

ON THE move®

the official magazine of the Military Child Education Coalition®



TM

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



The Independent Charities Seal of Excellence is awarded to the members of Independent Charities of America and Local Independent Charities of America that have, upon rigorous independent review, been able to certify, document, and demonstrate on an annual basis that they meet the highest standards of public accountability, program effectiveness, and cost effectiveness. These standards include those required by the U.S. Government for inclusion in the Combined Federal Campaign, probably the most exclusive fund drive in the world. Of the 1,000,000 charities operating in the United States today, it is estimated that fewer than 50,000, or 5 percent, meet or exceed these standards, and, of those, fewer than 2,000 have been awarded this Seal.

Military Child Education Coalition®, MCEC®, and associated programs, institutes, trademarks and design elements are owned and licensed by the Military Child Education Coalition. TM/© 2014 Military Child Education Coalition. All Rights Reserved. Reproduction of this magazine, in whole or in part, is authorized with appropriate acknowledgment of the source.

FOLLOW US ONLINE!



@MilitaryChild



Military Child Education Coalition



YouTube.com/MilitaryChild



VoicefortheMilitaryChild.org



MilitaryChild.org/flickr.com



pinterest.com/mcecl

FEATURES

10

One/Three/Six

The Sunshine Cottage describes the signs of hearing loss in infants and the importance of early detection



22

The Force of Joining, The Power of Suggestion

A Sigonella MS/HS teacher recounts his efforts to give his students the experience of a lifetime



ST 1-20

Special Insert: Life After High School - Being College Ready

Information to help students navigate the roads to higher education and what to expect when they arrive



42

Operation Educate the Educators

MCEC partners with AACTE to help future teachers identify and meet the needs of children from military families.



WHAT'S INSIDE

family dynamics

- 4 Two Students Connected by their Fathers' Sacrifice
- 7 Merry, Merry or Quite Contrary?
- 12 Warriors. Heroes. Moms.
- 13 Successful Training Serves Thousands

igniting the spark

- 14 Service and Leadership through S2S
- 16 S2S Students Walk in Others' Shoes
- 18 A Woman on a Mission
- 19 Space Camp Winners
- 20 10 Ways to Make Your Students Love You
- 28 It's All About Leadership

what's trending in education

- 32 From the Frontlines to the Classroom
- 34 Have You Visited SchoolQuest Lately?
- 36 C.A.R.E.: A Recipe for Student-Centered Learning

policies & partnership

- 54 What Everyone Needs to Know about Common Core State Standards
- 56 MSTC Program Doubles
- 58 Real Ideas from Military Teachers
- 60 Introducing Team MCEC

BOARD OF DIRECTORS

Officers

General (Ret) Benjamin Griffin, Chairman

Barbara Day, Vice Chairman

Brigadier General (Ret) Robert "Bob" Gaylord, Treasurer

David G. Henry, Vice Chairman

Dr. Rich Lerner, Vice Chairman

Cathe Robling, Vice Chairman

Brigadier General (Ret) Earl Simms, Vice Chairman

& Secretary

Robert "Bob" Utley, Vice Chairman

Members

Renee Bostick

The Honorable Chet Edwards

Barbara Gentry

Dawn Goldfein

Patti Hunzeker

Lil Ingram

Command Sergeant Major (Ret) Mark S. Ripka

Ali Saadat

Patricia "Patty" Shinseki

Ed Van Buren

Joyce Ward

Members Emeriti

Cathy Franks

Dr. William "Bill" Harrison

Lieutenant General (Ret) Don Jones

Dr. James Mitchell

Kathleen O'Beirne

Robert "Bob" Ray

Mary Jo Reimer

Sandy Schwartz

General (Ret) Thomas A. "Tom" Schwartz

Lieutenant General (Ret) H.G. "Pete" Taylor

Zoe Trautman

MCEC STAFF

Mary M. Keller, Ed.D.

President and Chief Executive Officer

John L. Ballantyne

Senior Vice President/Chief Operating Officer

Stacey Smith, Ph.D.

Director, Research and Evaluation

Lesli Joy Cearley, CFRE

Director, Fund Development

Shellie Campos, PHR

Director, Human Resources

Michael Gravens

Director, Strategic Communications and Outreach

Cindy Simerly

Director, Marketing

Sandy Franklin, Ed.D.

Director, Curriculum Development

and Professional Standards

Annette Farmer, J.D.

Staff Counsel and Director, Contracting

Juan Garcia, CPA

Comptroller

Stacye Parry

Director, Training and Services

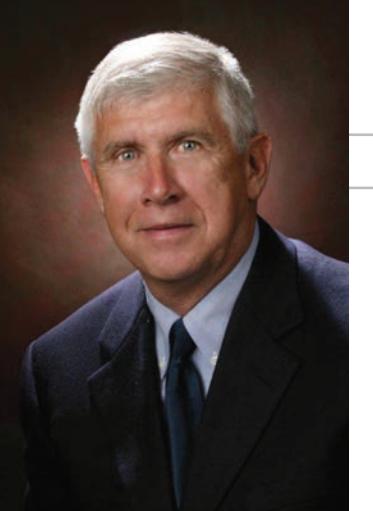
Denise Montana-Graham

Chief of Logistics and Retail

Daryl McLaughlin

Chief Technology Officer

FROM THE CHAIRMAN»



2013 was a very good year, but one of challenges for all of us associated with the Military Child Education Coalition and our efforts to support our Nation's greatest assets — our children. Special thanks to all of you for your extraordinary efforts to assist, support, and enhance the lives of our military families and in particular our school-aged children around the world. I am very proud of the strong relationships we continue to enjoy with the Army, Navy, Air Force, Marines, Coast Guard, and the work we started this year with seven VA Trauma Centers around the country. We continue to be encouraged with the level of activity in Active, Guard, and Reserve Forces.

For 2014, we're already off to a great start and believe this will be a very special year for us as we maintain our strong relationship with the Military Services and Coast Guard, while expanding our efforts in the private sector through grants, foundations, organizational, and individual donations. We will continue to build upon our strategy to provide maximum support to military families, while striving to enhance efficiencies to ensure every cent possible of every dollar received goes to support the children of our military families.

From the entire MCEC family, we wish each of you the very best in 2014.

General (Ret) Benjamin Griffin, USA

Chairman of the Board, Military Child Education Coalition

about the cover:

"That Beautiful Moment"



Artwork by Taylor, Grade 11

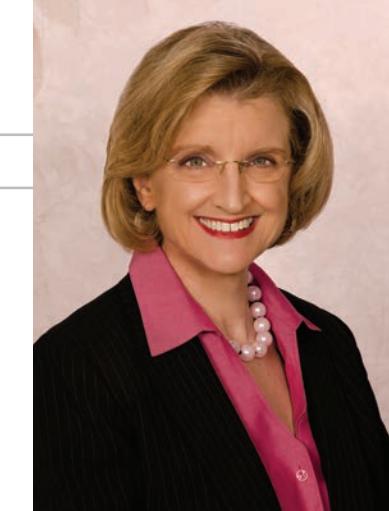
The Fayetteville Academy, Fayetteville, NC

U.S. Army

Taylor writes:

I drew this in charcoal. When your dad comes home after months without seeing him, it gets to be emotional. You feel sad, happy, and terribly lucky all at the same time. There's nothing like that moment. Time stands still and you can't help but laugh or cry or both sometimes. It means that he's back and I'm okay to feel relieved and safe once again.

FROM THE PRESIDENT»



Change and challenge. Those two simple words carry great weight with our military children and youth, and this year will be marked by both. The impact of two lengthy wars, measured in sacrifice by our service members and their children, will be felt for decades to come. To better understand the current landscape, MCEC worked jointly with Princeton University and The Brookings Institution to develop an issue of *The Future of Children* focused on military children and families. (Read it here: www.militarychild.org/the-future-of-children-journal)

As the rate at which our service members deploy slows, MCEC is focused on our children's changing needs. Our new curriculum, *The Journey from "Welcome Home" to Now: Reunion, Reconnecting, Routine*, highlights some of the challenges returning service members and their children face and provides many helpful insights and suggestions to make transitions easier. The new course, *Helping Military Children Discover Their S.P.A.R.C. (Strength, Potential, Aspirations, Resourcefulness, Confidence)* provides insight to bring out the very best in our students. Our new online training program brings the latest research to anyone concerned about the welfare of military-connected youth.

A convoy of support sustains our children, and parents are at the forefront. We begin this year with a host of initiatives designed to strengthen our parents as advocates for their children. MCEC recruited military parents and other adults to serve as Advocacy Fellows focused on the academic success of military-connected children. Our Fellows will learn about the changing education landscape and the opportunities ahead. We believe parent engagement is a critical component of each child's success, and we are striving to develop parent support teams in communities with large military populations.

As always, MCEC advocates for education opportunities for all military-connected children. We want to ensure that each student is ultimately college, career, and life-ready. In this issue, our featured insert provides information for students poised on the next step of that process.

In this changing climate, we will continue to seek out the very best research and resources in order 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



MCEC OFFICE

(254) 953-1923 • (254) 953-1925 (fax)
909 Mountain Lion Circle
Harker Heights, Texas 76548
info@MilitaryChild.org

NATIONAL ADVISORY COMMITTEE

Charlene Austin
The Honorable Valerie Baldwin
The Honorable Carolyn H. Becroft
Douglas Belair
General (Ret) and Mrs. B.B. Bell (Katie)
Dona Bushong
The Honorable John and Mrs. Carter (Erika)
Ed Casey
General (Ret) and Mrs. George Casey (Shelia)
General (Ret) and Mrs. Peter Chiarelli (Beth)
Lieutenant General (Ret) and Mrs. Kurt Cichowski (Laura)
Dan Domenech, Ph.D.
Admiral (Ret) and Mrs. Walter Doran (Ginny)
Lea Ann Edwards
General (Ret) and Mrs. Larry R. Ellis (Jean)
Lieutenant General (Ret) and Mrs. Phil Ford (Kris)
General (Ret) Tommy R. Franks
Command Sergeant Major (Ret) and Mrs. William J. Gainey (Cindy)
The Honorable Rob Gordon
Major General (Ret) and Mrs. Mark R. Hamilton (Patty)
Lieutenant General (Ret) Charles R. Heflebower
Rear Admiral (Ret) and Mrs. Leendert Hering (Sharon)
General (Ret) and Mrs. James T. Hill (Toni)
Lieutenant General (Ret) William Ingram
Major General (Ret) and Mrs. Robert Ivany (Marianne)
Gary Knell
Lieutenant Colonel (Ret) Luke Knittig
General (Ret) and Mrs. Leon J. LaPorte (Judy)
General (Ret) and Mrs. David McKiernan (Carmen)
General (Ret) and Mrs. Craig McKinley (Cheryl)
Drayton McLane, Jr.
General (Ret) and Mrs. Duncan McNabb (Linda)
Lieutenant General (Ret) and Mrs. Thomas Metz (Pam)
Robert Muller, Ed.D.
General (Ret) and Mrs. Richard Myers (Mary Jo)
General (Ret) Dennis J. Reimer
Matthew "Matt" Rogers
General (Ret) and Mrs. Norton Schwartz (Suzie)
General (Ret) and Mrs. Henry H. Shelton (Carolyn)
Lieutenant General (Ret) Stephen M. Speakes
Lieutenant General (Ret) George J. Trautman III
Philip U. Treisman, Ph.D.
Kirsten White



3 years LATER:

Two students connected by their fathers' sacrifice

BY KELLY McHUGH
Kansas State University graduate

This article first appeared in the *Kansas State Collegian*, Spring 2013.

For graduating seniors at Kansas State University, May 18, 2013, will mean many things. It will mean new beginnings, new careers and new chapters to fill. It will mean smiling faces, flashbacks to memories made and sad goodbyes, all at the same time. And while I'll be joining all the other K-State seniors graduating in Bramlage Coliseum, the date May 18, to me, will forever mean something completely different. For me, it will be the mark of how far I've come in exactly three years.

Three years ago, on May 18, 2010, during finals week of my freshman year of college, moving forward with my life became the last thing I wanted to think about. Moving forward sounded like an impossible task.

On May 18, 2010, my father, Col. John M. McHugh, was killed in action in Kabul, Afghanistan. He had served 24 years in the United States Army. A suicide bomber took the lives of 18

parents served multiple deployments, my dad was only deployed once, to Kuwait in 2007-08. I used to think I had lived the ultimate "Army brat" life when he would talk about retiring after 25 years in the service.

It's an adventurous lifestyle for a kid — moving all the time, seeing other countries and cultures through a child's eyes and making new friends at every duty station — but it's a lifestyle

that reinforces the importance of independence, patriotism and family bonds from an early age. I mean, I did live in 12 different houses before I graduated from high school. What more could an Army kid possibly go through, right?

I learned the hard way exactly what more an Army kid could go through — taking that step from a proud Army daughter to an even prouder Gold Star daughter.

"My dad wasn't deployed. He was only supposed to be in Afghanistan for two weeks."

people that morning after driving his Toyota minibus packed with explosives into a U.S. military convoy. Five American soldiers, including my father, were killed, along with a Canadian colonel. The convoy was on its way to a NATO peace conference in Afghanistan's capitol building. My dad wasn't deployed. He was only supposed to be in Afghanistan for two weeks.

While I've never known any other life than being a military child growing up, tragedy always felt so far away from me. I had never personally known someone killed in action.

My dad was a West Point graduate, a helicopter pilot throughout the 1990s and a colonel in the United States Army. As he moved up the ranks in the Army, his job became more command-oriented. Although I had friends whose

MY STORY

My family lived on post at Fort Leavenworth, Kansas, when my dad was killed. I graduated from high school in 2009 in Carlisle, Pennsylvania, where my family was stationed for just 10 months while my dad attended the U.S. Army War College. The week after my high school graduation, we packed up and moved to Kansas.

My dad worked for the Battle Command Training Program at Fort Leavenworth. He spent his first year there going on the road for a few weeks out of every month to visit different military facilities and work with their training programs. Almost a year after we moved to Fort Leavenworth, in May 2010, he left for a two-week visit to Afghanistan.

I worked at Fort Leavenworth's indoor pool about a mile away from my house. That morning I was scheduled to teach swim lessons, and then I got a text from my younger sister:

"Kelly, you need to come home now."

I put my phone down and got back to work. What could possibly be going on that they'd want me to just up and leave? That text was followed by another text from my sister, then one from my mom. Finally, my mom called. The strangest thing about the phone call was that my mom sounded completely calm.



Photo by Mengyi Wang

Kelly McHugh (right) stands with K-State alum Josh Harrison (left) at her father's grave in Fort Leavenworth National Cemetery. As McHugh writes, she and Harrison are united by their fathers' deaths, which occurred three years apart, while their fathers are separated in the cemetery by just three graves.

"You need to leave work," she said. "Now."

"I'll be back in 30 minutes," I said to my boss and apologized as I walked out the glass double doors.

I didn't return to work that day.

The car ride home was usually only a three-minute trip, but for some reason I took a longer route. I wanted to give myself time to think about what could be going on back at my house. Looking back on it now, I think subconsciously I just wanted a few more minutes of my normal life before a new reality struck.

When I finally turned down my street and saw our driveway, everything hit me at once. As an Army daughter, I knew exactly what it meant that two unfamiliar cars were parked in my driveway. The cars' two distinct license plates still haunt me today. One said U.S. GOVERNMENT. I pulled in behind the other car — my pastor's car. Written in big, bold letters on its license plate was one word — PRAY.

Three years later, I can't see that word or look at a government license plate without being brought back to that moment in my life.

In April 2010, my older brother, U.S. Army Warrant Officer Michael McHugh, was deployed to Iraq with a unit out of Fort Riley. I braced myself for the worst as I got out of my car and prepared myself for the bad news I expected about my deployed older brother. As I walked past my house's front windows, I saw two men wearing green uniforms. Two is Army protocol for bad news.

I walked in the front door and into an immediate embrace from my mom. I didn't even look at the two soldiers. All I could think about was comforting her. I still thought the bad news would be about my brother. Then while she was still hugging me, she said it. "It's your dad."

When I had walked in the door she was composed, but just saying those words brought her back to tears. I

walked to the staircase in our house and sat down. I was emotionally thrown for a loop, confused and angry. It never crossed my mind that those cars parked in front of my house and the two men in green uniforms standing in my home could be there because of my dad. My dad had only been in Afghanistan a few days. He was only supposed to be there a short time longer. He wasn't even deployed.

The rest of the day was like living in some kind of a dreamland. I know that sounds cliché, but it's exactly how it felt. My family wasn't allowed to call or talk to anyone until my grandparents and my dad's siblings, who all lived in New Jersey, were notified.

It was eerie. The sun was shining and it was a gorgeous spring day, but my family, my two younger sisters, my 5-year-old brother and my mom, just sat around our kitchen table. We were unable to tell anyone about what had happened, we didn't know if my older brother had

been notified yet, and we still didn't know any details other than that our dad was killed. No one said much. I don't remember much else about that day, or the days following. My brother was given the news while still in Iraq. It took three days for him to get back on U.S. soil to be reunited with us.

In my mind, the whole first week is lumped into a mix of emotions and actions. I can't place exact times or dates of when things happened. My entire family, grandparents, aunts, uncles and cousins, all came to Kansas for the funeral. Family friends and military friends came from around the world to be there. There were so many people that first week leading up to the funeral, so much going on, but I still felt numb to it all.

It didn't feel real to me until I heard the 21-gun salute, until taps was played at my dad's funeral in Leavenworth National Cemetery. That's when it hit me. That's when it became reality.

I was 18 years old when my dad was killed. Most children who have lost parents in the war have been much younger. I felt like I was one-of-a-kind. But I soon found out I wasn't the only college student suffering the loss of a parent killed in action.

Josh Harrison was a junior at Leavenworth High School on May 6, 2007, when his dad, Col. James Warren Harrison, was killed in Afghanistan. Col. Harrison was killed by an Afghan soldier in a shocking "green on blue" incident.

The Harrison family was stationed at Fort Leavenworth three years before my family. I had never before met Josh, nor had I heard his story. But he had heard mine through mutual friends at Fort Leavenworth. Three days after my dad was killed, Josh, then a student at K-State, made the two-hour drive from Manhattan to Fort Leavenworth and showed up at my house. I appreciated each and every person who came over to comfort my family, but before Josh, I never felt anyone could relate to me.

When Josh showed up, it was different. He and I sat at my kitchen table, where we were constantly surrounded by people coming and going, but we just continued to talk. He talked about what his family went through. He talked about

his brothers, his mom, his grandparents and uncles and aunts. He talked about everything, and he was honest when talking about the years following his father's death. We had just met, but we had a bond like longtime friends.

Seeing his success at K-State three years after his dad was killed gave me assurance. Despite how dark my world looked at the end of May 2010, life would get better. Eventually.

Josh and I continued to be friends when I transferred to K-State in the Spring of 2011. He was always there to answer my calls or texts regardless of what my questions were. He helped me through the paperwork that came with Veterans Affairs, and he introduced me to a few incredible organizations, the Tragedy Assistance Program for Survivors and Children of Fallen Patriots, that support military kids like us. Nearly three years later, I'm at the place in the healing process Josh was when he first visited.

Josh graduated from K-State in May 2012. He is now a second lieutenant in the U.S. Army, stationed in South Korea

after graduating from the Basic Officer Leadership Course at Fort Leonard Wood, Missouri, in April.

It's a strange coincidence — the similarities between Josh's story and mine. Three years separated the deaths of our fathers. Three houses separated his old house and mine on post. Three tombstones separate our fathers' graves at Fort Leavenworth National Cemetery.

I finally understand where Josh was at when he came to visit me that day. I will never really completely heal; my life has just taken on a new normal. I can let my dad's death hold me back or I can use it as motivation to move forward. I am moving forward to make my soldier proud.

And now, exactly three years after my dad was killed in action, exactly three years after I became a Gold Star daughter, I'll be taking that step from college to the real world when I graduate on May 18.

Three years later. Without my hero, my coach, my biggest fan.

Without my dad.

Kelly McHugh graduated from Kansas State University in 2013 with a degree in mass communications. Please send comments to news@kstatecollegian.com.

Merry, Merry or Quite Contrary

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

How does your garden grow?

Nature often holds up a mirror so we can see more clearly the ongoing process of growth, renewal, and transformation in our lives. Mary Ann Brussat



Artwork by Karli, Grade 5
Wilson Elementary School,
Fort Benning, GA | US Army

WHEN I OPENED UP MY CHURCH BULLETIN two weeks before my newest book was due out, I was both astounded and delighted that the confirmand class had chosen the above quote as the meditation that precedes our worship. My book, *Gardening: A Window on Our Soul*, examines the ways in which nature does indeed provide a "looking glass" through which we perceive more clearly the complexities we face. How delightful that our young people shared this vision.

Nursery rhymes and Scout songs (such as "White coral bells upon a slender stalk..." and "Down yonder green valley...") are part of our collective unconscious – ready to be called upon when we need guidance and understanding. Because gardening is the number one hobby in the United States, its metaphors stand ready to help us transplant our children and choose/create the environments in which they will thrive.

Transplanting:

Just as we must periodically move plants in our garden (or even move our gardens), military families move ourselves and our children. For a number of years we have known that 40% of children are easy-to-move; 15% are slow-to-warm-up (require some tender loving care at first and then will thrive); 10% really should not be moved if at all possible; and 35% are a mix of the above, usually based on the situation.

As parents and teachers, we intuitively recognize these children. It would be wonderful if they came with an identification tag that listed their requirements for sunlight or shade, degrees of moisture, and relocatability. Plants are nurtured in nurseries and then must progress to their long-term growing environments, just like children.

Let's look at some real-life botanical experiences and let our imaginations explore the metaphors.



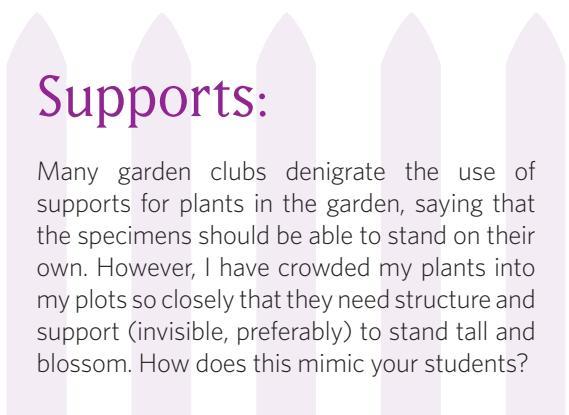
Mulch:

Gardeners know that protective mulch is the key to resilient plants. What constitutes mulch in our military students' experience? Which nutrients are held in and what weeds are minimized?



Supports:

Many garden clubs denigrate the use of supports for plants in the garden, saying that the specimens should be able to stand on their own. However, I have crowded my plants into my plots so closely that they need structure and support (invisible, preferably) to stand tall and blossom. How does this mimic your students?



Roots:

Your roots predict your future. A plant with a taproot, such as a Globe Thistle, may spend its initial energy on its underground foundation system before demonstrating above-ground production. If it is well suited to its environment, it will be a sturdy, reliable perennial, as long as you do not attempt to move it or divide it. If transplanting is absolutely necessary, try to get as much of the root system as possible and give it lots of TLC.

Other plants have shallower, more horizontal roots. They do not need as deep watering as those with taproots and tend to sprout foliage quickly. Some will be annual and others biennials that have their showier second year before diminished results. These one- and two-year species are often remarkable self-sowers. (Military families may mimic this due to assignment lengths rather than personal preference.) Many perennials develop a woody central stem system from which both roots and new shoots appear.

- Does your student need quite awhile to feel comfortable in a new setting?
- Does your student need stability to be productive?
- Does your student thrive quickly wherever she/he is transplanted?
- Does his or her interest and productivity wane after two years?



Don't Move Once Established:



The Trout Lily comes with two attributes: "reliable bloomer" and "don't move once established."

Because I am a military daughter and wife, the two seem inextricably combined sometimes. There are plants and folks who do not thrive when relocated. They are generally those for whom a deep taproot is requisite. But, there can be variations on the theme, as Trout Lilies do not fit that description. So, the tradeoff becomes stability in order to be a "reliable bloomer." As gardeners and educators, we are always looking for the right balance in our culture (horticulture and otherwise).

- Which students could blossom under scenarios in which there is mobility?
- Which students need a stable environment in order to thrive?
- Are there relationships critical to survival/thrival? (Yes, it's a new word!)

Soggy Soil:

On a dreary day in February, the ice and snow finally begin to recede. What is left? Mud! Aside from the fact that it would be messy to walk on, it is in a terribly vulnerable condition. Signs should be posted: "Keep off the mud!" The soggy soil is actually a mix of an under layer still frozen, plus an upper layer beginning to thaw. Because all sorts of roots, seeds, and rhizomes are in the varying strata, it is terribly important to be patient and careful in approaching the amalgam.

This condition reminds me of folks coming out of major challenges to their wellbeing. Those who have lost a loved one or have emerged from combat/major surgery look a lot like these sensitive muddy domains.

- How does this condition resemble post-combat experiences? For the veteran? For the family?
- How does the take-it-slow and feet-off-the-soil advice apply?
- How will you know when the plants are thriving again?

The Place Just Right:



Thriving in the Most Difficult Settings:

The Quaker hymn sings the need to find "the place just right...the place of love and delight." Good gardeners, parents, and educators know that helping our students find the place just right is critical. To do that, we need to recognize the specific talents and needs of our students and locate the setting in which they will flourish.

- Do they like their feet in moist soil?
- Can they thrive in dry locations?
- Do they crave high exposure? Who are the Daisies and Zinnias?
- Do they require low exposure? Who are the Begonias and the Hostas?

Do you know students like this?

Bulbs & Depths for Planting:

When you select bulbs in which to invest for the following year, the nursery sends you a detailed description of the depths at which they should be planted in the fall to ensure prolific blossoms in the spring. The smaller the bulb and its anticipated height, the less depth is required. For bigger bulbs with heights of a foot or more, the deeper the gardener must dig to plant the bulb and surround it with bulb toner/fertilizer. I think this replicates the challenges we see when moving young vs. older students. The younger students tend to be more readily planted. The bigger bulbs with greater potential require in-depth consideration. Although they carry their potential with them, they must be given TLC to fare well.

- Who are your Crocus and Snowdrop bulbs (small, but perennial)?
- Who are your Daffodils (naturalizing and prolific producers)?
- Who are your Rembrandt and Parrot Tulips (colorful and exotic, but one season)?



Kathleen O'Beirne is an MCEC Board Member Emeritus and author of *Gardening: A Window on Our Soul* (available through the MCEC Book Store).

I must confess being a slow-to-warm-up plant myself. When my Army family had protracted periods in the same place, I thrived – especially in the ravine park next to our house in Arlington, Virginia. But, as my dad became more senior, the relocation cycle picked up, interspersed by the Korean War. With two junior high schools and four high schools, I am the poster child for secondary school mobility.

As I explored the concepts of transplanting for my new book, I anguished over the real-life need to transplant a large colony of Lungwort (*Pulmonaria*) at our cabin. The well pump line had broken and we had to dig up half of the driveway and some of my perennial shady planting beds. I carefully removed all of the Lungwort plants and kept them moist. Once all of the back hoe work was done, I replaced most – but I also put a few plants in separate sites so that if some failed to thrive, I wouldn't lose them all. I guess that tells you a lot about my reluctance to put all of my eggs in one basket!

I am happy to report that most have survived. Some will take a year or two to spread. But, I was able to rescue some favorite plants and have spent my adult life doing the same with military children. Planting is the easy part. Maintenance is the ongoing commitment. But, it is also important to sit back and enjoy the results of our labors.

*The theme of growing healthy children is also found in Michelle Obama's new book, *American Grown: The Story of the White House Kitchen Garden and Gardens Across America*, and Dr. Mike Matthews' presentation at this year's MCEC National Training Seminar, "Hardy Plants, Hardy Children."



ACCORDING TO THE NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS, hearing loss is the most common birth defect in the nation. Any degree of hearing loss has the potential to delay speech and language development if undetected. Early identification and the use of state of the art hearing technology impact children's lives profoundly. In the not too distant past when a baby was born without hearing, parents were often not aware of their child's hearing loss until the baby was at least two years old or older. Depending on the age of the child when identified, the options for children were limited.

PHOTOS BY SARA A. ROSALES-GUERRA
Director of Public Relations

One/Three/Six

LISA G. LOPEZ, M.A., LSLS CERT-AVT
Sunshine Cottage Parent Infant Program Director

LESLIE WALTER, M.S.
Outreach Coordinator and Alumni Relations

MONICA DORMAN, M.S., CCC-SLP, LSLS CERT. AVED
Speech-Language Pathologist

ANDREA HARVEY, M.S., CCC-A
Audiologist

More options exist now because all states have passed some form of legislation requiring screening for potential hearing loss. A link to each state's requirements can be found at www.infantheating.org/states/index.html.

The keys to helping children attain their capacity to develop listening and spoken language and function fully in society are early identification and appropriate early intervention. In the field of deaf education, we use the One/Three/Six guidelines. If a child is identified in the first month of life as having a hearing loss and receives amplification by the third month, the child has the potential to develop listening and spoken language by the sixth month. At six months, a baby's brain can be stimulated to receive sound — preferably under the guidance of an early childhood interventionist or an auditory verbal therapist. Babies who can benefit from a cochlear implant are able to undergo surgery as early as 12-14 months of age in the United States as controlled by the FDA.

The child's hearing aid or cochlear implant should be checked frequently to make sure it is functioning as it should for the child to receive optimal listening through the hearing device. Additionally, families need help to learn how to provide a language and listening rich environment so children have the opportunity to develop age appropriate spoken language. A listening environment stimulates the auditory brain centers where sound is processed. Access to sound during infancy is critical for the auditory brain centers to fully develop and for the

child to hear and make sense of the sounds of language. According to the National Institute on Deafness and Other Communication Disorders, nine out of ten children born with hearing loss are born to hearing parents.

At Sunshine Cottage School for Deaf Children in San Antonio, Texas, we see children who were not identified during their newborn screening as well as children who developed hearing loss after birth. Children born with typical hearing may lose their hearing over time due to meningitis, medications, accidents involving the head, or other conditions.



HEARING HEALTH CHECKLIST

Early detection and intervention are an important part of helping a child with hearing loss.

Is your child at risk?

Your child is at risk for hearing loss if he or she is unable to demonstrate each of the age-related behaviors below.

By 3 months your child should

- Startle or cry to loud noise or unfamiliar sounds
- Seem to recognize your voice and quiet if crying
- Quiet or get excited in response to new sounds

By 6 months your child should

- Respond to name by searching
- Turn eyes and head to search for location of sound
- Notice toys that make sounds

By 9 months your child should

- Turn and look up when you call his or her name
- Respond to sound when source is not visible
- Understand a large set of onomatopoeias ("meow," "moo")
- Follow conversation from speaker to speaker with eyes or turn head

By 15 months your child should

- Locate or point to familiar objects or people when asked
- Follow 1-step commands
- Enjoy rhymes and finger plays

By 18 months your child should

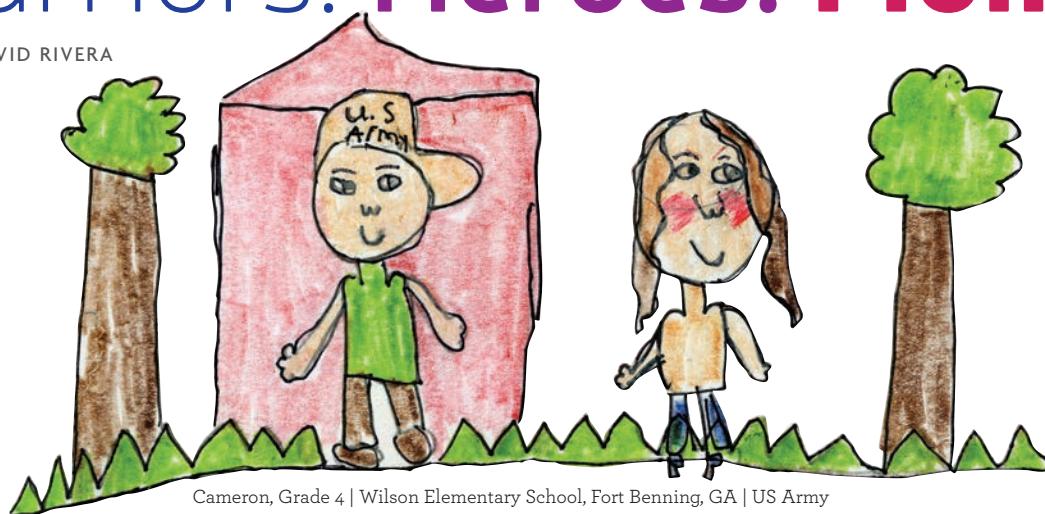
- Know 10-20 words and use them frequently
- Understand 50 words
- Follow simple commands and understand simple questions

If you have a concern about your child's hearing, please call (210) 824-0579 for more information or if you're in the San Antonio area, to schedule a hearing test for your baby.

Sunshine Cottage
SCHOOL FOR DEAF CHILDREN

Warriors. Heroes. Moms.

MAJ JOSE DAVID RIVERA



Cameron, Grade 4 | Wilson Elementary School, Fort Benning, GA | US Army

AS A SERVICE MEMBER, I am humbled when total strangers walk up to me to shake my hand, hug me, graciously pay for my meal, or simply say "Thank you for your service to our country." Although I feel very proud of my military service, as well as of this great country of ours that affords me the honor to serve and live free, I know there are thousands of people who deserve much more praise, admiration, and respect than I ever will. Most of them do not wear a uniform and their courage, service, and sacrifice go largely unnoticed. Yet they fight their battles daily, from the second they wake up to their last conscious thought before drifting away into the night's sleep. They are warriors. They are heroes. They are autism moms.

My wife is one such warrior. Over the past eight years, since our son's diagnosis, she has fought tirelessly for him. Her battlefields have been parks, stores, malls, restaurants, and the school conference room. She goes through her day as a soldier at the ready, because she never knows when the next meltdown, tantrum, outburst, or sprint across a busy parking lot will come.

As she uses her napkin to dry the green bean juice that touched the macaroni and cheese that triggered the incessant screaming in a restaurant, she suppresses

the urge to cry when she notices a dozen pairs of eyes disapprovingly witnessing the scene. "They don't know," she tells herself. "They don't understand."

That story is just one of thousands lived daily by autism moms across the country. Over the past decade, we have seen an alarming increase in the incidence of autism. **The Centers for Disease Control and Prevention (CDC) estimate that one in 88 children have been diagnosed with autism.** Behind each of these kids is a mom fighting to make her son's or daughter's life better.

Autism moms wake up in the morning armed with love as their weapon. They go to sleep at night embracing the hope that tomorrow will be better than today as their armor. They are warriors. They are heroes. They are autism moms.

Do you know one of these heroes? Then thank them for their service and their sacrifice. Praise them for their love and devotion. Ask them: Is there anything I can do to help you? Cook them dinner. Offer to wash their cars or walk their dogs. They are tired, but they will not quit fighting. They are warriors. They are heroes. They are autism moms.

Thank you, Margaret, for being a warrior for our son. Thank you for being my hero.

This article was originally published in the May 2013 issue of The OARacle, the monthly e-newsletter of the Organization for Autism Research.

MAJ Jose David Rivera is a career Army officer with over 17 years of active service. He holds a Bachelor of Science degree from the United States Military Academy at West Point and a Master of Public Administration from The University of Texas at Arlington. Currently, he commands a Reconnaissance Squadron in the Texas Army National Guard. He is married to the former Margaret Watson, who holds a Master of Arts in counseling and is a licensed professional counselor. Together, they have two neurotypical college-age children and 10-year-old Joseph, who was diagnosed with autism at age 3. They live in Richmond, Texas.



Successful Training Serves Thousands

KEITH MARTIN
MCEC Program Manager

The Joint Family Support Assistance Program (JFSAP), funded by the Office of the Secretary of Defense (OSD) and administered by the Department of the Army, was the single largest and most far-reaching training program provided by MCEC. Multiple trainings were conducted in every state and territory over a six year period.

During the contract period, the MCEC achieved the following:



1. Conducted 453 individual Institute trainings – *Living in the New Normal™ (LINN): Helping Children Thrive through Good and Challenging Times*, *Living in the New Normal Practicum (LINN-P)*, and *Supporting Children of the National Guard and Reserve Institute™ (GRI)* – fulfilling 100% of the funded deliverables.
2. Drew more than 13,000 educators, service providers, community leaders, Family Readiness

- Group leaders/members, and joint service Family/Youth program staff to trainings. More than 11,500 completed a Professional Development event.
3. Conducted 31 LINN Public Engagements, attended by 2,500 leaders from state and local government, social service agencies, public and parochial education, mental/physical health care providers, volunteer organizations, and the faith-based community.

The outcomes derived from post-training After Action Reports and communication with Professional Development participants showed:



1. Many schools/school systems initiated active programs to identify and support military-connected children.
2. Local area Action Plans developed as part of training are being used to forge community partnerships.
3. Child-care/early education providers in many states and local communities are now aware of the issues and challenges facing military children and are actively working to provide informed sensitivity and support.
4. Institute trainings were hosted by 32 Institutions of Higher Education (IHEs), many of which are signatories to the Joining Forces Educate the Educators partnership.
5. Many state/unit Family Readiness Groups have increased outreach and support efforts.
6. Many Family/Youth staff members attended MCEC training as part of staff and professional development. (This is critically important because of high rates of turnover in Family/Youth staff.)

Training attendees indicated they need more information about these topics in order to support children:



1. Reintegration/Readjustment
2. Wounded Warrior/PTSD
3. Suicide Prevention
4. Divorce/Abuse/Neglect
5. Employment/Economic Impact of Transformation/Declining Deployments and Extra Duty

The overall impact of the joint effort between MCEC and the Department of Defense Joint Family Support Assistance Program is visible through the consistent, high-quality training constructed to give all who attended the latest research and experience-based knowledge, skills, and tools to assist military children in developing and sustaining strength and resilience in a climate of stress. The 15,000+ potential difference-makers began the MCEC training experience with interest and sympathy. They are now at work as a coast to coast, border to border, sea to shining sea corps of informed and inspired combat multipliers, sharing what they learned as caring, committed, and active advocates for the children of our servicemen and women.

Service Leadership through Student 2 Student™

For the past four years I have been a core leader in the Falcon High School *Student 2 Student* (S2S) program. Throughout these years I have been responsible for many activities, decisions, plans, and tasks beyond the average high school student. I willingly accepted the challenges as my service to the school. My leadership roles within the group have not only allowed me to better my school but myself as well. When I joined S2S my freshman year, I wasn't sure what to expect but quickly learned the ins and outs of the program and quickly became heavily relied upon. I learned that service is more than just helping others' basic needs. Servitude includes going above and beyond to help another person feel important.

In the words of Mrs. Frances Hesselbein, "**to serve is to live.**" I found my call to give back to my school through S2S. My services through my small actions eventually become very impactful. I feel I am living a successful life through the opportunity to serve others around me. My

time in the S2S program has allowed me to see the impact of others across the country. As a daughter of two civilians, my experience with the military has been slim, S2S is a program that was originally created to help transitioning students of military-connected families, and over my four years I have seen



the difficulties and struggles military students experience. Constant moving, readjusting, making new friends are all issues faced by military-connected students. Through building relation-



A Military Child Education Coalition® Initiative

HANNAH PETRIE
Falcon High School, Peyton, Colorado, 2013

ships with new students. **I was able to see firsthand the sacrifices these students make and how much of an impact S2S can make.** Whether it's a simple "hello" in the hallway, helping find a class, or sitting with a transitioning student in a crowded high school lunch room, the smallest things can help make the transition smoother.

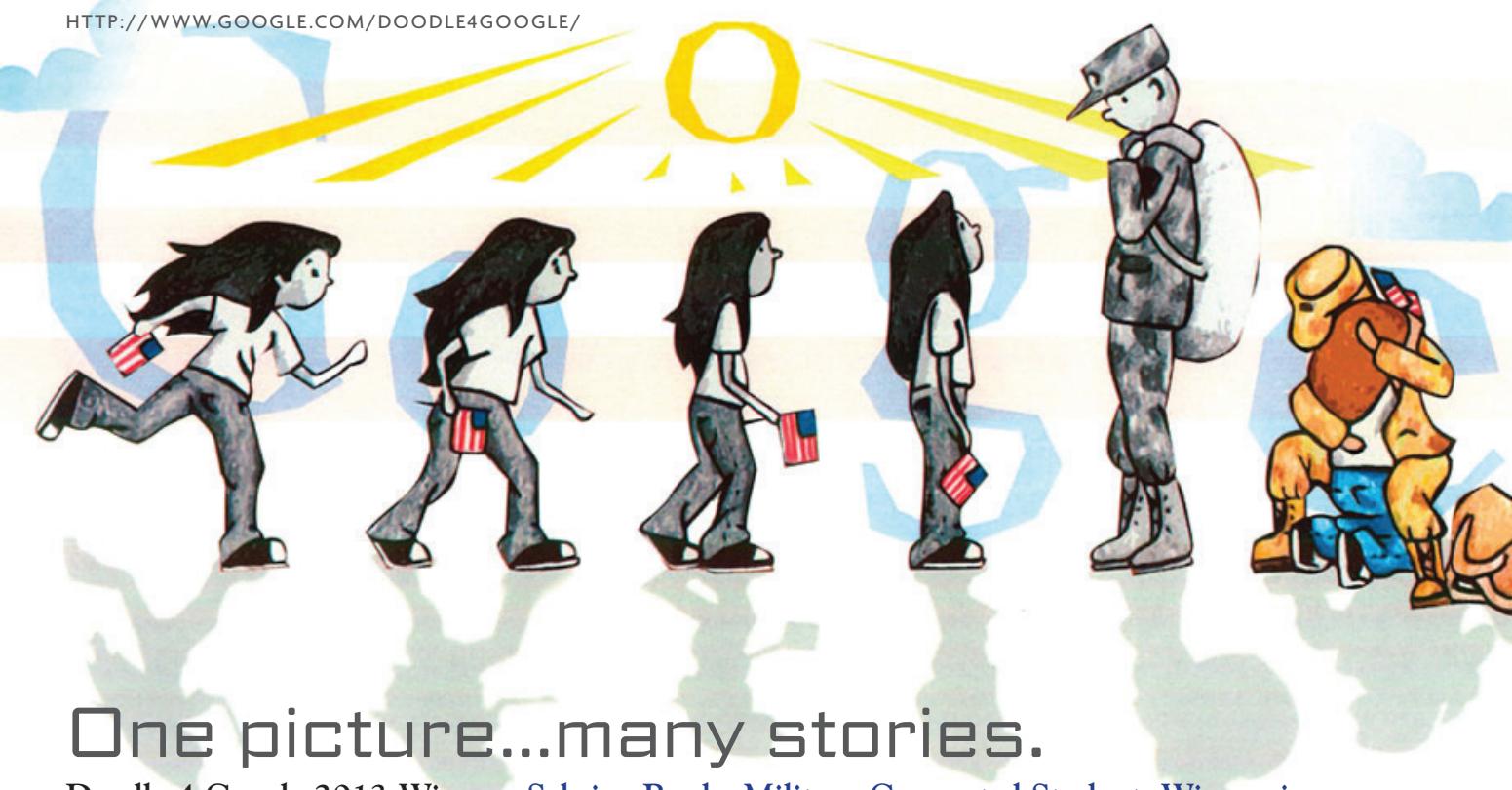
At the Frances Hesselbein Student Leadership Program at the United States Air Force Academy and the 14th Annual Military Child Education Collation National Training Seminar, I heard more stories from not only other S2S programs but also our military leaders and the impact that S2S programs can have around the world. **My time and experiences in the S2S program have allowed me to see the impacts that my service can have on others.** I hope to be able to continue to serve those who serve our country through teaching

military-connected students to be able to show my appreciation for the men and women who sacrifice so much for the United States - the land of the free because of the brave.

Sticking together to OVERCOME ANY Obstacles & Cycles

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

ANNA K., SHAPE M/H SCHOOL, BELGIUM



One picture...many stories.

Doodle 4 Google 2013 Winner: Sabrina Brady, Military-Connected Student, Wisconsin

Given a theme of "My Best Day Ever..." by the folks at Google, Sabrina chose to depict a welcoming embrace from her father as he returned from a deployment.

THE NEW KID

BY ADAIR MINIHAN

Have you ever been the new kid? Have you ever been in that awkward situation where everyone knows each other except for you? Being the new kid defines my life. I am the daughter of an active duty Air Force pilot. By the middle of my junior year, **I had already attended ten different schools, four of them high schools.** I have lived in eight states and three countries in support of my father and my country.

The experience of constantly switching schools and being introduced into new environments has dramatically impacted my life and influenced my views of the world. I now possess the skill of easily adapting to new environments. This skill not only ensures survival, it pushes me to excel. I always maintain above a 4.0 GPA and get involved in numerous extracurricular activities. I make new friends and learn to call my new location home. In addition to learning how to survive in new environments, I acknowledge the significance of one's attitude toward life.

Between starting new schools, going to new churches, playing on new sports teams and living in new neighborhoods, being the new kid affects all aspects of my life. Because of this, having a good attitude is essential. When approaching a new situation, my

experience is dependent on my mindset. If I think my new school is going to be horrible, it most likely will be. If I decide to make the most of it, the experience will most likely be a good one. Making the most out of life is a choice and a way of thinking; it is not dependent on luck. My attitude not only affects myself, but others as well.

Another lesson I have learned from my experiences as a military child is how important family and friends are to success and happiness. I am incredibly blessed with a supportive family and a circle of friends that stand by me through thick and thin. They provide me with an emotional rock to counter all the other instabilities in my life. I can be on the other side of the world but feel perfectly at home in their presence. Through deployments, new schools, new states and new countries, my family and friends have provided unwavering support.

I wouldn't trade my experience as a military child for anything in the world. It is this aspect of my life that has challenged me continually. It has allowed me to grow as a person, formulate opinions about the world around me based on experiences, and appreciate my challenging lifestyle. I am incredibly excited to start the next chapter of my life and to, once again, be the new kid.

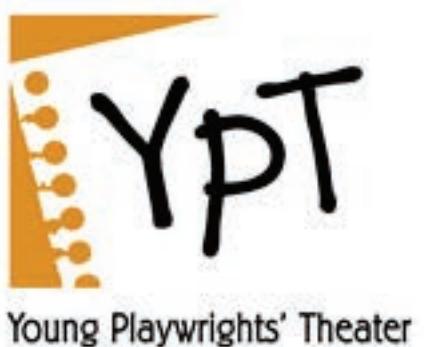
...being the new kid affects all aspects of my life. Because of this, having a good attitude is essential.



PHOTOS BY GRAZYNA MUSICK

S2S Students Walk in Others' Shoes

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



AT THE MCEC NATIONAL TRAINING SEMINAR, 20 students representing five different high schools participated in a program led by the Young Playwrights Theater (YPT) of Washington, DC. They came from Falcon High School (CO), Fort Campbell High School (KY), Fort Walton Beach High School (FL), Ocean Springs High School (MS), and Steilacoom High School (WA). Anne Gilbert, of Anne Gilbert Associates, Inc., suggested the opportunity to Dr. Mary Keller, CEO of MCEC, as a prototype for an exercise for Student 2 Student (S2S) groups around the world. The workshop was made possible through a generous donation by Roy Gibson on behalf of Military Benefit Association, a proud partner of the Military Child Education Coalition.



Stage Movement

Their two-hour introduction to stage movement and playwriting was an intense production. Enrico, the group leader, first taught his theater novices "the power stance"—feet apart, shoulders back, and palms open at their sides. They put it to use as they formed a circle for a quick ice-breaker called the "Penguin Game." Each participant was to say his or her first name and then give a signature gesture to go with it. After once around the circle, they upped the ante by tossing the Penguin to someone across the circle who needed to repeat the thrower's name and gesture. Good natured assists were sometimes required!

Then, using a format that YPT has presented to numerous school groups, Enrico taught the students movement through space. Using their power stance, they were to walk with authority, to mill around and freeze when so commanded. This was part of the preparation for a short mime version of the President of the United States delivering his State of the Union address. Characters were selected: the President, the Vice President, and the Speaker of the House; photographers, members of the press, members of Congress, etc. Each was to have a one-line statement in mind that was being enacted, and their gesticulation was to express their character. Enrico taught them how to ensure that some folks were low on the stage, others in the mid-range, and others tall in order to occupy all of the space horizontally and vertically. And then, they did their one-minute portrayal....with amazing professionalism.

Playwriting

The second hour was devoted to scripting monologues (which ended up as two-person playlets). The students formed a ring again, took off one shoe, and placed it in the middle. Enrico told them all to take a shoe (not their own). They then took up paper and pencil to create an imaginary person who inhabited their shoe. Enrico prompted their writing with the following questions:

- What is the person's favorite food? Why?
- How old is this person?
- What does this person want to be when s/he grows up?
- What is his/her favorite place to go where s/he feels safest? Why?
- Who are his/her best friends? Describe them and why.
- Where are his/her best friends from?
- What is this person's greatest fear? Why?
- What would this person want more than anything else in this world?
- What does this person want to give to the world?
- What is this person's greatest joy?
- Complete your description.

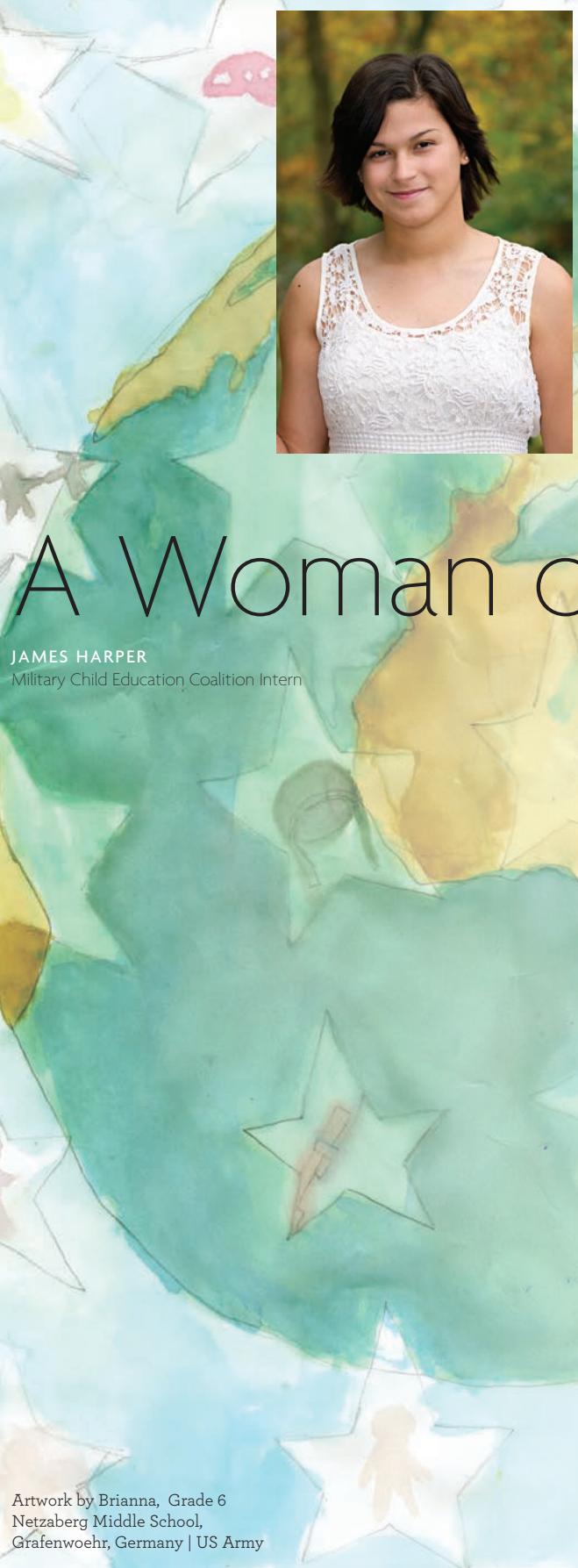
MCEC Prototype

In order to make this very creative beginning work best for mobile students, I would recommend that we now tailor the exercise to fit an S2S group's needs. The students would form groups of two who will complete the next segment. The dyads now tackle two scenarios. In the first, one student reads his description and the second student serves as the local person helping this student feel at home in his new school. So, student number two creates dialogue in response to student number one's stated preferences.

For scene two, the roles are switched and student number two reads his/her description. Student number two is a local student who will help the person leave the current school. Fueled by knowledge about his greatest fear, joy, desire to give to the world, and where he feels safest, student number one creates dialogue to encourage and support this person in/his/her departure.

Performance

The awesome dyads now share their short scenarios with the whole group. A short critique and/or follow-up to each production would be valuable. If videotaping capacity is possible, these vignettes could be utilized for a variety of in-house uses and perhaps even air on the school's website. One of the goals of Young Playwrights' Theater is to "provide a window into students' lives, cultivate an appreciation for young artists, and inspire others to write. By seeing their work brought to life for their community, students realize their ability to affect the world around them."



A Woman on a Mission

JAMES HARPER
Military Child Education Coalition Intern

Before her visit to the White House as an MCEC representative at the Conference on Girls' Leadership and Civic Education, Melyssa Gomez's goal was to be a teacher. She wanted to help one child at a time. But after her White House visit and her meeting with Second Lady Jill Biden at the conference, Ms. Gomez knows that one at a time is not enough.

"I want to change the world," said the 19-year-old former SHAPE, Belgium, student. "Dr. Biden taught us that as women we can change so much. She really made me understand how much I can help."

Melyssa knows all about helping. While she was a high school student, she was a *Student 2 Student*

advisor to all incoming students. Although she was already a member of several clubs and organizations, Ms. Gomez still found time to assist new students who otherwise would have been alone to fend for themselves on their first day at a new school.

"I started a program while I was in Middle School in Belgium," she said. "We mentored students to get them used to a new school, and if they left we threw them a party and gave them some parting gifts. After a few years we got a lot more members."

During her trip to Washington, Melyssa found several like-minded women whose ages ranged from 22-35. She felt an overwhelming sense of belonging because as she said, "All these women are so full of energy and passion. They make me want to do more."

Ms. Gomez still wants to be a teacher because her passion for kids is undying. She just understands that she has to do more, she has to go bigger. She has to. When people have unbreakable drive and undeniable passion, they have no choice but to pursue their goals.

They have to.

Melyssa attended SHAPE American High School in Belgium and is currently attending East Carolina University.

Bernard Curtis Brown II Memorial Space Camp WINNERS

"The future of this great country depends on making the focus of getting our students STEM ready a national priority." Jolene Anderson - PCS Edventures, Inc.

The MCEC Board of Directors established the *Bernard Curtis Brown II Memorial Space Camp Scholarship* in 2001 in memory of 11-year old Bernard Curtis Brown II. Bernard was a sixth grader at Leckie Elementary School in Washington, D.C., an excellent student with an interest in marine biology. His teacher selected him to attend a National Geographic Society school trip. Bernard died enroute, when his hijacked plane crashed into the Pentagon on September 11, 2001.

The scholarship gives military-connected children the chance to use skills from the STEM (science, technology, engineering, and mathematics) fields in hands-on situations. According to the U.S. Department of Education, only 16% of high school seniors want to pursue STEM-related careers. MCEC wants to keep military families updated about current STEM-related issues and give military-connected children the opportunity to participate in programs such as Space Camp.

MCEC is honored to present the 2013 recipients of the *Bernard Curtis Brown II Memorial Space Camp Scholarship*:

Tamara B. Bradson
Grade 7, Del Rio, TX, US Air Force

Tristan Colafati
Grade 7, Cheshire, CT, US Army

Gabrielle A. Colon
Grade 7, Marietta, GA, US Army

Jan Aaron E. Domingo
Grade 9, Santa Rita, Guam, US Navy

Emanoelle Nita Jae L. Bernardo
Grade 7, Oak Harbor, WA, US Navy

Robert N.G. Foglesong
Grade 6, Lackland AFB, TX, US Air Force

Eli S. Jackson
Grade 8, Abilene, TX, US Air Force

Kanae E. Koss
Grade 6, St. Marys, GA, US Navy

Jake A. Leible
Grade 6, Hohenfels, Germany, US Army

Mason C. Lund
Grade 9, Westerly, RI, US Coast Guard

Ashley Louise Mertsock
Grade 8, Springfield, VA, US Army

Timothy J. Petty
Grade 7, Egg Harbor Township, NJ, US Coast Guard



For information about the Space Camp scholarship, including eligibility and the application process, please visit:
www.militarychild.org/parents-and-students/programs/bernard-curtis-brown-ii-memorial-space-camp-scholarship#sthash.SNNmESUT.dpuf



10 Ways to make your **Students** LOVE you

SAM RANGEL
www.successintheclassroom.com

1. Smile. A happy teacher is easier to love. I always had a hard time with this. Like I've mentioned before, I don't smile naturally. I look angry most of the time, but when I'm around students, I do my best to make the effort to smile. Think about it. Wasn't your favorite teacher always smiling? Students come in to your class every day looking for some sign of acceptance. Some students enter your class after having a bad experience at home or on the way to school or in a previous class. Finding a smiling teacher helps make everything better. Smile. They'll love you for that.

2. Listen. Students will want to tell you about how their family just got a new car or a new pet or a new brother or sister. It's exciting news to them. They want to share it with everybody. Be that person who takes time to listen to their stories. Stop what you're doing and take time to look them in their eyes and give value to what they have to say. It might not be that big of a deal to you, but by giving value to what makes them excited, you show that you give value to them. They'll love you for that.

3. Ask. Ask about their family, their pets, their hair, anything about them. **Again, let them know you're interested in them.** If they don't come out and tell you what's going on in their lives, take the initiative. Let them know that you are sincerely interested in what is going on in their lives. Be their audience of one. They'll love you for that.

4. Compliment. Tell them they are amazing. Kids don't get enough compliments. Nobody gets enough compliments. I don't get enough compliments, but don't you love it when people give you compliments? Yes, you do! Be that teacher who notices their new haircut, their new shoes, their really cool backpack. "Hey Johnny, that is one awesome-looking backpack. I want one just like it." Remind them how special you think they are. They'll love you for that.

5. Be approachable. Students want to know that they can safely come and talk to you. If students have a question about the homework, are they comfortable coming up to your desk? Is there an invisible wall between your side of the room and their side of the room? What if they have a personal problem, are you the teacher who they can come to? "But Sam, I'm not their counselor. I'm their teacher." Amazing teachers wear many hats - teacher, counselor, motivator, conflict mediator, etc. **Be approachable.** They'll love you for that.

6. Believe in them. You have to believe that every student can be successful. Even that student who doesn't do anything and seemingly doesn't care about school can be successful in your class. When you believe this, you will do everything possible to help this student succeed. They may not pass the class, and you may have more gray hairs at the end of the year, but the extra time and energy you invested in that student will not go unnoticed. You never gave up on them, and they'll love you for that.

7. Stay in control. When a teacher yells in class out of frustration or anger, it's like burning a bridge between the teacher and the students. Students will make you upset. They'll frustrate you, but you cannot let them cause you to lose your temper and raise your voice. Students notice when a teacher remains calm even when the class is loud or when a student is being disruptive or defiant. Being calm and in control, even in the middle of chaos, is a hallmark of amazing teachers. Stay in control. Students will love you for that.

8. Adopt. Accept them as your children and not just your students. This is a tough one for many teachers. When our own children make mistakes, we give consequences that are not just punitive, but also teach a lesson. When we see the kids in our class as only our students, our actions are not the same as if we see them as our children. It's hard to see some of these kids as part of our households, but amazing teachers "adopt" each student on their roster. When they accidentally call you "mom" or "dad," you know you're on the right track. Don't see them as your students; see them as your kids, and they'll love you for that.

9. Touch. Give high fives and knuckle bumps. There's something about physical contact that helps break down barriers between people. I know teachers who treat their students like they have some communicable disease. They place this invisible buffer zone between themselves and their students. We have to be careful with touching students, of course, but a high five or a knuckle bump is a good way to make students feel important and respected. It's like a handshake. We shake the hands of people who we meet as a sign of respect. When you give a high five or a knuckle bump, we make them feel special, and they'll love you for that.

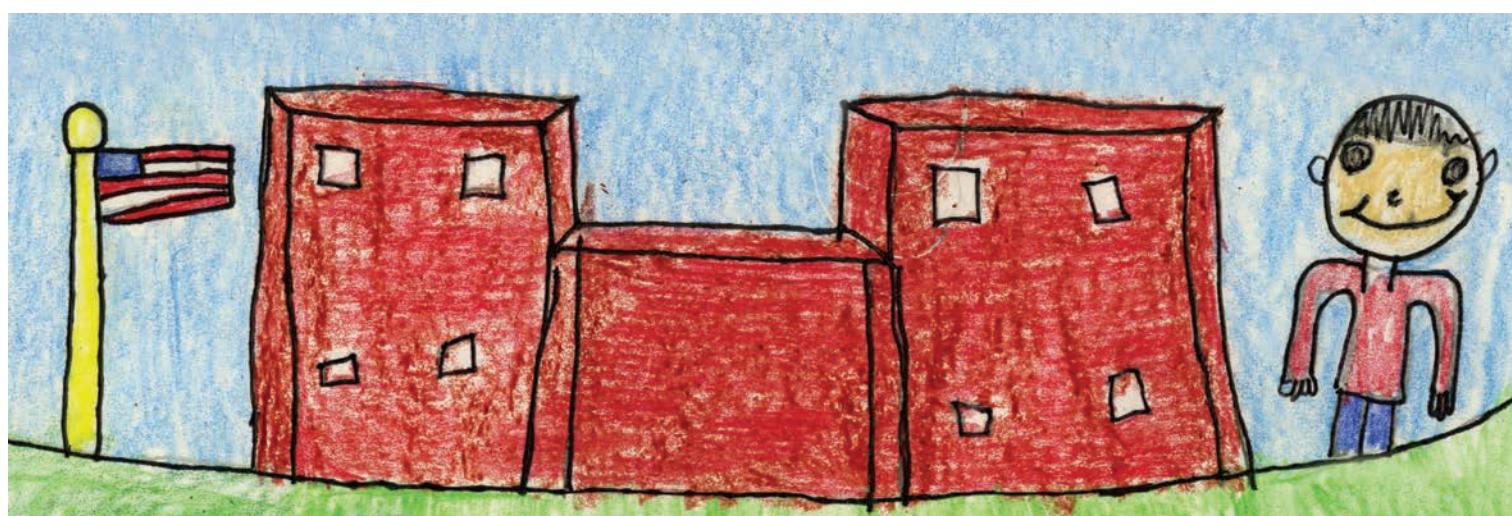
10. Make your lessons meaningful. Teach the students and not the subject. Boring teachers are not loved by their students - they're tolerated. Students won't remember you for the paragraph that they had to write on the American Revolution, but they will remember the funny story you told that brought the American Revolution to life. They'll remember how you incorporated Justin Bieber or some other current pop star in the lesson. They'll remember how you performed a rap song that explained the Bill of Rights. Take that extra time to make your lessons meaningful to your students. They'll love you for that.

As you probably noticed, all of the tips that I've mentioned have some kind of connection with the teacher demonstrating love toward his/her students first. If we don't love kids, then we're in the wrong profession. We are going to have a long, frustrating career as teachers if we don't have the student's best interest at heart. I feel sorry for those students who land on the rosters of teachers who don't care for kids. Those teachers don't read (articles) on how to be amazing teachers, unfortunately. Thankfully, you are not one of those teachers. Hopefully, you were nodding your head in agreement as you read this...

I can't guarantee that if you do all these things, you will be loved by all your students, but I can say that if you implement these tips, you will have a much greater and longer-lasting impact on the students in your class. You'll also enjoy your career more.

I think that whether a teacher wants to admit it or not, he/she wants to be loved by their students. He/She wants to have students come back and visit in later years. I know that I love it when a former student will come back and say hi. I wish they would wear name tags, however, so I don't have to ask who they are.

**Amazing teachers are loved by their students.
Be amazing.
Your students will love you for that.**



Artwork by Joshua, Grade 4
Wilson Elementary School,
Fort Benning, GA | US Army

[http://successintheclassroom.com/
10-ways-to-make-students-love-you/](http://successintheclassroom.com/10-ways-to-make-students-love-you/)



The *force* of Joining The **POWER** of Suggestion

SHAWN McCARTHY
Teacher, Sigonella Middle School/High School, Author
U.S. Naval Air Station, Sigonella, Italy

PART 1

As the Oval Office clock *strikes* midnight, alarm clocks across the European continent ring and school bells across Asia sound. It is a *synchronicity* performed thousands of times since the 1940s. While most American students are asleep in their hometown, 57,000 Department of Defense students *around the world* are heading to their homeroom in a school on a United States military installation overseas.

PHOTO BY DoDEA COMMUNICATIONS

Like parallel universes, when Americans headed to the polls on November 6th, 2012, students in my eighth-grade United States History class on Naval Air Station Sigonella, Italy, watched on CNN Student News. Though we had viewed the program each school day that year, Election Tuesday's edition was of particular interest. Having followed the election process since August, the students' interest in the electoral process was at its apex.

When a clip of the White House appeared on the screen, I paused the footage to explain why the White House appeared to be two stories on one side, and three stories on the other.

Soon the students began to ask more about the Oval Office, the Capitol, and what Inauguration Days are like. One student then said, "I hope one day I get to go to the White House so I can tell my sons about it." After stares from his female classmates, he self-corrected and added "... and my daughters, too!"

Once the class settled down, one student looked at me and asked, "Mr. McCarthy, can we go to Washington, DC?" After laughing for a few seconds, I responded by telling him and his classmates they were crazy. With that we all laughed together and moved on with the class period.

Teachers across the globe are used to it. The random and fantastical questions that students ask in classrooms every day are often times regulated to the "impossible" file. However, a simple question from the son of an active-duty military member serving overseas resonated.

After the bell rang and the students shuffled out the door, I began to reflect on the students and their comments. As a military brat myself, I spent all twelve years of schooling on military bases overseas. I am intimately aware of what it is like to be a military child overseas and all that it entails. We are not entirely from a given state, nor are we from the foreign nation in which we reside; we form a hybrid "third culture" that is difficult to articulate. The joys of experiencing life overseas are juxtaposed with the constant feeling that we are missing everything that is happening in the States.

When the student looked at me and asked to go to the nation's capital, I felt as though I was looking at myself.

Though living overseas comes with tremendous opportunities to see foreign cities, it comes at the opportunity lost of seeing the United States. In this case, we had a group of students who love their country, its history, and the political process by which we select our President. However, as military family members living overseas, they can only watch on television what other students in the United States can actually go see in person.

The question I began to ask myself was, "Why not take the students to the Inauguration?" Perhaps we could not get permission, or perhaps it was cost prohibitive. I began to look at flight costs and was surprised to find them reasonable. I then began looking at the regulations that govern our school field trips and was also pleased to find such a trip to Washington could actually fit within the parameters of our school's rules.

In reviewing my lesson plans and standards for January, we were scheduled to be studying the Constitution, separation of powers, and checks & balances. One of the first vocabulary words from the chapter was "Inauguration."

By the end of the school day, and long before we knew who won

on Election Day, the application for the trip's approval was largely complete. The following day I called two of our parents, including a fundraising guru, to see if they would be interested in sending their child on such a trip; both families were ecstatic at the notion but were sworn to secrecy pending approval.

Before I went any further, I paused to contemplate what I was about to get myself into. I knew if this trip was going to happen, I would be entirely responsible. Ironically, it was at this point that an email popped up in my inbox; President Obama had declared November as the Month of the Military Family, and DoDEA forwarded his proclamation to the teachers. His declaration sought to remind all of us of the sacrifices military family members make each day. It called on each of us to redouble our efforts and do something great for those who serve and especially for their families. For me, the President's message was neither that of a Republican or Democrat; it was the words of an American. That email and the President's words gave me the mental and emotional fortitude to go forward.

The next day I headed to the principal's office, handed her a packet, and then sat down. Not having previously been told of the request, she quietly began to read. After studying the application she looked up, smiled, and said she would send it up the chain of command for

"As their eyes grew bigger and the anticipation began to build, the student once again raised his hand and asked, 'Mr. McCarthy, can we go to Washington, DC?'"

approval. It was Friday afternoon; a question asked in class on Tuesday was actually being forwarded to the district office just three days later.

By the following Thursday I was able to assemble all of the eighth grade students in one classroom. Once the students quieted down, I reminded them of our discussion about the White House from Election Day. I also reminded them that one of the students had asked me a question that I had yet to answer. As their eyes grew bigger and the anticipation began to build, the student once again raised his hand and asked, "Mr. McCarthy, can we go to Washington, DC?"

I answered yes.

As if a scene from a movie, students burst into tears and many hugged each other; others sat with their mouths agape.

Once the students regained themselves, I quickly pointed out the economic realities; all costs were to be paid by the families as the Department of Defense, understandably, cannot fund trips of this enormity. I also explained that for some families, this trip was not "at the right time." Knowing that some of our students had just moved from Virginia and others would be moving there soon, I believed some of the parents would not want to invest in such a journey.

I then handed out a permission slip to each of our 30 eighth-grade students. It was Thursday, and I would need them signed and returned before school the following day. Unfortunately this meant parents would have less than 24 hours to decide if their student would take part; to secure the airline tickets we needed to move quickly. That evening I began to wonder how many students would actually return the slips.



The students participated in a variety of fundraisers to help pay for the trip, including bagging at the Commissary.

The following morning I waited in my classroom to see how many students would walk through the door with a signed form. The principal and I had forecasted perhaps 10 of the 30 would be allowed to go. One by one the students came in, carrying their slips like Willy Wonka's Golden Ticket.

Before the bell rang, 20 signed permission slips were in my hand.

I was stunned. Living on a military base, most of our students are, at best, middle income families; our students are not financially "rich." In addition, our trip was across the Atlantic, and our students were just entering their teens. It was an economic and emotional leap of faith by our military and DoD parents, and it exemplified their love of country.

After finalizing reservations on their behalf, parents then went to the travel agent to pay her directly. In meeting with the agent, she was astounded by the parents' desire to pay. "I have never seen so many people wanting to pay so quickly; it was as if they did not want to miss the opportunity."

While waiting outside to meet parents as they went into the travel agency, one Navy spouse said with a smile, "We had to move a lot of things around, but this is worth it."

Tuesday evening, just six days after the students were informed about the trip across the Atlantic, tickets for twenty students and six adults were purchased; we were going to the United States.

JOINING FORCES

Once airline tickets were purchased, it became my responsibility to set about creating a journey worthy of our military and DoD family members. There are a number of companies that run "Inauguration Tours" for middle and high school groups. After looking at their pricing, I knew we could not afford their services; our parents had spent hundreds of dollars just to reach the continent. It was also obvious that renting a bus for the duration would be cost prohibitive. In an effort to keep the costs down for our military and DoD family members, I decided to put a package together for them. I would need to make all tour arrangements

and reservations on their behalf. In addition, I felt a hybrid of metro and taxis would allow us to be flexible and minimize costs; no bus would be rented.

It became readily apparent that our trip was going to require a massive amount of planning and coordination. But where does a teacher sitting at a computer in Sicily start? I often joke the only connection I had before this journey was my Internet connection.

The evening we purchased our tickets, I sat down at my kitchen table and began to look through my emails and documents related to the trip. I reread the President's Month of the Military Family Declaration and began to smile. I knew I was doing the right thing for our families, and through his Declaration, I knew how I was going to proceed. Near the end of his statement, he mentioned Joining Forces. I had heard much of Joining Forces and Dr. Biden and Mrs. Obama's outreach to military

family members. I had, in the past, made a mental note that both of these individuals seemed to genuinely care about our military and DoD families.

Joining Forces was the model. I would simply follow Dr. Biden and Mrs. Obama's advice; join forces with others to accomplish the task. A close friend who works for Hilton was able to assist us with reservations at the Double Tree at Crystal City. Our base commander, who had worked for a senator, contacted his former employer for a Capitol tour. The

good folks at Street Law and a friend at the Supreme Court set about securing a special visit to the highest court in the land.

What seemed the greater challenge was finding those with whom to coordinate for the White House tour and events surrounding the Inauguration. The "swearing in" of the President on Capitol Hill was coordinated by Congress; most of the other Inaugural events were controlled by the Presidential Inaugural Committee (PIC). Never having met a member of the PIC, nor having any contact on the Committee, it seemed improbable that we would be able to collaborate with the PIC. In addition, as it was early December, the final schedule of the Inaugural events had not been released.

I began to search for other options for Inauguration Day. Having seen the USO and other groups marching in the Inaugural Parade, I wondered if a group of students from one of our military bases overseas would be a nice addition. Interestingly, a portion of the application suggested a letter of recommendation from a political leader from the home state. However, our military base is not represented by a senator, congresswoman, governor, or even a mayor. I opted to affix Mr. Obama's Declaration as our lone recommendation.

By mid-December, it was apparent that no government agencies would simply help us on our own merits. The notion of a group of students paying their own way to see the Inauguration did not seem to spark the interest of others in terms of experiencing the Inauguration. Not being from a given state worked against us; I realized that military and DoD families living overseas have no real representatives in our legislative branch. It was disheartening knowing that I was failing our families.

"Not being from a given state worked against us; I realized that military and DoD families living overseas have no real representatives in our legislative branch. It was disheartening knowing that I was failing our families."

While attempting to secure tickets for the Inauguration, I ran into a major roadblock. Each member of Congress that I attempted to contact had the stipulation that Inaugural tickets were for constituents only. As an eclectic grouping of Americans stationed overseas, we were not from one specific district or state. In addition, with the tickets being distributed via a "lottery system" we ran the risk of only a small number of us being able to procure tickets. I realized that getting Inaugural tickets from Congress for all of us was virtually impossible.

evening, I stumbled upon the names and contact information of a few members of Vice President Biden's staff. After being bounced around to various voice-mail boxes, a person picked up on the other end. Upon introducing myself, I briefly described our group and what we hoped to see; I also apologized for taking so much time and for talking for so long. The Biden "staffer" said she actually wanted to know more and asked me a number of questions and then gave me her email address. My main requests with Mr. Biden's office were for a tour of the White House and tickets to the Kids Inaugural Concert.

It should be noted that aside from an initial "tentative" schedule of events, the parents were given no other information about our itinerary. No promises were made about the White House or the Inauguration; I had actually relayed the low probability of getting tickets to either. The families were excited their students would be in Washington; at no point did they demand special consideration.

On December 20, I received official notification that our students would not be taking part in the Inaugural Parade. Though I felt our chances of being selected, especially in a condensed parade, were relatively small, it was perhaps the reality that I had failed the students and their families that hit me the most. Our group would be traveling all the way to Washington, DC, and because we had no representation or voice, we were

Military Kid

BY ALEXANDRA LAWRENCE

*Under the stars, we stand United as one,
Born free and enjoying GOD's bright sun.
Having to watch our parents from afar,
And setting the tears aside until the job gets done.
As they don their battle rattle and do this for us,
And deploy to and from all without fuss,
Staying bound to our duties and doing what's right,
For it's our parents who had the will to fight,
And always persevering in hard times and trouble,
Hoping our parents will be home on the double.
For working hard and diligently,
For having courage and strength when needed,
For being there for others in times of sorrow.
I write this poem
For Military kids, Today, Yesterday, and Tomorrow.*



Sigonella MS/HS students honor the nation at Joining Forces gathering prior to the Inauguration. View more photos from the trip at:
<http://www.flickr.com/photos/dodeacommunications/sets/72157632590499031/>
<http://www.flickr.com/photos/dodeacommunications/sets/7215763255545386/>



going to be completely left in the cold. We would be on the outside looking in, just like it feels we do every day we live overseas.

Twenty students and five parents were flying to the United States for the Inauguration, and it really seemed like no one involved with the Inauguration cared. I began to realize we would be spending our Inauguration Day at the back of the crowd on the National Mall. Though it would be an exciting experience, being pragmatic I knew that having twenty students standing in a mass of humanity for seven hours would be less than ideal. I truly believed that as a nation we could do better for our military and DoD family members living overseas.

In one last attempt to help our students, I stumbled upon what appeared to be some contacts in the Presidential Inaugural Committee. I quickly created a note and sent a few emails that evening. After sending the emails, I opened up Mr. Obama's Declaration and reread the text. Looking back to the reference to Joining Forces, I decided to research the organization a bit further. One article mentioned a collaborative effort with the Military Child Education Coalition.

MILITARY CHILD EDUCATION COALITION

The MCEC has been working "for the sake" of the military child for a number of years. Though based in Texas, the work the organization does for our military & DoD family members is felt around the world. Their program to help incoming students make the transition to new schools is used each time a new student walks through our school door all the way in Italy.

As MCEC strives to assist in providing inclusive educational opportunities for military-connected students, I decided to pick up the phone and call their offices in the United States. Though Mary Keller, the president of the organization, was not in her office, I was given her cell phone number so we could get in touch. With the holidays nearing, she was driving to Fort Worth when I called. After listening to our story, she asked me to send her an email so she could help out and promised she would respond after the holidays.

The next day, on December 21, I received a response to the email that I sent to the PIC. The person who responded was on the PIC and had worked extensively for the President. When I asked him who I needed to contact to help our students, his response was, "I am the guy that can get things done."

It had taken nearly a month, but it appeared things were starting to come together. Our friends at the Vice President's office were working on a tour of the White House, our request for the concert was moving along, the Capitol tour was set, a "unique" visit to the Supreme Court looked probable, and the kids were excited about staying at the Double Tree Crystal City. As most of Washington, DC was closing down for the holidays, it appeared the first week of January was going to be the week most of this would come together.

...story continues online! Visit:
www.MilitaryChild.org/the-force-of-joining



PHOTO BY CHRISTOPHER DILTS FOR THE PRESIDENTIAL INAUGURATION COMMITTEE 2013



PHOTO BY DoDEA COMMUNICATIONS
Ms. Marilee Fitzgerald, Director of DoD Education Activity (DoDEA) interacts with students at ceremony prior to the Inauguration.

SchoolQuest.org

A Military Child Education Coalition Initiative

Need information about schools,
college & workplace readiness, transition, and more?

The MCEC SchoolQuest site offers:

Browse for Schools

Find any public – and many private – schools or districts in the U.S. You can also find Department of Defense schools for military installations overseas.

SchoolQuest College Planners

College planning made easy! You can prepare for ACT and SAT tests, research colleges and courses of study, make a plan for financing college, find scholarships, and get tips for completing admissions and scholarship forms.

State Education Requirements

Our SER section is a compilation of resources in one location for all fifty states, DoDEA and Washington, DC. It provides information about state school requirements and resources by each individual state, or you can research a specific resource area in one or more states.

SchoolQuest Library

Our library is stocked with terrific resources to answer questions you may have about educational transitions, college and workplace readiness, special needs, and many other subjects.

SchoolQuest Profile

Think of this as your "virtual file drawer" accessible from anywhere in the world. Create a password-protected profile to store students' educational, extracurricular, award, volunteer, and work information.

SchoolQuest Blog

Share your thoughts and experiences and see what others have to say. Our blog is updated regularly with the latest information for military students and their families.

Ask Aunt Pegie

"Aunt Pegie" knows transition. Can't find the answer to questions about transferring credit, choosing the right school, or anything else related to education? **Ask Aunt Pegie!**





It's all about LEADERSHIP

► Students Shine at Academies

They came from across the globe,

22 scholarship recipients of the *Frances Hesselbein Student Leadership Program*, to attend a one-week training program offered at the United States Military Academy at West Point, New York, and the United States Air Force Academy in Colorado Springs, Colorado.

The program identifies exemplary youth through their participation in the MCEC *Student 2 Student* (S2S) program. Named for Mrs. Frances Hesselbein in recognition of her dedication to the development of children and youth, the program is in its seventh year. Mrs. Hesselbein is the Chairman of the Board of Governors of the Leader to Leader Institute and the former CEO of the Girl Scouts of the USA. She was awarded the Presidential Medal of Freedom, the United States' highest civilian honor, in 1998.

Under the direction of the MCEC and Academy staff, and following Mrs. Hesselbein's inspiration and guidance, the program delivers intensive training, interaction with positive role models, and practical applications. Program objectives focus on team building, leadership development, resilience, lifespan human development, character development, community involvement, and leaders in action.



2013 Frances Hesselbein Student Leadership Program Scholars

United States Military Academy at West Point, New York

JOHN (J.L.) BENTON
Junior at Union Pines High School
Cameron, North Carolina

JESSIE BRODEUR
Junior at Alamogordo High School
Alamogordo, New Mexico

EMILY COATS
Junior at Columbus High School
Columbus, Georgia

DAVID COOPER
Sophomore at Daegu High School
Daegu, Korea

EMILY GARY
Junior at Enterprise High School
Enterprise, Alabama

SAMANTHA KAGEL
Junior at Belton High School
Belton, Texas

NISHANTH LAVENDRA
Junior at Belton High School
Belton, Texas

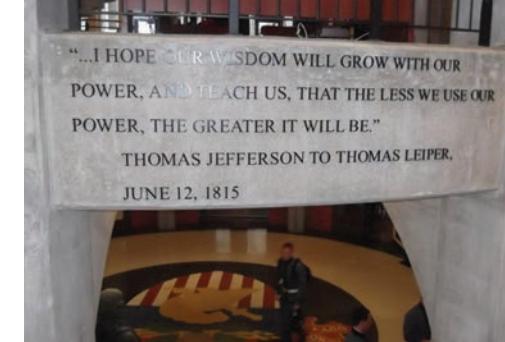
TAEYON MCKINZY
Junior at Schweinfurt High School
Schweinfurt, Germany

JACKIE NEVILLE
Junior at Navarre High School
Navarre, Florida

LAUREN SAVAGE
Junior at Southwest Christian High School
Fort Worth, Texas

ELIZABETH WARD
Junior at West Creek High School
Clarksville, Tennessee

SAMANTHA WIGMAN
Junior at Steilacoom High School
Steilacoom, Washington



Students selected for this year's program came with impressive resumes that belied their youth. With varied career interests, the students shared qualities of service, leadership, and drive. Mrs. Hesselbein tries to meet with each group of students during the leadership week, and leaves impressed and inspired each time. Mutual admiration was obvious at her West Point visit as she engaged with students from all over the world, remarking "The [Francis] Hesselbein Student Leadership Program offers a rare opportunity for teenage students to experience an adventure in learning that is global in concept, that opens doors to cross-cultural engagement, and provides a powerful depth of understanding of the significance of American citizenship, and the history of how the American military has sustained the democracy."

Since the beginning of our country, there have been two institutions that have sustained the democracy: public education and the United States Army. Both are indispensable partners in this great adventure in learning at the [Francis] Hesselbein Student Leadership Program."



For an application or more information about the *Frances Hesselbein Student Leadership Program*, please follow the link below.

<http://www.militarychild.org/parents-and-students/programs/frances-hesselbein-student-leadership-program>



Join Us ...for the sake of the child

Important MCEC dates to remember:

March 10, 2014
Space Camp Applications Due

April 2014
Month of the Military Child

April 30, 2014
Pete Taylor Partnership of Excellence Award Entries Due

July 29-30, 2014
The MCEC 16th National Training Seminar in Washington, DC

Fall 2014
Frances Hesselbein Student Leadership Program - check www.MilitaryChild.org for application due dates

September through December 2014 Contribute to CFC #10261

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

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 (including membership dues) 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, schools, school districts, military installations. You do not have to be military-connected to be a member of MCEC.



Update your contact information with MCEC at www.MilitaryChild.org/login. Email Membership@MilitaryChild.org for assistance.

Help Military-Connected Children with your Membership... **It's Easy!**

Join online by visiting www.MilitaryChild.org and click "Become a Member"

or email Membership@MilitaryChild.org to find out more.

"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

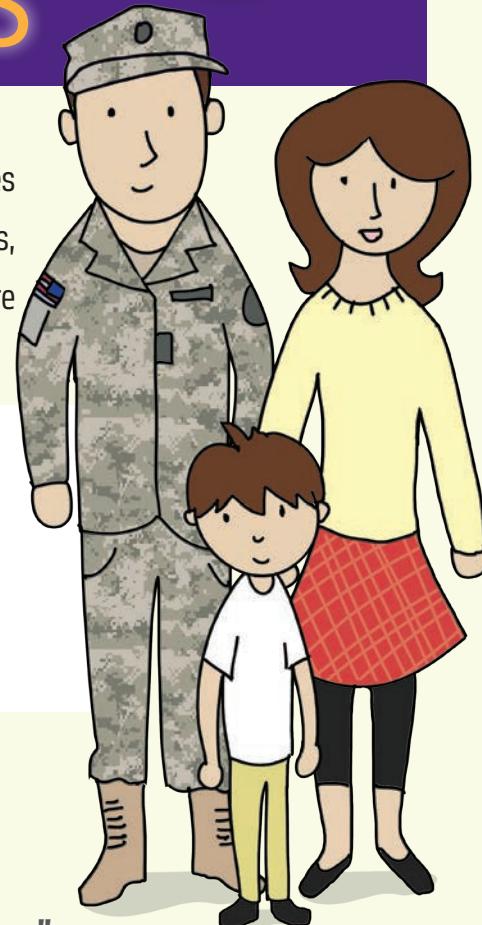


ONLINE TRAINING COURSES



Concise, practical trainings focus on supporting military families during challenging times. Designed for family members, caregivers, educators or professionals working with military children, courses are **adaptable** and **portable** to fit individual situations.

- › **Connect** with others engaged in supporting military kids
- › **Impact** the life of a military-connected child who may be struggling
- › **Appeal** to a wide range of child audiences
- › **Offer** strategies designed to help our kids adjust, thrive, and reach their full potential



Available Online Now!
The Journey from "Welcome Home" to Now: Reunion, Reconnecting, Routine™

Features dynamic instructors who identify potential reintegration stressors, suggest supportive activities and strategies, and emphasize the importance of service and "giving back" as a valuable trait to ensure opportunities to thrive.

Soon to be released!

Helping Military Children Discover Their S.P.A.R.C.
(Strength, Potential, Aspirations, Resourcefulness, Confidence)TM

S.P.A.R.C. takes a look at what motivates students to bring their very best efforts to all their education endeavors, and develops guidelines to ensure that happens.

Courses offer Continuing Education Units (CEUs), and can be taken as schedules permit.

Check out www.MilitaryChild.org/online-training for more information.



SARA TAYLOR

From the Front Lines to the Classroom: WHAT IT MEANS TO SERVE

When I walked into the Liberty County Pre-K Center, I was a teacher. When I left, I had a new appreciation for what it means to serve.

The center is a beautiful building in Hinesville, Georgia, located less than half a mile from the gates of Fort Stewart, home of the Third Infantry Division and 11,000 soldiers and their families.

Jacob, an autistic four-year-old, greeted me on the first day of school, four years ago, not with a handshake, but with a grunt and a rather purposeful peeing of his pants.

Completely unable to communicate, destructive, and endlessly hyper, Jacob was one of the 23 pre-K students in my self-contained special education classes.

One-third of students with deployed parents show symptoms of anxiety.

And like many of my other students, Jacob's dad was preparing for a year-long deployment to Afghanistan.

Given his special needs, Jacob's parents were extremely concerned about his ability to comprehend where his father was going and why he was choosing to serve his country.

One-third of students with deployed parents show symptoms of anxiety. Some may struggle with behavior during deployment, affecting their performance and attendance in school. Few teachers outside of the Department of Defense education network are trained or

experienced in handling the additional stress and pressure a deployment can cause for children as young as 12 months.

I quickly realized my responsibility as an educator had never been greater and the stakes for my students had never been higher.

Jacob and his classmates were beginning their entire educational careers in my classroom, and many of them would be experiencing this new educational environment without one or both of their parents. The remaining members of the household would have

on our colors or how to tie our shoes. It meant that there would be days where I let myself worry about Jacob's dad and about my own husband, an officer in his first year serving at Fort Stewart.

Eleven months after that first day of pre-K, Jacob had successfully transitioned to a general education classroom, potty-trained, and able to speak in five-word sentences. Jacob's father returned safely from Afghanistan to have his first, real, in-person conversation with his son.

A very short year later, I waved goodbye to my own husband with my one-year-old on my hip. Having watched the toll deployment had taken on the parents I worked with, I was concerned about Lily's development with her father so far from home and my own network so limited.

As a spouse, parent, and educator in the military community, I finished that year having gained some incredibly valuable – albeit unorthodox – professional development. I learned to ask for help, and when help was offered, I took it. I realized there are just going to be tough days. Tough for me, tough for my kids, tough for our community. I learned to allow myself and others to be sad, angry, and anxious in order to move past the emotions to do the work at hand. I learned to give myself the opportunity to see situations from others' perspectives. I learned to trust others.



So what can you do if you work with students of our active duty military?

**Be human.
Listen.
Offer help.**

See beyond behavior and provide a stable environment. Provide opportunities for students to talk about their loved ones, share stories, and demonstrate pride. Include the deployed parents' perspectives through email, Skype, and care packages. Hold their children to high expectations. Give them a place where they know exactly what to expect.

My husband returned home, and my daughter is a strong and resilient little girl. When I joined Teach For America and began teaching nine years ago in New York City, I knew that I would work in diverse communities facing complex issues. I feel blessed to have spent a portion of my nine years in education since serving the children of our military and as a mother to my very own Army brat. We came to San Antonio in May 2013 when the U.S. Army moved my husband here.

On this Veterans Day, I urge us to remember the four-year-olds bravely learning their colors, tying their shoes, and waving their flag, patiently waiting for their loved ones to return home.

For further resources for children of deployed service members, mental health and anxiety, visit www.CampCOPE.org and www.behavioralhealth.army.mil.

Sara Taylor is an instructional coach at Teach For America and proud member of the military community.

This article has been republished with permission from *The Rivard Report: Local. Independent. All About San Antonio*.

For more visit www.rivardreport.com

ONLINE TRAINING COURSES



Address Needs

MCEC IS DEVELOPING A SERIES OF ONLINE COURSES for anyone concerned with the well-being of our nation's military-connected children and youth. These concise, practical trainings offer an excellent opportunity to connect with others invested in supporting military families during challenging times. Designed for family members, caregivers, educators or professionals working with military children, the courses are adaptable and portable to fit individual situations.

The first course, *The Journey from "Welcome Home" to Now: Reunion, Reconnecting, Routine™*, features dynamic instructors who identify potential reintegration stressors, suggest supportive activities and strategies, and emphasize the importance of service and "giving back" as an important trait to ensure opportunities to thrive.

The soon-to-be-released second offering, *Helping Military Children Discover Their S.P.A.R.C.™* (Strength, Potential, Aspirations, Resourcefulness, Confidence) takes a look at what motivates students to bring their very best efforts to all their education endeavors and develops guidelines to ensure that happens.

The courses offer Continuing Education Units (CEUs), and can be taken as schedules permit. Check out www.militarychild.org/online-training for more information.

ONLINE NOW!

ATHLETIC,
Optimistic,
Resilient,
Willing,
Needed,

THE FAMILY OF LTC BRIAN JOHNSON, GERMANY
*One of the winning entries in S2S Wordle Challenge describing military life.

Have you visited SchoolQuest™ lately?

AMY SOUPENE
SchoolQuest Program Manager

We all know transitions are common for military families.

Moving, deployments, and new schools are all part of military life. But when it's your move and your kids changing schools, then the letters PCS take on a whole new meaning. You have questions whether you're moving across the state, across the country, or across the ocean. You have questions, and we have answers!

SchoolQuest, brought to you by the MCEC, is an online resource center for military families in transition. Have you heard of SchoolQuest, or are you scratching your head and wondering, "What is that?"

You can access SchoolQuest at www.SchoolQuest.org.

When you face a transition of any kind, you want to find the information you need, and you want to find it fast.

MCEC has filled SchoolQuest with information, resources, and helpful links for parents and their students. All of the resources are **free** for military-connected students and their families. Military-connected includes Active Duty, Retired, National Guard and Reserves of all branches.

Also, students who are members of the MCEC Student 2 Student (S2S) or Junior Student 2 Student (JS2S) programs are welcome to access SchoolQuest.

One of the most popular features of SchoolQuest is the ability to browse for schools. Information about both public and private schools for all 50 states can be found here.

Are you going to an OCONUS (outside the continental United States) installation? We have information on Department of Defense schools too! So much material can be overwhelming, so SchoolQuest makes it simple for you.

The State Education Resources area allows you to find resources for all 50 states, DoDEA, and Washington, DC. You can find resources for one state or compare across all states.

College and career readiness is so important for military-connected students, so MCEC also offers the SchoolQuest College Planners. Students can prepare for the ACT and SAT, research undergraduate scholarship options, and plan for college life. SchoolQuest offers quality resources to ensure your future success.

The library is stocked with helpful articles whatever the age or stage of your child. Our blog covers timely topics, and we would love to hear your thoughts in response. If you create a SchoolQuest profile, you will have a password-protected, virtual file drawer that is accessible wherever you may be in the world. And of course, if you need an answer to an educational question, you can ask Aunt Peggy. She's always here and ready to help!

In the coming months MCEC will be unveiling a new SchoolQuest website. You will find us at the same address offering all the same resources you have come to know and trust, but we hope that this updated SchoolQuest is even more engaging and intuitive. This website will be searchable so you can find pertinent information even quicker. With one free account, you'll be able to use all of the resources MCEC offers through SchoolQuest. Age-appropriate resources for your student will be just a click away. Military-connected student artwork submitted to the MCEC will also be displayed on the SchoolQuest home page.

Thanks for telling your friends about SchoolQuest! For all the latest information, like and follow us on facebook.

SchoolQuest

A Military Child Education Coalition® Initiative



Trends in adoption of MOOC

Massive Open Online Course

Enterasys conducted a worldwide survey of adoption trends of MOOCs in higher education. Here are the results.

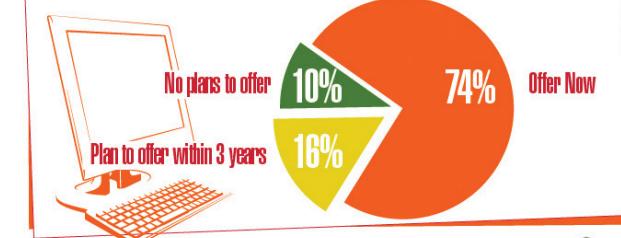
What do you see as the biggest value of MOOCs?

44% Keeping up with developments in education

35% Raising visibility of the school

16% Improving the quality of our residential teaching

Does your school offer or plan to offer any type of online courses?



Does your school offer or plan to offer Massive Open Online Courses (MOOCs)?

13% Offer now

43% Plan to offer within 3 years

44% No plans to offer



Do you think MOOCs could be appropriate for the following:

Continuing education courses	71.8%
Non-degree programs	58.8%
Technical training	53.4%
Elective courses	51.7%
Remedial classes	46.6%
All courses at our school	19.0%
None	2.3%

What is the biggest drawback to MOOCs?

41% Lack of consistent review and grading system for providing competencies

25% high cost to develop and implement

15% high time commitments

15% compete with higher-return courses



Do you offer college credit for completing a MOOC?

Yes, now or plan to in the future 44%

No plans to offer credits — 55%



Would your school consider joining an online education group such as edX, Coursera or Udacity?

coursera
edX
UDACITY

Would consider 83%

Would definitely not consider — 17%

Do you think that MOOCs may someday replace all traditional, residential classes?

67% No, never

28% Yes, but not for 6+ years

5% Yes, within 5 years



For more information, visit: www.enterasys.com/highered

enterasys
Secure Networks®



National Blue Ribbon Schools

In 2013, 286 schools were named National Blue Ribbon Schools. Of these schools, approximately 95 schools near military installations received the National Blue Ribbon Schools designation in 2013.

U.S. Secretary of Education Arne Duncan announced the qualifying schools in September 2013, remarking, **"Excellence in education matters and we should honor the schools that are leading the way to prepare students for success in college and careers.** National Blue Ribbon schools represent examples of educational excellence, and their work reflects the belief that **every child in America deserves a world-class education."**

The National Blue Ribbon Schools Program, which began in 1982, recognizes not only high performing schools but also those schools that have significantly improved test scores from previous years. Both public and private schools are eligible for the National Blue Ribbon Schools designation. According to the Department of Education website, "at least one-third of the public schools nominated by each state must be schools with at least 40 percent of their students from disadvantaged backgrounds." Specific awards include Exemplary High Performing Schools and Exemplary Improving Schools. Public schools receiving the award must meet national as well as state requirements.

Find a complete list of National Blue Ribbon Schools within a 25-mile radius of military installations at www.militarychild.org/national-blue-ribbon-schools-program.

www.ed.gov/news/press-releases/us-secretary-education-arne-duncan-announces-286-national-blue-ribbon-schools-20

www2.ed.gov/programs/nclbtrs/2013/index.html

C.A.R.E.

As with any recipe, it is best to start with quality ingredients. Also, it is useful to keep in mind that the recipe serves a framework versus a fixed recommendation for how to prepare the best outcome. Ask any great chef, and you will learn that the secret to their success is a combination of using tried and true approaches and unbridled creativity inspired by time and circumstance. For the purposes of our cooking lesson, our goal is to serve up a student-centered learning dish that is optimally suited to any audience that can further support the career choice and quality of life aspirations of any child. Toward this outcome, there are four key ingredients to our recipe for student-centered learning - the child, aspirations, a road map, and engagement.

A Recipe for Student-Centered Learning

DEBORAH A. OSGOOD, DA, MBA
President, Knowledge Institute, Inc.
Advisor, Youth Entrepreneurs Study (YES)

CHILD: One of the first things to keep in mind when preparing this dish is that all children are unique. No one child shares the same combination of strengths, interests, goals, and experiences. Therefore, to achieve the optimum outcome in student-centered learning, you must first know a little bit about the child. To gain this knowledge, it is best to utilize a process that engages the child in a form of nonjudgmental self-discovery. This means avoiding any process that involves right or wrong, good or bad, and other forms of standardized assessment or testing. The objective is to help the child answer an important question, "Who am I?" This is best answered through self-assessment versus a directive process.

While there are numerous options for facilitating self-assessment against these standards, the Myers-Briggs Type Indicator (MBTI) fits the bill, nicely offering an online version free of charge for young adults as well as a slightly different version tailored to younger children for a fee. MBTI is actually the most popularly used personality-assessment tool in the world. Through a series of questions that invite a yes or no response, children will discover how their unique preferences for viewing the world around them, taking in information, making decisions, and living day-to-day align with career choices, relationships, and personal growth opportunities.

Where the goal of our recipe is to serve to an audience that can support career development progress, we will pay special attention to the different career opportunities introduced that suggest a nice fit to the child's personality preferences. Again, working collaboratively with the child versus being directive, sprinkle in opportunities for him or her to investigate the different career paths that suit their unique profile. One of the best places to start is an Internet search of the U.S. Department of Labor, Occupational Outlook Handbook (OOH), which provides a wealth of information about different careers. For the more adventurous child, this search can be followed by a key word search to learn more about different organizations that tailor to certain careers including employers, trade associations, and peer-to-peer affiliations.

Pay particular attention to facilitating the child's awareness of how different career paths offer different income level opportunities and how income potential aligns with different levels of educational credentialing, skills development, and experience requirements. At this stage of the recipe, mixing the child and career possibilities offers a special blend of self-discovery - one that gives rise to understanding that "Who I am has value."



...because we took the time to convey that we cared about the quality of our ingredients, our child now cares about outcomes.



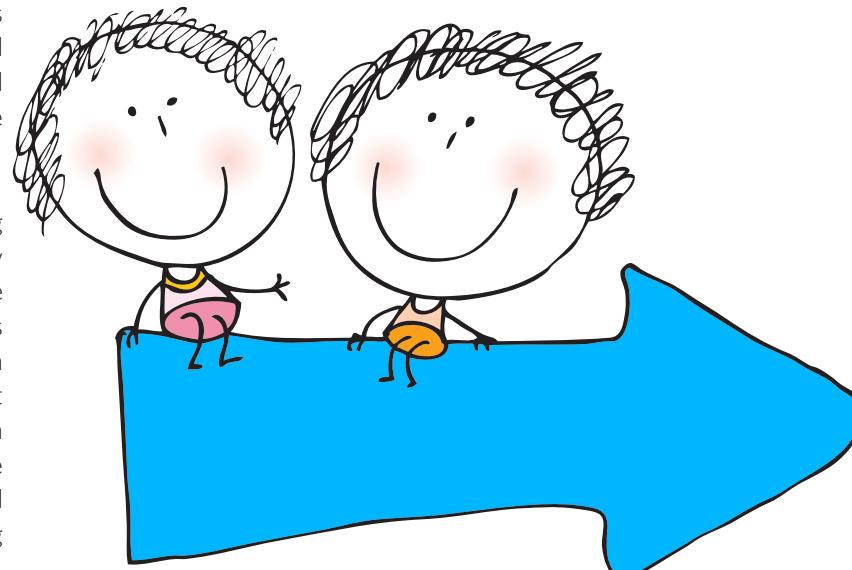
ASPIRATIONS : Armed with further insight regarding the profile of this key ingredient as well as its dynamic nature, you now have a basis for adding the next key ingredient - aspirations or goals. Here again, it is best to utilize a facilitative versus directive process. It is also useful to keep it simple. Goals are a fluid ingredient and tend to shift as they mix with other ingredients. For this reason, we'll pull from a lesson in word association to get just the right blend and amount of goals - not too many, but not too few. Sigmund Freud was a pioneer of free association and believed that word association exercises offered useful insights into people's personalities.

For our recipe, we use word association to invite the child to select from a list of 90 words, which terms appeal to them the most. Each word represents some type of action that they would enjoy seeing themselves doing in most all aspects of their work and everyday life. This includes words such as assemble, climb, collaborate, document, inspire, and teach. By compiling a list of words that have meaning and narrowing them down to just four words that resonate the strongest, the child discovers that "Who I am has purpose."

ROAD MAP: Having done a nice job mixing together our child and their aspirations, we are now ready to add our third ingredient - the road map. This can be one of the most fun and rewarding steps in the recipe as it leverages the arts as a form of creative visualization in expressing many of the key ingredients to defining what makes a successful life. As an exercise, creative visualization converts ideas into tangible form, which helps to make them more real. Creative visualization is commonly used with athletes to help them visualize themselves winning

and is also one of the basic techniques underlying positive thinking. In essence, this ingredient emphasizes for the child that "*I have a future, and I am in charge.*"

Once again, because of the facilitative versus directive approach of our cooking style, our child is excited about who they are, how they can add value to the world around them, and what their central focus is for fulfilling a purpose in life. Equipped with a poster board, writing instruments, and pictures, the child now creates a visual map to express how they see themselves fulfilling their career and lifestyle aspirations. This process involves using words, pictures, symbols, and even texture to express where and how they see themselves working, learning, living, driving, socializing, playing, and staying healthy. In mapping out these details, the child is demonstrating a proactive role in defining and planning for their future and quality of life outcomes.



EDUCATION : We are now ready for our final ingredient - education. Until we mixed the prior three ingredients - child, aspirations, and road map - we lacked a relevant focus for this important ingredient. Now, and because we took the time to convey that we cared about the quality of our ingredients, our child now cares about outcomes. Your careful staging, mixing, and facilitative approach to combining all four ingredients has helped the child to address four key aspects of Positive Youth Development (PYD):

1. Who am I?
2. Who I am has value.
3. I have a purpose.
4. I have a future and I am in charge.

It is now possible for the child to embrace education in a way that is relevant and has meaning for them, their personality, their goals, and their plan. For the aspiring race car driver, math now has meaning in terms of assessing the best air/fuel ratio for optimum performance. For the amateur musician, the language arts offer a treasure trove of words and sentences to tell stories and express emotion through music. For the budding doctor, science reveals a framework for pursuing new discoveries.

There are also many different ways to mix in this important and final ingredient beyond the traditional learning environment. Exposing the child to extended learning opportunities (ELOs), job shadowing and internships offer educational opportunities where real-

world learning experiences help to refine goals and plans. Providing opportunities where career interests can be applied to course assignments offer further opportunities for expanding knowledge, skills, and experience in ways that support goal attainment.

STUDENT-CENTERED LEARNING : A recipe of C.A.R.E. leads to all of the ingredients necessary for ensuring purposeful learning from a student-centered approach. Through facilitating a process of self-discovery, goal-setting, and planning, the student has developed a meaningful context for wanting to share the responsibility for learning and a voice for contributing to how and where learning occurs. Instead of surviving the traditional brick and mortar, block scheduling approach to learning, a whole new world of virtual, real-world and combination learning unfolds. Experiential learning gives rise to demonstrating mastery of skills and knowledge beyond rote memorization of theory and concepts.

In summary, a little bit of C.A.R.E. goes a long way in terms of helping children to take a leadership role in learning and in life. Through this highly structured, scalable, and facilitative approach, schooling can be designed to support the learning style and capacity of the child as well, which offers a refreshing alternative to the practice of teaching to the test. For many chef l'éducation, C.A.R.E. offers a delightful recipe for transformative change in learning and improved outcomes in student performance.



Facts about Military-Connected Children



Over 2 million children have a parent who has served in Afghanistan or Iraq – many have served multiple times.

There are over 2 million children of service members

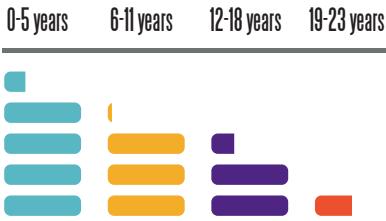
in the Active Duty, National Guard and Reserves – almost 4 million children and youth including those of post 9/11 Veterans.

Military-connected children move 6-9 times during their K-12 education.

Military-connected children move and change schools 3X more often than their civilian peers.

Active Duty Forces

Percentage of children of Active Duty Service Members by Age



Children from Military Families

are 2X as likely as their civilian counterparts to serve in the Armed Forces as adults.

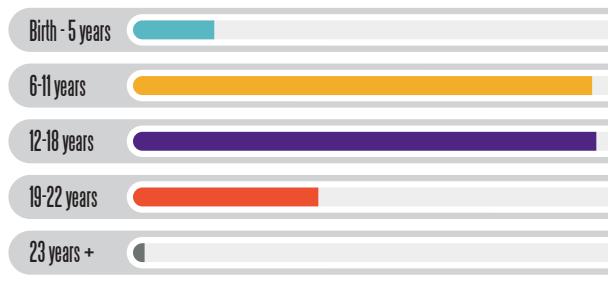


Over 80% of military-connected kids are in US public schools

Less than 8% of our students attend Department of Defense schools

National Guard and Reserve Forces

There are 1,159,227 family members associated with the Reserve Components



- There are 38,014 children birth through 5 years old
- There are 222,512 children 6 through 11 years old
- There are 223,336 children 12 through 18 years old
- There are 87,924 children 19 through 22 years old
- There are 2,749 adults 23 years and older claimed as dependents by the families of Reserve members.

Through initiatives, resources, and partnerships, the Military Child Education Coalition supports Science, Technology, Engineering and Math (STEM) opportunities for military-connected children and youth.

(as of Sept. 2013)

The MCEC hosts a STEM-focused resource page on our comprehensive website. www.MilitaryChild.org



NASA Space Camp is a place of learning where kids come together for a journey they will never forget. This extraordinary adventure teaches our youth about astronauts and space travel... and so much more. The MCEC created The Bernard Curtis Brown II Memorial Scholarship in memory of Bernard, the 11 year-old son of Chief Petty Officer and Mrs. Bernard Curtis Brown, who died tragically on September 11, 2001, when the hijacked airliner he was on crashed into the Pentagon.

A total of 144 military-connected youth have been awarded the MCEC scholarship since 2002.

Established by the MCEC in 2006, the Frances Hesselbein Student Leadership Program offers exemplary high school students from the MCEC Student 2 Student program the opportunity to grow their leadership skills. The week-long training is offered by the MCEC in partnership with the U.S. Military Academy, West Point, and the U.S. Air Force Academy, Colorado Springs.

97 students have attended the 8 Frances Hesselbein Student Leadership programs.

The MCEC Parent to Parent program empowers parents to be their child's strongest advocate on educational and social issues. The program trains a team of parents from installation areas to bring the MCEC Parent Workshops to their local communities to help spread this important message.

Over 150,000 military-connected family members have been trained.

Growing, Learning, Understanding (GLU) - Learning Connections "Made to Stick" was designed by the MCEC to develop early literacy skills in children from birth through early elementary. All GLU Kits (including 4 kits emphasizing STEM-2 are in production) are built around carefully selected literature and resources. Each kit includes ideas and activities adaptable to a range of ages and developmental levels.

Over 35,000 kits have been distributed since their introduction.

CSI Camps-for-a-Day have directly reached 64 teachers and 373 students in 4 states.

The CSI Camp-for-a-Day and CSI Teacher Workshop programs are offered by the Caruth Institute for Engineering Education at Southern Methodist University (SMU) in partnership with the MCEC. The SMU-MCEC partnership is bringing hands-on

STEM experiences to middle school students in selected military communities.



The MCEC is supported by a 21-member volunteer Science Advisory Board (SAB) who supports the MCEC mission. The SAB is a diverse compilation of researchers, clinicians, and academics from both military and civilian backgrounds. Refer to www.MilitaryChild.org for more about the SAB.

The MCEC has a reciprocal partnership with the National Math and Science Initiative (NMSI). The NMSI-MCEC partnership has enabled high schools in military-connected districts to increase participation in AP courses in 52 high schools in 15 states.



Operation Educate the Educators

 AMERICAN ASSOCIATION
 OF COLLEGES FOR TEACHER
 EDUCATION (AACTE)

IN EARLY 2011, Dr. Jill Biden's office approached the American Association of Colleges for Teacher Education (AACTE) and the Military Child Education Coalition (MCEC) to ask how teacher preparation programs were working to prepare teacher candidates to meet the needs of military-connected students. While a few programs actively focused on this issue, most teacher education programs did not, even those located in areas with a large military population. This observation showed that resources needed to be developed to support programs incorporating a focus on the unique needs of military-connected children in teacher preparation programs.

Dr. Biden then asked if our two organizations could partner, as part of her and First Lady Michelle Obama's *Joining Forces* initiative, to raise awareness of the importance of preparing educators to work effectively with military-connected students and to provide resources to support this work. Thus, **Operation Educate the Educators** was born. Since embarking on the partnership over two years ago, the AACTE and MCEC have worked closely to ensure that teacher candidates have the knowledge and skills necessary to effectively meet the needs of military-connected students in their classrooms. AACTE is grateful for the leadership and expertise that MCEC has shared with our organization as we educate ourselves and our members about this issue. We are thrilled to have over 110 signatories (teacher preparation programs) in 36 states participating in this initiative. This partnership has reached over 25,000 teacher candidates throughout the country, with an untold impact on military-connected students in classrooms throughout the world.

When institutions join the partnership, they agree to implement the partnership's guiding principles:

- Foster awareness and understanding of the experiences of military-connected students.
- Prepare educators to meet the social, emotional, and learning needs of military-connected students.
- Work with their P-12 school partners to create environments that are responsive to the social, emotional, and learning needs of military-connected students and that honor military families.

These principles, established by MCEC and AACTE, ensure that teacher candidates are fully prepared to understand and address the challenges that military-connected students often face in schools. Once institutions agree to implement the guiding principles in their program, they can customize the degree to which and how they will do so – allowing for involvement by institutions with limited resources. MCEC and AACTE have disseminated numerous resources and training opportunities for signatories to utilize as they begin integrating the principles into their program and have worked closely with any institutions requesting extra guidance.

As we move forward with the partnership, we are learning of new and innovative ways that signatories are implementing the partnership at their institutions. In March of 2013, AACTE held a session at our Annual Meeting that featured some of this work – including highlights from the University of Southern California, Kansas State University, and Kaplan University. Kaplan University, for example, is an online university which

This partnership has **reached over 25,000** teacher candidates throughout the country, with an **untold impact** on military-connected students in classrooms throughout the world.



PHOTO BY DODEA COMMUNICATIONS

has approached the initiative by designing online coursework and webinars for teacher candidates. Upon completion of these courses, teacher candidates receive a notation on their transcripts that denotes their knowledge of the military-connected student population.

Other institutions have partnered with local military bases, school districts, and with military families to ensure their efforts are collaborative and thorough in their reach. By convening multiple stakeholders, the efforts of these institutions are likely to reach a larger audience beyond just teacher preparation, bringing this to the attention of practicing educators who can then incorporate these practices into their classrooms. One such institution, Wheelock College, has created the Wheelock Center of Excellence for Military Children and Families.

The Center serves military families as well as active duty and veteran service members through a variety of programming and services, which includes the Operation Educate the Educators partnership. They provide this training to teacher candidates as well as in-service educators to assist them in addressing military-connected students. Through Wheelock College's collaboration with the Massachusetts National Guard and MCEC, they have built a robust set of resources to assist the military-connected individuals in their community.

While these institutions involved in the partnership continue to improve and expand upon their work in addressing the needs of military-connected students, we can only expect that they are met with improved outcomes for these students throughout the world. As we receive feedback from the participating institutions, we are emboldened to continue this important work knowing there is still much to be done. It is our hope more institutions sign onto the partnership so that we can continue to develop an educator workforce that is attuned to the needs of military-connected students.

CELEBRATING COMMUNITY:

Caring, Collaborating & Integrating

San Antonio and the Military Community

San Antonio is often referred to as "Military City USA," having been closely intertwined with military endeavors since the 18th century. Today, the Joint Base San Antonio (JBSA) accounts for a considerable part of the local population and economy. Comprised of Fort Sam Houston, Lackland and Randolph Air Force Bases, as well as more than 200 partners, JBSA supports over 250,000 personnel, has more active runways than any other installation, hosts the Department of Defense's (DoD) largest hospital and serves more DoD students than any other installation (www.jbsa.af.mil).



UTSA's COEHD and the Military Community

The University of Texas at San Antonio (UTSA) and the military community have a longstanding and deep connection. Since opening in 1969, the university community has interacted with the military community in numerous ways. For example, the UTSA's first class of 25 Army Cadets was commissioned in May 1982, followed soon after by the establishment of the ROTC program. Since its inception, the Roadrunner Battalion has commissioned 520 Second Lieutenants, and its Cadets continue to distinguish themselves in the nationwide Leader Development Assessment Course. The Air Force established a stand-alone Detachment at UTSA in 1989. The program has seen tremendous growth in participation with over 200 Cadets annually, which ranks it in the top 10 of all AFROTC Detachments. In 2009 and again in 2012, the AFROTC garnered national attention as the Best Large Detachment in the nation.

Throughout the university's history, members of military families have played a significant role at UTSA as students, staff, and faculty members. The most

recent development, and the focus of this article, is the integration of the Military Child Education Coalition's (MCEC) work in the College of Education and Human Development (COEHD) across departments and degree programs. Not included here but deserving mention is the effort currently underway to establish a military-child and family-focused center in the COEHD.

An important aspect of successful community-centered and partnership-driven work is the establishment of common ground, including an initial shared understanding of each other's daily contexts. All of the authors of this article have a very personal connection to the military family experience, as does UTSA's Provost, Dr. John Fredrick. Having experienced the military community from within, or through the eyes of a family member, provides insights that mere words or pictures cannot easily convey. By the same token, the MCEC representatives participating in our conversations have experience as members of the public school system and understand the realities of everyday education on a very deep level.

COEHD and MCEC: First Foundations

Our MCEC-focused joint journey began in 2010 with informal conversations between MCEC and UTSA representatives, the dean of COEHD, Dr. Betty Merchant, and the chair of the Department of Educational Leadership and Policy Studies, Dr. David Thompson. These conversations were initiated by Dr. David Splitek, former superintendent at Lackland Independent School District, adjunct professor in the COEHD, and Program Manager for Higher Education Initiatives at the MCEC. His familiarity with the K-12 educational system, postsecondary education, and MCEC itself was critical in facilitating the conversations with individuals across all three groups. In September 2012, UTSA's COEHD and the MCEC connected formally through "Educate the Educators," a Joining Forces initiative spearheaded by Mrs. Michelle Obama and Dr. Jill Biden whose goal was to engage teacher education programs

in colleges and universities to include information about military-connected children in their professional educator preparation programs. In this meeting, Dean Merchant, Dr. Carmen Fies - Associate Professor in the Department of Interdisciplinary Learning and Teaching (ILT), Dr. Splitek, Dr. Mari Cortez, the department chair of ILT, and school liaison officers of the JBSA explored this initiative and confirmed the mutual interest in, and potential for, synergistic collaboration and integration. What began to emerge in this discussion was the notion of a community of educators who shared a core concern for the well-being and education of the military child.

A critical step in further becoming embedded in one another's contexts was UTSA's participation in an MCEC-sponsored workshop in Austin, the *Living in the*

New Normal Public Engagement (LINN PE), which provided an exciting opportunity to exchange ideas and to share experiences with a wide variety of supporters and members of the military community. The initial commitment to working with MCEC was strengthened as Dean Merchant and Dr. Fies deepened their understanding of the breadth and depth of the lived experiences of military-connected children and their families through the informative and highly engaging group discussions and expert presentations in the workshop. As a result of their experiences in this workshop, the UTSA participants returned to their





campus with a heightened commitment to increasing pre-service teachers' ability to work effectively with military-connected children and their families. A few months later, with the assistance of Dr. Splitak and the MCEC staff, UTSA's COEHD was able to bring the LINN PE workshop to San Antonio and to make it available to local classroom teachers as well as pre-service teachers.

In order to formally include MCEC content in the preparation of teachers, the UTSA professors met with MCEC personnel to discuss ways of integrating curricular content in core course experiences with the goal of familiarizing these future teachers with educational challenges and opportunities related to military-connected children and their families. As a first step, two of the local MCEC coordinators presented

an overview of the curricular material they had generated for use by educators. Dr. Cortez and Dr. Fies identified two sections of a required course in the pre-service teacher program, "Society and Social Issues," in which to pilot the use of these curricular materials. A total of 79 students participated in the two sessions and, for the most part, reacted very favorably and indicated a high level of interest in further opportunities to engage with MCEC-related topics. The feedback from students included statements such as the following: "Glad to know about the resources for children of military members;" "I didn't realize that both parents could be deployed at the same time;" "I didn't know that the children came here too when mom or dad is being treated at BAMC (Brooks Army Medical Center)."

COEHD and MCEC: Growth in 2013

Our journey has only begun. At the time of this writing, the pre-service teacher program formally includes MCEC content in two courses that are required of all students enrolled in this major and is set to iteratively build on the developing understandings related to the military child. In a related effort, the college is offering a graduate course for counselors, "Counseling Military Families." As the unifying theme, we are focusing on "transitions" including those from military schools to public schools, from one state or national educational system to another, and from high school to college. Our concept of "transitions" is broad in

nature and includes educational, social, emotional, and physical wellness. Working toward a larger integration opportunity, Dean Merchant applied for and received startup funding from the provost for a future center.

Although we are concentrating at this point on what we can accomplish with the resources within our college, once the foundation is firmly in place, our collaboration with MCEC will necessarily include partnerships with other colleges at UTSA, as well as other community and military partners.

Developing Higher Education Partnership Practices with LEA's and Military Organizations: *Meeting the Mission of Strengthening Our Military Families*

DR. SALLY CARADONA ED.D
Old Dominion University

Old Dominion University, located in the Hampton Roads region of Virginia, and its partnering organizations have been working to meet the social, emotional, and educational needs of military children and their families through partnerships with military-connected schools and organizations. The partnerships developed as a result of policy studies acknowledging the diverse needs of our military families. In 2010 the President committed the National Security Staff to develop a coordinated government wide approach to supporting military families and improving the quality of military family life. One subsequent result of that commitment was the interagency policy report, Strengthening our Military Families (2011), which identified four priority areas that address the challenges of the active duty and reserve components of the armed forces and their families.



Of the four policy priorities identified, the second priority area, *Ensuring Excellence in Military Children's Education and their Development*, became the crux of Joining Forces (2011), the initiative led by the Michelle Obama and Dr. Jill Biden to better support military families. These policies became the founding principles of Operation Educate the Educators, a partnership between the Military Children Education Coalition (MCEC) and American Association of Colleges for Teacher Education (AACTE) to prepare pre-service school personnel to meet the needs of military-connected children (Adviser, 2011). Old Dominion University joined this effort partnering

with area PK-12 school divisions with large military student populations developing training programs including a graduate certificate program that creates school cultures that advocate for the special needs of military students. Old Dominion's partnership process began with research on the need for school-wide responsiveness for military-connected students and their distinction as a unique population (Garner, Arnold, Nunnery, Sayre, and Sughrue, 2011). Several themes emerged as a result of the research with respondents identifying that there were significant challenges in meeting transitioning military students' academic, social, and emotional needs.

Five domains of school-wide

responsiveness emerged as a result of the study by Garner et al. (2011):

- 1) academic support,
- 2) social emotional support,
- 3) school records and administration,
- 4) cultural responsiveness, and
- 5) school-military-community partnerships.

These areas became the basis for developing partnership programs to assist in school-wide responses and were the ground work for the Teaching, Education, and Advocacy for Military Students (TEAMS) initiative.

The multidisciplinary TEAMS initiative is based in the Darden College of Education at Old Dominion University. TEAMS envisions military-conscious schools where every military child is educated by individuals who are well prepared to effectively respond to the unique learning and social-emotional needs of military-connected children. TEAMS works towards this vision by ensuring that both new and practicing educators have the awareness, knowledge, and evidence-based competencies needed to maximize learning for students of military families. TEAMS specialized expertise augments and facilitates the missions of other agencies and programs by providing programming and information to service providers working with military-connected children. The mission of TEAMS and its partnerships has been accomplished through development and successful awarding of grants and Memorandums of Understanding (MOUs) with military-connected stakeholders.



Wheelock College Center of Excellence for Military Children and Families

SHIRLEY MALONE-FENNER, ED.D

Dean, School of Arts and Sciences

Psychologist and Professor of Psychology and Human Development, Wheelock College

Wheelock College located in Boston, Massachusetts, is a private college with a public mission.

The College's mission is to improve the lives of children and families. Wheelock's Center of Excellence for Military Children and Families, established in November of 2011 and led by Dr. Shirley Malone-Fenner, the dean of the School of Arts and Sciences, has three primary goals.

The goals of the center include:

1. Provide training on how to best support and strengthen the role of returning soldiers and their spouses as parents, thus preventing potentially harmful impacts on children's healthy development.
2. Provide services to Guard and Reservists and their families by offering direct care and transition programs during deployment/redeployment of service men and women.
3. Enhance research capacity for studying the critical needs of service members after the wars are over.

Ongoing services through the Center include:

Counseling services - Intervention programs are provided for military-connected students and support groups for deployed love ones.

Participation in the National Guard Yellow Ribbon Transition program and Veteran fairs - Center staff host informational booths on services available to military families.

Weekend Teacher Military Forums - As part of the ongoing efforts of the Joining Forces Operation Educate the Educators program, twice monthly, Center staff facilitates military forums for teachers in Boston and the South Shore Massachusetts cities. The forums provide education about military-connected families and address ways schools can support military-connected families.

Professional Development Workshops - The Center regularly facilitates local professional development trainings with schools and community organizations. Additionally, the Center collaborated with the Military Child Education Coalition® to provide Guard and Reserve Institutes™ and

the Military Child Education Coalition® *Living in the New Normal Institutes™* (LNN-I™).

One example of collaboration (See next page) is the first-of-its-kind partnership of national, state, and local agencies, organizations, and institutions who come together to support the more than 25,000 military-connected children in Massachusetts. With funding from the Massachusetts Department of Early Education and Care and the Office of Secretary of Defense, the coalition promoted a series of four regional professional development training events May 20-23 at Wheelock.

Reintegration Workshops - Center staff provides regular weekend workshops and classes to service members on parenting and family support and offers Veteran's classes at Wheelock to help in this process.

Jumpstart at Wheelock Military Civic Engagement program - Each year 70-75 Wheelock Jumpstart students are trained and supervised to address military-connected family issues in five pre-school centers in Dorchester and Roxbury Massachusetts. Students attend the centers three hours each week during the academic year.

Research Fellows program - Wheelock students have an opportunity to do internships and research with military-connected organizations or organizations conducting research about military-connected families

Senior Leaders program - Senior legislative leaders and military leaders are convened yearly to discuss and make recommendation on how to best serve military families.

Military Career Opportunities program - Career counseling and classes are provided for military Veterans.



Landmark Partnership to Support Military Families

and Families, is the College's representative on the team.

The free trainings, titled *Living in the New Normal-Practicum* and offered by MCEC (501c3), provided early childhood educators and care providers with the latest research and experience-based knowledge, skills, and tools to assist military-connected children in developing strength and resiliency.

"This effort will help create the base of informed sensitivity and support that the children of our servicemen and women need and deserve at a critical time in their young lives," said Department of Early Education and Care Acting Commissioner Tom Weber. "With more than 10,000 military-connected children from birth to age five in Massachusetts, this is critical work that will build a stronger citizenry and help ensure a prosperous future for the entire Commonwealth."

Wheelock College's Center of Excellence for Military Children and Families was established in collaboration with the Massachusetts National Guard and the MCEC to draw attention to the many services available to aid military children and families. According to Dr. Malone-Fenner, "This partnership is a perfect fit for our mission and

"This partnership is a perfect fit for our mission and the commitment we have made through our Center of Excellence to make educators and the community at-large aware of the challenges facing military-connected children."

The College has a history of providing support for military-connected families. From 1994-2007, the College provided educational programs in South Carolina at the Marine Corps Air Station and Parris Island. Wheelock values the power of partnerships and collaborations to effect positive change for children and families.

Over the last four years, Wheelock has worked closely with MCEC to provide logistic support for a number of LNN Institutes and Guard and Reserve Institutes in Massachusetts. Wheelock is also part of the Joining Forces-Educate the Educator team to train educators across the country about the needs of military-connected children. Dr. Shirley Malone-Fenner, dean of the School of Arts and Sciences at Wheelock College and head of Wheelock's Center of Excellence for Military Children

the commitment we have made through our Center of Excellence to make educators and the community at-large aware of the challenges facing military-connected children."

Massachusetts National Guard Family and Youth Director Maureen Serrecchia said, "These trainings support the ongoing commitment to provide assistance and support to the families and children of those who serve our communities, Commonwealth, and country."

The Military Child Education Coalition is a private, nonprofit organization formed in 1998. It provides training, programs, and resources to support military-connected children facing issues related to deployments, reintegration, mobility, grief, loss, and trauma.

The interactive trainings were conducted in Springfield on May 20, at Wheelock College in Brookline on May 21, at Bridgewater State University on May 22, and in Shrewsbury on May 23.

The University of Northern Iowa College of Education's Efforts to Support Military-Connected Students

The State of Iowa does not have an active duty installation, yet there are children with a parent serving in the United States military in all 99 counties. The number ranges from 8 to 1,967 per county. Seventy-seven Iowa counties have fewer than 100 military children (*Military Child Education Coalition*, nd; 2010 data). With their numbers so dispersed, military-connected children may not get the support they need to cope with parental deployment or other issues unique to military children.

primarily with military children, for several decades (Edginton & Watson, 2013; see article in volume 7 issue 2 of *On the Move* for more information). However, the commitment to integrate information about military children and families into COE programs has occurred more recently when the UNI COE joined "Operation Educate the Educators," a program developed by the American Association of Colleges for Teacher Education and the Military Child Education Coalition (MCEC). The

program for the last several years. The faculty member who has taught this course is also developing content for teacher education and educational leadership courses. These courses focus on the diverse needs of PK-12 students. The content about military-connected children for these courses will be nested in a larger discussion of supporting resiliency in all children. Faculty responsible for integrating the content into the curriculum will receive additional information and professional development as needed. Future plans

and needs of military-connected children. There will be a link to the webpage on the UNI COE homepage.

UNI COE faculty are also involved in other activities related to increasing awareness and better serving military-connected children. Examples include state and national conference presentations and chairing the state working group developing training modules about military-connected children for

{ ...we are committed to doing our part to assure "our children and youth of military families will have sustained support within our education system through the synchronization of existing state, community and private resources and the organizations that support them"

The University of Northern Iowa (UNI) trains a significant percentage of Iowa's educators. Approximately 23% of Iowa's teachers, 37% of Iowa's principals and superintendents, and 33% of Iowa's school psychologists are UNI graduates. As a result, UNI's commitment to "educating the educators" about the needs of military-connected children is important to meeting the needs of Iowa's children.

UNI's College of Education (COE) is taking steps to increase pre-service teacher and aspiring educational leaders' knowledge in this area. UNI COE has housed Camp Adventure Child and Youth Services, a service learning program that involves college and university students working

COE's initial plan for "educating the educators" was developed by seven COE faculty and the COE dean during Iowa's *Living in the New Normal Public Engagement* (LNN-PE) in October 2012. The plan includes integrating information into required courses for teacher education, educational leadership, and school psychology, and working with PK-12 stakeholders to increase awareness of the needs of military-connected children.

The largest component of the plan involves integrating information about the assets, needs, and experiences of military-connected children into existing courses. Information about the needs of military-connected children has been included in a graduate course required by the UNI school psychology

include discussions with leaders of other COE programs about integrating such content into their curricula.

The UNI COE has not yet taken steps to collaborate with PK-12 stakeholders, but the current plan involves adapting the content developed for university courses into a presentation to the Cedar Valley Nonprofit Association. Similar presentations to other stakeholders will occur as time and resources allow. The goal of these presentations is to build partnerships around increasing awareness of the needs of military-connected children and providing more responsive services to meet these needs. We are also currently working on the content for a webpage about the experiences, assets,

Iowa educators, medical and mental health personnel, and social service professionals.

Although we are in the beginning stages of implementing our plan to "educate the educators," we are committed to doing our part to assure "our children and youth of military families will have sustained support within our education system through the synchronization of existing state, community and private resources and the organizations that support them" (Iowa LNN-PE Vision Statement, 2012).

Edginton, C. R., & Watson, D. C. (2013). Experience-based learning and teacher preparation: Camp Adventure Child and Youth Services- A model service learning program. *On the Move*, 7(2), 42-44.

Military Child Education Coalition. (nd). Iowa military children demographics. Unpublished training document. Data source Defense Manpower Data Center, www.dhra.mil. Accessed 9/30/2010.



KERRI CLOPTON, PH.D.
Associate Professor, Department of Educational Psychology and Foundations
School Psychology Program Coordinator
University of Northern Iowa

Building Capacity

LINDA JACOBSON
Editor, USC Building Capacity Project

RON AVI ASTOR PH.D.
Richard M. and Ann L. Thor Professor in Urban Social Development, University of Southern California School of Social Work and Rossier School of Education, MCEC Science Advisory Board Member

BUILDING CAPACITY IN MILITARY-CONNECTED SCHOOLS began in 2010 as a consortium funded by the Department of Defense Education Activity's partnership program and involving the University of Southern California (USC) and eight school districts serving military children in San Diego and Riverside counties.

But it quickly grew into a regional project that is setting a strong example for how universities can support the children of servicemen and women and train future teachers, school social workers, counselors, and psychologists to recognize and respond to the academic and social-emotional needs of military students.

Now in its fourth year, Building Capacity involves not only Master's of Social Work (MSW) students from USC, but also graduate students in social work, school counseling, and school psychology from San Diego State University and undergraduates in a variety of majors at the University of California San Diego (UCSD). Through the combined efforts of the universities, between 500 and 600 college students have not only learned about how being a military dependent affects a child's education, but they have also worked in the schools to implement innovative programs and provide support.



A School-Wide Commitment

Military children have long been an invisible demographic group within the public schools. Beyond knowing that they change schools frequently, educators have had little knowledge about the challenges military students face or training to know how to support them.

It is vital for teachers to learn how to address the academic needs of the military children in their classrooms. But it's just as important for school administrators, counselors, and the rest of the school staff to understand that military families have a unique culture, that a parent's deployment can be extremely stressful for the entire family, and that frequent school changes can hinder not only academic growth but also social and emotional well-being.

This was why a central component of *Building Capacity* was to write four guidebooks — not just one. School administrators, teachers, those in pupil personnel positions, and parents each



have responsibilities for creating schools that welcome and support military children. The books are: *The Teacher's Guide for Supporting Students from Military Families*; *The School Administrator's Guide for Supporting Students from Military Families*; *The Pupil Personnel Guide for Supporting Students from Military Families*, and *The Military Family's Parent Guide for Supporting Your Children in School*.

Information on how to order the books is available at <http://www.tcpress.com/militaryfamilies.html>.

Published jointly by Teachers College Press and the Military Child Education

Coalition, the books are being used to inform current educators and school staff and provide them with suggestions on how to make their schools more military-friendly. But university training programs should also be using these books to prepare teachers, principals, and pupil personnel. MSW students in the military social work program at USC have already implemented a variety of practices featured in the books or have used those suggestions as inspiration to come up with their own creative ideas, such as "newcomer" gardens at schools and daily loudspeaker announcements recognizing military culture.

At UCSD, students enrolled in the Partners at Learning (PAL) program — a service learning initiative in the Education Studies department — can take a course focusing on supporting military students. Topics that are specific to military children are also being integrated into courses that now fulfill the university's diversity, equity, and inclusion requirement for undergraduates.

In-School Experience

In addition to coursework in which university students learn about the unique lives of military students, an equally important component of *Building Capacity* has been the internships within the schools. These placements give the interns a full school year of experience in which they work one-on-one with students, organize small groups to support military students through challenging times, and even carry out whole-school events to recognize and celebrate the culture and contributions of military members.

Not only do these students provide needed social and emotional support within the schools, but they also give

the universities important feedback on how to strengthen learning and improve school climate for military students.

Many of these innovative practices have been featured in a series of YouTube videos that are available on the *Building Capacity* website at <http://buildingcapacity.usc.edu>. From the "Our Work" link on the homepage, readers can also find annual reports, which provide details on the many components of the project including the internships, various outreach efforts, intervention programs, and the monitoring of school climate measures.

The PAL students from UCSD represent a variety of majors across the university. While some of the students are interested in education careers, others view the program as a way to give back to their community. Working as tutors and mentors in military-connected schools, however, all of them support teachers, provide students with one-on-one help, and serve as role models for K-12 students who may not even be thinking yet about going to college.

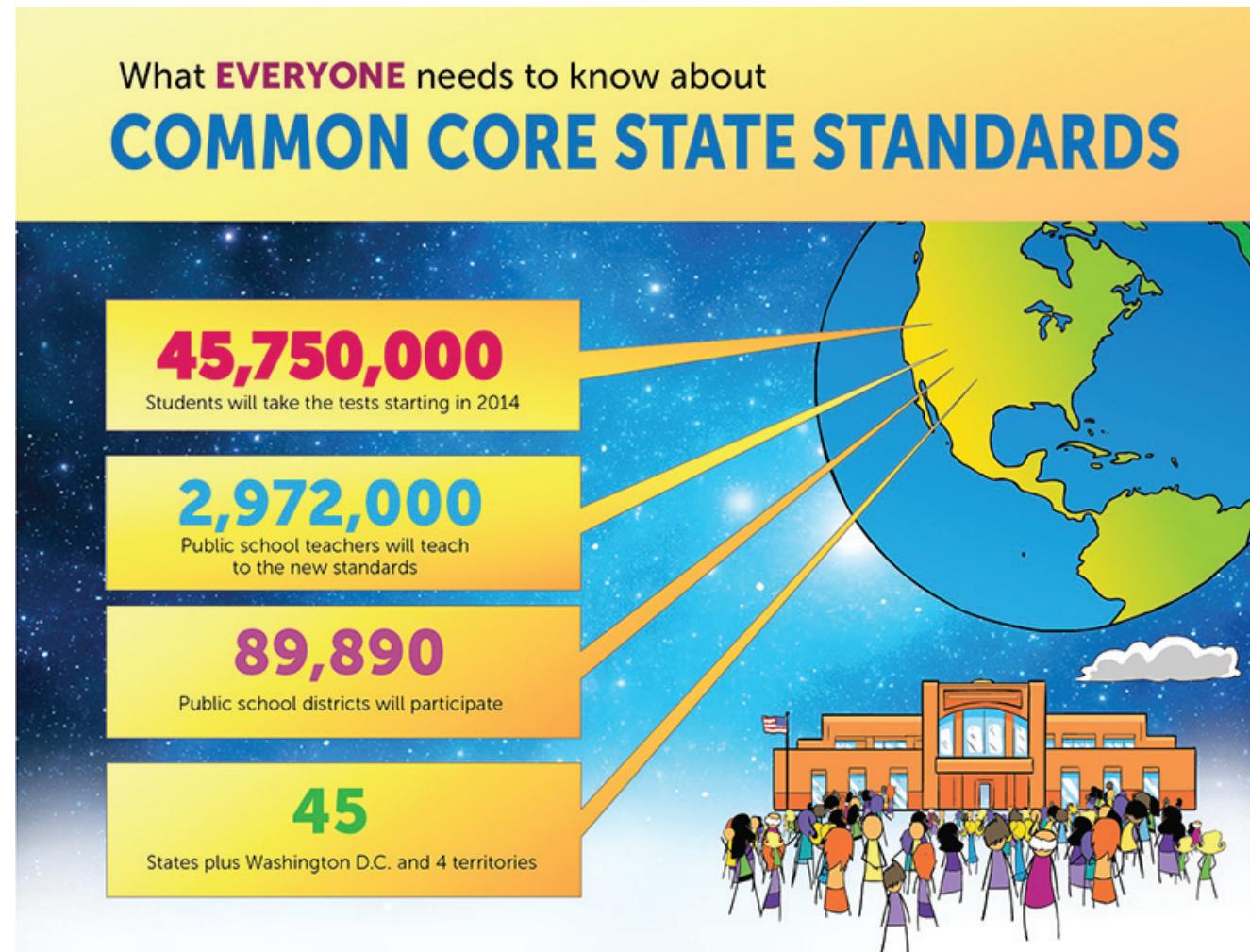
Because of the value these interns and tutors have added to the schools, district leaders are adding social workers and other pupil personnel to their staffs in order to sustain the work that has been accomplished through *Building Capacity*.

Advocating for Military Children

Because state and federal education policy virtually ignores military students, universities can also serve as advocates for policies and practices that are sensitive to the effects of frequent transitions, deployments, or a parent's injury.

It has taken more than a decade of war for state and federal lawmakers to begin to recognize that it is important for schools to know how many military students they have. Fortunately, six states now have legislation allowing military families — whether active duty, in the National Guard or the Reserves — to voluntarily identify themselves. And in California, officials added a question about military-connected status to the California Healthy Kids Survey after it was initially included in the version used in the consortium of school districts that are part of *Building Capacity*.

Collecting this information allows schools and education officials to better understand how military children are performing and to more appropriately design services and programs that address their needs. With the end of the war in Iraq and the eventual withdrawal of U.S. troops in Afghanistan, it is just as important to give attention to these students whose parents are leaving the military and transitioning into lives as civilians.



Building Capacity, continued

In addition to releasing the four guidebooks, *Building Capacity*'s research team has contributed to the knowledge base about the school experiences of military children through dozens of conference presentations and articles in education, social work, and psychology journals. These works include a literature review on the educational needs of military students by Dr. Kris De Pedro¹, now an assistant professor of education at Chapman University, and an examination of the implementation of the Interstate Compact on Educational Opportunity for Military Children² by USC doctoral student Monica Esqueda. This growing collection of intellectual products can be a valuable resource for professors preparing educators to work in schools that serve military students.

The combination of training professionals, placing them in the schools to gain experience, and having both academic and non-academic data on military students opens up opportunities for researchers to learn important information about this group of students that has never before been explored.

Building Capacity has successfully demonstrated how universities, school districts, and the military community can work together to support military children and their families during a time of tremendous uncertainty. The project is a model that any university training program can follow to help improve school experiences for the children of those serving our country.

¹ *The Children of Military Service Members: Challenges, Supports, and Future Educational Research*. Kris M. Tunac De Pedro, Ron Avi Astor, Rami Benbenisty, Jose Estrada, Gabrielle R. Dejoie Smith and Monica Christina Esqueda. *Review of Educational Research* 2011 81: 566 DOI: 10.3102/0034654311423537

² *A Call to Duty: Educational Policy and School Reform Addressing the Needs of Children From Military Families*. Monica Christina Esqueda, Ron Avi Astor and Kris M. Tunac De Pedro. *Educational Researcher* 2012 41: 65 DOI: 10.3102/0013189X11432139

What are Common Core State Standards?

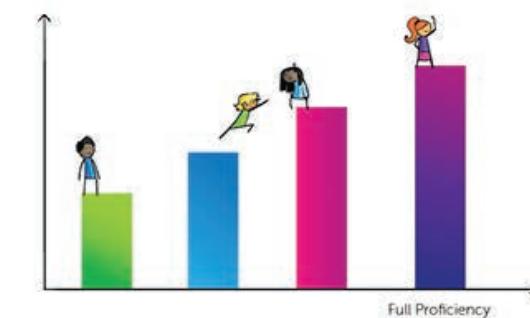
Common Core State Standards are a shared set of rigorous benchmarked standards developed at the state level to prepare students to compete and succeed in college and the workplace.



How will success be evaluated?

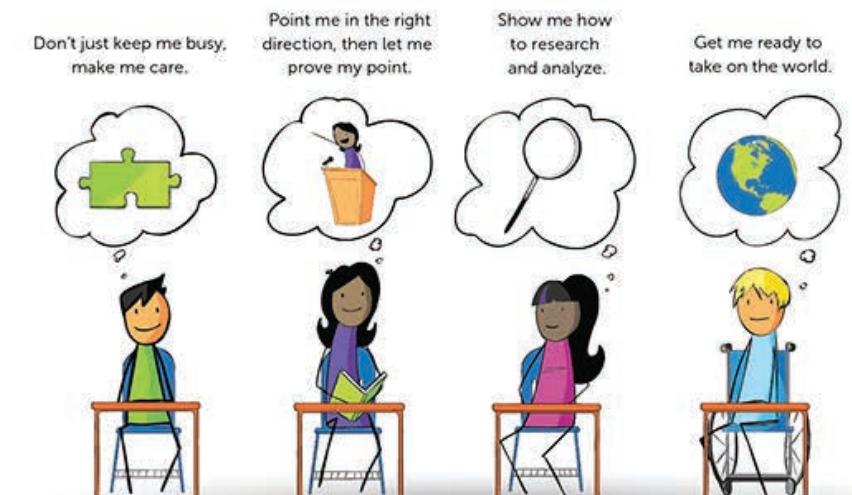
FORMATIVE ASSESSMENTS
throughout the school year to track progress and inform instruction.

SUMMATIVE ASSESSMENTS
at year end to measure student achievement compared to peer group norms.



What every **STUDENT** needs to know:

THE COMMON CORE WILL CHALLENGE STUDENTS to take learning to new levels.



This is only a portion of the Common Core infographic. To see the graphic in its entirety, go to:
<http://visual.ly/what-everyone-needs-know-about-common-core-state-standards>

Published by CTB/McGraw-Hill

Military Student Transition Consultant Program Doubles

SALLY PATTERSON
Program Manager

The need for one-on-one support and attention for military-connected students is expanding. At the year comes to a close, 13 Military Student Transition Consultants (MSTCs) are located in school districts with large numbers of military-connected students, and an additional position is planned early next year.

MSTCs provide a personalized continuum of care and resources to students, parents, school personnel, community members, and installation representatives. As a complement to the installation School Liaison Officers, MSTCs provide focused care for as long as necessary and make a significant impact in a short time. The original cadre of seven MSTCs, fully funded by the Army, doubled through funds provided by grants and contributions.

An additional support to the school districts, the MSTCs identify ongoing concerns with military-connected students and remain a constant in seeking solutions. Students build relationships with the MSTCs and feel comfortable approaching them since they are very visible in the schools.

In small group or individual settings, the MSTC forms a relationship with each child, gaining their trust and easing stress. With access to student records, the MSTC becomes a member of each student's circle of support. As circumstances in a student's life changes, the MSTC exists as a resource in the transition process. Parents are also noticing a difference with transition issues with support from MSTCs. The logistics of a move can be overwhelming, and when parents know that someone else is concerned about their child, it is reassuring. A new concept, the MSTC program is being embraced by school administration and teachers alike.

I've been helping a student resolve some major issues with her family caused by their last PCS and their upcoming PCS (in May), by connecting her and her family to district and post services, as well as providing them with resources. I received an email from her about a huge breakthrough she and her parents had made in communicating their needs to each other. She was so excited that she was finally able to talk to her parents about the anxiety she's been having. Success!

MCEC is excited about the program's rapid growth and a new approach to meeting students' needs.



Military Student Transition Consultants

Liberty County School System / Georgia* Ft. Stewart <i>Tabeter Moore</i> (912) 876-3038 tmoore@liberty.k12.ga.us	Fairbanks North Star Borough School District / Alaska* Ft. Wainwright <i>Georgia Sandgren</i> (907) 452-2000 ext. 11358 Georgia.sandgren@k12northstar.org
Muscogee County School System / Georgia* Ft. Benning <i>Darlene Register</i> (706) 748-2254 Register.Darlene@muscogee.k12.ga.us	Bossier Parish/Louisiana Barksdale Air Force Base <i>Georgette Price</i> (318) 549-6164 Georgette.price@bossierschools.org <i>Locally funded</i>
Vernon Parish School Board / Louisiana* Ft. Polk <i>Ron DeGray</i> (337) 239-1684 rdegray@upsb.k12.la.us	Ft. Sam Houston Independent School District / Texas Ft. Sam Houston <i>Kamilah Antoine</i> (210) 368-8716 kantoine@fshisd.net <i>Locally funded</i>
Copperas Cove Independent School District / Texas* Ft. Hood <i>Terri Jones</i> (254) 547-1227 ext. 261 jonest@ccisd.com	Killeen Independent School District / Texas** Ft. Hood <i>Abby Rodriguez</i> (254) 336-7100 ext. 7116 Abby.rodriguez@killeenisd.org <i>Simisola Aromolaran</i> (254) 336-1288 Simisola.aromolaran@killeenisd.org <i>Sharon Glendening</i> (254) 336-1100 Sharon.glendening@militarychild.org
Socorro Independent School District / Texas* Ft. Bliss <i>Betty Marquez</i> (915) 937-1617 bmarqu@sisd.net	<i>Connie Crittenden</i> (254) 336-2326 Cornelia.crittenden@killeenisd.org
Steilacoom Historical District #1 / Washington* Ft. Lewis <i>Michele Helfgott-Waters</i> (253) 983-2234 mhwstc@gmail.com	

* Army funded

** KISD funded through a DoDEA grant



CARING FOR
Children
OF CAREGIVERS™
A Military Child Education Coalition® Initiative

Partnerships highlight focus on Caregiver Parents

IN RECOGNITION of the number of military-connected parents or guardians who are also providing care for a wounded service member, MCEC partnered with the Department of Veterans Affairs and the Elizabeth Dole Foundation to address the needs of children in these families.

Polytrauma Centers operated by the Department of Veterans Affairs have provided critical services to thousands of service members since 9/11. Research shows that children of our wounded Veterans may face additional challenges when a parent requires ongoing treatment. MCEC is working with the VA to provide a Parent Education Trainer Certification Course to train employees from pilot sites who will, in turn, work with parents to support our Veterans' children. Trainers will conduct topic workshops and share practical ideas and resources for military families faced with the recovery process. A trainer guidebook, developed by the MCEC, will enable VA trainers to deliver up to ten workshops for caregiver-parents. A series of four webinars will also provide individualized training to VA-selected healthcare clinicians working with Veterans and their families. The MCEC participates regularly in a VA-hosted roundtable discussion to stay abreast of the diverse and changing needs of our military-connected children, and to support and enhance the treatment process for Veterans.

In acknowledgement of the sacrifice and challenges military families face due to combat stress, separation, and reintegration, MCEC, in conjunction with the Elizabeth Dole Foundation, unveiled the "Let's Chat" series of four workshops aimed at providing support to parents who are also caregivers for a service member. Topics include time management and stress-relieving strategies for kids, parent tips for organizing, and ways to ensure school success while balancing the needs of a wounded service member. The award from the Elizabeth Dole Foundation enabled MCEC to hire a specialist for caregiver support and develop training sessions with an active, problem-solving approach to caregiving issues.

we're A SOLID, everlasting family.

ASHLEY C, PARKLAND MS, TEXAS

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

ADVOCACY FELLOWSHIP PROGRAM to BENEFIT PARENTS

The MCEC unveiled a unique volunteer opportunity for military-connected parents and other adults to serve as Advocacy Fellows, focusing on the academic success of our military-connected children. The inaugural group of Fellows will help

ensure a clear and consistent voice in support of college, career and life readiness standards in our schools across the country.

Those selected as MCEC Advocacy Fellows will learn the skills necessary

to advocate for and participate in the public policy discussions about quality academic standards on behalf of our nation's nearly 4 million children whose parents are currently serving or are Veterans.

For additional information or questions, please contact Judy Glennon at: Judy.Glennon@MilitaryChild.org or (254) 953-1923, ext. 1142.



Real Ideas from Military Teachers:

HOW TO SUPPORT MILITARY CHILDREN AT SCHOOL

ANGELICA JORDAN

Department of Defense Education Activity (DoDEA) Teacher of the Year, 2011
Instructional Coach for Mathematics, K-8, Stuttgart, Germany

Military children have a challenging lifestyle. Their lives are in constant transition, balancing between PCS moves, deployments, R&R, and reintegration. With the decade old conflicts in Iraq and Afghanistan, many military children have had one parent deployed for over half of their lifetime (Barker & Berry, 2009). When they are not deployed, military families often move to a new state or even a new country every 18-24 months (Weber & Weber, 2005).



How can schools support these families in building happy, healthy, resilient children? The African proverb “*It takes a village to raise a child*” applies here. Researchers have found that families who have a triad of support structures can weather the storms of a military lifestyle most effectively. These families use and access military support programs, build a partnership with the school, and have a network of personal support (Barker & Berry, 2009; Lester et al., 2012). The school can serve as a starting point for all of these support systems.

SCHOOL LEADERS can begin by building bridges between families and community and military resources. Here are some real examples to try at your school:

- 1. Invite the School Liaison Officer to speak to your faculty to describe the services offered to teachers and parents.
- 2. Highlight one military resource for parents each month in your school's newsletter. Start by researching your local Morale, Welfare and Recreation (MWR) website for ideas.

- 3. Hold a Care Fair in front of the main office on the next Parent/Teacher conference day. Invite community and military agencies to set up a stand to share information with parents. The parents are already waiting at the school; take advantage of their time.
- 4. Promote after school clubs and activities that involve parents and children spending time together. Chess club, cooking club, and Family Fun Night are well received by families. These events make memories when a family moves or a parent deploys.

TEACHERS are key to supporting military children. School is often the most stable part of a child’s day. Here are some ideas you could try tomorrow:

- 1. Keep routines and procedures predictable and consistent. Take time to re-teach them when students need a refresher. Give them time to practice and be successful.
- 2. Build a sense of community by beginning each day with a fun activity that creates a positive class climate. This may be a morning meeting, a greeting, or a special game. *Mad Libs*, *I-Spy*, *20 Questions*, and *Who Stole the Cookie from the Cookie Jar* are all fun ways to start the day together. Research Social Emotional Learning for a long list of great lessons to try.
- 3. Take time to validate students’ social-emotional concerns, especially in times of transition. Have students write or draw their worries on a paper balloon or on a paper airplane and let their worries “fly away” for the day by taping them on the window or actually flying their airplanes into the trash. Incorporate community-building discussions by sharing with partners or table groups. Make content area connections to this lesson by categorizing and graphing the worries in math or predicting which paper airplane designs would fly the farthest distance in science class.
- 4. Build a partnership by calling home once a month, just to check in with the parents or caregivers. Split up your class list and call just one parent per day so it’s not overwhelming. If you teach middle school or high school, split up the grade level so each family gets a call every month from a teacher on your team. Open communication before a problem arises makes for a great educational partnership.

When schools, the military, and the community collaborate to support families, children are more likely to be successful. Military children are the nation’s littlest heroes. Let’s help them be all they can be by supporting them in every way possible.

References:

- Barker, L., & Berry, K. (2009). Developmental issues impacting military families with young children during single and multiple deployments. *Military Medicine*, 174(10), 1033-1040.
Lester, P., Saltzman, W., Woodward, K., Glover, D., Leskin, G., Bursch, B., Pynoos, R., & Beardslee, W. (2012). Evaluation of a family-centered prevention intervention for military children and families facing wartime deployments. *American Journal of Public Health*, 102(S1), S48-S54. doi:10.2105/AJPH.2010.300088
Weber, E., & Weber, D. (2005). Geographic relocation frequency, resilience, and military adolescent behavior. *Military Medicine*, 170(7), 638-642.

MCEC Collaborates with Princeton and Brookings on Future of Children

Princeton University and the Brookings Institution released the latest issue of *The Future of Children* on the topic of military children and families. *The Future of Children* and the Military Child Education Coalition jointly developed this edition to promote effective policies and programs for military-connected children and their families. The following MCEC Science Advisory Board members made significant contributions to the project: Colonel Stephen J. Cozza, M.D., USA (Ret), Richard M. Lerner, Ph.D., Major Eric M. Flake, M.D., FAAP, US Air Force, Kenneth Ginsburg, M.D., Ann Masten, Ph.D., and Paula K. Rauch, M.D.

MCEC Board Member, Patty Shinseki, said “This publication sounds a clarion call for action. The clear, powerful, consistent message of intellectual unity of purpose around the military child and family summons the urgent attention and action of all with the capacity to assist. The health and well-being of those who have carried the burdens of service and sacrifice deserve the careful, coordinated system of care that enables reliable, long-term, sustainable responses to their needs.”

To receive a complimentary copy of the publication, please contact Michael.Gravens@MilitaryChild.org.

My family **FIGHTS** for your family.

VICTORIA W./ RIDGE VIEW HIGH SCHOOL,
SOUTH CAROLINA

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

INTRODUCING Team a mile in *their* shoes **MCEC®**

LINDSEY ANDERSON
MCEC Development Coordinator

A NEW YEAR ushers in exciting new initiatives for the Military Child Education Coalition. **Team MCEC** is a nationwide program encouraging families, students, educators, and individuals to walk “a mile in their shoes” to build awareness of military-connected youth and MCEC programs that serve them. Team MCEC members participate in local events such as walks, 5ks, 10ks, half and full marathons while proudly sporting the Team MCEC tech shirt.

In Harker Heights, Texas, current members of Team MCEC ran in the Monster Dash 5k to support “Scaring away Polio.” Phil Young, Kyle Fischer, and Lindsey Anderson participated in the team 5k run competition while Joe Clever walked the

I had a group of people I just met cheering me on, supporting me, and helping me push myself harder than I could possibly do on my own.

hilly course and was cheered across the finish line by his fellow Team MCEC runners. Though Team MCEC did not win the title for the team competition, Fischer felt as though he got more out of the experience than he could have hoped for saying, “My first run with Team MCEC, I got a personal record. Many may think of running as a solo activity, but the motivation and support you can receive from a team simply amazed me. I had a group of people I just met cheering me on, supporting me, and helping me push myself harder than I could possibly do on my own.”

While Team MCEC rallies members to run or walk “a mile in their shoes” to support the children of our men and women in uniform, the team can also function as a support system. Team MCEC members have the opportunity to interact



their families? Do you have fitness goals that you want to achieve? Join Team MCEC and make a difference in your life and the lives of others!

Team MCEC plans to go live soon. For more information about joining the team, please visit www.MilitaryChild.org/team-mcec or contact Lindsey Anderson at Lindsey.Anderson@MilitaryChild.org.



Check out the NEW MCEC Store!



Redesigned store
featuring new items
with you in mind!

More payment options
make ordering easy!

Purchase orders, checks and credit cards
(American Express, MasterCard, Visa, Discover,
or Paypal) accepted.

To order go to
www.MilitaryChild.org
and click
SHOP ONLINE

Questions? Ask Denise!

Can't decide what to order?
Denise is ready to be your personal shopper!
Denise.Graham@MilitaryChild.org

Sneak Peek!

Chart Your Course™ High School.....\$20.80

Set Includes 10 flyers: Freshman Year, Sophomore Year, Junior Year, Senior Year, Parents, Another Option, If You Are Moving, Programs to Help You Prepare for College, Select a College Best for You, and Paying for College. This set also includes the Total College Solution DVD and the College Admissions Workbook.

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 child care 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 children experience change more than their civilian counterparts through deployments, trainings, frequent moves, and changing schools. This kit features tools and activities that help parents create meaningful conversations about change.



MILITARY CHILD EDUCATION COALITION®
16TH NATIONAL TRAINING SEMINAR

KEEPING THE PROMISE

...for the sake of the child.

JULY 29-30, 2014

Washington Marriott Wardman Park
Washington, DC

SAVE THE DATE



TM

WATCH FOR UPDATES ON OUR WEBSITE:
WWW.MILITARYCHILD.ORG/NTS