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CHILD CARE

Existing Conditions Technical Memorandum



Date: April 2, 2010
To: Education & Child Care Expert Panel Members
From: Derek Lunde, BCRA
Re: Existing Conditions of the Child Care Impact of Growth at JBLM

Summary Findings: Child Care Existing Conditions

1. Providers appreciate and find extremely helpful **specific training on how to care for military-connected children**. However, many providers indicated they are not aware of training opportunities available to them or understand the value of receiving this training.
2. **Pricing fluctuates greatly** in terms of serving military-connected children. Many providers qualify for a U.S. Army fee assistance program that acts as a subsidy to reduce the price of child care for families. Some off-base providers even offer their own discounts to military families.
3. **Hours of operation** for providers located off-base does not appear to sufficiently service the unique hours of military families. There is incentive for providers to consider extended hours to accommodate military-connected children.

Introduction

The education and child care expert panel identified the following goals as part of the study:

1. Understand the impact that Child Development Centers and other on-post MWR programs have on child care off-post.
2. Project anticipated increase in demand for child care services off-post due to planned growth.
3. Identify current level of service (LOS) shortages. Prepare a preliminary plan to address the need.
4. Review quality of child care services and programs available on- and off-post, and identify gaps.

This portion of the study reviewed the existing conditions of the child care sector, including providers on JBLM and off.

Methodology

To analyze the child care facilities within the study area, the study team determined that it would be most beneficial to review details on following facilities: (1) Licensed Child Care Centers, (2) Licensed family child care homes, (3) Child Development Centers, (4) Youth Services, and (5) Middle School and Teen Programs. In order to define the services provided and related military impact, the study identified licensed child care facilities listed on the City of Tacoma/Child Care Resource & Referral of Tacoma-Pierce County and the Child Care Action Council databases that provide services off-base and in the study area. Each provider was asked to participate in an *Existing Conditions Survey* to understand capacity and enrollment, as well as specific information relevant to the unique aspects of serving military-connected children.¹ The Washington State Child Care Resource & Referral Network (CCR&R Network) also provided context to understand licensing regulations and specific conditions within Pierce and Thurston counties. In addition to information received from this survey, CCR&R of Tacoma-Pierce County and JBLM representatives provided additional insight into child care services available on JBLM. Information gathered during this phase included:

- Licensed facilities pricing structures and discounts
- Hours of operation
- Capacity and enrollment information
- Training and resources offered to providers
- Unique aspects of serving military children

The findings detailed below are based on information gathered in the *Existing Conditions Survey* that was distributed to 294 licensed child care facilities within the study area, but outside the boundaries of JBLM. The survey was completed by 13% (38) of providers located in the study area and offers significant insight into the current conditions of child care for military-connected children.¹

¹ Full results from the *Existing Conditions Survey* for child care can be found in Appendix 1

Findings

Types of Child Care Providers Available

There are a number of child care options for parents both on and off the military installation. Below is a brief summary chart of provider types that operate on and off JBLM and within the study area:

Providers & Programs on JBLM – Overseen by JBLM Child Youth and School Services (CYSS)

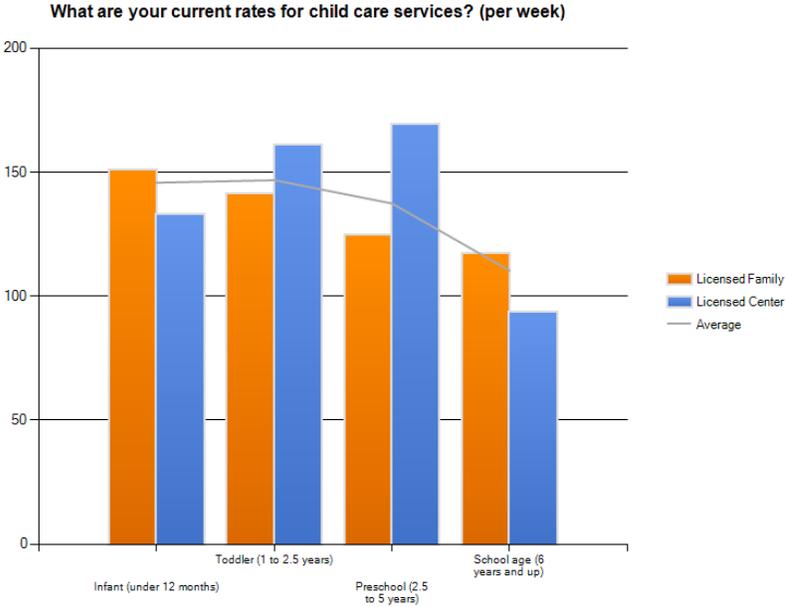
Provider Type	Description
Child Development Centers http://www.jblmmwr.com/cdc.html	Comprehensive program components (full-day, part-day, and hourly) are available for children 6 weeks - 12 years of age. The curriculum, designed to promote social, physical and intellectual growth in children, emphasizes creative, developmentally appropriate activities and experiences. This includes a part-day preschool option.
Strong Beginnings	This pre-kindergarten program meets M-F in morning and afternoon sessions and is structured to provide children the preparation they need to be successful as they enter kindergarten.
Family Child Care www.armyfcc.com	The Family Child Care (FCC) Program is a child care option provided to military family members, Department of Defense civilians and Department of Defense contractors through Child, Youth and School Services (CYSS). The FCC Program is provided by military family members working as independent contractors on the installation, in government-controlled housing on the installation or civilian housing off the installation.
School Age Services http://www.jblmmwr.com/youthservices.html	Quality before- and after-school programs which have been awarded accreditation by the National School Age Care Alliance. Transportation from all on-post schools is provided. The CYSS SAS Program is located at the North Fort SAS Complex.
Middle School Teen Program & Teen Zone http://www.jblmmwr.com/teenzone.html	Provides social recreation programs and field trips, along with partnerships with 4-H, Red Cross and Boys and Girls Clubs of America. Teen Zone is a facility on JBLM that offers academic support, recreation, computer labs, transitions support (college, employment), leadership opportunities, citizenship, sports and fitness, babysitting classes and leisure activities.
SKIES Unlimited http://www.jblmmwr.com/SKIES_Unlimited.htm	Standing for Schools of Knowledge, Inspiration, Exploration and Skills, this program offers instructional programming in academics, arts, life skills and sports for infants through teens. Courses are available after school and on weekends.

Licensed Providers off JBLM – reported by Washington State Child Care Resources & Referral Network

Provider Type	Description
Licensed Family Care Home http://www.childcarenet.org/families/types-of-care/family-child-care	Cares for 12 or fewer children. Family child care involves a mixed-age group of infants and toddlers in a home setting. This is generally a more personal atmosphere than a child care center, with a greater ratio of adults to children. In a family-structured environment, activities can include field trips, arts and crafts, music and hands-on learning. Meals and snacks are usually included.
Licensed Care Center http://www.childcarenet.org/families/types-of-care/center-care/index_html	Cares for 13 or more children. Child care centers serve fairly large groups of children who are separated by age group and led in highly structured activities. All child care centers must be licensed by the state.

Pricing Structure and Discounts

On average, child care costs are significantly reduced as the child grows, except in the case of Toddlers. However there are substantial pricing differences between licensed family child care homes and child care centers. Below are the survey’s results for current average rates for child care services:



Age Category	Licensed Family	Licensed Center	Average
Infant (under 12 months)	\$150.93 (per week)	\$133.09 (per week)	\$145.76 (per week)
Toddler (1 to 2.5 years)	141.04	160.82	146.76
Preschool (2.5 to 5 years)	124.44	169.09	137.37
School age (6 years and up)	117.07	93.55	110.26

It was determined that 44% of the providers surveyed within the study area offer some form of discount to military families. Discounts offered to military-connected children ranged from a 10% reduction in total tuition rates or second child/full-time siblings, to free or discounted registration fees. Some providers noted that through their CDAⁱⁱ credentials, they are recognized as qualified providers by the military, allowing the families to apply for government fee assistance through the National Association of Child Care Resource & Referral Agencies (NACCRRA) and in partnership with the U.S. Army.

In summary, almost half of these facilities offered some form of child care reimbursement or incentives to military families. Aside from the NACCRRA fee assistance program, several providers offer 5-10% discounts to military families.

Hours of Operation

For licensed facilities located within the study area but not on JBLM, it most common to offer child care between the hours of 6am – 6pm. Unfortunately, most providers do not have a formal after-hours, weekend or holiday child care program.

Providers located on JBLM cater to the needs of the military and structure their service hours around the flexibility in military personnel schedules. JBLM offers a *Child, Youth and School Services* (CYSS) program that includes programs ranging from partial days to full days for all ages. They also offer resources and referral for on or off post providers.ⁱⁱⁱ For instance, the Army offers a *Family Child Care* (FCC) program with the flexibility of full or part-day, hourly care and additional services that include 24 hour and long-term care during mobilization and training exercises.^{iv} Additionally, JBLM offers military families assistance from *Child Development Centers*, which also offer full-day and hourly care programs for infants, toddlers and preschool age children.^v Service hour offerings for *School Age Services* (SAS) include before and after school programs and hourly and seasonal camps structured around school breaks.^{vi} For children within the age ranges of 6-18, JBLM also offers after school programs through *The Edge* where school age children are invited to participate in organized fitness activities after school.^{vii}

Our findings for the Hours of Operation section show that child care offerings on the installation allow for flexibility in military-connected family schedules whereas the facilities off post, in most cases, do not offer after-hours care. In many instances, survey respondents specifically recognized the unique scheduling needs for the military; however it is unclear whether they would be willing or able to provide specific support for those needs.

Capacity and Enrollment Information:

Licensed Centers versus Family Child Care Homes

Of those surveyed, we broke out the capacity information for a direct comparison between licensed centers versus a licensed family child care home. A licensed center cares for 13 or more children from birth through 11 years old and the children are often grouped by age. In comparison, a licensed family child care home cares for 12 or fewer children, from birth through 12 years of age, in a mixed age group. The setting of a family child care home is in the provider's home. For licensed centers in the study area, they had an average capacity of 74 children whereas family child care homes have an average capacity of 11 children. According to the survey, on the average, providers could accommodate additional enrollment in the following age groups:

Openings for Licensed Centers

- Infant (under 12 months) 1.2 opening(s)
- Toddler (1 to 2.5 years) 1.8 opening(s)
- Preschool (2.5 to 5 years) 5.6 opening(s)
- School age (6 years and up) 6.4 opening(s)

Openings for Licensed Family Child Care

- Infant (under 12 months) 1.0 opening(s)
- Toddler (1 to 2.5 years) 1.6 opening(s)
- Preschool (2.5 to 5 years) 1.9 opening(s)
- School age (6 years and up) 1.3 opening(s)

Training and Resources Offered to Providers

Over half of the survey respondents have received training for the specialized care of children in military families. The training ranged from helping military children adapt to dealing with emergency readiness for families. Many providers indicated they are comfortable helping military children to cope with the stress and resiliency issues when dealing with the effects of deployment.

All of the survey participants approved the training they received, indicating that this training was helpful in dealing with unique circumstances of military-connected children. Listed below is the training, accreditation or educational facilities where participants received additional training:

- **The Puget Sound Educational Service District (PSESD)**
The PSESD provides administrative and instructional support to Pre-K – 12 schools and direct services to students and families in early childhood support, learning, teaching and technology services.
- **Child Care Resources & Referral of Tacoma-Pierce County (CCR&R)**
The CCR&R program offers training, consultation and technical assistance to child care providers as well as administering the ACCYN program in Pierce County.
- **Child Care Action Council**
The CCR&R program offers training, consultation and technical assistance to child care providers as well as administering the ACCYN program in Thurston County.
- **Army Child Care in Your Neighborhood (ACCYN)**
ACCYN increases the availability of child care in neighborhoods outside of the Fort Lewis gates. Army families are eligible to participate in this program and are provided child care rates comparable to what they would be paying on-base.
- **Supporting Military Kids Conference – A Day of Awareness (Tacoma 2007 and 2008)**
Supporting Military Kids is a dynamic conference for educators to learn more about understanding and supporting military children. The conference featured break-out sessions on deployment, transition, reunion and other related issues.
- **Military One Source**
Provided by the Department of Defense for active-duty members and their families, Military One Source offers educational opportunities, information related to parenting, coping with stress, and many other free services including emergency child care planning.
- **Child Development Service**
Many technical schools offer Child Development Services training that covers a broad curriculum, such as learning more about a child’s social, economic, emotional, physical and cognitive skills.
- **Washington State Child Care Resource & Referral Network (CCR&R Network)**
CCR&R has a scholarship program to financially support child care providers in obtaining additional education from technical schools or community colleges, and to pay their CDA credential fees.
- **Family Child Care (FCC)**
The FCC offers child care options to military families. The FCC requires that their providers are trained in Business Practices, Child Abuse Identification and Reporting, CPR, First Aid, Nutrition with Family Style Dining, Communicable Diseases, Administering Medication and Age Appropriate Activities before getting certified. After certification, providers are then offered continuing child care education through FCC.
- **Tacoma Community College (TCC)**
TCC has an Early Learning Center where child care providers can obtain early childhood education training, college credits, certificates in Child Development & Management of Early Learning and a two-year Associate degree in Applied Sciences.
- **The Creative Curriculum®**
The Creative Curriculum® helps providers plan and implement a developmentally appropriate program that promotes children’s social-emotional development and learning in the core areas of literacy, mathematics, science, and social studies. It also includes program evaluation and child assessment tools.

Tracking Military-connected Children

On average, child care providers off JBLM note that they care for military-connected children, but many do not necessarily keep records of how many children they have cared for that are military-connected. An overwhelming 85% of the survey respondents were shown to have provided care for military children within the past year. At present, those providers off JBLM who responded as caring for military-connected children indicated an average of six children from military families in their care at any given time. These centers also noted that deployment has a huge impact on child care providers in the short run as their enrollment numbers decrease suddenly. If the provider has a strong military enrollment, this could be financially devastating, especially in the current economy.

Tracking military-connected children happens among providers who offer fee assistance through the NACCRRA.^{viii} These providers and the military families must prepare and submit paperwork to NACCRRA confirming eligibility and their level of fee assistance.

Additional Information

Currently, JBLM has a robust child care program for children ranging from newborns through teenagers; however, detailed capacity and enrollment information wasn't available at the time of the existing conditions review. In order to assess the gaps in service, BCRA will need to identify the service and portion of demand that JBLM can or cannot accommodate. Additionally, there may be other child care needs that are currently underserved on the installation, such as children with special needs. In order to conduct a gap analysis, BCRA will first have to understand the population underserved.

Next Steps

- Complete research on child care services available on JBLM, including their rate structures, capacity, and level of service standards.
- Identify level of service shortfalls between on- and off-base providers, and in comparison with national U.S. Army and NACCRRA ACCYN standards.
- Conduct a focus group with representatives of different child care provider types (CYSS, family providers, and centers) to understand what needs they have for improving the level of service for military-connected children.
- Understand hours of operation gaps.

ⁱ Results of the *Existing Conditions Survey* are available in a full report. See Appendix 1.

ⁱⁱ CDA, or Child Development Associate, is a national credentialing program aimed at improving performance for professionals who work in early childhood care or education, including family child care homes. CDA Credential candidates are endorsed to work with preschool children, infants and toddlers in family child care and home visitor care.

ⁱⁱⁱ <http://www.jblmmwr.com/CYS.htm>

^{iv} www.armyfcc.com

^v <http://www.jblmmwr.com/cdc.html>

^{vi} <http://www.jblmmwr.com/youthservices.html>

^{vii} <http://www.jblmmwr.com/teenzone.html>

^{viii} <http://www.naccra.org/>



CHILD CARE

Appendix – Existing Conditions of the Child Care Impact of Growth at JBLM

Appendix 1: Child Care Provider Survey Summary. BCRA & Child Care Resources & Referral Network of Tacoma-Pierce County.

Child Care Provider Survey Summary

Prepared by BCRA

March 29, 2010

INTRODUCTION

BCRA, in cooperation with the Washington State Child Care Resource & Referral Network (CCR&R), invited all 294 licensed child care facilities located off-base and within the JBLM Growth Coordination Study Area to participate in a survey. The survey was written in an effort to gauge the region's understanding and capability to serve military-connected children.

The survey was completed by 38 (13%) of the 294 providers invited, and the results offer significant insight into the current conditions of child care for military-connected children.

QUESTIONS & SUMMARY ANSWERS

What type of licensed child care do you provide?

Licensed Family	71% (27)
Licensed Center	29% (11)

What ages do you accept?

Infants (under 12 months)	78.9% (30)
Toddlers (1 to 2.5 years)	94.7% (36)
Preschool (2.5-5 years)	100% (38)
School Age (6 years and up)	81.6% (31)

What is your current licensed capacity?

Licensed Family	10.89 avg
Licensed Center	71.09 avg

What is your current number of openings?

Licensed Family	5.71
Licensed Center	14.82

What are your current rates for child care services? (per week)

	Licensed Family	Licensed Center
Infant	150.93	133.09
Toddler	141.04	160.82
Preschool	124.44	169.09
School Age	117.07	93.55

Do you offer military discounts?

Yes 47.4% (18)
No 52.6% (20)

Please describe your military discount:

Responses for this answer vary. Common discounts include waived annual registration fees, percentage discounts from 5-10%, and Fee Assistance discounts from the National Association of Child Care Resource & Referral Agencies (NACCRRA) in partnership with the U.S. Army. Many also mentioned discounts for multiple children, however that discount is not military-specific and could apply to any family.

What is the highest level of education you have completed?

	Licensed Family	Licensed Center
High School or GED	11.1% (3)	9.1% (1)
Some College	33.3% (9)	18.2% (2)
Child Development Associate (CDA)	33.3% (9)	9.1% (1)
Associate Degree	7.4% (2)	36.4% (4)
Bachelor Degree	7.4% (2)	18.2% (2)
Master Degree	7.4% (2)	0.0% (0)
Other	0.0% (0)	9.1% (1)

Have you cared for children of military families in Pierce or Thurston counties in the past year?

Yes 86.8% (33)
No 13.2% (5)

In the last year, how many military children have you cared for?

Licensed Family 4.32 avg (responses ranged from 1-12, most common responses being 2-5)
Licensed Center 25.91 avg (responses ranged from 2-100 and were extremely scattered)

Currently, how many of your children are from military families?

Licensed Family 2.50 avg (responses ranged from 0-9, most common responses being 1-4)
Licensed Center 12.64 avg (responses ranged from 1-75, most were under 15)

Is there anything unique that you have learned specifically about caring for military children?

Responses for this question vary, and include some of these most common answers.

- Times of deployment are difficult to manage, emotionally and in terms of enrollment
- Families need earlier opening hours and later closing hours, and often include Saturdays
- Social skills are often noticeably different (some need more attention or care than others)
- Children need stable and loving care
- Flexibility is important, especially in terms of deployment and other military-related unknowns

Have you or your staff taken any training on caring for children from military families?

	Licensed Family	Licensed Center
Yes	55.6% (15)	45.5% (5)
No	44.4% (12)	54.5% (6)

Describe what training you have received for military children:

Responses for this question vary, and include some of the following formal training programs:

- Child Development Associate (CDA) Training
- Army Child Care in Your Neighborhood Training through NACCRRA
- Early Childhood Education Training & Associate of Arts Degree
- Past experience serving in military or working on installations

Was this military training helpful?

Yes	100%
No	0%

What training or resources would be helpful to you to care for, or consider caring for, military families in the future?

- Understanding the ways children express feelings
- Updates on current happenings that impact military families
- How the pay system works and instruction how to fill out appropriate paperwork for registration
- Specialized training for deployment-affected families and children
- Specialized training for military children with special needs
- Military-related refresher courses
- Online resources available to staff members to reference to gain a better understanding

CHILD CARE

Needs Assessment Technical Memorandum



Date: June 24, 2010
To: Education/Child Care Expert Panel
From: Derek Lunde, BCRA
Re: Sector Needs Assessment of the JBLM Growth Coordination Plan

INTRODUCTION

This technical memorandum is the second in a series of three child care studies prepared as part of the development of the Joint Base Lewis-McChord (JBLM) Growth Coordination Plan to be completed December 2010. The first study, the Child Care Existing Conditions Technical Memorandum, was issued on April 5, 2010 for the Education and Child Care Expert Panel, Growth Coordination Committee, and Regional Steering Committee to review and provide the consultant team with feedback. Stakeholders engaged in this process had the following input on the Child Care Existing Conditions Technical Memo:

- Currently, there is not a forum for off-base child care providers to interact and exchange information with JBLM.
- It would be helpful for child care providers off-base to better understand child care opportunities on JBLM. There is a current perception that finding information on child care services available on-base is difficult.
- Collaboration could be better between K-12 and child care providers to address and manage behavioral health issues among military-connected children.

This feedback is considered in the needs and potential opportunities of the Child Care study and will be carried forward in the final study, which will be issued in September as a draft section of the JBLM Growth Coordination Plan.

NEEDS ASSESSMENT METHODOLOGY

For this portion of the growth coordination study, attention was focused on translating existing conditions results into specific regional needs for child care. On April 16, 2010 BCRA held an Education and Child Care Expert Panel workshop at Steilacoom School District (Appendix 1) to discuss how the current existing conditions translate into child care needs that would allow them to better serve military-connected students. Outcomes of that workshop are described here, and they have been enhanced with direct feedback from actively engaged participants throughout this phase of the study.

NEEDS ASSESSMENT

The following needs have been drafted based on findings from the Existing Conditions phase of the study. In addition, BCRA held a workshop with the Existing Conditions Technical Committee to discuss needs as they relate specifically to the existing conditions findings and any new relevant military-related service gaps found that may prevent a child care provider's ability to offer high quality care.

Need: Method to begin tracking family, friend and neighbor caregivers

Related Existing Condition: There is currently no method of tracking informal caregivers that provide care to military dependent children.

Rationale: It's virtually impossible to predict a need for additional child care providers during a population surge on-base without first knowing how many military dependent families take advantage of child care opportunities with informal providers, such as friends, family members or neighbors. Additionally, there are often unique behavioral and emotional aspects of serving a military child that may go untreated by informal care providers. It would also be helpful to begin understanding how many of these caregivers exist to correlate that with early childhood development and preparation for K-12 schooling.

Need: Increased awareness of military-specific training opportunities and resources for child care providers

Related Existing Condition: Currently no central registry point for training opportunities and support exists. Training opportunities that provide additional education on handling the uniqueness of military-connected children should be easily identifiable and accessible. Many licensed providers in the study area surveyed during the Existing Conditions phase of this study indicated they believe they are not fully aware of training opportunities available to them for military connected children.

Rationale: Military dependent children oftentimes have unique behavioral or emotional needs that have to be identified and handled in ways the best benefit the child's overall mental state and best support the family. Specific training on how to care for military-connected children is extremely helpful, especially for those who may require additional behavioral support. Support is offered through different agencies on and off the installation, but child care providers struggle with not having knowledge of all the opportunities offered to them. Increasing the awareness for this type of information could increase a care provider's level of care, while also helping other care providers feel more comfortable supporting military-connected children specifically.

Need: Address the perceived need for extended facility operating hours

Related Existing Condition: Military families have needs in both their work schedules and home-life that often requires atypical hours for child care; however, the majority of child care providers do not operate outside of peak, weekday hours.

Rationale: For licensed facilities located within the study area but not on JBLM, it most common to offer child care between the hours of 6am – 6pm. Unfortunately, most providers do not have a formal after-hours or weekend child care program, whereas military-affiliated providers located on JBLM cater to the needs of the military and structure their service hours around the diversity of military personnel schedules. Our findings indicate that military families may benefit from more providers offering extended hours, however additional study would likely be necessary to determine feasibility of extended hours being profitable for child care providers and understand their willingness to accommodate additional hours.

Need: Establish a tracking system for military children

Related Existing Condition: Many child care providers off JBLM care for military-connected children, but few have a strong grasp of the historical impact and their relationship to changing conditions on the installation. Tracking military-connected children does occur among providers who qualify to offer fee assistance through the National Association of Child Care Resource & Referral Agencies (NACCRRA), but not all providers offer fee assistance and not all families take advantage of it. The CCR&R of Tacoma-Pierce County also tracks a small sampling of military children, regardless of whether they receive fee assistance; however, it's not representative of the entire population. It is not a conclusive means to track military-connected children in child care.

Rationale: In the Child Care Existing Conditions Technical Memo, 85% of centers surveyed reported that they have provided care for military children in the last year. Deployment has a huge impact on child care providers in the short run as their enrollment numbers decrease suddenly. If the provider has a strong military enrollment, this could be financially devastating. Additionally, there may be other child care needs that are currently underserved, such as children with special needs; however, until there's a way to adequately track military children in child care facilities on or off base, we will not be able to identify a gap within a need with any level of certainty.

Need: Create a forum for the exchange of information between JBLM and child care providers

Related Existing Condition: Currently, there is not an accessible forum for providers to interact and exchange information with JBLM. The information exchange in these forums can cover a number of topics to better inform providers of the happenings on-base and resources available to them. The only forum that existed to share information between local providers and the installation was through CCR&R Tacoma Pierce County, which will be losing its funding and military-liaison position when the Army takes over its fee assistance support program.

Rationale: A forum of regular, frequent dialog to discuss upcoming deployments, troop surges, and general military conditions would allow off-base providers to better plan and predict their enrollment numbers as well as collaborate on ways to regionally raise the level of military-specific child care service quality.

Need: Establish a method for reducing impacts of deployment on providers

Related Existing Condition: Deployment can be devastating on child care providers who serve a large population of military connected children.

Rationale: Providers noted in the Child Care Existing Conditions Technical Memo that times and dates of deployment are difficult for them to identify and manage. There is a need for a formal method to mitigate the immediate increase in vacancies for providers serving higher than average proportions of military-connected children. This may be in the form of additional communication and planning between JBLM and the providers themselves.

Need: Diagram and report child care opportunities on-base

Related Existing Condition: Current information sources for child care opportunities available on JBLM are fragmented and unclear to understand. Services and pricing information are not evident and sporadically provided by JBLM.

Rationale: Child care is micro-geographic in nature, however in the case of programs offered on-base at JBLM many providers suspect there is increased incentive to utilize the programs available there. Understanding the programs and services available on-base would give child care providers a better informed perspective on how they serve military children.

Need: Enhanced collaboration between K-12 school districts and child care providers

Related Existing Condition: There currently is a formal mechanism for K-12 school districts and child care providers to exchange ideas and collaborate on common issues surrounding military-connected children in the School Linkages Program. However, because it is in varying stages of development, it is not yet utilized as a solid foundation for cross-collaboration. See Appendix 2 for more information for this program.

Rationale: Often times if a child is experiencing behavioral issues in school, those behaviors will also be evident in their child care setting. Child care and presumably K-12 school districts could benefit from a means of collaborating on solutions to these issues. This would ensure that not only is there clear communication between the school and the child care provider, but that they are identifying and managing the issue as a team – which leads to consistent environments from school to before and after care and aids parents when it comes to issue resolution.

Need: Active participation from JBLM in the off-base child care community

Related Existing Condition: Often time cross-collaboration doesn't exist because there isn't a clear point of contact at JBLM to act as the liaison for child care interests off-post. There's a need for a main point person at JBLM to help agencies and providers cross promote and utilize services.

Rationale: Throughout this study in surveying providers and talking with off-post child care agencies such as CCR&R and First 5 FUNDamentals, it became apparent that there isn't one clear point person on JBLM that attends off-post child care meetings, community functions, and coalitions or provides input on behalf of the military community. In addition to JBLM representation needed at these items, they could also serve as a means to connect people in different agencies. This collaboration would ensure that collaboration between all community members occurs when new programs or initiatives are launched.

SUMMARY OF NEEDS ASSESSMENT

Overall, child care providers could see benefit in enhanced collaboration and communication opportunities with each other and with JBLM specifically regarding service to military children. Further, awareness of what additional training is available to better support unique mental health needs of these children would be appreciated.

The chart below will be updated following initial review and revision to the needs assessment report to include draft opportunities and potential strategies.

Need	Opportunity	Potential Strategies
1. Method to begin tracking family, friend and neighbor caregivers	Regular phone survey military families on their current child care providers	
2. Increase awareness of military-specific training opportunities and resources for child care providers	Establish a centralized database representative of all child care provider resources for support to military children	
3. Address the perceived need for extended facility operating hours	Increase military child care subsidies for providers that operate in off hours.	
4. Establish a tracking system for military children	Increase number of ACCYN providers participating in the CCR&R tracking program	
5. Create a forum for the exchange of information between JBLM and child care providers	Establish periodic communication platform for both on- and off-base providers to report on service to military children	
6. Establish a method for reducing impacts of deployment on providers	Begin tracking of military children Establish periodic communication platform to learn about changing JBLM conditions	
7. Diagram and report child care opportunities on-base	Establish a common source of for the exchange of information between JBLM and off-base providers.	
8. Enhanced collaboration between K-12 school districts and child care providers	Additional study of current collaboration techniques Share opportunities for staff development and military-service education	
9. Active participation from JBLM in the off-base child care community	Identify a "Community Liaison" at JBLM	

NEXT STEPS

- Meet with expert panel representatives to begin reviewing potential recommendations to address pursue each opportunity listed in this report.
- Establish implementation strategies and cost estimates for high priority items.
- Collaborate with other study areas to ensure proper coordination of strategies occurs.
- Prepare a draft plan outlining preferred implementation recommendations and strategies.

REFERENCE LIST

See Appendix



K-12 EDUCATION

Existing Conditions Technical Memorandum



Date: April 2, 2010
To: Education & Child Care Expert Panel Members
From: Derek Lunde, BCRA
Re: Existing Conditions of the Educational Impact of Growth at JBLM

Summary

1. A **K-12 education standard of care** is difficult to decipher. The recently-adopted Interstate Compact has helped set a standard, but there are significant differences between districts and states in terms of educational standards.
2. There is no standard for **tracking and measuring military impact** on a school district, aside from those applying for Impact Aid funding through the U.S. Department of Education. Some districts are highly affluent in this regard due to their higher than average impactation rate. Many school districts do not currently track military-connected children, both for Impact Aid funding, and for general awareness.
3. **Schools on JBLM are over capacity and are in poor condition**, despite potential future housing growth on the installation.
4. Several districts run successful **programs aimed at supporting military-connected students**. These programs could be valuable to other districts looking for better means of assisting these types of students.

Introduction

The first phase of the full Education and Child Care plan identified the study's goals and existing conditions. The Education Expert Panel met twice during this phase to define the study's goals and guide BCRA's study team through their desired existing conditions review.

The Panel identified the following **goals** as part of the full study:

K-12 Education

1. Translate planned growth into student counts, allocated by school district.
2. Strengthen relationships and regular exchange of information between JBLM and K-12 districts to encourage consistent and realistic planning.
3. Provide direction for districts in shortage situation to seek resolution.
4. Understand the relationship between military-student mobility and education consistency.
 - a. i.e. how does deployment impact educational requirements, like the WASL?

In order to effectively begin addressing each of these goals, BCRA surveyed the existing conditions for K-12 education. Work completed in this phase included stakeholder surveys, provider interviews, and review of secondary research pertinent to the region and level of service standards.

Methodology

Snapshot

In review of K-12 education existing conditions, the study team focused on two key areas: (1) Capital Capacity & Enrollment, and (2) Programs & Staff Training. Each K-12 school district participating in the study was asked to provide BCRA with documentation to support each of these areas. This includes:

- Capital Facilities Plans
- Washington State OSPI Study and Survey findings
- Enrollment projections
- School attendance boundaries
- Military program summaries
- Training opportunity summaries

In addition to this documentation, BCRA prepared a *Resource Request Form* that indicated specific information needed from each participating district to effectively understand their current position serving military-connected children.

We received a substantial collection of data and reference points in response to the request for information. The *Findings* section of this report compiles this information based on the study's goals.

Information here is reported based on the United States Government’s Fiscal Year (FY), which aligns with a general school district School Year (SY). The Fiscal Year begins October 1st and ends September 31st of the following year. For example, October 1st 2010 to September 31st 2011 will be written as FY11 or SY11.

It is important to note that BCRA reached out to each of the eight school districts individually. North Thurston SD and University Place SD did not respond to the team’s efforts to engage them. Information on those districts included in this report is based on reports and research found from third parties, OSPI, and those districts’ websites.

Findings

K-12 Education

In FY09, 90,480 students attended school in one of the study area’s eight school districts:

- Bethel SD #403 (18,032)
- Clover Park SD #400 (12,242)
- Franklin Pierce SD #402 (8,072)
- North Thurston SD #3 (14,025)
- Puyallup SD #3 (21,676)
- Steilacoom Historical #1 (5,435)
- University Place SD #83 (5,439)
- Yelm SD #2 (5,559)

The population of JBLM-connected school age children in FY09 is 21% of the total K-12 enrollment (19,074). The highest concentration of military-connected students is in Clover Park SD, Steilacoom Historical SD, and Yelm SD. The following chart depicts each district’s level of impact in FY09, according to the U.S. Department of Education (USDoE) Impact Aid Program.¹

School District	Percent Military Impaction
Clover Park SD	37.8%
Steilacoom Historical SD	11.8%
Yelm SD	8.0%

¹ USDoE Impact Aid fiscal years are based on the year of application by the school district. FY09 is the Application Year for funding, which is based on counts from the 2007-2008 school year.

North Thurston SD	6.1%
Bethel SD	6.0%
University Place SD	4.4%
Franklin Pierce SD	4.0%
Puyallup SD	Did Not File

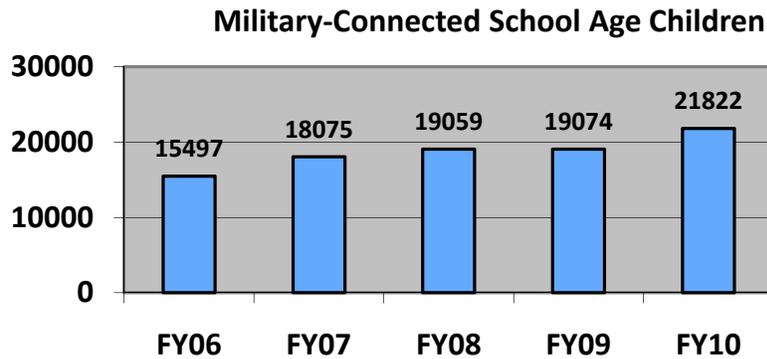
It was widely reported in meetings and interviews with various school district representatives that Impact Aid surveys are currently the most accurate means of gauging military impact on a district. However, in order for the surveys to be accepted by the USDoE they must be completed by a parent. Hence, there is no way to ensure 100% of all military-connected students are accounted for each year.

In districts where Impact Aid funding makes up a strong portion of their budget, the process for tracking military-connected students is more robust. Clover Park SD, for example, actively tracks military-connected student enrollment for effective district planning in a number of areas: transportation, staffing, budgeting, and facilities. With a high proportion of total enrollment being military-connected students, CPSD has indicated that tracking and planning changes in these student populations helps prevent sudden changes that may directly impact the district’s ability to effectively operate. These sudden changes include deployments, military-controlled housing changes, changing soldier assignments and brigade movements. The final count of military-connected students is tracked through the collection of Impact Aid Membership Surveys each school year. These are surveys used to validate the district’s full application to the USDoE for impactation funding.

Seven of the eight school districts in this study are familiar with and have completed Impact Aid applications and surveys to receive funding. Currently, Puyallup SD is the only district that does not track military-connected students or receive Impact Aid funding. Yelm SD recognizes that Impact Aid funding is an insignificant proportion of the overall district budget, and therefore they do not pour additional resources into effective tracking and reporting. It appears the cost of preparing an application and collecting surveys outweighs the benefit of knowing their full scope of military-connected students and receiving the maximum Federal funding available. Based on feedback from several school districts, this is a common concern with the Federal funding process.

Educational Facilities Capacity and Enrollment

In general, with the exception of planned growth on JBLM between 460 and 560 homes, it appears that much of the forecasted growth at JBLM has already occurred. This is evident in the chart below, depicting the military-connected school age children population:ⁱ



Currently, each school district in the study area is facing vastly different capacity constraints. Several school districts, including Clover Park, Bethel, North Thurston, and Puyallup, are currently enrolled at or beyond their current capital capacities and house students in temporary modular classrooms. The remaining districts have capacity to accommodate future growth. The current snapshot of capacity and enrollment within the study area is as follows:

School District	Permanent Capacity	FY09 Enrollment*	Available Capacity	Comments
Bethel SD	15,351	17,838	-2,487	Additional students are housed in temporary portable classrooms
Clover Park SD	11,742	12,242	-500	This does not include the est. 460-560 homes to be built on JBLM within the next three years.
Franklin Pierce SD	unknown	8,072	unknown	Did not provide information
North Thurston SD	12,082	14,025	-1,943	Additional students are housed in temporary portable classrooms
Puyallup SD	20,228	21,676	-1,448	Additional students are housed in temporary portable classrooms
Steilacoom Historical SD	unknown	5,435	unknown	Did not provide information
University Place SD	unknown	5,439	unknown	Did not respond to study inquiries
Yelm SD	5,070	5,559	-489	Additional students are housed in temporary portable classrooms

*Reported October 1, 2008 to Washington State OSPI

A Unique On-Base Situation

Clover Park School District is a unique district among the eight districts in the study area. There are seven elementary schools owned by the U.S. Government on JBLM, and currently six are in operation under an agreement with CPSD. According to CPSD representatives, these schools serviced an average of 2,462 elementary age students over the past five years. Most of these students live on JBLM. A small portion of these students live off-base but attend Child Development Centers² on-base. At the request of the Army, CPSD allows these students to enroll in schools near that child's Child Development Center.

In 2005, all housing on JBLM was privatized under long-term lease and operation by Equity Residential. This effort resulted in substantial housing renovations, new housing starts, and increased occupancy rates on JBLM.

The "perfect storm" appears to have converged on these on-base schools. Their five-year average enrollment has grown to 102% of capacity, and the facilities are in poor condition. Because these schools are federally-owned and only occupied by federally-connected students, local taxpayers have indicated through polls and past ballot measures they are not willing to fund solutions to these issues. To further complicate the matter, there appear to be future housing growth plans, particularly in the JBLM North area, that should be studied further to understand their impact on these facilities.

The only alternatives available to accommodate additional students are to: (1) purchase and locate temporary portable classrooms retrofitted with JBLM's Anti-Terrorism/Force Protection requirements, including blast-resistant windows, or (2) bus on-base students to schools with capacity located outside JBLM gates.

Six of the seven facilities average over 50 years old. There are no current facility plans available from the Army or USDoE to address their conditions and ability to accommodate future growth.

Understanding this, BCRA reviewed the conditions of three on-base schools to assess their adequacy and determine what may be needed in the future to accommodate additional growth. In addition, the study team reviewed Woodbrook Middle School, which is geographically located in between JBLM Main and JBLM McChord Field in the City of Lakewood. This middle school accommodates the highest proportion of military-connected students in grades five through seven than any other middle school in the study area. The results of these studies are compiled below, along with findings from previous facilities studies for each on-base school. The following chart is a summary of on-base school conditions:

² Child Development Centers (CDC) are located on a military installation and operated by the Federal Government to provide child care for ages six weeks to 12 years. At JBLM, CDCs are operated by the Family Morale, Welfare & Recreation division of the U.S. Army. These centers typically include a capacity of between 25 to 300 children. See Appendix 2 for more information.

JBLM School Name	Condition	Comments
Beachwood Elementary School	Fair/Poor	Foundation, Structure, Floors, Fixed Equipment, ADA, Instructional Adequacy, Data System, HVAC, Electrical Distribution, and Control Systems all should be addressed urgently.
Carter Lake Elementary School	Fair/Poor	Structure, Walls, ADA, Roof, HVAC, Electrical Distribution, Fire Resistance, and Instructional Adequacy all should be addressed urgently.
Clarkmoor Elementary School	Fair	Structure, Walls, ADA, Roof, HVAC, Electrical Distribution, Data System, Fire Resistance, and Instructional Adequacy all should be addressed urgently.
Evergreen Elementary School	Good/Fair	Structure, Walls, and Roof should all be addressed immediately. ADA, Electrical Distribution, Fire Resistance, and HVAC should be upgraded.
Greenwood Elementary School	Poor	Foundation, Structure, Walls, Roof, Floors, Windows/Doors, Trim, Fixed Equipment, Fire Resistance, ADA, Instructional Adequacy, Electrical Distribution, Data System, HVAC, Hydronic Piping, and Control Systems all should be addressed urgently.
Heartwood Elementary School	Fair/Poor	Structure, Walls, Roof, ADA, HVAC, Electrical Distribution, Fire Resistance, and Instructional Adequacy all should be addressed urgently.
Hillside Elementary School	Fair/Poor	Foundation, Structure, Roof, Floors, Ceilings, Fixed Equipment, Fire Resistance, ADA, Instructional Adequacy, Electrical Distribution, and Data System all should be addressed urgently.
Woodbrook Middle School Not on JBLM, but services the highest proportion of military-connected students of all CPSD middle schools.	Unsatisfactory	Foundation, Structure, Walls, Roof, Windows/Doors, Trim, Floors, Walls, Ceilings, Fixed Equipment, Means of Exit, Fire Resistance, ADA, Instructional Adequacy, Electrical Distribution, Emergency Lighting, Data System, and Intercom should all be addressed urgently.

No funding is available to CPSD currently to build permanent additional classrooms or effectively modernize the facilities into adequate learning environments.

Military K-12 Standard of Care and Level of Service

While there are numerous resources available that offer guidelines and recommendations for how school districts can be prepared to effectively manage military-connected K-12 students, there are no Federal or Washington State-level requirements for this.

The following are organizations and initiatives that provide resources to local school districts and families to enhance the standard of education for military-connected students.

Military Impacted Schools Association (www.militaryimpactedschoolsassociation.org) Part of the National Association of Federally Impacted Schools, MISA was created to advance the Impact Aid funding interests of public K-12 school districts across the United States serving military-connected children. Over time, this organization has evolved to include a robust set of tools and resources for district administrators, teachers, students, parents and legislators to understand and manage the unique situations that military-connected students face. Their website is organized by target users and has resources available for: Congress, Families, Transition, Deployment, and Tutoring/Military Learning. It also serves as a link to related partners and programs. Currently, Clover Park SD is the only member district in the study area.

Military Child Education Coalition (www.militarychild.org) The Military Child Education Coalition serves as a model of positive leadership and advocacy for ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. The site includes a map of K-12 educational resources for families located in or moving to Washington State. MCEC is especially helpful for families moving to a new installation and would like information regarding their new state's education requirements and standards.

Interstate Compact in Educational Opportunity for Military Children Passed by the 2009 Washington State Legislature, the Interstate Compact on Educational Opportunity for Military Children (SSB 5248) was developed in an effort to reduce the educational and emotional issues encountered when the children of military personnel are required to transfer from schools in one state to another. The purpose of this compact is addressed in the following compact language:

- A. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district(s) or variations in entrance/age requirements.
- B. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.
- C. Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- D. Facilitating the on-time graduation of children of military families.
- E. Providing for the promulgation and enforcement of administrative rules implementing the provisions of this compact.
- F. Providing for the uniform collection and sharing of information between and among member states, schools and military families under this compact.
- G. Promoting coordination between this compact and other compacts affecting military children.
- H. Promoting flexibility and cooperation between the educational system, parents and the student in order to achieve educational success for the student.

Operation Military Kids was created in 2004 "to create replicable and sustainable support networks for geographically dispersed military youth in schools and communities before, during, and after the deployment of a parent or loved one." For more information on Washington State Operation: Military Kids, the contact at Office of Superintendent of Public Instruction is Mona M. Johnson: (360) 725-6050, mona.johnson@k12.wa.us <http://www.k12.wa.us/OperationMilitaryKids/default.aspx>

Free Tutoring All US Military families get free tutoring at <http://www.tutor.com/military-programs>

Army Family Covenant According to the U.S. Army, "The covenant represents a \$1.4 billion commitment in 2008 to improve quality of life for Army Families. It's more than just a Soldier's pay, it's medical, dental, housing, barracks for the single Soldiers, youth services, education, it's the things [the Army] provides for all the Families."ⁱⁱ

Educational Consistency for Transitioning Students

At the most basic level, districts participating in this study all indicated that their focus is on translating a student's educational history into something usable by Washington State Superintendent of Public Instruction's educational requirements. This is especially critical for high school students in terms of *standardized testing and graduation requirements*.

Standardized Testing

From FY97 to FY09, districts prepared their students throughout the year to take the Washington Assessment of Student Learning (WASL), the state's standard assessment for graduation and No Child Left Behind Act. When asked how the WASL plays into a military-student's education, most districts indicated a common struggle taking in a new student mid-school year and effectively preparing them to take this unique exam.

The WASL was recently replaced by the grades 3-8 Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE). Each is a shorter, more multiple choice focused exam.ⁱⁱⁱ Effects of this change have not been measured compared with the WASL, especially in regard to how military children are able to prepare and take this exam.

Graduation Requirements

Washington State's minimum requirements for graduation are quite similar to those of other states. BCRA prepared a summarized comparison of five U.S. states in order to understand similarities and differences. Key differences will likely point to an opportunity for interstate coordination.

In most areas of study, Washington's requirements are at or below what is standard in other comparable states. This makes transition into Washington State schools easier, on average. However, there are a few unique requirements that may be new to students moving into a Washington State school. One year of Occupational Education and a course in Washington State History are both required. In addition to these unique coursework requirements, students must complete a "High School and Beyond Plan" that guides their study through high school in preparation for a career or further study. Finally, Washington State requires students to complete a "Culminating Project" in their senior year of high school.

There are occasions where Washington State's requirements for graduation are lighter than other states. In the event a student is relocated to a different state during high school this could create graduation and credit transfer difficulties. Examples of these discrepancies are taken from a full comparison chart:^{iv}

- English: 3 years in WA, 4 years in other states
- Math: 2 years in WA, 3-4 years in other states
- Science: 2 years, 3 years in other states
- Social Science: 2.5 years in WA, 3-4 in other states

Programs for Military-connected Students

All families who receive orders for Joint Base Lewis-McChord (JBLM) have access to the Child, Youth and School Services division of JBLM Family Morale, Welfare and Recreation. This division employs several School Liaison Officers (SLO) that act as the conduit for families and the schools their children may attend. These officers assist families with school referrals, providing information related to K-12 education on and off the installation, and supporting families who are transitioning to and from JBLM.

The number of military-specific programs offered by districts tends to correlate with the district's level of impactation. Clover Park SD and Steilacoom Historical SD, the study area's two most impacted districts respectively, offer the most robust collection of programs and services to military families and students.

Clover Park SD Programs

Each spring, CPSD partners with JBLM to provide a free Web-based broadcast of graduation ceremonies for deployed family members. In partnership with the Deputy Undersecretary of Defense for Military & Family Life, one Military & Family Life Consultant (MFLC) is assigned to each elementary school on JBLM, as well as Mann and Woodbrook Middle Schools and Lakes High School. In addition to supporting each school's existing programs, Military Family Life Consultants help with deployment and reintegration; family dynamics; positive coping mechanisms; staff support and education; parent education and stress reduction. Many CPSD schools with a high proportion of military-connected students host a semi-monthly parent support group presented by a JBLM Military Family Life Consultant. Topics range from test anxiety to helping children handle change and deployment, all of which assist in developing behavioral resiliency in military children. This is free to parents of children attending that school. Some schools with high proportions of military children also offer student deployment groups that are hosted by the school's Military Coach. This is another free program offered for students attending a school on JBLM with a deployed parent.^v

CPSD participates in the *Military Child Education Coalition (MCEC) Student 2 Student (S2S)* program at each of our High Schools and all four of our Middle Schools. This is a very effective student-led program which supports students who are transitioning to and from their school. The objective is to provide the student who is relocating with the critical edge for a successful transition with a focused purpose of rapidly meeting the transitioning students' critical needs; quickly bring transitioning students necessary and relevant information from the credible, relatable source of another student; and to immediately establish a peer relationship thereby helping students to gain greater confidence, enhance their comfort level and increase their well being while they adjust to their new experiences.

CPSD also promotes the *SOAR (Student Online Achievement Resources)* on-line program. This program provides assistance to students, parents and teachers:

- Identify strengths and areas where students may need improvement
- Tailor instruction to address the specific needs of a student

- Provide remediation and enrichment resources
- Provide families that are moving with a look at the state standards in their next school district

Parents can monitor the progress of their child from anywhere in the world. In addition parents are provided with resource materials that will assist their child in areas where they may need help.

Steilacoom Historical School District Programs

SHSD offers several programs that provide specific support, care and instruction for military-connected students. Chloe Clark Elementary offers a *Deployment Groups Lunch* program, where students who have a deployed family member can come together over the lunch period. The purpose is to show students that there are other children like them who are facing this hardship, and to create an environment where unique friendships can be developed on common ground. This program is free to families, and can accommodate growth so long as there is ample space within the school to host this program. Children are eligible to participate once a family has received a Notice of Deployment and can continue participating for the duration of the deployment and through the end of the school year.^{vi} Steilacoom High School provides a program, *Student 2 Student (S2S)*, which directly benefits high school students entering the district at any time during the year. Especially valuable for military-connected students, this transition program is designed to help incoming students fit into their new school while quickly and easily finding new friends. S2S sponsors events, prepares and distributes binders filled with information on the school, tours new students through the high school on their first day and welcomes them to lunch with S2S Team Members. This program costs the school \$2,000 per year to run. Most of this cost is covered through donations from community organizations, including Kiwanis, Booster Club and the Fort Lewis Thrift Shop.^{vii}

Online Learning Opportunities

There are several school districts that offer full-time online courses, which can provide educational continuity if a student is enrolled and then moves due to deployment, new parent assignment, or other circumstances. The following is a summary of known online learning programs:

Bethel SD provides a comprehensive online program for high school students, called Bethel Online Academy (<http://boa.bethelsd.org>). 20 courses are offered (between 0.5 and 1.0 credits), including major subjects like math, social studies, art, science, and English. In addition to the online learning environment for high school students, Bethel is using Moodle – an online server for coursework and e-learning components of different courses. Students cannot enroll in BOA mid-year. However, it is feasible for students to complete their education if the remaining courses required to graduate are offered online and they enroll in the program at the beginning of the school year.

Clover Park SD began offering an online program through www.iacademy.org for K-8 students living on JBLM for SY10.^{viii} This program is especially supportive of families who receive a two-week break immediately following the return of a deployed parent, allowing children to take the coursework with

them and start/stop learning when it is necessary.^{ix} It is possible this could be extended to full K-12, but currently it is not.

Puyallup SD provides a 7-12 grade online program, the Puyallup On-Line Academy, which offers over 90 different courses for online learning covering most all of the key academic areas. Teachers are available for individual attention over the phone, email or instant messaging.

Steilacoom Historical SD offers an online K-8 program called WAVA (Washington Virtual Academy, www.wava.org). This program is available to JBLM-connected students who live off base and would like access to an online program. It offers a school in DuPont for weekly face-to-face meetings with a Washington state-certified teacher. Educational supplies are provided to parents, and the course work is completed online at the pace of the individual student based on their needs.

Unique Military-related Behavioral Circumstances

Select districts are more advanced in areas of behavior management and counseling for military-related mental health challenges. Generally speaking, the level of understanding and preparedness to deal with these challenges is based on the districts total military impactation. For example, Clover Park School District and Steilacoom Historical School District are both staffed to handle the counseling needs of students. Furthermore, these districts also offer programs that help children manage the deployment-related challenges.

Most all districts have a basic understanding of military-related behavioral challenges, courtesy of U.S. Army provided training. However, based on meetings held with many district representatives, there is a common desire to increase their proficiency in handling these behavioral challenges. This includes specialized training to handle military-connected special needs children.

It was recommended in two Education Expert Panel meetings that this study consider identifying opportunities for increased training for recognition and management of unique military children behavioral challenges.

Key Impactation-related Funding Sources

Federal Impact Aid

Funded by USDoE, the Impact Aid program was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children.^x It should be noted that a significant portion of the money approved by Congress each year is disbursed to districts serving children on Indian land.

Impact Aid funding is divided into three main Sections:

Section 8003(b) – Basic Support Payments For districts who have at least 3% of their students who live on Federal Property or whose parents work on Federal Property. Payments are computed using a 1.0 factor for students who reside on federal property and 0.2 for students who do not reside on federal property. Increased formula payments are available for “Heavily Impacted Districts” under Section 8003(b)(2) whose boundaries are the same as the federal military installation or meet these three criteria:

- a. Federally connected Average Daily Attendance (ADA) at least 35 percent of total ADA; Per Pupil Expenditures (PPE) below greater of State or National PPE (Exception: enrollments below 350, have no PPE requirement); tax rate for general fund at least 95 percent of comparable districts or all LEAs in the state; or
- b. Federally connected ADA at least percent of total ADA; tax rate for general fund at least 125 percent of comparable districts or all LEAs in the state; or
- c. Total enrollment not less than 25,000, at least 50 percent federally connected, and at least 6,000 civilian or military students who live on and whose parents work on Federal property.

Section 8003(d) – Children with Disabilities Payments For districts who provide assistance to federally connected children who are eligible for services under the Individuals with Disabilities Act. These funds come in addition to the Basic Support Payments.

Section 8007 – Construction Grants Available to districts who educate high percentages of federally connected children.

- a. *8007(a)* provides formula grants to school districts based on the number of federally-connected children they educate;
- b. *8007(b)* provides competitive grants for emergency repairs and modernization.

Integration of Schools and Mental Health Systems Discretionary Grant

This program provides grants to SEAs, LEAs, and Indian tribes for the purpose of increasing student access to quality mental health care by developing innovative programs that link school systems with local mental health systems. Average award is \$300k.

<http://www2.ed.gov/programs/mentalhealth/index.html>

Special Education Training Grant

The Department of Defense Education Activity (DoDEA) in collaboration with Cambium Learning Group, Inc. developed special education professional development modules for teachers. These modules are available free of charge to LEAs, and the DoDEA Education Partnership Program also offers three face-to-face professional development seminars based on the modules during the summer of 2010. Host LEAs for these face to face seminars are based on competitive grants:

<http://www.militaryk12partners.dodea.edu/SPEDtraining.html>

Washington State Forest Tax Revenue

This revenue source is generated through the taxation of timber sales in Washington State. A 5% excise tax is placed on any timber harvested in the State. Four percent is allocated to the county and one percent to the State’s general fund.^{xi} It is listed here as a funding source for military-impacted districts

because JBLM sells timber on their property. However, due to the allocation of funding, school districts do not receive a significant sum to consider it a supportive funding source. If Forest Tax Revenue is disbursed to school districts, the amount of that disbursement is taken out of their State allocation, leaving the district with the same amount of money they would otherwise receive. As such, this funding source is not beneficial to school districts in terms of increased funding.

JBLM Points of Contact

There are three School Liaison Specialists on JBLM who assist families and school districts with matters related to serving K-12 military children:

Norma Melo (norma.melo@us.army.mil)

Clover Park SD, Bethel SD, Franklin Pierce SD

James Henselman (james.henselman@us.army.mil)

Steilacoom Historical SD, Puyallup SD, University Place SD

Janis Gardner (janis.gardner@us.army.mil)

North Thurston SD, Yelm SD

Additional Information Needs

- Known deployment and troop movement plans from JBLM, in an effort to assist districts with planning for student enrollment fluctuations.
- Confirmed district wide capacity and enrollment counts.
- Definition of how public K-12 school districts are operated compared with those in other states.

Next Steps

- Review how districts could establish a collective approach to programs and training to service military-connected students.
- Analyze current district understanding of impact rates in comparison with what JBLM has on record to determine possible enhancements to that district's Impact Aid funding.
- Gauge Education Expert Panel's feedback to existing conditions and engage in conversation regarding obvious service gaps that should be addressed in the Needs Assessment phase.

ⁱ According to JBLM Population Growth Projections, Appendix 11.

ⁱⁱ Full article on Army Family Covenant authorization available in Appendix 7.

ⁱⁱⁱ Doug Nadvornick. "High School Students to Take WASL Replacement Test." KPLU. Spokane, Wash. March 15, 2010. Full text available in Appendix 8.

^{iv} State by State Comparison of Graduation Requirements, Appendix 9.

^v Beachwood Elementary School Programs, Clover Park School District. Accessed online at <http://www.teacherweb.com/WA/BeachwoodElementary/SchoolHomePage/SDHP1.stm>

^{vi} Chloe Clark Elementary Deployment Group, Steilacoom Historical School District #1. Program description provided by Steilacoom Historical School District staff.

^{vii} Steilacoom High School S2S Background, Steilacoom Historical School District #1. Program description provided by Steilacoom Historical School District staff.

^{viii} Clover Park School District Online Program (CPOP). Information accessed online at <http://www.cloverpark.k12.wa.us/Admin/OnlineLearning.aspx>, including a press release on the matter.

^{ix} Chen, Joyce. "Clover Park School District online courses help military families." The News Tribune, August 24, 2009. Accessed online at <http://www.thenewstribune.com/news/local/story/854784.html>

^x United States Department of Education, Impact Aid Program. What is Impact Aid? Accessed online at <http://www2.ed.gov/about/offices/list/oese/impactaid/whatisia.html>

^{xi} Washington State Department of Revenue. Timber Tax General Information and Use. Accessed online at <http://dor.wa.gov/content/FindTaxesAndRates/OtherTaxes/Timber/default.aspx>



K-12 EDUCATION

Appendix – Existing Conditions of the Educational Impact of Growth at JBLM

Appendix 1: 2009 Impact Aid Blue Book. United States Department of Education, Impact Aid Program.

Appendix 2: Military Child Development and Youth Programs, Child Development Center Overview. Military.com. Accessed online at http://www.military.com/spouse/fs/0,,fs_youth_prog,00.html

Appendix 3: Joint Base Lewis-McChord School Buildings Condition Evaluation, March 15, 2010. BCRA.

Appendix 4: Joint Base Lewis-McChord Educational Facilities Conditions-Capacities Information Paper. Produced in partnership between Clover Park School District and Joint Base Lewis-McChord Garrison.

Appendix 5: Washington State Adopted Legislation. SBB 5248: Interstate Compact in Educational Opportunity for Military Children.

Appendix 6: Washington State Office of Superintendent of Public Instruction. Operation Military Kids Program Introduction. Accessed online at <http://www.k12.wa.us/OperationMilitaryKids/default.aspx>

Appendix 7: U.S. Army. “Army Leaders Sign Covenant with Families.” Accessed online at <http://www.army.mil/-news/2007/10/17/5641-army-leaders-sign-covenant-with-families/>

Appendix 8: High School Students to Take WASL replacement Test, <http://www.publicbroadcasting.net/kplu/news.newsmain/article/1/0/1623815/KPLU.Local.News/High.School.Students.To.Take.WASL.Replacement.Test>

Appendix 9: State-by-State Comparison of Graduation Requirements, select examples.

Appendix 10: Getting a Grip on the Basics of Impact Aid, <http://www.militaryimpactedschoolsassociation.org/misa/documents/TheBasics.pdf>

Appendix 11: JBLM Current Population and Projections.

School District	CD	FY 2009	FY 2008	FY 09 LOT%	Total ADA	Total					Low Rent Housing	Total Civilian	Max Payment	Disability Payment
		Payment 120% LOT	Payment 120% LOT			Federal Student	Civilian On	Military On	Indian Lands	Military Off				
<u>34,653,622.70</u>														
ALABAMA														
Alexander City Board of Education	3	4,436.08	5,735.26	4.82%	3,252.77	146.09	-	-	-	19.79	126.30	-	76,695.57	855.00
Anniston City Board of Education	3	31,238.40	25,981.91	15.36%	2,412.95	348.75	-	-	-	17.91	330.84	-	169,479.18	1,278.00
Arab City Board of Education	4	16,061.03	14,277.79	14.02%	2,316.81	311.06	-	-	-	32.05	5.66	290.32	95,464.95	855.00
Autauga County Board of Education	2	93,325.76	112,062.43	10.53%	9,255.94	850.19	-	-	-	747.45	102.74	-	738,570.48	27,999.00
Bessemer Board of Education	7	50,218.85	50,593.33	15.49%	4,003.05	584.39	-	-	-	-	584.39	-	270,168.12	-
Bullock Co. Board of Education	2	20,667.70	18,437.24	15.20%	1,582.56	226.21	-	-	-	18.85	207.36	-	113,309.73	-
Daleville City Board of Education	2	309,735.38	222,901.07	45.37%	1,210.25	476.94	-	83.89	-	123.48	19.79	249.78	568,906.38	11,880.00
Elmore County Board of Education	2	-	-	2.84%	10,295.58	292.19	-	-	-	292.19	-	-	270,168.12	-
Enterprise City School System	2	1,055,443.78	959,721.65	43.70%	5,789.20	2,225.38	0.94	177.20	-	1,001.94	91.43	953.87	2,012,669.28	29,268.00
Escambia County Board of Education	1	-	-	3.77%	4,355.57	112.16	-	-	64.09	0.94	47.13	-	393,001.23	-
Eufaula City Board of Education	2	11,932.06	11,133.70	9.75%	2,392.22	220.56	-	-	-	-	220.56	-	101,983.38	-
Fairfield City Board of Education	7	5,654.78	-	6.80%	2,259.32	143.27	-	-	-	6.60	136.67	-	69,298.77	-
Gadsden City Schools	4	5,080.72	5,037.90	4.32%	5,112.45	208.31	-	-	-	3.77	204.54	-	98,007.60	-
Greene County Board of Education	7	28,030.46	37,256.69	17.07%	1,296.02	206.42	9.43	-	-	4.71	192.28	-	136,840.80	-
Huntsville City Schools	5	441,362.60	447,824.06	16.57%	21,480.00	3,301.79	11.31	237.53	-	295.02	688.07	2,069.86	2,219,687.22	25,875.00
Jacksonville City Schools	3	34,236.86	32,236.86	21.02%	1,591.98	313.88	1.89	-	-	47.13	96.14	168.72	135,731.28	423.00
Lamar Co. Board of Education	4	5,216.02	4,942.39	6.74%	2,201.82	139.50	-	-	-	-	139.50	-	64,490.85	-
Lee County Board of Education	3	45,573.40	33,534.65	7.04%	9,429.37	583.44	-	-	-	583.44	-	-	539,457.87	18,666.00
Macon Co. Board of Education	3	17,428.52	16,699.86	9.13%	2,904.97	246.01	8.48	-	-	21.68	215.85	-	159,077.43	-
Madison City Schools	5	206,494.97	200,025.52	25.66%	7,779.89	1,892.66	-	-	-	328.95	21.68	1,542.03	670,612.38	12,726.00
Madison Co. Board of Education	5	130,349.52	109,258.56	13.90%	18,471.35	2,443.12	-	-	-	308.22	13.20	2,121.70	781,471.92	8,064.00
Marion County Board of Education	4	10,792.48	6,972.07	7.76%	3,441.29	249.78	-	-	-	0.94	248.84	-	115,898.61	-
Mobile Co. Public Schools	1	29,847.58	39,642.90	2.69%	60,797.95	1,510.93	-	-	-	489.19	1,021.74	-	924,646.23	-
Montgomery Public Schools	2	235,932.22	270,083.57	10.30%	29,935.71	2,823.91	49.01	78.23	-	668.28	1,011.37	1,017.02	1,908,836.70	9,333.00
Opelika City Board of Education	3	7,942.61	9,550.61	6.15%	3,894.66	227.16	-	-	-	5.66	221.50	-	107,623.44	-
Ozark City Schools	2	118,713.06	129,815.41	31.66%	2,330.95	698.43	-	6.60	-	114.05	185.68	392.10	312,468.57	6,786.00
Perry County Board of Education	7	4,566.78	6,262.13	6.72%	1,882.29	118.76	-	-	-	3.77	114.99	-	56,631.75	-
Phenix City Board of Education	3	65,081.28	49,852.67	12.31%	5,527.17	615.50	-	-	-	337.44	278.06	-	440,571.90	-
Piedmont City Board of Education	3	3,034.67	13,701.48	7.64%	1,003.83	71.63	-	-	-	-	71.63	-	33,100.68	-
Pike Co. Board of Education	2	2,342.77	2,730.55	4.27%	2,048.18	82.01	-	-	-	16.97	65.04	-	45,721.47	-

Russell County Board of Education	3	18,233.23	9,724.68	7.58%	3,188.68	216.79	-	-	-	216.79	-	-	200,453.28	4,671.00
Selma City School Board	7	14,049.76	5,421.60	7.11%	3,719.34	242.23	8.48	3.77	-	3.77	226.21	-	164,671.26	-
Sheffield City Schools	5	6,507.05	4,774.44	10.28%	1,097.14	107.45	-	-	-	6.60	100.85	-	52,748.43	-
Sylacauga City Board of Education	3	14,265.10	11,358.78	11.18%	2,173.54	229.04	-	-	-	0.94	228.10	-	106,329.00	-
Troy City Schools	2	12,784.91	17,014.87	10.63%	2,174.49	216.79	-	-	-	-	216.79	-	100,226.64	-
Tuscumbia Public Schools	5	1,827.72	1,298.62	4.66%	1,452.48	63.15	-	-	-	7.54	55.61	-	32,684.61	-
TOTAL PAYMENTS		3,058,408.11	2,885,865.25											

ALASKA

Alaska Gateway Schools	At Large	518,811.06	390,899.23	47.60%	351.35	122.70	-	-	120.84	0.93	0.93	-	908,282.66	25,524.00
Alaska State Department of Education	At Large	24,337,809.90	24,713,858.11	97.47%	4,295.22	4,025.67	-	3,908.55	117.12	-	-	-	24,337,809.90	394,020.00
Aleutian Region School District	At Large	140,270.18	117,603.08	72.85%	34.39	21.38	-	-	21.38	-	-	-	160,433.46	3,348.00
Aleutians East Bor. School District	At Large	1,331,903.82	1,105,362.86	87.56%	269.56	177.53	-	-	177.53	-	-	-	1,331,903.82	25,929.00
Anchorage School District	At Large	470,720.64	482,546.96	11.51%	44,951.55	4,836.20	1.86	-	-	2,091.38	211.00	2,531.96	3,408,055.64	104,994.00
Annette Islands School District *8003(b)	At Large	2,001,426.92	3,122,825.00	100.00%	266.77	266.77	-	-	266.77	-	-	-	2,001,426.92	45,171.00
Bering Strait School District	At Large	13,075,417.02	12,390,607.37	100.00%	1,744.67	1,742.81	-	-	1,742.81	-	-	-	13,075,417.02	184,041.00
Bristol Bay Borough School District	At Large	322,741.04	211,157.70	54.72%	171.03	67.86	7.44	-	59.49	-	0.93	-	491,503.78	7,533.00
Chatham School District	At Large	-	391,833.61	56.73%	158.94	86.44	1.86	-	32.53	-	35.32	16.73	-	-
Chugach School District	At Large	102,486.40	155,819.06	27.83%	224.94	42.76	6.51	2.79	33.46	-	-	-	306,882.26	1,674.00
Copper River School District	At Large	334,919.05	228,136.56	45.46%	481.48	182.18	-	-	77.15	-	12.08	92.95	613,944.58	20,079.00
Cordova City School District	At Large	46,988.46	35,116.97	13.27%	374.59	42.76	-	11.15	0.93	9.30	21.38	-	97,892.62	837.00
Craig Public School District	At Large	606,856.00	715,214.82	43.30%	697.13	186.83	0.93	-	149.65	29.74	6.51	-	1,167,929.18	24,687.00
Delta-Greely School District	At Large	296,325.97	303,697.22	37.93%	1,105.18	356.00	-	90.16	-	33.46	-	232.38	651,036.94	12,546.00
Denali Borough School District	At Large	7,709.33	11,428.31	30.67%	229.59	69.71	-	-	-	-	-	69.71	20,946.98	-
Dillingham City School District	At Large	863,937.90	1,338,708.68	69.28%	472.19	266.77	59.49	-	83.66	1.86	52.05	69.71	1,039,186.28	15,057.00
Fairbanks-North Star Bor. School District	At Large	155,255.92	89,268.08	9.52%	13,108.74	1,132.13	-	-	-	1,132.13	-	-	1,359,032.86	66,510.00
Galena City School District	At Large	266,761.20	-	13.80%	3,642.71	214.71	-	-	214.71	-	-	-	1,610,876.78	30,951.00
Greater Sitka Borough School District	At Large	37,647.60	24,451.12	8.87%	1,248.32	83.66	-	51.12	3.72	2.79	26.03	-	353,697.86	9,630.00
Haines Borough School District	At Large	-	-	2.31%	291.86	5.58	-	0.93	0.93	-	3.72	-	14,764.92	-
Hoonah Public Schools	At Large	501,628.68	-	74.93%	122.69	74.36	-	-	74.36	-	-	-	557,885.90	10,035.00
Hydaburg City School District	At Large	334,791.56	402,019.22	84.32%	69.71	44.62	-	-	44.62	-	-	-	334,791.56	-
Iditarod Area School District	At Large	389,972.57	615,391.32	47.92%	286.29	105.03	0.93	-	88.30	0.93	14.87	-	678,165.98	15,894.00
Kake City School District	At Large	399,624.18	316,847.70	78.28%	93.88	56.70	-	-	56.70	-	-	-	425,421.76	5,022.00
Kashunamiut School District	At Large	2,266,415.22	-	100.00%	308.59	302.09	-	-	302.09	-	-	-	2,266,415.22	27,603.00
Ketchikan Gateway Borough School District	At Large	-	-	2.69%	2,090.45	52.98	-	0.93	-	2.79	49.26	-	38,532.84	-
Klawock City School District	At Large	718,019.26	658,778.03	100.00%	127.34	114.33	-	-	94.81	-	2.79	16.73	718,019.26	13,383.00
Kodiak Island Borough School District	At Large	-	5,450.20	0.00%	2,501.28	-	-	-	-	-	-	-	-	-
Kuspuk School District	At Large	1,924,721.36	1,906,243.00	93.29%	357.86	256.54	-	-	256.54	-	-	-	1,924,721.36	37,647.00
Lake & Peninsula School District	At Large	2,098,779.36	1,848,931.26	93.25%	387.60	287.21	28.81	-	256.54	-	1.86	-	2,098,779.36	26,766.00
Lower Kuskokwim School District	At Large	18,514,849.56	17,214,614.79	94.40%	3,673.38	2,473.40	27.89	-	2,445.51	-	-	-	18,514,849.56	357,210.00

Lower Yukon School District	At Large	12,113,116.36	10,789,115.48	100.00%	1,898.04	1,614.54	-	-	1,614.54	-	-	-	12,113,116.36	169,821.00
Nenana City Public School	At Large	2,014.64	1,280.12	6.46%	183.11	11.16	-	-	2.79	-	8.37	-	25,988.66	-
Nome School District	At Large	101,111.90	81,919.54	37.10%	670.17	233.31	22.31	0.93	-	13.94	39.97	156.16	227,115.68	837.00
North Slope Borough School District	At Large	6,604,348.72	-	74.55%	1,741.88	1,016.87	1.86	-	979.69	-	35.32	-	7,382,460.00	117,954.00
Northwest Arctic School District	At Large	7,041,206.83	6,526,770.85	76.52%	1,914.77	1,124.70	-	-	1,013.16	-	111.54	-	7,668,155.20	148,905.00
Pribilof School District	At Large	776,898.88	745,610.61	100.00%	104.10	104.11	2.79	-	101.32	-	-	-	776,898.88	6,779.70
Southeast Island School District	At Large	18,231.07	23,227.88	22.50%	140.35	29.75	5.58	-	3.72	-	-	20.45	67,522.50	-
Southwest Region Schools	At Large	4,107,468.70	3,825,488.56	100.00%	615.33	547.48	-	-	547.48	-	-	-	4,107,468.70	73,620.00
Tanana City School District	At Large	3,167.78	29,910.56	39.27%	57.63	22.31	-	-	-	-	-	22.31	6,722.24	-
Unalaska City School District	At Large	19,668.89	16,391.88	10.04%	359.72	26.03	-	-	21.38	-	4.65	-	163,254.40	837.00
Valdez City Schools	At Large	6,516.37	8,881.67	4.70%	675.75	24.17	18.59	-	-	0.93	4.65	-	115,538.50	-
Wrangell Public Schools	At Large	12,071.22	2,081.17	8.10%	321.61	24.17	1.86	-	-	0.93	21.38	-	25,148.38	-
Yakutat School District	At Large	158,383.72	214,235.40	81.84%	113.40	84.59	15.80	-	5.58	-	18.59	44.62	161,273.74	5,022.00
Yukon Flats School District	At Large	934,859.45	1,085,787.54	70.26%	263.05	147.79	-	-	147.79	-	-	-	1,108,809.48	29,277.00
Yukon Koyukuk School District	At Large	1,433,870.64	1,454,188.88	46.52%	1,243.67	354.15	24.17	26.96	301.16	1.86	-	-	2,568,555.90	46,845.00
Yupit School District	At Large	3,061,380.12	3,021,505.92	100.00%	433.15	408.05	-	-	408.05	-	-	-	3,061,380.12	46,008.00
TOTAL PAYMENTS		108,461,105.45	96,623,206.32											

ARIZONA

4 Winds Academy	1	27,741.47	-	26.67%	56.25	15.00	-	-	15.00	-	-	-	86,681.25	-
Akimel O'Otham Pee Posh (3-4) (aka Bl	1	222,135.15	241,883.82	100.00%	44.06	38.44	-	-	38.44	-	-	-	222,135.15	6,750.00
Akimel O'Otham Pee Posh (K-2) (aka B	1	119,227.17	92,495.58	100.00%	21.56	20.63	-	-	20.63	-	-	-	119,227.17	-
Berean Academy	8	15,377.95	13,448.53	31.37%	215.63	62.82	-	-	-	25.31	-	37.51	32,037.39	3,798.00
Calli Ollin Academy	7	312,977.53	-	80.24%	110.63	56.25	-	-	56.25	-	-	-	325,043.13	6,750.00
Camp Verde Unified School District #28	1	135,670.30	117,542.26	16.84%	1,290.95	116.25	-	-	116.25	-	-	-	671,768.13	16,875.00
Carden Traditional School of Surprise	2	1,282.81	-	3.98%	447.19	17.81	-	2.81	-	15.00	-	-	26,859.63	-
Carpe Diem Collegiate High School	7	-	-	3.04%	195.00	4.69	-	0.94	-	3.75	-	-	7,812.87	-
Casa Blanca Middle School	6	1,013,084.22	998,407.53	100.00%	175.31	175.31	-	-	175.31	-	-	-	1,013,084.22	-
Casa Grande Union High School Distric	1	259,540.42	207,374.99	14.57%	3,527.85	256.88	-	-	256.88	-	-	-	1,484,445.30	43,029.00
Cedar Unified School District #25	2	2,129,122.65	2,326,133.64	100.00%	368.44	368.44	-	-	368.44	-	-	-	2,129,122.65	48,096.00
Center for Academic Success, Inc.	8	1,881.52	-	3.94%	524.07	20.63	5.63	-	-	15.00	-	-	39,896.49	-
Chester Newton Charter & Montessori §	1	29,482.36	-	30.23%	98.44	14.06	-	-	14.06	-	-	-	81,272.34	2,529.00
Chinle Unified School District #24	1	20,630,368.65	20,024,405.62	100.00%	3,570.04	3,570.04	-	-	3,570.04	-	-	-	20,630,368.65	499,509.00
Clarksdale-Jerome School District #3	1	98,836.04	93,886.75	17.21%	386.25	35.63	-	-	35.63	-	-	-	205,908.42	5,904.00
Coolidge Unified School District #21	1	420,490.45	277,703.70	16.67%	4,652.86	363.75	-	-	363.75	-	-	-	2,102,031.87	-
Crane Elementary School District #13	7	-	-	2.90%	5,883.81	141.57	-	1.88	5.63	134.06	-	-	165,179.79	-
Crown Charter School	8	87,785.22	100,448.00	33.89%	381.57	66.56	-	32.81	-	33.75	-	-	182,885.88	1,269.00
Destiny School, Inc.	1	486,126.20	493,273.51	72.61%	219.38	96.56	-	-	96.56	-	-	-	557,996.10	8,442.00
Dine Southwest High School	8	135,453.90	154,405.14	100.00%	23.44	23.44	-	-	23.44	-	-	-	135,453.90	1,692.00
Dysart Unified School District #89	2	74,056.30	64,660.76	5.10%	21,610.54	847.51	-	115.31	-	732.20	-	-	1,210,070.25	48,942.00

Flagstaff Unified School District #1	1	352,414.79	441,275.09	10.09%	10,463.55	657.20	-	-	490.32	-	166.88	-	2,910,594.57	16,875.00
Ft. Huachuca Accommodation Schools	8	3,557,398.50	7,937,724.00	100.00%	1,076.26	1,053.76	-	698.44	-	355.32	-	-	3,557,398.50	91,548.00
Fountain Hills Unified School District #9	5	75,439.70	66,546.14	9.59%	2,202.21	113.44	-	-	113.44	-	-	-	655,541.40	24,471.00
Fredonia-Moccasin Unified School Distr	1	161,235.44	190,218.70	29.89%	313.13	58.13	-	-	58.13	-	-	-	335,907.18	13,500.00
Ft. Thomas Unified School District #7	1	2,540,847.03	-	100.00%	469.69	439.69	-	-	439.69	-	-	-	2,540,847.03	67,500.00
Ganado Unified School District #20	1	9,935,936.52	9,417,791.33	100.00%	1,724.08	1,719.39	-	-	1,719.39	-	-	-	9,935,936.52	152,721.00
Gila Bend Unified School District #24	7	218,442.30	108,287.45	32.72%	359.07	78.75	-	-	78.75	-	-	-	455,088.12	10,125.00
Gila County Regional School District Nc	1	31,199.70	10,016.83	38.52%	115.31	11.25	-	-	11.25	-	-	-	64,999.38	-
Globe Unified School District #1	1	976,916.71	825,606.34	37.38%	1,805.64	376.88	-	-	376.88	-	-	-	2,177,895.30	25,317.00
Grand Canyon Unified School District #	1	704,133.04	677,736.84	78.48%	281.25	161.26	159.38	-	1.88	-	-	-	747,677.79	-
Ha:san Middle School	7	202,857.24	-	100.00%	53.44	45.00	-	-	34.69	-	-	10.31	202,857.24	5,067.00
Ha:san Preparatory & Leadership Scho	7	439,924.68	488,510.46	95.27%	134.06	103.13	-	-	75.00	-	-	28.13	439,924.68	8,442.00
Holbrook Unified School District #3	1	3,795,249.13	3,414,462.17	69.83%	1,869.39	784.70	4.69	-	780.01	-	-	-	4,529,153.10	75,942.00
Imagine Charter School at Sierra Vista	7	2,943.89	-	7.85%	389.07	26.26	-	1.88	-	24.38	-	-	31,251.48	846.00
Indian Oasis-Baboquivari Unified Schoc	7	5,721,008.73	5,717,557.34	100.00%	990.01	990.01	-	-	990.01	-	-	-	5,721,008.73	119,817.00
Ira H. Hayes Memorial Applied Learning	8	557,996.10	524,959.91	100.00%	101.25	96.56	-	-	96.56	-	-	-	557,996.10	12,654.00
Joseph City Unified School District #2	1	20,847.94	15,085.27	10.41%	485.63	32.82	-	-	28.13	4.69	-	-	166,890.30	6,750.00
Juniper Tree Academy	8	40,785.96	34,380.18	10.68%	393.75	28.13	-	15.94	-	12.19	-	-	84,970.74	2,115.00
Kayenta Unified School District #27	1	12,043,377.30	11,805,713.37	100.00%	2,084.08	2,084.08	-	-	2,084.08	-	-	-	12,043,377.30	197,442.00
Kin Dah Lichi 'I Olta', Inc.	1	157,135.77	190,415.44	100.00%	27.19	27.19	-	-	27.19	-	-	-	157,135.77	2,529.00
Laveen Elementary School District	4	138,274.13	74,876.88	11.02%	4,497.24	180.94	-	-	180.94	-	-	-	1,045,630.14	20,250.00
Litchfield Elementary School District #7	7	52,448.15	51,481.38	6.06%	8,828.53	378.77	-	100.32	-	278.45	-	-	721,234.23	18,567.00
Little Singer Community Jr. High School	1	102,907.98	128,670.95	100.00%	17.81	17.81	-	-	17.81	-	-	-	102,907.98	2,529.00
Maricopa Unified School District #20	4,7	130,871.06	-	10.43%	5,224.74	180.94	-	-	180.94	-	-	-	1,045,630.14	36,279.00
McNary Elementary School District #23	1	1,202,719.68	1,178,502.94	100.00%	208.13	208.13	-	-	208.13	-	-	-	1,202,719.68	27,846.00
Mesa Unified School District #4	6	152,731.48	173,578.68	2.46%	67,835.41	895.32	-	-	895.32	-	-	-	5,173,830.45	145,125.00
Miami Unified School District #40	1	13,575.08	19,260.49	5.80%	1,093.14	33.75	-	-	33.75	-	-	-	195,044.37	-
Mohave Valley Elementary School Distr	2	105,880.43	108,610.58	13.21%	1,879.71	121.88	-	-	114.38	7.50	-	-	667,931.04	12,654.00
Nazlini Junior High Charter School	1	135,453.90	138,947.06	100.00%	23.44	23.44	-	-	23.44	-	-	-	135,453.90	-
Northern Arizona Academy for CDI	1	49,098.37	-	32.85%	112.50	21.56	-	-	21.56	-	-	-	124,589.85	-
Page Unified School District #8	1	7,177,766.54	7,294,852.40	77.37%	2,883.78	1,337.83	-	-	1,337.83	-	-	-	7,730,996.67	248,913.00
Painted Desert Demo Projects	8	406,315.47	349,958.64	100.00%	83.44	70.31	-	-	70.31	-	-	-	406,315.47	10,125.00
Palominas Elementary School District #	8	34,201.14	32,137.68	24.67%	1,394.08	328.14	-	-	-	57.19	-	270.95	115,528.77	1,269.00
Parker Unified School District #27	7	5,542,237.32	5,506,633.60	92.08%	1,774.71	959.07	-	-	959.07	-	-	-	5,542,237.32	128,250.00
Peach Springs Unified District #8	2	1,007,721.54	1,229,971.32	100.00%	183.75	174.38	-	-	174.38	-	-	-	1,007,721.54	22,779.00
Pillar Charter School, Inc.	3	98,608.59	-	100.00%	26.25	21.57	-	-	16.88	-	-	4.69	98,608.59	1,692.00
Pinon Unified School District #4	1	6,945,410.28	6,890,966.14	100.00%	1,201.89	1,201.89	-	-	1,201.89	-	-	-	6,945,410.28	113,067.00
Rainbow Accommodation School	8	10,205.10	11,485.97	26.11%	26.25	5.63	-	-	5.63	-	-	-	32,545.92	5,067.00
Red Mesa Unified School District	1	5,325,511.08	5,377,962.65	100.00%	921.57	921.57	-	-	921.57	-	-	-	5,325,511.08	97,875.00
Sacaton Elementary School District #18	7	2,421,712.32	2,357,049.80	100.00%	450.00	419.07	-	-	419.07	-	-	-	2,421,712.32	80,154.00

Salt River-Pima-Maricopa Community S	5	1,479,036.39	1,327,770.03	100.00%	296.25	255.94	-	-	255.94	-	-	-	1,479,036.39	48,096.00
San Carlos Unified School District #20	1	7,227,135.90	6,515,273.32	100.00%	1,250.64	1,250.64	-	-	1,250.64	-	-	-	7,227,135.90	165,375.00
Sanders Unified School District #18	1	5,509,737.63	5,125,758.80	100.00%	953.45	953.45	-	-	953.45	-	-	-	5,509,737.63	135,846.00
Seligman Schools	1	18,131.72	-	15.49%	156.56	16.88	-	-	16.88	-	-	-	97,545.30	-
Shonto Governing Board of Education, I	1	812,677.17	705,055.33	100.00%	140.63	140.63	-	-	140.63	-	-	-	812,677.17	-
Sierra Vista Unified School District #68	8	1,031,668.24	920,047.99	48.69%	5,794.75	2,573.46	-	149.06	-	744.38	-	1,680.02	1,765,708.62	52,740.00
Skyline Technical High School	4	1,005,141.64	927,793.15	82.68%	418.13	175.31	-	-	175.31	-	-	-	1,013,084.22	23,625.00
Somerton School District #11	7	73,929.18	88,560.61	10.24%	2,351.28	157.51	-	-	99.38	0.94	57.19	-	601,637.22	13,923.00
St. Johns Unified School District #1	1	135,228.30	289,016.92	8.86%	940.32	48.75	-	-	48.75	-	-	-	281,725.62	4,221.00
Stanfield Elementary School District #2	1	164,763.72	146,647.99	16.33%	720.95	74.07	-	-	58.13	-	15.94	-	343,257.75	7,596.00
Sunnyside Charter & Montessori Schoo	1	1,387.12	-	10.66%	34.69	1.88	-	-	1.88	-	-	-	10,864.05	-
Tombstone Unified School District #1	8	30,578.38	19,182.07	21.21%	644.07	130.32	-	1.88	-	36.56	-	91.88	63,704.94	4,644.00
Tuba City Unified School District #15	1	10,835,294.94	10,884,508.41	100.00%	1,943.46	1,875.02	-	-	1,875.02	-	-	-	10,835,294.94	300,375.00
Tucson Unified School District	4	855,964.13	1,045,598.11	9.46%	55,265.28	4,234.73	-	536.26	668.44	557.82	480.94	1,991.27	7,540,205.46	189,009.00
Union Elementary School District #62	8	-	-	3.45%	1,726.89	24.38	-	-	24.38	-	-	-	140,909.04	-
Vail School District #20	7	49,752.14	54,368.53	7.88%	8,546.34	569.07	-	-	-	569.07	-	-	526,143.63	23,625.00
Valentine Elementary School District #2	2	240,950.76	231,607.71	100.00%	74.06	52.50	-	-	41.25	-	-	11.25	240,950.76	1,692.00
Vechij Himdag MashchamakuD	7	352,180.14	360,278.66	100.00%	60.94	60.94	-	-	60.94	-	-	-	352,180.14	8,442.00
Whiteriver Unified School District #20	1	12,422,648.22	11,394,010.24	100.00%	2,149.71	2,149.71	-	-	2,149.71	-	-	-	12,422,648.22	338,346.00
Window Rock Unified School District #8	1	14,150,910.54	13,869,410.96	100.00%	2,488.15	2,448.78	-	-	2,448.78	-	-	-	14,150,910.54	268,317.00
Winslow Unified School Dist. #1	1	1,379,537.98	1,523,224.88	42.44%	2,240.65	545.63	104.06	-	380.63	-	60.94	-	2,708,800.62	39,654.00
Yuma Elementary School District #1	7	270,253.75	153,610.14	11.42%	9,807.29	822.20	45.94	306.57	-	270.94	198.75	-	1,972,079.34	40,077.00
Yuma U. High School District #70	7	-	-	1.67%	10,171.98	120.01	-	50.63	-	69.38	-	-	298,229.73	-
TOTAL PAYMENTS		156,837,288.41	153,579,027.70											

ARKANSAS

Cabot School District #4	1	170,688.02	136,035.72	14.34%	8,502.77	1,081.09	-	-	-	1,064.57	16.52	-	991,910.88	40,059.00
Forrest City School District #7	1	7,304.76	4,891.56	6.42%	3,350.97	205.09	-	-	-	-	205.09	-	94,817.73	-
Marmaduke School District	1	-	-	3.08%	669.80	19.59	-	-	-	-	19.59	-	9,061.08	-
Pulaski County Spec. School District	2	174,155.05	167,508.16	6.84%	14,986.41	803.40	-	372.85	-	430.55	-	-	2,121,772.08	39,519.00
Texarkana School District #7	4	9,632.38	9,351.66	6.65%	4,128.58	261.13	-	-	-	-	261.13	-	120,706.53	-
Trumann School District #21	1	8,586.64	7,636.32	10.43%	1,502.99	148.39	-	-	-	-	148.39	-	68,605.32	-
TOTAL PAYMENTS		370,366.85	325,423.42											

CALIFORNIA

Alameda Unified School District	13	-	25,632.59	3.69%	9,890.92	293.24	-	95.81	-	58.07	139.36	-	561,047.28	-
All Tribes Charter aka All Tribes Ameri	49	267,209.40	373,101.84	100.00%	51.72	46.24	-	-	46.24	-	-	-	267,209.40	-
Alpine County Unified School District	3	271,243.67	177,146.18	54.49%	179.44	71.78	-	-	71.78	-	-	-	414,821.79	14,535.00
Alpine Union School District	52	51,257.42	39,423.59	8.16%	2,063.02	105.18	-	-	87.81	17.37	-	-	523,462.29	15,201.00
Arena Union Elementary School District	1	26,964.13	54,658.37	16.83%	191.06	23.10	-	-	23.10	-	-	-	133,512.24	3,996.00

Audeo Charter School	53	49,484.59	-	16.78%	336.12	28.67	-	20.71	-	7.96	-	-	103,092.90	-
Banning Unified School District	41	59,578.56	68,750.04	5.76%	4,463.44	150.65	-	-	148.87	1.78	-	-	861,958.35	13,635.00
Barona Indian Charter School	52	128,883.18	-	62.96%	76.14	47.94	-	1.88	27.26	-	-	18.80	170,588.70	-
Barstow Unified School District	25	99,513.34	86,819.09	17.36%	6,379.74	1,044.78	3.67	29.38	-	79.87	154.24	777.62	477,694.59	7,443.00
Big Creek Elementary School District	21	120,290.46	100,345.78	99.04%	37.17	31.45	25.73	-	-	-	-	5.72	120,290.46	-
Big Pine Unified School District	25	287,822.04	268,824.13	57.42%	178.86	72.27	-	-	72.27	-	-	-	417,641.82	3,249.00
Bishop Joint Union High School District	25	216,555.97	277,929.25	26.51%	700.15	118.54	3.70	-	114.84	-	-	-	680,736.75	9,999.00
Bishop Union Elementary School District	25	609,660.98	544,855.70	35.51%	1,183.84	248.53	4.74	-	243.79	-	-	-	1,430,726.04	13,662.00
Bonsall Union School District	49	232,971.47	-	18.16%	1,819.47	185.00	-	-	185.00	-	-	-	1,069,068.75	19,737.00
Central Union School District	20	6,036,204.87	5,437,643.13	100.00%	1,924.63	1,384.86	-	1,006.74	212.69	165.43	-	-	6,036,204.87	112,734.00
Chula Vista Elementary School District	51	325,297.87	381,661.13	12.71%	26,603.52	3,103.09	-	30.03	-	1,838.80	36.81	1,197.45	2,132,821.05	65,394.00
Coachella Valley Unified School District	45	810,350.59	900,171.44	12.34%	17,947.24	1,490.74	-	-	899.70	-	591.04	-	5,472,383.79	21,906.00
College Elementary School District	24	17,867.24	18,244.25	12.44%	219.50	21.85	5.70	-	16.15	-	-	-	119,689.47	-
Coronado Unified School District	53	1,364,475.67	1,371,231.24	44.56%	2,931.43	993.39	37.05	404.57	-	551.77	-	-	2,551,757.31	79,407.00
Death Valley Unified School District	25	6,609.74	7,831.80	14.53%	57.53	7.09	2.66	-	4.43	-	-	-	37,908.60	-
Dehesa School District	52	84,373.01	85,992.12	40.72%	177.72	59.87	-	-	28.51	0.95	-	30.41	172,669.05	855.00
Dublin Unified School District	11	42,722.11	32,102.26	6.07%	5,151.95	244.53	-	113.80	-	-	130.73	-	586,520.01	3,384.00
Eastern Sierra Unified School District	25	-	-	14.23%	-	-	-	-	-	-	-	-	-	-
Eel River Charter School	1	46,645.06	-	49.91%	48.54	13.48	-	-	13.48	-	-	-	77,897.55	-
Fallbrook Union Elementary School District	49	2,731,230.58	2,809,712.02	39.82%	5,247.23	1,429.24	-	1,188.16	-	241.08	-	-	5,715,784.74	120,060.00
Fallbrook Union High School District	49	241,490.69	256,661.63	15.42%	2,974.98	307.82	-	173.03	78.39	56.40	-	-	1,305,072.90	22,374.00
Ferndale Unified School District	1	34,062.26	-	5.11%	464.29	15.35	-	15.35	-	-	-	-	70,963.05	864.00
Hanford Elementary School District	20	-	-	3.19%	5,171.71	150.96	-	-	-	88.30	62.66	-	110,628.39	-
Happy Camp Union Elementary School District	2	64,994.81	64,364.90	44.52%	118.34	42.79	-	-	20.03	0.91	-	21.85	121,631.13	2,052.00
Hueneme Elementary School District	23	208,686.06	197,885.96	10.06%	7,816.24	555.68	-	335.73	-	162.07	57.88	-	1,728,678.39	42,543.00
International School of Monterey	17	8,269.45	7,146.19	15.32%	341.40	46.73	-	7.63	-	0.95	-	38.15	44,981.79	-
Inyo County Superintendent-Special Services	25	47,840.15	56,829.10	38.08%	49.55	18.11	-	-	18.11	-	-	-	104,664.72	-
John Swett Unified School District	7	-	-	0.00%	16,318.59	-	-	-	-	-	-	-	-	-
Julian Union Elementary School District	49	59,424.12	52,426.94	19.20%	373.50	49.42	-	-	43.72	5.70	-	-	257,917.17	12,402.00
Kashia School District	6	47,200.83	61,876.24	100.00%	8.17	8.17	-	-	8.17	-	-	-	47,200.83	-
Klamath-Trinity Unified School District	1	3,443,349.09	3,312,640.20	92.27%	924.25	595.86	-	-	595.86	-	-	-	3,443,349.09	75,474.00
La Mesa-Spring Valley School District	52,53	31,172.45	22,646.22	4.21%	12,519.87	448.44	-	54.73	-	393.71	-	-	617,031.81	12,969.00
Lakeside Union School District	52	151,715.30	177,014.71	11.21%	3,789.12	308.31	-	134.05	71.49	102.77	-	-	1,127,827.08	32,580.00
Laytonville Unified School District	1	23,758.99	21,486.92	11.74%	353.75	29.18	-	-	29.18	-	-	-	168,647.04	4,779.00
Lemon Grove School District	53	135,198.48	142,247.26	11.62%	3,736.98	320.31	-	182.08	-	138.23	-	-	969,581.79	29,601.00
Lemoore Unified High School District	20	264,761.29	267,518.00	21.25%	2,109.75	319.92	-	145.25	42.29	132.38	-	-	1,038,279.57	19,854.00
Lemoore Union Elementary School District	20	38,123.16	50,505.88	11.10%	3,133.25	305.77	0.94	-	-	304.83	-	-	286,209.93	8,073.00
Loleta Union School District	1	29,284.82	30,700.22	21.09%	120.10	20.02	-	-	20.02	-	-	-	115,713.69	-
Lompoc Unified School District	23	1,869,434.83	1,875,492.97	30.18%	9,991.58	2,360.60	63.44	959.20	-	134.46	137.30	1,066.20	5,161,903.11	78,408.00
Lone Pine Unified School District	25	33,840.92	32,363.27	14.03%	359.36	34.81	-	-	34.81	-	-	-	201,146.73	4,230.00

Los Angeles Unified School District	31, 34	-	-	1.24%	-	-	-	-	-	-	-	-	-	-
Madera Unified School District	19	-	-	1.85%	17,831.97	329.90	-	-	-	-	329.90	-	152,512.77	-
Mammoth Unified School District	25	19,622.20	16,221.91	20.04%	1,097.48	211.48	7.45	-	-	-	-	204.03	81,595.95	-
Mariposa County Unified School District	19	45,712.07	39,084.20	7.51%	2,150.63	106.00	91.12	-	14.88	-	-	-	507,235.56	5,022.00
Mineral Elementary School	2	1,395.59	1,063.24	25.73%	3.93	0.98	0.98	-	-	-	-	-	4,530.54	-
Mono County Superintendent of Schools	25	1,711.39	186.34	13.59%	86.33	11.57	-	1.78	-	-	-	9.79	10,494.21	1,602.00
Monterey Bay Charter School	17	-	-	1.95%	-	-	-	-	-	-	-	-	-	-
Monterey Peninsula Unified School District	17	914,690.23	1,064,065.46	15.43%	10,953.83	1,079.53	-	1,065.83	-	13.70	-	-	4,939,999.11	80,154.00
Morongo Unified School District	41	1,243,255.40	1,155,623.32	22.77%	8,941.31	1,462.48	-	864.66	-	597.82	-	-	4,550,049.06	67,356.00
Mount Baldy School District	26	-	-	1.89%	-	-	-	-	-	-	-	-	-	-
Mountain Empire Unified School District	52	79,903.81	96,169.31	11.88%	1,472.83	116.06	0.90	-	92.67	22.49	-	-	560,492.52	14,580.00
Mountain View Whisman School District	14	-	-	0.00%	4,295.12	-	-	-	-	-	-	-	-	-
Muroc Jt. Unified School District	22	2,512,937.87	3,241,497.90	81.70%	1,831.73	1,276.41	-	488.09	-	179.58	-	608.74	2,563,176.12	51,390.00
Needles Unified School District	41	424,249.25	434,906.34	33.07%	974.85	221.06	6.34	-	176.67	2.72	35.33	-	1,069,068.75	13,860.00
New Hope Elementary School District	11	13,425.19	13,448.53	33.26%	191.23	60.54	-	-	-	-	60.54	-	27,969.15	-
Oakland Unified School District	9	26,847.89	39,825.96	3.77%	35,440.32	1,283.74	-	-	-	-	1,283.74	-	593,454.51	-
Ocean View School District	23	750,816.55	668,986.91	31.13%	2,470.60	528.51	-	420.67	-	33.03	74.81	-	2,009,895.48	31,923.00
Oceanside Unified School District	49	2,724,154.75	2,246,752.88	21.44%	19,125.04	2,829.00	-	2,155.69	-	673.31	-	-	10,588,288.05	228,924.00
Owens Valley Unified School District	25	3,002.12	13,688.26	8.92%	68.83	4.85	-	-	4.85	-	-	-	28,015.38	873.00
Patterson Joint Unified School District	18	15,064.99	22,849.26	7.23%	5,410.67	365.10	-	-	-	10.51	354.59	-	173,639.88	-
Pleasant Valley School District	24	-	49,161.28	3.24%	6,274.30	159.40	-	57.00	-	97.57	4.83	-	355,924.77	-
Point Arena Joint Union High School District	1	33,535.15	18,580.75	21.07%	137.68	22.95	-	-	22.95	-	-	-	132,633.87	792.00
Porterville Unified School District	21	-	46,816.01	3.88%	12,491.57	350.74	-	-	167.11	-	183.63	-	1,050,576.75	-
Poway Unified School District	52	57,879.25	58,420.10	4.13%	32,587.74	1,196.51	-	16.65	-	1,179.86	-	-	1,167,862.26	53,757.00
Richland School District	20	3,803.38	-	5.03%	2,863.68	136.32	-	-	-	-	136.32	-	63,011.49	-
Ridgecrest Charter School	22,25	-	5,417.35	0.00%	204.12	-	-	-	-	-	-	-	-	-
Round Valley Unified School District	1	807,229.33	1,104.58	71.50%	303.02	162.81	-	-	162.81	-	-	-	940,826.73	12,888.00
San Antonio Union School District	17	66,186.19	67,622.08	31.90%	186.08	39.61	11.98	24.87	-	2.76	-	-	172,900.20	828.00
San Diego Unified School District	50-53	4,361,068.66	5,295,750.91	11.60%	116,224.18	13,485.59	46.39	5,842.97	-	3,147.74	710.96	3,737.53	31,329,516.24	-
San Pasqual Valley Unified School District	51	3,112,434.75	2,989,250.14	99.62%	749.13	539.15	2.75	-	536.40	-	-	-	3,112,434.75	58,590.00
Santee School District	52	56,809.25	64,951.67	7.49%	6,072.70	372.87	-	77.68	-	295.19	-	-	632,056.56	-
Sausalito Marin City School District	6	26,036.88	32,862.36	39.44%	267.61	102.21	1.86	-	-	-	100.35	-	55,013.70	-
Scott Valley Unif. School District	2	9,072.74	-	4.84%	675.75	27.03	-	-	27.03	-	-	-	156,211.17	5,211.00
Seeley Union School District	51	113,503.90	-	18.02%	431.55	52.65	-	50.77	-	1.88	-	-	236,466.45	846.00
Shoreline Unified School District	6	50,862.78	58,850.05	14.53%	554.88	63.85	43.19	19.72	-	0.94	-	-	291,711.30	1,692.00
Sierra Sands Unified School District	22	598,740.86	600,775.08	41.26%	5,208.81	2,001.94	0.94	146.37	-	143.54	-	1,711.09	1,209,284.34	9,351.00
Sierra Unified School District	21	115,159.08	111,276.71	11.90%	1,720.95	143.49	19.69	-	123.80	-	-	-	806,436.12	-
Silver Valley Unified School District	25	8,412,796.71	7,397,393.92	100.00%	2,598.19	2,171.02	-	1,787.62	-	86.57	-	296.83	8,412,796.71	146,844.00
Solano County Superintendent of Schools	10	8,769.16	7,500.19	7.75%	444.49	33.31	-	17.13	-	16.18	-	-	94,170.51	22,698.00
South Bay Union School District	53	21,409.76	29,052.68	5.19%	7,690.67	359.03	-	7.56	-	316.51	34.96	-	343,766.28	7,650.00

Spencer Valley Elementary	49	1,141.61	-	8.07%	31.62	2.04	-	-	2.04	-	-	-	11,788.65	-
Stony Creek Joint Unified School District	2	113,400.38	-	49.92%	82.31	32.75	-	-	32.75	-	-	-	189,265.62	1,593.00
Summerville Elementary School District	19	78,909.06	77,571.46	12.82%	369.79	28.45	-	-	28.45	-	-	-	164,393.88	3,411.00
Surprise Valley Joint Unified School District	4	31,763.62	-	20.50%	151.52	22.34	-	-	22.34	-	-	-	129,120.39	-
Sweetwater Union High School District	51	-	17,182.85	1.52%	40,905.61	622.47	-	-	-	622.47	-	-	-	-
Temecula Valley Unified School District	45,49	10,805.34	23,331.10	1.75%	27,187.56	477.13	-	-	15.12	462.01	-	-	514,539.90	-
The Charter School of San Diego	53	4,853.84	5,746.80	4.48%	1,483.14	49.21	-	12.11	-	37.10	-	-	90,287.19	-
Travis Unified School District	10	2,755,681.45	2,819,131.74	45.09%	5,084.47	1,635.27	-	968.24	-	667.03	-	-	5,092,927.95	143,676.00
Trinidad Union School District	1	15,045.10	17,685.46	7.85%	128.22	5.42	-	-	5.42	-	-	-	31,343.94	810.00
Two Rock Union School District	6	270,167.39	261,025.93	73.09%	149.05	79.88	-	63.32	-	16.56	-	-	308,030.49	10,521.00
Upper Lake Union School District	1	105,515.35	107,040.18	12.11%	506.52	38.04	-	-	38.04	-	-	-	219,823.65	5,013.00
Vacaville Unified School District	3	-	-	3.41%	12,647.65	376.57	-	7.69	-	368.88	-	-	376,635.81	-
Valley Center-Pauma Unified School District	49	1,349,979.26	1,215,417.94	28.06%	4,196.26	719.33	-	-	688.92	30.41	-	-	4,009,204.29	59,013.00
Vista Unified School District	49	-	-	2.02%	22,079.79	398.39	-	7.64	-	390.75	-	-	396,607.17	-
Warner Unified School District	49	103,226.96	95,317.15	33.08%	181.45	45.36	1.81	-	43.55	-	-	-	260,043.75	5,715.00
Wheatland School District	2	1,785,769.78	2,375,670.64	60.80%	1,453.93	666.46	-	495.19	-	171.27	-	-	2,447,601.12	63,252.00
Wheatland Union High School District	2	234,841.01	276,495.86	31.95%	707.74	168.24	-	90.23	-	78.01	-	-	489,252.09	6,768.00
Woodville Union School District	21	42,538.99	40,893.65	34.41%	589.54	191.67	-	-	-	-	191.67	-	88,622.91	-
Yuba City Unified School District	2	-	-	2.21%	11,947.23	264.01	-	-	-	-	264.01	-	122,047.20	-
TOTAL PAYMENTS		54,155,545.92	52,913,549.00											

COLORADO														
Academy School District #20	5	1,219,925.56	1,426,333.50	22.75%	19,914.03	3,876.64	8.37	470.40	-	2,119.60	-	1,278.27	4,468,591.80	115,470.00
Cheyenne Mountain School District #12	5	36,334.39	32,461.51	9.15%	4,458.60	357.92	-	-	-	357.92	-	-	330,914.34	11,718.00
Colorado Springs School District #11	5	163,803.29	156,526.84	5.95%	27,742.62	1,410.28	-	267.74	-	1,142.54	-	-	2,294,163.75	54,387.00
El Paso Co. School District #3	5	207,012.48	220,525.16	16.33%	7,922.48	1,142.54	-	-	-	1,142.54	-	-	1,056,401.73	61,083.00
El Paso Co. School District #8	5	10,105,785.54	8,425,694.88	84.76%	5,743.38	3,392.29	-	1,884.40	-	1,507.89	-	-	10,105,785.54	302,040.00
Falcon School District #49	5	574,531.82	285,302.78	26.24%	11,921.83	2,756.41	-	-	-	1,712.42	-	1,043.99	1,824,605.64	73,629.00
Hanover District #28	5	8,654.26	1,953.12	8.55%	249.15	19.52	-	-	-	19.52	-	-	18,029.70	-
Harrison School District #2	5	128,698.78	102,619.67	10.45%	10,381.40	961.26	-	37.19	-	924.07	-	-	1,026,306.00	35,982.00
Ignacio U. J. School District #11	3	1,108,309.46	1,204,043.59	63.56%	805.08	351.41	-	-	247.29	-	-	104.12	1,453,101.36	41,832.00
Montezuma-Cortez School District #RE-	3	524,546.75	387,506.74	21.64%	2,856.81	349.55	-	-	349.55	-	-	-	2,019,973.62	53,550.00
Peyton School District 23-Jt	5,6	16,820.33	1,423.22	14.45%	640.53	87.39	-	-	-	21.38	-	66.01	35,042.34	1,260.00
Pueblo School District #60	3	9,412.72	10,500.24	3.23%	17,202.24	525.25	-	-	-	-	525.25	-	242,846.19	-
Routt Co. School District #RE-1	3	-	-	0.00%	411.83	-	-	-	-	-	-	-	-	-
TOTAL PAYMENTS		14,103,835.38	12,254,891.25											

CONNECTICUT														
Bridgeport Board of Education	4	144,117.07	92,263.98	9.20%	20,371.13	1,769.07	-	-	-	-	1,769.07	-	1,305,408.28	-
Groton Board of Education	2	4,439,529.32	4,368,775.94	46.21%	4,872.61	1,722.16	26.80	993.67	-	196.24	-	505.45	8,006,076.11	140,868.00

Hartford Board of Education	1	71,947.43	19,867.33	6.08%	23,100.36	1,336.38	-	-	-	-	1,336.38	-	986,121.54	-
Ledyard Board of Education	2	493,534.14	496,552.44	36.71%	2,607.66	870.18	-	0.96	45.95	348.45	-	474.82	1,120,344.46	22,401.00
New Haven Board of Education	3	44,639.05	50,515.46	5.39%	18,169.36	935.27	-	-	-	-	935.27	-	690,152.26	-
Waterbury Board of Education	5	30,848.24	26,146.43	4.66%	17,000.51	747.64	-	-	-	-	747.64	-	551,649.55	-
TOTAL PAYMENTS		5,224,615.25	5,054,121.58											

DELEWARE

Caesar Rodney School District	At Large	43,958.62	45,160.30	7.61%	6,263.30	435.78	-	-	-	375.13	60.65	-	481,369.05	23,940.00
TOTAL PAYMENTS		43,958.62	45,160.30											

DISTRICT OF COLUMBIA

District of Columbia Public Schools	At Large	1,198,557.58	1,070,837.66	14.21%	47,424.62	6,355.26	190.11	179.35	-	150.65	3,300.04	2,535.11	7,028,838.72	15,336.00
Howard Road Academy, PCS	At Large	109,291.16	108,816.05	9.04%	546.72	30.62	-	27.02	-	3.60	-	-	227,689.92	-
IDEA Public Charter School	At Large	79,033.19	86,755.26	20.30%	355.60	59.53	-	15.67	-	-	43.86	-	164,652.48	-
TOTAL PAYMENTS		1,386,881.93	1,266,408.97											

FLORIDA

Bay County School Board	2	272,441.98	280,547.10	7.32%	24,304.62	1,376.40	-	504.99	-	787.71	83.70	-	3,101,570.70	116,343.00
Brevard Co. School Board	15	853,332.66	858,145.86	14.90%	69,222.69	9,647.82	0.93	318.99	-	1,452.66	562.65	7,312.59	4,772,554.05	106,722.00
Clay County School Board	6	364,960.74	367,518.02	11.95%	33,825.03	3,636.30	-	-	-	2,457.99	-	1,178.31	2,545,053.96	151,497.00
Duval Co. School Board	3	175,556.99	277,074.55	3.25%	115,971.93	3,179.67	-	548.70	-	1,619.13	1,011.84	-	4,501,461.33	123,876.00
Escambia County School District	1	644,442.42	757,867.54	13.57%	38,541.99	4,749.51	108.81	178.56	-	2,179.92	372.00	1,910.22	3,957,519.15	150,246.00
Glades Co. School Board	16	324,904.08	131,921.18	24.94%	1,235.04	187.86	-	-	187.86	-	-	-	1,085,619.09	-
Hillsborough County Public Schools	11	203,228.72	211,912.72	3.41%	177,304.50	5,354.01	-	358.05	-	2,838.36	813.75	1,343.85	4,966,488.90	191,259.00
Lee County School Board	14	3,062.65	7,186.70	0.89%	73,884.78	620.31	-	-	-	-	620.31	-	286,764.69	-
Miami-Dade County Public Schools	7, 18, 22	1,893.64	2,255.74	0.32%	318,611.49	943.95	-	-	-	122.76	821.19	-	493,135.41	6,282.00
Monroe Co. District School Board	20	163,068.16	187,696.73	9.18%	7,445.58	556.14	2.79	279.00	-	109.74	164.61	-	1,480,284.60	25,533.00
Okaloosa Co. School Board	21	4,080,537.29	4,366,767.53	34.15%	27,545.67	8,152.38	6.51	1,261.08	-	3,510.75	308.76	3,065.28	9,957,387.24	235,197.00
Pinellas Co. School Board	10	5,364.07	4,442.27	0.87%	100,412.10	813.75	-	-	-	297.60	516.15	-	513,800.22	14,229.00
Saint Lucie Co. School Board	23	-	7,062.95	1.14%	35,923.11	385.95	-	-	-	-	385.95	-	178,447.80	-
Santa Rosa Co. School Board	1	465,717.08	477,299.92	15.74%	23,705.70	3,373.11	-	63.24	-	2,016.24	43.71	1,249.92	2,465,677.05	35,154.00
Union Co. School Board	4	4,346.29	2,210.32	5.23%	2,134.35	102.30	4.65	-	-	5.58	92.07	-	69,252.54	1,260.00
TOTAL PAYMENTS		7,562,856.77	7,939,909.13											

GEORGIA

Atlanta Public School System	5	96,110.09	139,132.14	6.14%	46,059.08	2,729.58	-	2.79	-	66.89	2,659.90	-	1,304,425.68	423.00
Bibb Co. School District	3	58,889.47	63,634.50	6.67%	22,986.80	1,449.33	5.57	-	-	91.98	1,351.78	-	735,750.45	-
Bryan Co. Board of Education	12	89,006.36	94,415.05	12.30%	6,030.53	654.06	-	-	-	650.34	3.72	-	603,024.12	-
Camden County Board of Education *80	1	1,723,692.28	5,928,989.00	42.94%	9,047.19	3,501.62	-	261.99	-	1,973.32	72.47	1,193.84	3,345,156.57	113,301.00

Cartersville City Schools	11	2,989.04	2,540.21	4.00%	3,467.25	131.93	-	-	-	2.79	129.14	-	62,271.81	-
Chattahoochee Co. Board of Education	2	466,708.02	300,277.61	41.01%	838.01	234.12	-	197.89	-	36.23	-	-	948,362.22	12,132.00
Clarke Co. School District	12	43,382.68	37,700.32	8.18%	11,154.29	869.60	8.36	-	-	11.15	850.09	-	441,958.80	-
Clay Co. Board of Education	2	3,084.47	374.04	3.29%	443.16	13.94	-	-	-	-	13.94	-	6,425.97	-
Coffee Co. Board of Education	8	-	-	2.38%	7,523.53	169.08	-	-	-	5.57	163.51	-	80,717.58	-
Columbia Co. Board of Education	9	125,173.79	113,249.40	7.88%	20,518.29	1,432.61	-	-	-	1,430.75	1.86	-	1,323,749.82	56,862.00
Crisp Co. School System	2	15,800.51	12,599.44	8.71%	3,776.63	314.03	-	-	-	13.01	301.02	-	151,172.10	837.00
Dooly Co. Board of Education	3	8,611.66	6,967.20	10.78%	1,398.24	144.00	-	-	-	-	144.00	-	66,571.20	-
Dougherty Co. Board of Education	2	13,392.66	145,913.02	3.66%	15,360.15	530.50	-	1.86	-	112.42	416.22	-	304,933.08	-
Glynn Co. Board of Education	1	16,571.02	14,520.74	4.66%	11,586.31	509.13	5.57	0.93	-	73.40	429.23	-	296,334.30	-
Houston Co. Board of Education	3	1,516,323.68	1,545,432.22	33.11%	24,079.38	7,510.52	6.50	34.38	-	2,649.68	274.07	4,545.89	3,816,378.96	111,627.00
Lanier County Schools	1	5,356.49	-	6.15%	1,477.21	82.68	-	-	-	74.32	8.36	-	72,581.10	4,185.00
Liberty County Board of Education *800	1	3,497,765.11	9,262,165.00	51.87%	10,083.09	4,573.76	-	655.92	-	2,409.05	47.38	1,461.41	5,619,441.42	154,692.00
Long Co. Board of Education	1	42,034.55	27,961.06	14.11%	2,156.35	268.50	-	-	-	268.50	-	-	248,255.10	8,784.00
Lowndes Co. Board of Education	2	210,443.94	164,570.51	11.76%	8,944.99	869.60	-	186.74	-	675.43	7.43	-	1,491,241.11	30,105.00
Macon Co. School System	3	7,284.52	5,972.16	8.51%	1,810.74	146.79	-	-	-	7.43	139.36	-	71,332.89	-
Muscogee Co. School District	2	1,298,502.05	1,271,079.77	22.25%	30,370.97	6,208.90	39.02	195.10	-	3,110.49	1,050.77	1,813.52	4,863,303.54	135,045.00
Pelham City Board of Education	2	11,128.04	4,647.74	9.95%	1,402.88	129.14	-	6.50	-	13.94	108.70	-	93,199.68	-
Richmond Co. Board of Education	12	719,607.67	709,839.00	12.68%	30,638.54	3,367.83	6.50	629.90	-	1,134.38	1,597.05	-	4,729,282.77	55,188.00
Savannah-Chatham County Board of Education	2	298,228.32	363,259.01	8.16%	31,506.28	2,236.25	-	369.77	-	1,023.82	842.66	-	3,045,632.40	76,923.00
Valdosta Board of Education	12	21,563.82	6,783.08	6.34%	6,731.04	390.20	-	-	-	222.97	167.23	-	283,436.13	11,286.00
TOTAL PAYMENTS		10,291,650.24	20,222,022.22											

HAWAII

Central Administrative School District	At Large	25,724,066.72	32,683,507.98	40.69%	30,117.32	12,253.37	85.01	7,104.29	-	1,518.94	425.98	3,119.15	52,683,023.51	-
Hawaii Administrative School District	At Large	-	-	0.57%	25,110.94	141.93	1.89	-	-	30.28	109.76	-	101,103.99	-
Honolulu Administrative School District	At Large	333,596.72	423,519.89	11.25%	30,875.95	3,472.54	87.97	44.45	-	278.73	1,824.24	1,237.15	2,471,086.80	-
Kauai Administrative School District	At Large	-	-	1.38%	8,842.05	122.01	9.24	24.96	-	12.02	75.79	-	289,790.15	-
Leeward Administrative School District	At Large	1,916,379.30	2,308,796.80	18.38%	35,845.43	6,589.97	135.51	693.59	-	1,722.38	356.60	3,681.89	8,688,698.33	-
Maui Administrative School District	At Large	-	-	0.27%	20,063.67	54.20	1.90	-	-	13.31	38.99	-	47,119.93	-
Windward Administrative School District	At Large	-	1,721,970.43	12.19%	15,111.73	1,841.45	10.08	1,130.52	-	506.63	194.22	-	-	-
TOTAL PAYMENTS		27,974,042.74	37,137,795.10											

IDAHO

Arco School District 111 (Butte)	2	16,664.99	14,207.38	34.93%	442.30	150.21	-	-	-	-	-	150.21	34,718.73	-
Avery School District #394	1	-	-	0.00%	44.62	-	-	-	-	-	-	-	-	-
Blackfoot School District #55	2	584,592.16	870,447.25	20.32%	4,018.72	439.14	-	-	410.25	28.89	-	-	2,397,441.57	62,415.00
Bonneville Jt. School District #93	2	-	-	0.54%	8,624.39	39.58	-	-	-	39.58	-	-	36,614.16	-
Bruneau-Grand View Jt. School Dist. #3	1	115,434.46	126,854.63	18.98%	388.41	47.65	-	-	40.46	7.19	-	-	240,488.46	6,066.00
Challis Jt. School District #181	2	13,846.81	14,776.52	13.15%	428.19	52.93	3.78	-	-	-	-	49.15	28,847.52	-

Idaho Falls School District #91	2	-	-	0.55%	9,496.99	45.30	-	-	-	45.30	-	-	41,884.38	-
Kamiah Joint School District #304	1	131,145.26	131,112.62	38.67%	524.28	166.48	-	-	42.31	-	-	124.17	273,219.30	8,280.00
Lapwai School District #341	1	1,802,553.93	1,793,269.03	100.00%	474.97	361.09	-	-	309.88	-	-	51.21	1,802,553.93	53,235.00
Mackay Jt. School District #182	2	840.53	1,816.55	12.84%	188.32	23.66	-	-	-	-	-	23.66	5,455.14	-
Marsing Joint School District #363	1	18,440.22	18,338.90	11.20%	796.05	83.06	-	-	-	-	83.06	-	38,417.13	-
Mountain Home School District #193	2	1,926,592.38	1,959,130.02	54.93%	3,866.95	1,676.80	-	448.71	-	814.04	-	414.05	2,922,799.29	82,206.00
Plummer-Worley Jt. School District #44	2	1,105,313.07	1,157,467.66	89.35%	408.08	274.04	-	-	187.82	-	-	86.22	1,105,313.07	29,970.00
Pocatello School District #25	2	-	-	5.25%	10,923.02	302.01	-	-	302.01	-	-	-	1,745,228.73	-
Snake River School District #52	2	7,738.72	7,626.12	12.67%	1,728.18	211.71	-	-	-	2.87	-	208.84	50,899.23	-
Wilder School District #133	1	24,453.82	25,126.40	30.10%	383.38	110.18	-	-	-	-	110.18	-	50,945.46	-
TOTAL PAYMENTS		5,747,616.35	6,120,173.08											

ILLINOIS

Alton Comm. Unit School District #11	12	7,012.60	7,804.57	4.06%	5,765.40	218.03	-	-	-	20.52	197.51	-	143,936.66	-
Belle Valley School District #119	12	51,853.40	58,047.26	13.06%	789.23	89.52	-	-	-	89.52	-	-	108,027.93	5,760.00
Belleville Twp. High School District #20	12	12,826.49	7,652.80	4.77%	4,416.14	185.64	-	-	-	185.64	-	-	224,082.52	6,426.00
Cairo Unit School District #1	12	26,142.55	31,728.71	27.06%	515.03	133.41	-	-	-	-	133.41	-	80,507.97	-
Central Elem. School Dist. #104	12	17,323.09	20,733.10	8.60%	402.05	29.91	-	-	-	29.91	-	-	36,089.78	396.00
Chicago Public Schools #299	1, 4, 7	87,439.19	42,857.60	1.90%	355,703.66	6,354.56	-	-	-	-	6,354.56	-	3,835,051.94	-
Comm. Consolidated School Dist. #110	12	16,917.54	15,061.34	4.80%	701.70	29.20	-	-	-	29.20	-	-	35,244.87	3,186.00
Ford Heights School District #169	2	54,358.19	60,248.34	34.83%	649.07	215.45	-	-	-	-	215.45	-	130,055.97	-
Glenview Community Con. S.D. #34	10	-	-	1.79%	3,930.29	46.27	-	42.64	-	3.63	-	-	261,741.42	-
Granite City Comm. Unit School Dist. #8	12	-	-	1.91%	6,415.75	96.16	-	26.96	-	25.16	44.04	-	219,616.56	-
High Mount School Dist. #116	12	-	-	1.77%	434.65	6.59	-	-	-	6.59	-	-	7,966.31	-
Highland Park Twp. High School Dist. #	19	-	-	0.94%	-	-	-	-	-	-	-	-	-	-
Ina Comm. Cons. School District #8	12	2,375.41	2,415.24	8.87%	98.60	8.22	-	-	-	-	8.22	-	4,948.77	-
Jasper Comm. Cons. School Dist. #17	19	5,996.46	5,888.86	14.21%	159.10	20.71	-	-	-	-	20.71	-	12,492.62	-
Kankakee School District 111	11	-	-	2.25%	4,891.19	103.39	-	-	-	6.67	96.72	-	66,385.88	-
Lebanon Comm. Unit School Dist. #9	12	22,160.81	14,382.91	7.08%	607.43	38.24	-	-	-	38.24	-	-	46,168.36	2,808.00
Madison CUSD #12	12	21,348.43	32,352.17	19.33%	828.14	152.47	-	-	-	-	152.47	-	92,034.97	-
Mascoutah Comm. Unit School Dist. #1	12	4,880,911.18	9,455,787.00	73.06%	2,675.37	1,324.88	0.95	820.93	-	503.00	-	-	5,567,240.60	140,508.00
Meridian Community Unit School Dist. #	12	5,117.12	3,405.49	10.30%	661.62	63.67	-	-	-	4.97	58.70	-	41,400.65	-
Mt. Vernon City School Dist. #80	19	-	-	3.02%	1,683.41	47.45	-	-	-	-	47.45	-	28,666.63	-
North Chicago School District #187 *80	10	2,126,946.40	6,495,087.00	36.38%	3,877.56	941.91	-	787.81	-	40.69	113.41	-	4,872,059.73	-
North Shore School District #112	10	-	-	1.17%	3,970.81	33.23	-	27.84	-	5.39	-	-	174,534.51	-
Northfield Township High School Distric	10	-	-	0.92%	4,390.43	32.45	-	20.40	-	12.05	-	-	137,660.17	-
O'Fallon Comm. Con. School District #9	12	208,853.62	236,668.87	22.97%	3,217.99	627.74	-	-	-	627.74	-	-	757,704.29	22,356.00
O'Fallon Twp. High School District #203	12	236,124.08	245,204.86	35.68%	2,243.05	720.03	-	-	-	369.13	-	350.90	551,485.61	9,432.00
Pontiac School District #105	12	51,360.95	46,866.58	15.43%	656.19	88.65	-	-	-	88.65	-	-	107,001.97	2,736.00
Pope Co. Comm. Unit School District #1	19	5,967.48	7,001.50	4.15%	513.86	19.58	-	-	-	0.93	18.65	-	12,432.26	-

Rockford School District #205	16	35,105.27	43,848.01	4.30%	24,560.43	984.78	15.83	-	-	-	968.95	-	680,334.57	-
Shiloh Village School District #85	12	53,881.20	50,964.35	20.32%	539.60	93.00	-	-	-	93.00	-	-	112,252.49	2,070.00
Signal Hill School Dist. #181	12	2,044.56	-	6.52%	383.67	21.67	-	-	-	21.67	-	-	26,131.90	405.00
Triad Community Unit School District #2	19	13,702.04	13,319.69	5.50%	3,696.58	172.00	-	-	-	172.00	-	-	207,606.75	7,785.00
Vienna Public School Dist. #55	19	3,968.66	3,310.79	3.93%	354.10	12.83	-	-	-	0.86	11.97	-	8,268.06	-
Whiteside School District #115	12	27,674.42	39,405.94	13.38%	1,254.72	142.80	-	-	-	142.80	-	-	172,361.88	11,754.00
Wolf Branch Elem. School Dist. #113	12	54,837.14	52,891.12	12.63%	864.23	94.66	-	-	-	94.66	-	-	114,244.06	3,834.00

TOTAL PAYMENTS 8,032,248.28 16,992,934.10

INDIANA

Bloomfield School District	8	26,628.48	19,411.79	22.94%	993.04	220.58	-	-	-	5.54	2.77	212.27	55,476.00	-
East Chicago City School District	1	8,561.62	27,900.40	5.50%	5,270.68	280.56	-	-	-	-	280.56	-	129,721.38	-
Gary Community School Corporation	1	25,666.51	41,103.35	6.33%	11,918.33	730.94	-	-	-	-	730.94	-	337,895.07	-
Indianapolis Public Schools	7	5,282.99	3,480.66	1.74%	32,597.75	547.28	-	-	-	-	547.28	-	253,016.79	-
Loogootee Community School Corporat	8	60,735.12	40,229.42	27.33%	961.66	247.34	-	14.77	-	6.46	-	226.11	126,531.51	-
South Bend Community School Corpora	2	-	8,872.99	2.17%	18,782.04	393.19	-	-	-	-	393.19	-	181,776.36	-

TOTAL PAYMENTS 126,874.72 140,998.61

IOWA

South Tama Co. Community School Dis	3	530,078.57	416,667.80	38.94%	1,463.03	433.23	-	-	186.43	-	-	246.80	1,134,391.74	25,569.00
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TOTAL PAYMENTS 416,667.80

KANSAS

Abilene Unif. School District #435	1	-	8,150.60	0.00%	1,494.34	-	-	-	-	-	-	-	-	-
Chapman Unif. School Dist. #473	1	19,559.20	30,101.10	14.23%	839.77	108.04	3.51	-	-	104.53	-	-	114,542.01	-
Clay Center Unified School Dist. #379	1	67,435.94	21,144.68	27.36%	1,239.45	314.47	-	-	-	187.10	-	127.37	205,397.00	-
Derby Unif. School Dist. #260	4	348,430.39	373,071.48	16.66%	5,615.74	729.96	-	281.97	-	447.99	-	-	1,742,849.09	60,768.00
Easton Unified School District #449	2	-	6,180.59	2.27%	610.99	12.71	-	-	-	12.71	-	-	11,913.87	-
Ft. Leavenworth Unif. Sch. District #207	2	5,117,570.03	10,035,280.00	100.00%	1,505.61	1,505.62	6.15	1,018.97	-	279.34	-	201.16	5,117,570.03	159,633.00
Geary Co. Unified School District #475	1	11,521,485.88	9,101,676.32	79.28%	6,295.64	3,634.02	9.66	2,316.39	-	1,250.87	57.10	-	12,110,542.67	412,470.00
Hope Unif. School Dist. #481 (Rural Vis	1	22,463.64	1,973.81	29.11%	365.42	100.14	-	-	-	57.98	-	42.16	64,306.76	-
Lansing Unified School District #469	2	41,136.48	27,855.91	14.15%	2,089.76	258.26	-	-	-	258.26	-	-	242,264.33	8,730.00
Leavenworth Public Schools #453	2	84,791.75	133,735.26	9.89%	3,690.24	280.22	-	120.35	-	159.87	-	-	714,456.96	-
Manhattan Unified School District #383	2	216,829.43	123,190.64	19.96%	5,063.21	908.30	-	19.33	-	847.68	41.29	-	905,266.50	-
Royal Valley Unif. School District #337	2	749,233.91	681,744.74	51.49%	837.13	310.96	-	-	202.04	3.51	-	105.41	1,212,588.06	15,894.00
South Brown Co. Unif. School Dist. #43	2	158,806.56	125,860.70	33.83%	585.03	163.40	-	-	62.37	-	7.91	93.12	391,187.70	16,767.00

TOTAL PAYMENTS 18,347,743.21 20,669,965.83

KENTUCKY

Campbellsville Independent School Dist	2	4,859.44	5,314.67	9.48%	1,016.78	92.43	-	-	-	-	92.43	-	42,716.52	-
Christian County School District	1	171,563.57	84,745.27	15.03%	8,533.66	1,162.24	-	-	-	895.36	266.88	-	951,228.48	40,986.00
Covington Independent School Dist.	4	25,925.56	19,579.50	11.31%	3,795.17	413.22	-	-	-	-	413.22	-	191,022.36	-
Elizabethtown Independent School Dist.	2	9,971.64	14,058.90	8.65%	2,040.90	164.02	-	-	-	43.80	120.22	-	96,065.94	-
Eminence Independent School Dist.	4	9,564.06	10,581.76	7.23%	633.97	43.14	-	-	-	-	43.14	-	19,925.13	-
Fayette County Public Schools	6	16,810.20	14,242.43	3.05%	30,378.93	876.47	-	-	-	116.98	759.49	-	459,295.05	-
Fulton City Board of Education	1	12,579.16	9,688.21	24.54%	391.87	92.41	-	-	-	-	92.41	-	42,716.52	-
Glasgow Independent School Dist.	2	3,040.21	2,543.32	5.53%	1,813.42	94.53	-	-	-	4.54	89.99	-	45,813.93	-
Hardin Co. Board of Education	2	296,825.00	315,323.14	18.96%	13,137.67	2,324.52	-	-	-	1,098.81	23.07	1,202.64	1,304,610.60	41,967.00
Jefferson Co. School District	3	6,834.02	16,542.48	1.19%	83,502.79	945.49	-	-	-	89.68	855.81	-	478,572.96	-
Meade County Board of Education	2	13,102.86	9,594.72	5.39%	4,604.48	219.09	-	-	-	219.09	-	-	202,579.86	13,203.00
Middlesboro Board of Education	5	2,195.65	938.15	5.52%	1,356.73	71.65	-	-	-	-	71.65	-	33,146.91	-
Owensboro Independent School District	2	8,795.76	8,161.97	6.49%	3,633.51	224.69	-	-	-	19.66	205.03	-	112,939.89	-
Paducah Independent School District	1	17,288.86	10,068.47	11.02%	2,685.21	282.80	-	-	-	-	282.80	-	130,738.44	-
Pineville Indp. Board of Education	5	11,539.01	14,902.99	10.17%	537.71	51.98	-	-	-	-	51.98	-	24,039.60	-
Russell Co. Board of Education	1	-	-	2.10%	-	-	-	-	-	-	-	-	-	-
Russellville Independent School District	1	1,677.88	2,157.76	5.75%	956.25	52.57	-	-	-	-	52.57	-	24,316.98	-
Trigg Co. School District	1	9,730.40	9,235.49	7.72%	1,916.32	134.86	-	-	-	92.42	42.44	-	105,034.56	3,393.00
TOTAL PAYMENTS		622,303.28	547,679.23											

LOUISIANA

Beauregard Parish School Board	4	-	-	2.65%	5,838.03	137.82	0.95	2.85	-	112.16	21.86	-	131,385.66	-
Belle Chasse Academy	3	2,234,157.21	2,171,640.67	100.00%	828.49	678.39	11.85	440.41	-	131.33	-	94.80	2,234,157.21	41,778.00
Bossier Parish School Board	4	488,346.13	477,891.24	12.88%	18,276.19	1,936.71	1.85	396.04	-	1,316.74	222.08	-	3,159,589.35	81,612.00
Lafourche Parish School Board	3	7,100.06	7,871.09	3.15%	13,673.72	406.28	-	-	-	-	406.28	-	187,832.49	-
Lincoln Parish School Board	5	-	-	1.45%	6,267.87	41.88	-	-	-	29.51	12.37	-	33,008.22	-
Monroe City School Board	5	101,832.53	92,913.98	15.33%	8,228.76	1,197.36	-	-	-	-	1,197.36	-	553,558.02	-
Plaquemines Parish School Board	3	51,606.24	41,260.12	6.69%	3,500.19	170.67	-	131.14	-	39.53	-	-	642,828.15	13,446.00
St. Landry Parish School Board	4	-	9,220.34	2.94%	13,930.62	386.43	-	-	-	14.55	371.88	-	185,382.30	-
Vernon Parish School Board	4	5,229,730.01	4,839,441.89	44.50%	8,771.33	2,778.70	-	1,953.36	-	825.34	-	-	9,793,501.89	227,574.00
TOTAL PAYMENTS		8,112,772.18	7,640,239.33											

MAINE

Bangor (City of) School Community	2	26,976.62	24,754.99	9.90%	3,519.00	327.59	1.88	3.75	-	28.16	293.80	-	227,076.00	-
Brewer School Dept.	2	4,971.83	2,339.39	6.42%	1,289.71	77.91	-	1.88	-	20.65	55.38	-	64,535.63	2,350.00
Brunswick School Committee	1	941,222.69	1,052,022.41	31.32%	2,828.15	642.97	3.75	403.62	-	172.71	62.89	-	2,504,317.50	59,130.00
Indian Island School Comm.	2	347,486.63	329,762.48	100.00%	51.63	49.75	-	-	49.75	-	-	-	347,486.63	8,450.00
Indian Twp. School Comm.	2	531,036.00	429,290.40	100.00%	77.91	76.03	-	-	76.03	-	-	-	531,036.00	15,020.00
Kittery School Dept.	1	84,346.38	102,943.57	14.38%	988.40	103.25	-	83.54	-	19.71	-	-	488,794.50	15,020.00
Limestone School Dept.	2	6,477.31	8,408.86	27.06%	269.39	71.34	-	-	-	-	-	71.34	19,947.38	-

Maine School Admin. Dist. #24	2	3,316.56	4,227.14	11.45%	395.17	43.18	-	-	-	-	43.18	-	24,138.00	-
Maine School Admin. District #75	1	52,218.13	36,058.81	8.79%	2,774.65	202.74	-	60.07	-	142.67	-	-	495,052.50	18,780.00
MSAD #35	1	-	16,593.52	1.87%	2,406.70	45.06	-	-	-	45.06	-	-	50,343.38	-
Pleasant Point School Comm.	2	432,696.00	466,620.00	100.00%	61.95	61.95	-	-	61.95	-	-	-	432,696.00	17,830.00
Portland Public Schools	1	51,389.98	42,499.10	10.99%	6,628.75	697.42	-	-	-	-	697.42	-	389,672.25	-
Regional School Unit 1	1	1,587.18	-	3.32%	1,149.85	35.67	-	-	-	35.67	-	-	39,838.88	3,290.00
Southwest Harbor School District	2	7,942.87	2,848.06	9.70%	168.96	12.20	-	12.20	-	-	-	-	68,167.50	2,820.00
Waterville School District	1	4,012.64	3,891.20	5.85%	1,841.63	102.31	-	-	-	-	102.31	-	57,160.13	-
TOTAL PAYMENTS		2,495,680.82	2,522,259.93											

MARYLAND

Anne Arundel Co. Public Schools	3	1,598,429.82	1,490,792.87	12.05%	68,758.77	7,206.22	101.57	1,150.87	-	1,581.40	633.68	3,738.70	11,054,148.16	173,187.00
Baltimore City Public School System	7	174,410.30	121,634.46	5.92%	71,501.42	4,040.02	-	-	-	-	4,040.02	-	2,455,099.92	-
Calvert Co. Board of Education	5	216,147.11	196,477.66	13.97%	16,028.82	2,114.64	2.82	-	-	691.71	-	1,418.23	1,289,352.85	10,170.00
Charles Co. Board of Education	5	291,669.72	317,395.33	11.44%	25,263.10	2,667.09	14.18	8.51	-	1,298.09	-	1,346.31	2,124,633.75	37,872.00
Frederick Co. Board of Education	6	126,169.43	96,428.99	5.63%	38,611.29	1,976.81	1.91	158.45	-	349.36	74.45	1,392.64	1,867,516.72	21,474.00
Harford Co. Board of Education	1	146,689.38	171,786.66	3.48%	36,525.57	911.60	-	501.05	-	359.23	51.32	-	3,512,676.75	63,828.00
Howard Co. Dept. of Education	7	94,982.38	102,401.28	6.32%	47,309.44	2,878.99	-	-	-	414.28	-	2,464.71	1,252,404.81	15,858.00
Montgomery Co. Board of Education	8	83,472.88	76,583.77	2.94%	125,988.61	3,705.34	-	39.05	-	1,094.35	56.31	2,515.63	2,366,011.39	-
Prince George's Co. Board of Education	5	63,288.36	36,892.21	2.37%	122,501.45	2,699.78	-	122.97	-	731.27	93.87	1,751.67	2,225,329.31	28,728.00
St. Marys Co. Board of Education	5	1,840,566.54	1,634,270.00	34.43%	15,736.25	4,945.76	-	339.10	-	1,085.29	16.77	3,504.60	4,454,851.73	75,879.00
Washington Co. Board of Education	6	24,649.56	21,510.70	3.77%	20,991.80	730.16	-	-	-	166.43	563.73	-	544,862.03	3,465.00
TOTAL PAYMENTS		4,660,475.48	4,266,173.93											

MASSACHUSETTS

Bedford School Comm.	6	190,645.67	177,251.63	22.30%	778.46	126.73	-	110.53	-	16.20	-	-	712,427.74	3,006.00
Boston Public Schools	8, 9	136,844.03	256,541.34	6.06%	51,161.97	3,005.05	-	-	-	-	3,005.05	-	1,881,793.62	-
Bourne Public Schools	10	197,059.61	213,984.72	13.64%	2,417.52	230.87	-	182.61	-	48.26	-	-	1,203,932.12	27,675.00
Clinton School Comm.	3,5	2,915.53	3,035.81	4.57%	1,959.55	84.87	-	-	-	-	84.87	-	53,164.38	-
New Bedford Public Schools	4	19,640.88	25,526.42	4.65%	12,187.87	540.28	-	0.95	-	13.25	526.08	-	351,987.02	855.00
Up-Island Regional School District	10	6,458.35	8,983.40	5.19%	337.79	13.25	-	-	13.25	-	-	-	103,698.72	4,257.00
Westfield Public Schools	1, 2	-	5,757.62	0.42%	5,973.41	22.63	-	-	-	22.63	-	-	28,366.86	-
Worcester Public School	3	-	23,417.04	0.17%	21,801.90	34.78	-	-	-	34.78	-	-	43,583.52	-
TOTAL PAYMENTS		553,564.07	714,497.98											

MICHIGAN

Anchor Bay School District	10	-	-	3.40%	6,061.88	162.84	4.60	48.76	-	109.48	-	-	380,777.97	-
Baraga Township School Dist.	1	881,878.34	809,828.93	66.97%	485.76	227.24	-	-	171.12	-	3.68	52.44	1,097,354.96	20,700.00
Bark River-Harris Schools	1	158,196.40	121,213.22	28.09%	613.64	132.48	-	-	48.76	-	-	83.72	329,575.83	4,140.00

Bay Mills Ojibwe Charter School	1	498,057.18	463,979.26	100.00%	92.00	92.00	-	-	78.20	-	-	13.80	498,057.18	10,432.80
Brimley Public Schools #14	1	904,706.42	731,609.00	75.30%	448.96	248.40	-	-	154.56	-	-	93.84	1,001,224.46	20,700.00
Dollar Bay - Tamarack City Area School	1	-	21,801.79	3.29%	277.84	5.52	-	5.52	-	-	-	-	27,928.44	-
Ewen-Trout Creek School	1	1,027.14	-	11.13%	277.84	30.36	-	-	-	-	-	30.36	7,690.44	-
L'Anse Area School District	1	346,312.66	-	27.47%	705.64	114.08	-	-	114.08	-	-	-	721,484.70	13,248.00
Lansing School District	8	18,898.79	18,302.84	4.82%	13,977.56	645.84	-	-	-	-	645.84	-	326,742.51	-
Les Cheneaux Comm. Schools	1	50,271.19	65,405.38	8.40%	304.52	16.56	-	-	16.56	-	-	-	104,731.65	2,484.00
Manistique Area Schools	1	58,868.29	57,229.70	5.43%	977.96	40.48	-	-	17.48	0.92	22.08	-	122,642.28	4,554.00
Northport Public School	4	30,874.90	33,879.98	20.10%	134.32	20.24	-	-	20.24	-	-	-	128,005.35	4,140.00
River Rouge School District	13	16,459.87	12,420.48	15.43%	1,173.00	175.72	-	-	-	-	175.72	-	88,895.42	-
Rudyard Area School District	1	129,653.16	481,947.17	18.78%	839.04	104.88	-	-	88.32	16.56	-	-	575,315.75	22,770.00
Sault Ste. Marie Area Public Schools	1	270,690.44	13,886.80	28.03%	2,345.08	575.00	-	24.84	80.04	36.80	103.04	330.28	804,764.07	19,458.00
St. Ignace Area Schools	1	151,809.29	163,513.44	25.50%	653.20	132.48	-	-	45.08	11.96	-	75.44	316,269.35	4,968.00
Suttons Bay Public Schools	4	346,312.66	215,273.62	22.88%	810.52	114.08	-	-	114.08	-	-	-	721,484.70	34,776.00
Wakefield-Marenisco School District	1	-	-	0.69%	278.76	1.84	-	-	-	-	1.84	-	910.71	-
Watersmeet Township School District	1	245,662.33	303,937.30	63.51%	194.12	103.96	-	-	48.76	-	-	55.20	322,340.75	9,108.00
TOTAL PAYMENTS		4,109,679.06	3,514,228.91											

MINNESOTA														
Bagley Indp. School District #162	7	167,803.80	31,319.94	10.98%	919.32	63.50	-	-	59.92	3.58	-	-	349,591.26	16,101.00
Bemidji Independent School #31	7	31,323.74	-	4.46%	4,297.02	133.26	-	-	97.48	11.63	24.15	-	585,271.80	13,284.00
Blackduck Indp. School Dist. #32	8	-	15,042.91	4.25%	592.91	16.10	-	-	16.10	-	-	-	93,060.99	-
Carlton Independent School District #93	8	186,044.32	154,131.11	19.58%	551.77	67.07	-	-	67.07	-	-	-	387,592.32	8,856.00
Cass Lake Indp. School District #115	8	3,633,261.93	3,099,388.96	100.00%	994.44	820.95	-	-	619.74	-	23.25	177.96	3,633,261.93	106,236.00
Clearbrook-Gonvick ISD #2311	7	128,992.80	122,533.39	18.22%	426.57	46.50	-	-	46.50	-	-	-	268,734.99	4,023.00
Cloquet Independent School District #9	8	97,848.48	92,301.48	10.92%	1,820.75	131.46	-	-	128.78	2.68	-	-	746,706.96	23,337.00
Cook Co. School District #166	8	118,875.05	93,754.60	22.27%	552.14	77.71	3.66	-	74.05	-	-	-	444,825.06	22,212.00
Deer River Indp. School District #317	8	479,018.98	269,559.44	42.63%	864.77	273.65	-	-	157.39	-	-	116.26	936,388.65	38,637.00
East Central Indp. School District #258C	8	29,491.04	46,107.68	16.31%	743.15	115.36	-	-	6.26	-	-	109.10	61,439.67	-
Eci Nompaa Woonspen Ind. School Dist.	7	114,659.29	137,453.95	80.38%	38.45	20.57	-	-	20.57	-	-	-	118,857.33	4,023.00
Hinckley-Finlayson Public Schools	8	43,559.76	65,029.33	18.47%	905.01	156.50	-	-	9.84	-	-	146.66	90,749.49	801.00
Kelliher School Dist. #036	7	140,766.97	262,474.18	36.61%	205.68	55.45	-	-	55.45	-	-	-	320,420.13	6,435.00
Mahnomen Indp. School Dist. #432	7	963,638.76	512,022.94	58.20%	602.74	238.77	-	-	238.77	-	-	-	1,379,780.58	51,507.00
McGregor Indp. School Dist. #4	8	10,475.64	36,309.61	8.42%	456.08	28.62	-	-	16.99	-	11.63	-	103,555.20	3,222.00
Naytahwaush Community Charter Scho	7	372,105.27	446,747.30	100.00%	68.86	64.39	-	-	64.39	-	-	-	372,105.27	15,291.00
Nett Lake Indp. School Dist. #707	8	589,155.12	520,348.84	100.00%	109.10	101.95	-	-	101.95	-	-	-	589,155.12	22,536.00
Northland ISD #118	8	101,720.80	59,905.75	19.00%	404.21	36.67	-	-	36.67	-	-	-	211,918.32	-
Onamia Indp. School Dist. #480	8	366,069.29	310,939.70	45.59%	641.20	233.41	-	-	110.89	-	-	122.52	669,133.02	34,605.00
Pine Point School Dist. #25	7	341,084.94	353,471.84	100.00%	60.81	59.02	-	-	59.02	-	-	-	341,084.94	-
Red Lake Indp. School Dist. #38	7	7,384,826.43	6,794,089.65	100.00%	1,277.93	1,277.93	-	-	1,277.93	-	-	-	7,384,826.43	214,092.00

Redwood Area School District #2897	7	56,201.68	38,210.72	11.92%	1,159.88	94.79	-	-	65.28	4.47	25.04	-	392,908.77	8,856.00
St. Louis Co. Indp. School Dist. #2142 (8	51,424.09	61,821.14	7.78%	1,868.15	102.84	-	-	94.79	-	8.05	-	551,523.90	20,124.00
Walker Indp. School District #113	8	102,017.34	129,438.73	16.45%	830.79	89.43	-	-	89.43	-	-	-	516,805.17	21,735.00
Waubun Indp. School Dist. #435	7	782,011.52	-	62.95%	585.75	271.86	-	-	175.28	-	-	96.58	1,035,228.39	35,415.00
Yellow Medicine East ISD #2190	7	111,617.71	-	7.29%	856.72	40.24	-	-	40.24	-	-	-	232,536.90	10,467.00
TOTAL PAYMENTS		16,403,994.75	13,652,403.19											

MISSISSIPPI														
Amory School District	1	2,039.71	2,322.08	4.66%	1,759.55	76.01	-	-	-	2.85	73.16	-	36,475.47	-
Biloxi Public School District	4	331,051.15	450,806.18	16.11%	4,560.56	734.88	15.41	287.98	-	238.86	192.63	-	1,712,451.66	-
Brookhaven Mun. Sep. School District	3	4,739.95	4,831.32	5.47%	2,892.54	147.75	-	-	-	8.52	139.23	-	72,211.26	-
Columbus Muni. Sep. School Dist.	1	24,107.44	65,266.37	6.73%	4,115.28	240.50	-	42.55	-	22.20	175.75	-	298,507.11	6,660.00
Corinth Municipal Sep. School District	1	8,887.36	8,863.70	9.57%	1,808.77	161.80	-	-	-	5.61	156.19	-	77,389.02	-
Gulfport School District	4	98,484.71	87,084.68	8.41%	5,312.26	336.64	-	182.07	-	135.60	18.97	-	975,869.07	-
Harrison County School District	4	32,173.60	33,010.60	5.28%	12,145.71	575.09	-	-	-	523.24	51.85	-	507,790.32	19,089.00
Jackson County School District	4	51,725.32	47,722.66	5.87%	8,246.72	370.87	-	105.83	-	265.04	-	-	734,317.32	23,193.00
Lauderdale Co. School Dist.	3	32,719.87	33,006.29	4.81%	6,382.90	217.18	-	98.98	-	118.20	-	-	566,872.26	16,866.00
Laurel School District	4	9,070.99	24,297.70	7.79%	2,728.58	200.77	-	-	-	9.13	191.64	-	97,036.77	-
Long Beach School District	4	15,706.87	28,428.82	7.74%	2,596.51	182.89	-	-	-	182.89	-	-	169,109.34	-
Louisville School District	3	-	43,542.25	0.00%	2,662.58	-	-	-	-	-	-	-	-	-
McComb School District	3	7,155.64	13,959.30	7.06%	2,700.25	180.83	-	-	-	1.89	178.94	-	84,462.21	-
Meridian Public School District	3	42,264.98	44,487.10	11.08%	6,061.93	632.44	-	-	-	55.16	577.28	-	317,877.48	-
Mound Bayou Public Schools	2	18,351.46	23,840.58	14.01%	625.98	82.66	-	-	-	-	82.66	-	38,232.21	-
Neshoba Co. School District	3	792,500.18	736,914.86	47.46%	2,767.34	1,085.73	-	-	201.33	34.15	-	850.25	1,391,523.00	-
Ocean Springs School District	4	47,755.50	52,043.47	9.93%	4,957.70	433.46	-	-	-	433.46	-	-	400,767.87	23,481.00
Philadelphia School District	3	8,219.71	6,387.74	14.67%	1,071.77	151.18	-	-	-	6.34	31.68	113.16	46,692.30	-
Vicksburg-Warren School District	2	5,669.52	11,672.60	3.33%	8,530.05	264.10	0.95	-	-	34.20	228.95	-	141,879.87	-
TOTAL PAYMENTS		1,532,623.96	1,718,488.30											

MISSOURI														
Belton 124 School District 019-152	5	38,430.30	32,949.70	5.65%	4,598.38	180.99	-	104.42	-	76.57	-	-	566,818.58	12,528.00
Bunker R-III School Dist. 090-077	8	7,453.43	6,054.20	29.75%	225.78	65.58	-	-	-	-	-	65.58	15,527.98	-
Charleston R-I School Dist.	8	15,541.24	14,580.17	16.61%	1,054.80	164.70	-	-	-	-	164.70	-	77,971.29	-
Crocker R-II School District	4	44,470.62	33,334.56	32.12%	515.77	149.13	-	-	-	80.74	-	68.39	92,647.12	2,997.00
Dixon R-I School Dist. 085-048	4	72,557.33	47,148.80	28.63%	996.32	260.44	-	-	-	126.05	-	134.39	151,161.09	8,757.00
Fair Play R-II School Dist. 084-002	4	-	-	2.43%	375.12	8.05	-	-	-	8.05	-	-	7,621.97	-
Henry Co. School District R-I	4	17,451.94	18,630.01	6.80%	654.66	38.40	-	-	-	38.40	-	-	36,358.20	-
Iron County C-4 School Dist. 047-065	4	7,567.06	12,582.68	15.47%	444.33	66.51	-	-	-	-	-	66.51	15,764.69	-
Kennett 39 School Dist. 035-102	4	6,535.96	7,970.63	7.67%	1,849.42	132.31	1.97	-	-	-	130.34	-	71,012.10	-
Knob Noster R-VIII School Dist. 051-15!	4	1,998,082.12	5,941,538.00	70.60%	1,354.14	700.19	-	447.68	-	252.51	-	-	2,358,453.87	71,595.00

Laquey R-V School	4	27,564.06	23,807.36	9.31%	754.86	60.66	-	-	-	60.66	-	-	57,425.12	2,169.00
Lebanon School Dist. R-3 053-113	4	-	-	1.10%	4,444.90	42.22	-	-	-	39.34	2.88	-	38,630.58	-
Leeton R-X School District 051-156	4	9,453.13	7,108.26	7.85%	292.19	20.80	-	-	-	20.80	-	-	19,694.02	-
Osceola School District	4	5,908.20	7,575.07	5.35%	449.77	22.54	-	-	-	3.47	19.07	-	12,308.76	396.00
Plato R-V School Dist. 107-156	8	68,541.42	58,606.02	41.22%	585.54	216.94	-	-	-	122.87	-	94.07	138,568.28	4,752.00
Success R-6 Elementary School	8	2,431.45	3,119.15	15.30%	145.49	21.37	-	-	-	-	-	21.37	5,065.53	-
Swedeborg School Dist. R-3 085-043	4	-	-	0.00%	-	-	-	-	-	-	-	-	-	-
Warrensburg R-VI School Dist. 051-159	4	20,069.72	20,410.55	8.00%	3,136.87	220.81	-	-	-	220.81	-	-	209,059.62	8,280.00
Waynesville R-VI School Dist. 085-046	4	8,207,531.18	15,005,675.00	95.67%	5,193.57	3,831.65	-	1,330.76	-	1,852.55	-	648.34	8,207,531.18	284,751.00
TOTAL PAYMENTS		10,549,589.16	21,241,090.16											

MONTANA

Anaconda Elem. School Dist. #10	At Large	1,957.27	12,141.62	6.45%	765.27	46.23	-	-	-	8.49	37.74	-	25,287.81	-
Arlee Jt. Elem. School Dist. #8	At Large	673,305.30	587,107.12	73.41%	275.53	133.05	-	-	132.11	0.94	-	-	764,320.59	14,436.00
Arlee Jt. High School Dist. #8	At Large	225,615.37	166,294.13	65.06%	120.78	50.01	-	-	50.01	-	-	-	288,983.73	13,590.00
Ashland Elem. School Dist. #32-J	At Large	239,933.70	190,599.12	94.08%	59.45	41.52	-	-	41.52	-	-	-	239,933.70	10,188.00
Box Elder Elem. School Dist. #13	At Large	1,635,848.55	1,398,517.09	100.00%	295.35	283.08	-	-	283.08	-	-	-	1,635,848.55	19,530.00
Box Elder High School Dist. #G	At Large	490,731.45	424,789.80	100.00%	94.36	84.92	-	-	84.92	-	-	-	490,731.45	10,188.00
Brockton Elementary School Dist. #55	At Large	398,040.30	471,383.61	100.00%	78.32	68.88	-	-	68.88	-	-	-	398,040.30	11,889.00
Brockton High School District #55F	At Large	278,073.45	305,604.49	100.00%	50.95	48.12	-	-	48.12	-	-	-	278,073.45	16,137.00
Browning Elem. School Dist. #9	At Large	5,780,090.67	5,459,512.80	100.00%	1,188.00	1,000.23	-	-	1,000.23	-	-	-	5,780,090.67	120,591.00
Browning High School Dist. #9	At Large	2,513,756.25	2,683,162.59	100.00%	528.42	435.00	-	-	435.00	-	-	-	2,513,756.25	52,650.00
Camas Prairie School Dist. #11	At Large	2,456.12	2,310.12	37.63%	2.83	0.94	-	-	0.94	-	-	-	5,455.14	846.00
Charlo Elem. School Dist. #7	At Large	9,192.17	29,763.83	23.91%	220.80	48.12	-	-	3.77	-	-	44.35	32,037.39	2,547.00
Charlo High School Dist. #7	At Large	6,095.11	26,665.19	19.94%	114.18	19.81	-	-	3.77	-	-	16.04	25,472.73	-
Colstrip Elem. School Dist. #19	At Large	128,328.70	130,434.22	26.15%	379.33	70.77	-	-	70.77	-	-	-	408,950.58	11,889.00
Colstrip High School Dist. #19	At Large	84,517.20	82,337.26	27.48%	224.58	44.35	-	-	44.35	-	-	-	256,299.12	6,795.00
Cooke City School District No. 9	At Large	2,129.70	-	40.95%	2.83	0.94	0.94	-	-	-	-	-	4,345.62	-
Culbertson Elem. School Dist. #17	At Large	235,658.05	153,354.19	59.04%	164.19	57.56	-	-	57.56	-	-	-	332,624.85	10,188.00
Culbertson High School Dist. #17	At Large	73,344.46	43,589.48	41.51%	86.81	25.48	-	-	25.48	-	-	-	147,242.55	4,248.00
Cut Bank Elem. School #15	At Large	30,753.95	39,316.66	11.75%	503.89	37.74	-	-	37.74	-	-	-	218,113.14	7,641.00
Cut Bank High School #15	At Large	10,844.87	8,110.38	9.75%	237.79	16.04	-	-	16.04	-	-	-	92,691.15	4,248.00
Dixon Elem. School Dist. #9	At Large	227,310.80	233,183.54	80.77%	80.21	40.58	-	-	40.58	-	-	-	234,524.79	7,641.00
Dodson Elem. School Dist. #2	At Large	70,500.44	58,429.70	59.87%	37.74	16.98	-	-	16.98	-	-	-	98,146.29	-
Dodson High School Dist.	At Large	34,603.04	36,287.27	52.84%	21.70	9.44	-	-	9.44	-	-	-	54,551.40	846.00
Dupuyer Elementary School District	At Large	44,057.19	42,290.15	91.10%	13.21	9.44	-	-	7.55	-	-	1.89	44,057.19	2,547.00
East Glacier School Dist. #50	At Large	27,208.25	41,357.05	55.88%	35.86	16.99	-	-	6.61	-	-	10.38	40,589.94	846.00
Eureka Elem. School Dist. #13	At Large	2,498.52	13,048.03	11.79%	492.56	55.66	0.94	-	-	0.94	-	53.78	17,659.86	-
Frazer Elem. School Dist. #2	At Large	338,079.99	238,282.79	100.00%	73.60	58.50	-	-	58.50	-	-	-	338,079.99	4,248.00
Frazer High School Dist. #2B	At Large	201,747.72	217,554.91	100.00%	37.74	34.91	-	-	34.91	-	-	-	201,747.72	5,094.00

Froid Elem. School Dist. #65	At Large	12,238.72	11,342.29	23.37%	46.24	7.55	-	-	7.55	-	-	-	43,641.12	1,701.00
Froid High School Dist. #65	At Large	11,959.85	14,319.65	30.46%	22.65	5.66	-	-	5.66	-	-	-	32,730.84	-
Frontier Elementary #3	At Large	70,751.48	28,013.38	56.92%	82.09	37.74	-	-	16.98	0.94	-	19.82	103,601.43	3,816.00
Gardiner Elem. School Dist. #7	At Large	88,007.34	51,163.37	70.79%	142.49	89.64	18.87	-	-	-	-	70.77	103,601.43	-
Gardiner High School Dist. #4	At Large	84,303.74	72,805.04	67.67%	93.42	54.73	20.76	-	-	-	-	33.97	103,832.58	-
Great Falls Elementary School Dist. #1	At Large	681,265.74	751,123.50	21.88%	6,534.50	1,030.43	-	464.26	-	403.87	162.30	-	2,594,704.98	66,240.00
Great Falls High School Dist. #1A	At Large	89,475.16	98,917.44	11.58%	3,028.04	280.26	-	109.46	-	127.39	43.41	-	643,891.44	11,043.00
Hardin Elem. School Dist. #17-H	At Large	2,976,842.16	2,365,701.05	93.76%	1,124.78	746.40	10.38	-	495.40	15.10	-	225.52	2,976,842.16	56,898.00
Hardin High School District #1	At Large	1,099,303.17	991,503.01	85.55%	451.99	282.14	9.44	-	178.34	4.72	-	89.64	1,099,303.17	27,603.00
Harlem Elem. School Dist. #12	At Large	1,499,516.28	1,579,842.13	100.00%	340.64	259.49	-	-	259.49	-	-	-	1,499,516.28	25,479.00
Harlem High School Dist. #12	At Large	659,332.26	630,970.72	100.00%	163.24	134.94	-	-	113.23	-	-	21.71	659,332.26	13,590.00
Hays-Lodge Pole Dist. #50	At Large	1,216,033.92	1,191,370.04	100.00%	210.43	210.43	-	-	210.43	-	-	-	1,216,033.92	18,684.00
Heart Butte School District #1	At Large	801,581.97	849,491.76	100.00%	138.71	138.71	-	-	138.71	-	-	-	801,581.97	16,054.20
Hot Springs Elem. School Dist. #14	At Large	18,253.49	34,801.76	18.60%	136.82	14.15	-	-	14.15	-	-	-	81,780.87	846.00
Hot Springs High School Dist. #14	At Large	6,992.42	8,891.51	24.57%	56.62	12.26	-	-	3.77	-	-	8.49	23,715.99	-
Lame Deer High School Dist. #6	At Large	970,598.85	906,449.52	100.00%	168.91	167.96	-	-	167.96	-	-	-	970,598.85	22,932.00
Lame Deer School District #6	At Large	2,039,390.22	2,103,045.44	100.00%	355.74	352.91	-	-	352.91	-	-	-	2,039,390.22	66,240.00
Lincoln Co. High School Dist.	At Large	1,482.04	9,654.28	13.16%	295.35	37.74	-	-	-	0.94	-	36.80	9,384.69	-
Lodge Grass Elem. School Dist. #27	At Large	1,210,532.55	1,424,426.94	100.00%	209.48	209.48	-	-	209.48	-	-	-	1,210,532.55	33,120.00
Lodge Grass High School Dist. #2	At Large	747,030.57	797,715.98	100.00%	129.27	129.27	-	-	129.27	-	-	-	747,030.57	22,077.00
Medicine Lake School	At Large	21,182.90	19,698.48	28.19%	88.70	21.70	-	-	10.38	-	-	11.32	62,641.65	-
Morin Elementary School #17	At Large	114,557.94	119,141.40	100.00%	28.31	19.82	-	-	19.82	-	-	-	114,557.94	1,701.00
Nashua School Dist. #13	At Large	76,907.05	87,451.37	46.93%	125.50	47.18	-	-	22.65	-	-	24.53	136,563.42	5,094.00
Plenty Coups High School Dist. #3	At Large	354,399.18	404,018.00	100.00%	61.33	61.33	-	-	61.33	-	-	-	354,399.18	14,436.00
Polson Elem. School Dist. #23	At Large	253,086.66	147,873.23	24.48%	1,059.67	149.09	-	-	149.09	-	-	-	861,542.28	16,137.00
Polson High School Dist. #23	At Large	46,887.61	104,426.35	14.93%	511.44	45.29	-	-	45.29	-	-	-	261,708.03	7,641.00
Poplar Elem. School Dist. #9	At Large	2,524,666.53	2,538,111.34	100.00%	542.58	436.89	-	-	436.89	-	-	-	2,524,666.53	74,736.00
Poplar High School Dist. #9B	At Large	888,817.98	875,401.61	100.00%	201.93	153.81	-	-	153.81	-	-	-	888,817.98	22,077.00
Pryor Elem. School Dist. #2	At Large	272,664.54	253,828.70	100.00%	47.18	47.18	-	-	47.18	-	-	-	272,664.54	5,949.00
Rocky Boy Elem. School Dist. #87	At Large	1,979,383.68	1,973,540.10	100.00%	371.78	342.53	-	-	342.53	-	-	-	1,979,383.68	45,009.00
Rocky Boy High School Dist. #87-L	At Large	828,857.67	776,988.10	100.00%	145.32	143.43	-	-	143.43	-	-	-	828,857.67	16,137.00
Ronan Elem. School Dist. #30	At Large	1,052,250.86	969,128.30	55.33%	852.08	277.42	-	-	273.65	3.77	-	-	1,584,810.63	42,462.00
Ronan High School Dist. #30	At Large	332,426.53	318,392.63	49.65%	331.21	98.14	-	-	96.25	1.89	-	-	557,949.87	11,889.00
Spring Creek Elementary	At Large	6,745.18	1,081.37	51.48%	4.72	1.89	-	-	1.89	-	-	-	10,910.28	-
St. Ignatius School Dist. #28	At Large	756,588.62	830,987.17	62.50%	441.61	174.57	-	-	174.57	-	-	-	1,008,784.83	31,419.00
Trego Elem. School Dist. #53	At Large	1,562.12	5,965.42	9.95%	44.35	2.83	2.83	-	-	-	-	-	13,083.09	-
Ulm School Dist. #85	At Large	1,040.87	1,201.51	19.75%	83.98	16.04	-	-	-	0.94	-	15.10	4,391.85	-
Upper West Shore School Dist. #33	At Large	13,385.60	26,286.26	34.08%	36.80	5.66	-	-	5.66	-	-	-	32,730.84	-
Valier Elem. School Dist. #18	At Large	72,720.47	14,203.37	37.04%	133.05	28.31	-	-	28.31	-	-	-	163,607.97	846.00
Valier High School Dist. #18	At Large	17,686.39	9,013.10	31.41%	61.33	16.05	-	-	7.55	1.89	-	6.61	46,923.45	-

West Glacier Elem. School Dist. #8	At Large	1,042.20	2,669.05	9.97%	25.48	1.89	1.89	-	-	-	-	-	8,737.47	-
West Yellowstone School Dist. #69	At Large	-	-	2.87%	188.72	3.77	3.77	-	-	-	-	-	17,428.71	-
Wisdom Elem. School Dist. #16	At Large	2,028.10	2,716.18	33.89%	12.27	3.77	0.94	-	-	-	-	2.83	4,992.84	-
Wolf Point Elem. School Dist. #45	At Large	1,470,742.60	1,363,318.00	76.45%	541.63	277.42	-	-	277.42	-	-	-	1,603,163.94	45,855.00
Wolf Point High School Dist. #45A	At Large	479,822.36	475,672.86	64.89%	247.23	106.63	-	-	106.63	-	-	-	616,199.67	19,530.00
Wyola Elem. School Dist. #29	At Large	354,399.18	404,018.00	100.00%	72.66	61.33	-	-	61.33	-	-	-	354,399.18	10,188.00
TOTAL PAYMENTS		39,975,423.34	38,742,107.85											

NEBRASKA

Bellevue Public Schools *8003(b)(2)	2	2,970,833.40	11,762,068.00	44.20%	7,920.83	2,855.66	-	732.44	-	1,212.60	-	910.62	5,601,118.78	187,100.00
Clay Center Public School	3	4,489.69	2,264.53	24.52%	181.94	43.14	-	-	-	1.88	6.56	34.70	15,258.61	-
Niobrara School District #1-R	3	363,615.41	399,798.67	71.17%	137.86	63.78	-	-	61.90	-	1.88	-	425,759.23	27,200.00
Omaha School District	2	22,456.18	24,330.95	2.75%	45,031.30	1,153.52	-	-	-	86.28	1,067.24	-	680,490.27	6,100.00
Papillion School District #27	2	120,685.14	122,036.69	10.55%	8,737.67	785.89	-	20.63	-	765.26	-	-	953,279.15	34,182.00
Plattsmouth Community Schools	1	3,667.67	5,972.62	4.43%	1,608.36	62.83	-	-	-	62.83	-	-	68,993.08	4,220.00
Santee School District	3	1,029,462.45	843,936.50	100.00%	150.05	150.05	-	-	150.05	-	-	-	1,029,462.45	45,950.00
Umo Ho Nation District #16	1	2,354,931.03	1,996,686.14	100.00%	411.70	343.24	-	-	343.24	-	-	-	2,354,931.03	70,902.00
Walthill School District #13	1	742,787.12	390,103.81	95.12%	252.27	185.70	-	-	105.04	-	-	80.66	742,787.12	29,070.00
Winnebago School District #87-00017	1	2,485,178.11	1,943,507.15	100.00%	447.34	412.64	-	-	360.12	-	-	52.52	2,485,178.11	80,650.00
TOTAL PAYMENTS		10,098,106.20	17,490,705.06											

NEVADA

Churchill Co. School Dist.	2	805,238.86	780,106.90	32.80%	4,064.92	1,113.73	4.61	146.59	165.03	181.63	-	615.87	2,045,830.43	46,134.00
Clark County School District	3	59,128.22	88,244.78	1.06%	292,234.37	2,385.90	5.68	484.56	90.86	1,804.80	-	-	4,648,445.11	147,357.00
Elko Co. School Dist.	2	1,495,080.30	1,325,396.94	42.68%	9,140.31	3,559.68	-	-	354.03	20.28	-	3,185.37	2,919,166.48	47,331.00
Humboldt Co. School Dist.	2	314,980.14	-	38.07%	2,937.36	1,047.35	-	-	74.68	7.38	-	965.29	689,475.83	9,513.00
Lander Co. School Dist.	2	184,013.24	278,518.85	48.42%	1,092.52	496.01	-	-	34.11	-	-	461.90	316,696.34	4,275.00
Mineral Co. School Dist.	2	562,722.11	589,220.54	62.95%	564.24	297.79	37.80	1.84	84.82	1.84	-	171.49	744,932.63	14,031.00
Nye County School District	2	-	-	0.94%	5,943.93	38.16	-	-	24.53	13.63	-	-	160,877.69	-
Pershing Co. School Dist.	2	71,146.70	66,551.84	26.85%	671.19	164.11	-	-	31.35	-	-	132.76	220,815.36	4,959.00
Washoe Co. School Dist.	2	92,672.34	75,234.02	2.62%	58,662.47	1,139.54	-	-	404.74	323.61	411.19	-	2,947,593.51	118,035.00
TOTAL PAYMENTS		3,584,981.91	3,203,273.87											

NEW HAMPSHIRE

Dover School Dist.	1	6,453.04	6,238.58	4.90%	3,414.21	156.57	-	-	-	36.06	120.51	-	109,745.60	-
Portsmouth Board of Education	1	2,410.67	6,319.64	4.02%	1,903.43	73.74	-	-	-	13.88	59.86	-	49,972.42	-
TOTAL PAYMENTS		8,863.71	12,558.22											

NEW JERSEY

Atlantic City Board of Education	2	18,424.39	26,985.76	5.70%	6,229.51	340.51	-	-	-	-	340.51	-	269,362.40	-
Camden City Board of Education	1	12,912.00	22,083.14	3.03%	15,404.63	448.89	-	-	-	-	448.89	-	355,115.36	-
Cape May City Board of Education	2	784,829.48	644,310.26	100.00%	140.65	119.74	-	96.93	-	-	22.81	-	784,829.48	7,695.00
Eatontown Board of Education	12	230,860.87	230,197.40	18.27%	1,091.19	136.16	-	132.35	-	3.81	-	-	1,053,005.26	21,429.00
Elizabeth City Board of Education	10	-	24,371.12	0.00%	19,338.60	-	-	-	-	-	-	-	-	-
Hoboken Public Schools	13	172,427.72	187,946.27	32.61%	1,755.24	557.01	-	-	-	-	557.01	-	440,631.00	-
Lakehurst Bor. Board of Education	4	433,220.17	456,555.02	35.19%	570.46	114.82	11.85	102.06	-	0.91	-	-	902,542.03	20,916.00
Long Branch Board of Education	6	25,915.34	25,112.09	7.98%	4,399.31	336.70	-	-	-	5.33	331.37	-	270,628.13	-
Monmouth Regional High School	6	71,951.33	55,782.91	9.25%	1,344.41	85.75	-	80.99	-	4.76	-	-	648,210.13	10,287.00
Morris School District	11	7,567.33	7,005.88	4.33%	4,424.08	184.06	-	-	-	-	184.06	-	145,637.64	-
North Hanover Twp. Board of Education	3	5,446,025.16	9,863,533.00	93.97%	1,094.89	692.21	-	687.49	-	4.72	-	-	5,446,025.16	70,029.00
Northern Burlington Co. Reg. School Di	4	730,530.54	864,049.14	27.63%	1,700.92	332.27	-	265.08	-	67.19	-	-	2,203,313.23	47,223.00
Pemberton Twp. School District	3	409,105.04	427,500.26	14.45%	4,636.93	562.66	-	232.13	-	330.53	-	-	2,359,314.01	33,966.00
Perth Amboy City Board of Education	13	-	-	1.66%	8,814.17	139.11	-	-	-	-	139.11	-	110,039.09	-
Phillipsburg Public Schools	5	32,911.02	29,391.00	11.02%	2,604.93	276.09	-	2.75	-	13.76	259.58	-	248,873.45	1,117.80
Plainfield Board of Education	6	8,933.80	14,537.12	3.53%	7,897.77	266.55	-	-	-	-	266.55	-	210,901.66	-
Rockaway Township Board of Education	11	-	-	3.31%	2,610.47	57.90	-	57.90	-	-	-	-	458,034.74	-
Salem City Board of Education	12	16,169.63	10,359.25	11.97%	1,238.95	142.26	-	-	-	-	142.26	-	112,570.54	-
Sandyston-Walpack Consolidated Scho	5	-	-	3.17%	167.84	3.75	2.81	-	-	0.94	-	-	23,732.37	-
Tinton Falls Board of Education	12	71,643.62	101,444.75	9.33%	1,507.32	94.50	-	77.49	-	17.01	-	-	639,903.80	14,805.00
Trenton Board of Education	12	65,886.59	54,103.46	7.67%	12,167.48	902.97	-	-	-	1.97	901.00	-	715,847.39	-
Vineland Board of Education	2	-	-	2.14%	10,572.18	215.02	-	-	-	-	215.02	-	170,081.99	-
TOTAL PAYMENTS		8,539,314.03	13,045,267.83											

NEW MEXICO														
Alamogordo Municipal School District #	2	1,042,466.38	901,198.75	33.06%	5,731.20	1,561.50	-	432.90	-	518.40	26.10	584.10	2,627,713.20	111,150.00
Albuquerque School District #12	1	351,058.73	347,462.98	6.09%	86,016.60	4,615.20	-	444.60	228.60	568.80	526.50	2,846.70	4,803,759.30	81,450.00
Artesia Public Schools	1	-	-	2.89%	3,154.50	86.40	-	-	-	-	86.40	-	39,942.72	-
Bernalillo Municipal School District	1	6,176,716.16	4,846,487.42	69.38%	2,876.40	1,330.20	-	-	1,279.80	-	50.40	-	7,418,944.17	206,100.00
Bloomfield School District	3	708,246.84	581,129.44	24.67%	2,825.10	414.00	-	-	414.00	-	-	-	2,392,402.50	76,500.00
Central Consolidated School District	3	26,503,381.62	24,916,448.79	100.00%	6,413.40	4,586.35	-	-	4,586.35	-	-	-	26,503,381.62	728,710.00
Cloudcroft Municipal School District	2	-	2,353.96	3.36%	403.20	10.80	5.40	-	-	5.40	-	-	29,957.04	-
Clovis Munipal Schools	3	314,242.26	420,306.10	14.03%	7,432.20	789.30	-	324.90	-	324.00	140.40	-	1,866,490.02	67,500.00
Cuba Independent Schools	3	2,144,424.78	1,585,386.95	84.56%	610.20	374.40	-	-	370.80	-	3.60	-	2,144,424.78	47,700.00
Dulce Independent School District #21	3	3,427,399.74	3,117,438.02	100.00%	618.30	593.10	-	-	593.10	-	-	-	3,427,399.74	75,600.00
Espanola Public Schools	3	137,353.63	104,895.77	8.91%	3,883.50	222.30	-	-	222.30	-	-	-	1,284,639.24	9,000.00
Farmington Municipal School District #5	3	129,996.08	143,072.45	6.02%	9,227.70	311.40	-	-	311.40	-	-	-	1,799,502.75	58,500.00
Gallup-McKinley County Public Schools	3	39,561,599.88	33,597,961.22	100.00%	11,010.60	6,928.20	-	-	6,838.20	8.10	81.90	-	39,561,599.88	955,800.00
Grants-Cibola County Schools	2	4,406,024.51	4,000,438.25	55.72%	3,289.50	1,140.30	-	-	1,140.30	-	-	-	6,589,531.74	142,200.00
Jemez Mountain School District #53	3	300,213.23	160,705.72	43.73%	304.20	99.00	-	-	99.00	-	-	-	572,096.25	9,000.00

Jemez Valley Public Schools	3	1,368,380.17	1,477,212.77	80.02%	430.20	246.60	-	-	246.60	-	-	-	1,425,039.75	38,700.00
Las Cruces School District #2	2	84,892.39	32,969.15	6.64%	22,864.02	1,376.93	68.08	92.05	-	18.22	135.20	1,063.38	1,065,416.58	13,900.00
Los Alamos Independent School District	3	340,152.50	285,066.38	63.14%	3,115.80	1,926.00	-	-	-	5.40	-	1,920.60	448,939.53	-
Los Lunas Schools	2	119,179.09	107,962.00	6.16%	7,744.50	279.00	-	-	279.00	-	-	-	1,612,271.25	49,500.00
Magdalena Municipal School District	2	744,155.42	972,345.55	64.94%	421.20	221.40	-	-	162.90	-	-	58.50	954,926.88	33,300.00
Maxwell Municipal School District #11	3	47.78	117.38	3.19%	86.40	2.70	-	-	-	-	2.70	-	1,248.21	-
Penasco Independent School District #4	3	49,276.61	40,849.14	27.95%	499.50	126.90	-	-	20.70	-	11.70	94.50	146,918.94	3,600.00
Pojoaque Valley Schools	3	2,837,422.58	2,503,254.32	74.81%	1,828.80	994.50	-	-	528.30	-	-	466.20	3,160,698.87	110,700.00
Portales Muni. School District #1	3	3,840.65	5,028.82	4.07%	2,525.40	93.60	-	-	-	76.50	17.10	-	78,637.23	3,150.00
Raton Public School District #11	3	1,869.82	2,626.76	5.35%	1,241.10	63.00	-	-	-	-	63.00	-	29,124.90	-
Ruidoso Municipal School District #3	2	302,762.90	330,526.39	18.73%	2,024.10	233.10	-	-	233.10	-	-	-	1,347,049.74	46,980.00
Taos Municipal School District #1	3	62,171.64	188,882.81	8.16%	2,786.40	159.30	0.90	-	104.40	5.40	48.60	-	634,922.82	27,000.00
Tularosa Municipal School District #4	2	340,050.05	310,491.55	39.05%	863.10	269.10	-	-	118.80	6.30	-	144.00	725,672.31	17,100.00
Zuni Public School District	2	7,796,134.74	7,583,593.52	100.00%	1,349.10	1,349.10	-	-	1,349.10	-	-	-	7,796,134.74	180,900.00
TOTAL PAYMENTS		99,253,460.18	88,566,212.36											

NEW YORK

Alexandria C. School Dist.	23	15,266.69	18,704.16	3.71%	613.71	20.40	-	-	-	20.40	-	-	31,805.60	-
Beaver River Central School	23	-	-	2.88%	903.01	23.10	-	-	-	23.10	-	-	36,015.16	-
Belleville Henderson Central School	23	-	-	0.00%	505.60	-	-	-	-	-	-	-	-	-
Binghamton City School Dist.	22	25,264.13	28,569.48	7.20%	5,429.06	369.55	-	-	-	5.57	363.98	-	292,408.83	-
Carthage Central School	23	2,603,481.53	1,945,813.26	55.52%	2,823.40	1,245.65	-	374.45	-	555.08	-	316.12	3,907,723.23	50,391.00
Copenhagen C. School Dist.	23	37,193.84	25,922.10	10.47%	532.16	49.72	-	-	-	49.72	-	-	77,487.17	-
Dunkirk City School Dist.	27	4,717.78	3,953.12	5.21%	1,940.69	96.76	-	-	-	-	96.76	-	75,460.34	-
East Meadow UFSD	3,4	-	-	2.16%	7,362.21	110.29	-	104.54	-	5.75	-	-	823,905.34	-
Fire Island U.F. School Dist. (BOCES 1)	1	22,311.85	14,072.50	19.82%	70.41	12.04	-	12.04	-	-	-	-	93,857.70	-
General Brown Central School	23	17,017.27	14,266.60	8.36%	1,498.47	108.81	-	-	-	108.81	-	-	169,629.86	864.00
Glen Cove Public Schools	3	5,487.02	6,937.18	4.70%	2,761.26	124.83	-	-	-	-	124.83	-	97,287.72	-
Indian River Central School District *80	23	10,931,467.10	9,640,610.00	83.12%	3,504.08	2,040.50	-	1,247.23	-	793.27	-	-	10,959,523.48	163,098.00
LaFargeville Central School	23	22,451.02	23,597.09	6.10%	553.46	30.02	-	-	-	30.02	-	-	46,772.94	1,269.00
Lansingburgh Central School District	21	12,211.26	11,672.15	7.22%	2,472.40	166.43	0.96	-	-	5.74	159.73	-	140,942.46	-
Lowville Central School	23	9,037.32	17,683.93	6.36%	1,367.48	75.97	-	-	-	75.97	-	-	118,413.49	5,265.00
Maplewood-Colonie Com. School Dist.	21	3,655.04	-	6.94%	121.89	5.63	-	5.63	-	-	-	-	43,888.61	-
New York City School District	10-12, 18	5,047,132.56	4,788,677.92	7.97%	862,175.97	65,650.73	208.09	19.14	-	-	65,423.50	-	52,772,193.19	1,494.00
Rensselaer City School District	21	-	13,732.86	0.00%	968.27	-	-	-	-	-	-	-	-	-
Rochester City School District	28	29,517.83	25,902.88	3.29%	30,603.23	959.09	-	-	-	-	959.09	-	747,665.45	-
Sackett Harbor Central School Dist.	23	53,508.24	31,231.44	16.71%	481.12	71.49	-	-	-	71.49	-	-	111,475.51	1,737.00
Schenectady City School Dist.	21	22,756.27	24,919.40	5.27%	8,226.14	408.03	-	3.45	-	22.43	382.15	-	359,839.82	1,170.00
South Jefferson Central School District	23	11,644.67	7,217.74	6.12%	1,898.28	101.68	-	-	-	101.68	-	-	158,560.27	6,912.00
Syracuse City School Dist.	25	66,723.23	70,316.96	5.23%	18,881.29	922.11	49.08	-	-	-	873.03	-	1,063,148.93	-

Thousand Islands Central School	23	15,128.33	26,115.86	9.06%	1,099.79	89.27	-	-	-	89.27	-	-	139,149.50	6,840.00
Tupper Lake C. School Dist.	23	12,235.80	1,058.92	3.69%	940.39	32.74	-	-	-	-	32.74	-	25,491.25	-
Utica City School Dist.	24	10,639.68	9,678.49	3.75%	8,277.64	292.59	-	-	-	10.77	281.82	-	236,437.21	-
Watertown City School Dist.	23	451,586.44	502,634.42	26.09%	4,166.91	953.50	5.40	13.51	-	726.60	207.99	-	1,442,399.51	30,393.00
Watervliet City School Dist.	21	8,166.47	13,020.71	8.37%	1,310.24	104.31	-	-	-	-	104.31	-	81,306.96	-
Westhampton Beach U.F. School Dist. (1	-	-	2.99%	907.45	23.78	-	13.32	-	10.46	-	-	120,128.50	-
Yonkers City School Dist.	18	16,618.69	20,756.68	2.92%	21,675.69	608.36	-	-	-	-	608.36	-	474,277.61	-
TOTAL PAYMENTS		19,455,220.06	17,287,065.85											

NORTH CAROLINA

Asheville City Schools	11	79,570.16	44,832.92	22.08%	2,970.36	633.47	-	-	-	16.10	617.37	-	300,310.08	1,420.00
Beaufort County Schools	1	3,951.06	4,298.03	3.35%	6,697.41	212.63	-	-	-	-	212.63	-	98,284.98	-
Camden Co. Board of Education	3	37,431.66	9,674.78	14.47%	1,817.14	233.14	-	-	-	233.14	-	-	215,570.49	16,310.00
Carteret County Schools	3	26,330.16	21,996.42	6.05%	7,693.34	423.57	-	-	-	360.92	62.65	-	362,674.35	-
Charlotte-Mecklenburg Schools	12	-	3,052.10	0.04%	123,604.93	48.80	-	-	-	48.80	-	-	45,120.48	-
Craven County Board of Education	3	1,713,048.82	1,771,099.48	31.75%	13,719.10	3,752.52	5.56	568.62	-	1,503.97	277.83	1,396.54	4,496,191.11	112,060.00
Cumberland County Board of Education	2, 7, 8	5,235,224.96	5,231,659.57	34.57%	49,502.34	15,401.35	4.62	309.41	-	10,943.97	396.23	3,747.12	12,619,865.40	566,180.00
Currituck County Board of Education	3	11,030.69	11,720.27	5.39%	3,814.08	184.45	-	-	-	184.45	-	-	170,542.47	-
Elizabeth City-Pasquotank Schools	1	52,247.52	40,227.42	9.21%	5,805.87	476.37	-	21.19	-	356.59	98.59	-	473,256.51	23,040.00
Graham Co. Schools	11	259,018.75	284,595.08	30.23%	1,105.05	263.40	5.32	-	113.52	-	-	144.56	714,022.35	15,960.00
Harnett Co. Board of Education	2	234,944.75	195,891.02	12.04%	17,225.21	1,822.40	-	-	-	1,695.10	127.30	-	1,626,140.25	67,860.00
Hickory Public Schools	10	2,772.53	3,072.95	3.37%	4,429.95	139.72	-	-	-	8.61	131.11	-	68,559.09	-
Hoke Co. Board of Education	8	363,632.46	426,671.74	22.87%	7,118.21	1,441.92	-	-	-	1,424.20	17.72	-	1,324,998.03	54,560.00
Jackson County Schools	11	104,564.22	68,221.67	8.70%	3,362.58	177.82	-	-	172.46	5.36	-	-	1,001,572.95	17,430.00
Lee County Schools	2	-	-	3.09%	8,865.30	252.47	-	-	-	88.50	163.97	-	157,644.30	-
Lexington City Schools	12	13,590.36	12,429.01	9.29%	2,983.24	263.70	-	-	-	-	263.70	-	121,908.51	-
Moore County Schools	6	23,086.69	18,529.92	4.52%	11,680.49	470.79	-	-	-	449.91	20.88	-	425,639.61	19,460.00
Mountain Discovery Charter School	11	32,420.17	56,206.21	32.87%	131.38	34.86	-	-	10.73	-	-	24.10	67,542.03	2,412.00
Nash-Rocky Mount Schools	2	8,102.48	9,037.24	3.06%	16,519.02	477.25	-	-	-	-	477.25	-	220,655.79	-
New Hanover County Board of Educatic	7	10,248.28	9,719.30	2.96%	22,299.30	624.11	-	-	-	-	624.11	-	288,521.43	-
Onslow County Board of Education	3	3,236,312.76	3,114,486.24	41.79%	22,114.69	8,306.05	4.66	18.63	-	6,390.20	-	1,892.56	6,453,523.08	275,700.00
Perquimans County Board of Education	1	2,768.45	2,839.40	5.15%	1,696.31	82.84	-	-	-	14.12	68.72	-	44,796.87	-
Robeson County Public Schools	7	26,290.76	33,246.16	4.42%	21,942.39	910.61	-	-	-	161.62	748.99	-	495,678.06	-
Rowan-Salisbury School System	12	-	-	1.09%	19,432.75	196.33	-	-	-	35.70	160.63	-	107,253.60	-
Sandhills Theatre Arts Renaissance Scl	6	7,056.55	5,438.44	7.59%	246.32	15.89	-	-	-	15.89	-	-	14,701.14	-
Scotland County Schools	8	10,554.16	6,688.51	5.72%	6,088.25	332.63	-	-	-	-	332.63	-	153,760.98	-
Swain County Board of Education	11	1,274,667.85	1,028,485.03	47.78%	1,806.76	614.65	0.93	-	373.81	4.65	-	235.26	2,223,154.47	66,950.00
The Academy of Moore County	6	5,547.60	4,279.08	9.95%	143.13	12.49	-	-	-	12.49	-	-	11,557.50	-
Thomasville City Schools	6	2,156.58	2,755.97	4.18%	2,329.92	93.02	-	-	-	-	93.02	-	42,993.90	-
Wake County Public School System	13	7,401.73	7,899.36	1.06%	127,180.70	1,258.65	-	-	-	-	1,258.65	-	581,897.01	-

Washington County Board of Education	1	8,277.32	9,375.59	9.01%	1,912.42	165.64	-	-	-	-	165.64	-	76,556.88	-
Wayne County Public Schools	3	497,926.64	578,629.44	13.15%	18,152.73	1,964.64	2.82	427.71	-	986.08	548.03	-	3,155,428.65	77,080.00
Weldon City Schools	1	3,419.32	6,055.08	7.60%	1,002.77	72.81	-	-	-	8.29	64.52	-	37,492.53	-
TOTAL PAYMENTS		13,293,595.44	13,023,113.43											

NORTH DAKOTA

Belcourt Co. Public School Board #7	At Large	332,444.80	349,916.51	22.67%	1,507.68	211.47	-	-	211.47	-	-	-	1,222,043.82	46,728.00
Devils Lake School District #1	At Large	174,042.85	266,415.97	17.38%	1,598.31	167.10	-	-	141.61	9.44	16.05	-	834,497.73	32,283.00
Dunseith School District #1	At Large	1,742,501.16	1,533,819.21	100.00%	422.94	375.74	-	-	298.33	0.94	-	76.47	1,742,501.16	59,472.00
Emerado School District #127	At Large	5,769.50	7,841.46	17.53%	100.07	16.05	-	1.89	-	-	-	14.16	12,019.80	-
Fort Totten School District #30	At Large	785,632.62	634,923.07	100.00%	148.22	135.95	-	-	135.95	-	-	-	785,632.62	23,787.00
Fort Yates School District #4	At Large	998,336.85	-	100.00%	172.76	172.76	-	-	172.76	-	-	-	998,336.85	22,941.00
Garrison School District #51	At Large	-	-	4.45%	340.81	8.50	-	-	8.50	-	-	-	49,142.49	-
Glenburn School District #26	At Large	116,058.47	152,036.74	55.61%	238.85	113.29	-	27.38	-	39.65	-	46.26	173,917.26	6,372.00
Grand Forks AFB School District #140	*At Large	2,921,551.08	5,946,232.00	100.00%	720.33	720.33	-	609.87	-	110.46	-	-	2,921,551.08	114,714.00
Hatton School District #7	At Large	6,279.89	8,558.16	7.36%	212.42	14.16	-	-	-	14.16	-	-	13,083.09	1,701.00
Larimore School District #44	At Large	23,144.59	19,266.38	24.60%	424.83	98.18	-	-	-	36.82	-	61.36	48,217.89	2,547.00
Mandaree Public School District #36	At Large	2,838.42	2,169.79	5.42%	168.99	7.55	-	-	7.55	-	-	-	43,641.12	-
Minnewaukan Public School District	At Large	988,351.17	772,333.11	100.00%	217.14	171.82	-	-	170.88	0.94	-	-	988,351.17	31,860.00
Minot AFB School District #160	*8003(b)At Large	4,407,244.59	10,208,024.00	100.00%	1,281.10	1,281.11	-	871.38	-	409.73	-	-	4,407,244.59	159,741.00
Mt. Pleasant School District #4	At Large	67,880.44	61,888.54	33.79%	247.35	65.13	-	-	22.66	0.94	-	41.53	141,417.57	10,197.00
New Town School District #1	At Large	2,065,232.79	-	100.00%	701.44	506.02	-	-	351.19	-	-	154.83	2,065,232.79	47,583.00
North Border School District #100	At Large	1,375.04	1,442.20	10.73%	440.88	46.26	-	-	-	-	-	46.26	10,679.13	-
Northwood Public School District #129	At Large	7,966.36	9,675.36	7.27%	271.89	17.94	-	-	-	17.94	-	-	16,596.57	423.00
Oberon School District #16	At Large	229,115.88	210,572.43	100.00%	46.26	39.65	-	-	39.65	-	-	-	229,115.88	5,094.00
Parshall School District #3	At Large	809,810.91	629,389.78	100.00%	264.34	212.41	-	-	136.89	-	5.66	69.86	809,810.91	24,642.00
Rolette School District #29	At Large	-	-	1.91%	154.83	1.89	-	-	1.89	-	-	-	10,910.28	-
Selfridge School District #8	At Large	247,238.04	199,286.27	99.77%	67.97	50.03	-	-	42.48	-	-	7.55	247,238.04	8,496.00
Solen School District #3	At Large	845,592.93	891,298.84	100.00%	146.33	146.33	-	-	146.33	-	-	-	845,592.93	28,890.00
St. John School District #3	At Large	1,036,522.83	1,080,792.07	100.00%	313.43	179.37	-	-	179.37	-	-	-	1,036,522.83	23,787.00
Twin Buttes School District #37	At Large	-	110,577.97	0.00%	16.99	-	-	-	-	-	-	-	-	-
Warwick School District #29	At Large	1,254,820.89	848,174.31	100.00%	234.13	217.14	-	-	217.14	-	-	-	1,254,820.89	39,933.00
TOTAL PAYMENTS		19,069,752.10	23,944,634.17											

OHIO

Akron City School District	13	36,592.54	25,941.16	5.25%	23,549.73	1,191.02	-	-	-	14.78	1,176.24	-	580,833.86	1,251.00
Barberton City Schools	13	30,502.74	40,125.94	11.75%	3,991.64	445.37	-	-	-	3.70	441.67	-	216,331.47	-
Beavercreek City School District	7	416,023.99	433,337.87	32.28%	7,099.02	2,161.21	-	-	-	765.99	-	1,395.22	1,073,998.32	29,106.00
Canton City Schools	16	21,517.46	24,270.52	6.16%	10,094.59	595.05	-	-	-	9.24	585.81	-	291,091.31	-
Cincinnati City School District	1	51,071.50	75,466.86	5.39%	31,419.36	1,639.16	-	-	-	-	1,639.16	-	789,602.64	-

Cleveland City School District	10, 11	100,721.18	91,077.97	6.05%	49,112.84	2,880.08	-	-	-	-	2,880.08	-	1,387,344.17	-
Fairborn City School District	7	358,712.53	387,677.98	23.42%	4,206.00	847.30	5.54	210.67	-	113.65	53.59	466.62	1,275,830.62	26,613.00
Greenon Local School District	17	-	17,556.79	2.20%	1,869.23	36.04	-	-	-	36.04	-	-	34,730.57	-
Huber Heights City Schools	8	11,386.87	15,030.85	4.23%	6,102.95	232.85	-	-	-	232.85	-	-	224,327.69	8,982.90
Lorain City School District	13	-	10,249.70	0.00%	8,036.87	-	-	-	-	-	-	-	-	-
Mad River Loc. School District	3, 7, 8	868,568.11	873,868.62	27.35%	3,510.24	677.28	-	517.43	-	159.85	-	-	2,646,459.80	67,356.00
Portsmouth City School District	2	29,151.73	25,717.37	16.39%	1,969.02	307.69	-	-	-	-	307.69	-	148,219.09	-
Steubenville City School District	6	7,023.30	5,449.78	7.69%	2,169.53	158.00	-	-	-	-	158.00	-	76,108.60	-
Toledo City School District	9	70,786.21	90,777.42	6.91%	26,538.84	1,772.21	-	-	-	-	1,772.21	-	853,668.74	-
TOTAL PAYMENTS		2,002,058.16	2,116,548.83											

OKLAHOMA														
Achille 07-I003-000	2	54,876.86	69,477.05	8.22%	425.70	19.78	-	-	19.78	-	-	-	114,326.79	4,239.00
Ada School District 62-I019-000	4	173,963.86	143,816.98	22.23%	2,535.35	460.55	-	-	97.95	-	8.48	414.12	651,843.00	18,648.00
Afton 58-I026-000	2	9,009.30	6,766.43	9.31%	436.06	37.68	-	-	-	2.83	34.85	-	18,769.38	-
Albion 64C002	2	8,676.44	12,204.86	29.43%	92.30	24.49	2.83	-	-	-	-	21.66	18,075.93	-
Allen School District 62-I001-000	2	145,347.12	134,316.66	24.36%	415.34	55.57	-	-	51.80	3.77	-	-	302,806.50	8,901.00
Altus 33-I018-000	3	906,753.83	1,155,591.61	40.51%	3,642.92	1,188.57	-	320.22	-	265.59	-	602.76	1,865,288.04	47,898.00
Anadarko Public Schools 08-I020-000	3	1,884,613.42	1,315,017.04	57.01%	1,778.14	701.65	-	-	466.20	-	27.31	208.14	2,754,799.47	61,875.00
Antlers School District 64-I013-000	2	187,664.21	66,544.38	16.81%	969.12	109.25	-	-	64.04	-	45.21	-	390,967.11	8,478.00
Ardmore 10-I019-000	4	54,787.86	81,859.49	7.17%	2,850.86	110.19	-	-	110.19	-	-	-	636,772.02	16,101.00
Asher School Dist. 63-I112-000	5	24,365.06	42,579.98	8.51%	197.78	10.36	-	-	8.48	1.88	-	-	50,760.54	3,393.00
Atoka 03-I015-000	2	113,281.99	112,078.10	9.91%	868.35	55.57	-	-	39.56	-	16.01	-	236,004.15	5,085.00
Battiest 48-I071-000	2	139,731.61	161,434.62	38.87%	236.39	63.10	-	-	50.86	-	12.24	-	299,570.40	5,931.00
Bearden School	2	28,736.57	32,251.18	17.43%	97.95	10.36	-	-	10.36	-	-	-	59,867.85	-
Belfonte School Dist. 68-C050-000	2	54,271.68	53,960.42	33.23%	107.37	23.55	-	-	23.55	-	-	-	136,101.12	9,324.00
Bell School Dist. 01-C033-000	2	326,568.72	336,081.50	100.00%	71.58	56.51	-	-	56.51	-	-	-	326,568.72	17,802.00
Bennington 07-I040-000	2	153,180.34	120,699.50	35.91%	264.65	58.39	-	-	54.62	3.77	-	-	319,125.69	18,225.00
Bethel School Dist. 63-I003-000	5	-	13,077.54	1.76%	1,261.08	18.84	-	-	-	18.84	-	-	17,428.71	-
Big Pasture 17-I333-000	4	8,254.82	8,220.89	22.45%	227.92	48.98	-	-	-	8.48	-	40.50	17,197.56	846.00
Binger-Oney School Dist. 08-I168-000	3	110,574.77	110,391.77	23.21%	324.92	41.44	-	-	39.56	1.88	-	-	230,364.09	8,478.00
Bishop School District 16-C049-000	4	108,033.73	93,319.74	47.93%	343.76	138.44	-	7.53	6.59	124.32	-	-	187,832.49	14,409.00
Bokoshe 40-I026-000	2	47,021.46	49,641.52	11.97%	241.10	16.95	-	-	16.95	-	-	-	97,961.37	2,547.00
Boone-Apache 08-I056-000	3	577,241.10	463,020.14	59.00%	576.39	230.74	-	-	135.62	11.30	7.53	76	815,312.28	25,848.00
Boswell School District 12-I001-000	2	124,066.52	157,714.57	23.57%	329.63	49.92	-	-	44.27	-	5.65	-	258,471.93	10,170.00
Bowlegs Public Schools 67-I003-000	5	156,752.99	124,072.18	32.89%	310.80	56.51	-	-	56.51	-	-	-	326,568.72	13,563.00
Braggs School District 51-I046-000	2	39,942.72	44,076.61	13.90%	230.74	20.72	-	-	13.19	7.53	-	-	83,214.00	-
Briggs 11-C044-000	2	186,500.33	511,784.17	40.70%	487.86	160.10	-	-	62.16	-	-	97.94	381,859.80	11,016.00
Bristow 19-I002-000	3	81,247.37	72,916.25	13.37%	1,642.52	135.62	-	-	82.88	6.59	46.15	-	506,403.42	11,016.00
Broken Bow 48-I074-000	2	157,231.69	144,208.61	17.45%	1,696.20	178.00	-	-	125.26	5.65	47.09	-	750,867.66	14,409.00

Brushy School District 68-C036-000	2	44,402.99	54,595.13	11.70%	256.17	16.01	-	-	16.01	-	-	-	92,506.23	846.00
Buffalo Valley 39-I003-000	2	1,851.77	18,570.78	5.42%	181.77	7.54	-	-	4.71	-	2.83	-	28,523.91	846.00
Butner School District 67-I015-000	5	65,750.16	90,556.25	17.45%	243.93	24.49	-	-	23.55	0.94	-	-	136,979.49	2,547.00
Byng School District 62-I016-000	4	275,093.12	439,086.29	28.81%	1,579.42	345.64	-	-	129.03	-	-	216.61	795,710.76	33,057.00
Cache School Dist. 16-I001-000	4	337,556.62	354,553.22	30.31%	1,379.75	261.83	3.77	-	138.45	119.61	-	-	928,067.25	40,689.00
Caddo 07-I005-000	2	60,513.22	64,523.44	8.96%	441.71	22.60	-	-	21.66	0.94	-	-	126,069.21	7,632.00
Calera 07-I048-000	2	31,754.46	28,182.89	16.64%	575.45	85.70	-	-	7.53	6.59	-	71.58	66,155.13	1,692.00
Calumet School Dist. 09-I076-000	3	128,016.42	121,605.91	32.60%	268.42	46.15	-	-	46.15	-	-	-	266,700.87	10,170.00
Calvin School District 32-I048-000	2	39,188.24	29,784.91	15.23%	150.69	14.13	-	-	14.13	-	-	-	81,642.18	1,692.00
Caney School Dist. 03-I026-000	2	48,685.74	43,296.67	13.34%	248.64	20.72	-	-	16.95	3.77	-	-	101,428.62	5,085.00
Canton Public Schools 06-I105-000	3	137,793.36	176,201.04	30.14%	354.12	65.93	-	-	65.93	-	-	-	380,981.43	11,871.00
Carnegie School Dist. 08-I033-000	3	592,433.09	685,031.56	51.54%	531.18	165.76	-	-	165.76	-	-	-	957,885.60	27,972.00
Cave Springs School Dist. 01-I030-000	2	518,771.08	539,626.18	74.24%	191.19	100.77	-	-	100.77	-	-	-	582,313.08	27,126.00
Cement Public Schools 08-I160-000	3	4,393.70	3,962.89	8.40%	250.52	19.78	-	-	-	-	19.78	-	9,153.54	-
Central High 69-I034-000	4	14,623.48	12,225.94	9.73%	394.62	32.96	-	-	-	32.96	-	-	30,465.57	1,278.00
Central Public Schools	2	122,246.92	123,987.85	17.05%	507.64	48.03	-	-	43.32	4.71	-	-	254,681.07	5,931.00
Checotah 49-I019-000	2	45,465.47	26,138.15	9.60%	1,326.07	76.28	12.24	-	57.45	6.59	-	-	394,665.51	9,747.00
Chelsea School Dist. 66-I003-000	2	197,605.51	217,495.19	13.93%	947.46	74.41	-	-	70.64	3.77	-	-	411,678.15	12,717.00
Choctaw School District 55-I004-000	4	122,246.23	108,259.22	23.42%	4,538.58	983.25	-	-	-	299.50	-	683.75	434,978.07	15,687.00
Chouteau-Mazie School Dist. 46-I032-0	2	-	94,919.64	3.42%	908.85	17.89	-	-	16.01	1.88	-	-	94,262.97	-
Clayton Public School	2	11,576.80	55,585.85	10.14%	303.26	21.66	-	-	16.01	-	5.65	-	95,141.34	1,692.00
Clinton 20-I099-000	3	-	26,615.12	4.52%	1,776.25	43.32	-	-	43.32	-	-	-	250,335.45	-
Coalgate School District 15-I001-000	2	71,586.23	75,632.17	6.98%	701.65	30.14	-	-	25.43	-	4.71	-	149,137.98	11,871.00
Colcord 21-I004-000	2	146,523.22	145,024.90	15.73%	691.29	63.10	-	-	50.86	12.24	-	-	305,256.69	-
Coleman Public Schools	2	20,881.16	27,297.56	7.20%	184.59	7.53	-	-	7.53	-	-	-	43,502.43	6,777.00
Commerce 58-I018-000	2	90,692.16	71,669.28	9.39%	838.21	49.91	3.77	-	28.25	-	17.89	-	188,942.01	846.00
Cottonwood 15-C004-000	2	5,069.50	-	8.67%	223.21	13.18	-	-	7.53	5.65	-	-	48,726.42	3,393.00
Coyle Public School	3	12,115.96	11,129.82	16.75%	350.35	54.62	-	-	-	-	54.62	-	25,241.58	-
Cyril 08-I064-000	3	85,699.32	67,095.10	18.72%	333.40	39.56	-	-	30.14	-	9.42	-	178,540.26	-
Dahlongegah School Dist. 01-C029-000	2	582,313.08	491,145.36	100.00%	129.97	100.77	-	-	100.77	-	-	-	582,313.08	19,494.00
Dale School Dist. 63-I002-000	5	57,029.33	30,691.32	20.88%	675.28	118.67	-	-	16.01	3.77	-	98.89	118,811.10	2,970.00
Darlington School District 09-C070-000	3	473,256.51	368,567.84	91.69%	234.51	148.80	-	-	79.11	-	-	69.69	473,256.51	-
Davenport School District 41-I003-000	3	-	-	0.00%	352.24	-	-	-	-	-	-	-	-	-
Davis 50-I010-000	4	80,994.96	74,430.66	6.82%	855.16	29.20	-	-	29.20	-	-	-	168,739.50	3,393.00
Dewar School Dist. 56-I008-000	2	92,467.39	90,345.46	14.18%	433.23	35.78	-	-	32.96	1.88	0.94	-	192,640.41	5,508.00
Dickson 10-I077-000	4	-	-	5.63%	1,173.50	34.84	-	-	32.96	1.88	-	-	192,224.34	-
Drumright 19-I039-000	3	31,133.14	26,201.45	9.48%	661.15	53.68	-	-	7.53	-	46.15	-	64,860.69	846.00
Dustin School Dist. 32-I009-000	2	136,548.31	123,439.58	52.28%	101.72	37.67	-	-	37.67	-	-	-	217,697.07	8,478.00
Eagletown 48-I013-000	2	20,419.64	29,784.91	14.83%	210.97	20.72	-	-	19.78	-	0.94	-	114,742.86	5,085.00
Earlsboro School District 63-I005-000	5	47,132.41	59,759.53	26.45%	197.78	40.50	-	-	16.01	-	-	24.49	98,192.52	1,692.00

El Reno Public Schools	3,4	63,897.02	69,754.51	8.91%	2,337.57	121.50	11.30	-	91.36	18.84	-	-	597,615.21	12,717.00
Elgin School District 16-I016-000	4	709,128.72	510,104.23	54.04%	1,440.97	577.33	-	19.78	129.97	219.44	-	208.14	1,093,524.42	37,296.00
Enid School Dist. 24-I057-000	3	35,869.03	32,992.63	5.38%	6,109.52	254.29	-	86.65	-	167.64	-	-	555,592.14	15,687.00
Eufaula School Dist. 49-I001-000	2	348,771.65	263,182.64	29.24%	1,118.87	175.18	-	-	171.41	3.77	-	-	993,991.23	33,903.00
Fairland 58-I031-000	2	49,639.92	36,340.54	7.48%	512.34	22.61	3.77	-	14.13	4.71	-	-	103,416.51	4,239.00
Fanshawe 40-C039-000	2	70,382.82	88,504.49	44.91%	75.34	22.60	-	-	22.60	-	-	-	130,599.75	3,393.00
Fletcher Public Schools	4	22,989.25	25,990.66	13.71%	438.88	51.80	-	-	-	51.80	-	-	47,894.28	4,239.00
Flower Mound 16-C048-000	4	81,515.58	60,982.13	53.51%	281.60	122.44	-	11.30	-	70.64	-	40.50	126,947.58	5,931.00
Fort Towson School District 12-I002-000	2	36,591.97	37,225.87	6.31%	385.20	13.19	-	-	13.19	-	-	-	76,233.27	1,692.00
Frink Chambers 61-C029-000	2	82,348.57	76,433.18	33.79%	408.75	106.43	-	-	24.49	16.01	-	65.93	171,559.53	846.00
Frontier 52-I004-000	3	329,901.19	300,302.99	42.81%	387.08	111.13	-	-	111.13	-	-	-	642,180.93	20,340.00
Ft. Cobb-Broxton School Dist. 08-I167-000	3	183,492.42	167,284.54	36.75%	316.45	72.51	1.88	-	64.04	0.94	5.65	-	382,275.87	8,478.00
Gans 68-I004-000	2	43,471.00	23,735.18	9.86%	368.25	22.60	-	-	15.07	-	7.53	-	90,564.57	846.00
Geary 06-I080-000	3	436,043.64	362,065.60	60.93%	389.91	185.54	-	-	98.89	-	20.72	65.93	596,274.54	25,425.00
Geronimo School District 16-I004-000	4	116,011.32	102,929.74	40.78%	327.75	93.24	-	-	31.08	62.16	-	-	237,067.44	7,632.00
Glenpool 72-I013-000	1	56,575.12	33,009.58	8.75%	2,227.38	93.24	-	-	93.24	-	-	-	538,810.65	24,579.00
Glover School District 48-C023-000	2	13,070.15	12,415.66	8.30%	93.24	4.71	-	-	4.71	-	-	-	27,229.47	2,547.00
Goodland 12-C013-000	2	27,704.68	53,127.96	29.94%	77.23	15.07	-	-	13.19	-	1.88	-	77,111.64	3,393.00
Gore School District 68-I006-000	2	63,109.50	55,396.14	7.75%	517.05	23.54	-	-	22.60	0.94	-	-	131,478.12	6,777.00
Gracemont 08-I086-000	3	48,264.12	53,962.75	38.18%	161.99	50.85	-	-	16.01	-	-	34.84	100,550.25	3,393.00
Graham School Dist. 54-I032-000	2	29,594.59	26,967.60	26.66%	90.41	16.01	-	-	16.01	-	-	-	92,506.23	1,692.00
Grandfield 71-I249-000	4	23,388.68	10,602.84	29.18%	260.88	69.69	6.59	-	-	-	16.01	47.09	48,726.42	-
Grandview 11-C034-000	2	86,742.28	150,329.27	17.11%	328.69	33.91	13.19	-	20.72	-	-	-	180,713.07	6,777.00
Grant School District 12-C003-000	2	4,402.26	8,030.12	11.24%	71.58	5.65	-	-	5.65	-	-	-	32,638.38	3,393.00
Greasy 01-C032-000	2	183,046.22	135,218.33	65.17%	83.82	40.50	-	-	40.50	-	-	-	234,062.49	8,478.00
Grove 21-I002-000	2	24,411.66	25,121.81	5.79%	2,216.08	73.46	-	-	58.39	15.07	-	-	351,348.00	6,363.00
Grove School	2	37,235.50	21,922.37	20.54%	389.91	66.87	-	-	9.42	14.13	-	43.32	77,573.94	-
Gypsy 19-I013-000	3	41,806.72	28,680.48	23.41%	109.25	15.07	-	-	15.07	-	-	-	87,097.32	4,239.00
Haileyville School District 61-I011-000	2	86,209.70	74,831.16	12.87%	430.41	31.08	-	-	31.08	-	-	-	179,603.55	10,170.00
Hammon 65-I066-000	3	14,885.32	7,337.15	12.01%	221.33	17.89	-	-	17.89	-	-	-	103,370.28	2,547.00
Hanna School Dist. 49-I064-000	2	44,402.99	26,878.87	28.45%	96.06	16.01	-	-	16.01	-	-	-	92,506.23	6,777.00
Harmony School District 03-C021-000	2	18,284.89	-	5.41%	213.79	6.59	-	-	6.59	-	-	-	38,093.52	1,692.00
Harrah Public Schools	3,5	-	-	2.33%	2,163.34	43.32	-	-	-	43.32	-	-	40,035.18	-
Hartshorne School Dist. 61-I001-000	2	732,564.10	616,603.81	51.54%	760.04	211.90	-	-	204.37	-	7.53	-	1,184,458.83	33,057.00
Haywood School Dist. 61-C088-000	2	2,085.90	3,688.86	9.79%	100.77	9.42	-	-	-	-	9.42	-	4,345.62	-
Heavener Indp. School District	2	115,789.51	119,919.58	8.48%	939.93	43.32	-	-	41.44	1.88	-	-	241,228.14	2,547.00
Henryetta School District 56-I002-000	2	21,908.90	23,446.02	7.73%	1,244.13	59.33	-	-	38.61	7.53	13.19	-	236,189.07	5,508.00
Hobart School Dist. 38-I001-000	3	21,103.07	28,794.19	4.62%	784.53	30.14	-	-	5.65	-	24.49	-	43,964.73	-
Hodgen 40-C014-000	2	-	23,924.89	4.98%	296.67	8.47	-	-	7.53	0.94	-	-	44,380.80	-
Holdenville 32-I035-000	2	104,583.36	26,765.77	8.05%	968.18	48.97	-	-	36.73	-	12.24	-	217,881.99	5,931.00

Holly Creek School District 48-C072-001	2	84,456.66	86,846.30	27.19%	191.19	32.02	-	-	30.14	1.88	-	-	175,951.38	2,115.00
Hominy Public Schools	3	256,010.64	227,507.81	27.83%	651.73	113.96	-	-	90.41	-	23.55	-	533,355.51	15,255.00
Howe Public School District I-067	2	-	34,759.61	2.49%	440.77	5.65	-	-	5.65	-	-	-	32,638.38	-
Hugo 12-I039-000	2	171,718.94	126,933.16	22.44%	1,262.03	195.90	-	-	102.66	2.83	90.41	-	637,696.62	9,324.00
Hulbert School Dist. 11-I016-000	2	80,994.96	79,426.43	9.57%	559.44	29.20	-	-	29.20	-	-	-	168,739.50	3,393.00
Idabel 48-I005-000	2	8,457.89	35,375.51	8.02%	1,375.04	99.83	-	-	7.53	3.77	88.53	-	87,883.23	3,816.00
Indiahoma 16-I002-000	4	54,965.62	58,958.52	37.62%	195.90	60.28	-	-	17.89	0.94	2.83	38.62	114,511.71	6,354.00
Jay 21-I001-000	2	337,589.21	304,228.20	23.55%	1,709.39	209.09	-	-	206.26	2.83	-	-	1,194,583.20	38,988.00
Justice 67-C054-000	5	594,332.88	600,757.20	95.19%	192.13	103.60	3.77	-	99.83	-	-	-	594,332.88	12,717.00
Kansas 21-I003-000	2	208,989.19	163,785.38	15.10%	906.96	75.34	-	-	75.34	-	-	-	435,394.14	17,802.00
Kaw City SD	3	5,026.18	3,495.26	18.48%	34.85	4.71	-	-	3.77	0.94	-	-	22,652.70	1,269.00
Kenwood School District 21-C030-000	2	342,448.34	289,232.66	80.66%	124.32	61.22	-	-	61.22	-	-	-	353,798.19	4,239.00
Keota School District 31-I043-000	2	37,013.59	42,579.98	6.07%	413.45	15.07	-	-	13.19	-	1.88	-	77,111.64	1,692.00
Key School	2	117,320.64	144,139.57	20.60%	836.33	130.91	-	-	38.61	-	-	92.30	244,418.01	5,931.00
Kingston 45-I003-000	4	90,040.40	104,127.29	15.19%	1,083.08	94.18	-	-	83.82	10.36	-	-	493,967.55	10,170.00
Kinta 31-I013-000	2	20,686.37	40,514.22	19.74%	171.41	24.49	-	-	14.13	1.88	8.48	-	87,328.47	846.00
Kiowa School District 61-I014-000	2	9,241.42	12,984.61	26.40%	267.47	67.81	-	-	1.88	2.83	4.71	58.39	29,171.13	846.00
Konawa 67-I004-000	5	-	-	6.39%	678.10	15.07	-	-	15.07	-	-	-	-	-
Lane School District 03-C022-000	2	29,890.46	37,837.16	22.92%	178.94	32.03	-	-	9.42	3.77	-	18.84	62,271.81	2,538.00
Latta 62-I024-000	4	206,037.86	174,599.02	36.71%	691.29	184.60	-	-	69.69	-	-	114.91	429,245.55	17,802.00
Lawton School Dist. 16-I008-000	4	5,610,580.22	5,869,352.38	50.13%	15,468.29	6,383.59	2.83	1,204.57	13.19	3,544.03	76.29	1,542.68	9,326,717.58	335,250.00
Leach School 21-C014-000	2	31,355.04	32,251.18	13.23%	138.45	11.30	-	-	11.30	-	-	-	65,322.99	1,692.00
LeFlore 40-I016-000	2	55,919.81	51,032.75	16.87%	222.27	24.49	-	-	19.78	-	4.71	-	116,499.60	1,692.00
Liberty 72-I014-000	1	48,685.74	64,523.44	6.62%	598.05	20.72	-	-	16.95	3.77	-	-	101,428.62	2,970.00
Liberty School	1,2	33,440.93	45,868.34	9.68%	275.01	16.01	-	-	11.30	4.71	-	-	69,668.61	-
Little Axe School District 14-I070	4	31,599.20	44,290.75	8.98%	1,206.46	61.21	0.94	-	48.03	12.24	-	-	293,236.89	7,632.00
Locust Grove 46-I017-000	2	244,563.47	210,301.43	20.91%	1,546.45	178.94	-	-	166.70	12.24	-	-	974,667.09	22,887.00
Lone Grove 10-I032-000	4	54,894.48	54,277.92	10.98%	1,469.22	84.76	-	-	69.69	15.07	-	-	416,624.76	17,379.00
Lookeba-Sickles School District 08-I12-	3	37,413.01	33,747.80	21.36%	233.57	38.61	-	-	11.30	-	27.31	-	77,943.78	-
Lost City School Dist. 11-C017-000	2	91,605.19	38,492.03	55.31%	82.88	32.03	-	-	23.55	-	-	8.48	138,042.78	2,292.30
Lowrey School District 11-C010-000	2	28,536.85	12,204.86	24.96%	145.98	28.25	-	-	9.42	0.94	-	17.89	59,451.78	-
Madill Public School Dist. 45-I002-000	4	-	-	5.12%	1,634.98	46.15	-	-	40.50	-	5.65	-	236,697.60	-
Maple Public School	3	5,396.02	-	20.18%	114.90	19.79	-	-	2.83	2.83	-	14.13	22,282.86	846.00
Marble City School District 68-C035-000	2	231,251.63	273,919.86	64.19%	127.14	52.74	-	-	51.80	0.94	-	-	300,217.62	11,016.00
Maryetta School Dist. 01-C022-000	2	299,743.55	215,259.10	49.78%	568.85	209.08	-	-	81.00	5.65	0.94	121.49	501,780.42	13,563.00
Mason School Dist. 54-I002-000	2	130,612.69	119,118.56	34.88%	231.69	47.09	-	-	47.09	-	-	-	272,109.78	4,239.00
Maud School District 63-I117-000	5	14,224.04	13,701.48	8.61%	287.25	20.72	-	-	3.77	-	16.95	-	29,633.43	-
McAlester 61-I080-000	2	98,507.46	46,118.08	19.90%	2,646.49	468.09	7.53	-	39.56	33.91	122.44	264.65	412,510.29	7,209.00
McCurtain 31-I037-000	2	24,365.06	41,504.95	6.86%	271.24	12.25	-	-	8.48	-	3.77	-	50,760.54	2,547.00
McLoud 63-I001-000	5	355,893.07	318,046.18	35.21%	1,748.94	462.42	-	-	125.26	58.39	-	278.77	842,310.60	16,110.00

Meeker School Dist. 41-I095-000	3	92,999.96	51,496.49	9.15%	816.55	41.44	-	-	32.02	9.42	-	-	193,749.93	9,747.00
Mid-Del Schools 55-I052-000	4	789,739.37	854,706.17	22.38%	13,708.04	2,589.04	-	424.76	-	687.52	-	1,476.76	2,940,644.07	98,748.00
Milburn 35-I029-000	2	18,284.89	-	5.85%	186.48	6.59	-	-	6.59	-	-	-	38,093.52	1,692.00
Mill Creek School District 35-I002-000	2	-	6,534.55	2.96%	127.14	3.77	-	-	3.77	-	-	-	21,774.33	-
Monroe Public School	2	23,521.82	17,369.26	13.70%	109.25	8.48	-	-	8.48	-	-	-	49,003.80	-
Moore School District 14-I002-000	4	218,300.12	200,613.92	14.66%	19,605.66	2,647.43	-	-	-	906.96	-	1,740.47	1,240,905.66	55,521.00
Morris 56-1003-000	2	136,249.06	38,975.17	10.17%	939.93	49.91	-	-	48.97	0.94	-	-	283,852.20	5,508.00
Moseley School	2	15,133.85	11,003.34	20.48%	305.15	57.44	-	-	1.88	11.30	-	44.26	31,528.86	-
Moss 32-I001-000	2	39,188.24	42,179.48	10.21%	258.06	14.13	-	-	14.13	-	-	-	81,642.18	4,239.00
Mountain View-Gotebo 38-I003-000	3	41,074.43	39,607.82	13.00%	236.39	22.61	-	-	14.13	-	8.48	-	85,571.73	2,547.00
Moyers School District 64-C022-000	2	7,017.13	31,766.35	11.52%	158.22	12.25	-	-	8.48	-	3.77	-	50,760.54	846.00
Muldrow 68-I003-000	2	19,099.70	28,668.29	6.19%	1,579.42	55.57	-	-	42.38	13.19	-	-	257,131.26	7,632.00
Nashoba 64-C015-000	2	5,636.36	6,745.34	8.94%	54.62	3.76	-	-	1.88	-	1.88	-	11,742.42	-
Navajo 33-I001-000	3	46,089.46	52,803.40	35.70%	445.48	142.21	-	10.36	-	25.43	-	106.42	96,019.71	1,278.00
New Lima Public School 67-I006-000	5	75,758.03	89,544.44	19.30%	258.06	27.31	-	-	27.31	-	-	-	157,829.22	3,393.00
Newkirk 36-I029-000	3	176,702.16	154,658.09	18.12%	668.69	66.87	-	-	63.10	3.77	-	-	368,129.49	10,170.00
North Rock Creek School District 63-C0	5	108,866.10	109,084.86	34.21%	505.75	136.56	-	-	32.96	17.89	-	85.71	226,804.38	5,085.00
Oaks Mission 21-I005-000	2	73,894.03	64,038.61	18.43%	283.48	32.96	-	-	25.43	7.53	-	-	153,945.90	5,931.00
Okemah School District 54-I026-000	2	401,379.96	442,431.34	31.72%	857.99	147.87	-	-	144.10	3.77	-	-	836,208.24	38,565.00
Okmulgee School Dist. 56-I001	2	277,886.70	558,447.43	21.36%	1,634.98	203.43	-	-	184.59	18.84	-	-	1,084,139.73	25,425.00
Oktaha 51-1008-000	2	73,139.56	99,261.96	7.97%	673.39	26.37	-	-	26.37	-	-	-	152,374.08	4,239.00
Panama Schools 40-I020-000	2	72,118.80	81,998.09	8.84%	708.24	40.51	-	-	24.49	2.83	13.19	-	150,247.50	1,692.00
Panola 39-I004-000	2	68,346.43	80,227.44	15.75%	292.90	25.43	-	-	24.49	0.94	-	-	142,388.40	3,393.00
Pawhuska School District 57-I002	3	145,458.07	171,521.45	21.23%	890.01	147.86	-	-	48.03	-	10.36	89.47	303,037.65	846.00
Pawnee 59-I001-000	3	380,676.31	360,138.13	36.55%	691.29	145.04	-	-	136.56	-	8.48	-	793,075.65	8,478.00
Peavine School District 01-CO19-000	2	135,560.80	79,426.43	47.43%	194.01	60.28	-	-	39.56	-	20.72	-	238,176.96	-
Peggs School District 11-C031-000	2	44,402.99	42,980.50	12.12%	228.86	16.01	-	-	16.01	-	-	-	92,506.23	2,547.00
Picher-Cardin 58-I015-000	2	18,549.84	52,318.57	19.60%	99.83	16.95	-	-	13.19	1.88	1.88	-	78,868.38	6,354.00
Pickett-Center 62-C020-000	4	52,258.39	32,251.18	30.14%	110.19	18.84	-	-	18.84	-	-	-	108,871.65	-
Pittsburg 61-I063-000	2	17,510.68	30,269.74	31.46%	157.28	44.27	2.83	-	3.77	-	12.24	25.43	46,368.69	-
Pleasant Grove 63-C029-000	5	114,946.27	82,503.98	33.48%	218.50	41.44	-	-	41.44	-	-	-	239,471.40	6,777.00
Pleasant Grove 67-I005-000	5	-	-	0.00%	107.37	-	-	-	-	-	-	-	-	-
Ponca City 36-I071-000	3	58,142.30	44,699.03	6.16%	4,859.74	174.24	-	-	132.80	-	41.44	-	786,557.22	16,956.00
Porum School District 51-I088-000	2	183,292.70	181,154.64	23.23%	513.29	66.87	-	-	65.93	0.94	-	-	381,859.80	18,648.00
Preston 56-I005-000	2	-	-	3.98%	553.78	10.36	-	-	10.36	-	-	-	59,867.85	-
Quapaw School Dist. 58-I014-000	2	283,060.74	565,996.42	30.42%	634.78	110.19	-	-	100.77	6.59	2.83	-	589,709.88	19,071.00
Quinton School Dist. 61-I017-000	2	75,957.74	76,939.08	10.81%	475.61	28.25	-	-	27.31	-	0.94	-	158,245.29	3,393.00
Rattan 64-1001-000	2	210,143.09	161,087.24	29.88%	491.62	91.35	-	-	74.40	-	16.95	-	437,798.10	12,717.00
Ravia School District 35-C010-000	2	18,284.89	24,831.30	11.62%	90.41	6.59	-	-	6.59	-	-	-	38,093.52	1,692.00
Red Oak 39-I002-000	2	107,090.87	96,774.61	30.44%	220.38	38.61	-	-	38.61	-	-	-	223,105.98	9,324.00

Rock Creek School District 07-I002-000	2	47,021.46	54,595.13	6.04%	481.26	16.95	-	-	16.95	-	-	-	97,961.37	2,547.00
Rocky Mountain School District 01-C02-	2	119,829.89	175,793.89	50.14%	174.23	63.09	-	-	32.96	-	7.53	22.60	199,158.84	4,239.00
Ryal School District 49-C003-000	2	195,744.49	227,479.70	74.93%	85.70	37.67	-	-	37.67	-	-	-	217,697.07	6,777.00
Salina 46-I016-000	2	36,205.57	148,903.46	10.87%	813.72	48.03	-	-	48.03	-	-	-	277,564.92	8,478.00
Sallisaw Independent School District	2	25,358.93	23,431.61	6.09%	2,028.66	68.75	-	-	58.39	10.36	-	-	347,002.38	14,409.00
Sasakwa School Dist. 67-I010-000	5	251,315.84	189,013.43	60.58%	221.33	88.53	-	-	58.39	1.88	-	28.26	345,707.94	8,478.00
Savanna School Dist. 61-I030-000	2	81,976.94	61,530.19	43.59%	373.90	144.10	9.42	1.88	12.24	8.48	-	112.08	156,719.70	3,807.00
Seiling 22-I008-000	3	124,465.96	115,535.10	23.18%	355.06	51.80	-	-	44.27	-	7.53	-	259,304.07	7,632.00
Seminole School District 67-I001-000	5	9,276.48	17,340.02	5.02%	1,572.82	53.69	-	-	23.55	8.48	21.66	-	153,992.13	2,547.00
Shady Grove 11-C026-000	2	60,934.84	42,517.99	26.52%	130.91	23.54	-	-	21.66	1.88	-	-	126,947.58	4,662.00
Shawnee School Dist. 63-I093-000	5	320,267.88	418,280.81	16.84%	3,716.38	388.03	-	-	261.82	29.20	97.01	-	1,584,856.86	35,604.00
Silo School District 07-I001-000	2	43,360.04	-	15.58%	657.38	88.53	-	-	12.24	2.83	-	73.46	90,333.42	1,692.00
Skelly School District 01-C001-000	2	37,461.38	53,102.59	30.20%	91.36	17.89	-	-	17.89	-	-	-	103,370.28	4,239.00
Smithville School District 48-I014-000	2	434,975.57	418,273.49	58.94%	275.01	106.42	-	-	106.42	-	-	-	614,997.69	11,871.00
Snyder 38-I004-000	3	11,694.34	14,692.20	9.15%	485.97	41.44	-	-	-	11.30	30.14	-	24,363.21	423.00
Soper 12-I004-000	2	130,612.69	116,652.29	26.80%	328.69	47.09	-	-	47.09	-	-	-	272,109.78	10,170.00
South Rock Creek 63-C032-000	5	73,139.56	59,063.92	18.00%	304.20	26.37	-	-	26.37	-	-	-	152,374.08	3,393.00
Spavinaw 46-C021-000	2	28,736.57	8,492.30	16.65%	101.72	10.36	-	-	10.36	-	-	-	59,867.85	-
Springer Schools	4	47,443.08	40,113.72	15.91%	198.72	17.89	-	-	16.95	0.94	-	-	98,839.74	3,816.00
Sterling School District 16-I003-000	4	17,042.23	29,995.70	5.95%	378.61	16.95	-	-	4.71	5.65	6.59	-	35,504.64	423.00
Stidham School District 49-C016-000	2	52,258.39	34,759.61	28.89%	112.08	18.84	-	-	18.84	-	-	-	108,871.65	3,393.00
Stigler 31-I020-000	5	13,066.24	11,110.62	6.19%	1,202.69	47.09	-	-	28.25	8.48	10.36	-	175,905.15	2,547.00
Stilwell School Dist. 01-I025-000	2	194,532.78	121,634.11	19.53%	1,375.98	160.10	-	-	142.21	-	17.89	-	830,059.65	22,887.00
Stonewall School District 62-I030-000	4	60,091.61	15,126.43	8.94%	404.98	21.66	-	-	21.66	-	-	-	125,190.84	2,547.00
Stratford School District 25-I002-000	4	134,695.73	122,912.82	22.34%	529.30	71.58	-	6.59	40.50	10.36	14.13	-	280,616.10	10,179.00
Stringtown School District 03-I007-000	2	20,881.16	22,343.95	6.87%	173.29	7.53	-	-	7.53	-	-	-	43,502.43	-
Strother School Dist. 67-I014-000	5	-	18,844.80	0.34%	313.62	0.94	-	-	-	0.94	-	-	878.37	-
Stroud 41-I054-000	3	339,624.07	362,309.29	28.27%	817.49	122.44	-	-	122.44	-	-	-	707,550.15	33,903.00
Sulphur 50-I001-000	4	-	89,755.63	0.00%	1,324.18	-	-	-	-	-	-	-	-	-
Tahlequah 11-I035-000	2	229,145.42	232,831.99	14.45%	3,322.71	291.96	-	-	216.62	75.34	-	-	1,321,484.55	40,689.00
Talihina Public School 40-I052-000	2	571,058.24	555,986.75	64.90%	602.76	304.21	-	-	118.67	2.83	11.30	171.41	733,254.03	19,494.00
Tannehill 61-C056-105	2	15,888.32	14,291.70	22.07%	198.72	38.62	-	-	3.77	4.71	-	30.14	33,100.68	-
Tecumseh 63-I092-000	5	247,993.94	225,847.94	25.45%	2,177.46	421.94	-	-	125.26	14.13	42.38	240.17	812,029.95	11,871.00
Tenkiller School District 11-C066-000	2	109,086.77	118,358.04	41.38%	297.61	97.95	10.36	-	27.31	-	-	60.28	219,684.96	4,239.00
Thackerville Public Schools	4	4,171.80	-	13.93%	280.66	37.68	-	-	-	-	-	37.68	8,691.24	-
Tishomingo 35-I020-000	2	150,362.15	133,325.94	12.23%	887.19	60.27	-	-	53.68	-	6.59	-	313,254.48	6,777.00
Tonkawa 36-I087-000	3	177,634.15	183,620.92	16.33%	778.88	64.04	-	-	64.04	-	-	-	370,071.15	5,085.00
Tulsa 72-I001-000	1	-	10,331.20	0.00%	39,270.65	1.88	-	-	-	1.88	-	-	1,756.74	-
Tupelo 15-I002-000	2	65,328.54	42,179.48	17.21%	256.17	23.55	-	-	23.55	-	-	-	136,101.12	7,632.00
Turkey Ford Elementary School 58-C01	2	31,776.65	21,816.97	37.16%	89.47	26.37	-	-	10.36	3.77	-	12.24	66,201.36	2,547.00

Tushka 03-I019-000	2	76,601.26	76,939.08	13.05%	429.47	29.19	-	-	27.31	1.88	-	-	159,585.96	5,931.00
Tuskahoma Public School	2	7,855.40	5,354.11	5.62%	83.82	2.83	-	-	2.83	-	-	-	16,365.42	-
Twin Hills School Dist. 56-C011-000	2	47,021.46	35,160.11	10.20%	285.37	16.95	-	-	16.95	-	-	-	97,961.37	-
Valliant School District 48-I011-000	2	-	-	0.00%	984.19	-	-	-	-	-	-	-	-	-
Vanoss School District 62-I009-000	3	113,881.13	84,590.83	28.65%	452.07	98.88	-	-	38.61	-	0.94	59.33	237,252.36	6,777.00
Varnum School	5	96,661.38	96,774.61	23.77%	281.60	34.85	-	-	34.85	-	-	-	201,377.88	-
Vian School District 68-I002-000	2	331,768.67	298,207.44	23.50%	939.93	119.61	-	-	119.61	-	-	-	691,184.73	21,195.00
Walters 17-I001-000	4	132,654.22	122,807.42	38.95%	676.22	217.56	-	-	33.91	52.74	5.65	125.26	276,362.94	8,055.00
Wapanucka 35-I037-000	5	23,521.82	49,641.52	7.00%	217.56	8.48	-	-	8.48	-	-	-	49,003.80	1,692.00
Warner 51-I074-000	2	156,220.42	128,941.46	16.36%	676.22	60.28	-	-	55.57	4.71	-	-	325,459.20	8,055.00
Watonga 06-I042-000	3	107,512.49	122,090.72	11.57%	731.79	56.51	-	-	36.73	5.65	14.13	-	223,984.35	6,777.00
Watson 48-C056-000	2	9,562.99	25,231.80	20.93%	47.09	6.59	-	-	6.59	-	-	-	38,093.52	-
Weleetka School Dist. 54-I031-000	2	96,661.38	104,236.64	12.86%	524.59	34.85	-	-	34.85	-	-	-	201,377.88	9,324.00
Westville 01-I011-000	2	91,424.45	106,723.99	6.34%	937.10	32.96	-	-	32.96	-	-	-	190,467.60	6,777.00
Wetumka School Dist. 32-I005-000	2	147,455.21	99,957.56	27.02%	398.39	64.99	2.83	-	49.92	-	12.24	-	307,198.35	6,777.00
Wewoka School Dist. 67-I002-000	5	62,066.54	46,542.88	8.59%	629.13	37.68	-	-	20.72	3.77	13.19	-	129,305.31	2,547.00
White Oak 18-I001-000	2	23,521.82	37,225.87	8.11%	161.05	8.48	-	-	8.48	-	-	-	49,003.80	1,692.00
Whitefield School District 31-C010-000	2	15,777.37	11,909.75	11.40%	154.46	12.25	-	-	4.71	4.71	2.83	-	32,869.53	1,692.00
Whitesboro School District 40-1062-000	2	61,356.46	72,364.90	23.77%	164.82	27.31	-	-	21.66	-	5.65	-	127,825.95	2,547.00
Wickliffe School	2	132,524.95	115,129.38	49.49%	120.55	38.61	-	-	38.61	-	-	-	223,105.98	6,777.00
Wilburton 39-I001-000	2	163,543.25	193,591.37	13.34%	933.33	75.34	-	-	57.45	0.94	16.95	-	340,715.10	9,324.00
Wilson 56-I007-000	2	63,730.82	64,249.40	15.21%	289.14	26.37	-	-	22.60	0.94	2.83	-	132,772.56	846.00
Wister School District 40-I049-000	2	19,638.50	28,815.26	5.08%	519.88	20.72	-	-	5.65	2.83	12.24	-	40,913.55	1,269.00
Woodall 11-C021-000	2	131,545.34	62,647.38	44.33%	490.68	175.18	1.88	-	35.79	-	-	137.51	247,284.27	5,085.00
Woodland 57-I090-000	3	45,161.68	75,059.40	17.20%	405.92	48.97	-	-	36.73	1.88	10.36	-	218,806.59	6,354.00
Wright City School District 48-I039-000	2	99,279.85	106,723.99	14.37%	468.08	35.79	-	-	35.79	-	-	-	206,833.02	5,085.00
Wyandotte 58-I001-000	2	206,681.39	137,478.54	32.21%	779.82	176.12	-	-	69.69	4.71	-	101.72	430,586.22	7,632.00
Wynnewood School District 25-I038-000	4	59,270.56	63,722.42	7.71%	634.78	32.02	-	-	19.78	7.53	4.71	-	123,480.33	5,508.00
Zion 01-C028-000	2	149,558.23	152,496.37	41.81%	309.86	91.36	-	-	49.92	-	-	41.44	298,091.04	10,170.00
TOTAL PAYMENTS		36,924,239.68	36,562,910.04											

OREGON

Astoria School District #1C	1	-	25,354.45	4.59%	1,963.13	57.42	-	51.58	-	5.84	-	-	243,863.25	-
Athena-Weston School District #29RJ	2	78,176.78	59,738.45	10.60%	529.28	37.42	-	-	27.38	-	10.04	-	162,868.29	6,390.00
Glide School District #12	4	82,503.91	69,287.33	8.27%	691.48	37.18	37.18	-	-	-	-	-	171,883.14	-
Grant School District #3	2	-	2,234.45	0.29%	696.60	1.88	-	-	-	1.88	-	-	1,756.74	-
Harney County School District #3	2	-	-	4.67%	936.11	26.05	-	-	26.05	-	-	-	150,524.88	-
Jefferson County School District #509-J	2	2,179,995.49	2,313,424.67	42.86%	2,608.46	735.03	7.77	-	727.26	-	-	-	4,238,597.55	89,830.00
Pendleton School District 16R	2	86,591.38	121,480.94	8.72%	2,909.15	155.69	-	-	140.82	14.87	-	-	827,517.00	25,370.00
Willamina School District 30-44-63J	5	196,540.37	-	28.63%	895.00	207.05	-	-	64.94	1.88	-	140.23	409,459.11	-

TOTAL PAYMENTS		2,623,807.93	2,591,520.29											
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PENNSYLVANIA

Aliquippa School District	4	7,082.88	7,055.58	9.35%	1,133.01	101.55	-	-	-	-	101.55	-	63,127.23	-
Allentown (City of) School District	15	8,513.23	10,060.50	2.64%	17,706.98	432.52	-	-	-	-	432.52	-	268,725.66	-
Ambridge Area School District	4	3,973.01	3,395.76	4.57%	2,713.59	116.59	-	-	-	-	116.59	-	72,447.19	-
Bethlehem Area School District	15	51,008.69	48,820.10	7.05%	14,521.38	955.30	-	-	-	15.04	940.26	-	602,939.60	-
Big Beaver Falls Area School District	4	2,086.81	3,465.91	3.97%	1,791.20	66.76	-	-	-	3.76	63.00	-	43,803.84	-
Carlisle Area School District	19	426,641.63	360,832.86	18.43%	4,651.47	646.90	-	236.95	-	325.33	84.62	-	1,929,108.49	-
Centennial School District	8	51,258.83	55,487.44	4.76%	5,796.70	191.82	-	132.58	-	59.24	-	-	897,388.36	22,428.00
East Stroudsburg Area School District	11	-	-	0.73%	7,610.08	51.71	0.91	-	-	10.89	39.91	-	43,990.23	-
Farrell Area School District	4	4,168.56	6,611.72	8.15%	876.32	68.64	-	-	-	-	68.64	-	42,623.31	-
Harrisburg City Schools	17	140,833.01	109,742.52	15.67%	8,078.71	1,205.41	-	-	-	-	1,205.41	-	748,952.39	-
Johnstown (Greater) School District	12	18,031.57	11,111.34	9.22%	3,027.64	262.33	-	-	-	-	262.33	-	162,975.12	-
Keystone Central School District	5	4,786.40	4,906.87	4.04%	4,143.73	158.90	-	-	-	-	158.90	-	98,729.50	-
Loyalsock Township School District	10	5,512.86	8,424.36	7.71%	1,324.83	95.91	-	-	-	-	95.91	-	59,585.64	-
McKeesport Area School District	14	8,343.84	10,135.20	5.51%	3,894.56	203.10	-	-	-	-	203.10	-	126,192.33	-
Monaca School District	4	12,347.09	9,980.59	6.65%	656.30	41.37	-	-	-	-	41.37	-	25,723.10	-
Monessen (City of) School District	12	3,090.80	16,624.97	6.58%	1,020.18	63.00	-	-	-	-	63.00	-	39,143.85	-
Mount Union Area School District	9	1,777.86	1,889.23	4.09%	1,533.56	58.30	-	-	-	-	58.30	-	36,223.60	-
New Castle Area School District	4	3,628.37	8,767.81	3.89%	3,439.47	125.05	-	-	-	-	125.05	-	77,728.51	-
New Kensington-Arnold School District	12	3,514.72	4,368.26	4.82%	2,154.14	96.85	-	-	-	0.94	95.91	-	60,766.17	-
Old Forge School District	11	8,410.33	10,008.62	3.52%	854.70	28.21	-	-	-	-	28.21	-	17,521.53	-
Philadelphia School District	1, 2	214,266.19	216,799.44	4.03%	191,095.62	7,130.93	-	-	-	-	7,130.93	-	4,430,649.23	-
Pittsburgh School District	14	174,861.34	191,354.28	9.52%	26,759.80	2,459.72	-	-	-	3.76	2,455.96	-	1,530,648.92	-
Pittston Area School District	11	3,274.73	3,493.10	3.41%	3,217.57	100.61	-	-	-	28.21	72.40	-	80,027.43	-
Reading School District	16	33,450.84	29,250.08	5.29%	17,489.78	848.11	-	-	-	-	848.11	-	526,950.82	-
Riverside School District	11	-	-	3.18%	1,442.36	43.25	-	-	-	-	43.25	-	26,903.63	-
Sto-Rox School District	14	29,355.98	23,998.21	16.55%	1,524.16	237.89	-	-	-	-	237.89	-	147,814.64	-
Valley View School District	10	3,912.14	2,585.70	4.77%	2,501.09	110.01	-	-	-	-	110.01	-	68,346.41	-
Washington School District	12	6,211.38	4,715.66	7.09%	1,715.03	114.71	-	-	-	2.82	111.89	-	73,006.39	-
Wilkes-Barre Area School District	11	5,327.42	-	3.22%	6,845.09	205.91	-	-	-	15.98	189.93	-	137,873.35	-
York City School District	19	24,227.14	10,490.23	7.20%	6,725.68	451.32	-	-	-	-	451.32	-	280,406.68	-

TOTAL PAYMENTS		1,259,897.65	1,174,376.34											
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RHODE ISLAND

Jamestown School	1	8,553.94	-	9.63%	619.11	53.80	-	-	-	53.80	-	-	74,021.59	3,190.00
Middletown (Town of) School Communi	1	968,772.60	913,087.44	36.90%	2,189.23	658.32	7.29	270.81	-	139.50	-	240.72	2,187,833.32	25,990.00
Newport Public Schools	1	464,855.29	430,906.33	32.99%	2,084.37	621.86	-	113.98	-	59.27	448.61	-	1,174,232.84	6,003.00
Portsmouth (Town of) School Communi	1	179,879.45	231,468.86	22.23%	2,659.72	531.58	-	47.41	-	175.98	-	308.19	674,311.93	-

Woonsocket Education Department	1	59,784.89	47,692.85	11.51%	5,663.19	614.55	-	-	-	14.59	599.96	-	432,847.44	-
TOTAL PAYMENTS		1,681,846.17	1,623,155.48											

SOUTH CAROLINA

Aiken County Consolidated School Distri	3	101,895.22	96,987.98	11.60%	22,706.95	2,534.93	-	-	-	169.50	123.36	2,242.07	732,005.82	-
Barnwell School District #45	2	1,793.23	-	3.69%	2,352.24	81.92	-	-	-	5.65	76.27	-	40,497.48	-
Beaufort County School District	2	57,479.62	42,159.46	5.08%	18,286.84	821.12	6.59	68.74	-	540.51	205.28	-	942,907.08	12,717.00
Berkeley County School District	1	511,577.12	575,255.81	9.45%	25,933.04	1,828.68	-	772.15	-	980.26	76.27	-	4,511,262.09	60,597.00
Charleston County School District	1	97,062.18	171,258.85	4.02%	39,794.13	1,388.00	32.02	246.71	-	455.76	653.51	-	2,012,068.29	28,386.00
Dorchester County School District #2	1	109,513.22	116,681.36	7.53%	19,965.80	1,310.78	-	-	-	1,310.78	-	-	1,211,965.68	44,496.00
Florence County School District #3	6	8,197.21	10,167.90	6.43%	3,511.41	212.81	-	-	-	16.95	195.86	-	106,236.54	-
Greenville County School District	4	-	-	0.41%	64,250.66	242.00	-	-	-	75.33	166.67	-	146,734.02	-
Marion School District #1	6	13,704.43	14,092.96	9.68%	2,795.76	255.19	-	-	-	-	255.19	-	117,978.96	-
Richland County School District #1	6	-	-	0.97%	21,905.60	193.98	-	16.01	-	93.22	84.75	-	199,389.99	-
Richland County School District #2	2,6	385,881.29	294,241.09	11.60%	21,894.30	2,180.86	-	204.34	-	1,976.52	-	-	2,772,135.72	99,162.00
Sumter County School District #2	6	653,399.90	431,935.07	15.15%	8,526.64	813.59	-	768.39	-	45.20	-	-	3,594,058.89	49,149.00
Sumter School District #17	6	54,802.51	60,345.74	8.67%	8,185.76	639.38	-	-	-	500.02	139.36	-	526,744.62	-
Williston School District #29	2	20,881.16	31,660.96	10.33%	876.68	85.69	-	-	-	8.47	77.22	-	43,502.43	-
TOTAL PAYMENTS		2,016,187.09	1,844,787.18											

SOUTH DAKOTA

Andes Central Indep. School Dist. #103At Large		466,575.31	1,965,108.00	53.83%	395.33	141.25	2.84	-	121.35	-	17.06	-	722,297.52	28,152.00
Bennett County School District #3-1 At Large		763,557.61	540,863.10	70.41%	510.99	259.75	-	-	151.68	-	9.48	98.59	903,704.04	22,185.00
Bonesteel-Fairfax Sch. Dist. #26-5 *800At Large		364,662.24	924,235.00	88.73%	146.00	98.59	-	-	61.62	-	-	36.97	364,662.24	5,976.00
Chamberlain Independent School DistriAt Large		457,210.42	439,627.80	42.15%	887.36	247.43	-	-	152.63	-	-	94.80	903,935.19	39,249.00
Douglas School District #11-1 *8003(b)(At Large		1,812,572.41	7,294,036.00	54.24%	2,209.86	876.93	-	533.74	-	343.19	-	-	2,784,802.74	95,562.00
Dupree School District #64-2 At Large		1,176,969.57	1,039,775.46	100.00%	321.38	245.54	-	-	201.93	-	-	43.61	1,176,969.57	26,451.00
Eagle Butte Independent School DistrictAt Large		1,375,111.35	1,618,487.33	100.00%	317.59	237.96	-	-	237.96	-	-	-	1,375,111.35	69,966.00
Flandreau Independent School District #At Large		323,985.70	319,828.48	45.92%	591.57	200.04	-	-	97.65	-	-	102.39	587,953.14	27,306.00
Harrold School District #32-1 At Large		143,426.86	120,310.64	77.92%	46.45	26.54	-	-	26.54	-	-	-	153,391.14	855.00
Highmore-Harrold Independent School lAt Large		89,405.12	-	21.58%	278.72	32.23	-	-	32.23	-	-	-	186,260.67	1,710.00
Hot Springs School District #23-2 At Large		37,989.96	24,283.24	16.51%	827.63	126.09	11.38	-	-	-	-	114.71	79,145.76	-
Isabel School District #20-2 *8003(b)(2)At Large		122,071.61	676,045.00	66.67%	81.53	45.51	-	-	25.60	-	-	19.91	152,559.00	10,242.00
Kadoka Area School District 35-2 At Large		256,367.80	352,419.60	54.31%	356.46	145.05	0.95	-	63.52	4.74	-	75.84	393,371.07	11,088.00
Lyman Independent School District #42At Large		532,930.42	427,692.12	59.59%	372.58	136.51	2.84	-	126.09	-	7.58	-	745,273.83	26,451.00
McIntosh Ind. School District #15-1 *80(At Large		386,529.03	824,285.00	85.76%	151.68	102.38	-	-	65.41	-	-	36.97	386,529.03	15,354.00
McLaughlin Independent School DistrictAt Large		2,322,826.35	2,258,592.37	100.00%	424.72	401.96	-	-	401.96	-	-	-	2,322,826.35	71,667.00
Oelrichs Public Schools #23-3 *8003(b)At Large		350,608.32	676,168.00	94.05%	86.27	60.67	-	-	60.67	-	-	-	350,608.32	10,242.00
Rapid City Area School District #51-4 At Large		-	11,976.10	2.90%	12,412.56	322.34	1.90	-	-	251.23	69.21	-	273,080.61	-
Shannon County Independent School DAt Large		6,689,157.39	6,328,151.50	100.00%	1,206.84	1,157.54	-	-	1,157.54	-	-	-	6,689,157.39	240,606.00

Sisseton Independent School District #1At Large		1,865,425.73	1,546,418.30	76.23%	996.38	540.37	-	-	345.08	-	-	195.29	2,039,251.53	88,740.00
Smee School District #15-3 *8003(b)(2) At Large		1,155,934.92	1,221,139.00	100.00%	222.79	200.03	-	-	200.03	-	-	-	1,155,934.92	54,603.00
Summit School District 54-6 At Large		47,332.13	47,449.28	23.68%	127.98	17.06	-	-	17.06	-	-	-	98,608.59	2,556.00
Timber Lake School District #20-3 *800:At Large		352,025.17	1,532,107.00	78.33%	246.23	159.72	-	-	60.85	-	-	98.87	374,463.00	-
Todd County Independent School DistriAt Large		9,055,809.78	9,038,453.56	100.00%	1,933.03	1,593.63	132.72	-	1,460.91	-	-	-	9,055,809.78	229,518.00
Wagner Community Sch. Dist. #11-4 *8At Large		1,647,683.43	4,126,598.00	86.46%	824.79	484.44	-	-	276.82	-	-	207.62	1,647,683.43	67,401.00
Wall School District #51-5 At Large		4,837.51	4,300.15	18.39%	243.64	43.61	-	-	-	-	-	43.61	10,078.14	-
Waubay School District 18-3 At Large		358,148.02	284,065.31	73.58%	190.55	93.86	-	-	69.21	-	-	24.65	405,622.02	15,354.00
White River School District #47-1 At Large		1,199,807.19	1,238,578.66	90.57%	349.82	207.62	-	-	207.62	-	-	-	1,199,807.19	40,959.00
Wilmot School District #54-7 At Large		-	-	3.51%	233.22	4.74	-	-	4.74	-	-	-	27,414.39	-
Winner School District #59-2 At Large		238,280.52	209,822.35	19.54%	754.76	85.90	-	-	85.90	-	-	-	496,417.74	13,896.00
Wood Independent School District #30 At Large		5,148.42	50,672.10	15.65%	46.45	4.74	-	-	4.74	-	-	-	27,414.39	1,710.00
TOTAL PAYMENTS		33,602,390.29	45,141,488.45											

TENNESSEE														
Athens City Schools	2	2,100.29	3,282.54	4.86%	1,544.84	70.35	-	-	-	7.61	62.74	-	36,013.17	-
Clarksville-Montgomery County Board c	8	2,782,192.63	2,864,123.74	36.70%	26,466.60	8,614.65	-	1.86	-	6,120.35	319.23	2,173.21	6,317,421.96	251,760.00
Clinton City Schools	3	1,149.79	21,163.51	4.82%	847.42	38.22	-	-	-	4.78	33.44	-	19,878.90	-
Etowah City School Board	2	5,015.03	3,583.46	6.50%	345.47	20.85	-	-	-	1.81	19.04	-	10,447.98	910.00
Fayetteville City Schools	4	20,171.08	14,460.34	10.13%	947.62	88.98	-	-	-	1.89	87.09	-	42,023.07	-
Hamilton County Department of Educati	3	13,653.92	10,643.35	2.61%	37,120.21	910.82	-	-	-	32.17	878.65	-	435,948.90	-
Kingsport City Schools	1	3,870.48	6,948.76	3.41%	5,849.17	187.68	-	-	-	16.89	170.79	-	94,586.58	-
McKenzie Special School District	8	1,075.19	1,192.24	3.72%	1,404.89	47.19	-	-	-	4.92	42.27	-	24,085.83	-
Metro Nashville Public Schools	5,7	135,422.35	119,982.06	6.10%	68,057.57	3,926.10	-	-	-	75.73	3,850.37	-	1,850,032.14	-
Oak Ridge Schools	3	81,906.60	85,291.78	26.10%	4,017.04	1,020.93	-	-	-	21.60	46.02	953.31	261,615.57	1,880.00
Roane County Board of Education	4	77,506.85	68,813.23	17.73%	7,059.88	1,196.87	3.73	-	-	43.88	176.45	972.81	364,292.40	5,140.00
Shelby County Board of Education	9	51,552.73	35,973.34	2.64%	44,912.72	923.03	-	214.68	-	664.85	43.50	-	1,627,296.00	28,380.00
Stewart County Board of Education	8	8,177.44	4,937.59	6.34%	2,111.85	116.27	-	-	-	116.27	-	-	107,484.75	4,290.00
Trenton Special School District	8	2,113.67	2,179.92	5.48%	1,364.00	69.36	-	-	-	-	69.36	-	32,083.62	-
Tulahoma City Schools	4	38,282.04	50,363.26	16.36%	2,860.88	444.84	-	10.35	-	38.56	86.52	309.41	194,998.14	2,820.00
Union City Board of Education	8	2,165.72	2,226.00	5.46%	1,327.75	67.67	-	-	-	3.81	63.86	-	33,054.45	-
TOTAL PAYMENTS		3,226,355.81	3,295,165.12											

TEXAS														
Abilene Independent School District	19	345,392.18	342,378.83	12.06%	15,042.13	1,523.33	-	282.10	-	1,100.18	141.05	-	2,386,623.75	104,427.00
Belton Independent School District	31	38,726.02	35,776.46	7.49%	7,566.60	502.59	-	-	-	429.33	73.26	-	430,863.60	18,360.00
Big Sandy Independent School District	2	336,409.72	263,279.21	42.22%	475.00	114.90	-	-	114.90	-	-	-	664,001.49	22,797.00
Burkburnett Independent School District	13	1,565,604.84	1,574,346.54	45.00%	3,359.41	1,106.17	-	508.51	-	588.56	9.10	-	2,899,268.22	76,140.00
City View Independent School District	13	20,437.36	19,097.76	5.53%	919.39	46.06	-	-	-	46.06	-	-	42,577.83	2,115.00
Clear Creek Independent School Distric	9	-	18,600.96	0.41%	33,941.07	123.42	-	-	-	123.42	-	-	114,095.64	-

UTAH														
Daggett County School District	2	2,615.84	4,527.88	21.84%	118.74	25.45	0.94	-	-	-	-	24.51	9,985.68	-
Davis County School District	1	576,666.41	756,315.16	10.77%	60,830.98	5,680.79	-	580.52	-	864.18	-	4,236.09	4,461,980.91	136,980.00
Duchesne County School District	2	102,568.33	86,303.89	8.53%	3,979.76	173.40	-	-	173.40	-	-	-	1,002,035.25	29,682.00
Emery County School District	2	11,668.55	13,127.24	14.26%	2,131.71	294.97	-	-	-	-	-	294.97	68,189.25	-
North Davis Preparatory Academy	1	-	-	2.40%	471.20	11.31	0.94	-	-	10.37	-	-	13,915.23	-
San Juan School District	2	6,823,028.96	5,404,342.90	73.89%	2,803.64	1,331.61	-	-	1,331.61	-	-	-	7,695,029.73	137,403.00
Sevier School District	3	51,010.50	-	5.93%	4,225.72	127.22	-	-	123.45	3.77	-	-	716,842.38	-
Tooele County School District	1	272,386.07	242,963.60	15.43%	12,239.89	1,562.50	206.39	-	25.44	88.59	3.77	1,238.31	1,471,084.83	9,756.00
Uintah County School District	2	469,322.78	387,936.17	15.28%	5,609.16	442.93	-	-	442.93	-	-	-	2,559,570.18	86,508.00
Uintah River High School	2	364,893.39	217,291.42	100.00%	63.14	63.14	-	-	63.14	-	-	-	364,893.39	7,632.00
Weber School District	1	206,827.49	213,558.37	15.34%	28,657.44	4,173.89	-	-	-	229.00	-	3,944.89	1,123,573.92	-
TOTAL PAYMENTS		8,880,988.32	7,326,366.63											

VERMONT														
Bennington School District	At Large	4,097.32	4,570.90	5.47%	2,075.25	98.02	-	-	-	-	98.02	-	62,421.10	-
TOTAL PAYMENTS		4,097.32	4,570.90											

VIRGINIA														
Charlottesville Public Schools	5	10,238.88	9,986.15	6.79%	3,706.57	243.26	-	-	-	-	243.26	-	125,661.29	-
Chesapeake City School Board	4	2,579,352.49	2,298,052.02	27.99%	37,658.67	9,715.05	9.44	103.82	-	5,786.75	509.68	3,305.36	7,679,386.96	365,697.00
Colonial Heights City School Board	4	7,489.01	8,621.57	4.94%	2,748.55	122.28	-	-	-	122.28	-	-	126,332.72	5,508.00
Fairfax City School Board	11	-	-	9.53%	2,778.89	49.15	-	-	-	49.15	-	-	50,770.67	-
Fairfax County Public Schools	11	2,911,605.43	2,665,663.93	12.60%	154,657.35	17,907.99	28.51	1,787.85	-	7,146.66	709.06	8,235.91	19,256,649.66	-
Gloucester County School Board	1	43,356.13	40,833.19	8.31%	5,655.88	420.88	-	-	-	420.88	-	-	434,778.76	16,605.00
Hampton City School Board	3	820,443.77	827,311.14	20.28%	20,791.77	3,850.14	-	136.66	-	2,103.68	296.89	1,312.91	3,371,317.24	95,004.00
Hopewell City School Board	3	19,856.96	19,897.97	8.06%	3,766.20	281.44	-	2.85	-	90.33	188.26	-	205,303.58	5,562.00
Isle of Wight County School Board	4	26,292.65	17,865.18	6.87%	5,045.98	308.75	-	-	-	308.75	-	-	318,930.72	9,540.00
King George County Public Schools	1	63,534.54	-	17.76%	3,658.22	607.52	-	8.41	-	128.98	-	470.13	298,116.30	5,895.00
Loudoun County School Board	10	135,670.91	111,440.47	8.16%	51,137.69	4,038.68	-	-	-	442.13	-	3,596.55	1,385,528.03	14,031.00
Lynchburg Public Schools	6	5,685.46	-	3.48%	7,841.80	257.90	-	-	-	5.63	252.27	-	136,145.97	-
Newport News City School Board	3	3,670,602.41	2,931,511.10	30.72%	28,629.73	7,715.79	25.73	1,026.17	-	3,193.79	1,273.89	2,196.21	9,957,146.28	319,428.00
Poquoson City Public Schools	1	125,777.17	140,612.90	29.73%	2,376.25	662.46	-	-	-	234.26	-	428.20	352,554.03	7,776.00
Portsmouth City School Board	3	309,506.11	319,694.87	14.18%	13,526.71	1,733.59	23.74	67.69	-	965.25	676.91	-	1,818,912.27	44,307.00
Prince George County School Board	3	2,406,456.79	1,930,853.72	35.66%	5,917.70	1,384.61	-	1,014.87	-	369.74	-	-	5,623,613.75	115,353.00
Prince William County School Board	10	776,515.44	568,546.46	12.58%	68,739.15	8,068.72	2.84	7.57	-	3,883.99	-	4,174.32	5,143,848.98	154,476.00
Richmond City School Board	3	230,418.14	171,874.60	13.45%	21,362.64	2,764.05	-	-	-	-	2,764.05	-	1,427,621.72	-
Roanoke City Public Schools	6	20,378.27	20,463.32	5.20%	12,549.53	618.70	-	-	-	13.58	605.12	-	326,574.73	-
School Board for the City of Norfolk	3	4,185,515.14	4,257,677.30	28.81%	30,641.31	7,607.22	59.64	1,430.31	-	3,005.06	1,949.33	1,162.88	12,106,661.87	213,435.00
Spotsylvania County School Board	1	193,096.74	175,462.16	10.90%	22,775.04	2,300.27	-	-	-	1,138.75	-	1,161.52	1,476,274.79	52,956.00

Stafford County Public Schools	1	1,149,007.20	1,057,665.37	25.38%	24,939.52	5,878.49	-	-	-	2,910.20	-	2,968.29	3,772,679.29	67,707.00
Suffolk City School Board	4	462,505.09	384,017.06	18.57%	13,084.82	2,179.08	-	-	-	1,839.42	339.66	-	2,075,503.01	56,313.00
Virginia Beach City School Board	2	10,866,998.74	10,504,170.96	34.21%	67,727.38	20,325.15	4.75	2,300.03	-	12,796.40	-	5,223.97	26,471,301.62	1,074,339.00
York County School Board	1	6,181,171.12	5,999,906.21	52.41%	12,218.20	5,192.21	78.24	1,348.14	-	1,921.56	-	1,844.27	9,828,231.12	-
TOTAL PAYMENTS		37,201,474.59	34,462,127.65											

WASHINGTON

Auburn School District #408	9	110,504.51	97,580.02	5.24%	13,536.84	473.19	-	-	288.60	9.37	175.22	-	1,757,387.22	56,511.00
Bethel School District #403	9	75,479.82	82,637.78	6.76%	16,717.02	1,006.34	-	-	-	1,006.34	-	-	930,471.21	44,694.00
Bremerton School District #100 C	6	320,581.37	330,174.29	27.18%	4,631.59	1,152.52	11.24	98.39	-	260.49	235.19	547.21	982,896.03	25,299.00
Cape Flattery School District #401	6	1,699,091.19	1,661,392.28	95.27%	429.15	295.15	-	5.62	289.53	-	-	-	1,699,091.19	37,107.00
Central Kitsap School District #401 *80C	1	4,521,611.44	10,820,375.00	55.32%	11,252.43	5,435.55	-	1,006.34	-	1,603.21	101.20	2,724.80	6,811,297.05	285,039.00
Cheney Joint Community School District	5	12,583.12	11,890.19	4.90%	3,465.96	141.49	-	22.49	-	119.00	-	-	213,998.67	5,481.00
Clover Park School District #400	6	10,989,542.41	9,346,673.20	54.12%	11,519.48	4,358.92	-	3,485.64	-	873.28	-	-	16,921,566.90	459,180.00
College Place School District #250	5	8,762.83	19,940.93	14.79%	759.91	106.82	-	-	-	-	106.82	-	49,373.64	-
Columbia School District #206	5	207,102.76	251,364.48	46.87%	195.83	63.72	-	-	63.72	-	-	-	368,221.95	4,221.00
Coupeville School District #204	2	10,701.22	15,319.15	9.19%	1,070.05	86.21	-	4.69	-	81.52	-	-	97,036.77	2,115.00
Cusick School District #59	5	85,197.62	118,700.88	26.76%	268.92	45.91	-	-	45.91	-	-	-	265,313.97	3,375.00
Ferndale School District #502	2	227,867.86	315,957.32	10.78%	4,881.77	306.40	-	-	304.53	1.87	-	-	1,761,501.69	77,589.00
Franklin Pierce School District #402	6	14,594.08	15,377.90	4.50%	7,145.56	286.72	-	2.81	-	272.67	11.24	-	270,260.58	11,808.00
Glenwood C. School District #401	4	25,611.05	21,579.22	28.16%	58.09	13.12	-	-	13.12	-	-	-	75,817.20	-
Grand Coulee Dam School District #301	5	172,517.26	161,652.06	49.94%	553.77	254.87	-	-	41.23	-	0.94	212.70	287,874.21	3,375.00
Granger School District #204	4	85,502.47	86,642.33	13.19%	1,391.45	110.57	-	-	91.83	1.87	16.87	-	540,197.55	9,279.00
Hood Canal School District #404	6	534,456.80	486,762.97	60.04%	399.16	128.37	-	-	128.37	-	-	-	741,806.58	21,087.00
Inchelium School District #70	5	731,034.99	668,649.79	90.54%	193.02	126.50	-	-	126.50	-	-	-	731,034.99	10,962.00
Keller School District #3	5	408,534.51	433,484.97	100.00%	103.07	103.07	-	-	69.34	-	-	33.73	408,534.51	6,750.00
Kennewick School District #17	4	42,305.10	26,405.62	10.18%	13,873.22	1,366.15	-	-	-	15.93	84.33	1,265.89	346,308.93	1,269.00
Kent School District #415	8	7,774.52	8,713.51	2.42%	25,377.71	579.07	-	-	-	-	579.07	-	267,717.93	-
La Conner School District #311	2	2,084,695.62	1,618,186.91	88.10%	607.18	360.75	-	-	360.75	-	-	-	2,084,695.62	46,386.00
Lake Quinault School District #97	2	29,841.65	80,735.52	16.39%	233.31	26.24	-	-	26.24	-	-	-	151,634.40	2,529.00
Lakewood School District #306	2	7,953.71	11,583.36	5.84%	2,349.06	122.75	-	-	-	122.75	-	-	113,494.65	5,481.00
Mabton School District #120	4	20,392.98	21,838.06	3.81%	840.49	27.17	-	-	5.62	-	21.55	-	42,485.37	1,683.00
Mary Walker School District #207	5	57,162.47	21,906.43	6.37%	534.09	20.61	-	-	20.61	-	-	-	119,088.48	4,221.00
Marysville School District #25	2	730,039.50	708,041.33	13.91%	11,081.90	982.92	-	-	716.81	234.25	31.86	-	4,373,589.15	139,995.00
Medical Lake School District #326	5	2,628,952.31	2,487,009.05	61.14%	2,173.84	865.79	1.87	750.54	-	113.38	-	-	3,583,241.07	66,618.00
Mount Baker School District #507	2	51,758.15	56,478.59	7.81%	2,039.85	95.57	-	-	95.57	-	-	-	552,263.58	18,549.00
Mt. Adams School District #209	4	2,853,546.75	2,983,277.70	83.53%	910.76	493.80	-	-	493.80	-	-	-	2,853,546.75	57,348.00
Nespelem School District #14	5	1,397,024.37	1,311,653.22	100.00%	269.86	241.75	-	-	241.75	-	-	-	1,397,024.37	46,386.00
Nooksack Valley School District #506	2	33,493.16	22,184.65	7.26%	1,532.93	66.53	-	-	66.53	-	-	-	384,448.68	14,337.00
North Kitsap School District #400	1	905,648.82	860,889.73	31.43%	6,377.22	1,700.64	-	86.20	242.68	405.72	8.43	957.61	2,401,232.43	75,483.00

North Mason School District #403	6	50,773.06	46,036.68	21.03%	2,176.65	431.96	-	-	-	146.17	-	285.79	201,192.96	12,231.00
North Thurston Public Schools	9	58,766.90	39,752.63	6.86%	12,615.77	772.09	-	-	-	772.09	-	-	713,883.66	34,578.00
Oak Harbor School District #201	2	4,427,594.88	4,341,215.27	67.51%	5,287.49	2,862.53	-	871.41	-	1,408.31	-	582.81	5,465,356.83	189,324.00
Oakville School District #400	3,6	300,678.56	288,509.83	56.37%	243.62	101.20	-	-	75.90	-	-	25.30	444,501.45	9,279.00
Ocosta School District #172	6	127,128.80	96,310.87	12.64%	609.05	49.65	-	11.24	36.54	1.87	-	-	264,851.67	2,529.00
Okanogan School District #105	5	140,354.28	98,756.05	9.48%	874.22	50.60	-	-	50.60	-	-	-	292,404.75	5,904.00
Omak School District #19	5	305,290.69	357,137.88	20.79%	1,765.31	211.76	-	-	211.76	-	-	-	1,223,708.10	40,482.00
Port Angeles School District #121	6	55,761.40	67,967.51	7.57%	4,011.30	231.44	-	-	93.70	18.74	119.00	-	613,841.94	26,145.00
Queets-Clearwater School	6	243,678.33	246,934.05	100.00%	44.04	42.17	-	-	42.17	-	-	-	243,678.33	4,221.00
Quillayute Valley School District #402	6	-	49,129.13	6.50%	2,067.96	59.97	0.94	-	59.03	-	-	-	345,476.79	-
Richland School District #400	4	66,000.62	69,765.89	15.29%	9,590.20	1,418.61	-	-	-	45.91	-	1,372.70	359,715.63	2,529.00
Seattle School District #1	7	40,772.24	42,265.61	4.01%	42,034.76	1,596.65	-	26.24	-	-	1,570.41	-	847,303.44	1,683.00
South Kitsap School District #402	6	239,820.11	259,164.56	22.25%	9,775.72	2,058.59	-	-	-	609.05	-	1,449.54	898,202.67	29,943.00
Steilacoom Historical School District #1	9	85,166.06	85,522.74	14.76%	4,415.14	520.04	-	-	-	520.04	-	-	480,838.23	22,770.00
Sunnyside School District #201	4	-	3,071.72	2.10%	5,267.81	104.01	-	-	-	-	104.01	-	48,079.20	-
Taholah School District #77	6	1,072,119.93	1,111,005.59	100.00%	189.27	185.53	-	-	185.53	-	-	-	1,072,119.93	33,732.00
Toppenish School District #202	4	530,597.48	387,054.20	20.54%	3,149.26	386.98	63.72	-	321.39	-	1.87	-	2,152,699.95	34,578.00
University Place School District #83	6	15,801.50	17,389.16	5.10%	5,049.49	223.01	13.12	0.94	-	208.95	-	-	258,194.55	9,702.00
Wapato School District #207	4	1,835,752.33	1,893,982.38	37.62%	3,260.76	703.69	-	-	703.69	-	-	-	4,066,437.03	119,745.00
Wellpinit School District #49	5	2,531,046.27	2,440,532.21	100.00%	578.13	515.35	-	-	434.77	-	-	80.58	2,531,046.27	36,261.00
Yelm School District #2	9	45,262.21	26,960.94	9.19%	5,024.19	401.97	-	1.87	6.56	393.54	-	-	410,429.94	14,760.00
TOTAL PAYMENTS		43,264,232.07	47,133,523.34											

WEST VIRGINIA

Mineral County Board of Education	1	3,164.22	-	3.32%	4,227.59	132.08	2.77	-	-	14.78	114.53	-	79,423.14	-
Pendleton County Board of Education	2	11,510.33	18,842.26	5.82%	1,041.89	45.26	-	33.25	-	12.01	-	-	164,809.95	5,823.00
TOTAL PAYMENTS		14,674.55	18,842.26											

WISCONSIN

Ashland City Unified School District #1	7	380,438.05	432,453.83	20.86%	2,037.69	277.11	-	-	240.72	-	36.39	-	1,519,806.87	58,779.00
Black River Falls School District	3	152,333.23	155,287.44	14.39%	1,685.02	153.95	-	-	139.02	14.93	-	-	882,170.69	29,808.00
Bowler Public Schools	8	634,800.96	557,019.88	64.94%	376.94	185.67	-	-	127.82	-	11.20	46.65	814,599.32	24,354.00
Crandon School District	8	476,364.65	424,074.16	33.27%	926.48	191.27	-	-	191.27	-	-	-	1,193,178.65	43,668.00
Cumberland School District	7	13,729.61	24,719.68	5.49%	1,033.78	37.33	-	-	32.66	4.67	-	-	208,403.28	8,820.00
Gresham School District	8	15,938.98	-	29.28%	299.50	83.04	-	-	3.73	-	9.33	69.98	45,363.65	837.00
Hayward Community Schools	7	474,476.04	630,471.10	23.74%	1,822.17	267.77	-	-	266.84	0.93	-	-	1,665,529.47	60,039.00
Lac Du Flambeau School District #1	8	2,485,269.00	2,190,708.96	100.00%	433.85	398.40	-	-	398.40	-	-	-	2,485,269.00	78,093.00
Lakeland U.H. School District	8	441,298.51	389,789.10	31.92%	840.64	184.74	-	-	184.74	-	-	-	1,152,456.17	37,791.00
Menominee Indian School District	8	4,533,919.16	3,929,555.25	100.00%	843.44	726.81	-	-	726.81	-	-	-	4,533,919.16	157,869.00
School District of Bayfield	7	1,433,565.19	1,488,264.07	79.93%	417.06	239.78	-	0.93	238.85	-	-	-	1,494,604.85	63,819.00

Comparison of State Graduation Requirements

Required courses indicated in parenthesis

State	English	Math	Social Science	Science	Foreign Language	Arts	Physical Education	Health	Technology & Occupational Ed	Electives	Examinations	Other	Total Credits (Years of Study)
California (California Dept. of Education)	3 yrs	2 yrs (Algebra I)	3 yrs (U.S. History, World History, American Government & Economics)	2 yrs (Biological, Physical)	1 yr (or 1 yr Arts)	1 yr (or 1 yr Foreign Lang.)	2 yrs				CA High School Exit Exam (CAHSEE)		13
New York (New York State Education Dept.)	4 yrs	3 yrs	4 yrs (American History, Government & Economics)	3 yrs (Life, Physical)	1 yr	1 yr	2 yrs	.5 yr		3.5 yrs	5 Regents Examinations (English, Global History/Geography, U.S. History/Govt, Math, Science)		22
North Carolina (Public Schools of North Carolina)	4 yrs	4 yrs	3 yrs (Civics & Economics, U.S. History, World History)	3 yrs (Physical, Biology, Earth/Enviro)	(may be part of electives)	(may be part of electives)	1 yr (inc. health)				6 yrs (2 must be arts, foreign lang., or career ed)		21
Texas (Texas Education Agency)	4 yrs	3 yrs	3 yrs (World Studies, U.S. History, U.S. Govt & Economics)	2 yrs (Biology, Integrated Physics/Chemistry)			1.5 yr (personal fitness)	.5 yr	1 yr		5.5 yrs	.5 yr speech	22
Washington (Office of Superintendent of Public Instruction)	3 yrs	2 yrs	2.5 yrs (U.S. History, WA State History, World History)	2 yrs		1 yr	2 yrs (inc. health)		1 yr		5.5 yrs	High School Proficiency Exam (HSPE) Complete a "High School and Beyond Plan". Complete a Culminating Project.	19

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High School Students To Take WASL Replacement Test

Doug Nadvornick (2010-03-15)



SPOKANE, WA (N3) - This week, high school students in Washington will take a new state assessment test. The new exam replaces the controversial Washington Assessment of Student Learning, or WASL. KPLU's Doug Nadvornick looks at how these new tests are different and what one school district thinks about them.



AP Photo

Full story

Students will spend Tuesday-through-Thursday testing their reading and writing skills. Then, during two days in April, they'll be quizzed on math and science.

State school superintendent Randy Dorn says the new assessment is shorter and far less expensive than the WASL. He says it will test the same skills and be just as rigorous.

In Spokane, school district assessment director Razak Garoui [gar-WEE] isn't expecting anything radical.

Razak Garoui: "I don't think, for the high school, there will be many major changes from the old test. The only change is going to be a shorter test, mostly multiple choice."

Garoui says the district isn't making a big deal about the new test.

This is the first of two new state assessment tests. In May, students in grades three-through-eight will take theirs. Dorn says some students in pilot schools will take it online. He says Internet testing will give school districts more flexibility.

Randy Dorn: "You can rotate your students through. You don't lose as much teaching time. You don't have to secure the test booklets. You don't have to have a warehouse for the test booklets. Your answers will go straight through the computer electronically."

Eventually, Dorn hopes, all state tests will be administered online.

I'm Doug Nadvornick reporting. © Copyright 2010, [N3](#)

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Army Leaders Sign Covenant with Families

Oct 17, 2007
BY Elizabeth M. Lorge

FORT KNOX, Ky. (Army News Service, Oct. 17, 2007) - Senior leaders signed the Army Family Covenant today and pledged to support Soldiers' Families while they defend the nation.

Secretary of the Army Pete Geren, Chief of Staff of the Army Gen. George W. Casey Jr. and Sgt. Maj. of the Army Kenneth O. Preston signed the covenant in a ceremony at the Fort Knox Community Center.

Gen. Casey said similar signings will occur at each Army installation, recognizing that while Soldiers may be the strength of the nation, their strength is in their Families.

"The health of our all-volunteer force, our Soldier-volunteers, our Family-volunteers, depends on the health of the Family. The readiness of our all-volunteer force depends on the health of the Families," said Mr. Geren. "I can assure you that your Army leadership understands the important contribution each and every one of you makes. We need to make sure we step up and provide the support Families need so the Army Family stays healthy and ready."

Mr. Geren noted that the Army, entering its seventh year of conflict in Afghanistan, is in its third longest war, and longest with an all-volunteer force, after the Revolution. This brings unique and unexpected stressors, he said.

"It was immediately clear to us that the Families were the most stretched, and as a result, the most stressed, part of the force, and that what we were asking those families was a quantum different than anything I expected we would ask," Gen. Casey said.

"It struck me that the best wasn't good enough. We have not, until this point, treated Families as the readiness issue that they are," he said last week when he announced the covenant during the Association of the United States Army Annual Meeting.

Gen. Casey said the Army wants to provide Soldiers and their Families with a level of support commensurate with their level of service, and the covenant is in direct response to concerns from Army Families. They are concerned about funding and support for Family programs, physical and mental healthcare, housing, education and childcare and employment opportunities for spouses.



Secretary of the Army Pete Geren and Family members at Fort Knox, Ky., hold up the Army Family Covenant that was just signed. On the right is Sgt. Maj. of the Army Kenneth O. Preston and Chief of Staff of the Army Gen. George W. Casey Jr., who also signed the covenant. Photo by [Maureen Rose](#)

While Gen. Casey admitted last week that in the past the Army could have supported Families better, he did point out that things have improved dramatically in his 59 years as an Army son, officer and father. The covenant represents a \$1.4 billion commitment in 2008 to improve quality of life for Army Families. He said Army leadership is working to include a similar level in the budget for the next five years.

In the last two to three years alone, the Army has privatized and improved almost 80,000 homes on 36 installations and opened 40 new childcare centers, with another 22 on the way. The Army also recently spent \$50 million to hire new healthcare providers for Soldiers and their Families, and is working with lawmakers to help Army spouses gain priority for civil service jobs. There are also now Family Readiness Support Assistants at the battalion level.

When you're talking about what keeps Soldiers in the Army, said SMA Preston, one of the important factors is the quality of life, "not just for the Soldier, but for the Family. And it's more than just a Soldier's pay, it's medical, dental, housing, barracks for the single Soldiers, youth services, education, it's the things we provide for all the Families."

On hand to witness the signing were four Army Families: the Browns, the Lights, the Roberts and the Linders. The Army Family Covenant just confirms what she already knew, said Kathryn Light. "Being an Army spouse, I was taken care of during two deployments to Iraq, almost back-to-back. I actually served as a Family Readiness Assistant with one of the programs I'm a proud Army spouse."

"It was such a weight lifted off my shoulders to know my Family was taken care of; sometimes I would joke to her that I had the easy part," said Sgt. 1st Class James Light, with the Fort Knox Headquarters Company. He added that the care the Army gave his Family helped him decide to re-enlist.

The Army Family Covenant

We recognize the commitment and increasing sacrifices that our families are making every day.

We recognize the strength of our Soldiers comes from the strength of their Families.

We are committed to providing Soldiers and Families a Quality of Life that is commensurate with their service.

We are committed to providing our Families a strong, supportive environment where they can thrive.

We are committed to building a partnership with Army families that enhances their strength and resilience.

We are committed to improving Family readiness by:

- Standardizing and funding existing Family programs and services
- Increasing accessibility and quality of healthcare
- Improving Soldier and Family housing
- Ensuring excellence in schools, youth services, and child care
- Expanding education and employment opportunities for Family members



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Operation Military Kids

Washington State Operation: Military Kids – Supporting Military Families In Our Own Backyard

Washington State: Operation Military Kids is a partnership established in April, 2004 between the Office of Superintendent of Public Instruction, Washington State University Extension 4-H Programs, the Washington State National Guard and U.S. Army Reserve. Under grant funds provided through the 4-H/Army Youth Development Project, our mission is to create replicable and sustainable support networks for geographically dispersed military youth in schools and communities before, during, and after the deployment of a parent or loved one.

The Washington State Operation: Military Kids project focuses on the following:

- Educating the public on the impact of the deployment and reunion cycle on soldiers, families, kids and the community as a whole;
- Supporting military kids coping with the stress of knowing their deployed parents or loved ones may be in harms way;
- Delivering recreational, social, and educational programs for military youth living in civilian communities;
- Collaborating with schools to ensure staff are attuned and able to support the unique needs of military students;
- Creating community support networks for "suddenly military" youth "in their own backyards" where soldier parents are deployed



[New Legislation: Interstate Compact for Military Children](#)

Passed by the 2009 Washington State Legislature, the [Interstate Compact on Educational Opportunity for Military Children](#) (SSB 5248) was developed in an effort to reduce the educational and emotional issues encountered when the children of military personnel are required to transfer from schools in one state to another.

Note: This bill is not affiliated with Operation

Washington State Operation: Military Kids project goals include building capacity within existing networks of school, community, and military personnel to participate in training, receive technical assistance, and create linkages with resources that support youth and families of deployed soldiers. This will be accomplished through:

Military Kids.

A. Providing statewide, regional and local **Operation: Military Kids Ready, Set, Go! Awareness Training of Trainers** to interested school and community professionals on the critical issues facing youth and families during the process of deployment and reunion.

B. Providing the following community-based outreach activities geared to raise awareness and provide support for military kids and their families:

- **Speak Out for Military Kids** - A youth speakers' bureau, formed by military and non-military youth providing presentations to schools and community groups to help educate and raise awareness about military life, deployment, and reunion.
- **Hero Packs** - Civilian youth participating in community service projects to assemble and distribute knapsacks filled with a variety of items to be given to military children and youth as a "thank you" for the sacrifices made while their parents are deployed.
- **Mobile Technology Labs** - Available to communicate and connect geographically dispersed "suddenly military" children with their deployed parents or loved ones worldwide.

C. Integration of all Washington State Operation: Military Kids activities with existing before, during and after-school programs including Title IV Part A: Safe & Drug-Free Schools, Student Assistance Program Prevention/Intervention Services, 21st Century Community Learning Centers, Boys and Girls Clubs of America and Washington State Extension 4-H Programs.

For more information on Washington State Operation: Military Kids please contact Mona M. Johnson, Office of Superintendent of Public Instruction at (360) 725-6050, mona.johnson@k12.wa.us

1 **Interstate Compact on Educational**
2 **Opportunity for Military Children**

3
4 **ARTICLE I**

5 **PURPOSE**

6
7 It is the purpose of this compact to remove barriers to educational success
8 imposed on children of military families because of frequent moves and
9 deployment of their parents by:

- 10
- 11 A. Facilitating the timely enrollment of children of military families and
12 ensuring that they are not placed at a disadvantage due to difficulty in
13 the transfer of education records from the previous school district(s) or
14 variations in entrance/age requirements.
- 15
- 16 B. Facilitating the student placement process through which children of
17 military families are not disadvantaged by variations in attendance
18 requirements, scheduling, sequencing, grading, course content or
19 assessment.
- 20
- 21 C. Facilitating the qualification and eligibility for enrollment, educational
22 programs, and participation in extracurricular academic, athletic, and
23 social activities.
- 24

- 1 D. Facilitating the on-time graduation of children of military families.
- 2
- 3 E. Providing for the promulgation and enforcement of administrative rules
- 4 implementing the provisions of this compact.
- 5
- 6 F. Providing for the uniform collection and sharing of information between
- 7 and among member states, schools and military families under this
- 8 compact.
- 9
- 10 G. Promoting coordination between this compact and other compacts
- 11 affecting military children.
- 12
- 13 H. Promoting flexibility and cooperation between the educational system,
- 14 parents and the student in order to achieve educational success for the
- 15 student.
- 16

1 **ARTICLE II**

2 **DEFINITIONS**

3
4 As used in this compact, unless the context clearly requires a different
5 construction:

6
7 A. "Active duty" means: full-time duty status in the active uniformed
8 service of the United States, including members of the National Guard
9 and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209
10 and 1211.

11
12 B. "Children of military families" means: a school-aged child(ren), enrolled
13 in Kindergarten through Twelfth (12th) grade, in the household of an
14 active duty member.

15
16 C. "Compact commissioner" means: the voting representative of each
17 compacting state appointed pursuant to Article VIII of this compact.

18
19 D. "Deployment" means: the period one (1) month prior to the service
20 members' departure from their home station on military orders though
21 six (6) months after return to their home station.

22
23 E. "Education(al) records" means: those official records, files, and data
24 directly related to a student and maintained by the school or local
25 education agency, including but not limited to records encompassing

1 all the material kept in the student's cumulative folder such as general
2 identifying data, records of attendance and of academic work
3 completed, records of achievement and results of evaluative tests,
4 health data, disciplinary status, test protocols, and individualized
5 education programs.

6
7 F. "Extracurricular activities" means: a voluntary activity sponsored by
8 the school or local education agency or an organization sanctioned by
9 the local education agency. Extracurricular activities include, but are
10 not limited to, preparation for and involvement in public performances,
11 contests, athletic competitions, demonstrations, displays, and club
12 activities.

13
14 G. "Interstate Commission on Educational Opportunity for Military
15 Children" means: the commission that is created under Article IX of
16 this compact, which is generally referred to as Interstate Commission.

17
18 H. "Local education agency" means: a public authority legally constituted
19 by the state as an administrative agency to provide control of and
20 direction for Kindergarten through Twelfth (12th) grade public
21 educational institutions.

22
23 I. "Member state" means: a state that has enacted this compact.
24

1 J. "Military installation" means: means a base, camp, post, station, yard,
2 center, homeport facility for any ship, or other activity under the
3 jurisdiction of the Department of Defense, including any leased facility,
4 which is located within any of the several States, the District of
5 Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands,
6 Guam, American Samoa, the Northern Marianas Islands and any other
7 U.S. Territory. Such term does not include any facility used primarily
8 for civil works, rivers and harbors projects, or flood control projects.

9
10 K. "Non-member state" means: a state that has not enacted this compact.

11
12 L. "Receiving state" means: the state to which a child of a military family
13 is sent, brought, or caused to be sent or brought.

14
15 M. "Rule" means: a written statement by the Interstate Commission
16 promulgated pursuant to Article XII of this compact that is of general
17 applicability, implements, interprets or prescribes a policy or provision
18 of the Compact, or an organizational, procedural, or practice
19 requirement of the Interstate Commission, and has the force and effect
20 of statutory law in a member state, and includes the amendment,
21 repeal, or suspension of an existing rule.

22
23 N. "Sending state" means: the state from which a child of a military family
24 is sent, brought, or caused to be sent or brought.

25

- 1 O. "State" means: a state of the United States, the District of Columbia,
2 the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam,
3 American Samoa, the Northern Marianas Islands and any other U.S.
4 Territory.
- 5
- 6 P. "Student" means: the child of a military family for whom the local
7 education agency receives public funding and who is formally enrolled
8 in Kindergarten through Twelfth (12th) grade.
- 9
- 10 Q. "Transition" means: 1) the formal and physical process of transferring
11 from school to school or 2) the period of time in which a student moves
12 from one school in the sending state to another school in the receiving
13 state.
- 14
- 15 R. "Uniformed service(s)" means: the Army, Navy, Air Force, Marine Corps,
16 Coast Guard as well as the Commissioned Corps of the National
17 Oceanic and Atmospheric Administration, and Public Health Services.
- 18
- 19 S. "Veteran" means: a person who served in the uniformed services and
20 who was discharged or released there from under conditions other than
21 dishonorable.
- 22

1 **ARTICLE III**

2 **APPLICABILITY**

3
4 A. Except as otherwise provided in Section B, this compact shall apply to
5 the children of:

6 1. active duty members of the uniformed services as defined in
7 this compact, including members of the National Guard and
8 Reserve on active duty orders pursuant to 10 U.S.C. Section
9 1209 and 1211;

10 2. members or veterans of the uniformed services who are severely
11 injured and medically discharged or retired for a period of one
12 (1) year after medical discharge or retirement; and

13 3. members of the uniformed services who die on active duty or as
14 a result of injuries sustained on active duty for a period of one
15 (1) year after death.

16
17 B. The provisions of this interstate compact shall only apply to local
18 education agencies as defined in this compact.

19
20 C. The provisions of this compact shall not apply to the children of:

21 1. inactive members of the national guard and military reserves;

22 2. members of the uniformed services now retired, except as
23 provided in Section A;

24 3. veterans of the uniformed services, except as provided in
25 Section A; and

1 within such time as is reasonably determined under the rules
2 promulgated by the Interstate Commission.

3
4 C. Immunizations – Compacting states shall give thirty (30) days from the
5 date of enrollment or within such time as is reasonably determined
6 under the rules promulgated by the Interstate Commission, for
7 students to obtain any immunization(s) required by the receiving state.
8 For a series of immunizations, initial vaccinations must be obtained
9 within thirty (30) days or within such time as is reasonably determined
10 under the rules promulgated by the Interstate Commission.

11
12 D. Kindergarten and First grade entrance age – Students shall be allowed
13 to continue their enrollment at grade level in the receiving state
14 commensurate with their grade level (including Kindergarten) from a
15 local education agency in the sending state at the time of transition,
16 regardless of age. A student that has satisfactorily completed the
17 prerequisite grade level in the local education agency in the sending
18 state shall be eligible for enrollment in the next highest grade level in
19 the receiving state, regardless of age. A student transferring after the
20 start of the school year in the receiving state shall enter the school in
21 the receiving state on their validated level from an accredited school in
22 the sending state.

1 **ARTICLE V**

2 **PLACEMENT & ATTENDANCE**

3

4 A. Course placement - When the student transfers before or during the

5 school year, the receiving state school shall initially honor placement of

6 the student in educational courses based on the student's enrollment in

7 the sending state school and/or educational assessments conducted at

8 the school in the sending state if the courses are offered. Course

9 placement includes but is not limited to Honors, International

10 Baccalaureate, Advanced Placement, vocational, technical and career

11 pathways courses. Continuing the student's academic program from the

12 previous school and promoting placement in academically and career

13 challenging courses should be paramount when considering placement.

14 This does not preclude the school in the receiving state from performing

15 subsequent evaluations to ensure appropriate placement and continued

16 enrollment of the student in the course(s).

17

18 B. Educational program placement – The receiving state school shall initially

19 honor placement of the student in educational programs based on current

20 educational assessments conducted at the school in the sending state or

21 participation/placement in like programs in the sending state. Such

22 programs include, but are not limited to: 1) gifted and talented programs;

23 and 2) English as a second language (ESL). This does not preclude the

24 school in the receiving state from performing subsequent evaluations to

25 ensure appropriate placement of the student.

1 C. Special education services – 1) In compliance with the federal
2 requirements of the Individuals with Disabilities Education Act (IDEA),
3 20 U.S.C.A. Section 1400 et seq, the receiving state shall initially provide
4 comparable services to a student with disabilities based on his/her
5 current Individualized Education Program (IEP); and 2) In compliance
6 with the requirements of Section 504 of the Rehabilitation Act, 29
7 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities
8 Act, 42 U.S.C.A. Sections 12131-12165, the receiving state shall make
9 reasonable accommodations and modifications to address the needs of
10 incoming students with disabilities, subject to an existing 504 or Title II
11 Plan, to provide the student with equal access to education. This does
12 not preclude the school in the receiving state from performing
13 subsequent evaluations to ensure appropriate placement of the student.

14
15 D. Placement flexibility – Local education agency administrative officials shall
16 have flexibility in waiving course/program prerequisites, or other
17 preconditions for placement in courses/programs offered under the
18 jurisdiction of the local education agency.

19
20 E. Absence as related to deployment activities – A student whose parent or
21 legal guardian is an active duty member of the uniformed services, as
22 defined by the compact, and has been called to duty for, is on leave from,
23 or immediately returned from deployment to a combat zone or combat
24 support posting, shall be granted additional excused absences at the
25 discretion of the local education agency superintendent to visit with his

1 or her parent or legal guardian relative to such leave or deployment of
2 the parent or guardian.

3
4 **ARTICLE VI**

5 **ELIGIBILITY**

6
7 A. Eligibility for enrollment

8 1. Special power of attorney, relative to the guardianship of a
9 child of a military family and executed under applicable law
10 shall be sufficient for the purposes of enrollment and all other
11 actions requiring parental participation and consent.

12 2. A local education agency shall be prohibited from charging
13 local tuition to a transitioning military child placed in the care
14 of a non-custodial parent or other person standing in loco
15 parentis who lives in a jurisdiction other than that of the
16 custodial parent.

17 3. A transitioning military child, placed in the care of a non-
18 custodial parent or other person standing in loco parentis who
19 lives in a jurisdiction other than that of the custodial parent,
20 may continue to attend the school in which he/she was
21 enrolled while residing with the custodial parent.

22
23 B. Eligibility for extracurricular participation - State and local education
24 agencies shall facilitate the opportunity for transitioning military

1 children's inclusion in extracurricular activities, regardless of
2 application deadlines, to the extent they are otherwise qualified.

3
4 **ARTICLE VII**

5 **GRADUATION**

6
7 In order to facilitate the on-time graduation of children of military families states
8 and local education agencies shall incorporate the following procedures:

9
10 A. Waiver requirements – Local education agency administrative officials
11 shall waive specific courses required for graduation if similar course
12 work has been satisfactorily completed in another local education
13 agency or shall provide reasonable justification for denial. Should a
14 waiver not be granted to a student who would qualify to graduate from
15 the sending school, the local education agency shall provide an
16 alternative means of acquiring required coursework so that graduation
17 may occur on time.

18
19 B. Exit exams - States shall accept: 1) exit or end-of-course exams
20 required for graduation from the sending state; or 2) national norm-
21 referenced achievement tests or 3) alternative testing, in lieu of testing
22 requirements for graduation in the receiving state. In the event the
23 above alternatives cannot be accommodated by the receiving state for a
24 student transferring in his or her Senior year, then the provisions of
25 Article VII, Section C shall apply.

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C. Transfers during Senior year – Should a military student transferring at the beginning or during his or her Senior year be ineligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies shall ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of this Article.

ARTICLE VIII

STATE COORDINATION

A. Each member state shall, through the creation of a State Council or use of an existing body or board, provide for the coordination among its agencies of government, local education agencies and military installations concerning the state’s participation in, and compliance with, this compact and Interstate Commission activities. While each member state may determine the membership of its own State Council, its membership must include at least: the state superintendent of education, superintendent of a school district with a high concentration of military children, representative from a military installation, one representative each from the legislative and executive branches of

1 government, and other offices and stakeholder groups the State Council
2 deems appropriate. A member state that does not have a school district
3 deemed to contain a high concentration of military children may appoint
4 a superintendent from another school district to represent local
5 education agencies on the State Council.

6
7 B. The State Council of each member state shall appoint or designate a
8 military family education liaison to assist military families and the state
9 in facilitating the implementation of this compact.

10
11 C. The compact commissioner responsible for the administration and
12 management of the state's participation in the compact shall be
13 appointed by the Governor or as otherwise determined by each member
14 state.

15
16 D. The compact commissioner and the military family education liaison
17 designated herein shall be ex-officio members of the State Council,
18 unless either is already a full voting member of the State Council.

19
20 **ARTICLE IX**

21 **INTERSTATE COMMISSION ON EDUCATIONAL**

22 **OPPORTUNITY FOR MILITARY CHILDREN**

23
24 The member states hereby create the “Interstate Commission on Educational
25 Opportunity for Military Children.” The activities of the Interstate Commission

1 are the formation of public policy and are a discretionary state function. The
2 Interstate Commission shall:

3

4 A. Be a body corporate and joint agency of the member states and shall
5 have all the responsibilities, powers and duties set forth herein, and
6 such additional powers as may be conferred upon it by a subsequent
7 concurrent action of the respective legislatures of the member states in
8 accordance with the terms of this compact.

9

10 B. Consist of one Interstate Commission voting representative from each
11 member state who shall be that state's compact commissioner.

12 1. Each member state represented at a meeting of the Interstate
13 Commission is entitled to one vote.

14 2. A majority of the total member states shall constitute a
15 quorum for the transaction of business, unless a larger
16 quorum is required by the bylaws of the Interstate
17 Commission.

18 3. A representative shall not delegate a vote to another member
19 state. In the event the compact commissioner is unable to
20 attend a meeting of the Interstate Commission, the Governor
21 or State Council may delegate voting authority to another
22 person from their state for a specified meeting.

23 4. The bylaws may provide for meetings of the Interstate
24 Commission to be conducted by telecommunication or
25 electronic communication.

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C. Consist of ex-officio, non-voting representatives who are members of interested organizations. Such ex-officio members, as defined in the bylaws, may include but not be limited to, members of the representative organizations of military family advocates, local education agency officials, parent and teacher groups, the U.S. Department of Defense, the Education Commission of the States, the Interstate Agreement on the Qualification of Educational Personnel and other interstate compacts affecting the education of children of military members.

D. Meet at least once each calendar year. The chairperson may call additional meetings and, upon the request of a simple majority of the member states, shall call additional meetings.

E. Establish an executive committee, whose members shall include the officers of the Interstate Commission and such other members of the Interstate Commission as determined by the bylaws. Members of the executive committee shall serve a one year term. Members of the executive committee shall be entitled to one vote each. The executive committee shall have the power to act on behalf of the Interstate Commission, with the exception of rulemaking, during periods when the Interstate Commission is not in session. The executive committee shall oversee the day-to-day activities of the administration of the compact including enforcement and compliance with the provisions of

1 the compact, its bylaws and rules, and other such duties as deemed
2 necessary. The U.S. Dept. of Defense, shall serve as an ex-officio,
3 nonvoting member of the executive committee.

4
5 F. Establish bylaws and rules that provide for conditions and procedures
6 under which the Interstate Commission shall make its information and
7 official records available to the public for inspection or copying. The
8 Interstate Commission may exempt from disclosure information or
9 official records to the extent they would adversely affect personal
10 privacy rights or proprietary interests.

11
12 G. Give public notice of all meetings and all meetings shall be open to the
13 public, except as set forth in the rules or as otherwise provided in the
14 compact. The Interstate Commission and its committees may close a
15 meeting, or portion thereof, where it determines by two-thirds vote that
16 an open meeting would be likely to:

- 17 1. Relate solely to the Interstate Commission's internal personnel
18 practices and procedures;
- 19 2. Disclose matters specifically exempted from disclosure by
20 federal and state statute;
- 21 3. Disclose trade secrets or commercial or financial information
22 which is privileged or confidential;
- 23 4. Involve accusing a person of a crime, or formally censuring a
24 person;

- 1 5. Disclose information of a personal nature where disclosure
- 2 would constitute a clearly unwarranted invasion of personal
- 3 privacy;
- 4 6. Disclose investigative records compiled for law enforcement
- 5 purposes; or
- 6 7. Specifically relate to the Interstate Commission's participation
- 7 in a civil action or other legal proceeding.

8

9 H. Shall cause its legal counsel or designee to certify that a meeting may

10 be closed and shall reference each relevant exemptible provision for any

11 meeting, or portion of a meeting, which is closed pursuant to this

12 provision. The Interstate Commission shall keep minutes which shall

13 fully and clearly describe all matters discussed in a meeting and shall

14 provide a full and accurate summary of actions taken, and the reasons

15 therefore, including a description of the views expressed and the record

16 of a roll call vote. All documents considered in connection with an

17 action shall be identified in such minutes. All minutes and documents

18 of a closed meeting shall remain under seal, subject to release by a

19 majority vote of the Interstate Commission.

20

21 I. Shall collect standardized data concerning the educational transition of

22 the children of military families under this compact as directed through

23 its rules which shall specify the data to be collected, the means of

24 collection and data exchange and reporting requirements. Such

25 methods of data collection, exchange and reporting shall, in so far as is

1 reasonably possible, conform to current technology and coordinate its
2 information functions with the appropriate custodian of records as
3 identified in the bylaws and rules.

4
5 J. Shall create a process that permits military officials, education officials
6 and parents to inform the Interstate Commission if and when there are
7 alleged violations of the compact or its rules or when issues subject to
8 the jurisdiction of the compact or its rules are not addressed by the
9 state or local education agency. This section shall not be construed to
10 create a private right of action against the Interstate Commission or
11 any member state.

12
13 **ARTICLE X**

14 **POWERS AND DUTIES OF THE INTERSTATE COMMISSION**

15
16 The Interstate Commission shall have the following powers:

- 17
18 A. To provide for dispute resolution among member states.
19
20 B. To promulgate rules and take all necessary actions to effect the goals,
21 purposes and obligations as enumerated in this compact. The rules
22 shall have the force and effect of statutory law and shall be binding in
23 the compact states to the extent and in the manner provided in this
24 compact.

- 1 C. To issue, upon request of a member state, advisory opinions concerning
2 the meaning or interpretation of the interstate compact, its bylaws,
3 rules and actions.
4
- 5 D. To enforce compliance with the compact provisions, the rules
6 promulgated by the Interstate Commission, and the bylaws, using all
7 necessary and proper means, including but not limited to the use of
8 judicial process.
9
- 10 E. To establish and maintain offices which shall be located within one or
11 more of the member states.
12
- 13 F. To purchase and maintain insurance and bonds.
14
- 15 G. To borrow, accept, hire or contract for services of personnel.
16
- 17 H. To establish and appoint committees including, but not limited to, an
18 executive committee as required by Article IX, Section E, which shall
19 have the power to act on behalf of the Interstate Commission in
20 carrying out its powers and duties hereunder.
21
- 22 I. To elect or appoint such officers, attorneys, employees, agents, or
23 consultants, and to fix their compensation, define their duties and
24 determine their qualifications; and to establish the Interstate

1 Commission's personnel policies and programs relating to conflicts of
2 interest, rates of compensation, and qualifications of personnel.

3
4 J. To accept any and all donations and grants of money, equipment,
5 supplies, materials, and services, and to receive, utilize, and dispose of
6 it.

7
8 K. To lease, purchase, accept contributions or donations of, or otherwise
9 to own, hold, improve or use any property, real, personal, or mixed.

10
11 L. To sell, convey, mortgage, pledge, lease, exchange, abandon, or
12 otherwise dispose of any property, real, personal or mixed.

13
14 M. To establish a budget and make expenditures.

15
16 N. To adopt a seal and bylaws governing the management and operation of
17 the Interstate Commission.

18
19 O. To report annually to the legislatures, governors, judiciary, and state
20 councils of the member states concerning the activities of the Interstate
21 Commission during the preceding year. Such reports shall also include
22 any recommendations that may have been adopted by the Interstate
23 Commission.

24

1 P. To coordinate education, training and public awareness regarding the
2 compact, its implementation and operation for officials and parents
3 involved in such activity.

4
5 Q. To establish uniform standards for the reporting, collecting and
6 exchanging of data.

7
8 R. To maintain corporate books and records in accordance with the
9 bylaws.

10
11 S. To perform such functions as may be necessary or appropriate to
12 achieve the purposes of this compact.

13
14 T. To provide for the uniform collection and sharing of information
15 between and among member states, schools and military families under
16 this compact.

17
18 **ARTICLE XI**

19 **ORGANIZATION AND OPERATION OF THE INTERSTATE COMMISSION**

20
21 A. The Interstate Commission shall, by a majority of the members present
22 and voting, within 12 months after the first Interstate Commission
23 meeting, adopt bylaws to govern its conduct as may be necessary or
24 appropriate to carry out the purposes of the compact, including, but
25 not limited to:

- 1 1. Establishing the fiscal year of the Interstate Commission;
- 2 2. Establishing an executive committee, and such other
- 3 committees as may be necessary;
- 4 3. Providing for the establishment of committees and for
- 5 governing any general or specific delegation of authority or
- 6 function of the Interstate Commission;
- 7 4. Providing reasonable procedures for calling and conducting
- 8 meetings of the Interstate Commission, and ensuring
- 9 reasonable notice of each such meeting;
- 10 5. Establishing the titles and responsibilities of the officers and
- 11 staff of the Interstate Commission;
- 12 6. Providing a mechanism for concluding the operations of the
- 13 Interstate Commission and the return of surplus funds that
- 14 may exist upon the termination of the compact after the
- 15 payment and reserving of all of its debts and obligations.
- 16 7. Providing "start up" rules for initial administration of the
- 17 compact.

18

19 B. The Interstate Commission shall, by a majority of the members, elect

20 annually from among its members a chairperson, a vice-chairperson,

21 and a treasurer, each of whom shall have such authority and duties as

22 may be specified in the bylaws. The chairperson or, in the

23 chairperson's absence or disability, the vice-chairperson, shall preside

24 at all meetings of the Interstate Commission. The officers so elected

25 shall serve without compensation or remuneration from the Interstate

1 Commission; provided that, subject to the availability of budgeted
2 funds, the officers shall be reimbursed for ordinary and necessary costs
3 and expenses incurred by them in the performance of their
4 responsibilities as officers of the Interstate Commission.

5
6 C. Executive Committee, Officers and Personnel

7 1. The executive committee shall have such authority and duties
8 as may be set forth in the bylaws, including but not limited
9 to:

10 a. Managing the affairs of the Interstate Commission in
11 a manner consistent with the bylaws and purposes of
12 the Interstate Commission;

13 b. Overseeing an organizational structure within, and
14 appropriate procedures for the Interstate
15 Commission to provide for the creation of rules,
16 operating procedures, and administrative and
17 technical support functions; and

18 c. Planning, implementing, and coordinating
19 communications and activities with other state,
20 federal and local government organizations in order
21 to advance the goals of the Interstate Commission.

22
23 3. The executive committee may, subject to the approval of the
24 Interstate Commission, appoint or retain an executive director
25 for such period, upon such terms and conditions and for such

1 compensation, as the Interstate Commission may deem
2 appropriate. The executive director shall serve as secretary to
3 the Interstate Commission, but shall not be a Member of the
4 Interstate Commission. The executive director shall hire and
5 supervise such other persons as may be authorized by the
6 Interstate Commission.

7
8 D. The Interstate Commission's executive director and its employees shall
9 be immune from suit and liability, either personally or in their official
10 capacity, for a claim for damage to or loss of property or personal injury
11 or other civil liability caused or arising out of or relating to an actual or
12 alleged act, error, or omission that occurred, or that such person had a
13 reasonable basis for believing occurred, within the scope of Interstate
14 Commission employment, duties, or responsibilities; provided, that
15 such person shall not be protected from suit or liability for damage,
16 loss, injury, or liability caused by the intentional or willful and wanton
17 misconduct of such person.

18
19 1. The liability of the Interstate Commission's executive director
20 and employees or Interstate Commission representatives,
21 acting within the scope of such person's employment or duties
22 for acts, errors, or omissions occurring within such person's
23 state may not exceed the limits of liability set forth under the
24 Constitution and laws of that state for state officials,
25 employees, and agents. The Interstate Commission is

1 considered to be an instrumentality of the states for the
2 purposes of any such action. Nothing in this subsection shall
3 be construed to protect such person from suit or liability for
4 damage, loss, injury, or liability caused by the intentional or
5 willful and wanton misconduct of such person.

6 2. The Interstate Commission shall defend the executive director
7 and its employees and, subject to the approval of the Attorney
8 General or other appropriate legal counsel of the member state
9 represented by an Interstate Commission representative, shall
10 defend such Interstate Commission representative in any civil
11 action seeking to impose liability arising out of an actual or
12 alleged act, error or omission that occurred within the scope of
13 Interstate Commission employment, duties or responsibilities,
14 or that the defendant had a reasonable basis for believing
15 occurred within the scope of Interstate Commission
16 employment, duties, or responsibilities, provided that the
17 actual or alleged act, error, or omission did not result from
18 intentional or willful and wanton misconduct on the part of
19 such person.

20 3. To the extent not covered by the state involved, member state,
21 or the Interstate Commission, the representatives or
22 employees of the Interstate Commission shall be held
23 harmless in the amount of a settlement or judgment,
24 including attorney's fees and costs, obtained against such
25 persons arising out of an actual or alleged act, error, or

1 omission that occurred within the scope of Interstate
2 Commission employment, duties, or responsibilities, or that
3 such persons had a reasonable basis for believing occurred
4 within the scope of Interstate Commission employment,
5 duties, or responsibilities, provided that the actual or alleged
6 act, error, or omission did not result from intentional or willful
7 and wanton misconduct on the part of such persons.

8 **ARTICLE XII**

9 **RULEMAKING FUNCTIONS OF THE INTERSTATE COMMISSION**

10
11
12 A. Rulemaking Authority - The Interstate Commission shall promulgate
13 reasonable rules in order to effectively and efficiently achieve the
14 purposes of this Compact. Notwithstanding the foregoing, in the
15 event the Interstate Commission exercises its rulemaking authority in
16 a manner that is beyond the scope of the purposes of this Act, or the
17 powers granted hereunder, then such an action by the Interstate
18 Commission shall be invalid and have no force or effect.

19
20 B. Rulemaking Procedure - Rules shall be made pursuant to a
21 rulemaking process that substantially conforms to the "Model State
22 Administrative Procedure Act," of 1981 Act, Uniform Laws Annotated,
23 Vol. 15, p.1 (2000) as amended, as may be appropriate to the
24 operations of the Interstate Commission.

1 C. Not later than thirty (30) days after a rule is promulgated, any person
2 may file a petition for judicial review of the rule; provided, that the
3 filing of such a petition shall not stay or otherwise prevent the rule
4 from becoming effective unless the court finds that the petitioner has
5 a substantial likelihood of success. The court shall give deference to
6 the actions of the Interstate Commission consistent with applicable
7 law and shall not find the rule to be unlawful if the rule represents a
8 reasonable exercise of the Interstate Commission's authority.

9
10 D. If a majority of the legislatures of the compacting states rejects a Rule
11 by enactment of a statute or resolution in the same manner used to
12 adopt the compact, then such rule shall have no further force and effect
13 in any compacting state.

14
15 **ARTICLE XIII**

16 **OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION**

17
18 A. Oversight

19 1. The executive, legislative and judicial branches of state
20 government in each member state shall enforce this compact
21 and shall take all actions necessary and appropriate to
22 effectuate the compact's purposes and intent. The provisions
23 of this compact and the rules promulgated hereunder shall
24 have standing as statutory law.

1 2. All courts shall take judicial notice of the compact and the
2 rules in any judicial or administrative proceeding in a member
3 state pertaining to the subject matter of this compact which
4 may affect the powers, responsibilities or actions of the
5 Interstate Commission.

6 3. The Interstate Commission shall be entitled to receive all
7 service of process in any such proceeding, and shall have
8 standing to intervene in the proceeding for all purposes.
9 Failure to provide service of process to the Interstate
10 Commission shall render a judgment or order void as to the
11 Interstate Commission, this compact or promulgated rules.

12
13 B. Default, Technical Assistance, Suspension and Termination - If the
14 Interstate Commission determines that a member state has defaulted
15 in the performance of its obligations or responsibilities under this
16 compact, or the bylaws or promulgated rules, the Interstate
17 Commission shall:

- 18 1. Provide written notice to the defaulting state and other
19 member states, of the nature of the default, the means of
20 curing the default and any action taken by the Interstate
21 Commission. The Interstate Commission shall specify the
22 conditions by which the defaulting state must cure its default.
- 23 2. Provide remedial training and specific technical assistance
24 regarding the default.

- 1 3. If the defaulting state fails to cure the default, the defaulting
2 state shall be terminated from the compact upon an
3 affirmative vote of a majority of the member states and all
4 rights, privileges and benefits conferred by this compact shall
5 be terminated from the effective date of termination. A cure of
6 the default does not relieve the offending state of obligations or
7 liabilities incurred during the period of the default.
- 8 4. Suspension or termination of membership in the compact
9 shall be imposed only after all other means of securing
10 compliance have been exhausted. Notice of intent to suspend
11 or terminate shall be given by the Interstate Commission to
12 the Governor, the majority and minority leaders of the
13 defaulting state's legislature, and each of the member states.
- 14 5. The state which has been suspended or terminated is
15 responsible for all assessments, obligations and liabilities
16 incurred through the effective date of suspension or
17 termination including obligations, the performance of which
18 extends beyond the effective date of suspension or
19 termination.
- 20 6. The Interstate Commission shall not bear any costs relating to
21 any state that has been found to be in default or which has
22 been suspended or terminated from the compact, unless
23 otherwise mutually agreed upon in writing between the
24 Interstate Commission and the defaulting state.

1 7. The defaulting state may appeal the action of the Interstate
2 Commission by petitioning the U.S. District Court for the
3 District of Columbia or the federal district where the Interstate
4 Commission has its principal offices. The prevailing party
5 shall be awarded all costs of such litigation including
6 reasonable attorney's fees.

7
8 C. Dispute Resolution

9 1. The Interstate Commission shall attempt, upon the request of
10 a member state, to resolve disputes which are subject to the
11 compact and which may arise among member states and
12 between member and non-member states.

13 2. The Interstate Commission shall promulgate a rule providing
14 for both mediation and binding dispute resolution for disputes
15 as appropriate.

16
17 D. Enforcement

18 1. The Interstate Commission, in the reasonable exercise of its
19 discretion, shall enforce the provisions and rules of this
20 compact.

21 2. The Interstate Commission, may by majority vote of the
22 members, initiate legal action in the United State District
23 Court for the District of Columbia or, at the discretion of the
24 Interstate Commission, in the federal district where the
25 Interstate Commission has its principal offices, to enforce

1 compliance with the provisions of the compact, its
2 promulgated rules and bylaws, against a member state in
3 default. The relief sought may include both injunctive relief
4 and damages. In the event judicial enforcement is necessary
5 the prevailing party shall be awarded all costs of such
6 litigation including reasonable attorney's fees.

- 7 3. The remedies herein shall not be the exclusive remedies of the
8 Interstate Commission. The Interstate Commission may avail
9 itself of any other remedies available under state law or the
10 regulation of a profession.

11
12 **ARTICLE XIV**

13 **FINANCING OF THE INTERSTATE COMMISSION**

- 14
15 A. The Interstate Commission shall pay, or provide for the payment of the
16 reasonable expenses of its establishment, organization and ongoing
17 activities.
- 18
19 B. The Interstate Commission may levy on and collect an annual
20 assessment from each member state to cover the cost of the operations
21 and activities of the Interstate Commission and its staff which must be
22 in a total amount sufficient to cover the Interstate Commission's
23 annual budget as approved each year. The aggregate annual
24 assessment amount shall be allocated based upon a formula to be

1 determined by the Interstate Commission, which shall promulgate a
2 rule binding upon all member states.

3
4 C. The Interstate Commission shall not incur obligations of any kind prior
5 to securing the funds adequate to meet the same; nor shall the
6 Interstate Commission pledge the credit of any of the member states,
7 except by and with the authority of the member state.

8
9 D. The Interstate Commission shall keep accurate accounts of all receipts
10 and disbursements. The receipts and disbursements of the Interstate
11 Commission shall be subject to the audit and accounting procedures
12 established under its bylaws. However, all receipts and disbursements
13 of funds handled by the Interstate Commission shall be audited yearly
14 by a certified or licensed public accountant and the report of the audit
15 shall be included in and become part of the annual report of the
16 Interstate Commission.

17
18 **ARTICLE XV**

19 **MEMBER STATES, EFFECTIVE DATE AND AMENDMENT**

20
21 A. Any state is eligible to become a member state.

22
23 B. The compact shall become effective and binding upon legislative
24 enactment of the compact into law by no less than ten (10) of the
25 states. The effective date shall be no earlier than December 1, 2007.

1 withdrawing state to the Governor of each other member
2 jurisdiction.

3 3. The withdrawing state shall immediately notify the
4 chairperson of the Interstate Commission in writing upon the
5 introduction of legislation repealing this compact in the
6 withdrawing state. The Interstate Commission shall notify the
7 other member states of the withdrawing state's intent to
8 withdraw within sixty (60) days of its receipt thereof.

9 4. The withdrawing state is responsible for all assessments,
10 obligations and liabilities incurred through the effective date of
11 withdrawal, including obligations, the performance of which
12 extend beyond the effective date of withdrawal.

13 5. Reinstatement following withdrawal of a member state shall
14 occur upon the withdrawing state reenacting the compact or
15 upon such later date as determined by the Interstate
16 Commission.

17
18 B. Dissolution of Compact

19 1. This compact shall dissolve effective upon the date of the
20 withdrawal or default of the member state which reduces the
21 membership in the compact to one (1) member state.

22 2. Upon the dissolution of this compact, the compact becomes
23 null and void and shall be of no further force or effect, and the
24 business and affairs of the Interstate Commission shall be

1 concluded and surplus funds shall be distributed in
2 accordance with the bylaws.

3
4 **ARTICLE XVII**

5 **SEVERABILITY AND CONSTRUCTION**

6
7 A. The provisions of this compact shall be severable, and if any phrase,
8 clause, sentence or provision is deemed unenforceable, the remaining
9 provisions of the compact shall be enforceable.

10
11 B. The provisions of this compact shall be liberally construed to effectuate
12 its purposes.

13
14 C. Nothing in this compact shall be construed to prohibit the applicability
15 of other interstate compacts to which the states are members.

16
17 **ARTICLE XVIII**

18 **BINDING EFFECT OF COMPACT AND OTHER LAWS**

19
20 A. Other Laws

21 1. Nothing herein prevents the enforcement of any other law of a
22 member state that is not inconsistent with this compact.

23 2. All member states' laws conflicting with this compact are
24 superseded to the extent of the conflict.

1 B. Binding Effect of the Compact

2 1. All lawful actions of the Interstate Commission, including all
3 rules and bylaws promulgated by the Interstate Commission,
4 are binding upon the member states.

5 2. All agreements between the Interstate Commission and the
6 member states are binding in accordance with their terms.

7 3. In the event any provision of this compact exceeds the
8 constitutional limits imposed on the legislature of any member
9 state, such provision shall be ineffective to the extent of the
10 conflict with the constitutional provision in question in that
11 member state.

INFORMATION PAPER

23 February 2010

Subject: Hillside Elementary School Condition Assessment

1. General Information:

- a. Joint Base Lewis-McChord.
- b. Hillside Elementary School (06399), Owner: U.S. Department of Education, Operator: Clover Park School District.
- c. 1951/U.S. Army.
- d. This facility has not been transferred to the Local Education Authority.

2. Condition assessment: Poor (C4)

In summary, the following aspects of the school must be addressed in order for this facility to be safe, healthy and educationally adequate for students and teachers. None of these listed upgrades should be considered a long term resolution, unless it is part of a full replacement with new, code-compliant facilities.

- Evidence of significant structural deterioration includes rotting canopy posts and bowing roof structures. The facility will likely not withstand a significant earthquake. Similar to other facilities, masonry is unreinforced, and there are no connections.
- Poor drainage from the facility's flat roofing has led to standing water. This is accelerating the deterioration, and there are numerous signs of roof leakages throughout the school. Roof has exceeded its useful life and historically requires expensive annual maintenance to temporarily preserve it. This must be replaced.
- Does not meet needs of disabled students and is not ADA-compliant.
- California-based school design is not appropriate for the climate. Separated classroom buildings require students to travel outdoors to get lunch, use the restroom, and go to the library and multi-purpose room.
- The gas furnaces have exceeded their useful life and are extremely costly to maintain and repair. This is unsustainable, so the systems must be replaced.
- Lighting creates high levels of glare and is not energy efficient. Likewise, the electrical capacity is inadequate and does not allow for effective use of technology in the classroom. The electrical system should be replaced.
- Fire suppression system is old and expensive to maintain and repair. Repairs are commonly required due to exterior-exposed pipes rupturing in frequent below freezing temperatures.

3. Capacity assessment. Hillside Elementary school has a capacity of 455 students. Over the past five years this school has operated above capacity with an average of 463 students, including FY10 enrollment of 578 students. Currently, this school is meeting demand with the use of two extra large temporary relocatable structures for full time classrooms and one normal size temporary relocatable structure for pull-out

program space. JBLM anticipates the return of several brigades between March and July 2010, which will likely increase enrollment well beyond its current level. Given the conditions of Hillside Elementary School and the space shortage, it is recommended to replace this school with one new, larger capacity facility. The projected cost to repair Hillside is \$11.13 million. There is precedent in Washington State that CPSD is leveraging to seek out matching funds from the State level to assist in funding this project.



DEBORAH L. LEBEAU
Superintendent
Clover Park School District



THOMAS H. BRITTAIN
COL, IN
JBLM Commander

INFORMATION PAPER

23 February 2010

Subject: Heartwood Elementary School Condition Assessment

1. General Information:

- a. Joint Base Lewis-McChord.
- b. Heartwood Elementary School (04010), Owner: U.S. Department of Education, Operator: Clover Park School District.
- c. 1960/U.S. Air Force.
- d. This facility has not been transferred to the Local Education Authority.

2. Condition assessment: Poor (C4)

In summary, the following aspects of the school must be addressed in order for this facility to be safe, healthy and educationally adequate for students and teachers. None of these listed upgrades should be considered a long term resolution, unless it is part of a full replacement with new, code-compliant facilities.

- Structural connections are extremely inadequate in this facility. Similar to other facilities, masonry is unreinforced and very unsafe.
- Roof has exceeded its useful life and historically requires expensive annual maintenance to temporarily preserve it. This must be replaced.
- Does not meet needs of disabled students and is not ADA-compliant.
- California-based school design is not appropriate for the climate. Separated classroom buildings require students to travel outdoors to get lunch, use the restroom, and go to the library and multi-purpose room.
- The heating system requires replacement. Electric univents and pneumatic controls have exceeded their useful life and the costs to repair and maintain them are unsustainable.
- The electrical capacity is inadequate and does not allow for effective use of technology in the classroom. The electrical system should be replaced.
- Fire suppression system is old and expensive to maintain and repair. Repairs are commonly required due to exterior-exposed pipes rupturing in frequent below freezing temperatures.

3. Capacity assessment:

Currently, Heartwood Elementary School is closed. This is due to facility conditions, a temporary decline in enrollment, and the lack of a Joint Base Connector road that could service bus transportation between JBLM-McChord Field and JBLM-Main. It has a capacity of 380 students. Given the conditions of both Heartwood and Carter Lake Elementary Schools and the future space shortage in Carter Lake, it is recommended to replace both Carter Lake and Heartwood Elementary Schools with one new, larger capacity facility. The projected cost to only repair Heartwood is \$10.69 million.

There is precedent in Washington State that CPSD is leveraging to seek out matching funds from the State level to assist in funding this project.



DEBORAH L. LEBEAU
Superintendent
Clover Park School District



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JBLM Commander

INFORMATION PAPER

23 February 2010

Subject: Greenwood Elementary School Condition Assessment

1. General Information:

- a. Joint Base Lewis-McChord.
- b. Greenwood Elementary School (05190), Owner: U.S. Department of Education, Operator: Clover Park School District.
- c. 1951/U.S. Army.
- d. This facility has not been transferred to the Local Education Authority.

2. Condition assessment: Poor (C4)

In summary, the following aspects of the school must be addressed in order for this facility to be safe, healthy and educationally adequate for students and teachers. None of these listed upgrades should be considered a long term resolution, unless it is part of a full replacement with new, code-compliant facilities.

- Structurally, this facility is inadequate and will likely not withstand a significant earthquake. As evidenced by a tall, unstable masonry chimney to vent the boiler system and heavy concrete walls there are extreme safety concerns. Masonry is unreinforced, and there are no connections.
- Does not meet needs of disabled students and is not ADA-compliant.
- Separated classroom buildings require students to travel outdoors to get lunch, use the restroom, and go to the library and multi-purpose room.
- Roof has exceeded its useful life and historically requires expensive annual maintenance to temporarily preserve it. This must be replaced.
- Costs to repair and maintain the main buildings' boiler system is unsustainable. It should be fully replaced along with the library hydronic system.
- Lighting creates high levels of glare and is not energy efficient. Likewise, the electrical capacity is inadequate and does not allow for effective use of technology in the classroom. The electrical system should be replaced.
- Fire suppression system is old and expensive to maintain and repair. Repairs are commonly required due to exterior-exposed pipes rupturing in frequent below freezing temperatures.

3. Capacity assessment:

Greenwood Elementary school has a capacity of 327 students. Over the past five years this school has operated near capacity with an average of 311 students, including FY10 enrollment of 281 students. Currently, this school is meeting the current demand, however JBLM anticipates the return of several brigades between March and July 2010, which will likely increase enrollment back to near full capacity levels. Clover Park School District has located two temporary relocatable structures for pull-

out program space to make additional classroom space available in the permanent facility. 220 new housing units will be built as part of the Town Center project on JBLM-Lewis Main, bringing an estimate of 122 new students to primarily the Greenwood Elementary School service area. Given the conditions of both Clarkmoor and Greenwood Elementary Schools and the future space shortage, it is recommended to replace both schools with one new, larger capacity facility. The projected cost to only repair Greenwood is \$11.50 million. There is precedent in Washington State that CPSD is leveraging to seek out matching funds from the State level to assist in funding this project.



DEBORAH L. LEBEAU
Superintendent
Clover Park School District



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JBLM Commander

INFORMATION PAPER

23 February 2010

Subject: Evergreen Elementary School Condition Assessment

1. General Information:

- a. Joint Base Lewis-McChord.
- b. Evergreen Elementary School (09010), Owner: U.S. Department of Army, Operator: Clover Park School District.
- c. 1992/U.S. Army.
- d. This facility has not been transferred to the Local Education Authority.

2. Condition assessment: Fair (C3)

In summary, the following aspects of the school must be addressed in order for this facility to be safe, healthy and educationally adequate for students and teachers. None of these listed upgrades should be considered a long term resolution, unless it is part of a full replacement with new, code-compliant facilities.

- Although the newest facility on JBLM, this facility does not meet the required benchmarks for structural integrity. Heavy CMU and concrete tilt-up walls are likely not sufficiently supported enough to fully withstand a substantial earthquake.
- This facility does not meet requirements to be considered a “Resilient Facility” deeming it suitable for community use in the event of a substantial seismic event.
- Roof has exceeded its useful life and historically requires expensive annual maintenance to temporarily preserve it. At the time of this report, roof leaks are being prevented by the use of large tarps in certain spots. This must be replaced.
- This structure type is susceptible to mold and mildew as a sign of aging and structural deterioration. While Clover Park School District has maintained problem areas so they do not affect occupant health, it is detrimental to the structural integrity of the facility.
- Originally built for a significant special needs student population the facility is substantially better equipped for ADA requirements, however the building is not within full compliance.
- Upgrades to the electrical service and fire safety sprinkler controls are needed.
- The heating system has reached the end of its planned useful life and needs replacement.

3. Capacity assessment:

JBLM is a “Compassionate Assignment” which accommodates a higher than average proportion of students with special needs. Evergreen Elementary School was originally built by the U.S. Army to accommodate this; however recent enrollment has not required Evergreen to operate at its full capacity of 644 students. The average

enrollment over the last five years is 614, and FY10 enrollment is 571. CPSD is currently considering redistricting to reallocate additional capacity in Evergreen to meet demand at neighboring schools. The projected cost to modernize and increase the capacity of this facility is between \$20.00-22.50 million. There is precedent in Washington State that CPSD is leveraging to seek out matching funds from the State level to assist in funding this project.



DEBORAH L. LEBEAU
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JBLM Commander

INFORMATION PAPER

23 February 2010

Subject: Clarkmoor Elementary School Condition Assessment

1. General Information:

- a. Joint Base Lewis-McChord.
- b. Clarkmoor Elementary School (02090), Owner: U.S. Department of Education, Operator: Clover Park School District.
- c. 1956/U.S. Army.
- d. This facility has not been transferred to the Local Education Authority.

2. Condition assessment: Fair (C3)

In summary, the following aspects of the school must be addressed in order for this facility to be safe, healthy and educationally adequate for students and teachers. None of these listed upgrades should be considered a long term resolution, unless it is part of a full replacement with new, code-compliant facilities.

- Despite evidence of exterior-facing structural bracing, this facility does not have the structural connections necessary to withstand a significant earthquake.
- This facility does not meet requirements to be considered a “Resilient Facility” deeming it suitable for community use in the event of a substantial seismic event.
- While better than other schools on-post, it is not fully ADA-compliant.
- California-based school design is not appropriate for the climate. Separated classroom buildings require students to travel outdoors to get lunch, use the restroom, and go to the library and multi-purpose room.
- Roof has exceeded its useful life and historically requires expensive annual maintenance to temporarily preserve it. This must be replaced.
- The combination steam and hydronic heating system needs full replacement to defray unsustainable maintenance and repair costs.
- Substantial electrical system replacement is necessary to allow for capacity requirements of classroom technologies.
- Fire suppression system is old and expensive to maintain and repair.

3. Capacity assessment:

Clarkmoor Elementary school has a capacity of 248 students. Over the past five years this school has operated above capacity with an average of 268 students. Currently, this school is meeting the current demand; however JBLM anticipates the return of several brigades between March and July 2010, which will likely increase enrollment back to full capacity levels. In shortage situations, Clover Park School District resorts to temporary relocatable structures for pull-out program space to make additional classroom space available. There are currently two portable structures at Clarkmoor used for pull-out programs only. 220 new housing units will be built as part of the

Town Center project on JBLM-Lewis Main, bringing an estimate of 122 new students to the Clarkmoor and Greenwood Elementary School service areas. Given the conditions of both Clarkmoor and Greenwood Elementary Schools and the future space shortage, it is recommended to replace both schools with one new, larger capacity facility. The location of Clarkmoor Elementary School is inconsistent with the surrounding land use (Administrative and Business Industry); CPSD and JBLM recommend that Clarkmoor Elementary School be relocated to another area. JBLM Public Works has identified several locations within or adjacent to the family housing in this area. The projected cost to only repair Clarkmoor is \$9.42 million. There is precedent in Washington State that CPSD is leveraging to seek out matching funds from the State level to assist in funding this project.



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INFORMATION PAPER

23 February 2010

Subject: Carter Lake Elementary School Condition Assessment

1. General Information:

- a. Joint Base Lewis-McChord.
- b. Carter Lake Elementary School (03415), Owner: U.S. Department of Education, Operator: Clover Park School District.
- c. 1962/U.S. Air Force.
- d. This facility has not been transferred to the Local Education Authority.

2. Condition assessment: Poor (C4)

In summary, the following aspects of the school must be addressed in order for this facility to be safe, healthy and educationally adequate for students and teachers. None of these listed upgrades should be considered a long term resolution, unless it is part of a full replacement with new, code-compliant facilities.

- Structurally, this facility is inadequate and will likely not withstand a significant earthquake. As an obvious sign of age, wooden beams are kinked in places. Additionally, masonry is unreinforced, and there are no connections.
- No significant renovations or improvements have been funded for this school.
- Does not meet needs of disabled students and is not ADA-compliant. Many exterior walkways are not suitable for wheelchair access and are unsafe.
- California-based school design is not appropriate for the climate. Separated classroom buildings require students to travel outdoors to get lunch, use the restroom, and go to the library and multi-purpose room.
- Roof has exceeded its useful life and historically requires expensive annual maintenance to temporarily preserve it. This must be replaced.
- A complete replacement of electric univents and the pneumatic heating system is critical.
- Substantial electrical system replacement is necessary to allow for capacity requirements of classroom technologies.
- Fire suppression system is old and expensive to maintain and repair. Repairs are commonly required due to exterior-exposed pipes rupturing in frequent below freezing temperatures.

3. Capacity assessment. Carter Lake Elementary school has a capacity of 337 students. Over the past five years this school has operated above capacity with an average of 383 students, including FY10 enrollment of 357 students. In order to accommodate demand, Clover Park School District uses two temporary relocatable structures for pull-out program space to make additional classroom space available in the permanent facility. They are considering redistricting or re-opening Heartwood Elementary School to temporarily support the student population it services. 61 new homes are planned to be constructed in JBLM-McChord Field in FY11, bringing with

them an additional 34 new students. An addition to Carter Lake or significant maintenance and re-opening Heartwood Elementary School would be required to service these children. Given the conditions of both facilities and the future space shortage, it is recommended to replace both Carter Lake and Heartwood Elementary Schools with one new, larger capacity facility. The projected cost to only repair Carter Lake is \$13.40 million, based on similar renovation costs for other like projects on JBLM. There is precedent in Washington State that CPSD is leveraging to seek out matching funds from the State level to assist in funding this project.



DEBORAH L. LEBEAU
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INFORMATION PAPER

23 February 2010

SUBJECT: Beachwood Elementary School Condition Assessment

1. General Information:

- a. Joint Base Lewis-McChord.
- b. Beachwood Elementary School (08586), Owner: U.S. Department of Education, Operator: Clover Park School District.
- c. 1962/U.S. Army.
- d. This facility has not been transferred to the Local Education Authority.

2. Condition assessment: Poor (C4)

In summary, the following aspects of the school must be addressed in order for this facility to be safe, healthy and educationally adequate for students and teachers. None of these listed upgrades should be considered a long term resolution, unless it is part of a full replacement with new, code-compliant facilities.

- Site does not drain effectively, and requires sand bags around most school entrances to prevent water intrusion.
- Does not meet needs of disabled students and is not ADA-compliant.
- California-based school design is not appropriate for the climate. Separated classroom buildings require students to travel outdoors to get lunch, use the restroom, and go to the library and multi-purpose room.
- Roof has exceeded its useful life and historically requires expensive annual maintenance to temporarily preserve it. This must be replaced.
- Structurally, this facility is inadequate and will likely not withstand a significant earthquake. Masonry is unreinforced, and there are no structural connections.
- A complete replacement of the pneumatic heating system is critical.
- Electrical capacity is inadequate and does not allow for effective use of technology in the classroom.
- Fire suppression system is old and expensive to maintain and repair. Repairs are commonly required due to exterior-exposed pipes rupturing in frequent below freezing temperatures.

3. Capacity assessment:

Beachwood Elementary school has a capacity of 383 students. Over the past five years this school has operated above capacity with an average of 423 students, including FY10 enrollment of 436 students. In order to accommodate demand, Clover Park School District has streamlined pull-out program space and classroom use schedules to make room for these additional children. They are considering redistricting to temporarily support the student population it services. Up to 200 new homes are planned to be constructed in JBLM-Lewis North between FY11 and FY13 as part of Grow the Army, bringing with them an additional 111 new students. An

addition would be required to service these children. Given the conditions of the facility and the future space shortage, it is recommended to replace this school with a new, larger capacity facility. The projected cost to repair this facility is \$12.35 million, based on similar renovation costs for other like projects on JBLM. There is precedent in Washington State that CPSD is leveraging to seek out matching funds from the State level to assist in funding this project.



DEBORAH L. LEBEAU
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Building Condition Evaluation for Beachwood Elementary School March 15, 2010

Methodology for Evaluations:

The building condition evaluation is based on review of previous Building Condition Assessments provided in a joint Clover Park School District/US Army Information Paper dated 23 February 2010, and a site visit conducted on March 15, 2010 where reasonable visual observations were made to assess the current condition of the facility.

The following assessment criteria and format follows a modified version of Washington State OSPI's (Office of Superintendent of Public Instruction) Building Condition Evaluation rating system, used for determining the general building condition. Ratings of 'Good', 'Fair', 'Fair/Poor', 'Poor', 'Poor/Unsatisfactory', and 'Unsatisfactory' are available to rank various conditions of building components.

For purposes of this evaluation, ratings of 'Good' and 'Fair' can be deemed satisfactory for continued use and/or with minor improvements to extend useful life of component. Ratings of 'Fair/Poor' through 'Unsatisfactory' can be deemed to require major work to repair or replace components to extend useful life for appropriate operational and educational goals and objectives.

General Information

Beachwood Elementary is composed of individual buildings built over three different periods. The original school buildings, with 3 separate buildings connected by covered walks, were built in 1962. A second classroom building, separate library/IMC, detached playshed were built in 1985. The third classroom building was built in 1998. The total building size for the 6 buildings excluding the playshed is 43,890 SF.

The exterior circulation between buildings and the building arrangement around a central hard surface play area, a separate and remote located Library/ IMC building, which exists at the current school configuration, all require exterior circulation and access between all buildings/classrooms, and is inconvenient in this climate, and poses problems for supervision and security.

Due to the current school enrollment of approximately 520 FTE, the school has continued to adapt the use of available spaces. The use of the multipurpose room is impacted due to the conflict of PE and food service, to the point that the students currently hold morning PE classes across the street at the new recreation center. This is a safety issue, along with a possible operational cost issue, to share use with the adjacent facility, and not to mention inconvenient to the students and faculty. Considering the existing space needs due to current and possible increased enrollment, plus if the District changes to full-day kindergarten, the shortage of classrooms would be difficult to compensate for with

current school facility design since additions to existing buildings would be very limited on this site.

BUILDING CONDITION EVALUATION

Exterior - Foundation/Structure

Rating: Poor/Unsatisfactory

1. Observed evidence of recent roof leaks at covered walkway therefore question structural integrity of system.
2. Concern regarding structural integrity of masonry walls construction and extent of reinforcing in walls to resist vertical and lateral forces.
3. Exterior window walls are constructed with masonry walls below windows and framed walls above, contributing to minimal exterior lateral shear walls.
4. Buildings appear to be primarily pre-engineered metal construction with masonry infill. Due to broad overhangs steel and masonry structure appears to be in sound condition

Exterior – Walls

Rating: Fair/Poor

1. Visible condition of walls finishes and construction appear to be in good considering the age of the older buildings.
2. All walls lacking in thermal insulating performance.
3. ‘Panel 15’ or “FRP”-type material is installed is showing wear and gaps at trim creating potential leak conditions.

Exterior – Roof

Rating: Fair/Poor

1. Roofs consist of built-up and metal standing seam roofing. Built-up roof membrane on older buildings are into the second half of their effective life and will require more frequent maintenance to prolong life of roof.
2. The roof system, as a major envelope component of the total building thermal insulating performance. There is rigid insulation above roof in the built-up roof areas, however the amount of insulation based on building envelope appears to be inadequate and shall be upgraded with rigid insulation, air barrier, and reflectivity membrane roof.
3. Metal roofing appears to be satisfactory
4. Covered walks appear to be dead-flat and drainage is bad. Leaks are apparent.
5. Soffits have varying installation details that could be improved to provide more substantial ventilation and prevent pathways for insects.
6. Ridge skylights are in a state of disrepair and should be replaced for safety reasons, insulating performance and water tightness.

Exterior – Windows/Doors

Rating: Fair

1. Windows are bronze anodized aluminum and are in good condition considering the age of the buildings.

2. Installation detail includes an exterior mounting system which appears to lack thermal break and sound water-tightness. Broad overhangs help with exposure to water.
3. Infill panels not insulated

Exterior – Trim

Rating: Fair

1. Observed few conditions of loose trim and/or damaged trim which requires repair.
2. Where roof replacement is to occur, replacement of all flashings/trim to also occur.

Interior – Floors

Rating: Poor

1. VCT is generally in bad condition. Consistent gaps in tile due to shrinkage and possible too much water during mopping. Floor finish is nearing end of useful life. Carpet is in OK condition but it also is showing some signs of wear.
2. No Hazardous material (VAT) apparent in flooring.
3. Rubber base is worn beyond useful life and shall be replaced.

Interior – Walls

Rating: Fair

1. Fair condition based on apparent adequate routine maintenance. Painting of walls is generally required. Use of durable, easy to maintain materials to be used in heavy traffic areas
2. Framed corridor wall construction was questioned for structural, fire resistive integrity and durability over extended 20-30 year building life.

Interior – Ceilings

Rating: Fair

1. Some water staining in suspended ceiling tile which needs replacing
2. Question mesh grille above classroom coat hooks and impact on HVAC performance.

Interior – Fixed Equipment

Rating: Poor

1. Kitchen equipment is satisfactory but inappropriate for use with current enrollment of students at school
2. Layout of equipment inadequate and a challenge to use. Appear that health code violations due to closeness of food prep and dish washing areas. Kitchen is too small.
3. Dining area is too small to allow lunch set-up and PE to occur before lunch period
4. Walk-in Cooler/Freezer is required.

Means of Exit

Rating: Fair

1. Exiting through covered play area between classroom clusters at original 'long' classroom building, does not appear to conform to building code
2. Corridor walls/ceiling construction does not appear to meet code.
3. Lacking in exit lights/signage?
4. Kindergarten exiting compliance?

Fire Resistance

Rating: Fair

1. Due to separate buildings, fire walls & rated construction requirements are minimal.
2. Exposure of steel columns and walls restricts allowable building areas.
3. Corridor wall construction questioned. No fire caulking at pipe penetrations

Provisions for ADA Accessibility

Rating: Poor

1. Poor/unsatisfactory for site access to playfield and play equipment.
2. No stage access
3. Questionable accessibility access route between buildings, especially the 1998 building on the west hill.
4. Toilet room accommodations need upgrades.

Instructional Adequacy and Suitability of Educational Environment

Rating: Unsatisfactory

1. The semi-"California School design" (with exterior circulation), the current large enrollment with crowded conditions, and facilities which have reached the end of their service life and would benefit from a new facility designed to enhance educational, operational, and environmental qualities of the school.
2. Inadequate school size and current and projected enrollment.
3. Location of library is inappropriate for the effective use as a resource center to the school.
4. Current lack of functional relationships between learning spaces, challenges the flexibility of approach towards teaching delivery and collaboration across multiple grade levels.
5. The school with current larger enrollment will continue to be inadequate in providing suitable and effective teaching environments with infrastructure support spaces that will accommodate the current and future enrollment at this school.
6. Security, safety, and supervision issues need to be considered. Students crossing the street to use the Recreation Center for PE is a safety issue
7. Multipurpose room is inadequate based on the enrollment.
8. Technology systems are inadequate and require upgrades

Rating Summary

Based upon the ratings above, the following is a summary for all components:

Beachwood Elementary School Scores for (13) Architectural Components

Good:	0	scored	x 5	= 0
Fair:	6	scored	x 4	= 24
Fair/Poor:	2	scored	x 3	= 6
Poor:	3	scored	x 2	= 6
Poor/Unsatisfactory	1	scored	x 1	= 1
Unsatisfactory:	1	scored	x 0	= 1

Maximum (Good) score = 65

Average Fair/Poor Score = 39

Beachwood ES Score = 38 (below average)

Conclusion

This evaluation assumes that an average 'Fair/Poor' score (39) or below, reflects building conditions that require modernization, reconfiguration and additions to the existing building, resulting in construction costs that are approximately equal to the costs of a new replacement facility.

Beachwood Elementary School has a combined score that is below average and therefore should be considered for 'New Construction – Replacement' in lieu of 'Modernization'.

March 16, 2010

**CLOVER PARK SCHOOL DISTRICT
SCHOOL CONDITION ASSESSMENT**

BEACHWOOD ELEMENTARY

MECHANICAL & ELECTRICAL SYSTEMS

A. Introduction

A condition assessment of the school mechanical and electrical systems was performed and is based on a walk through conducted on March 15, 2010. No electrical plans were available. The assessment is based on observation of fixtures, devices, and equipment exposed to view and information available from a previous evaluation conducted in 2000.

B. Description of School

School is located at corner of American Lake Ave and Concord Street, Fort Lewis WA. It is a campus style single story facility with covered walkways between most of the buildings. There is an administrative building, library building, covered play shed, and a gym building with stage and kitchen. A typical classroom building houses (6) classrooms and has common toilet facilities for boys and girls. Total building area of the school is 47,294 SF

C. Dates of Construction

Year Constructed: 1962

Additions: 1985 classroom building, library, and play shed; 1998 classroom building

D. Electrical Systems Observed

1. Electrical Distribution

The school electrical service is a 208/120 volt, 2000 amp fusible switchboard. Panelboards are circuit breaker type. Distribution equipment is manufactured by Square D and original construction. A classroom building constructed in 1998 has a separate 800 amp service and is manufactured by Cutler-Hammer. Buildings have electric heat and panelboards dedicated for those circuits. Wiring is conductors in conduit.

Typical classroom has approximately 5 grounded convenience outlets distributed around the room. Plug strips are used where computers are located. Convenience power for classroom computers is not adequate.

Distribution and wiring of the original school buildings are past their useful life. 1985 classroom and library additions are approaching the end of their useful life.

Condition: 1962 construction Poor; 1985 construction Fair; 1998 classroom building Good.

2. Lighting

Lighting is generally T-8 fluorescent surface and lay-in acrylic lens fixtures which indicate upgrade from original lamps and ballasts. Some T-12 was observed. In the Gym, there is both fluorescent recessed and

pendant HID metal halide. Exterior lighting is HID high pressure sodium. Emergency lighting is provided by battery fluorescent exit fixtures and battery twin head units.

Condition: 1962 construction Fair; 1985 construction Fair; 1998 classroom building Good

3. Voice/Data:

Telephone system has been updated since 2000 with an Avaya Definity system. Data is separate from telephone and consists of fiber star configured backbone to each building with Category 5 station wiring to voice/data outlets. Typical outlet has one voice and two data jacks. Each classroom has only two outlets. The current data network provides minimal station capacity and flexibility. Quantity and location of data and computer power does not meet modern classroom standards.

Condition: Telephone system Good; data system Poor.

4. School Intercom/Clock

School intercom and clock system is a Rauland Telecenter 21 and is approximately 15 years old. Classroom clock/speakers are model 2412. Classroom Call-in is via telephone handset. Existing system is nearing end of normal life expectancy.

Condition: Fair

5. Fire Alarm

Fire alarm system is a Faraday MPC -2000 zoned system last updated in 1995. Fire alarm includes smoked detectors, manual stations, ADA horn strobes, and fire sprinkler monitoring. Alarm reporting is provided through a radio transmitter per Ft Lewis standards.

Smoke detectors are past their useful life. Addressable alarm system is recommended.

Condition: Fair

E. Mechanical Systems Observed

1. Mechanical HVAC System:

The school is served primarily by electric heat unit ventilators, one per classroom. The units are typical classroom style, having rear intakes, bottom floor level returns and top or front discharge. In the original buildings, these ventilators appear to be of the same era and are approaching the end of their useful life. Unit ventilators installed in the 1998 classroom building are loud and may exceed the allowable classroom noise criteria.

Cooling is limited to the administration building where it is provided by a relatively new Trane split system unit.

There does not appear to be any air distribution into the corridor areas and many of the small restrooms and custodial spaces appear to be inadequately exhausted.

Condition: 1962 construction Poor; 1985 construction Poor; 1998 classroom building Fair

2. Domestic Plumbing:

Plumbing fixtures appear to be in fair condition. Where visible, the plumbing includes cast iron waste piping and copper domestic water piping. The water main entering the building could not be located; we were unable to determine if a backflow prevention device is on that line.

Water heaters are electric tank type. There do not appear to be expansion tanks on the domestic hot water system and not all water heaters have been seismically braced. Hot water is not currently being circulated and occupants complained about the time it takes to get hot water to some of the remote fixtures. Water heaters are approaching the end of the normal life expectancy.

Condition: Fair

3. Fire Sprinkler System:

The entire school is fire sprinklered. The system appears to be relatively new and appears to be in good condition.

Condition: Good

4. Control System:

Controls are provided by a combination of pneumatic and conventional stand alone controls. Pneumatic controls should be replaced with the more efficient electronic type.

Condition: Poor

Building Condition Evaluation for Greenwood Elementary School March 15, 2010

Methodology for Evaluations:

The building condition evaluation is based on review of previous Building Condition Assessments provided in a joint Clover Park School District/US Army Information Paper dated 23 February 2010, and a site visit conducted on March 15, 2010 where reasonable visual observations were made to assess the current condition of the facility.

The following assessment criteria and format follows a modified version of Washington State OSPI's (Office of Superintendent of Public Instruction) Building Condition Evaluation rating system, used for determining the general building condition. Ratings of 'Good', 'Fair', 'Fair/Poor', 'Poor', 'Poor/Unsatisfactory', and 'Unsatisfactory' are available to rank various conditions of building components.

For purposes of this evaluation, ratings of 'Good' and 'Fair' can be deemed satisfactory for continued use and/or with minor improvements to extend useful life of component. Ratings of 'Fair/Poor' through 'Unsatisfactory' can be deemed to require major work to repair or replace components to extend useful life for appropriate operational and educational goals and objectives.

General Information

Greenwood Elementary is composed of one main building, and a Library IMC building constructed at three different periods. Original school building was built in 1952. A four (4) classroom addition was built in 1960 to the south, and a separate library/IMC and playshed were built in 1985. The total building size, excluding the playshed is 37,061 SF.

The long double loaded corridor with central office location and exterior circulation between the main building and the separate Library/ IMC requires exterior circulation between buildings. Clear understanding of building entrance and supervision of main entries to the building is difficult due to the organization of spaces. Deliveries to kitchen and mechanical room requires crossing student circulation and is a safety issue.

Taking into account that the current school enrollment is approximately 320 FTE, the school has been able to accommodate their educational program within the available space. However, consideration for consolidating the enrollment of Greenwood Elementary and Clarkmoor Elementary Schools into one facility would greatly impact this current facility's ability to accommodate an enrollment of that magnitude and the associated challenges of creating a teaching environment that would be formed from expanded and/or reconfigured facilities.

BUILDING CONDITION EVALUATION

Exterior - Foundation/Structure

Rating: Poor/Unsatisfactory

1. Observed evidence of cracking at foundation corners.
2. Integrity of structural elements such as the masonry boiler chimney and concrete walls are in question and deemed to be a hazard in the event of an earthquake.
3. Brick veneer connections are unlikely to meet code and independent from exterior walls.
4. Dissimilar wall construction and lateral inconsistency. No seismic joints

Exterior – Walls

Rating: Poor

1. Walls have some cracking and require some surface repair.
2. Wood framed window/wall infill affects ongoing maintenance plus results in lower building envelope performance. T1-11 siding is not suitable for 30 year expected life of school buildings.
3. Lacking in thermal insulating performance.

Exterior – Roof

Rating: Poor

1. Built-up roofing membrane has reached the second half of its' effective life and more frequent maintenance can be expected to prolong life of roof.
2. The roof system, as a major envelope component of the total building thermal insulating performance, does not comply with current or enhanced energy code requirements including upgrading roof insulation, air barrier, and reflectivity of membrane roof. Major work would require these upgrades.

Exterior – Windows/Doors

Rating: Poor

1. A variety of window quality and installation detail exists. Glazing consists of single glazed, plus residential and commercial insulated units. Window/wall infill panels are questionable as to insulation values.
2. In some conditions, non-insulated infill panels exist and create concealed conditions where condensation could occur within wall cavities.
3. Previous replacement windows have poor detailing that may create air loss and water intrusion.

Exterior – Trim

Rating: Poor

1. Trim in places is old painted galvanized sheet metal that have signs of rust and loss of water tight integrity. Roof accessories (including gravity vents) are rusted and non-functioning
2. Replacement of trim would be required with roof replacement

Interior – Floors

Rating: Poor

1. VCT nearing end of useful life. Consistent gaps in tile due to shrinkage and possible too much water during mopping. Some cupping is visible
2. No Hazardous material (VAT) installation is apparent in existing flooring.
3. Rubber base is worn beyond useful life and shall be replaced.
4. Restroom epoxy flooring is sound however difficult to maintain long term.
5. Gymnasium wood floor in relatively good condition for age of floor.

Interior – Walls

Rating: Fair

1. Fair condition based on apparent repainting at previous remodel/new casework installation and adequate routine maintenance.
2. Restroom walls with “Zolotone” type coating is not an appropriate finish for this location and should be replaced.
3. Typically, the choice of existing materials in certain locations may not be appropriate for 20-30 year building life expectancy.

Interior – Ceilings

Rating: Fair/Poor

1. Ceilings in classrooms are fairly new. Low height of ceilings is OK for younger age students but not ideal for older age students, due to potential damage.
2. Some water staining in areas
3. Light wells in corridors have gravity vents and un-insulated glass/fiberglass units. Potential for condensation and leaks.
4. Gymnasium ceiling needs improvements

Interior – Fixed Equipment

Rating: Fair

1. Kitchen equipment is adequate for current use and with current capacity of students. Enrollment increases and major renovations would require improvements.
2. Walk-in Cooler/Freezer is not provided at this school
3. Stage curtains appear to be OK
- 4.

Mean of Exit

Rating: Fair

1. Exit doors appear to comply with code requirements
2. Travel distance appear to comply however corridor construction of exit path needs further review.
3. Kindergarten exiting compliance?

Fire Resistance

Rating: Poor

1. Clerestory at gymnasium appears to be in non-compliance for requirements for construction for fire separation.

2. It appears condition of construction of corridors is in non-compliance for required fire rating.

Provisions for ADA Accessibility

Rating: Poor

1. No stage access
2. Clearances for door swings are not in compliance.
3. Drinking fountain provisions are not in full compliance
4. Question full compliance for restrooms.
5. Exterior play equipment are not in compliance

Instructional Adequacy and Suitability of Educational Environment

Rating: Poor

1. Split buildings for Library/IMC and main building are not acceptable and inadequate for preferred uses at Library.
2. Increased enrollment would have impact on adequacy of program spaces.
3. Current lack of functional relationships between spaces impacts flexibility in approach to teaching delivery and collaboration across multiple grade levels.
4. Technology provisions are inadequate

Rating Summary

Based upon the ratings above, the following is a summary for all components:

Greenwood Elementary School Scores for (13) Architectural Components

Good:	0 scored x 5	= 0
Fair:	3 scored x 4	= 12
Fair/Poor:	1 scored x 3	= 3
Poor:	8 scored x 2	= 16
Poor/Unsatisfactory	1 scored x 1	= 1
Unsatisfactory:	0 scored x 0	= 0

Maximum (Good) score = 65

Average Fair/Poor Score = 39

Greenwood ES Score = 32 (below average)

Conclusion

This evaluation assumes that an average “Fair/Poor” score (39) or below, reflects building conditions that require modernization, reconfiguration and additions to the existing building, resulting in construction costs that are approximately equal to the costs of a new replacement facility.

Greenwood Elementary School has a combined score that is below average and therefore should be considered for ‘New Construction – Replacement’ in lieu of ‘Modernization’.

March 16, 2010

**CLOVER PARK SCHOOL DISTRICT
SCHOOL CONDITION ASSESSMENT**

GREENWOOD ELEMENTARY

MECHANICAL & ELECTRICAL SYSTEMS

A. Introduction

A condition assessment of the school mechanical and electrical systems was performed and is based on a walk through conducted on March 15, 2010. No electrical plans were available. The assessment is based on observation of fixtures, devices, and equipment exposed to view and information available from a previous evaluation conducted in 2000.

B. Description of School

School is located at North Division and Idaho Ave, Fort Lewis WA. It is a long single story facility with a common corridor through the center. There is gym with kitchen and stage located between two classroom wings. In 1985 a separate library building and a play shed were added. Total building area of the school is 40,465 SF

C. Dates of Construction

Year Constructed: 1951

Additions: 1960 (4) classrooms at south end; 1985 library and play shed

D. Electrical Systems Observed

1. Electrical Distribution

The school electrical service is a 208/120 volt, 1000 amp circuit breaker switchboard which was installed in 2004. Panelboards are circuit breaker type. New panelboards were installed in boiler room and main electrical room in 2004. Panelboards in classroom wings and in kitchen are original construction. Distribution equipment is manufactured by Square D. The main building is heated by a gas boiler. Wiring is conductors in conduit.

Typical classroom has approximately 3 - 4 grounded convenience outlets distributed around the room. Plug strips are used where computers are located. Convenience power for classroom computers is not adequate.

Original panelboards and wiring are past their useful life.

Condition: 1960 construction Poor; 1985 construction Fair; 2004 distribution upgrade Good.

2. Lighting

Lighting is generally T-8 fluorescent lay-in acrylic lens fixtures which indicate upgrade from original lamps and ballasts. In the Gym, there is pendant HID metal halide. Exterior lighting is HID high pressure sodium. Emergency lighting is provided by battery fluorescent exit fixtures and battery packs in the lay-in fixtures.

Condition: Fair;

3. Voice/Data:

Telephone system has been updated since 2000 with an Avaya Definity system. Data is separate from telephone and consists of fiber star configured backbone to each building with Category 5 station wiring to voice/data outlets. Typical outlet has one voice and two data jacks. Each classroom has only two outlets. The current data network provides minimal station capacity and flexibility. Quantity and location of data and computer power does not meet modern classroom standards.

Condition: Telephone system Good; data system Poor.

4. School Intercom/Clock

School intercom and clock system is a Rauland Telecenter 21 and is approximately 15 years old. Classroom clock/speakers are model 2412. Classroom Call-in is via telephone handset. Existing system is nearing end of normal life expectancy.

Condition: Fair

5. Fire Alarm

Fire alarm system is a Thorn-Autocall zoned system last updated in 1994. Fire alarm includes smoked detectors, manual stations, ADA horn strobes, and fire sprinkler monitoring. Alarm reporting is provided through a radio transmitter per Ft Lewis standards.

Smoke detectors are past their useful life. Addressable alarm system is recommended.

Condition: Fair

E. Mechanical Systems Observed

1. Mechanical HVAC System:

The school is served primarily by steam radiators in administration areas, hallways and the gymnasium; classrooms are served by unit ventilators, one per classroom. Steam radiators and unit ventilators appear to be original. Paneling has been installed in front of steam radiators presumably to prevent injury to children walking down hallways. Unit ventilators are approaching the end of their useful life. Ventilation for the gymnasium is provided by two rooftop HV units but we were unable to access these units for review.

Cooling is provided for the administration area only. Cooling is provided by a rooftop unit which appears to be approaching the end of its useful life.

Condition: Poor

2. Hydronic:

The majority of the hydronic piping within the boiler room is labeled as containing asbestos. Steam is generated by the central boiler plant which consists of two Burnham gas-fired boilers, 2768 MBH output each. Past leaks are evident on floors and equipment. Adequacy of combustion air openings was not reviewed. Heat exchangers located within the boiler room provide heating water but it is unclear what

this hot water serves. System pumps for the hot water system are in-line type located approximately 10 feet above the finished floor making maintenance difficult.

Condition: Poor

3. Domestic Plumbing:

Plumbing fixtures appear to be in fair condition. Where visible, the plumbing includes cast iron copper domestic water piping. There is Pacoflo 9000 domestic water booster pump and a backflow prevention device on the water main into the building. Access to the booster pump and backflow prevention device is poor.

Hot water appears to be provided by a single gas-fired AO Smith tank type water heater. This water heater is not seismically braced. There is a hot water circulation line and pump for the hot water system.

Condition: Fair

3. Fire Sprinkler System:

The entire school is fire sprinklered. The fire sprinkler system is connected to the domestic water booster pump. We are concerned that normally such sprinkler systems are served by specialized, dedicated jockey and primary pumps complying with NFPA requirements.

Condition: Good

4. Control System:

Controls are pneumatic type and should be upgraded.

Condition: Poor

Building Condition Evaluation for Hillside Elementary School March 15, 2010

Methodology for Evaluations:

The building condition evaluation is based on review of previous Building Condition Assessments provided in a joint Clover Park School District/US Army Information Paper dated 23 February 2010, and a site visit conducted on March 15, 2010 where reasonable visual observations were made to assess the current condition of the facility.

The following assessment criteria and format follows a modified version of Washington State OSPI's (Office of Superintendent of Public Instruction) Building Condition Evaluation rating system, used for determining the general building condition. Ratings of 'Good', 'Fair', 'Fair/Poor', 'Poor', 'Poor/Unsatisfactory', and 'Unsatisfactory' are available to rank various conditions of building components.

For purposes of this evaluation, ratings of 'Good' and 'Fair' can be deemed satisfactory for continued use and/or with minor improvements to extend useful life of component. Ratings of 'Fair/Poor' through 'Unsatisfactory' can be deemed to require major work to repair or replace components to extend useful life for appropriate operational and educational goals and objectives.

General Information

Hillside Elementary is composed of individual buildings built at three different periods. Original school buildings, with 6 separate buildings connected by covered walks, were built in 1959. A second classroom building was built in 1961 to the east, and a third classroom building, along with a separate library/IMC and playshed were built in 1985. The total building size for the 8 buildings excluding the playshed is 368,641 SF.

The exterior circulation between buildings and the building arrangement around a central courtyard, with fixed arrangements within classroom buildings including a central common core, a separate and remote Library/ IMC exist at current school, and all require exterior access to between all buildings and classrooms.

Due to the current school enrollment of approximately 580 FTE, the school has continued to adapt the use of any available space which can accommodate teaching, instruction, and/or student services. Currently the half-day kindergarten classes operate out of five classrooms in separate locations. If the District changes to full-day kindergarten the school will be short five classrooms in addition to classes being held in portables on-site.

BUILDING CONDITION EVALUATION

Exterior - Foundation/Structure

Rating: Fair/Poor

1. Observed evidence of recent roof leaks. Major repairs were made to roof leaks, roof deck and structural components.
2. Integrity of structural elements are in question due to flat roof conditions and potential for moisture infiltration.
3. Existing conditions at joint between top of foundation, wall sill, concrete slab, and concrete sidewalk surrounding building perimeter, is a detail that is susceptible to water infiltration into buildings.

Exterior – Walls

Rating: Fair

1. Wood framed window/wall infill affects ongoing maintenance plus results in lower building envelope performance. T1-11 siding is not suitable for 30 year expected life of school buildings.
2. Lacking in thermal insulating performance.

Exterior – Roof

Rating: Poor

1. Built-up roofing membrane is reaching end of its effective life and more frequent maintenance is required to prolong life of roof.
2. The roof system, as a major envelope component of the total building thermal insulating performance, shall be upgraded with rigid insulation, air barrier, and reflectivity membrane roof.

Exterior – Windows/Doors

Rating: Fair

1. A variety of window quality and installation detail exists. Glazing consists of residential and commercial insulated units. Window infill panels shall be upgraded to perform to wall standards.
2. Infill panels not insulated

Exterior – Trim

Rating: Fair

1. Observed few conditions requiring repair.
2. Replacement required with roof replacement

Interior – Floors

Rating: Poor

1. VCT nearing end of useful life. Consistent gaps in tile due to shrinkage and possible too much water during mopping.
2. No Hazardous material (VAT) apparent in flooring.
3. Rubber base is worn beyond useful life and shall be replaced.

Interior – Walls

Rating: Fair

1. Fair condition based on apparent adequate routine maintenance.
2. Choice of existing materials may not be appropriate for 20-30 year building life.

Interior – Ceilings

Rating: Fair/Poor

1. Some water staining in areas
2. Some damage to ceilings in select areas, requiring repair
3. Gymnasium ceiling needs improvements

Interior – Fixed Equipment

Rating: Poor

1. Kitchen equipment is satisfactory but inappropriate for use with capacity of students
2. Layout is challenged use of equipment.
3. Walk-in Cooler/Freezer is needed

Mean of Exit

Rating: Fair

1. Exit doors to exterior have semi-steep thresholds to divert storm water from entering
2. Lacking in exit lights/signage?
3. Kindergarten exiting compliance?

Fire Resistance

Rating: Poor

1. Due to separate buildings, fire walls & rated construction requirements are minimal.
2. Exposure of columns and walls
3. Wood construction at open covered walk which is in primary exit path from all rooms. No sprinkler system or non-combustible construction.

Provisions for ADA Accessibility

Rating: Poor

1. No stage access
2. No access provisions at play equipment

Instructional Adequacy and Suitability of Educational Environment

Rating: Unsatisfactory

1. The “California School design” (with exterior circulation), large enrollment, crowded conditions, and facilities which have reached the end of their service life, would benefit from a new facility designed to enhance educational, operational, and environmental qualities of the school.
2. Inadequate school size and design for enrollment.

3. Current lack of functional relationships between spaces challenges flexibility in approach towards teaching delivery and teacher collaboration across multiple grade levels.
4. Although the facility has continued to adapt it will continue to be inadequate for providing suitable and effective teaching environments plus infrastructure support spaces that can accommodate the current and future enrollment at this school.
5. Technology upgrades are inadequate

Rating Summary

Based upon the ratings above, the following is a summary for all components:

Hillside Elementary School Scores for (13) Architectural Components

Good:	0	scored	x 5	= 0
Fair:	5	scored	x 4	= 20
Fair/Poor:	2	scored	x 3	= 6
Poor:	5	scored	x 2	= 10
Poor/Unsatisfactory	0	scored	x 1	= 0
Unsatisfactory:	1	scored	x 0	= 1

Maximum (Good) score = 65

Average Fair/Poor Score = 39

Hillside ES Score = 37 (below average)

Conclusion

This evaluation assumes that an average 'Fair/Poor' score (39 points) or below, reflects building conditions that require modernization, reconfiguration and additions to the existing building, which result in construction costs that are approximately equal to the costs of a new replacement facility.

Hillside Elementary School has a combined score that is below average and therefore should be considered for 'New Construction – Replacement' in lieu of 'Modernization'.

March 16, 2010

**CLOVER PARK SCHOOL DISTRICT
SCHOOL CONDITION ASSESSMENT**

HILLSIDE ELEMENTARY

MECHANICAL & ELECTRICAL SYSTEMS

A. Introduction

A condition assessment of the school mechanical and electrical systems was performed and is based on a walk through conducted on March 15, 2010. No electrical plans were available. The assessment is based on observation of fixtures, devices, and equipment exposed to view and information available from a previous evaluation conducted in 2000.

B. Description of School

School is located at corner of Garcia Blvd and Magnolia Blvd, Fort Lewis WA. It is a campus style single story facility with covered walkways between most of the buildings. There is an administrative building, library building, covered play shed, and a gym building with stage and kitchen. A typical classroom building houses (4) classrooms and has common toilet facilities for boys and girls. Total building area of the school is 40,045 SF

C. Dates of Construction

Year Constructed: 1959

Additions: 1961 classroom bldg; 1985 classroom building, library, and play shed

D. Electrical Systems Observed

1. Electrical Distribution

The school electrical service is a 208/120 volt, 1200 amp switchboard. Panelboards are circuit breaker type. Service equipment is manufactured by ITE. Panelboards are manufactured by Square D except one new panel in the boiler room is Siemens. Distribution equipment is original construction except boiler room panel and two panels in one classroom building that was upgraded for computer lab. Buildings are heated with gas furnaces. Wiring is conductors in conduit.

Typical classroom has approximately 4 grounded convenience outlets distributed around the room. Plug strips are used where computers are located. Convenience power for classroom computers is not adequate.

Distribution and wiring of the original and 1961 school buildings are past their useful life. 1985 classroom and library additions are approaching the end of their useful life.

Condition: 1959 and 1961 construction Poor; 1985 construction Fair

2. Lighting

Lighting is generally T-8 fluorescent surface and lay-in acrylic lens fixtures which indicate upgrade from original lamps and ballasts. In the Gym, there is pendant HID metal halide with incandescent over the

stage. Exterior lighting is HID high pressure sodium. Emergency lighting is provided by battery fluorescent exit fixtures, battery packs in lay-in fluorescent, and battery twin head units in the gym.

Condition: 1959 and 1961 construction Fair; 1985 construction Fair

3. Voice/Data:

Telephone system has been updated since 2000 with an Avaya Definity system. Data is separate from telephone and consists of fiber star configured backbone to each building with Category 5 station wiring to voice/data outlets. Typical outlet has one voice and two data jacks. Each classroom has only one outlet. The current data network provides minimal station capacity and flexibility. Quantity and location of data and computer power does not meet modern classroom standards.

Condition: Telephone system Good; data system Poor.

4. School Intercom/Clock

School intercom and clock system is a Rauland Telecenter 21 and is approximately 15 years old. Classroom clock/speakers are model 2412. Classroom Call-in is via telephone handset. Existing system is nearing end of normal life expectancy.

Condition: Fair

5. Fire Alarm

Fire alarm system is a Gamewell IF610 addressable system last updated in 2008. Fire alarm includes smoked detectors, manual stations, ADA horn strobes, and fire sprinkler monitoring. Alarm reporting is provided through a radio transmitter per Ft Lewis standards. .

Condition: Good

E. Mechanical Systems Observed

1. Mechanical HVAC System:

The school is served primarily by fully ducted, high efficiency gas-fired furnaces, one per classroom; classroom units manufactured by Carrier. These units appear to have been installed within the last ten years and are in fair condition. These types of units typically have a life span of about 15 years. There were occupant complaints within the administration building that appear to be due to limited zoning.

Restrooms and custodial spaces appear to be inadequately exhausted.

Condition: Fair

2. Domestic Plumbing:

Plumbing fixtures appear to be in fair condition. Where visible, the plumbing includes copper domestic water piping. There is not a backflow device on the water main into the building. There are no lavatories within the classroom toilet rooms. Staff and students must wash their hands in lavatories located within the classrooms.

The kitchen water heater is a gas fired tank type. There does not appear to be an expansion tank on the kitchen domestic hot water system and that water heater is not seismically braced. There is no pump to

circulate the hot water. The kitchen water heaters are approaching the end of the normal life expectancy. Water heaters for the classroom buildings were not located but it is our understanding that these are located within the attic space and are maintained from a ladder.

Condition: Fair

3. Fire Sprinkler System:

The entire school is fire sprinklered. The system appears to be relatively new and appears to be in good condition.

Condition: Good

4. Control System:

Controls are provided by conventional stand alone White Rodgers programmable thermostats.

Condition: Good

Building Condition Evaluation for Woodbrook Middle School March 15, 2010

Methodology for Evaluations:

The building condition evaluation is based on review of previous Building Condition Assessments provided in a joint Clover Park School District/US Army Information Paper dated 23 February 2010, and a site visit conducted on March 15, 2010 where reasonable visual observations were made to assess the current condition of the facility.

The following assessment criteria and format follows a modified version of Washington State OSPI's (Office of Superintendent of Public Instruction) Building Condition Evaluation rating system, used for determining the general building condition. Ratings of 'Good', 'Fair', 'Fair/Poor', 'Poor', 'Poor/Unsatisfactory', and 'Unsatisfactory' are available to rank various conditions of building components.

For purposes of this evaluation, ratings of 'Good' and 'Fair' can be deemed satisfactory for continued use and/or with minor improvements to extend useful life of component. Ratings of 'Fair/Poor' through 'Unsatisfactory' can be deemed to require major work to repair or replace components to extend useful life for appropriate operational and educational goals and objectives.

General Information

Woodbrook Middle School is composed of individual and grouped buildings built over two different time periods. The original school buildings, with Main classroom building, Cafeteria, and Gymnasium/Auditorium, connected by covered walks, were built in 1963. A classroom addition was built in 1967. In 1988 some of the original open covered walks were enclosed and connected to existing interior corridors in 1988. The total building size is 87,766 SF.

The one story, sprawled building layout with exterior circulation between buildings, and with the main classroom building configuration around central courtyards, makes access between buildings/classrooms inconvenient in this climate and the "race-track" circulation layout, creates problems for supervision and security.

Due to the current school enrollment of approximately 540 FTE, the school has continued to use of available spaces for their intended use. Considering the existing building spaces are very out-dated and require upgrades to enhance the learning environment and due to current and possible future enrollment increases, the current facility are inadequate to accommodate this enrollment and would greatly impact the schools ability to provide a quality education. Due to the age and condition of the school, students lack pride in their school facilities and signs of vandalism and building abuse only increases the need for ongoing maintenance. It appears that the onsite facility, on-site parking, parent drop-

off/pick-up, track/ athletic fields, etc. will also require major improvements to increase effective use of site and increase supervision and safety.

BUILDING CONDITION EVALUATION

Exterior - Foundation/Structure

Rating: Poor

1. Overstressed designs with long spanned wood beams.
2. Exterior window walls are continuous and may contribute to minimal exterior lateral shear walls.
3. Exposed wood construction is in disrepair and would require major renovations to extend service life.
4. Flat roof and folded-plate roof structure at the Library, is subject to water intrusion problems due to lack of adequate drainage and requires ongoing maintenance to prevent serious water problems and extend building life.

Exterior – Walls

Rating: Poor

1. Marble-crete wall finish is not an appropriate long life wall finish and is experiencing cracking and defects that will accelerate water intrusion and deterioration. Fortunately the roof overhangs protect most of the wall.
2. Exterior wall finish is high maintenance and requires repainting to seal cracks and cover graffiti.

Exterior – Roof

Rating: Poor

1. Roofs consist of built-up roof membranes. The built-up roof membrane is into the second half of its' effective life and will require more frequent maintenance to prolong life of roof.
2. The 'folded-plate' roof at the library is currently leaking and will need to be repaired soon before extensive damage occurs to structure and interior components.
3. Covered walks that are now interior corridors do not meet any energy code requirements for thermal insulation.
4. Sun trellis on south facing roof overhangs are rotting and in disrepair and need to be replaced or removed.

Exterior – Windows/Doors

Rating: Poor

1. Windows are combination of construction throughout school, and are reaching the end of their useful life
2. Some installations are single glazed units (in cafeteria and corridor) and some insulated (in library).
3. Overall window and doors systems appear to lack thermal break and insulating performance required by code.

Exterior – Trim

Rating: Poor

1. Observed conditions where trim is damaged and/or misplaced and will require repair.
2. Where roof replacement is to occur, replacement of all flashings/trim to also occur.

Interior – Floors

Rating: Poor/Unsatisfactory

1. VCT is generally in fair/poor condition where it exists.
2. Concrete floors remaining from previous exterior walkways, still have slight slope in places for drainage.
3. VAT installation is apparent in Gymnasium lobby.
4. Rubber base is worn beyond useful life and shall be replaced.

Interior – Walls

Rating: Poor

1. Old worn finishes that require additional maintenance and replacement.
2. Marble-crete wall finish which use to be exterior, is not an appropriate finish at corridors.
3. Wall enclosures at previously open walkways have inappropriate finishes for these locations.

Interior – Ceilings

Rating: Fair/Poor

1. Glue-up ceiling tile in fair condition
2. Suspended ceilings need repair and replacement
3. Library ceiling needs repair from water damage

Interior – Fixed Equipment

Rating: Poor

1. Kitchen equipment not observed due to lunch being served.
2. Stage equipment was in disrepair and inadequate
3. Athletic equipment was in fair/poor condition but inadequate.

Means of Exit

Rating: Poor

1. Race-track design in main building was very confusing and lacks clear identification of exit route.
2. Corridor walls/ceiling construction in enclosed exterior walkway corridors, do not meet code for exit corridors.
3. Lacking in exit lights/signage
4. Science classrooms and library exiting do not appear to comply with exiting requirements.

5. Open courtyards do not appear to comply with exiting requirements

Fire Resistance

Rating: Poor

1. Due to separate buildings, fire walls & rated construction requirements are minimal. Any future additions may impact allowable area limits.
2. Enclosed walkway corridors, wall and ceiling construction does not comply with rated construction per code. No fire caulking at pipe penetrations

Provisions for ADA Accessibility

Rating: Poor

1. Poor/unsatisfactory for site access from visitor parking and drop-off.
2. No stage access
3. Toilet room accommodations need upgrades.

Instructional Adequacy and Suitability of Educational Environment

Rating: Unsatisfactory

1. The semi-“California School design” (with exterior circulation), the current large enrollment with over-crowded conditions, and facilities which have reached the end of their service life, would benefit from a new facility designed to enhance educational, operational, and environmental qualities of the school.
2. Library and media/computer resource room is needed. Location is removed and less integrated with rest of school to allow effective use as a resource center.
3. Current lack of functional relationships between learning spaces, challenges the flexibility of approach towards teaching delivery and collaboration across multiple grade levels.
4. The school will be challenged to expand in any direction within this site and current building configuration.
5. Security, safety, and supervision issues need to be considered. Students crossing the street multiple remote entrances/exits is problematic for the existing building configuration.
6. Technology systems are inadequate and require upgrades

Rating Summary

Based upon the ratings above, the following is a summary for all components:

Woodbrook Middle School Scores for (13) Architectural Components

Good:	0	scored	x 5	= 0
Fair:	0	scored	x 4	= 0
Fair/Poor:	1	scored	x 3	= 3
Poor:	10	scored	x 2	= 20
Poor/Unsatisfactory	1	scored	x 1	= 1
Unsatisfactory:	1	scored	x 0	= 0

Maximum (Good) score = 65

Average Fair/Poor Score = 39

Woodbrook MS Score = 24 (below average)

Conclusion

This evaluation assumes that an average 'Fair/Poor' score (39) or below, reflects building conditions that require modernization, reconfiguration and additions to the existing building, resulting in construction costs that are approximately equal to the costs of a new replacement facility.

Woodbrook Middle School has a combined score that is below average and therefore should be considered for 'New Construction – Replacement' in lieu of 'Modernization'.

March 16, 2010

**CLOVER PARK SCHOOL DISTRICT
SCHOOL CONDITION ASSESSMENT**

WOODBROOK MIDDLE SCHOOL

MECHANICAL & ELECTRICAL SYSTEMS

A. Introduction

A condition assessment of the school mechanical and electrical systems was performed and is based on a walk through conducted on March 15, 2010. No electrical plans were available. The assessment is based on observation of fixtures, devices, and equipment exposed to view and information available from a previous evaluation conducted in 2000.

B. Description of School

School is located at 14920 Spring Street, Lakewood WA. It is a campus style single story facility with covered walkways between the buildings. In 1988 some walkways were enclosed connecting the administration, library and classroom wings. There is a separate gym building and cafeteria building. Total building area of the school is 87,766 SF

C. Dates of Construction

Year Constructed: 191963

Additions: 1967 classrooms; 1988 enclose walkways

D. Electrical Systems Observed

1. Electrical Distribution

The school electrical service is a 208/120 volt, 2000 amp fusible switchboard. Panelboards are circuit breaker type. Distribution equipment is manufactured by Federal Pacific and original construction. Buildings are heated by a gas boiler. Wiring is conductors in conduit.

Typical classroom has approximately 2-3 grounded convenience outlets distributed around the room. Plug strips are used where computers are located. Convenience power for classroom computers is not adequate.

Distribution and wiring of the original school buildings are past their useful life.

Condition: Poor

2. Lighting

Lighting is generally T-8 fluorescent surface acrylic lens fixtures which indicate upgrade from original lamps and ballasts. Some T-12 was observed. In the Gym, there is pendant HID metal halide. Exterior lighting is HID high pressure sodium. Emergency lighting is provided by battery fluorescent exit fixtures and battery twin head units in the cafeteria and gym. Rest of school is dedicated circuits on a panel connected ahead of the main service disconnect. .

Condition: Fair, except emergency lighting does not meet Code (Poor).

3. Voice/Data:

Telephone system has been updated since 2000 with an Avaya Definity system. Data is separate from telephone and consists of fiber star configured backbone to each building with Category 5 station wiring to voice/data outlets. Typical outlet has one voice and two data jacks. Each classroom has only one or two outlets. The current data network provides minimal station capacity and flexibility. Quantity and location of data and computer power does not meet modern classroom standards.

Condition: Telephone system Good; data system Poor.

4. School Intercom/Clock

School intercom and clock system is a Rauland Director II and is past its useful life. Classroom Call-in is via telephone handset. Clock system is an American Time and Signal master clock with retrofitted simplex clock speakers approximately 15 years old.

Condition: Poor

5. Fire Alarm

Fire alarm system is Gamewell addressable system over 10 years old. Fire alarm includes smoked detectors, manual stations, ADA horn strobes, and fire sprinkler monitoring. Smoke detectors are at the end of life expectancy.

Condition: Fair

E. Mechanical Systems Observed

1. Mechanical HVAC System:

The school is served primarily by unit ventilators. These unit ventilators are approaching the end of their useful life.

Cooling is provided for the administration area only.

Condition: Fair

2. Hydronic:

The central boiler plant consists of a small Burnham gas-fired boiler and a gas and oil fired Birchfield boiler that is used only on days when the outside air is 32°F or less. The Burnham boiler is leaking at the gaskets.

Condition: Fair

3. Domestic Plumbing:

Plumbing fixtures appear to be in fair condition.

The kitchen water heater is a Lochinvar gas fired tank type. This water heater is not seismically braced. Other water heaters throughout the school are ABCO electrical water heaters.

Condition: Fair

4. Fire Sprinkler System:

The entire school is fire sprinklered.

Condition: Fair

Content Provided by [Military OneSource](#)

Overview

The military's child development program is key to workforce readiness. Here are the basics on the types of care you'll find.

- [The military child development program](#)
- [Child development centers](#)
- [In-home child care](#)
- [School-age programs](#)
- [Youth programs](#)
- [Resource and referral services](#)

As a working parent, one of your top priorities is to find high-quality care for your child. As a military parent, you have the additional challenge of finding child care that can accommodate shift work, extended hours, and weekend duty; frequent moves; and deployment on short notice.

Recognizing the direct link between child care and members' readiness for service, the military has created a program of care for children and youths that has been praised for its high quality and affordability and called a model for the nation. The Department of Defense (DoD) sets clear quality standards for child development and school-age programs and uses an inspection and certification process to ensure that care on military facilities meets these standards. Ninety-five percent of child development centers and many school-age programs have also met the standards of a national accrediting organization. Providers must have training before they start and continue to complete training modules that the military provides. DoD child care subsidies help parents pay for care.

This article describes the types of child care that the military offers and explains how you can get more information about your installation's programs. Each of the services varies somewhat in its implementation regulations. Once you are enrolled in a program, you will want to ask specific questions about any other rules.

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The military child development program

Although each branch of the service has its own program, all are based on the same DoD instructions, which set out the requirements and standards for care of infants, toddlers, and preschool and school-age children. The instructions outline in great detail the expectations for areas such as health and safety; curriculum for each age group; interactions among staff, children,

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and families; staff qualifications and training; and background-check procedures.

When you are looking for child care, there is no substitute for meeting and talking with any provider you are considering. Knowing what type of care you are looking for will help you to narrow the search.

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Child development centers

On your installation, you will usually find one or more child development centers, also known as CDCs, which offer care for children ages 6 weeks to 12 years. Most of the children participating in CDC programs during the school year are 5 years old and under. (Some school-age programs use a wing of a CDC, with separate materials and playgrounds.) Typical hours are from 6 a.m. to 6:30 p.m. on weekdays, year-round. If you do not need full-time care, some centers offer part-time and hourly (drop-in) care; some offer care during events and briefings.

Centers can range in size from 25 to 300 children; the average center serves about 200 children. The ratio of staff to child varies according to the age of the child, with, for example, one caregiver required for every four children ages 6 weeks to 12 months; one caregiver for every seven toddlers; and no more than 12 children ages 3 to 5 per caregiver. Many child care experts feel that the size of groups of children is even more important than the caregiver-to-child ratio. In CDCs, a group in one room or area can be no larger than the number that two caregivers can manage. In the case of infants, this would be eight children; toddlers, 14; and preschoolers, 24.

A training and curriculum specialist helps plan activities and makes sure that caregivers keep up with their training requirements. Higher pay is linked to completion of each training module.

The goal is to help children develop in a warm, home-like setting. The standards outline in detail what children need in order to feel both safe and challenged. All CDCs must meet the standards of DoD certification and must be accredited by a national accrediting body, such as the National Association for the Education of Young Children, so you can expect comparable quality across installations.

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In-home child care

Another choice if you have a child between 2 weeks and 12 years old is in-home child care, also known as family child care or child development homes. In their own homes, which may be on or off the installation, providers care for a small group of children, some of whom may be their own.

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Call for support & guidance

An individual may have no more than six children to care for who are under the age of 8, including a maximum of two children under the age of 2.

In addition to typical workday hours, these homes may provide before- and after-school hours, extended hours, weekend and vacation hours, summer care, and care during events and briefings. Also, many in-home providers can take care of mildly ill children. Some in-home providers drive or walk with school-age children to and from the school bus stop; some may provide transportation to after-school activities.

Some parents associate center care with a more school-like atmosphere, and think that in-home care is less educational. Actually, to be part of the military's network of in-home care, on or off the installation, in-home providers must meet the DoD's certification requirements, including training, background checks, and inspections. Standards for in-home care are similar to those for CDCs. For example, materials and activities must suit the ages of the children. Providers must have experience and ongoing training in child development. Parents are always welcome.

As an additional measure of quality, many in-home providers have sought accreditation by the National Association for Family Child Care. The military encourages and supports all homes in their effort to become accredited.

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School-age programs

Programs for children ages 6 to 12 are designed to "complement rather than duplicate" school. They are usually open before and after school, on holidays, and for summer day camp. They may use space in CDCs, but more often are in youth centers or schools. The military has formed partnerships with organizations such as the Boys & Girls Clubs of America (BGCA) and 4-H clubs, expanding the possibilities for activities and programs.

School-age programs try to create a familiar, safe place for children to be when they aren't in school. They may reinforce values that children learn at school -- teamwork, responsibility, self-confidence -- but usually through recreation, or as one set of guidelines says, by reinforcing "lifelong leisure skills" in a "warm and home-like atmosphere." Children have many of the same choices they have at home, but with trained supervision and a planned curriculum and in a setting with other children. They may have a snack, work on their homework in a quiet area, do arts and crafts, or work on their free throws. They may also be able to learn particular skills by participating in classes offered by the youth program, such as gymnastics or computer skills.

School-age programs accommodate a wide span of ages and needs. Sometimes through these programs, children participate in team sports. They may join a swim team at the local BGCA. In all cases, DoD certification and accreditation by a national accrediting body, such as the National

School-Age Care Alliance, is required.

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Youth programs

Youth programs are open to children ages 6 to 18. Children under 12 might participate in a chess club or a dance program a few times a week in addition to their regular after-school care arrangement. Programs for youths ages 12 to 18 offer less structure than school-age programs, more choices, and more open recreation. They allow teenagers to come and go once they have permission to be home alone. Youth programs offer places to go after school, evenings, weekends, holidays, and during summer vacation.

The military has a wide range of youth programs. Sometimes an on-installation youth center organizes the team sports for the entire community. At another installation, the youth center may attract younger teens, while older teens play on their high school's teams. DoD is in the process of developing more consistent models and policies for youth programs to follow. Installations are increasing their partnerships with organizations like BGCA and 4-H. The goal is to offer opportunities for physical fitness, leadership and career training, volunteerism, arts and recreation, as well as mentoring and support.

Youths involved in creating programs on military installations have said that they want programs that let them feel competent and useful, that help them feel they belong, and that give them power and influence. Having a parent who is frequently absent and often in danger is just one of the additional challenges that face military teens. Frequent moves and life on overseas installations can be especially difficult during these years when friends are so important. Being able to continue in a similar youth activity program can help a teenager make the transition to a new location. Teens and younger children can request a sponsor at the new installation, a peer who will help them get to know the new place. The Military Teens on the Move Web site (www.dod.mil/mtom) can help teens and younger children make new connections when they move.

The military is also working to increase health services for adolescents and programs to identify and help at-risk youths.

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Resource and referral services

Resource and referral services, or R&Rs, can guide you through the process of finding child care. You can learn how waiting lists are managed and where you are on the list. When you are on a

waiting list but need child care immediately, the installation's R&R can help you find alternative care. The Military OneSource program, which provided this article, is another source of child care information. Through a toll-free line, it offers referrals to child care in the civilian community and coaching on how to look for quality care outside the installation.

How to learn about your installation's program

Installations have different names for the office that manages the child care programs, so if you don't know the name of the office, the best place to start is by going to your home installation's CDC and asking which office provides local child care resource and referral services and how you can get more information. You will find the telephone numbers of all CDCs and school-age programs on the Military Family Resource Center Web site, www.mfrc-dodqol.org/progDir/, where you can view facilities organized by state or country. These numbers are especially useful when you know you will be moving and want to find out about care at the new installation.

The local R&R can give you the names of child care providers and information about waiting lists and costs. If you are in a country where it's common for care providers to come to your home, the R&R can help you find someone to do this. If you are in a country where language barriers make it difficult to find care off the installation, the R&R can help you find solutions.

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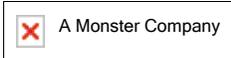


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Getting a Grip on the Basics of Impact Aid



Introduction

The National Association of Federally Impacted Schools (NAFIS) has recently updated “*The Basics of Impact Aid*”. This booklet contains all the information one needs to know when dealing with or trying to learn any aspect of the Impact Aid program. Whether you are brand new to the program, or have known about it for years, it’s always good to go through the basics and brush up on any changes or forgotten portions.

In this copy of “*The Basics of Impact Aid*”, you will learn exactly what it means to be federally impacted. A brief history of the Impact Aid program and why it began is also included. The major provisions of the law will be explained, as well as how “need” is determined and in turn, how payments are calculated. Also included are charts, graphs, and examples to help the reader more easily visualize how the program actually works, what the different formulas entail, and how each school district’s individual and unique impaction and needs play into what they are paid each year.

This booklet is for anyone seeking knowledge on the Impact Aid program and contains the most up to date information through FY 2007. If you have further questions, please do not hesitate to contact the NAFIS office at 202-624-5455, or look up our website at www.sso.org/nafis.



July 2009

National Association of Federally Impacted Schools

444 North Capitol Street, N.W.

Suite 419

Washington, D.C. 20001

Getting a Grip on the Basics of Impact Aid

The Original Federal Education Program

Title VIII-Public Law 107-110

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The Basics of Impact Aid

General Information

- Impact Aid is the second oldest elementary-secondary federal education program administered by the Department of Education currently in law, and was first passed in 1950 under President Harry Truman.



- The program was formed to help make up the lost local tax base to school districts imposed upon by federal property. In other words, people living on federal property do not pay local property tax. People who work on federal property in turn, work for companies that do not pay local property tax. Also, people who work for the military have the ability to shop for food and other items at a PX that does not charge sales tax. Therefore, school districts lose not only property tax revenue, but also sales tax and licensing fees. The program was also designed to provide payments in lieu of taxes to school districts that have had large parcels of land taken off the tax roles after 1938 as a result of a federal action.

- There are basically four areas of federal impaction: Indian trust or treaty lands, low rent housing projects, and military bases, and other federal ownership of land such as national parks, federal prisons, VA hospitals, and other federally owned parcels of land.

- The Impact Aid Statute was originally referred to as PL. 81-874. In 1965 it was used by Congress as the vehicle to build the Elementary and Secondary Education Act. In 1994 Impact Aid was folded into ESEA as Title VIII (P.L. 81-874 was repealed). The current law was scheduled to be reauthorized in FY 2007. Currently, the law has been extended through FY 2009.

- It is the only education program that is not forward funded. When Congress appropriates dollars annually in the fall, the money is immediately wired to school district's bank accounts. Other programs' dollars are designated for the following school year, placing them in less of a financial bind in the case of a continuing resolution (CR).

- The 8003 (b) Basic Support part of the program is currently (F.Y. 2009) funded at about 60% of need, while the 8002 Federal Property part of the program is funded at 3.5% of need OR Section 8003 has a 40% unfunded need while Section 8002 has a 96.5% unfunded need.

- The money is appropriated through the Labor - HHS - Education Appropriation Bill.

- The Impact Aid program is the most efficient of all education programs, as the money is wired directly from the Department of Education to the school's bank accounts, avoiding administrative costs at the state level. In some cases the funds are wired to a county administrative unit for disbursement to the school district or in the case of a dependent school district (doesn't possess the authority to tax directly) to the city or county treasurer.

- There are no "strings attached" to the money and districts can use it in the areas they need it most as determined by the locally elected school board. It can be used for construction, salaries, supplies, unless otherwise prohibited by state law.

Federally Connected Children

- Are those children whose parent(s) or legal guardian(s) reside and/or work on federal property. The law recognizes as eligible those –
 - Children whose parent(s) both live and work on federal property
 - **Referred to as a Civilian “a” child**
 - Children whose parent(s) live on Indian trust or treaty (restricted) land
 - **Referred to as a Indian land “a” child**
 - Children whose parents reside in federal low rent housing – not including - Section 8 housing
 - **Referred to as a Low rent housing “b” child**
 - Children whose parent(s) are members of the uniformed services and reside on a military base including children of foreign military officers
 - **Referred to as a Military “a” child or on-base**
 - Children whose parent(s) are members of the uniformed services but who reside off the military base including children of foreign military officers
 - **Referred to as a Military “b” child or off-base**
 - Children whose parent(s) are civilian employees of the federal government or who work on federal property
 - **Referred to as a Civilian “b” child whose parent works on federal property**
 - Children whose parent(s) reside on federal property, but who work on taxable land
 - **Referred to as a Civilian “b” child whose parent lives on federal property only – works on taxable property**



Number of Federally Connected Children in Average Daily Attendance by Student Category

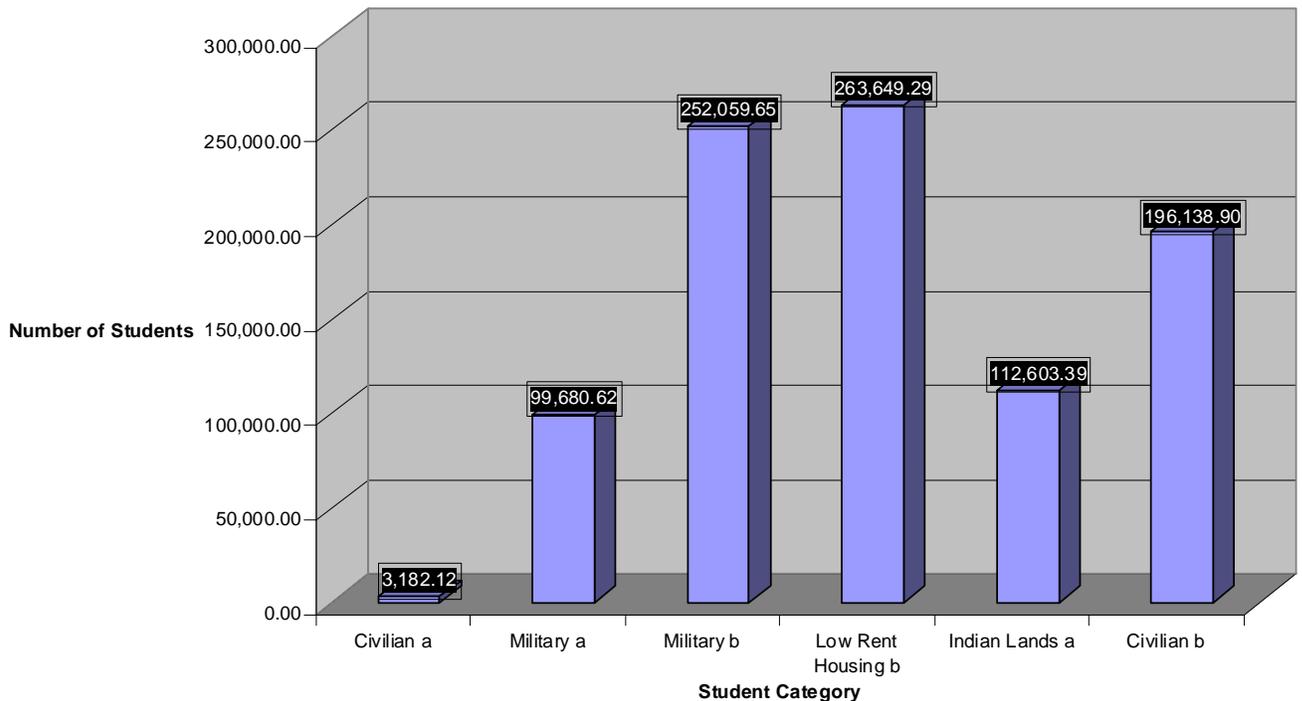
Fiscal Year 2008

• Notwithstanding the number of students not yet verified on Table 9 (of the Impact Aid application – base house renovation) there are approx. 927,313.97 federally connected children in average daily attendance (ADA) in the program. (*Fiscal Year 2008 estimate*)

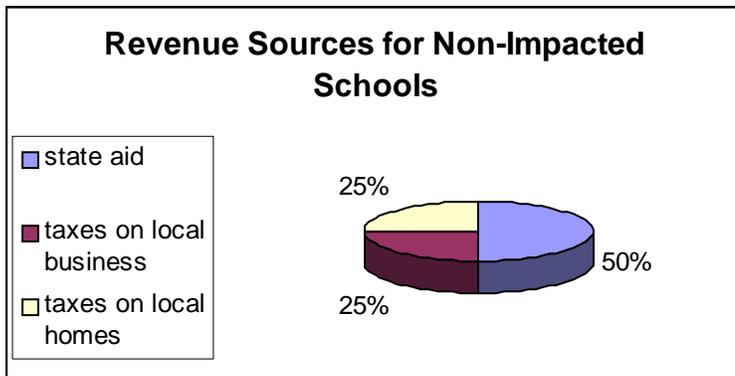
- 3,182.12 civilian “a” (*children whose parents live and work on federal property*)
- 99,680.62 military “a” (*children whose parents reside on-base*)
- 252,059.65 military “b” (*children whose parents reside off-base*)
- 263,649.29 low rent housing “b” (*children whose parents reside in federal low-rent housing*)
- 112,603.39 Indian lands “a” (*children who reside on Indian Trust/Treaty Land including Alaskan Natives residing on Alaskan Native Claims Settlement Land*)
- 196,138.90 civilian “b” children (*children whose parents live on and work off of federal property OR whose parents work on, but live off of federal property*)*

• Civilian “b” children can only be calculated into a school’s payment if there are at least 1,000 in the district, **or** if they represent 10% or more of the school district’s **Average Daily Attendance (ADA)**.

Federally Connected Children in ADA by Student Category FY2008



Financial "Impact" on Local Schools



- A non-federally impacted school has three main sources of revenue.

- Businesses located on federal land are exempt from local taxes. In the case of the military, those who live and work on base do not pay property tax, nor do they necessarily pay income tax to the state in which the school district is located, due to the Soldier's and Sailor's Relief Act. **This results in a 25% loss of revenue to the**

school district.

- Homes that are located on federal property are also exempted from local taxes. **This results in another 25% loss for the school district. The school district has now lost half of its revenue,** and only has its state aid left to account for the other half.

- School districts also lose money on local sales tax when a military installation is involved. These families are allowed to shop at a PX store in which they are exempt from paying sales tax.

The Actual "Impact Aid" Law

FUNDING SOURCES

There are six "pots of money" for payments to school districts for different types of federal impactation:

*Section 8002— **PAYMENTS FOR PROPERTY (\$66,208,000 FY '09)**

NAFIS proposes \$104,208,335 for FY2010.

-These are payments made to reimburse school districts that have had significant amounts of land removed from their tax rolls because of ownership by the federal government. This is property that is located within the boundaries of the school district, but does not necessarily have people living on it. Examples of this would be:



- National park
- Army Corps flood project
- Military testing grounds (example - Rocky Mountain Arsenal)
- National grasslands
- Environmental waste sites

**There are certain requirements a school district must meet to be eligible for 8002 payments:

- The U.S. has acquired ownership of land in the school district since 1938
- The property was not acquired by exchange for other federal property
- The assessed valuation of the property is at least 10% or more of the school district's total assessed value when the property was acquired
- The school district is not being substantially compensated by increases in revenues from federal activities from this property

**The school district must have the local tax assessor conduct an annual assessment of the federal property based upon the "highest & best use of adjacent property."

***Section 8003 (b)—BASIC SUPPORT PAYMENTS (\$1,128,535,000 for FY'09 - NAFIS proposes \$1,175,535,000 for FY'10)**

-Payments that are made to school districts that educate at least 400 federal students who are in average daily attendance (ADA), or that have at least a 3% ADA of federal students.

***Section 8003 (b)(2)-HEAVILY IMPACTED DISTRICTS (Included in Basic Support)**

-District must have 40% student impact not counting civilian students whose parent(s) work on federal property or 50% if civilian students are counted

-Districts must make a “reasonable” tax effort (minimum 95% of the state average)

-District must have less revenue per student than the state average or if the district has less than 350 students has a per pupil expenditure less than the expenditure of a comparable school district or three comparable districts

***Section 8003 (d)—DISABILITY PAYMENTS (\$49,602,000 for FY'09 - NAFIS proposes \$52,000,000 for FY'10)**

-Payments are made to school districts for the additional costs that disabled Military and Indian students incur. Any military or Indian Land child eligible to receive IDEA funds receives these dollars (must have a Individual Education Plan – IEP). The per unit payment is calculated by dividing the total appropriation for this section by the nationwide total of children with disabilities reported on surveys conducted by the impacted districts. (Number of children is based on their conversion into “weighted student disability units”)

***Section 8007—CONSTRUCTION (\$17,509,000 for FY'09 -- 8007 (b) grants only - NAFIS proposes \$45,000,000 for FY'10)**

-Payments for heavily impacted districts so the district may meet capital or construction needs of the federal students.

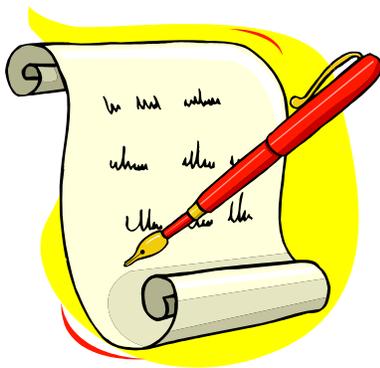
-Districts must have an enrollment of 50% or more Indian Land or Military children or be classified as a Heavily Impacted District under Section 8003(b)(2) to qualify for formula grants (Section 8007(a))

-Section 8007(b) discretionary grants carry a different set of criteria (See Construction Summary)

***Section 8008—FACILITIES (\$4,864,000 for FY'09 - NAFIS proposes \$8,000,000 for FY'10)**

-Payments for upkeep and repair of school buildings owned by the Department of Education that are being used by local school districts.

-Approximately 50 buildings are currently owned by the US Department of Education.



What is the Initial Process for Receiving Impact Aid? - Basic Support Payments

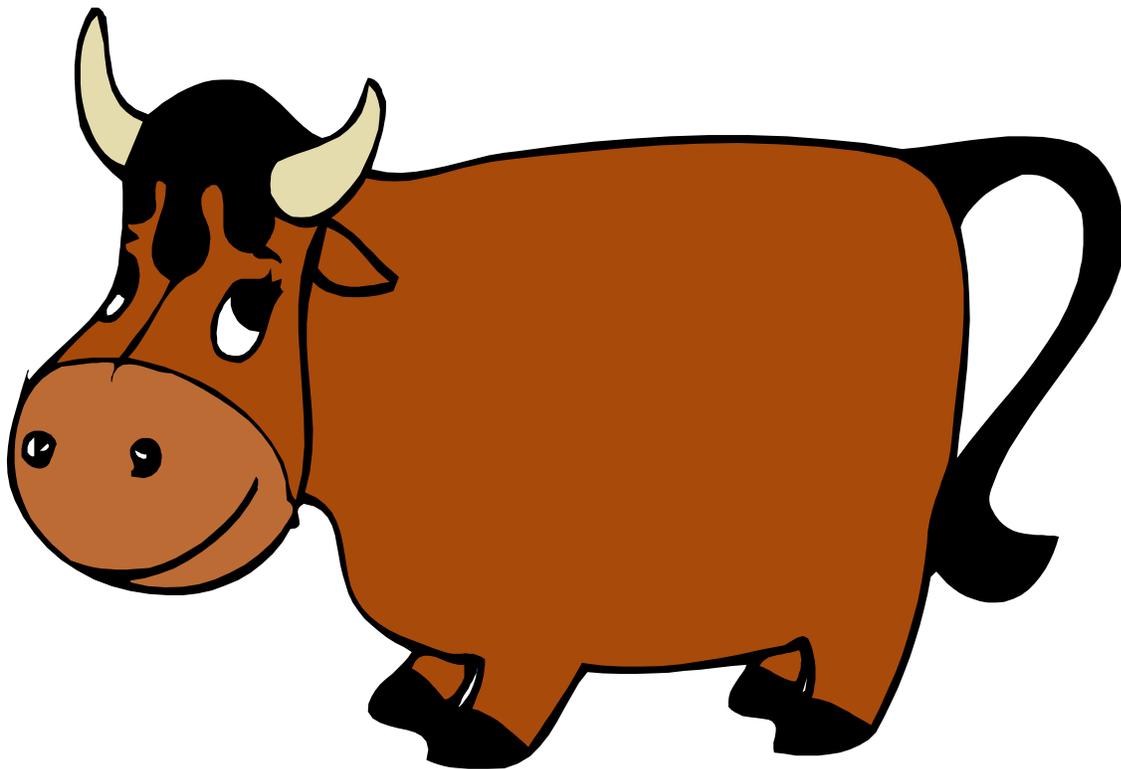
• The school district has three options for determining their number of federal students.

• They can either:

- conduct a student survey each year
- conduct a source check
- conduct both

• See examples in the Appendix

- The school district must then compile the results of the survey or source check
- The school must then fill out an Impact Aid application and return the original to the Department of Education and send a copy to their state's Department of Education
- The US Department of Education then checks the application and calculates payments based on the application data
- The US Department of Education then authorizes funds to be sent (wired) to the school district. Payments are made annually. After the initial payment for a fiscal year, an LEA may receive additional amounts for the same fiscal year as the Department completes the distribution of all available funds. As of June 2009, the Department finalized fiscal year 2006 payments for Section 8003 and are nearing completion for Section 8002.
- The funds are received by the school district, and the US Department of Education then audits the school's surveys – Generally a site review occurs every three years for districts with sizeable Impact Aid payments



Section 8003 Projected Basic Support Payments (\$1,105,535,000

Proposal FY'09)

How is Each Impact Aid Payment Calculated?

Basic Support payments are calculated from a formula that is derived from the basic premise of the program – that 50% of the cost of educating a child comes from (on average) state funding. It is the remaining 50% that has been impacted by the federal presence. The term used to compute the local loss as measured by per pupil expenditure is called the “Local Contribution Rate” or LCR.

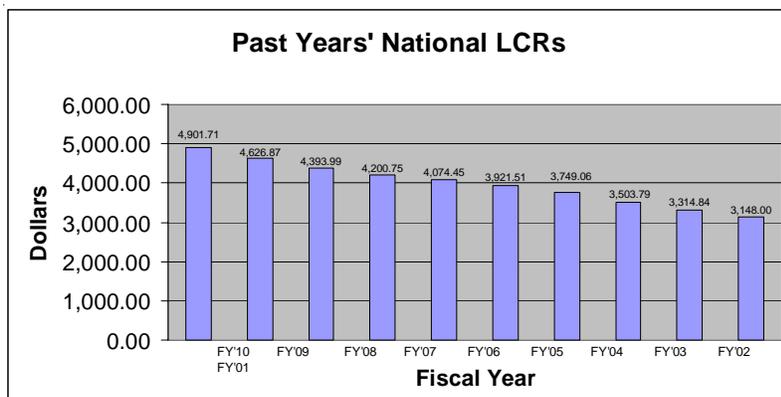
• Although there are 4 ways in which a school district can calculate the **Local Contribution Rate (LCR)**, since only the local portion, or 50% of a school district’s revenue is affected by federal activity, a majority of payments are based on:

- 50% of the state average per pupil cost or
- 50% of the national per pupil average cost
 - whichever is higher, or
- the average percentage of local revenue that makes up the average per pupil expenditure in the state if that calculates to be a higher LCR, or
- the use of comparable school district per pupil expenditures as defined in regulations

The data used to compute the LCR is based on data that is three years prior to the fiscal year for which the payments are to be calculated. Fiscal year 2010 (school year 2009-2010) payments will be based on data compiled for fiscal year 2007 (school year 2006 – 2007). The FY 2010 ½ the national average per pupil expenditure is \$4,898.00.

• Since per pupil expenditures change each year, the **LCR** will change each year as well, allowing payments to keep up with the increasing costs of education. Potential problem rests in the fact that if the appropriations for Basic Support payments don’t keep up with the percentage change in the LCR’s, payments to districts will fall behind widening the margin of the unmet need.

■ Past year’s national LCR’s



- FY10 + 5.94 over '09
- FY 09 - +5.3% over '08
- FY 08 - +4.6% over '07
- FY 07 - +3.1% over '06
- FY 06 - +3.9% over '05
- FY 05 - +4.6% over '04
- FY 04 - +7% over '03
- FY 03 - +5.7% over '02
- FY 02 - +5.3% over '01

• The district can use the higher of either the state or the national to figure their LCR.

• Federal students are given different weights to determine school district payment:

- Indian land children = 1.25
- Military on-base “a” children = 1.00
- Civilian children whose parents live and work on base = 1.00 (Civ a)
- Military “b” (off base) = .20
- Low rent housing children = .10

Civilian “b” (off base) = .05

This is called their **Weighted Federal Student Unit**

• To determine a school district’s maximum payment, or **Basic Support Payment**, count the number of federal students in average daily attendance (ADA) and multiply them by their respective weights. You would then multiply the school district’s total weighted student count by whichever **LCR** that would give the school district the highest payment. The result is the **MAXIMUM Basic Support Payment**.

Example:

<u>Type of Student</u>	<u># Fed. Students</u> ADA	X	Weight	= Total <u>Weighted Fed.</u> <u>Students</u>
Indian Lands	100		1.25	125
Military “a”	100		1.00	100
Civilian “b”	100		.05	5
Mil. not living on base	100		.20	20
Low rent housing	100		.10	10
District Total	500			260

TOTAL WEIGHTED FEDERAL COUNT X LCR = MAXIMUM PAYMENT

$$260 \quad X \quad \$4,898.00 \quad = \quad \$1,273,480$$

Impact Aid Complications

• The Impact Aid funding calculations are complicated **ONLY** because the program is **not fully funded**. Currently, the Basic Support Program is funded at about 60% of need, leaving a 40% unmet need and therefore, a formula was needed (as determined by Congress) to be put in place to fairly distribute the available funds.

• Payments are reduced and distributed on a “needs based” formula, not simply prorated. The schools that are more dependent on the funds receive more than others that are not as financially dependent on the payment.

• The law uses an individual school district’s “**need**” and adjusts a school district’s Basic Support Payment based upon the individual need of the district.

** “**Need**” is computed by adding together the percentage of federal students and the percentage of the operating budget that the Basic Support Payment represents.**

• This calculation is called the “**Learning Opportunity Threshold**” most commonly referred to as **LOT**.

• To figure out a school’s LOT modifier (or need factor), add:
-the percentage of federal students compared to the total number of students; and
-the percentage that the Maximum Basic Support Payment is of the total current expenditures

(Operation and Maintenance Expenditures)

**This LOT modifier represents how dependent a school district is on Impact Aid funds—the higher the LOT modifier, the closer the LOT payment is to the Maximum Basic Support Payment.

• The higher the “need” or LOT percentage, the closer the Maximum Basic Support Payment and the LOT payment will be.

EXAMPLE:

LOT CALCULATION

	School District “1”	School District “2”
Total ADA	1,200	1,200
Total Fed. ADA	650	50
Type of Fed. ADA	Indian Land	Indian Land
Total Current Expen..	\$6,000,000	9,000,000
Per Pupil Expen.	\$4,500	\$7,000

Basic Support Payment Calculation

WFSU	812.5 (650 x 1.25)	62.5 (50 x 1.25)
LCR	\$4,898.00	\$4,898.00
Total Basic Support	\$3,979,625.00	\$306,125.00
% Fed. Students	54%	4.2%
BSP % Current Exp.	55%	2.8%
LOT MOD*	100%	7%
*LOT MOD is never higher than 100%		
LOT Payment (LOT% x BSP)	\$3,979,625.00	\$21,428.75

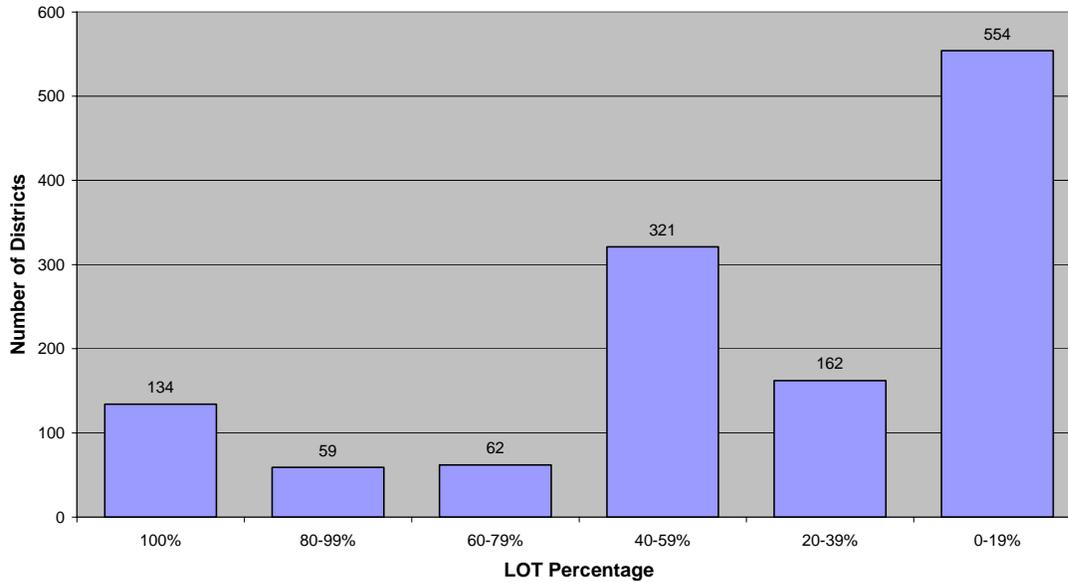
-District “1” has a dependency factor (or need) of 100% since 54% of its students are federal and 55% of its total budget is based on its Basic Support Payment. This is an example of one school district that receives 100% of its BSP.

-District “2” only has a dependency on Impact Aid of 7% because federal students make up only 4.2% of

Estimated # of FY'07 School District Payments by LOT

Percentage

Total 1,294



its ADA and the BSP makes up only 2.8% of its operating budget. In other words, the LOT payment is only 7% of its Basic Support Payment.

Impact Aid Districts and their "Need" Factors

- Under the current system, Impact Aid payments will vary according to the district’s LCR and its LOT percentage. The higher a district’s LCR and LOT percentage the greater their payment will be.
- When there is not enough money to give everyone their maximum payments, the LOT system funnels available Impact Aid funds to districts that have a greater “need” (or LOT).
- It is estimated that for FY 2009 all schools will eventually receive either 132% of their LOT calculation **OR** their Maximum Basic Support payment (whichever is lower).
(Will ultimately depend on the number students claimed and eligible on Table 9 – Base Housing Renovation)
- As the appropriations increase, the additional money “flows down” to the school districts with lower LOT factors.

Estimated Amount of Unmet Need By LOT Percentage Fiscal Year 2009

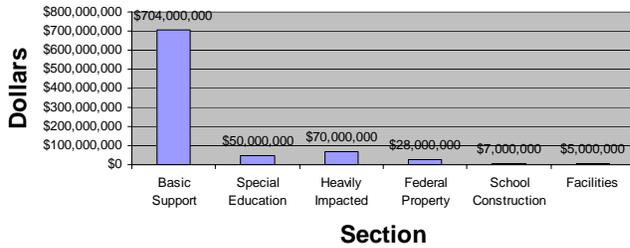
LOT Percentage

Percentage of Un-funded Need
Subsidized by Local Taxpayers

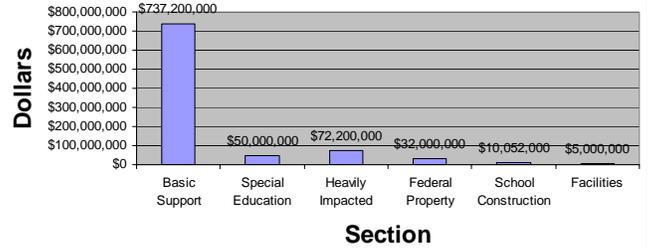
100%
80%
70%
60%
50%
40%
20%
10%
1%

0% (receiving maximum payment)
0% (receiving maximum payment)
8%
21%
34%
48%
74%
87%
99%

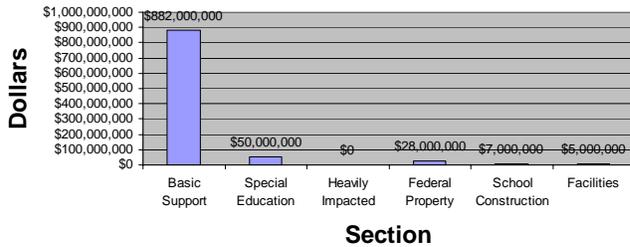
Impact Aid Funding 1999



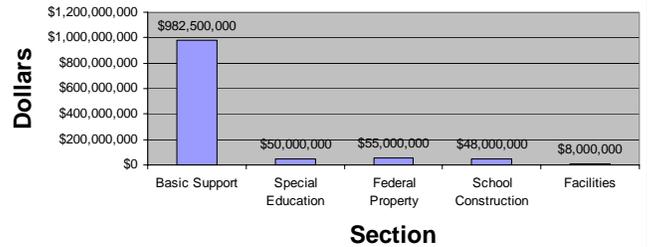
Impact Aid Funding 2000



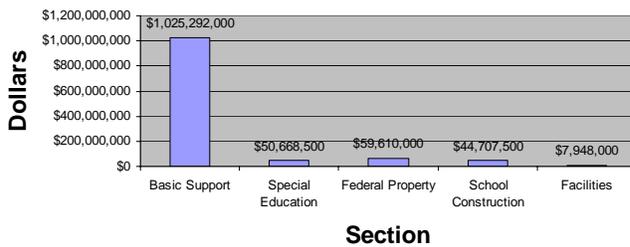
Impact Aid Funding 2001



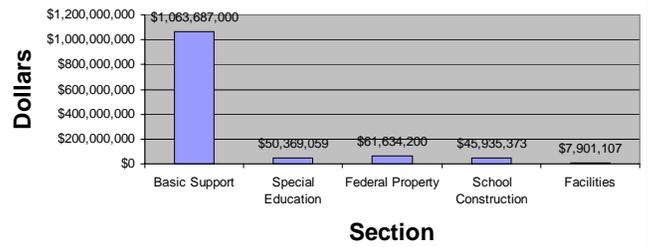
Impact Aid Funding 2002



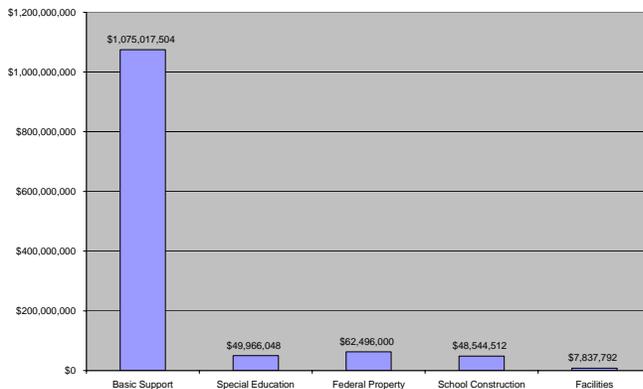
Impact Aid Funding 2003



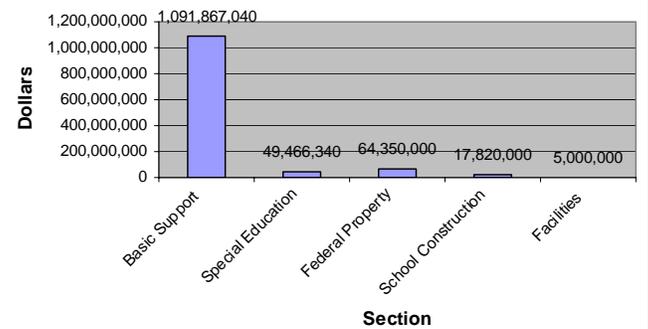
Impact Aid Funding 2004

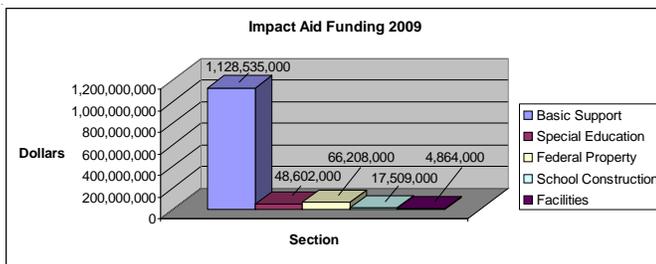
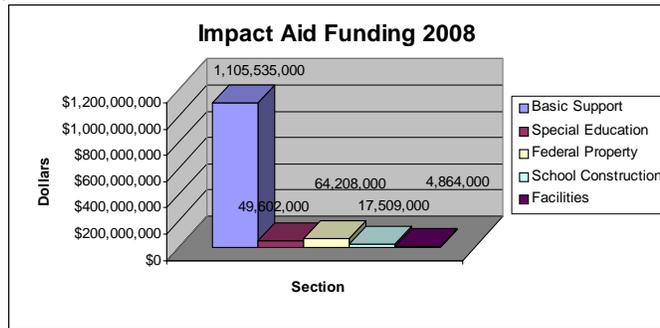
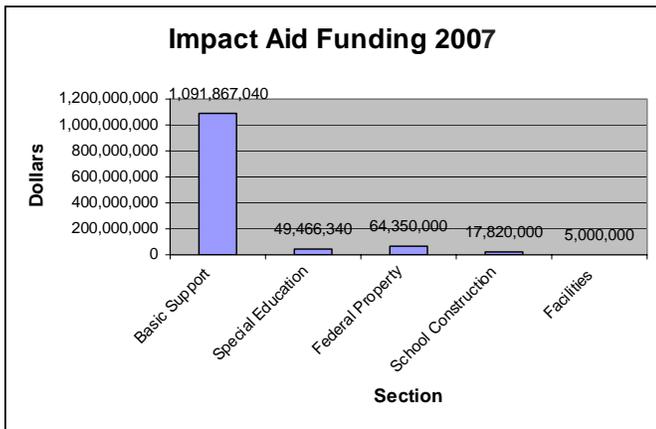


Impact Aid Funding 2005



Impact Aid Funding 2006





Section 8003 (d) - Students with Disabilities

(\$48,602,000 for FY'09 - NAFIS proposes \$52,000,000 in FY'10)

- Determine your number of federal Disability Units:
 - ADA of children with disabilities who reside on Indian land;
 - ADA of military children with disabilities who reside on federal land;
 - 1/2 the ADA of military children w/disabilities that do **not** reside on federal land
- Add up all the nation-wide Federal Disability Units from all school districts
- Determine the appropriation for 8003 (d) \$49,602,000 proposed in 2009
- Divide the appropriation by the nation-wide total to determine per unit payment
- Multiply your district's number of Federal Disability Units by the per pupil payment

Example:

School District has:

- 50 Indian Land students with disabilities
- 15 Military students with disabilities living on federal land
- *40 Military students with disabilities not living on federal land

The district has 85 Federal Disability Unites (50+15+20) *40 divided by 2

If the total 8003 (d) appropriation is \$49,602,000 and the nation-wide total of disability units is 46,647.91, then the per unit payment will be \$1,063.33 (\$49,602,000/46,647.91)

The district's 8003 (d) payment will be \$90,383.05 (85 DUs x \$1,063.33)

Section 8007 (a)-Construction Formula Grants

(\$0 Proposed FY'09)

- There are two different allocations of the 8007 appropriation money: 60% is used for competitive grants that schools apply for and the other 40% is used in formula payments to eligible school districts.
- Formula:
LEAs are eligible if they receive funds under 8003 (b) (Basic Support) and the LEA has at least one of the following:
 - at least 50% or more Indian Land students
 - at least 50% military students
 - received funds from 8003 (b)(2) (heavily impacted)
- Determine the total number of Indian Land and Military weighted students in all these eligible LEAs.
- Divide 50% of the total appropriation for 8007 Formula Construction by the total number of Indian Land WFSU and 50% of the 8007 appropriation Formula Construction by the number of Military WFSU in all 8007 eligible LEAs to determine the per weighted unit payment for each type of student.
- Multiply your WFSU for each type of student times the per unit payment for each type of student.
- These funds may be used for:
 - preparation of drawings/specs for facilities
 - acquiring, building, remodeling, repairing, or extending school facilities
 - inspecting or supervising construction facilities
 - debt service
- There is no time limitation during which these funds must be expended, and thus they may be saved for a future project.

Example:

*An eligible school district for 8007 has a total of 250 students on Indian Trust Land, 80 Military students living on base, and 300 military off base students.

*This district has **312.5** Indian Land WFSU (250 x 1.25) and **230** Military WFSU (80 + 150) (300 divided by 2)

* The nation-wide total of 8007 eligible schools is 95,900 Indian Land WFSU and 46,700 Military WFSU.

* Assuming dollars would be allocated: With a \$17,820,000 million appropriation for formula payments, the per WFSU payment for Indian Lands is approximately \$92.91 (\$8,910,060/95,900) and the per WFSU payment for Military is \$190.79 (\$8,910,060/46,700).

* **The district's 8007 payment is \$72,916.08** (312.5 Indian WFSU x \$92.91) = \$29,034.38 + (230 Military WFSU x \$190.79) = \$43,881.70 **[\$29,034.38 + \$43,881.70 = \$72,916.08]**

8007(b) Discretionary Competitive Grants (\$17,509,000 in FY'09)

60% of the funds appropriated for Section 8007 are to be set aside for purposes of a competitive discretionary program.

- **Eligibility** – Any district that is at least 40% impacted with Indian land or military dependent students may apply on behalf of the local educational agency. In addition, an individual school site (facility) may also apply if the enrollment of either Indian land or military dependent students equals or exceeds 40% of the school's total enrollment.
- **Additional Eligibility Requirements** – The local educational agency or the school, will be prioritized based on their ability to generate local funding (bonding/state funding) and if it has a school facility emergency as determined by the Secretary.
- **Funding Priority** – Those grants submitted, as “Emergency Requests” will be given the first priority. “Modernization Grants” are also awarded should funds still be available after all emergency awards have been made.
- **Matching Requirements** – The federal contribution for both emergency and modernization grants cannot exceed 50% of the cost of the project, nor can it be more than \$4,000,000 during any 4-year period. *(This requirement does not apply to a district that does not have the authority to tax or issue bonds – has no practical capacity to issue bonds)*

* NOTE: NAFIS proposes \$45,000,000 for Section 8007 in FY 2010: \$27 million for 8007(a) and \$18 million for 8007(b).



Section 8009-Equalization

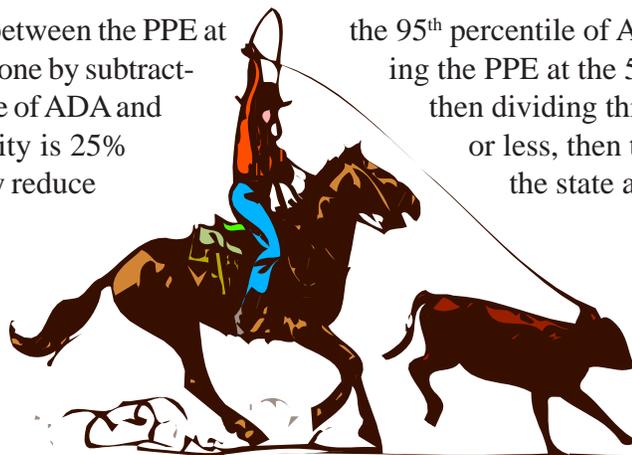
- In almost every case, states cannot reduce the amount of state aid a school district receives as a result of their Impact Aid payment. **Impact Aid is considered “outside” of a state’s school finance formula and a state must pretend that the school district does not receive Impact Aid funds.**
- In a few circumstances however, a state is allowed to reduce the amount of state aid sent to a school district simply because the district receives Impact Aid. In order for a state to be allowed to do this, the state must be certified as “Equalized” by the US Department of Education.
- To be considered “equalized”, a state must show that for 90% of the students in the state, the amount of money spent per student does not vary by more than 25%
- The per pupil expenditure of the school at the 95th percentile of ADA (size) is compared to the per pupil expenditure at the 5th percentile of ADA. If this disparity is greater than 25%, then the state is not allowed to deduct state aid to Impact Aid schools because they receive Impact Aid.
- If the disparity is 25% or less, then the state is allowed to deduct from state aid to the school district an amount based upon a percentage of Impact Aid receipts. This percentage is the percentage of local funds that are covered under a state’s equalization program. The disparity percentage goal was scheduled to drop from 25% to 20% in FY '98, but recent changes in the law deleted the 20% requirement and kept the disparity percentage at 25%.
- **States are prohibited from implementing deducts until they have been certified to do so by the Department of Education.** If a state does so without certification, then the schools may apply for relief in federal court. Another provision requires that all states currently certified as equalized must qualify under the new standards in order to keep their certification. This means no “grandfather clauses” for the states that were deducting funds from Impact Aid schools up to FY '95.

Example:

Five mythical states each have the same state average per pupil expenditure (PPE) and the top 5% of the students in each state have an \$8,000 per pupil expenditure. The poorest 5% of the students in each state have only \$2,000 spent on each of them. The only difference in these states is the amount spent on the 95th percentile of students and the amount spent on the 5th percentile.

The disparity is computed between the PPE at the 95th percentile of ADA. This is done by subtracting the PPE of the 95th percentile of ADA and 5th percentile. If this disparity is 25% or less, then the state may reduce state aid that Impact Aid schools receive.

the 95th percentile of ADA and the PPE at the 5th percentile of ADA from then dividing this figure by the PPE of the 95th percentile of ADA. If this disparity is 25% or less, then the state is considered equalized.



Equalization Examples

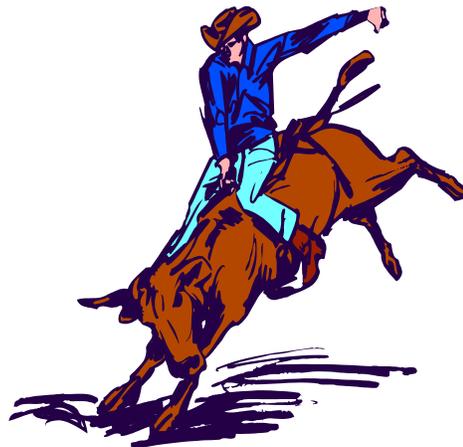
Equalization Example

	<u>State A</u>	<u>State B</u>	<u>State C</u>	<u>State D</u>	<u>State E</u>
State Avg. PPE	\$5000	\$5000	\$5000	\$5000	\$5000
PPE of the LEAs w/highest PPE and 5% of state ADA	\$8000	\$8000	\$8000	\$8000	\$8000
PPE of 95 th	\$6000	\$5500	\$5400	\$5500	\$5200
PPE of 5 th	\$4000	\$4200	\$4300	\$4500	\$4800
PPE of LEAs w/lowest PPE and 5% of state ADA	\$2000	\$2000	\$2000	\$2000	\$2000
95 th %tile to 5 th %tile disparity	50%	30.9%	25.5%	22.2%	8.33%
Equalized	NO	NO	NO	YES	YES
% Equalized	—	—	—	77.8%	91.7%

*In states A, B, and C, the disparity standard was higher than 25%, and thus the state may not reduce state aid to Impact Aid schools due to these schools receiving Impact Aid. In states D and E, the disparity standard is less than 25%, so the states may reduce the amount of state aid to Impact Aid schools within these states.

**The only 3 states that are currently equalized are New Mexico, Alaska, and Kansas.

The NAFIS reauthorization proposal would require a state to be spending at the national average per pupil expenditure to qualify as an equalized state under this section.



Section 8010-Program Administration

- * Provides the Secretary with authority when administering each provision of the program to round all payments to the nearest whole dollar amount
- * All agencies on federally owned land must comply with the Secretary for any information the Secretary might need to carry out Impact Aid payments.
- * Addresses the eligibility of students who live in one state, but due to factors unique to the situation attending school in an adjacent state is more practical.

Section 8011-Administrative Hearings/Judicial Review

- Any school district that is adversely affected by an action of the Secretary of state is allowed to have a judicial hearing on the matter by law.
- The court shall have exclusive jurisdiction to affirm the action of the Secretary or to set it aside, in whole or in part.

Section 8012-Forgiveness of Overpayments

- Notwithstanding any other provision of law, the Secretary may forgive the obligation of a local educational agency to repay, in whole or in part, the amount of any overpayment received if the Secretary determines that the overpayment was made as a result of an error made by—
 - 1) the Secretary; or
 - 2) the local educational agency and repayment of the full amount of the overpayment will result in an undue financial hardship on the agency and seriously harm the agency's educational program.

Section 8013-Definitions

- This part of the law defines commonly used terms in other parts of the law. Some of these include:
 - Armed Forces:** the Army, Navy, Air Force, Marine Corps
 - Average Per-Pupil Expenditure:** the aggregate current expenditures of all local educational agencies in the State; divided by the total number of children in average daily attendance for whom such agencies provided free public education.
- Other definitions include **construction, current expenditures, federal property, local contribution percentage, local educational agency, low-rent housing, modernization, revenue derived from local sources, and school facilities.**

Section 8014-Authorized Appropriations

- These include:
 - Payments for federal acquisition of real property – such sums through FY 2009
 - Basic payments; payments for heavily impacted school districts – such sums

through FY 2009

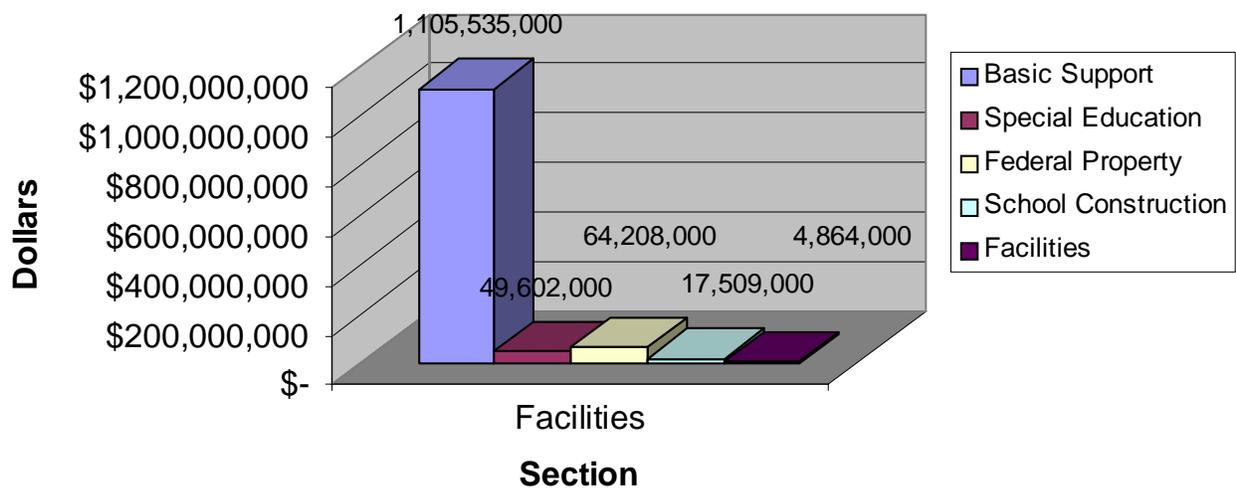
-Payments for children with disabilities – such sums through 2009

-Construction – such sums through FY 2009

-Facilities Maintenance – such sums through 2009

* *such sums means that there is no limit as to how much the Appropriation Committee can at their discretion fund each provision of the Impact Aid Program. They would have the authority to fully fund each provision*

Impact Aid Funding NAFIS 2009 Proposal Total Funding: 1,240,718,000



Section 8004-Policies and Procedures for Children Living on Indian Lands

• The Impact Aid law requires school districts that receive funds for children that live on Indian Lands to have Indian Policies and Procedures (IPPs) in place to ensure these 5 things:

- 1) Indian Lands children are allowed to participate in programs on an equal basis as non-Indian Lands children
- 2) Parents of Indian Lands children and the tribes have the opportunity to present their views on school district programs and to make recommendations on the school's program
- 3) Parents of Indian Lands children and Tribes are consulted and involved in planning the school program
- 4) Plans, evaluations, and applications of these programs are disseminated to the parents and Tribes
- 5) Parents and Tribes have an opportunity to present their views on the job that the local school is doing.

**If requested, the Department of Education is required to provide technical assistance as to how to develop and implement these policies.

• The Department has eight criterions that it uses to evaluate the IPP's in place in the different school districts:

- 1) Specify how the Tribes and parents can communicate to ensure an equal opportunity to participate
- 2) Describe how an LEA will assess the extent of equal opportunity
- 3) Outline how the LEA will make changes to allow equal participation
- 4) State how the LEA will send information out to the Tribe and parents. Information will include the IA application, the evaluation of programs funded with IA, and any plans for programs that may be starting or ending
- 5) Show how the Tribe or parents can present their views
- 6) Describe how the LEA will involve the Tribe and parents in developing programs
- 7) Describe how the LEA gives the Tribe and parents an opportunity to make recommendations and opinions about the LEA and its operations and programs
- 8) Specify a time and method to review the IPPs annually, including a review of input from the Tribe and parents, and the LEAs response to the input.

• If a Tribe or designee feels that the school district is not following these requirements then the Tribe or designee may file a complaint with the Department of Education. The Department will then conduct a hearing on the complaint, and all parties may present evidence and recommendations for corrective

action. The Department will then issue a decision as to what remedial action (if any) needs to be taken by the school.

- If the school rejects the Department’s recommendation, then all Section 8003 funds may be withheld from the school district the following year, but this would happen only in extreme cases. If this does occur, then the tribe may request that the BIA provide services for the children. However, children may choose to stay with the school and not go to the BIA school. These children may then be counted for Impact Aid again by the school district.

- This entire process, however, including the requirement for local policies and annual activities, is **not required** if the tribe sends a written statement to the local school. This statement would need to say that the school does not need to comply with these requirements because the Tribe is satisfied with the educational services provided by the school to the Indian Lands children.

Example of an LPP that would be acceptable to the DoED:

A. Indian Parent and Tribal Officials Opportunity for Input

1. School Board of Director meetings are open to the public. All public and/or special Board meetings are advertised in local papers and through posting of notices a minimum of 48 hours prior to the meeting. Tribal officials and parent committee members will be mailed Board agendas prior to Board meetings.

Regular meetings are held the second and fourth Wednesdays of each month. Summaries of action taken by the board are published in local papers with complete copies of proceedings available in the district Superintendent’s office.

2. Any parent of an Indian student, organization, tribal official or other person may request to be heard by the Board on the following issues:
 - a. equal participation of Indian students in educational programs;
 - b. program evaluations, program plans and the Impact Aid application;
 - c. education programs;
 - d. needs of Indian children;
 - e. ways to assist Indian children;
 - f. such other concerns which directly affect the education of Indian children.
3. A request to be heard must be made by the Wednesday prior to the regularly scheduled meeting. In cases where the request was not possible, the parent, organization, tribal official, or other persons may comment on all agenda items or be heard individually on points a-f above during the regularly scheduled “Items from the Audience” portion of the board meeting.

B. Opportunity for Equal Participation

1. The District will present the Education Committee of the Nafis Indian Nation with a copy of its basic education program for review and comment. This report shall be the State Basic Education compliance report, form M-808 and shall be presented to the Committee on or before December 15 annually. Said document shall also be available for review by district parents on request.

2. The Board shall require the Assistant Superintendent to conduct an annual Indian Students Needs Survey and report the results of that survey to the Board on or before the second June Board meeting of each year.
3. When the Board finds that Indian children are not able to participate in basic education programs on an equal basis, it shall implement the following steps:
 - a) form a task force of individuals of not less than five (5) members composed of Indian parents, school personnel, tribal official(s) and other interested parents;
 - b) outline the problem area to be studied;
 - c) set a timeline to receive recommendations from the taskforce;
 - d) hear recommendations during a public Board
 - e) direct the school administration to implement solutions which will allow equal participation either at the beginning of the next semester or next school year whichever is earliest; require follow up documentation from district administration that opportunity for equal participation has been achieved.

C. Dissemination of Materials to Tribal Officials and Indian Parents

1. A copy of the district's Impact Aid application and a summary page will be Mailed to all Capitol School District households and Nafis Tribal Officials in January of each year. The copy will be mailed a minimum of the (10) working days prior to Board review/hearing date. Included in the packet shall be a notice of the review/hearing date.
2. The district will distribute, (mail), annually in September, to each district household and tribal official a school calendar. The calendar includes a synopsis, evaluation, and overview of all programs assisted with Impact Aid funds as well as a review of a special categorical funds program.
3. The district publishes a monthly newsletter containing basic information regarding school activities and programs. Basic information includes reviews of standardized test scores, special programs, reports on new programs or those slated for deletion. In addition, dates of Board meeting are published to allow for comment concerning programs.
4. Parents have access and are invited to participate on advisory committees which deal with program development or deletion.
5. Board meetings are open for public comment on all aspects of the district program. Newsletters are mailed to all district households and Tribal Education Committee Members.
6. The schools of the district will schedule open house programs for parents to provide opportunities for parents to discuss school matters with district personnel.

D. Input on Impact Aid Application

1. The Board will include a review/hearing of the district's Impact Aid application at a regularly

scheduled or special meeting in January of each year. Notice of such hearing will be given as follows:

- a) through local, district, and tribal newspaper;
 - b) by published announcement posted in conspicuous public places and tribal offices;
 - c) by mailed invitation to parents of Indian children and tribal officials
2. A minimum of ten (10) working days prior to board review/hearing of the district's Impact Aid application, each parent of an Indian child and tribal officials will receive a copy of the application, notice of review/hearing, invitation to attend and a synopsis of potential financial impact to the district.

E. Consultation and Involvement

1. In addition to steps outlined in Section A., 1, 2, and 3 and Section B., 1, 2, and 3, the District will provide further opportunities for consultation and involvement by utilizing several parent advisory committees.
2. Advisory committees include those designated to meet specific legal mandates Such as Title I, Vocational Education, and Migrant Education. These committees meet on a regularly scheduled basis according to parent determination.
3. Other advisory committees include self study, curriculum development, and such committees as needed to meet Board directed educational goals. Parents of Indian children and tribal officials receive notice, invitations, and are actively recruited to participate on these advisory committees. Advisory committees report to the Board during regularly scheduled meetings. Reported findings are finding to support current programs or suggestions for changes or improvements. These reports are part of the board agenda and are advertised accordingly.

F. Opportunity to Make Recommendations

1. All Board of Directors meetings are open to the public and allow for input regarding all aspects of the district's program. Parents of Indian children or tribal officials may address the Board at any of these meetings concerning needs of Indian students as outlined in Section A.
2. Specifically the Board will request input regarding Indian students at a Minimum of three (3) meetings per year. These meetings are to coincide with public review/hearing of the Impact Aid, Title IX, and Johnson O'Malley grant application. Tentatively these meetings will be in December, January, and May of each school year.
3. Notice of these meetings and request for input shall be through published notice in the local newspapers, written invitation to Indian parents and tribal officials, and notice during parent advisory meetings.
4. A public budget hearing will be held annually on or before August 30 of each year. Parents of Indian children or tribal officials shall be given opportunity for input into the budget.

G. Assessments of Effectiveness of IPP's and Indian Input

1. The Capitol Indian Parent Education Committee meets on a regular monthly Basis. Meetings include a review of LEA policies, procedures, and educational programs.
2. Also, the Capitol Indian Parent Education Committee, along with the tribal official representation, shall annually review District activities that give Indian parents and tribal officials opportunities for input into the district's educational programs. This review will include documentation of activities specified in the IPPs and the IPPs themselves. Based on that review the Parent Committee and tribal officials may make recommendations to Board for changes to the IPPs as needed to further ensure opportunity for input.
3. The Board will hear the report from this review annually during a regularly scheduled or a special public meeting in August. Changes to IPPs will be forwarded to appropriate agencies for approval and implemented after approval has been received.
4. District IPPs shall be distributed to all households within the district ten (10) working days prior to the Board meeting.

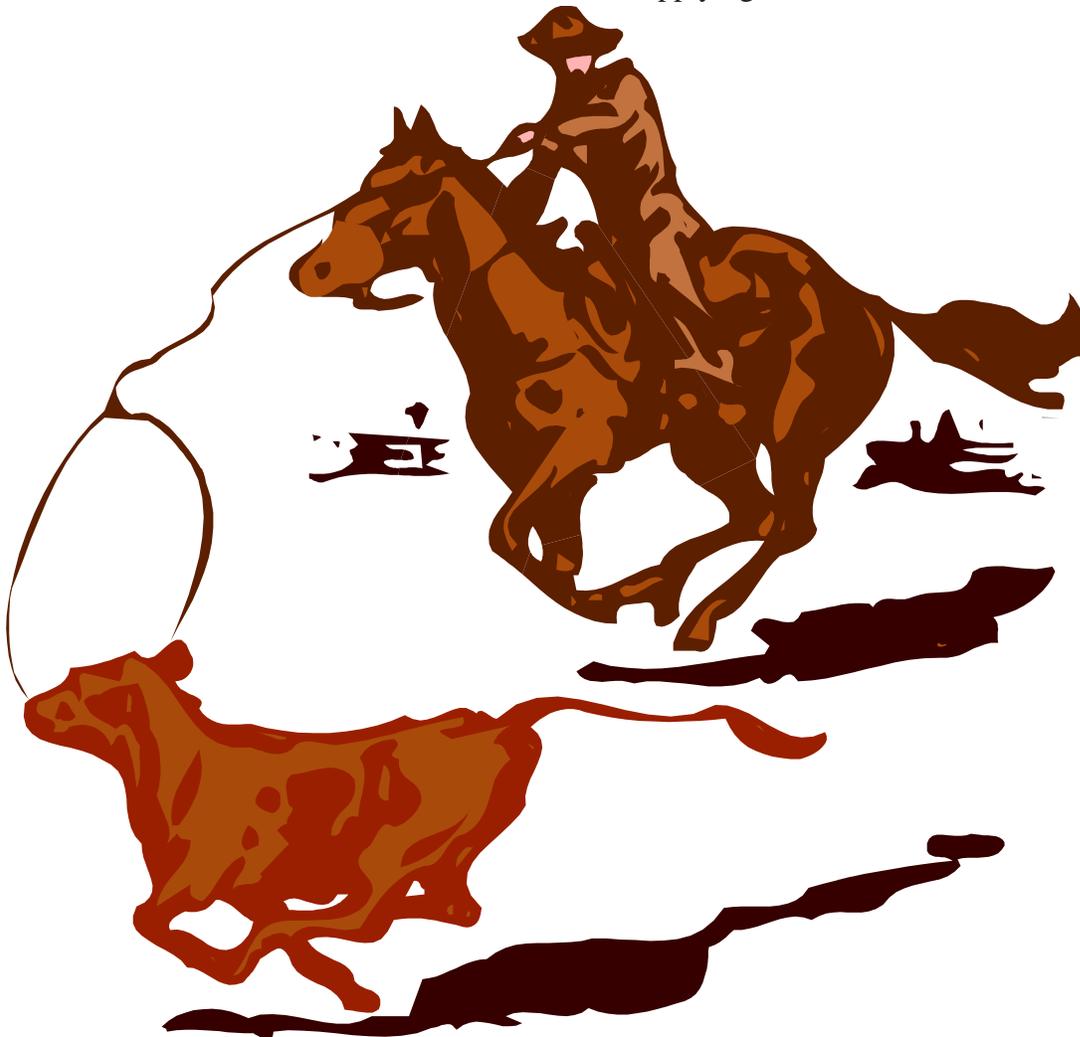


What Is Table 9 and Table 11?

First added to the Impact Aid law in 1996, the program was originally designed to provide funding stability to school districts faced with on-base housing renovation initiated by the Department of Defense (Table 9). The 2001 reauthorization extended this to also include housing renovation initiated by a federal agency, i.e. BIA, HUD that impacted Indian land school districts.

In both cases if a housing project is initiated prior to a district's count date, those students (housing units) removed from federal property would initially be counted as off-base/off-Indian land children. Such housing renovation would have to be certified by a federal official that the renovation has been initiated by the applicable federal agency. Following a certification of such, the Department of Education would then transfer those students (housing units) from off-base to on-base for purposes of the district's Impact Aid payment. Those housing units identified for renovation cannot be considered as eligible for Table 9 or Table 11 for more than 3 years.

Although the intent of this provision is to insure funding stability for districts impacted by the renovation of federal (on-base DoD/BIA/HUD housing), it has also created a problem for the Department of Education in verifying those students listed on a Table 9 or Table 11 Impact Aid application. This has resulted in the delay of Impact Aid Section 8003 payments to all school districts as a final payment spread cannot occur until all students have been verified for those districts applying.



Impact Aid: Title VIII Self Quiz



Section I: TRUE-FALSE

- _____ 1. The original Impact Aid law (P.L. 81-874) was passed due to the presence of Indian students attending public schools.
- _____ 2. Impact Aid provides funds to school districts for general operating expenses.
- _____ 3. School districts that want to receive Impact Aid payments must file an application for these funds each year.
- _____ 4. School districts that receive Section 8002 funds receive these funds based upon the number and type of the federal students attending the schools.
- _____ 5. Section 8003 (b) funds are distributed to school districts that have at least 400 federal children in average daily attendance (ADA) or at least 3% of the ADA is comprised of federal children.
- _____ 6. Under Section 8003 (b), federal students are assigned weights that reflect the degree of impaction these students have on the local schools as determined by Congress.
- _____ 7. The highest weight is 1.0, and is for students residing on Indian lands and for students whose parents are in the military and reside on federal land.
- _____ 8. Students whose parents are in the military, but reside off of federal land and students who reside in Low Rent Housing Projects have a weight of 0.1.
- _____ 9. All students who live off of federal land but their parents are civilians who work on federal land were eliminated from the program in the 1994 reauthorization.
- _____ 10. Average Daily Attendance is defined as the actual membership of students in the school district.
- _____ 11. The maximum payment under 8003 (b) is calculated by determining the number of weighted student units for each category of eligible children enrolled in the district followed by totaling such units and multiplying the total by the Local Contribution Rate.
- _____ 12. The figure determined by the calculation under 8003 (b) is the amount sent to each school district each year.

_____ 13. The law provides for four methods that can be used to determine the Local Contribution Rate.

_____ 14. Depending upon state law, Impact Aid funds may be used for capital improvement or construction.

_____ 15. The old construction provision of Impact Aid (P.L. 81-815) was eliminated in 1994, and there is now no provision for the construction of facilities in the Impact Aid program.

_____ 16. Some federal students with disabilities may qualify for additional Impact Aid funds under the law.

_____ 17. For the purpose of calculating a district's disability payment an Indian Land and on-base military student are given a weight of 1.0 and an off base military of .50.

_____ 18. School districts that claim students residing on Indian Lands must have Indian Policies and Procedures in place, which gives the tribes veto power over how the Impact Aid funds are used.

_____ 19. The student weight for students residing on Indian Lands is higher than the weights for military or LRH students.

_____ 20. Non-Indian students residing on Indian Land can generate Impact Aid funds for the school district, but at lower weights than Indian students.

_____ 21. If there are not enough funds to pay all the Basic Support Payments, all schools receive a payment based upon an equal ratable reduction.

_____ 22. The two factors used to determine a school district's need for Basic Support Payments are: 1) the percentage of federal students of the ADA and; 2) the percentage of the general operating expenditures that the maximum payment represents.

_____ 23. Impact Aid funds are distributed to schools on the basis of prior year student counts.

_____ 24. Impact Aid funds are sent to school districts by electronic wire from the Department of Treasury to the school district's bank.

_____ 25. Districts with 40% or more of their ADA comprised of federal students and whose tax rates for M & O are at least 95% of their state or comparable average can receive additional Impact Aid funds for being heavily impacted.

_____ 26. School districts that qualify for 8002 payments, base their payment calculations on the value of the land when it was taken off the tax roles by the federal government.

_____ 27. For Basic Support Payments (8003 (b)), students who reside off of federal property and whose parents are civilians employed on federal property may be counted if these students number at least 1,000 ADA and/or these students represent at least 10 % of the total ADA of the school district.

_____ 28. When funds are insufficient to fully fund all districts, districts that have a large percentage of federal students and their maximum payment calculation represents a large percentage of their budget receive more of their Impact Aid than districts with smaller degrees of federal impactation.

_____ 29. The LOT modifier is the degree of “need”, as defined by Congress, that a school district has for Impact Aid funds, with the highest “need” at 100%.

_____ 30. Nationwide, it is estimated that about 1,400 school districts will continue to qualify for Impact Aid (both Section 8003 and Section 8002)

_____ 31. The Learning Opportunity Threshold (LOT) Formula is the maximum payment formula by which the payments of all Sec. 8003 districts are calculated.

_____ 32. The LOT formula is the only formula by which Sec. 8003 payments are allocated.

_____ 33. All Impact Aid applications must be approved by the State Departments of Education before any payments may be sent to school districts.

_____ 34. States are not allowed to reduce state aid to an Impact Aid school because the school receives Impact Aid unless the state has been approved to do so by the US Department of Education, as provided for in Sec. 8009 of the Impact Aid law.

_____ 35. Impact Aid payments are first sent to the State Education Agency, and the SEA distributes the funds to eligible LEAs within the state.

Section II: MATCHING

- | | |
|----------------------------|--|
| _____ 36. Section 8002 | a. provides for additional assistance to heavily impacted schools. |
| _____ 37. Section 8003 (b) | |
| _____ 38. Section 8003 (d) | b. allows states to reduce state aid to Impact Aid schools. |

_____ 39. Section 8003 (b)(2)

_____ 40. Section 8007 (b)

_____ 41. Section 8007 (a)

_____ 42. Section 8009

_____ 43. Section 8003 (a)

c. provides for payments for property taken off the rolls by the federal government

d. provides for additional funds for certain disabled federal students.

e. defines federal students and weights.

f. provides for a competitive discretionary construction program.

g. provides Basic Support Payments for federal students.

h. provides for construction (formula) funds for some federally impacted schools.

Section III: FILL IN THE BLANK

_____ 44. The weight of a military off-post student.

_____ 45. The weight for an Indian student residing on Indian Lands.

_____ 46. The weight for a military student residing in a federal LRH project.

_____ 47. The weight for a non-Indian student residing on Indian land.

_____ 48. The weight of a student who resides in a federal LRH project, but whose parents are unemployed.

_____ 49. The weight of a student who lives on military property and the parents are in the military.

_____ 50. The weight of eligible students who live off of federal property and their parents are civilians employed on federal property.

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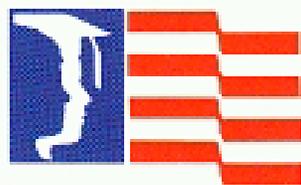
39. A
40. F
41. H
42. B
43. E
44. .20
45. 1.25
46. 1.0
47. 1.25
48. .10
49. 1.0
50. .05



APPENDIX

- I. Impact Aid Program Survey Form
- II. Impact Aid Program Source Check Form
- III. Department of Education Impact Aid Program Staff Listing





NAFIS

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J B L M	Category	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016
	Full-Time Military	19476	19497	24754	21725	27494	29316	30426	34480	34767	34589	34896	34893	34822	34816
	DOD Civilians	5126	4977	5296	5061	5199	5381	5128	6773	7110	7108	7108	7108	7108	7108
	Non-DOD Civilians	3121	3571	4415	5232	4653	4681	3856	3834	3834	3834	3834	3834	3834	3834
	School Aged Children of Military	9426	9437	11981	10515	13307	14189	14726	16688	16827	16741	16890	16888	16854	16851
	School Aged Children of DOD Civilians	2481	2409	2563	2450	2516	2604	2482	3278	3441	3440	3440	3440	3440	3440
	School Aged Children of Non-DOD Civilians	1511	1728	2137	2532	2252	2266	1866	1856	1856	1856	1856	1856	1856	1856
	Military Family Members	29604	29635	37626	33022	41791	44560	46248	52410	52846	52575	53042	53037	52929	52920

 =CURRENT POPULATION
 =PROJECTED POPULATION (BASED ON STATIONONG ACTIONS)

Full-Time Military	Full-Time Authorizations including PCS Student and FTE Other Services (EXCLUDES TDY, Transient and Rotational)
DOD Civilians	Full-Time USD, Local National, PCS Students, NAF, AAFES, and Other Civilians (EXCLUDES Transient and Rotational)
Non-DOD Civilians	Other Civilians (Compo Z) not designated as NAF or USD Civilians (EXCLUDES Transient and Rotational Loads)
School Aged Children of Military	Full-Time Military multiplied by 0.484 [(0.48 Married Military)]
School Aged Children of DOD Civilians	DOD Civilians multiplied by 0.484 School Aged Dependents per Civilian
School Aged Children of Non-DOD Civilians	Non-DOD Civilians multiplied by 0.484 School Aged Dependents per Civilian
Military Family Members	Full-Time Military multiplied by 1.52 Family Members per Military



K-12 EDUCATION

Needs Assessment Technical Memorandum



Date: June 28, 2010
To: Education/Child Care Expert Panel
From: Derek Lunde, BCRA
Re: Sector Needs Assessment of the JBLM Growth Coordination Plan

INTRODUCTION

This technical memorandum is the second in a series of three K-12 education studies prepared as part of the development of the Joint Base Lewis-McChord (JBLM) Growth Coordination Plan to be completed December 2010. The first study, the K-12 Education Existing Conditions Technical Memorandum, was issued on April 5, 2010 for the Education and Child Care Expert Panel, Growth Coordination Committee, and Regional Steering Committee to review and provide the consultant team with feedback. The stakeholders engaged in this process had the following input on the K-12 Education Existing Conditions Technical Memo:

- School districts with smaller impactation rates tend to be less familiar with military culture, terminology, and family lifestyles. Educators could benefit from a greater understanding of these things.
- Some districts find their relationship with Child, Youth and School Services could be improved, and an effort to better understand the resources they offer and have access to may better

position them to serve military children. Likewise, those increased relationships would provide JBLM better opportunity to learn about each school district's culture and programs.

- Outside of Impact Aid funding (which is intended for general operations), low-impact districts have little resources available to fund school maintenance and new construction projects to support specifically military-related growth. Local tax dollars are the main source, secured through bond issues (requiring a 60% super majority yes vote) and capital levies (requiring a simple majority yes vote).
- There is speculation that 30% of families purchase their homes while stationed at an installation.

This feedback is considered in the needs and potential opportunities of K–12 education and will be carried forward in the final study, which will be issued in September as a draft section of the JBLM Growth Coordination Plan.

NEEDS ASSESSMENT METHODOLOGY

For this portion of the growth coordination study, attention was focused on translating existing conditions results into specific regional needs for K–12 education. These needs were then categorized into five categories:

- **Programs** – What programs or services are needed by school districts, parents, and students to better support unique aspects of the military? If these programs or services exist, do they need to be enhanced or increased to accommodate future military student growth?
- **Training & Continuing Education** – What additional training or continuing education is desired by people serving military children to better support their education?
- **Communication & Collaboration** – Where are there communication gaps between school districts, installation personnel, state representatives and other related stakeholders? What is needed to better resolve them? What collaboration is needed to improve regional and local education planning and problem solving for military-connected issues?
- **Facilities** – Are there service shortfalls due to lack of adequate facilities? What capital requirements are needed to better service current military students and projected future growth?
- **Additional Study** – What additional study is needed to further understand and manage military-related impacts to K–12 education providers?

On April 16, 2010 BCRA held an Education and Child Care Expert Panel workshop at Steilacoom School District to discuss how the current existing conditions translate into school district needs that would allow them to better serve military-connected students. Outcomes of that workshop are described here, and they have been enhanced with direct feedback from actively engaged participants on multiple occasions throughout this phase of the study.

Student Growth Projections

In certain circumstances, student projection data was needed to determine potential service gaps. One high-impact school district, Clover Park School District, required detailed projections that distinguished on-base and off-base student growth estimates. Other school districts participating in this study have been preliminarily assessed for growth based on the following calculations:

1. Actual military-related personnel growth numbers were obtained from JBLM for FY2003 to FY2010 and projected figures for FY2011 to FY2016. This includes Full-Time Military, DOD Civilians, and Military-Connected Non-DOD Civilians.
2. Actual K–12 military-related children growth numbers were obtained from JBLM for FY2003 to FY2010.
3. Projected military-related personnel figures for FY2011 to FY2016 were inputted into the U.S. Army MWR/Child, Youth & School Services *Working Formula for Projecting Students*.
 - a. 48% of Soldiers have children
 - b. Married Soldiers have an average of 1.6 children
 - c. 63% of Army children are school age
4. The current proportion of Full-Time Military families living on- versus off-base was applied to projected figures to determine how many children would likely attend schools off base. Currently, 24% of JBLM Soldiers live on the installation. For this projection, BCRA assumed 100% of DOD Civilians and Military-Related Non-DOD Civilians live off base.
5. Population growth projections were provided by RKG Associates in conjunction with the full JBLM Growth Coordination effort. BCRA compared total growth projections for the region with projected growth allocations in each school district to determine the following K–12 student allocation ratios:
 - a. North Thurston SD (14.3%)
 - b. Clover Park SD (18.1%)
 - c. Franklin Pierce SD (4.1%)
 - d. Bethel SD (4.6%)
 - e. Steilacoom Historical SD (9.4%)
 - f. Puyallup SD (9.3%)
 - g. Yelm SD (12.1%)
 - h. University Place SD (5.0%)
6. Projected K–12 military-connected children were allocated to each school district serving the local communities impacted by growth using the growth allocation ratios.

Based on the growth projection methodology above, the region could see growth of 879 additional K–12 children by FY2020. Using the current population distribution and calculations shown in Appendix 2, the following table shows how this growth could be allocated to local school districts.

Estimated Off-Base JBLM K–12 Population Growth Allocation by District

District	FY03-FY10	FY11-FY20	Total
Steilacoom	574	66	640
North Thurston	873	101	974
Clover Park	1105	128	1233
Franklin Pierce	250	29	279
Bethel	281	33	314
Puyallup	568	66	634
University Place	305	35	340
Yelm	739	86	825
Other	1411	163	1574
Total	6106	707	6813

Estimated On-Base JBLM K–12 Population Growth Allocation (Clover Park SD Only)

School Attendance Area	FY10 Total Counts	Growth in FY11-FY20*	Total Estimated Counts by FY20
Beachwood ES	488	487	975
Carter Lake ES	435	50	485
Clarkmoor ES	354	--	354
Evergreen ES	681	--	681
Greenwood ES	309	144	453
Heartwood ES (closed)	--	--	--
Hillside ES	474	--	474
Woodbrook MS	604	57	661
Mann MS	403	177	580
Lakes HS	1,335	228	1,563
Clover Park HS	1,281	13	1,294
Total	6,364	1,156	7,520

*See Appendix 4 for detailed analysis showing on-base K–12 student growth

NEEDS ASSESSMENT

The following needs are organized by type, and they have been drafted based on findings from the Existing Conditions phase of the study. In addition, BCRA held a workshop with the Existing Conditions Technical Committee to discuss needs as they relate specifically to the existing conditions findings and any new relevant military-related service gaps found that may prevent a district's ability to provide a high quality K–12 education.

PROGRAMS

Need: Centralized location to share successful military-specific programs between school districts

Related Existing Condition: Districts with less military-connected student populations still struggle with many of the same needs to provide programs that support military-connected children and families.

Rationale: High- and medium-impact school districts (like Clover Park SD and Steilacoom Historical SD) have very successful programs that support military-connected students. While some of these programs relate to schools nearly 100% occupied by military children, there are many offered that could be implemented in lesser-impacted districts and schools. Districts with lesser impact levels often cannot afford to test various services or programs due to budget or staffing restraints, but they could value from having access to information about programs that are successful in other districts.

Need: Better understanding of programs and services offered by JBLM, school districts and federal sources to students, families and school districts

Related Existing Condition: Some districts with less direct connection to JBLM do not understand what programs and services exist that are provided and/or funded by JBLM and federal sources for military children, families and school districts serving military children. Likewise, increased engagement between JBLM and school districts would provide JBLM better opportunity to understand each school district's culture and programs.

Rationale: Ensuring each district serving military children has clear access to information on programs and services offered by JBLM and federal sources to support military students is the first step to mitigating a school district's need to create their own programs with limited budgets. In addition, increased understanding of school district programs and operations would allow JBLM to better engage and suggest ways to support district needs.

TRAINING AND CONTINUING EDUCATION

Need: Professional development opportunities for teachers to understand military life and recognize and support the unique needs of military children

Related Existing Condition: Some school districts (especially those with higher impact rates) and their staff leverage existing resources offered by the federal government, military-related organizations and the state of Washington, whereas many small- and medium-impacted districts have admitted not knowing how to access what may be available. Regardless of a district's awareness of professional development opportunities available, it is universally agreed that access to those opportunities should be improved.

Rationale: Regardless of a district's military impact levels, teachers with very few or significant military-connected children in their classes each need professional development opportunities that help them better support the unique needs of these children. There is a regional perspective that districts with high military impact have special access to these professional

development opportunities and it would be beneficial if they were extended to lesser impacted districts. Improving awareness and access to existing training opportunities will help uniformly raise the level of service and support to military-connected children and families. Increased understanding of the military lifestyle and general operations “inside the fence” of an installation can help educators better proactively respond to unique needs of their students, ultimately allowing the educator to feel more comfortable in the classroom and supported in their profession. Furthermore, additional training will help teachers of military-connected children feel more supported and prepared to provide additional assistance to children when necessary. In addition, better alignment with JBLM will help districts understand what professional development might be needed for staff supporting military children.

Need: Additional support and preparation assistance for Impact Aid application process

Related Existing Condition: Tracking military-connected students is more accurate and consistent in districts who apply for Impact Aid funding. Some districts have self-identified they could benefit from improved tracking of military children, which could improve their annual Impact Aid funding allotment. A few known districts, namely Puyallup and Yelm School Districts, both would consider Impact Aid applications if the process were better informed and there was a sufficient return on their investment.

Rationale: Some school districts have indicated that achieving a high response rate for Impact Aid surveys is difficult. Further, districts unfamiliar with the application process see the highly formal application and audit process as a tough hurdle to get over, especially for what appear to be low monetary results. Access to support and application preparation assistance could allow them to achieve a higher level of funding and also provide a more accurate military tracking process.

COMMUNICATION & COLLABORATION

Need: Consistent communication between JBLM and school districts on key environment and mission changes that could impact education

Related Existing Condition: Understanding what known deployment and troop movement plans exist can assist districts with planning for student enrollment and funding fluctuations. Further, having this information can assist educators in early detection and assistance with behavioral concerns among military-connected children in the classroom. Some districts find their relationship with Child, Youth and School Services at JBLM could be improved, and an effort to better understand the resources they offer and have access to may better position them to serve military children, especially those with special needs.

Rationale: Developing a formal communication channel that provides regular updates can help school administrators, principals and teachers manage their classrooms and their budgets before the impacts are already felt. Doing so will lessen the unpredictable impacts that military fluctuations can often create. This becomes especially important for families with special needs children. The capacity for Madigan AMC to handle health-related needs leads to a higher than average “Compassionate Assignment” for military families and special needs children. Regardless, a stronger partnership between all regionally impacted districts and JBLM CYSS will help encourage ongoing and consistent communication and collaboration to provide programs, training and other resources to the benefit of military students and their families.

Need: Increase educator awareness of and access to counseling resources related to military-connected behavior, mental health and grief support

Related Existing Condition: There is a common desire to increase educators' proficiency and access to resources available for handling challenging military-related behavioral and mental health challenges. As families begin to reside farther away from JBLM, access to resources becomes problematic. For instance, kids in Yelm are not going to commute to JBLM for counseling services.

Rationale: The Army has resources available for school districts and military families to access for supporting children's struggles with behavior, grief and other mental health challenges. By establishing better direct communication access for educators and these resources, teachers, parents, counselors and ultimately students will be more likely to receive quality and timely support for their challenges. Improved regional awareness and access to mental health resources that support unique aspects of military life for children will aid school districts in their efforts to support students and increase a student's success in the classroom. Greater awareness of resources nearest local school districts will also help better position each district as a resource for military families.

Need: Improved communication system where school districts and teachers can easily identify military-connected children

Related Existing Condition: The only current means of tracking military-connected students is through the Impact Aid survey or through self-identification by students or parents.

Rationale: Typically self-identification is low, and often Impact Aid survey results do not make their way back into the classroom for teachers to understand and respond to. An improved system for tracking and identifying military-connected children would help a teacher better respond to the needs of that child. Some districts flag students in their internal student databases as military, and it should be researched whether this could be tracked at the state level.

Need: Increased access and collaboration between high-impact and lesser-impacted schools and districts, specific to supporting military-connected children

Related Existing Condition: Generally speaking, more military-specific student programs, resources and collaboration occurs in districts serving a higher proportion of military-connected students. Lesser-impacted districts receive less financial support to offer the same, yet student needs are often the same when it comes to military support programs and resources.

Rationale: Increasing collaboration among all school districts serving military children is the first step toward evening out each district's comfort with military child support and regional planning.

FACILITIES

Need: Additional permanent capacity to house students in at least five of the eight districts studied

Related Existing Condition: All school districts that reported district-wide permanent student capacity indicated they are currently in a shortage situation, due in part to military-related growth.

Rationale: Additional classroom space to accommodate projected student growth will increase each student's quality of education as it ensures they have a safe, healthy and supportive educational environment. The following table also expands on projected military student growth and the need for additional capacity in certain school districts.

School District	Permanent Capacity	FY09 Enrollment*	Projected Military Student Growth	Available Capacity
Bethel SD	15,351	17,838	33	-2,520
Clover Park SD	11,742	12,242	1,284 (includes on-base)	-1,784
Franklin Pierce SD	unknown*	8,072	29	unknown
North Thurston SD	12,082	14,025	101	-2,044
Puyallup SD	20,228	21,676	66	-1,514
Steilacoom Historical SD	unknown*	5,435	66	unknown
University Place SD	unknown*	5,439	35	unknown
Yelm SD	5,070	5,559	86	-575

*permanent capacity data was not provided in Existing Conditions phase of this study

Need: Support for facilities maintenance and upgrade projects for military-impacted schools

Related Existing Condition: Low-impact districts have little resources available to fund maintenance and upgrade projects for schools especially impacted by military growth.

Rationale: Having a resource available to assist districts with maintenance and small upgrades to facilities that support military-connected children would greatly improve a district’s ability to direct the intended general operations money into the classroom for education purposes. Franklin Pierce SD, for example, serves a relatively low military-connected student population (5.5% in FY10), however the current capital projects funding mechanism puts the full burden of facilities investment on local taxpayers. Recent bond issue attempts have failed. Identifying additional resources for districts to pursue that would offset some of the local tax burden helps local taxpayers understand there is still a federal obligation to support schools their military-related decisions and growth impacts. There is speculation that federal assistance would encourage local taxpayers to reconsider supporting a local bond issue for necessary school construction projects that benefit local children.

Need: New schools on JBLM with additional capacity to replace outdated existing elementary schools

Related Existing Condition: The five-year average of enrollment in schools on JBLM has grown to 102% of their permanent capacity. In addition, housing plans on the installation suggest additional enrollment demand will continue to grow through FY16. Please see the Davis Demographics summary report of on-base schools in Appendix 3 to learn about projected enrollment for on-base schools. Six of the seven schools on JBLM were built between 1950 and 1963, and each requires significant renovation to bring them up to adequate learning environments. The seventh school is in “good/fair” condition and requires only moderate renovations to bring it back to a 30-year life. Please see conditions summaries from the *K–12 Education Existing Conditions Technical Memo* for additional information on school conditions.

Rationale: There are currently very few options to address future capacity shortages in schools on JBLM. Clover Park School District, the on-base school operator, does have additional capacity in schools off-base; however, they have been told by JBLM that it is not preferable for students living on-base to attend an off-base school. Additional enrollment could also be housed in temporary portable classrooms; however, those are at the expense of Clover Park SD and require specialized Anti-Terrorism/Force Protection retrofitting to be sufficient for use near an on-base roadway. Elementary schools are typically built for a 30–40 year lifespan based on today’s construction methods and requirements of Washington Office of Superintendent of Public Instruction (OSPI). The facilities on JBLM have not received substantial renovation or modernization work since their original construction and they are now showing obvious signs of building failure. Replacing the facilities will address these safety and education inadequacy concerns.

ADDITIONAL STUDY

Need: Study how military families' preferences are changing between renting and buying homes

Related Existing Condition: There is speculation that 30% of families choose to purchase their home when stationed at an installation.

Rationale: Understanding this information would allow school districts serving JBLM a better understanding of family attrition rates and their desires to remain in the region following a Soldier's service. Furthermore, there are predictions that military families often seek out other military families to rent their homes when vacant. This could artificially inflate military-connected children in certain neighborhoods.

Need: Correlate the state of Washington's recent adoption of the Interstate Compact with each district's ability to accommodate military children

Related Existing Condition: There is no evident standard of care for the region to align with the Interstate Compact and inter-district transfers related to military students. Further, there are state graduation requirements that may not be easily accommodated for students arriving in Washington late in their K-12 education career (especially high school).

Rationale: While the Interstate Compact does a good job setting the tone for educational standards between states, additional study should be conducted to identify any gaps that still exist between key states with large military installations. Understanding the gaps could allow districts to better position their policies to suit military-connected students.

Need: Understand how online programs can be beneficial to certain challenges of education for military children

Related Existing Condition: There are several school districts that offer full-time online courses, which can provide educational continuity if a student is enrolled and then moves due to various military requirements.

Rationale: Little is known to date both by the Army and local school districts as to the potential benefits of online programs for military children. There is speculation that it could assist in times of significant military change (deployment, duty station changes, etc.); however, additional study on this could assist local school districts on their decision whether to promote online programs especially for military-connected programs.

SUMMARY OF NEEDS ASSESSMENT

Need	Opportunity	Potential Strategies
1. Centralized location to share successful military-specific programs between school districts	1. Establish a clearinghouse for regional military-specific district programs	
2. Better understanding of programs and services offered by JBLM, school districts and federal sources to students, families and school districts	1. Identify and report existing federal services to equip families and districts serving military K–12 kids	
3. Professional development opportunities for teachers to understand military life and recognize and support the unique needs of military children	1. Improve means of communicating existing professional development opportunities for educators	
	2. Increase awareness of training opportunities	
	3. Collaborate with JBLM to locate resources to fund this development	
	4. Provide course or materials that offer insight into general military life	
4. Additional support and preparation assistance for Impact Aid application process	1. Target resources and technical assistance for districts who need support filing Impact Aid applications	
5. Consistent communication between JBLM and school districts on key environment and mission changes that could impact education	1. Reinforce participation in regular K–12/JBLM forums	
	2. Establish recurring JBLM status updates specific to K–12 education	
	3. Expand district staff awareness of school liaison officer	
	4. Increase district awareness of CYSS duties within JBLM	
6. Increase educator awareness of and access to counseling resources related to military-connected behavior, mental health and grief support	1. Increase awareness of counseling resources focused on military support	
	2. Provide school counselors with tools to connect families to counseling resources specific to military-related concerns	
	3. Study individual military-impacted district's access to	

	quality military-related counseling resources	
7. Improved communication system for school districts and teachers to easily identify military connected children	1. Include “active duty” question on school enrollment documentation for district coding	
8. Increased access and collaboration between high-impact and lesser-impacted schools and districts, specific to supporting military-connected children	1. Continue K–12 expert panel members as regional task force for collaboration	
	2. Provide regular military updates in school district/JBLM meetings	
9. Additional permanent capacity in at least five districts	1. Study district space needs to identify scope of regional capital projects	
10. Support for facilities maintenance and upgrade projects for military-impacted schools	1. Identify and list federal impacts on capital facility conditions and maintenance needs	
	2. Pursue existing federal funding sources for military-impacted facilities maintenance and upgrade	
11. New schools on JBLM with additional capacity to replace outdated existing elementary schools	1. Construct up to two new elementary schools on JBLM North	
	2. Pursue joint base connecting road to provide bus transportation making closed school on JBLM McChord Field feasible	
	3. Locate a middle school on JBLM Main to service growing student population	
	4. Consolidate the seven current on-base schools into five new, larger facilities	
	5. Renovate Evergreen Elementary on JBLM Main to house a larger capacity	
12. Understand military preferences to rent vs. buy	1. Study regional trends among military families on housing preferences to inform K–12 student mobility	
13. Correlate Interstate Compact with district procedures	1. Translate language of Interstate Compact into school obligations	
	2. Host regional forum to discuss how Interstate Compact can be best addressed among districts	

	<p>serving military kids</p>	
<p>14. Learn what benefits may exist for online programs to assist with education challenges for military children</p>	<p>1. Study district online programs and preferred user groups</p>	
	<p>2. Identify which programs are best suited for serving military children</p>	

NEXT STEPS

- After the needs listed herein are validated by the technical committee, BCRA will clarify opportunities with the expert panel and pursue resolution to the needs identified.
- BCRA will prepare a series of potential strategies that could help the region pursue specific opportunities.
- Maps will be produced to visually identify where growth in K–12 students is occurring in the region and by district. These maps will focus on growth percentages.

REFERENCE LIST

See appendix



HIGHER EDUCATION

Existing Conditions Technical Memorandum



Date: April 2, 2010
To: Education & Child Care Expert Panel Members
From: Derek Lunde, BCRA
Re: Existing Conditions of the Educational Impact of Growth at JBLM

Summary Findings: Higher Education Existing Conditions

1. Currently, the only formal method for **tracking military-connected students** are either those who self-identify or are using federal funding streams to pay for their education (i.e. GI Bill, etc.). A more formalized system for tracking these student types could be helpful for planning and deployment-impact management purposes.
2. Some, but not all providers follow standard guidelines for **translating past training and experience into transfer credit** at the institution. National guidelines exist that could provide consistency among institutions and ease the enrollment process for prospective students.
3. **Strengthening relationships and regular information exchange** between providers and JBLM contacts would allow each to better plan and support one another in their missions to improve access to and quality of higher education.
4. **Deployment impacts** tend to be financially and emotionally significant and abrupt for education provider, student and even the Army. Some providers have developed systems and methods for mitigating this issue, however there are several opportunities for streamlining the exit process or, better yet, transferring students into distance learning programs so they may continue their education.

Introduction

The first phase of the full Education and Child Care plan identified the study's goals and existing conditions. The Education Expert Panel met twice during this phase to define the study's goals and guide BCRA's study team through their desired existing conditions review.

The Panel identified the following **goals** as part of the full study:

Higher Education

1. Understand what drives military-connected individuals to select higher education programs.
2. Learn what skill sets military-connected higher education seekers already have.
3. Identify gaps between what higher education demands and the current level of service.
4. Explore how to address military-student need for program and course flexibility and portability.
 - a. i.e. how might online learning and "credits for experience" factor in.
5. Strengthen relationships and regular exchange of information between JBLM and higher ed.

In order to effectively begin addressing each of these goals, BCRA surveyed the existing conditions for higher education. Work completed in this phase included a qualitative stakeholder survey, expert panel focus groups, and review of secondary research pertinent to the region and level of service standards.

Methodology

Higher Education

In order to fully understand the current conditions of higher education within the study area, BCRA researched the components that were advised by the expert panel members. This research involved a detailed qualitative survey of higher education providers to understand several unique-to-region and technical questions. Findings of this survey were summarized and reported in this technical memo.

In addition to the qualitative survey, BCRA reviewed a collection of secondary research that was provided by members of the expert panel and other related organizations.

The focus of this research was geared toward programs, services and training related to serving the uniqueness of military-connected students. The expert panel recognized that program capacity and enrollment levels depend on many different factors, but the most important aspects of study should be focused on the programs desired by military-connected students, unique training opportunities, and specific service that are made available to encourage this audience to seek higher education.

Findings

Within the study area, there are higher education providers that operate both on JBLM and off. The Stone Education Center on JBLM houses Army Education Services and a number of satellite college and university programs, including:

- Central Texas College
- Brandman University
- Pierce College
- Saint Martin’s University
- Troy Universityⁱ

There are six higher education providers that operate off-base that are inside the study area and are available to members of the military and their families. Providers within the study area and recommended by the expert panel and reviewed by BCRA include:

- Clover Park Technical College
- Pierce College
- Pacific Lutheran University
- Tacoma Community College
- Bates Technical College
- Saint Martin’s University

In general, higher education providers offering programs off-base indicated there is no method in place to effectively track military-connected students. Unless students self-identify or use a trackable funding stream, like the GI Bill, they often are not recognized and counted as military. As such, it was determined by the expert panel that this study should focus less on enrollment and capacity figures, but more on programs, services and training related to serving military-connected students.

College & University Introductions

Institution	Programs Offered	Unique Military Services
Clover Park Technical College Lakewood Puyallup (Auxiliary)	Associate of Applied Technology Associate of Applied Science-T Associate Degree in Nursing Certificate of Competency Certificate of Training <i>Course offerings are extensive, and are based on technical- and trade-related careers.</i>	Veterans Affairs representative who assists with Federal tuition assistance programs.
Pierce College Puyallup Fort Steilacoom South Hill (Auxiliary Campus)	Associate of Arts Associate of Science Certificate programs <i>Course offerings are extensive, and range from Early Childhood Education, Social Services, Dental</i>	Provides educational programs at Fort Lewis and McChord Air Force Base. These separate programs are specifically designed to serve the needs of active-duty military

Technical Memorandum

<p>JBLM (Auxiliary Campus)</p>	<p><i>Hygiene, along with many more.</i></p>	<p>personnel, their family members, VA benefit recipients, and civilians in the community.</p> <p>They have also been designated an institutional member of Servicemembers Opportunity Colleges (SOC), a group of more than 1,700 colleges and universities providing postsecondary education to members of the military around the world.</p>
<p>Pacific Lutheran University Parkland (Tacoma)</p>	<p>Bachelor & Master of Arts Bachelor & Master of Science Bachelor & Master of Business Administration Bachelor & Master of Fine Arts Bachelor of Music Bachelor of Music Education Bachelor of Musical Arts <i>Specific areas of study are available within the following Colleges and Divisions: Humanities, Natural Sciences, Social Sciences, Arts & Communication, Business, Education & Movement Studies, Nursing</i></p>	<p>Veterans Affairs representative who assists with Federal tuition assistance programs.</p> <p>PLU offers the only ROTC program in the study area.</p>
<p>Tacoma Community College Tacoma Gig Harbor Peninsula Madison School Mission Creek Corrections Center for Women The Evergreen State College-Tacoma Washington Corrections Center for Women Washington Institute for Service Excellence at the Tacoma Mall</p>	<p>Over 40 study areas and 60 professional and technical degrees and certificates. A full list of study areas offered is available at: http://www.tacomacc.edu/academics/areasofstudy/</p>	<p>None specifically identified.</p>
<p>Bates Technical College Tacoma</p>	<p>Associate of Technology Associate of Applied Science-T Certificate of Competency Certificate of Training <i>Areas of study include a wide assortment of trades including: building and engineering fields, business and professional services, healthcare, and information technology</i></p>	<p>None specifically identified.</p>

<p>Saint Martin’s University Lacey JBLM (Extension) Centralia Community College (Extension) Tacoma Community College (Extension) Olympic College (Extension)</p>	<p>Bachelor & Master of Arts Bachelor of Science Bachelor of Elementary Education Master of Education Master in Teaching Master of Engineering Management Master of Civil Engineering Master of Business Administration</p>	<p>In addition to its extension campus on JBLM, Saint Martin’s has been supporting military members and their families since 1972.</p> <p>More recently, they have partnered with eArmyU to offer on-line degree courses. Qualifications for eligibility include being a Regular Army active duty enlisted Soldier, Active Guard Reserve, Mobilized Reservist, or Officer with computer access.</p>
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Preferred Study Areas for Military Students

According to findings of the provider surveys, student areas of study are very diverse. In general, there are military-connected students in every program offered by the colleges surveyed. Pinpointing preferred study areas has been difficult to track, historically, because higher education providers are not able to make the connection between military students and the programs they enroll in.

However, some providers’ general observations on military-connected students preferred programs include:

- Computer and information technology
- Health and nursing
- Trade-related programs (i.e. automotive, welding)
- Business
- Military Science
- Education

Skills that are applicable as transfer credits

Transfer policies vary with respect to credit awarded for military training and experience. While the obvious prior college level course work is most often transferable, military training and experience credit is often considered but not treated the same at all institutions. Most common is that some higher education providers set qualifications for applying a Soldier’s Basic Training experience as Physical Education credits. Other general education and computer-related experience is also commonly accepted for credit. Some providers allow students to request competency testing for courses they believe they are fully knowledgeable in already.

Also, if the prospective student is applying for credit for continuing courses in a field that they are already specializing in, they are more likely to get credit for military experience in those areas than if they are considering an unrelated field of study.

Both Bates and Clover Park Technical Colleges apply 100% of recommended credit for military experience noted in the American Council of Education's guidelines.ⁱⁱ There are dozens of recommendations. To simplify, the following are two example recommendations:

- *3 SH in Aircraft Systems Fundamentals*
transfers as *Landing Gear, Hydraulic, and Fuel Systems or Basic Aviation Maintenance*
- *3 SH in Computer Applications*
transfers as *Business Computer Applications*

Army Soldiers and Veterans can obtain an AARTS Transcript, which documents their military training and coursework. Air Force Soldiers and Veterans can obtain their own transcript – a CCAF Transcript.

In addition to ACE guidelines, some providers, including Tacoma Community College and Clover Park Technical College are part of the Service members Opportunity Colleges (SOC), which provide educational opportunities to Service members who, because they frequently moved from place to place, had trouble completing college degrees.ⁱⁱⁱ

Outside of the ACE guidelines and SOC, several providers have their own system for reviewing military experience and training for transfer credit, and others are in the process of developing a program. Overall, each provider considers military training and coursework for transfer credit at their schools.

Programs Specific to Military Students

The majority of Higher Education institutions do not have programs that are specific to military alone with the exception of some resource programs for Veterans. Even those that do offer programs, such as ROTC, do not have required programs for military students. All are voluntary and are available to both military and non-military students.

More commonly, schools have available resources for military use to help with financial aid and researching options such as tutoring, online testing and distance learning.

Tacoma Community College has a Veteran's Club on campus and will begin holding a first quarter Student Success Seminar targeted at Veterans in Fall 2010.

Pierce College and Saint Martin's University both make programs available to military-connected students in the Stone Education Center on JBLM. They are two of the five higher education providers and the only two Washington State-based providers on the installation.

Behavioral challenges in Military Students

At this education level, behavioral issues do not seem to be as much of a concern as in the younger levels. There is general counseling and health care available to all students, and counselors often have been trained to some degree to at least recognize students who may have difficulty coping that may be related to military issues or even Post Traumatic Stress Disorder (PTSD). For the most part, behavioral challenge is not an area that receives as much focus at higher education institutions as is necessary for providers of child care and grade school education.

Special needs military students

In general most institutions are unaware of what proportion of special needs students are also military related and do not receive any additional compensation for those students regardless. Often accommodations for those students are handled through the Veterans Administration services and are not something the school is directly responsible for; therefore, they are undocumented.

Proportion of students with military connections

There are very diverse responses to this question, ranging from undocumented or minimal amounts and up to a maximum of 40% military in on-site courses. When you factor in on-line courses the percentage goes up. Half the schools surveyed had little or no information documenting this, thus there is no formal report that is possible currently.

Tracking military connected students

Tracking of military-connected students is for the most part limited to those who receive some kind of financial support either through the school or through VA benefits. With the exception of Saint Martin's University, no school has tracked in any more detail to determine active military, reserves, spouses, or dependents.

Current enrollment and projections

Generally, higher education schools are finding varied results in terms of enrollment and capacity limitations. Many community and technical colleges have indicated that enrollment has been at or over capacity in recent and current years and is expected to increase in the near future but then level out as the economy improves. As distance learning becomes more acceptable to students, it is expected that those programs will continue to develop and expand to meet the need and the on-site programs to either level off or potentially decline in the more distant future. Four year institutions have indicated they have sufficient capacity to handle additional students.

Below is a chart indicating the current enrollment and capacity information known about each provider participating in the study:

Institution	Current Enrollment Status	Comments
Clover Park Technical College	Can accommodate additional enrollment	5,000 FTEs in FY10. Does not expect to exceed 5,300 over the next five years.
Pierce College	Cannot accommodate additional enrollment	Currently overenrolled by 11% of their target. Expect upwards of 5% growth over the next five years.
Pacific Lutheran University	Can accommodate additional enrollment	Enrollment capacity is 3,700 students. Historically and currently this capacity is adequate, and will likely continue to be adequate for future enrollment spikes.
Tacoma Community College	Cannot accommodate additional enrollment	Currently experiencing record enrollment, likely due to the economic conditions. Difficult for students to find space in needed courses, however this will likely flatten out as the economy improves.
Bates Technical College	Can accommodate additional enrollment	Currently at capacity of 1,500 students, likely due to economic conditions. However, even as economy picks up, they will likely continue to grow over the next ten years.
Saint Martin's University	Can accommodate additional enrollment	Average is 600 students in the extension campus environment. The distance learning programs are growing much faster than in-class enrollment.

It was widely understood that higher education providers are flexible to grow and shrink their program sizes based on demand, assuming there is not a need for additional physical classroom or lab space to accommodate more students.

Impact of deployment on higher education institutions

Deployment definitely can have an impact on enrollment but is generally accommodated by any of the following methods:

- Depending on timing, the student may simply drop out of the course. If this happens before the drop date deadline then students are not held financially liable, however if this happens after the drop date, then students are responsible for the tuition. Often times, the Army will cover this cost; or,
- Make arrangements with instructor to complete course requirements; or,
- Change enrollment to an on-line section of same course, if one is available.

Higher education providers were noticeably flexible and understanding of the topic of deployment. It was shared that deployment is especially hard on providers in that the common decision is to drop out of the program completely. Providers have begun to mitigate outright drop-outs by increasing

awareness of online courses and being flexible in ways to complete the course requirements under the deployment's circumstances.

Additional Information Needs

- What funding sources are available to military personnel, veterans, dependents for higher education both during and after they have completed their service.
- Further understand the ACE and SOC coursework and transcripts to better evaluate transfer credit standards among institutions.

Next Steps

- Consider a survey of prospective higher education students, veterans and current military personnel to understand the qualities they value in seeking higher education.
- Revisit the Education Expert Panel members to understand what gaps are evident in service to military-connected students, both current and prospective.
- Understand how to project and plan for future deployment and its impact on higher education enrollment and drop out rates.
- Consider how to establish a consistent standard among regional higher education institutions for the acceptance of transfer credit and especially credit for training and field experience.

ⁱ Army Education Services, Joint Base Lewis-McChord. <http://www.lewis.army.mil/eso/>

ⁱⁱ See Appendix 1 for more information on the American Council of Education's Credit Transfer Guide.

ⁱⁱⁱ Specific information on Servicemembers Opportunity Colleges is available online at <http://www.soc.aascu.org/>



HIGHER EDUCATION

Appendix – Existing Conditions of the Educational Impact of Growth at JBLM

Appendix 1: American Council of Education. Credit Transfer Guide.



A TRANSFER GUIDE:

Understanding Your
Military Transcript and
ACE Credit Recommendations



A TRANSFER GUIDE:

Understanding Your Military Transcript and ACE Credit Recommendations



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Welcome to the Transfer Guide



This guide is based on the simple principle that if you have a clear understanding of your military transcript and basic information about transfer policies and issues, you can more successfully navigate your way through the process of transfer credit for military training and experience. This publication will serve as your resource for understanding military credit recommendations, transcripts, and their use when you wish to transfer to an academic institution.

The topics are presented in a straightforward, non-technical manner that allows you to quickly understand the American Council on Education (ACE) credit recommendations and transfer credit policies. After the main topic of each section, we provide you with examples of the “how” and “what” of military transcripts, transfer credit, transfer practices, and online resources. You also will find a friendly transfer credit checklist and a section that answers frequently asked questions.

We hope that you will find this *Transfer Guide* informative as you make your transition into higher education.

DEFINITION OF TERMS

Before you start to read this guide, here are some key terms to assist you in understanding the language and terminology of academic institutions.

Academic hours (SH and QH)

Academic course credits are measured and listed in either semester hours (SH) or quarter hours (QH). These measurements are formulated on the basis of the Carnegie unit.

Admissions

The admissions department of an academic institution is responsible for the application process. Once the admissions department has received and reviewed all documents required to complete a student's file, he or she is granted an admission status to the institution.

Adviser

An adviser directs a student to select the correct courses to fulfill the requirements for his or her selected degree path and helps the student with any academic issues that may arise.



Catalog/Bulletin

College catalogs (or bulletins) provide institutional history, philosophy, policies, accreditation information, degree plans, and schedules. Each catalog applies to a particular academic year, and is considered the official policy source and contract between the student and the academic institution.

Course description

The course description is a basic overview and explanation of the college-level course. Course descriptions can be found in the catalog/bulletin and on the institution's web site.

Curriculum or degree plan

The curriculum plan (or degree plan) is the outline of expectations for a student's degree requirements. This will include core courses (general education requirements), departmental courses, electives, and any special requirements such as internships. The registrar uses this as a checklist to determine the student's progress in meeting the program requirements.

Dean

The dean is the person in charge of an academic department or division for a college or university. A dean's responsibilities typically include managing and overseeing curriculum, policy requirements, accreditation issues, faculty support, and student services.

Electives

In addition to taking the expected courses required to complete a degree, students may also choose courses of interest to them. These elective courses may or may not apply to the total number of credits required to fulfill a specific degree.

General education requirements

General education requirements are the core courses all students must take in order to graduate. These courses typically fall under such disciplines as English, history, humanities, science, math, social science, political science, and literature.

Grade point average (GPA)

The average percentage grade the student earns for the semester or term.

Major

The courses required in a student's primary selected degree path or area of study that focus on a specific subject area.

Minor

Some students chose a secondary discipline to study. This is called a minor and has fewer required courses than the major but has very narrow course options due to the specific program requirements.

Registrar's Office

The registrar's office maintains all academic records, information on class enrollments, student enrollment, honor roll, retention, and special programs eligibility. Transcripts are also issued by the registrar's office.

Residency requirements

Most colleges and universities have an academic residency requirement, which obligates a student to earn a specific number of credits from that institution in order to be awarded a degree or credential.

Syllabus

A course syllabus outlines specific dates, assignments, and policies so that students understand what the professor's expectations are for successful course completion.



Types of Credit

Within a curriculum or degree plan, course credit is defined by type, based on the academic rigor and content of each course. Credit is divided into four types:

Vocational

This type of coursework is normally found in yearlong certificate programs that are designed to provide students with occupational skills.

Course content is specialized, and the accompanying training emphasizes procedural (hands-on) rather than analytical skills (theory).

Lower division

This type of course emphasizes learning basic principles that have broad judgmental applications. Coursework at the lower division is typically found in programs leading to an associate degree or in the first two years of a baccalaureate program and is commonly numbered 100- or 200-level courses.

Upper division

The content of this type of course usually involves specialization of a theoretical or analytical nature beyond the introductory level. Coursework at the upper division is usually found in the last two years of a baccalaureate program and is commonly numbered 300- or 400-level courses.

Graduate

This category describes courses with content found in graduate programs. These courses require one or more of the following: independent study, original research, critical analysis, and the scholarly or professional application of the specialized knowledge or discipline. Students enrolled in such courses normally have completed a baccalaureate program.

Transfer Credit and ACE Credit Recommendations



Earning college credit can be accomplished in a number of ways. Some individuals take college-level courses directly. Other students may have professional training or experience that is determined to be equivalent to classroom courses. Based on your military experiences and training, you may have college credit recommendations to apply toward a degree requirement or program of study.

WHAT IS TRANSFER CREDIT?

Transfer refers to the movement of students from one college, university, or other education provider to another, and to the process by which credits representing educational experiences, courses, degrees, or credentials are accepted or not accepted by a receiving institution (Joint Statement on the Transfer and Award of Credit; see www.acenet.edu/Content/NavigationMenu/Programs/Services/CLLL/Joint.htm).

Acceptance of transfer credit is determined by the receiving institution.

When the college or university determines whether and how much credit to apply to your individual record, that credit will then appear on your transcript. Typically, grades are not included with the transfer process, so they are not factored in as part of the grade point average (GPA).

WHAT ARE ACE CREDIT RECOMMENDATIONS?

The American Council on Education (ACE) convenes teams of teaching faculty who travel to military installations to evaluate military training courses and occupation-based skills, knowledge, and abilities. These evaluations are conducted to determine the learning acquired through these experiences. Team members review training materials for programs of instruction, including lesson plans, instructor materials, and examination materials. The evaluators also interview service members, their supervisors, and subject-matter specialists.

Review teams then determine if the demonstrated learning outcomes are equivalent, in part or in whole, to the learning outcomes derived from college-level coursework. Equivalencies are then expressed as credit recommendations that are quantified in terms of semester hours and qualified in terms of course titles or academic areas.

For example, an Army soldier took the Medical Specialist Course (300-91A10) at the Academy of Health Science in Fort Sam Houston from May 1988 to July 1988. A team of college faculty members reviewed the specific training materials

for the course, depicted the learning outcomes, and made the following credit recommendation:

Learning Outcomes: Upon completion of the course, the student will be able to measure and assess vital signs, complete and maintain records, perform CPR, administer oxygen, manage a patient with artificial airways, manage wounds, administer injections and immunizations, treat chemical injuries, initiate measures to prevent spread of communicable diseases, and perform basic field sanitation procedures.

Credit Recommendation: In the lower-division baccalaureate/associate degree category, 2 semester hours in physiology, 2 in first aid, and 1 in nursing care.

The service member that completes this course will see this training documented on his AARTS transcript.

HOW DO COLLEGES AND UNIVERSITIES USE ACE CREDIT RECOMMENDATIONS?

Transfer decisions are most often made by academic deans, department chairs, or chief academic officers (sometimes called provosts), while the award of credit is administered by the appropriate office (i.e., admissions, registrar, transfer center, etc.). In making these decisions, colleges consider comparability of credit to be transferred to the receiving institution and appropriate applicability of the credit in relation to the student's selected program of study.

In determining comparability, the receiving institution must have evidence that the learning acquired through the student's military training course or experience directly relates to the objectives of the academic courses that the institution

offers. For example, a student with a credit recommendation for technical mathematics might be awarded credit for a similarly titled course, but will not be awarded credit for college algebra.

The student's selected program of study will also have a significant impact on the amount and type of credit that will be awarded. A student with several credit recommendations in a technical area such as electronics who is enrolled in a Bachelor of Science in Psychology program will find that very few, if any, of these credit recommendations will result in the award of transfer credit.

Students should not be discouraged by the prospect that credit recommendations may not be comparable or appropriately applicable. In many cases, these recommendations may result in the award of free elective credit.

HOW DO I RESEARCH AND UNDERSTAND TRANSFER POLICIES?

Academic institutions establish their own transfer credit policies and procedures. It is recommended that you identify and locate these policies first to help you understand the process and set a plan for making the most of your credit recommendations.

When you research these policies, you will want to understand the details listed in the institution's catalog or bulletin. Oftentimes, the transfer policies will be general in nature. As you continue to research transfer information, look for more specific requirements for credit being transferred from another accredited academic institution, the military, professional training, or testing.

Many institutions also post their transfer policies on the institutional web site. You may want to search for keywords such as *transfer credit*, *military transfer credit*, or *transfer policies*.

In some cases, academic divisions or departments establish supplemental policies related to transfer. These divisions still follow the institution's overarching policy, but may refine how credit can be applied, how much credit can be transferred, and the nature of credit accepted.

To review some sample transfer credit policies, reference Appendix A.

WHAT ARE THE DIFFERENT TYPES OF DEGREE REQUIREMENTS?

General education requirements describe the core courses all students must take in order to graduate. Courses include but are not limited to communication, mathematics, problem solving, natural sciences, social sciences, humanities, and arts.

Degree requirements for the selected major represent the core courses required to complete study in the selected field of concentration.

Electives in the major are courses in the selected field of study that are required above and beyond the core requirements within the selected major.

Free electives include courses outside the selected major.

HOW MUCH CREDIT CAN I EXPECT TO RECEIVE FOR MY MILITARY TRAINING?

Students often find that they do not receive as many credits as expected. This is especially common when the institution's policies are not transparent or when a student is enrolled in a program of study that is different from his or her military occupation.

The type and amount of credit awarded will first depend on the institution's transfer policies. Transfer policies vary, especially with respect to credit awarded for military training and experience. Some colleges will award credit for military training courses but not for military occupational specialties (MOS).

Others award credit for all degree requirements, while others award credit only for free electives. Still others will award credit only for lower-division courses and yet others restrict transfer credit to those recommended at the upper division.

The award of credit will also depend on the appropriateness to your selected major. The military transcript of a student with 12 years of military experience as a computer technician is likely to include several credit recommendations not only in the technical area but also for leadership, management, and supervision. And yet, other students enrolled in what would appear to be similar areas of concentration may not receive the same credit. This normally occurs when there is a gap in comparability between a student's military training and the academic courses required for the degree. For example, a Bachelor of Science in computer science degree program is unlikely to require courses in computer repair and troubleshooting or technical math. At the same time, these courses may be part of a degree program in electrical or computer engineering technology.

HOW DO I APPEAL A TRANSFER DECISION?

Academic institutions have the authority and responsibility to determine the applicability of university transfer credit against specific degree requirements. Separate policies and procedures are generally maintained by institutions regarding how to respond to appeals of applicability decisions. Obtain a copy of these policies from your institution.

If you wish to challenge the transfer credit policy, or if your courses are not accepted for transfer, you must submit an appeal in writing. Contact your institution to determine the proper recipient of this written correspondence.

When you submit an appeal, be specific and concise. Provide supplemental information such as a syllabus, course description, a letter from a faculty member, or a text reference that will support your position and document the learning and credit recommendation alignment. In some cases, you may have to complete an accompanying form or application.

WHAT ARE CURRICULUM MAPS OR DEGREE PLANS?

An institution's catalog typically includes a curriculum map or degree plan for each program of study. This tool will assist you, and your academic adviser, in mapping out the courses you will need to complete for your program of study. It's also a useful reference in identifying potential courses for transfer.

Your transfer coursework must be evaluated and deemed acceptable based on its content and comparability relative to the institution's curricula and alignment to degree plans. The comparability of course descriptions is not usually a sole determinant of which credit is transferred. However, it is a valuable reference in the process.

Many academic departments want to review transfer coursework on a case-by-case basis, so they instruct the transfer credit evaluator or designee to award general credit. College offices may advise students who receive general credits to have the coursework further evaluated to determine a specific course equivalency, if possible. This action helps students avoid registering for courses that may duplicate previous coursework.

Some degree plans are compartmentalized by lower- and upper-division requirements. Others are divided by

general education requirements, major requirements, and then electives. Review your curriculum plan and do not hesitate to ask questions. You will find some sample degree plans in Appendix B.

HOW DO ACE CREDIT RECOMMENDATIONS AND COURSE DESCRIPTIONS COMPARE?

Transferring courses involves determining the direct alignment of specific subject matter to the courses that are part of a detailed curriculum plan. Therefore, a computer applications course will not meet the foreign language requirement of a degree plan. An engineering credit recommendation may not meet the specific requirements of a mathematics course, though math is included with the engineering recommendation.

On the next page are some sample ACE credit recommendations from military training courses. Review the ACE description and then consider the sample academic course comparisons from various academic institutions. How are the course descriptions similar? Are theory and analytical components aligned?

ACE CREDIT RECOMMENDATION	SAMPLE COURSE COMPARISON
<p>3 SH in Aircraft Systems Fundamentals (lower division) Topics include communication systems, electrical systems, fire detection and protection, hydraulic systems, instrument systems, mechanical systems, navigation systems, oxygen systems, pneumatic systems, pressurization systems, and utility systems.</p>	<p>Landing Gear, Hydraulic, and Fuel Systems Advanced concepts of commercial fuel and hydraulic systems, landing gear, pneumatic systems, and safety.</p> <p>Basic Aviation Maintenance Knowledge of basic theory and mechanical skills required for entry-level training on specific aircraft; includes selection and use of hand tools, aircraft hardware, manufacturer’s technical publications, ground handling, operational theory of aircraft systems, care and use of ground support equipment scheduled inspections, corrosion identification, and control and safety.</p>
<p>3 SH in Computer Applications (lower division) Topics include basic computer skills; business-oriented problem solving; data entry; inventory software; presentation development; and software applications (Microsoft Word, Excel, and PowerPoint).</p>	<p>Business Computer Applications Computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.</p> <p>Computer Concepts and Applications Computer Concepts and Applications provides an overview of computers, focusing on historical development; hardware; application software; communications; Internet use; how to purchase, install, and maintain a computer; information systems; system analysis and design; programming; careers in the computer field; security, ethics, and privacy issues; and multimedia. The “laboratory” portion of the course features the use of Microsoft Office and Windows.</p>
<p>3 SH in Principles of Management (upper division) Topics include academic advisement, career counseling, controlling, coordinating, handling extraordinary issues, leading, mentoring, organizing, staffing in a complex, multifaceted environment, volunteer and community relations, and work teams.</p>	<p>Principles of Management Survey of the principles of management. Familiarity with the history and evolution of the field and with modern principles and their application.</p> <p>Principles of Management This course is a study of fundamental management theories, examining the manager’s role in today’s global business world. Among the topics explored are the role of managers in the environment, strategies for planning and decision making, organization and controls, leadership, motivation and staffing, and managing change.</p>
<p><i>(This example demonstrates how titles of the subject areas are exactly the same, but content of the descriptions really do not match.)</i></p>	



Military transcripts are an important component to your education and training portfolio. These official transcripts:

- ★ Provide a description of military schooling and work history in civilian language.
- ★ Serve as a counseling tool for academic and career counselors in advising soldiers and veterans.
- ★ Serve as an aid in preparing resumes and explaining military work experience to civilian employers.

WHAT IS THE FIRST STEP?

The first step to reviewing and using your credit recommendations is to request a transcript from your military service. Each service provides unofficial personal copies that are accessible online. Each service branch has its own system for recording military education and experience credits.

The use of military credit recommendations spans a broad scope of applicability. For example, official military transcripts are beneficial to support goals related to:

- ★ Degree completion
- ★ Training and certification verification
- ★ Employment
- ★ Job advancement
- ★ Skills documentation
- ★ Advanced college placement
- ★ Courses in certificate programs
- ★ State credentials verification

A service member's military transcript can also be viewed as his or her personal education portfolio. It's important to monitor and maintain the transcript by conducting periodic audits to ensure accuracy.

HOW DO I GET AN AARTS TRANSCRIPT?

The Army/American Council on Education Registry Transcript System (AARTS) transcripts have been in existence since 1987 and are convenient, computer-generated documents that carefully track a soldier's or Army veteran's military training and coursework. AARTS transcripts are available to Army personnel who are:

- ★ Regular Army: those who have been enlisted with the Regular Army.
- ★ Army National Guard, to include Army Guard Reserve (AGR) members of the Army National Guard: those who are or have been enlisted with the Army National Guard.
- ★ U.S. Army Reserve, to include AGR members of the Army Reserve: those who are or have been enlisted with the Army Reserve.
- ★ Officers/Warrant Officers with prior enlisted service that meets any of the above criteria.

AARTS transcripts are available to all soldiers and veterans with a Basic Active Service Date (BASD) of 1 October 1981 or later. Transcripts can be requested from the web site at aarts.army.mil.

Soldiers with a BASD before 1 October 1981 should use their DD214, DD295, or request a Verification of Military Experience and Training (VMET) transcript at <https://www.dmdc.osd.mil/appj/vmet/>.

AARTS Contacts

ACE does not generate military transcripts. The AARTS transcript is a product of the Army and must be ordered from:

AARTS Operations Center
298 Grant Avenue
Ft. Leavenworth, KS 66027-1254

Fax: (913) 684-9497
Web Site: aarts.army.mil
E-mail: leav-aarts@conus.army.mil

For more details on reviewing an AARTS transcript, reference Appendix C.

HOW DO I GET A SMART TRANSCRIPT?

Eligible service members for the Sailor/Marine/ACE Registry Transcript (SMART) include active duty and Reserve Sailors and Marines, Navy veterans who separated or retired after January 1975, and Marines who separated or retired on or after June 1999. More historical data are becoming available for service members with service periods prior to these dates. These individuals are advised to seek further information by calling the SMART Transcript Operations Center at (877) 253-7122 to determine if they are eligible.

SMART Contacts

ACE does not generate any military transcripts. The Sailor/Marine/ACE Registry Transcript (SMART) is a product of the Navy and Marine Corps and must be ordered from:

SMART Operations Center
NETPDTC, N2
6490 Saufley Field Road
Pensacola, FL 32509

Phone: (877) 253-7122 (toll-free)
Web Site: <https://smart.navy.mil>
E-mail: ncc@navy.mil

For more details in reviewing a SMART, reference Appendix D.

HOW DO I GET A USCG TRANSCRIPT?

The Coast Guard Institute's (CGI) mission is to champion Team Coast Guard Career Learning by developing, implementing, managing, and supporting programs and policies that promote excellence in training and education. The Institute provides training and education services, information, and guidance for all CG members. Coast Guard Education Services Officers (ESO) assist members in pursuing advancement, qualifications, and voluntary education by conducting an assessment of training. An ESO is assigned to most, if not all, units in the Coast Guard. This assessment must be completed prior to requesting an **Official Transcript**, as it forms the basis for the transcript.

Once the service member has chosen a college or university to attend, the next step is to complete an Official USCG Transcript Request Form, CGI-1564 (www.uscg.mil/hq/cgi/downloads/forms/cg_form_1564.pdf).

The transcript documents the service member's military learning experiences and is compiled from ACE credit recommendations based on: (1) rate history, (2) military training history, (3) military correspondence course history, (4) college course completion history, (5) examination testing history, and (6) certifications history.

The information on the transcript is extracted from documentation provided by:

- ★ The student
- ★ Personnel management information system
- ★ Official documents
- ★ Coast Guard Institute database of nonresident courses

CGI Contacts

ACE does not generate any military transcripts. The Coast Guard Institute transcript is a product of the Coast Guard and must be ordered from:

U.S. Coast Guard Institute
5900 SW 64th Street
Oklahoma City, OK 73169-6990

Phone: (405) 954-0072
Web Site: www.uscg.mil/hq/cgi1/cgi/default.asp
E-mail: CGI-PF-Ed_Advisor@uscg.mil

For more details on reviewing a Coast Guard transcript, reference Appendix E.

HOW DO I GET A CCAF TRANSCRIPT?

The Community College of the Air Force (CCAF) was established April 1972 at Randolph AFB, Texas. The program model combined the technical education offered by Air Force schools, a core of general education from regionally accredited civilian institutions of higher education, and management education from Air Force or civilian sources.

The Community College of the Air Force is regionally accredited by the Commission on Colleges, which accredited the college in December 1980 and reaffirmed its accreditation in 1986; accreditation was reaffirmed again in 1997 by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number (404) 679-4501).

Service members who started an Air Force course after April 1972 can obtain a Community College of the Air Force (CCAF) transcript at www.au.af.mil/au/ccaf/transcripts.asp

The transcript may be used to request transfer of credit to another academic institution or to otherwise document college-level learning.

ACE evaluates a number of Air Force officer courses sponsored by approved military schools. These courses can be viewed in the *Military Guide Online* (see page 17).

CCAF Contacts

Service members are encouraged to obtain transcripts directly from the web site.

CCAF/RRR

130 West Maxwell Boulevard
Maxwell Air Force Base, AL 36112-6613

Phone: (800) 646-1858

Web Site: www.au.af.mil/au/ccaf/

E-mail: registrar.ccaf@maxwell.af.mil

The transcripts are free. Official transcripts will be mailed only to institutions.

For more details on reviewing a CCAF transcript, reference Appendix F.

WHAT IS THE ACE NATIONAL GUIDE?

Service members who attended training provided by a corporation or other non-military governmental agency also may receive college credit for those courses, provided they have been reviewed by the American Council on Education.

Some examples of participating companies include New Horizons Computer Learning Centers, Business Management Research Associates (BMRA), the Office of Personnel Management (OPM), and Education Direct. To find out if a course has been reviewed by ACE, visit the web site of ACE's National Guide to College Credit for Workforce Training at <https://www.acenet.edu/NationalGuide/>. (See Figure 1.)

WHAT ARE ACE NATIONAL REGISTRY TRANSCRIPTS?

Service members who would like their corporate training credit accepted by a college or university must first request an official transcript from the ACE Credit Service. Service members should inform ACE of their military affiliation status when requesting the transcript, and must first register via the ACE web site (<https://www.acenet.edu/transcripts/register/>) and select the courses attended from the ACE database. ACE will confirm the information with the original source and then send the official transcript. (See Figure 2.)

ACE Contacts

For further information, contact the ACE Lifelong Learning Resource Center.

Phone: (202) 939-9434

Toll-Free: (866) 205-6267

Transcript Web Site: <https://www.acenet.edu/transcripts/>

National Guide Online: <https://www.acenet.edu/NationalGuide/>

E-mail: credit@ace.nche.edu

Figure 1

The screenshot shows the ACE National Guide website. At the top, there are navigation links for Search, Resources, and Support. The main heading is "ACE National Guide" with the tagline "to College Credit for Workforce Training". On the right, there is a "CREDIT" logo. Below the heading, there is a "Course Search" section with a "Directory of Examinations" tab. A search form includes fields for "Enter one or more search criteria", "Course Title", "Course Description", "Course Number", "Organization", and "Organization File". A list of organizations is displayed, including ACT Educational Solutions, Allied Business Schools, APC Logistics, American Bankers Association, American Conference of Autographology, American Council on the Teaching of Foreign Languages, American Health Information Management Association, American Management Association, American Payroll Association (APW) Certified Payroll Professional Examination, American Society for Healthcare Risk Management, American Society of Pension Professionals, APC Logistics, Allied Business Schools, Inc., American Conference of Autographology, American Educational Institute, Inc., American Institute for Chartered Property Casualty Underwriters, Insurance Institute of America, American Portersons Society, American Registry of Magnetic Resonance Imaging Technologists, and American Society of Military Comptrollers. Below the search form, there is a "National Guide Organizations" section with an alphabetical index (A-Z) and a count of "20 of 177 listed".

Figure 2

The screenshot shows an ACE Registry of Credit Recommendations transcript. At the top, it features the ACE logo and the text "Registry of Credit Recommendations" and "American Council on Education, One Dupont Circle • Washington, D.C. 20036-1193". Below this, it states "THIS IS AN AUTHENTIC TRANSCRIPT FROM THE AMERICAN COUNCIL ON EDUCATION" and includes a "VALIDATION NUMBER" field with the value "117217" and a date "03-03-2014". The transcript is addressed to "JOHN SMITH, 222 CAPITOL STREET, WASHINGTON, DC 20004" and is from "JOHN SMITH, 222 CAPITOL STREET, WASHINGTON, DC 20004". It includes an "IDENTIFIER: 11000000". The transcript is organized into a table with three columns: "COURSE CODE", "DATE COMPLETED", and "COURSE TITLE AND DESCRIPTION".

COURSE CODE	DATE COMPLETED	COURSE TITLE AND DESCRIPTION
AMSC - 8012	03/19/16	ARMY MANAGEMENT STAFF COLLEGE, PROGRAM IN SUSTAINING BASE LEADERSHIP AND MANAGEMENT, NON-RESIDENT UNITED STATES ARMY MANAGEMENT STAFF COLLEGE LD BACD08B0C - 3 SH: HEALTH AND WELLNESS; LD BAC0 - 3 SH: BUSINESS COMMUNICATIONS; 3 SH: HUMAN RESOURCES MANAGEMENT; 4 SH: LOGISTICS ADMINISTRATION; GRAD - 3 SH: INTERNATIONAL RELATIONS; 4 SH: LOGISTICS MANAGEMENT; 3 SH: MANAGEMENT STRATEGY AND DECISION MAKING AND 3 SH: NATIONAL GOVERNMENT POLICY 42 HOURS (INCLUDING TWO 1 HRS: RESIDENT SESSIONS). STUDENT WILL COMMUNICATE IN ORAL AND WRITTEN FORMAT WITH VARIOUS LEVELS OF STAFF & MANAGEMENT IN AN APPROPRIATE & EFFECTIVE MANNER, MANAGE EMPLOYEE SELECTION/EVALUATION.
MCD - 8817	04/20/14	DELIVERY SKILLS FOR PRESENTERS BUCCONALDO'S CORPORATION LD BACD08B0C - 1 SH: ORAL COMMUNICATIONS OR PUBLIC SPEAKING 18 HOURS (4 DAYS). STUDENT WILL BE ABLE TO INCREASE THEIR CONFIDENCE, CREDIBILITY, AND PROFESSIONALISM WHEN EXPRESSING THEMSELVES ORALLY TO OTHERS, EITHER IN A SMALL GROUP OR TO A LARGER AUDIENCE.

An Important Resource: The Military Guide Online



For more than a half century, the *Guide to the Evaluation of Educational Experiences in the Armed Services* has been the standard reference work for recognizing learning acquired in the military. Presented now in online format, the *Guide Online* contains ACE recommendations for formal courses and occupations offered by the services as individual exhibits. (See Figure 3.)

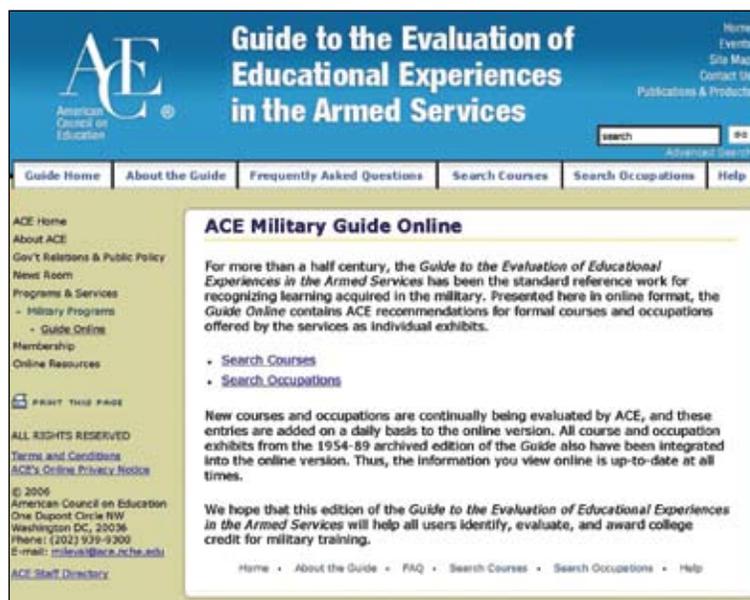
New military training courses and occupations are continually being evaluated by ACE, and these entries are added daily to the online guide.

All course and occupation exhibits from the 1954–89 archived edition of the *Guide* have been integrated into the online version, making the online information up-to-date at all times.

The *Guide to the Evaluation of Educational Experiences in the Armed Services* helps all users identify, evaluate, and award college credit for military training.

Log on to find the *Military Guide Online* at www.militaryguides.acenet.edu.

Figure 3

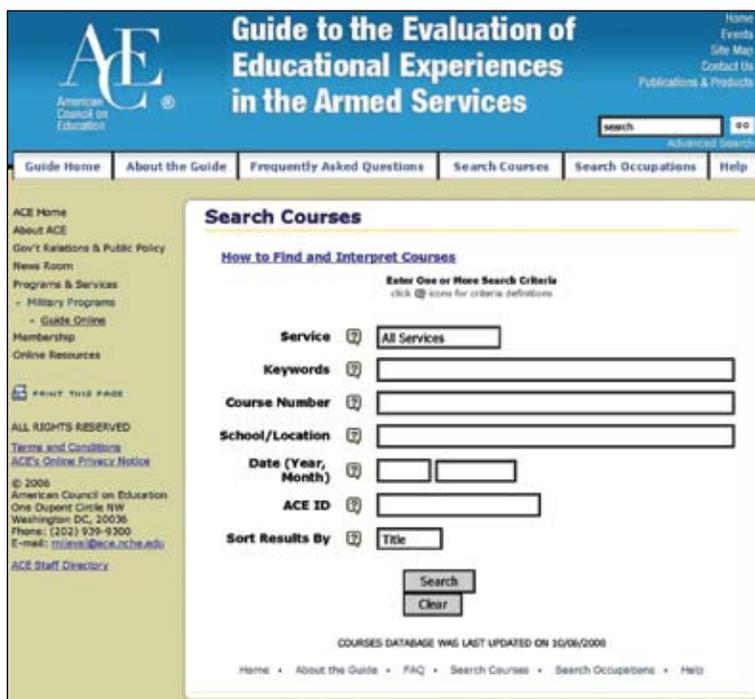


HOW DO I CONDUCT A COURSE SEARCH?

When searching for military training courses in the *Military Guide Online*, the *Search Courses* page contains six fields for entering search criteria:

- ★ Service
- ★ Keywords
- ★ Course Number
- ★ School/Location
- ★ Date
- ★ ACE ID

Figure 4

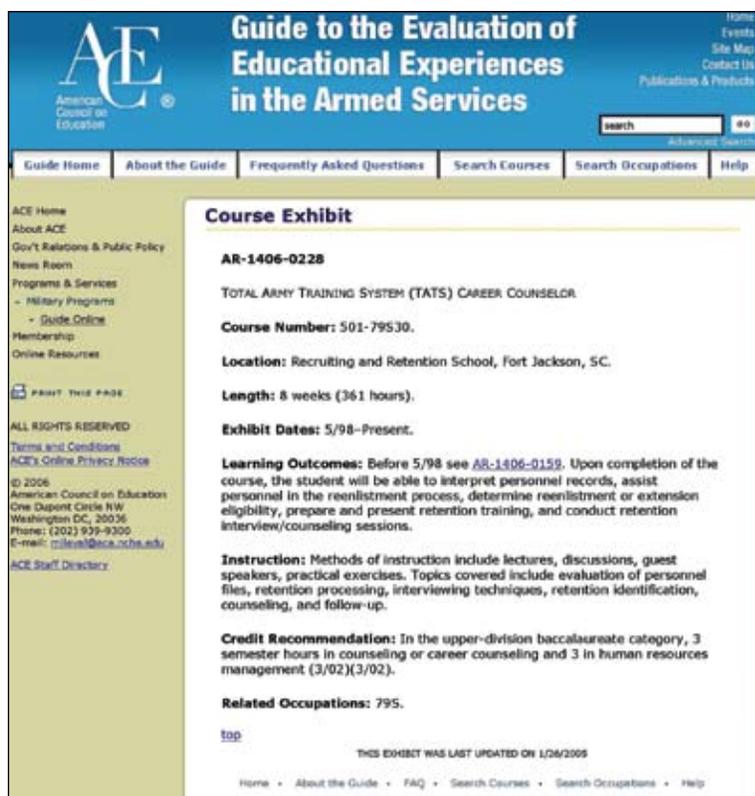


A detailed explanation of how each field is used in the search can be found by clicking the question mark (?) icon next to the field. (See Figure 4.)

Some search considerations:

- ★ Keep the search simple. The more data you enter into the search fields, the higher the chance for an error.
- ★ Make sure the information you enter into this section relates to military training courses.
- ★ If you enter multiple keywords, use AND to string them together.
- ★ If you want to enter similar keywords separately, use OR.
- ★ The search engine is not case sensitive.
- ★ Be careful not to put the ACE ID (ex: AR-1406-0228) in the COURSE NUMBER box, and vice versa.

Figure 5



HOW DO I READ AND INTERPRET A COURSE EXHIBIT?

There is certain information contained in the exhibit that is provided from the official program of instruction (POI) submitted. The course title, course number, location, length, and exhibit date are transcribed directly from the approved POI and can only be updated or changed if another POI is submitted.

When reading a course exhibit, consider not only the credit recommendation section, but also the learning outcomes and instruction sections. These portions of the exhibit outline the course content and scope and also provide essential information about the nature of the course. (See Figure 5.)

Credit is sometimes recommended in more than one category. One reason for multiple category recommendations is that the scope of a given course or occupation often reflects learning in several subject fields at different levels of complexity.

Two dates (month and year) appear at the end of each credit recommendation. The first date represents when the course or occupation was last evaluated by a team of faculty members. This information is particularly useful in subject areas in which state-of-the-art knowledge is important in determining the applicability of credit. The second date represents when the course was last reviewed by ACE Military Programs staff. These dates are provided for reference.

HOW DO I CONDUCT AN OCCUPATION SEARCH?

When searching for occupations in the *Military Guide Online*, the Search Occupations page contains five fields for entering search criteria:

- ★ Occupation
- ★ Keywords
- ★ Occupation Designator
- ★ Date
- ★ ACE ID

A detailed explanation of how each field is used in the search can be found by clicking the question mark (?) icon next to the field. (See Figure 6.)

Some search considerations:

- ★ Keep the search simple. The more data you enter into the search fields, the higher the chance for an error.
- ★ Make sure the information you enter in this section relates to *military occupational specialties*.
- ★ If you enter multiple keywords, use AND to string them together.
- ★ If you want to enter similar keywords separately, use OR.
- ★ The search engine is not case sensitive.

Figure 6

The screenshot shows the 'Search Occupations' page on the ACE website. The page has a blue header with the ACE logo and the title 'Guide to the Evaluation of Educational Experiences in the Armed Services'. Below the header is a search bar and a navigation menu. The main content area is titled 'Search Occupations' and includes a section 'How to Find and Interpret Occupations'. The search form contains the following fields and options:

- Occupation:** A dropdown menu with 'All Occupations' selected.
- Keywords:** A text input field.
- Occupation Designator:** A text input field.
- Date (Year, Month):** Two text input fields for year and month.
- ACE ID:** A text input field.
- Sort Results By:** A dropdown menu with 'Title' selected.

Below the search form are 'Search' and 'Clear' buttons. At the bottom of the page, it states 'OCCUPATIONS DATABASE WAS LAST UPDATED ON 02/06/2008' and provides a breadcrumb trail: 'Home • About the Guide • FAQ • Search Courses • Search Occupations • Help'.

Figure 7

ACE
American Council on Education

Guide to the Evaluation of Educational Experiences in the Armed Services

Home | Events | Site Map | Contact Us | Publications & Products

Search [] Advanced Search

Guide Home | About the Guide | Frequently Asked Questions | Search Courses | Search Occupations | Help

ACE Home
About ACE
Gov't Relations & Public Policy
Notes Room
Programs & Services
- History Programs
- Guide Online
Membership
Online Resources

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E-mail: info@ace.edu
[ACE Staff Directory](#)

Occupation Exhibit

NCE-0629-001

RADIO CHIEF
0629

Exhibit Dates: 6/98-Present.

Occupational Field: 06 - Communications.

Career Pattern
PVT: Private (E-1). **PFC:** Private First Class (E-2). **LCP:** Lance Corporal (E-3). **CPL:** Corporal (E-4). **SGT:** Sergeant (E-5). **SSGT:** Staff Sergeant (E-6). **GYSGT:** Gunnery Sergeant (E-7).

Description
Radio chiefs supervise the installation and operation of fixed and field radio stations, microwave stations, and visual signaling stations. They prepare and execute radio communication plans vital to successful amphibious deployments with regard to highly mobile and reliable communications. Additionally, radio chiefs develop a systems approach toward communications, understanding wire and data communication equipment capabilities and systems integration. They also manage and mentor their subordinates, prepare reports and presentations, and supervise operations.

Related Competencies
Telecommunications topics include digital, microwave, tactical, and communication satellites; fiber optics; RF communication; terrestrial equipment; and transmitters, receivers, and antennas (set-up, operation, troubleshooting, and management). **Supervision** topics include counseling, evaluation and performance appraisal, mentoring, organizational staffing, planning, rewards motivation, and supervisory reports. **Business communications** topics include electronic messages, interpersonal communication, multimedia presentations, oral communication techniques, persuasive writing, presentation skills, report writing, and small group interaction.

Recommendation
SSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in telecommunications and 3 in business communications. In the upper-division baccalaureate category, 3 semester hours in supervision (3/07)(3/07).

GYSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in telecommunications and 3 in business communications. In the upper-division baccalaureate category, 3 semester hours in supervision (3/07)(3/07).

100

THIS EXHIBIT WAS LAST UPDATED ON 10/4/2006

Home | About the Guide | FAQ | Search Courses | Search Occupations | Help

HOW DO I READ AND INTERPRET AN OCCUPATION EXHIBIT?

When reading an occupation exhibit, consider not only the credit recommendation section, but also the description section. The description section reflects job duties and responsibilities. Comparing the description section with a depiction of the course or program of study will help you determine how much of the recommended credit applies to the course or program of study at your institution. (See Figure 7.)

Note that when a service member has applied for credit from more than one military learning experience, the academic institution may reduce the total amount of credit recommended to avoid granting duplicate credit.



There are a number of programs and services available to you as you are identifying opportunities to pursue and complete your degree pathways. For some additional quick links and resources, reference Appendix G.

WHAT IS THE SERVICEMEMBERS OPPORTUNITY COLLEGES?

Recognizing the problems faced by military students whose jobs require frequent moves, Servicemembers Opportunities Colleges (SOC) member institutions ease the path to obtaining a college degree rather than just accumulating course credit by:

- ★ Limiting the amount of coursework students must take at a single college to no more than 25 percent of degree requirements (30 percent for degrees offered 100 percent online).
- ★ Designing transfer practices to minimize loss of credit and avoid duplication of coursework.
- ★ Awarding credit for military training experiences; most also award credit for occupation specialty experiences.
- ★ Awarding credit for nationally recognized tests such as CLEP, ECE, and DSST.

Active-duty service members in the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST) and their adult family members benefit by participating in the SOC Degree Network System (DNS). SOCAD, SOCNAV, SOCMAR, and SOCCOAST DNS member colleges and universities provide associate and bachelor's degrees and agree to:

- ★ Guarantee transfer of courses (with SOC DNS Course Category Codes) from one another within designated curriculum areas such as business, management, computer studies, health-care management, psychology, and other subject areas.
- ★ Award credit for military service schools and occupation experiences.
- ★ Act as “home colleges” and issue Student Agreements that serve as pre-negotiated degree plans for enrolled students. When a student transfers to a new duty station, the Student Agreement acts as a contract-for-degree so that courses, tests, and military experiences that are part of the degree plan are transferred back to the home college. When all degree requirements set out in the Student Agreement have been satisfied, the home college awards the associate or bachelor's degree.

Students who are unable to attend courses in brick-and-mortar classroom settings also may take courses by distance learning, which may occur via the Internet, CD-ROM, correspondence, or other distance learning modalities that can be taken anywhere. A few colleges don't require that students take any courses from their physical institutions—they use a learning assessment approach in which they evaluate previous learning experiences for credit, manage the degree program, and award the degree when the requirements are met.

SOC Consortium colleges and universities collectively confer the full range of associate, bachelor's, and graduate degrees. A list of current SOC Consortium member institutions can be found on the SOC web site at <http://www.soc.aascu.org>.

WHAT ARE THE GoArmyEd AND eArmyU PROGRAMS?

GoArmyEd is the virtual gateway for soldiers on active duty to request tuition assistance online, anytime for classroom, distance learning, and eArmyU online college courses.

eArmyU provides soldiers access to over 100 degree plans at regionally accredited colleges and universities. Through eArmyU, eligible soldiers have the opportunity to earn a certificate or an associate, bachelor's, or master's degree from a home college while taking courses from multiple colleges. Web-based courses allow soldiers to study at times that are most convenient for them—even as their responsibilities, schedules, and duty assignments change.

Web site: www.earmyu.com

WHAT IS THE NAVY COLLEGE PROGRAM?

The Navy College Program (NCP) provides opportunities to sailors to earn college degrees by providing academic credit for Navy training, work experience, and off-duty education. The NCP mission is to enable sailors to obtain a college degree while on active duty. In support of the four R's—recruiting, readiness, retention, and respect—the NCP signals Navy's commitment to education by improving enlistment appeal, demonstrating that Navy service and achieving a college degree are compatible, helping sailors apply themselves to new situations and challenges and better preparing them for advancement, building up sailors' self-image, and producing higher quality sailors. The Navy College Program integrates all components of Voluntary Education. While the NCP is primarily geared toward enlisted sailors, some NCP components are also available to officers.

Web site: <https://www.navycollege.navy.mil>

WHAT IS THE MARINE CORPS SNCO DEGREE COMPLETION PROGRAM?

The Marine Corps Staff Noncommissioned Officers (SNCO) Degree Completion Program provides for the opportunity to complete a baccalaureate degree within a designated academic discipline. This program is offered to selected individuals between the ranks of Staff Sergeants and Master Sergeants. For more details, review Marine Corps Order 1560.21D at usmc.mil/news/publications/Documents/MCO%201560.21D.pdf.

Web site for USMC Training and Education Command: www.tecom.usmc.mil

WHAT IS THE AIR UNIVERSITY ASSOCIATE-TO-BACCALAUREATE COOPERATIVE PROGRAM?

The Air University Associate-to-Baccalaureate Cooperative (AU-ABC) program, initiated in June 2007, is a cooperative effort between the Air Force and civilian higher education institutions to help airmen find educational opportunities that accept credits from the Community College of the Air Force (CCAF). CCAF degrees are directly related to each airman's Air Force Specialty Code (career field). When airmen enter the Air Force Virtual Education Center (AFVEC), they enter their specialty code and request a list of schools and bachelor degree programs that best align with their CCAF degree.

Participating school's baccalaureate programs are linked to one or more of the following CCAF AAS categories: Aircraft and Missile Maintenance, Allied Health, Electronics and Telecommunications, Logistics and Resources, and Public and Support Services.

Web site: www.au.af.mil/au/ccaf

Transfer Credit Checklist



As you've learned, a number of factors affect transfer of military credit, such as institutional policy, alignment with appropriate courses, procedures, requirements, and transfer application deadlines. Here's a quick checklist to help you facilitate your transfer credit experience:

- ✓ Research and identify an academic institution that meets your needs as an individual and as a learner. You may want to select an institution and academic programs that have policies to maximize your nontraditional learning (military credit, CLEP, DANTES, etc).
- ✓ Learn, understand, and know your academic institution's policies and procedures regarding transfer of credit. These practices are established by each institution and will vary.
- ✓ Audit and review your military transcripts periodically (every six months if on active duty) for updates and modifications.
- ✓ Start the transcript and transfer review process early, with your application to the institution. Have all of your official transcripts from previous colleges and service branches sent to your new school for evaluation before you start taking any classes. Official copies must bear the appropriate institutional signatures, seal, and date of issuance.
- ✓ Speak with your academic adviser. He or she should be able to help you avoid taking classes for which you **may** receive transfer credit until an official evaluation is completed. Many students waste valuable time and money taking classes that are unnecessary duplications of previous courses, because they signed up before their military and prior college transcripts were completely evaluated.
- ✓ In preparation for meeting or speaking with your academic adviser, consider these steps:
 - Review your degree plan and identify potential academic courses for transfer.
 - Consider the level of the credit recommendation and analyze the appropriateness to the degree plan.
 - Identify the comparability of the course in terms of the credit recommendation. For example, how does the content of the institution's academic course compare to the ACE exhibit in terms of the learning outcomes and topics?
- ✓ Take ownership during the transfer process by following up with the transfer, registrar, or admissions department.
- ✓ Monitor your curriculum plan, transfer approvals, and documentation within formal university systems (degree audit).

Frequently Asked Questions



1. Do I need to be on active duty to have my military training and experience applied toward transfer credit?

No. A university will evaluate all of your military training and experience for consideration of possible transfer credit whether you are on active duty, inactive, retired, or separated from any branch of service, including the National Guard and Reserves.

2. How do I find out how much credit I will receive for my military experience?

Most colleges and universities will not make an official decision on transfer credit until after a student is enrolled and, in many cases, not until the student has completed a minimum number of courses. Even so, students should research transfer policy and explore degree requirements before seeking enrollment, in order to be better informed and less likely to be disappointed.

3. How many credit hours can I expect to get for my military training and experience?

It will vary. Each military person will have varying amounts of transferable credit based on the degree plan, years of service, and specific training.

4. Is there any way to get an idea of how many credits I will receive before I enroll?

Students should first research an institution's transfer credit policies. These policies are usually available in the current college catalog, which can often be found on the college's web site. Students should also examine the course requirements for their selected area of concentration in order to determine the appropriateness of their credit recommendations to their desired program of study.

Many colleges will provide an unofficial evaluation of a student's military training before formal admission. In most cases, the college will require a copy of the student's military transcript. Students should check with the college admissions or student advising office to find out if the institution offers unofficial evaluations.

Students interested in degrees in areas similar to military occupations can explore the possibility for guaranteed transfer through the SOC Degree Network System. For additional information and details, visit the SOC web site at www.soc.aascu.org/socad/CredSuplA.html.

5. Why didn't I get any credit for my correspondence courses that are on my SMART or AARTS transcript?
AARTS: Army correspondence courses are not being evaluated by ACE Military Programs at this time. The correspondence courses offered by the Army currently do not meet the criteria of having a firm identification of the student and a rigid control of test conditions.
SMART: The Marine Corps Institute (MCI) selects and submits courses to be evaluated by ACE Military Programs. If there is no credit recommendation, MCI has not submitted the course for review.
6. My military transcript says I have credit recommendation for 13 semester hours (SH) of military studies. Why did the institution apply only six SH?
Credit is awarded only once for duplicate recommendations, usually defaulting to the highest amount. If you have military studies for three, four, and six semester hours, you would not receive the full 13 SH but the highest amount (or six SH). Bear in mind also that you may not receive all six; it all depends on the institution's transfer credit policies.
7. I submitted an academic and military transcript and the college used only eight SH of my military credits toward my degree plan.
Traditional academic credit typically takes priority over nontraditional academic courses or training, even with ACE credit recommendations.
8. I submitted a military transcript to my college. Why didn't the institution accept any of my ACE credit recommendations from my military training courses or my military occupational specialty (MOS)?
Each college and university establishes policies and procedures for accepting transfer credit. Not all academic institutions accept nontraditional credit, such as CLEP, DSST, and ACE credit recommendations. The credit also may not be applicable toward the degree.
9. What is the difference between CLEP/DSST examinations and military ACE credit recommendations?
CLEP/DSST exams are college-level equivalency exams. The intentions of these exams are to help college-bound students document and demonstrate their knowledge in a specific subject area by a formal assessment.
Military ACE credit recommendations are the result of an evaluation process to validate formal military training and occupation experiences.
10. Who decides which courses should be evaluated?
Each service is represented by a main point of contact (POC), designated by the Chief for Voluntary Education to work with ACE Military Programs. This POC is required to submit a proposed schedule of installations/schoolhouses to visit as well as a list of occupations to review each July. It is the *joint decision* of the POC and the schoolhouse representative to determine what will be submitted for review by ACE Military Programs. Individual service members cannot submit or request an individual course or occupation to be

evaluated. This request must come from the designated POC or school-house representative.

11. If an applicant has served in more than one branch of the Armed Services, can all the information be consolidated into one transcript?

No. However, service members who have served in more than one branch of the military may be eligible for more than one transcript. Military transcripts are products of the individual services and must be ordered separately. They are available at no charge to the service member or the institution. Please remember that the services maintain their own training and service records, with varying dates of eligibility. Thus, service members are advised to check with their respective Operations Center to confirm their eligibility to receive a transcript.

12. My BASD/PEBD is before October 1, 1981. Can I get an AARTS transcript?

Maybe. A transcript can easily be prepared for an active soldier or veteran with a BASD on or after 1 October 1981. If your BASD is before that date, you may no longer be in the system and would therefore have to go to the National Personnel Records Center web site at <http://vetrecs.archives.gov> to request that the AARTS Operations Center send an original copy of your DD Form 214 with a raised seal on it, along with a certified copy of your ERB/PQR/ORB (depending on active or Guard/Reserve status).

13. I am a Warrant or Commissioned Officer. Can I get an AARTS transcript?

Yes! If your BASD is 1 October 1981 or later, you may have an AARTS record that can be used to create an AARTS transcript. Please refer to Officer Alternatives (aarts.army.mil/Alternatives.htm) to find out how to receive credit for your commissioned officer/warrant officer training and experience. Other eligibility requirements for Army National Guard and Army Reserve members can be found on the AARTS Transcript Eligibility page (aarts.army.mil/eligibility.htm).

14. How often should I request a military transcript?

We recommend that you review your AARTS/SMART/CGI transcript at least once a year unless you have recently experienced some type of change (promotion, course completion, etc.), in which case you should wait two months from the date of change and then request an updated transcript. You can also review your transcript online as often as you like for updates and accuracy.

15. Will my military transfer credit hours count toward my grade point average (GPA)?

No. Because military training involves a pass/fail model, credit transferred to a college or university will not be factored in as part of your GPA.

16. What does it mean when the credit recommendation states, “Credit will be granted based on an individual assessment”?
- In 1991, the Army suspended the Skill Qualification Test (SQT) and in 1995 discontinued administering the Skill Development Test (SDT). Thus, ACE Military Programs no longer awards credit at skill levels 10 and 20. If a college or university wants to award credit at skill levels 10 and 20, it has the option of providing the student with a portfolio assessment or any other experiential learning options that are open to all students to earn academic credit for related work experience.

17. Why don't I get the same credit for Version 2 as recommended for Version 1?
- Each version of a credit recommendation is based on a separate evaluation. If the learning outcomes or curriculum have changed, it is likely that the ACE credit recommendations have changed as well. Let's say you take a course for 18 weeks in 2008 and the same course offered in 2009 has been reduced to only 12 weeks. The shortened course will probably have a change in learning outcomes and curriculum covered, which will change the ACE credit recommendations.

18. Why didn't I get the same amount of transfer credit as the summary page of my SMART transcript states?
- The summary page includes all ACE credit recommendations listed throughout the entire transcript. The summary does not take into consideration that there may be stipulations on receiving the potential credit. For example, one of your courses may carry a stipulation to receive credit. That stipulation would be listed in the course completion section, below the ACE credit recommendation.

19. Why does the summary page include SOC Category Codes next to some credit recommendations but not all?
- The SOC Course Category Codes found on the SMART summary page are academic credit guidelines identifying the most appropriate placement for the application of ACE *Guide*-recommended credit toward SOC Degree Network degree programs. College counselors and evaluators of institutions participating in the SOC Degree Network System will consider the connection between these credit sources for military training and occupational specialty experiences and SOCAD, SOCNAV, SOCMAR, and SOCCOAST degree program requirements by using the SOC Course Category Codes mapped to each credit source.

Not all subject area terms contained in service school and occupational exhibits in the ACE *Guide* have corresponding SOC Course Category codes; only subject terms that match to specific SOC Course Categories and elective areas will include a SOC Code on the SMART summary page.

20. I sent the same SMART transcript to two institutions. Why did one college accept more transfer credit than the other?

Institutions have different policies on accepting and documenting transfer credit. For example, some institutions total all the military ACE credit recommendations on the individual's transcript. This creates banking of the credit. Other institutions only transcribe the exact military credit that will be applied to your degree plan and will not list or bank the non-acceptable or non-applicable credits.

21. Even though I've been working the same MOS for years and it has been evaluated for ACE credit recommendations, why did those credits go to my elective area and not my area of concentration?

Each institution has an established policy regarding the acceptance of occupational credit recommendations. In some cases, academic institutions will not accept any credit from your ACE occupation credit recommendations. In other cases, credits from an occupation credit recommendation may only be permitted as electives, per policy.

Another potential reason your credits may not have been accepted for your area of concentration could be related to the nature of the credit recommendation itself. For example, ACE credit recommendations have four categories for the level of credit: vocational certificate, lower-division baccalaureate/associate degree (courses numbered 100-200, freshman and sophomore level), upper-division baccalaureate (courses numbered 300-400, junior and senior level), and graduate (courses

numbered 500 and above). If your degree requires a 300-level course and the credit recommendation for the course you completed was for a lower level, those credits cannot be applied to your area of concentration. Lower-level courses often aren't acceptable because they are basic or introductory in nature.

22. Why did I not receive credit for my vocational credit recommendations? Many higher education institutions do not accept vocational credit.

About the American Council on Education



BACKGROUND

The American Council on Education (ACE) was founded in 1918 to coordinate higher education's response to the entrance of veterans into higher education. As the unifying voice for higher education, ACE aims to foster greater collaboration and new partnerships within and outside the higher education community to help colleges and universities anticipate and address the challenges of the 21st century and contribute to a stronger nation and a better world.

From its first programs for returning World War II veterans, ACE's Center for Lifelong Learning (CLLL), which includes Military Programs, has led the national movement to recognize and promote adult learner programs in higher education. A national leader in shaping policies, practices, and perceptions about continuous learning, the Center's commitment to adult learners includes programs, services, tools, and research to help bridge the gaps in serving diverse learners, alleviating workforce shortages, and meeting professional education demands in order to support access to and success in postsecondary education.

ACE's *Joint Statement on the Transfer and Award of Credit* provides a framework to revisit increasingly complex transferability issues. The intent of the statement is not to be prescriptive but to

provide guidelines based on the current work and policies of academic institutions and respective associations, encouraging both institutional autonomy and equity and access for all learners. To review the statement further, see www.acenet.edu/Content/NavigationMenu/ProgramsServices/CLLL/Joint.htm.

ACE also provides services that support colleges, universities, and other higher education and adult learner organizations in their efforts to serve students and society. ACE's four areas of focus are access, success, equity, and diversity; institutional effectiveness; lifelong learning; and internationalization.

THE PROCESS OF SELECTING COURSES AND OCCUPATIONS FOR EVALUATION

Courses listed in the *Military Guide Online* are service school courses approved by a central authority within each service and listed by the service in its catalog. These courses are conducted for a specified period of time with a prescribed course of instruction, in a structured learning situation, and with qualified instructors. The ratings, MOSs, warrants, and NECs are the official occupations listed for each service.

Each service is represented by a main point of contact (POC) designated by the Chief for Voluntary Education to work with ACE Military Programs. This POC is required to submit a proposed schedule of installations/schoolhouses to visit,

as well as a list of occupations to review each July. It is the *joint decision* of the POC and the schoolhouse representative to determine what will be submitted for review by Military Programs. Individual service members cannot submit or request an individual course or occupation to be evaluated. This request must come from the designated POC or schoolhouse representative. Upcoming reviews can be viewed at www.acenet.edu/militaryprograms/reviews.

UNDERSTANDING THE REVIEW PROCESS: COURSES

Courses are evaluated by teams of at least three subject matter specialists (college and university professors, deans, and other academicians). The evaluation team



Dr. Derrek Dunn, North Carolina A&T State University and Mr. William "Bill" Maxwell (U.S. Navy, Ret.), Nashville State Community College reviewing Army courses at Fort Bliss.

and an ACE field coordinator travel to the schoolhouse to review the course material. The team members review relevant material provided, such as the course outline, program of instruction (POI),

syllabus, and if available, the instructor's guide/manual, student texts, handouts, assessment instruments, and other pertinent materials. The team also consults with instructors and course managers should additional information be needed.

The decision to recommend credit is based on the *team's consensus*. The team draws its consensus by reviewing the following evaluative criteria: course content, learning outcomes, depth and breadth of material, level of difficulty, applicability to a range of postsecondary programs, evaluative instruments appropriate to measure the participant's learning, and outside assignments.

Evaluators use these criteria to complete their two major tasks for each course: the formulation of a credit recommendation and the preparation of the course's description. The credit recommendation consists of the category of credit (vocational certificate, lower-division baccalaureate, upper-division baccalaureate, and graduate credit), the number of semester hours recommended, and the appropriate subject area. Evaluators phrase the course description (which appears in the *Guide* exhibits under the headings Learning Outcomes or Objectives and Instruction) in terms meaningful to civilian educators. The course description supplements the credit recommendations by summarizing the nature of a given course.

Credit recommendations are updated when POCs submit an updated program of instructions and the new course material is reviewed by a team of subject matter specialists. ACE administrators do not do these updates.

UNDERSTANDING THE REVIEW PROCESS: OCCUPATIONS

The evaluation process for occupations consists of an interview that validates the skills, competencies, and knowledge associated with a given occupation specialty. The evaluations are based on a comparison of learning outcomes and an emphasis on translating the learning demonstrated through occupational proficiency. The materials relevant to the evaluation are made available to ACE staff members and evaluators by the military services. Materials include:

- I. **Army**—The official Army MOS manual, which describes the duties and qualifications for each MOS; technical manuals, field manuals, and other publications used by enlisted soldiers and warrant officers in the day-to-day performance of their duties. Credit awarded for E6-E9.
- II. **Navy**—The official Navy manuals that describe the duties and qualifications for each occupation; the *Bibliography for Advancement Study*, rate training manuals, and other publications used by Navy enlisted sailors in the day-to-day performance of their duties and to prepare for their advancement examinations; and the advancement examination if not classified. Credit awarded for E4-E9.
- III. **Marine Corps**—The official Marine Corps MOS manual that describes the duties and qualifications for each MOS, individual training standards manuals, and the Maintenance Training Management and Evaluation Program (MATMEP) task list. Credit awarded for E6-E9.
- IV. **Coast Guard**—The official Coast Guard manuals that describe the duties and qualifications for each occupation; rate training manuals and other publications used by Coast Guard enlisted service members in the day-to-day performance of their duties and to prepare for their advancement examinations; and the advancement examination, if not classified. Credit awarded for E4-E9.



Mr. Bobby Anderson, formerly of Columbia Union College, Dr. Larry Davis, Texas A&M University-Texarkana, and Dr. George Boulware, Lipscomb University conducting a Marine Corps occupation review at Camp Lejeune.



APPENDIX A: SAMPLE TRANSFER CREDIT POLICIES

Below are some sample transfer policies. These examples illustrate the complexities of the policies and approaches of academic institutions.

Sample 1

The university accepts many forms of Professional Military Education (non-academic experience and training) that have been evaluated by the American Council on Education (ACE) as academic credit. Credit can only be transferred if it is applicable to the student's chosen degree program requirements.

Where ACE guidelines allow:

- ★ College-level credit can be applied to corresponding areas of the student's program requirements at our university.
- ★ College credit can be accepted for study completed in service schools and in Military Occupations (see Guide to the Evaluation of Educational Experiences in the Armed Services).

Military credit will only be evaluated after the academic documents have been reviewed. ACE recommendations for vocational or technical credit are not accepted as transfer credit.

Sample 2

The College honors some military transfer credits. This includes military classes, including basic training, as well as other formal training. If the soldier's or sailor's MOS directly matches one of the College degrees, additional credits can be accepted and life experience credits may be granted as well. These will be reviewed on an individual basis and must receive approval from the department chairperson.

The College accepts Defense Activity for Non-Traditional Education Support (DANTES) test scores based on ACE (American Council on Education) recommendations. Credits earned through military experience and registered through the American Council on Education will be evaluated for possible transfer credit.

Sample 3

The University is very conservative in awarding credit for learning experiences from military schools and training. In order for credit to be granted, the material covered in the military school must be like the material we teach in a course on our main campus. The amount and level of credit given is determined by the faculty in the appropriate University department. Credit is rarely granted, and no credit is awarded for vocational-technical recommendations, Basic Training, or Military Occupational Specialty (MOS).

APPENDIX B: SAMPLE DEGREE PLANS

Bachelor of Arts in Criminal Justice

Institutional Requirements (3 Semester Hours)

Foundations of Online Learning (3 SH)

General Education (34 Semester Hours)

English (6 SH)

You must select your remaining courses from:

Proficiency in Writing (3 SH)

Humanities (3 SH)

History (6 SH)

Literature (3 SH)

Mathematics (3 SH)

Political Science (3 SH)

Science (4 SH)

Social Science (6 SH)

Core Requirements (30 Semester Hours)

Research Methods of Criminal Justice & Security (3 SH)

Criminal Justice Administration (3 SH)

U.S. Law Enforcement (3 SH)

Criminology (3 SH)

Criminal Legal Process (3 SH)

Criminal Investigation (3 SH)

Ethics in Criminal Justice (3 SH)

Corrections and Incarceration (3 SH)

Constitutional Law (3 SH)

Criminal Law (3 SH)

General Electives (39 Semester Hours)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

Concentration Requirements (15 Semester Hours)

You must select courses from the following in this section:

Introduction to Law Enforcement (3 SH)

Evidence and Procedures (3 SH)

Introduction to Federal Law Enforcement

Agencies (3 SH)

Police and Society (3 SH)

Patrol Methodologies & Community

Policing (3 SH)

The Pathology of Death Investigations (3 SH)

Judicial Process (3 SH)

Drug Dynamics in Criminal Justice (3 SH)

Stress Management in Law Enforcement (3 SH)

Contemporary Criminal Justice Issues (3 SH)

Probation and Parole (3 SH)

Global Terrorism (3 SH)

Law Enforcement (3 SH)

Intelligence Applications (3 SH)

Crime and the Family (3 SH)

The History of Organized Crime (3 SH)

Gang Theory, Practice, & Suppression (3 SH)

Criminal Profiling (3 SH)

Crime Analysis (3 SH)

Criminalistics (3 SH)

Rape and Sexual Violence (3 SH)

Principles and Theory of Security Issues (3 SH)

Independent Study: Criminal Justice (3 SH)

Juvenile Delinquency (3 SH)

TOTAL = 121 SEMESTER HOURS

Associate of Applied Science in Business Management

First Year

First Semester (Semester Hours)

Human Relations (3 SH)
English Composition I (3 SH)
Integrated Software Applications I (4 SH) OR
Business Computer Applications (3 SH)
Business Principles (3 SH)
Speech (3 SH)
Physical Activity Course (1 SH)

Second Semester (Semester Hours)

Office Management (3 SH)
Principles of Management (3 SH)
Principles of Marketing (3 SH)
Elective (Business / Business Management /
Marketing) (3 SH)
Elective (Business / Business Management /
Marketing) (3 SH)
Physical Activity Course (1 SH)

Second Year

First Semester (Semester Hours)

Math (3 SH)
Principles of Financial Accounting (3 SH)
Elective (Business / Business Management /
Marketing) (3 SH)
Human Resource Management (3 SH)
Business Law and Contracts (3 SH) or Business
Law (3 SH)
Economics (3 SH)

Second Semester (Semester Hours)

Small Business Management (3 SH)
Principles of Managerial Accounting (3 SH)
Elective (Humanities/Fine Arts Selection) (3 SH)
Supervision (3 SH)
Elective (3 SH)
Elective (Business / Business Management /
Marketing) (3 SH)

TOTAL: 69-72 SEMESTER HOURS

APPENDIX C: INTERPRETING AN AARTS TRANSCRIPT

The transcript is divided into separate sections that include:

1. Personal service member data

This field includes data from the service member's personnel record and the mailing location.

	ARMY / AMERICAN COUNCIL ON EDUCATION REGISTRY TRANSCRIPT	
ISSUED: 7/24/2008	** Unofficial COPY **	Page 1
REGISTRAR OFFICE SAINT JOSEPHS COLLEGE OF ME 278 WHITE'S BRIDGE RD STANDISH, ME 04084-5263		NAME: XXXXXXXXXXXXXXXXXXXX SSN: XXXXXXXXXXXXXXXXXXXX RANK: SERGEANT FIRST CLASS, E7 STATUS: ACTIVE

2. Military course completions

These are the military training courses that ACE has evaluated, with full descriptions and credit recommendations shown for each course. The Course Number, Title, Location, and Dates Taken are fields populated by the service member's training record. The ACE Guide Number is a database field managed by ACE Military Programs.

MILITARY COURSE COMPLETIONS	
COURSE NUMBER: 750-BT TITLE: BASIC COMBAT TRAINING BASIC TRAINING LOCATION: US ARMY TRAINING CENTER FT JACKSON, SC DATES TAKEN: 03/11/1988-05/06/1988 DESCRIPTION: UPON COMPLETION OF THE COURSE, THE RECRUIT WILL BE ABLE TO DEMONSTRATE GENERAL KNOWLEDGE OF MILITARY ORGANIZATION AND CULTURE, MASTERY OF INDIVIDUAL AND GROUP COMBAT SKILLS INCLUDING MARKSMANSHIP AND FIRST AID, ACHIEVEMENT OF MINIMAL PHYSICAL CONDITIONING STANDARDS, AND APPLICATION OF BASIC SAFETY AND LIVING SKILLS IN AN OUTDOOR ENVIRONMENT. INSTRUCTION INCLUDES LECTURES, DEMONSTRATIONS, AND PERFORMANCE EXERCISES IN BASIC MILITARY CULTURE/SUBJECTS, INCLUDING MARKSMANSHIP, PHYSICAL CONDITIONING, FIRST AID, AND OUTDOOR ADAPTATION/LIVING SKILLS. ACE CREDIT RECOMMENDATION: IN THE LOWER-DIVISION BACCALAUREATE/ASSOCIATE DEGREE CATEGORY, 1 SEMESTER HOUR IN PERSONAL PHYSICAL CONDITIONING, 1 IN OUTDOOR SKILLS PRACTICUM, 1 IN MARKSMANSHIP, AND 1 IN FIRST AID. (10/00)	ACE GUIDE NUMBER AR-2201-0399
COURSE NUMBER: 501-79S30 TITLE: TOTAL ARMY TRAINING SYSTEM (TATS) CAREER COUNSELOR LOCATION: RECRUIT & RETENTION SCH FT JACKSON, SC DATES TAKEN: 01/23/2001-03/22/2001 DESCRIPTION: UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO INTERPRET PERSONNEL RECORDS, ASSIST PERSONNEL IN THE REENLISTMENT PROCESS, DETERMINE REENLISTMENT OR EXTENSION ELIGIBILITY, PREPARE AND PRESENT RETENTION TRAINING, AND CONDUCT RETENTION INTERVIEW/COUNSELING SESSIONS. METHODS OF INSTRUCTION INCLUDE LECTURES, DISCUSSIONS, GUEST SPEAKERS, PRACTICAL EXERCISES. TOPICS COVERED INCLUDE EVALUATION OF PERSONNEL FILES, RETENTION PROCESSING, INTERVIEWING TECHNIQUES, RETENTION IDENTIFICATION, COUNSELING, AND FOLLOW-UP. ACE CREDIT RECOMMENDATION: IN THE UPPER-DIVISION BACCALAUREATE CATEGORY, 3 SEMESTER HOURS IN COUNSELING OR CAREER COUNSELING AND 3 IN HUMAN RESOURCES MANAGEMENT. (03/02)	ACE GUIDE NUMBER AR-1406-0228

3. Military experience

This section includes full descriptions, skill levels, and credit recommendations. Dates are listed only for the Primary MOS (Military Occupational Specialty).

MILITARY EXPERIENCE	
MILITARY OCCUPATIONAL SPECIALTIES HELD:	79S30 PRIMARY 03/2001 to 09/2001 79S40 PRIMARY 10/2001 to Present 79S30 DUTY 79S40 DUTY
SQT (THRU OCT 1991)/SDT (NOV 1991 THU FEB 1995) TAKEN: NONE	
MILITARY OCCUPATIONAL SPECIALTY GROUP: 79S (PRIMARY)	ACE GUIDE NUMBER
TITLE: CAREER COUNSELOR	MOS 79S-001
DESCRIPTION OF 79S30: ABLE TO PERFORM THE DUTIES REQUIRED FOR SKILL LEVEL 20 OF ANY MOS. CONDUCTS INTERVIEWS; ADVISES ENLISTED PERSONNEL ON REENLISTMENT PREREQUISITES, OPTIONS, OBLIGATIONS, OPPORTUNITIES, AND BENEFITS; ASSISTS IN DESIGNING INDIVIDUAL CAREER PLANS, USING PERSONNEL RECORDS AND DATA FROM INTERVIEW AND COUNSELING SESSIONS; RELATES PHYSICAL, MENTAL, AND MORAL QUALIFICATIONS OF INDIVIDUALS TO PRESCRIBED STANDARDS AND DETERMINES IF SERVICE SCHOOLING IS NEEDED; PROCESSES REENLISTMENT DOCUMENTS; MAINTAINS PUBLICATIONS; COMPILES DATA; PREPARES REPORTS; PLANS REENLISTMENT CEREMONIES; PERFORMS FOLLOW-UPS.	
ACE CREDIT RECOMMENDATIONS FOR 79S30: IN THE LOWER-DIVISION BACCALAUREATE/ASSOCIATE DEGREE CATEGORY, 3 SEMESTER HOURS IN SOCIAL PSYCHOLOGY, 3 IN AUDIOVISUAL TECHNIQUES, 3 IN MARKETING TECHNIQUES, 3 IN PUBLIC SPEAKING, 3 IN RECORD KEEPING, 2 IN INTERVIEW TECHNIQUES, 1 IN TECHNICAL REPORT WRITING, AND 1 IN COMPUTER APPLICATIONS. IN THE UPPER-DIVISION BACCALAUREATE CATEGORY, 3 SEMESTER HOURS IN VOCATIONAL COUNSELING. (11/96)	

MILITARY OCCUPATIONAL SPECIALTY GROUP: 79S (PRIMARY)	ACE GUIDE NUMBER
TITLE: CAREER COUNSELOR	MOS 79S-001
DESCRIPTION OF 79S40: ABLE TO PERFORM THE DUTIES REQUIRED FOR SKILL LEVEL 20 OF ANY MOS. CONDUCTS INTERVIEWS; ADVISES ENLISTED PERSONNEL ON REENLISTMENT PREREQUISITES, OPTIONS, OBLIGATIONS, OPPORTUNITIES, AND BENEFITS; ASSISTS IN DESIGNING INDIVIDUAL CAREER PLANS, USING PERSONNEL RECORDS AND DATA FROM INTERVIEW AND COUNSELING SESSIONS; RELATES PHYSICAL, MENTAL, AND MORAL QUALIFICATIONS OF INDIVIDUALS TO PRESCRIBED STANDARDS AND DETERMINES IF SERVICE SCHOOLING IS NEEDED; PROCESSES REENLISTMENT DOCUMENTS; MAINTAINS PUBLICATIONS; COMPILES DATA; PREPARES REPORTS; PLANS REENLISTMENT CEREMONIES; PERFORMS FOLLOW-UPS.	
ACE CREDIT RECOMMENDATIONS FOR 79S40: IN THE LOWER-DIVISION BACCALAUREATE/ASSOCIATE DEGREE CATEGORY, 3 SEMESTER HOURS IN SOCIAL PSYCHOLOGY, 3 IN AUDIOVISUAL TECHNIQUES, 3 IN MARKETING TECHNIQUES, 3 IN PUBLIC SPEAKING, 3 IN RECORD KEEPING, 3 IN INTERVIEW TECHNIQUES, 1 IN TECHNICAL REPORT WRITING, AND 1 IN COMPUTER APPLICATIONS. IN THE UPPER-DIVISION BACCALAUREATE CATEGORY, 3 SEMESTER HOURS IN RECORDS	

4. College-level test scores

This section includes CLEP, DSSTs, NCPACE, ACT/PEP, and Excelsior Test score data.

TEST SCORES	
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) SUBJECT TESTS	
- TC052	COLLEGE SPANISH LEVELS I AND II
DATE: 05/23/1989	SCORE: 077 Subscore A: 75 Subscore B: 74
ACE RECOMMENDED PASSING SCORE: 041	ACE RECOMMENDED CREDIT: 06 SH

5. Other learning experiences

This section lists additional completed military training courses not evaluated by ACE for credit recommendation.

OTHER LEARNING EXPERIENCES	
This section provides a record of the servicemember's learning experiences that do not have credit recommended for one or more of the following reasons: course not evaluated by the American Council on Education (ACE); and/or course not completed during ACE evaluation period.	
ARMY COURSE NUMBER/ DATES TAKEN	ARMY COURSE TITLE/ SCHOOL NAME/LOCATION
300-91C20 (PHASE II) 03/12/1991-02/21/1992	PRACTICAL NURSE
6-8-C40(91C) 09/13/1994-10/19/1994	AMEDD NCO BASIC (NCOES)
CATC-SNSOC 03/21/2006-03/23/2006	SENIOR NCO SAFETY ORIENTATION COURSE
CATC-TSIRT PH II B 03/10/2008-03/14/2008	INDIVIDUAL READINESS TRAINING

APPENDIX D: INTERPRETING A SMART TRANSCRIPT

The SMART transcript is divided into separate sections that include:

1. Personal service member data

This field includes data from the service member’s personnel record and the mailing location.

XXXXXXXXXXXXXXXXXXXX		Page 1 of 12
<p>SAILOR/MARINE AMERICAN COUNCIL ON EDUCATION REGISTRY TRANSCRIPT</p>		
		
OFFICIAL COPY		
<p>Name: XXXXXXXXXXXXXXXXXXXX</p> <p>SSN: XXXXXXXXXXXXXXXXXXXX</p> <p>Rank: Chief Aviation Electrician's Mate</p> <p>Status: Active</p>	<p>Transcript Sent To: American Council on Education ACE Office of Admission</p>	

2. Military course completions

These are the military training courses that ACE has evaluated, with full descriptions and credit recommendations shown for each course. The Course Number, Title, Location, and Dates Taken are fields populated by the service member’s training record. The ACE Exhibit Number (NV-2202-0014) is a database field managed by ACE Military Programs.

Military Course Completions	
Courses: Basic Military Training	ACE Identifier: NV-2202-0014
Date Taken: 05-JUL-1989 To 25-AUG-1989	Military Course ID: X-777-7770
Description: To assimilate recruits into the Navy way of life and to prepare them for further advanced training in specialized Navy occupations.	
ACE Credit Recommendation: In the lower-division baccalaureate/associate degree category, 1 semester hour in personal fitness/conditioning, 1 in personal/community health, and 2 in first aid and safety (10/79).	

3. Military experience

This section includes full descriptions, skill levels, and credit recommendations.

Occupation: Aviation Electrician's Mate

ACE Identifier:

NER-AE-005

Occupation ID:

AEC

Description:

Maintains and repairs electrical, instrument, and power systems on various aircraft. This includes power generation, conversion, and distribution systems; aircraft systems, including hydraulic, landing gear, flight control, anti-icing, rain control, anti-skid braking, fire protection, utility, and power plant and related systems; instrument systems, including aircraft engine, flight, and other indicating and warning systems; automatic flight control and stabilization systems; aircraft compass systems; attitude reference systems; inertial navigation systems; uses computers in various aspects of work; applies Hazmat procedures and Quality Assurance methods; and applies aircraft corrosion control techniques. Duty assignments are designated as either O-Level (troubleshooting and replacing modular systems on aircraft) or I-Level (disassembling, repairing, and benchtesting modules). Persons assigned the AE rating receive equivalent training and must pass the same advancement examination, regardless of whether duty assignments have been O-Level, I-Level, or both. Troubleshoots and repairs electrical and instrument systems on aircraft; follows standard checkout procedures to locate and repair electrical malfunctions; reads schematics and block diagrams; uses volt-ohm-millimeter and oscilloscope; repairs inertial navigation systems; measures voltage, current, and resistance; calibrates temperature sensing system; completes maintenance forms and inventories parts and supplies; performs avionics corrosion control; supervises and trains airmen apprentices; and uses various maintenance and supply tracking computer applications.

Performs troubleshooting and repair tasks not covered in standard service manuals; uses oscilloscope, signal generators, and frequency counters for systems diagnosis; serves as crew leader; supervises and trains individuals; interprets technical directives; maintains technical library and inventory and training records; performs periodic aircraft inspections; uses personal computer and spread sheet software applications; and may serve as a Quality Assurance-CDI.

Serves as shift supervisor, supervising several persons; manages maintenance manpower; diagnoses nonroutine malfunctions and demonstrates repair techniques; interprets electrical and electronic schematics and drawings; approves completed work assignments; schedules preventive maintenance; supervises technical library; supervises and directs aircraft inspections; directs installation of aircraft electrical changes; writes technical reports; provides personnel training and prepares personnel efficiency reports.

Supervises all shop personnel; plans and implements safety instruction and inspection programs; evaluates aircraft electrical systems and equipment test procedures and recommends improvements; prepares maintenance duty schedules; prepares periodic or recurring reports; supervises the use and file maintenance of publications, logs, and records; interprets technical publications pertaining to aircraft electrical systems and test equipment; prepares schedules of preventive maintenance; coordinates and manages shop maintenance and training; supervises quality assurance program; releases aircraft for service; provides technical assistance in aircraft accident investigations.

ACE Credit Recommendation:

In the lower-division baccalaureate/associate degree category, 3 semester hours in electrical/electronic laboratory, 3 in AC/DC theory, 2 in electrical test instruments, 5 in electrical troubleshooting, 1 in electrical safety fundamentals, 1 in Hazmat control, 3 in computer applications, 3 in technical report writing, and 3 in principles of supervision. In the upper-division baccalaureate category, 1 semester hour in human resource management; 2 in organizational behavior and management, 2 in operations management, and 2 for a management internship (3/06).

4. College-level test scores

This section includes CLEP, DSSTs, NCPACE, ACT/PEP, and Excelsior Test score data.

College Level Test Scores							
College Level Examination Program (CLEP) & DANTES Subject Standardized Tests (DSST)							
Date Taken	Title	Recmd Hrs	Required by ACE	Student's Score	Sub Score1	Sub Score2	Verbal Score
02-APR-2006	Here's To Your Health	3	48	52			
23-APR-2006	Introduction to Computing	3	45	49			
04-JUN-2006	Drug and Alcohol Abuse	3	49	49			

5. Other learning experiences

This section lists additional completed military training courses and military occupations not evaluated by ACE for college credit.

Other Learning Experiences				
<p>This section provides a record of the service member's learning experiences that do not have credit recommended for one or more of the following reasons:</p> <p>(1) The course has not been evaluated by ACE</p> <p>(2) The class attendance dates were not recorded in the service member's record</p> <p>(3) The course was not completed during the ACE evaluation period</p> <p>(4) The course was not evaluated by ACE at this specific location</p>				
Course ID	Date Taken	Title	Location	Reason
X-777-7771	26-SEP-1989	Airman Apprentice Training	General Skill Training, Recruit Training Command Orlando FL	1
X-444-4452	14-NOV-1991	Navy Student Indoctrination	Naval Air Technical Training Center Millington TN	1
A-100-0078	03-FEB-1992	Jobs Strand	Naval Air Technical Training Center Millington TN	1

SMART transcripts also include two addenda (Summary Page and Academic Institution Page), provided for advisory purposes only and not endorsed or maintained by ACE:

6. Summary page

This page lists all military training courses and military occupations formally evaluated by ACE and described within the main body of the transcript. Note the Summary page is not an official page of the transcript.

		<h1>SUMMARY</h1> <p>Not An Official Transcript</p>				
Name: XXXXXXXXXXXXXXXXXXXX		SSN: XXXXXXXXXXXXXXXXXXXX		Date of Birth: XXXXXXXXXXXXXXXXXXXX		
ACE Exhibit Number	Military Course Number	Title / Subject	Date	Credit	Level	SOC Category Code
NV-2202-0014	X-777-7770	Basic Military Training	25-AUG-1989			
		First Aid And Safety		2	L	HL001A
		Personal Fitness/Conditioning Personal/Community Health		1 1	L L	Physical Education HL002A/HL002B
NV-1714-0051	C-602-2012	Aviation Electrician's Mate, Class A1	04-AUG-1992			
		Aircraft Electrical Systems		4	L	VO026A
		Aircraft Electronic Systems		3	L	VO026A
		Aircraft Instrumentation Systems DC Circuits		2 3	L L	VO026A ET011A, ET013A
NV-1704-0358	C-602-9744	EA-6B Electrical and Instrument Systems Consolidated Organizational Maintenance	25-SEP-1992			
		Aircraft Electrical Systems		1	L	VO026A
		Communications-Navigation		2	L	VO026A
		Flight Control Systems		1	L	Aviation Maintenance
		Fuel Systems Hydraulic Systems		1 1	L L	VO026A VO014A

7. Academic Institution Courses page

This page lists all courses completed by the active-duty service member at accredited colleges and universities and for which the service member received tuition assistance. The service member will still need to provide “official” college transcripts for admission and/or transfer evaluation decisions.



ACADEMIC INSTITUTION COURSES

**NOT AN OFFICIAL
TRANSCRIPT***



Name: xxxxxxxxxxxxxxxxxxxx **SSN:** xxxxxxxxxxxxxxxxxxxx

DEGREES / CERTIFICATIONS

Type	Major / Certification	Date Awarded	Institution
CERT	AVIA MAINT TECH 65	31-MAR-2003	Embry Riddle Aeronautical Univ
FAA	Mechanic	06-APR-2003	Federal Aviation Administration
FCC	General Radiotelephone Operator Lic-Ship Radar End	13-SEP-2006	Federal Communications Commission (FCC)

Course	Title	Start Date	End Date	Credits/ Unit	Level	Grade	Institution
AMT240	General Theory	05-AUG-2002	05-OCT-2002	3S	L	A	Embry Riddle Aeronautical Univ 600 S Clyde Morris Blvd Daytona Beach, FL 32114
AMT260	Electrical Sys	05-AUG-2002	05-OCT-2002	3S	L	A	Embry Riddle Aeronautical Univ 600 S Clyde Morris Blvd Daytona Beach, FL 32114
AMNT280	Pwr Plnt Thwor & App	06-JAN-2003	08-MAR-2003	4S	L	A	Embry Riddle Aeronautical Univ 600 S Clyde Morris Blvd Daytona Beach, FL 32114

3. Formal military training credit section

These are the military training courses that ACE has evaluated, with Course Number, Title, Location, and Dates Taken populated by the service member's training record. A full course description can be seen in the Military Guide Online using the ACE exhibit number (ex. CG-1408-0006).

MILITARY TRAINING CREDIT:			
FROM:	09/00 TO:	07/03	LENGTH:
YEOMAN FIRST CLASS BY CORRESPONDENCE		LOCATION: USCG Institute, Oklahoma City, OK	
		(CG-1408-0006)	
(01/93 - 10/02)			
CREDIT: LL/UL: AREA OF APPLICATION:			
3.00	LL S	Business communications	
FROM:	10/01	10/01	LENGTH: 2 WKS
JOINT PERSONAL PROPERTY		LOCATION: U.S. Army Training Facility	
		(AR-0419-0063) *	
(10/91 - Present)			
CREDIT: LL/UL: AREA OF APPLICATION:			
2.00	LL S	Transportation, freight loss, and claims	

4. College credit (traditional and non-traditional) section

This page lists all courses completed by the active-duty service member at accredited colleges and universities and corporate training. The service member will still need to provide "official" college transcripts for admission and/or transfer evaluation decisions.

TRADITIONAL COLLEGE CREDIT:			
Courses listed in this section are for reference purposes only. Official transcripts must be submitted with the student's permission to the college or university of choice for matriculation.			
CREDIT: LL/UL:	NUMBER/TITLE:	COLLEGE:	GRADE
3.00 LL S	EE 100 Engineering and Ethics	Grantham Univ.	C
3.00 LL S	ACT 2103 Principles of Accounting I	Oklahoma City Comm. Coll.	B
3.00 LL S	ART 1023 History of Art: Early Ren to 20th	Oklahoma City Comm. Coll.	A
4.00 LL S	BIO 1114 General Biology	Oklahoma City Comm. Coll.	B
5.00 LL S	BIO 2215 General Zoology	Oklahoma City Comm. Coll.	A
3.00 LL S	COM 1123 Interpersonal Communications	Oklahoma City Comm. Coll.	A
3.00 LL S	CS 1103 Intro to Computers and Application	Oklahoma City Comm. Coll.	A
3.00 LL S	ENGL 1113 English Composition	Oklahoma City Comm. Coll.	A
3.00 LL S	ENGL 2123 Introduction to Literature	Oklahoma City Comm. Coll.	A
3.00 LL S	HIST 1483 American History to the Civil War	Oklahoma City Comm. Coll.	B
3.00 LL S	MATH 1513 College Algebra	Oklahoma City Comm. Coll.	B
3.00 LL S	MATH 2013 Introduction to Statistics	Oklahoma City Comm. Coll.	A
NON-TRADITIONAL COLLEGE CREDIT:			
CREDIT: LL/UL:	NUMBER/TITLE:	TEST TYPE:	SCORE TEST DATE
2.00 LL S	SPA 4-LA SPANISH LISTENING LL	Def. Language Prof.	3 04/24/2008
6.00 LL S	434 ENGLISH COMPOSITION WITH ESSAY	Excelsior Exam	B 01/01/2005
6.00 LL S	08273 ENGLISH COMPOSITION WITH ESSAY	Clep General	520 12/02/2004
3.00 LL S	SG474 ETHICS IN AMERICA	DSST	54 11/02/2004
6.00 LL S	05011 SOCIAL SCIENCES AND HISTORY	Clep General	540 10/02/2004
3.00 UL S	435 ORGANIZATIONAL BEHAVIOR	Excelsior Exam	c 02/05/2004
3.00 LL S	AP-CAL-AB CALCULUS AB	AP Subjects	4 06/28/2002
6.00 UL S	460 AMERICAN DREAM (PART I)	Excelsior Exam	B 03/17/2002
6.00 LL S	03174 MATHEMATICS	Clep General	440 03/16/2001
36.00 LL S	KOR 4-LA KOREAN LISTENING LL	Def. Language Prof.	41 08/06/1998

APPENDIX F: INTERPRETING A CCAF TRANSCRIPT

The CCAF is a regionally accredited academic institution. The transcript is an official college transcript.

COMMUNITY COLLEGE OF THE AIR FORCE					
XXXXXXXXXX					STUDENT NAME:XXXXXXXXXX
					SSAN: XXXXXXXXXXXX
					DOB: XXXXXXXXXXXX
					SEX: XXXXXXXXXXXX
ANDREWS AFB		MD 20762-			

REGISTERED FOR		4VAD AIRCRAFT SYSTEMS MAINTENANCE TECHNOLOGY		27 MAR 97	
ADVANCED STANDING IN		AIRCRAFT SYSTEMS MAINTENANCE TECHNOLOGY		27 MAR 97	

AIR-FORCE COURSE NO	CCAF COURSE CODE	TITLE	DATE COMPLETED (OR RECORDED)	SEM HRS	GRADE

BASIC MILITARY TRAINING					
	PHE 1000	PHYSICAL EDUCATION		4.00	S
3AQR45730C	000	APPREN STRAT ACFT MAINT SPEC 135	SHEPPARD AFB 17 JAN 91		
	AMT 1218	AIRFRAME SYS/COMPONENTS		4.00	S
	AMT 1219	ACFT MAINT FUNDAMENTALS		3.00	S
	AMT 1229	INTRO TO AIRCRAFT MAINT		3.00	S
4ABF45730C	001	EC/KC/RC135 APR STRAT ACFT MAINT	SHEPPARD AFB 21 MAR 91		
	AMT 2236	ADV ACFT MAINT LAB		7.00	S
4AMP454X0A	028	KC-135R AERO PROPULSION TECHN	SHEPPARD AFB 01 NOV 93		
	AMT 2272	ACFT ENGINE OPERATION		2.00	S
4AMF00066	038	AIR FORCE TECHN ORDER SYS GEN	SHEPPARD AFB 26 JUL 94		
	NCC	NONCREDIT COURSE		0.00	S
4AMF00066	039	AF TECHNICAL ORDER SYSTEM ADV	SHEPPARD AFB 28 JUL 94		
	NCC	NONCREDIT COURSE		0.00	S
5ALS99400	001	AIRMAN LEADERSHIP SCHOOL	KADENA AB 07 NOV 95		
	LMM 1101	LEADERSHIP AND MANAGEMENT		2.00	S
	LMM 1102	MANAGERIAL COMMUNICATIONS		2.00	S
	LMM 1103	MILITARY STUDIES		2.00	S
	LMM 1104	INTRO TO TOTAL QUAL MGT		4.00	S
5INT00570	000	AIR FORCE SPECIALTY INTERNSHIP	CREDIT AWARDED 07 MAR 98		
	INT 5000	JOURNEYMAN		4.00	S
	INT 7000	CRAFTSMAN		4.00	S
***** TRANSFER CREDITS ACCEPTED *****					
POLK COMMUNITY COLLEGE				10	JUN 91
PRINCE GEORGES COMMUNITY COLLEGE				18	JUN 01
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE				11	JAN 00
COLLEGE LEVEL TESTING				22	JUN 00
***** LAST ENTRY *****					
ALL VALID ENTRIES ARE IN THIS TYPE FONT: ABCDEFGHIJKLMNOPQRSTUVWXYZ 0123456789					

APPENDIX G: QUICK LINKS AND TOOLS FOR SERVICE MEMBERS

Accreditation

- ★ Accreditation is the major indicator for students, families, and government officials to know that an institution or program provides a quality education.

Web Reference: Council for Higher Education Accreditation at www.chea.org

American Council on Education – *Military Guide Online*

- ★ Web Reference: www.militaryguides.acenet.edu

American Council on Education – *Military Programs*

- ★ Web Reference: www.acenet.edu/militaryprograms

Defense Activity for Non-Traditional Education Support (DANTES)

- ★ The mission of DANTES is to support the off-duty, voluntary education programs of the Department of Defense and to conduct special projects and developmental activities in support of education-related functions of the department.

Web Reference: www.dantes.doded.mil/dantes_web/DantesHome.asp

Diploma Mills

- ★ A diploma mill is a business that makes a profit by disguising itself as a legitimate college, university, or school. These businesses make money by providing fraudulent degrees and academic references, as well as falsified transcripts to individuals who may pay hundreds of dollars for them.

Web Reference: U.S. Department of Education at www.ed.gov/students/prep/college/diplomamills/diploma-mills.html

Servicemembers Opportunity Colleges (SOC)

- ★ Web Reference: www.soc.aascu.org

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DANTES #2111

HIGHER EDUCATION

Needs Assessment Technical Memorandum



Date: June 24, 2010
To: Education/Child Care Expert Panel
From: Derek Lunde, BCRA
Re: Sector Needs Assessment of the JBLM Growth Coordination Plan

INTRODUCTION

This technical memorandum is the second of in a series of three higher education studies prepared as part of the development of the Joint Base Lewis-McChord (JBLM) Growth Coordination Plan to be completed December 2010. The first study, the Higher Education Existing Conditions Technical Memorandum, was issued on April 5, 2010 for the Education and Child Care Expert Panel, Growth Coordination Committee, and Regional Steering Committee to review and provide the consultant team with feedback. The stakeholders engaged in this process had the following input on the Higher Education Existing Conditions Technical Memo:

- There is speculation that online courses are commonly selected by Soldiers on deployment as they may have a therapeutic quality – taking a Soldier’s mind off of the situation while they focus on their studies.
- Accepting military training for transfer credit is something that should be considered more, as long as it positively contributes toward an effective education and make financial sense for the institution.

This feedback is considered in the needs and potential opportunities of higher education and will be carried forward in the final study, which will be issued in September as a draft section of the JBLM Growth Coordination Plan.

NEEDS ASSESSMENT METHODOLOGY

For this portion of the growth coordination study, attention was focused on translating existing conditions results into specific regional needs for higher education. BCRA held an Education and Child Care Expert Panel workshop at Steilacoom School District to discuss how the current existing conditions translate into higher education needs that would allow them to better serve military-connected students. Outcomes of that workshop are described here, and they have been enhanced with direct feedback from actively engaged participants throughout this phase of the study.

NEEDS ASSESSMENT

The following needs have been drafted based on findings from the Existing Conditions phase of the study. In addition, on April 16th 2010 BCRA held a workshop with the Existing Conditions Technical Committee to discuss needs as they relate specifically to the existing conditions findings and any new relevant military-related service gaps found that may prevent a higher education provider's ability to offer high quality education.

Need: More availability of leadership-focused courses

Related Existing Condition: In general, there are military-connected students in every program offered by the colleges surveyed. Many of these programs focus on specific careers rather than leadership type courses that could support the students' career in or out of the armed services.

Rationale: Due to the way the military ranking system functions, courses that focus on leadership would be invaluable to military members hoping to move up in the ranks and make the military their career. While much of the training available on base is geared towards developing these strengths, institutions could provide similar courses that could be instrumental to military students' development and also function as transfer credit equivalencies.

Need: Mechanism to effectively track military-connected students

Related Existing Condition: Higher education providers offering programs off-base indicated there is no method in place to effectively track military-connected students at most institutions. Tracking is for the most part limited to those who receive some kind of financial support either through the school, through VA benefits or the GI Bill.

Rationale: Tracking military-connected students would enable higher education providers to more accurately determine the type of courses that those students typically register for. Also, being able to track students would allow providers to more accurately predict the ebb and flow of those students and to modify their program availabilities accordingly. When deployments occur, they could also be able to plan to accommodate military students more easily through the development of more online courses that suit their needs.

Need: Identification of resources available to offset additional cost of supporting military students with unique mental health issues (behavior, emotional distress, etc.)

Related Existing Condition: There is general counseling and health care available to all students, and counselors often have been trained to some degree to at least recognize students who may have difficulty coping that may be related to military issues or even Post Traumatic Stress Disorder (PTSD).

Rationale: As members of the military return from tours of duty and to a civilian life, mental health issues often arise that can greatly impact their day-to-day functioning. Support systems are in place for both military members and their families if they know where to find it. Bringing these resources to the attention of counselors at higher education institutions would enable them to direct students in need of aid to a program designed to specifically help them, and thereby decrease the potential dependency on the institution's resources. This would ultimately require military-connected students to be identified as such.

Need: Increased awareness of training opportunities available for educators to better respond to needs of military-connected students

Related Existing Condition: A focus should be placed on identifying and raising awareness for programs, services and training related to serving military-connected students.

Rationale: A key element to increasing awareness of training opportunities is better communication between the higher education institutions and JBLM. Educators are simply unaware of many of the resources that are available.

Need: Establish regular and direct lines of communication with JBLM to aid in better planning

Related Existing Condition: Strengthening relationships and regular information exchange between providers and JBLM contacts would allow each to better plan and support one another in their missions to improve access to and quality of higher education.

Rationale: Explore establishing a liaison at each institution that coordinates directly with an educational coordinator at JBLM. Each party would also be familiar with and aid in coordinating transfer credits based on the ACE (American Council of Education) guidelines for Military Programs and could help to put in place a better method of tracking military-connected students and the courses they take. Furthermore, this communication would allow institutions the opportunity for better planning and future decision making related to military-connected student service.

Need: Where missing, provide space accommodation and infrastructure for military-related student organizations and activities on higher education campuses

Related Existing Condition: The majority of higher education institutions do not have extra-curricular programs that are specific to military alone, with the exception of some resource programs for Veterans. Even those that do offer programs, such as ROTC, often do not have social programs or clubs for military students.

Rationale: As part of the socializing on many school campuses, on-campus clubs and organizations abound. Many of these have generally been developed and organized by a body of students that had a desire to get together and then formalized a way to do so. Rarely are they developed by the institutions themselves. In order to formalize a new organization on any school campus, contact would need to be made within each institution to determine what the process is and how they would need to be managed. Then a plan would need to be put in place to oversee the setup, management and running of the organization. Based on findings from discussion with education providers, military-specific student organizations would dramatically increase the student's feeling of welcome and participation in extra-curricular activities on campus, giving the student and institution a greater chance they will complete their full degree program.

Need: Consistency in how military training can be leveraged as higher education transfer credit

Related Existing Condition: Transfer policies vary with respect to credit awarded for military training and experience. While the obvious prior college level course work is most often transferable, military training and experience credit is often considered but not treated the same at all institutions.

Rationale: Ideally, each institution should base their transfer credits on the ACE (American Council of Education) guidelines for Military Programs. Outside of the ACE guidelines and Servicemembers Opportunity College (SOC), several providers have their own system for reviewing military experience and training for transfer credit, and others are in the process of developing a program. Consistency among the institutions needs to begin with the same baseline and then be modified as it pertains to the institution's individual programs. There may also be a related need for a regional governing body for setting military-related transfer credit standards, perhaps created under the auspices of the SOC. This would not only create a more equitable way of evaluating transfer credits but could also act as a central repository of student transcripts.

Need: Additional study to determine how online programs can mitigate dropouts due to PCS and deployment

Related Existing Condition: Deployment impacts tend to be financially and emotionally significant and abrupt for education providers, students and even the military service branch. Some providers have developed systems and methods for mitigating this issue, however there may be opportunities to transfer students into distance learning programs so they may continue their education.

Rationale: Providers have begun to mitigate outright drop-outs by increasing awareness of online courses and being flexible in ways to complete the course requirements under the deployment's circumstances. As more detailed information becomes available to indicate in which courses military students were most likely to enroll, those courses could be prioritized for online transfer capability.

Need: Implement a military-specific exit process to document rationale for dropouts

Related Existing Condition: Some providers have developed systems and methods for mitigating this issue, however there are several opportunities for streamlining the exit process.

Rationale: Institutions need to have a consistent, military-specific exit process that could be coordinated through the ACE and/or SOC. The rationale behind a student's dropping out, whether due to deployment or other reasons, would be documented in their files. This would enable military students to have transcripts of their coursework that is more easily adaptable to all institutions, thereby allowing a smoother transition for those who choose to continue their higher education at a later date. To the benefit of the institution, a military-specific exit process can assist in their process of informing students and financial institutions of the costs of dropping out and the responsibilities to cover those costs.

SUMMARY OF NEEDS ASSESSMENT

Need	Opportunity	Potential Strategies
1. More availability of leadership-focused courses	1. Review institution course offerings to identify areas to bolster leadership focused curriculum	
	2. Survey military-connected students to identify specific leadership curriculum topics	
2. Mechanism to effectively track military-connected students	1. Add military-specific questions to enrollment application	
	2. Survey current students for military connection	
3. Identify resources for cost of unique military-related mental health issues	1. Establish off-base institution relationship with JBLM Army Education Services	
4. Raise awareness of training opportunities for educators to better meet military student needs	1. Establish off-base institution relationship with JBLM Army Education Services	
5. Establish regular communication with JBLM to aid planning	1. Create periodic communication channel for higher ed providers and JBLM to exchange information on changing military conditions	
6. Space and infrastructure for military student organizations and activities on higher ed campuses	1. Share program and military-student organization ideas between institutions	
7. Consistency in how military training can be leveraged as higher education transfer credit	1. Leverage ACE and SOC guidelines to inform institution transfer credit standards	
8. Determine how online programs can mitigate dropouts due to PCS and deployment	1. Study trends for military-connected students in pursuing online coursework	
	2. Review institution exit process for students dropping out of programs due to duty changes	

9. Military-specific exit process to document rationale for dropouts	1. Track and measure reasons for students dropping out of programs	
	2. Develop transitional opportunities to online programs in lieu of full dropout	

NEXT STEPS

- Upon review and adoption of a revised needs assessment list, BCRA will define opportunities associated with each military-related higher education need.
- Opportunities will be used to prepare regional strategies for addressing needs contained herein. Each opportunity will be prioritized through the recommendation of the technical committee prior to the strategies being developed.
- Additional study needs should be researched to identify potential resources that can aid in their completion.

REFERENCE LIST

See Appendix



JBLM Educational Facilities Master Plan

Drafted February 17, 2010

Revised June 14, 2010

Revised July 27, 2010

Prepared by Clover Park School District

Proudly serving the Lakewood and Joint Base Lewis-McChord Communities

History

- Clover Park School District operates seven elementary schools on JBLM*
 - 2 on JBLM – McChord Field (2 owned by U.S. Dept. of Education)
 - 4 on JBLM – Lewis Main (3 owned by U.S. Dept. of Education, 1 by U.S. Army)
 - 1 on JBLM – Lewis North (1 owned by U.S. Dept. of Education)
- On-base schools serve all students residing on JBLM, plus now school age children who live off-base and attend a Child Development Center or other MWR facility on-base before or after school
- 6 of the 7 were built between 1950 and 1962, 1 was built in 1991



**one is closed due to past reduced housing inventories and enrollment and the lack of a joint base connecting road, but may need to be re-opened to accommodate growth.*



Current Situation

- BRAC and housing privatization have resulted in an increase of student enrollment since 2006.

School Name	Student Capacity	5 Yr Average Enrollment	FY10 Enrollment	Projected Student Additions by FY13	Projected FY13 Enrollment
Beachwood**	383	423	436	181 (374 by FY18)	617 (810 by FY18)
Carter Lake	337	383	357	34	391
Clarkmoor	248	268	212	0	212
Evergreen	644	614	571	0	571
Greenwood	327	311	281	122	403
Heartwood (closed)*	0	0	0	0	0
Hillside	455	463	578	0	578
Total	2394	2462	2435	337 (530 by FY18)	2772 (2965 by FY18)

GTA New Homes
 New Homes
 Town Center

- Projected enrollment does not include any increase due to soldiers returning from deployment, which could increase occupancy rates from 94% to 97% according to JBLM.



*closed due to past reduced housing inventories and enrollment and the lack of a joint base connecting road, but may need to be re-opened to accommodate growth.

**Beachwood enrollment for FY18 includes the development of 215 add'l housing units on JBLM Lewis-North



Current Situation

- All students in grades 6-12 who live on-base currently attend schools located off-base.
 - This is especially challenging for school bus transportation, as many JBLM students attend Woodbrook Middle School. It is located off-base in an industrial City of Lakewood neighborhood and requires increased transportation logistics to get students safely to/from JBLM and school via Interstate-5.
- It is both JBLM and CPSD's preference to relocate a middle school to JBLM to better service middle school students.

Summary of Preferred Actions

1. Consolidate Greenwood and Clarkmoor Elementary Schools into one new 650 student elementary school
2. Replace Beachwood elementary with two new facilities that accommodate approximately 450 students each
3. Replace Hillside elementary with a new 650 student facility
4. Consolidate Carter Lake and Heartwood Elementary Schools into one new 650 student elementary school
5. Relocate Woodbrook Middle School to a new 900 (approx.) student facility on JBLM
6. Retrofit and modernize Evergreen to increase capacity

Preferred Action 1

Action

- Consolidate Greenwood and Clarkmoor Elementary Schools into one new and larger elementary school.
 - Build one new, two-story, “urban” facility that can handle up to 650 students and support the educational needs of today’s students, teachers and families. (minimum site requirements: 12 buildable acres) Also consider a new site for this consolidated facility, which could free the existing Greenwood site and add additional adjacent property for a new middle school. (minimum site requirements: 20 buildable acres for a middle school)

Rationale

- The land Clarkmoor currently occupies is located in an industrial area and required by JBLM as part of the I Corps HQ project. It would be better suited for a housing area.
- Both Clarkmoor and Greenwood are projected to see enrollment grow well beyond their combined capacities due to future housing unit additions (Town Center, 220 units) and a planned increase in housing occupancy rates.
 - The average combined enrollment over the last five years is 579, occupying 100% of the facilities’ joint-capacity of 575. Growth projections indicate these facilities will receive additional demand in the future.
- Greenwood has an Army C4 (Poor) facility condition rating, requiring full structural, mechanical, electrical and technology renovation or complete replacement to make it suitable for continued use as an educational facility.
- Clarkmoor has an Army C3 (Fair) facility condition rating, requiring substantial structural, mechanical, electrical and technology renovation or substantial replacement to make it suitable for continued use as an educational facility.

Preferred Action 2

Action

- Replace Beachwood elementary with two new facilities that accommodate approximately 450 students each.
 - Build two new, two-story, “urban” facilities that can handle approx. 450 students and support the educational needs of today’s students, teachers and families. (minimum site requirements: 10 buildable acres each)

Rationale

- Beachwood is projected to see enrollment continue to grow beyond its capacity due to anticipated increases in housing units from Grow the Army requirements (277 homes by FY13 and an additional 215 by FY18).
 - The average enrollment over the last five years at Beachwood is 423, occupying over 100% of the facilities’ capacity of 383. Enrollment on 1 October 2009 was 436, and temporary portable classroom structures are at Beachwood to accommodate necessary pull-out programs and free up maximum classroom space.
- Beachwood has an Army C4 (Poor) facility condition rating, requiring full structural, mechanical, electrical and technology renovation or complete replacement to make it suitable for continued use as an educational facility.

Preferred Action 3

Action

- Replace Hillside with a new facility that accommodates a higher capacity.
 - Build one new, two-story, “urban” facility that can handle up to 650 students and support the educational needs of today’s students, teachers and families. (minimum site requirements: 12 buildable acres)

Rationale

- Hillside is projected to see enrollment continue to hold beyond its capacity due to steady or slightly increasing housing occupancy rates.
 - The average enrollment over the last five years is 463, occupying 100% of the facility’s capacity of 455. Enrollment on 1 October 2009 was 578, and temporary portable classroom structures were located at Hillside to accommodate additional students. However, conditions on JBLM indicate this enrollment will likely remain at this level moving forward.
- Hillside has an Army C4 (Poor) facility condition rating, requiring full structural, mechanical, electrical and technology renovation or complete replacement to make it suitable for continued use as an educational facility.

Preferred Action 4

Action

- Consolidate Carter Lake and Heartwood Elementary Schools into one new 650 student elementary school.
 - Build one new, two-story, “urban” facility that can handle up to 650 students and support the educational needs of today’s students, teachers and families. (minimum site requirements: 12 buildable acres)

Rationale

- Carter Lake’s enrollment level is meeting the facility’s capacity. Temporary solutions to planned housing unit growth (32 in Westcott Hills, 61 Cascade Village) include locating temporary portable classroom structures or re-opening Heartwood.
 - Heartwood was closed due to a decline in enrollment from planned reductions in housing inventories on JBLM – McChord Field. Due to the high cost of bringing the facility back to sufficient standards for educational use, there is not enough demand or maintenance funding to warrant re-opening the facility.
 - The lack of a Joint Base Connector Road does not make Heartwood a practical solution for space shortages in schools on JBLM – Main
 - The average combined enrollment over the last five years at Carter Lake is 383, occupying more than 100% of the facilities’ joint-capacity of 337. Growth projections indicate these facilities will receive additional demand in the future.
- Both Carter Lake and Heartwood have an Army C4 (Poor) facility condition rating, requiring full structural, mechanical, electrical and technology renovation or complete replacement to make it suitable for continued use as an educational facility.

Preferred Action 5

Action

- Relocate Woodbrook Middle School to a new facility on JBLM.
 - Build a new, two-story “urban” middle school to accommodate up to 900 students on the current and expanded Greenwood site to serve students on JBLM in grades 6-8. (minimum site requirements: 25 buildable acres)
 - As part of consideration for this project, CPSD will consider the potential of contributing the sale value of the existing Woodbrook Middle School toward this project.

Rationale

- Woodbrook currently resides off-base between JBLM-Main and JBLM-McChord Field in a small industrial zone in City of Lakewood. This land is better suited and valuable for industrial development to support economic development in the region.
- Transportation to/from the school requires additional time to get on- and off-base, including travel on heavily trafficked Interstate-5; one reason why JBLM desires a middle school on-base.
- The current facility is located directly next to land secured to finish the Cross Base Highway project (when funded), eventually creating traffic concerns during peak school times. Bordering roads already cause safety concerns for people accessing the school.
- Woodbrook would likely have an Army C4 (Poor) facility condition rating if it were currently on JBLM, requiring substantial structural, mechanical, electrical and technology renovation as well as a full roof replacement to make it suitable for continued use as an educational facility. It was built in the same style and time period as the majority of schools on JBLM.

Preferred Action 6

Action

- Retrofit and modernize Evergreen to increase capacity and improve building performance.
 - Structurally upgrade the shell and core of the facility, modernize building systems, replace the roof, and retrofit the existing footprint to accommodate approximately 700 basic education students.

Rationale

- Evergreen was originally built by the U.S. Army as a support facility for Madigan to accommodate a large proportion of students with special needs, and upon operation was adapted into an elementary school.
 - Many of the current classrooms are structured to meet special needs, and are not suitable for general classroom purposes.
- Evergreen can currently accommodate additional basic education students, however this will require CPSD to redistrict.
 - The average enrollment over the last five years is 614, occupying under the facilities' capacity of 644. Enrollment on 1 October 2009 was 571.
- Evergreen has an Army C3 (Fair) facility condition rating, requiring substantial structural, mechanical, electrical and technology renovation as well as a full roof replacement to make it suitable for continued use as an educational facility.

Estimated Project Costs

School Name (capacity)	Total SF Existing	Repair Cost	Estimated Replacement SF (doesn't include playshed)	Estimated Cost to Replace	Demo & Site Work Cost	Total Estimated Project Cost
Beachwood (450)	48,062	\$12.35M	52,202	\$17.16M	\$1.44M	\$18.60M
JBLM Lewis-North New (450)**	N/A	N/A	52,202	\$17.16M	\$0.72M	\$17.88M
Carter Lake (650)	52,170	\$13.40M	60,707	\$19.88M	\$1.57M	\$21.45M
Clarkmoor	36,655	\$9.42M	(combined with Greenwood)		\$1.10M	\$1.10M
Evergreen* (700)	118,794	\$22.50M	118,794	\$38.46M	\$3.56M	\$42.02M
Greenwood (650)	44,729	\$11.50M	60,707	\$19.88M	\$1.34M	\$21.22M
Heartwood (closed)	41,605	\$10.69M	(combined with Carter Lake)		\$1.25M	\$1.25M
Hillside (650)	43,301	\$11.13M	60,707	\$19.88M	\$1.30M	\$21.18M
Woodbrook (900)	87,766	n/a	130,100	\$40.20M	\$3.90M	\$44.10M
Total	385,316	\$90.99M	535,419	\$172.62M	\$16.18M	\$188.80M

Construction Costs:

Repair cost: \$257/sf

Based on recent CDC total project cost (\$245) plus \$12/sf for technology upgrades

Total Elementary school replacement cost: \$320/sf

Based on FY09 average new in lieu of modernization elementary school Wash. State construction cost (hard cost based on OSPI) \$229 + 40% typical soft cost (A/E fees, FFE, construction sales tax, etc.)

Total Middle school new construction cost: \$309/sf

Based on FY09 average new middle school Wash. State construction cost (hard cost based on OSPI) \$221 + 40% typical soft cost (A/E fees, FFE, sales tax, etc.)

Demo & Site Work Costs use national USACE of \$30 per sq. ft.

*built in 1991, likely does not require full cost per SF to repair.

**Requirement based on Army housing plans on JBLM Lewis-North



Contact

- Representatives leading this effort include:

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Summary of JBLM Impacts
For the Clover Park School District Area

The following is an initial summary of student projections that Davis Demographics and Planning, Inc. has prepared for the Lewis/McChord Growth Coordination Plan, with specific emphasis on the impacts to the Clover Park School District. The Clover Park School District (the CPSD, or the District) is the only public school district that houses elementary schools actually located on Joint Base Lewis/McChord (JBLM, or the Base), with six active facilities (Beachwood, Carter Lake, Clarkmoor, Evergreen, Greenwood and Hillside Elementary Schools) to accommodate the pre-school and K-5 students living on the Base. The 6th-8th grade students living on JBLM are transported to one of the District's middle schools (either Mann or Woodbrook) while the 9th-12th graders go to either Clover Park or Lakes High School, depending upon what attendance area they reside.

DDP conducts our projections based upon residence and therefore we focus on the number of students living with a particular school's attendance area, as opposed to what school they actually attend. DDP does create attendance matrices (K-5, 6-8 and 9-12) that help to display the District's open enrollment patterns and the District can use these documents as a supplemental tool to see exactly where the JBLM residents attend versus where they are assigned to go. For purposes of this study, DDP used Fall 2009 (in early October) student data as the base for the projections. DDP then forecasts out annually for ten consecutive years the number of future K-12 counts for that same time period (October). Additional students are then straight-lined added back in, such as students attending that school from completely outside the CPSD or from special programs (such as Special Education students, ECEAP, Pre-K, Head Start, etc.). An important point that DDP's is using for the JBLM student projections is that the Fall 2009 student resident counts (by grade) for each attendance area on JBLM will be used as the base for the projections.

For purposes of simplicity, DDP will make certain assumptions when it comes to projections on JBLM. First of all, the new housing on JBLM listed for this report are to be treated as having a family or a couple (a soldier and a spouse) living in each household. In other words, single military personnel would not be housed in these units. Also, it is assumed that the majority of the available housing on JBLM is occupied and that there is very small vacancy rate. Also, when the "new" or "replaced" units come online, we will assume that they are almost immediately filled with military families or couples. Therefore, as the "new" units are constructed on JBLM there is an immediate impact to CPSD for additional students. If units are to be replaced there could also be a period of time when the families are displaced and the students may not show up for a period of time. DDP does realize that there will be monthly fluctuations in the student counts due to housing replacement or military deployment, but please keep in mind that DDP's projections are focusing on a specific period of time (October of each year) and for facility planning purposes it is important to use the same snapshot period. The following projections are based upon the best available information at the time this report was written. It is critical that any changes in the existing and future housing units on JBLM need to be updated by CPSD or contracted consultants. At the time of this report, the following known new housing projects and their estimated annual phasing schedules were used in the projections, as well as the schools assigned to the project area:

Summary of JBLM Impacts
For the Clover Park School District Area

Known Housing Unit Additions and Removals on JBLM Over the Next Fifteen School Years							SCHOOLS OF ASSIGNMENT		
Housing Area (total units)	Oct-10	Oct-11	Oct-12	Oct-13	Oct-18	Oct-24	Assigned Elementary	Assigned Middle School	Assigned High School
Elliot Marsh I (277)	-	92	92	93	-	-	Beachwood	Mann	Lakes
Westcott Hills (32)	32	-	-	-	-	-	Carter Lake	Woodbrook	Clover Park
Town Center (220)	70	150	-	-	-	-	Greenwood	Woodbrook	Lakes
Cascade Village (61)	-	61	-	-	-	-	Carter Lake	Woodbrook	Clover Park
Elliot Marsh II (215)	-	-	-	-	215	-	Beachwood	Mann	Lakes
remove Parkway units (206)	-	-	-	-	-	-206	Clarkmoor	Woodbrook	Lakes
805 Total New Units	102	303	92	93	215	-206			

It is assumed that all of the above 805 units will be “new” and not replace any existing units on JBLM. In other words, there will be a net growth of K-12 students as a direct result of building these units and making them available to the military families/couples. DDP used factors provided to BCRA Architects, Inc. by JBLM for determining the number of K-12 students generated by these new housing structures on the Base. These factors are the following: 1.6 children per married soldier and 63% of those children are K-12 (aged 5 to 18). This essentially equates to close to 1 K-12 student per household (1.008 K-12 student/household). This is what DDP used to determine most of the K-12 yields from this new housing. Westcott Hills (32 units) is an exception because it is going to be offered only to officers (O5/O6) and with BCRA’s recommendation (through JBLM staff direction) only half of the yield was estimated for this particular project due to families moving into these units that will already be living on JBLM or will move into housing with minimal or zero K-5 children.

The other exception to using the 1.008 K-12 students per household is the 277 Elliot Marsh I units. It is believed that all of these units will be four bedroom homes and will naturally be aimed at housing families with multiple children. This project is located within the JBLM North area (within Beachwood ES’s attendance area) and will be adjacent to similar sized housing located within the housing area known as Beachwood II. The Beachwood II community consists of 108 large three bedroom units that yielded 253 K-12 students as of Fall 2009 (a yield of 2.343 K-12 students per unit). The CPSD suggested to DDP to use the JBLM recommended rate of 1.008 K-12 students/household to report what may be the “low” projection figure and use the 2.343 K-12 rate as the “high” end for the Elliot Marsh I project. At this time, this is the only project that DDP will be addressing in this manner; all other projects (namely Cascade Village and Town Center) will use the 1.008 figure.

It was brought to DDP’s attention that there will be 215 more units built within the JBLM North area (within Beachwood ES’s attendance area) around the 2018 school year. The project is referred to as Elliot Marsh II and the exact housing type has not yet been determined, so DDP will use the JBLM provided yield factors for this project. All of these 215 new housing units are being placed within the 2018 school year. At the time that this report was being written, it was reported that these 215 units would not be considered replacement units, but actually be new sites placed on land where there were no other previous homes built. However there are plans to remove the 206 units located in the Parkway area (currently within Clarkmoor ES’s attendance area). The removal of these 206 units are planned for 2024 and the total count of students currently coming from this project area (122 K-12 students) were removed from the Fall 2024/Maturation projections.

Summary of JBLM Impacts
For the Clover Park School District Area

IMPACTS UPON THE CPSD SCHOOLS IN THE CITY OF LAKEWOOD
DUE TO JBLM GROWTH

It is lastly assumed that City of Lakewood is close to being built-out (96.5%) and very little of the remaining vacant residentially zoned land (3.5%) is expected to be built over the next ten years. In addition, the vacancy rate in the City of Lakewood is extremely low and therefore any net growth of military families with children will chose to locate on the new housing on JBLM or in outer lying cities outside of Lakewood. DDP is currently conducting a study of the impact of Clover Park School District students located off of JBLM (mostly within the City of Lakewood) and should have the report complete within the next month.

IMPACTS UPON THE INDIVIDUAL CPSD ELEMENTARY SCHOOLS
LOCATED ON JBLM DUE TO JBLM GROWTH

ASSUMPTIONS AND ANALYSIS FOR K-5 JBLM SITES:

As of October 2009, the **Beachwood Elementary School** attendance area contained 437 K-5 resident students and had 50 out-of-District students attending plus one Pre-K/SPED (Grade = -1) student for a total of 488 K-5 students. Over the next four years, there is expected to be 277 additional four-bedroom housing units constructed within the Beachwood area (the Elliot Marsh I project). At the Clover Park School District's request, DDP used a "low" and a "high" yield factor for determining the number of students to come out of the Elliot Marsh I project area. The lower figures uses the JBLM provided 1.008 K-12 students per unit multiplied by 64.7% of those children are K-5 students (or a yield of 0.652 per unit). The higher figure refers to the query of the students living within the Beachwood II project area (what is believed to be a similar housing stock to the new units) with a yield of 2.343 students per household multiplied by 53.4% of those being K-5 students. *Please note that there is a potential for another 215 units in the Beachwood ES area known as Elliot Marsh II that could be built by Fall 2018. The plans for these units are still under review, so DDP used the JBLM provided yield factors (1.008) for the Elliot Marsh II units and placed them all into the 2018 school year. At the time of this report it is believed that these units will be "new" units and not replacement units. There are plans to remove the Parkway area units (206) in Fall 2024, but those are currently located in the Clarkmoor ES attendance area and therefore has no impact on the Beachwood projections.* If you include the current resident students, plus the students from the "new" housing, plus the same number of out-of-District and Pre-K students that are currently attending Beachwood ES, then the true range of the Beachwood ES attendance area could be anywhere from 669 to 834 K-5 students by Fall 2013 and 810 to 975 K-5 students by Fall 2019. This equates to a net growth of 181 to 346 more K-5 students by Fall 2013 and 322 to 478 by Fall 2019. According to information provided by the District to DDP, Beachwood ES already exceeds its Capital Capacity. Therefore it is strongly recommended that the District take appropriate actions with JBLM to either expand the Beachwood ES site to be able to accommodate the higher end of the projected growth or build another facility or two to help alleviate the potential overcrowding that may occur. Temporary or permanent attendance boundary adjustments may be necessary to help the District house all of these additional students.

Summary of JBLM Impacts
For the Clover Park School District Area

The **Carter Lake Elementary School** attendance area contained 293 K-5 resident students and had 108 out-of-District students, 18 ECEAP students and 16 Pre-K/SPED (Grade = -1) students attending for Fall 2009; that equates to 435 total K-5 students. Over the next two years, there is expected to be 93 additional housing units constructed within the Carter Lake area (Westcott Hills = 32 units and Cascade Village = 61 units). According to the projections this could add 50 more K-5 students to Carter Lake ES, reaching a total of 485 K-5 students by Fall 2011 (if you included the same number of out-of-Districts, ECEAP and Pre-K students). According to information provided by the District to DDP, Carter Lake ES already exceeds its Capital Capacity and the District will most likely need to add portables to accommodate the students due to these new housing projects and/or make alterations to the existing attendance areas to house the new growth.

For Fall 2009, the **Clarkmoor Elementary School** attendance area contained 298 K-5 resident students and had 21 out-of-District students and 35 ECEAP students attending which equates to 354 total K-5 students. At the time of this report, there were no plans to construct any new units from the Clarkmoor ES area but there were plans to remove the Parkway area units (206) around the Fall 2024 school year. Therefore DDP expects the school to maintain a similar sized number of K-5 students as it had for Fall 2009. However, Clarkmoor ES's area could decline by 91 K-5 students and have a resident population around 263 K-5 students when the Parkway units are removed by 2024. According to information provided by the District to DDP, Clarkmoor ES currently exceeds its Capital Capacity so the District will need to closely monitor if any major fluctuations occur within the Clarkmoor ES area over the next 10-15 years and add portables when necessary and/or make appropriate attendance boundary adjustments if needed. If the current attendance boundaries remain intact, then when the Parkway units are eventually removed Clarkmoor ES should drop below its capacity.

For Fall 2009, the **Evergreen Elementary School** attendance area contained 489 K-5 resident students and had 104 out-of-District students, 45 ECEAP students and 43 Pre-K/SPED (Grade = -1) students attending which equates to 681 total K-5 students. At the time of this report, there were no plans to construct or remove any units from the Evergreen ES area and therefore DDP expects the school to maintain a similar sized number of K-5 students as it had for Fall 2009. According to information provided by the District to DDP, Evergreen ES already exceeds its Capital Capacity so the District will need to closely monitor if any major fluctuations occur within the Evergreen ES area and add portables when necessary and/or make appropriate attendance boundary adjustments if needed..

The **Greenwood Elementary School** attendance area contained 263 K-5 resident students and had 35 out-of-District students and 11 Pre-K/SPED (Grade = -1) students attending for Fall 2009; that equates to 309 K-5 total students. Over the next two years, there is expected to be 220 additional housing units constructed within the Greenwood area (Town Center). According to the projections this could add 144 more K-5 students to Greenwood ES, reaching a total of 453 K-5 students as soon as Fall 2011 (if you included the same number of out-of-Districts and Pre-K students). According to information provided by the District to DDP, Greenwood ES is right at its Capital Capacity, so the District will most likely need to add portables when necessary and/or make appropriate attendance boundary adjustments if needed..

Summary of JBLM Impacts
For the Clover Park School District Area

For Fall 2009, the **Hillside Elementary School** attendance area contained 461 K-5 resident students and had six out-of-District students and seven Pre-K/SPED (Grade = -1) students attending which equates to 474 total students. At the time of this report, there were no plans to construct or remove any units from the Hillside ES area and therefore DDP expects the school to maintain a similar sized number of K-5 students as it had for Fall 2009. According to information provided by the District to DDP, Hillside ES already exceeds its Capital Capacity so the District will need to closely monitor if any major fluctuations occur within the Hillside ES area and add portables when necessary and/or make appropriate attendance boundary adjustments if needed.

CONCLUSIONS FOR K-5 JBLM SITES

At the time that this report is written, all of the six onsite JBLM K-5 elementary schools are at or exceed their Capital Capacity figures. Therefore if and when any new housing structures are built on JBLM, the District will need to take immediate action to properly house those K-5 students on the Base. This means to add portable units or build additional permanent structures.

The K-5 JBLM site that will have the most impact due to new housing constructions is Beachwood ES. Depending upon which yield factor you choose to use, the Beachwood ES attendance area could contain anywhere from 669 to 834 K-5 students by Fall 2013 (due to the new 277 Elliot Marsh I units to be built over the next three years). *These projections do include the potential 215 units in Elliot Marsh II, of which plans are still underway as to what type of housing units will be built.* Since Beachwood ES housed 489 K-5 students as of Fall 2009 and is designed to only house 383 K-5 students in its permanent structures, then it is imperative that the Clover Park School District find a way to house up to 350 additional K-5 students over the next three years. By Fall 2018, Beachwood Elementary's current attendance area, on the high end, could have as many as 975 K-5 students. Additional permanent structures will need to be added to Beachwood ES and/or another site or two will be needed.

As far as the other five K-5 JBLM sites are concerned, since all of these sites are at or near their Capital Capacities, then there will need to be accommodations to house the additional 195 K-5 students at those schools (especially for Carter Lake and Greenwood). Additional portables and/or attendance boundary changes may be enough to accommodate this additional growth.

Summary of JBLM Impacts
For the Clover Park School District Area

IMPACTS UPON THE CPSD MIDDLE SCHOOLS DUE TO JBLM GROWTH

Note: Only the CPSD middle schools that have part of their attendance areas located on JBLM are included in this summary. Therefore Mann and Woodbrook MS's are included and Hudtloff and Lochburn MS's are not included in this summary. Both Mann and Woodbrook MS's are located off JBLM and the students from JBLM are transported to these off-Base sites.

The **Mann Middle School** attendance area had 202 6th-8th grade students living with its boundary that is on JBLM as of October 2009. The Elliot Marsh I (277 units) JBLM project is located within Mann MS's current attendance area. Using the aforementioned phasing estimates and housing yield assumptions explained in the Beachwood ES paragraph, DDP estimates that this base of 202 6-8 students could rise over the next three years to anywhere from 53 to 136 additional 6-8 students by Fall 2013. *Please note that there is a potential for another 215 units in the Beachwood ES area known as Elliot Marsh II that could be built by Fall 2018. The plans for these units are still under review, so DDP used the JBLM provided yield factors (1.008) for the Elliot Marsh II units and placed them all into the 2018 school year. At the time of this report it is believed that these units will be "new" units and not replacement units. There are plans to remove the Parkway area units (206) in Fall 2024, but those are currently located in the Woodbrook MS attendance area and therefore has no impact on the Mann MS projections.* If you include the current resident students, plus the students from the "new" housing, then the true range of the of the JBLM students within the Mann MS attendance area could be anywhere from 255 to 338 6-8 students by Fall 2013 and 297 to 379 6-8 students by Fall 2019. This equates to a net growth of 53 to 136 more 6-8 students by Fall 2013 and 95 to 177 by Fall 2019. Since Mann MS currently has more than enough room to accommodate this growth, the impact upon Mann MS will be insignificant.

The **Woodbrook Middle School** attendance area had 482 6th-8th grade students living with its boundary that is on JBLM as of October 2009. The Cascade Village (61 units), Town Center (220) and Westcott Hills (32) JBLM projects are located within Woodbrook MS's current attendance area and are planned to be built and constructed over the next two years. Using the aforementioned phasing estimates and housing yield assumptions, DDP estimates that this base of 482 6-8 students could rise over the next two years to around 539 6-8 students, a net growth of 57 middle school aged children for Woodbrook MS by Fall 2011. At this time there are no plans to build any more units in the Woodbrook MS area on JBLM beyond 2011; however, there are plans to remove the Parkway area units (206) around 2024. Therefore DDP is assuming that the figure of 539 6-8 students will stay fairly constant (or at least not be exceeded) over the next 10-15 years as military families come and go, but then decline slightly to around 518 6-8 students by 2024 when the 206 units are removed. Since Woodbrook MS currently has more than enough room to accommodate this net growth, the impact upon Woodbrook MS will be insignificant.

Summary of JBLM Impacts
For the Clover Park School District Area

IMPACTS UPON THE CPSD HIGH SCHOOLS DUE TO JBLM GROWTH

The **Clover Park High School** attendance area had only 76 9th-12th grade students living with its boundary that is on JBLM as of October 2009. The Cascade Village (61 units) and Westcott Hills (32) JBLM projects are located within Clover Park HS's current attendance area. Using the aforementioned phasing estimates and housing yield assumptions, DDP estimates that this base of 76 9-12 students could rise over the next two years to around 89 9-12 students, a net growth of 13 high school aged children for Clover Park HS. At this time there are no plans to build additional units in the Clover Park HS area on JBLM, so DDP is assuming that this figure of 89 9-12 students will stay fairly constant (or at least not be exceeded) over the years as military families come and go. Since Clover Park HS currently has more than enough room to accommodate this growth, the impact upon Clover Park HS will be insignificant.

The **Lakes High School** attendance area had 513 9th-12th grade students living with its boundary that is on JBLM as of October 2009. The Town Center (220 units) and the Elliot Marsh I (277 units) JBLM projects are located within Lakes HS's current attendance area. Using the aforementioned phasing estimates and housing yield assumptions explained in the Beachwood ES paragraph, DDP estimates that this base of 513 9-12 students could rise over the next three years to anywhere from 80 to 202 additional 9-12 students by Fall 2013. *Please note that there is a potential for another 215 units in the Lakes HS area known as Elliot Marsh II that could be built by Fall 2018. The plans for these units are still under review, so DDP used the JBLM provided yield factors (1.008) for the Elliot Marsh II units and placed them all into the 2018 school year. At the time of this report it is believed that these units will be "new" units and not replacement units. There are also plans to remove the Parkway area units (206) in Fall 2024.* If you include the current resident students, plus the students from the "new" housing and remove the Parkway units in 2024, then the true range of the JBLM students within the Lakes HS attendance area could be anywhere from 593 to 715 9-12 students by Fall 2013 and 619 to 741 9-12 students by Fall 2024. This equates to a net growth of 106 to 228 by Fall 2024. Since Lakes HS currently has more than enough room to accommodate this growth, the impact upon Lakes HS will be insignificant.