

Update to the Report on **Assistance to Local Educational Agencies for Defense Dependents' Education**



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I. EXECUTIVE SUMMARY

The fiscal year 2007 John Warner National Defense Authorization Act requires the Secretary of Defense to provide an annual update to Congress on the plan for assisting local educational agencies (LEAs) projected to experience changes in military dependent student enrollments. The update focuses on the projected growth or loss as a result of force structure changes, relocation of military units, or the closure or realignment of military installations under the base closure laws.

This update represents the seventh such annual update to Congress. The original intent of the report (and annual updates) was to capture and alleviate the impact of the 2005 Base Realignment and Closure (BRAC) and other force structure changes on LEAs. Although the 2005 BRAC was completed in September of 2011, ongoing fluctuations in military dependent student populations require continued Department of Defense (DoD) assistance to impacted LEAs.

This update includes input from the Military Departments, the Department of Education, the Office of Economic Adjustment, and the Office of Military Community & Family Policy. Military Service projections for school years (SY) 2012–13 and 2013–14 show that out of a total of 116 military installations, 12 reported an estimated growth of more than 400 school-aged dependents, while 15 estimate a loss of more than 400. The projected military student growth and losses by school year are delineated by state (Appendix 1), Military Service (Appendix 2), and by projected growth and loss (Appendix 3).

To reflect the actual growth and loss of military dependents experienced by states and LEAs, this year's report contains analysis of data on military dependent students using Federal Impact Aid (FIA) data. The FIA is currently the only source of data identifying where military dependent students attend public schools. Five years of FIA data was collected and analyzed, helping to identify:

- The states and LEAs with the highest concentration of military dependent students (Tables 1-4).
- The LEAs that have experienced significant growth and loss of military dependent students between SY 2006–07 through 2010–11 (Tables 5-6).

The data proved valuable in revealing that two thirds of all military dependent students are in 10 states. Six of those states had their military dependent student population grow, while four states had a decline. The 10 states that experienced growth in their military dependent student populations account for nearly all (98%) of the student growth during the SY 2006–07 through 2010–11 timeframe.

As expected the largest military-impacted LEAs are associated with the largest military-impacted states. The largest military-impacted state, Virginia, has seven LEAs in the top 25 and Texas, the second largest, has three LEAs on the list. Over the past five school years, the 25 largest

military-connected LEAs grew by almost 12,000 military dependents. Sixteen of the LEAs accounted for growth, while nine of the LEAs saw declines in military dependent students. Overall, one third of the military dependent student population (232,000) is located in 25 LEAs.

This update concludes with Office of the Secretary of Defense, Military Service, and Department of Education plans for outreach to impacted LEAs. The plans for each highlight initiatives that enhance: 1) the ability of impacted LEAs to provide quality educational services for military dependent students; and 2) the educational opportunities and outcomes of military dependent students.

The Department will continue its concerted efforts to build relationships between local communities, military installations, LEAs, and our state and federal partners to improve the educational opportunities of military dependents. Although elementary and secondary education for military dependent children in the United States is generally under the jurisdiction of the state and local governments, DoD recognizes the need for strong partnerships between the federal government entities, states, and schools. These partnerships have proven crucial to helping public education systems provide for the unique needs of military dependent children.

II. INTRODUCTION

Section 574(c) of P.L. 109–364, as amended (20 U.S.C. 7703b note), requires the Secretary of Defense to provide an annual update to the report to provide assistance to LEAs that experience projected growth or loss in the enrollment of military dependent students. The projected growth or loss must be a result of force structure changes, relocation of military units, or the closure or realignment of military installations under the base closure laws.

This report addresses the following:

- The identification of the total projected number of military students who are anticipated to arrive at and depart from military installations as a result of force structure changes, relocation of military units, or realignment of military units, including:
 - An identification of military installations affected by such arrivals and departures;
 - An estimate of the number of such students arriving at and departing from each such installation; and
 - The anticipated schedule of such arrivals and departures by school year.
- Such recommendations as the OEA and DoD consider appropriate for means of assisting impacted LEAs in accommodating increases in enrollment of military students as a result of such an event.
- A plan for outreach to be conducted for affected LEAs, commanders of military installations, members of the Armed Forces, and civilian personnel of DoD regarding information on the assistance to be provided to LEAs that experience growth in the enrollment of military students as a result of any of the aforementioned events.

To provide a more complete picture of the growth and loss experienced by states and LEAs, Federal Impact Aid (FIA) data on military-connected students in LEAs was used to examine student growth and loss trends between SY 2006–07 through 2010–11. This data revealed the LEAs and states associated with the military installations that experienced the most growth and loss of military-connected students. FIA is the only source of data to examine the impact of growth of military dependent students at a LEA level.

There are approximately 1.2 million dependents of active-duty service members. Over 650,000 school-age dependents live within the continental United States; of these, fewer than 30,000 dependents attend DoD domestic schools. The vast majority of military dependents attend public schools operated by LEAs. The Department is committed to ensure support is provided during times of mission growth as well as in times of relative stability.

III. NUMBER OF STUDENTS TRANSITIONING

While the majority of military personnel moves stemming from force structure changes, relocation of military units, or the closure or realignment of military installations under the base closure laws are complete, student growth data provided by the Military Departments reveal that some projected dependent growth and loss is still occurring.

Projected Growth for SY 2013–14 and 2014–15

The projected growth and loss data are delineated by states (Appendix 1), by Military Department (Appendix 2) and by growth (Appendix 3). The projections in Appendices 1-3 reflect the projected military student growth and losses by school year. As in prior years, the following guidance was provided to each of the Military Departments for use in determining the numbers of students transitioning:

- *Military Student*: (a) Defined as an elementary or secondary school student who is a dependent of a member of the Armed Forces; (b) an elementary or secondary school student who is a dependent of a civilian employee of the DoD; and (c) an elementary or secondary school student who is a dependent of personnel who are not members of the Armed Forces or civilian employees of the DoD but are employed on federal property.
- *Installation*: Those installations located in the fifty states, the District of Columbia, and the territories. If the installation has joint forces, the military department responsible for the installation shall report the total gain and or loss of military students.
- *School Year (SY)*: Refers to the school years that begin in the fall of 2012–2013 and end in the summer of 2013–2014.

DoD has maintained the same assumptions to calculate the number of military students per military member and DoD civilian for each year of this report:

- 48% of military members or DoD civilians have a child;
- 1.6 children per military member or DoD civilian (average); and
- 62% of children are school-age.

The Military Services were provided the opportunity to adjust the formula to reflect their individual demographics. The Marine Corps adjusted the formula for the number of students per military member. The use of this adjusted formula is to provide a more accurate projection for the Marine Corps based on the actual percentage of service members with children (32.9%), the average number of children (1.9), and percentage of school-age children (52%). All three factors were calculated from the data provided by Defense Manpower Data Center.

The projected number of students assumes that every student will accompany the military member. However, many factors affect a military family's decision to move and/or when to move to new locations. The following factors may influence whether a military family moves, and, if so, when:

- Scheduled deployment of a military member soon after relocation: families may choose to stay at a current location and/or return to a location closer to extended family if the military member is scheduled to deploy soon after arrival at a new location;
- Permanent Change of Duty Station date occurring after the school year begins: family members, to alleviate transition challenges, may choose to stay at a location until the completion of the current school year; and
- The quality of education at the new location.

The projected number of civilian/contractor students assumes that DoD civilians and contractors will leave their current duty location and transfer to the new location and that no positions will be filled by hiring civilians already living in/around the gaining installation.

Military Departments' Dependent Projections Summary

For this year's report, only installations with projected growth or loss of more than 40 military dependents are provided. This is primarily due to the fact that the projections are estimates and any less than 40 would not constitute a significant growth or loss of dependents. According to the Military Departments, there are 116 installations that are projected to grow or lose more than 40 dependents. The United States Army has 50 installations on the list; the United States Air Force, 37; the United States Marine Corps, 13; and the United States Navy, 16. The reported growths of these installations are:

- For SY 2012–13 and 2013–14, there are 12 installations that reported growth of school-age dependents of more than 400 with 15 reporting a loss of more than 400.
- Naval Station Everett is projected to experience the most growth at 1,491 dependents, and Fort Carson is also projected to grow by over a thousand dependents at 1,045.
- Three installations are projected to lose more than a thousand students: Red River Army Depot, 1,293; Marine Corp Base (MCB) Lejeune at 1,201; and Virginia Beach's Joint Expeditionary Base Little Creek-Fort Story, 1,183.

The projected growth and loss data are delineated by states (Appendix 1), Military Department (Appendix 2) and by growth (Appendix 3). The projections in Appendices 1-3 reflect the projected military student growth and losses by school year. The LEAs associated with these installations would expect to be impacted by these projections.

IV. DEPARTMENT OF DEFENSE OFFICE OF ECONOMIC ADJUSTMENT (OEA) INPUT

OEA is winding down its assistance to regions experiencing mission growth as a result of the 2005 round of Base Realignment and Closure, Global Defense Posture Realignment, Army Modularity, and Grow the Force/Grow the Army actions. Although the majority of military personnel moves stemming from these actions are complete, student growth has lagged at some locations because some families delayed moves due to extended and repeated service member deployments. As warfighters continue to reunite with their families, host communities are working to adapt to these student growth changes that strain existing capacities.

For this report, OEA does not have any updated recommendations. However, OEA will conduct focus groups with these growth regions, including LEAs, to obtain lessons learned. This feedback will provide a platform for future recommendations, benefit Federal, state, and local government program preparations and responses, and result in better support for the warfighters and their families.

V. MILITARY-CONNECTED LEAS GROWTH AND LOSS AS REPORTED FOR FEDERAL IMPACT AID (FIA)

To reflect the actual growth and loss of military dependents experienced by LEAs, this report contains analysis of data on military dependent students in LEAs using FIA data. FIA provides attendance data on military-connected students in LEAs and 5 years of data was compiled to examine trends over SY 2006–07 through 2010–11. Using this data, the LEAs and states with the highest concentrations of military-connected students were identified along with those LEAs and states that experienced the most growth and loss of military-connected students.

The FIA Program is one of the oldest federal education programs, and it compensates LEAs for the loss of property tax revenue due to the existence of tax-exempt federal properties. To receive Impact Aid funding, LEAs are required to conduct an annual survey of the federally-connected student population (which includes military dependent students—students from active duty families, DoD civilians and DoD contractors), and report the data on each category of federally-connected student to the ED Impact Aid Office. Only those students reported for FIA that are connected to the military were used for this analysis. The enrollment data is only collected and reported by the LEA and not at the school level.

There are some limitations of FIA data. An increase or decrease in students within a state or LEA could be a result of multiple factors, beyond the movement of military families due to force structure changes, realignment of military units, and BRAC law. These include:

- More or fewer military families sending their students to public schools (versus private and homeschooling);
- More LEAs choosing to apply or not apply for FIA;
- The relocation of military members from overseas locations to the states; and
- Increased efforts of the Military Departments to communicate with military families about the importance of filling out the FIA survey forms has resulted in increased reporting by LEAs, and thus, the amount of funding to those LEAs.

Although anecdotal evidence suggests some LEAs do not apply for FIA due to the administrative costs, they do have an incentive to thoroughly collect this data because their FIA funding allotment relies on student counts. Even with some limitations, FIA is the best and only source of data on where military dependent students attend school and can provide valuable information on growth and loss trends.

Growth and Loss in Military Dependent Students by State

To display a complete picture of the trend of growth and loss of military dependent students, FIA data was compiled by state. Providing the data by state shows the macro picture of which states are the most military-impacted and the states that have grown or lost students over these school years. This context is valuable in identifying where most of the military dependent students are, as well as linking state patterns to trends in LEAs. It is expected that the states with the most military dependent students would also have the largest military-impacted LEAs, and due to the

large presence of military dependent students, a significant portion of the growth would also occur in those states.

Three tables are included to explain the state-level status of military dependent students across all states, the District of Columbia, Puerto Rico, and Guam. Table 1 provides the number of military dependent students in each state. Over the past five school years, the number of military dependent students as reported for FIA in public schools increased by nearly 32,000. About 28,000 of these new enrollments were in the ten largest military-connected states (Table 2).

Virginia is the largest military-impacted state with 94,000 students, with Texas the next at about 66,000 students. Rounding out the top ten are California, North Carolina, Florida, Georgia, Maryland, Washington, Hawaii, and Colorado. The top ten states have over 400,000 military dependent students, while the other 42 (including the District of Columbia, Puerto Rico, and Guam) have less than 200,000 students. Vermont and Iowa do not report any military dependent students, while Minnesota, Oregon, and New Hampshire all report fewer than 100 students.

When sorting the same data by total enrollment growth over the past five years (Table 3), the picture changes somewhat. Arizona, New York, Kansas, and Louisiana all experienced growth and are in the top ten, while California, Florida, Georgia and Hawaii drop out of the top ten. The state that grew the most was North Carolina, with just over 6,000 new military dependent students, while Virginia, Texas, Maryland, and Colorado all grew by over 5,000 students. The growth in North Carolina was the result of increases in military dependent students around Fort Bragg and MCB Camp Lejeune, specifically Onslow and Carteret Counties that serve MCB Camp Lejeune, as well as Harnett and Moore Counties that surround Fort Bragg. The growth in Virginia was primarily driven by increases in enrollment of military dependent students around Fort Belvoir and MCB Quantico, adding students to Fairfax County and Prince William County. The growth in these 10 states accounts for 98% of all the growth that occurred throughout the U.S. and territories, while 59% of the decline in enrollment of military dependent students occurred in the ten states.

Florida and Maine lost over 1,000 students and experienced the largest enrollment drop of all of the states. A few Florida LEAs lost about 500 military dependent students and they are spread throughout the state (Okaloosa, Duval, Brevard, and Escambia Counties). Maine primarily lost students in the Brunswick School Committee that served Naval Air Station Brunswick prior to the closure of that base.

The data reveals that two thirds of all military dependent students are in ten states. Six of those states had their military dependent student population grow, while four declined. The top ten states that experienced the most growth account for nearly all of the growth in military dependent students for SY 2006–07 through 2010–11.

Table 1

Military-Connected States								
#	State	SY2006-07	SY2007-08	SY2008-09	SY2009-10	SY2010-11	Growth	%Change
1	Alaska	11,407	10,974	11,949	12,708	12,272	865	8%
2	Alabama	14,399	14,510	14,333	14,823	15,324	925	6%
3	Arkansas	2,440	2,448	2,493	2,431	2,585	145	6%
4	Arizona	9,110	9,482	9,312	9,989	11,454	2,344	26%
5	California	49,299	47,146	48,110	49,725	49,126	(173)	0%
6	Colorado	17,049	17,377	17,061	20,373	22,273	5,224	31%
7	Connecticut	1,979	1,943	1,857	1,768	1,849	(130)	-7%
8	District of Col.	889	748	691	622	481	(408)	-46%
9	Delaware	427	402	360	318	325	(102)	-24%
10	Florida	36,248	34,781	33,754	34,729	35,077	(1,171)	-3%
11	Wyoming	1,547	1,411	1,450	1,462	1,405	(142)	-9%
12	Georgia	32,652	32,185	33,575	32,967	32,598	(54)	0%
13	Guam	725	1,239	2,486	790	793	68	9%
14	Hawaii	24,285	24,136	22,944	23,893	23,972	(313)	-1%
15	Idaho	1,840	1,804	1,727	1,768	1,616	(224)	-12%
16	Illinois	5,438	5,423	5,466	5,802	5,556	118	2%
17	Indiana	513	504	531	517	503	(10)	-2%
18	Kansas	8,950	9,922	9,650	10,754	10,982	2,032	23%
19	Kentucky	4,598	4,654	4,635	4,974	5,820	1,222	27%
20	Louisiana	6,116	6,129	5,518	6,387	7,939	1,823	30%
21	Massachusetts	608	449	443	472	434	(174)	-29%
22	Maryland	22,092	22,958	25,647	26,421	27,674	5,582	25%
23	Maine	1,651	1,350	1,157	795	553	(1,098)	-67%
24	Michigan	99	110	119	119	116	17	17%
25	Minnesota	26	33	24	24	11	(15)	-58%
26	Missouri	6,111	6,185	5,986	6,789	6,555	444	7%
27	Mississippi	4,028	3,812	3,753	3,591	3,960	(68)	-2%
28	Montana	1,371	1,230	1,156	1,503	1,445	74	5%
29	North Carolina	36,083	36,712	39,278	40,453	42,126	6,043	17%
30	North Dakota	2,636	2,437	2,184	2,198	2,171	(465)	-18%
31	Nebraska	4,044	3,984	4,016	4,090	4,619	575	14%
32	New Hampshire	68	78	38	43	29	(39)	-57%
33	New Jersey	3,009	2,925	2,802	2,747	2,798	(211)	-7%
34	New Mexico	7,228	6,833	6,284	5,186	6,256	(972)	-13%
35	Nevada	4,784	4,253	3,273	4,450	4,687	(97)	-2%
36	New York	5,573	5,729	6,459	6,588	7,049	1,476	26%
37	Ohio	5,147	4,608	4,463	4,835	4,607	(540)	-10%
38	Oklahoma	17,635	17,181	17,337	17,440	17,641	6	0%
39	Oregon	128	25	141	132	20	(108)	-84%
40	Pennsylvania	1,001	1,070	802	759	812	(189)	-19%
41	Puerto Rico	1,441	1,246	252	603	692	(749)	-52%
42	Rhode Island	1,591	1,640	1,546	1,480	1,387	(204)	-13%
43	South Carolina	11,399	11,139	11,502	10,994	10,958	(441)	-4%
44	South Dakota	1,424	1,020	1,030	1,088	1,394	(30)	-2%
45	Tennessee	10,912	10,825	11,245	11,992	11,482	570	5%
46	Texas	60,428	62,052	63,150	65,660	66,019	5,591	9%
47	Utah	10,403	9,284	9,555	9,362	7,791	(2,612)	-25%
48	Virginia	88,366	88,943	90,010	91,461	94,041	5,675	6%
49	Washington	25,395	24,721	25,810	26,485	27,154	1,759	7%
50	Wisconsin	925	875	821	821	878	(47)	-5%
51	West Virginia	105	326	86	91	104	(1)	-1%
TOTAL		565,622	561,251	568,271	585,472	597,413	31,791	6%

*One LEA in Utah significantly underreported the military-connected student population, according to a LEA official, which accounts for much of the apparent loss in students from SY 2009-10 to 2010-11.

Table 2

Largest Military-Connected States								
#	State	SY2006-07	SY2007-08	SY2008-09	SY2009-10	SY2010-11	Total	% Change
1	Virginia	88,366	88,943	90,010	91,461	94,041	5,675	6%
2	Texas	60,428	62,052	63,150	65,660	66,019	5,591	9%
3	California	49,299	47,146	48,110	49,725	49,126	(173)	0%
4	N. Carolina	36,083	36,712	39,278	40,453	42,126	6,043	17%
5	Florida	36,248	34,781	33,754	34,729	35,077	(1,171)	-3%
6	Georgia	32,652	32,185	33,575	32,967	32,598	(54)	0%
7	Maryland	22,092	22,958	25,647	26,421	27,674	5,582	25%
8	Washington	25,395	24,721	25,810	26,485	27,154	1,759	7%
9	Hawaii	24,285	24,136	22,944	23,893	23,972	(313)	-1%
10	Colorado	17,049	17,377	17,061	20,373	22,273	5,224	31%
TOTAL		391,897	391,011	399,339	412,167	420,060	28,163	7%

Table 3

Military-Connected States by Growth								
#	State	SY2006-07	SY2007-08	SY2008-09	SY2009-10	SY2010-11	Total	% Change
1	N. Carolina	36,083	36,712	39,278	40,453	42,126	6,043	17%
2	Virginia	88,366	88,943	90,010	91,461	94,041	5,675	6%
3	Texas	60,428	62,052	63,150	65,660	66,019	5,591	9%
4	Maryland	22,092	22,958	25,647	26,421	27,674	5,582	25%
5	Colorado	17,049	17,377	17,061	20,373	22,273	5,224	31%
6	Arizona	9,110	9,482	9,312	9,989	11,454	2,344	26%
7	Kansas	8,950	9,922	9,650	10,754	10,982	2,032	23%
8	Louisiana	6,116	6,129	5,518	6,387	7,939	1,823	30%
9	Washington	25,395	24,721	25,810	26,485	27,154	1,759	7%
10	New York	5,573	5,729	6,459	6,588	7,049	1,476	26%
TOTAL		279,162	284,025	291,895	304,571	316,711	37,549	13%
41	Idaho	1,840	1,804	1,727	1,768	1,616	(224)	-12%
42	Hawaii	24,285	24,136	22,944	23,893	23,972	(313)	-1%
43	D. C.	889	748	691	622	481	(408)	-46%
44	S. Carolina	11,399	11,139	11,502	10,994	10,958	(441)	-4%
45	North Dakota	2,636	2,437	2,184	2,198	2,171	(465)	-18%
46	Ohio	5,147	4,608	4,463	4,835	4,607	(540)	-10%
47	Puerto Rico	1,441	1,246	252	603	692	(749)	-52%
48	New Mexico	7,228	6,833	6,284	5,186	6,256	(972)	-13%
49	Maine	1,651	1,350	1,157	795	553	(1,098)	-67%
50	Florida	36,248	34,781	33,754	34,729	35,077	(1,171)	-3%
TOTAL		92,764	89,082	84,958	85,623	86,383	(6,381)	-7%

*One LEA in Utah significantly underreported the military-connected student population, according to a LEA official, which accounts for much of the apparent loss in students from SY 2009–10 to 2010–11. They were excluded from this list because of the inaccuracy of the data.

Growth and Loss in Military Dependent Students by LEA

To determine the growth and loss of military dependent students by LEA, five years of FIA data were compiled from SY 2006–07 through 2010–11. The purpose of this analysis is to identify the LEAs that actually grew or lost military dependents over this five-year period. This is the first effort to identify the LEAs nationwide that have actually grown or lost dependents and is a more accurate picture of the impact of troop movements on the enrollment of dependents in LEAs.

Table 4 is sorted by total military dependent student enrollment to display the largest military-impacted LEAs. These LEAs are generally associated with the largest military-impacted states. The largest military-impacted state, Virginia, has seven LEAs in the top 25 and Texas, the second largest, has three LEAs on the list, including the largest military-impacted LEA, Killeen Independent School District. Other states that made the top ten all have at least one LEA on the list.

Over the past five school years, the 25 largest military-connected LEAs grew by almost 12,000 military dependents. Sixteen of the LEAs accounted for the growth, while nine of the LEAs saw declines in military dependents. Overall, one third of the military dependent student population (232,000) is in these 25 LEAs.

Table 5 is sorted by the top 25 LEAs that experienced growth in military dependent students from SY 2006–07 through 2010–11. These LEAs grew by just over 30,000 military dependents, a 27% increase. Virginia, the largest military-impacted state, had three LEAs make the top 25, while five from Texas made the list. The two states that grew the most, North Carolina and Colorado, both have four LEAs on the list, with increases in personnel around Fort Bragg and MCB Lejeune, fueling the growth in North Carolina and Fort Carson in Colorado.

Harford County Board of Education is at the top, adding nearly 2,300 military-connected students, a direct result of the increase in personnel at Aberdeen Proving Ground in Maryland. Prince William County in Virginia also increased by over 2,000 military dependent students, serving two nearby installations that have grown, Fort Belvoir and MCB Quantico. Growth in Texas was fueled by increases of students around Fort Bliss, Fort Hood, and Naval Air Station Corpus Christie.

Table 6 provides the top 25 LEAs that declined in military dependent student enrollment from SY 2006–07 to 2010–11. Only LEAs that had military dependent student enrollment in both SY 2006–07 and 2010–11 were included. Florida tops the list with four LEAs that are spread throughout the state around various installations. Virginia has two LEAs, with Virginia Beach and Newport News declining in military dependent student enrollment, which is related to installations around Fort Story. Texas also has two LEAs, revealing losses of students at Shepherd and Randolph Air Force Bases. Two of Hawaii's Administrative districts and two Oklahoma LEAs are on the list as well.

Table 4

Impact Aid Comparison FY08-FY12 (SYs 2006-07 - 2010-11): Top 25 Military-Connected LEAs in FY 12														
			FY08 (SY 2006-07)		FY09 (SY 2007-08)		FY10 (SY 2008-09)		FY11 (SY 2009-10)		FY12 (SY 2010-11)		Change FY08-12	
#	St.	Military Impacted LEA	Total Military	Percent Military	Change Military	Percent Change								
1	TX	Killeen Independent School District	20,583	56%	21,692	56%	21,983	57%	22,623	57%	22,455	56%	1,872	9%
2	VA	Virginia Beach City School Board	21,587	30%	20,823	29%	20,658	29%	18,578	27%	20,684	30%	(903)	-4%
3	NC	Cumberland County Board of Ed.	15,926	30%	15,955	30%	16,364	30%	15,649	30%	15,997	31%	71	0%
4	VA	Fairfax County Public Schools	13,053	8%	13,437	8%	14,111	80%	14,400	8%	14,169	8%	1,116	9%
5	HI	Central Administrative School Dist.	12,597	39%	12,553	39%	12,571	39%	13,077	40%	13,135	39%	538	4%
6	CA	San Diego Unified School District	12,633	10%	12,356	10%	12,755	11%	12,872	11%	13,064	11%	431	3%
7	NC	Onslow County Board of Education	8,663	37%	8,917	38%	9,493	40%	10,392	43%	10,576	44%	1,913	22%
8	VA	Chesapeake City School Board	9,510	24%	9,523	24%	9,747	25%	10,029	25%	10,187	26%	677	7%
9	TN	Clarksville-Montgomery Co. Bo. of Ed.	8,979	32%	8,771	31%	9,326	32%	10,011	34%	9,979	34%	1,000	11%
10	VA	Prince William County School Board	6,116	9%	6,908	10%	7,336	10%	7,823	10%	8,158	10%	2,042	33%
11	FL	Okaloosa Co. School Board	8,598	28%	8,431	28%	8,247	28%	8,017	28%	8,102	28%	(496)	-6%
12	GA	Houston Co. Board of Education	7,789	31%	7,776	30%	7,401	28%	7,540	28%	7,605	28%	(184)	-2%
13	TX	El Paso Independent School District	5,949	9%	6,379	10%	5,983	10%	6,348	10%	7,154	11%	1,205	20%
14	HI	Leeward Admin. School District	7,074	18%	6,834	17%	5,981	15%	6,563	16%	6,750	16%	(324)	-5%
15	OK	Lawton School District	6,846	40%	6,404	39%	6,357	39%	6,441	39%	6,439	40%	(407)	-6%
16	MD	Anne Arundel Co. Public Schools	5,771	8%	6,103	8%	6,128	80%	5,982	8%	6,431	8%	660	11%
17	TX	Northside Independent School Dist.	5,803	7%	5,708	7%	5,847	70%	5,904	6%	6,401	7%	598	10%
18	MD	St. Mary's Co. Board of Education	4,967	30%	5,198	31%	5,367	32%	5,446	32%	6,116	35%	1,149	23%
19	VA	School Board for the City of Norfolk	6,324	18%	6,002	18%	5,756	17%	6,043	19%	6,057	19%	(267)	-4%
20	VA	Newport News City School Board	6,427	21%	6,353	21%	5,749	19%	5,943	20%	5,765	20%	(662)	-10%
21	KS	Geary Co. Unified School District	4,048	62%	4,749	66%	4,836	68%	5,101	66%	5,588	70%	1,540	38%
22	VA	Stafford County Public Schools	5,395	21%	5,415	21%	5,427	21%	5,448	20%	5,579	21%	184	3%
23	WA	Clover Park School District	4,764	40%	5,025	41%	5,064	41%	5,108	42%	5,400	43%	636	13%
24	WA	Central Kitsap School District	5,657	46%	5,542	46%	5,477	46%	5,353	46%	5,357	47%	(300)	-5%
25	GA	Muscogee Co. School District	5,436	16%	5,535	17%	5,550	17%	5,416	17%	5,253	16%	(183)	-3%
TOTAL			220,495	19%	222,389	19%	223,514	19%	226,107	19%	232,401	20%	11,906	5%

Table 5

Impact Aid Comparison FY08-FY12 (SYs 2006-07 - 2010-11): Top 25 Growth from FY08-12														
#	St.	Military Impacted LEA	FY08 (SY 2006-07)		FY09 (SY 2007-08)		FY10 (SY 2008-09)		FY11 (SY 2009-10)		FY12 (SY 2010-11)		Change FY08-12	
			Total Military	Percent Military	Change Military	Percent Change								
1	MD	Harford Co. Board of Education	951	2%	922	2%	3,593	9%	3,533	9%	3,237	8%	2,286	240%
2	VA	Prince William County School Board	6,116	9%	6,908	10%	7,336	10%	7,823	10%	8,158	10%	2,042	33%
3	NC	Onslow County Board of Education	8,663	37%	8,917	38%	9,493	40%	10,392	43%	10,576	44%	1,913	22%
4	TX	Killeen Independent School District	20,583	56%	21,692	56%	21,983	57%	22,623	57%	22,455	56%	1,872	9%
5	KS	Geary Co. Unified School District	4,048	62%	4,749	66%	4,836	68%	5,101	66%	5,588	70%	1,540	38%
6	NC	Harnett Co. Board of Education	2,005	11%	2,208	12%	2,710	14%	2,907	15%	3,468	18%	1,463	73%
7	AZ	Vail School District	608	8%	842	9%	1,457	15%	2,078	20%	2,068	19%	1,460	240%
8	GA	Columbia Co. Board of Education	2,132	10%	2,183	10%	2,931	13%	3,301	14%	3,497	15%	1,365	64%
9	CO	El Paso Co. SD #8-Fountain Ft. Carson	3,715	65%	4,176	68%	3,876	60%	4,818	70%	4,981	71%	1,266	34%
10	TX	Socorro Independent School District	981	3%	741	2%	1,428	4%	2,517	6%	2,194	5%	1,213	124%
11	TX	El Paso Independent School District	5,949	9%	6,379	10%	5,983	10%	6,348	10%	7,154	11%	1,205	20%
12	MD	St. Mary's Co. Board of Education	4,967	30%	5,198	31%	5,367	32%	5,446	32%	6,116	35%	1,149	23%
13	VA	Fairfax County Public Schools	13,053	8%	13,437	8%	14,111	8%	14,400	8%	14,169	8%	1,116	9%
14	TN	Clarksville-Montgomery Co. Bo. of Ed.	8,979	32%	8,771	31%	9,326	32%	10,011	34%	9,979	34%	1,000	11%
15	LA	Vernon Parish School Board	2,840	31%	2,956	32%	2,947	31%	3,153	32%	3,817	41%	977	34%
16	TX	Schertz-Cibolo-Universal City Ind. SD	2,550	27%	2,713	26%	3,033	27%	3,150	27%	3,473	28%	923	36%
17	CO	Falcon School District #49	2,716	22%	2,941	23%	2,897	21%	3,517	25%	3,624	24%	908	33%
18	SC	Richland County School District #2	2,557	12%	3,024	13%	3,042	13%	3,329	14%	3,451	14%	894	35%
19	TX	Corpus Christi Independent S. Dist.	277	1%	1,138	3%	1,059	3%	1,024	3%	1,130	3%	853	308%
20	NC	Carteret County Schools	380	5%	386	5%	951	12%	1,016	12%	1,218	14%	838	221%
21	NC	Moore County Schools	490	4%	558	5%	915	7%	1,130	9%	1,318	11%	828	169%
22	WA	North Thurston Public Schools	694	5%	824	6%	1,164	9%	1,413	10%	1,461	10%	767	111%
23	CO	Academy School District	4,427	21%	4,152	19%	4,874	22%	4,349	19%	5,166	22%	739	17%
24	CO	El Paso Co. School District	2,067	24%	1,944	23%	1,443	17%	2,597	29%	2,779	31%	712	34%
25	VA	Chesapeake City School Board	9,510	24%	9,523	24%	9,747	25%	10,029	25%	10,187	26%	677	7%
TOTAL			111,258	15%	117,282	16%	126,502	17%	136,005	18%	141,264	18%	30,006	27%

Table 6

Impact Aid Comparison FY08-FY12 (SYs 2006-07 - 2010-11): Top 25 Loss from FY08-12														
			FY08 (SY 2006-07)		FY09 (SY 2007-08)		FY10 (SY 2008-09)		FY11 (SY 2009-10)		FY12 (SY 2010-11)		Change FY08-12	
#	St.	Military Impacted LEA	Total Military	Percent Military	Change Military	Percent Change								
1	SC	Berkeley County School District	2,516	9%	2,451	9%	2,459	9%	1,877	7%	1,454	5%	(1,062)	-42%
2	NM	Albuquerque School District	3,709	4%	3,611	4%	3,251	3%	2,899	3%	2,701	3%	(1,008)	-27%
3	UT	Davis County School District	5,936	9%	4,776	7%	5,197	8%	4,999	8%	4,947	7%	(989)	-17%
4	GA	Liberty Co. Board of Education	5,283	48%	4,835	45%	4,958	45%	4,407	42%	4,353	41%	(930)	-18%
5	VA	Virginia Beach City School Board	21,587	30%	20,823	29%	20,658	29%	18,578	27%	20,684	30%	(903)	-4%
6	PR	Puerto Rico Dep. of Education	1,441	0%	1,246	0%	252	0%	603	0%	692	0%	(749)	-52%
7	AZ	Tucson Unified School District	2,389	4%	2,089	4%	1,905	3%	1,676	3%	1,669	3%	(720)	-30%
8	TX	Judson Independent School District	3,269	16%	3,135	15%	3,050	14%	2,942	14%	2,572	12%	(697)	-21%
9	FL	Escambia County School District	4,959	12%	4,652	11%	4,676	11%	4,450	11%	4,284	11%	(675)	-14%
10	VA	Newport News City School Board	6,427	21%	6,353	21%	5,749	19%	5,943	20%	5,765	20%	(662)	-10%
11	FL	Brevard Co. School Board	4,851	6%	4,697	6%	4,463	6%	4,328	6%	4,326	6%	(525)	-11%
12	ME	Brunswick School Committee	732	23%	654	22%	594	20%	366	14%	215	9%	(517)	-71%
13	FL	Duval Co. School Board	2,883	2%	2,331	2%	2,264	2%	2,629	2%	2,381	2%	(502)	-17%
14	FL	Okaloosa Co. School Board	8,598	28%	8,431	28%	8,247	28%	8,017	28%	8,102	28%	(496)	-6%
15	AK	Anchorage School District	4,583	9%	4,416	9%	4,420	9%	4,366	9%	4,096	8%	(487)	-11%
16	VA	Hampton City School Board	3,535	16%	3,387	15%	3,514	16%	3,227	15%	3,050	15%	(485)	-14%
17	TX	Burkburnett Ind. School District	1,230	33%	1,203	33%	1,127	31%	979	27%	802	24%	(428)	-35%
18	CA	Lompoc Unified School District	2,025	19%	1,943	18%	1,756	17%	1,707	17%	1,602	17%	(423)	-21%
19	OK	Lawton School District	6,846	40%	6,404	39%	6,357	39%	6,441	39%	6,439	40%	(407)	-6%
20	SC	Charleston County School District	1,898	4%	1,435	3%	1,621	4%	1,639	4%	1,497	3%	(401)	-21%
21	NM	Las Cruces School District	1,233	5%	823	3%	918	4%			843	3%	(390)	-32%
22	OK	Altus 33-I018-000	1,378	34%	1,262	33%	1,186	30%	1,140	29%	1,010	26%	(368)	-27%
23	HI	Windward Admin. School District	2,859	17%	2,709	16%	2,417	15%	2,621	16%	2,520	15%	(339)	-12%
24	HI	Leeward Admin. School District	7,074	18%	6,834	17%	5,981	15%	6,563	16%	6,750	16%	(324)	-5%
25	DC	District of Columbia Public Schools	799	1%	686	1%	606	1%	567	1%	476	1%	(323)	-40%
TOTAL			108,040	7%	101,186	7%	97,626	7%	92,964	7%	93,230	7%	(-14,810)	-14%

VI. PLAN FOR OUTREACH

DoD has made considerable progress in reaching out to LEAs and in partnering with public and private entities—all with the goal of enhancing the opportunities and outcomes of military dependents, including specific efforts tied directly to installations and LEAs that experience growth of military dependent students. Illustrations of the efforts include the following:

Department of Defense Initiatives

Interstate Compact on Educational Opportunity for Military Children

The Interstate Compact on Educational Opportunity for Military Children was developed in 2006 by DoD in coordination with the Council of State Governments. The purpose of the Compact is to alleviate the significant school challenges encountered by military families due to frequent relocations in the course of their service. Mobility is an ongoing reality for military families, and movements resulting from force structure changes, relocation of military units, or the closure or realignment of military installations under the base closure laws have made the Compact even more critical for military families and their children. The Compact was developed to address issues associated with class placement, records transfer, immunization requirements, course placement, graduation requirements, exit testing, and extra-curricular opportunities, which are more pronounced challenges for mobile military students.

The Compact reflects input from policy experts and stakeholders from eighteen different organizations, including representatives of parents; teachers; school administrators; military families; and federal, state, and local officials. The Compact establishes guidelines that will allow for the uniform treatment, at the state and local district level, of military dependent children transferring between school districts and states. As further validation of these guidelines, the Compact has been reviewed and approved by the legislatures and signed into law by Governors of 43 states as of the end of 2012.

The Compact became active upon approval by the 10th state on July 8, 2008, and as of the end of 2012, has been reviewed and approved by the legislatures and signed into law by Governors of 43 states. DoDEA serves as an ex-officio member of the Interstate Commission, which establishes the necessary rules and guidance to implement the provisions of the Compact.

Through the Compact, LEAs have flexibility to waive, temporarily in some cases, requirements that are necessary to ensure the continuity of education for military-connected students. For example, unofficial or hand-carried education records can temporarily be used to enroll students in a receiving school, and students are able to matriculate to the next grade, based on the rules in the sending school, regardless if they meet the age eligibility requirements for the new school. Additionally, a receiving school must initially honor the placements of the previous school in Honors, Advanced Placement, and other similar programs, and can also waive some graduation requirements if similar courses have been successfully completed in other schools.

Figure 1 below is a map of the states that have adopted the Compact. Nine of the ten states that experienced the most growth have adopted the Compact, with New York being the exception.

with the Secretary of Education in efforts to ease the transition of military dependents and authorizes the use of funds to share experience with and provide programs for LEAs. Since this authority has been in effect, DoDEA has provided \$222 million in grants to 181 LEAs (189 grants total). This investment has supported a wide array of research-based programs designed to increase student achievement and ease the challenges that military dependents experience.

The DoDEA Grant Program includes an emphasis on outcomes. Each grantee is required to conduct a program evaluation and provide quarterly progress reports to DoDEA. DoDEA provides technical assistance to grantees to ensure evaluation designs are appropriate, realistic, and an efficient measure of progress.

Since 2008, over 260,000 military dependents have benefited from these grants to LEAs. The grants have reached almost 600 elementary schools, 250 middle schools, and over 150 high schools.

The DoDEA Grant Program in 2009 and 2010, in particular, targeted LEAs that served installations where military dependent growth was expected. LEA eligibility was determined by the projected growth numbers provided by the Military Departments for this report. Since 2008, 13 LEAs that are in the top 25 in growth received at least one grant with all of those grants totaling over \$34 million. Fairfax County Public Schools, VA; Geary County Unified School District #475; Harford County, MD; El Paso County School District #8, CO; and El Paso Independent School District, TX, all received separate grants over three consecutive years.

A recent publication titled “Strategy Boosters” highlights strategies from nine grantees in the areas of professional development, technology, formative assessments, and transition support. It is the promising practices from the DoDEA grants, such as those included in this report, that can benefit other LEAs and support military dependent students throughout the United States. The full report can be found at:

<http://www.dodk12grants.org/Docs/DoDEAStrategyBoostersReport13.pdf>

The DoDEA Grant Program has successfully provided funding for improved academic, social, and emotional programs in many of the LEAs that are in the most need of assistance. As funding allows, grants will continue to be provided, with a focus on expanding educational opportunities for all children from military families.

DoDEA Resources for the Military Community and LEAs

In addition to the grant program, DoDEA has provided a number of resources to LEAs and the military community to support their efforts of ensuring each student receives the best education possible. These resources have benefited LEAs that have experienced growth and other impacted LEAs.

Students at the Center: A resource guide that provides educators with an understanding of the unique issues military children face and provides the military community with information on public school systems. To date, over 20,000 Students at the Center guides have been distributed.

Keeping Students at the Center: Training modules designed to support School Liaison Officers (SLOs) by providing them information, tools, and resources.

Resources to Empower Students: Professional development provided to public school educators through a set of 16 Special Education (SPED) modules, and face-to-face training. To date, DoDEA has distributed nearly 500 SPED module sets to LEAs and trained over 800 teachers and administrators from nine LEAs. Killeen Independent School District, TX; Fountain Fort Carson School District, CO (along with Falcon School District); and Onslow County, NC, all hosted a summer seminar and are on the list of top 25 military-connected LEAs that experienced growth from SY 2006–7 through 2010–11. Other districts that hosted seminars that are in the top 25 largest military-connected LEAs are Cumberland County, NC; Virginia Beach City Schools, VA; Okaloosa County, FL; Clover Park School District, WA; and Central Kitsap School District, WA.

Military and Family Life Consultant Program

In response to the increasing number of children with a deployed parent, DoD expanded the Child and Youth Behavioral Military Family Life Consultant (CYB-MFLC) Program to support and augment military-connected public schools. This program is also utilized in DoDEA schools. The CYB-MFLCs provide non-medical support to faculty, staff, parents, and children for issues amenable to short-term problem resolutions such as school adjustment issues; deployment and reunion adjustments; and parent/child communications. There are currently 220 MFLCs in 339 military-connected schools serving nearly 114,000 students in the United States.

Tutor.com

All military families, including Active Duty, National Guard, and Reserves, have access to a free, online tutoring program provided by DoD called Tutor.com. The program offers military families access to professional tutors 24/7, and has been used by military families in the United States more than 240,000 times over the past fiscal year to provide tutoring services such as help with studying and test preparation. This service is especially helpful for students who have a parent deployed or need assistance with schoolwork when relocating.

In this program, tutors help K–12 students in all skill levels—from elementary to college introduction—in mathematics, science, social studies, and English. Funded by the DoD Morale, Welfare, and Recreation Library Program and the Yellow Ribbon Reintegration Program, eligible military members and their dependents can obtain access to the service at no charge at: www.tutor.com/military.

Military Service Initiatives

United States Air Force

The Air Force's SY 2012–14 data is provided to determine installation impact due to force structure changes, relocation of military units, BRAC closures/realignments, as well as for preparing its annual DoD Assistance to LEAs for Defense Dependents' Education report.

The Air Force's military dependent students' data for SY 2012–13 is: military (+3,542), civilian (+9), and contractors (+184). For SY 2013–14, the numbers are: military (+1,503), civilian (-769), and contractors (-1119). In total, the data shows an overgrowth of 3,119 military dependent students through SY 2013–14.

Air Force installations continue to provide educational support through their designated senior military officer or full-time SLOs who attend local school boards to advocate for the interest of the students of Air Force families along with community and school leaders. To ensure proper resources for military families on the installation or in the community, the senior military officer/SLOs work with Airman & Family Readiness personnel in areas such as Relocation, Exceptional Family Member Program (EFMP) – Family Specialist; and in transition, personal, and work life. These individuals also work with Child Development Centers, Child and Youth Programs (CYPs), and MFLCs (Air Force has 99 Adult and 121 Child & Youth) in providing support and resources as families relocate due to starting or completion of professional education training, unit movements, and separation from the military.

United States Army

Army School Support Services has a unique and important role to play in supporting Soldier and Family well-being as well as preserving the all-volunteer force. Since 1998, as an outgrowth of the Army's landmark Secondary Education Transition Study research, the Army has developed specific and targeted school support actions such as:

- The five-year Army School Support Services Strategic Plan continues to build a support system to address learning environments, academic skills, and personal management skills to ensure positive outcomes for Army children and youth. The plan was developed using evidence-based practices and represents the collaborative efforts of school systems; national, state, and local education agencies; public and private sector youth service organizations; community groups, and Army personnel. The Army School Support Services Strategic Plan goals are: (1) Standardize Army School Support Services for all Army Families; (2) Advocate for quality education for Army children and youth; (3) Promote programs and services to support Army Families and stakeholders during all transitions, deployments and Army transformations, and (4) Develop a strategic marketing plan for Army School Support Services;
- As part of the Army School Support Services Strategic Plan, SLOs with strong educational backgrounds and experience are located on each Army garrison. Currently, 110 SLOs provide support to Continental United States (CONUS) and Outside

Continental United States (OCONUS) Garrison Commanders, Army Families, and school districts. SLOs advise garrison command staff on matters related to schools; assist Army Families with school issues; communicate information and support services to Army Families and schools; support Army Families during school transitions; collaborate with school districts to build positive relationships and address issues that impact Army students; facilitate training for parents, schools, and garrisons; foster reciprocal transition practices among school districts; and increase school transition predictability for Army Families;

- The Army is committed to enhancing the expertise of SLOs and other military professionals and has developed leadership development opportunities and an online training course of study for SLOs. In addition, Army funds professional development opportunities for school districts to build staff and student resilience, awareness of education issues unique to military-connected students, and skill in responding to military-connected student and Family needs. Key programs prepare educators to address the school transition concerns of mobile students and teach educators, community professionals and Family members how to support military children during times of uncertainty, trauma and grief;
- The Military Student Transition Consultant Pilot Program augments services of SLOs by placing professional educators onsite in school districts that support Army students at seven installations;
- Homeschool support is provided to Families who choose to homeschool their children. SLOs gather and share policies and resources to help these families overcome unique challenges and barriers;
- Currently, 165 DoD MFLCs support student behavioral health needs in 94 schools on 26 Army garrisons and 113 DoD Child Behavioral Consultants are assigned to 61 Army garrisons;
- Army School Support Services supports youth sponsorship programs in CONUS and OCONUS school districts to ease student transitions. Parent training and parent advocacy cadres at 23 highly-impacted garrisons provide support and encouragement to Army parents to help their children learn, grow, develop and realize their full potential;
- Research-based afterschool academic and mentoring programs are offered at selected schools and Youth Centers. These programs are designed to increase the number of Army youth who successfully achieve proficiency on required state assessments and to increase students' academic grades. Also included are credit recovery programs at selected schools that allow students to earn academic credits toward graduation;
- Academic support is provided to children and youth through online tutoring in mathematics, science, English, and social studies. Army School-Age Centers (grades K–5) and Youth Centers (grades 6–12) at each garrison include a Homework Center, creating a safe and familiar academic support environment before and after school;
- Army's Strong Beginnings preschool program prepares children for kindergarten; and
- Recognizing that the strength of Army Soldiers comes from the strength of their Families, Army School Support Services is dedicated to supporting Soldiers and their Families and fulfilling the Army promise to provide excellent school support services to Army Families.

United States Marine Corps

The Marine Corps School Liaison Program (SLP) is staffed by 24 School Liaisons at the 17 major installations, regional commands, and the Headquarters. Its mission is to identify and coordinate community resources to reduce the impact of the mobile lifestyle on military school-age children and families; implement predictable support services that assist children/youth with relocations, life transitions, and achieving academic success; and to provide a wide range of resources that facilitate successful school transitions for parents, students, schools, commanders, and communities. This includes forming partnerships with schools, other agencies, and installation units; assisting school districts in applying for available grants; and disseminating information on supportive programs like Tutor.com and SAS® Curriculum pathways. Additionally, Marine Corps School Liaisons work collaboratively with School Liaisons of the other services to coordinate efforts in co-located geographical areas. All School Liaisons provide assistance to military-connected families who are stationed at their installations or reside in their catchment area regardless of service affiliation.

With an active duty population of 198,000 Marines at the end of fiscal year 2012, the Marine Corps has over 66,500 school-aged children. These children face unique challenges associated with the mobile military lifestyle, the Marine Corps' high number of deployments, and a large number of Marines deployed. Recognizing that these children face additional challenges, the Marine Corps established the SLP in 2008 with the assignment of 18 School Liaisons to identify and coordinate resources; to implement predictable support services; and to provide a wide range of resources that facilitate successful school transitions. Realizing the importance of the services and assistance to the families, the SLP expanded to 21 Installation School Liaisons, two Regional School Liaisons, and a Headquarters Senior School Liaison as the program manager. With this structure, the SLP provides input and direction at the national policy level, provides for appropriate representation at state and national organizations, and ensures efficient and effective program implementation that is consistent and predictable for Marine families as they transition.

The roles of the Marine Corps School Liaisons include:

- The School Liaisons advocate for military-connected, school-age children at public, private, and home schools, and form partnerships with schools and other agencies in an effort to improve access and availability to quality education;
- School Liaisons are actively involved in efforts to assist school districts in applying for available competitive and non-competitive grants, and focusing on issues arising with military-connected school aged children. They also assist LEAs with applying for MFLCs to assist students, teachers, administrators, parents with deployment related issues, and training;
- School Liaisons are involved in actively promoting and disseminating information to United States Marine Corps families about free, online programs available to military students and their parents to enhance and improve academic performance such as Tutor.com and SAS® Curriculum Pathways;

- School Liaisons assist the families with school transitions associated with the frequent moves resulting from military moves as well as to mitigate education transition issues; and
- School Liaisons educate school administration, counselors, and teachers of the demanding obstacles, both academically and emotionally, confronting the mobile military school-age child.

To analyze program effectiveness and investigate areas of improvement, the SLP conducted an extensive data driven review of the entire program using data from the installations and the results of surveys of the LEAs on and near installations and Marine Corps parent with school-age dependents. As a result of this review, School Liaisons' assets at installations have been redistributed to balance needs and all School Liaisons have been realigned under the Family Care Branch. These changes will provide accessibility, consistency and predictability for parents seeking assistance from the School Liaisons regardless of their geographical location. In support of these efforts, the Marine Corps has developed and fielded a student Transition Folder that contains checklists and resource information to support the transition of the families as well as an Educator Resource Binder to provide information to the school administration on the challenges the transitioning students must overcome.

United States Navy

The Navy entered the fifth year of providing SLOs in all communities serving United States Navy families. The primary focus of programming is established to meet National Defense Authorization Act authority (Section 1785 of Title 10, United States Code) for Youth Sponsorship. Navy established SLO programs under Navy CYPs and focuses on K–12 issues to ease transition of children of families during change of station and deployments.

By its core mission, the Navy is an expeditionary force that has experienced more than two hundred years of deployment and continues to experience demands on active duty and reserve Sailors, and up to 70% of Sailors and their families are in some phase of a deployment cycle. In addition, up to one third of our Navy families are moving between duty stations in any given calendar year, causing Navy associated children to attend six to nine different schools in the K–12 grade years. A new focus this year includes the Navy implementation of 21st Century Defense initiatives and preparing programs that assist families in adapting to current efforts to rebalance towards the Asia-Pacific region.

To meet the challenges of military families, Navy Commanders and fifty-eight SLOs world-wide work to ensure state legislators, state and local level educators, and national education policymakers are aware of the K–12 education challenges facing military-related children, and they work to support state participation in the Interstate Compact on Educational Opportunity for Military Children (enrollment, eligibility, placement, extracurricular, and graduation).

In the past year, Navy Commanders and their SLOs have been working to establish connections between gaining and losing installations where there is an identified change in population. This partnering uses the entire “Navy System of Care” to prepare families, educators and community support systems at the gaining installations. Specifically, installations provided more than

241,000 direct support actions to military families that included more than 25,000 in transition support, 9,000 in K–12 Special Education System Navigation, and 21,000 families in deployment support.

Navy partnerships are also focused on supporting the maritime role in the evolving Defense Strategy to create “Strategic Agility.” The K–12 planning and support is being directed toward communities that are expected to see an increase in numbers of Navy families. In particular, emphasis is in two Fleet concentration areas of San Diego and Newport News to ensure transitions and coordination occurs between sending and receiving school systems and installations. The Navy’s goal is to ensure a smooth take-off and soft landing for school-age children and provide local and state education agencies as much advance planning notice as possible.

Navy CYPs use SLOs and Youth/Teen Programs to address the K–12 education needs of our children. Specifically, the Navy has a robust program executing seven core areas, which include:

- School Transition Support: moving between installations;
- Deployment Support: assistance to families experiencing all phases of deployment;
- Special Education System Navigation: providing focuses support to families with children having special needs;
- Command, Educator, Community, Parent communications;
- Home School Support;
- Partnerships in Education ; and
- Postsecondary Preparations.

During SY 2011–2012, Navy worked with LEAs to establish strong connections between schools and Navy installations. This includes expanding a hallmark partnership with LEAs and Old Dominion University using interns to work with teams in school-based transition centers and the DoDEA Education Partnership Branch. The system created a hallmark in the Navy’s “school-based” programming concept that closely follows the Hawaii Transition Center concept. In the late 1990’s, the Hawaii Transition Center implemented processes in their schools with emphasis on institutionalized delivery of transition services to “all” students.

The past year has seen an increased use of Navy delivery systems to meet the needs of families. Our installations work closely with schools serving military children to provide in-school support systems including increased use of Fleet and Family Support Program and EFMP liaison partners in the schools.

The Navy is proud of a strong history of working very closely with our community partners. The efforts of our commanders and the commitments from communities serving Navy families have laid the groundwork for successfully planning for and carrying out changes in our mission requirements.

U. S. Department of Education Initiatives

In 2008, the Deputy Secretaries of Defense and Education signed a Memorandum of Understanding (MOU) to create a formal partnership between the two Departments in support of the education of military-connected students. Through the MOU, the agencies can now leverage their coordinated strengths to improve the educational opportunities for children of military families. The MOU defines, in general terms, the areas which the Departments will work together to strengthen and expand efforts to ease student transitions and the quality of education; student transition and deployment; data collection, communication and outreach; and the sharing of resources and tools. The MOU also creates a working group comprised of members from the two Departments who will work to implement the elements of the MOU.

The Secretary of Education and his senior staff listened and learned from high school military-connected students during ED's Student Voices Series. The sessions were designed for the students to speak candidly about their educational challenges. Many talked about the hardships they experience when moving from state to state, especially the barriers related to transferring course credits from school to school. The session prompted the Secretary to write a Dear Colleague Letter to all LEAs and Chief State School Officers to encourage the adoption and implementation of the Interstate Compact on Educational Opportunity for Military Children, which addresses many of the transfer challenges of highly mobile military students.

ED organized a panel discussion at the 2012 National Charter Schools Conference on the unique challenges of charter operators and others involved in establishing charter schools on military bases, with emphasis on new tools and lessons learned to assist future expansion. The panel addressed the growing body of knowledge regarding the successful development and effective practices of these schools. Information was also provided on existing tools, resources, concepts for professional networking, new charter projects, the challenges of this unique population of students, and the hurdles for startups.

The Secretary of Education's priority for military families in ED's discretionary grants can now be applied to favor grant applications that meet the needs of military-connected children, service members, spouses, and veterans. The priority was included in the FY 2012 application notices of the Equal Opportunity Centers Program, the Non-State Educational Agencies Charter Schools Program Grant, and the Elementary and Secondary School Counseling Discretionary Grants.

Forty-five states, four territories, and DoDEA are adopting the Common Core State Standards into its curriculum, instruction, and assessment programs. The initiative began more than two years ago as collaboration between state governors and education leaders to introduce consistency in education systems across the nation. This initiative will help alleviate transition issues for highly mobile students. All participating states are working together to implement high-quality standards in English language arts, mathematics and science for grades K–12. These curriculum standards are research-based, rigorous, relevant, and reflect the knowledge and skills our nation's students need for success in college and careers.

ED is very committed to providing the support needed by military students to succeed in college and obtain their degrees. The Federal Student Aid Web site has information on a variety of types

of loans and grants available to all types of postsecondary students. There is also a separate Web page outlining the unique financial aid resources for military families. However, in order to access federal financial aid, students need to complete the Free Application for Federal Student Aid (FAFSA). Many states and postsecondary institutions also use the FAFSA to determine the student's eligibility for other types of financial aid. Military families can access the College Navigator which enables them to quickly locate educational programs and access critical information on each of them. The College Affordability and Transparency Center also provides a tool for quickly comparing colleges by tuition level and total net cost.

The Office of Postsecondary Education worked with Veterans Affairs and Defense to implement Executive Order (EO) 13607: Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. A Dear Colleague Letter on the topic was published in June 2012 providing implementation guidance to postsecondary institutions on standardized cost form, federal aid information, aggressive and fraudulent recruiting, accreditation, readmission, refund, individual education plans, and academic and financial counseling points of contact.

ED continues to reach out to stakeholders to increase awareness of the challenges of military families, visit military installations, participate in conferences, provide technical assistance, and initiate collaborative action.

The Departments will continue their concerted efforts to build relationships between local communities, military installations, school districts, and our state and federal partners to address issues that affect the education and well-being of children of the military and their families.

VII. CONCLUSION

The projected student population figures given in this report represent a snapshot in time and will increase or decrease depending on: 1) mission requirements; 2) timely completion of infrastructure such as housing and utilities; and 3) the military members' decisions about the best time to relocate their school-age children.

The most accurate and up-to-date information comes from communities working closely with military installation commanders. Experience demonstrates that communities that work collaboratively with their state(s), installation commanders, and business leaders, are able to develop and successfully execute educational growth plans that are viable, sustainable, and accurately reflect the unique needs of that community.

Although the restructuring of military installations presents many challenges, both growth and the subsequent expansion of communities represent positive potential. Partnerships and collaborative planning between school systems and the military are crucial. DoD views this as shared responsibility among the military, supporting communities, and families all working together toward a common goal.

Progress has been made on many fronts, and many initiatives are ongoing to provide assistance to LEAs that experience growth in the enrollment of military dependent students and to aid students during times of transition and deployment.

Quality of education available to military dependent children affects retention, readiness, and morale of our nation's all-volunteer military. The Department is committed to influence and provide resources to ensure military dependent children achieve the academic success and have every opportunity for a quality educational experience. The Department is steadfast in its efforts to encourage and support relationships between local communities, military installations, LEAs, and our state and federal partners to address issues that impact the education and well-being of military dependents and their families.