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Details:

(FORM UPDATED: 08/11/2010)

**WISCONSIN STATE LEGISLATURE ...
PUBLIC HEARING - COMMITTEE RECORDS**

2009-10

(session year)

Senate

(Assembly, Senate or Joint)

Committee on ... Education (SC-Ed)

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

Moved by Senator Olsen, seconded by Senator Hansen that **Senate Bill 681** be recommended for passage.

Ayes: (7) Senators Lehman, Jauch, Erpenbach, Hansen,
Olsen, Grothman and Hopper.

Noes: (0) None.

PASSAGE RECOMMENDED, Ayes 7, Noes 0

A handwritten signature in black ink, appearing to read 'Sara Dauscher', written over a horizontal line.

Sara Dauscher
Committee Clerk

Jim Rickel
Quality of Life Regional Liaison
DoD-State Liaison Office
Office of the Under Secretary of Defense, Military Community and Family Policy

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY
FOR MILITARY CHILDREN – WISCONSIN – SB 681

April 14, 2010

Honorable Chairman and members of this Committee, on behalf of the Deputy Under Secretary of Defense, I would like to thank you for giving me the opportunity to submit written testimony today on the *Interstate Compact on Educational Opportunity for Military Children*. My name is James Rickel and I work as a team member of the **Defense State Liaison Office** operating under the Under Secretary of Defense for Personnel and Readiness, and the Deputy Under Secretary for Military Community and Family Policy. Our mission is to be a resource to state policymakers addressing the issues that affect the quality of life issues of military families.

Back in 2005, DOD, in conjunction with the Council of State Governments, and 18 other organizations, including the National Association of Elementary School Principals, National School Boards Association, the National Parent Teachers Association, the National Education Association, the state departments of education in California, Florida, Maryland, and state government reps from Nevada, North Carolina, and Alabama, over a two year period created this compact to address the educational challenges of military students who frequently transition from school to school around the world.

Before coming to work at the State Liaison Office, I worked family programs as an active member of the military for 30 years from 1976-2006 retiring from the USN as a Command Master Chief. In this capacity, I learned first hand of the educational challenges the children of our military members face as they encounter frequent school moves. As a Navy veteran of 30 years, where my children grew up in the military and presently are enrolled at Coastal Carolina University in SC and El Paso Community College, I know first hand about the challenges that the children of our military members face as they encounter frequent school moves. These challenges are of utmost importance to military families, and are consistently listed as among their top family concerns as they work to serve our nation.

As we all know, our military provides protection and defense for the U.S. and, in turn, our military children make great sacrifices. They must live with uncertainty and concern for their parents on a daily basis. Many military families learn to be flexible, but extended hours and long deployments can be difficult for military children. We can't measure their emotional stress and anxiety as their parents' prepare for deployment overseas and for war. On average, most military children will move at least twice during their high school years, and most will attend six to nine different school systems between kindergarten and 12th grade. Every year, 25% to 30% of these service men and women are reassigned; many of these service members have school age children moving in and out of Wisconsin, attending schools in districts in remote areas of the state. This compact is as much about the sending state-WI-as the receiving state they moved to, to continue their education. In Essence, the compact creates for a "Comprehensive, Systematic Transition" for our military school aged children when moving from state to state, school district to school district.

These frequent moves result in some educational obstacles. Though many states, including Wisconsin have made progress in addressing these educational concerns, there is a lack of consistency *between* states that continues to create difficulties for our military families. Some of these recurring issues include kindergarten start age, participation in extracurricular activities, immunizations, timely transfer of records, placement in appropriate courses, missed or redundant entrance and exit exams, and support for children of deployed service members, and on-time graduation. Though one state may do several things right, the next move to another state can create a new set of problems since the procedures and policies are not the same as the sending state. These issues are addressed in the *Interstate Compact on Educational Opportunity for Military Children*.

The *Compact* is an **agreement among member states** to establish a set of practices that will allow for the uniform treatment of military children transferring between school districts and between states. The Interstate Compact does not ask for special privileges for military children; only that states create an even level playing field and remove barriers for our military school aged children, working cooperatively with other states. The language and intent of the Compact will provide consistency for our military children as they move from state to state and alleviate some of the hardship they encounter.

Though there has been some discussion among members of Congress to introduce such guidelines on a federal level, which would then be implemented by states, DoD believes states are the appropriate entities to determine and execute this type of policy in a cooperative, multi-state manner similar to the other interstate compacts that WI has adopted. Thankfully, many state leaders recognize this also. In 2008, eleven states enacted the compact, fourteen in 2009, and five thus far in 2010, bringing the total to thirty states that have enacted the compact through the legislative process signed and approved by their governor. Many more states are expected to adopt the compact in 2010. The compact is now in effect since eleven states have adopted the compact and rules and detail procedures have begun. The first interstate commission meeting was held in Mesa, AZ, October 2008 and the second in La Quinta, CA November 2009. The Council of State Governments <http://www.csg.org> is coordinating with member states future meetings. Both the Secretary of Defense and the Deputy Under Secretary fully support this compact and they are very excited about the possibilities it offers in improving the quality of life for all our military students in Wisconsin.

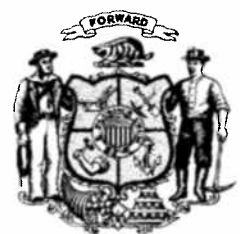
In summary, the compact addresses the challenges and the concerns of our military school aged children and lessens the emotional impact of moving from school district to school district. Adopting the compact will create a positive impact on our military families, which in essence, has a positive impact on our **operational readiness and our national defense and is strictly viewed as a retention and readiness issue for our military**. Remember, we enlist a single serviceman or woman and reenlist/retain a married serviceman or woman. One of the greatest factors in deciding whether or not a serviceman or woman continues on with a career in the military is the quality of education and services for their children. Adopting the compact is the step in the right direction addressing this issue.

Thank you! I appreciate the opportunity to submit testimony and look forward to Wisconsin's leadership adopting this vital compact supporting our military children. Of course, I stand ready to answer any questions you may have at (915) 307-3818 or jdricke1@yahoo.com. Once again, thank you!

Jim Rickel
Quality of Life Regional Liaison
Military Community & Family Policy
OSD-State Liaison Office
Under Secretary of Defense



WISCONSIN STATE LEGISLATURE





Wisconsin State Senate

John Lehman

Senator – 21st District

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**Testimony of Senator John Lehman
Senate Bill 681
Senate Committee on Education
April 14, 2010**

Thank you for being here today to hear testimony on Senate Bill 681. This legislation will ratify the Interstate Compact on Educational Opportunity for Military Children for the state of Wisconsin. The compact was developed by the Council of State Governments (CSG) in conjunction with United States Department of Defense to help ease the burden faced by military families who are often required to move from state to state during their service.

According to CSG, the average student of a military family will move twice during their high school years, and will encounter six to nine different school districts during their kindergarten through 12th grade education. SB-681 would allow Wisconsin to join the Interstate Commission created by the compact and ensure that we are doing everything we can to help our resident military families.

Our local school boards in Wisconsin already make accommodations to ease transitions and special issues faced by military families. Adopting the Interstate Compact on Educational Opportunity will primarily codify those efforts and streamline interstate efforts to support transferring military families.

At this time, the Compact has been adopted by 29 states. The compact addresses school transition issues such as students' eligibility, enrollment, placement, and graduation. These provisions are particularly useful in helping military children who transfer mid-year during high school graduate on-time. For example, the Compact:

- requires a school district to accept the unofficial records of a school district in another member state for the purposes of enrolling and placing a child of a military family until the official records may be obtained;
- allows a pupil to request additional excused absences to visit with his or her parent during the their deployment;
- encourages school districts to honor coursework taken at previous schools; and
- gives students the opportunity to participate in extracurricular activities.

As a member of the Compact, the state superintendent would establish a state council and appoint a state military education liaison to assist military families and the state in facilitating the implementation of the compact. Wisconsin's state commissioner, as

appointed by the state superintendent, would serve on the Interstate Commission on Educational Opportunity for Military Children.

This bill modifies the compact, such that:

- The compact authorizes the Interstate Commission to promulgate rules to achieve the purposes of the compact. Wisconsin's would only be bound to those new rules only if it is approved by the legislature or the state superintendent of education of the member state.
- The Department of Defense estimates that 500-550 children of military families reside in Wisconsin. The Compact collects an annual assessment to cover the costs of the commission's operations and activities, which is currently set at \$1/student. This bill caps the state's annual assessment at the lesser of \$1,000 or \$1/student.
- The bill would allow Wisconsin to withdraw from the compact at any time.

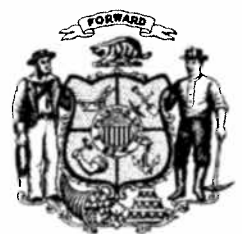
I hope you join me in supporting this legislation. This bill removes some of the worries military families go through when they relocate bases. Sensitivity to the complexities of school transitions is especially important during these times of increased deployments and extended family separations. SB-681 simply assures families of an easier transition when moving to our state.

Thank you again for your time and attention to this matter. I will be happy to answer any questions you may have.

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WISCONSIN STATE LEGISLATURE





MILITARY MOVES

New Compact Aims to Ease Education Challenges Faced by Military Children After Parent's Transfer

The U.S. Department of Defense and The Council of State Governments, along with educators and education groups, have developed the Interstate Compact on Educational Opportunity for Military Children, which is designed to ease the trauma when children are uprooted from school as parents are transferred from base to base and state to state. Ten states must approve the agreement before it takes effect.

By Mary Branham Dusenberry

Her grades were not what her mother Faith was used to seeing. And after Katie, 10, would breeze through her class work, she would try to help other students understand a concept and she'd get in trouble in class. The problem: Katie was not put in an advanced enough classroom where she could be challenged because the Florida school didn't receive her records from New Mexico in a timely manner.

Bianca Phillips, 19, faced a challenge similar to Katie's. When her family moved from a U.S. Air Force base in Japan, Bianca's mother Vivian hand-carried her school records to Alaska. School officials wouldn't accept those records. The family worked through that challenge, but after three years, Bianca's father received a transfer notification months before Bianca was scheduled to graduate.

For Grace Worley, 16, the problem was that she needed a little extra help to reach her potential. She qualified for the Individualized Education Program—which addresses specific needs of students—in Virginia. But when the family was transferred to California, school officials deemed Grace was performing beyond expectations. Lori Worley was told her daughter would no longer get the help from the plan set forth in Virginia.

Their experiences are not unique. In fact, said Joyce Raezer, they're fairly typical.

"They happen over and over again," said Raezer, chief operating officer of the National Military Family Association. "Think about those stories and multiply that by 100,000 or 200,000."

Addressing the problem

The Interstate Compact on Educational Opportunity for Military Children addresses those types of problems military families face in transitioning children into new schools. The special agreement among states requires approval in 10 states before it will take effect.

The compact specifically addresses such things as kindergarten and first grade start age; immunization requirements; placement in courses ranging from gifted and talented programs, Advanced Place-

ment and honors courses to assistance for special needs; and requirements for high school graduation.

"While many states and communities have responded on an ad hoc basis to ease the shift of military children, no comprehensive policy approach exists to improve the long-term educational transition and outcomes of this constituency. That's what this compact will do. It'll bring consistency and those families need consistency," said Charles Patterson, director of transition studies with the Nebraska-based Military Impacted Schools Association. Patterson is also the former superintendent for the school district in Killeen, Texas, home of Fort Hood.

The Council of State Governments' National Center for Interstate Compacts worked with the U.S. Department of Defense, educators and education groups, and organizations that work with military families to draft the compact. Legislators and officials from states with large military populations were briefed on the compact at a meeting in December. While several in attendance said their states already work to accommodate incoming military students, they voiced support for the compact.

"I think it is absolutely necessary so our military children are not discriminated against, and I feel they are discriminated against," said Rep. Marsha Looper of Colorado, home to more than 30,000 students from military families. "We should hold them in high esteem for the sacrifices their families make for our freedoms."

The Need for the Compact

Many of the challenges students face when changing schools are emotional and psychological. The compact addresses academic and procedural issues, which can add to that trauma, according to Thomas Hinton, senior state liaison with the Office of the Deputy Undersecretary of Defense.

"It's not so much the emotion, but it adds to the emotion," Hinton said.

The Department of Defense had worked for several years with school districts that serve large populations of military children to ensure transition issues were mini-

mized. But, it wasn't enough. Officials thought the process could be improved and began to explore the option of an interstate compact, Hinton said.

"If there ever truly was an interstate component, this was one of those issues," he said. "It matters what happens in the state. It also matters when (students in military families) leave the state."

Addressing the problem, he said, could be done in one of two ways: through an interstate compact or through Congressional action. Defense department officials believed the issue should be handled within the principles of federalism, Hinton said, and chose the compact route.

An interstate compact is essentially a contract between participating states, according to Rick Masters, special counsel to CSG.

"Its principle advantage is that it provides states with an effective means and an enforceable means of addressing problems that transcend the borders of your state, even though your laws may differ, without relinquishing authority to the feds," Masters said.

Compacts are often used for issues in which states have traditionally exercised control and sovereignty, according to Masters. Education is one such issue.

"Our organization often reminds folks that kids serve too," said Raezer, from the National Military Family Association. "And we as a nation, I believe, have an obligation to our nation's children, to support them and enable them to enjoy a level playing field when it comes to educational opportunities. That, to me, is what this compact does."

According to William Harrison, a member of the Military Child Education Coalition's board of directors, the typical military child moves six to nine times between kindergarten and high school graduation. As superintendent of Cumberland County, N.C. Schools, which serves Fort Bragg, Harrison is well aware of the tolls those moves can have on children.

Different states have different educational requirements, and Harrison said that's a good thing. "What's best for the state of

Washington is not necessarily what's best for the state of North Carolina," he said. "The challenge that we have is within the context of individual requirements, how do we ensure that a child transferring from one place to another is not penalized? How do we ensure our military kids don't suffer because their parents chose to serve our great country?"

Harrison's school system was one of 302 that signed a memorandum of agreement in 2001 to deal with issues such as records transfers, access to extracurricular activities and graduation requirements.

"We think the compact, which has many of the same principles of our MOA, is much more powerful and can create a much higher level of assurance that what we're signing is actually being carried out," he said.

Leslye Arsht, U.S. deputy undersecretary of defense, said the compact has the potential to ease "the moving and academic pain that literally thousands of military children endure each and every year.

"There is nothing we can do that is more important to military families than to commit ourselves to preparing our children for their futures," she said.

The issue is so important, according to Rear Admiral L.R. Hering Sr., commander of the Navy Region Southwest in San Diego, that it could impact national security.

"Retention in the United States military is not made on the deck plates of ships, or in the seats of our tanks or in the cockpits of planes," he said. "It's made at the kitchen table. If you don't have the support of your spouse and your family that's affected by your choice of service ... those individuals will separate from the United States military and the all-volunteer will become the draft in a time of war."

He urged state officials attending CSG's December legislative briefing to begin the process of making the compact a reality.

The Process

The education compact for military children has been in the works for 18 months. An advisory group comprised of school superintendents from military communities, education associations, state legislators and executive branch state officials, as well as



- Compacts are rooted in Colonial history, and were used historically to resolve state boundary issues.
- Compacts are contracts between two or more states, and can be enacted on a regional or national level.
- The U.S. Constitution authorizes states to enact compacts in areas where states have traditionally exercised control and sovereignty. Compacts are protected under the Compact Clause of Article I of the Constitution.
- Congressional consent is required only if a compact encroaches upon the authority of the federal government.
- Congress has no standing to invalidate a compact for which consent is not required.
- There are approximately 200 compacts in effect across the United States; 38 of those compacts are inactive or dormant.
- Every state, on average, has adopted between 23 and 27 compacts.
- The Port Authority of New York and New Jersey, created in 1921, was the first compact to create a regulatory style mechanism.
- Types of compacts can be very broadly divided into three general categories:
 - Those that settle boundary disputes.
 - Those that are merely advisory—akin to administrative agreements between states.
 - Administrative compacts which create ongoing administrative agencies with a variety of subjects they seek to control, such as state transportation, environmental matters, public safety, education and corrections.
- Compact disputes can be, but are not required to be, brought before the U.S. Supreme Court as an original action.

Source: Rick Masters, special counsel for The Council of State Governments



CSG and Department of Defense staff, tried to address broadly the challenges of military moves in proposing the compact, the Department of Defense's Hinton said.

Now, legislators in states with large military populations are working to pass legislation enacting the compact. An estimated 15 to 20 states are home to the majority of families impacted by the compact, according to Keith Scott, director of CSG's National Center for Interstate Compacts. And Masters said the majority of U.S. military operations are in 10 states. For those reasons, the advisory group decided the compact needed approval in 10 states before it takes effect.

The first state to enact the compact will become the offering jurisdiction, which, in effect, means that state would be asking other states to join. The language in the compact requires others states to accept that offer by adopting nearly identical language, according to Masters.

"Once enacted," Masters said, "a compact takes precedence over conflicting statutes of the state."

States, he said, would not be free to contradict the contractual agreement. But that doesn't mean they lose total control.

"The only thing you're giving up is the right to act unilaterally," said Masters. States will still have "collective sovereignty" in the compact, he said.

Once 10 states approve the compact legislation, stakeholders will form an interstate commission, according to Scott. States would also need to form state councils and to designate a state liaison between the state and the interstate commission.

The interstate commission would be a joint agency of the member states and would help resolve disputes among member states, as well as make rules to achieve the purposes of the compact and issue advisory opinions concerning the meaning of the interstate compact rules and actions. The commission would also hire an executive director to handle administrative duties related to the compact.

Ideally, stakeholders would like to see the compact in place as soon as

possible, but Scott predicts it could be the 2009 school year before the compact has any real impact.

"The goal is to accomplish as much of this as we can in 2008," Scott said.

He said several legislators have become champions for the compact and are making strides in gaining support in their states.

Looper, of Colorado, is particularly interested in the compact. Fort Carson, which is part of her district, is expecting an influx of students with a new brigade and military base realignment. While the school system already works to ease the transition of students, Looper believes the compact will improve communication between sending districts and receiving ones.

"This should help those children in transitioning to Colorado schools," she said.

Rep. Ann Coody, whose Oklahoma district includes Fort Sill, has also been actively pushing the compact. As a former educator, Coody saw firsthand the challenges military children face when entering a new school.

Like other school systems with military students, the district that serves Fort Sill makes accommodations for incoming students. "I think it will be wonderful to have a compact that will enable the students that leave us to be accommodated," said Coody.

The compact doesn't come without costs, though. Once the interstate commission is operational, participating states would pay \$1 per student covered under the agreement to fund the estimated \$630,389 budget, according to the draft of the compact. The budget includes funding for staff salaries, commission and committee meetings, rent and utilities for commission offices, and indirect costs such as accounting and human resources services.

The Human Factor

Families of children who have been affected by military transfers say the compact is well worth the cost.

"It's going to be a challenging task to figure out a way to do that and put the procedures in place to make it work, but I think it's worthwhile to try to do that," said Faith Morgan, Katie's mother.

Interstate Compact on Educational Opportunity for Military Children

The advisory committee that drafted the Interstate Compact on Educational Opportunity for Military Children tried to strike a balance in the plan, according to Rick Masters, special counsel for The Council of State Governments.

"They were trying to find the lowest common denominator that will satisfy most states, but yet specific enough to deal with the problem," he said.

Among the provisions of the compact proposal:

- Schools can use hand-carried education records to enroll and appropriately place students pending validation by official records—those sent from the sending school district to the receiving one.
- A sending school district will have 10 days after it receives such a request to process and furnish official records to the receiving school.
- States in the compact will give 30 days from the date of enrollment for students to obtain any immunizations required by the receiving state.
- Students will be allowed to continue their enrollment at grade level in the receiving state at the same grade level regardless of age.
- Students should be placed in educational courses—including Advanced Placement, honors, vocational and technical—and in educational programs, such as gifted and talented, based on their enrollment in the sending state and/or educational assessments conducted in the sending state, if the courses are offered. However, the receiving state can still conduct its own evaluation.

- Likewise, students should receive the same special education services they received in the sending state
- Local schools can waive course/program prerequisites for placement in courses/programs.
- Students should be granted additional excused absences for missed school related to the deployment activities of their parents. However, the compact allows the receiving state to determine how many additional excused absences should be granted.
- Local schools should waive specific courses—such as a state history class—required for graduation if similar course work has been satisfactorily completed in another state.
- States should accept exit or end-of-course exams required for graduation from the sending state; national norm-referenced achievement tests; or alternate testing in lieu of testing requirements in the receiving state.
- Students who transfer during the senior year of high school and who become ineligible to graduate from the receiving district should be able to receive a diploma from the sending district if the student meets graduation requirements of that district. The compact encourages both school districts to work together to achieve this result. If one jurisdiction is not a member of the compact, the member state will work with the non-member state to achieve this result.

Her story in Florida turned out well: Katie was eventually moved to the advanced class in November after school officials received her records, and her grades are now back to what she's been accustomed. But Faith knows this probably isn't the end of Katie's educational transitions. If, as the family expects, Faith's husband is transferred again before Katie graduates high school, she'll go through another transition.

"With any luck," Faith Morgan said, "by that time, there'll be something in place to ease that transition."

As for Bianca Phillips, her father Junior requested, and received, an extension to avoid the move until after Bianca graduated high school. Now she's happy to be

attending college in Colorado, knowing that her educational transitions because of military reassignments are behind her.

But Grace Worley continues to face challenges. After moving back to Virginia, she's facing exit exams on information she didn't learn in the other states that she's called home. And the high school sophomore is facing summers filled with classes just so she can meet Virginia requirements and graduate on time.

"A lot of the crises our kids face are in the individual state requirements that it must be done (that state's) way," said Lori Worley. The compact could resolve that problem, she said.

In an essay for English class last fall, when Grace voiced her opinion on exit

exams—one point addressed by the compact—perhaps she voiced the issue best.

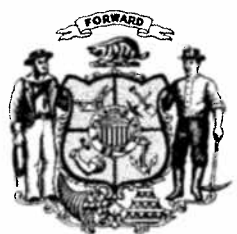
"We should not make it harder than it already is for military kids," she said. "Military kids should not have to face exit exams on top of the trauma of having to leave friends and go to a new place."

—Mary Branham Dusenberry is managing editor for *State News* magazine.

Photo Captions: Page 21: Bianca Phillips, left, Katie Morgan and Grace Worley have all faced transition challenges in school when their families were transferred to another military installation. Page 22: Bianca and Vivia Phillips, top photo, Faith and Katie Morgan, middle, and Lori and Grace Worley all spoke about the challenges they faced during transfers during a December legislative briefing on the proposed Interstate Compact on Educational Opportunity for Military Children.



WISCONSIN STATE LEGISLATURE



Interstate Compact on Educational Opportunity for Military Children

Wisconsin
Military Officers Association of America

April 15, 2009

Personnel and Readiness



DoD Ten Key Issues for Military Families

- **Increase Key Benefits that Support Guard and Reserve Members and their Families**
- **Facilitate Assistance to Severely Wounded and Injured Service Members and their Families**
- **Increase Access to Quality, Affordable Childcare for Military Families**
- **Minimize School Disruption for Military Children During Transition and Deployment**
- **Enhance Opportunities for Portable Careers for Military Spouses**
- **Expand Unemployment Compensation for Trailing Military Spouses**
- **Promote Enforcement of the Predatory Lending Regulation**
- **Improve Absentee Voting for Military Members and their Families**
- **Satisfy Foreign Language Requirements**
- **Increase Coordination of Local Support Services for Military Families**



Interstate Compact on Educational Opportunity for Military Children K-12

- **History: DOD partnered with CSG**
- **Compact Administration**
- **Background and Components of the Compact**
- **Current Status of the Compact in US**
- **Current Status of Compact in Wisconsin**
- **Feedback/Questions**

History: DoD Partnered with CSG

- In 2006 DoD partnered with The Council of State Governments (CSG) to develop an interstate compact: www.csg.org
- CSG has a solid national reputation for developing compacts addressing interstate issues.
 - Gathered input from a broad base of 18 stakeholders
 - Used multi-disciplinary team to craft document
- More than 200 interstate compacts exist today.
- Nov 2007, CSG delivered a compact, ready for marketing in the United States.

Compact Administration

- Once Adopted, states internally:
 - **Establish Councils** for internal coordination
 - **Appoint Military Family Education Liaison**
 - **Appoint Commissioner** to represent the State
- Adopting States as part of Interstate Commission:
 - Jointly establish an Interstate Commission composed of voting representatives (Commissioners) from each member State to:
 - **Draft and vote on rules.**
 - **Provide oversight, education, guidance and enforcement and Resolve Disputes.**
 - **States Jointly Establish funding formulas for member-state contributions to the Commission.**

Background & Components of the Compact

- **Four Major Components of the School Compact:**
- **Enrollment, Eligibility, Placement, & Graduation**
- **Focus is on Sending and Receiving States**
 - **Transfer of records and interpretation**
 - **Transition in first weeks of new school**
 - **Extracurricular activity flexibility**
- **Junior/Senior High School year moves**
- **Graduation requirements**

Current Status on Compact

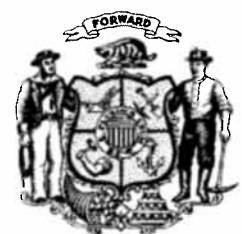
- **Wisconsin has over 600 Active Duty Military School aged children K-12.**
- **Need Ten States to be Activated (Completed in 08)**
- **14 States Adopted: KS, KY, AZ, CT, CO, OK, MO, MI, FL, DE, NC, MS, VA, and IA.**
- **Twenty other states have introduced the compact.**
- **States are NOT required to Participate.**
- **Legislative Process to adopt Compact.**
- **First Meeting on Commission held 27-29 Oct 08 – Mesa AZ.**

Feedback/Questions

- **Contact info: Rick deMoya at demoyas@charter.net or call (608) 695-8762 or (608) 203-6653**
- **The Interstate Compact Web Page is <http://USA4Militaryfamilies.org>**
- **Thanks for your support**



WISCONSIN STATE LEGISLATURE



WISCONSIN COUNCIL OF CHAPTERS

Military Officers Association of America



Interstate Compact on Educational Opportunity for Military Children (ICEOMC)

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Issue: Implement in the State of Wisconsin the Interstate Compact on Educational Opportunity for Military Children (ICEOMC)

Background: Fifteen states have either enacted or introduced legislation to implement the ICEOMC in their jurisdiction. Wisconsin does not yet have a legislative sponsor or plan to do so, thereby limiting the quality of life for military children in Wisconsin at a time when such support is more important than ever.

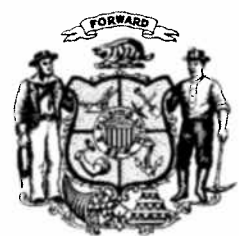
The purpose of the ICEOMC is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by facilitating the timely enrollment of children of military families; facilitating the student placement process; facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular academic, athletic, and social activities; facilitating on-time graduation; providing for the promulgation and enforcement of administrative rules; providing for the uniform collection and sharing of information between and among states and schools; promoting coordination between other state compacts; and promoting flexibility and cooperation between the educational system, parents, and students.

The ICEOMC effects all Wisconsin military children and their families regardless of the component of service of the active parent-servicemember.

To implement the ICEOMC in Wisconsin, the state must create a State Council, or use an existing body or board, to provide for the coordination among its agencies of government, local education agencies, and military installations concerning Wisconsin's participation in the ICEOMC. Council or board membership should include, as a minimum, the state superintendent of public instruction, a superintendant of a school district with a high concentration of military children, a representative of a military installation, and one representative from the legislative and executive branches of Wisconsin state government.

Fiscal Note: The National Interstate Commission provides the staff, services, and associated costs to assist in coordinating requested issues in Wisconsin. The National Interstate Commission may levy an annual assessment to Wisconsin to cover the costs of operations in an amount equal to \$1 each for the number of military children of active duty Wisconsin servicemembers. In 2008, the cost for the estimated 700 Wisconsin military children would have been \$700.

MOAA Recommendation: That the State of Wisconsin enact the Interstate Compact on Educational Opportunity for Military Children in the FY09 legislative session for implementation in the 2009-2010 academic year.





Interstate Compact on Educational Opportunity for Military Children

- Military families encounter significant school challenges when dealing with enrollment, eligibility, placement, and graduation of their children, due to frequent relocations in the course of service to our country. Most military children will have six to nine different school systems in their lives from kindergarten to 12th grade.
- The Council of State Governments' National Center for Interstate Compacts, in cooperation with the Department of Defense, has worked to develop an interstate compact that deals with these issues.
- The compact reflects input from policy experts and stakeholders from 18 different organizations, including representatives of parents, teachers, school administrators, military families, and federal, state, and local officials.
- The Compact will allow for the uniform treatment, at the state and local district level, of military children transferring between school districts and states.
- Each participating state must adopt the Compact through legislation; it will go into effect now that there are a minimum of 10 states that have adopted it. **The states that passed Compact legislation in 2008 and 2009 AZ, CO, CT, DE, FL, KS, KY, MI, MO, NC, OK, MS, IA, and VA (14 total).** (This is not a mandate to states, participation is completely voluntary.)
- Each Compact state will appoint representation to an on-going governing Commission which will enact necessary rules and give further guidance to the Compact's implementation. Only those state commissioners will have voting authority.
- Efforts have begun to educate state policymakers regarding the need for the Compact, and the nature and wide-spread use of Interstate Compacts, generally.
- Extensive information packets are available to state policymakers upon request. For more information contact: Jim Rickel Crehan, DoD State Liaison
915 307-3818 jdrickel@yahoo.com
- Further information is also available on the following web sites.
<http://www.csg.org/programs/ncic/EducatingMilitaryChildrenCompact.aspx>

www.USA4MilitaryFamilies.org

Interstate Compact on Educational Opportunity for Military Children Summary

The Council of State Governments (CSG), in cooperation with the U.S. Department of Defense, has drafted a new interstate compact that addresses the educational transition issues of children of military families. While the compact is not exhaustive in its coverage, it does address the key issues encountered by military families: eligibility, enrollment, placement and graduation.

Enrollment

- Educational Records - the new compact provides that schools must share records in a timely manner in order to expedite the proper enrollment and placement of students.
- Immunizations – the new compact provides for specific timelines, in this case 30 days from the date of enrollment, for students to obtain required immunizations in the receiving state.
- Age of Enrollment/Course Continuation – a student shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level from the sending state.

Eligibility

- Power of Attorney - special power of attorney relative to the guardianship of a child of a military family shall be sufficient for the purposes of all actions requiring parental participation and consent.
- Tuition – an LEA shall be prohibited from charging local tuition to a military child placed in the care of a non-custodial parent who lives in a jurisdiction other than that of the custodial parent.
- Non-custodial parents - a military child, placed in the care of a non-custodial parent who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent.
- Extracurricular activities - local education agencies shall facilitate the opportunity for military children's inclusion in extracurricular activities to the extent they are otherwise qualified.

Placement

- Course placement / Educational Program placement - the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school. The LEA shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs.
- Special education services – 1) Receiving states will comply with the federal requirements of the Individuals with Disabilities Education Act (IDEA).
- Absence related to deployment activities – a student shall be granted additional excused absences at the discretion of the LEA to visit with a parent or legal guardian prior to leave or deployment.

Graduation

- Waiver requirements – 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. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the local education agency shall provide an alternative means of acquiring required coursework so that graduation may occur on-time.
- Exit exams - states shall accept: 1) exit or end-of-course exams required for graduation from the sending state; 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing requirements for graduation in the receiving state.