



## DEPENDENTS EDUCATION COUNCIL

**12 DECEMBER 2017**

### INFORMATION PAPERS

<b>SUBJECT</b>	<b>SUBMITTED BY</b>
Department of Defense Education Activity (DoDEA) Strategic Plan	Ms. Kirsten Webb Office of the Director, Chief, Capabilities & Initiatives
DoDEA's Accountability Under Executive Order 13160	Ms. Taylor York Office/Directorate: Diversity Management and Equal Opportunity (DMEO)
Authority / Discretion to Accept High School Credits	Ms. Jasmine Mcleod Office/Directorate: Education Student Services
Department of Defense Education Activity (DoDEA) Teacher Transfer Policy	Ms. Patti Ross Office/Director: HQ Human Resources
Overseas Education Screenings	Ms. Erika McCoy Office/Directorate: Education Partnership and Resources/Education Directorate

**INFORMATION PAPER**  
**DEPENDENTS EDUCATION COUNCIL (DEC)**  
**December 12, 2017**

**SUBJECT:** Department of Defense Education Activity (DoDEA) Strategic Plan

**ISSUE/BACKGROUND:** DoDEA's current strategic plan, the Community Strategic Plan (CSP), is scheduled to sunset at the conclusion of School Year 2017-18. DoDEA's new strategic plan will be titled the Blueprint for Continuous Improvement and is on schedule for a March 2018 publication date.

**OBJECTIVE/ DISCUSSION:**

- The Blueprint will honor the work of the CSP, yet it will move DoDEA towards the future using a continuous improvement model that monitors progress and adjusts the plan in response to DoDEA's needs.
- The Blueprint will build upon the strength of the CSP by updating the Vision, Mission, Core Values, and Goals. It will also include new elements that will focus and direct the work ahead:
  - Strategic Initiatives- large scale projects that support a specific Goal;
  - Critical Success Factors- actions that are essential to the success of the Strategic Initiatives;
  - Key Performance Indicators (KPIs) - measures to assess progress towards the successful completion of each Strategic Initiative.
- A Strategic Plan Steering Committee was appointed by the Director and began its work in July of 2017 with the goal of publishing the Blueprint in March of 2018. Their recommendations are based on leadership's vision for the future, analysis of the existing data, stakeholder input, and the expertise of committee members.
- The committee has been divided into 5 Goal Groups and tasked with the further development of the Strategic Initiatives, Critical Success Factors, and Key Performance Indicators in support of a specific Goal.
- The Steering Committee's has made the following recommendations to date:
  - **Vision Statement:** The Strategic Plan Steering Committee recommended an update to the Vision statement based on an analysis of leadership's vision for the future and the elements of an ideal vision statement. The Vision statement is intended to capitalize on DoDEA's core competencies and to be audacious, inspiring, and brief. The new Vision statement for DoDEA is:
    - *Excellence in Education for Every Student, Every Day, Everywhere*
  - **Mission Statement:** The Steering Committee recommended making a slight amendment to the current Mission statement by adding the phrase "military connected" to compliment the new Vision Statement which removed a direct reference to military students. The updated Mission statement is:
    - *Educate, Engage, and Empower military-connected students to succeed in a dynamic world.*
  - **Core Value Statements:** The Core Value statements are the deeply ingrained principles that guide DoDEA's actions and serve as its cultural cornerstones. Using the Core Values from the CSP as a starting point, the Steering Committee developed the value statements below. Each statement is preceded by a one or two word descriptor that is intended to briefly summarize the value statement. The Committee elected to shift to this format to make these Value Statements easily accessible and memorable for all stakeholders.
    - **Student Centered:** Students are at the heart of all we do.

- **Excellence:** We strive to exceed expectations in all we do.
  - **Continuous Improvement:** Our organization, its systems, and processes will be continually reexamined and improved.
  - **Diversity:** We honor the uniqueness of each individual and embrace diverse beliefs and backgrounds. We respect differences and create inclusive environments which contribute to a better society for all.
  - **Individual Potential:** Individuals develop within an environment that nurtures intellectual, social, emotional, physical, and creative growth.
  - **Lifelong Learning:** Learning is an active process of discovery where we cultivate curiosity, perseverance, and the desire to learn.
  - **Shared Responsibility:** Partnerships among families, students, staff, and community members are characterized by mutual commitment and collaborative effort and enrich the lives of our students.
  - **Trust:** We value relationships based on integrity, mutual respect, and open two-way communication. We cultivate a safe and risk-free culture that encourages and inspires innovation.
- **Goal Statements:** The committee recommended keeping the same Goal categories from the CSP, while updating the Goal descriptors:
- **Goal 1: Student Excellence:** Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life.
  - **Goal 2: School Excellence:** Develop and sustain each school to be high-performing within a culture of innovation, collaboration, continuous improvement and caring relationships.
  - **Goal 3: Talent Excellence:** Recruit, develop, empower and retain a high performing work force that reflects the diversity of our students.
  - **Goal 4: Organizational Excellence:** Build an enduring, accountable, and responsive organization that provides appropriate resources, direction and support to accomplish the mission.
  - **Goal 5: Outreach Excellence:** Partner with families, school, and communities to better serve students.
- Steering Committee Goal Group Leads and members were encouraged to seek input and confer with colleagues throughout the process. Additional outreach that has occurred or is scheduled include:
    - Focus groups within DoDEA;
    - Information sessions at various conferences within DoDEA;
    - Meetings with Service Senior Enlisted Leaders
    - Briefings at Service leadership conferences.
  - Way Ahead: The Strategic Plan Steering Committee has set an ambitious schedule to submit their final recommendation to the Director by 20 December, 2017.

**RECOMMENDATION/ PROPOSED SOLUTION:**

- Provided for informational purposes only.

**Submitted By:** Ms. Kirsten Webb

**Office/Directorate:** Office of the Director, Chief, Capabilities & Initiatives

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**Approved By:** Mr. Jay Burcham

**INFORMATION PAPER**  
**DEPENDENTS EDUCATION COUNCIL (DEC)**  
**December 12, 2017**

**SUBJECT:** DoDEA's accountability under Executive Order 13160: Nondiscrimination on the Basis of Race, Sex, Color, National Origin, Disability, Religion, Age, Sexual Orientation, and Status as a Parent in Federally Conducted Education and Training Programs (June 23, 2000).

**ISSUE/BACKGROUND:** All federal agencies that conduct education and training programs must provide educational environments free from discrimination and are accountable for enforcing the same anti-discrimination laws, regulations, and Executive Orders that are applicable to the educational programs and activities of recipients of federal financial assistance. Among the most significant of these nondiscrimination authorities are:

- Title IX of the Education Amendments of 1972, 20 U.S.C. 1681, *et seq.*;
- The Rehabilitation Act of 1973, 29 U.S.C. 701, *et seq.*, as amended;
- The Age Discrimination in Employment Act of 1967, 29 U.S.C. 621, *et seq.*;
- Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d, as amended; and
- Executive Order 13166.

**OBJECTIVE/ DISCUSSION:**

- Any person who believes himself or herself to be aggrieved by DoDEA under EO 13160 (to include students, employees, and other beneficiaries) may personally, or through a representative, file a written complaint within 180 days of the alleged discrimination.
- Formal investigations are conducted by DoDEA's Investigations and Internal Review. Where an investigation concludes that an employee, practice, or policy has not complied with EO 13160, a report and any relevant findings and supporting evidence shall be referred to an appropriate agency official, who shall review such material and determine what if any, disciplinary, corrective, and/or remedial action is appropriate.
- DoDEA is required to submit to the Attorney General a report summarizing the number and nature of complaints filed and the disposition of such complaints, every three years.

**RECOMMENDATION/PROPOSED SOLUTION:**

2. Immediate Concern: Prior to August 2017, claims of alleged discrimination from students, parents/guardians, or employees have been handled informally without providing notice of their rights under EO 13160 and how to file a formal complaint.
3. Way Forward: DoDEA will:
  - Provide outreach through distribution of the DoDEA EO 13160 Brochure and other related educational materials available through the regional Diversity Management and Equal Opportunity (DMEO) office and online.
  - Make available education and guidance for administrators and all protected individuals on the complaints process through the Civil Rights Program Manager at headquarters and regional DMEO Complaints Program Managers (DMEO CPMs).
  - Ensure all written formal complaints received are forwarded via email to either Civil.Rights@hq.dodea.edu or HQ.OIIR@hq.dodea.edu for review and processing.
  - Ensure all informal complaint contacts are documented and the regional DMEO CPM notified, so that contacts are entered into the DMEO EO 13160 Informal Contacts Tracking System for record-keeping and to support reporting purposes.

**Submitted By:** Ms. Taylor York

**Office/Directorate:** Diversity Management and Equal Opportunity

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**Approved By:** Martin Reyes-Duran, Chief, Diversity Management and Equal Opportunity Directorate

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**INFORMATION PAPER**  
**DEPENDENTS EDUCATION COUNCIL (DEC)**  
**December 12, 2017**

**SUBJECT:** Principals should have authority / discretion to accept high school credits from educational institutions that are not accredited by an agency recognized by Department of Defense Education Activity (DoDEA). DoDEA's definition of an "accredited institution" should extend beyond the six major accrediting bodies.

**OBJECTIVE/ DISCUSSION:**

- Accreditation promulgates standards of quality or criteria of institutional excellence for the benefit of students, faculty and the community. It establishes and maintains standards that are recognized nationally or regionally. Accredited programs undergo a rigorous review before accreditation is awarded, and are assessed regularly for compliance with standards and policies that safeguard quality instructional programs. Accreditation fosters public accountability, transparency and engagement via the review and assessment processes.
- AdvancEd, the accrediting agency for DoDEA, was formed by the consolidation of three regional accreditation organizations: North Central Association of Colleges and Schools, the Southern Association of Colleges and Schools, and the Northwest Accreditation Commission. AdvancEd policies are designed to ensure standards are upheld that are comparable to other state standards for recognition, while protecting the integrity and reputation of our educational institution.
  - Per AdvancEd Policies and Procedures, Section F states, " A school may accept credits or grade placement from non-accredited schools when validated by one or more of the following procedures: a review of the student's academic record, an analysis of a sending school's curriculum, a review of a portfolio of student work, or through an assessment of scholastic performance (i.e., credit by exam). (<http://www.advanc-ed.org/sites/default/files/documents/AdvancED-Policies-and-Procedures.pdf> )
- DoDEA policies are designed to mitigate transitional barriers to military-connected students, while maintaining the reputation of our educational institution, and ensuring student readiness for college and career. DoDEA's definition of "accredited institution (system)" extends beyond the six regional accrediting associations.
  - Administrative Instruction 2000.1, DoDEA High School Graduation Requirements and Policy defines "accredited institution (system)" as:
    - An institution (system) that is accredited by:
      - one of the six U.S. regional accrediting associations
      - one of the U.S. State education agencies
      - a public-or state-supported system of accreditation for public or private education programs in a foreign nation.
  - If an educational institution is not accredited by one of the six regional accrediting associations, DoDEA defers to the State education agency policy to recognize educational programs as either accredited or non-accredited.
- DoDEA Administrative Instruction 2000.1, DoDEA High School Graduation Requirements and Policy, grants the principal the final authority to approve and validate previous courses and credits earned by students while enrolled in a non-accredited program.
  - Section 10.f .1 Evaluating Student Records from Non-Accredited Education Programs states, "The principal has final authority and approval to validate the previous courses and credits the student has earned while enrolled in a non-accredited education program."
  - Options for awarding course credit to students who enroll from a non-accredited education program include:
    - Credit by exam
    - Successful performance in a higher level course that is sequential in nature (e.g., mathematics, world language)
    - Portfolio review for fine arts courses
- DoDEA policy provisions principals with options (i.e., credit by exam, successful performance in a higher level course that is sequential in nature, or portfolio review for fine arts courses) to award course credits

earned by students who enroll from a non-accredited program. This guidance does not remove principals' final authority to validate previous courses and credits, but safeguards that the validation process:

- Is applied in an equitable and impartial way
- Maintains the integrity of the DoDEA transcript and diploma.
- DoDEA is committed to compliance to the provisions of the Interstate Compact as permissible by law, and promotes flexibility and cooperation with U.S. local education agencies (LEA) to remove barriers to the educational success of military connected students.

**RECOMMENDATION/ PROPOSED SOLUTION:**

- Immediate Concern: DoDEA has responded to each of the concerns connected to this request and offered the following:
  - DoDEA policy extends recognition of “accredited institution systems” beyond the six regional accrediting associations, to include accrediting systems recognized by one of the U.S. State education agencies, and public-or state-supported systems of accreditation for public or private education programs in a foreign nation.
  - DoDEA policy grants principals the final authority to approve and validate previous courses and credits earned by students while enrolled in non-accredited programs.
  - DoDEA policy provisions validation options for awarding course credit to students who enroll from a non-accredited education programs. These options ensure incoming transcripts are analyzed and validated in an equitable and impartial manner, and protect the integrity of the DoDEA transcript and diploma for all DoDEA students.
- Way Forward: By the beginning of school year 2018/19, DoDEA will:
  - Provide District School Counseling Instructional Systems Specialists with up-to-date professional learning on transcript analysis and validation options for awarding course credit to students who enroll from non-accredited education programs so as to strengthen support to high school principals and counselors.

**Submitted By:** Ms. Jasmine Mcleod

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**INFORMATION PAPER**  
**DEPENDENTS EDUCATION COUNCIL (DEC)**  
**December 12, 2017**

**SUBJECT:** Department of Defense Education Activity (DoDEA) Teacher Transfer Policy

**ISSUE/BACKGROUND:** When administratively and budgetary feasible, DoDEA conducts a transfer program for overseas teachers designed to facilitate more transfers.

**OBJECTIVE/ DISCUSSION:**

- The Transfer Program for school year 2018-2019 was coordinated with representatives of the Federal Education Association and the Overseas Federation of Teachers.
  - An email message was sent to all DoDEA Leaders and Educators on November 15, 2017.
    - The Transfer Program placement round will be held from January 11 – 19, 2018.
    - Educators that receive a transfer will be notified of their placement shortly after the round concludes.
    - All transfers are effective for SY 2018/19 and educators will not report to their new duty station until after the conclusion of SY 2017/18.
    - Applications must be submitted by December 15, 2017, 5 p.m. Eastern Standard Time.
  - General information, eligibility, and qualification requirements were included in the transfer program announcement.
  - This year's program offers Early Notice Awards to encourage educators to notify their administrator if they plan to resign or retire at the end of the current school year.
    - Additional information regarding Early Notice Awards was sent under separate email on November 8, 2018.
  - The Transfer Program application is located on the DoDEA Intranet. To access the Transfer Program application, applicants must be on the DoDEA internal network.
    - Applicants may apply at the following link: <https://intranet.hq.ds.dodea.edu/Transfer>
  - To assist educators in completing their application, several resources were provided.
    - A listing of schools by district and a list of teaching categories.
    - A time line of the transfer program.
  - Any questions may be submitted to the local Human Resources Representative or the DoDEA Human Resources through e-mail: [Transfer.Program@hq.dodea.edu](mailto:Transfer.Program@hq.dodea.edu).
- In addition to the transfer program, employees may apply to open vacancy announcements for promotion opportunities and reassignments.
- If a current employee is selected for a lateral reassignment, the current supervisor may hold the employee for 45 days to allow time to identify a replacement.
- There is no policy in effect to prevent educators from leaving mid-year.

**RECOMMENDATION/ PROPOSED SOLUTION:**

- Provided for information purposes only.

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**INFORMATION PAPER**  
**DEPENDENTS EDUCATION COUNCIL (DEC)**  
**December 12, 2017**

**SUBJECT:** Overseas education screenings for dependents travelling to locations where educational support is provided through the Non DoD Schools Program.

**ISSUE/BACKGROUND:** Coordination on overseas screenings when there is a dependent with special needs is defined in DoD Instruction 1315.19, The Exceptional Family Member Program (rev. April 2017). In accordance with this Instruction, the Non DoD Schools Program (NDSP) conducts educational screenings when an assignment of a sponsor involves a location where there is not a DoDEA school. As an outcome, the Non DoD Schools Program staff provides a travel recommendation based on the availability of services in the location. The Non DoD Schools Program is required to provide special education services for the dependent due to the legal requirement for DoDEA to provide a Free and Appropriate Education (FAPE) for all students. The screening process is the best way for DoDEA to ensure FAPE can be provided. The Non DoD Schools Program briefed the DEC on this topic at the June 2017 meeting. A follow up action item was to review and analyze the screening data.

The analysis was completed for school years 2014-2017 which included a review of: (1) total number of screenings disaggregated by geographic region and Service or Agency affiliation of the sponsor; (2) travel recommendations; and (3) instances when coordination did not occur (i.e., screenings were not requested for dependents with special needs.)

**OVERVIEW OF THE DATA:**

- A total of 114 screening requests were received from the Services and agencies over a three year period.
- The Non DoD Schools Program did not recommend travel in 45 of the 114 educational screening requests due to unavailability of special education services.
- Of the 45 instances where travel was not recommended, 21 dependents arrived in location despite the travel recommendation.
- 50 dependents with special needs identified registered for the Non DoD Schools Program without a prior screening request.
- An outlier in the data was noticed in the Americas. It is the smallest region (15% of the overall NDSP population) and 43% of all screening concerns over the three year period.

**RECOMMENDATION/NEXT STEPS:**

The screening data was shared with the DEC subject matter experts and stakeholders (e.g., Exceptional Family Medical Program points of contact) in October via teleconference meetings. Based on the feedback from the participants and the data findings, the following are next steps:

- The Non DoD Schools Program will refine data collection processes and annually share the screening data.
- Work with the Services and Agencies on problem solving the screening process (especially for the Americas.)
- Assess the criteria by which the Non DoD Schools Program would request reimbursement for special education services when there is a failure to coordinate IAW the revised 1315.19.

Below are recommendations that require your support:

- Ensure that the appropriate personnel coordinate on all cases of special education students and consider the travel recommendation as required by the DoD Instruction 1315.19.
- Continue to partner with us when there is a concern about the availability of services.

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