



INSTRUCTOR HANDBOOK

If you are reading this handbook as a new or a veteran Marine Corps Junior Reserve Officers' Training Corps instructor, I want to thank you for your decision to continue to serve your country by teaching the youth of today to become better citizens of the future. If you are a retiring Marine interested in becoming a MCJROTC instructor, I encourage you to become certified and seek employment as a MCJROTC instructor at a high school.

With 222 units in as many schools, this guide cannot be all-inclusive and cover all contingencies you might encounter. What this guide can do is to focus on typical situations and provide examples of differences in school systems. It is a base line, built upon the experiences of current MCJROTC instructors as well as Marine Corps policy and directives.

This handbook is not meant to replace the SOP but provides general information on running a MCJROTC Program. It also provides general information on how to interact with students; how to negotiate a contract; how to work with the school, community, and parents; and how to run a successful program. In many cases this handbook will only be able to tell you what questions to ask and provide guidance on how to find the answers.

Since I was an SMI for 10 years, I can attest that being an Instructor is probably one of the greatest and most rewarding jobs in the world (other than being in the fleet.)

This handbook is designed as a survival guide. There are some hard and fast rules that you might want to keep your sights on as you develop and run your program (sort of program range regs):

1. Never be alone with a student under any circumstances. On trips away from school always use parent chaperones.
2. No profanity, no touching, no hazing.
3. Don't take possession of fund raising money. Give it immediately to the school bookkeeper to count and place in your school account.
4. The person you want to keep most satisfied is the school principal.

If you have any comments or suggestions on how to improve this handbook, I encourage you to e-mail the comments using the attached link, (comments@mcjrotc.org).

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CATEGORY ONE - MARINE CORPS JROTC SPECIFICS

SKILL 1 IDENTIFY AND COMPLY WITH MARINE CORPS ORDERS AND POLICIES PERTAINING TO THE OPERATION OF A MARINE CORPS JROTC PROGRAM

Whether starting a new program, or taking over an existing program, an instructor must review and comply with existing “higher headquarters” directives and policies. The first document to thoroughly review is Marine Corps Order (MCO) P1533.6_, the Marine Corps Junior Reserve Officers’ Training Corps Standard Operating Procedures (MCJROTC SOP). When all else fails, read the order! As the new guy on the block, nothing is more important than ensuring the program is meeting the commander’s intent laid out in the Marine Corps JROTC SOP. It provides a wide array of guidance on topics ranging from training, to logistics, to supply matters. It is a stand-alone document that remains a great source of information although some provisions may be superceded by policy guidance issued as policy memorandums. The current edition of the SOP should be read in its entirety. It is a quick read that gives you a superb overview of the program and guidelines for Marine Corps JROTC. Additional information can be found on the Marine Corps JROTC website, <http://www.mcjrotc.org>.

Another source of guidance are the school district’s policies and directives. In most cases, principals and school superintendents will have a limited understanding of our Marine Corps JROTC guidelines. However, the establishment and maintenance of a quality Marine Corps JROTC program depends on adherence to school district guidelines. Hopefully, during district/school orientation, a copy of district policies will be provided. Complying with state and local education laws and policies is of equal importance with regard to adhering to Marine Corps’ directives. In summary, when in doubt read the directive!

SKILL 2 DESCRIBE THE MARINE CORPS JROTC PROGRAM AND CURRICULUM

Instructors must take every opportunity to increase the public’s awareness of Marine Corps JROTC. The intent of the Marine Corps JROTC Program is to develop the leadership abilities and build the character of high school students who choose to participate as JROTC Cadets. The ‘Program’ accomplishes this through a curriculum designed to teach participating students/cadets basic leadership tenets and skills. It also provides them with an organizational framework within which they can practice what they have been taught. As students grow in knowledge and responsibility under the guidance of their highly trained, dedicated instructors, they develop greater self-awareness through increased self-discipline and self-respect. The end result is the

creation of young citizens imbued with patriotism and a deeper understanding of their responsibilities to country, community, school, families and friends.

The Marine Corps JROTC Program can be viewed as a team effort toward individual improvement. Just as the members of any athletic team must work together in order to make the team successful, the Marine Corps JROTC Program requires the same from all participating cadets in order to make the individual cadets better. There are many stories of how the selfless efforts of a team's members led to greater self-awareness for the individuals involved. The same effect is desired within a Marine Corps JROTC Program. Cadets learn to work together to accomplish tasks for the common good, thereby diminishing selfish desires but increasing self-discipline.

The curriculum is divided into five categories: Leadership; Citizenship; Personal Growth and Responsibility; Public Service and Career Exploration; and General Military Subjects. It is designed for a four-year period at traditional high schools consisting of 9th through 12th grades. Each one-year period is considered a level of Leadership Education instruction and each level must total 180 academic hours for a total of 720 academic hours over a four-year period. Finally, it is important to note that there is no active-duty military service requirement resulting from participation in the Marine Corps JROTC Program. Students choosing to participate in JROTC incur no military service obligations but they can earn credit toward promotions in all branches of the armed forces for their JROTC training should they choose to enlist following graduation from high school.

SKILL 3 MANAGE UNIT LOGISTICS

Instructors manage the logistics of a Marine Corps JROTC unit. Usually the MI manages logistics, but both instructors should read and know the Marine Corps JROTC Standard Operating Procedures pertaining to managing a unit supply account. Additionally, the SOP and policy letters have important supply/fiscal information. All supply forms and cover sheets are provided on the MCJROTC Website and can easily be downloaded onto your unit computer.

Each unit must designate a property custodian in writing, a copy of which must be provided to the district. The property custodian will manage the unit Consolidated Memorandum Receipt (CMR), order supplies and manage the appropriate records for all transactions.

The annual budget is often the first challenge an instructor must face. Prior to the 1st quarter of the FY, instructors are given a unit budget that is broken down into two areas: operational funds O&MMC and MPMC funds. O&MMC funds are spent on activities such as transportation, meals, open purchase equipment repair/replacement, self-service, etc. MPMC funds are spent on in system items such as clothing or GSA items and services that support clothing such as alterations. Instructors must keep in mind that all funds will have to be obligated by the 2nd week of August of each fiscal year. Usually

after this date, requests will not be approved and the funds will be removed from your account.

During the 3rd quarter of the FY you will submit a projected budget for the next FY to the Marine Corps District (MCD) Project Officer. When considering your O&MMC operational budget, decide which quarter it is best to conduct field trips, and replace/order open purchase TE equipment. For the MPMC clothing budget, it is helpful to decide early in the year how much money will need to be spent by quarter on replacement items to be at TE CMR authorized levels, and provide alterations and cleaning, etc. You are expected to allocate funds on a quarterly basis. Funds not allocated at the end of the quarter will be recouped and realigned by TECOM at mid year review. The format for the projected budget will be provided and is quite simple to follow.

One very important thing to remember is, “Never spend funds until you have approval by the district!” An approved document number is mandatory before obligating or spending funds. The Senior Marine Instructor (SMI) will be held responsible for payments and purchases made without district approval. All invoices that require payment, such as alterations bills from vendors, must be stamped with the instructor’s verification that services have been received and payment has not been made. The designated person within each unit, responsible for the ordering of supplies/record keeping, must establish a system to track all purchases. It is helpful to have two separate ledgers; one for the O&MMC funds and the other for MPMC funds.

The property custodian also maintains the unit CMR. Just like in the Corps, anytime a new piece of equipment is received or dropped, lost or stolen, the District Supply NCO must be notified. Procedures for lost/stolen property are covered in the Marine Corps JROTC SOP, as well as district directives. Twice each year, units will conduct a CMR inventory of all unit property and forward a copy to the district. (Some schools may require the principal to see and sign the inventory for insurance purposes.) This is for the instructor’s protection should there ever be a fire or theft within the school.

When ordering supplies, the appropriate cover sheet must be submitted with each requisition. As new gear is received, the materials received must be inventoried and the 1348 forms or packing slips signed by the property custodian, including the amount received and the date. These must be forwarded to the district within three working days from receipt. Additionally, a copy filed by document number remains at the unit. **Monthly**, the district will send each unit a spreadsheet of funds expended. This document must be verified by the MPC.

Quarterly, the district supply chief will reconcile all outstanding documents. The property custodian will have to research the unit records and notify the supply chief of the status of documents received or not received.

Instructors are responsible to ensure individual clothing cards (JMR’s) are maintained on all cadets. A clothing card sample can be found in the Marine Corps JROTC SOP. The cadet must initial for each item of clothing received. As the cadet returns clothing items,

the item must be crossed off the card. The district project officer will inspect these clothing cards during the annual inspection.

Each unit should have a supply room where all uniforms are stored. A responsible cadet supply NCO should be designated to assist instructors maintain the supply room. Only authorized persons should be allowed in the supply room.

Annually, each unit will receive the Crane Report. This report is an inventory of M-14 rifles assigned to your unit. Each rifle must be inventoried by serial number, the report verified, and copies sent as instructed. An instruction sheet will accompany each Crane Report. Make sure the unit complies with all security requirements outlined in the Marine Corps JROTC SOP regarding armory security. Instructors must ensure that weapons are sight counted on daily basis and weekly by serial number. Losing a weapon in Marine Corps JROTC, like in the Marine Corps, is not a good thing. Stay off the skyline on this one! Each unit must have a system to issue rifles for drill. Rifle card issue may not work in units where there are more cadets than rifles. In this case, each unit must have a system in place, like taking an ID card from the cadet and placing it in the rifle rack. Units should have secure rifle racks for all weapons. Racks should be locked each time the armory is secured. Careful instructions must be given to cadets on the care, handling and security of weapons. Instructors must always emphasize the importance of safety and accountability when dealing with weapons.

SKILL 4 MAINTAIN MARINE CORPS JROTC UNIT INDIVIDUAL RECORDS

Instructors must always maintain the individual records of the cadets. At a minimum a Cadet file should include a personal data sheet, parental permission forms for physical training and marksmanship training, proof of medical insurance coverage, medical form, and a unit training record.

SKILL 5 CONDUCT AND SUPERVISE EXTRACURRICULAR ACTIVITIES AND TRAINING

Instructors should fully realize that the practical application of training and extracurricular activities is very motivating for Marine Corps Junior ROTC cadets. These activities certainly become a major factor in the success and longevity of a program and as such are expected. A Marine Corps Junior ROTC Drill Team is always a great source of pride for the cadets, and a great source of pride and enjoyment for the community. Other very productive and motivating cadet activities are marksmanship and orienteering. But these activities can also be a very time consuming activity, which often need to be conducted after school hours. Instructors must be careful that no activity is overdone, causing the cadets and the instructors to burn out. It is very possible for an activity to grow stale, no matter how much it was once enjoyed. Be careful to guard against sacrificing too much of the cadets personal time, for no matter how good a Marine Corps

JROTC program may be, the cadets are first and foremost high school kids. Instructors have families that need time and attention as well.

Instructors must ensure that the school is always kept informed of all extracurricular activities. Anytime an activity takes place after school hours, the principal or assistant principal should be informed of the activities planned agenda and time schedule. Many community service projects will be done on a weekend. It is beneficial to plan everything no less than 30 days out. Then inform the cadets of the commitment so they can inform their families. It is not out of the question for parents to withdraw a cadet from participating in an event due to family obligations. Finally, an instructor must plan for all financial costs and/or travel requirements of the pending activities. Expenses and transporting cadets must be carefully planned for and executed. It is a good idea that if traveling to make sure each cadet has a parental permission form.

SKILL 6 PREPARE FOR THE INSPECTIONS

Instructors should have a copy of the Marine Corps JROTC inspection checklist to be certain that the program is complying with all program requirements. Any instructor not having this checklist should obtain one from the Marine Corps JROTC Project Officer at the Marine Corps District headquarters. Being knowledgeable of the requirements in the inspection checklist will assist the instructor in supervising the day-to-day and long-term operations of the program.

SKILL 7 IDENTIFY RECERTIFICATION PROCEDURES AND POLICIES

As stated in paragraph 3002 of the Marine Corps JROTC SOP, instructors must be re-certified every four years. Re-certification packages should be submitted 3 months prior to the re-certification date. However, re-certification may be required sooner if an instructor engages in serious misconduct or fails to meet weight and personal appearance standards. Instructors will be weighed and measured by the Inspecting Officer during annual inspections and are required to maintain standard.

Re-certification will require that an instructor submit an updated photo in uniform, accompanied by documentation from a physician to verify an instructor's health, height and weight. Also reviewed for re-certification will be the results of previous inspections and evaluations by the district project officer. Instructors must also submit documentation of education and training classes they have taken to enhance their teaching certification, and a letter from the school principal recommending the instructor's re-certification is mandatory. Instructors facing possible de-certification will be notified of the pending action, given an opportunity to review information presented against them, and permitted to prepare a statement.

SKILL 8 DEVELOP A PLAN FOR THE ASSIMILATION OF OTHER JROTC STUDENTS

Instructors should establish procedures for joining cadets who transfer in from another service JROTC units. While the Army, Air Force and Navy JROTC units may use a little different methodology, all JROTC programs share the same goal. As a result, an instructor should not prejudge an incoming cadet based on the program he or she comes from. While there may be some programs producing cadets with weak leadership, there are undoubtedly strong units producing cadets with a high level of leadership and JROTC aptitude. Instructors must make the tough call whether or not the new cadet should retain his or her rank, or start the program at a lower cadet rank. Instructors should review any records from the cadet's previous unit, and more importantly, have a long talk with the new cadet to determine the level of leadership and other characteristics the cadet may possess. If in doubt, an instructor may allow an incoming cadet to retain his or her rank, but not assign commensurate responsibilities all at once.

SKILL 9 STRICTLY AVOID ANY PERCEPTION OF FRATERNIZATION WITH CADETS

Instructors must, at all times, avoid any and all occasions of fraternization with cadets, especially with the opposite sex. Admiring cadets often idolize instructors as role models, and there may be an occasion when a cadet attempts to be personal and affectionate with an instructor. Such actions by a cadet must be stopped immediately and the proper relationship between an instructor and a cadet must be reinforced. The first step preventing fraternization is to make certain that one is never in a position where fraternization is possible. **The basic requirement is to never be alone with cadets and never be in an office with the door closed.** It is not necessary that an instructor be aloof with cadets to make them realize that there must never be even the perception of a personal relationship. Marine Corps Junior ROTC requires even less familiarity than a SNCO may have had with a junior enlisted Marine because the cadets are still in school and in most cases still juveniles.

Marine Corps JROTC has a "zero tolerance" policy toward any fraternization between instructors and cadets. Any confirmed incident of an improper relationship between an instructor and a cadet will be cause for immediate de-certification from the Marine Corps JROTC program, and may result in further legal charges by the school, parents or guardians.

CATEGORY TWO - STUDENTS

SKILL 1 INFORM STUDENTS OF MILITARY SCHOLARSHIP OPPORTUNITIES

Instructors should make every effort to inform cadets in the Marine Corps JROTC Program of potential scholarship opportunities available to them for continuing their education and development after high school.

1. Reserve Officers' Training Corps (ROTC)

High school cadets planning to attend college may apply for scholarships in the U.S. Armed Forces "Reserve Officers' Training Corps" (ROTC). Midshipmen in the Navy ROTC or Cadets in the Army and Air Force ROTC have their college tuition paid and receive a monthly stipend for other incidental expenses.

Four-year college programs Students are selected from among those applying for enrollment at each ROTC unit. During the first two years in the basic course, students have the status of civilians who have entered into a contract with the service. Upon graduation and completion of curriculum requirements, students receive a reserve commission as second lieutenants or ensigns with a 4 years active duty obligation. The service provides uniforms, textbooks and a \$150 a month subsistence allowance for a maximum of 20 months during the advanced course. Two, three, and four-year scholarships are available to college program students nominated by their ROTC unit commanding officers.

Four-year scholarship programs Students are selected from national competition and are appointed midshipmen or cadets. They may be granted compensation and benefits authorized by law during the basic course for a total period of not more than four years. During this period, the service pays tuition, fees and textbooks, and provides uniforms and a subsistence allowance of \$150 per month. Upon completion of the ROTC program and graduation students receive reserve commissions as second lieutenants/ensigns with a four-year active duty obligation.

2. Platoon Leaders Class (PLC)

Although not a regular scholarship, cadets who enter the Marine Corps PLC Program may qualify for a monthly stipend to offset many of the costs of attending college.

3. Service Academies

The service academies offer a young man or woman the opportunity to obtain a premier education while continuing their character development. Students at the academies pay nothing to attend, but are obligated to serve in the armed forces for a period of 5 years after graduation and becoming a commissioned officer.

A. U.S. Naval Academy

The Secretary of the Navy has established the eligibility of Marine Corps JROTC Cadets to compete for nominations and appointments to the USNA under the honor school/NROTC quota. Each senior military instructor is authorized to nominate three candidates annually to compete for 20 appointments in this category. In addition, nominees who qualify for admission, but do not receive an honor school appointment, will compete for an appointment from the list of qualified alternates. Preliminary application can be completed by visiting the USNA website at www.usna.edu/Admissions/pre-application/. Even though a student is nominated under the Navy JROTC/Marine Corps JROTC category, he or she should also be encouraged to apply for a nomination to the U.S. Naval Academy through all other sources for which he/she may be eligible. At a minimum, students should contact their two U.S. Senators and U.S. Congressman to apply for a congressional nomination.

B. U.S. Military Academy

Acceptance to USMA, like all the academies, is very competitive. Applicants should begin their quest for entry into the academy no later than the middle of their junior year in high school. Individuals desiring to enter the U.S. Military Academy may apply to attend the USMA preparatory school for one year to improve their academic skills and compete for an appointment to the following year's class.

Applicants can visit the USMA website at www.usma.edu/Admissions.

C. U.S. Air Force Academy

Like the other academies, nominations for appointments to the Air Force Academy come through congressional and other military sources. Competition is keen and interested students should begin the application process during their junior year.

Application kits can be obtained from:

HQ USAFA/RRS
2304 Cadet Dr Suite 200
U.S. Air Force Academy,
Colorado Springs, CO 80840-5025

Contact the USAFA website at www.usafa.af.mil

D. U.S. Coast Guard Academy

The Coast Guard Academy also offers 4 years of college education leading to a bachelor of sciences degree. However, appointments are made competitively on a nationwide basis, but no congressional nomination process is involved.

Interested young men and women may apply by writing to the:

Director of Admissions, USCGA
U.S. Coast Guard Academy
New London, CT 06320-4195

Contact the U.S. Coast Guard Academy at their website www.cga.edu

4. Enlisted Education Financial Aid

The services offer college funds, which were developed to attract highly qualified applicants who possess high ASVAB scores and the desire to continue their education upon completion of service. The college fund is an enlistment program that, in conjunction with the Montgomery G.I. Bill, provides service members up to \$50,000 toward post-secondary education.

5. National Guard

Many National Guard units across the nation offer a college education incentive to join the National Guard. While this program is subject to change, the current package will pay for college tuition after a student has successfully completed basic training for National Guard and Air National Guard. As with other similar programs, there is a period of obligated service, which accompanies the college financial aid.

6. Visit the Navy's **Profile** magazine website www.spear.navy.mil/profile for more information on programs available for officer and enlisted personnel.

SKILL 2 ADVISE CADETS ON POST HIGH SCHOOL OPPORTUNITIES, EDUCATION, AND TRAINING OPTIONS

Marine Corps JROTC instructors should visit the guidance counselor's office to become familiar with the post-secondary courses, technical schools, and community colleges available to graduating cadets. Marine Corps JROTC instructors should always encourage cadets to continue their education and training to better pursue their career aspirations. Local colleges' and community colleges' placement offices should also be visited to determine opportunities available to graduates.

SKILL 3 INTEGRATE SPECIAL NEEDS STUDENTS INTO MARINE CORPS JROTC PROGRAMS

Instructors should be prepared to have cadets with special needs in the Marine Corps JROTC program. If a student with a special need wishes to join, the SMI and Principal must agree such an assignment is prudent and in the best interests of both the student and program. It is imperative that the instructors speak with the school staff to learn as much as possible about the special needs of the cadet and any specific requirements for working with special needs students. Instructors must participate in the drafting of both IDEA and 504 student's IEP's. While no cadet may disrupt the class, it may be necessary to provide special dispensation for that cadet to participate in the program. Be certain to keep the principal informed about the status and progress being made by those cadets participating in Marine Corps JROTC.

SKILL 4 DEVELOP A SYSTEM FOR STUDENT ASSESSMENTS

Instructors must be very concerned with keeping accurate records of cadet's performances. Like most other academic subjects in school, after curriculum lessons are presented, exams will be given and grades will be assigned accordingly. Schools will frequently provide the instructor with a grade book and guidelines for the grading scale of the school. However, in Marine Corps JROTC, leadership is also a major part of the program and instructors should establish a fair and consistent system for evaluating the leadership performance of the cadets. Some instructors may or may not want to establish a separate grade for physical training and military skills. The important thing to remember is to make certain the assessment of a cadet's performance is fair, consistent, and that each cadet thoroughly understands how he or she is being assessed.

SKILL 5 DEVELOP A CADET ENROLLMENT PLAN

One measure of success in the Marine Corps JROTC program is the enrollment strength. Instructors must know what the student enrollment is for their school, which determines the minimum enrollment for the program. Selling students on the Marine Corps JROTC program, which is usually an elective subject, must be well thought out and planned.

The primary audience of prospective cadets are the incoming 8th graders and their parents. Instructors should always contact middle school counselors and administrative staffs in order to schedule a Marine Corps JROTC presentation prior to pre-registration for the 9th grade. Instructors must be pro-active in arranging this presentation because it is usually very difficult to get counselors to change student schedules after the pre-registration date.

Marine Corps JROTC program presentations should always involve cadet leadership and participation. Other cadets are always the best salesmen of the JROTC program. Instructors should develop a professional presentation that involves as many cadets, teams, and units as possible. The more involved these older cadets are with the 8th graders, the better it will present the program. If possible, consider providing a color guard to the middle school for special events. And the more an instructor can involve the

prospective cadets with the presentation, the more they will be interested in the program. Young people like “hands-on time.” Let them speak to the older cadets, and let them closely examine all the equipment and uniforms in the presentation. Dress a cadet presentation team in various uniforms. Armed drill or exhibition teams are always excellent teams to include in any presentation. Seek out those good students interested in Marine Corps JROTC and sell them on joining. The program needs those students as much as they need the program. There are usually a good number of students who have much interest in the program, but need to be a little inspired to step forward. A good enrollment plan will do that.

A recent study indicated that 77% of cadets that remain in MCJROTC do so because of extracurricular activities. Units that do not have things for the cadets to do eventually experience enrollment challenges and stands the risk of disestablishment.

SKILL 6 DEVELOP AND PUBLISH A CADET HANDBOOK

All Marine Corps JROTC programs should provide cadets with written guidance about their responsibilities as cadets. Whether it is in the form of a cadet handbook, or some other medium, instructors must make clear to cadets what is expected of them. A handbook, or other type of guidance, should provide written information and insights that all cadets can use as a quick and easy reference. The cadet handbook is not the program Standard Operating Procedures (SOP); a program SOP will address every part of the program, while the cadet handbook mainly addresses those things pertaining directly to cadets. Upperclassmen should thoroughly know and understand the Marine Corps JROTC cadet handbook, and assist new cadets with learning it. A good, easy to understand, cadet handbook will avoid hundreds of questions.

Details of the content of the cadet handbook may vary from school to school, but all handbooks should provide an easy source of reading which provides a general outline of a cadet daily routine and activities. Some school programs have an existing cadet handbook, and those programs just developing their own cadet handbook are encouraged to use the example of an existing book as the start point.

A Cadet Handbook can be found on the MCJROTC website at www.mcjrotc.org.

SKILL 7 ESTABLISH CLASSROOM MANAGEMENT POLICIES AND PROCEDURES

On the very first day of class, instructors should inform cadets how the classroom will be managed. Think of it as High School BDR. Basic requirements of attendance and timeliness should be addressed, as well as seating charts and class roll call. Procedures for requesting permission to make a head call or visiting the library may be posted. Various responsibilities of class leaders should be spelled out, as well as general classroom etiquette. Cadets may or may not be required to stand when they address the remainder of the class, or cadets may be required to stand up at attention when a principal

enters the room. Classroom management procedures should be published and posted on the bulletin board or some other prominent place. Classroom management procedures do not take the place of program SOP, they will be a small part of the program SOP. It is also very likely that classroom management policies and procedures could be addressed in the cadet handbook because these are things a cadet must know.

SKILL 8 DEFINE AND ESTABLISH AN AWARDS/INCENTIVE PROGRAM

Instructors should make every effort in the Marine Corps JROTC program to maximize the use of awards and incentives. Every human being, whether a 20 year Marine Corps veteran or a high school sophomore in Marine Corps JROTC appreciates being recognized for a job well done. Human nature dictates that all people will work a little harder knowing that there is recognition awaiting the completion of a good job. While a part of character development may be teaching a cadet to do a good job, and taking pride in the satisfaction of a job well done, tangible recognition can be very important. Sometimes it may only be an “attaboy” with a pat on the back, and other times a more material and permanent reward is appropriate.

All instructors should be very familiar with the Marine Corps JROTC awards system, and familiarize cadets with the various award categories. Qualifying to wear the various ribbons and medals of the Marine Corps JROTC awards system is a very worthwhile accomplishment, and reflects the dedication and hard work the cadet has done. These awards are a very tangible reward for a job well done, and the potential to wear and display an award is a great incentive for cadets to work hard. Napoleon Bonaparte started the tradition of recognizing a good job, by awarding a personal commendation ribbon, and it remains just as effective today.

There are many organizations that provide medals and/or ribbons to deserving cadets. A short list includes: American Legion, Veterans of Foreign Wars, Woman Marines Association, Sojourners, Scottish Rite, Daughters of the American Revolution, Marine Corps League, Navy League, Retired Officers' Association, Reserve Officers Association, Order of the Purple Heart, Noncommissioned Officers' Association, Marine Corps Association, Daedalians, and Military Order of the World Wars.

Since most major awards are presented annually, each unit should have a system of local awards that can be presented periodically. These can be anything the instructors come up with, however, most units pattern them on recognition that an active duty Marine might receive: letter of appreciation, meritorious mast, certificate of commendation, high Youth Physical Fitness Test award, cadet of the month/quarter etc.

SKILL 9 RECOGNIZE AND PREPARE FOR STUDENT CULTURAL DIVERSITY

All Marines know the importance of unit integrity. This holds true in any unit, and the existence of any cultural diversity must not be allowed to undermine Marine Corps JROTC unit integrity. From the first minute of the first day of school, instructors must be proactive to establish and promote strong unit pride and camaraderie among all the cadets. Various ethnic, racial, and socio-economic backgrounds should not have a chance to be a factor in a Marine Corps JROTC program. Leadership classes and history classes emphasizing the strong influence on the Marine Corps by hundreds of widely diverse Marines can be used to deter any problems that may arise.

Instructors should make an effort to force cadets of various backgrounds to work together. Big challenges should be put before these cadets so the only way to overcome the challenge is through a close and coordinated team effort. Experience shows that not many things in life will bring people together like the satisfaction of overcoming severe adversity as a team.

SKILL 10 INSTRUCTOR AND CADET RELATIONSHIPS

Marine Corps JROTC instructors are expected to work closely with cadets, and many cadets admire their instructors very much. However, it cannot be overstated that instructors must maintain a high standard of professional decorum at all times in dealings with JROTC cadets, and all other students in the school. While instructors are encouraged to show concern for cadets in the Marine Corps JROTC program, instructors must never allow a sense of familiarity to exist between any cadet and the instructor. Cadet's leadership classes should address the fine line between working closely together, yet never becoming too friendly, thereby inviting a situation of unprofessional conduct. Instructors should make cadets understand from the very beginning that there is no place for close personal relationships in the Marine Corps JROTC program.

CATEGORY THREE - SCHOOL SYSTEM

SKILL 1 RECOGNIZE AND CONDUCT SALARY CONTRACT NEGOTIATIONS

To determine minimum instructor pay, start with active duty pay including food and housing allowances, and then subtract the amount of retired pay one receives. The difference between active duty pay and retirement pay is divided by the number twelve. The resulting number, multiplied by the number of months in an instructor's contract with the school, determines the instructor's annual pay from the school. (Marine Corps JROTC will reimburse the school for half of this salary.)

As an example:	Active duty pay	64,000
	Retirement pay	<u>28,000</u>
	Difference in pay	36,000

36,000 divided by 12 months is 3,000 per month.

For an 11-month contract, instructor receives 33,000 per year.

For a 10-month contract, instructor receives 30,000 per year.

(Instructors must remember that all income, retired and instructor pay, is taxed after retiring.)

It is the instructor's responsibility to negotiate the length of his or her contract and salary. If an instructor is happy to receive a little less money to be off for two months during the summer, a 10 months salary is ideal. But in order to receive the maximum amount of pay, an instructor must have a contract for a 12 months salary.

Many, if not most instructors make significantly more than the minimum amounts cited above. You should enter into salary negotiations understanding that what you agree to will in all probability remain in effect into the future.

New instructors should be prepared ahead of time to assist with contract and salary negotiations. A well-developed resume of their knowledge, skills and experience gives an instructor knowledge and confidence regarding those things he or she can do. There are many resources available to help an instructor develop a resume. One of the most common resources available is the retirement seminar offered at most military installations. Additionally, help is available from the Internet, at libraries, and at local colleges and universities. It is important to "demilitarize" or "civilianize" the resume. Express knowledge, abilities and accomplishments in words that will be understood by the school district and school board members. They are not likely to be familiar with military acronyms and Marine Corps specific terms and sayings.

SKILL 2 IDENTIFY COLLATERAL DUTIES

This task is a school specific item. However, Marine Corps JROTC instructors are members of the school faculty and can expect to be assigned collateral duties to support the daily activities of the students in the school. One such duty may be assuring the students get off and on the buses properly before and after school. Another common collateral duty is overseeing student conduct during lunch in the cafeteria. Prior to the start of the school year, an instructor should set up an appointment with the school principal to determine any collateral duties he or she may be assigned. At this meeting the instructor should take the opportunity to inform the principal of any Marine Corps JROTC activities that require additional time before, during or after school hours. These may be activities such as drill or marksmanship training. Identifying Marine Corps JROTC commitments may prevent scheduling conflicts. If there is a faculty union, it may affect the types and numbers of collateral duties an instructor is assigned, in which case an instructor may be required to keep the union representative informed.

SKILL 3 IDENTIFY USMC REQUIREMENTS FOR JROTC FACILITIES

In Marine Corps Order (MCO) 1553.6_, MARINE CORPS JROTC SOP, sections 2001 and 2002 provide operations and facilities requirements for the Marine Corps JROTC program. Requirements such as office space for instructors, classrooms, storage facilities, an armory, and a drill area must exist. A shooting range is also encouraged however many units fire in their classroom space. The number of cadets enrolled in the Marine Corps JROTC program determines the recommended actual square footage for storage areas.

Prior to opening a Marine Corps JROTC unit, the district project officer will inspect the school to verify that all the facility requirements are met according to MCO 1553.6_. Instructors must make sure that a school does not take away Marine Corps JROTC space after the program is in operation. It is possible that your school district will be reluctant to provide additional space for your program as it grows. Many schools just don't have the space unless a new facility is built. With this in mind, don't give up the cause. Keep asking for the facilities. The school has a requirement to provide these facilities and the cadets should not have to settle for less. It may be necessary to determine what is temporarily adequate until additional space is made available. Many schools are continuing to grow and eventually will build new/bigger facilities. Make sure the Marine Corps JROTC gets its required space allocation. Be aware that sometimes a school will try to take some JROTC facilities away due to the schools' growth and that a school can be put on probation for not providing adequate facilities. After one year of probation for not providing adequate facilities a school district may lose its Marine Corps JROTC program for non-compliance.

That being said, if the program is receiving its "fair share" and everyone is feeling the pinch, it may be best to be a "team player" rather than "feed the lion from inside the cage."

SKILL 4 IDENTIFY SMI/MI PARTICIPATION IN UNIONS

Marine Corps JROTC instructors should seek out the school's union representative and learn what information and guidance can be gained from this person. Instructors will probably have the option and be encouraged to pay union dues in support of the union. After all, the union negotiates teacher pay raises and other benefits which are helpful to teachers. However, the union may not be able to negotiate or take up issues that concern JROTC instructors exclusively unless an instructor is a fully certified teacher, if that is the state law.

Marine Corps JROTC instructors should avoid assuming a leadership role where unions are concerned. The Department of Defense (DOD) has guidance stating that personnel holding federally subsidized positions, such as JROTC instructors, are discouraged from holding any official positions within the union and are not allowed to go on strike if one should be called. However, instructors can participate in any public meetings held by the union and express their opinion. Again, sit down with the local union representative and find out what limitations might exist regarding union participation.

Whether or not a member of the school's teachers union, the instructor will ultimately benefit from whatever is negotiated with the local school system. The major negotiating items for most contracts concern pay raises, medical/dental benefits, retirement benefits, teacher extra curricular activity pay, number of work days, sick days, personal days, professional leave policies, and the school schedule. Make sure to get a copy of any official publications produced by the union as well as reading the minutes of union meetings.

SKILL 5 PROMOTE THE MARINE CORPS JROTC PROGRAM THROUGH EDUCATION OF THE SCHOOL ADMINISTRATION

Instructors should do everything they can to assure the Marine Corps JROTC program has the full support of the school administration. Contact the district and the Marine Corps JROTC Program Office in Quantico, Virginia to gather any and all information that speaks to the purpose and benefits of the Marine Corps JROTC program. The Program Of Instruction (POI) has a great deal of good information that speaks to the purpose and intent of the Marine Corps JROTC program. Two awareness videos, approximately 7 to 10 minutes in length, are being produced to help promote the program to various audiences. Some small leaflets may also be available from district headquarters that can be handed out to interested parties. Contact instructors from other school to see what they might have produced that helped them with promoting the program in their school system.

It is extremely critical to have a supportive environment in which to work. The principal should be a great asset to the program. However, the only way this will happen is if the instructor invests the time to explain how the program benefits the students and supports the school throughout the year. The next most important staff member to sell on the program is the guidance counselor. This is the individual who makes sure students are

meeting all their graduation requirements. If instructors do not educate counselors on the benefits and quality of the program, they can often steer quality students away from Marine Corps JROTC. Time should also be made to talk to the superintendent, as well as fellow teachers, and explain the program. This will help all to understand how the Marine Corps JROTC program benefits individual students and the school as a whole. Make certain teachers know that the subjects taught in Marine Corps JROTC contribute to making good leaders with high morals and values who are disciplined and responsible students. And let teachers know that if they are having any problems with a Marine Corps JROTC student in their class, either academically or behaviorally, the teacher should identify the student to the instructor. The Marine Corps JROTC tenets are to be lived by at all times, not just when the students are in their JROTC class. Not to be overlooked is the school support staff. The custodial staff, the engineering staff and the cafeteria staff can be a great asset at various times throughout the year. Make sure to get to know these people and nurture these relationships.

Once a good working relationship with the school staff has been established, don't think the work is done in this area. It will take a continued active effort throughout the year to keep the program in a positive light. Make sure to find out what events Marine Corps JROTC can support with color guards, or any other support role to make school events run smoothly. This will pay big dividends in the long run and help to show the quality of Marine Corps JROTC cadets.

Give some consideration to what changes/improvements need made to the Marine Corps JROTC program in the future. Some things to consider are: ways to attract additional students into the program, creating a parental booster club if one doesn't already exist, creating other fund raising opportunities, expanding the number of drill meets/rifle matches in which teams can participate, expanding some portion of the educational program, looking for and supporting civic service opportunities. The school may also require an instructor to set personal goals that ultimately affect student achievement

SKILL 6 ESTABLISH A CLEAR UNDERSTANDING OF THE SCHOOL'S GOALS/OBJECTIVES REGARDING THE MARINE CORPS JROTC PROGRAM

Do not make the assumption that all key administrators in a school or school district have the same information and understanding about the Marine Corps JROTC Program. Make an appointment to sit down individually with each one in order to share what the Marine Corps JROTC will do for the students, school, and community. Be sure to ask them what expectations they have for the program. Each key administrator will have his or her own perspective of Marine Corps JROTC based on his or her unique position. The superintendent has to deal with community leaders and a team of elected school board members from the community. This may dictate what he or she would like to see the program do within the community. The principal on the other hand has a school to effectively lead with the ultimate goal of student achievement, which may give him or her a little different set of expectations. The guidance department schedules students into classes, so it is crucial that the guidance personnel understand goals, objectives and philosophy of the Marine Corps JROTC program. The guidance department is often in

charge of planning; setting up, and running many school activities that involve parents and students. There may be many ways that cadets can help support these activities. Make sure the guidance department does not look at JROTC as a place to send troublesome students to straighten them out! The guidance department should be encouraged to support a good cross section of students in the program. Marine Corps JROTC has a great deal to offer all students, even the high academic achievers. Instructors need to convince guidance counselors of this. Support provided by the school can vary greatly between schools, so do not take anything for granted. If an instructor plans to use school buses to take a rifle or drill team to competition, the instructor should find out what the cost may be. Finding ways to minimize the costs of such events will make the school much more supportive. Many schools will provide a small administrative budget for basic supplies. Talk to the principal and the school budget analyst to learn about this.

It is very important to determine what the priority is for the use of school facilities for any school teams. If sports programs are big at the school and facilities are scarce, this could be a problem. An instructor needs to make JROTC requirements known early so they can get equal consideration along with all other sports programs/activities.

SKILL 7 DEVELOP A PLAN FOR ENROLLING/DISENROLLING STUDENTS FROM THE PROGRAM

Marine Corps JROTC instructors should develop a rapport with the guidance counselors early and work on it continuously. Guidance counselors have more influence on which courses students take than anyone else. If guidance counselors support the instructor and the Marine Corps JROTC philosophy, an instructor will have the support needed to establish or maintain a quality program. However, guidance counselors frequently have their own agenda. Counselors often do not see Marine Corps JROTC as compatible with a college preparatory curriculum or track. Many states have designated tracks including college prep, technical prep and vocational. If counselors see Marine Corps JROTC as a vocational subject, Marine Corps JROTC won't get the quality students needed. Other counselors view JROTC as a tool of the military for recruiting students for the armed services. These guidance counselors direct students away from the program if they do not intend to enlist after graduation. Some have a movie mentality about Marines and imagine that all Marines go around yelling and killing people. Instructors must impress upon counselors that what the Marine Corps JROTC program really does is give students the skills to be successful at whatever they choose to do after high school. In addition, the instructor needs to educate the counselors about the Marine Corps JROTC program and continuously reinforce the idea that Marine Corps JROTC is for everyone. Instructors must stress that character education; values, discipline, teamwork, and leadership apply to everyone. Many instructors assist their school guidance counselors by offering working parties to collate curriculum guides, distribute material, assist in manning tables at registration, acting as ushers or guides for school tours or open house etc.

Inevitably, you will have a few cadets who do not belong in the program. Enrollment should generally mirror the school as a whole. Programs that recruit only honor roll

students or athletes or specific ethnic groups have trouble making their required numbers and generally do not do a good job of creating a program that lives up to the expectations of the parents, school or community. Units must have 10% of the school population or, for schools with over 1,000 students, a minimum of 100 students. (For example, a unit in a school of 700 students must have at least 70 cadets and a unit in a school of 2500 students must have 100 students.) Generally speaking, motivation is the key to becoming a successful cadet, not academics or athletic ability. For new units, there is probably a lot of benefit in recruiting only above average students for the first year. You will be integrating students from the lower half of the class as time passes. Most units have a detailed plan for attracting students into their program. A detailed procedure to quickly get troublesome students out of the program as soon as possible is necessary. This takes prior coordination with the schools principal. Indifference to training, refusal to comply with grooming standards and refusal to wear the uniform are a few valid reasons for disenrollment. However, that does not mean that the school administration will remove them from the program. Remember, any student that is removed from Marine Corps JROTC has to go to another teacher's class.

The first consideration for removing a problem cadet from the program is to do it early or (even better) not allow them into the program to begin with. Title 10 USC allows the services to determine the entry criteria for students. The Marine Corps requires students be able to graduate with their 9th grade cohort with a diploma and not have been placed in an "out of school" suspension during the preceding 12 month period. Of course certain provisions may be made for IDEA or 504 students.

A good plan is to have the parents and student sign a "Letter of Understanding" during preregistration that clearly outlines what the student agrees to do to be in MCJROTC, especially standards of grooming and conduct. When the student does not comply you have the moral high ground in requesting their disenrollment.

Most schools have an initial period where students can request schedule changes. It is usually in the area of a week or two. Transfers are much easier to arrange during this period. For schools in the 4x4 block schedule the period is usually much shorter. Students are required to have a minimum number of contact hours in a class. Once the school year progresses beyond the point where the student will not get the required contact hours in the new class, transferring them out of your class gets much more difficult, but not impossible. Some schools have half credit classes running for a quarter or a semester. Transferring a student at the end of a quarter or semester is sometimes possible. Another option some principals will consider is placing a particularly difficult cadet in permanent "In School Suspension" (ISS). If a cadet refuses to comply with directions and policy and **has no possibility of passing the class**, he or she is a good candidate for permanent ISS.

SKILL 8 DEVELOP A TRAINING PLAN

Many school systems require some kind of yearly plan and the training plan is an item on the annual Marine Corps inspection conducted by the district Marine Corps JROTC

Project Officer. There is no fixed format for a training plan, however, it should include in general terms what an instructor will do with each class each day of the semester. Many schools also require submission of weekly detailed lesson plans. Again, formats vary considerably, but each school will train the SMI/MI on their requirements.

The pacing guide is what many instructors use for a semester plan. It shows each school day for the semester, holidays, teacher's workdays, test days, exam days and assemblies when known in advance. (Many states have required state tests in addition to the regular semester exams and they generally interfere with the normal schedule for up to a week.) An easy way to put together a pacing guide is to put it on a word table. Use five columns and a row for each week. There are normally 18 weeks per semester. First, put in all available information from the school system. Then note all special Marine Corps JROTC events such as base visits, annual inspection, field trips, etc. Next, place the lesson number in the block for each teaching day. The suggested sequence for instruction is contained in the student texts for each course, Leadership Education I (LE-I) to Leadership Education IV (LE-IV). Many programs hold their weekly uniform inspections on Wednesday and do physical training (PT) on Friday. Some also have a designated drill day per week. With 90 minutes classes in block scheduling, some instructors choose to do a little drill every day at the start of class. Drill, inspections and PT must be added to the lessons contained in the student texts. Additionally, most instructors schedule one or two days for exam review at the end of each semester. Again there is no set format. The SMI can establish any weekly routine that works for his/her unit. An example of a semester pacing guide is provided.

LE- 2 PACING GUIDE 1st Semester 02-03 (revised 5 /29/02)

		Day 1 (8/7) New Syllabus	Day 2 5-3-5 Uniforms, Insignia and Grooming	Day 3 3-1-1 Physical Fitness
Day 4 (8/12) 5-3-7 Blue Dress Uniforms & Ribbon Assembly	Day 5 1-1-3 Leadership, Primary and Secondary Objectives	Day 6 1-4-1 The Eleven Leadership Principles	Day 7 5-2-1 The History of Drill	Day 8 3-1-1 Physical Fitness
Day 9 (8/19) 3-2-1 Personal Hygiene	Day 10 1-5-1 Responsibility, Accountability, Authority	Day 11 Unit Inspection	Day 12 Close Order Drill	Day 13 3-1-2 Physical Fitness
Day 14 (8/26) 1-5-2 The Role of the NCO	Day 15 1-5-3 The Role of the Officer	Day 16 Unit Inspection	Day 17 Close Order Drill	Day 18 Physical Fitness
(9/2) labor day No school	Day 19 3-2-3 Managing Your Stress	Day 20 Unit Inspection	Day 21 Adopt-A-Highway	Day 22 Physical Fitness
Day 23 (9/9) 3-4-6 Learn Effective Writing Skills	Day 24 5-4-8 Nautical Terms	Day 25 Unit Inspection	Day 26 Close Order Drill	Day 27 Physical Fitness
(9/16) staff development	Day 28 5-4-9 Marine Corps Symbols	Day 29 Unit Inspection	Day 30 Close Order Drill	Day 31 Physical Fitness
Day 32 (9/23) 1-6-1 Motivational Principles and Techniques	Day 33 1-6-2 Maintaining High Morale	Day 34 Unit Inspection	Day 35 Close Order Drill	Day 36 Physical Fitness
Day 37 (9/30) 1-6-3 Marine Discipline	Day 38 2-1-4 Freedom Documents (1)	Day 39 Unit Inspection	Day 40 Close Order Drill	Day 41 PT Field Meet Prep
Day 42 (10/7) 2-1-4 Freedom Documents(2)	Day 43 2-1-5 U.S. Citizenship	Day 44 Unit Inspection	Day 45 Close Order Drill	Day 46 Physical Fitness
Day 47 (10/14) 5-4-10 United States Flag	Day 48 5-4-11 Pledge of Allegiance	Day 49 Unit Inspection	Day 50 Drill Meet Prep	staff development
Day51(10/21)5-4-12 Boarding a Vessel	Day 52 5-5-3 Navy Rank Structure	Day 53 Unit Inspection	Day 54 Close Order Drill	Day 55 Physical Fitness
Day56(10/28)5-5-4 Navy JROTC Ranks	Day 57 1-7-1 Team Training	Day 58 Unit Inspection	Day 59 Close Order Drill	Day 60 Physical Fitness
Day 61 (11/4)5-6-4	Election Day	Day 62	Day 63	Day 64

Marine Corps Post and Stations	no school	Unit Inspection	Adopt-A-Highway	Physical Fitness
Day 65 (11/11) 5-7-1 USMC History(1)	Day 66 5-7-2 USMC History(2)	Day 67 Unit Inspection	Day 68 Close Order Drill	Day 69 Physical Fitness
Day 70 (11/18) 5-7-3 USMC History(3)	Day 71 5-7-4 USMC History(4)	Day 72 Unit Inspection	Day 73 Close Order Drill	Day 74 Physical Fitness
Day 75 (11/25)2-2-4 Keeping Current with Current Events	Day 76 2-3-1 Political Systems of Government	No School	No School Thanksgiving	No School
Day 77(12/2)2-3-2 Economic Systems o	Day 78 2-3-T2 Three Branches of Government	Day 79 Unit Inspection	Day 80 Close Order Drill	Day 81 Physical Fitness
Day 82(12/9) 2-3-T3 U. S. Flag history	Day 83 2-3-T4 American Seal	Day 84 Unit Inspection	Day 85 Close Order Drill	Day 86 Physical Fitness
Day 87 (12/16) Exam Review	Day 88 Exam Review	Day89 1/2day Final Exams	Day90 1/2day Final Exams	Staff Development

* Teacher demonstrates lesson planning **Students present

SKILL 9 COMPLY WITH MARINE CORPS, STATE AND LOCAL CERTIFICATION AND PROFESSIONAL DEVELOPMENT REQUIREMENTS.

Requirements for initial Marine Corps JROTC certification begin with completing the application found on the web site at www.mcjrotc.org. Applications can also be obtained from the Marine Corps JROTC Program Office at:

Commanding General,
Training and Education Command (C46JR)
1019 Elliot Road
Quantico, VA 22134-5001

The office may be contacted by phone at: (703) 784-3705 or DSN 278-3705.

Initial certification is based on a review of the retired Marine's Master Brief Sheet (MBS) and Official Military Personal File (OMPF). Marine Corps JROTC instructors must have impeccable records. A history of alcohol related problems; domestic infractions or military discipline problems will likely disqualify an individual from being certified in the program. It normally takes about 4 weeks once a complete package has been received.

Each state and each local school board have certification requirements as well. In most states, initial certification by the Marine Corps meets state requirements for certification. However, in some states such as North Carolina, the state will review the instructor's educational background and experience and require the instructor to take college level education courses in order to qualify for a teaching certificate. MI's sometimes are certified as vocational teachers since a bachelor's degree is a prerequisite for a regular teaching certificate. Most, if not all states also require new instructors to go through an extensive evaluation process during their first year. There are many different requirements and they are changing because of the National Education Act of 2002. The best advice is to research the position and find out exactly what will be required before taking a job as an SMI/MI.

In addition to certification requirements, many schools require a certain amount of professional development training per year in order to keep certification. In some areas, instructors are responsible for obtaining the training at their own expense and on their own time. Many school districts also offer seminars and workshops during teacher workdays. Again, there is no fixed pattern. The SMI/MI will need to identify requirements with the individual school system.

SKILL 10 DEVELOP AND IMPLEMENT A FUND RAISING PLAN

A fund raising plan should be designed to "**offset costs**" in your structured Marine Corps JROTC Program. Operations & Maintenance Marine Corps (OMMC) funds are frequently insufficient to support all the activities that a unit wishes to conduct, so cadets must raise additional money to conduct other activities. All fund raising activity plans must be approved by the local school administration and/or Board of Education. Funds raised must benefit a school organization, (i.e., JROTC, rifle/drill/color guard/PT team, etc.) The SMI/MI will have fixed responsibility of governing this program and will be responsible to adhere to all accounting procedures set forth by their high school. Under no circumstances should the SMI/MI handle these funds. Always deposit the funds immediately with the school bookkeeper. Spend the money using school procedures.

SKILL 11 IDENTIFY AND COMPLY WITH THE ETHICAL STANDARDS OF THE MARINE CORPS AND THE SCHOOL DISTRICT

School districts are dedicated to developing each student's potential for learning. To achieve this, students, parents/guardians, and school staff must share the responsibility for encouraging orderly, constructive student behavior. Marine Corps JROTC instructors will play a major part in the development of a cadet's behavior.

Endearing Marine Corps attributes are mission accomplishment, concern for people, motivation, common sense, and a will to do the right thing because it is the right thing to do. These attributes especially apply to Marine Corps JROTC instructors because of the major influence they have on cadets and other students as well. Words such as Honor, Courage, and Commitment are benchmarks in the Marines. These are learned behaviors that should be nurtured, cultivated and developed in all Marine Corps JROTC Cadets. They are common to us like breathing.

The "conduct" of a cadet is clearly depicted in our Core Values: Honor - I am accountable for my personal behavior at all times; Courage - Is the value that gives me the moral and mental strength to do what is right with confidence and resolution; and Commitment -The day-to-day duty of every cadet in the Marine Corps JROTC unit to join together as a team to improve the quality of our work and our Marine Corps JROTC unit. These are the pillars for our Corp's foundation.

In working with adolescents (ages 14-18), an instructor will find strength in recognizing there really is a difference between what is right and what is wrong, and then choosing

which style of leadership to be exercised. A person does not have to accept something, "because it has always been this way". The real leader is one that makes a difference, and is the one that steps up and makes that change. Most high school's faculty and staff don't teach leadership, citizenship, and teamwork within their respective curriculum. Their main focus is improving test scores, lowering the absence rate, and keeping kids in school. Each school will have an official policy explaining the student code of conduct approved by the Board of Education. It is based on the premise that the primary goals in discipline are improving behavior and protecting the welfare of all students. While differences in age and maturity are recognized in determining the disciplinary action, all students have the responsibility for their actions. Students, parents/guardians, and staff must become familiar with the entire contents of Marine Corps JROTC and school policy.

The SMI and MI are in a position to influence society through their leadership and example in the Marine Corps JROTC program. When in the valuable position to influence the development of underclassman, an instructor must do so wisely. If Marine Corps JROTC instructors perform their job in a positive manner, the future leaders (Marine Corps JROTC cadets) of our nation will see and witness our love for our country and the Marine Corps. This will create a winning attitude and reflect a positive behavior that promotes success in all they do. However, spend it wisely.

SKILL 12 IDENTIFY DEPARTMENT CHAIR RESPONSIBILITIES

The contractual agreement between the school district and the Marine Corps stipulates that the SMI be assigned as department head of the Leadership Education Department. When school officials request a Marine Corps JROTC program, they agree to "...establish a Department of Leadership Education..." and include the SMI on all matters "... whose recommendations could affect the Department of Leadership Education."

Use of facilities, funding, and event planning all tend to be discussed at the department head level. Marine Corps Order P1533.6_ requires that the SMI serve as the Head of the Department of Leadership. If the SMI is not the department head, he or she cannot address the difficult issues relative to the program. Often JROTC is placed in the physical education department and the department head has little knowledge of the program and less interest. Thus Marine Corps JROTC gets little or no funding, is not given access to gym facilities on an equal basis with the rest of the department and is generally overlooked. If the SMI is not a department head, he/she should remind the principal that the contract between the school and the Marine Corps stipulates that the SMI be included in all matters of the Department of Leadership Education. Marine Corps JROTC instructors must be proactive to keep abreast of school issues that will affect the program.

SKILL 13 IDENTIFY SCHOOL AND MARINE CORPS JROTC INSTRUCTOR EVALUATION REQUIREMENTS

Marine Corps JROTC instructors should expect to have their performance evaluated. During the school year the principal/vice principal will probably evaluate the Marine Corps JROTC instructors' performance from one to three times. Each school has its own "Performance Appraisal" system, which is linked to their particular school district and state. Different high schools may include different categories on their teacher evaluation form. They may be 1) instructional planning, 2) organization and management of classroom, 3) application of education technology, and a long list of other teaching criteria. Instructors should attempt to learn, as soon as possible, what the evaluation criteria are in the school. After receiving a school evaluation, a copy of the evaluation should be provided to the Marine Corps District Office. The District Commanding Officer should write reviewing officer comments, and this information is usually based upon the performance from annual inspections provided by the District Project Officer.

In addition to an evaluation by the school principal, all instructors will also receive a Marine Corps JROTC evaluation using NAVMC Form 10942. Senior Marine Instructors will submit an annual evaluation on all Marine Instructors in their school. This evaluation will be submitted via the school principal to the Marine Corps District Commanding Officer for reviewing officer comments and further submission to the Marine Corps JROTC Program Office. Principals are asked to complete a Marine Corps JROTC NAVMC 10942 evaluation of the SMI, and then send it to the Marine Corps District Commanding Officer for reviewing officer comments and further submission to the Marine Corps JROTC Program Office.

Annual evaluations are placed in an instructor's folder at the Marine Corps JROTC Program Office at Quantico and taken out for review when an instructor is being considered for re-certification.

SKILL 14 IDENTIFY GENERIC SCHOOL ACCREDITATION REQUIREMENTS

Marine Corps JROTC instructors are in the arena of professional education. In this capacity, the instructor should be familiar with the following information.

Education is required by federal statute to publish a list of accrediting agencies, which are determined to be reliable authorities on the quality of educational institutions. Six regional agencies cover the span of the United States. Each regional office is recognized by the secretary as the primary accrediting agency in their region to award initial or continued accreditation. In order to achieve this status, the Association is required to submit its policies and procedures to the same rigorous scrutiny, which is expected of the Association's, own member institutions during the evaluation process. These qualitative Standards of Accreditation of the Commission are: Philosophy and Objectives, The Educational Program, Learning Media, Student Services, School Facilities, School Staff and Administration, and Finance.

The fundamental premise of the evaluation process is therefore, the conviction that an educational institution must be evaluated in terms of the extent to which it meets the

needs of current students as they are described in the institution's statement of Philosophy and Objectives and in the School and Community Report. This evaluation program, which schools must undergo, is a threefold process: the self-study conducted by the local professional staff, the evaluation by the commission's evaluation team, and the follow-up program carried out by the school to implement the findings of its own self-study and the recommendations of the evaluation team. Continued accreditation requires that the school be re-evaluated at least once every ten years if it selects the traditional accreditation protocol.

Our program was the first JROTC to become Nationally Accredited by the Southern Association of Colleges and Schools.

CATEGORY FOUR - PARENTS

SKILL 1 IDENTIFY PARENTAL/GUARDIAN CONCERNS

Marine Corps JROTC instructors must always know of any health or other personal problems with the cadets in order to properly deal with the problem if necessary. There is a legal and moral obligation for instructors to keep parents informed if something happens to their son or daughter. This protects the school as well as the Marine Corps JROTC instructor. Instructors must put the parents/guardians at ease when it comes to their son or daughter's well being. Instructors must work hand in hand with the vice-principals, the guidance counselors, and the nurse when it comes to the cadet's personal and health issues. **The instructors should know of any medication the cadet is taking, however, instructors should not give medication to a cadet.** Only the school nurse may give medication to a student, unless the instructor has expressly written permission for special occasions. Instructors must also be aware of the physical condition of each student. The Marine Corps JROTC program stresses the importance of medical forms being quickly and efficiently completed, signed and returned. At all times an instructor must have access to the correct point of contact and correct emergency data information. Update this information on a regular basis.

The gathering of the cadet's family and emergency data is mandatory. An instructor must know how to contact a cadet's family member if the cadet were to become sick or injured, or have any other problems. The parents/guardians should fill out a record of emergency data sheets and this must be maintained in the cadet's records. The parents/guardians must understand that it is in the best interest of the cadets that these forms are filled out and maintained. Marine Corps JROTC instructors also need to explain that this information will remain confidential. It is a good idea to take copies of these forms when traveling out of town.

SKILL 2 BRIEF PARENTS/GUARDIANS ON EXPECTATIONS FOR CADET BEHAVIOR, GRADES AND PARTICIPATION

Instructors should thoroughly explain, to both cadets and parents, the Marine Corps JROTC program's expectations for cadet behavior. The unit should have a written Standards of Behavior, which should be signed by both the parents and student PRIOR to the beginning of the semester. Instructors should establish standards of behavior that tailor to the school and the Marine Corps JROTC program within the school. Do not establish a double standard, it has to work for all aspects of the school and Marine Corps JROTC program. By participating in Marine Corps JROTC, the cadets agree to adhere to the established behavior standards. Cadets must always conduct themselves in a proper manner because it not only reflects on them, but it reflects on the program as a whole.

Instructors must inform cadets that participation in Marine Corps JROTC events is mandatory, and is frequently part of their grade. The parents/guardians must also be informed of this requirement when a cadet joins the program, so they can plan their schedule. If the cadet fails to attend required evolutions, he or she will be held accountable. The parents/guardians should understand that this is part of the course objective and it will only help their son or daughter in the long run. Instructors should emphasize the importance of maximum participation in a Marine Corps JROTC community service project. It reflects well on the cadet and the program and serves the community the cadets live in.

Cadets are required to wear the uniform once a week and the parents/guardians must understand this requirement from the beginning of the program. Instructors should explain to cadets and parents that wearing the Marine Corps JROTC uniform is a privilege, and ask the parents to acknowledge in writing the requirement to wear a uniform on specified days. Instructors must teach the cadets the importance of wearing the Marine Corps JROTC uniform and explain to them the proper way of wearing the uniform. Instructors may choose to establish a system for grading cadets in uniform. Also explain the grading system to the parents/guardians in person by showing them at an open house/parents night, or by sending home a written uniform standard for the parents/guardians to see for themselves. Instructors should continually reinforce the uniform requirements of the program. Remember that what works in Florida may not work in New York because of the difference climate. However, every cadet must wear a uniform at least once a week and must wear it the Marine Corps way. **Instructors will always be in the appropriate uniform during the school day.**

The parents/guardians have a right to understand how their son or daughter is being graded in the JROTC classroom; it is an instructor's obligations to provide them with a brief explanation of how the physical fitness requirements work for the program. Instructors must make every effort to assure the Marine Corps JROTC program fits right in with the school. And remember, not every high school cadet can do what the average Marine can do when it comes to physical fitness. Tailor your physical fitness program to your cadets and then make sure the parents/guardians understand what you are going to do with their children on physical fitness day or week. Make sure that the school administration knows what you are doing and do not go overboard with the cadets. Tell the parents/guardians what is expected for the cadets on physical fitness day and establish

some goals for the cadets to obtain by the end of the school year. Make it fun and interesting, not hard and demanding.

SKILL 3 INFORM/EDUCATE PARENTS OF THEIR RESPONSIBILITIES AND PROGRAM INVOLVEMENT OPPORTUNITIES

Instructors must inform all parents/guardians about the school and Marine Corps JROTC program requirements and have them sign all the necessary cadet forms for their son or daughter to be in the program. These forms allow the student's parents/guardians to fully understand what the student will be doing in the JROTC program. These forms are required because instructors need to know if a student is capable of participating in all activities. Signed consent forms from the parents indicate their awareness, permission and support for the many activities of the Marine Corps JROTC program.

It is not the parents/guardians responsibility to take care of the cadet's uniform. It is the cadet's responsibility to keep the uniform clean and serviceable, and bring the uniform back at the end of the year with all of the accessories. That includes ties, tie clasps, neck tabs, emblems, cover, ribbons, belts, etc. However, if something happens to the cadet's uniform, the parents/guardians should be informed that their cadet is held accountable for the repair or replacement of the uniform. The parent/guardian should know that if the cadet fails to bring the uniform back, the government expects the money. Many Instructors reach agreement with the administration that missing uniforms will be treated the same as missing textbooks. Thus it could also lead to not graduating, getting a diploma, or receiving credit for the class. It is highly recommended that the parents/guardians be briefed on the cadet's responsibility to return the uniform at the end of the school year. This can be accomplished through the use of a written statement of understanding, and briefing the cadet's parents/guardians at an open house. If the parents/guardians are not aware of this requirement, cadets will often try to get away with not returning their uniform at the end of school or when they leave the program. Instructors should work with the local school administration to make sure that no cadet leaves school without turning in a uniform or paying for a lost uniform.

If a cadet has been chosen to do an upcoming event, the parents/guardians are responsible for picking the cadet up on time after the event has finished. Communication between the parents/guardians is very important and instructors should always check to make sure everyone understands. It is a good rule of thumb to have a cell phone and the telephone number of the cadet's parents/guardians with you. Transportation is not always provided for the events that occur within the program. However, this should not prevent the cadet from attending the assigned event. **Instructors should avoid transporting cadets in the instructor's vehicle.** If it will be unavoidable, instructors must check with the school on the legal requirement for cadets riding in an instructor's privately owned vehicle. It is very important that instructors follow these requirements to the letter of the law. An instructor must sometimes be creative when it comes to solving problems of transportation and the parents/guardians can definitely help with transportation. If the school is willing to provide transportation, it is a good idea to use it. If there is a cost related to the transportation, check with the school to determine who is paying for the

transportation. The parents/guardians must know that if they cannot pick up their son or daughter after an event, other arrangements will be made for someone to pick them up. If it becomes necessary, and school policy permits, local police may also be used for transportation, if their regulations allow.

All parents/guardians have something at which they are good. An instructor needs to keep a list of those parents/guardians who are willing to give up their time to help the cadets and the program. If a person is needed to teach a cardio-pulmonary resuscitation (CPR) class, then it is a good idea to contact a parent/guardian who is a fireman or a policeman. Everyone may be able to help, but needs to be asked. Parents/guardians with skills are a very important part of the program and an instructor cannot forget to ask them for assistance. There is not have enough time in the day to do everything, and if cadet's parents/guardians are willing to assist the Marine Corps JROTC program, then check with the local school administration and, if approved, use them. There is always a parent/guardian with some free time during the day to assist you with a special project and they do not have to come to the school to do it. It may just be the parent/guardian who can make posters or a chart to use in class. Never leave any stone unturned.

SKILL 4 IDENTIFY LOCAL PROGRAM SUPPORT RESOURCES

Instructors will quickly learn that there are more projects and events than money to support them. Because of this, fund raising is a fact of life in the Marine Corps JROTC program. In addition, Marine Corps JROTC can acquire financial support from corporate sponsors. Instructors can write a letter to a business or company requesting money or items for worthwhile projects. Cadet's parents/guardians will often provide the names of many businesses and people to contact in the community. Make sure to include a business card with a phone number and point of contact. Instructors should be personable, yet respectful, in their dealings to request financial support. Go to the store or company and request a meeting with a manager, who may know a parent/guardian of one of the cadets. Offer to provide JROTC support, as a civic project, even if they cannot financially support your program. Address the issue and reason for requesting the donation; leave a name, number, and point of contact. Remember that parents/guardians are people who can also donate money or items that you may need for the program. There are many requests and only a limited amount to give. Instructors must remember that parents/guardians are involved in civic organizations and clubs or they know someone who is in the activities. At a parents meeting, instructors should ask the parents about viable sources of support available from the community. Many organizations would be happy to pay Marine Corps JROTC for work performed by the cadets.

CATEGORY 5 - COMMUNITY

SKILL 1 DEVELOP AND IMPLEMENT AN OUTREACH PLAN

Instructors should always remain aware of the Marine Corps JROTC goal of turning cadets into better citizens. It is also important to help the community appreciate the program. Supporting community special events by providing color guards, assisting in parking, or other acts of service will highlight Marine Corps Junior ROTC to many in the community who otherwise may not realize the program exists. It provides an opportunity for cadets to serve as better citizens and perform in the community for the public. Another opportunity is providing funeral details where cadets may function as a firing squad, pallbearer and bugler. This also gives the cadets an opportunity to show the public what they are capable of accomplishing. It can provide the Marine Corps JROTC unit a tremendous amount of positive publicity and can increase the interest of middle school students in your program. It also teaches the cadets respect for those brave men and women who served their country. Many funeral homes will provide some type of monetary donation for providing a funeral detail. These details can also serve your organization in the form of establishing contacts with community leaders and organizations that may be able to support your unit throughout the year. As an example, the manager of the local Wal-Mart may allow your unit to conduct a car wash, and may provide some matching funds. Local groups/organizations may be persuaded to establish a scholarship for your cadets.

In identifying organizations your unit can support, ask yourself this question, "If this detail made the nightly news, would it portray the school, the unit and the Marine Corps in a positive light?" Organizations/groups which are extremely controversial, or looked upon as hate groups, should be avoided. Instructors should also avoid preferential affiliation with any local political parties. If an instructor is unsure, contact the district public affairs officer or project officer.

When mingling with the public, Marine Corps JROTC instructors will find that many people are not aware of the Marine Corps JROTC mission, nor are they aware of the fact that there is no military obligation for the cadets. Instructors must inform the public that Marine Corps JROTC is not a paramilitary organization, but it is a program to teach leadership, good citizenship and to develop good character. One way to get the word out to the public on the Marine Corps JROTC program is to provide as much support to local organizations as possible. Be visible to let the public see what good citizens your cadets are. An instructor should consider becoming a member of a few organizations such as the Veterans of Foreign Wars or American Legion or the Rotary Club or Lions Club. The more an instructor can show the public those positive things Marine Corps JROTC

teaches the young people of the community, the greater the support Marine Corps JROTC will get from the community.

Any plan to reach out to the local community should include listing community organizations/groups that can be supported, and a point of contact for each of these organizations. In a form letter or phone call, introduce yourself and your unit. Inform these organizations of the support the Marine Corps JROTC unit is willing to provide: color guards, traffic control, parking details, funeral details and more. Be sure to notify them of any requirements which may exist, i.e. requests must be made via phone or letter at least 5 days prior to the event, no details during school hours except funerals. Decide how many commitments can be supported a month. As the public becomes aware of the services Marine Corps JROTC provides, the unit will quickly become overwhelmed. One way to do this is with a computer calendar program. Start with any commitments obligated to the school, (such as homecoming) and then list any competition (drill meets, rifle matches) now you know what weekends or evenings you have available to support the community. When you commit to an organization, ensure you put it on the calendar. The worst thing in the world would be to commit and then fail to show. Ensure that during these details the cadets and the unit are properly introduced and acknowledged in any program. Recommend that you make contact with your local newspaper, radio station and television station so that proper recognition can be made toward your unit for their contribution to the public. Contact the Marine Corps Reserve during the holiday season and ask if the cadets can provide any assistance on their Toys for Tots campaign. Other noteworthy projects include visiting the local V.A. hospital or placing flags on the graves of veterans during Flag Day/Veterans Day.

Get the cadets involved by having them come up with ways to reach out to their community. This could be a senior project. One way to do this is to have cadets in their own smaller communities make fliers inviting their community to come and see the Marine Corps JROTC unit, perhaps during a drill meet or an open house. Ensure any event is on time, and that all cadets are in proper uniform, which clearly identifies your unit. Brief all cadets prior to each event on what is expected of them and to be courteous and polite. One sloppy, rude cadet will NOT be forgotten. Recommend calling the day prior to the event and confirm the time and place with the point of contact. Ensure there are no last minute changes and that you have good directions to the location of the event. If time permits, instructors should drive by the location prior to the event to ensure you know where it is located and the travel time.

SKILL 2 FOSTER THE DEVELOPMENT OF COMMUNITY AWARDS AND SCHOLARSHIPS

Scholarships may be available for cadets through national, state and local organizations. It is the cadet's responsibility to apply for the scholarships, but Marine Corps JROTC instructors should provide information and assistance. The Internet is a valuable tool in identifying national scholarships. Simply do a search "Scholarship" to find several thousand. Some of the possible sources of local, state and national scholarships are: the

VFW, the American Legion, The Military Officer Association, the NCO Association, and Civilian Marksmanship Program. These organizations can provide scholarships ranging from a few hundred dollars a year to a thousand dollars a year for JROTC cadets. Another option is to establish a local scholarship with a group or organization, perhaps in memory of one of the organization's past members. Sending a respectfully worded letter, outlining the opportunity to immortalize their friend with a scholarship for a local young boy or girl, may be well received. Also, there are ROTC and PLC scholarships available. At least once a year, instructors should consider inviting the nearest Officer Selection Officer to the school to speak with the cadets about the Marine Corps. But remind speakers they are not there to recruit students. Instructors may find themselves in hot water if that occurs.

Throughout the year, be sure to publish a list of national and local scholarships available, with any prerequisites for the scholarships. Speak to rising seniors about their plans for the future and assist them in completing their applications. If necessary, set aside a class for competing scholarship applications.