



**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
HEADQUARTERS
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FEB 23 2018

MEMORANDUM FOR THE DEPENDENTS EDUCATION COUNCIL MEMBERS

SUBJECT: Meeting Summary of the 12 December, 2017 Dependents Education Council

On 12 December, 2017, the Dependents Education Council (DEC) convened at the Department of Defense Education Activity (DoDEA) Headquarters. The meeting was hosted and chaired by Ms. Stephanie Barna, Principal Deputy Assistant Secretary of Defense for Manpower and Reserve Affairs, Performing the Duties of the Assistant Secretary of Defense for Manpower and Reserve Affairs. The meeting was led by the DEC Executive Secretary, DoDEA Director, Mr. Thomas Brady. A list of participants is attached.

Overview

Ms. Barna opened the meeting by praising the partnership between DoDEA and representatives of the assembled commands, agencies, and military service components. She noted the DoDEA team does a good job of managing any potential “friction” associated with being a DoD activity at its highest organizational levels; allowing districts and schools to focus on the task of educating our children. She went on to extend her appreciation to retiring Admiral Scott H. Swift, USN Commander, U.S. Pacific Fleet, for his overall selfless service and in particular, his support in closing the C.T. Joy Elementary School in Chinhae, Korea. Ms. Barna then turned the meeting over to the DoDEA Director, Mr. Thomas Brady.

Mr. Thomas Brady expressed his appreciation for the senior leader participation of the DEC, and noted the important role the council has in providing the best education possible for DoDEA students. The Director also acknowledged the concern over the College Board’s decision to reduce overseas SAT opportunities from six to four. He assured the council that although the Board denied DoDEA’s request to reinstate the number of tests to six, he will revisit the issue again. Mr. Thomas Brady then provided a preview of the agenda topics:

- An update on the implementation of DoDEA’s College and Career Ready Standards by Dr. Lisa Holloway
- An update on DoDEA’s Comprehensive Assessment System by Dr. Raquel Rimpola
- A presentation on the Director’s Hiring Process Action Team by Ms. Kirsten Webb
- A review of the 2017 DoDEA Customer Satisfaction Survey, by Dr. Judith Minor and Mr. Jeffery Noel
- A report on school openings and MILCON projects by Mr. Steve Donley
- An update on the DoDEA Grant Program by Ms. Kathleen Facon
- An update on legislative actions impacting DoDEA by Mr. Michael Godfrey

- A review of DoDEA's Emergency Management Program, also by Mr. Michael Godfrey, and,
- A presentation on the response to Hurricane Maria's impact on DoDEA schools in Puerto Rico, by Dr. Donato Cuadrado

Following the agenda summary, DEC members were invited to watch two videos: The Pledge of Allegiance; featuring DoDEA students and family members across the DoDEA community, and the History of DoDEA; a clip on the last 70 years of progress and priorities since DoD schools were established. (Both videos are posted to the DEC website at <http://www.dodea.edu/DEC/decvideos.cfm>.)

In his introduction of Dr. Holloway's update on DoDEA's College and Career Ready Standards (CCRS), the Director remarked on the leadership of Dr. Linda Curtis (Principal Deputy Director and Associate Director for Academics) and the outstanding teamwork of her staff in developing the CCRS framework.

(Several minutes into Dr. Holloway's brief, the bridge connecting the VTC and Telecom collapsed. The council took a short break while the link was reestablished, however, not all external participants were able to reconnect.)

Continuing her brief on the *Purpose* of the CCRS, Dr. Holloway described an end-state of improved student achievement, and "An alignment of DoDEA with other states" that would optimize support to mobile military connected students. Dr. Holloway then detailed some of the progress made to date, including:

- Advancing new standards in science, career and technical education, and world languages,
- Introducing new standards in gifted education, health education, and education technology,
- Building educator capacity (including six days of professional learning for all teachers), and,
- Enhancing individual leadership skills needed to develop the professional growth of DoDEA educators.

The Director emphasized Dr. Holloway's last point with a comment on the sustaining value of a train the trainer strategy. He then introduced the next speaker; Dr. Raquel Rimpola.

Dr. Rimpola provided the council an update on DoDEA's Comprehensive Assessment System (CAS). Starting with an explanation of what the CAS is (a strategic delivery of Benchmark Assessments, Preliminary SAT, Advanced Placement, and other assessments), Dr. Rimpola spoke of the College and Career Ready Standards (CCRS) alignment of diagnostic and interim assessments, of which the latter is implemented at 42 field test sites. She provided an overview of the new CCRS summative assessments and explained the shifts that will occur with the implementation of the new computer-based assessments. She also discussed DoDEA's plan to test the IT infrastructure between 5 and 9 February, 2018, to ensure the

network can support the increased CAS IT requirements. She went on to describe a number of initiatives needed to deliver a successful CAS, including:

- Developing a system that facilitates *continuous improvement*,
- Communicating the full extent and results of comprehensive assessments to stakeholders; and,
- Creating an Integrated Data System that informs stakeholders of reliable and timely performance data to guide their instructional decisions

The Director noted the synergy created by synchronizing the CAS and the College and Career Ready Standards, stating it will “*Significantly enhance a student’s personal and career growth.*”

Introducing the presentation on DoDEA’s Hiring Process Action Team (H-PAT), Mr. Thomas Brady stressed his intent to fill every position in DoDEA (educators, administrators, and support staff) with qualified personnel from the *first to the last day of a school year*. He then turned to Ms. Kirsten Webb to outline the H-PATs efforts and preliminary results leading to the stated goal.

Ms. Webb underscored the priority placed on school staffing and the ensuing development of Short, Mid, and Long Term mitigations to address three specific challenges in the hiring process: Recruitment, Security Screening, and Human Resources Data. She echoed the Director’s end state of 100% of teachers and staff in classrooms on the first day of school, and the supporting objectives to increase the availability of substitute teachers, reduce the security/suitability process time, implement a five year suitability re-verification process, and in general *shorten the start to finish time of the entire hiring process*.

In detail, Ms. Webb explained the **Short, Mid, and Long Term Mitigations** developed by the H-PAT to address challenges in the hiring process:

Short Term Mitigating strategies focused on the following challenges:

- Inaccurate E-Quip Submissions
 - Mitigated with additional training for the Personnel Security (PERSEC) staff
- Redundant, Non-Standard Procedures and Workload
 - Mitigated with standardized substitute applications (including fields for availability), and
 - Verification and continuous update of internal human capital data
- Insufficient Internal Capacity
 - Mitigated with an increased PERSEC staff (three permanent and two temporary positions)
- Inadequate Automated Processes
 - Mitigated with an automated SharePoint system to track security components

Mid-term mitigations added strategies to improve Workforce Planning while continuing to address shortfalls in Streamlining Procedures and Workload, Internal Capacity, and Automated Processes:

- Inadequate Workforce Planning
 - Mitigated with a substitute availability and full time equivalency tool
- Redundant and Non-Standard Procedures & Workload
 - Mitigated by moving up the hiring season (i.e., begin the hiring season for school years 2018/2019 in February 2018)
- Insufficient Internal Capacity
 - Mitigated with fully staffed Human Resources & Security Personnel
- Inadequate Automated Processes
 - Mitigated with a substitute availability and full time equivalency tool

Ms. Webb then outlined several steps needed to *sustain* an efficient and effective hiring process:

- Monitor - and if needed - *adjust* short term mitigation efforts
- Benchmark PERSEC staffing ratios against Child Care National Agency Check and Inquiry requirements in the Armed Services
- Pursue acquisition of an automated case management system to track and monitor the PERSEC process
- Develop and implement effective recruiting strategies for full time *and* substitute teaching positions.
- Conduct a comprehensive analysis of the impact the Transfer Program has on the hiring process

Ms. Webb concluded her brief with a series of measures council members can take to support the goal of 100% teachers in classrooms (*and a complementary pool of substitute teachers*). These measures include upholding agreements in Installation Support Services for fingerprinting services, marketing DoDEA employment opportunities to transferring family members, and providing early notification to DoDEA when the number of families in a location may increase or decrease.

Next on the agenda was a presentation by Dr. Minor and Mr. Noel on results of the 2017 Customer Satisfaction Survey.

Dr. Minor opened this session with an outline of nine broad areas the survey was designed to assess:

- Teaching and Learning
- School Communications and Environment
- Sense of Belonging
- School Relationships
- Student Well-Being
- School Safety
- Support For College/Career Readiness
- Professional Development, and,
- Overall Satisfaction

Dr. Minor explained the last survey was conducted in 2010, but redesigned in 2014. The survey was administered online from March 20 to April 30, 2017 and targeted the following groups:

- Sponsors or Spouses With Children in Pre-Kindergarten
 - 5,691 parents participated in the survey, equating to 10% of the total population - down from 24% in 2010
- Students in Grades Four to Twelve
 - 13,121 students participated in the survey, equating to 33% of the total population - down from 57% in 2010
- School Education Staff (open invitation)
 - 3,132 teachers participated in the survey equating to 44% of the total population

Dr. Minor and Mr. Noel explained efforts to enhance response rates included public service announcements, social media and newsletter articles, letters from school principals, and several email reminders from DoDEA Headquarters.

Detailed survey results (including statistics) were provided as backup slides and not briefed due to time constraints. While the backup slides are attached as an enclosure to these minutes, following are several overall responses/results discussed during the DEC:

- Overall and across most measures, elementary students consistently showed the highest levels of satisfaction while high school and African American students were less satisfied
- Most students and parents agreed that students are learning what they need to be successful

Most DoDEA teachers agreed their school is a place where:

- Needed resources are provided
- Instruction is prioritized
- They are supported by the administration, their parents, and the community

In conclusion, Dr. Minor and Mr. Noel summarized several survey findings that captured DoDEA strengths, as well as DoDEA's response to areas needing improvement:

Strengths:

- Students are learning what is needed to succeed after graduating high school
- DoDEA schools are safe and provide students with caring and supportive relationships
- Teachers have high expectations and promote academic success equally for all students

Opportunities for Improvement and DoDEA's Response:

- Parents, teachers, and students are divided in their respective perception on the prevalence of harassment and bullying.
 - Response: DoDEA entered a partnership with the Center for Naval Analysis to identify and develop bullying and resiliency resources for families and educators (to include online counselor training).
- Most grade 10 and 11 students and their parents are not satisfied with the assistance required to complete the college application and scholarship process.
 - Response: DoDEA procured an online tool focused on 6 year (7th grade +) student plans for postsecondary and career options.
- Response rate for customer satisfaction surveys is low.
 - Response: In addition to current efforts (Public Service Announcements, newsletters, letters from principals, etc.), DoDEA solicits DEC members active endorsement of the survey and community participation.

Following a scheduled break, the Director introduced Mr. Steve Donley to provide an update on projected school openings and MILCON Projects.

Mr. Donley presented the council a list of projected school openings in 2018.

Overseas school openings are scheduled for:

- Japan (Kadena Air Base, and Camp Foster)
- Germany (Ramstein Air Base, and U.S Army Garrison, Wiesbaden)

School openings in the U.S. are scheduled for:

- North Carolina (MCAS New River, and Fort Bragg)
- Georgia (Fort Benning)
- Kentucky (Fort Campbell), and,
- South Carolina (MCAS Beaufort)

Mr. Donley estimated the cost for these projects at \$535 million. Mr. Donley then presented the council the FY 2019 and 2020 MILCON Plan:

FY 2019

Kaiserslautern, Germany	Replace the Middle School
Fort Campbell, Kentucky	Convert Existing High School
Chievres, Belgium	New District Superintendents Office
Wiesbaden, Germany	New School
Yokosuka, Japan	Replace the School
Camp Tureous, Japan	Renovate and Replace

FY 2020

Landstuhl, Germany	Replace the Elementary School
Yokota Air Base, Japan	New District Superintendents Office
Kaiserslautern, Germany	New District Superintendents Office
Baumholder, Germany	Replace the Elementary School
Fort Knox, Kentucky	Replace the Elementary School
Ramstein Air Base, Germany	Replace the Middle School

Mr. Thomas Brady noted his intent to equip DoDEA schools with the latest standards and advances in energy efficient, environmentally responsive initiatives that also promote a positive learning experience. He addressed the requirement to ensure school projects are aligned with the needs of the military community served, and he encouraged the council to appraise DoDEA of potential force structure changes as early as possible. The Director then introduced Ms. Kathleen Facon to update the council on the Grant Program

Ms. Facon began her presentation with an explanation of the basic tenets of the program. She explained the program is a competitive process that awards a 5 year grant to schools to **Increase** academic performance, **Support** social and emotional needs of military connected students, **Enhance** and integrate technology, and **Promote** advanced placement and opportunities for virtual learning. She also emphasized the comprehensive evaluation conducted to ensure accountability of resources by each awardee.

Ms. Facon provided aspects of the FY 17 program that included a focus on College and Career Ready projects (a running theme in several DoDEA initiatives). She told the council DODEA received 73 grant applications for the FY 17 competition of which 45 grants were awarded (*five for the first time*).

Ms. Facon outlined several significant milestones the program has accomplished:

- Awarding 439 grants since 2009
- Contributing over \$439 million to more than 2,900 public schools worldwide
- Impacting more than 600,000 military connected students

Ms. Facon concluded her presentation with the premise that educational outcomes are best leveraged through community partnerships *and* the grant program effectively increases the consistency of education, and important social-emotional support programs.

Mr. Michael Godfrey followed Ms. Facon with two updates; the first, a review of DoDEA's legislative proposals, the second, DoDEA's Emergency Management Program. Mr. Godfrey highlighted the impacts from NDAA 18 on DoDEA's which included permanent grant authority. Other proposals approved under the FY 18 NDAA were:

- Supplemental Impact Aid
 - Authorized \$40 million for impact aid and \$10 million to assist children with severe disabilities, and,
- SECDEF Discretionary funding to Local Education Authority (LEA) (public school district)
 - Authorized \$5 million to LEA's with higher concentrations of military children with severe disabilities

Finally, the FY 18 NDAA did *not* authorize DoDEA enrollment of military retiree's dependents.

He also discussed DoDEA's legislative proposals for NDAA 19 especially important is DoDEA's 'Unified Law' which essentially integrates existing law into a single chapter under title 10. DoD has approved this legislative proposal for submission to OMB.

Mr. Godfrey then briefed council members on five FY 19 NDAA legislative proposals pending review by the Office of Management and Budget. Each of the following proposals will bridge gaps in current DoDEA operations until an overarching Unified Law is approved:

1. Clarification of Authority to issue DoDEA Regulations to Activities *OCONUS*
2. Authorization to use appropriated funds to cover losses in the *CONUS* Student Meal Program
3. Authorization to establish *CONUS* School Boards
4. Conversion of one day of leave to *Any Purpose Leave*, and,
5. Clarification of Appointment Authority

The Director underscored the positive impact of the FY 18 NDAA authorizations (pointing out the Grant Authority in particular), and joined Mr. Godfrey's optimism in a favorable outcome to the FY 19 proposals. Mr. Godfrey concluded his brief and moved to his presentation on the DoDEA Emergency Management Program.

Using the backdrop of recent emergency events caused by Hurricane Irma (devastating parts of Florida and the Caribbean) and Maria (leveling catastrophic damage to Puerto Rico), Mr. Godfrey reviewed the guiding principles and tenets of DoDEA's Emergency Management Program.

Mr. Godfrey explained that *First and foremost*, as Installation/Community tenants, DoDEA elements follow military command directions. However, *in support* of installation

directives, DoDEA will implement several initiatives specific to our employees. These initiatives include exercising the HQ Crisis Action Team to coordinate DoDEA actions, while at the same time acknowledging the senior DoDEA leader in the impacted area has *Operational Control* of all DoDEA elements. Finally, Mr. Godfrey pointed out in CONUS and non-foreign locations the DoDEA Director has authority to authorize an evacuation of DoDEA affiliated personnel.

Mr. Godfrey concluded his brief with an outline of FY 2018 priorities:

JAN 2018

- Deploying a DoDEA Enterprise level Alert Notification System
- Publishing Administrative Issuances on Evacuation Policy and Procedures
- Publishing Administrative Issuances on Personnel Accountability Policy and Procedures

MAR 2018: Approving a Table of Authorization for Satellite Phones

APR 2018

- Publishing Recovery Operations Policy and Procedures
- Publishing Crisis Action Team Policy and Procedures

AUG 2018: Publishing an overarching Emergency Management Policy

Using the discussion on responses to emergency events as a segue, the Director introduced the key note speaker; Dr. Donato Cuadrado, Community Superintendent of DoDEA schools in Puerto Rico, and senior DoDEA leader on the ground during Hurricane Maria.

Dr. Cuadrado told the council DoDEA has 1,824 students enrolled in four schools in Puerto Rico. He passionately spoke of the resiliency of the people of Puerto Rico and in particular, the DoDEA families. Then, with the aid of a video, Dr. Cuadrado provided a presentation on the impact Hurricane Maria had on school operations (the video is posted to the DEC website at <http://www.dodea.edu/DEC/decvideos.cfm>). Some of the points detailed in the video include the following:

- The Hurricane:
 - Maria hit Puerto Rico as a Category 4 hurricane 20 SEP. 2017
 - Maria had sustained winds of 155 miles per hour
 - Maria dropped 30 inches of rain in 24 hours
- The Impact:
 - 70,000 homes destroyed
 - \$90 billion in damages
 - 3.5 million people left without power

- 70% were without running water
- 95% of cell service was down
- The Recovery:
 - Initial focus centered on accountability of personnel
 - Providing food, water, gas, and generators was the next priority
 - Intent was to have schools ready as soon as the installation opened
 - DoDEA essential personnel cleared the schools of debris; repaired roof leaks, heat, ventilation, and air conditioning units.
 - School Crises Teams developed individualized student support plans
- The Lessons Learned:
 - You cannot overstate the need for a minimum 7 to 10 supply of food, water and gas.
 - Social Media is extremely useful to communicate with stakeholders.
 - Emergency Equipment Packages should be inspected and resupplied several times a year.
 - To compensate installation and communication failures, assign satellite phones to key personnel.

Dr. Cuadrado also shared several personal lessons learned, including the need to pay close attention to morale, the strategy to program counseling for *all* students because many will deny they need the support – when actually they do, and finally, the importance of being prepared to take blame and criticism – and then - continue to drive on.

Dr. Cuadrado received a standing ovation for his leadership and the leadership of those he represented during the crisis and recovery. LTG Gwen Bingham (representing the Office of the Assistant Chief of Staff for Installation Management) presented Dr. Cuadrado a Challenge Coin in appreciation and recognition of his “Steadfast dedication to the welfare of our students.” Finally, the Director noted the first sense of normalcy for the DoDEA community in Puerto Rico was the opening of the schools.

The Director then opened the floor to questions and comments.

- LTG Gwen Bingham and Colonel Matthew Rasmussen, (representing U.S. Army Europe) asked for additional clarification of DoDEA’s response to the College Board’s decision to reduce the number of OCONUS SAT results.
 - The Director assured the council that although the Board denied DoDEA’s request to reinstate the number of tests to six, he will revisit the issue again.

Due to the disruption of the VTC and Conference Call questions and comments were limited to participants located in the DoDEA conference room.

The Director then turned the meeting over to Ms. Barna for final comments. Ms. Barna thanked the participants and emphasized the importance of a strong partnership between DoDEA and the assembled DEC members to provide the best possible education for our children.

FOR THE DEC EXECUTIVE SECRETARY:



MICHAEL GODFREY
Chief, Operations, Plans, Legislation
and Policy

2 Attachments:
As stated

Attachment 1: List of Participants

(Due to communication breaks, some participants were not captured during roll call. To update this list for record, contact Darryl Dean: Darryl.dean@hq.dodea.edu)

Attendees	Representing
Barna, Stephanie (<i>Host</i>)	Assistant Secretary of Defense for Manpower and Reserve Affairs (M&RA)
Brady, Thomas (<i>Executive Secretary</i>)	Department of Defense Education Activity
Balocki, Marie	Commandant of the Marine Corps
Beyler, Juliet Beyler	Assistant Secretary of the Navy for M&RA
Bingham, Gwen	Assistant Chief of Staff for Installation MGT
Boswell, Linda	Commander, US Pacific Fleet
Buchanan, Carl	Chief of Staff, US Air Force
Cabrera, Paula	Commander, USN Forces Europe (Africa)
Campbell, Robert	Commander, US Pacific Command
Cannon, Ed	Chief, Naval Operations
Castillo, Kimberly	Assistant Secretary of the Air Force (M&RA)
Christensen, Don	Commander, US Army Pacific
Clymer, Chuck	Chief of Naval Operations
Croce, John	Commander, US Pacific Fleet
Cuadrado, Donato	Community Superintendent, Puerto Rico
Daly-Rath, Elaine	Commander, Pacific Air Forces
Damm, Karen	Commander, US European Command
Frye, Stefanie,	Assistant Secretary of the Navy (M&RA)
Fulton, Julie	Commander, US Forces Japan
Goben, Thomas	Commandant of the Marine Corps
Kremer, Kyle	Chairman, Joint Chiefs of Staff
Mack, Russell	Commander, Pacific Air Forces
Montandon, Renee	Commander, US Air Forces Europe
Patrick, Judith	Assistant Chief of Staff for Installation MGT
Pigg, Nanette	Installation Management Command
Ploeger, Ruth	Commander, US Army Europe
Rasmussen, Matthew	Commander, US Army Europe
Salo, Donald	Assistant Secretary of the Army (M&RA)
Schneider, Kevin	Commander, US PACOM
Simpson, Lynn	Commander, US Pacific Fleet
Sowell, Patricia	Commandant of the Marine Corps
Tom, David	Commander, US Pacific Command
Traugott, Christine,	Assistant Secretary of the Army (M&RA)
Whelden, Craig	Commander, US Marine Forces, Pacific
Williamson, Rick	Commander, US Naval Forces, Europe
DoDEA Headquarters Cabinet	DoDEA Headquarters
DoDEA Superintendents	Americas, Europe, Pacific
DoDEA Chiefs of Staff	Americas, Europe, Pacific
DoDEA Selected Division Chiefs & Action Officers & Subject Matter Experts	Americas, Europe, Pacific & DoDEA Headquarters

Attachment 2: Additional Slides on Results of the 2017 DoDEA Customer Satisfaction Survey



Background

The last CSS was given in November-December 2010. Several events and changing agency needs necessitated a revision and delay of the survey until 2017:

- The license for the CSS was revoked by DoD during an efficiency review in 2011
- The 2010 and previous surveys were based on PDK/Gallup's annual survey of the public's attitudes. In 2012, PDK/Gallup withdrew permission to use their questions without cost
- Need for inclusion of school-level staff in the survey
- Redesigned in SY13-14 and approved by DoD and OMB in November 2014
- Scheduled for SY2015-2016, but delayed until 2017 due to organizational restructuring and implementation of Career- and College-Ready Standards


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4/17/2018



School Communication and Environment

Most students and parents are satisfied with:

- Their school's welcoming, respectful environment
- Efforts to communicate important information about their students and the school
- Opportunities for parents to be involved

*They are less satisfied with Principals' responses to phone calls, messages or emails

Survey Item	% Who Agree With the Statement	
	Students	Parents/Sponsors
Students felt welcomed when they came to their school.	62%	-
The adults at the school treat all students with respect.	58%	65%
Teachers keep parents informed about their child's progress in school.	-	64%
This school does a good job of getting important school information to parents.	-	72%
Parent involvement in the school is welcomed and encouraged.	-	76%
This school provides opportunities for parents to be involved in school improvement.	-	66%
The principal promptly responds to phone calls, messages, or emails.	37%	54%
Teachers promptly respond to phone calls, messages, or emails.	51%	76%

4/17/2018

Attachment 2: Additional Slides on Results of the 2017 DoDEA Customer Satisfaction Survey

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Sense of Belonging

DoDEA students' sense of belonging at their school is similar to students in California

- A higher proportion of DoDEA students than in California said that they feel like they are part of their school.

Students' Sense of Belonging: DoDEA vs California
(Percent Responding 'Strongly Agree or 'Agree')

Statement	DoDEA Students	California Avg
I feel like I belong at this school	62%	60%
I am happy to be at this school	59%	64%
I feel like I am part of the school	60%	57%

Most DoDEA teachers agreed that their school:

- Is a supportive and inviting place to work (71%)
- Promotes trust and collegiality (64%)
- Promotes participation in decision-making (62%)

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School Safety

Overall, DoDEA students, parents and teachers agree that their school is a safe place for students.

Perceptions of overall school safety are higher than in California

"This school is a safe place."
(Percent Responding 'Strongly Agree or 'Agree')

Group	Percentage of Respondents
Parents/Parents	87%
DoDEA	72%
Teachers	92%
California Avg	63%

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