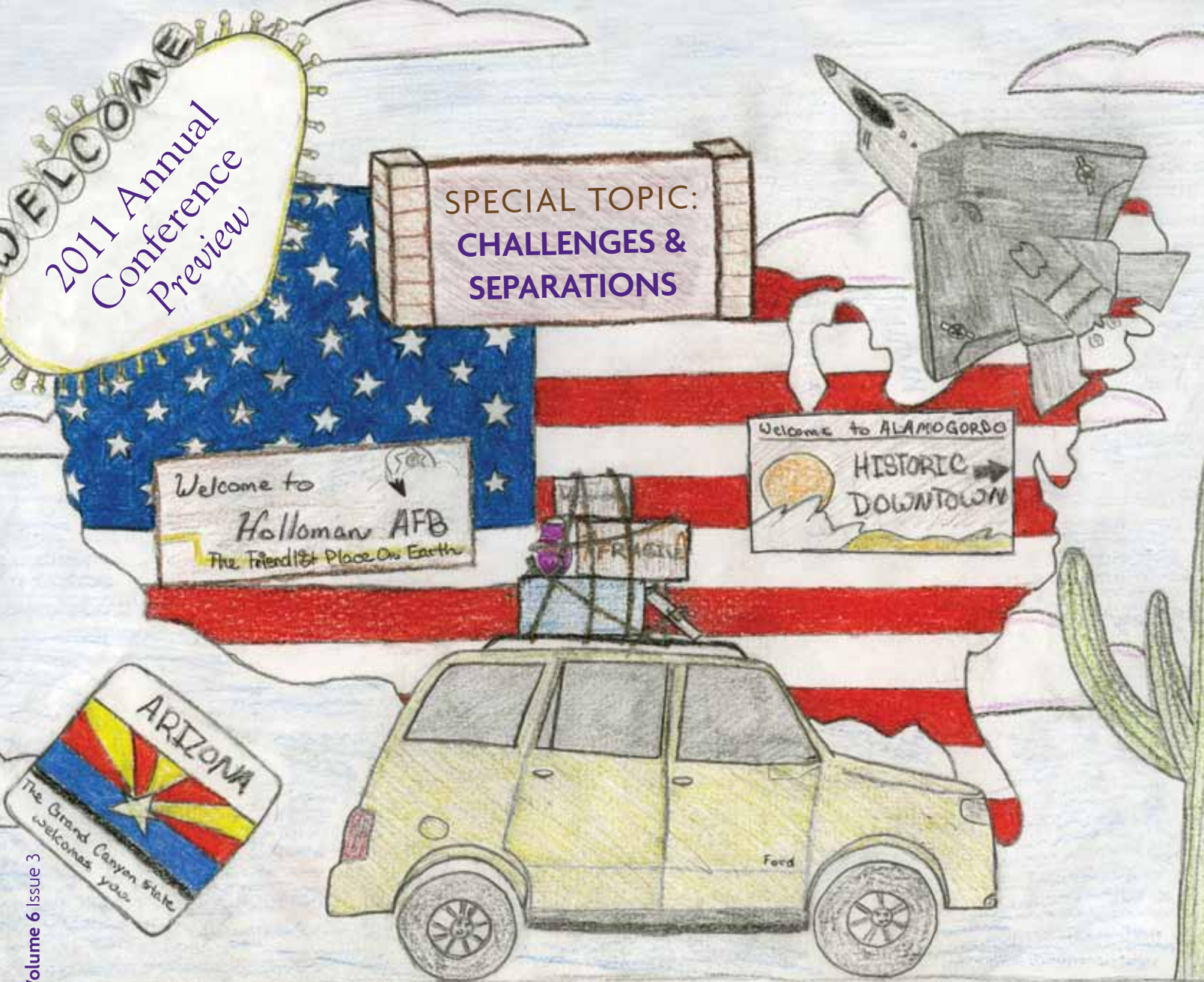


# ON THE *move*

the official magazine of the Military Child Education Coalition



## APRIL is Month of the Military Child



### MILITARY FAMILIES ON THE MOVE!

# The Military Child Education Coalition

## Vision Statement:

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

## Mission Statement:

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

## Goals:

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



## About the Cover:



Artwork by Sarah, Grade 7  
Holloman Middle School  
Holloman AFB, NM, U.S. Air Force



Artwork by Karah, Grade 3 • Morton Elementary School • Jacksonville, NC • U.S. Marines



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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## From the Chairman...

April provides an important opportunity to remember one of our nation's greatest resources during this, the Month of the Military Child. What a wonderful opportunity to share the art and the message our Military Children send us. And what a great time to focus our energies ahead to this year's Annual Conference in Nashville. We hope you will make it a point to join us there.

I also want to highlight the advocacy work of MCEC over the past several years. President Obama's recent announcement of a new approach in support of Veterans and Military Families included an initiative directed at ensuring excellence in military children's education and development. That initiative is reflected in two efforts by the MCEC team. Over the past two years we have worked with the Department of Education to develop quality data about our military kids, our school locations, and how Military Children are performing. Additionally we have redoubled our efforts to gain improved support for military families by encouraging school districts to show flexibility in accommodating factors like block leave, following deployments, when families are trying to take time to be together. The President's message was a great endorsement of our efforts.

The family of the Military Child Education Coalition works continuously in the service of America's Military Children. I ask your support in expanding the membership of this growing family of professional educators, leaders, parents, corporate friends, and others who have joined MCEC. We are introducing a variety of membership options this month, and I ask that you support these great efforts by the MCEC family... *for the sake of the child.*

*General (Ret.) Benjamin Griffin, USA*



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## president's letter

We want to invite you to take the time to celebrate the Month of the Military Child with us as we recognize one of the nation's most precious resources – the two million children of the Active Duty, National Guard, and the Reserves are our mission at the Military Child Education Coalition. We invite all Americans to join us in supporting the one percent of our population serving in uniform, by recognizing the service of their children as well and helping us form the convoys of support that are needed to enable these children to meet their challenges.

It's been a busy few months since our last *On the Move*, and I wanted to share a couple of notable initiatives. In January, we had the distinct privilege of taking our *Living in the New Normal* Practicum to the Royal British Army. This UK training event was made possible through the generous support from Serco Corporation and the work of our corporate partners at Serco, NA, in Reston, Virginia. Please take the time to see the article on this great initiative on page 8.

In March, we launched our pilot of another great new initiative, the *Health Professionals Academy*, in Colorado Springs. School and clinical pediatric nurses, and well as a host of other healthcare professionals, are often in a perfect position to identify the challenges that military-connected children are facing and connect their families to the resources that might best help them. Together they increase the likelihood of initiating interventions, synchronizing services, and facilitating continuity of care for the children and their families. I want to offer a very special "thank you" to the Pikes Peak Alliance, whose generous support made this initiative possible.

And, please remember, our 13th Annual Conference is just around the corner. We will be in Nashville this year, and we are excited about the program and the venue. We're promising you a great taste of Nashville, as well as a robust and energizing program, that includes another great expo, and notables like authors Doris Kearns Goodwin and Barry Schwartz, as well as our Military Service Leaders. Stay tuned in to our website for the latest updates and take advantage of the early registration rates at ([www.militarychild.org/annual-conference](http://www.militarychild.org/annual-conference)). We look forward to seeing you there!

*Dr. Mary M. Keller, President and CEO*



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*In Loving Memory and Heartfelt Appreciation of*

# *Linda Neault*

*cherished friend to all who knew her  
we will miss you always*

JULY 28, 1955 - MARCH 24, 2011



**OUR BELOVED FRIEND** and colleague Linda Neault put her whole heart and joyous talent into every project she touched and was dedicated to our Military families and children. She took great pride in making the MCEC *Supporting Children of the National Guard and Reserve Institute* (GRI) a successful and highly requested program. She also organized the MCEC Annual Conference Silent Auction and worked with the MCEC Student 2 Student (S2S) program. Linda

worked for the MCEC for over five years.

Linda was active within her Harker Heights, Texas community and was a member of the Saint Paul Chong Hassang Catholic Church, where she helped countless others through the Ladies of Charity.

The MCEC will make a special contribution to the MCEC Frances Hesselbein Student Leadership Program in her memory. For more information, please contact:

[Shellie.Campos@MilitaryChild.org](mailto:Shellie.Campos@MilitaryChild.org).



*Photos:*

Top right: At the 2009 MCEC Annual Conference. Top left: With Husband Paul and Sesame Workshop muppet Rosita. Lower left: Hosting an MCEC event. Lower right: At the 2010 MCEC Annual Conference.



# A BENEFICIAL LIFE

There lived an army family of guinea pigs. There was a daddy guinea pig named Gus, a mommy guinea pig named Gloria, a brother guinea pig named Gabriel, a sister guinea pig named Geranium, and a baby guinea pig named Gardenia.

One evening the family was talking in their living room when Gabriel asked, "What are some benefits of being in the army?" The mom answered, "When you were just a little baby in New York, the community held army appreciation days at the local park. That's where the community would give army families free food and entertainment. The community held Army Appreciation Days to thank the men and women who served and are serving our country. That is a benefit."

"Another benefit is that we get to make families," said Dad. "How do we make a family?" asked Geranium. "Well, let me explain," replied Dad.

"You know how we move a lot; sometimes we move away from our family. In the Army we make friends sort

of like family. The Geisters and Gistophers are our military family because we take care of each other like family.

"Oh, Oh! I have a benefit," exclaimed Gabriel. "We get large discounts for theme park tickets like Disney and Sea World. We also get discounted rooms in hotels like the one in Niagara Falls. And, don't we get discounts when we go on dad's \*TDY trips? Like the time we went to Garland, Texas, and saw the Gallas Stadium."

"You are absolutely right, Gabriel!" said Dad.

"I have a benefit," announced Geranium. "We get discounts at restaurants, like La Guinea and Friendly's." Then Gardenia raised her hand.

"Oh, Gardenia, do you have a benefit?" said Geranium. Then Gardenia blabbed, "goo goo ga ga."

"Time for bed kids, we have to get up early to get our discounted Disney World tickets," Gloria insisted. So the kids went to bed and they all lived a beneficial life, thanks to the Army.

\*temporary duty

## The Gims

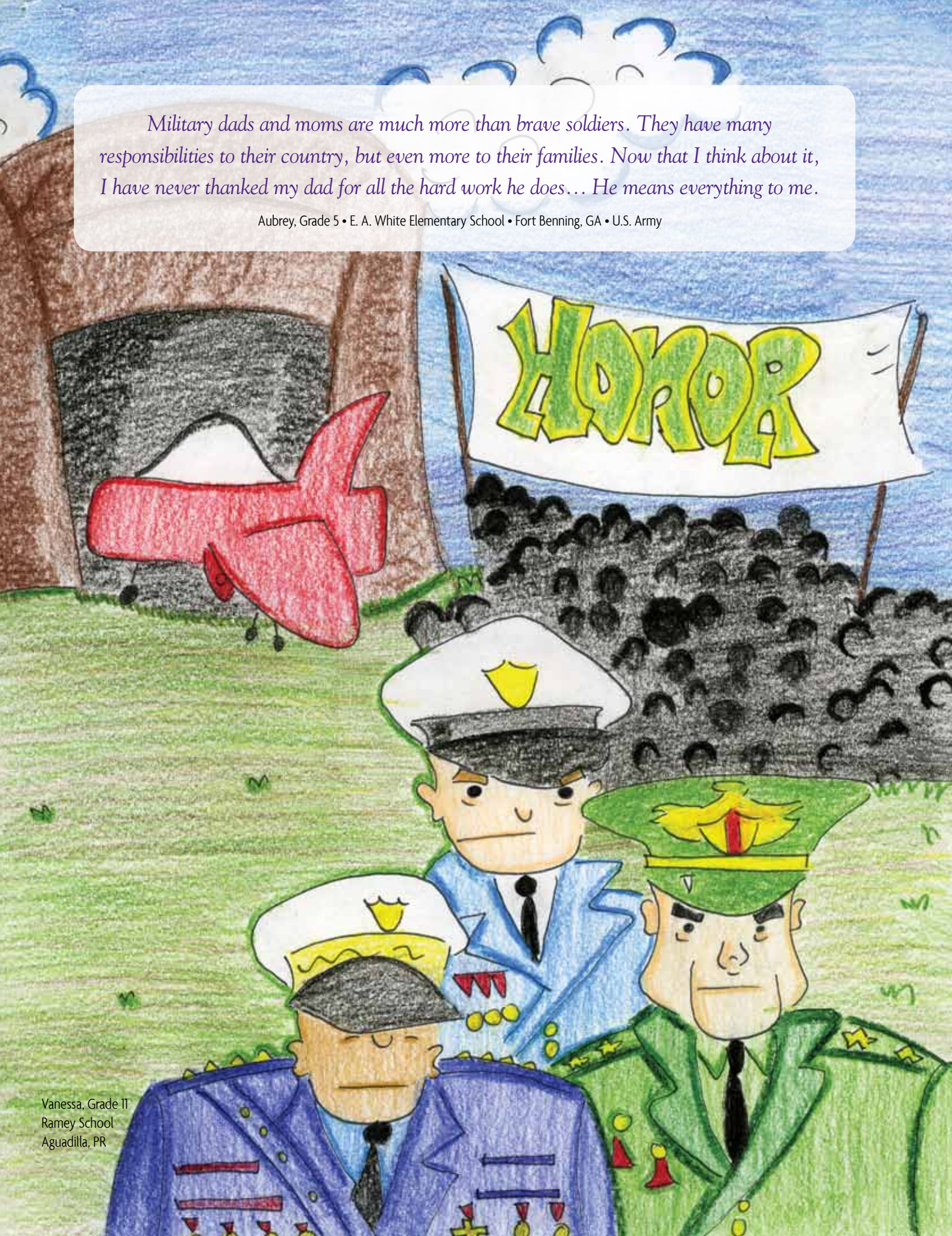


Writing and artwork by Caleb, Grade 4 • Everest Academy • Enterprise, AL • U.S. Army



*Military dads and moms are much more than brave soldiers. They have many responsibilities to their country, but even more to their families. Now that I think about it, I have never thanked my dad for all the hard work he does... He means everything to me.*

Aubrey, Grade 5 • E. A. White Elementary School • Fort Benning, GA • U.S. Army



Vanessa, Grade 11  
Ramey School  
Aguadilla, PR



# APPLAUSE!

By **Hannah Garcia** Development Research Manager

## AN INTERVIEW *with Shirley Young*

On September 11, 2001, Bernard Curtis Brown II – 11 years old and headed for an educational adventure with some of his teachers and other classmates – boarded a plane for California. Thirty-five minutes into that flight, it was hijacked and purposely crashed into the Pentagon, killing everyone on board.

In honor of Bernard's memory, with the permission of his parents Chief Petty Officer and Mrs. Bernard Curtis Brown, the MCEC Board of Directors established the Bernard Curtis Brown II Memorial Space Camp Scholarship in 2001. This scholarship gives military-connected children the opportunity to have an extraordinary experience that brings together the worlds of science, service, and learning.

**Shirley A. Young** is Program Manager for the Army Reserve Child, Youth & School (CYS) Services. She has been a supporter of the Bernard Curtis Brown II Memorial Space Camp Scholarship since 2006.

### TELL ME HOW YOU FIRST GOT INVOLVED WITH THE MILITARY CHILD EDUCATION COALITION (MCEC).

My first interface with MCEC was after the Secondary Education Transition Study (SETS) results were released and the Army made the decision to place a School Liaison Officer (SLO) at Army installations to work with highly impacted schools to help them better understand the military lifestyle and its impact on academic success of Military Children. The study, commissioned by the Army, and the results, were tools we used to further clarify the vision, mission and goals of the Army School Support Services.

### DO YOU COME FROM A MILITARY-CONNECTED FAMILY YOURSELF?

Yes. I am a widow of an Army Soldier, LTC (R) Charles Young. We served for 24 years on Active Duty and he was still wearing the uniform as an ROTC Instructor at a High School when he died.

### WHY ARE YOU SUPPORTING THE MCEC AS OPPOSED TO OTHER GROUPS WORKING WITH MILITARY FAMILIES?

I work with and support other groups providing services to Military Children, youth and Families. However, I believe my roots in MCEC have a lot to do with the fact that it

was started around a kitchen table by people who were committed to Military Families much like I have been for the past 40 years.

### IF YOU COULD SEND A PERSONAL MESSAGE TO THE STUDENTS WHO HAVE BEEN RECIPIENTS OF THE MCEC BERNARD CURTIS BROWN II MEMORIAL SPACE CAMP SCHOLARSHIP, WHAT WOULD THAT BE?

Use this experience to propel you into whatever direction you want your life to go, even if it is not ultimately space travel. It is a tremendous opportunity to develop all kinds of skills - leadership, communication, partnering as well as the technologies involved in space travel - math, science, engineering, etc. And "pass it forward," share the experience and what you learned with another youth.

### WHAT WOULD YOU TELL SOMEONE WHO IS THINKING ABOUT DONATING TO MCEC?

You can't lose! The potential for ways your dollars will benefit Military Families is tangible - you can see, touch and feel it in the lives of Military Children and Families - SchoolQuest, LINN, Chart Your Course, GLU, S2S, Parent to Parent, Space Camp . . .



# The MCEC welcomes American Airlines as a New Corporate Donor!

American Airlines recently joined the MCEC team of corporate sponsors by making a generous donation of flight vouchers to meet the travel needs of our Frances Hesselbein Student Leadership Program scholarship recipients. We are so grateful for this donation from American Airlines, and we are honored to be a part of their commitment to military families.

American Airlines has long-standing ties to the nation's armed forces. With more than 60 percent of American's pilots and 10 percent of all American and American Eagle employees serving as active military or veterans, the airline places a strong emphasis on its military and veterans initiatives. American supports members of the military, veterans and their families in the many communities it serves around the world via in-kind contributions to nonprofit organizations such as the MCEC and through employee engagement in a wide variety of events and activities.

The official airline of the USO, American donates charter flights for a variety of programs, including Honor Flights, which transport World War II veterans to see their memorial in Washington, D.C., and Seats for Soldiers, which flies wounded soldiers from medical facilities in San Antonio to Dallas/Fort Worth to enjoy NBA Dallas Mavericks front-row seats. In addition, a portion of funds realized from the airline's fuel savings go to Air Compassion for Veterans, a provider

of medical- and rehabilitation-related air transportation for wounded warriors and their family members.

American Airlines is also the official airline of Snowball Express, a nonprofit that provides new memories for children of fallen military. In mid-December, American transported nearly 1,300 children and a parent or guardian to Dallas-Fort Worth for an all-expense-paid series of events and activities.

In addition, special airfares, priority boarding and Admirals Club® Lounge access are offered for qualifying active military. To learn more about American's support of military, veterans and their families, please visit [AA.com/JoinUs](http://AA.com/JoinUs).

Artwork by Chris, Grade 12  
Hohenfels Middle-High School • Germany • U.S. Army



# The MCEC Living in the *New Normal* Initiative Reaches the United Kingdom



**By Ed Viega**  
Director of Communications  
and Development



**IN JANUARY**, an MCEC training team brought the MCEC *Living in the New Normal* (LINN) to the British Army. Participants included military leaders and spouses from Imjin Barracks in Gloucestershire where they serve as part of the Allied Rapid Reaction Corps (ARRC), as well as a number of school teachers, principals and volunteers for local charities from the community of Gloucestershire.

The proponents for the training initiative were Lieutenant General Sir Richard Shirreff (then the commander of ARRC) and his wife, Lady Sarah-Jane.

She attended the MCEC 12th Annual Conference held last year in the Washington, DC, area, and developed a keen understanding of the value of the MCEC LINN initiative, proposing that it could well serve British Army families.

The MCEC turned to corporate friends to find support and this UK training event was made possible through the generous support of Serco Group (UK). Project support was provided by our long-standing corporate partner, Serco's division in North America, headquartered in Reston, Virginia. Recognizing the

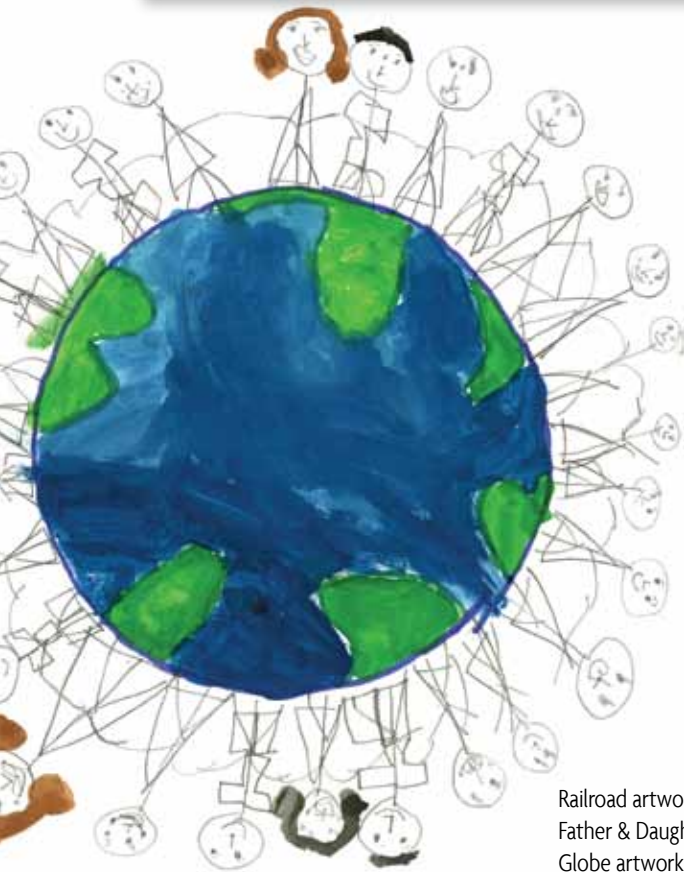
value of the LINN initiative, Serco (North America) has long provided volunteer support for training programs conducted in a number of locations across the United States. It was this hands-on experience that encouraged Serco Group to underwrite this program.

The positive outcomes of the Gloucester training were well summed up in a recent article by military spouse and mom Karen Glakesley, writing in *Families Journal* (spring 2011), a publication of the Army Families Federation:

*The good news is that MCEC's LINN has just run its first free one day course in the UK, at Imjin Barracks, in Gloucester. Hopefully, this will be the first of many across the UK. It was encouraging to see so many organizations there, including many schools, all with the common goal to learn more about how deployments affect children and what they can do about it. The Government has recently introduced additional funding to support children from Forces families in school. With so many schools attending the workshop I'm sure they'll be better prepared to support military children when they need it most.*







Railroad artwork by Alexis, Grade 10 • Hohenfels Middle-High School • Germany • U.S. Army  
Father & Daughter artwork by Lillian, Grade 3 • Stateside Elementary School • Jacksonville, NC • U.S. Marines  
Globe artwork by Alana, Grade 1 • Aguadilla, Puerto Rico • U.S. Coast Guard

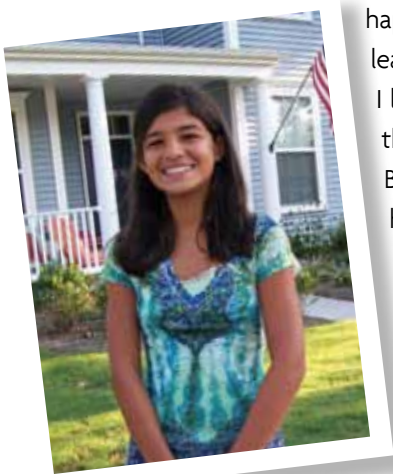




Artwork by Kiersten, Grade 11 • Hohenfels Middle-High School • Hohenfels, Germany • U.S. Army

## Learning to Let Go

Most people can't always control their lives or get a say, but this is especially true for military kids. You don't have a say in where or when you move. It just happens. So as a military kid, I had to learn to let go and let life run its course. I like to have control over things and this just wasn't one of those things. Being in a military family can be very hard for the children of the house. It can be very hard moving all the time, making new friends, and adjusting to new schools. I know it is for me. I am in the seventh grade and have been to eight different schools because my dad is in the Navy and we move almost every two years.



Every new school is a new experience, a new beginning, and a new me. Starting fresh can be hard, but can also be fun at the same time. I get to "try on a new me" in a place where no one knows you. At a new school there are two main things: new rules and a new history class. I have lived in Virginia three times, Mississippi twice, and California. Learning the social studies curriculum and then moving, and learning about an entirely different place can be hard and sometimes I even got behind but other times I was ahead. The teachers would think I was crazy for not knowing what their state bird would be and there are still some things that I have no idea about. Although I would probably be moving again soon it was nice to try and get settled in a new place and a new school. So sometimes this can all be fun and games and other times it just causes even more work for everyone.





Since my dad isn't always home, my mom has to take on the responsibility of both parents, especially when he is deployed. When he comes back sometimes, it is hard to let go of that. While my dad is away I too take on more responsibilities. I have learned that little things can go a long way. By just taking out the trash or walking the dog I can relieve a lot of worry and stress around the house. When my dad does come home it can be hard to adjust to having another person in the house and learning to let someone else take over and have control. Being a military child has taught me a lot and I have gone through many experiences, good and bad, that some kids don't get to learn about or experience. Leadership is something that they don't usually teach you about in school but is something that I've learned a lot about from life as a military kid, as the oldest child and by having a parent who is not home often. I hope to grow up to have great leadership and wisdom just like my mom and dad.

Isabella, Grade 7 • Independence Middle School • Virginia Beach, VA • U.S. Navy

## My Eyes are Maps

My eyes are hazel,  
In them a world is carved  
from tin,  
My blood is valor, strength,  
integrity,  
Bred from threads.  
The reds, whites, and blues,  
A core, a corps, within,  
A pair of combat boots,  
Years spread across the globe,  
Maps in my every bone,  
My childhood is flags  
flown high,  
Germany, Florida, Japan.  
My heroes clustered before me.  
Every woman, child, man,  
Some wear stripes, some  
medals, PT shirts,  
Others, looks of determination,  
face paint and dirt.  
My heart is laughter,  
ceremony, travel, tears  
I am driven to new heights,  
Developed by opportunity,  
He said it took a village,  
He lied.  
It takes a military to raise  
a child.

Writing and art at left  
by Jordan, Grade 10  
Kadena High School  
Germany, U.S. Air Force



WELCOME TO  
HOHENFELS MIDDLE/HIGH

OFFICE

Attendance

SCHEDULE HOHENFELS  
MIDDLE HIGH  
SCHOOL

GR: 11

Period

- 1 support family
- 2 step out of comfort zone
- 3 make friends
- 4 LUNCH
- 4 travel
- 5 learn about new cultures
- 6 enjoy life
- 7 smile.



*She's nervous*

She's nervous.  
Her stomach clinches.  
It's her first day  
At a new school.  
She wishes for her friends.

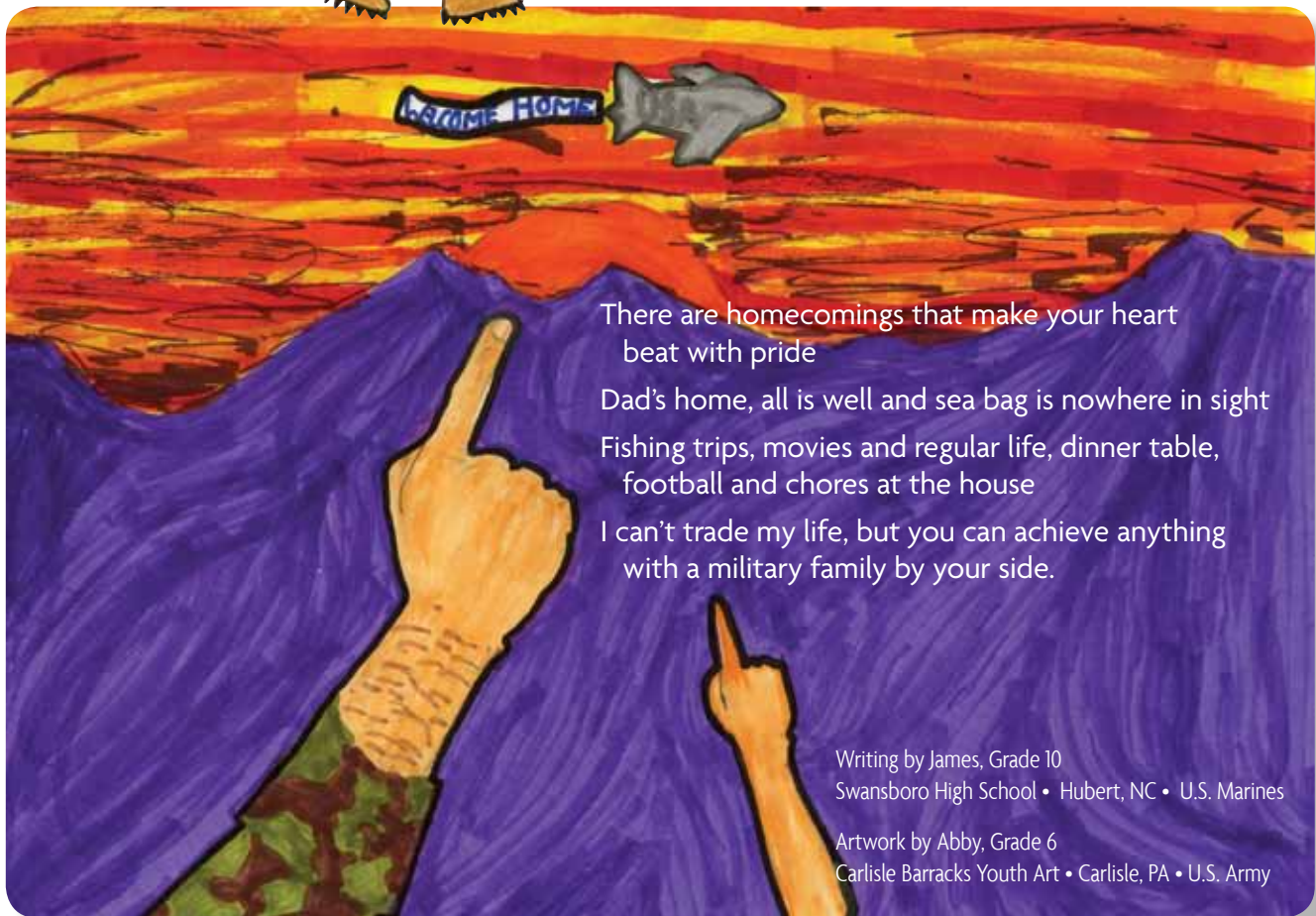
Chloe, Grade 10 • Enterprise High School  
Fort Rucker, AL • U.S. Army



# UNITED TOGETHER



Virginia, Grade 10 • Ramey School • Aguadilla, Puerto Rico • U.S. Border Patrol



There are homecomings that make your heart  
beat with pride  
Dad's home, all is well and sea bag is nowhere in sight  
Fishing trips, movies and regular life, dinner table,  
football and chores at the house  
I can't trade my life, but you can achieve anything  
with a military family by your side.

Writing by James, Grade 10  
Swansboro High School • Hubert, NC • U.S. Marines

Artwork by Abby, Grade 6  
Carlisle Barracks Youth Art • Carlisle, PA • U.S. Army



# ALGEBRA

## *A Gateway Course to College and Work Place Readiness*

By **Greg Cook** Director of Research and Evaluation

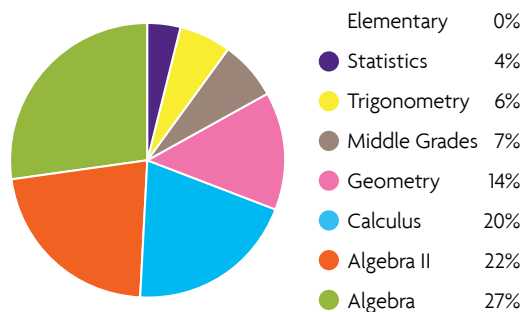


Matthew, Grade 5 • School Age Services • Fort Rucker, AL • U.S. Army

**ABOUT 4 MILLION OF OUR NATION'S CHILDREN** are taking a course called 'algebra' this year, or an integrated math course focused on algebra. Studies show that algebra is just about the most important math subject they will ever study. Educators call it a "gateway" course, because students who do well in algebra are more likely to take additional, higher-level math and science classes. Those students are also more likely to graduate from high school, be ready for the work place, and/or attend college than those that do poorly. A report by the National Mathematics Advisory Panel in 2008 showed that students who are successful in algebra in high school graduate more frequently, and make more money in their careers.

Considering the mobility of Military Families as they flow in and out of different School environments, the Military Child Education Coalition wanted to find student-based evidence on math curricula, specifically algebra. What was causing the most problems for these mobile students? With a grant from the Bill and Melinda Gates Foundation, the Military Child Education Coalition asked **Tutor.com**, an online tutoring and homework help service, to find on which topics that children are most likely to ask for help. **Tutor.com** looked at more than 365,000 online math tutoring sessions and found that almost half of all math questions asked by students are related to algebra (I and II combined).

PERCENTAGE OF TUTORING SESSIONS BY SUBJECT



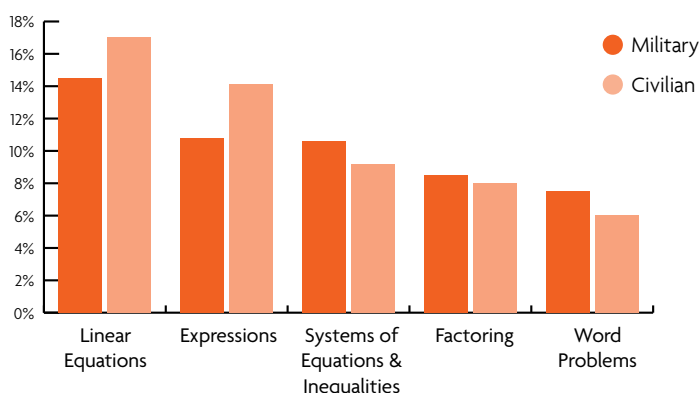


# THE Top Five ALGEBRA ISSUES

Algebra covers a lot of ground, from simplifying expressions to complex numbers. But the Military Child Education Coalition asked what topics cause students the most trouble. Additionally, the MCEC asked:

1. Do military students face the same issues as their civilian counterparts? and
2. Are the math topics students request help in different as military students move from state to state?

PERCENTAGE OF TUTORING SESSIONS BY ALGEBRA TOPIC



Based on the tutoring sessions [Tutor.com](#) examined, both military and civilian students struggle with the same algebra concepts.

For both student groups there were five major areas of concern; linear equations, expressions, systems of equations and inequalities, factoring and word problems. Fifty-two percent of military student questions and fifty-four percent of civilian questions were related to one of these top five topics.

In looking at the differences in math tutoring sessions across 10 most populated military states [Tutor.com](#) found that linear equations rank as the top requested subject in 9 out of 10 States, but that after linear equations, there was a variance in requested tutor topics. The example below shows requested Algebra 1 tutoring in two states.

State A TOP 5 CONCERNS		State B TOP 5 CONCERNS	
Linear Equations	16%	Linear Equations	17%
Expressions	12%	Systems of Equations/Inequalities	15%
Inequalities	9%	Expressions	14%
Systems of Equations/Inequalities	8%	Inequalities	7%
Factoring	8%	Functions	6%

*Essentially, military-connected students who are moving to a different state need to have strong math skills, for each state – and in some cases each district – has different curricula and different levels of rigor. Strong math skills will help students overcome these educational differences and prepare them for college and careers.*

## Here are some time-tested tips to make sure that a move does not derail your student's academic progress:

- Make sure you have a copy of the current school's course descriptions.
- Make a copy of the cover and table of contents of your child's textbooks.
- Ask the child's current math teacher for a copy of the class plan (or course syllabus) for the year and the names or pages of the corresponding sections of the textbooks. If moving during the school year, note where instruction ended.
- Gather copies of the homework problems, quizzes, and tests from the current math teacher to show the new school the types of math problems that were being solved.
- Before leaving your school, request a current copy of your child's transcript to date, as well as standardized test scores, documented volunteer hours, and an explanation of the current school's GPA scale and calculation scheme.
- Request at least one written recommendation, preferably from a math or science teacher.
- Call ahead to the new school to obtain the most recent school calendar. School starting dates and vacations vary widely. Since many schools require students to attend class a specific number of days, unnecessarily missing school days while traveling can mean that a student could be retained.
- If you are moving during the school year, visit MCEC's website at [www.schoolQuest.org](http://www.schoolQuest.org) for special tips.



# Supporting Math Learning *at home*

From *On the Move Special Edition: Math Success and Highly Mobile Parents & Students*, Military Child Education Coalition, 2010

Families can work together to support learning in math and all other subjects by establishing a few habits:

- 1. CREATING A HOMEWORK ZONE** - Every child with homework needs a dedicated homework zone, whether it is a seat at the kitchen table or a desk in a bedroom. Needed supplies – paper, pencils, and an appropriate type of calculator – should be at hand. [For algebra, a graphing calculator is usually appropriate, and different schools may expect or provide different brands or models; find out what types/models are used in both sending and receiving school] A time for homework should also be selected and observed. This is not the time to vacuum or let other children play loud music, but is instead a time for the family to support the student's efforts to learn. Because serenity will allow the student to retain focus on learning, video games, televisions, and cell phones should be out of the area.
- 2. TALKING ABOUT SCHOOL REGULARLY AND CASUALLY** - Because school fills such a large and important portion of a youngster's life, the topic should be pleasantly discussed. Parents can ask what has happened to everyone during the day or if anyone has any funny stories to share rather than relying on the annoying and vague question of, "How was school today?" The answer is likely to be the frustrating one word answer of, "Fine," which only leads to the question, "What did you do?" and the even more frustrating answer of, "Nothing."
- 3. KEEPING AN UP-TO-DATE FAMILY CALENDAR** - One way to keep school on the front burner is to post dates of important school events: open houses, conferences, quizzes, tests, as well as school, family, and community activities, all on a large calendar. Conflicts can then be avoided and planned around, if necessary. Schools often distribute a yearly student planner, and many also have a weekly and monthly school calendar posted on their websites. Be sure to ask for these materials if your student enters after the beginning of the school year.
- 4. BEING PHYSICALLY AND MENTALLY PREPARED** - In addition to supporting the completion of homework and studying for tests, families can also support learning by encouraging students to take care of themselves. Getting a good night's sleep, eating a healthy breakfast and regular meals, and exercising regularly provide the brain and body with the fuel needed to absorb and retain information.



Codey, Grade 8  
Hohenfels Middle/High School  
Hohenfels, Germany, U.S. Army

## Where to Get Math Help

Parents and students in military families can get help from a qualified, professional math tutor 24/7 for free with Tutor.com for U.S. Military Families, a program funded by the Department of Defense.

Go to [www.tutor.com/military](http://www.tutor.com/military) to find out if your family is eligible for free access!



# WHAT PARENTS CAN DO **REGULARLY**

From *On the Move Special Edition: Math Success and Highly Mobile Parents & Students*, Military Child Education Coalition, 2010

*Instead of crossing their fingers and hoping for the best, parents can actively encourage the development of math skills in the following ways:*

## 1. Anticipate and Encourage.

The first step is to **keep track of math courses taken in middle school and high school**. Although state requirements for math vary, **a family's plan should be that math is always included** in the student's schedule. Selecting the next math class is discussed in more detail later, but parents should expect the math course chosen to be appropriately challenging.

## 4. Avoid Hidden Messages.

Support at home is given by **paying attention to how math is discussed**. If math was a subject parents found difficult, statements such as "I wasn't good at math either, so of course you are having problems," dampen enthusiasm by sending the message that there is no point in trying. And there is no evidence that interest in mathematics is genetic. Conversely, if math was a subject that came easily

**Parents who respect that each person experiences math differently can then be helpful when problems occur.**

## 2. Engage and Communicate.

Informed parents are able to keep math courses on track. To make a good start, parents and students should meet all of the teachers at the beginning of each school year and especially when enrolling in a new school. During the year, they should continue to **touch bases with the teachers about questions or concerns**. Communication can be by appointment for face-to-face conferences, by telephone, or e-mail. Questioning and listening are equally important, because positive interactions between parents and educators help students to develop mutually beneficial relationships.

to parents, overly cheerful statements such as, "This stuff is a piece of cake!" only blames the child for not learning. The textbooks are different, as are teachers and classmates. Parents who respect that each person experiences math differently can then be helpful when problems occur.

## 3. Practice Math Informally.

Parents can support math learning at home by casually **illustrating examples of math used in everyday life**. Discussions involving percent, proportion, fractions, decimal equivalents, and rate of movement, can be utilized in examples of using math in everyday life. These discussions can be fun activities as the family figures out the answers together.

## 5. Advocate.

For those who have read other MCEC publications, the last piece of advice will come as no surprise. Parents can support success in math and every other academic subject by **being a compelling advocate for the child**. Because military parents serve a special role as the one constant in their child's frequently changing life, a student needs to know there is always a caring person to speak out.

## SchoolQuest™

Any time of the year can be "PCS time" and that's why the Military Child Education Coalition SchoolQuest is always ready to help:

- Research schools at your new duty station,
- Ask questions about your student's education plan, and
- Store your valuable education information in a safe, virtual file drawer!

The MCEC SchoolQuest also offers college and career planning; a library filled with great information; a blog; and state educational resource listings.

Totally free and just for you – visit [www.SchoolQuest.org](http://www.SchoolQuest.org).



# Supporting National Efforts to Standardize Curriculum (Common Core State Standards)

By Dr. David Splittek Director of Programs and Services

For the highly mobile student, having a standardized curriculum would greatly reduce the educational stress associated with moving and provide a consistent curriculum for successful education. Two organizations that are leading the charge on a Common Core State Standards initiative are: The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center).

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

To date 42 states have adopted the Common Core State Standards in mathematics (43 in English language arts),

but many states will have several years of development before the Common Core State Standards appear in local school systems. The Military Child Education Coalition fully supports the efforts of these two organizations.

[http://www.corestandards.org/assets/ccsi\\_statements/StatementMilitaryChildEducationCoalition.pdf](http://www.corestandards.org/assets/ccsi_statements/StatementMilitaryChildEducationCoalition.pdf). For more information on Common Core <http://www.corestandards.org/frequently-asked-questions>

*“All children deserve thorough and thoughtful standards; highly mobile military-connected students deserve predictability. The Military Child Education Coalition applauds the leadership of the National Governors Association, the Council of Chief State School Officers, ACT, Inc., the College Board, and all those organizations and individuals involved in developing and adopting the common core standards.”*

– from the MCEC Letter of Endorsement for the Common Core Standards, January 2010



Sabrina, Grade 3 • Ramstein Intermediate School • Germany • U.S. Air Force





## TABULA RASA

We are your blank slates,  
We are your Army Brats,  
Liable in our youth,  
Naïve in our nature,  
We are easily molded and swayed,  
To an undecided outline.

So guide us well teachers,  
Through this unpredictable time,  
Fraught with danger and corruption,  
Cement a future for our future,  
But more importantly,  
Futures to come.

“Lead us not into temptation,  
But deliver us from evil,”  
So that one day we may teach,  
The youth of the nation,  
Just as you shaped us,  
For we are your blank slates.

Writing by William, Grade 12 • Pleasant Ridge High School  
Leavenworth, KS • U.S. Army

Artwork by Juan, Grade 11 • Hohenfels Middle-High School  
Germany • U. S. Army



## Moving

Standing in the empty

Shell of my house

Following the truck carrying all my stuff

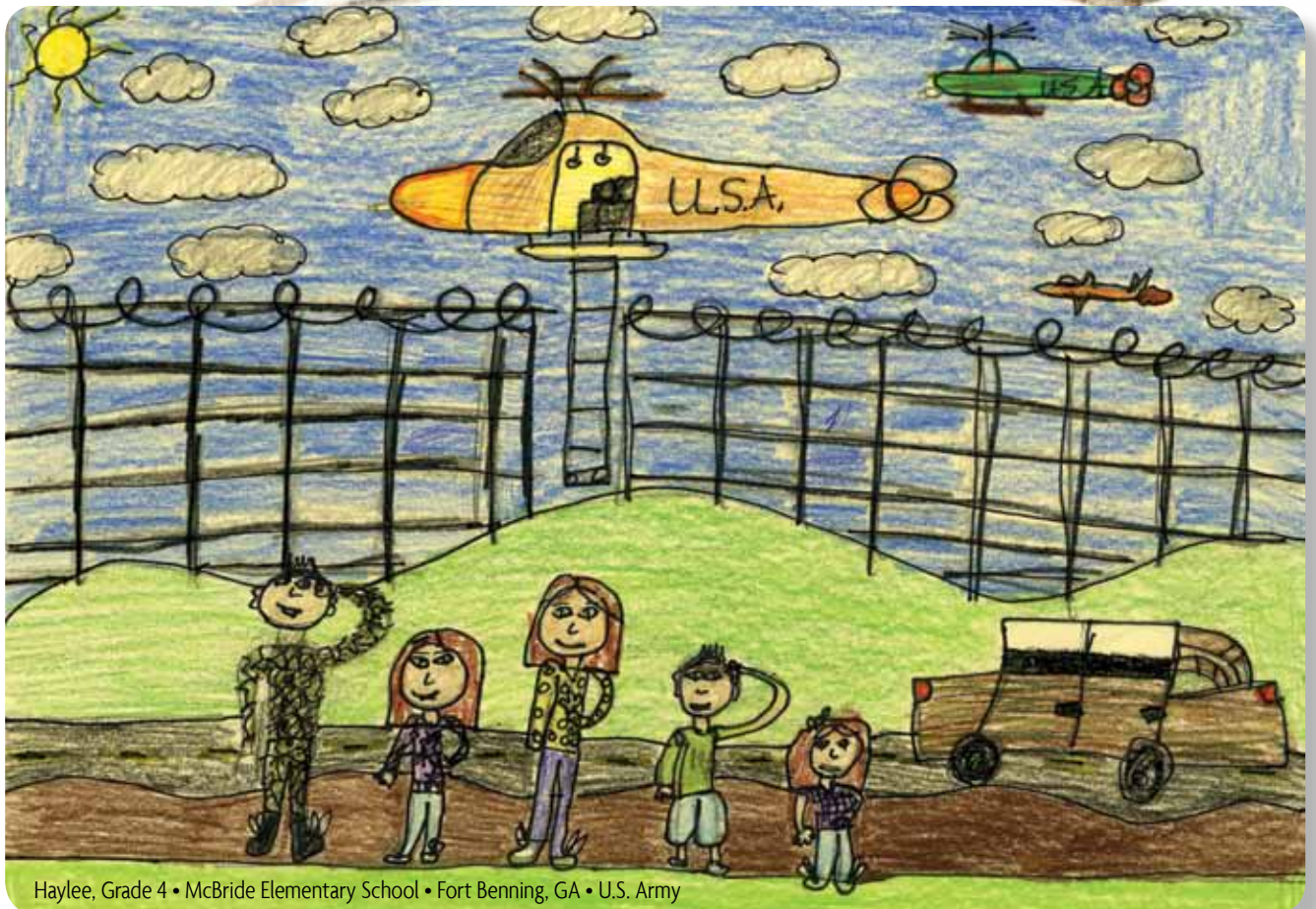
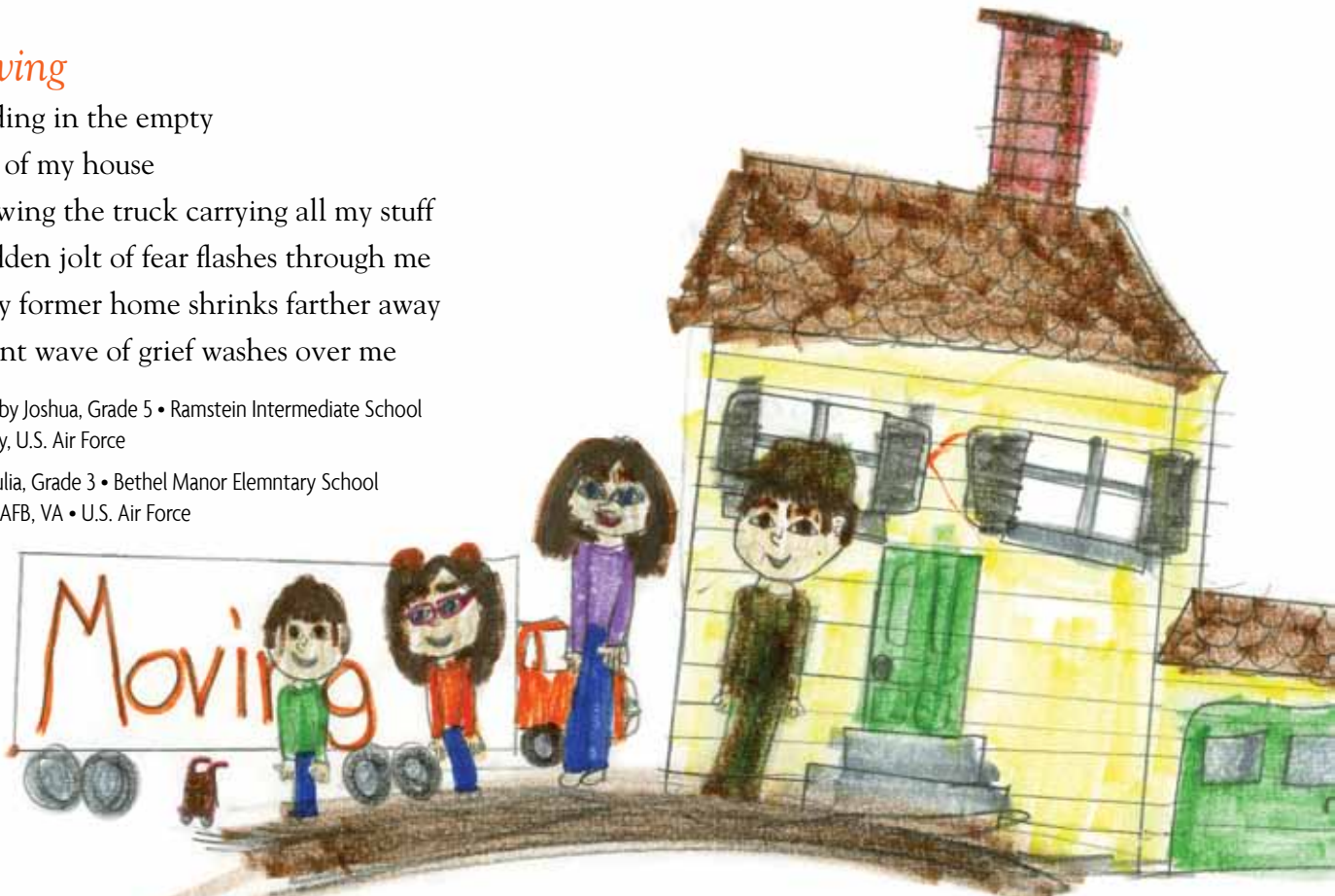
A sudden jolt of fear flashes through me

As my former home shrinks farther away

A giant wave of grief washes over me

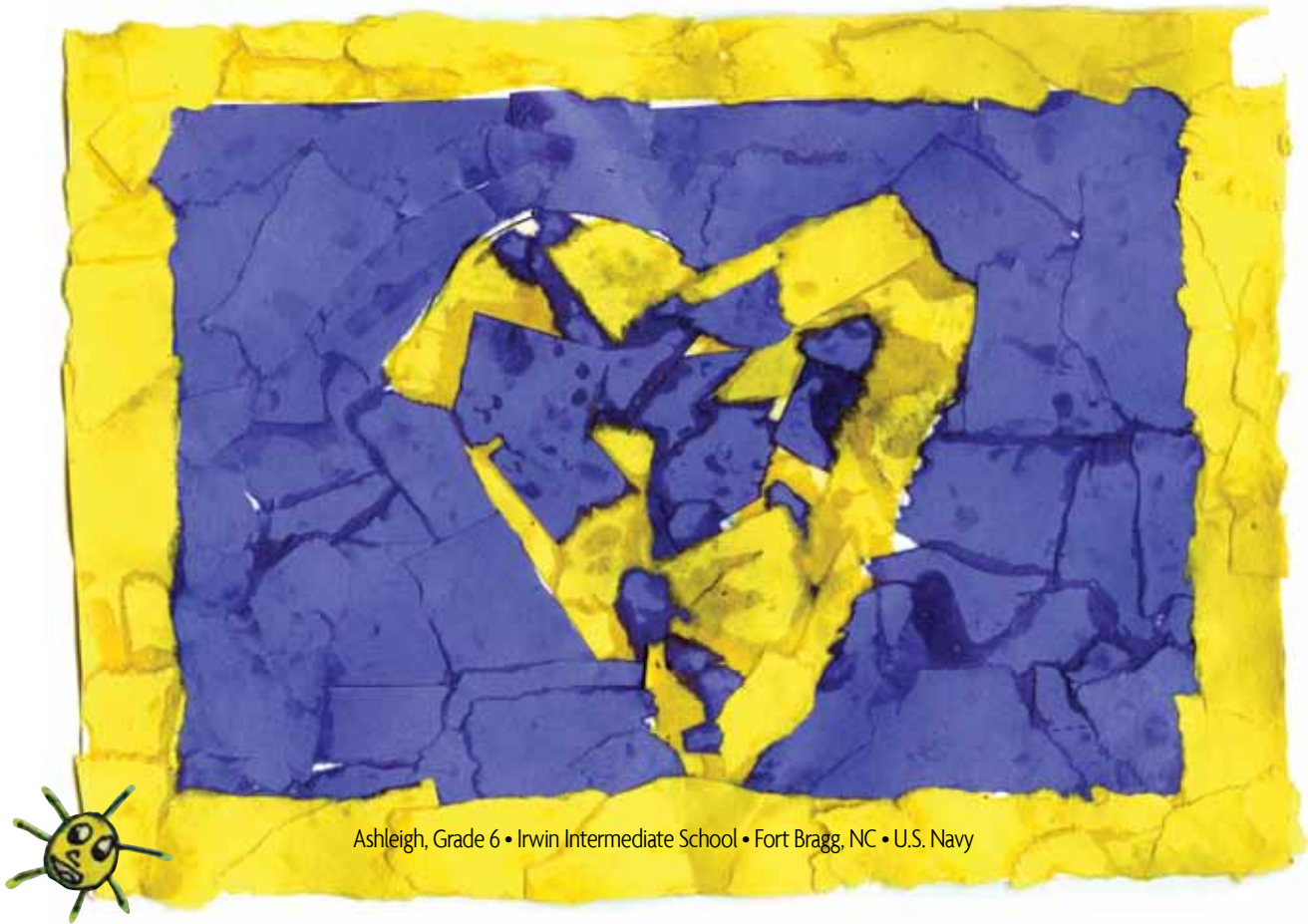
Writing by Joshua, Grade 5 • Ramstein Intermediate School  
Germany, U.S. Air Force

Art by Julia, Grade 3 • Bethel Manor Elementary School  
Langley AFB, VA • U.S. Air Force



Haylee, Grade 4 • McBride Elementary School • Fort Benning, GA • U.S. Army





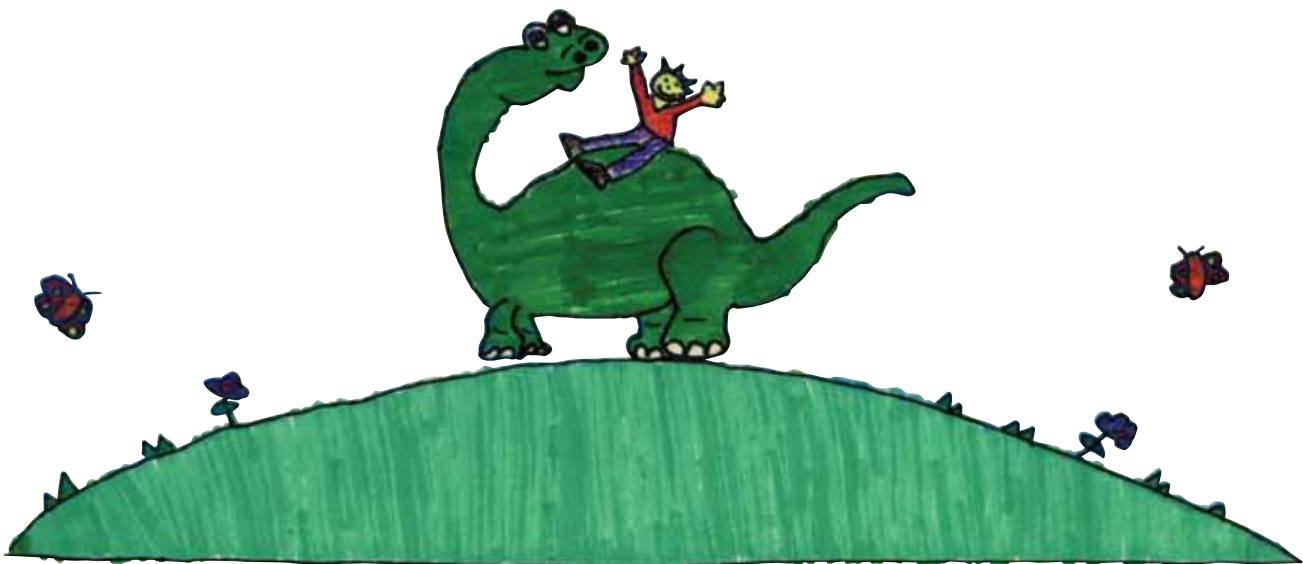
Ashleigh, Grade 6 • Irwin Intermediate School • Fort Bragg, NC • U.S. Navy

*Hi, my name's Corah. Have you ever moved and felt like you'd never make friends? Well, don't, because I moved from Kansas all the way to Germany. I felt so worried, I thought I'd never make friends, but guess what? I made friends! Just be yourself, don't be worried. I'm shy and not so talkative, but you're not going to know anyone if you don't talk. So be goofy, talk, and have fun!*

Writing by Corah, Grade 5 • Ramstein Intermediate School • Germany, U.S. Air Force



Artwork by Tayler, Grade 5 • Morris McBride Elementary School • Fort Benning, GA • U.S. Army





# MILITARY CHILDREN: A NATION'S INSPIRATION

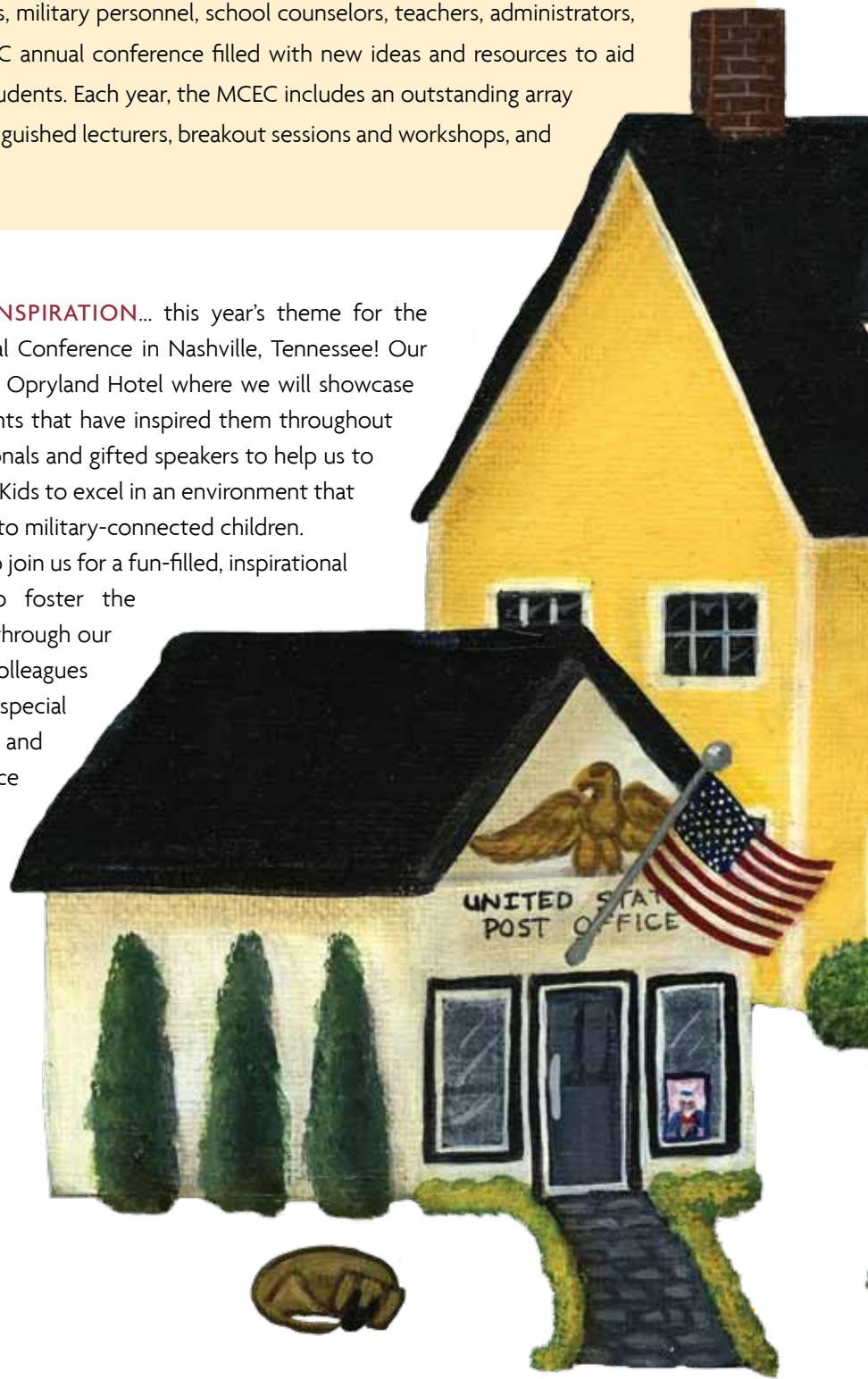
Join us in Nashville, Tennessee for the Military Child Education Coalition's  
13th Annual Conference, June 21-23, 2011

Attendees including military leaders, military personnel, school counselors, teachers, administrators, parents, and students, leave the MCEC annual conference filled with new ideas and resources to aid them in helping military-connected students. Each year, the MCEC includes an outstanding array of keynote speakers, informative distinguished lecturers, breakout sessions and workshops, and training institutes.

**MILITARY CHILDREN, A NATION'S INSPIRATION**... this year's theme for the Military Child Education Coalition's Annual Conference in Nashville, Tennessee! Our dates are June 21st to 23rd at the Gaylord Opryland Hotel where we will showcase our Military Kids and the people and events that have inspired them throughout the years. There will be a host of professionals and gifted speakers to help us to continue our work and inspire our Military Kids to excel in an environment that offers so many challenges that are unique to military-connected children.

I hope you can arrange your schedule to join us for a fun-filled, inspirational conference. This is an opportunity to foster the relationships you may have already made through our conferences and show new friends and colleagues who feel as you do: our kids deserve our special attention. We can promise many highlights and moments of surprise for you to experience with your fellow attendees. Our passion for the well-being of military-connected kids is something wonderful – and it is even more fun when shared. Your attendance is important! We will make a difference for our kids!

**Beth Chiarelli** MCEC Board Member  
and 2011 Conference Co-Chair  
*...for the sake of the child.*







GAYLORD OPRYLAND®

RESORT & CONVENTION CENTER

*Nashville*



A special thank you to Priscilla Henry, our guest artist for our beautiful 2011 Conference art.

# PRECONFERENCE Workshops & Institutes

MONDAY, JUNE 20, 2011 & TUESDAY, JUNE 21, 2011

The MCEC Pre-Conference will be held Monday, June 20, from 8:00 am - 4:30 pm and Tuesday, June 21, from 7:30-10:30 am. The Pre-Conference cost is \$75, and this fee includes two breakfasts, one lunch, all publications and course materials.

The MCEC Institutes offered for 2011 are the *Transition Counselor Institute* (TCI) Phase I and Phase II, *Special Education Leaders Institute* (SELI), and *Living in the New Normal: Helping Children Thrive through Good and Challenging Times Practicum* (LINN-P). Also offered in 2011 are Pre-Conference Workshops – twelve in all – and they will include interactive and hands-on classes, designed to add to participants’ professional toolkits in the areas of skill development, personal growth and content management.

## PRE-CONFERENCE OPTIONS

				Eligible for the following (See details below)
<b>Option One</b> Institutes	Transition Counselor Institute (TCI) Phase I or Phase II or Special Education Leaders Institute (SELI) Monday 8:00 am - 4:30 pm and Tuesday 7:30-10:30 am			1.2 CEUs and/or 1 Graduate Credit
<b>Option Two</b> Practicum PLUS Wed. Workshop	Living in the New Normal Practicum Monday 8:00 am - 4:30 pm		Workshop Session C Tuesday 7:30-10:30 am	1.2 CEUs (no grad credit)
<b>Option Three</b> 3 Workshops	Workshop Session A Monday 8:30-11:30 am	Workshop Session B Monday 1:30-4:30 pm	Workshop Session C Tuesday 7:30-10:30 am	1.2 CEUs (no grad credit)

To qualify for graduate credit and/or CEUs, please choose one of the following tracks:

- **OPTION ONE:** Participation in TCI Phase I or TCI Phase II or SELI, all day Monday and Tuesday morning\*.  
**Transition Counselor Institute (TCI):** Focuses on the unique and sometimes challenging transitions of the military-connected student. Phase I is a prerequisite for Phase II.  
**Special Education Leaders Institute (SELI):** Promotes awareness and increases understanding of the amplified challenges associated with transitioning military-connected students with unique learning needs.
- **OPTION TWO:** Participation in the Living in the New Normal Practicum (LINN-P) all day Monday\* PLUS participation in Workshop Session C Tuesday morning (your choice of one of four workshops).  
**Living in the New Normal: Helping Children Thrive through Good and Challenging Times Practicum:** Provides information on the experience and effects of grief; building resilience; and identifying community resources.
- **OPTION THREE:** Participation in Workshop Session A (Monday morning) PLUS Workshop Session B (Monday afternoon), PLUS Workshop Session C (Tuesday morning).

\*When registering for Pre-Conference Institutes, attendees must choose an option for both sessions on Monday. If attendees have chosen TCI Phase I, TCI Phase II, SELI, or LINN-P, the attendee must choose the same option for Monday morning as well as Monday afternoon.

WORKSHOP OPTIONS	#1	#2	#3
<b>Session A</b> Monday, June 20 8:30-11:30 am	Play=Peace: Creating Playful Pathways	Fight or Flight: What's Your Conflict Style?	POWER – Providing Outreach While Enhancing Resiliency
<b>Session B</b> Monday, June 20 1:30 – 4:30	Beyond PowerPoint: Activities and Icebreakers for Presentations and Group Work	Words Can Work	POWER – Providing Outreach While Enhancing Resiliency
<b>Session C</b> Tuesday, June 21 7:30 – 10:30	Play=Peace: Creating Playful Pathways	Words Can Work	Cross Cultural Adaptation: Then & Now





# FEATURED SPEAKERS



**DR. CLIFFORD L. STANLEY** was sworn in as the Under Secretary of Defense for Personnel and Readiness on February 16, 2010. He is the senior policy advisor to the Secretary of Defense on recruitment, career development, pay and benefits for 1.4 million active duty military personnel, 1.3 million Guard and Reserve personnel, 680,000 DoD civilians, and is responsible for overseeing the overall state of military readiness. Dr. Stanley is a graduate of South Carolina State University. He received his Master of Science degree from Johns Hopkins University, graduating with honors. His formal military education includes Amphibious Warfare School, the Naval War College, Honor Graduate of Marine Corps Command and Staff College, and National War College. Dr. Stanley earned his Doctorate Degree from the University of Pennsylvania, and holds Doctor of Laws degrees from South Carolina State University and Spalding University. He also holds a Doctor of Science, honoris causa, from The Medical University of South Carolina. Before assuming his current position, Dr. Stanley was President of Scholarship America.

Carolina State University and Spalding University. He also holds a Doctor of Science, honoris causa, from The Medical University of South Carolina. Before assuming his current position, Dr. Stanley was President of Scholarship America.

## Senior Leaders Roundtable Discussion

Join this important conversation as our distinguished panel of senior Military Service leaders and conveners discuss the collaborative efforts to support Military-Connected Children. This roundtable will recognize the work of educators, military professionals, parents, and mentors who are laying the groundwork for fostering and encouraging all of our children to achieve the potential to serve as our nation's future leaders.

**MR. ROBERT L. GORDON, III**, a member of the Senior Executive Service, is assigned to the Office of the Secretary of Defense, serving as the Deputy Assistant Secretary of Defense for Military Community and Family Policy, effective July 19, 2010. Mr. Gordon is responsible for policy, advocacy, and oversight of all community support to service members and families; quality of life issues; state liaison initiatives; family programs and the 24/7, 1-800 family assistance services; child development and youth programs; military spouse career advancement; the off-duty, voluntary education program for military personnel; tuition assistance; morale, welfare, and recreation; defense resale for commissaries and exchanges; and family violence prevention and intervention. A 1979 graduate of the United States Military Academy at West Point, Gordon was commissioned a second lieutenant in the Field Artillery. His 26-year Army career includes command and staff positions, duty as the Aide-de-Camp to then Brigadier General Colin Powell, service as an instructor and assistant professor of American Politics, and the Director of American Politics at West Point in the Department of Social Sciences.



#4

Bag O' Tricks:  
Small Group Strategies  
for Success

Aligning Educational Opportunities  
for Military Children: Common Core  
Standards and the Interstate Compact

Aligning Educational Opportunities  
for Military Children: Common Core  
Standards and the Interstate Compact



**BARRY SCHWARTZ** is a Dorwin Cartwright Professor of Social Theory and Social Action at Swarthmore College in Pennsylvania. He is also the author of several books, including *Paradox of Choice*, in which Schwartz makes a compelling case that the abundance of choice in today's western world can actually lead to depression. Read more about Barry Schwartz at [www.ted.com/speakers/barry\\_schwartz.html](http://www.ted.com/speakers/barry_schwartz.html).

**RON ROSENBERG** is a nationally recognized and award-winning expert on marketing and customer service and a winner of the prestigious International Marketer of the Year award at the GKIC International Marketing Summit. Rosenberg is also the author of *Double Your Memory in 90 Minutes* and *Breaking Out of the Change Trap*, and he presents to businesses and associations all over the world including Switzerland, Japan, England, Northern Ireland, and North America.



**ROBERT B. HAAS** is the author and photographer of a series of six photographic books, two of which were published by National Geographic. Haas's photographs have appeared in exhibits in all over the world. His work has also been featured on *CBS News Sunday Morning* and CNN, and in *National Geographic* magazine, *Time*, *Forbes*, *Life*, *American Way*, and numerous other publications around the world. A graduate of Yale University and Harvard Law School, Haas has endowed professorships and been a frequent lecturer at both institutions. Haas is the author of *Miracle Man: 100 Days with Oliver*.



**DORIS KEARNS GOODWIN** won the Pulitzer Prize in history for *No Ordinary Time: Franklin and Eleanor Roosevelt: The Home Front in World War II*, which was a bestseller in hardcover and trade paper. She is also the author of the bestsellers *Wait Till Next Year*, *The Fitzgeralds and the Kennedys*, and *Lyndon Johnson and the American Dream*. Ms. Goodwin lectures around the world, and is often called upon by the media to comment upon and analyze presidential issues. She lives in Concord, Massachusetts, with her husband Richard Goodwin.



Check for the MCEC website for regular updates on speakers, events, and more:  
[www.MilitaryChild.org/annual-conference](http://www.MilitaryChild.org/annual-conference).





## About the Gaylord Opryland Hotel and Convention Center

Located in Nashville, Tennessee, Gaylord Opryland is the flagship property of Gaylord Hotels. Recognized around the world for its flawless service, luxurious accommodations and critically heralded entertainment, Gaylord Opryland offers a nine-acre complex to enjoy lush indoor gardens, cascading waterfalls, and specialty restaurants.

Since Nashville's historic flood last spring, the Gaylord Opryland has undergone major restorations that include stylish and contemporary new restaurants along with newly renovated and freshly redesigned lobbies, guest rooms and suites.

For more information, visit [www.gaylordhotels.com/gaylord-opryland/](http://www.gaylordhotels.com/gaylord-opryland/).

## Register for the MCEC 13th Annual Conference Online!

**Conference Registration Fees:** Members \$645  
Non Members \$745

### HOW TO REGISTER:

1. On the [www.MilitaryChild.org](http://www.MilitaryChild.org) home page, choose "Upcoming Trainings" from the top menu. This will lead to the "Professional Development Events Calendar" page.
2. In the "Events" drop down box, choose "Annual Conference" and then click on the search button.
3. Under "Search Results" at the bottom of the page, the only event listed will be this event.
4. Click on the title and continue the prompts to register. If you have not previously registered for an MCEC event, you will be asked to build a short profile including an email address and password. This email will be used for correspondence related to this and other MCEC events.

### Also Registering for Pre-Conference?

When registering online, you'll have to mark the Option you've chosen for Monday AND Tuesday (even if you choose Option 1 or 2).

Make sure you are consistent!  
The MCEC institutes have minimum seat hours and participation for completion.



### School District Members:

Letters have been sent to Superintendents of each School District who are members of the MCEC. These letters explain the procedure for obtaining the benefit this year. School District Offices may contact Laura Cayton at [Laura.Cayton@MilitaryChild.org](mailto:Laura.Cayton@MilitaryChild.org) with questions.



**Room accommodations at the Gaylord Opryland are NOT made at the time of conference registration.** To make your reservations online, visit [www.MilitaryChild.org/annual-conference](http://www.MilitaryChild.org/annual-conference) and click the *Hotel Reservations* link. Or call the Gaylord Opryland directly at 1-888-777-6779, and use the group code **S-MCEC11**.  
The hotel rate is \$110 + tax per night.



# Why do people volunteer at the Military Child Education Coalition?

- **HELPING OTHERS** is the main reason most people volunteer. They want to make a meaningful contribution to a better community. “Goodness happens at the local level, closest to the child and family.” Dr. Mary Keller, President and CEO of the MCEC
- **BELIEF IN THE CAUSE** is the strongest reason our volunteers serve. From its inception, the Military Child Education Coalition has been the voice for Military Children. Guided by the belief that “kids serve, too,” volunteers are willing to give of their time, service and skills to help with our cause.
- **POLISH THEIR RESUMES.** Adding volunteer experience to a resume shows a commitment to helping others or to working in a particular field. Some of our MCEC volunteers are retired teachers or counselors who want to stay abreast of the research-based work our programs provide.
- **DEVELOP NEW SKILLS.** A volunteer job often gives people an opportunity to learn how to do something they didn’t know how to do. Later, they can use their experience and skills in the paid workplace. Often, the MCEC has “virtual” volunteer opportunities that people can do from their own home.

**Giving a few hours to a worthy cause helps people feel good and gives a sense of mastery over their lives.**

- **INCREASE SELF-ESTEEM.** Volunteering boosts self esteem. Giving a few hours to a worthy cause helps people feel good and gives a sense of mastery over their lives. By working with the MCEC, people can also help foster self-esteem in children.
- **WORK WITH FRIENDS.** Volunteering can create a great way to get together with friends on a regular basis. People also use this opportunity to meet interesting people who share their interests and values.
- **ENJOY SOMETHING THEY LOVE.** Many volunteer jobs come with intrinsic benefits for their participants. Volunteering keeps them busy and fulfilled because they are making a contribution. By volunteering with the Military Child Education Coalition, you can help us increase awareness of the challenges Military Children face as a result of frequent moves, recurring parent deployments, life transitions and trauma and loss.

**Volunteer today!** Visit our website at [www.MilitaryChild.org](http://www.MilitaryChild.org).

Artwork by Daniel, Grade 12 • Hohenfels Middle-High School • Germany • U.S. Army







Annika, Grade 4 • Carlisle Barracks Youth Art • Carlisle, PA • U.S. Air Force



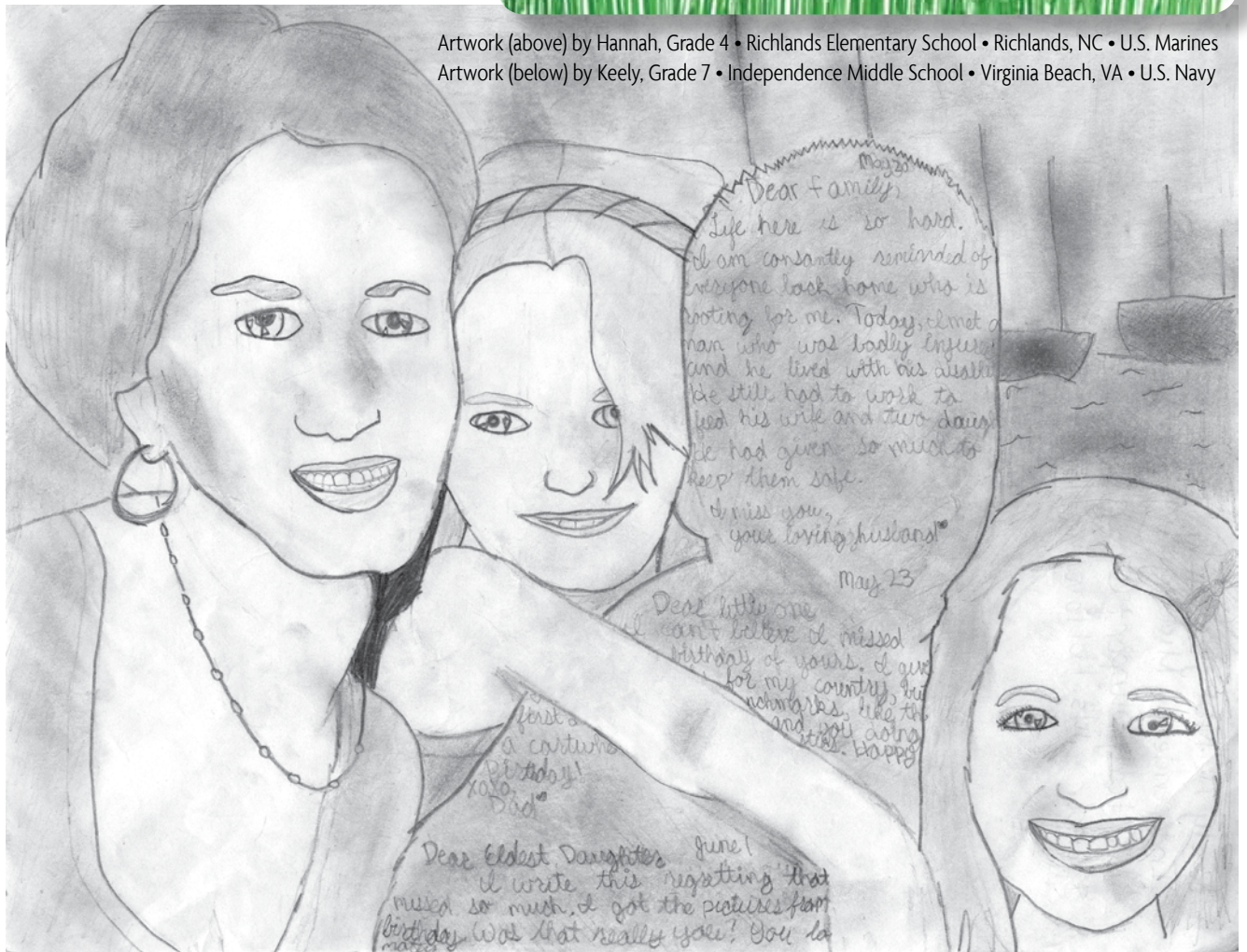
# What is Love

Love is something in the air.  
Something we all share.  
It cannot be held back.  
Love is caring for another.  
For brothers and sisters.  
Or a friend and your teacher.  
And for the soldiers.  
Who gave us Freedom.  
Love is a bright feeling,  
It's especially lovely when it comes to  
you as a big cupcake.  
With frosting and extra.  
Sprinkles.

Jocelyn, Grade 3 • Fort Rucker School Age Services •  
Enterprise, AL • U.S. Army

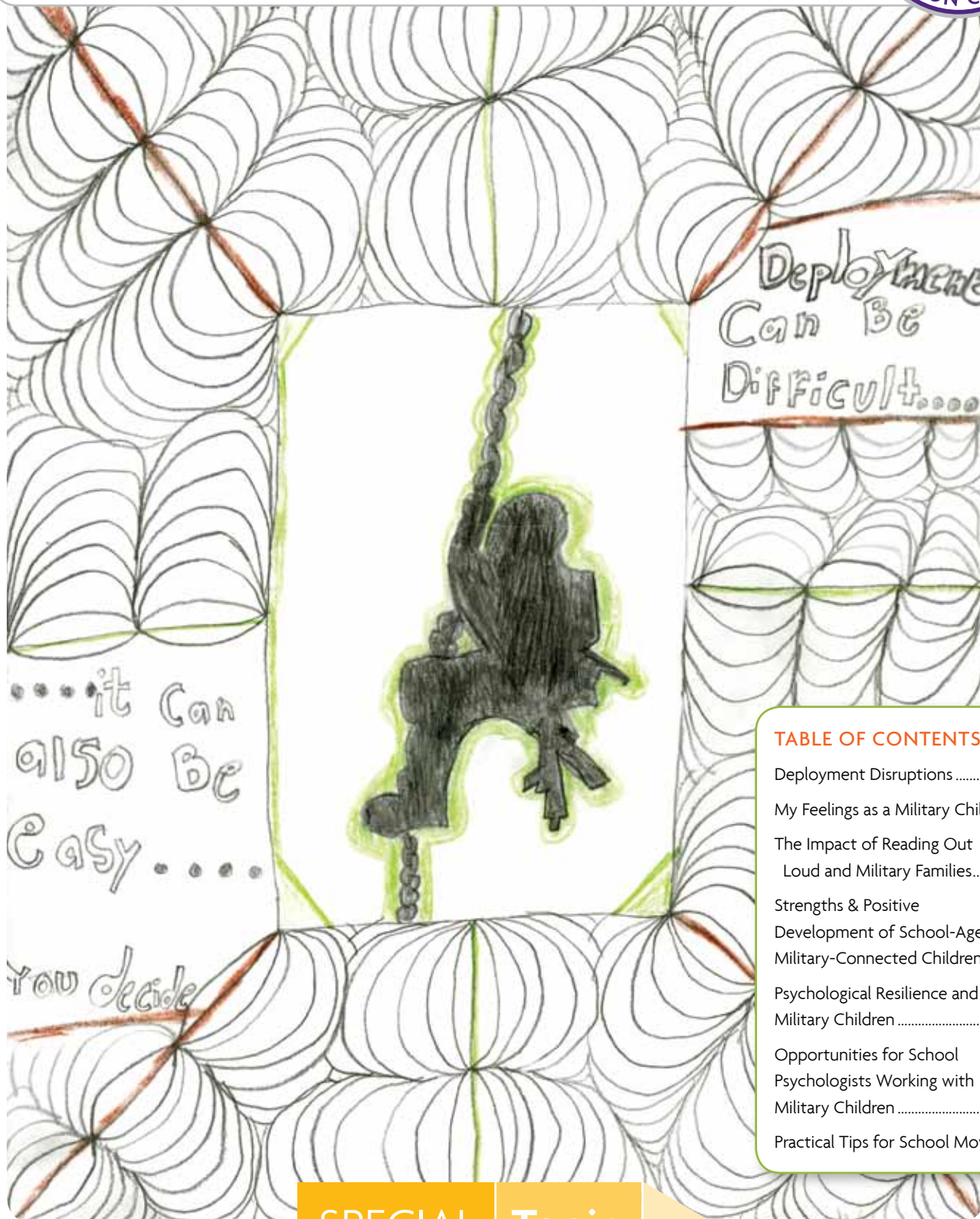


Artwork (above) by Hannah, Grade 4 • Richlands Elementary School • Richlands, NC • U.S. Marines  
Artwork (below) by Keely, Grade 7 • Independence Middle School • Virginia Beach, VA • U.S. Navy





# CHALLENGES *and* TRANSITIONS: DEPLOYMENTS, SEPARATIONS, AND SCHOOL MOVES



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- My Feelings as a Military Child ..... 35
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**SPECIAL Topic**

# Deployment **DISRUPTIONS**

By Avlyn Bolton MCEC Research and Evaluation Coordinator

Military-connected students expect periodic disruptions in their lives. These children and youth have commonly expected transitions due to the PCS (Permanent Change of Station) move, but since 2001 a second disruption has become increasingly common for them: changes in their lives due to deployments.



For Military Families, there have always been transitions: moves from one continent, one state, and one school to another. These moves are stressful. Who wants to leave friends, family and a comfortable environment and move to a place where you face strangers, fitting in, and learning yet again where everything is and how it's done?

Most military-connected children are extremely resilient. Think of it like an inoculation: each move strengthens the student's knowledge on how to become part of his new environment. Make new friends? It's up to them to jump in and make it happen, they tell us. Missing family? That's what phones, Skype, FaceBook, email, and a host of other

technology based applications are for. Learn a new place and how it functions? Join clubs, go out for a sport, use a program such as Student 2 Student as a resource. They have it figured out. And they see that, along with the bad there is good: they get to see places and do things their civilian counterparts will never be able to. As one child sums it up, "It's the best and the worst. It will be new, it will be fun, it will be different."

Deployments are a less understood disruption facing

Art (above) by Kaliyah, Grade 4 • McBride Elementary School  
Fort Benning, GA • U.S. Army

Art (previous page) by Deazon, Grade 5 • Franklin Elementary School  
Junction City, KS • U.S. Army



military-connected students today. In the past decade Active Duty, Reserve, and National Guard Soldiers have been deployed, some multiple times. Often there has been little time between deployments for the soldier to spend quality time with family.

Deployments involve changes in family roles, routines, and responsibilities. Additional stressors, such as illness of a family member or relocation when both parents are deployed, may overwhelm the child's coping resources. For families the number and the pace of deployments create stress as their established routines change to reflect the family's new norm. The daily routine changes for the children and for the non-deployed parent. The children, exposed to seeing the stress of the at-home parent, experience increased stress themselves. Children experience disappointment as major life events such as birthdays, milestones, and graduations are missed.

An additional stress not felt in past wars is the type of warfare and the use of improvised explosive devices. There is no front

- There are three broad phases for a deployment: *predeployment*, *deployment*, and *post deployment*. Each has its own family stressors. **Predeployment** begins the process of family separation. Families may be concerned about childcare, finances, employment, and social-emotional support. Children will likely be concerned about changes. **Deployment** begins with the actual geographic separation of the family. The spouse may have to assume sole responsibility for raising children and maintaining the house. He/she may have to take on a new job due



Learn more about deployments and resilience by logging on to [www.MilitaryChild.org](http://www.MilitaryChild.org). On the home page, you'll find links to videos of Dr. Paula Rauch and Dr. Ken Ginsburg speaking to these subjects and more!

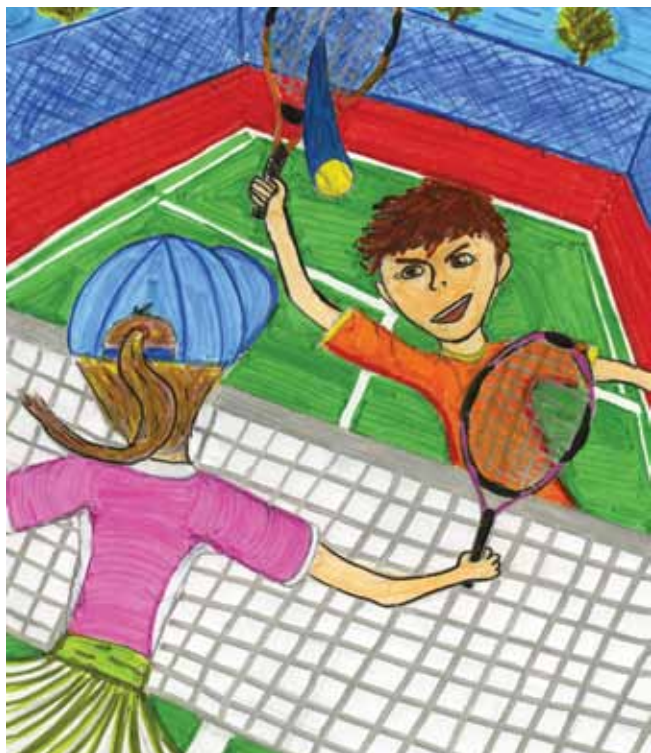
## Resilience is not an inborn characteristic; it can be learned and enhanced.

line; soldiers in support roles, in the past generally regarded as safe within the war zone, now are exposed to combat. Media coverage magnifies stress with a stream of "live video from..." and reports of soldiers being injured and killed. **Children are aware of all of this. They worry.**

There are relatively few studies examining the impact of deployments on military-connected children. Those studies that do exist have different focuses and present differing findings. Many conclude that additional study is needed to provide definitive information on the effects of deployment on military-connected children. In the studies that exist the following themes emerge:

- Nothing shows which age or which gender child is *most* vulnerable to the impact of having a deployed parent. **All** children are impacted by the deployment of a parent. Each age has its own issues, and each child copes with the stress of their parent's absence in his own way. Younger children may cry or show anger. Grades may slip for some children, they may slip and then pull back up, or they may even improve. Some older youth may demonstrate great maturity and take on increased responsibility at home; some may fall apart. Your child – in fact, each of your children – will react differently.
- The general health and positive characteristics of military children tend to reduce the stress related to the deployments. Military-connected children have access to health services and most are in good health. They are, in general, a resilient group, having learned to adapt to change. Most have access to peers with similar backgrounds and concerns, especially those living near a military facility and other military families. This provides them with an instant support group should they need one.

## Kids need to be kids and participate in everyday life.



Ben, Grade 7 • Carlisle Barracks Youth Art • Carlisle, PA • U.S. Air Force

- Efforts to enhance resilience in children with deployed parents benefit physical, social, and emotional competence. Resilience is not an inborn characteristic; it can be learned and enhanced. There are many resources which discuss developing resilience, including books and online articles. Two resources, available on the Military Child Education Coalition's website, are Dr. Kenneth Ginsburg's *Seven Cs* and Dr. Paula Rauch's *Challenges vs. Trauma*, both available to view as short videos [www.MilitaryChild.org](http://www.MilitaryChild.org)
- Supporting social relationships with adults or peers help these children and youth through difficult times. Not all children or youth want to talk with their parent. Some children feel protective toward their at-home parent and don't want to burden him/her with their own problems. Some students do not want to attend weekly/monthly support groups. They may prefer to confide in one caring adult or a friend. Providing them with a variety of options is important.
- Children spend close to 1/2 of their waking hours in school. A positive, supportive school climate and caring teachers

mitigate the stress of deployment. Making school personnel knowledgeable about the stresses military children are experiencing and how to recognize signs of stress is important. Schools surrounding military bases may know what to look for, but they may need refreshers as time goes on. Schools serving children of the Reserve and the National Guard may have only one or two children enrolled. This can be an isolated group who lacks peers with the same experiences they are having. These children will benefit greatly from their teachers and staff understanding their needs.

- Communication technology has evolved rapidly during decade since 2001, and many families have a great deal of access to their deployed parent. Most have access to email. Some are able to talk weekly by telephone, some even more frequently. Skype has made face to face contact a reality. Children have become accustomed to this contact, and comment that, when they aren't able to email or speak with their deployed parent, they become anxious that "something has happened."
- Another facet of communication involves keeping in touch with your child's school and teachers. Having become a "suddenly single" parent, you've likely just assumed a lot of responsibility you didn't have before. Reaching out to teachers periodically to make sure everything is going well may seem like one more thing to do, but it can increase your comfort in knowing all is well and keep them in the loop about things going on in your child's life.
- It is important that children not focus continually on the deployment. An excellent way to accomplish this is through school or youth-based activities such as extracurricular activities, clubs or athletics. Kids need to be kids and participate in everyday life.

The one theme common to all studies is the pressure military deployments cause for Military Families. Deployment is not positive; it isn't easy. Parents can't always prevent their children, even young children from feeling the stresses related to a deployment. Children may not understand why their parent is away; they may worry about their safety. They may be very aware of the parent at home is feeling. Parents worry about how deployment affects their children. However, despite the stress of separation, significant gains are made by many children, including gains in maturity, independence, and strengthened family bonds.



# My Feelings as a Military Child

By Joy Britt in a speech given to the MCEC *Living in the New Normal Public Engagement* in Atlanta, Georgia, October 2010

Hi! My name is Joy Britt. I've gotten pretty used to my parents being in uniform and traveling around. I never really knew what they were doing, but it always seemed important. About two years ago, my mom and dad told me that Dad was going away for about a year. He was going to Afghanistan with a National Guard Unit from Illinois. They were both very positive about the news but somehow, I felt my heart sink. I was immediately sad and scared. I didn't know what would happen to my dad and I had seen so many bad things on TV.

The day came when my dad had to go. It was right after Thanksgiving. I didn't want to let go of him. My sisters and grandma were all there to say goodbye. Everyone was crying and hugging. Mom went with Dad so she could drive his truck back from Fort Bragg, NC. It was so sad seeing them drive off and not knowing if, or when, I would see my dad again.

Dad made it to Afghanistan and the days started going by slowly. I kept a calendar in my bedroom so I could X out each day as it ended. I

knew it was one more day closer to seeing him again. I sent emails occasionally and we had Skype set up. Once or twice a month, we would be able to connect and get caught up.

About two months into it I remember going to my mom with a tear in my eye and telling her, I was starting to forget what my dad looked like. It was a weird feeling. Mom enlarged pictures of Dad the next day and we taped them to my door and on the mirror. I felt comforted to have him there with me.

I started traveling with my mother when she went to Yellow Ribbon events, conferences, or troop send-offs. The staff welcomed me and gave me things to help me cope with my dad being gone. The main things that I used were the letter paper and envelopes (Mom calls it stationary), a coloring book that showed it's ok to have feelings, a cool journal, and a camouflaged doll. The doll is so ugly, it's cute! I'm too old for dolls (of course) but I kept it close. Actually writing a real letter to my dad made me feel closer to him. The journal allowed

me to express my feelings and be okay with it.

The other thing about seeing soldiers and their families is that I didn't feel alone. Other kids were going through the same fears and emotions. There was a connection and we all felt sorry but supportive of each other. I also started to understand a little more of what Mom does and why she is always on the phone, doing emailing, or traveling. As much as I needed her, I realized her troops needed her too. So it was okay to share Mom. After all, she loves me the most! Right, Mom?

Life was different with Dad gone, but we made the best of it. I remember the father-daughter dance in February of that year and it made me cry to know dad wasn't here. My grandfather stepped up and went with me. Grandpa made it special by wearing a tuxedo. One kid said that he was the coolest dude there!

**I made it through with a lot of love from family, and I am stronger for that experience.**

The day finally came and dad returned. We were all so excited and couldn't wait to get to the airport.

Things were strange for a while. We had a lot of company as family members wanted to welcome him home. He had hundreds of pictures and tons of stories to tell us. We had so much to tell him too. It was just so good to have him home safely. I slept better and I think everyone else did too!

It made me realize how fortunate I am to have a mom and a dad. I also appreciate soldiers and what they do for us, as Americans. We all pay a price, especially the kids that don't understand what's going on. I made it through with a lot of love from family, and I am stronger for that experience.

I really appreciate all the support I got from people in the military and the family groups that always cared about how I was doing. It wasn't our "normal" like but it was still a good life. Thank you for giving me this chance to share my feelings. I hope it can be used to help other military kids.



# New Study Explores the Impact of Reading Out Loud and Military Families



Conducted by Major Eric Flake, MD (USAF), an MCEC Science Advisory Board member, and Dr. Gayle Haischer-Rollo, *Read out Loud: The Impact of Military Deployments on Shared Reading Practices in Pre-School Children* is a recent study that found “the significant difference in shared reading practices between deployed and non-deployed families could have long reaching impacts into both the emotional and academic growth of young military dependants.” Because “children who grown up in a “literary rich” environment have higher reading knowledge and skills early on and tend to have more advanced oral language skills as compared to those who are less exposed to reading;” the finding that families with a deployed member not only read less per week, but also for less duration, is especially disturbing. This study goes on to recommend that “Health care professionals taking care of military dependants should be aware of that time spent in shared reading practices” and use this information “when



*Dr. Flake's children reading together.*

The books featured in each event are carefully selected for their content, literary value, and illustrations. Partners for these events include Reach Out and Read, the USO, United Through Reading, and the American Red Cross. The event

**...children who grown up in a ‘literary rich’ environment have higher reading knowledge and skills early on and tend to have more advanced oral language skills...**

counseling parents and supporting them with resources aimed at increasing household literacy practices.”

One such resource is the Military Child Education Coalition *Tell Me A Story: Making Connections and Finding Support through Literature* (TMAS) program. Launched in 2005, TMAS is used to empower military children by using literature and their own stories in a way that fosters skills for resilience, strong peer and parent connections, a sense of pride and accomplishment, and a caring community.

As of December, 2010, over 170 TMAS events have been organized around the world, reaching thousands of families.

itself helps families to discuss topics related to their military-connected lives, such as transitions, separations, and changes. All families participating receive a copy of the book to take home with them. Activities designed around the core principles of each book help to open lines of communication between the parent and child as well as helping children learn to interact with peers over a good book.

## **i** Want to know more?

Visit [www.MilitaryChild.org](http://www.MilitaryChild.org) or email [Judy.Glennon@MilitaryChild.org](mailto:Judy.Glennon@MilitaryChild.org), for more information on the MCEC TMAS program.

Haischer-Rollo, Gayle D. M.D.; Flake, Eric, M.D. “*Read out Loud: The Impact of Military Deployments on Shared Reading Practices in Pre-School Children.*”





## WHY WE NEED TO KNOW

### about the Strengths and Positive Development of School-Age Military-Connected Children and Youth

Military-connected children and youth who have parents currently serving our nation in the Active Duty Forces, the National Guard, or the Reserves, as well as children of post-9/11 Veterans, have often unrecognized strengths and important ways of navigating in complex situations and environments. These children also have unique opportunities for positive growth. If we have the knowledge to align the strengths of military children with positive, growth-supporting resources in their families, schools, and communities we can better promote their thriving.

Every child and adolescent has strengths. The enormous capacity during the first two decades of life for change in the structure and function of the brain, the growth in cognitive

capacities, emotional development, motivational and goal setting abilities, and behavioral skills constitute a rich and potent basis for putting every child on a more positive, healthier path through life. (J. Lerner, Phelps, Forman, & Bowers, 2009; R. Lerner, 2005).

The settings within which youth develop have resources that can be marshaled to translate a child's strengths into positive development. The families, schools, and communities (the social ecology) within which young people develop have caring, competent, and dedicated people, and there are facilities, community-based programs, and features of the designed and natural environment that can enrich a child's life, provide role models and mentoring, and offer opportunities for

youth participation in and leadership of valued family, school, and community activities (Benson, Scales, Hamilton, & Sesma, 2006; Zaff & Smerdon, 2009).

There is compelling evidence that, if the strengths of youth are aligned over the course of the first two decades of life with the resources of families, school, and communities, then the life of all children may be enhanced (R. Lerner, von Eye, Lerner, & Lewin-Bizan, 2009). Every child can be put on a more positive path and launched into young adulthood with the competence, confidence, character, positive social connections, and compassion to become a productive citizen, someone who contributes effectively to his or her family, community, and to our civil society (Lerner, 2009).

From the Military Child Education Coalition's White Paper, *America's Military Youth: Towards A Study of Positive Development in the Face of Challenge*. Dr. Richard Lerner, Dr. Jacqueline Lerner, and Dr. Jonathan Zaff. December 2009.



Kevin, Grade 5 • Ramey School • Aguadilla, Puerto Rico • U.S. Navy

# Psychological Resilience & Military Children

By Ingrid Torres American Red Cross

**FOR NEARLY TEN YEARS**, we have been engaged as a nation in Iraq and Afghanistan. As adults in the military community, we can remember a time before September 11, 2001. We can look back and recall how things were before repetitive deployments, injuries, deaths, Post Traumatic Stress Disorder (PTSD), and anxiety marred the landscape of our lives. We can pull from within ourselves the strength and skills to be resilient. We know that this too shall pass – as all things in life, both good and bad, eventually do.

PTSD and its effects on a family. Many of today's military children cannot recall a time when the war did not touch their lives in some way. Each day new military children are added to the fold as they come into this world or as a parent or guardian joins the military.

How do we reach out to these children? How do we help them prepare for the uncertainty of military life? How do we help them develop the skills to strengthen their psychological resilience and respond effectively to stress?

## The business of childhood is to be a good child, not

For nearly ten years, our military children have also been engaged in the wars in Iraq and Afghanistan. They have been through the repetitive deployments, the long separations. Some of our children have seen injuries, experienced the death of a loved one, or now know about

In the words of Dr. Seuss, “sometimes the questions are complicated and the answers are simple.”

Coping with deployment-related stress is remarkably similar to coping with stress from other causes. As a parent or caregiver knows, there are differences in how children

of various ages cope with stress, but what they need from their parents is remarkably similar. Children need to know that they are still cared for. They need extra attention and patience from their parents. They benefit from finding ways to stay connected, both with their parents and with their friends. They need to feel listened to when they have concerns. They need to be told age appropriate truth about the situations they face. Routine and structure help provide an increased sense of security for all. And, most of all, in addition to developing skills to handle stress, kids need time to be kids!

The business of childhood is to be a good child, not to be a good adult.



Marquua, Grade 10 • Hohenfels Middle-High School • Germany • U.S. Army



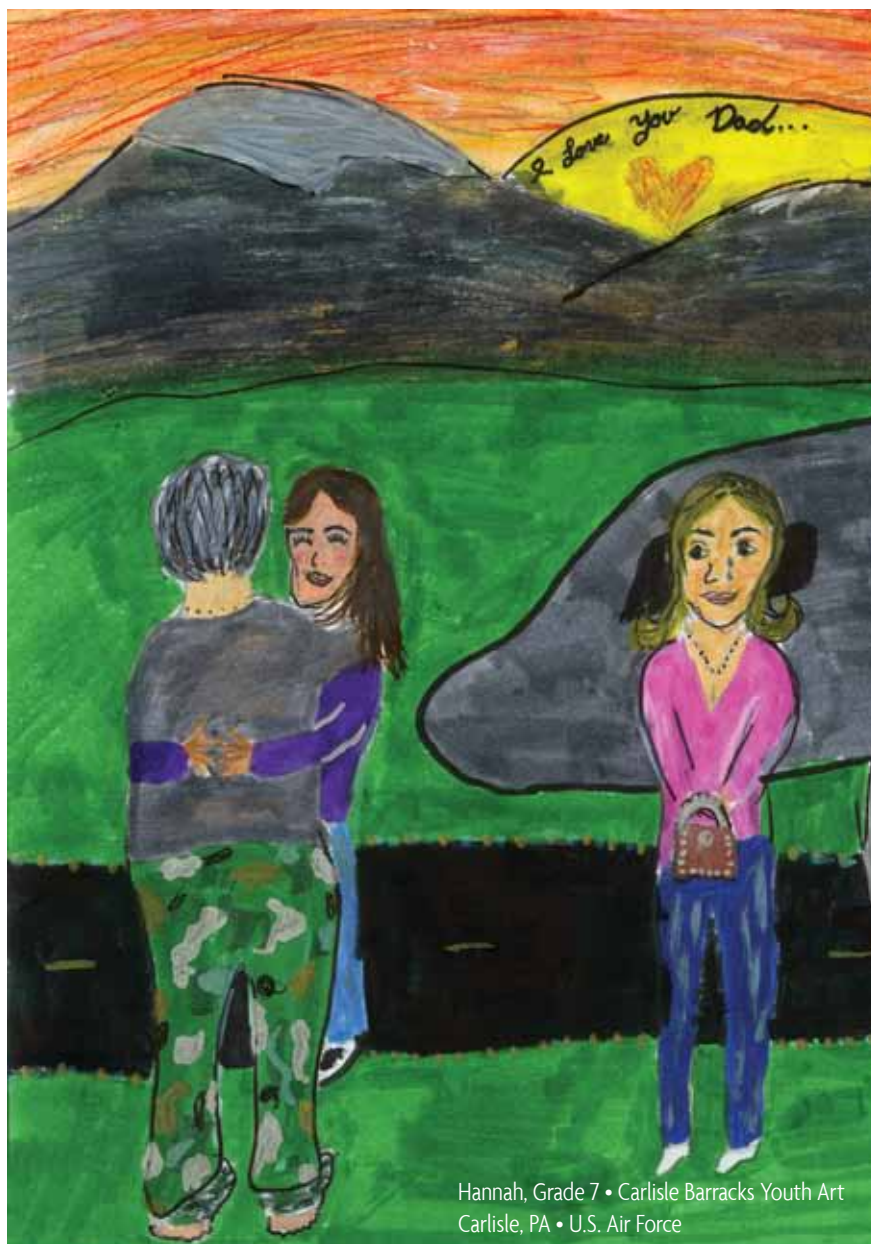
As adults, we must remember that our personal resilience is influenced by our experiences and how we have met both positive and negative challenges in our lives. For most children, the parents, caregivers, teachers, and other important adults in their lives serve as role models and provide guidance for how to cope with stressors and difficulties they may face. It is our responsibility to effectively model and help teach military children to develop their psychological resilience while also helping them to lead normal lives as children.

Resiliency training, such as the American Red Cross *Coping with*

## to be a good adult.

*Deployments* course, is free of charge and can be offered to groups any time, any place. This excellent course offers guidelines for increasing resiliency in ourselves and our children as well as provides information on how to provide psychological first-aid to adults and children in distress. It can also serve as a useful link to connect you with other military families in your community.

Call your local Red Cross to schedule this training for your FRG, spouses' club or other group. Lessons learned early about connecting and supporting and becoming strong may help curb development of



Hannah, Grade 7 • Carlisle Barracks Youth Art  
Carlisle, PA • U.S. Air Force

more serious conditions down the road. Remember resilience is not a personality trait, it is something that each of us, including our children, can develop and strengthen over time.



**American Red Cross**

Ingrid Torres received her Masters of Social Work from the University of Michigan and is a licensed certified social worker who has worked with military personnel and their families in Japan, Korea, Germany, Iraq, and with the wounded warriors at National Naval Medical Center in Bethesda, MD. She is a proud Air Force spouse and sister to an Illinois Army National Guardsman. Ingrid is currently deployed to Afghanistan with the American Red Cross. Parts of this essay were adapted from the American Red Cross *Coping with Deployments* course.

# Opportunities for School Psychologists



## Working with Children of Military Families

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By Michelle D. Sherman & Marshall Andrew Glenn

**TODAY'S MILITARY FAMILIES** are a diverse, resilient group of brave Americans, and our country owes them a tremendous debt of gratitude. To date, over 2 million service members have been deployed in support of the Global War on Terrorism, many for multiple tours. For the first time in our country's history, there are more military dependents (spouses/children) than service members. In fact, there are over 2 million children who have one or both parents in the military, and about half of these young people attend U.S. public schools.

While school psychologists have followed general relocation guidelines as set forth in Best Practices in Assisting Relocating Families (Medway, 2002), children of military families face a variety of unique challenges as a consequence of their parents' service in the armed forces.

With each move to another state, these students encounter such challenges as getting prompt transfer of educational records, accepting transfer of existing credits, retaining athletic eligibility, remaining eligible for gifted and talented programs, and meeting their special needs on an Individualized Education Program or Section 504 Accommodation Plan (U.S. Senate, 2005). Imagine the frustration a high school senior must feel meeting graduation requirements in one state, only to move to another and having to do additional work to fulfill different requirements. School psychologists are in a key position to identify, understand, and support military youth. This article will overview demographic information on today's military families, the research on how parental deployment affects youth, specific tips for how school psychologists can support these young people, and resources available to these children and families. We hope that these statistics and practical suggestions will motivate and empower school psychologists to remember that military kids truly do "serve" our country, deserve our appreciation, and may need some extra support along the

way. Over half of today's service members are married, and their children span the entire developmental spectrum. Approximately 40% are from ages 0–5, 33% are school age (6–11), and 25% are teenagers (12–18). Some specific family constellations may pose increased risk for difficulties with deployments, including dual military families (6.9% of the military population), single active duty parents (5.4%), and families with special healthcare needs (7.3%).

Approximately half of the troops deployed to Iraq and Afghanistan are from the National Guard or Reserves. These families tend to have older children, more established

### ...military kids truly do "serve"



Amy, Grade 8 • Ramey School  
Aguadilla, Puerto Rico  
U.S. Customs & Border



careers, less access to the wealth of family supports available to active-duty families on military installations, and, historically, less preparation for deployment to a war zone. Some research has documented that rates of post-deployment psychological distress among National Guard/Reservists are higher than those of active duty personnel. Thus, this is truly a heterogeneous group of families who are sacrificing a great deal to serve our country.

The military culture inherently possesses many strengths that are conducive to healthy family life, and school psychologists can draw upon and bolster these qualities when working with families. For example, the military is often a cohesive community environment, and they share a sense of duty and mission. The military places a great value on respect for authority, predictable routines and schedules, and strong commitment to the unit and teamwork; all of these qualities are similarly aspects of healthy family functioning.

A large percentage of our deployed troops are resilient. Even after facing multiple deployments, separations from families,

of traumatic brain injury (Okie, 2005), increased rates of divorce (Sayer et al., 2010), decreased marital satisfaction and quality (Allen, Rhodes, Stanley, & Markman, 2010), and increased parenting difficulties (Gewitz, Polusny, DeGarmo, Khaylis, & Erbes, 2010) are also issues commonly cited as unique and concurrent difficulties in the aftermath of deployment. It is incumbent upon school psychologists to be aware of these significant challenges faced by military parents and be sensitized to the possible consequences for parenting and child functioning.

## Research on the Impact of Parental Deployment on Youth

Being a “military kid” is a unique experience, one commonly not well understood by the civilian community. For example, the National Military Family association estimates that the average military child moves an average of six to nine times from kindergarten to high school. The transitions to new schools, neighborhoods, friends, sports teams, and so forth can pose real challenges for

**our country, deserve our appreciation,  
and may need some extra support along the way.**



exposure to distressing situations and/or combat, most of them do not develop long-term mental health problems (Hoge et al., 2004). However, some short-term readjustment reactions are common, such as insomnia, irritability, and concentration difficulties (Shea, Vujanovic, Mansfield, Sevin, & Liu, 2010).

Estimates vary considerably about the prevalence of mental health difficulties, but Milliken, Auchterlonie, and Hoge (2007) reported that about 28% of active duty and 36% of National Guard/Reserve troops screened positive for PTSD, depression, suicidal ideation, interpersonal conflict, or aggressive ideation 3 to 6 months after returning from deployment in Iraq. Increased substance use (Jacobson et al., 2008), difficulties with the sequelae

of these young people. However, these children are often quite worldly, as they may be exposed to new cultures/communities and have rich opportunities for growth.

Military life today during the conflicts in Iraq and Afghanistan is unique and potentially challenging for our families; in fact, some have even termed parental deployment to a war zone as “catastrophic” for families (Peebles-Kleiger & Kleiger, 1994). The norm of multiple deployments with short periods in between can be especially challenging. However, like their parents, military children as a whole are resilient, strong young people, and the large majority of them fare well, even with multiple deployments.

Large percentages of military children report that they worry about their military parent and at-home parent during deployment. For example, one mature 17-year-old said:

*It's hard to have fun when at that same moment he might be in the middle of a battle. I could be laughing and singing and right at that moment, he could be getting shot or bombed, or maybe he's hurt or scared. Why should I have fun when he's not?* (Ellis, 2010).

Almost 60% of military children attending summer camp in one study said that getting to know their military parent upon homecoming was difficult (Chandra, Burns, Tanielian, Jaycox, & Scott, 2008).

Parental deployment (particularly long deployment) has been found to be related to decreases in academic achievement of youth in Department of Defense schools; further, some longitudinal research has found that these negative academic effects may persist for several years (Engel, Gallagher, & Lyle, 2010). Children of deployed parents also show elevated rates of emotional difficulties, with research documenting difficulties among preschoolers (Chartrand, Frank, White, & Shope, 2008), school-age youth (Flake, Davis, Johnson, & Middleton, 2009), and teenagers (Chandra et al., 2010). Issues that appear to be related to child functioning include length of parent's deployment and at-home caregiver mental health, both during deployment and following homecoming (e.g., Lester et al., 2010).

In light of these difficulties, it is not surprising that utilization of mental health services among military youth has risen dramatically. A Pentagon report released in 2009 revealed that military youth sought outpatient mental health care two million times in 2008, double the number in 2003; inpatient psychiatric hospitalizations among military children have

increased 50% in the same time period. Similarly, Gorman, Eide and Hisle-Gorman (2010) found that mental/behavioral health visits among 3- to 8-year-old children increased by 11% during parental

deployment; notably, behavioral disorders increased by 19% and stress disorders by 18%.

Finally, when considering the experience of military youth, school psychologists need to be aware of the documented increased risk of child abuse (neglect and physical abuse) in these military families. Notably, the research has found that the perpetrator of the abuse tend to be the at-home caregivers; they are likely overwhelmed by the stressors of single parenting and running the household alone (Rentz et al., 2006; Gibbs, Martin, Kupper, & Johnson, 2007). Assessment of children's safety and supporting highly stressed parents are key tasks for school personnel.

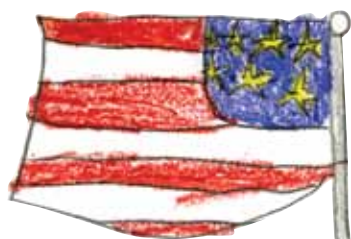
## What School Psychologists Can Do

In an effort to address the unique educational challenges encountered by military students, within the context of the mission of the National Association of School Psychologists Model for Comprehensive and Integrated School Psychological Services (National Association of School Psychologists, 2010), the following suggestions are provided, accompanied by specific resources to facilitate implementation.

**PROVIDE SYSTEM-WIDE SUPPORTS.** School psychologists have been recognized for their role in contributing to effective organizational change and strategic planning (Knoff, 2002). To that end, they can provide valuable information about and participate in the implementation of current partnerships between school districts and the U.S. Army to address the issues students face in transitioning from school to school.

## Parental deployment... has been found to be related to academic achievement of youth in Department of

- Inform superintendents about the partnership between school districts and the U.S. Army through the Memorandum of Agreement (MOA) by the Military Child Education Coalition (MCEC). Military students face formidable obstacles because of frequent relocations. School districts can now participate and sign a partnership with the U.S. Army through an MOA (Keller, 2001), which presents policies to mitigate the obstacles these students encounter. As of September 10, 2010, only 420 school districts



Marlena, Grade 3  
Bowley Elementary School  
Fort Bragg, NC • U.S. Army



have signed the MOA as participants. School psychologists can educate their local school superintendents and school boards about this valuable partnership. Moreover, this partnership can benefit all students facing issues of high mobility. The entire document is available on the MCEC website ([www.MilitaryChild.org](http://www.MilitaryChild.org)).

- Provide in-service training on the five emotional stages of deployment. School psychologists can provide in-service training to school personnel and parents on how children are affected by the military deployment cycle, including age-specific reactions and resources to bolster resilience and mitigate the effects. Pincus, House, Christenson, and Adler (2007) identified the following five stages of deployment: pre-deployment, deployment, sustainment, redeployment, and post-deployment. Each stage presents unique challenges for the military family to face and overcome. School psychologists can educate teachers and military families about these stages in an effort to help them understand what to expect and provide supports to address the challenges at each stage of the cycle.

**EMPOWER TEACHERS WITH INFORMATION AND CLASSROOM STRATEGIES.** School psychologists can educate school personnel about the military family/child experience. Several excellent resources exist to help teachers understand their military students and to provide military-relevant classroom experiences. Examples of resources and strategies include:

- “*Tackling Tough Topics: An Educator’s Guide to Working with Military Families*” ([www.k12.wa.us/OperationMilitaryKids/pubdocs/ToughTopicsBooklet.pdf](http://www.k12.wa.us/OperationMilitaryKids/pubdocs/ToughTopicsBooklet.pdf)) was developed by the State of Washington’s Office of Superintendent of Public Instruction and addresses important topics, such as talking to children about violence, terrorism and war; supporting military children during deployment; homecoming and reunion; helping children cope with stress; impact on grief and loss; and fostering resilience in children.
- “*The Educator’s Guide to the Military Child During Deployment*” ([www2.ed.gov/about/offices/list/os/homefront/homefront.pdf](http://www2.ed.gov/about/offices/list/os/homefront/homefront.pdf)) provides teachers excellent classroom interventions including the following: provide structure, maintain objectivity, reinforce safety and security, be patient and reduce student work load as needed, listen,

be sensitive to language and cultural needs, acknowledge and accept feelings, and reinforce anger management.

- The Military Child Education Coalition provides a range of training opportunities designed to increase expertise in working with military youth. Their professional course catalog ([www.militarychild.org/files/pdfs/CourseCatalogFINAL.pdf](http://www.militarychild.org/files/pdfs/CourseCatalogFINAL.pdf)) describes an array of training institutes offered across the country for classroom teachers, counselors, special education teachers, and parents.
- Harrison and Vannest (2008) have developed classroom activities that integrate deployment themes into curricula for numerous subject areas, including math, reading, art, language arts, history, social skills, and technology.
- Give students opportunities to give back. Involve them with programs that directly support deployed service members by sending care packages, letters, and cards. Many organizations facilitate groups creating such packages, including service organizations, Families United ([www.familiesunitedmission.com](http://www.familiesunitedmission.com)), and the Adopt a Platoon program ([www.adoptaplatoon.org](http://www.adoptaplatoon.org)).
- Including military children in extracurricular activities can help both children and their families better cope with deployment. The program, Our Military Kids ([www.ourmilitarykids.org](http://www.ourmilitarykids.org)), supports families of the National Guard and all wounded warriors of all branches of the military by providing grants of \$500 for extracurricular activities for children ages 3 to 18.
- Educate military families about available free tutoring. Students of military families who would otherwise rely on their parents for help with their homework now have free online tutoring available to them at [www.tutor.com/military](http://www.tutor.com/military). Support is provided by certified teachers, college professors, or graduate students for grades K–12. Each tutor undergoes a criminal background investigation. Tutoring is provided 24 hours a day in either English or Spanish. Student Online Achievement Resources ([www.soarathome.com](http://www.soarathome.com)), sponsored by the Military Impacted Schools Association, is available worldwide for parents of military students so they can participate in their children’s education by reviewing resource materials and monitoring online performance on assessments aligned to state standards. Children needing help are directed to tutorials as needed for improvement.

## decreases in Defense schools...

- Inform school personnel about specialty services for military youth, such as applied behavioral analysis (ABA) for autism spectrum disorder. According to “Act Today! for Military Families” ([www.acttodayformilitaryfamilies.org](http://www.acttodayformilitaryfamilies.org)), One out of 88 military children is diagnosed with autism spectrum disorder and fewer than 10% of these children receive ABA as a treatment. “Act Today!” helps parents defray the costs of ABA treatment, intensive behavior therapy, and summer camp for socialization opportunities.

**PROVIDE MENTAL HEALTH SUPPORTS AND IDENTIFY COMMUNITY RESOURCES.** With greater awareness of the challenges often faced by military youth, school psychologists can more easily identify and provide mental health services to these children. No standard curriculum or set of interventions have been developed to date, but school psychologists can draw from their clinical repertoire in addressing common issues of sadness, anxiety, insomnia, worry, and inattention. A variety of programs have emerged (e.g., Rush and Akos [2007]’s counseling program to support military youth across the cycle of deployment), but none have empirical evidence to date.

It is important for school psychologists to identify bibliotherapy created specifically for military youth. For example, Sherman and Sherman’s books, which are written specifically for military youth (Finding My Way: A Teen’s Guide to Living With a Parent Who Has Experienced Trauma [2006] and My Story: Blogs by Four Military Teens [2009]) can be useful in individual counseling and can be the basis for a military youth support group.

School psychologists can also familiarize themselves with community resources for military children and their families, such as the Give an Hour Program ([www.giveanhour.org](http://www.giveanhour.org)) and Strategic Outreach to Families of All Reservists (SOFAR; [www.sofarusa.org](http://www.sofarusa.org)), both of which provide a range of free mental health services. These organizations are always looking for mental health professionals to donate their time. Similarly, school psychologists are encouraged to contact the local military bases/installations and VA healthcare facilities (hospital, community based clinics, Vet Centers; [www.va.gov](http://www.va.gov)) to explore their family-based resources.

## ADDITIONAL RESOURCES FOR WORKING WITH MILITARY YOUTH/FAMILIES

Numerous programs have been created and resources developed to support military youth; school personnel would benefit from familiarizing themselves with these national, state, and community resources. Some national programs are consistent across military installations and states, but most are quite specific to the community, so generalizations are difficult.

### Organizations

#### MILITARY ONE SOURCE [www.militaryonesource.com](http://www.militaryonesource.com)

A 24/7 clearinghouse of many resources for military members, spouses, and families.

#### MILITARY CHILD EDUCATION COALITION [www.militarychild.org](http://www.militarychild.org)

A 501(c)(3) nonprofit, worldwide organization, it focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. It has a plethora of outstanding programs for educators, military students, and communities.

#### OPERATION MILITARY KID [www.operationmilitarykids.org](http://www.operationmilitarykids.org)

A national program of the U.S. Army whose goal is to connect military youth dealing with parental deployment with local resources. Programs include summer camps, Hero Packs, Speak Out for Military Kids, etc.

#### NATIONAL MILITARY FAMILIES ASSOCIATION [www.militaryfamily.org](http://www.militaryfamily.org)

A program that advocates for military families politically, offers free Operation Purple Camps for youth, and has scholarships for military spouses. Has an excellent document created by military teens titled, “We serve, too. A Toolkit about Military Teens.”

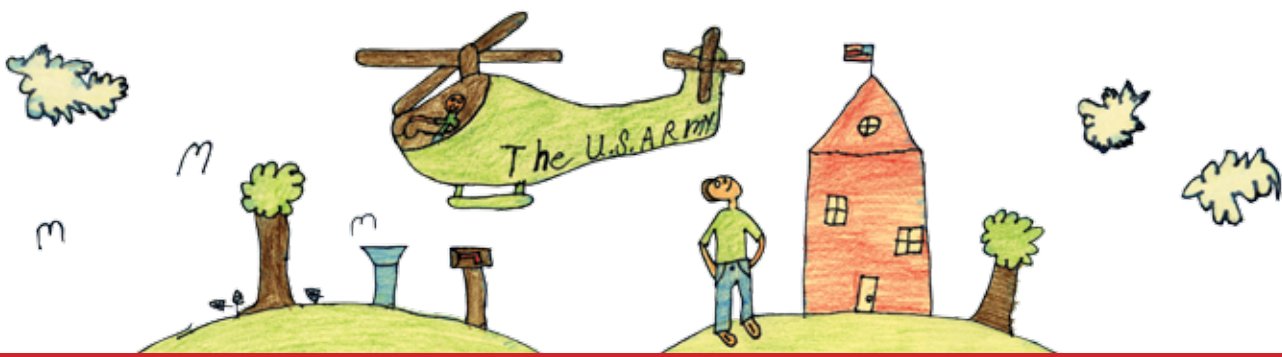
#### OUR MILITARY KIDS [www.ourmilitarykids.org](http://www.ourmilitarykids.org)

This program provides tangible support to children of deployed National Guard/Reserve personnel and to the children of the severely injured service members through grants for sports, fine arts, and tutoring.

#### DADS AT A DISTANCE, MOMS OVER MILES, and GRANDPARENTING FROM A DISTANCE [www.daads.com](http://www.daads.com)

Offered by the National Long Distance Relationship Building Institute, these programs strive to maintain and strengthen relationships with children and grandchildren while military personnel are absent from home. Sample activities include “20 Activities” and weekly e-mail reminders.





## RESOURCES FOR MILITARY CHILDREN AND YOUTH

### SEEDS OF HOPE BOOKS [www.SeedsofHopeBooks.com](http://www.SeedsofHopeBooks.com)

Interactive, award-winning books for teenagers addressing issues of deployment, trauma, and PTSD; their impact on teens; and healthy coping strategies for military kids.

**TALK, LISTEN, CONNECT: DEPLOYMENTS, HOMECOMINGS, CHANGES, GRIEF** [www.sesameworkshop.org/initiatives/emotion/tlc](http://www.sesameworkshop.org/initiatives/emotion/tlc)  
Free Sesame Street DVDs for families with youth ages 2–5. Also available through Military One Source.

## RESOURCES FOR MILITARY PARENTS

### VETERAN PARENTING TOOLKITS [www.ouhsc.edu/VetParenting](http://www.ouhsc.edu/VetParenting)

These are a series of five age-based, free, online parenting toolkits for veterans/partners, addressing how to reconnect with your children after deployment.

### SCHOOLQUEST [www.schoolquest.org](http://www.schoolquest.org)

Created by the Military Child Education Coalition, this helpful site contains information about schools across the country; it can also be a secure storage site for students' educational, extracurricular, award, volunteer, and work information.

### COURAGE TO CARE, COURAGE TO TALK ABOUT WAR INJURIES [www.couragetotalk.org](http://www.couragetotalk.org)

This site provides practical tips on how to talk to children of different ages about war injuries.

### PARENTS' GUIDE FOR TALKING TO THEIR CHILDREN ABOUT WAR [www.ncccev.org/docs/children\\_war.pdf](http://www.ncccev.org/docs/children_war.pdf)

Created by the National Center for Children Exposed to Violence, this site offers suggestions for coping with the stress of deployment.

**SCHOOL PSYCHOLOGISTS** can play an important role in the comprehensive delivery of school psychological services in their districts for students and families of deployed soldiers. While this article indicates that many resources are available, a significant challenge is the lack of research supporting the efficacy of any specific program/treatment for military youth. Although satisfaction data and anecdotal feedback may be positive, there is a dearth of rigorous evaluation of any military youth program at this time. Similarly, there is no consensus or “gold standard” on

the appropriate model or ways to support children/families across the deployment cycle, and many well-intentioned sites develop their own programs to meet local needs. It is imperative that we advance the science by developing and testing programs for these children.

In this section, we briefly featured a few of the many excellent resources that school psychologists may find useful in working with military youth. However, we urge you to explore your local resources to promote collaboration and to avoid duplication of efforts.

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<http://www.nasponline.org/publications/cq/mocq395ChildrenofMilitary.aspx>

Artwork (top) by Cayden, Grade 5 • McBride Elementary School • Fort Benning, GA • U.S. Army

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# Practical Tips on School Moves

By Avlyn Bolton



Originally printed *Building Resilience in Children and Teens: Giving Kids Roots and Wings*, 2nd edition. Dr. Ken Ginsburg with Martha M. Jablow, American Academy of Pediatrics. Chapter 22.

Artwork by Samantha, Grade 6 • Holloman AFB Middle School • NM • U.S. Air Force

**MOVING IS STRESSFUL** for parents, but moving in general and facing a new school in particular is also stressful for children. They leave their comfort zone of established routines and the security of friends and peer networks and enter the unknown. Preschool children may fear being abandoned; elementary children's continuity is disrupted; teens worry about fitting in; high school juniors and seniors may face curricula which differ vastly from that of their former school, sometimes to the point of threatening graduating on time. Looking ahead and having a plan will make a school move much easier for both parents and children.

Active duty Military families are much more likely to move than National Guard and Reserve families, and will move six to nine times during their children's school years. Many military-connected students are resilient and accept moves with aplomb, fitting into their new community and school environment easily. Others may not adjust so easily. Entering a new school can be stressful, but enrolling mid-year or toward the end of the year brings additional stressors: friendships and peer groups have formed, curricula and teaching methods may be different from the former school, courses in which the student may have been enrolled may not exist in the new school, and there may be gaps in learning even in courses that are offered.

continued...

Looking ahead and having a **plan** will make a school move much **easier** for both parents and children.

Parents, of necessity dealing with their own stresses, need also to be sensitive to their children during a move. They can do a lot to demystify the move and alleviate their children's stress. The key is starting early, letting their children know what to expect and what the parent will do to help them adjust. Each move may require a "refresher course" to help their student adjust.

Many web sites have posted additional information and news updates about the campus. Such information can help allay fears of students about to make a move. A less formal source of information comes through friends who have lived in the target community and whose students have attended schools there. It is important to remember, though, that in addition to whatever facts they

cards, information on textbooks used, and a copy of the student's health record. Calling the entity in charge of registration, likely a counselor or registrar, several weeks prior to the move will give him time to copy these documents. It will also give him opportunity to let you know what you need to do to withdraw your child from the school.

## You need to hand carry documentation related to any special enrolled in, whether enrichment/gifted/accelerated, special education or 504

Preparing for the move may set the stage for success. Several months before the move parents can begin to familiarize the family with schools in the community. The internet is a great resource for this. Parents and children can visit the district and school web sites about their new community looking for academic credentials and programs, athletics, and clubs available.

provide, they will include opinions.

A school's web site may provide information about schedules and calendars: start dates, holidays, end dates. These are not standardized from state to state, nor are they standardized within a state. Assuming you children's new school schedule is similar to their current school's can result in their enrollment being days and even weeks later than the official start date of the district. Classes in which they wish to enroll may be full, friendships are already solidifying, and athletic teams may have a cut-off date for students wishing to "make the team."

Hand carrying school records is vital in a school move. These records may include a photocopy of a cumulative folder, withdrawal paperwork, report

- Parents need to hand carry documentation related to any special programs your child is enrolled in, whether enrichment/gifted/accelerated, special education or 504 services. The receiving school may send a formal request for records to the sending school, and the documents the family provides at the time of registration may be the only information the former has to make informed placement decisions. This is extremely important for students receiving special education and 504 services. That information may be instrumental in the child receiving services seamlessly since without that information the child could experience a lapse in services. When the family arrives at the new community, a trip to their child's campus



### ABOUT THE MILITARY CHILD EDUCATION COALITION SCIENCE ADVISORY BOARD

The mission of the MCEC *Living In the New Normal: Helping Children Thrive through Good and Challenging Times* Science Advisory Board is to advise the LINN committee and the MCEC on the full spectrum of effects - to include resilience, growth, and achievement, multiple deployments, trauma, and loss - living a military lifestyle has upon military children, as well as to ensure the efficacy of the knowledge base and enhance the ethical and professional credibility of the LINN Initiative.



can give him an idea of what to expect. The school may give him a tour and a map so he can familiarize himself with the facility. Knowing where the cafeteria, auditorium, rest rooms, and the counselor's office are can go a long way to helping a student settle in to a new routine. This presents an opportunity to explore what clubs and athletics are available for your child and how to go about accessing them.

for students. Many will publish this on their web site. Campus may add regulations in addition to those established by the district. Knowing rules and regulations beforehand can help students feel comfortable as they enter a new school.

Research has shown that connections to schools are important to academic success.

- Meeting your child's principal or assistant principal, counselor, and teachers will go far to establish a personal connection. Volunteering on your child's campus or joining a parent organization such as PTA or Band Boosters can help you make contacts at the school while making you and your child more comfortable in new surroundings.

Fitting in is vitally important



## programs your child is services.

- Parents can also read and discuss the school's expectations for conduct and dress with their child. Most schools have a written student code of conduct that details what is acceptable behavior

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## THE MCEC HEALTH PROFESSIONAL ACADEMY

**Synergy (noun):** *combined effort being greater than parts; the working together of two or more people, organizations, or things, especially when the result is greater than the sum of their individual effects or capabilities* (Encarta Dictionary). As the Program Manager for the MCEC Health Professionals Initiatives, I've been asked how targeting nurses and other health professionals fits in with MCEC mission and the answer is synergy. Military-connected children deserve to have every health professional they meet understand the context in which they live and what the literature shows about repeated or prolonged deployments. This additional aspect of communities, beyond parents and teachers, provides another layer of safety to observe, recognize, and take action when children need help or support.

This is the exciting driving principle in our pilot "Health Professionals Academy" which started March 3 in Colorado Springs. Funded by a grant from the Pikes Peak Foundation, this three-session professional development with a total of 40 contact hours over 5 and a half days targets school nurses, athletic trainers, nurse case managers, pediatric RNs from clinics or doctors' offices, Exceptional Family Member Program staff, and health professionals that volunteer with children through sports, religious or after school activities. By connecting these caring adults with each other and giving them proven tools for helping military connected children as well as an overview of the recent research on the effects of deployment on children, the entire community of adults interfacing with military connected (and other) children will be better prepared to support them.

I look forward to providing information and feedback from our participants as the academy progresses!

**Colonel (Ret.) Joan Vanderlaan, BSN, MN**

*Health Professional Initiatives Program Manager, Military Child Education Coalition*

## Military Kids are Awesome!

I've been impressed by the resilience and service by so many young people I've had the privilege to meet. Although research is documenting that some military youth are experiencing difficulties in a variety of areas when experiencing multiple deployments, most kids are doing well. I believe this is a testament to their strength, as well as the many people and organizations (especially MCEC!) at all levels (DOD, VA, state, community, private, etc.) that are working hard to support these families.

One free, online resource that may be helpful to families is a set of five Veteran Parenting Toolkits: [www.ouhsc.edu/VetParenting](http://www.ouhsc.edu/VetParenting). Each age-appropriate booklet describes common reactions to deployment among children of each age, ways of reconnecting with your child, red flags for concern, reconnecting with your spouse/partner, self-care, and resources (websites, books, and organizations for each age group).

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**Michelle D. Sherman, Ph.D.**

*Professor, University of Oklahoma Health Sciences Center Author, My Story: Blogs by Four Military Teens and Finding My Way: A Teen's Guide to Living with a Parent Who Has Experienced Trauma Military Child Education Coalition Science Advisory Board Member*

Artwork by Elizabeth, Grade 7  
Trexler Middle School  
Richlands, NC • U.S. Marines

to children. A visit to the school's web site can yield pictures of students in the new community, though they may be specific to school activities, showing groups such as choir students as they perform or athletic teams as they compete. Once you have arrived, looking around the community to see what clothing, shoes, hairstyles and accessories local kids are wearing can be done on a trip to the grocery or department store. It may be that a few purchases would be all it takes ease your child into his new life in his new community.

Many organizations work to help students transition to new schools.

One organization particularly worthy of notice is The Military Child Education Coalition (MCEC). It is devoted to helping schools and military installations deliver accurate, timely information to meet transitioning parent and student needs. For over a decade the MCEC has focused on ensuring quality educational opportunities for all military-connected children affected by mobility, family separation, and transition. The MCEC performs research, develops resources, conducts professional institutes and conferences, and publishes resources for all constituencies. Visit its web site ([www.MilitaryChild.org](http://www.MilitaryChild.org)) for

information on a variety of topics to help children in all aspects of military life. Parents will appreciate:

- the *Checklist for Transferring Students*,
- the section on helping children during separation and deployment,
- the site maintained by the MCEC which details school requirements and resources for all fifty states, DoDEA, and Washington, D.C.,
- the SchoolQuest site, a safe, secure online resource to help families make decisions on schools as they relocate,
- the Reading Corner, a resource including helpful links for reading, and
- other resources.

## Resilience and How to Increase It

Multiple deployments are just one of the many challenges military members and their families routinely face. You may have read or heard that resilient people do better when facing life's challenges than non-resilient people. Thus, resilient military members, spouses, and children are more likely to get through any given deployment and hold up better to multiple deployments. But what is resilience, and how can I increase it?

Resilience is the ability to experience stress and to return to normal following removal of the stress. In informal terms, it means you may bend but you will not break. There are three important things to know about resilience. First, resilience is not something you either have or do not have – people have differing degrees of resilience. Second, there is more than one kind of resilience. Resilience can be physical, emotional, social, family-based, or spiritual. Third, and most important, resilience is something that can be strengthened or learned. With practice you can become a more resilient person, often by learning to recognize what your own personal resilience strengths may be and how to use them to deal with life's challenges.

For example, physical fitness is an important part of resilience that is relatively easy for you to improve. Especially during times of stress, join a gym, find some walking or running partners, or take a yoga class. Emotional resilience is your ability to face adversity but not become overly depressed or anxious. To improve emotional resilience, focus positive energy on solving the problems that face you. Realize that the adversity will eventually pass. Remind yourself that you have control over how you interpret your situation. Social and family resilience are closely related. When your loved one is deployed, consciously and intentionally cultivate your social and family resources. There are plenty of people who care very much about you, so let them help! Finally, spiritual resilience can be enhanced in many ways. However you experience spirituality, employing it can help build meaning and purpose to situations that otherwise may appear bleak at the present time.

In closing, resilience is simply your ability to hold up over stress. Every person has the ability to learn how to be more resilient. Learning to use these skills will help you not only to deal with multiple deployments but also with other challenges that life will provide you. So get physically fit, seek out friends and family, adopt a positive outlook on life, and actively seek meaning and purpose. You have nothing to lose and everything to gain.

**Mike Matthews, Ph.D.**

Professor of Engineering Psychology, United States Military Academy (NY)  
Military Child Education Coalition Science Advisory Board Member





## Stress & Deployments

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Families demonstrate increased stress by having a deployed service member. Children experience higher levels of behavioral problems when their parent was deployed compared to a normed population. Multiple deployments have the potential to compound the stress. Various factors influence this stress, the ability in which the at-home family maintains a healthy connection is predictive of their view of the deployment. The process of connection and reconnection with their deployed service member plays a significant role in the amount of stress one experiences. Deployment stressors contribute to the wellness of military children and are poor coping is seen by the family physician with increased frequency. Pre, during and post deployment education to include resiliency training, stress management and communication skills decrease stress. Military and community support as well as respite care mitigates stress. As stress remains tolerable growth occurs and positive family outcomes result.

### Major Eric M. Flake MD, FAAP

*Pediatric Flight Commander, Chief Developmental Behavioral Pediatrics;  
Military Child Education Coalition Science Advisory Board Member*



# MCEC's Quick Checklist for School Moves



### FROM THE PARENT/GUARDIAN:

- Student's Birth Certificate
- Student's Social Security Number
- Student's Health Record (Immunization, etc.)
- Legal Documents as Needed
- Proof of Residency/Military Orders

### SCHOOL INFORMATION:

- Address, Phone Numbers, Other Contact Information
- Course Description Book/Grading Scale (if available for 6th grade and above)
- Copy of the Cover of Each Textbook or the Title Page
- School Profile/Handbook
- School Web Page (URL)
- Other: \_\_\_\_\_

### SCHOOL RECORDS:

- Copy of Cumulative Folder (only the copy mailed between schools is considered official)
- Current Schedule
- Report Cards
- Withdrawal Grades or Progress Reports
- Test Scores (Standardized or Special Program Testing, etc.)
- Other: \_\_\_\_\_

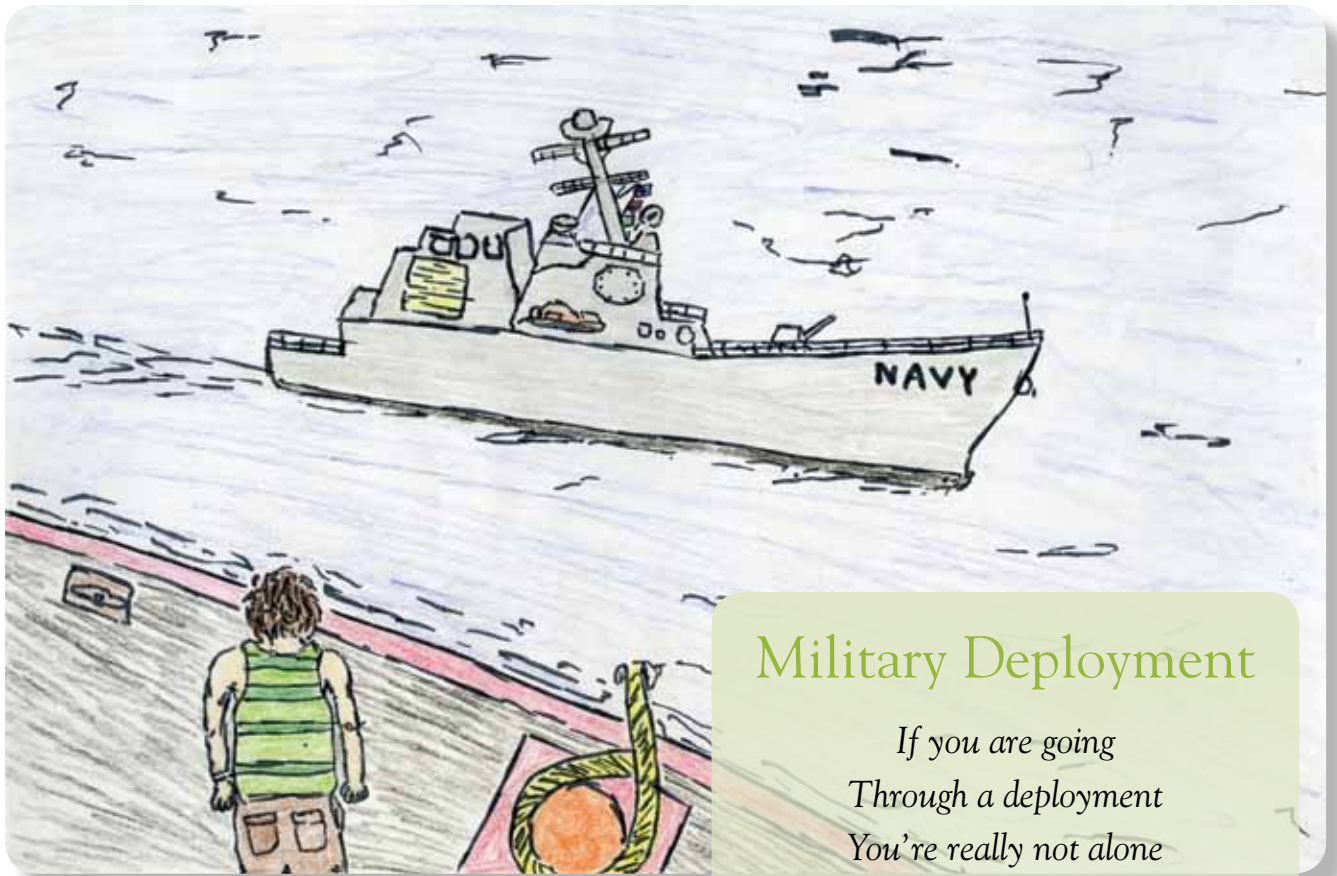
### SPECIAL PROGRAMS RECORDS AS APPROPRIATE:

- Individual Education Plan (IEP)/Individual Accommodation Plan (504)/Gifted Program Description
- English as a Second Language (ESL) or Bilingual Education
- At-Risk or Other Action Plans for Classroom Modifications
- Other: \_\_\_\_\_

### OTHER DOCUMENTS AND EXAMPLES:

- Writing Samples and Other Work Examples
- Activities Records (co/extracurricular)
- Community Service or Service Learning
- Other Work or Performance Examples
- Academic Recognitions and Competition Participation
- Other: \_\_\_\_\_

Artwork (left) by Kristin, Grade 10 • Hohenfels Middle-High School • Germany • U.S. Army



Artwork by Benjamin, Grade 11 • Ramey School  
Aguadilla, Puerto Rico • U.S. Army

## Military Deployment

*If you are going  
Through a deployment  
You're really not alone  
I have been there and  
Whatever happens  
You still have your parent  
In your heart  
And it will be ok  
Even though  
It is hard*

Carina, Grade 5 • Ramstein Intermediate School  
Germany • U.S. Air Force



Artwork by Janniel, Grade 12 • Ramey School • Aguadilla, Puerto Rico • U.S. Coast Guard





Artwork by Haydn, Grade 3  
Carolina Forest Elementary School  
Jacksonville, NC • U.S. Marines

*...I'd say it's an honor to be a military child because  
your parents are fighting for your safety.*

Jake, Grade 5 • Ramstein Intermediate School, Germany • U.S. Air Force



## MILITARY GIRL

I don't wear any uniforms, no blues or greens.  
But I am in the military, in a rank never seen.  
I have no job on my shoulders, salutes I never give.  
But the military world, is the place where I live.  
I am not in the rank of command, orders I do not get.  
But my daddy is the one who does, this I cannot forget.  
I am not the one who fires the weapon, who puts my life on the line.  
But my job is just as tough, I am the one that left friends behind.  
My dad is a patriot, a smart and kind man  
With the job to serve his country, not all understand.  
My dad works to keep this country free,  
My dad makes the sacrifice, but so does my mom, brother, sister, and me.  
Even though it might get a little wild, I stand with the rank known as the Military Child.

Katie, Grade 6 • Holloman Middle School • Holloman Air Force Base, NM • U.S. Air Force

## Excerpt from *My Friend Esias*

...I am not a military child. I came to school here because my mom teaches at the elementary school. I have noticed, and been told, that people usually stay here for two to three years before they are transferred somewhere else. So, as I watch my friends and classmates move away, I stay here. This is what happened with Esias... We still keep in touch by email, and sometimes we chat on the computer.

Connor, Grade 6 • Holloman Middle School • Holloman Air Force Base, NM • U.S. Air Force

## My Mom in the Military

*My mom being in the military is great.  
At least she doesn't have to face some type of fate.  
She doesn't have to go overseas and she doesn't stay traveling.  
But one thing that she does always do is sing.  
She's sang the National Anthem a bunch of times.  
And I know that her being in the military has made  
great memories for me.  
From picnics, to being at the post lake, the military  
could possibly be the best thing.*

Writing (left) by Nia, Grade 10 • Counterpane School  
Union City, GA • U.S. Army

Artwork (above) by Joi, Grade 12 • Osan American High School  
Japan • U.S. Air Force

Artwork (below) by Amanda, Grade 4 • Carolina Forest Elementary School  
Jacksonville, NC • U.S. Marines





# A Partnership for the National PTA and the MCEC

[www.PTA.org](http://www.PTA.org)



**National  
PTA**<sup>®</sup>  
*everychild.one voice.*<sup>®</sup>



For years I thought I understood what Military Families faced as their loved ones served our country. Not until I had the opportunity to work directly with our PTA families within DoDEA, and my own sons' service in the U.S. Army, did I realize that my personal opinions were anything but correct. From that point forward I realized that PTA had so much to offer in supporting our Military Families, and more especially helping families who do not have active duty personnel, guardsmen or reservists to better understand how all of our communities can better serve our Military Families.

This is why PTA is taking an active role in developing a new working relationship with several military family support organizations, including the Military Child Education Coalition. The PTA Military Alliance for Parents and Partners (MAPP) has been established to bring together the needed resources to service our Military Families.

Years ago, when a military deployment took place it primarily affected the community around the base itself. Today, a similar deployment affects all of our communities, including Main Street. Every day, our schools face tough issues in helping students succeed. Dealing with a child, or family, who is affected by a deployment, is an issue that few teachers or administrators have faced. This is one of the many reasons why PTA is moving forward with our service to Military Families, and in doing so our goal is to make sure that our school leaders have every tool available in dealing with a student's concerns when Mom or Dad is deployed.

PTA is honored to work with the MCEC on making sure that our Military Families and service personnel, here and overseas, receive the very best support available. We are excited about the possibilities our MAPP Alliance brings to those who serve our country every day!

**Charles J. "Chuck" Saylor**  
*President, National PTA*

## The Military Child Education Coalition's

# 2010 ANNUAL REPORT

The Military Child Education Coalition is proud to report the following details on our initiatives and programs, delivered through December 31, 2010.

### Student 2 Student (S2S) and Junior Student 2 Student (JS2S)

These programs train civilian and military-connected high school and middle school students, respectively, to establish and sustain peer-based programs in their schools that support mobile children as they transition from school to school. In 2010, over 40 new high schools introduced an S2S program, and 35 middle schools introduced a JS2S program.

MCEC STUDENT INITIATIVES	First Offered	Number of School Teams	Cumulative Totals as of December 31, 2010							
			Army		Air Force		Navy		Marines	
			Army	Joint Army	Air Force	Joint Air Force	Navy	Joint Navy	Marines	Joint Marines
Student 2 Student	2004	243	103	22	29	14	60	2	12	1
Junior Student 2 Student	2006	150	115		4		31		0	
<b>Totals</b>		<b>317</b>	<b>240</b>		<b>47</b>		<b>93</b>		<b>13</b>	



To see all the locations of the MCEC's S2S and JS2S programs, log on to [www.militarychild.org/child-student](http://www.militarychild.org/child-student).

### Recipe for Success: Parent to Parent Cadre

This program empowers parents to be their child's strongest advocate on educational and social issues through the MCEC's Parent Workshops. Twenty-five teams near installations all over the world have trained close to 30,000 family members in 2010 alone. The MCEC Parent to Parent program dedicated to our Guard and Reserve families has reached over 500 family members since July 2010.

MCEC PARENT INITIATIVES	First Offered	Number of Teams	Total as of December 31, 2010						
			Army	Air Force	Marines	Navy	Coast Guard	Joint	Guard & Reserves
Parent to Parent Teams	2006	23	23	--	--	--	--	--	--

Total Number of Parent to Parent Workshops..... 6,598

Total Number of Family Members Impacted by Parent to Parent ..... 90,238

**Total Number of Workshops Held in 2010:..... 1,701**

**Total Number of Workshop Attendees in 2010: ..... 30,550**



## Where are the Parent to Parent Programs?

Ansbach, Germany	Fort Carson, CO	Fort Knox, KY	Fort Riley, KS	Vilseck/Grafenwoehr, Germany
Fort Benning, GA	Fort Drum, NY	Fort Leonard Wood, MO	Fort Sam Houston, TX	Weisbaden, Germany
Fort Bliss, TX	Fort Eustis/Story, VA	Fort Lewis, WA	Fort Sill, OK	
Fort Bragg, NC	Fort Hood, TX	Fort Polk, LA	Fort Stewart, GA	
Fort Campbell, KY	Fort Irwin, CA	Fort Richardson, AK	Heidelberg/Mannheim, Germany	

For Army Installations and other Services (Air Force, Marine Corps, Navy, and Coast Guard) who do not have a Parent to Parent Cadre, the MCEC offers a Surge Program. This program brings targeted workshops to the area in which team members share information, strategies and high quality resources with parents in order to assist them in their role as their child's best advocate.

## Tell Me a Story and tell me a story – for young children

These programs use literature as a way to open family discussions on potentially difficult topics such as family separation, deployment, and transitions.

MCEC EARLY LITERACY INITIATIVES	First Offered	Number of Events	Total as of December 31, 2010							
			Army	Air Force	Marines	Navy	Coast Guard	Joint	Guard & Reserves	Number of Attendees
Tell Me a Story (TMAS)	2005	119	154	5	3	4	--	3	1	20,679
tell me a story – for young children (tmas-fyc)	2007	13	10	1	2	--	--	--	--	762
<b>TMAS in 2010</b>		<b>51</b>	<b>154</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>--</b>	<b>3</b>	<b>1</b>	<b>5,672</b>

- TMAS has been primarily offered by the Parent to Parent teams (where available) and a small corps of volunteers at installations where there are no Parent to Parent programs.

## Professional Development Initiatives

All institutes are accredited graduate-level professional development institutes that include rich practical resources. To sign up for a training in your area, visit [www.MilitaryChild.org](http://www.MilitaryChild.org). Click on "Upcoming Trainings."

### TRANSITION COUNSELORS INSTITUTE (TCI)

Focuses on the unique and sometimes challenging school transitions of the military-connected student.

MCEC PROFESSIONAL DEVELOPMENT INITIATIVE	First Offered	Totals as of December 31, 2010	
		Number of Institutes	Number of Attendees
Transition Counselor Institute – Phase I	2000	183	6,478
Transition Counselor Institute – Phase II	2001	57	1,431
Transition Counselor Institute – Phase III	2003	24	342
<b>Totals</b>		<b>264</b>	<b>8,251</b>

## What have participants said about TCI Training?

*“Being able to come up with answers that were generated by colleagues.*

*I loved the interactive aspect! It’s a great course that has been well developed.”*

School Counselor

In that same Institute, participants self-reported that they arrived in class with an understanding about military children that was rated 3.83 on a scale of 5. They left that same class, with a rating of 4.67 out of 5!

### SPECIAL EDUCATION LEADERS INSTITUTE (SELI)

Promotes awareness and increases understanding of the amplified challenges associated with transitioning military-connected students with unique learning needs.

MCEC PROFESSIONAL DEVELOPMENT INITIATIVE	First Offered	Totals as of December 31, 2010	
		Number of Institutes	Number of Attendees
Special Education Leaders Institute – Phase I	2004	29	893
Special Education Leaders Institute – Phase II	2006	3	72
<b>Totals</b>		<b>32</b>	<b>956</b>

### LIVING IN THE NEW NORMAL: HELPING CHILDREN THRIVE THROUGH GOOD & CHALLENGING TIMES (LINN)

Provides information on the experience and effects of grief, building resilience, and identifying community resources.

MCEC PROFESSIONAL DEVELOPMENT INITIATIVE	First Offered	Totals as of December 31, 2010	
		Number of Institutes	Number of Attendees
Living in the New Normal – 1 Day Practicum	2008	29	857
Living in the New Normal – 2 Day Institute	2007	126	4,023
Living in the New Normal – Public Engagement	2007	11	886
<b>Totals</b>		<b>166</b>	<b>5,766</b>

## What have participants said about LINN Training?

*“The trainers we had were engaging and highly informative.*

*I look forward to meeting with the district counselors and psychologists to discuss our next steps. As we all know, the impact of any training is what is implemented.”*

Counselor Coordinator, LINN Institute, Colorado September 2009



Be sure to use the LINN website:

[www.linn.militarychild.org](http://www.linn.militarychild.org)



## SUPPORTING CHILDREN OF THE NATIONAL GUARD AND RESERVE INSTITUTE (GRI)

Provides knowledge about the issues faced by children of activated National Guard and Reserve forces.

MCEC PROFESSIONAL DEVELOPMENT INITIATIVE	First Offered	Totals as of December 31, 2010	
		Number of Institutes	Number of Attendees
Supporting Children of the National Guard & Reserve Institute (GRI)	2004	149	4,417

### What have participants said about GRI Training?

*"[I am] surprised that there are military children in every school district in Ohio!"*

School Counselor

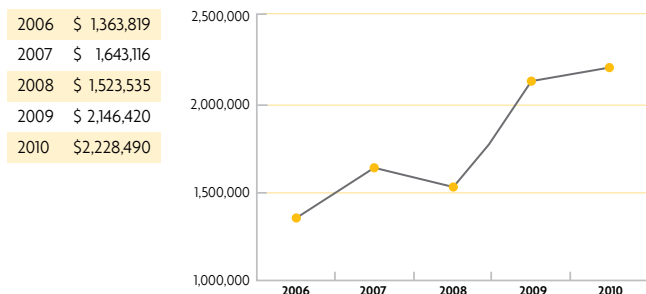
### Scholarships and Recognition

Find out more about these and other opportunities at [www.MilitaryChild.org/child-student/](http://www.MilitaryChild.org/child-student/) and [www.militarychild.org/coalition/](http://www.militarychild.org/coalition/)

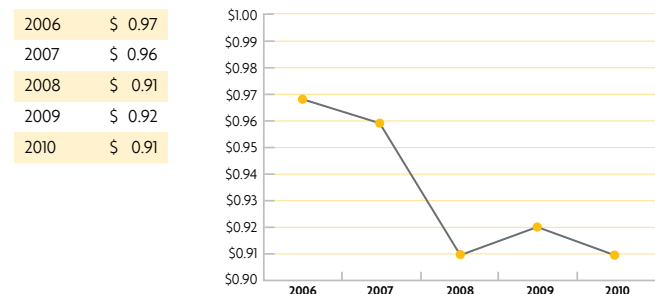
MCEC SCHOLARSHIPS & RECOGNITION	First Offered	Honorees	Total as of December 31, 2010							
			Army	Air Force	Marines	Navy	Coast Guard	Joint	National Guard	Unidentified
Frances Hesselbein Student Leadership Program	2007	57 Students	30	12	5	4	--	1	--	5
Bernard Curtis Brown II Memorial Space Camp Scholarship	2002	107 Students	31	31	12	20	11	--	2	--
LTG (Ret.) H.G. "Pete" Taylor Partnership of Excellence Award	2005	34 Awards	22	4	2	4	--	2	--	--

### Funding for Strategic Initiatives

#### FUNDING FOR STRATEGIC INITIATIVES THROUGH THE YEARS

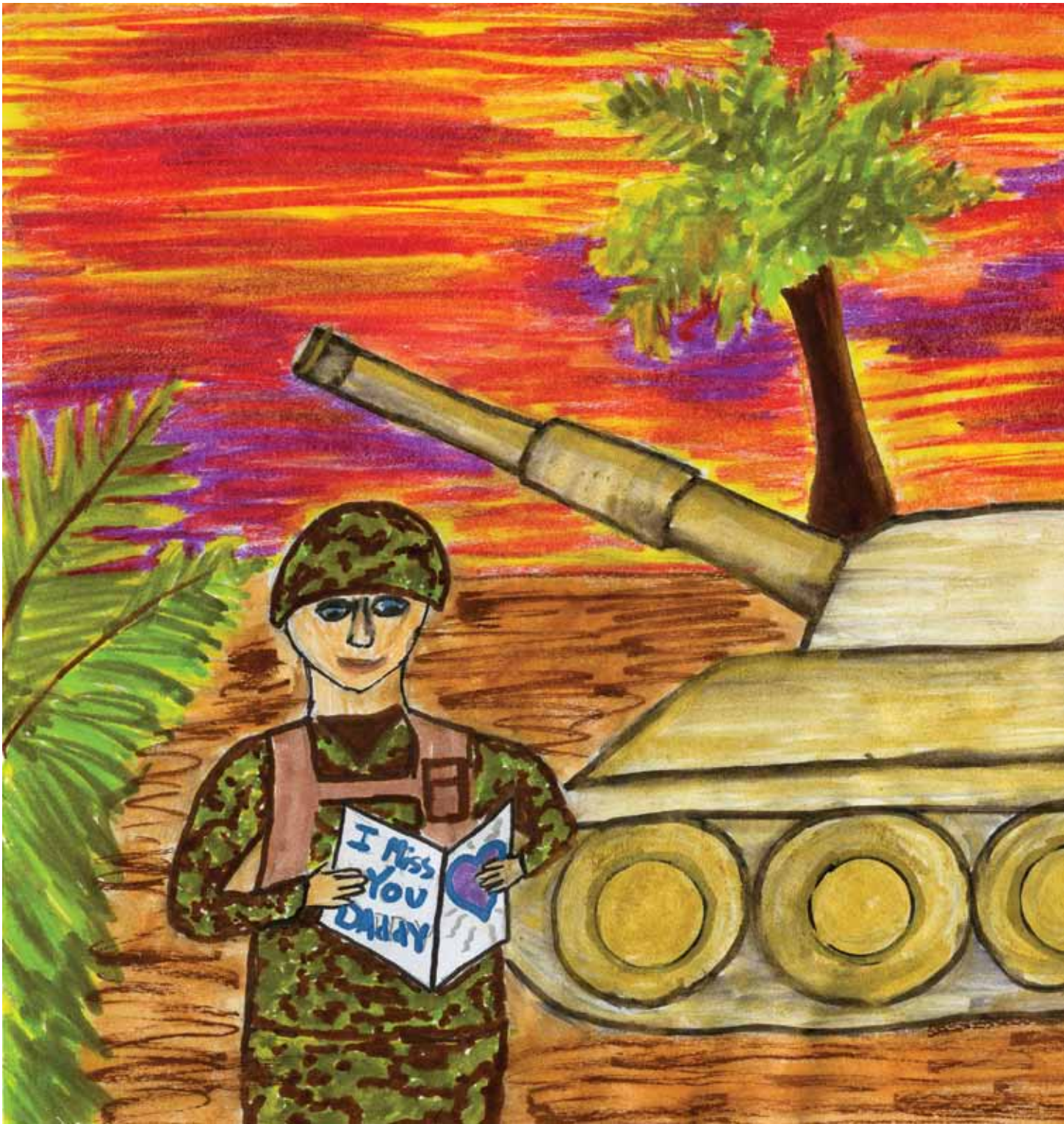


#### AMOUNT OF EACH DOLLAR SPENT ON MCEC PROGRAMS & INITIATIVES



\* Based on 2006-2009 audited financials, and 2010 unaudited financials.

...So make friends with all/ If they're big or they're small/ For this is





*the way to make peace*

John, Grade 5 • Ramstein Intermediate School  
Germany, U.S. Air Force



## In Honor of My Great-Grandfather



*One evening while my grandmother was  
searching through my Papa's papers  
She discovered an analogy she sent to him  
many years ago*

*With troubled times and many struggles before her  
The words had given her strength and encouragement to let things go*

*The analogy dealt with two wolves that dwell inside of us  
As told by the old Cherokee to his grandson,*

*"There is a battle going on between two wolves  
One wolf evil – envious, jealous, greedy; one wolf good –  
loving, kind, truthful*

*And the grandson asked, "Which wolf wins?"  
The old Cherokee replied, "Only the one you feed."*

*As my grandmother recalled the tale she sent to my great grandfather  
She realized that he only fed his Good Wolf  
With the many sacrifices that he made for his family and country  
He led a life of honor, courage, and commitment*

*While in World War II he was unable to see his son until he was  
almost three*

*He had to make these kinds of sacrifices for his family all the time  
He told me a story from WWII when he came to realize something  
very important*

*"I was on a ship waiting to head to shore; there were guns being fired  
all around us*

*I could see my comrades being shot and blown up all around me  
A great peace came over me, and I realized that I could only do MY best  
The rest I had to leave to God."*

*From all the stories I was told and from hearing all the lives he  
has touched*

*I now realize that this is the kind of person I want to be  
He has always been someone who everyone looked up to  
He is and always will be my hero, whom I miss every day*

Writing by Rhiannon, Grade 11 • Swansboro High School • Stella, NC • U.S. Army  
Artwork (left) by Cynthia, Grade 8 • Carlisle Barracks Youth Art • Carlisle, PA • U.S. Army

# online LEARNING



**I ADMIT IT:** I entered into new communication technology kicking and screaming. I soon realized, however, that to connect with those teenagers – especially the freshman college student – I needed to learn, and quickly! I am proud to reveal that not only do I text quite regularly, but I can also be found on FaceBook.

In this age of type and Skype, what has interested me most is the growth of online learning opportunities, especially for high school students. Teachers have been incorporating technology and enhancing their classes with all types of resources! Most online learning can be broken down into three different types: web-facilitated, blended learning, and a truly 100% online class. It all depends on the percent of time spent online. A class where less than 30% is online is

considered web-facilitated, 30-78% is described as blended, and anything more than 78% online is considered a fully online class. Other important information to learn: how the class is offered (is it synchronous, in real time, or asynchronous, not at the same time?) and how is the course being facilitated (is it by a certified teacher or by a facilitator?).

Today, online learning opportunities are available to students in 48 of the 50 states and Washington D.C. Thirty-nine states either have a state virtual school or a state-led online learning initiative. North Carolina and Florida serve the most students. Founded in 1995, the Florida Virtual School (FVS) is actually its own school district! During the 2009-2010 school year, the FVS had 213,926 course enrollments and 97,183 students. Texas Virtual school is collaborative in helping school districts establish approved courses, and that is reflected in the chart below.

This trend is certainly important to those states with a military presence as the recent growth in enrollment reflects. The following example shows high military presence states reported course enrollments for 2008-09 and 2009-10:



Hannah, Grade 7 • Carlisle Barracks Youth Art • Carlisle, PA • U.S. Air Force

STATE	2008-2009	2009-2010
CO	1,777	1,379
FL	154,000	213,926
GA	9,973	12,143
LA	11,000	14,001
NC	15,721	73,658
TX	103	1,867
VA	5,236	6,276



Who has established these virtual schools? State Boards of Education, school districts, multiple school districts, or national education management organizations. State policies direct their operation, funding, and regulation.

Here are just a few samples of the opportunities provided today:

- **Georgia** offer courses to all public, private, or home school students but courses must be taken during the school day. If a student elects to take a course after school hours or during the summer, the student must pay for the course. The state also offers an extensive credit recovery program.
- **AP courses** are one of the most popular online courses in many states or smaller districts who cannot afford to offer these classes due to small numbers of student requests.
- **North Carolina's** Learn and Earn Online program currently offers students the opportunity to take dual enrollment classes through one of 45 participating community colleges and the University of North Carolina at Greensboro (UNC-G) iSchool. Gifted students who qualify for but cannot attend the North Carolina School of Science and Mathematics can participate in online classes.
- **Virginia** Early College Scholars may take dual enrollment courses free online. Students may also take dual enrollment courses through the Texas Virtual Network.
- The **Louisiana** Virtual School (LVS) offers an introduction to engineering course through the College of Engineering and Engineering Technology at McNeese State University.
- **Louisiana's** Algebra I Online program provides local teachers with not only the online curriculum taught by certified teachers, but also professional training with continued support and mentoring throughout the school year.
- **California's** original University of California College Prep AP programs are now available online for other schools to use.
- APEX Learning, Connections Academy, Insight Academy, IQ Academy, and K12 Inc. operate programs in multiple states.

To learn more about online learning nationwide, visit the following sites:

Keeping Pace with Online Learning K-12  
[kpk12.com](http://kpk12.com)

International Association for K-12 Online Learning  
[www.inacol.org](http://www.inacol.org)

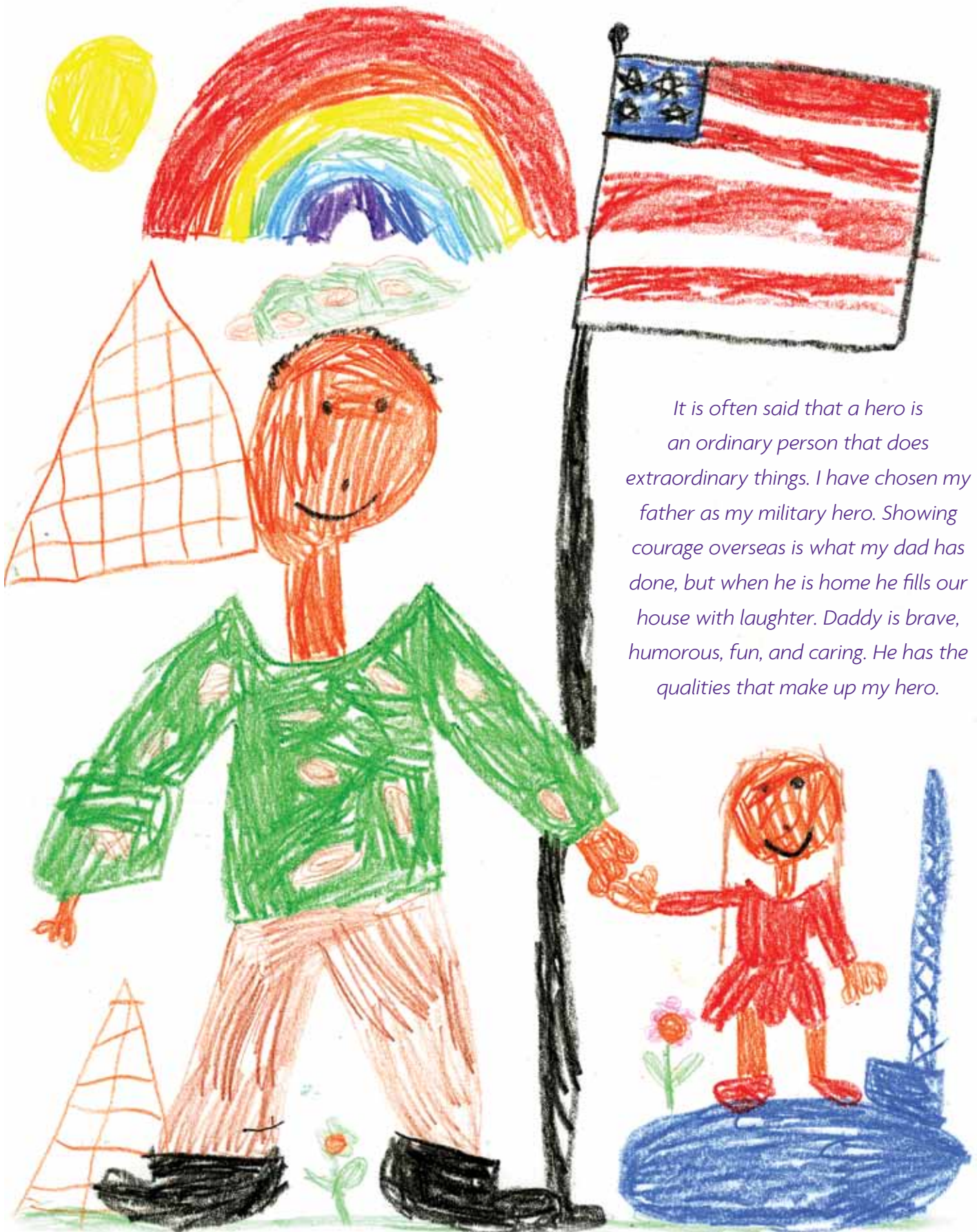
## Why is this learning trend important to our military families?

Over the years, via letters to Aunt Peggie, I have visited with parents of children who, due to a recent transition between schools, either needed to make up course credits or lacked sufficient credits to graduate. There are also those who could not take courses they wanted to – most often foreign languages – because they were not offered by their new school. Twenty years ago the solutions for these students were summer school and correspondence courses. There is another solution now.

When discussing online learning, a topic of serious interest and concern today is the potential of credit recovery by demonstrating mastery of subject material rather than the established method of meeting “x” number of seat hours required by most states’ law. This method permits students (including those who did not pass the course previously) to actually demonstrate their knowledge of curriculum through testing, one unit at a time. For those curriculum units not mastered at the state designated proficiency level, the student must complete all course work and then be reassessed. The student who lost credit can potentially complete a course in a reduced time period, thus catching up on required graduation credits.

State policies on online learning vary considerably, especially on the number of courses that can be taken, when they are offered, and the manner of funding. They will most likely continue to change as technology advances. Parents and students must determine the opportunities offered prior to enrollment and if the student will be able to complete the course prior to the next scheduled transition. In all cases, the provider must be an accredited institution or group whose program will result in approved credit.

Data presented in this article was retrieved from the Evergreen Education Group’s 2010 publication, Keeping Pace with Online Learning K-12, <http://kpk12.com>



*It is often said that a hero is an ordinary person that does extraordinary things. I have chosen my father as my military hero. Showing courage overseas is what my dad has done, but when he is home he fills our house with laughter. Daddy is brave, humorous, fun, and caring. He has the qualities that make up my hero.*

Writing by Michelle, Grade 5 • E.A. White Elementary School • Fort Benning, GA • U.S. Army  
Artwork by Nevaeh, Kindergarten • Carolina Forest Elementary School • Jacksonville, NC • U.S. Marines



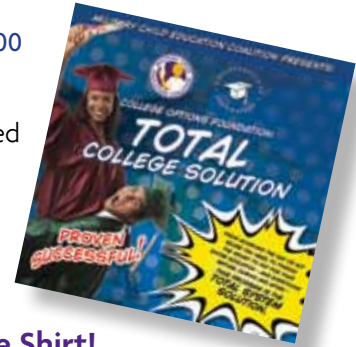


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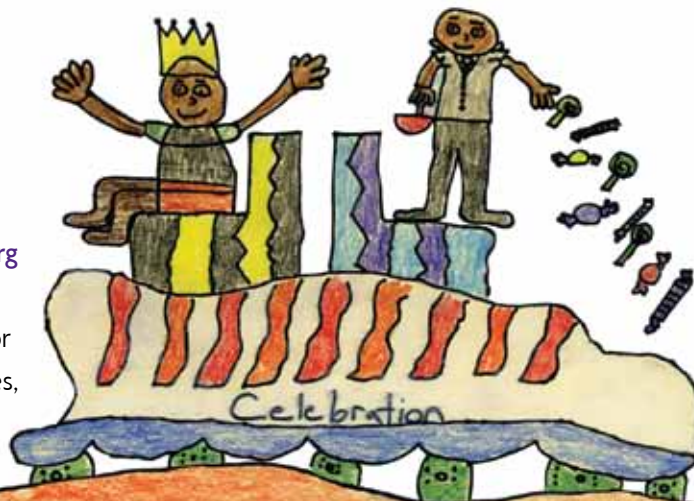
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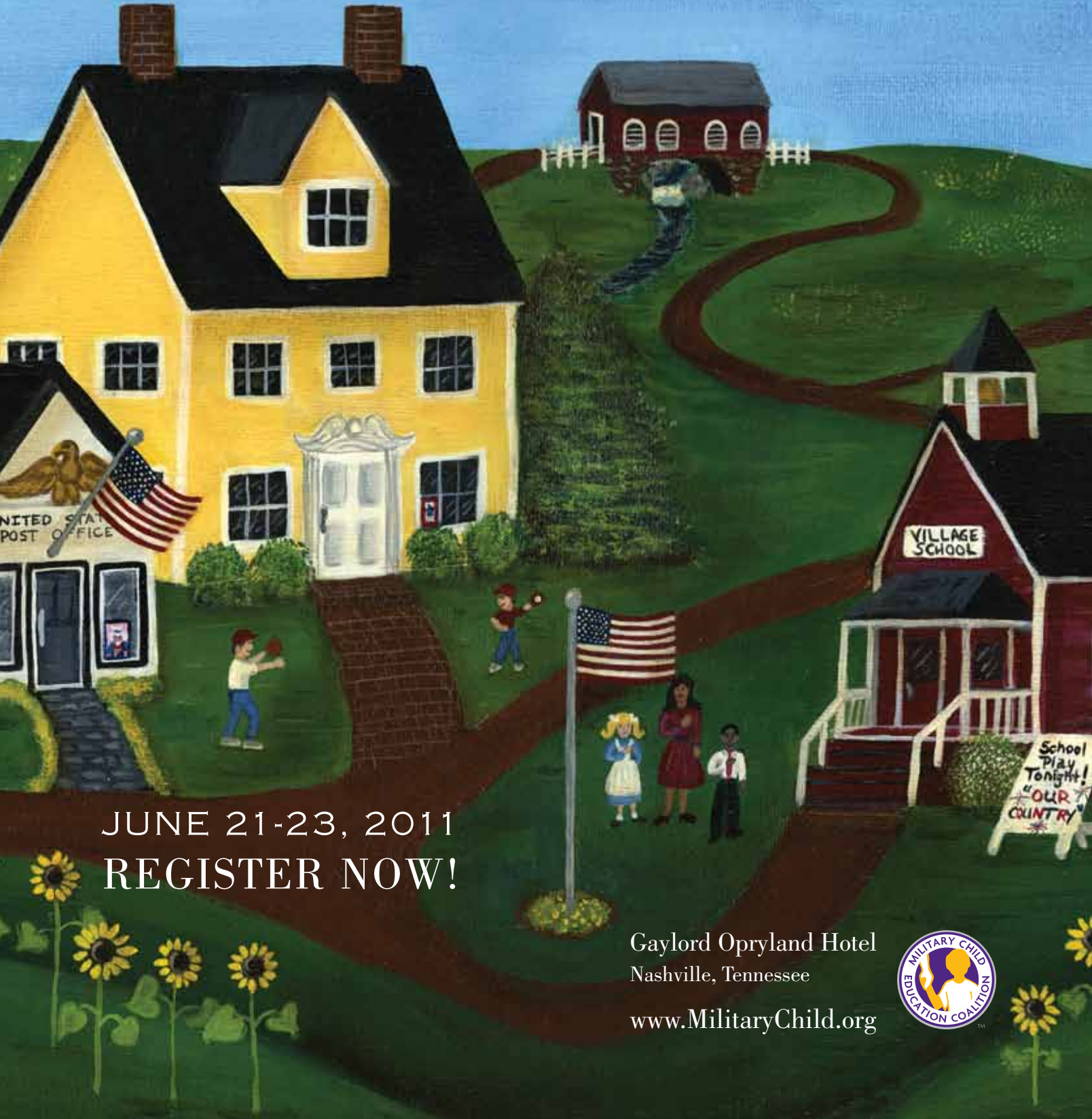
Log on to [www.MilitaryChild.org](http://www.MilitaryChild.org) to find out more about promotions for individuals, businesses, and school districts.



Artwork by AI, Grade 4 • McBride Elementary School • Fort Benning, GA • U.S. Army

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