5. Attending Military Career Pathways (MCP 101) next session (June 2013)

Resources for Participants:

SC SDE Military Career Cluster Connection - PDF file
SC SDE Military Career Fields - PDF file with web addresses
ASVAB Career Exploration Handout
www.careersinthemilitary.com
www.todaysmilitary.com/careers

Materials used for implementation:

ASVAB testing materials
Military publications
US Army Recruiters

Summary:

Every CATE program at HCC requires the student to research career opportunities in their chosen field. The research includes salary range, benefits, and career advancement opportunities that may require additional education. As part of the MCP 101 project, it is our goal that the instructors suggest the student compares a private sector career to a comparable position in the military. Exposing CATE students to post-secondary education and employment opportunities is the job of every CATE instructor. By providing educators with staff development, of how CATE programs align with the array of military careers, adds to their knowledge base of opportunities they can expose their students to.

By becoming an ASVAB Career Exploration Program site we will be able to offer our students a chance to better understand their personal preferences and career strengths. Knowledge of personal preferences and career strengths will help equip student with skills necessary to make informed decision and set personal and career goals.

See Attached Action Plan

MILITARY Career Pathways (MCP 101)
MCP 101 Project Proposal
Fred P Hamilton Career Center Action Plan

Nancy England, Assistant Director
Missy McAlister, Support Services CATE DATA
Fred P Hamilton Career Center
Seneca, SC

Learning Objective	Action	Responsibility	Timeframe	Indicators of success
To create awareness of how programs offered at HCC align with military career opportunities for CATE students.	Staff Development	HCC Administration US Army recruiters	August-September 2012	Number of CATE instructors attending staff development.
To create awareness of the benefits the military can offer CATE students in terms of career and college opportunities.	US Army Recruiters class presentations. Student career research papers.	US Army Recruiters CATE Instructors CATE students	Sept. 2012 – May 2013	Number of presentations. Samples of student research papers.
To create an awareness of how the ASVAB Career Exploration Program will help students define career goals.	Become an ASVAB Career Exploration Program site	HCC Administration and Guidance US Army CATE students	Sept. 2012 – May 2013	Number of ASVAB assessments given.

June 12, 2012

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: Ron Webber
Educational Position: District Coordinator
Title of Project: Rolling Out ASVAB in a Kinder and Gentler World

Target Audience: District, Middle, and High School Administrators

Learning Objectives: (as needed)

1. Inform and Educate Educators on the Career Awareness opportunities for students in the School District of Pickens County
- 2.
- 3.

Standards Addressed: (minimum of two)

- 1.
- 2.
- 3.

Implementation Strategies: (as needed)

1. Develop a Plan of Action to gain approval to substitute ASVAB into the district Progressive Tools for Career Planning
2. Request Review of Plan by MCP 101 Committee
3. Review Plan with Dr. Ray Davis
4. Write Executive Summary for Superintendant and Assistant Superintendent for Instruction

5. Meet with District Staff to orally present request and review Executive Summary

Topics for Agenda: (Specific project content)

1. Identify what ASVAB can do for students
2. Identify what ASVAP does not do.
3. Develop Plan and Dissemination Plan
4. Discuss Plan with District Leadership Team
5. Implement Plans

Resources for Participants:

Written Executive Summary, PowerPoint Presentation for DLT and/or Board of Education

Materials used for implementation:

MS Office products (Power Point and Word)

Summary:

Implementation of ASVAB testing and counseling is essential to continued student student growth in career planning. This plan needs to be good, sustainable and approvable. It may also be used by other districts with the same needs.

MILITARY Career Pathways (MCP 101)

June 5-6-7, 2012

Columbia, SC

MCP 101 Project Proposal

Participant Name: Rosalyn Higgins

Educational Position: Professional School Counselor, ED.S., GCDF, Anna Boyd School

Title of Project: CIA Training (Character In Action)

Target Audience: 4th, 5th, 6th , 7th graders attending Anna Boyd School (alternative school setting)

Learning Objectives:

1. To increase student understanding of the importance of character in *any* career choice
2. To dismantle student and family stereotypes about the military as a “last resort “career
3. To promote to students and families the multiple benefits of using the ASVAB for career / educational choices through Pre-ASVAB administration
4. Highlight character in action demonstrated by military personnel on Veterans’ Day and Memorial Day

Standards Addressed:

Guidance Standards

1. Learn to Live -- Students will make decisions, set goals and take actions
Competency Indicators: a. Students will demonstrate the use of decision-making , goal-setting and problem solving (4th - 5th). b. Students will apply effective problem-solving and decision-making skills to make appropriate and responsible choices.
2. Learn to Work -- Students will explore careers and the connection of school to work
Competency Indicators: a. Students will demonstrate the use of decision-making, goal-setting and problem-solving skills (4th - 5th). b. Students will identify the education, career resources and training opportunities needed to achieve career goals.
(6th - 7th).

GCDF Competencies

3. Assessment -- Both formal and informal career development assessments, with emphasis on relating appropriate career development assessments to the population served (SCOIS, Pre-ASVAB as appropriate for 4th, 5th, 6th, 7th).
4. Program Management/ Implementation -- Working as a liaison in collaborative relationships

Implementation Strategies:

1. Acquire approval for event dates with the principal for the fall and spring events
2. Coordinate with the career specialist for promotion, program planning and logistics with the CIA Program (Character In Action) and for military branch guest speakers throughout the year
3. Promote and implement "CIA Training" - simulation of military orientation via assistance from local military contacts to be held some time in October of 2012 to align with national character events (national Character Counts organization)
4. Promote the Pre-ASVAB during support staff class coverage (designated days per master schedule)
5. Designate date through coordination with the ASVAB Director to administer the Pre-ASVAB with pre- and post-assessment information disseminated to students and parents
6. Coordinate the Pre-ASVAB assessment around spring career day (date to be determined) and invite military personnel to represent as many branches as possible;
use of national STEM Bus during career day if available
7. Create recognition programs for Veteran's Day and Memorial Day to include a JROTC speaker from with the district or military representative from one or more branches based on local availability. Collaborate with military contacts to assess possibility of bringing military band members to showcase musical talent within any of the branches

Topics for Agenda:

1. "CIA Training" - Character In Action: Why Character is important in ALL Careers

2. Introduce the ASVAB and all its applications for career exploration and educational goals (administration of the Pre-ASVAB as preparation for the ASVAB)

3. Career Day - see item 6 above

4. Why do we recognize Veteran's Day? Why do we recognize Memorial Day? What is the difference between the two? Each day's origin and significance as delivered by guest speakers for each program

Resources for Participants:

- Career Pathways website
- Microburst links via Career Pathways website that focus on STEM clusters
- Handouts made available through various military branches supporting program events during speaker presentations and other above-mentioned programs
- Handouts made available through other guest speakers in support of any of the

specified programs

- Webquest assignments using military branch websites (student choice will drive

webquest searches via the Army, Air Force, Navy, Marines and Coast Guard

- ASVAB website resources and materials prior to and after the Pre-ASVAB

administration

Materials used for implementation:

The materials/resources used are specified in the above sections.

Summary:

As a school counselor for an alternative program serving 4th, 5th, 6th and 7th grades, my ongoing mission is to assist with preparing this population of students for successful, productive lives within a regular school-setting. Within the scope of my unique guidance role, I attempt to introduce, instill or revisit basic life skills for success with all the guidance standards. Therefore, while the central focus is on careers, the underlying theme is character and its relevance to success in all areas of life: education, work and life. Because our population usually includes disproportionate numbers of kinesthetic learners, any type of program involving movement music and tactile modalities increases learning through active engagement.

I will attempt to further engage students using the CIA Training (Character In Action) theme through opportunities to choose additional levels of personal involvement between program events. This theme will be integrated into designated classroom assignments with incentives such

as additional class credit and award recognition at selected programs for student-based projects/products. Student submission requirements will include relaying or demonstrating the importance of character in educational goals beyond high school and military careers. Other career clusters can also be addressed but at least one military branch must be highlighted for award recognition consideration.

Another important facet of our alternative program is the ongoing transient enrollment. Our students generally have an opportunity to return to their regular zoned school after successful completion of specific exit eligibility guidelines (academic, behavioral and intervention requirements) while being in attendance between 45 and 90 days. This can be longer based on students' ability to meet exit requirements. We also receive new students and orient them each Monday. While the numbers of new enrollees vary from week to week, having programming that spans across both fall and spring semesters will serve as a means of reaching the majority of our year-long ongoing new enrollment.

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: Ruth A. Benson

Educational Position: Career Specialist

Title of Project: MCP Awareness

Target Audience: Guidance Counselors, Career Specialists, and Middle and High School Teachers

Learning Objectives: (as needed)

1. Build awareness of the scope of careers in the military
2. Improve impression of the military with the target audience
3. Students will understand the relationships among personal qualities,
- 4.
5. education and training, and the world of work.
- 6.
7. Students will demonstrate decision-making, goal-setting, problem solving,
8. and communication skills.
- 9.
10. Students will explore careers and the connection of school to work.
- 11.

Standards Addressed: (minimum of two)

1. Centify careers and career clusters in the community
2. Recognize the importance of setting goals
3. Recognize the importance of making decisions

Implementation Strategies: (as needed)

1. Request time to meet with counselors, career specialists, and teachers during the district's scheduled professional development time (approximately monthly) without prior activities scheduled.
2. Meet with the target audience in at least one group, but be available to meet in additional groups if requested or needed.
3. Present a power point presentation designed to enlightend and inform the target audience about military careers.
- 4.
- 5.

Topics for Agenda: (Specific project content)

1. Requirements for enlistment
2. 16 Career Clusters and the Military Career Occupation Correlations
3. Information on education opportunities and the importance of education in the military including the requirements for ROTC scholarships.
- 4.
- 5.

Resources for Participants:

Handouts of Power Point content

Materials used for implementation:

Power Point

Summary:

Using materials received from MCP 101 and resources from military recruiters and online research I will present a power point presentation to guidance counselors, career specialists, and middle and high school teachers designed to increase their awareness of Military Career Pathways to enable them to better discuss options with their students. They will then be better able to provide their students with the information so that their students can better make an informed decision about whether a military career would individually be a good fit.

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Todd Smith

School Counselor/CDF Buford Middle School

Title of Project: March 2 Success

Target Audience: 8th Grade Honor student and 8th grade Career class students

Learning Objectives:

1. The student will access and utilize on-line test prep and study skills material.
2. The student will research and connect military occupations with personal interests, skills, and abilities.

Standards Addressed:

1. Learning to Learn—Students will employ strategies to achieve school success
2. Learning to Work—Students will explore careers and the connection of school to work.
3. Learning to Work—Students will understand how community awareness relates to work.

Project Description and Implementation Strategies:

The March 2 Success project at Buford Middle School will consist of two parts—a test prep workshop for 8th grade honors students and classroom presentation to 8th grade Career exploratory classes each semester.

March2Success Test Prep Workshop

Honor students in the 8th grade participate in the PSAT administration in October. The school counselor (MCP 101 participant) will conduct a Test Prep Workshop for all 8th grade honors students prior to the test administration date. The students will have the opportunity to interact with the Army sponsored march2success website. The counselor will provide a demonstration of the SAT Practice Tests and Flash Cards tools. The presentation will take place in a classroom setting and the counselor will reserve the school's new iPad mobile lab.

Career Classroom Presentation

The counselor will give a total of 4 -45 minute classroom presentations (2 each semester) to the 8th grade Career classes. Prior to each presentation, the school's CDF (class teacher) will administer a career interest inventory to the students using SCOIS. The student's will use identified career clusters to

match with a similar Military Occupational Specialty (MOS). The student will be directed to research their career interest using the website careersinthemilitary.com. Student will record information such as training requirements, job responsibilities, advancement opportunities, and related career fields. Additionally, students will read profiles of soldiers who perform the identified job. Students will present their findings to their classmates (format may be poster board display, photostory, powerpoint, or interview). The school's iPad lab will be reserved for the activity.

Timeline for Implementation

TEST PREP WORKSHOP will be conducted in mid-September 2012 (exact date TBD).

CLASSROOM PRESENTATIONS will be conducted 2 times per semester (exact dates TBD).

Resources for Participants & Materials Uses for Implementation:

- Test Prep Workshop: Instructional/Highlight handout for www.march2success.com
- Careers Classroom Presentation: SC Career Clusters with sample Army occupations
- www.march2success.com
- www.careersinthemilitary.com
- Military Careers Publication
- PowerPoint Presentation
- iPad Lab

Summary:

The MCP 101 experience was terrific! The event was a revelation of how the military, Army specifically, can be a viable career choice for many students and how the Army can be a valuable community resource and partner in the education process.

I am excited about the opportunity to introduce my school's honor students to the FREE March 2 Success educational tool. The computer-based test prep offering will be a change from the ordinary paper-pencil practice we usually administer to them. This particular tool may provide a format that will help promote successful test-taking skills and increase our student's success on the PSAT.

I am eager to present the military career clusters to our students in career classes. The information presented by myself and their classmates should provide a basis for military to be considered choosing a career path.

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: Samantha Turner

Educational Position: Midlands Education and Business Alliance, Workforce Development Coordinator

Title of Project: Student Career Day: Careers in Emerging Technologies

Target Audience: Approximately 300, 8th grade students from Fairfield, Lexington and Richland Counties that are intersted in exploring careers in emerging technologies. One week following the student career day, parents will be invited to learn about their students experience and how they can help their students plan for a career in emerging technologies.

Learning Objectives: (as needed)

1. Expose students to careers in science, technology, engineering and mathematics through hands on activities and industry experts from both civilian and military backgrounds.
2. To create an awareness of the critical workforce needs in both the civilian and military sectors as they relate to science, technology, engineering and mathematics.
3. To create an awareness of how students can achieve success through education and career opportunities offered through the military regarding emerging technologies.
4. To exose parents to careers in emerging technologies and to show how they can help their students plan for a future in science, technology, engineering and mathematics via the military or civilian worlds.

Standards Addressed: (minimum of two)

1. Students will understand the relevance of what they are learning in school and how the skills they acquire will transfer to careers in science, technology, engineering and mathematics that are needed in both the military and civilian workforces.

2. Students will be prepared to make decisions about choosing a career path, furthering their education and building a career in either the civilian or military worlds, or both.
3. Parents will be informed about careers in emerging technologies and how to help their student make education and career decisions through opportunities in the military and civilian worlds.

Implementation Strategies: (as needed)

1. Student Career Day: Careers in Emerging Technologies scheduled for Fall 2012 that will expose 8th grade students to careers in emerging technologies.
2. Include business partners from science, technology, engineering and mathematics to facilitate hands on activities and speak to students from business and industry and the military.
3. Include a key note speaker who can share their career path and the opportunities presented to them in the military that has also prepared them for the civilian workforce.
4. Parent night scheduled one week following the student career day to share with parents what their student learned, and to hear from industry and military experts as well as a parent specialist who can discuss how to help their child plan for a future in emerging technologies.
5. Event will take place at Celebrate Freedom Foundation which is a military based, non profit organization focused on exposing students to careers in science, technology, engineering and mathematics and giving relevance to the skills they are acquiring in school through hands on applications using military equipment, vehicles, aircraft and people.

Topics for Agenda: (Specific project content)

1. Keynote Speaker
Speaker will share their career path and opportunities they had in the military and how they crossed those skills to a civilian career.
2. Hands on Activities
Students will rotate through seven or eight, hands on activities provided by Celebrate Freedom Foundation, industry and military experts.
3. Lunch
4. Closing and Resource Distribution
Summarize for students the jobs of the future in emerging technologies and the opportunities that are available to them through the military.
5. Invitation to Parent Night
Parent night agenda will include: Key note speaker to share their career path and

opportunities they had in the military that carried over to the civilian world, Summary of activities held at student career day, Parent specialist to present "Preparing Your Student for a Career in Emerging Technologies," and Resource Distribution.

Resources for Participants:

1. Resource brochures related to the STEM, Manufacturing, Architecture and Construction and Transportation, Distribution and Logistics career clusters
2. "Building Your Career Piece by Piece" resource brochure
3. Resources provided by military and business and industry - ASVAB Exploration Guide, SC Education/Military Handout, Military Careers Publication, Military Websites, Army Skill Training Booklet and CD, Military Specialty Guide, The Making of an Officer CD, etc.

For Parents:

1. Parenting Skill Resource Guide
2. Parent Resource Guide specific to their school district
3. Resources provided by military and business and industry- ASVAB Exploration Guide, SC Education/Military Handout, Military Careers Publication, Military Websites, Army Skill Training Booklet and CD, Military Specialty Guide, The Making of an Officer CD, etc.

For Educators:

1. Resource brochures related to the STEM, Manufacturing, Architecture and Construction, and Transportation, Distribution and Logistics career clusters
2. Engineering Activities Resource Guide to use with students
3. "Building Your Career Piece by Piece" resource brochure
4. Resources provided by military and business and industry - ASVAB Exploration Guide, SC Education/Military Handout, Military Careers Publication, Military Websites, Army Skill Training Booklet and CD, Military Specialty Guide, The Making of an Officer CD, etc.

Materials used for implementation:

Collaboration among business partners from science, technology, engineering and mathematics, Celebrate Freedom Foundation and the military: Army Recruiting Battalion and the SC Army National Guard.

Summary:

As a connector between the education system and business and industry, I will collaborate with industry experts from the military and civilian workforces to plan a student career day: Careers in Emerging Technologies. The purpose of this activity is to expose students to careers in science, technology, engineering and mathematics through hands on activities, industry experts and supporting resource materials. Students will learn about the multiple career paths, future workforce trends and needs, required education and skill sets, salary and benefit information, and how to be "career ready" as it relates to careers in emerging technologies in both the military and civilian worlds. Furthermore, the students will learn about the opportunities and benefits available to them through the military as they

plan their future and how they transfer to the civilian world. Parents play a critical role in their student's education and career plans. Because of this important role, I will collaborate with the same industry experts from the military and civilian workforce to plan a parent night one week following the student career day. The purpose of the parent night is to expose parents to careers in emerging technologies and the numerous opportunities available to their students who wish to pursue this career path in the military and civilian worlds, or both.

MCP 101 Project Proposal

Participant Name: Shannon Taylor

Educational Position: High School English Teacher

Title of Project: The Many Faces and Opportunities of the Army

Target Audience: 9th Grade Students

Learning Objectives:

1. Introduce the many occupations in the U S Army.
2. Introduce the many ways the Army can help with continuing education.

Standards Addressed:

1. Assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade
2. Coordinate community resources and citizens representing diverse occupations in career development activities for parents and students
3. Students will demonstrate decision-making, goal-setting, problem solving, and communication skills.
4. Students will explore careers and the connection of school to work.

Implementation Strategies:

1. Get parent permission for 9th grade students to take ASVAB
2. Schedule ASVAB test with Ft. Jackson personnel
3. Schedule time for Ft. Jackson personnel to come back and do analysis with students
4. Prepare materials for informational session for students to meet personnel from many different occupations either still in the military or prior service. Goal is to get some of the same jobs that appeal to the students
5. Conduct informational session for students with personnel and recruiters

Topics for Agenda:

1. Correlation between Career Clusters and Military Pathways
2. Opportunities for enlisted military personnel to further education and training and prepare for workplace

3. Different Officer Program Pathways (ROTC, Warrant, OCS)
4. Curriculum resources for schools (ASVAB, March2Success)
5. List of websites and materials available for students

Resources for Participants:

Questionnaires for students prior to presentation

Handouts for students (ASVAB, Military Specialty Guide, Military Careers)

Materials used for implementation:

Questionnaires

ASVAB

Handouts for students

Summary:

Since this year I will be teaching 9th graders, I think it will be a great opportunity for the students to start their high school careers with a better understanding on what each student likes to do and how it translates into a career goal to begin working towards now. I understand that 9th graders usually don't have a great idea on what they want to do, so this will be a great opportunity to let them see themselves the many opportunities that can have not just with a chosen career, but also opportunities in the military as well.

So the first day will be the students taking the ASVAB to get a better understand of what careers best fit their personalities. The second day will be the analysis of the ASVAB and what it actually means. The third and final day will be for the students to meet actual soldiers or prior service personnel to talk about their experiences and opportunities in the Army. On this day will also give the students the handouts that sum up the three day experience for them.

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: Sheila Washington-Davis

Educational Position: School Counselor

Title of Project: Celebrating our veterans from the past to the future.

Target Audience: Darlington High students, faculty and staff.

Learning Objectives: (as needed)

1. Students will be able to gain an understanding of the military and their career paths.
2. Faculty and staff will gain an understanding of the military and their career paths.
3. Students will be able to recognize that men and women can have the same work.

Standards Addressed: (minimum of two)

1. Students will understand the relationships among person qualities, education and training, and the world of work.
2. Students will demonstrate explore careers and the connection of school to work.
- 3.

Implementation Strategies: (as needed)

1. Assist in coordinating the Veteran's Day Program where military personnel will speak to the student body about their career paths in the military.
2. Invite various branches of the military to speak with current 9th grade students and present the various career opportunities
- 3.

4.

5.

Topics for Agenda: (Specific project content)

1. The welcome from school personnel.
2. The entrance of the Darlington High Brigade and guest speaker
3. The introduction of the speaker.
4. The introduction of military personnel with various careers
5. The recognition of all veterans presents; former student and faculty members.

Resources for Participants:

.Darlington High JROTC Brigade
Members of the Armed Forces

Materials used for implementation:

Telephone, paper and the computer for written and oral communication.

Summary:

Please see attached document.

Military Career Pathways 101

Project Proposal

This project is submitted by Sherry Swindler, School Counselor, Little Mountain Elementary School.

Title:

Exploring the Military

Target Audience:

5th Grade Students

Learning Objectives:

1. Students will explore career interests and how their interests relate to various careers, including opportunities provided in the military.
2. Students will be made aware of nontraditional roles in the military.
3. Students will understand the consequences of making appropriate and inappropriate decisions and how future plans are affected by their decisions.
4. Students will learn how working together as a positive team member is important in the military.
5. Students will be made aware that positive personal qualities such as honesty, dependability, loyalty and responsibility play an important role in their lives.

Standards Addressed:

1. Students will understand the relationships among personal qualities, education and training, and the world of work.
2. Students will demonstrate decision-making, goal-setting, problem solving, and communication skills.
3. Students will demonstrate a positive attitude toward work and the ability to work together.

Implementation Strategies:

1. In August, I will meet with my principal and the 5th grade teachers to collaborate plans to make our 5th grade students aware of the various opportunities the military provides and how we can incorporate the information into our school program .
2. November will be our focus month because it coincides with Veterans Day and Career Awareness Month.
3. At the beginning of November, I will work with our Media Specialist on our Morning New Show and share various video clips honoring military personnel. This will be a great introduction to our annual Veterans Day Program.

4. I will use SCOIS Coin Climb Interest Inventory with the students and share how military jobs are related to jobs in their career cluster areas.
5. We will hold a mini-Military Career Fair for our 5th graders, using various military personnel. A letter will be sent to parents explaining the purpose of the fair. 1-2 speakers will be assigned to each class for a 20-30 minute session. The students will rotate in order to attend each session. While each speaker will share information about his/her specific job and how what the students are currently learning can be applied to their particular job, Session 1 will focus on nontraditional careers in the military. For example, I want the students to hear about a female soldier's experience and to learn about the experiences of a male nurse. Session 2 will focus on the importance of working together as a positive team member in the military. I will have 2 parent volunteers lead a 5 minute activity called "Little Mountain Wildcat Deli" found on the SC Department of Education Career Guidance Model webpage. This will demonstrate the importance of teamwork. The military speakers will follow up with examples of being a part of a team in their jobs. Session 3 will focus on the importance of personal qualities in the lives of 5th graders and in the life of a soldier. I will also ask the speakers to discuss the importance of consequences and how the decisions they make now can have an affect on their future.

Topics for Agenda:

1. Personal interests are related to careers and the military is made up of various careers that are connected to civilian jobs.
2. The military and the opportunities it affords is a wonderful option to consider.
3. There are nontraditional careers in the military.
4. What students are learning currently is important to their future jobs.
5. Positive teamwork is important.
6. Positive personal characteristics are vital.
7. Making appropriate decisions means positive consequences.

Resources for Participants:

SCOIS Coin Climb

Military Personnel

www.goarmy.com

www.careersinthemilitary.org

Military Career Resources handout

Materials Used for Implementation:

Parent Letter to 5th graders

Career Interest Inventory Worksheet

Summary:

Military Career Pathways 101 was a wonderful experience. In fact, I have shared with colleagues that this course rates in my "Top Five" course experiences in valuable information learned. I am now confident in my ability to inform others about the various opportunities within the military. As an elementary school counselor, I am especially grateful I was allowed to attend. Elementary students certainly are unable to make final career choices, but I feel my role is helping provide a firm foundation for them. Providing awareness and exposing them to various careers is important to their total development. Military Awareness is an area I will include in our school's Career Awareness Program.

MCP 101 Project Proposal

June 5-7, 2012

Submitted by: Dr. Howard Wilkes and Shirley E. Freeman, Ed. S.
FSD1 CATE Advisor FSD1 Occupational Counselor

Title of Project: Integrating MCP into FSD1's Career Clusters

Target Audience: District middle and high school counselors and CDF's

Learning Objectives:

- To create awareness of the parallel between civilian and military skills and how they link to the career clusters.
- To better understand educational opportunities and the benefits of the military.

Standards Addressed: Learning to Work

- Participants will explore the relationship between military pathways and the 16 career clusters.
- Participants will understand the relationship of personal qualities, education and training as it relates to occupations in each of the clusters.

Implementation Strategies:

- In-Service training will be held for all middle and high school counselors and CDF's in Florence District One during the month of October.
- Appropriate military personnel will be invited to participate in the training for the purpose of familiarizing attendees to the parallel between civilian and military occupations.
- Participants will be made aware of educational and financial benefits offered through military careers.

Topics for Agenda:

- South Carolina's 16 Career Clusters and the parallel to military clusters
- Benefits: Educational, financial, social, personal
- Emphasis on the importance of high school education
- Explanation of the ASVAB and usefulness as an assessment tool

Resources for Participants:

- PowerPoint presentation on MCP
- Charts detailing military clusters/occupations/financial benefits
- District Course Catalog

Materials Used for Implementation:

- Military Career Guide
- Course Catalog
- Charts with military information
- PowerPoint presentation
- Equipment needed for PowerPoint presentation

Summary:

District guidance and CDF staff will participate in a military pathways in-service in which appropriate military personnel will discuss military careers as they relate to the 16 clusters. In addition, participants will learn of the educational, financial, and personal benefits offered through the military.

Counselors and CDF's will be required to share this information with students and parents during IGP conferences.

Counselors will also be asked to provide teachers with the information to be used during advisory periods.

Timeline:**July**

- Contact appropriate military personnel
- Determine date of in-service
- Determine location for meeting/training

August

- Contact presenters for coordination of activities

September

- Inform counselors and CDF's of meeting

October

- Hold in-service training
- Participant evaluation

November

- Follow-up with all schools and conduct student evaluations

Teresa Ferguson

Special Educator at Blue Ridge High School

Project: Military Career Pathways Staff Development

Target Audience: Teachers, Counselors, Administration, and other staff at Blue Ridge High School

Learning Objectives:

1. To introduce the school staff to the career paths and resources in the military. Teachers will develop a broad understanding of military careers in order to communicate these opportunities to our students.
2. To provide classroom teachers, counselors, and staff with handouts containing relevant information about military careers, including similarities between civilian and military occupations.
3. To establish a network and professional dialogue between educators and military representatives to expand opportunities for students' career development.

Standards Addressed:

Learning to Work (Career Development)

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

Implementation Strategies:

1. Contact military representatives at the beginning of August to inform them of the workshop and to seek their assistance:
 - a. What incentives, if any, would they have to give out at the workshop such as: pens, pencils, lanyards, etc?

- b. Guest speakers available for classes and what topics are available.
 - c. Would they have recruiters or military representatives who would be willing to tell their “military story” at the workshop?
 - d. Would they have any recruiters who would like to present during the workshop?
- 2. Develop a PowerPoint of information to present at the workshop.
- 3. Prepare handout for teachers to assist in communicating with students about the opportunities in the military.
- 4. Conduct a workshop for teachers along with the opportunity to ask questions of the recruiters or military representatives.
- 5. Be a POC (Point of Contact) for the teachers to help with setting up guest speakers for their classes, to help with answering questions from students who may be interested in a branch of the military, and to help facilitate collaboration between our school and the various branches of the military.

Topics for Agenda:

- 1. Army Strong insignia displayed while playing the official song of The United States Army - “The Army Goes Rolling Along”.
- 2. Review the Army’s Core Values
- 3. Eligibility Requirements and Benefits
- 4. Military Career Pathways 101 booklet:
 - A. Military jobs by Category
 - B. 16 Career Clusters
 - C. MOS or Military Occupation Specialties
 - D. Education Resources: March 2 Success and ASVAB Program
 - E. Partnership for Youth Success
- 5. “My Military Story” by some of the military recruiters/military representatives
- 6. Question/Answer time

Resources for Participants:

List of valuable websites: www.careersinthemilitary.com
, www.todaysmilitary.com , www.march2success.com , www.armyedspace.com
, www.onetonline.org , www.armypays.com , www.gibill.va.gov
, www.asvabprogram.com

Handout of Military Occupation Specialties

Handout on Education Resources- March 2 Success and ASVAB Program

Materials used for Implementation:

Booklets and handouts from the Military Career Pathways 101 course: MOSs, or “Military Occupation Specialties”, Table 3-11 and Table 3-12 APFT Standards for Males /Females, Basic Pay forms, March 2 Success and ASVAB brochures

Websites: www.careersinthemilitary.com , www.todaysmilitary.com
, www.march2success.com , www.armyedspace.com , www.onetonline.org
, www.armypays.com , www.gibill.va.gov , www.asvabprogram.com

Summary:

After attending the Military Career Pathways 101 course, I have been amazed at the military opportunities that are available for the youth of today. Discipline, Confidence, Leadership, and Focus are just a few of the qualities that are developed while in the military which in turn makes the young adult stand out among his or her peers.

I am committed to help make a difference at my school by giving our teachers and staff the knowledge they need to lead our students into making the best career decisions and to make the military a viable choice and not a last resort. I want to work closely with our school recruiters to help provide more opportunities for them to work within the school and the classroom. A relationship is needed instead of just providing a table during lunch for them to set up. The students have a limited amount of time during lunch to eat and little time is left to seek career information from recruiters. I look forward to becoming more of a liaison between the recruiters, school, and the students.

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: T. Susan Sherer

Educational Position: Special Education Teacher

Title of Project: PCF - Personal Career Portfolio

Target Audience: high school students grades 9-12 at the SC Department of Juvenile Justice-
Birchwood Campus

Learning Objectives: (as needed)

1. The student will be able to identify and develop skills to locate, evaluate, and interpret career information.
2. The student will be able to demonstrate how personal skills, interests, abilities, and aptitudes may affect future career decisions
3. The student will be able to identify education, skills, and training needed to achieve career goals
4. The student will be able to interpret ASVAB and Discover Career Assessment results to choose a career goal, creating a Personal Career Portfolio that includes personal test scores, and in-depth research comparing civilian/military career education/training needed, pay/benefits, career advancement opportunities, and career demand.

Standards Addressed: (minimum of two)

1. Students will explore careers and the connection of school to work
2. Students will understand the relationship among personal qualities, education and training and the world of work.
- 3.
- 4.

Implementation Strategies: (as needed)

1. Students will utilize results from the Discover Career Assessment and ASVAB to identify a personal career choice from the SC Career Clusters
2. Students will access print and non-print materials to research their personal career choice
3. Students will design and use a questionnaire to participate in interviews with current and former soldiers from five military branches.
4. Students will create a personal career portfolio that includes Individual Graduation Plan, transcript, test scores, career research, and interviews
5. Students will present their Personal Career Portfolio during their IGP meeting in early spring

Topics for Agenda: (Specific project content)

1. Career assessment identify military/civilian career choice
2. Weekly personal career research (Wednesday classes) using print material from all branches of military, library materials, and web searches. Research material will be added to Personal Career Portfolio each week.
3. Bi-weekly opportunity to interview current/former soldier
4. Quarterly conference to review IGP progress, Personal Career Portfolio progress
- 5.

Resources for Participants:

Discover Career Assessment

ASVAB

local Military current/former

classroom computers

Materials used for implementation:

research materials including computer/web access, selected books, military handouts

Resources and hand outs from all branches of Military

Summary:

Students who pass through the gates of the South Carolina Department of Juvenile Justice Birchwood Campus usually have not spent much time thinking about the future or a career. Many have experienced academic failure in addition to legal problems. My goal as a teacher of incarcerated youths is to help them discover their talents and abilities to become a productive and successful adult. Students will be given the opportunity to utilize Discover Career Assessment and ASVAB results to identify a career choice. To begin the school year the teacher will conduct individual conferences with each student to discuss IGP, career goal, and expectations for academic success and Personal Career Portfolio. They will spend one class period weekly conducting research on their chosen career. They will explore education/training needed, financial costs, pay and benefits, current hiring trends comparing civilian and military careers in their chosen field. Local current and former soldiers will visit classes each month to allow students to interview them about their military careers. Research and interview materials will be included in each student's Personal Career Portfolio.

Military Pathways 101 Project

Participant: Tiffany Craft

Educational Position: Chester Middle School Guidance Counselor

Title of Project: Be All You Can Be... And Then Some

Target Audience: The 8th grade students will be the target audience for this project. The project is to be completed during first semester of the 2012-2013 school year. The project will involve continued use of SCOIS to help students explore career opportunities within the sixteen career clusters with an intense focus on the military career component.

Standards:

- Students will explore careers and the connection of school to work.
- Students will understand how community awareness relates to work.

Learning Objectives:

Student will...

- Explore career choices and career clusters within the military.
- Identify the educational requirements, career resources, and training opportunities needed to achieve career goals in the military.
- Identify sources of employment in the military and community.
- Develop decision-making skills to select a career/educational path and complete an individual graduation plan for eighth grade.

Implementation Strategies:

- Counselors will meet in August to complete planning for project
- Military Display: attention-getting display to stimulate student interest
- Career Guidance Lessons: assessments, SCOIS, military information and IGP
- Guest Speakers: army recruiter(s) and JROTC instructor with students

- Career Fair: military recruiter(s) and JROTC instructor with students

Topics for Agenda:

- 16 Career Clusters and Military Careers
- Identify branches of the military with educational requirements
- Advantages and disadvantages of the military
- Military scholarships and educational benefits
- Transition from a military career to a civilian career
- What to ask a recruiter?
- Self exploration: Is the military for me?

Resources for Participants:

- <http://www.scois.net>
- <http://www.todaysmilitary.com/military-careers>
- <http://www.carolinacareers.org>
- <http://www.goarmy.com>
- <http://www.usarmyjrotc.com/>
- Local Military Recruitment Offices

Materials used for implementation:

- Pre and Post student assessment
- Cumulative Student Career Folder and Student Info Worksheet
- Computer Lab (Career Guidance Lesson)
- Promethean Board (Career Guidance Lessons)
- High School Course Planning Guide and Sample IGP Form
- Military Career Materials from MCP 101 Course

Summary:

In our middle school program, we have traditionally used SCOIS to explore careers within the 16 career clusters. This year, our plan is to continue to use SCOIS with the added emphasis on the military career component. Students will explore various career opportunities and training/educational opportunities provided by the military. Also, students will learn about activities available to them as high school students which will help them in preparing for a military career. This information will assist students in selecting a career plan for high school.

MCP 101 Project Proposal

June 5-7, 2012

Submitted by: **Dr. Howard Wilkes** and Shirley E. Freeman, Ed. S.
FSD1 CATE Advisor FSD1 Occupational Counselor

Title of Project: Integrating MCP into FSD1's Career Clusters

Target Audience: District middle and high school counselors and CDF's

Learning Objectives:

- To create awareness of the parallel between civilian and military skills and how they link to the career clusters.
- To better understand educational opportunities and the benefits of the military.

Standards Addressed: Learning to Work

- Participants will explore the relationship between military pathways and the 16 career clusters.
- Participants will understand the relationship of personal qualities, education and training as it relates to occupations in each of the clusters.

Implementation Strategies:

- In-Service training will be held for all middle and high school counselors and CDF's in Florence District One during the month of October.
- Appropriate military personnel will be invited to participate in the training for the purpose of familiarizing attendees to the parallel between civilian and military occupations.
- Participants will be made aware of educational and financial benefits offered through military careers.

Topics for Agenda:

- South Carolina's 16 Career Clusters and the parallel to military clusters
- Benefits: Educational, financial, social, personal
- Emphasis on the importance of high school education
- Explanation of the ASVAB and usefulness as an assessment tool

Resources for Participants:

- PowerPoint presentation on MCP
- Charts detailing military clusters/occupations/financial benefits
- District Course Catalog

Materials Used for Implementation:

- Military Career Guide
- Course Catalog
- Charts with military information
- PowerPoint presentation
- Equipment needed for PowerPoint presentation

Summary:

District guidance and CDF staff will participate in a military pathways in-service in which appropriate military personnel will discuss military careers as they relate to the 16 clusters. In addition, participants will learn of the educational, financial, and personal benefits offered through the military.

Counselors and CDF's will be required to share this information with students and parents during IGP conferences.

Counselors will also be asked to provide teachers with the information to be used during advisory periods.

Timeline:**July**

- Contact appropriate military personnel
- Determine date of in-service
- Determine location for meeting/training

August

- Contact presenters for coordination of activities

September

- Inform counselors and CDF's of meeting

October

- Hold in-service training
- Participant evaluation

November

- Follow-up with all schools and conduct student evaluations

MILITARY Career Pathways (MCP 101)
June 5-6-7, 2012
Columbia, SC

MCP 101 Project Proposal

Participant Name: Willie G. Fields

Educational Position: Teacher

Title of Project: **PARUS** (Positive Alternative Reaching Underprivileged Students)

Target Audience: District Superintendent, District Alternative School Director, High School and Middle School Guidance Counselors, Alternative School Faculty, JROTC Director, Alternative School Students in grades 6-12, and their parents.

Learning Objectives: (as needed)

- To create an awareness of the need for early academic preparation and success.
- To create an awareness of the role discipline plays in our success.
- To create an awareness of the skills needed to prepare students for the world of work.
- To create an awareness of the benefits the military can offer students in terms of college and career opportunities.

Standards Addressed: (minimum of two)

- Students will gain an understanding of the relationship among behavior, personal qualities, education and training, and how they relate to the world of work.
- Students will gain an understanding of goal setting and decision making skills.
- Students will gain an understanding of problem solving and communication skills.
- Students will explore various careers that offer opportunities beyond the workplace (i.e. travel and connecting with other parts of the world.)
-

Implementation Strategies: (as needed)

- Develop an agenda for Student Awareness Panel Discussion.
- Prepare materials for this panel discussion.
- Invite local JROTC officers, members from the local National Guard, local army recruiter and active duty officers from the U.S. Army to serve on this discussion panel.
- Prepare to serve as facilitator for the panel discussion as well as a resource for the Army recruiter and students who wish to learn more about military offerings.

Topics for Agenda: (Specific project content)

- The need to develop plans for your future.
- The importance of discipline.
- The importance of good study habits.
- The importance of improving test taking skills.
 - a. HSAP

- b. ASVAB
- c. ACT
- d. SAT
- The need to complete high school.
- The importance of developing good health habits.
- Consider joining local JROTC program even if you do not plan to join military.
- Stay in school

Resources for Participants:

- * JROTC Skills Booklet
- * Army Skill Training Booklet
- * ASVAB Career Exploration Handout
- * Military Career Pathways (booklet)
- * Handouts from Army Recruiter
- * e-mail addresses/websites: www.todaysmilitary.com; www.goarmy.com
- * Military Careers Publication

Materials used for implementation:

Handouts:

- *Career Exploration Program Request Card
- *Jobs in the Healthcare Field
- *ASVAB Exploration Careers Publication
- *Business cards from Recruiter Company Commander Delrio
- *Leaders for Life Publication

Summary:

I work with students who have behavioral problems that will not allow them to remain in the regular school setting. Because of their inability (or refusal) to behave and listen, most of my students are working below grade level. These students lack discipline and most come from homes where there is very little motivation to get an education. For this reason, I decided to focus my project on exposing my students to military life through the guest speakers that I bring in to tell of their military experiences and the opportunities that they have been afforded through their experiences. It is my belief that the information that we receive from these speakers will serve to help build the self-esteem of my students and hopefully lead to good study habits to improve the students' grades and their feeling of self-worth. I will have my guest speakers to focus on the need to achieve academically and get a high school diploma. Secondly, I want to concentrate on the importance of testing so that the students will be in a position to enter college or the military if they choose to do so.

I have spoken with my area recruiting officer and I am awaiting a return call from our local National Guard leader. Our panel discussion is tentatively scheduled for September 24, 2012.

I am excited about my experience and the knowledge that I gained concerning the military as a result of my participation in MCP 101 and I can hardly wait to share that knowledge with these students and with their parents.