

EDUCATIONAL PERFORMANCE OF MILITARY-CONNECTED STUDENTS IN SOUTH CAROLINA

2023 REPORT

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Prepared For:

Academic Standards & Assessments Subcommittee
Public Awareness Subcommittee

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Note: At the time of publication, data on the performance of MCS was not finalized for the Advanced Placement (AP) exams given during the 2021-22 school year.

EXECUTIVE SUMMARY

The South Carolina General Assembly finds that comprehensive legislation to enhance many quality of life issues for members of the armed forces and their families is very appropriate to demonstrate its appreciation for the sacrifices of members of the armed forces and their families and to demonstrate its appreciation for the enormously positive impact of military installations on the Palmetto State. (2013-2014 Bill 4859)

This report is the annual assessment of the educational performance of military-connected students (MCS) in South Carolina, as required by Act 289, the Military Family Quality of Life Enhancement Act. The report, developed by the Education Oversight Committee (EOC), in collaboration with the State Board of Education, aims to enhance the quality of life of our honorable armed forces personnel.

The report provides insights into the demographics of military-connected students and the data collection and reporting process at the state level for the 2021-2022 school year. The report also includes information on the academic performance and school attendance of military-connected students, existing structures, and support for them in the state and nationally, and recommendations for policy decisions. Care was taken to include metrics which juxtapose MCS progress with non-military connected students (Non-MCS).

It is recommended that policymakers review the report's findings and recommendations and work together to implement effective policies for the betterment of military families.

Acknowledgements

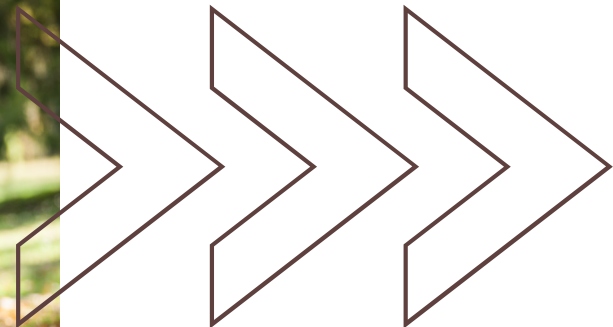
The EOC staff acknowledges the support and assistance of many individuals and organizations in the development of this report. We are grateful for their willingness to share and advocate for military connected students and families in South Carolina.

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Background

This annual report is produced to fulfill the requirements of Act 289, also known as the Military Family Quality of Life Enhancement Act, which was passed in 2014 by the SC General Assembly. The Act's purpose is to "enhance quality of life issues for members of the armed forces" (Act 289 Preamble). Part V of this act mandates that the SC Education Oversight Committee (EOC) develop a comprehensive report on the educational performance of military-connected children. This report must be published on the state, district, and school websites, and printed by school districts upon request. The report should be reader-friendly and utilize graphics wherever possible.

This 2023 report contains a variety of information about military-connected students in SC from the 2021-2022 school year. It includes details about their demographics, an overview of data collection and reporting at the state level, and an update on the federal Impact Aid program. Additionally, the report provides information on the academic performance and attendance of military-connected students, as well as the existing support structures available to them in the state. Finally, the report includes findings and recommendations based on the data collected.

THIS REPORT

Since the 2018-2019 school year, the number of military-connected students (MCS) increased by...

11.1%

The attendance rate for MCS for the 2021-2022 school year was...

93.4%

Since the 2018-2019 school year, the number of MCS with a parent or guardian is serving in the military on active duty and is currently deployed has increased by...

10.8%



Federal Requirements for Military-Connected Students

When the Elementary and Secondary Education Act (ESEA) was reauthorized in late 2015 as the Every Student Succeeds Act (ESSA), military-connected students were recognized as a district subgroup for reporting purposes.

Beginning in the 2017-18 school year, local education agencies (LEAs) were required to identify students with a parent serving on active duty or full-time National Guard duty. The purpose of collecting this information is to evaluate the specific educational needs and effectiveness of programs serving military-connected students.

Active duty is federally defined as full-time duty in the active military service of the United States, which includes full-time training duty, annual training duty, and attendance at a designated service school. Full-time National Guard duty is defined as training or other duty performed by a member of the Army National Guard or Air National Guard in their status as a member of the National Guard, for which they are entitled to pay from or have waived pay from the United States.

South Carolina already had an established mechanism for collecting military-connected student information in its Student Information System (SIS), currently PowerSchool, which includes a dropdown list with eight possible student status options under the "Parent Military Status" field. However, there is no standard collection and reporting standard for collecting student military-connected status by state, although all typically collect it via a survey of parents and guardians. For instance, in Virginia, deployment status is not asked of parents due to concerns about privacy for military families, especially for those in special operations communities. South Carolina collects information about deceased and wounded military personnel to assist families and students who are grieving.

According to data from PowerSchool, the population of military-connected students in South Carolina public schools is currently estimated at 13,122 students connected to active-duty personnel in the 2021-2022 school year. That estimate excludes students in the enrollment file in 3K, 4K, or those students who never physically came to school. However, the total number of active-duty dependent children reported statewide in the DEERS system (ages 5-18) in April 2022, regardless of where they were enrolled, was 36,732 highlighting the need for consistent and accurate data collection methods.

State-Level Identification & Reporting of MCCS

It is challenging to identify military-connected students because various systems collect and report on these young people. The data from both national and state-level data sources can vary. For the purposes of identifying MCS for this report in the Student Information system, all students below are counted except for students whose parent or guardian is serving in the National Guard or Reserves and is not deployed. On average, the counts of military-connected students continue to increase in South Carolina. Table 1 provides an overview of the school year counts of military-connected students in South Carolina for the four most recently completed school years.

Table 1: Population of Military Connected Students By Status

Parent Military Status Category	MCS School Year Counts (180-Day Enrollment Data)			
	2018-2019	2019-2020	2020-2021	2021-2022
A Parent or Guardian is serving in the military on active duty but is not deployed.	9,314	9,672	9,540	9,465
A Parent or Guardian is serving in the National Guard but is not deployed.	2,631	3,027	3,896	3,256
A Parent or Guardian is serving in the Reserves but is not deployed.	2,075	2,308	2,276	2,257
The student's Parent or Guardian was wounded while on active duty within the last year.	591	1,087	1,368	1,430
A Parent or Guardian is serving in the military on active duty and is currently deployed.	1,027	1,081	1,065	1,117
A Parent or Guardian is serving in the National Guard and is currently deployed.	506	543	525	502
A Parent or Guardian is serving in the Reserves and is currently deployed.	295	368	369	420
The student's Parent or Guardian died while on active duty within the last year.	82	151	190	188
Totals	16,521	18,237	19,229	18,635

School Year Counts based on 180-Day Enrollment Data

The overall increase in military-connected students across all military status categories (including Reserves and National Guard, not deployed) is 12.8%. However, it should be noted that in previous years' reporting included data from the enrollment file for students who did not arrive in schools. This year, those students were removed from the reported counts. The report also shows a modest increase in the number of military-connected students with parents who served in the Reserves but are not deployed; the increase is 8.8%.

Of particular note is the substantial increase in the number of military-connected students with parents or guardians who were affected by active-duty service. For instance, the report indicates a 142.0% increase in military-connected students who reported having a parent or guardian that was wounded while on active duty within the last year. Furthermore, there was a 129.3% increase in military-connected students who reported having a parent or guardian that died while on active duty within the last year.

Defense Enrollment Eligibility Reporting System (DEERS)

In addition to the data provided by school districts in Power School, the U.S. Department of Defense collects information for the number of active-duty dependent children in South Carolina, as well as the number of SC Guard and Reserve dependent children in their Defense Enrollment Eligibility Reporting System (DEERS).

The DEERS database contains information for Uniformed Service members (Active Duty, retired, or Reserve Component), U.S.-sponsored foreign military, DoD and Uniformed Services civilians, and their eligible family members, including the patient population serviced through the Military Health Services System. Active duty and retired members are automatically registered in DEERS, and to be enrolled in TRICARE, dependents must be registered. DEERS data is accurate and stable, providing medical portability. The DMDC maintains the database and provides reports up to four times a year to authorized users. Table 2 includes data from the DEERS database provided by the Department of Defense and SC Department of Education, covering children ages 5-18, including those in private schools, DDESS, and alternative environments.

Table 2: Active Duty, Guard, and Reserve MCS DEERS Data

	Spring 2020 Data Collection	Spring 2021 Data Collection	Spring 2022 Data Collection
Active-Duty Dependent Children in South Carolina	13,034	11,716	20,141
SC Guard/Reserve Dependent Children	9,462	9,173	16,591
TOTAL number of Active-Duty Dependent Children in South Carolina	22,496	20,889	36,732

According to current DEERS data, more children (ages 5-18) in South Carolina are dependents of active-duty military personnel when compared to dependents of SC Guard and Reserve members. Data collected from the spring of 2022 revealed a roughly 72% increase in active-duty dependent children in South Carolina. During the same collection period, it was revealed a roughly 81% increase in SC Guard and Reserve dependent children. So, in total amount of military connected students South Carolina has increased by roughly 76% from the 2020-2021 school year to the 2021-2022 school year. Appendix A provides more detail about how the South Carolina MCS population compares to those of other states.

Local-Level Reporting of MCS

School districts also gather information on military-connected students through a survey administered to parents and guardians once a year. This data is entered into a field in the South Carolina Student Information System (SIS). Currently, Power School is the current SIC which collects the data related to military-connected students. Roughly a quarter of MCS who enrolled at a public school district or charter school attended Richland 02 school district during the 2021-2022 school year. Fifty-two percent of MCS attended either Richland 02, Horry 01, Dorchester 02, and Beaufort school districts.

Twenty-five SC school districts did not report any military-connected students within the PowerSchool SIS. Richland One School District only reported three MCS students, despite being very close to the large military installation of Fort Jackson. Similarly, no students were reported for Jasper County School District, even though there are three military installations in nearby Beaufort County School District.

Table 3 provides the number of MCS arranged alphabetically. School districts reporting no MCS are not included in the table; 25 school districts reported not having any MCS during the 2021-2022 school year.

Table 3: Population of Military Connected Students (MCS) By District
(districts reporting 0 MCS are not included in the table)

District Name	Count
Abbeville	1
Aiken	431
Allendale	2
Anderson 1	250
Anderson 2	1
Anderson 3	6
Anderson 4	3
Barnwell 45	1
Beaufort	827
Berkeley	805
Charleston	363
Cherokee	3
Chesterfield	70
Clarendon 2	24
Clarendon 4	1
Colleton	17
Darlington	144
Dillon 4	32
Dorchester 2	1367
Edgefield	42
Fairfield	2
Florence 1	350
Florence 2	22
Florence 3	58
Georgetown	110
Greenville	66
Greenwood 50	8
Hampton 3	13
Horry	1599
Kershaw	714
Lancaster	43
Laurens 55	1
Laurens 56	4
Lexington 1	617
Lexington 2	30

Lexington 3	1
Lexington 4	3
Lexington/ Richland 5	283
McCormick	5
Newberry	23
Oconee	79
Orangeburg	71
Pickens	81
Richland 1	4
Richland 2	3057
Spartanburg 1	2
Spartanburg 2	45
Spartanburg 3	8
Spartanburg 5	4
Spartanburg 6	1
Spartanburg 7	43
Sumter	747
Union	4
Williamsburg	7
York 1	33
York 2	2
York 3	181
York 4	7
SC Public Charter District	254
Charter Institute at Erskine	150

Table 4 show cases, from greatest to least, the ten South Carolina school districts with the highest numbers of MCS.

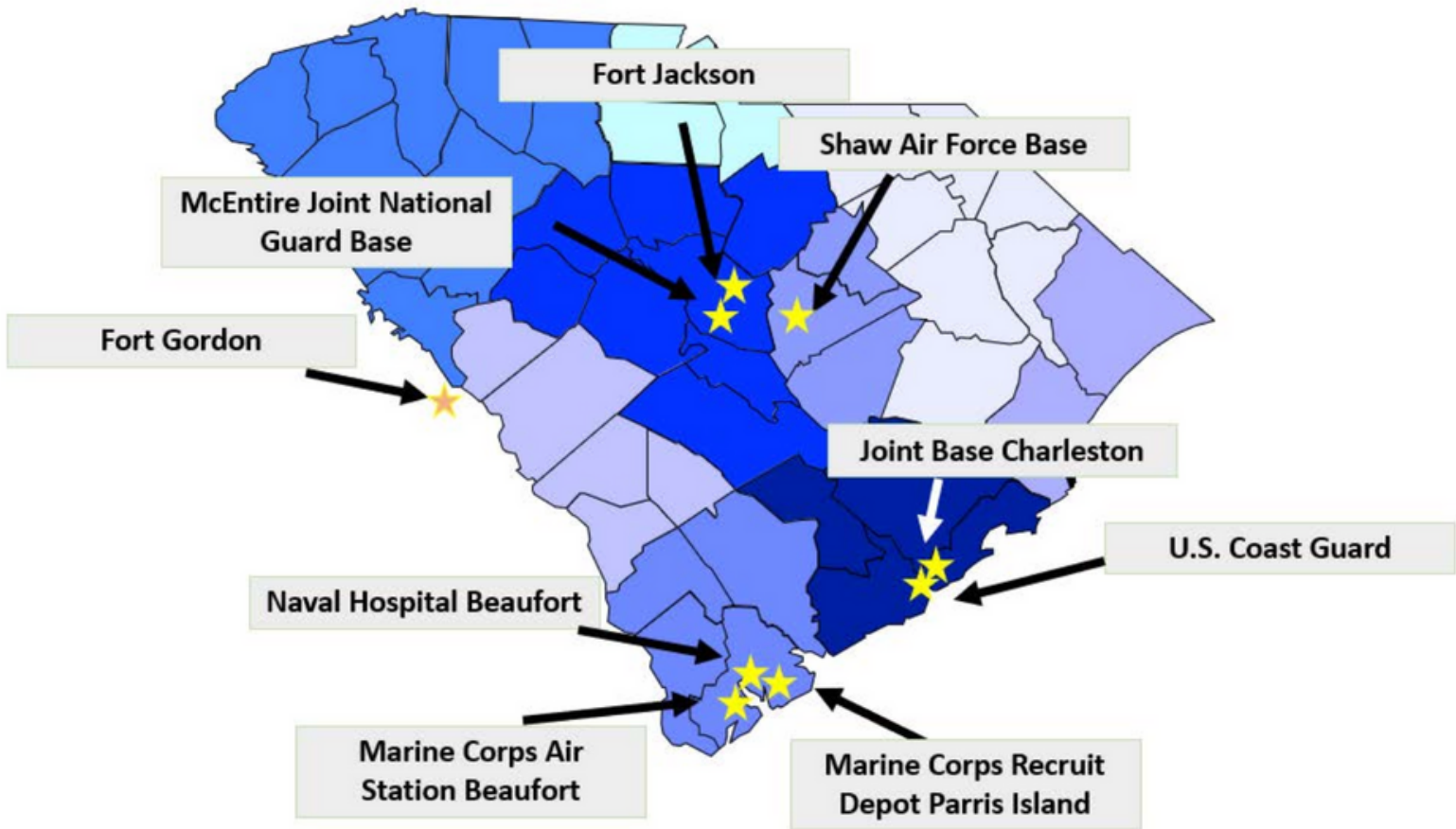
Table 4: SC School Districts With Largest Populations of MCS

District Name	MCS Count
Richland 2	3,057
Horry	1,599
Dorchester 2	1,367
Beaufort	827
Berkeley	805
Sumter	747
Kershaw	714
Lexington 1	617
Aiken	431
Charleston	363

2021-2022 School Year Count (180-Day Enrollment Data)

Many of the districts with the highest populations of MCS are near the eight major military installations and several other supporting facilities across the state (Figure 1). These establishments currently serve a total of 68,493 Department of Defense personnel, comprising all branches of service and components (SC Department of Veterans' Affairs - June 2022). Of this figure, 69% are active-duty members, while the remaining 31% are Reserve Component, which includes Guardsmen and Reservists. Notably, South Carolina ranks as the 10th state in terms of the highest density of service members in the country. Additionally, there are 17,579 service members stationed at Fort Gordon in Georgia, with many of them residing in South Carolina.

Figure 1: Locations of Major Military Installations



Source: SC Department of Veterans' Affairs

DEMOGRAPHICS OF MCS

The demographics of military connected students in South Carolina are listed below in Tables 5, 6, and 7. The number of MCS varied by grade-band, and there were more MCS at the Kindergarten through 5th grade-level band.

Table 5: Grade-Level Span of Military-Connected Students

Grade Level Span	Count
K-5th grade	6,190
6th-8th grade	3,172
9-12th grade	3,760
Total	13,122

2021-2022 School Year Count (180-Day Enrollment Data)



Concerning the racial make-up of MCS, 47.6% of students identified as White, 27.9% of students identified as Black or African American, and 13.5% identified as Hispanic or Latino. In general, the demographic make-up of South Carolina aligned with the racial makeup for South Carolina from the most recent Census (U.S. Census Bureau, 2022).

Table 6: Racial Make-Up of Military-Connected Students

Race	Count	% of MCS
American Indian or Alaska Native	30	0%
Asian	156	1.2%
Black or African American	3,673	27.9%
Hispanic or Latino	1,775	13.5%
Multiple categories reported	1,165	8.9%
Native Hawaiian or Other Pacific Islander	75	0.5%
White	6,247	47.6%
Total	13,121	100%

2021-2022 School Year Count (180-Day Enrollment Data)



Other data revealed there were many differences between military connected versus non-military connected students. Table 7 gives information on a variety of student characteristics collected by Power School. The data is aggregated by MCS and Non-MCS students.

Table 7: Demographics of Military-Connected Students

Student Characteristics	MCS	Non-MCS
Gifted and Talented	1,878 (14.3%)	116,910 (15.2%)
Student with a Disability	1,404 (10.7%)	97,504 (12.7%)
Limited English Proficiency	510 (3.9%)	69,475 (9.0%)
Pupil in Poverty	3,815 (29.1%)	473,204 (61.4%)
Foster Care	47 (0.3%)	3,644 (0.5%)
Homelessness	39 (0.3%)	10,168 (.47%)
Migrant	10 (0.1%)	569 (0.07%)

2021-2022 School Year Count (180-Day Enrollment Data)

In Power School, only roughly 29.1% of MCS are characterized as pupils in poverty whereas 61.4% of Non-MCS are characterized as pupils in poverty. The trend is similar concerning the other demographic factors as well. There were 3.9% of MCS with limited English proficiency versus the 9.0% of Non-MCS students. There were 0.3% MCS in foster care in contrast to the 0.47% of Non-MCS in foster care. Roughly 0.3% of homeless students were military connected in contrast to the 1.3% students that were not military connected. Lastly, the same trend held true concerning migrant status. Roughly 0.07% of non-MCS and 0.1% of MCS received migrant status during the 2021-2022 school year.

Federal Impact Aid for Military-Connected Students

As mentioned previously, school districts gather information on military-connected students through a survey administered to parents and guardians once a year. This data is entered into a field in the Power School system. However, the purpose of collecting this data is separate from the federal Impact Aid program, which provides funding to school districts that have lost tax revenue due to the presence of federal activities such as military installations, national parks, and low-rent housing properties.



Each school district must apply for Impact Aid annually, and to be eligible for funding, they must educate at least 400 federal students in average daily attendance or have these students represent at least 3% of their ADA. Military-connected students are a significant portion of the Impact Aid program, and many school districts in South Carolina receive funding through this program. Although data collection for military-connected students requires effort from districts, the funding can ultimately be beneficial for all students.

Table 8 provides an overview of the school districts who received federal impact aid payments in the 2022 fiscal year (as of April 2023). The schools are listed in decreasing order for aid received.

Table 8: Federal Impact Aid Payments

LEA Name	County Name	Fiscal Year	Payment (7003)
Sumter School District	Sumter	2022	315,385
Berkeley County School District	Berkeley	2022	162,336
Richland County School District 02	Richland	2022	126,457
Charleston County School District	Charleston	2022	102,813
Aiken County Consolidated School District	Aiken	2022	66,469
Beaufort County School District	Beaufort	2022	49,965
Dorchester County School District 02	Dorchester	2022	26,887
Florence County School District 03	Florence	2022	18,997
Kershaw County School District	Kershaw	2022	14,575
Barnwell County Consolidated School District	Barnwell	2022	9,903

Source: <https://impactaid.ed.gov/report/total-impact-aid-basic-support-payments-detail/>



Academic Performance

This section compares the 2021-2022 school year performance of MCS to Non-MCS in South Carolina across various measures, including the Kindergarten Readiness Assessment (KRA), SC READY and SC PASS tests, End-Of-Course Examination Program (EOCEP), Advanced Placement (AP) Examinations, and high school graduation rates.



KRA Performance of Military-Connected Students (MCS) and Non-MCS

The EOC analyzed the performance of kindergarten students who took the Kindergarten Readiness Assessment (KRA) during the 2021-2022 school year. The KRA measures readiness in Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. During the 2021-2022 school year, MCS demonstrated readiness at a rate of 45%, compared to 36% of Non-MCS students in the state as shown in Figures 2 and 3.

Figure 2: MCS KRA Performance

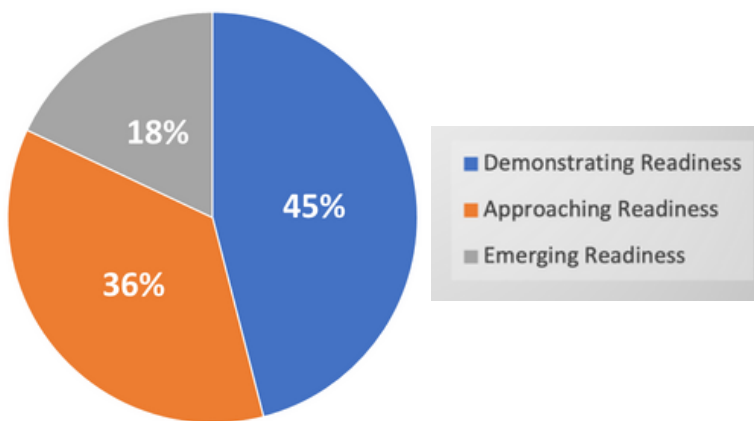
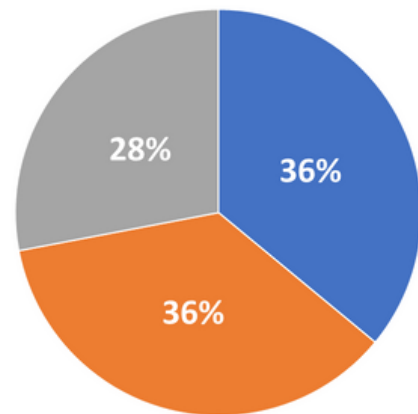


Figure 3: Non-MCS KRA Performance



2021-2022 School Year Count (180-Day Enrollment Data)



Spring 2022 SC READY and SC PASS Performance of MCS & Non-MCS

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment designed to measure student performance in English Language Arts (ELA) and mathematics for grades 3-8 as required by the Education Accountability Act. The South Carolina Palmetto Assessment of State Standards (SCPASS) is another statewide assessment program that focuses solely on assessing science at specific grade-level.

For the 2021-2022 school year, MCS were more likely to score Meets or Exceeds in mathematics, English Language Arts (ELA) and Science.

Table 9: SC READY and SC PASS Performance, 2021-22 School Year

Student Group	n	% Does Not Meet	% Approaches	% Meets	% Exceeds	% Meets or Exceeds
SC READY Mathematics						
MCS	5,725	21.0%	30.1%	25.2%	23.8%	49.0%
Non-MCS	339,918	32.8%	28.4%	20.0%	19.2%	38.8%
SC READY English Language Arts (ELA)						
MCS	5,727	15.5%	25.2%	30.0%	29.4%	59.3%
Non-MCS	339,695	26.1%	27.2%	24.9%	21.8%	46.7%
SC PASS Science						
MCS	1,917	20.7%	20.1%	28.4%	30.8%	59.2%
Non-MCS	111,145	33.9%	20.2%	22.8%	23.1%	45.9%



MCS, on average, achieved higher scores than their non-MCS peers in science. Specifically, a higher percentage of MCS students met and exceeded the established standards. Conversely, fewer MCS students scored "Does Not Meet" when compared to their non-MCS counterparts, indicating that fewer students failed to meet the grade-level standards in science.

End-of Course Exams (EOCE) Performance of MCS and Non-MCS

This section contains an overview of the End-of-Course Examination Program (EOCEP) performance of MCS and Non-MCS. This statewide EOCEP measures student performance on end-of-course tests for gateway courses that are awarded units of credit in English/language arts, mathematics, science, and social studies.

EOCEP examination scores have historically counted for 20 percent of a student's final grade in gateway courses. Currently, defined gateway courses include Algebra 1, Biology 1, English 2, and United States History and the Constitution.

Table 10 outlines the performance of military-connected students on end-of-course exams for the 2021-2022 school year. During the school year, military-connected students outperformed all students statewide on EOCEP exams in Algebra 1, English 2, Biology I, and United States History and the Constitution.

Table 10: EOCEP Performance

School Year	Number of MCS	Mean Score	% Passing (A, B, or C)	Number of Non-MCS	Mean Score	% Passing (A, B, or C)
Algebra I						
2021-22	1,057	71.8	53.9%	62,180	68.4	43.0%
English II						
2021-22	919	80.0	76.0%	58,088	76.8	66.8%
Biology I						
2021-22	926	71.0	52.6%	58,273	66.7%	43.0%
U.S. History and the Constitution						
2021-22	805	68.9	46.7%	51,479	65.2%	39.5%

Attendance & Graduation Rates

The data from Power School was also used to calculate the attendance and graduation rate of MCS and Non-MCS during the 2021-2022 school year. Table 11 below shows the average days absent for MCS and Non-MCS. On average military connected students were absent fewer days and attended more school days than Non-MCS. The 180-day enrollment file for the 2021-2022 school year was used to calculate the metric.

Table 11: Attendance Rates

2021-22 School Year	MCS	Non-MCS
Avg. Days Absent	10 days (of 180)	12 days (of 180)
Avg. Days Attended	154 days (of 180)	159 days (of 180)

The SCDE provided information from PowerSchool to compute student attendance rates. The average percent of school days absent for all districts that reported MCS was 10 days, compared to the statewide average of 11 days for non-MCS in the 2021-2022 school year. On average, MCS attended 154 of 180 days of school whereas Non-MCS attended 159 of 180 days of school.

Table 12: Graduation Rates

School Year	MCS	Non-MCS
2021-22	94.3%	83.9%
2020-21	91.4%	83.2%
2019-20	90.8%	82.0%
2018-19	86.9%	81.1%

Graduation rates are calculated from the graduation cohort base file for the given school year. The graduation cohort includes all students whose first year in high school occurred three full years prior to the school year being measured. Students are only removed from the cohort for reasons of student death, emigration, transfer to prison or juvenile facility following adjudication, and properly documented transfer out of the state.

Findings & Recommendations

Overall, the report findings demonstrate military connected students typically perform better than their non-military connected peers in most instances. Even so, there is a need for schools and educators to recognize the unique challenges faced by military-connected students and provide them with appropriate support to succeed academically. Schools can benefit from adopting policies that prioritize the needs of military-connected students and provide them with resources to address them.

01

Growing population

The population of MCS in South Carolina continues to grow at a moderate pace year over year.

02

Reporting

Consistency in reporting to local, state, and federal institutions vary among institutions in SC concerning MCS. Effort should be made to capture MCS more effectively.

03

Demographics and Student Characteristics

The demographics and student characteristics for MCS show they are most likely to be in the elementary school grade band and are less likely to be impoverished or have Limited English Language Proficiency.

04

Attendance & Graduation Rates

The attendance rates of MCS were more favorable when compared to Non-MCS, but only slightly so. Graduation rates for MCS continue to improve year over year and surpass the graduation rates of Non-MCS.

05

Academic Progress

The academic progress of MCS surpassed those of Non-MCS for most metrics.

06

Federal Impact Aid

Many school districts with high populations of MCS receive federal impact aid which benefits both MCS and Non-MCS students.

Lastly, the figures in Table 1 are a cause for concern as students who have a parent or guardian who was injured during active duty may face additional emotional and logistical challenges that could impact their academic performance. Such a traumatic experience can have a profound effect on students and their families, resulting in a need for additional support to help them cope with the loss and adjust to their new circumstances.

We recommend school districts provide access to and information for available structures and supports which support the holistic needs of military connected students and their families in South Carolina.

The last sections of this report provide information on existing structures and support for MCS in the state.

Structures & Supports

Military Interstate Compact Commission (MIC3)

All states, including South Carolina, have joined the Interstate Compact regarding Educational Opportunity for Military Children to ease the transition for students and to ensure that there are no barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. Former Governor Mark Sanford signed the Compact on June 11, 2010, and it became law in South Carolina on July 1, 2010. Students covered are children of the following:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders (Title 10)
- Members or veterans who are medically discharged or retired for one year
- Members who die on active duty, for a period of one year after death
- Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and United States Public Health Services (USPHS).

SC Purple Star Districts

The Purple Star is a designation for SC districts who meet specific requirements, target training, and implement programs designed to support the unique situations facing military students and families. Dorchester School district was added in the last year as the eleventh SC Purple Star District.

Current SC Purple Star Districts

Aiken County Public School District

Anderson 1 School District

Beaufort County School District

Berkeley County School District

Charleston County School District

Dorchester County School District 2

Edgefield County School District

Kershaw County School District

Richland County School District 1

Richland County School District 2

Sumter County School District

State Military Installation Supports

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

[edu/Partnership/schoolLiaisonOfficers.cfm](https://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm).

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

<https://jackson.armymwr.com/programs/school-liaison-officer>

Shaw Air Force Base is home to the 20th Fighter Wing, Headquarters Nine Air Force/United States Central Command of Air Forces, and several associate units. Shaw's units are assigned to Air Combat Command, Langley Air Force Base, Virginia. School Liaison information may be found at the website below:

<https://www.shaw.af.mil/About-Us/Newcomer-Information/>

Marine Corps Air Station and the Marine Corps Recruit Depot are in Beaufort. School support information may be accessed at the website below.

<http://www.mccs-sc.com/mil-fam/slp.shtml>

Joint Base Charleston School information may be accessed under the "Charleston Area Schools" link.

<https://www.jbcharleston.jb.mil/About-Us/Library/Newcomers>

Additional Resources

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

<https://www.dodea.edu/>

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

<http://militaryimpactedschoolsassociation.org/>

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

constituencies. <http://www.militarychild.org/>

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families. Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting, and childhood services. It is a virtual extension to installation services. The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

National Military Family Association (NMFA) a voice for military families advocating on behalf of service members, their spouses, and their children. According to NMFA's website, NMFA 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.

<https://www.militaryfamily.org/>

Pathways Matter establishes the first comprehensive learner-centered education to workforce continuum for state policy. Beginning in K-12 and extending to and through postsecondary and on to employment, Pathways Matter, takes the fragmented narrative and structure of state education to workforce policy efforts and turns it into a comprehensive policy continuum.

<https://pathwaysmatter.org/>

EdChoice is a 501(c)(3) nonprofit, nonpartisan organization committed to understanding and pursuing a K-12 education system that empowers every family to choose the schooling environment that fits their children's needs best.

<https://www.edchoice.org/school-choice/state/south-carolina/>

New & Developing Academic Transition Support Metrics

Students in military connected families who are moving between states need support for a variety of different reasons. This is especially true for those MCS entering and exiting the K-12 schooling pipeline. To support the "seamless transition" of MCS, the **Office of Student Intervention Services** helps student and their families navigate +/- grading vs. point GPAs, age cutoffs for kindergarten entry, and social studies/history (and other subject credits) and other issues which impact the transitions of MCS and families in South Carolina. The office is beginning to categorize and quantify the issues which are most common for MCS and their families. These new metrics will assist in the development of targeted MCS policy recommendations.

Appendix A

Key for PDF: AF - Air Force; Army; CG - Coast Guard; Mar- Marines; Navy; USPHS - US Public Health Services; NOAA - National Oceanic and Atmospheric Administration

	AF*	ARMY*	CG*	MAR*	NAVY*	Subtotal	USPHS**	NOAA**	Subtotal	TOTAL 5 18	Prelim Total	Dues (Min/Max)	Variance
AL	2,348	6,125	700	283	619	10,074	14	1	15	10,089	\$11,803	\$11,803	\$0
AK	3,741	3,517	995	21	76	8,350	218	-	218	8,568	\$9,853	\$9,853	\$0
AZ	4,984	3,200	47	1,292	739	10,242	403	-	403	10,645	\$12,242	\$12,242	\$0
AR	1,754	488	38	85	185	2,549	10	-	10	2,559	\$2,943	\$2,943	\$0
CA	7,578	6,146	2,254	11,723	30,553	58,254	177	3	180	58,434	\$67,199	\$67,199	\$0
CO	5,719	12,522	74	271	807	19,394	127	-	127	19,521	\$22,449	\$22,449	\$0
CT	94	302	462	66	2,240	3,163	14	1	15	3,178	\$3,655	\$3,655	\$0
DE	1,384	159	58	28	86	1,715	10	-	10	1,725	\$1,984	\$2,300	\$316
DC	257	284	84	69	216	909	41	-	41	950	\$1,093	\$2,300	\$1,207
FL	13,000	8,632	2,857	1,947	15,229	41,665	94	16	110	41,775	\$48,041	\$48,041	\$0
GA	4,917	21,750	313	763	3,807	31,550	571	-	571	32,121	\$36,940	\$36,940	\$0
HI	2,874	8,361	667	1,723	4,659	18,283	27	4	31	18,314	\$21,061	\$21,061	\$0
ID	1,390	320	24	81	205	2,019	26	-	26	2,045	\$2,352	\$2,352	\$0
IL	3,352	1,609	178	402	2,139	7,680	35	-	35	7,715	\$8,873	\$8,873	\$0
IN	371	1,497	60	212	438	2,578	10	-	10	2,588	\$2,976	\$2,976	\$0
IA	239	552	31	104	122	1,048	18	-	18	1,066	\$1,228	\$2,300	\$1,074
KS	1,625	8,003	86	164	219	10,097	40	-	40	10,137	\$11,658	\$11,658	\$0
KY	251	8,135	140	107	233	8,865	68	-	68	8,933	\$10,273	\$10,273	\$0
LA	2,586	3,233	714	420	671	7,624	29	-	29	7,653	\$8,801	\$8,801	\$0
ME	64	218	375	43	361	1,080	6	-	6	1,086	\$1,228	\$2,300	\$1,074
MD	4,104	6,735	1,131	1,253	5,846	19,089	1,185	48	1,233	20,302	\$23,347	\$23,347	\$0
MA	664	595	660	161	316	2,396	60	4	64	2,460	\$2,829	\$2,829	\$0
MI	312	1,319	604	268	569	3,072	34	-	34	3,106	\$3,572	\$3,572	\$0
MN	246	479	54	106	230	1,116	106	-	106	1,222	\$1,405	\$2,300	\$895
MS	1,917	872	240	171	1,969	5,170	12	2	14	5,184	\$5,962	\$5,962	\$0
MO	2,125	4,661	121	496	513	7,916	61	3	64	7,980	\$9,177	\$9,177	\$0
MT	1,123	212	12	43	101	1,490	79	-	79	1,569	\$1,805	\$2,300	\$495
NE	2,813	386	6	97	386	3,687	15	-	15	3,702	\$4,257	\$4,257	\$0
NV	4,694	605	39	100	676	6,114	13	-	13	6,127	\$7,046	\$7,046	\$0
NH	106	223	136	49	157	672	25	1	26	698	\$803	\$2,300	\$1,497
NJ	1,970	1,114	661	258	521	4,525	59	-	59	4,584	\$5,272	\$5,272	\$0
NM	4,065	651	16	90	167	4,989	186	-	186	5,175	\$5,951	\$5,951	\$0
NY	564	7,531	486	456	1,122	10,159	81	-	81	10,240	\$11,776	\$11,776	\$0
NC	3,502	24,151	1,471	11,412	3,917	44,453	168	2	170	44,623	\$51,317	\$51,317	\$0
ND	2,404	102	3	19	37	2,565	26	-	26	2,591	\$2,980	\$2,980	\$0
OH	3,996	1,619	378	344	781	7,118	40	2	42	7,160	\$8,234	\$8,234	\$0
OK	3,355	4,885	45	189	1,078	9,551	336	-	336	9,887	\$11,370	\$11,370	\$0
OR	220	468	465	116	285	1,555	51	12	63	1,618	\$1,861	\$2,300	\$439
PA	702	1,881	204	473	912	4,171	86	2	88	4,259	\$4,898	\$4,898	\$0
RI	117	231	154	134	844	1,481	3	5	8	1,489	\$1,712	\$2,300	\$588
SC	3,988	4,917	562	1,645	2,222	13,333	30	-	30	13,363	\$15,368	\$15,368	\$0
SD	1,264	148	2	15	49	1,477	92	-	92	1,569	\$1,804	\$2,300	\$496
TN	607	8,818	144	270	1,859	11,698	15	-	15	11,713	\$13,469	\$13,469	\$0
TX	15,714	38,275	1,295	1,831	5,304	62,419	287	-	287	62,706	\$72,112	\$69,000	(\$3,112)
UT	2,475	607	25	133	209	3,448	36	-	36	3,484	\$4,007	\$4,007	\$0
VT	35	70	12	13	27	158	3	-	3	161	\$185	\$2,300	\$2,115
VA	10,304	16,322	3,664	5,935	35,851	72,076	357	11	368	72,444	\$83,311	\$69,000	(\$14,311)
WA	3,131	13,232	879	297	9,067	26,606	116	6	122	26,728	\$30,737	\$30,737	\$0
WV	133	226	59	30	108	556	58	2	60	616	\$708	\$2,300	\$1,592
WI	273	858	210	143	416	1,899	30	-	30	1,929	\$2,219	\$2,300	\$81
WY	1,276	97	1	20	32	1,425	24	-	24	1,449	\$1,667	\$2,300	\$833
Total	136,705	237,343	23,895	46,370	139,174	583,488	5,612	125	5,737	589,225	\$677,609	\$672,689	(4,920)

*USDOD DMDC dependents ages 5-18, residing state on 7/31/2021

583,488 583,488

**USDOD DMDC dependents ages 5-18, residing state on 8/18/2020 (USDOD State Liaison Office did not provide this data for 2021)

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

ADDITIONAL INFORMATION

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

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