



How long have you been involved with the Compact?

I have been with the compact since June of 2015. My first duty was attending the Annual Business meeting in Seattle in November, which was a huge help in me understanding my role as well as meeting not only the national staff, but other commissioners and military school liaison officers. Meeting them was great, but until I had inquiries from parents, schools and counsellors, and established a state council, I did not develop relationships with others involved in the compact. The second Annual Business Meeting in October 2016 was much more worthwhile, not so much for the new information but for meeting those who I had worked with in the past year. I recognize that there are different levels of experience in the commissioner role, and all states are different. Not every issue has the same solution, given the complexities of the students, state and local practices, as well as the desired outcomes from the students, parents and schools. Many of the practices that are codified in the compact can benefit non-covered students such as in-active guard and reserve as well as students with parents with jobs requiring frequent moves. Allowing non-covered students and schools to take advantage of our learning is another intangible benefit of the compact, and Departments of Education should explore how to do this within the laws that exist in their states.

What are the main issues that face your students as they transition and how has the Compact helped?

Most of the issues I have seen are in two key areas.

The first is in registration, where proper placement based on transcripts is not always as straight forward as it would seem. I have informed the National Staff, but most issues have been resolved by in state resources or liaison with the commissioner of the past state or from the DOD school system. Usually just getting folks to talk to each other resolves the issue. Not all schools have discipline records as part of the unofficial or official transcript - so getting this information has potentially held up timely registration. I have also had registration issues in schools based on location and/or occupancy of homes within a specific district. Some students have needed assistance to get into the school that they should attend based on school districts being wary of non-residents enrolling in schools they were not entitled to. Getting the State Dept of Education involved to explain state laws has resolved the issues in this area.

The second is in getting juniors and seniors on track to graduate with their class. With varying graduation requirements as well as very complicated school transfer scenarios, this usually requires support from multiple commissioners, the national office as well as counsellors and administrators of multiple school districts. The difficulties I have found is parents trying to gain an advantage from the compact and students who are not willing to put in the effort agreed to in the plans that have been assigned to achieve graduation on time.

Are there any areas that the Compact does not address that you feel may help students?

My biggest concern is for students not covered by the compact - specifically for non-mobilized guard and reserve. They can come under the compact at any time with a set of orders, so we need to make sure they are not lost.

Are you linked into our social media - FB and Twitter? Does your organization have social media that our readers could follow that would help spread the word about the Compact?

I am a social media neanderthal. (that is not a dinosaur) I do have a facebook account to be able to see family pictures. I have a linked in account for my job and role as President of an Industrial Association. I will make it a point to expand on this capability in the future.

Do you feel that the knowledge of the Compact is increasing in your area, both from the students, parents, schools and military perspective?

My biggest issue has been the establishment of the State Council - which took almost a year. Getting meaningful meetings and discussions has been difficult as we only have one school that we know of that is impacted and it is a special case due to agreements made in the 1960's so they do not receive federal aid funding. Getting the word out to the schools has been slow but we are starting to make progress. Since most of my inquiries have come from parents who had active roles in previous duty stations such as a family obudsman, I think our biggest challenge is educating our military parents.