

# SUPPORT OF MILITARY FAMILIES

Military members report education opportunities for their children, and the ability for their spouse to maintain a career influence their decision to continue serving in the military.

The Department of the Air Force collaborated with policy professionals and subject matter experts to develop quantitative criteria and a framework to assess the quality of pre-kindergarten through twelfth grade public education offered by school districts that service Department of the Air Force installations and states' licensure portability.

## WHY

This framework and criteria were developed to provide communities with information so they can determine how they can better support Airmen and Space Professionals and their families. The results of the assessment will now be one of several factors considered in future basing decisions and should incentivize community efforts to reduce educational and spousal employment challenges for military families. In turn, these efforts will strengthen member retention, improve quality of life and ease transitions for our Airmen and Space professionals.

We recognize improving schools and licensure portability will take time, but by evaluating them and making the findings available, we are providing information for communities to make appropriate changes where needed.

## HOW

The attached categorizes support of military families for your installation in 2019. As you will see, the document is divided into two categories—public education and licensure portability. Each category received an overall assessment— green (highly supportive), yellow (moderately supportive) or red (least supportive).

The chart for public education displays how your installation ranks in comparison to all 154 Department of the Air Force Installations. For licensure portability, it shows how supportive the state statutes are regarding military spouses' ability to transfer their license.

## WHAT NOW

Department of the Air Force installation commanders should be prepared to support meetings with local government and civic leaders, as well as local school district representatives, to discuss the results of this assessment, and potential actions for improvement. Commanders should invite their school liaison who have established relationships with these officials and a deeper insight into the district structure, challenges, and opportunities.

Through School Liaison Community Partnerships such as STEM, Air Force installations can aid the improvement of education support programs by leveraging the installation resources at local

schools. For instance, MacDill Air Force Base offers a “flying classroom” experience to nearby STEM students.

Civic leaders near Air Force installations may work with state government officials to draft legislation to improve education policy and licensure reciprocity for military spouses. For example, civic leaders at Fairchild Air Force Base used a grassroots initiative to reach state senators.

Sharing proposed language and best practices amongst civic leader groups associated with the Air Force has also resulted in positive momentum and increased legislation passage in recent years. During Air Mobility Command’s 2019 Spring Rally, a panel of civic leaders spoke to commanders about the actions they had taken to help advance license reciprocity at their respective bases.

Commanders should also ensure incoming military families are informed of educational opportunities and license portability statutes in their respective states. Dyess Air Force Base uses sponsor outreach, newcomers’ orientation programs, and its Airman and Family Readiness Center and Child and Youth Education Services to increase awareness of Texas laws.

## WHAT’S NEXT

These results will be updated annually. The approach was designed to be responsive and can evolve in response to feedback and availability of new data.

Attachments: Informational Material

Installation Results  
Framework Overview  
Assessment Overview

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For more information about how the data was calculated, contact  
Ms. Heather Pittman at 703-614-0609 or [heather.f.pittman.civ@mail.mil](mailto:heather.f.pittman.civ@mail.mil)  
(for internal Air and Space Force use only, please do not provide contact information externally)



# SUPPORT OF MILITARY FAMILIES

## Professional Licensure Portability Impacts on Military Families



### OBJECTIVE

*Local support for military members and families who reside on and around our installations is an important factor in total force readiness. The strategic importance of this initiative is to ensure locations where we place our military members and their families provide the capabilities necessary to enhance our military family readiness and improves member retention. The Department of the Air Force is dedicated to bringing awareness to, and mitigating, factors that negatively affect readiness and retention for military members and their families as they transition from one duty location to the next.*

### BACKGROUND

Military families report that the decision to continue military service is influenced by the ability of their spouses to sustain careers. To address this issue, the Secretaries of the Army, Navy and Air Force informed the National Governor's Association that...

*"Eliminating or mitigating these barriers will improve quality of life for our military families, and ease the stress of transferring duty stations with consideration for long-term career implications. We realize... changing laws or regulations regarding professional licensure will take time. Over the long term, however, leaders who want to make a difference for the military and our missions will make the most impact if we focus on what matters"*

— February 23, 2018

In partnership with policy and industry experts, and key stakeholders, the Department of the Air Force developed an analytic framework using quantitative criteria. This methodology evaluates current state policies and programs intended to eliminate barriers to license portability for military spouses.

Occupations Reviewed:	
» Accounting	» Nursing
» Cosmetology	» Physical Therapy
» Emergency Medical Service	» Psychology
» Engineering	» Teaching
» Law	» Plus all other professions*

\* This category included to measure any restrictions on other occupations not explicitly listed

### FRAMEWORK

An assessment methodology for all 50 states and the District of Columbia that evaluates community support for military spouses in terms of licensure portability.

Professional Licensure Framework Criteria		
Category	Criteria	Source
Legislative Based Criteria (All Occupations Except Law)		
Compacts	Level of participation	State laws, compact organizations
	Level of accommodation afforded by compacts (ability to work)	
Military-Specific Rules	Temporary Licensing	State laws, executive orders
	Expedited Licensing	
	Endorsement of Licenses	
Other Barriers to License Accommodation	“Substantial equivalent requirements” language	State laws, executive orders
	“May accept” vs “shall accept”	
	Requirements beyond proof of home license (e.g., background materials, additional educational requirements)	
Law Criteria (Only Law)		
Military-Specific Rules	Temporary Licensing	State Supreme Court and Bar Association rules
	Length of time temporary licenses are valid	
Other Barriers to License Accommodation	Multistate Professional Responsibility Examination Score	State Supreme Court and Bar Association rules
	Has not failed new state's bar exam previously	
	Additional educational and training requirements	
	Supervisory requirements	

Current as of July 2020



# SUPPORT OF MILITARY FAMILIES

## Public Education Impacts on Military Families



### OBJECTIVE

*Local support for military members and families who reside on and around our installations is an important factor in total force readiness. The strategic importance of this initiative is to ensure locations where we place our military members and their families provide the capabilities necessary to enhance our military family readiness and improves member retention. The Department of the Air Force is dedicated to bringing awareness to, and mitigating, factors that negatively affect readiness and retention for military members and their families as they transition from one duty location to the next.*

### BACKGROUND

Military families report that the decision to continue military service is influenced by public education opportunities for their children. To address this issue, the Secretaries of the Army, Navy and Air Force informed the National Governor's Association that...

*"Eliminating or mitigating these barriers will improve quality of life for our military families, and ease the stress of transferring duty stations with consideration for long-term career implications. We realize improving schools... will take time. Over the long term, however, leaders who want to make a difference for the military and our missions will make the most impact if we focus on what matters."*

— February 23, 2018

In partnership with policy and industry experts, and key stakeholders, the Department of the Air Force developed an analytic framework using quantitative criteria to assess public education. This methodology assesses the school districts' support for the unique needs of military children within military housing areas surrounding an installation.

### FRAMEWORK

Careful consideration used to reduce the impact of socioeconomic factors while selecting criteria, and all data was obtained from publicly available and reputable sources.

➤ **ACADEMIC PERFORMANCE:** The most important area, this measures student learning and successful program completion.

- **SCHOOL CLIMATE:** Captures whether the schools provide an environment supportive of academic learning
- **SERVICE OFFERINGS:** Includes programs and staff designed to ease transitions and provide emotional and academic support to students.

Public Education Framework Criteria		
Category	Aggregated & Normalized Criteria on District Level	Source Data
Academic Performance	Graduation Rates	■
	Students' Average Annual Learning Rate	●
School Climate	Chronic Absenteeism Rate	◆
	Suspension Rate	◆
Service Offering	Availability of free and/or universal Pre-Kindergarten	◆
	Student to Counselor Ratio	◆
	Student to Mental Health Support Ratio	◆
	Student to Nurse Ratio	◆
	Student to Teacher Ratio (Certified and Not Certified)	◆

**Note:** The shapes in the source data columns above correspond to the sources below.

Source Data	
■	<b>U.S. DEPARTMENT OF EDUCATION: EDFacts Graduation Rates (District and School Level)</b> (EDFacts is a U.S. Department of Education initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data.)
●	<b>STANFORD EDUCATION DATA ARCHIVE</b> harnesses data from the U.S. Department of Education EDFacts data system and a number of other publicly available data files to aid scholars, policymakers, and educators. The information includes measures of academic opportunity and gaps based on socioeconomic status.
◆	<b>U.S. DEPARTMENT OF EDUCATION: Civil Rights Data Collection (CRDC)</b> (CRDC gathers information on student enrollment, education programs, and school services, broken down by race, sex, English proficiency, and disability. The data is collected biennially from every public school in the United States.)

Current as of July 2020





# SUPPORT OF MILITARY FAMILIES

## Public Education and Licensure Portability Assessment Summary



### PUBLIC EDUCATION

**Scope:** Pre-kindergarten through 12<sup>th</sup> grade public school districts (virtual and physical) within the Military Housing Area (MHA) of Air Force installations in all 50 states and the District of Columbia.

- **Virtual schools** – Full enrollment schools that service military children within the MHA are included, even though their brick and mortar or “physical” location may be outside of the MHA
- Note that a school district is included if a portion of the district falls within the MHA. The Air Force understands that this business rule may include schools that are outside of the MHA

### Methodology:

#### District-level Criteria to Develop an Installation Assessment:

- To determine which school districts to analyze for each installation, Air Force cross referenced zip codes in the MHA with zip codes of schools in the surrounding districts
- Next, in each district, the results were averaged for each of the nine criteria (e.g., student to teacher ratio, graduation rate, etc.) to arrive at an installation score for each criterion
- Finally, the results were computed for each of the three categories (academic performance, school climate, and service offerings)
- The comparative analysis uses colors to graphically display results for all criteria, categories and locations. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to all others. The lower, middle and top thirds can also be described as least, moderately or most supportive of military families, respectively.



### LICENSURE PORTABILITY

**Scope:** State policies and programs which eliminate barriers to license portability for military spouses. Areas where governors, state legislatures, and judicial organizations have the authority to take corrective action in all 50 states and the District of Columbia.

### Methodology:

- This methodology evaluates current state policies and programs intended to eliminate barriers to license portability for military spouses
- All available information is considered for each state and occupation
- The analysis uses colors to graphically display results for all criteria and locations. A linear scale with fixed gates provides information about a location's ability to support each criterion based on objective measures. The red, yellow and green colors can also be described as least, moderately or most supportive of military families, respectively.
- The Red, Yellow, Green continuum is used based upon how easily military spouse professionals are allowed to transfer their licenses between states, and whether they can begin work immediately
- A checklist of rules that states should and should not have is used to assign colors
  - For example, having a compact or temporary licensing rule and NOT having supervisory requirements are checklist items that lead to green
- The pie chart graphic under licensure on each base assessment file shows how well the 50 states and DC statutes meet the criteria on the framework overview hand out. It is not a comparative analysis among bases.



Current as of August 2020



# SUPPORT OF MILITARY FAMILIES

## Public Education and Licensure Portability Assessment Summary



### LICENSURE PORTABILITY

#### Data Sources:

- Publicly available records of current state laws, executive orders, and state supreme court / bar association rules
- The Air Force makes use of research performed by the Military Spouse Judicial Network, which documents the state supreme court and bar association rules across the U.S.
- Current state laws and executive orders:** Many states have rules specific regarding licensure portability for military personnel and/or their spouses. These rules are passed by state law or by executive order for all professions except law. Law specific rules are passed by state supreme courts or state bar associations
- Current interstate compacts:** Licensure agreements among states that are written into state law when accepted or joined. They can create more consistent rules that allow licensed professionals to work in other states through "privilege-to-practice" policies, whereby professionals can more easily transfer their license to a new state



### PUBLIC EDUCATION

#### Data Sources:

- Department of Education – Civil Rights Data Collection 2015-2016 District and School Data**

**Description:** The Civil Rights Data Collection gathers information on student enrollment, education programs, and school services, disaggregated by race, sex, English proficiency, and disability. The data is collected through a biennial survey, which receives a response from every public school and school district in the United States. The survey responses are critical to monitoring and informing civil rights-based education policy.

**Sponsor:** United States Department of Education Office for Civil Rights

- Department of Education – EDFacts**

**Description:** EDFacts is a U.S. Department of Education initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data. It supports planning, policymaking, and management/budget decision-making, centralizes data provided by state education agencies (SEAs), and collects data on district and school demographics, program participation, and performance data.

- Center for Education Policy Analysis – Stanford Education Data Archive (SEDA)**

**Description:** The Stanford Education Data Archive is intended to harness data to aid scholars, policymakers, and educators. The publicly available data includes measures of academic opportunity and gaps based on race and socioeconomic status.

**Note:** Dr. Sean Reardon, the architect of the Student's Average Annual Learning Rate measures for academic performance confirmed the appropriateness of the measure for this specific use case. He has expressed his willingness to explain and defend his work to interested stakeholders.



## White Paper on Support of Military Families Initiative

*Office of the Assistant Secretary of the Air Force for Installations, Environment, and Energy*

### Introduction

Military families frequently relocate due to changing mission requirements or reassignments. These moves present challenges and stressors for military families. Additionally, career sustainment for military spouses and education for their children can significantly influence military members' decisions to continue service. To address this issue, the Secretaries of the Army, Navy and Air Force informed the National Governors Association in their February 23, 2018, memorandum that "...we will encourage leadership to consider schools near bases and whether reciprocity of professional licenses is available for military families when evaluating future basing or mission alternatives." In response to this guidance, the Department of the Air Force launched the Support of Military Family initiative.

The Air Force collaborated with policy experts and key stakeholders (listed in Appendix A) to develop measures that provide a holistic analysis of occupational licensure portability and public education. These measures use analytic frameworks and quantitative criteria to evaluate data from reputable third party sources. The results inform military and civilian leadership of local family readiness factors across all Air Force installations in the United States and District of Columbia.

### Licensure Background and Methodology

The occupational licensure portability measure evaluates challenges military spouses face in sustaining their professional careers when relocating to a new jurisdiction. Taking action to alleviate these challenges, the 2018 Secretaries of the Armed Forces memorandum targets efforts on six professional fields: medical, legal, engineering, education, accounting, and cosmetic arts. To better align with other Department of Defense efforts, the Air Force further defined the medical field to include physical therapy, emergency medical services, nursing, and psychology, and added an additional category to account for other occupations specifically listed in statutes. Additionally, the term "reciprocity" was interpreted to include all efforts that facilitate interstate licensure portability, and eliminate or mitigate barriers for military spouses. The goal is to collaborate with state leadership to eliminate licensing barriers without reducing a state's rights to address unique geographical concerns or additional requirements for public protection.

When developing the analytic framework, policy professionals determined that the preferred solution for accommodations is inter-state compacts. Compacts with broad state participation afford the most support to military spouses, as they provide the ability to work immediately. The experts also valued military specific rules that provide temporary licensing, endorse another states' license, or expedite the licensing process. Lastly, the Air Force evaluated state legislation, governor's executive orders, and state Supreme Court and bar association rules for language that eliminates other barriers to license accommodation.

The frameworks use quantitative criteria defined by distinct metrics. To account for varying requirements within professional occupations, the analysis focuses on areas where governors, state legislatures, and judicial organizations have the authority to take corrective action. Policy experts and stakeholders agree that this approach effectively addresses barriers to occupational licensure portability.

## Licensure Framework and Criteria

The table below depicts how the analytic frameworks organize the criteria, and lists the authoritative information sources. Note that the legal profession requires a slightly differently framework that accommodates rules for admission to state bar associations, which are not subject to state legislative language nor a governor's executive orders.

Licensure Framework for Occupations Except Law		
Category	Criteria	Source
Compacts	Level of participation	State laws, compact organizations
	Level of accommodation provided	
Military-Specific Rules	Endorsement of Licenses	State laws, executive orders
	Expedited Licensing	
	Temporary Licensing	
Other Barriers to Accommodation	“Substantial equivalent requirements” language	State laws, executive orders
	“May accept” vs “shall accept”	
	Requirements beyond proof of home license (e.g., background materials, additional educational requirements)	
Licensure for Law-Specific Occupations		
Category	Criteria	Source
Military-Specific Rules	Temporary Licensing	State Supreme Court, Bar
	Length of time temporary licenses are valid	Association rules
Other Barriers to Accommodation	Multistate Professional Responsibility Examination Score	State Supreme Court, Bar Association rules,
	Has not failed new state’s bar exam previously	
	Additional educational and training requirements	
	Supervisory requirements	

Interstate compacts can create more consistent rules that allow licensed professionals to work in all states that signed the compact charter. For over a decade, the Defense State Liaison Office has worked with state and national occupation boards and associations to create a consistent multi-state process that supports licensure portability through interstate compacts. This enables military spouse to more easily transfer their licenses to new states. Currently, the Defense State Liaison Office collaborates with state licensing boards and membership associations for eight of the nine occupations analyzed by the Department of the Air Force licensure portability measure.<sup>1</sup> These arrangements significantly impact military spouses by reducing the lost wages, time and effort required in transferring licenses.

Military-specific rules enable states to more quickly address the licensing needs of military spouses. The endorsement process allows state boards or regulators to recognize credentials in good standing from another state. The expedited licensure process allows state boards or regulators to process applications and license military spouses while continuing to validate documents from external states and institutions. Lastly, a temporary license allows a military spouse with a valid professional license from another state to secure employment while completing state licensing requirements or while awaiting primary source document verification.

There are many other barriers to accommodation. Legislative language regarding licensing for military spouses varies greatly from state-to-state and may prevent the military spouse from working immediately. While in theory temporary licensing should be easier for incoming military spouses, in

<sup>1</sup> Defense-State Liaison office. *Military Sate Policy Source*. <https://statepolicy.militaryonesource.mil/>.



practice the legislative language often hinders the spouse's transition. The Defense State Liaison Office and the Department of Labor have shown that temporary licensing laws often contain phrases such as "substantially equivalent requirements" that create ambiguity regarding licensing eligibility for military spouses transferring from other states. Additionally, some state statutes specify that licensing boards "*may accept*" rather than "*shall accept*" a military spouse's professional license, allowing the board to have greater discretion in refusing temporary licensing. As a result, it becomes difficult to determine if these licensing laws actually help military spouses obtain a license in that state. This ambiguity can prevent military spouses from quickly assimilating into the workforce, resulting in lost wages and more stress on our military families.<sup>2</sup>

State court systems, not legislatures, create the rules regarding licensure for the legal profession. The Military Spouse Juris Doctor Network advocates for licensing considerations for military spouses in law occupations.<sup>3</sup> With this advocacy, 34 states have developed rules to accommodate licensing for military spouses in these occupations. The results of these efforts are similar to those achieved by state legislation and compact participation for the other professions.

### Public Education Background and Methodology

When relocating, military parents must go through the arduous process of researching schools, and often cite that their children find it difficult to assimilate into a new school environment.<sup>4</sup> The stress associated with adjusting to a new school impacts the readiness and retention of military families. This issue was highlighted in the 2018 Secretaries of the Armed Forces memorandum, which stated in part "...incoming students face difficulties transferring credits between school systems, adjusting to varied curriculum, and joining sports teams or clubs after the start of the school year. Exclusion from extra-curricular activities is particularly challenging for our military children, as they are critical to social development and self-esteem." The Department of the Air Force is committed to collaborating with communities to ensure that excellent educational support factors are available at installations nationwide.

The Department of the Air Force used a full-spectrum approach to measure how schools could best support military children. The analytic framework includes academic performance, school climate, and service offerings. Careful consideration was given to incorporate quantitative criteria which would limit or mitigate the impact of socioeconomic factors. The methodology evaluates public school districts within the Military Housing Area zip codes surrounding an installation for all 50 states, and the District of Columbia, based on publicly available data from reputable sources. Policy experts and stakeholders agree that this approach effectively assesses school districts' support for the educational needs of military children.

### Public Education Framework and Criteria

The table below depicts how the analytic framework organizes the assessed criteria. Academic performance measures a student's learning rate from third to eighth grade, as well as successful completion of high school. School climate captures whether the school provides an environment supportive of academic learning. Service offerings include personnel and programs intended to ease transitions and provide emotional and academic support to students.

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<sup>2</sup> Defense-State Liaison office. Military State Policy Source. <https://statepolicy.militaryonesource.mil/>

<sup>3</sup> Military Spouse JD Network. <https://www.msjdnet.org/>.

<sup>4</sup> Memorandum for the National Governors Association. 23 February 2018. Release No: NR-061-18. U.S. Department of Defense

Public Education Framework		
Category	Criteria	Source Data
Academic Performance	Graduation Rates	Department of Education - EDFacts Graduation Rates
	Student's Average Annual Learning Rate	Stanford Education Data Archive - data pulled from the Department of Education
School Climate	Chronic Absenteeism Rate	Department of Education Civil Rights Data Collection
	Suspension Rate	
Service Offerings	Availability of free and/or universal Pre-Kindergarten	
	Student to Counselor Ratio	
	Student To Mental Health Support Ratio	
	Student to Nurse Ratio	
	Student to Teacher Ratio (Certified and Not Certified)	

Academic performance standards are set at the state level with no standardized national measures. The decentralization of educational requirements for pre-kindergarten through twelfth grade education has resulted in a variety of options and exceptions that vary between districts and states. Additionally, states use independently developed metrics to compare their districts. For these reasons, there is no single data repository that provides a complete record of school performance at the district level. The National Assessment of Educational Progress allows for comparisons of academic performance among states but does not report metrics at the district level. These differences are overcome and normalized by the work of Dr. Sean Reardon, a professor in Education and a Senior Fellow at the Stanford Institute for Economic Policy Research. Policy experts recommend that the Department of the Air Force use the Stanford study to objectively compare public schools across districts and states.<sup>5</sup> Dr. Reardon's methodology incorporates third through eighth grade nationally mandated tests, and applies the National Assessment of Education Progress standard (transcending state testing differences) to determine a student cohort's annual learning rate. The resulting evaluation measures how much academic learning a student achieves per school year.

School climate measures environmental factors that affect academic learning and educational success. It captures chronic student absenteeism and rates of disciplinary actions that result in a student's suspension from school<sup>6</sup>. When developing these criteria, care was taken to ensure the tabulation of discrete events so as to avoid double counting. For this category, lower rates are preferred.

Service offerings are focused on transition support for military children. These include access to programs and qualified staff who can provide specialized transition support, which can help reduce stressors on military families. These services also contribute to institutional synergy through academic and emotional support programs.

## Conclusion

Military families move frequently. Licensure portability for military spouses and education support for military children is strategically important to bolstering resiliency in the force. The factors and methods described in this white paper produce objective assessments of Support of Military Family factors. However, the Department of the Air Force recognizes that states and local communities continue to work on improving their support for our personnel and installations, so the factors described here will evolve in response to feedback and the availability of new data.

<sup>5</sup> Reference to Dr. Reardon's Growth Measure. Study is from the Stanford Center for Education Policy Analysis

<sup>6</sup> Chronic absenteeism is found in all 50 Every States Succeed Act (ESSA) metrics

## APPENDIX A – Policy Professionals

<b>Licensure Portability</b>	Council of State Governments
	Department of Labor
	Military Spouse Juris Doctor Network
	National Conference of State Legislatures
	National Society of Professional Engineers
	Office of the Second Lady (Mrs. Pence)
<b>Public Education</b>	American Association of School Administrators
	Association of Defense Communities
	Blue Star Families
	Collaborative for Student Success
	Council of Chief State School Officers
	Department of Education
	Education Commission of the States
	Lexington Institute
	Military Child Education Coalition
	Military Interstate Children's Compact Commission
	National Association of Federally Impacted Schools
	National Governors Association
	National Math and Science Initiative
	National Military Family Association
	Stanford Center for Education Policy Analysis
	The School Superintendents Association
<b>Federal Government</b>	Air National Guard (NGB) States' Adjutant Generals (TAGs)
	Deputy Secretary of Defense (DepSecDef)
	Executive Office of the President, Domestic Policy Council (EOP/WHO)
	Office of the Department of Defense Education Activity (DoDEA)
	Office of the Under Secretary of Defense for Personnel and Readiness (OUSD P-R)
	United States Air Force Office of the Assistant Secretary for Installations, Environment and Energy (SAF/IE)
	United States Air Force Office of the Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1)
	United States Air Force Office of the Assistant Secretary for Manpower and Reserves (SAF/MR)
	United States Army Office of Manpower and Reserve Affairs (Army MR)
	United States Navy Office of Manpower and Reserve Affairs (Navy MR)



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## *Support of Military Families*

### *2019 Technical Documentation*

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#### Public Education:

**Goal:** Improve support for the unique educational needs of military children within communities near Air Force installations

**Scope:** Pre-kindergarten through 12th grade public school districts (virtual and physical) within Military Housing Area (MHA) of Air Force installations in all 50 states and the District of Columbia

- Virtual schools - Full enrollment schools that service military children within the MHA are included, even though their brick and mortar or “physical” location may be outside the MHA

#### Criteria Categories:

- Academic Performance – Educational metrics that establish a foundation for college and or career readiness
- School Climate – Indicators of a safe educational environment and its contribution to academic learning
- Service Offering – Access to programs and qualified staff providing specialized transition services for military children, including academic and emotional support

#### Criteria Definitions:

##### **Student to Teacher Ratio**

- Ratio of student enrollment to total teacher FTEs (Full-Time Equivalent)
- Reported once every other year to Department of Education - Civil Rights Data Collection

##### **Pre-Kindergarten**

- Level of Pre-Kindergarten available within the MHA associated with Air Force Installations
- Categories of Pre-Kindergarten offered nationwide vary from none, part-day to some, part day to all / full day to some, full day to all
- Reported once every other year to Department of Education - Civil Rights Data Collection

##### **Student to Counselor Ratio**

- Ratio of student enrollment to total counselor FTEs
- Reported once every other year to Department of Education - Civil Rights Data Collection

##### **Student to Mental Health Support Ratio**

- Ratio of student enrollment to the sum of total psychologist FTEs and social worker FTEs
- Reported once every other year to Department of Education - Civil Rights Data Collection

##### **Student to Nurse Ratio**

- Ratio of student enrollment to total Nurse FTEs
- Reported once every other year to Department of Education - Civil Rights Data Collection

### **Suspension Rate**

- Rate of students from grades Pre-Kindergarten through 12<sup>th</sup> grade with and without disabilities who received at least one suspension (in and/or out of school)
- Reported once every other year to Department of Education - Civil Rights Data Collection

### **Chronic Absenteeism Rate**

- Rate of students that have chronic absenteeism, as defined by missing at least 15 days of schools in a given school year
- Reported once every other year to Department of Education - Civil Rights Data Collection

### **Students' Average Annual Learning Rate:**

- Average increase in grade level competency as measured by federally mandated test scores across grades three through eight. Measures the number of grade level years accomplished by students within a school district (e.g., a cohort of students beginning at 3<sup>rd</sup> grade level and exiting at 8<sup>th</sup> grade level should average 1 grade level per year)
- The National Assessment of Educational Progress (NAEP) is what enables the calculations necessary for standardizing student learning rates across state lines
- To place student learning rates on a common scale across states, grades, and years, the Stanford Education Data Archive (SEDA) uses data from the NAEP
  - NAEP provides a common inter-state scale of 3<sup>rd</sup> and 8<sup>th</sup> grade test score averages The SEDA interpolates and extrapolates linearly to obtain estimates for grades and years in which NAEP was not administered
- The SEDA then uses these state-specific NAEP estimates to place each state's learning rate scores on a NAEP scale
  - The resulting student learning rates are comparable across states and years
- Published annually in July by the SEDA

### **Graduation Rates**

- The graduation rate of all eligible students within the school district
- Published annually in January via the Department of Education EDFacts Data System

## Methodology:

- The Department of the Air Force cross referenced zip codes within the Military Housing Area (MHA) with zip codes of schools in the surrounding districts. Those school districts with zip codes that fall within the MHA of an installation are included in the analysis.
  - MHA is a geographic area in which service members are assumed to look for community housing. MHA boundaries are defined by a collection of zip codes and are reviewed annually.
  - Some measures are available only at the district level, so the inclusion of a school necessarily implies the inclusion of its entire district, even if this district also contains schools with zip codes outside of the MHA.
  - Virtual and online schools are eligible and often belong to geographically scattered districts. This may include schools within a district that have zip codes located far from the installation.
- The nine (9) education criteria are individually evaluated across the school districts supporting an installation, with larger school districts (by student enrollment) receiving proportionally greater weight.
- The criteria results are then combined (straight average) into the three categories to determine ratings for Academic Performance, Service Offering, and School Climate.
  - Five (5) criteria are averaged for Service Offering - Student to teacher ratio, Student to counselor ratio, student to nurse ratio, student to mental health support ratio, Pre-Kindergarten availability
  - Two (2) criteria are averaged for School Climate: Suspension rate, Chronic absenteeism
  - Two (2) criteria are averaged for Academic Performance: Student Learning Rate, Graduation Rate
- Finally, the three categories are combined (weighted average, 60, 20, 20) to determine the composite score for the installation.
  - Service Offering – 20%
  - School Climate – 20%
  - Academic Performance – 60%
- Note: This comparative analysis uses colors to graphically display results for all criteria, categories and locations. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to other Department of the Air Force installations. The lower, middle and top thirds can also be described as least, moderately or most supportive of military families, respectively.



## Data Sources:

### **Full Name:** Department of Education - Civil Rights Data Collection 2015-2016 District and School Data

**Description:** The Civil Rights Data Collection gathers information on student enrollment, education programs, and school services, disaggregated by race, sex, English proficiency, and disability. The data is collected through a biennial survey, which receives a response from every public school and school district in the United States. The survey responses are critical to monitoring and informing civil rights-based education policy.

**Data Set:** Weblink: <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16.html>

**Download file link:** Scroll down to the "Access 2015-16 CRDC Data" heading and in the second bullet click on the CSV-formatted [zip file](#). This zip file will contain the data and documentation at both the school and district levels.

**Sponsor:** United States Department of Education Office for Civil Rights

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### **Full Name:** Department of Education - EDFacts Graduation Rates (District Level and School Level)

**Description:** EDFacts is a U.S. Department of Education initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data. It supports planning, policymaking, and management/budget decision-making, centralizes data provided by state education agencies (SEAs), and collects data on district and school demographics, program participation, and performance data.

**Data Sets:** Weblink: <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html>

**Download file link:** Scroll two-thirds of the page down to the "Adjusted Cohort Graduation Rate" and click on the [Flat File](#) under "LEA Level CSV File\*".

**Download file link:** Scroll two-thirds of the page down to the "Adjusted Cohort Graduation Rate" and click on the [Flat File](#) under "School Level CSV File\*".

### **Full Name:** Department of Education - National Center for Education Statistics Common Core of Data

**Description:** The Common Core of Data is the primary database on public education in the United States. The Common Core of Data is a comprehensive, annual, and national database of all public schools and school districts, collected through the EDFacts Office.

**Data Set:** Weblink: <https://nces.ed.gov/ccd/schoolsearch/>

**Download file link:** Select a state, click "Search" button on the right, select "OK", scroll down to "Download This Data" and click "Download Excel File". *Note:* This is just on the state level, so we combined all the individual state CSVs into a single national CSV.

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### **Full Name:** Department of Education - National Center for Education Statistics Common Core of Data Public Elementary / Secondary School Universe Survey Data

**Description:** As a part of the Common Core of Data, the primary purposes of the Public Elementary/Secondary School Universe Survey are: to provide a complete listing of all public elementary and

secondary schools in the country; to provide basic information and descriptive statistics on all schools, their students, and their teachers.

**Data Set: Weblink:** <https://nces.ed.gov/ccd/pubschuniv.asp>

**Download file link:** Scroll down to “2017-2018 (Preliminary Directory)”, find the “Data Files” column, and click on the [Flat File](#) directly underneath the heading. *Note:* The corresponding data dictionary is in the same row under “Record Layout” as [Record Layout](#).

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**Full Name: Center for Education Policy Analysis: Stanford Education Data Archive (SEDA)**

**Description:** The Stanford Education Data Archive is intended to harness data to aid scholars, policymakers, and educators. The publicly available data includes measures of academic opportunity and gaps based on race and socioeconomic status.

**Data Set: Weblink:** <https://edopportunity.org/get-the-data/seda-archive-downloads/>

**Note:** Dr. Sean Reardon, the architect of the Student’s Average Annual Learning Rate measures for academic performance confirmed the appropriateness of the measure for this specific use case. He has expressed his willingness to explain and defend his work to interested stakeholders.

## Licensure

**Goal:** Reduce barriers for military spouses to continue their professional careers in a new place of residence by encouraging licensure portability

**Scope:** Areas where governors, state legislatures, and judicial organizations have the authority to take corrective action in all 50 states and the District of Columbia

### ***Interstate compacts:***

- Licensure agreements among states that are written into state law when accepted or joined. They can create more consistent rules that allow licensed professionals to work in other states through “privilege-to-practice” policies, whereby professionals can more easily transfer their license to a new state

### ***State Laws and Executive Orders:***

- Many states have rules specific for military personnel and/or their spouses as it pertains to licensure reciprocity and/or portability. These rules are passed by state law or by executive order for all professions except law. Law-specific rules are passed by state supreme courts or state bar associations

## Criteria Definitions:

### Level of participation

- Whether or not a state participates in available compacts

### Level of accommodation afforded by compacts (ability to work)

- Whether the compact gives spouses the ability to work immediately and without burden when moving between participating states

### Temporary licensing

- Whether the state has temporary licensing that immediately allows the spouse to begin work and lasts long enough for the permanent license application to be completed

### Expedited licensing

- Whether the state allows licensing boards or regulators to expedite the license application of military spouses

### Endorsement of licenses

- Whether the state has a process that allows licensing boards or regulators to recognize credentials from another state

### “Substantial equivalent requirements” language

- Whether the new state requires that the license holder have met similar requirements to what license holders in their state must meet (e.g., bachelor’s degree, 40 credit hours of education, etc.)
- “States use the term “substantially equivalent requirements” to allow acceptance of another state’s requirements for obtaining a license if they are sufficiently similar to their own, and to



preclude acceptance if they are not. For example, if obtaining a particular license in Ohio requires a 4 year Bachelor's degree, and someone has a license from a state with a lessor requirement, then Ohio's Substantial Equivalency Requirement Clause would not accept that applicant's license.

"May accept" vs "shall accept" language

- Whether the state's laws on license reciprocity uses "may accept" language, which gives licensing boards greater discretion in refusing temporary licensing

Requirements beyond proof of home license

- Whether the state has additional requirements that spouses must complete when transferring a license (e.g. background materials such as transcripts, additional educational requirements). These requirements can be burdensome and time consuming, resulting in lost wages

Supervisory requirements

- Whether the state requires spouses to practice their profession under the supervision of another license holder. This is extremely burdensome as it makes finding employment difficult and suppresses wages for those that do find a willing supervisor

Military-Specific Rules for Law

- State rule that allows for military spouses to practice law immediately when transferring from a different state

Temporary Licensing – Law

- Whether the state has temporary licensing that immediately allows the spouse to begin work and will last through the length of a Permanent Change of Station (at least 3 years)

Multistate Professional Responsibility Examination Score

- A section of the bar exam – some states require a particular score in order to qualify for their military-specific rule for licensure reciprocity

Has not failed new state's bar exam previously

- Disqualify someone from their military-specific rule if they have tried and failed that state's bar exam in the past

### Methodology:

- All available information is considered for each state and occupation
- A checklist of licensure rules that states should have, and that they should avoid, is used to assign colors
  - For example, having a compact or temporary licensing rule and NOT having supervisory requirements are checklist items that lead to green.
- The Red, Yellow, Green continuum is based on how easily military spouse professionals are allowed to transfer their licenses between states, and whether they can begin work immediately. The pie chart graphic under licensure on each base assessment sheet shows how well the 50 states and DC statutes meet the criteria on the framework overview hand out. It is not a comparative analysis among bases or states.

### Data Sources:

- Publicly available records of state laws, executive orders, and state supreme court / bar association rules
- The Air Force makes use of research performed by the Military Spouse Judicial Network, which documents the state supreme court and bar association rules across the US

## Policy Experts and Stakeholders

**Defense State Liaison Office:** works with state leaders across the country who are concerned for the welfare of service members and military families living in their state.

**Department of Labor:** fosters and promotes the welfare of the job seekers, wage earners, and retirees of the United States by improving their working conditions, advancing their opportunities for profitable employment, protecting their retirement and health care benefits, helping employers find workers, strengthening free collective bargaining, and tracking changes in employment, prices, and other national economic measurements.

**National Conference of State Legislators:** improves the quality and effectiveness of state legislatures, promotes policy innovation and communication among state legislatures, and ensures state legislatures a strong, cohesive voice in the federal system.

**Military Spouse Juris Doctor Network:** advocates for licensing accommodations for military spouses, including bar membership without additional examination, as well as network with other military spouses with JDs.

**Council of State Governments:** fosters the exchange of insights and ideas to help state officials shape public policy.

**National Society of Professional Engineers:** is a member-centric, nimble, future-focused and responsive organization, serving as the recognized voice and advocate of licensed Professional Engineers.

**National Guard Bureau:** is responsible for the administration of the United States National Guard established by the United States Congress as a joint bureau of the Department of the Army and the Department of the Air Force.

**National Governors Association:** promotes visionary state leadership, shares best practices and speaks with a collective voice on national policy for the nation's governors.

**Department of Education:** is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education. Also contains the EDFacts and Common Core of Data programs as subsidiary branches.

**Department of Defense Education Activity:** is responsible for planning, directing, coordinating, and managing prekindergarten through 12th grade educational programs on behalf of the Department of Defense (DoD).

**Lexington Institute:** informs, educates, and shapes the public debate of national priorities in those areas that are of surpassing importance to the future success of democracy, such as national security, education reform, tax reform, immigration and federal policy concerning science and technology.

**Blue Star Families:** is committed to strengthening military families by connecting them with their neighbors – individuals and organizations – to create vibrant communities of mutual support.

**Collaborative for Student Success:** works to defend high standards, high-quality assessments, and strong systems of accountability, to ensure that all kids are prepared for college or career.

**National Math and Science Initiative:** works to expand access to challenging coursework and improve student achievement through proven programs that consistently produce measurable and lasting results.

**National Association of Federally Impacted Schools:** advocate for Impact Aid funding and policy changes to ensure the Federal government meets its obligation to these school districts, as well as students and taxpayers in these communities.

**Military Child Education Coalition:** works to ensure inclusive, quality educational opportunities for all military-connected children affected by mobility, transition, deployments and family separation.

**Council of Chief State School Officers:** is committed to ensuring that all students participating in our public education system -- regardless of background -- graduate prepared for college, careers, and life.



***American Association of School Administrators:*** advocates for equitable access for all students to the highest quality public education and develops and supports school system leaders.

***Education Commission of the States:*** serves both the people who develop and implement education policy and the students who directly benefit from effective policy change.

***National Military Family Association:*** is the “go to” source for Administration Officials, Members of Congress, and key decision makers when they want to understand the issues facing military families.

***Military Interstate Children’s Compact Commission:*** addresses some of the educational challenges transitioning children of military families face.

***Association of Defense Communities:*** is the connection point for leaders from communities, states, the military and industry on community-military issues and installation management to enhance knowledge, information sharing and best practices.

***Stanford Center for Education Policy Analysis:*** is a research center created in 2009 to unite an interdisciplinary array of nationally prominent scholars from across the campus to provide the depth and scale of research needed to affect education practice and policy in meaningful ways.