



Dependents Education Council

5 December 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



DEPENDENTS EDUCATION COUNCIL

DoDEA 2019 Assessment Results



PRESENTED BY

Dr. Lisa Holloway, Chief, Standards and Curriculum



A Focus on Student Achievement

Restructure

Build Capacity for organization & systemic change & realigned resources

Establish standards to support mobile military-connected students

CCR Standards Adoption

Improved Instruction

High quality & consistent training, materials & support based on the CCR standards

Assess student achievement on the standards & evaluate systemic progress of initiatives

Assessment & Evaluation



National Assessment of Educational Progress

2019 Results

- The National Assessment of Educational Progress (NAEP) is an assessment that measures what U.S. students know and can do in core subject areas
- NAEP Reading and Mathematics Assessments were administered online to a sample of fourth and eighth grade students in the nation's public schools in Spring 2019
 - Approximately 2,400 DoDEA 4th grade students, and 1,700 8th grade students took the 2019 NAEP
- The NAEP Reading and Mathematics scale scores range from 0 to 500
- NAEP results are also reported in terms of three achievement levels – *Basic*, *Proficient*, and *Advanced*



NAEP 2019 Results

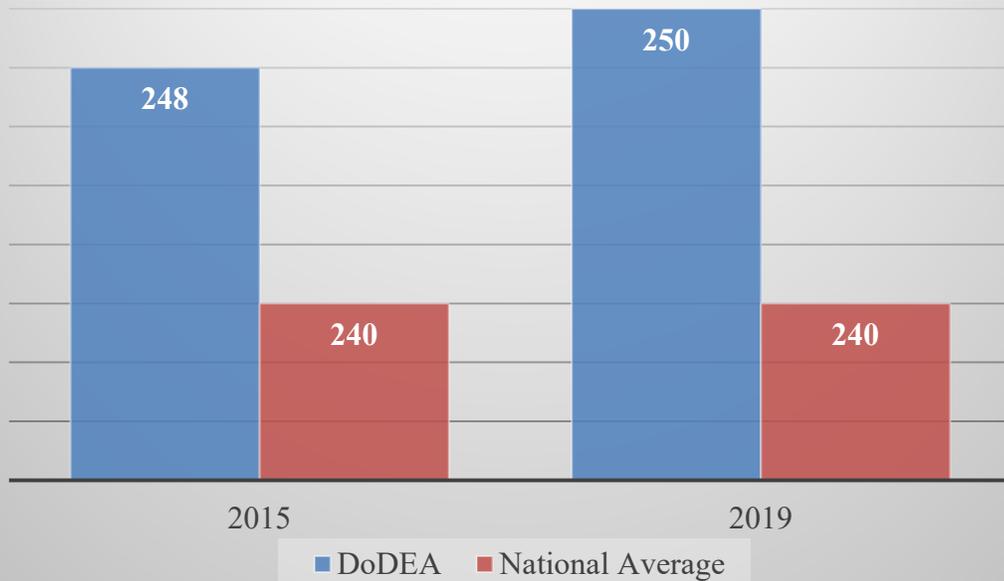
- DoDEA leads the nation on the NAEP 2019
 - DoDEA students scored highest in the nation *for all four grade/subject combinations* (4th Grade Reading, 4th Grade Math, 8th Grade Reading) and not significantly different than the highest performing states in the nation in 8th Grade Math
 - DoDEA 8th grade students scored highest in reading for 2015, 2017, and 2019
 - DoDEA's Black and Hispanic students score among the highest in the nation, and our achievement gaps between White students and Black and Hispanic students are among the lowest
- While our performance gaps have been narrowing, we are continually looking for ways to decrease those gaps



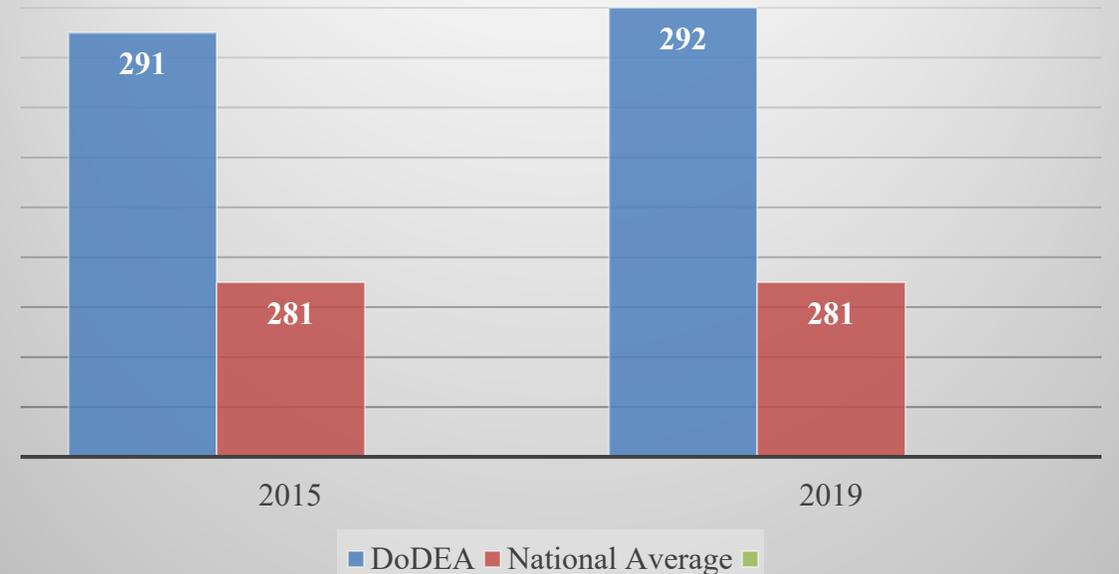
NAEP Assessment Results: Mathematics

Historical Performance of DoDEA students on the NAEP Mathematics Assessment

4th Grade Mathematics 2015 & 2019:
DoDEA vs. National Average



8th Grade Mathematics 2015 & 2019:
DoDEA vs. National Average

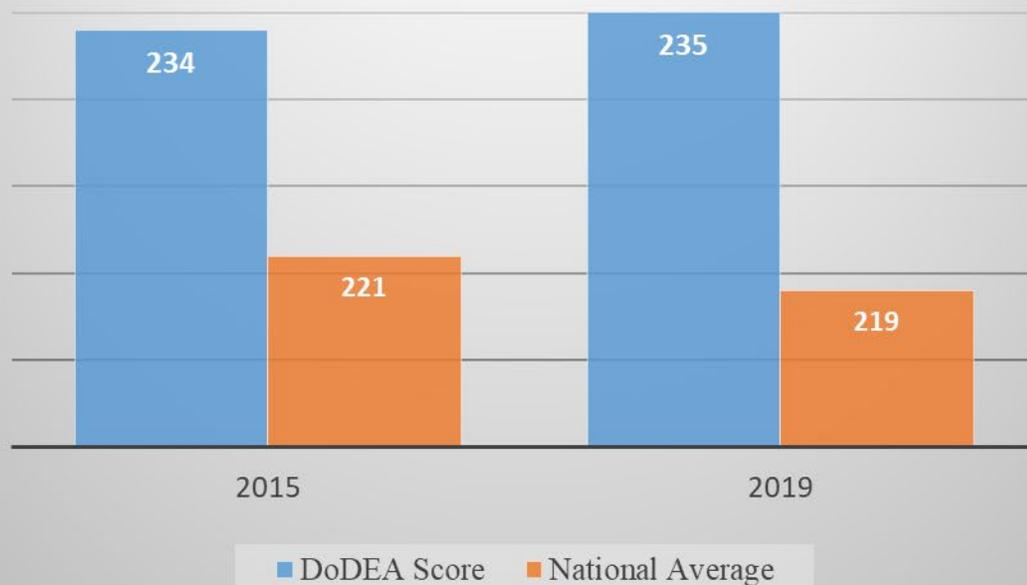




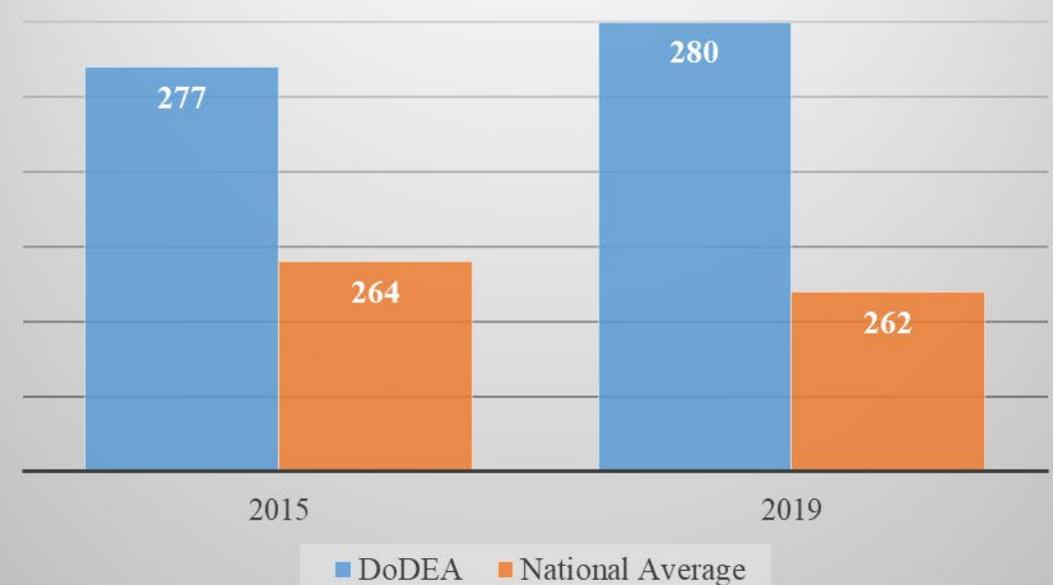
NAEP Assessment Results: Reading

Historical Performance of DoDEA students on the NAEP Reading Assessment

4th Grade Reading 2015 & 2019:
DoDEA vs. National Average



8th Grade Reading 2015 & 2019:
DoDEA vs. National Average





2019 NAEP Assessment Results:

State Comparison

Grade Level and Subject Area	Performed Significantly Higher	Not Significantly Different	Performed Significantly Lower
4 th Grade Math	0 States	1 State MN	49 States
4 th Grade Reading	0 States	0 States	50 States
8 th Grade Math	0 States	3 States MA, MN, NJ	47 States
8 th Grade Reading	0 States	0 States	50 States

*As reported on the NAEP web page at:

https://www.nationsreportcard.gov/profiles/stateprofile/overview/DS?cti=PgTab_ScoreComparisons&chort=1&sub=MAT&sj=DS&fs=Grade&st=MN&year=2019R3&sg=Gender%3A+Male+vs.+Female&sgv=Difference&ts=Single+Year&tss=2015R3-2019R3&sf=NP



DoDEA Comprehensive Assessment System

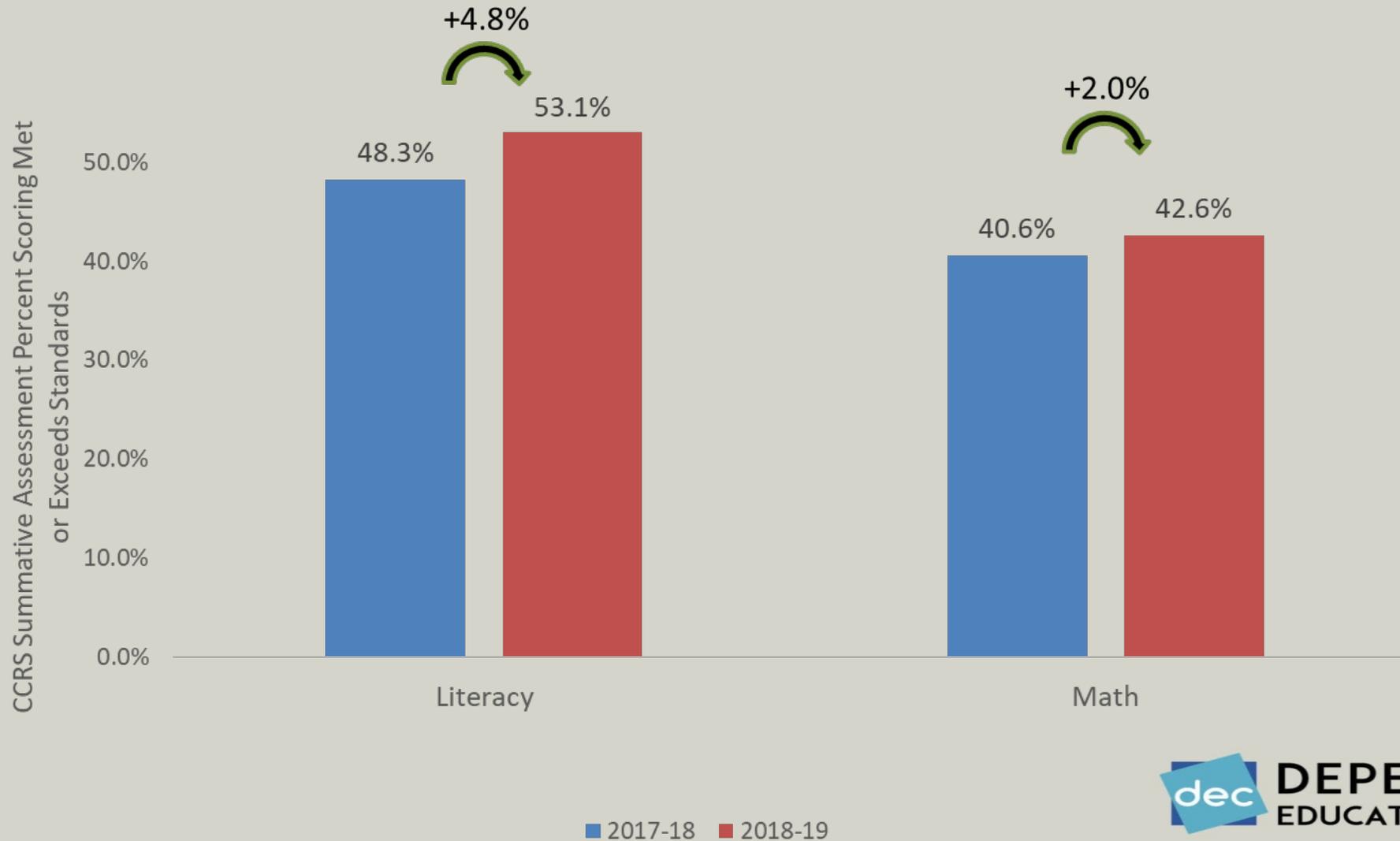
2019 Results

- As a part of the DoDEA Comprehensive Assessment System (DoDEA-CAS), in 2019 students were assessed in:
 - mathematics in grades 3-6, and in Algebra I, Geometry and Algebra II
 - literacy in grades 6-8 and 10
- All schools with assessed grades (157) participate in the assessment and over 99% of students take the assessments online



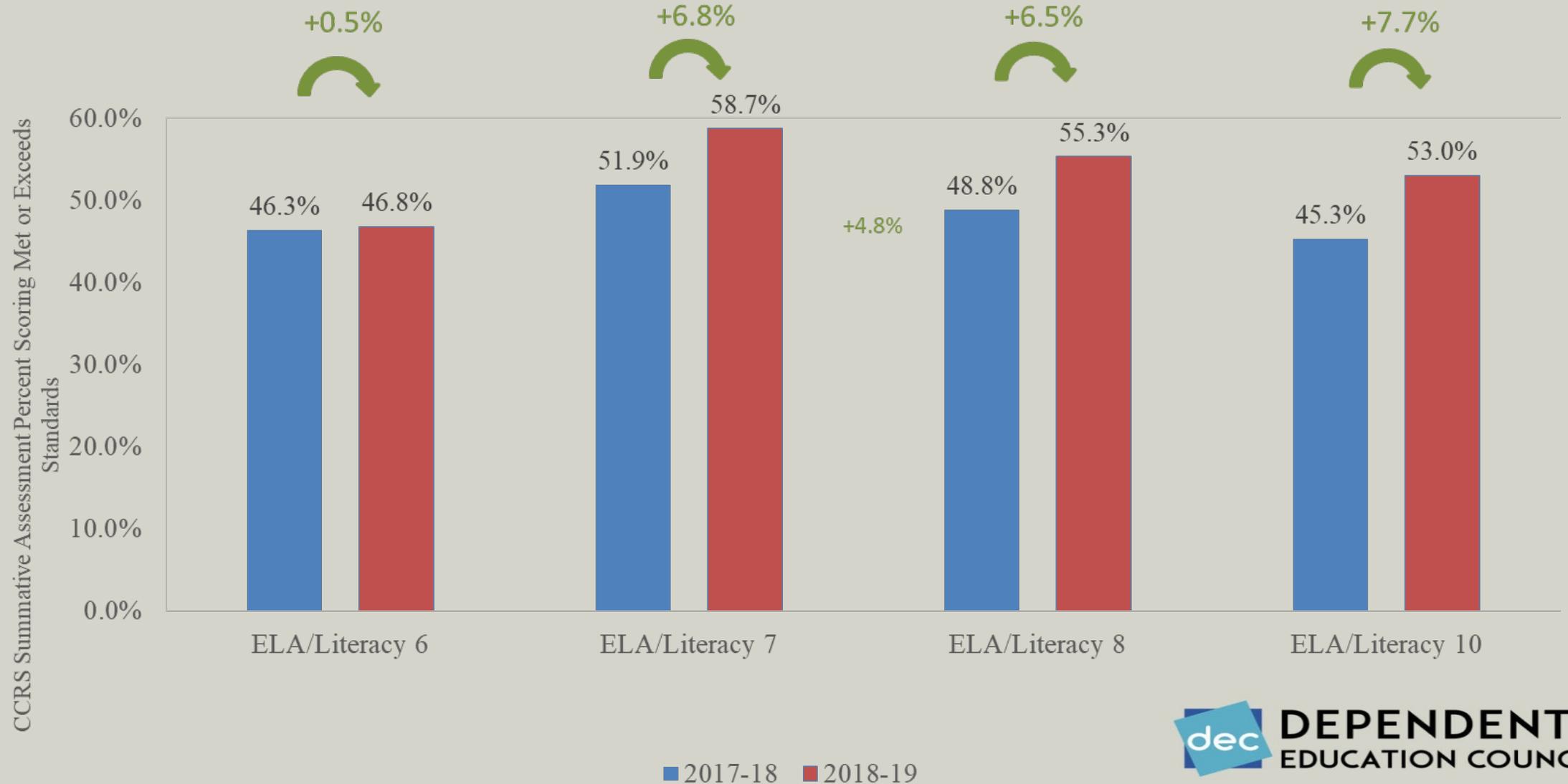


Overall Results: Met and Exceeded Expectations



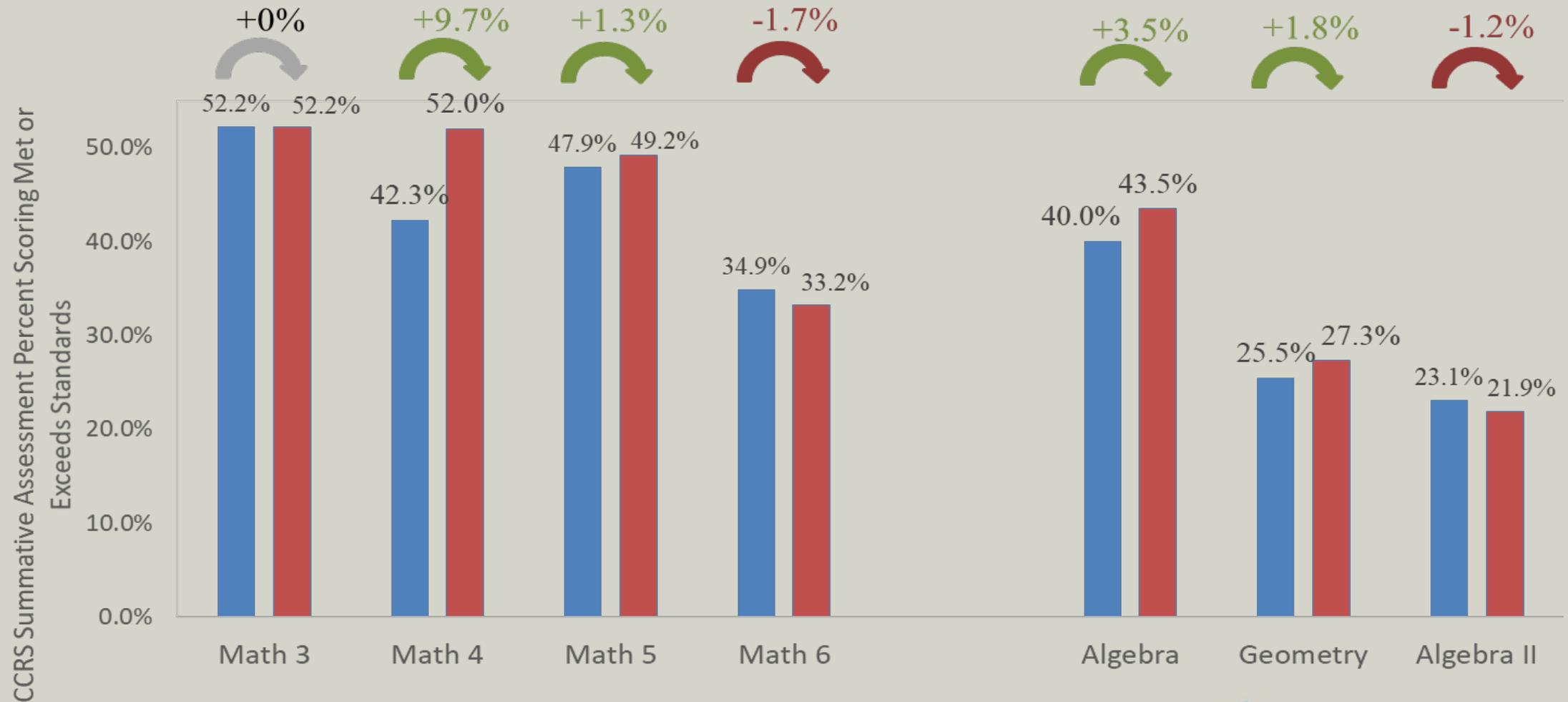


Results by Grade – Literacy





Results by Grade – Math



■ 2017-18 ■ 2018-19



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DoDEA-CAS resources are available on the
Assessment web page

<http://dodea.edu/assessments>

NAEP resources are available on the
National Center for Education Statistics web page

<https://nces.ed.gov/nationsreportcard/>





DEPENDENTS EDUCATION COUNCIL

Career & Technical Education (CTE)



PRESENTED BY:

Ms. Daphne L. Bonaparte, Instructional Systems Specialist





Vocational Education





Career and Technical Education



Far East Culinary Competition

Excite, Explore, Engage

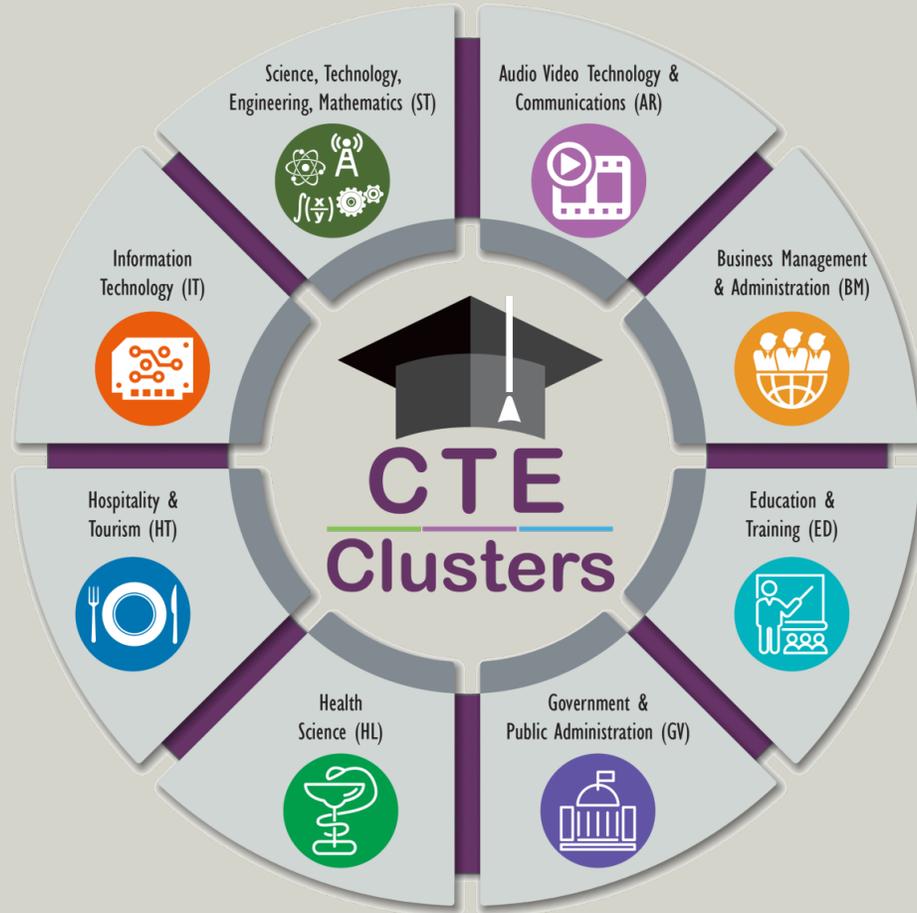
DoDEA Career Ready Advisement Guide

	GRADE LEVEL	STUDENTS WILL:
EXCITE: CAREER AWARENESS	PreK - 5	<ul style="list-style-type: none"> Become aware of and be able to describe different kinds of work. Become aware of and be able to describe occupations in the various Career Clusters. Be instructed in diversity and gender equity in the workplace. Learn about goal setting and decision-making. Learn what it means to be a good worker. Get involved in career guidance classroom activities. Demonstrate grade-appropriate career-ready practices, such as collaboration, communication and creativity and innovation.
EXPLORE: CAREER EXPLORATION	6	<ul style="list-style-type: none"> Begin career exploration activities, including identification of learning opportunities in the community. Take career assessment instruments to inventory student interests and abilities and align them with career opportunities. Identify jobs within the Career Clusters requiring different levels of education. Demonstrate the 12 career-ready practices as appropriate for the grade.
	7	<ul style="list-style-type: none"> Identify the steps of the career decision-making process. Identify and explore sources of career information. Take career assessment instruments to inventory student interests and abilities and align them with career opportunities. Meet with parents, counselors, teachers, guardians and legal designees to develop both an academic and career portfolio consistent with their academic and career focus, in the form of a 6-year graduation plan. Explore experiential learning and leadership activities, including service learning, job shadowing and mentoring. Demonstrate the 12 career-ready practices as appropriate for the grade.
	8	<ul style="list-style-type: none"> Take career assessment instruments to inventory student interests and abilities and align them with career opportunities and DoDEA CTE pathways. Tour CTE programs at their high schools. Pick a cluster of study that they are interested in exploring. Participate in early experiential learning and leadership activities, including service learning, job shadowing and mentoring. Review and update their 6-year graduation plan. Demonstrate the 12 career-ready practices as appropriate for the grade.
ENGAGE/EXPERIENCE: CAREER PREPARATION	9 - 11	<ul style="list-style-type: none"> Take career assessment instruments to inventory student interests and abilities and align them with career opportunities and DoDEA CTE pathways. Participate in learning and leadership experiences, including CTE course work, service learning, job shadowing, internships or practicums. Review and update their 6-year graduation plan annually. Demonstrate the 12 career-ready practices.
	12	<ul style="list-style-type: none"> Complete requirements for graduation, and receive recognition for career readiness at graduation. Review and update their 6-year graduation plan, with special attention to post-high school goals. Take career assessment instruments. Participate in extended learning and leadership experiences, including capstone courses, internships or practicums.
	POSTSECONDARY	<ul style="list-style-type: none"> Follow aligned Career Cluster pathways to a two- or four-year college, the military, other postsecondary education or training or employment. Obtain rewarding entry-level employment within their chosen Career Cluster. Continue to refine career choices throughout their lifetimes of learning.



Pacific South Career Day

Career Clusters and Pathways



- Cybersecurity
- Programming
- Digital Design & Communication
- Video Communications
- Health Science
- Culinary Arts
- JROTC
- Business Administration
- Teaching as a Profession
- Engineering and Technology

CLUSTER: Information Technology
PATHWAY: Digital Design and Communication

Name	Sequence	Credits
Digital Media*	Year 1	0.5
Digital Imaging*	Year 1	0.5
Video Communications I*	Year 2	1.0
Web Design*	Year 3	0.5
Digital Publishing*	Year 3	0.5
Total Credits		3.0

Ramstein High School Video Communications



Completion Rates





*Spangdahlem High School
Spangdahlem Air Base Fire Department*

“Just looking at a fire right in the face, it was right there, no further than a foot away from me. I’m just standing there, being told what to do, having to react,” reminisced one high school student here. “When I was doing that,” Moylan said, “I was like, this is what I want to do. This is what I want to be.”



Student Success Story



<https://www.youtube.com/watch?v=n44cO-Pkq5c>



CTE School Excellence



*Kaiserslautern High School
Healthcare Science Lab*



Yokota High School Culinary Arts Lab

Credentials of Value

- Certified Nursing Assistant
- Adobe® Associate (An industry recognized credential that demonstrates proficiency in Adobe skills)
- Pharmacy Tech
- CompTIA A+® (A global certification validating baseline skills to perform core security functions for a career in IT security)
- ServSafe® (A food and beverage safety training and certificate program accredited by the Conference for Food Protection)



Kubasaki High School Culinary Arts

Industry Connections

CTE Instructional Systems Specialists
Barbarossa Bakery Manufacturing Facility,
Kaiserslautern, Germany



Tomorrow's Careers *Today!*

- Early Career Awareness and Exploration
- Continued alignment with national CTE initiatives
- Recruitment and retention of skilled CTE instructors



Amelia Earhart Intermediate School



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DEPENDENTS EDUCATION COUNCIL

Advanced Academic Programs and Services (AAPS)

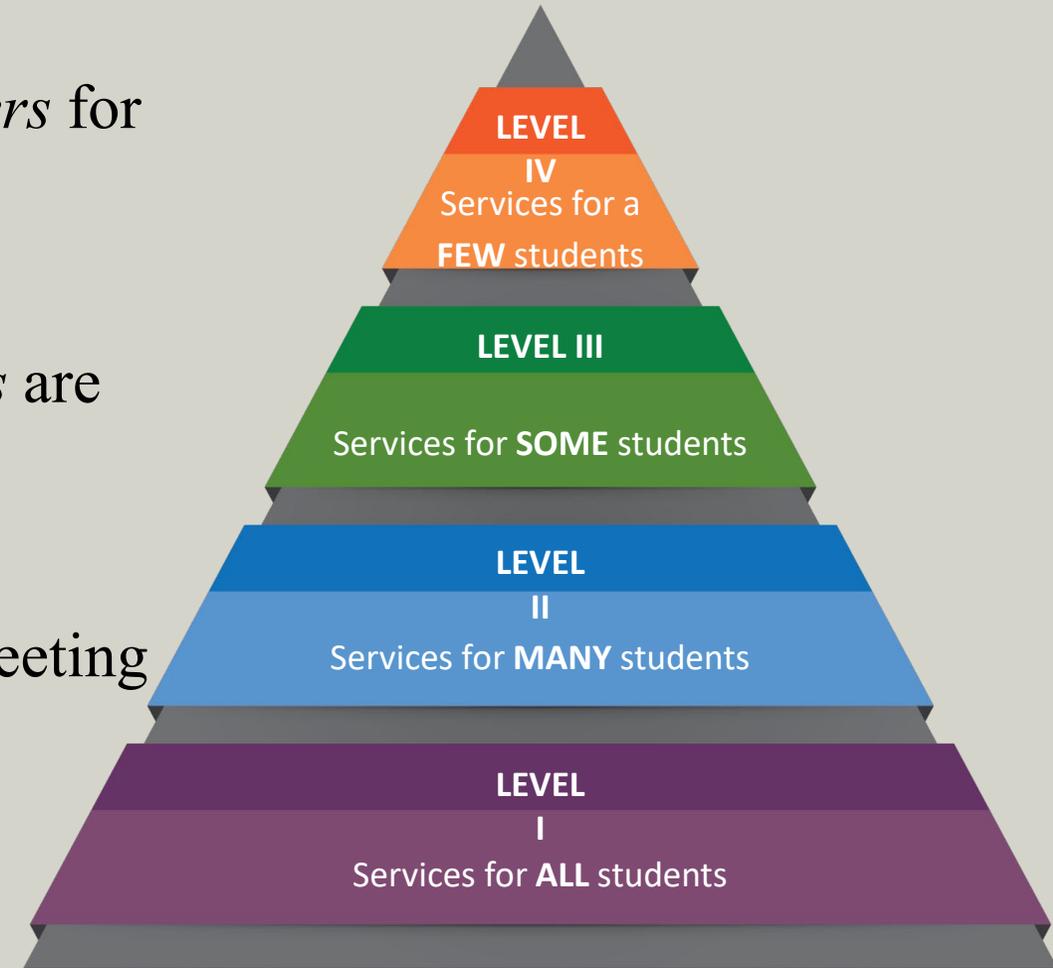


PRESENTED BY

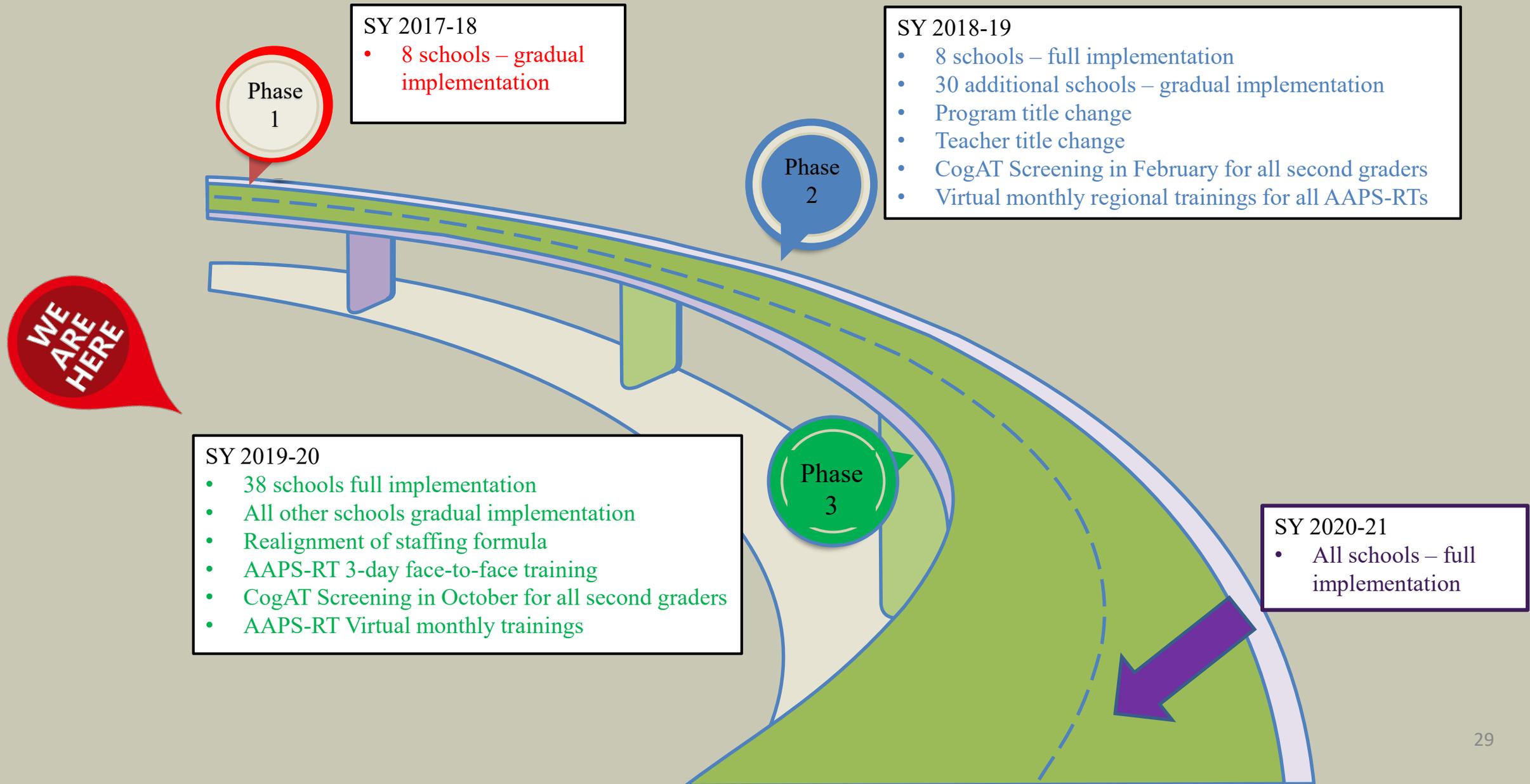
Dr. Laurie B. Abeel, Gifted Education Instructional Systems Specialist



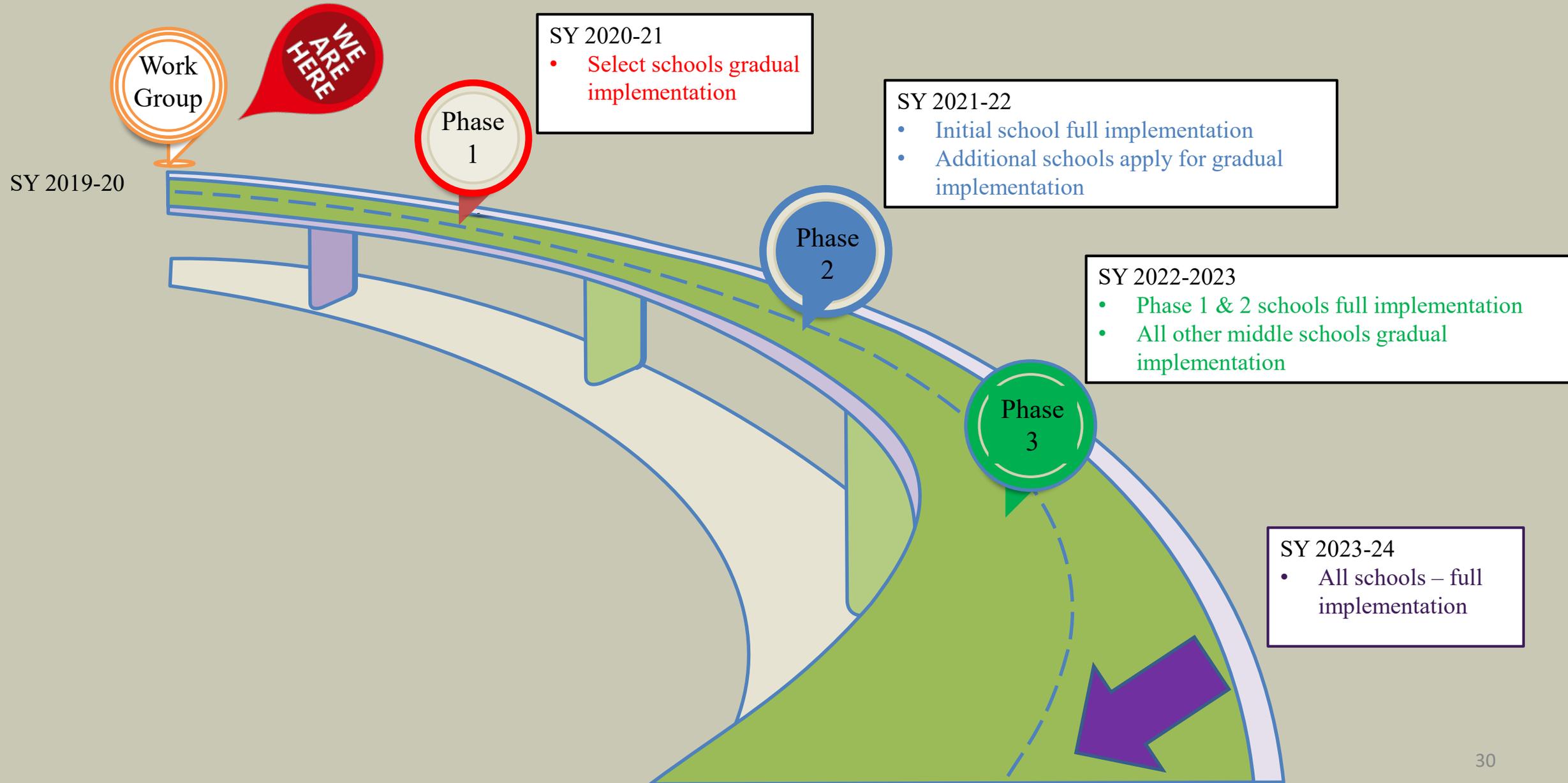
- Shared, collaborative responsibility among *all teachers* for advanced learning
- Inclusive continuum of services such that *all students* are appropriately challenged
- Emphasis on developing potential, identifying and meeting students' advanced learning and affective needs, and matching them to services available to all students *in all grade levels*



Elementary Phase-In Approach



Middle School *Proposed* Timeline





Middle School: *School Year 2019-20*

- Work Group will meet in December 2019 to begin development of the framework of the new middle school program
 - Includes teachers with gifted education (GE) endorsement, HQ ISSs, Regional GE ISSs, administrator(s)
- Design of the new middle school framework and phased-in implementation will mirror the development and implementation process of the elementary program to meet overarching goals





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DEPENDENTS EDUCATION COUNCIL

DoDEA School Meal Program Breakfast Program



PRESENTED BY:

Mr. Gerald David, Chief, Logistics Division





DoDEA Breakfast Program

- Goal – continue expansion of breakfast programs IAW USDA and DoD guidance
 - School Principals are requesting breakfast programs
 - Requirements for program: adequate participation, adjustments to school operations (janitorial contracts, bus schedules, educator availability). Profitability is not a decision point in establishing a program!
 - Current program offers breakfast at 31 Europe schools, 14 Pacific schools and 46 Americas schools
- Student participation increasing due to new menu items, better marketing and awareness
- Varied delivery options improve participation:
 - Cafeteria style for Elementary schools
 - “Grab and Go” for Middle and High Schoolers
 - Kaiserslautern and Vogelweh ESs to pilot “Breakfast in the Classroom” next School Year

Breakfast helps students start their day fueled and energized



School Breakfast Program

- Analysis of scientific research concludes that a School Breakfast Program benefits children – and educators - in three broad areas:
 - Cognitive and educational benefits
 - Health benefits
 - Behavioral and psychosocial benefits
- *Impact of School Breakfast on Children's Health and Learning, An Analysis of the Scientific Research, November 17, 2008*
- http://www.appam.org/assets/1/7/Breakfast_at_the_Desk_The_Impact_of_Universal_Breakfast_Programs_on_Academic_Performance.pdf
- https://poverty.ucdavis.edu/sites/main/files/file-attachments/cpr-frisvold_school_breakfast_brief.pdf
- https://www.aasa.org/uploadedFiles/Childrens_Programs/School_Breakfast/School%20Breakfast_Winter2013.pdf
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3009648/>



School Breakfast Program

- Cognitive and Educational Benefits
 - Improves attendance and less tardiness
 - Increases concentration, alertness, energy
 - Increases comprehension, learning, memory
 - Elevates math, reading and standardized test scores





School Breakfast Program

- Health-Related Benefits

- Reduces headaches and stomachaches linked to hunger
- Improvements in nutritional intake and growth measures such as height and weight
- Better overall diet
 - ✓ Increases fruit and milk consumption

- Better eating habits

- Reduces vitamin B, vitamin C, and vitamin E deficiencies
- Increases likelihood children will receive recommended intakes of potassium and iron
- Reduces the percentage of calories consumed from fat





School Breakfast Program

- Behavioral and Psychosocial Benefits
 - Psychosocial well-being:
 - ✓ Decreases psychosocial problems between student and teacher
 - ✓ Significantly improves psychosocial functioning
 - Discipline and social behavior
 - ✓ Improves social behaviors both in and out of the classroom
 - Aggression and suspensions
 - ✓ Less likely to be suspended and gets along better with other children





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DEPENDENTS EDUCATION COUNCIL

Problematic Sexual Behaviors in Children and Youth



PRESENTED BY:

Ms. Tomeshia Barnes, Chief, Student Services Education Directorate





Purpose

Provide an update on the status of response efforts to address, respond, and prevent Problematic Sexual Behaviors in Children and Youth (PSB-CY)





Unpacking the Definition of PSB-CY

Behaviors initiated by children and youth under the age of 18 that involve sexual body parts (genitals, anus, buttocks, or breasts) in a manner that deviates from normative or typical sexual behavior and are developmentally inappropriate and/or potentially harmful to the individual initiating the behavior, the individual(s) impacted by the behavior, or others

Behaviors initiated by children and youth under the age of 18

Involve sexual body parts

Deviates from normative or typical sexual behavior

Developmentally inappropriate

Potentially harmful



Legislative Authority

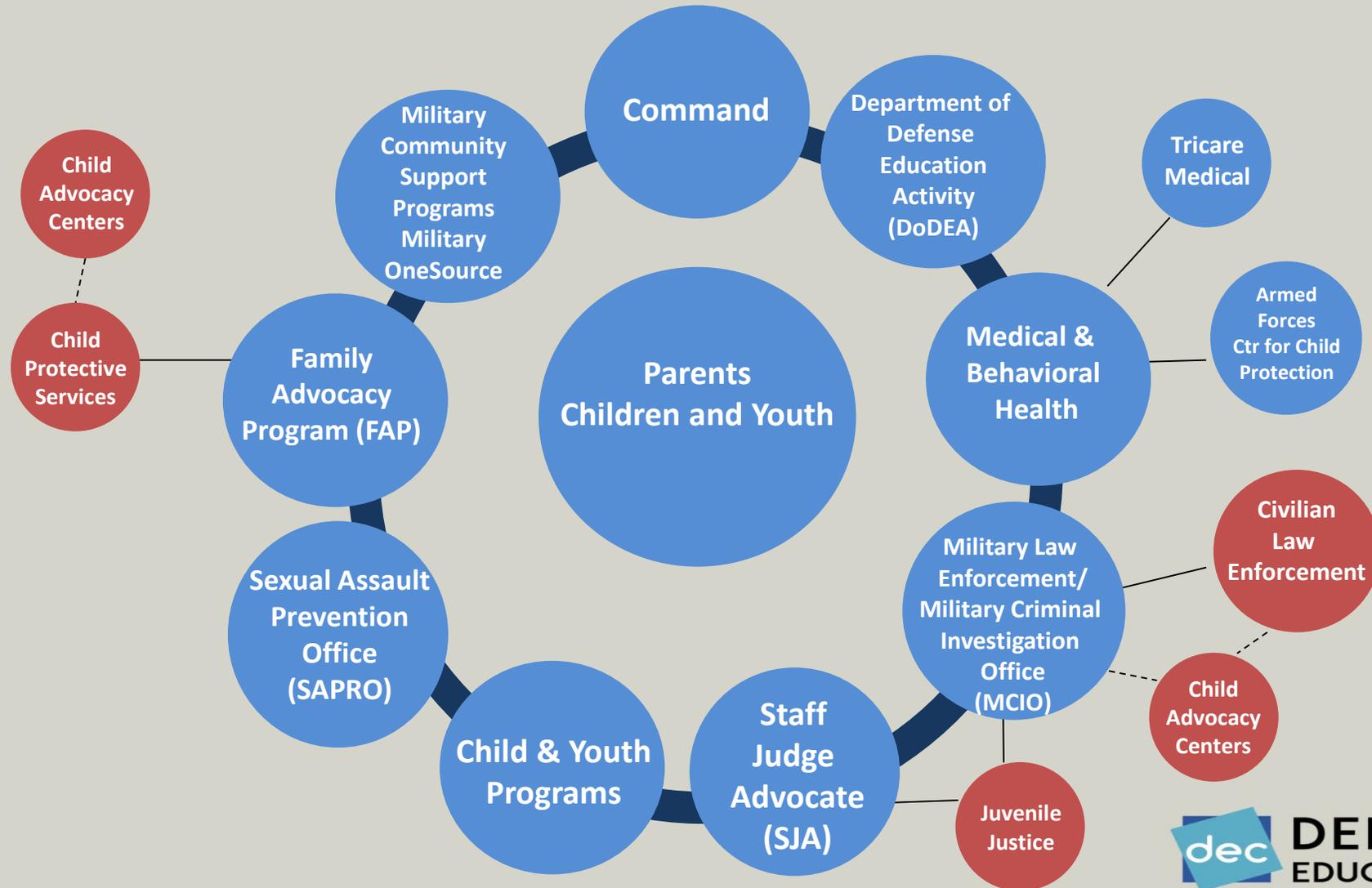
FY 19 NDAA, Section 1089 National Defense Authorization Act

DoDI 6400.01 Family Advocacy Program (FAP) May 1, 2019

DoDEA AI 1443.02 Prohibited Sexual, Sex-based, and Other Related Abusive Misconduct Reporting and Response.



Coordinated Community Response



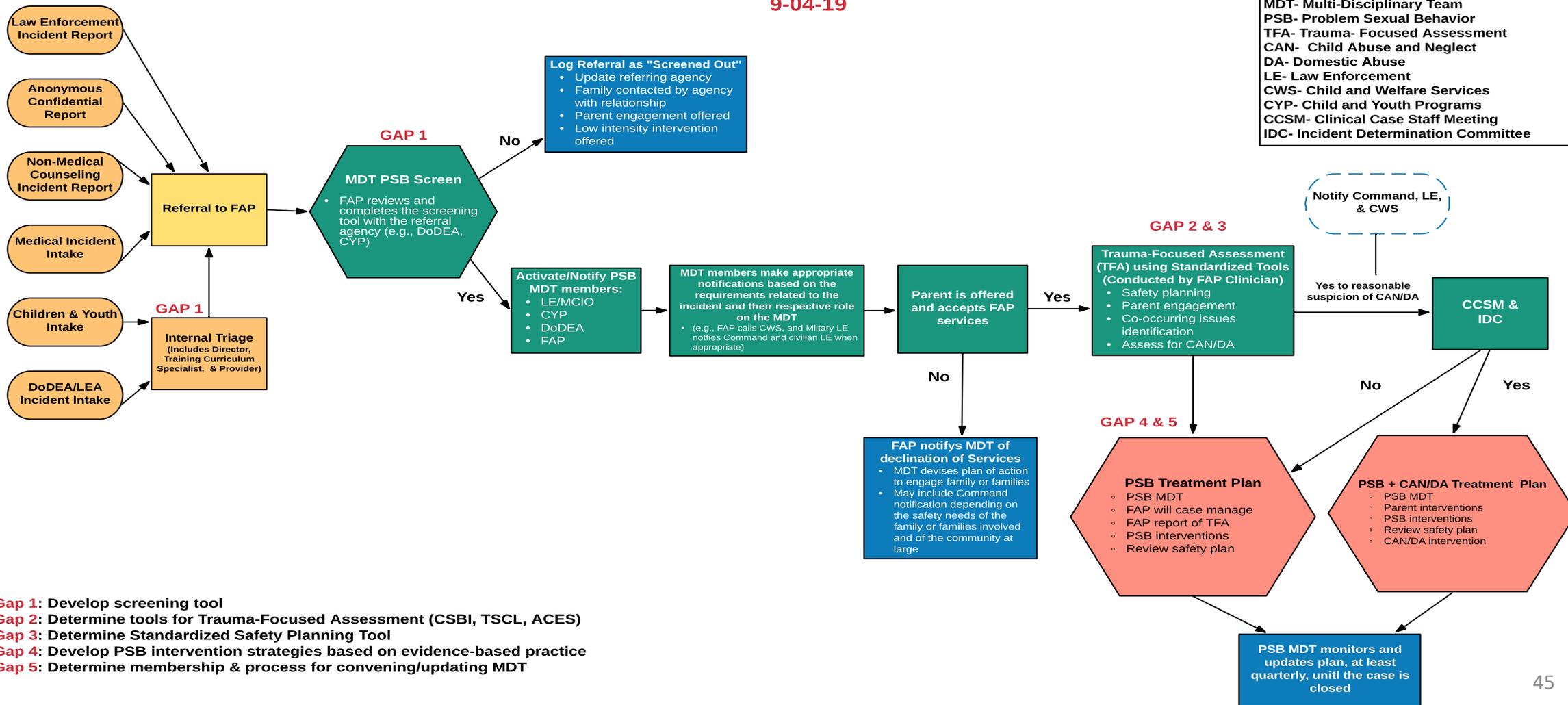


PSB-CY Process Map

DRAFT Problematic Sexual Behavior in Children and Youth (PSB-CY): FAP "To Be" Process Map

Working Document- Last updated
9-04-19

Acronym Key
 FAP- Family Advocacy Program
 MDT- Multi-Disciplinary Team
 PSB- Problem Sexual Behavior
 TFA- Trauma- Focused Assessment
 CAN- Child Abuse and Neglect
 DA- Domestic Abuse
 LE- Law Enforcement
 CWS- Child and Welfare Services
 CYP- Child and Youth Programs
 CCSM- Clinical Case Staff Meeting
 IDC- Incident Determination Committee



- Gap 1:** Develop screening tool
- Gap 2:** Determine tools for Trauma-Focused Assessment (CSBI, TSCL, ACES)
- Gap 3:** Determine Standardized Safety Planning Tool
- Gap 4:** Develop PSB intervention strategies based on evidence-based practice
- Gap 5:** Determine membership & process for convening/updating MDT



PSB-CY Process Map:

The Multidisciplinary Team (MDT)

Activate/Notify PSB MDT members:

- Law Enforcement (LE) / Military Criminal Investigation Office (MCIO)
- Child & Youth Programs (CYP)
- DoDEA
- Family Advocacy Program (FAP)

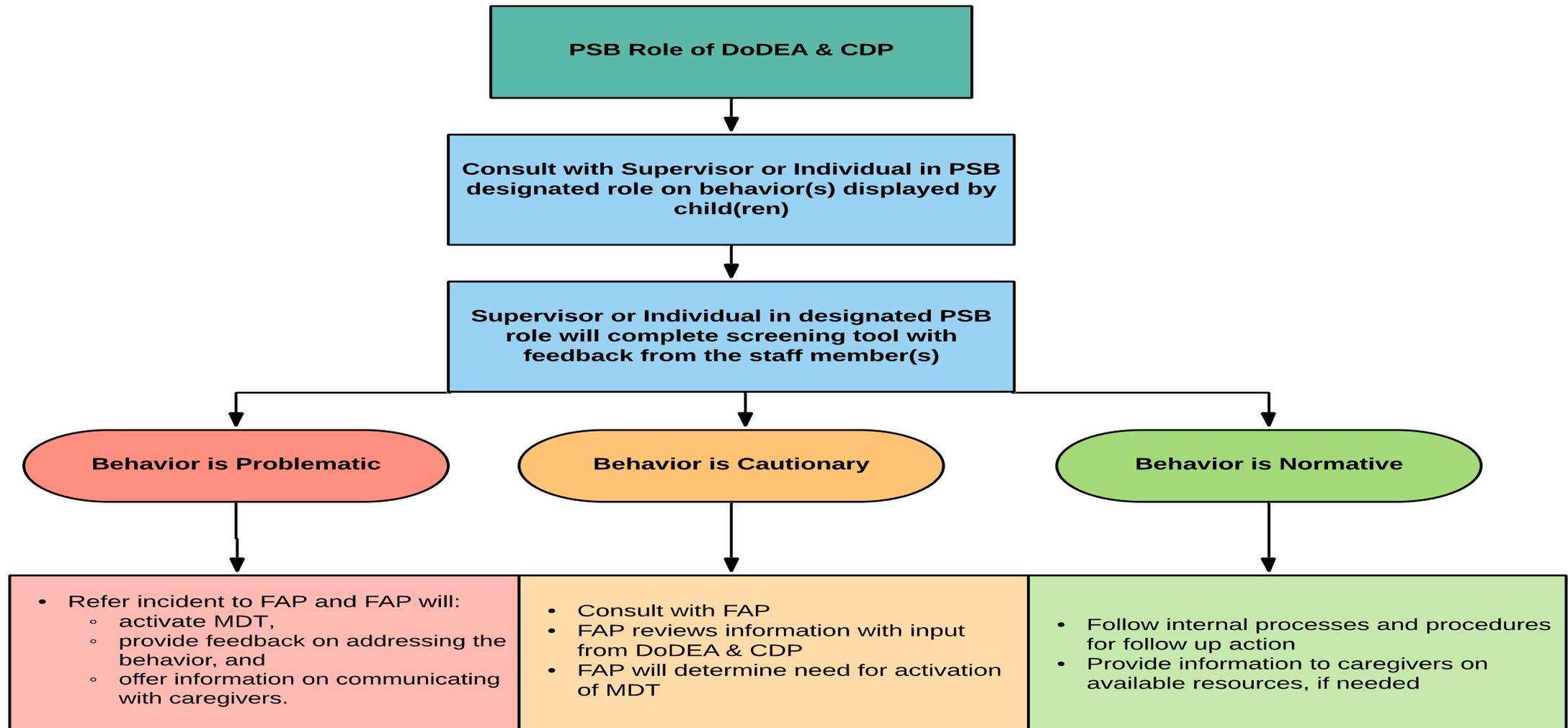


MDT members make appropriate notifications based on the requirements related to the incident and their respective role on the MDT

(e.g., FAP calls Child & Welfare Services, and LE notifies Command and civilian LE when appropriate)



The Role of DoDEA & Child Development Program



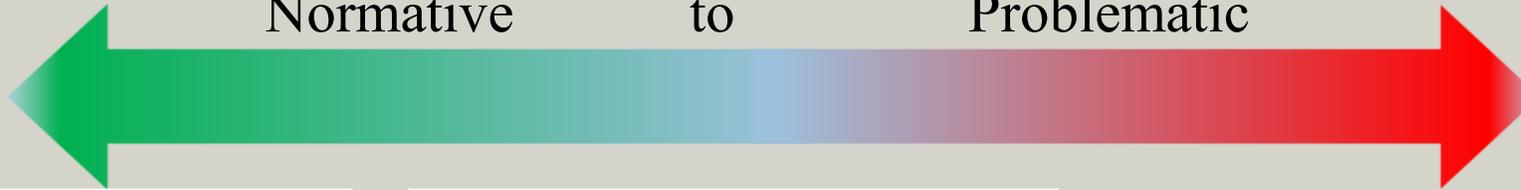


DRAFT PSB Referral Tool *(1 of 2)*

- The PSB Screening Tool for Referrals to FAP was developed based on the review of research literature, tools, and resources related to PSB
- The purpose of the screening tool is to assist DoDEA personnel and Child Development Program (CDP) staff in determining if a referral to FAP is necessary
- The tool is designed to assist FAP personnel in determining if a referred incident could be considered problematic, and if engaging with members of the Multi-Disciplinary Team (MDT) should be initiated
- The tool is still in draft status as the team continues process improvement. Select locations will pilot the tool in the second quarter of fiscal year 20. The data obtained will be used to evaluate the process and revise before full-scale implementation

Spectrum of Behaviors:

Normative to Problematic



Normative

- Sexual behaviors are considered developmentally “*normative*” when they occur infrequently and are easily distractible (i.e., the child is responsive to redirection)

Cautionary*

- “*Cautionary*” behaviors are characterized as disruptive to others and only moderately responsive to distraction and redirection

Problematic*

- “*Problematic*” behaviors are frequently disruptive to others and persist even after distraction and redirection
- Behaviors often cause harm to others and persist after explicit redirection
- Redirection attempts are often met with anger from the child



Response & Prevention of PSB-CY

Prevention/Professional Learning

Education/Training: K-12 curriculum on personal safety and healthy relationships; Training for student support services



Identification

Identifying and recognizing behaviors



Intervention and Response

Reporting: severity, frequency, when, how...

Providing appropriate services or referrals



Recovery

Avoid re-traumatization, continued level of support needed for ALL students



Schools Empowering Students At-Risk

DoDEA has an existing partnership with Pennsylvania State University on the Schools Empowering Students At-Risk (*SEAS*) project. Phase II of this partnership focuses on social-emotional risk of students to include how to identify, respond, and prevent PSB-CY

CCR: Module 1	Awareness of PSB-CY and awareness of Self
CCR: Module 2	Consultation with Parents and Teachers: How to Have “The Talk”
CCR: Module 3	Assessment/Progress Monitoring for PSB-CY
CCR: Module 4	Intervention Plans for PSB-CY (Tier II)
*** Mini Modules	In development 10 minute mini modules for administrators



Prevention Measures: Student Curriculum



K-5th Grade evidence based, age/developmentally appropriate lessons to include: personal safety and respect, personal boundaries, and safety rules

- Aligned to National Standards



6th grade to 12th grade evidence based, age/developmentally appropriate lesson to include: dating relationships, violent behaviors, abuse/neglect, and unwanted sexual activity

- Aligned to National Standards



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DEPENDENTS EDUCATION COUNCIL

Resource Management Division



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dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



DoDEA Structure *(1 of 2)*

- **Headquarters:**
 - Established DoDEA DoD Directive 1342.20 & 20 U.S.C. 921-932, dated 1992 & 1999
 - Policy, compliance, curriculum development, school accreditation, technical assistance
- **Consolidated School Support (CSS):**
 - Centralized business operations: financial management, logistics, procurement, human resources, education, information technology, internal review, manpower management, and safety and security
- **Educational Partnership Program (EPP):**
 - Established under Section 574 (d) of P.L. 109-364, as amended (codified at 20 USC 7703b note)
 - Ease the transition of military dependent students to Local Education Agencies (LEAs)



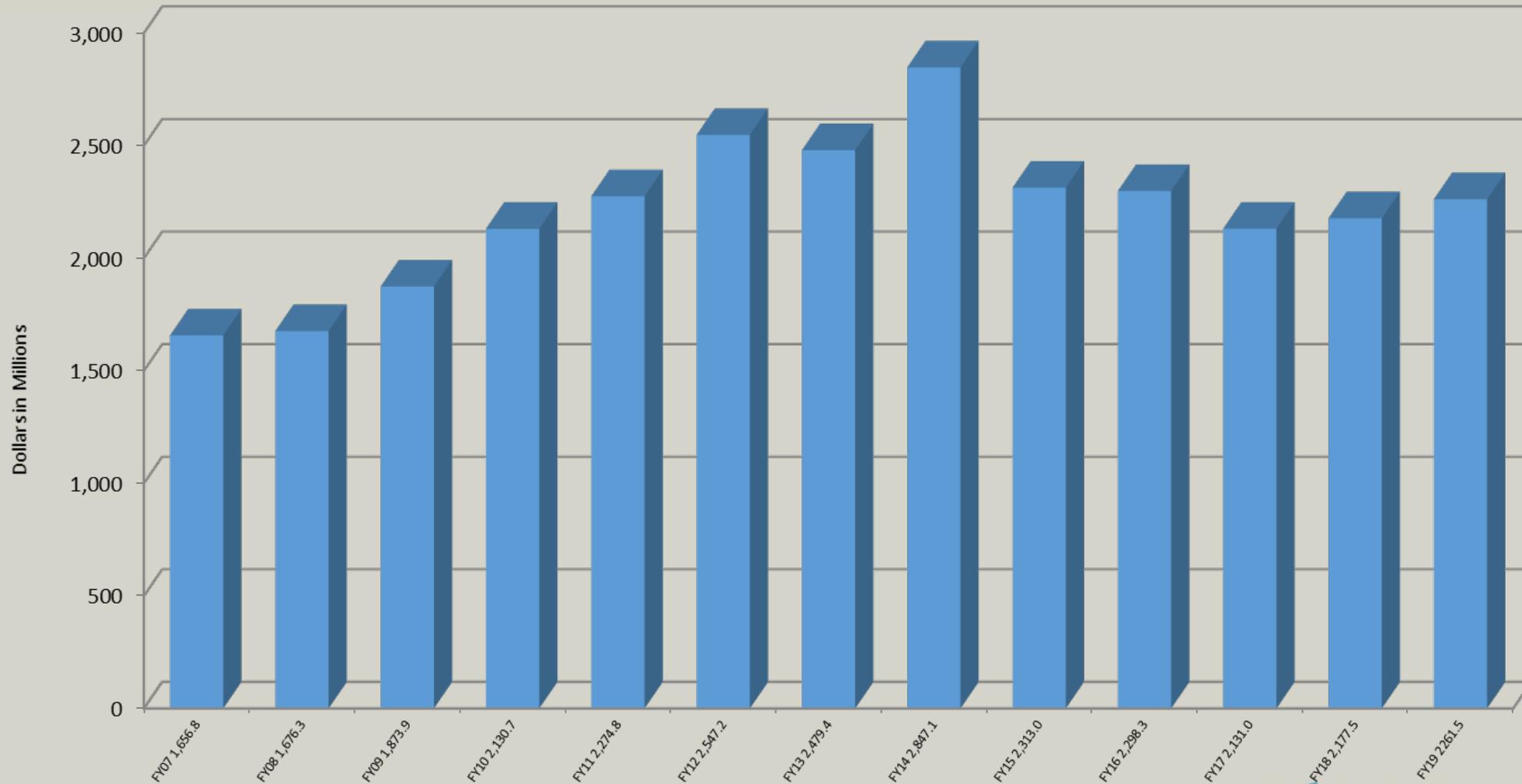
DoDEA Structure *(2 of 2)*

- **DoD Dependents Schools (DoDDS):**
 - Legal authority 20 U.S.C. sections 921-932 & DoD Directive 1342.20, dated 1978
 - Overseas School System: 115 schools: 11 countries (Bahrain, Belgium, Cuba, Germany, Italy, Japan, Korea, Netherlands, Spain, Turkey, and the United Kingdom); 2 Areas (Okinawa, Germany); 6 Districts (Germany, Italy, UK, Japan, Okinawa, Korea)
- **DoD Domestic Dependent Elementary and Secondary Schools (DDESS):**
 - Legal authority 10 U.S.C. 2164, dated 1994
 - Domestic School System: 62 Schools 7 States and two Territories: (Alabama, Georgia, Kentucky, New York, North Carolina, South Carolina, and Virginia), Guam and Puerto Rico; 1 Area (Georgia); 6 Districts (Guam; Virginia; South Carolina, Kentucky, North Carolina, Alabama)



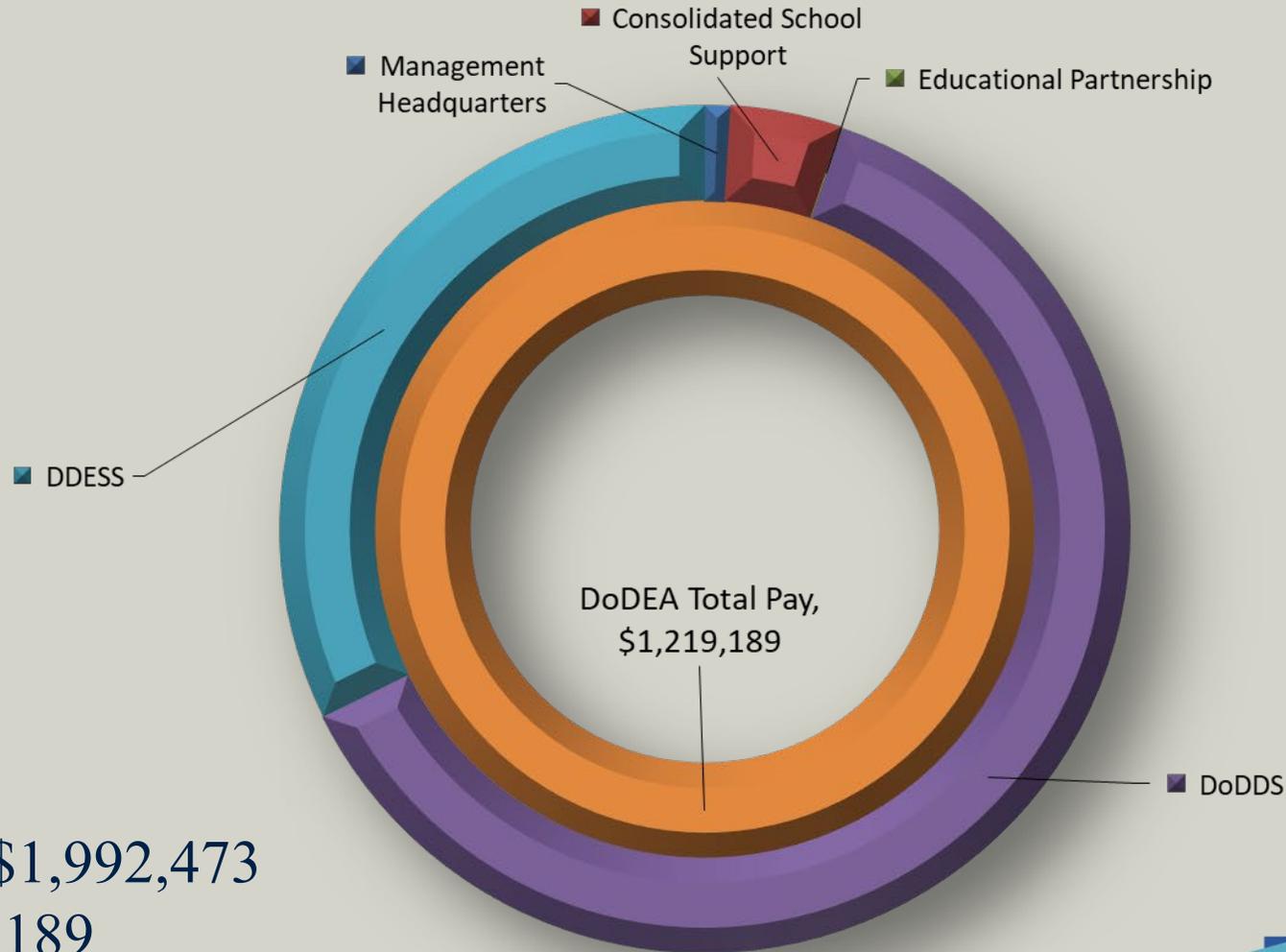
DoDEA Historical Costs

O&M, Procurement, and MILCON





DoDEA FY19 Payroll Costs



Total Funding: \$1,992,473

Payroll: \$1,219,189

Non-Payroll: \$773,284



DoDEA FY19 Costs

Payroll

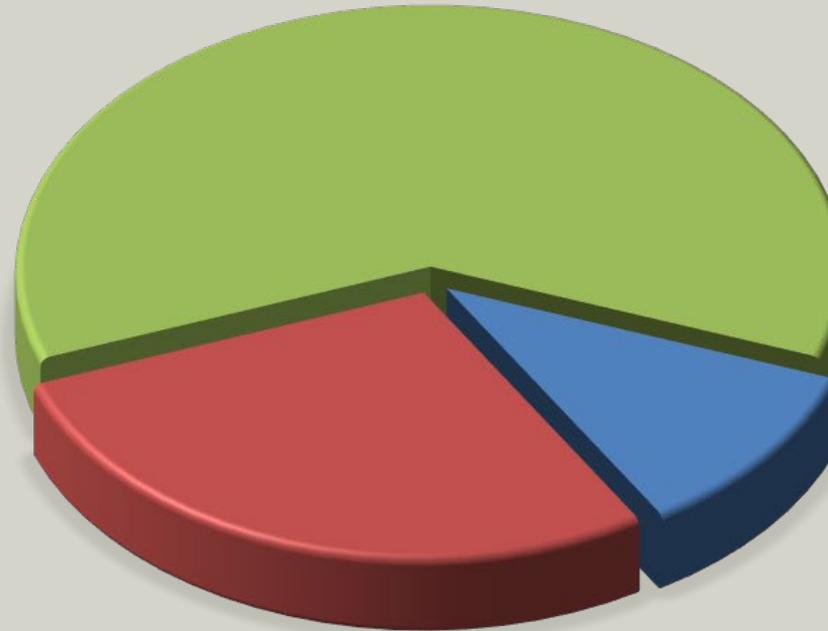
\$1,219,189, 61%:

Base Pay, Living Quarters Allowance, Locality Differential, Post Allowance, Permanent Change of Station (PCS) Benefits, Federal Employees' Compensation Act (FECA), Voluntary Separation Incentive Program (VSIP), and Voluntary Early Retirement Authority (VERA)

Mandatory Programs: Non-Payroll

\$559,034, 28%:

Accounting/Civ Pay Support, Custodial, Daily Student Commute, Facilities Recurring Maintenance (Must Pay), Facilities, Entomology, Utilities, Grounds Maintenance, Refuse. Impact Aid, IT - Cyber Security/Info Assurance, IT - Hardware/Software Maintenance, IT - School Level Help Desk, IT - Telephone Communications, IT Bandwidth, NDSP/Special Arrangements, Outfitting - MilCon Requirements, Permanent Change of Station (Excl Transfer Program), and Rent/Leases



Discretionary Programs: Non-Payroll

\$214,250, 11%:

Educational Programs, Athletics, Study Trips, Grants/Partnership, Outfitting, Personnel Services, Professional Memberships, Etc.

**All values in Thousands*



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DEPENDENTS EDUCATION COUNCIL

DoDEA School Resource Officers



PRESENTED BY

Mr. Robert Brady, Associate Director for Financial & Business Operations

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



DoDEA School Resource Officers

School Resource Officer (SRO) Definition:

“DoD School Resource Officer is an armed security force member or law enforcement officer, assigned by the installation commander, to a DoDEA or local education agency school on a military installation, to foster an optimal learning environment by reducing risk to staff, students, and facilities. DoD School Resource Officers synchronize protection efforts, train and support emergency protocols, and respond to incidents threatening students, faculty, and visitors”

SRO Duties:

- Educate students and staff on school protection efforts
- Student mentorship and conflict resolution
- Readiness and response



DoDEA School Resource Officers

Key findings of Public Schools on Military Installations SRO employment survey:

- Out of 149 schools contacted, 54 schools have an SRO in the school or share coverage from a nearby school
- SROs are in elementary, middle, and high schools
- The number of SROs in public schools are increasing

DoDEA School SRO employment - 10 installations with SRO coverage or dedicated military police presence supporting DoDEA schools (total of 19 positions)





DoDEA School Resource Officers

DoDEA SRO Pilot Program:

- In the 2018/19 school year, an SRO pilot program was implemented at Kadena and Kubasaki High Schools in the DoDEA South Pacific District
- An analysis of the SRO pilot program has shown the program to be extremely effective and highly supported by the school and installation leadership





DoDEA School Resource Officers

Recommendations and Way Forward:

- SRO Sub-Working Group: Establish the SRO baseline training requirements
- Continue to monitor and provide an analysis of the SRO pilot program in Kadena and Kubasaki High Schools in the DoDEA South Pacific District
- USD(P&R) intends to request the Military Services fund the employment of a trained SRO in DoDEA Schools with grades 9 through 12





School Lockdown Capability

DoDEA surveyed all schools after the Parkland High School shooting in Parkland, FL

- 7 priority #1 schools in Americas
- 11 priority #1 schools in Europe
- 14 priority #1 schools in the Pacific





School Lockdown Capability – Way Ahead

- Working with DISA (Europe) and the U.S. Army Corps of Engineers (Americas / Pacific):
 - DoDEA has budgeted \$13M in FY20 to address priority #1 schools
 - Sources sought was conducted to identify contractors able to meet DoDEA requirements
 - DoDEA intends to have all task orders awarded early in CY20
- In some cases doors require replacement to accommodate upgraded locks
- Pacific region has recently completed additional three projects ahead of this effort



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DEPENDENTS EDUCATION COUNCIL

Force Structure Change

Impact on DoDEA



PRESENTED BY:

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





Force Structure Changes in Focus

- **United Kingdom (USAF)**

- Closure of the RAF Croughton Elementary School at the end of SY 2019/20
- USAF EIC Business Plan to Divest RAF Mildenhall relocates units to Ramstein AB, Spangdahlem AB, RAF Lakenheath and RAF Fairford
- Over 1,000 military/civilian personnel growth expected at RAF Fairford

- **Germany (USA)**

- Deterrence Package 1 (DP1): 8 unit activations & four unit re-locations @ five locations, 2200 military personnel (FY 2018-20)
- DP2: 4 unit activations (2 additional units requested); OFSC decision delayed pending alternate stationing locations
- DP3: 2 unit activations, locations TBD, 687 personnel
- European Infrastructure Consolidation (EIC) site reversals requested; includes Barton Barracks
- Stuttgart: Regional Satellite Support Center – East (RSSC-E) relocation cancelled, they will remain in Stuttgart
 - ✓ Total 37 personnel
- Stuttgart: Cyber Integrated Planning Element (IPE) growth complete, total 100 additional personnel

- **Bahrain (USN)**

- Dependent Entry Approval (DEA) quota of 686 for U.S. Naval Support Activity, Bahrain
 - ✓ DoDEA is currently utilizing 40 of those slots

- **Guam (USMC)**
 - USMC (and other MIL Service) growth of 3,258 mil/civilian personnel projected FY 2020-27
- **Okinawa (USMC)**
 - Reduction of 10K Marines and closure of 2 Camps over 10-15 years
- **Osan Command Sponsorship Program (CSP)**
 - CSP increase requested from 860 to 1,000. Decision expected by the end of November
- **Daegu Elementary School (USA)**
 - Relocation of military personnel and families from Camp George to Camp Walker





For Additional Information, Please Contact

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