



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

AUG - 9 2017

MEMORANDUM FOR THE DEPENDENTS EDUCATION COUNCIL MEMBERS

SUBJECT: Dependents Education Council Meeting Minutes, June 1, 2017

On 1 June, 2017, the Dependents Education Council (DEC) convened 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 and facilitated by Mr. Brian Brindley. A list of participants is attached.

Overview

Mr. Brady opened the meeting and informed the council of the unavailability of Ms. Stephanie Barna, Acting Assistant Secretary of Defense for Manpower and Reserve Affairs (M&RA). The Director thanked the council members for helping shape the agenda, and remarked on the exciting times awaiting DoDEA, including 41 high school graduations in the near term and the opening of several new schools starting this September and into next year. He then set the stage with comments that introduced the speakers and their respective topics, including:

- A presentation by Dr. Linda Curtis on the implementation of new College Career Ready Standards - one of DoDEA's two strategic priorities
- An update by Ms. Kirsten Webb on DoDEA's second strategic priority - Restructuring for Student Achievement
- An update from Ms. Christine Megee on improvements made in teacher hiring
- A brief on the overseas screening process by Ms. Erika McCoy
- A legislative update from Mr. Mike Godfrey, followed by a discussion on military force structure changes
- A status update on short and mid-term Military Construction (MILCON) projects from Mr. Steve Donley, DoDEA Chief of Facilities and,
- A presentation by DoDEA teacher Mr. Shawn McCarthy on a "Once in a Lifetime Experience" provided to DoDEA middle school students in Italy.

The first brief was conducted by Dr. Curtis who provided a presentation on College Career Ready (CCR) standards and the DoDEA comprehensive assessment system.

Dr. Curtis reiterated the exciting times DoDEA is experiencing and thanked the members for their support during the second year of implementing the CCR standards. Her presentation included the following points:

- While the new CCR standards are currently focused on math and literacy the standards actually go across the board and involve everyone: The science teacher, physical education teacher, coach - *everyone*. She related how some states have implemented new readiness standards all at once, which proved difficult for students and teachers; however, DoDEA is phasing in the standards to make it “Not so overwhelming”. She noted DoDEA completed year one of grades six to twelve math and literacy implementation and year two of the Pre K to grade five math implementation. Dr. Curtis also commented that she and the Director discussed the new approach with students, parents and teachers, and were encouraged by a survey showing students have a better understanding of what the standards are, and the importance of understanding the *concept* behind the learning.
- Two incidents in particular were pointed out to illustrate the importance of engaging students in this process. The first was an observation by DEC Representative Brigadier General Kathleen Cook (Department of the Air Force, Air Force Services) on how engaged and enthusiastic students were during a social studies class reenactment, and the second was a ‘Thank You’ letter received from the parents of a kindergartener, explaining their child learned so much this current school year due to the ‘*way she was taught*’. Dr. Curtis emphasized this type of engagement with students and the excitement generated must continue all the way to the 12th grade.
- Dr. Curtis thanked the commands and community for their support and recognition of the importance of professional learning days. She highlighted the addition of six professional learning days to the school calendar, and noted DoDEA has offered 3,000 math and Pre-K to grade five educators 223,000 hours of professional learning - over the last two years - and more than 3,000 grades six to twelve, math and literacy educators 109,000 hours of professional learning *this* year. DoDEA will continue to enhance professional learning for educators in other areas such as science and social studies. She concluded by saying this was a different way of teaching - tougher and more rigorous - but in the end, better for the students.
- Dr. Curtis went on to describe the new DoDEA comprehensive assessment system. Because this new process is no longer paper and pencil but online, a stress test of the Information Technology (IT) infrastructure was conducted using different configurations of 18 schools around the world (results were positive). She also mentioned the Director recently received recommendations on implementing the new assessment

system from a task group and has subsequently asked for additional research. She reserved further discussion on the topic for her next brief.

- In closing her presentation on CCR standards, Dr. Curtis again emphasized the criticality of improving professional learning and building the capacity to sustain it. She related that DoDEA conducted many evaluations, feedback loops, and *'train the trainer'* models to ensure those that replace departing educators fully understand and can effectively implement the new standards. She explained DoDEA will incorporate the new standards this school year with science and social studies and integrate the *assessment component* of CCR standards starting with math and literacy. Dr. Curtis concluded with a nod towards the Director's second strategic priority, Restructuring for Student Achievement. In short, she explained DoDEA will have a Center for Instructional Leadership (CIL) at each regional office, made up of exceptionally talented people providing consistent quality training in order to *build and grow* the professional learning capacity of teachers, instructional system specialist, superintendents, and principals. She noted the program worked very well in its first year and DoDEA leadership is meeting in June to discuss even more ways to enhance it.

Dr Curtis second presentation gave more detail on DoDEA's Comprehensive Assessment System (CAS). Discussion included the following points:

- The DoDEA CAS consists of several factors, including the SAT (for high schools), PSAT, Benchmark Assessment System (BAS), (used for younger students and elementary grades), and the Partnership for Assessment of Readiness for College Careers (PARCC).
- Dr. Curtis recognized the concern with the reduction of the SAT from six opportunities a year to four. She shared a discussion between DoDEA and SAT Administrators from the College Board on attempting to return the frequency of testing to six. However, data provided by the Board indicated most students take the SAT two times a year and only a few even take it three times a year. Also, the new system and frequency of SAT exams cannot be programed separately for schools overseas. After researching other options, DoDEA is proposing students take the American College Test (ACT) in September and June to offset the loss of the two SAT exams. DoDEA will know in two to three weeks if exam administrators will support this strategy.
- Dr. Curtis informed the council this is the last year DoDEA will use the Terra Nova assessment system. Taken in March, results from Terra Nova are usually returned by May - however a change in vendors has led to a printing delay and results have been pushed to July (results will be mailed

to families who have changed duty stations). More importantly, DoDEA will transition to the PARCC system - which is a much better method of assessment. Terra Nova is a *generalized* test and doesn't focus on what educators need to know about students to help them learn. PARCC is diagnostic, and provides interim and summative results *delivered throughout the year*. This approach gives students a more current, real time assessment, and informs instruction *during* the school year.

- **Question from unidentified Council Member:** What kind of intervention is available for students who have fallen behind and need help?
- **Answer from Dr. Curtis:** DoDEA has a 'safety net' built into each school - extra math and reading support as well as English as a Second Language and of course Special Education. Also, some schools have a seminar period where students receive additional help from the teacher whose subject they are having difficulty in understanding.
- In January, the entire DoDEA Information Technology (IT) infrastructure will be tested to assess the network capacity to fully implement PARCC. The test will be conducted over a three week period in order to minimize disruption.
- As content is added to standards in science and social studies, DoDEA will review the need for additional assessment areas. Finally, to ensure the community is aware of these initiatives, DoDEA will issue extensive communication plans to parents, base commanders and School Liaison Officers (SLO).

Mr. Brady underscored the importance of assessing students and echoed the benefits of the Comprehensive Assessment System. He also explained DoDEA applied several lessons learned from public schools based at the State and District level. Consequently, DoDEA has a different timeline than public schools (not all the standards are implemented in a 12 month period), and not all assessments are taken at the end of the term. He explained how results of the assessments not only improve student achievement but also reflects how teachers are measured - again, learning from public schools (perhaps as an example of how *not* to do it), the intent should not be 100% accountability on any particular standardized test, because all the energy and discussion is focused on what that means to the teacher - which is *not* what DoDEA wants. He said there is an element of the CAS that will increase teacher accountability, however DoDEA teachers are remarkable and those results will be positive.

- **Comment from unidentified DEC Member:** We appreciate DoDEA meeting with the College Board and while we are disappointed they would not increase the number of SAT exams,

adding two ACT exams is good news

- **Response from Dr. Curtis:** This initiative is still being worked (i.e., Test Coordinators must be identified) and this is not a completed deal, however she does not see any major problems and is optimistic it will happen.

Mr. Brady then reminded the council of Dr. Curtis discussion on the Center for Instructional Leadership (CIL) and the realignment of resources required to support it. Known as the *Restructure for Student Achievement (RSA)*, Full Time Employees (FTEs) were realigned to centralize DoDEA business functions and provide resources to establish the CIL. He introduced Ms. Kirsten Webb to provide an update of the process.

Ms. Webb noted Dr. Curtis's initiatives to provide DoDEA students a superior education, and reiterated the need to shift resources in support of those goals (an undertaking particularly daunting in an already resource constrained environment). She reflected on the RSA as the culmination of three years of exhaustive planning and work that led to a realignment of more than 650 Finance and Business Operations (FBO) FTEs - *above the school level*. The end state of this effort was a streamlined and more productive FBO support structure. Her update included the following points:

- The RSA realigned three entities over three distinct phases:
 - Phase 1: DoDEA HQs Education
 - Phase 2: Education in the field
 - Phase 3: FBO support personnel (the hardest part - because it impacts *people*)
- She informed the council the final phase will be completed 30 July this year. However, she emphasized the RSA is not perfect and DoDEA is committed to ongoing assessments of the structure, to include constant dialog with the field (are their needs being met?), and implementing continuous monitoring and analysis to make adjustments as needed. Illustrating the need for situational awareness and flexibility she pointed out the Secretary of Defense intent to *increase* forces in Europe, in contrast to the previous Department of Defense (DoD) strategy to *reduce* European force structure.
- Ms. Webb again noted the RSA impacted 650 personnel from FBO (all above the school level - and not involving school level personnel), and she stressed DoDEA's commitment to treating each one with grace, courtesy and dignity: Every affected person was personally notified whenever possible, and kept informed each step of the way.
- While acknowledging people associate a Reduction in Force (RIF) with reducing the workforce Ms. Webb clarified the purpose of RSA is not to reduce FTEs, but is a *realignment* of the workforce. Unfortunately, the same rules under RIF apply

in reassigning personnel, which can potentially lead to negative impacts on missions (another reason for continuous monitoring). Nonetheless, using the mandated RIF procedures for the realignment is the only legal, fair and equitable way to optimize the DoDEA mission to provide a superior education for our students. June 25th is the first day in the new structure.

- To address comments and questions previously received on leadership training, Ms. Webb made additional briefing slides available to all DEC members. Next, Mr. Brady remarked on the necessity of having qualified teachers in the class room *at the beginning* of a school year. However, he explained DoDEA has unique challenges in teacher hiring (for example, DoDEA is a DoD Activity and background checks are a pre-requisite to employment). To discuss the work in progress to improve teacher hiring, Mr. Brady introduced the DoDEA Human Resources Chief, Ms. Christine Megee

Ms. Megee's presentation highlighted the following points:

- As a result of the RSA, the Human Resources (HR) Division is now centralized and better able to provide direct support where DoDEA has *boots on the ground* in the districts. This arrangement promotes more efficiency and streamlines much of the educator hiring process at the headquarters.
- In the past, DoDEA HR Division was not very good at capturing and measuring analytics to determine where efficiencies can be found. Subsequently, in February of this year, key personnel (Headquarters (HQ) senior leaders, HR subject matter experts and representatives from the field) convened at a Hiring Summit where the agenda included improving the teacher hiring process.
- After comparing data and processes from the previous hiring year against the Office of Personnel Management (OPM) standard of 180 calendar days and factoring in DoDEA mandated background checks, summit attendees identified inconsistencies and redundancies in teacher hiring across school regions and the HQ's. As a result, summit attendees developed a thorough and comprehensive checklist that standardized and streamlined the teacher hiring process, including:
 - Detailed recruiting steps
 - Distinct roles and responsibilities for each staff member
 - A timeline to complete the selection process
- Ms. Megee explained HR continues to find ways to improve these processes, making them more agile and adaptable, using internal assessments and data analytics to highlight where progress is being made and where there are unanticipated bottlenecks (this information is shared with all the HR staff and DoDEA senior leaders). Additionally, metrics from the checklist will help drive individual staff member's performance, by allowing them to measure their work against established timelines and goals.

- Summit participants also identified a problem of multiple touch points during licensure review (teacher certifications) for potential new teachers. A solution was adopted that eliminates multiple back and forth reviews, expediting final certification and allowing an offer to be extended to a candidate much quicker than before.
 - **Comment from unidentified DEC Member:** Teacher hiring is of great concern to the Army. During a joint General Officer forum, many senior leader spouses expressed their concern with the lack of teachers - especially in the Pacific, for a long period of time, as well as tales of substitute teachers in the class room for *very* long periods of time. However, (*we*) conduct agency checks for all our child care services and can share information with you that may cut down on the hiring time. Aberdeen Proving Grounds has a Center of Expertise that does all of our hiring processes and has decreased the hiring timeline. We are happy to work with Installation Command and in turn their respective garrisons because there are lots of teacher trained spouses anxious to be employed.
 - **Comment from unidentified DEC Member:** European Schools Council notes indicate Europe West District is having teacher hiring problems. As we drill into the data are there metrics to benchmark against other districts and timeliness?
 - **Response from Ms. Megee:** Yes, however currently the data is limited. As we develop our analytics we will be able to make informed and targeted changes. Also, substitute hiring was discussed quite extensively during the summit and has been an ongoing concern during the year. As more data is collected we are able to differentiate between raw numbers that may indicate a school has enough substitute teachers and the reality that not all those subs have the specialized skills required. Finally, DoDEA absolutely works with the Installation Commanders and I believe we have reached out to Aberdeen Proving Ground but will double check.
 - **Comment from Dr. Curtis:** Help us get the word out. As you learn of families PCSing overseas, have them start the hiring process before they leave. Even if they don't want to substitute and want to be a full time teacher, one of the best ways to 'get in the door' is to start as a substitute teacher, because if they qualify as a substitute and there are openings they may be eligible for a teacher position when an opening occurs.

- **Mr. Robert Brady** Identified several other factors that influence Teacher Hiring:
 - DoDEA must comply with OPM hiring standards on background checks and adjudication
 - From November to February DoDEA conducts a teacher transfer program offering teachers who may be in a remote location, the opportunity to rotate. Once that program is done (in late February) the teacher hiring window is open for the following school year. However, on average, it takes OPM 5 months to complete the action, in turn giving DoDEA a very narrow hiring window
 - More recently the process was impacted by the hiring freeze
 - There are teachers who don't announce they are leaving until the end of the school year, which significantly shortens the entire hiring cycle
- **Request from DEC Member Ms. Simpson:** Please send a copy of the HR Checklist and information on the metrics.
- **Response from Ms. Megee:** Absolutely

In his introduction of Ms. Erika McCoy and the subject Overseas Screening Process, Mr. Brady noted for the most part, challenges with overseas screening are being met. Issues arise however, when service members are sent to locations where there is no DoDEA school. The Non DoD School Program (NDSP) is designed to address those requirements, however, DoDEA needs assistance from the service member's service or agency to identify any particular special educational requirements as early as possible so DoDEA can identify and work with a perspective school provider.

Ms. McCoy gave an overview of the Non DoD Schools process and highlighted several points including:

- The goal of the NDSP is to ensure services are available for students overseas. This is especially important to coordinate when the child *has special education needs* and are not within a DoDEA school community. A point to note is that International Schools are *not* required to accept students and are not obligated to follow U.S. special education laws.
- The Non DoD Schools Program conducts approximately 6 to 10 educational screenings a month. This process requires the Individualized Education Program (IEP) which identifies the student's special education services, and then coordinating with the schools in the overseas location. Those schools are queried as to whether they can or cannot meet the special requirements. The answer is not always a binary 'yes or no' and sometimes DoDEA can negotiate

to get the student enrolled in the school; it may require different services and/or receiving services outside of the school setting.

- Other factors in the process include:
 - Culture. For example, the cultural view of some countries is to have separate special education schools instead of integrating special education students into the standard school population
 - Expertise. Even trying to place some students for minor services can be difficult. For example, if the student has a speech/language need, it can become problematic when the school does not have someone specifically trained to address those needs and/or an English speaking provider.
 - Availability. 30 to 45 days is usually enough time to find out if a perspective school can meet a student's needs. However many schools are closed during the summer months, which usually coincides with the Permanent Change in Duty Station (PCS) cycle and there is no one available to get a conclusive response.

While acknowledging improvement in the process (thanks to the support of the DEC members and their respective Service/Agency), Ms. McCoy emphasized the need for continued early coordination in *all* cases involving suspected special education students.

Another point highlighted the importance in giving the sponsor DoDEA's *full recommendation*. She explained sometimes the only recommendation a parent receives on adequate school accommodations is 'Yes or No. Without passing on the *full recommendation*, a sponsor may not be aware of any caveats or conditions imposed by some schools until they arrive on station. Providing the sponsor the full DoDEA travel recommendation gives them a thorough explanation of what was found, any extenuating conditions, availability of relevant resources and why the final recommendation was offered.

After acknowledging some DEC members request for data, Ms. McCoy explained DoDEA is consistently collecting targeted data to triangulate what is captured and identify corresponding trends (for example, what happened and what did DoDEA do in cases where a family was *not* screened before arriving at a location that was unable to meet their child's needs).

- **Comment from Ms. Simpson (Commander, U.S. Pacific Fleet, DEC Representative):** We are very much looking forward to reviewing the data relative to the PACOM AOR and we understand it will come to us in the fall.
- **Response from Ms. McCoy:** Yes Ma'am

After polling the council, Mr. Brady bypassed the scheduled break in the interests of time and introduced Mr. Mike Godfrey to provide a legislative update and discuss strategic force changes affecting DoDEA.

Mr. Godfrey's update started with a recap of the FY 18 proposal on Grant Authority. He explained the Grant Authority is one of the few tools in the DoD tool box that directly impacts military connected children, and has been a major initiative of the DoDEA Education Partnership and Resources Chief, Ms. Kathy Facon, and her team. DoDEA is pursuing a Deputy Secretary of Defense (DEPSECDEF) approval to submit the legislative proposal to extend DoDEA's Grant Authority thru September 2018. Also, the Office of the Secretary of Defense (OSD) limited the number of legislative proposals that can go forward this year - so no other DoDEA legislative proposals already drafted were submitted during this legislative cycle and have been inserted into the FY19 cycle.

Regarding FY 19, Mr. Godfrey highlighted 6 bridging proposals DoDEA needs in place until the Unified Legislative and Budget process (ULB) 19 is in effect. Three of the proposals, Grant Authority Extension, and Clarification of Authority to issue DoDEA Regulations (OCONUS) and the unified law proposal will go through the full ULB.

- These proposals are particularly relevant to the DEC because the Services can influence the outcome as they vote to approve each one. Mr. Godfrey added, while adopting a proposal to unify OCONUS and CONUS schools will create administrative efficiencies, this proposal is budget neutral and retains all the essential elements of the previous law. Finally, although DEC subject matter experts have received a comprehensive brief on this proposal, Mr. Godfrey offered a similar in-depth discussion to the DEC Representatives.

Concluding this first update, Mr. Godfrey as noted four other proposals were staffed thru the services last year but were not forwarded due to restrictions in place this year. These proposals will process through the FY19 legislative cycle.

- CONUS Student Meal Program
- School Boards
- Conversion of 1 day of leave to Any Purpose Leave
- Clarifying Appointment Authority

Mr. Godfrey's next presentation was a forecast of strategic force changes affecting DoDEA. Discussion was divided into the three DoDEA school regions:

- DoDEA Americas Region:
 - 1st Theater Sustainment Command will move from Fort Bragg to Fort Knox – which appears to be a 'wash' because the 3rd Expeditionary Sustainment Command (with approximately the same number of personnel) located at Fort Knox will move to Fort Bragg. The outliner for DoDEA is how many of these families will move into base housing. Mr. Godfrey then engaged in a conversation with an unidentified DEC member on housing incentives employed to entice service members to move into base housing (such as free first month's rent). He added a comment from the House Armed Forces

Staffer Day on the probability of changing the BAH rate to encourage service members to move into base housing. The response was that helping service members move into base housing is not a reason to change the BAH rate.

- DoDEA Pacific Region:
 - Mr. Godfrey provided a brief synopsis of force structure changes in Japan, Korea, and Guam. Force structure changes in Korea include the Area 1 (North of Seoul) Restricted Tour and closure of the Elementary School CT Joy (South of Seoul) this year.
 - Responding to a question from **Mr. Robert Brady** on the 2 year delay in school operations in Guam, **Mr. Craig Whelden** (MARFORPAC, Hawaii), informed the council the delay is a result of a Fish and Wildlife Service challenge to the biological assessment submitted last year. A new assessment will be forwarded (July 2017) and although positive results are expected, the Marine Corps force flow is now pushed to School Year 2024 – 2026. (Mr. Godfrey noted the corrected timeline and will change the dates on his brief).
- DoDEA Europe Region
 - Structure changes include the United Kingdom where discussion noted the Air Force decision to potentially reverse course and retain RAF Mildenhall and Feltwell due to European Infrastructure Changes (instead of an anticipated reduction of 2,000 personnel, the personnel count may increase to 2,500 - for a net gain of 500). Regardless, **Mr. Robert Brady** pointed out the potential increase will not negatively impact the schools ability to house and educate the increased population.
 - Germany has a number of force structure changes and courses of action are being developed to stand up *new* units (not transferred from the current inventory) whose nesting place may impact Baumholder, K-Town and Graff or other locations (as many as 2,500 personnel). A significant unanswered question is whether or not a Corps Headquarters will return to Europe *and* if a new Armored Brigade Combat Team will locate to Europe. The Brigade Combat Team is a particularly large force, and wherever it goes, DoDEA needs ample lead time to prepare and establish adequate support.
 - **Question from Unidentified DEC Member:** Will these units be rotational?
 - **Response from Mr. Godfrey:** There is no clear answer to that just yet; however the Army Budget Plan calls for a *new* Armored Brigade Combat Team.
 - Special Operations Forces (SOF) move from Stuttgart to Baumholder is good news for Stuttgart (where space is very tight) beginning in School Year 2020.

Mr. Godfrey concluded his brief by noting DoD is under a dependent restricted tour in Ankara, Turkey effective August 2017. However, DoDEA still operates a school in that location because some agencies that are both DoD and non-DoD fall under the Chief of Mission authority (these elements, such as the Department of State, are *not* held to the current tour restrictions). A number of options involving improving security are being pursued to request an ETP to OSD for DoDEA teachers the opportunity to bring their dependents to Ankara.

- **Comment from Unidentified DEC Member:** We appreciate the responsiveness of Mr. Godfrey and the DoDEA staff when answering quick turnaround questions.
- **Comment from Unidentified DEC Member:** There are large construction projects in Vicenza which may facilitate some of the force structure mentioned. Also for your situational awareness, a fourth housing tower will be constructed in Camp Walker, Korea (FY 19)

Mr Brady thanked the DEC members for the information. He went on to acknowledge the significant investments DoD made 5 to 6 years ago for construction projects supporting DoDEA schools. He asked Mr. Steve Donley, DoDEA Chief of Facilities, to provide a status update on some of the short and mid-term projects.

Mr. Donley began his brief by noting over the last few Future Year Defense Programs (FYDP); DoDEA has invested approximately three billion dollars in 100 schools. Currently there are 20 schools in design, and 33 under construction, and all of this work reflects a commitment and investment in our service members and their families. Other comments include the following:

- Projects scheduled for FY 2018 to FY 2020, include locations in Kaiserslautern, Germany, Fort Campbell, Kentucky, and Yakota, Japan. While 2017 is a robust year for projects, 2018 is a bit lighter, and then 2019 is again a robust year as these projects come to completion.
- Next week (week of 7 June), DoDEA will brief Congressional House and Senate Committee staff members on FY 2018 projects and will start to focus on completing the preliminary designs for the FY 2019 projects submitted to OSD for the fall budget, while starting early planning for FY 2020 projects. However, he cautioned there is always movement in the FYDP in response to such variables as force structure changes, working with the construction agency (e.g. Army Corps of Engineers), or appropriate concerns from the installations.
- FY 2021 - 2022 programs are still in flux. FY 2021 projects will be planned later this summer in order to submit Congress a FY 2021 budget for school year FY 2023 or perhaps FY 2024 depending on the length of design and construction. Also, timing is very important. The intent is to ensure when DoDEA goes to Congress for authorization

of an appropriation, a construction contract can be awarded *that* Fiscal year, and can be executed in approximately 24 months with everything in place by the following school year.

- **Question from Unidentified DEC Member:** Are Elementary Schools for Taegu being discussed in the plan?
- **Answer from Mr. Robert Brady:** With so much flux in the past on whether to build a fourth housing tower or not, we need to wait until funding is approved for a tower before we discuss an Elementary School; in Taegu (Camp George).
- **Question from Craig Whelden (MARFORPAC, Hawaii):** In light of the delay in Marine forces moving to Guam (force flow will start in FY 2024 through FY 2016), where does the school in Anderson Air Force Base fit into the construction scheme?
- **Answer from Mr. Steve Donley:** We need a FY 2022 project to allow 24 months of construction (whether a new school or addition to an existing school)
- **Follow up from Mr. Robert Brady:** DoDEA Headquarters will work this into the Master Plan. The High School and Middle School has sufficient capacity to absorb the projected increase in personnel; however a new Elementary School may be required. The question is on the timeframe. Mr. Brady said he will follow up on this with Mr. Whelden.

The Director expounded on the importance of informing the council of the budgetary initiatives, construction projects and strategies DoDEA is undertaking, however, he reminded the members the reason for the work is to ensure students receive a superior education, enriched experiences and personal growth. He then introduced Mr. Shawn McCarthy, as a teacher who exemplifies the DoDEA mission to educate, enhance and engage students by providing them once in a lifetime experiences to give the final presentation.

- Mr. McCarthy's presentation was in three parts:
 - **Who** he is:
 - A teacher at Sigonella Middle School, Naval Air Station, Italy
 - 19 Years as an educator
 - 31 total in DoDEA
 - **What** his most recent project with the students included:
 - 2017 Presidential Inauguration trip
 - Meeting the Majority Leader and a trip to Capitol Hill
 - Meeting with the Chief Justice
 - A meeting with Dr. Jill Biden who invited the students to stand on stage during a concert the next day
 - Marching in the 2017 Presidential Inauguration Parade

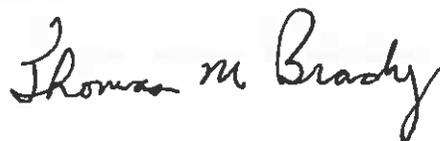
- **Why he looks for ways to bring unique experiences to his students:**
 - In preparing for trips such as this, the students learn a great deal about themselves
 - Opportunity to integrate their environment in a military community into a 'real world' environment

Mr. McCarthy concluded his presentation with two videos: The first featured President Trump during a visit to Italy, thanking the students from Sigonella for marching in his Inauguration Parade and the second was a parent *enthusiastically* watching his daughter as she marched.

Before opening the session to questions, the Director thanked Ms. Facon and her team for their work in orchestrating previous DEC's and announced Mr. Godfrey and his team assumed the mission, starting with the June 2017 DEC. The Director also expressed his appreciation for the support DoDEA received from MG Mark Dillon, Chief of Staff, US Forces Korea and Vice Commander of Pacific Air Command who is retiring after a long and distinguished career.

The final comments from DEC Members included appreciation to the DoDEA staff and the inspiring presentation from Mr. McCarthy.

The meeting was adjourned.



Thomas M. Brady
Director

Attachment:
As stated

Attachment: List of Participants

Attendees	Representing
Alexander, Joel	Commander, US Forces Japan
Ayers, Thomas	Commander, US Air Forces Europe
Boswell, Linda	Commander, US Pacific Fleet
Buchanan, Carl	Chief of Staff, US Air Force
Balocki, Marie	Commandant of the Marine Corps
Cabrera, Paula	Commander, USN Forces Europe (Africa)
Campbell, Robert	Commander, US Pacific Command
Cannon, Ed	Commander, USN Forces Europe (Africa)
Carawan, Evonne	Assistant Secretary of the Navy Manpower & Reserve Affairs (M&RA)
Castillo, Kimberly	Assistant Secretary of the Air Force (M&RA)
Christensen, Don	Commander, US Army Pacific
Clymer, Chuck	Chief of Naval Operations
Cook, Kathleen	Chief of Staff, US Air Force
Coulson, Carla	Assistant Chief of Staff for Installation Management
Croce, John	Commander, US Pacific Fleet
Crowder, Helen	Chief of Staff, US Air Force
Damm, Karen	Commander, US European Command
Fischer, Keri	Commander, US Marine Forces Pacific
Frye, Stefanie,	Assistant Secretary of the Navy (M&RA)
Geise, Dee,	Assistant Chief of Staff for Installation Management
Goben, Thomas	Commandant of the Marine Corps
Harris, Shane	Commander, US Africa Command
Hieb, Jerry	Chief of Naval Operation
Lang, Kurt	Commander, US Forces Japan
Mann, Holly	Commander, Special Operations Command, Europe
McCarthy, Shawn	Sigonella Air Station, Italy, Middle and High School
Montandon, Renee	Commander, US Air Forces Europe
Patrick, Judith	Assistant Chief of Staff for Installation Management
Paulson, Tina	Commanding General, USMC Installation Command
Ploeger, Ruth	Commander, US Army Europe
Rampy, Hope	Commander, US Army Pacific
Rasmussen, Matthew	Commander, US Army Europe
Rath, Elaine Daly	Commander, Pacific Air Forces
Salo, Donald	Assistant Secretary of the Army (M&RA)
Santa Ana, Peter	US Pacific Command (J1)

Sexauer, Lisa	Commander, US Naval Forces Europe (Africa)
Simpson, Lynn	Commander, US Pacific Fleet
Smith, John	Commander, US European Command
Sowell, Patricia	Commandant of the Marine Corps
Tom, David	Commander, US Pacific Command
Traugott, Christine,	Assistant Secretary of the Army (M&RA)
Velez, Ray	Director, Defense Intelligence Agency
Weidley, Thomas	Commanding General, USMC Installation Command
Whelden, Craig	Commander, US Marine Forces, Pacific
DoDEA Headquarters Cabinet	DoDEA Headquarters
DoDEA Superintendents	Americas, Europe, Pacific
DoDEA Chiefs of Staff	Americas, Europe, Pacific
DoDEA Selected Division Chiefs & Action Officers	Americas, Europe, Pacific & DoDEA Headquarters