

2017

EDUCATIONAL
PERFORMANCE OF
MILITARY-
CONNECTED
STUDENTS

Annual Report



SC EDUCATION
OVERSIGHT COMMITTEE

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Educational Performance of Military-Connected Students, 2017

TABLE OF CONTENTS

Introduction	1
Acknowledgements	2
Summary of Findings and Recommendations	3
Section I: Recent Developments	7
Section II: Demographics of Military-Connected Students	14
Section III: Academic and Attendance Data	18
Section IV: Support and Engagement of Military-Connected Families and Educators	23
Appendix A: Resources for Military-Connected Students and Families	25
Appendix B: Military-Connected Students by District, February 2017	27
Appendix C: Beaufort/Sumter Participant Survey Reports (Summative & by District)	28

Introduction

April 10, 2017

In 2014, the General Assembly passed Act 289, the Military Family Quality of Life Enhancement Act. The Act's purpose is to "enhance many quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.¹

The EOC evaluation team worked closely with the military and education community as it developed this report. Professionals, who directly support military families, provided input. Both the South Carolina Department of Education (SCDE) and Defense Manpower Data Center provided data. The 2017 report provides:

- An overview of the federal Impact Aid program;
- Details regarding the demographics of military-connected students;
- An update on the academic performance and school attendance of military-connected students; and
- A summary of the trainings for educators and families to enhance support of military-connected students at home and in school.

¹ Section 59-18-900(H)

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Summary of Findings and Recommendations

1. U.S. Department of Education data show ten districts applied for federal Impact Aid funding under Section 8003 (Basic Support) during FY 2015-16. Estimated FY 2015-16 payments were approximately \$1 million. If Impact Aid was fully funded at the federal level, payments to South Carolina districts would be \$13.1 million. Total payments represented 12,326 federally-connected students.
2. National, state and local district collection of military-connected student data is inconsistent. However the overall number of military-connected students has increased, as documented by the federal government. Data about South Carolina students provided by the federal Department of Defense Education Activity (DoDEA), indicates there were 13,094 military-connected students in South Carolina with at least one active-duty parent in January 2017.² DoDEA data include students ages five – eighteen.
3. As a state, South Carolina continues to underreport the number of military-connected students, but the difference in numbers reported at the state and national level is closing. February 2017 data provided by the SC Department of Education (SCDE) indicate there were 9,622 military-connected students with at least one parent on active duty, representing a 37 percent underreporting of the DoDEA estimate. However, SCDE reported 7,308 military-connected students in 2014 and 7,763 military-connected students in January 2016. This represents a 24 percent increase in state reporting of military-connected students from the 2016 school year to the 2017 school year.
4. S.C. Department of Education enrollment data for the 2016-17 school year indicate there are 12,671 military-connected students. The identification of military-connected students has increased by 32 percent (3,099 students) from 2015-16 to 2016-17 school year.
5. Data provided by the Department of Defense Education Activity (DoDEA), indicates there were 13,094 military-connected students with at least one active-duty parent in November 2015.³ February 2017 data provided by the SC Department of Education (SCDE) indicates there are 9,622 military-connected students with at least one parent who was on active duty, representing a 37 percent underreporting of the DoDEA estimate. However, SCDE reported 7,763 military-connected students in 2016 and 9,622 students in 2017. This represents a 24 percent increase in state-reported military-connected students from the 2016 school year to the 2017 school year.
6. While ESSA requires the identification and collection of military-connected student data, South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is

² The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and also overseas at American military bases worldwide.

³ The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and also overseas at American military bases worldwide.

often used for state and federal reporting requirements. In PowerSchool a “Parent Military Status” field includes a list with eight possible student status options, as shown in Figure 1 below.⁴ This field remains unchanged since the 2015 EOC report on military-connected students.

7. Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. It does not appear that information regarding federally-connected students is collected in PowerSchool. As noted earlier in this report, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally-connected.

Recommendation 1: With the input of districts and other stakeholders (such as school liaison officers), additional discussion and analysis of the process for collection of this data should be considered to enhance identification of federally- and military-connected students. In the 2015 EOC report on military-connected students, the EOC recommended this field be revised to reflect criteria for qualification for federal Impact Aid funding and provide more information about students that may be useful for district and school staff so they can enhance their support of military-connected students. Military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional, physical and academic challenges.

8. Ten school districts account for almost 89 percent of the state’s population of military-connected students. See Table 1 below for more detail.

⁴ SC Department of Education, “PowerSchool Data Collection Manual, Fall 2016-17,” p. 127. May be accessed at: <http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/>.

Table 1
Districts with the Largest Military-Connected Student (MCS) Populations, 2016

District	Frequency	Percent of Total MCS State Population
Richland 2	3,536	27.91
Berkeley	1,720	13.57
Dorchester 2	1,556	12.28
Beaufort	1,137	8.97
Lexington 1	919	7.25
Sumter	830	6.55
Kershaw	622	4.91
Lexington 5	379	2.99
SC Public Charter School District	314	2.48
Charleston	242	1.91
Total	11,255	
Percent		88.82%

Source: SC Department of Education, February 2017 reported to EOC

9. Military-connected students continue to outperform their peers in English language arts, mathematics and science in all subjects and grades. The performance of military-connected students is most significant in third through fifth grades. In 2015-16 English language arts, 58.9 percent of third grade military-connected students scored “meets” or “exceeds”, compared to 43.7 percent of their peers who scored “meets” or “exceeds” on SC READY. In math, 61.4 percent of military-connected students scored “meets” or “exceeds”, and 46.7 percent of their peers scored “meets” or “exceeds”, representing a 14.7 percent difference.
10. During the 2015-16 school year, military-connected students continue to outperform all students statewide on the End-of-Course Examination Program exams. On average, military-connected students’ mean scores were 4.2 points higher, with the largest difference in Biology where their mean scores were 5.3 points higher than students statewide.
11. During the 2015-16 school year, the high school graduation rate for military-connected students was 96.6 percent. The state on-time graduation rate was 82.6 percent.
12. The average number of school days missed for military-connected students increased during the 2015-16 school year by .6 days to 4.8 days. During the 2015-16 school year, 15 districts reported military-connected students were absent for more days than the statewide average of 4.8 days. Colleton reports the highest absence rate (seven days) and the SC Public Charter School District has the lowest absence rate. The average number of school days absent for military-connected students during the 2014-15 school year was 4.2 percent. In 2014-15, nine districts exceeded this average.
13. With the Military Child Education Coalition, Beaufort and Sumter school district staff coordinated 42 hours of training. More than 400 parents and educators participated in the trainings. Approximately 11 percent of parent participants responded to email surveys. After the training, 96 percent of parent respondents characterized their knowledge as “basic”

or “extensive,” with 68 percent considering their knowledge as “extensive.” Over 88 percent responded they would use information from the trainings to support their children’s educational or social-emotional needs. All respondents agreed the training resources were useful.

Recommendation 2: To increase the overall parent response rate, administration and collection of survey responses at the training site should be considered.

At 56.5 percent, the response rate on the educator surveys was significantly higher. Overall 58 percent of educators who participated were school counselors. About 90 percent of respondents rated their understanding of the needs of military-connected students as “very knowledgeable” or they “could teach the class.” Educators in both Sumter and Beaufort found the information to be very relevant to their interactions with military-connected students. At least 97 percent in both districts believed the workshops would impact both their awareness of and their personal interactions with military-connected children and families.

I. Recent Developments

Impact Aid Background

The federal Impact Aid Program was signed into law in 1950. Approximately 1,300 school districts enrolling 10 million students receive \$1.3 billion in Impact Aid funding.⁵ Impact Aid was incorporated into the Elementary and Secondary Education Act in 1994. It reimburses school districts for the loss of local tax revenue due to the presence of the federal government. Federal activities reduce local taxes because federal property is removed from the tax rolls and/or the school district is educating students with no or reduced tax revenue associated with federally-connected students. Examples of federal impaction include: military installations, Indian Trust, Treaty and Alaska Native Claims Settlement Act Lands, civil service activities such as veterans hospitals, federal agencies and national parks, and low-rent housing properties owned by the federal government.

Each school district must submit an Impact Aid application annually to the U.S. Department of Education (USDE). USDE allocates funding in multiple installments until all available funds are distributed. The Impact Aid Program has not been fully funded since 1969. Local school districts can qualify for Impact Aid through various sections of the Program. States are restricted from reducing state aid for a federally-connected school district because of its receipt of Impact Aid funding. However, if a state has a school finance formula designed to equalize expenditure for all school districts in that state, and if the state meets several other criteria, the state can reduce the amount of state funding allocated to a specific school district based on its Impact Aid payment. This equalization policy currently does not apply to South Carolina's Education Finance Act.

Table 2 describes school eligibility for Impact Aid. Section 8002 reimburses school districts that have lost significant local revenue due to federal ownership of land within school district boundaries. Section 8003 payments for federally-connected students compensate school districts for educating students whose parents or legal guardians reside and/or work on federal property, including children of members of the uniformed services, and children who reside on Native American Lands. Section 8003 is the largest component of the Impact Aid Program. Federally-connected children are defined as children whose parent(s):

- live on Indian trust, treaty land or ANSCA land;
- are members of the uniformed services and reside on a military installation;
- are members of the uniformed services but who reside off the military installation;
- reside in federal low-rent housing (not Section 8 housing);
- both live and work on federal property; or

⁵ National Association of Federally Impact Schools, "Impact Aid Overview." Accessed at http://media.wix.com/uqd/423d5a_7b739df61ae643f2be82e836734dd5ca.pdf.

- work or live on federal property.

Section 8003(D) provides payments to school districts for the additional costs associated with educating military and Indian Lands students with disabilities, identified as those with an active Individual Education Plan. Funding has to be spent on an activity that is eligible under the Individuals with Disabilities Education Act (IDEA). Section 8004 funding is available to districts with children residing on Indian Lands. Affected districts must establish Indian Policies and Procedures to ensure the school district meets certain requirements. Payments for districts to meet capital or construction needs of students are allowable under Section 8007.

Table 2
School District Eligibility for Impact Aid Funding⁶

Section	Description	School District Eligibility
Section 8002 (Federal Property)	Eligible federal lands include: national parks and grasslands, national laboratories, Army Corps of Engineers projects, military testing grounds, expansions of military installations and environmental waste sites.	Property was acquired by the federal government after 1938 and the assessed valuation of the property, when it was acquired by the federal government, is at least 10% of the school district's total assessed value.
Section 8003 (Basic Support Payments for Federally-Connected Children)	A district can choose one of the following two options to count students: (1) use a USDE-approved form for counting each enrolled child or (2) use SourceCheck, a USDE-approved means of counting the members of a school district's federally-connected children. It is provided to a parent's employer, a housing officials and a tribal official.	A school district must educate at least 400 federal students in average daily attendance or have at least a 3% average daily attendance of federal students.
Section 8003(D) (Children with Disabilities)		Military and Indian Lands students with disabilities with an active IEP.
Section 8004 (Children Residing on Indian Lands)	Districts with children residing on Indian Lands must establish Indian Policies and Procedures to ensure district meets certain requirements.	
Section 8007 (Construction)	Payments for districts to meet capital or construction needs of federal students.	Two different allocations: 60% is dedicated for competitive grants and 40% is allocated in formula payments to eligible school districts.

Source: National Association of Federally Impacted Schools, "The Basics of Impact Aid."

Actual payments to a school district are complicated due to the program not being fully funded since 1969. As of federal FY 2015-16, basic support aid is only funded at 56 percent.⁷

⁶National Association for Federally Impacted Schools, "The Basics of Impact Aid." May be accessed at: http://media.wix.com/ugd/423d5a_751601531b7c42948bf292f68a8c8a77.pdf

Payments are reduced and distributed on a needs-based formula. The Learning Opportunity Threshold (LOT) is the percentage that shows how dependent a school district is on Impact Aid funding. As the LOT percentage increases, a school district's payment also increases.

School districts with a total student enrollment of fewer than 1,000 students in average daily attendance and have per-pupil expenditures less than the state or national average per-pupil expenditures qualify for an automatic 40 percent of the Learning Opportunity Threshold. In addition, districts may qualify for additional funding if they are considered to be heavily impacted by the presence of the federal government.

The National Association of Federally Impacted Schools (NAFIS) utilizes data from the US Department of Education (USDE) to determine impact aid funding at the state level. NAFIS is a non-profit, non-partisan corporation of school districts throughout the United States, organized primarily to educate Congress on the importance of Impact Aid. Founded in 1973, the association works to ensure the needs of federally-connected children are met with adequate federal funds. NAFIS represents children residing on Indian Lands, military children, children residing in low-rent housing projects, and children whose parents are civilian but work and/or live on federal property. Using USDE data posted on the NAFIS website for federal Fiscal Year October 1, 2015-September 30, 2016, ten school districts in South Carolina applied for Impact Aid funding under Section 8003, basic support payments for federally-connected students. Estimated federal FY 2016 payments were approximately \$1,030,238. If the Impact Aid Program was fully funded at the federal level, federal FY 2016 payments to South Carolina districts would have exceeded over \$13 million.⁸ Data from NAFIS is included in Table 3 below. The most recent SC Department of Education (SCDE) data is for state Fiscal Year July 1, 2014-June 30, 2015. During the state FY 2014-15, approximately \$1,322,189 was paid to districts for maintenance and operations under Public Law 81-874.⁹

Total payments represented about 12,326 federally-connected students, with a majority of those students enrolled in Berkeley, Charleston, Aiken and Sumter school districts. Using this data, South Carolina school districts reported 4,491 additional students, or 57 percent, from the prior year.¹⁰

⁷ National Association for Federally Impacted Schools, "History of Impact Aid Appropriations." May be accessed at http://media.wix.com/ugd/423d5a_55cf1c60b8ed4044a1be4d16c01b20d2.pdf.

⁸ National Association of Federally Impacted Schools, "2016 Blue Books." May be accessed at http://media.wix.com/ugd/423d5a_92e724ebca3c4e24888e09fa8b01d9f1.pdf.

⁹ See "FY 2014-15 Revenue Information" link at SCDE website <http://www.ed.sc.gov/finance/financial-data/historical-data/district-revenue-information/>.

¹⁰ For more detail about federal FY 2015 payments, refer to Education Oversight Committee's "2015 Educational Performance of Military-Connected Children," p. 9.

Table 3
Impact Aid Section 8003 Payment Estimates, for Federal FY 2015 and 2016¹¹

FY 2015					FY 2016			
School District	Learning Opportunity Threshold	Estimated Payment	Maximum Payment	Total Federally-Connected Students Average Daily Attendance	Learning Opportunity Threshold	Estimated Payment	Maximum Payment	Total Federally-Connected Students Average Daily Attendance
Section 8002 – Federal Property Payments								
Anderson 4		\$216,608	\$3,165,436		FY 2016 data not updated by U.S. Department of Education at time of report.			
Section 8003 – Basic Support Payments								
Aiken	2%	\$5,019	\$308,402	368.19	9.39%	\$ 68,853	\$ 804,015	2077.29
Beaufort	0%			0	4.14%	\$ 29,162	\$ 772,355	761.79
Berkeley	10%	\$306,137	\$3,252,767	2525.51	9.80%	\$ 281,432	\$ 3,148,857	2,546.22
Charleston	4%	\$59,367	\$1,744,148	1419.06	5.54%	\$ 100,667	\$ 1,992,430	2,319.29
Dorchester 2	0%			0	4.46%	\$ 41,133	\$ 1,011,252	924.7
Florence 3	0%			0	6.36%	\$ 6,838	\$ 117,890	215.64
Marion	0%			0				
Richland 1	1%	\$942	\$136,912	149.72	0.46%	\$ 359	\$ 86,465	95.11
Richland 2	8%	\$174,405	\$2,344,149	1731.69	7.31%	\$ 151,377	\$ 2,270,642	1,609.28
Sumter	12%	\$292,120	\$2,648,458	1554.67	12.64%	\$ 330,131	\$ 2,863,810	1,684.61
Barnwell 29	40%	\$18,493	\$49,713	86.64	40.00%	\$ 20,286	\$ 55,610	92.29
TOTAL		\$1,073,091	\$13,649,985	7835.48		\$ 1,030,238	\$ 13,123,326	12326.22

Source: National Association of Federally Impacted Schools, “2015 Blue Book (8003).” Federal fiscal year is October 1 – September 30.

¹¹ National Association for Federally Impacted Schools, “2015 Blue Book (8003).” May be accessed at: http://media.wix.com/uqd/423d5a_5bc3ae0d915648a08deffe8209c850ae.pdf.

Identification and Collection of Military-Connected Student Data

Every Student Succeeds Act

In December 2015, changes to Impact Aid and the identification of military-connected students were enacted due to the congressional passage of the Every Child Succeeds Act (ESSA). Under ESSA, the disaggregation of student-level data is required, including the identification, collection and reporting of military-connected students. ESSA also addresses Impact Aid. Funding authorization for Impact Aid is stagnant for the first three years of the four-year authorization. However, some changes to Impact Aid were made:

- technical and formula changes to federal properties that have already reduced program subjectivity and increased timeliness of payments were made permanent;
- the federal properties “lockout” provision that prevented eligible federally-impacted school districts from accessing Impact Aid funding was eliminated;
- the basic support formula was adjusted to ensure equal proration when appropriations are sufficient to fund the Learning Opportunity Threshold; and
- a hold harmless provision was included to provide budget certainty to school districts facing a funding cliff or significant changes to their federally-connected student enrollment.¹²

ESSA requires the state identification, collection and reporting of military-connected students in Title I, Part A, Section 1011:

“(ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).¹³

This federal requirement will provide more consistent, easily identifiable data regarding military-connected students with a parent on active duty. As student identification improves, additional supports may be put into place to assist students who live with perpetual challenges presented by frequent moves, parental and sibling deployments, and transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily

¹² National Conference of State Legislatures, “Summary of the Every Student Succeeds Act, Legislation Reauthorizing the Elementary and Secondary Education Act.” May be accessed at: http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf.

¹³ Every Student Succeeds Act. More information may be accessed at: <https://www2.ed.gov/policy/elsec/leg/essa/index.html>.

on a network of supportive adults who are trained to identify early signs of emotional or physical challenge.

SC Collection of Military-Connected Student Data

While ESSA requires the identification and collection of military-connected student data, South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. In PowerSchool a “Parent Military Status” field includes a list with eight possible student status options, as shown in Figure 1 below.¹⁴ This field remains unchanged since the 2015 EOC report on military-connected students.

Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. It does not appear that information regarding federally-connected students is collected in PowerSchool. As noted earlier in this report, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally-connected. With the input of districts and other stakeholders (such as school liaison officers), additional discussion and analysis of the process for collection of this data should be considered to enhance identification of federally- and military-connected students. In the 2015 EOC report on military-connected students, the EOC recommended this field be revised to reflect criteria for qualification for federal Impact Aid funding and provide more information about students that may be useful for district and school staff so they can enhance their support of military-connected students.

¹⁴ SC Department of Education, “PowerSchool Data Collection Manual, Fall 2016-17,” p. 127. May be accessed at: <http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/>.

Figure 1
Military-Connected Student Data Collected in PowerSchool, 2016-17

<p>Parent Military Status <i>(ParentsMilitaryStatus)</i> [S_SC_STU_X]</p>	<p>Select from the drop-down list the appropriate status for your student:</p> <ul style="list-style-type: none"> • (blank) – Neither Parent nor Guardian is serving in any military service. • 01 – A Parent or Guardian is serving in the National Guard but is not deployed. • 02 – A Parent or Guardian is serving in the Reserves but is not deployed. • 03 – A Parent or Guardian is serving in the National Guard and is currently deployed. • 04 – A Parent or Guardian is serving in the Reserves and is currently deployed. • 05 – A Parent or Guardian is serving in the military on active duty but is not deployed. • 06 – A Parent or Guardian is serving in the military on active duty and is currently deployed. • 07 – The student’s Parent or Guardian died while on active duty within the last year. • 08 – The student’s Parent or Guardian was wounded while on active duty within the last year.
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Source: SC Department of Education

II. Demographics of Military-Connected Students

National, state and local district collection of military-connected student data is inconsistent. ESSA requires the disaggregation of student-level data, including military-connected students. When this requirement is fully implemented, data collection should become more consistent and accurate. Currently, there is no state law that requires collection of federally- or military-connected student data.

Number of Military-Connected Students

As a state, South Carolina continues to underreport the number of military-connected students, but the difference in numbers reported at the state and national level is closing. Data related to military-connected students are collected and reported by districts in PowerSchool. However the overall number of military-connected students has increased, as documented by the federal government. Data about South Carolina students provided by the federal Department of Defense Education Activity (DoDEA), indicates there were 13,094 military-connected students in South Carolina with at least one active-duty parent in January 2017.¹⁵ DoDEA data include students ages five – eighteen.

February 2017 data provided by the SC Department of Education (SCDE) indicates there were 9,622 military-connected students with at least one parent on active duty, representing a 37 percent underreporting of the DoDEA estimate. However, SCDE reported 7,763 military-connected students in 2016 and 9,622 students in 2017. This represents a 24 percent increase in state-reported South Carolina military-connected students from the 2016 school year to the 2017 school year.

Table 4
Estimated Number of Military-Connected Students
with Active-Duty Parent, 2012-2016

Active Duty	Sept. 2012 DODEA	Nov. 2015 DODEA	Jan. 2017 DODEA	2014 SCDE	2016 SCDE	2017 SCDE
Air Force	3,826	4,766	3,751			
Army	5,855	3,832	5,365			
Marines	1,980	2,275	1,925	7,308	7,763	9,622
Navy	1,936	1,462	3,751			
TOTAL	13,597	12,335	13,094	7,308	7,764	9,622

Sources: SC Department of Education February 2017 reported to EOC; DoDEA

Table 5 below shows data provided by SC Department of Education in February 2017. Approximately 994 military-connected students have at least one parent who is deployed,

¹⁵ The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and also overseas at American military bases worldwide.

including National Guard, Reserves and active duty military personnel. In addition, 24 military-connected students were reported to have a parent who was on active duty but died within the last year; another 66 military-connected students have a parent who was on active duty and wounded within the last year. About 76 percent of military-connected students have at least one guardian or parent who is on active duty.

Reporting of military-connected students by districts has increased by 32 percent (3,099 students) from 2015-16 to 2016-17 school year. Families and educators need to continue assisting with the reporting of this data so district and school staff can identify students who may need additional support services. As noted in the prior section, military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional, physical and academic challenges.

Table 5
Military-Connected Students,
by Parental Military Branch and Deployment Status

Military Connection	2015		2016	
	Number	Percent	Number	Percent
National Guard - Not Deployed	835	8.72%	1,546	12.20%
Reserves - Not Deployed	716	7.48%	1,231	9.72%
National Guard - Deployed	164	1.71%	161	1.27%
Reserves - Deployed	94	0.98%	111	0.88%
Active Duty Military - Not Deployed	6,999	73.12%	8,649	68.26%
Active Duty Military - Deployed	699	7.30%	883	6.97%
Active Duty Military - Deceased in last year	26	0.27%	24	0.19%
Active Duty Military - Wounded in last year	39	0.41%	66	0.52%
Subtotal Active Duty	7,763		9,622	
Total	9,572		12,671	

Source: SC Department of Education, February 2017 reported to EOC.

Of the 12,671 military-connected students reported by school districts to SCDE, approximately 89 percent of the students attend one of the ten school districts listed in Table 6 below. Appendix B provides additional detail for all school districts. South Carolina's largest military installations are located in Charleston, Beaufort, Richland and Sumter counties. The Charleston Air Force Base and the Naval Weapons Station in Goose Creek comprise Joint Base Charleston (JB CHS). The Charleston Air Force Base houses C-17 aircraft, and the Naval Weapons Station houses several programs, including the Nuclear Power Training School, Space and Naval Systems Warfare Systems Command and some other tenant units. There is a Naval Health Clinic at the Weapons Station and a Military Treatment Facility on the Air Base.

Both the Marine Corps Air Station Beaufort and Marine Corps Recruit Depot Parris Island/Eastern Recruiting Region are in Beaufort County. MCAS Beaufort supports establishment operations for 2nd Marine Aircraft Wing, attached II MEF units, and MCRD PI in order to set the conditions for the enduring success of our supported commands and their missions. The air station is home to Marine Aircraft Group 31, who is comprised of six F-18 squadrons that constantly deploy to support training and combat operations. Also, MAG-31 houses an F-35B Lighting II training squadron; the only one of its kind for the Marine Corps in the Eastern Region. MCRD PI was established in 1916 and is responsible for the training of more than 19,000 Marines per year; men Eastern of the Mississippi River and all women in the country.

Fort Jackson and Shaw Air Force Base are located in the Midlands. Located in Richland County, Fort Jackson is the Army's main production center for Basic Combat Training. Approximately 50 percent of the Army's Basic Combat Training is completed at Fort Jackson, with more than 36,000 troops trained each year. Fort Jackson is home to the U.S. Army Soldier Support Institute, the Armed Forces Army Chaplaincy Center and School, the National Center for Credibility Assessment (formerly the Department of Defense Polygraph Institute, and the Drill Sergeant School, which trains all Active Duty and Reserve instructors.

Shaw Air Force Base in Sumter County is home to Air Force's largest combat F-16 wing, the 20th Fighter Wing. Shaw also serves as home to Headquarters Ninth Air Force, U.S. Air Forces Central, Third Army, U.S. Army Central and many other tenant units.

Table 6
Districts with the Largest Military-Connected Student Populations, 2016

District	Frequency	Percent
Richland 2	3,536	27.91
Berkeley	1,720	13.57
Dorchester 2	1,556	12.28
Beaufort	1,137	8.97
Lexington 1	919	7.25
Sumter	830	6.55
Kershaw	622	4.91
Lexington 5	379	2.99
SC Public Charter School District	314	2.48
Charleston	242	1.91
Total	11,255	
Percent	88.82%	

Source: SC Department of Education, February 2017 reported to EOC.

III. Student Performance

This section provides academic and attendance data for military-connected students for school year 2015-16 including:

- student achievement as measured by SC READY for third through eighth grades in English language arts and mathematics;
- student achievement as measured by SC PASS on science for students in grade four through eight;
- student achievement as measured by the End-Of-Course Examination Program (EOCEP);
- high school graduation rates; and
- student attendance.

Academic Data

The academic achievement of military-connected students was compared to the academic achievement of all students in South Carolina for students in third through eighth grades on SC READY for English language arts and mathematics and SC PASS for science. For high school students, student performance on the South Carolina End-of-Course Evaluation Program (EOCEP) was considered.

Student Achievement in Grades Three through Eight

According to SC Department of Education's website,

“the South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance. All students in grades 3–8 are required to take the SC READY except those students with significant cognitive disabilities who qualify for the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment.”¹⁶

Table 7 below shows military-connected students continue to outperform their peers in English language arts, mathematics and science in all subjects and grades. The performance of military-connected students is most significant in third through fifth grades. In English language arts, 58.9 percent of third grade military-connected students scored “meets” or “exceeds”, compared to 43.7 percent of their peers who scored “meets” or “exceeds.” In math, 61.4 percent of military-connected students scored “meets” or “exceeds”, and 46.7 percent of their peers scored “meets” or “exceeds”, representing a 14.7 percent difference.

¹⁶ <http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/>

Table 7
2015-16 End-of-Course Assessment Performance of
Military Connected Students and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Met or Exemplary	State Percent Met or Exemplary
3	1,118	58.9	43.7	1,122	68.0	53.6	0	0	0
4	952	55.8	43.4	954	61.4	46.7	957	79.6	65.0
5	941	55.9	41.2	943	57.4	44.3	942	78.5	65.7
6	880	51.9	41.0	882	48.5	39.5	879	76.0	62.1
7	950	50.6	40.7	951	41.1	34.7	951	81.5	70.6
8	877	53.6	44.7	876	38.6	32.4	874	77.1	66.2

Source: SC Department of Education, February 2017 reported to EOC.

Student Performance in End-of-Course Exams

Table 8 below compares performance on end-of-course exams. During the 2015-16 school year, military-connected students continue to outperform all students statewide on the End-of-Course Examination Program exams. On average, military-connected students' mean scores were 4.2 points higher, with the largest difference in Biology where their mean scores were 5.3 points higher than students statewide.

Table 8
End-of-Course Assessment Performance of
Military Connected Students and All Students in South Carolina

Academic Year	Military Connected Students		All South Carolina Students		
	Number of Students	Mean	Letter Grade	Mean	Letter Grade
Algebra 1					
2013	398	83.5	C	78.2	C
2014	535	85.7	B	79.8	C
2015	668	85.7	B	82.6	C
2016	857	85.2	B	81.9	C
English 1					
2013	350	81.3	C	75.3	D
2014	537	82.2	C	76.0	D
2015	636	83.6	C	79.4	C
2016	827	83.7	C	79.8	C
Biology					
2013	310	84.2	C	78.1	C
2014	451	85.4	B	79.2	C
2015	580	86.5	B	82.3	B
2016	795	86.9	C	81.6	C

Source: SC Department of Education, February 2017 reported to EOC.

High School Graduation Rate

The federally-approved on-time graduation rate identifies a cohort of students who were ninth grade students in a specific year and calculates the percentage of that cohort that graduates four years later. Students are removed from the cohort when they transfer to other degree-granting institutions or programs. Students who transfer into a district are added to the cohort.

For military-connected students this process was not possible because enrollment history of these students was not available. The EOC evaluation team could not determine when students were initially in the ninth grade and could not document transfers into or out of a cohort of students who were initially enrolled in the ninth grade four years prior. Available data

identifies students by grade level and graduation status. For students who were identified as being in twelfth grade during the 2015-16 timeframe, the EOC evaluation team could identify: (1) those students who graduated, (2) those who received a certificate or did not graduate, and (3) those students who transferred to other degree-granting institutions and were removed from the graduation cohort. Based on this information, the graduation rates for military-connected students are included below. During the 2015-16 school year, the high school graduation rate for military-connected students was 96.6 percent. The state on-time graduation rate was 82.6 percent.

Table 9
2013 – 2016 High School Graduation Rates for Military-Connected Students (MCS) and Statewide Graduation Rates

Year	Total Number of MCS	Percent MCS Graduates	Percent Statewide Graduates
2013	237	96.5	77.5
2014	309	97.4	80.1
2015	407	95.3	80.3
2016	536	96.6	82.6

Source: SC Department of Education, February 2017 reported to EOC.

Attendance Data

School districts want to maximize student instructional time. However, due to deployments and subsequent returns from deployments, there are instances when a military-connected student may need to be excused for absences. Some states, such as Kentucky, Tennessee, North Carolina, Michigan and Georgia, have detailed guidance for excusing absences for military-connected students.¹⁷

Student attendance rates were computed using information provided by SCDE. Within any year, the number of students reported as military connected by school districts is only 73 percent of the number reported by the Defense Manpower Data Center. The average number of days absent that districts reported for military-connected students during the 2014-15 school year was 4.2 days. Table 10 below shows the average number of days absent increased during the 2015-16 school year to 4.8 days. During the 2015-16 school year, 15 districts reported military-connected students were absent for more than 4.8 school days. This represents a significant increase from the 2014-15 school year, when nine districts with at least 30 reported military-connected students missed more school days than the statewide average of 4.2 days. Colleton has the highest average absence rate (seven days) and the SC Public Charter School District has the lowest absence rate. Districts in **bold** exceed the average of 4.2 days absent.

¹⁷ For more information, refer to Military Child Education Coalition’s “Military-Connected Students and Public School Attendance Policies.” May be accessed at <http://www.militarychild.org/public/upload/files/SchoolAttendancePoliciesFINAL.pdf>.

Table 10
Average Number of Days Absent in School Districts with
at least 30 Military-Connected Students

District Name	Number of MCS	Average Number of Days Absent
Average for Districts		4.8
Colleton	72	7
Hampton 1	75	5.8
Spartanburg 7	38	5.8
Lexington 2	41	5.6
Beaufort	1,134	5.5
Sumter	829	5.4
Florence 1	129	5.3
Richland 1	65	5.3
Aiken	74	5.2
Dorchester 2	1,555	4.9
Lancaster	87	4.9
Pickens	132	4.9
Berkeley	1,712	4.8
Charleston	240	4.8
Kershaw	620	4.8
Horry	56	4.5
Lexington 1	919	4.5
Greenville	78	4.4
York 3	66	4.4
Oconee	166	3.8
Richland 2	3519	3.8
Edgefield	67	3.7
Lexington 5	377	3.4
SC Public Charter School District	313	2.4

Source: SC Department of Education, February 2017 reported to EOC.

IV. Support and Engagement of Military-Connected Families and Educators

Proviso 1A.81 of the Fiscal Year 2016-17 Appropriation Act directed the Education Oversight Committee to expend \$100,000 of the funds for Partnerships for Innovation to:

“initiate in at least two school districts with high military density, a pilot program that will provide trainings, services, resources and research to teachers, counselors, mental health professionals, school nurses, service providers and military parents. The objective of the pilot is to increase the level of educational quality and support for military-connected children...Pursuant to its responsibilities under Act 289 of 2014, the Education Oversight Committee will report on the expenditure of these funds and post-training evaluation in its annual report on the educational performance of military-connected children.”

During the 2016-17 school year, EOC staff worked closely with the Military Child Education Coalition (MCEC) and Beaufort and Sumter school districts to coordinate training opportunities. School liaison officers also provided support and guidance about workshop content and family engagement. MCEC is a 501(c)(3) non-profit, world-wide organization, focused on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. MCEC is also an Authorized Provider by the International Association for Continuing Education and Training (IACET).

Table 11 details trainings offered to educators, military families and professionals who support military families. Appendix A lists additional support services and educational information for military families and students. With MCEC, Beaufort and Sumter staff coordinated 42 hours of training. Topics for parent workshops differed based on local interests or need for information. More than 400 parents and educators participated in the trainings. Due to Hurricane Matthew, the Beaufort parent workshops were rescheduled. On the rescheduled dates, there was also a school district board meeting to determine school makeup days. These two events may have impact attendance.

After the training, MCEC administered a survey, sent in an email to all participants. Approximately 11 percent of parent participants responded to email surveys. About 60 percent of parent respondents characterized their knowledge prior to the training as “non-existent,” “limited,” or “basic.” After the training, 96 percent of parent respondents characterized their knowledge as “basic” or “extensive,” with 68 percent considering their knowledge as “extensive.” Over 88 percent responded they would use information from the trainings to support their children’s educational or social-emotional needs. All respondents agreed the training resources were useful. To increase the overall parent response rate, administration and collection of survey responses at the training site should be considered.

At 56.5 percent, the response rate on the educator surveys was significantly higher. Overall 58 percent of educators who participated were school counselors. In Sumter, educators who participated had more diverse responsibilities. Of the 75 Sumter educators there were school or

district administrators, school counselors and school teachers. About 90 percent of respondents rated their understanding of the needs of military-connected students as “very knowledgeable” or they “could teach the class.” Educators in both Sumter and Beaufort found the information to be very relevant to their interactions with military-connected students. At least 97 percent in both districts believed the workshops would impact both their awareness of and their personal interactions with military-connect children and families. MCEC developed evaluation infographics for the educators trainings, and they are included in this report in Appendix C.

Table 11
2016-17 School Year Trainings to Support Military-Connected Students

District	Date	Number of Hours	Number of Participants	Training Type (Parent or Educator)	Topics Covered
Beaufort	1/1/16	3	8	Parent	The College Application Process
Beaufort	11/2/16	3	9	Parent	<ul style="list-style-type: none"> • Building Resilience • Parent Involvement for Parents of All Ages • Homework Motivation, Strategies and Support
Beaufort	11/2/16	6	32	Educator	SPARC training and how to instill a growth mindset in students.
Beaufort	9/19/16	6	43	Educator	SPARC training and how to instill a growth mindset in students.
Beaufort	9/20/16	6	50	Educator	SPARC training and how to instill a growth mindset in students.
Sumter	10/20/16	3	102	Parent	<ul style="list-style-type: none"> • Building Resilience • Successful Parent- Teacher Conferences • Chart Your Course for Success in High School and Beyond
Sumter	11/17/16	3	92	Parent	<ul style="list-style-type: none"> • Tackling Homework Hassles • Bully Proofing • Time Management
Sumter	11/3/16	6	33	Educator	SPARC training and how to instill a growth mindset in students.
Sumter	11/4/16	6	42	Educator	SPARC training and how to instill a growth mindset in students.
Total		42	411		

Source: Military Child Education Coalition, February 2017 reported to EOC.

Appendix A Resources for Military-Connected Students and Families

Department of Defense Education Activity provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

DoDEA's Website "Keeping Students at the Center" <http://slmodules.dodea.edu/>.

School Liaison Officers serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to <http://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm>.

Fort Jackson MWR School Liaisons provide ongoing educational support for military connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts.

http://www.fortjacksonmwr.com/school_liaison

Military Impacted School Association is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

<http://militaryimpactedschoolsassociation.org/>

The **Military Interstate Children's Compact Commission (MIC3)** provides consistent policy in every school district and in every state that voluntarily joins MIC3. MIC3 addresses key educational transition issues such as enrollment, placement, attendance, eligibility and graduation.

<http://www.mic3.net>

South Carolina Operation: Military Kids (OMK) is part of the National OMK initiative designated to provide support to the children and youth of families that are impacted by global contingency operations. This includes those served by Army installations, Air Force, Navy and Marine bases, and those families, children and youth who are geographically dispersed.

The **Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes and conferences, and develops and publishes resources for all constituencies.

www.militarykids.org

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families.

Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

South Carolina Programs

The **International Baccalaureate** Program helps students develop skills to create a better and peaceful world through intercultural understanding and respect. For more information, including a list of South Carolina schools participating in the IB Program, go to <http://www.southcarolinaib.org/>.

Four-year-old kindergarten is available in the state and is offered in public schools and private child care centers. State-funded prekindergarten for four-year-olds serves children in the “most at-risk” category, where family income falls 185% below poverty level or the family is Medicaid eligible. Families may also be eligible for other services such as Even Start, Head Start, state-funded family literacy programs, Social Security, food stamps, Medicaid or temporary assistance to needy families (TANF).

Children also qualify in case of a documented developmental delay, an Individual Education Plan (IEP) requiring pre-kindergarten, incarceration of a parent, placement in a foster home, or a child who is homeless. Documentation of family or child “most at-risk” conditions must be kept on file for review. Children who participate in free and reduced meal programs at the center/school they attend may also qualify, if income eligibility is verified on each child and records are kept on file for review.

Some districts use local funds to serve children who are not in the “at risk” category. Several districts serve all children who request services. A few districts charge a fee for non-qualifying children, but state regulations prohibit any fees for “at risk” children.

State law says that “students may enter kindergarten in the public schools of this State if they will attain the age of four on or before September first of the applicable school year.”

<http://ed.sc.gov/instruction/early-learning-and-literacy/cdep/>

Appendix B
Number of Military-Connected Students (MCS) by District, February 2017

District	Number	Percent of Total MCS in SC	District	Number	Percent of Total MCS in SC
Abbeville	1	0.01	Horry	56	0.44
Aiken	74	0.58	Kershaw	622	4.91
Anderson 1	6	0.05	Lancaster	87	0.69
Anderson 2	3	0.02	Laurens 55	4	0.03
Anderson 3	1	0.01	Laurens 56	8	0.06
Anderson 4	11	0.09	Lee	4	0.03
Anderson 5	2	0.02	Lexington 1	919	7.25
Bamberg 1	2	0.02	Lexington 2	41	0.32
Barnwell 45	2	0.02	Lexington 3	3	0.02
Beaufort	1,137	8.97	Lexington 5	379	2.99
Berkeley	1,720	13.57	Marion	5	0.04
Charleston	242	1.91	Marlboro	1	0.01
Cherokee	27	0.21	McCormick	1	0.01
Chester	1	0.01	Newberry	26	0.21
Chesterfield	7	0.06	Oconee	166	1.31
Clarendon 2	10	0.08	Orangeburg 3	2	0.02
Clarendon 3	1	0.01	Orangeburg 4	3	0.02
Colleton	72	0.57	Orangeburg 5	3	0.02
Darlington	3	0.02	Pickens	133	1.05
School for the Deaf & Blind	2	0.02	Richland 1	66	0.52
Dillon 4	1	0.01	Richland 2	3,536	27.91
Dorchester 2	1,556	12.28	SC Public Charter School District	314	2.48
Dorchester 4	1	0.01	Saluda	15	0.12
Edgefield	67	0.53	Spartanburg 1	1	0.01
Fairfield	5	0.04	Spartanburg 2	28	0.22
Florence 1	129	1.02	Spartanburg 5	3	0.02
Florence 2	5	0.04	Spartanburg 6	2	0.02
Florence 3	1	0.01	Spartanburg 7	38	0.3
Florence 5	1	0.01	Sumter	830	6.55
Georgetown	10	0.08	Union	9	0.07
Governor's School for Math & Science	4	0.03	Williamsburg	8	0.06
Greenville	78	0.62	York 1	9	0.07
Greenwood 50	12	0.09	York 2	9	0.07
Hampton 1	75	0.59	York 3	66	0.52
Hampton 2	1	0.01	York 4	4	0.03

Source: SC Department of Education

Appendix C
Beaufort/Sumter Participant Survey Reports (Summative & by District)

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MCEC Professional Development Training Helping Military Children Find Their S.P.A.R.C. (Strength, Potential, Aspirations, Resourcefulness, & Confidence)

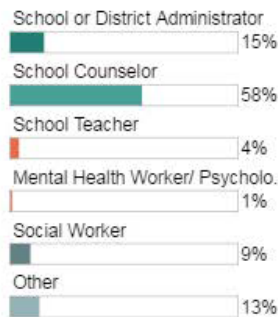


Summative Report
-Beaufort & Sumter, SC-

Funding for this professional development was provided by the State of South Carolina

Of the 200 who completed the training, 113 completed the survey and quiz.

In what capacity did participants attend the workshop?



A Multiple Choice Quiz was given in order for participants to be eligible for C.E.U. credit.

- 95% knew the acronym S.P.A.R.C. stands for: Strengths, Potential, Aspirations, Resourcefulness, & Confidence.
- 98% understood that growth mindset enables people to thrive during challenging times.
- 100% were able to identify a military stressor that impacts military children during relocation.
- 100% learned S.P.A.R.C. champions are adults who support and encourage youth to discover and explore their spark.



Participants were asked to compare their level of understanding or knowledge on the following topic:

Understanding the Needs of Military Children



"It was very informative and a need to the understanding of those in the military and their families that are closely affected by the military, and having to adjust to a non-military educational system."

"I think that everyone who works with military families has a responsibility to learn as much as they can about supporting the students and the families. This is an excellent training that refreshes your knowledge, and it can be used with any student, not just military."

"Hands down a program packed with value! I was especially impressed with organization, structure, and materials provided to each participant. The presenters engaged the participants throughout the entire day. There was never a dull moment or moments where participants drifted. I highly recommend the program and look forward in future partnership to possibly deliver this training statewide."

-Career Guidance & Work-Based Learning Education Associate

Participants were asked,
"What I learned from this workshop
will impact.."

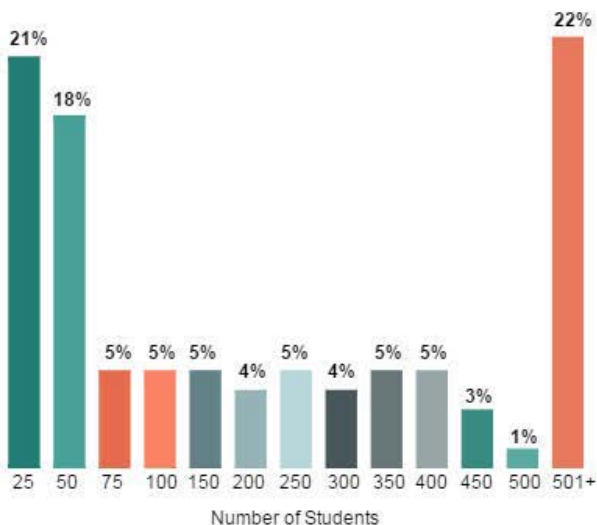
- 98% My awareness of the needs of military-connected children
- 98% My awareness of the needs of available information and resources.
- 99% My personal actions on behalf of military -connected children and families.
- 100% My professional actions on behalf of military-connected children and families.



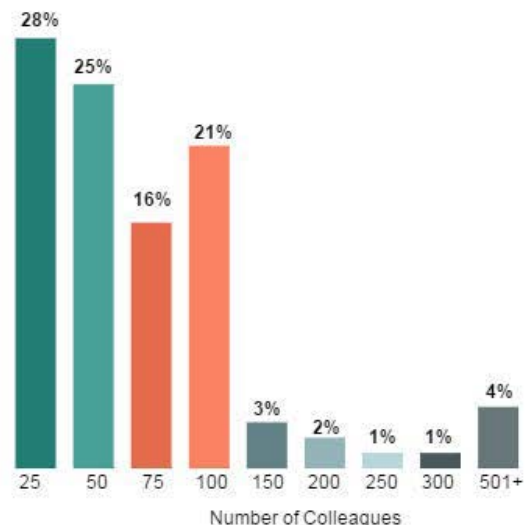
"The course provided excellent resources and training that impacts all children, not just military children. In particular, the focus of finding students' sparks is vital to improving students' overall life satisfaction. The material addressing specific military challenges is also extremely important for educators to know."

Knowledge Reach

Estimated Number of Students Reached/Influenced with New Knowledge



Estimated Number of Colleagues Reached/Influenced with New Knowledge



"We serve this population in our District. We all need to be aware. Thank you."

"I loved the training and feel it is geared toward all children not just military children"

"The workshop was very engaging. The information and strategies were concise and related back to current research that was reviewed with us during the training"

"I know it could be very beneficial to military children because it would have been very helpful when I was one."

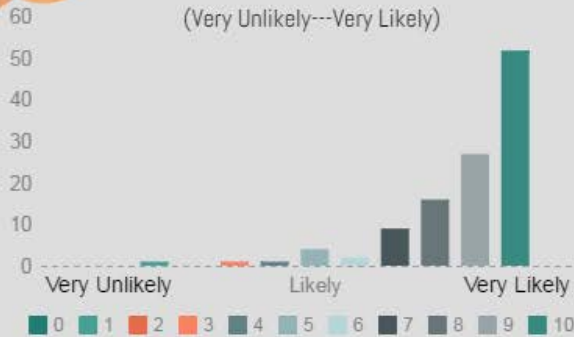


FEEDBACK



Participants would recommend this training to a friend or colleague

(Very Unlikely---Very Likely)



"It really focused on how to be SPARK champions and we simply do not have as many as we need in this world!"

"As a retired Marine, I had a pretty sound grasp of what military dependents experience, but now I feel like this course covered all my concerns."

Important Reasons participants gave that score?

"Very informative. The information is good information in deal with families and students in general."

"The presenters were excellent."

"Well organized and good background knowledge of content."

"Body of knowledge needed at my school, pertinence to all students."

"Good information."

"The people giving the training were very personable."

"I loved the two books and materials presented."

"Helped me learn new ideas to try."

"The training was clear and concise."

"The information, which was important and relevant, was very well-presented."

"The information is useful for any adult who works with young people."

"The information gleaned will be put to use."

"Engagement of audience. The activities were great!"

"We have a lot of military students in our community."

"Very well done. Very engaging."

"Our school has a large number of children from military families."

"The overall training was good and the presenters kept my attention while presenting the material."

"Good information."

"The training was relevant to military families, low-income families, and all students."

"Informative."

"Well organized materials and impactful activities to engage in learning the information."

"Really enjoyed the interactive approach and getting the resource materials and books."

"Helpful information presented."

"Informative and timely. Very practical and useful."

"I think the information provided was needed and transferable to all students."

"This was a very informative and professional presentation that I enjoyed from the start and until the end."

"The training was very informative and the presenters were well prepared and kept the class involved."

"Everything about the training is outstanding, and I'm very impressed with it."

"Intellect of the instructors."

"Very beneficial for people who have little or no military experience."

"I think it was a great training for students in general. Students in any kind of transitional situation."

"Trainers were on their 'A' game. Materials were excellent high-quality."

"This was on of the best training that I have attended of late. Very useful and practical information. Renewed awareness."

"Great program that was helpful in working with military families. Helped me understand their struggles."

"Living in a military community it is very important for us to understand the special needs of the military child."

"The exposure to information was great for military children but even more for all children. The books provided were excellent!"

"I think this training is beneficial for adults who work with all children, not just those in the military."

"Great information for educators working military families."

Additional Reasons Participants Gave that Score:

-
- | | |
|--|---|
| "Well-presented and useful information." | "This wasn't my first MCEC training and they have all been excellent and the information provided can assist all children, not just military children." |
| "The supporting materials given to participants and the concepts of fixed vs. growth mindset as well as the goal-setting worksheet." | "Thought provoking information." |
| "Very informative and helpful." | "The wealth of knowledge and how it could be used to address all children." |
| "Very informative, information is helpful for all children, not only military children." | "The training was insightful for anyone in a community." |
| "Very informative and engaging." | "Being a military family wants to encourage others to understand how we live and work." |
| "Great information." | "They [the trainers] were enthusiastic and knowledgeable about all areas covered in this training." |
| "The knowledge and expertise of the staff was impressive." | "Quality and usefulness of the information to assist in providing services to the military child." |
| "Can be quickly applied to assist your students of military families." | |
| "The information benefits all students." | |
| "The information provided is required to successfully help in transition of students." | |

"The material provided in the training is very useful for anyone who is involved with military children."

"It was a great training, not only for helping military families, but for working with all families who are moving."

"Support people move and change locations all the times, thus coming in contact with military families, particularly youth. Having this knowledge is advantageous."

"Valuable information that every counselor should know about when it comes to military children."

"Very informative and strategies are beneficial for working with all students."

Other Topics on Supporting the Educational Needs of Military-Connected Students

Participants would like to know more about..

- | | |
|--|--|
| "Military children in special needs population." | "Effect success at school has on the impact of the parent's military career" |
| "Information regarding military programs that help ease the transition of military children with disabilities or special needs." | "I feel this training was sufficient and complete in covering what is needed to support and enhance military children and their families." |
| "How child abuse and neglect is handled in the military." | "Grade transfers." |
| "How parents' divorce impacts student learning." | "Transferring grades/academic." |
| "Assisting parents." | "How to address the parents when they also have needs." |
| "Everything I've ever taken from MCEC has been outstanding, so it would be hard to say." | "Financial aid for military children." |
| "Lessons or activities to help military students feel connected." | "Response to suicide by parent" |
| "Resources for military families." | "How to help them feel they 'belong' wherever they are." |
| "Supporting Veterans' children." | "The adjustment when a parent transitions out of military life into civilian life and it's effect on children." |

"The training was absolutely fabulous! The presenters were knowledgeable, well-prepared, engaging, and enjoyable. I am thankful that I had the opportunity to be in attendance and to also have received the books, pamphlets, and other items."

Suggestions and Comments Participants would like to share:

- "Thank you for the opportunity."
- "Wonderful training to provide critical material and understandings for military families!"
- "Sally, Shirley and Veronica [the trainers] presented well and are very enthusiastic about this program."
- "Shirley, Sally, and Veronica were all knowledgeable and great presenters."
- "The books were excellent choices to supplement the training."
- "Information presented can also be helpful to me as a parent."
- "It was very good, and I appreciated all of the resources that were shared with us, and the books we were given. That was very generous and they'll be useful."
- "The training was truly beneficial. This was my first time having a training like this and it should be done each year for new employees."
- "Loved it! Thank you!"
- "I loved the book choices!"
- "Make it a 2 day training experience for more networking by sharing more experiences. I really learned a lot and will use it in the future."



MCEC Professional Development Training Helping Military Children Find Their S.P.A.R.C. (Strength, Potential, Aspirations, Resourcefulness, & Confidence)

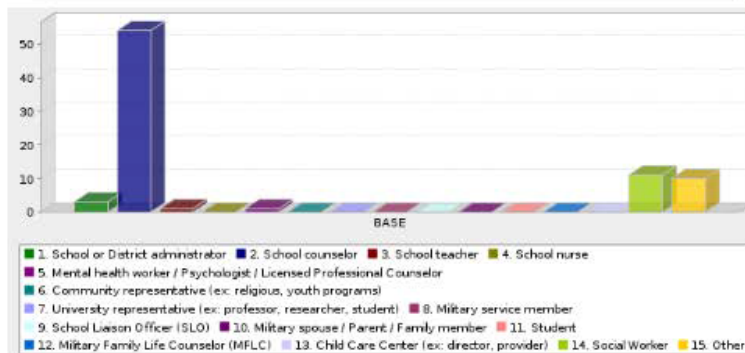


Summative Report
-Beaufort, SC-

Funding for this professional development was provided by the State of South Carolina

Of the 125 who completed the training, 75 completed the survey and quiz.

In what capacity did participants attend the workshop?



A Multiple Choice Quiz was given in order for participants to be eligible for C.E.U. credit:

- 94% knew the acronym S.P.A.R.C. stands for: Strengths, Potential, Aspirations, Resourcefulness, & Confidence
- 99% were able to identify a military stressor that impacts military children
- 100% understood that growth mindset enables people to thrive during challenging times
- 100% learned S.P.A.R.C. champions are adults who support and encourage youth to discover and explore their spark.



Participants were asked to compare their level of understanding or knowledge on the following topic:

Understanding the Needs of Military Children



"The workshop was very engaging. The information and strategies were concise and related back to current research that was reviewed with us during the training"

"Support people move and change locations all the time, thus coming in contact with military families, particularly youth, having this knowledge is advantageous."

"It was very informative and a need to the understanding of those in the military and their families that are closely affected by the military, and having to adjust to a non-military educational system."

"I think that everyone who works with military families has a responsibility to learn as much as they can about supporting the students and the families. This is an excellent training that refreshes your knowledge, and it can be used with any student, not just military."

Participants were asked, "What I learned from this workshop will impact.."

- 97% My awareness of the needs of military-connected children
- 97% My awareness of the needs of available information and resources.
- 100% My personal actions on behalf of military -connected children and families.
- 100% My professional actions on behalf of military-connected children and families.

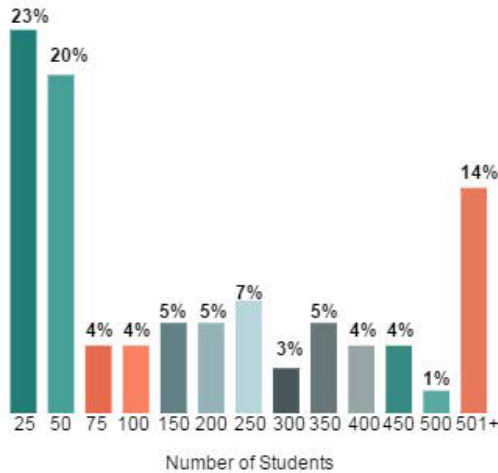


"This was one of the best trainings that I have attended of late. Very useful and practical information. ...Renewed awareness"

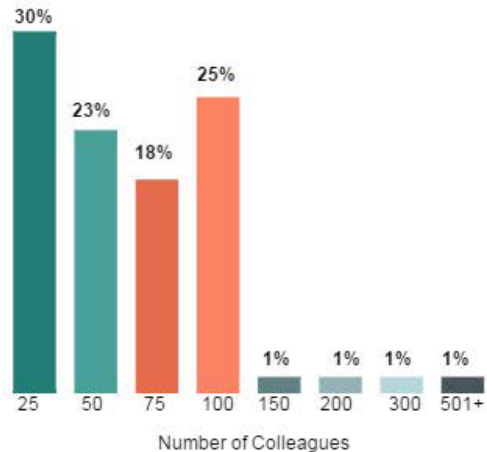
"The training was absolutely fabulous! The presenters were knowledgeable, well-prepared, engaging and enjoyable. I am thankful I had the opportunity to be in attendance and to also have received the books, pamphlets, and other items."

Knowledge Reach

Estimated Number of Students Reached/Influenced with New Knowledge



Estimated Number of Colleagues Reached/Influenced with New Knowledge



"I loved the training and feel it is geared toward all children not just military children"

"As a retired Marine, I had a pretty sound grasp of what military dependents experience, but now I feel like this course covered all my concerns."

"Wonderful training to provide critical material and understandings of military families."

"It really focused on how to be SPARK champions and we simply do not have as many as we need in this world!"

"I know it could be very beneficial to military children because it would have been very helpful when I was one."

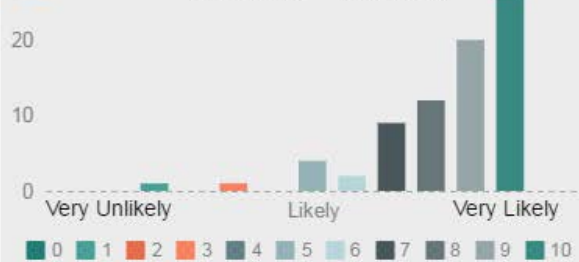


FEEDBACK



Participants would recommend this training to a friend or colleague

(Very Unlikely---Very Likely)



Other Topics on Supporting the Educational Needs of Military-Connected Students

Participants would like to know more about..

- "Lessons or activities to help military students feel connected."
- "Effect success at school has on the impact of the parent's military career."
- "Grade transfers."
- "Supporting Veteran's children."
- "Resources for military families. Discuss more about the unique barriers that military children face and how, as a school, we can help support our students and families."
- "More insight on what military connected children are facing at the time of departure, separation, etc. What some common behaviors of these children are and how to better cope and meet their needs in a school setting."
- "Financial aid for military children."
- "How to address parents when they also have needs."
- "This was a very comprehensive training. I think you prepared us very well."
- "How to help them feel that they belong" wherever they are."
- "Response to suicide of parent."
- "The adjustment when a parent transitions out of military life into civilian life & its effect on children."
- "I feel this training was sufficient and complete in covering what is needed to support and enhance military children and families."
- "Transferring grades/ academic."

Additional suggestions and comments participants would like to share:

- "Information presented can also be helpful to me as a parent."
- "It was fun and engaging."
- "The books were excellent choices to supplement the training."
- "It was very good, and I appreciated all of the resources that were shared with us, and all the books we were given. That was very generous and they'll be useful."
- "Thank you for the opportunity."
- "Sally, Shirley, and Veronica [the trainers] presented well and are very enthusiastic about this program."
- "Shirley, Sally, and Veronica [the trainers] were all knowledgeable and great presenters."
- "We serve this population in our District. We all need to be aware. Thank you."

Important Reasons participants gave that score?

- "Well organized and good background knowledge of content."
- "Great information for educators working with military families."
- "Good information."
- "Body of knowledge, need at my school, pertinence to all students."
- "The people giving the training were very personable."
- "I loved the two books and materials presented."
- "Helped me learn lots of new ideas to try."
- "The training was clear and concise."
- "The information, which was important and relevant, was very well-presented."
- "The information useful for any adult who works with young people."
- "The information that was gleaned will be put to use."
- "Engagement of audience. The activities were great"
- "The overall training was good and the presenters kept my attention while presenting the material."
- "This training was relevant to military families, low-income families, and all students."
- "Informative."
- "Helpful information presented."
- "Really enjoyed the interactive approach and getting resource materials and books."
- "I think it was a great training for students in general. Students in any kind of transitional situation."
- "Trainers were on their "A" game. Materials were excellent-high quality."
- "Informative and timely. Very practical and useful."
- "Very informative and the detailed information can be used in many cases."
- "Because there is valuable information that every counselor should know about when it comes to military children."
- "I think the information provided was needed and transferable to all students."
- "Very well done. Very engaging."
- "This was a very informative and professional presentation that I enjoyed from the start and until the end."
- "Well presented and useful information."
- "The course provided good resources to use."
- "The supporting materials given to participants and the concepts of of fixed vs. growth mindset as well as the goal setting worksheet."
- "Found it very informative and useful."
- "Very informative, information is helpful for all children, not only military children."
- "It was a great training, not only for helping military families, but for working with all families who are moving."
- "The knowledge and expertise of the staff was impressive."
- "Great information."
- "Very informative and engaging."
- "Well organized materials and impactful activities to engage in learning the information."
- "Great program that was helpful in working with families. Helped me understand some of their struggles."
- "The exposure to information was great for military children but even more it was great for all children. The books provided are excellent!"
- "Loved the content, love working with military students and honestly, would love to be part of a fantastic organization like yours and provide this content to others!"



MCEC Professional Development Training Helping Military Children Find Their S.P.A.R.C.

(Strength, Potential, Aspirations, Resourcefulness, & Confidence)

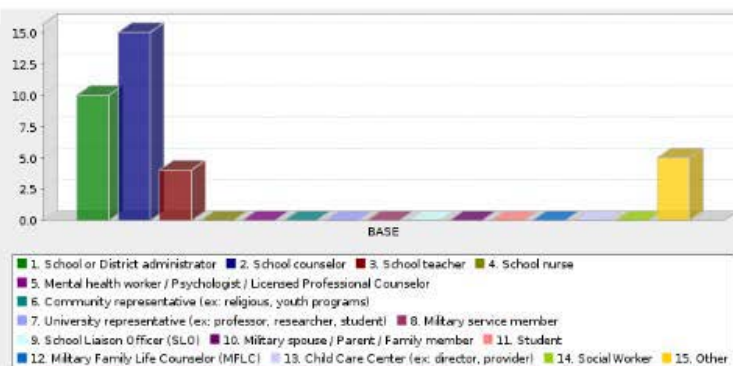


Summative Report
-Sumter, SC

Funding for this professional development was provided by Sumter City Schools.

Of the 75 who completed the training, 33 completed the survey and quiz.

In what capacity did participants attend the workshop?



A Multiple Choice Quiz was given in order for participants to be eligible for C.E.U. credit:

- 97% knew the acronym S.P.A.R.C. stands for: Strengths, Potential, Aspirations, Resourcefulness, & Confidence.
- 91% were able to identify an academic stressor that impacts military children.
- 97% understood that growth mindset enables people to thrive during challenging times.
- 100% learned S.P.A.R.C. champions are adults who support and encourage youth to discover and explore their spark.



Participants were asked to compare their level of understanding or knowledge on the following topic:

Understanding the Needs of Military Children



"The training was truly beneficial. This was the first time I've had a training like this and it should be done each year for new employees."

"Hands down a program packed with value! I was especially impressed with the organization, structure, and materials provided to each participant. The presenters engaged the participants throughout the entire day. There was not a "dull" moment or moments where participants drifted. I highly recommend the program and look forward in future partnership to possible deliver this training statewide."

-Career Guidance & Work-Based Learning Education Associate



**Participants were asked,
"What I learned from this workshop
will impact.."**

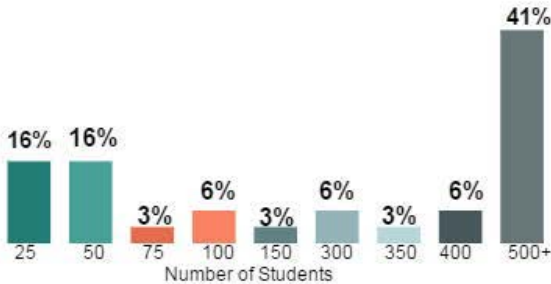
- 100%** My awareness of the needs of military-connected children
- 100%** My awareness of the needs of available information and resources.
- 97%** My personal actions on behalf of military -connected children and families.
- 100%** My professional actions on behalf of military-connected children and families.



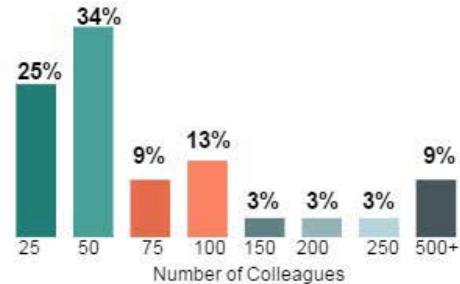
"The course provides excellent resources and training that impacts all children, not just military children. In particular, the focus on finding the student's sparks is vital to improving students' overall life satisfaction. The material addressing specific military challenges is also extremely important for educators to know."

Knowledge Reach

Estimated Number of Students Reached/Influenced with New Knowledge



Estimated Number of Colleagues Reached/Influenced with New Knowledge



FEEDBACK

Participants' Comments:

"Thought provoking information."

"The information benefits all students."

"This wasn't my first MCEC training and they have all been excellent and the information provided can assist all children, no just military children."

"It would be beneficial for people who have little or no military experience."

"Intellect of instructors."

"I think this training is beneficial for adults who work with all children, not just those in the military."

"Very informative and the strategies are beneficial for working with all students."

"The material provided in the training is very useful for anyone who is involved with military children."

"Being a military family wants me to encourage others to understand how we live and work."

"The training was very informative and the presenters were well prepared and kept the class involved."

"Everything about the training is outstanding and I'm very impressed by it."

"Loved it! Thank you."

"Make it a 2 day training experience for more networking by sharing more experiences. I really learned a lot and will use it in the future."



97%

Participants would recommend this training to a friend or colleague

"Living in a military community it is very important for us to understand the special needs of the military child."

Other Topics Addressing Military-Connected Children

Participants would like to know more about:

- "Military children in special needs population; how do we make the transition easier for those families?"
- "How parents' divorce affects student learning."
- "Assisting parents."
- "Information regarding military programs that help ease the transition of military children with disabilities or special needs."
- "Everything I've ever taken from MCEC has been outstanding so it would be hard to say."

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.