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ABSTRACT

This guidebook was designed as a planning aid for districts participating in the Junior Reserve Officers' Training Corps (JROTC) Career Academy Program, a partnership among the United States Department of Defense, the United States Department of Education, individual school districts, and the business community. The program personalizes instruction through schools-within-schools and provides leadership and vocational and academic training to at-risk youth. The program emphasizes high school graduation through academic instruction; critical skills development through a career-field focus; and citizenship, leadership, responsibility, values, and discipline through the JROTC course of instruction. Following the introduction, chapter 2 describes the academy model (its theoretical basis and overview) and chapter 3 discusses the roles of various participants. One table is included. The appendix contains an implementation timeline. A list of National Center for Research in Vocational Education publications is included. (Contains 10 references.) (LMI)

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# *JROTC Career Academies' Guidebook*

*Abby E. Robyn, Lawrence M. Hanser*

**National Defense  
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*JROTC Career  
Academies'  
Guidebook*

*Abby E. Robyn, Lawrence M. Hanser  
with Materials from the California  
Partnership Academies Handbook:  
A Guide to Success*

*Prepared for the  
Office of the Secretary of Defense*

**National Defense  
Research Institute**

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## PREFACE

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The JROTC (Junior Reserve Officers' Training Corps) Career Academy Program is a unique and innovative enterprise joining together the experience and resources of the U.S. Department of Defense (DoD) and the U.S. Department of Education (DoED). JROTC Career Academies represent a partnership among the DoD, the DoED, individual school districts, and the business community. The program personalizes instruction through schools-within-schools and provides the leadership and vocational and academic training that youth at risk of dropping out of school need to compete in a changing global economy. As a new partner in career academies, JROTC brings a long history of developing skills in leadership, self-discipline, and citizenship in high school students.

RAND is a nonprofit institution that conducts policy research in the public interest. Through its National Defense Research Institute (NDRI), a federally funded research and development center supported by the Office of the Secretary of Defense, the Joint Staff, and the defense agencies, RAND has contracted with the Department of Defense to assist in developing the JROTC Career Academy Program and to evaluate it. The work for this guidebook was done in NDRI's Forces and Resources Policy Center.

This guidebook is designed as a planning aid for districts participating in the JROTC Career Academy Program.

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## ACKNOWLEDGMENTS

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Special thanks are due to Marilyn Raby for permission to use materials from the *California Partnership Academies Handbook: A Guide to Success* (California Department of Education, Sacramento, CA, revised 1994).

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**INTRODUCTION**

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The JROTC (Junior Reserve Officers' Training Corps) Career Academy Program is a unique and innovative enterprise joining together the experience and resources of the U.S. Department of Defense (DoD) and the U.S. Department of Education (DoED). JROTC Career Academies represent a partnership among the DoD, the DoED, individual school districts, and the business community. The program personalizes instruction through schools-within-schools and provides the leadership and vocational and academic training that youth at risk of dropping out of school need to compete in a changing global economy.

As a new partner in career academies, JROTC brings a long history of developing skills in leadership, self-discipline, and citizenship in high school students. The JROTC Career Academy Program emphasizes high school graduation through academic instruction; critical skills development through a career field focus; and citizenship, leadership, responsibility, values, and discipline through the JROTC course of instruction.

This guidebook is designed as a planning aid for districts participating in the JROTC Career Academy Program. It describes the academy model (in Chapter Two) and the roles of various participants (in Chapter Three), and provides an implementation timeline (in the Appendix) and a bibliography. The National Center for Research in Vocational Education (NCRVE) publishes and makes available at minimal cost several reports that may be useful to academies as they work to implement key components of the model, such as integrat-

ing academic and vocational curricula. A brief list is included at the end of this report.

Much of the material included in this guidebook has been drawn from the reported experiences of school districts that have implemented career academies, including the California Peninsula Academies, Philadelphia High School Academies, Inc., and the New York high school academies.

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## THEORETICAL BASIS AND OVERVIEW OF THE ACADEMY MODEL

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Over 100 schools are currently implementing the academy model developed in Philadelphia in the late 1960s to address the needs of students at risk of dropping out of school and lacking the education and job skills they need to gain employment. Underlying the academy model is the theory that dropout rates can be reduced and student achievement increased if students see the value in education through its relation to their lives and future careers: The “explicit connection between school and the world outside appeals to students” (Stern et al., 1992).

To accomplish the goals of reduced dropout rates and increased student achievement, each academy is established as a school-within-a-school, an environment in which a small group of students and teachers come to know and value each other, academic coursework is integrated with vocational training, and the educational experience is unified by an occupational focus. Instruction includes real-life situations, and students are provided with a variety of job-related activities so that the connection between education and work is apparent. Experience with academy programs teaches that the more fully the academy model is implemented, the more likely it is to have a positive effect on student outcomes (Dayton et al., 1992). The components of the academy model that have been found essential to success are listed in Table 2.1 and are briefly described below. Descriptions of these components can also be found in Stern et al. (1992). In addition, the JROTC Career Academies include the full participation of JROTC staff and require that students participate fully in JROTC.

**Table 2 1**  
**Components of the Academy Model**

- 
- Broad occupational focus
  - Designated staff
  - Block scheduling
  - Common planning period for teachers
  - Reduced class sizes
  - Integrated academic and vocational instruction
  - Business partnerships
- 

### **BROAD OCCUPATIONAL FOCUS**

An occupational focus, such as aviation, health, or small business operations, serves two functions in the career academy. First, it unifies instruction. Integrated curricula directly relate academic coursework to the occupational focus, explicitly linking schoolwork to job training. Second, if chosen carefully, it ensures that students are trained in an area with labor market opportunities in their local community. Through guest speakers, field trips, job shadowing, internships, and summer jobs, students are exposed to the work world and a variety of career opportunities.

### **DESIGNATED STAFF**

In addition to an advocate in the school district's administration, each academy needs a program director and a specific set of instructors designated to work as a team to plan the academy, develop the curriculum, and provide instruction for the students. In some cases, the program director may be a lead teacher who is given extra planning time to administer the academy. (See Stern et al., 1992, p. 22.)

### **BLOCK SCHEDULING**

The academy brings together a group of students who share a common core of classes—usually three academic classes, a technical or vocational class, and, in JROTC Career Academies, a JROTC class. Each semester, JROTC Career Academy students must take a JROTC class and at least one technical or vocational class, plus the academic courses required to stay on track for high school graduation. The

most efficient way of handling these requirements, and the most flexible, is block scheduling: The first four periods of the morning are used as a typical *block* for the academic and technical/vocational classes. This schedule allows for a variety of additional activities that last longer than one period or that involve more than one class (e.g., field trips within the four-period block). The academy team—a small set of committed teachers—should decide which courses to block-schedule and how the time block is to be used. Schedules within the block may vary from week to week, depending on staff decisions to allocate time to special projects, activities, or students' coursework needs.

### **COMMON PLANNING PERIOD**

A common planning period for academy staff is essential to coordinate program planning and exchange information about student progress. Teachers need to be able to coordinate activities, share successes, and solve problems together to resolve difficult situations, develop common learning strategies, and prepare challenging, integrated curricula.

### **REDUCED CLASS SIZE**

Smaller classes allow teachers to get to know students and have the time to address individual needs and aspirations. Students are also part of a positive peer group, one that is interested in school and in acquiring skills that will help them be successful in the job market. Academies are designed to have 40 to 50 students per grade level (20 to 25 students per class). A typical 3-year 10th-through-12th-grade academy, with attrition, will number 100 to 120 students total (Dayton et al., 1992).

### **INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION**

One reason students drop out of school is that they often fail to see the relevance of their courses—especially their academic courses—to their own futures. Integrating academic and vocational instruction helps students see the connection between school and their occupational futures. It makes academic coursework more interesting

and motivates students to complete their high school education. Academic classes gain credibility as their utility becomes apparent.

For example, in a Business Entrepreneurship Academy, social studies classes might include creating a marketing survey for a new product or service, mathematics classes might include analyzing statistically the frequency of responses on the survey, and English classes might require writing a report on the survey results, all of which could be related to a small business design simulation in the technical/vocational class. This type of project-based coordination is an effective way to engage students in academic coursework. More limited coordination (e.g., between a technical class in aviation and a science course studying motion) may also be appropriate.

Topics that lend themselves to being integrated are best identified by the teaching team. Initial planning time must be made available for teachers to become familiar with new substantive areas, new materials, and each other's curricula, and then to build interrelated curricula. To facilitate the process, workshops can be organized during the summer for academy teachers. Whenever possible, specialists in curriculum integration can lend technical assistance. Time also needs to be set aside during the school year, e.g., through common planning periods and release time, for ongoing integration and revision of curricula based on experiences.

## **BUSINESS PARTNERSHIPS**

An academy program requires the support and participation of businesses in the community, especially those in the same "technical" field as the academy. A broad base of business links ensures industry support in establishing and maintaining the academy. Business partners need to be part of the program-development team, adding their input to curricula and providing speakers and mentors, field-trip sites, and work opportunities. In addition, businesses may contribute equipment, supplies, in-kind resources (e.g., labor and materials to develop promotional materials, and facilities for meetings and other functions), and loaned employees to assist with the technical classes.

## Advisory Committee

The academy must have an advisory committee. At a minimum, this committee should consist of individuals involved in operating the academy—school district officials, school administrators, and lead teachers—and representatives of the private sector. Representatives from business and industry should constitute the majority of the committee, particularly individuals who are able to obtain needed support from their companies (e.g., summer jobs, mentors, equipment), and provide input to the academy curriculum. The size of this group should be large enough that task forces can be formed to work on particular issues or solve specific problems without overburdening individuals (e.g., task forces for curriculum development, job development, recruitment of mentors and other volunteers, student support services, and public relations). This group is charged with developing and reviewing academy policies and procedures.

## Mentors

One activity that links students with the business world is mentoring. By the second year of the academy, each student can be matched with a mentor from the business community. The purpose of a mentor is to give the student a role model and a “friend in industry” who can offer information and guidance on how to achieve success. Mentors should be willing to spend a minimum of a few hours per month with their students and to speak regularly with them on the telephone.

Most mentors, particularly those who do not have prior experience, will benefit from group activities that can be done either at or outside of school, in addition to one-on-one activities with their students. Special events, such as mock interviews at a company, a mentor brunch hosted by the students at their school, or an after-school picnic, can be both fun and successful (i.e., achieve the goals of mentoring). Other activities that mentor-student pairs can do together or in small groups include

- touring the school
- touring the mentor’s place of business
- shadowing the mentor at her/his job for the day

- having lunch
- discussing careers and basic strategies for getting and holding a job
- attending a job fair or technical show
- tutoring.

### **Speakers**

Many individuals in the private sector cannot afford the time to be mentors, yet they are interested in speaking with students in the classroom and sharing personal experiences with them. These individuals can be a rich source of information for students regarding such matters as career selection, employment skills, and the importance of an education. The industry liaison can develop a list of speakers and topics and can either coordinate a speaker program for the academy or let the teachers invite the speakers themselves. Occasionally, parents of academy students are interested in volunteering as classroom speakers; they are a resource that should not be overlooked.

### **Field Trips**

Field trips are an excellent way to expose academy students to the world of work. For many students, they are the first opportunity to see a business environment first hand; without this experience, students may have difficulty envisioning themselves working in such a setting. Site tours of participating businesses allow students to learn about entry-level positions and the qualifications needed for those positions, and to observe people working in jobs to which the students themselves may aspire. A minimum of four field trips per year is recommended for each first-year academy class and two per year for the following years. Visits should be followed by classroom discussions and assignments.

### **Summer Employment**

Summer jobs should be meaningful work experiences, ideally in the occupational field on which the academy is based. At the very least,

such jobs should provide students with an interesting experience that improves their employment skills. Each academy is responsible for placing students in jobs during the summer following 11th grade. However, there is no obligation to place students who must attend summer school or who are prime candidates for termination from the program.

Organization of the summer employment component of the program requires a close working relationship between the business/industry liaison and companies that have agreed to participate. Planning should begin no later than February of the 11th-grade year.

The task of job coordination can be quite complex, especially if the participating businesses use different procedures and a variety of personnel in the hiring process. Establishing procedures at the beginning of the program that are essentially uniform from business to business is desirable (e.g., all students would complete a standard résumé or application form).

### **JROTC PARTNERSHIP**

The Career Academy program adds a new element to the academy model by integrating JROTC leadership and citizenship training into the program and by using JROTC human and material resources to further the technical/vocational training component. JROTC personnel need to be involved from the outset in developing the academy program, planning curricula, designing enrichment activities, assembling resources, and determining staff responsibilities. Just as academic instruction and vocational instruction are integrated, so the JROTC curriculum and activities are an integrated part of the academy program. JROTC instructors should be involved in all aspects of program development and delivery.

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**PARTICIPANT RESPONSIBILITIES**

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JROTC Career Academies represent a partnership among the Department of Defense, the Department of Education, the individual school districts, and the business community. Under contract with the Department of Defense, RAND is assisting with the implementation and evaluation of the original JROTC Career Academies. The responsibilities of each of these organizations, as well as those of some key individuals within the school districts, are discussed in this chapter.

**U.S. DEPARTMENT OF DEFENSE**

Along with the DoED, the DoD is responsible for the initiation and support of the JROTC Career Academies. The program was conceived by the Director of Special Projects and Research in the Office of the Under Secretary of Defense for Personnel and Readiness (OUSDP&R). It resided in and was managed by that office until recently transferred to the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs), which acts as lead agency. OUSD staff monitor the program's implementation and have responsibility for evaluation of the original program.

The DoD's role includes the provision of staff and general support, as well as access to surplus equipment. Through their local JROTC program, schools have access to JROTC uniforms, texts, and training sites. Academies may obtain surplus DoD equipment at little or no cost through the Defense Logistics Agency. To be eligible to receive equipment, the school must apply for Service Educational Activity status through its local JROTC unit. Upon approval, the school may

acquire equipment through its nearest Defense Reutilization and Marketing Office.

Department of Defense funds are also allocated for use in establishing JROTC Career Academies. Schools may use these funds at their discretion to support the establishment and operation of JROTC Career Academies, including to procure instructional materials and equipment and to support staff development and curriculum development.

## **U.S. DEPARTMENT OF EDUCATION**

The DoED role includes funding portions of the program through the Office of Vocational and Adult Education Demonstration Programs. Staff from the Department of Education assist in planning and monitoring the program.

## **RAND**

RAND's role in program development includes facilitating schools' implementation of the academy model in pilot districts through site visits, phone contacts, and the organization of annual conferences. RAND is developing evaluation instruments, collecting and analyzing program data, and reporting on the annual progress of the program.

## **DISTRICTS AND SCHOOLS**

### **District**

District responsibilities in the JROTC Career Academy Program include a 5-year commitment to the program and to promoting its success. The district's commitment is key to building a credible and prestigious program. Specifically, district support for the innovative scheduling, personnel, space, and equipment requirements of the academy is critical to successful implementation. The district is also responsible for providing overall guidance and program direction, and for coordinating district resources, including technical assistance with curriculum development and with formation of business partnerships. Districts will also provide access to the computerized data necessary for evaluating the program.

## Principal

Getting the program off the ground is the primary responsibility of the school principal. The principal is involved in assembling the academy team and in helping to orient non-academy staff to the program. It is especially important for non-academy teachers to have a positive attitude about the program so that they do not resent the additional staff development or other "benefits" given to academy teachers. Moreover, the principal must approve all academy-related policies that affect the school and must ensure that existing school policies are followed by the academy. The principal is also responsible for all aspects of site management, including assigning rooms and other facilities, scheduling classes, and handling other logistics issues.

## Program Coordinator

Each academy requires a program coordinator to manage all aspects of the academy instructional program. This role may be filled by a teacher, JROTC instructor, or other school staff member. The responsibilities of the program coordinator include the following planning and implementation activities:

- Coordinate curriculum development, scheduling of students and classes, and room allocation
- Coordinate recruitment and selection of students
- Coordinate special on-site activities
- Work with business liaison to schedule speakers and field trips, match students with mentors, and schedule students into summer jobs
- Preside over academy staff meetings
- Assist school administrators with non-academy staff communication and public relations
- Work with JROTC officer to budget and order supplies
- Coordinate data collection for program evaluation.

Because of the level of responsibility and additional time required for the above activities, the coordinator should be a senior or lead teacher, and he or she should be given additional time for planning outside of classroom responsibilities.

### **Academy Teachers and Staff**

Academy teachers must be both dedicated and competent to deal with the special needs of students admitted to the program. They must be committed to the goals of the program and to working with the type of student the academy is designed to help. They must be able to work as a team in planning, teaching, brainstorming, and troubleshooting. They must be willing to take on the extra time and responsibilities that are required by the program, such as

- organizing and attending special functions
- working closely with individual students in identifying and obtaining special support services
- evaluating students on a regular basis and reporting to academy staff
- developing curricula that integrate different academic subjects and academic material with technical/vocational material.

JROTC personnel are an integral part of the academy team. They can be used in a variety of roles besides teaching JROTC classes, including academic teaching, technical/vocational teaching, program coordination, liaison with the business community, activity organization, and student counseling. With the help of the school JROTC coordinator, academies review the pool of staff accredited by JROTC and select appropriate applicants to interview. Personnel selected should be

- comfortable working as part of a team to plan, teach, brainstorm, and troubleshoot
- committed to the goals of the program and type of students targeted by the academy
- willing to accept additional responsibilities as required by the program, including giving personal attention to students,

organizing and attending special functions, participating in academy staff meetings, and reporting on student and program progress

- able to work with other academy staff to develop curricula that integrate different academic subjects and academic material with technical/vocational material.

Along with all the responsibilities of the teacher listed above, JROTC personnel also need to bring to the academy expertise in the leadership, self-discipline, and citizenship skills that employers are seeking in the workforce. They must be able to work as part of the academy team to integrate JROTC values and training into the program. For example, the JROTC curriculum emphasizes developing oral communication skills. By working with the academic and vocational teachers as a team, JROTC personnel can encourage and support other teachers who plan to include oral presentations by students in their lesson plans.

### **Selected Operational Issues**

Many ongoing issues will challenge academies. For the most part, their resolution is the responsibility of the school; however, an academy's parents and business partners share in that responsibility.

**Selecting Students.** The JROTC Career Academy Program is directed toward students at risk of dropping out of school. Each school needs to specify the criteria it will use to identify at-risk students. Typical criteria include one or more of the following:

- Past record of irregular attendance
- Past record of underachievement (e.g., one year below grade level)
- Past record of low motivation or disinterest in the regular academic program.

Approximately 50 students should be enrolled per year (i.e., two classes of 20–25 students). In selecting students, it should be kept in mind that the program is most likely to be successful for those who appear to want to “turn themselves around” and who express a

strong interest in a technical career and a willingness and desire to work toward that goal. Students are usually admitted in the first semester of the academy program; however, special exceptions may be made to admit promising students as late as the beginning of the second year if there is room to accommodate them.

Each academy should develop a student-recruitment plan meeting the needs of its school and community. One strategy for selecting students includes the following steps:

1. *Identify potential students.* Request recommendations from the teachers and counselors of entering students. Make presentations in a common class of entering students (e.g., all English classes) or at district-wide school choice meeting. Provide descriptive information about the program for students to share with their families. Arrange sign-up procedures with feeder schools. Interested students are given a packet containing an information letter for parent or guardian and an application.
2. *Hold group meetings.* If time permits, academy staff meet with small groups of students to describe the program and answer questions. Interested students are then given the packet containing the information letter and application.
3. *Collect data.* Assemble information on each applicant from school records and obtain teacher and counselor input to assess whether applicants meet required entrance criteria, have sufficient motivation, and are likely to succeed in the program.
4. *Interview students.* If time permits, interview students and parents in small groups to assess student suitability for the program.
5. *Select and notify students.* From those students whose applications and parent consent forms have been received, select about 50 students. Notify students through the mail of their acceptance in the academy.

**Support and Recognition of Students.** Students with special needs, such as those in the academy, generally require a high level of extra support and personal recognition in order to change previously negative attitudes and habits regarding school and work. By the very nature of its design and structure, an academy provides these

features. In addition to those features that have already been described, each academy should attempt to incorporate the following features into its program:

- Personal counseling as required
- Tutoring if needed
- Extra incentives and rewards, which may include
  - student-of-the-month award, including a letter of recognition sent to parents
  - lunch with staff for those with excellent attendance
  - end-of-the-year awards for academic and personal achievement
- Graduation ceremony held at a participating company.

**Termination of Students.** Because an academy is designed to *prevent* dropouts, staff should be deliberate in making the decision to drop a student from the academy program. Although high standards must be maintained to ensure the program's credibility, every opportunity to turn themselves around should be given to problem students. Each academy will need to establish its own guidelines for termination, taking into account existing school and district policies. Nonetheless, certain conditions clearly indicate when a student is in difficulty:

- Poor attendance and/or chronic tardiness
- Lack of homework/class preparedness
- Poor grades
- Poor behavior/bad attitude.

Clearly defined procedures that are fair, objective, and consistent should be employed when dealing with a problem student. A student should not be dropped from the program until he/she has had ample warning about his/her difficulties, the situation has been discussed with his/her parents, and the promised supports have been provided.

Procedures for identifying and terminating a student who fails to improve should be reviewed periodically among all academy staff. Clearly, the teacher is the first line of defense. It is up to him or her to identify problems, make initial attempts to deal with them, then refer the student to an appropriate source of additional help if needed.

Help can come from several directions. If a problem is deemed serious enough or if a student's behavior does not change after initial discussions, a "contract" should be drawn up defining exactly what is expected of the student and when, and what steps are required by the teacher and student to achieve change. A copy of the agreement should be given to the student, parents, teachers, and other appropriate staff. Only after such a procedure has been tried and has failed and all other possible supports have been brought to bear, should the student be terminated from the program.

**Parental Support.** Special programs dealing with at-risk students often have difficulty getting parents or guardians to be actively involved. Yet parental interest, support, and involvement in the academy program are clearly important in achieving a lasting, positive outcome. Parents who are interested and involved can do much to reinforce at home the academic lessons and self-discipline skills their children learn at school. There is no substitute for a strong support system that involves parents and other family members. It is therefore extremely important to develop and maintain strong and active lines of communication between the academy staff and parents to reinforce that support system and show each student that a clear relationship exists between school and home that promotes his or her welfare.

Several steps should be taken at the outset of the program to encourage parent involvement:

- A questionnaire should be mailed to all parents to assess their interest in participating in such activities as parent meetings and workshops on careers; being a member of a parent organization; accompanying students on field trips; acting as a speaker in the classroom; or assisting with special events.
- All parents should be kept informed of the academy's goals and activities through regular newsletters mailed to the home.

- All parents should be invited to special functions, preferably through phone calls or personal invitations rather than through form letters.

**Preventing Negative Attitudes of Non-Academy Teachers.** To take maximum advantage of the unique features of an academy, teachers in the program should be given extra time for group planning and troubleshooting and for other incentives to enhance the quality of the program. However, such "perks" may alienate non-academy teachers, who may view them with suspicion and not understand the reasons for them. What can be done to prevent such negative reactions by non-academy teachers from developing?

- It is essential to be open and honest with non-academy staff regarding the extra needs of an academy program. Sufficient time should be allowed in the planning stages to describe the program in detail to the entire school staff so that there is a clear understanding of the goals, objectives, and operations of an academy. Making allies of the non-academy teachers in the school in the formative stages of the program will go a long way toward providing a solid foundation on which to build.
- Under ideal conditions, the academy staff and coordinator should be primarily responsible for communicating with the other teachers in the school. However, it is also important that the administration be fully supportive of academy policies and willing to communicate this supportiveness to non-academy personnel.
- Teachers in the program need to be of very high caliber, and well respected and trusted by their colleagues.

## **BUSINESS AND INDUSTRY**

A vital component of the JROTC Career Academies is their direct link with businesses that encompass the academy's occupational focus. Businesses provide a number of resources, such as

- summer jobs, internships, apprenticeships
- field trips, job shadowing

- mentors, activity coordinators
- funds, equipment, public relations material
- input into the academy curricula and program.

*Experience of other academies indicates that successful academies establish a broad base of business support.* Reliance on one business contact, no matter how large or initially committed, can lead to problems. The business itself may experience difficulties resulting from the changing economy; business staff may lose interest in the program and move on to other community priorities; the resources of the business may not be sufficient to provide the range of job experiences necessary for the academy to be effective; and, on occasion, the business may become too strong a partner, taking over direction of the entire program and undermining the team concept.

JROTC Career Academies draw together the resources of the U.S. Departments of Defense and Education, local school districts, school teachers and administrators, parents, and local businesses to address the needs of students at risk of dropping out of school. By integrating academic and vocational instruction and focusing it on an occupational area that is thriving in the community, academies teach students that success in school is crucial for achievement in the "real world." And, perhaps more important, they provide students with the tools to be successful in their futures there.

A successful academy requires the participation and dedication of numerous individuals and groups, but the potential rewards are significant. JROTC Career Academies have many goals. Helping at-risk students complete school, develop leadership and occupational skills, and learn the value of employment are among them. Ultimately, students' lives and the communities they live in are enhanced and enriched through participation in successful JROTC Career Academies.

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**JROTC CAREER ACADEMY  
IMPLEMENTATION TIMELINE**

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**OCTOBER–FEBRUARY (planning year)**

- Identify program facilities
- Designate program director
- Establish advisory committee
- Establish business partnerships
- Submit requests for Department of Defense surplus equipment
- Identify teacher team
- Develop student recruitment strategy and materials
- Begin renovating facilities

**MARCH–MAY (planning year)**

- Recruit students
- Begin curriculum development
- Identify selected students
- Establish block scheduling and common planning period
- Develop partnership activity plans
- Begin team planning and staff development

**SUMMER (planning year)**

- Curriculum development
- Staff development

**AUGUST–SEPTEMBER (execution year)**

Classes begin

**SEPTEMBER–JUNE (execution year)**

Ongoing teamwork for

curriculum integration  
student support  
special events

Advisory board meetings

Liaison with business/industry for speakers and field trips

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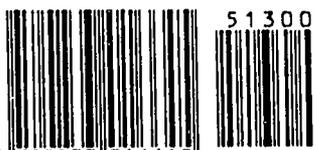
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