



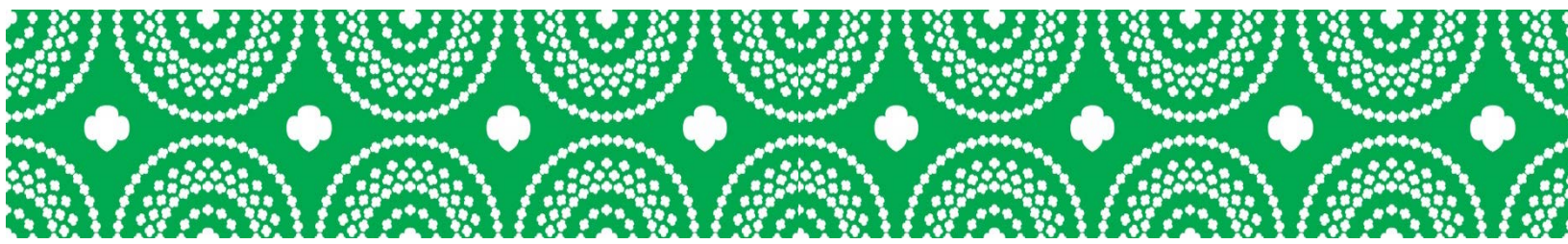
Valero Energy Foundation



Girl Scout Senior/Ambassador

Girl Scouts of Southwest Texas
811 North Coker Loop
San Antonio, Texas 78216
(210) 349- 2404 or 1-800-580-7247
www.girlscouts-swtx.org

To learn more about Valero Energy
Foundation and their mission, visit
www.valero.com





About

[Valero Energy Foundation](#)'s story is unique in corporate America. Named for the mission San Antonio de Valero, the original name of the Alamo, Valero Energy Foundation was created on January 1, 1980, as the corporate successor to LoVaca Gathering Company, a subsidiary of the Coastal States Gas Corporation. Valero Energy Foundation is the direct result of a \$1.6 billion settlement approved unanimously in 1978 by the Texas Railroad Commission, the state's natural gas regulatory agency, which ended more than 6 years of litigation brought against Coastal by its municipal gas customers who claimed they had been overcharged for natural gas.

Valero Energy Foundation's natural-gas transportation business diversified in the mid 1980's when the company purchased a 50% interest in a Corpus Christi, Texas, refinery owned by Saber Energy. The operation began as nothing more than a vacuum unit and crude unit on a humble plot of land near the Corpus Christi Ship Channel, but in the years that followed Valero Energy Foundation assembled its "Refinery of the Future" and added 16 more refineries to the fold starting in 1997. Through these acquisitions, the company also branched into retail and wholesale markets and continues to operate under the Valero Energy Foundation, Diamond Shamrock, Shamrock, Ultramar, and Beacon brands.

Today, Valero Energy Foundation proudly has a work force of approximately 10,000 employees and maintains a refining output capacity of 3 million barrels per day. The company is a [Fortune 50](#) company, still based in its hometown of San Antonio, and is North America's largest independent refiner. Valero Energy Foundation is also a leading ethanol producer with 11 ethanol plants in the Midwest and a combined capacity of 1.3 billion gallons per year. Valero Energy Foundation also operates a 33 turbine wind farm near its McKee Refinery in Sunray, Texas.

Valero Energy Foundation maintains a strong commitment to safety and stands as one of the most recognized refiners within the federal OSHA Voluntary Protection Program (VPP). The company demonstrates its commitment to excellence in occupational safety and process safety through an intensive, detailed Commitment to Excellence Management System. And it continues to be recognized among the world's top refining and marketing companies, and among the nation's best employers.

In the community, Valero Energy Foundation is proud of its legacy of support and positive outreach through an international network of Volunteer Councils. Valero Energy Foundation Volunteers proudly dedicate more than 136,000 volunteer hours to community outreach annually. Special missions on behalf of the United Way, the National Multiple Sclerosis Society, Wounded Warriors and countless children's charities are a source of pride and motivation for every Valero Energy Foundation employee. Valero Energy Foundation, its employees and its philanthropic organization – the Valero Energy Foundation Energy Foundation – annually generate more than \$38 million to support worthy charities or causes, through direct donations or fundraising, to improve the lives of those living in communities near Valero Energy Foundation operations.

Valero Energy Foundation proudly carries its legacy of strength and stability in the refining industry and into each community touched by its operations. Through the years, the company has amassed a family of employees from virtually every corner of the energy business. Their expertise and dedication continue to make Valero Energy Foundation a competitive partner in the global energy industry.

Girl Scouts of Southwest Texas & Valero Energy
Foundation are proud to bring to you the...
Valero Energy Foundation
STEM Patch Initiative



The need for skilled science, technology, engineering and math (STEM) professionals is ever-growing. Though traditionally male-dominated, women are having a greater impact in these areas than ever before. In this initiative girls will push boundaries, test limits and look at the world through inquisitive eyes. Whether they're building a robot, learning the needs of a car's engine or creating a chemical reaction, girls are moving forward into the future.

Girl Scouts of Southwest Texas and Valero Energy Foundation are proud to announce the Valero STEM Patch Partnership. In hopes to spur creative problem solving in our everyday lives, Girl Scouts of Southwest Texas and the Valero Energy Foundation are coming together in the Valero STEM Patch Partnership.

Girl Scouts who complete the Valero Energy Foundation Curriculum can work on a variety of projects, everything from engineering paper helicopters to learning about speed and friction.

Steps to Earn the Valero Energy Foundation's STEM Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at lderemiah@girlscouts-swtx.org.

Step One:

1. Read through the Activities
2. Think about what you would like to do
3. Choose 1 out of the 4 Units
4. Complete all Activities in the 1 Unit you chose (total 3 activities)

Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:
Girl Scouts of Southwest Texas
ATTENTION: Program
Phone: (210) 319- 5775
Toll Free: 1-800-580-7247
Fax: (210) 349- 2666
lderemiah@girlscouts-swtx.org



Step Three:

1. Receive your Valero Energy Foundation's STEM Patch!



The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in the “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect

Girls care about, inspire, and team with others locally and globally.

Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission: Building girls of courage, confidence and character, who make the world a better place.

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COLLEGE BOUND

College Bound: Undergraduate Information

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Internet
2. Library
3. Telephone
4. Parent/Guardian Permission

Directions:

1. Research at least 3 different universities or colleges that specialize in science, technology, engineering, and/or math (STEM).

EXAMPLE: computer science, biological engineering, quantum physics

2. Obtain admissions information from 3 or more schools.

NOTE: Do not forget to speak with an admissions counselor at the schools you research to ask about available campus tours.

3. Compare the 3 higher education institutions that you have chosen and pay particular attention to tuition, financial aid, housing, campus size, and demographics.
4. Share the information that you have gathered with your family.
5. Share the information with your guidance counselor and inquire about further actions.

Note: Distinguish yourself in the college admissions process. [Girl Scout Gold Award](#) recipients do well in life! They rate their general success in life significantly higher and report higher success in reaching their goals within many areas.

Accommodations:

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss the options available to them, locally and nationally. Based on their advice, girls may want to focus on only 2 schools. Girls may call the admissions office and ask for the information to be mailed to them.

Parents/guardians should be made aware of all interactions the girls have with higher education institutions.

For girls that would like more of a challenge, girls may wish to use the website collegecost.ed.gov to compare perspective colleges and universities with the information that they have already gathered. With parent/guardian consent, girls may also wish to enjoy a [virtual tour](#) or schedule a campus tour with admissions office. Girls should practice filling out the admissions paperwork for the higher education institutions that they have chosen.

College Bound: Degree Planning

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Internet
2. Library
3. Telephone
4. Parent/Guardian Permission

Directions:

1. Research at least 3 different undergraduate degree programs at the university or college of your choice.

EXAMPLE: animal health, urban forestry, computer software and media applications

2. Obtain a copy of each of the 3 degree plans.
3. Compare the degree plans with special attention to course descriptions, prerequisites, and certification.
4. Ask the school's counseling office about college credits such as AP/IB credits, transferable credits, CLEP credits, and more.
5. Share the information that you have gathered with your family.
6. Share the information with your guidance counselor and inquire about further actions.

Note: The [Girl Scout Gold Award](#) represents the highest achievement in Girl Scouting. Open only to girls in high school, this prestigious award challenges you to change the world or at least your corner of it and be eligible for college scholarships, too.

Accommodations:

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss their current academic standing and available college credits. Based on their advice, girls may want to focus on only 2 degree plans. Girls may call the campus counselor to discuss the degree plan opportunities available to them. Parents/guardians should be made aware of all interactions the girls have with higher education institutions.

For girls that would like more of a challenge, girls may wish to investigate degree plans not traditionally focused on STEM careers. With parent/guardian consent, girls may also wish to schedule a campus counselor meeting to review their goals and discuss future plans. Girls should inquire about the syllabi and course loads expected from the courses.

College Bound: Scholarships

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Internet
2. Library
3. Telephone
4. Parent/Guardian Permission

Directions:

1. Research available scholarship opportunities that you may qualify for from Girl Scouts and your university or college of choice.
2. Pay special attention the scholarships available for pursuing a degree in STEM and STEM careers.
3. Obtain at least 2 scholarship applications.
4. Share the information that you have gathered with your family.
5. Share the information with your guidance counselor and inquire about further actions.

Note: Earn college scholarships, check out the scholarships available for graduating high school seniors from Girl Scouts of Southwest Texas! To learn more about available scholarships, visit GSUSA's [website](#). Don't forget to contact your guidance counselor for more available scholarship opportunities.

Accommodations:

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to focus their research on their scholarship opportunities. With parent/guardian consent, girls may call the financial aid office and inquire about the payment processes. Parents/guardians should be made aware of all interactions the girls have with higher education institutions.

For girls that would like more of a challenge, girls may wish to learn about financial aid and use the [Expected Family Contribution \(EFC\) calculator](#) to evaluate their financial need. Girls may also attend a FAFSA seminar or invite a guest speaker to talk about FAFSA. With parent/guardian consent, girls may go online to practice completing a demo or [practice FAFSA](#) or complete the [real FAFSA](#).

CAREER EXPLORATION

Career Exploration: Valero Careers

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Internet
2. Library
3. Telephone
4. Parent/Guardian Permission

Directions:

1. Visit Valero's [website](#) and research the available career opportunities.
2. Be sure to pay close attention to the intern/co-op opportunities provided.
3. Under Job Search, search for all of the full-time positions available in the city closest to your hometown in Texas.
4. Identify different positions that interest you.
EXAMPLE: project manager for business intelligence development, business systems design specialist, metallurgist
5. Research 2 of the positions that interest you most.
6. Pay close attention to the position description and qualifications.
7. Share the information that you have gathered with your family.
8. Share the information with your guidance counselor and inquire about further actions.

Note: [Girl Scout Gold Award](#) recipients demonstrate extraordinary leadership through remarkable take action projects with sustainable impact on their communities and beyond. The award tells employers that you are a leader who is organized, determined, and dedicated to improving your community.

Accommodations:

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss their interests and passions to help narrow the field of available career opportunities. Girls may wish to research only one position and evaluate their future educational plans to coincide with the position requirements.

For girls that would like more of a challenge, parents/guardians may encourage girls to supplement their career planning with available self-assessments, career planning guides, employment trends, industry and occupation specific information, and researching careers and employers. Girls may also find resources and services specifically for youth, teens, and young adults. Girls should ask their guidance counselors about the internships, resources, and services available to them.

Career Exploration: STEM Careers

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Internet
2. Library
3. Telephone
4. Parent/Guardian Permission

Directions:

1. Research career opportunities in the field of environmental sciences.
2. Choose at least 3 career opportunities that interest you.
EXAMPLE: environmental restoration planner, geneticist, statistician
3. Pay close attention to the essential functions, preferred experience and education, as well as starting pay and company benefits.
4. Research the 2 of the positions that interest you most.
5. Pay close attention to the job summary, essential functions, preferred experience and education, as well as other competencies.
6. Share the information that you have gathered with your family.
7. Share the information with your guidance counselor and inquire about further actions.

Note: The [Girl Scout Gold Award](#) tells employers that you are a leader who is organized, determined, and dedicated to improving your community. [Girl Scout Gold Award](#) recipients rate their general success in life significantly higher and report higher success in reaching their goals within many areas.

Accommodations:

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss their interests and passions to help narrow the field of available career opportunities. Girls may wish to research only one position and evaluate their future educational plans to coincide with the position requirements.

For girls that would like more of a challenge, parents/guardians may encourage girls to seek part time employment to supplement their college expenses. Girls may calculate a monthly budget based on their financial need for school and living expenses to formulate the amount of income they must earn. If appropriate, girls may self-assess their employment suitability.

Career Exploration: Career Planning

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Internet
2. Library
3. Telephone
4. Parent/Guardian Permission

Directions:

1. Compare the salary or pay and benefits of the 3 STEM careers that you chose.
EXAMPLE: aerospace engineers average 4-6 years in school and may earn an average of \$103,720 a year or \$49.87 an hour with a slower than average job outlook
2. With your parent/guardian assistance, chart your probable monthly expenses.
EXAMPLE: rent (\$500), groceries and gas (\$300), and utilities (\$150)
3. Use the financial information you have gathered to map out a monthly budget.
EXAMPLE: \$950 a month
4. Evaluate the amount of money you will have to put into savings.
5. Reflect on the advantages and disadvantages of each of your careers.

Note: The [Girl Scout Gold Award](#) tells employers that you are a leader who is organized, determined, and dedicated to improving your community. [Girl Scout Gold Award](#) recipients rate their general success in life significantly higher and report higher success in reaching their goals within many areas.

Accommodations:

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss their interests and passions to help narrow the field of available career opportunities. Girls may wish to research only one position and evaluate their future educational plans to coincide with the position requirements.

For girls that would like more of a challenge, parents/guardians may encourage girls to supplement their career planning with available self-assessments, career planning guides, employment trends, industry and occupation specific information, and researching careers and employers. Girls may also find [resources](#) and services specifically for youth, teens, and young adults. Girls should ask their guidance counselors about the internships, resources, and services available to them.

Advocacy

Advocacy: United Way

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Visit United Way's [website](#) to learn about local and national opportunities for community service and take action projects.
2. Take part in a community service/take action project in your area!
3. Feel connected to your community, locally and globally, by forming healthy relationships through volunteerism.
4. Use this opportunity to advocate for yourself and others on issues that are important to you.
5. You should feel empowered to make a difference in the world.
6. Share your leadership experience with friends, family, and the community.
7. Celebrate your accomplishments!

Note: For more information about volunteering your time, please contact the Resource Center or your [United Way](#) office.

Advocacy: National Multiple Sclerosis Society

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Visit [National Multiple Sclerosis Society](#) to identify local and state opportunities for service.
2. Feel connected to your community, locally and globally, by forming healthy relationships through volunteerism.
3. Use this opportunity to advocate for yourself and others on issues that are important to you.
4. You should feel empowered to make a difference in the world.
5. Share your leadership experience with friends, family, and the community.
6. Celebrate your accomplishments!

Note: For more information about volunteering your time, please contact the Resource Center or Texas Chapter of the Multiple Sclerosis Society via telephone at 1-800-344-4867 or (713) 526-8967, or via email at TXH@NMSS.ORG.

Advocacy: Fisher House

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Visit [Fisher House](#) to identify local and state opportunities for service.
2. Volunteer your time helping military families in your community.
3. Feel connected to your community, locally and globally, by forming healthy relationships through volunteerism.
4. Use this opportunity to advocate for yourself and others on issues that are important to you.
5. You should feel empowered to make a difference in the world.
6. Share your leadership experience with friends, family, and the community.
7. Celebrate your accomplishments!

Note: For more information about volunteering your time, please contact the Resource Center or Fisher House via telephone at 1-888-294-8560 or (301) 294-8560, or via email at info@fisherhouse.org.

Leadership

Leadership: Discover

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Large piece of paper
2. Colored pencils or markers
3. Internet
4. Library
5. Parent/Guardian Permission

Directions:

1. Girls will create a community map, also known as a drawing or list that shows a community's needs and resources.
2. Girls should focus on one location in their community with which they are the most familiar.
3. Girls should supplement their maps by using the internet, library, and personal contacts.
4. The most important identifications on the maps should be:
 - a. Community issues
 - b. Community experts
 - c. Supportive groups
 - d. Community organizations
 - e. Public places
5. After drafting the community map, girls should write down their interests and passions next to the identifications. Girls may also list their personal friends, family, and contacts.
6. Using this map, girls will be able to formulate a project idea!

Note: Project ideas should focus on science, technology, engineering, and math (STEM). Girls will develop a stronger sense of self, positive values, and critical thinking skills. Girls will seek challenges in the world and gain practical life skills. This activity is completely girl-led!

Accommodations:

For girls wanting a little more guidance, girls should complete this activity in a group with the assistance of parents/guardians or leaders. Brainstorming will be easier with people to bounce ideas off of and create constructive criticisms. Girls will be better prepared for planning with different points of view.

For girls that would like more of a challenge, with the permission of parents/guardians, girls may volunteer at charitable organizations in their community in order to discover the organization's mission and values. Girls should reflect on their experiences and decide which community service best fits their interests and passions.

Leadership: Connect

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Internet
2. Library
3. Phone
4. Transportation
5. Parent/Guardian Permission

Directions:

1. With parent/guardian permission, girls will reach out and communicate with the community experts, organizations, and supportive groups from their community map.
2. Girls will present their project ideas and partner with an expert, organization, or group for a [take action](#) project.
3. Girls will build a team of family, friends, colleagues, etc. to complete their take action project.
4. Girls will act as the leader of their [take action](#) project and provide professional and constructive instructions to all team members.

Note: Project plans should address science, technology, engineering, and/or math issues. Girls feel connected to their community and develop healthy relationships to advance diversity in a multicultural world, promote cooperation and teambuilding, and learn to resolve conflicts.

Accommodations:

For girls wanting a little more guidance, girls should form a team of leaders in which each member is assigned specific tasks to complete for the [take action](#) project. Girls may be in charge of creating the flyers, finding a venue for an event, or obtaining in-kind donations. Girls will be in charge of their own assigned task and will build her team according to her goals.

For girls that would like more of a challenge, with the permission of parents/guardians, girls may volunteer at charitable organizations in their community in order to market their [take action](#) project and recruit more team members. Girls should reflect on their experiences and decide which team members will work most effectively together.

Leadership: Take Action

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Internet
2. Library
3. Phone
4. Transportation
5. Parent/Guardian Permission

Directions:

1. With parent/guardian permission, girls will [take action](#) to finish their project!
2. Girls will be expected to take the lead to carry out the plan.
3. After completing the project, girls will take the time to reflect on their accomplishments.
4. Girls may wish to ask for feedback from others.
5. Girls should evaluate their success.
6. Girls will share what they have done with others.

Note: Project plans should address science, technology, engineering, and/or math issues. Girls will be able to identify community needs, be resourceful problem solvers, advocate for themselves and others. Girls will feel empowered to make a difference in the world while inspiring and educating others to act.

Accommodations:

For girls wanting a little more guidance, girls should act with their troop/group to complete their [take action](#) project. Girls should be able to express why their project was important to the community and what issue they addressed. Girls should celebrate what they have accomplished and invite others to celebrate with them!

For girls that would like more of a challenge, with the permission of parents/guardians, girls should create educational materials to distribute within their community. The materials should create a measurable and sustainable impact on the community, inspiring others to act. Girls may think about turning their take action project into a [Girl Scout Gold Award](#) project!

YOU DID IT!



CONGRATULATIONS!

For More Information

Valero knows that being a good operator also means being a good neighbor. The company demonstrates its commitment to all of its communities through a variety of philanthropic efforts, volunteer activities and educational support programs. For the second year, Valero made the list of America's 50 most community-minded major companies – [The Civic 50](#). Valero is the only energy company in the top 50, recognized for its commitment to improve the quality of life in communities where it does business.

Overall in 2014, Valero and its philanthropic organization generated more than \$38 million for worthy charities or causes, through direct donations or fundraising. Always a leading supporter of the United Way as a two-time national Spirit of America Award winner, Valero and its employees pledged more than \$11.2 million to the United Way in 2014, for donations in 2015, including a company match – up nearly 6 percent from the year before. The company raised \$10.4 million for children's charities across the United States in 2015 through the [Valero Texas Open](#) and Benefit for Children.

Valero established the Valero Volunteer Council in 1983, and each location still has a council serving its local communities. Valero employees log more than 130,000 volunteer hours each year for hundreds of community projects. Valero is a strong supporter of food banks wherever it operates, sponsoring several food drives each year. Since 2008, Valero has collected approximately 400,000 pounds of food for the [San Antonio Food Bank](#), plus many thousands more at other locations. Valero Volunteers additionally have built numerous [Habitat for Humanity](#) homes throughout Valero's communities.

Valero is a strong advocate of education and contributes to programs, agencies or organizations that share the same focus. The Valero mentoring program is a top priority of our Valero Volunteer Council and management. For more than 10 years, the program has helped school children in schools across the country. There are various events and programs, including school-supply and uniform drives held at the end of summer to help students start the new school year, as well as "Career Days" at area schools, and tours.

Valero supports many worthy military organizations including [Fisher House](#), Warrior Support Foundation, Operation Comfort, Operation Homefront, Marines Helping Marines, Vietnam and World War II veterans' museums, Returning Heroes Home, local VFWs, National Museum of the Pacific War and the National Committee for Employer Support of the Guard and Reserve. For the 10th consecutive Thanksgiving Day, about 400 members of the U.S. military in 2014 were treated to a traditional holiday meal at headquarters, while 175 Valero Volunteers and their families served food and entertained their young military guests.

For more information, contact the [Valero Energy Foundation](#) Corporate Headquarters at (210) 345- 2000.



End of Booklet

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