

Give a day...  
change a mind.



Achievement Counts **SpeakersBureau** 2011-2012 TRAINING MANUAL

[www.mbrt.org/speak](http://www.mbrt.org/speak)



*We must capture the hearts and minds of our young people*

*in order to continue to secure the competitive advantage of our nation.*

James F. Pitts

President, Northrop Grumman Electronic Systems

Chairman, MBRT Board of Directors



Thank you for joining the Achievement Counts Speakers Bureau. This is our twelfth year of providing middle and high school students with compelling messages about rigor, relevance and relationships, through a meaningful experience that motivates and inspires them to begin preparing for their future.

Without the benefit of your advice, experience, objectivity and care, many students would struggle to understand the relevance of what they are learning in school and to connect the dots on their path to an exciting career.

Our volunteers are the best!

*June*

June Streckfus, Executive Director,  
Maryland Business Roundtable for Education



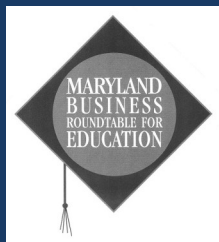
# Achievement Counts **Speakers Bureau**

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# Maryland Business Roundtable for Education



## VISION

All children in Maryland achieve a quality education and are well prepared for a productive, successful life.

## MISSION

To bring the voice of business to support high standards, rigorous assessments, and strong accountability in K-12 education

And

To demonstrate the connection between achievement in school and success in the workplace, in college and in life.

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[www.mbrt.org](http://www.mbrt.org)

June E. Streckfus, Executive Director

**Is your employer a member of MBRT?**

**To join, go to [www.mbrt.org/members](http://www.mbrt.org/members)**

**or call 410-788-0333**

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# 10 Things You Should Know About MBRT

- 1** MBRT is the **only statewide business group** exclusively dedicated to strengthening **K-12 education and improving student achievement and workforce preparedness**.
- 2** Chaired by Jim Pitts of Northrop Grumman and founded in 1992 by Lockheed Martin's former CEO Norm Augustine, MBRT is a **nonprofit coalition of 100 leading employers**, 3,000 volunteers, and a staff of nine dedicated to ensuring that Maryland students receive a **quality education** and are **well prepared** for productive, successful lives.
- 3** Working at both the **policy and the grassroots** levels, MBRT brings the **voice of business** to deliberations that **shape Maryland's future workforce and leaders**.
- 4** Maryland employers share MBRT's **concern about the quality of the workforce pipeline** and a desire to ensure a bright future for our children, our communities, and our state.
- 5** MBRT is a **key link to Maryland's workforce pipeline** – middle and high school students.  
  
MBRT presents in 7<sup>th</sup>/8<sup>th</sup>/9<sup>th</sup> grade classrooms across the state talking to **students** about the need for them to take and **complete rigorous courses, particularly in math & science**.
- 6** Through **Achievement Counts**, MBRT reaches nearly 50,000 students each year and has a **powerful impact on student achievement and career choices and preparation**:
  - ⇒ 3,000 business volunteers (Speakers Bureau [www.mbrt.org/speak](http://www.mbrt.org/speak))
  - ⇒ partnerships in 23 or 24 Maryland school districts
  - ⇒ direct access to middle and high schools in the state
  - ⇒ an online volunteer management system & refresher training module ([www.mbrtraining.org](http://www.mbrtraining.org))
  - ⇒ an innovative, interactive website for teens to explore careers ([www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com))
  - ⇒ an electronic system to deliver information and advice to parents (Parents Count [www.mbrt.org/parents](http://www.mbrt.org/parents))
  - ⇒ an abundance of meaningful data on course completion and student action
  - ⇒ a proven track record of success
- 7** Data show that **7,500 more Maryland high school graduates qualified as a Maryland Scholar between 2008 and 2010**. More students are completing Algebra 2, a 4<sup>th</sup> math, and a 4<sup>th</sup> science. 220,000 students are working online at [www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com) to increase their chances of success in high school, college and beyond.
- 8** The Governor's STEM Task Force – co-chaired by University System of Maryland Chancellor Brit Kirwan and MBRT Executive Director June Streckfus – developed 7 major recommendations to strengthen STEM teaching and learning. **MBRT is leading the creation of the STEM Innovation Network**. ([www.mbrt.org/STEM](http://www.mbrt.org/STEM))
- 9** MBRT works in close **partnership with state and local education agencies, economic and workforce development officials, and business and community organizations**.
- 10** MBRT's operating budget is funded by corporate, higher education and government memberships; and its program budget is funded by government, corporate and foundation support.

# Education in Maryland—What it means to business

The quality of America’s workforce pipeline is at the heart of our ability to compete and prosper in the global economy of the 21<sup>st</sup> century. The pipeline needs to be prepared for the opportunities and challenges that lie ahead.

## MARYLAND’S Educational Pipeline



In Maryland, for every **100** ninth grade students ...



... **74** students graduate from high school four years later.



... **49** students immediately enter college.



... **32** students are still enrolled in their second year.



... **20** students graduate with either an associate’s degree within three years or a bachelor’s degree within six years.

source: National Center for Public Policy and Higher Education, 2008

By the year 2020, 123 million American jobs will be high skill, high pay, but only 50 million Americans will be qualified to fill them. (*The Global Talent Crisis, Gordon, 2009*)

By the end of this decade, more than 60% of jobs will require college education (compared to 28% in 1973). The number of jobs requiring at least a two-year associate’s degree will outpace the number of people qualified to fill those positions by at least 3 million in 2018.

(*Help Wanted: Projections of Jobs and Education Requirements through 2018, Carnevale, 2009*)

Today, 46% of Maryland adults age 25-34 have a college degree. (*OECD. Education at a Glance, 2010*)

In Maryland, out of every 100 ninth grade students, 20 will graduate with either an associate’s degree within 3 years or a bachelor’s degree within 6 years.

(*NCPPE, 2008*)

Unless our young people have a better understanding of careers, what it takes to qualify for them, and begin preparing for them now, many will end up in dead-end, minimum-wage jobs with little chance for advancement – all at a time when the need for highly qualified, highly skilled workers has never been greater.

# Education in Maryland—What it means to business

To ensure that students are well prepared for the realities of today's and tomorrow's workplace, MBRT has:

- ⇒ pushed for high standards, rigorous assessments, and strong accountability
- ⇒ supported the State's efforts to strengthen graduation requirements
- ⇒ advocated for continuous raising of the expectation floor and ceiling

## **High School Graduation Requirements**

Beginning with the class of 2009, graduation requirements were strengthened to include: achieving a composite passing score on 4 end-of-course tests – English 2, Algebra 1 and Biology– or meeting alternative competency criteria set by the state.

99.9% of 2010 seniors met the requirements:

- 90.7% by test performance
- 8.6% by bridge plan (project-based competency assessments)
- 0.5% by waiver

## **College Admission Requirements**

### **University of Maryland completer requirements**

65% of the class of 2010 met University of Maryland complete requirements (up from 64.9% in 2009)

- 4 English credits
- 3 Social Studies/History credits
- 3 Biological/Physical Sciences credits (2 lab)
- 3 Mathematics credits (up to Algebra 2) \*
- 2 Language other than English credits
- or** Advanced Technology credits  
(only 4 USM campuses allow the option)

### **vs. Maryland Scholars Requirements**

50% of the class of 2010 met Maryland Scholars requirements (down from 51% in 2009)

- 4 English credits
- 3 Social Studies/History credits
- 3 Lab Science credits (Biology, Chemistry, Physics\*\*)
- 3 Math credits (Algebra 1, Algebra 2, Geometry)
- 2 Language other than English credits

\*\* preferred

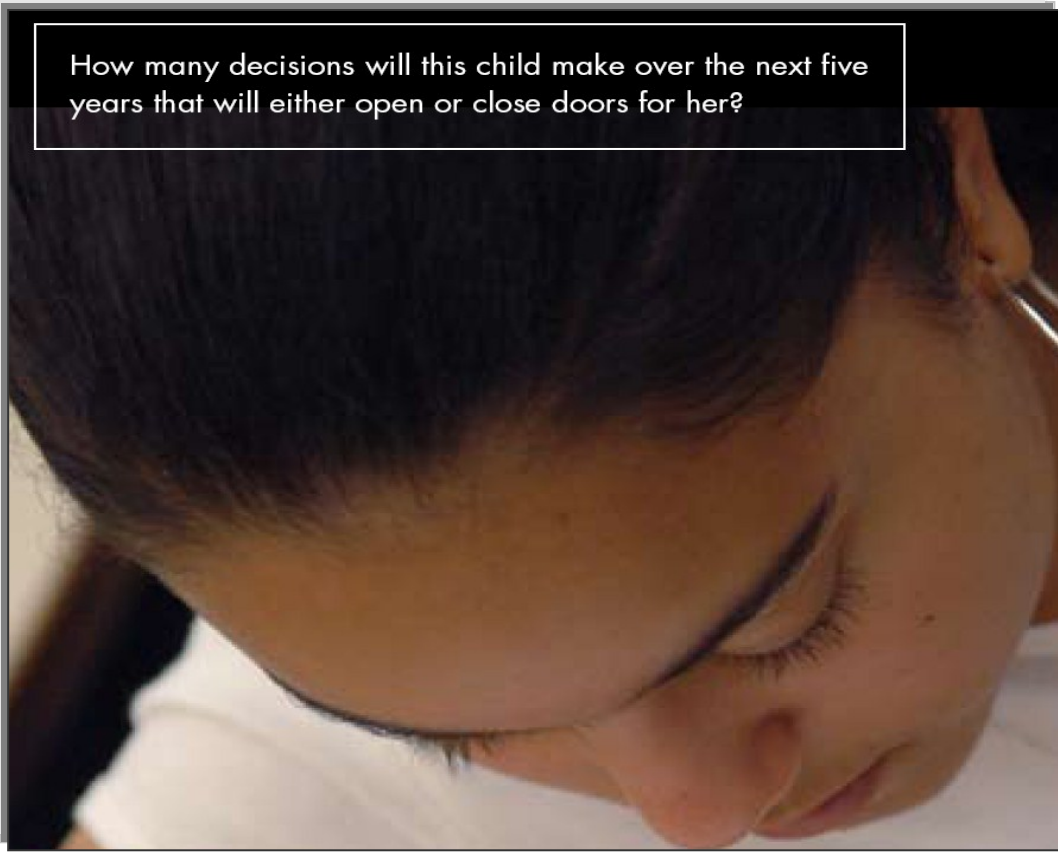
\* For entering **college freshmen in 2015**, the University System of Maryland has raised admission requirements to include **4 math credits** – one each year of high school, including **Algebra 2 or higher during senior year**.

⇒ Maryland State Department of Education and the Maryland Scholars program will likely align math requirements to the UM System requirements for freshmen entering high school in 2012.

**“83% of middle school students surveyed said that they know nothing or very little about high school courses that are required to graduate.”**

*A Voice from the Middle, 2007, www.nassp.org*

How many decisions will this child make over the next five years that will either open or close doors for her?



*What were some key education decisions that you made?*

*Who did you go to for help?*

*Where did that decision take you?*

Some people go through life trying to find out what the world holds for them, only to find out too late that it's what they bring to the world that really counts.

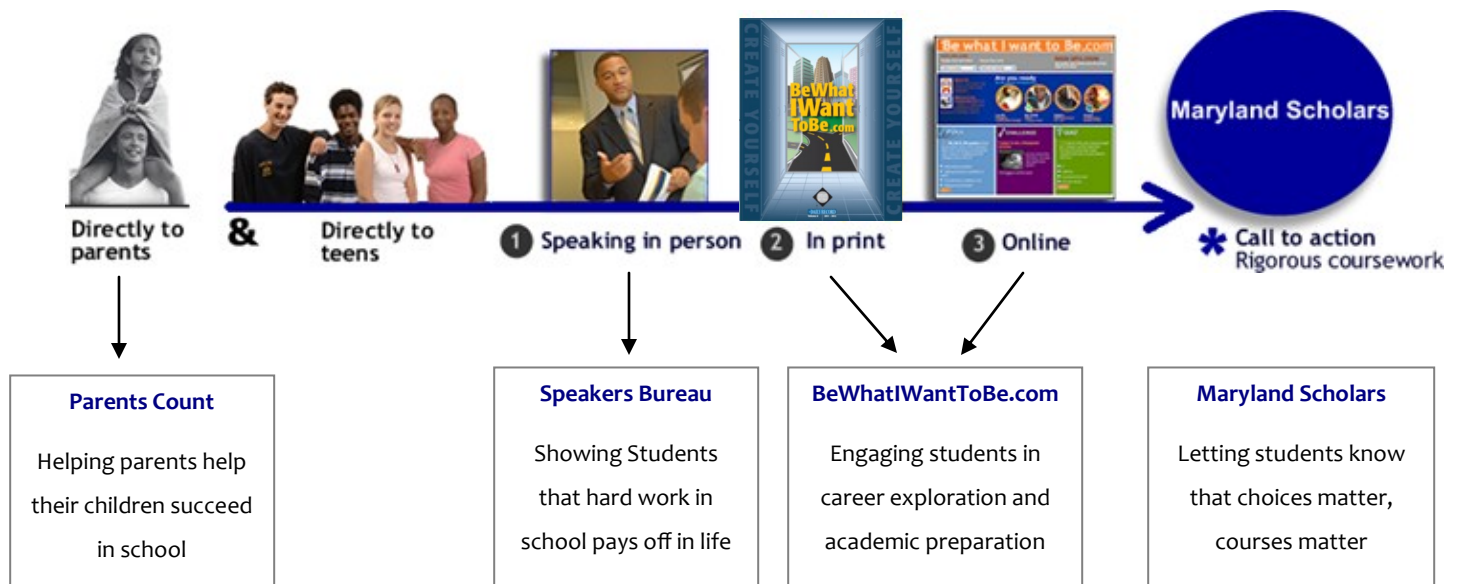
-Anne of Green Gables  
Author



**Motivating students  
to succeed in school  
and in life**

**Achievement Counts Speakers Bureau**

*Achievement Counts* is an award-winning, comprehensive campaign that mobilizes parents, teachers, counselors, community leaders, employers and more than 3,000 business volunteers to inspire, motivate, and help students – throughout their school years – to achieve academic success...and ultimately professional and personal success.



Through the four interconnected components of the *Achievement Counts* campaign, we are reaching tens of thousands of students multiple times throughout middle and high school – **in person, in print and online** – to help inform their decisions and motivate them to excel in school and in life.

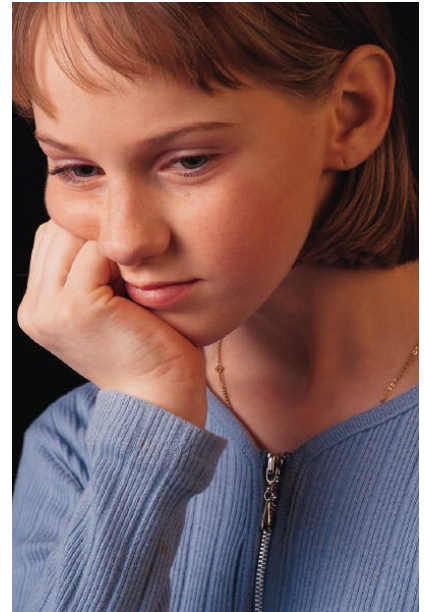
*Achievement Counts* encourages, motivates, and helps students to take control of their learning, to complete rigorous coursework, and to prepare for the challenges and opportunities they will face after high school. By encouraging rigor, demonstrating relevance, building relationships, and providing information and incentives, *Achievement Counts* is creating an environment where students understand and appreciate the value of a good education and are willing to make the investment in their own future.

# Maryland Scholars

Whether a student wants to go to college or get a job after graduation, getting the best possible foundation in high school is essential.

Even if students don't know what they want to do after high school, taking the right courses now will allow them to follow any path they choose later on.

Being a **Maryland Scholar** will help students qualify for college, grants, scholarships, and good jobs with benefits.



## **Maryland Scholars:**

- Is designed to increase the number/percentage of students who complete rigorous coursework and are well prepared to succeed in college and the workplace.
- Began as a national initiative of the U.S. Department of Education, and is endorsed by the Maryland State Department of Education.
- Is conducted by the Maryland Business Roundtable for Education in partnership with Governor O'Malley, the Maryland State Department of Education and local superintendents.
- Utilizes business volunteers to encourage middle and high school students to take and complete a specific set of rigorous courses in high school.
- Is reinforced throughout middle and high school with the help of teachers, counselors and the BeWhatIWantToBe.com website.
- Was piloted in Harford and Frederick counties in 2003 and expanded to 23 of Maryland's 24 school districts by 2005.
- Is designated by the U.S. Department of Education and Maryland State Department of Education as the state's "rigorous course of study."

## MARYLAND SCHOLARS COURSE OF STUDY

4 credits of English

3 credits of Math

Algebra 1, Geometry, **Algebra 2**

3 credits of Lab Science

Biology, **Chemistry**, **Physics** (preferred)

3 credits of Social Studies

U.S. History, World History, Government

2 credits of the same **World Language**

Students must attain a 2.5 GPA to qualify

*Courses highlighted in yellow exceed State requirements.*



### **It's working !**

Since the introduction of Maryland Scholars, more high school students are taking and completing high-level math and science courses.

Ultimately, students will be better prepared to enter and complete college or to qualify for higher paying jobs.

# Why your voice and advice are so important

"9 out of 10 middle school students say that it is likely that they will attend college."

7 out of 10 indicate that they have little or no information about how to choose high school classes that will prepare them for college."

(Reclaiming the American Dream, The Bridgespan Group, 2006)

"5 out of 10 high school juniors and seniors reported that no one at school was especially helpful in advising on career/job options or options to further their education past high school."

(Decisions without Direction: Career Guidance and Decision-Making Among American Youth, 2002)

"Teachers view '*motivating students*' as a challenge and identified it as the single most likely reason that students are unprepared for higher education."

(Primary Sources: America's Teachers on American's Schools, 2010)

"Only 4 in 10 young people voiced strong satisfaction with their high school education."

(Associated Press: Survey of Youth on Education, 2011)

"Only 9% of high school teachers think preparing students for college is their primary mission."

(Redefining High School as a Launch Pad, Deloitte Education Survey 2009)

"Nearly 9 out of 10 (87%) parents expect their child to go to college, but more than 45% of parents have not taken actions to help them prepare."

(IHEP: From Aspirations to Action, 2007)

"Most high school counselors have such high case-loads that they are rendered ineffective. We need an Internet-based counseling system where you can look for a job and find what training you need to get the job."

(Carnevale, Georgetown University Center on Education and the Workforce, 2009)

"The business community plays an essential role in changing student course-taking behavior. 83% of students said the presentation positively influenced their decision to take rigorous high school courses."

(The State Scholars Initiative: Findings, Lessons Learned and Promising Practices, 2009)

## What research shows

### The Cost of Dropping Out Hurts Everyone:

Almost 21,000 students did not graduate from Maryland’s high schools in 2010 – representing \$3.12 billion in lost lifetime earnings for that class of dropouts alone.<sup>1</sup>

Over a lifetime, each high school dropout will cost the economy \$260,000 in unrealized wages, taxes and productivity.<sup>2</sup>

“Your Maryland Scholar presentation was more important than any academic lesson they will have this year.”

Teacher, Baltimore County

(See citations on page 22)

### Rigorous Courses Pay:

Students who took more rigorous courses in high school earned 13.1% more in wages than those who did not – college or no college.<sup>3</sup>

### A Million Dollar Decision:

A typical college graduate will earn \$1 million more over a lifetime than a high school graduate.<sup>4</sup>

### Algebra 2 is Critical:

College students who completed Algebra 2 in high school are nearly twice as likely to graduate from college as those who do not.<sup>5</sup>

### Remediation Takes a Toll:

One-third of college students – and one-half of community college students – are required to take remedial courses in college (for no credit, but full tuition).<sup>6</sup>

A student who takes remedial courses is six times more likely to drop out of college.<sup>7</sup>

### Students Want To Be Challenged and Motivated:

70% of high school graduates surveyed wish they had worked harder and taken more rigorous courses in high school.<sup>8</sup>

91% of high school students surveyed believe that the opportunity to take more challenging courses would improve high schools.<sup>9</sup>

69% of high school dropouts surveyed say they were not motivated or inspired to work hard.<sup>10</sup>

### Employers Need High Level Skills:

Employers say that high school graduates they hire need the same skills and knowledge that colleges require of incoming freshmen.<sup>11</sup>

90% of the fastest growing professions—and 60% of all current jobs—require post-secondary education.<sup>12</sup>

## Frequently Asked Questions from Students

### ***How do I become a Maryland Scholar?***

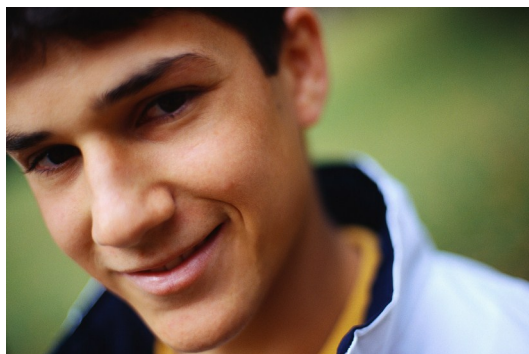
Tell your school counselor you want to be a Maryland Scholar, and add Algebra 2, Chemistry, Physics (or another lab science), and two credits of a world language to your high school schedule. Then complete the coursework with an overall 2.5 or higher GPA. While it is not required, we recommend that every student take a progressively challenging math course in every grade through senior year.

### ***What will I get if I'm a Maryland Scholar?***

Most important, you will get an education that will allow you to follow almost any path you choose after high school. Many school districts are recognizing Maryland Scholars at graduation with certificates or cords.

As a Maryland Scholar, you can greatly increase your chances of:

- Being admitted to – and graduating from – college
- Earning scholarship dollars
- Increasing your lifetime earning potential by \$500,000 to \$1,000,000
- Passing entry level workplace tests



### ***What if I don't do well in one of the courses?***

Do your best. At the first sign that you are struggling, talk to your teacher and get help. In order to be a Maryland Scholar, you must complete the specific courses and achieve at least a 2.5 grade point average (GPA). An occasional C will not knock you off track if you're getting mostly all A's and B's. But remember, many courses build upon the previous course. For example, you must do well in Algebra 1 in order to take Algebra 2. The earlier you take and complete Algebra 1, the better.

### ***What if I fail one of the courses?***

You must pass each of the required courses to be a Maryland Scholar. If you fail one of these courses, you could take it again in summer school, evening school, or add it to your schedule the following year. It's important to keep moving forward. Don't give up on yourself. Ask your parents, school counselor, teachers, and friends for help.

## Frequently Asked Questions from Students

### ***Can I still take electives that interest me?***

Yes. Maryland Scholars courses add up to 15 credits, and they include most of the courses already required by the State and your school district. You can take 7 or 8 courses each year, depending on how your school schedules classes. That means: in four years of high school, you can earn between 28 and 32 credits. Still lots of room for those electives.

### ***Do I need to take AP or Honors classes?***

AP and Honors classes are not required to qualify, but it is to your advantage to take the most rigorous courses you can. Employers and colleges are impressed with students who take Advanced Placement and Honors classes. You can even earn college credit for Advanced Placement classes.

### ***I'm not good at math and science. Why should I take these classes?***

Students who don't take Algebra 2 in high school struggle with math in college and are twice as likely to drop out of college. Having a college degree will double your income over a lifetime. Most careers, even those you wouldn't expect, require high level math skills. Even if you plan to have a career that doesn't involve math or science, these subjects will help you to think, understand and solve everyday problems better. The processes and discipline you learn in math and science will benefit you in life.

### ***What if my school doesn't offer me the opportunity to take one of the required courses?***

Go talk to your counselor, preferably before the new semester classes begin. If, for instance, you signed up for Physics and you end up instead in a general science class, let your counselor know that you need Physics (or another strong lab science) in order to qualify as a Maryland Scholar. Get your parents involved if need be.



# Speakers Bureau: High School Outreach

The Speakers Bureau was established in 1999 to help raise student awareness of the important connection between achievement in school and success in the workplace and in life, and to motivate them to take learning seriously and begin planning their futures.



1999

*80 speakers  
2 districts*

2010

*3,000 speakers  
23 districts*

## Primary Messages:

- **What you do in school counts**  
**...your future depends on it**
- **Take and complete rigorous courses and work hard**
- **You can accomplish anything if you put your mind to it**



Through **candid conversation** and **interactive exchange**, students begin to understand:

- What life after high school might really be like
- How their classes relate to workplace expectations and exciting careers
- The benefits of doing well in school
- That their decisions and actions today will either open or close doors
- That they control their own future
- That someone out there cares about them and their future

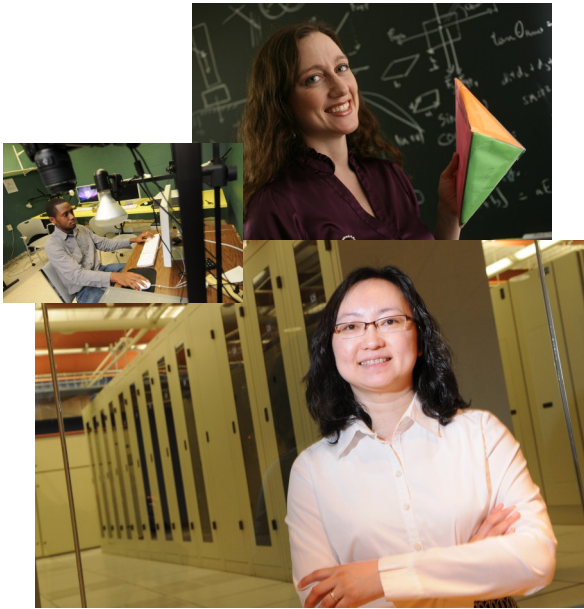
**THANKS TO YOU!**

*We have reached more than half a million  
students since 1999!*



# Speakers Bureau: College Access Middle School Outreach

MBRT, in partnership with the Maryland Higher Education Commission, is working to increase the number of middle school students aware of the interconnectedness of academic preparation, college coursework, and careers goals, and who take action to become college-/career-ready. The College Access program is an opportunity to reach students earlier to deliver this very important message.



## Primary Messages:

- **College will prepare you for rewarding careers**
- **You can attend college if you start preparing now**

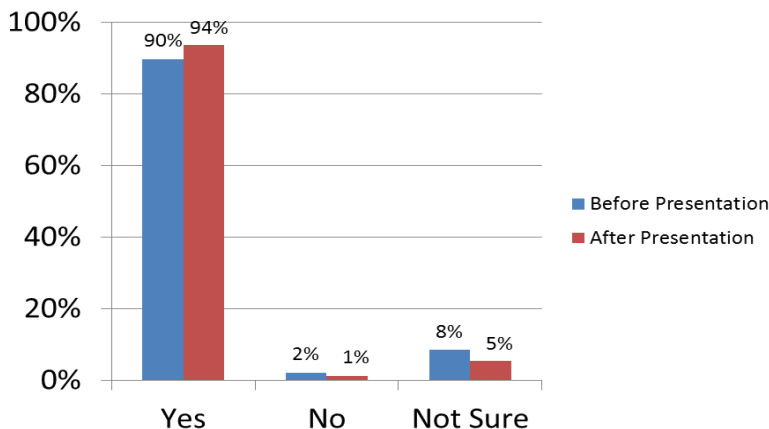
2010 – 2011

85 Classrooms

2000 Students

Student commitment to take more rigorous courses **increased by 12.7%** after hearing the Achievement Counts message

**Do you plan to go to college?** During the 2010-2011 school year, prior to hearing the Achievement Counts presentation, students were asked if they planned to attend college. After the presentation, students were asked the same question.



**\*\*\* Middle School College Access Outreach Lesson Plan and Handouts** can be found in the Appendix (pgs. 47-53)

## How can I connect?

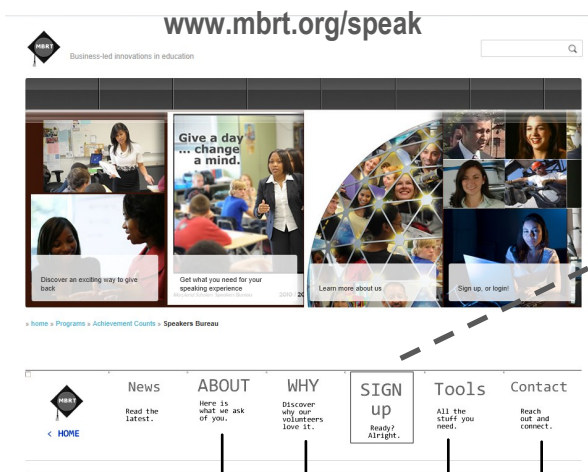
MBRT has built a number of tools with our technology partners (Thanks, Northrop Grumman, Lockheed Martin and IBM!) to help make your volunteering experience a great one. Here is the breakdown of web resources you can access for your speaking needs:

### The Speaker's Bureau Website

BASICS . TOOLKIT . TIPS . HANDOUTS

### Volunteer Management System

ALL OF YOUR DETAILS & SCHEDULES



**About**  
Find recruitment language here.

**Why do it**  
Read stories & tips from current volunteers

**Contact**  
Find your local coordinator, Ambassadors and MBRT contact info

**Tools**  
Find what you need!  
\* Training Manual  
\* Lesson Plan  
\* Handouts



**Online Refresher Training**  
(once you've completed live training)  
- Refresh yourself  
- Grab current key messages  
- Review videos

**Your schedule**  
Find your current list of classrooms you've registered to visit

**School details**  
- Maps!  
- school website link  
- school profile  
- school data  
- school coordinator  
- phone numbers



What you should know about [www. Be What I Want To Be .com](http://www.BeWhatIWantToBe.com)

## What is it?

A website for **you to share** with Maryland students

- designed to help students stay engaged with *Achievement Counts*
- aimed at reinforcing *Maryland Scholars messages* after your presentation
- built to sustain the conversation with students started by *you* ... our volunteer speakers.

The site inspires students to move from interest to action.

## Where does it fit in your presentation?



ACHIEVEMENT COUNTS

## What will students find?

Tell your students about exciting careers they can find ... like Green Jobs!

[bewhاتيwanttobe.com/GREEN](http://bewhاتيwanttobe.com/GREEN)



## How does it work?

### Tips for speakers

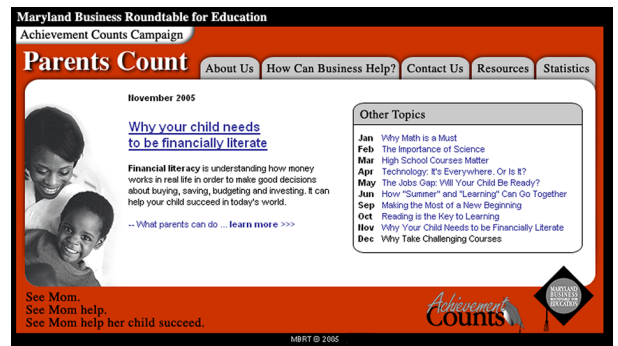
Speakers ... challenge your students to visit and sign up (its free)!

- They enter ***your name***
- Students complete online activities (like goal setting, or college readiness)
- They **EARN POINTS**
- Points lead to rewards & tips on finding internships & scholarships.

# Parents Count

It is so important for parents to be effectively involved in their children's education and to understand – and act upon – the issues that will make a critical difference in their child's ability to be successful in school and in life.

*Parents Count* provides to thousands of parents – through workplace email and newsletters, school bulletins, newspaper articles, and a website – practical, easy to use pointers and strategies to help their children achieve in school at all levels.



With its topical messages to parents in the workplace and in the community, *Parents Count* is a good resource for busy parents. It's a one-stop shop where parents can quickly and easily get good information, helpful tips, and sound advice. Topics range from "back to school – making the most of a new beginning" to "preparing for college and the workplace."

Messages and specific actions are crafted for parents of various grade levels (preschool, elementary, middle and high school) that align with Maryland Scholars messages encouraging students to take rigorous coursework, particularly in math and science.

For more information, visit [www.mbrt.org/parents](http://www.mbrt.org/parents).

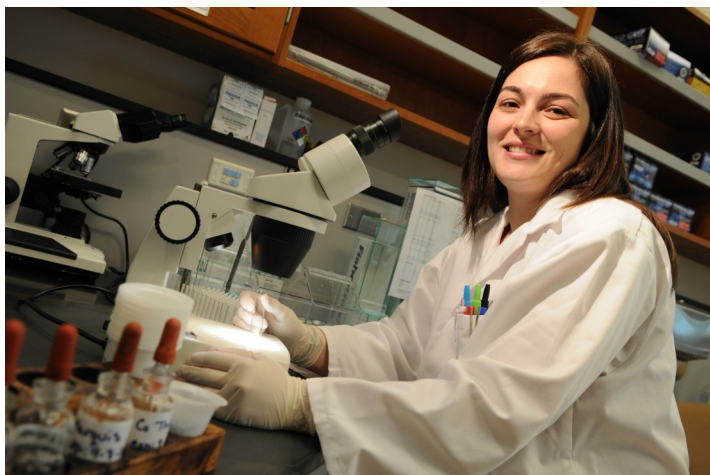
***Parents Count* gives busy parents an effective resource in an efficient format that helps them support their children's academic success throughout their school years.**

# Workplace Ready? What Employers Say...

According to Achieve, Inc., employers are, by and large, unhappy with the skills levels of recent graduates. They are especially concerned about graduates' abilities to think critically, communicate well and perform basic math tasks.<sup>12</sup>

## High school graduates often are not ready for entry-level positions

- The most common types of jobs for which employers hire recent high school graduates with no further education include labor, construction and skilled trades (38%) and services, including food service, personal services and cashiers (34%).
- Employers estimate that 39% of recent high school graduates with no further education are unprepared for the expectations that they face in entry-level jobs.



## Recent graduates are not prepared to advance in the workplace

- Only 18% of employers say that most high school graduates with no further education are prepared for advancement in their company, which is only 8 percent more than those who say the same thing about applicants who don't have a high school diploma.
- Employers also estimate that 45% of graduates are not adequately prepared for the skills and abilities they need to advance beyond entry level.

## High School graduates do not have the skills they need to succeed

- 40% are inadequately prepared in math
- 38% are inadequately prepared for the quality of writing that is expected
- 41% of employers are dissatisfied with graduates' ability to read and understand complicated materials
- 42% are dissatisfied with their ability to think analytically
- 39% are unhappy with graduates' ability to apply what they learn to solve real-world problems

A majority of employers (95%) say that providing opportunities for real-world learning and making coursework more relevant to work would improve things.

## Citations

1. Alliance for Excellent Education, Washington, DC, 2011
2. Raising the Grade: How High School Reform Can Save Our Youth and Our Nation, Jossey-Bass, 2008
3. Rosenbaum, U.S. Department of Education, 2001
4. College Board, 2004
5. Rosenbaum, U.S. Department of Education, 2001
6. National Center for Education Statistics, 2003
7. Rosenbaum, U.S. Department of Education, 2001
8. Achieve, Washington, DC, 2005
9. State of our Nation's Youth, Alger, 2005
10. Civic Enterprises, 2006
11. Achieve, Washington, DC, 2005
12. Raising the Grade: How High School Reform Can Save Our Youth and Out Nation, Jossey-Bass, 2008
13. "Rising to the Challenge," Achieve, Washington, DC, 2005

# LET'S GET STARTED!



LET'S GET STARTED

- 1 Attend a training session and plan to make at least 4 classroom presentations. The sessions will take approximately 45 minutes to complete. You are free to conduct back-to-back sessions in each school. *Speakers who attended live training in prior years may take the online refresher course.* [www.mbrttraining.org](http://www.mbrttraining.org)
- 2 After you have completed training, go to [www.mbrttraining.org](http://www.mbrttraining.org) to select classroom sessions. You may choose schools, dates and times that are convenient to you. Put dates/times/schools into your calendar. *Keep checking the website periodically, new school schedules are being posted almost every day.*
- 3 Take time at home to review the lesson plan, personalize and practice your presentation. Find ways to add visual interest and opportunities for student interaction. (See "Presentation Techniques" on pages 35-40)
- 4 You will receive an email reminder several days prior to your scheduled presentation.
- 5 Arrive at the school 20 minutes before your scheduled presentation. Report to the school office to pick up magazines for students. Check directions ahead of time and allow time for traffic, parking, navigating through school. **Being late is not acceptable.**
- 6 The teacher will stay in the classroom with you, and will evaluate your presentation. Feel free to ask the teacher for help in answering questions, passing out materials, or keeping order.
- 7 At the end of your presentation, distribute magazines and collect student evaluation forms. Send student evaluation forms and your speaker feedback form to MBRT within 5 days after your presentation.

**Note:** *It is recommended that you keep a complete set of hand-outs with you (35 copies) in case the magazines are unavailable for any reason.*

*This is a **serious commitment**. Our credibility—and yours—is on the line.*

***Our goal: a speaker in every classroom.***





# What happens if you don't show up?

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Students will get the exact opposite message from one we're trying to deliver – that attendance & punctuality are critical.

Teachers will have to scramble to fill the unexpected gap, and unhappy principals will call our office. Sometimes, schools will stop working with us.



**If you have an unavoidable conflict or an emergency situation, you must contact someone.**

## **Here's what to do:**

- ⇒ Four days or more ahead –  
Go to [www.mbrt.org/speak](http://www.mbrt.org/speak) and delete your name from the schedule. The system will automatically open up the class for others to take and will notify us of the vacancy.
  
- ⇒ Three days or less –  
Call or email your district business coordinator (listed in your packet and on the website) or Joyce at MBRT (410-788-0333 [joyce@mbrt.org](mailto:joyce@mbrt.org)) to let them know. They will try to get a replacement for you.
  
- ⇒ 24 hours or less –  
Call the school coordinator (listed on the schedule that is emailed to you), explain your situation, express your regrets, and ask if your presentation can be postponed to another day.

## **Maryland Scholars Course of Study**

This is the centerpiece of your message to students. Because this program is somewhat complex, it is important that you be familiar and comfortable with the messages and details.

*[Review carefully, pages 10–17]*

## **Improvements to Volunteer Management System**

With the help of IBM, MBRT's volunteer management system has been expanded and improved. Speakers can access and print directions, school profiles, performance data, school contact name and email.

*[Speakers should go online – [www.mbrt.org/speak](http://www.mbrt.org/speak) -- to register, sign-up for training dates, and sign onto school schedules. Once your training has been completed, you will be able to access the school schedules.]*

## **Refreshed Lesson Plan and Hand-Outs**

Some adjustments and improvements have been made to the lesson plan and hand-outs.

*[Make sure you review and print the latest versions. [www.mbrt.org/speak/tools](http://www.mbrt.org/speak/tools)]*

## **On-line Refresher Training**

We have updated the on-line refresher training with videos for veteran speakers who attended live training in past years and encourage all volunteers to take the course prior to classroom visits.

Veterans who can attend live training sessions are encouraged to do so, since their experience and input are beneficial to new speakers.

## **College Access's Middle School Expansion**

MBRT has expanded the Speakers Bureau to 8th grade students beyond Harford and Howard counties to include high need school districts throughout the state.

*[See Appendix section for College Access Lesson Plan]*

## **Be a Volunteer Coordinator of the Day**

To ensure a quality experience for students and speakers, we are encouraging veteran speakers to consider signing up to be a "volunteer coordinator of the day" – which means you would choose a school and plan to be at that school for the entire day. Duties include:

- Help greet and direct speakers
- Act as liaison with school personnel
- Provide schedule/contacts to school coordinator
- Collect student and teacher evaluations
- Serve as a speaker in case of no-shows

*[To sign up, go to [www.mbrttraining.org](http://www.mbrttraining.org), select "volunteer coordinator signup," click on the school you desire.]*

## **BeWhatIWantToBe Upgrades**

[www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com) – has been expanded and improved to include more career and college readiness activities. Students are rewarded for action online. New sections include the STEM Careers section, Maryland Higher Education Commission's activities on College Access and the Governor's Workforce Investment Board's initiative on green careers. The Maryland State Department of Education's Career and Technology Education team has added to the "Be Anything," section to encourage students to pursue "non-traditional careers". Check it out, there is something for every student.

*[Speakers should visit*

*[www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com) and become familiar with the website in order to promote it effectively and encourage students to sign on and create an account.]*

## **Magazine – 2011 Edition Handouts now inside!**

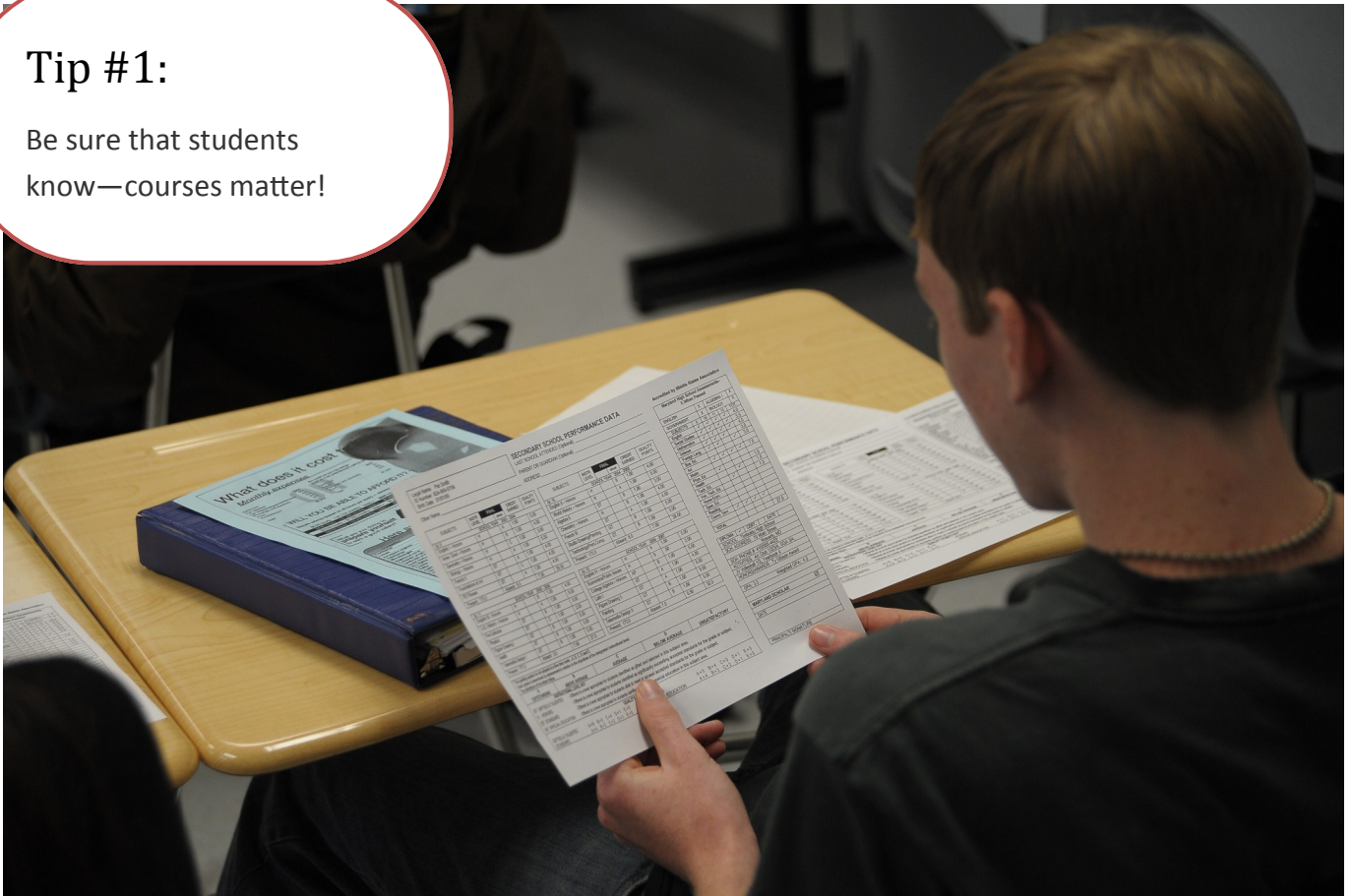
A new, improved magazine has been developed by MBRT and [The Daily Record](http://TheDailyRecord.com). Magazines will be delivered to schools in mid-September. Handouts for classroom visits are now inside! Volunteers are encouraged to keep at least one set (35 copies) of handouts on them at all times.

*[Speakers should pick up magazines for their classes upon arrival at the school office.]*

If magazines are not provided to you at the school, get in touch with the school coordinator. If no success, email [joyce@mbrt.org](mailto:joyce@mbrt.org) to let her know.

**Tip #1:**

Be sure that students know—courses matter!



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# HIGH SCHOOL LESSON PLAN AND HANDOUTS

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*Electronic copies of the handouts can be found online at [www.mbrt.org/speak/tools](http://www.mbrt.org/speak/tools)*

# Achievement Counts **Speakers Bureau**

## 2011-2012 Maryland Scholars Lesson Plan

**Purpose:** Motivate students to complete a specific set of courses that will help them succeed after high school, whether they go to college or enter the workforce directly.

Send a positive message to students that what they do in school is important to their future.

**Materials:** 1) Be What I Want To Be magazine ; 2) Student Evaluation

<p><b>Introduction</b></p> <p>(3 minutes)</p> <p><u>Outcome:</u> Students will know that you care about them and their future, and will want to participate in the lesson.</p> <p><i>Breathe, Smile</i></p> <p><i>Be professional,</i></p> <p><i>but relaxed</i></p> <p><i>Tell anecdote from your high school days</i></p>	<p><u>This is who I am</u></p> <p>Write your name and “Maryland Scholars” on the chalkboard. Introduce yourself.</p> <p><u>This is why I’m here</u></p> <p>Your personal reason...</p> <p>Representing Maryland Business Roundtable for Education (and local business organization)</p> <p>3,000 people like me are talking with students across the state</p> <p>Letting you know that courses matter, choices matter</p> <p>Want you to have opportunity and a chance for a great life</p> <p><u>Frame the process</u></p> <p>Not here to give a speech. Want to have a conversation. Interested in what you have to say.</p> <p>Set ground rules: one person talks at a time, respect each other</p> <p>Hope you’ll get a good idea of what life after high school will be like and what you can do now to make your dreams come true</p>
<p><b>Framing Future Goals</b></p> <p>(8 minutes)</p> <p><u>Outcome:</u> Students will start thinking about what they want to do after high school, and will be eager to use the BeWhatIWantToBe website as a tool.</p> <p><i>Your first chance to get them talking</i></p> <p><i>It’s OK if students don’t know what they want to be – get them to dream</i></p> <p><i>Call students by name (Use tent cards or a seating chart)</i></p>	<p>You can break the ice by asking them questions like:</p> <p><i>What’s important to you? At what do you excel? What do you love to do?</i></p> <p><i>Let’s start thinking about your future.</i></p> <p>Ask students to write down what they’d like to be doing five years from now.</p> <p><i>What do you want to be doing? What do you want your life to look like?</i></p> <p>Wait for a minute or two...then call on students to tell you what they wrote. Discuss.</p> <p><i>How do you think you’ll achieve this?</i> Encourage specific examples.</p> <p>Introduce <a href="http://www.BeWhatIWantToBe.com">www.BeWhatIWantToBe.com</a></p> <p>Tell students about this really great website for teens that lets them explore exciting careers and find out what it takes to qualify for them. Write <a href="http://www.BeWhatIWantToBe.com">www.BeWhatIWantToBe.com</a> on the chalkboard.</p> <p>Give examples of what they can find on the website – profiles of people in various professions who tell you what they do at work, how they got their jobs, and how much they make; ideas on how to prepare for careers; information on college and how to pay for it.</p> <p>Encourage students to go to the website, create an account, set goals, do activities, and earn points. They can win prizes.</p>

LET'S GET STARTED

<p><b>Reality Check</b></p> <p>(10 minutes)</p> <p><b>Outcome:</b> Students will understand connection between “learning” and “earning,” and will be motivated to take their school work seriously.</p> <p><i>Great place for interaction and physical movement</i></p> <p><i>Try an exercise here, i.e. monopoly money</i></p> <p><i>Let them do the work</i></p>	<p><i>Let’s talk about what life will really be like after high school.</i></p> <p><i>Who wants to get their own place? Who wants a car?</i></p> <p><i>What do you think it costs to live on your own? What kinds of things will you have to pay for every month? How much do these things cost?</i></p> <p>Make a list of their responses on the chalkboard/overhead (or ask a student to do this).</p> <p>Hand out the “Be What I Want To Be” magazine.</p> <p>Direct students to pgs. 8 and 9 of the magazine: “What It Costs to Live” – explain each section.</p> <p>Ask for their reactions or questions.</p> <p><i>What can you do to make sure you’re prepared for a successful future?</i></p>
<p><b>Courses Matter...</b></p> <p><b>Choices Matter</b></p> <p>(15 minutes)</p> <p><b>Outcome:</b> Students will realize the role transcripts play in getting them a job or into college, and are inspired to take the Maryland Scholars Course of Study</p> <p><i>Don’t lecture</i></p> <p><i>Keep asking questions</i></p> <p><i>Watch your pacing, time goes quickly</i></p> <p><i>This is a good place for visuals – overhead, posters or PowerPoint</i></p> <p><i>Show students the Maryland Scholars spread in the magazine (pages 6 –7)</i></p> <p><i>Give reasons why these courses will benefit them</i></p>	<p><i>What you do in your <u>four</u> years of high school is important to having a successful future.</i></p> <p><i>Besides your family and teachers, does anyone care what – or how well – you do in high school? Who? Why? How will they know?</i></p> <p>Direct students to page 5 of the magazine with the two filled-in transcripts or display on an overhead transparency. Give them a minute to review.</p> <p><i>What can you tell about these students? Write down some of their answers.</i></p> <p><i>If you owned a company, which one would you hire? Why?</i></p> <p><i>Colleges and employers are asking for high school transcripts because they want to know:</i></p> <p><i>Are you prepared to do college work?</i></p> <p><i>Do you have the skills you need to be successful?</i></p> <p><i>Will you show up for class or work?</i></p> <p><i>Are you reliable?</i></p> <p><i>Would you be eager to take on a challenge?</i></p> <p>Direct students to the blank transcript on pg. 4.</p> <p><i>This is what your transcript looks like at the beginning of high school. It’s a clean slate. You have the power to make it shine. As you complete courses, pass tests, accomplish tasks, earn awards, you are creating a picture of yourself that tells colleges and employers, “I’m the one you want.”</i></p> <p><u>Introduce Maryland Scholars</u></p> <p><i>Speaking of completing courses, the courses you choose to take in high school will play a big part in how far you can go in life. You are in the driver’s seat. You have control.</i></p> <p>Direct students to pgs. 6 and 7: “Maryland Scholar”. Direct their attention to the courses at the bottom of pg. 6</p> <p><i>Most of these courses you already need to take as graduation requirements.</i></p> <p><i>To become a Maryland Scholar, you only need to add: <b>Algebra II, Chemistry, another lab science, and 2 years of a world language.</b></i></p> <p><i>These are the courses you need to complete if you want to have opportunity in life – whether you go to college or right into the workforce.</i></p>

<p>Use facts on Maryland Scholars page of the training manual</p> <p><b>Note:</b> The Academic Competitiveness Grant / SMART Grants have been eliminated as of 2011— please be careful NOT TO provide this information to students</p>	<p><i>If you take these courses, you will be more likely to:</i></p> <ul style="list-style-type: none"> <li><i>Get into college or get a good job with benefits</i></li> <li><i>Qualify for scholarships</i></li> <li><i>Graduate from college</i></li> <li><i>Earn more money in salaries (whether you go to college or not)</i></li> </ul> <p>Go to <a href="http://www.BeWhatIWantToBe.com">www.BeWhatIWantToBe.com</a> Sign up to be a Maryland Scholar and find out more about money for college.</p>
<p><b>Conclusion</b> (7 minutes)</p> <p><b>Outcome:</b> Students are excited about creating their futures, and know specific steps to take to get started</p> <p><i>Continue to be upbeat &amp; positive</i></p> <p><i>Be candid with your answers</i></p>	<p><i>Many employers also do a background check – including drug testing, reviewing driving records, credit checks and criminal history...and some will look at your online profile (i.e. MySpace and Facebook). Be smart. Make good decisions in school and outside of school.</i></p> <p><i>Keep your options open. Don't close doors to your future.</i></p> <p><i>You can <u>make choices</u> and <u>take actions</u> today that will get you ready for tomorrow.</i></p> <p><i>You can create your own record of accomplishment. You have four years to make it impressive. And <u>all four years</u> count.</i></p> <p><i>Just getting by is not good enough if you want to be ready for work or college.</i></p> <p><i>Talk to your parents, teachers and school counselor. They really do want to help you.</i></p> <p><i>Don't be afraid to ask for help when you need it.</i></p> <p><i>Create yourself...Be a Maryland Scholar.</i></p> <p><i><u>Three things you can do now</u> (Write it on the board)</i></p> <ol style="list-style-type: none"> <li><i>1. Talk with your counselor...and your parents about being a Maryland Scholar</i></li> <li><i>2. Go to <a href="http://www.BeWhatIWantToBe.com">www.BeWhatIWantToBe.com</a> and create an account – stay with it</i></li> <li><i>3. Work hard, have fun, create yourself</i></li> </ol> <p>Ask the students if they have any questions.</p> <p>Hand out the student evaluation form. (allow a few minutes for them to complete it)</p> <p>Collect the evaluation forms.</p> <p>Thank students and teacher for allowing you to be there.</p>

# Reality Check

Be What I Want To Be magazine:  
pgs. 8 and 9



## Monthly expenses

Apartment	\$1,000	You could cut out a few things (such as a car and entertainment). Do you really need such a big apartment? What about cooking instead of going to a restaurant?	Apartment	\$600
Car payment	300		Bus fare	64
Car insurance/gas/maintenance	450		Gas/electricity	150
Gas/electricity	150		Phone	50
Phone/internet/cable television	200		Food	200
Food	350			
Entertainment	200			
<b>Total</b>	<b>\$2,650</b>		<b>Total</b>	<b>\$1,064</b>

## Will you be able to afford it?

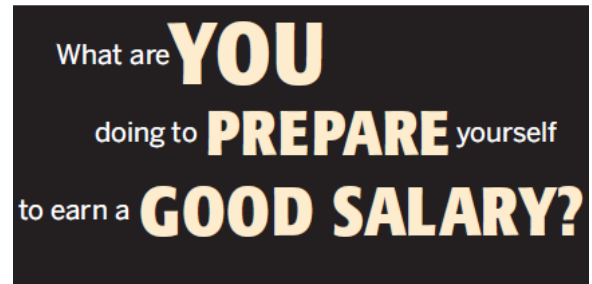
Sample salaries (based on 40 hours per week). Minimum wage is \$7.25/hour.

\$7.25 hourly = \$1,160 monthly - taxes = \$789 monthly take-home pay  
 \$8.50 hourly = \$1,360 monthly - taxes = \$925 monthly take-home pay  
 \$10.00 hourly = \$1,600 monthly - taxes = \$1,088 monthly take-home pay  
 \$20.00 hourly = \$3,200 monthly - taxes = \$2,176 monthly take-home pay

## What some Maryland jobs pay

Occupation	Education	Projected openings in 2018	Median hourly wage	Median monthly wage	Median annual wage
Pediatrician	Bachelor's degree and higher	175	\$64.75	\$1,120.2	\$13,442.5
Lawyer	Bachelor's degree and higher	2,670	\$54.75	\$9,510	\$114,125
Mechanical Engineer	Bachelor's degree and higher	1,820	\$42.75	\$7,392	\$88,700
Biomedical Engineer	Bachelor's degree and higher	510	\$42.25	\$7,335	\$88,025
Veterinarian	Bachelor's degree and higher	635	\$42.25	\$7,319	\$87,825
Speech Language Pathologist	Bachelor's degree and higher	960	\$38.75	\$6,737	\$80,850
Nurse (Registered)	Bachelor's degree and higher	14,670	\$36.75	\$6,385	\$76,625
Accountant / Auditor	Bachelor's degree and higher	10,910	\$33.00	\$5,708	\$68,500
Environmental Scientist	Bachelor's degree and higher	1,315	\$30.50	\$5,304	\$63,650
Writer	Bachelor's degree and higher	795	\$29.00	\$5,014	\$60,175
Police Officer	High school	5,375	\$26.75	\$4,833	\$58,000
Forensic Science Technician	Bachelor's degree and higher	345	\$26.25	\$4,538	\$54,450
Teacher	Bachelor's degree and higher	30,540	\$37.48	\$5,997	\$71,965
Administrative Assistant	High school	24,370	\$25.43	\$4,669	\$56,025
Graphic Designer	Bachelor's degree and higher	2,270	\$23.25	\$4,050	\$48,600
Real Estate Sales Agent	Associate degree	2,410	\$22.00	\$3,827	\$45,925
Carpenter	High school	3,615	\$20.00	\$3,464	\$41,575
Emergency Medical Technician	Associate degree	1,100	\$18.00	\$3,131	\$37,575
Dental Assistant	High school	2,125	\$17.25	\$2,987	\$35,850
Fitness Trainer	Associate degree	3,490	\$14.75	\$2,564	\$30,775
Retail Sales Person	High School	72,840	\$10.25	\$1,765	\$21,175
Waiter or Waitress	High School	43,300	\$8.00	\$1,394	\$16,725

For more occupations, visit <http://www.dllr.state.md.us/lmi/> and click on "2008 to 2018 occupational projections-wage data link." Or, visit [www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com).



LET'S GET STARTED

Outcome: Students will understand connection between "learning" and "earning," and will be motivated to take their school work seriously.

## Per week

Pay Check			
Pay to the order of	Jane Eyre		\$406.00
Four-hundred six dollars and zero cents			
Earnings	Rate	Hours	This Period
Regular	15.00	40	600.00
<b>Gross Pay</b>			<b>\$600.00</b>
Deductions	Statutory		
	Federal Income Tax		-102.00
	State/Local Income Tax		-36.00
	Social Security Tax		-36.00
	Other		
	Health Insurance		-20.00
	<b>Net Pay</b>		<b>\$406.00</b>



## Per month

Gross wages (x4 weeks)	\$2,400.00
Taxes withheld	
	-\$408.00
	-\$144.00
	-\$144.00
Other deductions	-\$80
<b>Net pay</b>	<b>\$1,624.00</b>

Legal Name Pat Smith  
 ID Number 624-569-5799  
 Birth Date 01/01/94

**SECONDARY SCHOOL PERFORMANCE DATA**

LAST SCHOOL ATTENDED (Optional) \_\_\_\_\_  
 PARENT OR GUARDIAN (Optional) \_\_\_\_\_  
 ADDRESS \_\_\_\_\_

SUBJECTS	INSTR LEVEL	FINAL GRADE	CREDIT EARNED	QUALITY POINTS
Gr. 9 SCHOOL YEAR 2008 - 2009				
English I - Honors	H	A	1.00	5.00
Amer. Govt - Honors	H	B	1.00	4.00
Geometry - Honors	H	C	1.00	3.00
Biology - Honors	H	A	1.00	5.00
French II	ST	A	1.00	4.00
Foundations of Art	GT	C	1.00	4.00
PE Fitness	ST	A	1.00	4.00
Present: 175.0	Absent: 5.0		7.00	29.00

SUBJECTS	INSTR LEVEL	FINAL GRADE	CREDIT EARNED	QUALITY POINTS
Gr. 10 SCHOOL YEAR 2009 - 2010				
English II - Honors	H	B	1.00	4.00
World History - Honors	H	A	1.00	5.00
Algebra II	ST	B	1.00	3.00
Chemistry - Honors	H	B	1.00	4.00
French III	ST	A	1.00	4.00
Studio Drawing/Painting	GT	B	1.00	5.00
Technology/Pers. Comp.	ST	B	1.00	3.00
Present: 172.0	Absent: 8.0		7.00	28.00

SUBJECTS	INSTR LEVEL	FINAL GRADE	CREDIT EARNED	QUALITY POINTS
Gr. 11 SCHOOL YEAR 2010 - 2011				
English III - Honors	H	B	1.00	4.00
U.S. History - Honors	H	A	1.00	5.00
Pre-Calculus	ST	B	1.00	3.00
Physics	ST	C	1.00	2.00
Figure Drawing I	GT	B	1.00	5.00
Health	ST	B	1.00	3.00
Telemedia Design I	GT	B	1.00	5.00
Present: 177.0	Absent: 3.0		7.00	27.0

SUBJECTS	INSTR LEVEL	FINAL GRADE	CREDIT EARNED	QUALITY POINTS
Gr. 12 SCHOOL YEAR 2011 - 2012				
English IV - Honors	H	A	1.00	5.00
Economics/Public Issues	H	B	.50	2.00
College Algebra - Honors	AP	B	1.00	5.00
Latin I	ST	A	1.00	4.00
Figure Drawing II	GT	A	1.00	6.00
Painting	GT	B	1.00	5.00
Telemedia Design II	GT	B	1.00	5.00
Present: 173.0	Absent: 7.0		6.50	32.0

The grading system for all subjects is a five step scale: A, B, C, D and E.  
 Each grade is determined by achievement in relation to the objectives of the designated instructional level.  
 The definitions of the letters follow:

A	B	C	D	E
OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFACTORY

**INSTRUCTIONAL LEVEL KEY**

GT, GIFTED & TALENTED - Offered at a level appropriate for students identified as gifted and talented in this subject area.  
 H HONORS - Offered at a level appropriate for students identified as significantly exceeding accepted standards for the grade or subject.  
 ST STANDARD - Offered at a level appropriate for students able to meet or exceed accepted standards for the grade or subject.  
 SE, SPECIAL EDUCATION - Offered at a level appropriate for students certified as needing special education in this subject area.

**QUALITY POINTS KEY**

GIFTED & TALENTED STANDARD A=6 B=5 C=4 D=1 E=0 HONORS A=5 B=4 C=3 D=1 E=0 SPECIAL EDUCATION A=4 B=3 C=2 D=1 E=0

[Maryland Scholars courses are bolded]

Legal Name Kelly Jones  
 ID Number 111-22-3333  
 Birth Date 02/02/94

**SECONDARY SCHOOL PERFORMANCE DATA**

LAST SCHOOL ATTENDED (Optional) \_\_\_\_\_  
 PARENT OR GUARDIAN (Optional) \_\_\_\_\_  
 ADDRESS \_\_\_\_\_

SUBJECTS	INSTR LEVEL	FINAL GRADE	CREDIT EARNED	QUALITY POINTS
Gr. 9 SCHOOL YEAR 2008 - 2009				
English I	ST	C	1.00	2.00
Amer. Govt	ST	B	1.00	3.00
Algebra I	ST	E	0.00	0.00
Biology	ST	D	1.00	1.00
Spanish I	ST	C	1.00	2.00
Technology/Pers. Comp.	ST	A	1.00	4.00
PE Fitness	ST	C	1.00	2.00
Present: 165.0	Absent: 15.0		6.00	14.00

SUBJECTS	INSTR LEVEL	FINAL GRADE	CREDIT EARNED	QUALITY POINTS
Gr. 11 SCHOOL YEAR 2010 - 2011				
English III	ST	D	1.00	1.00
U.S. History	ST	D	1.00	1.00
Geometry	ST	D	1.00	1.00
Oceanography	ST	C	1.00	2.00
Spanish III	ST	C	1.00	2.00
Music	ST	E	0.00	0.00
Computer Aided Design I	ST	A	1.00	4.00
Present: 167.0	Absent: 13.0		6.00	11.0

The grading system for all subjects is a five step scale: A, B, C, D and E.  
 Each grade is determined by achievement in relation to the objectives of the designated instructional level.  
 The definitions of the letters follow:

A	B	C	D	E
OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFACTORY

**INSTRUCTIONAL LEVEL KEY**

GT, GIFTED & TALENTED - Offered at a level appropriate for students identified as gifted and talented in this subject area.  
 H HONORS - Offered at a level appropriate for students identified as significantly exceeding accepted standards for the grade or subject.  
 ST STANDARD - Offered at a level appropriate for students able to meet or exceed accepted standards for the grade or subject.  
 SE, SPECIAL EDUCATION - Offered at a level appropriate for students certified as needing special education in this subject area.

**QUALITY POINTS KEY**

GIFTED & TALENTED STANDARD A=6 B=5 C=4 D=1 E=0 HONORS A=5 B=4 C=3 D=1 E=0 SPECIAL EDUCATION A=4 B=3 C=2 D=1 E=0

[Maryland Scholars courses are bolded]

Accredited by Middle States Association

Maryland High School Assessments - X When Passed

ENGLISH	X	BIOLOGY	X		
ALGEBRA I	X				
SUBJECTS	9	10	11	12	TOT
English	1	1	1	1	4.0
Social Studies	1	1	1	1	3.5
Mathematics	1	1	1	1	4.0
Science	1	1	1	1	3.0
Foreign Lang.	1	1	1	1	3.0
Bus. Ed.					
Art	1	1	2	3	7.0
Music					
Phys. Ed.	1				1.0
Health			1		1.0
Tech. Ed.		1			1.0
Voc. Tech. Ed.					
Home Econ.					
Spec. Ed.					
Reading					
Comm. Serv.	✓	✓	✓	✓	
TOTAL					27.5

DIPLOMA  CERT.  DATE \_\_\_\_\_

SCHOOL Timbuktu High School  
 SCH ADDRESS 10 Main Street  
 Waverly, MD  
 SCH PHONE # 410/535-4422  
 ACTIVITIES Art Club 1/2/04, SGA 3/4,  
 JV Volleyball 1/2, Yearbook 4  
 HONORS/AWARDS Ty Gibson Award

GPA: 3.3 Weighted GPA: 4.2

**MARYLAND SCHOLAR**

DATE \_\_\_\_\_

PRINCIPAL'S SIGNATURE \_\_\_\_\_

# Courses Matter... Choices Matter

Be What I Want To Be magazine:  
 pgs. 4 and 5

Accredited by Middle States Association

Maryland High School Assessments - X When Passed

ENGLISH	X	BIOLOGY	X		
ALGEBRA I	X				
SUBJECTS	9	10	11	12	TOT
English	1	1	1	1	4.0
Social Studies	1	1	1	1	4.0
Mathematics	0	1	1	1	3.0
Science	1	1	1	1	4.0
Foreign Lang.	1	1	1	1	4.0
Bus. Ed.					
Art		1	1	2	2.0
Music			0		
Phys. Ed.	1				1.0
Health		1			1.0
Tech. Ed.	1	1	1	1	3.0
Voc. Tech. Ed.					
Home Econ.					
Spec. Ed.					
Reading					
Comm. Serv.	✓	✓	✓	✓	
TOTAL					26.0

DIPLOMA  CERT.  DATE \_\_\_\_\_

SCHOOL Timbuktu High School  
 SCH ADDRESS 10 Main Street  
 Waverly, MD  
 SCH PHONE # 410/535-4422  
 ACTIVITIES \_\_\_\_\_

HONORS/AWARDS \_\_\_\_\_

GPA: 1.9 Weighted GPA: 1.9

**MARYLAND SCHOLAR**

DATE \_\_\_\_\_

PRINCIPAL'S SIGNATURE \_\_\_\_\_

**Outcome:** Students will realize the role transcripts play in getting a job or into college, and are inspired to take the Maryland Scholar Course of Study



# Why become a Maryland Scholar?



It is the key that will open doors for you after high school.

Taking the right courses now will allow you to follow any path you choose.



Being a Maryland Scholar prepares you for success in college and the workplace.

## Maryland Scholars course of study

4 credits	English
3 credits	Math*
	Algebra 1, Geometry, Algebra 2
3 credits	Lab Science
	Biology, Chemistry, Physics (preferred)
3 credits	Social Studies
	U.S. History, World History, Government
2 credits	World Language
	Must be the same language

Students must attain a 2.5 GPA to qualify.

Bolded courses are beyond state graduation requirements.

\*4 math credits (including senior year) are preferred. University System of Maryland requires 4 math credits (to Algebra 2 or higher), effective Fall 2015.

# Call to Action!

Be What I Want To Be magazine:

pgs. 6 and 7



## Did you know?

A typical college graduate will earn \$1 million more over a lifetime than a high school graduate.

Students who took more rigorous courses in high school earned 13.1% more in wages than those who did not — college or no college.

College students who completed Algebra 2 in high school are nearly twice as likely to graduate from college as those who do not.

Employers say that high school graduates they hire need the same skills and knowledge that colleges require of incoming freshmen.

90% of the fastest growing professions — and 60% of all current jobs — require postsecondary education.

70% of high school graduates surveyed wish they had worked harder and taken more rigorous courses in high school.

HOW TO GET STARTED...

# 2 EASY STEPS

1. Talk with your family tonight. Let them know of your goal to be a Maryland Scholar.
2. Talk with your school counselor tomorrow. Your counselor can help to ensure the right courses are on your schedule and keep you on track to becoming a Maryland Scholar.

BeWhatIWantToBe.com /7/

LET'S GET STARTED

**What Do You Think?**

Name of Speaker \_\_\_\_\_

Your Name \_\_\_\_\_

Your School \_\_\_\_\_

Your Career Goal \_\_\_\_\_

*I want to be a Maryland Scholar!*

*Yes*

*No*

*Not sure*

**When a college or employer looks at my transcript, they can see** (check all that apply):

\_\_\_ Grades    \_\_\_ Attendance    \_\_\_ GPA    \_\_\_ Favorite Color    \_\_\_ How dependable I am

**On BeWhatIWantToBe.com, I can find information about** (check all that apply):

\_\_\_ Jobs    \_\_\_ College    \_\_\_ How to win prizes    \_\_\_ Careers of the future

**As a result of this presentation, I will...**

---

---

**What would make this presentation better?**

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**How did I do?**

Exceptional

Good

Not helpful

LET'S GET STARTED



**Tip #2:**

Keep students active.

Do not simply lecture.

# PRESENTATION TECHNIQUES

LET'S GET STARTED

## **New speaker?**

Need a little advice?

Our *Ambassadors* are ready to help.



They've been there.  
They know it can be a challenge.

Reach out to these experienced volunteers.

**Find Ambassadors on page 46, or**

[www.mbrt.org/speak/ambassador](http://www.mbrt.org/speak/ambassador) for a more recent listing.

# Preparing for your Presentation

- Take time to review the manual, particularly the lesson plan and the handouts.
- Visit the on-line refresher training module ([www.mbrt.org/speak](http://www.mbrt.org/speak)) for any reinforcement you may need.
- Visit [www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com) so you can inspire students to create an account.
- Think about ways to incorporate visual interest and interaction with students.
- Jot down your key messages and reminders of personal anecdotes (index cards work well).
- Know your key messages. Practice your presentation (maybe in front of some teens you know).
- Be aware of the timing of each segment of the lesson. Time flies in the classroom.
- Copies of the handouts for classroom visits are now inside the Be What I Want To Be magazine! We still encourage that you keep at least one set (35 copies) of handouts on you at all times.
- You may call or email the school contact person if you have questions about technology or other special needs.
- Know your audience. Performance and demographic data on each school is available at [www.mdreportcard.org](http://www.mdreportcard.org), and most schools have websites you can visit to familiarize yourself.
- If you are a new speaker and feel the need for gentle immersion as opposed to baptism by fire, you can arrange to observe a veteran speaker in advance of your speaking commitment. Visit <http://mbrt.org/speak/ambassadors> or contact [latara@mbrt.org](mailto:latara@mbrt.org).

## How to Engage Teens



- Deal with students in a mature manner. Show that you respect them as young people who can take responsibility.
  - Establish an atmosphere that is relaxed, yet professional. Make your presentation conversational.
  - Don't talk in a monotone. Be candid. Use humor. Speak from your heart.
  - Tell a few personal anecdotes. This will help students relate to you.
  - Keep the students talking, reacting, guessing, questioning.
- Avoid the overwhelming temptation to lecture. If you talk for more than 2 minutes without a student speaking or engaging, you may be losing them!
  - If you notice that eyes are starting to glaze over, stop talking...and ask questions.
  - Don't worry about filling in moments of silence. Silence can be good. It will force the class to think.
  - Move around as you talk and listen. Move toward someone sleepy or distracted, should you spot one.

# Making for your Presentation

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- Find ways to use students in your presentation, i.e. writing on the board, posing as a job applicant, posing as an employer.
- Make your presentation visually stimulating. Use PowerPoint, props, handouts on color paper, etc. Be creative and have a plan "B" in the event of equipment failure.
- Use student names whenever possible. (See tips on page 39.)
- Create a little competition.
- Keep in mind – What's in it for them. It's about them, not you.
- Exercise good judgment. You are a role model.
- The best technique for maintaining interest is enthusiasm. Keep it up!

## **An important caution about inappropriate language and contact with students:**

- ◇ Do not use foul language or make references to drugs or other illegal activities.
- ◇ Do not physically touch a student. Handshakes are OK.
- ◇ Do not contact students directly (by email, phone, or in person) after the presentation.  
If you want to reconnect to show your interest in their progress, ask the teacher if a follow-up visit is possible.

## **Asking and Answering Questions**

- Ask a lot of questions, it will keep the students involved. The more you can get them to participate, the more they will get out of the presentation.
- Ask questions that require more than a "yes" or "no" answer.
  - ⇒ How do you feel about...?
  - ⇒ What do you think about...?
  - ⇒ What would be your solution to...?
  - ⇒ Why is that important...?
  - ⇒ What is the relation between \_\_\_\_\_ and \_\_\_\_\_?
- Don't wait for students to jump in, call on specific students.
- Acknowledge the students' answers. Be diplomatic when an answer is wrong.
- Encourage students to ask questions, and be candid with your responses.
- Thank students for their questions (i.e. "That was a very good question," or "Your question is right on target..."). This affirmation will encourage other students to speak up.
- If you don't have an adequate answer to a question, say so. Offer to find out and get back to them via the teacher at a later date.
- Feel free to ask the teacher to chime in on a question you are unsure about.
- Don't panic if students deviate from the topic for a minute or two. This confirms your desire to be fair and open with them. But look for an opening to bring them back on track.

# Classroom Management Techniques

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- Be sure to have everyone's attention before you start your lesson.
- Begin each class by telling the students exactly what will be happening and what you expect from them.
- Establish your own set of rules prior to giving your presentation: pay attention, respect for others, raise your hand, and encourage participation.
- Speak confidently and project your voice so that students in the back can hear you. But don't let overly talkative students force you to yell. If the noise level gets too high, stop talking. They will get the hint.
- Circulate, walk around the room.
- Be courteous, prompt, enthusiastic, patient, organized and in control.
- Using a student's name will draw them back in if they are chatting with their neighbor or nodding off. Just drop the student's name into your dialogue in a natural way.
- In order to have respect, you must give it.
- Be aware that students may not be on their best behavior if a substitute teacher is on duty in your classroom or if the regular teacher leaves the room.

## ***If student behavior becomes a problem, here are some suggestions:***

- To get their attention, stop talking for a few moments.
- Let students know that you will not continue without their attention and respect – in which case, they can resume their normal class work.
- Ask for reinforcement from the teacher or the substitute.

## ***If the teacher leaves the room:***

- Follow him/her to the door and explain that their presence is required.
- Send a student to the office with a note indicating that you have been left alone with the students in the classroom and request someone with supervisory authority to join you.
- If you need immediate assistance, send a student to the classroom next door to ask for help from the teacher there – or locate the intercom switch and call the office.

# What's Working—Suggestions From Your Fellow Speakers

---

## Introduction

- Ask students to write their name on a tent card and place on their desks.
- Have the teacher provide you with a seating chart for the classroom.
- Use a “hook” – something positive to which the kids can relate. For example, if you are speaking at your alma mater, bring your yearbook, football jersey, etc.
- Set the tone for the session: there are no “wrong” answers, everyone’s opinions and ideas count, there is no homework, and we are going to have fun.

## Reality Check

- Bring in the Sunday Classified section of the newspaper. Divide the class into three groups: 1) find an apartment; 2) find a job; 3) find a car. Compare figures to those on the chart.
- Bring in Monopoly money. Ask one student to act as an employee, and give him/her \$2,400 salary. Ask other students to act as: landlord, banker, insurance, gas/elec. company, grocer, etc. Have “employee” go down line to pay off bills – see how much is left at the end.



## Summary/Conclusion

- Close with a strong quote and/or lasting message to the students.

## Keeping Students' Attention

- Arrive early (before students enter classroom) and tape a few cards under randomly selected chairs. Have them look under their seats and provide a prize to those with a card.
- Challenge the students to answer/ask questions and give them a prize when they do.
- Provide opportunities for students to work in pairs or teams during your session.
- Candy can be a good incentive. Most teachers don't mind, but some do. Ask in advance.

For more ideas, visit [www.mbrt.org/speak](http://www.mbrt.org/speak).

If you develop any effective practices, please email them to us!

# What's working—suggestions from classroom teachers

---

## **Put your best foot forward:**

- Arrive early.
- Make your purpose clear from the beginning.
- Let teacher know ahead of time if you need any special arrangements.
- Make sure your presentation fits the time you have.

## **Make it active and interesting:**

- Make the presentation motivating and interesting – more hands-on activity, less lecture.
- Develop visual aids – posters, charts, power point, props
- Include some role playing of situations in the workplace.
- Use a game, response system, or have students write on board.

## **Make it personal:**

- Bring pictures of what you do as a career.
- Explain about your own school and job experiences. Discuss a typical work day.
- Talk about your own cost of living. Use local data.
- Use real-life examples: credit cards, bills, transcript
- Talk about negatives...what happens if you don't prepare for life after high school.



## Students React to Speaker Presentations:

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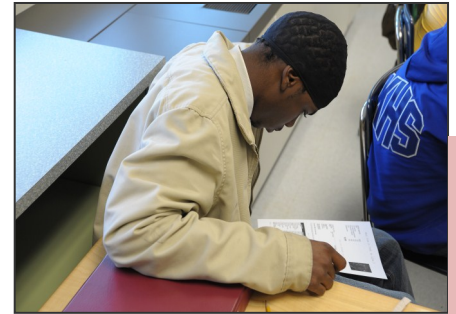
"Now I know that everything that I do from this point forward will impact my life and my future. Also I know that the classes that I take will help me to get into colleges and the academics that I do outside of school will help me tremendously with graduating, college and being a Maryland Scholar." - *Catonsville High - Baltimore County*



Today I learned A LOT! About career plans, salaries, and education. Also that you have to balance out how much you spend per month." - *Mountain Ridge High - Allegany County*

"Today I learned that education is important for your future. Without good grades and a good transcript, it is hard to get a good career." - *Meade High - Anne Arundel County*

"Today I learned that I can be anything I want to be as long as I put my mind to it, have faith and confidence, and accomplish and succeed in school." - *Dunbar High School - Baltimore City*



"You have to keep up your grades and make sure your attendance is good. The better you do in school, the more money you can make when you get older." - *Colonel Richard High School - Caroline County*



"Today I learned that what you do in high school is important for your future. You have to do extra activities, get good grades and keep good attendance in order to be accepted into good colleges." - *Urbana High School - Frederick County*

"Today I learned to work as hard as possible; to take harder classes to challenge myself; to make better choices about what to do with my life." - *Patuxent Valley Middle - Howard County*

"Today I learned that hard work and determination will get me where I want to be." - *Easton High - Talbot County*

## Teachers React to Speaker Presentations:

“The students were very engaged. They were very willing to participate and give examples and input. They really enjoyed the game with bill pay. The students participated and were involved the entire period. Thank you for reaching out to this population. Your approach is wonderful. I loved the positive energy you showed from your presentation. The real life situations were great.”  
Teacher, *Harbor City High School – Baltimore City*

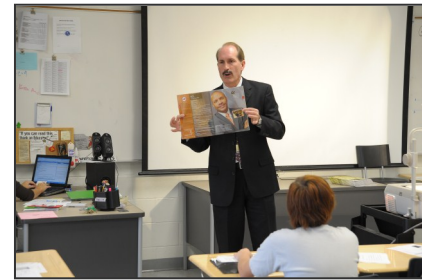


“Every head followed her as she moved in and out of the desks!”  
- Teacher, *Eastern Technical High School – Baltimore County*

“Students were excited about the information!  
An excellent idea to use transcripts. Materials were purposeful.  
Students received a ton of useful information.”  
- Teacher, *Milford Mill Academy – Baltimore County*

“The students were very engaged and enthusiastic. Excellent presentation. Highly recommended!”  
- Teacher, *Liberty High School – Carroll County*

“Students were attentive and asked many questions. This was my first time having the presentation in my classroom. I am very impressed!”  
- Teacher, *Southampton Middle – Harford County*



“This presentation was excellent. Students need to be aware of how much things cost and credit, higher education. The earlier children are aware of how important the choices they make are, the better decision-makers they will be.” - Teacher, *Charles Herbert Flowers – Prince George’s County*



“The students were very interested and actively engaged.  
Great job! Great connection. Very relevant. Great presentation.”  
- Teacher, *Northwestern High – Prince George’s County*

“Excellent presentation! He related to the students, kept them interested, and really got them thinking about their career goals.” - Teacher, *Easton High – Talbot County*

“The speaker did a good job explaining choices the students have after high school and explaining what they need to do now in order to get where they want to be in a few years.”  
- Teacher, *Williamsport High – Washington County*



“All students were quiet and engaged. Students were genuinely interested in the topic.”  
- Teacher, *Colonel Richardson High School – Caroline County*

# Advice from our TOP PRESENTERS:



**Michael C**

APG Federal Credit Union  
Speaker since: 2008  
2009 presentations: 32  
Harford, Baltimore County

Don't be afraid to be yourself. The students will like you! Be sure to share your story and be willing and able to hear their story.



**Baron H**

Entrepreneur's Success Business Network  
Speaker since: 2008  
2009 presentations: 32  
Prince George's, Baltimore, Talbot County & Baltimore City

Being a speaker is like being a doctor. You cannot just tell students about a problem, you have to offer a way to solve that problem.



**Laura S**

TIAA CREF  
Speaker since: 2008  
2009 presentations: 13  
Howard, Carroll, and Frederick Counties

Begin speaking in a school district or school that you are familiar with, and then branch out to other counties as you become more familiar with the process.



**Shanna K**

Northrop Grumman Corporation  
Speaker since: 2008  
2009 presentations: 13  
Howard, Baltimore County

Even the most experienced presenter must review, revise & revisit their presentation prior to presenting. Invest in your presentation 30 minutes to 1 hour of preparation & planning goes a long way in delivery. You'll be **AWESOME**, have **FUN !!!**



**Zaundria C**

Champion Express Prof. Tax Services.  
Speaker since: 2009  
2009 presentations: 10  
Baltimore City & County

My advice to potential or Inexperienced volunteers: just do it! We are responsible for our youth because they are our future. We must be a part of the solution. We take time for all sorts of appointments and events. A few hours out of your day can change a child for a lifetime.



**Clyde M**

Dare To Soar  
Speaker since: 2006  
2009 presentations: 27  
Baltimore, Talbot, Frederick, Howard, Harford County

Remember to speak to the students not at them. Don't make excuses for them and don't let them make excuses - it robs them of their future.



**Denise M**

Merrill Lynch  
Speaker since: 2003  
2009 presentations: 10  
Carroll County

Make the presentations fun and interactive, pick on those that you think aren't paying attention, and play to the crowd.

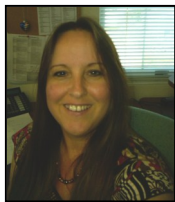


**Jeff S**

University of MD Extension  
Speaker since: 2003  
2009 presentations: 17  
Washington County

Don't let teenagers intimidate you, they are actually fun to work with as long as you engage them and don't talk at them.

## Advice from our TOP PRESENTERS:



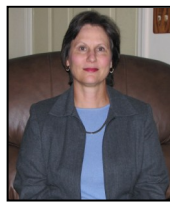
**Sonya P**

APG Federal Credit Union

Speaker since: 2008

2009 presentations: 14  
Harford/Cecil County

Encouraging with a confident and positive attitude as well as using real life experiences makes a huge difference. The students will appreciate it all the more when they see you having fun and enjoy sharing your time with them.



**Donna P**

ViPs

Speaker since: 2005

2009 presentations: 10

Baltimore County

Try to engage the students on a personal level. Let them know why this is important to you and why it should be important for them too. They are more likely to participate if it involves more than just answering questions. Role play works well.



**John S**

Verizon

Speaker since: 2004

2009 presentations: 11

Harford County

Make sure you listen to the students as much as they listen to you and it will be an engaging experience.



**Raza K**

Carroll Community College

Speaker since: 2009

2009 presentations: 13

Carroll County

Most importantly, rehearse and come prepared. You will leave an everlasting impression on the students. If you need help, feel free to ask for help from another volunteer!



**Lynn G**

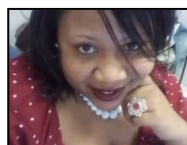
Johns Hopkins Federal Credit Union

Speaker since: 2005

2009 presentations: 14

Baltimore, Harford, Calvert Counties

I ask students to think about what their parents do and if they like their jobs. That gets them focused on the real world.



**LaDonna S**

WEAA 88.9 FM

Speaker since: 2008

2009 presentations: 16

Baltimore City

Remember there are some kids who may not have had anyone to encourage, motivate or reward them. They may be used to getting attention for being "trouble makers". Watch and observe the teacher/ student interaction when you first arrive and let that direct your presentation.



**Cynthia K**

Hagerstown Housing Authority

Speaker since: 2001

2009 presentations: 16

Washington County

If you make eye contact and really try to connect with the children, you will make a difference in their day. Hear what they have to say. What are their hopes and dreams? What things are they going through? What jobs are they already performing?

# Advice from our TOP PRESENTERS:



**Jonathan E**

MedStar Health

Speaker since: 2005

2009 presentations: 30

Baltimore City & County

Be patient with the students... walk around the room, make eye contact and ask questions to students that appear to be disruptive or not paying attention. Involving those students early will create a positive environment for all of the students & demonstrate your ability to take command of the classroom.



**Digna B**

APG Federal Credit Union

Speaker since: 2007

2009 presentations: 16

Harford

Be excited and prepared because it will always show and infect your students. Use a lot of illustrations and involve them; share your achievements and how you obtained them including your failures and difficulties and how you overcame them.



**Janice K**

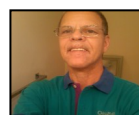
Evergreen Heritage Center Foundation.

Speaker since: 2008

2009 presentations: 12

Allegany County

Let students know that when they apply for a school or a job, they will be in competition with everyone else and their transcript and resume can either help or hurt them.



**Emilio S**

Lockheed Martin Corporation

Speaker since: 2009

2009/10 - Number of presentations: 22

Baltimore County

As a speaker, it is important to capture the attention of the class early. Personal stories and experiences are a great way to do this. Team with another speaker for your first engagement. This will help you to overcome some of your initial fears and concerns.

We need your voice in middle and high school classrooms throughout the state of Maryland. Share with students the message that hard work in school will pay off in college, in the workplace, and in life. Volunteer for the Achievement Counts Speakers Bureau and make a difference to a child.

**Give a day...  
change a mind.**

**Achievement Counts Speakers Bureau**

Learn more at:  
[www.mbrt.org/speak](http://www.mbrt.org/speak)  
[volunteers@mbrt.org](mailto:volunteers@mbrt.org) 410-788-0333

LET'S GET STARTED

(Have you seen our recruitment flyer? Want to share it for us? You can grab it at [mbrt.org/download](http://mbrt.org/download) )

# 2011 Achievement Counts Ambassadors

## New speaker?

Need a little advice?

Our Ambassadors are ready to help.

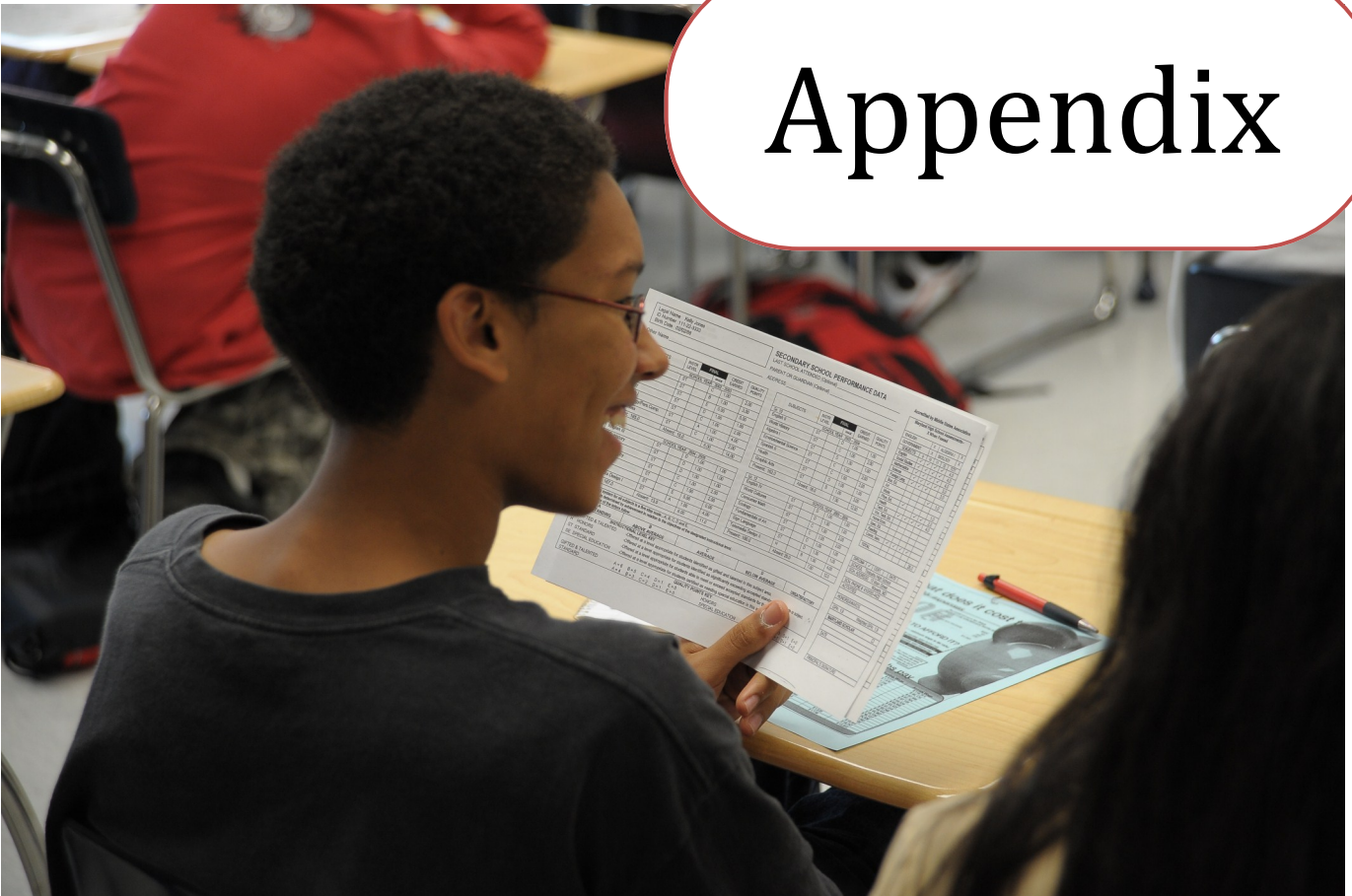
Angela Ballard-Landers	WSSC	<a href="mailto:alander@wsscwater.com">alander@wsscwater.com</a>  (Former AC Speaker of the year & SB Advisory Board Member)	301-206-8204	Howard County
Michael Ches	APGFCU	<a href="mailto:mches@apgfcu.com">mches@apgfcu.com</a>	410-272-4000 Ext 5134	Harford, Cecil, Baltimore County
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## About our Ambassadors

Ambassadors serve as mentors to new volunteers to give advice and walk them through the process a bit. They've been there. They know it can be a challenge. Reach out to these experienced volunteers with any questions you have!

Ambassadors are added throughout the year.  
For an update listing, visit [www.mbrt.org/speak/ambassadors](http://www.mbrt.org/speak/ambassadors)

# Appendix



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## COLLEGE ACCESS LESSON PLAN AND HANDOUTS

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*Electronic copies of the handouts can be found online at  
[www.mbrt.org/speak/tools](http://www.mbrt.org/speak/tools)*

# Achievement Counts **Speakers Bureau**

## 2011-2012 College Access Lesson Plan

**Purpose:** Motivate and raise student awareness of college expectations or qualifications.  
 Raise student intent to become a Maryland Scholar.  
 Send a positive message to students that what they do in school is important to their future.

**Materials:** 1) Be What I Want To Be magazine; 2) Setting Your Goals worksheet; 3) Student Post-Evaluation

<p><b>Introduction</b></p> <p>(3 minutes)</p> <p><u>Outcome:</u> Students will know that you care about them and their future, and will want to participate in the lesson.</p> <p><i>Breathe, Smile</i></p> <p><i>Be professional,</i></p> <p><i>but relaxed</i></p> <p><i>Tell anecdote from your high school days</i></p>	<p><u>This is who I am</u></p> <p>Write your name and “Maryland Scholars” on the chalkboard. Introduce yourself.</p> <p><u>This is why I’m here</u></p> <p>Your personal reason...</p> <p>Representing Maryland Business Roundtable for Education (and local business organization)</p> <p>3,000 people like me are talking with students across the state</p> <p>Letting you know that courses matter, choices matter</p> <p>Want you to have opportunity and a chance for a great life</p> <p><u>Frame the process</u></p> <p>Not here to give a speech. Want to have a conversation. Interested in what you have to say</p> <p>Set ground rules: one person talks at a time, respect each other</p> <p>Hope you’ll get a good idea of what life after high school will be like and what you can do now to make your dreams come true</p>
<p><b>Framing Future Goals</b></p> <p>(5 minutes)</p> <p><u>Outcome:</u> Students will start thinking about what they want to do after high school.</p> <p><i>Your first chance to get them talking</i></p> <p><i>It’s OK if students don’t know what they want to be – get them to dream</i></p> <p><i>Call students by name (Use tent cards or a seating chart)</i></p>	<p>You can break the ice by asking them questions like:</p> <p><i>What’s important to you? At what do you excel? What do you love to do?</i></p> <p><i>Let’s start thinking about your future.</i></p> <p>Ask students to write down what they’d like to be doing six years from now.</p> <p><i>What do you want to be doing? What do you want your life to look like?</i></p> <p>Wait for a minute or two...then call on students to tell you what they wrote. Discuss.</p> <p><i>How do you think you’ll achieve this? Encourage specific examples.</i></p>
<p><b>Reality Check</b></p> <p><i>Note: This is abbreviated from the 9th grade lesson plan</i></p> <p>(7 minutes)</p> <p><u>Outcome:</u> Students will understand connection between “learning” and “earning,” and will be motivated to take their school work seriously.</p> <p><i>Great place for interaction and physical movement</i></p> <p><i>Try an exercise here, i.e. monopoly money—watch your timing to ensure you get students to start goal-setting</i></p>	<p><i>Let’s talk about what life will really be like after high school.</i></p> <p><i>Who wants to get their own place? Who wants a car?</i></p> <p><i>What kinds of things will you have to pay for every month? How much do these things cost?</i></p> <p>Make a list of their responses on the chalkboard/overhead (or ask a student to do this).</p> <p><b>Hand out the “Be What I Want To Be” magazine.</b></p> <p>Direct students to pgs. 8 and 9 of the magazine: “What It Costs to Live” – explain each section.</p> <p>Ask for their reactions or questions.</p> <p><i>What can you do to make sure you’re prepared for a successful future?</i></p>



<p><b>Courses Matter...</b></p> <p><b>Choices Matter</b> (12 minutes)</p> <p><u>Outcome:</u> Students will realize the role transcripts play in getting them a job or into college, and are inspired to take the Maryland Scholars Course of Study</p> <p><i>This is another opportunity to engage students in an activity</i></p> <p><i>Try creating a scenario where students own a business and had to make a "hiring decision" based on Pat / Kelly's transcript</i></p> <p><i>Don't lecture</i></p> <p><i>Keep asking questions</i></p> <p><i>Watch your pacing, time goes quickly</i></p> <p><i>Show students the Maryland Scholars spread in the magazine (pages 6 &amp; 7)</i></p> <p><i>Give reasons why these courses will benefit them</i></p> <p><i>Use statistics on Maryland Scholars page of the training manual</i></p> <p><b>Note:</b> <i>The Academic Competitive-ness Grant / SMART Grants have been eliminated as of 2011— please be careful NOT TO provide this information to students</i></p>	<p><i>What you do in your <u>four</u> years of high school is important to having a successful future.</i></p> <p><b>Direct students to page 5 of the magazine</b> with the two filled-in transcripts or display on an overhead transparency. Give them a minute to review.</p> <p><i>What can you tell about these students? Write down some of their answers.</i></p> <p><i>If you owned a company, which one would you hire? Why?</i></p> <p><i>Colleges and employers are asking for high school transcripts because they want to know:</i></p> <p><i>Are you prepared to do college work?</i></p> <p><i>Do you have the skills you need to be successful?</i></p> <p><i>Will you show up for class or work?</i></p> <p><i>Are you reliable?</i></p> <p><i>Would you be eager to take on a challenge?</i></p> <p><b>Direct students to the blank transcript on pg. 4.</b></p> <p><i>This is what your transcript looks like at the beginning of high school. It's a clean slate. You have the power to make it shine. As you complete courses, pass tests, accomplish tasks, earn awards, you are creating a picture of yourself that tells colleges and employers, "I'm the one you want."</i></p> <p><b>Introduce Maryland Scholars</b></p> <p><i>Speaking of completing courses, the courses you choose to take in high school will play a big part in how far you can go in life. You are in the driver's seat. You have control.</i></p> <p><b>Direct students to pgs. 6 and 7: "Maryland Scholar".</b> Direct their attention to the courses at the bottom of pg. 6</p> <p><i>Most of these courses you already need to take as graduation requirements.</i></p> <p><i>To become a Maryland Scholar, you only need to add: <b>Algebra II, Chemistry, another lab science, and 2 years of a foreign language.</b></i></p> <p><i>These are the courses you need to complete if you want to have opportunity in life – whether you go to college or right into the workforce.</i></p> <p><i>If you take these courses, you will be more likely to:</i></p> <p><i><b>Get into college</b> : many colleges require that you've completed at least 6-8 STEM classes to apply</i></p> <p><i><b>Save money</b> : remedial math and science courses you did not take or do well in in high school (pay for classes but don't count towards your degree)</i></p> <p><i><b>Earn college credit</b> : AP and IB STEM classes in high school can save you time and money</i></p> <p><i><b>Develop important skills</b> : STEM skills = problem solving skills</i></p> <p><i><b>Earn more money</b> in salaries (whether you go to college or not)</i></p>
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<p><b>Goal Setting</b></p> <p>(10 minutes)</p> <p><i>Outcome:</i> Students take action to set goals for high school</p> <p>Handout the <b>“Setting Your Goals”</b> worksheet.</p> <p>Pull up the <a href="http://www.BeWhatIWantToBe.com">www.BeWhatIWantToBe.com</a> site in class if possible.</p>	<p><b>Handout “Setting Your Goals.”</b></p> <p><i>So let’s start putting together some goals that you already have in mind or have begun thinking about.</i> Provide some examples such as: Goal is to <u>get all A’s and B’s in high school</u>. Steps I will take - “study 20 minutes per night”, “get a tutor”, “ask teachers for extra assignments”.</p> <p>Allow students to spend 5 minutes creating 1-3 goals. Ask for volunteers to share what they wrote down.</p> <p>Encourage students to share their goals with their parent(s) within the next 3-5 days.</p> <p>Introduce <a href="http://www.BeWhatIWantToBe.com">www.BeWhatIWantToBe.com</a></p> <p>Tell students about this really great website for teens that lets them explore exciting careers and find out what it takes to qualify for them. Write <a href="http://www.BeWhatIWantToBe.com">www.BeWhatIWantToBe.com</a> on the chalkboard.</p> <p>Give examples of what they can find on the website – profiles of people in various professions who tell you what they do at work, how they got their jobs, and how much they make; ideas on how to prepare for careers; information on college and how to pay for it.</p>
<p><b>Conclusion</b></p> <p>(8 minutes)</p> <p><i>Outcome:</i> Students are excited about creating their futures, and know specific steps to take to get started</p> <p><i>Continue to be upbeat &amp; positive</i></p> <p><i>Be candid with your answers</i></p>	<p><i>Many employers also do a background check – including drug testing, reviewing driving records, credit checks and criminal history...and some will look at your online profile (i.e. MySpace and Facebook). Be smart. Make good decisions in school and outside of school.</i></p> <p><i>Keep your options open. Don’t close doors to your future.</i></p> <p><i>You can make choices and take actions today that will get you ready for tomorrow.</i></p> <p><i>You can create your own record of accomplishment. You have four years to make it impressive. And <u>all four years count.</u></i></p> <p><i>Just getting by is not good enough if you want to be ready for work or college.</i></p> <p><i>Talk to your parents, teachers and school counselor. They really do want to help you.</i></p> <p><i>Don’t be afraid to ask for help when you need it.</i></p> <p><i>Create yourself...Be a Maryland Scholar.</i></p> <p><b>Four things you can do now</b> (Write it on the board)</p> <ol style="list-style-type: none"> <li>1. <i>Complete your goal worksheet—and stick to it!</i></li> <li>2. <i>Talk with your counselor and parent(s) about being a Maryland Scholar</i></li> <li>3. <i>Go to <a href="http://www.BeWhatIWantToBe.com">www.BeWhatIWantToBe.com</a> and create an account – stay with it</i></li> <li>4. <i>Work hard, have fun, create yourself</i></li> </ol> <p>Ask the students if they have any questions.</p> <p><b>Hand out the Student Post-Evaluation form.</b> (<a href="#">allow 3-5 minutes for them to complete it</a>)</p> <p>Collect the evaluation forms—these should be e-mailed or faxed to MBRT.</p> <p>Thank students and teacher for allowing you to be there.</p>

## What Do You Think?

Name \_\_\_\_\_

Do you plan to go to college?

Yes                       No                       Not Sure

If "no" or "not sure", why not?

---

What classes do you need to complete in high school to qualify for college? (List at least 3)

---


Which of the following is most important for you to work on to prepare yourself for college? (check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> be smart about my online profiles            | <input type="checkbox"/> enroll in more challenging classes |
| <input type="checkbox"/> stay out of trouble and keep my record clean | <input type="checkbox"/> take on a leadership role          |
| <input type="checkbox"/> enjoy my summer breaks                       | <input type="checkbox"/> improve my grades                  |

***Note: Students should receive and complete this before you come into the classroom. Please ask the teacher for these before you leave and return them to MBRT with the student post-evaluation forms.***

Student Pre-Evaluation Form—2011-2012 School Year

SO NOW WHAT?  
LET'S SET SOME GOALS!

<b>My Goals Worksheet:</b>			
<i>My Goals are:</i>	<i>What can you do to stay on track?</i>	<i>I will reach this goal by (date):</i>	<i>I have met this goal!</i> 
1.			
2.			
3.			

By meeting my goals, others will see that I am:

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Signed \_\_\_\_\_

Date \_\_\_\_\_

**Maryland Scholars course of study**

- 4 credits English
- 3 credits **Math\***  
Algebra 1, Geometry, Algebra 2
- 3 credits Lab Science  
Biology, **Chemistry**, **Physics** (preferred)
- 3 credits Social Studies  
U.S. History, World History, Government
- 2 credits **World Language**  
Must be the same language

Students must attain a 2.5 GPA to qualify.

Bolded courses are beyond state graduation requirements.

\*4 math credits (including senior year) are preferred. University System of Maryland requires 4 math credits (to Algebra 2 or higher), effective Fall 2015.



Visit [www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com)

\_\_\_\_\_ sent me  
(speaker's name)

**What Do You Think?**

Name of Speaker \_\_\_\_\_

Your Name \_\_\_\_\_

Your School \_\_\_\_\_

Your Career Goal \_\_\_\_\_

*I want to be a Maryland Scholar!*

Yes

No

Not sure

Today I learned...

---

---

Do you plan to go to college?

Yes                       No                       Not Sure

If "no" or "not sure", why not?

---

What classes do you need to complete in high school to qualify for college? (List at least 3)

---

Which of the following is most important for you to work on to prepare yourself for college? (check all that apply)

- be smart about my online profiles                       enroll in more challenging classes
- stay out of trouble and keep my record clean                       take on a leadership role
- enjoy my summer breaks                       improve my grades

As a result of this presentation, the one thing I will do differently is...

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**Most volunteers in 2009, 2010 and 2011!**



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