

In \_\_\_year\_\_\_, \_\_\_state\_\_\_ become the \_\_\_number\_\_\_ state to adopt statute language and become part of the Military Interstate Children's Compact Commission (MIC3). The purpose of this Commission and the Interstate Compact for Educational Opportunity for Military Children is to support military families and their children as they transition from one state to another. Military children transition between seven and nine times during their pre-K to 12 education. \_\_\_state\_\_\_'s involvement in the MIC3 ensures military-connected students transitioning in and out of \_\_\_state\_\_\_'s public education system are treated fairly. It also provides support to our military serving our country who are comforted by the knowledge that the Compact is assisting in the transitions of their children.

According to the Defense Manpower Data Center (DMDC) \_\_\_state\_\_\_ has the \_\_\_rank\_\_\_ total number across the country of military dependents, \_\_\_number\_\_\_, residing in the State. The State of \_\_\_state\_\_\_ is home to \_\_\_number\_\_\_ bases or installations. Those covered by the Compact include Children of Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders (Title 10); 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; Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA); and United States Public Health Services.

Each state has a Commissioner. In \_\_\_state\_\_\_, the Commissioner, who has served since \_\_\_year\_\_\_, is \_\_\_name\_\_\_, \_\_\_position\_\_\_. The Commissioner's role is to provide technical assistance to local school systems, support to military families, communication on needs of military children in transition, and chair of the State Council which, in \_\_\_state\_\_\_, consists of the Department of Defense representative who is the \_\_\_position\_\_\_, military families, a local Superintendent of a military impacted school system, military family representative, School Liaison Officers, member of the State Legislature, educators, and \_\_\_other\_\_\_. Since there is a Commissioner in each state, communication and resolution of any transition difficulties can be handled efficiently. As a member of the Compact, \_\_\_state\_\_\_ is demonstrating support to all of our military families and provides a vehicle for assistance to both families and local school systems. Throughout the year, the Commissioner receives multiple emails or calls from military families and local school systems requesting assistance and support.

Funding for the Commission, its resources, support and capabilities are ensured by the annual dues paid by each member state. The annual dues payment is based on the number of military dependents residing in the state and is provided annually to the Commission by the DMDC. MIC3 is only the fourth Compact in 50 years to be adopted by all 50 states and the District of Columbia.

The MIC3 provides for consistency across states and replaces widely varying education policies that affect transitioning students and supports uniform treatment for military-connected students. The Compact address key education issues encountered by military families: eligibility, enrollment, placement and graduation

Member states of the MIC3 follow a specific set of rules and bylaws to conduct its business and ensure compliance among states. The MIC3 is supported by an Executive Director and two staff in the National Office. The enforcement provisions of the Compact allow for the National Office to intercede, mediate issues, and assist the states in finding equitable solutions. Assistance is available on issues such as: clarification of rules and bylaws, state statute interpretation, legal questions, and annual state dues payments

The Commission conducts an Annual Business Meeting, which provides experienced and recently appointed Commissioners the opportunity to collaborate and provide input on issues facing their states, attend workshops, vote on rules and bylaws changes that may have an impact on their state, gain ideas and listen to best practices on how to manage Compact issues.

Training and resource materials are available for states through the National Office which includes briefings, presentations and assistance at State Council meetings. The Commission also maintains a website, video library, printed and digital publications for use by member states.

In conclusion, while the Compact is not exhaustive in its coverage, it does address the key education issues encountered by military families. The Compact provides for a detailed governance structure at both the state and national levels with built-in enforcement and compliance mechanisms. The overarching value of the Compact is its ability to address concerns and support military-connected students. As a highly military impacted state, \_\_\_state\_\_\_'s continued participation in the Commission is highly valued and demonstrates \_\_\_state\_\_\_'s commitment to successful educational transitions for military students and their families.

I sincerely request funding for the dues for the Military Interstate Children's Compact Commission (MIC3).