



Dependents Education Council

9 May 2019

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



Host

Honorable Mr. Jimmy Stewart

Assistant Secretary of Defense for Manpower and
Reserve Affairs Performing the Duties of the
Undersecretary of Defense for Personnel and
Readiness



Executive Secretary

Mr. Thomas M. Brady

Director, Department of Defense
Education Activity



First Lady Visits DoDEA Children at Albritton Middle School



<https://youtu.be/LS6IY8YIRAI>



DEPENDENTS EDUCATION COUNCIL

College and Career Ready Update



PRESENTED BY

Dr. Linda Curtis, Principal Deputy Director and Associate Director for Academics

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College and Career Readiness

Purpose

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





College and Career Readiness *Elementary Level*



CCRS Mathematics

Updated Resources and Three years of Professional Learning



CCRS Literacy

Updated Resources and One Year
of Professional Learning



CCRS Science

Updated Resources and One Year of
Professional Learning



CCRS Gifted Education, Technology, Music, Art,
Physical Education/Health – Updated Resources
and Professional Learning



CCRS Social Studies

Preparing to Update Resources and Planning for
Professional Learning



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College and Career Readiness *Secondary Level*



CCRS Mathematics

Updated Resources and Three years of Professional Learning



CCRS Literacy

Updated Resources and Three Years of Professional Learning



CCRS Social Studies

Updated Resources and Two Years of Professional Learning



CCRS Career and Technical Education, Music, Arts, World Languages, Physical Education/Health, Technology

Updated Resources and Two Years Professional Learning



CCRS Science

Updated Resources and One Year of
Professional Learning

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DEPENDENTS EDUCATION COUNCIL

DoDEA Comprehensive Assessment System Updates



PRESENTED BY

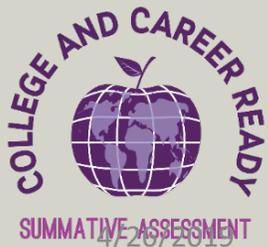
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DoDEA Comprehensive Assessment System

- Assessments provide valuable information for administrators, teachers and parents for supporting student learning and monitoring academic achievement
- Through focused collaboration, teachers use data to develop and implement strategies to build on strengths and mitigate weaknesses in student learning and monitor the impact of the strategies on student achievement
- The DoDEA Comprehensive Assessment System informs continuous improvement by providing schools with valuable data that identifies school improvement needs and areas of success





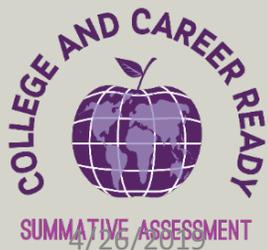
CCRS Summative Assessment

In 2018, DoDEA adopted College and Career Ready Standards (CCRS) Summative Assessments to measure student mastery of the content standards taught for the grade level and/or course

We will complete a successful administration of the CCRS Summative Assessments for a second year on May 10, 2019

A total of **166,763** test sessions (*as of May 8th*) were completed for the tested subjects Math 3-6, Algebra I, Geometry, and Algebra II and ELA/Literacy 6-8 and 10

The Education Directorate uses analytics and data visualization tools to monitor data quality and test completion during the assessment window



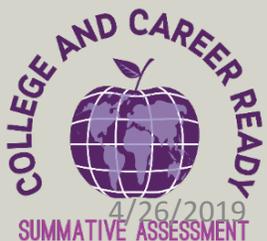


CCRS Summative Assessment

Summative 2019 Student Report will be distributed to parents and sponsors from May 2019 until the last day of school

The CCRS Summative Assessment report

- provides a snapshot of student's progress towards meeting standards-based expectations,
- is one of several indicators, in combination with student grades, teacher feedback, classroom work, and other assessments used to create a comprehensive picture of a student's progress in school, and
- provides valuable information for administrators, teachers, and parents for supporting student learning and monitoring academic achievement





AAPPL World Language Assessment

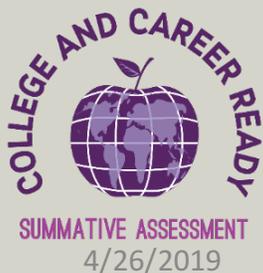
- ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) assessment is a web-based performance assessment of standards-based world language learning
- Students in Level II and Level IV courses are currently scheduled to take the assessment in:
 - *Arabic,*
 - *Chinese (Mandarin),*
 - *French,*
 - *German,*
 - *Italian,*
 - *Japanese,*
 - *Korean,*
 - *Spanish,*
 - *Turkish*
- The AAPPL assessment window is April 22 – May 30, 2019





DoDEA Comprehensive Assessment System

- ACT computer-based testing (CBT) is administered in DoDEA schools in the Pacific, Europe, and Cuba. Twenty seven schools are listed as ACT International Testing sites
- College Board will be adding a fifth administration date for SAT overseas centers beginning in 2020-2021
- College Board will transition to a new online registration and ordering system for Advanced Placement (AP) exams beginning this Fall 2019. Additional information will be released at the beginning of SY19-20
- The English language proficiency assessments are used to accurately assess the academic and social language skills of English Learners (EL). The WIDA screener will be administered in September 2019 to provide information on students reading, writing, speaking, and listening abilities and skills





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DoDEA Comprehensive Assessment System (DoDEA-CAS)
resources are available on the Assessment Web page

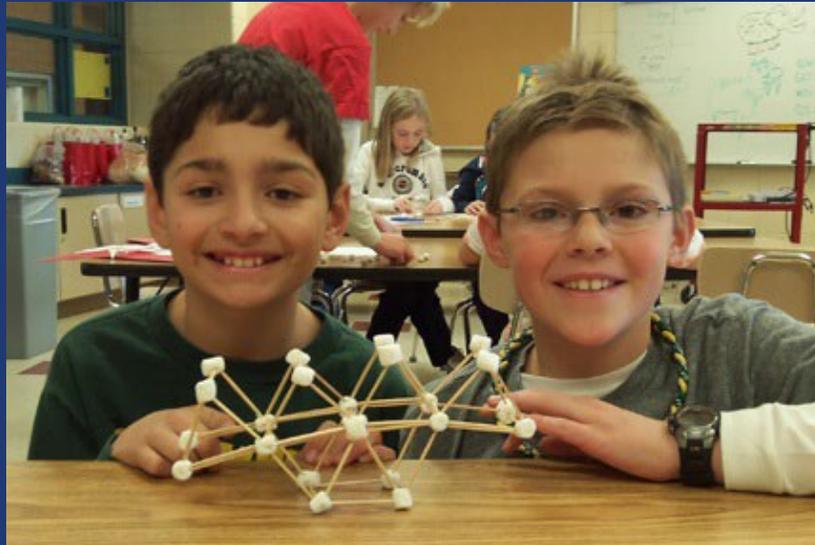
<http://dodea.edu/assessments>





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Gifted Education Services Implementation



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As You Recall...

Date	Action
Dec 2016	Work group of elementary gifted resource teachers (GRTs) and Gifted Education ISSs met to develop the new program framework based on the University of Georgia evaluation and best practice.
Sept 2017	Eight Phase I school GRTs were trained to implement the revised program and provide feedback on all revisions.
March 2018	Phase I schools field tested Cognitive Abilities Test (CogAT) and provided feedback on the administration
June 2018	Thirty additional schools were selected to participate in the Phase II implementation to provide feedback on the professional learning and gradual implementation for all schools



Cognitive Abilities Test (*CogAT*)

- **SY 2018/19:**
 - **February 2019:** All second grade students were administered the online screening tool
 - **March - May 2019:** Students in grades K-5 who are referred for services may be administered the full battery
- **SY 2019/20:**
 - **Sept 2019 – May 2020:** Students in grades K-5 who are referred for services may be administered the full battery
 - **October 2019:** Administration of online screening tool to all second grade students
 - **February 2020:** Make-up window for second grade online screening tool
 - **January - May 2020:** Students in grades 6-8 who are referred for services may be administered the full battery



Elementary Gifted Education Update

- **SY 2018/19**
 - **Phase I and Phase II** Gifted Resource Teachers are implementing the new Level of Services model
- **SY 2019/20**
 - **New Policy:** Implementation of policy for elementary gifted education services
 - **Staffing Formula:** Realignment of staffing formula to meet new delivery model system-wide





Middle School Gifted Education Update

- **SY 2019/20:** Development of new framework for middle school gifted program to include teacher work group
- **SY 2020/21:** Phase I implementation of middle school gifted program
- **SY 2021/22:** Phase II implementation of middle school gifted program
- **SY 2022/23:** Full implementation of middle school gifted program



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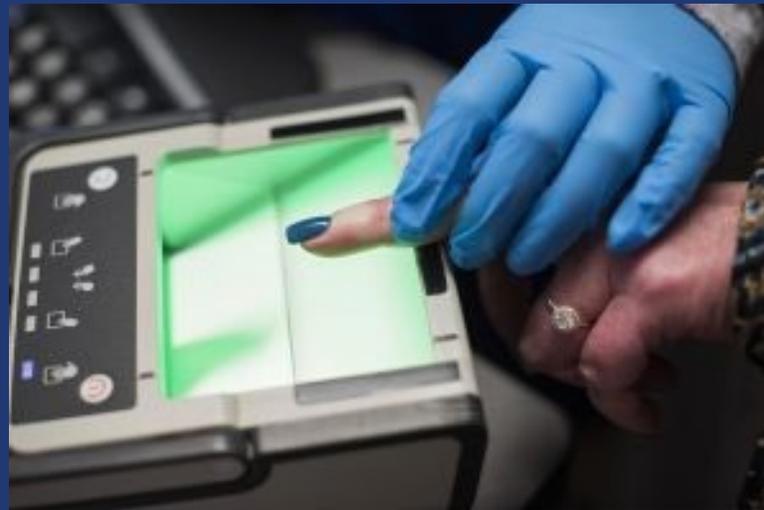
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Background Investigation Fingerprint Support



PRESENTED BY

Ms. Jennifer Jones; Chief, Personnel Security; Security Management Division





Background

- DoDEA is required to meet background investigation and childcare requirements
- Fingerprints checks are required for approximately 8,000 individuals annually, these include:
 - New Hires
 - Existing Employees (Periodic Reinvestigations/5-year Childcare Checks)
 - Contractors
 - Specified Volunteers
- DoDEA has historically received fingerprint services from DoD Components IAW DoD 1342.6-M, “Administrative and Logistic Responsibilities for DoD Dependents Schools”



Challenge

- DoDEA is reliant on DoD Host Installations, especially in OCONUS locations, to provide fingerprint services
- The level of fingerprint support varies by Host Installation
- Fingerprint support significantly impacts:
 - Hiring timeline
 - Investigation/childcare check completion
 - Specified Volunteer check completion
 - OCONUS Local hiring
 - Quality of educational services
 - Support to local Military community



Partnership

- Continued and consistent fingerprint services
- Partnership between installation and schools on fingerprint services
- Service installation commands to direct installations to work with schools on MOUs





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DoDEA School Security Assessment



PRESENTED BY

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DoDEA School Security Assessment

- In response to the 30 March, 2018 USD(P&R) directive, DoDEA issued Task Order 001-2018, “Protection of Students and Staff.” This Task Order required all DoDEA Principals to coordinate with their local military installation security office and complete a school security self-evaluation
- As DoDEA operates worldwide, findings and associated recommendations varied slightly from one school to the next. DoDEA identified systemic findings and opportunities for improvement
- The internal review was coordinated with the representatives from all four Service Headquarters



DoDEA School Security Assessment

- Key Findings
 - Host Installation and Tenant Unit Partnerships
 - Physical Facility Improvements
 - Emergency Response Protocols
 - School Resource Officers
 - Behavioral Threat Assessments





DoDEA School Security Assessment

- **Recent Updates:**

- Host Installation and Tenant Unit Partnerships: To improve communication between DoDEA and the Military Services, a Joint School Security Working Group was created to review the findings from the draft school security assessment
- Physical Facility Improvements: DoDEA has completed a survey of all door locks in every school. It was found that in many legacy schools, some classrooms cannot be locked from the inside. DoDEA is now in the process of developing an enterprise wide solution to provide that capability
- Emergency Response Protocols: DoDEA adopted the “standard response protocol,” the most common practice used that focuses on four basic actions, “Lockout, Lockdown, Evacuate, and Shelter.” USD(I) and USD(P&R) are coordinating a joint memorandum to require the Military Services to use the “standard response protocol” when responding to incidents at a DoDEA school



School Resource Officers:

The Joint School Security Working Group established a subordinate working group to focus on School Resource Officers. The subordinate working group has defined a “DoD School Resource Officer” and developed the triad, focusing on “educating students and staff on protection efforts, student mentorship and conflict resolution, and readiness and response”

Behavioral Threat Assessments:

DoDEA is developing a “student threat” administrative instruction to address suicide ideation and threats to harm others. The administrative instruction is based upon Virginia threat assessment model, as recommended through DoDEA’s partnership with Pennsylvania State University’s Clearinghouse for Military Family Readiness



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DEPENDENTS EDUCATION COUNCIL

DoD's Response to Address, Respond to, and Prevent Problematic Sexual Behavior in Children & Youth (PSB-CY)



PRESENTED BY

Ms. Tomeshia Barnes, Chief, Student Services





DoD Strategy

The DoD strategy is to employ an OSD-level Coordinated Community Response (CCR) Tiger Team:

- Establish the Family Advocacy Program as the central reporting point of contact for incidents of problematic sexual behavior in children and youth (PSB-CY)
- Formulate DoD policy that details specific roles for each CCR component
- Integrate a trauma-informed and developmentally-attuned lens in prevention, response, and intervention policy
- Promote evidence-based and research-informed intervention and treatment as promulgated by experts in the field of PSB-CY
- Elevate parent engagement as a central feature throughout the CCR
- Leverage Federal agency partners, leading civilian experts, and academic relationships to inform policy





Tiger Team Phase I: Actions Taken

- Aligned CCR members into four buckets of effort:
 - Identification of PSB-CY using a standardized definition
 - Reporting to the appropriate organizations and authorities
 - Response to include parent engagement, crisis intervention, investigation
 - Intervention to include safety planning, assessment, and treatment
- Identified gaps through “as-is” process maps using case-based examples
 - Created “to-be” process maps to focus on gaps and areas of vulnerability
 - Identified policies needing revision/development
 - Created a consolidated stoplight chart to track actions
 - Developed consensus definition of PSB-CY and guidelines
- Established relationships with civilian experts
 - National Child Traumatic Stress Network (NCTSN)
 - National Center on the Sexual Behavior of Youth (NCSBY)
 - National Children’s Alliance (NCA)
- Established relationship between DoJ and DoD, with the Office of DoD General Counsel (OGC) as office of primary responsibility within the DoD

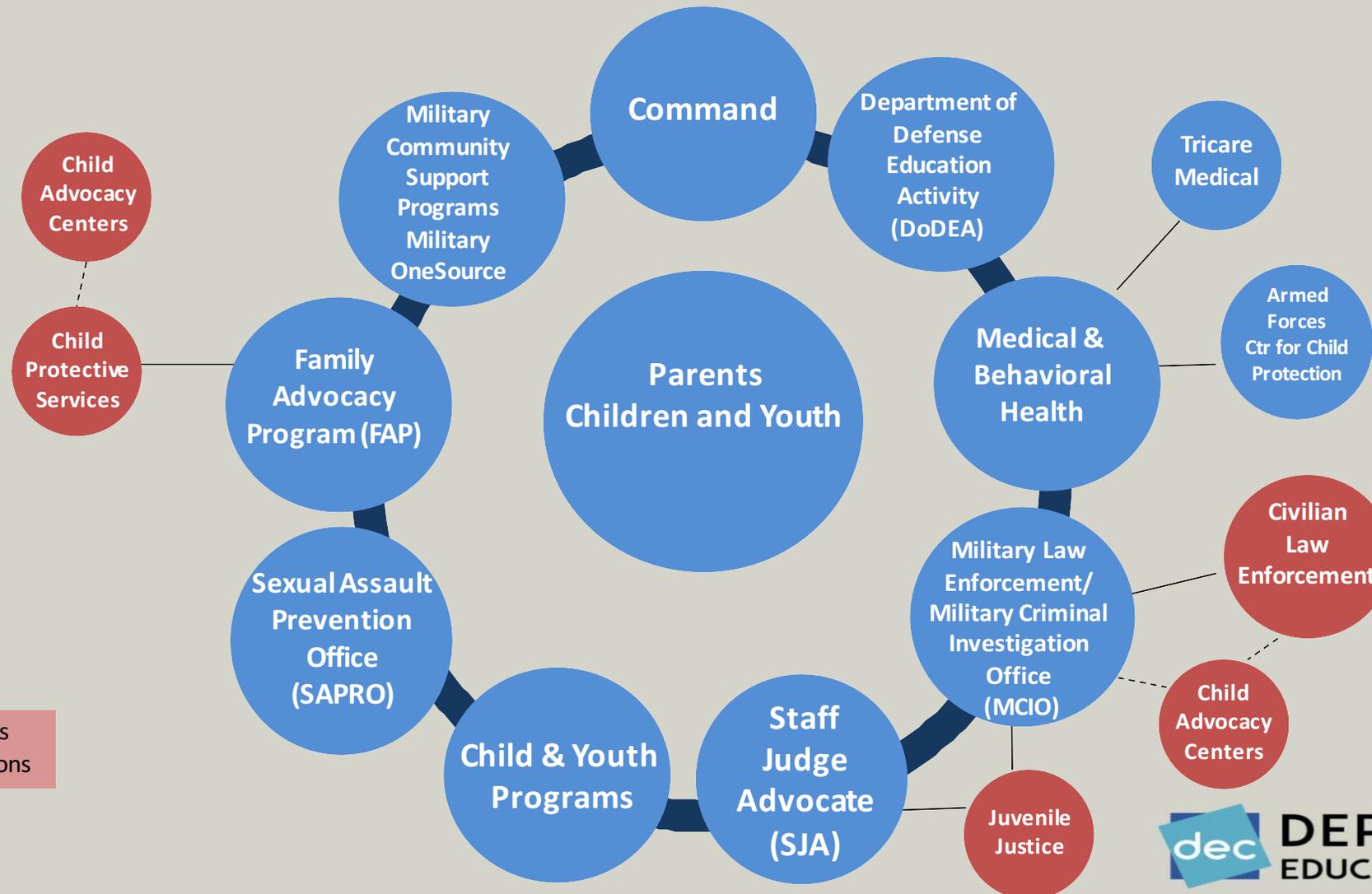


Tiger Team Phase II - Longer Term Focus

- Develop standardized screening tool and guidelines to be used by the CCR
- Identify standardized clinical assessment tools to be used by FAP
- Establish standardized phased intervention and safety plan (*process and tools*)
- Provide guidance and training on the Multidisciplinary Team (*membership, convening, information sharing*)
- Identify and implement to the greatest extent possible evidence-based PSB-CY intervention strategies - (*high intensity, low intensity*)
- Develop and execute training for all CCR agencies
- Identify staffing needs and budgetary requirement for FAP
- Establish enterprise-level centralized database



Coordinated Community Response for PSB-CY



Blue: Military Organizations
Orange: Civilian Organizations





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DODEA Grants Grow Student Opportunities

Ms. Kathleen Facon, Chief, Partnership and Resources



4/26/2019

<https://youtu.be/BNxnsyLPrKY>



DEPENDENTS EDUCATION COUNCIL

Congressional Proposals *Education Options*



PRESENTED BY

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Key Points

- The Secretary of the U.S. Department of Education (ED) Secretary has set priorities that align with the vision of high-quality educational opportunities for all students
- One of the priorities is focused on ensuring *Service Members, Veterans, and their families* have access to high-quality educational choices
- The 3 legislative proposals introduced are an attempt to provide greater access to educational options through alternatives to public schools





S. 145, Creating Hope and Opportunity for Individuals and Communities through Education Act (*CHOICE Act*)

- The Education Savings Accounts for Military Families Act was re-introduced by Sen. Tim Scott (R-SC)
- The bill has 10 Republican co-sponsors

Bill Summary:

- Directs the SECDEF to carry out a 5 year pilot program to award scholarships for children living on military installations to attend public or private schools
- Provides scholarships to a limited number of qualifying military families who apply
- Requires SECDEF to choose the military installations where eligible military students would most benefit from expanded school options
- Scholarship awards would be approximately *\$8,000 for elementary school* and *\$12,000 for secondary schools*



S. 695/ H.R. 1605

The Education Savings Accounts for Military Families Act of 2019

- The Education Savings Accounts for Military Families Act was introduced by Sen. Ben Sasse (R-NE) and Rep. Jim Banks (R-IN-03)
- The bills have 3 Republican senate cosponsors and 34 Republican house cosponsors
- The bills are also supported by The Heritage Foundation

Bill Summary:

- Authorizes \$1.2B in FY2020 for tax-exempt military education savings accounts (MESAs)
- *Each MESA awarded is worth \$6,000 annually per child*
- MESAs can be used for educational products and services, including homeschool materials, private school tuition, charter school services, personal tutors, online classes, and education therapies for children with special needs
- Public school military-connected students are not eligible for a MESA
- Qualified Educational Service Providers (QESPs) must register and be approved to provide services and/or receive MESA funds
- QESPs must also operate an online marketplace that enables parents to use MESAs to make direct education-related purchases



H.R. 740

The Military Child Educational Freedom Act

- The Military Child Educational Freedom Act was introduced by Rep. Joe Wilson (R-SC-02)
- The bill has 3 Republican cosponsors

Bill Summary:

- Allows Service Members (and their spouses) on extended active duty to use Coverdell Education Savings Accounts for education expenses
- A Coverdell Education Savings Account is a tax-advantaged investment account designed to encourage parental savings to cover future education expenses
- Qualified education expenses are defined in the legislation as expenses for tuition, fees, academic tutoring, special needs services in the case of a special needs beneficiary, books, supplies, and other equipment which are incurred in connection with the enrollment or attendance of an elementary student at a public, private, or religious school



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Military Construction and School Openings Update



Kadena Elementary School

PRESENTED BY:

Melody Will, Military Construction Program Manager



SY 2019/20 Projected School Openings

School	Installation/State/Country	Opening
Bolden E/MS	MCAS Beaufort, SC	Aug 2019
Hanscom PS	Hanscom AFB, MA	Aug 2019
Ft Knox HS/Scott MS	Fort Knox, KY	Aug 2019
Rota ES/HS	NAVSTA Rota, Spain	Aug 2019
Sasebo ES	CFA Sasebo, JA	Aug 2019
Vogelweh ES	Kaiserslautern, GE	Aug 2019
Spangdahlem MS/HS	Spangdahlem AB, GE	TBD
Pierce Terrace ES	Fort Jackson, SC	Jan 2020
West Point ES	West Point, NY	Jan 2020
Ft Rucker ES	Fort Rucker, AL	Jan 2020
Lejeune HS	Camp Lejeune, NC	Aug 2020



Bolden Elementary/Middle School



Aerial Photograph, Google Earth



Architect's Renderings



Interior Photographs



Fort Knox Middle/High School



Exterior Photograph



Interior Photograph



Rota ES/HS





Sasebo Elementary School



Aerial Photograph, Google Earth



Construction Photograph



Architect's Renderings





Vogelweh Elementary School



Aerial Photograph, Google Earth



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Architect's Renderings



Spangdahlem MS/HS



Aerial Photograph, Google Earth



Architect's Renderings





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DEPENDENTS EDUCATION COUNCIL

Force Structure Change Update

Impact on DoDEA



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Force Structure *Changes in Focus*

- **United Kingdom (USAF)**
 - Closure of the RAF Croughton Elementary School at the end of SY2019/20
 - USAF EIC Business Plan to Divest RAF Mildenhall relocates units to Ramstein AB, Spangdahlem AB, RAF Fairford
- **Germany (USA)**
 - Deterrence Package 1 (DP1): 8 unit activations & four unit re-locations @ five locations, 2200 personnel (FY 2018-20).
 - DP2: 4 unit activations (potentially 5), 1572 personnel (+ 2270 dependents); under Joint Staff/OSD review (FY 2020)
 - Impacts the Ansbach, Wiesbaden, and Baumholder military communities (Note: Army must address DP2 disconnects with the EIC plan)
 - DP3: 2 unit activations, locations TBD, 687 personnel (+ 950 dependents).
 - Stuttgart: High School over-crowding due to SASC 2009/10 decision to not include HQ AFRICOM requirements in the MILCON capacity analysis
- **Bahrain (USN)**
 - USN request to remove cap on Command Sponsored Billets under Joint Staff review
 - Command Sponsored Positions estimated to grow from 680 to 900
- **Guam (USMC)**
 - USMC (and other MIL Service) growth projected 2019-2027.
 - DoDEA initiating a study in June-October 2019 to analyze DoDEA school support options
 - Revised “U.S. Territory” eligibility policy for USD(P&R) review
- **US Army Tour Length ETP for Europe/Japan**
 - 36-month tour length for all soldiers with dependents (whether accompanied or unaccompanied)
 - Could increase dependent population in Europe/Japan by approximately 3,650 dependents



DEPENDENTS EDUCATION COUNCIL

Crisis Management Training



PRESENTED BY

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

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



Crisis Management Training

- **DoDEA's Objective:** Establish a DoDEA-wide crisis management training program that establishes and sustains each school's readiness to prevent, prepare for, respond to, and recover from a crisis event
 - DoDEA is in the process of performing a comprehensive review of school-level crisis management training requirements and opportunities
- **Americas' Region PREPaRE & Table Top Exercise Program**
 - MCB Quantico (11-14 March); Fort Campbell (2-5 April); Fort Knox (23-26 April)
 - Contract: provides joint DoDEA school and installation personnel (command, firstresponder, and support organizations) crisis management training
- **School Crisis Management Training** was a topic of discussion during the April Joint School Security Working Group (JSSWG) meeting
 - Installation Commands play a critical role in school preparedness, response, and recovery readiness
 - School readiness best achieved through collective training events with installation first responder and support organizations



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DoDEA 2019 Teacher of the Year



Ms. Anna Sansone
Vicenza Middle School

4/26/2019

