

Deep Dive Webinar: Military Readiness

This note-catcher is designed to support reflection and planning during the Military Readiness webinar. It will help district teams capture key takeaways about differential weighting, understand CCMR readiness progression, and begin identifying planning priorities for Foundational, Demonstrated, and Advanced postsecondary readiness.

Section One: Convene the Right Stakeholders to Deliver CCMR Outcomes for Military Readiness Indicators

Use the note-catcher to document which stakeholders must be engaged, where alignment is strong, and what next-step planning considerations should be addressed prior to Fall 2026.

Stakeholder Engagement & Ownership

- Who must be actively engaged to ensure this indicator is intentionally designed, implemented, monitored, and sustained?

Stakeholder	Name of Stakeholder	Frequency of Touchpoints	Key Stakeholder Activities
School Board			
School System Leadership			
Finance			
Specialized Departments (Advanced Academics & CTE)			
PEIMS Staff (District & Campus)			
Campus Administrators			
Counseling			
Teachers			
Partners & Vendors			

- Are the stakeholders with decision-making authority involved early enough to influence design and implementation?
- If key roles are not present to watch this deep dive, what mechanisms exist to gather their input and communicate direction?

Section Two: Determining Junior Reserve Officers' Training Corps (JROTC) Program Readiness

Document which stakeholders must be engaged, and what next-step planning considerations should be addressed prior to Fall 2026.

Stakeholder Engagement & Ownership

Decision Point	If YES – Federally Designated JROTC/NDCC Program	If NO – Not Federally Designated
Is your JROTC (or NDCC) program federally recognized by the U.S. DoD qualifying for CCMR accountability outcomes or a similar local program?		
Who owns the implementation process at the district level? Campus level?		
What course IDs should you use?	Use state-approved JROTC course codes : • 03160100 – JROTC I • 03160200 – JROTC II • 03160300 – JROTC III • 03160400 – JROTC IV - PES00004 – PE Substitution	Do NOT use JROTC course codes , use locally developed course IDs for similar coursework: JROTC I - JROTC II - JROTC III - JROTC IV -
How are counseling, scheduling, and CTE staff going to work together to support JROTC as a military readiness pathway—not just a series of courses?		
Where do you expect most of your students to land—foundational, demonstrated, or advanced readiness—and why?		

Steps to take if you want a federally designated JROTC unit:

1. Contact the appropriate military branch (Army, Air Force, Navy, Marine Corps, or Space Force) JROTC program office.
2. Express intent to establish a JROTC unit. Include student enrollment projections, campus location and leadership support.
3. Work toward a formal agreement (MOU). This is what ultimately confirms federal authorization
4. Prepare for program requirements, which may include instructor qualifications, facilities and classroom space, and enrollment thresholds.
5. Receive official approval before coding courses as JROTC. Only after approval should districts transition to state JROTC course IDs.

Section Three: Armed Services Vocational Aptitude Battery (ASVAB) Administration

Use the note-catcher to document which stakeholders must be engaged, where alignment is strong, and what next-step planning considerations should be addressed prior to Fall 2026.

Stakeholder Engagement & Ownership

What are the AFQT score thresholds for Foundational, Demonstrated, and Advanced postsecondary readiness?	Foundational - Demonstrated - Advanced -
During which semester do you offer the ASVAB? Is that timing intentional based on readiness? How often are the results reviewed, and by whom?	
What supports are in place before and after students take the ASVAB, and where can you strengthen support to help them be successful?	
Identify which MEPS Office will you partner with to obtain AFQT scores and who is responsible for implementing and sustaining that partnership?	
What data sources are currently being used to monitor JROTC enrollment and what data could be used to better inform military readiness planning?	

Section Four: Assess Current Program Alignment with CCMR Differential Weighting

Use the note-catcher to document which stakeholders must be engaged, where alignment is strong, and what next-step planning considerations should be addressed prior to Fall 2026.

Stakeholder Engagement & Ownership

How early are students and families making informed decisions about entering and staying in the JROTC pathway? How can this information be shared with students and families early and often?	
Do you currently have visibility into where your students fall across the AFQT ranges—and are you using that to drive decisions? If not, what needs to be done to create such a system?	
How does your master schedule either support or prevent students from completing a minimum of three JROTC courses?	
What adjustments to course sequencing, advising, or student supports may be needed now to improve student outcomes in military readiness?	

Section Five: Military Readiness Timeline

Use the note-catcher to document which stakeholders must be engaged, where alignment is strong, and what next-step planning considerations should be addressed prior to Fall 2026.

Stakeholder Engagement & Ownership

Spring (Prior Year) District and Campus Planning	Spring - Summer Master Scheduling	Spring - Fall Student Advising	Fall ASVAB Administration	Fall Mid-Year Interventions	Spring Data Validation
• Superintendent • CTE/CCMR Leads • Who are your data leads and key action decision makers?	• Principals, • Counselors, JROTC Instructors • What are some schedling risks and barriers?	• Counselors • CCMP Advisors • What supports are in place before students take the ASVAB and where could you strengthen preparation?	• Assessment Coordinators • JROTC Staff • Who will ensure scheduling of ASVAB, preparation and conduct a follow-up?	• Campus Admnistrators • Counselors • What are some targeted supports?	• PEIMS staff • CCMR Leads • How will you receive ASVAB results, who will review them and when?

PLANNING TIMELINE NOTES:

Section Six: Enhancing School System Military Readiness

Use this section to reflect on how each stakeholder group currently supports this indicator and where improved alignment or early planning may be needed. Capture current practices and practical system-level improvement opportunities.

Stakeholder	Guiding Questions	Current School System Practice	System Improvement
School Board	How does this military readiness indicator support the school systems multi-year CCMR goals and postsecondary outcomes?		
School System Leadership	Are systems, timelines, and expectations aligned to ensure students can meaningfully access and complete this indicator?		
Finance	Are resources aligned to support sustainable access to this indicator beyond minimum compliance?		
Specialized Departments (Advanced Academics & CTE)	Is this indicator intentionally designed to build toward higher quality CCMR Military Readiness outcomes for students?		
PEIMS Staff (District & Campus)	Does current coding and documentation accurately reflect student participation and completion for this indicator?		
Campus Administrators	Are campus schedules, staffing, and supports enabling students to successfully earn this indicator?		
Counseling	Do students understand this indicator, their eligibility, and what the next milestone should be after earning it?		
Teachers	Is instruction aligned to the rigor, outcomes, and requirements of this indicator?		
Partners & Vendors	Are external partners providing coursework, credentials, or supports aligned to CCMR expectations and student outcomes?		