



**DEPARTMENT OF THE ARMY**  
US ARMY INSTALLATION MANAGEMENT COMMAND  
HEADQUARTERS, UNITED STATES ARMY GARRISON, FORT BLISS  
1741 MARSHALL ROAD  
FORT BLISS, TX 79916-3803

MEMORANDUM OF AGREEMENT BETWEEN  
ANTHONY, CANUTILLO, CLINT, EL PASO, FABENS, GADSDEN, SAN ELIZARIO,  
SOCORRO, TORNILLO, AND YSLETA INDEPENDENT SCHOOL DISTRICT (ISD)  
AND  
FIRST ARMORED DIVISION (1AD),  
FORT BLISS, TEXAS  
FOR  
THE GUIDING PRINCIPLES FOR ADDRESSING THE ISSUES OF TRANSITIONING  
MILITARY-CONNECTED STUDENTS  
AGREEMENT NUMBER #MOA-W6CLAA-F50

This is a Memorandum of Agreement (MOA) between Anthony, Canutillo, Clint, El Paso, Fabens, Gadsden, San Elizario, Socorro, Tornillo, and Ysleta ISDs and Headquarters, US Army Garrison, Fort Bliss, Texas. When referred to collectively, the Anthony, Canutillo, Clint, El Paso, Fabens, Gadsden, San Elizario, Socorro, Tornillo, and Ysleta ISDs and Headquarters, US Army Garrison are referred to as the "Parties".

1. **PURPOSE:** This agreement is designed to facilitate the mutual development of reciprocal practices, conduits for information between systems about requirements, and accelerate the exchange of emerging opportunities. The fundamental architecture of this agreement is to sustain partnerships that serve as extra-ordinary models. The anticipated outcome will be institutionalized systems for transition predictability of the high school experience for the military-connected student. The intent of this memorandum of Agreement is to continue to address transition problems identified in the United States Army's Secondary Education Transition Study (SETS) data. For the sake of the child, this Memorandum of Agreement is adopted by all signatories in a way that models and exemplifies partnership, flexibility, inclusiveness, and information-sharing for all schools that serve high-school-age military-connected students.

2. **SCOPE AND MEMORANDUM OF AGREEMENT TIME TABLE:** Designed to address transition challenges, the scope of this document is to agree on issues that can be immediately solved and to begin implementing those solutions immediately.

3. **GUIDING PRINCIPLES:**

Whereas, Military-connected students are faced with numerous transitions during their formative years and...

Whereas, There are approximately 1.2 million active-duty, military connected children and...

Whereas, Moves during the high school years provide special challenges to learning and future achievement and...

Whereas, There are some 200,000 secondary school-aged students of military personnel and...

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Whereas, Over 80% of military connected children are in public schools and...

Whereas, Military connected children move, on average, six to nine times from kindergarten through high school graduation and...

Whereas, The Army's secondary education transition study revealed that the average military connected student transitions more than two times during their high school years and...

Whereas, The signatory school systems understand that there are many students in schools that face transition challenges...

Therefore, be it resolved that in the best interest of all students in transition, we the undersigned agree to:

3.1. Improve the timely transfer of records. Practices may include:

3.1.1. Developing consistent systems that allow for hand-carried or temporary records to be used for placement.

3.1.2. Cooperating and monitoring jointly with the supported military installation the effectiveness and efficiency of in/out-processing (school clearance).

3.1.3. Evaluating the process through a determination of local critical effectiveness measures.

3.2. Develop systems to ease student transition during the first two weeks of enrollment. Practices may include:

3.2.1. Implementing a Youth Sponsorship program that contains elements of acceptance and the integration of military connected students into their new environment.

3.2.2. Collaboratively developing "virtual" orientation (school and installation websites).

3.2.3. Creating and implementing combined awareness training of school and appropriate installation staff on the challenges a student faces as the "new kid."

3.2.4. Highlighting and monitoring the support systems and practices that increase the likelihood that a quick assimilation will be made.

3.2.5. Communicating information about specialized high school programs (e.g.: magnet or special schools admission requirements, timelines, and pre-requisites).

3.3. Promote practices with foster access to extracurricular programs. Practices may include:

3.3.1. Reviewing local try-out timelines and systems with an eye to the opportunity to increase access and encourage inclusiveness.

3.3.2. Encouraging counselors, school coaches, and youth programs staff to routinely write letters of referral and/or recommendations for students transitioning out of the system.

3.3.3. Posting current and accurate information (including calendar of events) on school system and installation websites.

3.4. Establish procedures to lessen the adverse impact of moves from the end of junior year, as well as, before and during the senior year. Practices may include:

3.4.1. Using counselors and school transition specialists as outreach to students and resources to parents and staff.

3.4.2. Encouraging and supporting student networking and sponsorship groups.

3.4.3. Giving senior students and their parents additional assistance and support as needed for graduation completion and post-secondary application.

3.5. Communicate variations in the school calendars and schedules. Practices may include:

3.5.1. Collaborating and posting current/accurate calendars and school year events in a manner that is easy for parents to access.

3.5.2. Sharing calendar and school year information.

3.5.3. Defining, explaining, and illustrating the type(s) of high school schedule(s) in-place at each high school.

3.6. Create and implement professional development systems. Practices may include:

3.6.1. Emphasizing strategies that support attention to individual student needs.

3.6.2. Developing, encouraging, and fully supporting joint installation and school professional development communities that share strategies, resources, and effective indicators.

3.6.3. Discovering, recognizing, and consider replicating proven practices in sponsorship and peer mentor programs.

3.6.4. Ensuring that all professional school staff has the basic information about military life and culture. For example, Army Facility Team Building (AFTB) or other service modules could be used as a resource for professional development.

3.6.5. Developing joint training modules for schools and installation personnel.

3.6.6. Teaming school counselors with appropriate installation personnel/resources (chaplains, child and youth services, installation counselors) on the unique social/emotional needs of military students.

3.7. Continue strong, child-centered partnerships between the installation and the supporting school. Practices may include:

3.7.1. Connecting installation school liaison officers and the school system counterparts in a working group in order to share ideas about partnership systems.

3.7.2. Including senior-level military representation from the supported military installation as an ex-official member or an advisor to the system school board/advisory council.

3.7.3. Encouraging site leaders to include active duty member(s) and/or military spouse(s) as a member of the site-based management team (or equivalent organization) of each high school that serves military-connected students.

3.7.4. Collaborating with the installation to provide a community orientation program for military families.

3.8. Provide information concerning graduation requirements. Practices may include:

3.8.1. Communicating high school requirements (enhanced or alternative diplomas).

3.8.2. Communicating options and opportunities for earning graduation credits.

3.8.3. Communicating information about state testing.

3.8.4. Communicating opportunities available to senior students in transition to graduate from the sending high school through reciprocity.

3.9. Provide specialized services for transitioning students when applying to and funding for post-secondary study. Practices may include:

3.9.1. Developing processes to inform parents and students of the best methods for completing college/vocational-technical application.

3.9.2. Modeling what should be in a student portfolio.

3.9.3. Training counselors and teachers on how to best assist a transitioning student on preparing for college/vocational-technical application.

3.9.4. Supporting preparation programs for success on the SAT and ACT.

3.9.5. Publicizing scholarships and grants available to all students and those in uniquely designed for military-connected students.

4. COMMITMENT: The signatory leaders commit to continue developing and implementing best and promising practices that will assist the transitioning military-connected student.

#### 5. GENERAL PROVISIONS:

5.1. POINTS OF CONTACT: The following points of contact (POC) will be used by the Parties to communicate in the implementation of this MOA. Each Party may change its point of contact upon reasonable notice to the other Party.

##### 5.1.1. For the School Districts—

5.1.1.1 Superintendent Designee to the Process Action Team. Position and phone number for each district is maintained by the School Liaison Office.

##### 5.1.2. For Fort Bliss Garrison—

5.1.2.1. Fort Bliss School Liaison Office, (915) 569-5064.

5.1.2.2. RMO-Support Agreements Management Office, (915) 568-5263 and (915) 568-8103.

5.2. MODIFICATION OF AGREEMENT: This MOA may only be modified by the written agreement of the Parties, duly signed by their authorized representatives.

5.3. DISPUTES: Any disputes relating to this MOA will, subject to any applicable law, Executive Order, Directive, or Instruction, be resolved by consultation between the Parties or in accordance with DoDI 4000.19.

5.4. TERMINATION OF AGREEMENT: This MOA may be terminated by either Party by giving at least 180 days written notice to the other Party. The MOA may also be terminated at any time upon the mutual written consent of the Parties. Due to a mission change, either party may unilaterally terminate, suspend, or significantly modify this agreement during a fiscal year, so long as the 180 day advance notification is met. That party is responsible for any unavoidable costs associated with this change.

5.5. TRANSFERABILITY: This Agreement is not transferable except with the written consent of the Parties.

5.6. ENTIRE AGREEMENT: It is expressly understood and agreed that this MOA embodies the entire agreement between the Parties regarding the MOA's subject matter.

5.7. EFFECTIVE DATE: This MOA takes effect beginning on the day after the last Party signs.

5.8. EXPIRATION DATE: This Agreement expires on 01 October 2028.

AGREED: Be it resolved, therefore, that as of October 2019, the following school system signatories have entered into this agreement on behalf of their organizations:

For the School Districts—

\_\_\_\_\_  
Mr. Oscar Troncoso  
Anthony Independent School District

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Date

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Dr. Pedro Galaviz  
Canutillo Independent School District

\_\_\_\_\_  
Date

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Dr. Juan I. Martinez  
Clint Independent School District

\_\_\_\_\_  
Date

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Mr. Juan Cabrera  
El Paso Independent School District

\_\_\_\_\_  
Date

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Dr. Veronica Vijil  
Fabens Independent School District

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Date

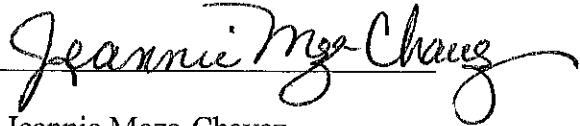
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Mr. Travis L. Dempsey  
Gadsden Independent School District

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Date

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Dr. Jeannie Meza-Chavez  
San Elizario Independent School District

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Date

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Dr. Jose Espinoza  
Socorro Independent School District

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Date

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Mrs. Rosy Vega-Barrio  
Tornillo Independent School District

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Date

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Dr. Xavier De La Torre  
Ysleta Independent School District

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Date

FOR HEADQUARTERS, 1st ARMORED DIVISION (1AD), FORT BLISS:

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Patrick Matlock  
Major General, U.S. Army  
Commanding

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Date