



Dependents Education Council

12 December, 2017

*4800 Mark Center Drive, Alexandria, VA 22350,
Fourth Floor Directors Conference Room 04F14*



Host

Ms. Stephanie Barna

Principal Deputy, Assistant Secretary of Defense For Manpower and Reserve Affairs, Performing The Duties of The Assistant Secretary Of Defense For Manpower and Reserve Affairs



Executive Secretary

Mr. Thomas M. Brady

Director, Department of Defense Education Activity



College and Career Ready Standards Implementation



PRESENTED BY

Dr. Lisa Holloway, Chief, Standards and Curriculum

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



CCR Purpose

- Raise the rigor and relevance of instruction to improve student achievement
- Unify DoDEA as ONE school system
- Align DoDEA with other states in support of the mobile military-connected student



CCR Progress

- Strengthening Teaching and Learning for Students through:
 - Implementing new standards in science, career and technical education, social studies, fine arts and world languages; and,
 - Expanding the adoption of new College and Career Ready Standards in gifted education, health education, physical education, and education technology in September, 2017
- Expanding Access to High-Quality Instructional Resources:
 - Investing in rigorous and standards-aligned instructional resources



CCR Progress

- Building Educator Capacity:
 - Providing six days of professional learning for all teachers with consistent evaluations and attention to rigor
- Enhancing Administrator Leadership Skills:
 - Strengthening knowledge and skills of school administrators so they are prepared to lead professional growth in our educators and CCR learning for our students



Point of Contact For this Brief

Dr. Lisa Holloway,

Chief, Standards and Curriculum

Email: lisa.holloway@hq.dodea.edu

Telephone: (571) 372-5858



DEPENDENTS EDUCATION COUNCIL

DoDEA Comprehensive Assessment System (DoDEA-CAS)



PRESENTED BY

Dr. Raquel Rimpola, Chief, Assessments

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



DoDEA-CAS

- **The DoDEA Comprehensive Assessment System:** Includes all of the assessments (Benchmark Assessment System, Preliminary SAT, Advanced Placement, etc.) delivered systematically within DoDEA
- **College and Career Ready Standards aligned assessment components:**
 - Diagnostic assessments
 - Interim assessments at 42 field test school sites
 - CCRS summative assessments:
 - ❑ Computer-based assessments administered using Chromebooks
 - ❑ Participants include students in Mathematics grades 3-6, Algebra I, Geometry, Algebra II, and in Literacy grades 6-8 and 10



DoDEA-CAS

Strategies and Goals

- **The implementation strategy includes:**
 - Stakeholder engagement activities
 - An Infrastructure Trial exercise on February 5-9, 2018
 - Readiness checks in preparation for the CCRS summative assessment administration
- **The communication strategy includes training opportunities for:**
 - District and school leaders
 - Teachers, and parents





DoDEA-CAS

Strategies and Goals (Cont.)

- **As we continue to implement the DoDEA-CAS, we will:**
 - Develop a comprehensive assessment system to support student learning and continuous improvement
 - Communicate the full range of comprehensive assessments, their purpose, and their results to stakeholders
 - Promote data quality as we develop an Integrated Data System that reports valid, reliable, and timely student performance data to stakeholders to inform their instructional decisions



Point of Contact For this Brief

Dr. Raquel Rimpola, Chief of Assessments

Email: raquel.rimpola@hq.dodea.edu

Telephone: (571) 372-7980

CCRS summative assessment resources
are available on the Assessment Web page

<http://dodea.edu/assessments>



DEPENDENTS EDUCATION COUNCIL

Director's Hiring Process Action Team



PRESENTED BY

Ms. Kirsten Webb, Chief, Capabilities & Initiatives

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



Hiring Process Action Team

Requirement and Purpose

In October 2017, the Director established a Hiring Process Action Team (H-PAT) to develop short-term mitigation strategies to resolve immediate school staffing challenges

Additional charges for the H-PAT include development of mid and long-term strategies, procedures and policies to address:

- Recruitment
- Security screening process
- Human Resources data





Hiring Process Action Team

Business Case

Overhauling the hiring process from *identifying the need* for personnel, all the way to *placing a teacher in the classroom*, will reduce risk to the organization, and ensure the mission of educating military-connected children is accomplished without compromise or extraordinary efforts.





Hiring Process Action Team:

Objectives

- Give Principals the ability to have 100% of teachers and staff in classrooms *on the first day of school*
- Increase the availability and accessibility of substitute teachers
- Reduce the time it takes for the entire hiring process
- Reduce security/suitability process time
- Develop and implement a five year suitability re-verification process



Hiring Process Action Team:

Team Composition

The H-PAT is a high level cross-functional team comprised of leadership, Division Chief and Subject Matter Experts

- **Project Director:** Thomas Brady, Director, DoDEA
- **Project Sponsor:** Mr. Bob Brady, Associate Director for Finance and Business Operations (ADFBO)
- **Project Lead:** Kirsten Webb
- **Team members:**
 - Dr. Dell McMullen, Director of Student Excellence Europe (DSE-EUR)
 - Ms. Lois Rapp, Director of Student Excellence Pacific(DSE-PAC)
 - Dr. Judith Minor, Director of Student Excellence Americas (DSE-AM)
 - Dr. Judy Allen, Superintendent, DoDEA Pacific West
 - Mr. Harvey Gerry, DoDEA Europe Chief of Staff
 - Christine Megee, Chief, Human Resources
 - Christian Roose, Chief, Security
 - Ms. Andrea Dezan, Program Manager, Personnel Security
 - Ms. Jennifer Jones, Integrated Operations Specialist
 - Mr. Bradley Carver, Human Capital Manager



Hiring Process Action Team

Short Term Mitigations

E-Quip Submission	Streamlining Procedures & Workload	Internal Capacity	Instituting Automated Processes
Developed and Conducted Training For PERSEC	Standardize Substitute Application & Include Fields for Availability	Instituted Internal Reciprocity For Internal Job Changes	Implementing Fully Automated SharePoint System TO Track Security Components
Developed Support Materials	Data Call Substitutes On Hand	Increased PERSEC Staff by Three (3) Permanent & Two (2) Temporary Positions	
	Verify & Update Internal Human Capital Data Sources		



Hiring Process Action Team

Mid Term Mitigations

(Impact on 18/19 School Year Staffing)

Workforce Planning	Streamlining Procedures & Workload	Internal Capacity	Instituting Automated Processes
Identify Employees Vacating Substitute Positions Before Next School Year	Begin Hiring Season for School Year 2018/2019 in February 2018	Fully Staff Human Resources & Security Personnel in The Field & HQ's	Development of Substitute Availability & Full Time Equivalency Tool
Develop Substitute Availability & Full Time Equivalency Tool		Identify locations with Insufficient Substitute Applicant Pool & Hire Appropriate Number of Full Time Equivalencies	



Hiring Process Action Team:

Next Steps

- **Monitor** the effectiveness of short term mitigations and adjusting as necessary
- **Benchmark** PERSEC programs (specific to staffing ratios) with Child Care National Agency Check and Inquiry (CNACI) requirements in Army, Navy, Air Force and Marine Corps
- **Pursue** acquisition of a case management system to improve tracking and monitoring of the PERSEC process
- **Develop** and implement recruitment strategies for substitute and full time teaching positions
- **Conduct** deep analysis of the impact of the Transfer Program on the hiring process





Hiring Process Action Team:

How Can You Help?

DEC members can assist our efforts to achieve 100% teachers in classrooms and an adequate substitute teacher pool in several ways:

- ***Uphold agreements*** in Installation Support Services Agreements (ISSA) for fingerprinting services
- ***Market DoDEA*** employment opportunities to transferring family members
- ***Provide EARLY notification*** to DoDEA when a change in the number of families in a location may increase significantly requiring additional teaching staff
- ***Encourage family members*** employed with DoDEA to notify supervisors when orders to leave the area are received (thus ending employment in that DoDEA location)



Point of Contact For this Brief

Ms. Kirsten Webb,

Chief, Capabilities & Initiatives

Email: Kirsten.webb@hq.dodea.edu

Telephone: (571) 372-5833



DEPENDENTS EDUCATION COUNCIL

Results of the 2017 DoDEA Customer Satisfaction Survey



PRESENTED BY

*Dr. Judith Minor, Associate Director Performance and Accountability
and Mr. Jeff Noel, Chief, Education Research, Accountability, and Evaluation*



dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



Survey Overview

The last CSS was given in November-December 2010. Several events and changing agency needs necessitated a revision and delay of the survey until 2017 (as described in the Appendix). The survey was redesigned in 2014 in consultation with the University of Southern California and the Defense Manpower Data Center:

- Most questions taken from the California Healthy Kids Survey; additional questions for school staff are from the California School Climate Surveys*.
- The survey covers nine broad areas:
 - Teaching and learning
 - School communication and environment
 - Sense of belonging
 - School relationships
 - Student well-being
 - School safety
 - Supports for college/career readiness
 - Professional development
 - Overall satisfaction



Survey Response

Administered online March 20 - April 30, 2017

- Sponsors or spouses with children in pre-kindergarten-12th grade, students in grades 4-12 and school educational staff were invited to participate.
- Anonymous and voluntary

There were 13,121 (33%) students, 5,691(10%) parents and 3,132 (44%) teachers who participated in this year's survey:

- The response rate for parents declined from 24% in 2010.
- The student response rate also declined, down from 57% in 2010.
- Student and teacher participation rates varied significantly by school and ranged from 0-100% ; parent participation rates ranged from 0-29%.



Response Rate Efforts

Efforts DoDEA used to enhance response rates:

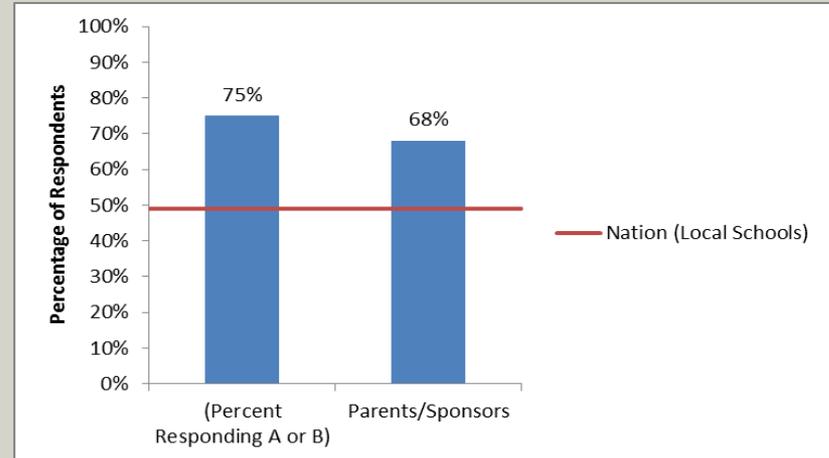
- Public service announcements (PSAs) via AFN television and radio
- Web and social media, newsletter articles, posters for use in each school
- Letters from school principals to sponsors, base commanders and school staff
- Regular follow-up reminders to superintendents and principals from HQ and regional communications officers



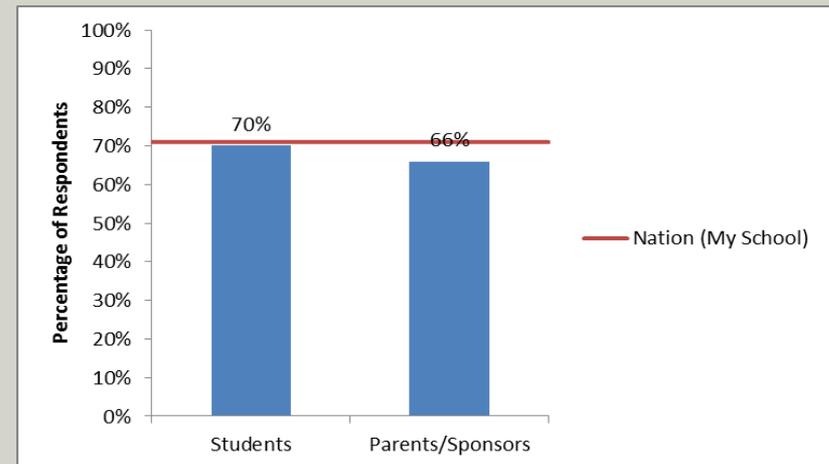
Overall Customer Satisfaction

- 75% of students and 68% of parents rated DoDEA schools with an A or B, compared to 73% and 77% of students and parents in 2010, respectively
- 70% of students and 66% of parents provided an A or B rating of schools, compared to 74% and 79% of students and parents in 2010, respectively
- Overall and across most measures, elementary students and White students consistently showed the highest levels of satisfaction, whereas high school students and African American students were less satisfied

“If I had to give the DoD schools a grade, I would give them...” (Percent Responding A or B)



“If I had to give my own school a grade, I would give it...” (Percent Responding A or B)





Teaching and Learning

Most students and parents agreed that students are learning what they need to know to be successful:

- Teachers have high expectations for ALL students
- Teachers provide needed feedback to students
- DoDEA schools promote academic success
- Students are provided opportunities to use computers

Survey Item	Percentage Who Agree With the Statement	
	Students	Parents
My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.	72%	71%
My teachers have high expectations for me to do well in school.	78%	-
My teachers have the same expectations for all the students in their class.	66%	-
My teachers tell me how I do on my classroom assignments, tests, and homework assignments.	67%	-
My teachers help me when I don't understand my schoolwork.	70%	-
This school promotes academic success for ALL students.	-	69%
I am satisfied with my child's opportunities to use computers at school.	-	69%



Professional Development

Most DoDEA teachers agreed that their school is a place where:

- Needed materials, resources and training are provided
- They are supported by administration, parents and the community
- Instruction is prioritized
- They are encouraged to speak up or voice concerns

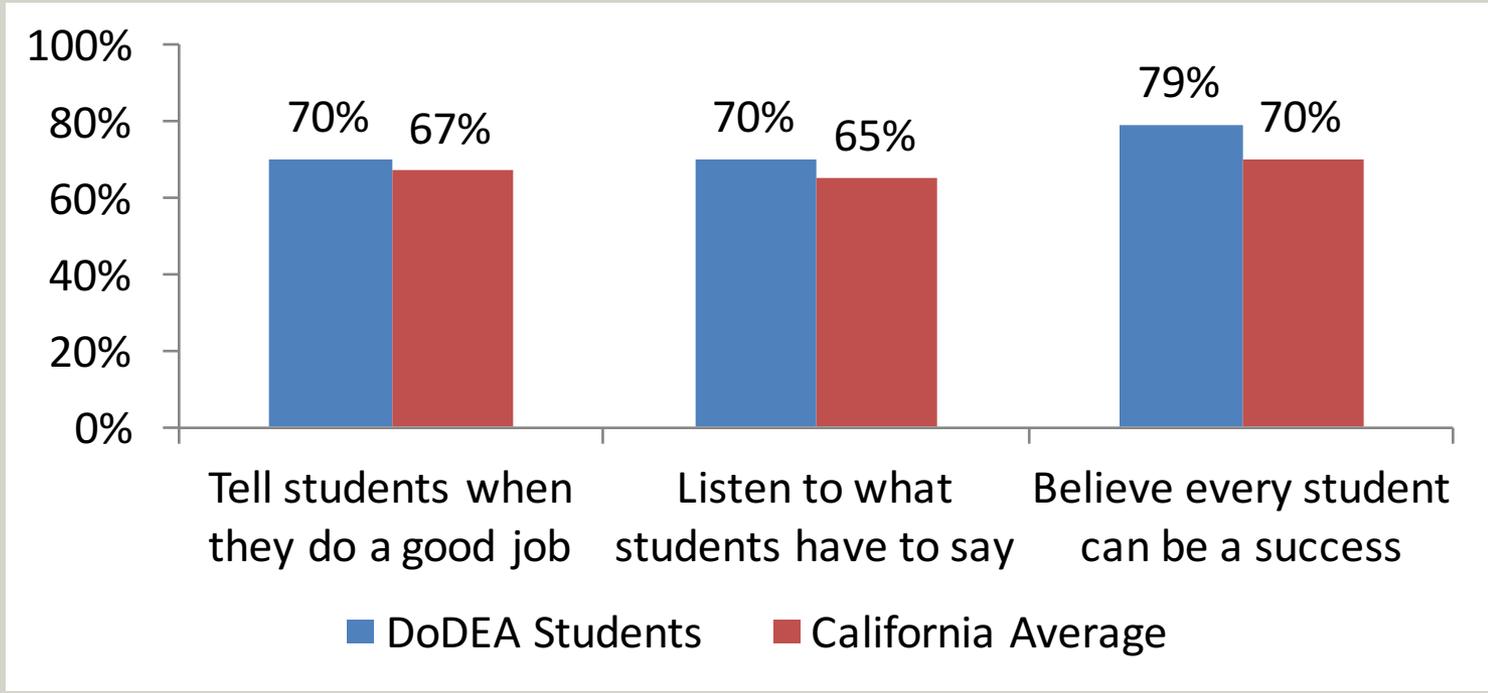
Teachers are least satisfied with their school's efforts to train paraprofessionals

Survey Item	% Who Agree With the Statement
This school provides the materials, resources, and training needed to do your job effectively.	72%
This school is a place where the administration is supportive of teachers.	70%
This school is a place where teachers feel supported by the parents and the community.	68%
This school is a place where classroom instruction is prioritized over paperwork.	65%
This school is a place where teachers are encouraged to speak up/voice concerns.	63%
This school is a place where educational decisions drive technology decisions.	54%
This school is a place where there is sufficient training and support for technology integration.	52%
This school takes steps to minimize paper work.	52%
This school provides relevant training for paraprofessionals.	39%



School Relationships

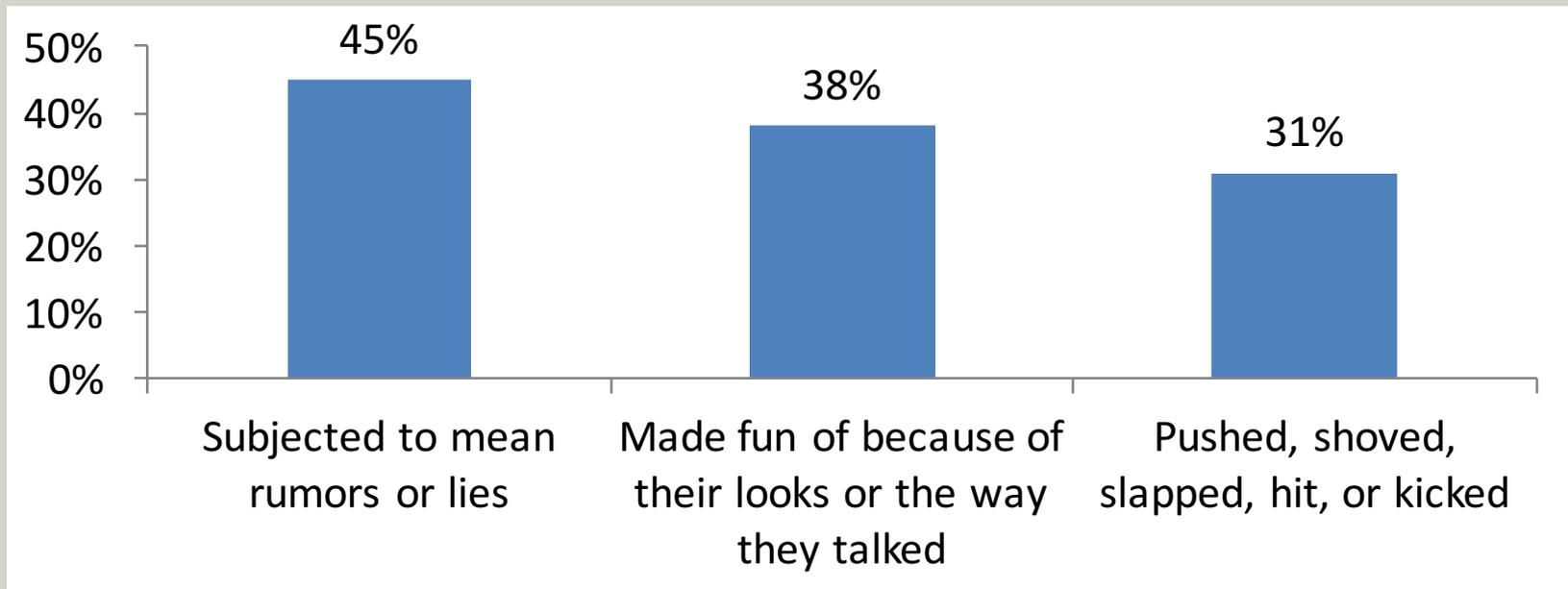
- Most DoDEA students (67%) and parents (77%) agree that ‘adults at the school really care about students’ as compared to California (56%)
- DoDEA students and parents also agree that teachers and other





School Safety

- There is a mismatch among parents, teachers, and students in perceptions of the extent of harassment or bullying
- The proportion of students who reported they had experienced forms of harassment or bullying as defined below is as follows:

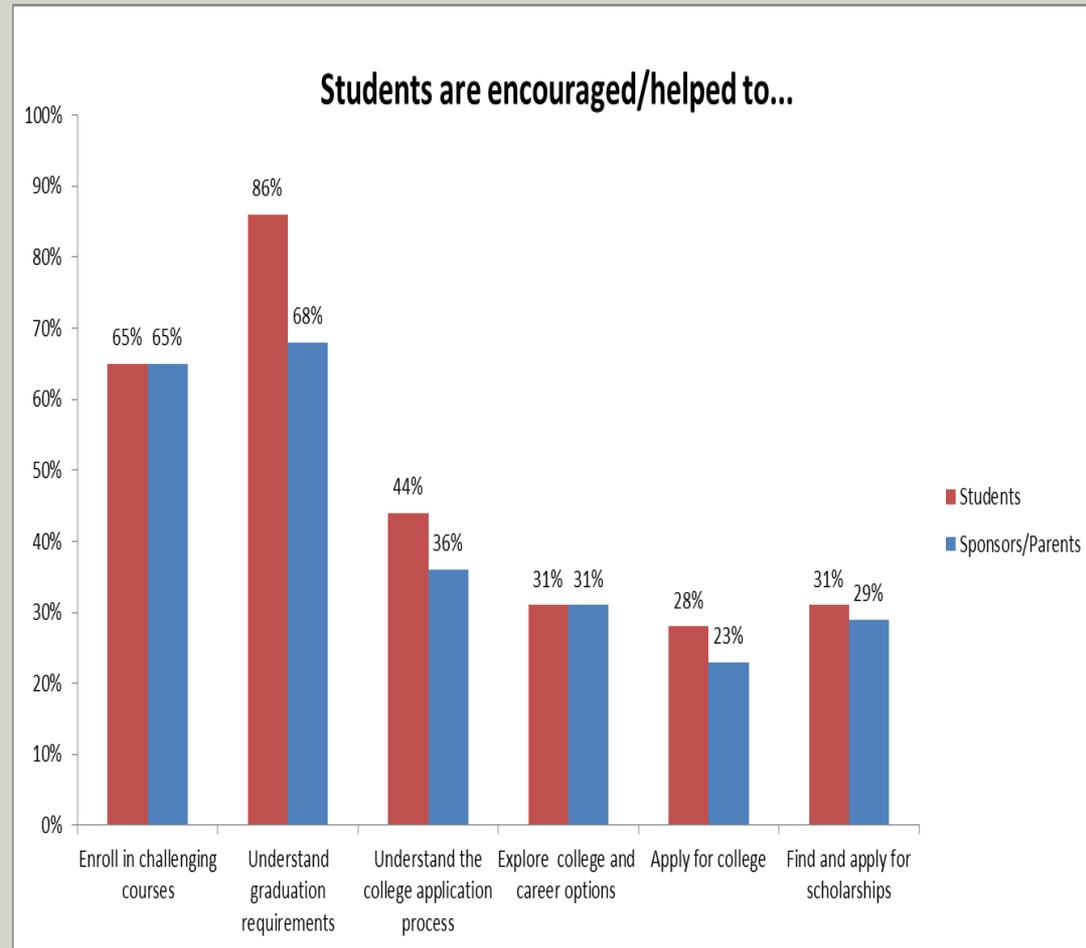




Support for Career and College Readiness (*Grades 11-12 Only*)

- Most students and parents agreed that DoDEA schools do a good job helping students know what is required to graduate from high school and encouraging students to enroll in rigorous courses
- Students and parents are substantially less satisfied with efforts to help students prepare for the college application and scholarship process

Perceptions on the Quality of Supports for CCR Readiness (Percent Responding 'Strongly Agree or 'Agree')





Summary of Findings:

Strengths

- Students are learning what they need to know to be successful in later grades or after graduating from high school
- Teachers have high expectations and promote academic success equally for all students
- DoDEA schools are safe, welcoming and provide students with caring and supportive relationships
- Teachers report their schools are supportive and inviting place to work and that they receive the materials, training, and resources they need to do their job effectively
- Most Grades 10-11 students and parents agreed that their schools do a good job helping students know what is required to graduate from high school and encouraging students to enroll in rigorous courses



NEXT STEP:

Opportunities for Improvement

- There is a mismatch in perceptions of the prevalence of harassment and bullying among parents, teachers, and students
 - *Starting last spring, DoDEA pursued a partnership now underway with the Center for Naval Analysis to identify and develop Bullying and Resiliency resources for Families and Educators to include website and added counselor training*
- Most Grade 10-11 students and parents are not satisfied with their school's efforts to help students prepare for the college application and scholarship process
 - *DoDEA began procuring a new tool last spring focused on preparing for postsecondary and career options utilizing an online system to explore pathways and develop 6 year (7th grade+) student plans*
- The response rate for the customer satisfaction survey can be improved.
 - *DoDEA is requesting DEC's support in improving response rates*



Point of Contact for this Brief

Mr. Jeff Noel, Chief,

Education Research, Accountability, and Evaluation

Email: jeffrey.noel@hq.dodea.edu

Telephone: (571) 372-0583



Appendix

Additional slides follow with more detailed data points and background information



Background

The last CSS was given in November-December 2010. Several events and changing agency needs necessitated a revision and delay of the survey until 2017:

- The license for the CSS was revoked by DoD during an efficiency review in 2011
- The 2010 and previous surveys were based on PDK/Gallup's annual survey of the public's attitudes. In 2012, PDK/Gallup withdrew permission to use their questions without cost
- Need for inclusion of school-level staff in the survey
- Redesigned in SY13-14 and approved by DoD and OMB in November 2014
- Scheduled for SY2015-2016, but delayed until 2017 due to organizational restructuring and implementation of Career- and College-Ready Standards



School Communication and Environment

Most students and parents are satisfied with:

- Their school's welcoming, respectful environment
- Efforts to communicate important information about their students and the school
- Opportunities for parents to be involved

*They are less satisfied with Principals' responses to phone calls, messages or emails

Survey Item	% Who Agree With the Statement	
	Students	Parents/Sponsors
Students felt welcomed when they came to their school.	62%	-
The adults at the school treat all students with respect.	58%	65%
Teachers keep parents informed about their child's progress in school.	-	64%
This school does a good job of getting important school information to parents.	-	72%
Parent involvement in the school is welcomed and encouraged.	-	76%
This school provides opportunities for parents to be involved in school improvement.	-	66%
The principal promptly responds to phone calls, messages, or emails.	37%	54%
Teachers promptly respond to phone calls, messages, or emails.	51%	76%

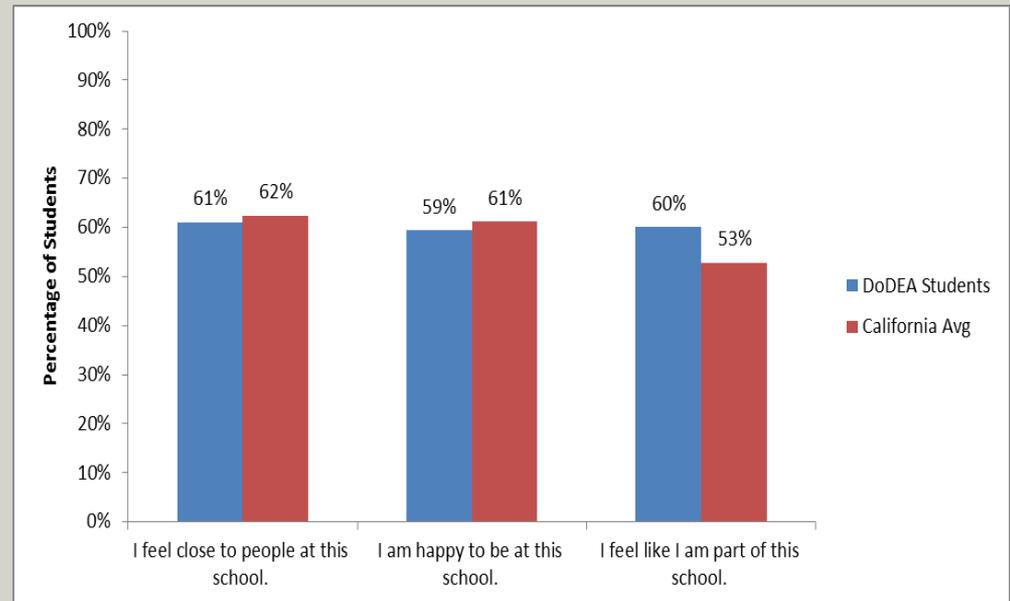


Sense of Belonging

DoDEA students' sense of belonging at their school is similar to students in California

- A higher proportion of DoDEA students than in California said that they feel like they are part of their school.

Students' Sense of Belonging: DoDEA vs California (Percent Responding 'Strongly Agree or 'Agree')



Most DoDEA teachers agreed that their school:

- Is a supportive and inviting place to work (71%)
- Promotes trust and collegiality (64%)
- Promotes participation in decision-making (62%)



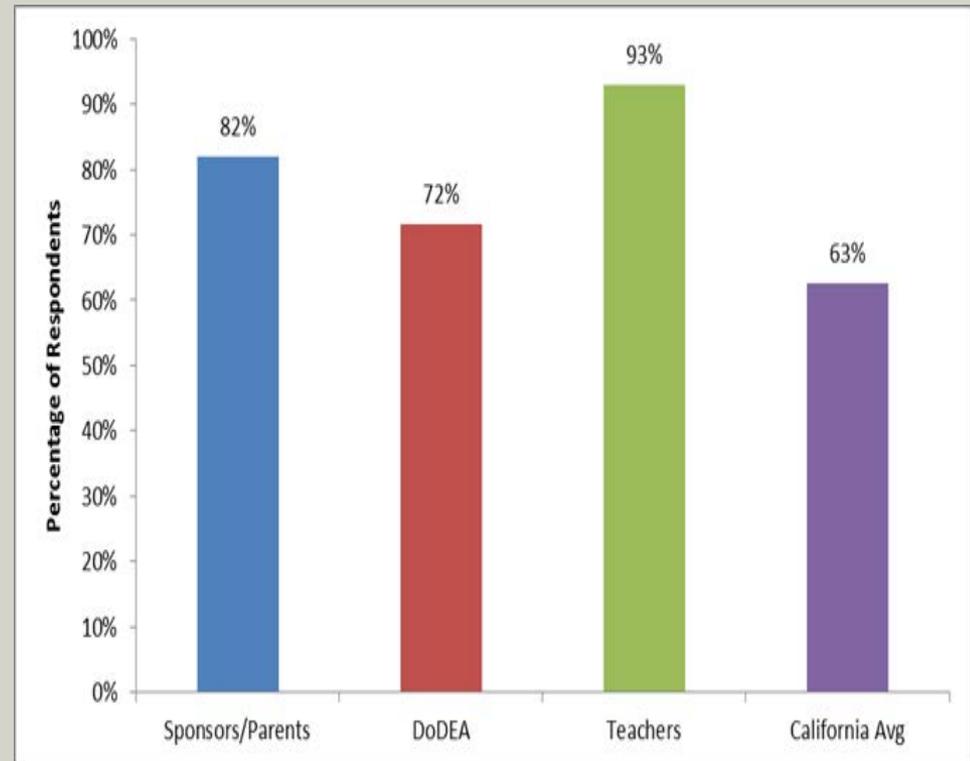


School Safety

**“This school is a safe place.”
(Percent Responding ‘Strongly Agree or ‘Agree’)**

Overall, DoDEA students, parents and teachers agree that their school is a safe place for students.

Perceptions of overall school safety are higher than in California





DEPENDENTS EDUCATION COUNCIL

School Openings & MILCON Update



PRESENTED BY:

Mr. Steve Donley, Chief, Facilities Division

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



2018 Projected School Openings

School	Installation/State/Country	Opening	Projected Cost (\$1,000s)
Kadena ES	Kadena Air Base, JA	Jan/Feb-18	\$ 81,938
Kadena MS	Kadena Air Base, JA	Jan 18	\$ 35,515
Delalio ES	MCAS New River, NC	Jan/Feb 18	\$ 23,756
Mildred Poole ES	Fort Bragg, NC	Jan 18	\$ 38,754
Fort Campbell HS	Fort Campbell, KY	Aug 18	\$ 57,297
White ES	Fort Benning, GA	Aug 18	\$ 37,174
Kaiserlautern HS	Ramstein Air Base, GE	Aug 18	\$ 64,461
Zukeran ES	Camp Foster, Japan	Aug 18	\$ 107,400
Wiesbaden MS	USAG Wiesbaden, GE	Aug 18	\$ 50,647
Bolden E/MS	MCAS Beaufort, SC	Aug 18	\$ 38,820
		Total (\$000):	\$ 535,762



FY 2019 MILCON Plan

Project Number	Installation/ State/Country	School	Title	PA FY 19 BES
EU00048	Kaiserslautern, GE	Kaiserslautern MS	Replace School	\$ 95,430
AM00029	Fort Campbell, KY	Fort Campbell MS	Convert Existing HS	\$ 62,634
EU00174	Chievres, BE	Europe West DSO	New DSO	\$ 13,160
EU00112	Wiesbaden, GE	Clay Kaserne ES	New School	\$ 51,560
PA00109	CFA Yokosuka, JA	Kinnick HS	Replace School	\$ 170,780
PA00106	Camp McTureous, JA	Bechtel ES	Renovation/ Replacement	\$ 95,070



FY 2020 MILCON Plan

Project Number	Installation/ State/Country	School	Title	PA FY 19 BES
EU00042	Landstuhl, GE	Landstuhl ES	Replace School	\$ 55,472
PA00175	Yokota AB, JA	Yokota DSO	New DSO	\$ 12,000
EU00176	Kaiserslautern, GE	Kaiserslautern DSO	New DSO	\$ 12,000
EU00181	Baumholder, GE	Baumholder, ES	Replace School	\$ 50,000
AM00182	Fort Knox, KY	Van Voorhis ES	Replace School	\$ 45,000
EU00120	Ramstein AB, GE	Ramstein MS	Ramstein MS (EIC #1)	\$ 64,000



Point of Contact For this Brief

Steve Donley, Chief, Facilities Division

Email: stephen.donley@hq.dodea.edu

Telephone: (571) 372-1405



DEPENDENTS EDUCATION COUNCIL

Grant Program Update



PRESENTED BY:

Ms. Kathleen Facon, Chief, Education Partnership, Resources

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



DoDEA Education Partnership

Grant Program

- **DoDEA Education Partnership Grant Program:** Through a competitive process, eligible public school districts are provided with resources [5-year grant award] to support evidence based efforts to:
 - ***Increase*** academic performance based on College and Career Ready outcomes
 - ***Support*** social emotional needs of military connected students
 - ***Enhance*** and integrate technology through instruction and student work and,
 - ***Promote*** advanced placement and virtual learning opportunities
- A rigorous evaluation is required by each grantee to maintain focus on grant objectives, *ensure accountability*, and link military-connected school personnel with evidence-based resources and supports



Grant Program - FY 2017

- Grant Competition Announced (March 17, 2017)
- College and Career Ready Grant Focus
- Grant Competition Closed (May 3, 2017)
- Received 73 Grant Applications
- Conducted external peer review panel and risk analysis
- Awarded 45 grants, *five of which were first time grantees!*





2017 Grant Cohort



\$37 Million
awarded



Serving over
157,000
students

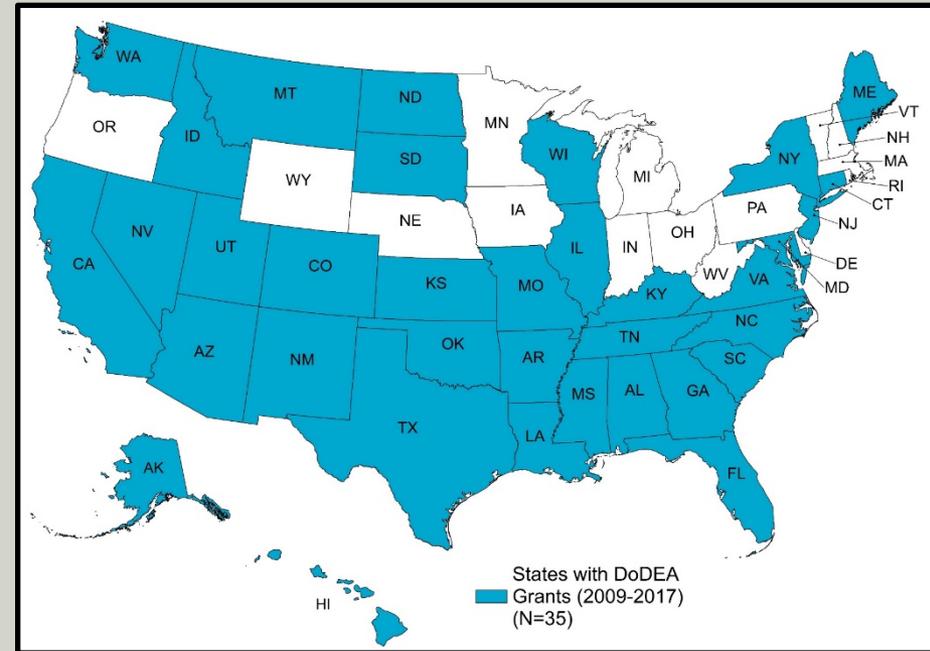


with over **53,000**
military-connected students



Grant Impact

- Educational outcomes are best leveraged through community partnerships with school districts and professional organizations
- Grants link DoDEA with U.S. public schools to increase the consistency of education as well as social-emotional support programs



DoDEA grants have a broad reach: 35 States total!



Grant Impact

Since 2009, DoDEA has awarded 439 grants totaling over \$493 million to more than 2,900 public schools worldwide. Impacting more than 2.1 million public school students of which *600,000 are military-connected!*





Point of Contact For this Brief

Ms. Kathleen Facon, Chief,

Education Partnership and Non DoD Schools Program

Email: Kathleen.facon@hq.dodea.edu

Telephone: (571) 372-5834



DEPENDENTS EDUCATION COUNCIL

Legislation Update



PRESENTED BY

Mr. Michael Godfrey, Chief,

Operations, Plans, Legislation & Policy





ULB & OLC 19

Legislative Proposals

FY 18 NDAA

- Grant Authority: Provided permanent grant authority to DoD support of military dependent students in public schools
- DOD Supplemental Impact Aid: Authorized \$40 million for supplemental impact aid and \$10 million in impact aid assistance for children with severe disabilities
- \$5 million, at the discretion of the Secretary of Defense, will go to LEAs with higher concentrations of military children with severe disabilities
- Did not authorize dependents of military retirees to be enrolled in DoDEA



ULB & OLC 19

Legislative Proposals

FY 19 NDAA

- Unified Law (OLC 174) – sent forward to OMB for review
- 5 Bridging LPs until Unified Law becomes effective:
 - Clarification of Authority to issue DoDEA Regulations (OCONUS)
 - CONUS Student Meal Program
 - School Boards
 - Conversion of 1 day of Leave to *Any Purpose Leave*
 - Clarifying Appointment Authority



Point of Contact For this Brief

Mr. Michael Godfrey, Chief, Operations, Plans,
Legislation & Policy

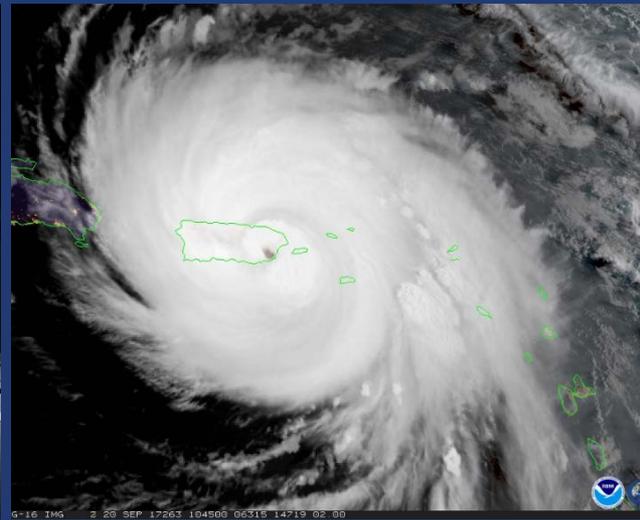
Email: michael.godfrey@hq.dodea.edu

Telephone: (571) 372-5815



DEPENDENTS EDUCATION COUNCIL

DoDEA Emergency Management Program



PRESENTED BY

*Mr. Michael Godfrey, Chief, Operations, Plans,
Legislation, and Policy*

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



Recent Emergency Events

2015/16:

- Turkey Authorized Departure

2016:

- Incirlik, Turkey Ordered Departure
- Hurricane Matthew (GTMO evacuation)

2017:

- Hurricane Irma (CONUS installation evacuations)
- Hurricane Maria (PR devastation)





DoDEA

Emergency Management Program

DoDEA Emergency Program Tenets

- As MIL Installation/Community tenant organizations, DoDEA elements *follow MIL command directions* (EOC participant)
- DoDEA HQ *Crisis Action Team* plans, coordinates, and directs DoDEA actions
- DoDEA senior leader in emergency AO assumes *Operational Control* of all DoDEA elements in AO (HQ support element deployed as required)
- In CONUS and non-foreign overseas locations, *DoDEA Director* has authority to authorize/order an evacuation of DoDEA affiliated personnel



Emergency Management Program

2017/18 Emergency Program Priorities

JAN 2018

- Enterprise Alert Notification System
- Evacuation Policy and Procedures
- Personnel Accountability Policy & Procedures

MAR 2018

- Satellite Phones IAW approved Table of Authorizations

APR 2018

- Recovery Operations Policy & Procedures
- Crisis Action Team Policy & Procedures

AUG 2018

- Overarching Emergency Management Policy



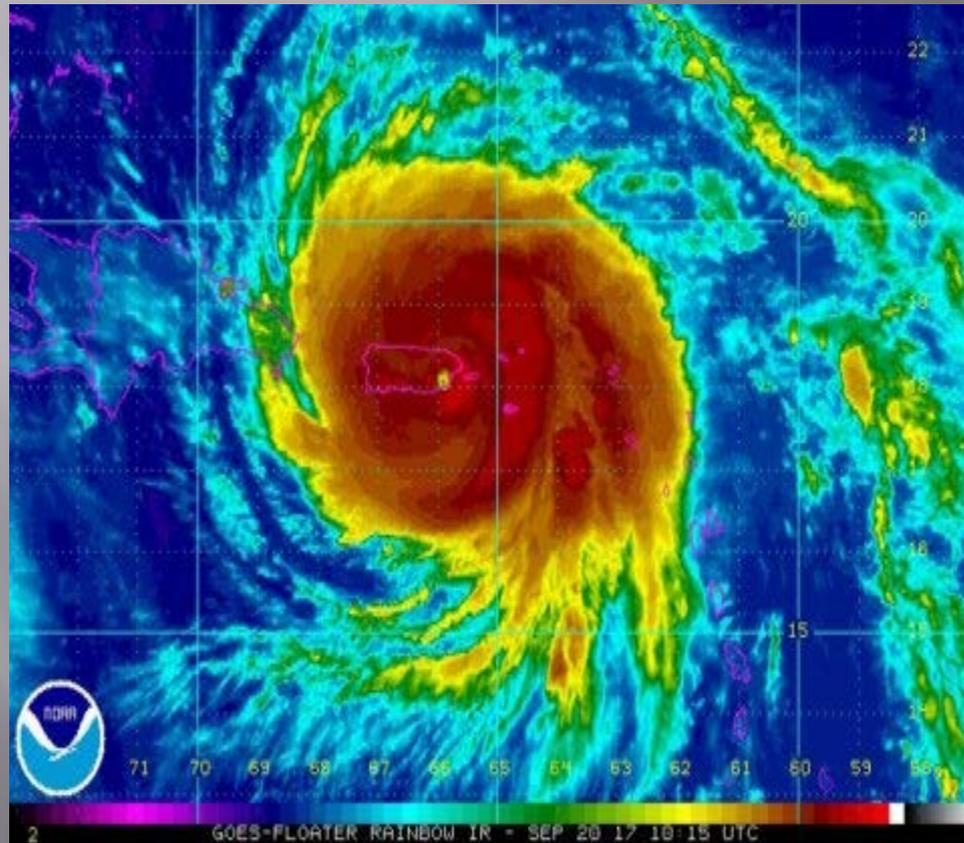
Point of Contact For this Brief

Mr. Michael Godfrey, Chief, Operations, Plans, Legislation &
Policy

Email: Michael.Godfrey@hq.dodea.edu

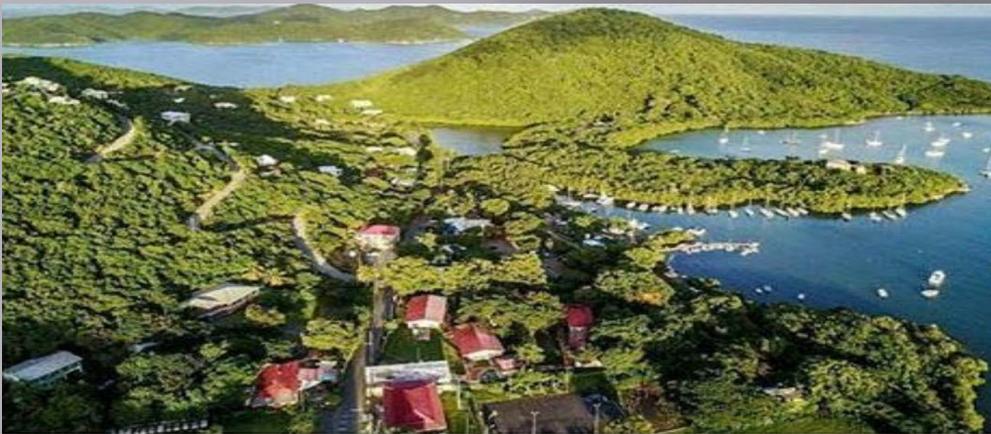
Telephone: (571) 372-5815

RESPONSE TO HURRICANE MARIA'S IMPACT ON DODEA AMERICAS PUERTO RICO SCHOOLS



Dr. Donato Cuadrado
Community Superintendent, PR Field Office

Impact on the Island



- ❑ Prior to Maria, Hurricane Irma hit the island with 100 mph wind gusts, leaving 66% of the population without power and 33% without running water
- ❑ Maria a Category 4 hurricane impacted on September 20, 2017
- ❑ Sustained Winds of 155 mph; 175 mph wind gusts
- ❑ 30 inches of rain in 24 hours
- ❑ 70,000 homes destroyed
- ❑ 90 billion dollars in damages

The comparison is as if a 60 mile wide tornado hit the island for 30 hours

Impact on the Island



- ▣ 3.5 million people without power
- ▣ Over 70% without running water
- ▣ Roads damaged and/or covered by debris
- ▣ Airport was closed
- ▣ Shortage of basic supplies: water, food, gas
- ▣ 95% of cell service down
- ▣ Mail service suspended

In the words of our Commander in Chief, “**The island was obliterated**”

Challenges for Everyone



It was extremely difficult for our employees to come to work at the beginning.

Challenges for Everyone



For everything you had to get in line...

Well-Being of Family Members was an Immediate Concern



Faces of despair were everywhere.

Ft. Buchanan Services were Impacted

- ▣ The installation was closed on September 19th. Access was only granted to residents and essential personnel for over two weeks.
- ▣ Gas Station, Commissary, PX were all closed for 6-10 days.
- ▣ DoDEA Schools were closed until October 16 for students at Ft. Buchanan and until October 30 for Ramey students.

Ft. Buchanan Installation Operations Center (IOC) key to Collaboration

- ▣ Garrison Leadership
- ▣ Emergency Services
- ▣ Human Resources
- ▣ Public Works
- ▣ Family, Morale, Welfare and Recreation
- ▣ Legal Office
- ▣ Public Affairs Office
- ▣ Resource Management Office
- ▣ Installation Safety Office
- ▣ 1st Mission Support Command
- ▣ Puerto Rico National Guard
- ▣ Defense Commissary Agency
- ▣ DoDEA Schools
- ▣ US Marine Corps Reserve
- ▣ Navy Operation Support Center, Logistics Readiness Center
- ▣ FEMA
- ▣ US Corps of Engineers
- ▣ Homeland Security-ICE
- ▣ Civilian Aide to the Secretary of the Army
- ▣ Army and Air Force Exchange Service
- ▣ Rodriguez Army Health Clinic

Meetings were held at 0900 and 1600 daily before and after Hurricane Maria

Recovery Operations

- ▣ Garrison Commander, COL Guy Bass led the recovery process at Fort Buchanan.
- ▣ COL Bass focused on the well-being of his employees and families first and foremost.
- ▣ IOC hosted meetings twice a day to foster communication and collaboration between agencies.
- ▣ Collaboration efforts focused on accountability of personnel, repairing the power grid, clearing debris from the installation, repairing damage to structures, coordinating base services, among other areas.
- ▣ Providing food, water, gas, and generators was a priority to support residents and essential personnel.

DoDEA Schools



DoDEA School Presence in Puerto Rico

- ▣ DoDEA has 4 schools in Puerto Rico
 - Ramey Unit School is located in Aguadilla, PR
 - Antilles HS, Antilles MS, and Antilles ES are located on Fort Buchanan near San Juan
 - Total Enrollment at beginning of SY 17-18: 1824 students
 - Current student enrollment is 1377 (75%)
 - The expectation is that we will get most of the remaining students back in January.

DoDEA Recovery Operations

- ▣ DoDEA Leadership led the recovery of our schools.
- ▣ Essential Personnel began to work on September 21
- ▣ Our primary goal was to have our schools ready for kids as soon as the installation opened.
- ▣ Our essential personnel cleared the schools of debris; repaired roof leaks; and HVAC units.
- ▣ 12 month employees returned to work on October 9th
- ▣ Teachers returned to work on October 12
- ▣ Ft. Buchanan students returned October 16
- ▣ Ramey teachers returned to work on October 26
- ▣ Ramey students returned to school October 30

Ft. Buchanan Schools have power from the local power company;
Ramey School is still using an 800k generator from FEMA

DoDEA Schools

- ▣ Employee Support
 - Psychologist/DoDEA & Military Counselors;
 - Critical Incident Stress Management team from Coast Guard met with Ramey staff to support recovery
 - Safe Haven for teachers who became homeless
 - Use of school facilities for basic needs
- ▣ Student Support
 - School Crises Teams met and developed action plan to support students
 - Teachers referred students who needed support to the school counselor
 - Students who evacuated were provided the opportunity to enroll in virtual school
 - Development of individual academic plans for students in transition

DoDEA Americas Puerto Rico School Re-opening Plan

- ▣ Installation Access for NEP
- ▣ Running/Portable Running Water
- ▣ Power
- ▣ Education Readiness
 - Curricular Material serviceability
 - Develop a new calendar as needed
- ▣ Facility security/safety/readiness
 - Thorough Cleaning
 - Remove all debris
 - Repair all roof leaks
 - Load test buildings (power, AC, electronics)
- ▣ I&I makeup plan with union
- ▣ Health office supplies and individual student needs (medications, medical support)
- ▣ IT – systems, equipment & connectivity
- ▣ Student Meal Program
 - Stock cafeterias
- ▣ Bus Readiness
 - Bus serviceability, fuel, drivers
 - Bus Routes open
- ▣ Staff readiness and availability
- ▣ Parent/Installation/Staff Communications

DoDEA's Partners in Recovery



- ▣ Ft. Buchanan Garrison
Commander COL Guy Bass
- ▣ USCG Commanders CAPT
Overstreet and CAPT King
- ▣ FEMA
- ▣ US Army Corps of Engineers
- ▣ PR National Guard
- ▣ Ft. Buchanan Fire
Department
- ▣ US Army Reserves
- ▣ Parents

DoDEA Essential Personnel



Lessons on Disaster Preparedness

- ▣ Your team and you are it for the first days or weeks after the event.
- ▣ You cannot over prepare-need water, food, gas for 7-10 days as a minimum
- ▣ Emergency Equipment Packages should be inspected/resupplied several times a year
- ▣ Satellite Phones are necessary
- ▣ Personnel Contact Information should include copies of Google map- with residence marked for accountability purposes
- ▣ Social Media can be an extremely useful tool to communicate with stakeholders

Personal Lessons I Can Share

1. Don't Panic, Don't Panic, Don't Panic
2. Define the problem/situation and establish priorities-well-being of personal is number one.
3. Assess your resources and be prepared to use them as necessary
 - human resources
 - materials
 - water
 - equipment
 - food
 - gas
4. Establish short term goals/objectives to be able to reach larger ones

Personal Lessons I Can Share

5. Pay attention to personnel morale-monitor and adjust to keep morale high
6. Program support/conversation sessions with counselors for all personnel and students. Many deny they need support, but they do.
7. Over-communicate with personnel, families, leadership, community, and other stakeholders.
8. Expect people around you to be frustrated, anxious, angry, irritable...
9. If your chain of command offers help take it; Avoid believing you "can handle it"
10. Be prepared to take blame and criticism
11. The cup is always half full-never half empty.

Military Children are Resilient

- ▣ Study after study points out the resiliency of our children. This experience confirms it.
- ▣ Educators and students are using this traumatic experience as an opportunity to learn.
- ▣ They have produced newsletters on the hurricane topic, studied the effects, and the recovery efforts.
- ▣ Our students are helping our community get back on its feet, collecting items to help others.

Military Children are Resilient

In the words of middle school students:

“Our stories show that disasters can destroy things and people, but they also give us an opportunity to reclaim what has been lost inside of us, our resilience.” Kristal Claudio

“In this time of darkness, all I could think about was how amazing it would be to see the outdoor lights on again, feel cool air from the air conditioner running, hear the washing machine cleaning my clothes, and listening to the buzz of the refrigerator while it worked to keep our food from going bad.” Sofia Altamirano

“The first day students came back to school, it looked like the hurricane hadn’t touched the school at all.” Kristian Rojas

“...we have all suffered an incredibly devastating event, that will mark our lives forever.” Andrea Rios

“I know that Puerto Rico will march on as we continue to smile in the face of adversity. Together, we’re strong and resilient”
Victoria Castrodad

Thank you for
your time.

Questions