



TARGETING YOUTH: WHAT EVERYONE SHOULD KNOW ABOUT MILITARY RECRUITING IN PUBLIC HIGH SCHOOLS

**A Report Prepared by The
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EXECUTIVE SUMMARY

The decision to join the military is a very serious one that should not be made lightly. Enlisting in the Armed Forces is an irreversible commitment to at least two years of wartime service. Teenagers considering enlisting should do so based on an honest and straightforward appraisal of the facts, rather than glossy advertising campaigns that glamorize military service without acknowledging its dangers.

This report presents facts about military recruitment and military service to help parents and students determine whether joining the military is appropriate or necessary. This Executive Summary of the report summarizes the detailed information contained in the rest of the report.

PARENTS AND CHILDREN CONSIDERING ENLISTMENT SHOULD BE AWARE THAT:

The Military Uses Aggressive Recruiting Tactics And Spends Billions Of Dollars On Advertising Firms To Convince Teenagers To Enlist.

- Funding for military recruitment is on the rise. The 2009 military advertising budget totals \$20.5 Billion. This money is used for slick ads and video games designed by the same marketing firms that create commercials for major corporations, such as Coca-Cola, McDonald's and Nintendo. These ads and video games do not accurately portray the lives of soldiers and do not mention the dangers of war.
- Under the No Child Left Behind Act (NCLB), schools are required to give recruiters access to students and student information. The NCLB and the Family Educational Rights and Privacy Act (FERPA) require that parents be told that they have the right to keep recruiters away from their children. High schools throughout the State do not notify parents of this right adequately, or at all.
- Under the NCLB, schools receiving federal funds must give military recruiters the same access to students as they give employers and college recruiters. But, schools throughout the State give recruiters much greater access to students than is required by law. There are no uniform rules in New Jersey for schools to control military recruiter behavior on campus. School officials do not supervise military recruiters. Lack of oversight allows recruiters to present students with unrealistic and false portrayals of military service.

Recruiters Do Not Present Families with Important Facts. With virtually unfettered access to high school students and limited oversight, military recruiters play up themes of adventure and patriotism while failing to present the realities of military service.

- **Casualties.** Military recruiters fail to adequately present the cost of military action. As of October, 2008 4,734 American troops have been killed and 33,012 have been wounded in the wars in Afghanistan and Iraq.

- **Realities of War.**

- Students are not told that they will likely be sent to Iraq or Afghanistan, and that soldiers may be recalled for up to four separate tours of duty.
- Students are not told that between 12-20% of Iraq veterans suffer from serious psychological problems related to their military service.
- Recruiters give female students the impression that they will be out of harm's way. While women do not serve in front line combat positions, they work some of the most dangerous jobs at the front lines.
- Female students are not informed about the dangers of sexual assault and harassment. Of women receiving care from the Veterans Administration, 23% reported sexual assault and 55% reported harassment during their service. Furthermore, women report higher rates of psychological disorders than men.

- **Wounded Veterans do not Receive Adequate Health Care.** Given the prevalence of injuries in the line of duty, recruiters should inform students about the lack of health care for wounded veterans.

- The U.S. Congress has found that numerous Veterans Administration centers and hospitals offer sub-standard health services.
- Many injured soldiers are turned away from Veterans Administration centers on the basis that their illness was caused by a "pre-existing" condition not related to combat duty.
- If you are injured in combat, the only other way to get full benefits is to suffer a "service-related" disability. The VA has been routinely classifying serious injuries as "non-service-related." As a result, veterans do not receive health care coverage for injuries sustained during the war.

- On average, veterans wait six months for the Veterans Administration to process medical claims. The appeals process for rejected claims averages 3.5 years. Soldiers are not permitted to seek legal representation to expedite their claims.

• **Military Reserve Soldiers Are Real Soldiers.**

- Military Reserve soldiers are real soldiers and can be called to active duty at any time.
- There is less support to Reservists who return from active duty.
- Reserve soldiers suffer from higher rates of suicide.

• **Education.**

If a student's sole goal in joining the military is to pursue a college education, the student should explore the many scholarship opportunities available in New Jersey and consider participating in college ROTC programs.

- The new GI Bill, which will start delivering education benefits in August 2009, makes it easier for soldiers to gain access to education funding. But, the Bill still requires 36 months of active duty service and an honorable discharge (or its equivalent) before a veteran can receive benefits that would pay for a typical undergraduate degree.
- There are numerous scholarships that are available in New Jersey that do not require military service.
- If a student has good grades, the student should consider applying to the ROTC program as an entering freshman or during college. In a college ROTC program, the military offers many scholarships that pay for students' college education in full. Additionally, ROTC graduates receive higher pay, more responsibility, and better benefits than enlistees who do not have a degree.

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I. INTRODUCTION

Military enlistment is a major life decision and should not be taken lightly, particularly during times of war. The United States has been at war in Afghanistan since 2001 and Iraq since 2003. These campaigns have come at a steep cost to America and its citizens. As of October 2008, 4,734 American troops have been killed and 33,012 have been wounded. The military has extended soldiers' tours in both length and number, and the length of their leave between tours has been shortened. The impact of the increased strain on American soldiers has been profound. Aside from deaths and numerous life-altering injuries suffered by soldiers, rates of suicide, post-traumatic stress syndrome, and instances of sexual assault and other criminal misconduct within the military have risen significantly.

Beginning in 2004, the military routinely fell short of its recruiting goals. In response, the military began a multi-Billion dollar Madison Avenue-driven marketing campaign to sell military service to America's youth. Facilitating this effort is the No Child Left Behind Act ("NCLB"), a federal statute aimed at equalizing the quality of education throughout the nation. A little-known provision of that law aids military recruitment. The NCLB requires public high schools that receive federal funding to give recruiters access to students and student information, including contact information of all juniors and seniors who fail to affirmatively "opt-out" of the information release. But, many schools throughout the state fail to notify parents of their right to "opt-out" and to keep recruiters from their children. As a result, children are exposed to aggressive recruitment tactics without parental knowledge or approval.

This report aims to provide as much information as possible so students and their families can make informed decisions about whether to join the military. The report discusses: (1) the

military's aggressive recruiting efforts; (2) how these tactics are imported to the high schools under NCLB; (3) the actual educational benefits available to new recruits; (4) how these benefits compare to non-military sources of educational financial aid; and (5) the impact of the war on current soldiers and veterans. The report concludes with a series of recommendations to ensure that students who decide to enlist will do so based on an unbiased and full understanding of what it means to join the military during wartime.

II. THE MILITARY PURPOSEFULLY USES MISLEADING ADVERTISING TECHNIQUES TO LURE ADOLESCENTS INTO ENLISTING

A. TAX DOLLARS FUND AGGRESSIVE MARKETING TACTICS

To meet its human capital needs, the Department of Defense (“DOD”) “must convince about 200,000 people each year—the majority of them recent high school graduates—to join the military.”¹ Convincing young people to join the armed forces means competing with other post-secondary educational and career opportunities that are available to them,² and asking high school students to defer or forego college and/or employment. This has proved an increasingly difficult challenge as casualties mount and tours of duty lengthen.³ The harder it is to recruit teenagers to fight in Iraq and Afghanistan, the more tax dollars are spent on military recruitment advertising. The budget for recruiting advertising campaigns nearly tripled from fiscal years 1990 to 2003.⁴ The National Priorities Project reports that prior to 2006, more than \$4 Billion per year was spent on recruiting related expenditures.⁵ According to the Department of Defense, the 2009 budget for military recruitment is up to \$20.5 Billion.⁶

Indeed, under 10 U.S.C.A. § 503, the “Secretary of Defense is required by law to enhance the effectiveness of DOD’s recruitment programs through an aggressive program of advertising and market research targeted at prospective recruits and those who may influence them.”⁷

B. THE ARMED FORCES HIRE TOP ADVERTISING FIRMS TO SELL MESSAGES OF ADVENTURE AND PATRIOTISM THAT DO NOT PORTRAY THE HARSH REALITIES OF WAR

Each branch of the armed forces has gotten more aggressive in its advertising efforts in recent years.⁸ As casualties mount, the U.S. military spends Billions of tax dollars to recruit our youth, using the same tactics as advertising agencies that create ads to sell cars, sugary drinks, and fast food.

- In 2005, the Army entered into a five-year contract with global advertising firm McCann Erickson for \$1.35 Billion of “advertising, promotional, and publicity programs to support all recruiting and retention programs.”⁹ McCann Erickson’s client list includes multi-Billion dollar, multi-national corporations such as: Microsoft, Johnson & Johnson, Coca-Cola, ExxonMobil, General Motors, American Airlines, Goodyear, Intel, and Pfizer.¹⁰ From 2000 to 2005, the Army had contracted with the Leo Burnett agency, which “handles many of the world’s most valuable brands and successful marketers, including McDonald’s, Disney, Procter & Gamble, Marlboro, Altoids, Heinz, Kellogg, and Nintendo.”¹¹
- The Navy spends over \$90 Million taxpayer dollars annually on advertising and has a renewable \$91.9 Million contract with the Campbell Edwald agency.¹² This makes the contract worth \$468.8 Million if the renewal options are exercised over four years. Campbell Edwald’s clients include Chevrolet, General Motors, Michelin, and OnStar.¹³
- The Marines employ J. Walter Thompson Co. (“JWT”) of Atlanta, Georgia.¹⁴ JWT is the largest advertising agency in the United States and the fourth-largest in the world.¹⁵ The Marines multi-year contract with JWT is worth approximately \$213 Million.¹⁶ JWT also represents Bayer, Johnson & Johnson, HSBC, and Rolex.¹⁷
- The Air Force has contracted with Gurasich, Spence, Darilek and McClure (“GSD&M”) of Austin, Texas, whose clients include AT&T, Southwest Airlines, American Red Cross, BMW, John Deere, AARP, and MasterCard.¹⁸ The Air Force’s renewable contract is worth \$57 Million annually.¹⁹

These contracts, paid for with tax dollars, are very lucrative for advertising agencies. The Billions of dollars spent on advertising could be used for scholarships and other youth programs.

C. THE MILITARY USES BEHAVIORAL PSYCHOLOGY TO CREATE COERCIVE MARKETING CAMPAIGNS TARGETING ADOLESCENTS

The military has conducted extensive research into the psychological and behavioral factors that influence teenagers to enlist in the military.²⁰ In 1999, the Department of Defense (“DOD”) charged the National Academies of Sciences’ National Research Council to do a four-year study on youth attitudes toward the military and the effectiveness of advertising campaigns using the Youth Attitudes Tracking Survey (YATS).²¹ The Defense Manpower Data Center (DMDC) administers the YATS to students annually so that changes in youth “demographic trends, cultural characteristics, attitudes, and educational attainments” can be tracked by the DOD to formulate recruiting strategies.²² The DOD uses information derived from its behavioral research to guide its recruiting strategy and to influence teenagers to join the military.²³

The military’s marketing campaigns emphasize patriotic themes and tales of adventure that appeal to teenage sensitivities, while downplaying the actual risks of war. For example, the Army’s television commercials show soldiers in grassy settings performing athletic feats such as jogging in formation, scaling an obstacle course, and leaping from a helicopter. These ads, however, “omit all but the most fleeting images related to the all-volunteer Army’s biggest endeavor ever: the war in Iraq.”²⁴ Ads fail to point out that “signing up these days almost inevitably means deployment to combat zones in Afghanistan or Iraq, where the majority of the more than 2,850 killed and 21,000 wounded have been soldiers.”²⁵

Similarly, promotional materials left in schools by military recruiters fail to mention the negative consequences of war or the possibility of being deployed to Iraq or Afghanistan.²⁶ This

lack of disclosure prevents a teenager from making an informed choice about a very serious life decision. While adult consumers may be fair game for manipulation by sophisticated marketers, impressionable teenagers should not be seduced into joining the military through psychological tactics that exploit adolescent vulnerabilities.

1. Adolescents Lack the Neurological Capacity to Make Fully Informed Decisions

The military is exploiting the fact that adolescents lack a fully-developed capacity to make informed decisions. Teenagers are less likely to consider the long-term consequences of their decisions than adults who are only a few years older.²⁷ In particular, “adolescents generally do not perceive or assess risk in the same way as adults,” and they “tend to make riskier decisions.”²⁸ Neurological studies reveal structural differences between the adult and adolescent brains.²⁹ Scientific research conducted by the National Institute of Mental Health shows that:

the greatest changes to the parts of the brain that are responsible for functions such as self-control, judgment, emotions, and organization occur between puberty and adulthood. This may help to explain certain teenage behavior . . . such as poor decision-making, recklessness, and emotional outbursts . . . compared to adults the teens’ frontal lobes (the seat of goal-oriented rational thinking) are less active The results suggest that “in teens, the judgment, insight and reasoning power of the frontal cortex is not being brought to bear on the task as it is in adults.”³⁰

The United States Supreme Court has also recognized the psychological vulnerability of children and teenagers in several landmark decisions.³¹ In 2005, in discussing why the execution of juveniles is unconstitutional,³² the Supreme Court cited “[s]cientific and sociological studies” documenting the tendency of adolescents to make “impetuous and ill-considered decisions”; their susceptibility to “negative influences and outside pressures”; and the “transitory” nature of their character traits.³³

As a result of drunken teens dying in auto crashes, Congress raised the minimum age for the purchase and possession of alcoholic beverages to 21.³⁴ Increasing the national drinking age to 21 has saved “an estimated 20,000 lives in the past 20 years.”³⁵ Recognizing the psychological vulnerability of children, Congress passed laws prohibiting slick marketing campaigns that glamorize risky behaviors such as smoking³⁶ and drinking.³⁷ For similar reasons, as the obesity rate among young people has soared, school officials and legislators have targeted the sale of unhealthy foods on school campuses.³⁸ Adolescents’ neurological immaturity has also been noted by auto safety experts, who advocate raising the minimum driving age, because “16-year-olds, the youngest drivers licensed in most states, are too immature to handle today's cars and roadway risks.”³⁹

While a broad consensus exists that teenagers lack the decision-making capacity of adults, the military deliberately exploits this immaturity by equating the military with video games and other entertainment. This trivializes what should be a mature, serious, and sober decision to be made by teens and their families.

2. Interactive Military Games Target Teenagers

Military recruiters’ ability to affect young people is greatly enhanced by captivating images shown in the various promotional materials that they bring to schools, including brochures, DVDs, videos, and electronic games. Often the military prominently displays its promotional materials inside or nearby the school cafeteria, where the entire student population can be exposed to the recruiters’ messages.

The Army employs a range of techniques to entice potential recruits. It developed its own video game, “America’s Army,” which is available for free download at the Army’s recruiting website.⁴⁰ The game has 6.5 million registered users according to the Army’s website.⁴¹ “America’s Army,” which has “become the gold standard for recruitment video games, cost \$5.5 Million.”⁴² The Army also plans to use cell phone text messages, helicopter simulators in the back of eighteen wheelers, and visits to NASCAR and rodeo races.⁴³ “[R]ecruiters will visit schools and malls a few days before an event, offering free tickets and the chance to meet famous drivers or bull riders.”⁴⁴

At one location, the Army displays customized vehicles and a black Hummer with an Army logo and “a high-end audiovisual system.”⁴⁵ Two “flat-screen monitors” show Army footage from Iraq to the accompaniment of the Toby Keith song “American Soldier,” while a third monitor “displays images from an Xbox video game.”⁴⁶ A road show attraction includes an aviation van with a new Special Forces vehicle, “which includes a simulated parachute drop.”⁴⁷

The Air Force maintains a website that allows a visitor to chat with an Air Force advisor in real time.⁴⁸ The Air Force features “‘USAF: Air Dominance,’ a simple flight simulator played on kiosks in Air Force mobile recruiting centers.”⁴⁹ The Air Force also maintains a fleet of customized SUV’s and trailers called RAPTORS (Reaching America’s Public to Optimize Recruiting), which come equipped with interactive games and a scale model of the latest fighter jet.⁵⁰ The Air Force deploys the RAPTORS at high schools, colleges, job fairs, sporting events, and in convention halls.⁵¹

The Navy has also joined the interactive game club with Strike and Retrieve.”⁵² This online game is “based on shooting skills,” and is geared for “teens and young adults.”⁵³ “Strike

and Retrieve” involves a spy plane downed over the Atlantic.⁵⁴ Players must “operate remote-controlled submarines that navigate a fantastic world of undersea caves, dangerous fish and enemy subs.”⁵⁵

The game landed a “T” rating, for Teenager, from the Entertainment Software Rating Board for its flashy graphics.⁵⁶ A “T” rating means the material “may be suitable for ages 13 and older” and “may contain violence, suggestive themes, crude humor, minimal blood and/or infrequent use of strong language.” While the Navy’s director of the advertising plans division was initially displeased about the “T” rating,” he soon realized that it was better for recruitment. As he stated, “our target market is teenagers. If it were rated ‘E’ for Everyone, then a teenager might be less likely to play it because it’s not cool.”⁵⁷

3. The Military Exploits Adolescent Insecurities

The military combines traditional mass media marketing with psychological tactics to influence students to enlist. The Army’s computer program, “the Blueprint,” trains military recruiters to:

[a]nalyze students and make a pitch according to what will strike a motivational chord – job training, college scholarships, adventure. Signing bonuses, or service to country.⁵⁸

Military recruiters create a customized “pitch” for each individual student based in part on personal information gathered from the Armed Services Vocational Aptitude Battery test (ASVAB).⁵⁹ The military:

pitches the test to schools as a free career exploration program, but its manual notes that [the ASVAB] is also ‘specifically designed’ to ‘provide the recruiter with concrete and personal information about the student.’⁶⁰

Military recruiters are instructed to “read yearbooks to ‘mysteriously’ know something about a prospect to spark the student’s curiosity.”⁶¹ While “it is only natural for people to resist,” military recruiters learn sales techniques for “closing the deal.”⁶² One such sales technique, the “challenge close” method, plays on adolescent male insecurities. This technique

works best with younger men. Be on friendly terms with your prospect, or this may backfire. It works like this: When you find difficulty in closing, particularly when your prospect’s interest seems to be waning, challenge his ego by suggesting that basic training may be too difficult for him and he might not be able to pass it. Then if he accepts your challenge, you will be a giant step closer to getting him to enlist.⁶³

Recruiters view each teenager as a potential sale, rather than an individual who is trying to navigate the difficult years of adolescence. Indeed, the Secretary of Defense’s Director of Recruiting Policy stated that the military concentrates on schools most likely to “maximize returns on the recruiting dollar [because] the advertising and marketing research people tell us to go where the low-hanging fruit is. In other words, we fish where the fish are.”⁶⁴

D. THE MILITARY’S SCHOOL RECRUITMENT PROGRAM HANDBOOK IS A SALES PLAN THAT REFERS TO HIGH SCHOOLS AS “MARKETS”

Recruiters must follow the military’s School Recruitment Program Handbook (“SRP Handbook”), which instructs them to “*penetrate the school market*” and achieve “*school ownership*.”⁶⁵ To achieve “school ownership,” recruiters employ traditional corporate marketing strategies developed by multi-Million dollar advertising firms. The SRP Handbook is a ten page document that gives detailed instructions to military recruiters, telling them how to convince students to enlist (It is attached to this report as Appendix A.) The SRP Handbook

reveals that military recruiting is an exercise in pure salesmanship. High schools are referred to as “markets” where recruiters make “sales presentations” to students.⁶⁶

The SRP Handbook ignores completely that public schools are places for students to learn. The SRP Handbook candidly states that following its instructions closely “is the cornerstone of mission accomplishment,” which is to “ensure an army presence in all secondary schools.”⁶⁷ A military recruiter has successfully “sold” a student when he or she enlists in the military. As popular support for the wars in Iraq and Afghanistan wane and casualties accumulate, to achieve “mission accomplishment,” recruiters are becoming fixtures in the public school system.

1. Penetrating the School Market: Winning the Trust of School Administrators

Recruiters are instructed by the SRP Handbook to employ a two-step strategy. First, win the trust of school administrators to gain maximum access to the student body and second, aggressively solicit students to enlist:

[r]ecruiters must first establish rapport in the schools. This is a basic step in the *sales process* and a prerequisite to an effective school program. . . . *Once educators are convinced recruiters have their students’ best interests in mind the SRP can be effectively implemented.*⁶⁸

The SRP Handbook provides recruiters with tactics to help win the confidence of school administrators, who can assist them in the recruitment effort. Recruiters are told to give out free mugs, calendars and office supplies with the Army logo on them to school employees because “[s]omething as simple as an Army personal promotional item can help produce positive results.”⁶⁹ Military recruiters are also instructed to be courteous and helpful to the school’s administration and faculty.⁷⁰

While this directive appears admirable at first glance, its explicit purpose is to win the trust of school employees and thereby facilitate “penetration” of the school market. The SRP Handbook refers to educators as “tools” to further implement the military’s goals. The SRP Handbook directs recruiters to employ aggressive solicitation techniques: “[i]f you can make an appointment for a sales presentation on the first contact, then do so.”⁷¹ The SRP Handbook is clear that unhindered and unchecked access to students is the crucial first-step in the recruiting sales process.

2. Achieving “School Ownership”

After winning the trust of school administrators, a recruiter’s next required objective is to achieve “school ownership.” To facilitate this “ownership,” recruiters are instructed to approach youths as early and as often as possible and to seek help from school administrators and popular students, or “centers of influence,” (“COIs”) in the recruiting process. Perhaps the most disturbing aspect of this strategy is the deliberate targeting of children who are too young to enlist.

The SRP Handbook clearly instructs recruiters to target youths as early as possible. The SRP Handbook tells recruiters that high school seniors are by no means the only intended audience for their message:

[r]emember, first to contact, first to contract . . . *that doesn’t just mean seniors or grads*; it means having the Army perceived as a positive career choice as soon as young people begin to think about the future. *If you wait until they’re seniors, it’s probably too late.*⁷²

The official policy of the military is to gain back door access to students who are not legally eligible to enlist in the military. Indeed, the SRP Handbook encourages military recruiters to “[g]et involved with local Boy Scout troops,” because “[s]coutmasters are typically

happy to get any assistance you can offer.”⁷³ “[M]any scouts are HS students and potential enlistees or student influencers.”⁷⁴ What the Handbook fails to mention is that the actual age range for the Boy Scouts is ten to eighteen years old. This means that military recruiters not only target younger high school students, but have access to boys as young as ten years of age, without any parental knowledge or permission.

The SRP Handbook exploits adolescent boys’ insecurities. It specifically discusses that although most student COIs are not likely to enlist in the military, they should still be used as tools to recruit less popular students who look up to them:

Some influential students such as the student president or the captain of the football team may not enlist; however, they can and will provide you with referrals who will enlist.⁷⁵

The SRP Handbook further requires recruiters to:

Know [their] student influencers. Students such as class officers, newspaper and yearbook editors, and athletes can help build interest in the Army among the student body. Keep them informed.⁷⁶

A successful recruiter with many COIs working with him can insert the military’s sales pitch into every aspect of the lives of high school students. A pervasive and aggressive marketing campaign is the essence of the “school ownership” that is the goal of the military. The SRP Handbook urges recruiters to establish rapport with COIs, so that they will then exert additional influence on potential recruits, instructing that “to effectively work the school market, recruiters must maintain rapport throughout the SY [school year] and develop a good working relationship with key influencers.”⁷⁷ The SRP Handbook also provides “helpful hints and guidelines” for “working the school market” and using COIs in order to achieve school ownership:

Be indispensable to school administrators, counselors, faculty, and students. Be so helpful and so much a part of the school scene that you are in constant demand

. . . Never rely on guidance counselors as the sole COI in the school. Cultivate coaches, librarians, administrative staff, and teachers . . . By directing your efforts toward other faculty members you may be able to obtain the information necessary to effectively communicate with students.⁷⁸

3. Implementing the SRP Handbook's Twelve-Month Plan

Unlike college and vocational recruiters who typically visit schools once a year at a college or employment fair, the military seeks to have a constant, visible presence in public high schools. Military recruiters are instructed to “eat lunch in the school cafeteria several times each month” in order to obtain “more visibility” and to “identify potential candidates” for enlistment.⁷⁹ The Army’s “Calendar of School Activities”⁸⁰ urges military recruiters to “wear [their] dress blues” to school events commemorating Martin Luther King, Jr.’s birthday and to participate in activities during Black History Month and Hispanic Heritage Month.⁸¹ There is no mention, however, of similar events such as Columbus Day and Saint Patrick’s Day, which are days of ethnic pride for Irish and Italian-Americans.⁸²

This apparent targeting of African-American and Hispanic students is confirmed by a United States General Accounting Office report, which found that “all of the [military] services have specialized campaigns to target diverse segments of the young adult population.”⁸³ “For instance, the Navy created a Web site, called El Navy, which is designed to better communicate with the Hispanic market,” and “the Army has specifically tailored radio advertisements to reach the African-American market.”⁸⁴

The SRP Handbook lays out a detailed twelve-month plan to achieve its high school enlistment goals.⁸⁵ Recruiters’ selected monthly activities include:

July

Obtain a copy of the HS fall sports and activity calendars [and] arrange to have the schedules copied with the RS [Recruiting Station] address prominently displayed. Post them

throughout the RS area, including restaurants, arcades, and anywhere else students congregate. . . .

August

Contact the school's student government . . . to discuss what the Army and you can do to assist them in the upcoming SY [school year] (chaperon, give a speech, tour a reserve center, etc.) . . . The football team usually starts practicing in August. Contact the coach and volunteer to assist in leading calisthenics or calling cadence during team runs. . . .

September

Distribute desk calendars to your assigned schools . . . Attend athletic events at the HS . . . Get involved with the parent-teacher association . . . Obtain a tactical vehicle from a local USAR ["US Army Recruiting"] troop program unit and drive it in the parade with your future Soldiers riding along. . . . Deliver donuts and coffee for the faculty once a month. . . . Hispanic Heritage Month. Participate in events as available. . . .

October

Homecoming normally happens in October. Coordinate with the homecoming committee to get involved with the parade. Use a tactical vehicle . . . Offer to be a chaperone or escort for homecoming activities and coronations. . . . Order personal presentation items (pens, bags, mouse pads, mugs) as needed monthly for special events. .

November

Basketball season begins. Distribute new schedules for the basketball season. Assemble and offer a color guard for the opening home game. . . Prior to Thanksgiving, many student organizations gather food baskets for needy citizens. Offer your assistance and get involved. . . . Attend as many school holiday functions or assemblies as possible. . . .

December

Set up school career day presentations. . . .Contact college students who are home during the holidays (remember that many first year students do not return to school after the first semester). . . . Offer to be a timekeeper at football games. . . .Participate in HS holiday events. . . .

January

Turn up the tempo on contacting your juniors. Get a jump on the competition. . . . Martin Luther King Jr.'s birthday is in January. Wear your dress blues and participate in school events commemorating this holiday. . . .

February

Contact the HS athletic director and arrange for an exhibition basketball game between the faculty and Army recruiters. This is an excellent way to build rapport in the HS. . . . Black History Month. Participate in events as available . . .

March

Prepare certificates for those faculty and staff members who have aided you in your HS recruiting efforts. . . . present these certificates at a COI [Center of Influence] event. . . . Continue to advertise in school newspapers and conduct class presentations. . . .

April

Track and field meets begin. Offer to be a timekeeper or coach's assistant. . . . Basketball season starts. Offer assistance to the coach. . . .

May

Since Memorial Day occurs in May, there are normally many patriotic events Contact the HS to find out what events they are involved with and offer any assistance possible. . . .

June

Coordinate with your CLT to . . . send thank you notes to those staff and faculty members who have been helpful Secure and present USAR Scholar/Athlete Awards at HS graduation or award ceremonies Assist in arranging a color guard for the graduation ceremony. . . . Coordinate with school officials to determine if they can use your assistance during summer school.”⁸⁶

4. Military Recruiters Reach Children By Targeting Their Teachers

All four branches of the armed forces host all-expense paid workshops for educators.⁸⁷

The SRP Handbook blatantly states that “[if] recruiters successfully target the teachers first,” then they will “have another foot in the door.”⁸⁸ Curtis Gilroy, the head of recruitment for the Department of Defense notes:

Teachers are a significant influencer, there's no question about it. . . . We just want the cadre of teachers, regardless of political persuasion or background, to speak about the military objectively.”⁸⁹

Allen Kanner, a clinical psychologist and researcher on military recruiting, calls the use of teachers “a very clever marketing technique,” and explains: “Teachers are role models, and if they approve of something, then the students believe the whole school system approves of it.”⁹⁰

5. Service Members and Veterans Have Financial Incentives to Hide the Realities of War and to Perpetuate the Recruiters Sales Tactics.

In 2008, to increase enlistment, the military increased its bonus allowance from \$1,000⁹¹ to \$2,000⁹² to members of the Army, National Guard, Army Reserve, retired service-members, and civilian Army employees who refer potential enlistees to recruiters.⁹³ Authorized by the National Defense Authorization Act for Fiscal Year 2008, active service members or veterans who convince someone to enlist receives \$1,000 when the referred enlistee commences basic training, and another \$2,000 when the referred enlistee completes basic training and individual advanced training.⁹⁴

Under this program, essentially every service-member acts as a recruiter. The program encourages deceptive recruiting practices. Service members have a financial incentive to glorify the war and to minimize negative experiences.

III. MILITARY RECRUITERS EXERT INFLUENCE OVER TEENAGERS WITHOUT PARENTAL CONSENT

Recruiters insinuate themselves in teenagers' lives without their parents' knowledge.

"The interest of parents in the care, custody, and control of their children-is perhaps the oldest of the fundamental liberty interests" recognized in our country's laws.⁹⁵ These fundamental rights include a constitutionally protected zone in which parents can "direct the upbringing and education of children under their control," without hindrance from the government.⁹⁶ "This primary role of the parents in the upbringing of their children is now established beyond debate as an enduring American tradition."⁹⁷

Yet, parents are often unable to control the military's influence over their children while they are at school, despite having a legal right to do so under the "opt-out" provisions of the No Child Left Behind Act ("NCLB").⁹⁸ The school setting is a powerful reinforcement for the military's message, which is directed at impressionable high school students who are exposed to it year after year.⁹⁹

Parental control over a child's upbringing is widely understood to include the right to limit exposure to objectionable or harmful activities and substances. Nobody questions a parent's right to monitor a child's driving privileges, or when necessary to take away the car keys; to impose a curfew hour; or to prevent a child's alcohol and cigarette consumption. Parents may stop their children from viewing inappropriate material through various media controls. They can ensure that the television shows their children watch are appropriate, by installing a v-chip, a parental blocking PIN or password, or requesting a lockbox from their cable provider. Similarly, computer software such as internet filters and browser plug-ins prevent their children's exposure to questionable websites and images.¹⁰⁰ But, by the pervasive presence of

recruiters in schools, underage children are exposed on a regular basis to military recruitment. This is the case even when their parents opposed the military's recruitment of their children.

A. THE MILITARY HAS EXTENSIVE INFORMATION ABOUT STUDENTS

In order to recruit students, the military has to gain access to students and information about them. The Department of Defense maintains a database of information on students eligible for recruitment (seventeen years of age and older, or juniors in high school). The database contains students' names, contact information, birth dates, Social Security numbers, ethnicity, religious affiliation, and grade-point averages. This database currently contains approximately 30 million entries compiled from a variety of sources. High schools are required through the NCLB to give military recruiters students' directory information, such as names, addresses, and contact information. Once this basic information is entered into the database, military recruiters obtain additional information about students from commercial firms (including some that process college scholarship and loan applications), the Selective Service System, and state motor vehicles departments.¹⁰¹

B. THE NO CHILD LEFT BEHIND ACT REQUIRES SCHOOLS TO NOTIFY PARENTS OF THEIR RIGHT TO KEEP RECRUITERS FROM CONTACTING THEIR CHILDREN

The NCLB is a federal law that aims to improve quality of education and standardize test results for public schools throughout the country.¹⁰² NCLB attempts to improve student success in reading and mathematics, and improve in teacher quality. Amid these worthy goals, NCLB contains a provision totally unrelated to its educational goals. That provision of the NLCB requires schools to open their doors to military recruiters and provide them with contact information of all students who are at least seventeen years old or members of the junior or senior high school classes. The NCLB also contains a provision requiring schools to give

students' names, addresses, and telephone numbers to military recruiters who request them.¹⁰³

High schools risk losing federal funding if they do not comply with these provisions.

Rutgers School of Law-Newark students and interns attempted to determine how these provisions were implemented in New Jersey high schools. Students interviewed principals, guidance counselors, and administrators in forty-eight high schools in thirteen counties throughout New Jersey. These interviews were done on an informal basis to provide a snapshot of military recruiting in New Jersey. The interviews revealed that there is no consistency between how schools throughout the State handle military recruiters. The interviews also revealed that military recruiters are largely unsupervised in their dealings with students. School officials do not verify whether recruiters use deceptive practices and often give recruiters free-reign of the cafeteria and other areas of the school. Why does this matter? Because, as discussed earlier in this report, military recruiters are trained sales people who use carefully developed strategies, including tactics developed by the largest advertising firms to “sell” the military to students. In doing so, they manipulate adolescent insecurities.

The information we gathered breaks down into the following categories: the lack of authority over military recruiters in high schools, the disparity in the amount of access to students given to military recruiters and the access given to colleges and business recruiters, recruiter misconduct, and steps parents and students can take to restrict the military’s access to students and student information.

1. There are No State or Local Policies for Monitoring Military Presence in Schools

There is no uniform State-wide policy as to who is the main contact person at the school for military recruiters. School boards and principals do not issue guidelines for dealing with recruiters. As a result, it is often left up to the discretion of guidance counselors to supervise

recruiters. Guidance counselors are the primary contact person for military recruiters in thirty-three schools (69%), whereas principals are the main contact for recruiters in only eleven schools (23%). In the remaining 8% of schools surveyed, secretaries and faculty members make decisions regarding recruiter access.

This difference demonstrates that principals have largely delegated the authority to allow or deny access to military recruiters to guidance counselors. At Dunnellen High School, a guidance counselor expressed frustration due to the lack of oversight. She sought assistance from the principal when a recruiter violated the counselor's procedures requiring recruiters to schedule appointments and obtain permission to roam hallways. The principal refused to deal with the situation, explaining that it was the guidance counselor's responsibility. At South Plainfield High School, a guidance counselor was unsure how often recruiters visit classrooms because faculty members within individual departments at the school have the authority to determine if and when recruiters can visit their classrooms.

2. New Jersey High Schools Give Military Recruiters More Access to Students Than is Legally Required

The NCLB includes a provision requiring schools to give military recruiters *the same* access to students that they give college and business recruiters.¹⁰⁴ Our study found that in trying to comply with the NCLB, high schools throughout New Jersey give the military recruiters *significantly more access* to students than is required under the law. Under the NCLB, if a school allows on-campus recruiting, it must allow the same access to the military. But, if a school does not have any on-campus recruiting by employers or colleges, it is not required to have the military recruit on campus either.

Recruiter presence and visibility in the high schools polled is generally strong. In eleven out of forty-eight (23%) reporting high schools, recruiters from at least one branch of the military are present at least once a week. Recruiters visit thirty-six of forty-eight high schools surveyed (75%) at least once a month. In contrast, recruiters from higher educational institutions and post-secondary employment opportunities visit most high schools solely during their annual career fair. In most cases, the military is also present at those career fairs. Several administrators interviewed characterized recruiters as informal school employees, referring to them as “quasi staff” and “part of the school community.”¹⁰⁵ These statements demonstrate that the twin goals of penetrating high school communities and gaining the trust of school administrators have been successful in New Jersey.

Recruiters are most often visible in high school cafeterias, but their access in most schools is not limited to that area. Seventy-one percent (71%) of schools allow military recruiters in the cafeteria where they can talk freely with all students. One-third of the schools allow military recruiters to give presentations in the classroom. But, less than one-fourth of those presentations are related to classroom curriculum. Some high school administrators, including the principal at Watchung Hills Regional High School, allowed the military access to classrooms, but are unsure of what information they impart to students. At North Plainfield, an English teacher allowed military recruiters to make presentations to the class about military service. Other schools reported allowing recruiters to conduct physical competitions in gym class.

In addition to recruitment in the schools, recruiters maintain a presence at sporting events and other extra-curricular activities. At North Warren Regional High School in Blairstown, the

lacrosse team participates in an “adopt a marine” program and listens to soldiers speak about their experience in Iraq.

In more than half of the schools surveyed, recruiters give out gifts to the students, such as key chains, t-shirts, calendars, school supplies, and computer accessories. Summit High School reported that the recruiters bought lunch for the guidance counselors.

3. The Military Abuses Unrestricted Access to Students to Employ Inappropriate Recruiting Tactics

Nine schools reported that recruitment behavior was so inappropriate that school administrators needed to intervene on the students’ behalf. For instance, at Kearny High School, recruiters removed students from class without permission to encourage them to sign up for service. At North Hunterdon High School, a guidance counselor discovered recruiters impermissibly smoking with students and removing students from classes. Some of these incidents were remedied only when an administrator witnessed the inappropriate behavior him/herself, and then acted to correct it. Most school officials however, stated they do not monitor the interactions between military recruiters and students. For example, one principal stated he was unsure whether recruiters roamed the cafeteria, but assumed that recruiters “were following the rules.”¹⁰⁶ It is possible that many more incidents of recruiter misconduct occur, but that school administrators are unaware of them because they do not monitor the military’s interaction with students.

Several schools reported incidents of recruiters approaching students in areas where they were not allowed access, and incidents of recruiters pulling students from class without the administration’s authority. For instance, at High Tech High School in North Bergen, the principal asked two Navy recruiters to stop approaching students in the food court, an area to

which they had previously been denied access. At Maple Shade High School, the principal had to contact a recruiter's commanding officer when the recruiter continued aggressively pursuing students who had initially expressed interest in the military and later decided not to enlist. A guidance counselor at North Hunterdon Regional High School had to intervene when she saw a recruiter violating school policy by smoking with students in the parking lot. Despite the need for intervention, officials at seven of the schools (78%) where intervention was required characterized school-recruiter relations as positive.

School administrators lack oversight of the information recruiters give to students. They are therefore unaware if the information students receive is accurate. An unsupervised presentation of the obligations and benefits of military service by recruiters can be misleading. At Central High School in Newark, a recruiter told a female student that women do not see front-line combat. This statement is at best grossly misleading. Even though women technically do not have "combat positions," they perform some of the most dangerous jobs on the front lines, such as flying jets and helicopter gunships, driving and fixing trucks in dangerous territory, and searching suspected terrorists in the field. Each of these tasks can lead to fighting the enemy.

At Snyder High School in Jersey City, a recruiter promised student that citizenship would be expedited for her non-U.S. citizen family members if she joined the Armed Forces. In this instance, the Vice Principal stepped in to reprimand the recruiter for giving misinformation.

These examples illustrate a need for administrators and counselors to assist with student decision-making. Of the schools surveyed, not one provides information or counseling to make informed decisions about military service.

4. Students Who Do Not Support the Military Presence in Their Schools Are Ostracized by Teachers and Students

Students who object to military presence in their high schools can be ostracized. For example, at one high school in Southern New Jersey, a student was reprimanded and ostracized for refusing to participate in a recruiter-led gym class that simulated military training. During the gym class, students were told to respond “yes sergeant” to the recruiter’s orders. The penalty for failing to respond was 20 push-ups. One student who refused to participate was removed from gym class for the day and initially given a “0” grade.

The student was later harassed by students and members of the school’s staff. Students called him “un-American” and a “Communist.” One student openly confronted him about the incident, sparking a public argument. A teacher chastised the student for refusing to participate in the military exercise. While doing so, the teacher referenced his grandparents who were holocaust survivors.

This example demonstrates that students who do not support military presence in their schools can be made to suffer when they express their views that the military has no place in the classroom. It also shows that the military agenda has become such a part of the fabric of high schools that anyone who does not agree with it does not fit in.

5. Parents Are Not Meaningfully Informed of Their Rights to “Opt-Out” Their Child from Being Recruited

Under the No Child Left Behind Act, high schools can lose federal funds if they do not disclose student information requested by the military. But, the NCLB gives parents and students the right to prevent their school from sharing student information with military recruiters by signing an "opt-out" form.¹⁰⁷ Schools *must* tell parents of their right to opt-out.¹⁰⁸ Many schools in New Jersey are not properly complying with this NCLB Act requirement.

The Rutgers School of Law study found that in New Jersey there is no uniform policy to ensure that the opt-out requirements are being enforced. Parental notification of the right to opt their child out of military recruitment varies from school to school or does not exist at all. As stated elsewhere in this report, officials in only four of the forty-eight schools visited (10%) were aware of their opt-out obligations. Some school officials did not even know what an opt-out was. Schools that fail to meet their obligations under the NCLB give an unfair advantage to military recruiters and deprive parents of important rights regarding controlling strong influences on their children.

Some schools in New Jersey put an affirmative obligation of opting-out solely onto parents. Kearny High School provides a letter from the superintendent instructing the parents to draft a letter requesting to opt-out. This task can be daunting, particularly to parents who do not have a good command of English, or who are too overwhelmed by work and parental obligations to take time to draft an opt-out letter. Proof of this is that the guidance counselor at Kearny High School did not know of any families who have taken these affirmative steps to opt-out. Metuchen High School does not mail forms to families at all. Instead, information on opting out is mentioned at the bottom of the last page of a newsletter from the superintendent's office. By placing the burden on parents to contact the school, school districts violate the NCLB Act.

Many school officials know of their opt-out obligations do not send out any opt-out information to parents. These schools bury the opt-out information at the back of lengthy student handbooks. This information is not prominent, and no direct notification or discussion about the opt-out requirement exists. Without open and obvious notification to students and parents of their rights to "opt-out," the notification requirement is not met.

Other New Jersey schools approach their out-out obligations very differently. Bloomfield and Plainfield mail “opt-out” forms to families, but do not follow up or require that the forms be returned. As a result, only 46% of parents at Bloomfield High School return the “opt-out” form and 13% of parents at Plainfield High School return the forms.

In Montclair, there was no formal notification to parents that their children’s information was automatically given to military recruiters and no formalized process in which to opt-out. An anti-military student group on campus, Open Your Ears, Open Your Eyes (“Oye Oye”), researched the NLCB act and discovered the “opt-out” provision. The group created a simple opt-out form and received school board approval to send it to parents. Prior to the start of the school year, the school sent these “opt-out” forms to the families of every high school student with their emergency contact forms. Students were required to return the forms, either consenting or not consenting to having their information released to military recruiters, in order to receive their schedules and begin the school year. The first year the policy was in place, Montclair High School reported responses from 98% of students, with 92% deciding to “opt-out.” Highland Park has adopted a similar policy to Montclair, achieving a response rate of approximately 85%.

6. Schools are Under the Misimpression that if Parents Exercise Their “Opt-Out” Right that the School is Obligated to Withhold Student Information from Colleges and Employers

Our research shows that New Jersey schools misinterpret their obligations under the NCLB Act. Officials in some schools erroneously believe that keeping student contact information away from recruiters means that the same contact information cannot be shared with colleges and employers. This so-called "all or nothing" belief has no basis in the law. According to the federal Family Policy Compliance Office of the U.S. Department of Education,

the law does not require an "all or nothing" policy. Thus, families have the right to opt-out of making their child's name available to military recruiters, while still making the same information available to other recruiters, such as colleges and employers.

C. SCHOOLS THAT FAIL TO NOTIFY PARENTS OF THEIR “OPT-OUT” RIGHTS ARE IN VIOLATION OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Schools that release information under the NLCB to military recruiters without informing parents of their right to opt-out not only run afoul of the NCLB, but also the Family Educational Rights and Privacy Act (“FERPA”).¹⁰⁹ FERPA affirmatively states that educational institutions *must* inform students and parents before releasing their personal information.

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.¹¹⁰ FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches eighteen or attends a school beyond the high school level.¹¹¹ Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students that directory information will be disclosed without prior written consent. According to FERPA, schools must give parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.¹¹² Failure to comply with the requirements of FERPA will result in the loss of funds.¹¹³

FERPA requires schools to notify parents of their rights.¹¹⁴ However, the system of notification is left to the discretion of local schools. Federal regulations interpreting FERPA describe this obligation of notification as an “annual requirement.”¹¹⁵ There is no requirement as

to the manner of notification. In order to ensure that schools do not use insufficient means to address their notification requirements, there should be a statewide “opt-out” policy.

NCLB does not alter in any way high schools’ notification obligations under FERPA. High schools that fail to notify parents about the “opt-out” option under NCLB violate both NCLB and FERPA, and risk the danger of losing federal funding. This funding provision, however, was included to ensure military access to high schools and student information. Even though both NCLB and FERPA require that schools that fail to notify parents should lose funding, it is unlikely that the federal government will take funding away for providing the military with student access and contact information. Thus, the parental protections that NCLB and FERPA put in place are rendered moot unless parents and schools assert their rights.

D. RECOMMENDATIONS TO PROTECT PARENTS’ RIGHTS

We recommend that all schools adopt the notification process employed at Montclair and Highland Park and send a basic “opt-out” form along with paperwork that it is mandatory for students to return. (These opt-out forms are attached to this Report as Exhibit B.) Schools should take this action immediately to comply with the notice requirement of NCLB. Furthermore, notice of the right to “opt-out” should be mandated by the State and be uniform throughout New Jersey. As part of this mandate, counties should be required to report annually to the State that all schools within each county have followed the uniform opt-out policy.

IV. THE JUNIOR RESERVE OFFICERS' TRAINING PROGRAM RECRUITS CHILDREN WHO ARE YOUNGER THAN 17

As discussed above, the military aims to recruit young teens through the Boy Scouts and other programs, as well as by being omnipresent at high schools and sporting events. There are other programs, such as the Junior Reserve Officers' Training Corps (JROTC), which help in the effort to recruit young teens at public high schools. Technically, recruiters are not permitted to approach students until they are at least juniors in high school or 17 years old. Programs such as the JROTC, however, provide the military a way to reach students at a much earlier age when they are even less mature and more impressionable. Some JROTC programs mislead young teens into believing that life in the military consists of fun activities such as marching, rifle competitions and summer camp trips. No efforts are made to inform JROTC participants of the demanding and difficult realities of military life.

The JROTC is authorized by the National Defense Act and directs “[t]he Secretary of each military [branch to] establish and maintain a Junior Reserve Officers' Training Corps . . . at public . . . secondary educational institutions.”¹¹⁶ To qualify for a JROTC program, a school must be able to maintain a unit of 100 students or at least 10% the school's total enrolment.¹¹⁷ To be eligible, students must be physically fit, in at least the ninth grade and citizens or legal residents of the United States.¹¹⁸ A school must also agree to “limit membership in the unit to students who maintain acceptable standards of academic achievement and conduct, as prescribed by the Secretary of the military department concerned.”¹¹⁹

The JROTC's official “purpose [is to] instill in students . . . values of citizenship, service to the United States, personal responsibility and a sense of accomplishment.”¹²⁰ The JROTC pursues these goals by providing “a course of military instruction of not less than three academic

years' duration.”¹²¹ There are currently 3,500 high schools with JROTC programs, 58 of which are in New Jersey.¹²² Of these programs, 21 are affiliated with the Army, 18 with the Air Force, 14 with the Navy and 5 with the Marine Corps.¹²³

The JROTC is partially funded by the United States Department of the Military. The Secretary of the Department, “shall . . . provide necessary text materials, equipment, and uniforms and . . . such additional resources (including transportation and billeting) as may be available to support activities of the program.”¹²⁴ JROTC instructors are retired military officers and the cost of instructor salaries is shared by school boards and the military.¹²⁵ Despite this cost-sharing plan, the JROTC program comes at a considerable expense to the military.¹²⁶ In fact, the Department of Defense spent \$258,769,000 on the JROTC program in 2006 alone.¹²⁷

A. THE JROTC RECRUITS YOUNG TEENS

Even though the United States military insists that the JROTC is not a recruiting tool, strong evidence indicates otherwise.¹²⁸ First, the military itself boasts that 42% of all graduating JROTC cadets expect to “establish some connection with the military services” and that JROTC cadets are five times more likely to enlist than their non-JROTC contemporaries.¹²⁹ Second, a 1999 policy memorandum signed by Major General Stewart Wallace, commanding officer of the United States Army Cadet Command at the time, admits that the JROTC is at least in part, a recruiting tool. The policy memorandum states:

[w]hile not designed to be a specific recruiting tool, there is nothing in existing law, DOD directive or Army regulation that precludes either ROTC program from facilitating the recruitment of young men and women into the U.S. Army.¹³⁰

The memorandum also commands JROTC personnel to “[a]ctively assist cadets [who are high school students as young as 14] who want to enlist in the military [and] [e]mphasize service in the U.S. Army.”¹³¹ The memo also tells JROTC instructors to “facilitate recruiter access to

cadets in JROTC and the entire student body” and “[w]ork closely with . . . guidance counselors to *sell the Army story*.”¹³² The memorandum, which was subsequently cited with approval in a 2001 military article,¹³³ concludes by stating that “[t]he intent of these partnership initiatives is to [*inter alia*] promote synergistic effort of all Army assets [and] maximize recruiting efforts.”¹³⁴

Thus, the stated goal of the JROTC program has been to boost enlistment rates. The JROTC program follows the military’s recruiting policy of “first to contact, first to contract,” which is laid out in detail in the Army’s SRP Handbook, discussed earlier, which states that if military recruiters “wait until [high school students] are seniors, it’s probably too late” to recruit them.¹³⁵

The activities associated with the JROTC program emphasize military training and discipline to high school students as young as fourteen. JROTC students are referred to as “cadets,” have military drill uniforms and are instructed to march and form ranks like real soldiers.¹³⁶ Furthermore, cadets may join air rifle marksmanship teams and participate in local and national competitions.¹³⁷ Cadets also are given military ranks within the program and learn military history from a textbook provided by the United States military.¹³⁸

In addition to a military-based curriculum, extra-curricular activities and trips are also part of the JROTC. These activities, such as Donna High School’s JROTC summer orientation trip, discussed below, demonstrate quite clearly how the JROTC is a recruiting tool for the military. Like other aspects of military recruitment discussed in this report, the JROTC program uses manipulative tactics to recruit children.

**B. DONNA HIGH SCHOOL MARINE CORPS JROTC PROGRAM:
A CASE STUDY IN MANIPULATING UNDERAGE UNDER-PRIVILEGED CHILDREN**

The JROTC program at Donna High School (“DHS”) is an example of how the slick recruitment advertising discussed above is successfully employed to convince under-age and under-privileged children to pursue a military path. DHS is a public school in Donna, Texas, situated along Texas’ southernmost border with Mexico. Donna is located in Hidalgo County, which has a median household income of \$26,375 with 30.5% of the population living below the poverty line.¹³⁹ Of the high school’s 1900 students, 99% are Hispanic. 71% of DHS students are eligible for free lunches under the Federal School Lunch Program.¹⁴⁰ Free lunches are awarded under the Federal School Lunch Program based on the financial need of the student.¹⁴¹ Generally, a student is eligible for a free or subsidized lunch if he or she is member of a household whose net income falls below the Federal Poverty Guidelines.¹⁴² By all measures, DHS is a high school largely comprised of low-income, Latino students.¹⁴³

DHS is home to one of the nation’s 260 national Marine Corps JROTC programs.¹⁴⁴ The Department of Defense spent an average of over \$65,000 per Marine Corps JROTC unit in 2006.¹⁴⁵ As part of the JROTC program at DHS, students take part in numerous extra-curricular activities including marksmanship competitions and field exercises at a local United States Marine Corps Military Academy.¹⁴⁶

The JROTC program at DHS is not limited local military-style field trips, however. The students at DHS enrolled in the JROTC program also participate in a summer “orientation” trip to Camp Pendleton in San Diego, that is supposed to give them a taste of life in the military.¹⁴⁷ The DHS JROTC orientation trip to Camp Pendleton is advertised on the Marine Corps JROTC website and appears to be indicative of the basic format of JROTC orientation trips.¹⁴⁸



(Student and instructor: DHS Air Rifle Marksmanship Team 2006)¹⁴⁹

1. Camp Pendleton

The JROTC students from DHS spent a week at Camp Pendleton, California in the summer of 2006. Camp Pendleton is one of the largest and most impressive military installations in the United States. Camp Pendleton is a self-contained community, housing approximately 25,000 active-duty Marines at any given time.¹⁵⁰ The Camp's daytime population is estimated at 60,000.¹⁵¹ Camp Pendleton both trains and houses Marines and their families and covers over 125,000 acres in a pristine natural area along the Pacific coast outside of San Diego.¹⁵² Its total economic impact is estimated at \$2.3 Billion.¹⁵³ By any measure, Camp Pendleton is an exceptional military base with seemingly unlimited resources. The camp is a far cry from the numerous, smaller, isolated and under-funded bases that make up the bulk of the United States military.

Taking impoverished kids from the Texas-Mexico border to Camp Pendleton is an effective and highly manipulative way to sell them the military's message.

2. DHS JROTC Trip to Camp Pendleton

The JROTC students of DHS, ranging in age from 14 to 17, traveled to Camp Pendleton in the summer of 2006 with their JROTC unit. The Marine Corps JROTC published a student-written account of the orientation trip in the “JROTC News” portion of its promotional website.¹⁵⁴ The student describes the trip as an experience “the cadets of Donna High School will remember for the rest of their lives.”¹⁵⁵ For the students, the trip was more than a vacation, but rather provided a “broader outlook at military . . . life including training, living conditions and their dining facilities.”¹⁵⁶

But, the DHS JROTC trip was more of a teenager’s dream vacation than a simulation of life as a Marine. Mock military training and motivational speeches delivered by military personnel were interspersed with expensive and exciting activities. DHS JROTC students watched the San Diego Chargers football team scrimmage, met the players and cheerleaders, attended a San Diego Padres baseball game, traveled to Universal Studios and visited Camp Pendleton’s on-site bowling alley and arcade.¹⁵⁷



(DHS JROTC students in the Marine Barracks)¹⁵⁸



(Bowling and Martial Arts Instruction)¹⁵⁹

The trip to Camp Pendleton included many activities beyond the financial reach of most DHS students. By interspersing what the students considered the “dream activities of a lifetime” with military exercises, the Marine Corps misled the students into believing that enlisting in the Marines would provide an avenue to achieve this wealthy lifestyle. In the words of the student author, “[t]he cadets and the chaperons (*sic*) cherished the beautiful treat of a first class baseball stadium,” and their “eagerness was . . . overwhelming” to visit Universal Studios.¹⁶⁰

Most of the activities to which the students were treated however, are not only out of the financial reach of the DHS students and their families, but also out of the reach of typical Marines. For example, the tickets for the baseball game would cost approximately \$50.00 each and general admission to Universal Studios is \$64.00 per person.¹⁶¹ Enlisted Marine cannot afford those tickets. Basic pay for a military enlistee currently starts at only \$14,950 per year, which amounts to \$287.50 per week.¹⁶²



(Universal Studios, Hollywood)¹⁶³

The trip also encouraged the adulation and hero-worship of military personnel. Interspersed with the fun activities were speeches by military personnel and mock training exercises with military instructors. For example, after watching the San Diego Chargers scrimmage, a Marine Corps General was introduced to the DHS students on the football field alongside Chargers players and cheerleaders.¹⁶⁴ The MCJROTC website also contains a link to photos of the event, showing scantily-clad cheerleaders posing for photographs with the DHS students.

The Marine Corps is channeling the message that by joining the military the students will gain the favor of highly attractive members of the opposite sex. The boys can be like their football playing heroes and be cheered on by beautiful, half-naked women, and the girls can become the beautiful cheerleaders. Packaging strength, beauty, sex and public adulation with a military message is even more powerful when delivered to a group of poor, minority children who have very few opportunities to gain prosperity.



(Pro football players with the General and DHS students)¹⁶⁵



(Chargers' Cheerleaders with DHS students)¹⁶⁶

The JROTC introduced the DHS students only to the most elite and highly selected units in the Marine Corps, such as the Marine Corps SWAT and Crash Crew Fire and Rescue teams. SWAT team members “explained their mission, the qualifications, and the gratification of their job.”¹⁶⁷ Cadets were also “able to handle the equipment utilized by the SWAT team after their presentation.”¹⁶⁸ The cadets had a similar experience when they met the Marine Crash Crew

Fire and Rescue Team and “participated in using the water hoses and equipment the Crew Crew uses to get the job done.”¹⁶⁹

But, students were not told that admission into the Marine SWAT team or Crash Crew requires high standardized test scores as a prerequisite for consideration.¹⁷⁰ For example, the Crash Crew requires a high score on the mechanical, scientific and mathematical portions of the Armed Service Vocational Aptitude Battery standardized test as well as extensive, specialized training.¹⁷¹ Nor were JROTC students told that these units are generally open only to career Marines, as they require extended, specialized training.¹⁷²

After meeting the SWAT Team, the cadets “were transported to a facility that had computerized simulation weapons,” which the author described as being “like playing X-Box in a theater size screen with real scenarios.”¹⁷³ The weapons simulator placed the students behind a realistic machine gun, which fired beams of light rather than bullets. In the “simulator,” the students took turns firing on computerized enemies in a totally safe environment. To call the computerized machine gun game the students played a “weapons simulator” is a grave misnomer which equates firing a machine gun in combat with a video game. The combat Marines encounter in Iraq and Afghanistan is vastly different from the sanitized “simulation” sold to the DHS students. In Iraq and Afghanistan, the “enemy” is real and blends into the rest of the population and the bullets are real and deadly.



(“Like playing X-Box” – Marine Weapons Simulator)¹⁷⁴

The DHS JROTC summer camp is a successful Marine Corps advertising campaign. The effectiveness of that campaign comes across in the DHS student’s report posted on the Marine Corps’ JROTC website. The student author clearly idolizes Marines, emulating military speak and emphasizing the rank of the various military personnel who interacted with the students.¹⁷⁵ He says that the DHS JROTC students “will remember [Camp Pendleton] for the rest of their lives.”¹⁷⁶

Regardless of the stated goal of the program, its impact is clear. The JROTC “sell[s] the Army story,” just as its officers were ordered to do by the Army in its 1999 Policy Memorandum.¹⁷⁷ Military service is presented as a path to fun and adventure to a captive and impressionable adolescent audience. The military’s message is conveyed to JROTC children as

young as 14 through video games, mock training and the endorsement of professional football players and cheerleaders.

This packaging of the military lifestyle grossly overstates the benefits of enlistment and ignores its serious drawbacks and dangers. The irony is that DHS students and real Marines actually do share much in common. Both groups are largely poor. Enlisting in the Marines would not provide the average DHS student a way to escape their unpromising life. It will only change the scenery from Southern Texas to Iraq or Afghanistan, and add the risks of snipers, roadside bombs and firefights. As a student wrote when leaving Camp Pendleton, “[i]t was time to say good-bye to the Marine Corps *for now*.”¹⁷⁸ For a program whose goal is not military recruitment, the JROTC certainly is good at it.

V. THE IMPACT OF THE ONGOING WARS ON MEMBERS OF THE ARMED FORCES: WHAT RECRUITERS DO NOT TELL STUDENTS AND PARENTS

A. MEMBERS OF THE ARMED FORCES SERVE UP TO FOUR TOURS OF DUTY¹⁷⁹

Tours of duty do not have definite time limits. The length of a soldier's stay in any region depends on troop requirements, and may change during a soldier's tour of duty. As of August 1, 2008, President Bush ordered that troops that were newly deployed to Iraq would serve 12 month tours of duty.¹⁸⁰ But, 16 months earlier, in relation to his new "surge" policy, President Bush had increased Iraq and Afghanistan tours of duty from 12 months to 15 months.¹⁸¹ President Bush's "surge" policy did not add new troops to Iraq; rather, it expedited deployment of soldiers already set to go to Iraq and increased the length of tours of duty.¹⁸²

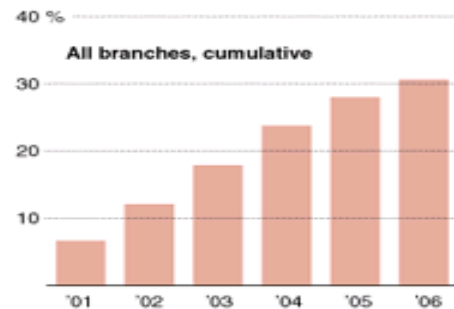
Like tours of duty, time at home between deployments, or "dwell time," is not of a definite duration. Currently, soldiers spend 12 months at home between tours.¹⁸³ With a few exceptions, Marines have standard 7 month tours, with an average of 7 months between tours.¹⁸⁴ But, those schedules cannot be counted on or enforced.¹⁸⁵

As such, high school students considering enlisting in the military should know that they can be deployed at any time, and as many times as the U.S. government believes is necessary to accomplish its military objectives.

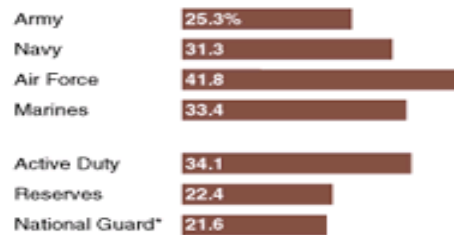
Double Duty

Nearly a third of the military personnel in the Iraq and Afghanistan wars have done more than one tour of duty.

PERCENTAGE OF MEMBERS WITH MORE THAN ONE DEPLOYMENT



As of Dec. 31, 2006



*Only the Army and the Air Force have National Guard units.

Source: Department of Defense

The New York Times

*Source- Alvarez, Lizette, *Long Tours Can Make Home a Trying Front*, The New York Times, February 23, 2007.

B. SOLDIERS RETURNING FROM IRAQ AND AFGHANISTAN SUFFER FROM BRAIN DAMAGE AND OTHER PSYCHOLOGICAL DISORDERS

Since the military actions in Iraq and Afghanistan began in 2002, over 1.5 million troops have seen combat.¹⁸⁶ Of these soldiers, 29,320¹⁸⁷ were wounded, and some sources estimate that 10 - 20% suffer from traumatic brain injuries.¹⁸⁸ Approximately 7% to 15% of veterans from the wars in Iraq and Afghanistan suffer depression after their service.¹⁸⁹ Between 6% and 11% of veterans of the Afghanistan war, and between 12% and 20% of veterans of the Iraq war suffer Post Traumatic Stress Disorder (PTSD).¹⁹⁰ This is quite high compared to instances of

PTSD in the general population, which averages at 5%.¹⁹¹ PTSD is an anxiety disorder triggered by a serious traumatic event.¹⁹² Symptoms include flashbacks, nightmares, feelings of detachment, irritability, trouble concentrating and sleeplessness.¹⁹³ A June 2004 study published in the New England Journal of Medicine found that troops who fought in the Iraq war saw more combat than those who served in Afghanistan, which may account for the disparity in instances of PTSD between veteran of the Iraq war and veterans of the Afghanistan war.

The second national survey assessing mental health of Iraq veterans found that many reported significantly more mental health problems six months after their return from deployment than they did immediately after returning home. The study found that while 12% of active duty Iraq veterans reported PTSD immediately after returning home, 17% reported PTSD upon reassessment six months later. The increase in PTSD instances was much higher among veteran members of the National Guard and Army Reserve. Upon immediate return from duty, 13% of these veterans reported having PTSD. However, at their six month reassessment, 25% of National Guard and Army Reserve veterans reported suffering with PTSD.

The rate of depression symptoms among combat veterans also increased dramatically in the six month period between screenings. Active duty soldiers' rate of depression symptoms rose from 5% to 10%, while rates for reservists rose from 17% to 36%. Problems with interpersonal conflict¹⁹⁴ also greatly increased during this period.¹⁹⁵ In their first screening upon return from Iraq, 3.5% of active duty soldiers reported problems with interpersonal conflict. This number increased to 14% upon the second screening six months later. Among reservists, problems with conflict rose from 4% at the first screening to 21% at the second screening.¹⁹⁶

Post Traumatic Stress Disorder in Soldiers Returning From Iraq

	Post deployment Health Assessment	Post deployment Health Reassessment (Six months later)
Active Duty	12%	17%
National Guard and Army Reserve	13%	25%

*Source- Moon, Mary Ann, *Returning Vet's Mental Health Worsens Over Time*, Clinical Psychiatry News, December 1, 2007.

Depression in Soldiers Returning from Iraq

	Post deployment Health Assessment	Post deployment Health Reassessment (Six months later)
Active Duty	5%	10%
National Guard and Army Reserve	17%	36%

*Source- Moon, Mary Ann, *Returning Vet's Mental Health Worsens Over Time*, Clinical Psychiatry News, December 1, 2007.

Problems with Interpersonal Conflict in Soldiers Returning from Iraq

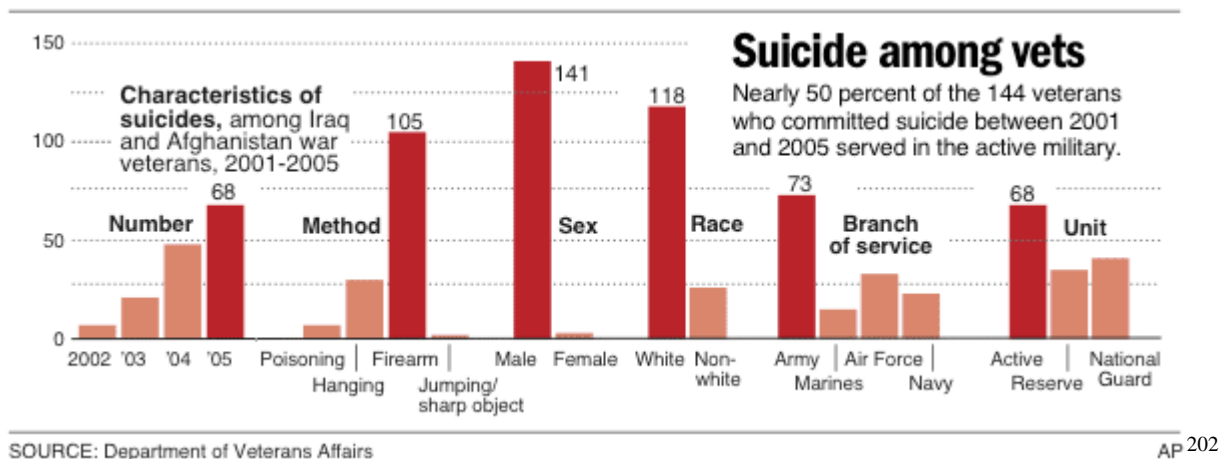
	Post deployment Health Assessment	Post deployment Health Reassessment (Six months later)
Active Duty	3.5%	14%
National Guard and Army Reserve	4%	21%

*Source- Moon, Mary Ann, *Returning Vet's Mental Health Worsens Over Time*, Clinical Psychiatry News, December 1, 2007.

C. SUICIDE IS A GROWING EPIDEMIC IN THE MILITARY

In addition to suffering from a staggeringly high number of mental health problems, many veterans struggle with suicidal thoughts. In 2005, more than 6,250 soldiers committed suicide.¹⁹⁷ National Guard and Army Reserve veterans account for more than half of all suicides among Iraq and Afghanistan veterans.¹⁹⁸ This figure is quite high, given that the National Guard and Reserves account for only 28% of all U.S. military forces deployed in Iraq and

Afghanistan.¹⁹⁹ According to Master Sgt. Marshall Bradshaw, the Army National Guard suicide prevention manager, the National Guard does not have the same level of suicide prevention resources and facilities as the active duty army.²⁰⁰ Upon completing a tour of duty, members of the National Guard and Reserves do not return to a military base, where active duty soldiers benefit from the support of fellow veterans.²⁰¹



D. WOMEN IN THE MILITARY ARE NOT OUT OF HARM'S WAY

1. Women Perform Dangerous Jobs

Over 160,000 women have been deployed to Iraq and Afghanistan, compared to 7,500 who served in Vietnam and 41,000 who served in the Gulf War.²⁰³ Women are officially limited to combat support roles in war. The truth however, is that women are often thrust into combat due to the nature of the Iraq war. Women's roles in combat are defined by a 1994 policy memorandum issued by former Secretary of Defense Les Aspin. The memorandum states that women must be excluded from units "whose primary mission is to engage in direct combat on the ground."²⁰⁴ A 2007 report commissioned by the DOD and authored by the RAND Corporation found that the military's assignment policies regarding women and their exposure to

combat are not “clearly understandable.”²⁰⁵ The RAND report concluded that the vague assignment policies result in situations where the “letter” of the policies may be satisfied, even when women are assigned to units whose exposure to combat “the framers of the policy sought to rule out.”²⁰⁶

The RAND report makes clear that women are in no way insulated from danger in Iraq or Afghanistan. For example, women presently hold military jobs such as truck drivers, gunners, medics, military police and helicopter pilots, which are all dangerous occupations.²⁰⁷ The danger of such occupations cannot be discounted, especially in non-traditional warfare situations such as those in Iraq and Afghanistan. As Matthew Friedmand, executive director for the National Center for PTSD, has stated: “one of the most dangerous things you can do in Iraq is drive a truck, and that’s considered a combat support role.”²⁰⁸ In fact, as of March 17, 2008, 106 women had died in Afghanistan and Iraq, representing approximately 2.5% of all U.S. military casualties.²⁰⁹ Statistics of injuries by gender are not released. But, if the percentage of women injured are similar to fatality rates, then approximately 782 women have been injured in Iraq and Afghanistan.²¹⁰ Female high school students should know that the exigencies of fighting in the global war on terror put every enlistee in danger, regardless of the technical characterization of their job title or unit assignment.

2. Sexual Assault

Combat exposure is just one cause of PTSD and other mental health problems among veterans of the wars in Iraq and Afghanistan. Women soldiers may suffer additional psychiatric harm if they are sexually assaulted and/or harassed while on active duty. Sexual assault and harassment is referred to as Military Sexual Trauma (MST). While there are no statistics available about the instances of MST in Iraq and Afghanistan, 23% of all women veterans using

health care from the Department for Veterans Affairs (VA) report sexual assault while in the military. Additionally, an astonishingly high 55% of women and 38% of men using VA health care report being sexually harassed while in the military.²¹¹ Of women veterans reporting being raped by fellow soldiers, 37% report being raped multiple times and 14% report being gang-raped.²¹²

MST statistics are shocking given the fact that rape is, in general, an under-reported crime.²¹³ While current rates of rape under-reporting in the military could not be found, a Department of Defense policy change highlights that rape is pervasive. In 2005, the DOD re-wrote its rules so that victims of sexual assault can report abuse confidentially. Such confidential reports open the door to counseling and treatment without “setting off an official investigation.”²¹⁴ Since this change in policy, reports of military sexual assault have increased by 40%.²¹⁵

In light of the prevalence of MST, it is not surprising that women veterans report higher rates of mental anguish and PTSD.²¹⁶ A VA study following the Gulf War demonstrates a trend suggesting that rates of sexual trauma rise during wartime and women were more likely to develop PTSD from sexual assault than from exposure to combat.²¹⁷ Women soldiers have to suffer with both the stressors associated with combat and those rising out of sexual trauma. This is especially significant today, when one in ten soldiers are women.²¹⁸

The command structure of military service also contributes to the psychological difficulties women face in dealing with sexual trauma. A soldier commits a punishable crime by not obeying orders.²¹⁹ Soldiers are trained to be completely subordinate to their superiors in the chain of command. Indeed, it is a criminally punishable offense to disobey the orders of a superior officer. One particularly traumatic experience many women soldiers report is combat

rape, where they are raped by men higher up in the military command chain. Army specialist Suzanne Swift recalls her squad leader in Iraq knocking on her door late at night demanding sex. When she protested his demands, her sergeant ordered her “to do solitary forced marches from one side of the camp to another at night in full battle gear.”²²⁰ One female soldier reported that she was wrongfully accused of intoxication and was disciplined after she reported sexual harassment.²²¹

Women soldiers who survive sexual assault find little solace in the military discipline process. Of 3,038 investigations of sexual assault in 2004 and 2005, only 329 resulted in a court-martial, while 617 of perpetrators received less serious punishments such as demotions, transfers and letters of admonition.²²²

E. HOW THE U.S. FAILS WOUNDED VETERANS – THE HEALTH CARE CRISIS

In 2007, the media began reporting the abysmal conditions at the Walter Reed Army Medical Center. News reports were full of descriptions of moldy, vermin-infested rooms with cheap mattresses and stained rugs.²²³ Once the beacon of the VA’s vast system of treatment facilities for injured soldiers, the Walter Reed Medical Center deteriorated after five years of sustained combat in Iraq and Afghanistan.²²⁴ The problems at Walter Reed are endemic of the VA healthcare system. Veterans report similarly horrific experiences in many other VA facilities. A veteran’s mother reported that The Naval Medical Center in San Diego had a room “swarming with fruit flies, trash overflowing and a syringe on the table.”²²⁵ Other reports of substandard care have come from Fort Knox in Kentucky, Fort Campbell in Kentucky, Fort Bragg in North Carolina, Fort Dix in New Jersey, and Fort Irwin in California.²²⁶

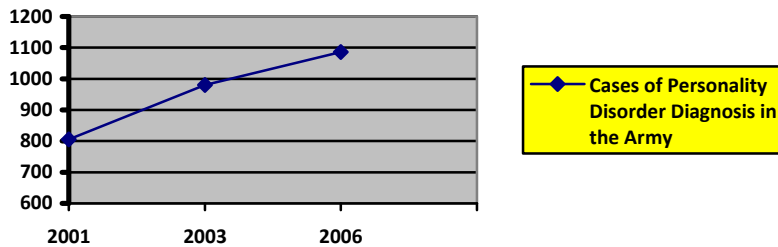
Perhaps even more troubling than the standard of care at many VA facilities is the difficulty many veterans face in receiving health care. One particularly shocking story is that of

Jonathan Schulze, a Marine who received two purple hearts for his service in Iraq. Having returned from the war with severe depression, Schulze drove 75 miles to his nearest VA medical center in St. Cloud, MN. When he arrived, he was told that the clinician he came to see was unavailable. When he finally spoke to the clinician the next day, he learned that he was 26th in line for a bed in the center's PTSD ward. Four days later, he hung himself with a telephone cord.²²⁷

While Schulze's story is dramatic, it illustrates the flaws of the VA system. Soldiers are not receiving adequate health care. A Government Accountability Office study found that 80% of soldiers returning from Iraq who showed signs of potential PTSD were not referred to mental health follow up visits.²²⁸ This is troubling given the fact that, according to the Associated Press, Veteran's Affairs "has a backlog of about 400,000 pending medical claims and complaints, especially in mental health care."²²⁹

One particularly troubling trend is that approximately 22,500 troops have been released from service from the Iraq war because they allegedly have a "pre-existing personality disorder" that surfaced in "the heat of battle."²³⁰ A discharge because of personality disorder prevents veterans from collecting medical benefits and disability insurance.²³¹ Soldiers dismissed in this manner have to return the portion of their re-enlistment bonus for time they have not served under their contract.²³²

By discharging 22,500 soldiers because of personality disorders, the military will save approximately \$4.5 Billion in medical care over the lifetimes of injured soldiers.²³³ Since the start of the Iraq war, cases of personality disorder discharge have increased dramatically.²³⁴



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Several critics, including military attorneys and veterans' groups, have stated publicly that the "pre-existing personality disorder" diagnosis is a manufactured one, and is just an excuse for the U.S. to save money by denying benefits to veterans.²³⁶ As Russel Terry of the Iraq War Veteran's Organization points out, every soldier must pass a thorough psychological screening upon entering the military and cannot serve if he or she has psychological problems.²³⁷ Any psychological problem, including "personality disorder," should be detected during this examination.

It is thus disingenuous for the military to claim, after the fact, that a soldier has a pre-existing psychological disorder and to deny him benefits. Steve Robinson, director of veteran's affairs at Veterans for America, attributes the rise in personality disorder diagnoses to the overflow of wounded soldiers coming from Iraq. He believes that doctors are quick to make this diagnosis in order to "free up space for the three or four [soldiers] who are waiting."²³⁸ A third observer, a lawyer with Trial Defense Services in the Army, believes that doctors are ordered to make these diagnoses by commanders who want to get rid of un-deployable soldiers.²³⁹

Whatever the reasons for the high rates of personality disorder diagnoses, challenging these diagnoses is quite difficult. Claims can only be reviewed once through the Board for Correction of Military Records. Even approved reversals of personality disorder diagnoses can take up to 18 months to take effect.²⁴⁰ Lawyers advising soldiers in challenging these diagnoses

often advise them to petition their Congressional representatives. This remedy is hardly the quickest or least cumbersome alternative for veterans seeking medical benefits.²⁴¹

For information on how veterans can increase chances of receiving appropriate healthcare, see Appendix D.

VI. STUDENTS INTERESTED IN ENLISTING TO RECEIVE EDUCATIONAL BENEFITS HAVE OTHER OPTIONS

Almost all teenagers have a hard time deciding what to do after graduating from high school. College-bound teens face the additional challenge of planning how to finance their education; a challenge that will only become more difficult with the ongoing economic problems in the United States. For many students, enlisting in the armed services immediately following graduation appears to be the simplest and best way to obtain a free college education. There are however, other options available to students who may not be able to afford college. In addition to traditional tuition assistance, such as federal educational loan programs, private loan programs, university grants, university scholarships, and independent scholarship programs, the State of New Jersey and even the Armed Forces offer educational assistance programs that do not require a student to go to war before attending college.

For students whose primary motivation for joining the military is educational benefits, the alternative sources of financial assistance (listed below) may provide an immediate, viable, non-military route to attaining a college education. For students who are motivated by patriotism, but who still want to earn a degree, enlisting immediately upon graduating from high school still may not be the best option. These students should consider enlisting *after* or *during* college via the military's Reserve Officer's Training Program ("ROTC"). Enlisting via the ROTC program provides a student with two advantages. First, the student does not have to wait to get an education. The ROTC program provides the student with significant immediate financial assistance. Second, a college degree helps soldiers move up the ranks in the military, and often provides enlistees with a higher base salary.

Students who are unsure what to do after graduation should keep all options on the table by applying broadly to colleges, and for scholarships, grants and/or other opportunities. By taking these steps, a student and his or her parent(s) will be able to accurately weigh the risks and benefits of military enlistment and make a truly informed decision regarding whether to enlist.

It took law students nearly 25 hours to find and read the various websites necessary to compile the information below. Gathering scholarship information can be a daunting task for any parent or student, and is especially challenging to those who may not have access to the internet or other information sources. It is therefore critical for guidance counselors and other school officials to provide this information to students, especially if the student makes clear that he or she is interested in the military because of the educational benefits of service.

The following is a comprehensive listing of both State and military programs providing tuition assistance and other educational benefits to qualifying students. Also provided in this report are the eligibility requirements and conditions of the programs. This listing should assist parents, students and educators in determining whether military enlistment immediately following high school is the best option.²⁴² The State programs, listed below, are *in addition to* other sources of funding such as federal educational assistance and private loans and scholarships, which also should be explored by students wishing to develop a full picture of post-high school options.

A. NEW JERSEY STATE SCHOLARSHIP PROGRAMS

1. NJ STARS Program²⁴³

The NJ STARS program helps recent high school graduates attend community college by providing full-tuition scholarships to those that meet the eligibility requirements.

a. Eligibility

To apply for the NJ Stars Program, a student must graduate in the top 20 percent of his or her high school class and apply for all other federal and state financial aid available to them.

b. Benefits

NJ STARS covers up to 5 semesters of the tuition and approved fees at New Jersey's community colleges.

c. Requirements for Recipients

Once accepted in the NJ STARS program, a student must follow the following requirements:

1. Enroll at a community college within 2 years of graduating from high school;
2. Take a minimum of 12 college-level credits each semester, but no more than 15 credits;
3. Enroll in an associate degree program;
4. Maintain full-time enrollment;
5. Achieve a minimum of a 3.0 GPA after the first year of enrollment in order to have NJ STARS funding renewed for a second year.

2. NJ STARS II²⁴⁴

The NJ STARS II program provides successful NJ STARS participants with additional tuition coverage at any public four-year college or university in New Jersey. Thus, if the requirements of NJ STARS and NJ STARS II are complied with, a student can earn an undergraduate degree with their tuition completely paid by the State.

a. Eligibility

NJ STARS II is a program limited to NJ STARS graduates who have earned an associates degree, graduating from community college with a GPA of 3.0

or better. Students also have to reapply for all available state and federal financial aid to be eligible for NJ STARS II.

b. Benefits

NJ STARS II provides a full tuition and approved fees scholarship at any public, 4-year college or university in New Jersey. The NJ STARS II program also ensures that all credits achieved at community college under NJ STARS are fully transferrable.

c. Limitations

NJ STARS II does not cover room, books and board and is limited to public colleges and universities.

For more information on the NJ STARS and NJ STARS II programs, please visit <http://www.njstars.net/>.

3. Educational Opportunity Fund²⁴⁵

New Jersey's Educational Opportunity Fund ("EOF") provides participating colleges and universities with the means to assist students from difficult or underprivileged backgrounds achieve college educations through mentoring, tutoring and financial assistance.

a. Benefits

The EOF provides grants for both undergraduate and graduate studies,²⁴⁶ and provides individual grants that range from \$200 to \$2,500 (up to \$4,350 for graduate coursework). The EOF also provides support services for enrolled students, such as counseling, tutoring and developmental coursework.

b. Eligibility

To be eligible for EOF assistance, a student must meet the following requirements:

1. Attend an institution of higher education in New Jersey;
2. Be a New Jersey resident;
3. File a Free Application for Federal Student Aid ("FAFSA");
4. Grants are typically available only to students who grew up in poverty or faced other difficulties as a child and/or adolescent.

c. Limitations and Conditions

EOF assistance is limited to participating colleges and universities participating in the program (currently this represents 42 institutions in New

Jersey). Furthermore, each institution is responsible for implementing the program and set its own criteria for the EOF admissions process and has limited spaces available each year.

For more information, visit:

http://www.nj.gov/highereducation/EOF/EOF_Eligibility.htm.

For a list of participating institutions visit:

http://www.nj.gov/highereducation/EOF/EOF_programs.htm.

4. New Jersey Higher Education Student Assistance Authority²⁴⁷

The following scholarships are smaller-scale individual awards, often administered by specific branches of the State government. Although these programs are not as comprehensive as the NJ STARS or Educational Opportunity Fund, they are still important sources of assistance that high school graduates should apply for if eligible.

a. **Edward J. Bloustein Distinguished Scholars**

Provides **\$1,000** to exceptional NJ students who rank in the top 10% of their classes and have a combined SAT score of 1260 (regardless of their financial need).

b. **Urban Scholars**

Provides **\$1,000** to exceptional NJ students attending NJ colleges in urban and economically distressed areas. Students must rank in the top 10% of their classes and have a minimum grade point average (GPA) of 3.0 (regardless of financial need).

c. **Outstanding Scholar Recruitment Program**

Up to **\$7,500** per year to outstanding NJ students at participating New Jersey educational institutions. Grants are dispersed based on class rank and SAT score. The minimum class rank is the top 15%, and the minimum SAT is 1250.²⁴⁸

d. **Survivor Tuition Benefits Program**

Provides free tuition at New Jersey educational institutions for the spouses and dependants of law enforcement officers, fire fighters, or other emergency services personnel who were killed in the line of duty.

e. **Dana Christmas Scholarship for Heroism**

Provides up to **\$10,000** to recognize young New Jerseyans for exceptional acts of heroism in honor of Dana Christmas, the late Seton Hall student who is credited with saving the many lives of her fellow students during a fire on January 19, 2001.

- f. **New Jersey World Trade Center Scholarship Fund**
Provides up to **\$6,500** per year for college studies to the surviving spouses and children of New Jersey residents who died as a result of the terrorist attacks against the U.S. on September 11, 2001.
- g. **Law Enforcement Officer Memorial Scholarship Programs**
Provides scholarships to the dependent children of New Jersey law enforcement officers who have died in the line of duty, for full-time undergraduate studies at accredited NJ educational institutions.

B. MILITARY EDUCATIONAL BENEFITS AVAILABLE TO HIGH SCHOOL ENLISTEES

On June 30th, 2008 President Bush signed House of Representatives Supplemental Appropriations Act 2462 into law. Title V of HR 2462, the “Post-9/11 Veterans Educational Assistance Act of 2008,” (“Post-9/11 VEAA”) replaces the existing Montgomery GI bill, which did not offer clear or adequate educational benefits.²⁴⁹

1. The Basics of the Post-9/11 VEAA

The Post-9/11 VEAA provides educational benefits for veterans who have or will complete a minimum amount of active-duty service since September 11, 2001.²⁵⁰ The act will begin delivering educational benefits to veterans on August 1, 2009.²⁵¹ The Post-9/11 VEAA amends the Montgomery GI Bill,²⁵² which was widely criticized as having sub-standard educational benefits.

2. Entitlement Eligibility

To be eligible for educational assistance under the Post-9/11 VEAA, a person must have completed:

- a. a minimum of 90 days of aggregate service in the Armed Forces or 30 days of continuous service in the Armed Forces and be released due to a “service-connected disability”²⁵³

OR

b. minimum of 90 days of aggregate service and a qualifying discharge:

- (1) an honorable discharge;
- (2) a release “characterized as honorable” by the relevant Secretary, and placement on the retired list or transfer to a reserve Marine Corps or Fleet unit, or placement on the “temporary disabled list;”
- (3) a release for further service in the Armed Forces in a reserve component after service characterized as honorable by the relevant Secretary;

OR

- (4) a discharge or release due to: (a) a preexisting medical condition; (b) hardship; or (c) a physical or mental disability that was not the result of the individual’s own willful misconduct, but interfered with active duty.²⁵⁴

Once a soldier is eligible for educational assistance under the Post-9/11 VEAA, the amount of time s/he served in active duty dictates the amount of his or her educational benefits.

3. Amount of Educational Assistance

There are two main routes to becoming eligible for educational assistance under the Post-9/11 VEAA. The first is based on length of service in active duty, and is predicated on the nature of one’s discharge from the military.²⁵⁵ The second is based on suffering a “service-connected disability,” (injury in the line of duty).²⁵⁶ Maximum benefits are available for up to 36 months (9 months per year for a typical 4 year undergraduate degree program). For those who do not qualify for the maximum entitlement (36 months active duty, or service-connected disability) the *length* of entitlement does not change, but the *amount received* is reduced to a percentage of the maximum, which is as follows:

- a. **Tuition Assistance:** up to the cost of the most-expensive approved “institute of higher learning” (IHL) in the same State as the school attended by the eligible veteran. These payments are made directly to the school, which simplifies the process for veterans.²⁵⁷
- b. **Housing Assistance:** matching the amount that an active-duty member of the armed forces in the E-5 pay grade with dependants would receive in the same ZIP code where the school is located. This amount can be found under section 403 of title 37 of the US Code.²⁵⁸
- c. **Books and Supplies Assistance:** up to \$1000 per year. This amount is divided by the number of semesters or quarters and paid to the veteran.²⁵⁹
- d. **Rural Relocation Assistance:** of \$500. Veterans moving from locations classified as highly rural may apply to receive a one-time payment of \$500 if they are traveling far enough to attend school.²⁶⁰
- e. **Tutorial Assistance:** available if a veteran’s professor or instructor deems it necessary in the course and such course is a necessary element to the veteran’s curriculum. If approved the maximum tuition assistance is \$1200 per year, paid out as \$100 per month.²⁶¹
- f. **Licensure and Certification Test Assistance:** full payment for approved tests up to \$2000 regardless of a veteran’s entitlement percentage of the maximum, discussed below. This amount is considered separate and does not affect other entitlements.²⁶²
- g. **Yellow Ribbon Assistance at More Expensive Institutions:** schools that charge higher tuition than that of the most expensive in-state public institution may participate in a cost-sharing program with the military. The school and the DOD will split the cost of attendance. The formula will be determined on a case-by-case basis.²⁶³

4. Amount of Educational Benefits

a. Maximum Entitlement: 36 Months of Service or a “Service-Connected Disability”

Veterans who are eligible for assistance due to a service-connected disability are entitled to the maximum benefits automatically under the Post-9/11 VEAA.²⁶⁴ Otherwise, the amount of entitlement of any veteran under the Post-9/11 VEAA is tied to the length of his or her service. To be eligible for the maximum entitled mentioned above, a veteran must have completed 36 aggregate months of active service and receive a qualifying discharge.²⁶⁵ Otherwise, a veteran is entitled to assistance that still continues for 36 months but is paid as a percentage of the maximum as follows:

- (1) **30 Months of Service** – 90% of maximum entitlement
- (2) **24 Months of Service** – 80% of maximum entitlement
- (3) **18 Months of Service** – 70% of maximum entitlement
- (4) **12 Months of Service** – 60% of maximum entitlement
- (5) **6 Months of Service** – 50% of maximum entitlement
- (6) **90 Days of Service** – 40% of maximum entitlement²⁶⁶

A typical active-duty service obligation for new enlistees is 2 - 6 years, with the majority of enlistment contracts specifying a 2 or 3 year commitment. Thus, a soldier who completes a minimum 2 year commitment of active duty and who receives a qualifying discharge would be eligible for 80% of the maximum benefits according to his state and ZIP code of residence.

5. Transferability of Benefits

Section 3319 of the Post-9/11 VEAA generally authorizes the transfer of educational benefits from veterans to their spouses and/or children.²⁶⁷ The act itself allows the Secretary of Defense to authorize the Secretary of each branch of the military to promulgate specific regulations outlining the specifics of transferability under the Post-9/11 VEAA.²⁶⁸ According to the Department of Veterans Affairs, regulations regarding transferability will be forthcoming before August 1, 2009 when the act begins to deliver benefits.²⁶⁹

6. Expiration of Benefits

The benefits a veteran is entitled to under the Post-9/11 VEAA must be used within 15 years. This period begins at the time of the soldier's last discharge from active duty.²⁷⁰

7. Conclusion

The Post-9/11 VEAA provides veterans with meaningful educational assistance. Veterans however, cannot begin receiving benefits until August 1, 2009. Veterans must serve 3 years of active duty service, or be injured in the line of duty in a manner considered to be "service-connected" in order to receive full educational benefits. The act covers only 9 months per academic year for a typical 4 year undergraduate degree. This means that the veteran must cover non-academic year costs personally and must graduate on schedule, without summer or winter session schooling. Anyone considering joining the military should compare these benefits with scholarships, State and federal financial aid, and ROTC programs. The educational benefits provided under the Post-9/11 VEAA should also been considered in the context of the risks of military service during wartime. Anyone considering enlisting should be mindful that the term "service-connected" disabilities may be interpreted very narrowly.²⁷¹ Disabilities that the

average person would consider “service-connected” are often excluded by the Veterans Administration, as discussed earlier in this report.

C. MILITARY-BASED EDUCATIONAL ASSISTANCE FOR COLLEGE STUDENTS AND GRADUATES

The Army, Navy, Air Force and Marine Corps all maintain ROTC programs which offer generous scholarship opportunities to graduating high school seniors and college students who have not completed their degrees. The ROTC is used by the military branches to recruit and train highly skilled officers. As such, scholarships are awarded based on a student's merit and grades, not financial need.²⁷² The ROTC allows graduates to start active-duty military service as officers.

Each branch of the military administers its own ROTC program. But, the eligibility requirements are roughly the same for all ROTC programs. As such, for the sake of brevity, the Army ROTC program will be used as an example where necessary.

1. ROTC College Students Can Be Called Into Active Duty after One Year of College

While ROTC programs offer students an opportunity to go to college before military service, the military reserves the right to call students to active duty after one year of college classes. For more information, visit: <http://www.army.com/enlist/rotc-faqs.html>.

2. Benefits²⁷³

The Army offers two, three, and four-year ROTC scholarships, depending on when a student applies to the program. Once accepted, a student receives a tuition scholarship as well as additional allowances to pay for books and fees. Most graduates of the program begin their

active-duty commitment as officers, with more specialized training and higher pay than soldiers who enlist immediately after high school.

Living Expenses are also covered under ROTC scholarships. Students can earn certain amounts depending on their progress in the Army ROTC curriculum. The monthly living expenses stipend for a ROTC student is as follows:

Monthly Living Stipends for College ROTC Students

	Army ²⁷⁴	Navy ²⁷⁵	Air Force ²⁷⁶	Marines ²⁷⁷
1st year:	\$300	\$250	\$300	\$250
2nd year:	\$350	\$300	\$350	\$300
3rd year:	\$450	\$350	\$400	\$350
4th year:	\$500	\$400	\$450	\$400

3. Eligibility Requirements²⁷⁸

- U.S. citizenship
- Between 17 and 26 years old
- Able to meet physical standards
- Agree to accept a commission and service on Active Duty or in a Reserve Component (U.S. Army Reserve or Army National Guard). This requires a total of an 8-year military commitment (4 years in college and 4 years active duty after graduation).

4. Academic Requirements

Army:

High school GPA of at least 2.50, high school diploma or equivalent and a minimum of 920 on SAT or 19 on ACT (excluding required writing test scores).²⁷⁹

Navy:

High school diploma or equivalent, score a minimum of 530 in Critical Reading and 520 in math on the SAT or score 22 on English and 21 on Math on the ACT. The test score requirements are reduced for students graduating in the top 10% of their high school class.²⁸⁰

Air Force:

College enrollment, good academic standing, pass the Air Force Officer Qualifying Test, be selected by a board of Air Force officers.²⁸¹

Marines:

High school diploma or equivalent, minimum of 1000 composite SAT score or 22 composite ACT. The test score requirements are reduced for students graduating in the top 10% of their high school class.²⁸²

For more information and to apply to ROTC college programs, visit:

- Navy and Marine Corps: <https://www.nrotc.navy.mil/aboutnrotc.cfm>
- Army: <http://www.goarmy.com/rotc/>
- Air Force: <http://www.afrotc.com/>

D. ENLISTMENT BENEFITS FOR COLLEGE STUDENTS AND GRADUATES NOT ENROLLED IN ROTC PROGRAMS

There are many other advantages to enlisting in the military during and after college. A selection of these benefits is listed below and should be explored by college-bound students interested in serving in the military.

1. Advantages to Enlisting During College**Higher Sign-On Bonuses²⁸³**

Those with Associates Degrees and college credits also qualify for higher sign-on bonuses.

Better Pay²⁸⁴

Those with Associates Degrees and college credits qualify for higher pay than enlistees who are only high school graduates.

More Elite Jobs

Those with Associates Degrees and college credits are also much more likely to qualify for elite jobs and training programs.

Navy Baccalaureate Degree Completion Program²⁸⁵

Available to students enrolled in college degree programs who wish to attend the Navy's officer candidate school upon graduation. Provides financial assistance to students to facilitate completion of an undergraduate degree. Unlike ROTC, this program does not offer officer training during college.

Air Force In-College Scholarship Program²⁸⁶

Offers scholarships to college freshmen and sophomores in any degree program. Like the Navy Baccalaureate Degree Completion Program, this program does not offer officer training during college.

Health Services Program

The Army offers full-tuition plus stipend scholarships to students pursuing any accredited medical, dental, veterinary, psychology or optometry program in the U.S. or Puerto Rico. The student must serve one year in the Army for every year that he or she receives a scholarship.

2. Benefits of Enlisting as a College Graduate

In addition to receiving the benefits listed directly above, college graduates who enlist may reap additional benefits. The military has student loan repayment programs which can help enlistees repay existing student loans. Additionally, college graduates may be eligible to enlist directly into the officer candidate schools of the various military branches. This puts them on a fast-track to interesting careers with better pay and benefits.

VII. CONCLUSION

There are many alternative routes to receiving a college education that do not involve military service. Enlisting in the armed forces is a serious and irrevocable commitment. It should be considered once a student has a complete understanding of the various post-high school opportunities available to him or her. For some students, enlisting upon graduation from high school will be the right choice. Some students may reconsider the decision to enlist once they are made aware of other educational opportunities to which they may be entitled. This Report highlights numerous options available to high school students. It is an effort to provide meaningful information so that families can make informed decisions concerning military enlistment.

This report also discusses how many high schools are failing their students by giving military recruiters unlimited access to students. Recruiters are ordered to “sell” the military to all high school students, even the ones who are too young to enlist. The military’s 2009 recruitment budget is \$20.5 Billion. The military uses our tax dollars to pay the same advertising firms that help sell sugary soft drinks and junk food to come up with slick video games and advertisements to convince teenagers to enlist. These advertisements do not give students an accurate picture of military life and strategically exploit adolescent insecurities for recruitment purposes.

High schools fail families by neglecting their obligations under federal law to notify parents that they have the right that we hope keep recruiters from their children. This report contains recommendations that we hope the State legislature, school boards, high school administrators, parents and students will adopt to ensure that parents and high school students are informed of their rights to keep recruiters away from children.

VIII. RECOMMENDATIONS

To protect the rights of students and parents, and to ensure that schools throughout the state comply with both NCLB and FERPA, we urge that the following recommendations be implemented immediately.

LEGISLATURE

- Pass a State-wide opt-out policy that includes the following provisions:
 - Require schools to include an opt-out check box on a mandatory emergency form (see mandatory emergency information form) OR print as a stand alone form and require its return along with other mandatory forms
 - Require schools to distribute opt-out forms within the first few weeks of each school year
 - Honor opt-outs for the entire time a student spends in a particular high school, and eliminate the need for annual opt-out forms
 - Translate the opt-out form into different languages in multilingual districts
 - Require guidance offices to keep visible copies of opt-out forms
 - Require school boards to certify compliance with the above policy to the New Jersey State Board of Education by the first week of classes of each academic year.

SCHOOL BOARDS

- Pass a resolution that includes the following provisions:
 - Limit military recruitment to number of visits by colleges and other post-secondary options (i.e. college fairs)
 - Limit military recruitment to the same single location where college and employer recruiters meet students (usually the guidance office)
 - End recruiter abilities to roam halls and approach students
 - End recruiter classroom presentations

- End recruiter access to teachers lounges
- Ensure that information given by recruiters is accurate
- Require military recruiters to sign in/sign out
- Require schools to collect and make publicly available recruiter data such as:
 - Recruiter frequency on campus
 - Dates of requests for student contact information
 - Submissions of student information by military branch, class level and age of students, and number of students opting out
- Require a formal grievance procedure for incidences of military misconduct/misrepresentation
 - Make grievances known to recruiters' superiors
 - Deny access to recruiters engaging in misrepresentation/misconduct
- Provide equal access to students to groups that provide information about non-military public service and anti-war groups

HIGH SCHOOL ADMINISTRATORS & GUIDANCE COUNSELORS

- Incorporate recommendations for School Boards and Legislature listed above
- Publicize parents' "opt-out" rights regarding their children and military recruitment
 - Make "opt-out" forms and information available in the guidance office
 - Post "opt-out" forms and information on school's website
 - Discuss "opt-out" information at meetings with parents
- Understand that No Child Left Behind requires **equal** access to students for military recruiters, **but** it does not entitle the military to unlimited access
- Ensure that information given by recruiters is accurate
 - Identify one staff person to talk with students interested in enlisting about pros and cons of service, and the reality of benefits

- Notify parents and students of the identity of this person
- Develop a benefits fact sheet to disseminate to students containing accurate information about military benefits
- Limit student's information released to name, phone number, and address only
 - Do not include additional information about ethnicity, participation in student organizations, etc.
- Provide equal access to students to groups that provide information about non-military public service and anti-war groups
- Notify students that they do not have to take the Armed Services Vocational Aptitude Battery test

PARENTS

- Know that you have a right to opt your child out of military recruitment lists
- If no opt-out policy exists at your child's school
 - Demand it
 - Write an affirmative letter opting out (see sample letter)
- Get involved
 - Understand your rights
 - Voice your concerns
 - Run for local school board
 - Attend school board meeting and submit a request for a resolution
 - Raise awareness of opt-out policies and rights to other parents and with school officials
- Inform your child that he or she does not have to take the Armed Services Vocational Aptitude Battery test

STUDENTS

- You do not have to speak to recruiters
- You can opt-out yourself (see NCLB § 9528)
- You do not have to take the Armed Services Vocational Aptitude Battery (ASVAB) test

APPENDIX A

Training

School Recruiting Program Handbook

For the Commander:

JAMES M. PALERMO
Colonel, General Staff
Chief of Staff

Official:

BRUCE W. MORRIS
Assistant Chief of Staff, G-6

History. This UPDATE printing publishes a revised pamphlet.

Summary. This pamphlet provides a single-

source document for the School Recruiting Program.

Applicability. This pamphlet is applicable to all elements of the United States Army Recruiting Command.

Proponent and exception authority. The proponent of this pamphlet is the Assistant Chief of Staff, G-5. The proponent has the authority to approve exceptions to this pamphlet that are consistent with controlling law and regulation. Proponent may delegate the approval authority, in writing, to a division chief within the proponent agency in the grade of lieutenant colo-

nel or the civilian equivalent.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ USAREC, ATTN: RCMPO-E, 1307 3rd Avenue, Fort Knox, KY 40121-2726.

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Chapter 1

Introduction

1-1. Purpose

The purpose of this handbook is:

a. To provide a single-source guidance document, combining regulatory requirements and successful techniques and ideas to assist staff and recruiters in building and maintaining an effective School Recruiting Program (SRP).

b. To provide a school calendar of events and significant activities and ensure an Army presence in all secondary schools. School ownership is the goal.

c. To assist in the training of new recruiters and serve as a reference guide. The tech-

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niques and programs contained in this handbook have been proven to be successful throughout this command. They are time-tested techniques and if properly implemented, can assist the recruiting force in developing, implementing, and maintaining the SRP.

1-2. References

Required and related publications and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations

Abbreviations used in this pamphlet are explained in the glossary.

1-4. SRP

a. The SRP is a well planned, prioritized, and coordinated effort designed to create positive awareness and interest in available Army programs among students, parents, educators, and centers of influence (COIs) within the community. It is designed to assist recruiters in penetrating their school market and channeling their efforts through specific tasks and goals to obtain the maximum number of quality enlistments. The SRP is also an important part of an integrated recruiting prospecting-lead generation program that ensures total market penetration. Teamwork at all levels is essential to the execution of the SRP.

b. The SRP has four distinct phases: Summer, Fall, Winter, and Spring and its success is dependent upon the development and implementation of a sound school plan. School plans for the upcoming school year (SY) are developed at recruiting battalion (Rctg Bn) and recruiting company (Rctg Co) level during the 4th quarter of the current SY. The plans will include procedures for establishing school priorities, Armed Services Vocational Aptitude Battery (ASVAB) testing goals, directory information acquisition objectives, and a college expansion plan. Also included in the school plan is a matrix which lists mandated activities which should be completed on a monthly basis by each member of the Rctg Bn, Rctg Co, and recruiting station (RS) recruiting team. Commanders and the field force at all levels should continually assess their school programs and recruiting activities to see what type of impact they have on production.

c. The objective of the SRP is to assist recruiters with programs and services so they can effectively penetrate the school market. The goal is school ownership that can only lead to a greater number of Army enlistments. Recruiters must first establish rapport in the schools. This is a basic step in the sales process and a prerequisite to an effective school program. Maintaining this rapport and establishing a good working relationship is next. Once educators are convinced recruiters have their students' best interests in mind the SRP can be effectively implemented.

d. The SRP is the cornerstone of mission accomplishment, without a strong high school (HS) program you cannot have a strong grad

recruiting program. The RS that has a solid, results-orientated SRP will be successful in the schools. Establishing, executing, and maintaining the program is ultimately the responsibility of the RS commander and individual recruiter. The process is ongoing. Like the farmer who fails to guard the hen house, we can easily lose our schools and relinquish ownership to the other services if we fail to maintain a strong SRP.

1-5. General

This is not a policy document. This is a guidebook and a resource and reference manual.

Chapter 2 School Relations

2-1. Purpose

The relationship between Army recruiters and educators in a school district is a potential source of comfort and conflict for both parties. Before you can expect any type of assistance from school officials or be accepted by students you must first establish rapport and credibility. You must convince them that you have their students' best interests in mind. They need to know that your interest in their students goes beyond enlisting them and extends to a genuine concern for their future. The purpose of this chapter is to outline some of the ways to establish and maintain rapport, identify key influencers, and review basic preparations for the upcoming SY.

2-2. Establishing and maintaining rapport

Establishing rapport with school officials is a key step in maintaining access to schools. To effectively work the school market, recruiters must maintain rapport throughout the SY and develop a good working relationship with key influencers. Here are some helpful hints and guidelines that you should know about and follow when working the school market.

a. Schools are autonomous and every school's organizational climate and structure is different. Recruiters should be aware of this and be flexible in tailoring approaches. Changes often occur in the school's administration (new principal, new school board, etc.). Because of this, recruiters must work constantly to maintain and improve school relations.

b. Never forget to ask school officials if there is anything you can do for them and their students. Don't be looked upon as someone always asking for something. Give something back to the schools.

c. The recruiter is the Army in the school. Be the Army in every way. Absolute professionalism and integrity is demanded. Be indispensable to school administration, counselors, faculty, and students. Be so helpful and so much a part of the school scene that you are in constant demand, so if anyone has any questions about the military service, they call you first! Remember, always be professional when dealing with school officials.

d. Recruiters need to make sure school offi-

cials understand why school recruiting is necessary. Many don't, so it's difficult for them to be supportive of recruiting needs. Using the Educator/Centers of Influence (E/COI) Presentation or Speaker Kit which are available through the Rctg Bn education services specialist (ESS) and the Rctg Bn advertising and public affairs staff will help.

e. Always schedule a courtesy visit with the principal and assistant (vice) principal(s) before school starts if possible, but at least early in the SY. The Rctg Co or RS commander should go with new recruiters on the first visit to each school. Make early appointments with the counseling staff as well. The Rctg Co commander visits the school superintendent.

f. Never rely on guidance counselors as the sole COI in the school. Cultivate coaches, librarians, administrative staff, and teachers, especially those whose subjects correlate with Army programs. By directing your efforts toward other faculty members you may be able to obtain the information necessary to effectively communicate with students.

g. Knowing and following the school's ground rules on access and school visits can make or break a recruiter's SRP. Find out as early as possible what the rules are, and remember, they can change.

h. Never react negatively to a school's refusal to do something you've asked. Look for another way to achieve your mission. Always maintain your composure and present a positive image to school officials. If you have a problem, ask your chain of command and the Rctg Bn ESS for assistance.

i. Always keep school staff (especially counselors) informed when you have a student who may be processing for enlistment. If you absolutely must schedule a senior during school time, clear it with the school officials as far in advance as possible.

j. Don't discuss civilian life or jobs negatively with school officials or students. Also, don't make comparisons between your income and those of school personnel. The Army isn't for everyone and the pride and professionalism you show will make the point that Army life has a lot to offer.

k. Attend as many school activities as possible. Offer your Army training and experience, your sports and hobby knowledge, etc., as a resource to the school. In general, attend events in uniform; of course, if you are coaching a sport or working in a shop, you should dress appropriately.

l. If at all possible, never send another Soldier who happens to be assigned to the Rctg Co or RS to your school without you. As a rule, school officials prefer to have only the assigned recruiter on campus. If it's necessary to have another Soldier visit the school, be sure to call them in advance to explain the situation and request permission.

m. When school opens each year, be sensitive to the fact that school officials will be very busy and may resent an early "invasion" by

recruiters. Preparation for making initial contacts with your HSs should be as follows:

(1) Find out at end of the current SY (or in the summer) when the staff will be ready to meet with you next SY.

(2) Make sure you speak with the administrator responsible for school rules and regulations as early as possible.

(3) Always keep relationships with students on a professional level. Students tend not to respect recruiters who try to become buddies. Remember, damage can be done to school relationships by careless remarks made to students. They may be reported to school officials. Examples include talking about other students' ASVAB scores; negative comments about other services; or even worse, expressing negative opinions about school officials.

n. School recruiting is critical to both short-term and long-term recruiting success. Remember, first to contact, first to contract...that doesn't just mean seniors or grads; it means having the Army perceived as a positive career choice as soon as young people begin to think about the future. If you wait until they're seniors, it's probably too late.

2-3. School profile

If you think of each school as an individual with needs and interests, it will be easier to understand what the school profile is all about. For example, one school may place a premium on its music program; another may give prominence to its athletic program. One school may place more emphasis on its academic scholarship program. Each school has a distinct chain of command structure. An effective sales approach would be to tailor a program to fit the needs and interests of the individual school. Study the school folders from previous years. Plan your activities and set forth your objectives for each school. Look for helpful people you didn't even know about. Look for things which were used or tried in the past that worked. It will be surprising the number of problems that can be solved by doing what some other recruiter has already done. Seek out important details about assigned schools (i.e., school colors, mascots, whether they voluntarily or mandatory test ASVAB and at what grade). You should have a strip map to the school from the RS, showing both distance and time to travel. Get involved in activities at the school which support its priorities. Contact the Rctg Bn ESS and the advertising and public affairs staff for historical information and Army unique programs and services which may be used in assigned schools (e.g., Concurrent Admissions Program (ConAP), College First, and March 2 Success). Many times you can use Total Army Involvement in Recruiting activities or COI events in conjunction with activities going on at your schools. This will help give you and the Army the positive exposure you need within the schools.

2-4. Student influencers

Not every student will enlist in the Army. Like parents and faculty members, student influencers play an important role in your SRP. Students

who stand out as leaders among their peers are typically student influencers. Know your student influencers. Students such as class officers, newspaper and yearbook editors, and athletes can help build interest in the Army among the student body. Keep them informed. Tell them about the excellent educational benefits and the opportunities available in America's Army. Some influential students such as the student president or the captain of the football team may not enlist; however, they can and will provide you with referrals who will enlist. More importantly is the fact that an informed student leader will respect the choice of enlistment, in turn, future Soldiers feel good about their decision to join. Future Soldiers can also be tremendous influencers. Something as simple as an Army personal promotional item can help produce positive results.

2-5. Educator, parent, and business influencers

Many educators, parents, and business leaders are not aware of the multifaceted opportunities that America's Army offers young people. Ensure the total community is cognizant of what programs and services are available not only for students but for school systems, parent's groups, and the business community as well. Never pass up the opportunity to address the parent-teacher association. Keep them informed. Provide them with information on the benefits of an Army enlistment. Members of the community can provide guidance and serve as positive influencers.

2-6. Trimester system of senior contacts

a. A senior's plans for the future can, and will, change throughout the last year of HS. Plans to go directly into the workplace or attend college will change as the student confronts reality. For example, work-bound students may realize that they lack the necessary training and experience to land a good paying job or for some college-bound students who planned on continuing their education the expected scholarship money didn't materialize. You need to develop a prospecting plan that will help you identify and capitalize on these changes when they occur. You should use a positive approach and contact the high school seniors as follows:

(1) First contact. Contact the students during the summer between their junior and senior year; this plants awareness of the Army in their minds. Remember, first to contact, first to contract.

(2) Second contact. Contact the students sometime during the first quarter, after school begins. Give them time to allow the hustle and bustle of the new SY to settle down. At this point, seniors should begin realizing that they will graduate in 9 months or less. Encourage them to take the ASVAB when it is offered in school. They will start considering, possibly for the first time ever, their future plans and goals.

(3) Third contact. Contact the seniors in the early spring. At this point of the SY, the stu-

dents should be certain about graduation. They should know about college application, acceptance, and financial aid arrangements. The end of their lives as HS students is approaching fast. This is the time reality sets in. For some it is clear that college is not an option, at least for now. Let them know that the Army can fulfill their college aspirations later on.

b. Don't get the impression that you have to contact seniors three times before you ask them to join the Army. If you can make an appointment for a sales presentation on the first contact, then do so. Remember, that you will probably need to tailor your sales message to meet the stage of the SY.

c. In summary, this chapter provided you with an overview of some of the key elements that affect your SRP. The calendar of events in chapter 5 gives you an overview of what USAREC Reg 350-6, table 3-5, requires you to do and some ideas you might want to initiate on a quarterly basis.

2-7. Preparation for the upcoming SY

a. There are some basic preparations that should be completed prior to the beginning of the SY. Have you:

(1) Reviewed the school plan for the upcoming year?

(2) Initiated school folders for assigned HSs and colleges?

(3) Contacted your summer grads?

(4) Obtained faculty lists from your assigned schools?

(5) Talked to the Rctg Bn staff about expected support?

(6) Identified and met with the counseling staff at your schools?

(7) Identified and met your local college ConAP point of contact?

(8) Scheduled a faculty COI breakfast or luncheon?

(9) Attended some of the summer school activities?

(10) Received training on ASVAB promotion and interpretation?

(11) Scheduled Army-assigned schools for ASVAB?

(12) Restocked your recruiting publicity item (RPI) racks at HSs and colleges?

(13) Scheduled a Junior Achievement presentation?

(14) Met the professor of military science (PMS) for Junior Reserve Officers' Training Corps or Reserve Officers' Training Corps (ROTC)?

(15) Made your schools aware of the Scholar/Athlete Awards Program?

(16) Completed the HS and college priority evaluation sheets?

(17) Located the school Web site for school term schedule?

(18) Scheduled "Back to School" activities?

b. As an Army recruiter, there's not a single thing on the above list that is not a part of your having a successful program. These are the basics, the obvious, the originals, the stuff you

do without thinking. Stop for a minute and see if maybe you could do them a little better, a little more completely, or even a little more creatively. You never know, even the basics can be improved with a fresh, innovative look.

c. These basic preparations are expounded upon in chapter 5 using a calendar of school activities format.

Chapter 3

School Guidelines

3-1. Purpose

The purpose of this chapter is to set forth guidelines and expectations for both school officials and Army recruiters throughout the SY. These guidelines assume that representatives of all the armed services are accorded a reception in the schools equal to the reception given to the representatives of other career and educational institutions.

3-2. Annual planning meeting

It is desirable that an annual meeting of school officials and armed services' recruiting representatives be conducted prior to the beginning of the SY. A key objective of the meeting should be to develop a clear understanding of the school district policy and procedures in the coming year.

a. Ideally, faculty representatives should include the principal, the head of the guidance department, and the school counselor with primary responsibility for military career information.

b. Each Service's recruiting representatives with supervisory or liaison authority and the designated recruiter for that school would attend. Recruiting representatives would be expected to provide the name, address, and telephone number of their respective commanding officer to facilitate quick resolution of misunderstandings.

c. Issues to be discussed at the annual planning meeting should include:

- (1) Recruiter access to students.
- (2) School district policy relating to the release of student directory information.
- (3) Student absences for recruiting activities.
- (4) ASVAB testing program.
- (5) Armed services' stay-in-school policy.
- (6) Current information on armed services' education and career opportunities.

(7) An informational meeting early in the SY for all interested faculty members with armed services' representatives.

(8) Mutual expectations for the SY.

d. The school representatives are encouraged to discuss and make available the materials normally provided students. For example:

- (1) Student Handbook.
- (2) Course catalog and schedule of classes.
- (3) School activities; major events in the school calendar.
- (4) School organization chart.
- (5) A school map or floor plan.

3-3. Recruiter expectations of school officials

It is reasonable for the armed services' recruit-

ers to expect school officials to:

a. Allocate opportunity for presentations and individual student contact on armed services' careers and educational opportunities on par with other career and educational institutions.

b. Display information on armed services' careers and educational opportunities along with information on all other career and educational opportunities.

c. Assist with the interpretation of ASVAB test scores as requested by students and parents.

d. Assist in developing awareness of career and educational opportunities offered by the armed services.

e. Release student directory information in accordance with legislative and school district policies.

f. Invite recruiters to participate in career fairs, college nights, and other activities where non-school personnel present career and educational options.

3-4. School officials expectations of recruiters

It is reasonable for school officials to expect armed services' recruiters to:

a. Encourage all students to stay in school to graduate. (Don't assume school officials know this as a fact. Reinforce this often.)

b. Reinforce student participation in academic, technological, and vocational courses appropriate to their career plans.

c. Encourage acceptance of the ASVAB program and aid in interpretation of the results.

d. Contact students within the guidelines established by school officials.

e. Present clear, accurate, and complete information to students, giving honest answers on both positive and negative aspects of military life, so that students may make informed choices.

f. Visit the school in accordance with guidelines established at the annual planning meeting.

g. Make appointments in advance for visits to school officials.

h. Have written permission from a student or parent, if the student is a minor, before requesting school records.

Chapter 4

School Folders and Army Recruiting Information Support System School Information Screens

4-1. Purpose

USAREC Form 446 (High School Folder) and USAREC Form 1256 (Postsecondary School Folder) are designed to assist recruiters in developing an effective and consistent SRP. The folders are used by recruiters to document essential information on each assigned school. School folders will be prepared on all assigned schools to include postsecondary institutions. All school visits will be documented. Each recruiter will maintain a written account in the school folder of all activities in the school that impact recruit-

ing. School folders are also used to identify key educators and evaluate specific programs and provide each recruiter with a historical reference of past and current performance and productivity.

4-2. Information

The data recorded in the following sections of the school folder reflect a profile for each school.

a. Front cover. Annotate priority and document information on type of school and enrollment. Record ASVAB information and production accomplishments and always keep information current.

b. Inside front cover. School profile to include faculty, student, ROTC information, and a monthly list of school events.

c. Inserts. Inserts include a list of school activities, school priority evaluations, college matrix, and college assessment form. All school visits will be documented.

d. Inside back cover. A continuation of the school profile to include information on school advertising, access, and directory information. Also, list the career days and the date and educator tours scheduled. Also, space is provided to store necessary school information that is not addressed on the folder itself (e.g., newspaper ads, directory lists, and other pertinent information). Keep all current ASVAB lists in the appropriate school folder.

e. Outside back cover. Space is provided to track future Soldiers.

4-3. Filing and disposition

School folders are initiated on 1 July or the next available workday.

a. The RS commander will hold current year school folders; however, it is the recruiter's responsibility to keep the data current.

b. School folders are maintained for a minimum of 2 years in the RS inactive files.

4-4. Information screens

The Army Recruiting Information Support System (ARISS) school information screens are designed to make it easier for the recruiter to access information about his or her school. This function will allow the recruiter to have updated historical data on the school's performance and productivity. This tool used in conjunction with the paper-based school folder (USAREC Form 446) will enhance a recruiter's ability to design a productive SRP. The ARISS school information function is divided into three screens. They are:

a. The School Information screen. This section is for school profile data. The basic school information (i.e., names, address, telephone number, etc.) is an automatic input from the ARISS Top of the System. The recruiter will input faculty and academic information.

b. The School Activities screen. Recruiters will use this screen to document all accomplishments at the schools (who, what, when, where, why). This screen will display what has been accomplished and the next scheduled activity

at the school.

c. The Student Information screen. Recruiters will use this screen to maintain a list of key students and people at the school. Recruiters will enter the title (coach, newspaper editor, president), name, e-mail address, and telephone number of these key personnel.

Chapter 5

Calendar of School Activities (Month-by-Month) Overview

5-1. July

a. July is the month that your school program officially begins. Initiate your school folders (USAREC Form 446 and USAREC Form 1256) on 1 July or the next available duty day.

b. Contact school officials for appointment to discuss new or changed Army programs, confirm this year's school policies, and schedule or confirm ASVAB dates.

c. Schedule career day, job fair, presentations, etc.

d. Request directory information from registrar, dean, principal, or helpful school administrator (preferably electronically).

e. Restock RPI rack, request activities calendar, sporting event schedules, etc.

f. Training, ideas, and resources.

(1) Attend Rctg Co training or update training on ASVAB, ConAP, Junior Achievement Program, and Federal school access laws.

(2) Each RS should receive a supply of desk-top calendars for delivery to schools and key education staff. Contact the advertising and public affairs staff for specific dates of delivery.

(3) Try to obtain a schedule of HS faculty or college staff meetings. Coordinate through your company leadership team (CLT) for a COI event for the faculty. A luncheon presentation of what the Army offers young people will enhance your relationship with the entire school faculty. Start with our shared goals for students of staying in school, off drugs, and out of trouble.

(4) Many faculty members are prior service or are current members of the United States Army Reserve (USAR). Try to identify these individuals and develop them as COIs. Your goal is to develop as many COIs as possible in the schools. Don't forget the administrative staff since many of them act as representatives for the school policymakers. Establish and maintain rapport and always treat them with respect. Also, have something to give them (pen, calendar, cup, donuts, etc.) and always remember secretary's week with a card or flowers.

(5) Obtain a copy of the HS fall sports and activity calendars. Contact the CLT to arrange to have the schedules copied with the RS address prominently displayed. Post them throughout the RS area, including restaurants, arcades, and anywhere else students congregate.

(6) Join the local chamber of commerce. This is a great source of potential COIs and very important persons. The chamber of commerce is also an excellent source of obtaining demog-

raphic data and market trends. The chamber schedules speakers...schedule the commander.

(7) Make an appointment to discuss the upcoming SY with the PMS or Director of Junior Reserve Officers' Training Corps.

(8) Visit ConAP points of contact at your assigned colleges.

5-2. August

a. Determine ASVAB scheduling of assigned schools.

b. Training, ideas, and resources.

(1) Contact the school's student government and set up a meeting to discuss what the Army and you can do to assist them in the upcoming SY (chaperon, give a speech, tour a reserve center, etc.).

(2) The football team usually starts practicing in August. Contact the coach and volunteer to assist in leading calisthenics or calling cadence during team runs.

(3) Use your split-training USAR future Soldiers at every opportunity. Ask them to assist you with school activities that correspond with Army activities. Ensure that using the Soldiers does not interfere with their school obligations.

(4) Remember that, although the faculty is working at full strength in August, things around the HS tend to be hectic during this time of year. Make an appointment prior to going to the HS.

5-3. September

a. Continue to establish rapport with the HS faculty. Begin your ASVAB program and schedule the exam as early as possible.

b. Arrange for ASVAB pretest promotion activities.

c. Arrange for ASVAB interpretation activities.

d. Develop a plan to visit all schools and post in your planning guide.

e. Get dates of college career days and nights.

f. Training, ideas, and resources.

(1) Distribute desk calendars to your assigned schools.

(2) Discuss the benefits of the ASVAB with school officials. Talk with students and faculty about the ASVAB being a no-cost service that students can use to help determine their future career paths. Explain benefits of junior testing to the counseling staff.

(3) Attend athletic events at the HS. Make sure you wear your uniform and have RPIs on the Montgomery GI Bill (MGIB), Army College Fund (ACF), and ConAP and have plenty of business cards.

(4) Get involved with the parent-teacher association. At this stage, many parents will be pondering how they will finance their child's education. The Army is a viable option for them and the student.

(5) Many communities have Labor Day activities, parades, etc. Get involved through the local chamber of commerce. If your school has a color guard, offer to train them in drill and

ceremonies. Obtain a tactical vehicle from a local USAR troop program unit and drive it in the parade with your future Soldiers riding along.

(6) The HS registration may be hectic. Go to the HS, offer your assistance in registration and any other administrative help you can give. Remember: You need all the blueprint information on your HS you can get. The good HS program is a proactive one; the early bird gets the worm. This means, first to contact, first to contract.

(7) Coordinate with school officials to eat lunch in the school cafeteria several times each month. This will give you more visibility, and will help you identify potential candidates for any opportunities and enhance your contact milestones.

(8) Deliver donuts and coffee for the faculty once a month. This will help in scheduling classroom presentations and advise teachers of the many Army opportunities.

(9) Hispanic Heritage Month. Participate in events as available.

5-4. October

a. Determine ASVAB scheduling of assigned schools.

b. Training, ideas, and resources.

(1) Homecoming normally happens in October. Coordinate with the homecoming committee to get involved with the parade. Use a tactical vehicle as described in paragraph 5-3. Offer to be a chaperon or escort for homecoming activities and coronations.

(2) Contact Army-assigned unscheduled schools for ASVAB.

(3) Many schools publish their first issue of their newspaper in October. Coordinate with the Rctg Bn advertising and public affairs staff to place an advertisement. Ensure that we meet all financial obligations in a timely manner.

(4) As the month before elections, October is a great time to give presentations to school history and government classes about the electoral process and how the Army serves a vital role in the security of our nation.

(5) Get involved with local Boy Scout troops. Scoutmasters are typically happy to get any assistance you can offer. Many scouts are HS students and potential enlistees or student influencers.

(6) Order personal presentation items (pens, bags, mousepads, mugs) as needed monthly for special events.

5-5. November

Training, ideas, and resources.

a. Basketball season begins. Distribute new schedules for the basketball season. Assemble and offer a color guard for the opening home game.

b. Prior to Thanksgiving, many student organizations gather food baskets for needy citizens. Offer your assistance and get involved. Offer your RS as a collection point and volunteer to distribute the food baskets.

c. Attend as many school holiday functions

or assemblies as possible. Wear your class A or dress blue uniform when appropriate.

d. Observe Veterans Day by planning a luncheon to honor school faculty members who are veterans and invite all faculty members (excellent COI function).

e. During November, "Education Week" occurs throughout the United States. Coordinate a COI event for key officials. Contact the Rctg Bn ESS and advertising and public affairs staff for ideas and implementation guidance.

5-6. December

Training, ideas, and resources.

a. Set up school career day presentations.

b. Contact college students who are home during the holidays (remember that many first-year college students do not return to school after the first semester).

c. Offer to be a timekeeper at football games.

d. Participate in HS holiday events.

e. Get with other service recruiters and compare the size of your future Soldiers pool to theirs. Are you behind the power curve? Which service is doing well and what should you do to alter your sales presentations?

f. Establish a point of contact at the school to obtain HS letters and/or transcripts during the holidays.

g. By December our future Soldier population is substantial in several schools. Inform the principal, in writing, about the educational benefits earned by his or her students.

5-7. January

Training, ideas, and resources.

a. Obtain a list of mid-term graduates and contact them as soon as possible.

b. Turn up the tempo on contacting your juniors. Get a jump on the competition.

c. Dr. Martin Luther King Jr's birthday is in January. Wear your dress blues and participate in school events commemorating this holiday.

d. Contact your first-year college students to see if they returned to school. How is their second semester financial situation?

5-8. February

Training, ideas, and resources.

a. Coordinate and execute Total Army Involvement in Recruiting events.

b. February is an excellent time to take advantage of active duty for special work and hometown recruiter assistance Soldiers. Contact last year's graduates who are in the USAR and involve them in activities at their alma mater HS.

c. Conduct an educator luncheon (COI) and invite the Rctg Bn commander to be the guest speaker.

d. Contact the HS athletic director and arrange for an exhibition basketball game between the faculty and Army recruiters. This is an excellent way to build rapport in the HS. Ensure that the school does not conduct the game during any event where they charge admission.

e. Black History Month. Participate in events

as available.

5-9. March

Training, ideas, and resources.

a. Have the Rctg Bn advertising and public affairs prepare certificates for those faculty and staff members who have aided you in your HS recruiting efforts. Have the Rctg Bn or Rctg Co commander present these certificates at a COI event.

b. Continue to advertise in school newspapers and conduct class presentations.

c. Award certificates of appreciation to key influencers.

5-10. April

Training, ideas, and resources.

a. Continue involvement with the chamber of commerce.

b. Arrange now for next SY's ASVAB testing dates with the school administrator.

c. Track and field meets begin. Offer to be a timekeeper or a coach's assistant.

d. Baseball season starts. Offer assistance to the coach.

e. Followup with school administrators to ensure USAR scholar/athlete nominations have been submitted to the Rctg Bn advertising and public affairs section.

5-11. May

Training, ideas, and resources.

a. Armed Forces Week activities.

b. Since Memorial Day occurs in May, there are normally many patriotic events in the community and in the schools during this month. Contact the HS to find out what events they are involved with and offer any assistance possible.

5-12. June

Training, ideas, and resources.

a. Coordinate with your CLT to have the Rctg Bn commander send thank you notes to those staff and faculty members who have been helpful to you during the SY.

b. Secure and present USAR Scholar/Athlete Awards at HS graduation or award ceremonies.

c. Coordinate with school officials so you can present certificates to those future Soldiers who have enlisted during the SY.

d. Assist in arranging a color guard for the graduation ceremony.

e. Coordinate with school officials to determine if they can use your assistance during summer school. The faculty is normally short-handed during the summer and they will probably welcome your help.

f. Maintain close contact with your future Soldiers. Secure their HS diplomas and ensure you get copies of them to the Military Entrance Processing Station prior to their ship date.

Chapter 6 ASVAB

6-1. Program description

ASVAB, developed at the direction of the Department of Defense (DOD), is offered through the student testing program to HSs and other

educational institutions. The program serves as a means of sharing extensive knowledge and experience in aptitude testing, career planning, and occupational information with students and their counselors, and as a means of stimulating interest in military jobs and training opportunities in the armed services.

6-2. Purpose

Within the United States Army Recruiting Command (USAREC), ASVAB is designed to:

a. Provide the field recruiter with a source of leads of high school seniors and juniors qualified through the ASVAB for enlistment into the Active Army and Army Reserve.

b. Provide HS students and their counselors with a tool for vocational career exploration through evaluation of students' current aptitudes as measured by the ASVAB and the occupational data provided from Army classification experience.

6-3. Recruiter responsibilities

a. Coordination of ASVAB scheduling in Army-assigned schools. The form used is USMEPCOM Form 601-4-3-R-E (Student ASVAB Test Record).

b. ASVAB test promotion in HSs, vo-tech schools, and postsecondary institutions in assigned area.

c. Be present during testing sessions in assigned schools to ensure proper coordination.

d. Serve as test proctors, as required.

e. Use ASVAB service printouts to your advantage in contracting and enlisting qualified personnel.

f. Observe and abide by school mandated restrictions on the use of ASVAB printouts to contact students.

g. Assist schools in the process of interpreting the ASVAB test results to students.

h. Request additional training, as needed, on marketing the ASVAB and test interpretation from the ESS.

6-4. Marketing the ASVAB

a. As a recruiter, one of your most important responsibilities will be arranging the ASVAB in your schools. This process is called "Marketing the ASVAB." Each SY you receive a list of Army-assigned schools from the Military Entrance Processing Station in which you are responsible for scheduling the ASVAB. Some schools that traditionally test have already been scheduled prior to the SY and others only allow testing on a voluntary basis. You need to concentrate on both scheduling those schools that do not have a test date and encouraging all schools to test classwide. The Rctg Bn ESS should be able to provide you with guidance and assistance in those schools that elect not to administer the ASVAB.

b. Marketing the ASVAB requires that recruiters know the rules of the school and the key decision makers. The school guidance counselor is usually responsible for student testing and career development. The principal runs

the school, sets the policies, and for the most part is the key decision maker. However, in some cases the school's policy on testing is established by the superintendent and/or school board. Once you know who makes the decision, you need to followup with a meeting or presentation on the benefits of ASVAB testing.

6-5. Benefits

a. First, from the recruiter's perspective, the ASVAB is not only a valuable tool used to maintain and improve school relations but it is also specifically designed to provide recruiters with a source of prequalified leads. The ASVAB prequalifies potential applicants academically before more expensive and time-consuming medical and moral qualifications are done. The ASVAB recruiter printout provides information you can't get from any other list. It gives the recruiter the students' Armed Forces Qualification Test scores, military aptitude composites, and career goals. It identifies the best potential prospects for recruitment that allows recruiters to work smarter. The printout provides the recruiter with concrete and personal information about the student. The information is important when initially discussing careers and educational incentives with potential applicants. The ASVAB recruiter service printout is a working document that provides recruiters with a list of students qualified for military service with test scores that are valid for enlistment for 2 years.

b. The ASVAB is also a comprehensive career exploration program that benefits all students and schools that participate. The ASVAB testing program provides students with a structured approach to career and vocational planning, identifies student academic strengths and weaknesses, and provides information on student interests to assist in career and educational decisionmaking. Schools benefit from the program because ASVAB and all the related services and materials are provided at no cost. Schools receive a cost effective career exploration program that meets or exceeds most state-mandated career planning policies. For college-bound students the ASVAB is a very reliable academic ability predictor and is a good practice test for the Scholastic Aptitude Test and American College Testing.

6-6. March 2 Success

a. March 2 Success is a highly interactive online program to provide HS and college students easy access to test preparation. The program, sponsored by the Army, allows young men and women to participate in up to 30 hours of instruction in more than 50 self-paced online lessons covering Math, English, and test-taking skills.

b. The goals of the Army's March 2 Success Program are:

(1) To build the image with students, parents, and educators that the Army is high tech and career oriented.

(2) To build rapport and strengthen the working relationship between recruiters and school

officials.

(3) To enhance test scores, including the ASVAB.

c. Recruiters are encouraged to offer this online test preparation program to schools at no cost to them. This will provide all students the opportunity to improve their test-taking skills and improve their standardized test scores. By developing and offering this program the Army is extending its commitment to success to young adults still in school by becoming partners in education. For more information, brochures, and posters contact the Rctg Bn ESS.

d. Recruiters are authorized to recommend this program to applicants in order to prepare for the ASVAB.

Chapter 7 Education Incentives

7-1. General

Over the years individuals have stated that money for college was one of the dominant reasons for their enlisting in the Army. In response to the needs of individuals wishing to further their education at a college or vocational-technical school, the Army offers six programs that provide financial assistance to attend college during and after service. They are the MGIB, ACF, Selected Reserve GI Bill, Loan Repayment Program (LRP), eArmyU, and tuition assistance (TA). Additionally, some states offer special veterans educational benefits. These programs will fit many needs:

a. For students who want to attend college after completing Army service.

b. For students who want to join the Army after completing college.

c. For students who want to join the Army with some college credits and continue both as a college student and serve in the Army.

d. For students who want to attend college while in service.

7-2. Purpose

a. To encourage college-capable individuals to defer their college until they have served in the Army.

b. To fill the various Army skills with capable individuals.

c. To demonstrate to the education community that the Army is concerned with assisting Soldiers by providing financial assistance for postsecondary education.

7-3. Recruiter responsibilities

a. Be familiar with all aspects of these programs.

b. Offer each of these programs according to the needs of the individual.

c. Inform HS counselors of the MGIB, Selective Reserve GI Bill, ACF, and TA programs.

d. Ensure that teachers, counselors, and parents receive information and RPIs on these programs.

e. Discuss the LRP with college financial aid officers, college graduates, and college students.

f. Be familiar with state-sponsored veterans education programs.

Chapter 8 ConAP

8-1. General

ConAP assists recruiters in enlisting college-bound, Army-eligible prospects into the Army while at the same time arranging for them to make a plan to enroll in a Servicemembers Opportunity College. ConAP is an initiative of USAREC, with cooperation of 1,700 participating colleges, to increase the number of Army veterans and reservists who enroll in college and use their MGIB education benefits. The program helps prospects realize that an Army enlistment prepares the way to college since enlistees establish a "home college" that accepts transfer credits and recognizes Army training and job experience for possible college credit.

8-2. Purpose

The purpose of ConAP is to develop leads, cut losses of future Soldiers, and enroll more veterans and reservists in college.

8-3. ConAP benefits

a. For recruiters, ConAP develops leads among young men and women interested in college and who need money for college. It also creates mutually beneficial contact with college admission officers.

b. For new Soldiers who formally state their intent to enroll, the process is completed when they are eligible for MGIB education benefits; and they have created an all important plan to attend college after leaving the Army.

c. It benefits the HS by enabling more graduates to go to college with access to MGIB education benefits.

d. Colleges benefit with higher enrollments of mature, motivated students with job experience and financial resources, and since the application process is complete, the Soldier has bonded with a "home college."

8-4. Recruiter responsibilities

a. Pass out ConAP literature to leads, parents, HS officials, college officials, and civic leaders.

b. Meet the ConAP points of contact at your local colleges and create a good working relationship. Remember that these individuals are also your doors to the rest of the college.

c. Inform every enlistee of the benefits of ConAP. Assist them in filling out the necessary forms.

d. Maintain your enlistees' interests in ConAP and you will have few losses of future Soldiers. Call it good future Soldier management. Studies have shown that enlistees participating in ConAP are three times more likely to ship than those not participating in ConAP.

Chapter 9 E/COI Tours

9-1. General

E/COI tours are designed to be professionally

enriching experiences for key influencers. They are not junkets or rewards for cooperation with recruiters. Tours are resources that must focus on those areas (access, ASVAB testing, and release of directory information) that need special attention. Tours provide E/COIs the opportunity to view Soldiers in a training environment. Many participants become informed supporters who publicize and promote Army opportunities with students, graduates, and other key influencers.

9-2. Purpose

The purpose of E/COI tours is:

a. To support the recruiting force by improving recruiter access to the school market.

b. To pass on the following messages to tour participants:

(1) Education and training opportunities in America's Army are excellent.

(2) Army interest in Soldier welfare and development matches the concern educators have for their students.

(3) Training and educational opportunities make the Army a competitive choice worthy of consideration by every graduating HS student.

c. To request support from educators and key influencers for improving access to schools, arranging availability of directory information, and administering the ASVAB.

9-3. E/COI tour nominations

Rctg Bns are authorized and funded to conduct at a minimum, one E/COI tour per fiscal year. Each Rctg Co is limited in the number of nominees depending on the size of the tour. It is usually the recruiters who submit the nominations. Don't just nominate friends of the Army. Mix in some pro-Army selections with open-minded neutrals and undecided influencers. Choose people who can help. Key influencers among HS students are guidance counselors and teachers who can testify as to the quality of Army educational benefits and technical training. Key policymakers are principals, superintendents, and school board members who can establish a more favorable policy toward school access, ASVAB testing, and release of directory information. College administrators, financial aid counselors, admissions officers, and registrars can support recruiters and influence students at the postsecondary level.

9-4. Recruiter responsibilities

a. Assess your school market to determine problem areas. Identify those key influencers and policymakers who can help remove the barriers to recruiting.

b. Submit your nominations through appropriate channels to the E/COI tour program manager. Provide accurate address information for written invitations.

c. Followup with the nominee to ensure that the tour invitation is received. Coordinate with tour program manager if your tour selection has agreed to participate.

d. Escort and transport tour participants to

and from the departure point.

e. Immediately following the tour, followup with your E/COIs. Accept volunteered support and request additional assistance (testing, access, etc.).

Chapter 10

Postsecondary Schools Recruiting Program

10-1. Colleges and universities

The college recruiting market consists of regionally accredited 2-year (community and junior colleges) and 4-year (colleges and universities) degree-granting postsecondary institutions. This market is an excellent source of potential Army enlistments due to the high percentage of students who drop out of college, particularly during the first 2 years. Colleges are shared markets within RSs. The Rctg Co commander is responsible for initiating the actions required to establish an ongoing college recruiting program. RS commanders are responsible for ensuring that recruiters work their assigned colleges in a planned, systemic manner and the assigned recruiter will serve as the college's point of contact for all recruiting activities. In all contacts with college officials, recruiting personnel should emphasize that the Army is only interested in recruiting former students who have dropped out and those students who are about to graduate, and in helping current students stay in school through enlistment in the USAR.

10-2. Other degree-granting institutions

Operating institutions of higher education legally authorized to grant degrees are not limited to colleges and universities. Vocational-trade schools are nationally accredited 2- and 4-year degree-granting private for profit (proprietary) postsecondary institutions. These institutions are recognized by the American Council on Education and listed in the degree-granting section of the Accredited Institutions of Postsecondary Education book published for the Council of Higher Education Accreditation. These business schools and technical institutes are widespread and represent a "hidden" market that is often times ignored by the recruiting field force. The Rctg Bn ESS, Rctg Co commanders, and RS commanders need to identify the degree-granting vocational-trade schools in their area of operation and approach and treat this market in a manner similar to 2-year colleges. When discussing Army recruiting with school officials from these institutions emphasize placement in a skilled specialty, educational incentives, and accelerated promotions.

10-3. Nondegree-granting institutions

Another segment of the postsecondary recruiting market that is often overlooked is fully accredited postsecondary certificate and diploma programs. These schools are recognized by the American Council on Education and listed in the nondegree-granting section of the Accredited Institutions of Postsecondary Education

book. This category includes postsecondary vocational-technical schools, career centers, academies, learning centers, training centers, and technical institutes. These institutions train for specific occupations and careers. Examples of occupations include: Practical nursing, computer operator, medical assistant, automotive repair, welding, hairstyling, truck driving, and cosmetology. When discussing Army recruiting with students and graduates from these institutions, stress skill training and related Army occupational specialties.

10-4. School visits

a. The Rctg Co commander should take the lead on initial visits to colleges. Initial visits should accomplish the following:

(1) Conduct a meeting with the ConAP point of contact at each participating college.

(2) Identify and collect demographic information about the college, faculty, and students.

(3) Introduce the assigned recruiter to key COIs within the administration.

(4) Use the Solomon Amendment to request college student recruiting information.

(5) Establish a schedule and location for Regular Army and USAR recruiters to interview interested students. Locations should be mutually agreed to by the school and the recruiter.

(6) Identify and request displays, RPIs, public service announcements, and advertising outlets throughout the college.

(7) Orient the recruiter to the layout of the campus.

b. Effective recruiting on the college campus requires recruiters to understand differences which exist between colleges and HSs.

(1) Students are older and more mature on college campuses.

(2) Students and/or parents are paying tuition to attend college. Personal debts can accrue and student loan repayment plans can be very appealing to these students.

(3) College personnel may feel threatened by the presence of Army recruiters on campus. Every effort must be made to avoid giving the impression that the Army is on campus to cause students to drop out of school.

(4) College students are more focused on opportunities in the workplace following graduation. Use of the USAR Job Vacancy Report will provide students with information on part-time Reserve positions in the area. (The USAR Job Vacancy Report, which is produced monthly by the Rctg Bn operations section and found on the goarmy.com Web site, can serve as a want ad, but more importantly it will generate leads.)

(5) The following are also effective tools to assist in the recruiting process on the college campus.

(a) MGIB and ACF. (Money to continue postsecondary education.)

(b) LRP. (Money to pay off federally-insured student loans.)

(c) ConAP. (Program to enroll in college concurrent with Army enlistment.)

(d) DOD Student Testing Program. (Pro-

gram to further enhance student career exploration.)

(e) Accelerated promotion for education. (Increased rank and financial incentive for postsecondary education.)

(f) Army Civilian Acquired Skills Program. (Increased rank and financial incentive for postsecondary training and experience.)

(g) Specialized Training for Army Reserve Readiness. (A USAR program which pays for training in health care specialties.)

(h) Warrant Officer Flight Training. (Flight training.)

(i) Army Continuing Education System and TA. (Inservice education programs and up to 100 percent TA.)

(j) ROTC and Officer Candidate School programs. (Commissioning programs.)

10-5. Recruiter activities

a. Develop a working relationship with as many of the following as possible: Director of student affairs, career placement officer, college registrar, financial aid officer, dean of students, director of student housing, veterans affairs officer, PMS, ConAP officer, department chairpersons, and any professor in a specific field that might be helpful in making presentations or communicating Army opportunities.

b. Obtain a copy of the college catalog which contains information about the academic calendar for the SY. It also contains the programs of study.

c. Plan a future Soldier event and invite the ConAP representative at the college to make a presentation and assist in completing college applications.

d. Invite key staff to participate in upcoming educator tours.

e. Work with the placement office to help students who are looking for jobs. In a number of cases this office is helping graduates find full-time work after graduation, but some will be interested in part-time situations, such as the USAR. (Use the USAR Job Vacancy Report.)

f. Work with the financial aid officer to make presentations on the LRP.

g. Request through the chain of command to take a morning class using Army TA.

h. Target vocational markets. The nonreturn rate in vocational programs is extremely high because students get enough training to become employable. Vocational instructors realize this. Recruiters should target one department (e.g., Allied Health) per month by offering class presentations on available jobs, by conducting job interviews at scheduled times, and by offering USAR opportunities to allow students to continue their college education.

10-6. Stop-out cycle

a. There are certain times during every semester when, if students are going to drop out, they will do so. For those schools on the quarter system, the same principles apply, but the number of weeks will differ.

(1) The first is usually 6 weeks into the se-

mester when a student can withdraw with no academic penalty and still receive a refund.

(2) The second is usually 11 weeks, plus or minus, into the semester when a student can still withdraw with no academic penalty but does not receive a refund.

(3) The third is after the semester ends and grades are received, and tuition must be paid for the next semester.

b. Generally, attrition during the first year of college is higher than in subsequent years, and occurs especially at the mid-term grading period, at the end of the first semester, and again at the end of the second semester. Students drop out during this time because they are homesick, have to work, are out of money, or are in academic difficulty.

10-7. Lessons

To summarize this section there are five lessons that apply to postsecondary recruiting.

a. Visit the campus and pick up the college catalog that contains information about the academic calendar for the SY, profile of the school, and major programs of study.

b. Visit and introduce yourself to four key administrators: Registrar, financial aid officer, job placement officer or career counselor, and veterans affair officer. USAR recruiters should also leave a copy of the USAR Job Vacancy Report at the job placement office.

c. Focus on the freshman class because they will have the highest dropout rate. They often lack both the direction and funds to fully pursue their education.

d. Review the catalog and focus on the times when students are most likely to consider leaving school. (Review para 10-6, stop-out cycle.)

e. Coordinate with school officials on a time (monthly) and place (student center) to set up an information table. You may not talk to many students initially, so don't get discouraged, but as the semester progresses more students will talk with you about their future and what the Army has to offer.

Chapter 11

Release of Student Recruiting Information

11-1. Solomon Amendment

Establishes a policy whereby the military services are provided the same opportunities to inform postsecondary students of military career options as are available to other employers. The policy also identifies the actions that can be taken against any institution that has a policy of denying or effectively prevents for the purposes of military recruiting entry to campuses, access to students on campus, or access to student recruiting information (lists).

a. Postsecondary institutions can be denied access to certain Federal funds for preventing military recruiting on campus.

b. DOD will determine if the postsecondary institution has a policy or practice that either prohibits or in effect prevents:

(1) Entry to campus or access to students (who are 17 years of age or older) on campuses for the purpose of military recruiting; or

(2) Access to student recruiting information (lists) pertaining to students (who are 17 years of age or older). Student recruiting information is defined as: Name, address (local or permanent), telephone number, age (or year of birth), level of education (e.g., freshman, sophomore), or degree awarded for recent graduate, academic major, and degrees received. Postsecondary institutions need not provide other information. Though the colleges are not required to sort this information, most have the capability to do so and are willing to sort this information upon request. They can also charge a reasonable fee for providing this information.

c. There is a sample letter (see USAREC Reg 601-104, fig E-1) commanders and recruiters can use when requesting student recruiting information. Requests for this information should be made once every semester or term.

d. Provided are the procedures if a postsecondary institution fails to comply with the Amendment.

(1) Recruiters will report any noncompliance and provide any documentation to the Rctg Bn ESS.

(2) Rctg Bns will identify the problem and attempt to devise an acceptable solution.

(3) A memorandum with appropriate documentation will be submitted through channels to the Assistant Chief of Staff, G-5, Education Division, for further followup and action.

11-2. Hutchinson Amendment

Establishes recruiter access to secondary schools. Each local educational agency shall provide to DOD, upon a request made for military purposes, the same access to secondary school students and to directory information concerning such students, as is provided generally to postsecondary education institutions or to prospective employers of those students.

a. DOD in cooperation with the Secretary of the military department concerned, will designate an officer (O-6) to visit a school that denies a request for recruiting access. The designated officer will seek to have the meeting within 120 days of the date of the denial of the request for recruiting access.

b. If after the initial meeting and at the end of 120 days recruiting access is still denied the Secretary of Defense will notify and request assistance from the chief executive of the State. The Secretary of Defense will also provide the Secretary of Education a copy of the notification.

c. If after 1 year of the notification, access is still denied the Secretary of Defense will report the school's denial of recruiting access to:

(1) The specified congressional committee.

(2) Senators of the State in which the school is located.

(3) The member of the House of Representatives who represents the school district.

d. The requirements of the Amendment do

not apply to private schools which maintain a religious objection to service in the Armed Forces.

NOTE: This amendment went into effect July 2002.

11-3. Reauthorization of the Elementary and Secondary Education Act of 2001

a. Also known as the No Child Left Behind Act of 2001.

b. Section 9528, Armed Forces Recruiter Access to Student Directory Information, requires:

(1) Secondary schools to provide access to students' names, addresses, and telephone listings.

(2) Recruiters be provided the same access to secondary school students as is provided to postsecondary institutions and employers of prospective students.

c. Only exceptions to this law are private schools that can provide a verifiable historical religious objection to military service.

d. Parents have the right to "opt out" by requesting that their student's name, address, and telephone listing not be released to the military services.

(1) At the beginning of each SY, schools must provide parents with the opportunity to "opt out" having student directory information released to the military.

(2) The military can be singled out, so parents can allow information to be released to postsecondary institutions and not to the military.

(3) Due to the right to "opt out" recruiters will receive lists with less than 85 percent of the names from some schools.

Appendix A References

Section I Required Publications

USAREC Reg 350-6
Recruiter Production Management System.
(Cited in para 2-6c.)

USAREC Reg 601-104
Postsecondary Schools Recruiting Program.
(Cited in para 11-1c.)

Section II Related Publications

AR 601-210
Regular Army and Army Reserve Enlistment Program.

AR 601-222
Armed Services Military Personnel Accession Testing Programs.

AR 621-5
Army Continuing Education System (ACES).

USAREC Reg 1-18
Management of Centers of Influence Events.

USAREC Reg 350-7
Recruiting Station Production Management System.

USAREC Reg 350-9
Recruiting Company Production Management System.

USAREC Reg 350-10
Recruiting Battalion Production Management System.

USAREC Reg 601-59
Department of Defense Student Testing Program.

USAREC Reg 601-81
Educator/Centers of Influence Tour Program.

USAREC Reg 601-95
Delayed Entry and Delayed Training Program.

USAREC Reg 601-101
Education Enlistment Credentials.

USAREC Reg 621-1
Montgomery GI Bill, Army College Fund, and Loan Repayment Program.

USAREC Reg 621-2
Concurrent Admissions Program.

Section III Prescribed Forms

This section contains no entries.

Section IV Referenced Forms

USAREC Form 446
High School Folder.

USAREC Form 1256
Postsecondary School Folder.

USMEPCOM Form 601-4-3-R-E
Student ASVAB Test Record.

Glossary

ACF

Army College Fund

ARISS

Army Recruiting Information Support System

ASVAB

Armed Services Vocational Aptitude Battery

CLT

company leadership team

COI

centers of influence

ConAP

Concurrent Admissions Program

DOD

Department of Defense

E/COI

educator/centers of influence

ESS

education services specialist

HS

high school

LRP

Loan Repayment Program

MGIB

Montgomery GI Bill

PMS

professor of military science

Rctg Bn

recruiting battalion

Rctg Co

recruiting company

ROTC

Reserve Officers' Training Corps

RPI

recruiting publicity item

RS

recruiting station

SRP

School Recruiting Program

SY

school year

TA

tuition assistance

USAR

United States Army Reserve

USAREC

United States Army Recruiting Command

APPENDIX B

SAMPLE EMERGENCY FORM OPT-OUT LANGUAGE

Schools should include the following language in the mandatory emergency information form:

Release of Information to Military Recruiters:

Your child's name, phone number, and address **WILL** be released to the armed forces, military recruiters, and military schools **UNLESS** you specify below that you want to withhold this information.

Withholding information from the military **DOES NOT** affect transmission of information to colleges or employers.

__ **DO NOT** release my child's contact information to military recruiters without my prior written consent.

Name of Child _____

Name of Parent _____

Parent's Signature: _____

APPENDIX C

SAMPLE OPT-OUT LETTER FOR PARENTS

[DATE]

Dear administrator of [NAME OF HIGH SCHOOL]:

We are exercising our right under the No Child Left Behind Act of 2001, and hereby request that the name, address, and telephone listing of:

[PRINT NAME OF STUDENTS]

who is a current student at your school, NOT BE RELEASED to military recruiters.

Please note: withholding information from the military **DOES NOT** affect transmission of information to colleges.

[PRINT NAME OF PARENT OR LEGAL GUARDIAN]

Print Name

[SIGNATURE OF PARENT OR GUARDIAN]

Signature

[SIGNATURE OF STUDENT]

Signature

APPENDIX D

VETERAN HEALTHCARE FACT SHEET FOR STUDENTS AND SOLDIERS

1) Do not wait to be injured before you know your entitlement to benefits.

Military service is dangerous, and the process for receiving off-duty aid is long and full of pit-falls. Knowing the military's policy for healthcare coverage is necessary before you start your service.

2) Keep meticulous medical records.

A Purple Heart is not adequate evidence of a military injury. In order to receive any disability benefits, soldiers must prove that their injury was a "result of military service." VA doctors are warned not to believe soldiers' accounts of their injuries, so come prepared.²⁸⁷ The last thing an injured soldier wants to do is have to worry about whether he or she will be covered. Unfortunately, if a service-member does not keep a good account and records of the incident that led to their injury, as well as their medical history from before military service, the VA may deny his or her claim.

3) Submit claims immediately, and be prepared to wait.

Visit <http://www.va.gov> and download a 21-526 claim form. Know that you will have to wait to receive assistance, and be ready for a possible denial. According to the VA, the average amount of time it takes to process a claim is six months.²⁸⁸ Critics argue that the six month statistic is not accurate as it includes the processing of pension claims and classifies documenting death as resolved claims.²⁸⁹ If a claim is denied, the appeals process takes an average of 3.5 years.²⁹⁰

4) Take advantage of a Benefits Delivery at Discharge (BDD) program.

Some military installations allow wounded soldiers to submit disability claims to the VA before discharge. While this may not reduce your total wait time, filing a disability claim before discharge means that you may need to wait less time after discharge to know if you are covered.

ENDNOTES

¹ United States General Accounting Office, Report to the Senate and House Committees on Armed Services, Military Recruiting: DOD Needs to Establish Objectives and Measures to Better Evaluate Advertising's Effectiveness, GAO-03-1005, at 1 (Sept. 2003) [hereinafter *GAO-03-1005 Military Recruiting*].

² *GAO-03-1005 Military Recruiting*, at 17 ("Many factors impact recruiting . . . such as employment and educational opportunities . . . Enlisting in a military service is a profound life decision. Typically, an enlistment is at least a 4-year commitment and can be the start of a long military career.")

³ "DOD found that the public's perceptions about military enlistment has changed and that youth and their parents believe that deployment to a hostile environment is very likely for some types of servicemembers. Officials also said that fear of death and serious injury is an increasingly important factor affecting potential recruits' decisions about whether they will join." U.S. General Accountability Office, Report to Congressional Requesters, Military Personnel: Reporting Additional Service member Demographics Could Enhance Congressional Oversight, GAO-05-952, at 67 (Sept. 2005) [hereinafter *GAO-05-952 Military Personnel*]. See also *GAO-03-1005 Military Recruiting*, at 8 ("Some reserve officers expressed concerns about the negative impact of the recent high deployment rates on future recruiting.")

⁴ *GAO-03-1005 Military Recruiting*, at 11 (noting "the total advertising investment per enlisted recruit rose from approximately \$640 to \$1,900 between fiscal year 1990 and fiscal year 2003.")

⁵ National Priorities Project, *Military Recruiting 2007: Army Misses Benchmarks by Greater Margin*, <http://www.nationalpriorities.org/militaryrecruiting2007>.

⁶ Department of Defense, *Budget FY 2009*, <http://www.whitehouse.gov/omb/budget/fy2009/defense.html>; Allen McDuffee, *Dollar-Driven Recruiting*, *The Nation*, May 16, 2008, <http://www.thenation.com/doc/20080602/mcduffee/print>.

⁷ *GAO-03-1005 Military Recruiting*, at 15.

⁸ The GAO estimates that the Army spent \$196.9 Million in 2003, a 73% increase from 1998 (\$113.7 Million), the Navy increased its spending by 41% from 1998 (\$75.7 Million) to 2003 (\$107 Million), the Air Force increased its spending by 396% from 1998 (\$18.3 Million) to 2003 (\$90.5), and the Marine Corp increased its spending by 56% from 1998 (\$29.8 Million) to 2003 (\$46.5 Million). *GAO-03-1005 Military Recruiting*, at 14.

⁹ Stuart Elliot, *McCann Wins Army's Ad Account, Replacing Burnett*, N.Y. Times, Dec. 7, 2005, <http://www.nytimes.com/2005/12/07/business/media/07cnd-army.html>; Gary Sheftick, *Army Selects New Advertising Agency*, *Army News Service*, Dec. 13, 2005, <http://www4.army.mil/racing/read.php?story=8330>.

¹⁰ <http://www.mccann.com>.

¹¹ Stuart Elliot, *McCann Wins Army's Ad Account, Replacing Burnett*, N.Y. Times, Dec. 7, 2005, <http://www.nytimes.com/2005/12/07/business/media/07cnd-army.html>; Press Release, June 22, 2005, <http://www.leoburnett.com/manstudy/PressRelease.htm>.

¹² *Campbell Ewald Keeps Navy Recruiting Contract*, N.Y. Times, at C11, Oct. 31, 2005.

¹³ National 2005 Agency Report Cards, *Adweek*, 24 (Apr. 3, 2006), http://www.adweek.com/aw/images/pdfs/reportcards_2005.pdf.

¹⁴ Department of Defense Press Release, No. 089-06, February 2, 2006, <http://www.defenselink.mil/contracts/contract.aspx?contractid=3186>.

¹⁵ Philip Dougherty, *Company News; Britons' New Bid Wins JWT*, N.Y. Times, at Sec. 1, June 27, 1987.

¹⁶ *Id.*

¹⁷ <http://www.jwt.com>.

¹⁸ Department of Defense Press Release, No. 1326-04, Dec. 29, 2004, <http://www.defenselink.mil/contracts/contract.aspx?contractid=2916>; <http://www.gsdm.com>.

¹⁹ *Id.*

²⁰ John Eighmey, *Why Do Youth Enlist?: Identification of Underlying Themes*, 32 *Armed Forces & Society* 307, 2006.

²¹ *Id.* The National Research Council found that the single factor that consistently predicted teenagers' decisions to join the military was their "propensity to enlist," measured by how strongly they desired to join the military in their senior year of high school. The National Research Council's Committee on the Youth Population and Military Recruitment ("Committee") makes recommendations to the DOD based upon the annual results of the YATS studies.

²² National Academics Press, Letter Report on the Youth Attitude Tracking Study (YATS) 1, 2000, <http://fermat.nap.edu/books/NI000226/html>.

²³ The DOD carefully calibrates its “message strategies” based upon the “propensity to enlist” findings in its military recruitment campaigns. John Eighmey, *Why Do Youth Enlist?: Identification of Underlying Themes*, 32 *Armed Forces & Society* 309, 2006.

²⁴ Amy Scott Tyson, *Army Debuts New Slogan In Recruiting Commercials*, *Washington Post* at A19, Nov. 22, 2006, http://www.washingtonpost.com/wp-dyn/content/article/2006/11/21/AR2006112101295_pf.html.

²⁵ *Id.* Indeed, the American death toll from the Iraq War surpassed the 3,000 milestone mark in January 2007. Lizette Alvarez and Andrew Lehman, *3,000 Deaths in Iraq, Countless Tears at Home*, *N.Y. Times*, Jan. 1, 2007, <http://www.nytimes.com/2007/01/01/us/01deaths.html>.

²⁶ For an overview of recruiter misrepresentations, see *supra* pp. 3-17.

²⁷ Laura Cohen and Randi Mandelbaum, “Kids Will Be Kids: Creating a Framework for Interviewing and Counseling Adolescent Clients,” 79 *Temp. L. Rev.* 357 at 364 (2006).

²⁸ *Id.*

²⁹ *Roper v. Simmons*, 543 U.S. 551 (2005). Nina W. Chernoff and Marsha L. Levick, *Beyond the Death Penalty: Implications of Adolescent Development Research for the Prosecution, Defense, and Sanctioning of Youthful Offenders*, *Clearinghouse Rev. J. Poverty L. & Pol.*, 209, 210, Jul.-Aug. 2005 (citing research about the psychological developmental of the adolescent brain).

³⁰ Act for Youth Upstate Center of Excellence, a collaboration of Cornell University, University of Rochester, and the NYS Center for School Safety, *Research Facts and Findings, Adolescent Brain Development*, 1-3, May, 2002, <http://www.actforyouth.net/documents/may02factsheetadolbraindev.pdf>.

³¹ *Brown v. Board of Ed.*, 347 U.S. 483 (1954). In 1954, the Supreme Court recognized the severe psychological consequences of negative racial stereotyping upon African American children in its landmark decision in *Brown v. Board of Ed.*, which overruled segregation in the public schools. Of particular interest to the Court were various psychological studies, including the now famous doll studies of Kenneth Clark, which used black and white dolls to demonstrate how African American children internalized racist messages society directed at them. *Id.* at 494, n. 11 (citing K. B. Clark, *Effect of Prejudice and Discrimination on Personality Development* (Midcentury White House Conference on Children and Youth, 1950); Ludy T. Benjamin, Jr. and Ellen M. Crouse, *The American Psychological Association’s Response to Brown v. Board of Education: The Case of Kenneth B. Clark*, 57 (1) *Am. Psychologist*, 38, 40, 2002).

³² *Roper v. Simmons*, 543 U.S. 551 (2005). Nina W. Chernoff and Marsha L. Levick, *Beyond the Death Penalty: Implications of Adolescent Development Research for the Prosecution, Defense, and Sanctioning of Youthful Offenders*, *Clearinghouse Rev. J. Poverty L. & Pol.*, 209, 209 at n.1 (Jul.-Aug. 2005)(discussing the Court’s reasoning in *Roper* leading to its conclusion that juveniles’ possessed diminished culpability and the growing number of state laws “restricting the rights of minors from participating in a wide and growing array of adult activities.”)

³³ Nina W. Chernoff and Marsha L. Levick, *Beyond the Death Penalty: Implications of Adolescent Development Research for the Prosecution, Defense, and Sanctioning of Youthful Offenders*, *Clearinghouse Rev. J. Poverty L. & Pol.*, 209, 209 (Jul.-Aug. 2005)(discussing the Court’s reasoning in *Roper* leading to its conclusion that juveniles’ possessed diminished culpability).

³⁴ The 1984 National Minimum Drinking Age Act requires that States prohibit the “purchase or public possession in such State of any alcoholic beverage by a person who is less than twenty-one years of age.” 23 U.S.C. § 158.

³⁵ Robert Davis, *Is 16 too young to drive a car?* *USA Today*, Mar. 3, 2005.

³⁶ A study of factors related to adolescent smoking concluded that “tobacco marketing may be a stronger current influence in encouraging adolescents to initiate the smoking uptake process than exposure to peer or family smokers or socio-demographic variables including perceived school performance.” [J Nat'l Cancer Inst 1995; 87: 1538—45] Robert J. Wellman, PhD, et al; *The Extent to Which Tobacco Marketing and Tobacco Use in Films Contribute to Children's Use of Tobacco: A Meta-analysis*, 160 (12) *Pediatric Adolesc. Med.*, 1285-1296 (2006) (“Pro-tobacco marketing and media stimulate tobacco use among youth. A ban on all tobacco promotions is warranted to protect children.”); Linda Titus-Ernstoff, PhD, MA, et al; *Longitudinal Study of Viewing Smoking in Movies and Initiation of Smoking by Children*, 121 (1) *Pediatrics*, 15-21 (2008) (“Our study, which is the first to enroll children in elementary school and to update movie smoking exposure longitudinally, indicates that early exposure has as much influence on smoking risk as does exposure nearer the outcome. Overall, movie smoking may be responsible for at least one third of smoking initiation for children in this age group.”)

³⁷ Leslie B. Snyder, PhD et al; *Effects of Alcohol Advertising Exposure on Drinking Among Youth*, 160 *Arch Pediatr. Adolesc. Med.* 18-24(2006); Alcohol and the Super Bowl, <http://alcoholism.about.com/library/blsuper.htm>. Alcohol Advertising and Youth, The Marin Institute, http://www.marininstitute.org/Youth/alcohol_ads.htm (“Alcohol advertising appeared during all 15 of the top teen television shows in 2002. . . . A 1996 survey of children ages nine to 11 found that children were more familiar with Budweiser’s television frogs than with Kellogg’s Tony the Tiger, the Mighty Morphin’ Power Rangers, or Smokey Bear.”).

³⁸ David Nakimura, *Schools Hooked on Junk Foods*, Washington Post, Feb 27, 2001, at A1.

³⁹ Robert Davis, *Is 16 too young to drive a car?* USA Today, Mar. 3, 2005.

⁴⁰ <http://americasarmy.com>.

⁴¹ <http://americasarmy.com>.

⁴² Michael Peck, *Navy Video Game Targets Future Sailors*, National Defense Magazine, Dec., 2005, http://www.nationaldefensemagazine.org/archive/2005/December/Pages/Navy_Video3058.aspx.

⁴³ Damien Cave, *For a General, A Tough Mission, Building the Army*, N.Y. Times, Feb. 5, 2006.

⁴⁴ Id.

⁴⁵ Id.

⁴⁶ Id.

⁴⁷ Id.

⁴⁸ <http://www.airforce.com>.

⁴⁹ Michael Peck, *Navy Video Game Targets Future Sailors*, National Defense Magazine, Dec., 2005, http://www.nationaldefensemagazine.org/archive/2005/December/Pages/Navy_Video3058.aspx.

⁵⁰ Air Force Special Events, Air Force on the Road, Go One-on-One with a Raptor, http://events.airforce.com/content.htm?nav1=community&nav1_community_hl=f2&nav2=raptor&nav2_raptor_hl=f2&nav3=main&nav3_main_hl=f2.

⁵¹ Air Force Special Events, Air Force on the Road, Air Force In Your Town, http://events.airforce.com/content.htm?nav1=community&nav1_community_hl=f2&nav2=raptor&nav2_raptor_hl=f2&nav3=main&nav3_main_hl=f2.

⁵² Michael Peck, *Navy Video Game Targets Future Sailors*, National Defense Magazine, Dec., 2005, http://www.nationaldefensemagazine.org/archive/2005/December/Pages/Navy_Video3058.aspx.

⁵³ Id.

⁵⁴ Id.

⁵⁵ Id.

⁵⁶ Id.

⁵⁷ Id. (internal quotations omitted).

⁵⁸ Charlie Savage, *Military recruiters target schools strategically*, The Boston Globe, November 29, 2004, http://www.boston.com/news/nation/articles/2004/11/29/military_recruiters_pursue_target_schools_carefully/.

⁵⁹ Id.

⁶⁰ Id.

⁶¹ Id.

⁶² Id.

⁶³ Id.

⁶⁴Charlie Savage, *Military recruiters target schools strategically*, The Boston Globe, November 29, 2004, http://www.boston.com/news/nation/articles/2004/11/29/military_recruiters_pursue_target_schools_carefully/.

⁶⁵United States Army Recruiting Command, School Recruiting Program Handbook, USAREC Pamphlet 350-12, Sept., 2004 [hereinafter SRP Handbook].

⁶⁶*Id.* at 2, 3.

⁶⁷*Id.* at 1.

⁶⁸*Id.* (emphasis added).

⁶⁹*Id.* at 3.

⁷⁰*Id.* at 2.

⁷¹*Id.* at 1, 3.

⁷²*Id.* at 3 (emphasis added).

⁷³*Id.* at 5.

⁷⁴<http://usscouts.org/advance/boyscout/bsrank1.asp>.

⁷⁵*Id.* at 3.

⁷⁶*Id.* at 3.

⁷⁷United States Army Recruiting Command, School Recruiting Program Handbook, USAREC Pamphlet 350-12, Sept., 2004, at 2

⁷⁸*Id.* at 2

⁷⁹United States Army Recruiting Command, School Recruiting Program Handbook, USAREC Pamphlet 350-12, Sept., 2004, at 5.

⁸⁰Calendar of School Activities (Month-by-Month) Overview, *Id.* at 5-6.

⁸¹*Id.* at 5.

⁸²All of these events take place during the academic school year and are not mentioned in the Calendar of School Activities in the SRP.

⁸³United States General Accounting Office, Report to the Senate and House Committees on Armed Forces 7, 2003, <http://www.gao.gov/new.items/d031005.pdf>.

⁸⁴*Id.*

⁸⁵United States Army Recruiting Command, School Recruiting Program Handbook, USAREC Pamphlet 350-12, Sept. 2004, at 5.

⁸⁶*Id.* at 5-6.

⁸⁷Cynthia Kopkowski, *Military Recruiting, Uncle Sam Wants...You?* As military recruiters continue targeting students, they're increasingly trying to win the hearts and minds of educators, NEA Today, National Education Association, April, 2007, http://www.nea.org/nea_today/0704/unclesam.html.

⁸⁸*Id.* (quoting military spokesman Lt. Scott Miller) (internal quotations omitted).

⁸⁹*Id.*

⁹⁰*Id.*

⁹¹Defense Authorization Act for Fiscal Year 2006, PUB. L. NO. 109 - 163, 199 Stat. 3136.

⁹²National Defense Authorization Act for Fiscal Year 2008, PUB. L. NO. 110 - 181, 122 Stat. 3252.

⁹³*Id.*

⁹⁴*Id.* § 3252(e).

⁹⁵*Troxel v. Granville*, 530 U.S. 57, 65-66 (2000) (citing a long line of cases stretching back more than seventy-five years that reaffirmed the constitutionally protected right of parents to control their children's upbringing). The Court noted that the Fourteenth Amendment's Due Process Clause, and its Fifth Amendment counterpart, "provide[] heightened protection against government interference with certain fundamental rights and liberty interests." These fundamental rights include a constitutionally protected zone in which parents can "direct the upbringing and education of children under their control," without hindrance from the government. *Id.* at 65.

⁹⁶*Id.*

⁹⁷*Id.* at 66 (internal citations and quotations omitted).

⁹⁸See *supra* 25-29.

⁹⁹Often college and vocational recruiters offer presentations that are specifically shown to seniors, as opposed to the scatter shot approach of the military recruiters, whose open and prominent displays are visible to all students. Chart of High School Visitations.

¹⁰⁰ For a recent example of control being extended to parents in the escalating battle for access to children in the high-tech world of cyberspace, Brad Stone, *MySpace to Let Parents Block Their Children From Joining*, N.Y. Times, (Jan. 14, 2008) (“Representatives from MySpace and the attorneys general of 49 states are announcing a new partnership to fight sexual predators and clean up social networks. Among the dozens of measures MySpace has agreed to take, the social network will let parents submit the e-mail addresses of their children, so the company can prevent anyone from using that address to set up a profile. It will also set the profiles of all 16 and 17-year-olds to private, so only their established online friends can visit their pages - essentially creating a “closed” section for users under age 18.”), <http://bits.blogs.nytimes.com/2008/01/14/myspace-to-let-parents-block-their-kids-from-joining>.

¹⁰¹ Johnathan Krim, *Pentagon Creating Student Database*, The Washington Post, , June 23, 2005 at <http://www.washingtonpost.com/wpdyn/content/article/2005/06/22/AR2005062202305.html>.

¹⁰² 20 U.S.C. § 7908 (2006).

¹⁰³ “[E]ach local educational agency receiving assistance under this Act shall provide, on request made by military recruiters or an institution of higher education, access to secondary school students’ names, addresses, and telephone listings.” 20 U.S.C. § 7908(a)(1) (2006).

¹⁰⁴ 20 U.S.C. § 7908(a)(3) (2006). “Same access to students. Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.” *Id.*

¹⁰⁵ Bloomfield High School and North Plainfield.

¹⁰⁶ Bloomfield High School.

¹⁰⁷ 20 U.S.C. § 7908(a)(2) (2006). This provisions states:

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

¹⁰⁸ 20 U.S.C. § 7908(a)(2) (2006).

¹⁰⁹ 20 U.S.C. § 1232g (2006).

¹¹⁰ 20 U.S.C. § 1232g(b)(1) (2006). “No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of permitting the release of educational records . . .”

¹¹¹ 20 U.S.C. § 1232g(d) (2006). “[W]henver a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.”

¹¹² 20 U.S.C. § 1232g(a)(5)(B) (2006). This provision states:

Any educational agency or institution making public directory information shall give public notice of the categories of information which it has designated as such information with respect to each student attending the institution or agency and shall allow a reasonable period of time after such notice has been given for a parent to inform the institution or agency that any or all of the information designated should not be released without the parent's prior consent.

¹¹³ 20 U.S.C. § 1232g(b)(1) (2006).

¹¹⁴ 20 USCS § 1232g(e) (2006). “No funds shall be made available under any applicable program to any educational agency or institution unless such agency or institution effectively informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.”

¹¹⁵ 34 CFR § 99.7(a)(1). “What must an educational agency or institution include in its annual notification?”

¹¹⁶ Junior Reserve Officers’ Training Corps, 10 U.S.C. §§ 2031-2033 (2006).

¹¹⁷ *Id.* at § 2031(b)(1).

¹¹⁸ *Id.*

¹¹⁹ *Id.* at (b)(4).

¹²⁰ *Id.* at (a)(2).

¹²¹ *Id.* at (b)(3).

¹²² Army JROTC Website, <https://www.usarmyjrotc.com/>; Air Force JROTC website, <http://www.afoats.af.mil/AFJROTC/AFJROTCunits.asp>; Navy JROTC website,

<https://www.njrotc.navy.mil/hostschoools.cfm>; Marine Corps JROTC website, <http://www.mcjrotc.org/units/MCJROTC%20Units.aspx>.

¹²³ *Id.*

¹²⁴ 10 U.S.C. § 2031(c)(1)-(2).

¹²⁵ *Id.* at (d)(1).

¹²⁶ The military reimburses school boards the amount of each instructor's pre-employment military pension, plus one half of the difference between the instructor's pension and the minimum pay the instructor would be entitled to if in active military duty, based on rank and experience. Furthermore, the military may further subsidize the pay of individual JROTC instructors if the secretary of the affiliated military branch determines that the "institution is in an educationally and economically deprived area and the Secretary determines that such action is in the national interest." 10 U.S.C. § 2031(c).

¹²⁷ Office of the Under Secretary of Defense (Comptroller), Department of Defense Budget – Fiscal Year 2006 (Feb. 2005); MCJORTC Website, History of Marine Corps JROTC Program, <http://www.mcjrotc.org/about/history.aspx>.

¹²⁸ e.g. Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report 2004 – United States of America*, <http://www.child-soldiers.org/regions/country?id=226> ("[e]ffectively, the [JROTC] serves to boost recruitment to the armed forces").

¹²⁹ Col John W Corbett & Col Arthur T Coumbe (res), *JROTC: Recent Trends and Developments*, Military Review, Vol. 81 Issue 1, (January-February 2001), 41.

¹³⁰ Department of the Army, Headquarters, United States Army Cadet Command, Policy Memorandum 50-US Army Recruiting Command (USAREC) Partnership Initiatives, March 30, 1999, http://www.projectyano.org/pdf/JROTC_military_recruiting_memo.pdf. According to information received by the author via email from Paul Kotakis, the Chief of the Public Affairs Division at the U.S. Army Cadet Command Headquarters, the Cadet Command has discontinued the use of policy memorandums. Presently, "Army Regulation 145-2 and Cadet Command Regulation 145-2 now provide guidance to our units on all aspects of Army Junior ROTC operations." Upon investigation by the author, however, these regulations do not explicitly state the purposes, other than the official statutory purposes of the JROTC in them and make no statement contradicting policy memorandum 50. Otherwise the author could find no positive statement by the military overruling or disavowing the memorandum.

¹³¹ *Id.*

¹³² *Id.* (emphasis added).

¹³³ *JROTC: Recent Trends and Developments*, (citing Policy Memorandum 50 as authority).

¹³⁴ Policy Memorandum 50.

¹³⁵ United States Army Recruiting Command, School Recruiting Program Handbook, USAREC Pamphlet 350-13, at 8 (Sept. 2004).

¹³⁶ <http://www.mcjrotc.org/group.aspx>.

¹³⁷ *Id.*

¹³⁸ *Id.* In fact, military after-school programs are now entering middle schools in some States. Currently, Illinois (Chicago), Florida and Texas offer "military-run after-school programs to sixth, seventh and eighth graders" and in Chicago "the city's youngsters drill with wooden rifles and chant time-honored marching cadences ('I used to date a high school queen/Now I lug an M-16,' etc.)" Karen Houppert, "Who's Next?" *The Nation*, Sept. 12, 2005.

¹³⁹ U.S. Census Bureau, State and County Quick Facts, Hidalgo County, Texas, 2008, <http://quickfacts.census.gov/qfd/states/48/48215.html>.

¹⁴⁰ <http://www.schooldigger.com/go/TX/schools/1739001497/school.aspx>.

¹⁴¹ School Lunch Programs, 10 U.S.C. § 1751 (1989).

¹⁴² Department of Agriculture – Food and Nutrition Service, Child Nutrition Programs–Income Eligibility Guidelines, Fed. Reg. Vol. 71, No. 50, 1336 (15 March, 2006).

¹⁴³ According to the National Priorities Project, 90 of the 100 high schools which provided the military with the most African-American and Hispanic recruits has a JROTC program. DHS' JROTC program thus appears to be indicative of a typical JROTC unit and host school. *National Priorities Project, Military Recruitment Race and Ethnicity*, <http://www.nationalpriorities.org/Publications/Military-Recruitment-Race-and-Ethnicity-2.html> (statistics compiled during 2004).

¹⁴⁴ DHS JROTC website, <http://www.esconett.org/dhs/mcjrotc/>.

¹⁴⁵ DEPARTMENT OF DEFENSE BUDGET, at 8; Marine Corps JROTC website, <http://www.mcjrotc.org/units/MCJROTC%20Units.aspx> (figure estimated by dividing total expenditure by total number of Marine Corps JROTC units).

¹⁴⁶ <http://www.mcjrotc.org/about/donna.aspx>.

¹⁴⁷ MCJROTC website, <http://www.mcjrotc.org/news/DonnaHSOrientation06.aspx>.

¹⁴⁸ The author spoke with representatives of Camp Pendleton in March and April of 2008. Personnel at the Camp Pendleton Community Relations Office stated that numerous groups, including the Boy Scouts and JROTC units from all military branches stay on the Camp for extended visits. The Office representative further stated that during the school year visits are sparse but that during the summer break there is a group visiting Camp Pendleton almost every week. The author also spoke with Ralph Ingles, the Deputy Director of the Marine Corps JROTC program who stated that each JROTC unit is entitled to one orientation trip either annually or bi-annually. The specifics of the trip, including payment and itinerary are largely up to the discretion of the JROTC instructor at each high school. Instructors are given a budget of annual operational dollars by their respective military branch that can be used at their discretion for expenses including: materials, equipment, transport, billeting, competitions, orientations and other approved activities. The Deputy Director further stated that typically, trips are funded by a mix of operational dollars and individual school fundraising like many other high school extra-curricular activities. The orientation trips are made to military bases located in the same region as the visiting high school JROTC units and the itinerary for each visit can consist of any approved activity, depending on local attractions and the amount of funding available.

¹⁴⁹ <http://www.esconett.org/dhs/mcjrotc/markmanship06/index.htm>

¹⁵⁰ Official Website for Marine Corps Base Camp Pendleton, <http://www.pendleton.usmc.mil/impact/population.asp>.

¹⁵¹ Id.

¹⁵² <http://www.pendleton.usmc.mil/impact/introduction.asp>.

¹⁵³ <http://www.pendleton.usmc.mil/impact/summary.asp>.

¹⁵⁴ Marine Corps official JROTC Website, JROTC News, *A Cadet's Memories from a Trip to Camp Pendleton*, CA, <http://www.mcjrotc.org/news/DonnaHSOrientation06.aspx> (This report will refer to the youth as "students" rather than "cadets" as it is important to bear in mind that these are children as young as 14).

¹⁵⁵ Id.

¹⁵⁶ Id.

¹⁵⁷ <http://www.mcjrotc.org/news/DonnaHSOrientation06.aspx>.

¹⁵⁸ Source given by Marine Corps official JROTC Website for its "JROTC News" story *A Cadet's Memories from a Trip to Camp Pendleton*, CA, <http://www.esconett.org/dhs/mcjrotc/story/story.htm>.

¹⁵⁹ <http://www.esconett.org/dhs/mcjrotc/story/story.htm>.

¹⁶⁰ <http://www.mcjrotc.org/news/DonnaHSOrientation06.aspx>.

¹⁶¹ San Diego Padres Official Website, Single Game Tickets, http://sandiego.padres.mlb.com/ticketing/singlegame.jsp?c_id=sd (ticket price estimated using April 4th game, which is "Military Opening Night" at Petco field); Universal Studios Hollywood Official Website, FAQ, http://www.universalstudioshollywood.com/vi_faq.html#6.

¹⁶² Defense Finance and Accounting Service, Basic Pay – Effective January 1, 2008, <http://www.dfas.mil/militarypay/militarypaytables/2008MilitaryPayCharts35.pdf>.

¹⁶³ <http://www.esconett.org/dhs/mcjrotc/story/story.htm>.

¹⁶⁴ <http://www.mcjrotc.org/news/DonnaHSOrientation06.aspx>.

¹⁶⁵ <http://www.esconett.org/dhs/mcjrotc/story/story.htm>.

¹⁶⁶ <http://www.esconett.org/dhs/mcjrotc/story/story.htm>.

¹⁶⁷ <http://www.mcjrotc.org/news/DonnaHSOrientation06.aspx>.

¹⁶⁸ Id.

¹⁶⁹ Id.

¹⁷⁰ Dept. of the Navy – Headquarters United States Marine Corps, Marine Corps Order P1200.16: Military Occupational Specialties Manual, 18 Apr. 2005, http://www.utexas.edu/rotc/navymarine/content/midshipmen_access/PDF/leathernecks/MOS_manual.pdf.

¹⁷¹ Id.

¹⁷² Id.

¹⁷³ Id.

¹⁷⁴ <http://www.esconett.org/dhs/mcjrotc/story/story.htm>.

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- ¹⁷⁵ <http://www.mcjrotc.org/news/DonnaHSOrientation06.aspx> (“Cadets were flattered and so were MGySgt Castro and MSgt Rodriguez when the Sgt Major complemented the cadets as the best that he had seen.”)
- ¹⁷⁶ Id.
- ¹⁷⁷ Policy Memorandum 50.
- ¹⁷⁸ <http://www.mcjrotc.org/news/DonnaHSOrientation06.aspx> (emphasis added).
- ¹⁷⁹ Foderaro, Lisa, *Report Faults Mental Care for Iraq Veterans at Upstate Base*, N.Y. Times, February 13, 2008.
- ¹⁸⁰ *Iraq War Still Unpopular Even As U.S. Deaths Plummet*, CNN, July 31, 2008, <http://www.cnn.com/2008/WORLD/meast/07/31/bush.iraq/index.html>.
- ¹⁸¹ Robert Burns, *Army Extends Iraq Tours to 15 Months*, San Francisco Chronicle, April 12, 2007, <http://www.sfgate.com/cgi-bin/article.cgi?f=/n/a/2007/04/11/national/w144905D46.DTL&type=politics>.
- ¹⁸² Fred Kaplan, *The Army’s Math Problem*, Slate, May 5, 2008, <http://www.slate.com/id/2190661/>.
- ¹⁸³ Robert Burns, *Army Extends Iraq Tours to 15 Months*, San Francisco Chronicle, April 12, 2007, <http://www.sfgate.com/cgi-bin/article.cgi?f=/n/a/2007/04/11/national/w144905D46.DTL&type=politics>.
- ¹⁸⁴ Robert Burns, *Army Extends Iraq Tours to 15 Months*, San Francisco Chronicle, April 12, 2007, <http://www.sfgate.com/cgi-bin/article.cgi?f=/n/a/2007/04/11/national/w144905D46.DTL&type=politics>.
- ¹⁸⁵ Christian Lowe, *‘Dwell Time’ Could be Cut for Surge*, Military.com, March 29, 2007, <http://www.military.com/NewsContent/0,13319,130497,00.html>.
- ¹⁸⁶ Center for American Progress, *Veterans Health Care by the Numbers*, November 9, 2007.
- ¹⁸⁷ Associated Press, *True Cost of War – Staggering Number of Wounded Vets*, March 08, 2008.
- ¹⁸⁸ Denverpost.com, *Hidden Wounds Plague GIs*, http://www.denverpost.com/ci_5675337, April 16, 2007.
- ¹⁸⁹ US Department of Veterans Affairs – National Center for Post Traumatic Stress Disorder, *Fact Sheet- An Overview of the Mental Health Effects of Serving in Afghanistan and Iraq*, http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/overview_mental_health_effects.html?opm=1&rr=rr1773&srt=d&echorr=true.
- ¹⁹⁰ US Department of Veterans Affairs - National Center for Post Traumatic Stress Disorder, *Fact Sheet: How Common is PTSD?*, http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_how_common_is_ptsd.html, September 8, 2008.
- ¹⁹¹ The Associate Press, *1 in 8 Returning Soldiers suffers from PTSD – But Less Than Half with Problems Seek Help, Report Finds*, June 30, 2004.
- ¹⁹² Id.
- ¹⁹³ Id.
- ¹⁹⁴ In the initial post-deployment assessment, “Interpersonal conflict [was] measured with 1 question ... that asks if the soldier is ‘having thoughts or concerns that you may have serious conflicts with your spouse, family members, or close friends.’” In post-deployment reassessment, “the wording of this question is, ‘Since return from deployment have you had serious conflicts with your spouse, family members, close friends, or at work that continue to cause you worry or concern?’” Milliken, Charles S., Auchterlonie, Jennifer L., Hoge, Charles W., *Longitudinal Assessment of Mental Health Problems Among Active and Reserve Component Soldiers Returning From the Iraq War*, The Journal of the American Medical Association, November 14, 2007, Vol. 298, No. 18:2141-2148.
- ¹⁹⁵ Related to the rise in problems with interpersonal conflict among soldiers is the divorce rate among veterans of the wars in Iraq and Afghanistan. In the Army, divorce rates rose from 2.9% in 2003, when the Iraq War began, to 3.9% in 2004. In 2007, the rate was 3.5%. Female soldiers have a much higher divorce rate of 9%. Kaufman, Leslie, *After War, Love Can Be a Battlefield*, N.Y. Times, April 6, 2008.
- ¹⁹⁶ Moon, Mary Ann, *Returning Vet’s Mental Health Worsens Over Time*, Clinical Psychiatry News, December 1, 2007.
- ¹⁹⁷ Kors, Joshua, *How the VA Abandons Our Vets*, The Nation, August 27, 2008, <http://www.thenation.com/doc/20080915/kors>.
- ¹⁹⁸ Susan Walsh, *Most Vet Suicides Among Guard, Reserve Troops*, MSNBC, Feb. 12, 2008, <http://www.msnbc.msn.com/id/23132421>.
- ¹⁹⁹ Id.
- ²⁰⁰ Sgt. 1st Class Erick Studenicka, *Suicide Seen as major Threat to National Guard Soldiers*, National Guard Bureau, http://www.ngb.army.mil/news/archives/2007/08/082007-Suicide_NG.aspx.
- ²⁰¹ Shaprio, Joseph, *Guard Suicide Highlights Risks for Returning Troops*, National Public Radio, <http://www.npr.org/templates/story/story.php?storyId=4668346>.

²⁰² Susan Walsh, *Most Vet Suicides Among Guard, Reserve Troops*, MSNBC, Feb. 12, 2008, <http://www.msnbc.msn.com/id/23132421>.

²⁰³ *Id.*

²⁰⁴ Memorandum from Secretary of Defense, Les Aspin on Direct Combat Assignment and Definition Rule to the Secretaries of the Army, Navy, Air Force, Chairman of the Joint Chiefs of Staff, Assistant Secretary of Defense (Personnel and Readiness) and Assistant Secretary of Defense (Reserve Affairs), Jan. 13, 1994, http://www.rand.org/pubs/monographs/2007/RAND_MG590-1.sum.pdf (“Direct ground combat” is defined as “engaging an enemy on the ground with individual or crew serviced weapons, while being exposed to hostile fire and to a high probability of direct physical contact with the hostile forces personnel” and takes place “well forward on the battlefield while locating and closing with the enemy to defeat them by fire, maneuver or shock effect.”).

²⁰⁵ The RAND Corporation, *Assessing the Assignment Policy for Army Women*, prepared for the Office of the Secretary of Defense (RAND Corp.) (2007) (Report finding that although how women are currently assigned to units in the military meets “the ‘letter’ of the military’s vague assignment policies, the assignments may involve “activities or interactions that framers of the policy sought to rule out” – i.e. exposure to active combat.)

²⁰⁶ *Id.*

²⁰⁷ *All Things Considered: Women in Combat: Roles for Women in U.S. Army Expand* (NPR radio broadcast, Oct. 1, 2007) <http://www.npr.org>.

²⁰⁸ Sara Corbett, *The Women’s War*, N.Y. Times, March 18, 2007, available online: <http://www.nytimes.com/2007/03/18/magazine/18cover.html?partner=permalink&exp=prod=permalink>

²⁰⁹ CRS Report for Congress, *United States Military Casualty Statistics: Operation Iraqi Freedom and Operation Enduring Freedom* (March 18, 2008). For an updated account of total casualties in Iraq and Afghanistan, see Department of Defense, casualty updates, <http://www.defenselink.mil/news/casualty.pdf>.

²¹⁰ *Id.* figure represents 2.5% of the 31,289 total injuries reported as of March 17, 2008; For a report on women injured in Iraq, Dave Moniz, *Female amputees make clear that all troops are on front lines*, USA Today, Apr. 28, 2008, http://www.usatoday.com/news/nation/2005-04-28-female-amputees-combat_x.htm.

²¹¹ US Department of Veterans Affairs – National Center for Post Traumatic Stress Disorder, *Fact Sheet- An Overview of the Mental Health Effects of Serving in Afghanistan and Iraq*, http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/overview_mental_health_effects.html?opm=1&rr=rr1773&srt=d&echorr=true.

²¹² Sara Corbett, *The Women’s War*, N.Y. Times, March 18, 2007.

²¹³ World Health Organization, *World Report on Violence and Health*, 150-151, World Health Organization, Geneva (2002).

²¹⁴ *Id.*

²¹⁵ *Id.*

²¹⁶ Sara Corbett, *The Women’s War*, N.Y. Times, March 18, 2007.

²¹⁷ *Id.*

²¹⁸ *Id.*

²¹⁹ 10 U.S.C. § 892 (2008).

²²⁰ Sara Corbett, *The Women’s War*, N.Y. Times, March 18, 2007.

²²¹ *Id.*

²²² *Id.*

²²³ Dana Priest and Anne Hull, *Soldiers Face Neglect, Frustration at Army’s Top Medical Facility*, The Washington Post, February 18, 2007.

²²⁴ *Id.*

²²⁵ *Id.*

²²⁶ *Id.*

²²⁷ Charles Sennott, *Told to Wait, A Marine Dies – VA Care in Spotlight After Iraq War Veteran’s Suicide*, The Boston Globe, February 11, 2007.

²²⁸ Daniel Zwerdling, *Soldiers Say Army Ignores, Punishes Mental Anguish*, National Public Radio, <http://www.npr.org>, Last accessed January 16, 2008.

²²⁹ Associated Press, *True Cost of War – Staggering Number of Wounded Vets*, March 08, 2008.

²³⁰ Kimberly Dozier, *Reporter’s Notebook: The War Over PTSD*, CBS News, December 20, 2007, <http://www.cbsnews.com/stories>, January 16, 2008.

²³¹ *Id.*

²³² Joshua Kors, *How Specialist Town Lost His Benefits*, The Nation, April 9, 2007.

²³³ Id.

²³⁴ Id.

²³⁵ Id.

²³⁶ Id.

²³⁷ Id.

²³⁸ Id.

²³⁹ Id.

²⁴⁰ Id.

²⁴¹ Id.

²⁴² Since our report is directed to high school students, teachers and parents, we chose to focus our analysis on non-enlistment educational finance options for high school and college students. Enlistment incentives available to college graduates, such as student loan repayment programs, and education financing available to military personnel are not listed. Although we have made an effort to find all of the New Jersey-sponsored and military-sponsored educational finance options available for high school and college students, we do not claim that this list is exhaustive.

²⁴³ For more information see the NJ Stars website at <http://www.njstars.net/>.

²⁴⁴ Id.

²⁴⁵ For more information see the equal opportunity fund website at <http://www.state.nj.us/highereducation/EOF/>.

²⁴⁶ The EOF Program also administers the Martin Luther King Physician-Dentist Scholarship for students pursuing degrees in medicine or dentistry at the University of Medicine and Dentistry of New Jersey and the C. Clyde Ferguson Law Scholarship for students pursuing graduate studies in law at Rutgers, the State University or Seton Hall University

²⁴⁷ For more information, see the New Jersey Higher Education Student Assistance Authority website at <http://www.hesaa.org/index.php?page=nj-grants-scholarships>.

²⁴⁸ *The Outstanding Scholar Recruitment Program*, Oct., 2004, <http://www.state.nj.us/highereducation/outstandingscholarsfinal.pdf>.

²⁴⁹ Post-9/11 Veterans Educational Assistance Act, H.R. 2462, Chapter V, § 3301(bb)(d).

²⁵⁰ Id. § 3311(b).

²⁵¹ Id. § 3301(bb)(d).

²⁵² Id. Increase in Basic Educational Assistance Under the Montgomery GI Bill, (a). This increase immediately makes the maximum benefits under the Montgomery GI Bill \$1,321 and the amendment to the wording of the Bill contains a provision that increases funding at the beginning of every fiscal year by the average increase in national undergraduate tuition.

²⁵³ Id. § 3311(b)(1).

²⁵⁴ Id. § 3311(c).

²⁵⁵ Id. § 3311(b)(1)(A).

²⁵⁶ Id. § 3311(b)(1)(B).

²⁵⁷ Id. § 3313(c)(1)(A). According to the website maintained by the department of veterans affairs, “[a]pproved training under the Post-9/11 GI Bill includes graduate and undergraduate degrees, and vocational/technical training. All training programs must be offered by an IHL and approved for GI Bill benefits.” United States Department of Veterans Affairs website, Questions & Answers, https://www.gibill2.va.gov/vba/vba.cfg/php.exe/enduser/std_adp.php?p_faqid=939&p_sid=Zzxt_cej&p_lva=927&p_accessibility=0&p_redirect=&p_sp=cF9zcmNoPSZwX3NvcnRfYnk9JnBfZ3JpZHNvcnQ9JnBfcm93X2NudD0xNzMsMTczJnBfcHJvZHM9JnBfY2F0cz0mcF9wdj0mcF9jdj0mcF9zZWZyY2hfdHlwZT1hb3N3ZXJzLnNlYXJjaF9ubCZwX3BhZ2U9MQ**&p_li=.

²⁵⁸ Post-9/11 Veterans Educational Assistance Act, H.R. 2462, Chapter V, § 3313(c)(1)(B)(i).

²⁵⁹ Id. § 3313(c)(1)(B)(ii).

²⁶⁰ Id. § 3318.

²⁶¹ Id. § 3314.

²⁶² Id. § 3315.

²⁶³ The United States Department of Veterans Affairs website, Questions & Answers, https://www.gibill2.va.gov/vba/vba.cfg/php.exe/enduser/std_adp.php?p_faqid=932&p_sid=Zzxt_cej&p_lva=927&p_accessibility=0&p_redirect=&p_sp=cF9zcmNoPSZwX3NvcnRfYnk9JnBfZ3JpZHNvcnQ9JnBfcm93X2NudD0xNzMsMTczJnBfcHJvZHM9JnBfY2F0cz0mcF9wdj0mcF9jdj0mcF9zZWZyY2hfdHlwZT1hb3N3ZXJzLnNlYXJjaF9ubCZwX3BhZ2U9MQ**&p_li=

zMsMTczJnBfcHJvZHM9JnBfY2F0cz0mcF9wdj0mcF9jdj0mcF9zZWfYy2hfdHlwZT1hbnN3ZXJzLnNlYXJjaF9ubCZwX3BhZ2U9MQ**&p_li= (accessed September 18, 2008). This program does not apply to active-duty personnel.

²⁶⁴ Post-9/11 Veterans Educational Assistance Act, H.R. 2462, Chapter V, § 3311(b)(1)(B).

²⁶⁵ Id. § 3311(b)(1)(A).

²⁶⁶ Id. § 3311(b)(2)-(8).

²⁶⁷ Id. § 3319.

²⁶⁸ Id. § 3319(a).

²⁶⁹ Department of Veterans Affairs, The Post-9/11 Veterans Educational Assistance Act of 2008, S22 Fact Sheet, July 3, 2008, <http://www.gibill.va.gov/S22/S22%20Fact%20Sheet.pdf>.

²⁷⁰ Id. § 3321(a).

²⁷¹ The Post-9/11 VEAA does address this issue somewhat, however, stating that discharges due to disabilities not classified as “service-connected” do not affect general entitlement under the act. However, a veteran who is discharged due to a differently classified disability (other than one willfully self inflicted) is only entitled to the amount of educational assistance predicated on length of service and not the maximum entitlement automatically afforded to any veteran who suffers a service-related disability. Id. § 3311(c)(4).

²⁷² U.S. Army official website, *Army ROTC: Scholarships*, <http://www.goarmy.com/rotc/scholarships.jsp>.

²⁷³ Id.

²⁷⁴ Id.;

²⁷⁵ U.S. Navy, NROTC, *NROTC Scholarship Opportunities and Application*, https://www.nrotc.navy.mil/scholarships_application.cfm.

²⁷⁶ U.S. Air Force ROTC, *Scholarship Types*, <http://www.afrotc.com/scholarships/hsschol/types.php>.

²⁷⁷ U.S. Navy, NROTC, *NROTC Scholarship Opportunities and Application*, https://www.nrotc.navy.mil/scholarships_application.cfm.

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²⁸⁷ Joshua Kors, “How the VA Abandons Our Vets,” *The Nation*, September 15, 2008, 18.

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²⁹⁰ Id.