

Common Ground

NASBE
NATIONAL ASSOCIATION OF
STATE BOARDS OF EDUCATION



Education & the Military
Meeting the Needs of Students

Study Group on Education and the Military

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We would like to thank the U.S. Army Accessions Command for its support of the activities and report of the NASBE Study Group on Education and the Military and for its ongoing partnership with state boards of education in the service of America's youth. NASBE would also like to acknowledge the assistance of US2 in these efforts. However, the recommendations and substance of this report reflect the collective thinking of the study group members and do not necessarily represent the views of the U.S. Army or US2.

Key Report Takeaways

Common Ground: Education and the Military Meeting the Needs of Students

Introduction and Chapter 1: What Students—and the Country—Need and How to Address these Challenges

- The Army's interest in education is not a new development, but rather, has been part of its culture for more than 200 years.
- Approximately 7 in every 10 Americans between the ages of 17 and 24 are ineligible to enter military service because they are either physically unfit (including being overweight or obese), have criminal records, or have not graduated from high school.
- One thing higher education, industry, and the military have in common: They all want secondary students to come out of high school knowing how to be critical thinkers, solve problems, and value collaboration. They also agree that most high school graduates lack critical thinking and problem-solving abilities and do not value teamwork.
- Military programs manage to succeed where others fail because of their attention to a holistic approach to student education and development.

Chapter 2. Best Practice Strategies from Education-Military Programs

- Programs provide a structured environment with personalized support that includes postsecondary planning services and offers multiple pathways to graduation.
- Programs use personalized learning plans for all students to identify areas of strengths and growth.
- The program curriculum is relevant and aligned to desired outcomes. Too many students do not see the relevance of their education on their future prospects. Almost half of all dropouts report that the reason they dropped out was because classes were not interesting.

- Programs create extended learning opportunities that are integrated into school curricula and complement learning.
- Programs use a systemic, data-driven decisionmaking process in all aspects of education, including student courses and activities and training and professional development for educators.

Chapter 3. Recommendations

- State boards should examine their policies and ensure that none hinder student participation in programs that help students become productive and responsible citizens.
- States should continue to develop comprehensive longitudinal data systems to better support students in their academic careers, as well as to help them prepare for postsecondary transitions. While progress has been made, states still face significant data system challenges.
- State boards should consider instituting cognitive and non-cognitive assessments, such as the Armed Service Vocational Aptitude Battery (ASVAB), as diagnostic tools to assist students as they plan for their transition from secondary education to postsecondary life.
- State boards should continually seek out and promote evidence-supported education programs and strategies, including military-themed/generated programs, that help prepare students for any postsecondary pathway—work, college, or the military.
- State boards should promote the importance of developing strategic partnerships with stakeholders, such as business, military, and higher education, that can benefit the development of all students into productive and responsible citizens. In particular, the study group urges state and local education agencies to take advantage of possible educational partnerships with all branches of the armed services.
- State boards should leverage their authority over state school counseling mandates, guidance counselor certification requirements and school counseling programs so that counselors can better inform students and parents about evidence-supported education programs and strategies, including military-themed/generated programs, as well as help them create a postsecondary plan that examines all options: work, college, or the military.