

Good, Better, Best: Highlighting State Best Practices on Program Implementation of the Interstate Compact on Educational Opportunity for Military Children

Background

- The Secretary of Education for the US Department of Education, Miguel Cardona, supports the efforts of member states and has spoken favorably about the positive impact of the Compact, as we ease the education transitions of military students as they move between public and the Department of Defense Education Activity schools. (view his message and memorandum)
- Secretary Cardona has requested the Commission to create a set of general best practices for implementing compact programs. He plans to share this information with state officials, school districts, communities, and families. He suggested that the information be presented in a simple "good, better, best" format, as this can be easily communicated and understood at all levels.
- This document has been created using information gathered from the end-of-year reports of Member States, state council meeting minutes, and discussions with state commissioners.
- Note:
 - "good" = meeting the basic compact statute requirements as outlined in the statute, bylaws, and policies.
 - "better" = doing a little more than just meeting the basic compact statute requirements.
 - "best" = doing a little more than better in meeting the basic compact statute requirements.
- States differ in how they implement and allocate resources due to the presence of military installations and uniformed members. This document aims to showcase best practices by states and share information and "raise the bar" regarding the implementation of their compact programs.

Compact Program Goals

- Seek to fulfill the mission of "Successful Education Transitions".
- Ensure the state complies annually with the regulations and requirements outlined in the Compact.
- Capitalize on the free Commission resources to support your state program. Identified in the strategic plan and developed by the standing committees, the initiatives are funded by member state dues.
- Build good working relationships and partnerships to support the Compact program implementation.
- Actively promote the Compact and support for military youth attending public (and DODEA, if applicable) schools within the state.
- Build good relationships and communications with your Military Representative and School Liaisons. (Some states do not have military installations and, therefore do not have a school liaison assigned.)

Purpose of this document:

- Highlight and share state best practices.
- Support states in the implementation of their Compact program.
- Increase awareness and interaction among Commissioners and stakeholders.
- Assist states with establishing performance goals and promotes Commission transparency about State requirements and expectations at the minimum level.

Good

- Administration
 - Appointing the State Commissioner
 - Holding one State Council Meeting annually or as required by the state. Note: Some state statutes differ in the required number of meetings to be held each year.
 - State dues received by the June 30th deadline
 - End-of-Year Report Submission within 30 days deadline.
 - Attend 75% of Assigned Standing Committee Meetings, actively participate and contribute to the discussion.
 - Attend the Annual Business Meeting or Send a Delegate

- The State Commissioner serves as a conduit for communication between the state and the Commission.
 - He/she reviews the output from the commission and forwards the information to the state council and/or to appropriate individuals within the state.
 - With the state council, assesses compact-related cases, information, and other topics, and forwards it to the Commission. This may involve rule amendments.
 - The Commissioner meets annually with the designated lead service military representative, lead service installation school liaison, or all installation school liaisons. In states without an active-duty installation, the commissioner meets annually with the designated lead military service headquarters school liaison program manager.
 - When contacted locally or by the Commission, the Commissioner responds to inquiries and cases timely.
- Engage your State Council
 - Agenda
 - Review cases that have arisen to the commissioner and/or school liaison levels.
 - Include relevant briefs/reports from other agencies and organizations (legislative briefs, etc.)
 - Align compact regulations with state board and/or departmental regulations and/or policies. and/or local board policies/regs
 - To develop a marketing plan to promote the Compact to stakeholders:
 - Have the State Superintendent disseminate a letter annually at the beginning of the school year informing school districts of the Compact and how to obtain training.
 - Ask the military representative how they can inform families about the Compact.
 - The State Education Department has a webpage that includes Compact related information:
 - Points of Contact: Compact Commissioner
 - State Compact statute.
 - Links to the MIC3 state webpage (Interactive map)

Better

- Administration
 - Being Proactive on Commissioner Exit/Leave (seek next appointment)
 - State End-of-Year Report Received by the June 30th deadline.
 - Attend 85% of Assigned Standing Committee Meetings, actively participate and contribute to the discussion.
 - Attend the Annual Business Meeting or Send a Delegate
- The State Commissioner serves as a conduit for communication between the state and the Commission.
 - He/she reviews the output from the commission and forwards the information to the state council and/or to appropriate individuals within the state.
 - With the state council, assesses compact-related cases, information, and other topics, and forwards it to the Commission. This may involve rule amendments.
 - Actively assesses compact-related documents such as proposed rules, guidance, and policies and provides feedback from a state perspective to the Commission.
 - The Commissioner meets biannually with the designated lead service military representative, lead service installation school liaison, or all installation school liaisons. In states without an active-duty installation, the commissioner meets biannually with the designated lead military service headquarters school liaison program manager.
 - When contacted locally or by the Commission, the Commissioner responds to inquiries and cases timely; and communicates progress to the relevant parties.
- State Council Engagement
 - Agenda
 - Review cases that have arisen to the commissioner and/or school liaison levels.
 - Includes briefs/presentations from state council members.

- Align compact regulations with state/local board and/or departmental, regulations and/or policies.
- To develop a marketing plan to promote the Compact to stakeholders:
 - Have the State Superintendent disseminate a letter annually at the beginning of the school year informing school districts of the Compact and how to obtain training.
 - Schedule annual training with the military-impacted school districts.
 - Ask the military representative how they can inform families and schedule training about the Compact.
- The state education department has a webpage that includes Compact related information:
 - Point of Contact: Compact Commissioner
 - Lists the Council Members.
 - Links to Compact Resources such as collaterals; Training Calendar and the Portal; and the MIC3 state webpage (Interactive map).
 - State Compact statute.
- If allowable and appropriate, identify additional council members: State Athletics Association and/or the liaison on athletics and extracurricular activities within the state department of education; a representative from the National Guard and/or Reserve, National Oceanic Atmospheric Administration (NOAA) and US Public Health Service (UHPHS); additional military impacted school superintendents.
- Hold State Council meetings in various locations throughout the state, which would increase engagement for the Compact by allowing more attendees to partake in meetings.

Best

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- Attend 100% of Assigned Standing Committee Meetings, actively participate and contribute to the discussion.
- Attend the Annual Business Meeting or Send a Delegate
- The State Commissioner serves as a conduit for communication between the state and the Commission.
 - He/she reviews the output from the commission and forwards the information to the state council and/or to appropriate individuals within the state.
 - With the state council, assesses compact-related cases, information, and other topics, and forwards it to the Commission. This may involve rule amendments.
 - Actively assesses compact-related documents such as proposed rules, guidance, and policies and provides feedback from a state perspective to the Commission.
 - Reviews new rules and provides updates to the state council. Assess if regulatory and policy changes are necessary within the state.
 - The Commissioner meets triannually with the designated lead service military representative, lead service installation school liaison, or all installation school liaisons. In states without an active-duty installation, the commissioner meets triannually with the designated lead military service headquarters school liaison program manager.
 - When contacted locally or by the Commission, the Commissioner responds to inquiries and cases timely; communicates progress to the relevant parties; and notifies the Commission and relevant parties once the inquiry and/or case has closed.
- State Council Engagement
 - Agenda
 - Review cases that have arisen to the commissioner and/or school liaison levels. Discuss trends and/or opportunities for engagement.
 - Includes briefs/presentations from state council members.
 - Include relevant briefs/reports from other agencies and organizations.
 - Align compact regulations with state/local board and/or departmental, regulations and/or policies.
 - To develop a marketing plan to promote the Compact to stakeholders:

- Have the State Superintendent disseminate a letter annually at the beginning of the school year informing school districts of the Compact and how to obtain training.
- Require and schedule annual training for all school districts statewide.
- Ask the military representative how they can inform families and schedule training about the Compact.
- Engage with the Military Representative and other council stakeholders to schedule training for parents (NG&R, NOAA, UHPHS) state-wide.
- Utilize other state initiatives, events, and policies to engage and promote the Compact to stakeholders and build awareness.
- The state education department has a webpage that includes Compact related information:
 - Points of Contact: Compact Commissioner
 - Lists the Council Members.
 - Links to Compact Resources such as collaterals; Training Calendar and the Portal; and the MIC3 state webpage (Interactive map).
 - State Compact statute.
 - Provides meeting dates and minutes.
- If allowable and appropriate, identify additional council members: State Athletics Association and/or the liaison on athletics and extracurricular activities within the state department of education; a representative from the National Guard and/or Reserve, National Oceanic Atmospheric Administration (NOAA) and US Public Health Service (UHPHS); additional military impacted school superintendents.

What is MIC3?

Founded in 2008, the Military Interstate Children's Compact Commission (MIC3) is the governing body of the Interstate Compact on Educational Opportunity for Military Children or ICEOMC. Commission members include the 50 states, District of Columbia, and six ex-officio representatives – which include the US Department of Defense (USDOD). In addition to the USDOD, the Compact supports uniformed members of the federal Departments of Commerce, Homeland and Health and Human Services. The mission: ease the educational transitions of school-aged, military and uniform-connected students attending public schools, to include Department of Defense Education Activity schools worldwide, and also promulgate and enforce the compact rules. For more information, visit www.mic3.net.