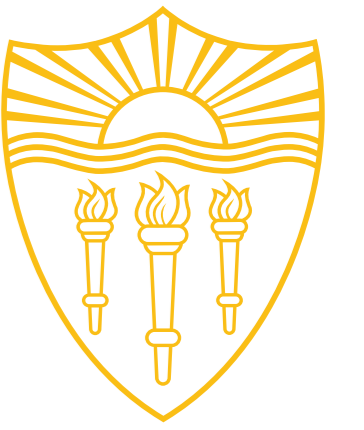


An Evaluation of the Use of Educational Resource Guides for Military Students in Public Schools

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<https://buildingcapacity.usc.edu/work/presentations/>



BACKGROUND

- Approximately 2 million children have a parent on active duty
- Children from military families experience a myriad of stressful events that can negatively impact their social and emotional well-being
- Some implications of military connectedness include poor mental health, problem behavior, and substance use
- Approximately 80% of military connected children attend civilian schools
- Civilian schools are in need of affordable and sustainable resources to meet the needs of military connected children
- The Building Capacity (BC) Consortium was developed 2010 in an effort to create more welcoming and academically supportive school environments for military and non-military connected children and families
- The consortium developed a series of resource guides tailored to multiple constituents (eg. Teachers, school administrators, military parents), that contained best practices with military connected children
- Resource guides were available free of charge
- This poster presents an evaluation of the resource guides, examining whether the guides were used and if they were found to be useful by the different constituents

METHODS

Four resource guides were developed with similar core content and tailored to Military families, pupil personnel, administrators, and teachers. Teachers College Press at Columbia University published the guides in October of 2012 in collaboration with the Military Child Education Coalition (MCEC) and were paid and disturbed free of charge by the Consortium. Using the publisher's records, an internet based confidential survey was distributed to those who had received the free resource guides. The feedback surveys were used as a measure to assess the use and usefulness of the resource guides. Surveys were completed at the discretion of resource guide recipients.

RESULTS

Sample

- A total of 649 feedback surveys
- pupil personnel, 35.1% (n=221), teachers, 19.4% (n=91), principals, 14.3% (n=91), assistant principals and administrators, 6.7% (n=42), military parents, 6.7% (n=42), and 22.2% (n=140) identified as 'other'
- Survey feedback was provided on 304 pupil personnel guides, 265 teachers' guides, 156 school administrator guides and 151 military parent's guides. Since individuals were allowed to receive any combination of available resource guides, those who received multiple guides were eligible to provide feedback on each one

Quantitative Feedback

- Overall, the feedback on the resource guides was positive
- The guides being 'respectful of military families' received the highest scores across all resource guide types
- The pupil personnel guide was assessed most favorably, Scheff tests indicate statistically significant difference at $p < .05$ in providing new information compared to the administrator guide and teacher's guide.
- Scheffe tests indicate statistically significant differences in the material being 'well presented' in the pupil personnel guide at $p < .05$, compared to the administrator guide.
- Lower scores were given to the resource guides providing new and interesting information
- Table 2 summarizes the percentage of respondents who would recommend the resource guides. The pupil personnel guide received the highest percentages for recommendation (97.7%). The lowest recommendation was reported for the military families guide (72.6%)
- Table 3 summarizes the recommendation of resource guides to groups other than whom the guide was designed. The pupil personnel guide received the most recommendation for other potential users

Qualitative Feedback

- Themes that arose were resource guides being: helpful, useful, well-presented, and practical use of the material

RESULTS

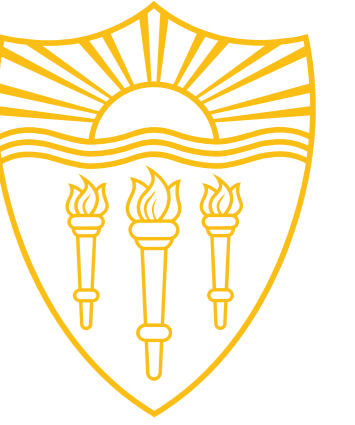


Table 1

Means and SD's of Users Feedback by Guide Type

This guide is:	Administrator N = 125-128		Teacher N = 208 - 212		Parent N= 120-123		Pupil Personnel N = 258 - 268	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Helpful	3.39	.655	3.42	.623	3.46	.643	3.55	.536
Providing new information***	3.25	.710	3.21	.744	3.37	.658	3.48 ^{ab}	.585
Reliable	3.48	.630	3.48	.606	3.53	.565	3.60	.535
Interesting*	3.38	.732	3.43	.646	3.46	.657	3.58	.580
Well-presented**	3.55	.613	3.56	.593	3.62	.551	3.72 ^a	.508
Respectful of military families	3.75	.517	3.75	.475	3.81	.412	3.86	.349
Respectful of educators	3.68	.576	3.69	.531	3.74	.510	3.79	.406

Scale: 1 = Not at all to 4 = To a large extent

^a Significantly different than Administrator Guide in Scheffe test (p < .05)

^b Significantly different than Teacher Guide in Scheffe test (p < .05)

Table 2

Percentage Who would Recommend the Guide by Group of Potential Users and Guide Type

	Guide Type			
	Administrator	Teacher	Military Parent	Pupil Personnel
	%	%	%	%
Military Families (n = 503)	72.6	78.9	90.3	81.8
School Administrators (n = 502)	93.7	85.2	88.2	93.8
Teachers (n = 514)	86.5	87.8	91.1	91.5
Pupil Personnel (n = 507)	91.9	89.2	90.1	97.7
Military Personnel (n = 495)	86.2	84.1	90.0	89.5

Table 3

Percentage Recommending the Guides by Group of Potential Users and Respondent Group

Respondent	Potential Users				
	Military Family	School Administrator	School Teacher	Pupil Personnel	Military Personnel
Military parent	82.4	75.0	78.8	72.7	78.1
Teacher	76.5	83.3	82.4	84.5	80.5
Administrator	69.0	89.3	75.9	85.7	79.3
Principal	57.7	84.6	73.1	73.1	73.1
Assistant Principal	38.5	84.6	69.2	91.7	91.7
Pupil Service Personnel	80.7	94.0	91.8	98.9	90.1
Other	81.2	89.8	90.9	93.2	86.1

CONCLUSIONS AND IMPLICATIONS

- Overall, these results demonstrate that the resource guides were well received among all constituent groups, and the qualitative feedback reflected the positive evaluations
- The development and dissemination of these guides is a form of intervention to help increase awareness and resourcefulness in public schools with military connected students and families
- A main goal of the Building Capacity project was to provide evidence based practices that schools could implemented with ease and that were sustainable, regardless of their financial resources
- The resource guides can be used to help train the next generation of service professionals that encounter military children and families
- Currently, these resource guides are only available in print, one strategy to increase access is to make them digitally available
- Another strategy to improve the resource guides is to provide periodic updates to the material in an effort to ensure that the most cost-effective and sustainable best practices are accessible

Selected References: De Pedro, K. M. T., Astor, R. A., Benbenishty, R., Estrada, J., Smith, G. R. D., & Esqueda, M. C. (2011). The children of military service members challenges, supports, and future educational research. *Review of Educational Research, 81*(4), 566-618; Sullivan, K., Capp, G., Gilreath, T. D., Benbenishty, R., Roziner, I., & Astor, R. A. (2015). Substance abuse and other adverse outcomes for military-connected youth in California: results from a large-scale normative population survey. *JAMA pediatrics, 169*(10), 922-928; Chandra, A., Lara-Cinisomo, S., Jaycox, L. H., Tanielian, T., Burns, R. M., Ruder, T., & Han, B. (2010). Children on the homefront: The experience of children from military families. *Pediatrics, 125*(1), 16-25.