

**Interstate Compact on Educational Opportunity for Military Children
Maryland State Council Meeting
Wednesday, March 3, 2021, 10:00 AM**

Attending:

Dr. Terry Alban, Superintendent, Frederick County Schools
Tashina Andrus, SLO, Navy/Bethesda
Carol Beck, MSDE
Sarah Bonise, SLO, Fort Meade
Michelle Boone, NSA/Annapolis
Ron Brown, MSDE
Kim Crutchfield, SLO, Anacostia/Bowling
Teresa Dantzler, MSDE
Rene Averitt-Sanzone, Parents' Place of Maryland
Horace Franklin, Navy Regional SLO
Mary Gable, MSDE, Division of Student Support, Academic Enrichment, and Educational Policy
Lolita Gunter, SLO, Charles County
Cherise Imai, MIC3
Lynne Muller, MSDE
Colonel Christopher M. Nyland, Garrison Commander, Fort Meade
Christina Thompson, SLO, Fort Dietrich
Jonathan Turner, MSDE
Stacie Umbarger, SLO, Aberdeen Proving Grounds
Ryan Voegtlin, Student Services, Anne Arundel County Public Schools
Flavia Walton, Family Representative

Not in attendance/excused:

Delegate Anne Kaiser, Ways and Means Committee Chair - unable to attend due to General Assembly in session

Introductions

Mary Gable introduced and welcomed Colonel Christopher M. Nyland, Garrison Commander, Fort Meade. Col. Nyland is the Department of Defense Representative to Maryland's State Council. All attendees introduced themselves.

Review, Updates, Strategic Plan

Mary Gable presented an overview of the Compact, with current numbers of military families and children in Maryland.

National Guard and Reserve

Cherise Imai, Executive Director, Military Interstate Children's Compact Commission (MIC3), provided an overview of recent work and responses to questions related to the compact. The MIC3 coordinates the work of the 50 member states, DC, and territories. Typically, questions that arise about applying the compact to individual cases are handled at the local level. The MIC3 office tracks the questions they receive and facilitates a resolution when needed. These case examples become a resource for all states. The most common cases and questions are for young children starting schools, grades kindergarten and first grade, and high school graduation requirements. School choice is also a common topic.

Ms. Imai then reviewed work that began in 2019 to consider the inclusion of National Guard and Reserve families in the Compact. Currently, the Compact covers National Guard and Reserve members on active duty (Title 10). The question about extending the Compact to these two groups originated in Utah. A task force was charged with gathering data and assessing options. The executive committee of MIC3 have been reviewing this work for several months. One issue considered was state dues. State dues are based on the number of students in each state, and would increase if the National Guard and Reserve families were included. Changes to a multi-state compact require that every participating state alter its state law in the same way. Kentucky and Arkansas have made some adjustments outside of the compact.

1. Expansion of the Compact to dependents of National Guard and Reserve dependents (needs approval of all 50 states +1)
2. Local expansion through legislation (Not all 50 states +1 would have the same agreement)
3. Two separate Compacts—one for active duty and one for National Guard and Reserve (would not be consistent across all states)
4. Memorandum Of Agreement (MOA) with the Commission—treat children of Guard and Reserves as though the Compact covers them.
5. Take no action at this time.

The Maryland Commission has been asked to:

1. Collect the number of National Guard and Reserve members
2. Collect the number of National Guard and Reserve school aged dependents
3. Discuss and take a position on the extension of the compact's services.
4. Report the position to the MIC3 by August 31, 2021
 - a. Report should include the council's position and rationale for the position
 - b. Any questions or concerns about the issue

In discussion, Ms. Imai noted that this question was considered when the Compact was developed. The main purpose of the Compact is to ensure that the many transitions often experienced by military families, are not as big a concern for the National Guard and Reserves, who do not move frequently. It was pointed out though, that a Guard member's overseas deployment may require that children relocate to another state to live temporarily with relatives, and then return home six months later.

Discussion also included the recent Federalization of the Guard in DC. Most members pointed out that no one asks a parent which branch or service they represent. Schools in Maryland, on the whole, already allow the Compact strategies to apply to military dependent students regardless of active or local duty. Mary Gable expressed the request that dues not be affected by the addition of these students. No funds are granted for membership in MIC3 and there is an expressed concern over any actions that would require adoption by all 50 states and DC.

Mental Health

Lynne Muller, Ph.D., NCC, LCPC, Section Chief, Student Services and School Counseling, MSDE, shared a brief overview of mental health issues facing students this year, with the closures of school buildings and the move to virtual instruction. She emphasized the resources and staff that are available in all public schools. There was discussion of having military life counselors join a meeting of School Counseling Coordinators to continue to ensure sharing of knowledge and resources.

Col. Nyland mentioned current legislation and encouraged members to support certain bill.

Mary Gable will send out another copy of the agenda and will share the mental health presentation along with other materials from the State Council meeting.

Materials:

Agenda

MIC3/Maryland

MIC3/question of National Guard

Mental Health Needs and Services in Maryland Schools.

Military Interstate Children's Compact Commission webpage at <https://mic3.net/>