



April 10, 2024 Public Meeting

Meeting Materials *Slides and Information Submissions*

This PDF contains materials used in the public meeting held by the Defense Advisory Committee for the Prevention of Sexual Misconduct (DAC-PSM) on April 10, 2024.

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Defense Advisory Committee for the Prevention of Sexual Misconduct (DAC-PSM)

**Public Meeting
April 10, 2024**

For tech support issues, contact Ms. Emma Groo
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Please remain muted unless speaking

Agenda

- Roll Call
- Opening Remarks
- Public Comment Review
- Presentations
 - Brief: DoD Office of People Analytics on Measurement of Risk and Protective Factors for Harmful Behaviors
 - Brief: DoD Violence Prevention Cell on Prevention Research Agenda
 - Panel: Service Representatives on Professional Military Education (PME) Instructor Preparation
- Meeting Close

Roll Call and Opening Comments

Roll Call

- DAC-PSM Members

Quorum

- Confirm if quorum has been met

Opening Comments

DAC-PSM Members

Current & Pending

Dr. Antonia Abbey

Mr. Clem Coward (MG USA (ret))

Dr. Dorothy Edwards

Dr. Armando Estrada

Ms. Stephanie Gattas

Ms. Gina Grosso (Lt. Gen. USAF (ret)) *

Dr. Lindsay Orchowski *

Dr. Sharyn Potter

Dr. John Pryor

Ms. Lynn Rosenthal

Dr. Joann Wu Shortt

Ms. Jennifer Silva

Dr. Amy Slep

Ms. Glorina Stallworth

Dr. Michele Ybarra

* *Co-Chairs*

Public Comment Review

- No public comments received
 - No statements were received by email or phone by the submission deadline specified in the Public Register Notice

DAC-PSM Public Meeting – April 10, 2024

Measurement of Risk and Protective Factors for Harmful Behaviors

Study Overview and Information Review

Undertaken by DAC-PSM Metrics and Performance Subcommittee

Study Overview – Measurement of Risk and Protective Factors for Harmful Behaviors

Issue Statement:

- Conduct a review to **identify and define community- and organizational-level risk and protective factors** that contribute to harmful behaviors in military settings and **recommend metrics** that DoD might use to measure these factors

Study Objective and Scope:

- PART 1: Conduct a review of community- and organizational-level risk and protective factors for harmful behaviors most relevant to the military environment
- PART 2: Recommend measures of performance and measures of effectiveness for those identified factors...
 - To assist DoD's efforts to track changes over time
 - To inform evaluation efforts of prevention programming focused on modifying these factors

Study Overview Continued...

What does the Department need?

- Findings and recommendations to strengthen Departmental efforts to measure risk and protective factors at the community- and organizational-levels within the military context

What is the aim of the study?

- Identify community- and organizational-level risk and protective factors and propose measures of performance and/or measures of effectiveness



Health & Resilience Research

Prepared for DAC-PSM Meeting

April 10, 2024

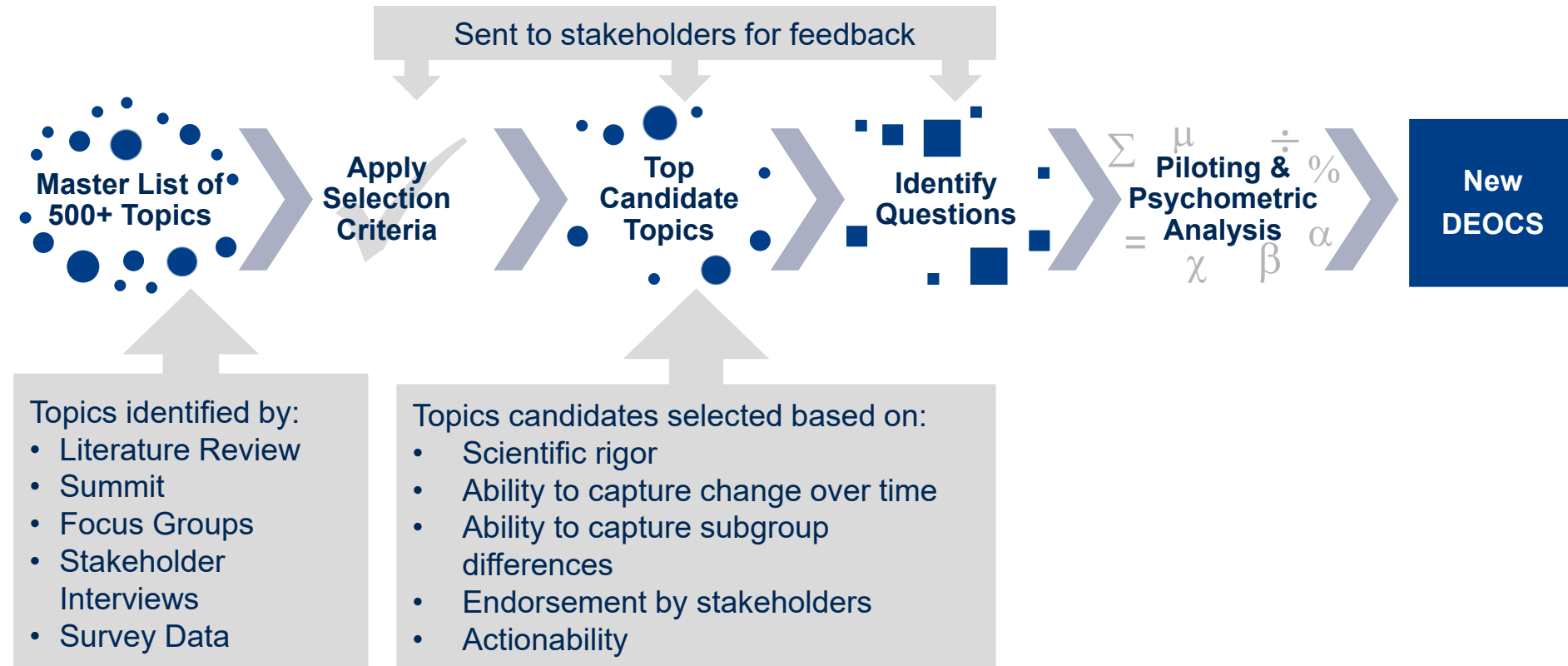
What is the Defense Organizational Climate Survey (DEOCS)?

- **The DEOCS is the official survey tool used to assess command climate in the DoD**
 - A unit-level survey designed to serve as a check-engine light so that leaders can take targeted action
 - Command climate assessment is mandated by the National Defense Authorization Act for FY13 (NDAA13)
- **DoD's pivot to prevention and command climate assessments (CCAs)**
 - The use of the DEOCS (among other CCA tools) was further codified in DoDI 6400.11: DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders (DEC 2022)
- **The DEOCS provides leaders standardized nearly instant, reliable and actionable information on risk and protective factors to address six strategic target outcomes**
 - The DEOCS should serve as a tool to **prevent problematic outcomes** and **bolster desirable outcomes**
- **In 2018, OUSD P&R transferred the responsibility of the DEOCS to OPA**
 - Tasked with revitalizing and modernizing the DEOCS instrument
 - In-depth research and information gathering guided every step of the redesign



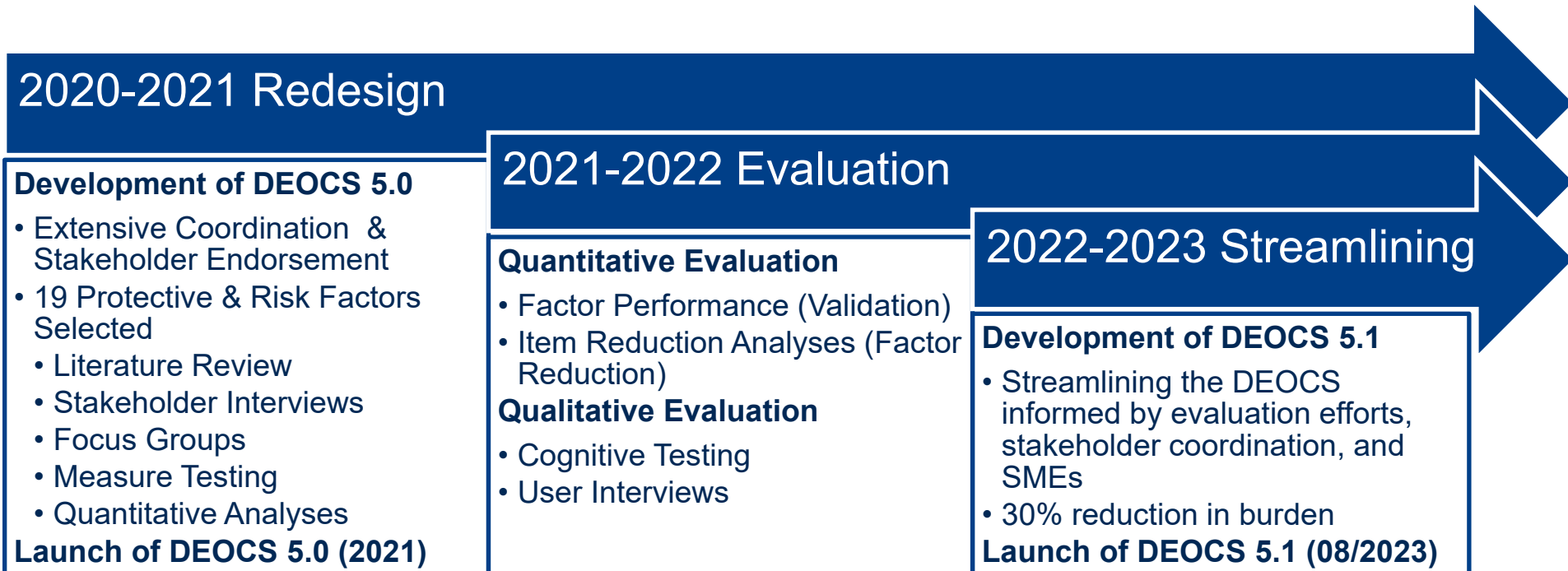
Redesigning the DEOCS

- **GOAL:** Empower commanders to get ahead of climate problems
- **Redesign process included:**
 - Soliciting feedback from key stakeholders at multiple points throughout
 - Following a rigorous scientific process to identify key topics for inclusion
 - Evaluating the instrument



Redesigning the DEOCS (continued)

- DEOCS 5.0 launched January 2021 and a streamlined version (5.1) launched August 2023
- In 2021, the redesigned survey instrument (DEOCS 5.0) launched
 - OMB approved the streamlined DEOCS 5.1, which launched August 1, 2023



DEOCS Survey Structure

- **Designed to be user-friendly for survey administrators and survey takers**
 - Survey is about 70 items and can be completed anywhere on any device, does not require a CAC
 - Commanders can select custom content from an item bank that includes over 400 items
- **How DEOCS is fielded:**
 - Typically fields for 4 weeks
 - Roster representing a census of individuals in a unit
 - Rosters must have at least 50 members in a unit
 - Survey administrator/leader chooses unit level questions from custom question bank
 - Within two weeks of the DEOCS closing, survey admin, commander, and commander's supervisor receive an email with instructions for accessing results
 - Must have 16 participants complete at least 50% of their survey to receive results

Tailored Design

Population Specific Survey

- Military, Civilian, and MSA Students

Other tailored features

- Piping, skip patterns, and dynamic programming

Core Survey Items

Core factor items

- Measured with 4- and 5-point scales (e.g., agreement)

Self-reported demographics

Open-ended comments

Customization

Unit-level

- 10 close-ended and 5 short-answer locally selected

Service-level

- Up to 10 questions for each Service

Strategic Targeted Outcomes

- “Strategic Target Outcomes (STOs)” are the measurable Department personnel priorities DEOCS is designed to target.



- DEOCS is designed to identify problematic trends early. The DEOCS does not measure these outcomes, but rather measures precursors.
 - These outcomes are measured via other DoD scientific surveys and administrative data.

DEOCS Factors

- Measures 19 protective and risk factors associated with outcomes prioritized by the DoD
 - **Protective factors** are attitudes, beliefs, and behaviors associated with **positive outcomes** for units
 - **Risk factors** are attitudes, beliefs, and behaviors associated with **negative outcomes** for units
- Serve as early-warning indicators for one or more strategic target outcomes

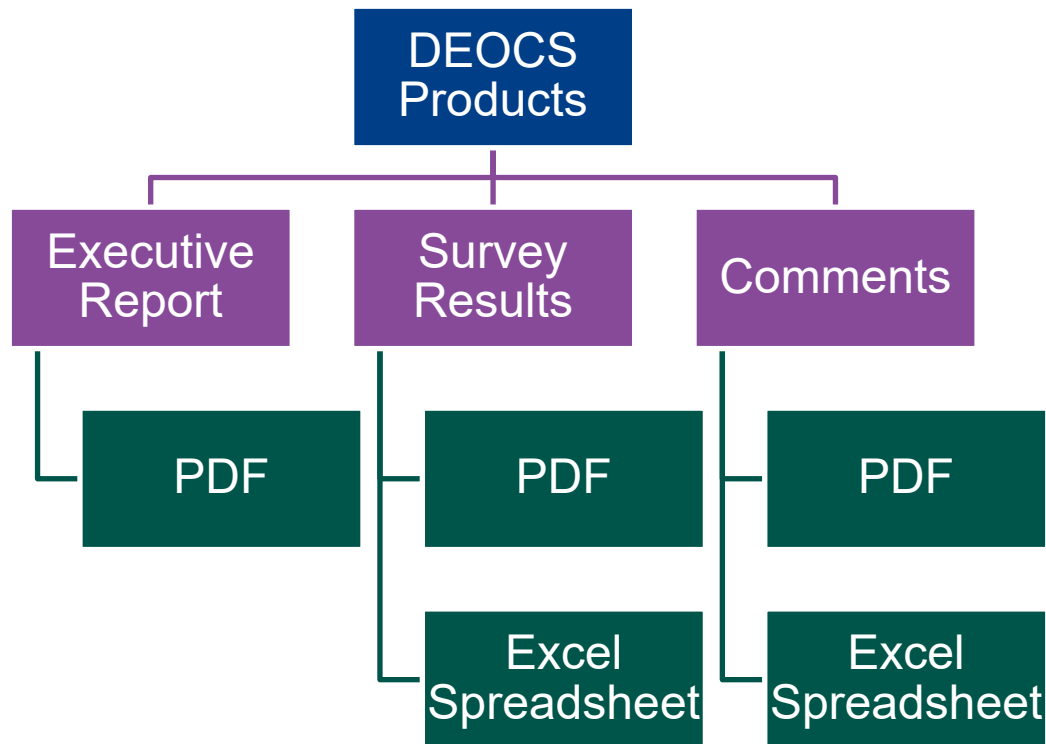


DEOCS Data-Driven Links to Strategic Target Outcomes

	Racial/Ethnic Harassment/Discrimination	Readiness	Retention	Sexual Assault	Sexual Harassment	Suicide
Protective Factors						
Cohesion						
Connectedness						
Engagement & Commitment						
Fairness						
Inclusion						
Leadership Support						
Morale						
Safe Storage for Lethal Means						
Transformation Leadership						
Work-life Balance						
Risk Factors						
Alcohol Impairing Memory						
Binge Drinking						
Passive Leadership						
Racially Harassing Behavior						
Sexist Behaviors						
Sexually Harassing Behaviors						
Stress						
Toxic Leadership						
Workplace Hostility						

DEOCS Products

- Are there opportunities for using multiple measures to provide a comprehensive understanding of what is happening at a unit? (e.g., survey data, reports, qualitative data)?



Results at Multiple Levels

Within a single registration:


- Overall Unit/Organization
- Single Subgroup Result
- Combined Subgroup Results

Across Multiple Registrations

- Aggregate results combined for up to 50 registrations

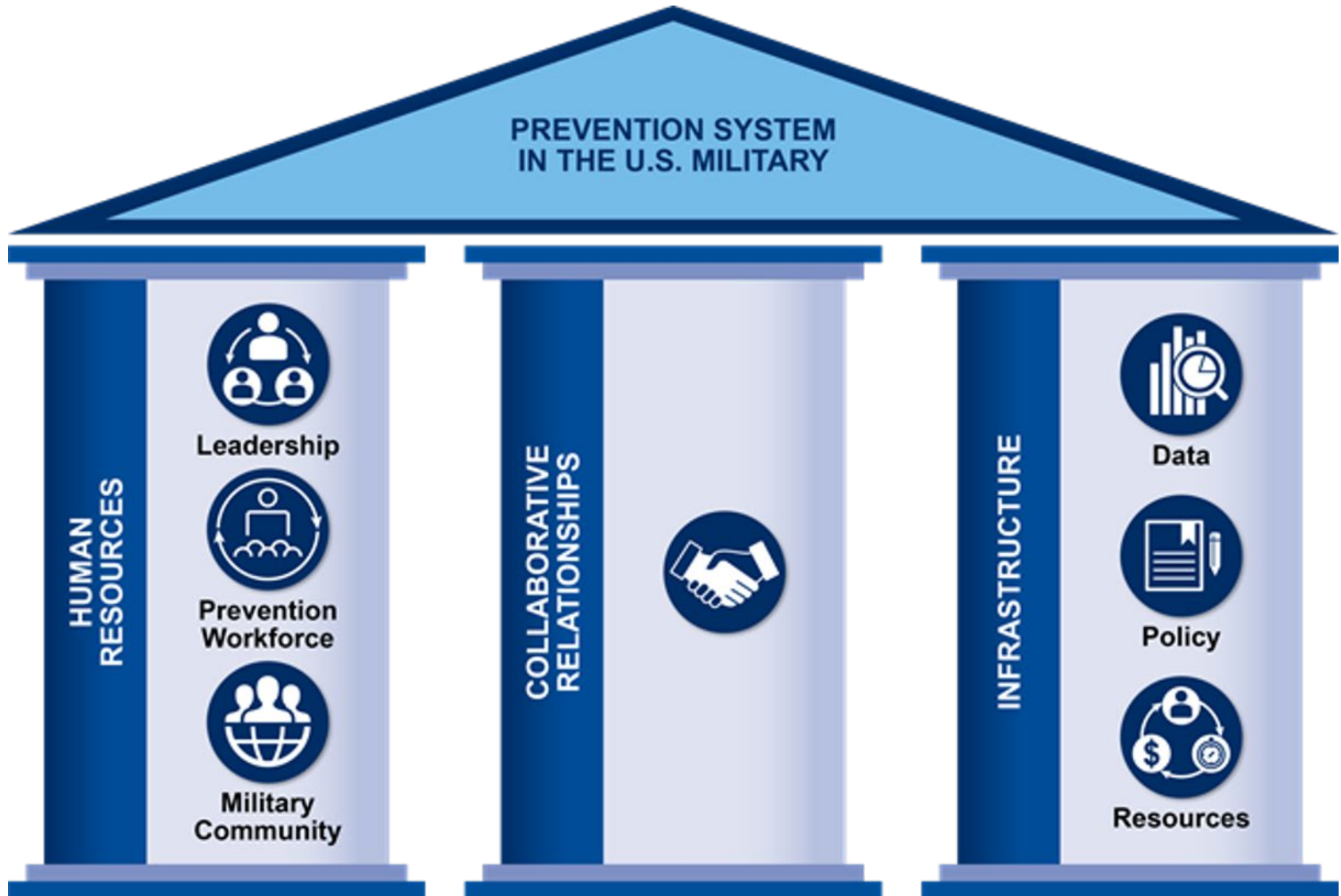
- Factor rating alerts—focus your attention on factors to highlight

What Should Leaders Do With Their DEOCS Results?

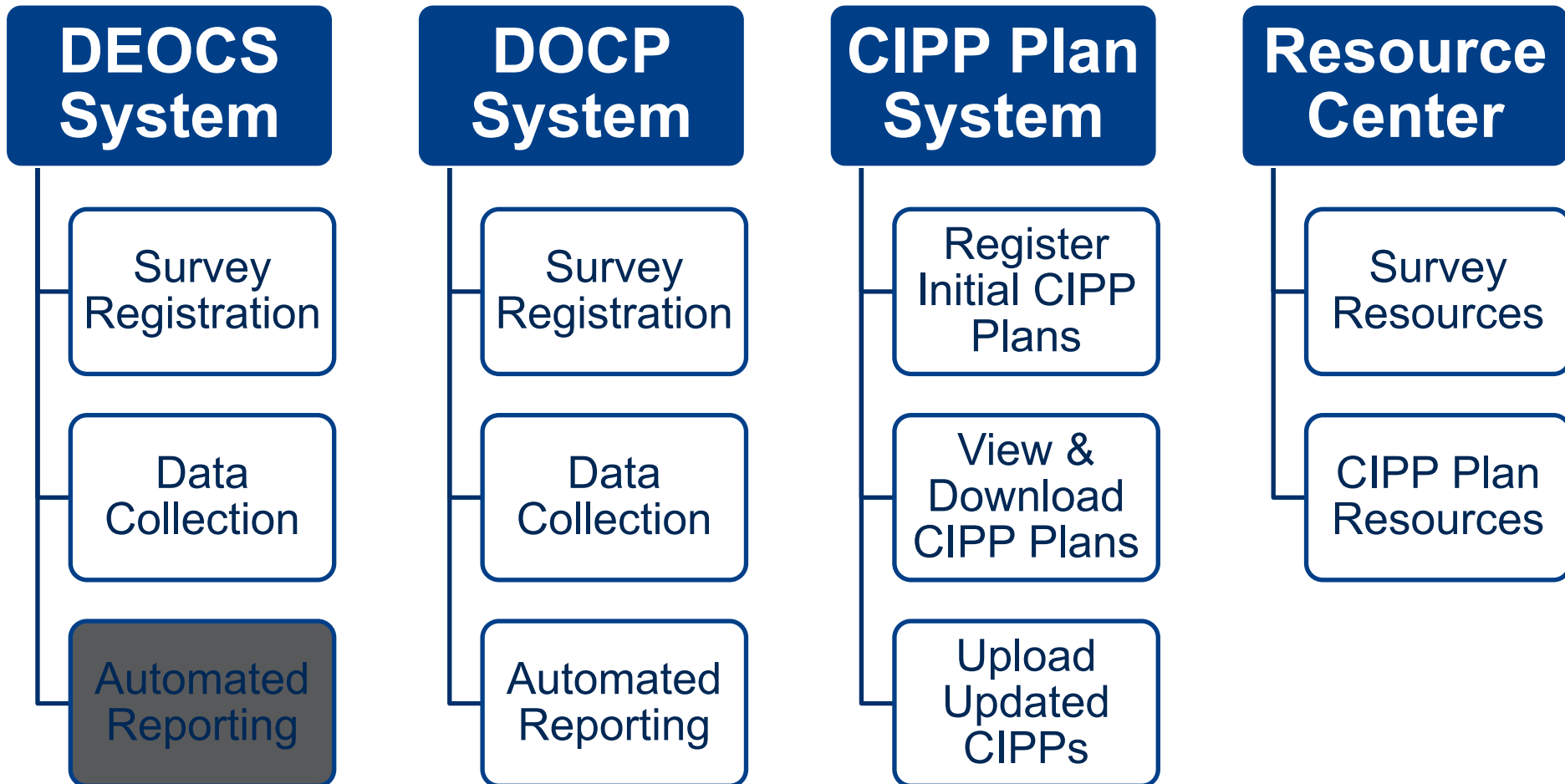
- **Identify strengths and challenges**
 - Strengths: protective factors with the highest favorable ratings and risk factors with the lowest unfavorable ratings
 - Challenges: protective factors with the lowest favorable ratings and risk factors with the highest unfavorable ratings
 - Assess trends over time
 - Examine demographic breakouts
- **Look for the alert icon** 
 - Alert indicates protective factors with particularly low favorable ratings and risk factors with particularly high unfavorable ratings relative to all units who have taken a DEOCS in the previous year
- **Review item summaries and comments**
- **Share the DEOCS results: DoDI 6400.11 requires sharing results with unit members**
- **Use the DEOCS to inform their command climate assessment**
 - Conduct focus groups, interviews, observations, or records reviews. These follow-up activities can:
 - Clarify and detail perceptions reported in a DEOCS and provide better context for results
 - Explain why those perceptions exist
 - Provide suggestions for improvement

Taking action on survey results is one of the best ways to encourage future survey participation and the **only way to change the results.**

Office of People Analytics and Command Climate Assessment



OPA Defense Climate Portal (DCP) Systems & Resource Center



Coming soon: Tracking reports to aid the Services in assessing compliance with the DoDI 6400.11 requirements

Evolution of the DEOCS

- **OPA constantly reviews survey content for its reliability and actionability**
 - Updating the DEOCS survey item bank
 - Leveraging the DEOCS to reduce
- **Continuing efforts to improve the DEOCS**
 - Validating relationship between factors and outcomes; developing data driven thresholds
 - User feedback research
 - Develop Service-level aggregations to inform commander assessments of results
 - Compliance tracking reports

Defense Organizational Climate Pulse (DOCP)

A quick, customizable survey to assess organizational climate.

Quick and **low burden**, the DOCP takes less than 10 minutes to complete.



Each **DOCP** contains up to:

15 Closed-ended Questions

1 Open-ended Question



DOCP Keywords

Alcohol/Substance Use	Morale
Cohesion	Passive Leadership
Connectedness	Race/Ethnic Issues
DEOCS	Readiness
Domestic Abuse	Safe Storage for Lethal Means
Engagement and Commitment	Safety/Well-being
Fairness	Sexual Assault
Gender Issues	Stress
Harassment/Discrimination	Suicide
Inclusion	Toxic Leadership
Leadership	Transformational Leadership
Leadership Support	Work-Life Balance
Mental Health	Workplace Hostility

Comprehensive Integrated Primary Prevention Plan (CIPP)

- **The Comprehensive Integrated Primary Prevention (CIPP) Plan provides a roadmap for preventing harmful behaviors**
 - A CIPP Plan is a tool used to document planned integrated primary prevention-based activities to reduce risk factors and enhance protective factors to promote healthier climates across DoD Communities
 - The CIPP Plan for a community is informed by a variety of data, including administrative records, reports, interview data, focus group data, and survey data such as the Defense Organizational Climate Survey (DEOCS)

Plans cover “communities” that are defined by the Services

- **Communities can...**
 - Include multiple units
 - Be deployed/at sea
 - Include any combination of Soldiers, Sailors, Airmen, Marines, Guardians, and civilians
 - Active Duty, Reserve, National Guard
- **Communities will have unique command climate challenges, strengths**

OFR provides a guide to developing CIPPs

- <https://www.prevention.mil/Resources/Tools/>

OPA Defense Climate Portal Resource Center

[PREVENTION] ABOUT RESOURCES **CLIMATE PORTAL** PREVENTION WORKFORCE

JOIN US

WELCOME DEFENSE CLIMATE PORTAL RESOURCE CENTER

LEARN MORE ABOUT THE OFFICE OF PEOPLE ANALYTICS

THE **COMMAND CLIMATE ASSESSMENT SOURCE**
FOR DEOCS, DOCP, CIPP, AND FIT RESOURCES

- COMMAND CLIMATE NEWS & UPDATES
- SURVEY RESOURCE CENTER (DEOCS & DOCP)
- CIPP PLAN SYSTEM RESOURCE CENTER
- FACTOR IMPROVEMENT TOOLKIT

- **Assessment to Solutions (A2S) website now transitioned to <https://www.prevention.mil>**

Defense Climate Portal Resource Center Links

- **Defense Climate Portal Resource Center Welcome Page**
 - <https://www.prevention.mil/Climate-Portal/>
- **Latest News and Updates**
 - <https://www.prevention.mil/Climate-Portal/#topNews>
- **Survey Resource Center (DEOCS & DOCP)**
 - <https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Survey-Resource-Center/>
- **CIPP Plan System Resource Center**
 - <https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Comprehensive-Integrated-Primary-Prevention-Plan-System-Resource-Center/>
- **Factor Improvement Toolkit**
 - <https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Factor-Improvement-Toolkit/>

Contact information

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Defense Advisory Committee for the Prevention of Sexual Misconduct

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BREAK

Meeting will resume shortly

DAC-PSM Public Meeting – April 10, 2024

Integrated Prevention Research Agenda

**Overview of Existing Research Agenda
and Discussion on Potential Future Focus Areas**

Presented by Office of Force Resiliency Violence Prevention Cell

Integrated Prevention Research Agenda



Dr. Jason Katz

Office of Force Resiliency
Violence Prevention Cell

April 10, 2024

Plan for Presentation



- Requirements for Integrated Prevention Research Agenda
- DoD Guidance and Independent Review Commission on Sexual Assault in the Military (IRC-SAM) Recommendations Informing Research Agenda
- Research Agenda Framework
- Overview of FY23 and FY24 Research Agendas
- Discussion

Requirements for Integrated Prevention Research Agenda

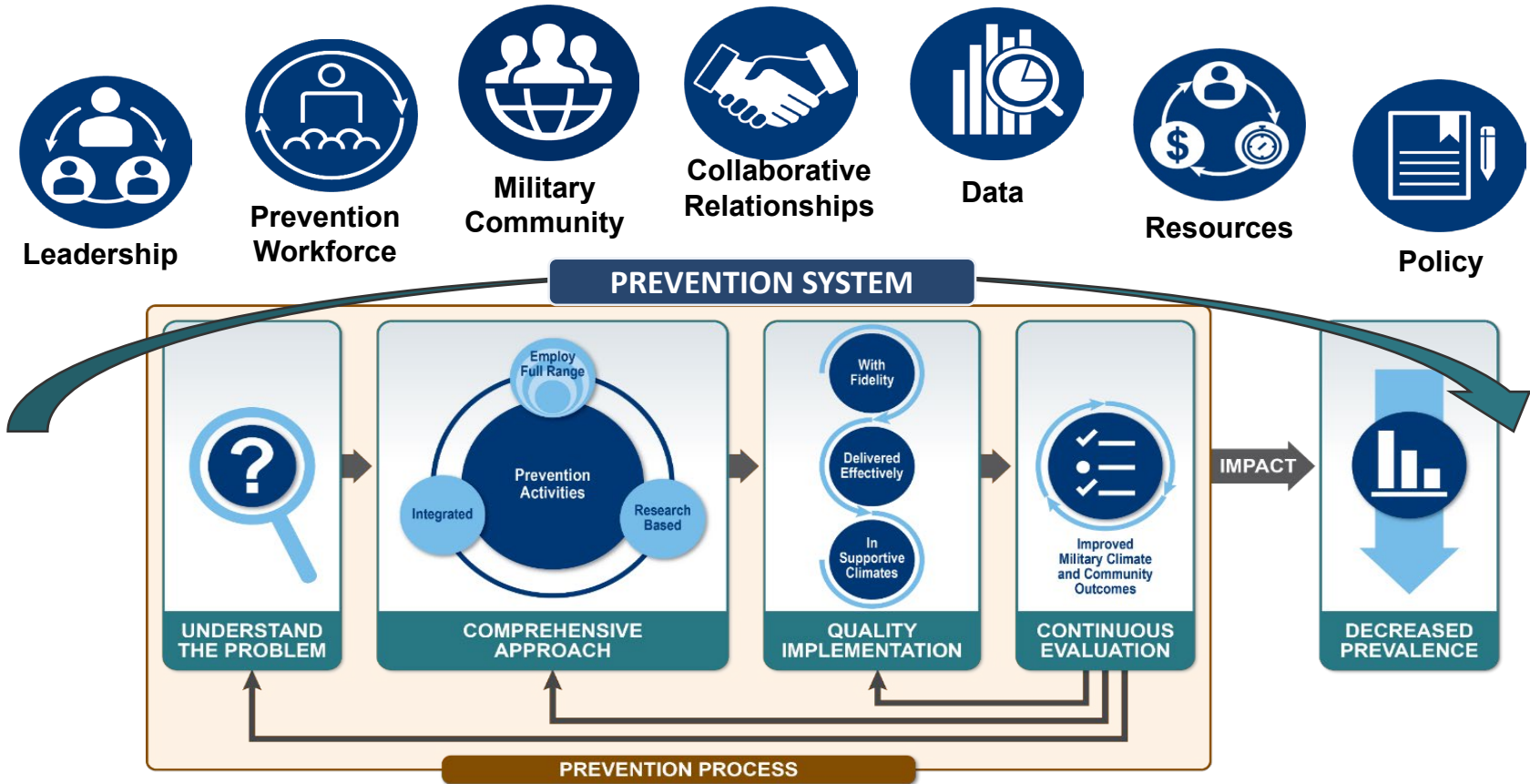


- NDAA FY 2022, SEC 549:
 - Beginning on October 1, 2022, and annually on the first day of each fiscal year thereafter, the Secretary of Defense shall publish a Department of Defense research agenda for that fiscal year, focused on the primary prevention of interpersonal and self-directed violence, including sexual assault, sexual harassment, domestic violence, child abuse and maltreatment, problematic juvenile sexual behavior, suicide, workplace violence, and substance misuse
 - NDAA includes elements and guiding principles for the research agenda
- NDAA FY 2023, Section 547:
 - Incorporation of Research and Findings – The Secretary of Defense shall ensure that the findings and conclusions from the primary prevention research agenda [...] are regularly incorporated, as appropriate, within the primary prevention workforce [...]
- Per DoDI 6400.11, “A research agenda that strengthens the DoD’s primary prevention research portfolio by prioritizing research topics, ensuring collaboration across sectors and organizations, and reducing duplication of effort”

DoD Guidance and IRC-SAM Recommendations Informing Research Agenda



DoD Prevention Process and Prevention System



Reference: Prevention Plan of Action 2.0

DoD Guidance and IRC-SAM Recommendations Informing Research Agenda (cont.)



- Essential Components of Prevention (DoDI 6400.09)
 - Skill development
 - Protective environments and healthy climates
 - Substance use
 - Military dependent support
 - Financial readiness
 - Selected primary prevention
- IRC-SAM Prevention and Climate Lines of Effort
 - Leadership development
 - Workforce development
 - Selected primary prevention
 - Climate assessment
 - Community level prevention strategies
 - Effective training and education
 - Perpetration of interpersonal violence

Research Agenda Framework



- Framework collaboratively developed in FY 2022 to guide formation of annual research agendas:
 - Establishes method by which the annual agenda and priorities will be developed
 - Creates cohesive approach to building DoD prevention research portfolio over time
 - Ensures short- and long-term investments meet immediate and enduring prevention needs
 - Incorporates current DoD guidance for prevention and recommendations of the IRC-SAM
 - Achieves maximum benefit from research by focusing on efforts that have the potential to address 2+ forms of harmful behavior
 - Sexual assault, harassment, domestic abuse, child abuse, workplace violence, suicide, and substance misuse

Research Agenda Framework (cont.)



	Leaders		Prevention Workforce		Military Community	
Research Needs	Short-Term	Long-Term	Short-Term	Long-Term	Short-Term	Long-Term
Understand the Problem						
Comprehensive Approach						
Quality Implementation						
Continuous Evaluation						

- In FY 2022, the framework was completed to provide a roadmap for annual research agendas
- Within those areas, research priorities are addressed through the annual research agenda
- The annual research agenda may also include priorities identified in the NDAA
- The framework will be reviewed and updated as appropriate as part of developing the FY 2025 research agenda

FY 2023 Research Agenda



FY 2023 Priorities	Progress Updates
<p>Understand Service members' activities and prevention needs within the cyber environment</p>	<p>DoD is working with Library of Congress Federal Research Division (FRD) to explore Service members' activities in the cyber environment (i.e., social media, internet sites including blogs and social networking sites, apps [e.g., dating apps], and video games) to assess prevention needs, and will determine how to leverage the cyber environment to enhance prevention activities</p>
<p>Understand how the cyber environment shapes Service member attitudes and behaviors in ways that increase or decrease harmful behaviors</p>	<p>Through the agreement with the Library of Congress FRD, DoD is assessing how activities in the cyber environment can increase or decrease risk and protective factors for harmful behaviors. For example, FRD is reviewing academic literature and government-funded studies to identify how the cyber environment shapes Service member attitudes and behaviors, including information cocooning among Service members</p>
<p>Define elements and the essential conditions necessary for the implementation and evaluation of multi-pronged, multi-level, integrated approaches in military communities</p>	<p>In collaboration with the CDC Division of Violence Prevention (DVP), DoD is conducting a review of the literature to create a comprehensive menu of approaches applicable to the military environment that would constitute a multi-level prevention approach with mutually reinforcing prevention activities at each level of the social ecology. This product will complement the recently developed "Community and Organizational Level Prevention of Harmful Behaviors in the Military: Leveraging the Best Available Evidence"</p>
<p>Develop and evaluate online bystander intervention tools to mitigate risk for harmful behaviors in the cyber environment</p>	<p>Through the agreement with the CDC DVP, DoD is exploring the best available evidence for bystander interventions and adapting bystander intervention approaches for the cyber environment. For example, the CDC DVP delivered a webinar on strategies for countering technology-facilitated abuse and harassment and gathered feedback from attendees as it relates to the military context. This data will be used for future development and evaluation of online bystander intervention tools</p>

FY 2024 Research Agenda



- The Department is addressing the following research priorities in FY 2024:
 - Conduct research to identify risk and protective factors beyond the individual level contributing to harmful behaviors in military settings
 - Identify subpopulations at increased risk of being targeted for harmful behaviors
 - Develop processes to address barriers and advance facilitators related to collecting, disseminating, and using data on harassing and bullying
- The FY24 Research Agenda is available on prevention.mil

Discussion



- Examples of potential focus areas for FY 2025
- Discussion questions:
 - Thinking about the examples of potential focus areas for FY 2025, or any additional areas outlined in the research agenda framework, what would you like to see prioritized?
 - Consider the following questions to inform your answer:
 - Which areas are most under-researched?
 - Which areas can leverage (and adapt) research from non-military settings?
 - What is most actionable or impactful?
 - What is most robust in terms of integrated prevention?
 - Within these areas, what are some of the key issues/considerations to emphasize?

Defense Advisory Committee for the Prevention of Sexual Misconduct

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BREAK

Meeting will resume at 12:45 ET

DAC-PSM Public Meeting – April 10, 2024

PME Instructor Training

Study Overview and Information Review

Undertaken by DAC-PSM Prevention Training and Activities Subcommittee

Study Overview - Sexual Assault Prevention and Response in Professional Military Education (PME)

Study Issue Statement

- Conduct assessment of the **extent and effectiveness of the inclusion by the Military Services of sexual assault prevention and response training in leader professional military education (PME)**, especially in such education for personnel in junior noncommissioned officer (NCO) grades.

Study Scope and Objective

- Consider the **instructor preparation approach for PME prevention instructors** and gain understanding of the **unique needs/skills required** of those instructors and the learning objectives of their PME audience (i.e., junior officers (O1-O3) and junior NCOs (E4-E6))
- Offer recommendations to **expand and improve processes and procedures for preparing instructors** to deliver prevention-related instruction within PME

Study Overview Continued...

What does the Department need?

- Recommendations/observations on specific needs on the preparation, certification, and evaluation of those teaching prevention during PME
 - How are these needs potentially different than the needs that inform instructor preparation processes in other topic areas?

What is the aim?

- Accepting that every instructor completes a basic instructor training course, what additional and/or enhanced capabilities are needed by those teaching prevention, specifically?
 - i.e., What additional and/or unique knowledge, skills, and attitudes are needed for success?
- Exploring how teaching prevention might be different than teaching tactics, logistics, or general leadership
- Offering recommendations on how to better prepare future prevention instructors, not just in theory, but also through examples

Subcommittee Approach to Information Gathering

1. Literature review – Underway
- 2. *Service Request for Information (RFI) – Today's focus***
3. Site visits – Forthcoming

Facilitating today's Discussion Panel is

Mr. JR Twiford

Col, USAF (ret)

Session Format

Part A: Service overviews of RFI responses

- Briefings on selected RFI questions:
 1. How does your Service select and assign PME instructors?
 2. How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 3. How does your Service build prevention subject matter expertise for PME instructors?
 4. How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
- Questions from Members

Part B: Facilitated discussion

- Prepared discussion questions
- Questions from Members

Briefing Order

- Department of Air Force
 - Air Force
 - Space Force
- Department of Army
 - Army
- Department of Navy
 - Marine Corps
 - Navy
- Coast Guard

Air Force

Primary Briefer

SMSgt Enrique Moore

Air University - Barnes Center, Senior Enlisted Leader

Academic Affairs

enrique.moore@us.af.mil

Air Force Junior NCOs – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - Service members apply for instructor positions
 - Selection based on a review of:
 - Past performance reports
 - Public health evaluation
 - College education
 - Once a pool of qualified candidates identified, an interview process is conducted to determine the best candidate for hire
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Initial skills are developed during the 20-day instructor training course.
 - Intermediate development using on the job training and Career Field Education Training Plan
 - In-Service Training (IST) conducted throughout instructors' tenure provides continuous education

Air Force Junior NCOs – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Prevention content is delivered by base-level prevention subject matter experts, not PME Instructors; therefore, prevention expertise is not built
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Prevention content is delivered by base-level prevention subject matter experts, not PME Instructors

Air Force Junior Officers – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - Service members apply for instructor positions
 - Selection is based on prior performance, education, and other factors as determined by a selection board
 - Once a pool of qualified candidates is identified, the school reviews their records to determine which candidates are best fits
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Initial skills are developed through 2- to 3-week instructor training course
 - Intermediate skills are developed through on-the-job training (OJT) and through Individual Development Plans (IDPs)
 - Additional skills development and continuous education is conducted throughout an instructors' tenure

Air Force Junior Officers – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Prevention content is not delivered in Squadron Officer School; therefore, subject matter expertise is not built for PME instructors
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - PME Instructors are not evaluated on delivery of prevention content

Space Force

Primary Briefer

Col Kirk Johnson

Delta 13, Commandant

kirk.johnson.1@spaceforce.mil

Space Force Officers – Overview of PME Instructor Prep

- How does your Service select and assign PME instructors?
 - Delta 13, Detachment 3 conducts the USSF's Intermediate and Senior Leadership Education (JPME Phase 1 and 2 respectively) Officer PME
 - Delta 13, Detachment 3 faculty are selected and assigned from 3 primary groups:
 - USSF active-duty faculty: Selected via Officer Instructor & Recruiting Special Duty board or other officer assignment processes managed by Enterprise Talent Management Office
 - Sister-service faculty: Selected and assigned by their respective services
 - Administratively determined civilian faculty: Hired via competitive process standard for expert academics through civilian personnel system
 - Currently done in cooperation with Air University; following implementation of provisions in the FY24 NDAA, USSF will manage this civilian hiring

Space Force NCOs – Overview of PME Instructor Prep

- How does your Service select and assign PME instructors?
 - Delta 13, Vosler Non-Commissioned Officer Academy conducts Enlisted PME
 - Delta 13, Vosler Employs Enterprise Talent Management Office to conduct selection boards for the selection of PME facilitators
 - A solicitation for volunteers with positional vacancies is posted, and eligible Guardians are permitted to submit packages for consideration
 - A two-part selection board is conducted to identify viable candidates
 - The first board scores records of performance while the second board is an in-person or virtual interview with the current EPME Academy leadership
 - Final candidates are selected following the conclusion of both boards

Space Force – Overview of PME Instructor Preparation

- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Delta 13, Detachment 3: Provide graduate-level education, and facilitating Socratic seminar-based discussions is a primary pedagogical methods
 - Most faculty have experience with these methods from previous faculty jobs or as students obtaining advanced academic degrees
 - Newly assigned instructors receive New Faculty Development and are certified after demonstrating ability to lead a classroom via these methods
 - All faculty are monitored and observed for teaching standards on an on-going basis.
 - Delta 13, Vosler NCOA: Developing standards and programmatic processes for an EPME facilitator continuous development cycle
 - Currently, facilitators attend a 25-day instructor course followed by a 6-month Initial Instructor Qualification Training (IIQT) which includes observations, teach-backs, and preparation hours.
 - In addition to the IIQTs there are professional development standdowns quarterly

Space Force – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Delta 13, Det 3 and Vosler NCOA: Personnel receive standard recurring prevention training (SAPR, SP, etc.); however, there are no specific processes or procedures specifically intended for developing expertise in prevention
 - Content taught in our PME programs falls within the professional expertise of our faculty
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Delta 13, Det 3 and Vosler NCOA: The above areas, in the context of prevention, are not explicitly conducted by PME faculty, therefore, evaluation and oversight are not conducted

Army

Primary Briefer

Dr. William (Bill) D. Kuchinski

Chief, Faculty and Staff Development Division Army University
(ArmyU), CAC, TRADOC

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Army – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - Uses an assignment marketplace for Officers and NCOs to preference positions based on their unique Knowledge, Skills and Abilities (KSAs), and Army requirements
 - Selects and assigns officer and noncommissioned officer (NCO) as PME instructors based on Soldier preference, career paths, KSAs, and requirements at the respective PME institutions
 - Respective assignment officers/NCOs in Human Resources Command manage the assignment process
 - Selection of Army Civilian PME Instructors is managed by PME institutions

Army – Overview of PME Instructor Preparation

- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Use Common Faculty Development Program (CFDP) separated into 4 phases:
 - Phase I (Qualification). New instructors attend 80-hour qualification course focused on adult learning principles in the Army Learning Concept. Instructor competencies are informed by nationally and internationally recognized adult education standards
 - Phase II (Technical Certification). Combines foundational educational methods from Phase I with specific technical content, supervised by certified instructors
 - Phase III (Teaching Certification). Culminates the certification process that includes instructor being evaluated by experienced and certified instructor. Certification is valid for 5 years
 - Phase IV (Continuing Professional Development). Focuses on continuous professional development and entails a 5-year recertification requirement and provides further credentialing opportunities

Army – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Army's CFDP is the foundation of instructor preparation
 - Currently, the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Academy provides curriculum and required learning outcomes for PME schools
 - Schools use that curriculum in their Programs of Instruction (POI), and each PME school instructor uses provided products to conduct that instruction
 - Army improving the integrated prevention by establishing a Force Modernization Proponent (FMP) for the prevention of harmful behaviors
 - Prevention FMP will build subject matter expertise on integrated prevention of harmful behaviors to develop standardized PME curriculum, programs of instruction, and learning outcomes for PME instructors

Army – Overview of PME Instructor Preparation

- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Army's SHARP Academy provides curriculum and required learning outcomes for Army PME schools
 - PME managers conduct academic program evaluation through direct assessment and indirect survey feedback
 - Army executes a Quality Assurance program and inspects PME using Army Enterprise Accreditation Standards
 - Learning products and subject matter experts from the Prevention FMP will enable improved evaluation of prevention instruction as part of the Quality Assurance program

Marine Corps

Primary Briefer

Maj Calleen Bottenberg

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Marine Corps – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - Officer: Faculty are selected by Expeditionary Warfare School (EWS) leadership, in collaboration with Manpower Management Officer Assignments (MMOA)
 - Enlisted: Faculty Advisors are screened at the Staff Non-Commissioned Officer (SNCO) Academies
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Marine Corps University (MCU) Faculty Development Program
 - Training events offered throughout the calendar year
 - New Faculty Orientation
 - Faculty Advisors Course
 - Master Faculty Advisor Program

Marine Corps – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Those delivering sexual assault and sexual harassment prevention instruction during PME are specifically trained and/or credentialed personnel per DoD standards in those functional areas and may or may not be full time members of the instructional staff
 - Training and professional development standards for these personnel rests at the service level (HQMC SAPRO/MPE) and are in accordance with DoD policies
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Instruction provided during PME is evaluated through some/all of following feedback mechanisms:
 - Direct observation of instructor delivery of PME by supervisor/evaluator
 - Rubric for scoring of demonstrated instructor competencies
 - Instructor Self-evaluation
 - Post-survey of PME students
 - Instructor performance reports
 - Peer-to-peer mentoring/evaluation/feedback

Marine Corps – Overview of PME Instructor Preparation

- Additionally, EDCOM/MCU has hired a Primary Prevention Integrator (PPI) in October 2022, a new position within Department of Defense.
- The incumbent is responsible to establish prevention activities to include:
 - Determine goals, objectives, measures of performance, and effectiveness, assessments, and milestones;
 - Advise leadership on data-informed actions, prevention methodologies, assessment, and prevention training; and
 - Identify efficiencies in the development of and delivery of primary prevention,
 - Ensure that occupational health, social and organizational psychology, public health, and/or other behavioral and social science perspectives are considered in prevention planning

Navy

Primary Briefer

Ms. Cynthia Stewart

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Navy – Overview of PME

PME is addressed at several points during an officer's career:

- Warfare School training
 - Junior Officers - upon commissioning (U.S. Naval Academy (USNA), Officer Training Command (OTC), Navy Reserve Officer Training Corps (NROTC))
 - Primary warfare schools – Surface, Aviation, and Submarine
 - Varies in length from months to years
 - Delivered by military instructors
- Joint Professional Military Education (JPME)
 - Attended by mid-grade officers
 - Conducted at Service War Colleges, remote location seminar, or online
 - Delivered by military & civilian instructors
- Senior Officer
 - Pre-Commanding Officer/Executive Officer Course (Navy Leadership and Ethics Center)

Navy – Overview of PME Instructor Preparation

- Instructor Training
 - Navy Instructor Training Course (NITC) trains personnel in application of basic instructional techniques and strategies using several instructional modalities and warrior toughness concepts in diverse learning environments
 - Contains progressive series of performance activities allowing students to demonstrate proficiency in the required knowledge and skills of an entry-level instructor
- Officer Warfare School Instructor Training (occupational)
 - Locally train personnel on how to deliver specialized skills or specific subject matter
 - Specific subject matter is part of the instructor certification process at the assigned learning site

Coast Guard

Primary Briefer

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USCG, Primary Prevention Program Manager

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Coast Guard – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - USCG instructor qualification process uses International Board of Standards for Training, Performance, and Instruction's core competencies for professional development
 - Instructors must meet qualification requirements and earn a rating from their branch chiefs before teaching at their designated schoolhouse
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - USCG ensures that its instructors are well-prepared by mandating candidates to attend a 40-hour Instructor Development Course (IDC) to acquire general instructional and presentation skills
 - USCG instructors must fulfill competency standards, obtain feedback, and complete specified schoolhouse requirements for their content

Coast Guard – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Primary Prevention content is embedded within the general Instructor Development Course (IDC) modules
 - Instructors must demonstrate competency in all IDC content areas before obtaining full instructor qualification
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Courses use a variety of instructional evaluation methods, such as direct observation by an evaluator, student feedback, and pre- and post-test data
 - Oversight includes existing primary prevention content areas

Questions

Any member questions on initial briefing content?

Preview - We will be discussing these four questions during Part B:

1. Are there any standards in place that support consistency of PME instructor preparation and/or instruction delivery across your Service's PME schools?
2. What activities or methods within your Service's existing PME processes and procedures serve to identify opportunities to sustain or improve efforts and outcomes? (e.g., selection, instructor development, evaluation)
3. What specific needs and challenges exist regarding the preparation and oversight of PME instructors?
4. What specific needs and challenges exist for instructors delivering PME to junior officers and junior NCOs?

Panel Discussion

Discussion Questions

1. Are there any standards in place that support consistency of PME instructor preparation and/or instruction delivery across your Service's PME schools?
2. What activities or methods within your Service's existing PME processes and procedures serve to identify opportunities to sustain or improve efforts and outcomes? (e.g., selection, instructor development, evaluation)
3. What specific needs and challenges exist regarding the preparation and oversight of PME instructors?
4. What specific needs and challenges exist for instructors delivering PME to junior officers and junior NCOs?

Public Meeting Concluded

Meeting minutes will be available for public review on
www.sapr.mil/DAC-PSM

**Full RFI Responses from
Office of People Analytics
for
April 10, 2024 Public Meeting**

**Request for Information (RFI) Written Responses from
Office of People Analytics (OPA)**

Q 1	<p>General Information on OPA Efforts</p> <p>A. Description of current DoD measurement efforts (e.g., factors measured, metrics used)</p> <ul style="list-style-type: none">i. On the DEOCS, there are 19 risk and protective factors that are currently measured that are correlated with the 6 strategic target outcomes (STOs) identified by the Department. Details on how these risk and protective factors are measured can be found here: https://www.prevention.mil/Portals/130/Documents/DEOCS/Factor_Rating_Interpretation_Guide_20231106.pdfii. OPA also utilizes other validated metrics to address climate and culture on our surveys, such as Psychological Climate for Sexual Harassment. Details on these items can be found in publicly available reports on OPA.mil. <p>i. Are the RAND measures the standard for measurement currently utilized, or have new measures been implemented?</p> <ul style="list-style-type: none">a. Sexual Assault: OPA adopted the use of the RAND sexual assault metric from 2015-2019 and was included on the 2015, 2017, and 2019 Workplace and Gender Relations Survey of Reserve Component Members (WGRR) and the 2016 and 2018 Workplace and Gender Relations Survey of Active Duty Members (WGRA). In 2021, as a result of the review and clearance process set forth by the Office of Management and Budget (OMB), additional changes were made to the method of measuring the prevalence of sexual assault, and OPA utilized the unwanted sexual contact measure starting in 2021 for the WGR survey. The unwanted sexual contact measure identifies the specific behaviors experienced by an individual and does not assume the respondent has knowledge of the UCMJ or its definition of sexual assault. The question stem includes language regarding the behaviors occurring against the respondent's consent (either when they did not or could not consent) or against their will, including completed and attempted sexual intercourse, oral sex, anal sex, and penetration by an object or finger, as well as unwanted sexual touching. The WGR measures the prevalence of unwanted sexual contact victimization, meaning that Service members who experience an unwanted behavior are included in the estimated unwanted sexual contact rate regardless of the status of the alleged offender (i.e., military member or civilian). References to past year unwanted sexual contact prevalence rates in this report all require the members to have indicated that an incident occurred in the prior year. However, the survey also provides the ability to estimate the prevalence of lifetime unwanted sexual contact using a separate question about incidents that may have occurred before the prior year and prior to military service. For more information on measuring sexual assault and unwanted sexual contact, please see the 2021 WGR Overview Report
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publicly available on OPA.mil: <https://www.opa.mil/research-analysis/health-well-being/gender-relations/2021-workplace-and-gender-relations-survey-of-military-members-reports/2021-workplace-and-gender-relations-survey-of-military-members-overview-report/>

- b. **Sexual Harassment and Gender Discrimination:** OPA adopted the use of the RAND sexual harassment and gender discrimination starting in 2015 for the WGR, including the Civilian WGR (WGRC) survey and Service Academy Gender Relations Survey (SAGR). Please see publicly available reports on OPA.mil for these survey efforts to learn more about the metrics: <https://www.opa.mil/research-analysis/health-well-being/gender-relations/>
- c. **Racial/Ethnic Harassment/Discrimination:** OPA has used the metric developed by RAND to measure racial/ethnic harassment/discrimination on the Workplace and Equal Opportunity (WEO) surveys since 2015. Details on these metrics can be found in the most recent versions of the WEO Active Duty Executive Report and WEO Reserve Component Executive Report both available on OPA.mil:
 - i. Active Duty: <https://www.opa.mil/research-analysis/quality-of-work-life/workplace-climate/2017-workplace-and-equal-opportunity-survey-of-active-duty-members/2017-workplace-and-equal-opportunity-survey-of-active-duty-members-executive-report/>
 - ii. Reserve Component: <https://www.opa.mil/research-analysis/quality-of-work-life/workplace-climate/2019-workplace-and-equal-opportunity-survey-of-reserve-component-members/2019-workplace-and-equal-opportunity-survey-of-reserve-component-members-executive-report/>

B. *For factors currently being measured, how were these metrics determined?

- i. When OPA took over the administration of the DEOCS, we were instructed to modernize and revitalize the DEOCS survey. This redesign process was an in-depth research effort that employed a thorough literature review, stakeholder interviews, focus groups, testing of measures via surveys, and quantitative analyses. OPA followed a rigorous scientific process to identify the key topics for inclusion on the survey. Over 200 topics were reviewed and scored based on scientific rigor, ability to capture change over time, ability to capture differences between groups, endorsement by stakeholders (Service members, DoD civilians, Commanders, policy makers, and subject matter experts), and actionability. The final 19 topics identified as the key risk and protective factors were selected by six independent raters and verified by stakeholders. This DEOCS redesign effort is detailed in length in the following report on OPA.mil: <https://www.opa.mil/research-analysis/quality-of-work-life/workplace-climate/defense-organizational-climate-survey-deocs-redesign-phase-1-overview-report/>

i. Please provide any available details on validation of measures.

- a. After selecting the 19 risk and protective factors for inclusion on the DEOCS, OPA validated these metrics through a variety of means and are detailed in Chapter 7 of the report linked above and summarized below.
- b. OPA utilized a data-driven approach in selecting measures for inclusion on the DEOCS while considering user experience. OPA conducted extensive quantitative item reduction analysis using OPA's existing survey data, allowing OPA to start with scales that have already been successfully used with military members and further examine opportunities to streamline and shorten the scales. This was done by examining descriptive statistics of measures of interest, item correlations, predictive modeling, reliability estimates, and scale correlations. Any items that OPA did not have existing survey data on were either deployed on the DEOCS research block to gain quantitative data to analyze or OPA relied upon existing published literature and stakeholder feedback to guide selections.
- c. A year after the launch of the redesigned DEOCS in January 2021, OPA undertook another round of rigorous quantitative and qualitative evaluations to assess the performance of the instrument. These efforts, in concert with stakeholder feedback, were used to streamline the DEOCS instrument.

ii. Please provide any context on historical resistance to/difficulty using specific metrics.

- a. N/A

iii. Are there particular types of metrics that DoD will not or cannot use. If so, why?

- a. Measuring sexual assault perpetration directly has been not allowed on OPA surveys due to legal concerns in doing so. However, we have used the Ambivalent Sexism Inventory on the 2021 WGR to glean some insights into risk for perpetration and results can be found on OPA.mil in the following report: <https://www.opa.mil/research-analysis/health-well-being/gender-relations/2021-workplace-and-gender-relations-survey-of-military-members-reports/climate-related-to-sexual-violence-and-gender-discrimination-in-the-active-component-findings-from-the-2021-workplace-and-gender-relations-survey-of-military-members-d8f25e9e-d597-4123-b2b4-1cd2d64e78b2/>

C. Please provide an overview of DEOCS administration cycle.

- i. All DoD units and organizations must field a DEOCS once per year during the annual fielding window: August 1 and November 30 (DoDI 6400.11; must open by 31 Oct). To register a DEOCS, the survey administrator must request their survey through the Registration Portal and provide information about the unit or organization to be surveyed. The DEOCS typically fields for approximately four weeks during the annual fielding window to a census of individuals in a unit (as defined by the survey administrator). Within two weeks of the DEOCS closing, the survey administrator, commander, and commander's supervisor receive an email with instructions for accessing results. Details on the DEOCS registration process can be found at

https://www.prevention.mil/Portals/130/Documents/DEOCS/DEOCS_PreparingtoRe-gisteraDEOCS_20231107.pdf

- i. Any details on strengths, limitations, and/or challenges identified since transitioning to annual administration cycle?
 - a. The first annual administration cycle is currently in it's last month. Any strength, limitations, and/or challenges will be discussed/identified after the full cycle is complete.

D. *What gaps or challenges have been noted within current efforts (e.g., areas where factors have not been considered or identified, factors that have been identified but are not yet being measured, challenges in how to measure a factor, etc.)?

- i. OPA constantly reviews survey content for its reliability and actionability to the Department. When emerging data needs arise for data-driven information on key constructs of interest, we employ scientific procedures to research new potential constructs for inclusion in subsequent survey efforts (e.g., literature reviews, focus groups, interviews, etc.) prior to inclusion on OPA surveys.

<p>Q 2</p>	<p>Data Aggregation and Usage</p>
	<p>A. What are the capabilities for aggregating data from unit-level to higher echelons (e.g., brigade, wing)? What is the lowest level on which data can be aggregated?</p> <ul style="list-style-type: none"> a. Aggregations of DEOCS results can occur at any level but are internal to the Department of Defense and not for public release. OPA provides a user-generated aggregation tool to enable commanders to combine up to 50 DEOCS reports to aggregate unit-level data to higher echelons. DEOCS can only be combined using the user-generated aggregation tool if the original DEOCS had at least 16 complete responses and produced a DEOCS report. OPA produces Service-level aggregations from DEOCS using similar methods. b. DEOCS results are not weighted and simply aggregating the DEOCS responses for units would not accurately represent responses at levels higher than the unit/organization. To ensure the estimates are representative, the aggregated results are calculated by taking each unit's or organization's size into account. This roster size adjustment is the equivalent of calculating a weighted average. Because each DEOCS is conducted at the unit or organization level and units/organizations can be vastly different in size, taking each unit's or organization's size into account produces a more representative result by preventing smaller-sized units from skewing the results.
	<p>B. Are aggregated data being used in a research capacity? If so, how and by whom?</p> <ul style="list-style-type: none"> a. Aggregated data are being used in a research capacity but only available internally to the Department of Defense and not for public release.
	<p>C. *Are there opportunities for using multiple measures to provide a comprehensive understanding of what is happening at a unit? (e.g., survey data, reports, qualitative data). If yes, please describe.</p> <ul style="list-style-type: none"> a. Yes, each unit will receive their DEOCS results report that contains results from every construct measured on the survey and are provided their unit's written comments. b. In accordance with DoDI 6400.11, to form a more comprehensive and actionable picture of command climate, command climate assessments are to include consideration of multiple sources of information about risk and protective factors, such as administrative records, reports, interview data, focus group data, or other existing data, in addition to current and previous DEOCS results.
<p>Q 3</p>	<p>Research Topics and Specific Factors</p> <p>A. Are there any proxy measures being used or under consideration for use in the DEOCS? If yes, please describe.</p>

i. No.

B. *Are there opportunities to measure perceptions of climate/social norms and/or group leader tolerance of harmful behaviors (e.g., sexual misconduct, heavy drinking, etc.)? If yes, please describe.

- i. The DEOCS currently measures risk factors that if present, increase the likelihood of negative outcomes. Details on the risk factors measured on the DEOCS can be found here:
https://www.prevention.mil/Portals/130/Documents/DEOCS/Factor_Rating_Interpretation_Guide_20231106.pdf
- ii. OPA collects additional information on measures of perceptions of climate, social norms, and leader tolerance of harmful behaviors on it's WGR and SAGR surveys. Survey instruments are included in reports available on OPA.mil for these efforts.

C. Are there ways to measure how leaders' attitudes and/or possession of "dark traits" could contribute to and/or set the tone for potentially problematic climates? If yes, please describe.

- i. The DEOCS currently includes measures of passive leadership and toxic leadership as risk factors linked to negative outcomes such as readiness, retention, sexually harassing behaviors, sexual assault, and suicide. Factor guides can be found here:
https://www.prevention.mil/Portals/130/Documents/DEOCS/Factor_Rating_Interpretation_Guide_20231106.pdf

D. *Are there opportunities to measure the extent of leader buy-in to prevention efforts and how that level of buy-in impacts leadership support for implementation of prevention-related activities and success of efforts? (e.g., leader emphasis on importance of prevention training and/or activities, sufficient allocation of time to complete prevention training and/or activities, leader prioritization of engaged Service member participation in prevention training and/or activities). If yes, please describe.

- i. There are several items on the WGR that fielded in 2021 that address this. For example:
 - i. To what extent does your immediate supervisor...
 1. Encourage members to challenge sexual harassment and gender discrimination when they witness it?
 2. Encourage members to challenge sexist behaviors when they witness them?
 3. Create a culture of prevention by encouraging members, witnesses, and bystanders to report situations that could result in harmful outcomes (example harmful outcomes include sexual assault, violence, suicide)?
 - ii. My immediate supervisor...
 1. Promotes responsible alcohol use.

	<ul style="list-style-type: none">2. Would correct individuals who refer to coworkers as “honey,” “babe,” or “sweetie,” or use other unprofessional language at work.3. Would stop individuals who are talking about sexual topics at work.4. Would intervene if an individual was receiving sexual attention at work (for example, staring at someone's chest, standing too close, rubbing someone's shoulders).5. Encourages individuals to help others in risky situations that could result in harmful outcomes (examples of harmful outcomes include sexual assault, violence, suicide). <ul style="list-style-type: none">ii. There is one item on the SAGR that fielded in 2022 (and in subsequent years) that also addresses this. The response options are a wide range of individuals at the Academies from cadets/midshipmen all the way through athletic staff/coaches, teachers, and senior leaders.<ul style="list-style-type: none">i. At your Academy, to what extent do you think the persons below make honest and reasonable efforts to stop sexual harassment and sexual assault? For example, do these persons lead by example, stress the importance of sexual harassment and sexual assault prevention, and encourage reporting?iii. The DEOCS Passive Leadership factor could be considered the absence of leadership support of prevention efforts. This factor measures the perception that leaders allow negative behaviors to become bigger problems.iv. Are there opportunities to compare these factors across units that experience high versus low leadership buy-in? If yes, please describe.<ul style="list-style-type: none">i. The WGR and SAGR do not have the ability to compare factors across units as they are administered in a manor to only produce results at the total force levels.ii. OPA is examining the relationship between unit factor rating scores and the presence of sexual harassment and sexual assault in the unit based on WGR data.
	<p>E. Are there opportunities to collect community and/or unit climate data through sources other than self-reports (e.g., records of alcohol sales, alcohol-related citations, counts of visible/accessible prevention-related materials)? If yes, please describe.</p> <ul style="list-style-type: none">i. Yes, but would be outside of OPA’s purview as this would need to be done at the policy office or Service level. In accordance with DoDI 6400.11, at the unit level, command climate assessments are to include consideration of multiple sources of information about risk and protective factors, such as administrative records, reports, interview data, focus group data, or other existing data.

<p>Q4</p>	<p>Implementation and Improvement</p> <p>A. Understanding that Service members are not required to take the DEOCS, please describe any OPA/DoD-level efforts to promote the DEOCS and/or to encourage increased response rates? (e.g., use of QR codes for ease of survey access)</p> <p>a. OPA provides commands with a wide variety of resources to promote and/or encourage members to take their DEOCS. These materials include a DEOCS promotional video from the Senior Enlisted Leader Advisor to the Chairman of the Joint Chiefs of staff (SEAC Ramon Colon-Lopez), participant privacy infographic, overview of the secure survey login system, a guide on monitoring DEOCS response rates and strategies for them to use to increase response rates, and a templated email for commanders and leaders to encourage participation. These materials can be found under the DEOCS Promotion and Participation section at: https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Survey-Resource-Center/#topMenu</p> <p>B. If a leader takes fast action on a results report containing an unfavorable rating on a certain factor, does their speed in addressing the issue disrupt the ability to assess the accuracy of those leading indicators?</p> <p>a. The DEOCS is a prevention tool for commanders to enable them to identify emerging or existing challenges that may negatively impact their unit. If commanders use the DEOCS results to rapidly address these challenges effectively, the factor ratings on the unit’s next DEOCS may be improved and the escalation of the emerging or existing challenges may be halted.</p> <p>b. Guidance is provided to DEOCS survey administrators, commanders, and commanders’ supervisors about the results in their DEOCS results report, how to share these results with their unit, and additional steps they may choose to take as a results of their DEOCS. More information on DEOCS reports and templates for briefing results are included on the following website under Interpreting DEOCS Results and Briefing DEOCS Results: https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Survey-Resource-Center/#topMenu</p>
<p>Q5</p>	<p>Feedback</p> <p>A. In addition to the providing leaders with the DEOCS: Strategic Target Outcome Guide for Sexual Assault, how is feedback provided to unit leaders based on DEOCS results?</p> <p>a. Guidance is provided to DEOCS survey administrators, commanders, and commanders’ supervisors about the results in their DEOCS results report, how to share these results with their unit, and additional steps they may choose to take as a result of their DEOCS. More information on DEOCS reports and templates for briefing results are included on the following website under Interpreting DEOCS Results and Briefing DEOCS Results:</p>

<https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Survey-Resource-Center/#topMenu>

- b. In accordance with DoDI 6400.11, designated IPPW staff review the DEOCS results and must have command climate assessment review sessions with unit commanders within 60 calendar days of the close of the DEOCS. The IPPW staff identify recommendations for implementation by unit commanders.

B. *What tracking and accountability structures are in place following the provision of DEOCS results and feedback? How are leaders using their DEOCS results reports and sharing with their units?

- a. Guidance is provided to DEOCS survey administrators, commanders, and commanders' supervisors about the results in their DEOCS results report, how to share these results with their unit, and additional steps they may choose to take as a result of their DEOCS. More information on DEOCS reports and templates for briefing results are included on the following website under Interpreting DEOCS Results and Briefing DEOCS Results:
<https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Survey-Resource-Center/#topMenu>
- b. In accordance with DoDI 6400.11, designated IPPW staff review the DEOCS results and must have command climate assessment review sessions with unit commanders within 60 calendar days of the close of the DEOCS. The IPPW staff identify recommendations for implementation by unit commanders. The IPPW are to ensure unit commanders share aggregated, de-identified CCA results with unit or organization members and commanders or leaders up and down the chain of command.

**Full RFI Responses
from
the Military Services
for
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Department of Air Force

Air Force
Space Force

Air Force

**Air Force RFI Responses:
Junior Noncommissioned Officer PME**

Q1	<p>How are your Service’s PME instructors currently <u>prepared to deliver</u> sexual assault and sexual harassment prevention instruction to students attending junior officer/junior NCO PME in-residence?</p> <p>NOTE: For questions 1A through 1D, please consider foundational preparation of PME instructors (e.g., group facilitation, effective communication, principles of learning).</p>
	<p>B. What processes and procedures are currently in place for your Service to <u>select and assign</u> PME instructors?</p> <p>i. Are the PME instructors who deliver your Service’s prevention content full-time faculty or visiting members (e.g., Sexual Assault Response Coordinator) of the instructional staff? A: Prevention content is delivered by visiting members of the instructional staff, who are from the base Sexual Assault Response Coordinator (SARC) team. If a PME instructor is visiting or part-time, how does your Service ensure that the level of preparation for these instructors is commensurate with that of full-time instructors? A: The training delivered by the visiting instructors is developed and executed under the guidance of the DAF-wide sexual assault/sexual harassment training program.</p> <p>ii. Please describe any consideration given to previous facilitation and/or teaching experience during the instructor selection process. A: Previous facilitator or instructor experience is not required for selection; however, it is encouraged.</p> <p>iii. Please describe any consideration given to prevention subject matter expertise and/or experience during the instructor selection process. A: Since Enlisted PME (EPME) instructors do not deliver prevention material, prevention expertise/experience is not considered during the selection process.</p> <p>iv. Please describe the lifecycle of your Service’s PME instructors’ term/assignment (e.g., any information on initial PME instructor training, credentialing/ qualification milestones required, length of assignment as a PME instructor). A: EPME Instructors serve a 3-year controlled tour, which includes completion of a 20-day Enlisted Professional Military Education Instructor Course (EPMEIC), followed by schoolhouse on-the-job training and completing a Career Field Education and Training Plan (CFETP).</p>

	<p>C. What processes and procedures are currently in place for your Service to build, certify, and continually develop <u>training and facilitation skills</u> for PME instructors?</p> <p>A: <u>Build</u> - EPMEIC teaches Adult Learning, Questioning Techniques, Facilitation skills and Classroom Management followed by five performance evaluations to show demonstration and understanding.</p> <p><u>Certify</u> – Members enter a one-year internship program to solidify knowledge, skills and abilities for instructing.</p> <p><u>Continuous development</u> – Instructors undergo annual evaluations and In-Service training (ISTs) to maintain their instructor competencies.</p> <p>i. Please provide examples of any requirements and/or development methods utilized to build or certify training and facilitation skills.</p> <p>A: EPMEIC is a great example of required certification training. It is a 20 Academic Day course required for all new 8T AFSC instructors. Students are first taken through 8-days of classroom instruction focused on topics such as Classroom Management, Questioning Techniques and Facilitation Skills. They are certified once they complete 5 Performance Evaluations showing they have built upon lesson concepts. The Performance Evaluations require students to facilitate within a group of 12 peers which is an accurate representation of what they will experience in their respective schoolhouses.</p> <p>ii. Please describe any development opportunities for training and facilitation skills offered specifically for PME instructors delivering sexual assault and sexual harassment prevention instruction.</p> <p>A: EPME instructors do not deliver sexual assault and sexual harassment prevention instructions.</p> <p>iii. Please describe any processes or procedures in place to ensure that PME instructors are staying current with new training approaches.</p> <p>A: EPME instructors receive ISTs, which are conducted when schoolhouses request, and/or new curriculum is rolled out.</p> <p>iv. Please describe how PME instructors are prepared to effectively facilitate and deliver instruction to diverse audiences.</p> <p>A: EPMEIC teaches Adult Learning, Questioning Techniques, Facilitation Skills, and Classroom Management followed by five performance evaluations to show demonstration and understanding.</p>
	<p>D. What processes and procedures are currently in place for your Service to build and continually enhance <u>subject matter expertise in prevention</u> for PME instructors?</p> <p>i. Please provide examples of any opportunities and/or methods utilized to build subject matter expertise. A: EPMEIC teaches foundational skills of instruction. Subject matter expertise is gained thru OJT and CFETP completion.</p> <p>ii. Please describe any processes or procedures in place to ensure instructors are staying current with your Service’s prevention efforts and emerging research in the field of prevention.</p> <p>A: EPME Instructors engage with the local bases’ SARC/Sexual Assault Prevention Response (SAPR) teams.</p> <p>iii. If your Service does <u>not</u> currently have specific processes or procedures in place to build PME instructors’ subject matter expertise in prevention but <u>is</u></p>

	<p>doing so for another PME topic area, please briefly describe these efforts. A: N/A</p>
	<p>E. What processes and procedures are currently in place for your Service to oversee and evaluate prevention instruction delivery by PME instructors?</p> <p>i. Fidelity to curriculum content (i.e., delivering according to program design) A: There are no processes in place since EPME Instructors do not deliver prevention instruction.</p> <p>ii. Correct delivery sequence (i.e., content/sessions delivered in intended order) A: N/A</p> <p>iii. Appropriate delivery method (i.e., delivery method aligns with program design) A: N/A</p> <p>iv. Below is a list of commonly used evaluation tools. Please indicate Yes (Y) or No (N) to identify any tool that your Service currently utilizes to evaluate prevention instruction delivery by PME instructors. Please provide a response for each tool listed. A: N/A to all</p> <ul style="list-style-type: none"> • Direct observation of instructor delivery of PME by supervisor/evaluator • Rubric for scoring of demonstrated instructor competencies • Checklist for observed presence or absence of instructor competencies • Instructor Self-evaluation • Pre-survey of PME students • Post-survey of PME students • Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors) • Peer-to-peer mentoring/evaluation/feedback • Other <p>v. For any evaluation tool usage indicated in the list above, please provide additional information regarding how that tool is employed (e.g., What specifically is the tool intended to measure? At what interval/frequency is the tool used? How is the information collected by the tool utilized?) A: N/A</p> <p>vi. If your Service is <u>not</u> currently overseeing and evaluating prevention instruction delivery but <u>is</u> doing so for another PME topic area, please briefly describe these oversight and evaluation efforts. A: N/A</p>
<p>Q2</p>	<p>How does your Service ensure that PME instructors are adequately prepared to deliver new and/or updated instructional content in a way that ensures student mastery of the learning objectives laid out in policy requirements? A: ISTs are used to train EPME Instructors on new or updated content.</p>

	<p>NOTE: For example of policy requirements, see Section 4 of DoD Instruction (DoDI) 6400.11, “DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders,” December 2022.</p>
<p>Q3</p>	<p>Which school/location within your Service’s education and training command-governed PME structure supports the largest annual attendance of in-residence PME for the <u>first level of officer instruction offered post-Commissioning (focusing on O1-O3 grades)</u>?</p> <p>A: N/A</p> <p>i. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs. A: N/A</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades O1-O3), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p>
<p>Q4</p>	<p>Which school/location within your Service’s education and training command-governed Professional Military Education (PME) structure supports the largest annual attendance of in-residence PME for the <u>first level of noncommissioned officers (NCOs) instruction (focusing on E4-E6 grades)</u>?</p> <p>A: Airman Leadership School taught at 68 locations worldwide is the first level of in-residence EPME for junior NCOs.</p> <p>i. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>A: The Barnes Center for Enlisted Education (BCEE/A7) is responsible for the curriculum. POC: SMSgt Enrique Moore, SEL/A7, enrique.moore@us.af.mil</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades E4-E6), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p>

Air Force RFI Responses: Junior Officer PME

Q1	<p>How are your Service’s PME instructors currently <u>prepared to deliver</u> sexual assault and sexual harassment prevention instruction to students attending junior officer/junior NCO PME in-residence?</p> <p>NOTE: For questions 1A through 1D, please consider foundational preparation of PME instructors (e.g., group facilitation, effective communication, principles of learning).</p>
	<p>A. What processes and procedures are currently in place for your Service to <u>select and assign</u> PME instructors?</p> <p>vii. Are the PME instructors who deliver your Service’s prevention content full-time faculty or visiting members (e.g., Sexual Assault Response Coordinator) of the instructional staff? ANSWER: SAPR is not a stand-alone class taught at Squadron Officer School (SOS). <ul style="list-style-type: none"> ▪ If a PME instructor is visiting or part-time, how does your Service ensure that the level of preparation for these instructors is commensurate with that of full-time instructors? ANSWER: N/A </p> <p>viii. Please describe any consideration given to previous facilitation and/or teaching experience during the instructor selection process. ANSWER: Consideration is given to previous facilitation and/or teaching experience during the instructor selection process via the OI&RSD board process. The Air University fellows program also considers previous experience when selecting individuals for this program.</p> <p>ix. Please describe any consideration given to prevention subject matter expertise and/or experience during the instructor selection process. ANSWER: The OI&RSD board and AU Fellows selection process considers many factors in selecting instructors and may give additional consideration to individuals with prevention experience.</p> <p>x. Please describe the lifecycle of your Service’s PME instructors’ term/assignment (e.g., any information on initial PME instructor training, credentialing/qualification milestones required, length of assignment as a PME instructor). ANSWER: Instructor preparation at SOS involves formal venues in which incoming faculty learn how to teach and what to teach at SOS. They must complete these modules before they are initially certified to teach at SOS. An assigned mentor shadows each instructor throughout their first class. Upon successful completion of the faculty member’s first class, they receive final certification. Instructors completing several classes and demonstrating exceptional service and education may also attain the rank of Master Instructor. The length of a faculty assignment at SOS is typically between 1 and 3 years</p>
	<p>F. What processes and procedures are currently in place for your Service to build, certify, and continually develop <u>training and facilitation skills</u> for PME instructors?</p>

	<ul style="list-style-type: none"> i. Please provide examples of any requirements and/or development methods utilized to build or certify training and facilitation skills. ANSWER: Course facilitation skills are taught during the Theories and Principles of Adult Education (TPAE) course taught at SOS. All faculty must complete this course before instructing students. ii. Please describe any development opportunities for training and facilitation skills offered specifically for PME instructors delivering sexual assault and sexual harassment prevention instruction. ANSWER: During TPAE, incoming faculty practice several simulated classroom scenarios. Discussion involving sexual assault and harassment prevention often occurs in this forum. iii. Please describe any processes or procedures in place to ensure that PME instructors are staying current with new training approaches. ANSWER: SOS’s faculty education branch is tasked with researching the newest methods available for educating incoming faculty on instructional techniques spanning a wide range of subject areas that target subject matter taught at SOS. iv. Please describe how PME instructors are prepared to effectively facilitate and deliver instruction to diverse audiences. ANSWER: In conjunction with SOS’s Program Learning Outcome “Demonstrate effective communication skills across diverse audiences”, instructors not only learn how to effectively facilitate instruction to diverse audiences, but they teach their students how to communicate effectively across diverse audiences, as well, over the course of several SOS lessons.
	<p>G. What processes and procedures are currently in place for your Service to build and continually enhance <u>subject matter expertise in prevention</u> for PME instructors?</p> <ul style="list-style-type: none"> i. Please provide examples of any opportunities and/or methods utilized to build subject matter expertise. ANSWER: Since SAPR is not a stand-alone class taught at SOS, there are no processes or procedures in place to build and enhance PME instructors’ subject matter expertise in prevention. ii. Please describe any processes or procedures in place to ensure instructors are staying current with your Service’s prevention efforts and emerging research in the field of prevention. ANSWER: All Airmen, not just PME Instructors, receive yearly prevention training, where prevention topics are addressed. iii. If your Service does <u>not</u> currently have specific processes or procedures in place to build PME instructors’ subject matter expertise in prevention but <u>is</u> doing so for another PME topic area, please briefly describe these efforts. ANSWER: There are no processes or procedures in place to build subject matter expertise in PME instructors on any topics.
	<p>H. What processes and procedures are currently in place for your Service to <u>oversee and evaluate prevention instruction delivery</u> by PME instructors?</p> <ul style="list-style-type: none"> i. Fidelity to curriculum content (i.e., delivering according to program design) ANSWER: Air University uses direct observation of instructor delivery by supervisor/evaluator to ensure fidelity to curriculum content.

	<p>ii. Correct delivery sequence (i.e., content/sessions delivered in intended order) ANSWER: Air University uses direct observation of instructor delivery by supervisor/evaluator to ensure correct delivery sequence.</p> <p>iii. Appropriate delivery method (i.e., delivery method aligns with program design) ANSWER: Air University uses direct observation of instructor delivery by supervisor/evaluator to ensure appropriate delivery method.</p> <p>iv. Below is a list of commonly used evaluation tools. Please indicate Yes (Y) or No (N) to identify any tool that your Service currently utilizes to evaluate prevention instruction delivery by PME instructors. Please provide a response for each tool listed.</p> <ul style="list-style-type: none"> • Direct observation of instructor delivery of PME by supervisor/evaluator (Y) • Rubric for scoring of demonstrated instructor competencies (Y) • Checklist for observed presence or absence of instructor competencies (Y) • Instructor Self-evaluation (N) • Pre-survey of PME students (N) • Post-survey of PME students (Y) • Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors) (Y) • Peer-to-peer mentoring/evaluation/feedback (Y) • Other (Y – recurring observations throughout first SOS class) <p>v. For any evaluation tool usage indicated in the list above, please provide additional information regarding how that tool is employed (e.g., What specifically is the tool intended to measure? At what interval/frequency is the tool used? How is the information collected by the tool utilized?) ANSWER: Student surveys occur after every class and are analyzed for curriculum feedback and trend information. Instructor evaluations occur at least annually. Commanders and peers accomplish evaluations on new instructors. Experienced instructors continuously observe new instructors during their first class using an internally developed instructor rubric to assess instructor effectiveness. Performance reports signed by the commandant occur annually</p> <p>vi. If your Service is <u>not</u> currently overseeing and evaluating prevention instruction delivery but <u>is</u> doing so for another PME topic area, please briefly describe these oversight and evaluation efforts. ANSWER: N/A</p>
<p>Q2</p>	<p>How does your Service ensure that PME instructors are adequately prepared to deliver new and/or updated instructional content in a way that ensures student mastery of the learning objectives laid out in policy requirements?</p> <p>NOTE: For example of policy requirements, see Section 4 of DoD Instruction (DoDI) 6400.11, “DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders,” December 2022.</p>

	<p>ANSWER: Content updates, which are driven by higher headquarters requirements, are briefed to all faculty members prior to the beginning of each SOS class. In the event of the release of new instructional content, faculty members receive training on how to instruct the class. Instructors then receive periodic evaluations on these lessons, which are often targeted for short-notice “spot” evaluations.</p>
<p>Q3</p>	<p>Which school/location within your Service’s education and training command-governed PME structure supports the largest annual attendance of in-residence PME for the <u>first level of officer instruction offered post-Commissioning</u> (focusing on O1-O3 grades)?</p> <p>ANSWER: Squadron Officer School is the largest in-residence PME for USAF O-3s</p> <p>ii. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>ANSWER: POC: Lt Col Nicolais Chighizola, Dean of Squadron Officer School, nicolais.chighizola@us.af.mil</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades O1-O3), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p>
<p>Q4</p>	<p>Which school/location within your Service’s education and training command-governed Professional Military Education (PME) structure supports the largest annual attendance of in-residence PME for the <u>first level of noncommissioned officers</u> (NCOs) instruction (focusing on E4-E6 grades)?</p> <p>ANSWER: A: Airmen Leadership School is the first in-residence Enlisted PME offered to junior NCOs.</p> <p>ii. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>ANSWER: POC: SMSgt Enrique Moore, SEL/A7, enrique.moore@us.af.mil</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades E4-E6), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p>

Space Force

Space Force RFI Responses (see responses in bold text)

<p>Q1</p>	<p>How are your Service’s PME instructors currently <u>prepared to deliver</u> sexual assault and sexual harassment prevention instruction to students attending junior officer/junior NCO PME in-residence?</p> <p>The USSF does not directly provide junior officer PME (OPME), therefore, answers below pertain to Enlisted PME (EPME) at Vosler Non-Commissioned Officer Academy (NCOA) only. Sexual assault and sexual harassment prevention training is not provided by EPME faculty, but rather by trained experts who possess the most current knowledge and information, as service-wide training requirements.</p> <p>NOTE: For questions 1A through 1D, please consider foundational preparation of PME instructors (e.g., group facilitation, effective communication, principles of learning).</p>
	<p>B. What processes and procedures are currently in place for your Service to <u>select and assign</u> PME instructors?</p> <p>USSF EPME employs the Enterprise Talent Management Office (ETMO) to conduct selection boards for the selection of PME facilitators. A solicitation for volunteers with positional vacancies is posted, and eligible Guardians are permitted to submit packages for consideration. A two-part selection board is conducted to identify viable candidates. The first board scores records of performance while the second board is an in-person or virtual interview with the current EPME Academy leadership. Final candidates are selected following the conclusion of both boards.</p> <p>vii. Are the PME instructors who deliver your Service’s prevention content full-time faculty or visiting members (e.g., Sexual Assault Response Coordinator) of the instructional staff?</p> <p>Prevention content is delivered by visiting members who are experts in their respective prevention field.</p> <p>▪ If a PME instructor is visiting or part-time, how does your Service ensure that the level of preparation for these instructors is commensurate with that of full-time instructors?</p> <p>Visiting facilitators are not considered PME instructors but experts in their respective subject areas. Many, if not all, are formally trained facilitators. If a visiting facilitator violates standards or required improvement feedback is provided after each session. If there are continuous violations a new visiting facilitator would be identified.</p> <p>viii. Please describe any consideration given to previous facilitation and/or teaching experience during the instructor selection process.</p> <p>Prior instruction experience is a favorable attribute but is not a determining factor for selection.</p> <p>ix. Please describe any consideration given to prevention subject matter expertise and/or experience during the instructor selection process.</p> <p>Prevention subject matter expertise is a favorable attribute but not a determining factor for selection.</p>

	<p>x. Please describe the lifecycle of your Service’s PME instructors’ term/assignment (e.g., any information on initial PME instructor training, credentialing/ qualification milestones required, length of assignment as a PME instructor).</p> <p>EPME facilitator development requirements are currently being reevaluated for efficacy against the USSF needs and requirements. Facilitator tours are currently 3 year-controlled tours. All EPME facilitators are prepared through a series of qualification trainings that include master facilitator, outward mindset, and coaching training. EPME are evaluated through on the job training against an established job qualification standard developed and maintained by the Academy’s faculty development section.</p>
	<p>I. What processes and procedures are currently in place for your Service to build, certify, and continually develop <u>training and facilitation skills</u> for PME instructors?</p> <p>The USSF EPME Academy is currently developing standards and programmatic processes for an EPME facilitator continuous development cycle. Currently, facilitators attend a 25 day instructor course followed by a 6 month Initial Instructor Qualification Training (IIQT) which includes observations, teach-backs, and preparation hours. In addition to the IIQTs there are professional development standdowns quarterly.</p> <p>i. Please provide examples of any requirements and/or development methods utilized to build or certify training and facilitation skills.</p> <p>Master facilitator training, Outward Performance, Outward Inclusion, and Outward Mindset in Education training, and Coaching training have all been used to develop a baseline of development needs. Additionally, facilitators are trained on adult learner theory and execution of the Socratic method for adult learners.</p> <p>ii. Please describe any development opportunities for training and facilitation skills offered specifically for PME instructors delivering sexual assault and sexual harassment prevention instruction.</p> <p>Currently, there a no specific development opportunities for these specific topic areas.</p> <p>iii. Please describe any processes or procedures in place to ensure that PME instructors are staying current with new training approaches.</p> <p>The Vosler Faculty Development team is charged with maintaining currency on training and facilitation approaches. Research is conducted to identify new methods.</p> <p>iv. Please describe how PME instructors are prepared to effectively facilitate and deliver instruction to diverse audiences.</p> <p>USSF EPME facilitators are trained in the art of facilitation and employing prompts rather than simply open-ended questions. USSF EPME facilitators regularly collaborate on new methods and instruction styles that enhance adult learning. For example, USSF EPME facilitators develop experiential activities that allow students to learn through doing.</p>
	<p>J. What processes and procedures are currently in place for your Service to build and continually enhance <u>subject matter expertise in prevention</u> for PME instructors?</p> <p>There are no specific processes and procedures specifically for developing expertise in prevention. EPME facilitators defer to programmatic subject matter experts.</p> <p>i. Please provide examples of any opportunities and/or methods utilized to build subject matter expertise.</p> <p>There are no specific opportunities and/or methods specifically for developing expertise in prevention. EPME facilitators defer to programmatic subject matter experts.</p>

	<p>ii. Please describe any processes or procedures in place to ensure instructors are staying current with your Service’s prevention efforts and emerging research in the field of prevention.</p> <p>There are no process or procedures specific to prevention. EPME facilitators defer to programmatic subject matter experts.</p> <p>iii. If your Service does <u>not</u> currently have specific processes or procedures in place to build PME instructors’ subject matter expertise in prevention but <u>is</u> doing so for another PME topic area, please briefly describe these efforts.</p> <p>EPME facilitator training is agnostic to subject matter. EPME governance requires EPME facilitators to maintain relevancy and currency on curriculum topics. Rapid research is conducted to identify topic areas with new concepts and references. Additionally, quarterly training and individual training is encouraged for enhancing subject matter expertise as well as attendance at relevant conferences and seminars.</p>
	<p>K. What processes and procedures are currently in place for your Service to <u>oversee and evaluate prevention instruction delivery</u> by PME instructors?</p> <p>i. Fidelity to curriculum content (i.e., delivering according to program design)</p> <p>ii. Correct delivery sequence (i.e., content/sessions delivered in intended order)</p> <p>iii. Appropriate delivery method (i.e., delivery method aligns with program design)</p> <p>The above areas, in the context of prevention are not explicitly conducted by EPME facilitators. The fidelity to curriculum, correct delivery, and appropriate delivery method, would be deferred to the subject matter experts.</p> <p>iv. Below is a list of commonly used evaluation tools. Please indicate Yes (Y) or No (N) to identify any tool that your Service currently utilizes to evaluate prevention instruction delivery by PME instructors. Please provide a response for each tool listed.</p> <ul style="list-style-type: none"> • Direct observation of instructor delivery of PME by supervisor/evaluator • Rubric for scoring of demonstrated instructor competencies • Checklist for observed presence or absence of instructor competencies • Instructor Self-evaluation • Pre-survey of PME students • Post-survey of PME students • Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors) • Peer-to-peer mentoring/evaluation/feedback • Other <p>The above evaluation tools, in the strict context of prevention are not explicitly conducted by EPME facilitators. Evaluation of prevention instruction is provided through student and facilitator feedback for visiting facilitators.</p> <p>v. For any evaluation tool usage indicated in the list above, please provide additional information regarding how that tool is employed (e.g., What specifically is the tool intended to measure? At what interval/frequency is the tool used? How is the information collected by the tool utilized?)</p> <p>Student and facilitator feedback is collected to provide immediate feedback on how the period of instruction was received, what the facilitator could have done better, and any</p>

	<p>discontent or friction resulting from the facilitation. Feedback is summarized and provide to the visiting facilitator in person or via email.</p> <p>vi. If your Service is <u>not</u> currently overseeing and evaluating prevention instruction delivery but <u>is</u> doing so for another PME topic area, please briefly describe these oversight and evaluation efforts.</p> <p>The following evaluation tools are used throughout a course lifecycle:</p> <ul style="list-style-type: none"> • Direct observation of instructor delivery of PME by supervisor/evaluator <p>Spot checks are conducted at random intervals to maintain standards.</p> <ul style="list-style-type: none"> • Rubric for scoring of demonstrated instructor competencies. • Checklist for observed presence or absence of instructor competencies. <p>Observation data is recorded and then used to improve instructor performance.</p> <ul style="list-style-type: none"> • Instructor Self-evaluation <p>Facilitators are trained in the art of reflective reinforcement and encouraged to use reflective techniques for self-improvement.</p> <ul style="list-style-type: none"> • Post-survey of PME students <p>Student feedback is conducted both in-stride and at the end of each course offering. The data is then reviewed and used for post course improvements.</p> <ul style="list-style-type: none"> • Peer-to-peer mentoring/evaluation/feedback <p>Inservice training is conducted to offer mentoring, feedback, and best practices.</p>
<p>Q2</p>	<p>How does your Service ensure that PME instructors are adequately prepared to deliver new and/or updated instructional content in a way that ensures student mastery of the learning objectives laid out in policy requirements?</p> <p>EPME- PME facilitators collaborate with installation program specialist for training and education aligned to a specific program or area of responsibility. Integrated Primary Prevention related education as outlined in DoDI 6400.00, 4.3. is not conducted at the USSF EPME Service Academy; however, the requirement is met through PME/PCE offerings through the Development Advisor offices and other education and training venues. USSF EPME Service Academy is currently developing a future supervisor and superintendent course where IPP related PME will be housed.</p> <p>OPME- Detachment 3 faculty teaching in SSS and WSS routinely update curriculum and content to incorporate changes in doctrine, strategy, and policy. While first-level prevention is not a primary component of the SSS or WSS curriculum, related topics at the appropriate level are included. For example, the WSS course on Strategic Leadership has dedicated lessons on organizational climate and ethics and senior leader accountability. SSS and WSS courses—all graduate-level courses taught by experienced and expert faculty—incorporate flexible seminar-based discussions, as well as readings of primary sources and policy documents.</p> <p>NOTE: For example of policy requirements, see Section 4 of DoD Instruction (DoDI) 6400.11, “DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders,” December 2022.</p>
<p>Q3</p>	<p>Which school/location within your Service’s education and training command-governed PME structure supports the largest annual attendance of in-residence PME for the <u>first level</u> of officer instruction offered post-Commissioning (focusing on O1-O3 grades)?</p>

	<p>iii. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>OPME- No Equity</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades O1-O3), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p>
<p>Q4</p>	<p>Which school/location within your Service’s education and training command-governed Professional Military Education (PME) structure supports the largest annual attendance of in-residence PME for the <u>first level of noncommissioned officers</u> (NCOs) instruction (focusing on E4-E6 grades)?</p> <p>EPME- The USSF has only one EPME Academy, the Forrest L. Vosler Academy at Peterson SFB, Colorado Springs.</p> <p>iii. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>POCs: EPME Commandant: CMSgt April Brittain – 719-556-7598 Vice Commandant: SMSgt Michele Brooks – 719-556-1993</p> <p>OPME Commandant: Col Kirk Johnson - 937-623-2130</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades E4-E6), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p>

Department of Army

Army

Army RFI Responses
(See responses in bold text)

Q1	<p>How are your Service’s PME instructors currently <u>prepared to deliver</u> sexual assault and sexual harassment prevention instruction to students attending junior officer/junior NCO PME in-residence?</p> <p>RESPONSE: The U.S. Army Combined Arms Center (CAC) is the Force Modernization Proponent (FMP) for the Army’s Sexual Harassment/Assault Response and Prevention (SHARP) Program responsible for “integrating doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF – P) solutions to transform the Army into the desired future force” (AR 5-22). The U.S. Army SHARP Academy, a subordinate organization within CAC, develops curriculum and learning outcomes for all levels of PME. Schools use that curriculum into their Programs of Instructions (POIs), and each PME school’s instructors provide that instruction in accordance with the lesson plan and provided instructor notes.</p> <p>TRADOC has published a series of regulations and guidance that govern how PME instructors are trained, certified, and prepared to deliver quality education and training. All PME Instructors must complete a Common Faculty Development Instructor Course (CFD-IC), then return to their PME school for follow-on certification on the content and teaching modalities required for the specific course(s) they will instruct. This certification authorizes them to serve as primary instructors and is completed prior to interacting with students.</p> <p>At the U.S. Army Drill Sergeant Academy (USADSA) Drill Sergeant Candidates receive 4.3 hours of Sexual Harassment and Prevention. Drill Sergeant Leaders (DSLs) undergo a rigorous 14-week validation process to assess their instructional abilities (2-week assessment, 2-week certification, and a 10-week probationary instructor period). Only after prerequisites are met can DSLs deliver the POIs.</p> <p>The Secretary of the Army approved the establishment of the Prevention FMP in March 2023, and HQDA resourced initial hiring of 12 full time equivalents (FTEs) beginning in FY24. Once the Prevention FMP achieves full operational capability (FOC), it will be responsible for the development and distribution of Prevention-focused curriculum and instruction for all PME courses (similar to how the SHARP Academy today delivers standardized, consistent POIs in the areas of SA/SH). TRADOC and CAC oversee PME instruction based on the authorities invested to them and delegated down to each Force Modernization Proponent (FMP)/institution.</p> <p>NOTE: For questions 1A through 1D, please consider foundational preparation of PME instructors (e.g., group facilitation, effective communication, principles of learning).</p>
	<p>C. What processes and procedures are currently in place for your Service to <u>select and assign</u> PME instructors?</p>

RESPONSE: Army regulations (Department of the Army (DA) PAM 600-3, Officer Talent Management, and DA PAM 600-25 U.S. Army NCO Professional Development) establish the governing principles and guidance for all assignments to include the assignment of PME Instructors. The Army executes an assignment marketplace for NCOs and officers that allow those individuals who are available for reassignment to list their preferences of the available jobs based on their unique Knowledge, Skills, and Abilities (KSAs), as well as the requirements and associated timeline of their respective career paths. Officers compete in a 2-sided market, which allows the hiring organization to conduct interviews and preference the officers based on strength of file and best fit for the organization and its requirements. This process is overseen and executed by respective assignment officers/NCOs centrally located at the U.S. Army Human Resources Command (HRC).

The processes and procedures for the selection of Army Civilian PME Instructors is based on vacancies at the respective PME institutions and their respective hiring process as managed by Civilian Human Resources Agency (CHRA). Each respective PME Institution with civilian instructor requirements, manages their vacancies and newly employed instructors to meet missions for the development of their respective career fields per Army guidance and direction. Army Civilian instructor career development is managed by Career Program-32 (CP-32) now known as the Functional Community-32 (FC-32), Training, Capability, and Doctrine Developers and Librarians career field.

While each PME institution manages assignments according to the above stated processes and procedures, the Sergeant Major Academy's (SGM-A) Fellowship Program and U.S. Army Drill Sergeant Academy (USADSA) deserve unique mentions. The SGM-A is a 3-year competitive, merit-based scholarship program that selects 30 sergeants major a year to receive either a master's degree in Adult Education through Penn State University or a master's degree in Instructional Design, Development and Evaluation from Syracuse University. Selectees will have one year to complete their master's degree and will perform their remaining years in the program as an instructor in the Sergeants Major Course. The U.S. Army Drill Sergeant Academy (USADSA) operates a 13-day Drill Sergeant Leader (DSL) Selection that assesses a drill sergeant candidate's ability to serve as an instructor. The selection process is indexed with a board panel of nominative Command Sergeants Major / Sergeants Major (CSMs/SGMs) who interview all candidates and perform a blind vote to determine if a candidate is selected to work at the USADSA.

- vii. Are the PME instructors who deliver your Service's prevention content full-time faculty or visiting members (e.g., Sexual Assault Response Coordinator) of the instructional staff?

RESPONSE: All PME instructors are full-time faculty. The requirement to ensure all faculty, instructors, developers, and staff are developed is an FMP responsibility. TRADOC does not currently have full time instructors dedicated to delivering Prevention related content.

- If a PME instructor is visiting or part-time, how does your Service ensure that the level of preparation for these instructors is commensurate with that of full-time instructors?

RESPONSE: The requirement for a “visiting” instructor would be based on a specific need. TRADOC Pamphlet 350-70-3, Faculty and Staff Development, dated 20 Nov 2023, establishes standards for all Army instructors who must be qualified and certified prior to instructing students.

- viii. Please describe any consideration given to previous facilitation and/or teaching experience during the instructor selection process.

RESPONSE: Teaching experience, while not a qualifying requirement for the assignment of Army PME instructors, is a consideration and enhances the classroom and adult learning environment. Senior instructors are encouraged to understand the experience and knowledge with all of the instructors and manage course load to allow for other instructors the opportunity to share unique knowledge and experiences.

- ix. Please describe any consideration given to prevention subject matter expertise and/or experience during the instructor selection process.

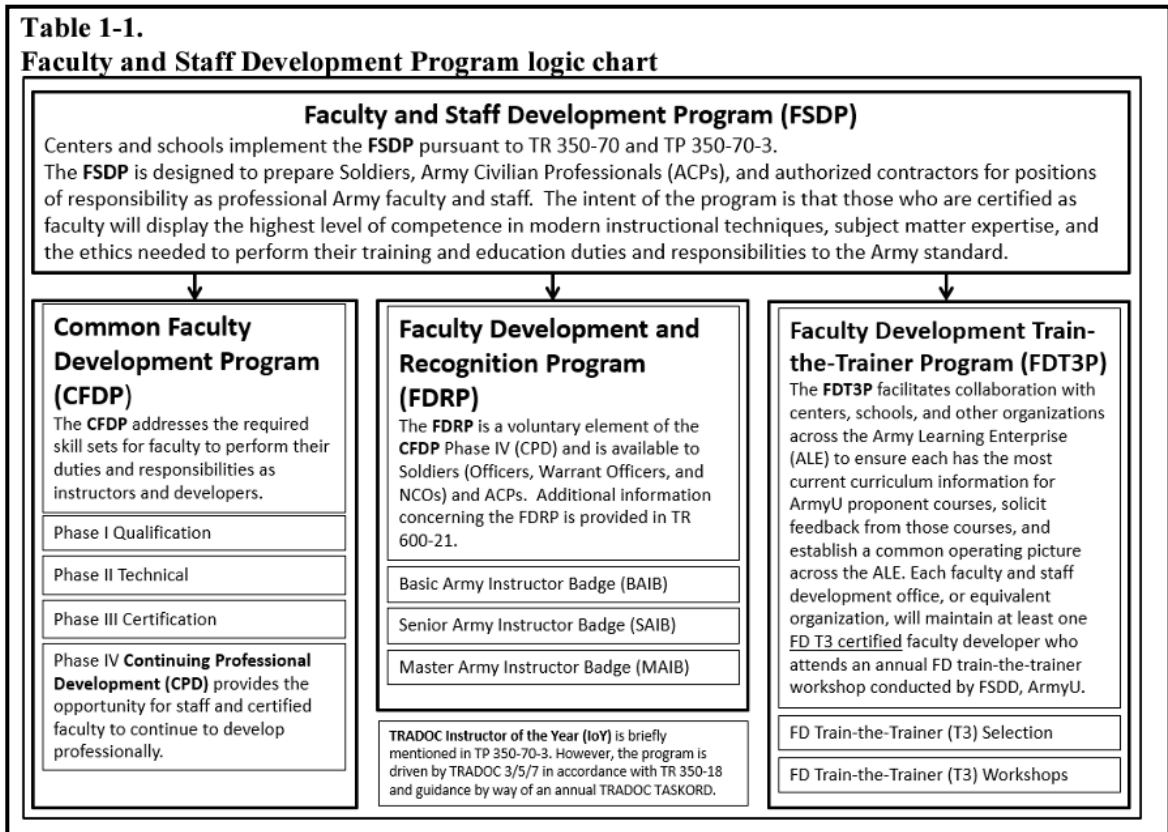
RESPONSE: The Army does not have full time Prevention instructors in PME. Prevention related instruction is given using SHARP Academy POIs, lesson plans, and instructional material. Once fully established and staffed, the Prevention FMP will provide the subject matter expertise necessary to develop Prevention-related course materials for use in PME.

- x. Please describe the lifecycle of your Service’s PME instructors’ term/assignment (e.g., any information on initial PME instructor training, credentialing/qualification milestones required, length of assignment as a PME instructor).

RESPONSE: Instructor life cycle varies by proponents, and it also depends on the level, but generally speaking PME Instructors assignments are 2-3 years in length at a specific training institution. Depending on rank progression, PME Instructors ideally spend time as an Assistant Instructor under a more senior Primary Instructor (manning dependent); and once ready, as determined by leadership, their remaining time is spent as the Primary Instructor, ideally for the same course. All PME Instructors are required to complete a Common Faculty Development Instructor Course (CFD-IC) which is a qualifying course. Once the instructor has graduated CFD-IC, the instructor returns to proponent/institution for a certification process which authorizes them to be the primary instructor. CFD-IC is a two-week curriculum managed by Army University. Instructors who graduate CFD-IC receive an Additional Skill Identifier code of “5K” for Officers or a Special Qualification Identifier (SQI) “8” for Warrant Officers and NCOs.

- L. What processes and procedures are currently in place for your Service to build, certify, and continually develop training and facilitation skills for PME instructors?

RESPONSE: As described in TRADOC Regulation 350-70 and in TRADOC Pamphlet 350-70-3, Table 1-1, establishes the Faculty and Staff Development Program (FSDP) which consists of three components depicted in the below model:



Specific to this question is discussion of the Common Faculty Development Program (CFDP). The CFDP provides instructors the required skills to perform their duties and responsibilities as instructors and developers. The CFDP has four phases: Phase I (Qualification), Phase II (Proponent Technical Certification), Phase III (Proponent Teaching Certification), and Phase IV (Continuing Professional Development).

TRADOC Form 600-21-1, the Instructor Observation Rubric describes the skills required for each drill sergeant leader and PME instructor. For drill sergeant leaders (DSLs), they are assessed annually by their Chief Instructor, the First Sergeant (1SG), and the feedback from this form is used to develop DSL facilitation skills. PME Instructors are formally evaluated on their training and facilitation skills using this form. Commandants, commanders, and senior instructors facilitate formal and informal development of PME instructors' skills. Example skills on this rubric that directly relate to the instruction of prevention of sexual misconduct include the following examples: Stimulate and Sustain Motivation and Engagement as well as Ethical and Legal Standards, Professional Credibility. Each PME institution's leadership has the responsibility to ensure the continual development and improvement of their instructors' skills based on their respective CFDP, which includes instructor certification/re-certification, and informal and formal observation of their instructors.

- i. Please provide examples of any requirements and/or development methods utilized to build or certify training and facilitation skills.

RESPONSE: For Army instructors, staff, developers, and faculty, the Combined Arms Center's (CAC's) Army University (ArmyU) hosts a monthly, online forum called the Professional Learning Community (PLC) that connects instructors across the Army in order to collaborate on improving teaching and learning across the Army Learning Enterprise. The PLC shares updates on policy and provides Continuing Professional Development presentations to help improve all Army qualified instructors and faculty.

The CFDP's four phases are described in detail:

Phase I (Qualification). Instructors must meet the qualification standards. Phase I addresses adult learning principles articulated in the Army Learning Concept and incorporates ArmyU established faculty competencies and outcomes that are informed by nationally and internationally recognized adult education standards.

Phase II (Technical Certification). Phase II combines foundational educational methods learned in Phase I with technical content. Following successful completion of Phase I (Qualification), qualified instructors can serve as assistant instructors (AI) to a certified instructor to achieve the technical standard for the course content for which they are responsible. Qualified personnel must serve as an AI for the course they will instruct and be observed and counseled, in writing, by a certified instructor of the same course.

Phase III (Teaching Certification). Following successful completion of Phase II, Phase III culminates the certification process that includes the prospective instructor being evaluated, by an experienced and certified instructor, teaching a course as the primary instructor in the classroom or in the virtual learning environment. During Phase III, the qualified instructor demonstrates subject matter expertise and proficiency in the delivery of instruction. Certification is valid for five years in accordance with TR 350-70.

Phase IV (Continuing Professional Development). The last phase, Phase IV (Continuing Professional Development) focuses on continuous professional development and entails a 5-year recertification requirement and addresses further credentialing opportunities. Within the Faculty Development Recognition Program (FDRP), instructors can earn, achieve, and maintain various levels of the Army Instructor Badge which is recognized by all Army proponents.

- ii. Please describe any development opportunities for training and facilitation skills offered specifically for PME instructors delivering sexual assault and sexual harassment prevention instruction.

RESPONSE: Based on availability, an instructor can volunteer to attend SHARP Academy training focused on training victim advocates and unit Sexual Assault Response Coordinators or SHARP Advisors.

- iii. Please describe any processes or procedures in place to ensure that PME instructors are staying current with new training approaches.

RESPONSE: Designated FMPs and respective training institutions are responsible to ensure their PME instructors remain current and relevant, so their students return to the force best trained to accomplish their assigned duties and responsibilities. The way proponents do this varies and is dependent upon their specific branch. As doctrine and equipment advances CAC provides integration oversight required to ensure the achievement of combined arms and this is accomplished through the commander’s prioritization and guidance at echelon.

TRADOC Regulation 350-70 requires instructors to be recertified every five years and any time they are re-assigned to a new Center of Excellence or School. Recertification is not intended to be a repeat of Phase I of the CSDP process.

- iv. Please describe how PME instructors are prepared to effectively facilitate and deliver instruction to diverse audiences.

RESPONSE: The Common Faculty Development – Instructor Course (CFD-IC) specifically has a block of instruction titled “Inclusion” that addresses diversity and how to cultivate an inclusive environment that serves all students. Additionally, the proponent certification process, senior instructor mentorship, and student feedback are used to ensure effective delivery of instruction to all required audiences.

- M. What processes and procedures are currently in place for your Service to build and continually enhance subject matter expertise in prevention for PME instructors?

RESPONSE: Subject matter expertise in general is an instructor responsibility and a desired requirement for effective content instruction. Proponents are typically resourced within their institutions to promote subject matter expertise, i.e., other experienced senior instructors who can encourage the building of expertise such as prevention in a specific area. In addition to the already developed SHARP curriculum, a fully established the Prevention FMP will introduce and facilitate opportunities for PME instructors to develop subject matter expertise in prevention.

- i. Please provide examples of any opportunities and/or methods utilized to build subject matter expertise.

RESPONSE: PME course managers routinely conduct professional development workshops for their faculty to improve their instructors’ subject matter expertise. Professional development workshops typically include discussions on achievement of course outcomes, updates to doctrine, new teaching techniques, and improvements needed to enhance their courses. These professional development workshops include discussions on SHARP and sexual assault prevention topics related to PME curricula.

- ii. Please describe any processes or procedures in place to ensure instructors are staying current with your Service’s prevention efforts and emerging research in the field of prevention.

RESPONSE: TRADOC is currently standing up the Prevention FMP. This proponent will be responsible to ensure currency of prevention efforts and that the prevention content is standardized and distributed through all PME. The Prevention proponent is currently building capacity and capability to achieve

initial operating capability (IOC) NLT 1st QTR, FY25. DSLs also receive periodic informational briefings from installation SHARP representatives on trends across their home station and the IET environment.

- iii. If your Service does not currently have specific processes or procedures in place to build PME instructors' subject matter expertise in prevention but is doing so for another PME topic area, please briefly describe these efforts.

RESPONSE: The U.S. Army's SHARP Academy develops and curriculum and learning outcomes for each level of PME schools. Schools use that curriculum in their POIs, and each PME school's instructors conduct that instruction.

- N. What processes and procedures are currently in place for your Service to oversee and evaluate prevention instruction delivery by PME instructors?

RESPONSE: The Army does not have Prevention specific PME instructors yet. As stated in previous answers the Prevention FMP will have the responsibility of determining requirements to meet this task as it achieves FOC.

- i. Fidelity to curriculum content (i.e., delivering according to program design)

RESPONSE: Other than SHARP Academy instructors, the Army does not have Prevention specific PME instructors yet. As stated in previous answers the Prevention FMP will this responsibility.

- ii. Correct delivery sequence (i.e., content/sessions delivered in intended order)

RESPONSE: The Army does not have Prevention specific PME instructors beyond SHARP Academy. As stated in previous answers the Prevention FMP will have this responsibility.

- iii. Appropriate delivery method (i.e., delivery method aligns with program design)

RESPONSE: The Army does not have Prevention specific PME instructors beyond SHARP Academy. As stated in previous answers the Prevention FMP will be responsible for Doctrine, Organization, Training, Material, Leadership, Personnel – Policy (DOTMLPF-P) Integration.

- iv. Below is a list of commonly used evaluation tools. Please indicate Yes (Y) or No (N) to identify any tool that your Service currently utilizes to evaluate prevention instruction delivery by PME instructors. Please provide a response for each tool listed.

- Direct observation of instructor delivery of PME by supervisor/evaluator.

RESPONSE: Yes

- Rubric for scoring of demonstrated instructor competencies.

RESPONSE: Yes

- Checklist for observed presence or absence of instructor competencies.

RESPONSE: Yes

- Instructor Self-evaluation

RESPONSE: Yes

	<ul style="list-style-type: none"> • Pre-survey of PME students <p>RESPONSE: Yes</p> <ul style="list-style-type: none"> • Post-survey of PME students <p>RESPONSE: Yes</p> <ul style="list-style-type: none"> • Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors) <p>RESPONSE: Yes</p> <ul style="list-style-type: none"> • Peer-to-peer mentoring/evaluation/feedback <p>RESPONSE: Yes</p> <ul style="list-style-type: none"> • Other <p>RESPONSE: Yes. The Army’s SHARP Academy develops all curriculum and learning outcomes for PME schools. The PME managers conduct academic program evaluation through direct assessment and indirect survey feedback. The Army executes a Quality Assurance program and inspects all PME using Army Enterprise Accreditation Standards.</p> <p>v. For any evaluation tool usage indicated in the list above, please provide additional information regarding how that tool is employed (e.g., What specifically is the tool intended to measure? At what interval/frequency is the tool used? How is the information collected by the tool utilized?)</p> <p>RESPONSE: In the qualification course, Common Faculty Development – Instructor Course (CFD-IC), there are rubrics for evaluation of the instructor’s abilities. The rubrics are conducted in a crawl, walk, and run manner. There are also opportunities for a 360-degree feedback during these practicums. After completion of qualification, the instructor returns to their proponent schoolhouse/institution for certification. Through certification, the proponent course leadership is responsible for assessing the instructor’s ability to achieve certification. TRADOC Regulation 600-21, Faculty Development and Recognition Program, informs the Instructor Observation Rubric (TRADOC Form 600-21-1) which was created to help guide instructors with self-assessment as well as provide supervisors or evaluators something to utilizes during observations of the instructor’s execution. This rubric is based on the Army Instructor Competencies (also listed in TRADOC Regulation 600-21).</p> <p>vi. If your Service is <u>not</u> currently overseeing and evaluating prevention instruction delivery but <u>is</u> doing so for another PME topic area, please briefly describe these oversight and evaluation efforts.</p> <p>RESPONSE: The Army’s SHARP Academy develops all curriculum and learning outcomes for PME schools. The PME managers conduct academic program evaluation through direct assessment and indirect survey feedback. The Army executes a Quality Assurance program and inspects all PME using Army Enterprise Accreditation Standards.</p>
<p>Q2</p>	<p>How does your Service ensure that PME instructors are adequately prepared to deliver new and/or updated instructional content in a way that ensures student mastery of the learning objectives laid out in policy requirements?</p> <p>RESPONSE: TRADOC Pamphlet 350-70-14, Training and Education Development in Support of the Institutional Domain, dated 15 Apr 2021, describes the Army’s process to ensure PME instructors are</p>

	<p>adequately prepared to deliver new and/or updated instructional content. References include Army Regulation 350-1, Army Training and Leader Development, dated 10 Dec 2017, specifically paragraphs 3-3 through 3-5, and TRADOC Regulation 600-21 and TRADOC Regulation 350-18 lists detailed procedures and processes. Additional guidance can also be found in TRADOC Pamphlets 350-70-3 and TRADOC Pamphlet 350-70. Army Regulation 5-22, Table 3-3, Page 9, identifies the Center for Initial Military Training (CIMT) as the proponent for Prevention of Harmful Behaviors and is “responsible for identifying and integrating DOTMLPF requirements across the Army” (AR 5-22, Page 9). As this Prevention FMP capability matures, this PME area will continue to improve.</p> <p>NOTE: For example of policy requirements, see Section 4 of DoD Instruction (DoDI) 6400.11, “DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders,” December 2022.</p>
Q3	<p>Which school/location within your Service’s education and training command-governed PME structure supports the largest annual attendance of in-residence PME for the <u>first level of officer instruction offered post-Commissioning</u> (focusing on O1-O3 grades)?</p> <p>RESPONSE: The Basic Officer Leadership Course (BOLC) is first level of officer (O-1) instruction offered post-Commissioning within TRADOC. Army Regulation 350-1 considers BOLC as part of Initial Military Training (IMT); however, PME is conducted at BOLC. Under this requirement, the below list ranks the largest to third largest population for in-residence PME:</p> <ul style="list-style-type: none">• 1st: Medical Center of Excellence (MEDCOE) and School located at Joint Base San Antonio (JBSA) /Fort Sam Houston (FSH), Texas• 2nd: Logistics Leader College at Fort Gregg-Adams, Virginia• 3rd: Infantry School in Fort Moore, Georgia. <p>Data obtained from the DA G-1, Army Training Requirements and Resource System (ATRRS).</p>

BASIC OFFICER LEADER COURSE (BOLC)			
	2022 QUOTA	2023 QUOTA	2024 QUOTA
ADJUTANT GEN SCH, FT JACKSON	391	360	423
AIR DEFENSE SCH, SILL	237	237	256
ARMOR SCHOOL, FT MOORE	611	560	648
ARMY SCH OF MUSIC - LITTLE CREEK, VA	3	5	3
CHAPLAIN SCHOOL, FT JACKSON	521	656	720
CHEMICAL SCHOOL FT LEONARD WOOD, MO	343	284	350
CYBER SCHOOL, FORT EISENHOWER, GA	155	201	155
ENGINEER SCH FT LEONARD WOOD	766	739	796
FLD ARTILLERY SCH, SILL	1038	993	1049
INFANTRY SCH, FT MOORE	1548	1439	1440
LOGISTICS LEADER COLLEGE (FT GREGG-ADAMS), AL	1894	1678	1797
MEDCOE CTR & SCHOOL, FSH, TX	3651	3610	3413
MEDCOE DISTRIBUTED LEARNING	0	0	0
MILITARY POLICE SCHOOL FT LEONARD WOOD, MO	461	424	480
SIGNAL SCHOOL - FT EISENHOWER GA	597	552	573
UNITED STATES ARMY FINANCE AND COMP TROLLER SC	108	118	110
US ARMY AVIATION COE, FT NOVOSEL, AL	1028	1070	1049
US ARMY INTELLIGENCE COE, FT HUACHUCA, AZ	630	515	540
TOTAL	13982	13441	13802

NOTE: The question also mentioned focusing on officer grades O1 – O3. The next screenshot also includes data for officers (in the grades of O2 and O3) who attend in-residence PME.

RESPONSE: The Captains' Career Course (CCC) accounts for officer grades O2 and O3 for in-residence PME instruction offered post-Commissioning within TRADOC. Under this requirement, the below list ranks the largest to third largest population for in-residence PME:

- 1st: Fort Leonard Wood, Missouri
- 2nd: Fort Greg-Adams, Virginia
- 3rd: Fort Moore, Georgia
- **NOTE:** While listed as distance learning (dL), i.e., non-resident, the student population at Fort Leavenworth is over three times the largest in-residence PME

Data obtained from the DA G-1, Army Training Requirements and Resource System (ATRRS).

CAPTAINS CAREER COURSE (CCC)			
	2022 QUOTA	2023 QUOTA	2024 QUOTA
FORT EISENHOWER	938	932	1049
FORT GREGG-ADAMS	2273	2185	2314
FORT HUACHUCA	1194	1158	1421
FORT JACKSON	1361	1319	1348
FORT LEAVENWORTH	4151	10475	9073
FORT LEONARD WOOD	2506	2222	2431
FORT LIBERTY	1252	1014	1004
FORT MOORE	1550	1536	1538
FORT NOVOSEL	496	617	618
FORT SILL	972	915	898
JBSA / FSHTX	1378	1401	1380
LITTLE CREEK	2	2	2
TOTAL	18073	23776	23076

dL

iv. Please provide a POC at this location. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.

RESPONSE: POC information provided separately.

NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades O1-O3), regardless of military status (e.g., Active Duty, National Guard, and Reservists).

Q4 Which school/location within your Service’s education and training command-governed Professional Military Education (PME) structure supports the largest annual attendance of in-residence PME for the first level of noncommissioned officers (NCOs) instruction (focusing on E4-E6 grades)?

RESPONSE: The Basic Leader Course (BLC) is first level for noncommissioned officers (NCOs) of grades E4 and E5 for in-residence PME. BLC is conducted at local installations with common curriculum provided by TRADOC. Under this requirement, the below list ranks the largest to the third largest population for in-residence PME:

- 1st: Fort Liberty, North Carolina
- 2nd: Fort Cavazos, Texas
- 3rd: Fort Campbell, Kentucky

Data obtained from the DA G-1, Army Training Requirements and Resource System (ATRRS).

BASIC LEADER COURSE (BLC)			
	2022 QUOTA	2023 QUOTA	2024 QUOTA
FORT BLISS	2588	2112	2111
FORT CAMPBELL	1883	2194	2192
FORT CAVAZOS	2704	3020	3020
FORT DRUM	1345	1193	1192
FORT LEONARD WOOD	320	371	371
FORT LIBERTY	3709	3249	3350
FORT MOORE	614	669	656
FORT SILL	427	543	541
FORT STEWART	1556	1557	1557
JBLM	1894	1920	2016
TOTAL	17040	16828	17006

NOTE: The question also mentioned focusing on NCO grades E4 – E6. The next screenshot also includes data for NCOs (in the grades of E5 and E6) who attend in-residence PME.

RESPONSE: The Advanced Leader Course (ALC) accounts for NCOs in grades E5 and E6 for in-residence PME within TRADOC. Under this requirement, the below list ranks the largest to the fourth largest population for in-residence PME. The fourth largest was included because of the closeness if comparative populations numbers between the second and third largest locations:

- 1st: Fort Gregg-Adams, Virginia
- 2nd: Fort Leonard Wood, Missouri
- 3rd: JBSA/FSH, Texas
- 4th: Fort Moore, Georgia

Data obtained from the DA G-1, Army Training Requirements and Resource System (ATRRS).

ADVANCED LEADER COURSE (ALC)			
	2022 QUOTA	2023 QUOTA	2024 QUOTA
FORT EISENHOWER	877	1246	1334
FORT EUSTIS	921	1644	1376
FORT GREGG-ADAMS	3558	7584	7331
FORT HUACHUCA	1550	2274	2378
FORT JACKSON	829	1508	1558
FORT LEONARD WOOD	2638	4148	4158
FORT LIBERTY	80	80	200
FORT MOORE	1857	3882	3170
FORT NOVOSEL	464	766	506
FORT SILL	1189	2148	2220
FORT WALKER	133	252	428
JBSA / FSHTX	3576	4430	4149
LITTLE CREEK	241	318	232
TOTAL	17913	30280	29040

iv. Please provide a POC at this location. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.

RESPONSE: POC information provided separately.

NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades E4-E6), regardless of military status (e.g., Active Duty, National Guard, and Reservists).

Department of Navy

**Marine Corps
Navy**

Marine Corps

Marine Corps RFI Responses

Q1	<p>How are your Service’s PME instructors currently prepared to deliver sexual assault and sexual harassment prevention instruction to students attending junior officer/junior NCO PME in-residence?</p> <p>NOTE: For questions 1A through 1D, please consider foundational preparation of PME instructors (e.g., group facilitation, effective communication, principles of learning).</p>
	<p>D. What processes and procedures are currently in place for your Service to select and assign PME instructors?</p> <ul style="list-style-type: none"> vii. Are the PME instructors who deliver your Service’s prevention content full-time faculty or visiting members (e.g., Sexual Assault Response Coordinator) of the instructional staff? <ul style="list-style-type: none"> ▪ If a PME instructor is visiting or part-time, how does your Service ensure that the level of preparation for these instructors is commensurate with that of full-time instructors? viii. Please describe any consideration given to previous facilitation and/or teaching experience during the instructor selection process. ix. Please describe any consideration given to prevention subject matter expertise and/or experience during the instructor selection process. x. Please describe the lifecycle of your Service’s PME instructors’ term/assignment (e.g., any information on initial PME instructor training, credentialing/qualification milestones required, length of assignment as a PME instructor). <p>RESPONSE:</p> <ul style="list-style-type: none"> i. PME instructors are full-time faculty; however, SMEs unique to sexual assault and sexual harassment prevention instruction, as defined above, execute their duties as a collateral duty function (military) or as a full time SME function (civilian) and may or may not be full time members of the instructional staff. SMEs unique to sexual assault and sexual harassment prevention instruction are trained to the specifications dictated by DoD, DON, or service level requirements. ii. NCO: Faculty Advisors are screened at the Staff Non-Commissioned Officer (SNCO) Academies. JO: Faculty Advisors are selected by Expeditionary Warfare School (EWS) leadership, in collaboration with Manpower Management Officer Assignments (MMOA). In both cases, previous teaching experience is considered during the selection/assignments process, but not required. iii. The breadth of material makes it unlikely that potential Faculty Advisors will have expertise in all the curriculum, so Education Command/Marine Corps University (EDCOM/MCU) encourages faculty development throughout Marines' tours with EDCOM/MCU. iv. NCO: Faculty Advisors are typically assigned to an Academy for three years. Within their first three months, they will attend the three-week College of Enlisted Military

Education (CEME) Faculty Advisors Course, shadow an experienced Faculty Advisors for an entire school (5-7 weeks), be certified to teach their first lesson, and possibly be assigned their first conference group. **JO:** Faculty are normally assigned for 2–3-year tours. They receive a comprehensive month-long faculty development prior to the start of the academic year on the curriculum—primarily focused on the first semester. There is a 3-day faculty development in the first week of January for the second semester. There are several other 1–2-hour sessions throughout the academic year for additional preparation on the curriculum.

O. What processes and procedures are currently in place for your Service to build, certify, and continually develop training and facilitation skills for PME instructors?

- i. Please provide examples of any requirements and/or development methods utilized to build or certify training and facilitation skills.
- ii. Please describe any development opportunities for training and facilitation skills offered specifically for PME instructors delivering sexual assault and sexual harassment prevention instruction.
- iii. Please describe any processes or procedures in place to ensure that PME instructors are staying current with new training approaches.
- iv. Please describe how PME instructors are prepared to effectively facilitate and deliver instruction to diverse audiences.

RESPONSE:

i. The EDCOM/MCU Faculty Development Program offers development opportunities for both faculty and staff. Some faculty development events provide the opportunity to invite outside partners to attend and some outreach partners have offered to present. Typically, events are scheduled for Fall and Spring with Intermittent Professional Development classes offered in December and June. These events are offered to faculty and staff as options as faculty and staff are not mandated to attend. In addition, a mandatory New Faculty Orientation is scheduled prior to the start of each academic year where all new faculty are required to attend. This event includes basic and logistical information about EDCOM/MCU and its leadership. New Faculty Orientation is designed to orient new faculty and to offer faculty an opportunity to focus on current Marine Corps and EDCOM/MCU professional military education emphasis and instructional strategies within higher education. Also included in this event are sessions on Adult Learning as well as other topics specific to teaching and learning. The Commanding General, EDCOM/President of MCU generally lays out priority topics for faculty development so that at least one of those topics is offered as a breakout session. This is usually a themed event with focus on such topics as “Wargaming.”

Additionally, for those supporting the NCO programs, after completion of the Faculty Advisors Course, new faculty must be certified in every lesson they teach. This includes creating a storyboard based on the lesson plan, and then delivering it to Academy leadership (Academics Officer, SNCOIC, Chief Faculty Advisor, and Marines certified in that lesson). Each observer completes a Faculty Advisor Evaluation Form providing constructive feedback, and the new Faculty Advisors provide written reflections on that feedback. Additionally, faculty advisors are expected to actively participate in the Master Faculty Advisor Program (Basic, Junior, Senior, and Master). Each step includes multiple

	<p>requirements to include completing English 101 and 102, observing civilian teachers, writing reflection papers, writing reflection papers, creating, and delivering case studies and their own faculty development session, and receiving favorable endorsements from their academy leadership.</p> <p>For those supporting the JO programs, EWS leadership observe faculty during the execution of the curriculum when executing seminar discussions and practical exercises. The EWS Director, Chief Academic Officer, Chief Instructor, as well as more senior faculty all provide feedback to assist new faculty in developing appropriate methods and share best practices in facilitations skills. Beyond this, there is no formalized process other than the Director and leadership team ensuring that faculty are prepared and executing their duties.</p> <p>ii. SMEs unique to sexual assault and sexual harassment prevention instruction, as defined above, execute their duties as a collateral duty function (military) or as a full time SME function (civilian) and may or may not be full time members of the instructional staff. SMEs unique to sexual assault and sexual harassment prevention instruction are trained to the specifications dictated by DoD, DON, or service level requirements. That said, there are often courses available for all staff that tie into prevention efforts; for instance, sessions were offered in Fall 2023 titled, “Mental Health Services at MCU/Primary Prevention” and “How to Prevent Harmful Behavior.”</p> <p>iii. As stated above, the EDCOM/MCU Faculty Development Program offers training events throughout the calendar year, offering a wide range of topic areas. Local faculty and outreach partners are utilized to facilitate these trainings. All the facilitators/presenters are subject matter experts in their respective fields, and they offer the latest up to date information available during their training sessions.</p> <p>iv. In effort to support faculty in diversity, a training class was offered on 12 June 2023 titled, “Integration of Diversity, Equity and Inclusion.” This class was offered in coordination with EDCOM/MCU’s DEI SME.</p>
	<p>P. <u>What processes and procedures are currently in place for your Service to oversee and evaluate prevention instruction delivery by PME instructors?</u></p> <ol style="list-style-type: none"> i. Fidelity to curriculum content (i.e., delivering according to program design) ii. Correct delivery sequence (i.e., content/sessions delivered in intended order) iii. Appropriate delivery method (i.e., delivery method aligns with program design) iv. Below is a list of commonly used evaluation tools. Please indicate Yes (Y) or No (N) to identify any tool that your Service currently utilizes to evaluate prevention instruction delivery by PME instructors. Please provide a response for each tool listed. <ul style="list-style-type: none"> • Direct observation of instructor delivery of PME by supervisor/evaluator • Rubric for scoring of demonstrated instructor competencies. • Checklist for observed presence or absence of instructor competencies • Instructor Self-evaluation • Pre-survey of PME students

	<ul style="list-style-type: none"> • Post-survey of PME students • Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors) • Peer-to-peer mentoring/evaluation/feedback • Other <p>v. For any evaluation tool usage indicated in the list above, please provide additional information regarding how that tool is employed (e.g., What specifically is the tool intended to measure? At what interval/frequency is the tool used? How is the information collected by the tool utilized?)</p> <p>vi. If your Service is <u>not</u> currently overseeing and evaluating prevention instruction delivery but <u>is</u> doing so for another PME topic area, please briefly describe these oversight and evaluation efforts.</p> <p>NOTE: This answer is provided not in response specifically to delivery of prevention instruction, but delivery of instruction in general.</p> <p>i. – iii. Faculty Advisors are routinely assessed by EDCOM/MCU leadership multiple times a year to ensure fidelity to curriculum content, delivery sequence, and modality, however, they are allowed flexibility to adjust content to ensure it matches their teaching style provided they achieve the learning outcomes and objectives.</p> <p>iv.</p> <ul style="list-style-type: none"> • Y - Direct observation of instructor delivery of PME by supervisor/evaluator • Y - Rubric for scoring of demonstrated instructor competencies • N - Checklist for observed presence or absence of instructor competencies • Y - Instructor Self-evaluation • N - Pre-survey of PME students • Y - Post-survey of PME students • Y - Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors) • Y - Peer-to-peer mentoring/evaluation/feedback • Y – Other (Graduate and Supervisor Surveys 18 months out, Focus Groups & Interviews) <p>v. Qualtrics (newly transitioned over from max.gov) and SurveyMonkey are used for surveys and data is analyzed using Microsoft Excel. MAXQDA is utilized for conducting thematic analyses from the focus groups and interviews.</p>
Q2	<p>How does your Service ensure that PME instructors are adequately prepared to deliver new and/or updated instructional content in a way that ensures student mastery of the learning objectives laid out in policy requirements?</p>

	<p>NOTE: For example of policy requirements, see Section 4 of DoD Instruction (DoDI) 6400.11, “DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders,” December 2022.</p> <p>RESPONSE:</p> <p>In addition to what has previously been offered regarding the professional development of PME instructors, EDCOM/MCU has hired a Primary Prevention Integrator (PPI) in October 2022, a new position within Department of Defense. The incumbent is responsible to establish prevention activities to include determining goals, objectives, measures of performance, and effectiveness, assessments, and milestones; advise leadership on data-informed actions, prevention methodologies, assessment, and prevention training; and identify efficiencies in the development of and delivery of primary prevention, and ensures that occupational health, social and organizational psychology, public health, and/or other behavioral and social science perspectives are considered in prevention planning.</p> <p>Since her arrival, she established a University Prevention Council to provide a collaborative approach to prevention with stakeholders both on and off campus; consulted with leadership at Force Preservation Council; collaborated with MCB Quantico installation counterpart in their prevention campaign; served on installation prevention meetings to ensure that prevention services are extended to EDCOM/MCU personnel; facilitated the inclusion of a full-time Military Family Life Counselor (MFLC) (Fulltime) onto the staff; provided resources and prevention training to include Financial Management, Mental Health, and Resource trainings; provided updated DOD prevention instructions and resources to school curriculum developers; provided prevention research resources to students; supported EDCOM/MCU community outreach to include family day, library re-opening, etc.; secured and distributed gun locks to increase firearm safety upon request; created a wellness space available for all staff and students; and established designated lactation spaces.</p> <p>Future plans include establishing a local food pantry available for use by anyone in need aboard Marine Corps Base Quantico; extending prevention support to the Museum to address barriers; and mental health support days.</p>
<p>Q3</p>	<p>Which school/location within your Service’s education and training command-governed PME structure supports the largest annual attendance of in-residence PME for the <u>first level of officer instruction offered post-Commissioning</u> (focusing on O1-O3 grades)?</p> <p>v. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades O1-O3), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p> <p>RESPONSE:</p>

	<p>JO: Expeditionary Warfare School (EWS) located in Quantico, VA, EWS is career-level PME for company grade Marine officers and selected officers from other services and countries, typically for officers in the grades of 02-03. POC: Dr. Kirklin Bateman, Chief Academic Officer, 703-407-4498, Kirklin.bateman@usmcu.edu</p>
<p>Q5</p>	<p>Are there any standards in place that support consistency of PME instructor preparation and/or instruction delivery across your Service’s PME schools?</p> <p>RESPONSE:</p> <p>EDCOM/MCU’s Academic Regulations (see encl 18 on faculty development and encl 19 on faculty qualifications and credentials) detail expectations for faculty preparation and performance. For PME programs not hosted locally, site visits are conducted to ensure compliance with MCU policies and expectations.</p>
<p>Q6</p>	<p>What activities or methods within your Service’s existing PME processes and procedures serve to identify opportunities to sustain or improve efforts and outcomes? (e.g., processes and procedures for selection, instructor development, evaluation, etc.) a. Please provide examples or describe any efforts to share best practices and/or initiate improvements in PME processes or procedures across your Service’s learning enterprise.</p> <p>RESPONSE:</p> <p>MCU: EDCOM/MCU utilizes a biennial Curriculum Review Board (CRB) and annual Course Content Review Board process to validate, update, and improve its educational programs. Outcomes are approved by the Commanding General, EDCOM/President of MCU at the biennial CRB. SAPR was identified as a CG priority area for specific curriculum develop and focus beginning in AY22 (to be incorporated into curriculum the following AY). EDCOM/MCU’s Officer PME (OPME) programs will undergo their next CRB in spring ‘24.</p>
<p>Q7</p>	<p>What specific needs and challenges exist regarding the preparation and oversight of PME instructors?</p> <p>RESPONSE:</p> <p>The greatest challenge faced is the ability to attract the right faculty members given the swath of backgrounds, education, and experience we have in the Corps. EDCOM/MCU attempts to mitigate this challenge through continuous faculty feedback and development.</p>
<p>Q8</p>	<p>What specific needs and challenges exist for instructors delivering PME to junior officers and junior NCOs?</p> <p>RESPONSE:</p>

<p>One of the most common challenges faced by instructors is establishing the right academic pace and modality for students, while maintaining the ideal dynamic the classroom to ensure a fruitful learning environment. Additionally, infrastructure and technology improvements pose their own challenges. The right modern learning environment with appropriate resources, to include, but not limited to facilities, infrastructure, and technology, improve the learning experience for both instructors and students alike.</p>

Navy

Navy RFI Responses

Q1	<p>How are your Service's PME instructors currently <u>prepared to deliver</u> sexual assault and sexual harassment prevention instruction to students attending junior officer/junior NCO PME in-residence? NA</p> <p>CSS does not train PME Instructors. The Navy Instructor Training Course (NITC) trains personnel in the application of basic instructional techniques and strategies using several instructional modalities and warrior toughness concepts in diverse learning environments. It contains progressive series of performance activities allowing students to demonstrate proficiency in the required knowledge and skills of an entry-level instructor. NITC does not train personnel on how to deliver specialized skills or specific subject matter such as PME. Specific subject matter is part of the instructor certification process at the service members assigned learning site. Questions 1 through 4 are Not Applicable to Center for Service Support Navy Instructor Training Course (NITC).</p> <p>PME is not assigned to CSS as a Course of instruction. The following is offered: Introductory PME (E1-E4), Basic PME (E5-E6) and Primary PME Officer and Enlisted (E7-E9 and WO-O4) https://www.mynavyhr.navy.mil/Career-Management/Education/ through the Naval War College https://usnwc.edu/Student-Information/Online-Professional-Military-Education and the offering for E7-E9 at the Senior Enlisted Academy, https://www.netc.navy.mil/sea/.</p> <p>NOTE: For questions 1A through 1D, please consider foundational preparation of PME instructors (e.g., group facilitation, effective communication, principles of learning).</p>
	<p>E. What processes and procedures are currently in place for your Service to <u>select and assign</u> PME instructors?</p> <ul style="list-style-type: none">vii. Are the PME instructors who deliver your Service's prevention content full-time faculty or visiting members (e.g., Sexual Assault Response Coordinator) of the instructional staff?<ul style="list-style-type: none">▪ If a PME instructor is visiting or part-time, how does your Service ensure that the level of preparation for these instructors is commensurate with that of full-time instructors?viii. Please describe any consideration given to previous facilitation and/or teaching experience during the instructor selection process.ix. Please describe any consideration given to prevention subject matter expertise and/or experience during the instructor selection process.x. Please describe the lifecycle of your Service's PME instructors' term/assignment (e.g., any information on initial PME instructor training, credentialing/qualification milestones required, length of assignment as a PME instructor).

	<p>Q. What processes and procedures are currently in place for your Service to build, certify, and continually develop <u>training and facilitation skills</u> for PME instructors?</p> <ol style="list-style-type: none"> i. Please provide examples of any requirements and/or development methods utilized to build or certify training and facilitation skills. ii. Please describe any development opportunities for training and facilitation skills offered specifically for PME instructors delivering sexual assault and sexual harassment prevention instruction. iii. Please describe any processes or procedures in place to ensure that PME instructors are staying current with new training approaches. iv. Please describe how PME instructors are prepared to effectively facilitate and deliver instruction to diverse audiences.
	<p>R. What processes and procedures are currently in place for your Service to build and continually enhance <u>subject matter expertise in prevention</u> for PME instructors?</p> <ol style="list-style-type: none"> i. Please provide examples of any opportunities and/or methods utilized to build subject matter expertise. ii. Please describe any processes or procedures in place to ensure instructors are staying current with your Service’s prevention efforts and emerging research in the field of prevention. iii. If your Service does <u>not</u> currently have specific processes or procedures in place to build PME instructors’ subject matter expertise in prevention but <u>is</u> doing so for another PME topic area, please briefly describe these efforts.
	<p>S. What processes and procedures are currently in place for your Service to <u>oversee and evaluate prevention instruction delivery</u> by PME instructors?</p> <ol style="list-style-type: none"> i. Fidelity to curriculum content (i.e., delivering according to program design) ii. Correct delivery sequence (i.e., content/sessions delivered in intended order) iii. Appropriate delivery method (i.e., delivery method aligns with program design) iv. Below is a list of commonly used evaluation tools. Please indicate Yes (Y) or No (N) to identify any tool that your Service currently utilizes to evaluate prevention instruction delivery by PME instructors. Please provide a response for each tool listed. <ul style="list-style-type: none"> • Direct observation of instructor delivery of PME by supervisor/evaluator • Rubric for scoring of demonstrated instructor competencies • Checklist for observed presence or absence of instructor competencies • Instructor Self-evaluation • Pre-survey of PME students • Post-survey of PME students • Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors) • Peer-to-peer mentoring/evaluation/feedback • Other

	<p>v. For any evaluation tool usage indicated in the list above, please provide additional information regarding how that tool is employed (e.g., What specifically is the tool intended to measure? At what interval/frequency is the tool used? How is the information collected by the tool utilized?)</p> <p>vi. If your Service is <u>not</u> currently overseeing and evaluating prevention instruction delivery but <u>is</u> doing so for another PME topic area, please briefly describe these oversight and evaluation efforts.</p>
<p>Q2</p>	<p>How does your Service ensure that PME instructors are adequately prepared to deliver new and/or updated instructional content in a way that ensures student mastery of the learning objectives laid out in policy requirements? NA</p> <p>NOTE: For example of policy requirements, see Section 4 of DoD Instruction (DoDI) 6400.11, “DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders,” December 2022.</p>
<p>Q3</p>	<p>Which school/location within your Service’s education and training command-governed PME structure supports the largest annual attendance of in-residence PME for the <u>first level of officer instruction offered post-Commissioning</u> (focusing on O1-O3 grades)? NA</p> <p>vi. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades O1-O3), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p>
<p>Q4</p>	<p>Which school/location within your Service’s education and training command-governed Professional Military Education (PME) structure supports the largest annual attendance of in-residence PME for the <u>first level of noncommissioned officers</u> (NCOs) instruction (focusing on E4-E6 grades)? NA</p> <p>v. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>NOTE: For purposes of this question, please provide “largest annual attendance” of students attending in-residence PME (grades E4-E6), regardless of military status (e.g., Active Duty, National Guard, and Reservists).</p>

Coast Guard

Coast Guard RFI Responses

Q1	<p>How are your Service's PME instructors currently <u>prepared to deliver</u> sexual assault and sexual harassment prevention instruction to students attending junior officer/junior NCO PME in-residence?</p> <p>RESPONSE: The United States Coast Guard (USCG) defines a Professional Military Education (PME) as Command Cadre and leadership courses. Many of these courses are not required for advancement but are strongly encouraged to promote or appropriately prepare for their next assignment. Some courses within our PME and leadership curricula are required for advancement, e.g., Senior Enlisted Leadership Course (SELC) and Leadership and Management School (LAMS). All Command Cadre and leadership courses must have Sexual Assault Prevention, Response, and Recovery (SAPRR) modules. These modules are instructed by a SAPRR Subject Matter Expert (SME) or trained general information instructors. The Service considers SAPRR modules facilitated by an SAPRR SME best practice.</p> <p>NOTE: For questions 1A through 1D, please consider foundational preparation of PME instructors (e.g., group facilitation, effective communication, principles of learning).</p>
	<p>A. What processes and procedures are currently in place for your Service to <u>select and assign</u> PME instructors?</p> <p>RESPONSE: The USCG instructor qualification and professional development process utilizes the instructor core competencies published by the International Board of Standards for Training, Performance, and Instruction (IBSTPI). This process pertains to any uniformed member who has not attempted instructor qualification within the previous five years. For lapsed previously qualified instructors whose training was over five years ago, these individuals must complete phases III, IV, and V of the qualification process to recertify. In addition, members seeking instructor competency who are not currently assigned to a USCG Training Center (TRACEN) must submit their request in writing to the Chief of Force Readiness Command (FORCECOM) Training Division. USCG follows the vernacular of conducting specific and formal training areas in a "school" or "schoolhouse" model.</p>

The TRACEN Training Officer awards the instructor competency after the individual has completed the certification requirements and processes. Instructors aim to qualify within six months of their arrival at the TRACEN. Prospective instructors must qualify within one year of reporting to the TRACEN. Instructors must complete all qualification requirements before instructing at their respective schools, and branch chiefs can consider them for full qualification. A five-phase program has been established to facilitate qualification consistency:

- Phase I: Instructor completes the Instructor Development Course (IDC) or approved alternate requirement.
- Phase II: Instructor completes the instructor personnel qualification standards (PQS).
- Phase III: The instructor received a minimum of three satisfactory instructor evaluations from different evaluators. The member's school chief (or equivalent) must complete the third and final evaluation.
- Phase IV: Instructor completed additional school or branch chief requirements (e.g., subject matter content, techniques, or methods of instruction).
- Phase V: The chain of command recommends qualification and designates the instructor via a memorandum.

- i. Are the PME instructors who deliver your Service's prevention content full-time faculty or visiting members (e.g., Sexual Assault Response Coordinator) of the instructional staff?
 - If a PME instructor is visiting or part-time, how does your Service ensure that the level of preparation for these instructors is commensurate with that of full-time instructors?

RESPONSE: PME instruction depends on the level of prevention. If it is general primary prevention, e.g., healthy communication, inclusivity, and climates of dignity and respect, these modules are included in the general instructor content and area of responsibility. Additional doses of primary prevention content are also present within the SAPRR modules.

For prevention levels two and three, response levels specifically related to SAPRR, as noted in question one, we have two different delivery models of SAPRR content.

When delivering SAPRR content at the Leadership Development Center (LDC), the preferred facilitator is an SAPRR SME, primarily the Sexual Assault Response Coordinator (SARC). A SARC teaches accessions courses, including Officer Candidate School, Direct Commission Officer, Reserve Officer Indoctrination Course, and SELC. Depending on availability, a SARC may instruct the Prospective Commanding Officer/Executive Officer course. Other Command Cadre courses it is a mix of instructor/SAPRR SME deliveries. A SARC rarely teaches exportable (on the road) courses, including Mid-grade Officer and Civilian Transition Courses, Senior Leader Transition Course, Senior Leadership Principles and Skills, and LAMS.

- ii. Please describe any consideration given to previous facilitation and/or teaching experience during the instructor selection process.
- iii. Please describe any consideration given to prevention subject matter expertise and/or experience during the instructor selection process.
- iv. Please describe the lifecycle of your Service's PME instructors' term/assignment (e.g., any information on initial PME instructor training, credentialing/qualification milestones required, length of assignment as a PME instructor).

RESPONSE:

ii. Each school has specific requirements for its instructor selection. Enlisted instructors must meet the requirements outlined in COMDTINST M1000.8A. In addition to general requirements, instructors must show a demonstrated interest in teaching and relevant expertise in the training field to which they are applying.

iii. Previous experience with prevention subject matter may be considered when appropriate. However, candidates must demonstrate sound judgment and a commitment to teamwork.

iv. Instructor billets are four years long. Initial training is IDC and then school specific PQS. The Coast Guard also has civilian instructors who are not on a term limit but must meet the same instructional requirements.

- B. What processes and procedures are currently in place for your Service to build, certify, and continually develop training and facilitation skills for PME instructors?

RESPONSE: The USCG ensures that its instructors are well-prepared by mandating candidates to attend a 40-hour Instructor Development Course (IDC) program to acquire general instructional and presentation skills. Additionally, they must fulfill USCG Instructor competency PQS per FC SOP Volume 13, obtain three satisfactory instructor feedback forms during classroom presentations, and complete other requirements as specified by their schoolhouse for the specific content they teach.

These additional requirements may include, but are not limited to:

- Specific training methods used in particular schools, such as role-playing;
- Table-top exercises and in-basket scenarios, defined as performing situational appropriate job duties; and
- Operation and safety requirements of training aids/equipment used during instruction.

For currency, instructors must be evaluated annually by a master training specialist, section chief, or equivalent to ensure the maintenance of instructional skills.

The LDC has held a one-week onboarding for new instructors for the past two years. This onboarding covers training and facilitation topics with additional professional development opportunities. The team continues to innovate through various efforts, including bringing in

	<p>Wiley leadership coaches, sending an E8 to an Army resilience course, and, most recently, holding a one-week Victim Advocate training at LDC, where 16 instructors received their certification. Pursuing SAPRR innovation specifically, the SARC has delivered a one-day bystander intervention training to instructors, with follow-on adoption forthcoming.</p>
	<p>C. What processes and procedures are currently in place for your Service to build and continually enhance <u>subject matter expertise in prevention</u> for PME instructors?</p> <p>RESPONSE: Many existing PME modules currently include primary prevention content as standard within the curricula. DoD’s December 2022 directive to USCG to build an Integrated Primary Prevention (IPP) capacity and Workforce has actioned a review and deliberate strategy to effectively embed primary prevention within Command Cadre and leadership courses. USCG looks to adopt intentional applications of primary prevention content dosed appropriately across the training continuum.</p> <ul style="list-style-type: none"> i. Please provide examples of any opportunities and/or methods utilized to build subject matter expertise. ii. Please describe any processes or procedures in place to ensure instructors are staying current with your Service’s prevention efforts and emerging research in the field of prevention. iii. If your Service does <u>not</u> currently have specific processes or procedures in place to build PME instructors’ subject matter expertise in prevention but <u>is</u> doing so for another PME topic area, please briefly describe these efforts. <p>RESPONSE: As discussed in the prior section, USCG IPP is in its developmental stage. It will serve as a data-informed, evidence-based sync office distributing current trends and fundamental concepts from the Prevention Science arena. Distribution is complemented by intentionally including IPP materials and concepts in USCG training across the continuum to ensure proper dissemination of protective factor-building information. Current PME courses include primary prevention topics to strengthen communication, inclusion, empathy, healthy relationships, positive mentoring, core values, and other concepts critical to building protective factors and resiliency in the USCG population.</p>
	<p>D. What processes and procedures are currently in place for your Service to <u>oversee and evaluate prevention instruction delivery</u> by PME instructors?</p> <p>RESPONSE: Current delivery of primary prevention concepts are part of the established Command Cadre and leadership courses evaluation model. Structured and intentional placement of primary prevention content and appropriate evaluation within this system is forthcoming.</p> <ul style="list-style-type: none"> i. Fidelity to curriculum content (i.e., delivering according to program design) ii. Correct delivery sequence (i.e., content/sessions delivered in intended order) iii. Appropriate delivery method (i.e., delivery method aligns with program design)

	<p>iv. Below is a list of commonly used evaluation tools. Please indicate Yes (Y) or No (N) to identify any tool that your Service currently utilizes to evaluate prevention instruction delivery by PME instructors. Please provide a response for each tool listed.</p> <p>RESPONSE: Yes, to all. Pre-test surveys vary by course. Otherwise, these methods are utilized with each course and used to evaluate the instructors and delivery of learning objectives.</p> <ul style="list-style-type: none"> • Direct observation of instructor delivery of PME by supervisor/evaluator - • Rubric for scoring of demonstrated instructor competencies • Checklist for observed presence or absence of instructor competencies • Instructor Self-evaluation • Pre-test survey of PME students • Post-test survey of PME students • Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors) • Peer-to-peer mentoring/evaluation/feedback • Other <p>v. For any evaluation tool usage indicated in the list above, please provide additional information regarding how that tool is employed (e.g., What specifically is the tool intended to measure? At what interval/frequency is the tool used? How is the information collected by the tool utilized?)</p> <p>RESPONSE: Tool is deployed for each class and measures quality of instruction as well as change in knowledge and achievement of learning outcomes.</p> <p>vi. If your Service is <u>not</u> currently overseeing and evaluating prevention instruction delivery but <u>is</u> doing so for another PME topic area, please briefly describe these oversight and evaluation efforts.</p> <p>RESPONSE: Please see previous sections.</p>
<p>Q2</p>	<p>How does your Service ensure that PME instructors are adequately prepared to deliver new and/or updated instructional content in a way that ensures student mastery of the learning objectives laid out in policy requirements?</p> <p>RESPONSE: General instructors who are currently delivering IPP topical content are required to complete PQS for their schoolhouse. As mentioned, formal IPP in the USCG is in its developmental stages. An intentional strategy that includes delivering IPP content and leading IPP competencies is forthcoming.</p>
<p>Q3</p>	<p>Which school/location within your Service’s education and training command-governed PME structure supports the largest annual attendance of in-residence PME for the <u>first level of officer instruction offered post-Commissioning</u> (focusing on O1-O3 grades)?</p>

	<p>RESPONSE: At LDC, the course for O1-O3 is the Midgrade Officer and Civilian Transition Course.</p> <p>i. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>RESPONSE: Please reach out to Ms. Leah Sibbitt (leah.a.sibbitt@uscg.mil) to assist coordination of an LDC visit.</p>
<p>Q4</p>	<p>Which school/location within your Service’s education and training command-governed Professional Military Education (PME) structure supports the largest annual attendance of in-residence PME for the <u>first level of noncommissioned officers (NCOs)</u> instruction (focusing on E4-E6 grades)?</p> <p>RESPONSE: At LDC, the course for E4-E6 is the Leadership & Management School (LAMS).</p> <p>i. Please provide a POC <u>at this location</u>. The DAC-PSM is considering conducting a site visit to designated location in late Spring/Summer 2024; additional site visit details forthcoming. Service policy offices will be included in any outreach to location POCs.</p> <p>RESPONSE: Please reach out to Ms. Leah Sibbitt (leah.a.sibbitt@uscg.mil) to assist coordination of an LDC visit.</p>