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STUDY

FINAL REPORT

VOLUME II

Junior ROTC Program

JROTC

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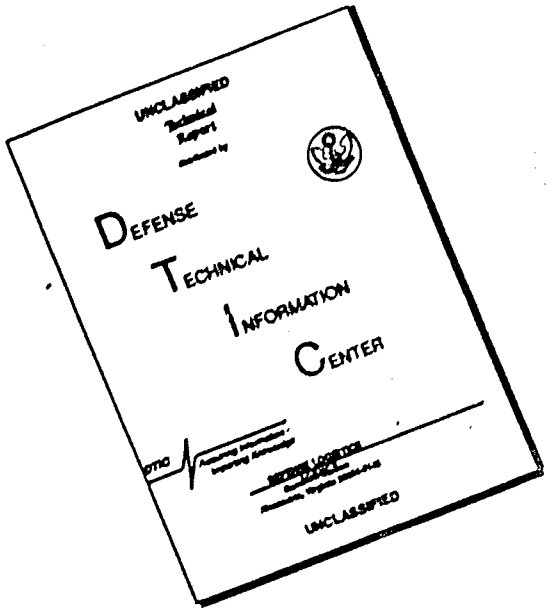

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The purpose of the study was to review all aspects of the Reserve Officers' Training Corps Program. To identify ways to ensure the viability of the program into the 1990's and beyond. The report analyses all aspects of th ROTC program. Areas of emphasis include advertising, recruiting, incentives, organization, staffing, training and education Special emphasis was placed on ROTC contribution in supporting the Reserve Forces. The Junior ROTC program was also included in the scope of the study. Keywords:

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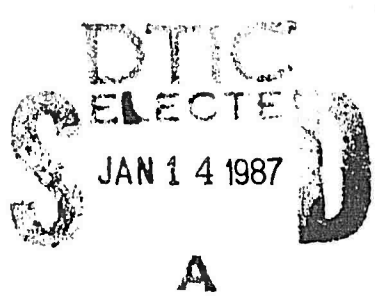
RESERVE OFFICERS' TRAINING CORPS

STUDY GROUP REPORT

VOLUME II - JUNIOR RESERVE OFFICERS TRAINING CORPS (1916-1985)

MAY 1986



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A STUDY GROUP FOR THE

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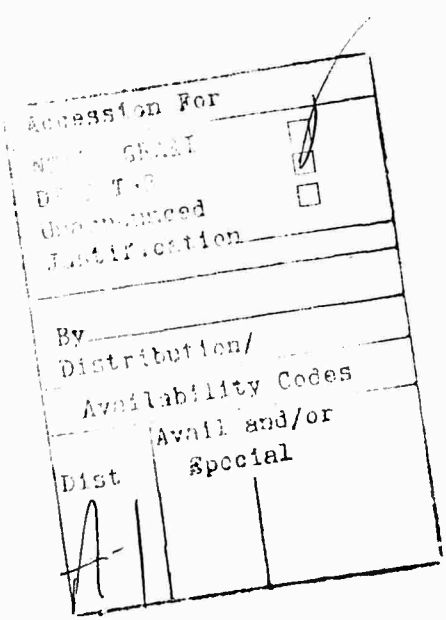
The words "he," "him," and "men," when used in this report represent both masculine and feminine genders unless specified otherwise.



Reserve Officers' Training Corps Study Group Report

Volume II - Junior Reserve Officers Training Corps (1916-1985)

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JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)
1916 - 1985

I. PURPOSE: This portion of the report analyzes the JROTC program and establishes a new azimuth for this program.

II. BACKGROUND:

A. The JROTC program can trace its origins back to 1911, however the Army JROTC Program was not officially recognized until the National Defense Act of 1916. The ROTC Revitalization Act of 1964 increased the number of JROTC units authorized and required the Air Force, Navy and Marines to establish JROTC programs. By 1966 all services had activated their respective programs. The JROTC program is governed by statutes, Code of Federal Regulations, Department of Defense Directives and Army Regulations. The principle ones are as follows: Title 10, United States Code, Section 2031 in addition to requiring each Service to establish JROTC units requires that these units be equitably distributed throughout the nation; DOD Directive 1205.13, Reserve Officers' Training Corps Program for Secondary Educational Institutions, defines the intent of the JROTC program and specifies the responsibilities of the Army and the schools involved in the program; and AR 145-2 Junior Program and National Defense Cadet Corps organization, operation, and support, governs the Army's operation of the JROTC program. It should be noted that Title 10, UNITED STATES CODE, is more specific as it relates to JROTC than it is as it relates to SROTC. This statute requires the Service Secretaries to establish and maintain a JROTC program while it says that they may establish and maintain a SROTC program. This specificity concerning JROTC seems to stem from the fact that the Army has in the past tried to discontinue the program. Since its inception in 1911 the JROTC program has received varying degrees of support. This support has been enthusiastic at times and unenthusiastic at others.

B. JROTC EXPANSION.

From 1980 to 1985 the Army's JROTC program was expanded. The purpose of the expansionwas to establish enough units to bring the Army's JROTC program to 896 units, the DOD limit. DCSROTC sets a limit on the number of new units to be established each year. These limits are shown in Figure 1.

EXPANSION

SCHOOL YEAR 83-84	65 UNITS
SCHOOL YEAR 84-85	65 UNITS
SCHOOL YEAR 85-86	55 UNITS

FIGURE 1

The actual expansion closely follows these limits. The expansion with its corresponding enrollment increase is shown in Figure 2.

ARMY JROTC EXPANSION

SCHOOL YEAR	80-81	81-82	82-83	83-84	84-85	85-86
SCHOOL NUMBER	708	708	711	776	826	885
ENROLLMENT *	109	113	119	127	131	137
%ENROLLMENT INCREASE	-0-	3.7%	9.2%	16.5%	20.2%	

*IN THOUSANDS

FIGURE 2

The Army did not conduct a "top to bottom" analysis of the program prior to execution of the expansion plan. This resulted in an expansion based solely on Title 10, United States Code, Section 2031. This section directs that JROTC units be equitably distributed throughout the nation. Without a clear vision of what the ultimate goals for the JROTC program were, the expansion though increasing the number of JROTC units, did nothing to fully realize JROTC's potential for marketing the Army's image and for Army recruiting. ODCSROTC based unit activation on the US Department of Education student density figures and the current JROTC unit density within the various states. Samples of ODCSROTC's exact guidance to the ROTC Regions are at ANNEX A and B. Perceived DA level guidance about the need for expeditious execution of the JROTC expansion made the situation worse. No written DA level guidance to ODCSROTC on the expansion is available. However, ODCSROTC believes that it was told to expand to its authorized limit as rapidly as possible but that it would not receive any additional staffing support at ODCSROTC to supervise the JROTC program, and funding for the expansion would be limited. The other Services have observered the Army's expansion very closely. Due to the Army's

experience the other services have placed greater emphasis on the management involved in expansion than the Army. They have developed a more formalized system of checks and balances with the Air Force having the most formalized program. The other services have a planned expansion system but stress they will not expand without additional resource increases. Figure 3 depicts all Services expansion plans, and ANNEX C contains a detailed comparison of all Services.

SERVICE ALLOCATION OF JUNIOR ROTC UNITS

	CURRENT AUTH	AS OF 4/4/86 ON-LINE	ADD'L 1986	ON-LINE	ADD'L 1986	ON-LINE	ADD'L 1987	ON-LINE	ADD'L 1988	ON-LINE	ADD'L 1989	ON-LINE
ARMY	896	826 (92%)	62 (99%)	887	0 (99%)	887	0 (99%)	887	0 (99%)	887	0 (99%)	887
NAVY	289	233 (81%)	0 (81%)	233	0 (81%)	233	0 (81%)	233	8 (83%)	241	8 (88%)	249
AIR FORCE	336	265 (86%)	0 (86%)	335	10 (88%)	298	10 (91%)	306	10 (94%)	316	9 (97%)	325
MARINES	80	76 (94%)	2 (98%)	77	3 (100%)	76	0 (100%)	76	0 (100%)	76	0 (100%)	76
TOTAL	1,600	1,419		1,532		1,491		1,601		1,519		1,638

AS OF 7/12/86

FIGURE 3

C. JROTC CURRENT STATUS. The results of the expansion have been increasingly "bare bones" resourcing, declining JROTC input into the Total Army, and a declining program image. Initially, the annual percentage increase in the JROTC budget was able to sustain the expansion. Figure 4 shows the JROTC programing budget history. In FY 83 a shortage of funds began to surface. By FY 85 JROTC determined it had to have $1.1 million added to its FY 86 core budget and $1.8 million added to its FY 87 core budget or it would be forced to close 40-50 JROTC units in FY 86. Austere budgets have left many within the JROTC community with the attitude that the Army only wishes to give the program the very minimum it can get by with or it does not have a clear vision of what the goals for JROTC are and therefore cannot determine the required budget.

ARMY JROTC PROGRAM COST DATA
DOLLARS ($000)

ACCOUNT	ACT FY80	ACT FY81	ACT FY82	ACT FY83	ACT FY84	PROG FY85	PROG FY86	PROG FY87	
OMA	11457.1	14161.9	17905.5	19838.0	22163.2	25339.4	25444.0	25289.0	
RPA	2325.3	3796.3	4306.5	6840.0	9596.0	8171.0	8559.0	8267.0	
TOTAL	13782.4	17958.2	22212.0	26678.0	31759.2	33510.4	34003.0	33556.0	
EXPENSES									
SALARIES	9460.1	11765.7	15235.6	16459.2	18311.6	20239.0	1/ 19944.0	2/ 19489.0	SEE UNF REQ'S BELOW
UNIFORMS	2325.3	3796.3	4306.5	6840.0	9596.0	8171.0	8559.0	8267.0	
TRAVEL	180.0	257.6	296.2	307.0	350.1	367.2	375.0	375.0	
UNIT SUP/CONTRACTS	1817.0	2138.6	2373.7	3071.8	3501.5	4733.2	5125.0	5425.0	
TOTAL	13782.4	17958.2	22212.0	26678.0	31759.2	33510.4	34003.0	33556.0	
NO. CONUS UNITS AUTH	670	700	765	830	881	881	881	881	
NO. ACTUAL CONUS UNITS	659	661	694	704	749				
OPENING ENROLLMENT	105143	109170	113823	119629	127501	131493	142000	144000	
NO. OF HIRES					1836	1982	2070	2078	
* FIXED COST PER CADET	112	143	172	195	3/ 219	3/ 216	201	193	
* VARIABLE COST PER CADET	19	22	23	28	30	39	39	40	

1/ FY86 UNF REQ SUBMITTED FOR $1174, TOTAL REQ $21118
2/ FY87 UNF REQ SUBMITTED FOR $1839, TOTAL REQ $21328
3/ Purchased new JROTC Female Uniform

* Fixed cost (uniforms/salaries)
* Variable (TDL/supply/contracts)

FIGURE 4

1. JROTC'S INPUT INTO THE ARMY HAS BEEN DECLINING DURING THE JROTC EXPANSION. Even though the program's enrollment has increased over 20 percent, the contributions to the Army has not increased. Figures 5 through 9 show this decline.

JUNIOR ROTC CONTRIBUTIONS

ENTRY SOURCE	ENTERED MS I					ENTERED MS II				
SVC	80-81	81-82	82-83	83-84	84-85	80-81	81-82	82-83	83-84	84-85
JROTC										
HS	756	649	757	790	796	563	527	512	365	456
NDCC	5	8	6	5	7	6	6	4	4	3
MJC	38	28	32	31	20	72	67	51	62	32
MI	47	42	46	78	63	28	62	33	36	32
TOTAL JROTC	846	727	841	904	886	669	662	600	467	523
TOTAL	41,074	41,261	40,631	38,900	33,568	12,318	13,516	13,512	14,047	12,997
% JROTC	2.1%	1.8%	2.1%	2.3%	2.6%	5.4%	4.9%	4.4%	3.3%	4.0%

FIGURE 5

JUNIOR ROTC CONTRIBUTIONS

ENTRY SOURCE	ENTERED MS III					ENTERED MS IV				
SY	80-81	81-82	82-83	83-84	84-85	80-81	81-82	82-83	83-84	84-85
JROTC										
HS	641	614	451	327	256	640	660	583	460	332
NDCC	50	7	5	9	12	11	37	10	14	7
MJC	72	38	40	47	13	31	53	40	35	31
MI	74	31	45	27	33	38	78	42	38	27
TOTAL JROTC	837	690	553	410	314	720	828	675	547	397
TOTAL	8,394	9,999	10,517	9,085	9,049	7,876	8,587	9,159	10,727	10,004
% JROTC	10.0%	7.6%	5.3%	4.5%	3.5%	9.1%	9.6%	7.4%	5.1%	4.0%

FIGURE 6

CLASS CHARACTERISTIC INVENTORY
CLASS OF 1988 (USMA)

DID YOU PARTICIPATE IN A HIGH SCHOOL PROGRAM ?

	MALES		FEMALES		TOTAL	
	#	%	#	%	#	%
A NO	780	62.95	112	70.89	692	63.85
B. YES, ARMY	427	34.46	43	27.22	470	33.64
C. YES, AIR FORCE	13	1.05	0		13	93
D. YES, NAVY OR MARINE	13	1.05	2	1.27	15	1.07

FIGURE 7

CLASS CHARACTERISTIC INVENTORY
CLASS OF 1989 (USMA)

DID YOU PARTICIPATE IN A HIGH SCHOOL ROTC PROGRAM?

	MALES		FEMALES		TOTAL	
	N	PCT	N	PCT	N	PCT
A. NOT AVAILABLE AT MY HIGH SCHOOL	885	70.07	114	73.08	999	70.40
B. MY HIGH SCHOOL HAD ROTC, BUT I DID NOT PARTICIPATE	274	21.69	36	23.08	310	21.85
C. YES, ARMY ROTC	66	5.23	4	2.56	70	4.93
D. YES, AIR FORCE ROTC	17	1.35	1	.64	18	1.27
E. YES, NAVY/MARINE ROTC	15	1.19	0	.00	15	1.06
TOTAL	1,257	88.58	155	10.92	1,412	99.51

FIGURE 8

JROTC INPUT TO THE ENLISTED FORCE

FY	82	83	84	85
ARMY JROTC * SENIORS	22,261	23,765	25,198	25,829
ENLISTEES IN ARMY	2,302	3,397	2,915	2,184
% OF GRADUATES ENTERING ARMY	10.3	14.3	11.5	8.0
% ARMY TOTAL	1.8	2.3	2.0	1.5

* REPRESENTS THE TOTAL OF THIRD AND FOURTH YEAR STUDENTS

FIGURE 9

2. A LARGE PERCENTAGE OF THE ARMY HAS A VERY NEGATIVE PERCEPTION OF THE PROGRAM'S IMAGE. Some segments even believe it is a nonproductive waste of Army a[illegible]. Many facts support this perception. Figure 8 (items A and B) support [illegible] image problem. Seventy percent of the entering United States Military [illegible]ademy (USMA) cadets did not have the program available in their high schools, and this causes one to wonder if the program is in the right high schools. Figure 8 also shows that 20 percent of the entering cadets had JROTC in their high school but did not participate. Why? These students were obviously interested in the Military because they entered USMA. An April 1985 review of high school programs in the Albuquerque Public Schools shows over 10 percent of the JROTC Program's enrollment is considered special education non gifted. To the casual observer, such a high percentage of this type of student marks the program as one intended for the "slow" learner. Figure 10 gives the complete breakout. These facts support a JROTC image problem but are not meant to imply that all JROTC units are inferior or that these facts represent a national norm.

ETHNICITY: JROTC CADETS

ETHNIC POPULATION
1st Semester 1984-85

Ethnicity	Regular	Special Ed. Gifted	Special Ed. Non Gifted	Totals
Anglo	441	19	62	522
Hispanic	433	6	80	519
Black	39	0	8	47
Indian	37	1	3	41
Asian	4	0	0	4
Totals	954	26	153	1133

The JROTC ethnic population of the composite of schools is primarily Hispanic and Anglo. There are 26 students in the gifted, and 153 students in the non-gifted special education program. The total figure appears low as some students do not provide family ethnicity for school records, or did not respond to the question.

SOURCE: APRIL 85 JROTC REVIEW CONDUCTED BY ALBUQUERQUE DISTRICT PROGRAM EVALUATOR

FIGURE 10

Volume III of this report gives a complete discussion of the Study Group's Survey. The survey pointed out that the JROTC program would be more effective if it were in better schools. The image of JROTC being in inner city schools is intense and though this is acceptable it seems to add to the program's image problem. The study group sent a letter to all area commanders asking them to answer some questions concerning JROTC. Their response was one describing a program that was concentrated in poor schools that did not send people to college. Their opinion is that a majority of JROTC programs are social programs run by low quality retirees. They believe that JROTC is a program that is in below average schools and even if it were not in the below average schools and presented a viable market it is off limits because it is for citizenship only. The conclusion drawn from this survey is that a large portion of the Army believes JROTC is a social program, run by substandard retirees, and has potential only if major improvements are made.

D. SURVEY RESPONSE INDICATES A PROBLEM. Are these perceptions valid? What type of schools are we in at this time? The average high school has a 50 percent go to college rate. The Army's JROTC program currently has two thirds of its JROTC units in high schools below this go to college rate. The caliber of the host school is very important to the JROTC program since perceptions about the quality of the program stem from host schools. The average host school should be the same as the average secondary high school. This will allow an equitable distribution of JROTC units throughout the nation and allow access to the program for all types of students. Thus, even after the expansion of the program, not only is it inequitably distributed by regions of the country, it is inequitably distributed within the various states; i.e., it is concentrated in the less academically oriented schools. This fact substantiates an image problem as seen by some in the outside community. Until management improvements are instituted the JROTC program will remain as it is or slide even further toward schools with low-go-to-college rates. (Figure 11, shows the programs current center of mass and the new target we should set for the program). To reach the new target will require new management practices. Figure 11 depicts the opposite ends of the spectrum. The social program is represented on the left of the chart where there is a very low go-to-college rate. The spin off benefits in the marketing and recruiting areas are limited. On the far right of the spectrum is recruiting. The far right violates the intent of the law and turns the program into an arm of USAREC and SROTC. With the current program closer to the left end of the spectrum, the inputs (recruiting) from the JROTC program into the Total Army are beginning to decline even though more students are in the program.

Lack of funding and ODP support help cause the JROTC image problem within the Army. Since the program is perceived as being run on the lowest possible budget, and since the regions are considerably undermanned, the JROTC program is seen by many in the Army as a distraction from more important Army tasks and as being forced on the Army by Congress.

MANAGEMENT REQUIREMENTS FOR JROTC

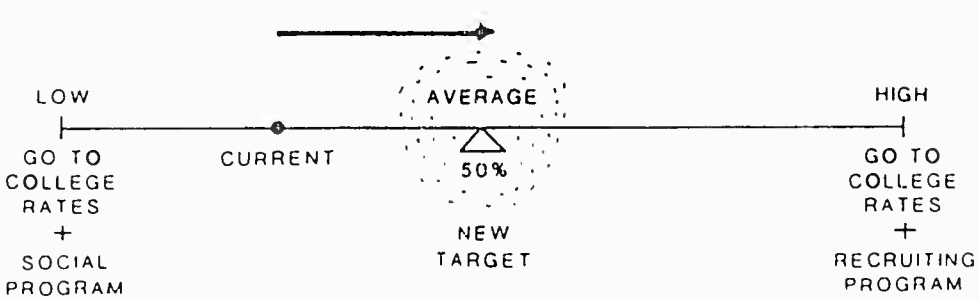


FIGURE 11

E. SUMMARY SNAPSHOT OF JROTC. The bare bones approach the Army is taking can best be illustrated by Figure 12. Currently tne Army is spending $4.56 per student above the specified requirements of the program. As we have briefly discussed, Title 10 specifies that each Service Secretary provide officers and noncommissioned officers (active or retired), texts, equipment, and uniforms. Implied in this requirement is that texts are complete and current; equipment and supplies are sufficient and uniforms are complete and fit the programs needs. The Army is not fulfilling its responsibilities to the JROTC program if both specified and implied tasks are not funded. The Army is funding the necessary numbers of JROTC instructors for the program but is lacking in all other specified budget requirements. The difference to run a bare bone program and a first class program is minimal. This is because nearly the entire JROTC budget goes to fund specified costs, thus every new dollar above the current budget significantly improves the program. This can be demonstrated by looking at the FY 86 JROTC budget of $34 million dollars. If this budget is increased to 36.3 million dollars, a 2.3 million dollar increase, the program moves from bare bones towards a model program that compares with the other services. This 2.3 million dollars represents a 7 percent budget increase.

SECTION 2031, TITLE 10 USC

COST FY 84

TOTAL BUDGET		31,759,200
INSTRUCTOR PAY	58%	18,311,600
UNIFORMS	30%	9,596,000
TEXTS		
SUPPLIES/CONTRACTS	9%	2,922,500
TRAVEL	1%	350,100
	98%	31,180,200

RESULT: $ 4.56/STUDENT

8/12/85

FIGURE 12

Staffing levels comprise another part of the summary snapshot of JROTC. Like the budget, the Army appears to be giving this program the minimum necessary to operate. ODCSROTC and the Region HQS have staffing problems. ODCSROTC supervises the largest service JROTC with one full time civilian. This staffing hardly allows for proactive management of the program. The result has been a program that gets very little centralized direction and thus each region runs its own show with little ODCSROTC input. Figures 13,14 and 15 show the different supervisory structure of each service. The Air Force and the Navy have larger JROTC cells for smaller programs.

DCSROTC JROTC STAFFING

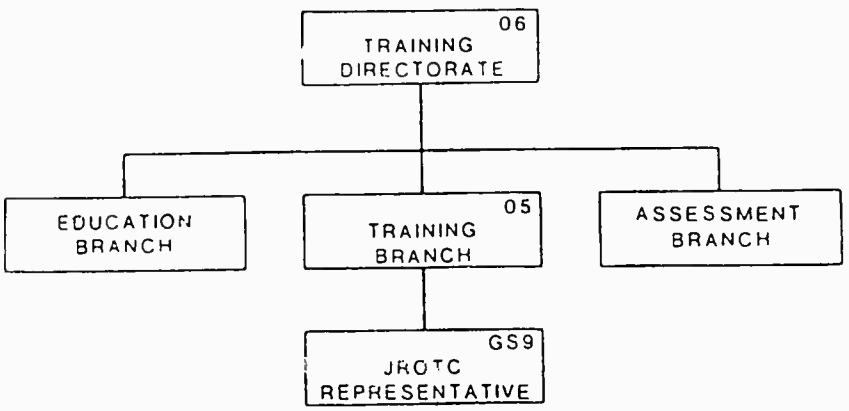


FIGURE 13

AIR FORCE STAFF ORGANIZATION

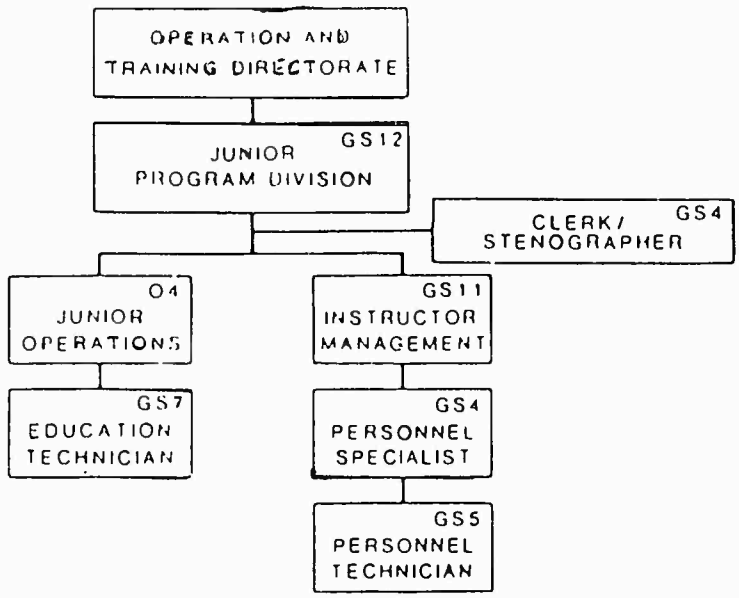


FIGURE 14

CHIEF OF NAVAL EDUCATION AND TRAINING NJROTC STAFF

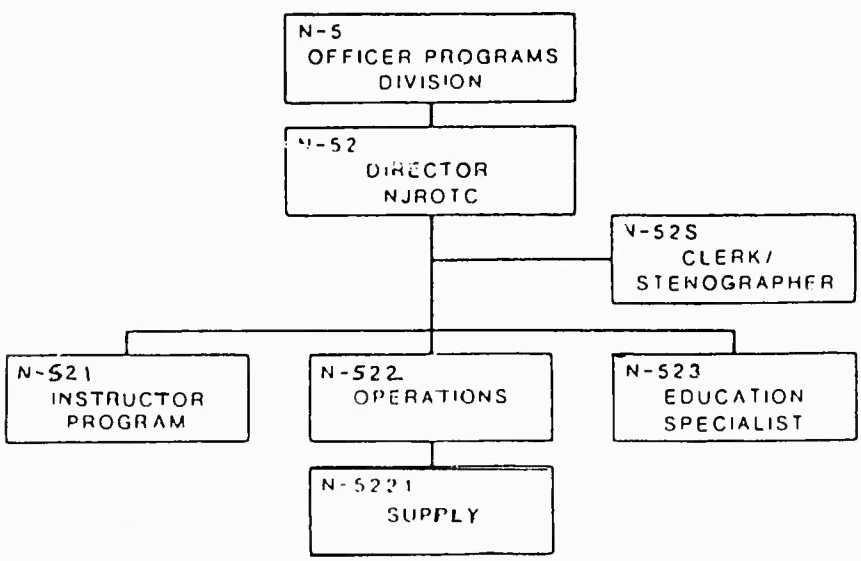


FIGURE 15

The Regions also have staffing problems. The Region Commanders staff their JROTC Divisions differently. And while the expansion of the program has been

going on, the Regions (except 4th region) have cut the numbers of people they assign to accomplish the JROTC mission. Compounding this situation is the fact that each region has organized its Junior Division differently. Regions have different job titles for the same position, authorize different grades for the same positions, direct ODP support differently, use civilians to replace officer positions differently and may or may not have a JROTC division or cell. This entire situation makes it difficult to determine the "real" staffing levels of JROTC cells at each region headquarters. The best summary of Region HQS staffing is shown at Figure 16.

REGION HEADQUARTERS STAFFING

	1ST	2ND	3RD	4TH*
NUMBER OF SCHOOLS	200	201	254	127
REQUIRED	16	9	15	8
AUTHORIZED BY TDA	10	6	13	5
AUTHORIZED BY REGULATION	20	14	17	9
OH	6	4	9	4

* 2ND & 4TH REGION USE GS9s TO REPLACE OPERATIONS OFFICER AND THEY ARE ON HAND.

8/12/85

FIGURE 16

The JROTC program is underfunded and understaffed, but the system continues to provide outstanding support to the nation's youth. Figure 17 is a way to describe the system and the various levels of the JROTC program. First, the Army has employed over 1900 instructors in 896 schools, and commits approximately 34 million dollars to the program (FY 86). This level of funding and staffing makes the JROTC program viable as a citizenship program. Below the citizenship level however the JROTC program is not viable. To make this system viable below the citizenship level will require three major actions: promulgation of a mission statement, management improvements and 2.3

million dollars in FY 86. These three actions will be discussed in detail later in this chapter. Suffice it to say JROTC is not viable in the spin off benefits of recruiting and marketing the Army's image.

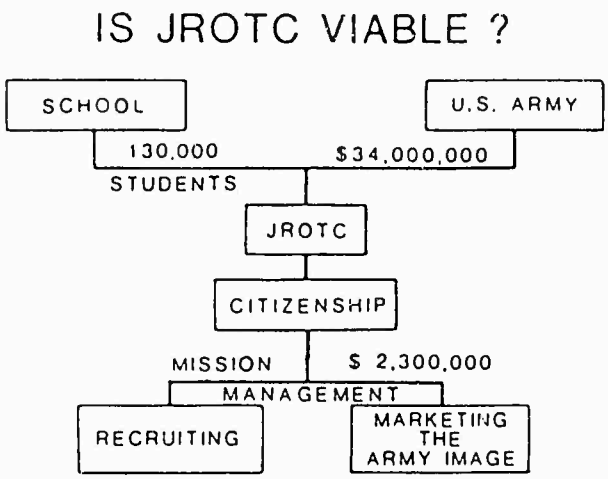


FIGURE 17

F. JROTC IS A PROGRAM AT THE CROSSROADS. Figure 11 shows that if the program turns left on the continuum JROTC will approach a social program that has little or no benefits for the Army and if the program turns right on the continuum it will approach a recruiting program. The benefits will increase but the Army will be violating the spirit and intent of the law. If the Army does nothing then the program will continue to slide toward being a social program. The Army must act to stabilize the program. It must take the three major actions and all their component recommendations if an "interlocking JROTC package "is to have the desired effects on the program. The ultimate goal is to have 50 percent of the JROTC units in average schools. An average school is defined as a school that has a go to college rate of 50 percent. As mentioned previously two thirds of the schools which host JROTC units are below this average.

G. THE ARMY CAN REALIZE JROTC'S FULL POTENTIAL. This can easily be done but requires organization; 10 year goals; the resources required to reach the goals; the results the goals will produce and how they will be measured; and a system of planned updates that will determine progress and describe possible future actions.

DOD Directive 1205.13 objectives are to develop informed and responsible citizens strengthen character promote an understanding of the basic elements and requirements for national security, help form habits of self-discipline, develop respect for and an understanding of the need for constituted authority in a democratic society, and develop an interest in the Military Services as a possible Career. The Army's objectives, found in AR 145-2, make no mention of the last DOD objective and these objectives should be changed to more closely follow the DOD objectives.

The proposed Army mission statement includes all key DOD objectives plus ties in an academic theme. The proposed mission statement is to develop leadership, to develop informed and responsible citizens, to strengthen character, to promote an historical understanding of the role of the Citizen Soldier in a Democratic Society, to acquaint secondary school students with the technical requirements of the modern age, and to develop an interest in the Military Services as a possible career.

The above steps will improve the JROTC program. Next, the Army's 10 year JROTC goals must be developed to allow achievement of the mission, and the DOD objectives.

The Army's 10 year JROTC goals should be:

1. Provide the students participating in the program the best and most advanced instruction possible.
2. Cultivate the potential of the JROTC program in the areas of marketing the Army's image and recruiting for the Total Army.
3. Market the Total Army to secondary students as a leader in education excellence.
4. Support the Army's readiness posture by educating 130,000 students in military skills (discipline, leadership, first aid, map reading etc.)
5. Instill in JROTC cadets respect for the Government of the United States and for the Services which protect the Nation. The costs to achieve the Army's 10 year goals are found in Annex D.

These Goals (figure 18) and the specific recommendations described later will:

1. Facilitate Academic accreditation of the JROTC POI in the areas of General Science or Social Science. The measurement of this goal should be that 50% of the JROTC units are receiving academic credit for their courses by 1990.

2. Cultivate the full potential of the JROTC program. The measurement of this goal should be based on the inputs the Army receives from this program. Goals for these inputs are 10 percent of the SROTC MS III's are from the JROTC program; 10 percent of the United States Military Academy class of 1994 are from the JROTC program; and 3 percent of the active Army enlistments are from the JROTC program. All percentages should be reached by 1990. These percentages were arrived at by the following logic: JROTC input to SROTC at the MS III level was 10 percent before the expansion started; USMA has only two data points from which to judge the goal (33 percent & 7 percent) therefore 10 percent appears to be achievable; historically JROTC has provided between 1 percent and 2 percent of the enlisted accessions with 3 percent appearing to be achievable.

3. Reinforce the Army's image as a leader in education excellence. The measurement of this goal should be a phone/written survey, that is statistically significant, to be conducted in school year 1990-1991 . This survey should poll JROTC students, SROTC students, high school students, principals with and without JROTC units, secondary school accreditation agencies, and school superintendents. The purpose of the survey will be to measure the perception of the Army as a leader in education excellence.

4. Support the Army's Readiness posture as demonstrated by grass root support for military preparedness. The measurement of this goal should be an annual requirement beginning in 1990, for the Youth Attitude Tracking Survey (YATS) to include a statistically significant sample of schools with JROTC and those without JROTC to determine if there is a higher propensity to join the Services among those participating in JROTC.

GOALS AND RECOMMENDATIONS
WILL

- FACILITATE ACADEMIC ACCREDITATION OF JROTC POI - MEASUREMENT: 50% OF THE JROTC UNITS ARE RECEIVING ACADEMIC CREDIT BY 1990
- CULTIVATE THE FULL POTENTIAL OF JROTC - MEASUREMENT: IMPROVING THE INPUTS OF JROTC TO:
  - 10% OF CONTRACTING MS III's BY 1990
  - 10% OF THE USMA CLASS OF 1994
  - 3% OF THE ACTIVE ARMY ENLISTMENTS BY 1990
- REINFORCE THE ARMY's IMAGE AS A LEADER IN EDUCATION EXCELLENCE - MEASUREMENT: SURVEY TO MEASURE THE PERCEPTION OF THE ARMY AS A LEADER IN EDUCATION EXCELLENCE (1990)
- SUPPORT THE ARMY's READINESS POSTURE AS DEMONSTRATED BY GRASS ROOT SUPPORT FOR MILITARY PREPAREDNESS - MEASUREMENT: SURVEY TO MEASURE IF THERE IS A HIGHER PROPENSITY TO JOIN THE SERVICES AMONG THOSE PARTICIPATING IN JROTC ((YATS) 1990)

FIGURE 18

III. ESTABLISHING THE NEW AZIMUTH.

A. To this point we have set the azimutn and the goals that will allow us to measure this azimuth. We also know the programs position. Now we must move the program from where it is now to the new path. In order to do this we must solve three major issues. These are lack of a mission statement, which provides the boundaries to the path over which the program must travel; needed management improvements, to allow for accurate monitoring of the program's position; and integration of the program into the Army manpower acquisition system, to describe how the program's path and the Army's path merge. Each issue will be discussed in detail.

B. Issue 1: The lack of a mission statement has hindered the Army's JROTC program since 1916.

1. Even though statutory and regulatory documents do not provide a JROTC mission statement the JROTC program needs one. This lack of a mission statement has caused confusion over the purpose of JROTC which has led to a neglect of the program, a negative JROTC program image and a failure of the Army to realize the full potential of this important program. This is not a new issue and the promulgation of a mission statement has been recommended in the past. The last time it was recommended was at a Jan 85 DCSROTC JROTC conference. We have already seen the DOD objectives. If we compare these to the Army's objectives found in AR 145-2 we find they are not the same. The Army's objectives are shown in figure 19 and conspicuously absent from the list is the objective to develop an interest in the military services as a possible career. AR 145-2 goes even further towards driving a wedge between the program and any recruiting benefit when it mentions the program is not an officer producing system. Although a true statement this statement is often used to preclude considering JROTC in marketing or recruiting plans. The origin of the statement is from the original Act of 1916 which allowed a graduate of JROTC to become a reserve officer based on his JROTC experience and other criteria. Confusion is compounded when the Regions enter the picture. As an example, the first Region's objectives are different than both the DOD's and the Army's (see Figure 20). To overcome this confusion a comprehensive mission statement must be developed. Historically, proposed JROTC mission statements have not been complete. The January 1985 TRADOC JROTC conference proposed this mission statement:

> To develop informed and responsible citizens and to provide an understanding of the U.S. Army in support of national objectives.

Although an excellent mission statement it lacked some key themes. Therefore refinements were necessary and were based on the following logic.

JROTC OBJECTIVES

- GOOD CITIZENSHIP AND PATRIOTISM
- SELF-RELIANCE, LEADERSHIP, AND RESPONSIVENESS
- ABILITY TO COMMUNICATE EFFECTIVELY BOTH ORALLY AND IN WRITTING
- APPRECIATION OF THE IMPORTANCE OF PHYSICAL FITNESS
- APPRECIATION OF THE ROLE OF THE U.S. ARMY IN SUPPORT OF NATIONAL OBJECTIVES
- KNOWLEDGE OF BASIC MILITARY SKILLS

FIGURE 19

JUNIOR ROTC OBJECTIVES

PRIMARY TO PROMOTE GOOD CITIZENSHIP AND PATRIOTISM.

ADDITIONALLY TO PROMOTE:

SELF-RELIANCE AND LEADERSHIP.

RESPONSIVENESS TO CONSTITUTED AUTHORITY.

ABILITY TO COMMUNICATE EFFECTIVELY.

APPRECIATION OF THE ROLE OF THE ARMY.

KNOWLEDGE OF BASIC MILITARY SKILLS.

SOURCE: 1ST ROTC REGION

FIGURE 20

The mission statement must define the objectives of the Army's JROTC program and dovetail with DOD objective 1205.13. The mission statement must be broad enough to allow ample latitude in the field and the opportunity to accomplish all DOD objectives. It must also connote the program's quest for academic credibility; i.e., the idea that JROTC is not just marching. At the conclusion of this study CSA approved the following mission statement for JROTC:

> To help develop informed and responsible citizens, aid the growth of their leadership potential, strengthen their character through teaching of the values associated with Service life, acquaint them with the technology inherent to a modern Armed Force, and promote an understanding of the historical role of Citizen-Soldiers and their service and sacrifice to the Nation, thereby creating an interest in military service as a career.

The study group believes this mission statement ties it all together. It has an academic theme, stresses leadership and includes an interest in the military services as a possible career. As a means of comparison the Air Forces mission statement is shown in Figure 21.

MISSION OF THE AF JROTC

TO ACQUAINT SECONDARY SCHOOL STUDENTS WITH THE AEROSPACE AGE, TO DEVELOP INFORMED CITIZENS, STRENGTHEN CHARACTER, PROMOTE AN UNDERSTANDING OF THE ROLE OF THE CITIZEN SOLDIER IN A DEMOCRATIC SOCIETY, AND MOTIVATE STUDENTS FOR CAREERS IN THE UNITED STATES AIR FORCE.

FIGURE 21

Closely dovetailing with the mission statmeent is a sponsorship program of JROTC units by Total Army elements. This sponsorship program aims at two major problem areas: first, the feeling within the JROTC community that the Total Army has abandoned it; second, the feeling within a large portion of the Total Army that JROTC has a negative image. A sponsorship program that links the Total Army family to the JROTC community is needed. This sponsorship program allows the total Army the opportunity to demonstrate its support of the JROTC program, and to observe first hand the JROTC program. The definition of sponsorship is helping plan and execute projects or activities that develop leadership and citizenship in JROTC cadets/students and forge a closer link between JROTC and the Total Army Family. Sponsorship would encompass a full spectrum of activities limited only by the imagination of local unit commanders and the JROTC Senior Army Instructors (SAI). Examples of types of activities are support of training, visits, displays, participation in school events, and loan of equipment. This type sponsorship program provides many advantages. Some are shown in figure 22. The caution shown in the chart stands as a reminder that any action the Army takes towards the JROTC program must be carefully planned so that the Army does not appear to be making the program into a recruiting tool. The study group recommends that the CSA approve a concept of Total Army Sponsorship of JROTC units; the exact implementation of the concept to be developed jointly by TRADOC and the DCSPER.

SPONSORSHIP OF JROTC UNITS

POLICY: ACTIVE ARMY UNITS, NATIONAL GUARD UNITS, AND RESERVE UNITS SHOULD SPONSOR JROTC UNITS.

1. ADVANTAGES FOR THE TOTAL ARMY:
   - A. THE OPPORTUNITY FOR MARKETING THE TOTAL ARMY WITH OVER 130,000 STUDENTS.
   - B. THE OPPORTUNITY TO HELP DEVELOP PATRIOTISM IN AMERICA'S YOUTH.
   - C. THE OPPORTUNITY TO HAVE THE ARMY AS THE LEADER IN EDUCATIONAL EXCELLENCE.
   - D. THE OPPORTUNITY TO DEMONSTRATE THE TOTAL ARMY'S SUPPORT FOR THE JROTC PROGRAM.
2. ADVANTAGES FOR THE JROTC PROGRAM:
   - A. DEMONSTRATES SUPPORT FOR THE JROTC PROGRAM AND IMPROVES THE MORALE OF THOSE IN THE PROGRAM.
   - B. ALLOWS FOR A CLOSER LINK WITH THE TOTAL ARMY FAMILY.
   - C. ALLOWS STUDENTS TO GET A BETTER VIEW OF THE BENEFITS OF A MILITARY CAREER.
3. CAUTION: THE SPONSORSHIP PROGRAM'S EXECUTION MUST BE SUCH THAT THE PROGRAM'S INTENT IS NOT MISINTERPRETED BY SCHOOL OFFICIALS.

FIGURE 21

2. Supporting Recommendations for Issue 1:

a. Change AR 145-2 as follows:

(1) Change paragraph 1-2b, 1-2c and 1-2d to read 1-2c, 1-2d, 1-2e respectively.

(2) Add paragraph 1-2b as follows:

Mission: To help develop informed responsible citizens, aid the growth of their leadership potential, strengthen their character through teaching of the values associated with service life, acquaint them with the technology inherent to a modern Armed Force, and promote an understanding of the historical role of Citizen-Soldiers and their service and sacrifice to the Nation, thereby creating an interest in the military service as a career.

(3) Change paragraph 1-2c objectives to read:

1-2c(1) To develop leadership

1-2c(2) To develop informed and responsible citizens.

1-2c(3) To strengthen character.

1-2c(4) To promote an historical understanding of the role of the citizen soldier in a Democratic Society.

1-2c(5)Acquaint secondary school students with the technical requirements of the modern age.

1-2c(6) To develop an interest in the military services as a possible career.

1-2c(7) To develop the ability to logically arrange thoughts and communicate effectively, orally and in writing.

1-2c(8) To acquaint students with selected military qualifications standards.

1-2c(9) To familiarize students with the history, purpose and structure of the military services with emphasis on accomplishments of the United States Army.

1-2c(10) To develop a knowledge of the educational and vocational opportunities offered by the United States Army.

1-2c(11) To develop an appreciation of the value of physical and mental fitness.

1-2c(12) To develop the basic skills necessary to work effectively as a Team Member.

b. The program of instruction's learning outcomes must be changed to dovetail with a. above. It should be recognized that future changes to program objectives will also change the POI learning outcomes.

c. Delete from AR 145-2 paragraph 1-2d(3) which states "are not of themselves, officer producing programs." This is confusing and it is general knowledge that JROTC does not provide Army commissions to graduates.

3. Impacts of Issue 1. There are no significant resource impacts associated with Issue 1.

C. Issue 2: The JROTC management system. This issue is comprised of 5 subsets: Supervisory structure and staffing, the system for identifying and selecting new units, the system for cadre personnel management, the system for updating the program of instruction (POI), and system for adequately determining resource needs.

1. Issue 2a: Supervisory structure and staffing. Although Army JROTC is recognized as a major program element it exists without a dedicated staff proponent within ODCSROTC. This organizational shortcoming contributes to several staff problems: the JROTC program does not have direct access to the ODCSROTC ; the program's coordination within ODCSROTC is decentralized and difficult to accomplish and the JROTC program does not have a staff entity that competes with other programs for scarce resources. Previously the staffing at ODCSROTC was compared with the other services, and it was mentioned that the Army's was so low that proactive management was difficult. This can be verified by several facts: first, some JROTC regulations are in need of update; second, regions literally run their own program with virtually no written guidance from ODCSROTC; third, Interservice coordination is poor; fourth, education liaison with accrediting organizations is weak and ODSCROTC is making no effort to interject itself into the accrediting process.

(a) Recommendation for Issue 2a:
That TRADOC authorize positions for a staff element within ODCSROTC with primary staff responsibility to manage the Army JROTC program. The duty description of the director, whose rank should be Colonel, would be extensive. Under the current ODCSROTC organization with four Regions he would be in charge of a four man cell. His duty description would be as follows: manages the JROTC program and acts as principal advisor to the DCSROTC; prepares studies concerning proposed program changes; prepares TRADOC regulations that govern the program; develops short-range and long-range plans to include expansion of the JROTC program; adapts the curriculum (POI) of the program to reflect changes in secondary education philosophy and DOD policy; prepares school nomination and deactivation list by order of rank, makes formal presentations as required (to MACOMS, other services etc.); conducts liaison with the academic community, and state and local officials, supervises an instructor management branch that controls 2000 instructors. (This branch would help the Regions recruit, screen, nominate, certify/decertify and evaluate instructor performance); supervises the development and administration of the JROTC annual program budget; serves as a consultant to the training Division (ATRO-T) on matters pertaining to the POI, textbooks and training aids; and coordinates with the logistics division for JROTC requirements.

(b) Impacts for Issue 2a: A reorganization within ODCSROTC that would authorize a Colonel JROTC Division chief and 3 additional GS9's. This would give the Division a Total of 5 people, counting the one GS9 currently authorized. The result would be one individual per region and a division chief.

2. Issue 2b: The system for identifying and selecting new units. As we have mentioned the Army's expansion program has had some negative side effects. To move the program to the right as shown in Figure 11 will take time. No effort should be made to start closing those schools currently in the program

and start selecting new high go-to-college rate schools for entry into the program. This course of action is not politically feasible. The goal must be to replace schools that leave the program or have been disestablished with the type schools that balance the program and move the program to the right on Figure 11; i.e., toward the ideal higher go-to-college distribution. The first area on which to concentrate is a coordinated system for identifying new units. To accomplish this requires coordination between USAREC and TRADOC marketing branches. The ODCSROTC training division's JROTC point of contact must "tap" into the marketing branches and find potential schools that should be contacted by the Region's JROTC staffs. Once possible schools are identified they must be visited and the JROTC program explained to them. Regions 1 and 2 are doing this now and have made excellent progress in interesting a variety of schools. The current situation of waiting for schools to apply to the Army must change if the program is to be better distributed between high go-to-college and low go-to-college schools.

TRADOC form 132-R, Evaluation Worksheet Potential Army Junior ROTC program, addresses all key areas for units selection but leaves the evaluation up to the surveying officer. The Air Force uses a similar form but incorporates a weighted criteria for JROTC unit selection. In order to accept units in a planned organized manner the Army needs a weighted criteria.

Key management data is not being monitored or gathered. The caliber of high schools as demonstrated by its percentage of graduates entering college is not tracked at ODCSROTC or at Region level. The type academic credit being awarded to each JROTC unit is not being collected or monitored at ODCSROTC or at Region. Key management data, such as the above, is absolutely necessary if accurate management decisions are to be made.

(a) Recommendations for Issue 2b: A memorandum of understanding between USAREC and ODCSROTC be agreed upon which requires a quarterly meeting of the various marketing branches and the JROTC points of contact from ODCSROTC and DAPE-MPA-OA. The purpose is to determine penetration areas and evaluate new schools wishing to enter the program.

The following weighted criteria be instituted for JROTC unit selection:

Subject Area	Points	
Physical Facilities	5	
Attitude of Principals	10	
Community	5	
Academic Quality (Go to College rate)	20	
Type of Credit (PE, Social Science etc)	20	
Unique advantage	5	
Willingness to pay instructors above the minimum wage	5	
Geographic Distribution	20	
Enrollment	10	
TOTAL	100	(scores below 75 require a waiver before entry into the program.)

Guidance given to the surveying officer for determining points should be specific in the subjective areas of academic quality, type credit, geographic distribution and enrollment. The specific guidance for each area is as follows: if the academic quality of the petitioning high school has a go to college rate of 75 percent or better - 20 points, better than 50 percent but less than 75 percent -10 points, less than 50 percent - 5 points; if the petitioning high school is awarding a science credit toward graduation - 20 points, if PT credit - 10 points, if no credit - 0 points; if the petitioning high school is in a geographic area with a below density - 20 points, if it is balanced - 10 points, if above authorized number - 0 points; if the petitioning high school has a high school enrollment of over 1000 students -20 points; under 1000 students but more than 900 students - 10 points; under 900 students - 5 points.

Data must be gathered and monitored if the above recommendations are to be evaluated. To gather this data will require a major initial effort and then semiannual updates. A recommended format for the needed data is at Annex E.

(b) Impact for Issue 2b: To accomplish advertising to support the awareness campaign about JROTC that must be developed to support interesting high schools in the program a $100,000 expenditure per year is required. This will allow for producing a film that describes the program and can be used to aid in "selling" the program to communities, updating the film as required, producing posters and other similar advertising items.

The JROTC data gathered above should be placed of that data.

(c) Supporting Recommendations for Issue 2b: A new chapter is necessary for AR 145-2. This chapter, number 7 would be titled REQUIRED DATA, and supports not only this issue but all other issues as well. Chapter 7 is described at Annex E.

3. Issue 2c: The system for cadre personnel management. To many, the apparent lack of Army control over the retired Army instructors, of which there are three types, makes the JROTC program unmanageable. After a thorough analysis that included coordination with the other services it was determined that a legislative change is not required to gain control of the instructors. However, changes to AR 145-2 are necessary. Before a detailed discussion of these changes a discussion of the current problems found in the approach to recruiting Directors of Army Instruction (DAIs), Senior Army Instructors (SAIs) and Assistant Instructors (AIs) is required.

The Army is still in the starting blocks when it comes to searching out quality instructors; ie, recruiting. First, the Army has no plan for recruiting DAIs/SAIs/AIs. No advertising money is being spent to find the best qualified people for this key element in the overall JROTC program. The Army is not taping into some of the potentially powerful but inexpensive items available such as including a description of the JROTC program as a

requirement in retirement briefings or inexpensive advertisements in various professional journals such as Infantry and Armor Magazines. To completely make this program well a recruiting plan for the DAIs/SAIs/AIs must be developed. This will allow for the most competent instructors the program can get and break away from the current system which is catch as catch can. These people are key to a successful program.

The Army has control of these instructors based on the fact that it certifies them before the school systems can hire them. If the Army decertifies the instructor after he has been hired the school system can not use him in the JROTC program. The school system hires and fires the JROTC instructors once the Army certifies or decertifies the instructor. This certification process covers the initial standards and qualifications a potential instructor must have to become certified, and the continuing qualifications required of the instructor to maintain his Army certification. Instructor standards and qualifications as outlined in paragraph 6-15, of AR 145-2 are sufficient to insure that capable and qualified individuals are permitted to instruct JROTC. However, AR 145-2 requires applicants to submit insufficient documentation for certification. Two specific examples of this lack of documentation are the requirement for a full length photograph, which is required only for active duty personnel but not for retired personnel; and an FD 258, fingerprint card, is not required. The Fourth Region has augmented the AR's requirements with their own which includes these items. Also AR 145-2 does not require regions to interview the applicant. Thus, an instructor can be certified sight unseen. The 1st and 4th regions conduct interviews by those people available from any of the following areas: JROTC DIVISION, DAIs/SAIs, professors of military science. The benefits of face to face interviews come primarily from the better evaluation the system gets about the individual and the chance to verify data. Another key problem in the initial certification process is the way Regions track their instructor force. ODCSROTC/Regions do not rank order applicants based on skills. ODCSROTC/Regions do not follow instructors by rank, educational background and special educational talents. As the Army moves towards a program of education excellence the handling and qualifications of the program's instructors will be key in the ability to establish a credible system. Thus, this type data must be gathered and evaluated.

The continuing qualifications required of instructors are not sufficient to allow for the firm control needed to support an excellent program. Paragraph 6-25, AR 145-2 does not require a probationary period after employment, adherence to initial certification, submission of periodic photographs, compliance with any conditional aspects/clauses of their certification, and submission of a current physical. In addition to the weakness found in paragraph 6-25, AR 145-2 the performance review described in paragraph 6-26, AR 145-2 is also insufficient. Continuous written review is important to insure that the best instructors are retained and poor or ineffective instructors are released after they have been given the opportunity to improve. This paragraph has no requirement for a written annual evaluation report on the DAI/SAI/AI, and without this, no formal evaluation of an instructor's performance is available.

(a) Recommendations for Issue 2c:

That AR 145-2 paragraph 6-15c be expanded to require a full length 5x8 photograph, in uniform be taken within six months of application; if retired, a FD258 (fingerprint card) be submitted and that all applicants be interviewed before certification.

That to AR 145-2 a new paragraph be added, that paragraph to be 6-15d. This paragraph should state, Region commanders will begin rank ordering applicants based on their total background. An important part of this background is the applicants educational experience and credentials. In addition data must be gathered and maintained on all instructors by rank, and academic qualifications.

That to AR 145-2 a new paragraph be added, that paragraph to be 6-25d. This paragraph should state, upon initial employment, certification is probationary for a period of 1 year subject to review by Region commanders. The final certification is to be based on -

(1) Instructor's continued ability to meet the qualifications as applicable and outlined in paragraph 6-15.

(2) Annual performance appraisal.

(3) Instructor's ability to maintain weight standards per AR 40-501.

(4) Instructors compliance with any conditional aspects of this initial employment.

(5) Input from Region Representatives, professor of military science and school officials.

That to AR 145-2 a new paragraph be added paragraph 6-25e. This paragraph should state an that unfavorable initial of an instructor at the conclusion of the probationary period will result in one of the following actions:

(1) The individual will be notified by the ROTC Region, not latter than 1 month prior to the end of the school year, that they have not been selected for final JROTC instructor certification. The school and other Region headquarters will be notified and the procedures as outlined in paragraph 6-26 should be followed.

(2) The individual may be granted an additional probationary period on the recommendation of the DAI/SAI and/or approval of the Region Commander.

That to AR 145-2 a new paragraph be added 6-25f. This paragraph should state that for an instructor to keep his certification he must continue to meet all requirements found in 6-25d.

That to AR 145-2 a new paragraph be added paragraph 6-25g. This paragraph should state, for an instructors qualifications to be considered current there must be on file at region headquarters:

(1) A physical not older than 2 years.

(2) A full length 5x8 photograph in uniform, not older than 4 years.

(3) A current evaluation report, with a comment in the report that the instructor continues to meet all qualifications in paragraph 6-15.

That AR 145-2 paragraph 6-26a be expanded to include the requirement for ROTC Regions to develop a system of annual written performance appraisals for JROTC instructors. An example of an evaluation form is at Annex F.

(b) Impacts for Issue 2c: To find the best instructors, advertising money will be necessary. The estimated cost is $100,000 per year. Major workload increases will be required to handle the required data searches and the administrative workload on the JROTC Divisions. This will be especially heavy for those personnel that currently handle instructor records. Regions have the people to handle these new missions if those officers currently diverted by the regions to other jobs are returned to the JROTC Divisions.

4. Issue 2d: The system for updating the program of instruction (POI). The current JROTC POI and its support material is outdated, and is not oriented towards academic credit. The POI does not mention the type of academic credit the Army would like the host schools to award, and as a result little credit is given. The learning outcomes of the POI do not stress academics and the current POI has over 30% of the designated time devoted to marching. A new POI has been drafted and funded. A draft POI fixes the above problems and introduces a whole new philosophy and approach for the program. (POI is at Annex G). This POI is one of the keys to long range program improvement. This is because the move towards academic excellence in the secondary schools is forcing the average and the good students away from JROTC and into other programs that will help prepare them for college, and for which they get credit. The POI at enclosure 8 is the first step towards academic acceptance for Army JROTC. <u>The ultimate goal for the Army will be to continue to refine the POI until 89 hours of the 108 hours will be academic in nature.</u> The new POI recommends social science credit for the 1 and 4 years and general science credit for the 2nd and 3rd years. Issue 2C has a direct bearing on this issue. This is because the Army must have the very best instructors, teaching this "high tech" material and was the reason for concern over the instructors academic qualifications. A domino chain is beginning to form and each issue must be solved if the next issue is to solved. Synergism will be produced if and only if each recommendations is implemented.

There is no specific procedure for updating the POI. Procedures consist of two items: first, revision (printing) which includes research, writing and printing new data; second, maintenance of lost or destroyed data. AR 145-2 paragraph 5-10 gives very broad guidance on development and updating; however, no responsibilities for this are given to a specific staff element. The education branch is responsible for POI development in ODCSROTC; however, there is no ODCSROTC regulation or guidance letter that standardizes the updating process of the POI. The Air Force has a detailed regulation that covers the entire POI updating process, and this regulation has specific responsibilities. It is AF ROTC R53-1.

A related item of the POI is the JROTC encampment program. The Army has done little for the encampment program (summer camps) due to budgetary constraints. Notwithstanding this lack of financial support, an average of 5,000 cadets per year attend summer encampments at their own expense. The encampments are currently one week in length and are scheduled generally during the June-July time-frame. There is no established POI for the encampments. Generally training is structured around subjects which will provide for self-confidence, discipline and leadership enhancement. However, some are specifically aimed at producing cadet leadership for the next school year. This is an excellent idea and has great potential. A plan to send top cadets in each class who have been earmarked to be leaders to an officer level candidate school would act as an incentive for cadets to remain in the program. Besides providing outstanding, hands-on training, the summer encampment would provide a positive impression of the Army which would also enhance the image of the JROTC program as a producer of future leaders.

In FY 86 the Army allocated monies to pay for 10,000 cadets to attend summer encampments. Their transportation and subsistence costs were to be paid for by the Army. On 15 Nov 85 a joint meeting of Service Comptrollers ruled this illegal; new legislation will be required to allow such expenditures. However, the Army will issue boots to those cadets participating in summer encampments beginning in the summer of 1986. This appears to be the only legal incentive at this time.

JROTC summer encampments, if properly conducted, offer a very important supplement to the formal POI. The Army should seek legislation to fund cadet travel and subsistence for a specific number of designated future JROTC leaders.

During the General Officer Steering Committee session II, it was decided that the JROTC POI must remain basically military: and it must also allow for the pursuit of academic excellence by carefully including "high tech" subjects that will allow the program academic credibility.

(a) Recommendations for Issue 2d: The System For Updating the POI. Approve, contract and produce the draft POI at Annex G.

That to AR 145-2 a new paragraph be added paragraph 5-10d. This paragraph should state,

d. Responsibilities:

(1) The chief, ODCSROTC training division:

(a) Prescribe the uniform required by the POI and the vision of the program, and staff changes to support changes in POI requirements.

(b) Develop program content to include planning and preparation of course objectives, rationale, and instructional materials. The developmental goal is to establish the Army as a leader in education excellence.

(c) Evaluate the POI annually according to the procedure outlined in 5-10e below.

(d) Determine the costings of (b) and (c) above.

(e) Coordinate POI changes as necessary with TRADOC-DCST.

(f) Establish an operational workshop as outlined in 5-10e below.

(g) Establish workshop and conferences for instructors and school officials and members of the DCSROTC staff to discuss the POI.

(2) Army Instructors are normally responsible for:

(a) Planning the JROTC program in consonance with the guidelines given in the POI.

(b) Teaching the courses provide by the Army.

(c) Planning, conducting and providing supervision of field trips and similar activities.

(d) Participating in career improvement efforts such as in-service training, workshops and advanced educational courses for professional development.

(e) Supervising the administration, logistics, and financial management of the unit.

(f) Accomplishing other duties as required.

That to AR 145-2 a new paragraph be added paragraph 5-10e. This paragraph should state:

e. POI Evaluation:

(1) The Chief, ODCSROTC Training Division, must establish a School Official's Operational Workshop, made up of selected leaders from secondary schools that host JROTC units. This workshop will evaluate the JROTC program yearly and will report the results directly to Commander, ROTC.

(2) The Chief, ODCSROTC Training Division will send a representative to the Annual Inter-service JROTC meeting prepared to discuss the Army POI with the other Services. For more specifics of this meeting see enclosure 3.

(3) The Chief, ODCSROTC Training Division will establish JROTC POI workshops composed of instructors, assistant instructors, school official and ODCSROTC staff members to discuss the POI.

(4) Studies conducted within school systems, either for self-evaluation or to determine how well the schools are meeting regional accrediting requirements, provide further information for POI evaluation and should be used for POI evaluation whenever available.

(5) The Chief, ODCSROTC Training Division, will invite state curriculum committees and regional accrediting associations to evaluate the JROTC POI.

(6) Each year the POI plan for the following year will be evaluated by the operational workshops to determine sufficiency of funds and correctness of priorities.

That AR 145-2 paragraph 5-13a be changed to read:

"a. Camps for JROTC/NDCC are a very important part of the JROTC Training program. Camps interlock with the formal POI. The ultimate goal of the summer camp program is to have 20% of the total enrollment or 20,000 cadets whichever is least attend each year's summer camp. Of this number 5,000 should be handpicked as leaders for the next school year and should attend a leadership summer camp of near OCS quality. The rest of the students will be in a more introductory course."

(b) Impacts for Issue 2d: The funding levels to fund the POI and to provide monies for its update are shown in figure 23.

JROTC INSTRUCTIONAL MATERIALS START UP

	1986	1987	1988	1989	1990	1991
DEVELOPMENT/REVISION * PERSONNEL COST	808,120	50,000	50,000	439,955	50,000	368,160
PRINTING COST **	967,680	120,960	120,960	483,840	120,960	483,840
MAILING COST	1,246,960	155,870	155,870	623,480	155,870	623,480
TOTAL COST***	3,022,760	326,800	326,800	1,547,275	326,800	1,475,820

*** THIS DOES NOT INCLUDE TRAINING EXTENSION COURSE (TEC) USED BY JROTC INSTRUCTOR GROUPS

** 25% RESUPPLY COST EACH YEAR

* START UP COST IS COMPLETE REVISION OF MANUALS, INSTRUCTOR GUIDES, AND WORKBOOKS. EACH YEAR WILL REQUIRE UPDATING OF CERTAIN MANUALS: MAJOR REVISION OF TEXTS WILL OCCUR EVERY 5 YEARS FOR FRESHMAN AND SENIOR MATERIALS STARTING IN 1991 AND EVERY THREE YEARS FOR SOPHOMORE AND JUNIOR MATERIALS STARTING IN 1989. WHEN MAJOR REVISIONS ARE NOT PLANNED MONIES SHOULD BE BUDGETED TO UPDATE SPECIFIC OUTDATED MATERIALS: 50,000 EACH YEAR FOR 1987, 1988, 1990. OTHER UPDATES SHOULD THEN BE PROGRAMMED TO FIT THE ABOVE SCHEDULE.

8/12/85

Figure 23

To support the POI conferences (in millions of dollars)

1987	1988	1989	1990	1991
.4	.4	.4	.4	.4

To support the summer camp programs(New legislation will be required to support this expenditure.)

1987	1988	1989	1990	1991
1.4	1.2	1.2	1.2	1.2

Data to allow the management of this issue is founded in enclosure 6.

5. Issue 2e: The System for adequately determining resource needs. This is the last management issue that will be discussed and follows logically as the needed funds are based on all the other requirements, and can only be determined after the desired outputs of the JROTC program are known and the activities which are needed to support the desired outputs have been costed. Title 10, United States Code, Section 2031 specifies that the Secretary of each Military Department provide to the JROTC program: Officers and NCO's (Active or Retired) and Texts, Equipment and Uniforms. Implied in this requirement is that texts are complete and current; equipment and supplies are sufficient; and that uniforms are complete, and fit the program requirements. JROTC budgets must be sufficient to support the specified and implied requirements of the program. Currently, our texts are outdated and our uniform issue is incomplete . The main uniform problem stems from the issue of fatigues without boots. This uniform issue is disturbing from the standpoint of the image the program casts to the outside civilian environment and to the Army; i.e., fatigues and assorted footwear does not foster a good appearance. A complete issue of boots for all cadets was rejected in FY 86, however, boots were approved for those students who attend summer encampments. Thus, those who need the boots and will be the most visible will receive them. The need to provide boots to JROTC should continue to be evaluated annually. Despite the above problems the system for determining resources works and responds well to programmed needs that are surfaced early. However, commitment of excess year-end funds is difficult since high schools are often closed during the end of year "crunch" and cutoff dates for contracting vary according to the size of a potential contract. The JROTC program can not be funded by keeping a bare bones budget and then giving the program large amounts of end of year money.

(a) Recommendation for Issue 2e: Budgets should be planned to consider all items found in figure 24.

	A	B	C	D	E	F	G
1	REQUIREMENTS FOR JROTC FY87 - FY92			OPERATION AND MAINTENANCE ARMY			
2	SHOWS RQMT AFTER LOSS OF SUMMER CAMP. $ TAKEN EXCEPT FOR FY89						
3							
4	FILE: JRRQMT2	12/12/85 10.52.06					
5	REQUIREMENT/FY	FY87	FY88	FY89	FY90	FY91	FY92
6							
7	INSTR SALARIES	22.5	22.6	22.6	22.6	22.6	22.6
8	TRAVEL	.8	.9	.9	.9	.9	.9
9	TRANS OF SUPP&						
10	SUPP & EQUIP	3.4	3.5	3.5	3.5	3.5	3.5
11	RENTS,COMMO,						
12	EQUIP MAINT,NSF						
13	SUP & EQUIP	.6	.6	.6	.6	.6	.6
14	SUMMER CAMP						
15	POI	.3	.3	1.5	.3	1.5	1.5
16	ADVERTISING	.2	.2	.2	.2	.2	.2
17	REGION SPT	.8	.8	.8	.8	.8	.8
18	OTHER SPT	1.8	1.8	1.8	1.8	1.8	1.8
19	STUDENT SURVEY				.2		
20							
21	TOTAL OMA REQMT	30.4	30.7	31.9	30.9	31.9	31.9
22							
23	INSTRUCTOR SALARIES BASED ON 2,323 @ 9,711 EACH						
24	TRAVEL BASED ON FY87 FUNDED OF .4 PLUS ADD'L RQMT OF .4						
25	SUPP & EQUIP AND TRANSPORTATION OF SUPP REMAINS CONSTANT						
26	RENT,COMMO,EQUIP MAIN, AND NSF SUPP & EQUIP REMAIN CONSTANT						
27	SUMMERCAMP FUNDING ASSUMED TO BE LEGAL						
28	POI ASSUMES IT WAS TOTALLY REVISED IN FY86						
29	ADVERTISING IS MINIMAL REQUIREMENT FOR EACH REGION						
30	OTHER SUPPORT INCLUDES CLEANING OF UNIFORMS						
31	STUDENT SURVEY FUNDING IS REQUIRED TO FIND IF IMPROVEMENTS MADE HAVE						
32	IMPROVED STUDENT'S IMAGE OF JROTC						

Figure 24

(b) Impacts for Issue 2e: See enclosure 3 for proposed JROTC funding needs. A recap of the funding needs are:

FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
2.1	0	1.1	1.1	0	0

Data needed to manage this issue is in enclosure 6.

d. Issue 3: Integration into the Army acquisition system. If Issues 1 and 2 are solved then this issue will follow naturally. The mission statement will help orient the program and remove confusion about its purpose. The management improvements and data searches will allow us to keep a constant vigil over the program and determine its position. Visible progress is being made in this area. A specific example is the mention of JROTC in the Total Army Officer Accession Plan, FY 86-FY 91 (draft). Anything affecting high schools should be coordinated with ODCSROTC Headquarters in order to aid the JROTC Program's development and to ensure the Army does not fail to use this program in its long range planning.

1. Recommendations for Issue 3: continue to emphasize JROTC in the Army Acquisition system by monitoring the inputs to the Total Army from the JROTC program. DAPE-MPA-OA should task the Chief of the Army Reserve and the Director of the Army National Guard to provide the annual number of people joining the Reserve/Guard who have had JROTC training.

2. Impacts for Issue 3: No significant resource impacts associated with this issue.

Data needed to manage this issue is in Annex E.

IV. JROTC through 1992.

A. Recommendations must be closely monitored by Chief, Officer Accession Branch, DAPE-MPA-OA and the ROTC Study Group's implementation cell. If the goals of the program are not going to be accomplished then other actions must be taken. These other actions are: give close consideration to funding all portions of the DAIs/SAIs/AIs salaries if equitable distribution of JROTC units can not be made; give close consideration to providing incentive pay to those instructors who have special educational criteria if current instructors can not teach the "high tech"; national advertising of JROTC if high quality schools and students do not become interested in the program; give the JROTC program more than 50 four year scholarships if the quality students show an interest in the program because of these scholarships, and give "push" package of manuals, uniforms, and equipment to new units if the program continues to expand.

B. The recommendations given must be "sold" to the Army. To do this a total Army Marketing effort will be necessary. That effort should have as its themes: The Army's enthusiastic and total support for JROTC; JROTC is a "seedbed" of support for the nation and the military - it has great potential for marketing the Army's image and for developing an interest in a military career; JROTC is a program for future leaders of the Army and the community; the Army has recently developed a "JROTC Package" that will improve the program; and the Army's genuine desire to become a leader in education excellence.

C. The responsibility for maintaining the azimuth of the program is the Director of Military Personnel Management, DAPE-MP and the DCSROTC. They must work together to ensure this system works.

D. Follow on studies should look at the inputs from JROTC to the National Guard and Army Reserve, and the feasibility of expanding the number of JROTC units authorized by Congress from 896 to 1791. This doubling of the program was suggested by CSA on 8 Nov 85. A proposed goal to double the program in POM 88-92 is at Annex 8, and is being staffed.

V. SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS:

A. Promulgate a Mission Statement and Implement a Sponsorship Program.

B. Improve the JROTC Program by: Providing adequate staffing and supervision, selecting and activating new units in a manner that provides for broader coverage, implementing a more comprehensive cadre personnel management system and resourcing both the specified and implied requirements of the program.

C. Optimally integrate JROTC into the Army manpower acquisition system.

D. The JROTC program is a delicate balance of several key items. Figure 25 displays the ideal system, the current situation and the key recommendations of the Study Group.

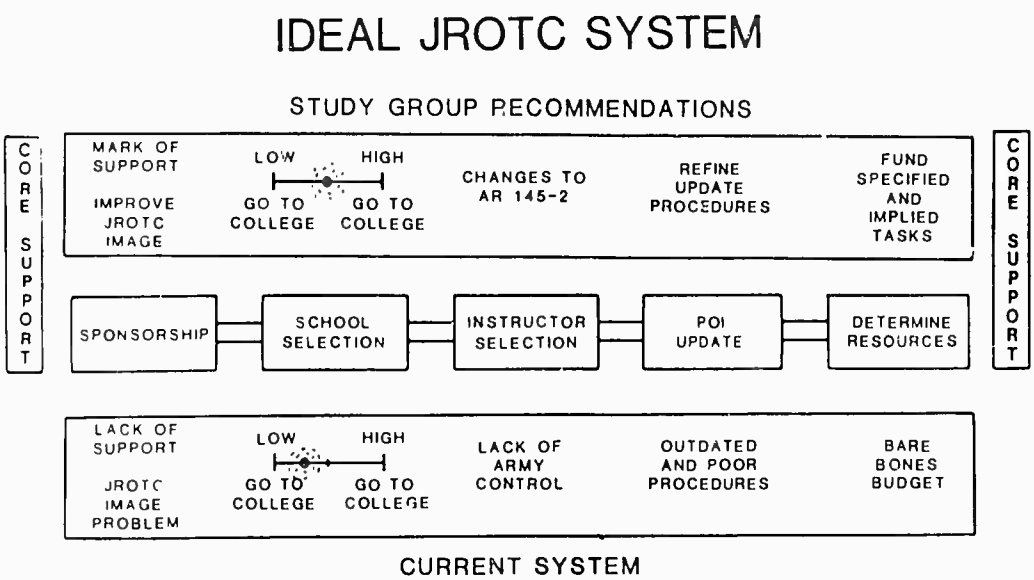


Figure 25

V. Consolidated Recommendations. These are found in Annex I.

ANNEX A

LTC Miles/3665/[illegible]/22 Mar 82

OFFICE OF THE DEPUTY CHIEF OF STAFF FOR ROTC

AIPO-EJ

26 [illegible] 1982

SUBJECT: Junior ROTC Expansion

Commander, US Army First ROTC Region, Fort Bragg, NC 28307
Commander, US Army Second ROTC Region, Fort Knox, KY 40121
Commander, US Army Third ROTC Region, Fort Riley, KS 66442
Commander, US Army Fourth ROTC Region, Fort Lewis, WA 98433

1. In response to a request from the field, the following additional guidance is provided in an attempt to give regions a little more leverage in getting JROTC programs started in the traditionally "tough states."

2. Thirty of the 65 unit quotas we expect to have funded in time for activation on 1 April 1983 are hereby distributed to regions as follows:

US Army First ROTC Region - 10
US Army Second ROTC Region - 5
US Army Third ROTC Region - 5
US Army Fourth ROTC Region - 10

Regions may immediately commit these quotas to prospective schools within the top 28 states on the priority list distributed in January. Commitments to schools must be made with the understanding that they are contingent upon the receipt of funds from Congress.

3. It is not our intent to have regions terminate recruiting efforts in those states that are not ranked in the top 28 on the priority list. Efforts to identify, evaluate and prioritize quality schools throughout regions for entry on the waiting list should continue. This is very important because after all commitments made to schools within the top 28 states have been satisfied, any remaining quotas will be applied against the waiting list. This includes the 35 quotas being retained by this headquarters as well as any quotas that regions have been unable to commit by 15 December 1982.

ANNEX A

ATRO-EJ
SUBJECT: Junior ROTC Expansion

4. Request periodic telephonic updates on progress being made on committing the allocated quotas. This will allow us to evaluate the effectiveness of this approach and make changes if necessary.

/S/ MILAM

for ROBERT A. SULLIVAN
Major General, GS
Deputy Chief of Staff
for ROTC

TRADOC RANKING OF STATES

STATE	(RANK)	APPLICATIONS RECEIVED
CONNECTICUT	(1)	0
NEW HAMPSHIRE	(4)	0
DELAWARE	(6)	0
VERMONT	(8)	0
UTAH	(9)	0
NEW JERSEY	(10)	0
MARYLAND	(13)	1
NEW YORK	(15)	0
MAINE	(16)	0
RHODE ISLAND	(18)	0
PENNSYLVANIA	(21)	1
MASSACHUSETTS	(29)	0
VIRGINIA	(40)	3
SOUTH CAROLINA	(41)	3
FLORIDA	(46)	2
NORTH CAROLINA	(49)	11
DISTRICT OF COLUMBIA	(50)	1
GEORGIA		2
US VIRGIN ISLANDS		1
PUERTO RICO		1

PRIORITY LIST OF SCHOOLS

		Student Density (000)	Number of Units
1.	Connecticut	204	0
2.	Iowa	201	0
3.	West Virginia	117	0
4.	New Hampshire	64	0
5.	Montana	53	0
6.	Delaware	50	0
7.	South Dakota	48	0
8.	Vermont	34	0
9.	New Jersey	490	1
10.	Maryland	288	1
11.	Ohio	716	3
12.	Oregon	153	1
13.	New York	1190	6
14.	Minnesota	302	2
15.	Maine	78	1
16.	Rhode Island	62	1
17.	Idaho	61	1
18.	Pennsylvania	809	6
19.	North Dakota	43	1
20.	Alaska	27	1
21.	Massachusetts	398	4
22.	Washington	257	3
23.	Wisconsin	335	4
24.	Kansas	141	3
25.	Wyoming	29	2
26.	Oklahoma	184	5
27.	Utah	96	4
28.	New Mexico	91	5
29.	Virginia	328	12
30.	Michigan	695	25
31.	Nevada	50	5
32.	Nebraska	102	8
33.	Arizona	165	11
34.	Indiana	373	20
35.	Missouri	312	19
36.	Hawaii	67	8
37.	Illinois	751	41
38.	Arkansas	144	12
39.	Colorado	181	15
40.	South Carolina	206	17
41.	Florida	519	35
42.	Mississippi	163	15
43.	California	1479	42
44.	Louisiana	275	24
45.	Kentucky	225	21
46.	North Carolina	359	38
47.	Texas	886	105
48.	Tennessee	277	42
49.	D.C.	36	7
50.	Georgia	350	55
51.	Alabama	249	61

ANNEX B

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
FORT MONROE, VIRGINIA 23651
Office of the Deputy Chief of Staff for ROTC

REPLY TO
ATTENTION OF:
ATRO-EJ

3 MAY 1983

SUBJECT: Junior ROTC Expansion

Commander, US Army First ROTC Region, Fort Bragg, NC 28307
Commander, US Army Second ROTC Region, Fort Knox, KY 40121
Commander, US Army Third ROTC Region, Fort Riley, KS 66442
Commander, US Army Fourth ROTC Region, Fort Lewis, WA 98433

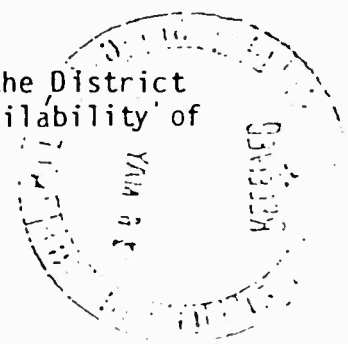
1. In terms of raw numbers, recruiting initiatives for the first phase of our three year expansion program were totally successful. Responsible persons are to be commended. However, we had very little success in penetrating those states that have traditionally been difficult to sell on the benefits of Junior ROTC. We must focus our future recruiting efforts on the requirement to obtain better representation from these states.

2. Our goal for the coming year is again 65 new units. The actual number to be established will, of course, be dictated by the availability of funds. Therefore, ground rules for recruiting must remain basically the same; commitments to schools must be made with the understanding that they are contingent upon the receipt of funds from Congress. Region Commanders will be informed of approved funding levels as early as possible.

3. The fifty states and the District of Columbia have been prioritized as of 27 April 1983 utilizing the most recent U. S. Department of Education student density figures and current JROTC unit density which includes units being processed for SY83-84 (encl 1). The top 28 states on the list will be targeted for intensive recruiting efforts. To this end, 40 of the 65 unit quotas we expect to have funded for activation on 1 April 1984 are being distributed now for immediate commitments to prospective schools in these states. The contingency cited in the preceding paragraph must be reiterated here. The distribution is based on the number of states each Region has in the top 28 and is as follows:

First Region	15
Second Region	6
Third Region	4
Fourth Region	15

In the meantime, applications from the other 22 states and the District will be accepted and entered on the waiting list pending availability of quotas.



ANNEX B

d-EJ
SUBJECT: Junior ROTC Expansion

4. Regions will maintain a current record of schools that are contacted, with particular emphasis placed on those in the top 28 states. Record will include name and location of school, name and title of person(s) contacted, name of person making contact, method of contact, date and results of contact. This information may be required to show that we are gearing our recruiting initiatives toward compliance with the statute as it pertains to fair and equitable distribution of JROTC units throughout the Nation. We are better equipped to survive Congressional scrutiny when this information is readily available.

5. Applications from all schools will be routinely processed as in the past, with one exception. The exception is that once an application is received by the Region, UIC, DODAAC and support installation will be determined before the contract is forwarded to ODCSROTC. This will enable us to expedite publication of general orders when the decision is made to forward the contract to DA for approval. For planning purposes, identification of ample schools from which to select the next increment of 65 will be accomplished by 15 December 1983. At this time, all applications on file will be reviewed and selections made in accordance with established priorities.

6. A simple JROTC information brochure has been developed to assist in getting the message out to prospective schools. The message is targeted at school officials who will ultimately make the decision to have JROTC added to the curriculum. Copies of this brochure are being forwarded to Regions under separate cover.

7. We encourage periodic telephonic updates on progress being made on committing the allocated quotas. By doing so, you keep us abreast of results being achieved and provide opportunities for program adjustments if conditions dictate.

1 Encl
as

JOHN P. PRILLAMAN
Major General, GS
Deputy Chief of Staff for ROTC

LIST OF STATES BY PRIORITY

		STUDENT DENSITY	NUMBER OF UNITS
1.	IOWA	168	0
2.	CONNECTICUT	157	0
3.	NEW HAMPSHIRE	53	0
4.	MONTANA	47	0
5.	SOUTH DAKOTA	39	0
6.	DELAWARE	30	0
7.	VERMONT	28	0
8.	NEW JERSEY	397	2
9.	OREGON	141	1
10.	NEW YORK	931	5
11.	OHIO	600	4
12.	MARYLAND	237	2
13.	MAINE	67	1
14.	MASSACHUSETTS	340	3
15.	IDAHO	58	1
16.	RHODE ISLAND	48	1
17.	NORTH DAKOTA	38	1
18.	WASHINGTON	237	3
19.	PENNSYLVANIA	617	7
20.	MINNESOTA	254	3
21.	WEST VIRGINIA	105	2
22.	WISCONSIN	285	4
23.	KANSAS	124	3
24.	OKLAHOMA	170	4
25.	UTAH	91	3
26.	Wyoming	27	2
27.	ALASKA	27	2
28.	NEW MEXICO	81	5
29.	CALIFORNIA	1,253	42
30.	VIRGINIA	299	14
31.	MICHIGAN	543	25
32.	NEVADA	44	6
33.	NEBRASKA	87	8
34.	INDIANA	320	20
35.	ARIZONA	148	12
36.	MISSOURI	261	19
37.	ARKANSAS	131	12
38.	COLORADO	165	15
39.	HAWAII	48	8
40.	ILLINOIS	583	41
41.	WASHINGTON, D.C.	25	7
42.	FLORIDA	452	39
43.	SOUTH CAROLINA	188	23
44.	KENTUCKY	197	24
45.	LOUISIANA	225	28
46.	MISSISSIPPI	140	22
47.	TEXAS	837	108
48.	NORTH CAROLINA	335	49
49.	TENNESSEE	245	42
50.	GEORGIA	314	57
51.	ALABAMA	225	64

ANNEX C

1 Aug 85

DAPE-MP-ROTCSG

MEMORANDUM FOR RECORD

SUBJECT: Trip to Maxwell, Air Force Base, Montogomery, AL 18-19 July 1985

1. During the period from 18-19 July 1985, the undersigned attended a meeting at Maxwell, Air Force Base with Dr. Kenneth Daly, Chief Air Force Junior Program Division; Capt B.L. Pendleton, Director of the Navy JROTC Program; Mr. H. M. Krucke, Program Manager of the Navy's JROTC curriculum; and MAJ Mike Stephens, DA DCSPER staff officer in charge of Army JROTC. The Marines and DCSROTC did not attend but expressed interest, and they plan to attend future meetings.

2. The Air Force hosted this meeting, and prepared the agenda.(Encl 1) The undersigned briefed for the Army.

3. The basis for the JROTC programs; is in the law. Title 10 of the U.S. Code addresses both the senior and junior ROTC programs; however, Title 10 only requires the Service Secretaries to establish the JROTC program. Title 10 chapter 102 section 2031 states, "The Secretary of each military department shall establish and maintain a Junior Reserve Officers' Training Corps, organized into units." Title 10 chapter 102 section 2102 states, "For the purpose of preparing selected students for commissioned service in the Army, Navy, Air Force, or Marine Corps, the Secretary of each military department, under regulations prescribed by the President, may establish and maintain a Senior Reserve Officers' Training Corps Program."

4. The follcwing interservice similarities were noted (all data is as of July 85)

a. All programs have high attrition rates with 9 out of every 10 entering students quits before their senior year. School year 84-85 class sizes are as follows:

	Army	Air Force	Navy
I	71,010	21,000	15,851
II	34,654	10,000	8,125
III	18,140	7,000	4,461
IV	7,689	2,500	1,471

b. All Services stress the citizenship aspect of the program; however, the Air Force and the Navy are more selective in their approval of schools than is the Army. This allows them a closer link with their senior program's recruiting effort. Citizenship training and recruiting are not diametrically opposed concepts, and good programs that provide good citizenship training naturally help recruiting.

c. All have magnet programs. Army - 1, Air Force - 2 and Navy -1. A Magnet program appoints one schools in a school system to specialized in an academic field of study such as Science, History, English or JROTC. Students in this type of program attend the school that teaches the field of study that they are interested in.

d. All programs find it difficult to open units in certain states. Equitable distribution is not currently in effect; however, all Services are working on this problem. Much work remains to be done.

e. All Services interpret the law's requirement for physically fit students to be anyone who can participate in high school PT and no service physicals are given to students.

f. Services do not insure JROTC students. JROTC students are covered while they participate in extracurricular activities by the school or by private insurance. Before student participation is allowed parental release forms are often required.

g. The Air Force is not sympathetic to higher pay scales for their Senior Aerospace Instructors. They believe that 88% of their instructors are paid above the legal base limit. Navy agrees with this number, and is not supporting higher pay scales. The Army estimates that average instructor makes between $1,800 - $2,000 over the legal base limit.

h. Current JROTC Staffing is as follows:

	Authorized			Assigned			%
	HQ	DET	TTL	HQ	DET	TTL	
Army	44	2,001	2,045	29	1797	1826	89%
Air Force	25	626	650	25	621	646	99%
Navy	24	526	550	24	515	539	98%
Marines	19	169	188	12	162	174	92%

I. Each service has senior instructor qualifications

Army	Air Force	Navy
Retired Army	Retired Air Force	Retired Navy, Marine or Coast Guard
Application due NLT 5 yrs after retirement	Application due NLT 4 yrs after retirement	Application due NLT 3 yrs after retirement
06's	Generals Accepted	06's
Bachelor's Degree	Bachelor's Degree	Bachelor's Degree (waiverable)

4. The following Interservice differences were noted:

a. DCSROTC's management ability of the program is weaker than the other two services due to personnel assets. See Encls 2,3 and 4.

b. Army has been rapidly expanding (Encl 5). Other services have been emphasizing management of the program. They have developed a more formalized system of checks and balances. The Air Force has the most formalized program. The other two services have planned expansion programs. Standing lists for JROTC Units are as follows:

Army	Air Force	Navy
3	73	88

c. Total budgets are as follows:

FY 83-84

	Army	Air Force	Navy
Budget	31,759,200	9,351,810	10,023,000
Cost/Unit	40,927	32,700	43,017
Cost/Cadet military	249	233	335

d. POI approaches are different. The Air Force and the Army (29 July draft) have POI's that are designed for specific academic credit. The Navy has a more generalistic POI design (Capt B.L. Pendleton refers to it as the "Fruit Salad" approach). Both these approaches have advantages. The Navy's approach has less chance of receiving science credit than does the Air Force's or Army's (29 July draft) POI.

e. Cost of clothing issue per service:

FY 84

Army	Air Force	Navy
203.29 (male)	128 (male)	395 (male)

f. Air Force keeps a very simple uniform issue and hasn't changes its issue for several years. The Navy is going to try and limit the types of JROTC uniform issued to cut down cost. Army changes often, and issues different amounts of uniforms to high schools than it does to military institutes. (Encl 6)

g. The Air Force puts some pressure on schools if they don't hire the correct number of instructors. Navy and Army don't pressure the schools to do this. Army's Program has 89% of authorized. Navy 98-100%;

h. Summer leaderships schools are varied. The Air Force runs summer camps at 9 Air Force Bases. Air Force also runs summer academic schools and instructors can hold a summer camp at the high school. The Navy runs two separate types of summer camps. One camp is for new students and one is for future leaders of the program. Services can not pay for travel to and from the summer camps nor subsistence of the cadets while at summer camps.

i. The Air Force and Navy are very formal in the way they handle their instructors and instructor applications. Both have a pool of qualified, approved instructors and tentative instructors. Possible candidates are rank ordered and the top candidates are sent to the school principal for interview.

j. Updating the program of Instruction is a two part process; first, printing of lost or damaged materials; second, publishing of new materials. Funds committed are:

FY 84	Army	Air Force	Navy
Publishing	-0-	30,500	204,144
Printing	Unknown	101,500	8,900
FY 85			
Publishing	-0-	39,200	73,000
Printing	Unknown	146,300	70,000(includes audio visual and training aids)

k. The Air Force encourages its instructors to get on a 12 month program. This enables the instructors to update items during the summer and participate in summer camp. Navy favors this approach.

l. The Navy allocates $400.00 to each JROTC unit. This is a petty cash fund and is spent as the unit sees fit.

m. All services conduct instructor training programs. The Air Force and Navy fund the travel and expense of the initial certification of instructors. The Air Force requires a recertification every three years. The costs (travel and living) for this recertification are funded by the instructor or the school. Navy recertifies their instructors annually, based on performance evaluation and pays costs (travel and living) for the instructor during this 2-3 day update. The Army has a requirement for initial orientation training of new instructors. Costs are paid for by the Army if funds are available.

n. The Air Force and Navy both use area manages to help them with the program:

Air Force	Navy
5 areas with 38 people working part time on JROTC	8 areas with 18 full time people working on JROTC

5. Incentives for JROTC:

a. Up to date promotional films and slide shows are available for both the Air Force and Navy Programs.

b. The Air Force allows JROTC students go to basic training for a shorter period of time than a non-graduate.

c. Scholarship programs:

1. Air Force has a "hip pocket" plan that the ASI can use. The Air Force Junior Division likes the program. History of the program is as follows:

SY 82-83	SY 83-84	SY 84-85	SY 85-86
90	90	134	286(Planned)

2. Navy

SY 82-83	SY 83-84	SY 84-85	SY 85-86
NA	NA	31	50(Planned)

d. The Navy flies it students in Naval Aircraft on a space available bases.

6. Weakness of all services JROTC

a. All programs need a closer tie with their recruiting force, a better method of tracking graduating cadets and costs of the program, and a method for conducting academic liaison and Interservice coordination.

b. Each service counts its enrollment differently, and at different times of the year. The Air Force for example, counts an individual twice if he is taking two Air Force courses during the same year.

7. Recommendations:

a. That Annual Service meetings be conducted. Next one in June 1986. This will correspond with the Navy's Leadership Academy at Corpus Christi, Texas.

b. That all Services keep certain data in a standard format.

c. That the following be approved as the list of required data to be kept by each Service:

1. Attrition rates (Army Chart Format)
2. Budgets (Air Force Chart Format)
3. Number and Type of instructors (Air Force Chart Format)
4. Distribution of units. (Army Chart Format)
5. Size of Program (Navy Chart Format)
6. Inputs to JROTC
   Academy (Army Chart Format)
   Entrance into SROTC (Army Chart Format)
   DOD Form 1966 (Army Chart Format)
7. JROTC academic credit (Air Force Chart Format)

d. That the example chart formats at encl 7 be used to keep all standard data.

Jack W. Ellertson
Researcher
ROTC Study Group

SCHEDULE FOR

JOINT SERVICE JROTC INTERFACE MEETING

Thursday-18 July 1985

0730	Coffee/Donuts
0800	Informal Meeting with CV
0830	OT Overview-OT
0900	AFJROTC Film
0930	OTJ Briefing-OTJ
1000	Break
1010	OTJO Briefing-OTJO
1100	OTJI Briefing-OTJI
1130	Discussion
1200	Lunch
1315	OTE Overview-OTE
1330	Junior Curriculum Briefing-OTE
1430	Junior Corps Briefing-OTE
1500	Logistics
1530	Discussion
1600	Dismiss

Friday-19 July 1985

0730	Coffee/Donuts
0800	AFROTC Film
0815	NJROTC Briefing-Capt Pendleton
0915	AJROTC Briefing-Maj Ellertson
1015	Break

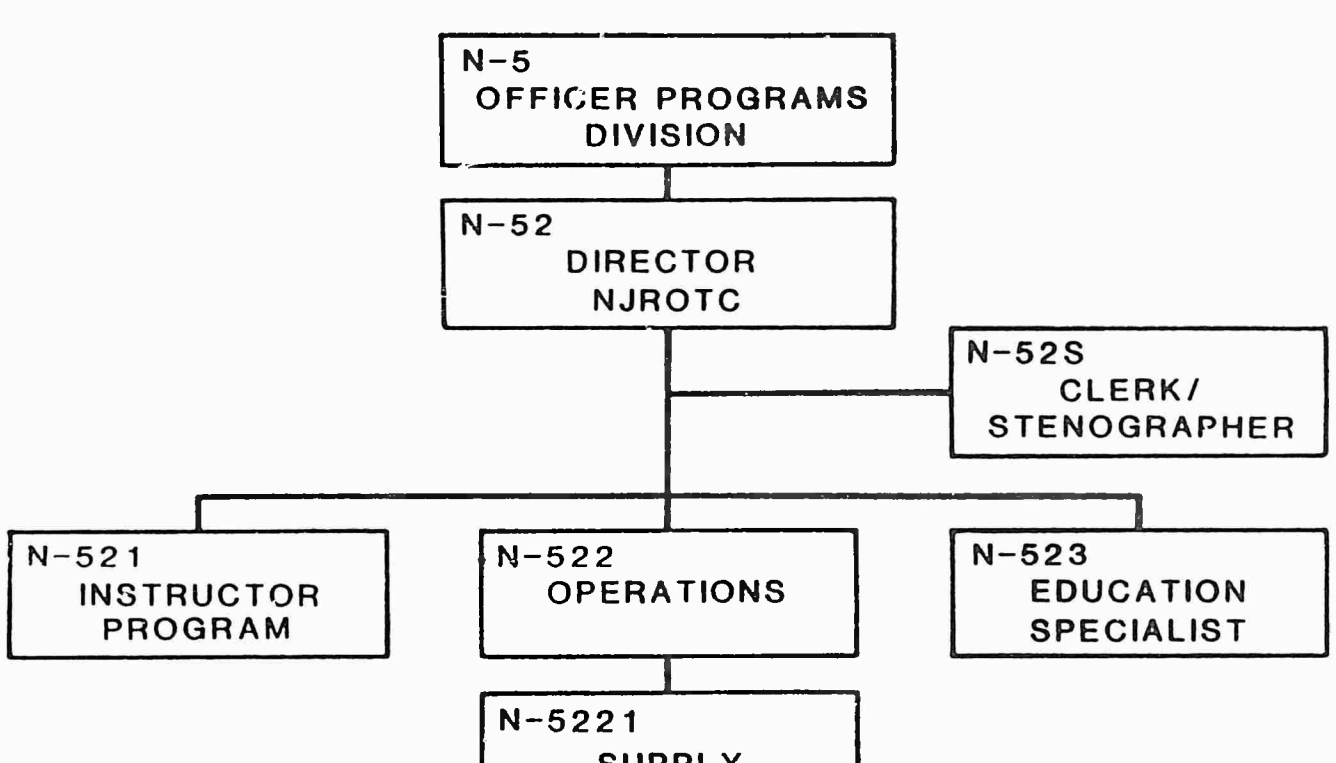
ENCL. 1

1030	Discussion
1200	Lunch
1315	Discussion
1415	Outbrief CV
1445	Wrap-up
1500	Dismiss

ENCL. 2

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

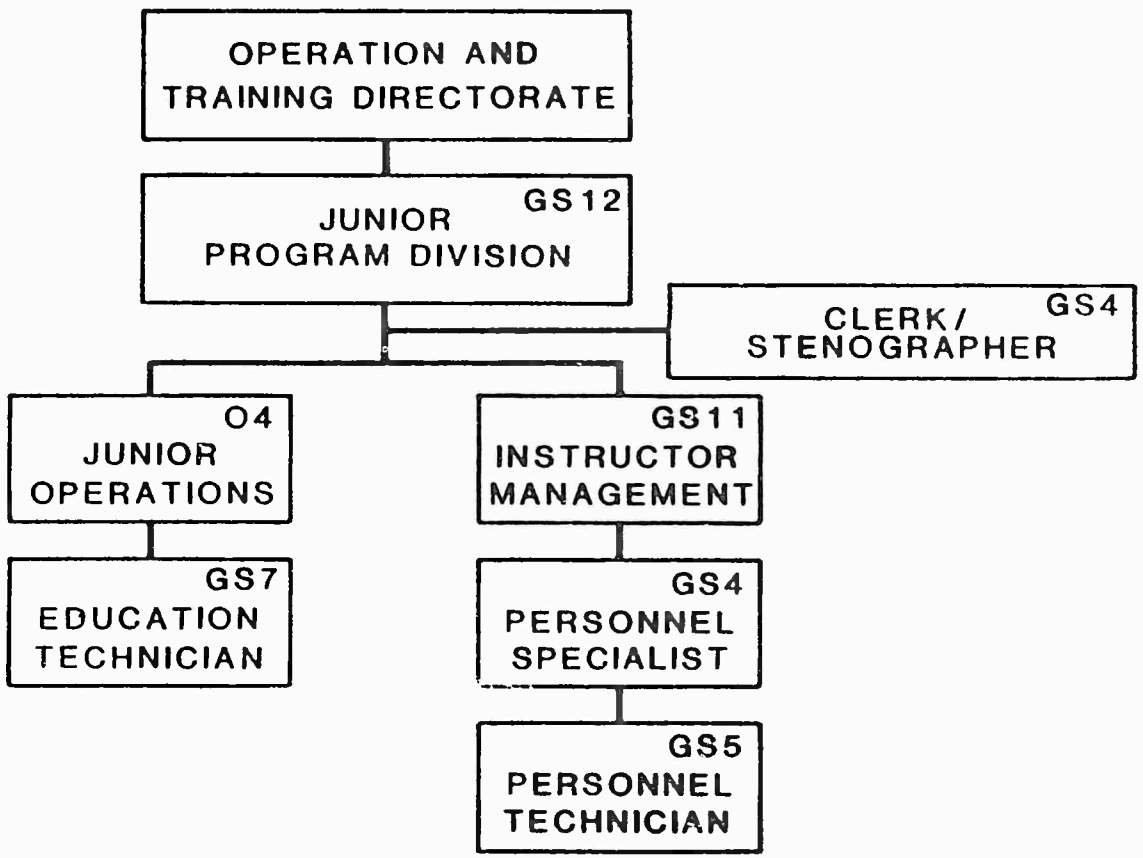
CHIEF OF NAVAL EDUCATION AND TRAINING
NJROTC STAFF



ENCL. 3

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

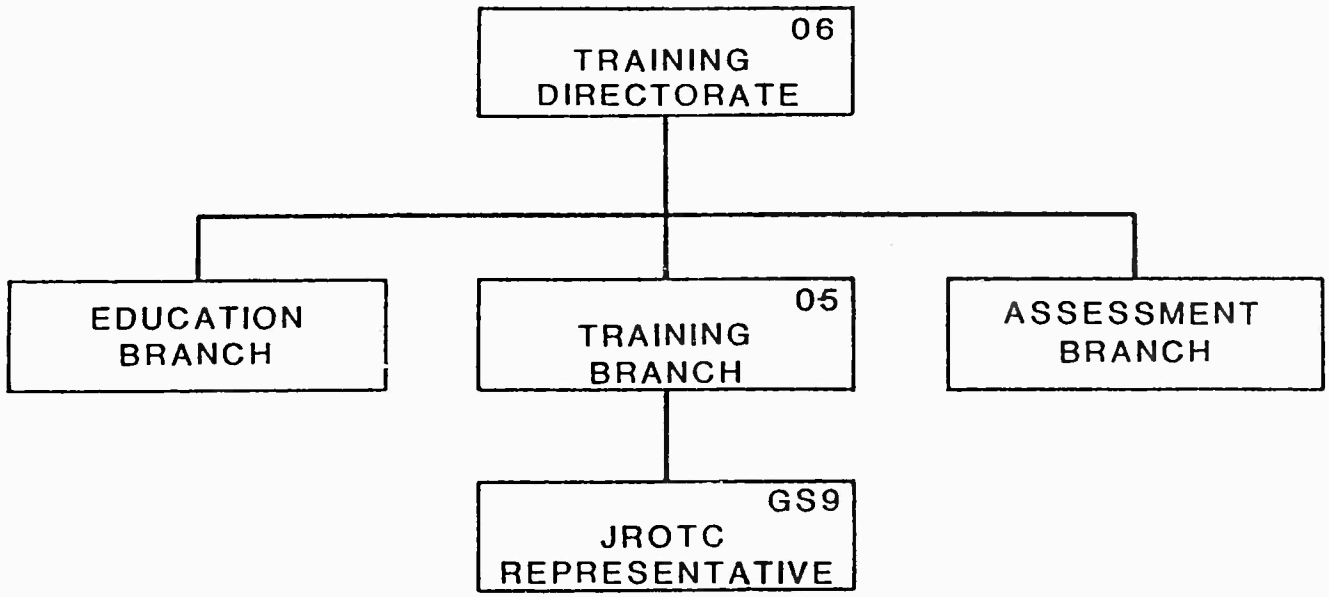
AIR FORCE STAFF ORGANIZATION



ENCL. 4

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

DCSROTC JROTC STAFFING



ENCL. 5

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

ARMY JROTC EXPANSION

SCHOOL YEAR	80-81	81-82	82-83	83-84	84-85	85-86
SCHOOL NUMBER	708	708	711	776	826	885
ENROLLMENT	109K	113K	119K	127K	131K	137K
%ENROLLMENT INCREASE	-0-	3.7%	9.2%	16.5%	20.2%	

ENCL. 6

JROTC UNIFORMS - MALE

MAJOR ITEMS OF ISSUE (COMPARABLE ITEMS)	QUANTITY			
	ARMY	AIR FORCE	NAVY	MARINES
Shirt, Dress	4 ea	2 ea	5 ea	4 ea
Shirt, Utility	0	0	0	2 ea
Trousers, Dress	1 pr	1 pr	4 pr	3 pr
Trousers, Utility	0	0	0	2 pr
Coat, Dress	1 ea	1 ea	1 ea	1 ea
Coat, All Weather	1 ea	1 ea	1 ea	1 ea
Outercoat (Peacoat)	0	0	1 ea	0
Jacket, Utility	0	0	1	0
Shoes, Low Quarter	1 pr	1 pr	2 pr	1 pr
Boots, Combat	0	0	0	1 pr
Athletic Attire - Shirt, Shorts, Sweatsuit	0	0	0	1 ea

NOTES:
1. All services issue appropriate hats, belts, gloves, socks, brass, etc.
2. Army issues utility, uniform for 25% of enrollment.

JROTC UNIFORMS - FEMALE

MAJOR ITEMS OF ISSUE (COMPARABLE ITEMS)	ARMY	AIR FORCE	NAVY	MARINES
Shirt, Dress	4 ea	2 ea	5 ea	1 ea
Shirt, Utility	0	0	0	1 ea
Slacks, Dress	1 pr	1 pr	4 pr	0
Skirts	0	0	1 ea	2 ea
Trousers, Utility	0	0	0	1 pr
Coat, Dress	1 ea	1 ea	1 ea	1 ea
Coat, All Weather	1 ea	1 ea	0 ea	1 ea
Overcoat (Peacoat)	0	0	1 ea	0
Jacket, Utility	0	0	1 ea	0
Shoes, Low Quarter	1 pr	1 pr	2 pr	1
Boots, Combat	0 12 per unit	0	0	1 pr
Sweater, Wool	0	0	0	1 ea

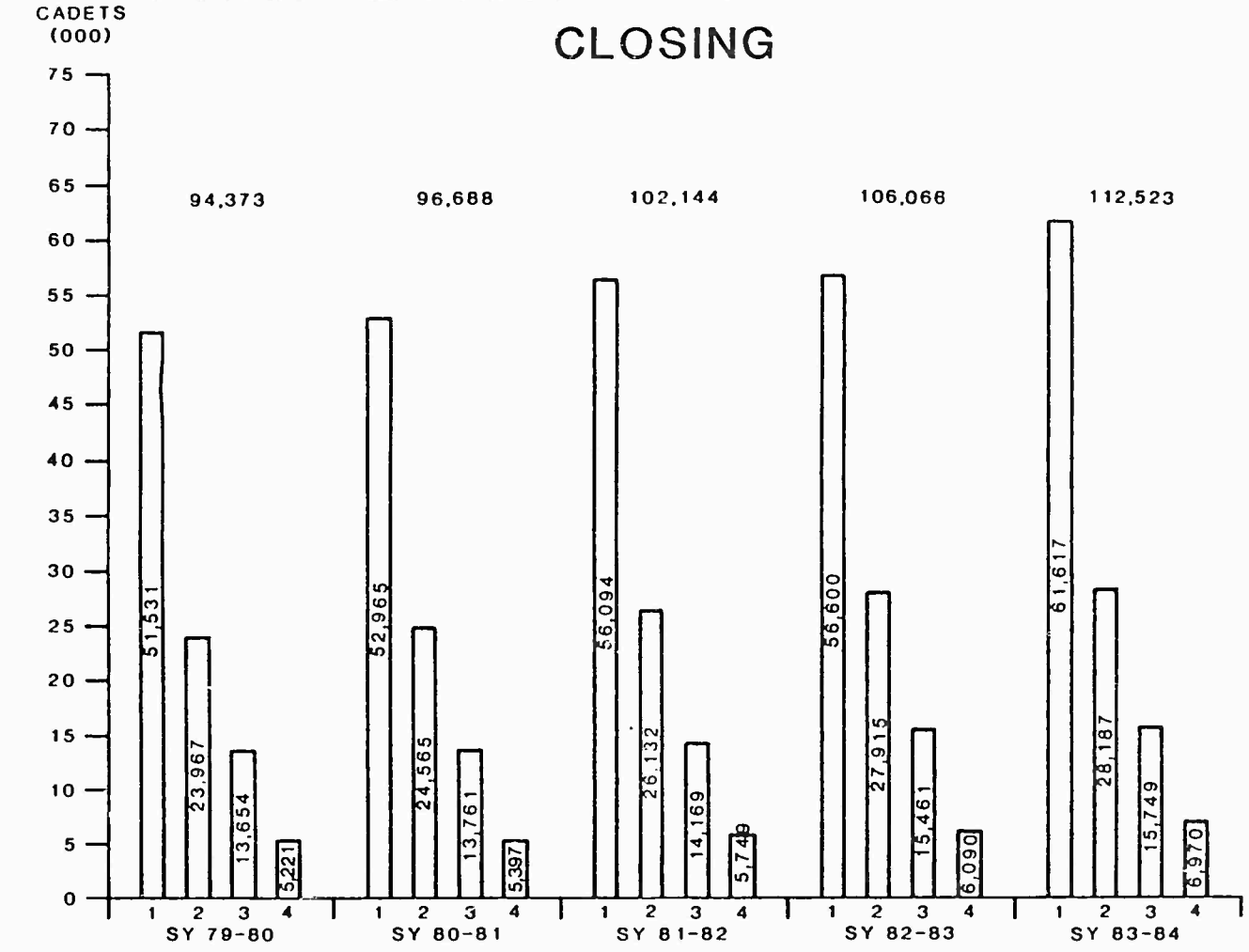
NOTES:
1. All services issue appropriate hats, belts, gloves socks, brass, etc.
2. Army issues utility, uniform for ~~25%~~ 100% of enrollment.

ENCL. 7

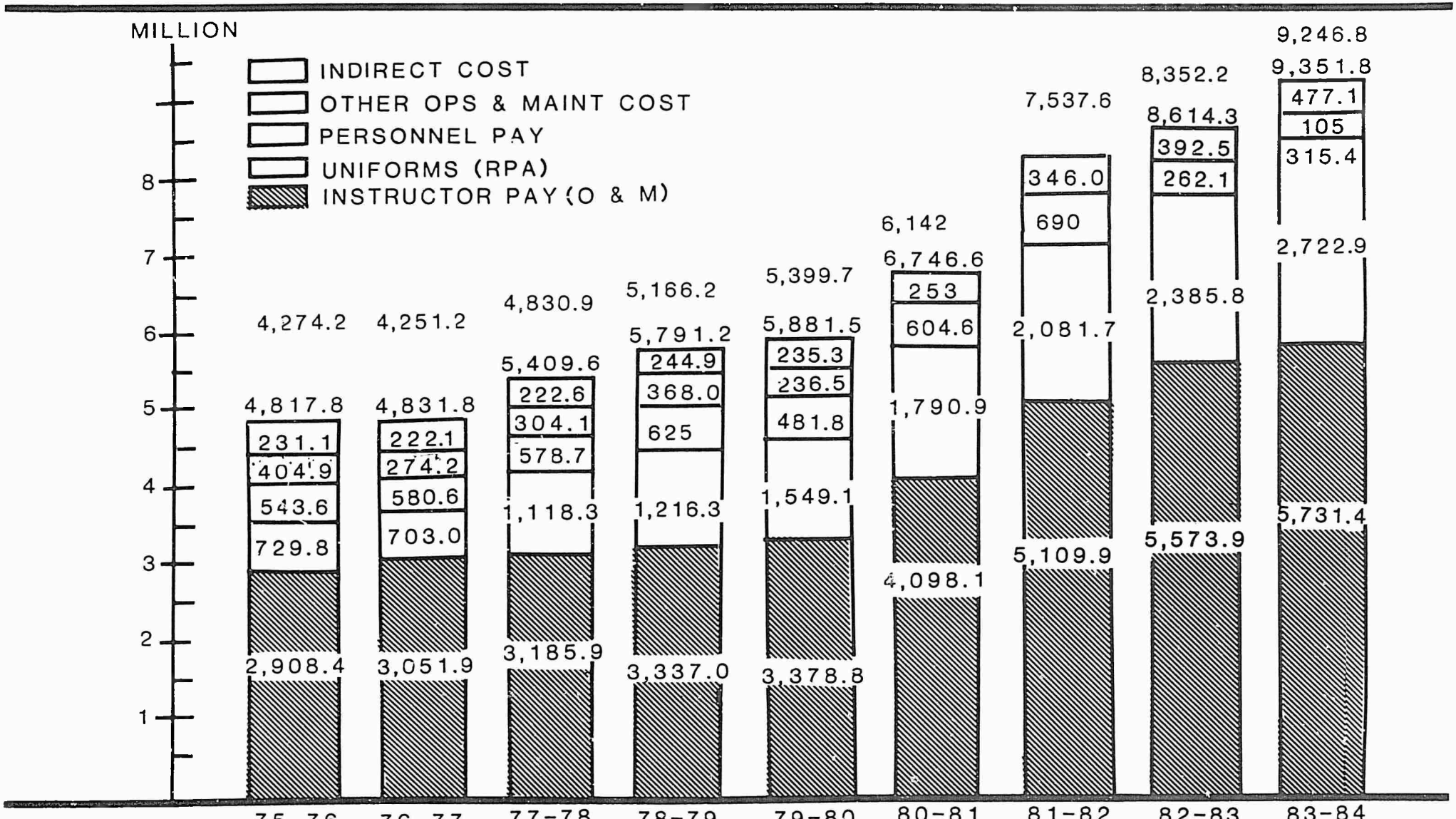
DEPARTMENT OF THE ARMY ROTC STUDY GROUP

ENROLLMENT BY SCHOOL YEAR

CLOSING

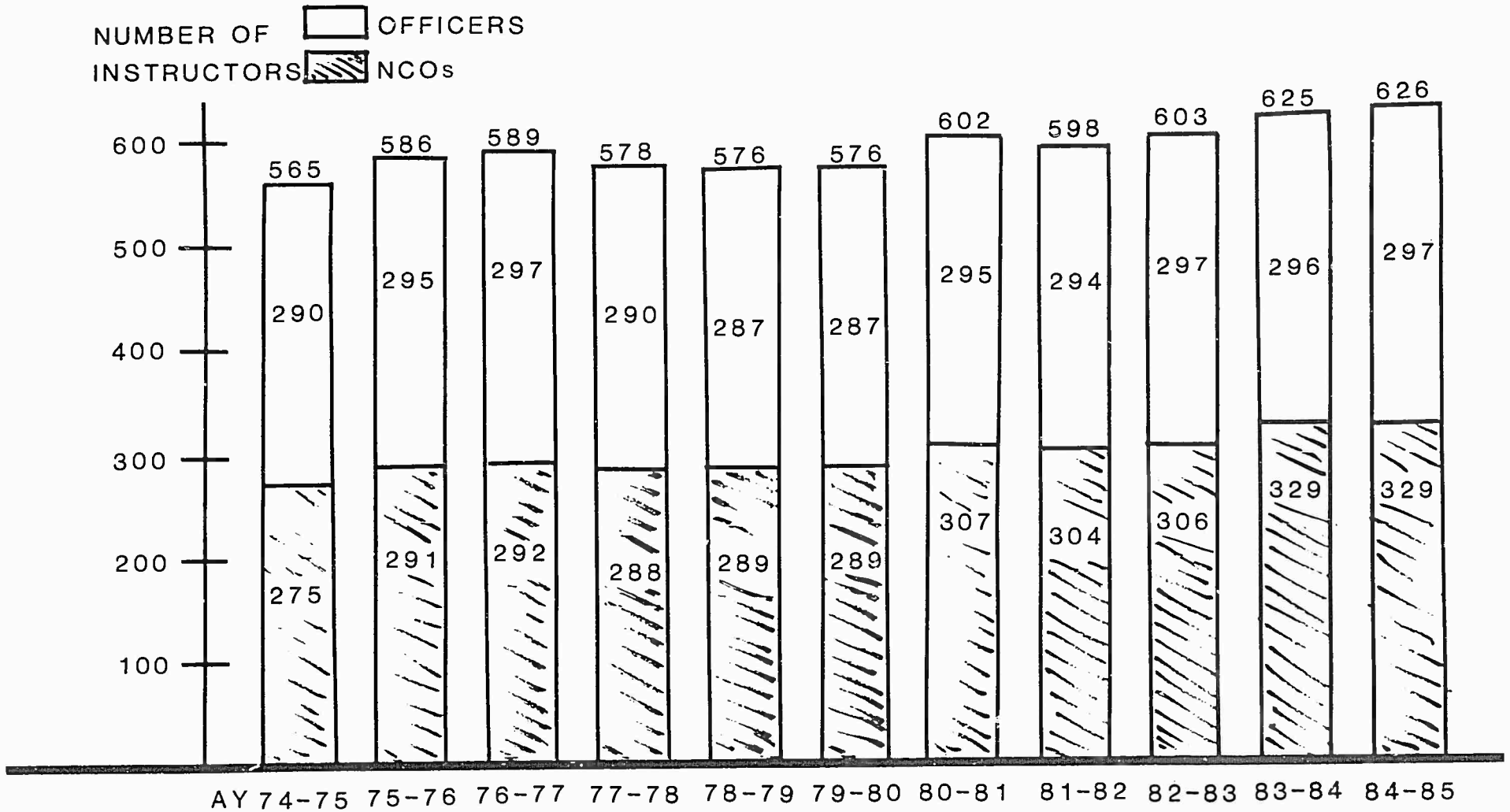


AFJROTC PROGRAM COST DATA
(IN THOUSANDS)



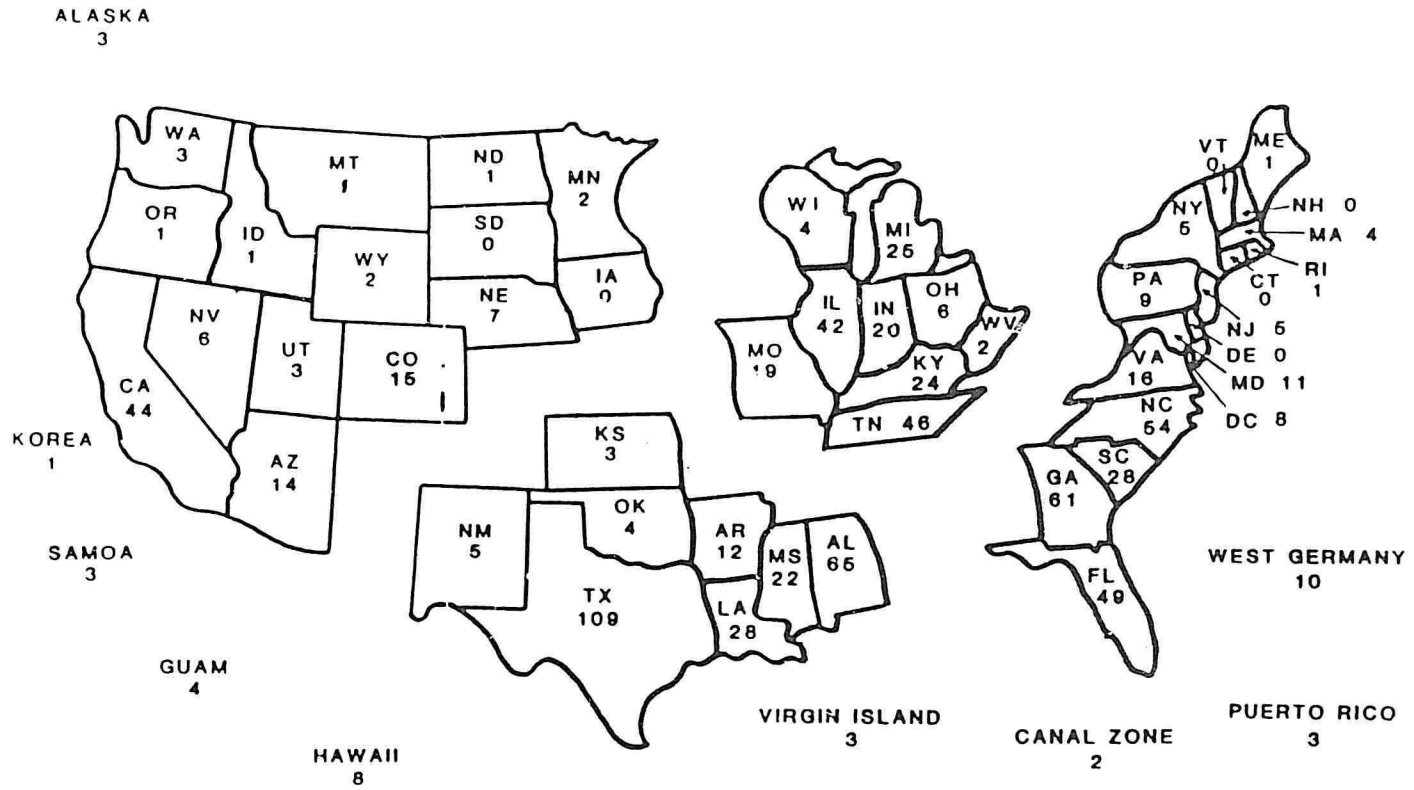
AFJROTC INSTRUCTORS STATUS

(AS OF 1 JANUARY)



DEPARTMENT OF THE ARMY ROTC STUDY GROUP

JUNIOR ROTC UNITS DISTRIBUTION BY STATE AS OF MAY 85



DEPARTMENT OF THE ARMY ROTC STUDY GROUP

SERVICE ALLOCATION OF JUNIOR ROTC UNITS

	CURRENT AUTH	AS OF 4/4/85 ON-LINE	ADD'L 1985	ON-LINE	ADD'L 1986	ON-LINE	ADD'L 1987	ON-LINE	ADD'L 1988	ON-LINE	ADD'L 1989	ON-LINE
ARMY	896	825 (92%)	62 (99%)	887	0 (99%)	887	0 (99%)	887	0 (99%)	887	0 (99%)	887
NAVY	289	233 (81%)	0 (81%)	233	0 (81%)	233	0 (81%)	233	8 (83%)	241	8 (86%)	249
AIR FORCE	335	288 (85%)	0 (85%)	335	10 (88%)	296	10 (91%)	306	10 (94%)	316	9 (97%)	325
MARINES	80	75 (94%)	2 (96%)	77	3 (100%)	75	0 (100%)	75	0 (100%)	75	0 (100%)	75
TOTAL	1,600	1,419		1,532		1,491		1,501		1,519		1,536

AS OF 7/12/85

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

CLASS CHARACTERISTIC INVENTORY
CLASS OF 1989 (USMA)

DID YOU PARTICIPATE IN A HIGH SCHOOL PROGRAM?

		MALES		FEMALES		TOTAL	
		N	PCT	N	PCT	N	PCT
A.	NOT AVAILABLE AT MY HIGH SCHOOL	885	70.07	114	73.08	999	70.40
B.	MY HIGH SCHOOL HAD ROTC, BUT I DID NOT PARTICIPATE	274	21.69	36	23.08	310	21.85
C.	YES, ARMY ROTC	66	5.23	4	2.56	70	4.93
D.	YES, AIR FORCE ROTC	17	1.35	1	.64	18	1.27
E.	YES, NAVY/MARINE ROTC	15	1.19	0	.00	15	1.06
	TOTAL	1,257	88.58	155	10.92	1,412	99.51

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

JUNIOR ROTC CONTRIBUTIONS

ENTRY SOURCE	ENTERED MS III					ENTERED MS IV			
FY	80	81	82	83	84	81	82	83	84
JROTC									
- HS	641	614	451	327	256	660	583	460	332
- NDCC	50	7	16	9	12	87	10	14	7
- MJC	72	38	40	47	13	53	40	35	31
- MI	74	31	46	27	33	78	42	38	27
TOTAL	837	690	553	410	314	828	675	547	397
TREND	10%	7.6%	5.2%	4.5%	3.5%	9.6%	7.4%	5%	4%

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

JUNIOR ROTC CONTRIBUTIONS

ENTRY SOURCE	ENTERED MS III					ENTERED MS IV				
SY	80-81	81-82	82-83	83-84	84-85	80-81	81-82	82-83	83-84	84-85
JROTC										
HS	641	614	451	327	256	640	660	583	460	332
NDCC	50	7	6	9	12	11	37	10	14	7
MJC	72	38	40	47	13	31	53	40	35	31
MI	74	31	46	27	33	38	78	42	38	27
TOTAL JROTC	837	690	553	410	314	720	828	675	547	397
TOTAL	8,394	9,099	10,517	9,085	9,049	7,876	8,587	9,159	10,727	10,004
% JROTC	10.0%	7.6%	5.3%	4.5%	3.5%	9.1%	9.6%	7.4%	5.1%	4.0%

HL

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

JROTC INPUT TO THE ENLISTED FORCE

FY	82	83	84	85
ARMY JROTC * SENIORS	22,261	23,765	25,198	25,829
ENLISTEES IN ARMY	2,302	3,397	2,915	2,184
% OF GRADUATES ENTERING ARMY	10.3	14.3	11.5	8.0
% ARMY TOTAL	1.8	2.3	2.0	1.5

* REPRESENTS THE TOTAL OF THIRD AND FOURTH YEAR STUDENTS

AS OF 30 SEP 8?

AFJROTC CREDIT BY STATE

STATE	SCIENCE	SOCIAL STUDIES	PE	OTHER	TOTAL
AK			1		1
AL	2		2	1	5
AR			1	5	6
AZ	1		2	3	6
CA	8	3	1	4	16
CO		1	1		2
CT		2			2
DC				1	1
DE		1		1	2
FL	7		5	15	27
GA	6	8		3	17
GR			2	2	4
GU	1				1
HI	1				1
IA	1				1
IL				2	2
IN	1			1	2
KS				1	1
KY	3			6	9
LA	6		6	1	13
MA	2	2	1	1	6
MD	3	1	2	7	13
MI	1			2	3
MO	3				3
MS			1	3	4
NC	4	2	8	13	27
ND				1	1
NE			2		2
NH		1			1
NJ			2	3	5
NM			1	4	5
NV			2		2

ANNEX D

JROTC PDIP REQUIREMENTS (88-92)

	FY 88	FY 89	FY 90	FY 91	FY 92
Current OMA Program	29.6	30.8	32.8	32.8	32.8
OMA Program with recommendations	30.7	31.9	30.9	31.9	31.9
Difference	-1.1	-1.1	+1.9	+.9	+.9
Costing of Recommendations:					
Travel	.5	.5	.5	.5	.5
Core	.8	.8	.8	.8	.8
POI	.3	1.5	.3	1.5	1.5
Advertising	.2	.2	.2	.2	.2
Surveys			.2		
Current RPA Program	8.7	9.1	9.4	9.7	9.7
RPA Program with recommendations	9.5	9.9	10.2	10.5	10.5
Difference	.8	.8	.8	.8	.8
Costing of Recommendations:					
Boots for summer encampments	.8	.8	.8	.8	.8

Narrative Description: Costing of JROTC Recommendations.

1. Background/Deficiency: The Army's leadership has given guidance to improve the JROTC program. There are three issues that must be successfully solved in this quest for improving the program. These three issues are: the lack of a JROTC mission statement, the JROTC management system, and the integration of JROTC into the Army acquisition system. Of these three issues only the JROTC management system will require financial assistance. There are five subsets to this issue: supervisory structure and staffing, the system for identifying and selecting new units, the system for cadre personnel management, the system for updating the POI, and the system for adequately determining resource needs. These management areas are interrelated and form a domino chain. If each domino falls along the correct path then synergism will result and a relatively small increase in expenditures will reap major improvements in the program, and benefit both the nation and the Army. The funding increases found in this PDIP are required to improve each management area.

JROTC is a program at the crossroads. It is a major program that influences 130,000 high school students. Even though the JROTC program has been expanding, JROTC's contributions to the Army acquisition system are down and are continuing to decline. At the same time the Army's image is being lowered because the Army is perceived as not treating its program as well as the other Services are treating theirs. The negative input trends and image of JROTC can only be reversed if new management practices are instituted and these practices are accompanied by the financial increases necessary to institute the changes.

2. Solution to the Deficiency:

2a. Currently the JROTC program does not have enough travel funds to conduct an annual formal inspection of each JROTC unit. The Army is the only service that does not conduct an annual formal inspection. In addition the regions will need more monies to fund instructor travel for such items as new instructor orientation training. The amount of money here is a doubling of the current program's austere travel monies.

2b. The Army's current JROTC budget us a bare bones budget 95% of which goes to paying instructor salaries or uniform costs. In essence the regions don't have any money to manage. They are billpayers. The result is a system which stymies initiative. The .8 added to the core JROTC program is required if the Army is going to take advantage of the talent found in the regions and give the managers something to manage. This .8 would be broken down equally among the regions.

2c. The POI must be periodically update and improved if the program is to be viable and gain academic credibility. The requirements for POI update are based on a proposed JROTC POI dated October 1985. This POI has allowed for a recosting of the TRADOC estimates, and considerable savings of monies. This is one reason the net differences are so small. Using the TRADOC cost estimates would mean a additional 1.0 needed for 87,88 and 90.

2d. Advertising monies are needed for the JROTC program. Currently JROTC does not have an updated video cassette tape or similar item (like the other Services have) that can be used to explain the program to interested schools, educators or even the Army. To produce and update will require .1 annually. The Army is also looking for the best retirees with good academic qualifications to teach a more academically oriented JROTC program. To find these people and interest them will require advertising money. .1 annually will allow the regions this ability.

2e. Surveys must be conducted periodically. These will allow the Army to assess its progress and make other improvements to the program. The "JROTC Improvement Package" calls for a Major measurement of JROTC's progress in 1990. The .2 will allow for this survey to take place. The survey is to measure the perception of the Army as a leader in education excellence.

2f. Funding for JROTC cadets who attend summer encampments is not included in this PDIP because it is not a legal expenditure. If the law is changed then an additional 1.2 million annual expenditure will be required to

fund for the summer encampments. This will pay for 10,000 cadets transportation to and from the camp and their subsistence while at camp. The transportation is planned to be by commercial bus.

2g. The Army is currently issuing the JROTC program an incomplete uniform. This is fatigues without boots. After thorough study it was approved that boots should be issued to support the summer encampments only. This issue should be revisited annually. The .8 found in this PDIP will allow the purchase and stockage of boots for 10,000 cadets annually.

2. SOLUTION TO THE DEFICIENCIES: Fund as requested.

3. WHAT THE RESOURCES WILL BUY: A complete interlocking program that, will improve the Army JROTC program to the same level as the other Services' programs.

4. IMPACT IF NOT RESOURCED: The Army JROTC's program will continue to decline, and will eventually become a major problem to the Army's image.

ANNEX E

Annex E: Proposed chapter 7 of AR 145-2

CHAPTER 7
Required JROTC Management Data

Section I. General

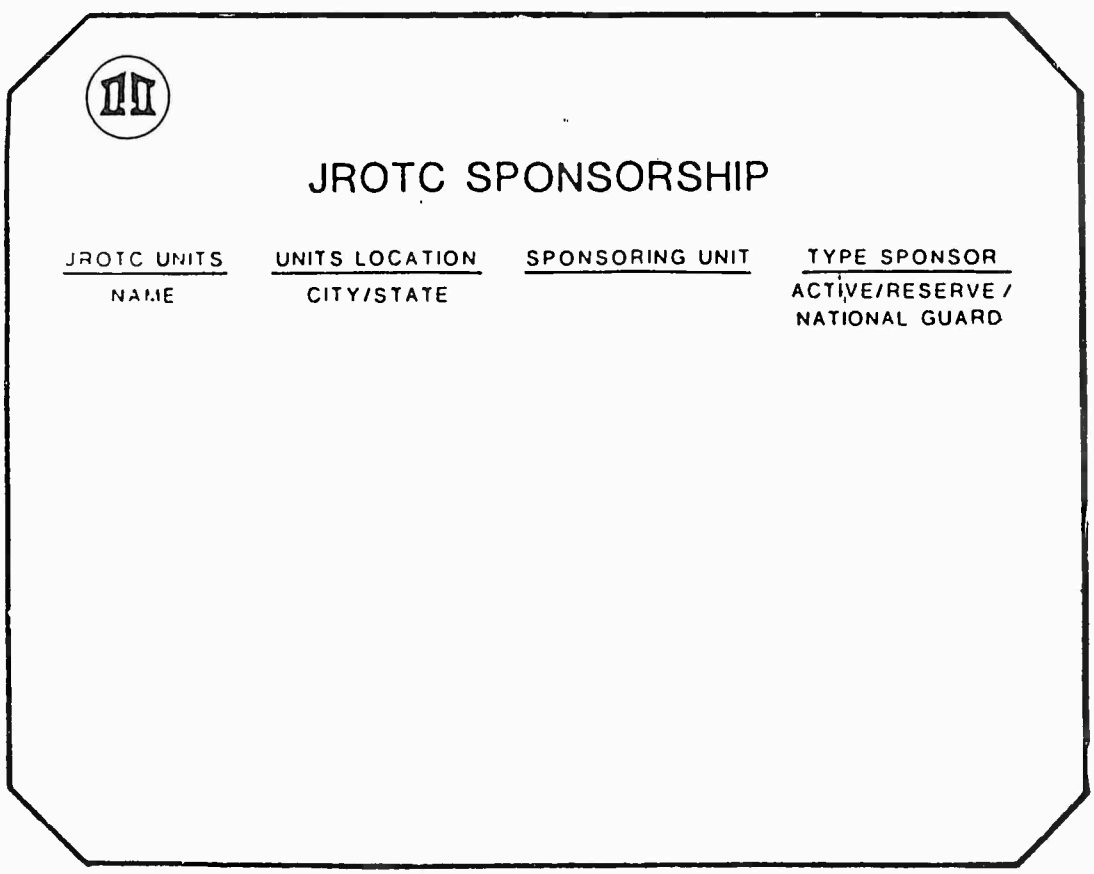
7-1. Scope. This chapter describes the data that is necessary to be monitored at both Department of the Army (DAPE-MPA-OA) and at DCSROTC HQS. Heretofore, the JROTC program has not had the ability to make the soundest possible management decisions. The main reason for this is a lack of accurate data. This chapter is designed to cure this problem.

7-2. Frequency of Submission of Data. Initially data will be submitted quarterly; however, once the normal flow of data is running smoothly then semiannual submission is sufficient. The first full data submission is due from DCSROTC Headquarters to DAPE-MPA-OA in March 1986.

7-3. The ROTC Mission Management System. As soon as possible this data should be placed in the MMS system and placed into an automated format.

Section II. Data Required To Support The JROTC Sponsorship Program by Total Army Elements

7-4. JROTC Sponsorship. In order to determine the success or failure of the sponsorship program certain management data is required. DCSROTC HQs should submit the following data in the format found in figure 7-1.



JROTC SPONSORSHIP

JROTC UNITS NAME	UNITS LOCATION CITY/STATE	SPONSORING UNIT	TYPE SPONSOR ACTIVE/RESERVE/ NATIONAL GUARD

Section III. Data Required To Support A Proactive Management System

7-5. The system for identifying and selecting new units. a. The data needed to keep our selection of units current is found in the chart below. This data should be submitted to DAPE-MPA-OA from DCSROTC headquarters in the format found in figure 7-2.

JROTC AUTOMATED INSTITUTION REPORT

	STATE	SCHOOL NAME	SCHOOL TYPE HS/MI/ MJC/NDCC	ACADEMIC CREDIT	TRACK ACADEMIC/ VOCATIONAL	ENROLLMENT	% GO TO COLLEGE RATE
1							
2							
3							
4							

NEW SCHOOL NOMINATION LIST

RANK	STATE	NAME	TYPE	CREDIT	TRACK	ENROLLMENT	% GO TO COLLEGE
1							
2							
3							
4							

DEACTIVATION/PROBATION LIST

	STATE	NAME	TYPE	CREDIT	TRACK	ENROLLMENT	% GO TO COLLEGE

b. The number of schools in the following categories should be submitted to DAPE-MPA-OA in the format found in figure 7-3.

GO TO COLLEGE REPORT

NUMBER OF SCHOOLS	GO TO COLLEGE RATE
	45% OR BELOW
	ABOVE 45% BELOW 55%
	ABOVE 55%

7-6. The system for cadre personnel management. The data needed to allow for correct and accurate management of the instructor cadre should be submitted to DAPE-MPA-OA from DCSROTC Headquarters in the format found in figure 7-4.

AUTOMATION INSTRUCTOR REPORT FORMAT

OFFICERS			NCO		
RANK	NUMBER	%	RANK	NUMBER	%
COLONEL			SGM		
LT. COLONEL			MSG		
MAJOR			SFC		
CAPTAIN			SSG		
TOTAL			TOTAL		

GRAND TOTAL _____

ACADEMIC QUALIFICATIONS	OFFICERS	NCO'S
MASTERS		
BACHELORS		
TEACHING CERTIFICATION		
PRIOR TEACHING EXPERIENCE		

7-7. a. General. The system for updating the program of instruction (POI). The data needed to allow for correct and accurate management of the system for updating the POI should be submitted to DAPE-MPA-OA from DCSROTC Headquarters.

b. Funds commited for POI update should be submitted in the format found in figure 7-5.

FUNDS COMMITTED FOR POI UPDATE

		PROGRAMED	ACTUAL	BUDGETED
CURRENT YEAR				
FY	PUBLISHING			
	PRINTING			
FUTURE YEAR				
FY	PUBLISHING			
	PRINTING			

c. Summary of Summer Camps attendance should be submitted in the format found in figure 7-6.

JROTC AUTOMATED CAMP REPORT

LOCATION OF CAMP	TYPE CAMP	DATE OF CAMP	NUMBER OF CADETS AT CAMP
			LEADERS/OTHERS

7-8. a. General. The System for adequately determining Resource Needs. The data needed to allow for correct and accurate management of the system for updating the Budget should be submitted to DAPE-MPA-OA from DCSROTC HEADQUARTERS.

b. The current system gives an accurate data flow of budget problems. One additional item is needed and that item is shown in figure 7-7. Figure 7-8 also has budget requirement.

FUNDS RETURNED

	FY 84	FY 85	
RPA	$ 3,656,000	$3,300,000	(EST)
OMA	$ 290,000	$ 290,000	(EST)

Section IV. Data Required To Support Integration Of ROTC Into The Army Acquisition System

7-9. a. General. The Integration of JROTC into the Army Acquistion System. The data needed to monitor this issue must come from 5 different sources: DCSROTC, United States Military Academy, USAREC, Chief Army Reserve and Director Army Nation Guard. All data should be submitted to DAPE-MPA-OA.

b. From Cdr, DCSROTC data in Figure 7-8

JROTC AUTOMATION CADET REPORT FORMAT

NUMBERS OF CADETS	MS I	MS II	MS III	MS IV
TOTAL IN SROTC				
TOTAL WITH JROTC EXPERIENCE				
% OF TOTAL				
TOTAL IN SROTC BY REGION				
% OF TOTAL				

BUDGET	PAST YEAR	CURRENT	NEXT YEAR
S / SCHOOL			
S / STUDENT			

c. From USMA, Data in figure 7-9.

CLASS CHARACTERISTIC INVENTORY
CLASS OF 1989 (USMA)

DID YOU PARTICIPATE IN A HIGH SCHOOL ROTC PROGRAM?

	MALES		FEMALES		TOTAL	
	N	PCT	N	PCT	N	PCT
A. NOT AVAILABLE AT MY SCHOOL	885	70.07	114	73.08	999	70.40
B. MY HIGH SCHOOL HAD ROTC, BUT I DID NOT PARTICIPATE	274	21.69	36	23.08	310	21.85
C. YES, ARMY ROTC	66	5.23	4	2.56	70	4.93
D. YES, AIR FORCE ROTC	17	1.35	1	.64	18	1.27
E. YES, NAVY/MARINE ROTC	15	1.19	0	.00	15	1.06
TOTAL	1,257	88.58	155	10.92	1,412	99.51

d. From Cdr, USAREC data Form 1966 which give JROTC inputs to Army Enlisted Force. Data should be submitted in the format found in figure 7-10.

JROTC INPUT TO THE ENLISTED FORCE

FY	82	83	84	85
ARMY JROTC * SENIORS	22,261	23,765	25,198	25,829
ENLISTEES IN ARMY	2,302	3,397	2 915	2,184
% OF GRADUATES ENTERING ARMY	10.3	14.3	11.5	8.0
% ARMY TOTAL	1.8	2.3	2.0	1.5

* REPRESENTS THE TOTAL OF THIRD AND FOURTH YEAR STUDENTS

e. From CAR data on inputs to Army Reserve from JROTC. (No Format Specified)

f. From DARNG data on inputs to Army National Guard from JROTC. (No Format Specified)

Section V. Data Required To Support Interservice Coordination

7-10. a. General. To support the annual interservice meeting certain data presented in standard formats are required. Standarized formats are required if Interservice coordination is to improve.

b. The following is a list of required data that is to be kept by the Army and submitted at the Annual Interservice meeting.

1. Attrition rates - Figure 7-11.

2. Budgets - Figure 7-12.

3. Number and type of instructors - Figure 7-13.

4. Distribution of units - Figure 7-14.

5. The size to the Program - Figure 7-15.

6. Inputs to JROTC - Figure 7-8, 7-9, and 7-10.

7. JROTC academic credit - Figure 7-16.

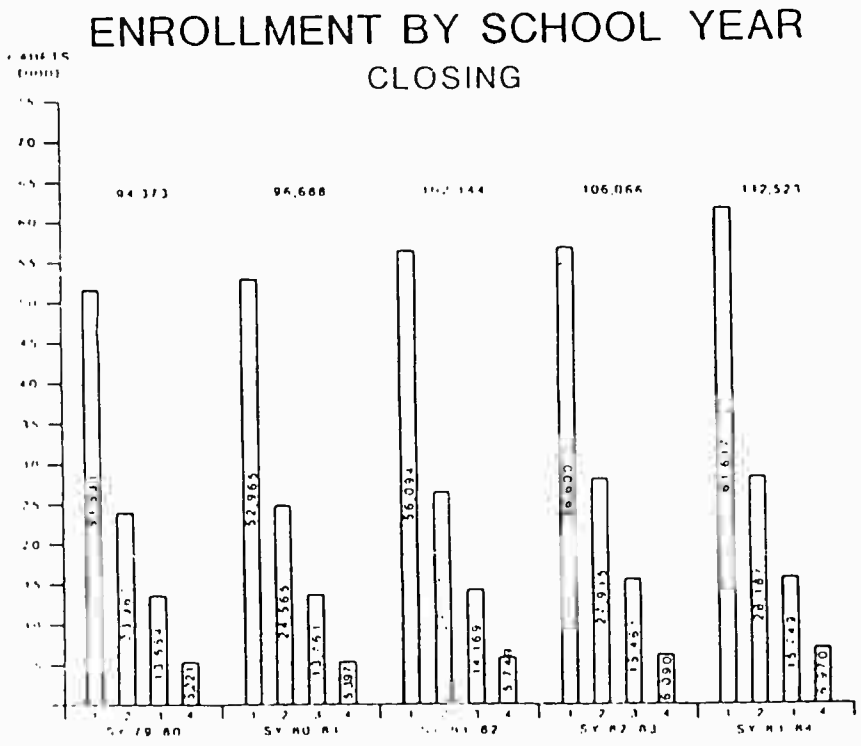


Figure 7-11

PROGRAM COST DATA
(IN THOUSANDS)

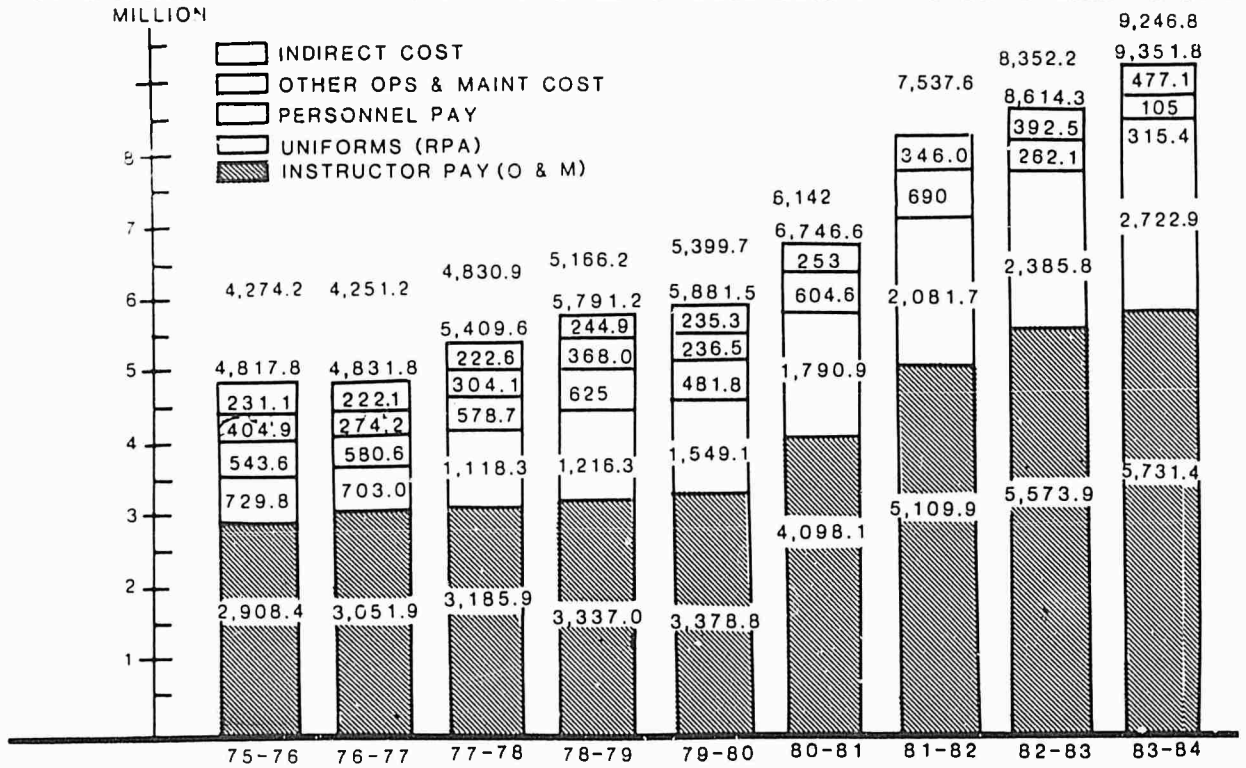


Figure 7-12

INSTRUCTORS STATUS
(AS OF 1 JANUARY)

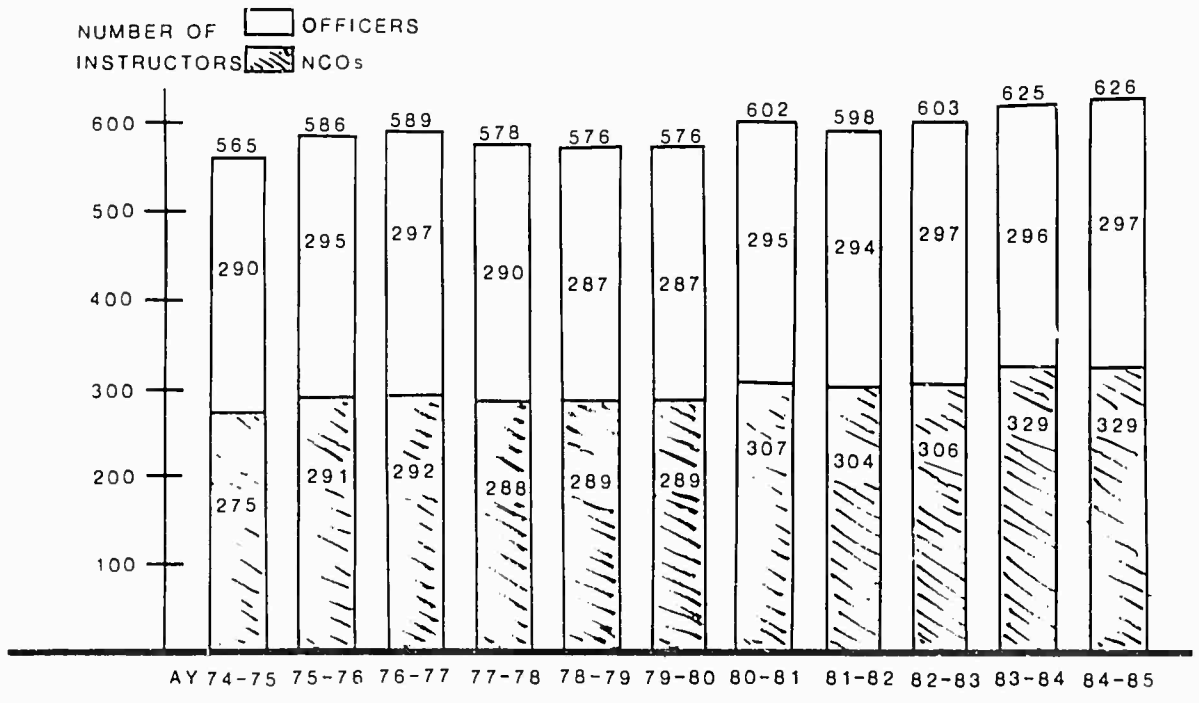


Figure 7-13

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

JUNIOR ROTC UNITS DISTRIBUTION BY STATE AS OF MAY 85

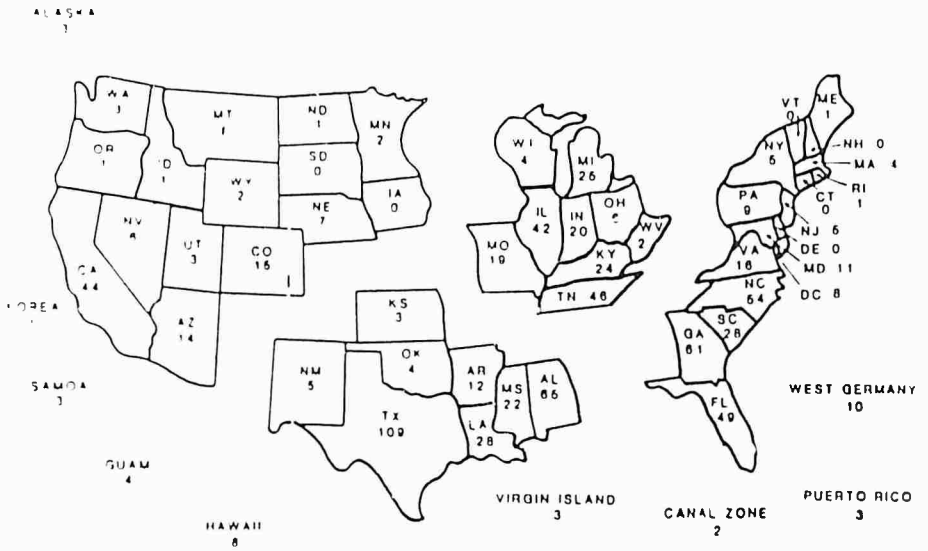


Figure 7-14

DEPARTMENT OF THE ARMY ROTC STUDY GROUP

SERVICE ALLOCATION OF JUNIOR ROTC UNITS

	CURRENT AUTH	AS OF 4/4/85 ON-LINE	ADD'L 1985	ON-LINE	ADD'L 1986	ON-LINE	ADD'L 1987	ON-LINE	ADD'L 1988	ON-LINE	ADD'L 1989	ON-LINE
ARMY	896	825 (92%)	62 (99%)	887	0 (99%)	887	0 (99%)	887	0 (99%)	887	0 (99%)	887
NAVY	289	233 (81%)	0 (81%)	233	0 (81%)	233	0 (81%)	233	8 (83%)	241	8 (86%)	249
AIR FORCE	336	286 (85%)	0 (85%)	336	10 (88%)	296	10 (91%)	306	10 (94%)	316	9 (97%)	325
MARINES	80	76 (94%)	2 (98%)	77	3 (100%)	76	0 (100%)	76	0 (100%)	76	0 (100%)	76
TOTAL	1,600	1,418		1,632		1,491		1,601		1,616		1,638

AS OF 7/12/85

Figure 7-15

AS OF____

JROTC CREDIT BY STATE

STATE	SCIENCE	SOCIAL STUDIES	PE	OTHER	TOTAL
AK			1		1
AL	2		2	1	5
AR			1	5	6
AZ	1		2	3	6
CA	8	3	1	4	16
CO		1	1		2
CT		2			2
DC				1	1
DE		1		1	2
FL	7		5	15	27
GA	6	8		3	17
GR			2	2	4
GU	1				1
HI	1				1
IA	1				1
IL				2	2
IN	1			1	2
KS				1	1
KY	3			6	9
LA	6		6	1	13
MA	2	2	1	1	6
MD	3	1	2	7	13
MI	1			2	3
MO	3				3
MS			1	3	4
NC	4	2	8	13	27
ND				1	1
NE			2		2
NH		1			1
NJ			2	3	5
NM			1	4	5
NV			2		2

Figure 7-16

ANNEX F

JROTC INSTRUCTOR EVALUATION REPORT
PART I - ADMINISTRATIVE DATA

Last Name, First, MI SSAN: GRADE:

School, City, State: Type of Report:

Period Covered Total Months: Year Hired:

FROM: THRU:

PART II - PERFORMANCE EVALUATION

HIGH DEGREE		PROFICIENCY		LOW DEGREE
E	AA	A	BA	U

1. Possesses capacity to acquire knowledge and grasp concepts _____
2. Demonstrates professional knowledge and expertise _____
3. Possesses military bearing and appearance _____
4. Effectively conducts instruction in assigned subjects _____
5. Successfully executes related supply, security and admin functions _____
6. Is clear and concise in written and verbal communication _____
7. Seeks and accepts responsibility _____
8. Maintains a cooperative relationship with school personnel _____
9. Develops appropriate teacher-student relationships _____
10. Is involved in professional development programs _____
11. Maintains height/weight standards and physical fitness _____
12. Current age:_____ Current Height:_____ Current weight:_____

Rater's Comments:

Indorser's Comments:

HQ4R Form 206 Test Feb 85

PART III - EMPLOYMENT POTENTIAL

	RETENTION	PROBATION	TERMINATION	DECERTIFICATION
a. RATER				
b. INDORSER				
c. JROTC DIV				

PART IV - AUTHENTICATION

RATER (Last, First, MI) Signature Date

Grade, Duty Assignment, Position

INDORSER (Last, Dirst, MI Signature Date

Grade, Duty Assignment, Position

HQ JROTC Division Reviewer Signature Date

Grade, Duty Assignment, Position

Additional Comments:

Signature of rated individual Date

E = Excellent AA = Above Average A = Average BA = Below Average
U = Unsatisfactory
Ratings of E - BA - U must be specifically addressed by the rater

ANNEX G

ARMY JUNIOR ROTC

DRAFT

PROGRAM OF INSTRUCTION

OCTOBER 1985

Annex G

Contents

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Introduction. 3

I. Desired Learning Outcomes 4

II. Program Description. 5

III. Course Titles and Minimum Hours 8

IV. Program Organization and Curriculum Description 9

Note: All references to Army Junior ROTC (JROTC) are applicable to the National Defense Cadet Corps (NDCC).

This Junior ROTC Program of Instruction supersedes the Army Junior ROTC Program of Instruction, 1 April 1980, which is obsolete after School Year 85-86.

The Army is proud of the accomplishments of the officers and senior noncommissioned officers responsible for the Junior Reserve Officers' Training Corps and National Defense Cadet Corps instruction. The designers of the Program of Instruction (POI) have tried to solve the major problems of the current POI. Many of the problems were surfaced by you, the Army instructors.

The major changes in this POI are:

1. Changing the name of each course from Leadership Education and Training I, II, III, and IV to JROTC I, II, III and IV.

2. Design of the POI for academic credit. The type credit recommended is:

JROTC I - Social Science
JROTC II - General Science
JROTC III - General Science
JROTC IV - Social Science

3. The basic core of instruction remains military in nature with emphasis on skills necessary to function effectively in the civilian and military community.

4. DAI/SAI selected subjects and hours vary from year to year.

5. Selected MQS I subjects are addressed. Military training is stressed during JROTC I and IV.

6. A hard bound text for each year will be produced.

7. The POI has been designed to fit a broad cross section of schools.

The changes and improvements in this program are beneficial, and you may look forward to still further developments in such forms as instructor guides, student texts and workbooks to ennance instruction.

This POI introduces a whole new philosophy and approach for the high school student and Department of the Army. It is a fresh approach that not only indicates renewed Army interest in JROTC but also demonstrates the Army's genuine intent to become a leader in education excellence. This POI contains many new concepts and initiatives, and for the POI to work as intended,

a major effort from everyone associated with JROTC is necessary. POI revisions are scheduled and funded. This new POI is our first step toward our ultimate goal of education excellence.

Yours is an important assignment. You are dealing with human beings at a formative stage in their lives. Be assured that your efforts to guide them towards adulthood are appreciated by them and indeed by all who come in contact with you. The Junior Reserve Officers' Training Corps/National Defense Cadet Corps programs, together with your role in it, are an admirable application of the United States Army Training and Doctrine Command mission statement, "Excellence Starts Here."

JOHN P. PRILLAMAN
Major General, GS
Deputy Chief of Staff for ROTC

INTRODUCTION

The Army Junior ROTC Program of Instruction has been developed out of a historical background of over 65 years of experience to meet the changing educational philosophies and concepts of today's institutions of secondary education. The curriculum is designed to support the desired learning outcomes stated on page two in a wide variety of local settings. It is adaptable to local academic environments ranging from public secondary schools to military institutes and military junior colleges.

The JROTC program is a cooperative effort on the part of the Army and the host institution to provide secondary school students opportunities for total development. The JROTC learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program can also lead to advanced placement credit in Senior ROTC or advanced rank in the Active Army, Army Reserve, or the National Guard.

The JROTC program provides for either a 3 or 4 year course of instruction, elective or required, at the discretion of host school officials. Host schools may choose to conduct the Academic Program, designed for college-bound students; the Technical Program, designed for vocational students, or both. Instructional support materials are designed to provide a basic curriculum of 108 hours (1 hour per day, 3 days per week). Army Regulation 145-2, "JROTC/NDCC Organization, Administration, Operations, and Support," contains the detailed working guidelines for the JROTC program.

DESIRED LEARNING OUTCOMES

1. AN UNDERSTANDING OF THE BASIC PRINCIPLES OF LEADERSHIP.

2. APPRECIATION OF THE ETHICAL VALUES AND PRINCIPLES THAT UNDERLIE GOOD CITIZENSHIP.

3. ACQUAINTANCE WITH THE TECHNICAL REQUIREMENTS OF THE MODERN AGE.

4. ABILITY TO LOGICALLY ARRANGE THOUGHTS AND COMMUNICATE EFFECTIVELY, ORALLY AND IN WRITING.

5. KNOWLEDGE OF SELECTED MILITARY QUALIFICATION STANDARDS (MQS).

6. FAMILIARITY WITH THE HISTORY, PURPOSE AND STRUCTURE OF THE MILITARY SERVICES WITH EMPHASIS ON ACCOMPLISHMENTS OF THE UNITED STATES ARMY.

7. KNOWLEDGE OF THE EDUCATIONAL AND VOCATIONAL OPPORTUNITIES OFFERED BY THE UNITED STATES ARMY.

8. THE DEVELOPMENT OF BASIC MILITARY SKILLS NECESSARY TO WORK EFFECTIVELY AS A TEAM MEMBER.

9. AN APPRECIATION OF THE VALUE OF PHYSICAL AND MENTAL FITNESS.

PROGRAM DESCRIPTION

GENERAL

Purpose. The JROTC/NDCC program provides instruction which will benefit the cadet, the community, and the nation. The JROTC POI integrates at least 108 hours yearly of coursework and leadership education. Each year's Military Science coursework relates to a theme. JROTC I emphasizes leadership; JROTC II emphasizes sciences; JROTC III emphasizes high technology in today's Army; and ROTC IV emphasizes national defense, and career opportunities in the Army. Instructors are encouraged to follow the recommended sequence. This allows for the orderly transition of cadets transferring from one school to another and facilitates the issue of instructional materials. Teaching all students the same material and rotating the material yearly is not normally an acceptable variation. Texts will be purchased on the assumption that subjects will be taught in the recommended year. Local curriculum variations resulting in the issuance of a large number of texts will result in shortages of certain texts.

Scope. The program of instruction will consist of 3 or 4 years of instruction with an annual minimum requirement of 108 hours. Instructional materials are designed to provide flexibility between required courses and optional subcourses.

Military institutes must conduct the 4-year program. Schools conducting the 3-year program will schedule the following courses of instruction during the last 3 years of high school:

First Year -- JROTC I

Second Year -- JROTC II

Third Year -- JROTC III

Schools conducting the 4-year program will schedule the above courses of instruction during the first 3 years plus the following:

Fourth Year -- JROTC IV

CONDUCT OF THE PROGRAM

Cadets. Eligible students who are formally enrolled in the leadership and educational activities available through the JROTC program are designated JROTC cadets. Other students who

are ineligible either because of immigrant/alien status or unable to meet physical fitness requirements are designated as JROTC students.

The Host School. The secondary schools and military institutes hosting the JROTC program are herein given a complete educational POI which is to be integrated into the local curriculum. The Army will develop a close working relationship with the host school to ensure the JROTC program meets state and local needs as prescribed by law, and the needs of JROTC cadets/students as determined by the host school officials.

Curricula. Control of the curricula at host schools is the prerogative of school officials and faculty. The flexibility of the program allows it to bear the scrutiny of professional educators and to meet the needs of the community.

Academic Credit. Host institutions are encouraged to give credit for JROTC subjects towards graduation. Virtually all of the materials studied in the JROTC program are applicable to all walks of life. It is recognized that the type and amount of credit for the successful completion of JROTC courses is determined by the institution, after formal review, on a basis equitable with the award of credit for other institutional courses requiring similar expenditures of student time and effort. Such credit should apply toward total graduation requirements as elective or required course credit, appear on the student's transcripts, and be included in the computation of the grade-point average. Suggested academic credit is as follows:

JROTC I - Social Science

JROTC II - General Science

JROTC III - General Science

JROTC IV - Social Science

Scheduling. The program of instruction is compatible with scheduling of classes based upon 3 to 4 hours per week, averaging a total of 35 weeks in the academic year. The required hours of JROTC instruction may be redistributed throughout the year in accordance with the school's master schedule. When additional time for military instruction is available, prescribed subjects may be expanded or new military subjects may be added. Since academic schedules, facilities, and other conditions differ at various institutions, Senior

Army INStructors (SAI) of JROTC units are authorized to reduce the minimum allotted hours for any subject, in an amount not to exceed 25 percent. The time made available through reduction of allotted hours must be applied to other subjects indicated in the program of instruction. The minimum time required for completion of any one year of the JROTC program is 108 hours.

Methods of Instruction. Cadet participation is emphasized. Critiques and discussions should follow classroom presentations and examinations.

ADMINISTRATION

Schedules. Before 31 July of each school year, the SAI will forward to the commander of the appropriate Region a schedule of military instruction for approval.

Records. The SAI will maintain all class schedules, lesson plans, and instructor's guides that reflect text assignments and references pertaining to JROTC subjects. Lesson plans will be updated and improved in light of experience and new information available. Cadet records will be kept by the SAI in accordance with TRADOC Supplement 1 to Army Regulation 145-2.

ACADEMIC PROGRAM

A minimum of a 3-year program is offered in conjunction with academic courses leading to entrance into college. This program will be conducted at schools which offer a fully accredited program of academic studies.

TECHNICAL PROGRAM

A minimum of a 3-year program is offered in conjunction with technical courses having a military application. Institutes are authorized to reduce the allotted hours for any military subject, in an amount not to exceed 25 percent, substituting previously approved technical subjects having a military application. Examples of technical subjects related to a Military Occupational Specialty (MOS) are automotives, communications, electronics, mechanics, and others to prepare the cadet to qualify for accelerated promotion in a Military Occupational Specialty should he/she enter the military services. Vocational students may find it difficult to schedule 108 hours per year, and as a goal, no less than 54 hours per year of JROTC Instruction will be given to vocational students.

CAMPS - See AR 145-2, par 5-13.

COURSE TITLES AND MINIMUM HOURS

FIRST YEAR

JROTC I.....108

SECOND YEAR

JROTC II.....108

THIRD YEAR

JROTC III.....108

FOURTH YEAR

JROTC IV..... 108

TOTAL 432

PROGRAM ORGANIZATION AND CURRICULUM DESCRIPTION

MINIMUM HOURS

FIRST YEAR -- JROTC I (Type credit recommended-Social Science)

Introduction to ROTC and the Army.....(10)
Course orientation; history, purpose and objectives of the ROTC programs; traditions, customs and courtesies of the service; saluting and respect to the Flag and National Anthem; organizational principles.

Leadership Theory.....(10)
Introduction to leadership theory; definition and importance of positive self-concept; development of basic managerial and leadership skills;dynamics of group interaction with emphasis on leadership and management of groups.

Drill and Ceremonies.....(18)
Introduction to leadership, drill, and chain of command; practical work in wear, care, and inspection of the uniform: duties and responsibilities of leaders and individuals during drill, ceremonies, and parades; individual drill without rifle; introduction to squad drill emphasizing squad member; introduction to platoon drill; individual drill with rifle*; execution squad/platoon drill with arms*; value of physical exercise and conditioning activities. Initial physical testing of students--physical education should be such that students can pace themselves and progress each year until they can pass a PT test in their Senior year. Testing should be conducted twice per year.

Map Reading and Land Navigation.....(10)
Introduction to maps and map reading; orienting a map; landforms, topographic symbols, and colors; G-M angle conversion; grid systems, coordinates, and scales; determination of elevation and distance.

First Aid/Hygiene,.....(12)
First aid and lifesaving measures; common emergencies; dressings and bandages; CPR, splint a

*Voluntary subjects

suspected fracture, first aid for burns, treatment for frostbite, treatment for heat injury; drug and alcohol abuse.

Techniques of Oral Communication and Listening.....(10)
Introduction to oral communication; selection and organization of materials; student planning and preparation; initial student presentation; development of listening skills.

Introduction to Techniques of Effective Writing.....(3)

Techniques for Test Taking.....(2)

Historical Background and Role of the US Army.....(2)
Strengths of militia system; weaknesses of militia system; role of the US Army in peace and war.

Citizenship and Community Service.....(2)
Nature of volunteer organizations; government sponsored organizations; organizations not government sponsored; organizations to raise funds to sponsor research; fraternal and service organizations; political parties.

Profiles in Achievement.....(3)
Examples of American citizens who by their efforts have demonstrated leadership, determination, citizenship, service.

Introduction to JROTC II.....(1)

DAI/SAI Selected Subjects.....(25)
(Suggested subjects for JROTC I are listed on page 14)

TOTAL 108

SECOND YEAR -- JROTC II (Type credit recommended - General Science)

ROTC/Service Opportunities.....(5)
ROTC opportunities; military service opportunities; service academy opportunities; career fields, branches and service benefits; description of four-year colleges/universities, junior colleges, technical/vocational schools - community colleges and Army schools.

Leadership Theory.....(10)
Duties/functions review; identification of personality/psychological needs; management; elements of leadership; management by objective.

Drill and Ceremonies.....(12)
Practical exercise in development of leadership abilities; value of physical exercise and conditioning program/activities; cadets in the role of leaders (emphasize squad members). See comments in JROTC I reference Physical Training.

Map Reading and Land Navigation.....(10)
Review of JROTC subjects; determining direction; G-M angle conversion; location of unknown points; grid systems, coordinates, and scales; military symbols; practical exercise in use of magnetic compass.

First Aid, Hygiene, Field Sanitation.....(8)
Review of JROTC subjects; transportation of a casualty; leaders' responsibility for health and safety; personal hygiene and disease control.

Techniques of Communication.....(10)
Review of JROTC subjects; the principles of instruction; instructional methods and techniques; training aids; lesson plans, preparation and use; planning a meeting.

Introduction to JROTC III.....(1)
DAI/SAI Selected subjects.....(~~56~~ 52)
(Subjects for JROTC II are listed on pages 14, and 15)

TOTAL 108

THIRD YEAR -- JROTC III (Type credit recommended-General Science)

ROTC/Service Opportunities.....(2)
Review of JROTC materials; vocational training in the military; identification of military skills; educational/skill requirements for promotion and duty assignment.

*Voluntary Subject

Leadership Theory.....(10)
Review of JROTC II material; military leadership and management techniques; duties of the leader; the problem solving process; announcing/communication of decision; staff sections/function/procedures; role of the commissioned officer; role of noncommissioned officer, ethics of leadership.

Drill and Ceremonies.....(12)
Review of JROTC material; cadets in role of leaders; conduct of physical training; conduct of formal guard mount; inspections; ceremonies, reviews, and parades.

Map Reading and Land Navigation.....(10)
Review of JROTC I and JROTC II materials; map substitutes and field expedients; plan for and participate in land navigation exercises.

Communications.....(10)
Oral communication; review of JROTC II methods of instruction materials; cadet's preparation for instruction; cadet presentation; conducting/participating in meeting. Written communication; purpose and objectives of written communications; advantages; disadvantages; basic types of written correspondence. Radio/Wire communications; introduction; basic types/methods of tactical field communications; receive/transmit techniques; security procedures/techniques; practical exercise.

Role of the US Army.....(8)
Basic philosophy; role of US Army; role of US Air Force, role of US Navy, branches of the Army.

Vocational Studies.....(2)
Training/vocational opportunities available in the Army; review of basic MOS codes; introduction to career management fields; cadets intending to enter military service immediately upon completion of high school.

Introduction to JROTC IV.....(1)
DAI/SAI Selected Subjects.....(53)
(Suggested subjects are listed on pages 15, 16, and 17)

TOTAL 108

FOURTH YEAR -- JROTC IV (Type credit recommended-Social Science)

Leadership Theory.....(8)
Review of JROTC III materials; briefing of senior cadets; the psychology of leadership; the problem solving process; practical exercises in problem solving and management.

Drill and Ceremonies.....(20)
Review of JROTC III materials; practical exercises/ tasks to be performed by cadets. Establish a Physical Readiness Program.

Map Reading and Land Navigation.....(10)
Review previous instruction; participate and plan land navigation exercises, navigate using a map and compass.

First Aid, Hygiene.....(8)
Review instructional/development--military stakes program in first aid; personal hygiene of personnel during training exercises; safety procedures; participation in local rescue/ambulance squad; develop a heat prevention course, develop a cold injury prevention course.

Physical Fitness Course: running, other "carry over" sports; weight training; nutrition.....(10)

Role of the US Army Reserve.....(1)

Role of the Army National Guard.....(1)

Communications.....(10)
Oral communications; review of classroom methods of instructions briefings. Written communications; review; formats of basic correspondence; developmental/practical exercises.

Ethics.....(5)

American Military History.....(18)
Colonial Wars to Vietnam Conflict.

DAI/SAI Selected Subjects.....(24)
(Suggested subjects are listed on page 16)

TOTAL 108

DAI/SAI Selected Subjects

Additional subjects, other than those listed below, must be approved by DCSROTC Headquarters.

Following is a list of DAI/SAI selected subjects for JROTC I:

American Military History.
Army and its Role in National Defense.
History of Warfare.
Role of Females in the Army.
Contributions by Minorities to the Army.
Human Relations.
Personnel Management Characteristics.
Survival Training.
Orienting.
Civil Defense.
Skill Qualification.
Marksmanship.
Drill & Ceremonies.

Following is a list of DAI/SAI selected subjects for JROTC II and JROTC III. Blocks I and II are intended to support a General Science Program. These two blocks are interchangeable; i.e., Block I can be taught in either JROTC II or JROTC III: however, it is recommended they be taught in order. Blocks III and IV are intended to support a social science program in schools that cannot support a general science program.

Block I - Technology I.....(56)

Note: 50 hours must be Technology I subjects.

The Environment: Atmosphere, weather elements, weather forecasting, aviation - weather.

Principles of Flight: Basic aeronautics, aircraft motion and control, aircraft structures and instruments, aircraft propulsion systems, navigation principles, air navigation aids and systems.

Propulsion Systems: development of engines, operation of various engines (both reciprocating and turbine), formulas to calculate horsepower, acceleration; thrust and thrust horsepower.

Army Military Aircraft: include remotely piloted vehicles.

Army Aviation - Organizations.

Marksmanship. (Not a Technology I subject).

Block II - Technology II.....(52)

NOTE: 50 hours must be Technology II subjects.

Optics: Electromagnetic radiation in the wavelength range including infrared, visible, ultraviolet and x-ray. Knowledge of speed of light. Types of optics; binoculars, telescopes, etc.

Laser: basic knowledge of types and uses.

Navigation Systems: basic knowledge of types and uses on combat vehicles.

Robotics: basic understanding dealing with the design, construction, and operation of robots in automation.

Sensors: types, sensitivity and current Army uses.

Computers: types, basic terms and "user friendly" improvements.

Army Uses of Technology: Training - at Army schools; computer assisted games, simulators and their use, sub-caliber devices/multiple integrated laser engagement system (MILES), and the National Training Center's use of technology.

Logistics: Warehousing functions, use of robotics, diagnostic equipment.

Marksmanship. (Not a Technology II subject).

Block III - Not for use in a General Science POI. Subject credit recommendation - Social Science. ***
To be used in JROTC II.....(52)

Army Customs and Courtesies.
Self-Image.
Personnel Management.

The US Army, People, Places and Times.
Skill Qualifications Tests.
Human Relations.
Nonverbal Communications.
Drill and Ceremonies.
Profiles in Achievement--examples of military personalities.
General Military History--World War I, World War II, Korea and Vietnam.
Marksmanship.

Block IV - Not for use in a General Science POI - Subject credit recommendation - Social Science. ***
To be used in JROTC III.....(52)

Citizenship and Community Service: civil emergencies and disasters, individual group and/or family planning to meet emergency situations; recreational safety and preparedness planning and procedures.

American Military History to 1865: Colonial Wars, Revolutionary War, Indian campaigns 1783-1815; War of 1812, Texas Independence and Mexican War; Advancement of frontier 1815-1865; American Civil War.

Drill and Ceremonies.
The US Army, People, Places and Times.
Profiles in Achievement.
Adventure Training.
Marksmanship.

The following is a list of DAI/SAI selected subjects for JROTC IV:

Marksmanship.
Military Justice.
Profiles in Achievement.
Career Counseling.
Skill Qualification - List (SQT).
Consumer Education/Budgeting.
Historic trails/Volksmarch.

*** BLOCKS III AND IV WILL BE DISCONTINUED IN SY 88-89.

GENERAL SPECIFICATIONS FOR CONTRACTOR

1. Four student texts are required, one each for JROTC I, JROTC II, JROTC III AND JROTC IV.

2. An instructor guide and workbook are also required for each of the four years.

3. Student texts must be designed to track with guides and workbooks.

4. Finished workbooks should be stapled and 3-hole punched.

5. A separate pamphlet should be developed to present information that frequently changes such as pay scales, benefits, Army organizations, Army technological advancements.

6. Suggested reading levels are as follows:

JROTC I - Grade 8
JROTC II - Grade 9
JROTC III - Grade 10
JROTC IV - Grade 11

7. Formats and style of print should be eye appealing. High reader interest is a must.

8. Highlighting of topic sentences and key points is encouraged.

9. Manuals should have table of contents and indices.

10. Color, diagrams, pictures, etc, should be used.

11. Developers must keep in mind that the intent of the JROTC program is To develop leadership, to develop informed and responsible citizens, to strengthen character, to promote an historical understanding of the role of the Citizen Soldier in a Democratic Society, to acquaint secondary school students with the technical requirements of the modern age, and to develop an interest in the Military Services as a possible career.

12. Development of the technical blocks which will be used for general science credit should be designed to acquaint students with the technologies and not to give a detailed explanation of the advanced science and mathematical principles needed to develop it. The scope of these technical blocks should be introductory in nature and supported by sufficient instructor

guides and workbooks. The scope of this material should be such that it can be understood by the average high school student.

13. The developer should make every effort to combine the required materials into one SAI handbook. Loose leaf manual should be used for ease of update. Administration, Logistics, Security and Cadet Records are the minimum required.

14. All support materials should have a TASC support annex.

ANNEX H

Plan for JROTC Program Growth

1. PURPOSE: To establish a plan for the JROTC program growth.

2. DISCUSSION:

a. The CSA and VCSA gave guidance that the JROTC program should be doubled; ie, increased from its current Congressional authorization of 896 units to 1791 units. This is to be done in the 88-92 POM.

b. To do this will require Congressional approval since Congress mandates the number of authorized JROTC units. To double the number of units in the 88-92 POM will require 179 to be established each year.

c. The JROTC program has been expanding by 50 units per year over the last several years. 1986 and 1987 should be used to improve program management and seek Congressional approval for the programed growth.

d. A doubling of the JROTC program will require an increase in supervisory requirements at the region level of 60 officers (03's and 04's).

3. RECOMMENDATION: The following MATRIX be used as a goal* for programed JROTC expansion:

	START	88	89	90	91	92	
Number of JROTC Units	896	1075	1254	1433	1612	1791	1791
Annual Increase	0	179	179	179	179	179	0
Current Program Dollars**	35	40.1	40.1	42.3	42.7	42.7	42.7
Needed Program Increase	0	6.2	12.0	17.7	23.4	29.1	29.6
Total Program	35	44.7	50.9	60.0	66.1	71.8	72.3
Total Enrollment	150,000	167,900	185,800	203,700	221,600	239,500	239,500
Enrollment Increase	0	17,900	17,900	17,900	17,900	17,900	
Number of Instructors	2100	2450	2800	3150	3500	3850	3850
Annual Increase	0	350	350	350	350	350	0

*This matrix shows the lowest estimated cost. The law states the minimum number of cadets instructors per unit, and these were the numbers used to estimate costs.

**In millions of dollars.

ANNEX H

ANNEX I

Consolidated List Of JROTC Recommendations

1. Recommendations for Issue 1 - The Lack Of A Mission Statement For JROTC.

a. That the CSA approve a concept of Total Army Sponsorship of JROTC units. The exact implementation of the concept to be developed jointly by TRADOC and DCSPER.

b. Change AR 145-2 as follows:

(1) Change paragraph 1-2b, and 1-2c and 1-2d to read 1-2c, 1-2d, 1-2e respectively.

(2) Add paragraph 1-2b as follows:

Mission: To help develop informed responsible citizens, aid the growth of their leadership potential, strengthen their character through teaching of the values associated with service life, acquaint them with the technology inherent to a modern Armed Force, and promote an understanding of the historical role of Citizen-Soldiers and their service and sacrifice to the Nation, thereby creating an interest in the military service as a career.

(3) Change paragraph 1-2c objectives to read:

1-2c(1) To develop leadership.

1-2c(2) To develop informed and responsible citizens.

1-2c(3) To strengthen character.

1-2c(4) To promote an historical understanding of the role of the citizen Soldier in a Democratic Society.

1-2c(5) Acquaint secondary school students with the technical requirements of the modern age.

1-2c(6) To develop an interest in the military services as a possible career.

1-2c(7) To develop the ability to logically arrange thoughts and communicate effectively, orally and in writting.

1-2c(8) To acquaint students with selected military qualification standards.

1-2c(9) To familiarize students with the history, purpose and structure of the military services with emphasis on accomplishments of the United States Army.

1-2c(10) To develop a knowledge of the educational and vocational opportunities offered by the United States Army.

1-2c(11) To develop an appreciation of the value of physical and mental fitness.

1-2c(12) To develop the basis skills necessary to work effectively as a Team Member.

c. The Program of Instruction's learning outcomes have been changed to dovetail with a. above. Point: Future changes to program objectives will also change the POI learning outcomes.

d. Delete from AR 145-2 that part of paragraph 1-2d(3) which status "are not of themselves, officer-producing programs". This is confusing and it is general knowledge that JROTC does not provide Army commissions to JROTC graduates.

2. Recommendations for Issue 2 - Needed Management Improvements.

a. Recommendation for Issue 2a - Supervisory Structure and Staffing. That TRADOC authorize positions for a staff element within DCSROTC with primary staff responsibility to manage the Army JROTC program. The duty description of the director, whose grade should be an 06, would be lengthy. Under the current DCSROTC organization he would be in charge of a four man cell. His duty description would be as follows: manages the JROTC program and acts as principal advisor to the DCSROTC chief of staff; prepares studies concerning proposed program changes; prepares TRADOC and DCSROTC regulations that govern the program; develops short and long-range plans to include expansion of the JROTC program; adapts the curriculum (POI) of the program to reflect changes in secondary education philosophy and DOD policy; prepares school nomination and deactivation list by order of rank; makes formal presentations as required (to MACOMS, other Services etc); conducts liaison with the academic community, and state and local officials; supervises an instructor management branch that controls 2000 instructors. (This branch would help the Regions recruit screen, nominate, certify/decertify and evaluate instructor performance); supervises the development and administration of the JROTC annual program budget; serves as a consultant to the training Division (ATRO-T) on matters pertaining to the POI textbooks and training aids; and coordinates with the logistics division for JROTC requirements.

b. Recommendation for Issue 2b- The System For Identifying and Selecting New Units.

A memorandum of understanding between USAREC and DCSROTC be agreeded upon that requires a quarterly meeting of the various marketing branches and the JROTC point of contacts from DCSROTC and DAPE-MPA-OA. The purpose is to determine penetration areas and evaluate new schools wishing to enter the program.

The following weighted criteria be instituted for JROTC unit selection:

Subject Area	Points	
Physical Facilities	5	
Attitude of Principals	10	
Community	5	
Academic Quality (Go to College rate)	20	
Type of Credit (PE, Social Science etc)	20	
Unique advantage	5	
Willingness to Pay Instructors above the minimum wage	5	
Geographic Distribution	10	
Enrollment	10	
Total	100	(scores below 75 requires a waiver before entry into the program.)

Guidance given to the surveying officer for determining points should be specific in the subjective areas of academic quality, type credit, geographic distribution and enrollment. The specific guidance for each area is as follows: if the academic quality of the petitioning high school has a go to college rate of 75% or better - 20 points; better than 50% but less than 75% - 10 points; less than 50% - 5 points; if the petitioning high school is awarding science credit toward graduation - 20 points, if PT credit - 10 points, if no credit - 0 points; if the petitioning high school is in a geographic area with a below density of JROTC units - 20 points; if it is balanced - 10 points; if above authorized number - 0 points; if the petitioning high school has a high school enrollment of over 1000 students -20 points; under 1000 students but more than 900 students - 10 points; under 900 students - 5 points.

Data must be gathered and monitored if the above recommendation are to be evaluated. To gather this data will require a major initial effort and then semiannual updates. A recommended format for the needed data is in enclosure 6, which is a new chapter for AR 145-2. This chapter supports not only this issue but all other issues as well.

c. Recommendations for Issue 2c - The System For Cadre Personnel Management.

That AR 145-2 paragraph 6-15c be expanded to require a full length 5x8 photograph, in uniform be taken within six months of application and be submitted with the application; if retired a FD 258 (fingerprint card) be submitted and that all applicants be interviewed before certification.

That to AR 145-2 a new paragraph be added, that paragraph to be 6-15d. This paragraph should state, Region commanders will begin rank ordering applicants based on their total background. An important part of this background is the applicants education experience and credentials. In addition data must be gathered and maintained on all instructors by rank, and academic qualifications.

That to AR 145-2 a new paragraph be added, that paragraph to be 6-25d. This paragraph should state, Upon initial employment, certification is probationary for a period of 1 year subject to review by Region commanders. The final certification to be based on -

(1) Instructor continues to meet the qualifications as applicable and outlined in paragraph 6-15.

(2) Annual performance appraisal.

(3) Instructors ability to maintain weight standards per AR 40-501.

(4) Instructors compliance with any conditional aspects of this initial employment.

(5) Input from Region Representatives, professor of military science and school officials.

That to AR 145-2 a new paragraph be added, that paragraph to be 6-25e. This paragraph should state, an unfavorable initial review of the instructor at the conclusion of the probationary period will result in one of the following actions:

(1) The individual will be notified by the ROTC Region, not later than 1 month prior to the end of the school year, that they have not been selected for final JROTC instructor certification. The school and other Region headquarters will be notified and the procedures as outlined in paragraph 6-26 should be followed.

(2) The individual may be granted an additional probationary period on the recommendation of the DAI/SAI and/or approval of the Region Commander.

That to AR 145-2 a new paragraph be added, that to be 6-25f. This paragrapgh should state, for an instructor to keep his certification he must continue to meet all requirements found in paragraph 6-25d.

That to AR 145-2 a new paragraph be added, that pargraph to be 6-25g. This paragraph should state, for an instructor's qualifications to be considered current there must be on file at Region headquarters:

(1) A physical not older than 2 years.

(2) A full length 5x8 photograph in uniform, not older than 4 years.

(3) A current evaluation report, with a comment in the report that the instructor continues to meet all qualifications found in paragraph 6-15.

That AR 145-2 paragraph 6-26a be expanded to include the requirement for ROTC Regions to develop a system of annual written performance appraisals for JROTC instructors.

d. Recommendations for Issue 2d - The System For Updating the POI. Approve, contract and produce the draft POI at Enclosure 8.

To AR 145-2 a new paragraph be added, that paragraph to be 5-10d. This paragraph should state,

d. Responsibilities:

(1) The Chief, DCSROTC Training Division:

(a) Prescribe the uniform required by the POI and the vision of the program, staff uniform changes to support changes in POI requirements.

(b) Develop program content to include planning and preparation of course objectives, rational, and instructional materials. The developmental goal is to establish the Army as a leader in education excellence.

(c) Evaluate the POI annually according to the procedure outlined in 5-10e below.

(d) Determine the costings of (b) and (c) above.

(e) Coordinate POI changes as necessary with TRADOC-DCST.

(f) Establish an operational workshop as outlined in 5-10e below.

(g) Establish workshop and conferences for instructors and school officials and members of the DCSROTC staff to discuss the POI.

(2) Army Instructors are responsible for:

(a) Planning the JROTC program in consonance with the guidelines given in the POI.

(b) Teaching the courses provided by the Army.

(c) Planning, conducting and providing supervision of field trips and similiar activities.

(d) Participating in career improvement efforts such as in-service training, workshops and advanced educational courses for professional development.

(e) Supervising the administration, logistics, and financial management of the unit.

(f) Accomplishing other duties as required.

That to AR 145-2 a new paragraph be added, that paragraph to be 5-10e. This paragraph should state:

e. POI Evaluation:

(1) The Chief, DCSROTC Training Division, must establish a School Officials Operational Workshop, made up of selected leaders from secondary schools that host JROTC units. This workshop will evaluate the JROTC program yearly and reports the results directly to Commander, DCSROTC.

(2) The Chief, DCSROTC Training Division will send a representative to the Annual Interservice meeting prepared to discuss the Army POI with the other services.

(3) The Chief, DCSROTC Training Division will establish JROTC POI workshops composed on instructors, assistant instructors, school officials and DCSROTC staff members to discuss the POI.

(4) Studies conducted within school systems, either for self-evaluation or to determine how well the schools are meeting regional accrediting requirements provide further information for POI evaluation, and should be used for POI evaluation whenever available.

(5) The Chief, DCSROTC Training Division, will invite state curriculum committees, and regional accrediting associations to evaluate the JROTC POI.

(6) Each year the POI plan for the following year will be evaluated by the operational workshops to determine is money sufficient and are priorities correct.

That AR 154-2 paragraph 5-13a be expanded to read:

"a. Camps for JROTC/NDCC are a very important part of the JROTC Training program. Camps interlock with the formal POI. The ultimate goal of the summer camp program is have 20% of the total enrollment or 20,000 cadets whichever is least, attend each years summer camp. Of this number 5,000 should be handpicked as leaders for the next school year and should attend a leadership summer camp of a near OCS quality. The rest of the students will be in a more introductory course."

e. Recommendations for Issue 2e - The System For Adequately Determining Resource Needs.

All future budgets should be planned considering all the items found in the attached figure 1.

	A	B	C	D	E	F	G
1	REQUIREMENTS FOR JROTC FY87 - FY92			OPERATION AND MAINTENANCE ARMY			
2	SHOWS RQMT AFTER LOSS OF SUMMER CAMP. $ TAKEN EXCEPT FOR FY89						
3							
4	FILE: JRRQMT2	12/12/85 10.52.06					
5	REQUIREMENT/FY	FY87	FY88	FY89	FY90	FY91	FY92
6							
7	INSTR SALARIES	22.5	22.6	22.6	22.6	22.6	22.6
8	TRAVEL	.8	.9	.9	.9	.9	.9
9	TRANS OF SUPP&						
10	SUPP & EQUIP	3.4	3.5	3.5	3.5	3.5	3.5
11	RENTS,COMMO,						
12	EQUIP MAINT,NSF						
13	SUP & EQUIP	.6	.6	.6	.6	.6	.6
14	SUMMER CAMP						
15	POI	.3	.3	1.5	.3	1.5	1.5
16	ADVERTISING	.2	.2	.2	.2	.2	.2
17	REGION SPT	.8	.8	.8	.8	.8	.8
18	OTHER SPT	1.8	1.8	1.8	1.8	1.8	1.8
19	STUDENT SURVEY				.2		
20							
21	TOTAL OMA REQMT	30.4	30.7	31.9	30.9	31.9	31.9
22							
23	INSTRUCTOR SALARIES BASED ON 2,323 @ 9,711 EACH						
24	TRAVEL BASED ON FY87 FUNDED OF .4 PLUS ADD'L RQMT OF .4						
25	SUPP & EQUIP AND TRANSPORTATION OF SUPP REMAINS CONSTANT						
26	RENT,COMMO,EQUIP MAIN, AND NSF SUPP & EQUIP REMAIN CONSTANT						
27	SUMMERCAMP FUNDING ASSUMED TO BE LEGAL						
28	POI ASSUMES IT WAS TOTALLY REVISED IN FY86						
29	ADVERTISING IS MINIMAL REQUIREMENT FOR EACH REGION						
30	OTHER SUPPORT INCLUDES CLEANING OF UNIFORMS						
31	STUDENT SURVEY FUNDING IS REQUIRED TO FIND IF IMPROVEMENTS MADE HAVE						
32	IMPROVED STUDENT'S IMAGE OF JROTC						
33							

Figure 1