

FREQUENTLY ASKED QUESTIONS

What is the Compact?

The Compact deals with the educational challenges of military children due to their frequent relocations. It allows for the uniform treatment of military children as they transfer between school districts in member states.

Note: *The Compact only applies to public schools and United States Department of Defense Education Activity (DoDEA) schools.*

Which students are covered under the Compact?

The Compact covers children of:

- Active duty members of the uniformed services, Coast Guard and Space Force
- Members of the National Guard and Reserve on active duty orders (Title 10)
- Members or veterans who are medically discharged or retired for a period of one year
- Members who perish while on active duty, for a period of one year following their death
- Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and United States Public Health Services (USPHS)

The Compact does NOT cover children of:

- Inactive members of the National Guard and Reserves (Not Title 10)
- Other United States Department of Defense (DoD) personnel, federal agency civilians, and contract employees not defined as active duty
- Members other than the uniformed personnel of NOAA and USPHS

Who do I contact in my state or school district to learn more about what is and is not covered in the Compact?

Contact your state's Compact Commissioner. Contact information can be found on the interactive map at www.mic3.net

What happens if the member state does not comply with the Compact?

The Compact provides a governance structure at both the state and national levels for enforcement and compliance.

What happens after a state joins the Compact?

Each state appoints representation to the MIC3 responsible for enacting rules to implement the Compact. Each participating state also creates a state council based on the requirements of their state statute.

What are some of the specific educational issues the Compact covers?

Enrollment

- Educational Records
- Immunizations
- Kindergarten & First Grade Entrance Age

Placement & Attendance

- Course & Educational Program Placement
- Special Education Services
- Placement Flexibility
- Absence Related to Deployment Activities

Eligibility

- Eligibility for Student Enrollment
- Eligibility for Extracurricular Participation

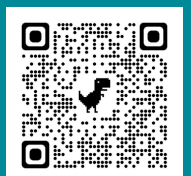
Graduation

- Waiving courses required for graduation if similar coursework has been completed
- Flexibility in accepting state exit or end-of-course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation in the receiving state
- Allowing a student to receive a diploma from the sending school instead of the receiving school

Is there a person at military installations who can help me understand the Compact and requirements for local school districts?

Contact the School Liaison at your local installation. For a listing of School Liaisons in your area, visit the interactive map at mic3.net.

If your area does not have a school liaison, contact your Compact Commissioner or email mic3info@csg.org.



FREQUENTLY ASKED LEGAL QUESTIONS

The following represents responses to concerns that have been raised during the consideration of all 50 member states and the District of Columbia which have enacted the Compact.

“Doesn't the Compact usurp state authority for an Interstate Compact and create an expensive bureaucratic structure? Doesn't it take authority from local school boards and school administrators and divest it in a multi-state compact?”

While 'state sovereignty' concerns are sometimes raised as an objection to an interstate compact, in reality, a compact usually serves to promote state sovereignty in that interstate compacts, unlike pre-emptive congressional legislation or regulations, allow states to continue to exercise authority over interstate issues without the need for federal intervention or pre-emption. When examined from that perspective, by enacting an interstate compact the State is only giving up the right to act “unilaterally” with regard to an interstate problem which cannot be resolved without a uniform solution agreed to by all the states involved. No state can assure that the educational needs of children of military members will be met by another state to which they are transferred without an enforceable, uniform standard which under our federal Constitution can only be established through either Congressional action or an interstate compact.

“Can't these issues be basically addressed through a more family-oriented human resources policy by the Department of Defense (DoD)?”

The solution to the problems faced by transitioning military children does not lie within purview of DoD policy since education is primarily a state and local community issue. For the DoD to unilaterally achieve these goals without working with the states would require Congress to impose uniformity through federally mandated legislation which, as has been previously emphasized, would result in federal pre-emption of state authority by the federal government.

"Is the transfer of student records really an issue? Won't that cost schools money?"

There are currently no agreed-upon standards relating to the transfer of school records. Military children are often placed in the wrong courses because some schools refuse to accept hand-carried copies until the official records arrive. A time lapse between the entry into school and the arrival of official school records (sometimes as long as 4 months!) can result in the military child being placed inappropriately in critical areas from special education to gifted programs. Providing parents with a few pages of hand-carried records such as class schedules and current grades, and ensuring the official records are sent within the Compact requirement of 10 days, facilitates the appropriate and timely placement of the child in the new school. The records will be sent whether there is a Compact or not. Asking that they be sent in a timely fashion should not represent any significant cost factor.

"Will the placement of students with non-custodial parent(s) or in loco parentis create costs for local districts?"

The deployment of a single or “dual” parent military family has often had an adverse impact on their children. The Compact seeks to lessen that impact by allowing the child to continue to attend their previous school even if the non-custodial parent (or other person standing in loco parentis) is living outside the jurisdiction of that school. This accommodation will provide the child some stability in an unstable time. The Compact allows children to attend school tuition-free during their parent’s deployment if the non-custodial parent (or other person standing in loco parentis) lives outside the jurisdiction of the custodial parent. This accommodation makes it possible for the non-custodial parent to provide care during deployment without encountering undue financial hardship. Schools should incur little if any additional costs as the child will be legitimately enrolled and the district will receive funding for the child from the state as they would for any other child enrolled in their school.

“Are schools forced to give additional excused absences under the Compact?”

No. Article V, E. (Placement & Attendance) of the Compact provides that a student be granted additional excused absences “at the discretion of the local education agency superintendent.” These absences are not mandated, under this provision for students whose parents are leaving for, on leave from, or returning from a deployment to a combat position; but it makes clear that local officials are authorized to grant such additional absences.

“Is the fiscal estimate a realistic one? Can we expect hidden costs to administer the Compact?”

In 2007, a fiscal estimate was established by the Council of State Governments based on budgets from other Interstate Compacts of similar size and responsibility to the Interstate Compact on Educational Opportunity for Military Children. The Interstate Commission for Educational Opportunity for Military Children, at its first meeting in October 2008, voted to adopt the ‘approved formula’ to fund the Compact Commission by charging each member state \$1.00 per active duty, school-aged, military child in the state with a minimum/maximum for dues that was fixed at \$2,000.00 minimum and \$60,000 maximum. In 2017, due to inflation, the Commission increased the dues amount to \$1.15 per active-duty, school-aged military child, with a \$2,300 minimum and \$69,000 maximum.

“We understand that as an interstate compact, the statutory language cannot be amended at all. Is this true?”

No! While it is correct that because an interstate compact is not only statutory but also is a binding contract between the member states, should not be materially altered; the member states have not found significant conflicts that could not be overcome. There is a specific exception to this general principle that is provided in Article XVIII, B of the compact for any provision which conflicts with the State Constitution, in which case the compact provision would be ineffective. All states enter into the Compact voluntarily, all rules are jointly made and can be vetoed by a majority of the state legislatures and can be legally challenged in court. Finally, if a state decides that it can no longer abide by the compact provisions, it is free to withdraw from the compact at any time by repeal of the statute which enacted the Compact.

“Article IV A of the Compact requires the sending state to furnish a set of unofficial records to the parent. Who pays for this?”

Some school districts may require the parent to pay for extensive record duplication; however, there is no mandate that the entire official record has to be copied. Copies of the student’s current schedule, grades, and possibly some supporting documents for special program placement are usually sufficient for the receiving school district to initially enroll the student until the official records can be sent by the sending school.

“Article VII of the Compact provides “that local education agency administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial.” (emphasis supplied). Isn't this a student/parent-to-school administrative problem that just needs to be worked out to the benefit of the student?”

The Military Child Education Coalition (MCEC) Secondary Education Transition Study reported that twenty-five percent of military children report losing course credit because of transfers. Despite working with school officials, military parents are not always able to resolve issues that allow on-time graduation. A waiver for similar completed coursework should be given but when it is not possible to waive a required course or exit exam, the school district is asked to work with the sending school district where a student has met graduation requirements to ensure on-time graduation. The Compact does not require a state to waive any of its requirements but encourages as much flexibility as possible when making course credit decisions.

"Aren't there concerns with the costs of forming the Interstate Compact Commission, specifically in hiring an Executive Director, enforcement and the annual assessment?"

As stated earlier, the estimated budget for operating the Commission in all 50 states and the District of Columbia was developed by the Council of State Governments based on budgets from other Interstate Compacts of similar size and responsibility to the Interstate Compact on Educational Opportunity for Military Children. With respect to enforcement, the compact provides the necessary authority to resolve disputes and enforce the compact through a variety of means which include technical assistance and training, alternative dispute resolution such as mediation or arbitration and in the rare case, based on experience with other interstate agreements, through judicial enforcement and which would consist primarily of seeking court enforcement of the compact provisions as would be the case with any other contractual agreement. With respect to the fiscal impact of the annual assessment on a particular state to cover the overhead and administrative costs of the interstate compact (including the meetings of the Commission members as well as any staff members hired, such as an Executive Director), based on the approved formula previously described, the estimated cost to the State should primarily relate to the dues assessed each year based on the above formula. In light of the total size of the state budget, the costs are extremely low to the state.

"Why are the members of the Commission immune from legal action?"

The language concerning the interstate commission being classified as an instrumentality of the states is for the purpose of clearly defining the compact commission and those who administer the activities of the compact as a state agency exercising state power, consistent with a number of U.S. Supreme Court decisions which allow states to invoke Eleventh Amendment immunity for administrative agencies, including interstate compact commissions, as long as there exists "good reason to believe that the States structured the new agency to enable it to enjoy the special constitutional protection of the States themselves. Moreover, Article XI, Section D.1. also clarifies that any liability of the employees or agents of the interstate commission within each state "may not exceed the limits of liability set forth under the Constitution and laws of that state for state officials, employees, and agents." In other words, state officials administering the provisions of the compact in the State will have the same immunity from liability available to any other employee of the State.

"Is the data collection expensive and intrusive?"

The text of the Compact does not contain an affirmative requirement for a state-wide data collection system which would collect or disseminate data which is not already being collected and exchanged concerning children of parents who are deployed as members of the U.S. military. The compact merely requires that any data collected concerning these students be 'uniform' and "shared between and among member states, schools, and military families under this compact." (See Article I, F.) In addition, it should be recognized that these students will continue to transfer from state to state whether or not the Compact is enacted by all states and the information required to allow these students to enroll in a local education agency will continue to be collected and exchanged with or without the Compact. The purpose of the above-cited provision of the compact is simply to propose that this information be collected and disseminated in a uniform manner by each state rather than on an ad hoc basis when a particular student affiliated with the military transfers.

"Why are insurance and bonds being purchased and why are there provisions for acceptance of donations and grant money?"

The language of the Compact in regard to insurance, bonds, and grants is standard Compact language common to many interstate compact agreements. Attorneys and other document drafters sometimes refer to such language as 'boilerplate.' It simply acknowledges that as a governmental agency, the compact commission will be tax-exempt and is not prohibited from accepting donations or grants. All member states currently are members of, on average, 25 interstate compacts, many of which have similar language, including for example, the *Interstate Compact for Adult Offender Supervision* of which all fifty (50) states are members.

"Why doesn't the DoD pay for the Compact?"

The DoD provided funds to develop and help launch the Compact. However, from the outset of this effort the goal, which the Commission has quickly achieved, was for the Compact to not be a Federal Mandate and to be completely under the control of the member states. If the DoD were to have continued to pay for the Compact, it is more likely that a certain degree of both control and accountability would have been the inevitable result, which would have created a disproportionate federal influence over the Interstate Commission charged with administering the Compact. "Federalizing" this function would have led to the very type of interference into this state-sanctioned activity that the compact seeks to avoid.

"Is the DoD data which provides the number of school-age dependents of military families credible?"

The Defense Manpower Data Center (DMDC) collects many forms of data for DoD. At their first meeting in October 2008, the Commission decided to use the DMDC data as a consistent source of determining state fiscal obligations for the Compact. Each year, the June data generated by DMDC for school-age, active-duty children and will be used to determine the fiscal obligation for the next year.

"Are DoD schools part of the Compact?"

Yes, the DoD signed a Memorandum of Agreement (MOA) which emphasizes their commitment to the Compact. The DoD Instruction (DoDI) outlines their responsibilities which include: appointing a military representative to the Commission and every state council; implementing the Compact in DoDEA schools, and promoting flexibility, cooperation, and coordination of the Compact to support military families and children. View the MOA and DoDI.

"We consider our state a 'transfer friendly state and we already do most/all of the things covered by the Compact. We make every reasonable effort, to accommodate military families. In areas where there are many students from military families, the schools know how to help them. Why do we need the Compact?"

Notwithstanding each State's laudable efforts to accommodate children of military families who transfer into its public schools, without the compact, those accommodations end at the state border and a state which is not a member of the compact has no reliable means of imposing its requirements for accommodation on school districts in another state to which children of military families are transferred once they leave the State. Additionally, under the compact 'sending states' are operating under uniform guidelines and there are now substantially fewer 'transferring children' who must be handled in a 'case-by-case' manner, thus saving time, money and duplicative efforts. Without the Compact, schools have to rely on an ad hoc process to assist students through the transfer process without any assurance the other state school system will send the required records or take other actions to accommodate the transferring students. With the Compact in place, this problem can be avoided. Moreover, schools that support large military facilities are accustomed to meeting the needs of the military family community (though still in need of coordination with other states and districts for smooth and uniform transitions). However, there are many more schools in each member state that do not have large numbers of military children and are therefore not accustomed to the unique needs and circumstances of military families. The intent of the Compact is to provide consistent standards in all school districts so a student from a military family can be assured of a smooth transition regardless of where the school is located.

"Does the Compact supersede federal laws, like IDEA?"

No, the Compact does not supersede federal laws. The Compact requires the receiving school provide the service outlined on the student's IEP, but not necessarily the exact same program the student was participating in at the sending school. However, the Compact does supersede any conflicting state laws.