



# **Serving Military Children- Overview of the Interstate Compact on Educational Opportunity for Military Children**

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Nov. 14, 2018



# Agenda

- **Welcome & Introductions**
- **Serving Military Families**
- **Interstate Compact on Educational Opportunity for Military Children**
  - National and Local Lens
    - What is it and what does it mean for DC schools?
    - Why is it needed?
    - Who is eligible?
- **Best Practices for Schools and Case Studies**
- **Resources and Updates**
- **Wrap-up/ Q&A**



Serving Military Families



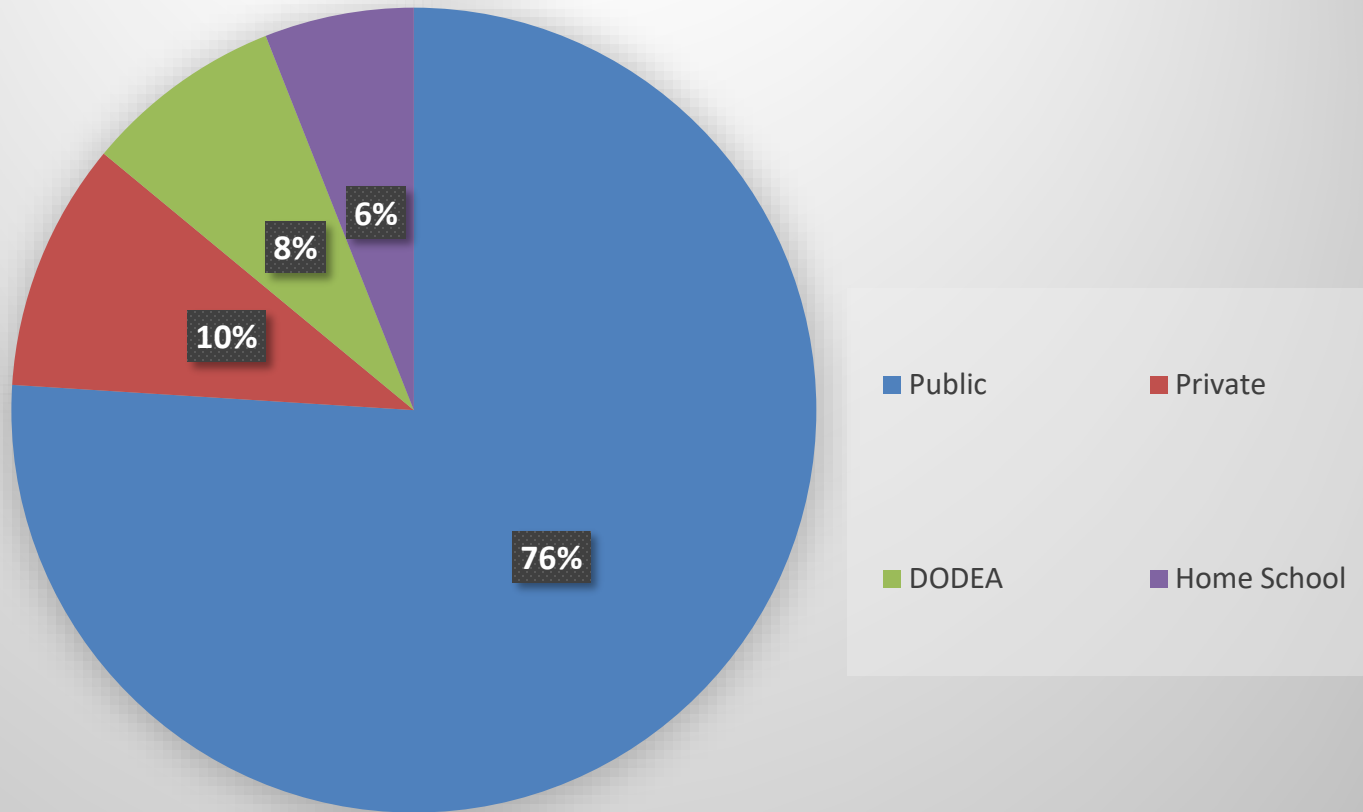
# US Military Facts and Figures

- All volunteer force since 1973 (40+ years)
- About 1.4 million on active duty
- About 1.4 million National Guard/Reserve Forces
- Across all branches:
  - 50 percent are below age 25
  - 85 percent are male
  - High school degree or equivalent
  - 70 percent have at least some college credit
  - About half are married
  - 10 percent are dual-military marriages



# Where are the children educated?

**Military Dependents – 1.1M  
(by School Environment)**



Source:: Defense Manpower Data Center on 9/7/16; DRS #103156

# State Ranking by Military Dependent Impaction

TIER	RANK	STATE	ARMY	NAVY	MARINES	AF	CG	USPHS	NOAA	TOTAL
1	1	VIRGINIA	16,906	33,696	5,963	9,775	3,545	315	13	70,213
1	2	TEXAS	36,538	4,811	1,856	15,300	1,227	274	0	60,006
1	3	CALIFORNIA	6,050	28,426	13,145	7,758	2,275	204	5	57,863
1	4	N. CAROLINA	23,549	3,254	11,687	3,657	1,350	173	2	43,672
1	5	FLORIDA	8,078	13,834	1,975	12,508	2,771	103	24	39,293
1	6	GEORGIA	21,016	3,627	882	4,899	311	557	0	31,292
1	7	WASHINGTON	12,926	9,171	367	3,019	1,055	107	11	26,656
1	8	MARYLAND	6,735	5,871	1,188	3,968	1,005	1,187	44	19,998
1	9	HAWAII	9,464	4,704	1,762	2,717	569	24	0	19,240
1	10	COLORADO	12,159	782	237	5,484	65	114	1	18,842
2	11	S. CAROLINA	4,923	2,108	1,876	3,913	522	26	0	13,368
2	12	TENNESSEE	8,822	1,723	246	588	164	25	0	11,568
2	13	NEW YORK	7,866	1,169	478	514	540	71	0	10,638
2	14	ARIZONA	3,168	722	1,400	4,755	50	437	0	10,532
2	15	KANSAS	8,251	215	166	1,570	50	35	0	10,287
2	16	ALABAMA	5,987	580	270	2,106	681	14	0	9,638
2	17	OKLAHOMA	4,405	945	254	3,087	51	340	0	9,082
2	18	ALASKA	4,189	92	23	3,271	993	269	1	8,838
2	19	KENTUCKY	7,340	214	164	239	139	63	0	8,159
2	20	LOUISIANA	3,525	620	398	2,693	672	27	0	7,935
2	21	MISSOURI	4,580	451	448	2,052	77	65	3	7,676
2	22	ILLINOIS	1,466	1,989	427	3,253	165	44	2	7,346
2	23	OHIO	1,542	765	401	3,737	364	45	2	6,856
3	24	NEVADA	550	569	137	4,596	31	8	0	5,891
3	25	NEW MEXICO	630	187	114	4,234	18	198	0	5,381
3	26	MISSISSIPPI	851	1,794	179	1,904	193	6	4	4,931
3	27	NEW JERSEY	1,020	522	265	2,053	601	50	0	4,511
3	28	PENNSYLVANIA	1,853	871	457	629	204	92	4	4,110
3	29	NEBRASKA	396	438	118	2,847	13	29	0	3,841
3	30	UTAH	542	163	130	2,355	23	34	0	3,247
3	31	CONNECTICUT	276	2,279	82	91	432	12	0	3,172
3	32	MICHIGAN	1,226	567	309	364	632	33	0	3,131
3	33	ARKANSAS	530	171	116	1,703	28	10	0	2,558
3	34	MASSACHUSETTS	597	318	157	631	706	55	5	2,469
3	35	NORTH DAKOTA	80	20	18	2,269	3	31	0	2,421
3	36	INDIANA	1,310	400	220	332	65	16	0	2,343
3	37	IDAHO	320	183	74	1,381	27	29	0	2,014
4	38	WISCONSIN	812	423	122	232	193	29	0	1,811
4	39	DELAWARE	156	85	27	1,355	82	11	0	1,716
4	40	OREGON	460	286	147	233	519	55	3	1,703
4	41	SOUTH DAKOTA	135	32	16	1,321	5	94	0	1,603
4	42	MONTANA	202	68	48	1,139	10	76	0	1,543
4	43	RHODE ISLAND	193	814	122	97	175	2	2	1,405
4	44	WYOMING	90	39	18	1,194	4	24	0	1,369
4	45	MINNESOTA	473	184	134	195	71	118	0	1,175
4	46	MAINE	223	371	51	96	398	4	0	1,143
4	47	IOWA	568	148	118	188	20	22	0	1,064
4	48	DIST OF COLUMBIA	280	150	60	213	73	38	0	814
4	49	NEW HAMPSHIRE	159	137	58	145	175	24	2	700
4	50	WEST VIRGINIA	222	123	59	119	69	57	2	651
4	51	VERMONT	79	33	14	39	17	3	0	185
TOTAL			233,718	131,144	48,983	132,818	23,428	5,679	130	575,900

## Top Ten:

1. Virginia – 70,213
2. Texas – 60,006
3. California – 57,863
4. N.Carolina – 43,672
5. Florida – 39,293
6. Georgia – 31,292
7. Washington – 26,656
8. Maryland – 19,998
9. Hawaii – 19,240
10. Colorado – 18,842

48. D.C. – 814

KEY	
TIER GROUP 1	15,000-75,000
TIER GROUP 2	6,000-14,999
TIER GROUP 3	2,000-5,999
TIER GROUP 4	0-1,999

Data prepared by the Defense Manpower Data Center on September 1, 2010

Source: Active Duty Master Personnel File, Active Duty Family I



## Interstate Compact on Educational Opportunity for Military Children – National Perspective



- Compact Overview
- General overview of Compact (Articles I-IX)
  - Applicability (who is covered and who is not)
  - Enrollment
  - Placement and attendance
  - Eligibility
  - Graduation
  - State coordination
  - Interstate Commission
- Key roles (School Liaison Officer)



# COMPACT OVERVIEW

<http://bit.ly/MIC3overview> (3:40)



# Applicability

- Active duty members of the armed forces
- National Guard and Reserve on Title 10
- Uniformed members of the:
  - National Oceanic Atmospheric Administration (NOAA)
  - United States Public Health Service (USPHS)
- Members or veterans who are medically discharged or retired for one year
- Members who die on active duty, for a period of one year after death



# The Compact Does...

1. Focuses on key educational transition issues
2. Seeks to inform schools of the unique educational challenges of transitional military children
3. Allows for **uniform treatment** of military students alongside their civilian peers
4. Covers students in kindergarten through grade 12
5. Only applies to public and DODEA/DODDS schools



# The Compact Does not...

1. Advocate for **preferential** treatment for military students
2. Impact curriculum, nor state/local education authority on education
3. Apply to preschool or pre-kindergarten
4. Apply to private, parochial, homeschool, or international (abroad) schools



# So why is the Compact Important?

1. Highlights the unique **education** challenges of military children
2. The Compact provides districts and schools flexibility to make accommodations within the Compact scope
3. Allows states, through their commissioners, to converse and facilitate cases



# Articles

- Article I – Purpose
- Article II – Definitions
- Article III – Applicability
- **Article IV – Enrollment**
- **Article V – Placement and Attendance**
- **Article VI – Eligibility**
- **Article VII – Graduation**
- Article VIII – State Coordination
- Article IX – Interstate Commission



# Article IV- Enrollment

- Educational Records
- Immunizations
- Entrance Age (Kindergarten and First Grade)



# Article IV- Enrollment

	Covered	Not Covered
<b>Educational Records</b>	<ul style="list-style-type: none"><li>• Unofficial records may be requested by a parent</li><li>• Used for enrollment/placement</li><li>• Sending school must send official records within 10 business days from receipt of the receiving school request</li></ul>	<ul style="list-style-type: none"><li>• Right to request a copy of every paper in the file</li><li>• Receiving unofficial records free of charge</li></ul>
<b>Immunizations</b>	<ul style="list-style-type: none"><li>• Child is given 30 days from enrollment to obtain required immunizations,</li><li>• A series of immunizations must be started within 30 days of enrollment.</li></ul>	<b>TB testing:</b> is a test rather than an immunization, therefore it may be required prior to enrollment
<b>Kindergarten and First Grade Entrance Age</b>	Continue in the same grade regardless of entry age, regardless if already enrolled and attended kindergarten or first grade. May be promoted to next grade regardless of age requirements	Student was <b>not enrolled in, nor attended</b> kindergarten (in the sending state) or first grade, even though they are eligible





# Article V- Placement and Attendance

- Course and Program Placement
- Special Education Services
- Placement Flexibility
- Absence Related to Deployment

*“The toughest move I ever had was when I was in fifth grade. I switched schools in December and I was failing all my classes—and I’m an honor roll student. I don’t fail classes. My teachers thought I was being disrespectful—but I was just miserable.” - John*



# Placement and Attendance

	Covered	Not Covered
<b>Course and Educational Program Placement</b>	<ul style="list-style-type: none"><li>• Placement in courses and programs based on prior enrollment</li><li>• Receiving state may subsequently perform an evaluation to ensure the appropriate placement and continued enrollment</li></ul>	<ul style="list-style-type: none"><li>• Guarantee of continued enrollment if not qualified</li><li>• No requirement to create a course or additional space</li></ul>
<b>Special Education Services</b>	<ul style="list-style-type: none"><li>• Receiving state will initially provide the same services identified in the students' individual education program (IEP)</li><li>• Receiving state may perform evaluations to ensure the appropriate placement.</li></ul>	<ul style="list-style-type: none"><li>• A requirement to provide the exact programs as sending state</li><li>• Anything above the requirements in the Individual with Disabilities Education Act (IDEA)</li></ul>



# Placement and Attendance

	Covered	Not Covered
<b>Placement and Flexibility</b>	<ul style="list-style-type: none"><li>Allowing flexibility to the local education agency (LEA) to waive course or program prerequisites or other preconditions if similar course work has been completed in another LEA.</li></ul>	<ul style="list-style-type: none"><li>Mandatory waivers of prerequisites or preconditions</li></ul>
<b>Absence Due to Deployments</b>	<ul style="list-style-type: none"><li>Flexibility for additional excused absences to visit parent or legal guardian due to deployment or posting to a combat zone.</li><li>Deployment window = 1 month prior to and 6 months after return.</li></ul>	<ul style="list-style-type: none"><li>Requiring more than “reasonable accommodation”</li><li>Provides discretion and flexibility to the LEA/school superintendent during testing periods or if additional absences will be detrimental</li></ul> <p><a href="https://www.irs.gov/newsroom/combat-zones">https://www.irs.gov/newsroom/combat-zones</a></p>



# Ex. Current Combat Zones

- **Sinai Peninsula**
- **Afghanistan Area**
  - Jordan, Kyrgyzstan, Pakistan, Tajikistan, and Uzbekistan (as of Sept. 19, 2001)
  - Philippines (from Jan. 9, 2002 through Sept. 30, 2015)
  - Djibouti (as of July 1, 2002)
  - Yemen (as of April 10, 2002)
  - Somalia and Syria (as of Jan. 1, 2004)
- **Kosovo Area**
  - The Federal Republic of Yugoslavia (Serbia/Montenegro)
  - Albania, Kosovo, The Adriatic Sea, The Ionian Sea – north of the 39th parallel

<https://www.irs.gov/newsroom/combat-zones>



# Article VI- Eligibility

- Enrollment
- Extracurricular Participation

*“I like seeing how other people function differently. It gives me a different perspective and opens a door to a whole other world. My family is a big supporter and I put my energy and focus into excelling in soccer.” - Calvin*



# Eligibility

	Covered	Not Covered
<b>Eligibility for Enrollment</b>	<ul style="list-style-type: none"><li>• An LEA cannot charge tuition to military children placed in care of a non-custodial parent or person serving “in loco parentis”</li><li>• A student can continue to attend his or her current school even if living with a non-custodial parent or person serving “in loco parentis”</li><li>• The power of attorney for guardianship is sufficient for enrollment and all other actions requiring parental participation or consent</li></ul>	<ul style="list-style-type: none"><li>• Transportation to and from school</li></ul>
<b>Eligibility for Extracurricular Participation</b>	<ul style="list-style-type: none"><li>• State and local agencies shall facilitate the opportunity for inclusion in extracurricular activities regardless of deadlines as long as the child is otherwise qualified.</li></ul>	<ul style="list-style-type: none"><li>• State student athletic associations, which are not affiliated with state or LEAs.</li><li>• Although the receiving school must demonstrate reasonable accommodation, there is no requirement to hold open or create additional spaces.</li></ul>



# Article VII- Graduation

- From Receiving State
- From Sending State
- Exit Exams



# Graduation

	Covered	Not Covered
<b>Graduation</b>	<ul style="list-style-type: none"><li>• Waiving courses required for graduation if similar course completed</li><li>• Accepting sending state exit/end-of-course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation</li><li>• Allow receipt of a sending school diploma as an alternative to accommodations for exit exams/graduation requirements that the student doesn't have time to meet</li><li>• Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means for acquiring course work so graduation may occur on time</li></ul>	<ul style="list-style-type: none"><li>• Mandatory waivers...although LEA must show good cause for a denial of waiver</li><li>• Mandatory waiver of the exam or acceptance of alternative results</li><li>• The right of parents to request a change of graduation requirements in the receiving LEA</li></ul>





School Liaison Officer



State e MIC3  
Commissioner in your  
State

State Commissioner



859.244.8133

✉ [mic3info@csg.org](mailto:mic3info@csg.org)

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- Compact Rules
- Order brochures, guides, and rulebooks
- Downloadable posters, one-pagers
- State Commissioner information

# WEBSITE & RESOURCES

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## Kansas

**COMMISSIONER DESIGNER**



Craig Neuenwander

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**MIC3** MILITARY INTERSTATE CHILDREN'S COMPACT COMMISSION

**COMPACT COMMISSIONER**  
Dr. Randy Watson, Commissioner of Education, Kansas Department of Education

**CHIEF STATE SCHOOL OFFICER**  
Dr. Randy Watson, Commissioner of Education, Kansas Department of Education

**MILITARY FAMILY EDUCATION LIAISON TWO**

**MILITARY/DOD REPRESENTATIVE**  
Col. Marne Sutton, Garrison Commander, Fort Leavenworth

**STATE COUNCIL MEMBERS**  
Craig Neuenwander, Finance Director, Kansas Department of Education

Dr. Randy Watson, Kansas Commissioner, Commissioner of Education, Kansas Department of Education

ITG(R) Perry L. Wiggins USA, Executive Director, Governor's Military Council

Dr. Corbin Witt, Superintendent, Geary County Schools, Unified School District 475

Dr. Keith Mispagel, Superintendent, Fort Leavenworth Unified School District 907

Amanda Buckingham, School Liaison Officer, Fort Leavenworth, United States Army

Kelley Graham, School Liaison Officer, McConnell Air Force Base, United States Air Force

Sandy Johnson, School Liaison Officer, Fort Riley, United States Army

Senator Jeff Lunsdale, Legislative Appointee, Kansas State Senate

**STATE COUNCIL MEETINGS**  
Kansas State Council Meeting, December 11, 2016  
Kansas State Council Meeting, January 9, 2018  
Minutes, January 5, 2018

**STATE WEBSITE**  
[Kansas Council on the Interstate Compact](#)

**RESOURCES**  
[Interstate Compact in Kansas Statute](#)

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Month of the Military Child is here!

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## MIC3

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# www.mic3.net



## School Liaison Officer—State Coordination

- Acts as a liaison between military families and local schools.
- Provides local school information to incoming families and refer to the School Liaison Officer (SLO) at new duty station when the families leaves the area (nearly 2000 family interactions over the last year). Most military installations have a SLO.
- Coordinates with schools to ensure on-time graduation for military students (link sending school from another state with the DC school to ensure provisions of the Compact are followed).
- Assists military families with Kindergarten entrance age variances.
- Provides schools and parents with information about the Compact.



## Interstate Compact on Educational Opportunity for Military Children – Local Perspective



## Local Perspective

- Overview of DC Compact
- Key roles (DC key POCs)
- Key requirements for schools as it pertains to DC
  - Applicability (who is covered & who is not)
  - Special Education
  - Enrollment
  - Military Student identifier
  - Placement & attendance
  - Eligibility
  - Graduation
  - State coordination
  - DC Interstate Commission



# Overview of DC Compact

- On **Feb. 12, 2013**, DC adopted the Compact which was signed by the Mayor.
- In **March 2013**, DC Compact was published in the Congressional Register.
- In **July 2013**, DC Compact became law.
  - The language of the Compact was modified to fit the unique situation of the District of Columbia.
- Dues are paid by the Office of the State Superintendent of Education (OSSE).
- The State Council meets at least three times a year, at the request of the chairperson.



# Overview of DC Compact

The purpose of the compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- (1) Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of educational records from the previous school district or variations in entrance or age requirements;
- (2) Facilitating the student-placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing , grading, course content, or assessment;
- (3) Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities;
- (4) Facilitating the on-time graduation of children of military families;



## Overview of DC Compact

- (5) Providing the promulgation and enforcement of administrative rules implementing the provisions of the Interstate Compact on Educational Opportunity for Military Children;
- (6) Providing the uniform collection and sharing of information between and among member states, schools, and military families;
- (7) Promoting coordination between the Interstate Compact on Educational Opportunity for Military Children and other compacts affecting military children; and
- (8) Promoting flexibility and cooperation between the educational system, parents, and students to achieve educational success for students.





# DC Compact State Interstate Council

- District of Columbia Official Code 49-1101
- Appointing Authority: Mayor
- The State Council is composed of seven members.
- The State Council provides the coordination among its agencies of government, local education agencies, and military installations concerning the state's participation in, and compliance with, the compact.
- The mayor designates a chairman of the State Council from among its members.
- Current State Commissioner: Taneka Miller



# DC Compact State Council Members

## **DC Compact State Council Members:**

- Chairman of the Council, or designee
- Mayor, or designee
- State Superintendent of Education
- A representative from a District military installation appointed by the U.S. Department of Defense (usually JBAB Commander)
- The chancellor, or designee
- A public charter school leader designated by the chairman of the Public Charter School Board
- A parent representative appointed by mayor



# Key Requirements for DC Schools- Applicability

## **Applicability (Who is covered?)**

- The DC compact applies to children of:
  - Activity duty member of the uniformed services;
  - Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
  - Members of the uniformed services who have died on activity duty or as a result of injuries sustained on active duty for a period of one year after death.



## Enrollment

All DC residents have a right to attend their in-boundary schools based on address regardless of when they move to the District. If those are not desired, then the lottery, through My School DC, is the means of entry. Information about My School DC can be found [here](#).

- DCPS has a student placement office that assists military families if they move after the lottery deadline or do not get the desired results in the lottery.
- No charter schools offer a military preference currently.

## Proof of Residence

- Military families not living on a military installation: Military families must provide proof of residency in the District or pay tuition as an out-of-state student.
- Military families living on a military installation: Military families may use their current official military housing orders to establish proof of residency. They must show their child/ren's name, the name of the caregiver enrolling the student, and the address.



## Enrollment- DCPS ONLY

- **DCPS Chancellor's Military Directive (only applies to DC Public Schools—not Charter Schools or Private Schools)**
  - Establishes the authority and requirements for the enrollment and placement of students in out-of-boundary DC Public Schools (space available) who have active duty military parents AND who reside on military bases in DC.
  - Placement considerations include the availability of honors, IB, or AP courses, vocational courses, gifted/talented courses, IEP requirements, and English as a Second Language programs.
  - The DCPS Student Placement Team will work with the parent/guardian to enroll the eligible student in an out-of-boundary school, based on the Compact and which school is best suited to meet the child's needs.
- **ELIGIBILITY:** Students eligible to enroll in grades K-12 residing with active duty parent(s)/guardian(s) within the grounds of Joint Base Anacostia-Bolling, Fort McNair, and the Marine Barracks. (PK student placement is not covered under the Directive)
- The Directive does not infringe on the rights of students to attend their neighborhood schools.



## Enrollment- DC Public Charter Schools

The Compact does not cover ***enrollment*** of children of active duty military within DC Public Charter Schools, but does cover ***placement*** in similar courses once the child is selected and enrolled through the My School DC common lottery process.



- DC LEAs are expected to:
  - Provide a free appropriate public education (FAPE) and comparable services to a student as soon as possible after enrollment. Comparable services should be based on the student's current IEP and in compliance with IDEA.
  - Request the student records from their previous LEA within five business days of enrollment. This includes any existing IEP's, supporting evaluation documents, and any other records pertaining to the provision of special education or related services to the student.
  - Determine if it is appropriate to conduct an evaluation of the student.
  - Complete evaluation of your child, if deemed necessary.
  - Finalize and implement a new IEP.

More information on this topic can be found [HERE](#).



# Military Student Identifier

The Every Student Succeeds Act (ESSA) (Sec. 1111) requires the creation of **military student identifiers** for military dependents. The identifier is not intended to be used to identify students who are military dependents, but to compare academic performance between this group and other special populations. The required timeline for this implementation was 2017-18 school year.

- A military student identifier is used to identify military connected students, or students with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty, where “armed forces,” “active duty,” and “full-time National Guard duty” have the same meanings given them in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).
- LEAs (public and public charter schools) must collect the data for their school(s).
  - In DC, each LEA can determine how to collect the information.
  - Since 2017-18 SY, OSSE has collected the information from DC LEAs. DC LEAs send the information to OSSE daily via their respective student information system feed.
  - DC LEAs are required to validate the data in QLIK once a year (usually in September).
  - Once certified, information gathered is used to inform the school’s report card.

For more information on DC School Report card, please visit [OSSE’s website](#).





# Placement & Attendance

- The compact requires schools to facilitate the student-placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- Placement considerations include the availability of honors, IB, or AP courses, vocational courses, gifted/talented courses, IEP requirements, and English as a Second Language programs.



## Accommodations for Children of Military Families

- Upon adopting the Interstate Compact of Educational Opportunity for Military Children, each LEA in the District is expected to make the [following accommodations](#) for children in military families to ensure timely graduation:
  - Waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency.
  - Provide an alternative means for the student to acquire the required coursework on time if a waiver is not granted.
  - Accept exit or end-of-course exams required for graduation from the sending state.
  - Ensure the receipt of a diploma from the sending local education agency if the student meets the graduation requirements of the sending local education agency after all alternatives have been considered.

More information on this topic can be found [HERE](#).



## Best Practices for Schools & Case Studies



# Best Practices for Schools & Case Studies

See case studies



Q&A



# Stay in Touch

## FIND US

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