

Training

School Recruiting Program Handbook

For the Commander:

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History. This UPDATE printing publishes a revised pamphlet.

Summary. This pamphlet provides a single-

source document for the School Recruiting Program.

Applicability. This pamphlet is applicable to all elements of the United States Army Recruiting Command.

Proponent and exception authority. The proponent of this pamphlet is the Director of Recruiting Operations. The proponent has the authority to approve exceptions to this pamphlet that are consistent with controlling law and regulation. Proponent may delegate the approval authority, in writing, to a division chief within the proponent agency in the grade of lieutenant colo-

nel or the civilian equivalent.

Suggested improvements. The proponent agency of this pamphlet is the Office of the Director of Recruiting Operations. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ USAREC (RCRO-E), Fort Knox, KY 40121-2726.

Distribution. Distribution of this pamphlet has been made in accordance with USAREC Pam 25-30, distribution Y. This pamphlet is published in the Recruiter Management UPDATE.

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Chapter 1

Introduction

1-1. Purpose

The purpose of this handbook is:

- To provide a single-source guidance document, combining regulatory requirements and successful techniques and ideas to assist staff and recruiters in building and maintaining an effective School Recruiting Program (SRP).
- To provide a school calendar of events and significant activities and ensure an Army presence in all secondary schools. School ownership is the goal.

*This pamphlet supersedes USAREC Pamphlet 350-13, 2 March 1998.

c. To assist in the training of new recruiters and serve as a reference guide. The techniques and programs contained in this handbook have been proven to be successful throughout this command. They are time-tested techniques and if properly implemented, can assist the recruiting force in developing, implementing, and maintaining SRP.

1-2. References

Required and related publications and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations

Abbreviations used in this pamphlet are explained in the glossary.

1-4. SRP

a. The SRP is a well planned, prioritized, and coordinated effort designed to create positive awareness and interest in available Army programs among students, parents, educators, and centers of influence (COIs) within the community. It is designed to assist recruiters in penetrating their school market and channeling their efforts through specific tasks and goals to obtain the maximum number of quality enlistments. The SRP is also an important part of an integrated recruiting prospecting-lead generation program that ensures total market penetration. Teamwork at all levels is essential to the execution of the SRP.

b. The SRP has four distinct phases: Summer, Fall, Winter, and Spring and its success is dependent upon the development and implementation of a sound school plan. School plans are developed at recruiting battalion (Rctg Bn) and recruiting company (Rctg Co) level and include procedures for establishing school priorities, Armed Services Vocational Aptitude Battery (ASVAB) testing goals, Delayed Entry Program (DEP) and Delayed Training Program (DTP) goals, directory information acquisition objectives, and a college recruiting plan. Also included in the school plan is a matrix which lists mandated activities which should be completed on a monthly basis by each member of the Rctg Bn, Rctg Co, and recruiting station (RS) recruiting team. Commanders and the field force at all levels should continually assess their school programs and recruiting activities to see what type of impact they have on production.

c. The objective of the SRP is to assist recruiters with programs and services so they can effectively penetrate the school market. The goal is school ownership that can only lead to a greater number of Army enlistments. Recruiters must first establish rapport in the schools. This is a basic step in the sales process and a prerequisite to an effective school program. Maintaining this rapport and establishing a good working relationship is next. Once educators are convinced recruiters have their students' best interests in mind the SRP can be effectively implemented.

d. The SRP is the cornerstone of mission accomplishment, without a strong high school

(HS) program you cannot have a strong grad recruiting program. The RS that has a solid, results-orientated SRP will be successful in the schools. Establishing, executing, and maintaining the program is ultimately the responsibility of the RS commander and individual recruiter. The process is ongoing. Like the farmer who fails to guard the hen house, we can easily lose our schools and relinquish ownership to the other services if we fail to maintain a strong SRP.

1-5. General

This is not a policy document. This is a guidebook and a resource and reference manual.

Chapter 2 School Relations

2-1. Purpose

The relationship between Army recruiters and educators in a school district is a potential source of comfort and conflict for both parties. Before you can expect any type of assistance from school officials or be accepted by students you must first establish rapport and credibility. You must convince them that you have their students' best interests in mind. They need to know that your interest in their students goes beyond enlisting them and extends to a genuine concern for their future. The purpose of this chapter is to outline some of the ways to establish and maintain rapport, identify key influencers, and review basic preparations for the upcoming school year (SY).

2-2. Establishing and maintaining rapport

Establishing rapport with school officials is a key step in maintaining access to schools. To effectively work the school market, recruiters must maintain rapport throughout the SY and develop a good working relationship with key influencers. Here are some helpful hints and guidelines that you should know about and follow when working the school market.

a. Schools are autonomous and every school's organizational climate and structure is different. Recruiters should be aware of this and be flexible in tailoring approaches. Changes often occur in the school's administration (new principal, new school board, etc.). Because of this, recruiters must work constantly to maintain and improve school relations.

b. Never forget to ask school officials if there is anything you can do for them and their students. Don't be looked upon as someone always asking for something. Give something back to the schools.

c. The recruiter is the Army in the school. Be the Army in every way. Absolute professionalism and integrity is demanded. Be indispensable to school administration, counselors, faculty, and students. Be so helpful and so much a part of the school scene that you are in constant demand...so if anyone has any questions about the military service...they call you first! Remember, always be professional when dealing with school officials.

d. Recruiters need to make sure school officials understand why school recruiting is necessary. Many don't, so it's difficult for them to be supportive of recruiting needs. Using the presentations available through the education services specialist (ESS) and the Rctg Bn advertising and public affairs staff will help.

e. Always schedule a courtesy visit with the principal and assistant (vice) principal(s) before school starts if possible, but at least early in the SY. The Rctg Co or RS commander should go with new recruiters on the first visit to each school. Make early appointments with the counseling staff as well.

f. Never rely on the guidance counselor as the sole COI in the school. Cultivate coaches, librarians, administrative staff, and teachers, especially those whose subjects correlate with Army programs. By directing your efforts toward other faculty members you may be able to obtain the information necessary to effectively communicate with students.

g. Knowing and following the school's ground rules on access and school visits can make or break a recruiter's SRP. Find out as early as possible what the rules are, and remember, they can change.

h. Never react negatively to a school's refusal to do something you've asked. Look for another way to achieve your mission. Always maintain your composure and present a positive image to school officials. If you have a problem, ask your chain of command and the Rctg Bn ESS for assistance.

i. Always keep school staff (especially counselors) informed when you have a student who may be processing for enlistment. If you absolutely must schedule a senior during school time, clear it with the school officials as far in advance as possible.

j. Don't discuss civilian life or jobs negatively with school officials or students. Also, don't make comparisons between your income and those of school personnel. The Army isn't for everyone and the pride and professionalism you show will make the point that Army life has a lot to offer.

k. Attend as many school activities as possible. Offer your Army training and experience, your sports and hobby knowledge, etc., as a resource to the school. In general, attend events in uniform; of course, if you are coaching a sport or working in a shop, you should dress appropriately.

l. If at all possible, never send another soldier who happens to be assigned to the Rctg Co or RS to your school without you. As a rule, school officials prefer to have only the assigned recruiter on campus. If it's necessary to have another soldier visit the school, be sure to call them in advance to explain the situation and request permission.

m. When school opens each year, be sensitive to the fact that school officials will be very busy and may resent an early "invasion" by recruiters. Preparation for making initial contacts with your HSs should be as follows:

(1) Find out at end of the current SY (or in the summer) when the staff will be ready to meet with you next SY.

(2) Make sure you speak with the administrator responsible for school rules and regulations as early as possible.

(3) Always keep relationships with students on a professional level. Students tend not to respect recruiters who try to become buddies. Remember, damage can be done to school relationships by careless remarks made to students. They may be reported to school officials. Examples include talking about other students' ASVAB scores; negative comments about other services; or even worse, expressing negative opinions about school officials.

n. School recruiting is critical to both short-term and long-term recruiting success. Remember, first to contact, first to contract...that doesn't just mean seniors or grads; it means having the Army perceived as a positive career choice as soon as young people begin to think about the future. If you wait until they're seniors, it's probably too late.

2-3. School profile

If you think of each school as an individual with needs and interests, it will be easier to understand what the school profile is all about. For example, one school may place a premium on its music program; another may give prominence to its athletic program. One school may place more emphasis on its academic scholarship program. Each school has a distinct chain of command structure. An effective sales approach would be to tailor a program to fit the needs and interests of the individual school. Study the school folders from previous years. Plan your activities and set forth your objectives for each school. Look for helpful people you didn't even know about. Look for things which were used or tried in the past that worked. It will be surprising the number of problems that can be solved by doing what some other recruiter has already done. Seek out important details about assigned schools (i.e., school colors, mascots, whether they voluntarily or mandatory test ASVAB and at what grade). You should have a strip map to the school from the RS, showing both distance and time to travel. Get involved in activities at the school which support its priorities. Contact the Rctg Bn ESS and the advertising and public affairs staff for historical information and Army unique programs and services which may be used in assigned schools (e.g., Concurrent Admissions Program (ConAP) and Planning for Life (PFL)). Many times you can use Total Army Involvement in Recruiting activities or COI events in conjunction with activities going on at your schools. This will help give you and the Army the positive exposure you need within the schools.

2-4. Student influencers

Not every student will enlist in the Army. Like parents and faculty members, student influencers play an important role in your SRP. Students

who stand out as leaders among their peers are typically student influencers. Know your student influencers. Students such as class officers, newspaper and yearbook editors, and athletes can help build interest in the Army among the student body. Keep them informed. Tell them about the excellent educational benefits and the opportunities available in America's Army. Some influential students such as the student president or the captain of the football team may not enlist; however, they can and will provide you with referrals who will enlist. More importantly is the fact that an informed student leader will respect the choice of enlistment, in turn, DEP soldiers feel good about their decision to join. DEP and DTP soldiers can also be tremendous influencers. Something as simple as a DEP or DTP T-shirt can help produce positive results.

2-5. Educator, parent, and business influencers

Many educators, parents, and business leaders are not aware of the multifaceted opportunities that America's Army offers young people. Ensure the total community is cognizant of what programs and services are available not only for students but for school systems, parents' groups, and the business community as well. Never pass up the opportunity to address the parent-teacher association. Keep them informed. Provide them with information on the benefits of an Army enlistment. Members of the community can provide guidance and serve as positive influencers.

2-6. Trimester system of senior contacts

a. A senior's plans for the future can, and will, change throughout the last year of HS. Plans to go directly into the workplace or attend college will change as the student confronts reality. For example, work-bound students may realize that they lack the necessary training and experience to land a good paying job or for some college-bound students who planned on continuing their education the expected scholarship money didn't materialize. You need to develop a prospecting plan that will help you identify and capitalize on these changes when they occur. You should use a positive approach and contact the high school seniors as follows:

(1) First contact. Contact the students during the summer between their junior and senior year; this plants awareness of the Army in their minds. Remember, first to contact, first to contract.

(2) Second contact. Contact the students sometime during the first quarter, after school begins. Give them time to allow the hustle and bustle of the new SY to settle down. At this point, seniors should begin realizing that they will graduate in 9 months or less. Encourage them to take the ASVAB when it is offered in school. They will start considering, possibly for the first time ever, their future plans and goals.

(3) Third contact. Contact the seniors in the early spring. At this point of the SY, the students should be certain about graduation. They should

know about college application, acceptance, and financial aid arrangements. The end of their lives as HS students is approaching fast. This is the time reality sets in. For some it is clear that college is not an option, at least for now. Let them know that the Army can fulfill their college aspirations later on.

b. Don't get the impression that you have to contact seniors three times before you ask them to join the Army. If you can make an appointment for a sales presentation on the first contact, then do so. Remember, that you will probably need to tailor your sales message to meet the stage of the SY.

c. In summary, this chapter provided you with an overview of some of the key elements that affect your SRP. The calendar of events in chapter 5 gives you an overview of what USAREC Reg 350-6, table 3-5, requires you to do and some ideas you might want to initiate on a quarterly basis.

2-7. Preparation for the upcoming SY

a. There are some basic preparations that should be completed prior to the beginning of the SY. Have you:

(1) Reviewed the school plan for the upcoming year?

(2) Initiated school folders for assigned HSs and colleges?

(3) Contacted your summer grads?

(4) Obtained faculty lists from your assigned schools?

(5) Talked to the Rctg Bn staff about expected support?

(6) Identified and met with the counseling staff at your schools?

(7) Identified and met your local college ConAP point of contact?

(8) Scheduled a faculty COI breakfast or luncheon?

(9) Attended some of the summer school activities?

(10) Received training on ASVAB promotion and interpretation?

(11) Scheduled Army-assigned schools for ASVAB?

(12) Restocked your recruiting publicity item (RPI) racks at HSs and colleges?

(13) Scheduled a Junior Achievement presentation?

(14) Met the professor of military science (PMS) for Junior Reserve Officers' Training Corps or Reserve Officers' Training Corps (ROTC)?

(15) Made your schools aware of the Scholar/Athlete Awards Program?

b. As an Army recruiter, there's not a single thing on the above list that is not a part of your having a successful program. These are the basics, the obvious, the originals, the stuff you do without thinking. Stop for a minute and see if maybe you could do them a little better, a little more completely, or even a little more creatively. You never know, even the basics can be improved with a fresh, innovative look.

c. These basic preparations are expounded

upon in chapter 5 using a calendar of school activities format.

Chapter 3 School Guidelines

3-1. Purpose

The purpose of this chapter is to set forth guidelines and expectations for both school officials and Army recruiters throughout the SY. These guidelines assume that representatives of all the armed services are accorded a reception in the schools equal to the reception given to the representatives of other career and educational institutions.

3-2. Annual planning meeting

It is desirable that an annual meeting of school officials and armed services' recruiting representatives be conducted prior to the beginning of the SY. A key objective of the meeting should be to develop a clear understanding of the school district policy and procedures in the coming year.

a. Ideally, faculty representatives should include the principal, the head of the guidance department, and the school counselor with primary responsibility for military career information.

b. Each Service's recruiting representatives with supervisory or liaison authority and the designated recruiter for that school would attend. Recruiting representatives would be expected to provide the name, address, and telephone number of their respective commanding officer to facilitate quick resolution of misunderstandings.

c. Issues to be discussed at the annual planning meeting should include:

- (1) Recruiter access to students.
- (2) School district policy relating to the release of student directory information.
- (3) Student absences for recruiting activities.
- (4) ASVAB testing program.
- (5) Armed services' stay-in-school policy.
- (6) Current information on armed services' education and career opportunities.
- (7) An informational meeting early in the SY for all interested faculty members with armed services' representatives.
- (8) Mutual expectations for the SY.

d. The school representatives are encouraged to discuss and make available the materials normally provided students. For example:

- (1) Student Handbook.
- (2) Course catalog and schedule of classes.
- (3) School activities; major events in the school calendar.
- (4) School organization chart.
- (5) A school map or floor plan.

3-3. Recruiter expectations of the faculty

It is reasonable for the armed services' recruiters to expect the faculty to:

a. Allocate opportunity for presentations and individual student contact on armed services' careers and educational opportunities on par

with other career and educational institutions.

b. Display information on armed services' careers and educational opportunities along with information on all other career and educational opportunities.

c. Assist with the interpretation of ASVAB test scores as requested by students and parents.

d. Assist in developing awareness of career and educational opportunities offered by the armed services.

e. Release student directory information in accordance with legislative and school district policies.

f. Invite recruiters to participate in career fairs, college nights, and other activities where non-school personnel present career and educational options.

3-4. Faculty expectations of the recruiter

It is reasonable for school officials to expect armed services' recruiters to:

a. Encourage all students to stay in school to graduate. (Don't assume school officials know this as a fact. Reinforce this often.)

b. Reinforce student participation in academic, technological, and vocational courses appropriate to their career plans.

c. Encourage acceptance of the ASVAB program and aid in interpretation of the results.

d. Contact students within the guidelines established by school officials.

e. Present clear, accurate, and complete information to students, giving honest answers on both positive and negative aspects of military life, so that students may make informed choices.

f. Visit the school in accordance with guidelines established at the annual planning meeting.

g. Make appointments in advance for visits to school officials.

h. Have written permission from a student or parent, if the student is a minor, before requesting school records.

Chapter 4 School Folders and Army Recruiting Information Support System School Information Screens

4-1. Purpose

USAREC Form 446 (School Folder) is designed to assist recruiters in developing an effective and consistent SRP. The folder is the method used by recruiters for compiling essential information on each assigned school. School folders will be prepared on all assigned schools to include post-secondary institutions. All school visits will be documented. Each recruiter will maintain a written account in the school folder of all activities in the school that impact recruiting. School folders are also used to identify key educators and evaluate specific programs and provide each recruiter with a historical reference of past and current performance and productivity.

4-2. Information

The data recorded in the following sections of the school folder reflect a profile for each school.

a. Front cover. Annotate priority and document information on type of school and enrollment. Record ASVAB information and production accomplishments and always keep DEP and DTP information current.

b. Inside front cover. A continuation of the school profile to include faculty, student, and ROTC information. Also list the school calendar of events by month.

c. Inserts. List the calendar of events and activities throughout the year. Document all school visits in detail. (Refer to chap 5, calendar of school activities.)

d. Inside back cover. A continuation of the school profile to include information on school advertising, access, and directory information. Also, list the career days and the date and educator tours scheduled. Also, space is provided to store necessary school information that is not addressed on the folder itself (e.g., newspaper ads, directory lists, and other pertinent information). Keep all current ASVAB lists in the appropriate school folder.

e. Outside back cover. Space is provided to track DEP and DTP members.

4-3. Filing and disposition

School folders are initiated on 1 July or the next available workday.

a. The RS commander will hold current year school folders, however, it is the recruiter's responsibility to keep the data current.

b. School folders are maintained for a minimum of 2 years in the RS inactive files.

4-4. Information screens

The Army Recruiting Information Support System (ARISS) school information screens are designed to make it easier for the recruiter to access information about his or her school. This function will allow the recruiter to have updated historical data on the school's performance and productivity. This tool used in conjunction with the paper-based school folder (USAREC Form 446) will enhance a recruiter's ability to design a productive SRP. The ARISS school information function is divided into three screens. They are:

a. The School Information screen. This section is for school profile data. The basic school information (i.e., names, address, telephone number, etc.) is an automatic input from the ARISS Top of the System. The recruiter will input faculty and academic information.

b. The School Activities screen. Recruiters will use this screen to document all accomplishments at the schools (who, what, when, where, why). This screen will display what has been accomplished and the next scheduled activity at the school.

c. The Student Information screen. Recruiters will use this screen to maintain a list of key students and people at the school. Recruiters will enter the title (coach, newspaper editor, president), name, e-mail address, and telephone number of these key personnel.

Chapter 5

Calendar of School Activities (Month-by-Month) Overview

5-1. July

a. July is the month that your school program officially begins. Initiate your HS folders (USAREC Form 446) on 1 July or the next available duty day.

b. Regulatory contact requirements (by 31 July): Ten percent senior contact, 10 percent currently in high school (CIHS) contact, and 20 percent grad contact. (Refer to USAREC Reg 350-6.)

c. Contact school officials for appointment to discuss new or changed Army programs, confirm this year's school policies, and schedule or confirm ASVAB dates.

d. Schedule career day, job fair, presentations, etc.

e. Request directory information from registrar, dean, principal, or helpful school administrator (preferably electronically).

f. Restock RPI rack, request activities calendar, sporting event schedules, etc.

g. Training, ideas, and resources.

(1) Attend Rctg Co training or update training on ASVAB, ConAP, and Junior Achievement programs.

(2) Each RS should receive a supply of desk-top calendars for delivery to schools and key education staff. Contact the advertising and public affairs staff for specific dates of delivery.

(3) Try to obtain a schedule of HS faculty or college staff meetings. Coordinate through your company leadership team (CLT) for a COI event for the faculty. A luncheon presentation of what the Army offers young people will enhance your relationship with the entire school faculty. Start with our shared goals for students of staying in school, off drugs, and out of trouble.

(4) Many faculty members are prior service or are current members of the United States Army Reserve (USAR). Try to identify these individuals and develop them as COIs. Your goal is to develop as many COIs as possible in the schools. Don't forget the administrative staff since many of them act as representatives for the school policymakers. Establish and maintain rapport and always treat them with respect. Also, have something to give them (pen, calendar, cup, donuts, etc.) and always remember secretary's week with a card or flowers.

(5) Obtain a copy of the HS fall sports and activity calendars. Contact the CLT to arrange to have the schedules copied with the RS address prominently displayed. Post them throughout the RS area, including restaurants, arcades, and anywhere else students congregate.

(6) Join the local chamber of commerce. This is a great source of potential COIs and very important persons. The chamber of commerce is also an excellent source of obtaining demographic data and market trends. The chamber schedules speakers...schedule the commander.

(7) Make an appointment to discuss the up-

coming SY with the PMS or Director of Junior Reserve Officers' Training Corps.

(8) Visit ConAP points of contact at your assigned colleges.

5-2. August

a. Regulatory contact requirements (by 31 August): Twenty percent senior contact, 20 percent CIHS contact, and 20 percent grad contact. Objective is appointments. (Refer to USAREC Reg 350-6.)

b. Determine ASVAB scheduling of assigned schools.

c. Training, ideas, and resources.

(1) Contact the school's student government and set up a meeting to discuss what the Army and you can do to assist them in the upcoming SY (chaperon, give a speech, tour a reserve center, etc.).

(2) The football team usually starts practicing in August. Contact the coach and volunteer to assist in leading calisthenics or calling cadence during team runs.

(3) Use your split-training USAR DTP soldiers at every opportunity. Ask them to assist you with school activities that correspond with Army activities. Ensure that using the soldiers does not interfere with their school obligations.

(4) Remember that, although the faculty is working at full strength in August, things around the HS tend to be hectic during this time of year. Make an appointment prior to going to the HS.

(5) Normally in August you will receive your shipment of the Army "Take Charge" bookcovers. Our bookcovers can increase the life of the books and the HS will undoubtedly be happy to receive them. Ensure you stamp your name and RS address and telephone number on the bookcovers prior to delivering them to the HS. Get innovative in your approach but submit your ideas to your CLT prior to presenting them to your HS.

5-3. September

a. Regulatory contact requirements (by 30 September): Thirty percent senior contact, 30 percent CIHS contact, 40 percent grad contact, and 100 percent senior list construction. Objective is appointments. (Refer to USAREC Reg 350-6.)

b. Continue to establish rapport with the HS faculty. Begin your ASVAB program and schedule the exam as early as possible.

c. Arrange for ASVAB pretest promotion activities.

d. Arrange for ASVAB interpretation activities.

e. Develop a plan to visit all schools and post in your planning guide.

f. Get dates of college career days and nights.

g. Training, ideas, and resources.

(1) Distribute desk calendars to your assigned schools.

(2) Discuss the benefits of the ASVAB with school officials. Talk with students and faculty about the ASVAB being a no-cost service that students can use to help determine their future

career paths. Explain benefits of junior testing to the counseling staff.

(3) Attend athletic events at the HS. Make sure you wear your uniform and have RPIs on the Montgomery GI Bill (MGIB), Army College Fund (ACF), and ConAP and have plenty of business cards.

(4) Get involved with the parent-teacher association. At this stage, many parents will be pondering how they will finance their child's education. The Army is a viable option for them and the student.

(5) Many communities have Labor Day activities, parades, etc. Get involved through the local chamber of commerce. If your school has a color guard, offer to train them in drill and ceremonies. Obtain a tactical vehicle from a local USAR troop program unit and drive it in the parade with your DEP and DTP soldiers riding along.

(6) The HS registration may be hectic. Go to the HS, offer your assistance in registration and any other administrative help you can give. Remember: You need all the blueprint information on your HS you can get. The good HS program is a proactive one; the early bird gets the worm. This means, first to contact, first to contract.

(7) Coordinate with school officials to eat lunch in the school cafeteria several times each month. This will give you more visibility, and will help you identify potential candidates for any opportunities and enhance your contact milestones.

(8) Deliver donuts and coffee for the faculty once a month. This will help in scheduling classroom presentations and advise teachers of the many Army opportunities.

(9) Hispanic Heritage Month. Participate in events as available.

5-4. October

a. Regulatory contact requirements (by 31 October). Forty percent senior contact, 50 percent grad contact, 75 percent junior list construction, and 40 percent CIHS contact. (Refer to USAREC Reg 350-6.)

b. Determine ASVAB scheduling of assigned schools.

c. Training, ideas, and resources.

(1) Homecoming normally happens in October. Coordinate with the homecoming committee to get involved with the parade. Use a tactical vehicle as described in paragraph 5-3. Offer to be a chaperon or escort for homecoming activities and coronations.

(2) Contact Army-assigned unscheduled schools for ASVAB.

(3) Many schools publish their first issue of their newspaper in October. Coordinate with the Rctg Bn advertising and public affairs staff to place an advertisement. Ensure that we meet all financial obligations in a timely manner.

(4) As the month before elections, October is a great time to give presentations to school history and government classes about the electoral process and how the Army serves a vital role in the security of our nation.

(5) Get involved with local Boy Scout troops. Scoutmasters are typically happy to get any assistance you can offer. Many scouts are HS students and potential enlistees or student influencers.

(6) Order personal presentation items (pens, bags, mousepads, mugs) as needed monthly for special events.

5-5. November

a. Regulatory contact requirements (by 30 November). Fifty percent senior contact, 100 percent junior list construction, 55 percent CIHS contact, and 60 percent grad contact. (Refer to USAREC Reg 350-6.)

b. Training, ideas, and resources.

(1) Basketball season begins. Distribute new schedules for the basketball season. Assemble and offer a color guard for the opening home game.

(2) Prior to Thanksgiving, many student organizations gather food baskets for needy citizens. Offer your assistance and get involved. Offer your RS as a collection point and volunteer to distribute the food baskets.

(3) Attend as many school holiday functions or assemblies as possible. Wear your class A or dress blue uniform when appropriate.

(4) Observe Veterans Day by planning a luncheon to honor school faculty members who are veterans and invite all faculty members (excellent COI function).

(5) During November, "Education Week" occurs throughout the United States. Coordinate a COI event for key officials. Contact the Rctg Bn ESS and advertising and public affairs staff for ideas and implementation guidance.

5-6. December

a. Regulatory contact requirements (by 31 December). Sixty percent senior contact, 70 percent CIHS contact, and 75 percent grad contact. (Refer to USAREC Reg 350-6.)

b. Training, ideas, and resources.

(1) Set up school career day presentations.

(2) Contact college students who are home during the holidays (remember that many first-year college students do not return to school after the first semester).

(3) Offer to be a timekeeper at football games.

(4) Participate in HS holiday events.

(5) Get with other service recruiters and compare the size of your DEP pool to theirs. Are you behind the power curve? Which service is doing well and what should you do to alter your sales presentations?

(6) Establish a point of contact at the school to obtain HS letters and/or transcripts during the holidays.

(7) By December our DEP population is substantial in several schools. Inform the principal, in writing, about the educational benefits earned by his or her students.

(8) Annual calendar magnet personal presentation item distributed. Provide to educators and other COIs.

5-7. January

a. Regulatory contact requirements (by 31 January). Seventy percent senior contact, 85

percent CIHS contact, and 90 percent grad contact. (Refer to USAREC Reg 350-6.)

b. Training, ideas, and resources.

(1) Obtain a list of mid-term graduates and contact them as soon as possible.

(2) Turn up the tempo on contacting your juniors. Get a jump on the competition.

(3) Dr. Martin Luther King Jr's birthday is in January. Wear your dress blues and participate in school events commemorating this holiday.

(4) Contact your first-year college students to see if they returned to school. How is their second semester financial situation?

5-8. February

a. Regulatory contact requirements (by 28 February): Eighty percent senior contact, 100 percent CIHS contact, and 100 percent grad contact. (Refer to USAREC Reg 350-6.)

b. Training, ideas, and resources.

(1) Coordinate and execute Total Army Involvement in Recruiting events.

(2) February is an excellent time to take advantage of active duty for special work and hometown recruiter assistance soldiers. Contact last year's graduates who are in the USAR and involve them in activities at their alma mater HS.

(3) Conduct an educator luncheon (COI) and invite the Rctg Bn commander to be the guest speaker.

(4) Contact the HS athletic director and arrange for an exhibition basketball game between the faculty and Army recruiters. This is an excellent way to build rapport in the HS. Ensure that the school does not conduct the game during any event where they charge admission.

5-9. March

a. Regulatory contact requirements (by 31 March): Ninety percent of senior contact. (Refer to USAREC Reg 350-6.)

b. Training, ideas, and resources.

(1) Have the Rctg Bn advertising and public affairs prepare certificates for those faculty and staff members who have aided you in your HS recruiting efforts. Have the Rctg Bn or Rctg Co commander present these certificates at a COI event.

(2) Continue to advertise in school newspapers and conduct class presentations.

(3) Award certificates of appreciation to key influencers.

5-10. April

a. Regulatory contact requirements (by 30 April). One hundred percent senior contact and 100 percent recontact of student ASVAB qualified seniors. (Refer to USAREC Reg 350-6.)

b. Training, ideas, and resources.

(1) Continue involvement with the chamber of commerce.

(2) Arrange now for next SY's ASVAB testing dates with the school administrator.

(3) Track and field meets begin. Offer to be a timekeeper or a coach's assistant.

(4) Baseball season starts. Offer assistance to the coach.

(5) Followup with school administrators to ensure USAR scholar/athlete nominations have

been submitted to the Rctg Bn advertising and public affairs section.

5-11. May

Training, ideas, and resources.

a. Armed Forces Week activities.

b. Since Memorial Day occurs in May, there are normally many patriotic events in the community and in the schools during this month. Contact the HS to find out what events they are involved with and offer any assistance possible.

5-12. June

a. Regulatory contact requirements (by 30 June): Ten percent contact of the upcoming senior class and 10 percent grad contact. (Refer to USAREC 350-6.)

b. Training, ideas, and resources.

(1) Coordinate with your CLT to have the Rctg Bn commander send thank you notes to those staff and faculty members who have been helpful to you during the SY.

(2) Secure and present USAR Scholar/Athlete Awards at HS graduation or award ceremonies.

(3) Coordinate with school officials so you can present certificates to those DEP and DTP soldiers who have enlisted during the SY.

(4) Assist in arranging a color guard for the graduation ceremony.

(5) Coordinate with school officials to determine if they can use your assistance during summer school. The faculty is normally short-handed during the summer and they will probably welcome your help.

(6) Maintain close contact with your DEP and DTP soldiers. Secure their HS diplomas and ensure you get copies of them to the Military Entrance Processing Station prior to their ship date.

Chapter 6

ASVAB

6-1. Program description

ASVAB, developed at the direction of the Department of Defense (DOD), is offered through the student testing program to HSs and other educational institutions. The program serves as a means of sharing extensive knowledge and experience in aptitude testing, career planning, and occupational information with students and their counselors, and as a means of stimulating interest in military jobs and training opportunities in the armed services.

6-2. Purpose

Within the United States Army Recruiting Command (USAREC), ASVAB is designed to:

a. Provide the field recruiter with a source of leads of high school seniors and juniors qualified through the ASVAB for enlistment into the Active Army and Army Reserve.

b. Provide HS students and their counselors with a tool for vocational career exploration through evaluation of students' current aptitudes as measured by the ASVAB and the occupational data provided from Army classification

experience.

6-3. Recruiter responsibilities

a. Coordination of ASVAB scheduling in Army-assigned schools. The form used is USMEPCOM Form 601-4-3-R-E (Student ASVAB Test Record).

b. ASVAB test promotion in HSs, vo-tech schools, and postsecondary institutions in assigned area.

c. Be present during testing sessions in assigned schools to ensure proper coordination.

d. Serve as test proctors, as required.

e. Use ASVAB service printouts to your advantage in contracting and enlisting qualified personnel.

f. Observe and abide by school mandated restrictions on the use of ASVAB printouts to contact students.

g. Assist schools in the process of interpreting the ASVAB test results to students.

h. Request additional training, as needed, on marketing the ASVAB and test interpretation from the ESS.

6-4. Marketing the ASVAB

a. As a recruiter, one of your most important responsibilities will be arranging the ASVAB in your schools. This process is called "Marketing the ASVAB." Each SY you receive a list of Army-assigned schools from the Military Entrance Processing Station in which you are responsible for scheduling the ASVAB. Some schools that traditionally test have already been scheduled prior to the SY and others only allow testing on a voluntary basis. You need to concentrate on both scheduling those schools that do not have a test date and encouraging all schools to test classwide. The Rctg Bn ESS should be able to provide you with guidance and assistance in those schools that elect not to administer the ASVAB.

b. Marketing the ASVAB requires that recruiters know the rules of the school and the key decision makers. The school guidance counselor is usually responsible for student testing and career development. The principal runs the school, sets the policies, and for the most part is the key decision maker. However, in some cases the school's policy on testing is established by the superintendent and/or school board. Once you know who makes the decision, you need to followup with a meeting or presentation on the benefits of ASVAB testing.

6-5. Benefits

a. First, from the recruiter's perspective, the ASVAB is not only a valuable tool used to maintain and improve school relations but it is also specifically designed to provide recruiters with a source of prequalified leads. The ASVAB prequalifies potential applicants academically before more expensive and time-consuming medical and moral qualifications are done. The ASVAB recruiter printout provides information you can't get from any other list. It gives the recruiter the students' Armed Forces Qualifica-

tion Test scores, military aptitude composites, and career goals. It identifies the best potential prospects for recruitment that allows recruiters to work smarter. The printout provides the recruiter with concrete and personal information about the student. The information is important when initially discussing careers and educational incentives with potential applicants. The ASVAB recruiter service printout is a working document that provides recruiters with a list of students qualified for military service with test scores that are valid for enlistment for 2 years.

b. The ASVAB is also a comprehensive career exploration program that benefits all students and schools that participate. The ASVAB testing program provides students with a structured approach to career and vocational planning, identifies student academic strengths and weaknesses, and provides information on student interests to assist in career and educational decisionmaking. Schools benefit from the program because ASVAB and all the related services and materials are provided at no cost. Schools receive a cost effective career exploration program that meets or exceeds most state-mandated career planning policies. For college-bound students the ASVAB is a very reliable academic ability predictor and is a good practice test for the Scholastic Aptitude Test and American College Testing.

Chapter 7 Education Incentives

7-1. General

Over the years individuals have stated that money for college was one of the dominant reasons for their enlisting in the Army. In response to the needs of individuals wishing to further their education at a college or vocational-technical school, the Army offers five programs that provide financial assistance to attend college during and after service. They are the MGIB, ACF, Selected Reserve GI Bill, Loan Repayment Program (LRP), eArmyU, and tuition assistance (TA). Additionally, some states offer special veterans educational benefits. These programs will fit many needs:

a. For students who want to attend college after completing Army service.

b. For students who want to join the Army after completing college.

c. For students who want to join the Army with some college credits and continue both as a college student and serve in the Army.

d. For students who want to attend college while in service.

7-2. Purpose

a. To encourage college-capable individuals to defer their college until they have served in the Army.

b. To fill the various Army skills with capable individuals.

c. To demonstrate to the education community that the Army is concerned with assisting soldiers by providing financial assistance for

postsecondary education.

7-3. Recruiter responsibilities

a. Be familiar with all aspects of these programs.

b. Offer each of these programs according to the needs of the individual.

c. Inform HS counselors of the MGIB, Selective Reserve GI Bill, ACF, and TA programs.

d. Ensure that teachers, counselors, and parents receive information and RPIs on these programs.

e. Discuss the LRP with college financial aid officers, college graduates, and college students.

f. Be familiar with state-sponsored veterans education programs.

Chapter 8 ConAP

8-1. General

ConAP assists recruiters in enlisting college-bound, Army-eligible prospects into the Army while at the same time arranging for them to make a plan to enroll in a Servicemembers Opportunity College. ConAP is an initiative of USAREC, with cooperation of 1,550 participating colleges, to increase the number of Army veterans and reservists who enroll in college and use their MGIB education benefits. The program helps prospects realize that an Army enlistment prepares the way to college since enlistees establish a "home college" that accepts transfer credits and recognizes Army training and job experience for possible college credit.

8-2. Purpose

The purpose of ConAP is to develop leads, cut DEP losses, and enroll more veterans and reservists in college.

8-3. ConAP benefits

a. For recruiters, ConAP develops leads among young men and women interested in college and who need money for college. It also creates mutually beneficial contact with college admission officers.

b. For new soldiers who formally state their intent to enroll, the process is completed when they are eligible for the MGIB education benefits; and they have created an all important plan to attend college after leaving the Army.

c. It benefits the HS by enabling more graduates to go to college with access to MGIB education benefits.

d. Colleges benefit with higher enrollments of mature, motivated students with job experience and financial resources, and since the application process is complete, the soldier has bonded with a "home college."

8-4. Recruiter responsibilities

a. Pass out ConAP literature to leads, parents, HS officials, college officials, and civic leaders.

b. Meet the ConAP points of contact at your

local colleges and create a good working relationship. Remember that these individuals are also your doors to the rest of the college.

c. Inform every enlistee of the benefits of ConAP. Assist them in filling out the necessary forms.

d. Maintain your enlistees' interests in ConAP and you will have few DEP losses. Call it good DEP management. Studies have shown that enlistees participating in ConAP are three times more likely to ship than those not participating in ConAP.

Chapter 9

TAKE CHARGE! (Stay-in-School/Stay-off-Drugs and PFL)

9-1. General

Today there are many challenges facing the education community as they attempt to educate and develop young students into becoming tomorrow's productive and responsible citizens. USAREC can be a unique force by developing partnerships with the education community and jointly working with educators. We cannot assist with every challenge, but recruiters through the TAKE CHARGE! Program can help educators find answers and solutions for three of these challenges. These challenges are: Convincing young students to stay in school and graduate; encouraging them not to abuse drugs and remain drug free; and helping students develop a definite career plan.

9-2. Purpose

a. The TAKE CHARGE! Program positions the Army as a respected, caring institution that has a nationwide network of role models in the form of recruiters who encourage HS students to stay in school, stay off drugs, and develop a plan for life.

b. It also positions the Army as an attractive opportunity for training and education, which returns to society a skilled and disciplined workforce.

c. The Army's TAKE CHARGE! Program should target HS students, teachers, counselors, principals, parents, and business leaders.

d. The program provides recruiters with opportunities to visit and deliver material to their assigned schools.

9-3. Material and message

a. The stay-in-school/stay-off-drugs (SIS/SOD) message is conveyed through two videos, "TAKE CHARGE!" and "Graduate. You Can Do It." Discussion guides accompany the videos, which will help presenters prompt students to discuss issues in the video. There are also bookcovers, mousepads, and posters which also convey the SIS/SOD message.

b. The purpose of PFL is to recognize schools that have developed outstanding career planning programs for their students. Now in its ninth year, the Army nationally recognizes two school districts for their outstanding programs each year. At the state level over 150 schools were recognized. Available for distribution to the schools is the PFL Program Resource Guide for Counselors.

9-4. Recruiter responsibilities

a. Use the Mentorship Packet. This packet serves as your reference guide to better talk about both SIS/SOD and PFL with students and educators.

b. Implement the TAKE CHARGE! Program by delivering the materials to your assigned schools.

c. Serve as a role model and mentor to students in your schools.

d. Offer to make TAKE CHARGE! presentations to classes or assemblies.

e. Encourage educators to participate in the PFL Recognition Program. Introduce the use of the ASVAB Career Exploration Program as part of a successful career planning program.

Chapter 10

Educator/Centers of Influence Tours

10-1. General

Educator/centers of influence (E/COI) tours are designed to be professionally enriching experiences for key influencers. They are not junkets or rewards for cooperation with recruiters. Tours are resources that must focus on those areas (access, ASVAB testing, and release of directory information) that need special attention. Tours provide E/COIs the opportunity to view soldiers in a training environment. Many participants become informed supporters who publicize and promote Army opportunities with students, graduates, and other key influencers.

10-2. Purpose

The purpose of E/COI tours is:

a. To support the recruiting force by improving recruiter access to the school market.

b. To pass on the following messages to tour participants:

(1) Education and training opportunities in America's Army are excellent.

(2) Army interest in soldier welfare and development matches the concern educators have for their students.

(3) Training and educational opportunities make the Army a competitive choice worthy of consideration by every graduating HS student.

c. To request support from educators and key influencers for improving access to schools, arranging availability of directory information, and administering the ASVAB.

10-3. E/COI tour nominations

Rctg Bns are authorized and funded to conduct at a minimum, one E/COI tour per fiscal year. Each Rctg Co is limited in the number of nominees depending on the size of the tour. It is usually the recruiters who submit the nominations. Don't just nominate friends of the Army. Mix in some pro-Army selections with open-minded neutrals and undecided influencers. Choose people who can help. Key influencers among HS students are guidance counselors and teachers who can testify as to the quality of Army educational benefits and technical training. Key policymakers are principals, superin-

tendents, and school board members who can establish a more favorable policy toward school access, ASVAB testing, and release of directory information. College administrators, financial aid counselors, admissions officers, and registrars can support recruiters and influence students at the postsecondary level.

10-4. Recruiter responsibilities

a. Assess your school market to determine problem areas. Identify those key influencers and policymakers who can help remove the barriers to recruiting.

b. Submit your nominations through appropriate channels to the E/COI tour program manager. Provide accurate address information for written invitations.

c. Followup with the nominee to ensure that the tour invitation is received. Coordinate with tour program manager if your tour selection has agreed to participate.

d. Escort and transport tour participants to and from the departure point.

e. Immediately following the tour, followup with your E/COIs. Accept volunteered support and request additional assistance (testing, access, etc.).

Chapter 11

Postsecondary Schools Recruiting Program

11-1. Colleges and universities

The college recruiting market consists of regionally accredited 2-year (community and junior colleges) and 4-year (colleges and universities) degree-granting postsecondary institutions. This market is an excellent source of potential Army enlistments due to the high percentage of students who drop out of college, particularly during the first 2 years. Colleges are shared markets within RSs. The Rctg Co commander is responsible for initiating the actions required to establish an ongoing college recruiting program. RS commanders are responsible for ensuring that recruiters work their assigned colleges in a planned, systemic manner and the assigned recruiter will serve as the college's point of contact for all recruiting activities. In all contacts with college officials, recruiting personnel should emphasize that the Army is only interested in recruiting former students who have dropped out and those students who are about to graduate, and in helping current students stay in school through enlistment in the USAR.

11-2. Other degree-granting institutions

Operating institutions of higher education legally authorized to grant degrees are not limited to colleges and universities. Programs that offer an Associate in Specialized Business and/or Associate in Specialized Technical are nationally accredited institutions. These programs are usually 18 months in length, have a small student population, and a curriculum that is specialized (business or technical). The institutions are recognized by the American Council on Education and listed in the Accredited Institu-

tions of Postsecondary Education published for the Commission on Recognition of Postsecondary Accreditation. These business schools and technical institutes are widespread and represent a "hidden" market that is often times ignored by the recruiting field force. The ESS, Rctg Co commanders, and RS commanders need to identify those Associate in Specialized Technical and Associate in Specialized Business programs in their area of operation and approach and treat this market in a manner similar to 2-year colleges. When discussing Army recruiting with school officials from these institutions emphasize placement in a skilled specialty, educational incentives, and accelerated promotions.

11-3. Nondegree-granting institutions

Another segment of the postsecondary recruiting market that is often overlooked is fully accredited postsecondary certificate and diploma programs. This category includes postsecondary vocational-technical schools, career centers, academies, learning centers, training centers, and technical institutes. These institutions train for specific occupations and careers. Examples of occupations include: Practical nursing, computer operator, medical assistant, automotive repair, welding, hairstyling, truck driving, and cosmetology. When discussing Army recruiting with students and graduates from these institutions, stress skill training and related Army occupational specialties.

11-4. School visits

a. The Rctg Co commander should take the lead on initial visits to colleges. Initial visits should accomplish the following:

- (1) Conduct a meeting with the ConAP point of contact at each participating college.
- (2) Identify and collect demographic information about the college, faculty, and students.
- (3) Introduce the assigned recruiter to key COIs within the administration.
- (4) Use the Solomon Amendment to request college student recruiting information.
- (5) Establish a schedule and location for Regular Army and USAR recruiters to interview interested students. Locations should be mutually agreed to by the school and the recruiter.
- (6) Identify and request displays, RPIs, public service announcements, and advertising outlets throughout the college.
- (7) Orient the recruiter to the layout of the campus.

b. Effective recruiting on the college campus requires recruiters to understand differences which exist between colleges and HSs.

- (1) Students are older and more mature on college campuses.
- (2) Students and/or parents are paying tuition to attend college. Personal debts can accrue and student loan repayment plans can be very appealing to these students.
- (3) College personnel may feel threatened by the presence of Army recruiters on campus. Every effort must be made to avoid giving the impression that the Army is on campus to cause students to drop out of school.
- (4) College students are more focused on

opportunities in the workplace following graduation. Use of the USAR Job Vacancy Report will provide students with information on part-time Reserve positions in the area. (The USAR Job Vacancy Report, which is produced monthly by the Rctg Bn operations section and found on the goarmy.com Web site, can serve as a want ad, but more importantly it will generate leads.)

(5) The following are also effective tools to assist in the recruiting process on the college campus.

(a) MGB and ACF. (Money to continue postsecondary education.)

(b) LRP. (Money to pay off federally-insured loans.)

(c) ConAP. (Program to enroll in college concurrent with Army enlistment.)

(d) Department of Defense Student Testing Program. (Program to further enhance student career exploration.)

(e) Accelerated promotion for education. (Increased rank and financial incentive for postsecondary education.)

(f) Army Civilian Acquired Skills Program. (Increased rank and financial incentive for postsecondary training and experience.)

(g) Specialized Training for Army Reserve Readiness. (A USAR program which pays for training in health care specialties.)

(h) Warrant Officer Flight Training. (Flight training.)

(i) Army Continuing Education System and TA. (In-service education programs and 75 percent TA.)

(j) ROTC and Officer Candidate School programs. (Commissioning programs.)

11-5. Recruiter activities

a. Develop a working relationship with as many of the following as possible: Director of student affairs, career placement officer, college registrar, financial aid officer, dean of students, director of student housing, veterans affairs officer, PMS, ConAP officer, department chairpersons, and any professor in a specific field that might be helpful in making presentations or communicating Army opportunities.

b. Obtain a copy of the college catalog which contains information about the academic calendar for the SY. It also contains the programs of study.

c. Plan a DEP function and invite the ConAP representative at the college to make a presentation and assist in completing college applications.

d. Invite key staff to participate in upcoming educator tours.

e. Work with the placement office to help students who are looking for a job. In a number of cases this office is helping graduates find full-time work after graduation, but some will be interested in part-time situations, such as the USAR. (Use the USAR Job Vacancy Report.)

f. Work with the financial aid officer to make presentations on the LRP.

g. Request through the chain of command to take a morning class using Army TA.

h. Target vocational markets. The nonreturn rate in vocational programs is extremely high because students get enough training to be-

come employable. Vocational instructors realize this. Recruiters should target one department (e.g., Allied Health) per month by offering class presentations on available jobs, by conducting job interviews at scheduled times and by offering USAR opportunities to allow students to continue their college education.

11-6. Stop-out cycle

a. There are certain times during every semester when, if students are going to drop out, they will do so. For those schools on the quarter system, the same principles apply, but the number of weeks will differ.

(1) The first is usually 6 weeks into the semester when a student can withdraw with no academic penalty and still receive a refund.

(2) The second is usually 11 weeks, plus or minus, into the semester when a student can still withdraw with no academic penalty but does not receive a refund.

(3) The third is after the semester ends and grades are received, and tuition must be paid for the next semester.

b. Generally, attrition during the first year of college is higher than in subsequent years, and occurs especially at the mid-term grading period, at the end of the first semester, and again at the end of the second semester. Students drop out during this time because they are homesick, have to work, are out of money, or are in academic difficulty.

11-7. Lessons

To summarize this section there are five lessons that apply to postsecondary recruiting.

a. Visit the campus and pick up the college catalog that contains information about the academic calendar for the SY, profile of the school, and major programs of study.

b. Visit and introduce yourself to four key educators: Registrar, financial aid officer, job placement officer or career counselor, and veterans affairs officer. USAR recruiters should also leave a copy of the USAR Job Vacancy Report at the job placement office.

c. Focus on the freshman class because they will have the highest dropout rate. They often lack both the direction and funds to fully pursue their education.

d. Review the catalog and focus on the times when students are most likely to consider leaving school. (Review para 11-6, stop-out cycle.)

e. Coordinate with school officials on a time (monthly) and place (student center) to set up an information table. You may not talk to many students initially, so don't get discouraged, but as the semester progresses more students will talk with you about their future and what the Army has to offer.

Chapter 12

Release of Student Recruiting Information

12-1. Solomon Amendment

Establishes a policy whereby the military services are provided the same opportunities to inform postsecondary students of military career options as are available to other employers. The policy also identifies the ac-

tions that can be taken against any institution that has a policy of denying or effectively prevents for the purposes of military recruiting entry to campuses, access to students on campus, or access to student recruiting information (lists).

a. Postsecondary institutions can be denied access to certain Federal funds for preventing military recruiting on campus.

b. DOD will determine if the postsecondary institution has a policy or practice that either prohibits or in effect prevents:

(1) Entry to campus or access to students (who are 17 years of age or older) on campuses for the purpose of military recruiting; or

(2) Access to student recruiting information (lists) pertaining to students (who are 17 years of age or older). Student recruiting information is defined as: Name, address (local or permanent), telephone number, age (or year of birth), level of education (e.g., freshman, sophomore), or degree awarded for recent graduate, academic major, and degrees received. Postsecondary institutions need not provide other information. Though the colleges are not required to sort this information, most have the capability to do so and are willing to sort this information upon request. They can also charge a reasonable fee for providing this information.

c. There is a sample letter (see USAREC Reg 601-104, fig E-1) commanders and recruiters can use when requesting student recruiting information. Requests for this information should be made once every semester or term.

d. Provided are the procedures if a postsecondary institution fails to comply with the Amendment.

(1) Recruiters will report any noncompliance and provide any documentation to the Rctg Bn ESS.

(2) Rctg Bns will identify the problem and attempt to devise an acceptable solution.

(3) A memorandum with appropriate documentation will be submitted through channels to HQ USAREC (RCRO-E), Fort Knox, KY 40121-2726, for further followup and action.

12-2. Hutchinson Amendment

Establishes recruiter access to secondary schools. Each local educational agency shall provide to DOD, upon a request made for military purposes, the same access to secondary school students and to directory information concerning such students, as is provided generally to postsecondary education institutions or to prospective employers of those students.

a. DOD in cooperation with the Secretary of the military department concerned, will designate an officer (O-6) to visit a school that denies a request for recruiting access. The designated officer will seek to have the meeting within 120 days of the date of the denial of the request for recruiting access.

b. If after the initial meeting and at the end of 120 days recruiting access is still denied the Secretary of Defense will notify and request assistance from the chief executive of the

State. The Secretary of Defense will also provide the Secretary of Education a copy of the notification.

c. If after 1 year of the notification, access is still denied the Secretary of Defense will report the school's denial of recruiting access to:

(1) The specified congressional committee.

(2) Senators of the State in which the school is located.

(3) The member of the House of Representatives who represents the school district.

d. The requirements of the Amendment do not apply to:

(1) Schools whose governing bodies have a written policy which denies recruiting access to students.

(2) Private schools which maintain a religious objection to service in the Armed Forces.

NOTE: This amendment will go into effect in July 2002.

**Appendix A
References**

**Section I
Required Publications**

USAREC Reg 350-6
Recruiter Production Management System.
(Cited in paras 2-6c, 5-1b, 5-2a, 5-3a, 5-4a, 5-5a, 5-6a, 5-7a, 5-8a, 5-9a, 5-10a, and 5-12a.)

USAREC Reg 601-104
Postsecondary Schools Recruiting Program.
(Cited in para 12-1c.)

**Section II
Related Publications**

AR 601-210
Regular Army and Army Reserve Enlistment Program.

AR 601-222
Armed Services Military Personnel Accession Testing Programs.

AR 621-5
Army Continuing Education System (ACES).

USAREC Reg 1-18
Management of Centers of Influence Events.

USAREC Reg 350-7
Recruiting Station Production Management System.

USAREC Reg 350-9
Recruiting Company Production Management System.

USAREC Reg 350-10
Recruiting Battalion Production Management System.

USAREC Reg 601-59
Department of Defense Student Testing Program.

USAREC Reg 601-81
Educator/Centers of Influence Tour Program.

USAREC Reg 601-95
Delayed Entry and Delayed Training Program.

USAREC Reg 601-101
Education Enlistment Credentials.

USAREC Reg 621-1
Montgomery GI Bill, Army College Fund, and Loan Repayment Program.

USAREC Reg 621-2
Concurrent Admissions Program.

**Section III
Prescribed Forms**

This section contains no entries.

**Section IV
Referenced Forms**

USAREC Form 446
School Folder.

USMEPCOM Form 601-4-3-R-E
Student ASVAB Test Record.

Glossary

ACF

Army College Fund

ARISS

Army Recruiting Information Support System

ASVAB

Armed Services Vocational Aptitude Battery

CIHS

currently in high school

CLT

company leadership team

COI

centers of influence

ConAP

Concurrent Admissions Program

DEP

Delayed Entry Program

DOD

Department of Defense

DTP

Delayed Training Program

E/COI

educator/centers of influence

ESS

education services specialist

HS

high school

LRP

Loan Repayment Program

MGIB

Montgomery GI Bill

PFL

Planning for Life

PMS

professor of military science

Rctg Bn

recruiting battalion

Rctg Co

recruiting company

ROTC

Reserve Officers' Training Corps

RPI

recruiting publicity item

RS

recruiting station

SIS/SOD

stay-in-school/stay-off-drugs

SRP

School Recruiting Program

SY

school year

TA

tuition assistance

USAR

United States Army Reserve

USAREC

United States Army Recruiting Command