

STIMSON

THE ARMY GOES TO **SCHOOL**

The Connection between
K-12 Education Standards
and the Military-Base Economy

Matthew Leatherman

June 2015

*This paper was written by Matthew Leatherman,
a non-resident fellow with Stimson's Budgeting
for Foreign Affairs and Defense Program.*

© Copyright 2015 Stimson Center. All rights reserved.
For more information visit www.stimson.org.

Photo credits:

All photos credited here were used under the Creative
Commons license.

Page 4: Dystopos via Flickr

Page 10: Terry McCombs via Flickr

Page 15: Brianmka via Flickr

Contents

Overview5

Acknowledgements.....6

Introduction: The Connection between K-12 Education Standards
and Military Host Community Economic Dependency.....7

A Focus on Education8

A Yardstick for Schools11

Economic Dependency of Host Communities14

What’s Next?16

Notes17



Overview

- Education impacts Army families no matter where they are stationed. More than 240,000 active-duty Army Service Members have children. More than 300,000 school-age children (ages 5-18) of active-duty Army Service Members are impacted by varying education standards and performance.¹
- The quality of education available to soldiers' children could be a retention issue for the Army. Soldiers expect family care as part of the overall package of compensation provided in exchange for their service and could perceive the value of their compensation as lower if the quality of their children's educational experience is inconsistent. Soldiers who remain in the Army for a full career likely are most affected by this issue.
- The Army will employ 420,000 — 450,000 active-duty personnel over the next five years.² Many communities that host Army bases are economically dependent on those soldiers' wages.
- Relocating soldiers because of concerns about the quality of local civilian education systems could have a large economic impact in multiple regions within the United States. Nineteen bases contribute at least 15 cents of each dollar earned in their host counties. Ten of those 19 produce a third or more of local income, and four of the 19 exceed 50 percent.³
- Student academic performance differs among the most economically dependent host communities. In an Army-sponsored study, researchers found that some of these communities have well-performing schools and reside within states that have adopted high educational standards. Others perform less favorably and are located in states with lesser education standards.
- Host communities have time to improve academic performance, including by adopting standards, before the Army can make any base realignment proposals, which will need to be authorized by Congress.

Acknowledgements

A collaborative team from across Stimson's organization was integral to the publication of this briefing paper. Stimson Co-Founder Barry Blechman provided critical support for this project in its earliest phases, and Ellen Laipson and Brian Finlay, Stimson's President and Vice President, respectively, committed the organization to it. Senior Associate Rachel Stohl has been my teammate throughout the effort, offering critical insights while also managing all aspects of project work. I am deeply thankful for her ideas and efforts and for Ellen and Brian in making this partnership possible.

Colonel Angelia Farnell was Stimson's first Army fellow, and this research produced new data about life in the Army exclusively because of her efforts. I appreciate the Army and Colonel Farnell allowing Stimson to have these details that enrich the story of life in the Army so much.

Shannon Dick, research assistant for Stimson's Managing Across Boundaries Initiative, provided important analytical support in this project, and Jim Baird and Lita Ledesma from Stimson's communications team produced this report's layout, graphics, and final edit. Thank you each for these contributions.

Laicie Heeley joined Stimson's Budgeting for Foreign Affairs and Defense team as a Fellow in April, and her review during the final edits of this briefing was most helpful. It has long been my goal to team with Laicie on defense budget issues, and I am certain that this briefing is just the first of many fruitful efforts to come. Gordon Adams, who created this project at Stimson nearly a decade ago, continues to influence all of its work.

A grant from the New Venture Fund made this project possible. Stimson was fortunate to partner with the Collaborative for Student Success, a "non-profit organization consisting of a diverse group of regional and national education foundations committed to improving public education." Stimson is very grateful for the Collaborative's support of this project. I am as well, and I especially appreciate the chance to partner again with Jim Cowen, the Collaborative's Deputy Director.

It is the hope of all involved in this project that our research and analysis helps to improve the education that military-connected children receive and the relationships that host communities have with the Army.

Matthew Leatherman

June 2015

Introduction

The Connection between K-12 Education Standards and Military Host Community Economic Dependency

Military family forums rarely make news. These gatherings allow uniformed leaders to thank spouses for their sacrifice and to address routine matters of life in the military, such as access to on-base child care, commissary hours of operation, and changes to the housing allowance. But General Raymond Odierno, Chief of Staff of the Army, veered purposefully off-script at an October 2013 family forum to issue a challenge that could ripple across the U.S. economy.

“If I could just add something,” General Odierno stated. “I get governors and I get congressmen who ask me all the time what they can do for me, and I’m going to tell them what they can do for me. ... [I]f they want to keep the military in their communities, they better start paying attention to the schools that are outside and inside our installations. Because as we evaluate and as we make decisions on future force structure, that will be one of the criteria.”⁴

Communities that host Army bases should take heed of this powerful message from General Odierno, which otherwise might sound like an ordinary endorsement of good schools. Many of these communities have a deep economic dependency on military wages. Losing soldiers and their wages for any reason, including because of shortcomings in their schools, would push the economies of host communities sharply downward. In this sense, the Army’s impact is similar to other major employers, and the potential for transfers within its future workforce of 420,000– 450,000 men and women could reshape the economic landscape of cities and regions across the southern United States, from Arizona to the Atlantic seaboard.⁵

The Army has completed the evaluation of local schools General Odierno promised in the family forum 18 months ago. This review — known as the WestEd study — will recognize those communities that meet the Army’s baseline education standards and identify those that do not. Some host states already have adopted education standards and have Army-connected school districts that perform well. Other communities with equal economic dependency on the Army are challenged by less rigorous academic standards at the state level or inadequate performance at the school and district levels.

In publishing their review, the Army will implicitly open several budgetary questions and establish the link between education issues and host communities’ economic futures. These questions will be open for debate for the foreseeable future, as Congress also has a role to play. The Army’s review, however, will allow its leaders to consider which host states and local communities are adding a premium to the Army’s total compensation package because of the education they offer, and which, if any, are creating a discount based on education. If education is eroding the value of military compensation in any locales, would it be more economical to pay for soldiers to relocate and realign bases in order to offset that loss, or would the tradeoff be too steep? These choices may be particularly significant as decision-makers debate recommendations for an overhaul of the U.S. military’s compensation system, such as those put forth by the Military Compensation and Retirement Modernization Commission (MCRMC) in early 2015.

Common in each of these questions is the reality that education is very closely tied to the health of local economies. “You can look at it as a threat or an opportunity from the standpoint of reinforcing

the economic viability and vitality of our communities,” Colonel Jeffrey Sanborn, Fort Bragg’s garrison commander since 2012, explained to a Fayetteville, North Carolina audience in December 2014.⁶

This report represents a first look at the issue of education standards and the economic dependency of host communities. Taken separately, the issues of education standards and the role of the military in local economies are complex and multi-faceted. In an effort to facilitate a growing dialogue, this report takes a limited and focused view on the interconnected nature of these issues. In short, this report begins with the assumption that the quality of education matters to the Army — as a morale issue, as an issue related to the well-being of the military family, and as a retention issue. Other external issues also impact the choices communities make with regard to educational priorities, but these were outside the scope of this report. Although this report provides an initial overview, further study is needed to fully understand the nexus between education and the health of military host communities.

A Focus on Education

Today’s U.S. Army is a professional, all-volunteer force with varying levels of education amongst its soldiers and officers. More than nine out of ten enlisted soldiers have received at least a standard high school diploma, and officers must have at least a bachelor’s degree. Career soldiers often continue their education while in service. As of 2014, 13 percent of Sergeants First Class (E7) had obtained at least a bachelor’s degree. That number grows to 24 percent for Master Sergeants (E8) and more than doubles to 52 percent for Sergeants Major (E9). Meanwhile, over 60 percent of the Army’s Majors (O4) and above have a graduate degree of some type.⁷

MOVING UP MEANS MOVING OUT

Soldiers receive orders to relocate an average of once every 2-3 years, typically six times in a 20 year service period.

Moves are more frequent as soldiers climb in rank, averaging once every 18-24 months.

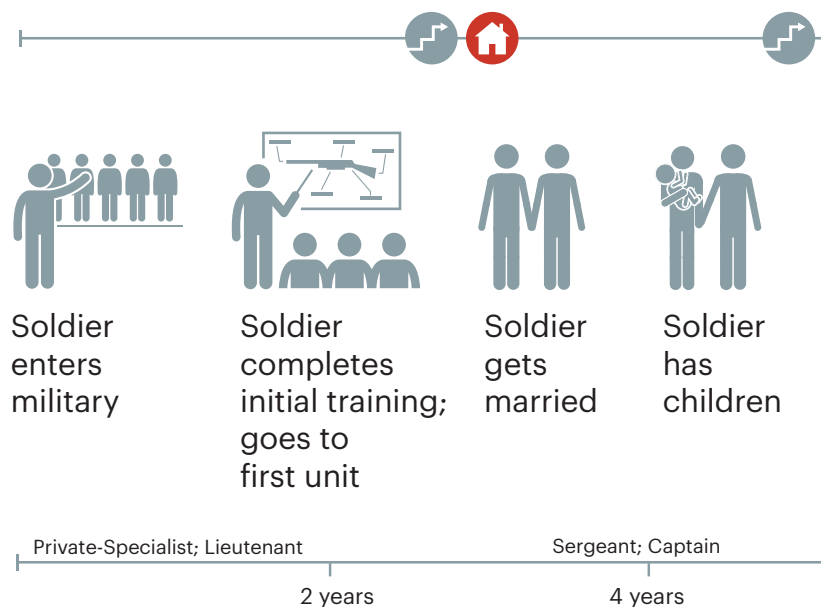
Few soldiers serve a full career in the Army, and this graphic summarizes the general life cycle for those that do.



promotion



relocation



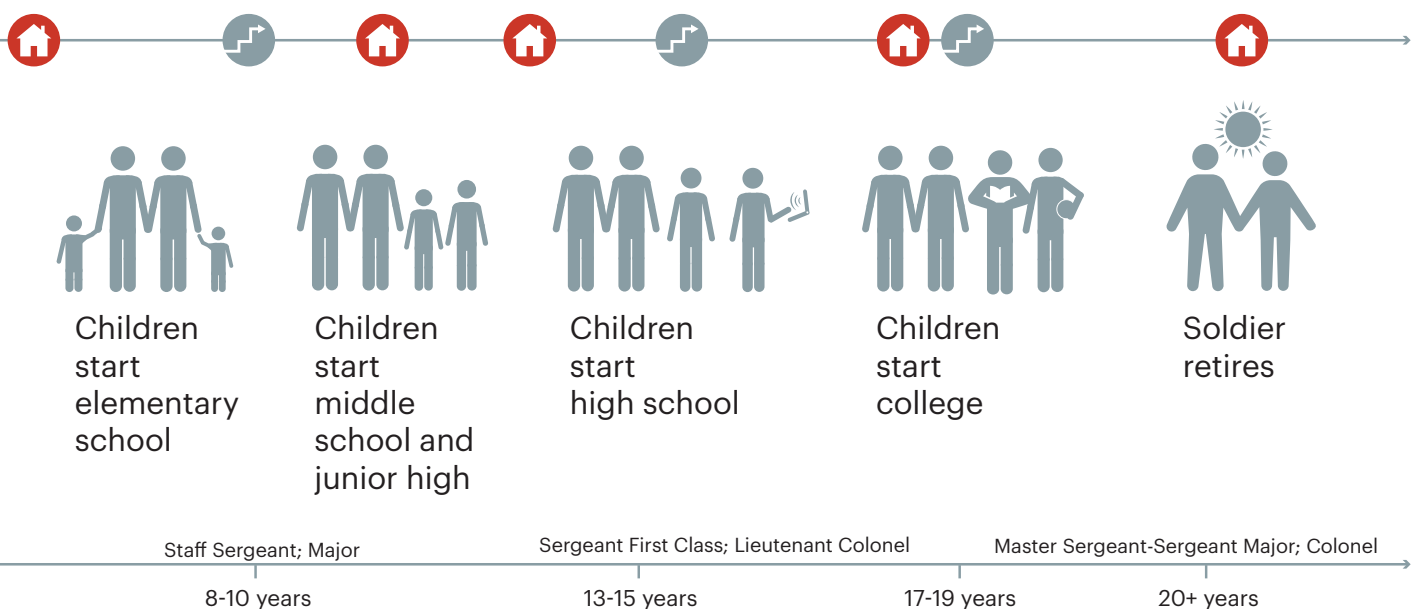
When considering whether to transition to the civilian sector, current service members will weigh their existing compensation package — which includes the opportunities available to their children — against a competitive civilian job market which might include the freedom to live in a place of their choosing. Unfortunately, the military’s current compensation system, much of which dates back decades to the birth of the all-volunteer force, does not reflect the evolving preferences of the force in many cases.

In this context, soldiers who feel that their children’s educational experiences are insufficient could perceive their compensation to be worth less — even though its cost remains the same — and explore alternatives to continuing their military careers. This would translate into a falling return on personnel investment for the Army, and investments in this area are large enough to register on a national economic scale.

Forty-one billion dollars of the Army’s budget is currently allocated to pay, allowances, subsistence, and station changes for active-duty soldiers — an extraordinary sum comparable, for example, to the state of Maryland’s total proposed budget for 2016.⁸ Relocating soldiers to address education concerns would certainly be costly, but the Army could view relocation as the most economical option. Given that the Army is hundreds-of-thousands strong, ensuring consistent education standards for military children has to be done systematically.

Many schools in Army host communities already excel. But given the disparity in educational standards among host communities across the country, new recruits cannot be certain of a consistently high-quality education for their children. The ramifications of this challenge can be wide-reaching because, like national companies from previous generations that transferred staff multiple times during a career, the Army orders troops to change station frequently.

Typical Army Career Cycle





More than 300,000 school-age children (ages 5-18) of active-duty Army Service Members are impacted by varying education standards.

Soldiers receive orders to change station approximately once every two to three years, with the moves coming closer to three-year cycles in the junior ranks and accelerating to roughly one every other year for more senior personnel. Career soldiers can expect to move six times or more over 20 years of service.⁹ Long distance and inter-state moves are more common among military families than the general populations, with military families estimated to move 2.4 times as often as civilian families.¹⁰ Throughout the course of these moves, soldiers often receive promotions, get married, and have children. More than 240,000 active-duty Army Service Members have children as of 2014. These life changes and new station assignments can mean that children of active-duty Army Service Members will be enrolled in a variety of different schools in multiple districts across multiple states, thereby increasing the odds that they will encounter uncertain academic standards, underperforming schools, or both. More than 300,000 school-age children (ages 5-18) of active-duty Army Service Members are impacted by varying education standards.

Soldiers can make Specialist — three to four promotions into the service — within about two years. Fifty percent of the Army's Specialists (E4) are married, and more than 30 percent have a child. Earning the rank of Sergeant (E5), which often comes at around four and a half years of service, typically means reenlisting and changing stations. Among the soldiers that make this commitment, 75 percent are married and 60 percent are parents.

Only a fraction of enlisted soldiers will reach 20-year retirement in the Army and, for those that do, they will make a majority of their moves with their families in tow. Their children could be school-age for half of these moves. The Army will retain fewer soldiers for careers longer than 20 years, but the moves will only increase as children of these career soldiers approach adulthood.

Officers are more likely than enlisted soldiers to begin family life and Army life around the same time. Twenty-three percent of Second Lieutenants have a spouse and 11 percent of have a child. Marriage and children often come quickly for those that enter the service single. Officers can make First Lieutenant within roughly a year and a half, at which point nearly 50 percent are married and nearly 25 percent have children. Officers typically have to change stations for the first time before achieving the rank of Captain, a promotion that usually comes after three to three and a half years in the Service. Seventy percent of Captains will be married before their next promotion, and more than 50 percent will have a child. Marriage and parenthood rates are even higher for Majors, with 84 percent married and 75 percent having children.

The fraction of officers who reach Army retirement often will make four or five of their six or more moves with their families and, like their enlisted counterparts, their children could be in school for half of them. Each of these moves creates the possibility of encountering inconsistent academic standards or low-performing schools. Soldiers and their spouses have to weigh this possibility, and each family will evaluate it differently.

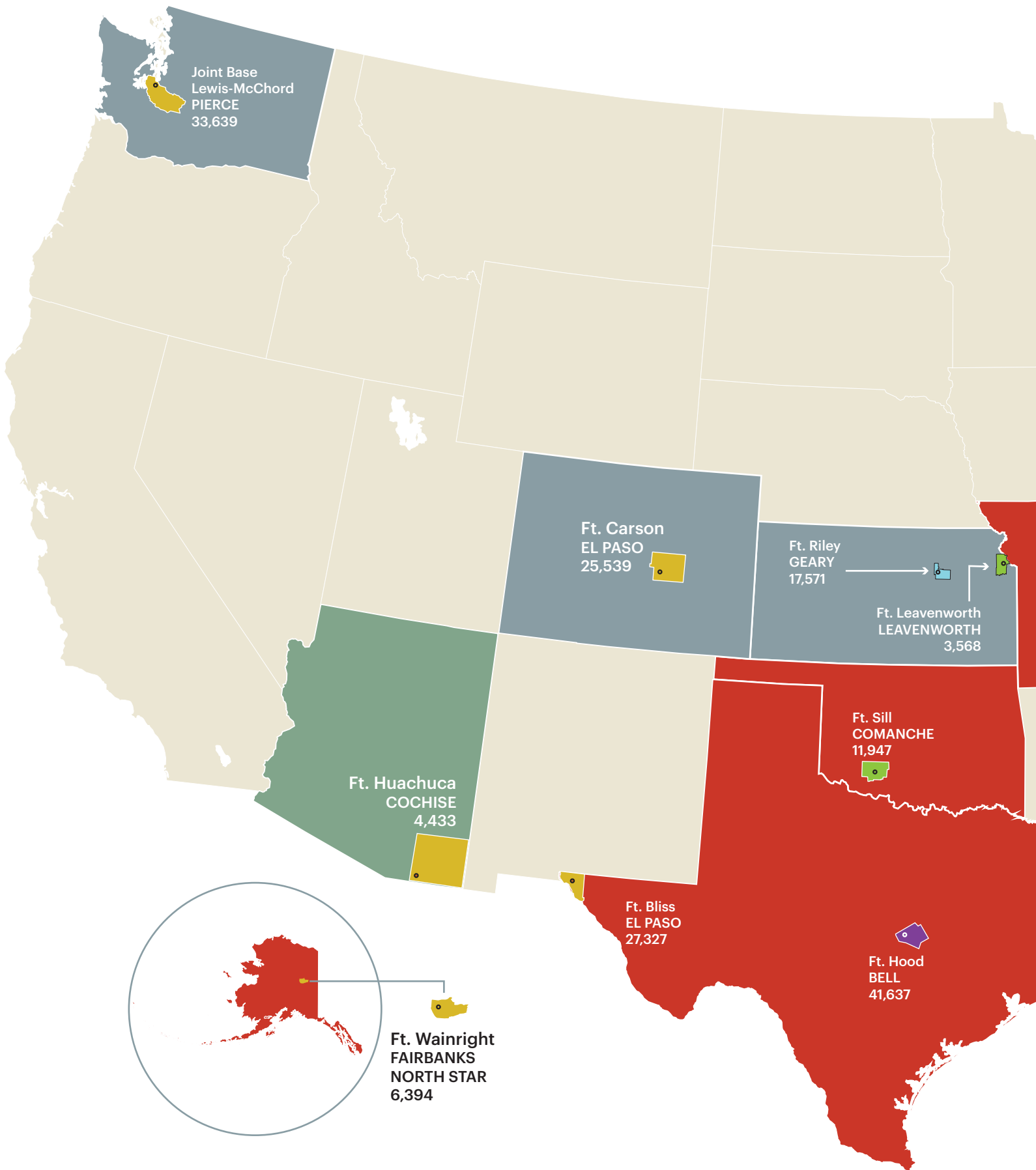
Each time a soldier changes station with school-age children, he or she faces the odds that they will move into a state with differing education standards or into a district with subpar school performance. Aggregating this risk over multiple moves, that possibility can become an important factor in career choices. As a result, the burden of inconsistent education standards and the risk of lower educational performance fall disproportionately on career soldiers — those top-priority personnel whom the Army expects will serve as its future leaders.

A Yardstick for Schools

The Army's interest in soldiers' children getting a good and consistent education even as the family moves from location to location exceeds its ability to actually provide it. Education in the communities surrounding Army bases is a state and local issue, and these schools have the potential to vary just as much as schools anywhere else in the country.

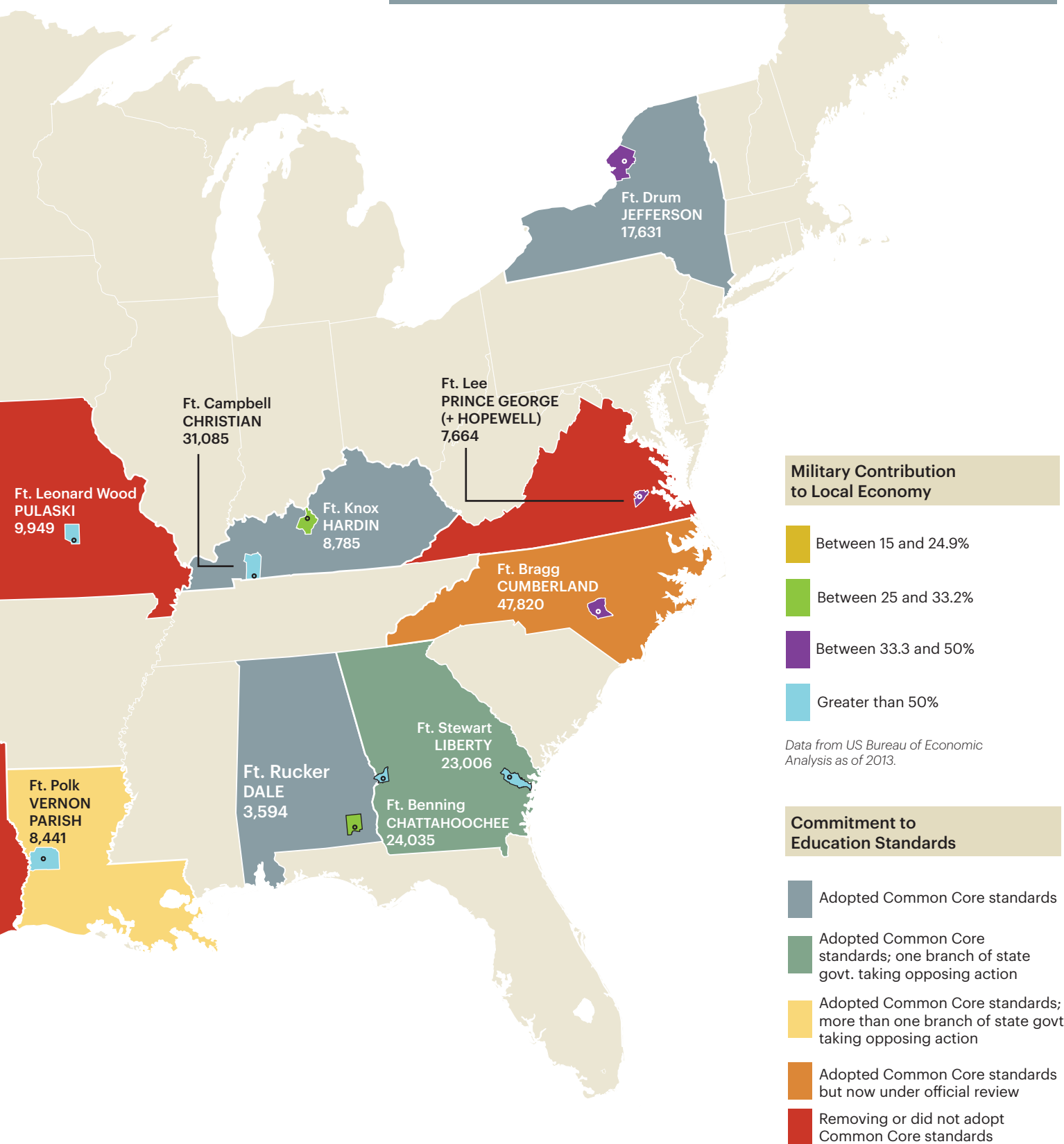
For example, when a soldier's child completes fourth grade at a school in St. Robert, Missouri — a small town outside of Fort Leonard Wood — that child should be prepared for fifth grade, whether in St. Robert, or in a town near Fort Bragg or any other location across the country. Unfortunately, soldiers facing moves to new school systems cannot be certain that the standards from one school will set their child up for success in a new school, in part because of gaps in education standards around the country.

The only comparable nationwide academic standards today are the Common Core State Standards, which cover mathematics and language arts. The Pentagon decided in June 2012 to use Common Core standards in the schools it runs on military bases.¹¹ Meanwhile, a majority of states overall have adopted Common Core, but states that host the Army's bases have varied in the decision whether to adopt these standards. Missouri and North Carolina, for example, have adopted Common Core, though both state governments have taken action to reconsider this decision.¹² Texas, which hosts nearly 80,000 soldiers at bases like Fort Hood and Fort Bliss, has never adopted common standards,¹³ neither has Virginia nor Alaska which boast major installations such as Fort Lee and Fort Wainright, respectively. Oklahoma, home of Fort Sill, initially signed up for Common Core, but then reversed the adoption of the standards.



Army bases represent those with more than 1,000 soldiers and a local economic impact of at least 15 percent. Data on number of soldiers comes from the Department of Defense's Base Structure Report for Fiscal Year 2014. Financial Data includes compensation and benefits paid to Sailors, Airmen, and Marines stationed in the same locality.

Military Economic Impact and State Education Standards



Data from US Bureau of Economic Analysis as of 2013.

Data from National Council of State Legislatures as of May 2015.

The Army's interest in education standards is not based on politics, which sometimes is intertwined in states' decisions regarding Common Core, and the Army is not an outspoken advocate for Common Core. Even though the debate over standards has been divisive, states across the country have the best of intentions when it comes to serving military-connected families and students. One way that states have tried to ensure quality education for the children of military personnel is by affiliating with the Military Interstate Children's Compact, an agreement that each state enshrines in law to provide military-connected students with smooth transitions while their parents change station.

According to the Commission that helps administer the Compact, "military families encounter school challenges for their children for enrollment, eligibility, placement and graduation due to frequent relocations in service to our country." The agreement is meant to ensure that "military children transferring between school districts and states" benefit from uniform treatment.¹⁴ This is a critical need — but the Army likely expects that this support will be standard throughout students' entire education, not just the transition periods. Common academic standards could make the work of this compact easier.

Soldiers and their families are affected by debates within states on education standards.¹⁵ The Army shares soldiers' general interest in providing a systematically high-quality education for their children, and it also has an interest at stake: alongside the economic benefits that host communities get from military wages, the Army wants their help ensuring that education maintains or adds to the value of each dollar it pays in compensation.

Economic Dependency of Host Communities

Host communities can have a staggering level of dependency on the wages that soldiers earn. In 2013, the military generated one-half or more of every dollar earned in six host counties: Fort Benning in Chattahoochee County, Georgia (90 percent); Fort Riley in Geary County, Kansas (67 percent); Fort Campbell in Christian County, Kentucky (63 percent); Fort Stewart in Liberty County, Georgia (61 percent); Fort Leonard Wood in Pulaski County, Missouri (59 percent); and Fort Polk in Vernon Parish, Louisiana (54 percent).¹⁶

Another four bases produce more than one-third of their county's income: Fort Bragg in Cumberland County, North Carolina (43 percent); Fort Drum in Jefferson County, New York (41 percent); Fort Hood in Bell County, Texas (38 percent); and Fort Lee in Prince George County, Virginia (36 percent).¹⁷

In total, 19 bases contribute at least 15 percent of the income of their host counties.¹⁸ It is the Army's economic margin that energizes these cities and counties. Host cities and counties know the economic risk if the education they provide to soldiers' children falls short. Experience has taught these communities that when soldiers change station en masse, the shifting wealth can affect entire regions scattered across the United States.

Factoring education into basing decisions is one way that the Army can communicate its priority on this issue to host communities. Basing decisions need to be economical for the Army as well, and education could influence these difficult choices. Today, education standards and student performance levels vary across the most economically dependent communities.

A handful of the most economically dependent communities, including host counties for Fort Stewart (GA) and Fort Drum (NY), generally perform within the norm for their states, and both states have adopted high academic standards. Fort Stewart's home county of Liberty is a good example. WestEd,



If host communities do not offer soldiers' children a consistently high-quality education, they risk the economic challenges that result from losing support of a major employer.

a government-affiliated research and development nonprofit organization, was tasked by the Army to evaluate school performance in and around Army installations.¹⁹ All but one of the twelve schools in Liberty County performed at least on par with other schools in Georgia, and gaps in achievement on the basis of race and income were narrow in many of them.²⁰

At present the Army does not know how these schools perform relative to their counterparts in different states, but other hosts with just as much economic dependency appear to have work to do if they are going to be competitive on education. Schools in the host counties for Fort Hood (TX) and Fort Leonard Wood (MO) tend to fall within their respective statewide norms, but Texas has not adopted education standards comparable to other states, and Missouri is immersed in an extensive review process that could result in the adoption of new standards for the 2016-17 school year.²¹ Meanwhile, Fort Sill's home state of Oklahoma has repealed its use of the Common Core State Standards, and WestEd did not evaluate the performance of its local schools.

Fort Bragg in Fayetteville, North Carolina may be a unique case. With over 47,000 soldiers, it is the Army's largest base in the world. Sixteen of the community's 18 elementary schools and each of its five middle schools perform within the broadly normal range for North Carolina, but WestEd finds that five of the eight high schools around Fort Bragg fall into North Carolina's bottom performance quartile, and six of them have subpar graduation rates.²² Standards also are in question. Like Missouri, North Carolina's legislature established a formal review commission to recommend changes to the State Board of Education.²³

Data from WestEd adds to the Army's information as it considers the quality of education that soldiers' children receive in host community schools. This is progress, but WestEd readily admits that it is not a final answer. Without comparable education standards, "results are only appropriate for making within-state comparisons." The study's introduction notes that "states often administer unique tests to students, collect different school quality indicators, and even use different procedures for calculating test scores for indicators that are common across states."²⁴ The Army is in the early stages of evaluating school performance in host communities, both because of the information gaps that WestEd identified and because the Army has not started engaging with Congress about basing decisions, allowing plenty of time for hosts to improve their overall academic performance and adopt high education standards.

States and communities can adjust their education standards and improve academic performance before the Army will be in a position to factor education into choices about base realignments. Host states and communities that appear to be doing well will need to maintain this success over a longer term, and hosts that may need to improve the education that they offer to soldiers' children have a realistic opportunity to do so.

What's Next?

Linking the issues of academic standards and school performance with the economies of host communities can facilitate an important debate among key stakeholders — the Army, private business, educators, and local and state decision-makers. General Odierno's ideas from 2013 are advancing today, and his approach can remind host communities of their economic incentive to ensure that soldiers' children receive a reliably high-quality education.

General Odierno's term, however, ends in August 2015. If this issue is to continue to gain traction, General Odierno will need to encourage General Mark Milley, the next Chief of Staff of the Army, that the Army should continue to seek to build a connection between basing decisions and local education. Ultimately, it will be General Milley's decision whether to continue this effort. If he so chooses, General Milley then would need to persuade a majority of the House and 60 Senators to authorize a base realignment, with all of the economic risks that go with it, and to let the Army decide which education standards to use as criteria. Just as hosts have some work to do in response to the Army's ideas on education, the Army will have to work hard to get Congress' authorization to factor education into basing decisions.

States and communities should consider the connection between education standards and basing decisions as part of the larger context for their education policies even though the Army's level of priority on this issue and its plan for engaging with Congress are uncertain. If host communities do not offer soldiers' children a consistently high-quality education, they risk the economic challenges that result from losing support of a major employer.

Both the Army and local communities have the responsibility to assess the interconnected issues of education standards and economic dependency. Communities and the military will make different choices regarding education based on resources and priorities. Although quality education is an issue beyond the military child, there is mutually reinforcing interest in addressing the issue in a way that helps all children and protects the economies of local communities.

Notes

1. Data on marital status and the number of children of active-duty Army families was provided to the Stimson Center by the Office of the Deputy Chief of Staff of the Army for Personnel.
2. See: U.S. Department of Defense. Office of the Under Secretary of Defense (Comptroller). *Fiscal Year 2016 Budget Request*. http://comptroller.defense.gov/Portals/45/Documents/defbudget/fy2016/FY2016_Budget_Request.pdf; Allyn, General Daniel. “The Current State of Readiness of U.S. Forces.” Statement before U.S. Congress, Senate Armed Services Committee, Subcommittee on Readiness and Management Support, 114th Cong., 1st sess. March 25, 2015. http://www.armed-services.senate.gov/download/allyn_03-25-15.
3. Percentages represent Compensation of Employees by Industry — Military as a share of Compensation of Employees overall. BEA defines compensation as “the sum of wages and salaries and supplements to wages and salaries.” See: U.S. Department of Commerce. Bureau of Economic Analysis. *Regional Data: GDP Personal Income (by County)*. 2013. <http://www.bea.gov/iTable/iTable.cfm?reqid=70&step=25&isuri=1&7029=55&7022=54&7023=4&7024=NAICS&7001=654#reqid=70&step=25&isuri=1&7022=54&7023=4&7024=naics&7001=654&7029=55>.
4. Odierno, Raymond (remarks transcribed by Stimson Center). Remarks presented at the Association of the United States Army 2013 Military Family Forums, Washington, D.C., October 2013. https://www.dvidshub.net/video/304364/family-forum-1-army-leader-townhall#VV0wt_BDiuN.
5. The Army plans for this current drawdown to lead to a force of 450,000. See: U.S. Department of Defense, *Fiscal Year 2016 Budget Request*, 21; If the Budget Control Act’s caps remain in place, this plan could shrink to 420,000. See: Allyn, “The Current State of Readiness of U.S. Forces,” March 25, 2015.
6. Baez, Gilbert. “Bragg, community brainstorm on improving schools.” WRAL, December 3, 2014. <http://www.wral.com/bragg-community-brainstorm-on-improving-schools/14242486/>.
7. Data on Education Levels by Service, Rank, Marital Status, and Years of Service provided to the Stimson Center by the Defense Manpower and Data Center (DMDC). DMDC documents numerous education credentials. For the purpose of these figures, those educational levels less than a standard high school diploma are adult education diploma, ARNG Challenge Program GED, correspondence school diploma, high school certificate of attendance, home study diploma, non-high school graduate, occupational program certificate, non-traditional high school credential, secondary school credential near completion, test-based equivalency diploma, and unknown/not applicable. Educational levels at or above a standard high school diploma are associate degree, baccalaureate degree, completed one semester of college — no high school diploma, doctorate degree, first professional degree, high school diploma, master’s degree, post-doctorate degree, post-master’s degree, and professional nursing diploma. DMDC counted 396,303 enlisted soldiers, 367,090 of whom have at least a high school diploma (92.6 percent). Of these soldiers, 37,886 are Sergeants First Class (E7), and 4,969 of them hold a baccalaureate degree or higher (13.1 percent). The same is true for 2,870 of 11,769 Master Sergeants (E8) and 1,821 of 3,511 Sergeants Major (E9). The Army includes 80,444 officers, according to DMDC, 78,895 of whom have at least a baccalaureate degree. Of 16,739 Majors (O4), 11,510 (68.76 percent) have earned a master’s degree, first professional degree, or doctorate.
8. Army figure of \$41 billion reflects FY2015 active-duty military personnel appropriations in Budget Activities 1-5. This figure excludes other major elements of compensation, including Defense Health Program benefits appropriated through the Operations and Maintenance title as well as in-kind benefits like the Department of Defense Education Authority. See: U.S. Congress. House. *Consolidated and Further Continuing Appropriations Act, 2015 — Joint Statement of Managers, Division C- Department of Defense Appropriations Act, 2015*. 113th Cong., 2d sess., December 11, 2014. <https://www.congress.gov/congressional-record/2014/12/11/house-section/article/H9307-1>; For fiscal year 2016, Maryland proposed a budget of \$40.5 billion. For other state budget proposals as comparative context, see: The National Association of State Budget Officers. *Summaries of Fiscal Year 2016 Proposed Executive Budgets*. April 8 2015. <http://www.nasbo.org/sites/default/files/pdf/FY16%20Proposed%20Budget-Summary.pdf>.
9. Data in this section describes the pace with which soldiers change station as well as marriage and parenthood rates by rank. Except when otherwise cited, all data was provided to the Stimson Center by the Office of the Deputy Chief of Staff of the Army for Personnel.
10. Clever, Molly and David Segal. “The Demographics of Military Children and Families.” *Future Child* 23, no. 2 (Fall 2013): 26.

11. U.S. Department of Defense Education Activity. "DoDEA Schools to Adopt Common Core State Standards." June 5, 2012. <http://www.dodea.edu/newsroom/pressreleases/06052012.cfm>.
12. National Conference of State Legislatures. College and Career Readiness Standards Legislation. "Common Core Status Map." CCR State Policy Resources. Accessed May 14, 2015. <http://www.ccrslegislation.info/CCR-State-Policy-Resources/common-core-status-map>.
13. U.S. Department of Defense. Office of the Deputy Under Secretary of Defense for Installations and Environment. *Base Structure Report - Fiscal Year 2014 Baseline*. <http://www.acq.osd.mil/ie/download/bsr/Base%20Structure%20Report%20FY14.pdf>.
14. Military Interstate Children's Compact Commission. "Frequently Asked Questions." Last modified 2013. http://mic3.net/pages/FAQ/faq_indexnew.aspx.
15. As broader context, Clever and Segal (2013) note that, "for children, frequent moves can disrupt education ... Because of differences among school districts in the timing and format of subjects and lessons, children may find some lessons repetitive, while they may miss other lessons entirely as they move from one school to the next." See: Clever and Segal, "The Demographics of Military Children and Families."
16. U.S. Department of Commerce. Bureau of Economic Analysis. *Regional Data: GDP Personal Income (by County)*. 2013. <http://www.bea.gov/iTable/iTable.cfm?reqid=70&step=25&isuri=1&7029=55&7022=54&7023=4&7024=-NAICS&7001=654#reqid=70&step=25&isuri=1&7022=54&7023=4&7024=naics&7001=654&7029=55>.
17. The Bureau of Economic Analysis' data on Prince George County, VA also includes the independent city of Hopewell, VA. See: U.S. Department of Commerce, *Regional Data*, 2013.
18. Percentages represent Compensation of Employees by Industry — Military as a share of Compensation of Employees overall. BEA defines compensation as "the sum of wages and salaries and supplements to wages and salaries." See: U.S. Department of Commerce, *Regional Data*, 2013.
19. *School Performance in Army-Connected Schools: A Report to the US Department of Army, Child, Youth, and School Services – School Support*. San Francisco, CA: WestEd, January 2014.
20. WestEd's findings are limited by the inability to make cross-state comparisons, as addressed in the body of this report. They are further limited, however, by methodology. WestEd identifies the best-and worst-performing schools without offering much information to distinguish the many school districts in the middle. The consequence is that most Army-connected schools in most states look normal because WestEd has defined the bounds of normality so widely, namely between the 25th and the 75th percentile. Only the extreme cases — those that outperform or underperform three-quarters of the other schools in their respective states — are distinctive.
21. General Assembly of the State of Missouri. House Bill No. 1490, § 160.516(2). July 2014. <http://www.house.mo.gov/billtracking/bills141/billpdf/truly/HB1490T.PDF>.
22. *School Performance in Army-Connected Schools*, WestEd, 2014, 56.
23. General Assembly of the State of North Carolina. Senate Bill 812. Session Law 2014-78. July 22, 2014. <http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S812v7.pdf>.
24. *School Performance in Army-Connected Schools*, WestEd, 2014, 1.

THE ARMY GOES TO **SCHOOL**

The Connection between K-12 Education
Standards and the Military-Base Economy

The Army Goes to School: The Connection Between K-12 Education Standards and the Military-Base Economy finds that the quality of education available to soldiers' children could be a retention issue for the Army. More than 300,000 school-age children (ages 5-18) of active-duty Army Service Members are impacted by varying education standards and performance. Relocating soldiers because of concerns about the quality of local civilian education systems could have a large economic impact in communities across the United States that have a deep dependency on military wages. This report stresses that host communities still have time to prepare before the Army could be in a position to factor education into basing decisions and should consider the perspective of the Army regarding education-related issues.

STIMSON

