ON THE move®
the official magazine of the Military Child Education Coalition

Special Buzzworthy Foldout on Back Cover!
20th Annual National Training Seminar
Military Child Education Coalition®

VISION STATEMENT:

Every military-connected child is college, workforce, and life-ready.

MISSION STATEMENT:

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

GOALS:

1. Military-connected children's academic, social and emotional needs are recognized, supported and appropriate responses provided.

2. Parents, and other supporting adults, are empowered with the knowledge to ensure military-connected children are college, workforce and life ready.

3. A strong community of partners is committed to support an environment where military-connected children thrive.

Military Child Education Coalition (MCEC) is a GuideStar Gold Participant
www.guidestar.org/profile/74-2889416

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.

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## Table of Contents

### FEATURES

**20**

**Snapshot Infographic Pull-out Poster**
See the impact of programs, services, and professional development servicing military-connected students, parents, and professionals.

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**24**

**2018 Call for the Arts Contest Winners**
2018 Call for the Arts sponsored by a generous grant from Target.

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### WHAT ELSE IS INSIDE

#### Education

- **6** Pursuit of Opportunity - DoDEA Supports Educational Transition
- **8** Study of Challenges of Supporting Highly-Mobile Military-Connected Children in School Transitions
- **10** Q&A with Julie Blanks, US Department of Defense
- **12** JBLM Center for Autism Resources, Education and Services (CARES)
- **14** Thousands of Schools — ONE Mission
- **16** Top 10 Reasons Students Plagiarize and What Teachers Can Do About It

#### Thriving Military Kids

- **23** Embracing Change and Finding Community
- **27** Artist Spotlight: An Interview with Mary Elizabeth & the Ray Family
- **28** The Art and Science of Strong Roots

#### MCEC Resources

- **32** Parent to Parent™ Thriving Trainers
- **34** Collaboration for Enhanced Support
- **35** MSTC Sharon Glendening
- **36** A Look Into Civics Learning by State

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### Become an On the Move® Author

* MCEC publishes articles addressing issues, trends, and policies supporting military-connected children and youth.
* Views expressed do not necessarily agree with positions taken by MCEC. Submit ideas to Newsletter@MilitaryChild.org.

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### about the cover:

Ravinessa A. | Grade 8
Randolph Middle School
Universal City, TX
US Army and US Navy
As we celebrate the MCEC 20th anniversary, what better time is there to look back at all the positive things we have accomplished and to now build on that history making life-ready military-connected children?

Each year we strive to improve and grow our services to continue serving millions of military-connected children and families. Last year we served over 4 million people, increased our relationships and engagement in areas with a high-density military population, executed capstone outreach and advocacy events, and expanded our reach with webinars and online professional development.

This edition of the On the Move magazine highlights our work, celebrates 20 years of service to the military child, and is riddled with what you’ll see at our 20th Anniversary National Training Seminar (NTS) this summer in Washington, DC (check out the NTS foldout at the back of this issue).

You’ll also see the winners of our Call for the Arts, a program we’ve had in place for years to allow military children to communicate pride in their parents, celebrate their military-connected lives, and acknowledge their grief and worry through art. The winners will also attend the NTS and will autograph their artwork for participants.

We are grateful for your continued support and look forward to another 20 years...for the sake of the child. THANK YOU!

Sincerely,

William M. Fraser III
General, USAF (Ret)

Growing a Community of Support

At MCEC, we strive to empower military-connected children and the community that surrounds them. Please join us as we work to ensure the children of our service men and women have everything they need to reach their full potential.

HOW YOUR SUPPORT HELPS

Your tax-deductible donation to MCEC funds programs for students, parents and professionals, providing vital peer and community support systems. MCEC will be honored to be the recipient of your charitable contribution designated in one of the following areas:

Student/Youth Initiatives | Parent Initiatives | Educator/Professional Initiatives

Together, we will grow a community of support...for the sake of the child.
Dear Friends,

Spring brings new opportunities to highlight commitment, creativity and growth... truly how the focus on our mission is On the Move!

Exciting News! Since the inception in 2006, over a quarter of a million parents have participated in our Parent to Parent™ program! Thanks to long-serving professional trainers and strong program leadership, our parent initiatives have expanded to include in-person events as well as webinars. Get to know our trainers on page 34.

An Open Letter to My Father, the Airman, is a winner in our Call for the Arts and a must read! We interview the author, Mary Elizabeth Ray, and her family on page 27, or you can check out the podcast on our YouTube channel. The Ray family teaches us about the benefits of educating ourselves on policies and initiatives like the Interstate Compact on Educational Opportunity for Military Children.

This On the Move includes another great interview. We had the opportunity to have a conversation with Julie Blanks, Principal Director and Acting Deputy Assistant Secretary of Defense for Military Community and Family Policy, US Department of Defense (DoD), for a Q&A on page 10. She shares important insights about caring for families, the DoD’s commitment to their success, and what the way ahead potentially looks like.

Our 20th Anniversary National Training Seminar (NTS) is this summer, once again in our nation’s capital! This year’s theme is Military and Veteran Children: Strong Roots, Sustainable Futures. The NTS is a great opportunity to gain professional learning based on research, practice and common sense ideas that help ensure every military child is safe, supported, challenged, healthy and engaged in learning. As a professional learning community, we all grow from networking and the NTS is a perfect venue to connect with colleagues. See the NTS feature foldout in the back of this magazine for details.

Thank you for all that you contributed in 2017 and, most of all, your continued support for the children of those who serve us all.

Sincerely,

Mary M. Keller

President and CEO, Military Child Education Coalition

Please also see our 2017 MCEC Annual Report by visiting MilitaryChild.org under the About Us tab.
The ability to influence educational outcomes as an agency for military-connected K-12 students is best leveraged through outreach and partnerships with school districts and the military community. Kathy Facon, Chief of Education Partnership and Resources with the Department of Defense Education Activity, does this through capitalizing on the resources of the Department of Defense Education Activity (DoDEA). “DoDEA works in concert with school systems nationwide to promote continuity in academic and support programs for our military-connected school districts,” shared Facon. “We actively seek opportunities to learn from military-connected public school districts and share successful programs and practices in pursuit of expanding educational opportunities.”

Over the past 28 years, Kathy Facon has served in various capacities in quality of life and military family programs. In her current position, she has led efforts to implement programs in support of the educational transition of school-age children of our nation’s military members. “I have established a variety of creative and innovative outreach initiatives, such as working collaboratively with the U.S. Department of Education, and implementing a robust competitive grant program that requires the use of evidence-based practices for K-12 education program development,” shared Facon. These initiatives are based on the goals of college and career-ready standards, Social-Emotional Learning, and the criteria to increase student learning found within the Every Student Succeeds Act (ESSA). Facon is also responsible for the oversight of the Non-DoD School Program and serves as the DoD representative for the Military Interstate Children’s Compact Commission (MIC3).

To date, the outreach efforts of DoDEA have impacted over two million students. Through the partnership grant program, DoDEA has awarded over 439 grants in 35 states, an investment of over $493M, which has provided resources to more than 2,900 highly military impacted public schools to support increased academic outcomes, social-emotional learning, enhanced and integrated technology, and promoted advanced placement (AP) and virtual learning opportunities.

Grant outcome data shows that DoDEA efforts have greatly impacted student performance. Out of 285 school districts who were awarded Science Technology Engineering and Math (STEM) grants, over 79% of them increased the percentage of students meeting or exceeding proficiency on state assessments in math, improved their average science achievement scores on nationally normed tests, and increased the percentage of students completing honors and AP math, science and engineering classes.
When asked why this work is important, Kathy shared, “Because continuity in a K-12 education matters, now more than ever, to minimize student achievement gaps in content, skill, knowledge and what students are able to do with that knowledge.” She continued, “It’s important that our military-connected students keep pace with their peers so that they are able to build their future to their full potential.” The collective resolve in the pursuit of quality educational opportunities for children of military families represents a recognition of the importance of the role education plays as both a stabilizing influence in the lives of our children and their families, and overall element of military readiness and morale of the Force.

DoDEA seeks to promote educational continuity through consistent academic and social support for military children by leveraging Military and Community Partnerships. “Partnerships such as our relationship with the Military Child Education Coalition (MCEC) are vital to sustain collaborative integration of resources that enhance and support the educational experience for all students,” shared Facon.

Facon and DoDEA will present at the 20th Annual MCEC National Training Seminar in Washington, DC, July 23-25, 2018.

“The National Training Seminar provides an opportunity to renew our commitment, refresh current information and reconnect with people who make a difference in their respective roles,” explained Kathy. “This year we are excited to highlight the approaches and successful outcomes achieved by the DoDEA Partnership Grant Program through the lens of research to practice through content and methodology. Additionally, we are excited to be the voices of students and families who have been impacted by the Military Interstate Compact.”
A Study of the Challenges of Supporting Highly-Mobile, Military-Connected Children in School Transitions

Repeated school transitions present a near-constant and critical challenge to military families and their children. These transitions are often combined with significant geographic and cultural change as well as the unique challenge of a parent repeatedly deployed in a war zone. The frequency and complexity of these transitions can cause emotional, social, and academic upheaval of varying intensity.

In the Spring of 2017 and funded through a generous grant from the Chan Zuckerberg Initiative, an advised fund of the Silicon Valley Community Foundation, Military Child Education Coalition® (MCEC®) partnered with the Center for Public Research and Leadership (CPRL) at Columbia University to develop a deep understanding of the transition challenges faced by the key actors. By listening to the experiences of students, parents, school staff, and others, CPRL researchers explored the process components that help or inhibit successful transitions in today’s education and military service environment. The resulting research findings report can be found below and in its entirety on the MCEC website MilitaryChild.org/CPRL.

Furthering support for military-connected students, this initial research project has sparked ongoing collaboration between MCEC and CPRL. Also funded by a generous grant from the Chan Zuckerberg Initiative, we are working to develop relevant tools that address the whole child and can be applied by educators and parents to ease transitions for highly-mobile secondary students. Please stay tuned for the research findings from this ongoing project to be reported at the 2018 National Training Seminar scheduled on July 23-25, 2018 in Washington DC, as part of our Distinguished Lecture Series. You won’t want to miss learning about these new tools you can employ …..for the sake of the child.

Changing schools is academically and emotionally disruptive for all children. Military-connected children face these stresses again and again, changing schools three times more often than civilians. Of the 1.2 million military-connected children, about 200,000 school-aged children move every year and 80% of them are in local public schools.

Scope of Project:

- Five-month study focusing on military-connected public school students in grades 6-12 and concentrating on schools with significant military-connected populations.
- Conducted comprehensive academic and general interest literature review.
- Interviewed 60+ school district personnel, teachers, counselors, students, parents, and other stakeholders.
- Conducted site visit of school district near military installation, holding 10+ focus groups.
- Analyzed interviews and reviewed for themes and findings.

Persistent Challenges

- Enrollment & Withdrawal
- Course Placement & Credit Transfer
- Extracurricular Eligibility
- Academic Mismatches
- Implications for Graduation
- Special Populations
- Special Education
- Social-Emotional
- School Climate & Welcoming Practices
This project has been made possible in part by a grant from the Chan Zuckerberg Initiative, an advised fund of the Silicon Valley Community Foundation.

References used for this article can be found on Page 39.
WITH MS. JULIE BLANKS
Principal Director and Acting Deputy Assistant Secretary of Defense for Military Community and Family Policy, U. S. Department of Defense

Q: Would you mind telling us a little about yourself and your background, and — How did you get involved in your current role?

First and foremost, I am motivated every day by our men and women in uniform. They amaze me, and I see first-hand on a regular basis the enormous contributions and sacrifices our service members, veterans, survivors, and families make ... I continue to be in awe. I come from a military family, and have spent my entire life on or near a military installation, and most of my professional career as part of the Department of Defense. My background is in clinical social work, so I saw early on how vital a nurturing, supportive family, and a quality education are in the life of a child. So I am absolutely committed to developing and implementing resources that make every day better for our military community, and for those who will impact the lives of our military children and families. I’ve also been part of the Office of the Under Secretary of Defense for Personnel and Readiness for many years, and it’s through this experience that I have also seen how family readiness, in large part, means military readiness—for we know that when our families and children are ok, our service members can focus on the critical missions with which they are tasked.

Q: How important are strong, healthy and well-supported families to the readiness/retention of our service members and their missions?

Strong, healthy and well-supported families are absolutely key to the readiness and retention of our service members. The exceptional service and sacrifice of our brave men and women in uniform is a duty they do not take lightly nor the responsibility for granted. And our military families serve as their foundation, a source of comfort and stability, and allow our service members to focus on their mission and duty requirements. It’s critically important our military families are well-supported as they navigate the unique challenges of military life. The Department of Defense is charged with ensuring our military families receive quality of life services that are relevant to their needs, accessible when and where needed, effective at promoting their well-being, and sustainable in the face of constrained resources and shifting priorities.
What are your feelings toward our military kids and the commitment to their success?

Our military kids are so brave and resilient! More than 1.8 million children are part of an active duty, Guard, or reserve military family and love and support their parent – sometimes parents – who are in the armed forces. We provide a number of programs designed to help military children thrive. From quality, affordable child care, summer camps and recreational sports, to education and youth development programs that focus on citizenship, the arts, character building and leadership, our programs are as unique as the children they are designed to serve. The Department of Defense is committed to supporting the health and well-being of all military children.

What does community support look like? What sort of challenges or issues face military families? And how does the DoD help support those challenges?

Community support comes in many forms. Friends, family members, neighbors, colleagues, leaders and community members can all provide emotional support, help solve problems, offer parenting advice and give concrete assistance to our military families to help parents take care of themselves and their children. We strive to strengthen our relationships with partners and cultivate new ones. A network of support is essential to the happiness and well-being of all military families.

The constant in military life is change. Military families often face the challenge of frequent moves and relocations. Other military life challenges include a deployed parent or coping with a parent’s service-related injuries. Finding meaningful employment is a challenge faced by many of our military spouses.

The Department of Defense provides a continuum of care that stretches around the globe and throughout the years of service of our service members and families. Military and Family Support Centers are located on nearly every installation and provide a range of support programs, including relocation and financial assistance. Military OneSource and Military and Family Life Counseling programs provide comprehensive non-medical counseling support and information to service members and their families on every aspect of military life, including deployment, finances, reunion, relationships, grief, spouse employment and education, parenting and child care. In fact, for those service members and families geographically isolated from an installation, especially those in the National Guard and Reserve, Military OneSource can be a great resource to connect them to services and other programs that can help.

What has been accomplished recently and what does the way ahead look like?

We’re looking hard at ways to meet the needs of families with special needs. We are in the process of conducting an in-depth review of the system of support – you know it as the Exceptional Family Member Program. We’re looking at ways to improve communication, standardize service delivery and process, and enhance resources to support families and those providing support at the installation level. In addition, enhancements to resources used by the Military OneSource call center specialty consultants are being developed and will be announced soon. Work to ensure the safety of children entrusted in our care remains a high priority. We are currently reviewing and updating our child care policies, so that we can increase access to the highest quality of care, while also addressing ways to make our internal processes as efficient as possible.
Military families move frequently and have to respond to uncertainty and instability as they re-establish themselves in their new community. For families with special needs this can be particularly challenging. Finding a team of therapists, educational professionals, and medical and respite care staff, not to mention a supportive community, can often take years. This can make a military family feel as though they are always trying to establish a team of support for their child.

For decades, the military has been successful in helping families connect to their new location by assigning a sponsor to help them integrate into their new surroundings. To assist special needs families, the Exceptional Family Member Program (EFMP) was established with the intent that families would only be assigned to locations that had readily available education and medical services. System Navigators, School Liaison Officers, and a myriad of online resources are also available to help families through transition and help families feel supported. Families who have a child with special needs, especially those with an Autism Spectrum Disorder requiring multiple military or community medical and educational systems, can experience high levels of stress, become frustrated with systems of care, or feel unsupported.

At Joint Base Lewis-McChord (JBLM), the Army Medical Command Developmental Behavioral Pediatric Program, in conjunction with Armed Forces Community Services, have teamed together to launch the first Department of Defense Autism Center, JBLM Center for Autism Resources, Education and Services (CARES). JBLM CARES mission is to help support families with special needs, with an emphasis on those newly diagnosed with autism or those who have recently moved to the area. The Center provides direct ABA, SLP and OT services, then provides a warm handoff to continue their treatment. The CARES building is a renovated Child Development Center and is now an ideal location to welcome all families with children who have special needs to attend outreach activities and educational opportunities.

Since its opening in August 2017, hundreds of families per month have benefited from the services provided at JBLM CARES. On average, children are getting therapy within 14 days of a new diagnosis or arrival to JBLM and the responses from families and the community has been very positive!

For more information on the new JBLM CARES Center, visit: mamc.amedd.army.mil/clinical/pediatrics/jblm-cares-center.aspx
6Rs of Bullying Prevention
$32.99
Dr. Michelle Borba has spent the past two decades researching school bullying and working with over a million parents, educators, and students worldwide. In this book, she brings together the strongest elements of best practices and bullying prevention programs to form the 6 Rs of bullying prevention: Rules, Recognize, Report, Respond, Refuse, and Replace. Used on its own, or to supplement an existing anti-bullying or positive school climate initiative, this guide will help you see real progress in your bullying prevention efforts - and a more peaceful future for your students and school.

Start Where You Are
$15.95
This thoughtful journal pairs insightful quotes with prompts that spark reflection through writing, drawing, list making, and more. Wherever you’re headed, these pages will help you get there, and gain a deeper understanding along the way.

What Do You Stand For? For Kids | $13.99
Some kids stand out. People look up to them, their parents are proud of them, they make friends easily, and they seem to know the right things to say and do. Learn positive character traits and how to develop them with, What Do You Stand For? For Kids.

Kit Contents:
• Check out the quizzes to teach you about yourself
• True stories about kids with character
• Ten important character traits
• “What if?” situations
• and MORE!

While You Are Away GLU Kit | $34.95
The While You Are Away Growing, Learning, Understanding (GLU) Kit was developed to support children during deployment and contains activities that help toddlers, preschoolers, and early school-aged children better understand and manage the deployment of a loved one.

Toddlers will enjoy activities that foster creativity, develop counting skills, and connect with the deployed individual, while preschoolers and early school-aged children can utilize the activities in the kit to be more informed and involved during the deployment of a parent.

Activities help children understand the passage of time, what the future may hold, what daily life is like for a parent who is far away, and how parents and children are emotionally connected no matter how great the physical distance is between them.

Kit Contents:  While You Are Away, In My Heart, How Many Stars in the Sky?, Overview, Theme/Activity Outline, Activity Ideas, a Memory Book, and a variety of information sheets
Since 2006, the Military Child Education Coalition® (MCEC®) Student 2 Student® programs (K-12) have grown globally to over 1400 trained schools in the US and overseas. Our students use the 6 core values of Academics, Service, Leadership, Finding the Way, Relationships, and 100% Acceptance to grow and help others around them.

Most military-connected students move six to nine times during their school years. Feeling like the perpetual “new kid” can be stressful – just finding someone to eat lunch with can make a difference. MCEC offers student-centered and student-led programs at the elementary, middle/junior high, and high school levels to ease transitions and create a positive environment. The MCEC Student 2 Student® (S2S™) program is a student-led organization that welcomes incoming students to their school and helps departing students prepare for their next school. Encouraging 100% acceptance is a hallmark of this successful program that brings military-connected and civilian kids together. The Junior Student 2 Student™ (JS2S™) program is for middle/junior high school students and addresses the needs of this vulnerable age group. Elementary Student 2 Student™ (eS2S™) models service and leadership, and engages younger students as peer leaders under faculty direction.
Over the last four years, MCEC Student Programs Manager, Debra Longley, has seen student programs grow to over 1,400 schools trained! “We changed our training model, making student programs more accessible to smaller schools and giving more schools the opportunity to participate in trainings,” explained Debra. More schools trained equals smoother transitions for more military students.

Each year several S2S teams are invited to the MCEC National Training Seminar (NTS) where they have the opportunity to explore Washington, DC, collaborate with, and learn from, other S2S teams. In the last four years, MCEC went from seven schools attending the NTS to 35! We are expecting our largest student presence at the 20th Anniversary NTS. “The impact on students is life-changing,” expressed Debra. “They learn invaluable leadership skills and gain confidence academically and socially.” She continued, “I get so excited just thinking about opportunities like utilizing more technology to connect with students, growing our resource library, and watching the S2S program become a household name like many other student programs.”

Student Programs — Growth Impact —

It is life changing, but that change didn’t come easily. Change takes hard work, but afterwards you feel incredible.

Sawyer G. | Stuttgart High School, Germany
Frances Hesselbein Student Leadership Program Attendee

TOTAL NUMBER OF SCHOOLS TRAINED SINCE 2004

1406

S2S (HIGH SCHOOL)

604

JS2S (MIDDLE/JUNIOR HIGH SCHOOL)

628

eS2S (ELEMENTARY SCHOOL)

174

Just Sayin’
a newsletter for friends of S2S, JS2S, and eS2S

Stay in the loop with all things S2S, JS2S, and eS2S! Interested in knowing how military-connected kids are making a difference in their communities and creating bright futures?

Start receiving this monthly eNewsletter by emailing Debra.Longley@MilitaryChild.org and look at past Just Sayin’ newsletters on our website at MilitaryChild.org under the News & Events tab!
TOP 10 REASONS STUDENTS PLAGIARIZE

and What Teachers Can Do About It
Michelle Navarre Cleary

10 THEY ARE LAZY
Most students do not plagiarize intentionally. For those who are looking for an easy way out, make plagiarizing too much work.

What Can You Do?
Require students to submit drafts and reflect upon their writing process. You can use in-class reviews to provide quick feedback, and students will develop their metacognitive skills.

Students are less likely to plagiarize if they bond with fellow students and teachers in small classes and have fresh assignments that require original thinking (Ashworth & Bannister, 1997).

9 THEY PANIC
Some students will deliberately plagiarize when they feel backed into a corner. This behavior often results from poor time management and when students encounter new writing challenges.

What Can You Do?
Teach strategies for project and time management.

Model your process, review common challenges, and assign intermediate steps.

8 THEY LACK CONFIDENCE
Even students who are confident about their ideas may be tempted to borrow an author’s words because the author “says it better than I can.”

What Can You Do?
Equate learning how to communicate about something new with the ways students have already learned to speak as experts about their favorite hobbies.

Have students write throughout the research process so that they are processing their ideas as they go.
They Think They’re Supposed to Reproduce What Experts Have Said

Some students believe scholarly publications are repositories of facts, places they can go to find the truth of the matter. They do not see a need to cite information from these sources any more than they would cite Webster’s on how to spell a word (Lipson & Reindl, 2003). Similarly, many believe a research paper is a collection of information strung together with transitions. These are students who say, “So you want me to cite every sentence?” They are most likely to plagiarize by not citing paraphrases and summaries (Lipson & Reindl, 2003; Ashworth & Bannister, 1997).

What Can You Do?
Teach students to generate a hypothesis and then research to test and refine it.
Have students identify and correct uncited summaries and paraphrases in sample papers.
If a student only cites direct quotes, ask about summaries and paraphrases.

They Have Difficulty Integrating Source Material Into Their Own Exposition or Argument

It’s not easy to write an effective summary, paraphrase without plagiarizing, and incorporate quotations. This is particularly true when students are simultaneously figuring out what they think and learning how to formulate their argument.

What Can You Do?
Teach students to put their source material out of sight when they summarize or paraphrase.
If citations only come at the end of paragraphs, the student may think the ending citation covers all borrowing in the paragraph.

They Do Not Understand Why People Make a Fuss About Sources

Students often do not see themselves as members of a scholarly community that is collectively building knowledge (Ashworth & Bannister, 1997). These students will ask, “If the source says the same thing I’m saying, do I have to cite it?” Even those who understand the need for sources find the conventions for citing overly fussy and secondary to “actual” writing (Ashworth & Bannister, 1997). Their annoyance is heightened when they discover that citations guides never cover every case and teacher expectations vary.

What Can You Do?
Give students real-world opportunities to debate ideas and build knowledge.
Teach students to extrapolate from examples presented in style manuals.
Develop a consistent approach to citation with other teachers in your school.

They Are Sloppy

When Pulitzer Prize winning historian Doris Kearns Goodwin was accused of plagiarism, she explained that she had inadvertently relied on notes that she thought were her own words. If a professional historian can get confused, it is not surprising that students do so as well.

What Can You Do?
Teach students strategies for organizing notes.
Insist that students include citations, even if in rough form, in all drafts.
3 THEY DO NOT UNDERSTAND THAT THEY NEED TO CITE FACTS, FIGURES AND IDEAS

Numbers, in particular, are something students often neglect to cite.

What Can You Do?
If there are more sources in the references than in the text, ask where the source is used.
See the suggestions for #6 and #7 above.

2 THEY ARE LEARNING

Some composition scholars argue that students who abuse paraphrasing by inverting word order or changing word forms are trying to digest new material. Such “patchwriting” is part of a long tradition of learning to write by copying expert writers (Howard, 1995).

What Can You Do?
Treat patchwritten papers as early drafts.
Teach students strategies for making sense of and analyzing new material.

1 THEY ARE USED TO A COLLABORATIVE MODEL OF KNOWLEDGE AND PRODUCTION

For students who have grown up with sampled music and video mashups, who come from different cultural backgrounds, or who write collaboratively in other contexts, the idea that they should distinguish their own words from those of others can be confusing (Price, 2002). Composition scholars point out that plagiarism is largely a modern concept and that research into the socially constructed nature of knowledge challenges the idea of the author as a singular creative force (Bowden, 1996; Howard, 1995; Woodmansee & Jaszi, 1995).

What Can You Do?
Review examples that highlight the context-specific nature of plagiarism (Price, 2002).
Discuss the reasons for citing sources.
Have students debate gray area cases.

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For the Sake of the Child

CELEBRATING 20 YEARS

Designed by SAIC
The Military Child Education Coalition® solely exists to help the military-connected child thrive in the face of transition and separation.

We deliver programs, services, and professional development to meet the needs of military-connected students, parents, and professionals.

**Student Programs**

**Student 2 Student Programs**

*Student 2 Student® (S2S™)* programs are student-centered, student-led with educator supervision and enable smooth transitions for mobile students. S2S supports academic excellence while promoting 100% acceptance. These programs have been available in high schools since 2004, in middle/junior high schools through *Junior Student 2 Student™* (JS2S™) since 2006, and since 2014 in elementary schools with *Elementary Student 2 Student™* (eS2S™).

*We are very pleased with the impact eS2S is making at our school. Students connect right away and there is ease in their transition to a new school (even one as big as ours). My favorite part as a school leader is seeing our students be leaders for each other. Students serving students is a beautiful thing!*  

Carrie P., Principal

**Parent Programs**

Over 100 *Parent to Parent™* workshops address academic, social, and emotional issues associated with a military family lifestyle. *Parent to Parent* began in 2006.

**Impact of parents surveyed:**

- **99%** will use info learned to support their child’s educational needs
- **94%** will use info learned to support their child’s emotional needs
- **98%** felt *Parent to Parent* provided them the knowledge needed to help support their child

*based on DoD average number of children per household.

**Tell Me A Story**

*Tell Me A Story®,* developed in 2005, promotes early literacy and empowers children and their parents to open family discussions on difficult topics such as separation and transitions.
Military Student Transition Consultants

As school-based first responders, Military Student Transition Consultants™ (MSTCs) prove to be instrumental in the following topics: school moves, military lifestyle, navigating the special education process, academics, college and career readiness, social-emotional issues, and conflict resolution.

In 2017, the MSTCs provided personalized transition support to 3,951 students and 328 families. The MSTCs helped solve 4,207 issues with resources and collaboration with students, parents, community members, school personnel, and installation representatives. MSTCs delivered 610 professional development training sessions serving 13,302 DIRECT contacts.

9 out of 10 students and families reported the MSTC was personal and caring about their situation and quick to respond and answer questions.

Of the 610 professional development events the MSTCs provided to school personnel,

94%Learned something new
98%Can apply the information
98%Enhanced their understanding of education issues related to military life

School personnel reported the MSTC supported students in the following ways:

100%Parent or family member being deployed or returning home
100%Behavior
100%Grades and academic success
100%School move and transitions

Stakeholders Reported:

2,803 work hours saved while working in collaboration with their MSTC

Professional Development

Helping Military Children Discover Their S.P.A.R.C.: Strength, Potential, Aspirations, Resourcefulness, Confidence™
Offered online as well as face-to-face, participants learn to identify sparks and interests that contribute to a growth mindset in children and youth.

Supporting Veterans’ Children through Transitions™
Learn unique transitional issues children face when their parents separate from the military.

Trainings in 2017

78 Face-to-face
Conducted in 20 states and Germany, England, and Japan
10 Online

Cumulative Trainings to Date

1,440 Trainings & Engagements
42,132 Professionals Trained

Your donation helps sustain and grow our programs to ensure every military child is college, workforce and life-ready. Every gift, large or small, can make a profound difference in a child’s life. Please consider a tax-deductible contribution by visiting MilitaryChild.org/Donate

Support the children of our Nation’s service members by adding your voice.
MilitaryChild.org/Join

SUPPORT

85 cents of every DOLLAR goes back to programs & services.
Thriving Military Kids

Designed by SAIC

CELEBRATING 20 YEARS

MilitaryChild.org
McKenzie is in 9th grade at Hayfield Secondary School in Virginia and has already lived in South Korea, Hawaii, Texas, Georgia, back to Texas, Virginia, Nebraska, and back to Virginia! Her father’s Air Force career has afforded her many opportunities, but it can also be challenging. “It’s hard moving every time but this past time we moved back to the same place so it was exciting,” shared McKenzie. “I was still leaving friends in Nebraska so there was good and bad.” McKenzie still keeps in touch with her friends. She was planning a visit with her friends in Nebraska soon after this interview.

The positives always outweigh the challenges for McKenzie and her family. She explained it was hard when her father had to TDY to Korea. “He was gone for a whole year and that was hard,” shared McKenzie. She explained that navigating new schools is hard, but she is great at making new friends. Staying involved in activities also helps as she is in cheerleading, guitar, piano, and voice lessons. “We are also pro packers and unpackers,” explained McKenzie. “Our last house we had completely set up in 3 days. We were super proud of that.”

McKenzie’s mother, who works for the Association of Military Banks of America (AMBA), a generous donor to Military Child Education Coalition® (MCEC®), attended the MCEC National Training Seminar and while there learned about the MCEC Student 2 Student® (S2S™) program. S2S is a student-led program that brings military-connected and civilian students together to welcome new students, create a positive environment, support academic excellence, and ease transitions as students enter or leave schools.

Before moving to Virginia, McKenzie and her mother looked into Hayfield Secondary School and were thrilled to learn they had the S2S program!

As a member of S2S, McKenzie meets monthly with her group, participates in activities that teach them how to help incoming students, gives new students tours of the school, and is there for the new student so they do not have to eat lunch alone. Her group is currently working on a project for Veterans and preparing for Month of the Military Child in April. “It’s a nice community to be around,” shared McKenzie. “I understand what these new students are going through and am glad to be able to help ease the transition.”
The Military Child Education Coalition® (MCEC®) Call for the Arts has ended and the winners are in! We received submissions from all over the world, every service branch, and all ages. Students submitted essays, poems, drawings, paintings, and interpretations of what it means to be a military child. Sponsored by Target, our winners receive a trip to our 20th Anniversary National Training Seminar in Washington, DC, July 23-25, 2018, and will be featured in our upcoming publications!
For 20 years, Military Child Education Coalition® (MCEC®) has diligently confronted the challenges of school transitions, mobility, and the separation military families face. Visual arts and writing allow military children to communicate pride in their parents, celebrate their military-connected lives, and acknowledge their grief and worry through art.

Thank you to everyone who submitted!
An Open Letter to My Father, the Airman

Dear Dad,

I want to let you know that I appreciate you. You always will be the first man I ever loved. I know that you work hard day and night to put these many roofs over our heads and that you want all of us to be better than you were. It’s a lucky life we have, that we get to experience all of these new places and interesting cultures. I love you Dad, and your job and all that it does for us.

But Dad…I’m hurting. This life of new places and experiences also means new reasons my nails stay bitten with anxiety, new reasons to cry at night. New isn’t always better. Sometimes the new school doesn’t welcome you with open arms but instead whispers gossip. Sometimes the new group of friends you’ve tried so hard to make end up abandoning you. Sometimes the new team becomes your biggest bully. Sometimes it becomes a chore to be involved for fear of further isolation or out of bitter resentment for this new place that took away your old feeling of familiarity.

The day you took that oath and made a promise to our country, you swore us in too. I believe you are brave for all the sacrifices you’ve made and the service you have done for our country. I also believe that all of the children of military parents, myself included, have to be their own kind of brave and retain just as much resiliency as their parents. There are over a million valiant men and women who protect this country and its values every day. But, there are fifteen million valiant boys and girls behind them who serve thanklessly.

So Dad, when I don’t feel like going to school, know it’s because I’m scared of the lack of familiar faces. When I get angry at you for making me do sports, know it’s because I’m reminiscing of the team I already had before. When I’m hesitant to travel on vacation, know it’s because I feel the need to control the environment around me and I sometimes try too hard to make it completely stationary. All this being said know that when I say thank you, I mean it not only as a daughter but as a grateful civilian. When I ask you about your day, I want to know that the Air Force has treated you well. When I hug you, it’s because I know how lucky I am to have you.

I hope some day that I can be as influential and instrumental in the world as you are in the military every day. You are my example for greatness and model for determination and because of you my dreams are hung high with the moon because you’ve helped me to see that I can do anything as long as I work hard. I love that you are my father but what makes it better is that you’re the kind of father that wears a camouflage uniform every day.

Mary Elizabeth R. | Grade 12
O’Fallon Township High School | O’Fallon, IL | US Air Force

Winner
Susan Ray, Air Force spouse and mother, came across the Military Child Education Coalition® Call for the Arts and asked her daughter, Mary Elizabeth, if she would be interested in submitting. An avid writer and someone who regularly journals, she was immediately interested in submitting art expressing her feelings.

“I always try and take a little bit of time to recognize military kids,” shared Mary Elizabeth. “I have always expressed it in my own journals or talking to my friends and thought it would be a great opportunity to share with other people.” She went on to express that military kids don’t get a lot of recognition for the service they do. “Most people think you just get to travel a lot and live an awesome life,” she shared. “But there is a lot of hurt and heartbreak that goes into being a military kid and living this life that a lot of people don’t recognize.”

Mary Elizabeth submitted, An Open Letter to My Father, the Airman, a powerful interpretation of her life as a military child and an open expression of the feelings that go along with that life. “Some of this letter was my own kind of healing because I just moved again for my senior year and it helped express a lot of ideas and feelings that were coming up at the time,” she explained.

Bill was envious of his friends getting to travel and live in different places and couldn’t wait to grow up and go off to all those places. “It has taken me some time to realize just how hard it is for these kids, so it was a real wake-up call.” When he read his daughter’s open letter, it put everything into perspective and made him realize just how hard moves are for military kids. Her mother, Susan, was heartbroken after reading the letter. “But I think it was definitely therapy, the expressions that she got out, and I was proud,” shared Susan. The differences in Bill and Mary Elizabeth’s perspective shows that all military kids have unique experiences.

The Ray family was diligent in educating themselves on policies and initiatives that supported them as a military family. “For one school, we arrived in the district the day before school started and they told us because our kids hadn’t been there for spring and summer training that our kids couldn’t play in fall sports,” shared Bill. “So we politely reminded them of the Interstate Compact.” After the school did its research, they realized Bill was right and allowed his children to participate. The Interstate Compact on Educational Opportunities for Military Children was developed in 2006 to ease the educational challenges that military children encounter.

Mary Elizabeth wants military kids to know that, “...[you] aren’t alone in your feelings. It is okay to feel bad about moving so much.” She encourages them to find resources and other students who are going through something similar. “It helps a lot to have that support system of people who are just like you.”

Mary Elizabeth is becoming an activist to others by sharing her story. Check out the entire interview with her and her family on our podcast: youtu.be/0NOW6dS_K4E
THE Art and Science OF STRONG ROOTS

— Jennifer Kirkpatrick
Horticulture is the science and art of growing plants. Most parents would agree that nurturing children also involves a good deal of art and science. When we think of strong trees, plants and flowers, we most often envision them being firmly rooted in soil; stationary; thriving as long as they remain in that spot and receive the proper amount of light and nutrients. This scenario does not work as an analogy for the military child. Truly, plant life is as varied and adaptive as are human beings. Plant life is found in all corners of our planet even in seemingly harsh environments such as caves, the arctic, high altitudes, or even the deep sea. It is in these environments that some of the most beautiful, most fascinating, and most resilient plants thrive. Perhaps these rare species better embody the characteristics of a military child. Some commonly known but extraordinary examples include succulents, water lilies, air plants or orchids. They, like military kids, adapt and thrive in distinct ways and in unique environments where other plants may not.

What defines strong roots? Orchids, for example, need a base of support, a genesis point, but their roots are exposed and they gather their nutrients entirely from their surroundings, by stretching their leaves and surfaces to gather resources. As with children, there are nearly infinite varietals, but most thrive best in loose soil that supports but does not bind the roots. Military children display some of the same astounding attributes.

Our family became rooted in Military Child Education Coalition (MCEC) about six years before my husband and I even had children. I had the good fortune to work for MCEC in its early days. Witnessing the development of projects, products, programs, and curriculum and contributing to those initiatives gave me a firm foundation upon which to embark on my own parenting journey. Watching the partnerships, mentors, and advisors, carefully cultivated by MCEC on behalf of military children, taught me the significance of building a network of support; layers of expertise to guide and encourage my own family.

The true power and value of MCEC was not fully apparent to me until I became a parent. Its significance continues to be reemphasized now that my children are school age and have transitioned schools and communities multiple times. MCEC has given our family a wealth of resources and encouragement in our parenting journey. Their thoughtful attention to science, patterns, and proven as well as innovative approaches to serving the unique culture of the military child helped me stock my parental toolkit. As a parent, I have already utilized many MCEC ideas and resources. Others are at the ready whenever my own children or community members need them. When they were toddlers, Growing, Learning and Understanding (GLU) kits helped us develop vocabulary, talk about feelings and moods and work toward early literacy. Some of our all-time family favorite books, such as Giraffes Can’t Dance, Noisy Nora, and Molly Lou Mellon were introduced to us via MCEC. Now as my children begin their elementary school years, MCEC webinars on student portfolios are most relevant to our family. And, as my children move through their educational career, I am glad to know MCEC will have resources for each stage.

My exposure to MCEC programs has benefitted not only our family, but also our neighbors, friends and unit members. Though middle and high school years are still in front of us, I frequently share the MCEC scholarship opportunities and
college prep information with friends whose children are at that crossroads. Several of my extended family members who are education professionals in areas not geographically near a military base have sought out MCEC resources for military-connected students living in their communities.

Parenting a military-connected child brings with it unique and repeated challenges as well as rare opportunities other parents may not experience. Our children see the country, if not the world. They explore the varied geographies of our nation. They meet a wide range of people from diverse cultures and backgrounds. They taste foods and hear sounds that others never will. They live next door and across the street from children who are both the same and very different from their own family. They witness patriotism, service, and sacrifice in action nearly every day.

What defines strong roots? Again, we most often think of plants as being stationary, in actuality, they perform regular and varied movements or tropisms. Plants shift in response to stimulus. They can move toward or away from external factors such as light, chemicals, physical contact, water, temperature, or even gravity. Sometimes their movement is temporary, sometimes permanent. A plant’s roots typically remain fairly stable, but its leaves, stems, flowers and fruit adapt as needed. Children too can shift or move, grow or be stunted in response to external factors. Strong roots are necessary, but if they want to truly serve the plant or person, they must allow growth and movement.

Each military-connected child is rooted in their individual family unit and a common military culture. For our family, traditions that travel: pancake day, pizza-movie night, visiting national parks, Girl Scouts, church, bedtime songs, are the core essence of us. With each move, each transition, we actively seek ways to grow and learn – to expand our root system as a plant might do when transplanted to a larger container. Sometimes the pruning phase of letting go of a past sense of place is painful, and our roots may need extra water to get established in a new pot, but the transition is necessary to encourage fruitfulness. For us, it is about helping our children take a positive approach and look for ways to explore our surroundings and enjoy whatever is special about our current place.

For the military child, this is why organizations – such as MCEC – are vital to helping cultivate community partners, schools, teachers and caregivers who can best help them find commonalities and predictability, but also help them to stretch, grow, and gather all the “nutrients” they need to build resiliency, confidence, competence, and skills they can carry with them wherever duty may call their service member parent. Though these roots are not the typical type, they are very strong. Those who surround these roots create an environment that enables flexibility and a sustainable future for our military-connected kids to bloom.

My hope is that the lessons our family has gleaned may benefit others living parallel to us in our military adventure. I see how my kids reach out to help other kids who are struggling. They ask “what is going right” instead of only what is wrong or upsetting. They share that they feel sad when something upsetting or disappointing happens to their sibling or peers.

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They reflect empathy, but respect individual experience and accept each new normal instead of dwelling in the past. Their resilience and adaptability continues to amaze me! They certainly learned some of these skills from us, their parents, but we must give some of the credit to our exposure to MCEC ideals and principles. I see the ripple effect of these psychologies not just in our family, but in our individual and cumulative spheres of influence and how we navigate this road alongside our fellow military-connected travelers. The broad range of MCEC programs ensures that I have resources for each stage of my children’s development, each step of our journey. Whether it is learning what those developmental stages might be, or how to practically apply resources to my children in a specific time and place, MCEC and their cadre of caring, passionate professionals and volunteers have led by example. Observing their lessons learned, and their own successful, independent military-connected children I feel hopeful and confident that, with help, mine can live this military life and live it well.

For 20 years, MCEC has been committed to asking what the military child needs in order to thrive rather than how to change the military child to fit norms. They are passionate about the science of the military child experience, but also about finding joy, beauty, and practical application of their findings. As military families continue to redefine what strength looks like in the face of increasing global demands for US Military support, so MCEC will continue to examine what sustainable support looks like for current and future military-connected kids. Our family looks forward to both contributing to and benefitting from their continued efforts.
Military Child Education Coalition® (MCEC®) Parent to Parent™ empowers parents to be their child’s strongest advocate on educational and social issues through parent workshops. Highly trained parent educators who share practical ideas, proven techniques, and solid resources to support military-connected families, lead the workshops. Over 225,000 parents have attended since the program began in 2006. Louise Webb and Cindy Risch are two of the longest serving trainers for MCEC.

LOUISE WEBB

Louise, a military spouse and mother, held various jobs over her husband’s mobile 23-year Army career. In 2008, she attended Transition Smoothie, a Parent to Parent™ workshop at her son’s elementary school. “I remember thinking ‘I could do this job’ and then thinking that I really want to do this job!” shared Louise. As many trainers are military spouses, a few were leaving the area, a vacancy opened up, and she has now been with the program over 10 years. “I have seen lots of changes, from new topics for workshops added, to always updating information in all of our workshops to be current and up-to-date,” explained Louise. “The biggest change for me was the addition of webinars. It is amazing to be able to reach such a large audience of people while using technology.”

CINDY RISCH

Cindy is a military child, spouse, mother, and veteran! Her family has 12 Permanent Change of Station (PCS) moves under their belts and all three of her children saw three high schools in four years. Cindy has been a Parent to Parent™ trainer for almost 10 years, supervising over 20 different teams, while also teaching several professional development and Student 2 Student® courses with MCEC. “My favorite part is being able to help parents with real-world solutions to the challenges we share in the experiences and transitions our children encounter as the result of our military lifestyle,” shared Cindy.
Many challenges the trainers encounter involve the enrollment and placement of military family children in the new school system. “All parents obviously want the best for their children, and it seems that just as we gain faith and confidence in a school and our children seem to be heading in the right direction, we leave that school and enter a new system,” explained Cindy. “As such, equipping parents with the proper understanding, training, tools and strategies is what helps them build resilience in their families and children. (They become) more able to handle the inevitable trials, difficulties, and complications with confidence and to achieve success in their children’s educational journey.”

Louise has seen great results from parents regarding a range of workshops they present. “I think the Academic Portfolio is one of the most useful and impactful resources we share. We have heard from parents how they helped their student gather and organize a portfolio and one Mom shared she felt the portfolio is what helped her son get into the military academy he attended!”

Louise loves being at a workshop, sharing great information, and then looking out at the audience. “You see that one (or more) parent get that look…the light bulb just went off and they are now empowered to help their kids in an even greater way, just because they came to our workshop.”

The Parent to Parent™ program is continuing to grow and isn’t slowing down! “Our reputation is growing significantly, as military communities are becoming more and more familiar with who we are and what we do,” shared Cindy. Louise added, “I see Parent to Parent™ only growing, both in cities and through the cyber world with webinars. It is an exciting time for the program as it seems it is always growing and expanding!

Parent to Parent™ webinars were developed on a range of topics as a resource for military-connected parents. If participants cannot attend live sessions, the recordings are available instantly online.

Free and open to everyone, topics include:

- MIC3 – Know Your Child’s Rights
- Building a College Mindset
- Kindergarten Readiness
- Transition Portfolios
- What to Expect When You’re Accepting
- Preventing the Summer Slide
- Internet Safety
- Resiliency and Bully Proofing
- AND more!

Check out upcoming and past webinars here:

MilitaryChild.org/parents-and-students/webinars
Collaborative decision-making among stakeholder groups is a time-tested method for creating long-term and sustainable change. Capitalizing on the power of this shared vision, Military Child Education Coalition® (MCEC®) implemented a collaborative process for its first Convening for military community leaders in 2014, and has been refining the process since. MCEC Convenings gather leaders from education, military and the community, and provide a tightly facilitated process for the collaborative creation of long-term action plans that ensure enhanced support for each community’s military-connected children. While the Convening process is standard, each community’s issues, objectives and expected outcomes are unique.

Over a two-year period, ending in April 2017, a grant from the Bill & Melinda Gates Foundation allowed MCEC to bring together thought leaders from four military-dense communities/regions:

- **Norfolk, Virginia**
- **The Commonwealth of Virginia**
- **Air Force Global Strike Command (AFGSC) bases, and**
- **San Antonio, Texas**

Each of the four locations used its Convening to address issues unique to that community in their work to prepare their students to be college, career and life-ready by high school graduation. During a full day of guided and paced team work, participants developed refined sets of forward-looking action plans, unique to each community, that addressed challenges in the areas of academics, advocacy and access to opportunity for their military children.

- **Norfolk** gathered participants from the city government, the volunteer community, the military and Norfolk Public Schools in April 2016. They created plans that would encourage military families to choose to live in Norfolk and educate their children in the Norfolk Public Schools by enhancing their communication and outreach in support of their military students.
- **The Commonwealth of Virginia** convened leaders from its 24 School Divisions with the largest military populations in Williamsburg in March 2017, to look at existing School Division practices worthy of replication across the Commonwealth and to create plans that would strengthen their individual and combined support of military children.
- **The AFGSC Convening** was held as an integral part of the Global Strike Command’s Education Symposium at Barksdale AFB in April 2017 and included leadership from all eight of the AFGSC bases and 12 surrounding school districts. They developed plans that tightened the connection among these GSC communities and eased transitional concerns across the Command.
- **The San Antonio Convening** gathered education and military leadership from 10 local school districts of the Texas Education Agency, Texas A&M University and others to focus on the results of the MCEC 2017 research of Texas military student identifier data. Utilizing recommendations from that report, they developed action plans that strengthened their support of military students across the metropolitan area.

Participants at each Convening developed a set of three impact statements and nine recommended actions that schools, the community and/or the military could implement to best support their military children. Each community has been responsible to continue the work of building out those plans and putting them into action. In all four locations local leaders have undertaken the ongoing implementation work.
Even though these were four entirely unique locations with customized objectives, there were several common outcomes that trended across all four Convenings. They included:

- Improved and more efficient registration systems
- Professional Development for staff and community
- Improved communication, particularly with parents
- Expansion of student peer-support programs at all grade levels
- Establishment of policies (local and state-wide) to improve military student accessibility to programs and services
- Expansion of community partnerships

MCEC Military Student Transition Consultants (MSTCs) are professional navigators and advocates for military-connected students and their families as they transition in or out of schools. Assigned within school districts, MSTCs cultivate personal relationships and become involved in problem solving at an individual level.

As a retired educator and the spouse of a basketball coach, Sharon Glendening understands and has firsthand experience with moving and transitions. Prior to becoming an MSTC, Sharon was an educator for 27 years, primarily working in middle schools where she taught science, reading, and special education. “I am not a military spouse, child, or otherwise, but I have a deep passion for the middle school student. I was looking for change, and becoming an MSTC was a perfect fit for me,” shared Sharon.

In the last several years, Sharon has seen an increase in students moving multiple times during high school. “Courses and credits can be difficult to manage if you attend one high school. Imagine having to juggle credits between districts or states and trying to graduate on time,” expressed Sharon. The Military Interstate Children’s Compact Commission (MIC3) is extremely helpful in aiding students in these difficult situations.

Sharon’s favorite part of being an MSTC is working closely with students. She gets to know her students and helps them turn their struggles into strengths. “Moving is difficult for any child, especially when you are moving from a completely different state, leaving friends, favorite places, and activities,” explained Sharon. MSTCs provide an extra safety net that helps students connect quickly to their new school and community and resume a semi-normal daily life as quickly as possible.

“I always tell students to bloom where you are planted and to get as much as you can from every place that you land,” shared Sharon. “Later on in life you will look back and see how much these opportunities influenced who you are today.”

WRITTEN BY | Brittany Mahlstedt, MCEC Communications Specialist
Less than 25% of 8th graders in the U.S. know enough about civics and government to be proficient in the National Assessment of Educational Progress. States are taking notice and exploring new approaches to civic education. Many states require a civics course, and only a few require a civics exam to graduate. The lack of civic education is being linked to low voter participation from young adults ages 18-24, with participation rates being well under 50% in most states.

New resources such as iCivics.org are giving students, educators and parents opportunities to increase civics learning and help children grow to be informed citizens. “iCivics teaches students how government works by having them experience it directly. Through our games, the player steps into any role – a judge, a member of Congress, a community activist fighting for local change, even the President of the United States – and does the job they do.” Interactive games and resources encourage civic education in an engaging and exciting way.

**Encourage civic education, and help children grow to be informed citizens!**

“The practice of democracy is not passed down through the gene pool. It must be taught and learned anew by each generation of citizens.”

— Justice Sandra Day O’Connor

Former Supreme Court Justice, founded iCivics in 2009

Check out a great resource that we love, by visiting iCivics.org

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**Sources:** Center for American Progress and iCivics.org

REFERENCES and RESOURCES in articles

Research Findings | MCEC and CPRL (page 8)


Top 10 Reasons Students Plagiarize & What Teachers Can Do About It | Michelle Navarre Cleary (page 28)


Thank You to our Contributors!
Military-Connected Children

STRONG ROOTS
SUSTAINABLE FUTURES

20th Annual National Training Seminar

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MilitaryChild.org/NTS

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