USAREC Regulation 350-13

Training

School Recruiting Programs

Headquarters
United States Army Recruiting Command
1307 3rd Avenue
Fort Knox, KY 40121-2725
30 June 2014

UNCLASSIFIED
SUMMARY of CHANGE

USAREC Reg 350-13
30 June 2014

This revision, dated 30 June 2014—

o Combines five regulations; USAREC Reg 621-1, Montgomery GI Bill, Army College Fund and Loan Repayment Program, USAREC Reg 601-59, Department of Defense Student Testing Program, USAREC Reg 601-104, Postsecondary School Recruiting Program, USAREC Reg 621-2, Concurrent Admissions Program (ConAP), and USAREC Pam 350-13, School Recruiting Handbook, into one regulation.

o Added Chapter 1-5: Responsibilities

o Updated subject-verb agreement and pronoun-antecedent agreement where applicable

o Included matrix associated with SRP
Personnel—General

School Recruiting Programs

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History. USAEC PAM 350-13 was the School Recruiting Handbook dated 1 September 2004. It is the determination of USAEC G7/9, Education Division to update this PAM into a USAEC Regulation and incorporate several regulations into the new consolidated regulation. This Regulation combines the following:

USAEC Reg 601-104 - Postsecondary School Recruiting Program
USAEC Reg 601-59 - Department of Defense Student Testing Program
USAEC Reg 621-1 - Montgomery GI Bill, Army College Fund and Loan Repayment Program
USAEC Reg 621-2 - Concurrent Admissions Program (ConAP)
USAEC Pam 350-13 - School Recruiting Handbook
USAEC G7/9 Education Division prescribed the procedures and responsibilities associated with the School Recruiting Programs within the United States Army Recruiting Command. Its last update was 1 September 2004.

Summary. This new regulation combines the USAEC regulations previously outlined in this section and prescribes policies and responsibilities for civilian and military personnel with regard to creating and implementing School Recruiting Programs within the U.S. Army Recruiting Command.

Applicability. This regulation applies to and is binding on all military and civilian members of the U.S. Army Recruiting Command. Exceptions to non-statutory provisions may be made by Headquarters, U.S. Army Recruiting Command or Headquarters, Department of the Army. Except as otherwise prohibited by law, Department of Defense, or Department of the Army, this regulation applies to U.S. Army Reserve personnel on active duty and to Army national Guard personnel performing recruiting duties within the U.S. Army Recruiting Command. This regulation applies to enlistments as well as appointments of commissioned and warrant officer.

Proponent and exception authority. The proponent of this regulation is the USAEC G7/9 Education Division. The proponent has the authority to approve exceptions to this regulation that are consistent with controlling law and regulation.

Army Management control process. This regulation contains management control provisions in accordance with AR 11-2, but does not identify key management controls that must be evaluated.

Supplementation. Supplementation of this regulation is prohibited.

Relation to USAEC Reg 10-1. This publication establishes policies and procedures regarding School Recruiting Programs according to UR 10-1, para 2-25.b.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ USAEC, ATTN: RCME-ED, 1307 3rd Ave, Fort Knox, KY 40121-2725.

Distribution. This publication is available in electronic media only and is intended for command distribution level A, B, & C.

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*This regulation supersedes USAEC Regulation 601-104, dated 25 Feb 05, USAEC Regulation 601-59, dated 31 July 98, USAEC Regulation 621-2, dated 31 May 2002, USAEC Regulation 621-1, dated 30 Nov 93 and USAEC Pamphlet 350-13, dated 1 Sept 04
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Glossary
Chapter 1
General

1-1. Purpose
Establish policy, guidance, and procedures to be followed by personnel within the U.S. Army Recruiting Command (USAREC) in developing, implementing, and maintaining an effective School Recruiting Program (SRP). It employs time-tested techniques, if properly implemented, for outreach, school activities and educational programs to assist in the establishment of a comprehensive and effective school plan (secondary and postsecondary).

1-2. References
For related publications and referenced forms, see appendix A.

1-3. Explanation of abbreviations.
The glossary explains abbreviations and terms used in this regulation.

1-4. Policy
a. The basis of school recruiting will be upon a well executed school plan encompassing both secondary and post-secondary markets identifying markets of opportunity and areas that may need special attention.

b. A school recruiting plan will be initiated during the 3rd quarter by brigade to provide school plan guidance to battalions for the upcoming year. Battalion commanders will subsequently develop an SRP to meet battalion specific mission objectives and goals.

c. School plans are designed to assist recruiters with programs and services so they can effectively penetrate the school market by channeling efforts through specific tasks and goals to obtain the maximum number of quality enlistments. Plans will include a matrix of activities that identify the tasks necessary to effectively manage and penetrate both the postsecondary and secondary school markets.

d. A strategic approach to school recruiting is the cornerstone of mission accomplishment. A well-designed SRP creates positive awareness of the Army and interest in Army programs among students and the people who influence them. Therefore, to establish overall continuity of school recruiting efforts, military and civilian personnel assigned, attached, detailed, performing or who support recruiting duties within USAREC, will become familiar with and adhere to the provisions of this regulation.

1-5. Responsibilities
a. Recruiting Brigade (Rctg Bde) commanders will:
   (1) Designate the Rctg Bde Education Services Specialist (ESS) as the School Recruiting Program (SRP) project officer for:
       (a) School Recruiting Plan (Secondary and Post Secondary)
       (b) Armed Services Vocational Aptitude Battery-Career Exploration Program (ASVAB-CEP)
       (c) Concurrent Admissions Program (ConAP)
       (d) March2Success
       (e) Educator/Center of Influence Tour Program
       (f) Release of Directory Information and Access
   (1) Develop an annual SRP plan and training program
   (2) Review and approve or disapprove Recruiting Battalion (Rctg Bn) SRP penetration plans within 30 days of receipt
   (3) Represent the Army at the Mid-Level Interservice Recruiting Committee (IRC) meetings
b. Rctg Bde ESSs will:
   (1) Advise the Brigade Commander on Education Information
   (2) Conduct outreach activities and maintain liaison with state education community and associations
   (3) Develop the annual BDE SRP Plan incorporating both high school and college markets
   (4) Monitor and maintain overall responsibility for the Educator/Center of Influence Tour Program
   (5) Monitor and maintain overall responsibility for the conduct and continued development of the ASVAB-CEP Student Testing Program within the Rctg Bde
   (6) Monitor and maintain overall responsibility for the conduct and continued development of the ConAP program within the Rctg Bde
   (7) Assist the BNs with obtaining student directory information
c. Rctg Bn commanders will:
1. Designate the Rctg BN ESS as the School Recruiting Program (SRP) project officer for:
(a) School Recruiting Plan (Secondary and Post Secondary)
(b) ASVAB-CEP
(c) ConAP
(d) March2Success
(e) Educator/Center of Influence Tour Program
(f) Release of Directory Information and Access
2. Develop an annual SRP plan and training program
3. Review and approve or disapprove Rctg company SRP penetration plans within 30 days of receipt
4. Represent the Army at the Military Entrance Processing Stations (MEPS) Intercenetary Service Recruiting Committee (IRC) meetings

5. Provide required support for the ASVAB-CEP program and ensure recruiting personnel are available to serve as proctors during ASVAB testing sessions, as needed

   d. Rctg BN ESSs will:
      1. Advise the Battalion Commander on Education Information
      2. Develop the annual BN SRP plan incorporating both high school and college markets
      3. Coordinate with and assist Company Commander in the development and implementation of the annual SRP plan
      4. Assist the recruiting force with obtaining student directory information
      5. Assist the recruiting force with gaining, maintaining and improving access to secondary and postsecondary schools
      6. Identify recruiting force training needs and develop training modules and conduct training as needed
      7. Conduct outreach activities and maintain liaison with state and local education community and associations
      8. Develop annual Educator/Center of Influence Tour Program guidance
      9. Establish and maintain a working relationship with all MEPS ESS(s) supporting the BN area of operations
     10. Manage the BN ASVAB-CEP school testing program
         (a) Provide ASVAB-CEP training to recruiters and assistance with promoting, scheduling, and post-test services, to include post ASVAB-CEP interpretations
         (b) Provide ConAP training to recruiters and assistance with promoting the overall ConAP program to secondary and post secondary schools
         (c) Assist with coordination of the Army’s portion of the ASVAB testing program with MEPS ESS
         (d) Serve as a member of the MEPS education Pre-IRC committee meeting and use of the IRC as the forum for resolution of problems related to ASVAB and relations with HS

   e. Rctg Company Commanders will:
      1. Develop a company SRP plan incorporating both secondary and post secondary school penetration
      2. Validate completion of all school folders within School Zone (SZ) for all assigned secondary and post secondary schools within the evaluation tab by completing the Company Commander Review section
      3. Manage the ASVAB program in their respective Rctg Company areas and coordinate all matters pertaining to the ASVAB program with Center leaders, the Rctg Bn ESS, and the Rctg Bn commander. Commanders will render such assistance as is necessary to maintain an effective ASVAB program
      4. Assist recruiters in making initial contacts with key school administrators to gain access and penetrate both secondary and postsecondary schools
      5. Take ownership of local colleges; build working relationships with points of contact at ConAP colleges
      6. Ensure recruiters comply with procedural rules and guidelines established by the schools
      7. Afford key college and secondary school personnel the opportunity to participate in Educator Tours and or COI events
      8. Coordinate with the Rctg Bn advertising and public affairs (APA) office to utilize the advertising available to penetrate the secondary and postsecondary market
      9. Request college student directory information in accordance with the Solomon Amendment no later than the second week of the school term
     10. Report any problems in obtaining student directory information and or access issues to the BN ESS for action
(11) Establish contact with Professor of Military Science (PMS) staff at Army ROTC colleges and coordinate recruiter visits

(12) Establish contact with high school district Junior Reserve Officer Training Corps (JROTC) administrator to assist in access to JROTC students

f. Recruiting Center Leaders will:

(1) Supervise and maintain operational control of all personnel within their Recruiting Center (RC) concerning SRP and ASVAB CEP program

(2) Ensure recruiters read, understand and comply with this regulation

(3) Assign secondary and postsecondary schools within the RC area of operations to either Regular Army (RA) or United States Army Reserve (USAR) recruiters

(4) Ensure recruiters complete school folders for all assigned secondary and postsecondary schools within School Zone (SZ) and develop a schools penetration plan

(5) Validate completion of all school folders within SZ for all assigned secondary and postsecondary schools within the evaluation tab by completing the Evaluated By section

(6) Introduce recruiters to the layout of the RC area of operations and assigned secondary and post secondary schools

(7) Provide training to recruiters on understanding the secondary and post secondary market and how to recruit and gain access to schools

(8) Ensure recruiters responsible for schools are present to act as liaison between school officials, students, and Military Entrance Processing Station (MEPS) or Office of Personnel Management test administrators when their schools are being tested

(9) Provide proctors in support of test sessions (one proctor per 40 students), as requested by assigned schools, IRC and directed by Rctg Bn ESS

(10) Assist recruiters in developing and maintaining a systematic plan for effective utilization of ASVAB-CEP promotional information

(11) Ensure that recruiters establish and maintain a harmonious working relationship with recruiters of other services to accomplish the ASVAB CEP testing

(12) Ensure recruiters understand ConAP and are trained to conduct ConAP workshops with school POCs

g. Recruiters will:

(1) Understand and comply with this regulation

(2) Complete school folders for all assigned secondary and postsecondary schools within SZ and develop a school penetration plan for each

(3) Be responsible for ASVAB CEP promotion and recruiting activities in high schools (HS), vocational-technical schools, postsecondary colleges, and other educational institutions within the RC area of operations

(4) Coordinate ASVAB CEP scheduling in Army assigned schools, using USMEPCOM Form 601-4-3

(Student ASVAB Test Record)

(5) Be present during ASVAB CEP testing in their assigned schools to ensure proper coordination

(6) Serve as ASVAB CEP test proctors, as required

(7) Observe and abide by school guidelines for access mandated restrictions to contact students

(8) Assist schools in the process of conducting post ASVAB CEP interpretations to students, when requested

(9) Understand and promote ConAP to both secondary and postsecondary school POCs

(10) Request the assistance of the Rctg Bn ESS as necessary

(11) Ensure all Army presentations and activities on school campuses reflect the entire range of Army programs and incentives while emphasizing the Army’s desire that students stay in school and graduate

Chapter 2
The School Recruiting Plan

2-1. Purpose
The purpose of a School Plan is to establish and maintain a presence in secondary and postsecondary schools. School Plans must be aligned accordingly; USAREC, Brigade, Battalion, and all must reflect an active and pragmatic approach to ensure recruiters have access to schools by including Army education programs, educational resources, meetings with key education personnel, and workshops that highlight the Army’s commitment to education. See appendix B for a month-by-month listing of suggested activities
2-2. Goals
The school plan is designed to provide guidance to the recruiting field so recruiters have a road map or plan of action to ensure a successful recruiting school year. The goal of the school plan is to provide recruiters the tools and information needed to establish, gain, and maintain access to schools.

The S2, APA and ESS will work together to identify high-priority schools and markets of opportunity. Prior to the end of the school year, brigade will develop a school plan and disseminate it to battalion level. Battalion leadership will work in conjunction with brigade to ensure the brigade school plan’s intent and milestones are reiterated and elaborated in the battalion school plan. The battalion school plan will provide specific guidance and milestones to recruiting companies.

a. Secondary School Plans will include, but not be limited to:
   (1) Prospecting
   (2) Grad Market
      (a) Drop-out rates for local and state areas
   (3) Campus participation
   (4) Educational COI Development and Education
      (a) HS Principals, Counselors, School Board Members, state and local district members
   (5) Community COI Development and Education organizations
   (6) Educational resources and workshops (March2Success, ConAP, ArmyEdSpace.com, ASVAB CEP)
   (7) Directory Information
   (8) School Zone
   (9) Shaping operations/events

b. The following areas will be considered when developing a school plan:
   (1) Schools within Must Win-Must Keep zip codes
   (2) ASVAB CEP
      (a) Testing and non-testing schools
      (b) ASVAB CEP school release options
      (c) ASVAB CEP interpretations
      (d) ASVAB CEP promotions in schools
   (3) School access: gain, maintain, and improve access to secondary schools

c. PostSecondary School Plans will include, but not be limited to:
   (1) Campus participation
   (2) Drop-out rates
   (3) Student loan default rates
   (4) Educational resources and workshops (March2Success, ConAP)
   (5) Educational COI Development and Education organizations
      (a) Priority college markets
      (b) ConAP POCs will be identified and ConAP workshops provided
      (c) College Admissions Counselors, Registrars
   (6) Directory Information
   (7) School Zone
   (8) Shaping operations/events
   (9) School access: gain, maintain, and improve access to post secondary schools

2-4. Recruiting Company School Plans
Company school plans will reflect the guidelines and milestones set forth by the brigade and battalion school plans. Company Commanders will nest their school plans within the parameters of the brigade and battalion school plans with additional responsibility of identifying specific duties associated to the recruiting center based on company mission. School plans will include, but not be limited to the above-identified intended goals.
2-5. Recruiting Center School Plans
Recruiting Center School Plans will reflect the guidelines and milestones set forth by Company, Battalion, and Brigade. Center leaders will nest their school plans within the parameters of the aforementioned school plans. School plans will include, but not be limited to the above-identified intended goals.

Chapter 3
High School Relations

3-1. Purpose
Army recruiters will establish rapport and credibility with school officials, to include high school principals, guidance counselors, registrars, and local, state, and district education representatives. See appendix B for a month-by-month listing of suggested activities.

3-2. Establishing and maintaining rapport
Establishing rapport with school officials is a key step in maintaining access to schools. School recruiting is critical to both short-term and long-term recruiting success. Recruiters will establish rapport with key influencers by implementing the following guidelines:

a. Know that schools are autonomous and that every school’s organizational climate and structure is different. Recruiters will tailor approaches to each school based on its autonomy and continue to maintain and improve school relations.

b. Ensure that schools are aware that the recruiter is a partner in education and is there to encourage students to stay in school and to provide resources to promote the Army as an option after graduation.

c. Represent Army values and demonstrate absolute professionalism and integrity.

d. Recruiters need to ensure school officials understand why school recruiting is necessary. Use the Educator/Center of Influence (E/COI) program, presentations and request assistance from the Rctg Bn Education Services Specialist (ESS) and the Rctg Bn Advertising and Public Affairs staff to gain and maintain access to schools.

e. Always schedule a courtesy visit with the principal and assistant (vice) principal(s) before school starts if possible, but at least early in the SY. The Rctg Co Commander or RC leader will go with new recruiters on the first visit to each school. The Rctg Co Commander visits the school superintendent.

f. Cultivate relationships with guidance counselors, coaches, librarians, administrative staff, and teachers to reinforce Army programs.

g. Know and follow the school’s ground rules on access and school visits. Find out as early as possible what the rules are, and remember, they can change.

h. Never react negatively to a school’s refusal to support recruiting initiatives. Seek alternative approaches to accomplish the mission while maintaining professional composure and presenting a positive image. Problems will be directed to the chain of command and Rctg BN ESS for assistance.

i. School staff, especially counselors, will be kept informed when students are processing for enlistment. If seniors must be scheduled for processing during school hours, coordination will be made with school officials in advance.

j. Don’t discuss civilian life or jobs negatively with school officials or students.

k. Attend as many school activities as possible and offer Army skills and training as a resource to the school. Attend events in uniform or dress appropriately if coaching a sport or working in a shop.

l. Keep all scheduled appointments with or at a school. If a different Soldier must visit a school, get permission from the school in advance.

m. Work with school officials at the end of each school year to coordinate the beginning of the year visits, workshops, and presentations to ensure appropriate timing with school personnel.

n. Keep relationships with students and school officials on a professional level. Recruiters must earn respect. Refrain from making careless remarks to or about school personnel, discussing other students’ ASVAB CEP scores or making negative remarks about other services.

3-3. School profile
Each school has a distinct chain of command structure and Recruiters will tailor a program to fit the needs and interests of the individual school. Study previous years SZ electronic school folders to determine what has been successful or ineffective in the past in order to develop subsequent school year plans within SZ.
Plan activities and set forth objectives for each school. Contact the Rctg Bn ESS and the Advertising and Public Affairs staff for historical information and Army unique programs and services to use in assigned schools (e.g., Concurrent Admissions Program (ConAP), March 2 Success).

3-4. Student influencer
Student influencers play an important role in the SRP. Student influencers include, but are not limited to, class officers, newspaper and yearbook editors, and athletes. Recruiters will share Army resources and ensure students are aware of Army benefits.

3-5. Educator, parent, and business influencers
Many educators, parents, and business leaders are not aware of the multifaceted opportunities that America’s Army offers young people. Ensure the total community is cognizant of what programs and services are available, not only for students, but school systems, parent’s groups and the business community as well. Never pass up the opportunity to address the parent teacher association. Keep those influencers informed. Provide them with information on the benefits of an Army enlistment. Members of the community can provide guidance and serve as positive influencers.

3-6. E/COI Tours
   a. E/COI tours (see Ed/COI UR 601-81) are designed to be professionally enriching experiences for key influencers. The purpose of the E/COI tours is:
      (1) To support the recruiting force by improving recruiter access to the secondary and postsecondary school markets.
      (2) To pass on the following messages to tour participants:
         (a) Education and training opportunities in America’s Army are excellent.
         (b) Army interest in Soldier welfare and development matches the concern educators have for their students.
         (c) Training and educational opportunities make the Army a competitive career choice worthy of consideration by every graduating HS student.
      (3) To obtain support from educators and key influencers for improving access to schools, arranging availability of directory information, and administering the ASVAB.
   b. E/COI tour nominations. Rctg Bns are authorized and funded to conduct, at a minimum, one E/COI tour per fiscal year. Each Rctg Co is limited in the number of nominees depending on the size of the tour. Recruiters submit nominations for the desired participants with the goal of selecting key influencers who can testify as to the quality of Army educational benefits and technical training. Key policy makers are principals, superintendents, and school board members who can establish a more favorable policy toward school access, ASVAB CEP testing, and release of directory information. College administrators, financial aid counselors, admissions officers, and registrars can support recruiters and influence students at the postsecondary level.

3-7. Recruiter responsibilities
   a. Assess school market to determine problem areas. Identify those key influencers and policymakers who can help remove the barriers to recruiting.
   b. Submit nominations through appropriate channels to the E/COI tour program manager. Provide accurate address information for written invitations.
   c. Follow up with the nominee(s) to ensure they receive the tour invitation. Coordinate with tour program manager when the tour selectee has agreed to participate.
   d. Escort and transport tour participants to and from the departure point.
   e. Immediately following the tour, follow up with your E/COIs. Accept volunteered support and request additional assistance (testing, access, etc.).
4-1. Purpose
The purpose of this chapter is to set forth guidelines and expectations for both school officials and Army recruiters throughout the SY. These guidelines assume that the schools afford representatives of all the armed services a reception in the schools equal to the reception given to the representatives of other career and educational institutions.

4-2. Annual planning meeting
Conduct an annual meeting of school officials and armed services recruiting representatives prior to the beginning of the SY. A key objective of the meeting is to develop a clear understanding of the school district policy and procedures in secondary school markets and updates to campus policies for the coming year.

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

b. Each Service recruiting representative, with supervisory or liaison authority, the designated recruiter and local Education Services Specialist (when possible) will attend the annual meeting. Recruiting representatives will provide the name, address, and telephone number of their respective commanding officer to facilitate quick resolution of misunderstandings.

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

d. The school representatives are encouraged to discuss and make available the materials normally provided students. For example:
   (1) Student Handbook.
   (2) Counselors catalog and schedule of classes.
   (3) School activities; major events in the school calendar.
   (4) School organization chart.
   (5) A school map or floor plan.

4-3. Recruiter expectations of school officials
It is reasonable for the armed services’ recruiters to expect school officials to:

a. Allocate opportunity for presentations and individual student contact on armed services’ careers and educational opportunities on par with other career and educational institutions.

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

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

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

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

f. Invite recruiters to participate in career fairs, college nights, and other activities where non-school personnel present career and educational options.
4-4. School officials expectations of Recruiters

Recruiters will:

a. Encourage all students to stay in school to graduate.

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

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

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

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

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

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

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

Chapter 5
School Zone

5-1. Purpose

School Zone (SZ) is designed to assist recruiters in developing an effective and consistent SRP. School Zone provides recruiters with a historical reference of past and current performance and productivity of SRP. The electronic school folders are used by recruiters to document essential information on each assigned school. School Zone folders will be prepared on all assigned schools to include postsecondary institutions. Document all school visits and activities which impact recruiting within the Activities tab. See the default screen for secondary school or high school in figure 5-1.

Fig. 5-1. School Zone example.
5-2. School Information
When accessing school information within School Zone, depending on the school type selected (Secondary, Post Secondary), screens within the School Zone database will display different information. However, the following tabs of the electronic school folder are the same and sections contain the corresponding data:

School Information tab: Annotate ASVAB CEP Projected date, HS enlistment goal, JROTC/ROTC information and other basic information. This information will be kept current.

Faculty/Student tab: Annotate school faculty, student and ROTC/JROTC member.

Activities tab: The activities tab provides input and view of what recruiters planned and accomplished based on two types of activities: Prospecting and Administrative. Corresponding planned actions are contingent on the activity selected and differ based on the school type i.e. college vs. high school. Note: Recruiters will document all school visits.

Evaluation tab: The evaluation tab displays information to assess and determine school support. Evaluation is based on eight areas: Access, Student Directory, Total Senior Population, DOD Market Share, ASVAB, Publicity, Presentations and TAIR and JROTC. Response to questions in these areas are point based, and total points determine if the school fully supports, partially supports or does not support. This section also contains other criteria to consider for final determination of targeted school. Targeted schools are those schools that have a high propensity for enlistments.

School Events Calendar: The school event tab provides review and input of where listed events will occur throughout the SY. It also provides users of SZ to see what events are occurring at the school. Within this tab, the Recommended Events link provides a suggested list of activities to conduct during the SY. If a recruiter is going to attend an event, he or she will need to add his or her participation under the Activity link.

For the School Zone user assistance guide or additional information, access the Help link from the School Zone homepage.

5-3. Filing and disposition
School Zone is initiated on 1 July or the next available workday.

Chapter 6
School Recruiting Education Programs

6-1. Purpose
This chapter details the primary education programs utilized by the recruiting force in the secondary and postsecondary school markets.

6-2. ASVAB CEP
ASVAB CEP, developed at the direction of the Department of Defense (DOD), is offered through the student testing program to HSs and other educational institutions. ASVAB CEP is designed to:

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

b. Provide HS students and their counselors with a tool for career exploration through evaluation of students’ current aptitudes as measured by the ASVAB CEP and career exploration via the Find Your Interest Inventory and career search tool within the ASVAB CEP Program website (www.asvabprogram.com).

6-3. Recruiter responsibilities
a. Coordinate ASVAB CEP scheduling in Army assigned schools using USMEPCOM Form 601-4-3-E (Student ASVAB Test Record). The BN ESS will serve as a liaison with the MEPS ASVAB CEP program manager.

b. Promote ASVAB CEP in HSs, vo-tech schools, and postsecondary institutions in assigned area.

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

d. Serve as test proctors, as required.

e. Use ASVAB CEP test scores to contract and enlist qualified personnel.
f. Observe and abide by school mandated restrictions on the use of ASVAB CEP test scores to contact students.

g. Assist schools in the process of interpreting ASVAB CEP test results to students, and provide information about the Career Exploration Program.

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

i. ASVAB score reports are released to recruiters in accordance with Table 6-1 below:

<table>
<thead>
<tr>
<th>Option</th>
<th>Instructions for providing access to student test information to recruiting services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide student test information to recruiting services no sooner than 7 days after mailed to school</td>
</tr>
<tr>
<td>2</td>
<td>Provide student test information to recruiting services no sooner than 80 days after mailed to school</td>
</tr>
<tr>
<td>3</td>
<td>Provide student test information to recruiting services no sooner than 90 days after mailed to school</td>
</tr>
<tr>
<td>4</td>
<td>Provide student test information to recruiting services no sooner than 120 days after mailed to school</td>
</tr>
<tr>
<td>5</td>
<td>Provide student test information to recruiting services no sooner than the end of the SY for that specific school or 36 June</td>
</tr>
<tr>
<td>6</td>
<td>Provide student test information to recruiting services no sooner than 7 days after mailed to school with instructions that no telephone solicitation by recruiters will be conducted as a result of test information provided</td>
</tr>
<tr>
<td>7</td>
<td>Invalid test results. Student test information is not provided to recruiting services</td>
</tr>
<tr>
<td>8</td>
<td>Access to student test information is not provided to recruiting services</td>
</tr>
</tbody>
</table>

6-4. Marketing the ASVAB CEP

a. Market and coordinate the ASVAB CEP in assigned schools. Contact the BN ESS regarding schools that do not participate in ASVAB testing.

b. Present ASVAB CEP workshops to schools to ensure full utilization of ASVAB testing and score release.

6-5. Benefits of ASVAB CEP

a. The ASVAB CEP prequalifies potential applicants academically before more expensive and time-consuming medical and moral qualifications are conducted. The ASVAB CEP recruiter service printout provides information on ASVAB CEP test scores, military aptitude composites, and career goals. It identifies the best potential prospects for recruitment. The printout provides the recruiter with concrete and personal information about the student that is important when discussing career and education incentives with applicants. The ASVAB CEP recruiter service printout is a working document that provides recruiters with a list of students qualified for military service with test scores that are valid for enlistment for 2 years.

b. The ASVAB CEP is also a comprehensive career exploration program that provides students with a structured approach to career and vocational planning, identifies student academic strengths and weaknesses, and provides information on student interests to assist in career and educational decision-making. Schools benefit from the program because ASVAB CEP and all the related services and materials are provided at no cost. Schools receive a cost effective career exploration program that meets or exceeds most state mandated career planning policies. For college bound students, the ASVAB CEP is a very reliable academic ability predictor and is a good practice test for the Scholastic Aptitude Test (SAT) and American College Testing (ACT).
6-6. March 2 Success

a. March 2 Success is a highly interactive online program to provide HS and college students easy access to test preparation. The program, sponsored by the Army, allows young men and women to participate in up to 30 hours of instruction in more than 50 self-paced online lessons covering Math, English, Science, Technology, Engineering, and Math (STEM) and test taking skills.

b. The goals of the Army’s March 2 Success Programs are:
   1. To build the image with students, parents, and educators that the Army is high tech and career oriented.
   2. To build rapport and strengthen the working relationship between recruiters and school officials.
   3. To enhance standardized test scores such as the SAT and ACT, including the ASVAB.

c. Recruiters are authorized to recommend this program to applicants in order to prepare for the ASVAB.

d. Recruiters are encouraged to offer this online test preparation program to schools at no cost. This will provide all students the opportunity to improve test taking skills and standardized test scores. By developing and offering this program, the Army is extending its commitment to the success of our young adults and to our schools by becoming partners in education. For more information, brochures and posters, contact the Rctg Bn ESS.

6-7. ConAP

ConAP is a USAREC initiative with the cooperation of over 1,900 participating colleges, whose purpose is to increase enlistment of college-capable active duty and Reserve Soldiers; increase the number of Army Soldiers, veterans and Reserve Soldiers enrolled in college; and increase the use of Army education benefits. The program helps Future Soldiers realize that an Army enlistment prepares the way to college since Future Soldier enlistees establish a “home college” that accepts transfer credits and recognizes Army training and job experience for possible college credit. The program is designed to assist recruiters in enlisting college bound, Army eligible Future Soldiers into the Army while concurrently aiding Future Soldiers with higher education aspirations in planning their college enrollment with military friendly institutions.

6-8. ConAP benefits

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

b. For new Soldiers who formally state their intent to enroll, the process is completed when they are eligible for MGIB or Post 9/11 GI Bill education benefits, and they have created an all important plan to attend college after leaving the Army.

c. It benefits the HS by enabling more graduates to go to college with access to MGIB or Post 9/11 GI Bill education benefits.

d. Colleges benefit with higher enrollments of mature, motivated students with job experience and financial resources, and once the application process is complete, the Future Soldier has bonded with a “home college.”

6-9. Responsibilities

a. Headquarters, United States Army Recruiting Command (HQ USAREC) Education Division will:
   1. Monitor the progress of the program.
   2. Promote ConAP at national education conventions, with the Army Continuing Education System community and the secondary and postsecondary education communities.
   3. Incorporate ConAP training into programs of instruction for the Army Recruiter Course and the Recruiting Commanders Course.
   4. Integrate ConAP information into the Army Recruiting Information Support System.

b. Rctg Bde Commanders will:
   1. Ensure adequate resources are available to Rctg Bns to support ConAP.
   2. Make ConAP presentations to college officials as requested.
   3. Utilize the Rctg Bde ESS to evaluate the program and, as necessary, assist with difficult colleges.

c. Rctg Bde ESSs will:
   1. Ensure that all recruiting battalion (Rctg BN) ESSs Understand ConAP and are capable of conducting training.
(1) Provide information and assistance to Rctg Bns in developing ConAP. Review, evaluate and monitor these programs.
(2) Use state and regional conventions to present ConAP to colleges.
(3) Maintain liaison with state and regional representatives.

d. Rctg Bn ESSs will:
(1) Ensure each recruiting center (RC) has current ConAP brochures and information.
(2) Identify needs, plan, prepare, and conduct ConAP training for recruiters, RC Leaders, and recruiting company (Rctg Co) Commanders.
(3) Manage ConAP activity within the Rctg Bn by:
   a. Maintain the existing database that supports ConAP and generate monthly, quarterly and yearly statistics on ConAP submissions and acknowledgements
   b. Conduct ConAP training for college points-of-contact.
   c. Act as the primary liaison between the Rctg Bn and participating ConAP colleges.
   d. Resolve problems with the administration of ConAP.
   e. Promote ConAP as an integral part of the Army’s commitment to education.
   f. Market ConAP to non-participating colleges in coordination with the Company Commander.

e. The Company Commander will:
(1) Visit participating ConAP colleges’ points of contact at least once during each school year.
(2) Market ConAP to non-participating colleges requesting assistance from the Rctg Bn ESS when required.
(3) Manage the program within the Rctg Co’s boundaries.

f. Recruiting Center Leaders will:
(1) Complete ConAP training for new recruiters.
(2) Escort new recruiters to local ConAP colleges and introduce them to ConAP points of contact.
(3) Maintain strong interest in ConAP.
(4) Ensure an ample supply of local college catalogs and forms are available in the RC.

g. Regular Army (RA) and United States Army Reserve (USAR) recruiters will:
(1) Learn and promote the program.
(2) Encourage Future Soldiers to participate in ConAP, especially at local colleges.
(3) Assist Future Soldiers with the completion and submission of the electronic ConAP form via the Future Soldier website.
(4) Pass out ConAP literature to leads, parents, HS officials, college officials, and civic leaders.
(5) Meet ConAP points of contact at their respective local colleges to create and foster a good working relationship.
(6) Inform every Future Soldier of the benefits of ConAP.
(7) Practice Future Soldier’s management by maintaining an interest in ConAP referrals.

6.10. Matrix for Initial Procedures
When an institution with SOC Consortium membership or a DOD MOU express interest in becoming a participating ConAP college, the below matrix of procedures will be taken by respective recruiting force personnel and stakeholders:

<table>
<thead>
<tr>
<th>Primary Action Person(s)</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Complete institutional Agreement to Participate in ConAP forward to HQ</td>
</tr>
<tr>
<td>HQ</td>
<td>Verifies as military friendly college (i.e. SOC membership/active DOD MOU)</td>
</tr>
<tr>
<td>ESS</td>
<td>Updates college in current database as ConAP “Y” and adds ConAP POC</td>
</tr>
<tr>
<td>FS/R</td>
<td>Attends FS Orientation and completes e-College Intent to Enroll Form</td>
</tr>
<tr>
<td>C</td>
<td>Electronically acknowledges ConAP form and sends correspondence to FS</td>
</tr>
<tr>
<td>FS/R</td>
<td>Receives future soldier copy of acknowledged ConAP form</td>
</tr>
<tr>
<td>R</td>
<td>Follows up on college’s receipt of ConAP form by contacting the college’s ConAP point-of-contact and/or arranging a tour of the campus with the FS</td>
</tr>
<tr>
<td>C</td>
<td>Upon FS enrollment, updates ConAP form with enrollment date</td>
</tr>
<tr>
<td>ESS</td>
<td>Maintains statistics and reports to Rctg Bde at the end of the month</td>
</tr>
<tr>
<td>CLT</td>
<td>Visit participating ConAP colleges’ points of contact at least once during each school year.</td>
</tr>
</tbody>
</table>

Legend

C=College
HQ=USAREC Education Division
FS=Future Soldier
ESS=Education services specialist
R=Recruiter
CLT=Company Commander or 1SG
Chapter 7
Understanding the Postsecondary School Market

7-1. Purpose
Recruiters will have an Understanding of the institutions and students that comprise the post-secondary recruiting market. This chapter provides a description of the four types of higher education institutions that make up the postsecondary market, and strategies to build relationships and best recruiting practices within this market. See appendix C for a month-by-month listing of suggested activities.

7-2. Colleges and Universities
The college recruiting market consists of 2-year community and junior colleges and 4-year colleges and universities.

a. Community colleges are regionally accredited 2-year degree granting institutions offering studies toward an Associate of Arts, Associate of Science, or Associate of Applied Science degrees. The unique qualities of community colleges are that they serve a defined geographical area, offer courses to serve the local economic base and academic programs for students planning to transfer to a 4-year college. Community colleges also, most often, offer courses to an older population. These are also 2-year junior colleges, some of which are private institutions. Students who attend junior colleges are both resident and commuter students who plan on attending a 4-year college following graduation.

b. Colleges and universities are regionally accredited 4-year public and private degree granting institutions offering studies toward a Bachelor of Arts or Bachelor of Science and postgraduate (masters and professional) degrees. Public colleges, whose tuition and fees are less expensive, receive their funding from the state. Tuition and fees of private colleges are more expensive than public colleges. Some of these are affiliated with a religious denomination and receive no state funding.

c. Colleges are shared markets within RCs. The Rctg Co commander is responsible for initiating the actions required to establish an ongoing college recruiting program. RC Leaders are responsible for ensuring that recruiters work their assigned colleges in a planned, systematic manner and the assigned recruiter will serve as the college’s point of contact for all recruiting activities. In all contacts with college officials, recruiting personnel will emphasize that the Army is only interested in recruiting former students who have dropped out and those students who are about to graduate, and in helping current students stay in school through enlistment in the USAR.

7-3. Other degree granting institutions
Operating institutions of higher education legally authorized to grant degrees are not limited to colleges and universities. Vocational trade schools are nationally accredited 2 and 4 year degree granting private for profit (proprietary) postsecondary institutions. These institutions are career oriented, normally offer specialized degrees in business, health care, information technology, etc. and recognized by the American Council on Education. Business schools and technical institutes are widespread and represent a “hidden” market that is often times ignored by the recruiting field force. The Rctg Bn ESS, Rctg Co Commanders and RC Leaders will identify the degree granting vocational trade schools in their area of operation. Approach and treat this market in a manner similar to 2-year colleges. When discussing Army recruiting with school officials from these institutions, emphasize placement in a skilled specialty, educational incentives, and accelerated promotions.

7-4. Non-degree granting institutions
Fully accredited postsecondary certificate and diploma programs are other segments of the postsecondary recruiting market that recruiters often overlook. The American Council on Education recognizes these schools, and they include postsecondary vocational technical schools, career centers, academies, learning centers, training centers, and technical institutes. These institutions train for specific occupations and careers. Examples of occupations include: Practical nursing, computer operator, medical assistant, automotive repair, welding, hairstyling, truck driving, and cosmetology. When discussing Army recruiting with students and graduates from these institutions, stress skill training and related Army occupational specialties.

Commanders and recruiters will realize that there is a large postsecondary market and not be limited to only colleges, universities, and community colleges, but will realize that there are other degree granting institutions and non-degree granting institutions that offer postsecondary instruction.
7-5. School visits
   a. The Rctg Co commander will take the lead on initial visits to colleges. Initial visits will accomplish the following:
      (1) Conduct a meeting with the ConAP point of contact at each participating college.
      (2) Identify and collect demographic information about the college, faculty, and students.
      (3) Introduce the assigned recruiter to key COIs within the administration.
      (4) Use the Solomon Amendment to request college student recruiting information.
      (5) Establish a schedule and location for Regular Army and USAR recruiters to interview interested students. Locations will be mutually agreed to by the school and the recruiter.
      (6) Identify and request displays, RPIs, public service announcements, and advertising outlets throughout the college.
      (7) Orient the recruiter to the layout of the campus.

   b. Effective recruiting on the college campus requires recruiters to understand differences that exist between colleges and HSs.
      (1) Students on college campuses are older and more mature.
      (2) Students or parents are paying tuition to attend college. Personal debts can accrue, and student loan repayment plans can be very appealing to these students.
      (3) College personnel may feel threatened by the presence of Army recruiters on campus. Every effort will be made to avoid giving the impression that the Army is on campus to cause students to drop out of school.
      (4) College students are more focused on opportunities in the workplace following graduation. Use of the USAR Job Vacancy Report will provide students with information on part-time Reserve positions in the area. (The USAR Job Vacancy Report, which is produced monthly by the Rctg Bn operations section and found on the goarmy.com Web site, can serve as a want ad, but more importantly it will generate leads.)
      (5) The following are also effective tools to assist in the recruiting process on the college campus.
         (a) MGIB, Post 9/11 GI Bill. (Money to continue post secondary education.)
         (b) LRP. (Money to pay off federally insured student loans.)
         (c) ConAP. (Program to enroll in college concurrent with Army enlistment.)
         (d) DOD Student Testing Program. (Program to further enhance student career exploration.)
         (e) Accelerated promotion for education. (Increased rank and financial incentive for postsecondary education.)
         (f) Army Civilian Acquired Skills Program. (Increased rank and financial incentive for post secondary training and experience.)
         (g) Specialized Training for Army Reserve Readiness. (A USAR program which pays for training in health care specialties.)
         (h) Warrant Officer Flight Training. (Flight training.)
         (i) Army Continuing Education System and TA. (In-service education programs and use of Tuition Assistance.)
         (j) ROTC and Officer Candidate School programs. (Commissioning programs.)

7-6. Recruiter activities
   a. Develop a working relationship with as many of the following as possible: Director of Student Affairs, career placement officer, college registrar, financial aid officer, dean of students, director of student housing, veterans affairs officer, PMS, ConAP officer, department chairpersons, and any professor in a specific field that might be helpful in making presentations or communicating Army opportunities.
   b. Obtain a copy of the college catalog which contains information about the academic calendar for the SY. It also contains the programs of study.
   c. Plan a Future Soldier event and invite the ConAP representative at the college to make a presentation and assist in completing college applications.
   d. Invite key staff to participate in upcoming educator tours.

Work with the placement office to help students who are looking for jobs. In a number of cases, this office is helping graduates find full-time work after graduation, but some will be interested in part-time situations, such as the USAR. (Use the USAR Job Vacancy Report.)
e. Work with the financial aid officer to make presentations on the Army Loan Repayment Program (LRP).
f. Request through the chain of command to take a morning class using Army TA.
g. Target vocational markets. The non-return rate in vocational programs is extremely high because students get enough training to become employable. Vocational instructors realize this. Recruiters will target one department (e.g., Allied Health) per month by offering class presentations on available jobs, by conducting job interviews at scheduled times, and by offering USAR opportunities to allow students to continue their college education.

7-7. Stopout cycle
a. There are certain times during every semester when, if students are going to drop out, they will do so. For those schools on the quarter system, the same principles apply, but the number of weeks will differ.
   (1) The first is usually 6 weeks into the semester when a student can withdraw with no academic penalty and still receive a refund.
   (2) The second is usually 11 weeks, plus or minus, into the semester when a student can still withdraw with no academic penalty but does not receive a refund.
   (3) The third is after the semester ends and students receive grades, and students must pay tuition for the next semester.
b. Attrition during the first year of college is higher than in subsequent year and occur especially at the mid-term grading period, at the end of the first semester, and again at the end of the second semester. Students drop out during this time because they are homesick, have to work, are out of money, or are in academic difficulty.

7-8. Lessons
There are five lessons that apply to postsecondary recruiting.
   a. Visit the campus and pick up the college catalog that contains information about the academic calendar for the SY, profile of the school, and major programs of study.
   b. Visit and make introductions to four key administrators: Registrar, financial aid officer, job placement officer or career counselor, and veterans’ affairs officer. USAR recruiters will also leave a copy of the USAR Job Vacancy Report at the job placement office.
   c. Focus on the freshman class because it will have the highest dropout rate. Freshmen often lack both the direction and funds fully to pursue their education.
   d. Review the catalog and focus on the times when students are most likely to consider leaving school. (Review para 7-7, stopout cycle.)
   e. Coordinate with school officials on time (monthly) and place (student center) to set up an information table and be prepared to discuss Army program, jobs, and benefits with students.

Chapter 8
Education Incentives

8-1. General
The Army offers several programs that provide financial assistance to attend college during and after service (see AR 621-202). They are the MGIB, Post 9/11 GI Bill, ACF, Selected Reserve GI Bill, Loan Repayment Program (LRP), and tuition assistance (TA). Additionally, some states offer special veterans educational benefits. These programs will fit many needs:
   a. For students who want to attend college after completing Army service.
   b. For students who want to join the Army after completing college.
   c. For students who want to join the Army with some college credits and continue both as a college student and serve in the Army.
   d. For students who want to attend college while in service.

8-2. Purpose
a. To encourage college capable individuals to defer their college until they have served in the Army.
b. To fill the various Army skills with capable individuals.
c. To demonstrate to the education community that the Army is concerned with assisting Soldiers by providing financial assistance for postsecondary education.
8-3. Recruiter responsibilities
   a. Be familiar with all aspects of these programs.
   b. Offer each of these programs according to the needs of the individual.
   c. Inform HS counselors of the MGIB, Post 9/11 GI Bill, Selective Reserve GI Bill, and TA programs.
   d. Ensure that teachers, counselors, and parents receive information and RPIs on these programs.
   e. Discuss the LRP with college financial aid officers, college graduates, and college students.
   f. Be familiar with state sponsored veterans’ education programs.

Chapter 9
Release of Student Recruiting Information

9-1. Solomon Amendment
Establishes a policy whereby the military services are provided the same opportunities to inform postsecondary students of military career options as are available to other employers. The policy also identifies the actions that the military can take against any institution that has a policy of denying or effectively prevents, for the purposes of military recruiting, entry to campuses, access to students on campus, or access to student recruiting information (lists).
   a. The government can deny postsecondary institutions access to certain Federal funds for preventing military recruiting on campus.
   b. DOD will determine if the postsecondary institution has a policy or practice that either prohibits or in effect prevents:
      (1) Entry to campus or access to students (who are 17 years of age or older) on campuses for the purpose of military recruiting; or
      (2) Access to student recruiting information (lists) pertaining to students (who are 17 years of age or older). Student recruiting information is: Name, address (local or permanent), telephone number, age (or year of birth), level of education (e.g., freshman, sophomore), or degree awarded for recent graduate, academic major, and degrees received. Postsecondary institutions need not provide other information. Though the colleges are not required to sort this information, most have the capability to do so and are willing to sort this information upon request. They can also charge a reasonable fee for providing this information.
   c. There is a sample letter (see fig E1) Commanders and recruiters can use when requesting student recruiting information. Make requests for this information once every semester or term.
   d. The following are procedures if a postsecondary institution fails to comply with the Amendment.
      (1) Recruiters will report any non-compliance and provide any documentation to the Rctg Bn ESS.
      (2) Rctg Bns will identify the problem and attempt to devise an acceptable solution.
      (3) A memorandum with appropriate documentation will be submitted through channels to the Assistant Chief of Staff, G7/9, Education Division, for further follow-up and action.

9-2. Hutchinson Amendment
Establishes recruiter access to secondary schools. Each local educational agency shall provide to DOD, upon a request made for military purposes, the same access to secondary school students and to directory information concerning such students as is provided to postsecondary education institutions or to prospective employers of those students.
   a. DOD, in cooperation with the Secretary of the military department concerned, will designate an officer (O6) to visit a school that denies a request for recruiting access. The designated officer will seek to have the meeting within 120 days of the date of the denial of the request for recruiting access.
   b. If, after the initial meeting and at the end of 120 days recruiting access is still denied, the Secretary of Defense will notify and request assistance from the chief executive of the State. The Secretary of Defense will also provide the Secretary of Education a copy of the notification.
   c. If after 1 year of the notification access is still denied, the Secretary of Defense will report the school’s denial of recruiting access to:
      (1) The specified congressional committee.
      (2) Senators of the State in which the school is located.
      (3) The member of the House of Representatives who represents the school district.
   d. The requirements of the Amendment do not apply to private schools that maintain a religious objection to service in the Armed Forces.

NOTE: This amendment went into effect July 2002.
9-3. **No Child Left Behind Act of 2001**

a. Section 9528, Armed Forces Recruiter Access to Student Directory Information, requires:
   (1) Secondary schools to provide access to students’ names, addresses, and telephone listings.
   (2) Schools will provide recruiters the same access to secondary school students as is provided to postsecondary institutions and employers of prospective students.

b. Only exceptions to this law are private schools that can provide a verifiable historical religious objection to military service.

c. Parents have the right to “opt out” by requesting that their student’s name, address, and telephone listing not be released to the military services.
   (1) At the beginning of each SY, schools must provide parents with the opportunity to “opt out” of having student directory information released to the military.
   (2) The military can be singled out, so parents can allow information to be released to postsecondary institutions and not to the military.
   (3) Due to the right to “opt out,” recruiters will receive lists with less than 85 percent of the names from some schools.

9-4. **Family Education Rights and Privacy Act (FERPA)**

a. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

b. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

c. Schools must have written permission from a parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
   • School officials with legitimate educational interest;
   • Other schools to which a student is transferring;
   • Specified officials for audit or evaluation purposes;
   • Appropriate parties in connection with financial aid to a student;
   • Organizations conducting certain studies for or on behalf of the school;
   • Accrediting organizations;
   • To comply with a judicial order or lawfully issued subpoena;
   • Appropriate officials in cases of health and safety emergencies; and
   • State and local authorities, within a juvenile justice system, pursuant to specific State law.

d. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.
Appendix A

References

Section I
Required Pubs

UR 601-81-Education/Centers of Influence Tour Program

Section II
Related Pubs

AR 11-2-Managers' Internal Control Program

AR 621-202-Army Educational incentives and entitlements (RAR 001. 9/6/11)

Section III
Prescribed Forms

USAREC Form Letter 350-13.1-Student Right to Know Act

Section IV
Referenced Forms

USMEPCOM Form 601-4-3-E-Student ASVAB Test Record (referenced in paragraph 6-3, page-9)
Appendix B

a. The following sample matrix is designed to establish a comprehensive overview of activities that the recruiting field, S-2’s, and ESS will take into account for developing and maintaining Army presence in secondary and post-secondary markets. For a review of month-by-month activities, see Appendices B and C.

<table>
<thead>
<tr>
<th>WHO TASK</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLT Publish Battalion School Plan for the Upcoming SY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NLT 1 JUL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLT Ensure Prospecting Activities Are Conducted Within Zones Assigned During Current PAE</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BLT Maintain overall responsibility for the conduct and continued development of the DOD Student Testing Program (ASVAB)</td>
<td>X</td>
<td>X</td>
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<td>BLT Ensure that School Zone is Prepared for Every High School and Postsecondary School</td>
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<td>BLT Evaluate School Zone During Center Visits, Review School Zone Evaluation</td>
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<td>BLT Evaluate Company and Center School Programs to Include Use of COI and TAIR Events, School Event Participation, Etc. and Identify Methods of Increasing School Market Penetration</td>
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<td>CLT Monitor ConAP Program</td>
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* CLT Company Commander or 1SG
** CL Center Leader

ESSENTIAL TASK MATRIX-ANNEX C
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<td>CLT** Visit ConAP POC’s</td>
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<td>CLT** Request and Coordinate T&amp;R Assets for High Schools and Postsecondary Schools</td>
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<td>CLT** Make Presentations to Targeted Colleges Placement Director, Financial Aid Officer, and Career Counselors.</td>
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<td>CLT** Ensure School Zone is Completed for All Assigned Schools</td>
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<td>CLT** Monitor and Manage Center Efforts to Obtain High School Directory Information and Ensure Lists are Constructed When Directory Info is Desired</td>
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<td>CLT** Assist Center Leader in Obtaining Postsecondary School Student Directory Information (ROTC CO Responsibility)</td>
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<td>CLT** Monitor Attainment of Assigned Production Goals and Objectives As They Relate to Current and Postsecondary Market</td>
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<td>CLT** Evaluate HSDG Production Based on Previous Results to Adjust the Intervention Plan</td>
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<td>CLT** Conduct Senior Fall to Grad Scuba</td>
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<td>CL** Assign Primary and Alternate Engagement'am to Each High School</td>
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<td>CL** With CLT Assistance, Develop FS Goals for Each School</td>
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<td>CL** Review Scholar/Athlete Awards Program</td>
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<td>CL** Accompany Recruiter to Assigned Schools</td>
<td>Twice per Year</td>
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<td>CL** Accompany the Recruiter on Initial School Visit</td>
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<td>CL** Supervise and Maintain Operational Control of Center ASVAB Program Activity (School Presentations, Scheduling, Pre- &amp; Post-Test Activity)</td>
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* CLT Company Commander or 1SG
** CL Center Leader

ESSENTIAL TASK MATRIX-ANNEX C
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<td>RCTR</td>
<td>Coordinate and Follow-Up with Educators Participating in COI Events</td>
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* CLT Company Commander or 1SG
**CL Center Leader

ESSENTIAL TASK MATRIX-ANNEX C
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<th>JUL</th>
<th>AUG</th>
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<td>Perform Proctor Duties</td>
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<td>ESS</td>
<td>Represent Army at COI Events, Conferences, etc</td>
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* CLT Company Commander or SSG
** CL Center Leader

ESSENTIAL TASK MATRIX-ANNEX C
Appendix C
Calendar of Recommended Secondary School Activities (Month-by-Month)

C-1. General
To effectively penetrate the secondary market, recruiting personnel must apply an approach that addresses the fundamental needs of the college, which are enrollment, retention and financial assistance for students.

C-2. Objectives
- To establish, improve, and maintain Army awareness on high schools campuses.
- To educate school officials on the types of Army options and opportunities.
- To develop and maintain a favorable Army image on campus.
- To provide a channel of communication between the Army and the school.
- To motivate graduating students to enlist in the US Army.

C-3. July
- July is the month the school program officially begins. New School year center folders are initiated in School Zone on 1 July or the next available duty day.
- Contact school officials for an appointment to discuss new or changed Army programs, confirm the current year’s school policies and schedule or confirm ASVAB dates.
- Schedule career day, job fair, presentations, etc.
- Request directory information from the registrar, dean, principal, or helpful school administrator (preferably electronically).
- Restock RPI rack, request activities calendar, sporting event schedules, etc.
- Training, ideas, and resources.
  (1) Attend Rctg Co training or update training on ASVAB, ConAP, Junior Achievement Program, and Federal school access laws.
  (2) Each RC should receive a supply of desk-top calendars for delivery to schools and key education staff. Contact the advertising and public affairs staff for specific dates of delivery.
  (3) Try to obtain a schedule of HS faculty or college staff meetings. Coordinate through your Company Commander for a COI event for the faculty. A luncheon presentation of what the Army offers young people will enhance your relationship with the entire school faculty. Start with our shared goals for students of staying in school, off drugs, and out of trouble.
  (4) Many faculty members are prior service or are current members of the United States Army Reserve (USAR). Try to identify these individuals and develop them as COIs. The goal is to develop as many COIs as possible in the schools. Don’t forget the administrative staff represents the school policymakers. Establish and maintain rapport and always treat them with respect. Also, have something to give them (pen, calendar, cup, donuts, etc.,) and always remember secretary’s week with a card or flowers.
  (5) Obtain a copy of the HS fall sports and activity calendar. Make copies of schedules with the RC address prominently displayed. Post them throughout the RC area, including restaurants, arcades, and anywhere else students congregate.
  (6) Join the local chamber of commerce. This is a great source of potential COIs and very important persons. The chamber of commerce is also an excellent source of obtaining demographic data and market trends. The chamber schedules speakers; schedule the Center leader for a speaking engagement with the community’s key COIs.
  (7) Make an appointment to discuss the upcoming SY with the PMS or Director of Junior Reserve Officer’s Training Corps.
  (8) Visit ConAP points of contact at your assigned colleges.

C-4. August
- Determine ASVAB scheduling of assigned schools.
- Training, ideas, and resources.
  (1) Contact the school’s student government and set up a meeting to discuss what the Army and you can do to assist them in the upcoming SY (chaperone, give a speech, tour a reserve center, etc.).
  (2) The football team usually starts practicing in August. Contact the coach and volunteer to assist in leading calisthenics or calling cadence during team runs.
Use your split-training USAR future Soldiers at every opportunity. Ask them to assist you with school activities that correspond with Army activities. Ensure that using the Soldier does not interfere with his/her school obligations.

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

C-5. September
a. Continue to establish rapport with the HS faculty. Begin the ASVAB program and schedule the exam as early as possible.
b. Arrange for ASVAB pretest promotion activities.
c. Arrange for ASVAB interpretation activities.
d. Develop a plan to visit all schools and post in your planning guide.
e. Get dates of college career days and nights.
f. Training, ideas, and resources.
(1) Distribute desk calendars to assigned schools.
(2) Discuss the benefits of the ASVAB with school officials. Talk with students and faculty about the ASVAB CEP being a no-cost service that students can use to help determine their future career paths. Explain benefits of junior testing to the counseling staff.
(3) Attend athletic events at the HS. Wear your uniform and have RPIs on the Montgomery GI Bill (MGIB), Post 9/11 GI Bill, ConAP and have plenty of business cards.
(4) Get involved with the parent-teacher association. At this stage, many parents will be pondering how they will finance their child’s education. The Army is a viable option for them and the student.
(5) Many communities have Labor Day activities, parades, etc. Get involved through the local chamber of commerce. If the school has a color guard, offer to train them in drill and ceremonies. Obtain a tactical vehicle from a local USAR troop program unit and drive it in the parade with future Soldiers riding along.
(6) The HS registration may be hectic. Go to the HS, offer assistance in registration and any other administrative help needed. Remember: This will help to acquire much needed blueprint information about the school. You need all the blueprint information on your HS you can get. The best HS recruiting programs are proactive; This means, first to contact, first to contract.
(7) Coordinate with school officials to eat lunch in the school cafeteria several times each month. This will provide more visibility, and will help to identify potential candidates for any opportunities and enhance contact milestones.
(8) Deliver donuts and coffee for the faculty once a month. This will help in scheduling classroom presentations and advise teachers of the many Army opportunities.
(9) Hispanic Heritage Month. Participate in events as available.

C-6. October
a. Determine ASVAB scheduling of assigned schools.
b. Training, ideas, and resources.
(1) Homecoming normally happens in October. Coordinate with the homecoming committee to get involved with the parade. Use a tactical vehicle as described in paragraph 5-3. Offer to be a chaperone or escort for homecoming activities and coronations.
(2) Contact Army-assigned unscheduled schools for ASVAB.
(3) Many schools publish their first issue of their newspaper in October. Coordinate with the Rtg Bn advertising and public affairs staff to place an advertisement. Meet financial obligations in a timely manner.
(4) As the month before elections, October is a great time to give presentations to school history and government classes about the electoral process and how the Army serves a vital role in the security of our nation.
(5) Get involved with local Boy Scout troops. Scoutmaster are typically happy to get any assistance. Many scouts are HS students and potential enlistees or student influencers.
(6) Order personal presentation items (pens, bags, mousepads, mugs) as needed monthly for special events.
C-7. November  Training, ideas, and resources.
   a. Basketball season begins. Distribute new schedules for the basketball season. Assemble and offer a color guard for the opening home game.
   b. Prior to Thanksgiving, many student organizations gather food baskets for needy citizens. Offer assistance and get involved. Offer to use the RC as a collection point and volunteer to distribute the food baskets.
   c. Attend as many school holiday functions or assemblies as possible. Wear the Army Service Uniform when appropriate.
   d. Observe Veterans Day by planning a luncheon to honor school faculty members who are veterans and invite all faculty members (excellent COI function).
   e. During November, “Education Week” occurs throughout the United States. Coordinate a COI event for key officials. Contact the Rctg Bn ESS and advertising and public affairs staff for ideas and implementation guidance.

C-8. December  Training, ideas, and resources.
   a. Set up school career day presentations.
   b. Contact college students who are home during the holidays (remember that many first-year college students do not return to school after the first semester).
   c. Offer to be a timekeeper at football games.
   d. Participate in HS holiday events.
   e. Get with other service recruiters and compare the size of the Army Future Soldier pool to theirs. Is the Army behind the power curve? Which service is doing well and what can be done to alter the situation?
   f. Establish a point of contact at the school to obtain HS letters and transcripts during the holidays.
   g. By December, the future Soldier population is substantial in several schools. Inform the principal, in writing, about the educational benefits earned by his or her students.

C-9. January  Training, ideas, and resources.
   a. Obtain a list of mid-term graduates and contact them as soon as possible.
   b. Turn up the tempo on contacting juniors. Get a jump on the competition.
   c. Dr. Martin Luther King Jr’s birthday is in January. Wear the Army Service Uniform and participate in school events commemorating this holiday.
   d. Contact first-year college students to see if they returned to school. How is their second semester financial situation?

C-10. February  Training, ideas, and resources.
   a. Coordinate and execute Total Army Involvement in Recruiting events.
   b. February is an excellent time to take advantage of active duty for special work and hometown recruiter assistance Soldiers. Contact last year’s graduates who are in the USAR and involve them in activities at their alma mater HS.
   c. Conduct an educator luncheon (COI) and invite the Rctg Bn commander to be the guest speaker.
   d. Contact the HS athletic director and arrange for an exhibition basketball game between the faculty and Army recruiters. This is an excellent way to build rapport in the HS. Ensure that the school does not conduct the game during any event where they charge admission.
   e. Black History Month. Participate in events as available.

C-11. March  Training, ideas, and resources.
   a. Have the Rctg Bn advertising and public affairs prepare certificates for those faculty and staff members who have aided HS recruiting efforts. Have the Rctg Bn or Rctg Co commander present these certificates at a COI event.
   b. Continue to advertise in school newspapers and conduct class presentations.
c. Award certificates of appreciation to key influencers.

**C-12. April**
Training, ideas, and resources.
  a. Continue involvement with the chamber of commerce.
  b. Arrange now for next SY’s ASVAB CEP testing dates with the school administrator.
  c. Track and field meets begin. Offer to be a timekeeper or a coach’s assistant.
  d. Baseball season starts. Offer assistance to the coach.
  e. Follow-up with school administrators to ensure USAR scholar/athlete nominations have been submitted to the Rctg Bn advertising and public affairs section.

**C-13. May**
Training, ideas, and resources.
  a. Armed Forces Week activities.
  b. Since Memorial Day occurs in May, there are normally many patriotic events in the community and the schools during this month. Contact the HS to find out what events they are involved with and offer any assistance possible.

**C-14. June**
Training, ideas, and resources.
  a. Coordinate with the Company Commander to have the Rctg Bn commander send thank you notes to those staff and faculty members who have been helpful during the SY.
  b. Secure and present USAR Scholar/Athlete Awards at HS graduation or award ceremonies.
  c. Coordinate with school officials to present certificates to those future Soldiers who have enlisted during the SY.
  d. Assist in arranging a color guard for the graduation ceremony.
  e. Coordinate with school officials to determine if they can use assistance during summer school. The faculty is normally short-handed during the summer, and they will probably welcome the help.
  f. Maintain close contact with future Soldiers. Secure HS diplomas and ensure copies are obtained and submitted to the Military Entrance Processing Station prior to their ship date.
Appendix D
Calendar of Recommended Postsecondary School Activities (Month-by-Month)

D-1. General
To effectively penetrate the postsecondary market recruiting personnel must apply an approach that addresses the fundamental needs of the college, which are enrollment and retention of students and financial assistance for students.

D-2. Objectives
a. To establish, improve, and maintain Army awareness on campus.
b. To educate college officials on the types of Army options and opportunities.
c. To develop and maintain a favorable Army image on campus.
d. To provide a channel of communication between the Army and the college.
e. To motivate students who graduate or stop out of college to enlist in the US Army.

D-4. July
a. All recruiting personnel will read and review USAREC Reg 601-104 and USAREC Reg 350-13.
b. Battalion Operations will:
   E-mail Rctg Bn AR job vacancy lists to each Rctg Co and Center once a month.
c. The recruiter will:
   (1) Continue contact of 2-year college students. Obtain college catalogs and calendar of events.
   (2) Contact admissions for campus tour, if new recruiter. Establish college folder.
   (3) Update AR job vacancies lists and deliver a copy to college placement offices.
d. Recruiter/Center leader:
   (1) Coordinate with registrar or student affairs to assist during orientation week.
   (2) Promote and schedule ASVAB CEP (2-year colleges).
e. The ESS will:
   (1) Send current list of ConAP colleges points of contact to Rctg Co and Center.
   (2) Distribute matrix for college folder.
f. The Center leader/Company Commander will:
   (1) Work with the placement office to schedule Army career interviews.
   (2) Work with student services office on calendar of planned college events.
   (3) Contact PMS. Assist with summer camp preparation.
g. The Center leader/Company Commander/Battalion APA will schedule TAIR assets.
h. Battalion Commander/Company Commander/Education Specialist/Battalion APA will conduct school plan review.
i. Center leader/Company Commander/Education Specialist:
   (1) Conduct sustainment training (based on outcome of quarterly review).
   (2) Visit ConAP representatives.

D-5. August
a. The recruiter will:
   (1) Assist with orientation week.
   (2) Plan and schedule college visitations, table set-up dates.
   (3) Enroll in college class.
   (4) Subscribe to the campus newspaper.
   (5) Update AR job vacancies list and deliver to college placement offices.
b. The Recruiter/Center leader will:
   (1) Target majors and campus clubs that are MOS specific.
   (2) Visit with student services and offer to participate in special events.
   (3) Coordinate with financial aid office to offer RPIs and briefings to students.
   (4) Promote and schedule ASVAB CEP (2-year colleges).
   (5) Obtain media outlet information, ad rates, and procedures.
c. The Center leader/Company Commander will:
   (1) Visit colleges and determine access policies.
   (2) Obtain dates of college career days and nights.
   (3) Coordinate with student services or alumni office to participate in homecoming events.

d. The Center leader/Company Commander/Education Specialist will:
   (1) Visit ConAP colleges.
   (2) Plan COI events for college personnel.
   (3) Coordinate TAIR assets with Liberal Arts Department, Band, Automotive, etc.

e. The Company Commander/Education Specialist will:
   (1) Request student recruiting information from all colleges.
   (2) Contact state level college organizations (AACRAO, Veterans Affairs, financial aid officers).

f. Battalion APA will manage ad placement.

D-6. September
   a. The recruiter will:
      (1) Coordinate career days with the placement office.
      (2) Establish a working relationship with Veterans Affairs representative.
      (3) Attend college sports events or maintain knowledge of results.
      (4) Identify college educators and administrators for educator and COI tour.
      (5) Identify and prospect at off-campus student locations.
      (6) Update AR job vacancies list and deliver to college placement offices.
   b. Recruiter/Company Commander coordinate with ROTC Department on planned activities.
   c. Center leader/Company Commander:
      (1) Identify college's access policy.
      (2) Plan COI event for student leaders.
      (3) Coordinate with student services or alumni office to participate in homecoming events.
      (4) Obtain student recruiting information from colleges on semester and quarter plans.
      (5) Contact student president and faculty advisors of MOS-specific clubs (law enforcement, history, etc.).

D-7. October
   a. The recruiter will:
      (1) Coordinate career days with the placement office.
      (2) Establish working relationship with Veterans Affairs representative.
      (3) Attend college sports events or maintain knowledge of results.
      (4) Identify college educators and administrators for educator and COI Tours.
      (5) Identify and prospect at off-campus student locations.
      (6) Update AR job vacancies list and deliver to college placement offices.
   b. Recruiter/Company Commander will coordinate with ROTC Department on planned activities.
   c. Center leader/Company Commander:
      (1) Identify college's access policy.
      (2) Plan COI event for student leaders.
      (3) Coordinate with student services or alumni office to participate in homecoming events.
      (4) Obtain student recruiting information from colleges on semester and quarter plans.
      (5) Contact student president and faculty advisors of MOS-specific clubs (law enforcement, history, etc.).

D-8. November
   a. The recruiter will:
      (1) Coordinate with the placement office to receive a list of mid-year graduates.
      (2) Coordinate with financial aid office to participate in loan exit briefings.
      (3) Identify date students can stop out and receive a partial refund (second stop-out period).
      (4) Continue contacting students (freshmen and seniors at 4-year colleges and all 2-year college students).
(5) Continue liaison with student services and student organization leaders.
(6) Confirm start and end dates of Christmas holidays and term breaks.
(7) Assist with Veterans Day activities.
(8) Update AR job vacancies list and deliver to college placement offices.
b. Recruiter/Center leader:
   (1) Participate in homecoming activities.
   (2) Establish dates with the placement office to conduct placement interviews (Special Mission and LRP).
c. The Recruiter/Center leader/Company Commander will work with ROTC Department.
d. The Center leader/Company Commander will:
   (1) Obtain student recruiting information from colleges on quarter plan.
   (2) Conduct sustainment training (based on outcome of quarterly review).
e. The Center leader/Company Commander/ESS in collaboration will conduct COI event for key college personnel.
   f. The ESS will send documentation to USAREC on colleges in noncompliance with Solomon Amendment.
   g. The Company Commander/ESS will participate in state level college organization activity (AACRAO, Veterans Affairs, etc.)
h. Battalion APA will manage ad placement.

D-9. December
a. The recruiter will:
   (1) Contact mid-year graduates (2-year and 4-year).
   (2) Update AR job vacancies list and deliver to college placement office.
b. Recruiter/Recruiting Center leader will:
   (1) Participate in loan exit briefings (if available).
   (2) Coordinate with ROTC to receive list of dropouts.
c. Recruiting Center leader/Company Commander:
   (1) Work with ROTC Department.
   (2) Obtain senior ROTC stop-out lists.
   (3) Work with ROTC Department.
d. Recruiting Center leader/Company Commander/Education Specialist will plan COI event for college personnel.
   e. Company Commander/Battalion S-3/Education Specialist will evaluate Army DOD take in the college market.

D-10. January
a. The recruiter will:
   (1) Request and pick up (if available) list of non returning students. Request student recruiting information for the second semester.
   (2) Maintain liaison with student services and student organization leaders.
   (3) Confirm mid-term and final exam periods.
   (4) Confirm spring break dates.
   (5) Enroll in second semester class.
   (6) Update AR job vacancy lists and deliver to college placement office.
b. Recruiting Center leader/Company Commander will plan a COI event.
c. Recruiting Center leader/Company Commander/Education Specialist will conduct COI event for key college personnel:
   d. Recruiting Center leader/Battalion APA will review college ad plan and develop plans for ad placement.
   e. Company Commander/Battalion Commander/Education Specialist/Battalion APA will conduct school plan review.

D-11. February
a. The recruiter will:
   (1) Pick up student recruiting information for the second semester.
   (2) Continue contacting all 2-year college students and 4-year freshmen.
(3) Continue working relationship with Veterans Affairs representative.
(4) Coordinate career days and interview schedule with the placement office.
(5) Identify the date when students can stop out and receive a full refund (first stop-out period, second semester).
(6) Prospect at off-campus locations.
(7) Attend college sporting events or maintain knowledge of results.
(8) Update AR job vacancies list and deliver to college placement offices.

b. The Recruiter/Recruiting Center leader will invite ConAP point of contact to speak at a DEP function.
c. The Recruiter/Company Commander will coordinate with ROTC on planned activities.
d. Battalion APA will manage ad placement:

D-12. March

a. The recruiter will:
(1) Coordinate with the placement office to receive list of year-end graduates. Make class presentations.
(2) Continue contacting students; focus on 2-year students and 4-year freshmen.
(3) Identify the date when students can stop out and still receive a partial refund (second stop-out period, second semester).
(4) Update AR job vacancies list and deliver to college placement office.

b. The Recruiting Center leader/Battalion APA will: Place special mission and loan repayment ads.
c. The Battalion ESS will:
Send documentation to USAREC on colleges in noncompliance with Solomon Amendment.

d. Battalion APA will manage ad placement:

D-13. April

a. The recruiter will:
(1) Coordinate with financial aid office to participate in loan exit briefings.
(2) Continue contacting students; focus on freshmen and seniors and all 2-year college students. Update AR job vacancy lists and deliver to college placement

b. The Recruiter/Battalion APA will meet monetary obligations for college publication ads.
c. The Recruiter/Recruiting Center leader will start planning next year’s college action plan.
d. The Recruiting Center leader/Company Commander/Battalion APA will:
(1) Follow up with educator tour participants.
(2) Review college ad plan.

e. Recruiting Center leader/Battalion APA will conduct planning for ad placement.
f. Company Commander/Battalion Commander/Education Specialist/Battalion APA conduct school plan review.

d. Recruiting Center leader/BN APA will manage ad placement.

c. Recruiter/Recruiting Center leader/Company Commander will submit ideas for next school year's college plan to ESS.
da. Recruiting Center leader/BN APA will manage ad placement.

d. Recruiting Center leader/BN APA will manage ad placement.

D-15. June

a. The recruiter will:
(1) Continue contacting graduates, seniors, and all 2-year college students.
(2) Continue coordination with the placement office.
(3) Contact athletic director and offer color guard at next school year’s sporting events.
(4) Prospect at off-campus locations.
(5) Obtain media outlet information, ad rates, and procedures.
(6) Update AR job vacancy lists and deliver to college placement offices.

b. Recruiter/Recruiting Center leader:
   (1) Develop TAIR assets for next school year.
   (2) Begin ordering RPIs and PPIs for next school year.
   c. Recruiter/Recruiting Center leader/Company Commander complete college prioritization sheet on all colleges.
   d. Recruiting Center leader/Company Commander BN APA will develop college ad plan for next school year.
   e. Company Commander/ESS will establish dates to conduct sustainment training.
   f. ESS will develop college recruiting plan for next school year.
Dear [Enter Name of Registrar]:

Reference the Military Recruiting and Reserve Officer’s Training Corps Program Access to Institutions of Higher Education (Solomon Amendment).

I am writing to request a list containing student recruiting information for students enrolled at your institution for at least one credit. In 1996, Congress passed a series of laws that address Military Recruiting and Reserve Officer’s Training Corps (ROTC) Program Access to Students of Higher Education (commonly referred to as the “Solomon Amendment”) in order to help military recruiters meet congressionally-mandated recruitment numbers. Under these laws, colleges must give recruiters access to their campuses and provide them with lists containing “student recruiting information.” Some of this information may be prohibited for release to anyone if it is not designated by your institution as directory information under the Family Educational Rights and Privacy Act (FERPA). However, since the Solomon Amendment overrides FERPA, it gives the military the right to receive data designated as “student recruiting information.” If an institution or its sub-element does not comply, the entire institution risks losing certain Federal funds.

“Student recruiting information” is defined as a current student’s name, address, telephone number, age (or year of birth), level of education (e.g., freshman, sophomore, or degree awarded for a recent graduate), academic major, place of birth, most recent educational institution attended, and degrees received. Colleges need not provide other information or any of this information if it does not collect or maintain. If a current roster is not available, please provide information on the most recent previous or future term that is available.

If possible, please provide the information in the following format:  Paper____Disk___Labels_____

If you are unable to provide the format selected above, please provide the information in the medium available to you.

While I understand that colleges are not required to sort the information or provide information on subgroups, I ask that you accommodate this request by sorting the information, as indicated below, by (date) . (Check all sections that apply, if any, keeping in mind that the more fields completed below, the more selective the list):

Age OR age group (enter only one):
______ (list age) OR
______ to______ (specify age range (e.g., 17, the youngest age allowed by law, to 21)

Class level: Freshman:
Sophomore:
Junior:
Senior:
Graduate/Professional/Doctoral:

Address ___________________________ Permanent/home address ZIP Code __________
Telephone listing: ______________________permanen/home Temporary/school address ZIP Code __________
__________________________local/school E-mail address (if available)

Academic major(s) (list all that apply):
________________________________________________________________________

This letter serves as my Understanding that the information is to be used for military recruiting purposes only. I also understand that the information I am requesting is confidential and cannot be released to anyone outside my organization. I understand that under FERPA, I must destroy the data once it has been used. Please note that Department of Defense components (Army, Navy, Marine Corps, Air Force, and ROTC) are entitled to student recruiting information once every semester or term.

Your assistance is appreciated. Please call me at [enter Rctg Bn, Rctg Co, or CENTER telephone number] if you have any questions.

Sincerely,

[Name and Title]
REPLY TO ATTENTION OF

US Army Center

Larry Jones, Ph.D.
Registrar

Your Community College
1000 College Street
Hometown, US   12345

Reference:  Student Right to Know Act of 1990

Dear Dr. Jones:

This is to inform you that recently a former student of Your Community College enlisted for active duty in the United States Army. Mr./Ms. Stanley Smith, SSN 123-45-6789, enlisted on May 31, 2001 for 3 year. He/She enlisted for the Loan Repayment Program. The benefits received through this program can be used in pursuit of future education goals.

Each year many students leave college mostly for financial or academic reasons. Under the Student Right to Know Act of 1990, which requires colleges to compile and report their transfer out and graduation rates, a student who enlists in the armed services may be excluded from this calculation.

Mr./Ms. Smith’s enlistment in the U.S. Army meets the provision of the law, which allows educational institutions to exclude him/her when calculating these rates.

I hope this information is helpful. If you have any questions regarding the outstanding educational benefits available to young men and women who serve their country, please feel free in contacting me at (987)654-3210 .

Thank you for your time.

SFC Lee Johnson
Center leader

Figure D-2. Sample Letter from Station Cdr of Student Right to Know
INSTITUTIONAL AGREEMENT TO PARTICIPATE IN THE CONCURRENT ADMISSIONS PROGRAM (ConAP)

Institutional enrollment in the Concurrent Admissions Program (ConAP) is for degree-granting colleges and universities accredited by one of the accrediting organizations recognized by the United States Department of Education or the Council for Higher Education Accreditation Department of Defense (DOD) institutions.

Instructions:
- Please review the below requirements for ConAP participation.
- Select the appropriate agreement option.
- Complete verify the ConAP point-of-contact information.
- Submit the form (via email) to HQ, US Army Recruiting Command

Requirements for Colleges and Universities in ConAP

- Partner with local recruiters and Education Services Specialists by extending invitation to your institution, communicating with them about academic programs, costs, admissions process and how they may be of assistance in retaining students at your college/university.
- Assign a ConAP point-of-contact to monitor e-referrals and provide information to future Soldier about the college's application process.
- Keep the institution's point-of-contact current by communicating with your area Education Services Specialists.
- Diligently acknowledge future Soldiers' ConAP applications (College Referral and Intent to Enroll) via electronic signature at https://conap.futureSoldiers.com. Thereafter provide the future Soldier with congratulatory correspondence from your institution and information about matriculation and financial aid processes, veteran's services and academic programs.
- Upon enrollment of a future Soldier at your institution, return and login to the Future Soldier portal, click the acknowledgement tab and enter the date of enrollment. In addition, the appropriate institutional staff should make arrangements to review student's goals, create an academic plan (for both traditional and nontraditional attendance) and award credit as appropriate.

ConAP Agreement Options

Regular Army and Army Reserve soldiers benefit from institutional practices and guarantees embodied in the SOC principles and criteria as well as the commitment and agreement educational institutions provide through the Department of Defense (DOD) Memorandum of Understanding. Prior to submitting this form to participate as a ConAP college/university, the institution must have a verifiable Servicemembers Opportunity Colleges (SOC) consortium membership or a Voluntary Education Partnership Memorandum of Understanding (MOU) with Department of Defense (DOD).

For information regarding Servicemembers Opportunity Colleges (SOC) consortium membership requirements visit: http://www.soc.aascu.org/socconsortium/BecomeAMember.html. To begin an application for the Voluntary Education Partnership Memorandum of Understanding (MOU), visit http://www.dodmoou.com/

Please check the box for the ConAP agreement option which your institution has selected below.

- Our institution is listed at http://www.soc.aascu.org/socconsortium/CollsByName.html with Servicemembers Opportunity Colleges (SOC) consortium membership and agrees to abide by the four criteria for transfer of credit, academic residency requirements, crediting learning from military training and experience and crediting extra-institutional learning.

- Our institution has a Voluntary Education Partnership Memorandum of Understanding (MOU) which may be verified with Department of Defense (DOD) as a participating institution at http://www.dodmoou.com/institutionList.aspx.

Institutional Designated Point-of-Contact for ConAP

Name of College/University __________________________

Address [ ] City __________________________ State ______ Zip ______

ConAP Point of Contact Information: [ ] If institution has multiple sites, check box to list the designated POC for all campuses.

*Last Name: __________________________ *First Name: __________________________

*Title: __________________________

*Phone: __________________________ *E-Mail: __________________________

Institutional Verification to Participate in ConAP

Signature of institutional officer authorized to make this commitment __________________________ Date __________________________


Last updated 1 April 2014

Figure D-3. Sample ConAP Agreement Form
Abbreviations

AACRAO
American Association of College Registrars and Admissions Officers

APA
Advertising and Public Affairs

ARISS
Army Recruiting Information Support System

ASVAB CEP
Armed Services Vocational Aptitude Battery Career Exploration Program

CLT
Company Commander or First Sergeant

CL
Center Leader

COI
Center of Influence

ConAP
Concurrent Admissions Program

DOD
Department of Defense

E/COI
Educator/Center of Influence

ESS
Education Services Specialist

FERPA
Family Education Rights & Privacy Act

HS
High School

HQ
Headquarters U.S. Army Recruiting Command

IRC
Interservice Recruiting Committee

JROTC
Junior Officer Training Corps

LRP
Loan Repayment Program

MEPS
Military entrance processing station
MGIB
Montgomery GI Bill

PMS
Professor of Military Science

RC
Recruiting Center

Retg Bn
Recruiting Battalion

Retg Co
Recruiting Company

ROTC
Reserve Officer’s Training Corps

RPI
Recruiting Publicity Item

SOC
Servicemen's Opportunity College

SRP
School Recruiting Program

SY
school year

SZ
school zone

TA
Tuition Assistance

USAR
United States Army Reserve

Section II
Terms

This section has no entries.