



West Virginia DEPARTMENT OF  
**EDUCATION**

# **WV Common Ground Partnership and Military Interstate Children's Compact Commission (MIC3) State Council**

Meeting  
July 24, 2019

# Welcome

Mr. Robert Mellace,  
Mrs. Kelly Mordecki and Mrs. Stephanie Hayes  
Coordinators  
Phone: 304.558.7010  
E-mail: [rmellace@k12.wv.us](mailto:rmellace@k12.wv.us)

# Stakeholder Introductions

Please review and update your organization's main point of contact information during introductions.



# Partners

**Office of Governor Jim Justice**

**West Virginia Board of Education**

**West Virginia Veterans Council**



Army and Airforce



# Summer Agenda

1. Military Interstate Children's Compact Commission (MIC3)
  - State Council Meeting - State Commissioner, Christopher Cmiel
  - Compact description and provisions for qualifying military families
  - Resources
  - Updates
  - Q&A
2. Common Ground Partnership
  - Review of activities during the 2018-2019 school year
  - Communications resources
  - Planning discussion for the 2019-2020 school year
3. Partnering Organizations Presentations
  - WVDE, Communities in Schools
  - Beckley MEPS, ASVAB and Career Exploration – Dan Miller



MILITARY INTERSTATE  
CHILDREN'S COMPACT  
COMMISSION

COL (Ret.) Chris Cmiel  
State Compact Commissioner  
Director of the West Virginia Military Authority  
West Virginia National Guard  
E-mail: [christopher.p.cmiel2.nfg@mail.mil](mailto:christopher.p.cmiel2.nfg@mail.mil)  
Phone: 304.561.6779



MILITARY INTERSTATE  
CHILDREN'S COMPACT  
COMMISSION

The Military Interstate Children's Compact was developed in 2006 and has been adopted by all 50 states, the District of Columbia and the Department of Defense Education Activity. The Compact eases the educational challenges that military children encounter, and supports uniform treatment as they transfer between school districts.

The Compact only applies to public schools.



# Compact Quick Fact Guide

## Goal of the Compact

To overcome transitional issues experienced by military families when their children move to a new school in another state.

## Member States

All states and the District of Columbia.

## Applies to

Active duty members of uniformed services including the National Guard and Reserve members on active duty orders pursuant to 10 U.S.C. §1209 and 1211, as well as veterans who are severely injured and medically discharged for one year after medical discharge or retirement, and veterans who die on active duty for a period of one year after death.

## Educational Records

Receiving member states must accept unofficial records for initial enrollment and then the sending member state must submit official records within 10 days of receipt of the request for records.

## Immunizations

A child who is unable to provide official documented proof of at least one dose of each required vaccination must be automatically enrolled and/or homebound services will be provided within 3 days, to ensure educational services are immediately provided while the first dose(s) of all required immunizations are confirmed. Note: Tuberculosis testing is currently not required for enrollment in WV schools.

## Kindergarten and 1st Grade

### Entrance Age

A student who moves may continue in the same grade in the receiving state regardless of the entrance age requirements of the receiving state.

### Course and Educational Program Placement

School districts must initially honor equivalent course enrollment or program placement (ex. Gifted, AP, etc.), if available. Then, evaluation may occur to ensure appropriate placement. Space must be available, and member states must demonstrate reasonable accommodations.

### Special Education

Receiving schools must use the sending state's IEP until a new IEP may be conducted/evaluated.

### Placement Flexibility

The Compact encourages schools to waive course prerequisites as appropriate to the content, when similar coursework was completed (ex. Requirement to pass Geometry before taking Algebra).

### Absence Related to Deployment

The Compact establishes guidelines for enhanced flexibility with excused absences for military families on active duty orders (one month before deployment and six months after return).

## Enrollment

During deployments it may be necessary for students to stay with a non-custodial parent or someone in loco parentis. Guardianship of a student under these circumstances should not prevent or negatively impact enrollment (a power of attorney is sufficient). The family may keep their school as long as the guardian provides transportation.

## Extracurricular Participation

Deadlines for application are not grounds for disqualification. The school must demonstrate reasonable accommodation, but is not required to hold open or create additional space on teams.

## Course Waivers

Substituting equivalent coursework is required (ex. West Virginia History for Ohio History). Reasonable justification is required for denial of a course waiver.

## Transfers as a Senior in High School

The receiving state works with the sending school district to issue a diploma, if the student is a senior in High School (ex. using a memorandum of understanding between schools).





# **West Virginia's Approach:** Proactive Communications with Educators and Military Families Statewide

Including...

- WV Common Ground Partnership Compact
- Annual State Superintendent's update message
- Development of a brochure and guidance document for West Virginia
- WVDE MIC3 page on the Common Ground website



MILITARY INTERSTATE  
CHILDREN'S COMPACT  
COMMISSION

During FY 2019, there was 1 inquiry and 0 qualifying cases

- Requested information about an out-of-district enrollment (other than in the county they would be moving to), which is not a provision covered in the Compact
- Inquired about provisions for the transfer of credits which are not yet completed, which is also not covered in the Compact
- In response, county-specific and MIC3 related information was provided about enrollment and out-of-state credit conversion

State Council members previously met on June 4, 2019

Since then, there have been 0 inquiries and 0 qualifying cases



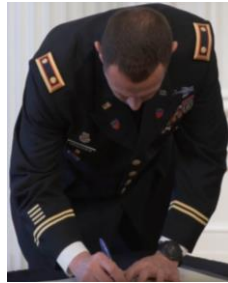
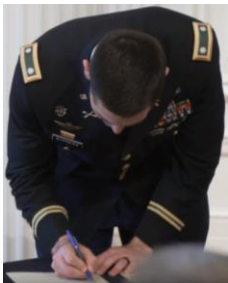
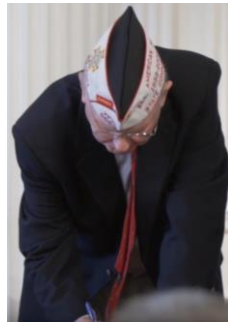
# Year in Review 2018-2019



Supporting the Success of All Students



# Compact Signing Event December 11, 2018



1. [Revised WVDE Common Ground Website](#)
2. [Created New Common Ground Logo](#)
3. [Improved Resources Links for Audiences](#)

Search

I am a...



State Board of Education

State Superintendent

Support & Accountability

Teaching & Learning

CTE & Governor's Economic Initiatives

## Common Ground

[Home](#) > [Common Ground](#)



Visit the Common Ground Homepage

[VIEW WEBSITE](#)

Educator Request for the Speaker Series

[VIEW WEBSITE](#)



# Speaker Series Enhanced

- Recreated the system for submitting and receiving Speaker Series requests
- Provided an area to highlight Speaker Series visits (including partner videos)
- Includes guidance for schools and guest speakers about the nature of these visits and building collaboration within communities

**Requests from 15 schools were answered during 2018-2019**

If you require assistance accessing the requests log or prefer e-mail notifications, contact Robert Mellace at [rmellace@k12.wv.us](mailto:rmellace@k12.wv.us)

The screenshot shows the top navigation bar with links: State Board of Education, State Superintendent, Support & Accountability, Teaching & Learning, and CTE & Governor's Economic Initiatives. Below is a yellow header with 'Speaker Series' and a breadcrumb trail: Home > Certification & Professional Preparation > Military Partnerships (Common Ground) > Speaker Series. A row of blue buttons includes: Common Ground Homepage, Students, Educators, Military Family Resources, and Military Interstate Children's Compact Commission (MIC3). The main content area features a section titled 'Guest Speakers for Schools Statewide' with a paragraph explaining the program's purpose and a link to a 'Speaker Series request website'. Below this is a section titled 'Speaker Series Partner Videos' featuring a video player. The video is titled 'The West Virginia National Guard, Drug Demand Reduction Program' and shows a soldier in camouflage interacting with children in a classroom. The video player shows it was posted by 'West Virginia National Guard' and has 3,874 views. The source is cited as 'Source: West Virginia National Guard on Facebook'. At the bottom right of the page, there is a link for 'Safe Schools Toolkit'.

# Informational Handouts for Schools and Speakers



- Strengthening Communities
- Fostering Student Success
- Providing Resources for Schools & Military Families
- Guest Speaker Series



[wvde.us/commonground/](http://wvde.us/commonground/)

## Guidance for Schools about the West Virginia Common Ground Partnership

West Virginia's Common Ground Partnership is designed to provide schools and school districts with additional resources for enhancing the success of students. It is critical that communities statewide have the capacity to ensure that students graduate high school, are prepared academically and socially for the demands of entering postsecondary education, and become part of a productive, civically active, and well-educated workforce. Accordingly, Common Ground will foster positive relationships between military service members, Common Ground partners, administrators, and school staff in efforts to assist our students in achieving their goals and experiencing positive outcomes.

### Common Ground Speaker Series

The Common Ground Speaker Series is one way in which the partnership provides supplemental resources to schools which advance opportunities for

student success. The Common Ground website at [wvde.us/commonground/](http://wvde.us/commonground/) allows schools and school districts to request guest speakers who serve as content experts and deliver a positive message with regard to a variety of topics important to the life-long achievements of our children. These topics include career exploration, the importance of staying in school, promoting literacy, avoiding drug use, preventing bullying, the American Flag, and historic/patriotic events.

### Contact from Guest Speakers

Military service members participating in the Common Ground Speaker Series as guest speakers are to be supervised by school staff at all times and are selected to meet requests in accordance with their familiarity of assigned topics. If you have questions about a speaker series request, contact Robert Mellace at 304.558.3199 or [rmellace@k12.wv.us](mailto:rmellace@k12.wv.us).



While Common Ground visits are not recruiting activities, as students receive information from Common Ground speakers and participate in career exploration or other activities, their interest in military careers may grow. The West Virginia Department of Education recognizes military careers as one of many valuable opportunities for students to experience success in life. West Virginia school districts are aware that the Floyd D. Spence National Defense Authorization Act for Fiscal Year 2001, Federal Law 106-398, and the Speaker Series section of our website provide guidance for military recruitment in schools. Individuals participating in the Common Ground Speaker Series are advised that if they would like to conduct recruiting events, they must first communicate with school administrators and appropriate school staff to confirm that the activities are approved by the school district.

### School Resources

The Common Ground website and its partners offer a variety of resources for schools in support of success for all students. These resources include information about SAT, ACT and ASVAB (a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success) test preparation. Students may access information about joining exciting peer group activities, such as the Civil Air Patrol and Youth Leader's Camp. Schools may also discover programs and initiatives aimed specifically at supporting military children and their families.



Questions? Contact Robert Mellace at 304.558.7010 or [rmellace@k12.wv.us](mailto:rmellace@k12.wv.us) or Stephanie Hayes at 304.558.3199 or [stephanie.hayes@k12.wv.us](mailto:stephanie.hayes@k12.wv.us).



## Guidance for West Virginia Common Ground Partnership Speaker Series Participants

As part of the Common Ground Guest Speaker Series, you will become an ambassador of your organization, working to foster positive relationships with administrators, school staff and students. This activity is designed to allow military service members a unique opportunity to meet the needs of schools for additional resources and expertise. By answering school requests, you will play an important role in ensuring that West Virginia school systems have the capacity and supports needed to produce a productive, civically active, and well-educated workforce for years to come.

It is our hope that through a collaborative effort designed to address topics such as career exploration, staying in school, avoiding drug use, preventing bullying, the American Flag, the importance of literacy and historic/patriotic events, that military service members will positively impact the success of students statewide.



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### Prior to Entering the Classroom

Military service members participating in the Common Ground Speaker Series as guest speakers are supervised by school staff at all times. Presenters are selected by partnering organizations to meet school requests in accordance with their familiarity of assigned topics.

If you are employed by a Common Ground Partner, inquire with your organization's leadership for initial guidance. Andrew Higginbotham is the director of events for Providing Military Support to Civil Authorities at the West Virginia National Guard (WVNG). If you are in the WVNG and have questions about a speaker series request that you received, require information about available training for topics or are uncomfortable addressing assigned topic(s), please contact Andrew Higginbotham at 304.561.6633 or [Andrew.D.Higginbotham.ctr@mail.mil](mailto:Andrew.D.Higginbotham.ctr@mail.mil). Robert Mellace may also answer questions you have about school visits.

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# Opportunities for Partners

- Requesting use of the Common Ground logo from the WVDE
- Adding partner videos or testimonials of school staff about Speaker Series visits to the website
- Collaborating with the West Virginia Department of Education to provide presentations about Common Ground
- Adding resources for students, school staff and military families to the website
  - Sharing information with partners during quarterly meetings

# Group Discussion

## 5 - 10 Minutes

### Topics

**How are things going?**

**How can we improve this upcoming school year?**

**Do we need additional support or improvement in the following areas?**

*The communications plan, interactions with school leadership, guidance for interactions with students, supports for graduation and post-secondary opportunities, etc.*





# Partner Presentations

- **West Virginia Department of Education – Communities in Schools**
  - **Beckley Military Entrance Processing Station -  
ASVAB and Career Exploration**  
Dan Miller, Coordinator

*Please let us know if you would like to present information to the group in our fall or winter online meetings.*

# West Virginia Department of Education





# What is Communities In Schools (CIS)?

- A proprietary community school model, CIS works inside school systems with district and school personnel, to forge community partnerships that bring resources into schools and help remove barriers to student learning.
  - Communities In Schools supports all kids in a school; some receive more intensive supports than others based on needs.
  - Results include outcomes such as improved attendance, academics, behavior, family engagement, promotion rates and graduation rates.

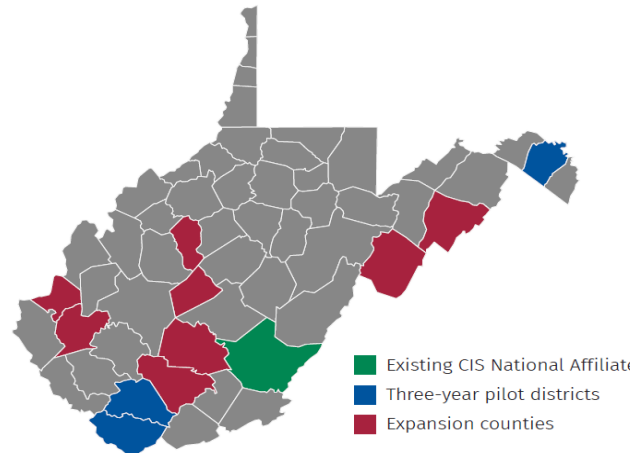


Conventional School Model



Community Schools

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



# Career Exploration Program

**Daniel Miller**

Education Services Specialist

409 Wood Mountain Road

Glen Jean, WV 25846

Phone: 304-469-5471

[daniel.m.miller22.civ@mail.mil](mailto:daniel.m.miller22.civ@mail.mil)



  
**ASVAB**  
CAREER EXPLORATION PROGRAM

*Guide*

*your students to great  
career options*

# Student Benefits

## The ASVAB Program encourages students to:

- **Explore**
  - Learn about themselves and the world of work
- **Plan**
  - Find out what they need to do to meet career goals
- **Do**
  - Take steps toward getting skills and qualifications for various occupations

"It's a great break-down of their types, and it links seamlessly to appropriate careers. It also interests students in careers they may not have otherwise considered."

– High School Counselor





## *Importance of Career Exploration*

Students make decisions about college or careers *before* they have spent time thinking about the following key areas:

*Interests*

*Values*

*Talents*

*Abilities*

The ASVAB Program gives students the opportunity to explore a variety of careers using knowledge they have gained about their interests and skills through assessment components and structured activities.

# Multiple-Aptitude Test

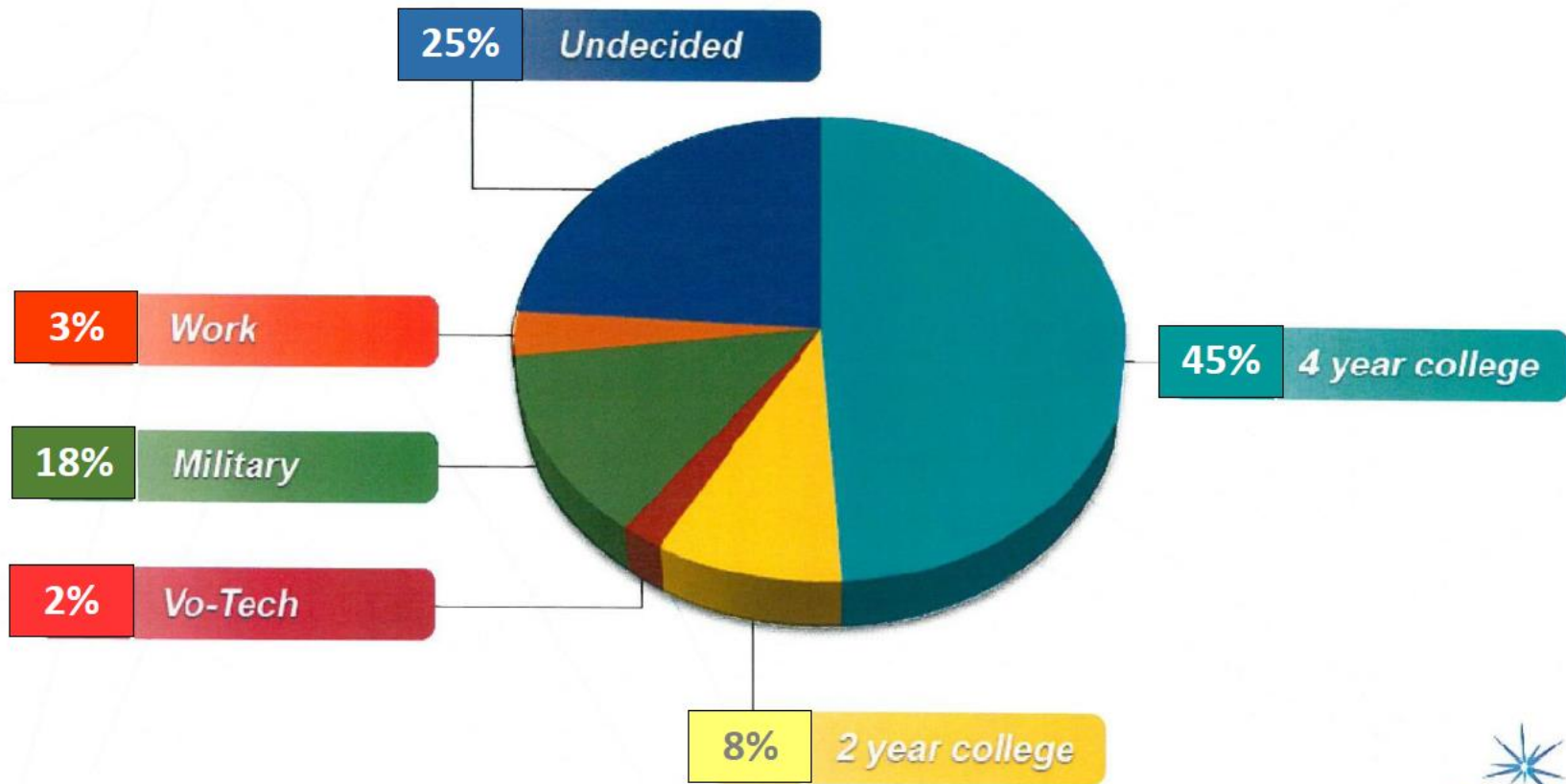
## ASVAB Test

- Assessment of student's ability to learn new skills
- Predictor of success in training and education programs

<b>General Science</b> Knowledge of life science, earth and space science, and physical science	<b>Arithmetic Reasoning</b> Ability to solve basic arithmetic word problems
<b>Word Knowledge</b> Ability to understand the meaning of words through synonyms	<b>Paragraph Comprehension</b> Ability to obtain information from written material
<b>Mathematics Knowledge</b> Knowledge of mathematical concepts and applications	<b>Electronics Information</b> Knowledge of electrical current, circuits, devices, and electronic systems
<b>Auto and Shop Information</b> Knowledge of automotive maintenance and repair, and wood and metal shop practices	<b>Mechanical Comprehension</b> Knowledge of the principles of mechanical devices, structural support, and properties of materials

# Career Intentions of High School Students

## Student Testing Program





# Career Workshop Overview

## Who Runs the Sessions?

- Education Services Specialists
- High school counselors

## How Long do They Last?

- 45-90 minutes
- Customized to fit your schedule



## What do Students Receive?

- ASVAB test results
- FYI
- Exploring Careers: ASVAB Career Exploration Guide
- Web Access Code for Online search tool

## *Program Review*

The ASVAB Career Exploration Program provides high quality, **career exploration and planning materials at no cost** to high schools across the country. The Program encourages students to **explore a wide variety of careers**, rather than limiting their exploration by telling them what they can or should do.



**Student**  
10th Gr Male

Test Date: Oct 18, 2016  
Old Dominion H.S.  
Hometown DC

# ASVAB SUMMARY RESULTS

ASVAB Results	Percentile Scores			10th Grade Standard Score Bands	10th Grade Standard Score
	10th Grade Females	10th Grade Males	10th Grade Students		
<b>Career Exploration Scores</b>					
Verbal Skills	95	97	96		65
Math Skills	17	22	19		42
Science and Technical Skills	48	81	64		53
<b>ASVAB Tests</b>					
General Science	81	91	86		61
Arithmetic Reasoning	30	43	37		47
Word Knowledge	95	98	96		66
Paragraph Comprehension	91	92	91		62
Mathematics Knowledge	12	14	13		37
Electronics Information	10	13	11		38
Auto and Shop Information	21	53	37		45
Mechanical Comprehension	76	95	85		59
Assembling Objects	30	43	37		47
<b>Military Entrance Score (AFQT) 57</b>					

## USE OF INFORMATION

Personal identity information (name, social security number, street address, and telephone number) and test scores will not be released to any agency outside of the Department of Defense (DoD), the Armed Forces, the Coast Guard, and your school. Your school or local school system can determine any further release of information. The DoD will use your scores for recruiting and research purposes for up to two years. After that the information will be used by the DoD for research purposes only.

## MILITARY ENTRANCE SCORES

The Military Entrance Score (also called AFQT, which stands for the Armed Forces Qualification Test) is the score used to determine your qualifications for entry into any branch of the United States Armed Forces or the Coast Guard. The Military Entrance Score predicts in a general way how well you might do in training and on the job in military occupations. Your score reflects your standing compared to American men and women 18 to 23 years of age.

### EXPLANATION OF YOUR ASVAB PERCENTILE SCORES

Your ASVAB results are reported as percentile scores in the three highlighted columns to the left of the graph. Percentile scores show how you compare to other students - males and females, and for all students - in your grade. For example, a percentile score of 65 for an 11th grade female would mean she scored the same or better than 65 out of every 100 females in the 11th grade.

For purposes of career planning, knowing your relative standing in these comparison groups is important. Being male or female does not limit your career or educational choices. There are noticeable differences in how men and women score in some areas. Viewing your scores in light of your relative standing both to men and women may encourage you to explore areas that you might otherwise overlook.

You can use the Career Exploration Scores to evaluate your knowledge and skills in three general areas (Verbal, Math, and Science and Technical Skills). You can use the ASVAB Test Scores to gather information on specific skill areas. Together, these scores provide a snapshot of your current knowledge and skills. This information will help you develop and review your career goals and plans.

### EXPLANATION OF YOUR ASVAB STANDARD SCORES

Your ASVAB results are reported as standard scores in the above graph. Your score on each test is identified by the "X" in the corresponding bar graph. You should view these scores as estimates of your true skill level in that area. If you took the test again, you probably would receive a somewhat different score. Many things, such as how you were feeling during testing, contribute to this difference. This difference is shown with gray score bands in the graph of your results. Your standard scores are based on the ASVAB tests and composites based on your grade level.

The score bands provide a way to identify some of your strengths. Overlapping score bands mean your true skill level is similar in both areas, so the real difference between specific scores might not be meaningful. If the score bands do not overlap, you probably are stronger in the area that has the higher score band.

The ASVAB is an aptitude test. It is neither an absolute measure of your skills and abilities nor a perfect predictor of your success or failure. A high score does not guarantee success, and a low score does not guarantee failure, in a future educational program or occupation. For example, if you have never worked with shop equipment or cars, you may not be familiar with the terms and concepts

assessed by the Auto and Shop Information test. Taking a course or obtaining a part-time job in this area would increase your knowledge and improve your score if you were to take it again.

### USING ASVAB RESULTS IN CAREER EXPLORATION

Your career and educational plans may change over time as you gain more experience and learn more about your interests. *Exploring Careers: The ASVAB Career Exploration Guide* can help you learn more about yourself and the world of work, to identify and explore potential goals, and develop an effective strategy to realize your goals. The *Guide* will help you identify occupations in line with your interests and skills. As you explore potentially satisfying careers, you will develop your career exploration and planning skills.

Meanwhile, your ASVAB results can help you in making well-informed choices about future high school courses.

We encourage you to discuss your ASVAB results with a teacher, counselor, parent, family member or other interested adult. These individuals can help you to view your ASVAB results in light of other important information, such as your interests, school grades, motivation, and personal goals.



# Interpreting Test Scores

## ASVAB Summary Results Sheet

ASVAB Results	Percentile Scores			11th Grade Female Standard Score Bands	11th Grade Standard Score
	11th Grade Females	11th Grade Males	11th Grade Students		
<b>Career Exploration Scores</b>				20 30 40 50 60 70 80	
Verbal Skills	62	64	63	X	55
Math Skills	44	45	45	X	46
Science and Technical Skills	66	43	54	X	51
<b>ASVAB Tests</b>					
General Science	56	43	49	X	49
Arithmetic Reasoning	36	34	35	X	44
Word Knowledge	75	74	75	X	57
Paragraph Comprehension	44	56	50	X	51
Mathematics Knowledge	49	56	53	X	48
Electronics Information	77	52	65	X	53
Auto and Shop Information	68	35	51	X	48
Mechanical Comprehension	76	48	62	X	52
<b>Military Entrance Score (AFQT)</b>	<b>39</b>			20 30 40 50 60 70 80	



Search

[CONTACT US](#)

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[LOGIN](#)

OR

[CREATE ACCOUNT](#)

[Forgot password](#) | [Use access code only](#)

# WHAT'S YOUR DREAM JOB?



**Bring the ASVAB  
CEP to Your School**



# Interest Inventory

## Find Your Interests (FYI)

- 90-item interest inventory
- Work-related interests





## WHAT DOES EACH INTEREST CODE MEAN?

<b>Realistic</b>	activities often involve practical, hands-on problems and solutions.	<a href="#">Learn More</a>
<b>Investigative</b>	activities involve learning about new subject areas or ideas and allow you to use your knowledge to solve problems.	<a href="#">Learn More</a>
<b>Artistic</b>	activities allow you to be creative and use your imagination to do original work.	<a href="#">Learn More</a>
<b>Social</b>	activities allow you to use your skills and talents to interact effectively with others.	<a href="#">Learn More</a>
<b>Enterprising</b>	activities allow you to take a leadership role.	<a href="#">Learn More</a>
<b>Conventional</b>	activities require attention to accuracy and detail.	<a href="#">Learn More</a>



John L. Holland, Ph.D.

### My ASVAB CEP

MY ASVAB CEP STRENGTHS [?](#)



[See ASVAB Results](#)

MY TOP INTERESTS [?](#)



STEP 1: LEARN

[Return to FYI Results](#)

[Retake the FYI](#)

STEP 2: EXPLORE  
[OCCU-Find](#)

[View Favorites](#)

[View Notes](#)

### OCCU-Find Search

**This is where it all comes together.**

The OCCU-Find catalogs 100s of career options available to you!









**To find your dream job select from these options:**

**Tip:** To maximize your exploration, enter your top interest codes and sort by your strongest skill.

Learn more

[Exploring the OCCU-Find](#)



SEARCH BY	SORT BY	FILTER BY
<p><b>INTEREST CODES</b> (select up to two)</p> <p><input type="checkbox"/>  Artistic</p> <p><input type="checkbox"/>  Conventional</p> <p><input type="checkbox"/>  Enterprising</p> <p><input type="checkbox"/>  Investigative</p> <p><input type="checkbox"/>  Realistic</p> <p><input type="checkbox"/>  Social</p>	<p><b>MY ASVAB STRENGTHS</b> <a href="#">?</a> (select one optional)</p> <p><input type="checkbox"/>  Verbal</p> <p><input type="checkbox"/>  Math</p> <p><input type="checkbox"/>  Science/Technical</p>	<p><b>CATEGORIES</b> <a href="#">?</a></p> <p><input type="checkbox"/>  Bright Outlook</p> <p><input type="checkbox"/>  Green Careers</p> <p><input type="checkbox"/>  STEM Careers</p> <p><input type="checkbox"/>  Hot Military Careers</p> <p><input type="checkbox"/> Available in the Military</p> <p><b>KEYWORD</b> (optional) <input type="text" value=""/> <a href="#">→</a></p>
<p><a href="#">EXPLORE</a></p>		

**My ASVAB CEP**

**MY ASVAB CEP STRENGTHS**



See ASVAB Results

**MY TOP INTERESTS**



STEP 1: LEARN

[Return to FYI Results](#)

[Retake the FYI](#)

STEP 2: EXPLORE  
[OCCU-Find](#)

[View Favorites](#)

[View Notes](#)

STEP 3: PLAN

[Activities & Tools](#)

**ALL OCCUPATIONS**

This list shows Occupations. If this interest code aligns with your FYI results you may find these occupations satisfying. You will need to explore more to find out if a career is really right for you. Click on a title to view more information.

SHOWING 1-20 OF 1110 CAREERS 1 2 3 4 ... 56

**i** If you want to filter down this list even further, try selecting an additional category to search on (i.e., Interest Code(s), Bright Outlook, Green Careers, STEM Careers, and/or Hot Military Careers).

<input type="checkbox"/>	Accountants				
<input type="checkbox"/>	Accountants and Auditors				
<input type="checkbox"/>	Actors				
<input type="checkbox"/>	Actuaries				
<input type="checkbox"/>	Acupuncturists				
<input type="checkbox"/>	Acute Care Nurses				
<input type="checkbox"/>	Adapted Physical Education Specialists				
<input type="checkbox"/>	Adhesive Bonding Machine Operators and Tenders				
<input type="checkbox"/>	Administrative Law Judges, Adjudicators, and Hearing Officers				
<input type="checkbox"/>	Administrative Services Managers				
<input type="checkbox"/>	Adult Basic and Secondary Education and Literacy Teachers and Instructors				
<input type="checkbox"/>	Advanced Practice Psychiatric Nurses				
<input type="checkbox"/>	Advertising and Promotions Managers				
<input type="checkbox"/>	Advertising Sales Agents				
<input type="checkbox"/>	Aerospace Engineering and Operations Technicians				

Clear Selections

**SEARCH BY:**

Keyword (optional)

**INTEREST CODE**

(select up to two)

- Artistic
- Conventional
- Enterprising
- Investigative
- Realistic
- Social

**SORT BY**

**MY ASVAB STRENGTHS**  
(select one optional)

- Verbal
- Math
- Science/Technical

**CATEGORIES**

- Bright Outlook
- Green Careers
- STEM Careers
- Hot Military Careers
- Available in the Military

## My ASVAB CEP

### MY ASVAB CEP STRENGTHS



V M S/T

Show Scores

### See ASVAB Results

### MY TOP INTERESTS



R E C

#### STEP 1: LEARN

[Return to FYI Results](#)

[Retake the FYI](#)

#### STEP 2: EXPLORE OCCU-Find

[View Favorites](#)

[View Notes](#)

#### STEP 3: PLAN

[Activities & Tools](#)

NOTES

REMOVE FROM FAVORITES

Share:

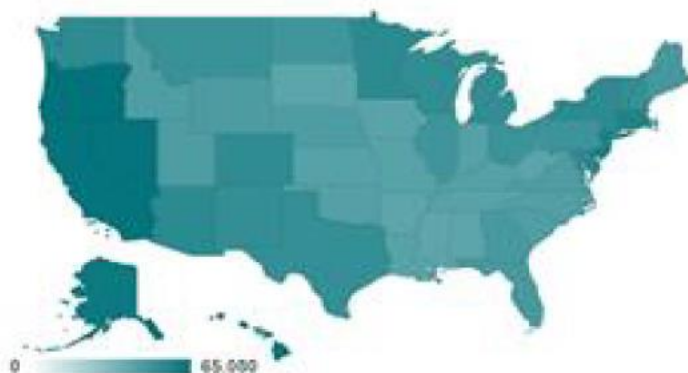
## Acute Care Nurses

### EMPLOYMENT STATISTICS

Entry-Level Salaries

Average Salaries

The national entry-level salary<sup>1</sup> for Registered nurses is:  
**\$48,690.00**



<sup>1</sup> This data comes from Bureau of Labor Statistics and reflects the lowest ten percent earnings for this occupation, which approximates entry level salary.

**Blank areas indicate data not available.**

Wage and employment data collected from Registered nurses, which is a broad example of this occupation.

National Poverty Level: **\$12,140**

[Learn more](#)

[MORE DETAILS](#)

## RESOURCES















### ACTIVITIES FOR STUDENTS

-  [My Educational and Career Plans](#)
-  [Coursework Planner](#)
-  [Thinking about Work Values](#)
-  [Your World-of-Work Timeline](#)
-  [Build Your Perfect Work Environment](#)
-  [Seeing STEM in the Everyday](#)
-  [Skills Employers Value Most](#)
-  [Exploring Careers: The ASVAB Careers Exploration Guide](#)
-  [Post-Test Workshop](#)
-  [Post-Test Workshop en español](#)

### MORE RESOURCES

- [FAFSA](#)
- [Fastweb](#)
- [College Navigator](#)
- [CollegeCalc](#)
- [Army Educational Outreach Program](#)
- [Khan Academy](#)
- [O\\*NET OnLine](#)
- [Living Wage Calculator](#)

### CEP RESOURCES

-  [ASVAB CEP Fact Sheet](#)
-  [ASVAB CEP Fact Sheet en español](#)
-  [ASVAB CEP Counselor Guide](#)
-  [Communications Toolkit](#)
-  [Sign Up Poster](#)
-  [ASVAB CEP Overview Presentation](#)
-  [Opt Out Letter](#)
-  [Opt In Letter](#)
-  [Sign Up Card](#)
-  [School Announcements](#)
-  [ASVAB CEP and ASCA National Standards](#)
-  [Sample ASVAB Summary Result Sheet](#)
- [ASVAB CEP Promotional Video](#)
- [Understanding Your ASVAB Results Tutorial](#)
- [Taking the FYI Tutorial](#)
- [Exploring the OCCU-Find Tutorial](#)
-  [Educators: How To](#)
-  [ASVAB CEP Administrator Overview Guide](#)

### DATA SOURCES

- [O\\*NET Online](#)

### REFERENCES

-  [ASVAB Technical Bulletin - Forms Information](#)
- [ASVAB Test Fairness](#)
-  [ASVAB Norms for the Career Exploration Program](#)
- [Item Response Theory Model](#)
-  [The ASVAB Career Exploration Program: Technical Summary](#)
- [Portrait of American Youth 1997 \(PAY97\)](#)
-  [Test Bias and Differential Predictions](#)
-  [Using Item Response Theory to Develop an Interest Inventory](#)
- [Validity of the ASVAB](#)
-  [ASVAB Calculator Policy](#)
-  [Qualified Military Available](#)

### MEDIA CENTER

- [All Media](#)
- [Student Articles](#)
- [Educator Articles](#)
- [Parent Articles](#)
- [Tutorials](#)



**STEP 1** Read each line carefully and circle the appropriate letter for each activity.

Circle **L** for Like  
(I would like to do this activity.)

Circle **I** for Indifferent  
(I don't care one way or the other.)

Circle **D** for Dislike  
(I would not like to do this activity.)

- |   |  |   |
|---|--|---|
| 1. <b>L I D</b> Attend an art class                           | 31. <b>L I D</b> Design a set for a play                   | 61. <b>L I D</b> Direct a musical                         |
| 2. <b>L I D</b> Help children with after-school homework      | 32. <b>L I D</b> Organize activities at a community center | 62. <b>L I D</b> Teach parenting skills                   |
| 3. <b>L I D</b> Investigate stars and black holes             | 33. <b>L I D</b> Identify an unknown chemical substance    | 63. <b>L I D</b> Study the effects of acid rain on plants |
| 4. <b>L I D</b> Adjust bicycle gears                          | 34. <b>L I D</b> Repair household appliances               | 64. <b>L I D</b> Operate a riding mower                   |
| 5. <b>L I D</b> Count and balance a cash drawer               | 35. <b>L I D</b> Prepare bank deposits                     | 65. <b>L I D</b> Review financial records                 |
| 6. <b>L I D</b> Chair a committee meeting                     | 36. <b>L I D</b> Market new products to retail businesses  | 66. <b>L I D</b> Persuade someone to finance a business   |
| 7. <b>L I D</b> Act on stage                                  | 37. <b>L I D</b> Play a role in a musical                  | 67. <b>L I D</b> Paint portraits                          |
| 8. <b>L I D</b> Serve as a playground activity leader         | 38. <b>L I D</b> Teach people how to cope with stress      | 68. <b>L I D</b> Serve as a dormitory counselor           |
| 9. <b>L I D</b> Discover a new strain of virus                | 39. <b>L I D</b> Conduct lab experiments                   | 69. <b>L I D</b> Observe and classify a new species       |
| 10. <b>L I D</b> Repair a leaky faucet                        | 40. <b>L I D</b> Build a deck for a house                  | 70. <b>L I D</b> Refinish the floors in a house           |
| 11. <b>L I D</b> Enter data in an accounting ledger           | 41. <b>L I D</b> Add up store receipts                     | 71. <b>L I D</b> Enter data in a database                 |
| 12. <b>L I D</b> Persuade committee members on an issue       | 42. <b>L I D</b> Give a sales presentation                 | 72. <b>L I D</b> Sell residential and business properties |
| 13. <b>L I D</b> Write a movie script                         | 43. <b>L I D</b> Attend a poetry reading                   | 73. <b>L I D</b> Write a short story                      |
| 14. <b>L I D</b> Help people cope with loss                   | 44. <b>L I D</b> Counsel others about substance abuse      | 74. <b>L I D</b> Lead a group therapy session             |
| 15. <b>L I D</b> Test DNA samples                             | 45. <b>L I D</b> Study environmental science               | 75. <b>L I D</b> Study planetary storms                   |
| 16. <b>L I D</b> Install kitchen cupboards                    | 46. <b>L I D</b> Tile a kitchen floor                      | 76. <b>L I D</b> Detail a car                             |
| 17. <b>L I D</b> Count the inventory of a small business      | 47. <b>L I D</b> Type legal papers and documents           | 77. <b>L I D</b> Prepare bills and invoices               |
| 18. <b>L I D</b> Campaign for a political office              | 48. <b>L I D</b> Invest in new companies                   | 78. <b>L I D</b> Publicize an event                       |
| 19. <b>L I D</b> Compose music                                | 49. <b>L I D</b> Design a museum exhibit                   | 79. <b>L I D</b> Film a documentary                       |
| 20. <b>L I D</b> Volunteer for a local community service      | 50. <b>L I D</b> Help people resolve personal problems     | 80. <b>L I D</b> Mentor a troubled child                  |
| 21. <b>L I D</b> Explore ancient ruins                        | 51. <b>L I D</b> Predict earthquakes                       | 81. <b>L I D</b> Observe and record animal life cycles    |
| 22. <b>L I D</b> Operate a farm                               | 52. <b>L I D</b> Use carpentry tools                       | 82. <b>L I D</b> Assemble playground equipment            |
| 23. <b>L I D</b> Do accounting for a business                 | 53. <b>L I D</b> Organize and maintain personnel files     | 83. <b>L I D</b> Maintain paper and electronic data files |
| 24. <b>L I D</b> Manage a department in a company             | 54. <b>L I D</b> Recruit new customers for a business      | 84. <b>L I D</b> Plan meetings and conferences            |
| 25. <b>L I D</b> Illustrate a book                            | 55. <b>L I D</b> Create sculptures                         | 85. <b>L I D</b> Play in a jazz band                      |
| 26. <b>L I D</b> Assist a teacher in the classroom            | 56. <b>L I D</b> Take care of a disabled person            | 86. <b>L I D</b> Reassure a nervous patient               |
| 27. <b>L I D</b> Study an active volcano                      | 57. <b>L I D</b> Analyze ocean currents                    | 87. <b>L I D</b> Study changes in Earth's atmosphere      |
| 28. <b>L I D</b> Apply wood stains and varnishes to furniture | 58. <b>L I D</b> Build a stone wall                        | 88. <b>L I D</b> Frame a house                            |
| 29. <b>L I D</b> Process company payrolls                     | 59. <b>L I D</b> Compute fees and charges                  | 89. <b>L I D</b> Record business transactions             |
| 30. <b>L I D</b> Conduct a business seminar                   | 60. <b>L I D</b> Give a press conference                   | 90. <b>L I D</b> Serve as a company's spokesperson        |

CHANGING YOUR ANSWER

1. Cross out the incorrect selection.
2. Circle your new selection.

~~L I D~~ Study marine life

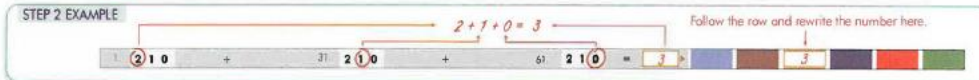
After completing all of the items, go to

**STEP 2**

TEAR HERE ▶

**STEP 2**

Add the circled numbers in each row (going across) and write the total in the highlighted box at the end of the row. For example, add your numbers for questions #1, #31, and #61, then write the result in the highlighted box in the orange column.



1.	2	0	+	31	2	1	0	+	61	2	1	0	=	2	
2.	2	1	0	+	32	2	1	0	+	62	2	1	0	=	0
3.	2	0	+	33	2	0	+	63	2	1	0	0	=	2	
4.	2	1	0	+	34	2	1	0	+	64	2	1	0	=	2
5.	0	0	+	35	2	0	0	+	65	2	0	0	=	4	
6.	0	0	+	36	2	0	0	+	66	2	1	0	=	3	
7.	2	1	0	+	37	2	1	0	+	67	2	1	0	=	0
8.	2	1	0	+	38	2	1	0	+	68	2	1	0	=	0
9.	0	0	+	39	2	1	0	+	69	2	1	0	=	2	
10.	2	0	+	40	2	0	+	70	2	0	0	=	3		
11.	0	0	+	41	2	0	0	+	71	2	0	0	=	4	
12.	0	0	+	42	0	0	0	+	72	0	0	0	=	6	
13.	2	1	0	+	43	2	1	0	+	73	2	1	0	=	0
14.	2	0	+	44	2	1	0	+	74	2	1	0	=	1	
15.	0	0	+	45	2	1	0	+	75	2	1	0	=	2	
16.	2	0	+	46	2	0	0	+	76	2	1	0	=	2	
17.	2	0	+	47	2	0	0	+	77	2	0	0	=	3	
18.	2	1	0	+	48	2	1	0	+	78	2	0	0	=	1
19.	2	1	0	+	49	2	0	0	+	79	2	1	0	=	1
20.	0	0	+	50	2	1	0	+	80	2	1	0	=	2	
21.	0	1	0	+	51	2	0	0	+	81	2	1	0	=	3
22.	2	1	0	+	52	2	0	0	+	82	2	1	0	=	1
23.	0	1	0	+	53	2	0	0	+	83	2	0	0	=	4
24.	0	0	+	54	2	0	0	+	84	2	0	0	=	5	
25.	0	0	+	55	2	0	0	+	85	2	1	0	=	3	
26.	0	0	+	56.	2	1	0	+	86	2	1	0	=	2	
27.	0	0	+	57	2	0	0	+	87	2	1	0	=	3	
28.	2	0	+	58.	2	0	0	+	88.	2	1	0	=	2	
29.	2	0	+	59.	2	0	0	+	89.	2	0	0	=	3	
30.	0	0	+	60.	2	1	0	+	90.	2	0	0	=	4	

Follow the color band and rewrite the number in the box directly to the right.

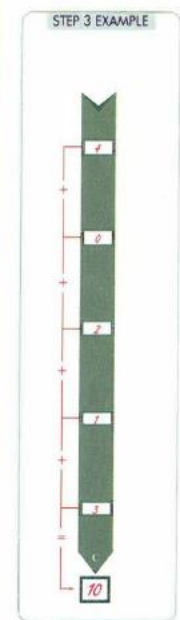
**R** **I** **A** **S** **E** **C**

10 12 6 5 19 18

Your Raw Scores >

**STEP 3**

Add all of the numbers in each column (going down) and write the total in the highlighted box at the bottom of each column. These are your Row Scores.



Go To **STEP 4** on the following page.







Write your raw scores from Step 3 for all six letters (R, I, A, S, E, C) in the boxes at the top of the page.

R	I	A	S	E	C
22	15	7	13	0	7

**STEP 4**

**STEP 5 EXAMPLE**



Along each color band, find your raw score in the left column. Circle the percentile score to the right of your raw score. Write the number in the box at the bottom of each column.

**STEP 5**

Find your highest percentile score. Circle the letter below it. This is your 1st Interest Code. Write your 1st Interest Code in the 1st Interest Code box.

Find your 2nd highest percentile score. Circle the letter below it. This is your 2nd Interest Code. Write your 2nd Interest Code in the 2nd Interest Code box.

Find your 3rd highest percentile score. Circle the letter below it. This is your 3rd Interest Code. Write your 3rd Interest Code in the 3rd Interest Code box.

If you have a tie, write the letters in the same box. You can only use your three top scores. Look at the example below for details.

**STEP 6 EXAMPLE**



**Top Interest Codes**

R	I	S
1st Interest Code	2nd Interest Code	3rd Interest Code

**STEP 6 EXAMPLE WITH TIE**



**Top Interest Codes**

R	AC	
1st Interest Code	2nd Interest Code	3rd Interest Code

	R	I	A	S	E	C
<b>Raw Scores</b>	10	12	6	5	19	18
0	0	0	0	0	0	0
1	23%	1 21%	1 13%	1 15%	1 19%	1 30%
2	30%	2 29%	2 19%	2 21%	2 25%	2 38%
3	36%	3 33%	3 23%	3 25%	3 30%	3 44%
4	41%	4 39%	4 27%	4 29%	4 35%	4 50%
5	44%	5 42%	5 31%	5 32%	5 39%	5 53%
6	47%	6 46%	6 36%	6 35%	6 44%	6 58%
7	50%	7 50%	7 39%	7 39%	7 48%	7 62%
8	53%	8 53%	8 43%	8 42%	8 53%	8 66%
9	55%	9 56%	9 46%	9 45%	9 56%	9 69%
10	58%	10 60%	10 50%	10 48%	10 60%	10 72%
11	61%	11 62%	11 54%	11 50%	11 65%	11 74%
12	63%	12 65%	12 57%	12 55%	12 68%	12 77%
13	67%	13 67%	13 60%	13 58%	13 71%	13 79%
14	70%	14 69%	14 64%	14 61%	14 74%	14 81%
15	72%	15 73%	15 67%	15 64%	15 77%	15 83%
16	75%	16 75%	16 69%	16 67%	16 80%	16 86%
17	77%	17 77%	17 72%	17 70%	17 82%	17 87%
18	80%	18 79%	18 75%	18 72%	18 84%	18 89%
19	82%	19 81%	19 77%	19 75%	19 85%	19 90%
20	85%	20 83%	20 80%	20 77%	20 88%	20 92%
21	87%	21 85%	21 83%	21 79%	21 89%	21 93%
22	88%	22 86%	22 85%	22 82%	22 90%	22 94%
23	89%	23 88%	23 87%	23 85%	23 92%	23 95%
24	91%	24 89%	24 89%	24 87%	24 94%	24 96%
25	93%	25 91%	25 91%	25 89%	25 95%	25 96%
26	94%	26 92%	26 93%	26 92%	26 97%	26 97%
27	96%	27 94%	27 95%	27 94%	27 98%	27 98%
28	98%	28 96%	28 96%	28 96%	28 99%	28 99%
29	99%	29 98%	29 98%	29 98%	29 99%	29 99%
30	99%	30 99%	30 99%	30 99%	30 99%	30 99%

← Your Raw Scores

**STEP 6**

58	65	36	32	85	89
R	I	A	S	E	C

← Your Percentile Scores

**Top Interest Codes**

C	E	I
1st Interest Code	2nd Interest Code	3rd Interest Code





# Closing Remarks

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