

Give a day...
change a mind.



Maryland Scholars **SpeakersBureau** 2012-2013 TRAINING MANUAL

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 Maryland Scholars Speakers Bureau. This is our thirteenth year of providing middle and high school students with compelling messages about rigor, relevance and relationships, through a meaningful, personal experience that motivates and inspires them to begin preparing for college and careers.

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

Our volunteers are the best!

A handwritten signature in cursive script that reads "June".

June Streckfus, Executive Director,
Maryland Business Roundtable for Education



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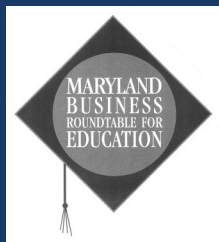
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Maryland Business Roundtable for Education



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

June E. Streckfus, Executive Director

Is your employer a member of MBRT?

To join, go to
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 nearly 100 leading employers**, 3,000 volunteers, and a staff of eight 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.

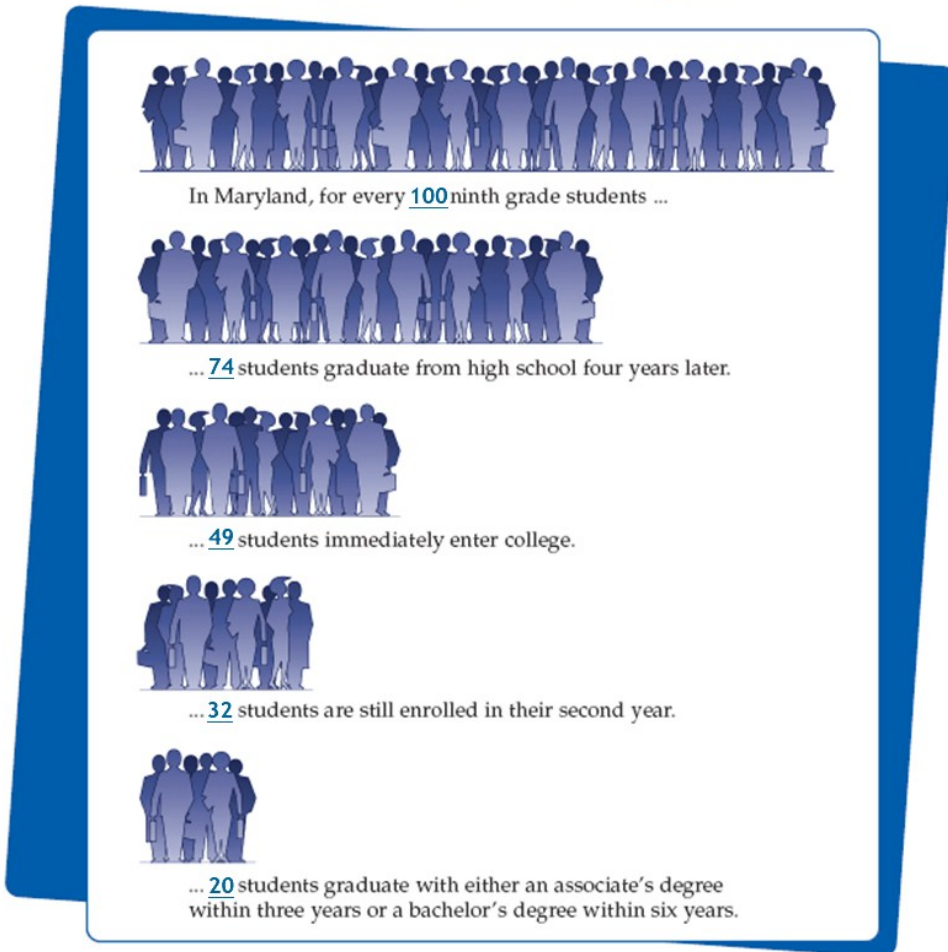
MBRT presents in middle and high school classrooms across the state talking to **students** about the need for them to take and **complete rigorous courses, particularly in math & science**.
- 6** Through **Maryland Scholars**, MBRT reaches nearly 80,000 students each year and has a **powerful impact on student achievement and career choices and preparation**:
 - ⇒ 3,000 business volunteers (Speakers Bureau www.mbrt.org/speak)
 - ⇒ partnerships in all 24 Maryland school districts
 - ⇒ direct access to middle and high schools in the state
 - ⇒ an online volunteer management system & refresher training module (www.mbrt.org/speak)
 - ⇒ an innovative, interactive website for teens to explore careers (www.BeWhatIWantToBe.com)
 - ⇒ an electronic system to deliver information and advice to parents (Parents Count www.mbrt.org/parents)
 - ⇒ an abundance of meaningful data on course completion and student action
 - ⇒ a proven track record of success
- 7** Data shows that **10,000 more Maryland high school graduates qualified as a Maryland Scholar between 2008 and 2011**. More students are completing Algebra 2, a 4th math, and a 4th science. Over 220,000 students are working online at www.BeWhatIWantToBe.com to increase their chances of success in high school, college and beyond.
- 8** MBRT co-chaired the Governor's STEM Task Force and is leading the creation of Maryland's **STEM Innovation Network**—STEMnet—including resources and services for teachers, students and parents to strengthen teaching and learning in science, technology, engineering and math. (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

Today, nearly every good job requires some postsecondary education and/or training—such as an associate’s or bachelor’s degree, certificate, license or completion of an apprenticeship or significant on-the-job-training.

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.

MARYLAND’s Educational Pipeline



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

In Maryland, 80% of Maryland’s jobs are middle- or high-skill jobs that require some post- secondary education or training; yet 44% of Maryland adults have an associate’s or higher. (2009 *Skills to Compete*, <http://www.skills2compete.org/>; National Center for Higher Education

As of 2009, Maryland had 29 “drop out factories” or high schools that graduate 60 percent or less of their students. (America’s Promise Alliance (2011). *Building a Grad Nation*: March 2011 Update. www.americaspromise.org/Our-Work/Grad-Nation/Building-a-Grad-Nation.aspx)

Far too many students enter two- and four-year postsecondary institutions unprepared for college-level coursework.

- 74% of MD students in two-year colleges AND
- 55% of MD students in four-year colleges require remediation

(2009 Maryland Higher Education Commission, *Meeting Maryland’s Post education Challenges*)

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)

Maryland is working to improve academic rigor

Common Core Standards in Math and English were developed and have been adopted by the Maryland State Board of Education in June 2011. New, more rigorous assessments aligned with the new standards will replace the MSA (Maryland School Assessments) in June 2014, and may replace the HSA (High School Assessments).

Maryland is one of 26 states leading development of Next Generation Science Standards (NGSS). MBRT serves on the statewide NGSS committee.

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.

99.6% of 2011 seniors met the requirements:

89.8% by test performance

9.8% by bridge plan (project-based competency assessments)

College Admission Requirements

University of Maryland completer requirements

68.6% of the class of 2011 met University of Maryland complete requirements (up from 65% in 2010)

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

* 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**.

VS. Maryland Scholars Requirements

[Effective for freshmen entering September 2012]

Approximately 54% of the class of 2011 met Maryland Scholars requirements (up from 50% in 2010)

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

** preferred

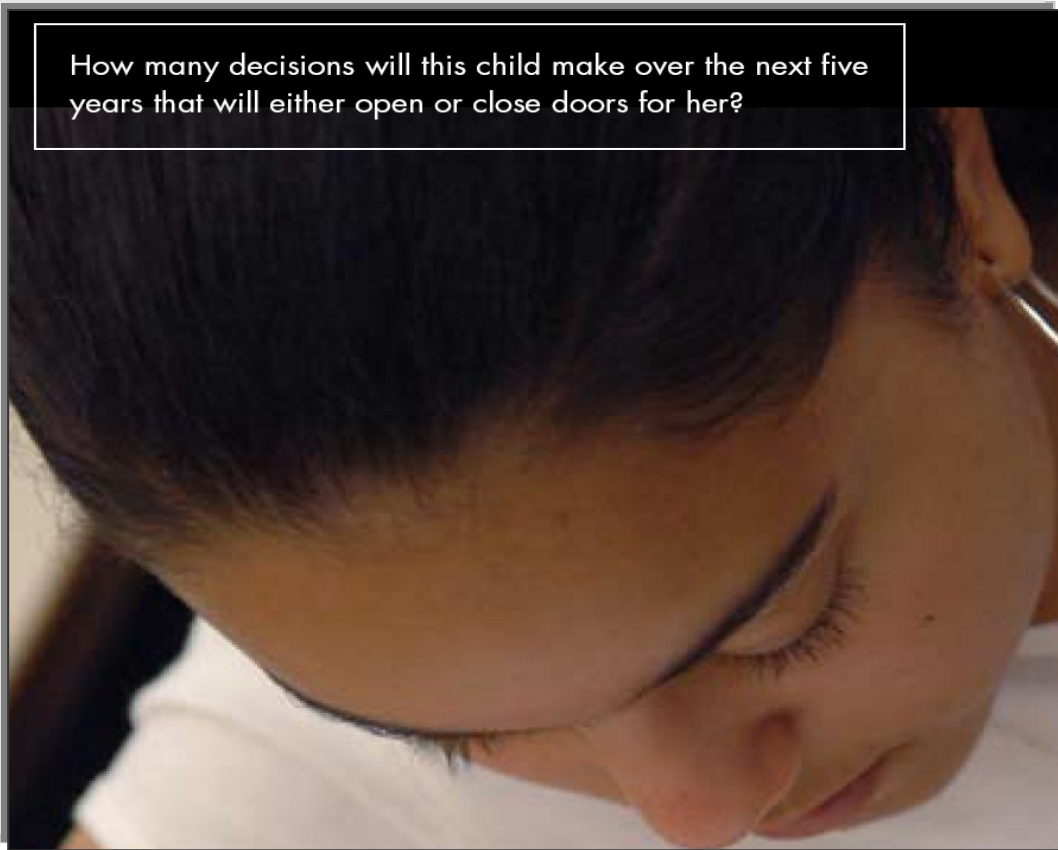
⇒ The Maryland Scholars program has aligned math requirements to the UM System requirements for freshmen entering high school in 2012.

“Maryland won the gold medal by having the steepest overall growth trend”

(referring to improvement on U.S. NAEP scores between 1995 and 2009)

Education Next: Is the U.S. Catching Up, Hanushek, 2012

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?

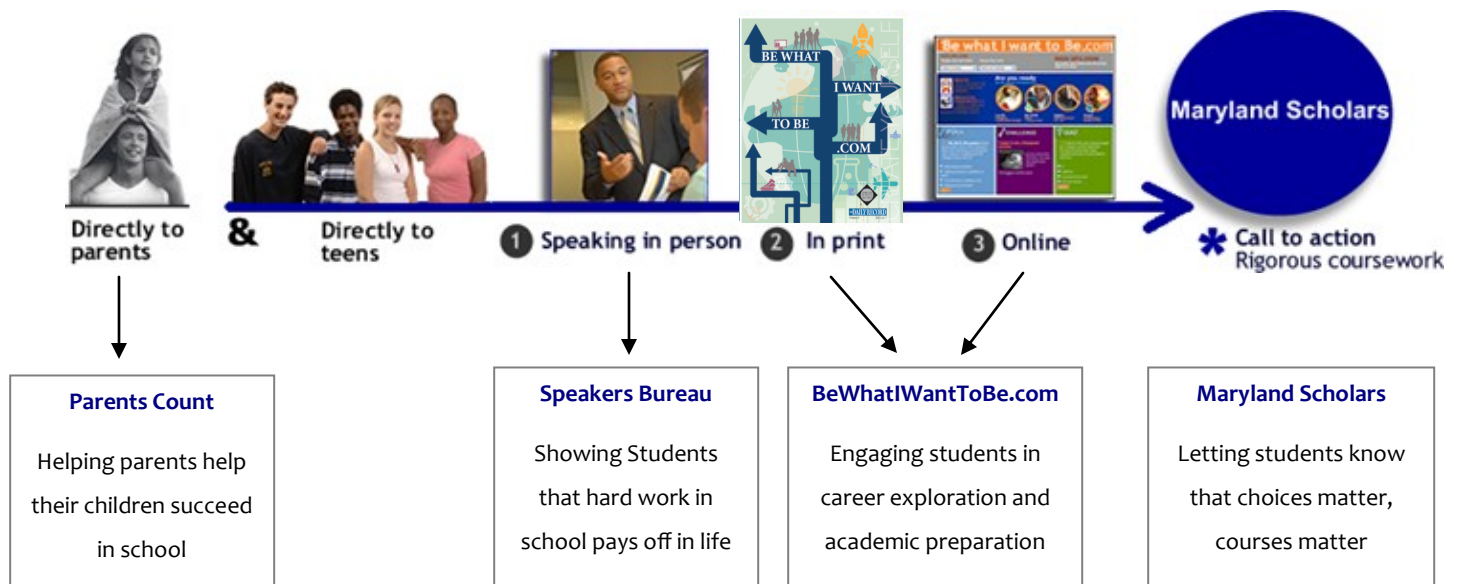
Some people go through life trying to find out what the world holds for them, only to find out too late that it's what they bring to the world that really counts.

-Anne of Green Gables
Author

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

Maryland Scholars Speakers Bureau

Maryland Scholars encourages middle and high school students to make good decision about coursework that will prepare them to succeed in college or the workplace. This comprehensive campaign 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 *Maryland Scholars* 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.

Maryland Scholars 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, *Maryland Scholars* 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.
- Is recognized by the U.S. Department of Education and Maryland State Department of Education as one of the state's "rigorous courses of study."

MARYLAND SCHOLARS COURSE OF STUDY

EFFECTIVE FOR FRESHMEN ENTERING SEPTEMBER 1, 2012

4 credits of English

4 credits of Math

Algebra 1, Geometry, **Algebra 2**

3 credits of Lab Science

Biology, **Chemistry, Physics ****

3 credits of Social Studies

U.S. History, World History, Government

2 credits of the same **World Language**

*Students must attain a **3.0 GPA** to qualify
Courses highlighted in yellow are beyond state graduation
requirements.*

****** A 3rd lab science may be substituted for Physics



It's working !

Over the last 3 years:

- More than 92,000 Maryland high school graduates met the Maryland Scholars criteria;
- In 2011, 54% of Maryland Graduates met the Maryland Scholars criteria, up from 38% in 2007; and
- Thousands of low-income middle school students aspire—and begin preparing—to attend and graduate from college.

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; Maryland Business Roundtable Student Data, 2011-2012)

"44% of current high school students and recent graduates say their high school did only a "fair or poor" job preparing them for future education and 55% say the same about how well their high school prepared them for the workforce."

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

"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)

"About half of 2010 graduates wish they had taken different courses in high school, with math being the most commonly referenced course. 40% of graduates say they wish they had taken 'more math/higher level math.'"

(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)

"More than 7,000 students become dropouts every school day, adding up to over one million students annually."

("Diplomas Count 2010: Graduation by the Numbers: Putting Data to Work for Student Success," special issue, Education Week 29, 2010)

"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.¹

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

“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:

Academic rigor of a student's high school coursework has a long-lasting impact on future careers and earnings.³

A Million Dollar+ Decision:

A typical college graduate will earn \$1.6 million more over a lifetime than a high school graduate.⁴

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.⁵

Remediation Takes a Toll:

20% of college students – and 50% of community college students – are required to take remedial courses in college (for no credit, but full tuition).

Fewer than 1 in 10 students who started in remediation graduate from community college within three years and a little more than a third complete their bachelor's degree in six years.⁶

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.⁷

91% of high school students surveyed believe that the opportunity to take more challenging courses would improve high schools.⁸

69% of high school dropouts surveyed say they were not motivated or inspired to work hard.⁹

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.¹⁰

90% of the fastest growing professions—and 60% of all current jobs—require post-secondary education.¹¹

Maryland Scholars

Frequently Asked Questions from Students

How do I become a Maryland Scholar?

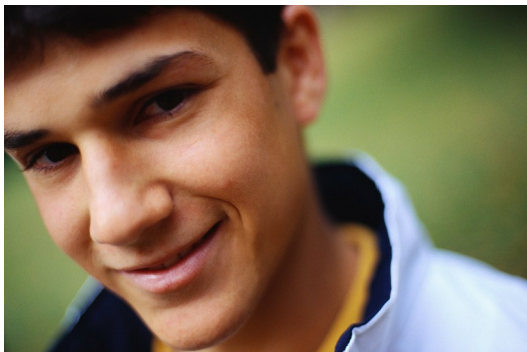
Tell your school counselor you want to be a Maryland Scholar, and add Algebra 2, Chemistry, Physics (or another lab science), and two credits of a world language to your high school schedule. Then complete the coursework with an overall 3.0 or higher GPA. While it is not required, we recommend that every student take a progressively challenging math course in every grade—including 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:

- Earning scholarship dollars
- Being admitted to – and graduating from – college
- Passing entry level workplace tests and college placement tests
- Increasing your lifetime earning potential by \$500,000 to \$1,600,000



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 3.0 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.

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, IB or Honors classes?

AP, IB 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, International Baccalaureate and Honors classes. You can even earn college credit for Advanced Placement or International Baccalaureate 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 can 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?

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.



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**



<u>1999</u>	<u>2012</u>
<i>80 speakers</i>	<i>3,000 speakers</i>
<i>2 districts</i>	<i>24 districts</i>

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

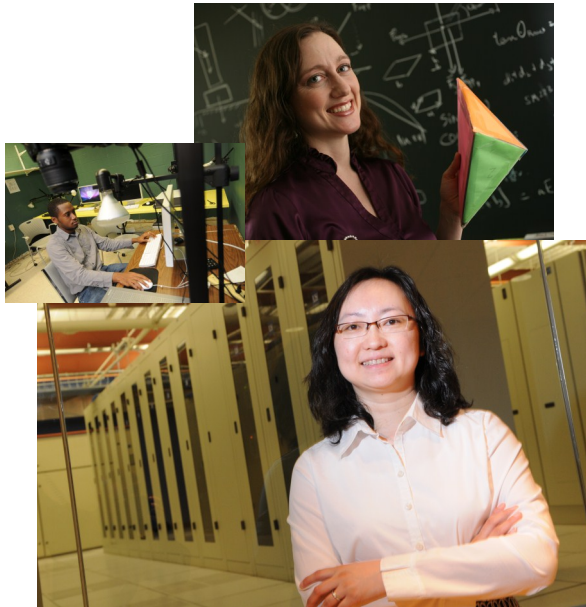
- What life after high school might really be like
- How their classes relate to workplace expectations and exciting careers
- The benefits of doing well in school
- That their decisions and actions today will either open or close doors
- That they control their own futures
- That someone out there cares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

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 career 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**

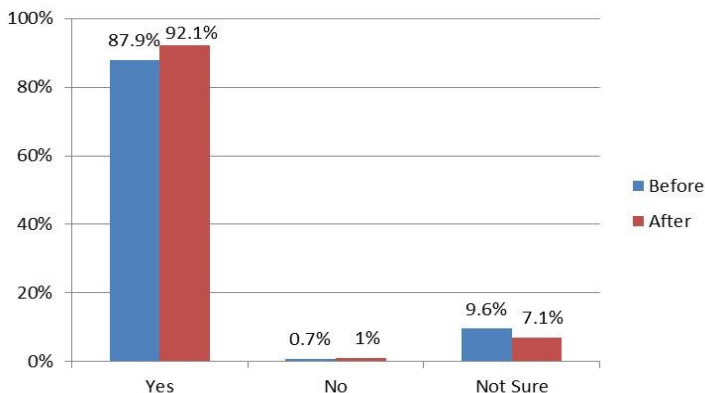
2011 – 2012

219 Classrooms

5822 Students

Student commitment to take more rigorous courses **increased by 15.5%** after hearing the Maryland Scholars message.

Do you plan to go to college? During the 2011-2012 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.



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

www.mbrt.org/speak

Business-led innovations in education

Discover an exciting way to give back
Get what you need for your speaking experience
Learn more about us
Sign up, or login

home > Programs > Achievement Counts > Speakers Bureau

News ABOUT WHY SIGN UP Tools Contact

Read the latest.
Here is what we ask of you.
Discover why our volunteers love it.
Ready? Alright.
All the stuff you need.
Reach out and connect.

About
What is it and what do we ask of volunteers.

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
* Sample PowerPoint

www.mbrttraining.org

Maryland Business Roundtable for Education

Home What's New About Why Do It? Tools Contact Blog Sign up/Login

Will Anderson

My Scheduled Training

Date/Time	Location	Notes	Cancel

My Scheduled Classroom Presentations

Date/Time	School	Teacher	Location	Room	Cancel
11/11/2005 Friday 10:35 - 12:35 PM	Digital Harbor High School 1100 Conowingo St Baltimore, MD 21230	Blair	Jenkins	LocationRoom 315	Past Event
11/09/2005 Wednesday 09:00 - 10:21 AM	Eastern Technical 1100 Mars Avenue Baltimore, MD 21221	Blair	NA	LocationRoom 304	Past Event

- 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, directions
 - 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 *Maryland Scholars*
- 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?



What will students find?

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

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 answer quizzes)
- They **EARN POINTS**
- Points lead to rewards & tips on finding internships & scholarships.

Parents Count

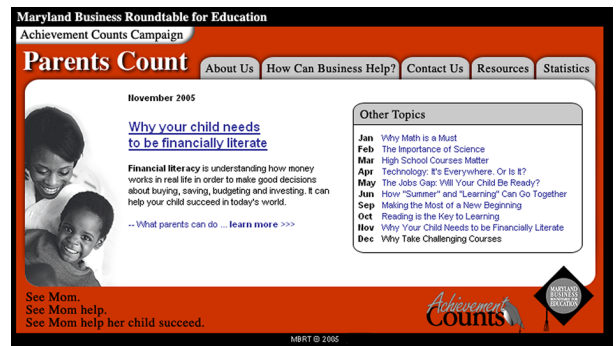
It is so important for parents to be effectively involved in their children's education and to understand – and act upon – the issues that will make a critical difference in their child's ability to be successful in school and in life.

Parents Count will provide thousands of parents – through workplace email and newsletters, school bulletins, newspaper articles, and a **Parent Hub** (website) – information, tools, strategies and connections to support their efforts in guiding their children from elementary through middle school, high school and college and into rewarding careers.

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.



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 in large, unhappy with the skill levels of recent graduates. They are especially concerned about graduates' abilities to think critically, communicate well and perform basic math tasks.¹²

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%).
- In a recent survey of 2,000 companies, 30% said they had jobs open for six months or more because they could not find ideal candidates.¹³



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.



Of the High School graduates who 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 better prepare them.

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. Standards for What? The Economic Roots of K-16 Reform, Carnevale and Desrochers, 2002
4. Georgetown University Center on Education and the Workforce—Projections of Jobs and Education requirements through 2018, June 2010
5. Rosenbaum, U.S. Department of Education, 2001
6. Complete College America/National Governors Association Common Completion Metrics, 2010
7. Achieve, Washington, DC, 2005
8. State of our Nation’s Youth, Alger, 2005
9. Civic Enterprises, 2006
10. Achieve, Washington, DC, 2005
11. Raising the Grade: How High School Reform Can Save Our Youth and Our Nation, Jossey-Bass, 2008
12. “Rising to the Challenge,” Achieve, Washington, DC, 2005
13. “An Economy that Works: Job Creation and America’s Future.” McKinsey Global Institute, 2011

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.mbrtraining.org
- ② After you have completed training, go to www.mbrtraining.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 36-41 and download the **Classroom Presentation Template**—a sample PowerPoint that can be found at www.mbrt.org/tools)
- 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 During your presentation, distribute magazines—they contain the handouts that you will reference during your presentation.
- ⑧ After your presentation, distribute and collect student evaluation forms. Mail or email student evaluation forms with 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.*

College Access presentations: *teachers will receive pre-surveys for their students to complete prior to your classroom session. Teachers **may** give those surveys to you the day of the presentation. If so, please return the pre-surveys with your student evaluation and speaker feedback forms and send to MBRT.*

*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?

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/volunteer 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 Joyce at MBRT (410-788-0333 joyce@mbrt.org) to let her know. MBRT 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. If you reschedule or cancel the classroom visit, please contact MBRT with the rescheduled date or cancellation notice.

Maryland Scholars Course of Study

New Requirements Effective September 1, 2012!

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. **4 math credits** and a **3.0 GPA** are now required to qualify as a Maryland Scholar.

[Review pages 10–17]

Improvements to Volunteer Management System

MBRT's volunteer management system gives volunteers access to print directions, school profiles, performance data, school contact name and email.

[Volunteers should go online – 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, A Sample PowerPoint Template and Hand-Outs

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

[Make sure you review and print the latest versions. 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 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. Districts included: *Allegany County, Baltimore City, Baltimore County, Dorchester County, Prince George's County and Somerset County.*

BeWhatIWantToBe Upgrades and new Profiles!

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 content to encourage students to pursue careers in transportation, distribution and logistics (TDL). Check it out, there is something for every student.

[Speakers should visit 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 – 2012 Edition Handouts and NEW Goal Worksheet NOW inside!

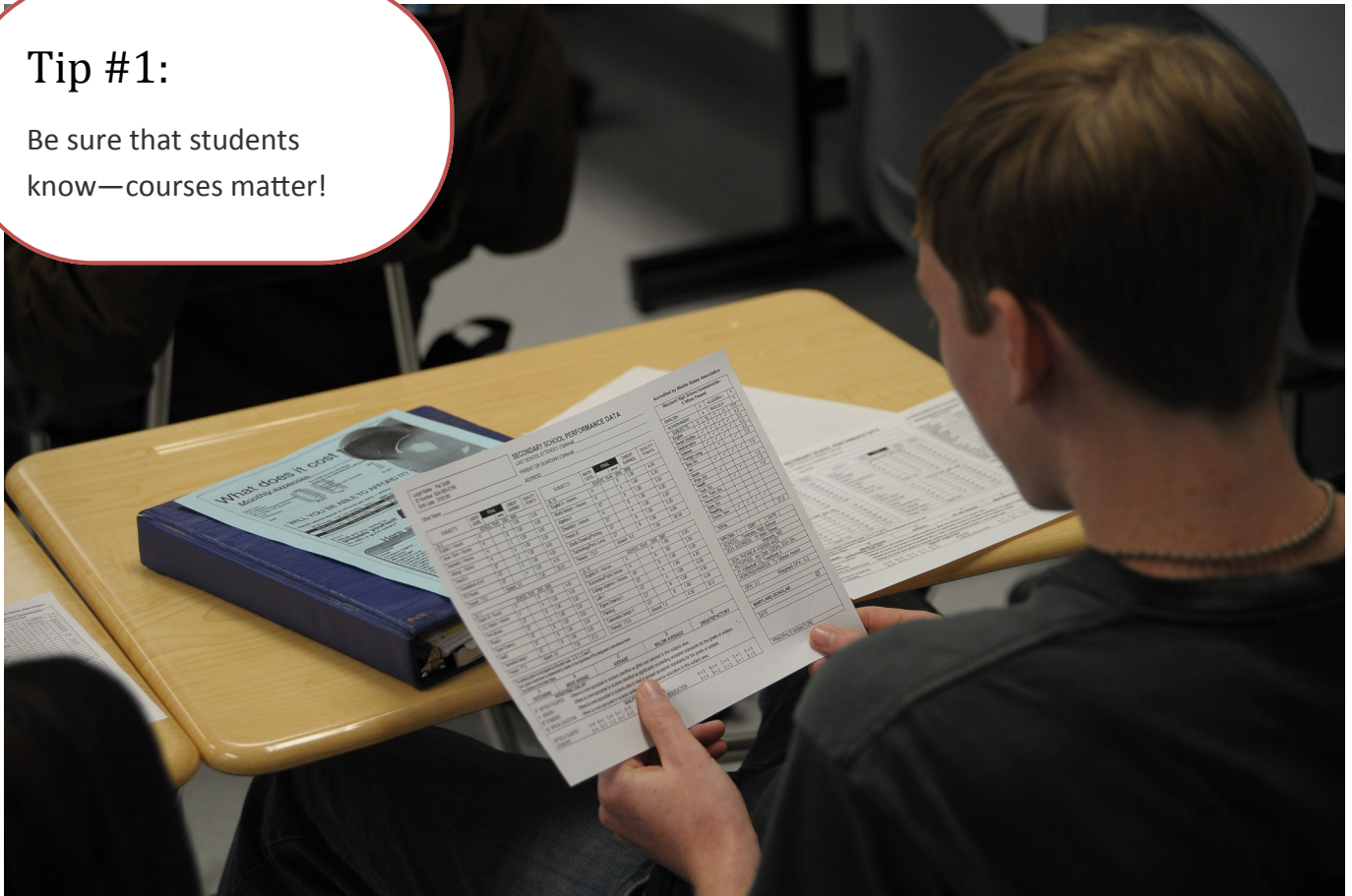
A new, improved magazine has been developed by MBRT and The Daily Record. Magazines will be delivered to schools in mid-September. Handouts for classroom visits and a goal worksheet are now inside! Volunteers are encouraged to keep at least one set (35 copies) of handouts on them at all times.

[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 to let her know.

Tip #1:

Be sure that students know—courses matter!



LESSON PLAN AND HANDOUTS

Electronic copies of the handouts and a sample PowerPoint presentation can be found

online at www.mbrt.org/speak/tools

Maryland Scholars **Speakers Bureau**

2012-2013 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>Introduction</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, 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>Framing the Conversation</p> <p>(5 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><i>We’ll talk more about goal setting later.</i></p>

<p>Reality Check</p> <p>(10 minutes)</p> <p>Outcome: 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>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. 10 and 11 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>Introduce www.BeWhatIWantToBe.com</p> <p>Write www.BeWhatIWantToBe.com on the chalkboard. Tell students that they can explore more exciting careers directly on the website. 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>
<p>Courses Matter...</p> <p>Choices Matter</p> <p>(10 minutes)</p> <p>Outcome: 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. Again, time goes quickly.</i></p> <p><i>This is a good place for visuals – overhead, posters or PowerPoint</i></p> <p>NOTE: The MD Scholars requirements have changed as of Sept 1, 2012 for entering freshmen</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>Use facts on pages 12 and 13 of the training manual</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? Do you have the skills you need to be successful? Will you show up for class or work? Are you reliable? 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>Introduce Maryland Scholars</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 on 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: a 4th year of math, including Algebra II, Chemistry, another lab science, 2 years of a world language and a 3.0 grade point average.</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>Note: The Academic Competitiveness Grant / SMART Grants have been eliminated as of 2011— do not promote ACG to students.</p>	<p>If you take these courses, you will be more likely to:</p> <ul style="list-style-type: none"> Get into college or get a good job with benefits Qualify for scholarships Graduate from college Earn more money in salaries (whether you go to college or not)
<p>Goal Setting (10 minutes)</p> <p>Outcome: Students take action to set goals for high school</p>	<p>Direct students to pgs. 8 of the magazine: "Set Great Goals" – explain what it means to set a goal, and how to do it.</p> <p><i>When setting a goal, you are putting a plan in place that guides you: "Where am I now, and where do I want to be and how do I get there..." But to be effective, make sure your goal is SMART—Specific, Measureable, Achievable, Realistic with the Time you'll allow you're self to reach it.</i></p> <p>Provide an examples such as:</p> <p style="padding-left: 40px;"><i>"My goal is to move my math grade from a "C" to a "B" this semester. 3 things I will do to meet this goal is to (1) study at least 30 minutes every night—even if it's just reviewing my notes, (2) ask my teacher for extra work on a concept that I might not understand as well, and (3) get a tutor if I begin to fall behind."</i></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:</p> <ul style="list-style-type: none"> • Share their goals with their parent(s), teacher(s), and/or school counselor within the next 3-5 days. • Go to www.BeWhatIWanttobe.com to create an account and enter their goals. • Review and check progress within the next 2 weeks.
<p>Conclusion (7 minutes)</p> <p>Outcome: Students are excited about creating their futures, and know specific steps to take to get started</p> <p><i>Continue to be upbeat & 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 and 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>Four things you can do now</i> (Write it on the board)</p> <ol style="list-style-type: none"> 1. <i>Set some goals.</i> 2. <i>Talk with your counselor...and your parents about being a Maryland Scholar</i> 3. <i>Go to www.BeWhatIWanttobe.com and create an account – stay with it</i> 4. <i>Work hard, have fun, create yourself</i> <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



The cost of living



Monthly expenses

Apartment	\$1000
Car payment	300
Car insurance/gas/maintenance	450
Gas/electricity	150
Cell Phone/internet/cable tv	200
Food	350
Entertainment	200
Total	\$2650

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
Bus fare	64
Phone/gas/electricity	200
Food	200
Total	\$1064

That's a savings of
\$1,586!!

Will you be able to afford it?

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

\$7.25 hourly \$1160 monthly	\$8.50 hourly \$1360 monthly	\$10.00 hourly \$1600 monthly	\$20.00 hourly \$3200 monthly
— taxes	— taxes	— taxes	— taxes
\$789	\$925	\$1088	\$2176
monthly take-home pay	monthly take-home pay	monthly take-home pay	monthly take-home pay

Have you considered everything?

Don't forget you still have to pay taxes and for health insurance.

Pay Check \$406.00

Pay to the order of Jane Eyre

Four-hundred six dollars and zero cents

Earnings	Rate	Hours	This Period
Regular	10.00	40	600.00
Gross Pay			\$600.00

Deductions	Statutory	
Federal Income Tax		-100.00
State/Local Income Tax		-36.00
Social Security Tax		-36.00
Other		
Health Insurance		-30.00
Net Pay		\$406.00

Per month

Gross wages (x4 weeks) \$2,400

Taxes withheld -\$406.00

Other Deductions -\$344.00

Net pay **\$1,624.00**

The above paycheck is for one week of work.

What are YOU doing to
PREPARE yourself to earn a
GOOD SALARY?

Here is what some Maryland jobs pay

Occupation	Education	Median Hourly Wage	Median Monthly Wage	Median Annual Wage	Projected Openings in 2018
Pediatrician	Bachelor's degree and higher	\$64.75	\$10,752	\$129,025	470
Lawyer	Bachelor's degree and higher	\$48.50	\$8,848	\$106,175	13,410
Veterinarian	Bachelor's degree and higher	\$49.25	\$8,450	\$101,400	450
Biomedical Engineer	Bachelor's degree and higher	\$43	\$7,550	\$90,600	330
Mechanical Engineer	Bachelor's degree and higher	\$43.25	\$7,406	\$88,875	4,300
Speech Language Pathologist	Bachelor's degree and higher	\$40.25	\$6,938	\$83,250	2,590
Nurse (registered)	Bachelor's degree and higher	\$35.25	\$6,350	\$76,200	53,080
Accountant/Auditor	Bachelor's degree and higher	\$33.25	\$5,760	\$69,125	24,790
Writer	Bachelor's degree and higher	\$32.25	\$5,540	\$66,475	810
Environmental Scientist	Bachelor's degree and higher	\$32.75	\$5,210	\$62,525	1,850
Teacher	Bachelor's degree and higher	\$30.00	\$5,147	\$61,758	64,860
Police Officer	High School	\$26.50	\$4,681	\$56,175	16,690
Forensic Science Technician	Bachelor's degree and higher	\$25.75	\$4,519	\$54,225	610
Administrative Assistant	High School	\$25.00	\$4,277	\$51,325	21,500
Graphic Designer	Bachelor's degree and higher	\$24.25	\$4,223	\$50,675	4,250
Real Estate Sales Agent	Associate's Degree	\$19.25	\$3,683	\$44,200	3,430
Carpenter	High School	\$20.50	\$3,523	\$42,275	13,230
Dental Assistant	High School	\$17.00	\$2,823	\$33,875	5,670
Fitness Trainer	Associate's Degree	\$15.50	\$2,673	\$32,075	2,500
Emergency Medical Technician	Associate's Degree	\$19.50	\$2,573	\$30,875	3,150
Retail Sales Person	High School	\$10.25	\$1,746	\$20,950	72,040
Waiter or Waitress	High School	\$9.00	\$1,529	\$18,350	41,620

For more occupations, visit <http://www.dlr.state.md.us/lmi/> and click on "2008 to 2018 occupational projections—wage data link". Or, visit www.BeWhatIWantToBe.com.

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

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

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[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

Be a Maryland Scholar!

Why should I become a Maryland Scholar?



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



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



How do I qualify to be a Maryland Scholar?

Check each box as you take and complete the following courses.

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

Students must attain a 3.0 GPA to qualify.
 Courses bolded in orange are beyond state graduation requirements.
 *A third lab science may be substituted for Physics.
 Effective Date: September 2012.

What's in it for me?
 Being a Maryland Scholar can help you to:

Get a good job.

Succeed in college.

Qualify for scholarships/grants.

16 | BeWhatIWantToBe.com

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 typical high school graduate.

After graduation, students who took rigorous courses in high school earned 13% more in wages than those who did not, whether they went to college or not.

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 with a strong background in math and science 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.

After they experience the workplace, 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

- Talk with your family tonight.
Let them know of your goal to be a Maryland Scholar.
- 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.

Take control of your future.
 Be a Maryland Scholar.

Setting Goals

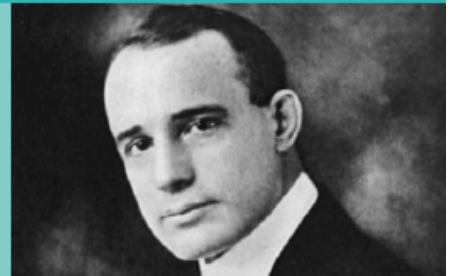
Be What I Want To Be magazine:
pgs. 8

Set great goals



Whatever the mind can conceive
and believe the mind can achieve.

— Napoleon Hill



What is a goal?

A goal is what you aim
or strive to accomplish.

Why set goals?

Setting goals for yourself lets you get
more out of life by deciding who you
want to be and what you want to do. It
is not just a process to identify your
dreams, but it helps you achieve them.

How do I set a goal?

- Make it **SMART!**
- Be **SPECIFIC**: What is it that you
would like to accomplish?
- How will you **MEASURE**
your success?
- Is it **ACHIEVABLE**?
What actions will you take?
- Set **REALISTIC** results that
you hope to see.
- And how much **TIME** will you give
yourself to reach the goal?

_____ 's Goal Worksheet

My goals are	I will do the following to help me reach my goal	I will reach my goal by (date)

Within the next three to five days.

- Share your goals with a teacher, school
counselor and/or parent/guardian so they
can help support you.
- Go to www.BeWhatWantToBe.com,
create an account and enter your goals.



Within the next two weeks.

- Review your goals to see if you are
on target.
- Make adjustments to your goals if needed.

Don't forget to reward yourself when you complete your goals —

CELEBRATE!

|8| BeWhatWantToBe.com

What Do You Think?

Your Career Goal _____

<i>I want to be a Maryland Scholar!</i>	
<input type="checkbox"/>	<i>Yes</i>
<input type="checkbox"/>	<i>No</i>
<input type="checkbox"/>	<i>Not sure</i>

<i>I want to go to college!</i>	
<input type="checkbox"/>	<i>Yes</i>
<input type="checkbox"/>	<i>No</i>
<input type="checkbox"/>	<i>Not sure</i>

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

What courses — not required by the state — do you need to be a Maryland Scholar?

Today I learned...

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

Name of Speaker _____

Your Name _____

Your School _____



Tip #2:

Keep students active.

Do not simply lecture.

PRESENTATION TECHNIQUES

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 for a more complete listing.

Preparing for your Presentation

- Take time to review the manual, particularly the lesson plan and the handouts.
- Download the sample PowerPoint (www.mbrt.org/speak/tools) —customize and make it your own if you choose.
- Visit the on-line refresher training module (www.mbrt.org/speak) for any reinforcement you may need.
- Visit 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, 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.

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.

During your Presentation

- 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

- 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.
- Adjust your tone, volume of your voice to capture the attention of the class. (example—speak more softly so students will quite themselves to hear what you have to say)
- 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.

*** Go to www.mbrt.org/speak for video techniques and tips given by our veteran speakers

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 tent cards 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.

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:

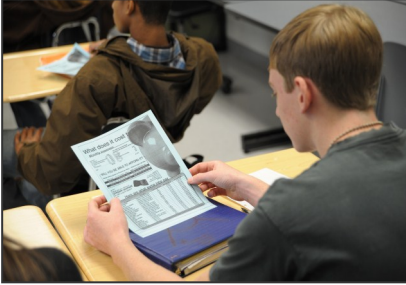
- Make the presentation motivating and interesting – more hands-on activity, less lecture.
- Develop visual aids – posters, charts, power point, props
- Include some role playing of situations in the workplace.
- Use a game, response system, or have students write on board.

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:

"I will work harder on getting all my grades as high as I can. Also, it made me think about making different decisions on what classes I want to take. At first, I was not going to take a language, but now I want to so I can be a Maryland Scholar. To be honest, I think the presentation was good. I learned a lot of information about things and it really made me think about my future goals." - *Gov. Thomas Johnson High - Frederick County*

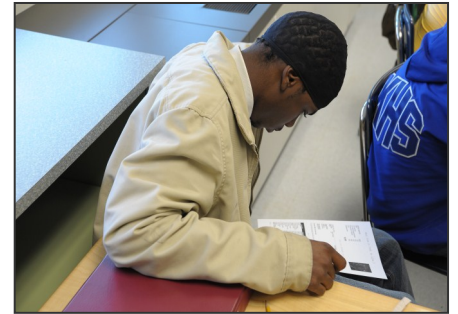


Today I learned A LOT! About career plans, salaries, and education. Also that you have to balance out how much you spend per month." - *Mountain Ridge High - Allegany County*

"Work harder because I now know there are people in other countries competing with me - *Eastern Technical High - Baltimore County*

"I will research more about this topic and become a college graduate! I'm going to make smart decisions for my life ahead. The presentation itself was great but needs more time to cover more things." - *Old Mill 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*



"I learned that in life you struggle and you have to keep on trying till you get back on your feet. I will study! - *Greenbelt Middle - Prince George's County*

"[The speaker] made me realize, even if you're in a bad situation, you can still reach your goals. I just wish the presentation was longer." - *Edgewood Middle - Harford County*

Teachers React to Speaker Presentations:

“We have been talking a lot about goals, professions, and how to get there so this was very appropriate! The students were participatory and answered questions. Students were following along, completing goals, etc. Thank you so much for coming!” Teacher, *Stewart Hill Academy – Baltimore City*

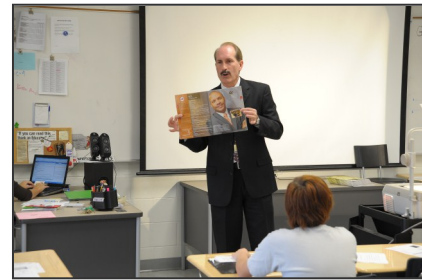


“Every head followed her as she moved in and out of the desks!”
- Teacher, *Eastern Technical High School – Baltimore County*

“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*



“The students were really surprised at the numbers and really into the real life stories. I really liked how you brought up chemistry and physics in the real world. That really got the kids attention.” - Teacher, *Walker Mills Middle – Prince George’s County*



“Students were very receptive. They enjoyed the presentation tremendously.
The presentation was superb. The presentation should be done throughout
the year, especially at the beginning. I am interested in
Maryland Scholars adopting one of my classes next school year.”
- Teacher, *Parkdale 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:



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.

Michael C

APG Federal Credit Union
Speaker since: 2008
2011 presentations: 32
Harford, Baltimore County



Switch roles and imagine all of the gratitude you would have towards a guest speaker for coming in and visiting your school.

Cyndi S

Eastern Shore Area Health Education Center
Speaker since: 2008
2011 presentations: 31
Dorchester, Kent, Somerset and Talbot 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.

Laura S

TIAA CREF
Speaker since: 2008
2011 presentations: 9
Howard, Carroll, and Frederick Counties



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!

Raza K

Carroll Community College
Speaker since: 2009
2011 presentations: 16
Baltimore, Carroll and Frederick Counties



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.

Sonya P

APG Federal Credit Union
Speaker since: 2009
2011 presentations: 33
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.

Clyde M

Dare To Soar
Speaker since: 2006
2011 presentations: 6
Talbot, and Prince George's County



Be patient with the students... Involve disruptive students early to create a positive environment for all of the students & demonstrate your ability to take command of the classroom.

Jonathan E

MedStar Health
Speaker since: 2005
2011 presentations: 18
Baltimore City and 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.

Jeff S

University of MD Extension
Speaker since: 2003
2011 presentations: 9
Washington County

Advice from our TOP PRESENTERS:



Abraham J

1st Realty Resource
Speaker since: 200
2011 presentations: 18
Baltimore, Carroll and
Prince George's Counties

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
2011 presentations: 26
Harford

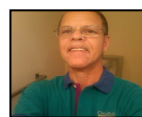
Be excited and prepared because it will always show and infect your students. Use a lot of illustrations and involve them; share your achievements and how you obtained them including your failures and difficulties and how you overcame them.



Janice K

Evergreen Heritage
Center Foundation.
Speaker since: 2008
2011 presentations: 6
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
2011 presentations: 20
Baltimore and
Prince George's
Counties

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 Maryland Scholars Speakers Bureau and make a difference to a child.

Give a day...
change a mind.



Maryland Scholars **SpeakersBureau**

Learn more at:
www.mbrt.org/speak
volunteers@mbrt.org 410-788-0333



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

2012 Maryland Scholars Ambassadors

New speaker?

Need a little advice?

Our Ambassadors are ready to help.

Angela Ballard-Landers	WSSC	alander@wsscwater.com (Former AC Speaker of the year & SB Advisory Board Member)	Howard County
Michael Ches	APGFCU	mches@apgfcu.com (SB Advisory Board Member)	Harford, Cecil, Baltimore County
Doris Duren		Dduren416@yahoo.com	Baltimore County, Baltimore City
Robin Finch	T. Rowe Price	Robin_Finch@troweprice.com	Baltimore County
Kesha Jones	KJones Consulting	kjones@kjonesconsulting.com (SB Advisory Board Member)	Baltimore County
Raza Khan	Carroll Community College	rkhan@carrollcc.edu	Carroll County
Lisa Martin	Wellness Evolution	wellnessevolution@hotmail.com (SB Advisory Board Member)	Howard County
Clyde Middleton	Dare to Soar	Clyde@DareToSoarLLC.com (Former AC Speaker of the year & SB Advisory Board Member)	Statewide
Tina Mike	APGFCU	tmike@apgfcu.com	Harford, Cecil Counties
Stacey Schneider	Northrop Grumman	stacey.schneider@ngc.com	Baltimore County, Anne Arundel County
Cyndi Slacum	Eastern Shore Area Health Education Center	cslacum@esahec.org	Eastern Shore
Nina Spencer	APGFCU	NSpencer@apgfcu.com	Harford County
Don Musgrove	WAKE4Youth, Inc.	dmusgrove@wake4youth.org (SB Advisory Board Member)	Prince George's County

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

Maryland Business Roundtable for Education

5520 Research Park Drive, Suite 150
Baltimore, Maryland 21228
410/788-0333 (voice) – 410/788-0233 (fax)

For more information, visit: www.mbrt.org

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