

RECRUITER

United States Army Recruiting Command August 2010

Journal

**VOLUNTEERS
REACH STUDENTS
THROUGH MUSIC**

PAGE 18



PHOTO CREDITS CLOCKWISE FROM LEFT: JONATHAN AGE, U.S. ARMY FIELD BAND; VERNETTA GARCIA, COLUMBIA BN; MARK MAZARELLA, HARRISBURG BN



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Heading Back to School

Build Effective Plans, Develop Mutually Beneficial Relationships

It's that time again – students and teachers are heading back to school. By now, you should have drafted school plans and made initial contact with the administrators and counselors in your schools. Make your first impression a good one.

Don't underestimate how important it is to develop mutually beneficial relationships within your schools, whether it's with teachers, administrators, staff, counselors, coaches or all of the aforementioned. They can all be valuable assets in your communities.

However, it should be a give and take.

This Journal is full of resources and information to help you better explain how the Army gives back – through national programs such as March-2Success, local initiatives like Harrisburg Battalion's S.T.A.R. Leadership Club and personal recruiter involvement in mentorship roles.

We have so many effective and creative education initiatives being worked by recruiters and education services specialists across USAREC. If you have a program working well in your schools and or/communities, share it. Share it not just in your company or battalion, but across the command. Chances are many other recruiters could benefit from your lessons learned. Recruiting ProNet is a great place to share your experiences and lessons learned, as well as ask questions of your peers. The Recruiter Collaboration Site is a good place to start.

As you head back to the schools and provide your Future Soldiers education advice, don't ignore your own education goals or those of your family members. Now may be the right time to pursue them – it's never too late to start or finish.

Another tool for our continuing profes-

sional education is the USAREC Stand Down Day Aug. 20. Topping the list of training is reeducation on the Army's policies and guidance on behavioral health and reducing the stigma of seeking treatment. While the other topics, such as government and privately owned vehicle safety and family well-being are ones we train on every year, they are no less important.

Give the training the attention it deserves and focus on taking away from it at least one new lesson learned.

On a closing note, August is also the Army's Antiterrorism Awareness Month.

Terrorism is an enduring, persistent, worldwide threat to the Army. Extremist ideologies and separatist movements continue to have an anti-western and anti-U.S. orientation that threatens our Nation.

Protection of our garrison installations – access and entry control points, 100 percent identification checks and active law enforcement patrolling – represents our most visible Army antiterrorism measures. But we must also employ effective antiterrorism measures in all our recruiting facilities to protect our USAREC Family dispersed across the country.

All of us – Soldiers, civilian employees and family members – have the responsibility to maintain situational awareness and report suspicious activities. By doing this, our entire Army community supports sustained vigilance against terrorist threats and can actually dissuade terrorist activity by extending the reach of our law enforcement and security forces.

Each of us is the first line of defense against terrorism. See Something. Say Something.

Hooah! Army Strong!



New Deputy Commanding General

Former USAREC Command Sgt. Maj. Stephan Frennier welcomes the new USAREC Deputy Commanding General Brig. Gen. Bryan Roberts and his wife, Cassandra, to the command and Fort Knox following his welcome ceremony June 30. Roberts comes to USAREC from Washington, D.C., where he was the Director of Integration in the Office of the Deputy Chief of Staff, G8.



FONDA BOCK

Accessions Command Releases COI Web Tool Guidance

The U.S. Army Accessions Command's new Center of Influence Web tools consist of a National COI Database, an AAC-COI Partner Playbook, and a COI-to-COI networking site.

These Internet tools complement and assist personal interaction with recruiting partners and advocates.

The **Internet-based COI Database**, www.usarmycoi.com, was created to manage COIs, activity and outreach events. COI contributions can be analyzed by event and individual.

Influencers are vital to our recruiting efforts and outreach programs. Maintaining accurate and timely influencer information is crucial to mission success.

Additionally, this database provides benefits for users from station commanders and recruiters to commanders, allowing units continuity of COIs as personnel transition.

While the database has already been populated with some 15,000 contacts, this work is just a baseline. Commanders need to ensure this database continues to be

populated with new and current COI information and COI activity. As new COIs are populated into the system via local events or national programs, commanders must ensure timely follow-up with these new COIs by a local POC.

In addition to VTC and on-site training, a national COI database training Web site will be established to provide sustaining and self-paced instruction for entering COI contacts, events and reports.

The **COI Partners Playbook**, www.partnersplaybook.com, is a guide and resource for AAC and its partners. The intent of the playbook is to catalog AAC and community relationships. The playbook provides users the easy-to-find information about partner organizations.

The **COI Networking Site** will inform COIs on how they can connect to each other, provide a speaker kit and leverage best practices. It is scheduled to be implemented later this year.

This site will contain forums where COIs can collaborate and also highlight motivational COIs success stories.

Ensure Future Soldiers know AKO ID, password

All Future Soldiers must know their AKO account user ID and password when they ship to training. Training bases are reporting that FS are arriving at the reception battalion not knowing their AKO user name and password.

Soldiers' AKO credentials are something they will rely upon throughout their entire Army career and ensuring the account is activated, understood and functional is critical and is a leader responsibility.

Reference USAREC Msg 10-171.

PR Birth Certificates

Effective Oct. 1, birth certificates issued by the Puerto Rico Vital Statistics Office before July 1, 2010, will be invalid and may not be used to verify eligibility for Army enlistment/commission. All FS with a ship date after Sept. 30 must be submitted for a verification of birth (DD 372) to the PR Vital Statistics Record Office by their recruiter to ensure no delays at ship date. Reference USAREC Msg 10-168.

Portal User Profiles

Everyone within the USAAC system is required to update his or her profile in the USAAC Portal. To update user information, go to the "My Profile" link on the Enterprise Portal. "My Profile" now includes "My Business Address," as well as "My Home Address" and "My Previous Unit Address." Users must update the information if they have not already done so.



358 - Village of Itasca - Chicago Bn - The Village of Itasca government operates a full-time police department, community development department, public works department, a waste water treatment facility and a business office.

New Partners

357 - City of Akron - Cleveland Bn - Akron is a world-renowned center of polymer research, and development. More than 35,000 people in the Akron area are employed in approximately 400 polymer related companies. Fifty percent of America's population lives within a 500- mile radius of Akron, and within a 150- mile radius there are approximately 10 million people.

For a complete partner list, visit www.armypays.com.

Back to Basics: Revisit Buddy System

Allow me to begin with a brief introduction. I'm Command Sgt. Maj. Todd Moore and I was recently named USAREC's 17th Command Sergeant Major. I've held every leadership position in this command - many of them multiple times - and I've served in all but one of the brigades so I fully understand the challenges and opportunities we face.

And through it all, my family has followed and supported me without hesitation. Cara and I are very excited about our future as well as USAREC's and we're very honored to have this opportunity to serve the Soldiers, civilians, contractors, and the families of this great command.

I thought long and hard about my first RJ column. No matter how hard I thought or how deep I dug into my experience, my heart always led me to standards and discipline, and safeguarding our brothers and sisters. These two topics have kept me up at night from the early days as a company first sergeant.

How do we eradicate the stigma of seeking professional help when a member of our team finds they are unable to cope with a given situation? And how do we really convince our formations it's OK and there are resources they can seek without the fear of ending a vibrant career?

Unfortunately, there have been grave reminders of the hurt some of our Team members have felt. In some instances, members of our Team have sensed helplessness and hopelessness, which overtook all rational thought. These feelings prevented them from seeking assistance partly because they believed you and I might hold it against them or think of them as weak. As the CG has said, all of our Team members must know we truly care and seeking help is a sign of strength, not weakness.

Until we end this stigma, we'll continue to have tragedies in this command. I hope you will join me in saying it's just plain unacceptable, and work with me to end it before it leads to more tragedy.

NCOs are trained listeners and I'm all ears when it comes to ideas of ending the

stigma. I believe one answer to the question I posed is effective and complete use of the battle buddy system.

Have we embraced the notion of battle buddies or merely given it lip service? By definition, a battle buddy is a friend, a confidant, a trusted peer who can be turned to for advice and relied upon for support, as well as the honest broker for their buddy when trouble arrives.

A battle buddy doesn't have to be someone on your team and it doesn't have to be someone of the same grade. In fact, it can be anyone, anywhere as long as you have confidence they will guide you in the right direction.

Regardless, a battle buddy must be someone you significantly trust---that's the key.

A battle buddy is someone always there when you need to vent or relieve stress, and they are the one you can go to when you need that special kind of help. They are your wingman guiding you to the right people at the right time to get help. Additionally, they won't let you go alone when dealing with opposite gender applicants, they will be the one who says, "no way" when provoked to go down the wrong road.

As we move forward with small unit recruiting (TEAM and Pinnacle) and eliminate our one-man outposts, I would ask all leaders to revisit our buddy system protocols and make them a part of our daily discussion. This policy, if properly executed, can quickly and positively impact our command.

No matter how well we execute our mission and no matter how well we put the right person in the right job, one fact remains---the minute one of our own violates Army standards or acts in a manner

unbecoming, this command loses a bit of its integrity.

Over the years, there have been many surveys suggesting our service is one of the most trusted institutions among the American people. As our Army's trusted ambassadors in the countrysides, towns, and cities, we must do a better job of policing ourselves.

In a recent investigative report, using internal Defense Department data, the GAO found that about 20 percent of active-duty recruiters believe irregularities - such as coercion, concealing information, and falsifying documents - that would disqualify a candidate occur frequently.

I do not believe any one of these actions or others happen without the suspicion or knowledge of someone else in our formation. It's important for each of us to be guardians of this command's integrity and reputation to ensure we remain one of the most respected institutions in the hearts of the American people. To that end, when

a violation of standards occurs, you have a duty to immediately report it to your chain of command.

Being the Army's trusted ambassador is a special designation, and with it comes great responsibility. We are Soldiers and leaders 24/7, 365 days a year, whether we are on duty or off. And we represent an institution that was in existence before the birth of the nation we are sworn to protect, and we must conduct ourselves accordingly.

As Soldiers, we should never compromise our integrity, never leave a fallen comrade or allow one of our brothers or sisters to fall into harm's way. Continue to inspire your teammates and show them daily the appreciation they deserve - and frankly need - as our team travels along the path of success.



Command Sgt. Maj. Todd Moore

The Future of our Army Depends on Us

What are the

VALUES

That Guide Your Life?

Chaplain (Lt. Col.) Thomas W. Cox
USAREC Command Chaplain

Since my arrival as the new Recruiting Command Chaplain, I am beginning to realize that USAREC has an incredibly important mission. The future of our Army depends on us. From my vantage point it seems to be a daunting task, especially when you consider the transformation that must occur to change a civilian into a Soldier.

An important aspect of this change is the acceptance of the Army Values by the individual. We can teach them and train them but the individual decides if he or she will relinquish the values of their past and apply the Army's Values to their future service of our great nation.

So let me ask you, what are the values that guide your life? Many people may not know the answer to this question and frequently these same people find their lives, their marriages, and/or their family situations in a state of chaos or conflict.

Our values influence our decisions. The question is, "Are you aware of those values?"

Our values determine what we allow into our lives, what we watch on television or at the movies, how we relate to and treat others, the quality of our work, how we manage our finances, and the importance of family to our lives, as a few examples. Some of our values tend to change as we become older and more experienced in life. And that's where we can begin to experience some regret, about the kind of parent we were, how we managed our finances, the kind of relationships we let into our lives, or how we treated others.

The Army Values are a foundation of the professional ethics that unify us as a professional military force. Potential recruits get

an impression of our professional values the moment they walk into the recruiting station. Our personal and professional values must be conscientiously applied to our lives.

Our values are seen in how we live our lives and perform our duties. The fact is, our personal and professional values have second and third-order effects on others and in our workplace.

The Bible has much to say about values in life. Psalm 1:1-3 states, "*Blessed is the man who does not walk in the counsel of the wicked But his delight is in the law of the LORD, and on his law he meditates day and night. He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers.*"

“ Values are meant to provide structure, unity of effort and confidence in our future development as a professional military. ”

How are your personal values influencing your experience of life? How are your professional values impacting your relationships and mission accomplishment? Our professional Army Values are meant to provide structure, unity of effort, and confidence in our future development as a professional military. Our personal values will determine our experience of life, to a great degree.

So I commend to you that the spiritual truths found in the Bible provide values and structure to our lives that enhance our experience of life. I encourage you to know the values and foundation that you are constructing your life upon.

\$4,000

for Military Spouse Career Training, Education

Department of Defense

The Department of Defense has restructured and resumed MyCAA, the Military Spouse Career Advancement account program, following a comprehensive review. The program will be available to spouses of servicemembers in the pay grades of E1-E5, W1-W2 and O1-O2 beginning Oct. 25.

“The changes reflect a return to the original intent of the program which is to help military spouses, with the greatest need, successfully enter, navigate and advance in portable careers,” said Clifford Stanley, undersecretary of defense for personnel and readiness. “We fully support the program and are committed to ensuring the program’s sustainability. To that end, we are making several critical operational changes.”

Among the changes, eligible spouses will receive a total of \$4,000 in DoD-funded financial aid, with an annual cap of \$2,000 per fiscal year. Funding must be used within a three-year time period from the start date of the first class; and must be used to obtain an associate degree, licensure or certification. A waiver may be granted when fees for licensure or certification require an up-front fee greater than \$2,000 and up to the total maximum assistance of \$4,000.

“The MyCAA program popularity grew beyond our expectations and became too expensive to continue,” said Stanley. “Therefore, we are returning to the original intent of the program in a way that is attainable and fiscally responsible for the Defense Department. As we look to the future, we envision a program that is much broader than DoD’s financial assistance component. Military spouses will be guided along a more holistic approach to career planning.”

Under the long-term program guidelines, career counselors will continue to work with all military spouses to help develop career and education goals and plans, and assist them in identifying and accessing available federal education benefits toward these goals.

“Families play a crucial role in supporting our men and women on the battlefield. When servicemembers are confident that their families at home have access to resources and support, they are better able to focus on their mission,” said Stanley. “The Defense Department is committed to investing in military families. When we invest in the well-being of the family, we invest in the well-being of the force.”

Spouses who have an active account will be allowed to request financial assistance until Oct. 21. Beginning Sept. 1, spouses may request financial assistance for classes with start dates up to Jan. 15, 2011. No career plans will be accepted after Aug. 31. All currently approved financial assistance documents will be honored.

Details are online at <https://aiportal.acc.af.mil/mycaa/>.

Web Site Shows How Army Training Prepares Soldiers for Civilian Jobs

By Judy Kuegler
3d Brigade ESS

According to the U.S. Department of Labor, some of the fastest growing occupations in the United States only require associate degrees or postsecondary vocational training certifications and licensure.

Some of these projections include: registered nurses, computer support specialists, automotive and diesel engine mechanics, fitness trainers and heating, air conditioning and refrigeration mechanics and installers. For more Department of Labor employment projections through 2018, go to www.bls.gov.

Many occupations have certain nationally recognized standards. The process of achieving those standards can start with the training received in the Army.

Civilian recognition is in the form of licenses or certifications and the coolest place to investigate the possibilities is on the Army COOL Web site. At www.COOL.army.mil you can conduct a credential search by military MOS or civilian career area.

As an example, for computer support specialist, you will find a related MOS, 25B-Information Technology Specialist. In the credential summary box, you see that certification is available for this MOS/job. Eighty percent of the major duties of a 25B are associated with the computing technology industry association (CompTIA) Certification.

The site identifies that additional training is available through the Army, exams are offered in education centers and free e-learning — computer based learning — is available, tells you how to access it and if the certification is worth promotion points. Detailed exam requirements are also available by clicking on the certification link, showing you what is covered during AIT and further NCOES training. This type of information can be found on the site for nearly every MOS, including 00Z-Command Sergeant Major.

As a Soldier and mentor you can use some of the same tools to help you achieve your goals, in addition to helping your students achieve their ambitions. You have the ability to show potential recruits the opportunities for professional growth and civilian career preparation through Army service.

Using COOL you can show how civilian credentials relate to military occupation specialties, and how military training and experiences are able to prepare Soldiers for civilian certification and licensure.



Marketing the ASVAB

Understanding What Educators Need to Know

By Eileen VanKavelaar
Indianapolis Battalion ESS

Ask an educator, “What is the ASVAB?” and you’ll probably be told it’s “a military test used to get my students to join the Army.”

Ask recruiters, “Why do we offer the ASVAB to schools?” and often the answer is “to see if the students are qualified to join the Army.”

Both of these perceptions are challenges to educating schools on how their students can benefit from taking the Armed Services Vocational Aptitude Battery, or ASVAB.

A good starting point might be to ask the educator if he or she is familiar with the ASVAB Career Exploration Program (CEP). Ensure schools offering the ASVAB know they will receive a complete program that enables students to identify and focus on long-term career goals.

The ASVAB CEP is the most widely used career exploration package in the world. It’s offered to interested high schools (grades 10-12) at no cost for materials or administration.

Program components A multi-aptitude test

The ASVAB is a multiple choice, “skill snapshot” test of 200 items that cover eight areas: general science, arithmetic reasoning, word knowledge, paragraph comprehension, mathematics knowledge, electronics information, auto and shop information and mechanical comprehension.

The test predicts success in occupational training and education programs. Students can connect their scores to specific job requirements.

Scores can be related to any level of job – from those requiring no more than a high school diploma to those requiring several years of college.

Career-technical skills are also measured in the test, which is an important feature for students who might

be interested in jobs related to these areas. State assessment tests do not typically cover technical skills.

Test results are not “in cement.” For example, a student with a high interest in forensic science, but a lackluster score in general science, can be encouraged to take additional courses to gain the skills needed to enter the forensic career field.

Although the ASVAB is a different type of test than the SAT or ACT, the scores are somewhat related.

Anyone can benefit from taking the ASVAB. Help your educators understand that although the test is used to qualify people for enlistment, any student can benefit from the test and there is no military obligation to the students.

ACT Composite	SAT* Composite	AFQT Category & Score Range
10 or less		V (1-9)
11	500-530	IV-C (10-15)
12	540-590	IV-B (16-20)
13-14	600-680	IV-A (21-30)
15-16	690-800	III-B (31-49)
17-18	810-900	III-A (50-64)
19-26	910-1,180	II (65-92)
27-36	1,190-1,600	I (93-99)

Source: Defense Manpower Data Center *SAT administered 1995 or later

Interest Inventory Find Your Interests (FYI)

A 90-item questionnaire groups work interests into six types: Realistic, Artistic, Social, Enterprising, Investigative, and Conventional. (School counselors will recognize these as the RIASEC types.) The FYI enables students to consider what they would enjoy doing. Understanding career interests is an important step in career planning. Just because you are capable of learning a particular job does not guarantee you would like that job. The Interest Inventory takes about 15 minutes to complete and is self-scored. Ensure educators know the CEP includes both an assessment of student abilities and an assessment of student interests.

Career Exploration Tool – OCCU-Find

The Occu-Find is a chart that links about 500 sample jobs to their required skill levels in English, math, and science/technical skills. This is a great feature because high school students don’t always make the connection between a skill area and an occupation. For example, they may not realize that airline pilots, nurses and advertising managers all require above average math skills. The sample jobs listed are grouped by Interest Type. Students are encouraged to look at jobs related to their top three interest scores.

Both the OCCU-Find and FYI are included in the ASVAB Career Guide book, which the MEPS sends to the schools offering the ASVAB. Each student gets a copy to keep.

Special Access

to www.asvabprogram.com

Anyone can access the Web site to get CEP information. The site has printable fact sheets describing the ASVAB-CEP you can take with you to promote the program at your schools.

However, students who take the ASVAB at their high school get a special access code to use. With the access code, there are hyperlinks to countless resources and tools needed to research careers.

These resources include the Occupational Outlook Handbook, O*NET (Occupational Information Network), employment data (such as salaries by state and fastest growing occupations), job banks, career videos and resume builders.

The last thing an educator wants is to add “just another test” to the schedule. It’s critical educators understand how the ASVAB CEP can help their students. Did you know that 23 percent of the students who took the ASVAB were still undecided about their plans after high school?

After taking the test these students had access to the career exploration components of the program to help them prepare for their future. Having this knowledge will help you discuss the ASVAB CEP with educators.

S.T.A.R. Leadership Club Provides JROTC-Like Opportunity



Staff Sgt. David McCray demonstrates March2Success to students at Line Mountain High School.

*Story and photo by Mark Mazarella
Harrisburg Battalion ESS*

Many schools that would like to initiate a JROTC program are unable to because of a lack of resources — the school district must pay at least 50 percent of instructors' salaries, as well as provide dedicated classroom space and storage facilities.

Other schools that apply for a JROTC program are placed on a multi-year waiting list, or simply do not rank high enough on the Army's order of merit list for resourcing new programs.

The Harrisburg Battalion has created a way for schools without a JROTC program to offer their students a similar experience without the requirement to resource an actual JROTC program.

Students Taking Active Roles, or S.T.A.R., is a partnership between the high school and local Army recruiters.

It was created to leverage the expertise and resources of local Soldiers and provide students with leadership, citizenship and character development.

Recruiters help students develop skills that will enable and encourage them to take active roles in their own lives and within their families, schools and community.

The ultimate goal is for these students to graduate high school with the skills, confidence and desire to pursue enriching postsecondary options.

While not a replacement for JROTC, the S.T.A.R. Program emulates many aspects of JROTC, while functioning as a recognized student-led, school-sanctioned

club, just like the Key Club, SADD, National Honors Society, or any other recognized club.

Like other recognized clubs, the S.T.A.R. Club has an assigned faculty advisor — such as a teacher, coach, or administrator — however, the difference is that the S.T.A.R. Club is administered by the school's assigned Army recruiter, who provides the content, structure, and routine oversight for the program.

The program leverages existing USAREC resources, such as March2Success, ASVAB Career Exploration Program, Boost-Up Drop-Out Prevention program and Planning for Life, as well as resources available through the Army's education Web site www.ArmyEdSpace.com.

It also uses select Army and TRADOC lesson plans used in various professional development courses and programs of instruction, such as junior and senior ROTC programs, and basic and advanced noncommissioned officer courses.

The recruiter employs these resources combined with his or her own personal and professional skills, like problem solving, time management, goal setting, decision-making, interpersonal skills and the Army Values-based leadership doctrine to help students succeed in everyday life, while promoting self-discipline, pride, confidence, responsibility, teamwork and self-respect.

In addition to classroom instruction, S.T.A.R. Club students have opportunities to learn through hands-on activities, such as land navigation, physical fitness training and competition, field trips, color guard and drill and ceremony.

As with the JROTC program, students are assigned to perform various command and staff positions based on seniority in the program to instill a sense of ownership for the program.

Students function as a unit and are expected to plan and execute events and activities, to include developing operations orders and conducting after-action reports as they assume increasing levels of responsibility within the program.

One of the greatest benefits of the S.T.A.R. Program is its flexibility to adapt to school needs. As a club, students may meet with the recruiter during or after school as little as once per week.

On the other hand, one school district in the Harrisburg Battalion saw so much potential with the program that the district requested that the program go beyond club status and be offered as an elective course for credit, that will meet for 50 minutes five days per week, and is open to all students in grades 9-12.

While the concept may not be new to USAREC, the S.T.A.R. Program formalizes what many recruiters are already doing to some degree at their schools to engage students while being a role model and mentor for these students.

The program provides the added value of the recruiter earning the reputation as a resource and contributor, rather than being seen as a distraction, or someone only there to make numbers and take away from the school.

For more information or to obtain a sample course syllabus, contact the Harrisburg Battalion ESS by e-mailing mark.mazarella@usarec.army.mil.

First Impressions are Critical

By Andrew Blaha
Milwaukee Battalion ESS

How You Present Yourself to Students, Teachers and Parents is Critical to Recruiting Success

Another school year is upon us. Your actions have a direct impact not only on the young men and women who are considering Army service, but also on the teachers, parents and school administrators you meet along the way.

I'd like to offer a few thoughts to help your associations with these individuals and also add some comments regarding the continuing development of partnerships with your assigned schools.

Consider the impact of your actions.

First: A positive initial impression is critical to your success. No surprise hearing this I'm sure. Your combination of training, planning and executing will mean the difference between early successes or diminished returns throughout this school year.

You are the face of the Army to the young men and women you work with and you are also the face of the Army to the professionals who are teaching these young adults.

As you step onto your high school and college campuses, please be mindful of how you initiate the visit, how you frame your comments to school officials and how you offer insights and project Army life. How you look and act will become a representative picture to these civilians of today's Soldier. Nothing is more important than doing the right thing. Your actions will travel miles in the development of relations with schools and relationships with candidates for enlistment and their peers.

Second: A follow-up after a meeting or a thank you to the staff member who you have been in contact with will be of great benefit to future activities and will also assist you in gaining their support, even in your absence. What could be better than their working to help you even when you are not at the school?

As I continue to travel to schools and speak with administrators, counselors and teachers, it is gratifying in many cases to learn that a recruiter has made a positive impact in a classroom, at an event or during a personal conversation. What you do is remembered.

On the flip side, I also learn that some schools have not seen a recruiter in a long time. They do not know who the recruiter is or when to expect one in the future. If they don't know what to expect you can expect very little in return. Consistency is my message here. Make sure you are a face of recognition, not just a face in the crowd.

Finally: For you to appropriately share how deeply you care and respect your profession, you must know who you are and what skills you bring to the table during each and every personal encounter.

Practicing what you plan to do before you do it, before you visit or before you make a presentation will serve you well, reduce your anxiety level and provide you with a sense of confidence.

Which GI Bill is Right for You?

	Post 9/11 GI Bill Chapter 33	Montgomery GI Bill Chapter 30
Effective date	Aug. 1, 2009 - Payments not retroactive for courses started before Aug. 1.	Remains in effect.
Basic Eligibility	Serve on active duty for at least 90 days since Sept. 11, 2001 (starts at 40% benefit earned & increases 10% for each additional six months on active duty. 100% benefits at 36 months or after separation with service connected disability after 30 days.)	Enlist on/or after July 1, 1985. Service member must make a decision upon entry to active duty.
Benefit Expiration	15 years after separation or discharge — with 90 days or more service — from active duty.	10 years after separation or discharge — with 90 days or more service — from active duty.
Education Benefit Amounts & Payment	Tuition and fees paid directly to school. Actual cost may vary by state and veteran's period of service. Maximum benefit is highest undergraduate tuition/fees of a state school. No cap for someone on active duty. Yellow Ribbon — may exceed max in-state undergrad rate. Whatever reduction school gives, VA will match.	Paid monthly to Soldier/Veteran based on student status (full-time/part-time) and length of service. The full-time monthly rate is \$1,368 for individuals with three or more years of service, with possibility of up to an additional \$950 a month with Army College Fund enlistment incentive. Rate annually increases Oct. 1.
Qualifying Education Programs & Schools	Only pays benefits for institutions of higher learning (IHL) or degree-granting institutions. Soldier who converts from MGIB to Post 9/11 GI Bill can receive benefits for both IHLs and non-IHLs.	IHL graduate & undergraduate degrees, as well as non-degree-granting programs: job training, apprenticeship, independent study leading to a certificate, etc.
Housing Allowance	Paid directly to student. Monthly housing allowance is equal to the BAH payable for an active duty E-5 with dependents (located in ZIP code of the education institution the student is attending). Individuals pursuing training while on active duty, solely via distance learning or training at half-time or less are not eligible.	No housing allowance.
Army College Fund (Kickers)	Upon authorization, paid in addition to housing allowance. If Soldier does not qualify for BAH, they are not able to receive Post 9/11 GI Bill Kicker.	Paid as supplement to monthly benefits for qualified individuals. No link to housing allowance and can transfer to Post 9/11 GI Bill if individual converts.
Book Stipend	Up to \$1,000 per year for books and supplies.	None, however, students can spend benefit check however they choose.
Enrollment Fee	None.	Yes. Upon enrolling, will reduce Soldier's pay \$100 a month for 12 months.
Transferability	Soldiers may transfer part or all of their benefits (up to 36 months of benefits). Soldier must have served at least six years and commit to another four years of active duty or reserve service. Spouse may use immediately, but child must wait until Soldier has completed 10 years of service.	Some. Currently only for critical MOS option. Soldier must have served at least six years and re-enlist for four more years.

This is just a brief program comparison, for complete details and eligibility information, visit www.gibill.va.gov.

Mentoring

Build Relationships -- Engage Prospects

By Amanda HunekeWagner
Weber Shandwick

Recruiters can help prepare the nation's young people for post-secondary success by building and maintaining positive relationships with schools.

Mentoring offers a unique opportunity to reach and engage with prospects, their parents and influential COIs in a way that demonstrates the Army's commitment to education. Local battalions have found some success in executing mentorship-type programs across the country. Below are a couple of examples.

Relationship Building in Martial Arts

In Milwaukee, Sgt. David Stroh develops relationships with Future Soldiers by training at a martial arts academy. When Stroh moved to town, he found a local martial arts academy owned by a veteran and his wife. He built a relationship with the owner while working out there and asked if he could post his business card, Army signage and eventually began bringing Future Soldiers in to do the Russian kettlebells training program.

Stroh now brings Future Soldiers to the academy each week to get physical training. He exercises alongside the Future Soldiers, allowing him to connect with them on a personal level. He also helps the Future Soldiers through personal and academic issues as they arise.

Creating Connections through ROTC

Sergeant Richard Bernard, also from the Milwaukee Battalion, has been mentoring students at Alexander Hamilton School. He regularly attended ROTC events and was introduced to the school staff including the principal through an existing ROTC program. After approaching school staff, he was invited to speak with the class. Bernard openly talked with the students and made no attempt to sell the Army opportunity. He positioned himself as a leader and mentor by giving advice to help students find success in the future, regardless if their future is with the Army.

The school was so pleased with his efforts that they offered him the opportunity to lead a class on a regular basis.

Bernard meets with a junior and senior class once a week and discusses a range of topics including how to be a better citizen, tips for job interviews, goal planning and more. As a result, he has developed strong relationships with the students, often providing advice about personal and academic concerns.

The U.S. Army recognizes that education is an essential building block for the future of today's youth. From internships to test-prep tools, encourage students to take advantage of the several programs available to them through the Army.

Ultimately, these programs enhance learning and foster education with a goal of motivating, educating, training and developing today's youth to be leaders, decision makers and citizen-contributors to achieve life-long success.

Amanda Huneke Wagner is an account executive with Weber Shandwick, the Army's public relations partner on the Army Strong recruitment campaign and part of the McCann Worldgroup.

Tips to Consider When Becoming a Mentor

- Meet on a regular basis—at least once a month. You cannot develop a good relationship if you don't get to know each other.
- Be a good listener.
- The mentor should discuss strengths and developmental needs with mentees and provide guidance in developing these areas. Mentors should help mentees set appropriate career goals.
- Mentors should help mentees understand how to participate within the organization and provide information on opportunities in the organization. Mentees should not be overly sensitive to criticism and remember that criticism is offered to help them grow.
- The relationship should remain professional.
- The most important element of a successful mentoring relationship is trust. Once trust is broken, so is the relationship.

Exceeding the

You worked countless hours,
made numerous visits,
spoke to every person
you could possibly find at the school, and finally you are in.

Congratulations! Now what?

Once you are in the school, NOW (not later) is the time to move toward being integrated into the school's family. Integration is the point at which the school no longer considers you a visitor or guest. It is the point in which you are considered an integral part of the team.

Full integration is easily attained when you are involved with your schools on a routine basis. In addition to being involved, you must become well known to the students, faculty, administration, and parents. Nothing can substitute for your physical presence when you are trying to achieve the goal of integration.

How do you become integrated? The short answer is by offering services to the institution that they begin to rely upon. Following are several examples of some things that will help you achieve integration. There are many more.

March2Success is an outstanding tool for high schools and colleges.

Most of the emphasis has been on the use of this tool at the high school level. Colleges need to know about March2Success, as well. College recruiters are frequently faced with finding the best, brightest, and most qualified students to attend their schools (sound familiar?). The higher the entrance score, typically ACT or SAT Exam, an applicant attains equates directly to money for the school and/or student. Adequate exam scores can be used to keep a student out of remedial classes. These classes cost money for the student and ties up valuable limited resources (classroom space and faculty talent are the most common) at the college. A high score will bring numerous scholarship offers and other financial incentives. Colleges that know about March2Success WILL encourage potential students to use it to improve their test scores. Recruiters who are willing to use March2Success can easily work directly with the Office of Admissions at nearly any college to help them achieve their goals. Since March2Success is free, internet based, with no commitment to the Army, most colleges welcome your assistance in recruiting quality students. They usually repay your integration by granting unequalled access to students and faculty.

Proctors play an important role at school.

It is imperative for schools to have adequate trained proctors. This provides you an outstanding opportunity to stand up and be counted. You have unprecedented access and the opportunity to be seen by everyone at the school. Look sharp and present yourself in a professional manner for maximum affect, and effect. The ASVAB typically takes a little over three hours to admin-

ister. Recruiters are constantly faced with trying to convince a school that the ASVAB is a valuable test. Schools will tell you they already give way to many tests, such as benchmark exams, end of course tests and basic competency tests. The point is very simple – the school has to have proctors for every one of these exams. Schools do not always have adequate faculty or staff to be proctors.

Step up and volunteer.

If school officials know they can call on you at no cost, they begin to invite you to their campus and into their classrooms. You will have access like you have never had before. **WARNING:** Be sure to “tactfully” set student class level limits; such as, only classes that have either juniors or seniors taking that particular exam. If you do not set boundaries, the school is apt to invite you to the middle school or junior high school.

Have you thought of being a substitute teacher?

This technique does not work at every school. However, it can be a tool that integrates you into a school like no other. As a substitute, you have unfettered access to students, faculty and administration. Every state's and district's requirements for substitute teachers varies. You will have to ask.

Once you meet the requirements and are on their phone rosters, expect to be called often. Most schools and colleges have very few reliable substitutes. They actively search for trustworthy adults to fill in for absent faculty. Some districts employ full-time substitutes because they want to keep a readily available pool of preapproved and qualified substitute teachers. Once you begin substituting, you will quickly learn how each school operates. This should correlate into greater integration. Colleges need substitutes and their requirements are usually a little more stringent than a high school. However, do not hesitate to ask. Some college classes just need an extra set of eyes for safety or “integrity” reasons. If you volunteer, they will normally put you on the short list. This form of integration has the potential to pay huge dividends.

You don't have to be a Master Fitness Trainer to assist high school and college physical education classes.

The high school classes are usually taught by a coach. In all honesty, this coach would rather be working with his or her athletes than chaperoning a bunch of kids in a required class that most of them could care less about. However, you can be the spark that ignites these children.

Students usually like to learn Army physical fitness techniques and methods, as well as the physical training formation.

Standard

By Ron Williams
Nashville Battalion ESS

Remember - Schools Operate Like the Military

For full integration, make sure you realize public high schools and most colleges operate similarly to the military.

- **Schools are all overseen by the state's department of education – think Department of the Army.**
- **School districts have superintendents and colleges have presidents or chancellors – think commanding general.**
- **Each high school campus typically has a principal and each college area of study has a dean – brigade commander.**
- **Below them are vice principals and associate deans – battalion commanders.**
- **Each subject area normally has a department chair (Science, Math, English) – company commanders.**
- **Then you have the backbone of the school or college, which is the instructors – the noncommissioned officers. These are the people who actually do the work of educating the students.**
- **In addition to the aforementioned staff, there are countless people working behind the scenes to keep an educational institution operating: the janitors, cooks, bus drivers, paraprofessionals, teacher aides, interns, and the list could go on and on.**

Get to know as many of these people as possible. Learn what they do and what you can offer to make their life better.

Once the students learn how and where to stand, watch the huge smiles when you say, “Extend to the right.” Cool does not even begin to describe how 90 percent of these students feel. Simple calisthenics are more than enough for physical education classes. You would be hard pressed to offer more in a typical 50-minute class. Not every high school has strength or conditioning coaches. If you can provide assistance in either of these areas, the coaching staff will begin to rely on you and expect your participation at all events.

College students are required to have Physical Education classes, as well. If the college has ROTC, you can capitalize on this link to find out who can use your services. If no ROTC, stop by the Physical Education Department and ask questions. Some colleges tie personal fitness and nutrition classes together. You can provide expert advice and guidance in these areas. If not, contact an Army Master Fitness Trainer and have them provide you with additional guidance in these areas.

Colleges and High Schools readily use Subject Matter Experts (SME) to provide course enrichment. Every Soldier is a SME. Consider the skills every Soldier possesses: map reading, topography, fitness, nutrition, marksmanship, ethics/values, first aid, emergency response actions, leadership,

counseling and more. You have skills the local population does not typically possess. Use this to your advantage and market yourself to your educational institutions. A meeting with faculty in areas you feel comfortable will typically get the ball rolling and integration will follow.

Since joining the Army, how many countries have you had the privilege of visiting?

Schools and colleges rarely have faculty members who have done or seen the things you have.

Deployed Soldiers do not usually spend their time overseas visiting institutions of higher learning, shopping districts and large cities. When you visited a foreign country, you met and worked with the people as well as the local governments. You traveled the streets, walked through their markets, saw their farms, and hiked over their countryside. Let your local education institutions know where you have been, what you did, and what you saw/experienced. Expect numerous phone calls and immediate integration in to the various Social Studies courses. Do not hesitate to approach the business and marketing departments about using your experiences for their courses. They need personal experiences, as well.

Volunteering might as well be considered “other duties as required.” Think back to your time in high school or college. Did anything ever happen outside of the classroom? The teachers took care of their classes. Everything else was either an additional duty for someone. Some common duties are: class sponsor, dance chaperone and field trip escort. All of these things require manpower.

Schools and colleges only have a finite amount of these resources. You could volunteer to help with

- Junior and Senior class registration;
- a fund-raising event for a Fraternity/Sorority or club; or
- as a guide for incoming freshmen or transfer students, around the local college campus.

There are thousands of tasks schools and colleges need help with every year.

Find an area where you fit and volunteer; it will be appreciated and remembered. Most of your local high schools have an organization that supports and fosters parent and teacher communication/support. This group is a great place to start as a volunteer. Colleges have student organizations and student governments that have a great need for volunteers. They tend to lean heavily on the faculty for volunteerism. If you help lighten load of the students or faculty, integration will follow.

Once you get in the door, don't drop out of sight.

Use your imagination and creativity.

These are only a few examples and ideas to become integrated into a campus. There are many more. Use your imagination and talents to figure out what services you can provide. Step forward and communicate your talents to the school. If you have succeeded at getting in the door, the uncommon opportunity for integration should be just around the next corner.

USAREC ESS' Rewarding 23-Year Journey

By Fonda Bock
Associate Editor

Your main job is to support the recruiters anyway you can. Those were words to live by for education services specialist Terry Backstrom ever since they were first uttered to him 23 years ago by his then supervisor at USAREC Headquarters, located then at Fort Sheridan, Ill., where he began his Army ESS career as an intern.

"That takes shape in several [forms]," said Backstrom. "It may be listening to recruiters complain about the first sergeant or a problem with a school. It may be personal, such as helping them work on a degree to enhance their Army career or on a degree/certification totally unrelated to their MOS to improve civilian career opportunities after Army service. Most of the support centered around providing training on various Army education programs and education outreach to the high schools and colleges. They trusted me and I tried helping them with whatever the situation was. They have a tough job."

Backstrom thought he'd retire from USAREC, but a promotion opportunity with Human Resources Command offered a new challenge in the field of education, so he accepted, moving on last month. But he looks back on his tenure in recruiting with fond memories and pride.

If you were a recruiter anytime in the last quarter of a century, it's possible you worked with Backstrom. He estimates he has worked with recruiters on approximately 50 different programs, including the ASVAB Career Exploration Program, March2Success, Army College Fund, the Montgomery GI Bill, the Student Loan Repayment Program, ConAP, Planning For Life, Stay in School and Stay off Drugs campaigns, Job Corps and Junior Achievement programs.

Backstrom also looked for ways for recruiters to become more involved in their communities.

"I suggested places for their kids to be involved in local community sports programs, encouraged them or their spouses to take classes at the local community colleges, encouraged them to take their families to local community or sporting events, such as high

school football games so students and faculty will see you as a person and/or a member of the community, not just a recruiter."

His job also entailed assisting the G2s and S2s with market data and working with new education legislation.

During his first assignment with the Portland Battalion from 1989 to 1997 — upon completing his internship — helping recruiters gain access to and maintaining good relationships with schools was a primary issue.

"The ESS is like a librarian when we're at the battalion level. The schools are our books, we lend them out to recruiters and they return them after two or three years on recruiting duty. Most are returned just fine, while a few may have had damaged covers or pages due to something that's happened at the school, so the ESS will have to fix that or at least smooth out the rough edges," said Backstrom.

Backstrom has seen a lot of changes over the years, the biggest being in technology. When he started in Portland the entire battalion had only two computers.

"We used paper, pencils and note pads," said Backstrom. "I'd probably go through a note pad a week. There was maybe one fax machine. Everybody had a typewriter."

He said ASVAB and other education data was kept on ledger paper.

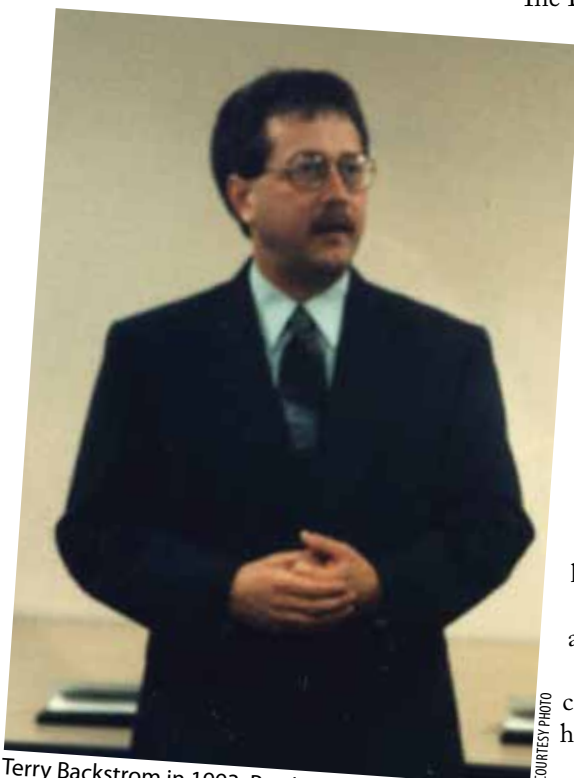
"Most people don't even know what that is anymore. And carbon paper — we had that."

Backstrom agrees technology and computers can make the job easier, but in his view, they also have drawbacks.

"E-mail, Facebook, Twitter, all that's great, it's how we communicate today and it's going to even expand. But I still think it's the personal contact — face to face — that's most important. Sometimes, I think people hide behind their e-mails or Facebook page. When you're talking to somebody in person, you can kind of tell right away by body language and expressions how they're taking [what's being said], such as establishing rapport with a counselor or principal."

Backstrom is now an ESS with Headquarters Army Continuing Education Services (ACES) within the Human Resources Command. His job entails working with Soldier self-development education programs and services offered through the Army Education Centers worldwide and online access through the GoArmyEd Web site. He's looking forward to a new challenge,

"In 23 years with USAREC, I've had a lot of interesting and sometimes entertaining experiences, but over the years I think I've (obtained) the confidence to handle just about anything. I would like to thank all the recruiters who've helped me understand the Army and the recruiting business, and especially my fellow ESSs who continue to assist the recruiters every day."



Terry Backstrom in 1993, Portland Battalion, briefing the Oregon Superintendent of Education.

COURTESY PHOTO



Former USAREC Chief of Staff Col. Hubert Bagley presents Education Services Specialist Diana White with the ESS of the Year award for Fiscal Year 2009 during the G7/9 conference.

ESS Credits Battalion for Success

By Fonda Bock
Associate Editor

Every day brings something new and challenging for Diana White in her job as Education Services Specialist for the Syracuse Battalion. That's part of the reason the former teacher said she loves her job.

"I wouldn't go back to continuing education for all the money in the world, because this job is just as valuable if not more important, because I'm helping young people become Soldiers," said White.

Her enthusiasm and dedication to her work is why she was selected as the recipient of the 2009 Davis-Kunisch Memorial Award, given every year since 1992 to the most outstanding USAREC ESS.

Her duties include serving as an adviser to the battalion commander concerning secondary and post-secondary education, gathering and analyzing data, serving as a liaison with the civilian education community in schools and colleges, training recruiters on a variety of educational topics,

serving as a guest speaker at COI events, organizing and coordinating educator tours, and conducting education credential reviews to determine if applicants are qualified to enlist.

White, who served in the U.S. Navy from 1991 to 1995 as a Chinese linguist, started her civilian career as an Army Continuing Education Services intern at USAREC Headquarters at Fort Knox, Ky., in April 2002. She has found this to be a rewarding career.

"I can see the small differences I make on a regular basis. Every time a Soldier asks me to do an educational review and I get to turn that around for them and help somebody go into boots, every time one of those students swears in and becomes a Soldier and goes off to basic training, that's a reward.

"The Soldiers whom I've helped with their applicants, I hear a smile on their voices over the phone when I've been able to help expedite a process. Or when I'm with students and I see the lights go on as we're doing career exploration and they

start to see there are a lot of opportunities out there for them."

White was nominated for the ESS award while at the Raleigh Battalion by the Executive Office Maj. Paul Fowler.

Brian Labashosky, Chief of the Education Division at USAREC Headquarters, said she was chosen over four other nominees because, "she possesses an outstanding ability to engage and communicate with educators at all levels and uses those skills to improve both recruiter relations and also the image of the United States Army within the secondary and post secondary education communities."

While honored to receive this award, White believes she didn't earn it by herself.

"It wasn't all me. I felt I wouldn't have gotten the award if I hadn't had an incredible battalion staff and incredible Soldiers helping me.

"My Soldiers in Raleigh Battalion became really excellent in making sure they had all the documents I needed in order for me to do my job for them, so I didn't have to waste a lot of time back tracking and kicking things back. So I felt like the whole battalion should have gotten the award and not just me."

“ We tend to bridge the gap between the uniform and the person. We identify more through music with the students. ”

*— Sgt. 1st Class Pete Krasulski
Bass Player*

The Army Rock Band

Untapped Recruiting Asset

Story and photos by Jonathan E. Agee
U.S. Army Field Band

What happens when you combine some of America's most talented musicians with an innate desire to rock high schools across the country? You get The Volunteers, The United States Army Field Band.

If you're unfamiliar with The Volunteers, the name can be a bit deceiving. From the wide variety of rock, pop, and country music the band performs, a more appropriate moniker would be The Chameleons.

Also, they are not volunteers in the typical sense of the word; actually, each member of the band is an active duty Soldier.

So who are The Volunteers? They are the Army's premier touring rock/pop band, and they are coming soon to a high school near you.

Their name stems from the Army's all-volunteer force, which during the inception of the band in 1981, was still a relatively new concept.

Today, The Volunteers are dedicated to assisting the recruiting mission and telling the Army story worldwide.

"We tend to bridge the gap between the uniform and the person," said bass player Sgt. 1st Class Pete Krasulski. "We identify more through music with the students ... some kids don't know what they will do after high school. We step in and provide that role model and this idea and image that you could achieve something in life."

What separates The Volunteers from the typical military band is their versatility when performing.

"You have to be able to do so many different styles, 100 percent of the time," said Krasulski. "Ultimately, for me it's to entertain. I don't have a master's degree in bass and I don't have a Ph.D. I want to put on a show and just be entertaining. The average person wants to be entertained. That's our job."

In addition to the performances, The Volunteers take time to teach clinics for high school band students.

"We work with the band kids before or after a performance as well as a chorus or glee club," said keyboards player Sgt. Maj. Kirk Kadish. "We'll listen to the band play and offer some advice and we will usually sit in with the

band and replace the rhythm section so they can hear the difference. Then we field questions, talk, and tell the story of how we got into the Army."

Vocalist Sgt. 1st Class April Boucher said working with high school students is one of the highlights of her job.

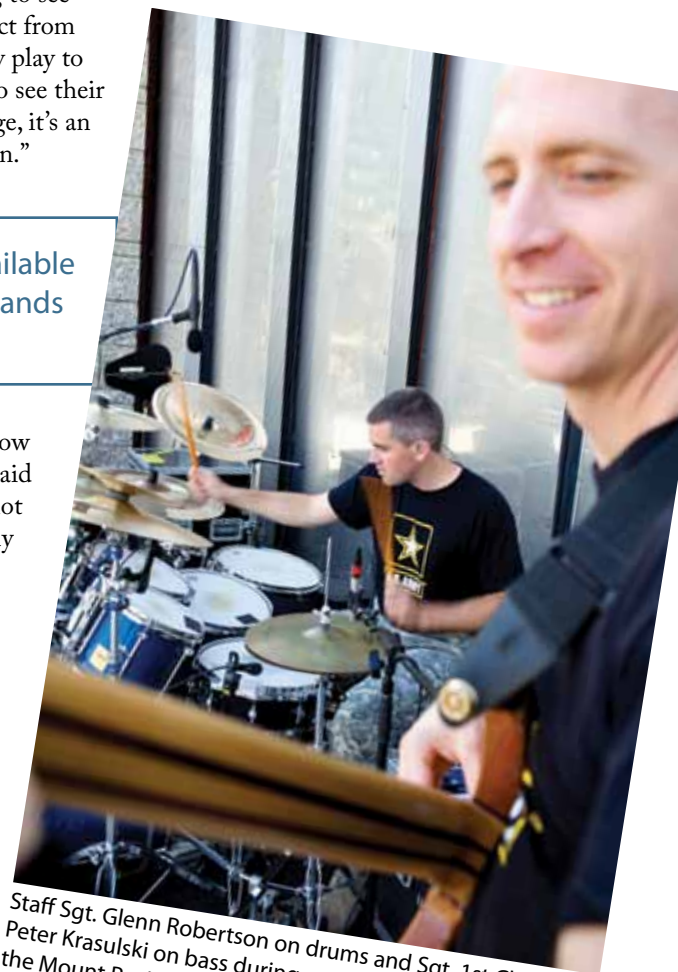
"It's rewarding to see the positive impact from the first time they play to when we sit in. To see their enthusiasm change, it's an intangible reaction."

For a directory of active and Reserve bands available to assist USAREC, go to www.bands.army.mil/bands and use the drop down box to sort by state.

"Kids don't know what to expect," said Kadish. "This is not your father's Army band. It broadens perspectives. The whole idea is to put a human face on the Army. For some people we are the only Army they encounter. Their entire encounter with you will form their opinions about the whole Army."

To find out when The Volunteers will be in your area visit www.armyfieldband.com and click on the schedule tab.

For information, or to have a recruiter attend a performance, contact The U.S. Army Field Band public affairs office at (301) 677-6587 or e-mail at jonathan.agee@conus.army.mil.



Staff Sgt. Glenn Robertson on drums and Sgt. 1st Class Peter Krasulski on bass during a performance May 23 at the Mount Rushmore Amphitheater.

Honor? Obligation? Opportunity?

Getting the Most From Scholar/Athlete Awards

By Carl Hilts

Sacramento Battalion

U.S. Army Reserve National Scholar/Athlete Award Coordinator

Some recruiters view the Scholar/Athlete Award as a waste of time with no benefit to the mission. Other recruiters see it is one of the best programs for getting into the schools. The difference in attitude is the approach to the award and insight into the Army's purpose for presenting it.

Consider the Army Values: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage. Now consider what it takes to be a good student and a good athlete at the same time.

Honor, Integrity and Personal Courage are all required. These are the values that see a young person through the hours of study, practice and workouts required to excel as both a scholar and an athlete. These students also exhibit **Loyalty** to their team and school, **Duty** to family or self in their dedication to excel and **Respect** for knowledge and skills and the people (teachers, coaches, peers) who demonstrate these attributes.

Presenting a Scholar/Athlete Award honors a person who exhibits many if not all of our Army Values. This presentation is much like presenting a service award. It is an honor to represent the U.S. Army and to publicly acknowledge a student who exhibits the qualities that make for a good Soldier.

The goal of the presentation of the award *is* the presentation of the award. The presentation is not a recruiting tool. The purpose is to bestow an honor on behalf of the Army. That said, why are recruiters then given this responsibility?

The recruiting tool is not the presentation, but the program itself.

Award presentations are intended to generate goodwill in the school among staff, students and the community by showing the Army bestowing an award with no strings attached.

The recruiting benefits come from talking about the program with school staff, administrators, coaches and school activities coordinators. Recruiters are to build upon the general goodwill of the award, creating greater school access and the development and sustainment of influencers at the school.

The key to such positive relationships with school staff is to convince them the Army shares their concern for the welfare of our youth, regardless of their interest in the Army. Recruiters must appear more concerned with providing students information about opportunities for furthering their education and careers (not just Army opportunities) than with talking only to students

who show an interest in the Army.

The Scholar/Athlete Award program, as well as March2Success and the career exploration components of the ASVAB, give a recruiter an example of the Army's concern for all students. These programs benefit students regardless of military interest. They can be used to counter the myths that recruiters only want to steal students away from school and that Soldiers are not educated. These programs show off the Army's interest in promoting education.

Think juniors! Schools may have limited presentation time for senior awards. From the start of your contact with the school staff and faculty, promote the idea that the Scholar/Athlete Award be presented to a junior rather than a senior. This is a win-win situation allowing the student to list the award on college applications. Selecting a junior also gives the Army the best return because the student will be on campus for a full year after receiving the award.

No strings attached! There can be confusion and/or fear by school staff that the Scholar/Athlete Award creates a commitment to or endorsement of the Army by the student or school. Clear the confusion by explaining that the Army does have service connected educational money available but that this award is a completely separate program with no service requirements. It is possible for an student to receive both the Scholar/Athlete Award and education money by virtue a service contract.

The school chooses. The Scholar/Athlete award recipient selection is completely in the school's hands. This approval authority gives them the opportunity to honor a worthy student who may have been overlooked by other award programs.

Start now. Conversations about nominating students for the Scholar/Athlete Award can occur at any time during the year. Don't wait for award season to start. Many schools forget about awards in the rush of activities surrounding the end of the school year. If it has been brought up a number of times prior to the end of the year, school staff will be more likely to participate and be reminded that we honor excellence in all students, not just Future Soldier applicants.



ENSURING EDUCATORS UNDERSTAND



By Al Silberstein
Salt Lake City Battalion ESS

The U.S. Army has a competency based assessment tool known as March2Success, which can help America's public and private secondary schools enduring budget cuts, teacher reductions and cuts in school activities.

A hurdle we have in presenting this tool to educators is ensuring they understand that supporting an Army-sponsored program to help their students is not a recruiting tool.

March2Success is a valuable asset that is comparable to programs many schools purchase. Anyone can access March2Success 24/7 at www.march2success.com.

When logging into March2Success there is a double default to "no contact by the recruiter." If someone would like to be contacted that option is available, as well. The student can work at his or her own pace and has the ability to enter or leave the program as needed.

Why is this important? The answer is simple: schools do assessment testing in the classroom — so much so that teaching time is greatly diminished, therefore learning suffers.

We have a tool using current technology that does not interfere with daily requirements. March2Success at this level provides the true assessment we need to provide the right education with an individual component.

The High School Preparation Course provides high school entry assessment and preparation with an introductory study skills course and classes in English, math and science.

This course helps rising high school students determine how well they are prepared for 9th and 10th grade courses. Each course starts with an initial assessment test, generating a customized curriculum based on the results, including lessons and follow-up tests. March2Success also provides a monitoring tool for parents, educators and mentors.

The next phase of March2Success, State Standardized Testing, provides assessment tests in English, math and science to determine which subjects and categories the student has mastered and which ones require additional work to achieve mastery.

After the assessment test, a customized curriculum is generated to provide lessons and re-testing on the subjects were not graded at mastery level in the assessment. This process is repeated until all categories have been mastered.

The SAT/ACT review has enveloped the concept of rigor, relevance and relationship in that the review has components that appeal to most high schools. In addition to the seven full-length practice ACT/SATs, there are games such as flash cards done to "Who Wants to Be a Millionaire" and "Battle Game" that use reviews from these tests.

March2Success is free, while many schools are paying a large sum for similar programs. A student has one year from the day of enrollment to use this tool and, if used properly, he or she may improve test results.

As a reminder, all phases of March2Success can be monitored by the teacher/counselor, parent(s) and mentor. They can view a student's progress in real time as the work is completed, which allows for immediate feedback for those areas needing improvement. Now everyone involved in a student's success can devise an effective plan for the individual.

The teacher and student are provided a tool based on individual competency that requires no time taken from the classroom. Ask yourself, "How many teachers struggle to find the time to help students in need?" One excellent solution to this problem is March2Success.

ConAP

Connecting Future Soldiers to College During Enlistment

By Mark Sifford
Concurrent Admissions Program

The Concurrent Admissions Program, (ConAP) is a partnership between Recruiting Command, Servicemembers Opportunity Colleges (SOC) and more than 1,950 colleges.

The purpose of the program is to link a Future Soldier to a college during enlistment in the Army or Army Reserve.

By establishing this relationship at the time of enlistment, the Future Soldier is more likely to attend and ultimately complete a college degree either while on active duty or after returning to civilian life.

The goals of the program have remained constant for two decades: increase the enlistment of college-capable young men and women into the Army and Army Reserve, and increase the usage rate of the GI Bill.

ConAP is a valuable program when used as a part of a well-orchestrated recruiting plan.

Colleges enroll in the ConAP program because they are interested in providing a quality educational experience to the individuals you recruit. High schools are interested in the program because you are providing an opportunity for post-secondary education to their students.

Future Soldiers are interested in college opportunities, and many join the Army because of the education benefits.

As a recruiter, you have the opportunity to make a difference in young men and women's lives by providing the link to a successful educational partnership between colleges and Future Soldiers.

Every Future Soldier referral to a

ConAP college presents an opportunity to visit the college.

If a college has acknowledged the submission, this is an opportunity to visit the college and say thank you. If the submission was to a local college, take the applicant with you. This will reinforce the commitment to both the college and the Future Soldier.

If a college has not acknowledged the submission, this is an opportunity to visit the college and inquire as to the problem.

The college may have a new POC, or they may not understand how the program works. Try to discover the underlying problem.

This is a prime opportunity to provide information to college officials who may know little about the program. Either way we have a reason to visit.

As a new school year is beginning, now is the time to make initial college visits. The company commander, education services specialist, station commander or recruiter need to visit local colleges to verify point of contact information.

It is imperative that accurate data be maintained so that Future Soldiers are well served and can take advantage of Army provided educational opportunities.

The visit also serves as an opportunity for the Army to let college officials know how service as a Soldier can be beneficial to current and future students alike.

At the beginning of School Year 09-10, the command launched an electronic ConAP form to streamline the application process.

Reference USAREC Message 9-172 for details.

ConAP is a valuable program when used as a part of a well-orchestrated recruiting plan.

Earn a College Degree in Less Than 2 Years

Recruiting & Retention School

Through a partnership between USAREC-Recruiting & Retention School and Post University, Soldiers can earn a college degree while serving as a recruiter.

Soldiers can take courses completely online and earn a bachelor's degree in as little as 18 months or a master's degree in as little as 14 months.

As part of this partnership, Soldiers can earn up to 27 college credits toward an associate degree or up to 60 college credits toward a bachelor's degree for professional military and recruiting training.

Soldiers may also enroll in professional certificate or undergraduate or graduate degree programs before, during or even after serving as an Army recruiter.

"This partnership makes it possible to affordably educate more Soldiers while they serve," said Col. James H. Comish, Commandant of the Army Recruiting and Retention School at Fort Jackson, S.C. "Our mission is to train and develop agile leaders and Soldiers who provide recruiting and retention support to the force. Soldiers must be prepared to fulfill their military and civilian career goals now and in the future."

Post University, online at www.post.edu, has specifically developed a program designed to meet the needs of active military personnel.

The university has reduced its tuition and included the cost of books so Soldiers do not incur any out-of-pocket expenses. Credits earned during a USAREC tour of duty are transferable if Soldiers move to another assignment.

"Post University is deeply committed to serving those men and women who serve our country," said retired Lt. Col. Edmund J. Lizotte, director of Military Programs and Veterans Affairs at Post University. "We have taken the time to learn what military personnel need to be successful in this kind of program, and then made sure we could

provide it. In addition to lowering our tuition, we make sure each Soldier who enrolls with us has an academic advisor who provides personalized support from application to graduation."

Post University also is a participant in the Yellow Ribbon Program, a member of the Servicemembers Opportunity College, and a full LOI school on the Goarmyed.com portal.

The university also is regionally accredited by the New England Association of Schools and Colleges and licensed by the State of Connecticut through the Department of Higher Education.

“ This partnership makes it possible to affordably educate more Soldiers while they serve. ”

— Col. James H. Comish
Commandant, Recruiting & Retention School

Students may choose from 17 undergraduate degree programs, as well as Masters programs in business administration, education and human services..

Post University has special programs and tuition rates for both active and veteran military personnel and their family members who want to complete their undergraduate or graduate degrees.

For more information on Post University's Military Program and the USAREC Partnership, Soldiers should contact Lizotte at (203) 596-4604 or elizotte@post.edu, or Charles Young at (203) 591-5157 or cyoung@post.edu.

TEAM DEVELOPMENT & LEADERSHIP

PART 4

By Rick Welling
Chief, Doctrine Division,
Recruiting and Retention School-Forward

3 Stages of Development

Regardless of how a unit is brought together, it is important to remember that all units go through a fairly well-defined process of development.

Last month's article discussed ideas to integrate a new Soldier or employee into the team. This month, we'll focus on the three stages of development: formation, enrichment and sustainment.

Formation

The formation stage begins with the arrival of a new Soldier, a group of new Soldiers or a new leader. It can also result from a change in the way the team accomplishes its mission, a change in doctrine, the unit's failure to perform to standard, or almost any event ends in changing the unit's mission or personnel.

Actions you — the leader — take during this stage will greatly influence how your unit works together.

During this stage, Soldiers and employ-

ees tend to engage in polite conversation as they cautiously interact with each other. They ask about assignments, background and families. They probe each other's expectations, leadership style and standards. They want to know how they are expected to act or perform in the new environment.

Soldiers also try to impress their peers and leaders with war stories: "I earned my ring in eight months," or "I was Soldier of the month." New members learn how things are really done and whether they can trust their leaders and depend on each other.

You need a sound team development plan to bring the new Soldier or employee on board. Your plan must include at least two components — reception and orientation — and address both personal and work concerns.

Reception is an important first step and begins well before the new member arrives. A married Soldier's needs and

expectations differ from those of a single Soldier. Your reception program must address both.

Well before the new member arrives, you must send a welcome letter to the Soldier and family. Offer your help, and include the sponsor's contact information. Let them know what to expect. Explain in-processing procedures and include information such as housing, schools, climate and geography.

When the new member arrives, allow plenty of time to settle into their new situation. Give the new member a specific duty position. Make sure their pay is correct and that their personnel and medical records are handled properly. Help the family locate doctors, dentists, schools and other important services.

A thorough in-briefing should cover unit values and standards, mission and goals, standing operating procedures (SOP), and unit heritage (culture). You should also address duty assignments and the member's role in their new position. Ask about the Soldier's or employee's background — previous assignments, education, expectations, personal problems, strengths and weaknesses.

Enrichment

Next comes the enrichment stage. Now the Soldier or employee starts to build relationships of mutual trust and continues the transition from outsider to team member. There's no clean break between the formation and enrichment stages.

This stage is initially characterized by questioning and sometimes by resistance. Some call this the "storming" stage. Soldiers exert their independence during this stage. They try to determine what they can expect from the unit, its leaders, and other members. With time, they also feel more at ease challenging and questioning those around them, including the leaders.

A new member may openly criticize leaders and other team members in conversation. Leaders will recognize this stage when they feel resistance to their leadership.

Team members may disrupt meetings by arguing over minor or unrelated sub-

jects. If personnel do not like the task they are given, if they do not feel their needs are being met, if they do not understand your training methods, or if they do not understand their mission, they may question, criticize, or resist in some way.

The issues involved are not restricted to the workplace or to dealings with team members. Tensions may arise between the family and the unit. These tensions cause stress for the Soldier or employee who is trying to fit into the unit, but also wants to take care of their family.

Team bonding occurs as Soldiers or employees accept themselves as new members with new roles and responsibilities. Old and new members learn to trust each other and their leader. Fear and distrust subside as members realize their competence, worth and concern.

Stiff, formal communications turn into more relaxed conversation. Soldiers begin to express ideas; they begin to pass information more rapidly and accurately to help one another adjust. The level of trust rises as team members come to depend on each other.

As leader, you can enhance the enrichment stage by your behavior. First, listen and observe. Leaders must listen and respond fairly to criticism or questions while retaining a firm grasp of the situation.

When team members question authority or form smaller groups, conflict will likely occur. By listening actively, you uncover team members' needs. This knowledge helps you guide them to accept team goals.

From the start, you must establish clear lines of communication and authority to deal with conflict.

Explain that as new members gain knowledge and experience, their responsibilities and authority will increase. Let them know who will take over if the leader is absent. Practicing this transfer of authority in training will force junior leaders to handle greater responsibility.

Help each member to develop personal goals that support unit goals. Gather the team periodically to check on progress and have each member to share their goals with one another. As they begin to understand that they share common goals,

a cohesive team begins to develop.

Don't ignore training. Training is the heart of the enrichment stage. Every task and mission — from the most exciting to the most boring — presents a training opportunity. Cohesive teamwork develops through realistic training that motivates and challenges.

Sustainment

Teamwork, cohesion, and mission accomplishment characterize the final stage of team development: sustainment.

This stage begins when Soldiers, employees and leaders stop questioning and challenging and start working together. Soldiers feel comfortable about themselves and their leaders. The team thinks and performs as one rather than as individuals, and they share feelings of pride in their accomplishments.

Leadership is key to sustainment. You, the leader, must understand and respond to problems that affect teamwork over a long period. You must deal with change and situations that threaten sustained teamwork.

For example, team members may encounter personal problems, such as financial setbacks and family crises. Bad news from home can make them feel they cannot handle things effectively from a distance.

Such situations can take the team back to an earlier stage of development. Petty arguments can break out, and your team may fail to perform to standard. You must be alert to the signs and be prepared to smoothly guide the team back to the sustainment stage.

Your unit will reach a peak of teamwork, then seem to sag, but with time will rebound to a new peak of performance.

This natural process continues throughout the life of your unit. New team members come; old team members go. These events affect your team's effectiveness. This is where buddy teams are effective.

Next month, we will summarize all the techniques and information discussed in each part of this series. The article will also present some key USAREC-specific programs to help you build a cohesive team.

Military Career Pathways 101

South Carolina Implements Course for Educators

By Vernetta Garcia
Columbia Battalion

The inaugural Military Career Pathways 101 (MCP 101) course – designed to provide educators with a firsthand understanding of military resources, career pathways and benefits – came to fruition in June, after 18 months of planning and hard work. Approximately 100 career specialists, guidance counselors and career and technology teachers from across South Carolina were immersed in learning how military careers are a viable path that fits into nearly all of the national 16 career clusters.

Dr. Ray Davis, Director of Careers & Technology for the South Carolina Department of Education, said he realized there was a gap in the information given to state secondary students when discussing their future career paths. The military was seldom mentioned as an option for students and, if mentioned, the information was scarce, and portrayed the military as a last resort. Davis said this was not only a disservice to the military, but also to all students. Out of this, MCP 101 was born.

South Carolina schools start career planning in elementary school. Career clusters allow students to focus on the future by encouraging them to find an area of concentration, then guiding them along the pathway toward achieving their desired career. Because military careers fit so well into the 16 clusters, this partnership between the military and South Carolina education is thought by officials to be ideal.

A nine-member committee worked to develop the unique course which offered recertification credits to participants. To receive Continuing Education Units, South Carolina Department of Education Credits, or Global Career Development Facilitator Credits, the MCP 101 par-

ticipants were required to participate in all activities during the three-day course held in Columbia June 8-10. After the event, participants were required to design a project they could implement in their schools during the upcoming school year. To receive credit, project outlines were due to the South Carolina Department of Education by mid-July for review.

“It is not a question of support. Teachers, students and parents support the military; however, they are unaware of the many different opportunities that the military can offer,” said committee member, Ralph Lataille, of Battery Creek High School.

“We’re all in this together,” said Davis. He emphasized the need to work to help kindergarten through 12th grade students gain as much knowledge as possible to



Dr. Ray Davis of the South Carolina Department of Education, talks with Col. Dennis Krings, 2d Brigade Deputy Commander.

make informed decisions about their future.

“So many students are missing out,” said Capt. Patricia Williams, Columbia Company commander. “People are looking at the Army as a last resort instead of being considered right along with college.”

The three days were packed with evaluations, panels, collaborations, tours, and group sessions. To begin the event, attendees took a survey to measure their knowledge and understanding of the mili-

tary. They were surveyed again at the end of the three days to measure the changes.

“The degree of change was amazing with a positive knowledge and beliefs increasing by as much as 67 percentage points,” said Martha Daniels, Columbia Battalion’s Education Services Specialist.

After a video welcome by USAREC Commanding General Maj. Gen. Donald Campbell Jr. and words from Columbia Battalion Commander, Lt. Col. Chuck White, participants were able to sound off about military recruiters and any successes and challenges dealing with the military within their school and/or district.

Educators and Army recruiters then faced off to discuss successes and challenges with the goal of improving relationships. Educators stressed they did not think recruiters appreciated their time constraints. The five-member recruiter panel emphasized their desire to have the Army receive the same consideration as college.

“A challenge for me,” said Dr. Kathleen Allen of Dorman High School, “is I get extremely frustrated when recruiters walk in without an appointment and expect me to drop what I’m doing to provide students’ documents.”

And of course they need them NOW.”

Some educators and Army recruiters nodded in agreement.

She said her success was “Military as Career,” a career preparation workshop that was created for Dorman High Schools students to follow a well-defined pathway into military service. She created a

military major within the career clusters, which several participants agreed they had also done.

Others gave accounts of their successes, such as ASVAB interpretations, special military career fairs, recruiters in mentorship programs, and recruiters as substitute teachers.

After telling their Army story, it was the recruiters’ turn to share their successes and challenges dealing with schools and staff.



Drill Sergeant Esasha Leblanc explains rappel training at Fort Jackson's Victory Tower.

"We have trouble getting access to students. We get stuck in a corner of the lunch room and can't come from behind the table," said Sgt. 1st Class Myron Adams, Pontiac Recruiting Station. "Although we try to work with it, schools' block scheduling can also be a challenge."

Giving a success, Sgt. 1st Class Danielle Dubose, Sumter Recruiting Station said, "Being allowed to conduct COI events during teacher in service days has worked very well in my schools."

It was a lively two-hour long exchange. Participants asked lots of questions of the recruiters, which helped set a tone of openness for the other sessions. Many educators said in their evaluations the recruiter panel was very enlightening and informative.

Educators had a full day to tour Fort Jackson with drill sergeant escorts. Many found their inner warrior on the Engagement Skills Training EST 2000 weapon system. They watched demonstrations at the rappel tower, Team Development Course, Wheel Vehicle Mechanic School, and Postal School. Also, they had hands-on computer training with the Armed Services Vocational Aptitude Battery (AS-VAB), March2Success and Army Edspace programs at the education center. The tour concluded with a panel of 10 Soldiers who covered 15 of the 16 career clusters.

Educators were amazed that, while serving, Capt. David Delgado, Medical Command/Moncrief Army Community Hospital, had earned his Doctorate of Pharmacy by age 25. Cpl. Susanne Adkins,

17th Military Police Detachment, served three tours in Iraq, and said, "Joining the Army was the best decision I ever made, if I had to do all over again, I would."

"The Soldiers' Panel provided insight into their personal stories," said Dorothy Nero, Mullins High School. "I enjoyed all portions of the tour."

"It was eye opening to see a little of what a private actually goes through," said Alvalene Gadsden Rogers of C.E. Murray High School.

There were numerous presenters and observers from around the states in attendance. Two representatives from the Military Entrance Processing Command helped educators learn about the AS-VAB during their time at the education center. Colonel Mike Johnson of Cadet Command spoke to all about ROTC and JROTC programs. The battalion Soldier and Family Assistance program manager, Jean Blackwell, discussed the numerous programs available to support Soldiers and their families. Brian Dunphy, a former Soldier now vice president of investments for Wells Fargo, showed the comparison of military pay to civilian pay. "Our Soldiers really do get paid well," said Dunphy.

Chief of the Office of Vocational and Adult Education U.S. Department of Education, Scott Hess, was instrumental in the creation of the 16 career clusters. Hess chastised himself for not having the military at the table when developing the clusters and emphasized how important it is to have the military at the table when discussing careers.

"Military must be mentioned along with colleges," Hess said. "Colleges cannot teach Army Values." Hess emphasized that his mission would be to implement a type of Military Career Pathways 101 program in every state.

An observer, Dr. Harry Dryer, of the National Consortium for State Guidance Leadership said, "This is a great initiative, and it would be great if something like this could be taken nationwide."

As the conference came to close, participants broke out into small groups to begin processing what they had learned and how they could apply their new found knowledge. Ideas flowed, such as special military career nights just for parents, organizing trips to local military installations, etc.

"I had a great time at Military Career Pathways 101. I learned so much that will help me direct my students to a career that is best suited for each of them," said Sara Orłowski, Career Specialist with Hartsville High School.

"Although my son is in the Army, I learned a lot," said Jayne Suchy Coordinator of Guidance at Mullins High School, "There's so much I didn't know."

White stressed what a great exchange of ideas had taken place in the three long days. "It really is a two way street and we must continue to work together. This was great, but next year we hope to make it bigger and better," he said.

Davis profusely thanked all who planned and organized the event. "I'm sincerely grateful that so many educators took the time to participant," he said. "It also says a lot that our national folks are present and offered so much support."

"Putting this event together was very hard work, but well worth it when I see what a positive impression was made on our guests and how much appreciation was gained about Army careers," said Daniels.

The committee will meet once more this summer to review the evaluations, plan the next steps, and meet with the recruiters from each branch of the military to review the South Carolina Recruitment Recommendations. This document is an agreement between the high school administration and the recruiter assigned to that high school. It will define the parameters within which each party will operate in the coming school year.

"This was so well received," said Davis. Plans are already in the works for a similar event next year.

Denver Battalion Competition Heads Off Future Soldier Loss

By Allison Anderson
Denver Battalion

Denver Battalion Future Soldiers from Nebraska, Kansas, Wyoming and parts of Colorado gathered to compete in the first annual Future Soldier Competition at the end of May.

The top three Future Soldiers from each company were selected to go in front of the station commander and the companies' first sergeants to answer questions about the military. The winner at the company went up against seven others throughout the battalion.

Adam Shaffstall, 27, from Castle Rock, Colo., won the competition.

"I was surprised when I won the award. I didn't expect to win," said Shaffstall, who previously served in the Air Force.

The battalion created the competition to further solidify the commitment of new recruits who join the Army, but who have not left for training. When summer comes, some of them just don't want to go into the Army.

"We want to motivate and reaffirm their commitment," said Sgt. 1st Class Jason Disponzio, Denver Battalion Future Soldier program manager.

The competition has a rigorous board process at the recruiting station, company and battalion level. Future Soldiers compete in the areas of drill and ceremony, map reading, first aid, telling military time, rank structure and memorizing the Army's general orders. They are also assessed on their appearance, physical training, confidence, reciting the Soldiers Creed and knowing the Army Values.

"It was a good way to train and get ready for what we have to do and learn before boot camp," said Shaffstall. "I never thought about backing out of basic training.

"Even though I was prior service in the Air Force, it was all new material for me. The Army's basic material is a lot different, and I got 12 hours notice to learn everything I had to know."

Denver Battalion recruiters also play an integral part in Future Soldier sustainment, encouraging their recruits.

"I sat with my recruiters for a good couple of hours, and Sgt. 1st Class Nathan Cohen quizzed me on everything.

"I also helped to teach a few of the classes, and I helped answer questions for other Soldiers about what boot camp is going to be like."

"Future Soldier loss and attrition can happen across the board, and we can lose 50 to 60 training seats per quarter. The battalion advisory board came up with the idea of the competition to decrease those numbers," said Disponzio. "So far, most of the participants have shipped to training since the completion. That's our goal"

The battalion would like to have the competition twice per year. For more information about the Future Soldier Competition, contact Disponzio at (303)999-4553.



Cincinnati Bengals Head Coach Marvin Lewis poses with Col. Michael Hauser, 3d Brigade commander, after receiving a brigade coin.

Bengals Coach Jumps With Knights

By Audrey Hill
3d Brigade

Cincinnati Bengals Head Coach Marvin Lewis teamed up with U.S. Army Golden Knight Sgt. 1st Class Mike Elliott June 13 for a tandem jump into Paul Brown Stadium.

"I think it's something great to do. It's in support of the Army and their mission, and to raise some awareness of the things they do," Lewis said.

The coach, who said he admires and respects the military, brings in military personnel from all services to tell their story. He uses the Army Values and teamwork, as part of training for his players.

Before the jump, Elliott told Lewis, "It's all about teamwork. You know about teamwork, working being a coach of an NFL team, and I know about teamwork, being in the military. So let's go put these two teams together, and make this happen."

He told Lewis to relax and enjoy the ride, as they parachuted out of the plane at 13,500 feet above the ground.

After the duo successfully landed, Elliott asked the coach how strong he felt. "Army Strong!" responded Lewis.

"It was awesome. It was great."

Brigade Commander Col. Michael Hauser was at the stadium, along with other members of the Bengals team, to participate in tandem jumps with the Golden Knights. Hauser presented him a brigade coin and thanked him "for all he's done today to help the Army and our recruiting efforts."

The Bengals hosted a tailgate luncheon for the Golden Knights with team members and other invited guests.

Lewis and three other NFL head coaches (Brad Childress of Minnesota, John Fox of Carolina, and Andy Reid of Philadelphia) recently went on a NFL-USO Coaches Tour to the Persian Gulf to visit servicemembers before the start of training camp.

Audie Murphy Club NCO Looking for Next Challenge

Story and photos by John L. Thompson III
Houston Battalion

Staff Sgt. Nirettzy Velez-Santos credits her success as a recruiter to maintaining a positive, professional attitude, employing her leadership skills and actively seeking to expand her education and range of military knowledge.

This noncommissioned officer was Houston Battalion's Noncommissioned Officer of the Month for April and was the only NCO from Houston to compete in the Sergeant Audie Murphy Club selection board in June.

Two percent of the Army's enlisted leaders are chosen for this honor, which indicates a Soldier's leadership potential. It is this desire to excel as a Soldier and leader that pushes Velez-Santos.

"I am a little bit of a perfectionist," she said. "I know nobody is perfect. And I am not going to be perfect at everything, but I do try my best to be as close to perfect as I can. It started in JROTC when I was Cadet of the Year and then I was the overall drill team commander."

The awards and trophies she earned kept her motivated.

"It carried on into the military beyond my first Soldier of the Month board when I was a private first class. I am not going to just go without doing my best. When

you expect perfection from yourself, you perform to a higher standard. ... Being a Soldier is about being the best. I cannot settle for anything less. That is how I motivate myself."

Velez-Santos said Soldiers must be the complete package – looking like and acting the role at all times. She said she feels it is important to mentor those she enlists.

"I like to set them up for what they are about to experience and prepare them mentally and physically for the challenges of basic training and AIT and, then, the Army after that. I let them know that teamwork is a big part of it, but you have to bring your 'A-game' to the team.

"I enjoy talking with them and teaching them the very basics of what it means to be a Soldier.

Valez-Santos said she also enjoys following their progress.

At 18, Velez-Santos joined the Army right after high school, choosing the physically challenging job of operating room technician.

"We would spend most of our time on our feet so I would let Future Soldiers know that. I tell them they may experience the same thing and as a Soldier; you have to be in shape. You have to have the intestinal fortitude and endurance to do whatever it takes to do your job. In my line of work, I deal with death on a



Staff Sgt. Nirettzy Velez-Santos

day-to-day basis. I tell them about my experiences in the operating room so they can mentally prepare themselves."

Velez-Santos helps her Future Soldiers develop the ability to think for themselves. She said all Soldiers, regardless of rank, must be able to critically think and quickly make decisions. The Sergeant Audie Murphy Club NCO believes Soldiers who are able to do this will quickly rise through the ranks and gain more responsibility.



Recruiting Leaders Visit NY State Assembly

By Joseph Newfrock
Albany Battalion

Recruiting Battalion leaders were introduced on the floor of the New York State Assembly at the end of April. Leaders from the Albany, New York City and Syracuse Battalions were formally introduced to members of the assembly by William B. Magnarelli, AD 120, Chairman, NYS Veterans Affairs Committee. The officers, Lt. Col. Thomas Finch, Albany, Maj. Charles Jaquillard, New York City, and Lt. Col. Bryan Radliff and Maj. Michael Bianchi, Syracuse, went to the State Assembly to increase awareness and support of Army Recruiting efforts in the state.

The visit, hosted by Assemblyman Joseph A. Errigo, AD 130, included meetings with key assembly members with districts in their respective areas. They discussed Army programs such as the Concurrent Admissions Program, March2Success and the Partnership for Youth Success programs, as well as the Post 9/11 GI Bill.

Each commander was invited back to the assembly to record a 15-minute TV interview to discuss Army programs and opportunities that will be aired in the local districts.



Recruiter Volunteers Time, Talents at Boys and Girls Club

Story and Photos by John L. Thompson III
Houston Battalion

It is said the greatest gift someone can give is his or her time, and Staff Sgt. James Rice from the Lufkin Recruiting Station puts that into action at the Boys and Girls Club of Lufkin.

Rice has been volunteering at the club for the past 10 months and serves on the club's advisory board. He got his foot in the door working with boys and girls through a contact he made at a local radio station. While visiting the club he saw they needed help and answered the call by becoming an advisory board member.

"The Boys and Girls Clubs have something similar to our Army Values," Rice observed. "It is kind of a creed they go by. You tie that in with what we do as Soldiers and provide a positive influence, lead by example. You show them there are decent people in the world; you give them a better direction in life."



Staff Sgt. James Rice

He said what he provides is very basic: He invests 10 hours a week one-on-one with youth, reading to them, helping with homework or simply taking time to talk and find out what's on a kid's mind.

He said the club is pretty chaotic between 3 and 8 p.m. While the club is open, there are usually five to 10 adult volunteers and an average of 300 children ages 6 to 18. Rice said there is often a group around him with each child vying for attention.

Never too busy to answer the barrage of questions the children ask him, he said questions run the gamut from, "Do you have dogs and cats?" to "What was it like being in Iraq?"

The father of one - soon to be two - said he very much enjoys sharing his life with the Lufkin youth.

He's found the club's advisory board is open to program suggestions, and he wants to work out a physical fitness program geared for youth. He's also talked with high school students, such as members of the Key Club, about volunteering at The Boys and Girls Club.

"By having a positive influence, showing them a different side of life and by giving them the attention they want without a doubt it will change their lives forever. That is what I truly believe."



Staff Sgt. Brian Stoa races the blue Army car #98 at the Interstate Auto I-90 Speedway in Hartford, S.D., June 19.

Soldier Uses Racing To Generate Good Leads

Story and photo by Keith E. Gottschalk
Minneapolis Battalion, Dakota District

Racing is something that just gets in your blood for stock car enthusiasts. For Staff Sgt. Brian J. Stoa of the Sioux Falls Recruiting Station, it's also a tool to get young people into boots.

Stoa started racing in his home town of Austin, Minn., in 2002 and raced for three years before taking a hiatus from the track due to deployments. In 2009, Stoa worked pit crew for his first sergeant's team and occasionally filled in when his top couldn't make it.

Stoa says the racing bug bit again. And, as it happened when he recruited in Austin, Stoa knew he could use his love for racing to generate good leads.

"When I would go on a high school visit, the kids would recognize my last name from being out at the track," Stoa said. "So they would start asking me questions, not necessarily about the Army but it would lead to me being able to bring up the Army."

Stoa, who was assigned to Sioux Falls in December 2008, began building a car for this year's season at the Interstate Auto I-90 Speedway in Hartford, SD.

While he hasn't taken the checkered flag yet, Stoa is making steady progress in working back up to contending.

"The car was basically finished in time for my first race June 5," Stoa said. "I finished pretty good at fourth place in the heat race but it was overheating in the feature race so I knew there were still some bugs to work out."

Stoa is no stranger to the risks involved in racing. In 2004 at the Chateau Raceway in Minnesota, he was hurt in a wreck.

"I cracked a couple of ribs and tore some tendons in the right shoulder, Stoa said"

But two weeks later, Stoa was back in the driver's seat.

"It totally junked out the car but my dad had another car and I was racing again in two weeks," Stoa said. "I mean, it hurt, but I got back on it."

For Stoa, racing's popularity has made a big difference in prospecting.

"Here in South Dakota the opportunities have been pretty good," Stoa said. "I've had kids that came in here who recognized me for helping out top last year. That was a major factor in wanting to get back into it - you're recognized more as a driver than a crew member."

Building an easy rapport helps break down barriers but for prospective Future Soldiers, seeing an Army sergeant behind the wheel doing what he loves carries additional mileage.

"The main thing about how what I do helps me is if your prospects can see you outside of uniform as a regular civilian they're much more receptive to hearing about the Army," Stoa said. "When they see me race they understand they don't have to give up everything they do to be in the Army."



SHERRY JACOB, NAVY

Airmail special delivery at Lakehurst

The Golden Knights made history twice in May when they parachuted over the Naval Air and Engineering Station in Lakehurst, N.J. Besides making their first visit to the station, the Knights recognized a long-time Army recruiting employee with her 40-year civil service pin. Mary Lou Kissling, the Mid-Atlantic Battalion information technologies officer, started working for the Department of Defense in April 1969 with the Navy in Philadelphia; she came to work for Army recruiting in February 1995. She said it was a big surprise receiving her pin and a gift from the Golden Knights.

Leukemia Survivor Becomes Reserve Soldier, Donates Hair to Locks of Love

By Chet Marcus
Mid-Atlantic Battalion

Hair has been an important part of social culture for centuries. It has been linked to strength, passion, beauty, the topic of great myth and legend. Today hair is more a topic of vanity and personal taste. Jake McDonnell, a newly recruited Army Reserve Soldier in New York, used his hair to make a personal statement and a commitment to his fellow man.

Just before his fourth birthday, Jake was diagnosed with Acute Lymphoblastic Leukemia (ALL), a form of childhood cancer. He was treated at Robert Wood Johnson Hospital in New Brunswick, N.J. Jake's father, John, recalls his son's ordeal.

"The first six months of treatment were hell. He took oral chemo and steroids daily at home. Three days of the week he took an additional three medications. Every four weeks he went to the hospital for injections of chemo, every 12 weeks he had a spinal tap. During this time Jake was sick a lot, he lost his hair and the steroids made him very fat, bloated and sick."

"If Jake got a temperature of 100.5 [degrees] he had to go immediately to the emergency room, which was an hour drive from home. There were many instances of this happening and when we finally got seen at emergency room they would adjust medication and he was sent home. Many times we would repeat the procedure the next day."

According to his father, Jake was hospitalized for treatment or testing several times, the longest was 17 days when they thought he had a relapse. One time he had shingles, which can be deadly with leukemia, and was quarantined in the hospital.

"This was very frustrating for a little boy who felt fine but could not leave his room."

His dad said one of the funniest times they can remember is when he was on his 17th day in the hospital, when at 11 p.m.

they went for a walk - both of them in pajamas - and they ended up "running up and down corridors, going up one elevator and down the next just getting rid of the energy built up from being in one room for so long."

After six months, Jake was out on a "maintenance program" for two and a half years. He took daily medicine and had chemo injections monthly. He had a few hospital stays but overall life was somewhat normal. His last treatment was Nov. 22, 1998, but he continues to be tested once a year.

In June 2009 Jake began exploring joining the Army. He had to get copies of all his medical history and submit it for approval before he would be able to enlist, which took a couple of months.

"When I met Jake for the first time, the first thing he told me was he was going to enlist into the Army Band or nothing at all," said his recruiter Staff Sgt. Hope Harrell. "It was a process that took three and a half months to the day he signed his contract."

Once all the paperwork was approved, Jake and his family continued exploring the Army. His father said Jake had some auditions and

unfortunately was not at the level needed for the active Army, but after days of practice and work with a music teacher, Jake passed a Reserve audition and was offered a trumpet position with the 319th U.S. Army Reserve Band.

He enlisted in January and completed his first drill weekend in February at Fort Totten in Queens, N.Y.

"Jake was told he could not wear a uniform until he cut his hair, which was below his shoulders. Jake wanted to wait as long as possible so he could donate it to Locks of Love to help cancer patients. On March 9, 2010, Jake cut his hair so he could march with the 319th Band in the Westchester parade."

Central Jersey Company Commander Capt. Melissa Albaugh also donated her hair in support of Jake's effort.



Staff Sgt. Hope Harrell and Spec. Jake McDonnell

COURTESY PHOTO

GOLD BADGES

BALTIMORE
 SFC Rodney Hogue
 SSG Luis Barreto
 SSG Richard Elerick
 SSG Luther Hill
 SSG Timothy Rifenberg
 SGT Emiley Gladstone
 SGT Parris Jones
 SGT Kenyon Ladson
 SGT Harold Neely
 SGT Jorge Tacaraya
 CPL Perry Tyson

BECKLEY
 SSG Ramon Acevedo
 SSG Matthew Galloway
 SGT Joshua Peyton

COLUMBUS
 SSG Zachery Friend

GREAT LAKES
 SSG Christopher Gouran
 SGT David Lowe

HOUSTON
 SFC Jason Strait
 SSG John Wright
 SGT Jermaine Jones

JACKSONVILLE
 SFC Rodney Murray
 SSG Jared Bertagnolli
 SSG Jeffrey Crosiar
 SSG Adrain Lopez
 SSG Willie McClary
 SSG Omar Rivas
 SSG Joel Rolonmendez
 SGT Charles Booska

MINNEAPOLIS
 SSG Ross Barchacky
 SSG Cody Ohman

NEW ENGLAND
 SFC Jesse Lucero
 SGT Christopher Doodley

NEW YORK CITY
 SFC Henry Figueroa
 SGT German Rodriguezpena
 SGT Steven Sandy
 SGT Cornell Serrant
 SGT Milo Tudor

OKLAHOMA CITY
 SSG Walter Moore
 SSG Anthony Schwartz
 SGT Brian Ayers
 SGT Robert Lange
 SGT Brandon Tabor

SAN ANTONIO
 SFC Christopher Hicks

SEATTLE
 SSG Arnel Almogela
 SSG Crystal Canales
 SGT Kevin Tran

SOUTHERN CALIFORNIA
 SFC Rickey Cole
 SSG Shane Garrison
 SSG Robert Kernan
 SSG Robert Southwood
 SSG Victor Torres
 SSG Brandon Wilson
 SGT Rob Kennedy
 SGT Kyle Slotta

TAMPA
 SFC Edwin Joseph
 SSG Emerson Baez
 SSG Matthew Davidson
 SSG Demetrius Farrell
 SSG Edwinl Figueroaparrilla
 SSG William Mccormick
 SSG Christina Michel
 SSG Christopher Nelson

COLUMBUS
 SFC Kevin Thompson
 SSG Kevin Fry
 SSG Shane Praisler
 SGT Cecil Mccarthy
 SGT Phillip Napolitano

RECRUITER RINGS

3D MRB
 SSG Jesse Confer
 SSG Yaser Medinalenguizamo

5TH MRB
 SFC Jason Drake

6TH MRB
 MAJ Paul Dickenson

BALTIMORE
 SFC Luis Arana
 SFC Matthew Halpin
 SFC Douglas Smith
 SSG Amy Lynn Gonima
 SSG Kurt Bryan Newell
 SSG Ricardo Reeves

BECKLEY
 SFC Albert Dean
 SFC Eric Killion
 SSG Eric Dragoo
 SSG Anthony Marchese

CLEVELAND
 SFC Timmothy Massey
 SFC Ronald Scheideger
 SSG Hilliard Bryan
 SSG Matthew Garrett
 SSG Jason Grenig
 SSG Travis Halfmann
 SSG Samlick Matthew
 SGT Justin Fauver
 SGT Ryan Monroe

COLUMBIA
 SFC Kirk Engle
 SSG Elizabeth Brisbane
 SSG James Marshall
 SGT Michael Givens

COLUMBUS
 SFC Kevin Thompson
 SSG Kevin Fry
 SSG Shane Praisler
 SGT Cecil Mccarthy
 SGT Phillip Napolitano

DALLAS
 SFC Luis Pascual
 SFC Mark Simpson
 SSG David Mwangi
 SSG Irving White
 SGT Jeremy Kines
 SGT Robert Lugo

DENVER
 SSG Jeromy Beebe
 SSG Leland Lebsack
 SSG Joshua Weaver

FRESNO
 SSG William Vickers

GREAT LAKES
 SSG Lee Emerson
 SSG John Piorkowski
 SSG James Poole
 SSG Brandon Sapikowski
 SGT Israel Snell

HOUSTON
 SFC Elamin Abdussaadiq
 SFC Jermaine Baldwin
 SGT Jarrett Rodrick
 SGT Dustin Springer

INDIANAPOLIS
 SSG Thomas Miller
 SGT Antonio Brooks
 SGT Timothy Morningstar
 SGT Jeffery Zentz

JACKSONVILLE
 SFC John Dukes
 SSG Caroline Kozarski
 SGT Shannon Oneill

MIAMI
 SSG Evangelio Biartarias
 SSG Mario Vega

MINNEAPOLIS
 SSG Terry Martin
 SSG Gideon Foster

MONTGOMERY
 SFC Charles Dunaway
 SFC Clifford Patterson
 SSG Mark Manning
 SSG William Roach
 SSG Matthew Stafford
 SGT Paul Meyer
 SGT George Pate
 SGT Christopher Perriot

MORRELL AWARDS

NASHVILLE

SFC Rodney Hughes

NEW ENGLAND

SSG Darian Wells

SGT Christian Okeefe

OKLAHOMA CITY

SFC Rhonda Claborne

SFC Michael Dirks

SSG Matthew Murphy

PORTLAND

SGT Jonathan Luchsinger

SALT LAKE CITY

SSG Calvin Guice

SSG Bryon Holmes

SSG Craig Yeoman

SAN ANTONIO

SFC Stephen Woods

SSG Eric Cerda

SEATTLE

SSG Daniel Bonis

SSG Brandon Wheat

SOUTHERN CALIFORNIA

SSG Letitia Hampton

SSG Mario Puente

SSG Jose Valentin

SSG Christopher Vargas

SSG Christopher Whittaker

SORB

MSG Edward Adams

MSG Adrian White

SFC Darrell Wilson

SYRACUSE

SSG Nicholas Parsons

SSG Michael Allen Spiesman

TAMPA

SFC Darrin Spann

SSG Christopher Cox

SSG James Partin

SSG Andy Pullin

SSG Benita Ritchie

SSG Karl Williams

SGT Sheldon Crump

3D MRB

SFC James Becker

6TH MRB

SFC Luis Rosa

SFC Juvenal Villalobos

ALBANY

SSG Andrew Courville

BALTIMORE

SFC Chandres Bolden

SFC Robert Collins

SFC David Jackson

SFC Thomas Mccray

SFC Bryan Pettaway

SSG Joshua Adams

SSG Chris Bridson

BECKLEY

SFC Scott Mays

SFC Victor Robinson

SSG Michele Perry

SSG Jacob Strahan

CLEVELAND

SSG Thomas Buchanan

SGT Sherry Mohr

COLUMBIA

SFC John Davis

SSG Timothy Campbell

SSG Amanda Colon

SSG Jonathan McDill

SSG Shannon Smith

COLUMBUS

SSG Steven Whalbring

SGT Timothy Castle

DALLAS

SFC Horace Abney

SFC Erik Polanco

FRESNO

SFC Andrea Jeffers

SSG Benjamin Howlett

GREAT LAKES

SFC Bradford Webster

SSG John Allen

SSG Earl Krom

SSG Aaron Stuckey

HOUSTON

SFC Christopher Dunham

SFC Jimmy Williams

SSG Cory Mayle

INDIANAPOLIS

SFC Todd Bailey

SFC Jason Barlow

SFC Thomas Parker

SSG Tyrone Davis

SGT Jeffrey Lee

MIAMI

SFC Juan Chevere

MID-ATLANTIC

SSG Torey Coward

MINNEAPOLIS

SFC Michael Fowler

MONTGOMERY

1SG Shannon Lindsey

NASHVILLE

MSG Bobby Segars

SFC James Tabb

SSG Michael Lamm

NEW ENGLAND

SSG Michael Arnold

SALT LAKE CITY

SFC Samuel Montanez

SSG James Drew

SSG Larin Harris

SSG Joseph Hawkins

SSG Peter Schow

SAN ANTONIO

SSG Lanny Wilson

SEATTLE

SSG Michael Miller

SSG Zachary Vertefeuille

SOUTHERN CALIFORNIA

SFC Sean Mady

SSG Elias Wejbe

SYRACUSE

SSG Timothy Bonnes

TAMPA

SFC Arthur Brantley

SFC Chris Doyle

SFC Moises Rosado

SSG Taun Fountain

SSG Robert Hennessey

SSG John King

SSG Travis Pierce

SSG Dontay Powell

SSG Joshua Price

SSG Katherine Smith

SSG Timothy Ward

Extra Time to Earn Ring, Morrell Award

Recruiters who are working toward earning the Recruiter Ring or Morrell Award will have until the end of Phase Line December to earn the award. All other awards must be earned by the end of Fiscal Year 10. Awards earned will be the final award under the current recruiter incentive program.

Recruiters graduated from the schoolhouse after Phase Line July fall under the new awards program.

Reference USAREC Msg 10-158.

1. The _____ is the cornerstone of Army recruiting. Without it you cannot have a strong grad recruiting program.

- a. Internal network
- b. Mission Accomplishment Plan (MAP)
- c. School Recruiting Program (SRP)
- d. None of the above

2. You are working with a local high school trying to build relationships and develop a strong high school program. The guidance counselor seems strongly opposed to the military. What should you do?

- a. Try to educate the guidance counselor
- b. Talk to the principal about the guidance counselor's attitude
- c. Try to avoid working with the guidance counselor, focusing on the faculty instead
- d. Ask the battalion Education Services Specialist (ESS) for help

3. The new school year is about to start and you are speaking with the school administrator to set up times for meeting with the faculty and staff. When should you try to meet with the faculty and staff?

- a. The first week of school
- b. At the start of a new school year when it is convenient for the faculty and staff to meet
- c. The end of the first semester
- d. During parent/teacher conferences

4. One of your schools is thinking about prohibiting daytime access to anyone who does not have a child enrolled in the school. What should you do?

- a. Speak with the person in charge of making the rules before the rule is put into place
- b. Wait and see if the new rule is put into place
- c. Continue your usual visitation times hoping you will be "grandfathered" in
- d. Ignore the new rule since they will have trouble enforcing it

5. You are processing a senior for enlistment and you need to meet with them during school time because the applicant works a job after school. The school does not give permission for the senior to be absent. What should you do?

- a. Ask the senior to somehow be absent that day
- b. Forcefully explain the importance of the appointment to the principal
- c. Keep the appointment anyway
- d. Find another time for the appointment

6. You are arranging an Army interview with a high school senior. Where is the ideal location for the interview?

- a. The school cafeteria
- b. A local coffee shop
- c. The prospect's living room with his or her family present
- d. A public location, such as a park

7. You are conducting an Army interview with a high school graduate. You have established trust and credibility by breaking the ice and stating the reason for the interview. After telling your personal Army story, what do you do next?

- a. Take a temperature check
- b. Ask the prospect to enlist
- c. Prequalify the prospect
- d. Shift the focus to the Army story

8. You are calling a high school senior. You introduce yourself, establish rapport and discover his or her area of interest. How should you ask for an appointment?

- a. "I'd like to show how the Army can help you achieve your career goals. I'll be in the school cafeteria tomorrow, why don't you look me up?"
- b. "I'd like to show how the Army can help you achieve your career goals. Could we get together on Tuesday at 4:30 or would Wednesday at 3:30 be better for you?"
- c. "I'd like to talk with you about how the Army can help you achieve your goals. Can you check your schedule and call me back with a time to meet?"
- d. "I'd like to speak with you about how the Army can help you achieve your career goals. I'll pick you up after school."

9. You are speaking with a college student on the phone. The individual agrees to an appointment; together, you selected a date, time, and location. Before hanging up, what should you determine?

- a. If they have talked to another service
- b. If they are really sure about meeting with you
- c. If they are physically, medically, and morally qualified
- d. If they know anyone currently serving in the Army

10. You are calling a high school senior. You introduce yourself, establish rapport, and discover his or her area of interest. You ask for the appointment and the prospect tells you he or she is too busy and to call back at another time. How should you respond to this obstacle?

- a. "I understand your schedule is pretty busy. Instead of me calling you back, let's schedule a time to meet. Would Tuesday or Wednesday be better?"
- b. "Sure thing, I'll call you next week."
- c. "Hey I'm busy too, let's just continue our conversation."
- d. "I understand you have a full schedule. Can you give me a call when you get a chance?"

The answer key is on Recruiting ProNet. Look for the Recruiter Journal Test Answer link in the left column.

If you want to see the answer key, you must be a member of Recruiting ProNet. If you're not already a member, you're missing out on a great way to learn from other recruiting professionals. To apply for membership, click "Become a member" on the Recruiting ProNet home page: <https://forums.bcks.army.mil/secure/CommunityBrowser.aspx?id=51486>.

PHASE LINE SUCCESS



1st Brigade



2d Brigade



3d Brigade



5th Brigade



6th Brigade



Medical Brigade

June Fiscal Year 2010

Top Large Station

Melrose
New York City

Fort Meyers
Tampa

Elizabethtown
Nashville

Willowbrook
Houston

San Bernadino
Southern California

Columbus
1st MRB

Top Small Station

Enfield
Albany

Americus
Jacksonville

Mt. Vernon
Indianapolis

Sterling
Denver

Santee
Southern California

Akron
3d MRB

Top Company

Brooklyn North
New York City

Orlando
Tampa

Libertyville
Chicago

Huntsville
Houston

San Marcos
Southern California

Columbus MRC
3d MRB

Top Battalion

Beckley

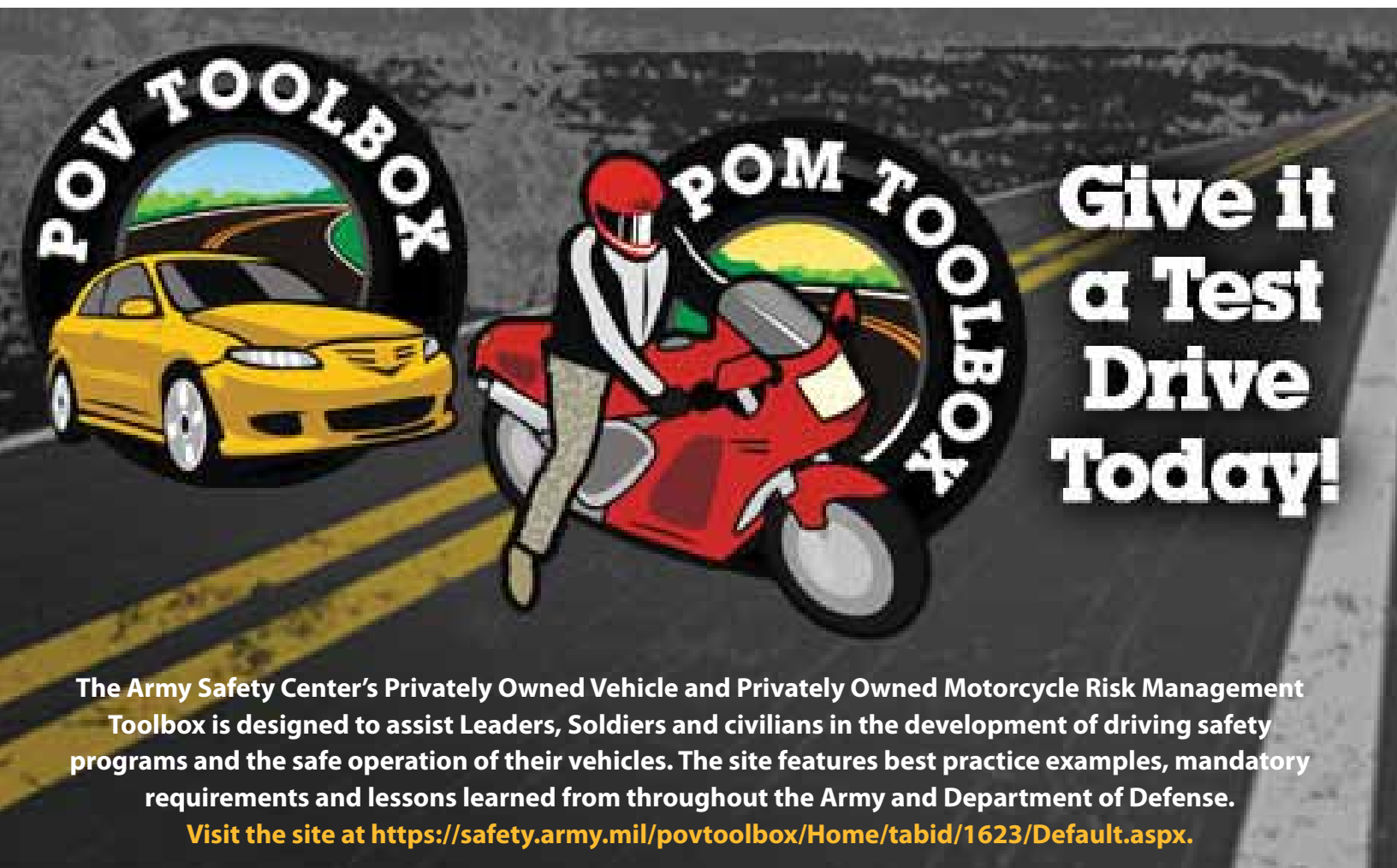
Tampa

Nashville

None

Southern California

6th MRB



Give it a Test Drive Today!

The Army Safety Center's Privately Owned Vehicle and Privately Owned Motorcycle Risk Management Toolbox is designed to assist Leaders, Soldiers and civilians in the development of driving safety programs and the safe operation of their vehicles. The site features best practice examples, mandatory requirements and lessons learned from throughout the Army and Department of Defense.

Visit the site at <https://safety.army.mil/povtoolbox/Home/tabid/1623/Default.aspx>.

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iREPORT

i KEEP US SAFE



A Simple Observation

A Single Report can lead to actions that may **STOP** a terrorist attack

THINK ABOUT THE POWER OF THAT. THE POWER OF iWATCH.

See Something Say Something



Always Ready, Always Alert
Because someone is depending on you



<https://www.us.army.mil/suite/page/605757>