



SUPPORT OF MILITARY FAMILIES



Program Overview

BACKGROUND

In an effort to address retention and family readiness issues, the Department of the Air Force launched the Support of Military Families program. The program focuses on evaluating public education opportunities and occupational license portability. Two areas to be part of a broader consideration in the strategic basing process.

The Department of the Air Force collaborated with policy professionals, subject matter experts, and military members to develop quantitative criteria and frameworks. The frameworks assess the pre-kindergarten through twelfth grade public educational support offered by school districts that service Department of the Air Force installations and how states support portability of occupational licensure for military spouses.

WHY

The Department developed the Support of Military Families program to provide communities with insight into how the Department assesses their support to Airmen, Guardians, and their families in the areas of public education and license portability. This information helps apprise communities on opportunities to reduce educational and spousal employment challenges for military families. The results of the assessment are one of several factors considered in basing decisions. In turn, these efforts will strengthen member retention, improve quality of life, and ease transitions for our Airmen and Space professionals. We recognize improving schools and licensure portability will take time, but by evaluating them and making the findings publicly available, we are providing information for communities to make appropriate changes where needed.

HOW

The results categorize support of military families for each Department of the Air Force installation in two categories States and Communities have the ability to influence - public education and licensure portability. As you will see, the results sheets provide the installation's current and previous year's assessment. Each category received an overall assessment - green (highly supportive), yellow (moderately supportive) or red (least supportive).

The chart for public education displays how each installation ranks in comparison to all 157 Department of the Air Force Installations assessed. For licensure portability, it shows how supportive the state statutes are regarding military spouses' ability to transfer their license. New to this year's assessment, you will also find an education and licensure narrative, which provides clarification on the installation assessment including any changes from the previous year.

WHAT NOW

Department of the Air Force installation commanders and school liaisons can partner with local government and civic leaders, as well as local school district representatives. Discussion about these results can lead to potential actions for improvement, provide a deeper insight into local district structure, and identify challenges and opportunities to support Airmen, Guardians, and their families. Additionally, installation Airman and Family Readiness Centers offer state-specific information and resources for licensure portability statutes and programs designed to assist military spouses with professional licenses when they relocate to a new state.

Civic leaders near Department of the Air Force installations can work with state government officials to draft legislation to improve education policy and licensure portability for military spouses. Sharing proposed language and best practices amongst civic leader groups associated with the Department of the Air Force has also resulted in positive momentum and legislation that has reduced the barriers for military spouses and licensure portability at large.



WHAT'S NEXT

The Support of Military Families program team is listening, and we consistently rely on feedback to understand location specific concerns as part of our evaluation of the current frameworks and as we consider any specific adjustments for the future. Additional information about the data sources and methodology used in the assessment are available in the supporting technical document, frequently asked questions, and background information available on www.af.mil. Please direct any questions and feedback to the office of the Deputy Assistant Secretary (Reserve Affairs and Airman Readiness) at SAF.MRR.Workflow@us.af.mil.



SUPPORT OF MILITARY FAMILIES

Professional Licensure Portability Impacts on Military Families



OBJECTIVE

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

BACKGROUND

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

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

— February 23, 2018

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

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

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

FRAMEWORK

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

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



SUPPORT OF MILITARY FAMILIES

Public Education Impacts on Military Families



OBJECTIVE

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

BACKGROUND

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

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

— February 23, 2018

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

FRAMEWORK

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

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

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

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

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

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



SUPPORT OF MILITARY FAMILIES

Public Education and Licensure Portability Assessment Summary



PUBLIC EDUCATION

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

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

Methodology:

District-level Criteria to Develop an Installation Assessment:

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



LICENSURE PORTABILITY

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

Methodology:

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





SUPPORT OF MILITARY FAMILIES

Public Education and Licensure Portability Assessment Summary



LICENSURE PORTABILITY

Data Sources:

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

PUBLIC EDUCATION

Data Sources:

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

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

Sponsor: United States Department of Education Office for Civil Rights

- **Department of Education – EDFacts**

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

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

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

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

*The Department of the Air Force
Support of Military Families (SoMF) Initiative
Frequently Asked Questions*

General Program Questions

Q1: Why are we using certain data sets and not others?

A: The Department of the Air Force collaborated with policy experts, key stakeholders, and Airmen and Guardians to develop measures that provide a holistic analysis of occupational licensure portability and public education. These measures use analytic frameworks and quantitative criteria to evaluate data from reputable third-party sources, such as the Department of Education, Stanford University, state laws, executive orders and state supreme courts/bar association rules. The results inform military and civilian leadership of local family readiness factors across all Department of the Air Force installations in the United States and District of Columbia.

Q2: What is the underlying data used for the assessment?

A: The underlying data is from publicly available, reputable third-party sources. Data used in the measure of Public Education is from the Department of Education Civil Rights Data Collection and EDFacts, and Stanford Education Data Archive. Data used in the measure of Licensure Portability is from state laws, executive orders, interstate compacts, and state supreme courts and bar association rules.

Q3: Specifically, what's tracked?

A: For education, the Department of the Air Force tracks criteria in Academic Performance (graduation rates, student average annual learning rate), School Climate (chronic absenteeism rate, suspension rate) and Service Offering (pre-k availability, student to counselor ratio, student to mental health support ratio, student to nurse ratio, student to teacher ratio).

For licensure, the Department of the Air Force tracks current state policies and programs intended to eliminate barriers to license portability for military spouses such as interstate compacts, military specific rules, and other barriers to license accommodation.

Q4: How were color ratings assigned? How were thresholds established for each metric (e.g., comparison distribution used to assign points or percentile ranks)?

A: The Department of the Air Force Support of Military Families initiative utilizes a public education framework that is organized into nine (9) criteria across three (3) categories for each location. This comparative analysis uses colors to graphically display results for all criteria, categories and locations. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to other Department of the Air Force installations.

The licensure portability framework is organized into ten (10) criteria across three (3) categories for each location. The analysis uses colors to graphically display results for all criteria and locations. The framework has fixed gates that provide information about a location's licensure statutes assessed against each criterion using objective measures. Colors are assigned based on an assessment of that state's licensure rules intended to eliminate barriers to license portability for military spouses.

Q5: How were ratings for each metric combined to create the composite score?

A: Education: The nine (9) education criteria are individually evaluated across the school districts supporting an installation, with larger school districts (by student enrollment) receiving proportionally greater weight. The criteria results are then combined (straight average) into the three (3) categories to determine ratings for Academic Performance, Service Offering, and School Climate. Finally, the three (3) categories are combined (weighted average, 60, 20, 20, respectively) to determine the composite score for the installation.

For Licensure, all available information is considered for each state and occupation. A checklist of licensure rules that eliminate barriers to license portability for military spouses is used to assign colors. For example, having a compact or temporary licensing rule and NOT having supervisory requirements are checklist items that of value to military spouses. The Red, Yellow, Green continuum is based on how easily military spouse professionals are allowed to transfer their licenses between states, and whether they can begin work immediately. The graphic under licensure on each base assessment sheet shows how well the 50 states and DC statutes meet the licensure assessment framework criteria. It is not a comparative analysis among bases or states.

Q6: What algorithms, etc. underpin these data sets?

A: There are no algorithms underpinning the datasets, except for one measure within the education framework (Student Learning Rate).

The Student Learning Rate was developed by the Stanford Education Data Archive – their methodology can be found here: <https://edopportunity.org/methods/>

Technical documentation can be found here:
https://stacks.stanford.edu/file/druid:db586ns4974/seda_documentation_4.0.pdf

Additionally, the Air Force Support of Military Families 2021 Technical Documentation, which can be found at <https://www.af.mil/>, in the Background Information section under the Support to Families tab, further explains the calculations methodology for Public Education and Licensure Portability.

Q7: Was there any subjectivity in the rankings or were they 100% data-based?

A: There is no subjectivity present within the education framework – scores are 100% data driven.

Within the licensure framework, decisions regarding what combinations of state laws and/or rules constitute red/yellow/green continuum were made in coordination with the Defense State Liaison Office, the Department of Labor, and the Military Spouse Judicial Doctorate Network.

Q8: How often is the data refreshed?

A: The data are reviewed and refreshed once per year. In the strategic basing process, we will capture additional transitional assistance data from local school liaisons and work with the regional defense state liaison office representative to note any updates to statutes since the last evaluation period.

Q9: What was the date of the information used to compile the 2021 study?

A: The date of the information used to compile the 2021 study was as of 31 May 2021. Additional information for the public education data is listed in the lower left-hand corner of each installation results sheet.

Q10: When accounting for support of military families, does “military” mean the Active Duty joint force, or did it include the Total Force or a singular branch?

A: For our purposes, “military” means Department of the Air Force Total Force - Active, Guard, and Reserve.

Q11: What does the DOD define as MHA, and how does that affect Guard and Reserve personnel?

A: The Department of Defense defines the Military Housing Area (MHA) as a geographic area in which service members are assumed to look for community housing. MHA boundaries are aggregating individual zip codes and generally follow county lines for military installations or a metropolitan area. The purpose of defining an MHA around a duty station is that members ought to receive a sufficient housing allowance to permit the typical member to live a reasonable distance from his or her duty station.

If a Guard or Reserve installation does not fall into one of the 306 geographic MHAs in the United States, they are included in a County Cost Group (CCG) MHA. These CCGs cover a large dispersed area in rural areas. CCGs are a set of counties with comparable housing costs and Basic Allowance for Housing (BAH) rates determined using Fair Market Rents (FMRs) published annually for all counties by the Department of Housing and Urban Development (HUD).

Q12: What OSD entity defines and/or may redefine MHA boundaries? Does the same office conduct the annual review?

A: MHA boundaries are defined by the Allowances Branch of the Military Compensation Policy. In terms of overall organizational structure, Military Compensation Policy falls under Manpower Personnel Policy under the Undersecretary of Defense for Personnel and

Readiness. All MHA boundary changes are made by their office, so any review of boundaries, no matter when they occur is conducted by Military Compensation Policy.

Q13: By definition, the MHA is the geographic area in which service members are “assumed” to look for community housing. What personnel data is used to establish and/or revise the MHA?

A: MHAs boundaries are set primarily on where active duty Service members assigned to a given area are living. Zip code level data informs the Allowances Branch of the Military Compensation Policy where each member is assigned and where each member lives. This data comes from the Defense Finance and Accounting Service’s pay file, which means the population data is quite accurate. The pay data is assembled by the DoD’s primary data center, the Defense Manpower Data Center. This is sensitive information, as it pertains to force security.

Q14: If the last “comprehensive” MHA review was in 2011-2012, will there be another comprehensive review?

A: A comprehensive review means that each of the 300+ MHA boundaries was individually assessed and adjusted in a single study. No such similar review is currently planned. The Allowances Branch of the Military Compensation Policy office has discussed the possibility of another such study, but other aspects of the BAH program have much higher priority in terms of their impact on BAH rates, which is their primary concern. To add context, as currently defined, MHA boundaries serve the BAH program very well. At most there are 1-2 MHAs per year with MHA boundary concerns, so a comprehensive review on a regular basis would involve enormous resources with little payoff for BAH stakeholders. Population residency patterns are reviewed each year as part of the annual data collection process, and adjustments are made to MHA boundaries if there is a major shift, but typically there are no major shifts, so in-depth boundary reviews are conducted on an ad-hoc basis.

Q15: It seems the dashboards reflect a preponderance of state level data for each base in our state; is it possible for us to recommend or provide more detailed level data assessment specific to each installation?

A: The public education results provide information about school districts surrounding a location’s relative position compared to other Department of the Air Force installations. The data used in this assessment is from publicly available, reputable third-party sources at the school district level. Data used in the measure of Public Education is from the Department of Education Civil Rights Data Collection (CRDC) and EDFacts, and Stanford Education Data Archive. Data used in the measure of Licensure Portability is from state laws, executive orders, interstate compacts, and state supreme courts and bar association rules. The Department of the Air Force will update the data annually and welcomes all feedback. All questions/feedback should be directed to SAF.MRR.Workflow@us.af.mil.

Q16: Have the bases been informed of these assessments?

A: Yes. Commanders for each Major Command received the results for installations within their command. This is a transparent, repeatable, reliable, and deliberate process. All Department of the Air Force installation results are publicly available at <https://www.af.mil/>, under the Support to Families tab.

Q17: How is this information now being utilized in basing decisions?

A: Mission remains the top priority. The results of the Support of Military Families program are used as an additional factor in the strategic basing process, one that can include a candidate, not as an exclusionary tool for those installations that score highly in other areas. Once a list of candidates is announced, the Department of the Air Force sends a team to each candidate location to obtain additional information on how the installation could best support the mission. This includes current information regarding how local school districts support the unique needs of military children and updates to licensure statutes.

Q18: What impact has COVID had on this process?

A: To date, COVID has not had any impact on the actual data used in our analysis. As part of the criteria assessment process, we will continue to evaluate any impacts that COVID may have on specific criteria.

Q19: What is long term plan to work with the States in the future?

A: The Department of the Air Force is committed to updating states on the support of military families programs. Our team is partnering with the Defense State Liaison Office, and we rely on stakeholder engagement as part of our evaluation of the framework for the future and as we consider any specific adjustments. All questions and or feedback should be directed to SAF.MRR.Workflow@us.af.mil.

Q20: If communities believe data is incorrect, is there a way to fix/update it?

A: The Department of the Air Force will update the data annually and welcomes all feedback. All questions and or feedback should be directed to SAF.MRR.Workflow@us.af.mil.

Q21: Are there other metrics the USAF assessed that are not included in the report?

A: No

Q22: In February of 2020, the Department of Defense issued a report titled “Military Spousal Licensure: State Best Practices and Strategies for Achieving Reciprocity”. However, to date, the Air Force has not released a similar report regarding Education. When will the Air Force be releasing the Report on Education similar to the aforementioned report titled “Military Spousal Licensure: State Best Practices and Strategies for Achieving Reciprocity”?

A: Currently, the Department of the Air Force has no plans to release a document for education that mirrors the Department of Defense report titled “Military Spousal Licensure: State Best Practices and Strategies for Achieving Reciprocity.”

Public Education Specific Questions

Q1: What districts were included in the calculation for each Air Force installation and how were they chosen?

A: The Department of the Air Force cross referenced zip codes within the Military Housing Area (MHA) with zip codes of schools in the surrounding districts. Those school districts with zip codes that fall within the MHA of an installation are included in the analysis.

The Department of Defense defines the MHA as a geographic area in which service members are assumed to look for community housing. MHA boundaries are aggregating individual zip codes and generally follow county lines for military installations or a metropolitan area. The purpose of defining an MHA around a duty station is that members ought to receive a sufficient housing allowance to permit the typical member to live a reasonable distance from his or her duty station.

If a Guard or Reserve installation does not fall into one of the 306 geographic MHAs in the United States, they are included in a County Cost Group (CCG) MHA. These CCGs cover a large dispersed area in rural areas. CCGs are a set of counties with comparable housing costs and Basic Allowance for Housing (BAH) rates determined using Fair Market Rents (FMRs) published annually for all counties by the Department of Housing and Urban Development (HUD).

Q2: Can the Department of the Air Force share detailed technical documentation that explains the district sampling approach and the calculation methodologies for each metric and rating included on the analytic reports about Public Education Impacts on Military Families?

A: The Support of Military Families Technical Documentation, which can be found at <https://www.af.mil/>, in the Background Information section under the Support to Families tab, explains the calculations methodology for Public Education and Licensure Portability. The Department of the Air Force included all pre-Kindergarten through 12th grade public school districts (virtual and physical) within the Military Housing Area of Department of the Air Force installations in the United States. A district sampling approach was not used.

Q3: Were the different district results weighted based on student count, the concentration of military family enrollment, or some other factor?

A: District results are weighted by total student enrollment.

Q4: Many districts did not have student learning rate data reported by the Stanford Education Data Archive (SEDA), how was this factored into the metric rating?

A: Districts missing a Student Learning rate receive a score equal to the average of all districts in the installation assessment.

Q5: How is missing data handled for other education criteria (graduation rate, school climate and service offering data)?

A: If a district or school does not report the required graduation rate, school climate, and service offering data to the Department of Education in the latest year's information, we first look through the previous three years' data and select the most recent data point, if available. If a value is still missing, we confirm whether the missing value is eligible (i.e. a district is eligible for graduation rate if it has at least one school with 12th grade) and that the value is not masked by the Department of Education due to low enrollment (and thus privacy concerns). For eligible districts still missing a data point, a score of 0 is assigned.

Q6: Were the graduation rates from the publicly available adjusted cohort graduation rate available on the US Department of Education Defats website? If so, how were the ranges of grad rates as provided for many districts addressed? (e.g., some district grad rates were listed as 70-79 or greater than or equal to 50 to ensure confidentiality for PII)

A: Yes, four (4) year graduation rates were available and taken from US Department of Education ED Facts website. Districts that had a range greater than or equal to 10% were not used and were dropped from the calculation.

Q7: How were the ratings for Service Offerings averaged across multiple districts with different characteristics?

A: The Department of the Air Force averages the five (5) school district Service Offerings criteria (student to teacher ratio, student to counselor ratio, student to nurse ratio, student to mental health support ratio, Pre-Kindergarten availability) to establish an installation assessment for each criterion. The criteria are averaged together to produce the Service Offering category rating.

Q8: What raw data were used to calculate Academic Performance criteria items?

A: The Academic Performance category consists of four (4) year graduation rates and student average annual learning rate. Graduation rates are taken from US Department of Education ED Facts website. Student average annual learning rate is obtained from the Stanford Education Data Archive.

Q9: For Public Education, how did you land on 33.3% and 66.7%; what do these numbers mean?

A: The Department of the Air Force Support of Military Families initiative utilizes a public education framework that is organized into nine (9) criteria across three (3) categories for each location. The comparative analysis uses colors to graphically display results for all criteria, categories and locations. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to all others.

Q10: In terms of aggregate score for education support, are the numerical scores available in addition to the placement on the bell curve and the descriptors/color labels?

A: No. The aggregate score for education support is a comparative analysis using colors to graphically display results for all criteria, categories and locations. The colors are assigned using

percentiles, divided into thirds, to provide information about a location's relative position compared to other Department of the Air Force installations.

Q11: How does Department of the Air Force account for the data being several years old?

A: The Department of the Air Force uses the latest data published by the Department of Education and Stanford Education Data Archive. Annually, the Department of the Air Force will review the available data and update the results. In addition, if a base becomes a candidate in a basing action, the Major Command site survey team will work with installation school liaisons during the site survey phase to inform the decision based on additional factors that may enhance educational opportunities.

Q12: What categories of suspension were included in the aggregate rate calculation?

A: All categories reported by the Civil Rights Data Collection (CRDC) were considered.

Q13: Does the Department of the Air Force include charter schools in the analysis?

A. The Department of the Air Force only considers charter schools in the current analysis if the school district being assessed reported the charter school to the Department of Education as a public school and data was made publicly available similar to the other public schools in the district. If this is not the case, then a charter school was not included.

Q14: Were local or state educational agency leaders consulted directly as part of the workgroup developing these measures?

A: National level educational experts were part of the workgroup developing these measures, such as Education Commission of the States, Council of Chief State School Officers, American Association of School Administrators, and the School Superintendents Association to name a few. In addition, the Department of the Air Force collected feedback from state and local education leaders nationwide on the 2019 analysis and took that into consideration when conducting the 2021 analysis.

Q15: It seems that Graduation Rate, Chronic Absenteeism Rate and Suspension Rate are more measurements of Parenting and the socioeconomic status of the community, than the quality of education available at schools for Military Dependents. So why does the Air Force think these three criteria (Graduation Rate, Chronic Absenteeism Rate and Suspension Rate) are good measurements of the quality of public education available to the Military Dependent?

A: The Department of the Air Force used a full-spectrum approach to measure how schools could best support military children on a national level, and not the quality of public education.

School climate measures environmental factors that affect academic learning and educational success. It captures chronic student absenteeism and rates of disciplinary actions that result in a student's suspension from school. When developing these criteria, careful consideration was given to incorporate quantitative criteria which would limit or mitigate the impact of socioeconomic factors.

Q16: How is the "Chronic Absenteeism" category defined?

A: The Department of Education defines chronic absenteeism as the rate of students that missed at least 15 days of schools in a given school year.

Q17: When determining whether to put a community into a specific category (red, yellow or green), does the report compare each community to some national education standard, or are they only measured in relation to the other communities in the survey? For example, is the "student to counselor ratio" based on the national recommendation of 1 counselor to 250 students? Or, are all communities ranked numerically, and then the bottom third are red regardless of whether they meet the national standard or not?

A: There is no established national standard in this analysis. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to other Department of the Air Force installations.

Q18: Will the Department of the Air Force share how they arrived at the criteria? We heard that "the Department of the Air Force collaborated with policy officials and subject matter experts to develop quantitative criteria and a framework to assess the quality of pre-kindergarten through twelfth grade public education offered by school districts that the Department of the Air Force installations and states and further that "this framework and criteria were developed to provide communities with information so they can determine how they can better support Airmen and Space Professionals and their families."

A: The Department of the Air Force met with policy officials, subject matter experts, along with Airmen and Guardians to determine how to provide a holistic analysis of occupational licensure portability and public education. That team offered multiple criteria and methods for consideration that used publicly available reputable data sources. After extensive research and several rounds of coordination, the Secretary of the Air Force approved a test case to determine the best methodology and criteria. The test case removed certain criteria that were not of statistical value and those that could not be applied to total force location across the nation.

Q19: Were Military Family Life Counselors included in the formula calculations for the student to mental health support metric. Can additional information on this metric be provided? We feel this is a strength in our district, however we scored in the yellow range. Thank you!

A: The ratio of student enrollment to total full-time equivalent counselors came from the number of counselors that school districts reported to the Department of Education Civil Rights Data Collection agency.

Q20: How was the counselor student ratio determined for each state and then over all United States?

A: The student to counselor ratio was not determined for each state and the overall United States. The averages of the school district student to counselor ratios were used to determine the installation assessment.

Q21: Will there be any consideration to broadening or modifying the education assessment criteria, possibly reflecting the National Assessment of Educational Progress (NAEP) or each state's ranking of K-12 Achievement found in Education Week's Quality Counts?

A: The student learning rate measure does use the National Assessment of Educational Progress (NAEP) performance in its calculation, but also controls for what level students have already achieved when they enter the cohort (3rd grade). High performing schools are also assessed upon the growth of the students during their time in the district and will likely perform well. Our team is listening, and we rely on stakeholder engagement as part of our evaluation of the framework for the future and as we consider any specific adjustments. All questions and or feedback should be directed to SAF.MRR.Workflow@us.af.mil.

Q22: Were the scores from all the school districts averaged?

A: Yes, specifically, the nine (9) education criteria are individually evaluated across the school districts supporting an installation, with larger school districts (by total student enrollment) receiving proportionally greater weight. The criteria results are then combined (straight average) into the three (3) categories to determine ratings for Academic Performance, Service Offering, and School Climate. Finally, the three (3) categories are combined (weighted average, 60, 20, 20, respectively) to determine the composite score for the installation.

Q23: Our state calculates graduation rates differently than other states. How did you ensure apples-to-apples comparison?

A: Differences among states in terms of graduation requirements were not controlled for, we are limited to the graduation rate data available from the Department of Education ED Facts website.

Q24: How do you account for students who enter the school district but transfer before graduation? Does that negatively affect the graduation rate?

A: The graduation rate assessment uses the four (4) year high school graduation rates that districts report to the U.S. Department of Education.

Q25: Is there any opportunity to include some more individualized data for each community in the final report? Could there be a paragraph, or a short-bulleted list provided by each school district about the services they provide to military families? If a community offers transition support specialists to specifically serve the needs of military families, for example, this would not be captured in the "student to counselor ratio" or the "student to teacher ratio." But it would be very relevant to the needs of military families in that community. How can we ensure that these important data points are not lost in the simplified statistics?

A: The Department of the Air Force has taken your feedback into consideration and included a supporting narrative on each installation's Support of Military Families results sheet.

Additionally, in the strategic basing process, if a base becomes a candidate in a basing action, the Major Command site survey team will interview installation school liaisons during their visit to the installation to inform the decision based on additional factors regarding local school districts.

Q26: Why are there three different survey time periods for the education data sources (SY 2017-2018, 2018-2019 and 2019-2021)?

A: The Department of the Air Force uses the latest data published by the Department of Education and Stanford Education Data Archive for each data source used in the analysis, which is the survey period. Annually, the Department of the Air Force will review the available data and update the results. In addition, if a base becomes a candidate in a basing action, the Major Command site survey team will interview installation school liaisons during the site survey phase to inform the decision based on additional factors regarding local school districts.

Q27: Were rigorous classes such as IB, AP, Dual enrollment considered?

A: Yes. The Department of the Air Force considered including several of these criteria but did not have publicly available reputable sources that could provide the data on a nationwide basis.

Q28: It appears for the purposes of this study, "Pre-Kindergarten" was defined as "state-supported, state-mandated, public" pre-K, as opposed to parent-funded preschool options like Montessori. Is this the case?

A: Yes.

Q29: Can we request a standard for every school district that would be in compliance with the Every Student Succeeds Act Military Student Identifier? This would enable us to have a standardized reporting mechanism and report which is specific to military connected students.

A: We are currently considering several options as part of our evaluation of the framework for the future. Please note that the military student identifier has not been widely implemented throughout the country, and many locations that have implemented are not correctly coding their military connected students. We currently have no practical way to identify were actual children of military members (Active Duty, Guard and Reserve) attend school nationwide. Additionally, the purpose of defining a Military Housing Area (MHA) around a duty station is that members ought to receive a sufficient housing allowance to permit the typical member to live a reasonable distance from his or her duty station.

Licensure Specific Questions

Q1: For Licensure Portability, how did you decide on 1.5 and 4; what do these numbers mean?

A: The Department of the Air Force Support of Military Families initiative utilizes a licensure portability framework that is organized into ten (10) criteria across three (3) categories for each location. The analysis uses colors to graphically display results for all criteria and locations. A linear scale with fixed gates provides information about a location's ability to support each criterion based on objective measures.

The Red, Yellow, Green continuum is used based upon how easily military spouse professionals are allowed to transfer their licenses between states, and whether they can begin work immediately. A checklist of licensure rules that eliminate barriers to license portability for military spouses, is used to assign colors. For example, having a compact or temporary licensing rule and NOT having supervisory requirements are checklist items that lead to green. The graphic under licensure on each base assessment file shows how well the 50 states and DC statutes meet the criteria on the framework overview hand out. It is not a comparative analysis among bases or states.

Please note that all available information is considered for each state and occupation for state statutes and rulings effective as of 31 May 2021.

Q2: How do these Department of the Assessments relate to the OSD License Reciprocity report posted.

A: The OSD license reciprocity report looks at states progress towards reciprocity, while the Department of the Air Force licensure portability assesses how easily military spouse professionals are allowed to transfer their licenses between states, and whether they can begin work immediately. Additionally, the Department of the Air Force includes the legal profession and any other occupations specifically called out in statute.

Q3: What source do you reference to look up the applicable state laws and implementing regulations for license reciprocity?

A: The Department of the Air Force collaborated with national level policy experts, key stakeholders, and Airmen and Guardians to develop measures that provide a holistic analysis of occupational licensure portability. The sources we referenced were state laws, executive orders, interstate compacts, and state supreme courts and bar association rules.

Q4: What language was reviewed from states statues on military spouses' professional licensure portability?

A: The Department of the Air Force reviewed state policies and programs intended to eliminate barriers to license portability for military spouses that were in effect as of 31 May 2021.

All available information for each state and occupation was examined. The Support of Military Families professional licensure portability framework reviews state legislation for rules that states should have, and rules that they should avoid. For example, having a compact or temporary licensing rule, and NOT having supervisory requirements, are rules that the Department sees as reducing barriers to spousal employment.

Additional information on the criteria and language evaluated can be found at <https://www.af.mil/>, in the Background Information section under the Support to Families tab.

Q5: Please explain the process for how the Department of the Air Force will re-evaluate state licensure laws when doing on the ground site visits after a down select has already been made.

A: The Department of the Air Force will coordinate with the Defense State Liaison Office to receive updates regarding licensure legislation from states with bases involved in the candidate phase of the basing process.

Q6: For occupational and professional licensing, did they reach out to individual licensing boards or state governments to inquire about statutorily required application processes? If so, to whom did they reach out?

A: No, the Department of the Air Force reviewed state policies and programs intended to eliminate barriers to license portability for military spouses that were in effect as of 31 May 2021. We consult with regional Defense State Liaison representative about the required application processes and implementation of the statutes.

Q7: Did the Department of the Air Force consult with or reference any previously assessed and graded quality of life metrics review by the DoD-State Liaison Office?

A: Yes. The Department of the Air Force collaborated with the DoD-State Liaison Office.

Q8: A greater emphasis was put on a state's inclusion in various professional compacts. With so many professions requiring licensure, it is a daunting task to go through compacts for each one. Some professions don't even offer compact licensure. Wouldn't broad legislation that offers reciprocity for all licenses regardless of compact involvement be more achievable - and applicable to more professions?

A: Compacts are just one of several methods within a state's control to offer licensure portability to military spouses. Some states prefer legislation that provide universal licensing. It is important to note that each occupation and criteria are equally weighted.

Q9: If the report does not adequately represent a state's current professional license portability, what are the steps for a corrected update?

A: All available information is considered for each state and occupation for state statutes and rulings effective as of 31 May 2021. If you have additional information or recently made changes to your States licensure statutes, you can send the updated information to SAF.MRR.Workflow@us.af.mil for consideration and potential changes to the assessment.

Q10: Need clarity on date of recent legislation used for scoring as we have discrepancies between sources. Is there a contact we can meet with to review our data?

A: All available information is considered for each state and occupation for state statutes and rulings effective as of 31 May 2021. All questions and or feedback should be directed to SAF.MRR.Workflow@us.af.mil

Additional Resources:

Detailed information on the Air Force Support of Military Families program, including Education and Licensure Framework Summaries, a White Paper on the Initiative, and the 2021 Technical Document can be found at <https://www.af.mil/>, in Background Information section under the Support to Families tab.

Department of the Air Force Support of Military Families 2021 Technical Documentation

Public Education:

Goal: Improve support for the unique educational needs of military children within communities near Department of the Air Force (DAF) installations

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

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

Criteria Categories:

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

Criteria Definitions:

Student to Teacher Ratio

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

Pre-Kindergarten

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

Student to Counselor Ratio

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

Student to Mental Health Support Ratio

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

Student to Nurse Ratio

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

Suspension Rate

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

Chronic Absenteeism Rate

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

Students' Average Annual Learning Rate:

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

Graduation Rates

- Four-year graduation rate of all eligible students within the school district
- Typically, published annually in January via the Department of Education ED Facts Data System

Scope:

- The Department of the Air Force cross referenced zip codes within the Military Housing Area (MHA) with zip codes of schools in the surrounding districts. Those school districts with zip codes that fall within the MHA of an installation are included in the analysis.
 - MHA is a geographic boundary defined by a collection of zip codes and service member population residency patterns. Adjustments are made to MHA boundaries if there are any major shifts in residency patterns, but in-depth boundary reviews are conducted on an ad-

hoc basis. The last comprehensive review with all 300+ MHA boundaries individually assessed and adjusted in a single study was done in 2011-2012. No such similar review is currently planned.

- Some measures are available only at the district level, so the inclusion of a school necessarily implies the inclusion of its entire district, even if this district also contains schools with zip codes outside of the MHA.
- Virtual and online schools are eligible and often belong to geographically scattered districts. This may include schools within a district that have zip codes located far from the installation.

Methodology:

- The nine (9) education criteria are individually evaluated across the school districts supporting an installation, with larger school districts (by student enrollment) receiving proportionally greater weight.
- The criteria results are then combined (straight average) into the three (3) categories to determine ratings for Academic Performance, Service Offering, and School Climate.
 - Five (5) criteria are averaged for Service Offering - Student to teacher ratio, Student to counselor ratio, student to nurse ratio, student to mental health support ratio, Pre-Kindergarten availability
 - Two (2) criteria are averaged for School Climate: Suspension rate, Chronic absenteeism
 - Two (2) criteria are averaged for Academic Performance: Student Learning Rate, Graduation Rate
- Finally, the three (3) categories are combined (weighted average, 60, 20, 20) to determine the composite score for the installation.
 - Service Offering – 20%
 - School Climate – 20%
 - Academic Performance – 60%
- Note: This comparative analysis uses colors to graphically display results for all criteria, categories, and locations. The colors are assigned using percentiles, divided into thirds, to provide information about a location's relative position compared to other Department of the Air Force installations. The lower, middle, and top thirds can also be described as least, moderately, or most supportive of military families, respectively
- Missing Data:
 - Student Average Annual Learning Rate - Districts missing a student learning rate receive a score equal to the average of all districts in the installation assessment
 - All Other Education Criteria - If a district or school does not report the required graduation rate, school climate, or service offering data to the Department of Education in the latest year's information, the previous three years' data are reviewed and the most recent data point is selected, if available. If a value is still missing, it is confirmed whether the missing value is eligible (i.e. a district is eligible for graduation rate if it has at least one school with 12th grade) and that the value is not masked by the Department of Education due to low enrollment (and thus privacy concerns). For eligible districts still missing a data point, a score of zero (0) is assigned.

Data Sources:

Full Name: Department of Education - Civil Rights Data Collection 2017-2018 District and School Data

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

Data Set: Weblink: <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-2017-18.html>

Download file link: Scroll down to the "Access 2017-18 CRDC Data" heading and in the first bullet click on the CSV-formatted [zip file](#). This zip file will contain the data and documentation at both the school and district levels.

Sponsor: United States Department of Education Office for Civil Rights

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

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

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

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

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

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

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

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

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

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

Description: As a part of the Common Core of Data, the primary purposes of the Public Elementary/ Secondary School Universe Survey are: to provide a complete listing of all public elementary and secondary schools in the country; to provide basic information and descriptive statistics on all schools, their students, and their teachers.

Data Set: Weblink: <https://nces.ed.gov/ccd/files.asp#Fiscal:2,SchoolYearId:34,Page:1>

Download file link: Scroll down to “2019-2020, School”, find the “Data Files” column, and click on the [Flat File](#) directly underneath the heading. *Note:* The corresponding data dictionary is under the “Documentation” column under “Directory” as [“Companion File.”](#)

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

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

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

Download file link: Scroll down to the file called “seda_geodist_pool_CS_4.0” and click on the [CSV](#) under “Download.”

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

Licensure Portability

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

Scope: Areas where governors, state legislatures, and judicial organizations have the authority to take action to reduce licensure portability barriers in all 50 states and the District of Columbia (DC)

Interstate compacts:

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

State Laws and Executive Orders:

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

Criteria Definitions:

Level of participation

- Whether or not a state participates in available compacts

Level of accommodation afforded by compacts (ability to work)

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

Temporary licensing

- Whether the state offers temporary licensing that immediately allows the spouse to begin work and provides a sufficient amount of time for the permanent license application to be completed

Expedited licensing

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

Endorsement of licenses

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

“Substantially equivalent requirements” or “substantially similar requirements” language

- Whether the new state requires that the license holder have met similar requirements to what license holders in their state must meet (e.g., bachelor’s degree, 40 credit hours of education, etc.)
- States use the terms “substantially equivalent” or “substantially similar” to allow acceptance of another state’s requirements for obtaining a license if they are sufficiently similar to their own, and to preclude acceptance if they are not. For example, if obtaining a particular license in Ohio

requires a 4-year bachelor's degree, and someone has a license from a state with a lesser requirement, then Ohio's Substantial Equivalency Requirement Clause would not accept that applicant's license.

"May accept" vs "shall accept" language

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

Requirements beyond proof of home license

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

Supervisory requirements

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

Military-Specific Rules for Law

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

Temporary Licensing – Law

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

Multistate Professional Responsibility Examination Score

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

Has not failed new state's bar exam previously

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

Methodology:

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

Data Sources:

- Publicly available records of state laws, executive orders, and state supreme court / bar association rules
- The Department of the Air Force makes use of research performed by the Military Spouse Judicial Network, which documents the state supreme court and bar association rules across the U.S.
- The Department of the Air Force reviewed state policies and programs intended to eliminate barriers to license portability for military spouses that were in effect as of 31 May 2021

Policy Experts and Stakeholders

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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