



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
HEADQUARTERS  
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MEMORANDUM FOR THE DEPENDENTS EDUCATION COUNCIL

JUL 17 2019

SUBJECT: Summary of the May 9, 2019 Dependents Education Council

On May 9, 2019, the Dependents Education Council (DEC) convened at the Department of Defense Education Activity (DoDEA) Headquarters, 4800 Mark Center Drive, Alexandria, VA. The event was hosted by the Honorable Mr. Jimmy Stewart, Assistant Secretary of Defense for Manpower and Reserve Affairs Performing the Duties of the Undersecretary of Defense for Personnel and Readiness. Mr. Thomas Brady, Director, DoDEA, served as Executive Secretary. A copy of the agenda and list of attendees is attached.

**Opening Remarks:**

Following roll call and introductions, Mr. Brady welcomed the Council and introduced Mr. Stewart to provide opening remarks.

Mr. Stewart noted this was his first council meeting and said it was a pleasure to provide in-person appreciation to all the DEC members for their contributions. He singled out the importance of a strong alliance between DoDEA and the military community, and remarked on a recent visit to DoDEA's Crossroads Elementary School. He spoke of his opportunity to talk to students and teachers, and how insightful it was to watch them interact. He praised DoDEA for hiring highly qualified teachers, and said he was gratified the resources given to DoDEA are used to prepare students for the future, while embracing a philosophy of continuous improvement. Mr. Stewart also mentioned two concerns: School Safety and Problematic Sexual Behavior in Children and Youth (PSB-CY).

In addition, Mr. Stewart referenced the fatal school shooting at STEM School Highlands Ranch in Douglas County, Colorado that occurred two days prior to the DEC. He emphasized the importance of security precautions such as door locks, and the criticality of establishing a close partnership with Installation Commanders to create a safe environment. Reference his concern with PSB-CY, Mr. Stewart told the council Ms. Virginia Penrod (Principal Deputy Assistant Secretary of Defense for Manpower and Reserve Affairs), is leading a Tiger Team to address this issue, and he looks forward to hearing the strategy and way ahead. *(Mr. Brady noted that both of Mr. Stewart's concerns would be discussed during the DEC).*

In concluding his opening remarks, Mr. Stewart reiterated the outstanding work DoDEA and the military community are doing to build a structure, and lead the initiatives needed to prepare military connected students for the future.

Before proceeding, Mr. Brady took a moment to recognize Mr. Craig Whelden (DEC Representative for the Commander, Marine Corps Forces Pacific), who is retiring after many years of service. Mr. Brady commended Mr. Whelden's exceptional and uncompromising support to DoDEA in the Pacific.

Next, Mr. Brady shared the honor of a visit by the First and Second Lady of the United States (Mrs. Trump and Mrs. Pence respectively), to Albritton Middle School, Fort Bragg, North Carolina. This was followed by a video presentation of sport celebrities giving "Shout Outs" to military-connected students in honor of the Month of the Military Child (April). The celebrities included Aaron Boone of the New York Yankees, Rudy Gay of the San Antonio Spurs, Brock Holt of the Boston Red Sox, and Ron Gronkowski of the New England Patriots. Mr. Brady then invited Dr. Linda Curtis (Principal Deputy Director and Associate Director for Academics), to provide the council an update on the College and Career Readiness (CCR) program.

### **College and Career Readiness Presentation.**

Dr. Curtis began her brief by reminding the council the Month of the Military Child was followed by the much deserved National Teacher Appreciation Week.

Moving into her presentation, Dr. Curtis spoke of her opportunity to observe CCR results during a recent visit to DoDEA schools in Italy and the United Kingdom. She said CCR is making a difference in the creative ways students solve problems, and she mentioned how gratifying it was talking to students and teachers who were passionate and excited to learn in the new approaches that CCR offers. Dr Curtis told the group CCR is a different way of teaching – "It's harder!" She underscored this with an anecdote that what she learned in the Fifth Grade is now being taught to students in the Third Grade. She also made it clear the military commands were instrumental in supporting a schedule of early school release or late school start to allow educators the time needed to advance their craft and proficiency in the CCR process.

In a review of the purpose behind CCR, Dr. Curtis cited three objectives:

- Improve student achievement - *by raising the rigor of instruction*
- Support the mobile military connected student – *by aligning DoDEA with other states*
- Make DoDEA one school system – *by unifying the three DoDEA regions (Pacific, Europe and the Americas) in policy and procedures*

Next, Dr. Curtis provided a review of the milestones reached by the College and Career Ready Standards (CCRS) at the Elementary and Secondary level.

At the Elementary level she pointed out the milestones included:

- Three years of professional learning in Mathematics
- One year of professional learning in Literacy
- One year professional learning in Science;

At the Secondary level she said the milestones included:

- Three years of professional learning in Mathematics
- Three years of professional learning in Literacy
- Two years professional learning in Career and Technical Education Music, Arts, World Languages, Physical Education/Health and Technology.

Concluding her presentation on CCR, Dr. Curtis told the council the program is in great shape, and has the resources to align standards to professional learning in all subjects.

### **DoDEA Comprehensive Assessment System Presentation.**

In her next presentation on the DoDEA Comprehensive Assessment System, Dr. Curtis expressed particular pride in how much the program has improved, and the value added for educators and parents to monitor – *and subsequently influence* - academic achievement. She added the strategy of using focused, comprehensive data, to build on strengths and mitigate weaknesses in student learning, is making a significant and positive difference. She told the council that performance analytics and data visualization tools are used to monitor quality and test completion. Other comments included the following updates:

- As of May 8, 2019 (the day *before* the DEC), 166,763 test sessions were completed for grades 3 through 6 in Math, and grades 6 through 8 and 10 for Algebra I, Geometry, Algebra II and English as a Second Language/Literacy
- As of May 10, 2019, (the day *after* the DEC), DoDEA will have completed a second year of summative assessments

Dr Curtis explained the CCRS Summative Assessment Report (snapshot of a student's progress) is only one of several indicators used to monitor academic achievement. Other indicators include grades, teacher feedback and classroom work. She said parents will receive summative reports from May until the last day of school.

Another assessment Dr. Curtis spoke highly of is the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL); a web-based assessment of world language learning. From April 22 to May 30, 2019, DoDEA students in Level II and IV language courses will be assessed in Arabic, Chinese (Mandarin), French, German, Italian, Japanese, Korea, Spanish and Turkish. The English language proficiency assessment will be administered September, 2019 to assess students reading, writing, speaking, and listening skills.

Other points Dr. Curtis brought to the council include:

- This year, the ACT (American College Testing) computer based testing will be administered in DoDEA schools in the Pacific, Europe and Cuba
- The English language proficiency assessment (used to assess academic and social language skills of English Learners) will be administered in September 2019

Bringing the CCRS presentation to a close, Dr. Curtis addressed an often asked question on increasing overseas SAT opportunities from four to six a year. She explained the SAT is administered by a non-profit organization called the College Board. While DoDEA does not control the Board, she was pleased to announce a brokered arrangement to increase the overseas SAT to five times a year starting in 2021. She added the College Board will transition to online registration for Advanced Placement exams fall of this year. Dr. Curtis then opened the floor to questions.

Mr. H.L. Larry (representing the Chief of Staff, U.S. Air Force) asked for clarification on the protocol to help teachers with underperforming students grow and develop in areas they need to improve.

Dr. Curtis explained that DoDEA routinely conducts trend analysis to identify areas needing attention. Educators then use time garnered from the late start early release schedule to reinforce skills as needed. She gave an example of literacy test results from grades 6 through 12. When results were not as well as expected, DoDEA monitored the program to see how it was being implemented. After analyzing the information, DoDEA decided to retrain teachers on selected CCR skills and fundamentals. She credited this life cycle of continuous monitoring, adjusting, analyzing and retraining, as essential to the process.

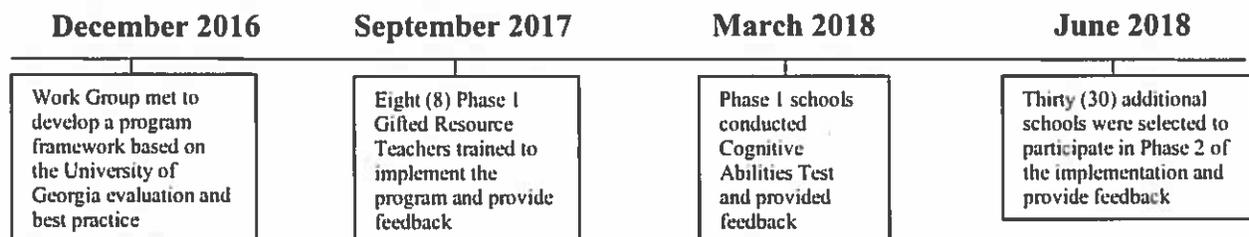
Mr. Brady agreed and noted the importance of administrators analyzing the data from a perspective of continuous improvement and not as a teacher’s report card.

Major General Brian Killough (representing Commander, Pacific Air Forces) posed a follow on question: What is the method, protocol, and transparency DoDEA has for parents and leaders to review school performance over time, and in relation to one another?

Mr. Brady took this question and explained this is still relatively new, and if we were to use the model crawl, walk, run stage as an analogy, DoDEA is in the “Walking Stage” of the program. He added DoDEA is developing a school wide report card to evaluate the entire assessment system. Furthermore, DoDEA is looking at schools in the states and assessing the best practice models. He added that next year DoDEA will begin to compile data, and post individual school performance on the website.

**Gifted Education Presentation.**

Next, Dr. Curtis presented a brief on Gifted Education. Walking the council through a series of slides, she laid out the following time table:



Additional milestones Dr. Curtis discussed include:

School Year 2018/19 Cognitive Abilities Test

- February 2019: All second grade students were administered the online screening tool
- March to May 2019: Referred students in grades K through 5 were deemed eligible for the full battery of tests

School Year 2019/20 Cognitive Abilities Test

- September 2019 to May 2020: Referred students in grades K through 5 may be administered the full battery of tests
- October 2019: Administration of online screening tool will be offered to all second grade students
- January to May 2020: Referred Students in grades six to eight may be administrated the full battery of tests

Dr. Curtis told the council Gifted Resource Teachers will implement Phase 1 and 2 of the services for elementary school students, and in School Year 2019/2020, DoDEA will realign the staffing formula system-wide. She explained that development of a middle school gifted education program starts with a School Year 2019/20 development of the framework, (including a teacher work group), Phase 1 implementation is set for School Year 2020/21, Phase 2 implementation will occur in School Year 2021/22 and full implementation is scheduled for 2022/23.

Dr. Curtis also announced the name of the program will transition from *Gifted Education Services* to *Advanced Academic Programs and Services*. She then opened the floor to comments and questions.

Mr. Ed Cannon (representing the Chief, Naval Operations), expressed a concern that DoDEA has a Math pathway which keeps student expectations on a relatively strict grade level math instruction up to the 6th grade. He noted this can negatively impact those students who come into DoDEA at a higher level of proficiency than the assigned grade – consequently requiring them to repeat lessons they have already completed. Mr. Cannon cited an email he received from a parent in Japan specific to this issue, and he asked that DoDEA consider changing the policy to align with stateside local education agencies. Mr. Cannon further requested DoDEA include Service stakeholders when capturing customer input on the gifted and talented program.

Dr. Curtis told Mr. Cannon that four years ago DoDEA found that math was a huge change for students and a bit of a struggle so safe guards were put in place to help students learn math at a measured pace. She said it may be time for DoDEA to relook the practice and implement what's best for students. However (she continued), in the current gifted program there is a mechanism in place where students can (*and some have*) receive exceptions to skip 6<sup>th</sup> grade math and advance into 7<sup>th</sup> grade math. She explained each school has a committee that evaluates students request for this exception.

Mr. Brady reiterated the comments from Dr. Curtis and added he encourages input from local stakeholders on the program. He said the purpose of the CCR is to ensure DoDEA students are above or at the least at the same level as high achieving schools in places like Fairfax, Virginia, and Montgomery, Maryland (to name a few). In sum, he said he is aware of the issue, is working on it, and will update the council at the next DEC.

Mr. Cannon thanked the Director and said he will work to close potential gaps his stakeholders may have in understanding the exception that allows students to move to a higher than current grade level instruction of math.

### **Fingerprinting Services Presentation.**

In introducing the next briefing, Mr. Brady highlighted how bringing quality teachers, administrators, and volunteers to the classroom before the beginning of the school year, often runs into the reality of getting required security clearances. In particular, a reduction in resources has significantly impacted the installation's support in processing DoDEA employee fingerprints (a critical step in the security clearance process).

Mr. Brady invited Ms. Jennifer Jones (Chief, Personnel Security; Security Management Division) to discuss how a partnership between the Military Services and DoDEA can mitigate this challenge.

Ms. Jones discussed the background and scope of the problem by addressing the following:

- Background investigations are non-negotiable requirements for DoDEA employees working with children, including:
  - New Hires
  - Existing Employees (Periodic Reinvestigations/ 5 year Childcare Checks)
  - Contractors
  - Specified Volunteers
- The above list accounts for approximately 8,000 individuals - *annually!*
- DoDEA historically received fingerprint services from DoD Components in accordance with DoD Manual, 1342.6-M ("Administrative and Logistic Responsibilities for DoD Dependents Schools")

Ms. Jones explained how fingerprint services impact the hiring timeline; in addition, she discussed the varying levels of fingerprinting support provided by the host installation. Ms. Jones offered the following mitigation solution to the DEC for consideration:

- Military Services partner with installation commanders to develop Memorandums of Understanding with DoDEA schools, *resulting in*
  - A partnership between the installation and tenant school(s) on fingerprint services, *producing,*
    - Timely and consistent fingerprint services

Mr. Don Salo Jr. (representing the Assistant Secretary of the Army (Manpower & Reserve Affairs)) said he is aware of the issue and has personally brought it up before. He explained that these challenges not only impact DoDEA but other child care services. He went on to say the issue will be raised at the Board of Directors meeting in a few weeks, and having the number of 8,000 annual requirements is insightful relevant to bring to the meeting.

Mr. Stewart noted the Army can't resolve this issue alone, and the Navy and Air Force also have a role to play.

### **School Security Presentation.**

The next presentation was on School Security. Mr. Brady said school security and the safety of DoDEA students is paramount. In addition, Mr. Brady emphasized the security of DoDEA schools, students, and employees has been under enhanced scrutiny for the last 8 months and that Ms Penrod, is leading an effort to implement protection measures complement the current school security posture. Mr. Robert Brady (DoDEA Associate Director for Financial & Business Operations) was asked to provide an update on DoDEA security.

Mr. Robert Brady informed the council of the 2018 USD(P&R) memorandum and DoDEA's initial response, issuing Task Order 001- 2018, "Protection of Students and Staff." To fulfill the requirements of the USD(P&R) memorandum, a detailed security checklist was issued to the schools and installations to identify current challenges and deficiencies. The review identified a number of findings and recommendations for improvement across five categories:

- **Host Installation and Tenant Unit Partnerships**
  - One of the most important findings from the self-assessments is the need for improved communication and coordination between DoDEA schools and installation law enforcement and security officials. .
    - ASD(M&RA) established a Joint School Security Work Group to enhance communication and coordination between DoDEA and the Military Services.
    - Three active shooter response table top exercises conducted with DoDEA and selected installations
- **Physical Facility Improvements**
  - School physical facility improvement measures, which range from door locks to duress alarm systems to internal and external video monitoring systems, are tools that when employed and maintained properly, provide a force multiplier to school security initiatives. It is necessary to enhance the physical security at DoDEA legacy schools.
    - Several DoDEA schools have classrooms that cannot lock from the inside. DoDEA is developing an enterprise solution to mitigate this deficiency. Starting with the Americas Region, DoDEA must replace the locks in 17 of 54 schools.

- Emergency Response Protocols
  - Although DoD adopted “run, hide, fight” as the methodology to respond to active shooters, DoDEA schools have additional variables to consider. In July 2017, the DoDEA Security Management Division identified a specific set of standard response protocols adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. In July, 2018, DoDEA formally adopted the standard response protocol, mandating the use in DoDEA Administrative Instruction 5205.02, Volume 6
  - Under Secretary of Defense for Intelligence, and Under Secretary of Defense for Personnel and Readiness are coordinating a joint memorandum to require the Military Services to use the Lock-Out – Lock-Down - Evacuate – Shelter in Place protocol when responding to incidents at a DoDEA school
  
- School Resource Officers (SRO)
  - The most front and center issue of the working group, a subordinate working group was established to define SRO roles and responsibilities. After much deliberation the definition and responsibilities of the SRO came to the following:
    - An armed security force member or law enforcement officer assigned by the Installation Commander to a DoDEA or local education agency/school on a military installation to foster an optimal learning environment by reducing risk to staff, students and facilities. SROs synchronize detection efforts, training support, and emergency protocols in response to incidents threatening students, faculty and visitors.
    - The Joint School Security Sub-Working Group will develop the minimum training requirements for an SRO in a DoDEA school (*Responding to a question from Mr. Stewart on guidelines to successfully employ SROs, Mr. Robert Brady said there is an SRO Association*)
  
- Behavioral Threat Assessments
  - DoDEA is developing a “*student threat*” administrative instruction to address suicide ideation and threats to harm others.
    - The instruction is based upon the Virginia threat assessment model, as recommended through DoDEA’s partnership with Pennsylvania State University’s Clearinghouse for Military Family Readiness
    - One could argue the best approaches to school safety are those that are proactive vice reactive

Mr. Thomas Brady told the council a great deal of work has been done and a great deal of work still needs to be done, however, he believes prevention, early identification of the potential threat and partnerships with the installations are the first steps in the process.

Opening the floor to questions, Mr. H. L. Larry asked what the timeline is before an SRO is a fully staffed member of the school. The public sector has a lot of different approaches –there is even discussion in Florida to arm teachers with weapons in the classroom, so, what timeline are we looking at? Is it 6 months...a year?

Mr. Thomas Brady said there is a reaction within the media and local community, especially when we talk about giving weapons to teachers. DoDEA intends to take a more methodical approach and we now have DoD support. Our next step is to address the policy. This is where the OUSD(P) and OUSD(I) and other partners will begin to address the necessary resource requirements decisions and answer questions such as “should we have SROs at secondary schools? Does every elementary school need an SRO?” We have to work through that before we discuss cost – and at the same time – decide who is going to pay for this. That in itself is a 6 to 12 months process.

Mr. Robert Brady told the council, there are already SRO’s in some DoDEA schools. In 2018, the Marine Corps decided unilaterally to place a SROs in schools on Marine Corp installations. While this initiative was reduced, we have SROs in Camp Lejeune Schools and a pilot program in several schools in the Pacific.

Mr. Stewart added he meets with all the service M&RAs (Manpower and Reserve Affairs) every couple of weeks, and this is a topic we can discuss. The funding piece will be the interesting aspect of this. It’s good we are doing this now in order to impact 2020 funding. Mr. Stewart also told the council he is meeting with the M&RAs the next day (10 May), and he will bring this topic up.

### **Problematic Sexual Behavior in Children and Youth Presentation.**

Mr. Thomas Brady thanked Mr. Stewart and then moved into the next brief: Problematic Sexual Behavior in Children and Youth (PSB-CY). Calling this a very important subject, Mr. Brady introduced Ms. Tomeshia Barnes (DoDEA Chief, Student Services) to provide the council an update.

Ms. Barnes started her presentation by acknowledging Ms. Penrod’s leadership and expertise. She went on to explain the DoD Strategy to deal with this very complex issue called for collaborative efforts across several agencies. This collaboration took the shape of an OSD Coordinated Community Response (CCR) Tiger Team. At the same time (she noted), an essential part of the strategy relies on engaging parents with an understanding that every agency in the CCR has a part to play in parental engagement. She went on to explain the team is laying the ground work to formulate DoD policy detailing specific roles for each Coordinated Community Response component. She added that the policy will incorporate best practices in prevention, response, and intervention that are *evidenced based and research informed*.

Ms. Barnes said the team started out with a critical analysis of policies and procedures. This gave a perspective of what each respective agency would do if an incident happened *right now* – with their current policies in place...this allowed the team to not only identify collective successes but more importantly, *the team identified gaps*. Furthermore, she continued, it is the gaps where you have the break down in communications and tells you where to strategically focus your response efforts. She then walked the council through the Phase I and Phase II actions taken.

## Phase I

- Aligned Coordinated Community Response members into four lines of effort:
  - Use a standard definition to identify PSB-CY
  - Report to the appropriate organizations and authorities
  - Include parent engagement, crisis intervention, and investigation in the response
  - Include safety planning, assessment, and treatment in any intervention
- Identified gaps through “*as-is*” process maps using case-based examples
  - Created “*to-be*” process maps to focus on gaps and areas of vulnerability
  - Identified policies needing revision/development
  - Created a consolidated stoplight chart to track actions
  - Developed consensus definition of PSB-CY and guidelines
    - *Not what I think, or what my moral code is – but what has been determined by leading research and what the experts in the field are saying.*
- Established relationships with civilian experts
  - National Child Traumatic Stress Network (NCTSN)
  - National Center on the Sexual Behavior of Youth (NCSBY)
  - National Children’s Alliance (NCA)
  - Established relationship between DoJ and DoD, with the Office of DoD General Counsel (OGC) as office of primary responsibility within the DoD

## Phase II (*a longer Term Focus*)

- Develop standardized screening tool and guidelines to be used by the *non-clinicians*
  - Identify standardized clinical assessment tools to be used by FAP
    - *This helps guide the conversation on determining what is normative behavior, problematic behavior, cautionary behavior or severe behavior*
- Establish standardized phased intervention and safety plan (*process and tools*)
- Provide guidance and training on the Multidisciplinary Team (*membership, convening, information sharing*)
- Identify and implement to the greatest extent possible evidence-based PSB-CY intervention strategies - (*high intensity, low intensity*)
- Develop and execute training for all Coordinated Community Response agencies
- Identify staffing needs and budgetary requirement for FAP
- Establish enterprise-level centralized database
  - *We are working with a data team to develop a centralized data repository with role based access to ensure a greater degree of privacy*

Ms. Barnes then presented a graph of the coordination it takes by more than one agency to meet the needs of children and families to address the matter of Problematic Sexual Behavior. Agencies represented in the graph included:

- DoDEA
- Medical and Behavioral Health
- The Sexual Assault Prevention Office
- The Family Advocacy Program
- Military Community Support Programs Military Onesource
- Child Protective Services and,
- Military Law Enforcement/Military Criminal Investigation Office

The Director thanked Ms. Barnes for her brief, and reiterated the complexity and sensitivity of Problematic Sexual Behavior in Children and Youth. He pointed to the leadership of Ms. Penrod, Phase I and Phase II accomplishments, and the work of Ms. Barnes and the Tiger Team, as the best way forward in dealing with the issue. The Director opened the floor to questions, but received none.

*Meeting was paused for a 10 Minute Break.*

### **Grant Program Video.**

Following the break, Mr. Thomas Brady played a video from a Public School teacher explaining what his school did with a \$1.2M grant awarded by the DoDEA Grant program. During the video, the teacher demonstrated how the money will be used to promote, implement, and enhance STEM (Science, Technology, Engineering, and Mathematics) programs. He said, these programs included robotics, coding virtual learning, hands on learning in science (for selected third and fourth graders – in the same class). He explained the name of this effort is EDGE which is an acronym for “Educating our Digital Generation Effectively.”

### **Congressional Legislative Proposals Impacting Military-Connected Children Presentation.**

Next, the Director turned to Ms. Kathleen Facon (Chief, Partnership and Resources), to provide a requested presentation on Congressional Proposals impacting education options. Ms. Facon cited three legislative proposals, the first is associated with the CHOICE Act (Creating Hope and Opportunity for Individuals and Communities through Education Act). The CHOICE Act includes the following:

- Re-introduction of the Education Savings Accounts for Military Families Act
  - This Act directs the SECDEF to carry out a 5 year pilot program to award scholarships for children living on military installations to attend public or private schools
    - *The Bill is sponsored by Sen. Tim Scott (R-SC), and has 10 Republican co-sponsors*

- Scholarship awards would be approximately \$8,000 for elementary school and \$12,000 for secondary
  - Funding will come via reduced salaries in the US Department of Education

The second legislative proposal is the Education Savings Accounts for Military Families Act of 2019.

- This Act authorizes \$1.2B in FY2020 for tax-exempt military education savings accounts (MESAs)
  - *The Bill was introduced by Sen. Ben Sasse (R-NE) and Rep. Jim Banks (R-IN-03), and has 3 Republican senate cosponsors and 34 Republican house cosponsors*
- Each MESA awarded is worth \$6,000 annually per child
- Public school military-connected students are not eligible for a MESA
- MESAs can be used for educational products and services, including homeschool materials, private school tuition, charter school services, personal tutors, online classes, and education therapies for children with special needs
- Funding will come from Federal Impact Aid under Title 7

The Third legislative proposal is the Military Child Educational Freedom Act.

- This Act allows Service Members (and their spouses) on extended active duty to use Coverdell Education Savings Accounts (CESA) for education expenses  
(*CESA is a tax-advantaged investment account designed to encourage parental savings to cover future education expenses*)
- The Military Child Educational Freedom Act was introduced by Rep. Joe Wilson (R-SC-02) and has 3 Republican cosponsors
- Not the same as a voucher and has a different funding mechanism than the other two

Ms. Facon concluded her brief by saying DoDEA is tracking these proposals and will keep DEC members informed of any potential impact. She added DoDEA will also help families understand their options.

A comment from one of the council members was to make sure these opportunities are not exclusive to officer's families and if any of them are enacted, they include enlisted family members. Mr. Brady agreed.

### **Military Construction Presentation.**

Mr. Brady introduced Ms. Melody Will (Military Construction Program Manager), to provide an update on Military Construction and School Openings.

Ms. Will provided a table of the School Year 2019/20 Projected School Openings:

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

Ms. Will pointed out Vogelweh Elementary School and Spangdahlem Middle/High School are in red because they have a projected 2019 late summer occupancy date and so they are being closely monitored. Additionally, we had a very bad season – *weather wise* – this year (hurricanes, lots of rain), that has impacted construction on the three DoDEA America's schools and they will be moved to mid-year openings. Lejeune High School in particular is a complicated renovation project that will not be complete until next school year, but the students will be in the school during construction.

Using aerial pictures of school construction sites, Ms. Will pointed out details and features of several construction projects.

Mr. Robert Brady added perspective on the magnitude of the DoDEA MILCOM program by noting that from 2009 to 2019 MILCON has supported 44 new school construction completions, 25 school projects are currently under construction, and 14 projects are in design.

Mr. Larry, gave kudos to Mr. Robert Brady for keeping everyone informed of MILCON developments during significant force realignments and changes in the 2012, 2013 and 2014 time frame.

### **Force Structure Change Presentation.**

Mr. Thomas Brady also thanked Mr. Robert Brady and said the previous presentation was a good segue way to an update on Force Structure Changes presented by Mr. Michael Godfrey (Chief, Operations, Plans, Legislation and Policy).

Force structure is not really something we can project over the horizon, anticipate and make long range plans. To illustrate his point he described several examples involving European force structure changes in the 2012 time frame. First, the Army lost three Brigade Combat Teams, resulting in the closure of 22 schools in Europe. Around the same time the Army closed five Garrisons. Additionally, the Army's 12<sup>th</sup> Combat Aviation Brigade, the 12<sup>th</sup> Cavalry, EIC came in, and other major units were restructured in some way or another. Now, all those decisions – *as big as they were-* are starting to regress.

Mr. Godfrey went on to point out several other force structure changes, including:

- United Kingdom (USAF)
  - Closure of the RAF Croughton Elementary School at the end of SY 2019/20
  - USAF EIC Business Plan to Divest RAF Mildenhall relocates units to Ramstein AB, Spangdahlem AB, RAF Fairford
- Bahrain (USN)
  - USN request to remove cap on Command Sponsored Billets under Joint Staff review
    - Command Sponsored Positions estimated to grow from 680 to 900
- Guam (USMC)
  - USMC (and other MIL Service) growth projected 2019-2027.
  - DoDEA initiating a study in June-October 2019 to analyze DoDEA school support options
  - Revised "U.S. Territory" eligibility policy for USD(P&R) review

In reference to Guam, Mr. Craig Whelden told the council Singapore in entering an agreement with the US to put 12 F15s (approximately 500 personnel) into Guam. Mr. Whelden advised DoDEA leadership to query OSD to determine if the issue of using DoDEA schools has been raised.

Mr. Godfrey thanked Mr. Whelden, and said he is aware of this development. He went on to say, given the current policy, if a family resides on Post in Guam they are eligible to attend DoDEA schools – but if they reside off Post – they are not. However, Mr. Thomas Brady told the council, the policy will be revisited.

A DEC member added it is very important that Europe and the Pacific provide as accurate data as possible for DoD to make an informed decisions. Mr. Stewart added this is particularly applicable as we look at extending the tours to 44 months (what is the impact on our schools). Mr. Godfrey noted that we are collecting very useful and relevant data from Europe that will help us project overall numbers and impact to our schools.

Mr. Godfrey then provided his next brief on Crisis Management Training. He said DoDEA is making significant progress in Crisis Management training however, what is lacking is a collective training event that is installation centric. In the Americas we did a few training events with the installation – sometimes we had great support, sometimes we did not. So the effort now is to significantly increase our partnership with installation Crisis Management Training.

**Guest Speaker: Teacher of the Year Presentation**

The final presentation was by the guest speaker, Ms. Anna Sansone (DoDEA, 2019 Teacher of the Year.). After giving a short BIO, Ms. Sansone provided the council a number of professional highlights that included her role in creating a Teacher Leader Academy – *bringing teachers to the table* – and extending the training Teachers of The Year receive to other educators. Finally, she said she is a proud contributor to the Teacher Leadership Round Table. This initiative is a *virtual* network of teacher leaders that meet to give teachers a global perspective of their craft, and provide a forum for sharing ideas (whether they have been selected as Teachers of The Year or not).

From there Ms. Sansone delved into what she said gave her the most inspiration: introducing her students into the exciting world of STEM. She went on to show videos of several high tech exercises her students routinely experiment with – all of them designed to unlock the science behind cutting edge technology.

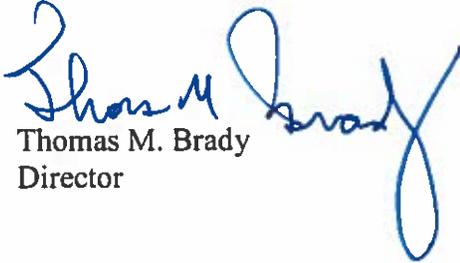
Finally, Ms. Sansone offered council members the opportunity to experiment with several of the high tech tools she brought to the conference.

Ms. Sansone received a round of applause and appreciation from the DEC council.

**DEC Conclusion.**

In the interest of time and everyone’s schedule, Mr. Brady opened a short window for questions. Hearing none at the time, he thanked Mr. Stewart and all the DEC participants for their exemplary and continued support to DoDEA and the military connected students and families.

The meeting was adjourned.



Thomas M. Brady  
Director

Attachments  
DEC Agenda  
DEC List of Participants

## AGENDA

**Host:** *Honorable Mr. James N. Stewart, Assistant Secretary of Defense for Manpower and Reserve Affairs, Performing the Duties of the Under Secretary of Defense for Personnel and Readiness*

**Executive Secretary:** *Mr. Thomas Brady, DoDEA Director*    **Facilitator:** *Mr. Brian Brindley*

|  |   |
|--|---|
| Welcome and Introduction   | <i>Mr. Thomas Brady</i>   |
| Host Opening Remarks   | <i>Honorable Mr. Jimmy Stewart</i>  |
| Executive Secretary Opening Remarks <ul style="list-style-type: none"> <li>• Video Presentation</li> </ul> | <i>Mr. Thomas Brady</i>   |
| College & Career Ready Standards Update  | <i>Dr. Linda Curtis, Principal Deputy Director &amp; Associate Director for Academics</i> |
| Comprehensive Assessment System Update   | <i>Dr. Linda Curtis, Principal Deputy Director &amp; Associate Director for Academics</i> |
| Gifted Education Service Implementation  | <i>Dr. Linda Curtis, Principal Deputy Director &amp; Associate Director for Academics</i> |
| Background Investigation Fingerprint Support   | <i>Ms. Jennifer Jones; Chief, Personnel Security; Security Management Division</i>        |
| DoDEA School Security Assessment   | <i>Mr. Robert Brady, Associate Director for Financial &amp; Business Operations</i>       |
| DOD Response to Address, Respond to, and Prevent Problematic Sexual Behavior in Children & Youth (PSB-CY)  | <i>Ms. Tomeshia Barnes, Chief, Student Services</i>                                       |

### BREAK

|  |   |
|--|---|
| DoDEA Grant Program <ul style="list-style-type: none"> <li>• Video Presentation</li> </ul> | <i>Ms. Kathleen Facon, Chief, Partnership and Resources</i>                     |
| Congressional Proposals<br>( <i>Education Options</i> )                                    | <i>Ms. Kathleen Facon, Chief, Partnership and Resources</i>                     |
| MILCON and School Openings   | <i>Ms. Melody Will, DoDEA MilCon Program Manager</i>                            |
| Force Structure Change Update  | <i>Mr. Michael Godfrey, Chief, Operations, Plans, Legislation, &amp; Policy</i> |
| DoDEA Crisis Management Training   | <i>Mr. Michael Godfrey, Chief, Operations, Plans, Legislation, &amp; Policy</i> |
| Guest Speaker  | <i>Ms. Anna Sansone, DoDEA Teacher of the Year</i>                              |
| Closing Remarks  | <i>Council Members, Mr. Tom Brady, Honorable Mr. Jimmy Stewart</i>              |

## List of Participants

| Attendees          | Representing   |
|--------------------|--|
| Abeel, Laurie      | DoDEA Gifted Education   |
| Alston, Deborah    | Director, Defense Intelligence Agency                                  |
| Andrysiak, Peter   | Commander, U. S. Army Pacific  |
| Balocki, Marie     | Commandant of the Marine Corps   |
| Barnes, Tomeshia   | DoDEA Student Services   |
| Beaulieu, Linda    | DoDEA Professional Development   |
| Beland, Russ       | Acting Assistant Secretary of the Navy<br>(Manpower & Reserve Affairs) |
| Bergmann, Mary     | Director, Defense Intelligence Agency                                  |
| Bochna, Michael    | Director, Defense Intelligence Agency                                  |
| Brady, Robert      | DoDEA Financial & Business Operations                                  |
| Brindley, Brian    | DoDEA, Operations, Plans, Legislation & Policy                         |
| Brinkmann, Michael | Commander, U.S. European Command                                       |
| Burcham, Jay       | DoDEA Chief of Staff   |
| Cabrera, Paula     | Commander, U. S. Naval Forces Europe-Africa                            |
| Cajina, Jacqueline | Commandant of the Marine Corps   |
| Campbell, Robert   | Commander, U.S. Indo-Pacific Command                                   |
| Cannon, Ed         | Chief of Naval Operations  |
| Castillo, Kimberly | Assistant Secretary of the Air Force<br>(Manpower & Reserve Affairs)   |
| Christensen, Don   | Commander, U. S. Army Pacific  |
| Cleveland, George  | Chief of Staff, Department of the Army                                 |
| Clymer, Charles    | Chief of Naval Operations  |
| Cunningham, Oliver | Commander, U. S. Forces Korea  |
| Curtis, Linda      | DoDEA Associate Director for Academics                                 |
| Daly-Rath, Elaine  | Commander, Pacific Air Forces  |
| Daniel, Ed         | DoDEA General Counsel  |
| David, Gerald      | DoDEA Logistics  |
| Facon, Kathleen    | DoDEA Partnership and Resources  |
| Fischer, Keri      | Commander, Marine Corps Forces Pacific                                 |
| Freeman, Tasha     | DoDEA Information Technology   |
| Frye, Stefanie     | Acting Assistant Secretary of the Navy<br>(Manpower & Reserve Affairs) |
| Fulton, Julie      | Commanding General, U. S. Marine Corps<br>Installation Command         |
| Ganote, Dianna     | Chief of Staff, U.S. Air Force   |
| Gass, Stephanie    | Commander, U.S. Air Forces Europe                                      |
| Geraghty, Meghan   | Director, Defense Intelligence Agency                                  |
| Gerry, Harvey      | DoDEA Europe Region  |
| Goben, Tom         | Commandant of the Marine Corps   |

|                     |  |
|---------------------|--|
| Godfrey, Michael    | DoDEA Operations, Plans, Legislation, & Policy               |
| Goins, Christopher  | DoDEA Information Technology                                 |
| Grice, Jean         | DoDEA Pacific Region   |
| Hammer, Lyn         | USINDOPACOM J1   |
| Harris, Shane       | Commander, United States Africa Command                      |
| Hovanic, Stephen    | DoDEA Americas Region  |
| Hughes, Shannon     | Commander, U.S. European Command                             |
| Jones, Jennifer     | DoDEA Personnel Security                                     |
| Kline, Carroll      | DoDEA Teaching and Learning                                  |
| Killough, Brian     | Commander, Pacific Air Forces                                |
| Larry, Horace       | Chief of Staff, U.S. Air Force                               |
| Marble, Latoya      | Chief of Staff, U.S. Air Force                               |
| McCaffrey, Maj Gen  | Commander, United States Africa Command                      |
| McLeod, Jasmine     | DoDEA Instructional Systems                                  |
| McMullen, Dell      | DoDEA Europe Region  |
| Minor, Judith       | DoDEA Americas Region  |
| Montandon, Renee    | Commander, U.S. Air Forces Europe                            |
| Mulvehill, Scott    | Commander, U. S. Naval Forces Europe-Africa                  |
| O’Gara, Frank       | DoDEA Communications and Public Affairs                      |
| Patrick, Judith     | Chief of Staff, Department of the Army                       |
| Peters, Nicholas    | DoDEA Emergency Management                                   |
| Phillips, Mary      | Chief of Staff, U.S. Air Force                               |
| Ploeger, Ruth       | Commander, U. S. Army Europe                                 |
| Rapp, Lois          | DoDEA Pacific Region   |
| Rasmussen, Matthew  | Commander, U. S. Army Europe                                 |
| Rimpola, Raquel     | DoDEA Chief of Assessment                                    |
| Roose, Chris        | DoDEA Security Management                                    |
| Sakai, Jennifer     | Commander, U.S. Pacific Fleet                                |
| Salo, Don           | Assistant Secretary of the Army (Manpower & Reserve Affairs) |
| Sansone, Anna       | DoDEA Teacher of the Year                                    |
| Schlitz, Todd       | DoDEA Pacific Region   |
| Sealey, Juanita     | DoDEA Europe Region  |
| Sexauer, Lisa       | Commander, U. S. Naval Forces Europe-Africa                  |
| Simpson, Lynn       | Commander, U.S. Pacific Fleet                                |
| Tom, David          | Commander, U.S. Indo-Pacific Command                         |
| Traugott, Christine | Assistant Secretary of the Army (Manpower & Reserve Affairs) |
| Webb, Kirsten       | DoDEA Capabilities and Initiatives                           |
| Whelden, Craig      | Commander, Marine Corps Forces Pacific                       |
| Will, Melody        | DoDEA MilCon Program   |
| Williams, Maj Gen   | Commander, U. S. Forces Korea                                |