

The Educator Market: Military Recruiting Strategies



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14. ABSTRACT From March 2001 to April 2002, the Defense Manpower Data Center studied the educator market and DoD efforts to interface with educators. Interviews were conducted with educators, educational association leaders, recruiting command personnel, and DoD program managers. The goal of the interviews was to obtain information on current programs and respondents recommendations on improving DoDs interface with educators. Eight strategic imperatives, with objectives and tactics, were provided as a blueprint for prioritizing work with educators. The strategic imperatives highlight the importance of continued efforts to understand and track this market. The imperatives focus on ways to expand educators knowledge of the military, the need to incorporate course content on the military into college curricula, and the need to document current practices and develop plans for improvement.					
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**DMDC Technical Report No. 2002-002
July, 2002**

THE EDUCATOR MARKET: MILITARY RECRUITING STRATEGIES

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BACKGROUND

The Department of Defense (DoD) is America's largest employer of youth. Each year, the Military Services recruit over 350,000 young men and women into the Active and Reserve Components. Because the pool of people available for service is young and largely has no work experience history, significant screening must be used to determine their likelihood of completing basic training and performing adequately in military jobs. Although the youth market is growing, DoD's personnel procurement challenge continues to be how to find and recruit those who would qualify for service.

Empirically based marketing and advertising programs undergird DoD's efforts to locate and recruit youth. During Fiscal Years 2000-2001, the Defense Manpower Data Center (DMDC) was tasked to expand the Department's understanding of one specific market – adult influencers of youth. To that end, DMDC sponsored studies of adults and parents of youth. This paper outlines the results of DMDC's study of the educator market and provides strategic recommendations for continued work with this market.

METHODOLOGY AND RESULTS

From March 2001 to April 2002, DMDC studied the educator and adult markets and DoD efforts to interface with them. In-depth interviews and telephone surveys were used in these studies. In addition, interviews were conducted with educational professional association leaders, recruiting command personnel, and DoD recruiting policy and program managers to obtain information on current programs and respondents' recommendations on improving DoD's interface with educators. This section contains a summary of the information collected during this effort.

DoD Student Testing Program

Since the advent of the All-Volunteer Force in 1973, the Military Service Recruiting Commands/Service have used numerous interventions with the educator market. The overall purpose of these interventions has primarily been to increase educators' understanding of the military and to create more positive attitudes toward military service. In addition to the Military Services' interventions, the Department has sponsored a major high school testing program since 1976. This program offers schools a free:

- aptitude test;
- interest inventory;
- test results summary; and
- career guidance and counseling materials to help youth understand how to use their test scores for career exploration purposes.

In exchange for this free program, military recruiters generally are provided with the aptitude scores of high school juniors and seniors who test in the program.

In this study, interviews were conducted with those who provide policy, program development and operational oversight for the Armed Services Vocational Aptitude Battery (ASVAB) Student Testing Program (STP) (also called the DoD Career Exploration Program). The STP is the Department's most highly visible program with high schools. New program materials have been developed and will be fielded shortly.

Military Occupational Information in Schools

During the 1980s, the Department of Defense also sponsored efforts to ensure military occupational information provided to youth would be accurate. In the fall of 1982, DoD began a collaborative effort with the National Occupational Information Coordinating Committee (NOICC) and its State-level affiliates, the State Occupational Information Coordinating Committees (SOICCs). DoD's "Military-Civilian Occupational Crosscode Project" automated occupational linkages between military enlisted and officer occupations and counterpart civilian occupational taxonomies. These linkages were codified in a summary-level database (Military Occupational and Training Data [MOTD]) and provided to developers of computerized career information delivery systems (CIDS). These systems are extensively used in schools. In addition, DoD provided similar information in a print publication, *Military Careers*.

MOTD and *Military Careers* continue to be updated periodically by DMDC and disseminated widely to the education community and developers of CIDS. When DoD worked with CIDS in the 1980s, it documented the integration of MOTD into 14 CIDS. No further information on how civilian CIDS incorporate military information in their systems has been collected since the mid-1980s. The Department lacks information on the extent to which the information provided to CIDS is currently incorporated into their systems. Also, DoD does not know if the military world-of-work is in a separate section of the software packages or if the military information is integrated into the overall structure of the various systems. Finally, because there has been little dialogue between DoD and CIDS developers in recent years, little is known about the usefulness of the information to students or how DoD's delivery of MOTD to CIDS developers might be improved.

Recruiting Commands/Service Interviews

Structured interviews were conducted with staff from the Army, Navy, and Marine Corps Recruiting Commands, Air Force Recruiting Service, and the Coast Guard. In addition, discussions were held with Army and Navy educational specialists who are liaisons with the education community. The protocol for the interviews included questions on:

- Service-specific educator programs;
- materials designed by the Services specifically for educators;
- military Web sites available to educators;
- military-designed activities for educators such as career days and base visits;
- educator impressions of the military;
- suggestions to increase educator awareness about the military; and
- recruiters' experiences with educators.

All Services have programs in place to work with educators. Many provide Web-based information to recruiters on how to work with educators. Those interviewed reported they have had consistently positive interactions with educators. They indicated that the Armed Services Vocational Aptitude Battery (ASVAB) is generally well received by schools they visit and is a good recruiting tool. Schools today are doing more and more required testing, so there is less time available to do elective testing such as the ASVAB.

All Services have special programs for the community college level (e.g., the Army's Rising Star Program that awards scholarships to needy college students and the Marine Corps' "Earn while you learn" program). Efforts also are underway to learn more about recruiting from the community college market. For example, RAND Corporation researchers recently administered a survey to youth to identify policy options that would attract college-oriented youth into the military (students, college stopouts and dropouts, and college graduates).

In addition, the Services indicated they are experimenting with special incentives for youth with college experience and those desiring a college education. For example, this population enters the military at higher paygrades than youth with only a high school diploma. The Army and Navy have implemented several initiatives to attract college-bound youth. The Army's "College First" program compensates recruits while they attend college either during their time in the Delayed Entry Program, or while in the Selected Reserve. The Navy is partnering with some community colleges to offer a "Tech Prep" program to prospective recruits. In addition, Navy's "CASH" program enlists high-quality youth for the nuclear field. Prior to basic training, these young people attend community college while receiving full pay and benefits.

Those interviewed indicated care must be taken in recruiting college students to prevent college administrators and faculty from believing the military is competing for students or responsible for students dropping out of college. For example, the Air Force Recruiting Service reported its recruiters have offices on some community college campuses, but they are careful to only work with students who are graduating or those who have problems with their educational funding.

The Services indicated that successful outreach programs to educators included tours of military installations, as well as local programs that provide speakers to talk with educators and civic groups. The Army indicated it invites over 1,000 educators a year to mingle with recruits and see how new recruits spend their days.

Suggestions to increase educator awareness included: expand base visits and special programs designed for educators; provide special training on working with educators/schools in military recruiter training curriculum; provide a top-down approach to supporting the military image through alliances with the Department of Education and State governors; communicate to college educators that the military is not in competition with them; and cultivate educators with military experience (the best selling tool for the military is military experience). While there are many reports of highly successful local military educator programs, there is no central documentation or coordination for these efforts.

Educator Association Interviews

In January and April 2002, Lieutenant General John A. Van Alstyne, Deputy Assistant Secretary of Defense for Military Personnel Policy, and members of his staff and Defense Manpower Data Center, met with leaders of several education associations. The focus of these meetings was to understand what these association leaders thought the military could do to improve relationships with educator communities. The DoD met with representatives of three associations. These were the American Counseling Association, the American Association of Community Colleges, and the American Association of Secondary School Principals.

A briefing and discussion guide were developed for each association (see Appendices A, B and C). The discussion guides for each association contained questions such as:

- “How would you describe current relationships between community colleges and the military?”
- “Do you have any suggestions that would help make school counselors more comfortable with talking to youth about the military?”
- “Why should secondary school principals be interested in the benefits of military careers?”

Suggestions made by the associations fell into two broad areas:

- expanding educators’ knowledge of the military, e.g., careers and training; and
- creating and improving educator materials to enable educators to be more articulate about the military with students.

Associations suggested that DoD build and improve upon these initial meetings and DoD’s overall relationships with educator associations by initiating subsequent visits with key association staff to plan specific activities that could be undertaken together. Many ideas were discussed such as submitting articles about the military and military service, careers, etc. to association publications and regularly presenting military programs at association annual and regional meetings. Other suggestions included expanding educator visits to military bases, developing military career planning resources that educators could provide to parents, and providing a “one-stop” educator Web site that offers information about military career paths, compensation, educational benefits, and values and lifestyle. A summary of key suggestions from these association meetings follows.

American Counseling Association (ACA): ACA representatives stated that educators do not have sufficient information about military career paths, the benefits of the military, or enough exposure to people who have served in the military. This makes their discussions with students interested in the military difficult, if not impossible. In addition, educators may feel pressured to recommend four-year college to youth because parents want them to do so. They indicated that parents often do not want counselors to schedule job fairs or other activities that might inhibit or distract youth from pursuing the choice of college after high school.

Association leaders indicated there are significant opportunities for raising the awareness of counselors and other educators about the benefits of the military and what it offers youth. They mentioned DoD might consider increasing its presentations and representation at national and regional association meetings and doing more co-sponsoring of career development activities at local high schools. They also indicated DoD could publish articles about its programs in professional journals and on educator Web sites. Finally, ACA leaders encouraged DoD to consider the development and dissemination of career planning tools directly to parents of high school students.

When asked what else counselors and educators needed to know about the military, ACA leaders indicated there might be misperceptions among educators regarding opportunities and treatment of gays and women in the military. In addition to educators' misperceptions, schools are heavily influenced by the values of Vietnam-era parents. Schools that deny access to recruiters often are dealing with both these problems.

American Association of Community Colleges (AACC): AACC association leaders indicated there is a favorable perception of the military at the AACC corporate level, but attitudes of community college educators are unknown. The association leaders stated that from their experiences, students who have served in the military are more mature and focussed than students who have not served. They also indicated there are many students who enroll in community college because they do not know what else to do after high school. This is a partial explanation for the higher dropout/stopout rates for community college students than for those youth enrolled in four-year colleges. Meeting attendees expressed an interest in AACC-sponsored forums on the fiscal and educational benefits of military service – they thought community college educators could learn much from such forums. They also indicated the military could do more, in general, to disseminate military information to community college educators and indicated an interest in assisting DoD to do so via AACC publications and meetings. They also indicated that some schools are sharing stopout/dropout lists with military recruiters, but they knew of no uniform program or policy for doing so.

National Association of Secondary School Principals (NASSP): The NASSP representative indicated that 50 percent of high school and middle school principals would retire in the next 5-10 years. The representative also indicated that principals are primarily concerned with postsecondary options that will be of true benefit to all of their students; this includes the military. NASSP publications are popular with principals and students and none of the publications have featured articles about the military to date. NASSP would be willing to work with the military to publish articles and place advertisements in its monthly publications.

Qualitative Educator Research

In November 2000, DMDC funded and managed qualitative research with high school educators. This research consisted of 122 in-depth “values laddering” interviews with high school educators in 10 cities. The overall goal of the educator research was to determine fundamental values and motivations that drive educators' thoughts and decisions about the military. Teachers, counselors and principals were interviewed using a “laddering” technique. Laddering allows researchers to probe beyond the superficial reasons people normally use to

explain their behavior to reach the real reasons people act and react as they do. The research used a series of questions to identify rational and emotional components of the military's image. Specific objectives included: (1) identify educators' positive and negative images of the military at both rational and emotional levels; (2) determine the underlying needs and requirements that drive recommendations and/or encouragement of the military as a post-high school option; and (3) identify values-based communication strategies that could be used with educators – those that effectively link perceptions of the military and the characteristics of the Services with underlying values and motivations.

The research results suggested outreach communications to educators that should stress the choices the military offers: opportunities to build character, confidence and self-discipline; and the many career choices and educational benefits available to those who enlist. These communications should broaden educator perceptions of the type of students who can benefit from military service.

In addition, the research indicated educators are asked many questions about the military by youth, but do not believe they have the information needed to provide sound answers. Because of this, they often refer students to others, e.g., military recruiters, for information versus talking to students themselves. When asked about military Web sites, educators indicated little awareness of them and few had used them. The sites, regardless of military branch, are an underutilized resource. Finally, even though many educators are recommending that students take the ASVAB, few have a thorough knowledge of the test or the career counseling materials available from the Department of Defense.

Adult Polling

To support adult advertising and market research, DMDC conducted three polls (May 2001, September 2001 and January 2002), interviewing about 1,250 American adults 22 and older for each poll. The polls indicated that most adults are positive about the military. They are especially positive about the quality of military personnel and military technology. Negative attitudes toward the military are primarily driven by media coverage (e.g., DoD's waste of resources), perceived poor treatment of personnel (e.g., housing, pay), and perceived diversity problems (e.g., sexual harassment and policy on sexual orientation).

While adults are more positive about the military than youth, they know little about day-to-day aspects of military life. Characteristics perceived as both important and associated with the military were having job security, getting money for education, working as a team, developing leadership skills, developing self-discipline, learning a valuable trade or skill, getting experiences that prepare youth for a future career, and doing something for the country.

Other research indicates adults have great confidence in the military as an institution. The military was the highest-rated institution on Gallup's annual poll over the past decade. However, confidence in the military does not equate to recommending military service to youth. Adults were far more likely to recommend postsecondary education to youth than entering the military or working a full-time job after high school. Although two-thirds of adults said they are

likely to recommend military service, only one-third of adults indicated they actually gave military advice in the past year. Almost all of the advice given was positive.

College Enrollment and Dropout Market

High school and college enrollment data were evaluated to provide perspectives on postsecondary decision-making. For example, according to the National Center for Education Statistics (NCES), although 79 percent of high school graduates say they intend to go to college after high school, only 65 percent actually enroll. Despite enrollment behavior lagging intentions behavior, over the last 10 years, enrollment in postsecondary schools has increased. NCES research also indicates that students who enter two-year institutions (42%) are more likely to drop out of school than those who enter four-year institutions (16%). The primary reasons for students dropping out are financial problems, inadequate academic preparation and difficulty adapting to college life. Data from the Census Bureau indicate that there are 2.11 million prospect-age college dropouts. This pool of dropouts is largely an untapped military recruiting resource. DMDC's recruiting data indicate that only 10,000 out of 200,000 DoD recruits in 2001 had some college education but no degree. The preponderance of those enlisting has only a high school diploma.

STRATEGIC IMPERATIVES AND RECOMMENDATIONS

Educators represent a key market for DoD. They are the gatekeepers to military access to schools and students. The research findings and information provided in this paper suggest that this is a positive market and the military should be doing far more to shape educators' attitudes and provide them with an expanded knowledge base about military service. Executing a systematic, sound strategy to reach this group could produce considerable payoffs for military recruiting. The following strategic imperatives focus on what DoD still needs to learn about this market and areas where enough is known to initiate action now.

Strategic Imperative 1: Understand the numbers and types of educators in order to both create a more comprehensive understanding of this market and an ability to segment it.

Objective: Centrally organize all known demographic data on educators and schools and conduct a research synthesis of the data.

Tactics:

1. Identify what data DoD and the Military Services already own or buy and determine the desirability and feasibility of consolidating these data into one database. Identify what additional data exist and would be helpful for recruiting initiatives and the desirability and feasibility of obtaining these data.
2. Design a segmentation study of schools (urban/rural/suburban; SAT/ACT levels or college entrance statistics; those providing access/directories; those participating in the ASVAB Student Testing Program, etc.). Educator segmentation (principals, counselors, and teachers) also should be pursued since interventions for these populations probably would vary and their attitudes toward military service should be tracked separately.

Strategic Imperative 2: Expand educators' knowledge of the military.

Objective: Increase high school educators' ability to convey basic information about the benefits of serving to youth.

Tactics:

1. Write a series of articles for use in education association newsletters, journals, etc.
2. Plan speakers and programs for education conventions, regional and state meetings, etc.
3. Provide links on education Web sites to DoD recruiting Web sites.
4. Increase educator base visits and other "military awareness" activities.
5. In FY 2003's advertising campaign to adult influencers, treat educators as a sub-group. Produce print variations of the Department's FY 2003 adult influencer campaign and field them in educator journals and other educator publications.

Strategic Imperative 3: Ensure the military occupational information provided to youth in computerized career information delivery systems (CIDS) is accurate and the best approaches for presenting the information are used (e.g., military is not segregated into a separate module within the CIDS).

Objective: Update DoD's knowledge of what military occupational information is presented in career information delivery systems and how it is accessed by youth. Where necessary, take steps to improve the quality and presentation of the information.

Tactics:

1. Work with one of the associations (e.g., the American Counseling Association since it has a subgroup that focuses on career development and career counseling) to explore (a) how the CIDS are displaying military occupational information (Military Occupational and Training Data provided to them by DMDC annually) in their systems and (b) the use of military occupational information by students.
2. As needed, initiate work with the individual CIDS to improve the representation of military occupational information.
3. Work with the associations to increase their members' understanding of military occupations and careers.

Strategic Imperative 4: Develop a Joint-Service unified strategy for working with educators.

Objective: The Military Services have developed a variety of practices for working with high school educators. Some involve educator visits to bases, the ASVAB Student Testing Program, career days, evening presentations, obtaining directory lists, etc. Document the various approaches to working with high school educators and the effectiveness of these approaches in motivating educators to recommend military service. This documentation will aid efforts to segment the educator/school market and develop effective interventions for the segments.

Tactics:

1. Document practices for working with high school and community college educators. Determine how effective the practices are in achieving desired outcomes.
2. Develop recommendations for motivating educators to recommend the military.
3. Convene a Joint-Service recruiting working group for the purpose of determining the interest in and need for a unified strategy for educators.

Strategic Imperative 5: Increase understanding of the community college educator market.

Objective: Develop a fundamental understanding of community college educators and students, their attitudes toward the military, how the military interfaces with these populations and the effectiveness of those interventions.

Tactics:

1. Complete a VISTA™ “footprint” (in-depth interviews) with community college educators. After reviewing RAND’s college survey research, determine if a similar study is needed with community college students, stopouts and/or dropouts.
2. Document how the military interfaces with community college educators and students, e.g., ROTC. Document best practices in obtaining community college dropout/stopout lists; military recruiter access to youth, etc.
3. Determine whether the DoD Student Testing Program should be tailored or strengthened to support its use by community colleges.

Strategic Imperative 6: Increase the enlistment of youth who drop out of college.

Objective: DoD has little experience contacting youth who have dropped out of four-year college and community college settings. Determine how best to find and communicate with youth who drop out of college to support increased enlistments.

Tactics:

1. Explore how best to use the JRAP-purchased high school lists in reaching college dropouts through computer matching activities. Explore buying and using the college lists compiled and sold by the same companies that produce the high school lists. Consult with RAND regarding its experiences using the high school lists. Implement best approaches for tracking and reaching college students.
2. Create research-based communications messages for reaching youth who have dropped out of college.

Strategic Imperative 7: Because enrollment in educational preparation programs is expected to increase (due to the large segment of educators who are retirement-eligible in the next five years), teacher and counselor curricula should be examined for opportunities for inserting information about the military or development of separate in-service materials that could be used by higher education professors.

Objective: Examine the college curricula used to prepare teachers, counselors and administrators and suggest content related to the military, where appropriate.

Tactics:

1. Request professional education associations to assist the Department in doing this task. Where the curricula are lacking information about the military, determine what should be developed and/or added.

Strategic Imperative 8: Given the importance of the educator market to military recruiting, the increased turnover expected among teachers, counselors and administrators, and the expanded educator interventions that should be undertaken, DoD should undertake a systematic approach to tracking the attitudes of this market toward military service.

Objective: Track educator attitudes toward military service.

Tactics:

1. Complete VISTA™ for community college educators.
2. Conduct market research telephone surveys of high school and community college educators.

SUMMARY

The Department of Defense has no strategic plan for working with educators. DMDC was tasked to investigate the educator market, from a military recruiting perspective, and to make recommendations for how better to understand and influence it. To that end, in-depth interviews with teachers, counselors and educators were conducted and interviews with Military Service recruiting personnel and representatives from several educator associations were completed.

Eight strategic imperatives, with objectives and tactics, are provided for prioritizing work with educators. The strategic imperatives highlight the importance of continued efforts to understand and track this market (e.g., quantitative surveys and segmentation studies). Little is known or documented on community college educators and youth and there is much to be learned about this market. In particular, the Hispanic/Latino market should be singled out for emphasis. Also, strategies for how to reach college youth – stopouts, dropouts, and those about to leave, need to be developed. This should include not only messaging strategies, but also development of databases to facilitate direct mail efforts for these youth. The strategic imperatives also suggest focusing on ways to expand educator’s knowledge of the military in general and, specifically, the need to incorporate course content on the military into college curricula or in-service learning opportunities. Two areas require documentation of current practices, development of plans for improvement and impact evaluation studies – the use of military occupational information in schools’ career information systems and existing Service educator marketing awareness activities.

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APPENDIX A
American Association of Community Colleges
Discussion Guide
 January 22nd 1:30-3:00 PM

Section	Presenter	Time (approximate)
<p>1. Welcome and Introductions</p> <ul style="list-style-type: none"> • Each person will introduce him or herself and speak a little to his or her background. <p>Opening remarks for LTG Van Alstyne:</p> <ul style="list-style-type: none"> • We are pleased to be here and appreciate that you have taken the time to talk with us. We have asked to meet with you because the DoD is now studying what we can do to improve our efforts on community college campuses around the nation. • DoD is the single largest employer of youth. Our challenge is to recruit about 200,000 enlistees per year. • Youth who enlist: <ul style="list-style-type: none"> • High school graduates • 2-year college graduates • Stopouts and stayouts from both 2-year and 4-year college institutions • College graduates (4 years) – it’s a small percentage, but we do have people enlist who have 4-year degrees • The military and community colleges have a history of mutually beneficial relationships: <ul style="list-style-type: none"> • 265,000 veterans used MGIB last year. • 45% of them enrolled in community college. • Community colleges receive \$400M per year in tuition from MGIB benefits. • The military is a supporter of postsecondary education and has 	<p>LTG John Van Alstyne, Association President, and Dr. Steve Sellman</p>	<p>10 – 15 min</p>

<p>several programs in place to help Service members attend college and earn degrees.</p> <ul style="list-style-type: none"> • MGIB, College First, Navy’s Tech Prep and CASH • DoD also appreciates those colleges that participate in the Service Members Opportunity Colleges (SOC) program, allowing members to move geographically and transfer college credits across educational institutions. • CCAF - Community College of the Air Force also provides opportunity for Air Force recruits to document accredited college hours earned through military technical training. <ul style="list-style-type: none"> • We know from the experiences of our members that our current relationships with community colleges are strong. We believe, however, that we can always discover new ways in which we can improve our relationships. • We are here today to share information on our recruiting requirements and on what we have learned about youth and education attitudes toward the military. We would like to obtain your ideas and feedback regarding how DoD might strengthen its relationships with community colleges 		
<p>2. LAP BRIEFING PRESENTATION (see separate briefing)</p> <ul style="list-style-type: none"> • Who we are – organizational chart • Status of military recruiting • Dropout and stopout rates among two-year institutions • What we have learned about youth and adult attitudes toward the military 	<p>Anita Lancaster and Steve Sellman</p>	<p>15-20 minutes</p>

<p>3. Facilitated Discussion: Questions:</p> <ul style="list-style-type: none"> • What are your reactions to the information we have presented? • How would you describe current relationships between community colleges and the military? • Do you think there are any problems in the military/community college relationship? If yes, what do you think they are? • What do you think about military recruiters on college campuses? If perceptions are positive, how do we find best practices? If perceptions are negative, how can we improve them? <ul style="list-style-type: none"> • What is the relationship with military recruiters? • What is the relationship with active, reserve and NG recruiters? • We know that our military recruiters are obtaining stopout lists from some colleges. Do you believe it is a prevalent practice for community colleges to provide/sell stopout lists to military recruiters, employers, other, etc.? • Should we be working with community colleges at the local or association level? • What are examples of other institutional partnerships you have and how would you characterize them? Can you give us some examples of some of the work you have done with other partnerships? • Would you recommend that we conduct follow-up meetings with your members? 	<p>Steve Sellman/ Anita Lancaster</p>	<p>45-50 minutes</p>
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<p>4. Summary and Conclusions</p> <ul style="list-style-type: none">• Can you tell us who you think are our greatest advocates on community college campuses? Admission offices? Counselors?• Close and thank you.	LTG Van Alstyne	
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APPENDIX B
American Counseling Association
Discussion Guide
January 23rd 1:30-3:00 PM

Section	Presenter	Time (approx)
<p>1. Welcome and Introductions</p> <ul style="list-style-type: none"> • Each person will introduce him or herself and speak a little to his or her background <p>Opening remarks for LTG John Van Alstyne:</p> <ul style="list-style-type: none"> • “Why we are here” • We are pleased to be here and appreciate that you have taken the time to talk with us. We are here today to talk about: <ol style="list-style-type: none"> 1. Military recruiting issues and research we conducted with youth, adults and educators. 2. Your ideas and feedback regarding how DoD might better interface with school counselors and educators in support of military recruiting. • We know we should be exploring our relationships with educators since they are important influencers who provide advice to our Nation’s youth. • We believe that both the military and school counselors play a critical role in advising youth about postsecondary options. Since the American Counseling Association is the professional organization representing school counselors, we are pursuing discussions with ACA about the school counselor’s role in advising youth about the military. • We realize two thirds of youth are electing to go to college when they graduate and we are not here to suggest that the military takes the place of college; rather, we believe the military can be viewed in several ways: <ol style="list-style-type: none"> 1. as a “bridge” between high school and college for some youth 2. as a source of college funds; and 3. as a place where youth who enter the military can earn college credits/degrees while in service • Recruiters report that they frequently have difficulties gaining access to high school campuses or to student 	<p>LTG Van Alstyne, Association President, and Dr. Steve Sellman</p>	<p>15 minutes</p>

<p>directory information. Our data indicate that there are about 2,000 high schools nationwide who deny access to recruiters. Recent legislation requires recruiter access unless school boards have definite policies for all high schools in a district or high schools that have religious objections. Senior military officers will visit those schools and if there is not a reversal in policy, DoD will advise state governors about schools denying access.</p> <ul style="list-style-type: none"> We have conducted market research on youth, adults and the educator community. We would like to share findings that suggest that although adults are positive about the military, they are not necessarily recommending the military to youth who may benefit from military service. We have also conducted educator research and would like to share those findings with you. 		
<p>2. Research Findings - Lap briefing</p>	<p>Dr. Anita Lancaster</p>	<p>15 minutes</p>
<p>3. Facilitated Discussion: Questions:</p> <ul style="list-style-type: none"> Reactions to the findings? What is your perception of the relationship between schools and military recruiters? Our initial research indicates that school counselors refer youth to military recruiting offices instead of speaking personally to them about the option of a military career. Do you have any suggestions that would help make school counselors more comfortable with talking to youth about the military? How would you advise us to increase the visibility and acceptance of the military in high schools, in general, and in school counseling offices/career centers? Do you have suggestions for how our senior officers can persuade high schools to grant recruiter access to campuses or to student directory information? What are examples of other institutional partnerships you have and how would you characterize them? Can you give us some examples of some of the work you have done with other partnerships? Would you suggest conducting follow-up meetings with your members? (If appropriate and depending on feedback) 	<p>Facilitators Dr. Steve Sellman/Dr. Anita Lancaster</p>	<p>55 minutes (max)</p>

4. Summary and Conclusions <ul style="list-style-type: none">• Summarize where we go from here and how we proceed with any of their help.• Close and thank you.	LTG John Van Alstyne	5 minutes

APPENDIX C
National Association of Secondary School Principals
Discussion Guide
April 9 2:00-3:30 PM

Section	Presenter	Time (approx)
<p>1. Welcome and Introductions</p> <ul style="list-style-type: none"> • Each person will introduce him or herself and speak a little to his or her background <p>Opening remarks for LTG John Van Alstyne:</p> <ul style="list-style-type: none"> • We are pleased to be here and appreciate that you have taken the time to talk with us. We are here today to talk about: <ol style="list-style-type: none"> 1. Military recruiting issues and research we conducted with youth, adults and educators. 2. Your ideas and feedback regarding how DoD might better interface with secondary school principals and educators in support of military recruiting. • We know we should be exploring our relationships with educators since they are important influencers who provide advice to our Nation’s youth. <ol style="list-style-type: none"> 1. For over 15 years, we have offered a Career Exploration Program to high schools; it currently includes a career interest inventory, career information and a nationally normed aptitude test (ASVAB). 2. This past school year, we provided our program to approximately 793,000 students in almost 13,000 schools. 3. We are revising our program for the next school year. It will have improved materials and be able to show a greater variety of opportunities to students at both very high and lower achievement levels. • We believe that both the military and school principals play a critical role in impacting youth’s decisions about their postsecondary options. • We realize two thirds of youth are electing to go to college when they graduate and we are not here to suggest that the military takes the place of college; rather, we believe the military can be viewed in several ways: 	<p>LTG John Van Alstyne and Association President</p>	<p>15 minutes</p>

<ol style="list-style-type: none"> 1. as a “bridge” between high school and college for some youth 2. as a source of college funds; and 3. as a place where youth who enter the military can earn college credits/degrees while in service. <ul style="list-style-type: none"> • Recruiters report that they frequently have difficulties gaining access to high school campuses or to student directory information. Our data indicate that there are about 2,000 high schools nationwide that deny access to recruiters. Recent legislation requires recruiter access unless school boards have definite policies for all high schools in a district or high schools have religious objections. Senior military officers will visit schools that deny recruiter access, and if there is not a reversal in policy, DoD will advise state governors about those schools. • We have conducted market research on youth, adults and the educator community. We would like to share findings that suggest that although adults are positive about the military, they are not necessarily recommending the military to youth whom may benefit from military service. We have also conducted educator research and would like to share those findings with you. 		
<p>2. Research Findings - Lap briefing</p>	<p>Captain Gwen Rutherford</p>	<p>15 minutes</p>
<p>3. Facilitated Discussion: Questions:</p> <ul style="list-style-type: none"> • Reactions to the findings? • What is your perception of the relationship between schools and military recruiters? • Our initial research indicates that educators refer youth to military recruiting offices instead of speaking personally to them about the option of a military career. Do you have any suggestions that would help make educators more comfortable with talking to youth about the military? • How would you advise us to increase the visibility and acceptance of the military in high schools, in general, and in school counseling offices/career centers? • Do you have suggestions for how our military officers should approach high schools to grant recruiter access 	<p>Facilitators LTG John Van Alstyne/Colonel Dave Kopanski</p>	<p>55 minutes (max)</p>

<p>to campuses or to student directory information?</p> <ul style="list-style-type: none"> • What are examples of other institutional partnerships you have and how would you characterize them? Can you give us some examples of some of the work you have done with other partnerships? • Would you suggest conducting follow-up meetings with your members? (If appropriate and depending on feedback.) 		
<p>4. Summary and Conclusions</p> <ul style="list-style-type: none"> • Summarize where we go from here and how we proceed with any of their help. • Close and thank you. 	<p>LTG John Van Alstyne</p>	<p>5 minutes</p>

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13. ABSTRACT (Maximum 200 words) From March 2001 to April 2002, the Defense Manpower Data Center studied the educator market and DoD efforts to interface with educators. Interviews were conducted with educators, educational association leaders, recruiting command personnel, and DoD program managers. The goal of the interviews was to obtain information on current programs and respondents' recommendations on improving DoD's interface with educators. Eight strategic imperatives, with objectives and tactics, were provided as a blueprint for prioritizing work with educators. The strategic imperatives highlight the importance of continued efforts to understand and track this market. The imperatives focus on ways to expand educator's knowledge of the military, the need to incorporate course content on the military into college curricula, and the need to document current practices and develop plans for improvement. -				
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