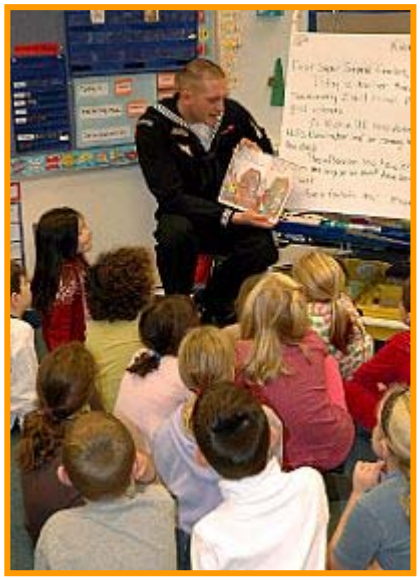
The Department of Defense

Update to the Report on Assistance to Local Educational Agencies for Defense Dependents Education

March 2008



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I. INTRODUCTION

Section 574 (c) of the John Warner National Defense Authorization Act for Fiscal Year 2007, P.L. 109-364, October 17, 2006, directs the Secretary of Defense to update, not later than March 1, 2008, the report to the Congressional Defense Committees setting forth the Department of Defense (DoD) plan to provide assistance to local educational agencies (LEA) that experience growth and/or decline in the enrollment of military students. This growth or loss must be a result of the force structure changes, relocation of military units, or the closure or realignment of military installations under the defense base closure laws.

The Department of Defense submitted an interim response to the Congressional Defense Committees on March 3, 2008. This submission supplements the interim response and constitutes the updated report required by Section 574 (c).

The updated report shall address the following:

- An identification, current as of the date of the report, of the total number of military students who are anticipated to be arriving at or departing from military installations as a result of force structure changes, relocation of military units, or closure or realignment of military units, including:
    - An identification of military installations affected by such arrivals and departures
    - An estimate of the number of such students arriving at or departing from each such installation
    - The anticipated schedule of such arrivals and departures

- Such recommendations as the Office of Economic Adjustment of the Department of Defense considers appropriate for means of assisting affected local educational agencies in accommodating increases in enrollment of military students as a result of such an event, and

- A plan for outreach to be conducted for affected LEAs, commanders of military installations, members of the Armed Forces, and civilian personnel of the Department of Defense regarding information on the assistance to be provided to LEAs that experience growth in the enrollment of military students as a result of any of the aforementioned events.

While the Department of Defense understands elementary and secondary education is under the jurisdiction of the state and local governments, a key quality of life issue for the military is ensuring the quality of education for all military students.

Service members often accept or decline assignments or choose to leave their families behind based on the availability of quality educational opportunities for their children. The Department of Defense has a long history of support for education of military students, but the ongoing relocation of thousands of military students through Base Realignment and Closure (BRAC), global rebasing, and other force structure changes has created an urgent need and responsibility to enrich and expand partnerships with military-connected communities to ensure the best possible educational opportunities for students.

The Department of Defense considers the education of military students important to the Military's operational readiness-- a vital national security issue.

II. EXECUTIVE SUMMARY

The Department of Defense has recognized the importance and increased urgency to address the education and transition/deployment issues facing military children due to BRAC (Base Realignment and Closure), global rebasing, and other force structure changes. The Department of Defense has taken a multi-faceted approach in dealing with these challenges by increasing the level of collaboration among all stakeholders, and extending its outreach at the Federal, state, and local levels.

The Department of Defense is providing the number of students of military and/or DoD civilian personnel projected to be gained and/or lost by state and by services from School Year (SY) 2008 to 2011 in Appendices 2 and 3. There are many factors that influence a military family's decision to relocate and the timeline for their relocation. Therefore, these numbers need to be understood in the context of those factors.

The most accurate accounting of the number of students occurs between the local command and the local community. Housing locations and availability, housing construction timelines, specific demographics of the military members moving to a location, impact of deployment, and the evolving mission of the Armed Services are factors in determining accurate numbers of arriving students.

Collaborative Efforts: The Army has been the most innovative Service in addressing education and transition/ deployment issues. Notably, it has greatly strengthened local partnerships by bringing together military and civilian community leader teams from highly impacted communities in the continental United States and Europe. These efforts have spurred the sharing of ideas and best practices and helped these communities to prepare to seamlessly send and/or receive military students.

The Office of Economic Adjustment (OEA), as it assists communities in coordination with the other resources of the Federal Government through the Economic Adjustment Committee (EAC), also initiated significant collaborative efforts. Senior leaders from the Department of the Army, US Department of Education, Secretary of Defense, and OEA, conducted site visits to a representative sample (Fort Benning, Fort Bliss, Fort Drum, and Fort Riley) of growth locations to: provide program stakeholders (Federal, state and local) with on-the-ground knowledge of student growth issues surrounding mission growth; improve communication among all partners; identify gaps/lags in capacities; and, document more extensively the specific requests for Federal action to assist communities and states responding to student growth.

OEA Recommendations: The following presents a summary of the recommendations as OEA considers appropriate for means of assisting affected local educational agencies in accommodating increases in enrollment of military dependent students as a result of mission growth.

- *Clearinghouse*: A common clearinghouse for all stakeholders needs to be established to present student growth issues for each installation, minimizing potential confusion delays, and conflicted attempts to assist these areas.
- *Coordinated Response*: A response team to provide one-stop collaboration and coordination across Federal, state and local resources for affected local education stakeholders.
- *Construction*: Any Federal initiative must be narrowly focused so as to not alter nor discourage the many effective and responsive state, local, and public-private resources already in place. Additionally, some ability to flexibly apply Federal resources in new and innovative ways ought to be considered and encouraged in those emergent cases where state, local, and public-private resources are not sufficient.
- *Operational*: Resources across U.S. Department of Education Impact Aid Program and Department of Defense Supplemental Impact Aid and Impact Aid for Large Scale Rebasing need to be optimized and advanced to better sustain the local education operational budget needs for mission growth (Federal) students.
- *Teachers, Students, and Administrators*: Federal, state and local education policymakers must work to provide consistency in areas that include (1) learning standards and graduation requirements, (2) teacher certification and licensure requirements, (3) attendance requirements that often conflict with "block leave," and (4) training/ preparation so that school systems can better address the socio-emotional needs of military student vis-à-vis deployments.

Funding: Federal resources available through existing programs are primarily oriented towards transferring federal property, facilitating tax-exempt loans or support health and safety oriented repair. These sources can be of assistance to LEAs by reducing the cost of credit and by covering costs that would otherwise reduce sources of funding for construction. Similarly, alternatives to traditional funding can accelerate construction that cannot wait for a bond initiative, and can provide additional funding to supplement the project.

Charter schools offer an opportunity to extend education capabilities and provide quality education choices to communities. Charter schools also face significant

facility shortfalls, and because of their independent nature, have different funding obstacles to overcome to establish construction projects.

Alternatives to enhance capacity can reduce the need for construction and provide near-term solutions to accommodate increases in capacity until resources are available to support construction. Examples of school construction funding alternatives are provided at Appendix 1.

Plan for Outreach: To deal with the significant restructuring of our military, major initiatives have been and are now addressing the educational and transition/deployment challenges of military students. Following the Army's model, all of the other Military Services are in the process of implementing comprehensive school transition programs. In addition, the Department has (1) hosted conferences for heavily impacted communities, (2) distributed "toolkits" to commanders, educators, and families, (3) funded a monograph that identifies best practices for transition students, (4) used the USA4MilitaryFamilies website and the Defense State Liaison Office (DSLO) to inform state policymakers, and (5) encouraged states to adopt the Interstate Compact on Educational Opportunity for Military Children, which would effectively address many of the aforementioned education and transition/deployment issues.

In addition, the Department of Defense is seeking to strengthen its working relationship with the US Department of Education (ED) by implementing a formal, comprehensive partnership. This DoD-ED partnership would expand and enrich existing efforts as well as provide opportunities for growth and synergy. It would primarily address quality education, transition/deployment, resources, and communication issues.

Finally, recognizing the need for both a catalyst to integrate existing efforts and an entity to lead future development, the Department selected DoDEA (Department of Defense Education Activity) to champion quality education for all military children. In response, DoDEA launched its Educational Partnership Directorate (EPD) on October 1, 2007. EPD has begun to (1) develop partnerships with schools and districts that focus on educational best practices, seamless transitions, and deployment support services, (2) facilitate agreements at the local and state levels to positively impact military children's education and well-being, and (3) extend opportunities for student learning via online and other research-based models. These and future partnerships will provide for a continuum of collaboration/support based on the local needs of each school community.

In conclusion, the Department of Defense and the Military Services will—both separately and together—continue working with a variety of governmental and non-

governmental organizations at the Federal, state, and local levels to address the many education and transition/deployment issues. These urgent and pressing issues are important not only in and of themselves but also in their impact on enlistment, retention, morale, and overall operational readiness.

III. NUMBER OF STUDENTS TRANSITIONING

The Department of Defense rebasing initiatives (i.e., BRAC, rebasing, force restructuring, and the change in the number of military housing units) provide an ideal opportunity to work with and assist communities that are experiencing growth in student population. A critical aspect of this opportunity is to provide timely and accurate information upon which plans and resource allocation decisions can be based.

The Department of Defense is deliberate and cautious in the distribution of any numbers that communities will use to plan and develop infrastructure and implement systems to support the projected numbers. Department of Defense understands the need to provide communities with a timely projection. Local military commands have established close personal relationships with LEAs to provide information and updates on a continuous basis, on the impact and most up-to-date transitioning student numbers available. Communities working with local military commands are able to address the unique characteristics of the mission and the corresponding unique demographics of the anticipated population.

The total gains and losses data is taken from the projections that the services provided in the preparation of this report. The data is delineated by states (Appendix 1) and by Military Service (Appendix 2).

The projections in Appendices 1 and 2 reflect not only gains but *also the projected total gains and losses for each school year*. These data provide a more complete picture of how the student population is projected to change over time. The projected total gains and losses provide LEAs more complete information and allows them to determine whether to address changes through permanent or temporary measures.

A. Description of Data

The following guidance was provided to each of the Military Services:

Definitions:
Military Student: Defined as (a) an elementary or secondary school student who is a dependent of a member of the Armed Forces and (b) an elementary or secondary school student who is a dependent of a civilian employee of the Department of Defense.[1]

[1] Section 573 of the NDAA for FY 08, P.L. 110-181, requires DoD additionally to report the number of elementary and secondary school students who are dependents of personnel

Installation: Those installations located in the 50 states and the District of Columbia. If the installation has joint forces, the military department responsible for the installation shall report the total gain and or loss of military students.

School Year (SY): Refers to the school year that begins in the fall of SY 2007-08 and ends in the summer of SY 2010-11. The fiscal years which correspond with the school years are provided in the following table:

School Year (SY)	Fiscal Year (FY)
2007-08	2007 -2008
2008-09	2008-2009
2009-10	2009-2010
2010-11	2010-2011

The following formula was provided to calculate the number of military students per military member and DoD civilian:

- 48 percent of military members or DoD civilians have a child
- 1.6 children per military member or DoD civilian (average)
- 63 percent of children are school-age children

The Military Services were provided the opportunity to adjust the formula to meet their individual demographics. The Marine Corps adjusted the formula for the number of students per military member. As of December 2007, 29.2 percent of Marines have children, and the majority of these children are five years of age or younger. The Marine Corps used 29 percent to calculate the number of Marines who have a child and 48 percent for civilians.

The Army used locally established ratios to determine the military student growth for Fort Benning, Georgia due to the unique training mission and the corresponding demographics of the population. Fort Benning used the following formula, 65 percent of the training cadre and 58 percent for civilians, compared to the 48 percent used for other installations. Additionally, the increase at Fort Belvoir, Virginia reflects moves within the National Capital Region and will not increase school requirements. Further, only ten percent of the projected military

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who are employed on Federal property, but who are not members of the Armed Forces or civilian employees of DoD (e.g., dependents of contractors). The Services require lead time to develop mechanisms to collect this data, which will be reported in the updated report due March 2009.

student growth at Fort Meade, Maryland will come outside the National Capital Region. The Army included the Grow the Army adjustments. This growth is reflected in the SY 2010-11 figures.

When using Military Service member data to evaluate the number of school age children of military and civilian employees who will potentially be moving to a particular military installation, the numbers need to be evaluated in the proper context. The number of Military Service members moving to a particular installation may not be a true indicator of what is actually happening in a particular community with regards to the number of military students. Military students are absorbed into a community in several ways. Not all students attend traditional public schools. Students may attend public charter schools, private and/or religious schools, DoD Domestic Dependent Elementary and Secondary Schools, or may be home-schooled. Additionally, several LEAs may serve one installation.

The projected number of students assumes that every student will accompany the military member. However, there are many factors that affect military decisions to move and/or when to move to new locations. The following factors may influence whether the military family moves and if so when:

- Scheduled deployment of a military member soon after relocation: Families may choose to stay at a current location and/or return to a location closer to extended family if the military member is scheduled to deploy soon after arrival at a new location.
- Permanent Change of Duty Station date occurring after the school year begins: Family members may choose to stay at a location until the completion of the current school year to alleviate transitional challenges that may occur during a school year.
- The quality of education available.

The projected number of civilian students assumes that DoD civilians will leave their current duty location and transfer to the new location and that no positions will be filled by hiring civilians already living in/around the gaining installation.

B. <u>Additional Data Information</u>

The following table provides the percentage of military students per grade and age. Clearly, the majority of military students are at the elementary level while fewer are at the secondary level.

Grade	Age	Percentage
K-1	5-6	20%

2-3	7-8	17%
4-5	9-10	15%
6-7	11-12	13%
8-9	13-14	12%
10-11	15-16	10%
12	17-18	7%

IV. Collaborative Efforts --Progress to Date

Recognizing the importance of quality educational opportunities for military families and the value of collaboration at all levels, The Department of Defense marshals the lessons learned and best practices of the Military Services and communities to disseminate and share.

1. 2005 Army Education Summit

The 2005 Army Education Summit, *Communities Working to Improve Student Transition*, explored the effects of the Army's Transformation/Overseas Rebasing and Base Realignment and Closure Initiatives on local communities and schools. Participants were military and civilian community leader teams from 25 highly impacted communities in the continental United States and Europe and their supporting school districts. The Education Summit was designed to provide a better understanding of the Army's plans and initiate military/civilian planning at the community level to address the challenges from major increases or losses of military families assigned to affected communities.

As part of the Army School Transition Plan, the 2005 Summit also aimed to strengthen the local partnerships by sharing ideas and best practices and by identifying actions and roles to ensure that communities are “ready” to seamlessly send and/or receive military-connected students. A “ready community” is one that has a viable local action plan, a system for effective and efficient information sharing, a logistics plan for adequate facilities, staffing and programs and services to welcome new students. Further a “ready community” uses collaboration of broad range communication media, and attends to critical partnership components. Through these and many additional initiatives, the Army has identified the educational transition needs of its children and has facilitated solutions.

Constant and consistent communication between installations and supporting LEAs and an inclusive planning team to facilitate processes and communication is paramount. The synergy created during the Education Summit is evident in on-going and sustained community collaboration in the following examples.

2. Community Collaboration Best Practices

Fort Bliss, Texas

El Paso, Texas has historically had a strong set of partnerships in place to support Fort Bliss's mission, soldiers and families. There is close cooperation between Fort Bliss, the surrounding community and the nine independent school districts. Representatives from the installation, community and school districts meet regularly to discuss the impact of growth. In addition, some of the school districts have established military liaison positions to facilitate communications. The region is fortunate to have Team Bliss, formally the Military Affairs Division at the Greater El Paso Chamber of Commerce. Team Bliss meets monthly and works with local governments, school districts, and military leadership to provide a variety of services to local military personnel.

The planning accomplished by the El Paso Independent School District is an excellent example of the consolidated planning accomplished in the Fort Bliss area. The voters of the most heavily impacted of the region's school districts voted in favor of a $230 million dollar bond, of which $101 million will go to support growth at Fort Bliss. Additionally, Texas has two state programs for funding construction: (1) an instructional facilities allotment that all LEAs are eligible to receive, and (2) an interest allotment for the lowest income LEAs that have the lowest (tax) bases.

Fort Riley, Kansas

In preparation for military-related growth, the Lieutenant Governor, as chair of the Governor's Military Strategic Planning Commission, formed the Fort Riley Accommodation Task Force in 2003. This task force was initiated as a result of the announcement that Fort Riley would gain a Unit of Action/Brigade Combat Team, which is comprised of 3400-3800 Soldiers. The charter given to this Task Force was to accommodate the additional troops and their families being assigned to the installation in a manner they deserve, and in a way that would allow the region to accommodate possible additional growth due to BRAC. The Accommodation Task Force focused on five principal areas: housing, education, transportation, workforce, and child care. A sub-Task Force, comprised of the superintendents of 16 school districts surrounding Fort Riley, was also established. The superintendents meet monthly to discuss education issues related to growth, with a focus on quality education for military students. There is strong cooperation between Fort Riley, the communities, and the school districts. They work in partnership on a wide variety of issues, including projections for future military student enrollment.

The primary school district serving Fort Riley, Geary County School District, conducted a facilities study to maximize the number of classrooms that could be created within its existing facilities resulting in an additional 450 spaces. However, more space is required to meet the military student growth. In response to this

need, voters passed a $34 million bond to build a new elementary school and a new middle school. This was the first such bond passed in Geary County since 1955. Additionally, the state of Kansas has provided $6 million more in funding to accommodate growth. An estimated 830 new military dependents have been added to the schools within the Fort Riley area as of the end of the 2006-2007 school year.

Another significant initiative from the state perspective is that the Kansas State Legislature has adopted a "second count date" in February of each school year. This "second count date" authorizes additional reporting from school districts to accurately reflect increased enrollment levels for military families who arrive after the initial funding count in September. As a result of this "second count" for military students, affected districts may be eligible to receive additional funding. A second bill has also allowed for greater percentage of Federal Impact Aid funding to be captured locally.

3. Office of Economic Adjustment (OEA)

OEA is a major Department of Defense resource for assisting communities that are significantly impacted by Defense program changes, including BRAC. OEA assistance is available for planning a wide range of community development activities, including school expansion, when the military mission is increasing at an installation. OEA grant assistance is not available for school construction.

Technical and financial assistance may be provided by OEA directly or in coordination with other federal agencies as well as state governments. Support may be provided for a range of public activities including:

- Economic and demographic analysis
- Housing and transportation assessments
- Analysis of school capacity and other public facility needs
- Public capital improvement strategies and school financing plans
- Managing and monitoring community development

From September 2007 through January 2008, senior leaders and staff representing the U.S. Department of Education, Department of the Army, Office of the Deputy Under Secretary of Defense for Military Community and Family Policy, and OEA met with leaders representing states, installations, communities and LEAs at Fort Drum, Fort Riley, Fort Bliss, and Fort Benning. These visits were to: provide program stakeholders (Federal, state and local) with on-the-ground knowledge of student growth issues surrounding mission growth; improve communication among all partners; identify gaps/lags in capacities; and, document more extensively the specific requests for Federal action to assist communities and states responding to student growth.

Additionally, OEA hosted a Growth Summit in December 2007 for growth communities to share best practices and share feedback on Federal assistance and it responsiveness to local needs. A specific workshop was held on student growth issues which further underscores OEA's recommendations in this report.

4. Economic Adjustment Committee (EAC)

The Economic Adjustment Committee (EAC), as chartered under Executive Order 12788, as amended, supports the Defense Economic Adjustment Program. It is chaired by the Secretary of Defense and co-vice chaired by the Secretaries of Labor and Commerce. The EAC, which is comprised of 22 Federal agencies, coordinates Federal interagency and intergovernmental assistance to support the Defense Economic Adjustment Program as it helps communities, businesses, and workers respond to economic impacts caused by significant Defense program changes. For more information about the EAC, please visit www.oea.gov.

V. OFFICE OF ECONOMIC ADJUSTMENT (OEA) RECOMMENDATIONS

The following presents recommendations as the OEA considers appropriate for means of assisting affected local educational agencies in accommodating increases in enrollment of military dependent students as a result of mission growth.

OEA is presently working with over 20 regions where local mission growth is occurring as a result of BRAC 2005, Global Defense Posture Realignment, Army modularity, and Grow the Force initiatives. These locations include the regions hosting: Aberdeen Proving Ground; Bethesda National Navy Medical Center, Camp Lejeune, Cannon AFB, Eglin AFB, Fort Belvoir, Fort Benning, Fort Bliss, Fort Bragg, Fort Carson, Fort Drum, Fort Knox, Fort Lee, Fort Lewis, Fort Meade, Fort Riley, Fort Sam Houston, Fort Sill, Fort Stewart, Quantico Marine Corps Base, and Redstone Arsenal. The absorption of new students at many of these locations has emerged as a leading issue, and OEA has gathered considerable information on the actions, which vary from location to location, of over 40 school districts and several states as they seek to respond. Additionally, site visits have been made to a representative sample (i.e., Fort Benning, Fort Bliss, Fort Drum, and Fort Riley) of locations to more extensively document the range of issues, capabilities for response, and specific requests for Federal action to assist communities and states responding to student migration. With this context in mind, the following recommendations are provided:

1. Clearinghouse

A common clearinghouse, accessible by all stakeholders, needs to be established and maintained that presents the student growth issues for each installation. OEA, under the auspices of the Defense Economic Adjustment Program and Economic Adjustment Committee (E.O. 12788, as amended), is working to facilitate this activity.

There are numerous stakeholders beyond the locally-affected parents and children, including communities (e.g., government, businesses, workers, etc), local educational agencies, installations, Governors and their state agencies, entities under the Department of Defense and U.S. Department of Education, non-profit organizations, and Congress. It is imperative for these stakeholders to work from

the same set of facts as each seeks to assist the local response. To minimize confusion, delays, and conflicted attempts to assist these areas, this clearinghouse must include for each mission-growth affected region:

- The number of projected "military-dependent students" for incoming military, defense civilians, and installation contractor employees
- Timelines for their arrivals
- A statement of actual military-dependent students, across military, defense civilians, and installation contractor employees, that have arrived for current and preceding school years, recognizing local education officials and installations have indicated they track this information
- A statement of the necessary off-base education facilities and services that are needed
- A statement of the necessary on-base education facilities and services that are needed
- The anticipated Federal share in the consumption of these facilities and services;
- Progress in providing these off-base facilities and services
- Progress in providing on-base facilities and services
- Federal programs of assistance
- Best practices from other state, local, and public-private experiences

While the available information has been improving to assist the local response in most of these regions, more work will be necessary to further enhance the information. This effort will need to recognize some of the dynamics we have seen to date with incoming military-dependent students. For instance, nearly every locale has seen their projected timelines and student numbers impacted by the deployment status of the incoming war-fighter. In some locations, we have seen up to 30% of military dependent students choose not to reside near an installation if a family member is deployed. Further, change of station orders in the middle of the school year, or with an affected household where the military-dependent student is close to graduation, has also impacted the migration. Lastly, while we have not seen installation contractor data to date, many stakeholders have speculated whether contractor-activity associated with the growth will actually impact the local schools. Information is not yet available to determine whether this contractor activity will draw from the existing population or will mean an influx of additional households, and students.

These education issues often occur within context of other impacts such as housing, roads, health care, child care, spouse employment, etc. This clearinghouse will need to optimally present additional information to ensure stakeholders have a comprehensive picture of the impacted community.

2. Coordinated Response

An intergovernmental education response team, under the direction of an authorized Federal entity, should be designated as an on-call resource for each growth location where education is recognized as an issue. OEA, under the auspices of the Economic Adjustment Committee, E.O. 12788, as amended, is attempting to establish these teams.

This team should be comprised of key state (representatives from Governor and cognizant state agencies), Federal (representatives of cognizant Department of Defense and U.S. Department of Education entities), and certain non-profit organizations that may provide expertise to augment the response for the locale. They must provide one-stop collaboration and coordination of Federal and state resources for affected local education stakeholders, responding to questions as well as requests for assistance from Federal and state resources. Their term must endure until such time as the mission growth is complete.

Our efforts to date suggest this team will need to provide advice, referral services, and attempt to grow expertise in the areas of economic adjustment planning, school construction (i.e., financing, planning, architecture and engineering, bricks and mortar), teacher certification, and student achievement (while longstanding, current growth is making the issue more widespread), student counseling, curriculum, timing of impact aid, and the impact of some Federal and state attendance requirements on school systems.

3. Construction

School construction has long been the purview of LEAs and state government, and there is tremendous variability across each growth location with respect to the successful state, local, and public-private responses to date. Additionally, the proportion of any single education facility actually consumed by the growth in the military student population varies considerably by location. These variances suggest a solution for one area may not necessarily work for another.

To date, our review of local needs suggests that Federal construction assistance is not necessary at each location. For many growth locations, state and local efforts have capably responded to local education construction needs.

Federal grant funds are currently not available for the construction of new schools in growth communities. The school construction programs within the Impact Aid Program at the U.S. Department of Education are narrowly focused and have limited resources.

Currently some local stakeholders, with the support of their respective states, are asserting a need for Federal education construction assistance due to a lack of resources. The reasons vary, and include uncertain revenue forecasts arising from current housing market corrections and broader economic impacts on anticipated property and sales tax receipts, and local hesitation to vote for and assume additional indebtedness. Recognizing that it takes an average of 2–4 years for a school to be built (from inception to completion) using traditional construction methods, and construction needs vary by location, some LEAs are nearing a critical point where local students, military and civilian, alike, may be placed in less-than-ideal facilities as the military migration occurs.

Any Federal initiative must be narrowly focused so as to not alter nor discourage the many effective and responsive state, local, and public-private resources already in place. Additionally, some ability to flexibly apply Federal resources in new and innovative ways ought to be considered and encouraged in those emergent cases where state, local, and public-private resources are not sufficient.

As noted in the "Clearinghouse" recommendation, best practices from across the country in state, local, and public-private school construction projects need to be developed and shared across this portfolio.

4. Operational

Resources across U.S. Department of Education Impact Aid Program and Department of Defense Supplemental Impact Aid and Impact Aid for Large Scale Rebasing need to be optimized and advanced to better sustain the local education operational budget needs for mission growth (Federal) students.

Education's Impact Aid Program has been an enduring, albeit declining, source of revenue to compensate for the presence of Federal dependent children at each growth location. For many, the value of this assistance has diminished with successive continuing resolutions to the point where current assistance is marginal considering the need. Additionally, it lags behind the arrival of the Federal student by up to two years and historically has been used by local educational agencies to offset operational expenses. The Department of Defense Impact Aid program is initiated annually by Congress to supplement local educational agencies that are "heavily-impacted" by the military or DoD civilian dependents (20% average daily attendance), and to assist communities making adjustments resulting from changes in the size or location of the Armed Forces (respectfully). The Defense program is based upon U.S. Department of Education student counts.

In conversations with school administrators, many brought up the need to close the gap between existing impact aid funding levels and the actual cost of educating

military dependent students. In any case, this program as currently constituted was not intended to meet school facility expansion requirements.

5. Teachers, Students, and Administration

Federal and state education policymakers must work to address the myriad of state and Federal statutes, regulations, and program guidance to ease the transition of military-dependent students and their families, as well as the local education system that is trying to assist them.

These issues are well known to local education administrators, parents, and many of the stakeholders. In fact, many are longstanding and the present influx of military dependents is simply aggravating the situation. During site visits undertaken by OEA, the Army, U.S. Department of Education, and Department of Defense's Office of the Under Secretary for Military Community and Family Policy, focus sessions were held with military families, teachers, and school administrators for insight into how the systems are working in relation to the mission growth. While school capacity was raised as an issue by some, other transition concerns were labeled as "dinner table" problems for military and civilian families alike, including:

- Learning standards vary from state to state as do graduation requirements so students often repeat a grade, take a different achievement test, etc.
- Teacher certification standards vary which may require military spouse educators to recertify with every move.
- Attendance requirements under state and Federal standards often conflict with the "block leave" most military families take when their members return from deployment. School administrators must account for these instances as they fully support the time needed for family post-deployment activity.

The Department of Defense is committed to supporting school administrators in their efforts to train teachers and staff to be prepared to assist students and parents of deployed military members, and we expect to see some of these issues addressed by the Department's "Interstate Compact on Educational Opportunity for Military Children" initiative which is currently being considered by 20 state legislatures.

It is imperative that Federal and state policy makers strive to provide more responsive regulations and statutes to these issues.

VI. SCHOOL CONSTRUCTION FUNDING RESOURCES

LEAs have ongoing construction and facility improvement programs, driven by shifts in demographics and evolving educational requirements. LEAs generally depend upon local bonds and state-supported funds to accomplish renovations and new construction. The local bonds are primarily supported through sales taxes and property taxes. Many states operate capital programs for school construction, which can be used by the LEAs to maintain facilities and increase capacity to sustain community growth.

LEAs may question how ready they are to accommodate the projected gain of military- connected students as a result of Department of Defense rebasing initiatives within their traditional sources of revenue especially in the near-term. They need to place the cost of school construction and related expenses in the context of projected increased revenue associated with community growth. Increases in residential and commercial property taxes and sales taxes collected would be expected without increasing tax rates. These additional revenues would help offset the school construction costs.

Unconventional funding options for LEAs and jurisdictions to consider in sustaining community growth as well as providing safe and effective educational environments are widely recognized. A review of literature available on the National Clearinghouse for Educational Facilities (www.edfacilities.org) provides several resources that articulate options to consider for construction funding, enhancing capacity through means other than facility construction, and the use of charter schools to increase capacity.

Federal Resources

A small number of federal alternatives have been established to assist LEAs with construction needs either as a general requirement or to specifically assist federally impacted schools. A review of current programs provides the following:

1. Construction Funding Support for all LEAs

The U.S. Treasury Department provides a program where LEAs can receive no-interest bonds through its Quality Zone Academy Bond (QZAB) program. On average, the federal government pays all interest costs, which enables LEAs to save up to 50 percent of the cost of construction as compared to a tax-exempt bond. This

support is provided through tax credits provided to the financial institution holding the bond instead of cash payments. These bonds support repair and renovation, but cannot be used for new construction. Repair and renovation construction can address infrastructure, technology, and health, safety or energy efficiency issues in aging, and overcrowded schools. If allowed by state law, QZABs can be used to support the purchase of equipment, technology upgrades, curriculum enhancements, and teacher training.[2] QZABs can assist LEAs in accommodating additional students as a result of Department of Defense force realignments through renovations that increase capacity. For instance, one LEA renovated a building that previously had not been used as a school, converting it into a school building. QZABs can alleviate the pressure on other revenue sources currently being programmed to accomplish repair and renovation projects.

The Qualified Public Educational Facility (QPEF) Bond program grew out of the Economic Growth and Tax Relief Reconciliation Act of 2001, Public Law 107-16, specifically the sections of the Act which amend Section 142 of the Internal Revenue Code of 1986 to expand the private activities for which tax-exempt bonds may be issued. As a result, QPEF bonds have opened the door for a new source of financing for public schools around the country. The Act provides that tax-exempt bonds may be issued to construct, rehabilitate, refurbish or equip an elementary or secondary public "school facility" which is owned by a private, for-profit corporation pursuant to a public-private partnership agreement with a state or local educational agency. Such elementary and secondary public school facilities are referred to as *qualified public educational facilities*. In order to be eligible for such tax-exempt financing, a state or LEA must enter into a public-private partnership agreement with a for-profit corporation, under which the for-profit corporation agrees to construct, rehabilitate, refurbish or equip a public school facility.

Such a public-private partnership agreement would typically be under a lease arrangement. At the end of the term of the agreement, ownership of the bond-financed property is to be transferred to the public school for no additional consideration. The facilities that may be the subject of the public- private partnership agreement include: (1) school buildings; (2) functionally related and subordinate facilities and land, including any stadium or other facility primarily used for school events; and (3) any depreciable personal property used in the school facility. [3]

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[2] "QZABs: A Good Deal For School Districts, Basic Facts about Qualified Zone Academic Bonds," April 2006,page 1, http://www.ed.gov/pubs/fixschools/facts.html

[3] "ABC's of School Funding," Internal Revenue Service, pgs 63-68 http://www.irs.gov/pub/irs-tege/teb1b03.pdf

The total dollar amount of such tax-exempt bonds ("QPEF Bonds") that may be issued by a state is equal to the greater of $10 multiplied by the state population or $5,000,000. QPEF Bonds are not subject to the general state volume cap restrictions on private activity bonds. Any volume cap not used in a calendar year may be carried forward for up to three years for public school projects.

Federal agencies have the opportunity to dispose of surplus real property to benefit state and local governments, and qualified nonprofit organizations, through the Federal Property Administrative Services Act of 1949. Surplus real property may consist of land, buildings with associated land, and equipment and other related improvements. The conveyance of surplus property may be accomplished as a form of sale, with a Public Benefit Allowance discount of 40-100 percent of the value of the property. School property usually qualifies for a 100 percent discount.[4]

Other federal grants may provide support to LEAs, depending on specific community circumstances. The Rural Community Development Initiative provides dollar-for-dollar matching grants for technical assistance and training to increase the capacity of rural communities to undertake housing, community facilities, and community/economic development projects. The New Market Tax Credits provides tax credits to investors to encourage them to invest in low income communities. A wide range of business and community interests, to include charter schools, may also be considered.

2. Construction Funding Support for Federally Impacted Schools

As part of the U.S. Department of Education's (ED) Impact Aid program, highly impacted LEAs are eligible for construction grants under Section 8007 (b) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. The primary focus of these grants is repair, renovation, and alteration to ensure the health, safety and well-being of students. Modernization grants are also authorized; however, to date appropriation levels have been insufficient to address any modernization grant applications.

The Impact Aid Discretionary Construction Program provides grants to LEAs with unfunded emergency repair requirements. Grants are for no more than 50 percent of the total project cost, unless there is no practical capacity for the LEA to issue a bond. There are generally more requests for grants than available resources so that only emergency repairs are first funding priority.

3. Construction Funding Support for Charter Schools

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[4] "How to Acquire Surplus Federal Real Property for Educational Purposes," The Federal Property Assistance Program, U.S. Department of Education, April 2006, pages 1 - 5

The federal government has established two programs to increase private sector investment and state involvement in providing credit opportunities for charter schools. The Credit Enhancement for Charter School Facilities Program provides competitive grants to nonprofits and public organizations to develop innovative incentives to encourage the private sector to invest in charter schools. The funds cannot be used to support the construction, leasing or renovation of facilities, but are primarily used to secure the debt and to aid charter schools in identifying investors. The other federal program, the State Charter School Facilities Incentive Grants Program, assists states through competitive grants to develop per-pupil facilities aid programs. The program provides funding on a declining basis for five years, with the maximum federal construction being 90 percent in the first year, 80 percent the second, 60 percent the third, 40 percent the fourth and 20 percent the fifth year. The program is intended to encourage states to develop per-pupil facility aid programs as well as other cost sharing innovations.

VII. PLAN FOR OUTREACH

The Department of Defense is undergoing a major restructuring. This transformation process will position the military to meet its global challenges today and in the future. The restructuring process will affect a large number of military students. The Department of Defense plan is to develop and implement partnerships at all levels with the overarching goal of helping all military students receive the quality education they need and deserve. Although this major restructuring presents many challenges, the opportunity to set conditions for change is also present. The long standing issues facing transitioning students include transfer of records, participation in extracurricular activities, graduation requirements, in-state tuition and post secondary opportunities. The relative need for further high-stakes testing has increased the complexity of transition issues. In addition, many military students have been affected by their parent's repeated and often extended deployments. The impact caused by deployments may require additional support for school communities. All these issues result in a need for collaboration and coordination among the Department of Defense, the Military Services, installations and LEAs, communities and families.

1. Department of Defense Initiatives

In November 2006, the Department of Defense hosted the Education for Military-Connected Communities Conference for 17 communities expected to be most heavily impacted by BRAC to address school growth challenges and explore possible solutions. The Department of Defense has developed and continues to distribute "toolkits" in the form of books and interactive CDs to assist installation commanders, educators, and families in easing the impact of transitions. Additionally, through Johns Hopkins University, the Department of Defense funded the research and development of a monograph that identifies best practices for transitioning students. Johns Hopkins University has also developed an online course, "Building Resilient Kids", for school administrators, support staff and teachers available at no cost. This course provides educators the expertise to help military students meet life's challenges with resilience. These challenges include those resulting from their mobile lifestyle as well as those they may experience as a result of deployment, e.g., separation, reunion, death, and disability.

The Department of Defense continues to use the USA4MilitaryFamilies website and the Defense State Liaison Office (DSLO) to inform state policymakers regarding the needs of military families, including efforts to ease transition issues faced by military students. Its work includes responding to questions from state lawmakers with respect to the impact of legislation under consideration in the various states. In addition, the DSLO seeks to raise state lawmakers' awareness of the difficulties military spouse educators face as they transition from state to state and must meet differing teacher certification requirements. Increasing reciprocity of teacher certification standards between states, as well as the acceptance of national standards, such as those of the American Board of Certification of Teacher Excellence would ease both teacher shortages in growth communities and improve military spouse employment opportunities.

2. Interstate Compact on Educational Opportunity for Military Children

Another recent important Department of Defense effort in conjunction with the Council of State Governments is the draft Interstate Compact on Educational Opportunity for Military Children which addresses the educational transition issues affecting military dependent students because of frequent moves and deployments. While properly deferring to state prerogatives in education policy, the Compact transcends both state and local boundaries to create uniform standards of practice among participating states for identified transition issues such as the transfer of records, course placement, graduation requirements, redundant or missed testing, entrance-age variations, and similar transition issues. Thirteen states have filed bills and are reviewing legislation to enact the Compact in 2008, and another 14 states have expressed at least preliminary interest. It will be in force once ten states sign it into law.

3. Department of Defense Education Activity (DoDEA) Educational Partnership Directorate

Recognizing the need for both a catalyst to integrate existing efforts and an entity to lead future development, the Department of Defense selected DoDEA to champion quality education for all military children. The Department of Defense received expanded authority in section 574(d) of the John Warner National Defense Authorization Act for Fiscal Year 2007, Public Law 109-364, to share DoDEA's experience and expertise with local educational agencies that educate military students. DoDEA launched its Educational Partnership Directorate (EPD) on October 1, 2007. The EPD has begun to: (1) develop partnerships with schools and districts that focus on educational best practices, seamless transitions, and deployment support services, (2) facilitate agreements at the local and state levels to positively impact military children's education and wellbeing, and (3) extend opportunities for student learning via online and other research-based models.

EPD has three offices—Partnership Development, Legislation and Policy, and Extended Learning:

- Partnership Development focuses on collecting and disseminating standard-based best practices that address quality education, seamless transitions, and deployment support services. It also assists military-connected schools and districts in obtaining additional resources to meet their unique educational and transition needs.
- Legislation and Policy builds relationships between state and federal governments to better address issues that impact schools, including the development of model legislation and dissemination of best practices. In cooperation with the US Department of Education, this office also administers the Department of Defense Impact Aid funds to eligible school districts.
- Extended Learning provides online education opportunities to K-12 students. A DoDEA virtual school would expand course offerings and program opportunities for all military students. Online education also benefits military families in transition, assigned to remote locations, and those who home school. In addition, this office provides military communities with information about establishing charter schools.

In addition, EPD hosts the MilitaryStudent.org website. This website serves as the focal point for disseminating best practices, strategies, and resources to parents, students, local schools, and military communities.

EPD expects to establish partnerships with 4-8 military-connected communities each year. These partnerships provide for a continuum of collaboration/support based on the local needs of the school community. Current initiatives include partnerships with school districts serving Fort Bliss, TX; Columbus Air Force Base, MS; and Marine Air Ground Combat Training Command Twentynine Palms, CA. EPD has already begun to share DoDEA's instructional best practices with school education leaders in these districts. EPD is also working in collaboration with the Hawaii State Department of Education. EPD has provided Hawaii teachers with elementary and secondary mathematics training using the renowned *Developing Mathematics Ideas* model. This training was very well received and additional training is being planned for the summer of 2008. DoDEA will also benefit from these collaborative efforts. EPD partners' best practices will be used, when appropriate, to further enrich DoDEA's schools and programs.

Recognizing that many school districts have proactively developed programs to support military students' unique needs, EPD is in the process of gathering best practices focused on easing transitions and deployment support. As an initial step to share and disseminate, these best practices will be showcased in a conference for

military impacted schools in June 2008. Of particular significance, several districts have recognized the pressing need to mitigate the impact of extended absences due to block leave for family reintegration after deployment. As a result, they have implemented proactive processes to allow student/parents to meet both their academic and family needs.

EPD is devoted to assisting partnering schools and districts in providing a quality education for all military students. In working at the local, state, and federal levels on education and transition issues, EPD is providing a vital service to military students and by extension to the quality of life of the military.

4. DoD-ED (U.S. Department of Education) Partnership

The Military Services, the Department of Defense, and other organizations will continue to seek solutions to the challenges faced by military students. Access to quality educational opportunities is the core issue. One such solution is strengthening the DoD-ED working relationship. ED is the leader in promoting academic excellence, enhancing educational opportunities for all America's children and families, and improving the quality of teaching and learning. ED has an important interest in ensuring that children are ready to learn and that their parents are involved in their education. These are key building blocks for a child's academic success. There exists an exceptional opportunity to reinforce the Department of Defense and ED working relationship by implementing a formal, comprehensive partnership. A DoD-ED partnership would expand and enrich existing efforts as well as provide opportunities for growth and synergy. The following are potential areas of collaboration:

A. Quality Education

- Coordinate efforts to share and implement research-based educational best practices and professional development especially in the areas of mathematics, science, and literacy, e.g. Teacher-to-Teacher Workshops.
- Promote strategic language programs and advance foreign language proficiency.
- Explore approaches for the collection, disaggregation, and analysis of the military student educational data.
- Assist in school development, such as the establishment of charter and virtual schools.
- Strengthen and promote parental involvement with the education of school-aged children and youth.

B. Transition / Deployment

- Implement an enhanced and more effectively coordinated effort to support military families of deployed service members.

- Encourage school districts and states to adopt polices and practices that minimize the impact of frequent transitions.
- Collaborate on professional development opportunities to increase awareness on transition and deployment issues as it relates to the military child.

C. Resources

- Enhance military-connected school districts' efforts to apply for and receive grants, for such areas as charter schools, professional development, foreign language programs, online learning, and STEM (science, technology, engineering, and mathematics) programs.
- Explore making "military-connected schools" a priority grant category.
- Share resources and web links.
- Explore avenues for school funding construction.
- Explore ways to enhance the Impact Aid program to better meet military school needs.

D. Communication

- Provide communication links for military families to become informed consumers of quality education for military students

Ultimately, a DoD-ED partnership would have a far-reaching impact on improving the quality of education for all military students.

5. Military Service Initiatives

The Army is the service most impacted by rebasing initiatives. Its proactive efforts to address school transition issues began formally in 1997 and have become a model for successful initiatives and lessons learned.

Recognizing that military students will transition from one school to another multiple times, the Army has led the way by devoting significant resources in an effort to mitigate the transition challenges faced by these students. In 2000, the Army commissioned the Secondary Education Transition Study (SETS), which identified the following key transition issues for military students: transfer of records, course sequencing, graduation requirements, and inclusion in extracurricular activities. More than 325 school districts surrounding military installations have signed the SETS Memorandum of Agreement, which provides a common structure for information sharing and reciprocal processes. The Army has established a comprehensive School Transition Services Program to address school transition issues at every Army installation.

All of the other Military Services are now in the process of implementing comprehensive school transition programs as well providing clear evidence of the

value attributed to these programs and their importance to mission readiness, recruitment, and retention.

VIII. CONCLUSION

The student population figures given in this report represent a snapshot in time and will increase or decrease depending on mission requirements, timely completion of infrastructure, such as housing and utilities, and the military members' decisions about the best time to relocate their school-age children. The most accurate and up-to-date information comes from communities working closely with military installation commanders. Experience demonstrates that communities that work collaboratively with their state(s), installation commanders and business leaders are able to develop and successfully execute educational growth plans that are viable, sustainable and accurately reflect the unique needs of that community.

States and LEAs are encouraged to adopt laws, policies and regulations to ease the transition of military students. Additionally, states are encouraged to work with their legislatures to ensure that LEAs have a mandate to establish policies that promote quality school choice and teacher certification that meets the needs of these expanding communities. The Department of Defense has taken and will continue to take steps to support these sound policies.

Although the restructuring of the Armed Forces presents many challenges, both growth and the subsequent expansion of communities represent positive potential. Partnerships and collaborative planning between school systems and the military are crucial. The Department of Defense views this as shared responsibility: military, supporting communities, and families working together towards a common goal.

Quality education of military children affects enlistment, retention, and morale, and is part of the military's operational readiness. Therefore, the Department of Defense will continue its concerted efforts to build relationships between local communities and military installations, LEAs, and our state and Federal partners to address issues that impact the education and well-being of military students and their families.

Appendix 1: School Construction Funding Alternatives

A. Construction Funding Alternatives

Several LEAs have used alternative funding sources to start construction projects ahead of the time normally needed to use conventional methods through local bond initiatives. Local bond initiatives have traditionally been the source because they are tax-exempt and present a very safe investment for the bondholder. However, general obligation bonds also require a community referendum that may not be possible in communities that have already grown tax-weary.[5]

Typically, funding alternatives can accelerate both the start date and construction time required. Many of the alternatives require new laws, expertise and organizational strategies to facilitate partnerships and optimize cost benefits.

1. Private Development of Schools

QPEF, which was described in the section on construction funding support for all LEAs, authorizes a private developer to construct a school without engaging in a bond referendum. Essentially a private developer takes on the liability and the construction, and leases the facility to the LEA, typically over the length of the loan. Compared to building schools themselves, LEAs usually can save 5–20 percent in the long term through the use of a private developer.

2. Satellite/Employer-based Schools

Employers and institutions can find it to be in their best interest to partner with an LEA to develop a facility on employer's/institution's property. By providing the funding source for this facility, the LEA may be able to establish an alternative/specialized school that can benefit the workforce and take advantage of the unique environment.

3. Direct Commercial Borrowing

LEAs typically pay higher costs when obtaining taxable standard financing from a commercial bank. Charter schools have used alternatives to commercial financing to reduce the cost of credit. Options include loans through community development financial institutions, tax-exempt revenue bonds through a nonprofit corporation or government agency, and credit enhanced financing by

[5] Bryan Hassel and Katie Walter Esser, "Facilities Financing, New Models for Districts that are Creating Schools New," Education Evolving, January 2004, page 2

having a philanthropic or public entity provide a guarantee for the loan. In some states, charter schools meet the criteria established by the Internal Revenue Service to directly issue tax-exempt debt.

4. Proffers

As part of the approval to construct a housing development, the developer may be required to contribute to the construction of a school facility. This arrangement could be subject to negotiation with the developer and may result in funding or some in-kind support for the construction of a school that will be needed to support the new housing development.

5. Grants and Donations

A consortium of businesses, nonprofits, developers, and individuals may be able to defray some of the costs of construction. This option can create additional community involvement in the resulting school, but may not provide equitable support for less affluent communities.

6. Construction Efficiencies

There are several options for adding efficiency to the design and construction phases of a school construction project. These options include the use of Construction Management Agencies, Construction Management At-Risk, Design-Build, and Job-Order Contracting as methods of reducing the contract overhead and cost over-runs for construction using either traditional or alternative funding. Also, alternatively funded projects can use Finance-Design-Build methods which transfer project responsibility to the funding entity.

B. Capacity Enhancing Alternatives

Alternatives to a traditional school facility can provide opportunities for an LEA to expand capacity while developing innovative educational environments. Public-public and public-private partnerships that facilitate joint use of facilities can optimize use of space and reduce construction and operating costs. These relationships may also require some compromises, but with this being said, the partnership alternative has proven workable in several situations. In addition, the use of the off-campus environment and the use of new technology can reduce the need for brick and mortar schools. These alternatives can be described as follows:[6]

1. Sharing Space with Other Agencies

Collaboration of two or more agencies in developing a joint construction project can lead to both financial and non-financial benefits. Schools and other services become the hub for the community. Common infrastructure requirements, such as heating

[6] Bryan Hassel and Katie Walter Esser, pages 7 – 10

and air conditioning can be optimized and common services such as security can be shared. The concept can include both public and private entities in the same structure, and may have common use areas, based on different schedule requirements.

2. Sharing Space with Higher Education

Co-locating K–12 schools with universities has several benefits, particularly for high school students. The result can be a more coherent K-16 environment for students, as well as an opportunity for shared use of some classrooms, labs and athletic facilities.

3. Off-Campus Education

It is already being used for high schools, mixing practical application of studies through on-the-job training opportunities, off-campus educational environments, internships with community nonprofits and local government agencies, and project-based experiences.

4. Distance Learning

K-12 online learning is a new field consisting of an estimated $50 million market, which is growing at an estimated annual pace of 30 percent annually. [7] Thirty-eight states have established e-learning initiatives, including virtual schools, cyber charter schools, online testing and internet-based professional development.[8] There are 26 state-wide or state-let virtual schools in the United States. As of January 2007, there were 173 virtual charter schools serving 93, 235 students in 18 states. [9]

C. Charter Alternatives

Charter schools are innovative public schools designed by educators, parents, civic leaders that are open by choice, accountable for results and free from most unnecessary rules and regulations governing conventional public schools. Today, over 4,100 charter schools serve more than 1.2 million children across the country. For the 2007-2008 school year, 347 new charter schools opened—an increase of 80 percent over the previous year.[10]

Forty states, Puerto Rico and the District of Columbia have enacted charter school laws. Of those about half are considered strong laws where schools and children can flourish. However, not all charter school legislation is created equal, and the strength of a state's charter school law is often a predictor of charter success.

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[7] What Can Virtual Learning Do for Your School, 2003 Eduventures

[8] Technology Counts 2006 Education Week; Keeping Pace, NACOL (AL, AR, CA, CO, FL, GA, ID, IL, IN, IA, KY, LA, MD, MA, MI, MO, NC, ND, NV, SC, TN, VA, WV, WI)

[9] Keeping Pace with K-12 Online Learning, 2006

[10] Center for Education Reform

	Appendix 2: Projected Military Student Growth by State											
		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	Installation	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian			
Alabama	AFRC Mobile	0	0	11	0	0	0	0	0	11	0	11
Alabama	Anniston Army Depot	2	25	0	10	0	(871)	0	(2)	2	(838)	(836)
Alabama	Fort Rucker	(16)	40	12	13	74	(43)	(24)	0	46	10	56
Alabama	Redstone Arsenal	(19)	107	2	38	116	511	(150)	(60)	(51)	596	545
Alaska	Elmendorf AFB	0	(13)	40	3	52	6	64	7	156	3	159
Alaska	Fort Greely	0	24	0	2	0	1	0	0	0	27	27
Alaska	Fort Richardson	201	(174)	244	(65)	79	(76)	296	(2)	820	(317)	503
Alaska	Fort Wainwright	206	67	(19)	14	15	(25)	42	(2)	244	54	298
Arizona	Davis-Monthan AFB	(15)	6	(41)	0	(50)	0	0	0	(106)	6	(100)
Arizona	Fort Huachuca	(160)	(4)	(66)	(8)	(3)	(5)	(277)	(2)	(506)	(19)	(525)
Arizona	MCAS Yuma	0	0	16	0	0	0	0	0	16	0	16
Arizona	Yuma Proving Ground	4	23	1	(2)	0	2	0	3	5	26	31
Arkansas	Little Rock AFB	181	0	(239)	0	(148)	0	0	0	(206)	0	(206)
Arkansas	Pine Bluff Arsenal	(5)	11	0	(1)	0	(54)	0	(25)	(5)	(69)	(74)
California	AFRC Bell	0	0	0	0	22	0	0	0	22	0	22
California	Beale AFB	29	3	(23)	1	(1)	0	0	0	5	4	9
California	Camp Parks	(3)	0	(6)	15	0	0	0	0	(9)	15	6
California	Edwards AFB	0	0	0	0	(1)	(2)	(3)	(2)	(4)	(4)	(8)
California	Fort Hunter Liggett	1	0	(2)	6	0	0	648	0	647	6	653
California	MCAGCC Twentynine Palms	57	0	56	0	21	0	139	0	273	0	273
California	MCAS Miramar	4	0	39	(1)	49	8	81	127	173	134	307
California	MCB Camp Pendleton	166	0	226	0	101	(4)	55	0	548	(4)	544
California	MCLB Barstow	0	0	0	0	(16)	0	0	(10)	(16)	(10)	(26)
California	NAS Lemoore	(10)	(21)	0	(21)	0	0	0	0	(10)	(42)	(52)
California	NAVAIRWPSTA China Lake	0	92	0	149	0	90	0	10	0	341	341

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	**Installation**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**			
California	NAVBASE Coronado	(20)	(14)	(21)	(28)	0	(28)	0	0	(41)	(70)	(111)
California	NAVBASE Point Loma	27	0	102	35	(1)	(2)	(1)	(11)	127	22	149
California	NAVBASE Ventura County Port Hueneme	0	0	0	(6)	0	0	0	0	0	(6)	(6)
California	NAVBASE Ventura County Pt Mugu	0	0	0	(46)	0	(20)	0	0	0	(66)	(66)
California	NAVMEDCEN San Diego	0	0	(17)	0	0	0	0	0	(17)	0	(17)
California	NAVWPNSTA Seal Beach	3	0	13	(1)	0	(3)	0	(12)	16	(16)	0
California	NS San Diego	0	0	543	19	24	3	0	0	567	22	589
California	NTC Fort Irwin	250	(4)	297	7	(87)	(3)	(383)	2	77	2	79
California	Presidio of Monterey	(152)	40	185	58	185	24	85	(1)	303	121	424
California	Riverbank AAP	0	0	0	0	0	(2)	0	0	0	(2)	(2)
California	SAT COM	0	1	0	(4)	0	0	0	0	0	(3)	(3)
California	Sierra Army Depot	0	76	0	18	0	(205)	0	0	0	(111)	(111)
California	Travis AFB	214	106	(53)	(1)	(5)	(2)	0	(1)	156	102	258
California	Vandenberg AFB	18	0	0	0	0	0	17	11	35	11	46
Colorado	Fort Carson	284	(7)	2350	31	166	(1)	558	1	3358	24	3382
Colorado	Pueblo Chem Depot	0	2	0	(11)	0	50	0	1	0	42	42
Colorado	Rocky Mountain Arsenal	0	0	0	(1)	0	0	0	0	0	(1)	(1)
Delaware	Dover AFB	437	182	(9)	(3)	221	235	0	0	649	414	1063
DC	Anacostia Annex	0	0	0	0	(6)	55	14	310	8	365	373
DC	Fort McNair	(13)	(13)	0	(13)	0	(1)	(72)	(58)	(85)	(85)	(170)
DC	Walter Reed AMC	3	20	(35)	(188)	(24)	(10)	(1016)	(881)	(1072)	(1059)	(2131)
DC	Washington Navy Yard	0	16	0	0	0	0	1	13	1	29	30
Florida	Eglin AFB	(307)	30	(559)	59	(863)	89	848	91	(881)	269	(612)
Florida	MacDill AFB	73	211	697	202	(4)	0	0	(1)	766	412	1178
Florida	Naval Air Station Pensacola	(6)	(5)	0	(3)	0	(16)	(5)	(24)	(11)	(48)	(59)
Florida	NAS Jacksonville	(7)	153	283	(12)	651	1	1	7	928	149	1077
Florida	NAS Pensacola	(6)	(5)	0	(3)	0	(16)	(5)	(24)	(11)	(48)	(59)
Florida	NRC St Petersburg	(4)	0	0	0	0	0	0	0	(4)	0	(4)

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	**Installation**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**			
Florida	NRC Tampa	4	0	0	0	0	0	0	0	4	0	4
Florida	NSWC Panama City	0	0	0	1	0	0	0	0	0	1	1
Florida	US Army Garrison Miami	(54)	(7)	0	7	0	0	0	0	(54)	0	(54)
Georgia	Fort Benning	262	38	56	101	818	74	1775	817	2911	1030	3983
Georgia	Fort Gillem	(6)	(3)	(70)	54	(70)	(33)	(69)	(631)	(215)	(613)	(838)
Georgia	Fort Gordon	284	21	(281)	69	(17)	39	93	92	79	221	518
Georgia	Fort McPherson	(6)	(81)	2	43	(568)	(52)	(463)	(1081)	(1035)	(1171)	(2251)
Georgia	Fort Stewart	204	(3)	172	(35)	330	(2)	1555	1	2261	(39)	1961
Georgia	Hunter Army Airfield	(3)	(1)	38	7	9	0	27	0	71	6	13
Georgia	MCLB Albany	0	0	0	(2)	0	0	0	(2)	0	(4)	(4)
Georgia	Moody AFB	292	4	(15)	1	2	0	34	0	313	5	318
Georgia	NAS Atlanta	0	0	(91)	(18)	(8)	(12)	0	0	(99)	(30)	(129)
Georgia	NMCRC Atlanta	0	0	0	0	5	0	0	0	5	0	5
Georgia	NSA Athens	0	0	0	0	(8)	(7)	0	(4)	(8)	(11)	(19)
Georgia	Robins AFB	228	(46)	(8)	(61)	(8)	(61)	(8)	(82)	204	(250)	(46)
Hawaii	Ft Shafter	275	(26)	(37)	92	35	23	(17)	50	256	139	395
Hawaii	Hickam AFB	0	0	0	(12)	11	0	(1)	0	10	(12)	(2)
Hawaii	MCB Hawaii	40	0	13	0	18	0	118	0	189	0	189
Hawaii	Schofield Barracks	260	(22)	206	2	247	(41)	168	0	881	(61)	820
Idaho	Mountain Home AFB	(19)	6	(36)	1	(11)	0	0	0	(66)	7	(59)
Illinois	NS Great Lakes	(23)	0	0	0	0	0	(9)	(1)	(32)	(1)	(33)
Illinois	Rock Island Arsenal	2	197	0	(150)	3	(403)	44	(441)	49	(797)	(748)
Illinois	Scott AFB	161	948	(75)	0	63	112	74	119	223	1179	1402
Indiana	Crane Army Ammunition Activity	(5)	(3)	0	(12)	0	(83)	0	0	(5)	(98)	(103)
Indiana	Newport Chem Depot	0	(50)	0	0	0	0	0	0	0	(50)	(50)
Indiana	NSWC Crane	0	0	0	0	0	(5)	0	(4)	0	(9)	(9)
Kansas	Fort Leavenworth	(93)	92	176	1	86	(1)	37	0	206	92	298
Kansas	Fort Riley	(169)	27	307	107	252	(16)	228	34	618	152	770
Kansas	Kansas AAP	0	0	0	0	0	0	0	(4)	0	(4)	(4)

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	**Installation**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**			
Kansas	McConnell AFB	(224)	74	576	18	6	(1)	4	0	362	91	453
Kentucky	Blue Grass Army Depot	0	29	3	7	0	(66)	0	0	3	(30)	(27)
Kentucky	Fort Campbell	460	137	177	(22)	(12)	1	(223)	1	402	117	519
Kentucky	Fort Knox	79	(38)	1679	834	(212)	195	(111)	229	1435	1220	2655
Kentucky	NSWC Port Hueneme DET	0	0	0	0	0	(2)	0	0	0	(2)	(2)
Louisiana	AFRC Baron Rouge, LA	0	0	0	0	6	0	0	0	6	0	6
Louisiana	Barksdale AFB	(125)	2	(270)	0	(2)	0	0	0	(397)	2	(395)
Louisiana	Federal City New Orleans	0	0	0	0	128	64	0	0	128	64	192
Louisiana	Fort Polk	2	(11)	514	30	(21)	(1)	570	0	1065	18	1083
Louisiana	NAS JRB New Orleans	17	5	155	84	30	21	2	0	204	110	314
Louisiana	NSA New Orleans	(11)	0	0	0	0	(16)	(39)	(35)	(50)	(51)	(101)
Maryland	Aberdeen Proving Ground	30	49	(357)	(116)	14	1219	95	878	(218)	2030	1812
Maryland	Adelphi Laboratory Center	0	23	(1)	21	0	(8)	0	(21)	(1)	15	14
Maryland	Andrews AFB	113	0	112	0	113	0	112	0	450	0	450
Maryland	Fort Detrick	2	3	1	109	(5)	2	1614	5	1612	119	1731
Maryland	Fort Meade	108	(77)	(10)	34	7	35	314	1746	419	1738	2157
Maryland	NAS Patuxent River	0	105	0	(8)	0	0	0	0	0	97	97
Maryland	NRC Adelphi	(8)	0	0	0	0	0	0	0	(8)	0	(8)
Maryland	NRC Baltimore	2	0	0	0	0	0	0	0	2	0	2
Maryland	NSWC Indian Head	0	0	0	0	0	17	0	0	0	17	17
Maine	NAS Brunswick	0	(4)	(3)	(9)	(122)	(22)	(178)	(83)	(303)	(118)	(421)
Massachusetts	ARB Westover	0	0	3	0	0	0	0	0	3	0	3
Massachusetts	Devens Reserve Forces Trng Ctr	61	41	(50)	(94)	0	0	0	0	11	(53)	(42)
Massachusetts	Hanscom AFB	0	0	(1)	(2)	(1)	(2)	(25)	(139)	(27)	(143)	(170)
Massachusetts	Soldier Systems Center	0	(8)	0	(24)	0	(1)	0	0	0	(33)	(33)
Massachusetts	South Boston Support Activity	(1)	0	(3)	2	0	0	0	0	(4)	2	(2)
Michigan	Detroit Arsenal	(15)	(7)	5	0	(2	(11)	12	443	0	425	425
Michigan	US Army Garrison Selfridge	(88)	(151)	0	0	0	0	0	0	(88)	(151)	(239)
Mississippi	NS Pascagoula	(2)	0	0	0	0	0	0	(9)	(2)	(9)	(11)

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	**Installation**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**			
Missouri	Fort Leonard Wood	102	45	415	24	(3)	(2)	(90)	(8)	424	59	483
Missouri	MCSA Kansas City	0	0	0	0	0	(12)	0	0	0	(12)	(12)
Missouri	MOBCOM Kansas City	0	0	0	0	0	0	(41)	(32)	(41)	(32)	(73)
Missouri	NMCRC St. Louis	2	0	0	0	0	0	0	0	2	0	2
Missouri	NRC Cape Girardeau	(3)	0	0	0	0	0	0	0	(3)	0	(3)
Missouri	Whiteman AFB	(16)	2	(24)	0	(3)	0	0	0	(43)	2	(41)
Minnesota	NRC Duluth	(5)	0	0	0	0	0	0	0	(5)	0	(5)
Nebraska	NRC Lincoln	(4)	0	0	0	0	0	0	0	(4)	0	(4)
Nebraska	Offutt AFB	(35)	11	4	0	(3)	0	0	0	(34)	11	(23)
New Hampshire	NSY Portsmouth	0	0	0	0	22	1	37	13	59	14	73
New Mexico	Cannon AFB	979	190	1016	191	1021	191	1021	191	4037	763	4800
New Mexico	Holloman AFB	(429)	(12)	294	8	210	0	0	0	75	(4)	71
New Mexico	Kirtland AFB,	0	0	17	15	11	20	30	97	58	132	190
New Mexico	White Sands Missile Range	50	(35)	200	(21)	0	(10)	1834	(5)	2084	(71)	2013
New Jersey	Fort Dix	29	1	37	96	466	(41)	(1)	26	531	82	613
New Jersey	Fort Monmouth	(15)	40	(4)	67	(11)	(1148)	(166)	(1712)	(196)	(2753)	(2949)
New Jersey	McGuire AFB	(245)	103	(16)	(1)	280	22	160	7	179	131	310
New Jersey	NAVAIRENGSTA Lakehurst	0	(1)	(16)	0	(32)	0	(16)	0	(64)	(1)	(65)
New Jersey	NWSC Indian Head DET, Earle	0	0	0	0	0	(1)	0	0	0	(1)	(1)
New Jersey	Picatinny Arsenal	0	6	2	19	0	(2)	3	25	5	48	53
New York	Fort Drum	241	42	92	14	96	(1)	468	0	897	55	952
New York	Fort Hamilton	(2)	(49)	(52)	(7)	5	(6)	(17)	(1)	(66)	(63)	(129)
New York	Watervliet Arsenal	0	23	0	(28)	0	(30)	0	0	0	(35)	(35)
New York	West Point Mil Reservation	4	(40)	(4)	(7)	(5)	(5)	118	66	113	14	127
North Carolina	Army Research Office	0	2	(1)	0	0	0	0	0	(1)	2	1
North Carolina	Fort Bragg	502	28	2323	327	147	36	488	637	3460	1028	4488
North Carolina	MCAS Cherry Point	55	(9)	41	0	75	0	0	0	170	(9)	161

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	**Installation**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**			
North Carolina	MCAS New River	29	0	41	0	0	0	82	0	152	0	152
North Carolina	MCB Camp Lejeune	310	0	161	0	180	0	(1)	(6)	648	(6)	642
North Carolina	Military Ocean TML Sunny Point	0	25	0	1	0	0	0	0	0	26	26
North Carolina	Pope AFB	(903)	1	(1431)	(26)	(1179)	(171)	0	0	(3513)	(196)	(3709)
North Carolina	Seymour-Johnson AFB	(9)	(2)	(35)	7	(1)	0	0	0	(45)	5	(40)
North Dakota	Grand Forks AFB	314	79	(367)	(18)	(7)	0	(894)	(42)	(954)	19	(935)
North Dakota	Minot AFB	(30)	6	(45)	0	(2)	0	0	0	(77)	6	(71)
Nevada	Nellis AFB	273	28	(398)	3	3	0	0	0	(122)	31	(91)
Ohio	AFRC Akron	0	0	0	0	0	0	12	0	12	0	12
Ohio	Wright-Patt AFB	2	2	2	2	357	241	361	230	722	475	1197
Oklahoma	AFRC Broken Arrow	0	0	0	0	0	0	15	0	15	0	15
Oklahoma	Fort Sill	479	10	285	219	6	(37)	(54)	(1)	716	191	907
Oklahoma	McAlester AAP	0	(28)	0	0	0	(8)	0	27	0	(9)	(9)
Oklahoma	Tinker AFB	(3)	(145)	8	(32)	8	(32)	8	(55)	21	(264)	(243)
Oregon	Portland IAP ARS	74	51	(33)	(29)	0	0	0	0	41	22	63
Oregon	Umatilla Chem Depot	(1)	42	0	0	0	0	0	0	(1)	42	41
Pennsylvania	Carlisle Barracks	(7)	0	(1)	(3)	1	(5)	1	0	(6)	(8)	(14)
Pennsylvania	Charles E Kelly Spt Fac	(2)	(9)	0	13	0	0	(13)	(54)	(15)	(50)	(65)
Pennsylvania	Letterkenny Army Depot	2	164	0	(5)	0	(124)	0	0	2	35	37
Pennsylvania	NAS JRB Willow Grove	0	(6)	0	(23)	(46)	(37)	(114)	(30)	(160)	(96)	(256)
Pennsylvania	NMCRC Lehigh Valley	0	0	0	0	0	0	5	0	5	0	5
Pennsylvania	NMCRC Pittsburgh	0	0	0	0	0	0	4	0	4	0	4
Pennsylvania	NMCRC Redding, PA	0	0	0	0	0	0	(1)	0	(1)	0	(1)
Pennsylvania	NSA Philadelphia	0	(4)	0	0	0	0	0	83	0	79	79
Pennsylvania	NSA Mechanicsburg	0	(1)	0	0	0	0	0	(4)	0	(5)	(5)
Pennsylvania	Site R	0	(53)	0	0	0	0	0	0	0	(53)	(53)
Pennsylvania	Tobyhanna Army Depot	(1)	102	1	3	0	(566)	0	(3)	0	(464)	(464)
Pennsylvania	Willow Grove ARS, PA	0	0	24	36	0	0	0	0	24	36	60
Rhode Island	NS Newport	12	19	24	11	0	0	0	22	36	52	88

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	**Installation**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**			
South Carolina	Charleston AFB	43	70	(3)	(4)	(3)	9	0	0	37	75	112
South Carolina	Fort Jackson	36	(21)	47	136	(9)	(5)	(65)	0	9	110	119
South Carolina	MCAS Beaufort	0	0	0	0	0	0	34	0	34	0	34
South Carolina	NAVWPNSTA Charleston	0	0	0	0	(11)	6	(25)	8	(36)	14	(22)
South Carolina	Shaw AFB	(11)	8	(7)	1	652	0	(30)	0	604	9	613
South Dakota	Ellsworth AFB	(11)	7	17	1	0	0	3	0	9	8	17
Texas	Brooks AFB	(218)	170	(378)	(316)	(677)	(575)	(677)	(574)	(1950)	(1295)	(3245)
Texas	Corpus Christi Army Depot	0	141	0	15	0	(320)	0	(1)	0	(165)	(165)
Texas	Dyess AFB	(31)	2	(21)	0	(2)	0	13	0	(41)	2	(39)
Texas	Fort Bliss	1362	(46)	55	48	4256	17	4665	64	10338	83	10421
Texas	Fort Hood	(5)	(30)	(3124)	15	(310)	(2)	(126)	(2)	(3565)	(19)	(3584)
Texas	Fort Sam Houston	119	155	236	61	170	401	697	249	1222	866	2088
Texas	Lackland AFB	0	0	(36)	6	(247)	(1)	(1)	(1)	(284)	4	(280)
Texas	Laughlin AFB	49	39	0	0	0	0	0	0	49	39	88
Texas	NAS Corpus Christi	0	(1)	0	0	(30)	2	0	0	(30)	0	(29)
Texas	NAS JRB Ft Worth	18	(1)	139	2	0	0	0	0	157	1	158
Texas	NMCRC Amarillo	1	0	0	0	0	0	0	0	1	0	1
Texas	NRC Lubbock	(4)	0	0	0	0	0	0	0	(4)	0	(4)
Texas	NRC Orange	(8)	0	0	0	0	0	0	0	(8)	0	(8)
Texas	NS Ingleside	0	(4)	(142)	(33)	(98)	(47)	0	0	(240)	(84)	(324)
Texas	Randolph AFB	1543	2806	13	50	(124)	(3)	(5)	25	1427	2878	4305
Texas	Red River Army Depot	0	(26)	1	(30)	0	(546)	0	(67)	1	(669)	(668)
Texas	Sheppard AFB	0	0	0	0	63	10	195	29	258	39	297
Utah	Deseret Chemical Depot	0	32	0	0	(1)	(180)	0	0	(1)	(148)	(149)
Utah	Dugway Proving Ground,	1	(9)	0	(3)	0	0	0	(1)	1	(13)	(12)
Utah	Hill AFB	(2)	(190)	101	(184)	133	(176)	133	(197)	365	(747)	(382)
Utah	Tooele Army Depot	0	5	0	(4)	1	161	0	0	1	162	163
Virginia	Arlington Service Center	0	0	0	0	0	0	216	216	216	216	432
Virginia	Fort AP Hill	(3)	0	1	10	6	20	0	(27)	4	3	7

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	**Installation**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**			
Virginia	Fort Belvoir	115	150	0	(36)	1157	3957	1463	1264	2735	5335	8070
Virginia	Fort Eustis	161	(62)	7	7	(108)	(139)	6	562	66	368	434
Virginia	Fort Lee	15	(8)	518	180	4	3	(244)	85	293	260	553
Virginia	Fort Monroe	(37)	(24)	(10)	33	(40)	(115)	(349)	(825)	(436)	(931)	(1367)
Virginia	Fort Myer	63	1	71	2	0	0	139	0	273	3	276
Virginia	Fort Story	(29)	0	3	2	27	27	0	0	1	29	30
Virginia	Langley AFB	(28)	(6)	(110)	(2)	(7)	1	(1)	0	(146)	(7)	(153)
Virginia	MCB Camp Allen	7	0	0	0	0	0	0	0	7	0	7
Virginia	MCB Quantico	31	0	20	0	40	255	47	679	138	934	1072
Virginia	NAVMEDCEN Portsmouth	0	0	(6)	(1)	0	(1)	0	(1)	(6)	(3)	(9)
Virginia	NAVPHIBASE Little Creek	0	0	8	0	0	3	0	(1)	8	2	10
Virginia	NAVWPNSTA Yorktown	0	(1)	0	(3)	0	(4)	0	0	0	(8)	(8)
Virginia	NAS Oceana	(30)	(36)	0	(36)	0	0	0	0	(30)	(72)	(102)
Virginia	NS Norfolk	0	(1)	335	(18)	28	7	0	2	363	(10)	353
Virginia	NSA Norfolk	196	53	0	0	0	0	0	0	196	53	249
Virginia	NSA NW ANNEX, Chesapeake	0	0	0	0	0	0	54	8	54	8	62
Virginia	NSWC Dahlgren	0	0	0	0	0	9	0	20	0	29	29
Virginia	NSY Norfolk	0	0	0	0	0	22	0	0	0	22	22
Virginia	Potomoc Annex	0	0	0	0	(11)	0	0	0	(11)	0	(11)
Virginia	Radford AAP	(1)	6	0	(1)	0	0	0	0	(1)	5	4
Virginia	Rivanna Station	0	20	2	15	63	292	0	2	65	329	394
Washington	Fairchild AFB	(254)	77	(11)	3	(3)	(1)	60	24	(208)	103	(105)
Washington	Fort Lewis	2287	501	682	139	421	(7)	525	47	3915	680	4595
Washington	McChord AFB	67	(130)	(6)	1	(3)	0	0	0	58	(129)	(71)
Washington	NAS Whidbey Island	0	(12)	0	(13)	0	0	0	0	0	(25)	(25)
Washington	NSY Bremerton	2	0	1	0	1	0	0	0	4	0	4
Washington	NSY Puget Sound	0	9	0	31	0	0	0	0	0	40	40
Washington	Yakima Training Center	(8)	0	10	8	0	0	0	0	2	8	10
West Virginia	NMCRC Moundsville	0	0	0	0	0	0	(1)	0	(1)	0	(1)

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
State	**Installation**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**	**Military**	**Civilian**			
Wisconsin	Fort McCoy	4	2	(223)	20	0	240	0	(257)	(219)	5	(214)
Wyoming	FE Warren AFB	62	1	30	0	0	0	0	0	92	1	93

	Appendix 3: Projected Military Student Growth by Service											
		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
Service	Installation	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian			
Air Force	Andrews AFB, MD	113	0	112	0	113	0	113	0	450	0	450
Air Force	Barksdale AFB, LA	(125)	2	(270)	0	(2)	0	0	0	(397)	2	(395)
Air Force	Beale AFB, CA	29	3	(23)	1	(1)	0	0	0	5	4	9
Air Force	Brooks AFB, TX	(218)	170	(378)	(316)	(677)	(575)	(677)	(574)	(1950)	(1295)	(3245)
Air Force	Cannon AFB, NM	979	190	1016	191	1021	191	1021	191	4037	763	4800
Air Force	Charleston AFB, SC	43	70	(3)	(4)	(3)	9	0	0	37	75	112
Air Force	Davis-Monthan AFB, AZ	(15)	6	(41)	0	(50)	0	0	0	(106)	6	(100)
Air Force	Dover AFB, DE	437	182	(9)	(3)	221	235	0	0	649	414	1063
Air Force	Dyess AFB, TX	(31)	2	(21)	0	(2)	0	13	0	(41)	2	(39)
Air Force	Edwards AFB, CA	0	0	0	0	(1)	(2)	(3)	(2)	(4)	(4)	(8)
Air Force	Eglin AFB, FL	(307)	30	(559)	59	(863)	89	848	91	(881)	269	(612)
Air Force	Ellsworth AFB, SD	(11)	7	17	1	0	0	3	0	9	8	17
Air Force	Elmendorf AFB, AK	0	(13)	40	3	52	6	64	7	156	3	159
Air Force	Fairchild AFB, WA	(254)	77	(11)	3	(3)	(1)	60	24	(208)	103	(105)
Air Force	FE Warren AFB, WY	62	1	30	0	0	0	0	0	92	1	93
Air Force	Grand Forks AFB, ND	314	79	(367)	(18)	(7)	0	(894)	(42)	(954)	19	(935)
Air Force	Hanscom AFB, MA	0	0	(1)	(2)	(1)	(2)	(25)	(139)	(27)	(143)	(170)
Air Force	Hickam AFB, HI	0	0	0	(12)	11	0	(1)	0	10	(12)	(2)
Air Force	Hill AFB, UT	(2)	(190)	101	(184)	133	(176)	133	(197)	365	(747)	(382)
Air Force	Holloman AFB, NM	(429)	(12)	294	8	210	0	0	0	75	(4)	71
Air Force	Kirtland AFB, NM	0	0	17	15	11	20	30	97	58	132	190
Air Force	Lackland AFB, TX	0	0	(36)	6	(247)	(1)	(1)	(1)	(284)	4	(280)
Air Force	Langley AFB, VA	(28)	(6)	(110)	(2)	(7)	1	(1)	0	(146)	(7)	(153)
Air Force	Laughlin AFB, TX	49	39	0	0	0	0	0	0	49	39	88
Air Force	Little Rock AFB. AR	181	0	(239)	0	(148)	0	0	0	(206)	0	(206)
Air Force	MacDill AFB, FL	73	211	697	202	(4)	0	0	(1)	766	412	1178
Air Force	McChord AFB, WA	67	(130)	(6)	1	(3)	0	0	0	58	(129)	(71)

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
Service	**Installation**	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian			
Air Force	McConnell AFB, KS	(224)	74	576	18	6	(1)	4	0	362	91	453
Air Force	McGuire AFB, NJ	(245)	103	(16)	(1)	280	22	160	7	179	131	310
Air Force	Minot AFB, ND	(30)	6	(45)	0	(2)	0	0	0	(77)	6	(71)
Air Force	Moody AFB, GA	292	4	(15)	1	2	0	34	0	313	5	318
Air Force	Mountain Home AFB, ID	(19)	6	(36)	1	(11)	0	0	0	(66)	7	(59)
Air Force	Nellis AFB, NV	273	28	(398)	3	3	0	0	0	(122)	31	(91)
Air Force	Offutt AFB, NE	(35)	11	4	0	(3)	0	0	0	(34)	11	(23)
Air Force	Pope AFB, NC	(903)	1	(1431)	(26)	(1179)	(171)	0	0	(3513)	(196)	(3709)
Air Force	Portland IAP ARS, OR	74	51	(33)	(29)	0	0	0	0	41	22	63
Air Force	Randolph AFB, TX	1543	2806	13	50	(124)	(3)	(5)	25	1427	2878	4305
Air Force	Robins AFB, GA	228	(46)	(8)	(61)	(8)	(61)	(8)	(82)	204	(250)	(46)
Air Force	Scott AFB, IL	161	948	(75)	0	63	112	74	119	223	1179	1402
Air Force	Seymour-Johnson AFB, NC	(9)	(2)	(35)	7	(1)	0	0	0	(45)	5	(40)
Air Force	Shaw AFB, SC	(11)	8	(7)	1	652	0	(30)	0	604	9	613
Air Force	Sheppard AFB, TX	0	0	0	0	63	10	195	29	258	39	297
Air Force	Tinker AFB, OK	(3)	(145)	8	(32)	8	(32)	8	(55)	21	(264)	(243)
Air Force	Travis AFB, CA	214	106	(53)	(1)	(5)	(2)	0	(1)	156	102	258
Air Force	Vandenberg AFB, CA	18	0	0	0	0	0	17	11	35	11	46
Air Force	Whiteman AFB, MO	(16)	2	(24)	0	(3)	0	0	0	(43)	2	(41)
Air Force	Wright-Patt AFB, OH	2	2	2	2	357	241	361	230	722	475	1197
Air Force	Willow Grove ARS, PA	0	0	24	36	0	0	0	0	24	36	60
Army	Aberdeen Proving Ground	30	49	(357)	(116)	14	1219	95	878	(218)	2030	1812
Army	Adelphi Laboratory Center	0	23	(1)	21	0	(8)	0	(21)	(1)	15	14
Army	Anniston Army Depot	2	25	0	10	0	(871)	0	(2)	2	(838)	(836)
Army	Army Research Office	0	2	(1)	0	0	0	0	0	(1)	2	1
Army	Blue Grass Army Depot	0	29	3	7	0	(66)	0	0	3	(30)	(27)
Army	Camp Parks	(3)	0	(6)	15	0	0	0	0	(9)	15	6
Army	Carlisle Barracks	(7)	0	(1)	(3)	1	(5)	1	0	(6)	(8)	(14)

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
Service	**Installation**	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian			
Army	Charles E Kelly Spt Fac	(2)	(9)	0	13	0	0	(13)	(54)	(15)	(50)	(65)
Army	Corpus Christi Army Depot	0	141	0	15	0	(320)	0	(1)	0	(165)	(165)
Army	Crane Army Ammunition Activity	(5)	(3)	0	(12)	0	(83)	0	0	(5)	(98)	(103)
Army	Deseret Chemical Depot, UT	0	32	0	0	(1)	(180)	0	0	(1)	(148)	(149)
Army	Detroit Arsenal, MI	(15)	(7)	5	0	(2)	(11)	12	443	0	425	425
Army	Devens Reserve Forces Trng Ctr, MA	61	41	(50)	(94)	0	0	0	0	11	(53)	(42)
Army	Dugway Proving Ground, UT	1	(9)	0	(3)	0	0	0	(1)	1	(13)	(12)
Army	Fort AP Hill, VA	(3)	0	1	10	6	20	0	(27)	4	3	7
Army	Fort Belvoir, VA	115	150	0	(36)	1157	3957	1463	1264	2735	5335	8070
Army	Fort Benning, GA	262	38	56	101	818	74	1775	817	2911	1030	3983
Army	Fort Bliss,TX	1362	(46)	55	48	4256	17	4665	64	10338	83	10421
Army	Fort Bragg, NC	502	28	2323	327	147	36	488	637	3460	1028	4488
Army	Fort Campbell, KY	460	137	177	(22)	(12)	1	(223)	1	402	117	519
Army	Fort Carson, CO	284	(7)	2350	31	166	(1)	558	1	3358	24	3382
Army	Fort Detrick, MD	2	3	1	109	(5)	2	1614	5	1612	119	1731
Army	Fort Dix, NJ	29	1	37	96	466	(41)	(1)	26	531	82	613
Army	Fort Drum, NY	241	42	92	14	96	(1)	468	0	897	55	952
Army	Fort Eustis,VA	161	(62)	7	7	(108)	(139)	6	562	66	368	434
Army	Fort Gillem, GA	(6)	(3)	(70)	54	(70)	(33)	(69)	(631)	(215)	(613)	(838)
Army	Fort Gordon, GA	284	21	(281)	69	(17)	39	93	92	79	221	518
Army	Fort Greely, AK	0	24	0	2	0	1	0	0	0	27	27
Army	Fort Hamilton, NY	(2)	(49)	(52)	(7)	5	(6)	(17)	(1)	(66)	(63)	(129)
Army	Fort Hood,TX	(5)	(30)	(3124)	15	(310)	(2)	(126)	(2)	(3565)	(19)	(3584)
Army	Fort Huachuca, AZ	(160)	(4)	(66)	(8)	(3)	(5)	(277)	(2)	(506)	(19)	(525)
Army	Fort Hunter Liggett, CA	1	0	(2)	6	0	0	648	0	647	6	653
Army	Fort Jackson, SC	36	(21)	47	136	(9)	(5)	(65)	0	9	110	119
Army	Fort Knox, KY	79	(38)	1679	834	(212)	195	(111)	229	1435	1220	2655
Army	Fort Leavenworth, KS	(93)	92	176	1	86	(1)	37	0	206	92	298
Army	Fort Lee, VA	15	(8)	518	180	4	3	(244)	85	293	260	553

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
Service	**Installation**	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian			
Army	Fort Leonard Wood, MO	102	45	415	24	(3)	(2)	(90)	(8)	424	59	483
Army	Fort Lewis, WA	2287	501	682	139	421	(7)	525	47	3915	680	4595
Army	Fort McCoy, WI	4	2	(223)	20	0	240	0	(257)	(219)	5	(214)
Army	Fort McNair, DC	(13)	(13)	0	(13)	0	(1)	(72)	(58)	(85)	(85)	(170)
Army	Fort McPherson, GA	(6)	(81)	2	43	(568)	(52)	(463)	(1081)	(1035)	(1171)	(2251)
Army	Fort Meade, MD	108	(77)	(10)	34	7	35	314	1746	419	1738	2157
Army	Fort Monroe, VA	(37)	(24)	(10)	33	(40)	(115)	(349)	(825)	(436)	(931)	(1367)
Army	Fort Monmouth, NJ	(15)	40	(4)	67	(11)	(1148)	(166)	(1712)	(196)	(2753)	(2949)
Army	Fort Myer, VA	63	1	71	2	0	0	139	0	273	3	276
Army	Fort Polk, LA	2	(11)	514	30	(21)	(1)	570	0	1065	18	1083
Army	Fort Richardson, AK	201	(174)	244	(65)	79	(76)	296	(2)	820	(317)	503
Army	Fort Riley, KS	(169)	27	307	107	252	(16)	228	34	618	152	770
Army	Fort Rucker, AL	(16)	40	12	13	74	(43)	(24)	0	46	10	56
Army	Fort Sam Houston, TX	119	155	236	61	170	401	697	249	1222	866	2088
Army	Fort Sill, OK	479	10	285	219	6	(37)	(54)	(1)	716	191	907
Army	Fort Stewart, GA	204	(3)	172	(35)	330	(2)	1555	1	2261	(39)	1963
Army	Fort Story, VA	(29)	0	3	2	27	27	0	0	1	29	30
Army	Fort Wainwright, AK	206	67	(19)	14	15	(25)	42	(2)	244	54	298
Army	Fort Shafter, HI	275	(26)	(37)	92	35	23	(17)	50	256	139	395
Army	Hunter Army Airfield, GA	(3)	(1)	38	7	9	0	27	0	71	6	13
Army	Kansas AAP, KS	0	0	0	0	0	0	0	(4)	0	(4)	(4)
Army	Letterkenny Army Depot, PA	2	164	0	(5)	0	(124)	0	0	2	35	37
Army	McAlester AAP, OK	0	(28)	0	0	0	(8)	0	27	0	(9)	(9)
Army	Miltiary Ocean TML Sunny Point, NC	0	25	0	1	0	0	0	0	0	26	26
Army	Newport Chem Depot, IN	0	(50)	0	0	0	0	0	0	0	(50)	(50)
Army	NTC Fort Irwin, VA	250	(4)	297	7	(87)	(3)	(383)	2	77	2	79
Army	Picatinny Arsenal, NJ	0	6	2	19	0	(2)	3	25	5	48	53
Army	Pine Bluff Arsenal, AR	(5)	11	0	(1)	0	(54)	0	(25)	(5)	(69)	(74)
Army	Presidio of Monterey, CA	(152)	40	185	58	185	24	85	(1)	303	121	424

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
Service	**Installation**	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian			
Army	Pueblo Chem Depot, CO	0	2	0	(11)	0	50	0	1	0	42	42
Army	Radford AAP, VA	(1)	6	0	(1)	0	0	0	0	(1)	5	4
Army	Red River Army Depot, TX	0	(26)	1	(30)	0	(546)	0	(67)	1	(669)	(668)
Army	Redstone Arsenal, AL	(19)	107	2	38	116	511	(150)	(60)	(51)	596	545
Army	Rivanna Station, CA	0	20	2	15	63	292	0	2	65	329	394
Army	Riverbank AAP, CA	0	0	0	0	0	(2)	0	0	0	(2)	(2)
Army	Rock Island Arsenal, IL	2	197	0	(150)	3	(403)	44	(441)	49	(797)	(748)
Army	Rocky Mountain Arsenal, CO	0	0	0	(1)	0	0	0	0	0	(1)	(1)
Army	SAT COM, CA	0	1	0	(4)	0	0	0	0	0	(3)	(3)
Army	Sierra Army Depot, CA	0	76	0	18	0	(205)	0	0	0	(111)	(111)
Army	Schofield Barracks, HI	260	(22)	206	2	247	(41)	168	0	881	(61)	820
Army	Site R, PA	0	(53)	0	0	0	0	0	0	0	(53)	(53)
Army	Soldier Systems Center, MA	0	(8)	0	(24)	0	(1)	0	0	0	(33)	(33)
Army	South Boston Support Activity, MA	(1)	0	(3)	2	0	0	0	0	(4)	2	(2)
Army	Tobyhanna Army Depot, PA	(1)	102	1	3	0	(566)	0	(3)	0	(464)	(464)
Army	Tooele Army Depot, UT	0	5	0	(4)	1	161	0	0	1	162	163
Army	Umatilla Chem Depot, OR	(1)	42	0	0	0	0	0	0	(1)	42	41
Army	US Army Garrison Miami, FL	(54)	(7)	0	7	0	0	0	0	(54)	0	(54)
Army	US Army Garrison Selfridge, MI	(88)	(151)	0	0	0	0	0	0	(88)	(151)	(239)
Army	Walter Reed AMC, DC	3	20	(35)	(188)	(24)	(10)	(1016)	(881)	(1072)	(1059)	(2131)
Army	Watervliet Arsenal, NY	0	23	0	(28)	0	(30)	0	0	0	(35)	(35)
Army	West Point Mil Reservation, NY	4	(40)	(4)	(7)	(5)	(5)	118	66	113	14	127
Army	White Sands Missile Range, NM	50	(35)	200	(21)	0	(10)	1834	(5)	2084	(71)	2013
Army	Yakima Training Center, WA	(8)	0	10	8	0	0	0	0	2	8	10
Army	Yuma Proving Ground, AZ	4	23	1	(2)	0	2	0	3	5	26	31
Marine Corps	MCAGCC Twentynine Palms, CA	57	0	56	0	21	0	139	0	134	0	273
Marine Corps	MCAS Beaufort, SC	0	0	0	0	0	0	34	0	34	0	34
Marine Corps	MCAS Cherry Point, NC	55	(9)	41	0	75	0	0	0	170	(9)	161
Marine Corps	MCAS Miramar, CA	4	0	39	(1)	49	8	81	127	173	134	307

		SY 07/08		SY 08/09		SY 09/10		SY 10/11		Total MIL	Total CIV	Grand Total
Service	**Installation**	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian			
Marine Corps	MCAS New River, NC	29	0	41	0	0	0	82	0	152	0	152
Marine Corps	MCAS Yuma, AZ	0	0	16	0	0	0	0	0	16	0	16
Marine Corps	MCB Camp Allen, VA	7	0	0	0	0	0	0	0	7	0	7
Marine Corps	MCB Camp Lejeune, NC	310	0	161	0	180	0	(1)	(6)	648	(6)	642
Marine Corps	MCB Camp Pendleton, CA	166	0	226	0	101	(4)	55	0	548	(4)	544
Marine Corps	MCB Hawaii, HI	40	0	13	0	18	0	118	0	189	0	189
Marine Corps	MCB Quantico, VA	31	0	20	0	40	255	47	679	138	934	1072
Marine Corps	MCLB Albany, GA	0	0	0	(2)	0	0	0	(2)	0	(4)	(4)
Marine Corps	MCLB Barstow, CA	0	0	0	0	(16)	0	0	(10)	(16)	(10)	(26)
Marine Corps	MCSA Kansas City, MO	0	0	0	0	0	(12)	0	0	0	(12)	(12)
Marine Corps	MOBCOM Kansas City, MO	0	0	0	0	0	0	(41)	(32)	(41)	(32)	(73)
Navy	AFRC Akron, OH	0	0	0	0	0	0	12	0	12	0	12
Navy	AFRC Baron Rouge, LA	0	0	0	0	6	0	0	0	6	0	6
Navy	AFRC Bell, CA	0	0	0	0	22	0	0	0	22	0	22
Navy	AFRC Broken Arrow, OK	0	0	0	0	0	0	15	0	15	0	15
Navy	AFRC Mobile, AL	0	0	11	0	0	0	0	0	11	0	11
Navy	AFRC Madison	0	0	0	0	9	0	0	0	0	9	9
Navy	Anacostia Annex, DC	0	0	0	0	(6)	55	14	310	8	365	373
Navy	ARB Westover	0	0	3	0	0	0	0	0	3	0	3
Navy	Arlington Service Center, VA	0	0	0	0	0	0	216	216	216	216	432
Navy	Federal City New Orleans, LA	0	0	0	0	128	64	0	0	128	64	192
Navy	NAS Atlanta, GA	0	0	(91)	(18)	(8)	(12)	0	0	(99)	(30)	(129)
Navy	NAS Brunswick, ME	0	(4)	(3)	(9)	(122)	(22)	(178)	(83)	(303)	(118)	(421)
Navy	NAS Corpus Christi, TX	0	(1)	0	0	(30)	1	0	0	(30)	0	(30)
Navy	NAS Jacksonville, FL	(7)	153	283	(12)	651	1	1	7	928	149	1077
Navy	NAS JRB Ft Worth, TX	18	(1)	139	2	0	0	0	0	157	1	158
Navy	NAS JRB New Orleans, LA	17	5	155	84	30	21	2	0	204	110	314
Navy	NAS JRB Willow Grove, PA	0	(6)	0	(23)	(46)	(37)	(114)	(30)	(160)	(96)	(256)
Navy	NAS Lemoore, CA	(10)	(21)	0	(21)	0	0	0	0	(10)	(42)	(52)

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Navy	NAS Oceana, VA	(30)	(36)	0	(36)	0	0	0	0	(30)	(72)	(102)
Navy	NAS Patuxent River, MD	0	105	0	(8)	0	0	0	0	0	97	97
Navy	NAS Pensacola, FL	(6)	(5)	0	(3)	0	(16)	(5)	(24)	(11)	(48)	(59)
Navy	NAS Whidbey Island, WA	0	(12)	0	(13)	0	0	0	0	0	(25)	(25)
Navy	NAVAIRENGSTA Lakehurst, NJ	0	(1)	(16)	0	(32)	0	(16)	0	(64)	(1)	(65)
Navy	NAVAIRWPSTA China Lake, CA	0	92	0	149	0	90	0	10	0	341	341
Navy	Naval Air Station Pensacola, FL	(27)	0	0	0	0	0	0	0	(27)	0	(27)
Navy	NAVBASE Coronado, CA	(20)	(14)	(21)	(28)	0	(28)	0	0	(41)	(70)	(111)
Navy	NAVBASE Point Loma, CA	27	0	102	35	(1)	(2)	(1)	(11)	127	22	149
Navy	NAVBASE Ventura County Port Hueneme, CA	0	0	0	(6)	0	0	0	0	0	(6)	(6)
Navy	NAVBASE Ventura County Pt Mugu, CA	0	0	0	(46)	0	(20)	0	0	0	(66)	(66)
Navy	NAVMEDCEN Portsmouth, VA	0	0	(6)	(1)	0	(1)	0	(1)	(6)	(3)	(9)
Navy	NAVMEDCEN San Diego, CA	0	0	(17)	0	0	0	0	0	(17)	0	(17)
Navy	NAVPHIBASE Little Creek, VA	0	0	8	0	0	3	0	(1)	8	2	10
Navy	NAVWPNSTA Charleston, SC	0	0	0	0	(11)	6	(25)	8	(36)	14	(22)
Navy	NAVWPNSTA Seal Beach, CA	3	0	13	(1)	0	(3)	0	(12)	16	(16)	0
Navy	NAVWPNSTA Yorktown, VA	0	(1)	0	(3)	0	(4)	0	0	0	(8)	(8)
Navy	NMCRC Amarillo, TX	1	0	0	0	0	0	0	0	1	0	1
Navy	NMCRC Atlanta, GA	0	0	0	0	5	0	0	0	5	0	5
Navy	NMCRC Lehigh Valley, PA	0	0	0	0	0	0	5	0	5	0	5
Navy	NMCRC Pittsburgh, PA	0	0	0	0	0	0	4	0	4	0	4
Navy	NMCRC Redding, PA	0	0	0	0	0	0	(1)	0	(1)	0	(1)
Navy	NMCRC St. Louis. MO	2	0	0	0	0	0	0	0	2	0	2
Navy	NRC Adelphi, MD	(8)	0	0	0	0	0	0	0	(8)	0	(8)
Navy	NRC Baltimore, MD	2	0	0	0	0	0	0	0	2	0	2
Navy	NRC Cape Girardeau, MO	(3)	0	0	0	0	0	0	0	(3)	0	(3)
Navy	NRC Duluth, MN	(5)	0	0	0	0	0	0	0	(5)	0	(5)
Navy	NRC Lincoln, NE	(4)	0	0	0	0	0	0	0	(4)	0	(4)

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Service	**Installation**	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian			
Navy	NRC Lubbock, TX	(4)	0	0	0	0	0	0	0	(4)	0	(4)
Navy	NRC Orange, TX	(8)	0	0	0	0	0	0	0	(8)	0	(8)
Navy	NRC St Petersburg, FL	(4)	0	0	0	0	0	0	0	(4)	0	(4)
Navy	NRC Tampa, FL	4	0	0	0	0	0	0	0	4	0	4
Navy	NS Great Lakes, IL	(23)	0	0	0	0	0	(9)	(1)	(32)	(1)	(33)
Navy	NS Ingleside, TX	0	(4)	(142)	(33)	(98)	(47)	0	0	(240)	(84)	(324)
Navy	NS Newport, RI	12	19	24	11	0	0	0	22	36	52	88
Navy	NS Norfolk, VA	0	(1)	335	(18)	28	7	0	2	363	(10)	353
Navy	NS Pascagoula, MS	(2)	0	0	0	0	0	0	(9)	(2)	(9)	(11)
Navy	NS San Diego, CA	0	0	543	19	24	3	0	0	567	22	589
Navy	NSA Athens, GA	0	0	0	0	(8)	(7)	0	(4)	(8)	(11)	(19)
Navy	NSA Mechanicsburg, PA	0	(1)	0	0	0	0	0	(4)	0	(5)	(5)
Navy	NSA New Orleans, LA	(11)	0	0	0	0	(16)	(39)	(35)	(50)	(51)	(101)
Navy	NSA NW ANNEX, Chesapeake, VA	0	0	0	0	0	0	54	8	54	8	62
Navy	NSA Philadelphia, PA	0	(4)	0	0	0	0	0	83	0	79	79
Navy	NSWC Crane, IN	0	0	0	0	0	(5)	0	(4)	0	(9)	(9)
Navy	NSWC Dahlgren, VA	0	0	0	0	0	9	0	20	0	29	29
Navy	NSWC Indian Head, MD	0	0	0	0	0	17	0	0	0	17	17
Navy	NWSC Indian Head DET, Earle	0	0	0	0	0	(1)	0	0	0	(1)	(1)
Navy	NSWC Port Hueneme DET	0	0	0	0	0	(2)	0	0	0	(2)	(2)
Navy	NSA Norfolk, VA	196	53	0	0	0	0	0	0	196	53	249
Navy	NSWC Panama City, FL	0	0	0	1	0	0	0	0	0	1	1
Navy	NSY Bremerton, WA	2	0	1	0	1	0	0	0	4	0	4
Navy	NSY Norfolk, VA	0	0	0	0	0	22	0	0	0	22	22
Navy	NSY Portsmouth, NH	0	0	0	0	22	1	37	13	59	14	73
Navy	NSY Puget Sound, WA	0	9	0	31	0	0	0	0	0	40	40
Navy	Potomac Annex, VA	0	0	0	0	(11)	0	0	0	(11)	0	(11)
Navy	NMCRC Moundsville	0	0	0	0	0	0	(1)	0	(1)	0	(1)
Navy	Washington Navy Yard, DC	0	16	0	0	0	0	1	13	1	29	30