



New Commissioner Mentoring Program

I. Introduction

“The goal of MIC3 is to replace the widely varying policies affecting transitioning military students. The Compact leverages consistency. It uses a comprehensive approach that provides a consistent policy in every school district in every State that chooses to join.” (Military Interstate Children’s Compact Commission [MIC3], 2018)

This toolkit is designed for mentors to assist in starting up and maintaining an effective mentoring relationship with newly appointed Commissioners.

II. Scope of Work

Seasoned and past Commissioners serving in the role of mentor provide professional educational leadership for new Commissioners. Although a mentor may provide a number of services, the main purpose is to assist newly appointed Commissioners or Designees in implementing the Compact while recognizing best practices and ensuring successful educational transitions for military-connected students.

III. Mentors

Ideally the Compact would like to utilize seasoned or former Commissioners, with a passion for the Commission, in the role of mentor, but any Commissioner that volunteers will be accepted as a potential mentor. Individuals selected as a mentor should be able to or have knowledge of:

1. Knowledge of the Compact’s mission, vision, and shared commitments
2. Knowledge of how the Commission is structured
3. Stay accessible, committed, and engaged during the length of the program
4. Offer encouragement through genuine positive enforcement
5. Share “lessons learned” from their own experiences
6. Be a resource and a sounding board
7. Attend the Annual Business Meeting (ABM) providing support prior to, during, and after the meeting

IV. Mentees

Newly appointed Commissioners will enter into the New Commissioner Mentoring Program upon receipt of their formal appointment letter from their state’s appointing authority. If the new Commissioner previously served as a designee at ABM or participated in the Compact in a formal capacity the process or timeline may be condensed based on their individual needs. Steps may be modified to provide the mentee with the tools necessary for success in their new role.

V. Process & Timeline

Step 1: National Office New Commissioner Onboarding

30 Days

- Upon receipt of a formal appointment letter signed by the Member State's appointing authority, the Executive Director (ED) will reach out to the new Commissioner to schedule an onboarding call within 30 days.
- The ED will brief the new Commissioner regarding the history, formation, application, and implementation of the Compact. (formerly known as the 101 briefing)
- Upon completion of the onboarding call the ED will notify the Training Committee Chair that State A has appointed a new Commissioner and they are ready to be paired with a mentor.
- The ED will make a recommendation regarding the mentor based on the Commissioner's bio and information received during the onboarding process. This summary will be provided to the Training Committee Chair.

Step 2: Mentor & Mentee Assignment

15 Days

- Upon notification from the ED the Training Committee Chair will assign a mentor from the Committee's approved list of Commissioners who have indicated a willingness to be a mentor.
- Criteria to consider when assigning a mentor:
 - o Similar number of military impacted students residing in the member State.
- Once a mentor has been asked and accepted the Training Committee Chair will notify the new Commissioner that a mentor has been assigned and will be in touch shortly.
- The Training Committee Chair will provide the mentee's contact information to the mentor and vice versa so the process may begin.

Step 3: Mentor & Mentee Program Task

*Please adjust task accordingly if the appointment takes place close to ABM.

- How to register for the ABM
- Expectations while at the ABM
- Information on agenda items the Commission will be voting on
- Introductions
 - o Mentor will contact mentee within 1 week of receiving their contact information to introduce themselves and designate a time to discuss next steps.
- Suggested Topics for Discussion
 - o Who should be a member on your state council?
 - Provide examples of other member state's council make-up
 - High School Athletic Associations
 - School Associations
 - State Council meeting agenda topics: review rules, recent cases, educating stakeholders on the Compact, roles & responsibilities of members.
 - o Communication
 - Various forms of communication utilized by the mentor
 - Various forms of communication utilized by the Commission and National Office.
 - The time allotted to that task.
 - o The mentor should share challenges they have encountered with the mentee.

- Case Resolution
 - Who does the Commissioner contact if they need assistance with a case or has a question?
- Record keeping

Step 4: Communication

To help ensure the newly appointed Compact Commissioner successfully transitions into their new role the following meeting or contact schedule should serve as a baseline for building a purposeful collaboration.

- Initial Contact Between Mentor and Mentee
 - As stated in *Step 3* the mentor will contact the mentee within one (1) week of receiving their contact information from the Training Committee Chair.
- For the Initial Six Months
 - In the beginning mentors are expected to meet at least one time per month with their mentee for the first six months.
 - It may be easier to set monthly meetings for the same time each month for ease of scheduling.
 - The length of each meeting should be based on the needs of the participants; however, mentors are expected to provide the mentee with any pertinent information in a timely manner.
- After Six Months
 - After six months the meetings may become less regimented and should occur every other month or as needed.

Reference Documents

- 1) New Commissioner Tips
- 2) Commissioner Responsibilities <http://www.mic3.net/assets/excom-approved-commissioner-responsibilities-4.17.2019.pdf>



New Commissioner Tips

You've been onboarded by the Executive Director, and been assigned a mentor, what's next?

1. Become familiar with your state compact statute. While all states adopted the model statute, some vary on:
 - a. The appointment process and appointing authority for the Compact Commissioner and State Council
 - b. The composition of the State Council
 - c. Who leads the State Council (Compact Commissioner, State Department of Education)
 - d. Annual reporting requirements (to the Legislative Assembly, Governor or State Board of Education)
 - e. There may also be other requirements specific to your state noted in your statute.
2. Become familiar with the Compact Rules and Regulations. Keep in mind that if your state statute, state department of education or board of education regulations, or local education agency policies are in conflict with the Compact statute, the Compact provisions and rules prevail.
 - a. Model compact: <http://www.mic3.net/assets/model-language.pdf>
 - b. Compact Rule Book: <http://www.mic3.net/assets/rules-2018-revised-9-nov--2018.pdf>
3. Connect with the outgoing Compact Commissioner (if possible). Obtain contact lists, information on meetings, strategies and initiatives.
4. Connect with your State Council (if one exists) members.
 - a. Send them an email or letter of introduction. The National Office can assist you with this task if needed.
 - b. Schedule one-on-one calls or meetings to discuss their perspective, concerns, ongoing cases or opportunities to support.
 - c. If you are not an educator, connecting with the State Department of Education is helpful in resolving cases and when connecting with LEA Superintendents. They may also be able to assist with other meeting resources if you do not have access to a facility or conference call system. They may also be able to advise you on state education policies and regulations, facilitate legal analysis or support.
 - d. The Military Family Education Liaison (MFEL) is a non-voting member of the State Council who assists families and the state in facilitating the implementation of the Compact.
 - e. Military School Liaison Officers (SLO) help families with education transitions every day, and in addition to parents and school districts, you will most likely be contacted by SLOs for assistance on Compact cases. They likely are members of your State Council or attend meetings.

For a list of SLO by service:

<https://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm>

5. Identify other stakeholders that would be helpful to supporting the State Council's efforts in implementing the Compact. Refer to your state statute on the process of appointments to the State Council. Some Member States have added the following agencies and/or organizations:
 - a. State Athletics Associations
 - b. State Military and/or Veteran Affairs
 - c. State National Guard and Reserve
 - d. State Board of Education
 - e. Higher Education Agencies (University, P-20)
 - f. Special Education organizations
 - g. School Counselor organizations

6. Schedule your first State Council meeting. Member states are required to hold one meeting annually. Be sure to notify the National Office so it may be posted on your state compact webpage, and forward your agenda, minutes and handouts once they are available.

7. Once you have been assigned to a Standing Committee by the Commission Chair, the Committee Chair should connect with you. Be sure to note meeting dates and times on your schedule, although reminders will be sent via email and outlook.

Other questions? Connect with your Mentor, your preceding state Compact Commissioner, or National Office. We are always here to help!