

March 2024

**From Board:**

- **Outcome data around the JROTC (outcomes in general)**
- **Outcomes for individuals coming from this program→do they matriculate to college or the military**

**Summary of Discussion with other districts.**

The job of CTE is not to gatekeep student opportunities to access career pathways but to make sure we are building the best possible gates we can; that means creating the conditions for this program to be successful for students who need and want to access it

We need to consider the partner we bring in to do this work, as it is not something that would come from the schools.

*Important CTE Considerations*

1. **Alignment with CTE Standards:** Ensure that the JROTC program aligns with our CTE standards and curriculum guidelines. This includes integrating relevant career pathways, skills development, and industry standards within the JROTC curriculum.
  - a. **Big Questions:** What does the pathway look like? Does this align with the district's curriculum guidelines? How does this align with the ODE rubric for high-quality programs?
2. **Career Opportunities:** Evaluate how the JROTC program can enhance students' understanding of military career opportunities. Consider how JROTC can provide students with skills and experiences that apply to various career paths within the military or civilian sectors.
  - a. **Big questions:** In what ways can this program enhance student understanding of military career opportunities?
3. **Academic Integration:** Assess how the JROTC program can complement academic learning and enhance students' overall educational experience. Explore opportunities for cross-curricular integration, such as connecting JROTC activities to subjects like history, leadership, physical education, and technology.
  - a. **Big Questions:** How can the JROTC program complement academic learning and integrate across subjects like history, leadership, physical education, and technology?

4. **Leadership Development:** Consider the role of JROTC in fostering leadership skills among students. Evaluate how the program can support the district's goals for developing future leaders and responsible citizens, both within and outside the military context.
  - a. Big Questions: What role does this program play in fostering leadership skills among students, and how does it support the graduate portrait?
5. **College and Career Readiness:** Determine how participation in JROTC can contribute to students' college and career readiness. Explore opportunities for JROTC students to earn academic credits, scholarships, or certifications that support their post-secondary goals, whether in the military or civilian sector.
  - a. Big Questions: How does participation in JROTC contribute to a student's college and career readiness, including opportunities for scholarships or certifications?
6. **Community Engagement:** Consider the potential for JROTC to engage with the local community and industry partners. Explore partnerships with military branches, veterans' organizations, businesses, and community agencies to provide students with hands-on learning experiences, mentorship opportunities, and career exploration activities.
  - a. Big Questions: In what ways can this program engage with the local community and industry partners to provide students with hands-on learning experiences?
7. **Equity and Inclusion:** Ensure that the JROTC program is accessible and inclusive to all students, regardless of background or future career aspirations. Consider strategies for recruiting and supporting diverse student populations, including historically underserved students and students with disabilities.
  - a. Big Questions: How can this program ensure accessibility and inclusion for all students?
8. **Resource Allocation:** Assess the resource needs associated with implementing and sustaining a JROTC program, including staffing, facilities, equipment, and professional development. Consider how the program fits within the district's overall budget and priorities for CTE and extracurricular activities.
  - a. Big Questions: What are the resource needs associated with implementing and sustaining a JROTC program? How does our current budget availability support this?
9. **Monitoring and Evaluation:** Establish mechanisms for monitoring and evaluating the effectiveness of the JROTC program over time. Collect data on

student participation, academic performance, career outcomes, and satisfaction to inform ongoing program improvement and decision-making.

- a. Big Questions: How do we evaluate the effectiveness of the program over time, including student participation data, academic performance, and career outcomes?

**10. Licensure:** Requires a Government and Public Administration endorsement, which is set by ODE. Consider the professional development opportunities that will be made available to CTE teachers in this pathway.

- a. Big Questions: Opportunities for continuing education? What professional development opportunities are available for teachers in this space?

### **Themes that have emerged after conversations with other districts.**

**Theme 1 - Challenges in lack of local control:** Districts pointed to the idea that JROTC programs are run by the military, and the district has little control over the relationship. The curriculum comes from the military, the teaching instructors are vetted and ultimately hired by the military, and the funding comes from the military. Both used language about the “number of strings attached” to the relationship, because it ultimately is not managed by the district but is managed by the military partner.

**Theme 2 - Challenges in Maintaining JROTC programs:** Districts highlighted the difficulties of maintaining JROTC programs due to resource constraints, changing regulations, and the need for stable leadership and instructor retention. Further, in Oregon, there can be just one JROTC program per branch across the whole system. In other words, once a JROTC Army program is established at one high school, it will be the only JROTC Army program in the whole district. Similarly, two branches cannot have JROTC programs at the same school.

**Theme 3 - Alignment issues between JROTC and CTE:** Districts noted the challenges in aligning JROTC with CTE programs due to state regulations and curriculum restraints. In Oregon, there is just one program, which had to go through significant hoops to ensure that the program could be CTE. Further, the district has little oversight in the curriculum as the program is funded by the military. The military often does not follow district policy as they believe their policy usurps district policy. There was also some challenge in putting together the right CTE Program Advisory Board, as districts wanted to ensure that this program was not just a path to the military, but to all careers in the Law and Public Safety cluster.

**Theme 4 - Community Engagement, Service and Leadership:** Districts discussed the importance of community engagement and service, which are both integral part of the JROTC program. Both districts emphasized its positive impact on students and the community, as the JROTC participants spend considerable time performing community service activities. Both further mentioned the importance of leadership skills that are being developed by these programs.

**Theme 5 - Adapting Military Structure for High School Settings:** Districts acknowledge the challenge of adapting military structure for high school settings and the need to balance discipline without overly militarizing the environment. There can be challenges in recruiting the right teachers, as the requirements of the military is 15+ years of service in order to be qualified to be a JROTC instructor. As a result, they are often finding late-in-career military to run JROTC, and there is a significant gap in their training to work directly with students aged 15-18.

**Theme 6 - Student participation and success:** Districts emphasized the importance of providing opportunities for students of all backgrounds and interests, as well as acknowledging that program success is highly dependent on individual circumstances and leadership quality. The instructor matters. It is critical to find instructors that are willing to be good partners to the district and adhere to all of the necessary responsibilities of a CTE instructor in addition to the responsibilities of being a JROTC instructor. Cannot have one without the other. Both acknowledge that programs have high numbers of students participating.

**Program expansion and pathways:** In addition, there was discussion of efforts to expand JROTC programs and pathways, including the ways in which they collaborated with community colleges and the inclusion of certifications, such as CERT.