



# JROTC Handbook

2021



## **1. Introduction.**

a. This handbook is designed for high school principals, assistant principals and counselors.

b. Purpose: To provide a brief summary of the JROTC program, its organization, history, curriculum, and its contributions to the overall success of Ysleta ISD students.

**2. The JROTC Mission.** The national mission of JROTC is “to motivate young people to be better citizens.”

## **3. The History of JROTC.**

a. The United States Army Junior Reserve Officers' Training Corps (JROTC) came into being with the passage of the National Defense Act of 1916. Under the provisions of the act, high schools were authorized the loan of federal military equipment and the assignment of active duty military personnel as instructors. In 1964, the Vitalization Act opened JROTC up to all services and replaced most of the active duty instructors with retirees who worked for and were cost shared by the schools.

b. Title 10 of the U.S. Code declares that "the purpose of Junior Reserve Officers' Training Corps is to instill in students in secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment."

c. The JROTC Program has changed greatly over the years. Once looked upon primarily as a source of enlisted recruits and officer candidates, it became a citizenship program devoted to the moral, physical and educational uplift of American youth. Although the program retained its military structure and the resultant ability to infuse in its student cadets a sense of discipline and order, it shed most of its early military content.

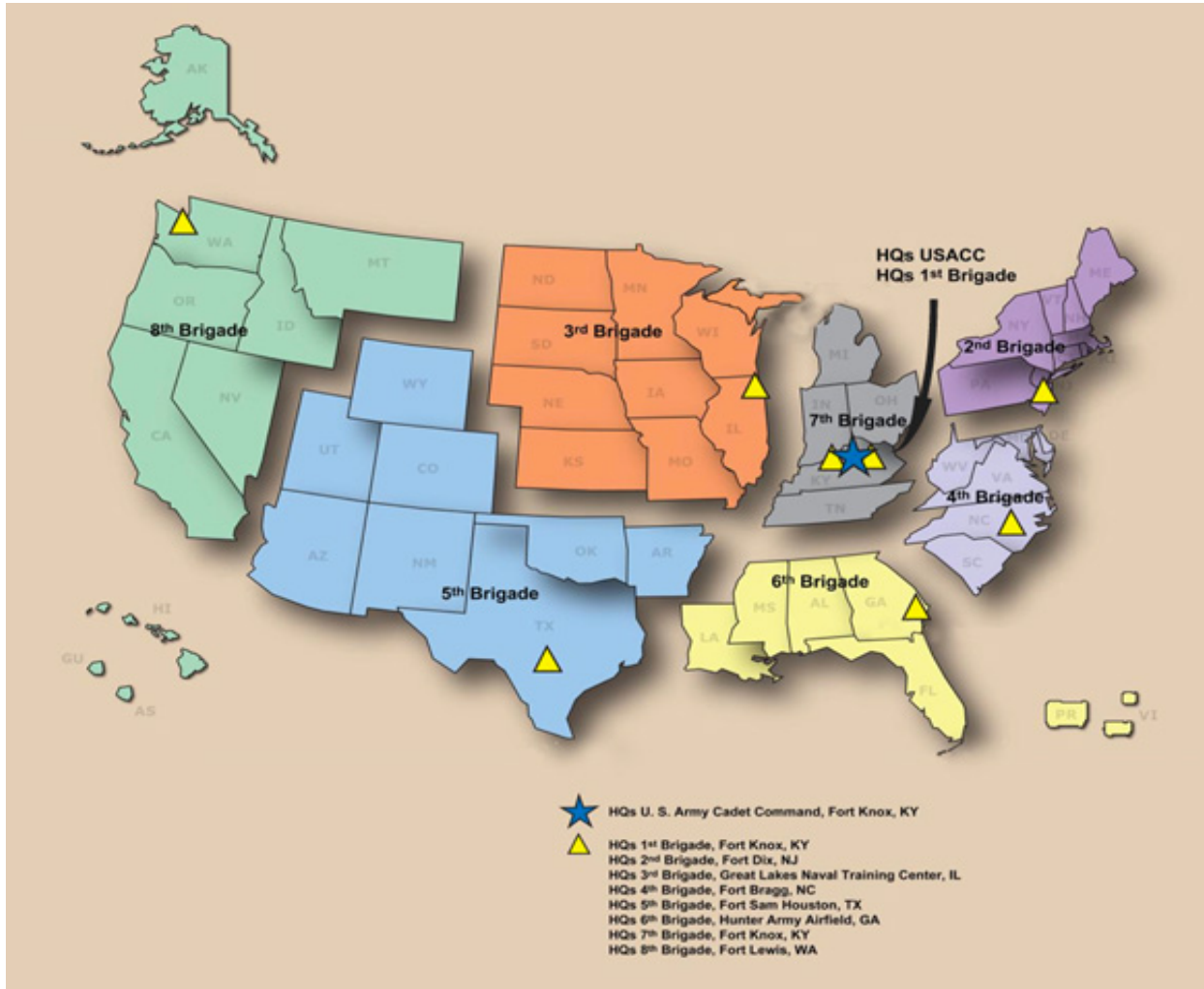
d. The study of ethics, citizenship, communications, leadership, life skills, health and fitness, self-improvement, goal setting, and other subjects designed to prepare young men and woman to take their place in adult society, evolved as the core of the program. More recently, an improved student centered curriculum focusing on character building and civic responsibility is being presented in every JROTC classroom.

e. JROTC is a continuing success story. From a modest beginning of 6 units in 1916, Army JROTC has expanded to 1709 schools today and to every state in the nation and American schools overseas. Cadet enrollment has grown to well over 300,000 cadets with 4,400 professional instructors in the classrooms. Comprised solely of active duty Army retirees, the JROTC instructors serve as mentors developing the outstanding young citizens of our country.

## **4. Organizational Structure.**

a. The JROTC chain of command runs from the President, through the Secretary of Defense and the Secretary of the Army, then through the Army Chief of Staff and the Commander of the Army's

Training and Doctrine Command, in that order, (both four star generals), to the commanding general of U.S. Army Cadet Command. Cadet Command is organized into several brigades shown below. The Ysleta ISD is in 5<sup>th</sup> Brigade, headquartered in San Antonio and commanded by an active duty Army Colonel.



b. Ysleta ISD is organized into seven battalions, (seven high schools), numbered in the order they were established: Ysleta, Bel Air, Eastwood, Parkland, Riverside, JM Hanks and Del Valle. Each battalion, or high school program, is led by a Senior Army Instructor (SAI) assisted by an assistant instructor. The SAI should be the JROTC Department Chair on their campus or the equivalent representative. An equivalent representative is one who interfaces with the principal, senior guidance counselors and other department heads, functions as the chief JROTC instructor, officiates at JROTC functions, and represents JROTC at school and community events regardless of the department’s organizational structure on campus.

## 5. JROTC Program Overview.

a. The Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the Army and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment. The outcomes of the JROTC program are:

(1) Students are able to act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce.

(2) Students are able to engage with civic and social concerns in the community, government, and society.

(3) Students graduate prepared to excel in post-secondary options and career pathways.

(4) Students are able to make decisions that promote positive social, emotional, and physical health.

(5) Students value the role of the military and other service organizations.

b. With the school's support, the JROTC program achieves these outcomes by using a world-class 21st Century, technology driven, student centered curriculum. The curriculum consists of education in citizenship, leadership, social and communication skills, physical fitness and wellness, geography, and civics.

c. The curriculum is facilitated and taught by retired Army personnel. JROTC teacher qualifications are based on military experience, maturity, stability, and leadership acquired over 20 or more years of service to our nation. To safeguard the viability of the JROTC program, the Department of Defense (DOD) and the Department of Education endorse the proposition that States recognize JROTC instructors as certified to teach JROTC and the array of embedded subject areas: physical education, health, wellness, and civics.

## **6. The JROTC Curriculum.**

a. The JROTC curriculum, which fully or partially addresses a number of national academic standards – to include Common Core State Standards (CCSS) – includes course work on leadership, civics, geography and global awareness, health, and wellness, language arts, life skills, and U.S. history. The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques.

b. As important as “what” is learned in JROTC is “how” it is learned. Every classroom is equipped with leading edge technologies to teach, assess, and report student progress. Teachers are trained to utilize a range of technologies and develop social/emotional skills, support academic content through gaming and simulations, and promote the role of social media. Thus, students engage in

meaningful, purposeful activities that lead them to demonstrate success through a portfolio of accomplishments. A cadet beginning the ninth grade might follow a course similar to the one below:

<b>Leadership Education &amp; Training</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Unit 1: Citizenship in Action	Foundations of Army JROTC  Getting Involved	The Nation's Defense Forces		
Unit 2: Leadership Theory & Application	Being a Leader	Knowing How to Lead	Leading Situations	Leadership Lab
Unit 3: Foundations for Success	Know yourself – Socrates  Study Skills	Communication Skills Conflict Resolution  Teaching Skills	Making a Difference w/Service Learning  Career Planning	Planning Skills Social Responsibility  NEFE High School Financial Planning Program
Unit 4: Wellness, Fitness, and First Aid	Achieving a Healthy Lifestyle	Cadet Challenge	First Aid for Emergency and non-Emergency Situations	Drug Prevention/Intervention
Unit 5: Geography, Map Skills & Environmental Awareness	The Globe	Maps, Map Reading and Land Navigation	Orienteering  Air Navigation	Exploring the World
Unit 6: Citizenship in American History & Government	You the People – Citizenship Skills  Your Job as an American Citizen	You the People – Citizenship Action Group Process  Founding and Growth of a Nation (history 1776 to present)	The Federal Judicial System  Sources of power	Advanced Citizenship and American History

c. In addition to the typical JROTC curriculum, cadets have the opportunity to participate in a number of co-curricular activities offered by the program. These activities are performance based strategies designed to teach the curriculum and facilitate learning.

(1) Drill and Color Guard Competitions: Traditional drill formations that promote teamwork, leadership and organizational skills, attention to detail and creativity.

(2) Color Guard Presentations: A community service activity that promotes respect for the flag and the nation while instilling a sense of patriotism, selfless service, duty, and honor.

(3) Physical Fitness Training and Competitions: Promotes health and fitness as well as leadership and organizational skills through “Cadet Challenge” physical fitness competitions and the Bataan Memorial Death March Marathon.

(4) Air Rifle Marksmanship: A marksmanship program that promotes self discipline, attention to detail, concentration, focus and teamwork through a series of competitive matches.

(5) Orienteering and Land Navigation: Promotes map reading skills, geometry and math associated with plotting routes and determining locations and distances, physical fitness and teamwork.

(6) Junior ROTC Leadership and Academic Bowls (JLAB): These are two national online competitions conducted throughout the school year that progress through three levels and culminate in a final competition in Washington, DC. The leadership bowl focuses on leadership theory and application; the academic bowl is centered on applying knowledge from the JROTC curriculum.

(7) Military Balls and Awards Banquets: Promotes rules of social etiquette and behavior while carrying on tradition and instilling pride in one’s school, community and nation.

(8) Vex Robotics.

(9) Cyber awareness and protection learning and competitive opportunities.

(8) Junior ROTC Cadet Leadership Challenge (JCLC): JROTC’s Summer Program: Promotes cadet leadership skills, self-confidence and strengthens and fosters the values associated with responsible citizenship by using a series of venues and facilities on Fort Bliss: rappel tower, leader reaction and obstacle courses, aquatics center, orienteering and land navigation sites, STEM training at simulation centers, medical and first aid training centers, and areas for social events.

#### d. The Curriculum Manager

(1) The purpose of the Curriculum Manager (CM) is to give instructors easier access to the Army JROTC and third party curriculum. The CM is a software application, (external or imbedded drive and available in the cloud), that organizes all of the Army JROTC Curriculum materials into a centralized integrated object repository: lesson plans, lesson presentation slides, student handouts, exams, videos, movies, and more. The CM is seamlessly integrated with the second generation Classroom Performance System (CPS) hardware that allows each student to interact with the lesson through hand held remote devices. All lessons (Core and Elective) are uploaded in the CM through the cloud.

(2) Each lesson in the CM identifies all the educational materials needed for the lesson, including third party products like the WILL Interactive videos. Instructors also have access to screen savers, reference materials, and teacher and student references from any lesson. The CM application enables instructors to have all of their teaching materials located in one centralized location, which is portable on an external hard drive.

**7. HB 5, the Public Service Endorsement, and JROTC.** A student may earn the public services endorsement in one of two ways: by completing the foundation and general CTE endorsement requirements or by completing four years of JROTC. Since 2009, every student who began their senior year enrolled in their fourth year of JROTC completed the program and graduated. That equates to a 100% graduation rate for students enrolled in four years of JROTC.

## **8. Accreditation.**

a. Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards. Accreditation is a set of rigorous protocols and research-based processes for evaluating an institution's organizational effectiveness. It examines the whole institution to include the programs, the cultural context, and the community of stakeholders to determine how well the parts work together to meet the needs of the students.

b. The Army JROTC program is accredited by Cognia, the parent organization of the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. Cognia accreditation means JROTC has demonstrated a commitment to student performance and continuous improvement in education. JROTC earned its accredited status by adhering to Cognia Standards for Quality.

c. U.S. Army Cadet Command conducts a JROTC Program for Accreditation (JPA) Inspection of each JROTC program once every three years. All high school JROTC programs in Ysleta ISD underwent a JPA during both SY 2017-18 and 2020-21 and will undergo their next JPA inspection during SY 2023-2024. All YISD JROTC programs achieved the highest possible rating, Honor Unit with Distinction, during the past two JPAs.

## **9. Scholarship Opportunities.**

a. Academy Nominations and Appointments. JROTC instructors are able to assist cadets and other students with the application process for receiving a nomination to one of the nation's service academies: West Point, Annapolis and the Air Force Academy.

b. Senior ROTC Scholarships (UTEP and other campuses). JROTC instructors are also able to assist students with the scholarship application to senior ROTC programs at UTEP, NMSU and universities throughout the nation. Numerous 4-year, 3-year and 2-year scholarships are available for students desiring to earn a bachelor's degree and a commission.

c. Enlistment Options. Approximately 10% of graduating cadets over the past twelve years have enlisted in one of the armed services. (The majority of the remaining 90% indicated their intention to enroll in a 4-year university or 2-year community college with a smaller portion entering vocational training, the work force, or a service academy/senior ROTC program). JROTC instructors are not recruiters and are under no pressure to achieve enlistment numbers for the Army. There are many highly

rated and successful JROTC programs throughout the nation from which no one enlists upon graduation. However, many students who enroll in JROTC in the Ysleta ISD are interested in military service, either as a career or as a way to pay for post secondary education. JROTC instructors can provide those students with an honest assessment of military service, enlistment options, and its benefits and hardships.

#### **10. Community Service.**

a. Cadets throughout Ysleta ISD typically perform more than 45,000 hours of community service during a school year. Projects include visiting veterans' homes, area beautification in their communities, local charity fundraising, and hundreds of others. They also perform thousands of hours of community service as school support projects: color guards, escorts during parent nights, hosting veteran recognition ceremonies, and much more.

b. Army regulations prohibit cadets from performing certain activities. While in uniform they cannot sell tickets to events or operate in connection with the furtherance of any political or commercial interest. Cadets are also prohibited from performing any type of security function, whether in uniform or not while under control of the JROTC instructors.

**11. Updates.** This handbook will be periodically updated as the situation changes and the JROTC department receives input and recommendations from principals, assistant principals, administrators, faculty, and JROTC instructors. Those desiring to provide input may do so by contacting Lieutenant Colonel Charles Dorsey at 4-0731 or [cdorsey@yisd.net](mailto:cdorsey@yisd.net).