

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

**MCP 101 Project Proposal**

Participant Name: Angela Boykin  
Educational Position: Teacher  
Title of Project: Who Says You Need College to be Successful!  
Target Audience: Parents, CATE Teachers, Principals

Learning Objectives: (as needed)

1. To create an awareness of how the jobs of tomorrow will require more knowledge, better skills, and more flexible workers than ever before.
2. To create an awareness of how career clusters connect what students learn in school with the knowledge and skills they need for success in college and careers.
3. To create an awareness of work-based learning opportunities and how they provide a variety of experiences that will give the student a broader understanding of the world of work.

Standards Addressed: (minimum of two)

1. SWBAT make an informed decision when comparing attending college to joining the world of work immediately after high school.
2. SWBAT compare different careers and be familiar with all the opportunities that can be gained through different resources.
3. SWBAT understand the benefits of work-based learning opportunities through various employers.

Implementation Strategies: (as needed)

1. Meet with the teachers and principal during daily meeting time to set up a presentation.
2. Invite parents and students to a career open house.
3. Ensure handouts are readily available for attendees.
4. Have a question and answer session after presentation.

5. Be a follow-up resource for target audience.

Topics for Agenda: (Specific project content)

1. Connecting military careers and benefits with the private job sector careers and benefits.
2. Attending college, working at your trade, getting experience, and getting paid for your trouble.
3. Scholarship opportunities and Officer Programs.
  - ✓ ACEP Program
  - ✓ Physician Assistant Program
  - ✓ Master of Social Work Scholarship
4. School resources and the military.
5. Being all you can be, and then some.

Resources for Participants:

✓ Military Jobs by Category handout	✓ March 2 Success: ( <a href="http://www.march2success.com">www.march2success.com</a> )
✓ Education Resource: Army Edspace ( <a href="http://www.armyedspace.com">www.armyedspace.com</a> )	✓ Partnership for Youth Success: PaYS ( <a href="http://www.armypays.com">www.armypays.com</a> )
✓ Education Resource: ASVAB ( <a href="http://www.asvab.com">www.asvab.com</a> )	✓ Local recruiting offices: ( <a href="http://www.goarmy.com">www.goarmy.com</a> )

Materials used for implementation:

✓ Microsoft Software: PowerPoint	✓ Paper
✓ Computer/Promethean Board	✓ Classroom/Cafeteria/Auditorium
✓ Project Screen	

Summary:

Before school let out my principal was talking about starting an ROTC Program for the students. I currently teach at an alternative school. The students already feel they have a bad reputation because they attend the alternative school, so it is really easy for a lot of them to become discouraged. Our goal has been to try to build these students up, to show them that there is a life outside of their small world. By implementing this lesson plan, I believe the students will find a new hope and light. Getting the parents active should only make my point louder. This project will provide insight to parents, just as the MCP101 course provided so much insight to me. I look forward to putting it out there for all to hear, take notice of, and follow through with.

## **MILITARY Career Pathways (MCP 101)**

**June 5-6-7, 2012**

**Columbia, SC**

### **MCP 101 Project Proposal**

Participant Name: Angela D Brown

Educational Position: Business Education Teacher- Keyboarding  
Greer Middle School

Title of Project: What Are My Options??

Target Audience: 8th Grade Middle School Students and Parents

#### Learning Objectives: (as needed)

- To facilitate the students' discovery of their strengths in order to explore possible career goals. (using the ASVAB)
- Use the results to explore both civilian and military careers
- Introduce students to March2Success
- Equip students and parents with career options through the military.
- Expose students to actual military personnel.

#### Standards Addressed: (minimum of two)

- C2- Student will learn about the goals and objectives of related student organizations. (i.e. JROTC and ROTC)
- F3- Format, key, and edit basic reports.
- E4- Compose at the keyboard
- Students will explore careers and career clusters
  - Students will explore careers and the connection of school to work.
  - Students will demonstrate a positive attitude toward work and the
  - ability to work together.
  - Students will understand how community awareness relates to work.

#### Implementation Strategies: (as needed)

- Collaborate with our CDF (Career Development Facilitator) to administer the ASVAB.
- Administer lesson ( 2 day lesson) on Unbound Reports (Project assessment of career research comparison between career as a civilian vs the same career in the military).
- Coordinate with our CDF to organize the assembly of military and former military speakers to underscore research.
- Prepare material and handouts for the assembly.

#### Topics for Agenda: (Specific project content)

- Unbound Reports

- Proofreading and Editing
- ASVAB- Test Taking and Job Qualifications
- Relationship between Career Clusters and Military Pathway
- Salary comparison
- Student organizations- Jr. ROTC and ROTC
- Goal Setting
- Personal Conduct

Resources for Participants:

School Administration  
 School CDF  
 Military Specialty Guide Handout  
 ROTC DVD  
 Military Career Publication  
[www.todaymilitary.com](http://www.todaymilitary.com)

Materials used for implementation:

Military Handout  
 Pay Grades  
 Salary Sheets  
 Careers  
 ASVAB Literature and Test  
 Computers/ Microsoft Word  
 School Assembly Hall

Summary:

As a Business Education teacher, having served in the military and in the business world and now in education, I have a vested interest in insuring that my students and all students explore all options to them as it relates to furthering their education and becoming solid, productive citizens. This is truly a passion of mine.

Last month I spoke CDF who had the training two years ago and she will be working with me to implement this plan. We want to work hand in hand to show our seventh and eighth grade students what their options are, how to set their goals and find the avenue that best fits them. It is my desire to introduce the military options and bring in real life people who currently in the military or who have benefited through a temporary stint in the military. And finally, I would like to drive home the qualifications for being a part of the US Military and how the things they do, right now, in middle school can affect those qualifications.

When the students complete their unbound reports, their students will be required the read their child's report, sign it and return it to me.

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

**MCP 101 Project Proposal**

Participant Name: Barbara Johnson / Richland School District Two

Educational Position: Student Data Coordinator

Title of Project: Military Career Pathways: Transitions and Career Preparation

Target Audience: Seventh and Eighth Graders: Thinking about Becoming a Soldier

Learning Objectives: (as needed)

1. Students will learn about different Armed Forces with focus on the Army.
2. Students will learn about Basic Training in the Army.
3. Students will learn how to transition from military life to civilian life after serving in the Army.

Standards Addressed: (minimum of two)

1. Students will explore careers and the connection of school to work.
2. Students will demonstrate a positive attitude toward work and the
3. ability to work together.
4. Students will understand how community awareness relates to work.
- 5.
- 6.

Implementation Strategies: (as needed)

1. Meet with the team of educators to discuss the possibilities of engaging students in the pathways of military career
2. Engage middle age students in real life events such as visit to local military base within a 50 mile radius of Richland County.

3. Develop a system to get parents involved in students career choice.
4. Use all Armed resources available as a vision for the diverse group.
5. Incorporate the importance of leadership, life skills, and how each role will play in students life presently and in the future.

Topics for Agenda: (Specific project content)

1. Create a diorama of themselves in the Army and a chosen career.
2. Student will interview a military person for a group discussion .
3. Teacher and student will create a military game with instructions
4. Students will explore other ways to support America's Troop by using critical thinking skills.
5. Conduct a fundraiser or ask the community to donate an American flag to students in the classroom with permission from school authority. This will allows students to get hands on to learn to respect and fold the flag properly.

Resources for Participants:

Army websites: [www.goarmy.com](http://www.goarmy.com); Army ROTC. com ; ASVAP Career Exploration Guide , pamphlet and fact sheet; Leader For Life Booklets; Army ROTC CD-ROM

Materials used for implementation:

Computer,paper, pencils with 2 hours and 30 minute preparation

Summary:

In receiving a plethora of information from Military Career Pathways 101, it has helped me to "inquire, ignite, and inspire" our student about the military in Richland Two School District. Learning from it will help me to gain a relationship with the recruitment area of the millitary. Also, it has help me help thestudents connection and bridge the gap in their minds that may have negativity ity about the armed forces.

## Military Career Pathways (MCP 101)

June 5, 6, 7 2012

Columbia, S.C.

### MCP 101 Project Proposal

Participants Name: Bertheia "Cookie" Washington-Kelly

Educational Position: Guidance Counselor- Pre-K through 5th Grade

Title of Project: Focusing on a Career in the Military

Target Audience: Great Falls Elementary School Pre K through 5th Grade students

Learning Objective:

To provide awareness of the careers offered through the military

Standards Addressed:

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

Implementation Strategies:

I will meet with the necessary military personnel that are assigned to our area to establish a date that hopefully be in line with our Annual Career Awareness Fair 2013 that is usually the last Friday in March or the first Friday in April.

Topics for Agenda:

-Show and Tell Exhibits (Careers on Wheels, uniforms, types of careers identified through the career clusters

-Questions and Answer Booth

#### Resources for Participants

-Army Core Values with TRADAC Pam 600-4

-Military Occupation Specialties

Materials for Implementation-Military Occupation Specialties

#### Summary:

I am a Guidance Counselor serving Pre-K through 5th grade students. For the past four years I have implemented and provided a Career Awareness Fair for our students. I find it valuable to have a connection with Fort Jackson Army Base by attending the Military Pathways Program provided by South Carolina Department of Education. I plan to include as many activities highlighting military life. During the Career Awareness Fair, I plan to have men and women in the military to provide a show and tell of their life in the military. I am sure this will prompt our student's curiosity with several questions. I would also plan to include military vehicles for the Career On Wheels portion of the Career Awareness Fair,

During this school year leading up to the Career Awareness Fair, I plan to spend at least one week out of the month providing classroom instruction sharing some aspect about military life including the experiences from attending the Military Career Pathways 101. I have always felt, "It is never too early to expose our children to the possibilities of their future."



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

**MCP 101 Project Proposal**

Participant Name: Bev J. Booker

Educational Position: Guidance Counselor

Title of Project:

Target Audience: 9th Grade students

Learning Objectives: (as needed)

Students will know the 4 things that can keep them out of the military.

Students will learn about military careers compared to civilian careers

Student will learn about the different educational benefits the military can offer.

Standards Addressed: (minimum of two)

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

Implementation Strategies: (as needed)

9th grade students will meet in small groups with military representative.

Meeting with Teachers

Meeting with Military representative

Topics for Agenda: (Specific project content)

Military pathways

Educational benefits available in military.

The new military standards

Resources for Participants: Teachers, Guidance Counselors, and military recruiter

Materials used for implementation: Materials from the Military recruiters , possible power point to incorporate the recruiters presentation.

Summary: I will be meeting with the Teachers and Military personal to plan a presentation on the above objectives and to let the teacher know that the military is available to come into their classrooms as a speaker on different subject matters other than just military information.

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

**MCP 101 Project Proposal**

**Participant Name:** Beverly Haynes

**Educational Position:** Guidance Counselor

Colleton County High School

**Title of Project:** Military Career Pathways Night

**Target Audience:** High School Juniors and Seniors and their Parents

**Learning Objectives:**

1. To assist parents and students in becoming more aware of educational resources provided by the military.
2. To assist students and parents in becoming more aware of military career pathways.

**Standards Addressed:**

1. Students will understand the relationship of academics to the world of work and to life at home and in the community.
2. Students will explore careers and the connection of school to work.

**Implementation Strategies:**

1. Meet with school administrator, counselors and career facilitator to establish goals for the program.
2. Contact military personnel to participate in the program.
3. Develop an agenda for the Military Career Pathways Night.
4. Prepare handouts and program agenda for Military Career Pathways Night Participants.
5. Conduct Military Career Pathways Night.
6. Maintain Military Resources in the Guidance Career Center.
7. Maintain contact with military recruiters.

**Topics for Agenda:**

1. Educational Resources available to Parents and Students
  - March 2 Success
  - ASVAB

2. Military Career Pathways
  - Eligibility Requirements for Enlisting in the Military
  - Career Clusters and Military Careers
3. Scholarship Opportunities
  - JROTC
  - ROTC
  - Graduate Program Opportunities
4. Soldiers Panel
  - Q & A
5. Wrap-up

**Resources for Participants:**

The Future is Now! March 2 Success

Career Connections The ASVAB CEP Parent Newsletter

Websites: [www.todaysmilitary.com](http://www.todaysmilitary.com); [www.goarmy.com](http://www.goarmy.com)

**Materials used for implementation:**

Military Career Pathways Resources

Military Recruiters/Panel

PowerPoint's

**Summary:**

Military Career Pathways Night is designed to give junior and senior high school students and their parents valuable information about military career pathways and the educational resources the military has to offer. I was so impressed with the MCP101 experience; I think it is especially important for the parents to get as much of this information as possible. We have already tentatively put our MCP Night on the school calendar for October 4, 2012.

The MCP Night is scheduled prior to the administration of the ASVAB to encourage more students to take the ASVAB. The ASVAB is tentatively scheduled for October 24, 2012. We will schedule a meeting when the ASVAB scores come in with the students who took the test to explain their results.

We are planning to make sure the military recruiters are more accessible to students throughout the school year. We will also include the military in events such as Financial Aid Night, etc. and update the military information in our career center.

# MILITARY CAREER PATHWAYS 101 PROJECT

**Participant Name:** Brenda Guess

**Educational Position:** Teacher (Career and Technology Education)

**Title of Project:** Military Women and Higher Education  
(In celebration of "Women's History Month")

**Target Audience:** Middle school 8<sup>th</sup> grade female students

## **Learning Objectives:**

- To explore and create an awareness of women and their roles in military history.
- To create an awareness of available educational opportunities for females in the military.
- To create an awareness of military life.

## **Standards Addressed:**

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

## **Implementation Strategies:**

1. Contact the local Army Recruiting Office (guest speakers).
2. Prepare a lesson plan, to include preparation of handout and resource materials.
3. Students will conduct research and prepare a one-page report on a lesson appropriate, assigned topic.
4. Two students will be assigned to greet and introduce guest speakers.
5. After introductions and sharing of personal experiences, there will be a question and answer session.
6. Guests will receive a gift bag and will be escorted out by assigned student(s).
7. Students will write a summary of this experience.
8. Students will prepare "thank you" cards for our guests.

## **Topics for Agenda:**

1. Relating personal military experiences.
  - a. How did you get here?
  - b. Choosing a specific career.
2. Correlation between military careers and the private sector.
  - a. Can military careers be transferred to the private sector?
3. Advantages of a military career.

4. Steps involved in pursuing a military career.
  - a. JROTC & SROTC
  - b. ASVAB

**Resources for Participants:**

[www.militarywoman.org](http://www.militarywoman.org)

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

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

Military handouts (TBD)

Making of an Army Officer (video)

**Materials Used for Implementation:**

Handouts

Computers/printer/copy paper

Gift bags (for guest speakers)

LCD projector

Chairs for guest speakers

Note pads for students

Lesson plan

**Summary:**

My main reason for attending Military Career Pathways 101 and for choosing this lesson to present is to share knowledge that was unavailable to me as a young middle/high school student. I am extremely passionate about career awareness, exploration and preparation for young people and would like to be a part of providing them valuable career information in order for them to make an intelligent and informed decision regarding their future.

Middle School students (especially females) don't normally think of the military as a means to achieve their ultimate career goals. Being able to interact with a panel of female military personnel will be invaluable and will dispel some of the myths young people have about the military. This information could also help 8<sup>th</sup> graders when making decisions regarding their IGP.

**MILITARY Career Pathways (MCP 101)**  
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**MCP 101 Project Proposal**

Participant Name: Carmela V. Larkby

Educational Position: Middle School Counselor and GCDF

Title of Project: Army and You: Access to Careers and Higher Education

Target Audience: 6<sup>th</sup> grade students

Learning Objectives: (as needed)

1. To create an awareness of the various careers and jobs in the military
2. To create an awareness of the various educational opportunities through the military
3. To create an awareness of the uses of the GoArmy.com

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

Implementation Strategies: (as needed)

1. Develop two 45-minute classroom guidance lesson plans for the students
2. Meet with the technology teachers at the middle school to discuss and schedule the classroom guidance lessons
3. Conduct the first 45-minute classroom guidance lesson.
4. Conduct the second 45-minute classroom guidance lesson a week later.

5. Be a follow-up resource for the students.

Topics for Agenda: (Specific project content)

1. Play the game of Career Charades. Students will be divided into teams and silently act out different careers. The team with the most points wins. Explain the careers in the game are part of the more than 150 careers and jobs available in the army.
2. Create a Career Vest. Students will explore careers and jobs by completing career assessments By Skills and Interests in the GoArmy.com website. Students will create a career vest identifying their top two career choices.
3. Students will share their Career Vests with the class. Students will provide job descriptions, job duties, educational and training requirements, helpful skills, and future civilian careers.
4. Money For College: True or False. Students will learn about the various educational benefits in the army (ie, scholarships, GI Bills, College Loan Repayment Program, etc.) Students will explore ROTC programs by visiting Today'sMilitary.com.
5. Army and You: Access To Careers and Higher Education. Emphasize the military as a viable option for students in IGP preparations.

Resources for Participants:

e-mail address/websites: [www.goarmy.com](http://www.goarmy.com); [www.today'smilitary.com](http://www.today'smilitary.com)

Making Of An Army Officer DVD

Leaders For Life: The Making Of An Army Officer booklet

Summary:

My plan is to meet with all of my sixth graders through their technology classes and deliver the two-part guidance lessons on Army and You: Access to Careers and Higher Education in November of 2012. I am excited to introduce my students to the military websites as tools for career exploration. I am also excited because this is the first time I will be working with the technology teachers and can't wait to see the career vests the students will create using technology.



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

**MCP 101 Project Proposal**

Participant Name: Carolyn S. June

Educational Position: Director of Guidance Lee Central High School “ Home of The Stallions”

Title of Project: Stallions Galloping Too Success

Target Audience: 12<sup>th</sup> Grade Students and Parents

Learning Objectives: (as needed)

1. The students will do research on the career opportunities in the military.
2. The students will be able to identify the personal qualities needed in the military and to obtain a job.
3. To assist parents to understand the benefits the students can receive from the military.
4. To eliminate the myths about the military. The military want “GOOD” students also. It is for all students including IB, Advanced Placement. Honors and College Prep.

Standards Addressed: (minimum of two)

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.
3. Students will demonstrate decision-making, goal-setting, problem solving, and communication skills.

Implementation Strategies: (as needed)

1. I will invite all branches of the military to my college fair.

2. I will schedule the seniors in the computer lab and we will work on March2Success.
3. When I have Senior Parent Night I will have my recruiter explain the connection between Military and civilian careers. There will time to ask questions.
4. I will work with the seniors in the American Government class to complete career assessments.
5. I will administer the ASVAB in the fall and have a day of interpretation for students and parents,

Topics for Agenda: (Specific project content)

1. Scholarships
2. Requirements to enlist in the military.
3. Commissioned or Enlisted?
4. Education Opportunities in the military.
5. ASVAB
6. The sixteen career clusters in the military.
7. JROTC/SROTC

Resources for Participants:

ASVAB Career Exploration Handout  
ROTC Scholarship Information  
March2Success.com

Materials used for implementation:

ASVAB Exploring Careers  
Military Careers Book

Summary:

Attending the MCP 101 class was a rewarding experience for me. I have always worked closely with the Army JROTC program in my school. Our school has an open door policy to welcome our recruiters and we have a great relationship with them. We administer the ASVAB to juniors and seniors. Our school is

located in a rural area and the military is a great opportunity for my students. The workshop was very informative about the careers in the military. The Army will pay for your education. This will help the students and the parents to know this is an alternative to student loans. I find that the students in the higher level classes are not as interested in the military, but there are doctors, lawyers, accountants, clergy and all other professions in the military. We always feature a College of the Week but now we will incorporate the military also.

**ARMY STRONG**

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

**MCP 101 Project Proposal**

Participant Name: **Celeste Bearden**

Educational Position: **School Counselor**

Title of Project: **Spotlighting Careers – The Militaries Unlimited Career Options**

Target Audience:

**Junior and Senior year high school students who have expressed an interest in joining the military or in pursuing a military career and/or have identified military service as their career cluster of choice on their annual eIGP document.**

Learning Objectives: (as needed)

- 1. After participating in this presentation, the student will understand and be able to discuss how the US Army is more than just a career but rather an employer with many career options, most of which have a civilian counterpart.**
- 2. Students will have gained a good understanding and be able to explain how knowledge gained in the classroom will benefit them as they prepare for the ASVAB. Additionally students will be able to explore various online resources that can be used for ASVAB preparation.**
- 3. Students will be able to identify several resources to explore that provide information on military careers and the military lifestyle**

Standards Addressed: (minimum of two)

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

Implementation Strategies: (as needed)

- 1. Schedule Spotlighting Careers presentation. Presentation will take place prior to our March ASVAB administration.**
- 2. Reserve Performing Arts Center for presentation and find technology assistant to run sound and tech booth.**
- 3. Identify and invite participants through eIGP Career Cluster selection at 2011-2012 conferences. Additional students will be included as space permits and will be recruited from the 11th and 12th grade classes with an emphasis on those that have signed up to take the ASVAB exam.**

4. Develop and finalize presentation using print, internet-based, and workshop provided resources. Information provided will include hand-outs for students to use as they prepare for the ASVAB and consider a military career.
5. Finalize participation list, send out passes, and notify staff and faculty'
6. Print and collate handouts/student materials.

Topics for Agenda: (Specific project content)

1. The Military as an employer.....the endless possibilities
2. First steps to military services.....the ASVAB and Career Options
3. ASVAB Preparation.....how high school classes can help and print and internet resources
4. The recruitment process, Boot Camp and AIT.....having the best beginning
5. Being a lifer or moving into the civilian world.....the benefits of military service over the long haul.

Resources for Participants:

**I will print handouts for participants that include several internet based resources for ASVAB preparation. We will also take a look at several sites that will help the students get a better understanding of the many military career options including O\*Net and how they can compare to similar civilian careers.**

Materials used for implementation: **PowerPoint Presentation and resource handouts.**

Summary:

**Each month our guidance department sponsors a Spotighting Careers Presentation. I will use this forum to present a unique look at the military as a career, specifically the US Army. My target audience will be those that have expressed on interest in military service. I plan on highlighting the resources available for ASVAB preparation and the importance of this preparation since typically our students struggle in that area. Additionally we will view and discuss the many career options that are offered through military services. Participants will be invited to schedule an individual guidance appointment to answer additional questions, etc.**

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**MCP 101 Project Proposal**

Participant Name: Donald "Chris" Hughes

Educational Position: Guidance Counselor

Title of Project: Integrating Military Careers in the IGP process

Target Audience: 8<sup>th</sup> Grade Students

Learning Objectives: (as needed)

1. Students will gain a greater understanding of the diverse jobs/careers available in the military.
2. Students will be able to compare/contrast careers in the military with careers available to civilian workers in private industry.
3. Students will be exposed to the career training available in military service, to scholarships through ROTC programs, and tuition assistance or reimbursement available for enlistees.

Standards Addressed: (minimum of two)

1. Learning to Work; Students will be informed about the different career pathways available in the military.
2. Learning to Live; Student will be exposed to the personal growth aspects of military service. Discipline, Self-Sacrifice, Commitment, Teamwork, etc...
3. Learning to Learn; Students will receive details of programs that would pay for education cost in colleges/universities, technical colleges, as well as training provided by the military directly.

Implementation Strategies: (as needed)

1. Speaker for Assembly, around Veterans Day. Speaker will discuss their military service, the options available for enlistees, and the positive personal characteristics brought out by military service.
2. Powerpoint classroom presentation to all 8<sup>th</sup> grade students. I plan to present several aspects of the MCP materials to the 8<sup>th</sup> grade students at LMS before starting my Individual Graduation Plan meetings. Students need to be aware of military service as an avenue to training and education as well as a career path.
3. Individual Graduation Plan meetings will include a discussion of the military as a career, the crossovers of direct training to enlistees and the ways that military commitments can help offset the cost of education past the high school level.
- 4.
- 5.

#### Topics for Agenda: (Specific project content)

1. To have students appreciate the service all our soldiers and veterans have provided to us. To have them exposed to a serviceman/woman who can discuss the careers and education available through military service.
2. To introduce the Military Pathways model and the Career Clusters model. To demonstrate how diverse the training and career options are in military service.
3. To discuss with students and their parents, one-to-one, and at least discuss military service as an option. To be sure that our higher performing students have some information and are exposed to the military as a real option for them.
- 4.
- 5.

#### Resources for Participants:

Army recruiter to discuss military service and careers with 8<sup>th</sup> grade students via a presentation.

#### Materials used for implementation:

Powerpoint presentations that we were given at the MCP class. The presentation on ROTC service, we have Presbyterian College nearby and they have a strong ROTC program. The presentation on South Carolina Career Clusters with sample Army Enlisted Occupations document. I plan to use portions from ROTC, JROTC, JROTC PASS powerpoint.

### Summary:

I plan to have a speaker from the Greenville recruitment office to come and speak to the 8<sup>th</sup> grade students. I hope to schedule the speaker around Veterans Day, well before I start scheduleing 9<sup>th</sup> grade classes. Students can hear from a serviceman/woman and be exposed the positive personal attributes we all experienced at our MCP class.

I plan to present on the classroom level a powerpoint presentation gleemed from the powerpoint presentations posted on the Dept of Ed website. I want to touch on the various careers available in the military, the direct training offered by the military and the scholarships available for active service, nation guard service and through participation in an ROTC program.

I plan to discuss with all 8<sup>th</sup> graders and their parents the military as a career option or the benefiits of a short term enlistment for defraying education cost. When I meet for IGP meetings I want to present current, correct general information on military careers and I feel that I can do that since attending the MCP course.



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

**MCP 101 Project Proposal**

Participant Name: Cynthia Pitts

Educational Position: Director, Upper Savannah Regional Education Center

Title of Project: **CAMO (Careers with Army Military Opportunities) Day**

Target Audience: School District Administrators, EEDA Coordinators, Guidance & Career Specialists from 10 school districts (Greenwood 50, 51, 52, Laurens 55 & 56, Edgefield, Abbeville, McCormick, Newberry, & Saluda)

Learning Objectives:

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

Standards Addressed:

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

Implementation Strategies:

1. Develop an agenda & proposed date for the staff development session

2. Meet with the 10 Instructional Leaders (Asst. Superintendents) to seek approval for the staff development and schedule the date for CAMO Day.
3. Call Columbia Recruiting Battalion for assistance with materials, vehicles, site visit to Fort Jackson, etc.
4. Make preparations for CAMO Day (“in-processing” instead of registration, lunch meal, tours, speakers)
5. Implement the plan for CAMO Day with participants & complete evaluation
6. Award staff development hours and follow-up with participants.

Topics for Agenda:

1. Correlation between Career Clusters and Military Pathways (military careers and the private sector)
2. Opportunities for enlisted military personnel to further their education & training
3. Scholarship opportunities
4. Curriculum resources available to schools
5. Tour of vehicles and/or optional site visit to Fort Jackson

Resources for Participants:

SC Educator/Military Handouts  
Military Careers Publication  
Websites: [www.todaysmilitary.com](http://www.todaysmilitary.com) and [www.goarmy.com](http://www.goarmy.com)  
Military Career Pathways  
ASVAB Career Exploration Handout  
Military Specialty Guide Handout  
Army Skill Training Booklet

Materials used for implementation: Meeting location, Army folder to contain the above resources, pens, computer, projection system, lunch provided

Summary:

As Director of the Upper Savannah Regional Education Center, I have the opportunity and the access to work with the target audience as stated above. Although, I do not work directly with students, I believe that the CAMO Day will be able to influence those in the schools who do. I will be meeting with the 10 Instructional Leaders in August to go over the plan and schedule a date for CAMO Day.

I would also like to engage the 2 schools that have the JAG program (Jobs for America's Graduates) and the CHAMPS program – both of which target at-risk youth and encourage them to succeed and graduate from high school. I would like to be able to provide a tour of Fort Jackson for these students. However, that will be determined by transportation costs. If a site visit is not possible, I will schedule an assembly at McCormick & Clinton High Schools for these students to hear first- hand about military opportunities.

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

**MCP 101 Project Proposal**

Participant Name: Cynthia Singletary

Educational Position: Special Education Teacher

Title of Project: Basic Training 101

Target Audience: All 8<sup>th</sup> 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: (as needed)

1. Students will complete at least one SCOIS (South Carolina Information System) survey to develop Career Goals by selecting a Career Cluster, Job, and related Military Occupation.
2. Student 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.

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 demonstrate decision-making, goal setting, problem solvein, and communication skills.

3. Students will explore careers and the connection of school of work
4. Students will make the connection between civilian and military careers such as: A. Health Science Occupations. B. Transportation, Distribution, and Logistics Occupations. C. Law, Public Safety and Security Occupations.
- 5.

Implementation Strategies: (as needed)

1. I will meet with Captain Fitzgerald and his team to set up a Military Career Field Trip for the first of March 2011
2. The teacher will discuss her experience in the military with all students during the first week of each quarter. Class Discussion will be held on the enlistment requirement, training, and financial opportunities that today's military offers. The teacher will show a video on education, leaderships, and careers in the military.
3. I 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 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 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 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 a 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.
- 13.
- 14.
- 15.
- 16.

Topics for Agenda: (Specific project content)

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 of 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 first hand knowledge of what certain occupations are like in the career clusters specifically being targeted in these fields of study.
7. students will learn how to create a Portfolio.

Resources for Participants:

1. Internet
  - A. SCOIS
  - B. Career Aisle
2. Army Recruiters
3. Portfolio
  - A. Career Report
  - B. Job Shadowing
4. Interview with military personnel
5. Fieldtrip to Fort Jackson

Materials used for implementation:

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.careerinthemilitary.com](http://www.careerinthemilitary.com)
5. [www.todaysmilitary.com](http://www.todaysmilitary.com)
6. Notebook and Clear Sleeves
7. Chapter dividers/chapter Instructions
8. Pictures from meeting with Job Shadow
9. Pictures from field trips at Fort Jackson
  - A. Motor Pool
  - B. Hospital
  - C. Mess Hall
  - D. Simulation Rifle Range
10. Activity Bus

Summary:

This project has been developed to introduce 8<sup>th</sup> grade students and their parents to the career clusters that exist within the military. The project will serve as an information session to help guide them in making their career choices.

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

Participant Name: Cynthia M. Smith

Educational Position: CTE Teacher

**Preparing Students to Investigate Careers/Military Careers**

**Target Audience:**

FBLA Members/CTE Class

**Learning Objectives: (as needed)**

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

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

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

Students will demonstrate decision make, goal settings, problem solving and communications skills.

**Standards Addressed: (minimum of two)**

1. Support students in the exploration of career clusters and the selection of an area of academics focus within a cluster of study.
2. Assist school in promoting the goals of quality career development of student in 9 – 12.
3. CATE Employability Skills

**Implementation Strategies: (as needed)**

1. Incorporate investigating careers in FBLA meeting.
2. Develop a pacing guide where students will investigate three careers that they are passionate about.
3. Complete a Bull's Eye activity on individual passions, values, personality and strengths, skills and aptitudes, roles, occupations and vocation.
4. Define and be able to identify passions, values, personality and strengths, skills and aptitudes, roles, occupations and vocation.
5. Research three career choices.
6. Have students that are interested in the military take the practice ASVAB exam.
7. Create a PowerPoint on one of the three career choices they are most passionate about.
8. Present a PowerPoint Presentation on their chosen Careers to the class.

**Topics for Agenda: (Specific project content)**

1. What is a career?
7. Military Careers
2. Values
8. ASVAB
3. Personality and Strengths
9. CEP (Career Exploration Plan)
4. Skills and Aptitudes



- 10. Military Life
- 5. Roles, and occupations
- 11. Training/Education
- 6. Overview of the 16 Career Clusters
- 12. Teamwork and Collaboration

**Resources for Participants:**

DOT Handbook  
Military Occupational Handbook/Video  
[www.March2Success.com](http://www.March2Success.com)  
Military Career Handouts

**Materials used for implementation:**

Computer  
Internet  
Thumb drive  
Goarmy.com  
[www.4tests.com](http://www.4tests.com) (ASVAB Practice Test)  
CEP (Career Exploration Plan)  
ASVAB/Recruiting Material  
Printer  
Paper

**Summary:**

As a Career and Technology teacher I believe there is a need for students to understand the importance of researching a career/military career. Students need to know and understand the steps used in choosing a career as a civilian/military. A career should be something you are passionate about. I expect all students to understand and be able to identify their passions, values, personality and strengths, skills and aptitudes, roles and occupation before choosing a career. Students need to choose a career with the attributes just mentioned. Preparing for a career is hard work and you should always choose a career that you are interested in, one that excites and energizes you. Using the FBLA members/class students will be able to investigate the careers of their choice from the 16 career clusters/military careers. The career counselor/military recruiter will come in once a month to assist students in exploring the different civilian careers and military careers using various web sites for research. Local recruiters from the different military branches will rotate in coming each month. Each student will investigate three career choices of their interest. Students will choose one of the three to create a Career PowerPoint presentations to the class.

The overall project will prepare students path to success in the workforce. My goal is to ensure students understand the basic principles needed in choosing a career. This project will ensure students' awareness relative to making the right choice in any career by following their passion, values, personality and strengths, skills and aptitudes, roles, occupations and vocation. Students will understand the importance of the career clusters, military careers, communications skills, team work and being successful and a productive citizen for the future. Students will also know the extent of education and training that is needed in the military. Investigation of careers will assist in preparing students for the workforce in civilian and military life.

A portfolio of their PowerPoint project will be kept on file.

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

**MCP 101 Project Proposal**

Participant Name: Deon Kelly

Educational Position: Global Career Development Facilitator (GCDF)

Title of Project: Starting Your Career in the Military (Army)

Target Audience: High School Students

Learning Objectives: (as needed)

1. To create an awareness of all careers in the military
2. To create an awareness of military careers transferring in to the civilian world
- 3.

Standards Addressed: (minimum of two)

1. Coordinate with school counselors and administration career events, career classes, and career programming
2. Assist school counselors and students in identifying and accessing career information and resource material.
3. Students will explore careers and the connection of school to work.
4. Students will demonstrate a positive attitude toward work and the ability to work together
5. Students will understand how community awareness relates to work.

Implementation Strategies: (as needed)

1. Prepare materials / computers for the session
2. Develop an agenda for session
3. Conduct a session with the students

4. Create a survey for students to complete after the session
5. Review surveys

Topics for Agenda: (Specific project content)

1. Career Clusters and Military Careers
2. Military Personnel for education and training
3. Scholarship Information
4. JROTC / SROTC information
5. ASVAB information

Resources for Participants:

Military Handout

Military Careers Handout

ASVAB Exploring Careers Guide

Making of an Army Officer Booklet / DVD

Military Careers: Occupational Outlook Handbook

Website: [www.goarmy.com](http://www.goarmy.com)

Materials used for implementation:

Contact will be made with Capt. Yudt, (Company Leader) for supplies and official Army material prior to the session.

Summary:

After attending MCP 101 the week of June 5 - 7 of 2012; I thought the best way to show what I learned was to show my students the different careers in the military. The U.S. Military provides training and work experience in a variety of military careers. Members work in almost all occupations that are available to civilians in addition to occupations that are specific to the military. If a student opt for a military career they may find themselves involved in such diverse activities as managing a hospital, commanding a tank, programming computers, operating a nuclear reactor, or repairing and maintaining planes and helicopters. Something that can easily be carried over into the civilian world.

Education advancement is also something to consider while going into the military. The Army encourages their soldiers to advance their education while in the military so they may advance in rank or as an individual goals. The Army in most cases pay 100% of tuition. Students today may not have much to strive on after graduating from high school. The military has lots of opportunities to offer and it is our job as educators to show them.

#### Agenda:

I plan to implement " Start Your Career In the Military" to the students at the beginning of the school year of 2012 (Fall - Sept. - Oct.).

First - An announcement to all students interested with date, time, and place of first meeting

Second - A second meeting giving more details of the session

Third - The initial session: Computer Lab

Military Handout

Military Careers Handout

ASVAB Exploring Careers Guide

Making of an Army Officer Booklet / DVD

Military Careers: Occupational Outlook Handbook

Website: [www.goarmy.com](http://www.goarmy.com)

All information will be shared to the students and students will be given an opportunity to view the Army website to see all careers available in the army, and I will explain to them how they can still be successful as a civilian in that career field. After all students have viewed the website and all questions are answered by me (GCDF), school counselor, or military personel, they will be asked to participate in a survey. Surveys will be tallied by the next school day for a report to be given to the school counselors and military personel.

## **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: Erin Crum

Educational Position: School Counselor - Dorman Freshman Campus

Title of Project: They just don't know what's out there for them!

Target Audience: The ultimate target is the students but I will use teachers to help spread the information.

Learning Objectives: (as needed)

1. To make students aware of the career, educational, and leadership opportunities available to them through the military.
2. To help students determine whether the military might be a good fit for them.
3. To establish teacher buy-in so that they can become more aware and encourage students as appropriate.

Standards Addressed: (minimum of two)

1. Students will understand the relationships among personal qualities, education and training, and the world of work. (Learning to Work)
2. Students will explore careers and the connection of school to work. (Learning to Work)
3. Students will make decisions, set goals, and take action. (Learning to Live)

Implementation Strategies: (as needed)

1. With the help of our local Army recruiter and the DFC JROTC instructors (and those from DHS, if possible), hold a 1-hour program during a teacher in-service day to inform teachers at DFC about military options for students beyond high school. This will include but is not limited to, educational benefits, enlistment qualifications, different levels of duty, and career options within the military. A primary focus of the training should be the vast array

of high-level and specialized careers available as well as the type of training provided for said careers. Myths about military should also be dispelled. (The purpose of this initial teacher training is buy-in. If we don't have the teachers' support as we present the lesson to the students, success will be minimal.)

2. With the help of our Career Facilitator, devise a brief classroom lesson to present to students during their CAVS period that will go over some of these points in a brief manner. Lesson will include short video and engaging powerpoint. Powerpoint should include information on the career crosswalk as well as ROTC programs available at collegiate level. The goal will NOT be to recruit every student for the military but rather to make them aware of options and then to help them decide if it might be a good fit for them.
3. A more in-depth session for interested students will be held the next week during CAVS time. This will consist of our local recruiter and any service members he could bring with him to help answer students' questions. I will have interested students sign up ahead of time and try to get them to indicate their specific area of interest/what they would like to learn more about so that our recruiter can be prepared. We may have to start this meeting a little earlier than CAVS usually starts so that we will have more time w/o going into 1<sup>st</sup> block.
- 4.
- 5.

#### Topics for Agenda: (Specific project content)

1. Educational benefits offered through military
2. Enlistment qualifications
3. Level of duty (i.e. active, reserves, guard)
4. Vast array of Career options
- 5.

#### Resources for Participants:

Hearing first-hand from service members; video clip; appropriate hand outs from recruiter

#### Materials used for implementation:

Service members themselves, technology to show video and powerpoint, recruiting material, informational handouts on Career Crosswalk

#### Summary:



I will first educate the teachers about the possibilities available through the military and then will enlist their help (pun intended) in bringing this information to the students. We will hold a follow-up sessions for students who would like more information.

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

**MCP 101 Project Proposal**

**Participant Name:** Regina "Gina" Staton

**Educational Position:** Recently retired from Horry County Schools: Lighthouse Care Center

**Title of Project:** Airborne: Improving Student Placement Rates

**Target Audience:** Horry County High School Counselors

**Learning Objectives:** (as needed)

- I. To create an awareness of the military career opportunities for student's as viable post-secondary options.
2. To create an awareness of the correlation of the 16 Civilian Career Clusters and the 16 Federal Career Clusters
3. To create and enhance awareness of military academic resources and career assessment instruments.
4. To create an awareness of communicating a positive attitude about Military Careers during Individual Graduation Plan meetings.
5. To create an awareness of Military Careers 101 (in case it is offered in the future)

**Standards Addressed:** (minimum of two)

(Counselors will explore military careers and their connection from school to military to college to career and use the information in their respective schools)

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

**Implementation Strategies:** (as needed)

Set date for In-service with Horry County High School Guidance Counselors.

Send invitation for in-service.

Prepare materials for in-service.

Prepare agenda and electronic information including websites for research purposes and later use.

Conduct In-service (July 17, 2012) with interactive materials and handouts.

**Topics for Agenda:** (Specific project content)

1. Overview Military Careers 101( how our days were spent in Columbia: June 5-7)
2. Benefits of post-secondary opportunities in the military.
3. Eligibility Requirements for Enlisting in the US Army
4. Academic and Scholarship Opportunities
5. Assessment opportunities
6. Correlation between 16 Career Clusters and 16 Military Pathways
7. List of websites

**Resources for Participants:**

Websites and Contact information for Recruiters

**Materials used for implementation:**

Computer

Handouts from Military Career Pathways

**Summary:**

As the guidance counselor for students who are most likely not eligible for the military (residential treatment center) I decided to share my Military Pathways 101 experience with High School Guidance Counselors. I invited counselor's representing 7 high schools to an in-service. These counselors have influence at their respective schools to further spread the good news, information and excitement I shared with them.

# **Military Pathways 101 Project**

**Participant:** Gloria Burnside

**Educational Position:** Chester Middle School Guidance Counselor

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

**Target Audience:** The 8<sup>th</sup> 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.todayismilitary.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.

Holly Harden

8<sup>th</sup> Grade School Counselor

Getty's Middle School

### **So What Do You Really Know About the Military?**

**Target Audience:** I will be teaching my lessons to 6<sup>th</sup>-8<sup>th</sup> grade students at Getty's Middle School (a little over 1400 students) along with faculty and staff.

**Timeline:** I plan to do my lessons during September and October and then have the students complete the poster during November before the Veterans Day celebration.

#### **Learning Objectives:**

1. Students will learn about the military as a career option.
2. Students will identify positive work practices.
3. Students will demonstrate positive interpersonal skills.

#### **Standards Addressed:**

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

#### **Resources/Materials:**

1. I will be making a presentation for students via Voice thread which teachers will play for them during SSR (Self Selected Reading Time).
2. Students will work on posters using markers and other craft materials

## **Procedure**

1. Lesson One: I plan to show and explain the Insignia's of the US Army. I will also introduce students to Personnel Command Levels. I will give some examples of acronyms used and what they mean. I will also be stressing the Army's code of standards and how important it is in regards to work. I will also introduce them to the Awards and Decorations of the US Army.
2. Lesson Two: I plan to show and explain what MOS's are as well as some Army definitions. I will introduce students to the Army's Core Values and how students can interpret Military Time vs. Civilian Time. Students will also be informed about Officer Career Fields and Paths to Officership.
3. Lesson Three: I plan to show and introduce students to Base Pay, Incentive and Special Pay, Allowances, and the Tuition Assistance Program.
4. Lesson Four: I plan to introduce students to what the ASVAB is as well as what the results may mean in relation to career interests. I will also discuss the test scores, standard scores, and using and improving scores on the ASVAB based on the handouts given about the ASVAB.
5. Lesson Five: I will introduce careers based on the career clusters in the Military.
6. Lesson Six: Students will make Posters for military personnel coming for our Veterans Day Program.

**Outcome:** I hope by introducing students and teachers to more factual information about the military then they will see the military as a viable career option. Students will also understand and research more about financial assistance and viable options in the military.

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

**MCP 101 Project Proposal**

Participant Name: J.Ronald Sims

Educational Position: Integrated Life Science 7<sup>th</sup> Grade

Title of Project: Project for Military Pathways 101

Target Audience: District Superintendent, Middle School Principal, Middle School Guidance Counselors, Stakeholders, Parent/Guardians, Middle School Science Teachers.

Learning Objectives: (as needed)

1. To create an awareness of the benefits the military skills link to the Career Clusters and prepare students for the world of work.
2. To create an understanding of the Armed Services Vocational Aptitude Battery (ASVAB) test.
3. To facilitate an understanding of the benefits the military can offer students in terms of post secondary education and career opportunities.
- 4.

Standards Addressed: (minimum of two)

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

Implementation Strategies: (as needed)

1. Meet with the Middle School Princpal 22 AUG 12 to schedule the events.
2. Prepare an agenda for the event.



3. Secure the necessary military personnel and equipment and approval for their participation.
4. Insure the Guidance Department that I will be a resource for their needed participation.
5. Make sure there is a timeline of not more than two hours for the event to take place.

Topics for Agenda: (Specific project content)

1. List opportunities for enlisted military personnel to further their education and training and prepare for workplace.
2. Explain the correlation between Career Clusters and Military Pathways (military careers and careers in private sector)
3. Explain the requirements for high school students to receive a military scholarship for the SROTC officer training program after graduation from high school..
4. Use the March2 Success as a tool tot help students prepare for the ACT, SAT assessment examinations.
5. Use of the ASVAB assessment as a measuring device for career exploration opportunities.

Resources for Participants:

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

US Army Skill Training Booklet

Military Careers Publication

ASVAB Career Exploration Handout

Military Career Pathways

SC Educator/Military Handout

Military Career Pathways

Materials used for implementation:

Summary:

- Arrange meeting with District Superintendent and Administration to present information on the military branches and how they connect with school and the world of work.
- Develop a power point to present to teachers, stakeholders and parent/guardians 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 11-16, 2012) and then have students to write about what they learned in their English Language Arts Classes (ELA).

- Have an Army Recruiter to come and display a table during Career/College Week (November 11-16, 2012) 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 drawing for College/Career Week (November 11-16, 2012).
- Have each 7th, and 8th grade student complete an assessment on the ASVAB website and allow the guidance counselors to help them on their career choices may coincide with the different military career options.
- Develop a handout to be distributed (November 11-16, 2012) 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 the different military branches and careers within the branches. Have the different branches bring different items from their branch. (April 2013)

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

**MCP 101 Project Proposal**

Participant Name: Jeff Phillips  
Educational Position: School Counselor

Target Audience: Middle school students and teachers

Learning Objectives:

1. Students will identify military careers, their relationship to civilian careers, and pathways to enter the careers.
2. Students will understand how real people entered their military careers and the benefits of those careers.

Standards Addressed:

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

Implementation Strategies:

1. The school counselor will play a short (5 minutes or less) video about a specific career every week of the school year on the school-wide news broadcast. He will ensure that 25% (about nine) videos pertain to military careers from different branches.
2. The CDF will conduct "Lunch and Learn" sessions monthly for eighth graders in which local speakers will talk about their careers. At least two of these (about 25%) will involve an individual currently in the military or who was trained in the military.
3. The school counselor will obtain printed information about military careers and will create a military careers information area in the guidance office.

Resources for Participants:

Brochures, videos, books

Materials used for implementation:

School news broadcast; recruiting brochures, books, and pamphlets

Summary:

Considering that I work at a middle school and that there has never really been a focus on military careers here, I think the implementation of this project is a good first step towards increasing the awareness about military careers for both the students and faculty. The morning news videos are seen by the entire school, and students typically pay attention to what's on. And the in-person presentations during the Lunch and Learns will provide an interactive educational experience where the students get to ask questions. I will also be incorporating the knowledge I gained from MCP 101 into my 8th grade IGP meetings and classroom guidance lessons related to careers.

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

**MCP 101 Project Proposal**

Participant Name: Jennifer Plummer

Educational Position: Guidance Counselor, Copeland Academy

Title of Project: Military Mentoring and Guidance

Target Audience: All students, grades 6-12, at Copeland Academy

Learning Objectives: (as needed)

1. To provide students with information about the benefits and career opportunities in the military.
2. To provide students with character building activities based on the Army Values.
3. To improve students' test taking abilities.

Standards Addressed: (minimum of two)

1. Students will understand and respect others.
2. Students will develop a sense of community.
3. Students will understand the relationships among personal qualities, education and training, and the world of work.
4. Students will demonstrate decision-making, goal-setting, problem solving, and communication skills.
5. Students will explore careers and the connection of school to work..

Implementation Strategies: (as needed)

1. Meet with Principal, Company Commander and local recruiters to schedule activities.
2. Collaborate with US Army to develop Military Mentoring and Guidance curriculum based on the Army Values and Military Career exploration.

3. Co-facilitate monthly guidance lessons with US Army recruiters.
4. Conduct a guidance lesson with my students on Military Careers and their transfer to Civilian world.
5. Introduce March2success to students to improve their test taking abilities.
6. Schedule ASVAB testing and follow up for interpretation.
7. Schedule a panel discussion with local Veterans.

Topics for Agenda: (Specific project content)

1. Career opportunities and benefits in the US Army.
2. Military careers and their ability to transfer to the civilian world
3. LDRSHIP - Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage - Army Values
4. ASVAB and results
5. March2success

Resources for Participants:

Websites: [www.goarmy.com](http://www.goarmy.com), [www.march2success.com](http://www.march2success.com)

Army Values Handouts

Military benefits and career opportunities handouts

Materials used for implementation:

Army Values Handouts

Military benefits and career opportunities handouts

Making of an Army Officer DVD

Military Careers Powerpoint presentation

Summary:

As a School Counselor at an Alternative School, I work with a distinctive population of students. Many of my students struggle with demonstrating positive character traits. They would greatly benefit from additional guidance and mentoring from members of the community, specifically the US Army. Many of my students show minimal awareness of career opportunities. They would benefit from all career exploration activities. Many of my students also struggle with test taking. I believe that would greatly benefit from March2Success and ASVAB with interpretation. In celebration of Veterans Day, I plan to invite local veterans to share their stories with my students. I believe that my students can be more successful with the support and encouragement from soldiers in the US Army.



## MCP 101 Project Proposal

Participant Name: Jerry Brigman

Educational Position: Health Science Instructor

Title of Project: Military versus Civilian Healthcare Careers

Target Audience: High school students and their parents

Learning Objectives:

- Students and parents compare contrast how the military offers the same health career opportunities as in civilian life.
- Students and parents compare contrast how the military offers ASVAB and March 2 Success with Briggs Myers, SAT, ACT, as tools the student to determine career fields of interest.
- Students and parents compare and contrast the benefits the military offers students regarding college and career opportunities versus traditional college, On the job training, Apprenticeships, etc. in civilian life.

Standards Addressed:

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

Implementation Strategies:

- Create a newsletter/pamphlet that compares the medical careers in the military with the ones in civilian life.
- Integrate the military careers into my course outline where I teach the different civilian health careers.
- Pass out the newsletter/pamphlet to students and parents during orientation and allow time for discussion, question and answer.
- Prepare materials for session
- Have a medical recruiter follow up with students/parents that are interested in a military career.



Perform this in all three (3) levels of my classes. (10th-11th 2th)

#### Topics for Agenda:

- Career Cluster correlated with Military Pathways (civilian sector and military health careers)
- Scholarship opportunities  
JROTC  
SRJROTC  
college graduation degrees
- Curriculum resources available to our school  
ASVAB Career Exploration  
March 2 Success vs. SAT, ACT
- Determine websites and materials available to students/parents
- IGP military component as an option

#### Resources for Participants:

- ASVAB Career Exploration Handout
- Military Careers Publication
- E-mail addresses websites: [www.todaymilitary.com](http://www.todaymilitary.com); [www.goarmy.com](http://www.goarmy.com)
- Military Career Pathways – 1 page
- Jobs in the Healthcare Field that compares the military to civilian careers.

#### Summary:

As a Health Science Educator, I have the opportunity to share information about the military as a career option. Before I went to MCP 101, I did not realize how close the health careers in the military correlated with health careers in civilian life. The leadership opportunities, career advancement opportunities and education advancement opportunities exceed those found in the civilian sector. I plan to advocate that all of my health science students be made aware of what the military has to offer and thereby allow the student to make an informed decision about their post-secondary education. I will be proactive about the military as a viable career option for my students.

JROTC is being considered as an option to our curriculum. I plan to talk to my principal and faculty and make them aware of what I learned from MCP 101. I plan to use medical military personnel to be guest speakers in my classes to share their personal military stories with my students. Thank you for this wonderful opportunity to better prepare our students for life, thus better preparing our nation.

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

**MCP 101 Project Proposal**

Participant Name: Jessica L. Capps  
Educational Position: School Counselor  
Home Address: 3411 Coleman Street  
City and Zip: Columbia 29205  
Summer Phone: 910-916-4345  
Cell Phone: same

Title of Project: Military Career Pathways (Army)

Target Audience: District School Counselors and District CDF's

Learning Objectives: (as needed)

1. To make educators aware of how military career pathways correlate with the career clusters.
2. To create an awareness of the benefits of the military within our district.

Standards Addressed: (minimum of two)

1. Coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents.
2. Learn and become familiar with ways to improve and promote career development opportunities within the district.
3. Assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade.

Implementation Strategies: (as needed)

1. Speak with Guidance Chair to schedule staff development for counselors in the district.
2. Contact district CDF chairperson--invite CDF's to attend staff development.
3. Develop an itinerary for staff development session.
4. Contact military personnel--organize speakers for staff development session.
5. Contact military personnel to collect door prizes if possible (shirts, mugs, pens, etc.)
6. Prepare handouts
7. Write thank you notes for military participants. Provide district gift for their participation.

Topics for Agenda: (Specific project content)

1. Registration--similar to MCP 101
2. Eligibility Requirements for Enlisting US Army
3. Speakers from various military pathways (Health Science, Mechanics, etc.)
4. Careers in the Military/Soldier Panel
5. JROTC/ROTC/Scholarships/How to Become an Officer Presentation
6. ASVAB, March 2 Success

Resources for Participants: Handouts including: Acronyms, Insignia of the US Army, Civilian/military time conversion chart, Awards and decorations of the US Army, (Hairstyle, body piercing, tattoo), APFT Standards. Websites including: [www.todaysmilitary.com](http://www.todaysmilitary.com) and [www.goarmy.com](http://www.goarmy.com).

Materials used for implementation: PPT Presentations (as needed by presenters), handouts, refreshments, evaluations

Summary: I will be facilitating a presentation to the guidance counselors and CDF's in the Lexington/Richland 5 school district. I plan to present in the Fall if possible, early Spring at the latest. My school contact information is Dutch Fork High School, 1400

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

**MCP 101 Project Proposal**

Participant Name: Josephine L. McNeil

Educational Position: Curriculum Specialist/Career Specialist

Title of Project: Panther's Career Challenge

Target Audience: Middle School students, Guidance Counselor, Teachers, Administrators, parents

Learning Objectives: (as needed)

1. Develop a brochure to educate parents, students and educators on career option in the military for students
2. Ensure academic success and enrollment in our high school JROTC program
3. Educate students on ASVAB testing in middle school to increase opportunities for successful scores in a variety of fields that will offer numerous career options in the military

Standards Addressed: (minimum of two)

(1) Assist schools in promoting the goals of quality career development of students in

Grade 6-8;

(2) Provide educators, parents, and students with information on career and technology

Education programs offered in the district;

(3) Support students in the exploration of career clusters and the selection of an area of

Academic focus within a cluster of study;

Implementation Strategies: (as needed)

1. Start with a Kick Off Day with Army Military Career Programs with an orientation from Military Representation from Fort Jackson in September 2012
2. Screen student through school career identification computer based program

3. Provide ongoing information and training to teachers and guidance counselor with the middle school JROTC program to increase literacy and military career in grades 6-8
4. Participate in Career Day and provide an Informational session through our military representation
5. Recruit guest speakers in the community and surrounding areas to serve as role model for students.
6. Track progress of students leaving middle school that enroll in the high school ROTC program.

Topics for Agenda: (Specific project content)

1. What is the military?
2. Military career options
3. ASVAB Testing
4. Process for Joining the military and early entry options
5. Benefits of serving the country in the military

Resources for Participants:

Informational handouts from military website and MCP 101 sessions  
Recruiting Officers  
Veterans of the community  
High School JROTC Instructor

Materials used for implementation:

Informational handouts from military website and MCP 101 sessions  
Computers  
ASVAB study guides

Summary: Panther's Career Challenge program intent is to provide middle school students information to assist with developing a career path. My belief is that if students are aware of the many options, it will give them a focus and keep them on track. The military gives students the opportunity to explore

any job field that they are interested in, as well as provides the necessary training. The military not only develops a successful environment while you are actively a member of a branch of service, but it will also set the students up for a lifetime of success. Exposing students to options for higher-level education as well as training for life skills can aid in thriving through the ever changing and developing environment they will encounter.

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

**MCP 101 Project Proposal**

Participant Name: Kathleen M. Allen  
Educational Position: Director of Teaching Fellows, Furman University  
Title of Project: Educating Future Educators about Military Careers  
  
Target Audience: Teaching Fellows: Furman University

Learning Objectives: (as needed)

1. To promote among future educators information needed to assist students with career planning and military careers.
2. To provide resources for future educators to share with their students regarding military careers.
3. To educate future educators about careers in the military (training, communications, management and the arts) for consideration themselves.

Standards Addressed: (minimum of two)

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

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

Students will understand how community awareness relates to work.

Implementation Strategies: (as needed)

1. Presentation by local military recruit commander to weekly seminar students.
2. Contact ROTC program at Furman to determine interest in presentation to college students.

3. Follow up with Military Awareness program on campus sharing stories of fellow students, parents, grandparents who participate(d) in the military.

Topics for Agenda: (Specific project content)

1. What career options do the military offer.
2. What chances for educational advancement are available.
3. Best way to promote careers in the military by future educators to future students.
4. What materials are available to educators to share with students.
5. What learning opportunities are available to share with students.

Resources for Participants:

Military recruiter presentation  
Opportunities to visit local military base for tour

Materials used for implementation:

Recruitment materials  
ASVAB  
March2Success  
AMED materials and information to share with future students

Summary:

As the Director of Teaching Fellows I meet weekly during the academic year to share information with these outstanding future teachers. My goal is to give them information about opportunities in the military for education, training, career advancement and transitioning into civilian careers before they are overwhelmed with other duties and responsibilities in the classroom. I anticipate this will generate interest not only for themselves but for their future students as well. In any event, they will certainly be better educated about military opportunities and less resistant to sharing this information with their students.



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

**MCP 101 Project Proposal**

**Participant Name:** Lendora M. Jordan

**Educational Position:** Guidance Counselor – Middle School – 6<sup>th</sup> Grade

**Title of Project:** Celebrating Veterans Day and our Military  
Week of November 05 – 09, 2012  
Veterans Day: 11/11/12

**Target Audience:** Grades: 6 – 7 – 8  
Faculty and Staff of School

**Learning Objectives:** (as needed)

1. Students will learn why Americans celebrate the Veterans Day holiday and the importance of our Military.
2. Students will be able to identify symbols, music, and people associated with Veterans Day and the Military. They will learn the history of Veterans Day, the USA flag and music/songs that are associated with being patriotic.
3. Academic skills will also be enhanced during the week: Social Studies and English/Language Arts by learning the history of Veterans Day and all aspects surrounding the holiday with reading and writing activities/assignments.

**Standards Addressed:** (minimum of two)

1. Learning to Live (Personal/Social Development).
2. Learning to Learn (Academic Development).
3. Learning to Work (Career Development).
  - (A.) Students will understand the relationship among personal qualities, education and training, and the world of work.
  - (B.) Students will explore careers and the connection of school to work.

**Implementation Strategies** (as needed)

*(I am outlining the following activity as is as at this time I do not know what my schedule will be, that is if I will have morning duty, a homeroom and a 1<sup>st</sup> period class and not be able to adequately oversee and carry out plans as planned for activity other than during the morning announcements and during my planning period.)*

1. Friday (11/02/12) before celebration announcement will be made concerning the scheduled events for the following week during the morning and afternoon.  
Wall for holiday decorated for use of various displays.
2. Monday (11/05/12), during morning announcements, history of Veterans Day will be read and the schedule of activities announced.  
All students, faculty and staff are encouraged to participate daily.  
Everyone will be encouraged to bring pictures of family members, friends, etc., who are veterans and in the military along with a written interview of their

service to be displayed with the picture on the wall throughout the week.

3. Tuesday (11/06/12), during morning announcements, “What it means to be Patriotic in the USA.” A brief history of the “Star-Spangle Banner” written as a poem but sung by Americans and how it is significant to Americans especially on Veterans Day. Also, a brief history of the flag and the history of and playing of “Taps” and why there is an annual ceremony at the Arlington National Cemetery with the playing of “Taps”.
4. Wednesday (11/07/12) and Thursday (11/08/12), during the morning announcements, trivia questions re our Veterans Day and Armed Services/Military to be answered by students and placed in a box on each grade level hall. Each grade level will have a winner with a prize given to the winners.
5. Friday (11/08/12), with permission a planned Veterans Day program for the school, a guest speaker will be invited to speak at the assembly. The guest speaker to be invited will be the US Army Recruiter from the Florence office or the JROTC instructor from Darlington High School along with their JROTC. If a program is not approved, then with permission the Recruiter will be invited to speak during the morning announcements.

**Topics for Agenda: (Specific project content)**

*(All topics of information will be on display as will be announced)*

1. Display information of all branches of the military to give students an education insight as to why the Military would be an ideal career.
2. Displaying the Veterans Day Presidential Proclamation.
3. History of Veterans Day Displayed.
4. Lyrics of Patriotic songs displayed
5. Displaying pictures of veterans with their biography.

**Resources for Participants:** All information will be supplied from students and staff of the school along with information obtained from the MCP Career Pathways 101 class, information I looked up on line and information from our local Recruiting office.

**Materials used for implementation:** (1.) Pictures, (2.) Patriotic songs/music, (3.) Military brochures, (4.) Copies of military documents/history from Recruiter and Military Career Pathways 101 and (5.) History of Veterans Day.

**Summary:** This activity will give students an educational insight and information about the USA Veterans Day and the military with great opportunities of all the career opportunities the military has to offer. This activity is to help students gain a sense of respect for our Veterans and the Military. It is also to help them to understand the value of an education and making choices that will help them towards their goals and career. All information from this activity will be given to the Guidance Counselors and the Career Specialist to be posted in their room for further information to be used for lessons and information to the 8<sup>th</sup> grade students and parents during the IGP (Individual Graduation Plan) conferences.

When our Career Day is planned or scheduled all branches of the Military will be invited.

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

**MCP 101 Project Proposal**

Participant Name: Lisa Call

Educational Position: Chief Operating Officer for Midlands Education and Business Alliance (MEBA)

Title of Project: Military Career Educator Field Study to Ft. Jackson- one day event

Target Audience: educators (administrators, career specialists, guidance counselors and classroom teachers)

Learning Objectives: (as needed)

1. To understand the career opportunities and benefits available in the military.
2. To understand the requirements to enter the military. (remove some of the stereotypes)
3. To understand the military careers as they relate to civilian careers.
4. To communicate and work with recruiters to provide access to students .
5. To have access to tools and resources to provide better advisement and counseling to students through collaboration with the military personnel.
6. To provide resources and contacts for career fair, tours, classroom and speaking events.
7. To provide partnership opportunities to the schools that may otherwise not be thought of. (new ideas)

Standards Addressed: (minimum of two)

1. (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;
2. (3) assist school counselors and students in identifying and accessing career information and resource material;

3. (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
4. (6) learn and become familiar with ways to improve and promote career development opportunities within the district;
5. (8) assist with the selection, administration, and evaluation of career interest inventories;
- 6.
- 7.

#### Implementation Strategies: (as needed)

1. Set date for field study, coordinate with Ft. Jackson contacts, develop draft agenda for event and develop flier for registration.
2. Advertise to the nine schol districts MEBA serves, collect registrations, send confirmations and follow up with additional details as needed.
3. Develop final agenda, make lunch plans, secure bus, copy agendas, pack resource bags, make certificates of attendance and thanks and confirm speakers, locations, etc...
4. Conduct field study and do final evaluation with participants.
5. Compile final evaluation, follow up with any needed resources from evaluations and make adjustments for future events.
6. Send thank you notes to all participants.

#### Topics for Agenda: (Specific project content)

1. Overview of the military (org. chart, rank, etc...)
2. Entrance/Admission process and requirements (to include ASVAB for all students)
3. Career opportunities, advancement and tuition reimbursement, GI Bill, etc...
4. Expert panel with overview of how they entered the military and what are their future plans with question and answer session.
5. Facility tour (may vary depending on sites visited- TBD)
6. Final Question and Answer session

#### Resources for Participants:

MEBA "Be a Part of Brochure" (military careers in process of being developed by MEBA NOW)  
ASVAB packet from MEPS representatives  
Military websites handout  
Other items TBD- based on availability from recruiters and Ft. Jackson public relations staff

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

#### Materials used for implementation:

1. MEBA "Be A Part Of... Government and Public Administration" brochure (pending completion in time for event- MEBA is in the process of developing this brochure for use at this and other MEBA events)
2. DVD "Making of an Army Officer"
3. [www.careersinthemilitary.com](http://www.careersinthemilitary.com)
4. [www.todaysmilitary.com](http://www.todaysmilitary.com)
5. Charter Bus/Food (eat in chow hall)

#### Summary:

I plan to coordinate and conduct an "EDUCATOR FIELD STUDY" (day long field trip for educators) to Ft. Jackson joint training installation. Due to the nature of our "REGIONAL" approach to this event, (MEBA serves nine school districts in Lexington, Richland and Fairfield Counties as well as DJJ) many educators from the Midlands will have an opportunity to participate in this event. The goal of this event is for the educators to replicate this event in their schools with their faculty, staff and students.

During the days events we will learn about the military structure, rank, educational requirements for upward movement/promotions, admission criteria, (to include the ASVAB) careers available in the military and how they transition into civilian life, and hear from actual soldiers.

We plan to eat lunch in the "chow hall" and maybe get to do some basic training stations. We plan to have a military representative on board the bus at all times to assist in answering questions about military life and actually give a face and name to the word "soldier".

MEBA will serve as a resource to the educators for future planning of their specific events as requested/needed. For many participants, this will be their first time on a military post and or Ft. Jackson and should be a fun and learning experience for all.