



Military Community and Family Policy

Carolyn Stevens

*Director,
Office of Military Family Readiness Policy
Office of the Deputy Assistant Secretary of Defense*





DoD's Office of Special Needs (OSN)

- OSN was established to enhance and improve DoD support for Military families with special needs.
 - The goal is to strengthen personal readiness of military families with special needs through policy, oversight of programs, resources and training.
- OSN has two components:
 - Oversight for the provision of Early Intervention and Special Education services as described within the Individual with Disabilities Education Act (IDEA) to eligible DoD Dependents
 - Activities relating to the Exceptional Family Member Program (EFMP)



Exceptional Family Member Program (EFMP)

- EFMP is comprised of the following components:
 - Identification and enrollment of a family member with special medical and /or educational needs; responsibility of medical command.
 - Assignment coordination to ensure special needs of family members are considered during the assignment process; responsibility shared by the medical and personnel commands.
 - Family support to help families identify and access community resources; responsibility of installation Military Family Support Center.



Resources within DoD

- Military OneSource (militaryonesource.mil)
 - EFMP ROC (<https://www.militaryonesource.mil/-/efmp-roc>) with access to Resources, Options and Consultations designed specifically for families with special needs, available 24/7
 - Special Needs Parent Toolkit
 - Special Care Organizational Record(SCOR) for Children with Special Healthcare Needs
 - Education Directory for Children with Special Needs
 - Exceptional Advocate quarterly newsletter
 - Informative fact sheets on an array of topics pertinent to EFMP community



Resources for Public

- Military Family Learning Network
 - Past, current and future webinars and blog articles available at (<https://militaryfamilieslearningnetwork.org>)
 - Family Development and Early Intervention
 - Family Transitions
 - Military Caregiving
- Parent Center Hub (www.parentcenterhub.org)
 - Find your State's Federally-funded Parent Information Center
- The Branch (www.branchta.org)
 - Military Parent Technical Assistance Center



2019: Major TRICARE Changes

- **First TRICARE Open Season 12 NOV-10 DEC in 2018**
 - Starting in 2019, enrollees can only switch plans (Prime/Select) during Open Season or after a Qualifying Life Event
- **New Vision Coverage thru FEDVIP**
 - Most enrollees will have new access to vision plans through the Federal Employee Dental and Vision Insurance Program (FEDVIP) in JAN 2019
 - Must enroll during open season
- **TRDP Transition to FEDVIP**
 - TRICARE Retiree Dental Program transitions to FEDVIP dental plans in JAN 2019
 - TRDP enrollees must take action to enroll during Open Season to maintain coverage
- **New Requirements when Retiring**



For more information, visit www.tricare.mil/OpenSeason or www.tricare.benefeds.com.

WHAT YOU NEED TO KNOW
for Coverage Beginning In

2019

2018 Open Season:

November 2018	December 2018
12 Monday	10 Monday

[NOV. 12 – DEC. 10]

TRICARE[®] is implementing an Open Season for enrollment. You can only enroll in TRICARE Prime or TRICARE Select or switch plans during Open Season or after a qualifying life event (QLE). The TRICARE Retiree Dental Program (TRDP) is ending on Dec. 31. Many TRICARE-eligible beneficiaries will qualify for the Federal Employees Dental and Vision Insurance Program (FEDVIP).

I am a(n)...	I Want to Change My TRICARE Plan	I Want to Enroll in a FEDVIP Vision Plan	I Want to Enroll in a FEDVIP Dental Plan
Active Duty Service Member	You can only change plans if you're retiring. At retirement, coverage ends. Learn about your options and what to do at www.tricare.mil/Retiring	You do not qualify to purchase a FEDVIP vision plan. You will continue to get your vision care from your military hospital or clinic.	You do not qualify to purchase a FEDVIP dental plan. You will continue to get your dental care from your military hospital or clinic.
Active Duty Family Member <small>*Not including adult children enrolled in TRICARE Young Adult</small>	You can change plans during the 2018 Open Season .	You must enroll during Open Season .	You do not qualify to purchase a FEDVIP dental plan. You can get your dental care through the TRICARE Dental Program.
Reserve Component Member or Family Member enrolled in TRICARE Reserve Select*	No action needed. This doesn't apply to you.	You must enroll during Open Season .	You do not qualify to purchase a FEDVIP dental plan. You can get your dental care through the TRICARE Dental Program.
Retired Service Member or Family Enrolled in TRICARE Prime[®], TRICARE Select[®]	You can change plans during the 2018 Open Season .	You must enroll during Open Season .	TRDP ends December 31, 2018. You must enroll in a FEDVIP dental plan during Open Season to maintain coverage.
Retired Service Member or Family Member using TRICARE For Life	No action needed. This doesn't apply to you.	You must enroll during Open Season .	TRDP ends December 31, 2018. You must enroll in a FEDVIP dental plan during Open Season to maintain coverage.

To learn more about Open Season, visit www.tricare.mil/OpenSeason.

For a full description of FEDVIP plans and coverage options, visit www.tricare.benefeds.com.

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Support for Military-Connected Students

Department of Defense Education Activity



**Military Child Education Coalition National Training Seminar
July 2018**

Tomeshia Barnes, DoDEA, Chief, Student Services

Amy Griffing, DoDEA, Education Specialist-Non DoD Schools Program

DoDEA & NDSP At a Glance

DoD Operated Schools

Non DoD Schools Program

DoDEA operates 165 schools in 8 districts

Education support where no DoDEA schools are within commuting distance

11 Foreign Countries
Seven states, Guam, and Puerto Rico.

131 Foreign Countries
317 Duty Stations

72,000 students world-wide

3,800 students world-wide

OCONUS Directory Online
<http://download.militaryonesource.mil/12038/MOS/EFMP/OCONUS-Directory.pdf>

NDSP Website
<https://www.dodea.edu/nonDoD/index.cfm>

Policy & Guidance

- Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015
 - Establishes policy and assign responsibilities to implement, other than the funding and reporting provisions, The Individuals with Disabilities Education Act (IDEA).
 - Requires the Department of Defense to provide early intervention and special education services, including related services, to all eligible DoD dependents at overseas locations.

Provision of Support to Students with Disabilities in DoD Schools

- The Department of Defense Education Activity is committed to ensuring equal access to the learning environment for academic success by the provision of the following services:
 - Special Education
 - Comprehensive School Counseling
 - School Psychology
 - School Nursing
 - Section 504



Support to Overseas Students in Non-DoD Schools

Key Facts that Families Need to Know:



- Being proactive and planning the transition to the international school early will help to create a smooth transition.
- Admission to a school is different than availability of services.
- International schools and host-nation schools are not required to comply with the United States Individuals with Disabilities Education Act (IDEA).
- Academic support is available for students struggling to make adequate progress.
- Education support begins at age three for children with disabilities.
- Transitions back to the United States are supported to ensure continuity of special education services.

Contact Information

Tomeshia Barnes

Chief, Student Services

Department of Defense Education Activity

Email: Tomeshia.Barnes@hq.dodea.edu

Telephone: (571) 372-6003

Amy Griffing

Education Specialist

Non DoD Schools Program

Department of Defense Education Activity

Email: ndsp.management@hq.dodea.edu

Telephone: (571) 372-0591



ARMY MEDICINE

One Team... One Purpose!

Conserving the Fighting Strength Since 1775

Special Education, Section 504 & Every Student Succeeds Act

Military Child Education Coalition – National Training Seminar

Paul K. Ban, Ph.D.
Child and Family Behavioral Health System
Program Management Office

July 2018

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Disclaimer

The views expressed are those of the author(s) and do not reflect the official policy of the Department of the Army, the Department of Defense or the U.S. Government.



- **Section 504 of the 1973 Rehabilitation Act (Section 504), P.L. 93-112**
 - ✓ First disability civil rights law
 - ✓ Prohibits discrimination against people with disabilities in programs that receive federal financial assistance
 - ✓ Set the stage for the Americans with Disabilities Act of 1990
- **Individuals with Disabilities Education Act (IDEA), P.L. 94-142; 105-17; 108-44**
 - ✓ Enacted in 1975 as the Education for All Handicapped Children Act (EHCA), P.L. 94-142, provides for the Individual Education Program (IEP); identification, evaluation, and services; promised to be funded up to 40% of cost to states; etc.
 - ✓ Reauthorized in 1997 as the Individuals with Disabilities Act (IDEA), P.L. 105-17, added assessment and accountability measures; discipline protections, etc.
 - ✓ Amended in 2004 and changed name to Individuals with Disabilities Education Improvement Act (acronym remains IDEA), P.L. 108-44, made IEP process easier; less paperwork; fewer meetings, etc.
- **Americans with Disabilities Act of 1990 (ADA), P.L. 101-336**
 - ✓ Prohibits discrimination against persons with disabilities in all areas of public life
- **ADA Amendment Act of 2008 (Amendment Act), P.L. 110-325**
 - ✓ Amended both Section 504 of 1973 and ADA of 1990 – required definition of disability be construed broadly and disability determination must not demand extensive analysis



- **Key IDEA Components:**

- ✓ Protects the rights of children with disabilities – ensure students w/ disabilities have free and appropriate public education (**FAPE**), just like other kids, and be educated in the least restrictive environment (**LRE**), meaning to be in general education classrooms whenever possible, and
- ✓ Gives parents a voice in their child's education – at every point of the process, the law gives parents specific rights and protections commonly referred to as procedural safeguards
- ✓ To be eligible, a student must be identified as having a disability, and, as a result of that disability, it is determined that s/he needs specially designed instruction (which also may include related services) in order to make progress in school
- ✓ If a child qualifies for special education services, a school team (which must include the parent) develops an Individualized Education Program (**IEP**)

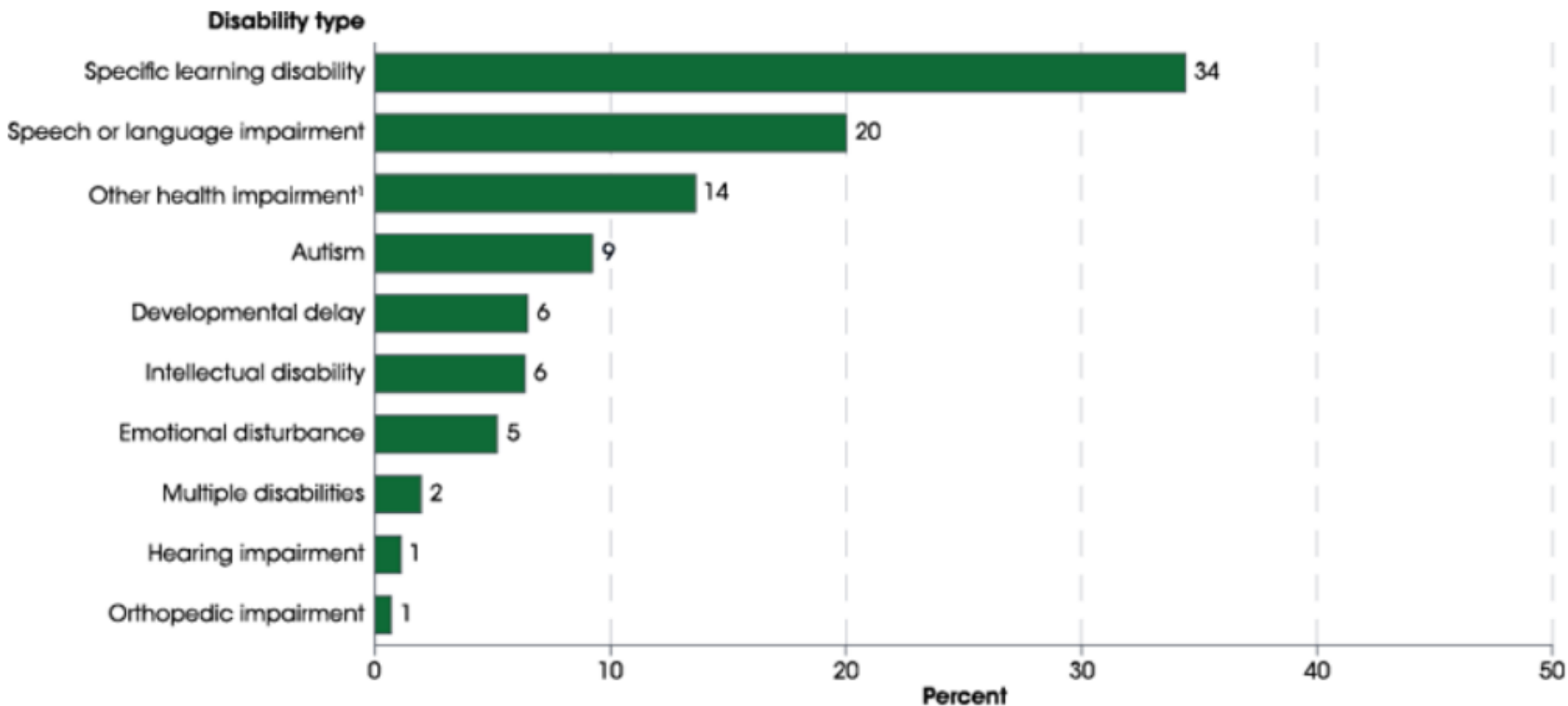
- **By the Numbers:**

- ✓ From SY 2000-01 through 2004-05, the number of students ages 3-21 who received SPED services increased from 6.3M to 6.7M, or 14% of total public school enrollment.
- ✓ From 2004-05 through 2011-12, both the number and percentage declined.
- ✓ From 2011-12 through 2015-2016, number increased from 6.4 to 6.7M, or 13% of total public school enrollment



Eligibility by Disability Type

Figure 1. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2015–16



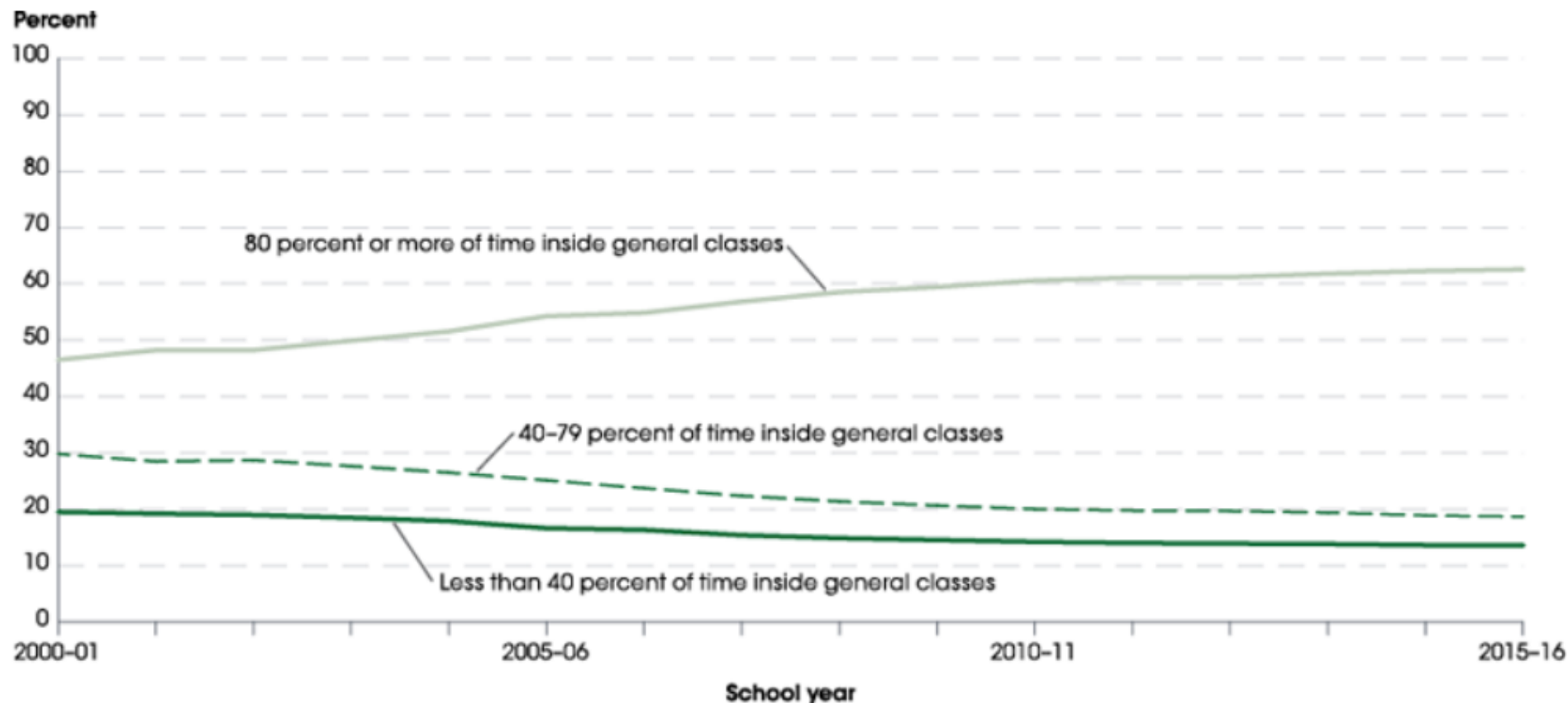
Note: Deaf-blindness, traumatic brain injury and visual impairments are not shown; each account for less than 0.5%

Source: National Center for Education Statistics: https://nces.ed.gov/programs/coe/indicator_cgg.asp



Least Restrictive Environment

Figure 3. Percentage of students ages 6–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by amount of time spent inside general classes: Selected school years, 2000–01 through 2015–16

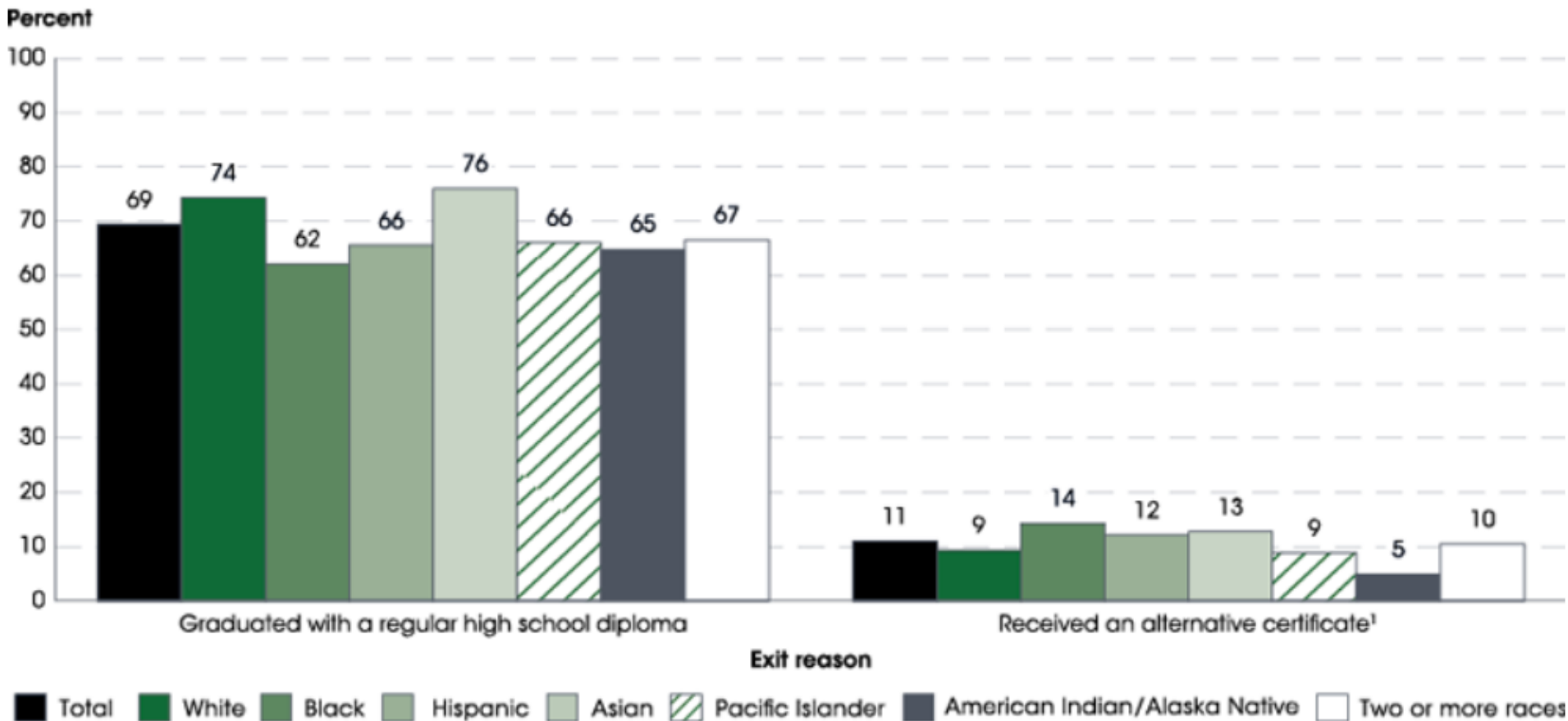


- About 95% of Sp. Ed. students ages 6-21 in fall 2015 were enrolled in regular schools; about 3% in separate schools
- Percentage of students inside general classes 80%+ increased from 47% in fall 2000 to 63% in fall 2015
- Percentage of students inside general classes 40-79% declined from 30% to 19%
- Percentage of students who spent less than 40% in general classes declined from 20% to 14%



SPED Graduation & Exits

Figure 4. Percentage of students ages 14–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, who exited school, by selected exit reason and race/ethnicity: School year 2014–15



- Of students ages 14-21 who exited school, percentage who graduated with a regular diploma highest (White) lowest (Black)
- Those who received alternative certificates, highest among Black students, lowest Am. Indian/Alaska Native
- Percentage of exiting students who dropped out in 2014-15, highest = emotional disturbance (35%); lowest = autism & visual I. (7% each)

Source: National Center for Education Statistics: https://nces.ed.gov/programs/coe/indicator_cgg.asp



Key Components of Section 504

- Definition of Disability (under Section 504 and Title II (Am. w/ Disabilities Act):
 - ✓ Has a physical or mental impairment that substantially limits one or more major life activities;
 - ✓ Has a record of such an impairment, or;
 - ✓ Is regarded as having such an impairment.
- Examples of a major life activity that could be substantially limited by ADHD include concentrating, reading, thinking, and functions of the brain. 42 U.S.C. § 12102
- Important to remember that an impairment that substantially limits any major life activity, not just a major life activity related to learning or school, would be considered a disability under Section 504
- Section 504 requires the provision of a free appropriate public education (FAPE) to those students who are determined to be with a disability
- U.S. DOE Section 504 regulations do not explicitly require a written plan; however school districts use a “Section 504 Plan” to document the elements of an student’s FAPE (e.g., regular or special ed. and related aids and services, and the appropriate setting in which the student should receive the services)
- Section 504 does require that any placement decisions be made by a group that includes persons knowledgeable about the student, meaning of the evaluation data, and placement options – “Section 504 team”



Key Components, cont'd

- Some Members of Congress emphasized that “it is critical to reject the assumption that an individual who has performed well academically cannot be substantially limited in activities such as learning, reading, writing, thinking or speaking.” The Americans with Disabilities Act Amendments Act of 2008
- For example, a student with above-average GPA might erroneously be assumed not to have a disability, or has no unaddressed needs related to the disability
- For a student with ADHD, the school should ask how difficult it is or how much time it takes for this student, in comparison to a student w/o ADHD, to plan, begin, complete and turn in a homework assignment, an in-class work product or a test
- Schools must interpret the term disability broadly and cannot consider the positive effects of mitigating measures (e.g., medication for ADHD) in evaluating for the disability
- If the school believes that a medical assessment is necessary to determine whether the student has a disability (e.g., ADHD) and needs special education and related aids and services because of the disability, the student’s parents cannot be required to pay for the assessment



- DirectSTEP (Direct Specialized Training for Education Professionals) eCourses
- To self register for the eCourses:
<https://armyefmp-ds.lrp.com/login/index.php>
- For each eCourse, you will need a key code which can be found at Army EFMP One Source
- Available For: Army Staff, Parents, DoDEA and School District Staff
- Developed by Army Installation Command, Exceptional Family Member Program with LRP Publications



Every Student Succeeds Act

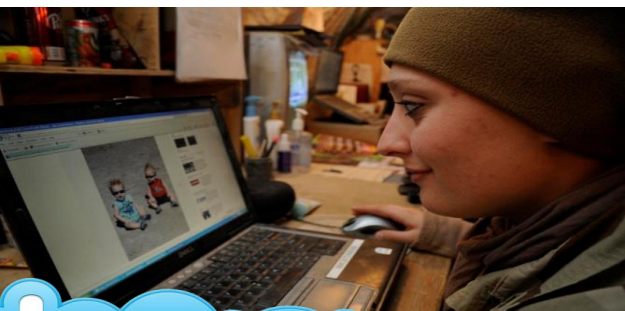
- Dec. 2015: President Obama signed Every Student Succeeds Act (ESSA), P.L. 114-95; replaced No Child Left Behind Act (NCLB), P.L. 107-110 signed by President G. W. Bush in Jan. 2002
- Elementary and Secondary Education Act (ESEA), P.L. 89-10, signed by President Johnson in Apr. 1965 – original national education law with longstanding commitment to equal opportunity for all students, closing the achievement gap, and accountability for student outcomes
- ESSA, for the first time ever, creates a military student identifier (MSI) & requires states to better track & report how homeless students, students in foster care, & military-connected students are doing in school
- By having subgroup data like MSI, schools have a more accurate picture of their student population & can shape programs, activities, course offerings, schedules, extra-curricular programs, etc. to meet the needs of their particular student population
- Under ESSA, responsibility for making key decisions about education policy is shifting back to the states from the federal government



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Army's School Behavioral Health





Embeds licensed clinical providers in on-post schools to:

- Deliver BH care in the child's natural environment – the school, improving access to care
- Decrease burden on Families to get services
- Decrease missed instructional time for a BH clinical appointment
- Increase prevention, early intervention
- Promote greater stakeholder and interdisciplinary collaboration – a team approach to delivering behavioral health (BH) care
- Improve service efficiency, effectiveness and functional outcomes
- Improve Resilience and **WELLNESS**

IT'S NOT JUST A CLINIC IN THE SCHOOL



Current Status SBH Program

- SBH places BH far forward into the community where Army youth spend 1/3 of their day
- The SBH program is currently in 76 on-post schools at 15 installations

DoDEA Schools (37)

State Schools (40)

INSTALLATION (#schls covered)	SCHOOL	INSTALLATION (#schls covered)	SCHOOL
Ft. Benning (2 schools)	McBride Elem.	Ft. Bliss (3 Schools)	Bliss Elementary
	Wilson Elem.		Powell Elementary
Ft. Bragg (9 schools)	Albritton Middle		Ft. Carson (5 schools)
	Bowley Elem.	Fort Carson Middle	
	Devers Elem.	Abrams Elem.	
	Gordon Elem.	Mountainside Elem.	
	Irwin Intermediate	Patriot Elem.	
	Shugart Elem.	Weikel Elem.	
	Shugart Middle	Ft. Hood (7 schools)	Audie Murphy Middle
	Hampton Primary (Pre-K to Gr. 1)		Clarke Elem.
	Poole Elem.		Clear Creek Elem.
Ft. Campbell (6 schools)	Barsanti Elem.		Meadows Elem.
	Barkley Elem.		Montague Elem.
	Lucas Elem.		Oveta Culp Hobby Elem.
	Marshall Elem.		Venable Elem.
Ft. Knox (4 schools)	Mahaffey Middle	Ft. Meade (5 schools)	Meade Senior High
	Ft. Campbell High		MacArthur Middle
	Scott Middle		West Meade Early Education Ctr.
	Ft. Knox High		Pershing Hill Elem.
Van Voorhis Elem.	Ft. Riley (4 schools)		Manor View Elem.
Kingsolver Elem.		Seitz Elem.	
Ft. Stewart (3 schools)		Diamond Elem.	Ware Elem.
		Kessler Elem.	Ft. Riley Elem.
	Murray Elem.	Ft. Riley Middle	
Bavaria Germany (8 schools)	Ansbach Mid./High	Ft. Sam Houston (2 schools)	Robert G. Cole Middle & High
	Grafenwoehr Elem.		Fort Sam Houston Elem.
	Hohenfels Elem.	Joint Base Lewis-McChord (6 schl)	Meriwether Elem.
	Hohenfels Mid./High		Evergreen Elem.
	Netzaberg Elem.		Beachwood Elem.
	Netzaberg Middle		Hillside Elem.
	Vilseck Elem.		Carter Lake Elem.
	Vilseck High		Rainier Elem.
Stuttgart High	Schofield Barracks/TAMC (8 schls)	*Wahiawa Elem.	
Patch/Stuttgart Mid.		*Wahiawa Middle	
Landstuhl Germany (4 schools)		Kaiserslautern High	*Leilehua High
		Kaiserslautern Middle	Daniel K. Inouye Elem.
	Kaiserslautern Elem.	Solomon Elem.	
	Vogelweh Elem./Mid.	Mokapu Elem.	
			Wheeler Elem.
			Wheeler Middle



PARTNERSHIPS

COLLABORATIONS



RELATIONSHIPS



PAUL K. BAN, Ph.D.
U.S. Army Medical Command
Behavioral Health Service Line
Child & Family Behavioral Health System,
Program Management Office

Panel Presentation:
Military Child Education Coalition
National Training Seminar

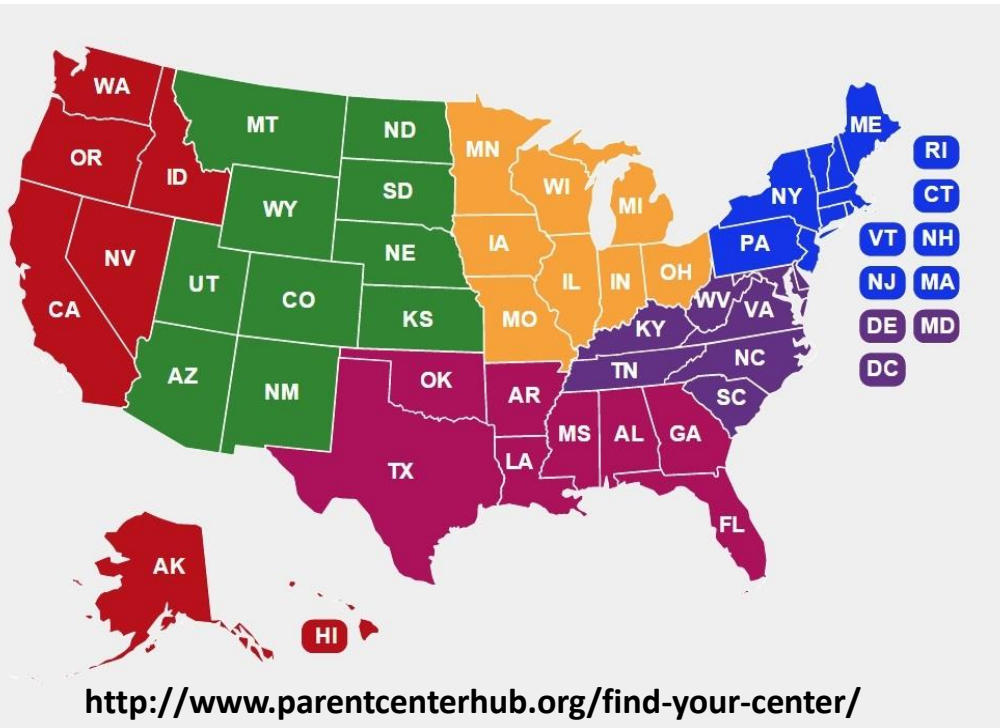
Information about The Branch, PAVE and STOMP

Tracy Kahlo, Executive Director

E: tkahlo@wapave.org C: (206)799-9454

There are nearly 100 Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in the US and Territories

- **Working** with families of infants, toddlers, children, and youth with disabilities, birth to 26
- **Helping** parents participate effectively in their children's education and development
- **Partnering** with professionals and policy makers to improve outcomes for all children with disabilities



6 Regional Parent Technical Assistance Centers (RPTACs)

- Region 1** CT, ME, MA, NH, NJ, NY, PA, RI, and VT
- Region 2** DC, DE, KY, MD, NC, SC, TN, VA, and WV
- Region 3** AL, AR, FL, GA, LA, MS, OK, Puerto Rico, TX, and US Virgin Islands
- Region 4** IL, IN, IA, MI, MN, MO, OH, and WI
- Region 5** AZ, CO, KS, MT, NE, ND, NM, SD, UT, and WY
- Region 6** AK, CA, HI, ID, NV, OR, WA, the outlying areas of the Pacific Basin, and the Freely Associated States*

* The USA has [Parent Centers](#) with three jurisdictions in the Pacific Basin (American Samoa, Guam, and the Northern Mariana Islands), two in the Caribbean (Puerto Rico and the U.S. Virgin Islands), and three independent nations in the Pacific Basin/"Freely Associated States" (the Republic of Palau, the Republic of the Marshall Islands (RMI), and the Federated States of Micronesia—comprised of Yap, Pohnpei, Chuuk and Kosrae). The Territories and outlying areas of the Pacific Basin are served by Region 6; Puerto Rico and the US Virgin Islands are served by Region 3.

National Parent Training and Information Centers (PTACs)

Supporting All Parent Centers across the States and Territories

Assistance, resources, materials, and technical assistance (TA) differ for each National PTAC.



Center for
Parent Information
& Resources

The central “Hub” of information and products created for the network of Parent Centers serving families of children with disabilities.



Helping Parent Centers provide effective, culturally responsive services to Native American youth with disabilities and their families.

branchta.org
Branch
mptac

The Branch, a Military Parent Technical Assistance Center (MPTAC), will build the capacity of parent centers to provide effective services to military parents of children with disabilities in military families.



PAVE

branchta.org
Branch
mptac

Our purpose: To build the capacity of nearly 100 Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in the US and Territories to provide effective services for military families of children and youth with disabilities.

The Parent Training and Information Center (PTI) In Washington State

- **Working** with families of infants, toddlers, children, and youth with disabilities, birth to 26
- **Helping** parents participate effectively in their children's education and development
- **Partnering** with professionals and policy makers to improve outcomes for all children with disabilities


SPECIALIZED TRAINING OF MILITARY PARENTS

Our purpose: To provide 1 and 2-day workshops and webinars on essential topics for military families of children and youth with disabilities in all branches of service in collaboration with Exceptional Family Member Program (EFMP) personnel and School Liaison Officers (SLOs) at US and overseas installations.


Exceptional Families
Exceptional Service

STOMP Workshops & Webinars: How it works

Supporting all EFMP families in the US and overseas

1 & 2-day workshops with interactive IEP, 504 & IFSP sessions, online webinars, 1:1 support

A 2-year contract funded by:



STOMP



EFMP Families of all Branches

Parent Center Staff



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Provides technical assistance to all parent center staff in the US.