



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

**SEP 16 2015**

**MEMORANDUM FOR THE DEPENDENTS EDUCATION COUNCIL MEMBERS**

**SUBJECT: Dependents Education Council Meeting Minutes, June 16, 2015**

On June 16, 2015 the Dependents Education Council (DEC) met at the Department of Defense Education Activity (DoDEA) Headquarters (HQ) located at 4800 Mark Center Drive, Alexandria, VA. The meeting was hosted and chaired by Ms. Stephanie Barna, Principal Deputy Assistant Secretary of Defense (Manpower and Reserve Affairs), Performing the Duties of the Assistant Secretary of Defense (Manpower and Reserve Affairs). A list of attendees is attached.

**DEC MEETING OVERVIEW**

Ms. Barna provided opening comments highlighting the interesting and exciting developments happening in DoDEA under the leadership of the Director, Mr. Thomas Brady. She then handed the remainder of the meeting over to Mr. Brady, who proceeded with the roll call of the DEC members and approval of the December 2014 DEC minutes. Mr. Anthony Stamilio, Army Manpower and Reserve Affairs (M&RA), motioned to accept the minutes and Ms. Barna seconded the motion. Mr. Brady ended his opening comments by acknowledging that it was the last DEC meeting for Mr. Bill Clark, Defense Attaché Office, and Dr. Adrian B. Talley, DoDEA Principal Deputy Director and Associate Director for Education. He thanked them both for their service to DoDEA and wished them both well in their future career endeavors. The DEC meeting proceeded with discussions and briefings of new and previous DEC issues. These included:

**Student Achievement**

Dr. Talley briefed that the Advanced Placement (AP) Program was created by the College Board and encompasses more than 30 high school courses. Specifically, the program was developed by college faculty and AP teachers to cover the breadth of information found in the corresponding college course. The success of the program is measured when an AP student scores a 3 or higher on the exams on a 1-5 score range. The most frequent AP Exams taken were in English Language and Composition, English Literature and Composition, U.S. History, and U.S. Government and Politics. In School Year (SY) 2014, DoDEA had 25% of eligible students participate in at least one AP class. Approximately half of DoDEA's seniors took at least one AP Exam before they graduated. Over the past five years, there has been a steady increase in the number of students by grade level who have taken at least one AP Exam. DoDEA is increasing AP opportunities for its 9<sup>th</sup> and 10<sup>th</sup> graders by offering more AP classes, including AP Human Geography (9<sup>th</sup> grade). In addition, there has been an increase in the number of 10<sup>th</sup> graders taking AP World History, as well as an increase in the number of students taking AP Psychology. DoDEA-Americas' school district (New York/Virginia/Puerto Rico School Districts) was recognized as the College Board Advanced Placement Districts of the Year. This award recognizes the districts for being national leaders among small-size districts by expanding

access to the AP Program while improving performance particularly for traditionally underrepresented minority students. During the discussion of AP performance by race, Dr. Talley stated that overall, DoDEA's students score close to their national peers. DoDEA's African American students and Hispanic students tend to score better than or equal to their national peers. The performance of White students in DoDEA is slightly lower when compared to their national peers.

One of the actions that DoDEA is taking to improve its AP results is providing training for teachers through a contract with College Board. Teachers receive training when College Board makes significant changes in the course program or when the teacher is new to teaching the class. This year, College Board has developed a Capstone course. The Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. DoDEA will be piloting College Board's Capstone course at Patch High School this coming school year. Dr. Talley concluded his comments by stating that DoDEA has made significant improvement in student achievement; however, DoDEA has a long way to go. The professional development (PD) for AP teachers will ensure that students who are identified with AP potential are enrolled in AP classes. This will increase DoDEA's performance and participation in AP courses and exams. Mr. Brady highlighted the importance of PD time for AP teachers at the start of each school year to collaborate and strategize for the new school year and suggested DoDEA will need to do a better job at educating parents as well of how AP supports the college and career readiness of students.

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

Mr. Brady provided an overview of CCR. He stated that it is much more than Common Core, which is focused specifically on uniformity of literacy and mathematics standards. CCR involves the systemic changes in standards, assessments, instruction and curriculum in all academic areas. In SY 2015-16, DoDEA will start using CCR Mathematics Standards and will phase-in all standards over a multiyear period. Mr. Brady presented the DEC members with a detailed 2015 timeline of actions and accomplishments that have taken place to date. A video of the February 2015 DoDEA CCR Mathematics Standards Workshop was shown to the DEC members. This workshop was designed to build staff capacity in CCR Mathematics Standards. The video provided insight on how mathematics educators feel about the implementation of the new CCR Mathematics Standards. Mr. Brady continued by sharing with DEC members the five-year timeline for implementation of all mathematics and literacy standards.

Dr. Talley provided the specifics of DoDEA's immediate next steps in the CCR process. He stated that DoDEA recently completed a technical evaluation board (TEB) to determine which assessment consortium to join. From July-August 2015, DoDEA educators will participate in a two-day PD training for all elementary teachers responsible for mathematics instruction. During SY 2015-16, DoDEA schools will close for four days of PD for CCR Standards training. By fall, DoDEA will make a determination regarding which assessment choice will be implemented in SY 2016-17. Dr. Talley concluded by stating that a TEB will be held late this fall to determine which mathematics and literacy materials will be purchased to support the new CCR Standards. Mr. Brady added that DoDEA will not participate in end-of-

year-only testing and is working with the teachers union to determine the right assessment tool. He highlighted that the four PD school closure days will be coordinated with local installation commanders, and parents will have time to prepare for school closure, as deemed appropriate. Ms. Lynn Simpson, U.S. Pacific Fleet, reiterated the importance of the transferability that CCR provides our students and expressed her happiness that this effort is progressing in DoDEA.

### **Restructuring for Student Achievement (RSA)**

Mr. Brady stated that DoDEA's two priorities are to (1) improve student achievement and (2) create a unified school system. Priority 1 is being achieved through the fusing of CCR Standards into DoDEA schools, and Priority 2 is being achieved through restructuring. RSA has no impact on school-level staffing and will only affect HQ, area and district personnel. There are no new full-time equivalent positions being given to DoDEA; therefore, this initiative will move positions to support appropriate places to enable DoDEA to achieve Priority 1. RSA actions will include Education Directorate restructure, district consolidation and reconfiguration, redefining the area mission, implementation of the Centers of Excellence model, centralization of logistical support functions, streamlining and re-engineering of the human resources process, and responding to DoDEA's cultural shift. RSA is specifically designed to increase organizational accountability; streamline policies and practices; and clarify roles, responsibilities and decision authorities within DoDEA.

Mr. Brady shared with members an organizational chart of the Education Directorate future state at the completion of RSA. He noted the Senior Executive Service position currently held by the DoDEA-Americas Area Director will be combined with the duties of leading, managing and establishing a system-wide educational accountability system. The position will be relocated from DoDEA-Americas Area Office to DoDEA HQ. Mr. Stamillo asked to what degree is DoDEA bound to follow state requirements and regulations. Mr. Brady responded that states must follow the No Child Left Behind Federal guidelines; however, DoDEA does not have any legal state requirements.

Mr. Brady outlined DoDEA's districts' future state model. DoDEA will consolidate from 14 to 8 districts in an effort to utilize resources in the most effective manner to support and improve student achievement. Maps of the new district configuration were shared with members. The area offices will transform into Centers of Excellence, whose focus will be used to build the capacity of districts and schools to improve student achievement. Dr. Linda Curtis, Director, DoDEA-Pacific, discussed the process of transformation to date in DoDEA-Pacific. She stated that DoDEA leaders visited the Massachusetts Department of Education's Centers of Excellence and were able to see firsthand how this model is efficient at supporting teachers in their pursuit of educational excellence and equity.

Mr. John Fredigo, Air Force, M&RA, asked how many permanent change of station (PCS) moves were expected of DoDEA employees as a result of RSA. Mr. Brady responded that PCS is an important dollar constraint; however, it will not impede RSA. There will be some employees who will experience a PCS, but those moves are expected to be minimal. Col. Yori Esclante, Marine Corps Installation – East, asked if there is an effort in place to get policy standardized across the board as DoDEA moves forward, considering the fact that districts are no longer setting policy. Mr. Brady responded that the policy will be issued at the HQ level and will be consistent and applied throughout the world.

## **Dual Enrollment**

Dr. Patrick A. Dworakowski, Assistant Associate Director for Education, briefed that DoDEA is in the process of establishing proper guidance and assigning responsibilities concerning the implementation of dual enrollment at all DoDEA high schools. He stated that the benefits of dual enrollment include the engagement of students in quality college and career pathways and course-takings that promote successful postsecondary student outcomes. The program also fosters college-and-career-going cultures within DoDEA schools and meets the unique academic needs of individual students by extending relevant and rigorous course offerings in the junior and senior high school year. Dual enrollment will become effective in SY 2015-16 for students in grades 11<sup>th</sup> and 12<sup>th</sup> upon their high school principal's approval. The procedural guidance is currently awaiting signature and will be ready for release prior to start of SY 2015-16. The guidance will specifically outline the responsibility of high school principals.

Mr. Fredigo asked how the mechanics work in regards to agreements with local colleges and universities – he asked how DoDEA intends to move forward in its next step. Dr. Dworakowski stated that the procedural guide is just the first step – the next step is to determine what is available and needed for each student. DoDEA is not in a state yet where it can have a relationship with colleges and universities; however, DoDEA has begun working with General Counsel to determine what opportunities are on installations and if DoDEA can piggyback on these contracts or if DoDEA can create its own contracts. Students also have the option of attending accredited online college courses. Mr. Stamillo asked if dual enrollment opportunities currently exist for DoDEA students. Mr. Brady stated that such opportunities will become available starting this school year. Ms. Simpson asked that with impending implementation of dual enrollment this school year, what is the communications plan for getting this information out to all stakeholders, specifically to parents and students. Dr. Dworakowski responded that communication has already begun. Information about this process can be found on the DoDEA Web site and in the DoDEA course catalog, and it has also been distributed internally in DoDEA system-wide communications. Mr. Brady added that DoDEA will work with parent-teacher associations and will put out additional information; DoDEA will continue to reach out to stakeholders to ensure all audiences are aware of the upcoming dual enrollment opportunities.

## **DoDEA Technology Plan**

Mr. Patrick Martin, Instructional Systems Specialist for Educational Technology, stated that the purposeful use of educational technology is important as DoDEA shifts to a college- and career-ready focus. DoDEA used Project Tomorrow's *Speak Up* Survey to gain the baseline data DoDEA needed for successful implementation of its educational technology policy and program. Mr. Martin provided an overview of the results of the survey, which was taken last school year. The total number of surveys taken was 14,345, which included over 10,000 students, 1,900 parents, 1,700 teachers, and 139 school administrator responses. In very few areas, DoDEA and the national numbers differed by more than three or four percentage points; otherwise, DoDEA performed remarkably close to the national aggregate in most areas. Areas that departed more than a couple percentage points were that DoDEA students are heavier users of online textbooks, may experience slow internet at home, are more likely than their peers to use online collaborative tools and would like a "digital backpack" (a place where they can store all of their online "stuff").

There are several policy implications that were discussed as a result of the survey. Those implications include DoDEA having a target acquisition of 68,500 in-warranty computers, high-quality PD being a priority, a new learning management system (LMS) being developed to facilitate blended learning (*Schoology* is the K-12 current online presence for learning), continued work with computer lifecycle (DoDEA recently replaced 16,000 computers, and almost all DoDEA computers are with in-warranty), and the planning stage underway to replace the current DoDEA student information system (SIS). Major General Eric Vollmecke, United States Air Forces Europe, asked if *Schoology* is like Blackboard. Mr. Martin responded that it is, except Blackboard is only for a limited group of people, whereas *Schoology* is much more comprehensive and is free; therefore, DoDEA actually saved money by using this Google application. Mr. Stamillo asked if the new LMS provides the digital backpack that students want. Mr. Martin stated that it does; however, this is not happening now, but it will occur with the new SIS forthcoming this school year.

Brigadier General (BG) Margaret Burcham, Joint Chiefs of Staff, asked if students would be able to have access to their data after high school. Mr. Martin stated that they will be able to – there is a process by which students can export all their data when they are seniors and take their data with them after graduation. Ms. Simpson asked if DoDEA is comfortable with the survey responses and if the survey is available for people to view results. Mr. Martin said yes; however, DoDEA would like more responses for the next survey, which will be taken during Oct 2015 - Jan 2016. He added that the full survey is long and dense, and the teachers union would not like all of the results disclosed; however, if there is anything specific that the DEC members would like to review, DoDEA can provide access to the survey results.

### **DoDEA 21<sup>st</sup> Century Schools**

Mr. Brady discussed how defining, refining, and developing the term “21<sup>st</sup> Century” is a process that has been underway in DoDEA schools. While this concept continues to evolve academically in the curriculum, instruction, and assessment practices, it is also a concept that will be incorporated into every aspect of the look, feel, and functionality of DoDEA school buildings and classrooms. The DEC members viewed a video of the recent construction project, Hampton Primary School, Ft. Bragg, and heard parent and commander views on how the new 21<sup>st</sup> century school provides a safe, secure, and well-managed learning environment that focuses on student achievement.

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

Ms. Kathleen Facon, Chief, NDSP, discussed the NDSP’s continuous process improvement efforts. Mr. Brady’s call to action at the June 2014 DEC meeting was to develop a working group to review practices, procedures and policies, with the intention of (1) increasing efficiencies of the program, (2) decreasing the need for exceptions to policy, and (3) positively impacting families in the NDSP. The result of the working group was a series of recommendations. To date, the following efforts have been taken: (1) recommendations of the working group were shared with leadership, (2) DoDEA has been able to collaborate with military personnel overseas assignment policy, (3) release of NDSP orientation, (4) compilation of school fees and unauthorized costs, and (5) revision of the Web site, with launch of the new NDSP name (expected summer 2015). Ms. Facon elaborated that a name change will help with

programming rebranding efforts, and a survey was sent out to stakeholders to get their feedback regarding potential new names.

BG Burcham asked who was solicited on the survey for the new names. Ms. Facon stated that the survey went out to NDSP liaisons, but DoDEA is preparing to send out another survey of the top three names to stakeholders. BG Burcham requested the Joint Chiefs of Staff Office be added to the process improvement efforts as well as the survey participation. Ms. Facon agreed. She concluded by stating that NDSP is in 132 locations, involves 2,700 students and costs approximately \$72 million to operate.

### **DoDEA Budget**

Ms. Claudia Shaw, Chief, Resource Management, gave a presentation on budget programs, Fiscal Year (FY) 2014 significant expenditures, and the Program Objective Memorandum (POM)-16 overview. DoDEA has five budget lines: Management HQ, Consolidated School Support, Educational Partnership, Department of Defense Dependents Schools and Domestic Dependent Elementary and Secondary Schools (DDESS). For the FY 2014 Operations and Maintenance account, DoDEA's largest budget class was payroll, which was 64% of the budget (approximately \$1.2 billion). Ms. Shaw stated that the Office of the Secretary of Defense (OSD) Comptroller has finalized the program budget decisions for FY 2015 and presented DoDEA's FY 2015-20 projected budget levels.

Mr. Fredigo asked about the particulars of the special arrangement budget line. Ms. Shaw stated that special arrangements are contracts that DoDEA enters into for its students to attend local public schools. School systems which DoDEA supports their special arrangement contracts are not eligible for nor receive Impact Aid.

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

Mr. Robert Brady, Associate Director of Finance and Business Operations, presented the status report of DoDEA's MILCON Program. He provided DEC members with an update of POM-16 and POM-17 overview for the MILCON and Facility, Sustainment, Restoration and Modernization Programs. Major MILCON challenges include uncertain market conditions in Japan and managing enrollment reductions and force structure changes. Specifically, the bids DoDEA received for construction awards for three elementary schools in Okinawa and Mainland Japan are now experiencing costs that are significantly above what was projected (24% to 47% over). He further stated that the DoD European Infrastructure Consolidation Study has projected an increase of 217 students at the facilities at Ramstein and Landstuhl, Germany, and this will stress capacities. Additionally, the declining enrollment at many stateside installations is causing MILCON project execution challenges. He concluded by providing a status of the projects that require Secretary of Defense certification and discussed the FY 2016-20 MILCON plan.

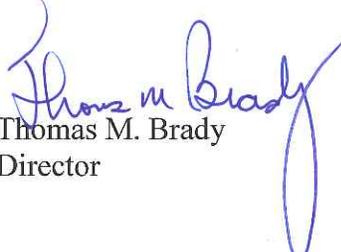
### **Questions and Discussion**

Ms. Simpson requested additional information about dual enrollment communications to distribute to parents in her area and more clarity about how *Schoolology* and the new LMS are being migrated in schools. She also applauded DoDEA's work in the 21<sup>st</sup> century schools arena and asked if there was a roadmap for the way ahead. Ms. Simpson concluded by stating that the

Pacific Command is always interested in any status update regarding the DDESS study. Mr. Brady thanked her and added that he would contact her regarding answers to her inquiries. Mr. Fredigo asked about the cost for educating a CONUS student versus the cost for OCONUS students in DoDEA and what those comparisons are in relation to what it costs the average public school student. Mr. Brady stated that a cost comparison is actually currently being shared with the Office of the Deputy Chief Management Officer and OSD leadership through the Business Process Review (BPR). He further stated that DoDEA will provide the DEC with a BPR brief at the next DEC meeting.

Ms. Barna closed by stating the two big strategic objectives that came out of the meeting are CCR and RSA. She reminded attendees that if the President's budget does not go through exactly as requested, DoDEA will redo its entire national security strategy. Therefore, when discussing changes, restructuring might be observed throughout the DoD. Ms. Barna stressed that when thinking about DoDEA as an entity within the DoD, there are a lot of conflicting stories. She used the example of how DoD is looking for savings through commissioning of the DDESS Study sends one message; however, in public engagements, the Secretary of Defense and the Deputy Secretary of Defense are saying DoDEA will remain intact, and in fact, there is a plan to enhance support to public schools. Ms. Barna stated that she has full confidence that DoDEA is going to go forward and sustain the position that it is absolutely critical to readiness and to retaining our all-volunteer force. Ms. Barna concluded by telling DEC members that their participation in the meeting was appreciated and looked forward to seeing them at the next meeting.

The meeting was adjourned.

  
Thomas M. Brady  
Director

Attachment:  
As stated

## ATTENDEES

STEPHANIE BARNA, Principal Deputy Assistant Secretary of Defense, (Manpower and Reserve Affairs), Performing the Duties of the Assistant Secretary of Defense (Manpower and Reserve Affairs)

MG MARK DILLON, U.S. Forces Korea\*

MAJ GEN ERIC VOLLMECKE, U.S. Air Force Europe

RADM JOHN CHRISTENSEN, EUCOM\*

ANTHONY STAMILLO, Army M&RA

BG MARAGET BURCHAM, Joint Chiefs of Staff

BILL CLARK, Defense Attaché Office

JOHN FEDRIGO, Air Force M&RA

LARRY GOTTARDI, USAREUR\*

STEPHANIE HOEHNE, Army IMCOM

RICK KOLOZWSKI, Navy Installation Command

LYNN SIMPSON, COMPACFLEET\*

MICHEAL GABLE, USAFRICOM\*

COL YORI ESCALANTE, Marine Corps Installations East\*

## DODEA ATTENDEES

THOMAS BRADY, Director

DR. ADRIAN TALLEY, Principal Deputy Director and Associate Director for Education

ROBERT BRADY, Associate Director, Business Operations

DR. LINDA CURTIS, Area Director, DoDEA Pacific

DR. JOAN ISLAS, Interim Director, DoDEA Europe+

\*-present by VTC

+present by telephone