

JLAB 2019 JROTC UNIT BEST PRACTICE

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| <u>Date:</u> May 23, 2019 | <u>School:</u> Lee Magnet High School | <u>School Address:</u> 1105 Lee Dr., Baton Rouge, Louisiana 70808 |
| <u>JROTC Unit Name:</u> Lee High Big Bois | <u>Unit Telephone Number:</u> (910)-578-9709 | <u>Unit Email Address:</u> wlaigaie@ebrschools.org |
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JROTC Unit Best Practice (one per form only):

Service Learning

Discussion (The who, what, when, where and how of the Best Practice, e.g., components of the function, organization (staff responsibilities, command, and control), resources needed (money, people, supplies, transportation, and equipment) timeline from planning to completion, etc.):

Who: This year, our SAI created new positions (Service Learning Officers) within our cadet battalion chain of command and appointed high achieving cadets as “Service Learning Officers”. Our Service Learning Officers were Cadet Captain Shubheksha Acharya and Cadet Sergeant Gabrielle Wiggins. Additionally, cadet staff members were encouraged to help assist with command and control, as well as the planning aspect of service learning.

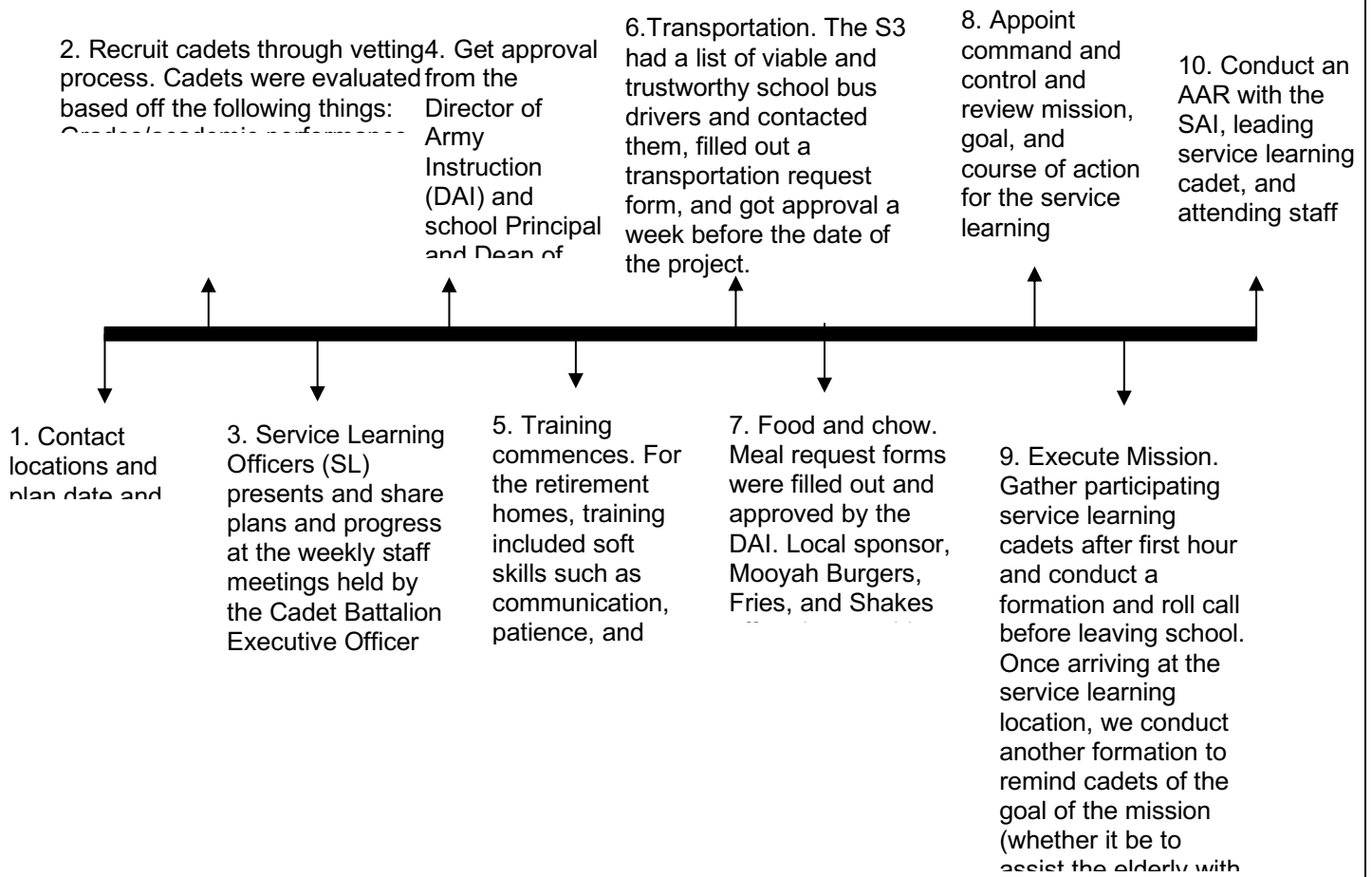
What: Our SL projects consisted of three main objectives and locations: Assisting elderly residents with technology at both the St. James Retirement Home and the Blake at the Grove Retirement Home, and training junior high students at the neighboring middle school, Glasgow Middle School.

When: Once a month. We alternated in between projects/locations and rotated with the different groups of cadets we had arranged beforehand.

How: First, we had three teams, each assigned to either the St. James Retirement home, the Blakes, and the Glasgow middle school. Planning took place between the Service Learning Officers and S1 who was assigned to oversee the project and then was brought to the weekly staff meetings where the Service Learning Officers would update and share the planning to the cadet Battalion commander and cadet Battalion executive officer. In order to communicate and give out frequent, real-time updates, the SL officers used a private mobile messaging platform that enables teachers, parents, students, and administrators in K–12 schools to communicate with everyone at once called Remind. In addition, the officers used email to constantly update the AI, SAI, DAI, and school administration. This was the first year where we as a program appointed selected/high achieving cadets who were not staff members to be in charge and take over service learning. In addition, the Service Learning Officers were accompanied by the cadet battalion staff members whenever necessary. The S1 was assigned to manage and oversee the Service Learning Officers, while the Service Learning Officers focused on contacting the partnering organizations, food and chow, and transportation. The S3 was in charge of getting forms and the projects approved by both the Director of Army Instruction and school administration, i.e The principal and dean of students. Command and control was taken care of by the leading service learning officer (for example on the St. James Retirement home service learning, cadet Shubheksha Archyra was the leading cadet while Cadet Gabbi Wiggins was in charge of Glasgow and the Blakes), in addition to staff officers who were willing and able to go on that date. The money that was needed all came from our JROTC funds and was taken care of by sending in meal request forms, transportation forms, etc. The service learning officers recruited cadets who were willing and able to attend the service learning trips. Cadets went through a vetting process where the AI, SAI, and Leading officers evaluated their academic performance, standing within the school, availability, and conduct. Minimal supplies were needed. For retirement homes, no supplies were needed. For the Glasgow Middle School Service learning, we used our raider supplies, such as tires, cinder brick, ropes, and water jugs, all of which were donated by cadets and sponsors. For the retirement home service learnings, our main mode of transportation was a school bus, which was always requested through the S3 and approved by the principal.

Because Glasgow Middle School was a neighboring school, our AI and an approved parent chaperone would use their personal vehicles to transport cadets and equipment.

Things that needed improvement and how we overcame them: Some of the problems, flaws, and difficulties that we faced throughout the school year were getting lists of cadets per Service Learning Project in on time, 100% cadet vetting effectiveness, and 100% communication. These problems were heavily discussed during our weekly staff meetings, and by the end of the year, they were resolved. For example, getting cadet participation lists in on time to the school faculty for student class excuses was a problem that needed to be addressed because of the principal's displeasure concerning their grades and attendance. We came up with the solution that the lists be presented in full and ready for presentation to the school faculty within one week of the project's execution. Failure to do so will result in the cancellation or the postponement of that month's Service Learning Project. Cadet vetting was not 100% effective at first, so to fix this problem, instead of using permission forms from teachers, we had our army instructors inspect cadet grades and confirm if cadets participating were in good academic standing. Those who did not fit the requirements were denied the ability to participate in the projects. Communication had always been a problem too, not only between the staff, but also between them and the army instructors, cadets, and faculty. We explored many options to improve the fluidity of our communications such as utilizing the Remind app and the Google Classroom, writing updates on the whiteboards in the JROTC classroom, and daily formation announcements. In the end, we found that the most consistent mode of communication was using the Remind app and having our army instructors update our cadets in the daily formations for incoming events/activities.



We all do some things better than others. Likewise, some JROTC units are better at some things than other JROTC units. We call those Best Practices. We think that the “best” best practices come from the best units. If your unit’s day-to-day performance is a reflection of your accomplishments on JLAB Level I and Level II, and we think that it is, then we believe your unit to be among the best. We want you to tell us about your best practice(s). Complete and submit this form on one or more of your unit’s best practices. Use a separate form for each Best Practice. Be detailed in your report so that the other 3,400+ JROTC units in the country with whom we will share it can read and execute it without questions! This report form is designed to expand as you type. It should accommodate your report without attachments. Should that not be the case, submit your report(s) in a format that works for you. Please name your file with your school name.

Below is a non-all-inclusive list of possible unit best practices.

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| <ul style="list-style-type: none"> ● Academic Team ● Drill Team ● Orienteering Team ● Raider Challenge Team ● Rifle Team ● Color Guard ● Marksmanship Training ● Awards Ceremony ● Awards support from outside organizations ● Cadet retention in JROTC | <ul style="list-style-type: none"> ● Fundraising ● Leadership Team ● JCLC ● Service Learning/Community Service ● Military Ball ● Cadet Commander and Staff Organization and Functions ● Cadet Scholarships ● Technology support of unit from school and community ● Educational and Orientation Trips ● Cadet Challenge |
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THIS IS NOT A GRADED ASSIGNMENT BUT IT IS REQUIRED FOR YOUR TEAM TO COMPETE IN THE CHAMPIONSHIPS.