



**AIR FORCE  
MILITARY CHILD EDUCATION  
DESK GUIDE**

**Jul 2008**

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DEPARTMENT OF THE AIR FORCE  
HEADQUARTERS UNITED STATES AIR FORCE  
WASHINGTON, DC

21 Jul 2008

MEMORANDUM FOR AIRMAN & FAMILY READINESS STAFF

FROM: HQ USAF/AISA  
201 12<sup>th</sup> Street South, Ste 413  
Arlington, VA 22202

SUBJECT: Military Child Education Desk Guide

This Military Child Education Desk Guide was developed to amplify guidance set forth in AFI 36-3009 (Jan 2008). We know that military child education responsibilities are being met through a variety of delivery methods at installation level, and this guide was written as a resource for full-time school liaisons as well as Community Readiness Consultants working school issues. Please consider this a flexible resource to be adapted and augmented as local needs and situations dictate. We plan to update this guide as needed and encourage your suggestions and input.

If you have questions, the Air Force POC for military child education policy is Ms Lorraine Neuser, HQ USAF/AISA, 703-604-0195.

  
ELIZA G. NESMITH, YC-3  
Chief, Airman and Family Services  
Directorate of Air Force Services

Letter from AISA

## **Introduction**

Schools impact the physical, social, and emotional needs of military children and provide focus and stability during Permanent Change of Station (PCS) moves and family separation during member deployment. The effective transition of families between duty stations and support during deployments are major influences in Airmen morale and retention, and the resiliency of the modern Air Force (AF) Family. Airmen and Family Readiness Center (A&FRC) School Liaison (SL) services focus on education through direct and proactive partnerships with local schools, and tailored transition assistance to relocating families.

## **Vision**

SL services meet the emerging needs for relocating and deploying Active Duty Airmen, Air Guard/Reserve and family members. SL services are designed to address education issues that occur across the military lifestyle and help families cope with the normal reactions to the stressful and adverse situations created by multiple relocations and deployments.

## **Purpose**

This handbook provides a brief history of AF SL services, establishes operational guidance, and identifies resources to effectively implement SL services. It complements the CORONA Tasking, CFOOD-11, *Engagement in Family Member Education*, Jan 2001, USAF Memo, Jan 2006, and AFI 36-3009, *Airman and Family Readiness*, Jan 08. Differences in local demographics, installation mission, and community characteristics significantly impact the way SLs function. This handbook establishes baseline services and is designed to ensure consistency and predictability offered at installations AF-wide.

## **Background**

Military child education is an AF Chief of Staff reportable quality of life initiative. In Mar 2001, CORONA established a requirement to ensure senior wing leadership representation on local school boards, in an advisory capacity, to advocate for transitioning families. Even with leadership involvement, significant gaps existed in service delivery, which necessitated aggressively pursuing new initiatives. In Jan 2006, the AF/A1 realigned child education oversight at the Air Staff and placed responsibility under the Airman and Family Readiness (A&FR) at both MAJCOM and base levels. The

SL's charge is to develop and coordinate partnerships between local schools, including home schools, provide information and referral to families with children with special needs, identify barriers to academic success of military-connected children and recommend solutions.

## **Roles and Responsibilities**

### **MAJCOM:**

- Provide strategic management and oversight of Military Child Education policy, plans and guidance for MAJCOM and installation-level leadership, and Airman and Family Readiness Centers
- Address MAJCOM resource and manpower issues
- Facilitate information flow between commanders (MAJCOM and installation) and higher headquarters staff (AFPC, HQ USAF, and OSD)
- Advocate identified military child education needs to MAJCOM CAIB or Air Staff, and engage HQ USAF/A1SA if required.
- Support installation development of base/local school system advisory committees
- Develop active working relationships with military child advocacy organizations such as Military Impacted Schools Association (MISA), Military Child Education Coalition (MCEC), and National Military Family Association (NMFA)

### **Installation Commander:**

- Responsible for advocating to the local community the interests of military families in the area of military child education
- Align military child education roles and responsibilities under the Airman and Family Readiness Center IAW AFI 36-3009 and AF/A1 Policy Memo dated January 2006
- Provide support to DoD Dependent Schools (DODDS), if applicable, and dependent children of military families who attend local public schools, charter schools, home school or attend a cyber-campus
- Appoint a senior officer (per CFOOD-11, must be O-6 minimum) School Liaison Officer (SLO) to attend local school board meetings

- Support annual forums to include commanders, senior enlisted representatives, principals, and district administrators to discuss issues impacting the education of military children

### **Airman & Family Readiness (A&FRC) Director:**

- Provide strategic management and oversight of military child education activities
- Identify budget and manpower requirements to MAJCOM
- Advocate for partnerships that foster installation, school, and parent working relationships

### **School Liaison (SL):**

- Serves as installation point-of-contact for local military child education matters
- Facilitates communication between local school authorities and senior leadership
- Advocates for the educational needs of military children and assists Airmen and families with information and referrals regarding local school districts and other education options including home schooling, private schools, charter schools, and cyber schools
- Ensures a communication link with inbound or outbound family members for educational issues
- Coordinates installation calendar with school calendars to ensure AF designated family days, school holidays/breaks, and installation “down” days coincide as much as possible
- Maintains current contact information and websites to include State Department of Education and local school districts, superintendents
- Maintains contact information pertaining to the SNIAC (Special Needs Identification and Assignment Coordination) process to include installation and school district POCs, Educational and Developmental Intervention Services (EDIS) where available, and other local resources for special needs
- Engages as needed with school leaders and informs installation leadership and families on items of interest (i.e., understanding required state testing, school exit exams, rising seniors applying for financial aid, student transition, Individual Education Program (IEP) processes, etc)

- Serves as liaison between organizations (private and official), providing assistance and services to students, school personnel, and community to foster partnerships between schools, families, and military organizations
- Addresses and resolves issues at the lowest practical level
- With the military SLO, can attend local School Board meetings to identify issues or practices that may affect military children
- Advises SLO on school issues to ensure School Advisory Council (SAC) or equivalent can pro-actively address issues
- Coordinates SAC meetings, provides administrative support, serves as advisor
- Educates and informs teachers, counselors, and administrators on unique issues affecting military children
- Understands and communicates to installation leaders and school administrators funding sources to include Federal Impact Aid, Department of Defense Supplemental, and Department of Defense Impact Aid for Children with Severe Disabilities
- Commands a working knowledge of federal, state and local laws applicable to military child education
- Provides information for dissemination through A&FRC web pages, Military Homefront, AF web sites, AF First Integrated Results and Statistical Tracking (AFFIRST) Download Center, sponsor packages, inbound/outbound processing and local school organization venues
- Coordinates on commanders' forums
- Works cooperatively with other base organizations and representatives of sister Services on issues that impact military child education
- Attends Community Action Information Board (CAIB) and the Integrated Delivery System (IDS) meetings as a representative
- Partner with military child education advocacy organizations such as Military Child Education Coalition (MCEC) [www.militarychild.org](http://www.militarychild.org), Military Impacted School Association (MISA) [www.militaryimpactedschoolsassociation.org](http://www.militaryimpactedschoolsassociation.org), and National Military Family Association (NMFA) [www.nmfa.org](http://www.nmfa.org)

# Getting Started

## Military Protocol

It is imperative that the SL follow military protocol and chain-of-command when working issues involving local resources. With that in mind, it is critical that the SL, A&FR Center Director, A&FS Flight Chief and Installation Commander share the same understanding of what the SL job entails. The following items should be discussed and in writing to provide guidance and consistency for the position:

- Services expected to deliver/facilitate, work setting, caseload and standards
- Respective visions and installation priorities for working with schools and the military and civilian communities
- Methods and frequency for reporting issues to installation commander (ex: weekly wing staff meetings, monthly slides, as needed, etc.)
- Level of interface with local school systems and military and civilian community agencies (i.e principal or superintendent), with or without prior installation commander or SLO concurrence
- SL training requirements and Individual Development Plan

This written protocol is worth re-addressing whenever an installation change of command occurs as the new commander must be aware and supportive of the SL's role on base and in the community. Accordingly, the SL will want to ensure that any procedural changes made by the new commander are incorporated into the position duties.

## Awareness of Issues

A SL can expect to encounter a diverse range of issues concerning schools and the education of military children/youth assigned to the base. Issues may range from those related to military life, such as the impact of deployments, to those more educational, such as curriculum and standards of local schools. Whatever the issue may be, the SL needs to approach it objectively and professionally.

Before getting involved a SL will need to determine what can be done directly or indirectly to address the issue. In many instances, addressing an issue may require working with a variety of individuals, agencies, and systems. In most instances, it is

NOT the SL's responsibility to "fix" a problem, but to inform and link the individuals or groups that can appropriately address the issue.

At a minimum the SL should:

- Understand Air Force's philosophy on Military Child Education (MCE)
- Be proactive in learning about local and national issues that impact MCE
- Be familiar with installation, local community and state and federal agency resources that can support MCE
- Understand key documents such as legislation, regulations, Department of Defense Instructions (DoDIs), Air Force Instructions, and policies that impact MCE

## **Ways to Assist Families**

### **Inbound**

Relocating families often choose where they live based on schools near the installation. Access to current, correct information prior to their move eases some stress relocation may cause.

- Ensure that all pre-arrival contacts, e.g., Housing Office, Military Personnel, Airmen & Family Readiness Centers, Family Member Programs, etc. have MCE information
- Post and maintain current school information, websites or links on installation web site
- Advise parents to contact schools prior to arrival and travel with copies of school records and other related documents
- Ensure A&FR Sponsorship training, Discovery Centers, installation web sites, etc include school information
- Develop and distribute a pre-move checklist specifically to address military child education; this checklist should be available on installation website and at all pre- and post-arrival contact points

Questions frequently asked by inbound parents include:

- What primary, middle, and secondary schools do children/youth living on the installation attend?
- What primary, middle, and secondary schools do children/youth living off base attend?
- When does school start?
- How old must a child be to start school?
- Are the schools safe?\*
- What is the quality of the schools on and off base?\*
- How do students perform on standardized tests?
- Are there problems with gangs, violence, or drugs?\*
- Which schools are most highly regarded?\*
- Which schools do most of the installation children attend?
- How far is the walk or bus ride to and from school?
- What are the boundaries for the various off-base schools?
- What is the school registration procedure?
- What kinds of after-school programs are available?
- What are the state procedures for home schooling?

**\*These types of “opinion” questions need to be answered by directing parents to websites, local information forums, family’s sponsor, etc so that they can form their own opinion on the subject. DO NOT offer your opinion as it will be received as the “official” opinion of that school, district or local demographic which will not be helpful and, in some instances, may be illegal.**

## **Upon Arrival**

After a family arrives on base it is important to provide information and referrals to them so they can settle in to their new home.

Newly arrived base families may need help:

- Figuring out where to register children while in temporary housing, while avoiding unnecessary school changes
- Identifying child care and/or out of school supervision options for children/youth (birth to 18)

School information can be provided at the A&FRC or at other locales such as:

- Installation Newcomer’s briefing
- Child Development Centers/ Youth Centers/Community Centers
- School “Welcome” events
- Commander’s calls held at various units throughout the year
- School workshops (workshops can focus on topics such as types of schooling, standardized testing, registration procedures, special needs milestones, etc.)
- Other child/youth related on-base agencies

### **SL information packet**

An information packet can provide useful materials to newly arrived families unable to access the internet.

- Immunization requirements
- List of public and private schools
- High school graduation requirements
- Home schooling policy and procedures
- School specific information
  - School contacts including website
  - Special needs contacts
  - Descriptive information about student population, size, programs, etc
  - Location of school (distance from installation)
  - School registration procedures
  - School calendar
  - Specialized services
  - Grading systems
  - Results on standardized national and state tests

## Departing duty station

Departing families have questions regarding how to transfer school records to the schools at their new location. These families also have questions about schools at their new location. Ways to address these issues include:

- Advise families about the procedures for transferring school records and/or refer to appropriate school points of contact. Encourage families to:
  - Get and take a copy of school records with them
  - Record key names and contact information for current school: this information can be difficult to gather after departure
  - Solicit current school help with preparing for the move, particularly if school schedules are different, graduation testing is required, and in other special circumstances
  - Refer families to the MCEC web site which includes detailed suggestions on preparing for school transition
- With permission of family, contact SL at gaining duty location to facilitate contact between SL and family; give families the name and contact information for the SL at the next duty station
- Encourage families to check out their new school system over the internet
- Encourage youth and parents to request and use sponsors at the new duty station

## On-going Support

Family needs will be identified as an on-going process, not just when moving. In the broadest sense, everything the SL does for families and children/youth falls under the category of **advocacy**, because all SL efforts are, in the end, intended to ease the impact of school transitions and promote family well being. Ways to assist and support families include, but are not limited to, the activities listed below:

- Assist parents in solving school issues, as appropriate and consistent with installation written protocol and/or agreements
- Provide parents the tools to empower them to personally advocate on behalf of their children

- Encourage and promote youth involvement in local school and youth events
- Promote parental involvement in the education/learning of children/youth in and out of school; impress upon parents the importance of advising youth on coursework/class choices to prepare for graduation
- Encourage families and youth to connect with school and civilian community activities
- Provide ongoing training opportunities about school transition support services to help families with different education transition and developmental phases
- Provide information and resources to home-schooled children
- Provide information and referral on base-secondary education
- Work with families of children with special needs providing information and referral to on and office base resources
- Encourage parents to develop and maintain a school record portfolio on the child's academic and extra-curricular performance. Documents to include in the portfolio include: report cards, letters of recommendation, examples of work, lists of textbooks, and documentation on service learning/community service experiences
- Understand the SL roles and responsibilities and limitations. Know leadership expectations and support educational services

### **Interfacing, Educating and Coordinating with Local School Systems**

In order for school personnel to support military children and be able to work and collaborate with the military community (and the SL), it is important to provide school personnel information on:

- Military child education and the SL role
- Base leadership's expectations for school transition and education support services
- Military lifestyle (including impact of deployment and relocation on children)
- Education transitions and common barriers to successful transitions

- Air Force policies and procedures related to children/youth and schools (e.g., parent-teacher conferences, in- and out-processing, curfews, installation out of school supervision policy)
- Military structure
- Military resources (e.g., family support agencies)
- Readiness concerns (deployments, mobility, disasters, terrorist activities, etc) that may affect school operations, student behaviors and installation-school relationships

A list of direct and indirect ways to provide this information to school personnel is provided below:

- Coordinate with installation agencies to provide training for school personnel on military lifestyle, social and academic issues of transition, and practical and emotional issues of deployment. Work with school personnel to incorporate this training into existing professional development training scheduled for school personnel
- Coordinate meetings with guidance counselors, other school staff, and military representatives to address emerging issues and issues influencing military children's education.
- With leadership approval, invite school representatives to address or occasionally attend appropriate installation committees such as the Integrated Delivery System (IDS), Community Action Information Board (CAIB) or Parent Advisory Councils
- Prepare and disseminate to schools an informational paper on military organizations and agencies
- Participate in school improvement teams
- Be visible at school meetings, events and committees, e.g., Parent-Teacher-Student Associations/Parent-Teacher- Student Organizations (PTSA/PTSO), and with school leaders
- Provide opportunities for school leaders to interface with installation leadership through venues like social functions, meetings or committees
- Coordinate with installation leadership to speak to school personnel

- Keep school administrators informed of base events that can be highlighted at school as well such as Month of the Military Child events

## **Impact Aid**

Impact Aid is federal funding earmarked for school districts that encompass military bases. The SL should insure school personnel are aware of the Impact Aid available to them and how to receive it.

## **Marketing the SL Role**

The success of a SL depends on people knowing that the SL exists and SL roles/responsibilities. Marketing is one means of making the community aware of the SL and will likely be the first step in building the required networks. Marketing should focus on two groups: *customers* (i.e., leadership, schools, and families) who are served directly and *contacts* that can provide resources or serve as partners in SL efforts. Thus, the SL needs to market to the following groups:

- Chain of command (installation and unit level leadership)
- School systems (each local school)
- Military families
- Installation agencies and programs
- Community agencies

SLs will need to use different marketing methods with each group, because their location and access to them often vary. In addition, SLs should customize marketing to each group, tailoring the message about what SLs do as appropriate and emphasizing the benefits of partnering for that particular group. Within any of the target communities SLs will find numerous opportunities and ways to inform people of the SLs role in the military community.

## **Checklist for getting started in the SL position**

The following checklist should be used as needed to help prepare for and carry out SL roles and responsibilities and may be used by the SL as a basis for developing (along with the SL's supervisor) a professional development plan

- Log on to Air Force and other Services web sites to learn valuable information on military children
- Become familiar with Air Force guidance and policies related to SL role
- Learn about the A&FRC organization, services, and regulations
- Network with other SL's to learn how they accomplish their mission
- Establish supervisor's expectations
- Establish leadership expectations (written protocol)
- Gather information about military children and local schools
  - ✓ Number and grades of installation school-age children
  - ✓ Number of school-age children living off base
  - ✓ Number of military children attending local schools
  - ✓ Number of military children enrolled in SNIAC
  - ✓ Anticipated number of children rotating out during school year
- Learn key school policies and terminology
- Learn basic military organizations/customs/terminology
- Learn about local school, home schooling and cyber school issues
- Learn about school organizational structures
- Visit and tour schools/meet school personnel
- Build and maintain a local SL program web page
- Find a mentor and SL peer supporter

## **Key Contacts**

There are individuals and agencies on the installation and in school and civilian communities that the SL will either be working with directly or from whom the SL will seek assistance. The SL will need to get to know the individuals and agencies listed to establish a network. These lists are fairly comprehensive, but not exhaustive.

### **Installation Contacts**

The installation network consists of command, family support agencies, installation operations and support agencies, and other key individuals and groups associated with the installation. Information on how to contact these individuals can be found in an installation directory. Always remember when contacting installation leadership the SL must work through your chain of command. The key contacts include, but are not limited to the following:

#### **Command**

- Installation Commander
- Mission Support Group (MSG) Commander
- Deputy MSG Commander
- Senior Enlisted Advisors
- Squadron commanders
- First Sergeants

#### **Family Support Agencies**

- Airman & Family Readiness Centers
- Family Member Programs (CDC/Youth Center, etc)
- Family Advocacy Program (FAP)
- Special Needs Identification and Assignment Coordinator
- Drug and Alcohol Substance Abuse Program
- Chaplains
- Mental Health Services
- Health and Awareness Center (HAWC)
- Employee Assistance Program (EAP)
- Reserve Component Airmen & Family Readiness staff

- Air Guard Wing Family Readiness Coordinators

### **Installation Operations and Support Agencies**

- Army and Air Force Exchange Services (AAFES)
- Advisory Councils
- Club system
- Defense Commissary Agency (DECA)
- Equal Opportunity/Equal Employment Opportunity (EO/EEO)
- Federal agencies co-located on installation, where applicable
- Fire Department
- Housing Office
- Staff Judge Advocate (SJA)
- Library
- Medical Treatment Facility (MTF)
- Security Forces (SF)
- Outdoor Recreation
- Military Personnel Section (MPS)
- Public Affairs Office (PAO)
- Safety Office

### **Key individuals and groups**

- Key Spouse Groups
- Unit and installation spouse organizations
- Family members
- Retirees
- Students/Youth Councils
- Veterans

## **School Contacts**

Get to know school personnel who are in a position to assist in solving education and school transition issues. Because specific titles and responsibilities vary from state to state and from district to district, offices are listed below. Information on how to contact these individuals can be found in a school directory or obtained on the state's education agency web page. The key contacts are not limited to, but can include the following:

### **State Level**

- Superintendent of schools
- State Department of Education
- State Board of Education
- Commissioner, Office of the Governor

### **District Level**

- Superintendent and senior staff
- Curriculum Specialists (elementary and secondary education)
- Transportation Office
- Gifted and Talented Education Programs
- Special Education Programs
- Testing and Evaluation
- Health Services (immunization and medical records)
- Occupational and Physical Therapy
- Social Services (includes school lunch program)
- Public Information
- School-home partnership (Department of Defense Dependent Schools initiative)
- School Board
- Parent-Teacher-Student Association/Parent-Teacher-Student Organization (PTSA/PTSO)

- Volunteer Programs
- Business Partnerships
- Community Outreach

### **School Level**

- School Improvement Committee
- School advisory committee(s)
- Principal and assistant principals
- School secretaries (registration, attendance, student records)
- Guidance counselors and school psychologists
- Social worker
- Parent liaison (public school assistance and outreach to families)
- School nurse or health aide
- Teachers
- Special Education team members
- Junior Reserve Officer Training Corps (JROTC)
- Parent-Teacher-Student Association/Parent-Teacher-Student Organization (PTSA/PTSO)

### **Civilian Contacts**

SLs will be working with agencies outside the gate to get the greater community involved in education and to support schools. The list of agencies is not limited to, but includes:

- 4-H/County Extension Service
- American Red Cross
- Armed Forces YMCA
- Banks and credit unions

- Boys and Girls Club of America (B&GCA)
- Businesses and corporations
- Chamber of Commerce
- Colleges and universities
- Cultural groups
- Food banks
- Foundations
- Hospitals
- Job training centers
- Law enforcement agencies
- Libraries
- Museums
- Nursing homes
- Parks
- Performing arts organizations
- Private organizations
- Retiree organizations
- Shelters
- Veterans organizations
- Vocational schools
- Volunteer agencies
- Youth groups

## **Conclusion**

Our children are vital to America's future. The Air Force is committed to helping parents and schools come together and create an environment that fosters each child's potential and inspires him or her to academic excellence. The SL's role is to promote this success by building relationships between the installation and the local schools and advocating on behalf of military children. This handbook was designed to familiarize the SL with this role, whether SL responsibilities are full time, part time, or integrated into other community readiness consultant duties. This desk guide was developed to offer guidance and resources that can assist the SL in developing their position, no matter where located, to provide the optimum benefit to each SL's community.

Each SL position will evolve as the needs of each community and the Air Force change and grow. This handbook will be periodically reviewed so such changes can be captured and future editions improved. We want SL input! If you have any ideas, comments or questions to contribute towards improving this handbook please forward them, through your MAJCOM to HQ USAF/A1SA. The POC is Lorraine Neuser, 703-604-0195 or [lorraine.neuser@pentagon.af.mil](mailto:lorraine.neuser@pentagon.af.mil). Thank you and good luck!

## Appendix 1: Key Resources

To address many school issues, the SL will need to know about key policies and legislation. This section covers the key resources for School Liaisons in the following areas:

- Resource directories
- Legislation, regulations, and policy documents
- Other resource materials

### Resource Directories

There are many directories available that will contain with the names and telephone numbers of individuals and agencies the SL may need to contact. A list of key directories follows:

**Installation directories.** An installation directory containing general information about the installation and squadrons, contacts, and other information can be obtained from the Airman and Family Readiness Center.

**School directories.** Contact the superintendent's office (specifically the superintendent's administrative assistant) to obtain a directory of school district offices. The SL will need to contact each district to obtain a directory for that district. Similarly, each school probably will have its own directory. A directory for the Department of Defense schools can be found on the Department of Defense Education Activity (DoDEA) web site.

**Community service agency directories.** Information on community service agencies can be obtained from local county government offices or the Chamber of Commerce. These agencies are also listed in the telephone book. The A&FR Discovery Resource Center should have extension e-listings of the agencies as well.

### Legislation, Regulations, and Policy Documents

The following is a list of key legislation, regulations, and policy documents that a SL should have access to:

## **Federal Government**

- Department of Education regulations and educational goals (see Department of Education Web site at [www.ed.gov](http://www.ed.gov))
- Individuals with Disabilities Education Act (IDEA) (see legislation section under the Department of Education Web site at [www.ed.gov](http://www.ed.gov))
- Americans with Disabilities Act (ADA) <http://www.ada.gov/>
- Executive Order 12999, "Educational Technology: Ensuring Opportunity for All Children in the Next Century," April 17, 1996 (transfer of excess and surplus Federal computer equipment to classrooms)  
[http://www.gsa.gov/Portal/gsa/ep/contentView.do?P=MTP&contentType=GSA\\_BASIC&contentId=10722](http://www.gsa.gov/Portal/gsa/ep/contentView.do?P=MTP&contentType=GSA_BASIC&contentId=10722)
- P.L. 103-382, Section 8001-8014, "Title VIII-Impact Aid," Edmonson, Robert, "The Basics of Impact Aid (fifth edition)," including amendments adopted through December 1, 1997  
<http://www.ed.gov/policy/elsec/leg/esea02/pg106.html>
- Federal Register Notices, Vol. 64, No. 63, "Department of Agriculture, Food and Nutrition Service, Child Nutrition Programs-Income Eligibility Guidelines," April 2, 1999
- P.L. 105-336, "School Programs: Implementation of Public Law 105-336 (SP 99-2)," December 3, 1998
- P.L. 105-336, "Limited Disclosure of Children's Free and Reduced Price Meal or Free Milk Eligibility Information (SP 99-3)," (CACFP 99-2), December 7, 1998
- Title 20 United States Code, Sections 921-932, "Overseas Defense Dependents' Education," January 26, 1998
- P.L. 106-65, Section 584, "Support for Child Care Services and Youth Program Services for Dependents," (Fiscal Year 2000)
- P.L. 106-65, Section 584, Subsections 1798 and 1799, "Designation of Pilot Sites for Legislative Initiatives," (Fiscal Year 2000)

- P.L. 104-106, Section 1785, “Youth Sponsorship Program,” February 10, 1996

### **Department of Defense**

Department of Defense regulations and policies can be found at [www.dtic.mil/whs/directives](http://www.dtic.mil/whs/directives).

- DoD Memorandum, “Community Sharing of Department of Defense Facilities,” March 17, 1998
- DoD Directive 1015.5, “DoD Student Meal Program,” October 11, 1983
- DoD Directive 1342.6, “Department of Defense Dependents Schools (DoDDS),” October 13, 1992
- DoD Manual 1342.6-M, “Administrative and Logistic Responsibilities for DoD Dependents Schools,” August 11, 1995
- DoD Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas,” March 12, 1996 (amended October 8, 1998)
- DoD Directive 1342.13, “Eligibility Requirements for Education of Minor Dependents in Overseas Areas,” July 8, 1982 (amended July 29, 1992)
- DoD Directive 1342.16, “Provision of Free Public Education for Eligible Dependent Children Pursuant to Section 6, Public Law 81-874, as Amended,” October 16, 1987 (amended August 5, 1994)
- DoD Instruction 1342.18, “Criteria and Procedures for Providing Assistance to Local Educational Agencies (LEAs),” June 3, 1991
- DoD Instruction 1342.21, “Department of Defense Section 6 Schools,” October 13, 1992
- DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS),” March 4, 1997 (and 2002 amendment on local hire and part-time NAF personnel)

- DoDEA Regulation 2050.9, “Department of Defense Education Activity Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998

### **State government**

- State education regulations and policies
- State curricula requirements
- State education standards
- Policy on child abuse and neglect
- Home schooling guidelines
- School of choice policy

### **Local school districts and schools**

- Policy and procedures on school violence, discipline, disruptive behavior, etc.
- Enrollment and registration requirements
- Redistricting guidelines
- Parent-teacher conference policy
- District home schooling guidelines
- School of choice policy

### **Installation**

- Discipline policies and procedures
- Security policies
- Policy and procedures on use of installation facilities
- Home alone policy

## **Other Resource Materials**

The following is a list of reference and resource materials the SL will find useful.

### **US Department of Education**

- Minicatalog of free publications
- Satellite Town Meetings (English and Spanish)
- Videotapes of Satellite Town Meetings
- 1-800-USA-LEARN
- National Library of Education
- Community Update Newsletter
- EDInfo Electronic Newsletter

### **Local school districts and schools**

- School calendars
- Student/faculty handbooks
- School results on standardized test scores

### **Community**

- List of community recreation programs
- List of summer programs
- Job hot line for youth

### **Installation**

- Military calendars
- Demographics
- Welcome packet

- Installation Fact Sheet
- Base newspapers

## **Key Web Sites**

Below is a list of Web sites that can provide useful information in addressing issues in the SL's community and will be of interest to SL's and military families. This list does not constitute an endorsement by the Department of the Air Force. Keep in mind that many associations and organizations have state-level offices that may be more useful. Consider publicizing some of these Web sites to military families, along with the local installation Web site

## **Schools**

- American Association of School Administrators: [www.aasa.org](http://www.aasa.org)
- American School Counselor Associations: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- American School Directory: [www.asd.com](http://www.asd.com)
- Council of Chief State School : [www.ccsso.org](http://www.ccsso.org)
- K-12 Schools/Districts on the Web: [www.tenet.edu/education/main.html](http://www.tenet.edu/education/main.html)
- National Association of Elementary School Principals: [www.naesp.org](http://www.naesp.org)
- National Association of Federally Impacted Schools: [www.sso.org/nafis/](http://www.sso.org/nafis/)
- National Association of School Psychologists: [www.naspweb.org](http://www.naspweb.org)
- National Association of State Boards of Education: [www.nasbe.org](http://www.nasbe.org)
- National Middle School Association: [www.nmsa.org](http://www.nmsa.org)
- National School Boards Association: [www.nsba.org](http://www.nsba.org)

## **Federal and State Government**

- Department of Defense Education Activity: [www.odedodea.edu](http://www.odedodea.edu)
- Department of Education: [www.ed.gov](http://www.ed.gov)
- Education Commission of the States: [www.ecs.org](http://www.ecs.org)

- Military Family Resource Center: [www.mfrc.calib.com](http://www.mfrc.calib.com)
- Military Homefront: [www.militaryhomefront.dod.mil](http://www.militaryhomefront.dod.mil)
- MilitaryOne Source: [www.militaryonesource.com](http://www.militaryonesource.com)
- Military Teens On The Move (MTOM): [www.defenselink.mil/mtom](http://www.defenselink.mil/mtom)
- National Center for Education Statistics: [www.nces.ed.gov](http://www.nces.ed.gov)
- U.S. Department of Defense Official Website: [www.defenselink.mil](http://www.defenselink.mil)

### **Private Organizations**

- Homeschool Central: [www.homeschoolcentral.com](http://www.homeschoolcentral.com)
- Learning First Alliance: [www.learningfirst.org](http://www.learningfirst.org)
- Military Child Education Coalition (MCEC): [www.militarychild.org](http://www.militarychild.org)
- Military Impacted Schools Association (MISA):  
[www.esu3.org/districts/bellevue/misa/organiz.html](http://www.esu3.org/districts/bellevue/misa/organiz.html)
- National Association for College Admission Counseling:  
[www.nacac.com/index.html](http://www.nacac.com/index.html)
- National Association of Education of Young Children (NAEYC):  
[www.naeyc.org](http://www.naeyc.org)
- National Association of Partners in Education (NAPE): [www.napehq.org](http://www.napehq.org)
- National Association of Federally Impacted Schools (NAFIS):  
<http://joomla.nafisd.org>
- National Foundation for the Improvement of Education: [www.nfie.org](http://www.nfie.org)
- National Military Family Association (NMFA): [www.nmfa.org](http://www.nmfa.org)
- Association for Supervision & Curriculum Development: [www.ascd.org](http://www.ascd.org)
- The Military Coalition: <http://www.themilitarycoalition.org>
- Armed Services YMCA (ASYMCA) <http://www.asymca.org>

### **Resources for Military Families**

- Dads At A Distance: [www.daads.com](http://www.daads.com)
- Military Brats Online: [www.militarybrats.com](http://www.militarybrats.com)
- Military City: [www.militarycity.com](http://www.militarycity.com)
- Overseas Brats: [www.overseasbrats.com](http://www.overseasbrats.com)
- Plan My Move: [www.apps.mhf.dod.mil](http://www.apps.mhf.dod.mil)
- Student Alliance: [www.studentalliance.org](http://www.studentalliance.org)
- National Parent-Teacher Association (PTA): [www.pta.org](http://www.pta.org)
- Partnership for Family Involvement in Education (PFIE): [www.pfie.ed.gov](http://www.pfie.ed.gov)

### **Resources for Special Needs**

- Special Needs Network: [www.mfrc.calib.com/snn/](http://www.mfrc.calib.com/snn/)
- Council for Exceptional Children: [www.cec.sped.org](http://www.cec.sped.org)
- LD Online: [www.ldonline.org](http://www.ldonline.org)
- National Association of Private Schools for Exceptional Children: [www.napsec.com](http://www.napsec.com)
- National Information Center for Children and Youth with Disabilities: [www.nichcy.org](http://www.nichcy.org)
- CHAAD site for ADD/ADHD [www.chaad.org](http://www.chaad.org)
- Specialized Training of Military Parents: <http://www.stompproject.org/>

### **Resources for Homeschooling**

- Homeschool Central: [www.homeschoolcentral.com](http://www.homeschoolcentral.com)
- Homeschool.com: <http://www.homeschool.com/>
- Homeschool Legal Defense Association: <http://www.hsllda.org/hs/default.asp>
- Homeschool World: <http://www.hsllda.org/hs/default.asp>

## Appendix 2: SELF-ASSESSMENT

This chapter describes a process and provides tools for SLs' to assess and reflect on their performance. The chapter asks two questions:

- How am I doing?
- What do I do next?

The first section will help the SL examine the services provided and the quality of those services. The second section identifies steps for addressing performance issues. The SL should conduct this informal self-assessment as part of their annual performance evaluation.

### How Am I Doing?

The checklist, Part A, is designed as a quick tool to assess level of compliance in primary SL areas of responsibility. The checklist is for your use only. Review the checklist to see how many activities you performed in the past year.

It is important to think not only about what you have done, but also about how well you have done it. The questions in Part B are designed to help you assess your effectiveness.

### Self-Assessment for SLs'

#### Part A: Identifying Activities Performed

Within the past year, have I....

#### Informed and advised leadership by:

- Educating leadership on the SL role, and determining with leadership, which school issues I am expected to handle (may only be necessary during the first year of Wing Commander's tour at the installation)
- Keeping leadership informed on school and youth education (including transition) issues and military-school collaborations
- Providing current and comprehensive information needed by leadership
- Keeping leadership informed of my activities/initiatives

#### Informed and assisted families by:

- Developing materials about the SL role, Military Child Education Coalition

(MCEC), and contact information available to military families using a multimedia approach (including Web site, local, and installation newspaper, and Welcome Packet).

- Developing and disseminating information on school topics, transition issues, and youth education support services to educate military families
- Working to increase families' access to information and services
- Identifying ways for parents to ease the school and education transitions of children/youth
- Advocating for families to help resolve specific school-related problems and address transition issues
- Informing leadership and school representatives about parent and youth concerns related to school(s) and transitions

**Interfaced, educated and coordinated with local school systems by:**

- Educating school personnel on the SL role, the military lifestyle, and education and transition issues of concern to military families with school-age children
- Maintaining two-way communication with school personnel
- Identifying information that schools and I should disseminate to military families
- Facilitating development and implementation of a Local Action Plan (school transitions)
- Working with leadership, parents, and other installation agencies to address school and transition issues

**Forged partnerships between military community, civilian community and schools by:**

- Working with other installation agencies to coordinate youth education support services
- Establishing community relationships to obtain support and assistance for local schools and involvement in youth education support services
- Enter into agreements with local agencies to provide additional youth programming options

**Self-Assessment for SL's**

**Part B: Examining How Well Activities Are Performed**

- Does leadership clearly understand your role?
- Is leadership well informed about school and youth education support issues?
- Did you provide accurate information to leadership, parents and schools?

- Were you able to obtain information that you need?
- What opportunities exist to communicate the military community's concerns to the school system? (e.g., individual meetings, committees, command communication, etc.)
- Are you satisfied with the working relationship you have with leadership and schools?
- How often do you communicate with leadership and school representatives? To what extent is the communication effective for addressing issues?
- How well informed are you about parent and school concerns?
- How many parents and schools know who you are?
- How many incoming and outgoing military families received information on school and transition issues?
- How well are you able to respond to parent inquiries?
- To what extent do leadership, parents, and schools call upon you for assistance?
- In what ways have you been able to assist parents and schools? How easy or difficult has it been to get support from others?
- In what ways have you collaborated with others? How effective have these efforts been?
- How confident are you in dealing with the issues you face?
- What feedback, if any, have you received? What feedback has leadership received about you?
- What information did you gain to help you do your job better? (e.g., read a book, attend a conference, etc.)
- What did you learn about your SL role? How did you use this knowledge to augment the mission?

## What Do I Do Next?

Each year, it is important to conduct a self-assessment. Based on your assessment of how well you are doing, you will need to consider what changes, if any, you need to make. To increase your effectiveness, you may need to take one or more of the following steps:

- Check yourself (i.e., behaviors, attitudes, etc.)
- Obtain and review key document(s), especially policies, legislation, program directories.
- Update the information and databases you have
- Identify and contact individuals to expand your network
- Modify the frequency and/or methods of how you communicate with leadership, parents, and schools
- Find different ways to learn about and monitor parent and community issues
- Review the accuracy and appropriateness of the message(s) in materials (e.g., information sheets, information papers) you developed and use
- Alter the type of information you provide to command, schools, and parents, as well as how and when you provide this information.
- Shift the amount of time you spend on certain activities
- Get training in a skill deficit area
- Meet your Individual Development Plan (IDP) requirements for professional development