

*The Interstate Compact on Educational Opportunities for Military Children*

## Maine MIC3 Meeting

9 December 2017

9am-12pm

State House Station 23

Augusta, ME 04330

(207) 624-6600

1. Welcome from Deputy Commissioner Beardsley

Deputy Commissioner Beardsley touched on what the department might be able to learn from the military in how they operate. He also mentioned the new data requirements under the Federal ESSA law that school districts will now be required to collect information if a student is the child of an active duty military. He noted that active duty is relatively easy to determine, but that some parents do not want their children identified and that there are districts in Maine where we would expect to see children of military but that are reporting no children of active duty military. He also noted that there is a benefit for school districts if they identify these students with federal funds.

2. Introductions

The following members were present at the meeting: Deputy Commissioner William Beardsley, Jane Durgin, Scott Young, Superintendent Brian Carpenter, Sarah Forster. Also in attendance were Kristen Ferullo and Tyler Backus.

The following were invited and attended Elizabeth Marcoutte. It was also brought up that Elizabeth Marcoutte has been an active participant and should be added as a council member, all agreed.

It was noted that Superintendent John Backus had been a member of the council before, and that it was likely an administrative error as to why he was removed from the council. It was suggested to have him added back to the list of members, all present members agreed.

3. History & Overview – Kristen Ferullo

- a. ME adoption of the law
- b. What is MIC3?

c. Why is it so important?

Kristen Ferullo provided a power point slide for members of the council about the history of MIC3 in Maine, including the adoption of the law, and why it is so important. Sarah Forester noted that Maine adopted the federal language verbatim, which was not done in every state.

Under the compact the national commission, which Maine is a member state, can pass rules that would be changed by a majority vote.

While Kristen was talking about Article V – Placement & Attendance: Placement Flexibility Deputy Commissioner Beardsley asked how course recognition between states is enforced? Sarah Forester responded that this is a reciprocal effort by states.

While Kristen was talking about Article VII – Graduation she used a past example of a Maine student that had moved several times because of a parent's change in Permanent Change of Station orders over the years. During the students senior the student was moving from Maine to another state. Through much work, and cooperation, the student was able to graduate with a diploma from the Maine school district on time.

Sarah Forester also asked if this process could become a model for Maine for other highly mobile students?

#### 4. Annual Meeting Update – Sarah Forster

Sarah Forester gave a recap of the National MIC3 Conference. This included that the Executive Director of MIC3 resigned suddenly and that the new director is from Hawaii, where this is a larger military presence.

At the national conference there was discussion about what was next for MIC3, as now all 50 states have adopted some form of the MIC3 language. The National MIC3 council has a vision, mission, and has core values.

After the general meeting members attend their committees, Sarah noted that she serves on the Compliance Committee. In the committee they discussed:

The topic of discussion was a recent case where a student had moved from Texas to Washington D.C.; in Texas participation in sports can count as credit towards Physical Education credits but that this is not the case in Washington D.C. Washington D.C. had originally not accepted the credits

that were earned through athletic sports participation, but the MIC3 Council had initially urged Washington D.C. to test for knowledge. The compact decided to sue Washington D.C., which prompted Washington D.C. to accept the Physical Education credits.

The National MIC3 Commission is in the final stages of putting out a manual.

5. Compact Issues of Maine – Sarah Forster
  - a. ME Case Studies
  - b. Best Practices

One situation that came up in Maine over the past year was a student that had moved in had taken courses elsewhere, but the curriculum for the other state was not taken in the same order as in this district. The Maine district placed the student as a freshman even though in the other state they had already completed a freshman year. With working with the Maine district Sarah was able to get the student corrected to be a Sophomore during the second semester.

6. Issues or potential concerns facing your schools

Superintendent Brian Carpenter started the conversation asking about credits versus proficiency based education, how should this work when a student transitions either from a district that is uses a proficiency based diploma to one that uses a credit based diploma, or vice versa. How does a district reasonably measure the progress of a student?

How does a school district view proficiency of the student versus how the school views proficiency.

In Maine all school districts will have to measure proficiency in four subjects by 2020, and add one subject over the next four years until 2024 when eight subject areas will need to be measured. What does this look like for Special Education?

It was decided that this topic would be important to delve into more during the next meeting, and that Jan Breton and Rachelle Tome should be part of the discussion and need to be invited, Tyler Backus will ask for them to attend the next meeting.

It was also discussed if the national council would want to send a representative for the conversation.

## 7. Military Identifier

- a. ESSA
- b. Why is the military identifier important?
- c. What does it mean to your school?
- d. National Guard Inclusion

Charlotte Ellis, the Maine Department of Education's Chief Information Officer, was invited and attend during the discussion on collecting student information.

Under the new federal ESSA law school districts will be required to ask parents if the student is child of a Title 10 active duty member of the military. The law also gives the option to states to have school districts report on students from other military statuses. There was discussion on what other types of military status would be collected as there are a number of other titles that military members may be on, including Title 32 and Title 11.

Kristen Ferullo noted that for her it is important as she does not know who to provide support to unless she knows where the students are located. There are a number of school districts that have many students whose parents are in the national guard and that they face many challenges, that either herself or Elizabeth Marcoutte could support, but there is no way to identify where those students attend school.

It was also noted that the military collects information on children through the Defense Enrollment Eligibility Reporting System but soldiers are not required to enter their family into the system. Elizabeth brought up that the military member typically is not concerned with enrolling the family into the system, and that typically the forms sent home from the schools are not filled out by the military member but by the spouse.

A consensus was reached to have Tyler Backus meet with the deputy commissioner and suggest to require school districts to not only require districts to report on students with a parent on Title 10 orders but other types of Title orders as well. It was noted that this would be an additional burden on the school districts, and that at the state level the student system will need to be set up to collect this level of information.

The following reasons were determined by the council as to why the department should require school districts to collect additional information:

- 1) Military members are constantly being switched between titles and those changes are typically not captured during the year, so students of military

members that are typically an m-day soldier get no services because they are not identified at the beginning of the year.

- 2) Collecting more information will mean the ability to provide additional resources and services to the school districts
- 3) Professional Development could then be provided to school districts that have children in the military
- 4) Technical assistance could be targeted to school districts, currently TA is provided to schools where a military population is identified
- 5) The school districts would be able to provide resources for students, some of which are through the school liaison, and other are provided if there are military students at the school district.
- 6) By identifying students of military members, no matter the military status, would put the students first.

#### 8. Spreading the word about MIC3

- a. Superintendents
- b. Principals
- c. Guidance Counselors
- d. Social Workers
- e. Athletic Directors

Other organizations that were determined to be invited for this discussion are Dick Derose of MPA, a guidance councilor, another special education director, and a school principal.

#### 9. Spring Meeting – May 2017

Discussion revolved around either May or June for a date. It was determined that likely in June the legislature would be busier and the school districts would be busier with end of year activities.

May 5<sup>th</sup> was determined as the tentative meeting date for the next meeting.

It was also determined to see about a joint meeting with New Hampshire, and that the meeting would be held at the Portsmouth Naval Shipyard in Kittery.