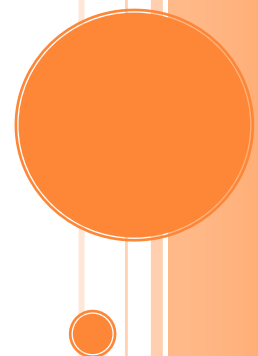


EXPLORING THE
MILITARY INTERSTATE
CHILDREN'S COMPACT
COMMISSION'S
IMPLEMENTATION
PRACTICES TO ADVOCATE
FOR MILITARY CHILDREN

Vanderbilt University

Exploring The Military Interstate Children's Compact Commission's
Implementation Practices to Advocate for Military Children

Jennifer Cogbill





MILITARY INTERSTATE
CHILDREN'S COMPACT
COMMISSION

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VANDERBILT UNIVERSITY

DEDICATION

MY CAPSTONE IS DEDICATED TO THE VANDERBILT
FACULTY, PARTNER ORGANIZATION, FRIENDS, FAMILY
AND ALL MILITARY CHILDREN.

To the Vanderbilt Faculty...Thank you for providing me with a phenomenal educational opportunity. You supported, mentored and guided me through the last three years, and I have become a better educator as a result. On a special note, Dr.

Matthew Campbell, I am so grateful for your advisement, wisdom, and encouragement.

To MIC3...The capstone is written in hopes of supporting the Military Interstate Children's Compact Commission, the Executive Director, Cherise Imai, and their advocacy for military children. Your dedicated service to the military families helps bear the load our service members have to carry. I am so honored by our partnership.

To the Cohort 7 Friends... I feel incredibly fortunate to have learned from you, the experts in the field, and the next Vanderbilt graduates and Doctors in Education! We did it!

To the "Jellybeans" ... my study group, and invaluable group of friends. Our Saturday mornings helped me get through some of the toughest times of my life. I love each one of you more than I could ever express. I am so grateful for the deep friendships, the unwavering support and uplifting camaraderie. I would not have made it through without you.

To ALL Military Children... When Mom or Dad serve, you serve too! Thank you for all that you do.

To MY military children...Jack, Emma and Madeline. I cannot thank you enough for the patience, support, and motivation you have given me while I was completing this program. YOU are the reason I have such a passion to advocate for military children. I see what you sacrifice. I see the challenges you face. I also see the incredible resilience you possess. I am so incredibly proud of you and how you serve our

country by supporting your father and his military service. I cannot wait to see what God has in store for your future.

To my loving husband...John. Watching your selfless service in the Army over the past 28 years has made me want to be a better person. Your example has put our children, and me, on a path of service and advocacy for our military families and their children. In the process of pursuing my degree, you have had to endure the stress, time and attention it takes to earn a doctorate. You have cheered me on, making me feel that I deserved to be called "Dr. Cogbill". I love you.

To God Be the Glory.

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EXECUTIVE SUMMARY

Military children have unique challenges based on high mobility, frequent deployment and separations, and reintegration with military parents. The Military Interstate Children's Compact Commission (MIC3) advocates for military children in academic, social, and emotional transitions. The mission of the MIC3 is to raise awareness of the interstate compact on educational opportunities for military children.

The Commission's main concern is compact implementation by key stakeholders. Do parents, educators and military connected professionals know about the compact and do they utilize the legislation to support military children? To gain a better understanding of the broad issue and concern, this quality improvement project explores Commissioners' self-efficacy and promising compact implementation practices in their state. The literature that guided the investigation is based on self-efficacy theory.

The questions that guided the study and were answered by the Commissioners were:

1. What are the main contributing factors to successful implementation of the Military Interstate Children's Compact Commission?
2. How does the organization define and measure Commission success?
3. What would improve Commissioners' efficacy in compact implementation?

In analyzing data collected through surveys and interviews, the following findings were revealed:

1. Formalized infrastructure in the state council facilitates communication and connectivity between stakeholders. Commissioners rely on support from the National Headquarters.
2. The Commission does not have a unified definition or measurement tool of success. Each state operates independently but uses family feedback and lack of stakeholder requests as an indicator.
3. Partnerships make a positive impact on Commissioner efficacy.

Based on the findings, using the self-efficacy framework, the following recommendations were made to MIC3.

1. **Mastery of Experience:** Develop a compact success and commissioner performance measurement tool to improve efficacy. Continue to receive support from the National Headquarters while providing more training and resources at the local level.
2. **Vicarious Experience:** Partner with other military connected organizations and initiatives and develop a mentorship program within the commission to learn promising practices.
3. **Verbal Persuasion:** Formalize standard operating procedures with the state councils in each state, develop military spouse advocacy program, and provide military leadership with professional development opportunities.

4. Physiological Response/ Emotional Arousal: Understand the why. Develop the emotional connection to the cause, the advocacy work, and most importantly, the military children.

INTRODUCTION

ORGANIZATIONAL CONTEXT



Military children have unique challenges related to academic, social and emotional transitions based on high mobility, frequent deployment and reintegration and separations from military parents. Most military families move every two to three years. For a military child, it is possible to have moved 10 times by the time they are 12 years old, and to change schools six to nine times between kindergarten and high school graduation (DeSimone, 2018). Based on those statistics, it is imperative that parents and

educators do their best to advocate for military children and their ability to transition to a new school without negatively impacting their education or their social emotional well-being.

The mission of the MIC3 is to raise awareness of the interstate compact on educational opportunities for military children, to resolve issues that children face as they transition to new school districts and states. They create and support legislation that protects military children in their education. The compact, which has been adopted by all 50 states and the District of Columbia, provides consistency across states, and was drafted with the intent to avoid conflict with existing state codes where possible. It replaces widely varying policies that affect transitioning military students and supports uniform treatment for military-connected students as they transfer between school districts and member states.

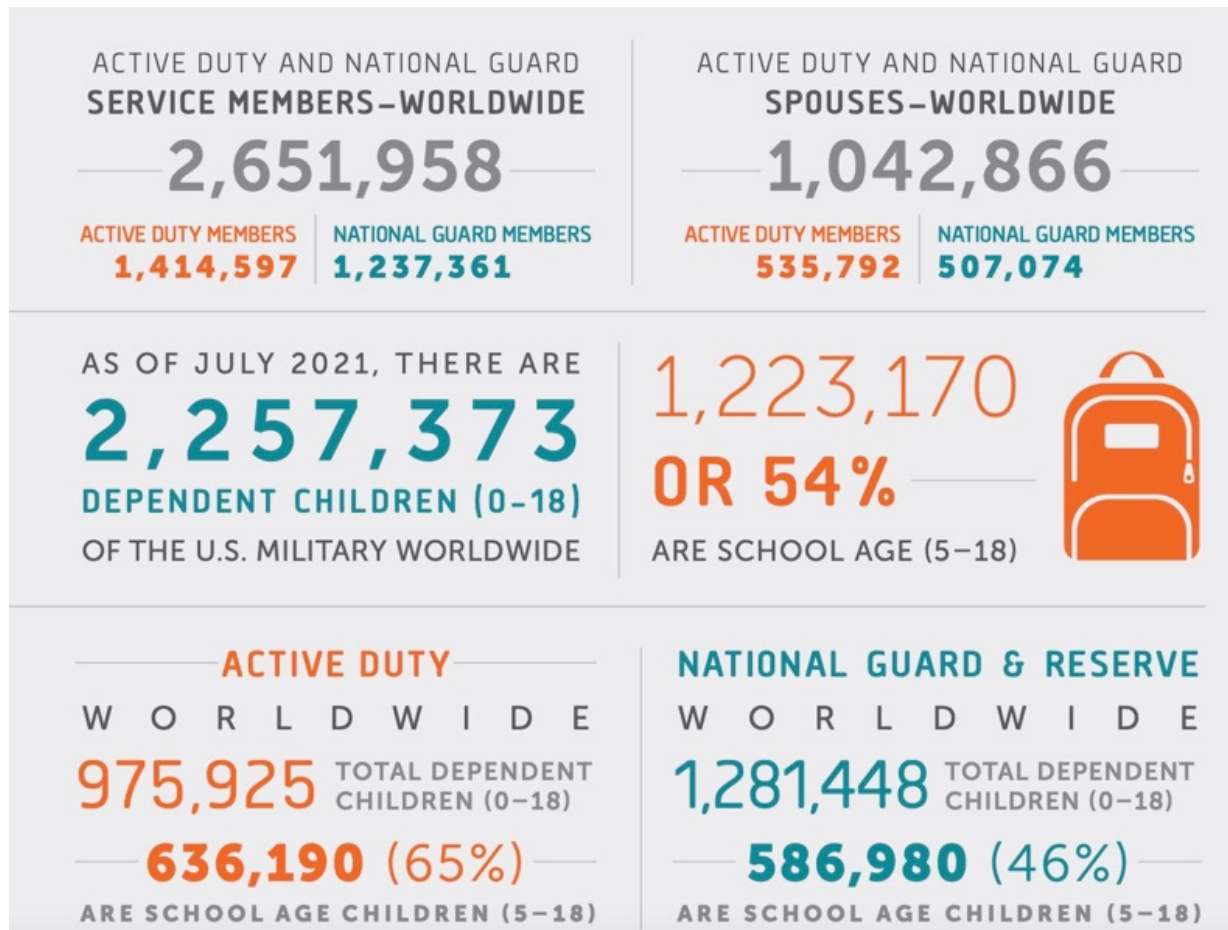
The compact, which was developed through a partnership between The Council of State Governments and the U.S. Department of Defense cannot solve every issue that comes with transition but was meant to advocate for military children in specific areas of concern. “While the Compact is not exhaustive in its coverage, it does address the key issues encountered by military families: eligibility, enrollment, placement and graduation” (“Military Interstate Children's Compact Commission,” 2020).

The Governor in each state appoints a commissioner with a background in education and/or military service. The commissioners work for the families in conjunction with state council members, school liaison officers through the local military installations, and the National Headquarters. The National Headquarters, located in

Lexington, Kentucky oversees the onboarding of new commissioners and leads the Executive Committee, Annual Business Meeting, and publication and public outreach efforts.

To better understand the scope of work that is required, it is helpful to understand the facts and figures of the military and their children. The following data was collected from the Annual Report (2021) published by the Military Interstate Children’s Compact Commission in July 2021. There are over 2.2 million military children with over half attending K-12 schools.

FACTS AND FIGURES



In exploring the effectiveness of the Military Interstate Children's Compact Commission, I believe military children will benefit from the academic, social and emotional support, providing not a leg up, but a level playing field as they utilize the Military Interstate Children's Compact Coalition (MIC3) during their military service. Dr. Leonard Wong and Dr. Stephen Gerras (2010) analyzed military adolescents and the factors that best predict lower levels of stress during a deployment. They found that high participation levels in activities, especially sports, a strong family who can advocate for their children, and the belief that America supports their military parent and their sacrifice, will be more resilient and show lower levels of stress. The compact supports all those factors and helps to advocate for all military connected children.

DESCRIPTION/PROBLEM OF PRACTICE



To better understand how to support military children and their families, the capstone analyzed how effective the Military Interstate Children's Compact Commission is in supporting military children in transition. In discussing problems of practice, the Executive Director and headquarter staff questioned the knowledge and implementation

of the compact by key stakeholders. Do parents, educators and military connected professionals know about the compact and do they utilize the legislation to support their military children? To gain a better understanding of the broad issue and concern, the capstone focused on the Commissioners' self-efficacy and the compact implementation in their state.

Currently, the Executive Director and Executive Committee completes the onboarding of new commissioners, developing goals of the strategic plan, and maintains case reports for the specific cases handled at the national level. In analyzing, measuring, and defining the main contributing factors to successful implementation, the commission will be able to inform best practices to onboard new staff, inform the next 3-year strategic plan and analyze case reports on a state and national level to highlight promising practices. By researching the ways to inform and support the key stakeholders, such as military connected professionals, parents, and educators about the MIC3, there are effective techniques that can be shared across the commission. There are also techniques or promising practices that will work in a smaller military populated state that could differ from a large military populated state.

By developing a method to collect critical data from the Commissioners and the practices they utilize to inform their stakeholders, the Executive Board will be able to devise a plan to continue to grow their program. Now that all 50 States and the District of Columbia has adopted the compact, the Commission will need to place their focus on how to keep key stakeholders informed and engaged. What had been a plan to adopt the compact, must be replaced with a plan to continue to inform and educate new members joining the military connected communities. With each new teacher, new parents and new

military leader that enters their state, the goal should be to find the best way for the Commissioners to ensure that they know about the compact and how to utilize the legislation to support the military children.

LITERATURE REVIEW



SELF-EFFICACY

To analyze the MIC3 Commissioners' work and practices, peer reviewed literature provided a foundation for the capstone study. The literature that was reviewed relates to self-efficacy and performance. Psychologist, Albert Bandura (1977), defined self-efficacy as one's belief about their ability to execute a plan of action. Bandura believe that individuals develop self-efficacy by using four main sources of influence. It is understanding how mastery of experience, vicarious experiences, social persuasion, and the emotional and physiological state of a person impacts their perceived efficacy. In turn, the self-efficacy levels impact performance.

The first source of influence is mastery of experiences. This is the ability to succeed in a new challenge. Bandura (1977) believes that mastery experiences are the most influential source of the efficacy information because they provide the most evidence of success. When there is success, there is perceived ability. Failure can impact a person's confidence and the belief that a task can be accomplished. Bandura (1997) explains that when people learn new skills and developing positive ways of thinking about the experience, there is more mastery. Mastery involves a person believing that they are capable of being successful. For example, if an employee can complete a task successfully, there is a higher level of confidence that the task will be completed in the future.

Bandura (1977) believes that the second source of influence in self-efficacy is through vicarious experiences. This involves observation of another success. Observing successes that are similar, raises the observers' belief that they will be able to accomplish the task. They believe that their success would be comparable. Comparisons, made through peer modeling, influences self-perceptions of competence (Schunk, 1983). Interaction effects can influence self-efficacy. If the model is viewed as comparable, a failure will have a more negative effect, but if the model is seen as less capable, the failure of the model does not have a negative effect (Brown & Inouye, 1978). If an employee observes their strengths, as similar to a co-worker, and that co-worker is successful, then the self-efficacy would be positively influenced. Social role models such as mentors and coaches can be an effective technique in developing self-efficacy. By observing success of peers, mentors and coaches, the employee's belief about their own ability to succeed increases.

The third source of influence in self efficacy is social persuasion. Social persuasion involves receiving feedback and persuasion that one has the skills to be successful. According to Zeldin and Pajares (1997), social persuasion is rooted in verbal judgments that others provide but is a weaker source of influence on self-efficacy than mastery or vicarious experiences. Persuaders can still play an important part in the development of an individual's self-beliefs. Persuasion can have a positive and negative effect on self-efficacy. Positive persuasions can provide encouragement and empowerment, negative persuasions can negatively impact self-beliefs. Bandura (1986) believed that negative persuasion had more influence than positive persuasion.

The fourth source of influence in self-efficacy is the emotional and physiological state of a person. The emotional arousal and physiological state can influence how a person feels about their ability to accomplish a goal. Bandura (1997) claimed that people live with physiological states such as anxiety, stress, fatigue, and moods that influence self-efficacy beliefs. A person's thoughts, feelings and overall mood can impact the way they feel about themselves and their ability. If there is fear and anxiety in performance, it will have a negative effect on self-efficacy.

Another influential self-efficacy researcher, James Maddux (2013), developed a fifth source of influence in self efficacy. He believed that imaginal experience or visualization can impact performance. By seeing yourself in a positive light, accomplishing and succeeding in the task visually, self-efficacy improves. If you see it, you can do it. This concept has been used in many different fields to include sports, education, and business, to name a few.

In Bandura's (1986) work on self-efficacy, he reported another aspect of confidence in efficacy. It is both a personal and a social construct that can be observed in systems. Collective systems, such as a team or group of co-workers, have a shared belief in their capability to accomplish a goal or achieve success as a unit. Employees operate collectively as well as individually. Organizations develop collective beliefs about their competence and ability to perform a task. When the group is functioning at a high level, the collective efficacy will increase. Fuller and Izu (1986) found that there is a positive correlation between the collective efficacy of teachers, individual self-efficacy of the teachers and satisfaction with the school administration. When they felt good about the personal and collective teacher efficacy, they felt better about the administration and the work they were doing.

JOB PERFORMANCE, SATISFACTION AND COMMITMENT

Locke (1976) defined job satisfaction as finding pleasure and positive emotions as related to job experience. Job satisfaction also relates to the perception of how a job contributes to employee values. McDonald and Siegall (1992) found that high levels of both self-efficacy and job satisfaction have a positive correlation. Lai and Chen's (2012) expanded on that research and concluded that self-efficacy has a positive effect on job performance and job satisfaction. The higher the self-efficacy, the higher performance level, which positively impacts job satisfaction. Self-efficacy, job performance and job satisfaction are interrelated and dependent on one another. The more successful a person feels about their abilities, the higher the performance and the more content they are in their job.

Barling and Beattie (1983) found that higher self-efficacy can influence higher levels of job performance. There is the internal motivation from the success but also the social nature to being seen as successful. When an individual feels that they are perceived as successful, there is a need or desire to continue to increase job performance. They want to keep the perception that they are successful in their work. If employees are perceived as mastering the goal or the task, performance will increase. It is a manager's responsibility to find opportunities for employees to receive positive feedback to increase job performance.

For employees to develop self-efficacy through self-mastery, managers need to provide challenges where employees are given consistent opportunity to celebrate successes as they become more proficient in their work. (Heslin and Klehe, 2006). There are promising practices that Heslin (1999) identified as techniques, or actions that managers can utilize to help elevate employee performance and increase self-efficacy. The model illustrated below provides practical actions that can be taken by managers to raise performance and build employee self-efficacy. The actions are coaching,

participation, demonstration, mentoring, stimulation and providing rewards.

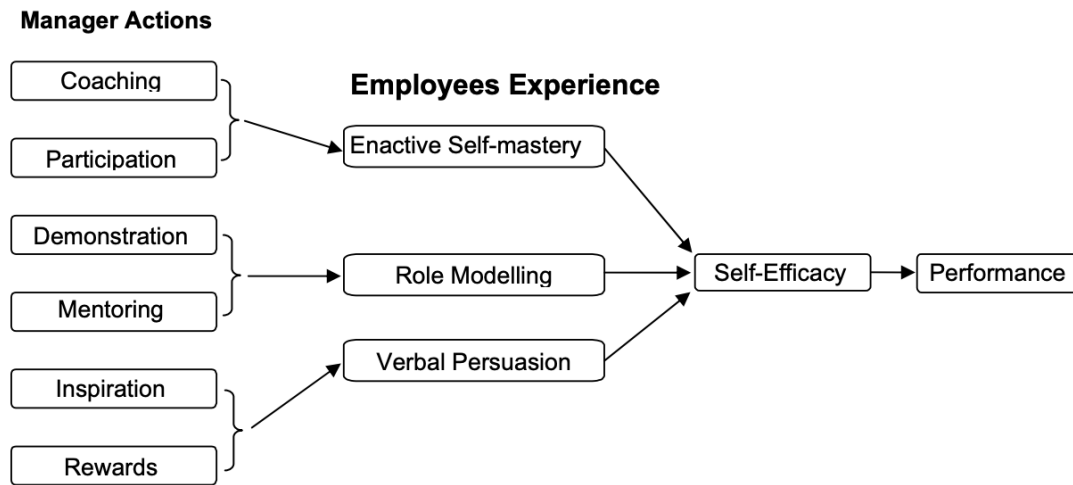


Figure 1 Managerial Actions That Improve Employees' Performance by Building Their Self-Efficacy

Source: Adapted from Heslin (1999)

It is expected that self-efficacy will have a positive correlation to high achievement. However, it should be recognized that high self-efficacy could lead people to have a false sense of confidence and not put in the effort that is required to perform adequately (Jones, Harris, Waller, & Coggins, 2005). In the study by Jones et al. (2005), the overly optimistic expectations of participants that did not have much experience in physical fitness but had a high level of self-efficacy in other areas, became disappointed in their performance which led to attrition. The participants felt a high level of self-efficacy and it was transferred to an alternate activity. The skill level, experience and proficiency of the activity or task must be considered. Being self-aware of the requirement of effort can make a difference in outcomes.

Zeb, Miss & Nawaz, Allah (2016) found that a higher level of self-efficacy can enhance occupational commitment. When an employee receives positive feedback and persuasion to continue or improve a project, it increases the level of self-efficacy and

occupational commitment. Employees feel more connected to the work and to the organization. B.F. Redmond (2010) explains that work attitudes and motivation are related to self-efficacy. When a person feels positive about their work, has had positive experiences, it influences their self-efficacy and commitment to the project or work. Mauer (2002), agrees that beliefs about one's abilities can influence attitudes and feelings which impact learning. Self-efficacy can have effects on behavioral persistence and participation.

COMMUNITY OF PRACTICE

Self-efficacy and occupational commitment can also be related to a community of practice. Lave and Wenger (1991) offer a way of looking at the participation of members of a learning group based on their knowledge and experience. Old-timers provide language, activities and other ways to identify and develop a community of practice within the newcomers. Senior members develop the new members through legitimate peripheral participation (Lave & Wenger, 1991). Lave and Wenger (1991) explain that legitimate peripheral participation is learning through situated activity and develop skills by participating in communities. Practitioners that have mastered skills encourage newcomers to develop into full participation based on the sociocultural practices of a community. "Legitimate peripheral participation provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts, and communities of knowledge and practice. It is the process by which newcomers become part of a community of practice" (Lave & Wenger, p. 29). Lave (1996) makes the claim that informal practices of learning in apprenticeship are so powerful that it questions the efficacy of standard formal educational practices.

Feldman (1981) found that newcomers need to develop trust with their colleagues before they feel comfortable to ask questions, gather information and clarify their role within the organization. He explains that newcomers need connection and relationships to understand the context of the workplace. “In order for information to become knowledge, the learner must share in some context, some meaning, with the one imparting the knowledge” (Swap, Leonard, Shields, et al., 2011, p. 101). Connection to senior mentors within a learning organization is key for the newcomers in a community of practice. Without relationship and understanding of the community context and practices, there is a lack of willingness to ask questions and learn more about the organization and the social norms of the group. Bauer, et. al. (2007) explains the importance of newcomers having a sounding board, a colleague to share their feelings, to begin to understand the new surroundings and experiences. Louis (1980) explains that newcomers need other people in the organization to provide context, help them understand their experiences and give the experience meaning.

The illustration below (Figure 2) shows the community of practice and level of engagement within a community of practice (Wenger and Trayner, 2022).

LEVELS OF PARTICIPATION

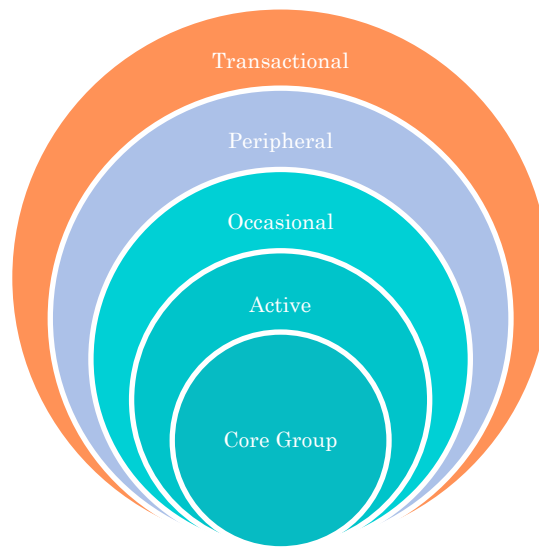


Figure 2: Levels of Participation

Wenger and Trayner (2022) explain that the core group is a small group of people who have a passion and drive that spread to the other members of the group. The active participants are recognized members of the community of learners yet may not have the same level of buy-in as the core group. Occasional participants normally participate if the topic or project if it has personal value and they have something to contribute. The peripheral participants are members that have a relationship with the community, but they are either new members or do not have a personal commitment to the work. The transactional participants are not members of the community but interact with the community by receiving resources or services. These members will move from one category to another over the course of time depending on their personal needs and the needs of the community.

Wenger and Trayner (2022) report that a problem within the community of learners needs intervention when levels of participation are only coming from the outside of a community. Peripheral and transactional participation has very little influence on the learning community (Karalis, 2010). For example, if the core group is the headquarters of an organization and the employees are only operating as peripheral participants, giving opportunities for engagement, and becoming active participants is needed. If there is no movement within and between the participants, there must be ways to invite and engage new participants. Finding ways to be inclusive and diverse within a community of practice is the key. If the peripheral is too large, there is a gap in communication. If there is not enough movement within the levels of engagement, there should be ways to facilitate and incite participation.

CONCEPTUAL FRAMEWORK



SELF EFFICACY MODEL

The literature on self-efficacy theory relates to the Commission's ability to successfully implement the compact in their state. As described by Bandura (1997), those with high self-efficacy expectancies—the belief that one can achieve what one sets out to do—are healthier, more effective, and generally more successful than those with low self-efficacy expectancies. Bandura (1982) explains the centrality of self-efficacy in human agency. The higher self-efficacy, the higher the performance and lower the emotional arousal.

The concept of self-efficacy directly relates to The Military Interstate Children's Compact Commission and the problem of practice. The main concern is whether the commissioners can effectively implement the compact in their state. In analyzing the main sources of influence using a model of self-efficacy, the capstone study will measure efficacy levels of the commissioners and how it impacts high performance and motivation (Bandura, 1977).

The main contributing factors to the success of the compact is related to the success of the commissioners to effectively educate the stakeholders knowledge and utilization of the compact. Once the promising practices and performance accomplishments of successful commissioners are identified, those practices can be shared across the commission. The goal of the commission is to increase high levels of performance in supporting military children and their families.

The conceptual framework that will guide the capstone research is Bandura's (1977) self-efficacy model. The model illustrates the four main influences of self-efficacy, and the perceived self-efficacy impacts possible outcomes such as persistence,

performance, and approach versus avoidance behavior. To understand the level of effectiveness in implementation of the compact, the level of self-efficacy will be an indicator. If the level of self-efficacy is high, the research shows that the performance should also be high.

The conceptual framework will also be related to occupational commitment described by Zeb, Miss & Nawaz, Allah (2016). If the self-efficacy is high, research shows that the occupational commitment will be high. Commitment to the compact and the mission of the organization is an important aspect of the persistence, performance, and approach versus avoidance. Commitment is also an important aspect of a state commissioner's job because it is not a paid position. Commissioners are either volunteering for the job or it is an aspect of job design within their current position, outside of the Commission.

The model that will guide the study is based on Albert Bandura's (1977) Self-Efficacy Model. The model illustrates the way that the influences of performance accomplishments, vicarious learning, social persuasion, and emotional arousal points to perceived self-efficacy and how they impact possible outcomes.

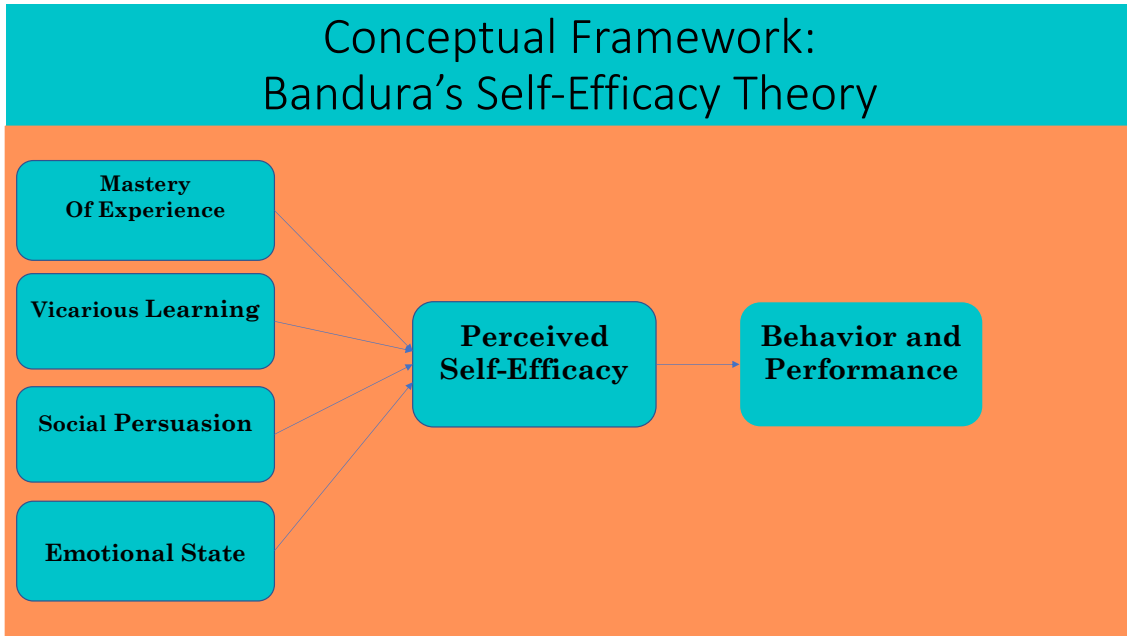


Figure 3: Bandura's (1977) Self-Efficacy Theory

PROJECT QUESTIONS



To understand how to support military children and their families, the Capstone study analyzed how effective the Military Interstate Children's Compact Commission is

in supporting military children in transition. Specifically, the research addressed the promising practices and performance accomplishments of the Commissioners, measures of success and how to improve Commissioners' efficacy. In understanding the Commissioners' motivation to advocate on behalf of the military community, there are lessons learned and ideas to share across the Commission. Currently, the Executive Director and Executive Committee completes the onboarding of new commissioners, developing goals of the strategic plan, and maintains case reports for the specific cases handled at the national level. In analyzing, measuring, and defining the main contributing factors to successful implementation, the Commission will be able to inform best practices to onboard new staff, inform the next 3-year strategic plan and analyze case reports on a state and national level to highlight successful practices. By researching the ways to inform and support the school liaison officers and other important stakeholders, and their education of military parents about the MIC3, there are effective techniques that can be shared across the commission. There are also improved efficacy techniques or promising practices that will help to educate military connected professionals.

PROJECT QUESTIONS DEFINED

What are the main contributing factors to successful implementation of the Military Interstate Children's Compact Commission?

How does the organization define and measure Commission success?

What would improve Commissioners' efficacy in compact implementation?

DATA COLLECTION



The study will analyze data from two main data collection tools. The first data collection tool is a survey given to the 30 of the 51 Commissioners of the Military Interstate Children’s Compact Commission using the Validation of a New General Self-Efficacy Scale as a guide (Chen, Gully, and Eden, 2001). The self-efficacy survey is related to the project questions and is supported by the theoretical framework.

In the initial data collection design, the survey was to be completed by the Commissioners at the November 2021 Annual Business Meeting in Little Rock, Arkansas. The survey would be completed by the Commissioners in attendance, informed prior to the meeting, and supported by the Executive Director. However, with the rise of Covid-19 on a national level at that time, the Executive Director and the Executive Board made the difficult decision to move the Annual Business Meeting to a virtual platform. It was decided by the Executive Board that the survey would be announced in a pre-recorded, 10-minute webinar at the conclusion of the virtual Annual Business Meeting. There was additional Q&A footage of the Executive Director and I, explaining the

purpose of the study and the overall problem of practice that would be explored. The intent of the webinar was to expose the Commissioners to the personal meaning that the capstone had for me and the work I do for military children. As a military spouse, mother of three military children, and military advocate, it was important to show the passion behind the project.

The Qualtrics survey (Appendix 1) developed for the 51 commissioners was an eight-question, Likert scale design to measure the self-efficacy of the commissioners in their work for MIC3. It measured self-efficacy on a scale of 1-5, detailing how successful a participant feels about his or her work as a commissioner. Along with the new self-efficacy scale, there were open-ended, qualitative questions that related to the problem of practice. The questions measured the confidence level that key stakeholders, such as military parents, military connected professionals and educators knew of the compact. The survey also explored the perceived success of the compact implementation in the Commissioner's state and promising performance practices that can be shared.

After review and analysis of the survey results, I designed semi-structured interview questions to gather additional data. The interviews were conducted after the Annual Business Meeting and at the conclusion of the initial survey. Based on the disperse population of Commissioners, the meetings were held virtually via a recorded Zoom. I recorded interviews using the voice to text application, Otter ai.

After analyzing survey responses from the State Commissioners, the following interview questions were developed.

COMMISSIONER INTERVIEW QUESTIONS

Q1	What are promising implementation practices and performance accomplishments that Commissioners use in their state to support military children and families?
Q2	How do you measure success of the compact?
Q3	What contributes to lower levels of confidence that stakeholders know and utilize the compact?
Q4	What would improve Commissioner efficacy?
Q5	What brought you to this work and what keeps you in it?

The goal was to capture perspectives from ten to fifteen Commissioners from different military populated states for follow-up interviews. The States are tiered based on the number of military children that are served: Tier 1 15,000+, Tier 2 serve 14,999-6,000, Tier 3 5,999-2,000 and Tier 4 1,999-0 (See Appendix 2). It was anticipated that interviews would take approximately 15-30 minutes. That timeline was accurate as the average interview was 30-45 minutes. Of the 51 Commissioners, there were eight that completed the interview. There were two Commissioners from Tier 1 States, two Commissioners from Tier 2 States, three Commissioners from Tier 3 States, and one Commissioner from a Tier 4 State. The interview was semi-structured as it followed the

five qualitative questions but gave opportunity for the Commissioners to talk about their experience and what may be unique factors of implementation within their state.

In addition to the surveys and the interviews, I was given opportunities to attend virtual meetings of the executive staff to understand organizational context. I also attended the Virtual Annual Business Meeting to provide understanding of the work of the Commissioners and how to guide recommendations for the organization.

DATA ANALYSIS OF THE SURVEY



PARTICIPANT DEMOGRAPHICS

In reviewing the responses from the survey (see Appendix 1), I found the following data on the Commissioners demographics. Of the 51 Commissioners, 30 participated in the survey (59% response rate). There were 15 male Commissioners and 15 female Commissioners in total. 27 were white (90%), 2 Black or African American (6.67%), and 1 Native Hawaiian or Other Pacific Islander (3.33%). Based on the tier groups mentioned earlier, there were eight Commissioners (26.67%) from the largest military population, Tier group 1, nine (30%) from Tier group 2, seven (23%) from Tier group 3, and six (20%) from the smallest military population, Tier group 4. The level of experience was relatively high for the Commissioners. 19 of the Commissioners (63%) have served for 6+ years, five (17%) Commissioners have served for 3-5 years, and six (20%) have served for 0-2 years.

Commissioner Demographics

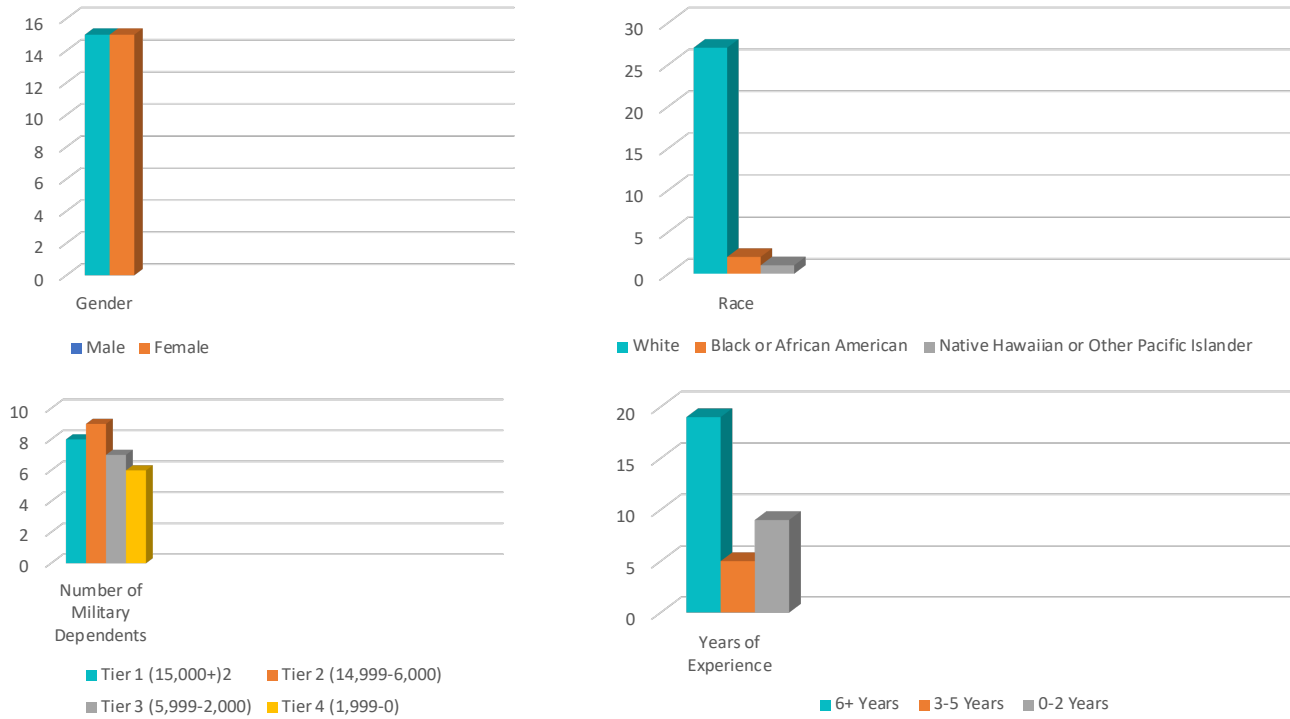


Figure 4: Commissioner Demographics

Although it was not a question offered on the survey, the MIC3 National Headquarters collects data on the State Commissioners Backgrounds. The 2020 Annual Report collected the following data (MIC3, 2020).

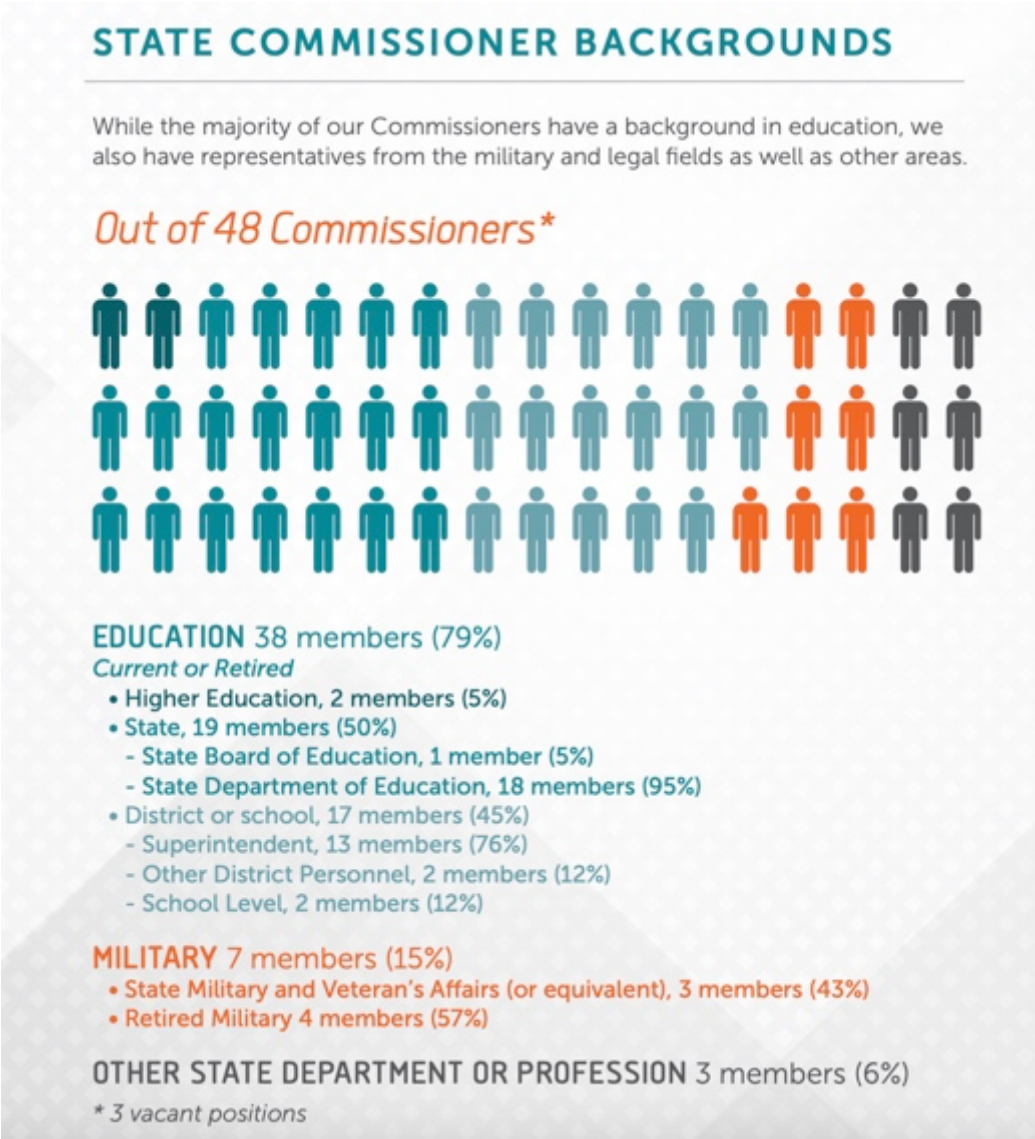


Figure 5: State Commissioners Backgrounds (MIC3, 2020).

COMMISSIONER SELF EFFICACY

Eight self-efficacy questions, based on the New General Self-Efficacy Scale, (Chen, Gully, and Eden, 2001) were asked on a Likert scale of 1-5 (1-Strongly disagree to 5- Strongly agree). Out of the 30 Commissioners that initially answered the demographics section, 28 participated in the self-efficacy portion of the survey. The responses are shown below.

SELF EFFICACY SCALE	Minimum	Maximum	Mean	STD Deviation	Variance
I will be able to achieve most of the goals that I have set for myself	4.00	5.00	4.61	0.49	0.24
When facing difficult tasks, I am certain that I accomplish them.	3.00	5.00	4.64	0.55	0.30
In general, I think that I can obtain outcomes that are important to me.	3.00	5.00	4.75	0.51	0.26
I believe I can succeed at most any endeavor to which I set my mind.	3.00	5.00	4.71	0.52	0.28
I will be able to successfully overcome many challenges.	4.00	5.00	4.64	0.48	0.23
I am confident that I can perform effectively on many different tasks.	4.00	5.00	4.86	0.35	0.12
Compared to other people, I can do most tasks very well.	3.00	5.00	4.54	0.68	0.46
Even when things are tough, I can perform quite well.	4.00	5.00	4.71	0.45	0.20

Table 1: Commissioner Responses on the New General Self-Efficacy Scale (Chen, Gully, and Eden, 2001)

ANALYSIS OF COMMISSIONER SELF EFFICACY

Based on the responses recorded, there appears to be a high level of self-efficacy among the Commissioners. Of the 28 Commissioners, there were no low-level responses or scores of 1 or 2 on the scale. 100% of the participants felt that they were either neutral, somewhat agreed or strongly agreed that they were able to complete tasks, felt confident in their work, and able to overcome obstacles. The mean scores on responses ranged from the lowest mean of 4.54, when answering a question about how they compared with others, to the highest mean score of 4.86, when asked about their confidence that they can perform effectively on many different tasks.



Figure 6: Commissioner Self-Efficacy

COMMISSIONER CONFIDENCE

The third portion of the survey concentrated on the confidence of the Commissioners. The first question specifically analyzed whether they felt confident that key stakeholders in their state knew about the compact and how it advocates for military children. I created a Likert scale question to measure (on a scale from 1-very confident to 5-not confident) the perceived compact knowledge of the MIC3 stakeholders. A mean score of 2.46, was given to military educators knowing about the compact. The mean score of 2.43 was given to military parents and the lowest mean score of 1.93 for military-connected professionals. The data indicated that the Commissioners felt more confident that military professionals and their families knew more about the compact than the educators in their state.

PERCEIVED KNOWLEDGE OF THE COMPACT (HIGH TO LOW)

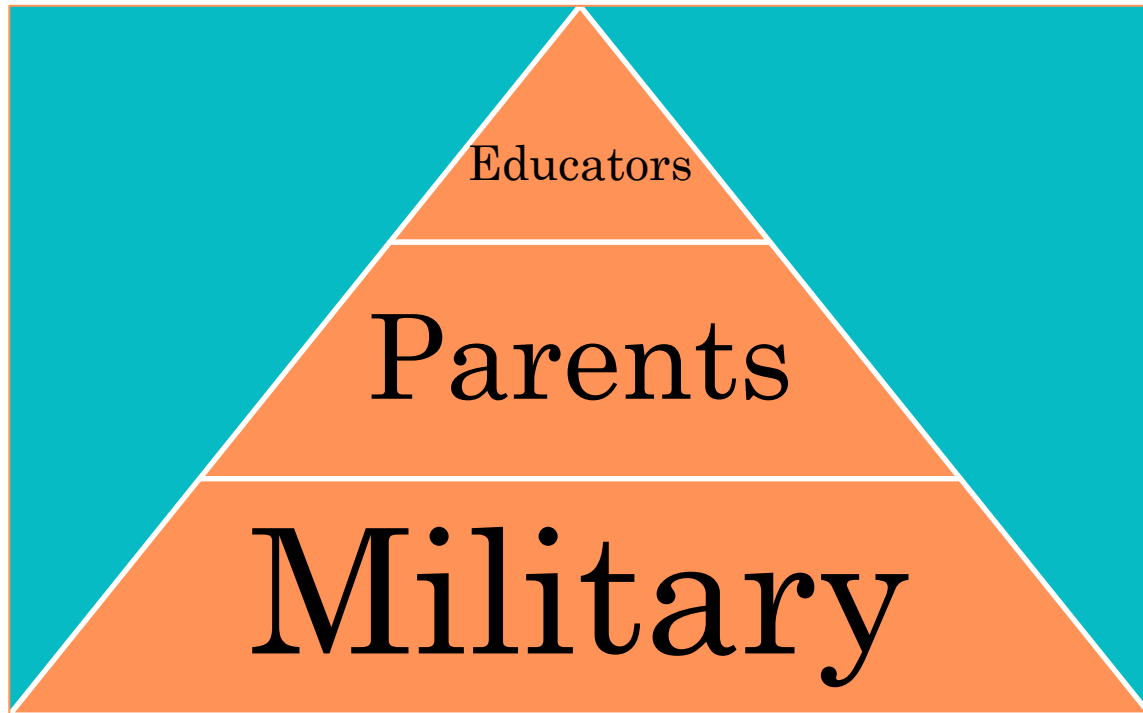


Figure 7: Perceived Knowledge of the Compact

The Commissioners were also asked about their confidence in the effectiveness of the MIC3 implementation in their state. Again, Likert scale questions were created to measure (on a scale from 1-ineffective to 5-very effective) the confidence in the MIC3 implementation. The mean score was a 1.79. This was not a surprising finding as the commissioner self-efficacy was so high. Where is the disconnect in the work that they are doing from the work that the compact is doing? If they feel confident and capable in their work, should the effectiveness of the compact be higher? This was helpful information in forming the interview questions to be used with the Commissioners in the semi-structured interviews.

PROMISING PRACTICES

The final section of the survey included open-ended qualitative responses. There were no minimum or maximum number of words/characters in the responses. The length of response varied from participant to participant.

Qualtrics organized the responses by participant but did not give qualitative output. I developed codes to organize the responses and find themes in the data. Finding commonalities in responses, repeated use of themes, relating to the literature review and efficacy of the Commissioners all supported the buckets of information that came from the responses. When Commissioners were asked about the promising outreach practices that are utilized to educate stakeholders about the compact, connectivity with the school and state council was a main theme. Words like connection, communication, network, meeting face-to-face were given the connectivity code.

The military school liaison that works for the Department of Defense and is hired to support military families and their transition to the military installation. They are a conduit between the military families and the local school district, helping them to navigate school placement, requirements, and other issues that relate to the compact. The Commissioners reported that utilizing the services of the school liaison (SL), developing the relationship, and educating them on MIC3 practices increases awareness and utilization of the compact. Anything related to that support service was coded as SL.

An additional theme that emerged from the promising practices utilized was linking to other military supportive organizations. For example, there are other military

connected non-profits that support military children and their families. By tapping into those resources, sharing information, and educating partner organizations about the compact, we all support our military. Any response that was related to other organizations was given the partner code.

EFFECTIVE COMPACT IMPLEMENTATION

When commissioners were asked about what contributed to effective compact implementation in their state, there were several common themes. Some related to previous questions, however, there were additional areas of support that were noteworthy. Having solid school liaison officers and strong communication were repeated supports mentioned in previous answers. The new themes that emerged were teamwork among participants of the State Council and other key stakeholders. That type of coordination in the responses were coded as team. The data also showed that products such as professional development tools through student services and other outreach products developed by the National Headquarters were important to the effective implementation of the compact. Those responses were coded as tools.

CONTRIBUTES TO INEFFECTIVENESS

The Commissioners were asked what contributes to ineffectiveness in compact implementation in their state there were some obvious answers, yet there was some reflection that could help inform recommendations moving forward. Lower levels of communication between stakeholders were a concern and was coded as lack of communication. A lower level of understanding of the compact and what it covers was another area of frustration and was coded as lack of understanding. There appears to be a

lack of time that could be devoted to the education and understanding of the compact. The Commissioners work on a volunteer basis and are appointed by the Governor. They have additional duties in addition to the work that they do for the Commission. Any response that was related to lack of time was coded as time. Multiple Commissioners mentioned the inconsistency of educators. There is a high rate of turnover within the districts and being able to onboard new educators can be difficult. Many of the state educators do not know about the compact and how it is utilized. Any response that was related to inconsistency with teaching staff was coded as high turnover rate.

MEASURING SUCCESSFUL IMPLEMENTATION

Commissioners were asked how they measure and record successful implementation of the compact in their state. The data analysis indicated that the top theme related to family feedback. The feedback, or lack thereof, is considered a marker for success. The Commissioners reported that the feedback that the compact has been given is an indicator of how the Commission is performing. Any issue related to feedback from the family is coded as family feedback.

The number of requests that are received or arise during the year are coded as requests. There are instances of requests that are received but do not relate to the compact. In those situations, the Commissioners will try to intervene and assist the family, but it may not be an issue that relates to the compact. The Commissioners do their best to advocate, in every situation, regardless of whether it is a compact concern or not.

The Commissioners are responsible for sending an annual report to the National Headquarters once a year. The annual report is a requirement for each state but has not

been standardized across the country. Each state and each Commissioner have different ways of recording data. This information is coded as document and will help in the recommendations for the organization.

The image shown below is a visual representation of the coding system and the output from the qualitative survey questions.

QUALITATIVE SURVEY RESPONSE CODES

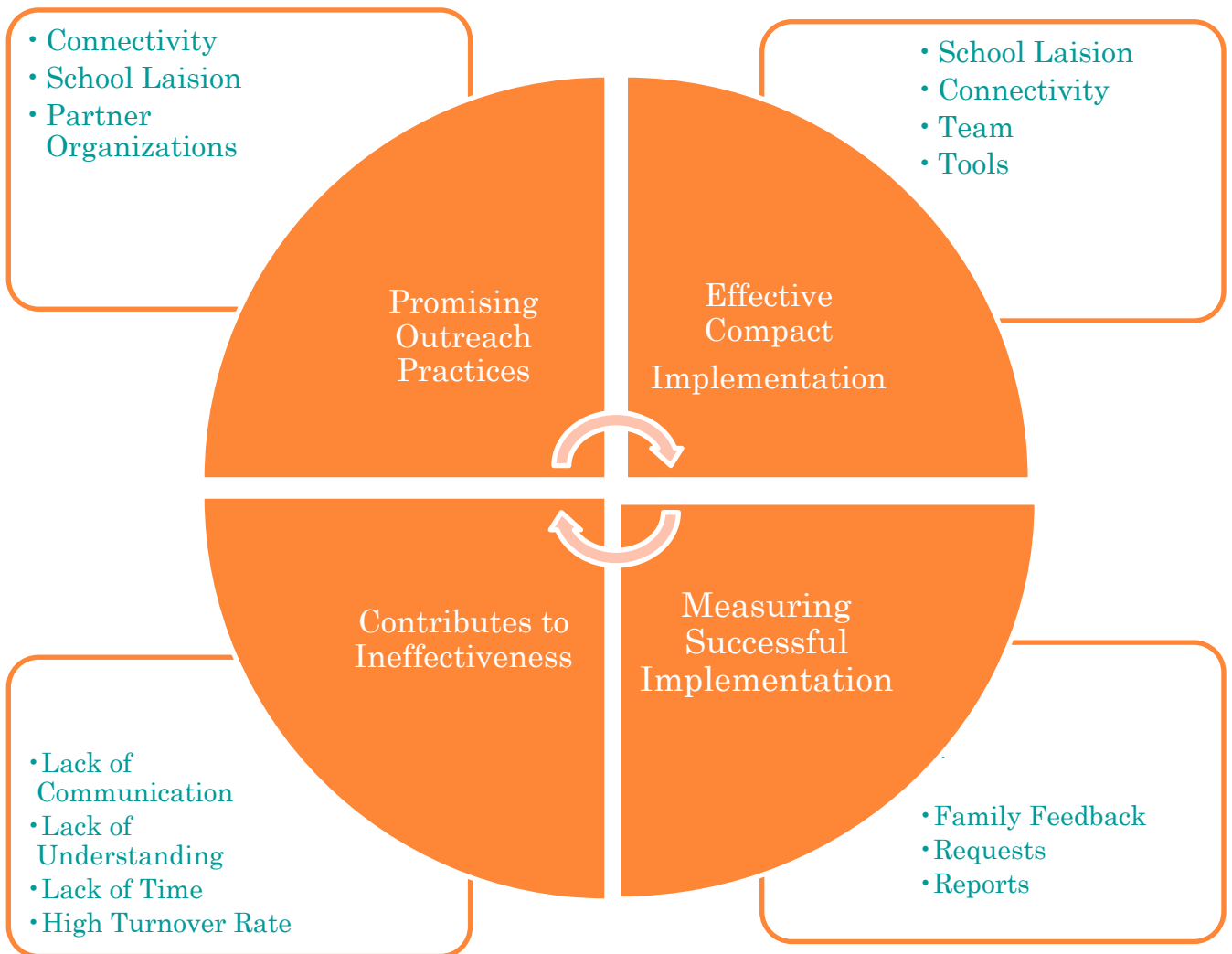


Figure 8: Commissioner Response Codes

COMMISSIONER INTERVIEW DATA ANALYSIS

TIER 1, INTERVIEW 1

Before we began the structured interview, the Commissioner explained a few unique aspects of the military population and issues in the state. Although there is a high population of military connected students in the Commissioner's state, there is only one school district. Most other states have multiple districts within the state that act independently from one another. The military in the state are operating under one district which provides continuity with the educators.

The Commissioner shared that the military students and the local population have had some cultural unrest. The discord between the military connected students and the local students led educators and administrators to reach out to the military parents and form relationships to work on these issues. Military and educational representatives developed a joint venture education forum. This led to developing transition centers where newcomers could come and develop relationships outside of the school building. Technology, curriculum and other materials were helpful in bridging the gap between the locals. These relationships and resources predate the compact, however, it was key in helping to connect and develop relationships with the military parents.

When asked about the promising implementation practices that contribute to the success of the Commission, the Commissioner started with the importance of access to the military community. Supporting the military community with events such as military appreciation day, by celebrating the military, relationships can be cultivated. The

Commissioner mentioned that the relationship building is personal. At one time, the Commanding General of the installation would host large group events for educators. The educators would visit military facilities and be educated on the history and connection between the military and the state.

The commissioner also discussed the importance of a military representative being a part of the State Council. The commissioner felt that the civilians could not advocate the way that the military could. They have first-hand knowledge and a stake in the compact and its implementation. The military can make an impact on decisions that are made about their children and their education.

The commissioner reported that using another entity to partner with MIC3 can be a helpful source of support for the compact. Being able to leverage another group that have similar interests can help to be a voice for the military children. In partnership, the voice is louder and can help to engage new stakeholders.

Infrastructure created by multiple stakeholders, such as the Department of Defense and the Department of Education helps to get different stakeholders to connect and communicate. When there is structure between the organizations, such as the Joint Venture Education Forum and the State Council, it requires the individuals to meet regularly and develop communication systems that are streamlined. The Commissioner said, *“Anytime something needs to be done, it can be done really quickly because the word goes out from a central location and the policies are enacted immediately.”*

The Commissioner explained that the MIC3 National Headquarters has contributed to the success of the compact. Initially, they were recruiting states to join the compact. Now that the Commission signed on all 50 states and the District of Columbia, the Commission Headquarters has pivoted to serving and supporting the Commissioners themselves. They went from training each Commissioner and tailoring it to their state, to building a national website that gives information that can be used for all states and all military parents. The online trainings are in demand and educators can receive credit for their coursework. The commissioner stated that offering credits for continuing education and professional development is key.

Having access to a military liaison from the Department of Education for the military to contact can be a helpful resource that contributes to success. Military liaisons provide assistance through the military installations. They are employees of the Department of Defense that connect to military representation. The commissioner stated that the full-time school liaisons are the best way to get to the installation and the community it serves. They are the representatives of the military dependents, and they meet regularly with the military families. This type of communication system streamlines the information that goes from the school liaisons directly to the commander's office. Having that level of infrastructure where the commanders, the joint venture education forum and a State Council communicating regularly develops a partnership and strong relationships.

The Commissioner reported that there was no formalized, regularly collected data on success of the compact. Success is measured on institutional memory through the Joint Venture Educational Forum. The military funded a parent satisfaction survey and

attempted to document and improve issues that came forward through the survey. The commissioner also mentioned additional measures that are collected from other organizations. Data from other sources such as the Military Student Identifier and standardized testing data were showing that the military students were successful in their scoring.

The Commissioner explained that the lower level of stakeholder knowledge and understanding, impacting efficacy, can be attributed to multiple issues. For the military members, the priority has been combat readiness. The military has been focused on preparing and equipping our military and our allies. Lower levels of confidence that military spouses know and utilize the compact can be attributed to a large population of working spouses and less parent participation in the schools and community resource opportunities.

When asked what would help to improve Commissioner efficacy, the commissioner reported that relationships are fundamental. As stated earlier, having access to the military and their leadership can help engage the community. The Commissioner also reported that formalized organization can help build a network of advocates from different areas. It helps to connect the stakeholders and provides better communication.

The Commissioner talked about the importance of the work and stated that the goal was to provide a level playing field for the military children. The Commissioner's work initially began due to the military service then transitioned to education and research in the military community. The Commissioner has developed a passion for

advocating for military children and stated that what they do for military children, they can do for all children.

TIER 1, INTERVIEW 2

The Commissioner began by explaining that they are a smaller state serving a large military population. There are multiple school districts but relatively small in comparison to other States. The Commissioner explained that they have local monthly meetings with the State Superintendent, and it provides access and communication networking for educators.

When discussing promising performance practices for compact implementation, the Commissioner mentioned the State's ability to support students through multiple positions. The Commissioner serves in an official capacity, working with school counselors and support services on a quarterly basis. There are representatives in each school district that coordinate with the Commissioner. Social workers update the school counselors and educate new school counselors coming into the district on an annual basis. The Commissioner explained that the State Council meets annually and that they invite the school liaison officers from every military installation. The Commissioner said that the school liaison officers can be a source of support. The Commissioner believes that the school liaison officers are fabulous and solve 90% of the issues. The Commissioner mentioned that having one voice and full access to the installation and to the State Council are particularly helpful. The Commissioner explained that the school liaison is

there for the military families and that they have been invited to speak to the parents as well. The Commissioner said that all stakeholders are involved.

The Commissioner explained that the higher number of military installations that are in the state helped to inform military families about the compact. The Commissioner explained that the network between the installations and within the state help to inform the families.

When asked about success measures in the State, the Commissioner explained that they take one case at a time and find a solution. They do not leave the military family or the issue until it is resolved. The Commissioner said that getting feedback at the end of the conversation is helpful to understand how helpful the compact has been to the family.

In discussing the knowledge and utilization of the compact and stakeholder involvement and what impacts efficacy, the Commissioner said, *“The compact is only as strong as their weakest link.”* The Commissioner explained that there has been less military involvement and believes that it has attributed to lower levels of understanding within the military and their families. The Commissioner believes that engaging the military and helping them to understand the importance of the compact for their families is an area that needs improvement.

The Commissioner was placed in the position due to experience of working with military families in proximity to the district. After September 11, 2001, the Superintendent wanted to continue to grow that connection and understanding of the military. Eventually, the State Department asked them to study the compact as it was being implemented in the state. After the compact was adopted in the state, the educator

was asked to become the Commissioner. Although the position was based on a level of knowledge and experience in working with the military, the work continues because of the need to help students.

TIER 2, INTERVIEW 3

The Commissioner began by explaining that the military installation that is closest to their school district does not have as many military children as other installations. It is a training site so there are not as many families living on the installation. The recruiting areas do not have a base either. The commissioner also reported that the State Council meets once a year.

When asked about promising practices of compact implementation, the Commissioner said that the assumption was that the educators are trained by the school counselors on the compact and how to implement at the school level. The Commissioner explained that there is a school liaison officer at the installation through the Department of Defense. There is also a dedicated staff member at each school to help military children. The Commissioner explained that the school board is aware of key military base members and that they send materials to make them aware of the compact.

In discussing the measures of success, the Commissioner reported that when there is an issue, if it is applicable and the school is amenable, they fix the problem. The Commissioner goes on to say that there has never been pushback from the school. They help their military children when they can.

When asked about key stakeholders' level of awareness of the compact and the impact on efficacy, the Commissioner explained that parents either did not need the

compact or were just not aware of it. The Commissioner stated that people only knew about the compact when there was an issue and most of the issues go to the national office.

When describing what would improve efficacy of the compact and the work of the Commission, the Commissioner said that the items on the MIC3 website, the webinars, and virtual trainings were helpful and make it more flexible. The webinars have elevated the compact by reaching more people. The Commissioner goes on the state that the Compact 101 (introductory training), that is conducted each month, is particularly useful.

The Commissioner said, *“The resources that the Headquarters provide are spot on. I would like to see that programming continue”*.

In closing the interview, I asked how the Commissioner got involved with MIC3. The Commissioner explained that it is a part of the job in the current role within the state. As an appointed position within the job, the state needed to have someone fill that role. It was necessary to have someone from the Department of Education.

TIER 2, INTERVIEW 4

The Commissioner began the interview by discussing promising practices of implementation which positively impact performance accomplishments. About three years ago, in the legislative session, the state passed a bill that created a district military education coordinator position. Essentially, the law required any public school district or charter school that have 20 or more military connected students, or 3000 students overall

enrolled in the district, must appoint staff members to serve in the role of a military education coordinator. The district military education coordinator must possess specialized knowledge of the needs of military connected students and the obstacles they face in obtaining education. The commissioner explained that typically it is a staff member that is working in guidance counseling because they work on issues pertaining to child educational transition. However, in some cases, it has been a senior administrator in the district, a junior ROTC instructor or other professional that is plugged into what is going on with military families.

The Commissioner also shared that other military connected advocacy programs, separate and apart from MIC3, can help implement and educate stakeholders about the compact. MIC3 Headquarters is only composed of three full-time staff members at the headquarters in Kentucky. All State Commissioners are volunteer positions and are working other jobs and have responsibilities outside of the Commission. The Commissioner said that it is helpful to have full-time, paid staff members in other organizations who can carry the ball.

Some of the recent initiatives for supporting military require certain appointed positions at the district level. It has helped to provide military education coordinators with training coming from the State Council. The State Council can provide educators with the right information and tools to facilitate the compact implementation. The Commissioner explained that it is a network within the State Council that really makes progress.

The Commissioner believes that one of the most important members of the network has been the school liaison at the Air Force Base. The Commissioner said that she has been an absolute tireless worker. She does not just serve the Air Force family members in the vicinity of the Air Force Base, but she travels the state, working with any military family in any branch or component. She is not just the liaison between the Air Force Base and the council, she is the chair of their outreach committee, running the Twitter feed and the Facebook page. She is also involved with other military advocacy initiatives. She goes to the monthly school board meetings of several school districts that are in the vicinity of the Air Force base. She has also gone out and met with school administrators and districts in remote areas to make them aware of the legal rights for military students in the state. The Commissioner shared that she has been one of the most active people on the State Council.

The Commissioner explained that there are three members of the State Council that are working their primary jobs but that it dovetails nicely with what they are doing for the council. Basically, they have dedicated people that can focus on the mission of the Commission in their current position. It is what they spend most of their time doing.

Another helpful implementation practice in the state is the law that designates the commissioner of education, or their designee, will be the Compact Commissioner for the state and the Chair of the State Council. The Department of Education is woven through the State Council which means they have a network of people at the district level and local level. The educators are getting their training from the State Council and Department of Education and includes training on how the compact works.

The Commissioner also discussed how outreach has made an impact. The Commissioner explained that they have content on the compact all over their social media and school district webpage. The Commissioner said that it gets people interested and is serving to grow that network even more.

The Commissioner reported that one of the biggest challenges to efficacy that they have nationally and at the state level is how to educate their military families about the compact. Reaching out to the educators to make sure they understand what their legal obligations are for military children is an easier task. The Commissioner goes on to say that it does no good if the military families are not aware of what their needs might be and how to help resolve issues.

The constant turnover in the military is another challenge. When service members are expected to move up in rank, it creates a vacancy to be filled by new people coming into the organization. The Commissioner said that a new Second Lieutenant, fresh out of the service academies or ROTC, typically do not know about the compact. The Commissioner explained that they would love to provide a briefing on the compact as they enter their first duty station.

The Commissioner would also like to include training on the compact in all the professional military education courses for enlisted and warrant officers who will take a leadership position. The Commissioner has tried to contact the Department of Defense but have received no feedback at this time. The Commissioner feels that it is important for the young soldiers to get the information through their chain of command. Young leaders normally have enlisted service members, under their supervision, who are several

years older and have families with children who are transitioning from school to school.

The Commissioner states, *“We need to educate the service members, whether they have children or not. They need to know about the compact.”*

The Commissioner shared that they recently met a teacher and Air Force spouse who had been working for the district for nine years. She had been stationed in the state multiple times during her career. Until she arrived a few years ago, taking a job as a special education teacher at a local school district, she had never heard of the compact. Even though the state had been a member of the Compact Commission for all the years that she had worked in the organization, she was uninformed. The Commissioner goes on to say that whether it is school staff, parents or government officials, it is hard to push out the information and that has led to lower levels of confidence that the stakeholders know about the compact. The Commissioner explained that they have attended professional development sessions or presentations at the annual conferences for the school board association and educators want to hear about finances, what's going on in the world of mental health, and rural schools. There is not much discussion about the compact.

Lastly, the Commissioner believes that there is a lack of understanding about how many military children are in the district they serve. Educators might think they do not have military, but there are 10 Army National Guard and Reserve units in the area. The Commissioner believes it is important to educate them because it is relevant to their district. If the educators were informed on the numbers, it would help improve the understanding for the need of the compact.

TIER 3, INTERVIEW 5

When describing the promising practices and performance accomplishments in the state, the Commissioner began talking about the school liaison officers from the nearby installation in their area. The Commissioner states that not only do the school liaison officers contribute to success efforts, but the State Department, Veterans Affairs, and the State Council also assist in the efforts to educate key stakeholders and support military families. The Commissioner said that other military connected initiatives have also helped to educate school staff members on the compact.

The Commissioner also reaches out to school counselors, charter school directors, military associations and other independent efforts to help educate the community about the compact. Even though the State Council only meets once a year, the Commissioner believes that the outreach has been successful.

When questioned on the confidence level surrounding stakeholder's knowledge and usage of the compact, the Commissioner explained that their state does not get many questions or requests. It does not have a huge military population in the state, so the Commissioner said that there are not as many problems.

In describing the metrics used to measure performance success, the Commissioner explained that there are no formal measurements collected. The Commissioner goes on to state that when things are quiet, there is the assumption that there are no problems. If the Commissioner does not get a request, there is confidence that the military students and families are functioning successfully.

When asked to explain what would help improve efficacy, the Commissioner said that the MIC3 National Headquarters has been very supportive. The website provides helpful information and resources. The trainings help to inform stakeholders and can be done on a virtual platform, making it accessible for everyone.

The Commissioner explained that the structure of the sub-committees within the Commission is helpful. The Commissioner also shared that the Annual Business Meeting was helpful but did not as enjoyable in the virtual meeting. The Commissioner really appreciated the time spent in sessions where the same tier groups met. The Commissioner said, *“Connections are made with the other Commissioners in states that are similar, and the sharing of ideas takes place”*.

TIER 3, INTERVIEW 6

To provide context, the interview began with the Commissioner explaining the unique constitutional provision for how elementary and secondary education is operating in their state. The State Department of Education has the general supervision and administration of the school system in the entire state. The State Department of Education includes eight independently elected board members who run on a nonpartisan basis. That board hires and contracts with the Commissioner of Education. This is different from the way other states operate in which the governor appoints the commissioner. K-12 education is under a single board that is independently elected by the voters and the Commissioner of Education is employed by the board. Everything that is put in place for the compact is done through the Department of Education. The Commissioner went on to explain that the statutes and regulations align with everything the compact supports. The

school districts work with all families, whether they are in the military or another mobile occupation. The schools are ready to assist students in transition. They are required to enroll and place students, take coursework that has transferred and make it fit into their school.

In discussing promising performance practices of implementing the compact, the commissioner explained that the school liaison is the first stop for families. There are many avenues for gathering information, but the Commissioner believes that the school liaison is most helpful for families. The Commissioner admits that a lot of families do not know the school liaison exists. It has been a challenge to educate families about the compact if they do not communicate with the school liaison.

The Commissioner also stated that the websites and some of the platforms for military families on social media are also helpful. The Commissioner explained that they cannot tell the Army, Air Force, Navy and Marines that this is how you need to run your organization. However, there is basic information that could be shared. The Commissioner believes that when transfer orders are delivered to the service member, they should be given a list of helpful organizations in the state of where they are going. The Commissioner mentioned the fact that it can be overwhelming for families to try to figure out information and resources. The Commissioner stated that the family of the military individual needs to have some information on how to handle the educational piece of transition, whether that's through the MIC3 website or information from the state that will be receiving the service member. It is helpful to have a good place to start. Families can be overwhelmed with trying to find a place to live, get their children enrolled, and move, all within weeks. The Commissioner believes it is a daunting task.

The Commissioner explained the unique position they have in overseeing a division that houses legal services, school finance, data information, and technology services for all school systems in the state. The Commissioner also works with governmental relations with the legislature. The Commissioner explained that the access is key. Building government relationships are what they spend most of their time doing.

The commissioner explained that they do not have a formal way of tracking success. The Commissioner said that most of the successes occur every day, by the school districts, just doing what they should do. They enroll the child and place them in the classes that fit. The Commissioner goes on to state that the lack of complaints to the state level helps to track success. The Commissioner explained that their state does not have an inordinate number of military children. The Commissioner said that in the five years, serving as Commissioner, there have only been two issues that have come to the state level. One issue was resolved before the commissioner even got involved. The second issue was a non-compact issue but was resolved for the family.

That Commissioner explained that the National Guard and Reserve units do not have the same requirements as active duty families. However, once the service member is activated, they are covered under the compact. The Commissioner explained that the Commission has been discussing the Guard and Reserve benefits in their state. If the National Guard or Reserve family transfers, the school district is required to enroll the student and get them in classes the next day. The status of the military member has not been a barrier for their state. Regardless of the active duty status, they will provide the student with the services they need.

We discussed the confidence level of key stakeholders knowing and utilizing the compact and what negatively impacts Commissioner efficacy. The Commissioner answered that there is a need to work directly with the parents of military children. In the past, the Commissioner has relied on the school liaison officers to do that work. The Commissioner explains that the liaison knows how to reach the school district officials and how to reach the Commission if there is an issue. The commissioner explained that it can be a challenge to get information into the hands of military families. If the school liaison officers do not know that they have families coming and they do not hear from them, then they cannot be helpful to them.

In the last few minutes of the interview, the commissioner explained, *“I do my job because I love doing the work. The compact is just a small piece of it. Whatever the child needs to have a seamless transition, while the family is moving from job to job, the district provides”*. The Commissioner said that is the kind of mentality that exists in their state. The legislature has been good at not writing specific, detailed requirements. They leave it to the school districts to meet those basic requirements. It provides more flexibility for people that are moving. The Commissioner ends the interview by saying, *“What the compact is trying to do for military families is what you should do for everybody”*.

The interview started with the Commissioner describing the many years of active duty service in the Navy. The Commissioner goes on to share that there was no experience in education other than serving as an adjunct professor while on active duty. The Commissioner is not a part of the state educational system or the state government. The Commissioner reports that there are only four other Commissioners that strictly work for the Commission.

One of the best performance practices that was mentioned by the Commissioner was meeting with the base commander, who is the Department of Defense representative within the state. As a part of base commander's on-boarding process, they meet with the school liaison officer. The Commissioner explained that even if they do not remember the compact, they will at least remember the person who can help them if they have an issue with their child's education. They also invite the base commander to be a military representative on the State Council. That provides information directly to the military, just like they do for the Department of Education.

The Commissioner stated that the school liaison can be one of the most helpful resources. They develop expertise on who the people and resources are that can help address the educational transition issues. The Commissioner went on to explain that only about a third of the issues are covered by the compact. Many issues involve children with special needs and their Individualized Education Program (IEP). The Commissioner explained that the Commission is not the governing organization or law for IEP so it can be difficult to advocate for those students.

The Commissioner believes that another performance practice to support military children is to have diversity within the Commission. It brings different perspectives and can help develop solutions that are more complete. The Commissioner said that having different ideas and opinions might take longer to accomplish a goal, but the outcome is more long-lasting.

The Commissioner discussed the need for communication to be fluid and that it can be the key to success. The Commissioner said that by communicating with the different stakeholders, it can help them understand that they are not trying to treat military as anything special, they are just trying to support the law.

The Commissioner explained that it makes sense to develop resources to train educators, however, the states with low numbers of military children, that are widely distributed, should educate the military member. The military member is always connected to their student. The Commissioner believes that concentrated training should be given to the military. The Commissioner explained that military can be the best advocate for their child, however, the job can be a distraction. The Commissioner went on to say that the compact has done a great job of leveling the playing field for those who do not have time and energy to advocate for their kids and those who need a little help.

We discussed the tools to measure performance and success in the state. The commissioner reported that there is success when problems do not get reported to the Commission. The Commissioner believes that solving problems at the lowest levels, getting issues resolved is the key to success. There was no mention of a formalized data

collection instrument, however, all states are required to complete annual reports for the MIC3 national headquarters.

When we discussed confidence in stakeholders' knowledge of the compact and how it impacts Commissioner efficacy. The Commissioner explained that they depend on the military member to take information. They are given information as a part of their transition both in or out of a duty station and give that information to the spouse who will interact with the school system. *“With every handoff, there is an opportunity for a fumble. Maybe there's a way to take the handoff out of the transition and bring spouses in on that discussion so that it becomes firsthand information,”* the Commissioner said. The Commissioner explained that he attended a session for spouses at a symposium for the military. The two biggest issues discussed were education for their children and reciprocity of certifications for spouses that are in credentialed occupation. When the Commissioner stood up and talked about the compact, he said he was surprised at how few senior military spouses were aware of the compact.

The Commissioner said that one of the biggest needs for improved efficacy was being able to get information earlier. It usually takes a while for the issue to come through the school liaison officers or parents. The Commissioner explained that once they know about an issue, they can usually get a resolution, even on some of the most difficult issues. The Commissioner mentioned that they had at least one issue where the student was impacted and should not have been. The Commissioner explained that the parent did not know who to contact and was not aware of the compact. The

Commissioner felt that it was the military's responsibility and expressed the need for military members to be informed of the compact. The Commissioner said that it is a difficult task but thinks it would be helpful to let the military know about the compact within the Permanent Change of Station orders that are received before a move takes place.

When discussing other improvements for the Commission, the Commissioner noted that there was a recent discussion with the executive board about the annual business meeting. The Commissioner felt that the virtual meeting did not give space for discussion of inclusion of the National Guard and Reserves and explained that the face-to-face annual business meetings are the most expensive but the most effective. The Commissioner feels that the Commission has more working hours while in the same location. The time zone differences are no longer an issue. When conducting the annual business meeting on a virtual platform, they essentially have four working hours a day and it was spent on Ex Officio reports that were not as helpful.

The Commissioner also felt that the smaller in-person group discussions get down to identifying issues and develops proposed resolutions. The Commissioner believes that the Commissioners who have been in the position from the beginning, have a network that is strong. The network can facilitate and help move an issue to be resolved extremely quickly.

The Commissioner explained his concern that there is a lack of accountability within the Commission. The Commissioner explained that they had been asked to provide input from their State Council by a certain date. They received less than half of

the Commissioners' input. That meant they would have to wait until next year to vote on the issue. The Commissioner felt that waiting another year was not a good alternative but there were still questions about how many students would be impacted and were they trying to solve a problem that did not exist.

The Commissioner had concerns about the Coast Guard not being represented during the annual business meeting within the Department of Defense. The Coast Guard has the most military connected students of any of the services in their state and the Commissioner felt that they need to be represented at the national level.

As the interview came to a close, the Commissioner talked about the importance of staying connected to active duty military in retirement. The Commissioner said that the hardest part of retiring is missing the people and doing what you could do to help them. The Commissioner explained that you are never done serving and you do the job because you care about the kids. The Commissioner said, *“We develop relationships to help solve problems. There are no big initiatives, but we use influence to get it done.”* The Commissioner shared that the work is enjoyable because of personal experience of moving as a Navy child. The Commissioner attended 13 schools. As a military parent, their three children attended 70 schools combined.

TIER 4, INTERVIEW 8

We started the interview by discussing what contributes to the success of the compact and highlighting some performance accomplishments in the state. The Commissioner explained that they have an advantage because they are a small state and

know all the superintendents across the state. The Commissioner said, *“We have really close connections. It really is a strength”*. The Commissioner shared that if there is an issue for a student transitioning from one place to another or they need help with credit transfer or coursework, they work with the school liaison officer at the Navy shipyard. The Commissioner went on to say that if there is a problem, they just make a simple call.

The Commissioner explained that their military population is small. They have about 700 kids that have parents on active duty. The Commissioner believes that number is manageable. The Commissioner said that if an issue is brought to their attention and it is within the compact regulations, they have control over the problem. The Commissioner stated that it helps that she has been in the position since 2014 and knows the ins and outs of the Commission. The Commissioner also understands the compact and how it relates to the educational practices within the state.

The Commissioner mentioned the helpful support from the MIC3 executives in Kentucky. The Commissioner complimented the Executive Director and others in the headquarters by giving opportunities for the commissioners to be involved. The Commissioner has done some training sessions, talking about how their State Council operates. The Commissioner said that they have worked with other Commissioners to do presentations and develop different aspects of training. The Commissioner believes that the Commissioners who do not get involved and do not take on additional assignments, do not feel as connected. The Commissioner believes that by staying in the position

longer can help build relationships and connections. The Commissioner said that it helps to call and talk to other Commissioners about promising practices.

The Commissioner believes the superintendents are important stakeholders. They make sure that they have one of the superintendents on the council and include Superintendents from other areas of the state. The Commissioner said that it goes back to good communication. Communication builds the relationship that is so crucial because it supports the military families.

The Commissioner believes that connecting to other military advocate initiatives can be helpful. They can get the word out about the compact at the same time as supporting their own work.

The Commissioner said that having awareness events, such as Month of the Military Child is helpful practice. Doing things for students of active duty military in the schools helps parents learn more about their resources. The Commissioner said they are working on all their MIC3 information on their website. They believe that it is important to do more outreach and it must be different than just public announcements.

The Commissioner stated that combining with other border states for a joint meeting has been a helpful practice. They can learn implementation practices from one another because they are also small states. The Commissioner explained that in the national annual business meeting they have met in their tiered states. They have the opportunity to discuss issues with the other small states with similar issues. The Commissioner mentioned that it is not just the sessions, but also the breaks for meals when they can chat and talk about all the things that are important to the Commissioners.

The Commissioner says that the Commissioners are all looking forward to getting back together again to see where they need to continue to focus.

The Commissioner admits that in other states, it can be political when a new governor takes office. Some governors change the assignment and move Commissioners in and out. The Commissioner explained that in their state, it is not an issue. The Commissioner said that every year they develop a report and present it to the Governor. The report explains what the State Council is doing and what they will focus on. They are consistently supported by the governor. They have stayed consistent with no real changes to the leadership.

When asked about how they measure performance and success of the compact, the Commissioner said that it has to do with the number of phone calls they receive. The Commissioner explained that it is about having resources. The Commissioners said that they are fortunate because they are a small state. If there's a problem, the Commissioner gets a call, and they handle it.

When we discussed the confidence level of key stakeholders knowing about the compact and what negatively impacts efficacy. The commissioner explained that the school sends out information and that the parents need to pay attention to it, but they are under a lot of stress and strain. They have kids and families in transition. The Commissioner wants to make sure that those families are getting that message. The Commissioner explained that the school liaison officer is always stunned when she finds out that people do not know a thing about the compact.

The commissioner talked about some of the areas that would improve efficacy in working for military families. One issue is the exclusion of the National Guard and Reserve in the compact regulations. The Commissioner explains that they have a high number of National Guard in the state. The Commissioner explained that they deployed 150 service members to the Middle East a few weeks ago. The Commissioner is interested in developing the compact to include National Guard. The state has over 7000 kids that have families in the National Guard. The Commissioner explained that the Guard has been sent down to the border of Texas, deployed to hospitals to do the work during COVID, and to assist during the insurrection in D.C. The Commissioner went on to say that the stress it puts on military families is a lot and they are trying to figure out ways to support those families too.

The Commissioner explained that it is not just about the transition of the military families, but the organizational leadership is transitioning at the same time. The Commissioner gave an example of when the State Council met, there were a lot of new superintendents. They must go back and help everyone understand the compact. The Commissioner explained that the MIC3 headquarters have been doing some amazing videos and they use those materials for their leaders across the state.

The Commissioner explained that the military leadership also deals with transitions. Just recently they learned that the base commander, who sits on their State Council, got PCS orders to another installation. The State Council plans to reach out to the new commander to fill that void.

The Commissioner reported that their state was one of the first states to adopt the compact. Initially, the state did not feel that they needed it. It took the Commissioner to write a letter on behalf of the MIC3. As a result of the advocacy, it passed in the state. Due to the connection to the compact and the work that had been done, the Governor appointed the Commissioner to the position. The Commissioner said, *“You have to keep your eye on the prize, and the prize is the kids”*. The Commissioner explained that they need to keep their focus on children, that is the strength of the of the compact. The Commissioner explained that when the governor asked you to do something, you do it. Then you get hooked on the fact that you are helping military kids and their transition. The Commissioner described all the difficulties of coming to a new school and the importance of putting programs in place that they need to feel supported.

CODING COMMISSIONER INTERVIEWS



In analyzing the Commissioner interviews, I used tables to categorize the individualized responses (Appendix 3). The tables gave a simplified way to organize the data and use it to develop themes within the responses. The data collection covered some new themes surrounding Commissioner efficacy and promising performance practices.

Once the individual interviews had been organized by response, I was able to categorize by question. I took the responses of each Commissioner and color coded by themes that emerged. I utilized data that was scoring at or above a 25% response rate. All other responses were not repeated in another Commissioner's response and was tagged as an outlier. The outliers had less than a 13% response rate. The themes that emerged had some overlap with the initial findings in the surveys, however, new information was

extracted from the interview responses. The data is illustrated below with responses categorized per interview question.

In developing themes from the Commissioner responses, conclusions were made. The list of responses scored at or above 25% on response rate. Although the outliers were not listed, there should be discussion on what information could be gleaned. The codes listed below gave a better understanding of Commissioner efficacy and performance accomplishments, along with areas for improved efficacy. This information will help inform recommendations for the MIC3 organization.

PROMISING PRACTICES AND PERFORMANCE ACCOMPLISHMENTS

- School Liaison Support
- Networking
- Access to the Military
- Military Representation
- Outreach
- Partner Organization Support
- Additional Factors:
 - Communication
 - HQ Support
 - Other Military Initiatives
 - Job Design

MEASURES OF SUCCESS

- Annual Report
- Lack of Stakeholder Requests for Help
- Family Feedback

- Finding Solutions for Military Children

FACTORS THAT NEGATIVELY IMPACT COMMISSIONER EFFICACY

- Lack of Stakeholder Awareness/Understanding of the Compact
- Stakeholders' Competing Priorities
- Difficult to Engage/Educate Stakeholders
- Lack of Parent Participation

AREAS FOR IMPROVED EFFICACY

- Continued Support from Headquarters
- Educate Stakeholders
- Engage Military Leadership
- Engage Military Families
- Embed Compact Information in Orders
- In-Person Annual Business Meeting

WHY DO THEY DO THE WORK? EMOTIONAL CONNECTION?

- Job Design
- Former Military
- Experience Working with Military
- Service to the Community

FINDINGS



FINDING 1: PROMISING PRACTICES

In analyzing the Commissioner surveys and interviews there were findings related to the project questions. The first finding is related to promising compact implantation practices: What are the main contributing factors to successful implementation of the Military Interstate Children’s Compact Commission? I found that connectivity and communication with the state council varies from state to state. The infrastructure of the council, the representation of military and educator leadership within the council, and how often they convene can impact the implementation and education of key stakeholders. The Commissioners discussed the importance of military leadership involvement. It was reported that if there is a higher level of involvement of the military leadership in the state council, there is a higher level of confidence that the military families would know about and utilize the compact.

The data also suggested the reliance on the National Headquarters for training, developing and providing resources, updating the national website, and other ways to

educate and connect to key stakeholders. Although there are various outreach opportunities for the Headquarters' employees to connect, the practices were not scaled to the individual states. There are no formalized requirements as each state operates independently.

FINDING 2: SUCCESS MEASURES

How does the organization define and measure Commissioner success? Survey and interview data indicate the inconsistency in the Commissions definition of success. Commissioners indicated a variety of ways to report measures of success for compact implementation, but there was nothing standardized or formalized across the Commission. The Commissioners felt that a lack of feedback from the families or lack of requests for help could be a success measure. The concern is that there might not be familial response because of the lack of knowledge of the compact, not necessarily a lack of needed help.

The Commissioners did not report a performance success measure. When asked about the successful implementation of the compact, there were promising practices that were mentioned but it was not related to self-efficacy or personal performance. Utilizing key stakeholders such as the School Liaison or military leadership was mentioned. There was also a great deal of support from the National Headquarters. The resources that were provided, the content on the National website and educational trainings that were conducted on a national level was not scaled to the individual states. There is a great deal of reliance on the three staff members at the Headquarters.

FINDING 3: COMMISSIONER EFFICACY IMPROVEMENTS

What would improve Commissioners' efficacy in compact implementation? The surveys and interviews indicate the importance of partnerships with the organization. Partnerships with the military community is vital to the education and support of the compact to the key stakeholders that will benefit the most. Having military leadership and their families help spread the word of the compact to other military members and their families, educating families on the importance legislation that can be utilized for their children is an important aspect of the work of the Commission.

The data also indicated the importance of partnering with other military connected organizations. The Commissioners reported the support that can be provided, the voice that can be given, and the relationships that are forged with partner organizations can help the Commission. Commissioners felt that it was a resource that should be utilized to help further their mission. By partnering with other military supportive organizations and initiatives, they could do more, for more.

The data indicated the need to partner with military connected educators. As I stated earlier, the confidence that educators knew about and utilized the compact was lower. That is an important finding as they are the stakeholders that are making decisions, formulating policy and are the first responders for our military children. If Commissioners feel that educators are not aware of the compact, that can impact the resources available for military children at the local school level.

Lastly, the data indicated the interest in partnership within the Commission itself. Commissioners reported the value of meeting in-person, with other same-tiered states to

discuss issues that are specific to the size of the military population they serve. Ideas and implementation practices can be shared. The Commissioners also reported the importance of meeting in-person, as an organization, at the Annual Business Meeting. The Commissioners shared that the virtual meeting that have utilized in the past few years because of Covid, did not provide the time and space for this type of connection and conversation. There was an overall general sense of concern that a virtual meeting was cost effective but not as successful as the meetings that had been conducted in the past. There is a lack of networking and behind the scenes conversations that can help Commissioners feel supported and connected to one another.

RECOMMENDATIONS



Project Question	Finding	Recommendation
1. What are the main contributing factors to successful implementation of the Military Interstate children's Compact Commission?	<ul style="list-style-type: none"> Formalized infrastructure in the State Council facilitates communication and connectivity between stakeholders. Commissioners rely on support from the Headquarters 	<ul style="list-style-type: none"> Formalize the state council military and educator representation and infrastructure across the Commission Continue to receive support from HQ. Provide more training, resources at local level Understand the why
2. How does the organization define and measure Commissioner success?	<ul style="list-style-type: none"> There is no formal definition of compact implementation success There is no standardized measure of success There is no formal measure of success for Commissioner performance 	<ul style="list-style-type: none"> As an organization, define success Develop standardized compact success measurement Formalize a Commissioner performance measure
3. What would improve Commissioners' efficacy in compact implementation?	<ul style="list-style-type: none"> Partnerships make a positive contribution: <ul style="list-style-type: none"> Military community Military Organizations Educators Within the Commission 	<ul style="list-style-type: none"> Develop military spouse parent educator program Provide professional development training for military Develop partnerships with military organizations and initiatives Continue partnership with educators Provide Commissioner mentorship opportunities Return to in-person Annual Business Meeting

Table 2: Project Questions, Findings and Recommendations

There are multiple recommendations based on the analysis and findings from the Commissioner mixed-methods survey and qualitative interviews. The initial project questions were based on the Self Efficacy Model (Bandura, 1977) and will be addressed in relationship to the recommendations.

RECOMMENDATION 1: MASTERY OF EXPERIENCES

My first recommendation relates to the Bandura's (1977) self-efficacy model and mastery of experience and performance accomplishment. The MIC3 must develop a compact success measurement tool to be utilized in each state. Creating a formalized plan, scaled across states, can take the place of the uncertainty and lack of feedback. To be able to tackle the overarching concern, wondering if the legislation is effective, we need to be able to gather data to answer the question. The organization can no longer rely

on passing comments from families or lack of requests or complaints to understand if what they are doing makes an impact. It requires formalized data collection, utilized in each state, to measure success and mastery of compact implementation.

RECOMMENDATION 2: MASTERY OF EXPERIENCES

The second recommendation is to provide feedback to the individual Commissioner by utilizing a formalized performance measure. If the Commissioner receives positive feedback on their mastery of the experience, their ability to get the work accomplished, they will increase efficacy and commitment to the work. In turn, this will increase efficacy of the Commissioners to advocate for the military children and their families.

RECOMMENDATION 3: VICARIOUS EXPERIENCE

The third recommendation is related to Bandura's (1977) model of self-efficacy through vicarious experience. To continue to the grow stakeholder's knowledge and understanding of the compact, the MIC3 must partner with other military connected organizations and initiatives. Programs that help supportive school districts, organizations that advocate for military students and other military connected non-profits can help spread the word of the compact and be a voice to legislation that positively impacts military children and the unique needs that need to be addressed. By providing a social role model for not only the Compact Commission but for the individual Commissioner, they learn that the work can be accomplished. The Commissioners can observe another military advocate perform effectively and compare their own competence. (Bandura, 1977).

RECOMMENDATION 4: VICARIOUS EXPERIENCES

Vicarious experiences can also be applied to new Commissioners connecting to a senior mentor within the Commission. The Commissioner interviews revealed the importance of longevity, connection, and networking within the Commission. Based on Bandura's (1977) model, if a new Commissioner is partnered with a Commissioner that has experience, the efficacy will increase and learning will take place. Just as Lave & Wenger (1991) described the learning process of the US Navy Quartermasters, the task for the novice is to learn to behave in a way that produces a competent performance. If new Commissioners believe they can do the work by witnessing other Commissioners competing the task, they will be more successful. Developing a mentorship program, between Commissioners of same-tiered states, with similar military populations, the headquarters could focus more on developing content for trainings and outreach and less time spent on-boarding new Commissioners. The mentorship program could also increase awareness of mastery of experience and performance accomplishment in Commissioners that have may feel stagnant in the redundancy of working in the job year after year.

RECOMMENDATION 5: VICARIOUS EXPERIENCES

Based on research findings and analysis, there was a need for social interaction, modeling, and discussion of shared experiences. The Annual Business Meetings that have been conducted in the last few years have been virtual. The Commissioners reported a lack of connection and communication in the virtual setting. I recommend an in-person Annual Business Meeting to provide opportunity for networking. Networking within the Commission is not only needed at the Annual Business Meeting, but in smaller group settings with similar states and similar issues and concerns. Commissioners believe that

the network of Commissioners, that deal with similar concerns, can help to identify problems, and create solutions that can be enacted immediately. If the smaller groups, broken into tiers, were provided the time and space to share vicarious experiences, the Commissioner will feel more self-efficacy and pride in the work they accomplish.

RECOMMENDATION 6: VERBAL PERSUASION

The sixth recommendation is related to Bandura's (1977) self-efficacy model and verbal persuasion. I recommend developing a formalized standard of procedure for the State Council in relationship to the Commission and the State Department of Education. Communication and teamwork were coded responses that were uncovered not only in the survey, but the Commissioner interviews. Having partnership within and between the various stakeholders in the state, influenced by encouragement through regular and focused communication, can positively impact the knowledge of the compact, the implementation, and the successful outcome for military children. Developing relationships over time through consistent communication is important to make the various stakeholders feel connected to one another and to the organization. When the State Council only meets once a year, lack of communication, connection and confusion can result. Building a positive organizational climate takes place over time through daily interactions and dialogue, not by a one-time initiative that is expected to change everything overnight (Amable & Kramer, 2011) Currently, each individual state interacts with their State Council differently. There is no set standard of minimum engagement, formalized feedback, and follow through from the organization. If the model for success can be uncovered from the states that have indicated successful partnerships, it can be scaled to the other states.

RECOMMENDATION 7: VERBAL PERSUASION

I believe that verbal persuasion can also be enhanced through the partnerships with the military families. This includes the active duty members and their spouses. The data collected in the capstone indicated Commissioner concern for the lack of advocacy from the military member and their spouse. Competing priorities, such as deployment, combat readiness, and spousal employment and lack of involvement can negatively impact the awareness and importance of the compact. By utilizing verbal persuasion, the Commissioner can encourage the military community to believe that they are capable and competent in advocating for their children. By developing ways to make them feel successful, introducing them to tools that can facilitate learning and understanding of the compact and appreciating how the compact can be an invaluable resource when transitioning their children, the military family can become not only aware, but a voice for others.

By developing an avenue to highlight parent participation through compact parent educators and other volunteer opportunities, the MIC3 can create a network of advocates. Active duty spouses are connected through social media platforms, installation information sessions, soldier and family readiness organizations and the like. Being able to leverage those resources through parent educators, at each installation, the MIC3 would be able to connect directly to the key stakeholders. Military spouses are some of the best advocates for their military children and they have a strong voice. Spouses are always looking for professional resume builders. There is usually a lack of opportunity for continuous employment due to high mobility. If a title such as Parent Educator or Parent Advocate could be added to a resume, it is a win/win.

RECOMMENDATION 8: VERBAL PERSUASION

By developing a way to introduce and educate the military senior leadership in the professional development courses such as the Sergeant Major Academy, the Senior Leadership Development Seminar, the Battalion and Brigade Leadership Courses, and others could bridge the gap that is illustrated in the lower confidence levels that key military stakeholders know and educate their subordinates of the compact. Without a network of support between the Commission and the military leadership, there is a lack of common workplace processes that Mayors (2003) describes as “ways of speaking, performing, reasoning, negotiating, and collaborating, as well as culturally rooted norms for interaction”. Developing a plan to collaborate in an educational setting with senior leaders in the military will help junior military members and their families advocate for their children.

RECOMMENDATION 8: EMOTIONAL STATE

The next recommendation relates to the Bandura’s self-efficacy model and psychological response or emotional state. Our reactions, life experiences and situations relate to self-efficacy. While analyzing the survey and interview data, it became clear that there is an emotional connection to certain issues within the Commission. For some, it was the connection to the National Guard and Reserve units in their state. For other Commissioners, the emotional connection is related to why they hold the position and why they stay the course. Less than 10% of the Commissioners hold the position because they have served in the military and want to continue to serve. The other members of the Commission are in the position due to job design or experience in working with military families. My recommendation is to understand the why. Why do Commissioners do the

work? If it is out of obligation, the self-efficacy could be lower based on Bandura's research. If they do the work because they feel successful, they feel that their voice matters and they feel emotionally connected to the work, they will perform at a higher level.

As a military spouse and mother of three military children, it is hard to have the energy and motivation to advocate for my own military children. Imagine if there was no emotional connection to the work. I believe it is important to understand the why. Tell the stories, share experience, and have emotional connection to why it is important to advocate for the children. In my experience, once I have relationship and connection with the people I serve, I am a better advocate, better volunteer, and louder voice for what is needed.

The Military Interstate Children's Compact Commission must expand on their narrative, tell the story of our military children, and deeply understand their unique academic, social and emotional challenges. The Commissioners must also understand the reasons they do the work and why it is important. The best way to accomplish this mission is to talk to military children. Understand their fears, concerns and issues. They carry the weight for so many. They have been serving their country for their entire lives. Most have seen nothing but combat and deployment for the last 20 years. It is our job as educators and advocates to develop skills that enhance the work to advocate, share experience, and become deeply invested in the work that we do for our military children.

LIMITATIONS AND FUTURE RECOMMENDATIONS

Initially, I was scheduled to attend the in-person Annual Business Meeting in Little Rock, Arkansas. The Executive Director and I had discussed my presentation and explanation of the importance of the study and my personal connection to the community. After the decision was made to cancel the meeting due to a rise in Covid cases, and it was rescheduled for a virtual delivery. I felt that the I lost the connection and networking opportunities I would have had if the meeting was in-person. We were able to pivot and provide the Commissioners with a 10-minute webinar, Q&A style version of the explanation, but I felt that missing the opportunity to meet with the Commissioners in-person had a negative impact on the study. If I had been able to speak directly to the Commission, was provided a designated time to complete the survey, I feel that the participation level would have been higher. To have a captured audience, with all members in attendance, would have changed the dynamics of the study.

I believe the lack of face-to-face opportunity during the Annual Business meeting also negatively impacted the number of individual interviews that were conducted with the Commissioners. Although I was able to capture interviews with Commissioners from the different tiered (military populated) states, I would like to continue to investigate the differences in practices, success measures and ways to improve efficacy in a larger sample of participants. The perspective I was able to capture in the semi-structured interviews was invaluable. I believe that it would benefit the Commission and the organization, to continue to investigate the project questions on an annual basis.

For future studies, I believe it would be valuable to include the additional key stakeholders in the study. I had direct access to the Commissioners through the

organization. Meeting with military representatives, school liaisons employed by the Department of Defense, and other key stakeholders can be difficult because of the difficulty in obtaining clearance to work with Federal Employees. I recommend trying to break through barriers and pushing through the red tape to engage the entire military community and their families. It would provide a better understanding of what is needed to support military children.

CONCLUSION

In conclusion, there were promising practices that were being utilized by the Commissioners that had lasting impact on their state and community. In validating the work that has been accomplished, knowing that what they are doing is working, there is always room for improvement. The study was grounded in self-efficacy of the Commissioners, grounded in evidence-based literature and research to provide a pathway for the next strategic plan. The Commission's goal was to sign each state to the compact. Moving forward, the mission must include a strategic plan to educate the constant turnover of stakeholders, create new ways to engage key stakeholders, and develop measures of success and improvements to Commissioner efficacy. By understanding where they have been and where they need to go, MIC3 will continue to be a leading advocate for military children and their families.

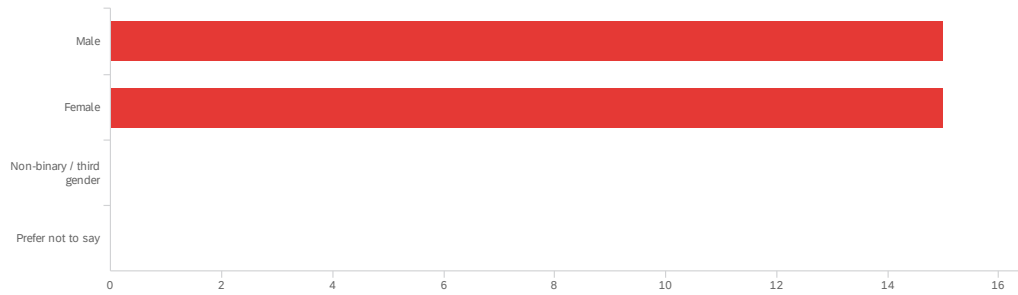
APPENDIX 1

Default Report

MIC3 Commissioner Survey

March 1, 2022 10:09 AM MST

Q1 - Gender



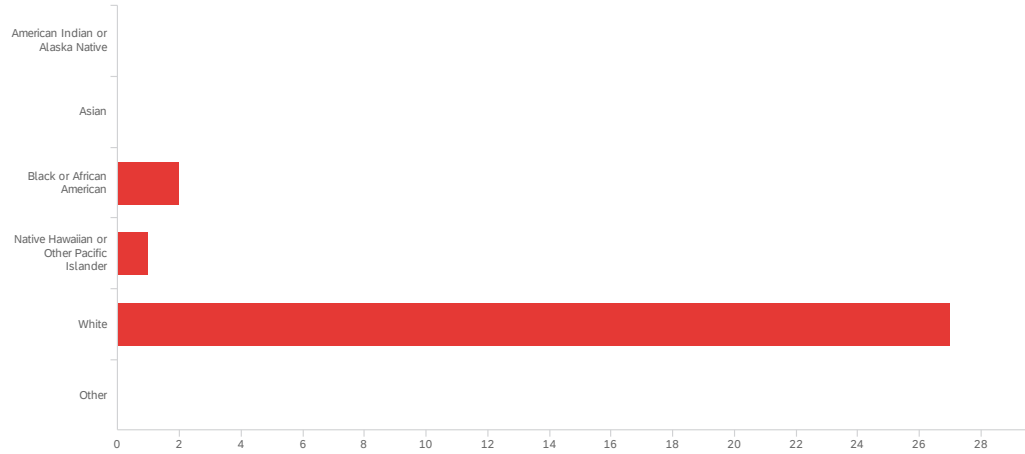
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Gender	1.00	2.00	1.50	0.50	0.25	30

#	Field	Choice Count
1	Male	50.00% 15
2	Female	50.00% 15
3	Non-binary / third gender	0.00% 0
4	Prefer not to say	0.00% 0

30

Showing rows 1 - 5 of 5

Q2 - Race



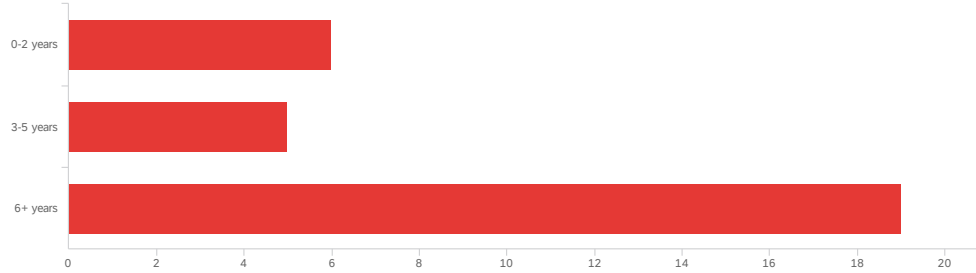
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Race	3.00	5.00	4.83	0.52	0.27	30

#	Field	Choice Count
1	American Indian or Alaska Native	0.00% 0
2	Asian	0.00% 0
3	Black or African American	6.67% 2
4	Native Hawaiian or Other Pacific Islander	3.33% 1
5	White	90.00% 27
6	Other	0.00% 0

30

Showing rows 1 - 7 of 7

Q3 - How many years have you served as a MIC3 Commissioner (including this year)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you served as a MIC3 Commissioner (including this year)?	1.00	3.00	2.43	0.80	0.65	30

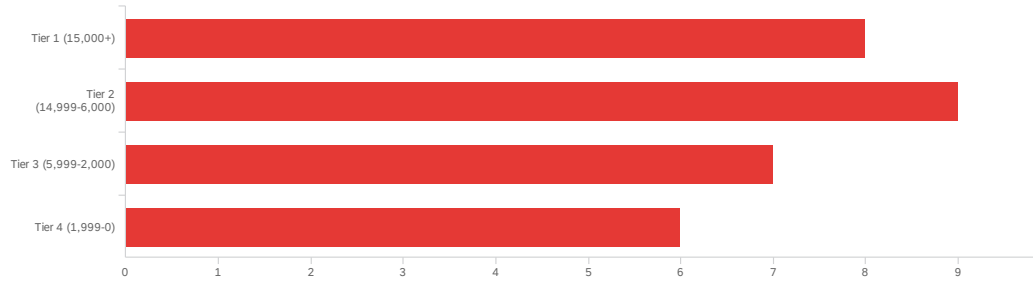
#	Field	Choice Count
1	0-2 years	20.00% 6
2	3-5 years	16.67% 5
3	6+ years	63.33% 19
		30

Showing rows 1 - 4 of 4

Q4 - My state is in the following tier group based on the number of military children

served. Use the link below if tier group is unknown.[https://mic3.net/wp-](https://mic3.net/wp-content/uploads/2021/01/Tier-Groups_20200119_FINAL-1.pdf)

[content/uploads/2021/01/Tier-Groups_20200119_FINAL-1.pdf](https://mic3.net/wp-content/uploads/2021/01/Tier-Groups_20200119_FINAL-1.pdf)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My state is in the following tier group based on the number of military children served. Use the link below if tier group is unknown. https://mic3.net/wp-content/uploads/2021/01/Tier-Groups_20200119_FINAL-1.pdf	1.00	4.00	2.37	1.08	1.17	30

#	Field	Choice Count
1	Tier 1 (15,000+)	26.67% 8
2	Tier 2 (14,999-6,000)	30.00% 9
3	Tier 3 (5,999-2,000)	23.33% 7
4	Tier 4 (1,999-0)	20.00% 6

30

Showing rows 1 - 5 of 5

Q5 - Based on your work as a MIC3 Commissioner, please answer the following questions on self-efficacy and implementation of the compact in your state. Please rate your responses on a scale of 1-5. With (1) strongly disagree to (5) strongly agree.

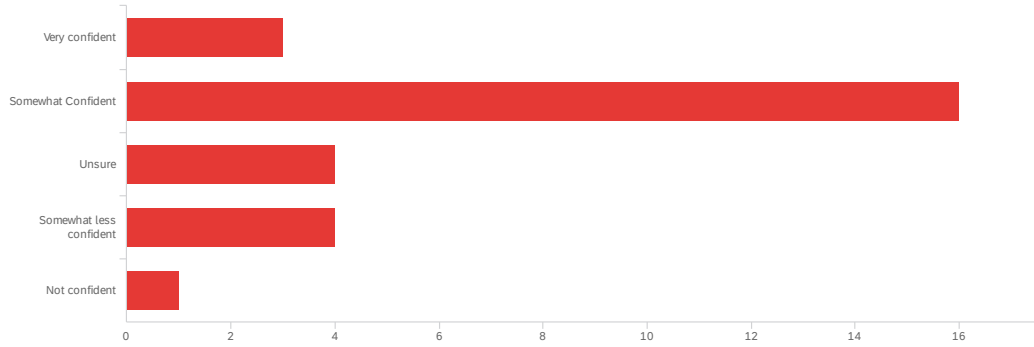
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I will be able to achieve most of the goals that I have set for myself.	4.00	5.00	4.61	0.49	0.24	28
2	When facing difficult tasks, I am certain that I will accomplish them.	3.00	5.00	4.64	0.55	0.30	28
3	In general, I think that I can obtain outcomes that are important to me.	3.00	5.00	4.75	0.51	0.26	28
4	I believe I can succeed at most any endeavor to which I set my mind.	3.00	5.00	4.71	0.52	0.28	28
5	I will be able to successfully overcome many challenges.	4.00	5.00	4.64	0.48	0.23	28
6	I am confident that I can perform effectively on many different tasks.	4.00	5.00	4.86	0.35	0.12	28
7	Compared to other people, I can do most tasks very well.	3.00	5.00	4.54	0.68	0.46	28
8	Even when things are tough, I can perform quite well.	4.00	5.00	4.71	0.45	0.20	28

#	Field	Strongly disagree-1	Somewhat disagree-2	Neither agree nor disagree-3	Somewhat agree-4	Strongly agree-5	Total
1	I will be able to achieve most of the goals that I have set for myself.	0.00% 0	0.00% 0	0.00% 0	39.29% 11	60.71% 17	28
2	When facing difficult tasks, I am certain that I will accomplish them.	0.00% 0	0.00% 0	3.57% 1	28.57% 8	67.86% 19	28
3	In general, I think that I can obtain outcomes that are important to me.	0.00% 0	0.00% 0	3.57% 1	17.86% 5	78.57% 22	28
4	I believe I can succeed at most any endeavor to which I set my mind.	0.00% 0	0.00% 0	3.57% 1	21.43% 6	75.00% 21	28
5	I will be able to successfully overcome many challenges.	0.00% 0	0.00% 0	0.00% 0	35.71% 10	64.29% 18	28
6	I am confident that I can perform effectively on many different tasks.	0.00% 0	0.00% 0	0.00% 0	14.29% 4	85.71% 24	28
7	Compared to other people, I can do most tasks very well.	0.00% 0	0.00% 0	10.71% 3	25.00% 7	64.29% 18	28
8	Even when things are tough, I can perform quite well.	0.00% 0	0.00% 0	0.00% 0	28.57% 8	71.43% 20	28

Showing rows 1 - 8 of 8

0.2

Q6 - How confident are you that military parents in your state know about the compact?

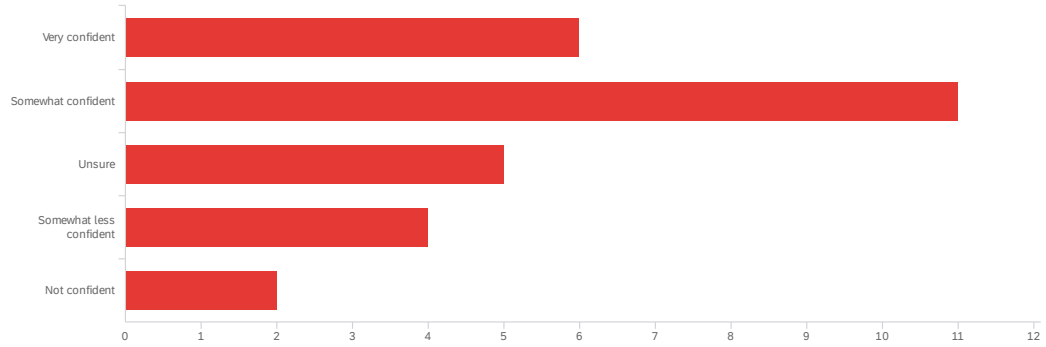


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How confident are you that military parents in your state know about the compact?	1.00	5.00	2.43	0.98	0.96	28

#	Field	Choice Count
1	Very confident	10.71% 3
2	Somewhat Confident	57.14% 16
3	Unsure	14.29% 4
4	Somewhat less confident	14.29% 4
5	Not confident	3.57% 1
		28

Showing rows 1 - 6 of 6

Q7 - How confident are you that educators in your state know about the compact?

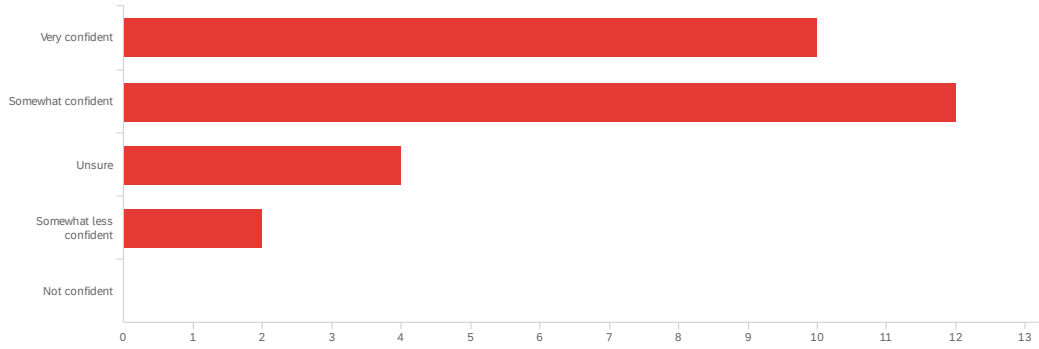


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How confident are you that educators in your state know about the compact?	1.00	5.00	2.46	1.18	1.39	28

#	Field	Choice Count
1	Very confident	21.43% 6
2	Somewhat confident	39.29% 11
3	Unsure	17.86% 5
4	Somewhat less confident	14.29% 4
5	Not confident	7.14% 2
		28

Showing rows 1 - 6 of 6

Q8 - How confident are you that military-connected professionals in your state know about the compact?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How confident are you that military-connected professionals in your state know about the compact?	1.00	4.00	1.93	0.88	0.78	28

#	Field	Choice Count
1	Very confident	35.71% 10
2	Somewhat confident	42.86% 12
3	Unsure	14.29% 4
4	Somewhat less confident	7.14% 2
5	Not confident	0.00% 0
		28

Showing rows 1 - 6 of 6

Q9 - What are the promising outreach practices that you utilize to educate your key stakeholders about the compact?

What are the promising outreach practices that you utilize to educate your...

Publicize info through Department of Public Instruction, Administrator and Counseling organization and Department of Military Affairs. Proclamations from the Governor and State Superintendent.

State webpage, Compact Trainings/PDs, MIC3 toolkits

Reaching out to school districts to offer training for all staff.

meeting face to face with Superintendents of Schools

State releases, announcements, Military Family Education Support webpage on DoE's site, meetings, House and Senate support

I make full use of the Virginia military school liaison officers, online professional development modules developed by Virginia Universities and the Purple Star program.

use existing agency communications channels

The officials in all of the schools are aware of the requirements of enrolling students

MIC3 State meetings and composition of the state council members including Executive Directors of State Associations/organizations to include athletics, State Board of Education and State PTA. Council meeting participants include the Region DOD Liaison, Flag Officer and Bae/Post Commanders of Military Services etc.

Presentation to graduating teachers before they start teaching.

As commissioner I participate in two groups (in addition to the MIC3 State Council) that specifically serve and involve the military community: the Joint Venture Education Forum and the Military Youth Advisory Council of Radford High School. I work closely with the Hawaii DOE military liaison and the multiple military school liaison officers to help plan and execute training sessions and conferences.

Annual meetings

Allow the School Liaison Officers to do their jobs

Purple School Legislation, Professional Workshops for K-12 and Stakeholders, Recognition of Military Month with Proclamations, Partnership with State Department of Education to facilitate communication about MIC3, etc.

Training and outreach activities; participate in professional conferences

I have regularly updated the IA Board of Education about the MIC3. I have included military members on our state board to increase the information that is disseminated.

Seminars, meetings, articles in professional publications.

What are the promising outreach practices that you utilize to educate your...

Training, Purple Star Program

Booths at community events, an annual military family forum, a network of designated military points of contact in schools districts with A HIGH POPULATION OF MILITARY-CONNECTED CHILDREN, PRESENTATIONS AT CONFERENCES AND WORKSHOPS, REGULAR ZOOM TRAINING SESSIONS

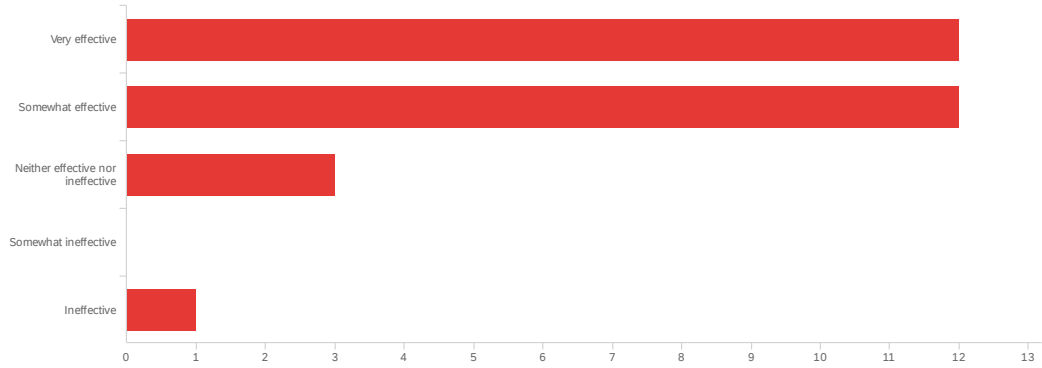
Work with the Garrison Commanders at our major military installations, and strong interaction with the Dept. of Education

Purple Star Schools, MIC3 State Council, School Liaison, and state-wide Professional Educators' associations.

Linking with other organizations in the state

State Council Members from various organizations that come into contact with military families and children. Facebook. Purple Star School Awards Program.

Q10 - How effective is the MIC3 implementation in your state?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective is the MIC3 implementation in your state?	1.00	5.00	1.79	0.90	0.81	28

#	Field	Choice Count
1	Very effective	42.86% 12
2	Somewhat effective	42.86% 12
3	Neither effective nor ineffective	10.71% 3
4	Somewhat ineffective	0.00% 0
5	Ineffective	3.57% 1
		28

Showing rows 1 - 6 of 6

Q11 - What contributes to effective compact implementation in your state?

What contributes to effective compact implementation in your state?

Support and enforcement by the Governor and State Superintendent. Great support from the SLO. My personal monitoring.

Interaction and availability of MIC3 and commission staff

Making compact an actual Prof. Dev tool thru Student Services

Working as a team to get the info out about the compact.

visibility, continuous stream of information, state council, collaboration with groups

Support of the legislators and Council members, support of most of DoE's upper administration, SL work

Ongoing communication and meetings among state level stakeholders.

Having a full-time specialist at the Virginia Department of Education assigned to address the educational transitional challenges coupled with a strong network of military school liaison officers, school division and school level personal.

Coordination among participants of the State Council. Passion and schools doing the right thing.

Consistency, staff knowledge

State law mirrors everything the compact requires

See the promising outreach answers above and every ~3 years the MIC3 State Council surveys SDs for Compact implementation progress and our WA State Board of Directors Association crafted a MIC3 model policy, which, is adopted by the SDs in WA. The Policy Adoption process at the School District level involves a vote by the Elected School Board - the policy is a matter of public record and an overt show of support for the Compact

School Liaison Officer advocacy and education.

We have a whole team that works together to serve military students. The interstate compact is just part of that effort, so it benefits from those organizations and events. The state department of education has had a full-time military liaison as part of its state administration for well over a decade. That position is funded to also support the Interstate Compact activities and staff the state commissioner and state council. Hawaii's school system is a single school district, which facilitates communication and compliance. And the several military school liaisons are very competent and formed HELOC, an organization that includes reps from USINDOPACOM Quality of Life and Education section, other military branches youth services folks, and the HIDEO. Hawaii also has a Military Impacted Principals Council that provides for sharing of experience and ideas and helps new principals come up to speed on the compact and other military student issues.

Effective communication; annual meetings; availability of Compact Commissioner

Outstanding School Liaison Officers.

We have a small representation in very focused areas

An excellent Alabama Council, Partnership with the State Department of Education, Military Base support, Governor and Legislative Support are Key contributors

What contributes to effective compact implementation in your state?

Our state council has joint meetings with the military impacted school districts' superintendent group. This allows us to make sure that the districts with some military students are fully aware of the Compact, and the state council has the opportunity to hear about the programs, activities and challenges facing these districts. Therefore, it is usually very easy to resolve a case quickly for most military students

Having an active state board is helpful. For years there was not a commissioner for our state, so then there was no board meeting.

Experienced people in key roles especially SLOs (School Liaison Officers)

Purple Star Program, Great SLO at Hill AFB, Community Partners

A network of district military education coordinators in school districts with a high population of military-connected students.

Communication and partnerships

Purple Star Schools, Ohio Department of Education, MIC3 State Council, School Liaison as connected and timely network.

A strong council with dedicated members and ad hoc members

We have been in existence for nearly 11 years with the same commissioner.

Q12 - What contributes to ineffective compact implementation in your state?

What contributes to ineffective compact implementation in your state?

Limited interest, knowledge, and support from Military Commanders. Low priority for them. Few to NO issues have ever arisen.

Lack of understanding

People not wanting to hear about the compact.

time, lack of information steams,

Lack of priority/urgency in the DoE's initiatives, lack of budget

Front line school personnel like school registrars and counselors unfamiliar with the provisions in the Compact.

Still a lack of robust communication on the Compact.

Compact students are sprinkled around state and not concentrated in one district

Individuals forgetting what they already know

see the above answers.....our state has evidence of changing rules for athletics and activities to specifically address eligibility for uniformed connected students that go beyond the basic Compact rules

Lack of awareness of the Compact by school districts, and school counselors.

Frequent turnover of teachers and administrators that necessitates initial and refresher training. Also, most military students attend public schools on Oahu and concentrated in certain school complex areas. When families live in other areas and on other islands there could be some issues. Our initial compact training done right after Hawaii joined the compact in 2009 and for a few years thereafter was in person and statewide and included trips to the neighbor island school complexes and all complexes on Oahu. But such a wide reach has not been done for the last several years. With the recent availability and use of online compact training, however, such statewide outreach will not be feasible.

Misinformation among those that don't know the facts.

No time for briefings in the field and Covid

Lack of engagement and communication by Educational Officials, Legislators, and Military Organizations

Districts that believe they do not have military families do not have any interest in hearing about the compact. (Unless and until a case comes up.) I can offer trainings and professional development, but many school districts are not interested in having me conduct them!

When our military leaders do not know about the MIC3, they are unable to direct their soldiers and airmen to the MIC3. Their awareness is a big key to having an effective compact.

Late notification of issues to knowledgeable people. Military members trying to solve issues without benefit of knowledge of the compact.

Too many military families come to this state with no knowledge of the Compact. Our goal is to make sure that even if they don't know about the Compact when they arrive in Arkansas, they will know about it before they leave for another state.

What contributes to ineffective compact implementation in your state?

Sheer size of the military community - not everyone recognizes the available opportunities, even with advertising. Only as needed.

Attrition and turnover. Only 180 school days - the timeliness is crucial.

The lack of support by the state department to implement the requirements of the compact

Turnover in school administration and leadership

Q13 - How do you measure and record successful implementation of the compact?

How do you measure and record successful implementation of the compact?

Number of contacts on issues and how they are resolved.

Family and school feedback.

Awareness of the compact and the families satisfaction that their transitioning needs have been met

parent/family interaction via calls, emails; SL reach out for support when needed, word-of-mouth referrals which notes that their is increasing knowledge of the Compact in the state

We really don't have any sort of measuring platform.

How quickly we can respond to educational transition challenges and frequency of calls for technical assistance from the field.

Capture info from our military counterparts and calls to this office.

Report compact activity to state compact commission

Number of requests/issues that arise on a yearly basis

see the above answers...and our State Council annually reviews Compact implementation progress by involving Military Family liaisons and Service Commanders for an opportunity to share success and any areas needing improvement. The State Council also reviews compact survey implementation data for the years when surveys are administered.

Number of cases that rise to my level

The lack of problems and complaints that come up through school channels or via calls to the HIDEOE military liaison or state commissioner indicate that school level administrators, complex area superintendents, and SLOs are doing a successful and effective job of implementing compact rules for transitioning military students. The large forums that JVEF and MYAC provide are also sources of feedback from military members and parents, so any issues that exist gain visibility and are attended to. The HIDEOE military liaison and I keep track of all issues that arise and involve us; they are shared with the state council and the MIC3 National Office when appropriate.

Annual documentation

We weight that on dissatisfied parents. They have never complained

Successful measure of the compact is the resolution of cases, and small number of cases documented and diminishing annually.

It is very difficult to measure. We do not know if the Compact is being honored if no one complains to the SLO or the Department of Education.

The number of cases - which in Iowa was 0. We would also measure it by the number of resolved cases.

Number of issues and ease of resolution.

Number of issues that arise

How do you measure and record successful implementation of the compact?

We don't have a formal way of doing this. From anecdotal information from the school districts with large numbers of military-connected students, we know that the staff in those districts know the provisions of the Compact and take it upon themselves to address issues for military-connected students. But the process of defining Compact cases is difficult to the point that it would be practically impossible to measure this accurately.

Success of our complaint resolutions and 100 percent participation by our targeted organizations in State MIC3 council meetings

Purple Star and Army & Air National Guard, along with direct support of PD, and associations such as the Educational Service Centers.

Comparing our goals and strategy-in-action to outcomes

The number of requests from parents with legitimate examples of where compact compliance was not followed.

End of Report

APPENDIX 2

MIC3 Tier Groups (by No of Dependents)

ST/TERR	Army	Navy	Marines	Air Force	CG	USPHS	NOAA	TOTAL		FY21 Dues
1 VA	15,965	33,947	5,689	9,597	3,472	357	11	69,038	TIER 1 (15,000+)	\$ 69,000
2 TX	36,171	4,857	1,819	15,257	1,254	287	0	59,645		\$ 68,592
3 CA	6,072	29,112	12,149	7,527	2,176	177	3	57,216		\$ 65,798
4 NC	23,032	3,612	11,084	3,500	1,392	168	2	42,790		\$ 49,209
5 FL	7,925	14,299	1,868	12,365	2,681	94	16	39,248		\$ 45,135
6 GA	20,536	3,654	769	4,767	304	571	0	30,601		\$ 35,191
7 WA	12,641	8,758	357	3,062	921	116	6	25,861		\$ 29,740
8 MD	6,600	5,609	1,206	3,967	1,045	1,185	48	19,660		\$ 22,609
9 CO	11,778	797	238	5,426	67	127	0	18,433		\$ 21,198
10 HI	8,303	4,496	1,668	2,784	639	27	4	17,921		\$ 20,609
11 SC	4,644	2,205	1,769	3,863	523	30	0	13,034	\$ 13,989	
12 TN	8,416	1,811	231	603	144	15	0	11,220	\$ 12,903	
13 AZ	3,156	683	1,333	4,809	38	403	0	10,422	\$ 11,985	
14 NY	7,247	1,125	453	537	488	81	0	9,931	\$ 11,421	
15 KS	7,762	193	159	1,497	67	40	0	9,718	\$ 11,176	
16 AL	5,865	565	211	2,216	695	14	1	9,567	\$ 11,002	
17 OK	4,454	952	183	3,107	46	336	0	9,078	\$ 10,440	
18 AK	3,506	75	31	3,450	992	218	0	8,272	\$ 9,513	
19 KY	7,426	202	105	252	149	68	0	8,202	\$ 9,432	
20 MO	4,587	468	496	1,993	99	61	3	7,707	\$ 8,863	
21 LA	3,234	624	406	2,517	711	29	0	7,521	\$ 8,649	
22 IL	1,534	2,043	394	3,123	184	35	0	7,313	\$ 8,410	
23 OH	1,520	703	379	3,790	368	40	2	6,802	\$ 7,822	
24 NV	557	592	108	4,441	26	13	0	5,737	\$ 6,598	
25 NM	608	160	101	3,967	14	186	0	5,036	\$ 5,791	
26 MS	840	1,870	157	1,833	205	12	2	4,919	\$ 5,657	
27 NJ	1,090	495	278	1,936	611	59	0	4,469	\$ 5,139	
28 PA	1,808	861	469	681	177	86	2	4,084	\$ 4,697	
29 NE	410	353	111	2,777	18	15	0	3,684	\$ 4,237	
30 UT	559	166	126	2,389	17	36	0	3,293	\$ 3,787	
31 MI	1,279	547	294	277	609	34	0	3,040	\$ 3,496	
32 CT	283	2,120	64	85	449	14	1	3,016	\$ 3,468	
33 AR	499	181	99	1,756	25	10	0	2,570	\$ 2,956	
34 ND	96	19	13	2,341	1	26	0	2,496	\$ 2,870	
35 IN	1,371	398	209	323	78	10	0	2,389	\$ 2,747	
36 MA	552	291	130	601	666	60	4	2,304	\$ 2,650	
37 ID	294	198	88	1,406	21	26	0	2,033	\$ 2,338	
38 WI	852	388	137	280	206	30	0	1,893	\$ 2,300	
39 DE	142	72	24	1,345	73	10	0	1,666	\$ 2,300	
40 OR	471	263	134	207	468	51	12	1,606	\$ 2,300	
41 SD	148	36	14	1,282	1	92	0	1,573	\$ 2,300	
42 MT	204	100	35	1,112	12	79	0	1,542	\$ 2,300	
43 WY	99	29	15	1,259	9	24	0	1,435	\$ 2,300	
44 RI	214	820	134	96	140	3	5	1,412	\$ 2,300	
45 MN	479	221	115	199	65	106	0	1,185	\$ 2,300	
46 ME	198	349	36	71	414	6	0	1,074	\$ 2,300	
47 IA	563	120	123	200	27	18	0	1,051	\$ 2,300	
48 DC	257	161	62	209	85	41	0	815	\$ 2,300	
49 NH	169	148	55	106	143	25	1	647	\$ 2,300	
50 WV	199	102	40	141	49	58	2	591	\$ 2,300	
51 VT	71	20	14	30	17	3	0	155	\$ 2,300	
TOTAL	226,686	131,870	46,182	131,359	23,081			564,915		\$ 652,317

Data prepared by the Defense Manpower Data Center on September 9, 2020, DRS# 112420

Source: Active Duty Master Personnel File, Active Duty Family File (Children Ages 5-18)

EXCOM Member

Dues based on: \$1.15 per dependent (Min \$2,300 to Max \$69,000)

	# CHILDREN DUES	% OF DUES
TIER 1 (15,000+)	380,413	\$ 427,082 65%
TIER 2 (14,999-6,000)	118,787	\$ 136,605 21%

APPENDIX 3

INTERVIEW 1

Promising Performance Practices	Access to Stakeholders	Relationships	Military Rep in State Council	Partner Organizations Support	Infrastructure	HQ Support	PD Credit	DOE Mil Liaison	SLO Support
Success Measurement	Annual Report	Institutional Memory	Parent Satisfaction Survey	Other Sources (MSI, testing)					
Impacts Efficacy	Other Priorities	Working Military Spouses	Less Parent Participation						
Improve Efficacy	Relationship Building	Formalized Organization							
Why	Former Military	Educator							

INTERVIEW 2

Promising Performance Practices		SLO Support	Military Reps in District	Annual Meeting	Commissioner works in DOE	Access	Network
Success Measurement		Family Feedback	Finding Solutions				
Impacts Efficacy		Less Military Involvement	Less Parent Understanding				
Improve		Engage	Educate on the				

Efficacy		Military	Importance of the Compact				
Why		Experience with Military Families	Job Design				

INTERVIEW 3

Promising Performance Practices		Educators Trained by Counselors	SLO Support	Dedicated staff at Each School	Relationship With Stakeholders	Educate stakeholders
Success Measurement		Finding Solutions				
Impacts Efficacy		Parents Did Not Need	Parents Not Aware			
Improve Efficacy		Continue Building website	Continue webinars	Grow Virtual Trainings	Develop/Continue Resources	
Why		Job Design				

INTERVIEW 4

Promising Performance Practices		District Military Education Coordinators	Partner Organization Support	Training from State Council	Network	SLO Support	Job Design	Outreach
Success Measurement		Annual Report						
Impacts Efficacy		Difficult to Reach Stakeholders	Turnover in the Military	Other Priorities	Unaware of Importance			

Improve Efficacy		Training for New Leadership in the Military						
Why		Former Military	Job Design					

INTERVIEW 5

Promising Performance Practices		SLO Support	State Department Support	Veterans Affairs Support	State Council Support	Military Initiatives	Outreach
Success Measurement		Annual Report	No Requests				
Impacts Efficacy		Reported High Confidence					
Improve Efficacy		Continue HQ Support	Annual Business Meeting In-Person	Subcommittees Meet			
Why		Job Design					

INTERVIEW 6

Promising Performance Practices		Job Design	State Regulations Align with Compact	Local School Support	SLO Support	Connections	Outreach	Access
Success Measurement		Annual Report	Lack of Complaints					
Impacts Efficacy		Other Priorities	Difficult to Reach Stakeholders					
Improve Efficacy		Embed Compact Information in Military Orders	Engage Military Families					
Why		Job Design	Service					

INTERVIEW 7

Promising Performance Practices		Educate Stakeholders	SLO Support	Diversity in Commission	Communication	Mil Rep on State Council
Success Measurement		Annual Report	Lack of Requests			
Impacts Efficacy		Less Parent Involvement	Difficult to Reach Stakeholders	Parents Not Aware		
Improve Efficacy		Expedite the issue	Educate Military	Embed Compact Information in Military Orders		
Why		Former Military	Service			

INTERVIEW 8

Promising Performance Practices	Partner with other same-tier states	Other Military Initiatives	Network	Fewer Military-Manageable	Experienced Commissioner	HQ Support	Participate in Other Commission Work	Superintendents from Outside Areas on State Council	Communication
Success Measurement	Annual Report	Lack of Requests							
Impacts Efficacy	Parents Unaware	Other Priorities	Lack of Time						
Improve Efficacy	Educate Stakeholders	Outreach	National Guard and reserve Inclusion	In-person ABM	Support School Choice				
Why	Experience with Military Families	Helping Kids							

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