

ON THE *move*[®]

the official magazine of the Military Child Education Coalition[®]



Sticking together to OVERCOME ANY Obstacles

The Military Child Education Coalition



VISION STATEMENT:

To serve as a model of positive leadership and advocacy for ensuring inclusive, quality educational opportunities for all military-connected children.

MISSION STATEMENT:

To ensure inclusive, quality educational opportunities for all military-connected children affected by mobility, family separation, and transition.

GOALS:

1. Provide responsive and relevant support systems, resources, and products.
2. Expand the MCEC outreach through engagement, advocacy, and partnerships.
3. Execute a strategic communications plan.
4. Build a strong, sustainable, and financially sound organization.

Awarded the Better Business Bureau Wise Giving Alliance National Charity Seal - demonstrates MCEC commitment to ethical practices and full accountability



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ON THE MOVE

Cindy Simerly, Executive Editor
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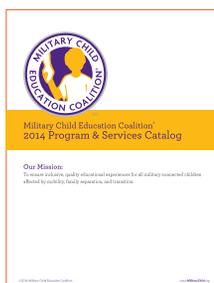
A love of cell development propelled a Harker Heights High School senior into bioscience studies, cancer research, and international science fair



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Special Insert: MCEC 2014/2015 Program and Services Catalog

See all we have to offer, from professional development, student and parent programs, and literacy initiatives



aboutthecover:

Artwork by Brianna, Grade 6, Netzaberg Middle School, Grafenwoehr, Germany, U.S. Army

Brianna writes:

Moving is a big part of being a military child.



Wordle by Anna K, Shape M/H School, Belgium

*One of the winning entries in S2S Wordle Challenge describing military life.

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to
OVERCOME obstacles

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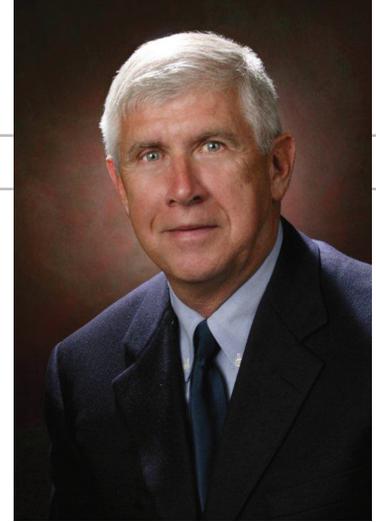
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FROM THE CHAIRMAN»



We are so thankful for each of our members and readers for their ongoing commitment to military and veteran families. The Military Child Education Coalition (MCEC) could not accomplish what we do at the local, state, and national level without champions like you. This year, we plan to work together to identify the critical issues and solutions for military- and veteran-connected children through the year 2020. This does not mean that we've got years to shape and influence the future, because we don't.

Our nation has always asked much of our service members and their families, and that will not change in the foreseeable future. Our military forces will continue to deploy to faraway places, and their families will continue to make sacrifices, experience turmoil, and face uncertainties about their future. Despite many years of war, we've been able to maintain a strong, competent all-volunteer military force and, we must do so in the future. It is also essential to maintain vibrant family programs to support our military.

At career decision points, we know that many times military service is a family decision. If we are to keep the quality force our country expects and rightfully demands, then service members and their spouses must be confident that we will meet their needs and care for their families – and that includes the education and well-being of their children.

In the long-term outlook, how military families are treated impacts our future military force. Of our current military, more than 40% come from a family that had a parent who had also served their country. This is a national security issue. If we are to continue this significant ratio and fill our ranks, then serving in the military must continue to be viewed as a positive, worthy calling and lifestyle.

Though our military forces are greatly reduced in Iraq and drawing down in Afghanistan, the need for MCEC programs will not diminish. Military forces from the Army, Navy, Air Force, Marine Corps and Coast Guard – Active, Guard, and Reserve – continue to deploy around the world and here within the United States to provide the security our nation requires. Whether forward deployed, responding to contingencies, or training missions our forces will continue to face those challenges at home unique to military families. And our families will continue to face multiple moves and the challenges of new environments and school systems. Our veterans will also continue to face a special set of challenges in our VA trauma centers, and MCEC must be there to help. We know that long after the war in Afghanistan ends, our veterans with families will face the challenges we at MCEC are uniquely positioned to help.

Please help us continue to ensure the people of this great nation understand that the mission of MCEC remains critical during wartime and peacetime. It has been said that goodness happens at the local level. Your efforts and support of MCEC can help us influence and impact future outcomes for our military families. I sincerely appreciate your time and what you're about to do ...*for the sake of the child.*

General (Ret) Benjamin Griffin, USA
Chairman of the Board, Military Child Education Coalition

FROM THE PRESIDENT >>

As I looked over the contents of this issue of *On the Move*, I was struck by the level of commitment, the amount of research, and the incredible community reflected in the support of our military-connected children and youth. I am moved by the collaboration between educators in the K-12 and higher education spheres and leaders in the military and government. So many have worked tirelessly to put programs and services into place for children they may never have the privilege to meet.

Michaela Coplen's stirring words (page 4) in her poem, "The Things We Carry," give insight into the pride and sacrifice of the children we reach daily. We routinely see shining examples of selfless service from children whose Active Duty and Veteran parents model that behavior. Indeed, we are fortunate to know students like Darin Garrett (page 16) who find time in their hectic schedules to serve others – including MCEC! Scholars chosen for the prestigious *Frances Hesselbein Student Leadership Program* (page 12) embody the characteristics we encourage in all our children, and their scholastic and extracurricular activities belie their youth.

It is our privilege to advocate for these and the 4 million other military-connected children of our Active Duty and Veteran Service Members who live in communities across the world. Whether we are working diligently on consistent and rigorous academic standards or championing a military student data identifier, our initiatives are designed to remove unnecessary obstacles and ensure our children have the opportunities they deserve. With over 52,000 children in families who are caring for a seriously injured, ill, or wounded parent, the programs we develop with the Department of Veterans Affairs and the Elizabeth Dole Foundation will provide resources at a critical time.

In July, we will host the 16th National Training Seminar in Washington, DC. Top military leaders will join senior officials in government and education to focus on military children and their accomplishments and challenges related to academics, service, and wellness. Registration information can be found at www.MilitaryChild.org/NTS. We hope you'll join others who are committed to Keeping the Promise we've made to serve the children of those who serve us all.

...for the sake of the child!

Dr. Mary M. Keller
President and CEO, Military Child Education Coalition



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THE THINGS WE CARRY

MICHAELA COPLEN

WE CARRY their letters in our backpacks. We encase them in plastic, try to catch grains of sand that slip from the seams under stamps. In the late afternoon, after slogging through school, we dig through our homework for these buried deserts, spend an hour or two sifting through layers of cursive undertones. They never speak of war, except in “missyous” and “behomesoons” — instead they offer poetry and platitudes, advice that arrives a week too late. We press the gritty envelope flaps to our tongues, wonder if this is what they taste before they brush their teeth at night. We carry the “Love” they use to sign their letters, hold it like a Bible to our chests and dare God to intervene.

We carry what we have been taught to carry. Batteries. Sewing kits. Pens, pencils, erasers. A palm-sized journal. Wristwatches. Maps. Shoelaces and duct tape. We carry paranoia. The back-to-the-wall, where-are-the-exits, how-many-people-are-in-this-room, stay-out-of-crowds twitching that clutters cheap diner tables. We carry pocket knives and twine. We carry *Run, Hide, Fight* like a tattoo on our wrists. We carry an eye for anomaly, an ear for alarm, and a survivalist instinct that burrows itself into our guts.

We carry walkie-talkies and the NATO phonetic alphabet through the dark night of a gated base. Code names. Flashlights. We force our feet to be silent as we slip past MP stations and through curfew’s closing fist. We carry each other, holding on to friendships with the ferocity of knowing that we carry even more goodbyes. We camouflage ourselves in black and set up command centers in empty playgrounds. We borrow strategies from the *History Channel* and our parents’ dinner party conversations. We steal hidden flags, swear they’ll never touch the ground. We laugh and run and carry the pretending that these elaborate games of manhunt are not our way of practicing for Whiskey-Alpha-Romeo.

We carry our bag and shoes to the gym, where people say “have a good workout” like it’s “have a good Christmas.” A water bottle. A sweat towel. A playlist labeled “*workout warrior.*” We unpack the gifts of our bodies on machines and tracks and benches, carrying the weight of the knowledge that self-sufficiency is strength. We carry our biceps and six-packs like a sign on the lawn reading “*Security System Installed Here.*” Gatorade. Deodorant. Hair ties, sports bras, transience and the nomadic need to move. We compete with ourselves and carry a list of our shortcomings like a splinter in our sole.

Textbooks. Calculators. Honor Rolls and transcripts. We carry libraries from house to house, making the smallest cardboard boxes the heaviest ones. Notebooks and binders and mugs of late night coffee. We carry hours of study in bags under our eyes. We work so that our parents will

have one less thing to worry about. We work so we’ll have time to see them when they come home on leave. We carry the wanting to do more than make them proud — the harder, sharper wanting to make ourselves proud. We carry that pride. We carry intimate knowledge of the biology of transplantation and the physics of a bullet.

We carry the practice of statistics. The rate of increase from one thousand to two thousand to three thousand. Percentage times three tours times thirty years equals x before retirement. The probability that it will be somebody we know. The probability that it will be our somebody. The knowing that there are things worse than death. We carry coffins and couches with equal force but different gravity.

We carry questions. More than the paradox of a countdown clock that keeps adding time, or the problem of a map without title or key. We carry “whowhatwhenwherewhy” like a piercing on our tongue, use it to tap out messages against our teeth (the things we’re afraid to ask: *How many movie theater discounts does it take to buy back a childhood?*). We carry our silence in mouths chewed raw from lack of speaking.

We carry stones — smooth and flat, picked up along the road — to place on Grandpa’s grave. It’s hard to find him, another uniform white slab among rows of thousands (pristine and regimented as ever). He



Michaela Coplen is the youngest child in a family that includes two Army parents, an ROTC cadet sister, and a farm full of horses. After moving around most of her life, her family settled down in Carlisle, Pennsylvania, where she is a student at Carlisle High School, captain of the varsity soccer team, a member of the Model United Nations, the National Honor Society, and the Spanish Honor Society, and editor-in-chief of the literary publication, Young Adult Writers and Poets (YAWP).

Michaela received an award for this poem through the National Student Poets Program offered by the Scholastic Art & Writing Awards and the Alliance for Young Artists and Writers.

Artwork by Julian, Grade 6 • Ramey School • Aguadilla, Puerto Rico • U.S. Coast Guard

is black-lettered and not yet fading, sandwiched between an immigrant and an eighteen-year-old. We walk home carrying the need to write a poem for every gravestone. We carry the aunts and sons, the coaches and dog lovers, bookworms and runners, the painters and preachers, politicians and pacifists, the tough guys, philosophers, sweethearts, the parents who lie here. We carry the veterans lying on city street corners, and those who never made it home. We carry the sisters and cousins that stand in their place. When the time

We work so that our parents will have one less thing to worry about. We work so we'll have time to see them when they come home on leave.

comes, we too will carry the torch. We wear helmets made of stoic steel and lined with hope.

We carry safety pins like bad habits and dog tags like talismans. We carry dandelions in our hands and countries on our backs.

We carry on.





On Deploying *and Reintegration*

CINDY SIMERLY
MCEC Director of Marketing

For more than a decade, it has been inevitable. A unit comes out on the patch chart and, as a family, we prepare for the separation that is to come. For our family, that process has occurred six times. Had I known we'd go through this so many times, I probably would've taken notes during that first deployment! That said, there is a battle rhythm of sorts that provides some comfort through repetition, and I'd like to think we've honed some skills along the way.

As a spouse, I struggle with the "what ifs" every single time. Though the children have grown and their needs have changed, they still have needs. Those needs are best met by two present parents, but military families like ours become accustomed to parenting across great distances and in times of war. While the most pressing "what ifs" deal with my husband's safety and health, I also worry that multiple, extended deployments might take a toll on relationships within our family. So far, we've been able to communicate our way out of any rough spots, but each deployment and reintegration cycle gives

Every single time our soldier returns from war, we are so grateful. Grateful that he's home, he's healthy, and we are together. We know families who have experienced trauma and loss, and we grieve with and for them. Everyday activities like Sunday brunch, and family walks take on a greater significance because we are enjoying them together. And we are proud. We are proud that he has chosen a career of selfless service to our nation, and we are proud that

Every single time our soldier returns from war, we are so grateful.

me pause. Will this be the time we just can't express what we're feeling? Each person in our family communicates differently, but we all communicate. I can't express how strongly I feel about the need to share thoughts and feelings before, during, and after a deployment. I realize that doesn't come naturally to some and, after so many years at war, the military has put many programs into place to help families communicate with one another. I would encourage everyone to familiarize themselves with the resources that are available. I'm fortunate to work at the Military Child Education Coalition, and the resources they have provide lots of information about dealing with transition in general, and deployments and reintegration in particular.

The support we receive from our family, friends, and community is also a crucial factor in our family's healthy outlook during periods of extended separation, and even during reintegration. Sometimes that support is demonstrated in small ways rather than grand gestures. One of our neighbors showed up at my son's baseball game to cheer him on during the playoffs. Family and friends have made special efforts to acknowledge significant events in my children's lives, and I will be eternally grateful for their thoughtfulness.

we have withstood another period of separation and emerged even stronger as a family.

Coping with my Dad's

How do I cope with multiple deployments? Aside from spending holidays separately (enduring holidays may be more appropriate), missed birthdays, band concerts, and athletic events, knowing that your loved one is fighting a war halfway across the world, and the fact that your dad isn't around to talk to every day, dealing with his absence has gotten easier.

I know that may sound unusual, and I agree. If I could forget about all of those things,

ting



This article appeared in the USO magazine, *On Patrol*, Volume 6, No. 1.

Deployment

LUKE SIMERLY
Belton High School Senior

deployments would be remarkably simple. My life would be nearly identical: I wake up, drive to school, come home and do homework, eat dinner, go to bed. Unfortunately, that's not how this whole process works, and ignoring his absence is something I can't do. For a family as close as mine, choosing to ignore the effects of a deployment isn't an option.

We are forced to carry on with our daily lives, accepting the fact that we are missing a vital

component of our family. Do we have a choice? Life goes on and we have to move on with it.

Ceasing to function emotionally, and getting caught up in how terrible this separation actually is would only make things worse. Continuing to live normally is what I have found to be the most challenging obstacle with deployments. Acknowledging his absence, even embracing

it to a certain extent is, personally, the most effective solution.

Refusing to accept the hardships that accompany deployments isn't logical to me; I would rather face reality. I realize that my father is gone and that he will miss important events in my life, but that's just something I take in stride.

Does it bother me that he's at war in a

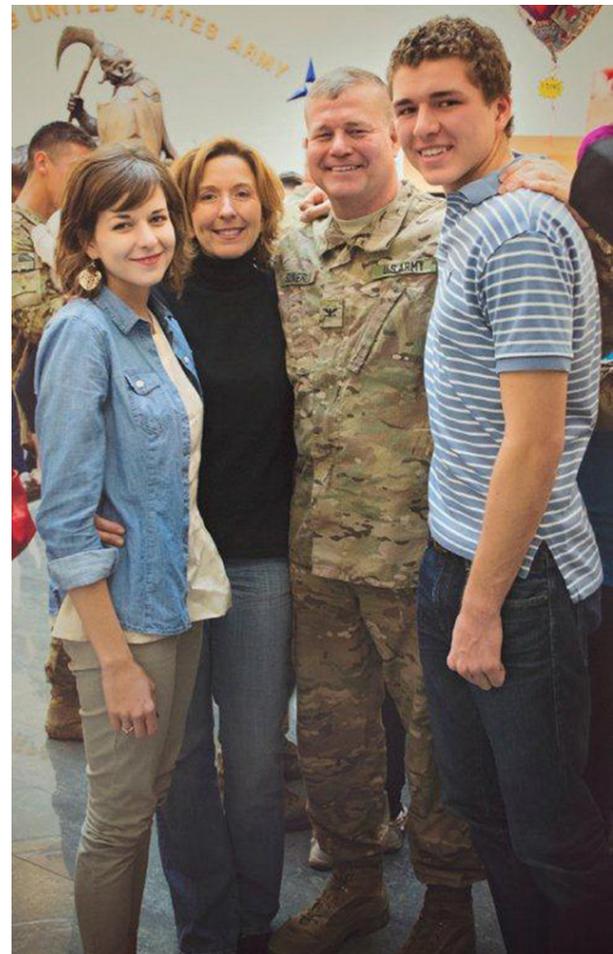




country engulfed in internal conflict? Sure, but after the sixth deployment that thought is nothing new, and frankly, has lost some of its magnitude. I may be prone to this disposition by nature, but I approach deployments with optimism, accompanied by a stark sense of reality. I find something to be thankful for, whether it be that the deployment isn't as long as it could be, or even that my father returns home safely, because I've known many families who weren't so lucky. Despite this, I am still scared by the prospect of such loss, and I wait every day for the phone call to make sure he's safe. Staying optimistic is the simplest answer to a question that provokes emotions that become increasingly difficult to organize into coherent thoughts.

As for reintegration into a familial setting, I feel like my dad has the toughest job. For me, once he's home, it's like he was never gone. My routine didn't change drastically like his did. I wasn't the one working 18 hours a day, oftentimes going 24 hours without leaving the same building. I wasn't the one who lived in a foreign country, in an environment on the opposite end of the spectrum from American culture. To put it simply, I wasn't the one at war. He has to adapt to a life he hasn't lived in for an extended period of time. It may take a little while until everything feels normal again, but in the wake of a long deployment, integrating back into the home is a smaller task than some obstacles we could face.

Living a military lifestyle presents many challenges and requires sacrifices that have a significant effect on our family. However, it has taught me values that I would never have learned leading a regular life. I would not wish the difficulties accompanying a deployment upon anybody, but there are positive takeaways from experiencing such a separation. I know the sacrifices we have made as a family are for the benefit of the country, and the tribulations we have undergone make us stronger as individuals, and, more importantly, as a family.



Coping with Deployment

ALISON SIMERLY
University of Texas Junior

After six deployments, my family knows the drill. Out of necessity, we've figured out how to make a four-person family unit function with just three. When my dad, COL Mark Simerly, is either deployed or geographically separated from our nuclear family, we reshape our schedules, reconfigure meal sizes, and park beside his idle car in the driveway.

To someone who isn't familiar with our lifestyle or how a military family copes, it may seem odd that I choose to focus on seemingly mundane daily routines when I describe my dad's absence. It isn't that the song *Blue Christmas* didn't hit home during holidays spent apart, or that I don't remember all the birthday cakes I couldn't share with him. In fact, keeping track of the holidays and big events my dad has missed (music recitals, sports games, academic awards, etc.) would require some extensive counting and the use of both hands. But these are all things that occur only once; they aren't a continued reminder of my dad's absence even when he's back in the picture.

Still, when I think about how my family has dealt with

all the feelings accompanying the return of our soldier, one event comes to mind as the epitome of our reintegration process. As a senior in high school, I was invited to my school's academic award banquet. I had attended the same banquet twice previously, both without my dad. Fortunately, my dad was able to make this last ceremony – but his attendance was bittersweet. Of all the teachers who stopped by my table to say hi, not one of them recognized my dad, and their visits were punctuated with “Oh! So Alison does have a dad!” and “We thought we'd never get to meet you!” Although these comments were innocent, friendly attempts at small talk, I could tell they were weighing on my dad. He was very aware of his absence during my entire high school career, and being reminded by others was difficult for him and the rest of our family.

I think any military family who has experienced a deployment could tell you – there's a strange feeling underlying the relief and joy of having a family member home again. For several years, my dad was gone so often



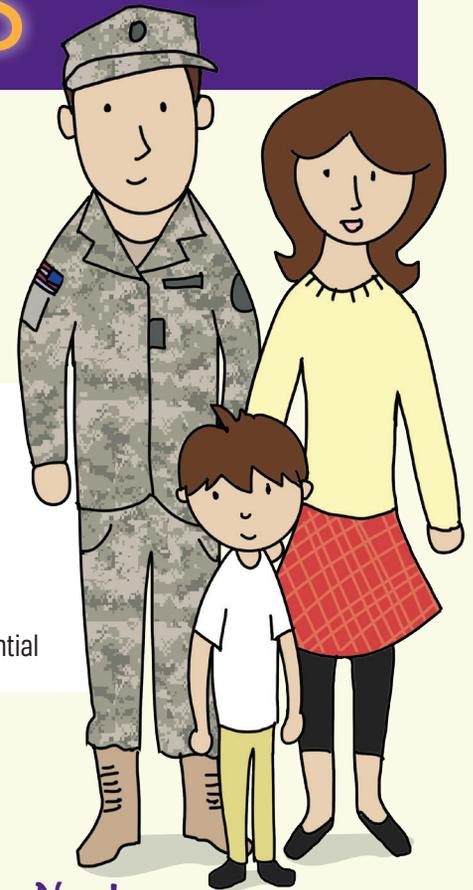
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that I'm not sure we ever really reintegrated. Knowing my dad's homecomings were temporary, I was already dreading his leaving when he had just gotten home. Though I think my age at the time was partially to blame, the vicious cycle of comings and goings impacted my relationship with my dad. Dinner time conversation was often strained, family time around the house wasn't the same, and everybody was sweating the small stuff.

Over the years, communication during deployments has really improved. I talk to my dad nearly every day through FaceTime, and I think this steady communication will help with some of the negative aspects of reintegration. That said, I recognize that having him home will still require mutual patience and an understanding that things will get better with time. I urge those who aren't military-connected to exercise the same patience, and be careful when making comments. Numerous deployments don't mean things get easier, and a military family is acutely aware of what they're going through.

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Creature Comforts: The Power of Pets

DR. MEGAN MUELLER

Research Assistant Professor, Cummings School of Veterinary Medicine at Tufts University

Why are Pets Important?

Animals are an important part of family life in the United States, with over 68% of homes having at least one pet (American Pet Products Association, 2013). Increasingly, research is suggesting that interacting with animals can be beneficial for youth development in a number of ways (McCardle et al., 2011). Having a companion animal has been linked to health outcomes such as reduced stress, anxiety, and depressive symptoms (Allen et al., 2001), and pet owners often demonstrate lower levels of loneliness and higher life satisfaction (El-Alayli et al., 2006). For youth in particular, pets can be a source of emotional support, comfort, and companionship for kids of all ages. In addition, being responsible for the care of an animal has been associated with higher levels of active engagement within the community setting (Mueller, 2014).

Pets in Military Families

Why might pets be an important part of military families? Given that pets can be important companions for youth, it may be particularly useful for youth in military-connected families to have a pet who can provide a stable source of social interaction and companionship during moving transitions or the deployment of a family member. Many youth respond to the non-judgmental nature of animals, and feel comfortable and safe sharing their feelings with a pet. Pets may also provide a source of companionship and support for military spouses who are coping with the deployment of a family member.

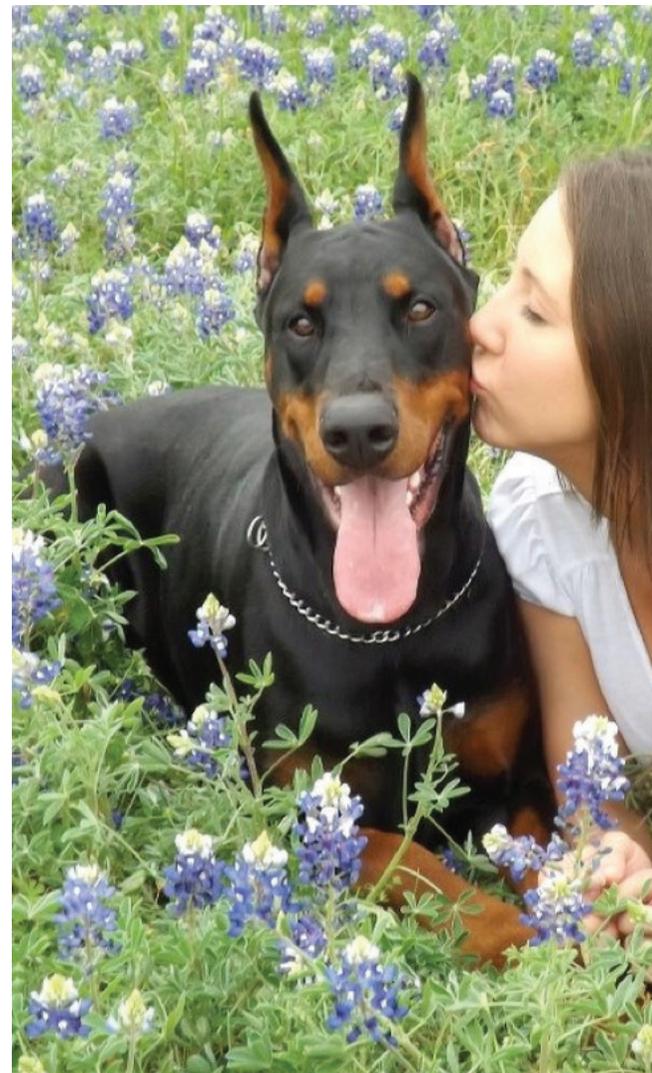
However, there are also challenges to having a pet in a military family. It can be time consuming and expensive to move with a pet, and often it can be difficult to find housing accommodations that will allow for animals. Pets often require a lot of care, which could potentially put strain on an already busy family, especially during deployment. Given the benefits of pet ownership, especially for youth, it is important for practitioners, educators, community leaders, and parents to work together to identify barriers to pet ownership and develop community solutions for addressing these barriers.

Positive Engagement Together: The P.E.T. Study

In collaboration with the Military Child Education Coalition, we have spent the past year surveying middle and high school students from both military and civilian families about their experiences with animals. We found that over 70% of families have a pet in their home, and 28% of students participate in an animal-related extracurricular activity such as 4-H programs, horseback riding, or working at an animal shelter.

In addition, we found that having a pet in the home was associated with positive developmental outcomes for youth, such as higher levels of self-confidence, caring toward others, and contribution to one's community.

When asked why their pets are important, many military-connected youth talked about how their pets





zoetis[™]

The P.E.T. Study was funded by a grant from Zoetis.



Megan Mueller and her therapy dog Jett at a stress-relief event during final exams at Tufts University



were companions and a source of comfort during the deployment of a family member. Students talked about the power of the friendship of their pets and how they were constant companions during life changes. They also discussed how their pets often helped ease the transition when moving to a different location.

What if we can't have a pet in our home?

Animals can be a lot of work, and sometimes it is not possible to have a pet in the home due to family circumstances, allergies, or other factors. However, there are other ways that youth can seek out positive experiences with animals.

- **Local animal visitation groups:** Community organizations, such as the Tufts University Paws for People group, often provide events in the community where families can interact with registered therapy animals.
- **Animal-based educational programs:** Many schools and libraries offer programs where children can read to therapy dogs or engage in science activities involving animals.
- **4-H clubs** or other afterschool programs with an animal focus
- **Local animal shelters:** volunteering

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Student 2 Student PROGRAMS

CRAIG MILLER
Steilacoom High School
Student 2 Student Sponsor

Developing Tomorrow's Leaders

Over the years, I have often heard adults complain about today's youth. They make comments such as, "Where will we find tomorrow's leaders?," or, "I fear for the future of our country," and one of the all-time classics, the curmudgeonly, "Kids these days!" Then I think back to when our parents made the same comments about us as kids, and I realize that the leaders of tomorrow are still developing right in front of us. So in response to these complaints, I would simply say that there are hundreds of *Student 2 Student*® and *Junior Student 2 Student*® sponsors who know exactly where to find tomorrow's leaders. They are the young men and women currently in our S2S and JS2S programs around the world.



As educators we are charged with the responsibility of preparing young men and women for success beyond high school. We work hard preparing lessons and teaching our students, and we feel a great deal of satisfaction when our students meet or surpass expectations. Some of us have the good fortune to work with students outside the classroom as well. As sponsors of *Student 2 Student* programs, we have a unique opportunity to develop leadership skills and

skills while working with new students. But more importantly they develop confidence by challenging themselves to reflect on their activities, evaluate their work honestly, and strive to improve the service they provide to new students. For many S2S teams, the only reward is the satisfaction of knowing they have done their job well. Perhaps the biggest reward is the impact an S2S program can have on school climate. As our student-leaders work with new students, their efforts

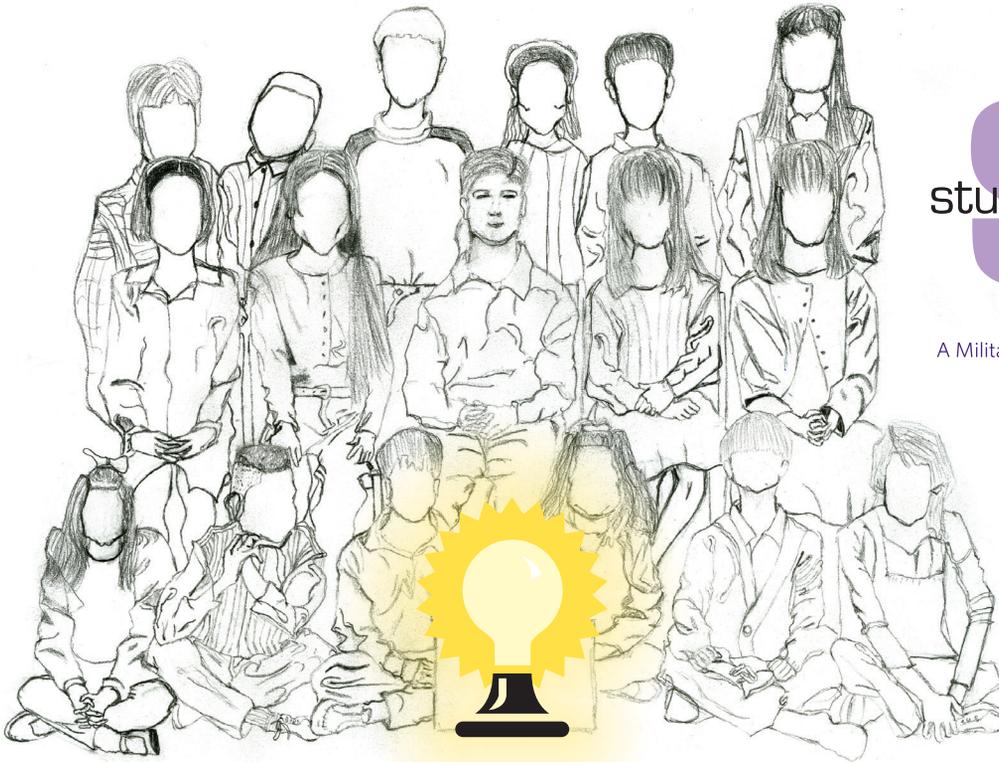
We know that our past and current team leaders will leave a legacy and maintaining high expectations for serving new students.

watch students experience tremendous personal growth rarely taught in any course curriculum.

The primary mission of *Student 2 Student* is to work with new students, making them feel welcome and to build relationships with them in order to ease their transition into a new school and community. S2S is based on the idea of "100% Acceptance." Our programs offer activities and events to all new students and get them involved in our school cultures while introducing them to other students with common interests. By engaging new students with a positive attitude, open-mindedness, and enthusiasm, the S2S team members become role models and leaders. They learn and develop organizational and communication

are seen, and in many cases emulated by other students. Besides the direct impact of helping new students adjust more quickly, their efforts also promote a more accepting environment for future incoming students and an overall improvement in student relations as well as classroom behavior school-wide.

When choosing team members, S2S sponsors seek out students with leadership qualities, such as personal initiative, commitment, and perseverance. We know that our past and current team leaders will leave a legacy for those who follow by setting and maintaining high expectations for serving new students. Our job as sponsors is to encourage them to take on responsibilities and tasks that challenge them, often taking our S2S



A Military Child Education Coalition® Initiative

Artwork by Wayne, Grade 12
Hohenfels Middle High School
Hohenfels, Germany
U.S. Army

teams out of their comfort zone. We also provide opportunities for success and personal growth for our S2S team members. As they experience success and see new students quickly adjusting to their new school, they gain the confidence needed to become a strong leader. Our greatest reward is to facilitate and witness the growth and success of our S2S team members.

I will end with a success story:

During the 2004–2005 school year, I had a young lady, (I will call her Kim), in my Geography class. She was

impressed when Kim applied to MCEC's *Frances Hesselbein Student Leadership Program* at the US Military Academy at West Point. Kim was accepted and had a wonderful training experience. She returned to school full of enthusiasm and a desire to share her leadership skills. So it was no surprise when she chose to run for Student Body President at the end of the year...and won! Kim had gone from a shy young lady to one of our school's top leaders. But the story doesn't end there. Kim surpassed everyone's expectations by applying to and earning a spot at the US Air Force Academy. Kim graduated from the Air Force Academy in 2012.

for those that follow by setting

from South Korea and was sent to the United States by her parents to provide her with better opportunities than she would receive at home. Kim was perhaps one of my biggest challenges as a teacher because she spoke very little English. But Kim was determined, worked very hard, and passed my class.

The following year, Kim applied to become a member of our first S2S team. I was impressed by her effort in the classroom and her incredibly positive attitude. She always had a smile on her face which naturally drew people to her. Kim was exactly the type of student I was looking to include on our team. It was a pleasure to see her continue to grow and become more confident as she became more involved in our school. I was even more

So after eight years of working with our *Student 2 Student* program, when I hear comments like, "Where are tomorrow's leaders?," or "I fear for our future," I cannot help but chuckle. Despite the fact that I still occasionally mutter, "Kids these days," I know where tomorrow's leaders can be found, and **I have no fear of what the future holds.**



Frances Hesselbein Student Leadership Program

United States Air Force Academy 2014

The Military Child Education Coalition developed the Frances Hesselbein Student Leadership Program in 2006 in order to give exceptional *Student 2 Student*® participants the chance to receive leadership training. Frances Hesselbein, currently Chairman of the Board of Governors of the Leader to Leader Institute and the former CEO of the Girl Scouts of the USA, has a passion for the leadership development of students. The one-week program takes place at the United States Military Academy at West Point, New York, and the United States Air Force Academy in Colorado Springs, Colorado. Participants learn about team building, leadership development, character development, community involvement, and other related topics during the week. The students profiled below attended the leadership program at the United States Air Force Academy this year.

Student Leader Closeup



Jayla Bradley

A junior at Kinnick High School in Yokosuka, Japan, she is in the National Honor Society, Tri M Music Honor Society, Spanish Honor Society, and has received the Student Athlete Aware Principal's Award and the "Top Guns of the Season" Award for track. Jayla is involved in S2S, Student Council (webmaster), band (color guard and dance captain), basketball, and track and field (captain). Jayla's extracurricular activities include mentoring young children, working on a "72 Hour" video project, counseling at a youth facility, feeding the homeless, and peer tutoring. Jayla also participates in the Youth Sponsorship PowerPoint Design program, and she helps provide vouchers and coupons for deployed soldiers.



Graham DeGroot

Graham is a junior at Jamestown High School in Williamsburg, Virginia. His activities include S2S, Model United Nations, Student Government Association (president), Crew (freshman orientation organization), Key Club, the Forensics Club, and Rho Kappa (National Social Studies Honor Society). Graham is an after school elementary volunteer, an ARC volunteer for developmentally challenged adults, a busboy at the Blue Talon Bistro, and provides after school child care for three children, four days a week. Graham also participates in Act Up Improv.



Jacquelyn Dilley

Jacquelyn is a junior at Steilacoom High School in Steilacoom, Washington. She is not only an S2S leader, but she also had a leadership position in the JS2S program. She has attended the JH Ranch Leadership and People Skills Development Program, the Hugh O'Brien Youth Conference, and the Mt. Olympus Leadership Camp. She has served as a Life Center counselor, leader, and captain and as an intern. In addition, Jacquelyn has been a swim team manager, on a summer swim team, and a varsity letterman.



Azina Doyle

Azina is a junior at Columbus High School in Columbus, Georgia. Her extracurricular activities include S2S (vice president), French Club, Latin Club, Future Business Leaders of America, and Family Career and Community Leaders of America. She also plays lacrosse and has been a Girl Scout for nine years. As a Girl Scout and Beta Club member, Azina has participated in numerous community projects. In addition, she has qualified for Alpha Scholars, Beta Club, and has received the Teacher's Honor Student Award. Azina has tutoring experience with elementary students, including impoverished single parent families. Her classroom help extends to teachers as she helps with classroom set-up. She has also worked at the Columbus Aquatic Center and the Chattahoochee Valley Library.



Nikhil Gopal

Nikhil is a junior at Belton High School in Belton, Texas. Along with S2S, Nikhil also participates in the Student Teacher Advisory Council at Belton High School, is a co-founder of the Multi-Cultural Club, and has qualified for the Academic Award Banquet. He sings in choir at school and has qualified for State Solo/Ensemble in Texas as

well as the All-Region Choir. Nikhil's musical background also includes Indian classical music, and he has been the lead vocalist in musical workshops. He plays summer tennis and has also taught Sanskrit to Level One students in Austin and California. He volunteers at the Hindu Temple of Central Texas and has participated in the Macy's Believe campaign.



Leon Jordan

A junior at Helix Charter High School in La Mesa, California, Leon is the founding member of his school's chapter of S2S and also the president. He is the Junior Class treasurer and was the Sophomore Class president. Leon has also participated in Safe School Ambassadors, the Helix Leadership Summit, and the California

Scholarship Federation. Additional activities include volunteering at the USO, Sharp Grossmont Hospital, and at homeless shelters and kitchens.



Madison Metcalf

Madison is a junior at Greenbrier High School in Evans, Georgia. She has participated in S2S (co-president), Teenage Association of Republicans, Buddy Club (mentoring special needs students), Ring Committee (ceremony coordinator), the Student Body Association (Freshman Class president), Health Occupation Students of

America (president), the Prom Committee, Fellowship of Christian Athletes, and Flair. Madison is a member of the National Honor Society (secretary), Beta Club, and the National Spanish Honor Society. She has also participated in the Columbia County Youth Leadership program. Other activities include Special Olympics, Spooky To Be Hungry, Golden Food Harvest, Columbia County Recycle Day, worship leader for church children's program, tech for children's program, special needs children's camp. Madison is also a certified Red Cross babysitter and volunteered as a Christmas project facilitator.



Olivia Oliver

Olivia is a junior at Cole High School in San Antonio, Texas, and participates in S2S, Student Council, and is a varsity cheerleader (co-captain, All-American cheerleader). Olivia is a member of the National English Honor Society, Mu Alpha Theta (officer), and the National Honor Society. She has participated

in UIL Ready Writing and the Rotary Youth Leadership Assembly. Olivia has also worked at the Fort Sam Houston Thrift Shop, as a youth liturgical coordinator, at Vacation Bible School, and at New Kids Camp.



Leah Petrie

Leah is a sophomore at Falcon High School in Falcon, Colorado. She is an S2S co-leader (group trainings, Air Force cadet training, "Mix-It-Ups") and participated in the MCEC National Training Seminar. As an honor student, Leah received an academic letter. Her extracurricular activities include cross country track, Project Purple

Hand, and mission trips to Arizona and Colorado Springs.



Chase Prairie

Chase is a sophomore at O'Neill High School in Highland Falls, New York, and participates in S2S, Student Council (vice president), Youth in Government, Mock Trial, JROTC, and Science Club. Chase is on the Honor Roll, and he also plays football (captain), basketball, and baseball. His extracurricular activities

include volunteering with the Red Cross, at church (altar server, Sunday School, Vacation Bible School), and with youth sports. He is an assistant teen coach, a CPR and Red Cross certified babysitter, and a Red Cross certified lifeguard.



Hani Razavi

Hani is a junior at Daleville High School in Daleville, Alabama. In addition to his involvement in S2S (treasurer), he participates in the Student Government Association (treasurer) and is Junior Class president. Hani's activities also include Beta Club, Science Bowl team (captain), soccer (captain), band

(assistant drum major), honors band, National Honor Society, Student Government Association Leadership Forum, and he is the founder of the "Take Five" jazz combo. He plays music for community events and galas and has volunteered at a nursing home.



Ruben Toth

A sophomore at Pickering High School in Leesville, Louisiana, Ruben has participated in S2S (leader), Art Club (vice president), 4-H (vice president), yearbook (editor), Quiz Bowl, Senior Beta Student Government (teen leader), and Character Counts. He received an Academic Excellence Award as well as Literary

Rally awards. In addition, Ruben has participated in track, has managed a girls' basketball team, and has worked for the MWR Aquatics Center.

Participation in the Frances Hesselbein Student Leadership Program is a competitive process. Students receive information about the application process through the S2S sponsor at their school, or go to www.MilitaryChild.org/parents-and-students/scholarships.



Shaping *the* Next Generation *with* S2S



BRIAN R. TACHIAS JR.
Senior, Bob Jones High School, Madison, Alabama
Dual enrolled student at the University of
Alabama, Huntsville

Victor Frankl, a Holocaust survivor stated, "When we are no longer able to change a situation, we are challenged to change ourselves." As the son of a career soldier, I have moved thirteen times. My ability to change and adapt to my new environments made all the difference in the world to my success. The *Student 2 Student* (S2S) program helps military-connected students adapt to their new schools during this challenging transition.

In 2011, I transitioned into one of the largest high schools in the state of Alabama. S2S hugely impacted that transition. S2S was developed by the Military Child Education Coalition in conjunction with the Army Community and Family Support Center. The S2S program is a student-led program. Its volunteers are both military- and non-military-connected and function as peer helpers and mediators. These student leaders give complete acceptance to the new students and provide resources about the school and area.

The S2S peer helpers encouraged me to become an active participant in the high school and in my community. I joined the Fellowship of Christian Athletes organization and have served as a Huddle Leader for the last two years. I am currently a varsity lacrosse player in my third year. I have served as a S2S peer helper for two years. I understand the significant purpose and impact of S2S peer helpers and desire to assist new transitioning students during their difficult time. As an S2S peer helper, I have participated in a number of programs promoting healthy choices for all ages. S2S peer helpers invest time in educating and encouraging elementary students to say no to drugs and make positive choices. We also raise awareness and fundraise for St. Jude's Children's Research Hospital.

As a result of my involvement with the S2S program, my academic achievements, and contributions to my community, I was selected as a delegate to the Alabama Boys State 2013. I have also been a student representative to the Alabama Youth Council conference and the Madison City Schools Advisory Board. As I come to the end of my high school years, I look forward to taking what I've learned as an S2S volunteer and applying it to my college experience.

Change is an inevitable part of the military lifestyle. For military-connected students, the success of their assimilation is dependent on their first introduction and impression of their new environments. There are 1.2 million military-connected school-aged students around the world and only a limited number of active S2S programs. It is my recommendation that the S2S program be a requirement in every Department of Defense school system, at every school-age level to include elementary. Public school districts that service students from local military installations should also implement this worthwhile program. The *Student 2 Student* program uses the peer relationship to affect attitudes and influence futures. This program changes lives and shapes the next generation of military-connected students in a very real and positive way.



Membership has its benefits!

Did You Know ... ?

- This magazine is created for YOU, the members of the Military Child Education Coalition (MCEC).
- Your membership shows support of the MCEC and its mission. By joining, you acknowledge America's military-connected children and the sacrifices they make every day.
- Your membership makes a real difference! Over 90% of every dollar received by MCEC is reinvested in programs for military-connected children and youth.
- MCEC is listed as a National Early Childhood Organization by the Council for Professional Recognition which administers the Child Development Associate (CDA) credential.
- Gift memberships are an excellent way to honor a friend, colleague, or family member. Email Membership@MilitaryChild.org for information.
- We have memberships for everyone – individuals, businesses, organizations, corporations, colleges, universities, schools, school districts, military installations. You do not have to be military-connected to be a member of MCEC.

VOTING MEMBERS OF OUR COALITION – school districts and military installations – are eligible for a **complimentary registration and two nights' lodging** at our 2014 National Training Seminar (NTS) as one of their member benefits. Individual and Business & Organization members qualify for the member rate, a savings of \$60 on the 2014 NTS registration.

In addition, members receive our publications and resources throughout the year and are notified of MCEC professional development events occurring near their locations.

DO YOU WANT TO JOIN MCEC, update your membership or contact information, or have other questions?



Go to www.MilitaryChild.org/login, or email Membership@MilitaryChild.org today!

Our members are a vital part of the MCEC family, supporting the mission ...*for the sake of the child.*

"We owe it to our men and women in uniform and future generations who serve to transition them into communities ready to support them through education, employment, and wellness initiatives."

-Secretary of Defense Chuck Hagel

The Military Child Education Coalition is the nation's only organization focused solely on the educational needs of America's military-connected children!

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Teachers CARE about Military

Teachers are trained to differentiate for the students they encounter in their classrooms. With that goal in mind, the Kansas State University's College of Education teacher preparation program strives to provide teacher candidates with methods and techniques for helping all students actualize their potential. The authors of this article, both teacher educators, assert that one element of diversity that is often overlooked in the preparation of teachers is the unique and diverse needs of military-connected students, yet military-connected students are found in every district in the United States (MCEC, 2012). With increasing numbers of Reserve and National Guard service members utilized in the past decade, teachers must be aware of who the military-connected students are, a task that is difficult due to the lack of a student identifier that accurately captures this information (MCEC, 2012). The primary purpose of this article is to give pre-service teachers and practicing educators tried and true ideas that are beneficial when teaching military-connected students. This is part of our

work within Operation Educate the Educator at Kansas State University's College of Education. We use the word educator in a broad sense as we feel this information is valuable for school specialists, school staff, and school and district administrators as well as classroom teachers.

The ideas suggested in this article were derived through candid conversations and open-ended anonymous questionnaires collected in 2013 from 111 K-8 teachers and school leaders who live and work on, or in close proximity to, a large US Army installation. It was evident that our teacher participants saw themselves as advocates for students and families. Committed to their profession, teachers strive to do what is best for kids...they care. With that in mind, we have organized their thoughts and ideas in categories that are represented by the acronym **CARE: Classroom Climate; Academic Support; Research, Resources, and Readings; Engaging Families and Communities.** CARE is summarized below. A more detailed description of each element is on the MCEC website at www.MilitaryChild.org.

Artwork by Haley, Grade 5 • Clarence Galm Elementary School • San Antonio, TX • U.S. Air Force





-Connected Students

LAURIE J. CURTIS & SANDY L. RISBERG

Kansas State University

Sandy Risberg is also an MCEC Parent Advocacy Fellow.

C: Classroom Climate

The climate of a classroom is developed through intentional planning and careful consideration of the socio-emotional needs of all students. Our teacher participants felt all students need an adult to truly listen to them and need time to talk about their lives and experiences. They noted that for students who had a deployed parent, the chance to share seemed even more important. Examples of sharing include:

1. Make time to talk.
2. Communicate early and often.
3. Make new friends.
4. Share students' stories.
5. Prepare for the leaving and those left.

A: Academic Support

When a child transitions between states and various school districts, there is great potential for academic gaps to surface. This problem has been exacerbated in the past by each state operating with individual content state standards. The recent move by most states and the Department of Defense Schools to adopt shared standards in major curriculum areas will provide for greater consistency of student learning. This will also facilitate communication regarding student expectations for students transitioning between states in the United States and overseas assignments. The following suggestions emerged from our teacher-experts related to supporting the academic growth of the military-connected students:

1. Assess prior knowledge and experience.
2. Use relevant assessments.
3. Use language to mediate learning.
4. Ensure two-way communication.
5. Empower students with choice.

R: Research, Resources, and Readings

The following are suggested resources noted as helpful for teachers working with military-connected students and their families. Some of these resources are designed to build teacher understanding regarding the culture of the military, while others provide guidance in developing engaging lessons or managing classrooms supportive of our military-connected students:

Classroom Climate

Love & Logic®: Free Resources for Classroom Management
<http://www.loveandlogic.com/t-Free-Articles-and-Handouts-for-educators.aspx>

The Responsive Classroom®: Responsive Classroom; The First Six Weeks of School, Rules in School
<https://www.responsiveclassroom.org/about-responsive-classroom>

The Morning Meeting: Edutopia
<http://www.edutopia.org/blog/morning-meeting-changing-classroom-culture-lisa-dabbs>

Academic Support

Kagan® Structures: Cooperative Learning Strategies
http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK38.php

Military Kids Connect
<http://militarykidsconnect.org/>

ReadWriteThink Lesson Plan: Socratic Circles
<http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>

General Information for Engagement of Family and Communities

Military Connected Students in the Classroom (Free e-Book)
<https://itunes.apple.com/us/book/military-connected-students/id742204249?mt=11>

Students FIRST Project: Resiliency Wheel
<http://studentsfirstproject.org/childadolescent-mental-health/promoting-mental-health/promoting-resiliency/>

Military K-12 Partners
<http://www.militaryk12partners.dodea.edu>

more



E: *Engaging Families and Communities*

A supportive instructional environment for military-connected students doesn't exist in a vacuum. It is a collaborative effort between teachers, school leaders, military families, and community members. Suggestions for such opportunities included hosting:

1. Family Literacy, Fitness, or STEM (Science, Technology, Engineering, & Mathematics) Nights
2. Culture or Spring Clean-Up Days
3. Favorite Dish Potluck Dinners

Our teachers recognized that it takes time to build relationships within a classroom and school. In closing, we would like to share some specific words of wisdom for teachers from three of our participants.

"Students come into the classroom used to other routines and procedures and they need to be extended grace while going through the transition. For many, school is their safe place. Routines, structure, and fun – along with learning – are incredibly important. Talk to every student, every day. Be empathetic but firm with expectations and rules. Be an advocate for your kids. Know them well enough to notice changes in behavior and ask questions to find out the 'why.'"

Teaching military-connected students has unique challenges, but through educating our educators we can meet the needs of these students to enable them to achieve their dreams...to be whatever they choose to be...perhaps someday proudly serving their Nation as their parents do.

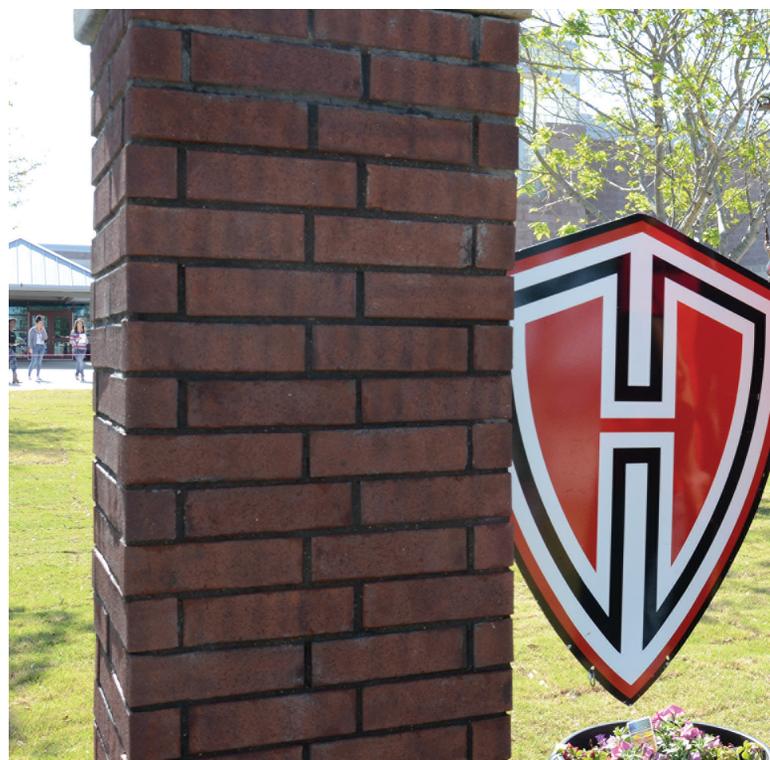
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- > Dr. Curtis is an Assistant Professor in the Department of Curriculum & Instruction at Kansas State University.
- > Sandy Risberg, *Military Spouse*, is an Instructor and Coordinator of the Military Connected Student Education Program "Educate the Educators" in the Department of Curriculum & Instruction at Kansas State University. <https://coe.k-state.edu/about/military>

"Medicine is my

A love of cell development born in a sixth-grade research, and an international science fair.

DARIN GARRETT, impressive by any conceivable measure, thoughtfully and meticulously explained his journey from a classroom at Fort Leonard Wood, Missouri, where a teacher gave a striking lesson on the growth of cells. The young man reached down to touch a lump recently formed on his knee and in that moment "I realized medicine is my thing," he said.



Darin is an active member of the Harker Heights High School *Student* volunteer at MCEC.

Texas Bioscience Institute

Four years later, a sophomore at Harker Heights High School, Garrett heard about the Texas Bioscience Institute (TBI), where qualified Killeen ISD juniors and seniors can attend college-level courses at Temple College. A year ago, he found out about summer internships TBI offers through the National Science Foundation.

Garrett signed up and met Scott & White neurologist Dr. Ekokobe Fonkem. To begin an eight-week internship, the student tackled demographic data compiled from 1976 to 2011 on patients with meningioma, a form of brain tumor. He completed



thing.”

TODD MARTIN
Killeen ISD Public Information

classroom propelled a Harker Heights High School senior into bioscience studies, cancer

that task way too quickly, so Fonkern introduced his quick study to colleague Dr. M. Karen Newell-Rogers, who worked across the parking lot at the Texas A&M University School of Medicine.

There, Garrett worked with frozen rat cells, testing a series of cancer



ent 2 Student (S2S) group, and a longtime

drugs in various combinations. The high school intern worked alongside researchers gaining insight into the best medications to deprive cancer cells of the amino acids necessary to live and spread. The summer internship with TBI led to contacts who informed the high school student about science fairs where he might win scholarships and prizes.

Science Fairs

The summer work at TBI culminated with a public poster showing, so Garrett used that display for the Central Texas Science and Engineering Fair in February at Texas State Technical College in Waco. Looking around, he didn't think his poster measured up to the other projects. "I decided I would focus on the experience and just enjoy sharing my research with anyone who would listen," he said. He ended up talking to one judge in particular who was clearly familiar with the drugs in the study.

In the end, Garrett won the show's medicine and health category as the only entry in the category. To his delight, his project was one of two chosen to go directly to the international fair, bypassing the need to compete at state. "Words cannot describe what I felt walking up that runway," he said, recalling his surprise victory.

Garrett is headed to the International Science and Engineering Fair in May at Los Angeles. He used the state science fair as a practice, sprucing up his display and again sharing information with judges. He also visited with the keynote speaker, Cortlan Wickliff, the youngest African-American Harvard Law School graduate, who pointed him toward programs tied to cancer treatment lab work at the university Garrett plans to attend.

Bright Future

Still a high school senior, Garrett continues to work part time in the Temple bioscience lab, is scheduled to earn his associate's degree from Temple College and, after high school

graduation, to attend Texas A&M University en route to medical school.

Looking back, Garrett said he tries to make the most of the opportunities that come to him. The 18-year-old is the son of Sgt. First Class Kareem Garrett and Doris Garrett, an assistant principal at Eastern Hills Middle School. His mother said that while Darin was naturally inquisitive as a child, he was not the sort who gravitated to science. He's a competitive runner, has traveled with family through Europe, and spent a summer with *People to People* in Japan. Naturally meticulous, focused, and disciplined, the Harker Heights senior qualified for the regional track meet, running a 10:09 in the 3200 meters, good for second place in district. He's also completed four half-marathons.

Doris Garrett said, though she's an educator, she's not one to push her son to make high grades but has urged him to know the content. "He does it on his own," she said. "He is responsible and mature." The experience at TBI clearly opened doors for Garrett, and according to his mother, "he's awakened to his potential." She praised KISD for funding students' cost to attend TBI and for providing transportation to the Temple campus.

Last summer, he was completing college coursework in fine arts and PE and said he could have blown off the summer lab opportunity. Instead, he ended up winning a trip to compete with the world in science.

But, that's not the biggest excitement to Garrett. He hopes to work as a surgical neuro oncologist. "Maybe by that time I can use these medicines I've worked on."

The Journey From “Welcome Home” to NOW



GAIL DWYER
MCEC Curriculum Writer

I'D TAKEN ONLINE COURSES BEFORE. I knew how they worked. I knew that whatever you put in to them, you get out of them.

I realized this when I registered for the MCEC *Journey from “Welcome Home” to Now: Reunion, Reconnecting, Routine*. I realized that if I didn't put anything in to it, I wouldn't get anything out of it. I anticipated sitting at my computer with a strong cup of coffee, trudging through the required readings and writings in the 14-day timeframe allotted.

What I anticipated was not what I found.

HERE'S WHAT I FOUND:

- The course content was interesting!
- My classmates were both concerned and knowledgeable!
- I didn't need a strong cup of coffee to get through the course!

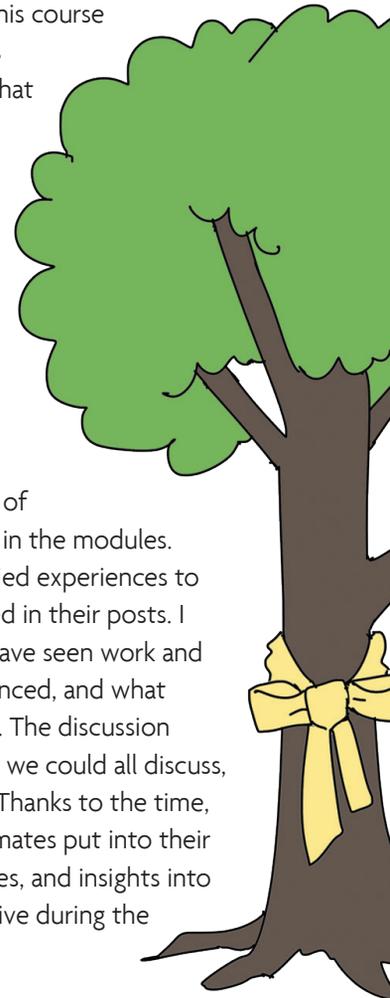
For me, online courses are perfect for two reasons. First, time. Who has it? Taking a class online allows me to sit early in the morning before my day starts or late at night when the house is quiet. If I can snatch a few minutes mid afternoon, the course is patiently waiting for me. Online courses provide us the flexibility to learn and grow despite our busy lives. The second reason online courses are perfect for me is a less common occurrence. I have a hearing loss, and though I've sat in classrooms often, admittedly, I miss much of what's going on; I smile and nod a lot. Although it was a blessing to have a hearing loss when my children were teenagers, it's challenging for me to keep up in settings in which discussion and interchange of information is ongoing. For a visual learner like me, an online course ensures I don't miss as much.

I registered and received an administrative email about the course, followed by a personal email from the course moderator. When the course opened up online, I signed

in, hoping that my computer expertise, which consists of emailing and stalking my children on Facebook, would not be a factor. I was relieved to find the course neatly laid out and easy to navigate. I opened the first module and jumped in.

Participants have the option, in each module, of identifying a disability, and so I clicked on the “hearing disability” option, chose Closed Caption, and was able to read the lessons. The modules were filled with insightful concepts about the reintegration process, interesting videos, and helpful resources. I had been fairly acquainted with some of the terms prior to this course and was excited to see new terms presented in new ways, ensuring that all participants gained something from the content presented.

The modules were merely one source of information though. I also learned much from the discussion forums following each module. I hadn't expected this. After each module, the participants are asked to post in a discussion forum. This is where we can make real-life applications of the concepts that were discussed in the modules. Wow. My classmates brought varied experiences to this course that they openly shared in their posts. I gained so much from what they have seen work and not work, what they have experienced, and what they have seen others experience. The discussion forum provided a setting in which we could all discuss, listen, and learn from each other. Thanks to the time, effort, and thought that my classmates put into their posts, I learned new ideas, practices, and insights into how to help the Military Child thrive during the reintegration process.



New Resources for Students, Parents, and Educators!

SchoolQuest.org is your starting point to access free resources and tools.

Check full of helpful information on:

Moving
to a new school

Finding and
comparing schools

State school requirements
in all 50 states

Ages and Stages –
Is your child ready for the
next education milestone?

Test Prep strategies

Getting ready for College

Paying for College –
Scholarship Finder

Storing student info (education,
extracurricular, award, volunteer and
work) in one safe location



The course moderator was approachable, friendly, and knowledgeable. Somehow, her comments ensured that we each felt like valuable, contributing members of the class. She led the course professionally, mostly observing, and sometimes nudging us back on track.

So, yes, I got more out of the MCEC *Journey from “Welcome Home” to Now: Reunion, Reconnecting, Routine* than I put in to it. Thanks to the course design, the interesting content, the shared experiences of my classmates, and the guidance of the moderator, this course was what I expected, and so much more. And I didn't miss much or have to smile and nod once.





New Education Strategies Made Possible by Technology

Change is a way of life for military families. Some military-connected children can move as many times as the years they go to school. Due to frequent moves exacerbated by deployments, families often encounter local system requirements that make a traditional schooling experience logistically difficult for their child to succeed. According to the current public education system they encounter, military-connected children can face multiple challenges to integrate educationally.

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True educational inn and approaches tha

In order to address the need for educational consistency among school districts and states, the Military Interstate Children's Compact Commission (MIC3) was established in collaboration with MCEC to augment military family transition from place to place. States that sign the Compact pledge to adhere to policies consistent with other states in areas such as enrollment, graduation requirements, eligibility, and attendance (MIC3 Military Children's Compact Commission 2013).

In addition to the MIC3, innovation in education can be the answer for many military families. Educational movements toward online courses, distance learning, accreditation by competency, flipped classroom environment, tiered/level learning, and hybrids of many of these programs allow for individual learning styles to be optimized and allow for the needed flexibility that many military families may encounter throughout a child's education.

Many families have children at various stages in their educational development. As a result, parents or other caregivers need to learn about various educational options and encourage "out of box" educational opportunities that best suit the needs of their child. Understanding how some of the following educational options may be a good fit for your child can help families advocate for an educational plan to meet their specific needs. **Some of these include:**

COMPETENCY BASED EDUCATION

Accreditation by Competency is one way in which a self-paced education can be measured by performance, not by the time sitting in the classroom.

MASSIVE OPEN ONLINE COURSES (MOOC)

With the emergence of Massive Open Online courses (MOOC), students may choose from thousands of free college-level classes in which a certificate of achievement is printed when completed.

DISTANCE LEARNING

Video teleconferencing allows classrooms to connect around the world. These conferences can be done via synchronous (real-time) learning or via the traditional model in which the student views videos at his or her pace and then chats online with a teacher. The advantage of the real-time model is that students have the opportunity to interact with other students and teachers despite being geographically separated. For a military child living abroad in a remote location, the options of distance learning and attending a virtual high school is advantageous.

FLIPPED LEARNING

This model basically "flips" the traditional learning style. With the ability to put lectures on video, which can include lectures from some of the most renowned professors in their field, instructors can have students listen to a lecture prior to a class. Classroom time is now used to have students work on problems rather than have the student work on the assignment at home. This method allows the instructor to see the areas of struggle a student may have in real time. Then the instructor can direct the learning of that



student to another classmate or provide one-on-one assistance as needed.

FLIPPED MASTERY

An extension of flipped learning is Flipped Mastery. This method follows the basic premise of flipped learning but requires mastery of a topic before the student is able to move to the next area of learning. As the instructor is not tied down to a

due to how much work a student is willing to put into the assigned topic. Various activities have different levels of workload, and the higher grades require higher levels of thinking and assimilation.

HOME SCHOOLING AND INNOVATION

Some of these methods have already been embraced by homeschoolers.

by achieving higher college GPAs and scoring better on entrance exams than many students from traditional schools.

Portable computers, smart boards, and tablets are revolutionizing the way children learn. A review of some of the educational applications and online resources can complement your child's educational development and can mitigate some of the educational

Innovations are those products, processes, strategies, that improve the status quo significantly.

particular lesson of the day, students can move at a preset pace but have flexibility to go ahead of schedule if needed. Flipped Mastery is particularly advantageous for families that need to take their child out of school for planned activities because of many military dynamics that result in a child needing to miss school.

TIERED/LEVEL LEARNING

This system is established to clearly delineate what grade would be awarded

Due to some of the constraints of traditional schooling, many homeschooling families have found distance learning to provide a better education with more flexibility. A growing number of military children whose first experience with a traditional "brick and mortar" school is the first time they leave the house to go to college. Homeschool rates are high for military families and continue to increase. Homeschoolers demonstrate the ability to transition to college well as shown

gaps that can occur due to the multiple stressors of change that frequently happen to military families.

True educational innovations are those products, processes, strategies, and approaches that improve the status quo significantly. These innovations can help facilitate learning and allow families to access a host of resources to enable their children to reach their educational goals.

Resource List for the Classroom and Home

TeacherKit (iPhone, iPad, Windows)

TeacherKit is a personal organizer for teachers. This resource enables teachers to organize classes and students. Its simple and intuitive interface enables teachers to track the attendance, grades, and behavior of students.

Too Noisy (iPhone, iPad, Google play)

Anyone who has attempted to keep the noise levels under control of a group of youngsters will appreciate this simple, fun, and engaging app. *Too Noisy* graphically displays the background noise level in a room in a fun and engaging way.

Class Dojo (iPhone, iPad, Google play)

Improve specific student behaviors and engagement by awarding and recording real-time feedback. Share data through printing or emailing behavior reports to easily engage parents and staff. Save time by recording behaviors and accomplishments right in class with just one click. No extra data entry required. www.classdojo.com

Teaching with Technology Video Library (iPad)

This app shows videos of teachers giving instruction in their classrooms. Along with the lesson, users can access student handouts, student work, identified standards, and commentary.

Flipped Classrooms

This website gives basic information about how flipped classrooms work to benefit all students, especially those with ADD. True flipping should include a careful redesign of the learning environment, but this important detail is often overlooked. <http://addstudent.com/2013/01/flipped-learning/>

The Grading Game (iPhone, iPad)

Play the arcade QUICKPLAY mode for a random selection of content as you race for cash. Work through the CAREER mode and progress through each article as you choose from undergraduate to doctoral years. Hone your skills with the PRACTICE mode: focus on a specific kind of error and on a specific kind of level of your choice.

more...



READING

My Beastly ABCs

(iPhone, iPad)

This interactive storybook provides endless hours of entertainment through its charming storyline, vivid and colorful animations, whimsical designs, and engaging interactions.

Alphabet Projector

(iPhone, iPad)

On Target Apps sight words projector is the first educational sight words app developed for the iPad to utilize its projection capabilities.

ABS Magic Phonics

(iPhone, iPad)

This app will help your child learn the sounds of the letters of the alphabet which is the first step necessary for reading. Learning the sounds of the letters gives your child the tools for reading and helps him or her become a better reader. A matching phonetic photo image is matched with each letter to help your child learn the sound of each letter.

MATH

Lola's Math Train

(iPhone, iPad, Google play)

Join this delightful interactive adventure through a magical day filled with friendly monsters from around the world! See this brilliant original story come to life in an educational, fun experience sure to enchant adults and kids alike. Enjoy entertaining games and fun interactive activities, all while experiencing the highest quality artwork and sound.

Motion Math Zoom

(iPhone, iPad)

Master numbers, negatives, and decimals with this animal adventure! Motion Math Zoom features the world's most interactive number line. Kids have a blast exploring numbers as they gain a deep understanding of place value.

Numbler Math Game

(iPhone, iPad)

Numbler is a game in which players build math equations in a familiar crossword style board. This game has all the mental fun of popular board and online word games but uses numbers instead of letters.

Kids Learning Companion by Agnitus

(iPhone, iPad)

Providing both reading and math learning opportunities, this app has over 100 games for children ages 2-5.

Virtual Manipulatives

(website, iPad)

This resource has provided a virtual set of fraction bars on www.abcya.com for several years. This is a similar application for the iPad. This app includes 46+ curriculum-based educational games for children 2-8 years old. The app provides personalized learning based on a child's skill level as well as in-depth report cards for parents.

MISCELLANEOUS

Common Core Standards

(iPhone, iPad, Google play)

View the Common Core State Standards in the Core app. A reference for students, parents, and teachers to read and understand the core standards. Find standards by subject, grade, and subject category (domain/cluster).

Awesome Upstander

(iPhone, iPad, Google play)

Don't just stand there; be an UPSTANDER! The bully is at it again-use the power of friends to stop bullying behavior.

Music Theory for Beginners

(iPhone, iPad)

This app has 22 lessons from basic music theory such as note reading, rhythm, and basic harmony. A quiz follows each lesson, and users receive badges for completing each level. The lessons have interactive qualities that make learning music theory fun.

TapToTalk

(iPhone, iPad, Android, Windows 8 PCs and tablets, Nook, Kindle Fire)

The *TapToTalk* free app now allows users to choose among different sets of Advanced Audio Coding albums based on the needs of the non-verbal child or adult. This app is for children with special needs.

Don't forget to check out the new MCEC resources on SchoolQuest.org



SOME YEARS AGO, I taught two years of summer school English 11 while heading the Gifted and Talented Advisory Committee for the Arlington (VA) Public Schools. I was accepting the challenge – could I model what educating the 19% of our county's student body (that should have been identified as G/T students based on their raw IQ scores) should look like? The national norm is three-to-five percent, but this Northern Virginia county has a large population of military, State Department, and other government workers. With two two-and-a-half hour sessions that totaled 58 students both summers, I found that all but two each year should have been identified as gifted students. In all fairness, I must say that one year two English as Second Language students took my English 11 course as a way to enhance their skills as opposed to the others who came for mandated remediation.

What I found was an eagerness to problem-solve and participate in real-life experiences using their skills in analysis, assessment, and communication. They were passionate



A recent article in *USA Today* led me to read *Working Parents: Thriving Families* by David J. Palmiter, Jr., Ph.D., ABPP. His wise and witty suggestions for parents and educators focus on ten strategies to improve our interactions with our children. One segment that really resonated with me was his problem-solving worksheet under his strategy, "Promote Healthy Decision Making, Independence and Adaptive Thinking."

A Quantum Leap for Underachieving Students

KATHLEEN P. O'BEIRNE
MCEC Board Member Emeritus and Author

about a fellow classmate's inability to get an appropriate resolution to his consumer complaint. The store manager, inundated by 58 letters with a cover note from me, decided to do the "right thing." We all tasted the fruits of that victory!

We dealt with how to format the pros and cons of complex decisions. My model was our own family's dilemma the previous winter when our furnace "died" one day before our annual Christmas music party for family and neighbors. We had been thinking about converting from fuel oil to gas and this would be the opportune moment; but it would take longer than simply installing a new burner for the existing furnace. Lots of pros and cons later, we decided to use our fireplace and alert our guests to bundle up!

My students were amazed that my husband and I included our two kids (of their same grade) in our discussions, especially the subject of family finances that was taboo in many of their homes. And they were astonished that the same paradigm played out in buying our family car.

So, as we walk the new standards of learning under the Common Core Standards, there is the opportunity to vastly enhance our students' active participation in problem-solving, especially in domains that have personal implications for them. Ethical decisions can be part of history and social studies courses. The purchase or lease of a car can teach many mathematical and negotiation skills. The applications are limited only by parents', educators', and students' imaginations.

My favorite story from the two summers of English 11 resulted from the plea early the first year: "Please don't make us read Thoreau!" I was surprised and saddened because his message, "Simply, Simplify," had so resonated in my own life. So, without explanation a week or so later, I gave them a scenario to solve and write up. They had been given an internship in a small college town for a year with a stipend of \$7,500 (not easily divisible by 12!). How would they live on that? After struggling on their own for awhile, they asked if they could work in groups to pool their personal expertise on food, rent, etc. Soon they asked if they could share their housing! Incredibly lively discussions ensued.

The next day when I handed back their computations and written explanations, I had to comment on their appalling math skills and their failure to think about laundry costs, etc. They looked at me squinty-eyed and said, "Was this Thoreau?!" At the end of the course, they rated it as their favorite assignment – another radical concept that a teacher truly wanted their input on daily initiatives over the six-week span.

How hungry those teens were for the skills and opportunities to create good solutions to complicated issues. Their pre-frontal cortexes were being well exercised and they loved it. More importantly, their intellectual growth, morale, and responsibility for their own learning made a quantum leap. Our military lifestyle brings lots of complex decisions for our young people to participate in. It is our turn as parents and educators to collaborate with them in the process.



Meeting *the* Needs of Military-Conn

DR. SALLY L. CARADONA

Research Assistant Professor
Program Manager, Military Child and Family Education Initiatives
Old Dominion University

Meeting the needs of the more than 68,000 military-connected (MC) students in the Hampton Roads area of Virginia can be a daunting task (Garner, Arnold and Nunnery, 2014). Hampton Roads refers to the geographic area in southeastern Virginia from Gloucester to South Hampton counties that encompass 12 school districts, 364 schools, and 14 major military commands (VDOE, 2014). Old Dominion University, located in the Hampton Roads city of Norfolk, established Teaching, Education, Advocacy, for Military-connected Students (TEAMS) as a direct response to meeting the needs of military-connected students through the call to Educate the Educators who work with them (Advisor, 2011).

Building on theories including Comprehensive School Reform (CSR) the TEAMS initiative began designing a school change model to improve MC students' social, emotional, and academic outcomes (Garner et al., 2014). Focusing efforts on creating site-based leadership that allowed for local policies and decisions to take into account military-student characteristics and the professional development needs of educators of this population, a graduate certificate program was developed. The three core courses in the Military Child and Family Education graduate certificate allow school administrators, teachers,



“Developing military conscious schools that support MC students and their families creates a culture of caring that supports their academic, social and emotional well-being.”

and counselors to develop and survey their school to determine their military consciousness, or level of awareness of the needs and issues facing their MC students. Based on the survey responses the school-based team creates, designs, and implements a school-wide service delivery plan.

The service delivery plan (SDP) is an all encompassing school-wide plan that focuses

on building a positive school climate, providing transition responses and interventions for relocating military-connected students, and includes deliberate involvement of all stakeholders including community representatives in designing, implementing, and executing the plan. Using the Military Consciousness Assessment Toolkit (Mil-Cat) to assess school and district responsiveness to the needs of MC students, the participants address five dimensions: academic support,

ected Students

social-emotional support, school leadership and records, responsiveness to military culture, and school-military-community relations. The plan also includes research into the Interstate Joint Compact and other policies that are relevant to the school district and impact MC students. Participants begin to network with outside stakeholders like their School Liaison Officer (SLO) and Exceptional Family Member Program (EFMP) Coordinator to learn about services, organizations, and programs available to their school and MC students with exceptional needs.

School group participants develop the SDP to be school specific and include: teacher lesson plans, professional development activities, school counselor programs, school-wide programs and initiatives. Upon completion of the graduate certificate program, participants leave with a complete and comprehensive SDP that allows them to begin the work of meeting the needs of their MC students upon implementation. As a direct result of participants' increased awareness of the unique needs of MC students coupled with district support, many participating schools have already created school-wide events, established clubs for MC students, developed school welcome packets, and military connection centers.

Developing military-conscious schools that support MC students and their families creates a culture of caring that supports their academic, social, and emotional well-being. Schools and their staff play an important role in the lives of all children, and they are on the front lines when it comes to easing transitions of MC students (DoDEA, 2011). By providing educators specific preparation and educational services to raise awareness and increase identification of their MC students, the graduate certificate program and service delivery plan hope to increase school wide responses to meet the needs of military families and their students.

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BLUE STAR FAMILIES TOOLKITS PROVIDE SUPPORT

An MCEC partner in the *Got Your Six* family pillar, Blue Star Families shares a mission to support military families wherever they are located. The organization developed toolkits to assist families with a variety of topics to include spouse employment, deployment, and reintegration.

For more information on the toolkits, go to www.BlueStarFam.org.

To learn more about the *Got Your Six* campaign, go to www.gotyoursix.org.



GOT YOUR SIX



Artwork by Carolina, Grade 11 • Ramey School •
Aguadilla, Puerto Rico • U.S. Air Force



ADVENTURES IN FUNDING PUBLIC SCHOOLS

How Federal Impact Aid affects your school’s funding.

Reading these paragraphs may not help you win on *The Million Dollar Question* or *Family Feud*, but they may help you understand some of the funding issues for your children’s schools just a little better.

DAVID SPLITEK, PH.D.
Program Manager, Higher Education Initiatives
Military Child Education Coalition

STATE RESPONSIBILITY

It all starts with the United States Constitution. There is no mention of educating America’s children, so those responsibilities are left to the states. Forty-nine out of fifty state legislatures decided to create or allow the creation of local school districts to educate their children. Only one, Hawaii, chose to operate a single statewide school system.

Funds to operate the schools (pay the teachers, turn on the electricity, buy the books, buy and fuel the buses, etc...) come from state sources and local sources. State sources include state income taxes, property taxes, sales taxes, licensing fees, and a variety of other authorized fees, permits, or charges that are collected statewide and then distributed by the state government as directed by the Legislature when it passes the state budget. A large part of that state budget goes directly to fund the state’s school districts.

LOCAL RESPONSIBILITY

Generally the portion of each school district’s budget that the state does not fund becomes the responsibility of the local school district (in a few states the school district budget is part of the city or county budget, and in those cases the city or county takes responsibility to generate additional revenue).

School districts do not have the same powers to generate revenue that states do. In most cases school districts have been given authority by their state legislatures to raise revenue by levying a limited annual property tax on improvements (homes and buildings within the school district) or fractions of cents in sales tax to pay for the annual operation of the schools (salaries, utilities, maintenance, fuel, books, etc.).

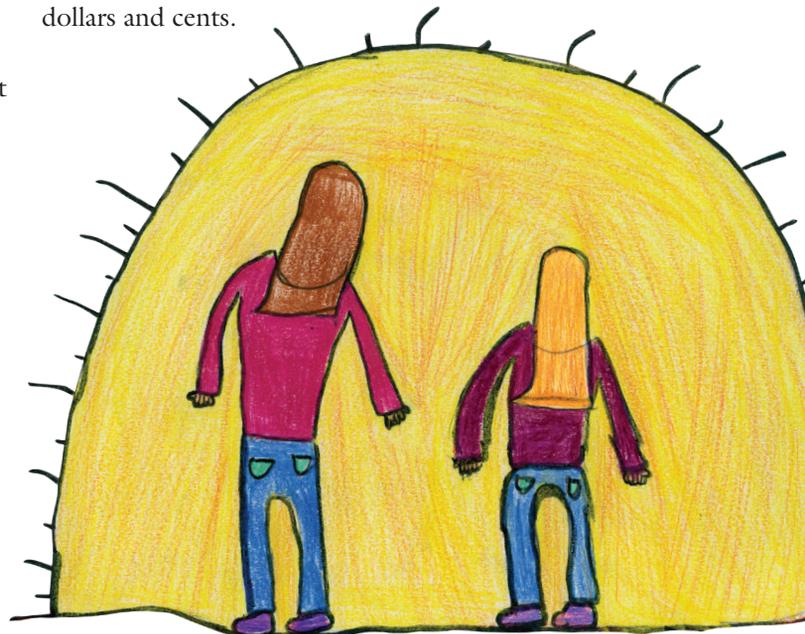
Artwork by Katie, Grade 4 • Netzaberg Elementary School
Grafenwoehr, Germany • U.S. Army

FUNDING SCHOOL CONSTRUCTION

In most states the legislatures created a means for school districts, with their voters’ approval, to raise additional money through a specified tax levy to construct buildings. If a special levy is approved, the district then buys bonds to pay for the construction and uses the tax revenue to pay off the bonds, just like you pay off the mortgage on your home.

STATE AND LOCAL FUNDING PROPORTIONS

The portion of each school district’s budget funded by the state and funded by local districts varies from state to state and has been the subject of litigation for over 40 years. The major issue is whether a state is responsible for ensuring that each student’s education is equally and/or adequately funded as guaranteed by the state’s constitution and then how that transfers to dollars and cents.



As you probably expect, the portion of funds to operate school systems from each of the sources – state and local – varies measurably. Here is one snapshot of the distribution from the last published national data collection (National Center for Educational Statistics, 2008):

State or jurisdiction	Percentage distribution			State or jurisdiction	Percentage distribution		
	Local ¹	State	Federal		Local ¹	State	Federal
United States²	43.5	48.3	8.2				
Alabama	29.8	60.6	9.7	*Missouri	58.6	33.3	8.1
*Alaska	20.4	66.3	13.4	Montana	38.2	49.7	12.1
Arizona	37.7	51.7	10.6	Nebraska	57.8	33.1	9.1
Arkansas	32.5	56.7	10.8	Nevada	62.6	30.8	6.6
*California	29.3	61.3	9.4	New Hampshire	56.2	38.6	5.2
*Colorado	50.9	42.2	6.9	New Jersey	54.0	42.1	4.0
Connecticut	56.0	39.6	4.4	New Mexico	15.6	70.8	13.6
Delaware	30.1	62.0	7.9	*New York	49.2	44.8	6.0
District of Columbia ³	88.6	†	11.4	*North Carolina	24.3	65.7	10.0
*Florida	52.5	38.8	8.6	North Dakota	49.9	36.3	13.8
*Georgia	46.6	45.4	8.0	Ohio	47.1	45.6	7.3
*Hawaii ³	3.0	84.8	12.2	*Oklahoma	34.0	54.2	11.8
Idaho	23.1	67.1	9.9	Oregon	38.6	52.3	9.1
Illinois	60.9	31.2	7.9	Pennsylvania	56.3	36.5	7.2
Indiana	39.4	53.5	7.1	Rhode Island	52.3	39.9	7.8
Iowa	45.9	46.5	7.6	*South Carolina	40.0	50.8	9.2
*Kansas	34.7	57.5	7.9	South Dakota	50.8	33.9	15.3
*Kentucky	31.9	57.3	10.8	*Tennessee	43.9	45.6	10.5
*Louisiana	38.4	44.8	16.8	*Texas	45.2	44.8	10.0
Maine	46.1	44.9	9.0	*Utah	35.6	56.7	7.8
*Maryland	52.4	42.1	5.5	Vermont	7.9	85.9	6.3
Massachusetts	53.0	41.9	5.1	*Virginia	52.9	41.0	6.2
Michigan	34.7	57.5	7.8	*Washington	29.4	62.5	8.1
Minnesota	28.2	65.9	5.9	West Virginia	29.9	59.1	10.9
Mississippi	29.4	54.5	16.1	Wisconsin	43.6	50.0	6.4
				Wyoming	40.8	52.8	6.4

*States with large military- and veteran-connected student populations.

On average, annual school district budgets include 48.3% state funding, 43.5% local funding, and 8.2% federal funding (we'll visit that more closely later).

These percentages vary rather widely. Here are the highs and lows for each:

	Local	State	Federal
High	Nevada 62.6%	Vermont 85.9%	Louisiana 16.8%
Low	Vermont 7.9%	Nevada 30.8%	New Jersey 4.0%
National Avg.	43.5%	48.3%	8.2%



FEDERAL FUNDING FOR PUBLIC SCHOOLS

Even though public education is a state responsibility the federal government does play a role. The most visible programs all come with funding attached: the Elementary and Secondary Education Act (ESEA), currently carrying the name from its latest Congressional reauthorization (No Child Left Behind), the Individuals with Disabilities Education Act (IDEA), and the free and reduced price meal program. Those three contribute most of the money that make up the federal dollars going to local school districts. They account for the variation in the table above.

FEDERAL IMPACT AID

The last one to mention is well known by military-connected families – Federal Impact Aid. Two parts of the Impact Aid law (now Title VIII within ESEA) send most of these funds to school districts. Section 8002 compensates school districts when the federal government has taken over land within their jurisdiction (i.e. a post office, a federal wilderness area, a Corps of Engineers project – reservoir, levee, dam, etc.).

The law includes several caveats and a formula for compensating school districts because the land is now “federal,” cannot be taxed, and no taxable improvements can be built on the lands.

The other major funding portion of the law is

Section 8003. It spells out formulas for funding school districts that serve military-connected children or children who live on Indian Lands (reservations). It includes specific formulas that provide more money for students living on an installation and less for those living off an installation. Again, the funds are provided “in lieu of taxes” that an individual or a private enterprise would have paid since the federal government does not pay local property taxes.

Not every school district, even if they enroll some children of active duty parents, qualifies to apply for Impact Aid funds. To qualify for section 8003 funding, a school district must meet one of the following threshold eligibility requirements:

1. The LEA (school district) must be serving eligible federally-connected children numbering at least 400 in ADA (average daily attendance); or
2. At least 3 percent of the total number of children in ADA must be federally-connected children.

At the start of each school year the district must survey the parents of students to document that they are federally connected. If they can prove that they meet the threshold requirement, the district may apply for Impact Aid funding, which is approved by Congress in its annual federal budget appropriations. The federal budget approval process has become less predictable over time, resulting in school districts receiving Impact Aid funds well into the school year (sometimes as late as May).

To learn more about how your local school district is funded, review their website and contact them. Most states require school districts to make their budgets readily available to their community via the internet. They also publicize and conduct budget development and budget approval meetings that must be open to the public.

School districts fully understand that they are stewards of the public’s money, and they work diligently to safeguard it and spend it wisely.



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College Admissions Workbook..... \$2.50

Finding My Path: A College Admissions Journal™ is a guide to help students identify what type of college is right for them, what they hope to accomplish, and how colleges rank according to their specific criteria. This journal includes sample interview questions (both to ask and to be prepared to answer), a sample college resume, helpful links to important college-planning websites, and much more.



Shop our Growing, Learning, Understanding™ (GLU™) Kits!

Our kits are designed to develop early literacy skills in children from birth through second grade. All our GLU Kits are built around carefully chosen resources that parents and childcare providers can expand upon, adapt to the needs of their own children, and use over and over again as children continue to grow and learn. Each kit includes ideas and activities adaptable to a range of ages and developmental levels.

Seasons of Change

Preschoolers through Early School-Age ...\$59.95

The Seasons of Change GLU kit is designed for children preschool through fifth grade. The kit encourages children to embrace change through characters and themes within literature and poetry. Military-connected children experience change more than their civilian counterparts through deployments, trainings, frequent moves, and changing schools. This kit features tools and activities that help create meaningful conversations about change.



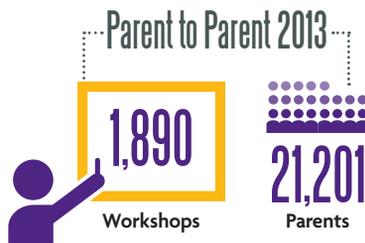
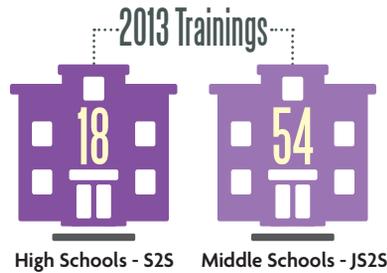
Military Child Education Coalition Programs, Services, and Professional Development

The MCEC capacity to deliver real-time, relevant programs and services that meet the needs of students, parents, and professionals is unparalleled. These high quality programs are standards-based and focus on local communities and institutions and are used daily in school districts and in professional development throughout military-connected communities.

These were some of our significant outputs in 2013:



S2S programs are student-centered, student-led with educator supervision, and enable smooth transitions for mobile students, and support academic excellence while promoting 100% acceptance.

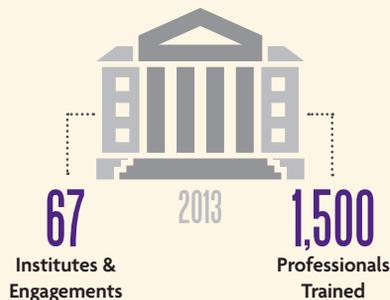


Parent to Parent workshops address academic, social, and emotional issues associated with a military family lifestyle.

A reflection of our early literacy efforts, Tell Me A Story empowers children and their parents to open family discussions on difficult topics such as separation and transitions.



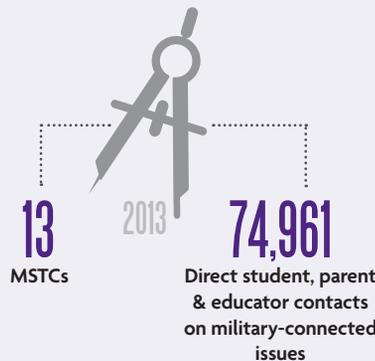
Professional Development



TO DATE:

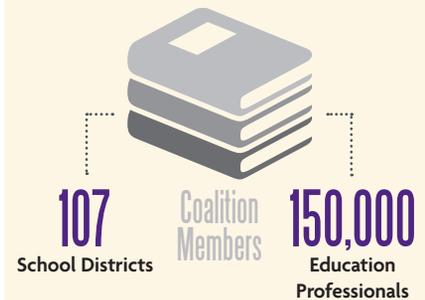
We've held **1,007** institutes with **31,062** attendees trained to better support and have a positive impact on behalf of military-connected children.

Military Student Transition Consultants



As school-based first responders, MSTCs proved to be instrumental in achieving resolution in transition, academic, and special needs support challenges.

Resources and Materials



MCEC continued to provide resources and relevant material to the school districts and their educators within our Coalition as well as support the uncounted requests from districts outside the Coalition who seek to better serve military-connected children and families.

