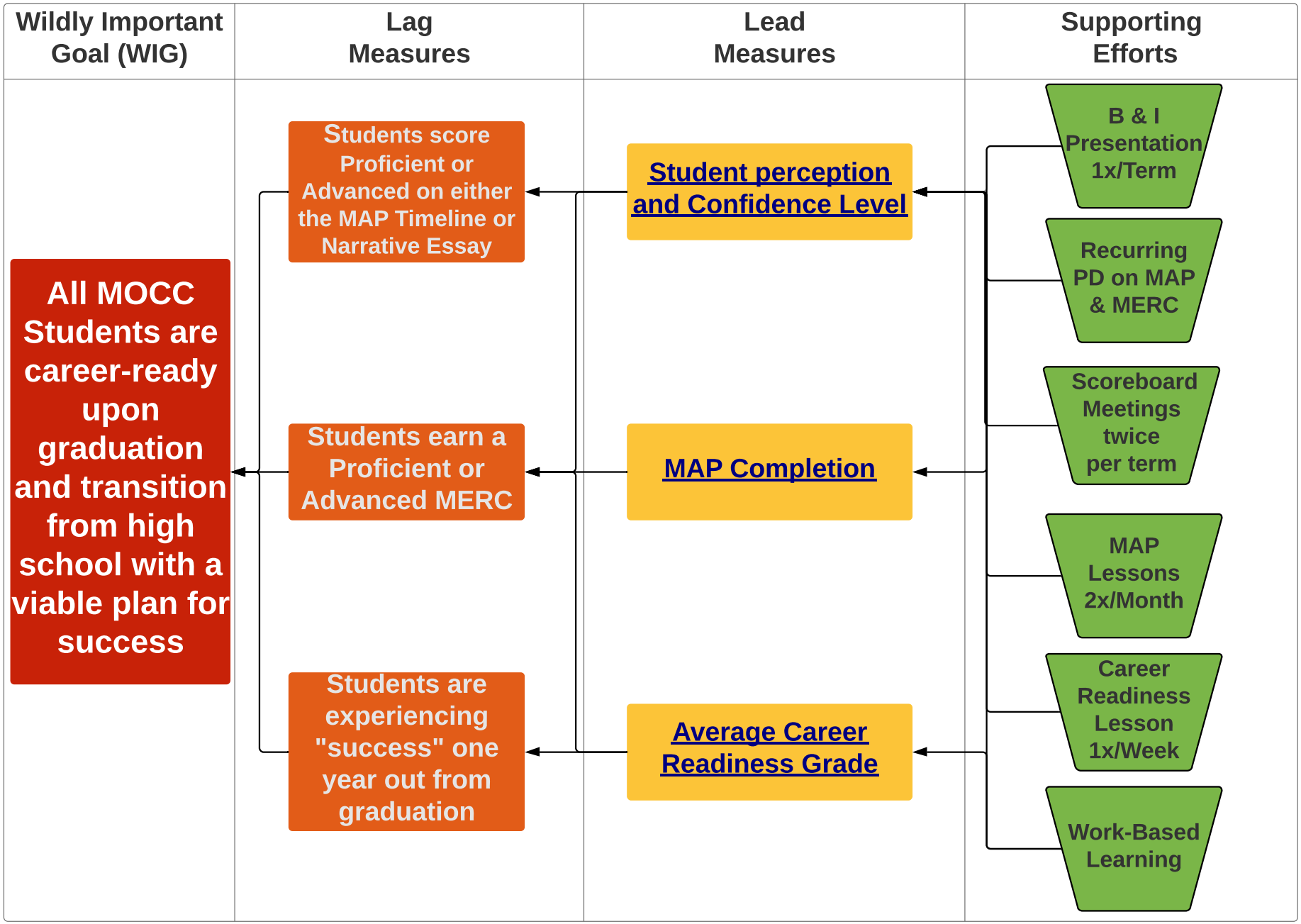
Mecosta-Osceola Career Center
2019-20 Building Goal



Name _____

Student perception and level of confidence regarding their Career Readiness and MAP

1 → 2	3 → 4	5 → 6	7 → 8	9 → 10
At this time: • I have no idea what I want to do after high school • I have no intention of planning for after high school	**At this time:** • I have somewhat of an idea of what I want to do • I need to gather information on the process, paperwork, and timeline • I am thinking about my after high school options	**At this time:** • I have an idea what I want to do and have begun evaluating options • I have some information on the process, and timeline. • I have some or all of the paperwork, but have not begun completing it. • I can see where planning for after high school will be beneficial	**At this time:** • I have it narrowed down to one or two options regarding what I want to do • I have all the information I need on the process, paperwork, and timeline. • I have completed and/or turned in some of the paperwork required. • I have a few more things to do to get where I need to be on the timeline and process • I frequently think about what I want to do after high school	**At this time:** • I have decided what I want to do • I have completed all necessary paperwork • I am right where I need to be in regard to the timeline and process • I am excited for graduation and beginning my plan

Total score _____/ number of items _____ = score _____

MOCC MAP – My Action Plan Overview

MAP Progress (Items not necessarily completed in order)

1. MAP introduced (Complete NLT first Friday in September)
2. Fall Survey Completed (Completed NLT second Friday in September)
3. EDP reviewed and updated (Completed NLT end of Term 1)
4. Goals/Path Identified (Completed NLT end of Term 3)
5. Job Application* (Completed NLT end of Term 3)
6. Resume* (Completed NLT end of Term 3)
7. Cover Letter* (Completed NLT end of Term 3)
8. WBL experience completed (Completed NLT end of Term 5)
9. Spring Exit Survey (Completed prior to Student's last day NLT second Friday in May)
10. Culminating Narrative Essay* or Detailed Timeline* (Completed NLT last Friday in February)

***Items not considered completed until a minimum rubric score of 3 (Proficient) is earned**
Highlighted items will be turned in to the Main Office and placed into Students' files at the end of the year

MAP Narrative Essay or Timeline

- A summative assessment on a Student's understanding and completion of the MAP process

Narrative Essay

- Can additionally be used for many scholarship applications with little or no additional editing - *MOCC MAP Narrative will be added as a requirement for MOCC Scholarship application
- May be assigned in small chunks (including but not limited to):
    - Introduction paragraph on career goal(s)
    - Career ladder paragraph: compilation of necessary steps in order to achieve goal(s)
    - Paragraph on how they have overcome/are overcoming adversity in order to achieve goal(s)
- MAP Narrative Essay Rubric
- Resources for prompting Students' thinking
    - Student Reflective Writing Prompts

MAP Timeline

- MAP Timeline Rubric
- Should include all portions that would be included in narrative essay except for the overcoming adversity component

Mecosta-Osceola Career Center (MOCC)

MOCC MAP (My Action Plan)

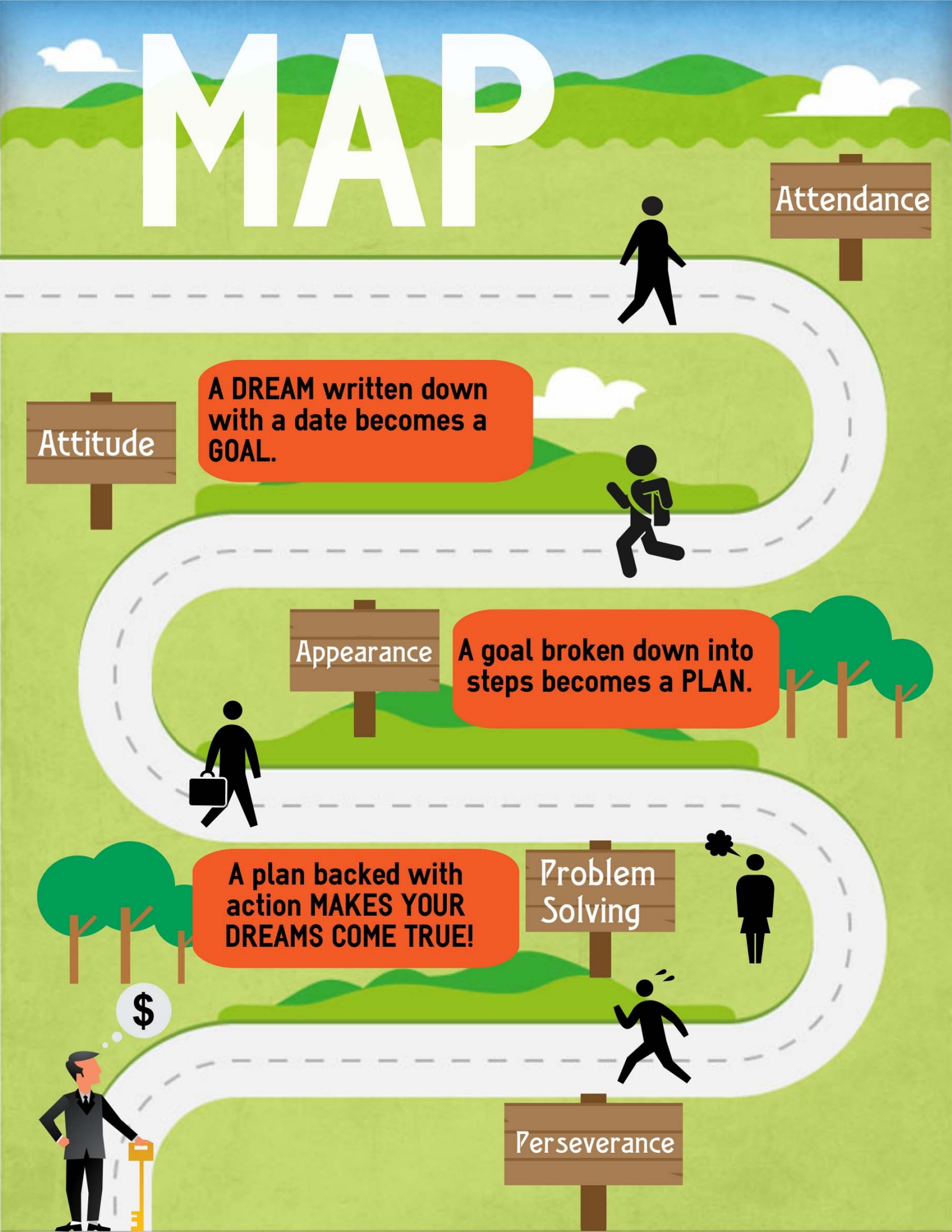
Guide to Career and College Readiness

www.moisd.org/careertech

Name: _____ Program: _____ Session: _____

Mailing Address: 15830 190th Avenue, Big Rapids, MI 49307
GPS Location: 15830 S. Bronson, Big Rapids, MI 49307

Phone: 231-796-5805
Fax: 231-796-0262


MAP
Attendance
A DREAM written down with a date becomes a GOAL.
Attitude
Appearance
A goal broken down into steps becomes a PLAN.
A plan backed with action MAKES YOUR DREAMS COME TRUE!
Problem Solving
$
Perseverance

Mecosta-Osceola Career Center (MOCC) Success Map

MOISD Mission: Helping Schools Help Student

An Overview:

The **purpose** of the *MOCC Success Map: Career Accelerator* is to provide MOCC students with a tool to assist in identifying and following through in the necessary steps to jump start their career.

The specific **outcomes** are to increase graduate participation in careers or career training.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

The *MOCC Success Map: Career Accelerator* will highlight three specific modules. The three modules include: Career, Post-Secondary Education and Military Training. The different steps needed to successful maneuver through these modules will be discussed in your Success Map: Career Accelerator.

Mecosta-Osceola Career Center (MOCC) Success Map

My Road Map: Career Accelerator

Student Name: _____

MOISD Username: _____

Program Name: (1st Year) _____

	Date Complete	Instructor Initial
EDP:		
Job Application:		
Resume:		
Cover Letter:		
Interview:		
MAP Narrative		

Career Goal (What is my next step after high school graduation?)

Mecosta-Osceola Career Center (MOCC) Success Map

1. Career Ready

Every student that is following the Career-Ready track needs to be prepared with usable materials and tools that are ready to use.

A. Application Materials
   a. EDP
   b. Job Application
   c. Resume
   d. Cover Letter
   e. Industry Credential _____
   f. Other _____

B. Supporting Documents

- ☐ Social Security Number
- ☐ Birth Certificate
- ☐ Drivers' License
- ☐ Occupational Safety Documentation
- ☐ Letter of Anticipated Graduation
- ☐ Transcript/Diploma

C. Employer Contact Information
   a. Contact's Name and Title: _____
   b. Contact Email: _____ Phone: _____

D. Interview Date
   a. Mock Interview/Interview Preparation: _____

E. Starting Wage/Salary: _____

F. Health Insurance Yes ☐ No ☐
   a. Other employee benefits_____

G. Hours Per Week: _____

Career Advancement Options:

_____
_____
_____

2. Post-Secondary Education

Every student entering Post-Secondary Education track needs to be prepared with usable materials and tools that are ready to use.

A. Institution: _____

B. Completed Application

a. Is Essay Required? Yes ☐ No ☐ Completed ☐

b. Transcript Sent? Yes ☐ No ☐ Completed ☐

c. Parchment Account? Yes ☐ No ☐

d. My SAT/ACT Score? _____/_____

e. Avg. SAT/ACT Score? _____/_____ (At the institution I chose above)

C. Program of Study

a. List Articulated Classes _____

b. List Direct Credit Classes _____

D. Admissions Advisor Name _____
Email _____ Phone _____
Student Account (Email/Student #) _____

E. Completed FAFSA Yes ☐ Date _____ No ☐

F. Fees
Tuition Costs _____ Room/Board Costs _____

G. Desired Degree _____

H. Graduation Rates _____

I. Job Placement of Graduates _____

J. Salary and Benefit Outlook _____

K. Campus Visit Date Yes ☐ No ☐ Date _____

L. Orientation Date _____

M. Sports - NCAA Clearinghouse _____

3. Military Training

Every student that is following the Military Training track needs to be prepared with ready-to-use resources and documents.

A. Classification _____

☐Active ☐Reserve/National Guard

If National Guard, or Reserve; Other plans? _____

B. Branch _____

Are you in compliance with the branch of service tattoo policy? Yes ☐ No ☐

C. Recruiter Information
   a. Name _____
   b. Phone _____ Email _____

D. Pre-Training Opportunities
   a. ASVAB Location _____
   b. ASVAB Date _____ ASVAB Score _____
   c. www.march2success.com account? Yes ☐ No ☐

E. Enlistment Date
   a. MEPS Location _____
   b. MEPS Date _____
   c. Scheduled Graduation _____
   d. Ship Date _____ Initial Entry Training Location(s) _____

F. MOS (Military Occupational Specialty)
   a. Job Options _____

G. Projected Pay Grade
   a. Entry _____ Six Month _____

H. Source Documents
   a. ☐ Social Security Card
   b. ☐ Birth Certificate
   c. ☐ H.S. Diploma/Letter stating student is on track for graduation
   d. ☐ Security Clearance Application Information

MOCC Career Readiness Rubric

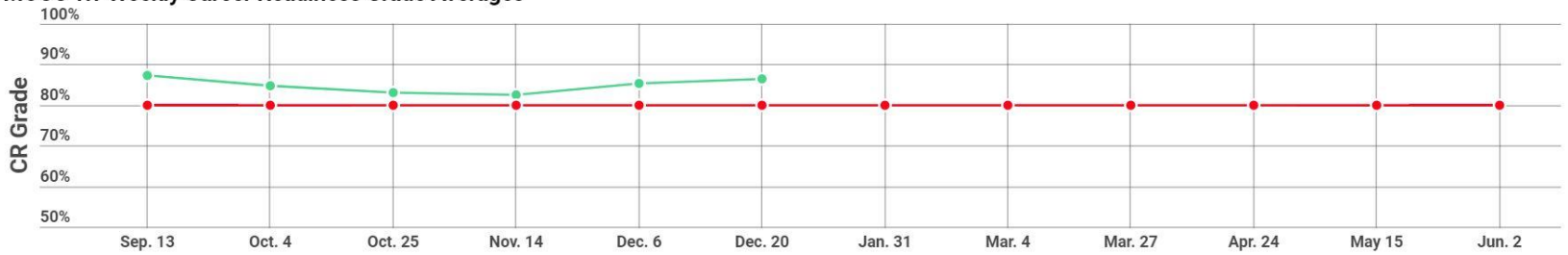
	Achievement Indicator	Beginning – 1 Well Below Standard	Developing – 2 Below Standard	Proficient – 3 At Standard	Advanced – 4 Above Standard
Personal Management	Attendance (3-week period)	Absences w/out prior communication = 1 or more Absence w/prior communication = 3 or more Tardies w/out prior communication = 2 or more Tardies w/prior communication = 3 or more	Absences w/out prior communication = 0 Absence w/prior communication = 2 Tardies w/out prior communication = 1 Tardies w/prior communication = 2	Absences w/out prior communication = 0 Absence w/prior communication = 1 Tardies w/out prior communication = 0 Tardies w/prior communication = 1	Absences w/out prior communication = 0 Absence w/prior communication = 0 Tardies w/out prior communication = 0 Tardies w/prior communication = 0
	Respect and Ethics	Often disrespectful of others and frequently demonstrates unethical behavior	Sometimes disrespects others and demonstrates some examples of unethical behavior	Shows respect for self and others and demonstrates ethical behavior in actions and decisions	Willing to assist others in demonstrating respect and behaving ethically
	Organization	Mostly disorganized not managing time or materials	Sometimes manages time and materials	Manages time and materials well	Willing to assist others in managing time and materials
	Productivity	Often off task and/or leads others into off task behavior – frequently on cell phone	Sometimes on task and completes some work on time – sometimes on cell phone	Almost always on task and completes work on time – asks permission before using cellphone	Willing to assist others with staying on task and seeks out work during down time – encourages other Students to follow the cell phone policy
	Appearance	Frequently not groomed to industry standards and/or out of the proper uniform – uniform frequently not worn properly	Sometimes not groomed to industry standards and/or out of the proper uniform – uniform not properly worn	Always groomed to industry standards and in proper uniform/attire	Models and willing to assist others in proper uniform/attire
	Stewardship	Frequently does not manage personal and school resources, tools, equipment, and materials responsibly	Sometimes manages personal and school resources, tools, equipment, and materials responsibly	Always manages personal and school resources, tools, equipment, and materials responsibly	Willing to assist others in managing personal and school resources, tools, equipment, and materials responsibly
Problem Solving	Perseverance	Frequently gives up and/or asks for assistance before attempting to troubleshoot a problem	Sometimes asks for assistance before attempting to troubleshoot a problem	Troubleshoots problems independently or with a partner	Willing to assist others with troubleshooting
	Critical Thinking	Frequently does not anticipate problems, identify a problem's root cause, and/or identify and evaluate the impacts of solutions	Sometimes anticipates problems, identifies a problem's root cause, and identifies and/or evaluates the impacts of solutions	Anticipates problems, identifies a problem's root cause, and identifies and evaluates the impacts of solutions	Willing to assist others in anticipating problems, identifying a problem's root cause, and identifying and evaluating the impacts of solutions
	Technology, Creativity and Innovation	Does not appropriately integrate the use of technology and/or does not demonstrate creativity and innovation	Sometimes integrates the use of technology and demonstrates creativity and innovation	Appropriately integrates the use of technology and demonstrates creativity and innovation	Willing to assist others in appropriately integrating the use of technology and demonstrating creativity and innovation
	Research, Academic, and Technical Skills	Frequently does not apply an appropriate problem solving approach and/or does not apply appropriate research, academic, and technical skills to solve problems	Sometimes applies an appropriate problem solving approach and appropriate research, academic, and technical skills to solve problems	Applies an appropriate problem solving approach and appropriate research, academic, and technical skills to solve problems	Willing to assist others in applying an appropriate problem solving approach and applying research, academic, and technical skills to solve problems
Teamwork	Participation	Refuses to participate and contribute toward team activities and/or projects	Minimal participation and contribution toward team activities and/or projects	Participates and contributes toward team activities and/or projects	Willing to assist and encourage all members of their team to participate and contribute toward team activities and/or projects
	Emotional Intelligence	Is not able to identify how their emotions or the emotions of others affect group dynamics, and/or alter behavior in response to these emotions	Can identify their own and others' emotions but struggles to alter their behavior in response to these emotions	Demonstrates awareness of how their emotions and the emotions of others affect group dynamics, and alters behavior in response to these emotions	Willing to assist others in identifying how their emotions and the emotions of others affect group dynamics and assists them in altering their behavior in response to these emotions
	Communication	Written and verbal communication is unclear and improper grammar and vocabulary are frequently used	Written and Verbal communication is somewhat clear and proper grammar and vocabulary are sometimes used minimally improving productivity	Clearly communicates both verbally and in writing and uses proper grammar and vocabulary in order to maximize productivity	Willing to assist others in clearly communicating verbally, in writing, and in using proper grammar and vocabulary in order to maximize productivity
	Leadership	Does not demonstrate the ability to appropriately lead or follow – influence on others negatively affects productivity	Sometimes demonstrates how to appropriately lead or follow depending on the situation – sometimes seeks to positively influence others	Demonstrates how to appropriately lead or follow depending on the situation – seeks to positively influence others in order to maximize productivity	Willing to assist others in developing their leadership and followership skills – willing to assist others in their ability to positively influence others

My Employment Readiness Certificate

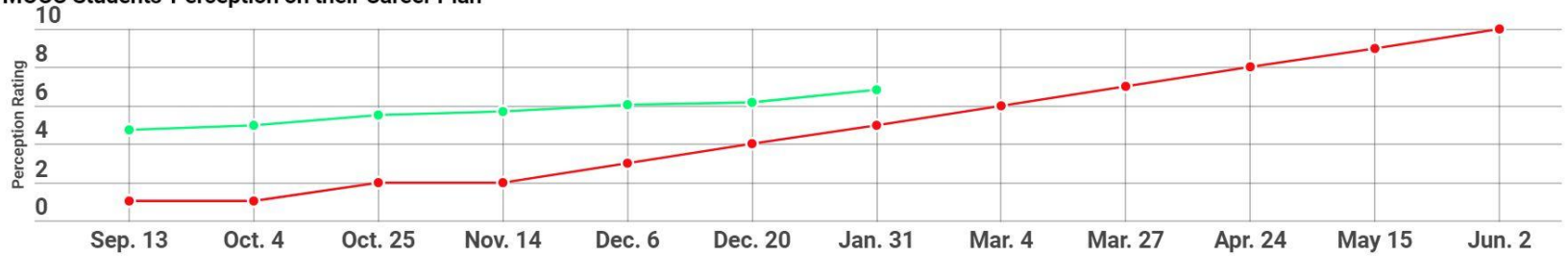
Indicators	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
Absences - Prearranged/ with Communication Terms 3-5	7-10 Absences	5-6 Absences	3-4 Absences	0-2 Absences
Absences - Without prior communication Terms 3-5	3 or more	2	1	0
Tardies - Without communication Terms 3-5	3 or more	2	1	0
Discipline Notices All Year	3	2	1	0
Career Readiness Grade Terms 3-5	60% - 69%	70% - 79%	80% - 89%	90% - 100%
Instructor Recommendation	Beginning Below Standard	Developing Developing and demonstrating skills for entry level employment	Proficient Meets the expectations for entry-level employment	Advanced Exceeds the expectations for entry-level employment

WorkKeys Math Score	WorkKeys Locating Information Score	WorkKeys Reading for Information Score
_____	_____	_____

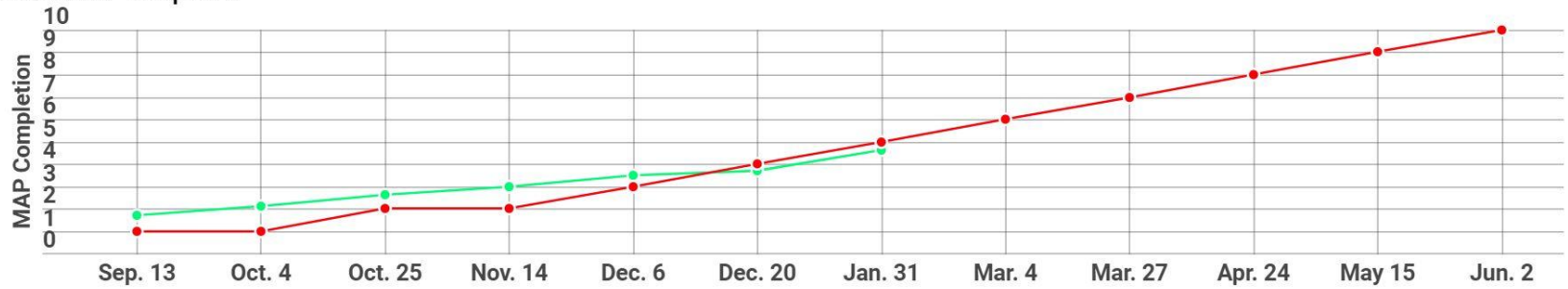
MOCC Tri-Weekly Career Readiness Grade Averages



MOCC Students' Perception on their Career Plan



MOCC MAP Completion



Target: **Actual:** **Link to live data:** http://bit.ly/19-20scoreboard