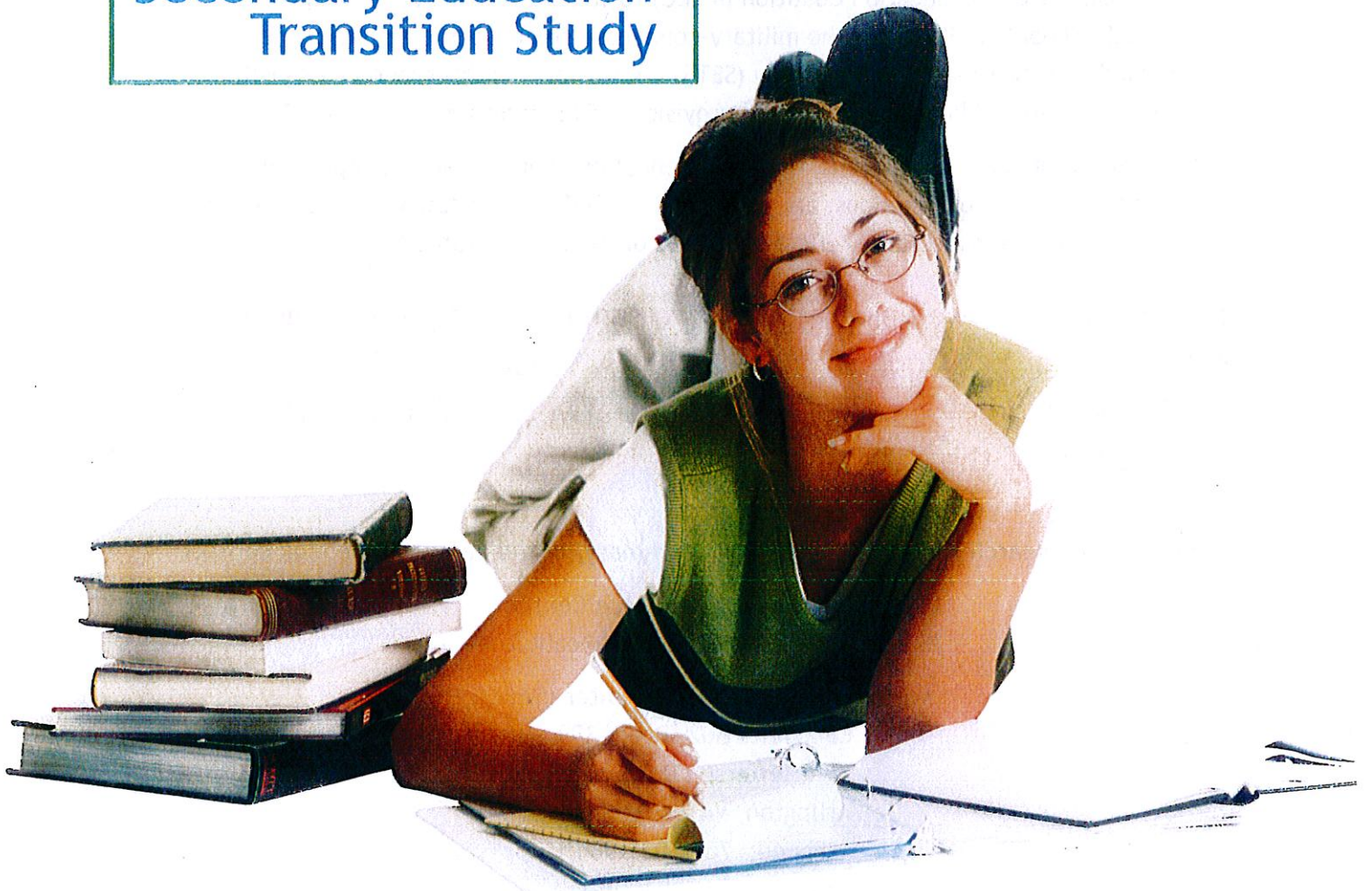


U.S. Army
Secondary Education
Transition Study



executive summary

“It is time to reestablish the balance
by reducing turbulence and enhancing well-being.”

General Eric K. Shinseki
Chief of Staff, US Army
17 October 2000

Secondary Education Transition Study (SETS)

The United States Army Community and Family Support Center (CFSC) asked the Military Child Education Coalition (MCEC) to conduct a study of the impact of high school transitions for the military-connected student. The results of the Secondary Education Transition Study (SETS) are set forth in this report, along with the ancillary publications, under the provisions of Contract DASW01-99-M-0774.

All opinions, findings, conclusions, or recommendation expressed in this report, as well as in the ancillary publications, are those of the MCEC's senior researcher team and do not necessarily reflect the views of the United States Army.

The SETS report, as well as the executive summary and parent guidebook, may be used for brief quotations in reviews, scholarly works, education-related presentations/speeches, or administrative procedures/policy development so long as the appropriate credit is given.

To obtain the research report, the executive summary, or the parent guidebook contact:

Military Family Resource Center

*Electronic mail: mfrcrequest@calib.com

Military Family Resource Center (MFRC)

CS4, Suite 302, Room 309

1745 Jefferson Davis Hwy.

Arlington, VA 22202-3424

Phone: 703-602-4964

*NOTE: MFRC would prefer that requests come to them via E-mail.

About the Military Child Education Coalition (MCEC)

The Military Child Education Coalition is a private (nonprofit 501-c3) organization that is focused on the academic and school-related needs of the military-connected child. Addressing the transition and other educational challenges faced by the military child, MCEC serves as an incubator of innovative approaches, a conduit of promising practices, and an information source for organizations, educators, and parents. Toward this end, the Military Child Education Coalition does research, develops resources, sponsors professional institutes, conducts conferences, and publishes information for all constituencies.



United States Army

U.S. Army Secondary Education Transition Study, 2001

First printing June 2001

June 2001

General Eric K. Shinseki
Chief of Staff
United States Army
Pentagon
Washington, DC



Dear General Shinseki:

In February 1999, then Chief of Staff of the Army, General Dennis J. Reimer and Mrs. Reimer, asked the Military Child Education Coalition to *conduct an in-depth study and make recommendations to improve predictability for military-connected high school aged students during the transition process*. This qualitative research effort was termed the *Secondary Education Transition Study (SETS)*.

Your support and guidance for SETS has been invaluable and has continued throughout the project. Your focus on "Well-Being" has reminded us that the charter for SETS "*gain an understanding*" is a shared responsibility to learn about the complex issues and opportunities inherent in the "*improvement of predictability*" for mobile military-connected children and their families. You have reminded us that commitment must be translated into accomplishment. SETS has fulfilled its intent to be research for action.

It has been my privilege to Chair the Military Child Education Coalition (MCEC), during this period, and to be a part of the senior SETS research team along with Dr. Mary M. Keller and Mrs. Sandy Schwartz. We at MCEC are enthusiastic that the research follow-on efforts have resulted in an Army-wide Action Plan that has, with your support, now evolved into a memorandum of agreement among the nine school systems involved in SETS.

I am pleased to report on behalf of the MCEC Board of Directors and the MCEC research team, that we have completed the work. In accordance with the Army's charter, the guidance, and the provisions defining the Secondary Education Transition Study, this research project is presented for your consideration. It contains:

- A research report detailing the findings of SETS and making recommendations to the installations, the schools, and the military-connected families.
- Practical, research-based advice and suggestions to parents and students as they go through transitions.

We trust that we have been faithful to your expectations. From the beginning, SETS was a community effort as well as a massive volunteer project. We extend our deep appreciation to the commanders, the superintendents, and the school boards as well as the field researchers that gathered the data worldwide. Because of their dedication, SETS contains the stories of hundreds of military-connected students, parents, and the staffs of thirty-nine high schools in the nine school systems. We are grateful for the trust we have been given to organize their experiences in a way that informs and inspires progress. We believe that the issues, challenges, and concerns raised in our report can be understood and addressed by all in a united effort for the sake of all highly mobile students.

Dr. Mary M. Keller has served as the chief researcher as well as the principal author of the SETS publication package, including this report. Without her intense dedication to this effort and abiding love for all children, this project could not have been completed. As research colleague, I am representing Dr. Keller, Mrs. Schwartz, and myself when I present this product. Although many individuals have provided constructive comments, support, and suggestions, the responsibility for the final content of this report, and the related SETS products, rests with the senior research team and with the Military Child Education Coalition.

Thank you, General Shinseki and Mrs. Shinseki, for your unwavering commitment to education, and for your confidence in providing us with this opportunity to serve our children and our country.

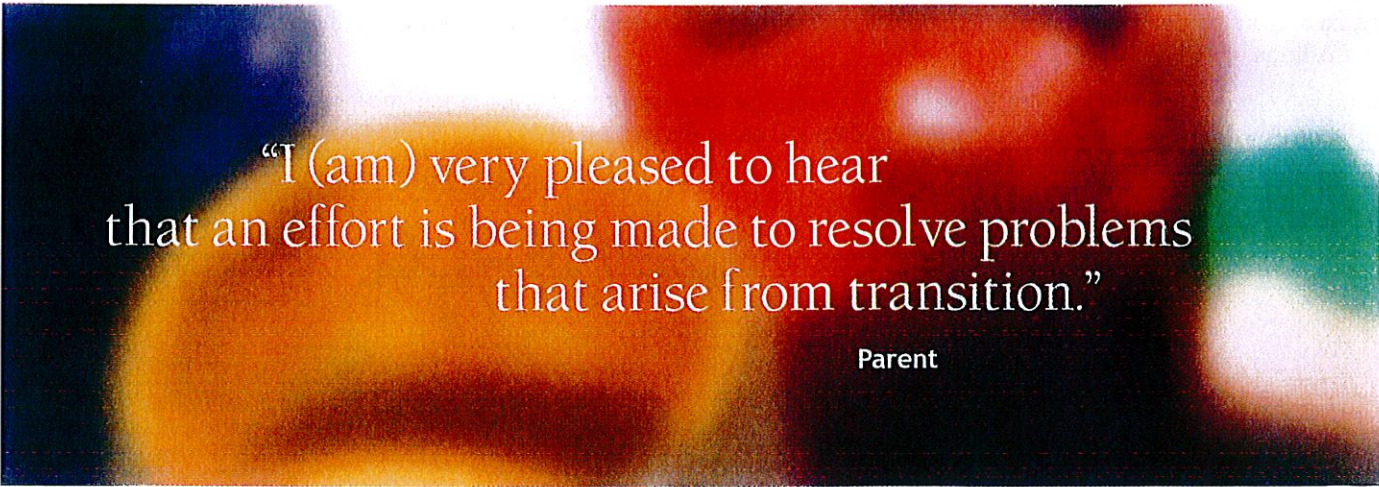
Respectfully Submitted,

A handwritten signature in black ink that reads "Pete Taylor".

H.G. "Pete" Taylor
Lieutenant General, United States Army (Retired)
Chairman, Military Child Education Coalition

the secondary education transition

It's hard to find a military family with a teen who does not have a story of frustration about the difficulties of transitioning from school to school. The frustrations of transition get especially intense at the high school level. The primary intent for U.S. Army Secondary Education Transition Study is to find out as much as possible about the issues that military-connected high school students face as they transition through different school settings. This Executive Summary will give you an overview of the SETS findings and recommendations.



“I (am) very pleased to hear that an effort is being made to resolve problems that arise from transition.”

Parent

ion sition study



The Reality

Military-connected students move from school system to school system about three times more often than other students. The purpose for the Secondary Education Transition Study (SETS) is to understand the effects of mobility during high school, in a way that is specific to the military-connected teen. For them and for their families serving our country, it is personal. For the military system, it is important to recognize the personal effect, but also to identify what can be done systemically.

Transition comparisons

Soldiers:

Fairly standardized in- and out-processing

Records are easily interpreted

Rank and professional affiliation remain the same

Generally has a sponsor and resources to assist in transition

Students:

Fairly non-standardized in- and out-processing

Records not easily interpreted

School rank and allegiance could change

Generally has no sponsor and few resources

The Reason

"...time to reestablish the balance." (General Shinseki)

The concern about access to quality, meaningful education for all children is the concern of a nation. The preeminent interests of the Army and of the world of education converge in an increasingly significant way. There is a growing shortage that is reaching the level of crisis, touching all professions, for a well-educated and ready work force. As the recent report by The United States Commission on National Security/21st Century emphasized, there are also compelling national interests for both a strong military and an excellent system of education for all students.

"Education is the foundation of America's future... for American's ability to lead depends on the depth and breadth of its scientific and technical communities... First, there will not be enough qualified American citizens to perform the new jobs being created today -- including technical jobs crucial to the maintenance of national security."¹

¹ Source: The United States Commission on National Security/21st Century Road Map for National Security Imperative for Change, February 15 2001 pg. 39)

The Research

The United States Army asked the Military Child Education Coalition to conduct an in-depth study and make recommendations to improve the transition of military-connected students by -

- A. Learning about moves during high school in order to find meaningful ways to lessen the myriad of transition challenges.
- B. Discovering processes, policies, and solutions that have the potential to make the mobile life better for the teen and military family.
- C. Surfacing opportunities to improve and amplify the capacities of schools and installations to respond confidently to the complexities of transition.

The goal ultimately is to “improve predictability.”

The Army’s inspiration for this study began as an understanding of the need to put the discipline of formal research in place of the gamut of anecdotal experiences. The precursor of SETS was an informal information gathering process that started in June 1997 when the Army team launched a two-year investigative effort to find out more about the educational issues that impact Army connected children.

Because the Army wanted a comprehensive and full-spectrum study, from both the school as well as the military perspective, the decision was made to enlist the aid of the Military Child Education Coalition. The Army asked the Military Child Education Coalition (MCEC) to design and coordinate a two-year intensive qualitative research project into the educational impact of transition, experienced by military-connected students in grades 9-12. This became the Secondary Education Transition Study (SETS). Since the summer of 1999, the work set in motion by General Dennis J. Reimer and his spouse, Mary Jo, has continued under the guidance of the Chief of Staff of the Army, General Eric K. Shinseki and his spouse, Patty.

Once the research mission had been established and the charter given to MCEC, the Army tentatively identified nine installations and their major supporting school system. Having on-post schools was a requirement, though all high schools on and off post were included. The Army chose these sites because they represent the largest installations, and because approximately one-third of the Army-connected high school age youth are part of their communities.

Next the Army and MCEC enlisted the essential support of the senior leaders of the selected sites. The senior leader team was comprised of the local commanders, superintendents, and school board presidents. Invited by the Army to represent the various types of school experiences (both public and Department of Defense) and installation settings, the following agreed to be the SETS participants, support the research, and collect the data:

Fort Benning and Muscogee County Public Schools, Georgia

Fort Bliss and El Paso Independent School District, Texas

Fort Bragg and Cumberland County Public Schools,
North Carolina

Fort Hood and Killeen Independent School District, Texas

Fort Lewis and Clover Park School District No. 400, Washington

Fort Sill and Lawton Public Schools, Oklahoma

Department of Defense Education Activity (DoDEA)

School Systems:

- Fort Campbell and Fort Campbell Schools, Kentucky
- Baumholder, Germany and DoDDS Kaiserslautern School District
- Taegu and Seoul, Korea and DoDDS Korea School District



A basic tenet of our SETS research design was to use a process that honored local data gathering capacities through the use of field researchers who were “from there.” One of the critical responsibilities for the senior leaders was to select their team of field researchers. The (at least three-person) data gathering teams were selected by the local senior leaders for their expertise and sensitivity as well as for familiarity with the community (Army and school). With these local field researchers, SETS had a professional cadre at each location who were accepted in the schools and by the military-connected parents. Thus we over-came the major drawbacks inherent in “outsiders” as researchers.

Research Structure ²

The initial categories for study were determined from the experiences of both the Army and MCEC.

Technical and Procedural Categories

- Transfer and Interpretation of Academic Records
- School Calendars and High School Schedules:
How time is organized

Policy, Standards, and Opportunity Categories

- Graduation Requirements
- Extracurricular Participation

Support and System Categories

- Partnerships (between the school and the installation)
- Social and Emotional Needs of Students
(added after initial analysis began due to strong data indicators)

SETS processes were structured in a way that used qualitative, action research to encourage the participation of local military and school experts. With the exciting challenge of thirty-nine high schools participating in nine school systems worldwide, and using over 30 field researchers in a volunteer effort, MCEC set up the SETS structure with strict quality controls.

SETS used structured interviews to gain the insights of 423 military students who had transitioned at least one time during the grade 9-12 experience. Two hundred and thirty-nine educators were inter-

² For further research information see technical notes at Appendix C.

viewed through the structured process. Military parents of high school aged students were the third group, 217 were interviewed. To find out how high schools “do business”. We designed process and procedures questionnaires that were used to discover specifics about the organizations.

The students considered for the interview pool had to be military-connected, must have moved at least once during their high school years, and represented the designated 9-12 grade level group in each of the “data captures.”

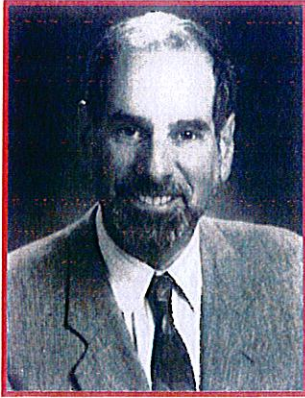
The parents interviewed had to have had a child who had moved at least one time during high school. These parents were from military families other than those of the students selected for interview. We determined that we could diversify the stories collected if we expanded the interview net to include as many personal experiences as possible. The 239 high school staff interviewed represented campus administrators, counselors and registrars, extra-curricular sponsors, and a wide-range of teachers.

Independent Research Jurors

The SETS design included the dimension of high-level advice and critique. The SETS jury process deliberately included renowned scholars representing a variety of perspectives. The literature on qualitative research refers to the “juror” as “an independent external auditor.” The audit process and the challenge of the juror strengthen the findings by testing the balance and the accountability of the “results-oriented” view combined with a “process-oriented” infrastructure.

Essentially a “juror” is an expert who reviews the process trustworthiness, the dependability of the conclusions, and ultimately the integrity of the way that the research is written. The juror also scrutinizes the analysis for indications of distortion, bias, and/or prematurely drawn conclusions. Dr. Uri Treisman is the senior juror for SETS. He met with the senior SETS research team on a regular basis and provided in-progress criticism and suggestions for improvement. Dr. Treisman also collaborated with the other two jurors. Dr. Moskos provided the perspective of a sociologist who has devoted much of his distinguished career to the military culture, specifically the Army. General Galvin has the unique view of a highly successful general officer whose distinguished Army career involved leading and caring for soldiers and their families. After retirement, General Galvin also had a distinguished career as a scholar and university administrator. He added his assistance based on both his military and academic experiences.

The SETS senior research team greatly benefited from the wisdom and generosity of Dr. Treisman, Dr. Moskos, and General Galvin.



Dr. Philip (Uri) Treisman

Senior Juror, Research Advisor,
External Reviewer
Executive Director,
Charles A. Dana Center;
Mathematician and Researcher;
MacArthur fellow (1992);
Consortium for Mathematics and its
Applications (President of the
Board 2000);
Author;
University of Texas, Austin, Texas

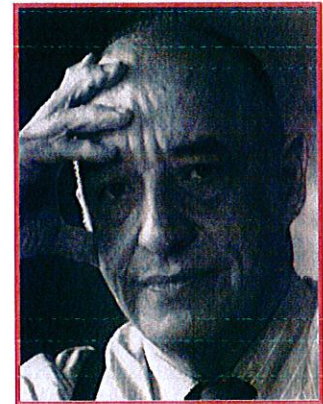
"Because of SETS' careful research design and its multiple approaches to testing its findings against the experiences of those it seeks to serve, senior leaders of military installations and school districts can trust that the issues addressed by SETS and the associated recommendations are worthy of their attention and committed action. SETS shows clearly that the particulars of the relationship between military installations and the school districts that serve their soldiers' children have profound consequences for the academic and social success of those children.

Military families will gain an important understanding of the many ways in which they can increase the likelihood that their children will make successful school transitions. In effect, military parents need support and training to play many of the roles of a good school counselor. SETS delineates the most important of these roles and provides in its blueprint for an Academic Passport a resource that should be a foundation stone for family academic discussions and planning. Finally teenagers in military families will see that their experiences may not be unique and that good communication, proper preparation for transition, and a determination to succeed will pay off."

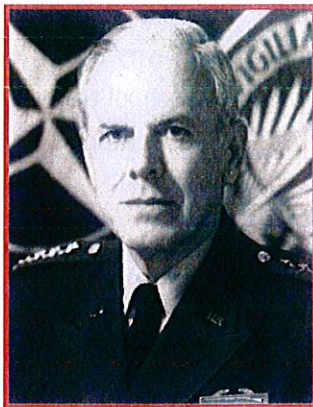
Dr. Philip (Uri) Treisman
Senior Research Juror

"This study presents new data, draws upon stimulating theories, asks thoughtful questions, and offers sound recommendations and practical advice. The authors give wise and reasoned analyses that will inform students, parents, teachers, school officials, and concerned citizens. SETS offers key lessons on how to better teach our children who have a parent in uniform. This will go a long way to resolving the growing dissatisfaction with military life evident in the career force."

Dr. Charles C. (Charlie) Moskos
Research Juror



Dr. Charles C. (Charlie) Moskos
Juror and External Reviewer
Professor of Sociology;
Harold H. and Virginia Anderson Chair;
Member, National Security Study Group
Military Social Scientist;
Researcher;
Author;
Northwestern University, Evanston, Illinois



General (Ret.) John R. (Jack) Galvin

Juror and External Reviewer
US Army (Ret.);
Supreme Allied Commander, Europe
(SACEUR-1987-1992);
Dean Fletcher School of Law and
Diplomacy, Tufts University (Ret.);
Member, U.S. Commission
on National Security;
Author;
Atlanta, Georgia

"If I were a tough teacher who hadn't given an A in years, I'd give this report an A plus . . . (This research document) has been created by a lot of different people, from some of the best researchers to some of the kids facing the toughest problems in school. And a lot of fine people in between. There is much to admire here in the parents, teachers, school officials, supporting organizations, volunteers – and in the students themselves. Everyone wrote this, as you will see."

General (Ret.) John R. (Jack) Galvin
Research Juror

categorical findings and recommendations

The summary of findings and recommendations, which are specific to the six SETS Categories for Study, are discussed in this section. The research tests of “intensity” and/or “severity” as well as “malleability” were applied. These are drawn from the research and point to areas that have potential for solutions. Our research findings also have lent independent support to the efforts that the Army, installations, and school systems already have undertaken since the beginning of this study. There is much to be encouraged about. There is also much that still needs to be accomplished in order to maintain the momentum that has been established.

Was the effect generally experienced by most students during the high school years as a result of moving?

Was the effect so intense for a smaller number of students that it caused major problems or adverse academic repercussions?

Was the finding in an area that the schools and/or the Army could affect change or share ideas in a way that would improve school transition for most students or be of help for parents and/or educators?

Findings and Recommendations: Technical and Procedural Categories

Finding #1

Records transfer and interpretation systems are neither consistently efficient nor effective.

Recommendations:

1. Army installations and the school systems should collaborate on improved communication processes and procedures regarding record transfers.

2. Army installations and school systems should work to make school “check in and out” procedures a part of levy briefings and in/out processing requirements.
3. Parents should hand carry, to the next school, copies of school records as well as information about previous course content, programs, textbooks, and grades/grading scales.
4. Schools should include contact information with records, such as phone numbers and e-mail addresses.
5. Interpretative information should be included with the transcripts and given to parents (e.g. publications and on the Web sites).

“Well, number one, prepare the records. Number two, prepare the child, at least six months in advance . . .

Parent

“The schools need to be sure that the family leaves with records in hand. Don’t wait until the next school makes contact. A good tool would be developing an exit plan for all departing students to follow.” (Teacher)

6. Parents should accompany their students throughout the enrollment process.

Finding #2

Variations in school calendars add to the challenges of transition.

“We visited grandparents in New York and got to the new school two weeks into the new semester. We got to Fort____and found out school had started when we saw kids walking home from the bus.” (Student)

Recommendations:

1. Advanced communication from both the Army and the school systems will help families and the organizations plan for smooth moves.
2. School calendars should be clearly posted on all appropriate Web sites (installations and schools).
3. School and installation information sources for parents should include details on school calendars.

“The Web site is being improved due to SETS.” (Field Researcher)

Finding #3

Variations in school schedules increase the probability of transition challenges.

“The schedules are so different.” (Student)

Recommendations:

1. Communication is essential. It is important to know what type of high school schedule is in place. Definition and examples of that schedule are necessary to understanding.
2. Transition accommodation processes for mid-year moves must be made in advance. Information and options should be given to parents upon enrollment as well as prior to a move.
3. Parents and students must be made aware of the increased risks associated with excessive (discretionary) absences.
4. Schools and the installation must post and share information concerning schedules, scheduling implications, and support systems.

Findings and Recommendations: Policy, Standards, and Opportunity Categories

Finding #4

The high school experience in the 21st century is a very complicated and challenging landscape. This is even more the case for the highly mobile, military-connected student population. Problems with clear and timely information exchange, understanding/interpretation, coherent articulation of courses and credits, redundancy, and the lack of formalized reciprocity have compounded to produce frustrations for the parents and the institutions and opportunity barriers for children.

“Well, when you move during high school you don’t have the advantage of knowing what is expected... requirements vary from place to place.”

Parent

“You have to plan ahead and get all the paperwork done.”
(Parent)

Recommendations:

1. **EXPECT EXCELLENCE!**
Army installations, the schools, and the parents must work together to ensure that every military-connected student takes an intensive and high level course of study. (See example, Appendix B)
2. Schools that serve military-connected children need to exchange information about graduation requirements with their supported installation. Networks of support will help everyone.
3. Parents must take responsibility, ask questions, and seek out resources to become informed about specific graduation requirements: courses, credits, state testing, and the diploma options for each high school the child attends.
4. Academic planning is essential — parents are the primary guidance counselors/advocates and need serious and consistent support in these roles and responsibilities.

“Get classes and courses that are generally required everywhere. Check on this.”

Student

Finding #5

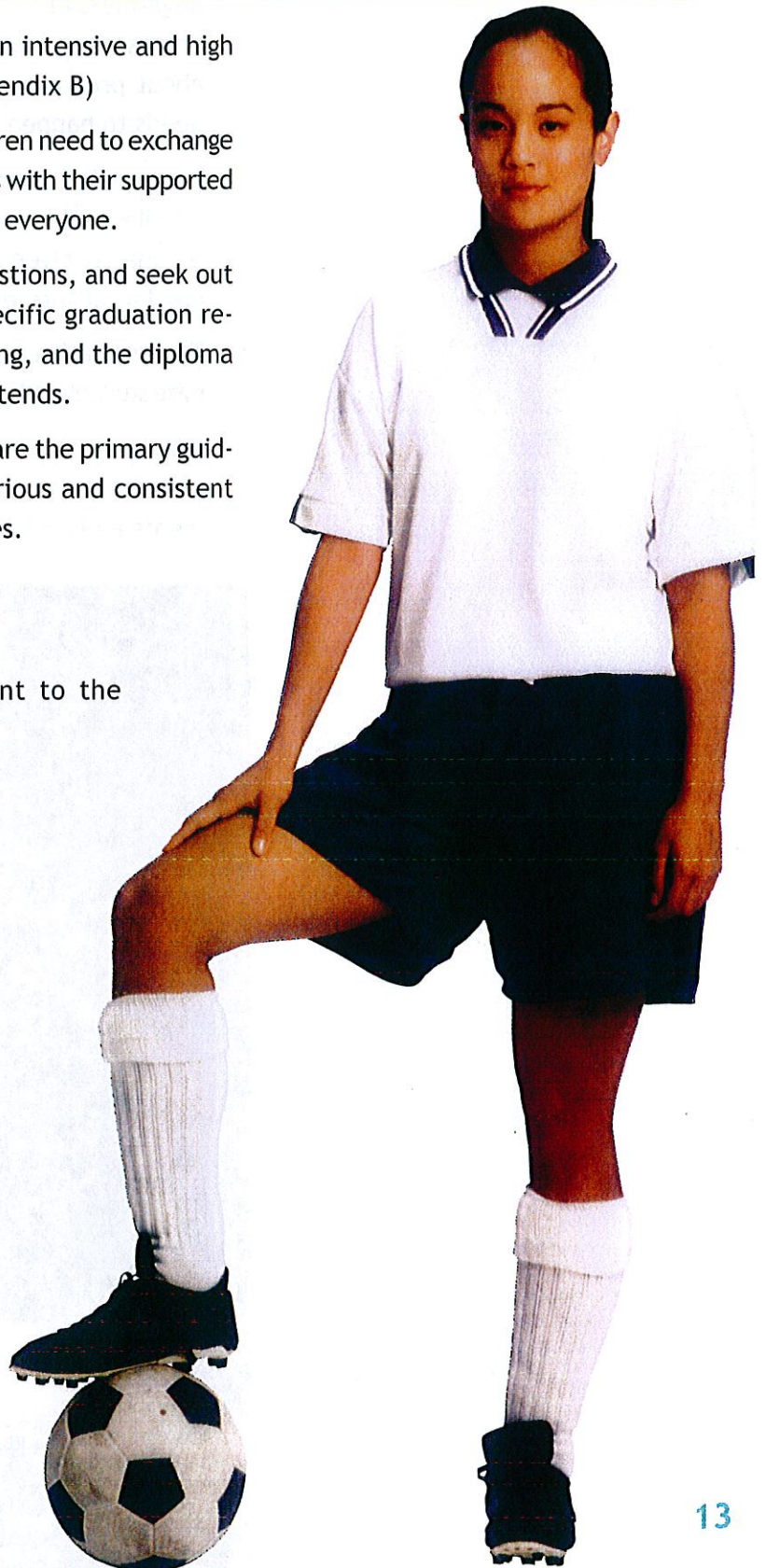
Extracurricular experiences are important to the “fitting in” process.

Recommendations:

1. Schools should consider many options and opportunities to allow students to try-out for and take part in extracurricular, co-curricular, and enrichment programs.

“There can be a problem if someone comes in the middle of the year and had been a cheerleader at previous school and we have already had tryouts. For most things, there is equal access.” (Coach)

2. Installations and schools systems have many ways to partner. Together they can develop communication systems designed to provide information concerning program availability.



3. A portfolio of activities with letters of recommendation, newspaper clippings, awards and recognition, and program descriptions will help the receiving school find a place to involve the new student.
4. Regardless of the time of year when enrollment takes place, processes and procedures which inform parents and students about program options, clubs, and other student activities needs to happen consistently.

"It is really hard if you move to a new high school in the middle of the year. Do a better job of ensuring that everyone receives a chance to try whatever it is they are good at or interested in." (Student)

5. The installation and the school system can work together to maximize student participation and recognize outstanding achievement.

"The post paper needs to get more involved as well as with the military kids and recognize them for their achievements and activities." (Parent)



Findings and Recommendations: Support System Categories

Finding #6

Partnership is the safety net that the community weaves for the benefit of all children. Vigorous and dynamic partnerships make a real and additive difference for both military and school organizations. By intent, rather than by chance, carefully cultivated relationships build lasting bonds that keep rumors at bay and develop ways to respond, share talent, and grow.

Recommendations:

1. Partnerships between military installations and their supporting schools should be established on several levels, including adopt-a-school programs, time off for parent-teacher conferences, mentoring by soldiers during duty time, tutorial support, and resource sharing such as field trips to the installation, internship opportunities, and vocational exchanges.
2. Ensure that an appropriate active duty member, or a military spouse, be invited to be a member of the site based management teams (or equivalent organizations) of each high school that serves military students.
3. Organize, encourage, and fully support meaningful joint installation and school system professional development.

"I guess being in tune to the population that they are serving and the cultural differences, the backgrounds that a lot of these kids come from and are going to go to. Maybe trying to be more aware of what their family background is and what's going on in their lives... I think that being aware of what is going on at the Post is important. Knowing the population should be a school priority." (Parent)

4. Develop school system policy that includes senior level military representation from the supported military installation as an ex-officio member or an advisor to the system school board.

"You have to have your antenna up because there is too much going on out there and you have to be your teen's advocate... know the teachers, know the school, and know the principal."

Parent

Finding #7

Each student is unique; they are children first and connected to the military second. Each new school situation brings a particular set of opportunities, challenges, and daunting unknowns. It is tough, regardless of the circumstance and the age of the student, to be the “new kid” over and over.

“Be sensitive to the child’s needs.” (Staff)

Recommendations:

1. Information prior to a move will mitigate the “first day” anxieties. The schools and the installation can work together to help families find out as much in advance as possible.

“You worry if you are going to get along with kids, if they are going to accept you...especially (moving during) my senior year.”

Student

2. Schools should have an organized method for orientation to the campus and follow-up.

3. Adjustment takes time and attention, especially the first day and during the first two

weeks. Systems should be in place that “check on” new students after week two and then again four to six weeks after arrival. Systems should be consistent throughout the year.

4. School personnel should be sensitive that introductions and processes to check on students are in a manner that does not increase anxiety or further single-out the “new kid.”

“Try to empathize with students. Pair students especially if you realize a student is exceptionally shy. If we know someone’s new we follow through to make sure he’s OK.” (Counselor)

5. Parents, students, and high schools should both support and advance opportunities for new students to get involved.
6. The schools and installations should encourage and support student networking and sponsorship groups.

“I felt like I was walking around in circles when I first came. I had a student sponsor. One of my teachers matched me up with him. That helped a lot to have him.” (Student)

7. Military installations should coordinate information packages and Web posting with the schools and make them available to new families.

Finding #8

Students need and appreciate caring, sensitive adults. Professional development and adequate staffing are identified as an on-going need. The demands upon educators to respond to each child necessitate professional experiences that expand insight into the military-connected family.

In addition, the need for the comprehensive evaluation and improvement of guidance professional-to-student ratios is evident. High schools experiencing large numbers of military-connected student entry and exit transactions, as a result of mobility, have challenges responding in a timely and efficient manner. The data strongly illuminates that the high schools with the professional capacity to give personal attention to students and their families are seen by all respondents as more efficient, responsive, and caring.

Recommendations:

1. Professional development is a shared responsibility by the school, the installation, and educators.
2. Teachers, counselors, and campus administrators should receive relevant professional development on the life of the military-connected family and how that relates to the school experience.
3. The military installation should share talent and resources to support professional development efforts, such as the Army Family Team Building modules.
4. High schools with large numbers of military students should have guidance professionals (such as: counselors, registrars, school psychologists, academic advisors, or academic deans) to student ratios that approach those recommended by the American School Counselors Association.³

"We help each other." (Teacher)

5. The presence of school staff with personal military experiences (as a former active duty member, a spouse, or as a military child) are able to relate to the life of the mobile child as well as provide insight to colleagues. Schools and installations can work together to fill school positions by encouraging military-connected spouses and former service members to seek employment in the schools. The installation and the supporting school system should aggressively promote Troops-to-Teachers and other alternative certification programs for teachers and administrators.⁴

³ The American School Counselor Association recommends in their 1997 Position Statement the following: "Within a comprehensive school counseling program professional school counselors will focus their skills, time and energy on direct service to students, staff, and families. ASCA recommends a realistic counselor-student ratio to be 1:250. The ASCA can be found on the web at <www.schoolcounselor.org>

⁴ Information about Troops-to-Teachers can be found through the DANTE'S Troops-to-Teachers program on the web at <www.voled.doded.mil/dantes/ttt/>

The National Association for Alternative Certification (NAAC) is another resource for professional teaching and administrative alternative certification routes and references to preparation programs. NCCA's web address is <www.alt-teacher.org>

overarching findings and recommendations

“The future is not pre-ordained... we need to get out there and make it happen.”

General (Retired) Dennis J. Reimer
US Army ⁵

In our analysis we discovered findings that resonated with all respondents and which cut across all areas of the research. We term these “overarching” themes, and the findings and recommendations are drawn from multiple, cross-categorical data sources. The “overarching” findings and recommendations are discussed in this section. They indicate broad range areas for potential systemic change. In all cases the responsibilities lie within the Army, the schools, the installation, the families, and not infrequently with the student. These conclusions, when coupled with the results of the categorical conclusions and recommendations, suggest that efforts to improve the predictability of transition should be undertaken simultaneously at both the categorical and at the overarching, or institutional/program levels.

multiple, cross-categorical data sources. The “overarching” findings and recommendations are discussed in this section. They indicate broad range areas for potential systemic change. In all cases the responsibilities lie within the Army, the schools, the installation, the families, and not infrequently with the student. These conclusions, when coupled with the results of the categorical conclusions and recommendations, suggest that efforts to improve the predictability of transition should be undertaken simultaneously at both the categorical and at the overarching, or institutional/program levels.

Finding #1: Institutionalized Innovation

Army installations and school systems have the capacity to work together in new ways for the benefit of children. These models should showcase systems and solutions that will help all mobile students.

“It is within our ability to do something that will help kids. When we learn about and respect each others' graduation requirements we can provide our high school staffs with the policies and the reassurances that they can make compassionate and reasonable decisions for children without endangering standards.” (Dr. William “Bill” Harrison, Cumberland County Superintendent of Schools)

⁵ General Reimer was the 33rd Chief of Staff for the United States Army, retiring in August 1999. He is currently the Executive Director of the National Memorial Institute for the Prevention of Terrorism located in Oklahoma City. This is taken from his general session address to the participants who attended the MCFC's *Supporting the Military Child* conference, San Diego, California, 21 July 2000.

Recommendation – Reciprocal Agreements

1. Reciprocal agreements should be developed and formalized.
2. These agreements would ensure school systems' collaboration in their efforts to improve transition issues. The role of the installation is one of active, knowledgeable support.

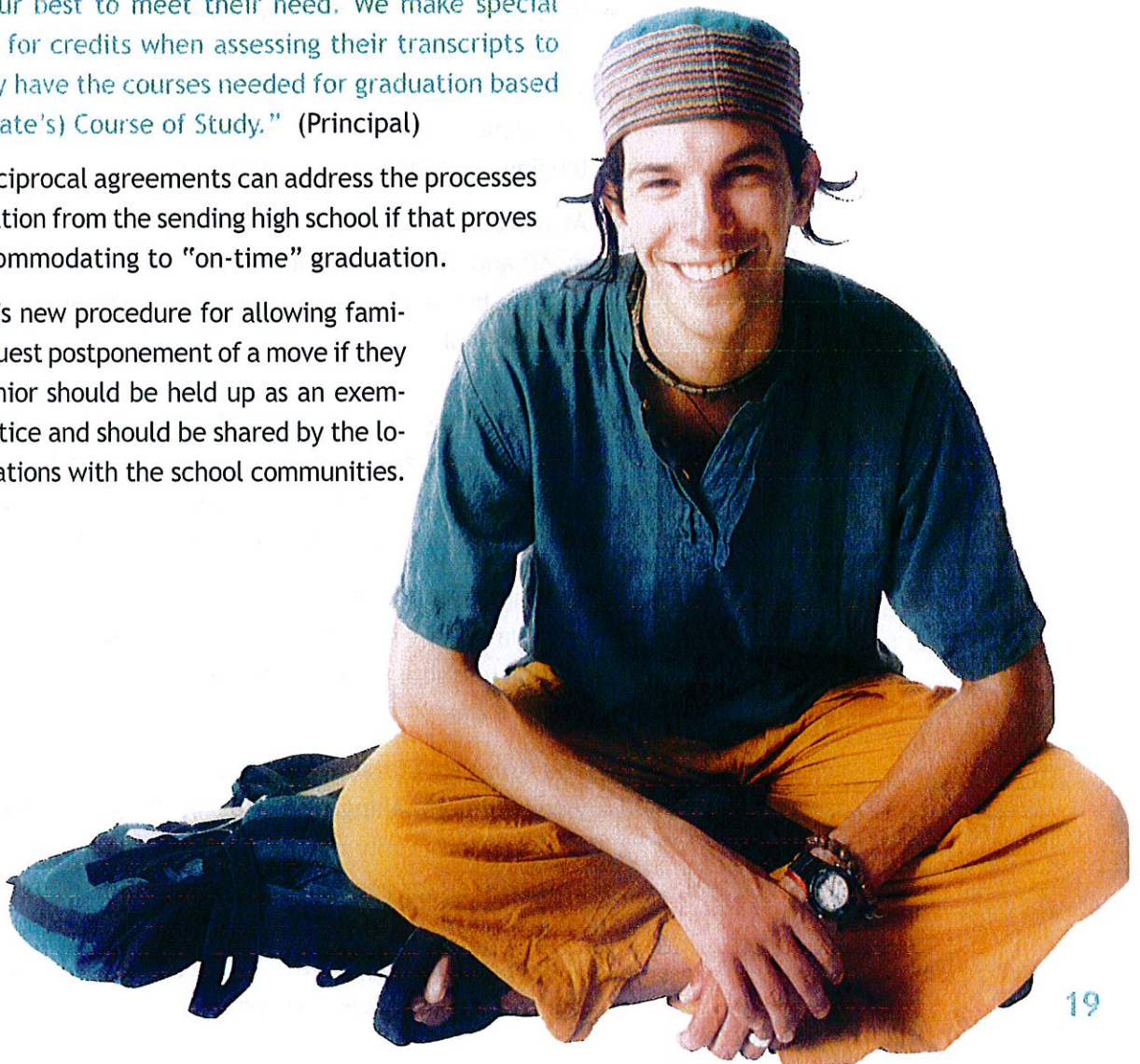
3. Reciprocal agreements should continue to be encouraged by the Army and developed by the supporting school systems in a way that provides for the exchange of information between systems, the mutual development of conduits for understanding practices and policies, and methods for sharing changes and opportunities.
4. The Memorandum of Agreement, which has originated with the SETS senior leaders, provides a model for other school systems (supported by local installations) to join in formal, reciprocal trans-district principles. (See MOA pp. 24-26)

Recommendation – Senior Moves

1. Students who move just prior to or during the senior year need special attention. Entering and leaving seniors require extra assistance for graduation completion and postsecondary applications.

“If the military child manifests a need beyond others, we will try our best to meet their need. We make special privileges for credits when assessing their transcripts to see if they have the courses needed for graduation based on (the state’s) Course of Study.” (Principal)

2. Formal reciprocal agreements can address the processes for graduation from the sending high school if that proves more accommodating to “on-time” graduation.
3. The Army’s new procedure for allowing families to request postponement of a move if they have a senior should be held up as an exemplary practice and should be shared by the local installations with the school communities.



Finding #2: Portable Roots - Home and School Home

Army installations and school systems have the capacity to work together to support and inform families so that parents are confident of their ability to effectively advocate for their child regardless of location or circumstance. Overall, our findings were very encouraging. The results show general commitment of military-connected families to engage in and take responsibility for the education of their child. We also found that generally the Army and the schools were both supportive and reliant on families. We did, however, find some rather disconcerting results.

There was compelling evidence that neither the Army nor the school systems were appreciative of the unique challenges of students from non-traditional families, such as students “new to the military life” because of blended families, and high school students who are also military spouses. Schools consistently reported problems associated with students who were living with military-connected siblings or other family members (not parents).

School

- Academic programs should be as rigorous as possible, challenging, and focused on high-level accomplishment.
- As a part of making mobility an asset, transportable programs (such as AP and JROTC)⁶ should be promoted and encouraged. These “resume builders” also have the added potential benefit of a built-in network of friends.

Recommendation – Support Strong Families

1. Strong families are the constant in the life of the mobile student. School systems and the installations should look for opportunities to put meaningful programs and parent-friendly systems in place.
2. The Army and the schools should jointly develop systems that accommodate and support blended families, spouses who are also high school students, and all teens who are “new to the military life.”
3. The Army should address the problems associated with service members taking on the responsibility for raising a sibling or extended family member. Additional support and consideration may be needed if the student also has behavioral or health problems. Conflicts between parents or a disruptive and/or dysfunctional teen can lead to a sibling taking over the responsibility for upbringing.

⁶ The “AP” program is the College Board’s Advanced Placement program
“JROTC” refers to the Junior Reserve Officer Training Corps

4. The Army should reevaluate policies and consider more stringent practices. When hardships or mitigating circumstances necessitate the assumption of parental responsibility for a youth other than a child, the Army should establish support systems and clear guidelines for service members and their families.
5. Parents are the best counselors. We strongly recommend a challenging high school program, such as the example plan which we call the "Academic Passport," as a way to ensure that parents are planning appropriately and students are set up for the future with all options available to them. (See Appendix B)
6. Considerations and support systems for transition should be inclusive, not exclusive, for all students, and their families, who face the challenges of mobility during high school.
7. To help safeguard student success, the "Academic Passport" is described as a model four-year plan. It is essential that students take the most intensive high school course of study possible.

Recommendation – Transportable Programs

1. When considering how a student should invest time, parents should encourage participation in what we term, "programs without borders." These programs are broadly recognized and students can increase the likelihood that they can "pick up where they left off."
2. Academic programs such as Advancement Via Individual Determination (AVID), Advanced Placement (AP) courses and International Baccalaureate (IB) will pay dividends regardless of moves.⁷ The Army, the installations, and schools need to work together to make these programs available to all students.
3. Enrichment opportunities such as academic and juried competitions as well as service learning, JROTC and scouting are generally reliable as extending student experiences in a healthy manner and developing a resume that is strong. Transportable programs should be a priority for the Army and for school systems (and high schools).

"Come with your child. Go over the handbook with the child. Encourage the child to get involved in clubs and activities... help them find their area of interest."

Student Activities Director

⁷ AVID[®] is a program for middle and high school students that prepares them for advanced courses of study.

⁸ IB[®] refers to the International Baccalaureate Program.

Finding # 3: Inclusiveness

The Army and school systems have the capacity to work together to communicate program criteria and options. The “level playing field” for program access also requires the parents to do their part. When schools, programs, and individual students excel, the Army should use its traditional recognition programs to celebrate and encourage those efforts. Ultimately this will benefit and encourage all mobile students.

“What’s working... the family support.” (Staff)

Recommendation – Special Programs

1. The installation and the school systems should more closely coordinate in all special programs areas. The issues that special program students face during transition are often the same as other students, such as: challenges of records transfer and interpretation, graduation requirements, as well as the other four categories for study. These issues are amplified in their impact on the transition of students with special learning needs. However, the student and parent may face further and more complex challenges. Additional support to and consideration of these students and their parents may be needed from the installation and the school system.



2. The installation and the school system should develop an action plan to communicate the eligibility requirements for participation in special programs. Those requirements that are unique to each state or system should be publicized and waiver options explored.
3. The opportunities for reciprocal agreements should be considered by the school system and supported by the installation.
4. Parents must be informed and involved.
5. The goal for everyone should be rapid placement in appropriate programs and/or services.

Recommendation – Recognition

1. We found strong evidence of the outstanding work and efforts by high schools, individual staff members, and military-connected volunteers. The formal recognition by the installation and possibly eventually by the Army would encourage as well as hold up models. The Army should develop recognition systems at the installation level and perhaps the institutional level.
2. Military-connected students said over and over that they received the best support from other students as they transitioned. This is an area that schools and the installation could join together to recognize students as a readily available resource.

"I look for new kids to help and help out." (Student)

"The counselors at this school helped me feel that I belonged and they wanted me to succeed/pass my classes... My teachers helped me get focused and told me to keep going."

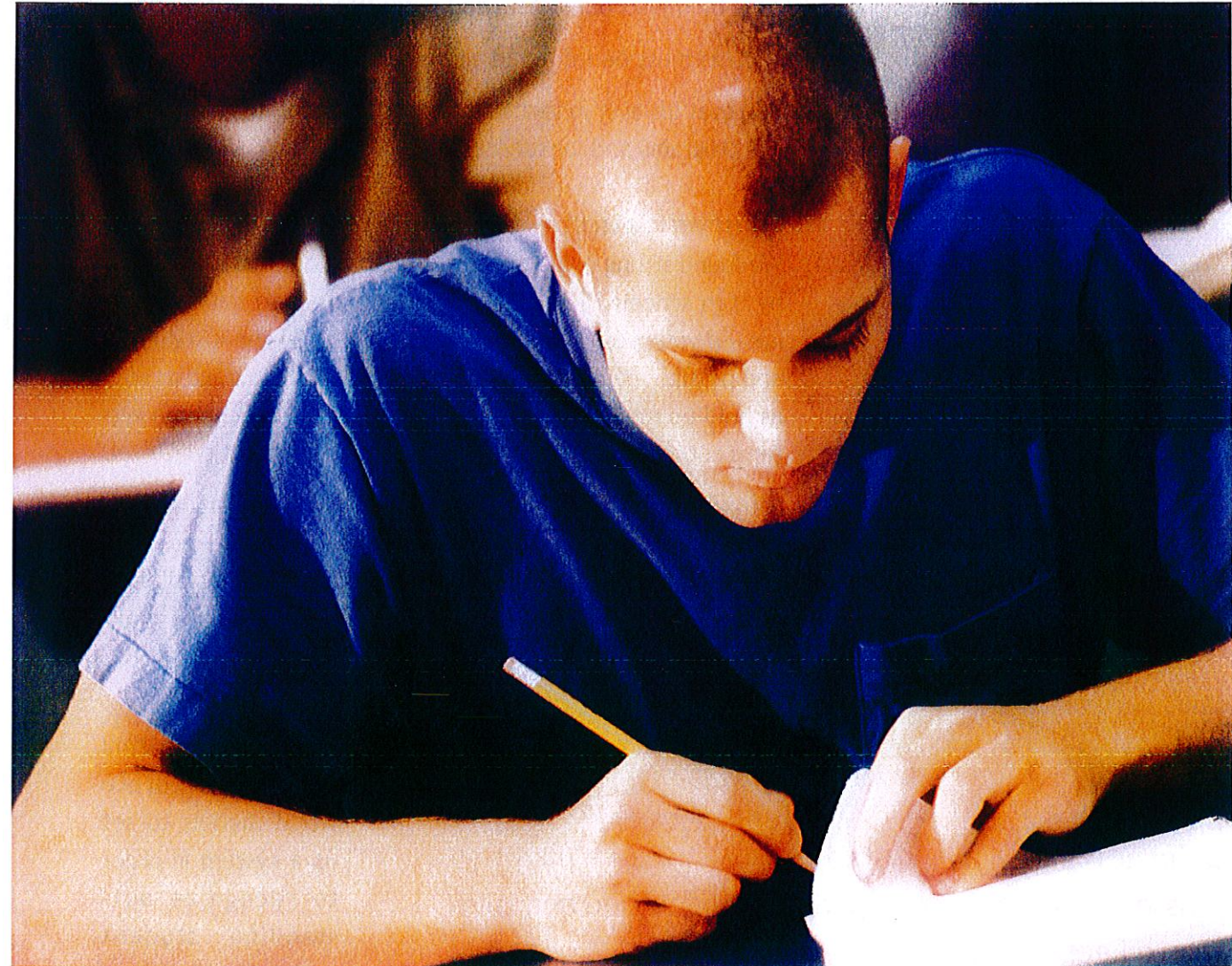
Student

3. We suggest the Army review corporate world models to set up a system in order to recognize outstanding student achievement and accomplishment.

4. Educators and other mentors can encourage military-connected students, as well as all students, to qualify for recognition. A little positive feedback goes a long way.

By expecting and recognizing excellence in all children, the school and the installation celebrate students, caring families, and an enlightened community.

shared



If you bring appropriate school and military leaders together in constructive ways with good information, they will create authentic visions and strategies for addressing the shared concerns of their communities.⁸

responsibility

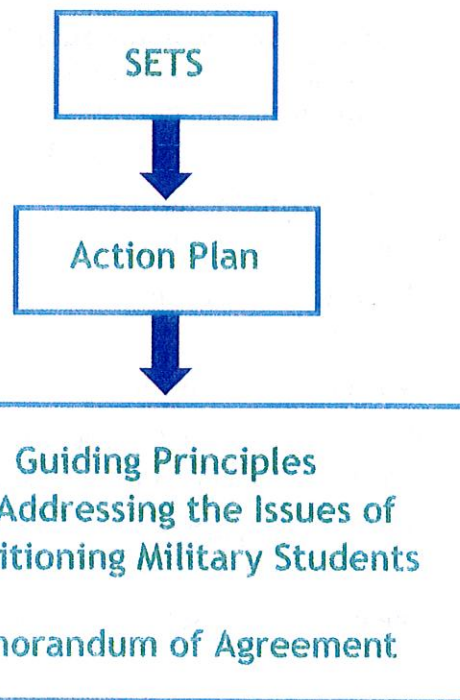
"I commend people for taking this (SETS) into consideration. Whether they will be able to do something, I'm not sure. If changes are going to be made, it is going to take a lot of work." (Parent)

The Army's attention to education and transition is opening up opportunities. This emphasis is evidenced in the study findings. In thinking about the overall implications of SETS, both as a process for collaboration and rigorous research effort, we keep returning to a shared responsibility for reliable communication systems and reinforced ways of operating that are not "us-them," rather "we." The directions must be a cooperative effort between the schools and the Army, because in this case the locals are "in charge." The next step is to figure out how to develop systems that institutionalized what was discovered in SETS.⁹

The Memorandum of Agreement (MOA) is an agreement between school systems (supported by their military installations) and is designed to facilitate the mutual development of reciprocal practices, and conduits for information between systems about requirements. The fundamental architecture of this agreement is to sustain partnerships that serve as extraordinary models. In addition to the nine original signatory school districts, other systems are encouraged to consider the MOA for approval. As an expanded number of school districts join in the formal network provided through the MOA adoption process, institutionalized and reciprocal systems will result in improved predictability. (See Appendix A for process information.)

Improving predictability in a way that is lasting and sustainable is only through shared responsibility and, as the parent appropriately pointed out, "it is going to take a lot of work." Against the backdrop of the SETS, it is our belief that transition predictability will be a new reality only through alliances, respect, and information. The MOA has been approved by the nine SETS school systems and the momentum and enthusiasm are mounting. It is highly likely that the MOA alliance will rapidly include many more schools.

This work is lovingly dedicated for the sake of each child!



⁸ This statement is modified from Chrislip and Larson's work on leadership and constructive collaboration, *Collaborative Leadership: How Citizens and Civic Leaders can Make a Difference* Jossey-Bass Publishers, San Francisco, 1994.

⁹ The Army's new procedure for requesting a waiver from an assignment change if the family has a senior as well as the memorandum of agreement between signatory schools, are examples that encouraging progress is being made

Guiding Principles for Addressing the Issues of Transitioning Military Students

Memorandum of Agreement

I. Purpose

This agreement is designed to facilitate the mutual development of reciprocal practices, conduits for information between systems about requirements, and accelerate the exchange of emerging opportunities. The fundamental architecture of this agreement is to sustain partnerships that serve as extra-ordinary models. The anticipated outcome will be institutionalized systems for transition predictability of the high school experience for the military connected student. The intent of this Memorandum of Agreement is to immediately address transition problems identified in the United States Army's Secondary Education Transition Study (SETS) data. For the sake of the child, this Memorandum of Agreement is adopted by the United States Army's Secondary Education Transition Study (SETS) partners in a way that models and exemplifies partnership, flexibility, inclusiveness, and information sharing for all schools that serve high school age military students.

II. Scope and Memorandum of Agreement Time Table:

Designed to address transition challenges that are primarily high school connected, the scope of this document and process is to agree on issues that can be immediately solved and to begin implementing those solutions not later than School Year 2001/2002

III. Guiding Principles

Whereas, Military students are faced with numerous transitions during their formative years, and..

Whereas, Moves during the High School Years provide special challenges to learning and future achievement, and...

Whereas, There are some 175,000 secondary school-aged students of military personnel, and...

Whereas, The Army's Secondary Education Transition Study revealed that the average military-connected student transitions more than two times during their high school years..

Whereas, The participants of the Secondary Education Transition Study understand that there are many students in schools that face transition challenges...

Therefore, be it resolved that in the best interest of all students in transition, we the undersigned agree to:

Improve the Timely Transfer of Records.

Practices may include:

1. Developing consistent systems that allow for hand carried or temporary records to be used for placement.
2. Cooperating and monitoring jointly with the supported military installation the effectiveness and efficiency of in/out-processing (school clearance).
3. Evaluating the processes through a determination of local critical effectiveness measures.

Develop Systems to Ease Student Transition during the First Two Weeks of Enrollment.

Practices may include:

1. Collaboratively developing "virtual" orientation (school and installation Web sites).
2. Creating and implementing combined awareness training of school and appropriate installation staff on the challenges a student faces as the "new kid."
3. Highlighting and monitoring the support systems and practices that increase the likelihood that a quick assimilation will be made.

4. Communicating information about specialized high school programs (e.g.: magnet or special schools admission requirements, timelines and pre-requisites).

Promote Practices Which Foster Access to Extracurricular Programs.

Practices may include:

1. Reviewing local try-out timelines and systems with an eye to the opportunity to increase access and encourage inclusiveness.
2. Encouraging counselors, school coaches, and Youth programs staff to routinely write letters of referral and/or recommendations for students transitioning out of the system.
3. Posting current and accurate information (including calendars of events) on school system and installation Web sites.

Establish Procedures to Lessen the Adverse Impact of Moves from the End of Junior Year, as Well as Before, and During the Senior Year.

Practices may include:

1. Using counselors and school transition specialists as outreach to students and resources to parents and staff.
2. Encouraging and supporting student networking and sponsorship groups.
3. Giving senior students and their parents additional assistance and support as needed for graduation completion and post-secondary application.

Communicate Variations in the School Calendars and Schedules .

Practices may include:

1. Collaborating and posting current/accurate calendars and school year events in a manner that is easy for parents to access.
2. Sharing calendar and school year information
3. Defining, explaining, and illustrating the type(s) of high school schedule(s) in-place at each high school.

Create and Implement Professional Development Systems.

Practices may include:

1. Emphasizing strategies that support attention to individual student needs.
2. Developing, encouraging, and fully supporting joint installation and school professional development communities that share strategies, resources, and effectiveness indicators.
3. Discovering, recognizing, and consider replicating proven practices in sponsorship and peer mentor programs.
4. Ensuring that all professional school staff has the basic information about military life and culture.
For example Army Family Team Building (AFTB) or other service modules could be used as a resource for professional development.
5. Developing joint training modules for schools and installation personnel.
6. Teaming school counselors with appropriate installation personnel/resources (chaplains, child and youth services, installation counselors) on the unique social/emotional needs of military students.

Continue Strong, Child-Centered Partnerships between the Installation and the Supporting School.

Practices may include:

1. Connecting Installation School Liaison Officers and the school district counterparts in a working group in order to share ideas about partnership systems.
2. Including senior level military representation from the supported military installation as an ex-officio member or an advisor to the district school board / advisory council.

3. Encouraging site leaders to include an active duty member(s) and/or military spouse(s) as a member of the site based management team (or equivalent organization) of each high school that serves military students.
4. Collaborating with the installation to provide a community orientation program for military families.

Provide Information Concerning Graduation Requirements.

Practices may include:

1. Communicating high school requirements (enhanced or alternative diplomas).
2. Communicating options and opportunities for earning graduation credit
3. Communicating information about state testing
4. Communicating opportunities available to senior students in transition to graduate from the sending high school through reciprocity.

Provide Specialized Services for Transitioning Students When Applying to and Finding Funding for Post Secondary Study.

Practices may include:

1. Developing processes to inform parents and students of the best methods for completing college/vocational-technical application. Specifically highlight resident eligibility requirements and the opportunities and the other challenges for the mobile student.
2. Modeling what should be in a student portfolio.
3. Training counselors and teachers on how to best assist a transitioning student on preparing for college/vocational-technical application.
4. Supporting preparation programs for success on the SAT and ACT.
5. Publicizing scholarships and grants available to all students and those uniquely designed for military connected students.

IV. Commitment

The signatory leaders commit to continue developing and implementing best and promising practices that will assist the transitioning military-connected student, as defined and articulated March 2001.

Be it resolved, therefore, that the following school system signatories enter into this agreement on behalf of their organizations

Louis McEwen Walker
Clover Park School District # 400

Charles Beth
Killeen Independent School District

William C. Havin
Cumberland County Schools

Bruce W. Jete
Korea District

Jimbo Salchen
El Paso Independent School District

Gary Branch
Lawton Public Schools

Jay C. McAllen
Ft Campbell Schools

Guy W. Sims
Muscogee County School District

Archie W. Bates
Kaiserslautern District

Future Signatories

**PROCEDURES for JOINING in
The Memorandum of AGREEMENT:
The Guiding Principles
for
Addressing Issues of
Transitioning Military Students**

The intent of the **Memorandum of Agreement (MOA)** is to invite school systems that serve military-connected children to join together in committing to *The Guiding Principles*, as articulated in the **MOA**, hereafter referred to as the **Agreement**. A team of practicing school superintendents, school board members, and commanders developed the **Agreement**. *The Guiding Principles* are designed to encourage and support schools as they work together to increase the likelihood of predictability for mobile students and, as such, are:

- a unified understanding among many systems and; therefore, are not subject to local changes, additions, or modifications.
- an interconnected, total construct that asks participants to commit to *The Guiding Principles* as a unified whole.
- the nexus of local action and solutions.

Suggested Steps to Becoming a Signatory in the Agreement

- 1) Study and discussion of the Agreement by the superintendent with the installation commander.
- 2) Collaboration between the individual school systems and the installation in order to analyze how the **Agreement** “would look” in local implementation.
- 3) Understanding and commitment by the local governing board (school board).
- 4) Adoption by the local governing board and signature by the superintendent.
- 5) Communication of *The Guiding Principles* to local school constituencies.
- 6) Development of a plan for **local action**.
- 7) Commitment to link with other signatories regarding specific areas open to reciprocity.

The Guiding Principles: Scope of the Memorandum of Agreement

***The Guiding Principles* are:**

- ❖ For and about the best interests of children.
- ❖ A formalized covenant focused primarily on transition challenges for mobile students.
- ❖ An **Agreement** among school systems that is supported by the installations that the schools serve.
- ❖ Grounded in comprehensive research.
- ❖ Based-upon common understandings and targeted areas of professional and academic reciprocity among school systems that serve military-connected students.
- ❖ Respectful of local school autonomy and supportive of local action planning.

- **The Guiding Principles are not perfunctory**, rather signatories agree to actions worked in concert.
- **The Guiding Principles are not exclusive to public schools that serve Army installations; rather any school system that serves military-connected students is invited to join the agreement.**
- **The Guiding Principles are not to be adopted in part**, rather they are to be considered in totality, in concept and process, as a far-reaching and formal commitment.

The Three Rs for Joining the Agreement

There are three prerequisites to consider before joining the **Agreement**: relationships, roles, and responsibilities. These are the cornerstones for building initial community receptiveness and, upon adoption, sustaining the commitment to the Guiding Principles.

Relationships—There are two core relationships necessary to the function of the **Agreement**. First, a strong working relationship between the installation commander and the supporting school’s superintendent and governing body (school board) is essential. Secondly, there must be a willingness to be a part of a worldwide community of schools, represented by the other signatory school systems.

Roles & Responsibilities –

The Superintendent—The superintendent of schools is “in charge” of the decision to initially consider the **Agreement**. During the study phase through adoption and implementation, the superintendent is responsible for building understanding by working collaboratively with appropriate system administrators and principals. Once the **Agreement** is adopted by the governing board (school board) and signed by the superintendent, the processes necessary to take action should become components of professional development in a way that permeates and affects daily practice. Additionally, the superintendent should work with the installation commander in localizing solutions to challenges faced by military-connected students.

School System Governing Boards—The board begins by working with the superintendent to carefully study the **Agreement**. The board considers the **Agreement** for adoption and upon formal acceptance they authorize the superintendent to become a signatory.

The Commander—The installation commander’s primary role is to take a personal interest that, in turn, will foster and sustain strong partnerships with the supporting schools. This can be done by providing opportunities for the school leadership to become informed about military life and the importance of helping teens in transition. The commander provides input to local action plans that meaningfully addresses transition issues specific to military-connected students and helps determine progress checks for the schools as well as the installation.

Process Note:

If the school system concurs with The Guiding Principles, outlined in the Memorandum of Agreement, the Agreement should be placed as an action item at the next available governing board (school board) meeting. Upon approval, the superintendent should sign the Agreement and send a facsimile copy to the Military Child Education Coalition (MCEC) at 254-953-1925. Upon receipt, MCEC will add the superintendent’s signature to the original MOA document, send the update to the Agreement stakeholders, and distribute the updated document to all signatory superintendents.

For additional information contact MCEC at 254-953-1923 or send an electronic mail to mary.keller@militarychild.org

Example — “academic passport”

Core Subjects	Recommended Credits*
English/Language Arts	<ul style="list-style-type: none"> • 4 Credits English • Take pre-AP and honors courses at 9th and 10th grades. • Take courses with a base in strong literature and composition. • AP, IB, or concurrent enrollment courses are strongly recommended.¹⁰
Mathematics	<ul style="list-style-type: none"> • 4 Credits Math • Take math every year. • <u>Algebra I should be completed by the end of 9th grade.</u>¹¹ • Geometry is very important and Algebra II a must. • Pre-calculus and calculus are recommended. • Statistics may be a good option. • AP, IB, or concurrent enrollment courses are strongly recommended.
Social Studies	<ul style="list-style-type: none"> • 3 Credits Social Studies • US and world histories are a must, government/civics and economics are important. Humanities courses may be an excellent option. • AP, IB, or concurrent enrollment courses are strongly recommended.
Science	<ul style="list-style-type: none"> • 4 Credits Science (3 lab sciences) • Biology, Chemistry, and Physics recommended. • AP, IB, or concurrent enrollment courses are strongly recommended.
Foreign Language	<ul style="list-style-type: none"> • 2 Credits Foreign Language • Taking more of one language is a good idea and taking a second language is a great idea. • AP, IB, or concurrent enrollment courses are strongly recommended.
Computer Science	<ul style="list-style-type: none"> • 1 Credit Computer Science <p>Caution: There is no standard definition for these courses.</p>

***Note:** 1 Carnegie unit or credit is the equivalent of one year of course work. Because of alternative scheduling, course credit may be awarded at the end of the semester or term.

¹⁰ The AP program is the College Board's Advanced Placement program. Information is available on the Web at: <http://www.collegeboard.org>
¹¹ IB refers to the International Baccalaureate Program. Information about the IB diploma program can be found at <http://www.wv.wis.edu/IBD.htm>

¹¹ Algebra I is encouraged in 8th grade if available. Because middle schools are structured in various ways there is too much inconsistency in program availability or quality in our opinion, to merit a broad based recommendation for 8th grade algebra. We do however suggest that parents consider this option if possible.

SETS process for data collection

Structured/in-depth interviews and observations

Respondent	Students ¹²	Staff	Parents	
Interviews	423	239	217	
Observations/Field Reflections	423	239	217	
Individual Documents	846	478	434	Total 1758

Structured questionnaires "shells" on school/campus policy and procedures (39 High Schools)

Shell Topic	Number collected ¹³	Data capture time frame
School Records	39	May - June 1999
Calendars/Schedules	39	September - October 1999
Extracurricular Participation	39	October - November 1999
Graduation Requirements	39	November 1999 - January 2000
Partnerships	39	January - February 2000
System-wide "Open Capture"	9	February 2000

Frequency of moves during high school

(Senior Responses)¹⁴

Moves	1	2	3	4	5-7	8
High schools attended	2	3	4	5	NA	9
Students	57	35	19	3	0	1
Percentage	49.5%	30.4%	16.5%	2.6%	0%	.8%

When the last move occurred

(Senior Responses)¹⁵

Time of move	During 9 th grade	Between 9-10 th grade	During 10 th grade	Between 10-11 th grade	During 11 th grade	Between 11-12 th grade	During 12 th grade
Students	30	43	22	27	21	23	7
Percentage	17.3%	24.8%	12.7%	15.6%	12.1%	13.2%	4%

¹² More upperclassmen were interviewed because presumably they had had more experience with transition in high school. 337 documents were collected on seniors (included in the sample were individuals from the classes of 1999 and 2000), 200 documents on juniors, 137 documents on sophomores, and 132 documents on freshmen. Male and female students were almost equally represented in the sample.

¹³ 218 actual "shells" were completed and submitted for analysis. At some sites the field researchers discovered, in the course of the data gathering, that redundant responses in the same school district could be handled more efficiently through collecting answers from multiple high schools into a single topic questionnaire, thus the discrepancy between the numbers 218 and 243.

¹⁴ There were 188 students interviewed with "senior" classification. Of those students, 124 responded to the interview question concerning the frequency of moves during high school (after beginning of 9th grade). Sixty-four students did not respond to this question in a way that the number of moves could be clearly ascertained. Nine students reported with no experience of a move "during high school." Of those respondents reporting moves from 9-12th grade, 115 students responded that there was a high school transition. All responses are self-reported. Percentages do not equal 100% as a result of rounding.

¹⁵ Of the 188 seniors interviewed, 173 responded to the inquiry concerning when the last move occurred. Responses that indicated "summer" are classified in this chart as "between." Students self-reported and were by and large very clear about when the move occurred relative to the school year. Percentages do not equal 100% as a result of rounding.



U.S. Army
Secondary Education Transition Study
2001