



**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
HEADQUARTERS  
4800 MARK CENTER DRIVE  
ALEXANDRIA, VA 22350-1400**

**OCT 7 8 2016**

**MEMORANDUM FOR THE DEPENDENTS EDUCATION COUNCIL MEMBERS**

**SUBJECT: Dependents Education Council Meeting Minutes, June 2, 2016**

On June 2, 2016, the Dependents Education Council (DEC) met at the Department of Defense Education Activity (DoDEA) Headquarters located at 4800 Mark Center Drive, Alexandria, VA. The meeting was hosted and chaired by Mr. Thomas Brady, Director, DoDEA. A list of attendees is attached.

**DEC Meeting Overview**

Mr. Brady opened the meeting by informing the attendees that Mr. Todd Weiler, Assistant Secretary of Defense for Manpower and Reserve Affairs (M&RA) and Chair of the DEC, was unable to attend and asked Mr. Brady to chair in his absence. He continued his comments by highlighting three specific issues:

- **The CONUS Educational Options Assessment [The RAND Study]:** RAND was tasked to conduct an assessment of the options for schooling on each of the 15 contiguous United States installations where the DoDEA operates Department of Defense (DoD) schools or contracts with local educational agencies to operate schools on the installations. The Senate Armed Services Committee (SASC) has requested a copy of the report. Note: The report was submitted to the SASC on September 6, 2016, and was cleared for public release on September 8, 2016.
- **Home-School Commencement Request:** Eight home-school students (five Air Force and three Army) in Europe requested permission to participate in the end-of-year commencement ceremony at their local DoDEA high school. The standard to "walk" or participate in a DoDEA commencement ceremony is that the student must meet all of the DoDEA graduation requirements. The home-school students connected to these cases are either engaged in a non-accredited home-school program or expressed disinterest in having their home-school record evaluated to determine if DoDEA graduation requirements are met. As a short-term solution, DoDEA has responded to each of the sponsors/students connected to this request and offered several options. In school year (SY) 2016/17, there will be guidance, communication and community collaboration.
- **Restructuring for Student Achievement (RSA):** The plan is to restructure from 14 districts to 8 districts and repurpose full-time equivalents throughout DoDEA. This multi-year effort will move instructional support assets closer to the school level; thereby ensuring assets are in place to increase student achievement. Col Yori Escalante, Marine Corps Installations, East, Camp Lejeune, inquired about the role of the Community Superintendents. Col Escalante requested that at the next DEC there be a more involved brief of roles and responsibilities of the Community

Superintendents and details of the RSA. Mr. Brady stated that Dr. Christy Huddleston and Dr. Emily Marsh [DoDEA-Americas Leadership] will have an office call with BG Widely to detail the supports of the Community Superintendents, specific to Camp Lejeune. In the interim, DoDEA will provide a written response to DEC members regarding the roles and responsibilities of the Community Superintendents and in-depth feedback regarding the RSA process.

The DEC meeting proceeded with discussions and briefings of new and previous DEC issues. These included:

### **College and Career Ready (CCR) Standards**

Dr. Linda Curtis, Principal Deputy Director and Associate Director for Academics, provided an update on the CCR implementation since the last DEC meeting. Dr. Curtis stated that since the DEC last convened, the implementation of the PK-5 CCR Mathematics Standards is well underway, planning for grades 6-12 CCR Mathematics and Literacy Standards is ongoing, and work on establishing a comprehensive assessment system is in progress. She reminded DEC members that the three main benefits of implementing CCR Standards within DoDEA is that the standards will unify the DoDEA school system, align DoDEA to the educational system of over 40 states, and increase the rigor of DoDEA's educational program.

DoDEA has been working on advancing CCR Standards throughout the DoDEA system. Specifically, six days of mathematics content professional learning was provided to nearly 5,000 PK-5 teachers in this school year. Additionally, throughout implementation, there has been evidence of CCR Standards progress and change in classrooms in DoDEA. Dr. Curtis cited that this progress can be seen by the teaching of the new standards using the model units and the Standards of Mathematical Practice, and classrooms across DoDEA schools are teaching the same content at the same time. DoDEA will continue with the training for mathematics PK-5 teachers CCR Mathematics Standards this coming school year. DoDEA has also been working on advancing CCR Standards in middle and high schools by ensuring all DoDEA middle and high school principals; district and region staff received two administrator briefings on grades 6-12 CCR Mathematics Standards and two for grades 6-12 CCR Literacy Standards. Additionally, this coming school year, all middle and high school teachers will be involved with training; the Charles A. Dana Center will provide two days of professional learning to all grades 6-12 mathematics teachers on teaching of the CCR Standards. Grades 6-12 CCR Literacy Standards introductory session will be provided, and Catapult Learning will begin providing the CCR Literacy Standards training. New curriculum resources that fully align to the CCR Standards were procured or adopted, and teachers will receive training on the new materials and begin using them this upcoming school year.

Dr. Curtis concluded by reminding members that the Partnership for Assessment of Readiness for College and Careers was procured in September in support of CCR Standards implementation. Infrastructure testing is ongoing throughout DoDEA for use of the new computer-based assessments. DoDEA formed a working group that is developing the plan and policies for a new comprehensive assessment system with stakeholder participation to include formative, benchmark/diagnostic, and summative assessments. DoDEA will continue with the

adoption of CCR Standards for science, social studies, fine arts, career and technical education (CTE), and world languages. The implementation for those standards will progress over five years and include new curriculum resources. Mr. H.L. Larry, Air Force Services, praised DoDEA for its implementation of the CCR Standards. He continued by asking how DoDEA focuses on career readiness. Mr. Brady responded that DoDEA's CTE courses comply with industry-recognizable standards. DoDEA is currently looking at having certificate programs in CTE courses. Dr. Curtis added that DoDEA has created a taskforce whose focus is to review DoDEA CTE Programs' data to ensure DoDEA is offering the correct CTE courses for students to be able to go immediately into a career after high school graduation. She continued that many CTE Programs are requiring two-year course sequences and upon completion of these sequences (i.e. health and business course) DoDEA is exploring how there can be a statement placed on students' high school diplomas, stating that they have earned a CTE endorsement and/or certificate in their particular program of study.

### **Universal Pre-Kindergarten (PK)**

Ms. Lori Pickel, Sciences Program Manager, provided an update on the Universal PK Study. In collaboration, DoDEA and the Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy (MC&FP) worked with the Purdue University and the Military Family Research Institute to conduct the Preschool Access Feasibility Study. The goal of the study was to assess the availability of preschool programs at installations outside the continental United States (OCONUS) and synthesize findings to inform future directions for planning preschool access among military families overseas. In order to reach study goals, Purdue conducted a literature review defining key indicators of quality preschool. These indicators are inclusive classrooms, teacher-child interactions, teacher qualifications including ongoing in-service training, and a curriculum that is developmentally appropriate.

After the literature review, a survey of key informants was conducted. Participants included DoDEA principals of primary or elementary schools and Child Development Center (CDC) management. In total, the 87 respondents reported on 121 preschool programs on these installations, including Sure Start, Preschool Services for Children with Disabilities, CDC Programs, and a few other programs labeled as "preschool" or "special education." The survey findings suggest that participants recognize the value of preschool for four-year-olds and advocate for universal preschool. The findings further suggest that participants recognize that there are significant challenges in meeting the demands of expanded preschool in terms of finding funding for the programs, finding qualified teachers, finding available classroom space, and reaching and maintaining overall program quality at a high level.

Additionally, a site visit of nine military installations that included DoDEA Sure Start Programs and a distribution across the Services for CDCs was conducted. Findings from the site visit suggest that both CDC and DoDEA environments and learning materials are well-equipped; DoDEA programs have highly-qualified, experienced and dedicated teachers who are providing high-quality educational experiences and are only meeting a fraction of the four-year-old population; CDCs are making significant efforts, but they are constrained by current program policies in their efforts to improve and maintain educational quality; and some CDCs are

operating at less than full capacity and have space available for possible expansion. Based upon the site visit, there is clear demand for expanded preschool programming.

Based on current scientific evidence identifying elements of quality preschool and this current study of preschool programs on the OCONUS installations, Ms. Pickel recommend that DoD consider implementing a preschool program for all resident children for a full school day, at least nine months per year, considering also children and families' needs for additional wraparound and summer programming. Ms. Pickel also stated that if cost and staffing constraints limit the possibility to implement a full-day option immediately, then DoD may want to consider a phased implementation, possibly employing a part-day program. No matter the option chosen, it is important for DoD to hire highly-qualified lead teachers with four-year degrees who can offer a developmentally-appropriate, content-focused, and evidence-based curriculum. This would create preschool programs that would produce short- and long- term benefits for children in school readiness, engagement, and emotional well-being.

Ms. Pickel concluded by stating the most cost-efficient solutions for expanded quality preschool on OCONUS installations will involve the collaboration of DoDEA and the Child and Youth Program, using creative combinations of complementary resources. Short-term next steps include establishing a working group, in collaboration with the Services and the MC&FP Office of Family Policy, to review the current study findings and examine the feasibility of implementation. The study and executive summary will be posted on the DEC Web site for members to review. Mr. Brady concluded that DoDEA will come out with a request for Service participation in the working group. Mr. H.L. Larry concurred that a collaborative working group is appropriate to accomplish the goal of PK for all.

### **Non-DoD Schools Program (NDSP)**

Ms. Kathleen Facon, Chief, Education Partnership and Resources, provided an update of the NDSP. She stated that NDSP serves 3,635 students in 647 duty stations. Students are enrolled in 774 international schools; approximately 714 students are homeschooled or are enrolled in virtual school options. Izmir and Istanbul, Turkey, were added as NDSP locations. The NDSP operations budget is approximately \$65M annually. She also outlined several new potential NDSP locations currently being researched. Ms. Facon shared that the NDSP Web site refresh is in process and will consist of a new design and enhanced content. Other changes in process are NDSP policy revisions and alignments, which consist of a reissue of DoDEA Administrative Instruction 1035.1 to be published by SY 2016-2017, concurrent with the DoD instruction to replace the DoDEA regulation to be published by SY 2018-2019.

NDSP is also focusing on increased education support in the Pacific region. Ms. Facon stated that over the past two years, the number of children assigned to locations in the Pacific has increased by over 300, and the special education workload has increased from an average of 20 to over 40 students. This does not include the number of students eligible for supplemental support, which has also increased markedly. Given this increased workload there is an immediate need to provide support and to ensure compliance with special education requirements. Lastly, Ms. Facon stated that since the last DEC, NDSP staff visited several sites, supported military command briefs, and conducted a coordinated visit with the Defense

Intelligence Agency (DIA). The sites visited include Bogota, Columbia, Panama, Abu Dhabi and Milan.

Ms. Facon concluded by presenting Ms. Deborah McCoy-Phillips with a token of appreciation for her hard work and dedication to the NDSP throughout her tenure at the DIA. Ms. Juliet Beyler, Department of the Navy, inquired what specific needs would DoDEA like from the Services regarding this program. Ms. Facon responded that it would be great if School Liaisons and NDSP Liaisons at sites continue to remind parents that one-time fees are paid once and continue to support/encourage policy guidance as rule with parents. Mr. Ray Velez, DIA, inquired about the high cost of students attending mandatory events, such as field trips and athletic participation, not covered by NDSP. He asked if there was anything that NDSP could do to support these families who incur such expenses. Ms. Facon responded this is something that the Department of State (DOS) also struggles with; however, NDSP and DOS encourage families to know about all requirements prior to enrollment into a specific school and budget accordingly for field trips and those requirements that are not covered. She continued that there is no authorized allowance for travel to those types of events; however, in the Joint Travel Regulation (JTR), there is authorized education-related travel, and changes in the JTR may be able to address those concerns. Ms. Beyler also asked about special education needs and where the gaps in service for those special education NDSP students are, specifically if a change in policy can address these gaps. Ms. Facon responded that special education issues within NDSP are typically with civilian employees and screening, or lack thereof, for them.

#### **Legislative Proposal — United States Code Unification (ULB)**

Mr. Michael Godfrey, Chief, Policy, Plans and Legislation, provided an update on the legislative proposal to combine both Title 10 and Title 20, ensuring DoDEA officially becomes one unified school system. Currently, DoDEA-specific legal provisions are established in Title 10 (stateside schools) and Title 20 (overseas schools). Mr. Godfrey provided the history of DoDEA to inform DEC participants how DoDEA came to operate two separate school systems and the importance of operating as one.

The Domestic Dependent Elementary and Secondary Schools (DDESS) opened on military installations and Federal property as early as 1821, and in 1950, the first statutory recognition of DoD domestic schools occurred. From the years 1950-1987, the schools operated using statute 20 United States Code (USC) 241, which stated that the Secretary of Education was responsible for funding and administration; however, the Military Departments were responsible for operation. In 1987, the DoD asserted its control by establishing DoD Directive 1342.16. In 1990, operational authority was transferred to the Office of the Secretary of Defense (OSD) from the Military Departments (DMRD 964). The Department of Defense Dependents Schools (DoDDS) were established in 1978 through the passage of Title 20. Prior to the establishment of DoDDS, following World War II, each Service operated a dependent school system to service their school-age students primarily in Europe and the Pacific. In 1979, the U.S. Department of Education was stood up as a Cabinet-level organization and Title 20, Section 6, was set in law. In 1992, the DoD established DoDEA to assume responsibility for managing/operating both DoDDS and DDESS.

Mr. Godfrey stated that there are inconsistencies in the current laws, such as student eligibility; collective bargaining over pay and leave in DDESS, but not in DoDDS; human resource issues; school boards; and several “add-on” provisions over the years. The objectives of the ULB will be to recognize DoDEA as “The” DoD Elementary and Secondary School System (vice DoDDS and DDESS) and establish consistent legal framework for the entire DoDEA enterprise. Additionally, a ULB change would provide the Secretary of Defense broader discretion by officially operating a single school system and not a system of schools. The major proposed change is to consolidate, formulate, and organize required content in Title 10, Chapter 88 (Military Family Programs), under its own subchapter; move enduring aspects of Title 20 to USC 10, move combined USC 10 and 20 to Chapter 88, Subchapter III within Title 10, and repeal all of Title 20, Sections 901-907; 921-932 and Title 10, Section 2164. Mr. Godfrey added that the proposal is budget-neutral.

Mr. Godfrey concluded by stating that the proposal will be inserted (August 2016) into the Office of Legislative Council (OLC) process for FY 2018 and must first clear with the Services. He added that all Service M&RA desk-side briefs will be conducted prior to OLC submission and coordination. If the ULB is cleared by DoD (no later than January 2017), the proposal will go to the Office of Management and Budget and Congress for consideration. If approved by Congress, it would become law as part of the National Defense Authorization Act of FY 2018.

Col Escalante stated that military privatized housing is impacting military installations specifically on the east coast. Mr. Godfrey stated that DoDEA has reviewed how waterfall housing has impacted its school enrollment; however, the real question that needs to be answered is how BAH rates are changing and how that may impact living in quarters. He added that DoD needs to look at how installations require Service members to live in quarters first prior to moving off base – but those are DoD decisions that need to be made prior to DoDEA changing its eligibility possible for school enrollment.

### **Turkey Updates**

Mr. Godfrey provided updates on Turkey. The Secretary of Defense, in coordination with the Secretary of State, authorized the ordered departure of all DoD-eligible family members not assigned to Chief of Mission authority from Adana (to include Incirlik Air Base), Izmir, and Mugla, Turkey, in March. This decision allowed for the deliberate, safe return of family members from these areas due to continued security concerns in the region. The departure orders for the NDSP Izmir and Incirlik locations expired on June 26, 2016. Upon receiving departure orders, many families were sent to Germany, and those effected DoDEA students completed their school year at Ramstein and Wiesbaden. Mr. Godfrey stated that as a result of the ordered departure, the school in Incirlik is closed throughout SY 2016-17, and there is no intention for families to return once the ordered departure expires. All school staff has been reassigned and will not return the remainder of the year. Stop movement is currently in place based upon DoD guidance, and November 2016 is the deadline to determine if the school in Incirlik will reopen for SY 2017-18. No decision regarding reopening has been made at this time. Mr. Godfrey concluded by stating that the DoDEA school in Ankara is currently open and will operate in SY 2016-2017; however, this status could change depending on threat conditions.

Mr. Velez asked about the status of the General Breedlove's, European Command Commander, request regarding Turkey. Mr. Godfrey responded that General Breedlove has requested that Turkey become a one-year unaccompanied tour for Service members; however, that is awaiting the Chief of Joint Staff approval. Mr. H.L. Larry thanked Mr. Godfrey for his monthly transformation meetings; the meetings have helped the Services learn more about the necessity to collaborate with DoDEA to support their accompanied families.

### **School Security Procedures**

Ms. Jennifer Jones, Security Management Acting Chief, discussed school security procedures throughout DoDEA. She provided the example of the three coordinated terrorist attacks on March 22, 2016 [in Brussels] and how DoDEA responded. These three attacks happened as follows — two bombings at the Brussels Airport at 0758 and one bombing at Maalbeek metro station at 0911. The Brussels school is located five miles from the airport and is on a separate annex from the Host Installation, USAG Brussels.

During the airport attack, the students were on the way to school and arrived at school between 0805 and 0815. The school administrator did not learn of the attack until approximately 0825. The administrator used localized security program and training to ensure proper incident response. The administrator also immediately ordered accountability of buses and students and coordinated with the Transportation Office. All parents/sponsors were notified of school and student status via an e-mail notification system and regular updates sent throughout the day. Students were released at the end of the school day to awaiting buses/parents, and additional security inspections were conducted on all buses. Additionally, plain clothes military personnel were placed on all buses and military vehicles shadowed all bus routes. Force Protection (FPCON) Charlie was initiated and per established procedures the school remained closed until the FPCON was lowered, which was the end of the week.

Ms. Jones stated that this incident was a great example of security management in action. She continued that all DoDEA schools have school-level FPCON Plans and have established requirements (prevention, response, and recovery) against various threats. All schools synchronize their school planning with host installation requirements and conduct mandatory drills for fire, bomb threat, lockdown, and shelter-in-place. Ms. Jones stated that future DoDEA security initiatives include participation in RSA by re-aligning security staff at the district to ensure they are closer to school level; increasing manning to program management functions to facilitate development of system-wide standards and policies; and increasing security personnel to facilitate continuous evaluation of staff. She concluded that DoDEA also plans to conduct PREPaRE Training worldwide with all school staff, which involves school administrators, psychologists, and security personnel coming together to strengthen school safety and crisis management plans and emergency response.

Mr. Velez thanked Ms. Jones for her brief and stated the DIA also coordinates with Commandant Commands and embassies to ensure that their students are safe; they have had some issues similar to the Brussels situation, specifically in Paris. Ms. Jones responded that she would like to collaborate with Mr. Velez's chief of security to share best practices and ensure

they are in coordination as well. Dr. Curtis added that Ms. Facon is good at reaching out to NDSP families during times of increased threat levels.

### **Military Construction (MILCON) Program**

Mr. Robert Brady, Associate Director of Finance and Business Operations, provided DEC members with an overview of the POM-17 for the MILCON and Facility, Sustainment, Restoration and Modernization Programs. Major MILCON challenges include uncertain market conditions in all regions, managing enrollment reductions and force structure changes. Mr. Brady confirmed that in America, due to privatized housing and Service members living off base, enrollment continues to decline at many installations, and he suspects that this trend will continue contingent on DoD housing decisions. This will cause DoDEA to continue to assess all projects for need. Additionally, in Europe, force structure changes continue to impact construction. Specifically, the FY 2012 Vicenza High School (HS) project has been canceled and may be re-scoped or resubmitted in FY 2018. The FY 2012 Wetzel-Smith Elementary School (ES) project has been canceled and will be reinserted once the Baumholder final force structure is determined, as this school is in dire need of replacement. One success story is that the FY 2014 Lakenheath MS/HS is now in design. In the Pacific, there is a significant workload ahead — half of the 23 scheduled schools to open within the next two years are located in the Pacific. Additionally, in the Pacific, three consecutive project bids exceeded programmed amount (PA), followed by two awarded under PA. There were no bidders initially for Sasebo ES; but it was awarded over PA. In the Americas, Sampson ES/Middle/HS, Ft Rucker Primary/ES, Maxwell ES, and Camp Lejeune HS all have winning bids that were over PA. Lastly, there are 18 projected school openings planned for SY 2016-2017 (10 in the Pacific, 7 in the Americas, and 1 in Europe).

Mr. Brady concluded his briefing by reviewing the FY 2017-2021 prospective MILCON projects. The FY 2017 projects all remain the same as the last DEC meeting, and all of these projects have been authorized and will be appropriated by subcommittees. He stated that there were several changes to the FY 2018 MILCON, specifically in the Pacific due to the new OSD facilities conditions index system called “Builder.” The “Builder” has been actually elevating the “Q” rating of some facilities’ in some cases, and this is causing some projects to be relooked because of the higher “Q” ratings.

### **Educator Hiring Practices**

Mr. Brady stated at the last DEC meeting, there was concern about long-term substitutes. To answer the question, the hiring process must be discussed – which would eliminate the need for long-term substitutes. Mr. Brady provided DEC members with an overview of educator hiring practices, specifically regarding background checks. Educators hired in DoDEA must complete Child Care National Agency Check and Inquiries (CNACI) prior to receiving an assignment. This is required for all employees who work with children. There are three areas in which CNACI have the biggest impact, which are the Workforce Shaping Tool, Teacher Transfer Program and Excess Placement. The process to complete and receive completed CNACI takes an average of approximately four months after a hiring offer is made. A lack of completed CNACI prior to the start of the school year often requires use of substitutes in the

classroom. Late hires do not provide enough time for completion of CNACI prior to the start of the next school year. Teacher Transfer Program and Excess Placement requirements have historically delayed the start of educator hiring into very late spring for upcoming school year.

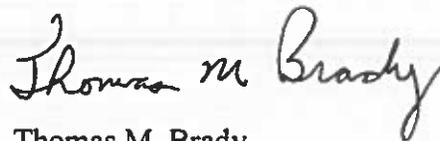
Mr. Brady outlined that there are a number of process improvements in the works to combat the need for substitutes while awaiting CNACI clearance. Those process improvements for current school year include Transfer Program and Excess Placement being completed in February (three months earlier than previous year). Another improvement is starting teacher recruitment in March to allow increased time for CNACI. Lastly, the Educator Staffing Unit employees are being realigned to improve accountability and customer service. Additionally, effective dates for appointment/reassignment actions have changed from the travel date to avoid issues with CAC and pay.

### **DoDEA Teacher of the Year (ToY)**

Ms. Mary Hansen, DoDEA 2016 Teacher of the Year (ToY), provided DEC members with an overview of the DoDEA ToY Program. She showed DEC member photographs of her journey as DoDEA's ToY. Ms. Hansen titled her presentation, "The Making of a Teacher Leader." Her photographic display was of her trips on behalf of the DoDEA ToY Program to the Council of Chief State School Officers meeting, the White House, the U.S. Department of Education, and other education agencies that have invested significant time and resources to further develop each state ToY's ability to understand and discuss education policy. Ms. Hansen stated that her passions are the military-connected child; science, technology, engineering and mathematics education; and CCR Standards. As a teacher leader, she will be able to share this incredible investment with her colleagues. Ms. Hansen stated that her goal during her tenure as the DoDEA ToY is to ensure improved student achievement by collaborating with previous DoDEA ToYs and creating the DoDEA's first ToY network. The network will include all former DoDEA ToYs and will grow over time, providing collective wisdom and mentorship for all DoDEA educators. The network will work across all districts and areas and help move DoDEA from a system of schools to one school system. She affirmed that DoDEA district ToYs are an untapped resource. Ms. Hansen argued that they are the local experts, the "boots on the ground," and have the credibility and skillset to help facilitate change and get things done systemically. She discussed the possibility of having a DoDEA ToY summit that would provide intensive professional develop to equip each district ToY with the knowledge, skills, and dispositions necessary to be an effective teacher leader. Ms. Hansen concluded by stating that as a DoDEA teacher, she is "teaching the children of America's heroes, and there is no greater honor or privilege."

**Questions and Discussions**

No questions were asked. The meeting was adjourned.

Handwritten signature of Thomas M. Brady in cursive script.

Thomas M. Brady  
Director

Attachment:  
As stated

## **ATTENDEES**

MAJ GEN MARK DILLON, U.S. Pacific Air Forces\*  
MAJ GEN JAMES HARTSELL, U.S. Pacific Command\*  
BRIG GEN PAT WADE, U.S. Air Forces Europe\*  
JULIET BEYLER, Navy M&RA  
COL MICHAEL PHAN, Air Force M&RA  
H.L. LARRY, Air Force Services  
CHRISTINE TRUGATT, Army M&RA  
DEE GEISE, Army ACISM  
BRIG GEN MARGARET BURCHAM, Joint Chiefs of Staff  
CRAIG WHELDEN, U.S. Marine Forces Pacific\*  
LARRY GOTTARDI, U.S. Army Europe\*  
JUNE MICHAEL, Army Installation Command\*  
MICHAEL GREENWOOD, Navy Installation Command+  
LYNN SIMPSON, COMPACFLEET\*  
STACEY MALOY, U.S. Africa Command\*  
MARIE BALOCKI, Marine and Family Programs  
ED CANNON, Navy Europe, Africa, and Southwest Asia\*  
COL YORI ESCALANTE, Marine Corps Installations East\*  
COL JOEL ALEXANDER, U.S. Forces Japan+  
RAY VELEZ, Defense Attache Service  
BEVERLY MANSFIELD, National Security Agency

## **DODEA ATTENDEES**

THOMAS BRADY, Director  
LINDA CURTIS, Principal Deputy Director and Associate Director of Academics  
ROBERT BRADY, Associate Director, Business Operations  
DELL MCMULLEN, Director, DoDEA-Europe\*  
EMILY MARSH, Acting Director, DoDEA-Americas\*

\*-present by VTC

+ -present by telephone