

# Update on Issues Raised in 2015

Acceptance of Assessments for Verified Credit  
Fidelity of Implementation of the Interstate Compact  
Military Student Identifier

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# Acceptance of Assessments for Verified Credit

## What the Interstate Compact says:

Article VII. Graduation.

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

...B. Exit exams. States shall accept: (i) exit or end-of-course exams required for graduation from the sending state, (ii) national norm-referenced achievement tests, or (iii) alternative testing acceptable to the receiving state, in lieu of testing requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state, then the provisions of subsection C of this Article shall apply...

# Acceptance of Assessments for Verified Credit

Guidance regarding the Interstate Compact and testing requirements is provided to Virginia school divisions via Superintendent's Memo #091-11.

**Available online at:**

[www.doe.virginia.gov/administrators/superintendents\\_memos/2011/091-11.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2011/091-11.shtml)

# Acceptance of Assessments for Verified Credit

- **Guidance to school divisions is divided into two categories :**
  - For students meeting graduation testing requirements in the sending state.
  - For students *not* meeting graduation testing requirements in the sending state before moving to Virginia.

# Acceptance of Assessments for Verified Credit

- **For Students Meeting Graduation Testing Requirements in the Sending State:**
  - If the student achieved passing scores on the sending state's tests required for graduation, the student is not required to pass any additional tests in order to graduate in Virginia.
  - If the sending state does not require students to pass end-of-course or exit tests in order to graduate, or if the student is required to take a test but the state has not set a specified cut score or passing score, the student must meet the testing requirements as prescribed in the Board's *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

# Acceptance of Assessments for Verified Credit

- **For Students *Not* Meeting Graduation Testing Requirements in the Sending State before Moving to Virginia:**
  - If the student has taken **end-of-course** tests, then school divisions shall accept the student's passing score on the end-of-course test from the other state for the purpose of awarding verified credit in that subject area.
  - The test does not have to be comparable to a Standards of Learning test, but it must assess some content in the specific subject area.

# Acceptance of Assessments for Verified Credit

- **For Students *Not* Meeting Graduation Testing Requirements in the Sending State before Moving to Virginia:**
  - If the student has taken a comprehensive subject area examination , or **exit exam**, as a testing requirement for graduation from high school, the school division shall accept the student's passing score on the sending state's test rather than end-of-course tests for the purpose of awarding verified credit in the corresponding subject area(s).
  - The test does not have to be comparable to a Standards of Learning test, but it must include some content in the specific subject area(s).
  - If the test covers more than one subject area, verified credits shall be awarded for every subject area covered by the test.

# Acceptance of Assessments for Verified Credit

- **For Students *Not* Meeting Graduation Testing Requirements in the Sending State before Moving to Virginia:**
  - If the student has taken **national norm-referenced achievement test** as a testing requirement from the sending state and the state education agency has set a cut score or passing score for the purpose of graduation, the school division shall accept the test for the purpose of awarding a verified credit if the test includes some content in a subject for which a verified credit may be awarded.
  - If the state education agency has not set a cut score for the norm-referenced test, the test may not be accepted for the purpose of awarding a verified credit.

# Acceptance of Assessments for Verified Credit

- **For Students *Not* Meeting Graduation Testing Requirements in the Sending State before Moving to Virginia:**
  - If the student has taken **an alternative test** approved by the Virginia Board of Education as a Substitute Test and has achieved the approved cut score, the school division shall accept the test for the purpose of awarding a verified credit in the specific subject area.
  - Industry certifications, occupational competency assessments, and licensure assessments approved by the Virginia Board of Education shall be accepted by the school division for the student-selected verified credit.

# Acceptance of Assessments for Verified Credit

Challenge:

DODEA gives the TerraNova (a norm-referenced test) which does not have a cut score. How can Virginia accept tests taken by DODEA transfer students?

Update:

DODEA will be moving to the Partnership for Assessment of Readiness for College and Careers (PARCC) test, which has a cut score, in the near future.

# Acceptance of Assessments for Verified Credit

## Challenge:

Schools do not have easy and accurate access to information about sending states' EOC tests and their associated cut scores/content areas.

## Update:

Virginia's Compact Commissioner has requested the Military Interstate Children's Compact Commission (MIC3) to annually survey state Commissioners to establish and update a clearinghouse of assessment information.

# **Fidelity of Implementation of the Interstate Compact**

Challenge:

How is Virginia meeting the requirements of the Interstate Compact, and how we can best serve the needs of military-transfer students?

Update:

Partnership with VCU School of Education

**Feedback Requested from Virginia  
Interstate Compact Council**

# Fidelity of Implementation of the Interstate Compact

- What is the problem of practice we wish the team to address?
- Background
- What are the questions we want answered?
- Resources available to support the study
- What specific products will be required and what are the timelines?

# Military Student Identifier

## § 22.1-287.04. Uniformed services-connected students.

- A. For purposes of this section, a "uniformed services-connected student" means a student enrolled in a public school whose parent is serving in either (i) the active component of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard, the Commissioned Corps of the National Oceanic and Atmospheric Administration, or the Commissioned Corps of the U.S. Public Health Services or (ii) the reserve component of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard.
- B. The Department of Education shall establish a process for the identification of newly enrolled uniformed services-connected students by local school divisions. Local school divisions shall identify newly enrolled uniformed services-connected students in accordance with such process.
- C. Nonidentifiable, aggregate data collected from the identification of uniformed services-connected students shall be made available to local, state, and federal entities for the purposes of becoming eligible for nongeneral fund sources and receiving services to meet the needs of uniformed services-connected students residing in the Commonwealth.
- D. Data collected from the identification of uniformed services-connected students shall not be a public record as defined in § [2.2-3701](#). No person shall disclose such data except as permitted under the provisions of the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) and related regulations. No such data shall be used for the purposes of student achievement, the Standards of Accreditation, student-growth indicators, the school performance report card, or any other school rating system.

# Military Student Identifier

During Fall 2015 collection period,

- 98 school divisions reported data regarding military-connected student(s) in the division
- 34 school divisions did not report any military-connected students during the fall 2015 data collection period, however this should not necessarily be construed as not serving any military-connected students.

# Military Student Identifier

## Next Steps

Continue encouraging school divisions to identify and reach out to military-connected students:

- Connect students with services
  - Become eligible for funds
1. Letter from Dr. Staples to all divisions reporting no military-connected students
  2. VDOE to identify best practices in collecting data and share via website and Supts Memo



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

April 1, 2011

TO: Division Superintendents

FROM: Patricia I. Wright, Superintendent of Public Instruction

**SUBJECT: Alternate Provisions for Military Transfer Students to Meet Graduation Requirements**

Virginia is one of 36 states that are members of the Interstate Compact on Educational Opportunity for Military Children. The provisions of the interstate compact may be found in [§ 22.1-360](#) of the Code of Virginia.

Numerous questions have arisen regarding the awarding of verified credit for out-of-state tests, particularly as they relate to existing Board regulations, the [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#). Board regulations should be used as guidance for evaluating situations involving military transfer students, recognizing that the compact provisions are in the *Code of Virginia* and take precedence over regulations. This memorandum provides direction to school divisions regarding how the compact provisions should be applied for awarding course credit to students in military families.

**Provisions of the Compact**

The provisions of the compact apply only to students in military families transferring into Virginia. The provisions of the compact do not apply to military families transferring from one school division in Virginia to another.

Military families transferring into Virginia to whom the compact applies must meet the following criteria, as set forth in [§ 22.1-360](#):

*Article III. Applicability.*

A. *Except as otherwise provided in subsection B, this compact shall apply to the children of:*

1. *Active duty members of the uniformed services as defined in this compact, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. §§ 1209 and 1211;*
2. *Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and*
3. *Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.*

B. *The provisions of this interstate compact shall only apply to local education agencies as defined in this compact.*

*[Article II states: “Local education agency” means a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through 12th grade public educational institutions.]*

C. *The provisions of this compact shall not apply to the children of:*

1. *Inactive members of the National Guard and Military Reserves;*
2. *Members of the uniformed services now retired, except as provided in subsection A;*
3. *Veterans of the uniformed services, except as provided in subsection A; and*
4. *Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.*

Several questions have arisen regarding the treatment of federal Department of Defense (DOD) schools, located on military bases in the United States and in other parts of the world. DOD schools are not included in the definition of a “local education agency” but even though DOD schools are not officially part of the compact, school divisions should work with families of students transferring from DOD schools just as they would if the student were transferring from a school in another state.

The compact also addresses graduation requirements, as well as end-of-course and exit tests required for graduation. It states, in Article VII of [§ 22.1-360](#):

*Article VII. Graduation.*

*In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:*

- A. *Waiver requirements. Local education agency administrative officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the local education agency shall provide an alternative means of acquiring required coursework so that graduation may occur on time.*
- B. *Exit exams. States shall accept: (i) exit or end-of-course exams required for graduation from the sending state, (ii) national norm-referenced achievement tests, or (iii) alternative testing acceptable to the receiving state, in lieu of testing requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state, then the provisions of subsection C of this Article shall apply....*
- C. *Transfers during senior year. Should a military student transferring in his or her senior year be ineligible to graduate from the receiving local education agency after all alternatives have been considered, the sending local education agency, with the cooperation of the receiving local education agency, shall ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with subsections A and B of this Article.*

## Virginia's Implementation of the Military Compact

### Testing Requirements

***Students Meeting Graduation Testing Requirements in the Sending State*** - Under the provisions of the compact, [§ 22.1-360](#), Code of Virginia, school divisions **shall** accept a sending state's high school end-of-course or exit exams for the purpose of meeting Virginia's testing requirements for graduation for students in military families who meet the criteria, as set forth in [§ 22.1-360](#) and who moved to Virginia from the sending state **after meeting that sending state's testing requirements for graduation.**

So long as the student achieved passing scores on all the sending state's tests required for graduation, the student is not required to pass any additional tests in order to graduate in Virginia. However, if the sending state does not require students to pass end-of-course or exit tests in order to graduate, or if the student is required to take a test or tests but the state has not set a specified cut score or passing score, the student must meet the testing requirements as prescribed in the Board's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* <http://www.doe.virginia.gov/boe/accreditation/soa.doc>, in particular [8 VAC 20-131-30](#), [8 VAC 20-131-50](#), and [8 VAC 20-131-60](#).

The applicable standard credits for awarding a Virginia high school diploma must be earned by the students.

***Students Not Meeting Graduation Testing Requirements in the Sending State*** - If the student has **not** fully met the sending state's testing requirements for graduation before moving to Virginia, school divisions **shall** accept the following tests from the sending state for purpose of awarding a Virginia high school diploma. The required standard credits for awarding a Virginia high school diploma must be earned by all students.

- **End-of-course tests required for graduation by the sending state:** School divisions shall accept the sending state's content-based high school end-of-course tests required for graduation for the purpose of awarding verified credit in the same subject area to students in military families who transfer to Virginia public schools. When students transfer to a Virginia public school from a state that requires such high school end-of-course tests, the local school division **shall automatically accept** the student's passing scores on the tests and the corresponding courses for the purpose of awarding verified credits in those subject areas to students of military families who transfer to Virginia from another state and who achieve a passing score on the sending state's test(s). The test does not have to be comparable to a Virginia Standards of Learning (SOL) test, so long as the test includes some content in the subject area. The verified credit(s) shall count towards the total number of verified credits required in that subject area.

The applicable standard credits for awarding a Virginia high school diploma must be earned by the students.

- **Exit tests required for graduation by the sending state:** When students transfer to a Virginia public school from a state that requires a comprehensive subject area examination as a testing requirement for graduation from high school, the school division **shall** accept the sending state's tests rather than end-of-course tests for students of military families who transfer to Virginia from another state and who achieve a passing score on the sending state's test(s) **if the test includes content in a subject for which a verified credit may be awarded**. The test does not have to be comparable to a Virginia Standards of Learning (SOL) test, so long as the test includes some content in the subject area. The required standard credits for awarding a Virginia high school diploma must be earned by all students.

If the test includes some content from more than one subject, verified credits shall be awarded for every subject area covered by the test. For example, if the test includes some content from English reading and writing, the student shall be awarded two verified credits in English, one each in reading and writing. If the test just includes content from English reading, the student shall be awarded one verified credit in English reading.

When students transfer to a Virginia public school from a state that requires such high school exit tests, the local school division **shall automatically accept** the student's passing score on the tests and the courses for the purpose of awarding verified credit(s) in the corresponding subject area(s).

Students transferring to a Virginia public school will receive credit for work completed successfully in the sending state, but must still earn any standard and verified credits for any course that must be completed in order to earn a Virginia diploma in accordance with

the Board's Regulations Establishing Standards for Accrediting Public Schools in Virginia <http://www.doe.virginia.gov/boe/accreditation/soa.doc>.

- ***National norm-referenced achievement tests:*** When students transfer to a Virginia public school from a state that requires a national norm-referenced achievement test, and that state education agency has set a “cut score” or passing score for the purpose of graduation, the school division **shall** accept the test for the purpose of awarding a verified credit if the test includes some content in a subject for which a verified credit may be awarded. If that state education agency has not set a cut score for the norm-referenced test, the test **may not be used** for the purpose of awarding a verified credit or earning a high school diploma.

If the sending state has set a passing score on the test for the purpose of graduation, the test does not have to be comparable to an SOL test, so long as the test includes some content in the subject area. If the test includes some content from more than one subject, verified credits shall be awarded for every subject area covered by the test. When students transfer to a Virginia public school from a state that requires such tests and has set a passing score for the test, the local school division shall automatically accept the student's passing score for the purpose of awarding verified credit(s) in the corresponding subject area(s).

Students transferring to a Virginia public school will receive credit for courses completed successfully in the sending state, but must still earn any standard and verified credits for any work that must be completed in order to earn a Virginia diploma in accordance with the Board's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* <http://www.doe.virginia.gov/boe/accreditation/soa.doc>.

- ***Alternative testing acceptable to the receiving state, in lieu of testing requirements for graduation in the receiving state:*** Any substitute test approved by the Board of Education for verified credit [http://www.doe.virginia.gov/testing/substitute\\_tests/substitute\\_tests\\_verified\\_credit.pdf](http://www.doe.virginia.gov/testing/substitute_tests/substitute_tests_verified_credit.pdf) shall be accepted in lieu of the applicable SOL assessments. In addition, industry certifications, occupational competency assessments, and licensure assessments approved by the Board of Education shall be accepted for the student-selected verified credit [http://www.doe.virginia.gov/instruction/career\\_technical/path\\_industry\\_certification/cte\\_credentials/industry\\_certifications.pdf](http://www.doe.virginia.gov/instruction/career_technical/path_industry_certification/cte_credentials/industry_certifications.pdf).

### **Applicability of 8 VAC 20-131-30.E. of the Regulations Establishing Standards for Accrediting Public Schools in Virginia:**

8 VAC 20-131-30.E of the Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states: “Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction.” This regulation applies to all students, regardless of whether they have met the verified credit requirements for graduation or another state's testing requirements for graduation.

## Verified Credit Requirements

The Board of Education has set forth alternative provisions for awarding verified credit in 8 VAC 20-131-110, *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, <http://www.doe.virginia.gov/boe/accreditation/soa.doc>, and in its companion *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia* [http://www.doe.virginia.gov/boe/accreditation/soa\\_guidance\\_provisions.pdf](http://www.doe.virginia.gov/boe/accreditation/soa_guidance_provisions.pdf). **These regulations shall be used in determining the total number of verified credits that must be earned by students of military families who transfer to Virginia from another state and who have not fully met the sending state's graduation testing requirements.**

Virginia Board of Education *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, [8 VAC 20-131-60](#), state the following:

- **G.** Students entering a Virginia public high school for the first time after the tenth grade shall earn as many credits as possible toward the graduation requirements prescribed in [8 VAC 20-131-50](#). However, schools may substitute courses required in other states in the same content area if the student is unable to meet the specific content requirements of [8 VAC 20-131-50](#) without taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated. In any event, no such student shall earn fewer than the following number of verified units, nor shall such students be required to take SOL tests or additional tests as defined in [8 VAC 20-131-110](#) for verified units of credit in courses previously completed at another school or program of study, unless necessary to meet the requirements listed in subdivisions 1 and 2 of this subsection:
  1. For a Standard Diploma or Standard Technical Diploma:
    - a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in [8 VAC 20-131-50](#);
    - b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of four verified units of credit: one each in English, mathematics, history, and science. Students who complete a career and technical education program sequence may substitute a certificate, occupational competency credential or license for either a science or history and social science verified credit pursuant to [8 VAC 20-131-50](#); and
    - c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of two verified units of credit: one in English and one of the student's own choosing.
  2. For an Advanced Studies Diploma or Advanced Technical Diploma:

- a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in [8 VAC 20-131-50](#);
  - b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of six verified units of credit: two in English and one each in mathematics, history, and science and one of the student's own choosing; and
  - c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of four verified units of credit: one in English and three of the student's own choosing.
- **H.** Students entering a Virginia high school for the first time after the first semester of their eleventh grade year must meet the requirements of subdivision G 1 c or G 2 c of this section. Students transferring after 20 instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard, Advanced Studies, or Modified Standard Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the Board of Education.

Questions about the interstate compact may be directed to Anne Wescott, assistant superintendent for policy and communications, or Michelle Vucci, director of policy, at (804) 225-2403 or [Policy@doe.virginia.gov](mailto:Policy@doe.virginia.gov). Assessment-related questions may be directed to the student assessment staff at (804) 225-2102 or [student\\_assessment@doe.virginia.gov](mailto:student_assessment@doe.virginia.gov).

PIW/ADW/jcj



## CAPSTONE PROJECTS

### The Culminating Project in our Ed.D. in Leadership

Problems of practice articulated by field organizations are topics for study. Students work in groups of three or four on these problems of practice in a collaborative endeavor that requires them to understand the problem as posed, analyze the issue from a number of perspectives, and respond with policy and practice. The model used is a consultancy project where:

- Clients prepare and present a request for assistance with a project. This request includes: (1) a context statement (2) the problem to be addressed; (3) the expectations of the client; (4) the data sources that will be made available and/or the agreements for data to be collected; (5) the expectations regarding communication and reports; and (6) the expectations for the final report.
- Students “bid” on the project on which they wish to work. *The project CANNOT be for the organization for which they work.* Once a student team has selected a project, the team presents a scope of work memo to the client and the Ed.D faculty that defines the scope of the project, including key questions; specifies the analytical focus and data collection strategies; develops a timeline and task completion schedule; and describes final products.
- The final product includes a technical report, an executive summary, and a presentation. Each will include, at varying levels of specificity, the background, purpose and research objectives; a review of literature; a description of methods used to gather, analyze, and report data; and conclusions and recommendations.
- The final product will be presented to both faculty and client reviewers.

The capstone work is supervised by a faculty director and committee. Students may request that a faculty member serve as director, and students then work with the director to identify two (2) additional committee members.

Students are expected to complete IRB certification, through processes prescribed by the University. The director is responsible for reviewing the capstone project and for determining if it meets the definitions of research and human subjects, as specified in federal code.

### Capstone Projects from Earlier Ed.D. Learning Communities

“Ubiquitous Computing in Schools: A Multi-Case Study of 1:1 Districts” – *Selected as 2014 Outstanding Dissertation in Practice by Carnegie Project on the Education Doctorate (CPED)*

“SCOPE - Statewide Communities of Practice for Excellence: An Evaluation”

“Teen Pregnancy Intervention Programs: Qualities of School Divisions with Higher Graduation Rates Among Pregnant and Parenting Teens”

“Charter Schools 360°: What Stakeholders Think”

“The Relationship between Project Based Learning and Reading Outcomes in Second Grade”

### Timeline for Capstone Work

Timeframe	Activities
Early Spring, 2016	Potential clients made aware of capstone projects as potential sources of research, problem-solving, and program evaluation
March, 2016	Clients submit electronic versions of Requests for Assistance (RFAs) for researching a problem of practice. Submissions go to Dr. Cheri Magill ( <a href="mailto:ccmagill@vcu.edu">ccmagill@vcu.edu</a> ) DUE MARCH 30, 2016
April, 2016	Clarifying conversations between faculty and clients RFAs presented to Ed.D. candidates. Candidates select first, second, third choices. Faculty match clients and candidates and establish Capstone Project Director. END OF APRIL, EARLY MAY
May-June 2016	Candidates meet with clients to further clarify project rationale, goals, outcomes, and deliverables. Faculty for Capstone committee finalized.
June, 2016	Candidates meet with clients to present their response to RFA (including timeline for completion). Negotiation of details of Capstone Project
Summer, 2016	Candidates develop background for project, conduct literature review and design study. Approval of Capstone Project by faculty committee
Fall, 2016	Collection and analysis of data. Progress meetings with and interim reports to client.
Spring, 2017	Final analysis of data; development of results, recommendations (including potential for impact). Preliminary and final presentations of Capstone Project/deliverables to client. Approval of completed Capstone Project by faculty committee

## VCU Capstone Project RFA Instructions and Form Framework of a Request for Assistance

**Request for Assistance** Proposal (RFA) will contain five sections. We expect the RFA to be no longer than one or two pages.

Client (organization or school division): Virginia Department of Education

Contact Person(s) and Information:

Dr. Jennifer Piver-Renna  
Senior Executive Director for Research  
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Melissa Luchau  
Director for Board Relations and Military Family Education Liaison  
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1. Statement of the Problem: What is the problem of practice that you wish the team to address?

Virginia is home to some of the nation's largest and most important military installations, so it is not surprising that the Commonwealth's schools educate more military children than most states. As of September 2015, the Defense Manpower Data Center estimated that there are 71,655 school age military-associated children of active duty members in Virginia.

It is estimated that most military-connected students will attend six to nine different schools from kindergarten to 12th grade. With each move comes different requirements for enrollment, eligibility, graduation, etc. that often leave military students at a significant disadvantage from their traditional peers.

Virginia has adopted laws to ease this transition and provide for more consistent policies, but it is unclear how the law is being implemented in local school divisions, and the overall effectiveness of the law in easing the transition of military students.

2. Background: What is the specific context that led to this problem of practice? Provide the context of the organization an overview of the circumstances that led up to the issuing of the RFA.

In 2009, Virginia signed into law the Interstate Compact on Educational Opportunity for Military Children (§ 22.1-360 of the Code of Virginia). The purpose of the Interstate Compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by addressing such

issues as enrollment, placement, graduation, and eligibility. For instance, one provision of the Interstate Compact provides that “local education agency administrative officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial.”

As part of joining the Interstate Compact, the Virginia Council on the Interstate Compact on Educational Opportunity for Military Children was created (§ 22.1-361 of the Code of Virginia) which is charged with considering any and all matters related to the Interstate Compact on Educational Opportunity for Military Children.

As of 2014 all 50 states and the District of Columbia have joined the Interstate Compact through their own legislative action.

As one of the early joiners of the Interstate Compact and with such a large population of military-connected children, Virginia is often cited as a leader among states on issues related to military families. There are a multitude of resources available at the local, state and federal level to school divisions to assist military transfer students, and implement the provisions of the Interstate Compact.

Now that Virginia has been a member of the Interstate Compact for six years, it is incumbent on us to examine how Virginia is meeting the requirements of the Interstate Compact, and how we can best serve the needs of military-transfer students.

### 3. Questions: What are the questions that you want answered?

Are the provisions of the Interstate Compact on Educational Opportunity for Military Children (§ 22.1-360 of the Code of Virginia) being implemented with fidelity in school divisions across the Commonwealth? Which provisions of the Interstate Compact are most or least frequently implemented? What are the barriers and facilitators of implementation?

What do military parents and students experience when they transition to or from a public school in the Commonwealth? What seems to be working well? What are the challenges?

### 4. Resources Available to Support This Study: What assistance is available to the researchers? For example, is there a room where the researchers can review documents without having to take them off-site? Is there a person to assist with administrative tasks, like scheduling interviews? Are there internal people/resources to help with data collection coordination?

The Virginia Department of Education can provide space for meetings, and can assist with some administrative tasks. The Department of Education has a number of staff who are available for consultation on issues such as student transfers generally, and military-connected students and military culture. In addition, the Virginia Department of

Education will make available for this project the research staff to facilitate access to existing educational data and assist with communication to schools for additional data collection.

5. Expected Products and Timeline: What specific products will be required and what are the timelines? For example, when are interim reports and final reports to be delivered?

An interim report will be shared with the Virginia Department of Education contacts in the Fall of 2016.

A final report and presentation responding to the problem of practice and questions of study will be expected in the Spring of 2017. The full report should be submitted to the Virginia Department of Education contacts, and a presentation and summary of the report should be prepared for presentation to the Virginia Council on the Interstate Compact on Educational Opportunity for Military Children at their meeting in the Spring of 2017.

Return electronic version of RFA to Dr. Cheri Magill at [ccmagill@vcu.edu](mailto:ccmagill@vcu.edu)